



# **English for Construction Workers**



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The following activity book is intended as a free resource for those working in the construction industry. The activities have been designed for use in a classroom setting with a suitably qualified instructor. Please credit the original author when reusing this work.

Thank you.



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# Chapter 1

## Meeting Customers (Introductions)

A handshake is a common greeting amongst British people. It is seen as customary when you are introduced to a new person. The usual formal greeting is a 'How do you do?' or 'How are you?' and a handshake. 'How do you do?' is a greeting and not a question and the correct response is to say 'Fine, thank you' and repeat 'How do you do?' or 'And you?' 'How are you?' is a question and the most common response is "I am fine thank you and you?" the informal 'Cheers' is sometimes used in place of thank you.

At the end of this lesson students should be able to greet customers, introduce themselves and their colleagues and ask basic information. Students should also be able to complete a simple form in English and have a basic knowledge of the European Union.

### Getting started: Basic Vocabulary

Hello.

How are you?

Fine, and you?

What is your name?

My name is \_\_\_\_\_ .



## 1) Warm up: Read the conversation and practice it with a partner

In English we use the following greetings to start a conversation: Hello, Hi, Good morning, Good afternoon, Good evening.

A: Hello my name's .....

B: Hello, ..... my name's.....

A: How are you?

B: I'm fine thank you.

**Now go around the class and introduce yourself to your classmates**

## 2) WH questions

We can find out about people by using Wh questions.

Who is that? That's .....

What is your name? My name is.....

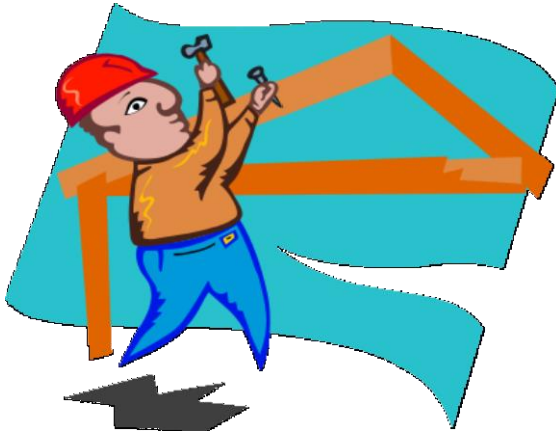
Where are you from? I'm from..... I come from.....

How are you? I'm fine, thank you.

**Go around the class and ask five classmates their name and where they come from**

Name	City

### 3) Giving information



I'm the carpenter

You're the architect

He's from Jones the Builders

She's from Smith and Smith Architects

We're carpenters

They're from Jones the Builders

I'm not a plumber. I'm a carpenter.

He isn't from Smith and Smith Architects

He's from Jones the builders.

They aren't plumbers. They're carpenters.



### Fill in the gaps with the correct word

Hello, my \_\_\_\_\_ is John. \_\_\_\_ a carpenter. This is my friend. \_\_\_\_ a carpenter. We  
\_\_\_\_ carpenters.

### Now write a few words to introduce yourself

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#### 4) Questions with the verb to be

We can ask for information by using the verb to be.

Are you a plumber? Yes, I'm a plumber.

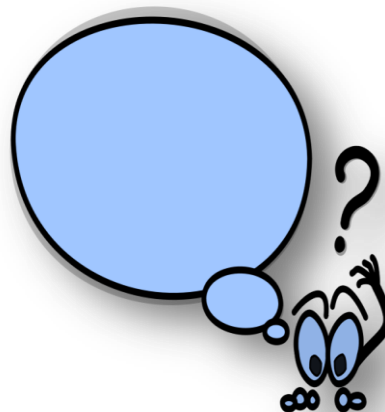
Is he a carpenter? No, he's a plumber.

Is she an architect? Yes, she's an architect.

Are you bricklayers? No we're carpenters.

Are they electricians? Yes, they're electricians.

Note how we shorten some of the words: she is (she's), we are (we're) and they are (they're).



**Write your own questions and ask them to a partner**

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## 5) On-site language

<b>be</b> I am a roofer. You are a plumber. It is break time. We are the owners. You all are the employees. They are the new employees.	<b>have/has</b> I have a work permit. Do you have your work permit? Do you have your visa? She has a university degree. We have finished the paperwork. They have their work permits.
<b>do</b> I do carpentry work. You do a good job. He does plumbing. This man does plastering. We do a good job. You all do a good job. They don't make doors and windows.	<b>can</b> Can I start tomorrow? Can you do bricklaying? Can he do plumbing? Can it be repaired? Can we finish early? Can you use this tool? Can they do plastering?

**Write some questions and answers using the above examples.**

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## Matching exercise

- A: Where are you from? I'm fine thank you\_\_\_\_\_
- B: What is your name? I'm from England\_\_\_\_\_
- C: How are you? I live in London\_\_\_\_\_
- D: Where do you live? I'm an architect\_\_\_\_\_
- E: What is your job? My name is \_\_\_\_\_

## 6) Filling in forms: Fill in the form with your own information

First name: \_\_\_\_\_ Surname: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Nationality: \_\_\_\_\_

Address: \_\_\_\_\_

How long at the above address: \_\_\_\_\_

School/College/University: \_\_\_\_\_

Present job: \_\_\_\_\_

Married: Yes/No\_\_\_\_\_

Reason for learning construction: \_\_\_\_\_

Date started learning construction: \_\_\_\_\_

Foreign languages spoken: \_\_\_\_\_

Interests/Hobbies: \_\_\_\_\_

Skills: \_\_\_\_\_

## 7) Asking questions

- 1) What job do you do? I'm a plasterer.
- 2) Where do you work? I work in London.
- 3) What does he do? He's an apprentice.
- 4) Where does he go to college? He goes to London College of Technology.

## Read the sentences and make your own questions and answers

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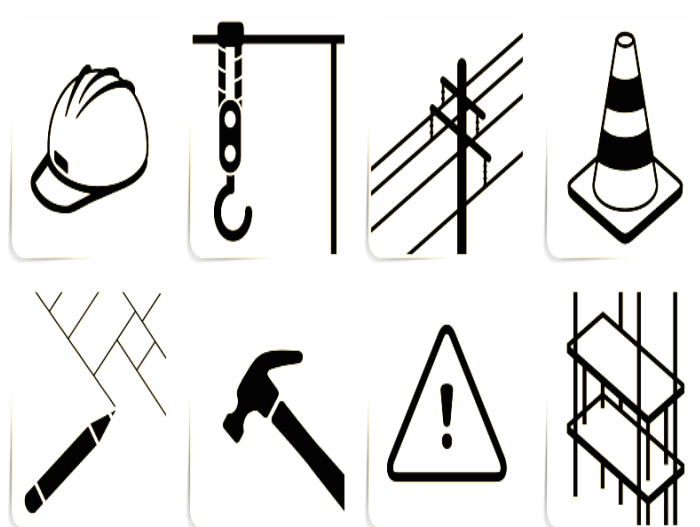
## Complete the conversations

A: Where do you work?

B: I \_\_\_\_\_ in London.

A: Where d\_\_\_\_\_ he w\_\_\_\_\_?

B: He w\_\_\_\_\_ in Manchester.



## 8) Working in Europe: European nationalities

What do you know about Europe?

I'm from Poland.

They're from Holland.

She's from France.

We're from Spain.

He's from Romania.



## Working in Europe: Read and answer the questions

Hello my name's Fred. I'm an electrician. I was born on November 11th in London, England. My father is a plasterer and my mother was an architect. I work and live in Glasgow, Scotland.

1) Where was Fred born?

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2) What is Fred's occupation?

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3) When is Fred's birthday?

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4) What is Fred's father's occupation?

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5) Where does Fred work?

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## Fill in the gaps using the words below

London   English   apartment   site   England   wife

Hello my name is Mr Peters. I'm from \_\_\_\_\_. I'm English. My nationality is \_\_\_\_\_. I was born on the 7<sup>th</sup> July 1974. I live in \_\_\_\_\_. I live in an \_\_\_\_\_. I'm married and have two children. I live with my \_\_\_\_\_. I'm a carpenter. I work on a construction \_\_\_\_\_. I do carpentry work but can also do joinery. I work in London, England. I enjoy my work.

## Read the text and discuss the questions

The **European Union (EU)** is a political and economic union that consists of 28 member states. These states are located in Europe. The EU has an area of 4,475,757 km<sup>2</sup> (1,728,099 sq mi) and a population of about 513 million. The EU has a single market and a standardised system of laws that apply in all member states. EU policies aim to ensure the free movement of people, goods, services and capital.

1) Why is it important to learn English?

2) Is Europe good for your country?



## 9) What do you know about the EU? Quick quiz:

1) How many countries are there in the EU?

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2) What is the biggest country in the EU?

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3) What is the smallest country in the EU?

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4) What is the capital of Spain?

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5) What is the capital of France?

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6) What is the capital of Bulgaria?

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7) What is the capital of Germany?

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8) What is the capital of Belgium?

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## End of section review

1) A \_\_\_\_\_ is the most common form of greeting between British people.

A) wai B) bow C) handshake D) nod

2) How are you? I'm \_\_\_\_\_, thank you.

A) fine B) John C) a carpenter D) English

3) \_\_\_\_\_ the plumber.

A) He B) She C) I'm D) I

4) \_\_\_\_\_ from London.

A) He's B) He C) She D) I

5) We \_\_\_\_\_ electricians.

A) our B) are C) we're D) name

6) Where are you from? \_\_\_\_\_ from Manchester.

A) He B) I C) She D) I'm

7) \_\_\_\_\_ are from Wales.

A) They're B) Their C) He D) They

8) Good \_\_\_\_\_. How are you?

A) night B) morning C) name D) noon

9) I \_\_\_\_\_ from Ireland.

A) born B) live C) come D) I'm

10) I \_\_\_\_\_ born in Belfast.

A) come B) was C) am D) were



# Chapter 2

## **Roles in the Construction Industry (Describing Jobs)**

Many different trades and occupations are involved in the process of constructing a building. The process of construction is usually managed by a project manager, and supervised and overseen by a construction manager, construction engineer, design engineer or architect. Those involved with the design and execution of a construction project must consider many different factors. For example, the environmental impact, budgeting, scheduling, site safety, availability and transportation of building materials, logistics and inconvenience to the public caused by construction delays. It is therefore very important that those working in the construction industry understand the role of each occupation.

At the end of this section students should be able to identify the trades and occupations of those involved in the construction industry and identify their individual roles and duties.

### **Getting started: Basic Vocabulary**

Architect

Carpenter

Plumber

Electrician

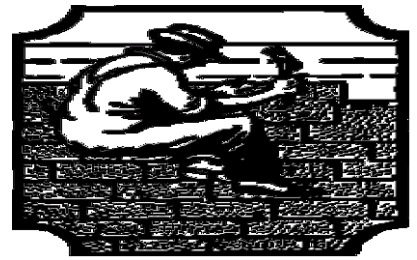
Bricklayer

Labourer

Painter and decorator



### 1) Warm up: Match the pictures to the jobs



1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

architect, carpenter, plumber, bricklayer, electrician, roofer, plasterer,  
labourer, painter and decorator, scaffolder, joiner, welder

Look up any words that you don't know in your dictionary.

### 2) What's the trade? Rearrange the letters to find the job

1) nretcapre   2) reoinj   3) csafoldfre   4) pulmerb   5) naicirteelc   6) abkyilrecr

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

4) \_\_\_\_\_ 5) \_\_\_\_\_ 6) \_\_\_\_\_

### 3) Using articles: Are the following an or a?

\_\_\_\_plumber, \_\_\_\_architect, \_\_\_\_carpenter, \_\_\_\_apprentice, \_\_\_\_scaffolder,

#### 4) Where do you live? Practice the dialogue with a partner

A: Where do you live?

B: I'm from London, England but I live in Madrid.

A: Really? My brother lives in Madrid.

B: What does he do?

A: He's a plumber.



**When you have finished, practice using different countries and trades.**

#### 5) What do you do?

**Read the following text and answer the questions**

Good afternoon my name's Jack. I'm a plasterer. I do plastering for a living. Good morning my name's Frank. I do carpentry for a living.

1) What does Frank do for a job?

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2) What is Jack's job?

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**Match the occupation to the task:**

- |                |                               |
|----------------|-------------------------------|
| A: plasterer   | bricklaying_____              |
| B: plumber     | plastering_____               |
| C: joiner      | plumbing_____                 |
| D: bricklayer  | electrical installations_____ |
| E: electrician | joinery_____                  |



## 6) Verbs: base form/infinitive

John is a painter and decorator. He paints buildings.

Paul is a bricklayer. He lays bricks.

Peter is a plasterer. He plasters walls.

Fred is a scaffolder. He erects scaffolds.

Samuel is a carpenter. He constructs roofs.



Look up any words that you don't know in your dictionary and ask some questions to a partner. **Example:** What does a painter and decorator do? He paints walls.

## 7) Name the trade

### Match the following tradespeople to their description

- 1) Painter and decorator   2) Plumber   3) Roof slater and tiler  
4) Carpenter/joiner   5) Bricklayer   6) Electrician   7) Plasterer

\_\_\_\_\_ Works with bricks and mortar to build various types of walling.

\_\_\_\_\_ Works with timber and also metals and plastic items and ironmongery.

\_\_\_\_\_ Works with cables and wires, metal and plastic fittings and installs electric systems.

\_\_\_\_\_ Works with wall paper, paint and fillers to decorate new or existing works.

\_\_\_\_\_ Works with plaster, cement mixes, plasterboard and expanded metal, to fine finish walls, ceilings.

\_\_\_\_\_ Works with mainly with metals, plastics and ceramics. They install tanks, baths, showers, sinks, toilets, washbasins, rainwater goods, boilers, radiators and gas appliances.

\_\_\_\_\_ Works with felt, timber, metals, mortar and various types of slates and tiles. They cover new or existing pitched roofs.



## 8) What do they do?

**Civil engineer** is a person that works on various projects such as the construction, design and maintenance of roads, bridges, canals, dams, and buildings. Civil engineering is often divided into several different disciplines such as architectural engineering, structural engineering, environmental engineering, transportation engineering, water resources engineering, urban engineering, materials engineering, coastal engineering, surveying and construction engineering.

1) Write some examples of the work that a civil engineer may do in your own words

**Example:** A civil engineer builds bridges.

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## 9) Roles in the construction industry

**Client:** The client is the person who wants the building work done.

**Architect:** The architect designs what the client wants and leads the building team.

**Quantity surveyor:** The quantity surveyor works out how much the building is going to cost.

**Specialist engineer:** The specialist engineer helps the architect. They prepare drawings and do calculations to make sure that the building is being built correctly.

**Clerk of works:** A clerk of works, or site inspector, makes sure that work carried out and materials being used on a construction project meet quality and safety standards.

**Local authority:** The local authority makes sure that the building does not break planning and building laws.

**Health and safety inspector:** Checks that the builders follow health or safety rules and regulations.

**Building contractor:** Works on the site and builds the building.

**Sub-contractor:** Works on parts of the building that the main building contractor cannot do. For example, the sub-contractor may put in the windows, baths or do wall tiling.

**Suppliers:** Provides the building materials for the trades.

**Using what you have learnt in class and information from websites and text books and write down what each person does**

**Architect**

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**Quantity surveyor**

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**Structural engineer**

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**Clerk of works**

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**Contracts manager**

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**Safety officer**

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**Site clerk**

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**General foreman/woman**

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**Trades foreman/woman**

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**Trades person**

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**General operative**

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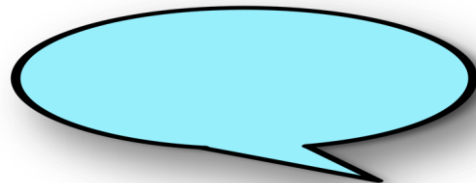
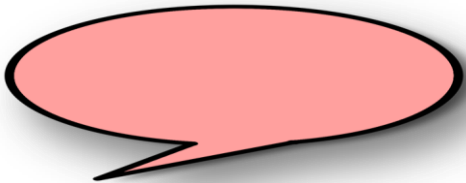
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## 10) Introducing people (Review)

**Ask another student for this information and introduce them to the class**

- 1) What is your name?
- 2) Have you ever worked in construction?
- 3) What construction job are you interested in?
- 4) What do you know about construction jobs?



## 11) Construction workers

**Read the text and answer the questions**

A **construction or building worker** is a person that works on a construction or building site. They work where structures such as houses, apartments and offices are being built. Construction workers use many different types of tools (such as trowels, hammers and chisels) and operate various types of machines and vehicles such as bulldozers and diggers. Working as a construction worker is often dangerous as a person could fall from a height, or have a heavy object fall onto them. Construction workers must therefore wear safety clothing, such as metal toe cap work-boots, plastic hard hats and goggles to protect their eyes. Many construction workers wear or yellow safety vests, so that they can be seen easily. It takes many different trades to build a building. Construction work is often difficult and hard work.



## Questions true or false:

- 1) Construction workers make bulldozers and diggers. true/false \_\_\_\_\_
- 2) Construction work is fairly safe. true/false \_\_\_\_\_
- 3) It is a good idea to wear steel toe capped boots on a building site. true/false \_\_\_\_\_
- 4) A plastic hard hat can protect your eyes. true/false \_\_\_\_\_
- 5) It is easy to see a yellow coloured vest. true/false \_\_\_\_\_
- 6) Buildings can be constructed with a few trades. true/false \_\_\_\_\_
- 7) Construction work is always easy. true/false \_\_\_\_\_

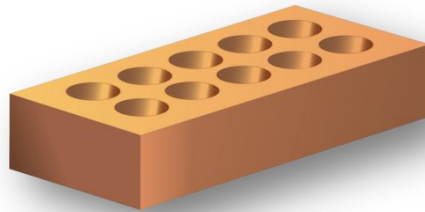
## 12) Writing about the following construction trades

### Bricklayers

What do they work with?

What do they do?

How much do they earn?



**Example:** Bricklayers work with bricks, stone, and concrete. They make and repair walls, buildings, roads, and walkways. They earn between 150 and 200 pounds a day.

### Painters

What do they work with?

What do they do?

How much do they earn?



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## Carpenters

What do they work with?

What do they do?

How much do they earn?



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## Plumbers

What do they work with?

What do they do?

How much do they earn?



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## Labourers

What do they do?

How much do they earn?



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## 13) Describing jobs

### Read the text and then discuss it with your classmates

Bill is a scaffolder from England. He works on tall buildings. One of the buildings is fifty floors high. His job is very dangerous. Paul is an architect from Cardiff, Wales. He designs office buildings. His work is very interesting. Bob is an electrician from Brighton. His job is very difficult. Peter is a bricklayer from Southampton. His job is very tiring.

## What job would you like? Why?

### 14) Asking about jobs: Practice the conversation in pairs

A: Are you an architect?

B: Yes, I'm an architect.

A: Do you like your job?

B: Yes, I do. I love it!

A: Are you a bricklayer?

B: Yes, I'm a bricklayer.

A: Do you like your job?

B: Yes, I usually love my job but when it's cold I hate it.



Loves



Likes



Dislikes/Doesn't like



Hates

### 15) Simple present

Do you like.....? Yes, I do. No, I don't.

Does Bob like.....? Yes, he does. No, he doesn't.

Do they like.....? Yes, they do. No, they don't.

**In groups practice asking your own questions**

## 16) What do you know?

In pairs or small groups tell each other what you know about different construction trades

Choose one of the following:

- roofers
- bricklayers
- electricians
- plasterers
- painters and decorators
- scaffolders
- joiners
- stonemasons



Tell your partner or the rest of your group:

- 1) What they do?
- 2) Four different tools they need?
- 3) How much you think they get paid?
- 4) What protective clothing they need to wear?
- 5) Is it a good job? Why?



**Class survey: Ask your classmates what they think.**

Difficult	Interesting	Tiring	Dangerous	Well paid	Poorly paid

## 17) Adverbs of frequency

Jim is an electrician in London, England. He works on a construction site in the city centre. He always works eight hours a day, five days a week. He sometimes works at the weekend. He never works at night but often works in the evenings.



### Write your own sentences

**Example:** John is a carpenter he never works on Sunday.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## End of section review

- 1) What job do you do? I'm \_\_\_\_\_.  
A) plumber B) Peter C) a plumber D) from Japan
- 2) Where do you work? I work \_\_\_\_\_.  
A) at London B) in London C) electrician D) hard
- 3) I do \_\_\_\_\_.  
A) bricklaying B) carpenter C) plumbers D) job
- 4) John \_\_\_\_\_ the wall.  
A) painting B) paints C) works D) bricks
- 5) The architect \_\_\_\_\_ buildings.  
A) paints B) makes C) works D) designs
- 6) Do you like your job? Yes, \_\_\_\_\_ my job.  
A) like B) likes C) I like D) I'm like
- 7) Are you a plumber? Yes, \_\_\_\_\_ a plumber.  
A) I B) he C) I'm D) you
- 8) Carpenters work with \_\_\_\_\_.  
A) timber B) bricks C) brick D) paint
- 9) Plumbers install \_\_\_\_\_.  
A) baths and sinks B) wood C) electric systems D) bath
- 10) Bricklayers work with \_\_\_\_\_.  
A) timber B) bricks C) sinks D) paint



# Chapter 3

## Weights and Measurements

We can measure many things such as time, temperature, weight, speed and distance. A system of measurement is a set of units of measurement. This can be used to specify anything that can be measured. It is essential that those working in the construction industry can measure accurately. Accurate measurements ensure that the job is done correctly and mistakes are avoided.

At the end of this section students should be able to identify the difference between imperial and metric measurements and be able to describe size and weight using technical terms. Students should also be able to read a plan and produce a quote using a basic specification. Students should be able to check prices using on-line sources.

### Getting Started: Basic Vocabulary

Centimetre

Milimetre

Metre

Kilogram

Heavy

Light

Big

Small



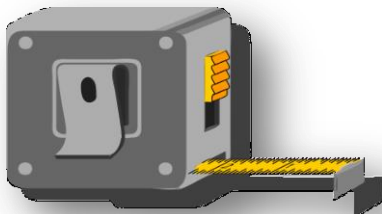


## 1) Warm up: Match the number to the written form

- |        |                          |
|--------|--------------------------|
| 1) 3   | twenty two_____          |
| 2) 4   | three_____               |
| 3) 6   | fourteen_____            |
| 4) 14  | four_____                |
| 5) 22  | thirty seven_____        |
| 6) 37  | fifty nine_____          |
| 7) 106 | six_____                 |
| 8) 59  | one hundred and six_____ |

## 2) What is it?

Look at the picture and answer the questions



- 1) What is this?
- 2) Why do you use it?
- 3) When do you use it?
- 4) Is it important to know how to measure things?
- 5) Who uses it?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

### 3) Metric and imperial measurements

- 1) Do you know any metric measurements? Example: \_\_\_\_\_
- 2) Do you know any imperial (non-metric) measurements? Example: \_\_\_\_\_
- 3) Which one is longer? A cm (centimetre) or mm (millimetre)? \_\_\_\_\_
- 4) Which one is shorter? An inch or a cm? \_\_\_\_\_
- 5) Which one is shorter? A yard or a mile. \_\_\_\_\_
- 6) Which one is longer? An inch or 20 mm. \_\_\_\_\_
- 7) Which one is shorter? A kilometre or a mile. \_\_\_\_\_

**In pairs look at the table and answer the questions**

#### Metric to imperial conversion table

Metric		Imperial
1 millimetre (mm)		0.03937 in (inch)
1 centimetre (cm)	10 mm	0.3937 in (inch)
1 metre (m)	100 cm	1.0936 yd (yard)
1 kilometre (km)	1000 m	0.6214 mile
Imperial		Metric
1 inch (in)		2.54 cm
1 foot (ft)	12 in	0.3048 m
1 yard (yd)	3 ft	0.9144 m
1 mile	1760 yd	1.6093 km

Imperial measurements are divided as follows: 1/2 half, 1/4 quarter, 1/8 eighth, 1/16 sixteenth, thirty second 1/32, 1/64 sixty fourth etc.

## Write your own sentences

**Example:** One inch is equal to 2.54 centimetres.

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## 4) Weights

The bag of cement weighs 25 kg (kilograms)

The bag of sand weighs 10 kg (kilograms)

The brick weighs 1 kg (kilogram)

Which one is the heaviest?

Which one is the lightest?



A car is heavy and a feather is light. The car is heavier than the feather. The feather is lighter than the car.

**Write your own sentences using the example above**

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## 5) Volume

One cubic metre ( $\text{m}^3$ ) is one metre times one metre times one metre ( $1\text{m} \times 1\text{m} \times 1\text{m}$ ).

One cubic metre is equal to one thousand litres (l).

One litre is equal to one thousand cubic centimetres ( $\text{cm}^3$ ).

One litre is equal to one thousand millilitres (ml)

**Write your own sentences using the examples above**

**Example:** three litres is equal to three thousand millilitres

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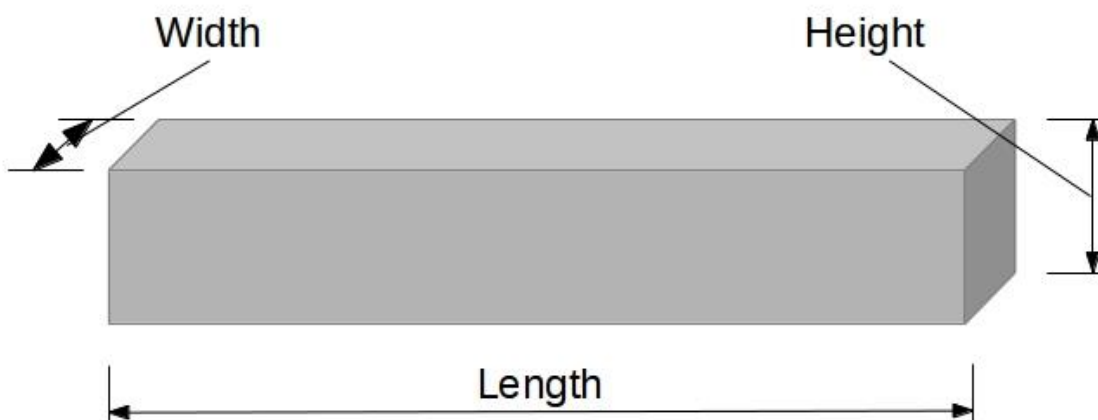
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## 6) Asking about size

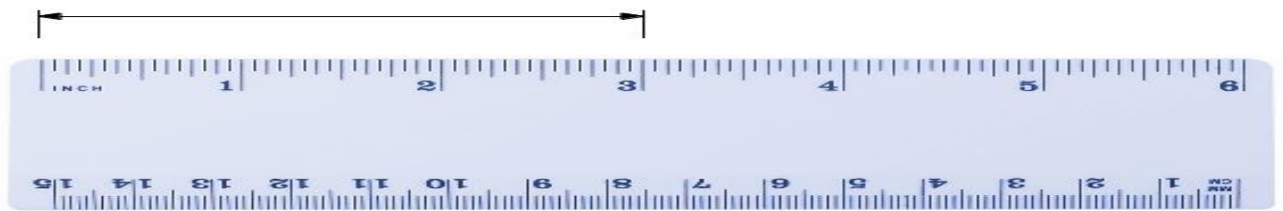
**We usually measure, length, width, height, depth and thickness**



## Write the correct measurement in words in the gap

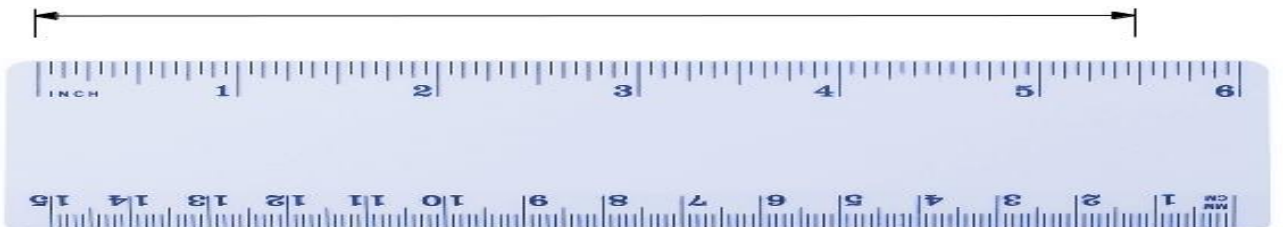
1) What's the measurement?

The measurement is \_\_\_\_\_



2) What's the measurement?

The measurement is \_\_\_\_\_.



3) What's the measurement?

The measurement is \_\_\_\_\_.



4) What's the measurement?

The measurement is \_\_\_\_\_.



5) What's the measurement?

The measurement is \_\_\_\_\_.



**Now convert the measurements from metric to imperial or imperial to metric**

1) It's approximately seventy five millimetres.

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

## 7) Approximating

**We can use the following statements for approximate measurements**

Approximately/ About/ Around/ More or less

Between ... and...

(Just) under/ Less than/ Up to – (Just) over/ More than

(Almost) exactly...

Almost...

On average...

I imagine/ estimate/ think...

**Use your own ideas and practice saying them with a partner**

### **8) Practice saying the following measurements in pairs**

What's the width?

What's the length?

What's the depth?

**Example:** length=800mm x width=100mm x depth=50mm

eight hundred millimetres by one hundred millimetres by fifty millimetres

1) 300mm x 80mm x 40mm

2) 450mm x 70mm x 20mm

3) 900mm x 110mm x 35mm

4) 629mm x 115mm x 27mm

5) 543mm x 112mm x 59mm

### **9) Asking about size**

What's the length?

What's the width?

What's the height?

What's the depth?

What's the thickness?

How long is it?

How wide is it?

How high is it?

How deep is it?

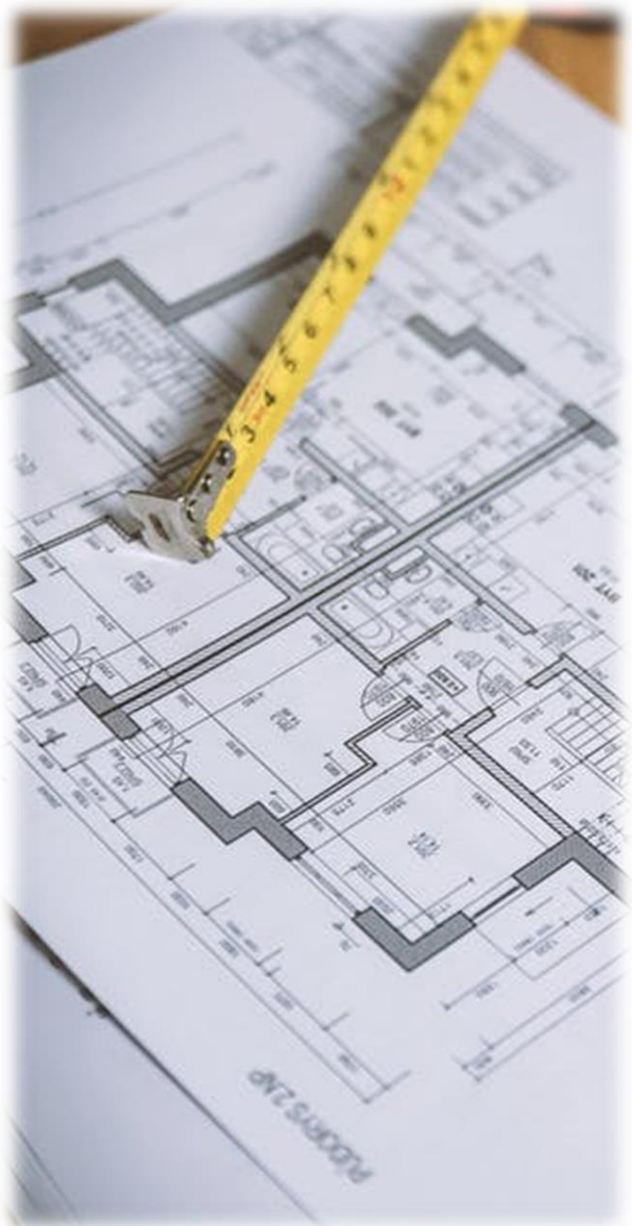
How thick is it?

Which one is higher?

Which one is wider?

Which one is longer?

Which one is deeper?



Which one is highest?  
Which one is widest?  
Which one is longest?  
Which one is deepest?  
Which one is the biggest?  
Which one is the smallest?

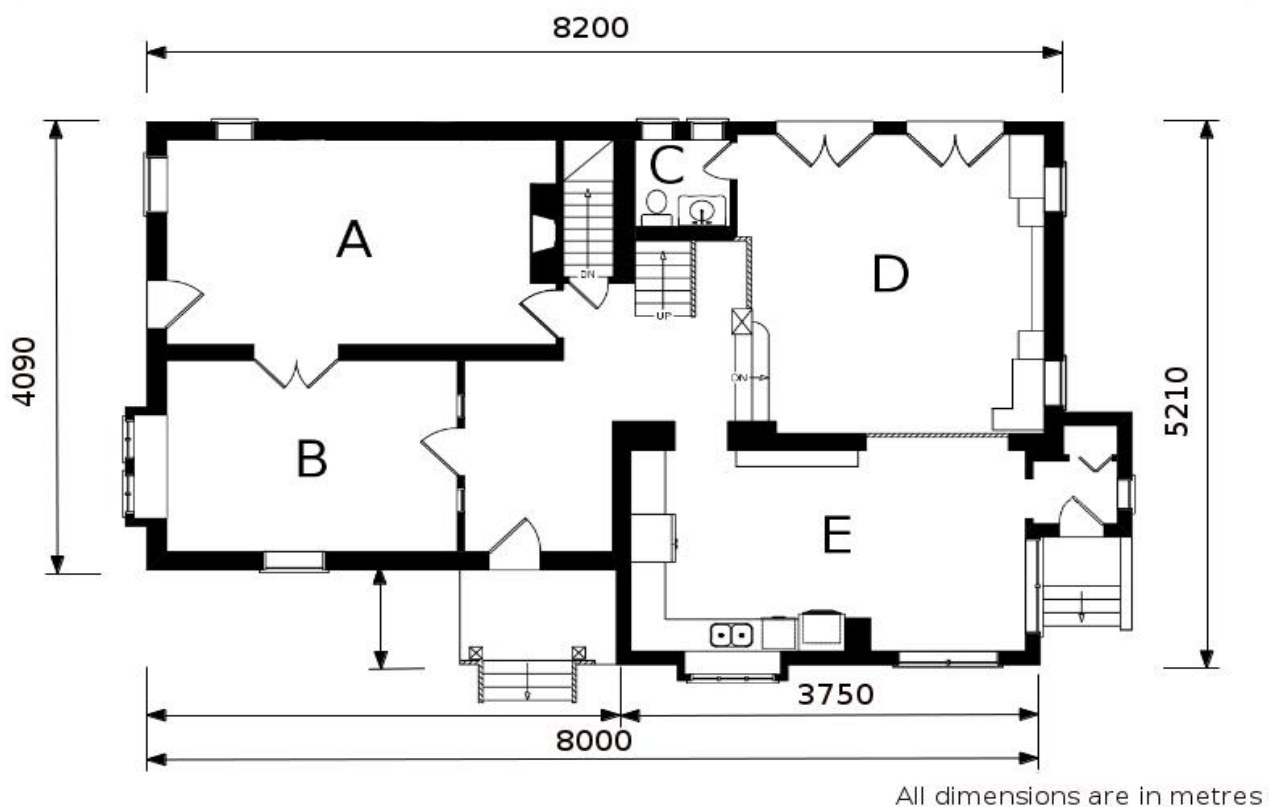


**Go around the class measuring things and ask your partner the questions above**

**Example:** How long is it? The desk is two metres long

## 10) Reading the plan

**Fill in the two missing dimensions and write all the measurements in the written form**





**Example:** 7320= seven metres three hundred and twenty millimetres

1)

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2)

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3)

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4)

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5)

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6)

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7)

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**Write the following measurements in the written form**

1)  $1\frac{1}{4}$ "

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2)  $4\frac{1}{2}$ "

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3)  $7\frac{3}{4}$ "

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4) 15 mm

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5) 120 mm

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6) 15 cm

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7) 36 cm

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8) 3210 m

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9) 3 km

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10) 7 km

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## 11) Tall or high?

We generally use tall for long thin things such as trees, people and buildings. We generally use high for things like mountains and walls.

1) The wall is 3 metres\_\_\_\_\_.

2) The building is very\_\_\_\_\_.

3) The man is very \_\_\_\_\_.

4) The mountain is very \_\_\_\_\_.

**This rule can be quite confusing with buildings being called tall or high.**

## 12) Quick quiz: Answer the following questions in full sentences

1) How many inches in a foot?

\_\_\_\_\_

2) How many centimetres in a metre?

\_\_\_\_\_

3) How many millimetres in a centimetre?

\_\_\_\_\_

4) How many millilitres in a litre?

\_\_\_\_\_

5) Add 3,754 bricks and 5,321 bricks

\_\_\_\_\_

6) Subtract 1,654 roof tiles from 3,876 roof tiles

\_\_\_\_\_

7) You need to install 220 doors in 15 office buildings.

How many doors will you install?

\_\_\_\_\_

8) Divide 252 pieces of wood by 14 workers

\_\_\_\_\_



9) A floor tile measures 500mm x 500mm. The room measures 2.5m x 5m. How many floor tiles will I need? Allow 10% for waste.

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10) Add these numbers: €45.90, €10.46, and €20.41.

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11) Add these numbers: €35.70, €11.56, and €30.43 and then minus 10%.

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12) Add these numbers: €35.70, €12.46, and €28.65 and then add 17.5%.

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### 13) Pricing the job

1) What is the difference between a quote and an estimate?

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Measure the classroom and write a quote for a customer. The customer requires stone floor tiles, ceramic wall tiles, teak doors and teak skirting.

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Stone floor tiles cost 50 pounds per square metre.  
Ceramic floor tiles cost 20 pounds per square metre.  
Granite wall tiles cost 80 pounds per square metre.  
Ceramic wall tiles cost 30 pounds per square metre.  
Mahogany doors cost 250 pounds.  
Teak doors cost 300 pounds.  
Locks cost 40 pounds.  
Pine skirting costs 5 pounds per metre.  
Teak skirting costs 10 pounds per metre.



**Go online and check these prices. Are they correct?**

## 14) Measuring electricity

What is it? Underline the correct word

ruler,

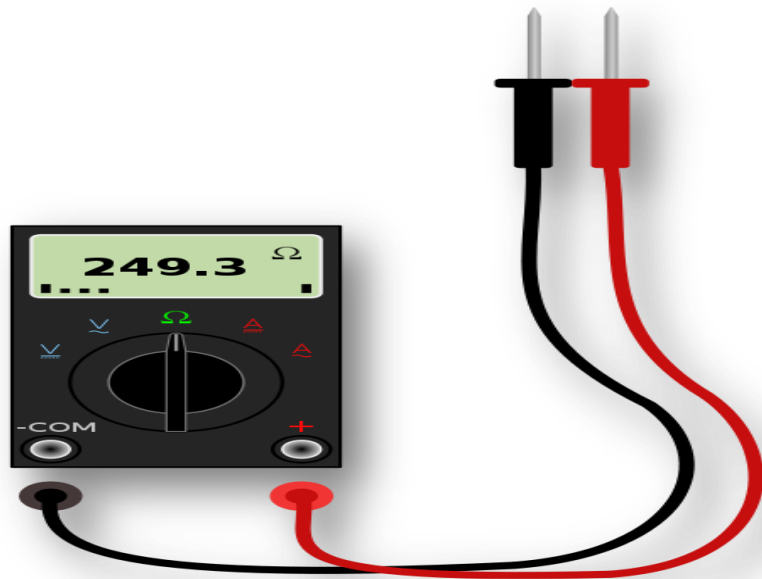
micrometer,

callipers,

vernier gauge,

tape measure,

multimeter



Look up any words you don't know in your dictionary

Practice saying these with a partner

$12\text{V}/3\text{A} = 4 \text{ ohms}$

$1200\text{V}/40\text{A} = 30 \text{ ohms}$

$20000\text{V}/40\text{A} = 5 \text{ kilo ohms}$

$2000000\text{V}/2\text{A} = 1 \text{ mega ohm}$

## 15) Which one is the tallest?

Go online and find the answer to the questions:

1) How tall is the tallest building in Dubai? \_\_\_\_\_

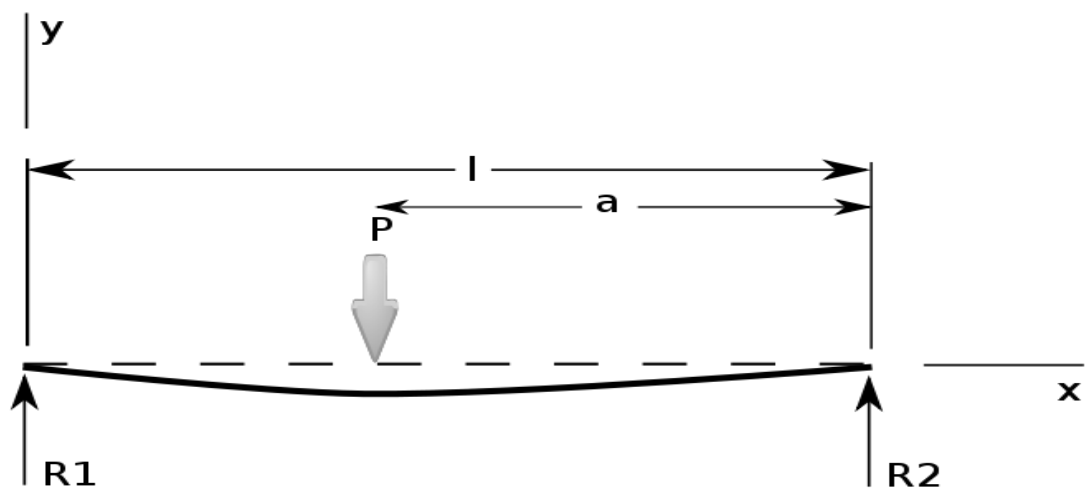
2) Is the 101 building in Taipei taller? \_\_\_\_\_



Now look at the picture and ask some questions to your partner.

**Go on-line and find out which country has the world's tallest building.**

**16) Look at the picture. What are we measuring?**



## End of section review

- 1) One litre is equal to \_\_\_\_\_ millilitres (ml).  
A) one hundred B) one thousand C) one million D) one billion
- 2) There are \_\_\_\_\_ to one inch.  
A) 2.54cm B) 2.54mm C) 2cm D) 2.54m
- 3) A centimetre is longer than a/an \_\_\_\_\_.  
A) inch B) foot C) metre D) millimetre
- 4) A kilometre is shorter than a/an \_\_\_\_\_.  
A) mile B) centimetre C) millimetre D) inch
- 5) A foot is equal to \_\_\_\_\_.  
A) one mile B) twelve yards C) twelve inches D) ten inches
- 6) A quarter of an inch is approximately \_\_\_\_\_.  
A) six centimetres B) six feet C) six miles D) six millimetres
- 7) The wall is three metres \_\_\_\_\_.  
A) shortest B) longest C) high D) tallest
- 8) This one is the \_\_\_\_\_.  
A) shortest B) longer C) shorter D) short
- 9) This one is \_\_\_\_\_ than that one.  
A) short B) long C) shorter D) longest
- 10) Which one is the \_\_\_\_\_?  
A) longest B) short C) long D) wide



# Chapter 4

## Buying Materials at the Builders Merchants

Building or construction materials are materials that are used for the purpose of construction. Natural materials, such as clay, rocks, sand, and wood have been used over the course of time to construct buildings. Many man-made products are now also used for construction purposes. In many countries the manufacture of building materials is a large and established industry. Each different building material is used for a specific purpose such as carpentry, plumbing, and roofing work. Building materials provide the make-up of structures such as houses, offices, department stores and apartment buildings.

At the end of this section students should be able to buy materials at the builders merchants and ask about their availability. Students should also be able to use on-line sources to identify basic building materials and be able to write a basic e-mail.

### Getting Started: Basic Vocabulary

Paint

Brick

Timber

Cement

Water pipe

Re-enforcing bar

Floor tile



## 1) Warm up: Write a list of ten different building materials

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Use the Web to help you.

## 2) Modal verbs would, could, can and may

### Requests

I'd like three bags of sand, please.

Can I have three bags of cement, please?

Could I have four tins of paint, please?

(These are requests)

### Offers

Would you like any cement?

Can I help you?

May I help you?

Would you like anything else?

(These are offers)



Q: Would you like building sand or rendering sand?

A: I'd like one bag of building sand.

**Note:** Building sand is used for laying bricks or blocks and rendering sand is used for plastering/rendering walls.



## Practice the dialogue with a partner

Builders merchant: Hello, how may I help you?

Customer: I would like three bags of cement, please.

Builders merchant: Would you like three large (big) bags or three small bags?

Customer: I'd like three small bags. Do you have any sand?

Builders merchant: Yes, we do. Would you like rendering sand or building sand?

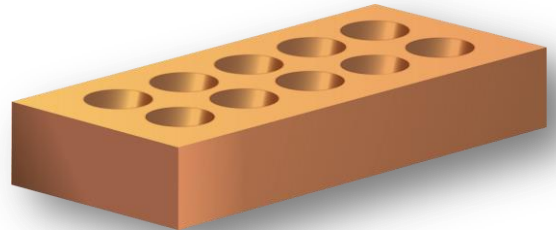
Customer: Can I have fifteen bags of building sand, please?

Builders merchant: Certainly sir, anything else?

Customer: Yes, I'd also like two hundred bricks.

Builders merchant: Okay, is that everything?

Customer: Yes, thank you.



### 3) Write your own dialogue

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#### 4) Using does, doesn't, do and don't

Certainly sir is a polite way of saying yes to the customer.

Do you have.....?

Yes, we do.

No, we don't (do not).

Does the builder's merchant sell paint?

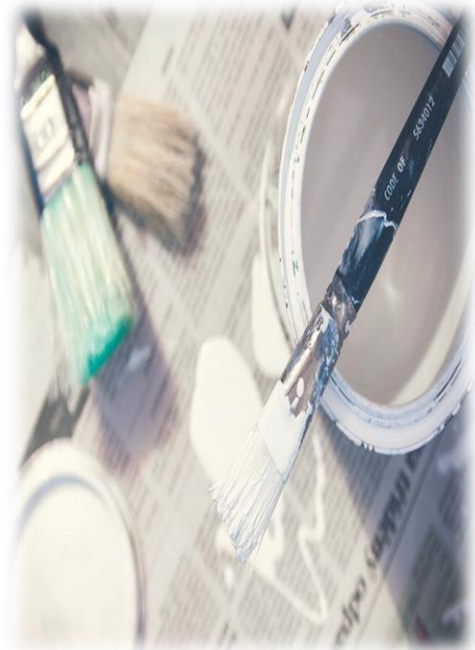
Yes, the builder's merchant sells paint.

No, the builder's merchant doesn't sell paint.

Does the builder's merchant have any cement?

Yes, the builder's merchant has cement.

No, the builder's merchant doesn't have cement.



Do you sell bags of cement?    Yes, we sell bags of cement.    No, we don't sell bags of cement.

**Write your own questions and ask them to a partner**

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## 5) Fill in the blanks using need and needs



I, they, we, you need

She, he, it needs

I need three tins of paint.

He needs three bags of sand.

She \_\_\_\_\_ a bag of sand.

We \_\_\_\_\_ some nails.

They \_\_\_\_\_ four bags of cement.

I \_\_\_\_\_ a paint brush.

You \_\_\_\_\_ some timber.

**Now write your own sentences using need and needs**

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**6) Use the examples below and practice speaking with a partner using your own ideas**

How much will she need?

She will need five bags.

How much will he need?

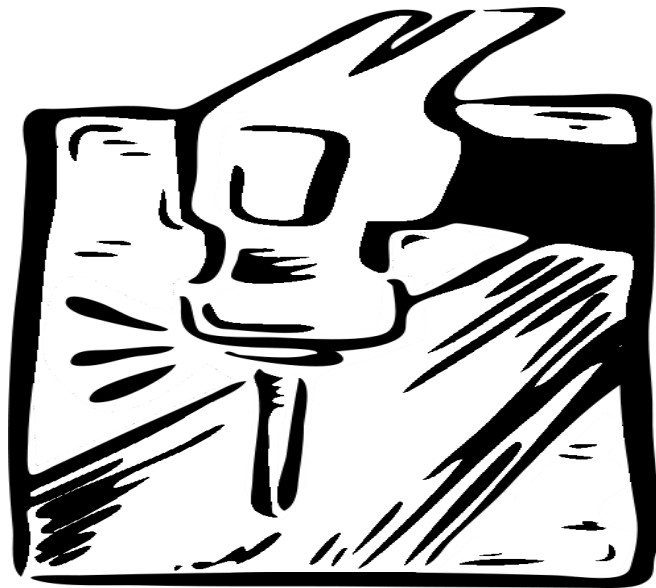
He will need ten litres.

How many will they need?

They will need three tonnes.

How many will they need?

They will need twenty.



**Many and much**

many is used for nouns that are countable. Much is used for nouns that are uncountable.

**Example:** How many tins of paint would you like? (tins are countable)

How much paint would you like? (paint is uncountable)

**Asking the price**

How much is a bag of cement? A bag of cement costs six dollars.

How much is a tin of paint? A tin of paint costs twenty dollars.

How much is \_\_\_\_\_?

The \_\_\_\_\_ costs \_\_\_\_\_.

A/An \_\_\_\_\_ costs \_\_\_\_\_.

**Go on-line and find how much a bag of cement costs in the UK.**

## 7) Write your own dialogue using the following examples

I, they, we, you need/don't need

she, he, it needs/doesn't need

**Example:** I need five litres of green paint but I don't need any wallpaper.

She needs some cement but she doesn't need any screws.

They need a piece of timber measuring nine hundred millimetres by one hundred millimetres by fifty millimetres.

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### Some/any

Some or any have similar meanings. Some is more common in positive statements. Some and any are common in questions.

**Some can be used for general questions and requests.**

I'd like some nails, please.

Some of the carpenters worked on Saturday. (not all)

**Any can be used for open questions.**

Do you have any screws?

We don't have any screws. (none)

You can use any colour paint. (all)



## 8) Using how: Answer the questions

1) How much cement will they need?

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2) How many bags of sand will she need?

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3) How much paint will he need?

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4) How much will it cost?

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5) How long will it take?

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6) How many metres of cable will you need?

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**Write a short e-mail to a supplier asking about the availability and price of cement.**

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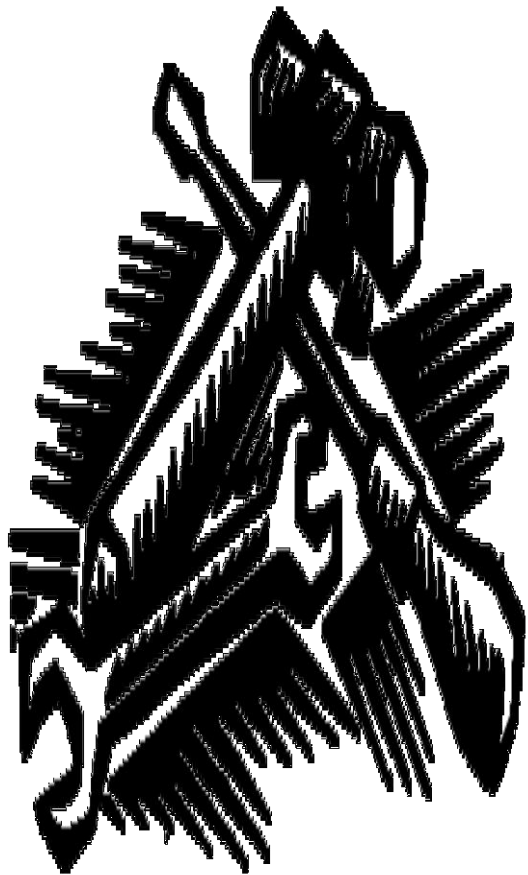
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## 9) Finish the sentences using the words below

what      where      when      why      who      which      how

- 1) \_\_\_\_\_ will the timber arrive?
- 2) \_\_\_\_\_ are the bolts?
- 3) \_\_\_\_\_ colour paint shall I buy?
- 4) \_\_\_\_\_ many nails will we need?
- 5) \_\_\_\_\_ bought the cement? It was John.
- 6) \_\_\_\_\_ are you late?
- 7) \_\_\_\_\_ did you go to the builders merchant?

## 10) Write your own questions and ask them to a partner

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## End of section review

1) How \_\_\_\_\_ screws do you need?

A) much B) approximately C) do D) many

2) How \_\_\_\_\_ bags of cement do you need?

A) many B) much C) will D) big

3) I \_\_\_\_\_ like three bags of lime.

A) can B) may C) would D) could

4) How \_\_\_\_\_ I help you?

A) may B) need C) does D) do

5) I need five litres of \_\_\_\_\_.

A) cement B) tiles C) paint D) timber

6) I need seven bags of \_\_\_\_\_.

A) tiles B) cement C) timber D) wallpaper

7) \_\_\_\_\_ you sell sand?

A) Do B) Does C) Have D) Has

8) He \_\_\_\_\_ seven tins of paint.

A) needs B) need C) will D) would

9) How \_\_\_\_\_ will it cost?

A) many B) long C) much D) few

10) How \_\_\_\_\_ cement would you like?

A) few B) much C) is D) many





# Chapter 5

## Further Information on Materials

Materials are what construction workers use to build a building. Materials can be solid, liquid or gas. In the construction industry many different types of materials are used. It is important that the correct materials are used for the job.

At the end of this section students should be able to identify and name materials used in the construction industry. They should be able to describe their properties and their appropriate uses and be able to suggest alternatives. Students should be able to identify the units and containers in which building materials are sold. They should also be able to use the internet to search for information regarding building materials.

### Getting started: Basic Vocabulary

Brick

Cement

Concrete

Paint

Steel

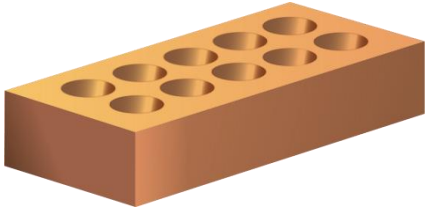
Timber



# 1) Warm up: Match the name of the material to the picture

Timber Door: Stone Floor Tile: Paint: Steel Screws: Glass:

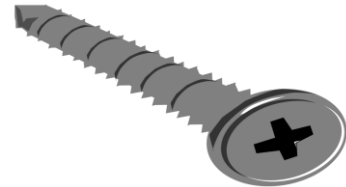
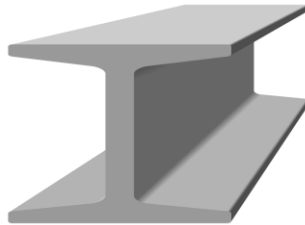
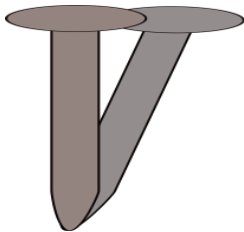
Steel Nails: Steel Beam: Copper Pipe: Clay Brick:



A: \_\_\_\_\_

B: \_\_\_\_\_

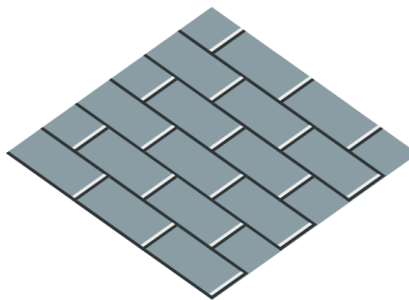
C: \_\_\_\_\_



D: \_\_\_\_\_

E: \_\_\_\_\_

F: \_\_\_\_\_



G: \_\_\_\_\_

H: \_\_\_\_\_

I: \_\_\_\_\_

## Now match the materials to the trades

Glazier \_\_\_\_\_ Plumber \_\_\_\_\_

Bricklayer \_\_\_\_\_ Stonemason \_\_\_\_\_

Painter \_\_\_\_\_ Carpenter \_\_\_\_\_

## 2) Counting Units

### Container

bottle

box

bag

sack

tube

can/tin

barrel

pallet

### Often contains

white spirits/methylated spirits

screws, tools

nails, sand, cement

sand, cement

mastic, silicone

paint

oil

bricks

### Unit

roll

plank

block

bar

### Material

wallpaper

wood/timber

stone/concrete

metal

**Using what you have learned ask your own questions and make your own requests**

**Example:** I would like a pallet of bricks. Do you sell rolls of wallpaper?

### 3) Describing Materials

#### List 1

hard

soft

durable

corroded

transparent

absorbent

flexible

natural

porous

good electrical conductor

good heat insulator



**Which of these materials have the qualities in list 1?**

stainless steel=durable      stone=\_\_\_\_\_

lead=\_\_\_\_\_      rusty metal=\_\_\_\_\_

glass=\_\_\_\_\_      wood/timber=\_\_\_\_\_

rubber=\_\_\_\_\_      clay=\_\_\_\_\_

concrete=\_\_\_\_\_      sponge=\_\_\_\_\_

copper=\_\_\_\_\_      polystyrene=\_\_\_\_\_



#### 4) Answer the questions and discuss your answers

1) Which material would be good for flooring? Why?

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2) Which material would be good for a roof? Why?

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3) Which material would be bad for electrical cable? Why?

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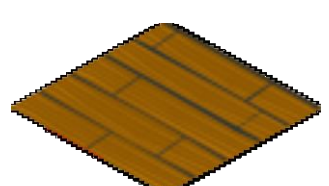
4) Which material would be good for making screws? Why?

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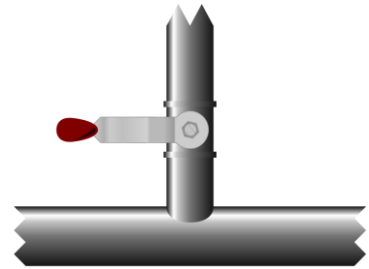
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## 5) Pipes and Plumbing

### Read the text and answer the questions

In the past water systems used gravity to move water from one place to another. People used pipes made from lead, bamboo stone or clay. Today, pipes are usually made of plastic, copper or some other non-toxic material. Drain and vent lines are usually made from plastic, cast-iron and steel. The straight sections of plumbing systems are called pipes. Many fittings are also required in plumbing systems. These are known as elbows, valves, tees, and unions. Plumbing fixtures are needed by people that use the plumbing system. Fixtures include toilets, showers, urinals, baths, washbasins and sinks.



1) What were pipes made of in ancient times?

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2) What are modern pipes made of?

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3) What fittings are used in plumbing systems?

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4) Name some examples of fixtures.

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**Is clay a good material for a modern drainage pipe? Go on-line and find out and then discuss your findings with a partner.**

## 6) What is it made from?

- 1) Nails are usually made from\_\_\_\_\_.
- 2) Roof tiles are usually made from\_\_\_\_\_.
- 3) Door frames can be made from\_\_\_\_\_.
- 4) Window frames can be made from\_\_\_\_\_.
- 5) Concrete is made from\_\_\_\_\_.
- 6) Plasterboard is made from\_\_\_\_\_.
- 7) Bricks are made from\_\_\_\_\_.
- 8) Adhesive can be made from\_\_\_\_\_.
- 9) Plywood is made from\_\_\_\_\_.
- 10) Skirting can be made from\_\_\_\_\_.
- 11) Glass is made from\_\_\_\_\_.
- 12) Door locks are made from\_\_\_\_\_.

**Look around the classroom and ask your partner some questions on materials**

**Example:** What is the door made from? The door is made from timber.

## 7) What's the alternative?

Write a list of alternative materials for making parts of a building

### Example: timber staircase

Ceramic floor tile  
Metal door knob  
UPVC window frame  
Timber door frame  
Brick wall  
Concrete floor  
Concrete roof tile  
Stone staircase  
Plastic skirting  
Plastic pipe

### concrete staircase

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What material does the blacksmith work with?

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What material does the plumber work with?

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What material does the bricklayer work with?

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What material does the joiner work with?

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## End of section review

Write a list of materials and a list of tools that can be used to work that material. Go online to find the answers.

**Example:**      **timber**

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**wood chisel**

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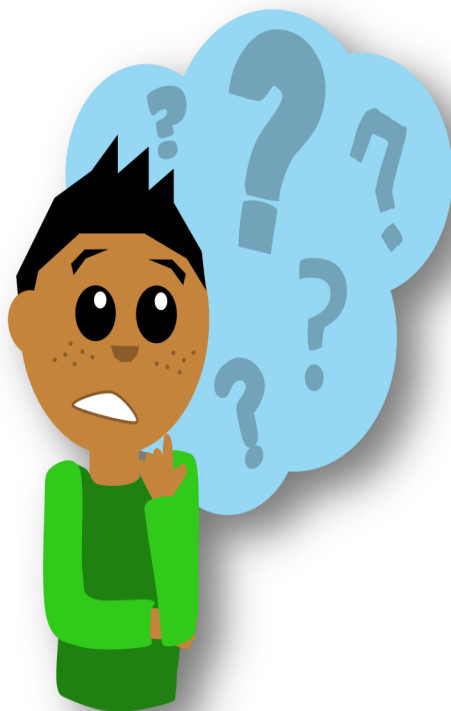
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# Chapter 6

## Tools and Equipment

Tools are what construction workers use to work building materials. In the construction industry many different types of tools are used. It is important that the correct tools are used for the job. Every trade has their own tool kit which is appropriate for their job.

At the end of this section students should be able to identify and name the tools and equipment used in the construction industry. They should be able to identify their appropriate uses and be able to suggest alternatives. Students should also be able to use on-line resources as part of self-study.

### Getting Started: Basic Vocabulary

Trowel

Hammer

Spanner/wrench

Chisel

Screwdriver

Paintbrush

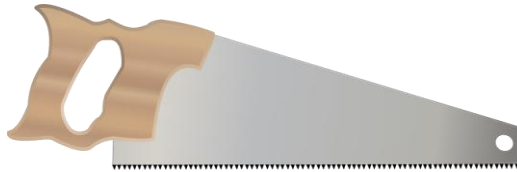
Saw

Knife

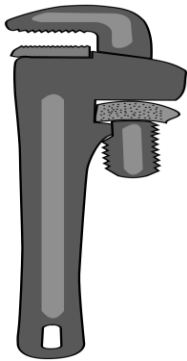


## 1) Warm up: Match the tools to the pictures

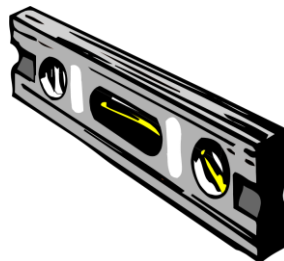
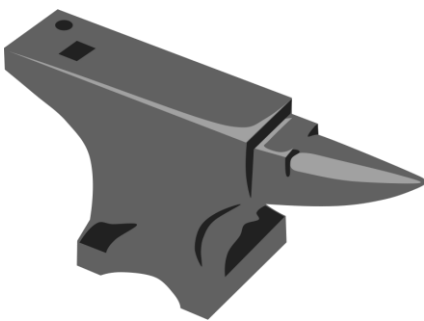
drill bits, trowel, pliers, spanner, spirit level, hammer, anvil, handsaw, pipe wrench, screw driver



A) \_\_\_\_\_ B) \_\_\_\_\_ C) \_\_\_\_\_



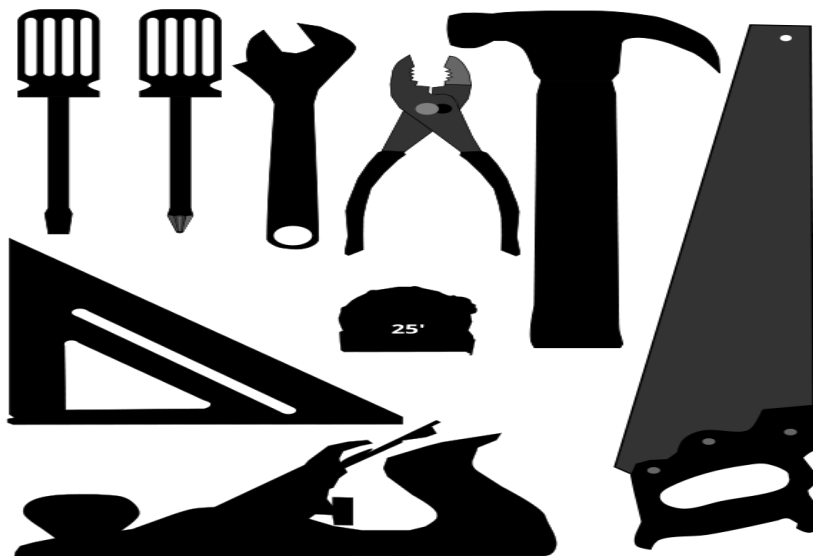
D) \_\_\_\_\_ E) \_\_\_\_\_ F) \_\_\_\_\_



G) \_\_\_\_\_ H) \_\_\_\_\_ I) \_\_\_\_\_

## 2) Look up these tools in your dictionary

paint brush_____	crow bar_____
hand plane_____	wood chisel_____
brick bolster_____	filler knife_____
broom_____	shovel_____
spade_____	work bench_____
hack saw_____	file_____
tool box_____	electric drill_____



## 3) Now match the tools to the trades

A: carpenter	pipe wrench_____
B: plumber	filler knife_____
C: electrician	brick trowel_____
D: painter and decorator	pliers_____
E: bricklayer	hand plane_____

#### 4) What is it?

spanner, screw driver, wood saw, hoist, broom,  
paint brush, hammer, pliers, hacksaw, tape measure

1) It's used for cutting wood.

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2) It is used for tightening bolts.

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3) It is used for putting in screws.

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4) It is used for painting walls.

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5) It's used for sweeping the floor.

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6) It is used for lifting heavy objects.

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7) It is used for cutting metal.

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8) It's used for measuring things.

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9) It is used for banging in nails.

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10) It is used for stripping wire.

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## 5) This/that

This is my hammer.

That's his hammer.

This is his trowel.

That's my trowel.



This is used for objects that are near and that is used for objects that are far.

Write your own sentences using this, that and the possessive adjectives my, your, his, her, our and their

**Example:** This is your drill bit.

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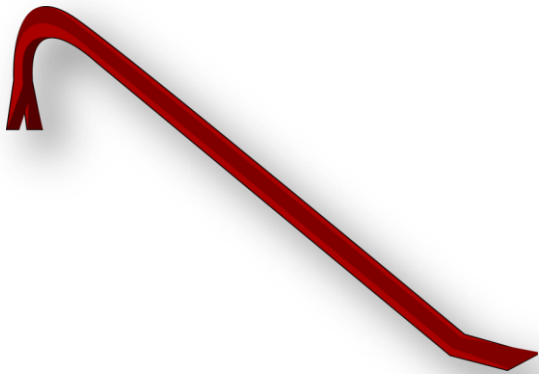
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## 6) In pairs ask your partner some questions using this and that

**Example:** Is this your hammer? Is that your hand saw?

## 7) Lend/borrow (practice the dialogue with a partner)



Q: I don't have a crow bar. I need a crow bar.

Can I borrow your crow bar?

A: Yes, here is my crow bar.

Q: Can you lend me your crow bar?

A: Sure, here is my crow bar.

(sure is an informal way of saying yes)

## 8) Conjunctions (so and but)

You don't have a hand plane so I will lend you mine.

**So** is used to join two parts of a sentence. The first part is a statement and the second part is the solution.

I would lend you a hand plane but I don't have one.



**But** is used to join two parts of a sentence. The second part contrasts with the first part of the sentence.

## Fill in the gaps with so or but

- 1) I don't have a hammer \_\_\_\_\_ I have a mallet.
- 2) He has an electric drill \_\_\_\_\_ doesn't have a cordless drill.
- 3) Your router is broken \_\_\_\_\_ I will buy a new one.
- 4) She has a new tool box \_\_\_\_\_ she will give me her old one.

## 9) Heavy equipment

A **bulldozer** moves stones, dirt and various other materials.

A **cement mixer** mixes sand, gravel, cement and water to make concrete.

A **cherry picker** lifts a worker on to a platform.

A **compactor** or **roller** smooths and flattens the road surface with a heavy roller.

An **excavator** or **digger** digs holes.

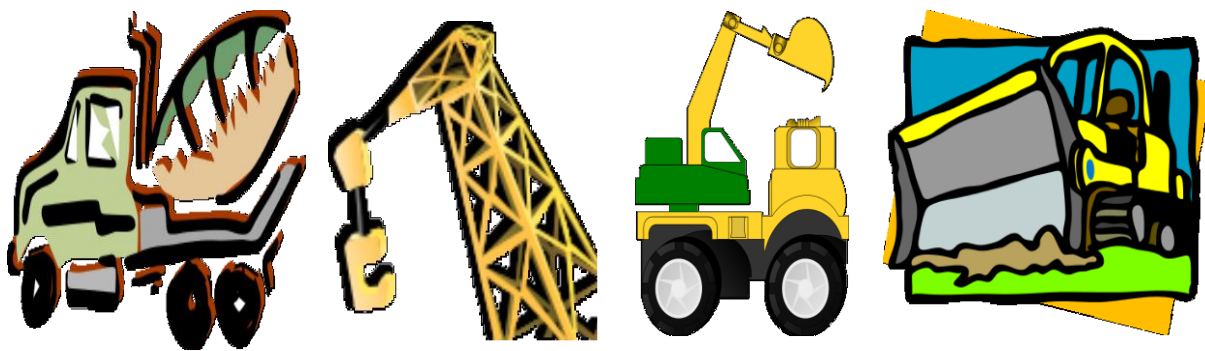
A **dump truck** takes materials and waste from the site and delivers sand or other materials to a site.

A **forklift** unloads lorries and moves materials.

**Outriggers** keep equipment stable so that it does not tip over.

A **tower crane** lifts materials to high places.

What is it?



1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_ 4) \_\_\_\_\_

## 10) Fill in the gaps with the correct heavy equipment

There are many different types of heavy equipment used at a construction site. A \_\_\_\_\_ moves dirt, earth and other materials away. A \_\_\_\_\_, or \_\_\_\_\_, smooths the road with a heavy roller. An \_\_\_\_\_, or \_\_\_\_\_, digs deep holes. A \_\_\_\_\_ lifts a worker up to high places in a bucket. A \_\_\_\_\_ mixes cement, water, sand, and gravel to make concrete. A \_\_\_\_\_ takes waste away from the site. A \_\_\_\_\_ lifts heavy materials to high places. \_\_\_\_\_, keeps equipment stable so that it does not tip over.



### 11) Put the following words in the correct list

excavator, wrench, crane, hacksaw, timber, steel, copper, screwdriver, drill bit, digger, rubber, plastic, tape measure, aluminium, glass

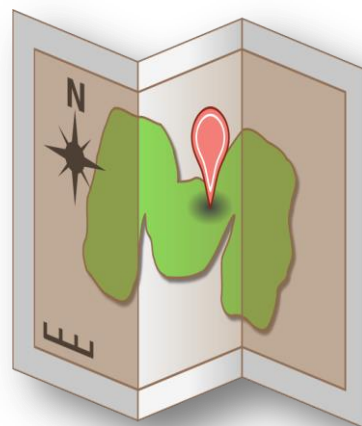
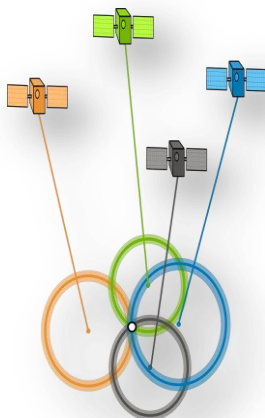
Tool	Material	Machine

### 12) Is/Isn't (is not)

- 1) A hammer\_\_\_\_\_a tool.
- 2) Glass \_\_\_\_\_a machine.
- 3) Timber\_\_\_\_\_a material.
- 4) Copper\_\_\_\_\_a tool.
- 5) An excavator\_\_\_\_\_a machine.
- 6) A wrench\_\_\_\_\_a material.
- 7) Iron\_\_\_\_\_a material.
- 8) A crane\_\_\_\_\_a tool.



13) Try to explain the following pictures.



14) Which occupation would use GPS? Why?

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End of section review

Write a list of tools that a bricklayer would need to build a garden wall.

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# Chapter 7

## Explaining and Instructing

Accurate and clear instructions are always needed on the construction site. Poor verbal communication skills can often lead to mistakes, inefficiencies and accidents. It is therefore important that each occupation can explain and give instructions. This is becoming critical as construction projects are becoming more complex and workers come from various cultural backgrounds.

At the end of this section students should be able to give instructions and explanations that are appropriate to the construction industry. Students should be able to understand symbols and diagrams. They should also be able to explain a process and report on work progress using the appropriate technical terms and working in a safe manner.

### Getting Started: Basic Vocabulary

First

Next

Then

After

Before

Carefully

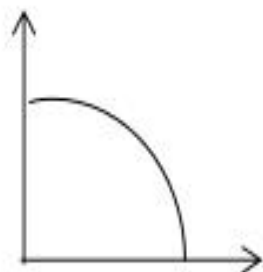
Slowly

Quickly

Put

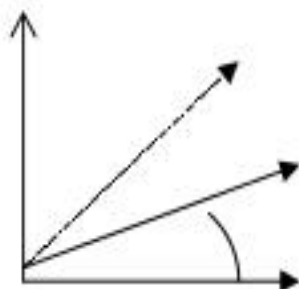
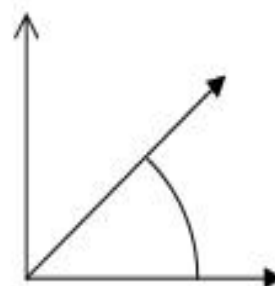


**1) Warm up: Write in words the correct angle next to each picture**

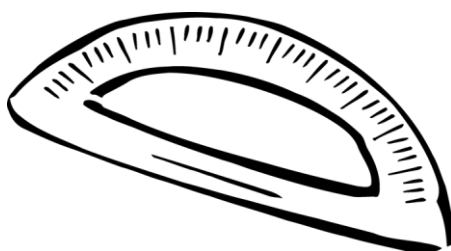


The angle is \_\_\_\_\_ degrees.

The angle is \_\_\_\_\_ degrees.

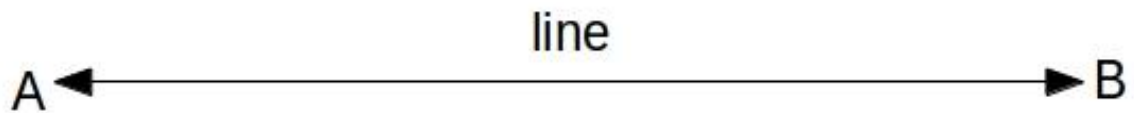


The angle is \_\_\_\_\_ degrees.



## 2) Setting out: Read the instructions and then demonstrate them to a partner

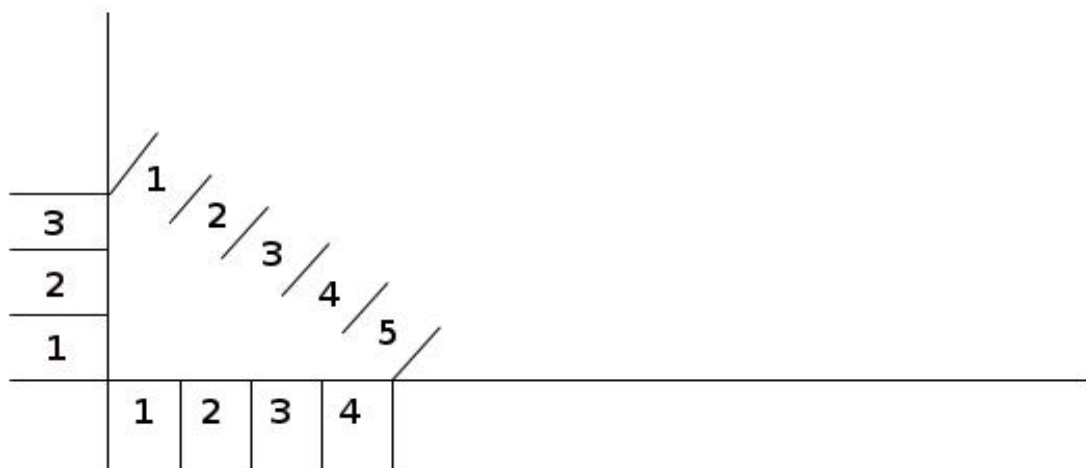
We first run a line from A to B.



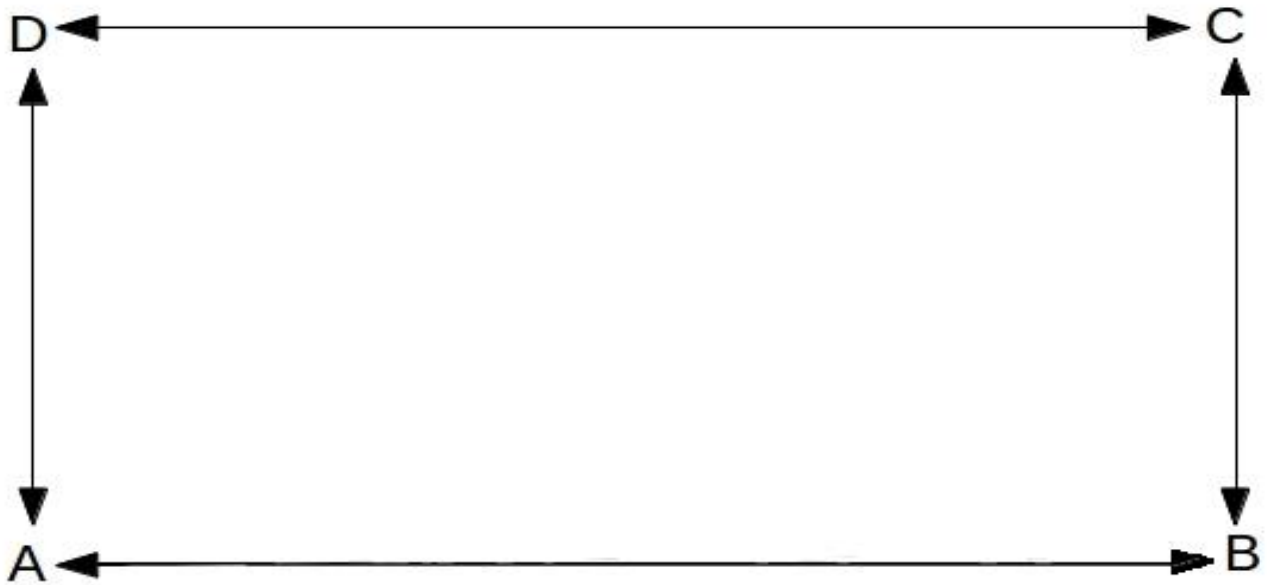
We then run a line from A to D.



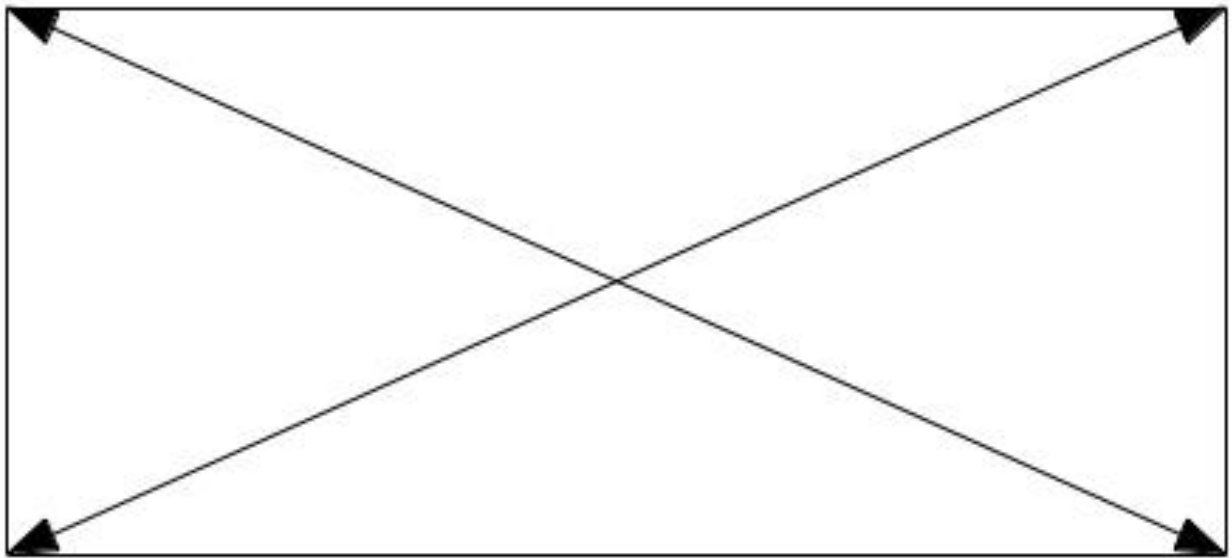
We must use the three four five method to ensure the line is 90 degrees (square).



We then repeat the process for D to C and C to B



We then measure from A to C and B to D. Lines A to C and B to D should be equal in length.



### 3) Time order transition signals

First, firstly, first of all, secondly, next, then, before, after, finally, eventually

### Write your own dialogue explaining how to build a brick wall

Set out the wall.

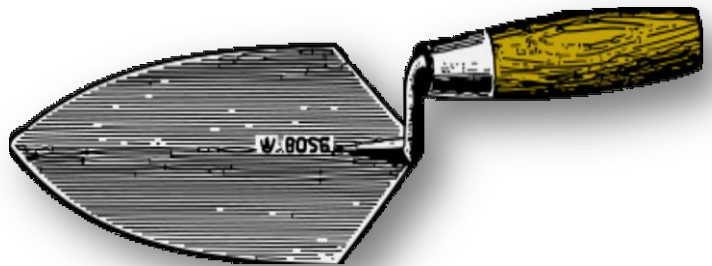
Mix the mortar in the cement mixer.

Cut the bricks with a bolster.

Lay the bricks with a brick trowel.

Check for plumb with a spirit level.

Point the bricks with a pointing trowel.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the paper.

#### 4) Explain the process to a partner using miming actions

First, we have to measure and mark a line on the ground.

Then, we lay the bricks without mortar on this line.

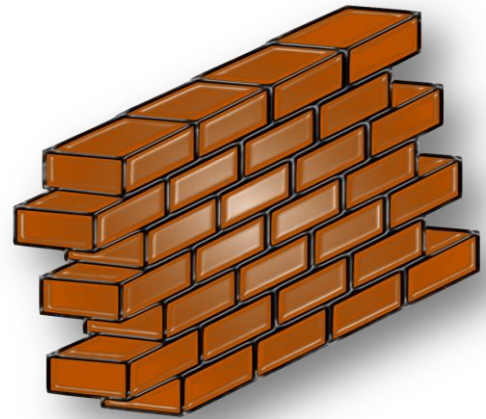
Next, we lay a brick on mortar at each corner. We use a string line to ensure the wall is straight.

After that, we lay the first course of bricks.

Then we build the corners.

We must check for level and plumb.

After we have built the corners we have to fill in each course.



#### 5) What do I do next?

Practice the conversation with a partner using your own ideas



A: Could you tell me how to\_\_\_\_\_?

B: Yes.

A: What do I do first?

B: First,\_\_\_\_\_.

A: What do I do then?

B: Then,\_\_\_\_\_.

A: What do I do next?

B: Next,\_\_\_\_\_.

A: What do I do after that?

B: After that,\_\_\_\_\_.

A: What do I do finally?

B: Finally,\_\_\_\_\_.

A: Thank you.

B: No problem.



## 6) Fill in the gaps using the appropriate word or words.

- 1) You \_\_\_\_\_ never rush your work.
- 2) You \_\_\_\_\_ work carefully.
- 3) You \_\_\_\_\_ wear gloves.
- 4) You \_\_\_\_\_ run on a building (construction) site.
- 5) You \_\_\_\_\_ be careful when dealing with hidden cables.
- 6) You \_\_\_\_\_ turn off the power before working on the circuit.

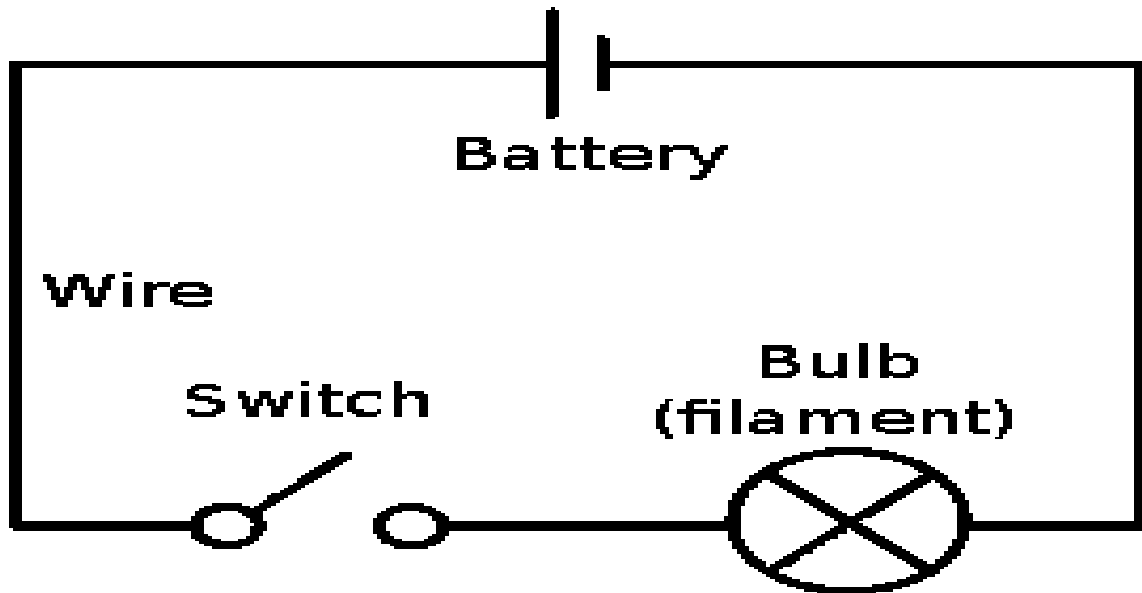
## 7) Working on historic buildings



Historic buildings are very important. These buildings tell us about the past and our history. When working on historic buildings you \_\_\_\_\_ use the correct materials. You \_\_\_\_\_ use cement when pointing old brick and stonework. You \_\_\_\_\_ use lime mortar. Cement is too hard and will damage the building. You \_\_\_\_\_ be careful when working on historic buildings. You \_\_\_\_\_ use angle grinders to remove old mortar from brick or stone joints. These tools can damage soft bricks and stone.

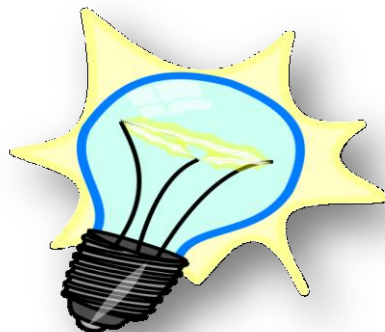
## 8) Electricity

Look at the drawing of the circuit and fill in the blanks



electricity   circuit   filament   closes   light

The drawing shows a lighting circuit. The bulb creates light through a wire called a \_\_\_\_\_. The filament allows \_\_\_\_\_ to pass through it. This produces heat and \_\_\_\_\_. The switch opens and \_\_\_\_\_ the circuit.



## 9) Choose the correct adverb and then write your own sentences

- 1) You must work quickly/safely/cheaply on site.
- 2) You must work carefully/quickly/slowly around underground cables.
- 3) You must work quickly/slowly/carefully when using power tools.
- 4) You mustn't drive quickly/slowly/cheaply on a construction site.
- 5) You must speak to the customers carefully/politely/slowly.

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## 10) Underline the correct word in each sentence and then re-write them using must and an adverb when appropriate

**Example:** You must use brick ties when building a cavity wall.

- 1) Wall ties are/is used when building cavity walls.
- 2) A gable end are/is the triangular part of the end wall of a building.
- 3) An expansion joint are/is positioned within the boundary wall.
- 4) Hard hats is/are to be worn on the building site.
- 5) An electric drill is/are an expensive piece of equipment.
- 6) A trowel is/are used to lay the bricks.
- 7) It is important that the building site is/are kept clean.
- 8) A brick wall is/are made by laying several courses, one on top of another.

## 11) Look up these words in your dictionary

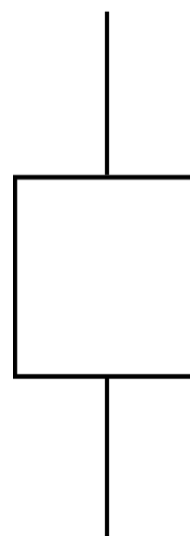
carry \_\_\_\_\_ bring \_\_\_\_\_ take out \_\_\_\_\_

take away \_\_\_\_\_ remove \_\_\_\_\_ move \_\_\_\_\_

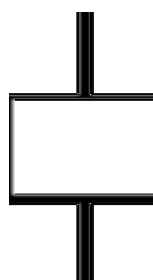
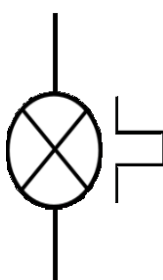
## 12) Installing a circuit breaker

Put the dialogue in the correct order

- 2) Remove the knockouts \_\_\_\_\_
- 1) Turn off the power \_\_\_\_\_
- 5) Connect the wires to the circuit breaker \_\_\_\_\_
- 3) Strip the wire insulation \_\_\_\_\_
- 7) Test the circuit \_\_\_\_\_
- 4) Connect the earth wire \_\_\_\_\_
- 6) Install the circuit breaker \_\_\_\_\_



## 13) Write the correct word under the symbol



A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_

#### 14) What are they doing?

What is the carpenter doing?

The carpenter is carrying some timber.



What is the carpenter doing?

The carpenter is building a roof.

What is the carpenter doing?

The carpenter is cutting some timber.



**Write an explanation of a task that you carry out at work.**

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**15) When will you be finished?**

A: When will you be finished?

B: I will be finished soon.

A: Have you nearly finished.

B: Yes, I've nearly finished.

A: Has John finished?

B: No, he will be finished later.

A: How about Pete? Has he nearly finished?

B: Yes, he has finished already.

A: Thanks.



### Practice the conversation with a partner

**16) Write a short note reporting on work progress.**

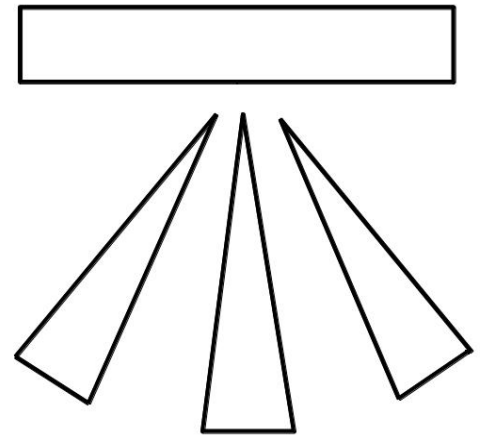
**Example:** The carpenter has finished hanging the doors.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## 17) Benchmarks

The term **bench mark**, or **benchmark** is used to describe a mark that is used as an elevation reference. Bronze or aluminum disks are set in stone or concrete, or on rods driven deeply into the earth to provide a stable elevation point. In the U.K you can see these marks on the sides of churches.

A fundamental benchmark is usually taken from mean sea level. All of the other bench marks are then taken from this point. The position and height of each benchmark is shown on large-scale ordnance survey maps. Benchmarks are used for setting out buildings.



1) Where could I find a benchmark in the U.K?

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2) Where is the height of a fundamental benchmark taken from?

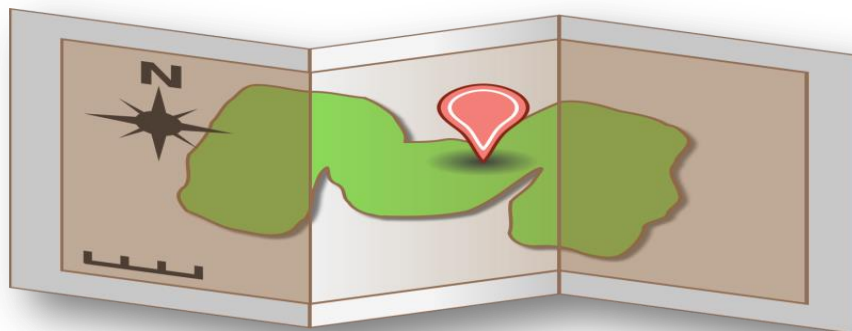
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3) Where can I find the height and position of a benchmark?

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4) What are benchmarks used for?

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## End of section review

1) You \_\_\_\_\_ cut the bricks with a bolster.

A) have B) have to C) do D) was

2) You \_\_\_\_\_ check the corners are square.

A) have B) had C) should D) would

3) You \_\_\_\_\_ work carefully.

A) must B) had C) does D) haven't

4) A trowel \_\_\_\_\_ used to lay the bricks.

A) must B) are C) does D) is

5) Paintbrushes \_\_\_\_\_ used to paint the wall .

A) are B) is C) paint D) have

6) First you must cut the pipe \_\_\_\_\_ you must clean the joint.

A) quickly B) finally C) and D) then

7) You should work \_\_\_\_\_ near underground cables.

A) slowly B) quickly C) carefully D) always

8) \_\_\_\_\_ starting work turn off the electric.

A) When B) During C) Before D) After

9) Check the corners are \_\_\_\_\_ square.

A) 90 degrees B) possibly C) very D) always

10) \_\_\_\_\_ turning off the electric you can start work.

A) During B) After C) When D) Before





# Chapter 8

## Problems and Mistakes on Site

Construction sites may have many different problems. For example, sites can have problems with noise, dust, dirt and mud. Construction materials may also be a target for thieves. The cleanliness of the site facilities can also be a major problem on a building site. Problems can also exist with work that has already been completed. The construction worker must therefore know how to deal with these issues.

At the end of this section students should be able to identify and deal with on-site problems and apologize for any mistakes that have occurred. Students should be able to write letters using the appropriate language and technical terms.

### Basic Vocabulary: Getting Started

Long

Short

Wrong

Dirty

Damaged

Repair

Problem

Mistake

Apologize



## 1) Warm up: Match the problem to the solution

- |                            |                          |
|----------------------------|--------------------------|
| 1) The pipe is leaking.    | I will tighten it. _____ |
| 2) The bulb has burnt out. | I will oil it. _____     |
| 3) The floor is dirty.     | I will replace it. _____ |
| 4) The lock is stiff.      | I will clean it. _____   |
| 5) The bolt is loose.      | I will repair it. _____  |



## 2) Some common problems



- 1) It's too long.
- 2) It's too short.
- 3) It's too big.
- 4) It's too small.
- 5) It's the wrong shape.
- 6) It's the wrong material.
- 7) It's the wrong colour.
- 8) It's in the wrong place.

## Brainstorm a list of construction site problems

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### 3) Apologizing

I'm sorry about that.

We're sorry about that.

I'm sorry.

I apologize.

I'm afraid that \_\_\_\_\_

We offer our sincere apologies.



### Finish the conversations and then practice them with a partner

**Example:** The site is very dusty. I'm sorry. I will clean it.

The toilets smell.

\_\_\_\_\_

The site is dangerous.

\_\_\_\_\_

The site is dirty

\_\_\_\_\_

The generator isn't working

\_\_\_\_\_

The cable has been damaged.

\_\_\_\_\_



#### 4) We need a plumber

Hello, this is Mr Jones at Bob's Apartments. We are having a lot of problems and need a plumber to come here today. The drain on the first floor is blocked. There is water leak on the third floor. The tap in the bathroom of the fourth floor apartment is dripping. The pipes under the second floor lavatory are rusty. The shower on the fifth floor has a very low water pressure.

1) Where is there a water leak?

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2) Where are there rusty pipes?

---

3) What is wrong with the tap in the fourth floor bathroom?

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4) Where is Mr Jones calling from?

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#### 5) Technical terms

##### Match the words with their definitions

A: maintain	a waterproof sealant_____
B: repair	when water comes out of a damaged pipe_____
C: waste water	bath, toilets, sinks etc_____
D: disposal	to keep something in good condition_____
E: install	dirty water from the toilet, sink or bath_____
F: mastic	to put in (a toilet, sink, bath)_____
G: fixtures	getting rid of waste_____
H: leak	to fix something_____

## 6) Calling a plumber

### Practice the dialogue with a partner

Plumber: Good morning, Mellor Plumbing. How can I help you?

Customer: Hello, do you fix showers?

Plumber: Yes, what's the problem?

Customer: My shower is leaking.

Plumber: Okay, we can send a plumber at 2:00 o'clock this afternoon.

Customer: That's fine.

Plumber: Can I have your name?

Customer: Yes, my name is Mr Ward.

Plumber: Can I have your address, please?

Customer: Yes, my address is 36 Goldstone Lane.

Plumber: Can I have your telephone number, please?

Customer: Yes, my telephone number is 01273 99663321

Plumber: Okay, Mr Ward we will see you at 2:00 o'clock.



## 7) Who will you call? Match the occupation to the problem

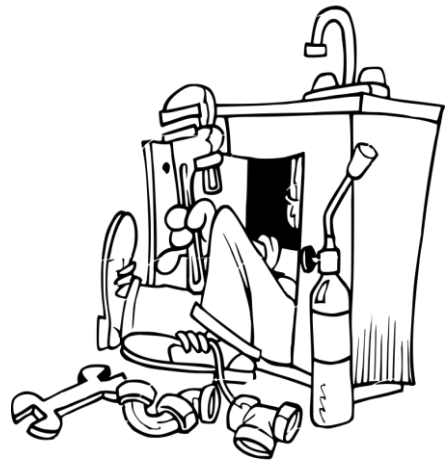
- |                       |                             |
|-----------------------|-----------------------------|
| A: broken glass       | _____ scaffolder            |
| B: stolen materials   | _____ roofer                |
| C: leaking pipe       | _____ police                |
| D: missing roof tiles | _____ glazier               |
| E: jammed lock        | _____ painter and decorator |
| F: broken socket      | _____ carpenter             |
| G: torn wallpaper     | _____ plumber               |
| H: dangerous scaffold | _____ electrician           |

**8) What's the solution? Fill in the table with the correct solution**

<b>The Problem</b>	<b>The Solution</b>
The tap drips	I will fix it for you. I will change the washer.
The window is broken	
The electricity is off	
The door is jamming	
The lock is stiff	
The wallpaper is torn	
The hinge is broken	
The shower doesn't work	
The light doesn't work	
The air conditioning unit is noisy	
The drain is blocked	
The roof leaks	
The water heater doesn't work	

## 9) is or are

- 1) What \_\_\_\_\_ wrong with the shower?
- 2) Where \_\_\_\_\_ it leaking?
- 3) Where \_\_\_\_\_ the broken windows?
- 4) Who \_\_\_\_\_ the electrician?
- 5) What time \_\_\_\_\_ the roofers coming?
- 6) Why \_\_\_\_\_ the lights not working?
- 7) How long \_\_\_\_\_ it going to take?
- 8) \_\_\_\_\_ there someone at home in the morning?
- 9) \_\_\_\_\_ there any other problems?
- 10) Which locks \_\_\_\_\_ broken?



**Write your own sentences using is and are in the space below**

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## 10) Calling the plumber

- 1) Why would you call a plumber?

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## 11) A letter should contain the following elements:

1) **Your address, telephone, fax, email.** Put your address, telephone number and email at the top in the centre or to the right.

2) **Date.** In British English the date is written as date, month and year. In American English the date is written as month, date and year. British English (25/12/18) and American English (12/25/18).

3) **Name and address of receiver**

4) **Salutation (Dear...).** A letter in English usually starts with 'Dear...'

Dear Mr Jones

Dear Mrs Jones

Dear Miss Jones

Dear Ms Jones

Dear Dr Jones

Dear Madam



5) **Body.** The main letter in well-structured paragraphs.

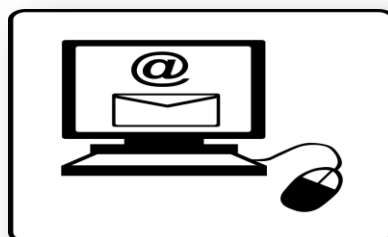
6) **Ending (Yours...).** Yours sincerely, Yours faithfully, Yours truly, Kind regards,

7) **Your signature.** Sign your name in black or blue ink.

8) **Your name.** Your first name and surname, for example: John Jones

9) **(Your title).** If you are using company headed paper, write your job title here.

10) **Enclosures.** Indicating any enclosed documents.



Sometimes e-mails or text messages are less formal and we can start the message with Hi or Hello. When we are writing to a customer we should always write in a formal manner.



## Examples of formal and informal English

Informal A: Alright mate. How's it going?

Formal A: Good morning. How are you?

Informal B: Can't complain.

Formal B: I'm fine thank you.

Informal A: I ain't seen you in ages.

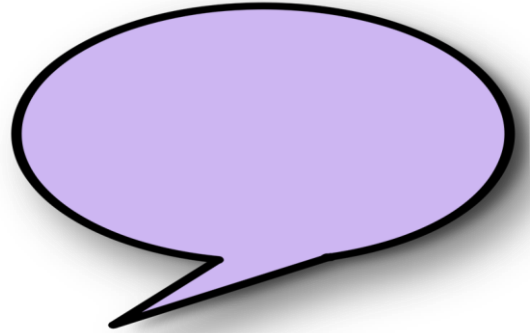
Formal A: I haven't seen you in a long while.

Informal A: How's the missus?

Formal A: How is your wife?

Informal B: She ain't too bad.

Formal B: She's fine thank you.



## Answer the questions

1) E-mails are sometimes less \_\_\_\_\_ than letters.

A) informal B) formal C) good D) easy

2) A letter should contain your fax, email, address and \_\_\_\_\_.

A) phone B) telephone number C) age D) birth date

3) Which one isn't a title? \_\_\_\_\_.

A) Mr B) Miss C) Sirs D) Dr

4) You can end a letter with \_\_\_\_\_.

A) Regarding yours B) Your regards C) Yours nicely D) Yours sincerely

5) You should sign your name in \_\_\_\_\_ ink.

A) black or green B) black or blue C) red D) red and black

[illegible]

## End of section review

1) I have a problem, my shower is \_\_\_\_\_.

A) leak B) fixing C) working D) leaking

2) The skirting is too\_\_\_\_\_.

A) short B) shorter C) longest D) longer

3) The toilets \_\_\_\_\_ bad.

A) smelly B) smell C) clean D) cleaning

4) The site is dirty, it needs\_\_\_\_\_.

A) broken B) moving C) fixing D) cleaning

5) The lock is jammed, it needs \_\_\_\_\_.

A) oiled B) oiling C) jamming D) oils

6) The toilet needs\_\_\_\_\_.

A) fixing B) fix C) fixed D) fixes

7) This isn't what I ordered. It's the \_\_\_\_\_material.

A) best B) nice C) correct D) wrong

8) I'm\_\_\_\_\_ I will fix it for you.

A) sorry B) apologized C) apologize D) have

9) This one is too\_\_\_\_\_.

A) short B) shortest C) shorter D) longest

10) The socket is\_\_\_\_\_, it needs fixing.

A) safest B) safe C) dangerous D) danger



# Chapter 9

## Signs and Instructions

Governments should make sure construction workers think about health and safety. Safety is also important for the electrical items we buy. You can therefore usually find a small logo on electrical products. This indicates that the product is safe. By focusing on health and safety we can cut the amount of deaths and accidents in the construction industry.



At the end of this section students should be able to name and identify safety signs and symbols used in the construction industry. They should also be able to read and understand a safety manual.

### Basic Vocabulary: Getting Started

Help!

Look out!

Be careful!

It's dangerous.

Fire!

safety

accident

hospital

health



1) Warm up: Match the sign to the correct vocabulary



No industrial vehicles\_\_\_\_\_No naked flames\_\_\_\_\_No mobile phones\_\_\_\_\_

No children allowed\_\_\_\_\_No running\_\_\_\_\_Incomplete scaffold\_\_\_\_\_

No unauthorised access\_\_\_\_\_Do not use lift\_\_\_\_\_Do not enter\_\_\_\_\_

No eating or drinking\_\_\_\_\_No smoking\_\_\_\_\_Not drinking water\_\_\_\_\_

No cycling\_\_\_\_\_No admittance with pace makers\_\_\_\_\_No dogs\_\_\_\_\_

No pedestrians\_\_\_\_\_Incomplete scaffold\_\_\_\_\_No cameras\_\_\_\_\_

Do not use ladder\_\_\_\_\_No radios\_\_\_\_\_No swimming\_\_\_\_\_

## 2) Safety Signs

There are many different types of safety sign the main ones are:



**Mandatory signs** tell us what we must do.



**Prohibitive signs** tell us what we mustn't do.



**Warning signs** tell us to be careful and why.

**Emergency escape, first aid or safe condition signs** tell us where to go if there is a fire or where first aid material is kept.



**Fire equipment signs** tell us where fire-fighting equipment is kept.

**Marking for dangerous locations.**



**In groups write down a list for mandatory and prohibitive signs**

**Mandatory**

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**Prohibitive**

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**No smoking**

You will see the imperative on signs and notices.

We can use the imperative to give commands

**Example:** Don't smoke.

Stop smoking.

Tell him/her not to smoke.

**You can make health and safety requests more polite.**

**Example:** I'm sorry but you are not allowed to smoke here. I'm afraid you can't smoke here.

### 3) Safety requests

Write your own safety requests and practice saying them with a partner

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### 4) What should you wear?

Write the correct piece of equipment under the sign



A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_



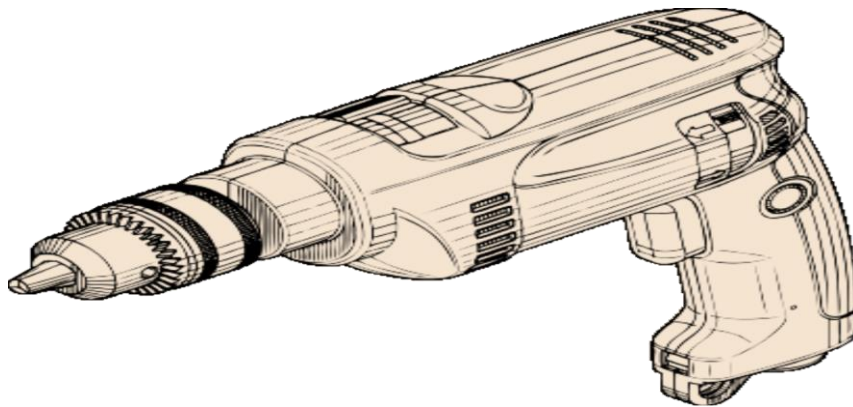
E \_\_\_\_\_ F \_\_\_\_\_ G \_\_\_\_\_ H \_\_\_\_\_



## **5) Reading an operator's manual: Read and answer the questions**

### **Work area**

You must always keep the work area clean and well lit. Cluttered and untidy benches and dark areas can be the cause of accidents. Do not operate power tools in explosive atmospheres, such as near and around flammable liquids, gases, or dust. Power tools create sparks which can ignite these dust or fumes. Keep children and visitors away from the work area when you are using power tools.



### **Electrical Safety**

You must avoid body contact with grounded surfaces such as pipes, radiators and refrigerators. If your body is grounded, there is an increased risk of an electric shock. Do not use power tools in the rain or in wet conditions. When water enters a power tool it will increase the risk of an electric shock. Do not use the cord of the power tool to carry the tools or to remove the plug from a socket. Keep the cord away from sources of heat, oil, moving parts and sharp edges. Always replace damaged cords immediately. Damaged cords will increase the risk of an electric shock.

### **Personal Safety**

When operating a power tool, always stay alert and watch what you are doing. Do not use power tools when you are tired or under the influence of drugs, alcohol, or medication. A moment of inattention when operating a power tool could result in serious injury to the user. Dress appropriately and do not wear loose clothing or jewelry. Always keep your hair and clothing away from any moving parts. Loose clothes, jewelry, or long hair can easily be caught in moving parts.

- 1) Power tools can ignite dust. true or false \_\_\_\_\_
- 2) Children should stand nearby when you use a power tool. true or false \_\_\_\_\_
- 3) You should hold a copper pipe when using a power tool. true or false \_\_\_\_\_
- 4) Replace damaged cords when you finish work. true or false \_\_\_\_\_
- 5) It is not a good idea to use a power tool in the wet. true or false \_\_\_\_\_
- 6) It is a good idea to drink beer when using an electric drill. true or false \_\_\_\_\_
- 7) Inattention can result in injury. true or false \_\_\_\_\_
- 8) Loose clothing can get caught in an electric drill. true or false \_\_\_\_\_

**Go on-line and read about accidents in the construction industry. Is it a safe job?  
Why? Discuss your findings with a partner.**

## **6) Safety standards and codes**

My name is John and I'm a quality engineer. I work for a company that produces electrical power tools. The equipment is high voltage and if it is not made correctly it could be very dangerous. The company therefore has to comply with national rules and regulations. Faulty and badly made electrical equipment can kill people so these rules and regulations are very important. Before a product can be sold it must first be certified as safe. This is done by independent testing. Furthermore, we also have to show where the materials and parts come from. If the product design is changed then the testing agency will inform us if we need to have it re-tested and re-certified.

- 1) Why are safety standards and codes important for electrical power tools?
- 2) How do manufacturers make sure that power tools are safe and of the required standard?

**Write your answers below and discuss them in a group**

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**7) Safety conversations: Discuss the answers to the questions.**

1) Are our homes dangerous? Why? \_\_\_\_\_

\_\_\_\_\_

2) Who ensures builders have safety standards? \_\_\_\_\_

\_\_\_\_\_

3) What two safety equipment can we use with power tools? \_\_\_\_\_

\_\_\_\_\_



## End of section review

Go online and find the answer to these questions.

- 1) What voltage do they use on the construction site that you work on? \_\_\_\_\_
  - 2) Is 110 volt safer than 240 volt? Why? \_\_\_\_\_
  - 3) What other safety features can you find on a power tool? \_\_\_\_\_
- 



# Chapter 10

## Health and Safety

Health and safety is an important and very serious subject. Construction sites can be dangerous and workers must think about all the gas pipes, electric wiring and chemicals in the building materials that they come into contact with on a daily basis. Workers must also think about the tools they use and the places they work. It is therefore important that students understand the language related to this subject.

At the end of this section students should be able to identify safety hazards and report and discuss them with a work colleague. Students should be able to take appropriate action to avoid workplace accidents and be able to follow safe working procedures and safety instructions. They should also be able to report accidents and fill in forms.

### Getting Started: Basic Vocabulary

Help!

Look out!

Be careful!

It's dangerous.

Fire!

It's an emergency.

I've been injured.

I need a doctor.

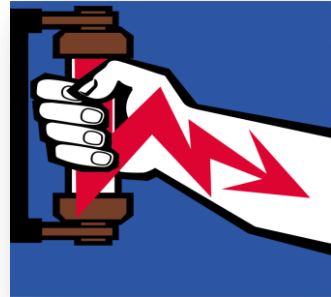
Can I use your phone?



**1) Warm up: Match the picture to the correct description.**

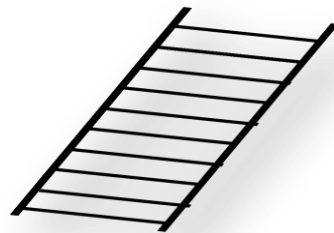
Eye wash station: Unstable ladder: Flammable:

Fire extinguisher: Electric shock: Carrying too much: Ambulance:



A: Eye wash station

B: \_\_\_\_\_ C: \_\_\_\_\_



D: \_\_\_\_\_

E: \_\_\_\_\_



G: \_\_\_\_\_

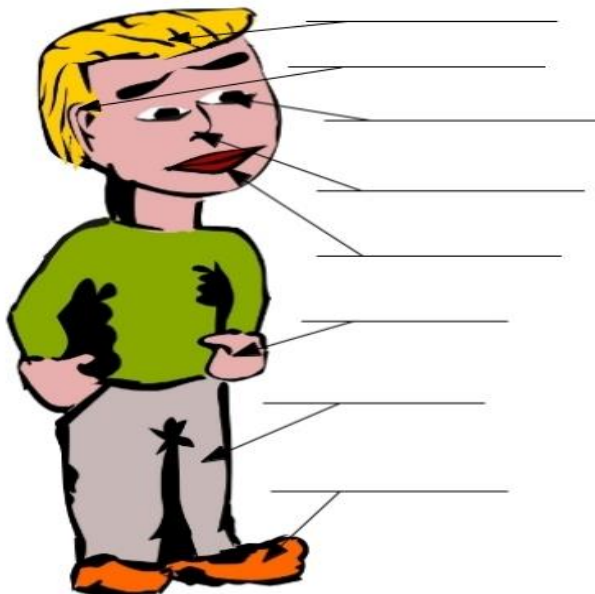


H: \_\_\_\_\_

## 2) Fill in the gaps with: should, shouldn't, must, mustn't or could

- 1) This socket is dangerous. You \_\_\_\_\_ get electrocuted.
- 2) You \_\_\_\_\_ get something in your eye. You \_\_\_\_\_ wear safety glasses.
- 3) You \_\_\_\_\_ remove guards from machinery. You \_\_\_\_\_ lose a hand.
- 4) It's noisy, you \_\_\_\_\_ wear ear defenders. You \_\_\_\_\_ damage your hearing.
- 5) You \_\_\_\_\_ fall and break your leg.
- 6) You \_\_\_\_\_ be careful when lifting heavy objects. You \_\_\_\_\_ damage your back.
- 7) You \_\_\_\_\_ slip and break your arm.
- 8) You \_\_\_\_\_ smoke here.

Look up the difference between should and must.



## 3) Body parts

leg  
head  
eye  
mouth  
foot  
hand  
nose  
ear

Fill in the body parts

Go online and look at the safety equipment that could protect these body parts.

#### 4) Occupational hazards

**Complete the sentences using the following words:**

eyes, blindness, back, deafness, burn, hands and arms, lungs, skin.

- 1) Carrying heavy loads, or picking up heavy objects incorrectly, can cause damage to your \_\_\_\_\_ .
- 2) Constant loud noise can lead to \_\_\_\_\_ .
- 3) Using vibrating machines for too long can damage your \_\_\_\_\_ .
- 4) Breathing in dust can damage your \_\_\_\_\_ .
- 5) Some substances can irritate your \_\_\_\_\_ and your \_\_\_\_\_ .
- 6) If a corrosive liquid splashes on your face and eyes it will \_\_\_\_\_ your skin and may cause \_\_\_\_\_ .

#### **Nouns, adjectives and verbs used to talk about health and safety**

<b>Nouns</b>	<b>Adjectives</b>	<b>Verbs</b>
danger	dangerous	to cause
a fall	falling	to fall
hole	unprotected	to protect
path	slippery	to slip
object	heavy	to drop
notice	warning	to warn
rail	strong	to fix
lighting	secure	to secure
materials	fragile	to break
machinery	heavy	to lift
fracture	fatal	to die



## 5) Safety Conversations

### Conversation 1

Mr. Smith: Peter, on Monday I want you to be a banksman and direct the crane driver.

Peter: Do you have a safety vest I can wear?

Mr. Smith: Don't worry Peter, you'll be okay.

Peter: I need a safety vest so that the crane driver can see me.

### Conversation 2

Mr. Smith: Peter, on Wednesday I want you to paint the bedroom.

Peter: Do you have a mask I can wear?

Mr. Smith: Don't worry Peter, you'll be okay.

Peter: The paint fumes are very strong. I need a mask.

### Conversation 3

Mr. Smith: Peter, on Friday I want you to demolish the garden wall.

Peter: Do you have any steel-toed boots?

Mr. Smith: Don't worry Peter, you'll be okay.

Peter: I need steel-toed boots to protect my feet.

- 1) What does Mr Smith want Peter to do on Monday?
- 2) What does Peter need?
- 3) What does Mr Smith want Peter to do on Wednesday?
- 4) Why is Peter worried?
- 5) What does Mr Smith want Peter to do on Friday?
- 6) Why does Peter need steel-toed boots?

### Answer the questions and then practice the conversations

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

## 6) Adverbs: Choose the correct adverb

- 1) Please make sure the nuts are done up tight/tightly.
- 2) The new drill works well/good.
- 3) The work was very easy/easily.
- 4) We need to complete/completely the job.
- 5) He finished the work quick/quickly.
- 6) It was a bad/badly idea to remove the guard.
- 7) The wall was solid/solidly built.
- 8) The carpenter works quick/quickly.
- 9) The job was very hard/hardly.
- 10) The washer needs to be fitted proper/properly.



## 7) Agreeing and disagreeing

- A: We should remove the guard.
- B: That's a **bad idea**.
- A: **Yes, you're right**.
- B: Maybe we should use another machine.
- A: That's a **good idea**.
- B: We could use a band saw.
- A: **Yes, that's not a bad idea**.
- B: It would be safer.
- A: **That's true** and quicker.
- B: **Exactly**.



## Do you agree or disagree? (good/bad)

- 1) We could use a hacksaw to cut the metal. That's a \_\_\_\_\_ idea.
- 2) We must turn off the power when working with electrical circuits. That's a \_\_\_\_\_ idea.
- 3) We should work quickly when using machinery. That's a \_\_\_\_\_ idea.
- 4) We could use an excavator to dig the hole. That's a \_\_\_\_\_ idea.
- 5) We shouldn't wear safety glasses when using machinery. That's a \_\_\_\_\_ idea.

## 8) What's wrong?

A: What's wrong?

B: I fell off of the scaffold.

A: Where does it hurt?

B: My back and legs hurt.

A: Did you hit your head.

B: No, I was wearing my safety helmet.

A: That was lucky.

B: Can you move?

A: No.

B: Okay, I will call an ambulance.

A: Thanks.



## Practice the conversation with a partner using your own words

### Write your own conversation in the space below

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**9) Fill in the accident form with your own details**

**Details of the person who had the accident**

<b>Name</b>		
<b>Address</b>		
<b>City</b>	<b>Postcode</b>	<b>Telephone number</b>
<b>Occupation</b>		

**Details of the person reporting the accident**

<b>Name</b>		
<b>Address</b>		
<b>City</b>	<b>Postcode</b>	<b>Telephone number</b>
<b>Occupation</b>		

**Details of accident/injury**

<b>Date</b>	<b>Time</b>
<b>Where did the accident/injury take place?</b> ..... ..... .....	
<b>Say how the accident/injury happened.</b> ..... ..... ..... .....	
<b>Details of accident/injury.</b> ..... ..... ..... .....	
<b>Signed</b>	<b>Date</b>

## End of section review

1) This socket is very dangerous. You \_\_\_\_\_ get electrocuted.

A) should B) could C) must D) have to

2) Loud noise can \_\_\_\_\_ your hearing.

A) help B) save C) find D) damage

3) You \_\_\_\_\_ wear safety glasses.

A) must B) need C) have D) haven't

4) You \_\_\_\_\_ remove guards from machinery.

A) have B) mustn't C) must to D) know

5) Safety glasses protect your \_\_\_\_\_.

A) eyes B) nose C) ears D) feet.

6) Steel toed boots protect your \_\_\_\_\_.

A) head B) eyes C) ears D) feet.

7) Hard hats are worn on the \_\_\_\_\_.

A) feet B) ears C) mouth D) head

8) \_\_\_\_\_ masks protect your lungs.

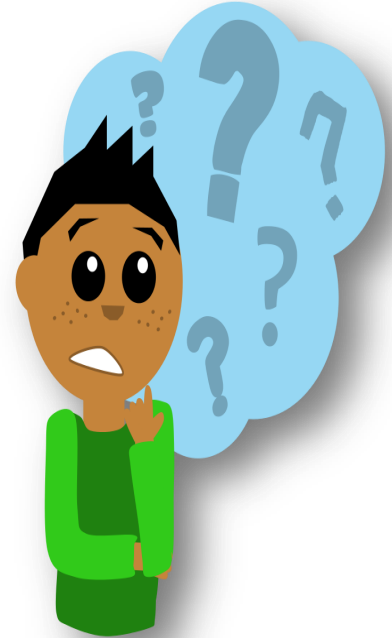
A) Head B) Old C) Dust D) Mouth

9) You should work \_\_\_\_\_ near electrical cables.

A) quickly B) carefully C) slowly D) clumsily

10) You should always take \_\_\_\_\_ on construction sites.

A) a bus B) a taxi C) care D) your time



# Chapter 11

## Arranging a Meeting

In the construction industry it is often necessary to meet with customers, contractors, architects and other site occupations on a regular basis. It is therefore important that a worker is able to make and cancel an appointment in English.

At the end of this section students should be able to arrange and cancel a meeting. They should be able to schedule work and appointments by e-mail or phone. Students should also be able to fill in a work schedule and report on work progress.

### Basic Vocabulary: Getting Started

today

yesterday

tomorrow

this week

last week

next week

later

before

morning

afternoon

evening



## 1) Warm up: Re-arrange the letters to find the days of the week

wddyaenes \_\_\_\_\_ ondamy \_\_\_\_\_ truhdysa \_\_\_\_\_  
tasruyad \_\_\_\_\_ utsedya \_\_\_\_\_  
rfiyad \_\_\_\_\_ sudyan \_\_\_\_\_

## 2) When are you free?

### Practice the conversation in pairs

A: When are you free?

B: I'm free on Monday.

A: I'm busy on Monday.

B: Are you free on Tuesday?

A: Yes. What time?

B: Shall we meet at 9:00 am?

A: Okay, see you on Tuesday.



### Can/can't (can not or cannot)

I can meet you on Tuesday.

I can't meet you on Monday.

I can't make it on Friday.

I can do Thursday.

I'm sorry I can't. I'm busy on Friday.

I'm sorry I can't. I'm tied up on Wednesday.

I can't make it.

### 3) Suggesting times

How about Wednesday?

Are you free on Monday?

Can you make Tuesday?

Can we meet tomorrow?

## Saying yes

Wednesday is good/fine.

Yes, I'm free on Wednesday.

That's good for me.



**Write your own dialogue to arrange a meeting and practice it with a partner.**

[illegible]



#### 4) Making phone calls

Could you repeat that, please?

Could you spell that, please?

Could you speak louder, please?

Could you say that again, please?

Hello, could I speak to Mr Smith?

Could I speak to Mr Smith, please?

I'm sorry, I can't hear you.

I'm afraid he's out at the moment.

Can I take a message?



#### Practice the phone conversation with a partner

Mr Jones: Hello, good morning. May I speak to Mr. Smith, please?

Secretary: Could you hold on for a minute? I'll put you through to Mr. Smith.

Mr Jones: Thanks.

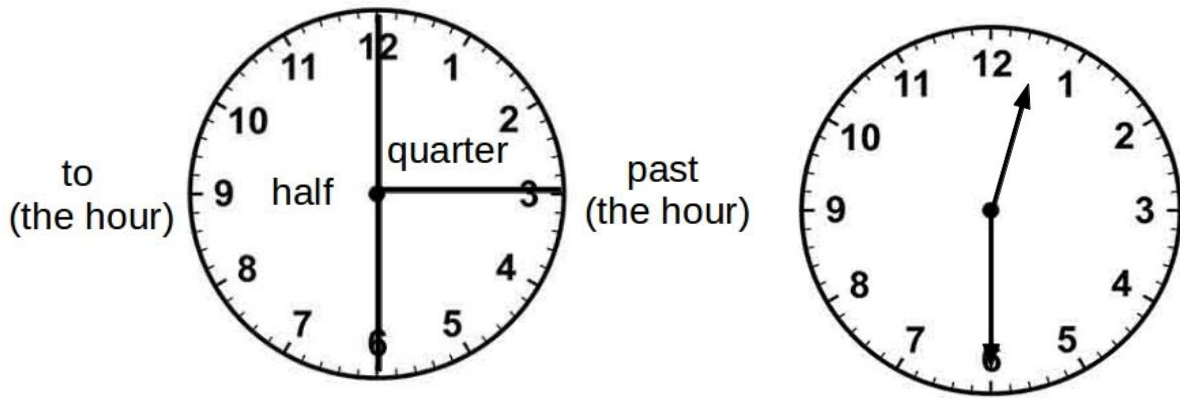
Secretary: Sorry sir, Mr. Smith is in a meeting right now. Would you like to leave a message?

Mr Jones: Yes, please. Can you tell Mr. Smith to return my call? It's 7855-8615-8226. I'm calling from my office.

Secretary: Okay. I'll tell him. He'll get back to you as soon as possible.

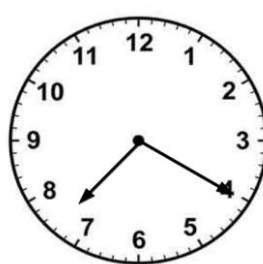
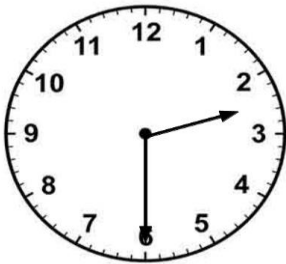
Mr Jones: Thank you very much. Goodbye.

## 5) Telling the time



**Example:** What time is it? It's half past twelve.

### Match the times to the clock faces



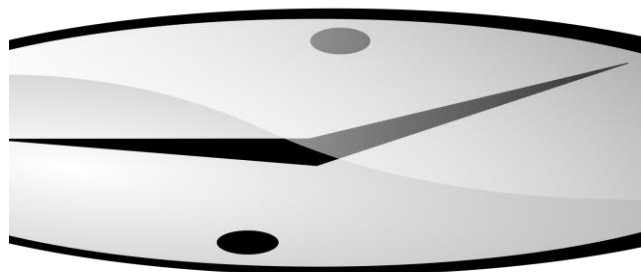
A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

1) quarter past four   2) twenty past seven   3) quarter to twelve   4) half past two



## 6) Work Schedules:

### Peter's Work Schedule

Day	Schedule
Monday	1:00 p.m. - 10:00 p.m.
Tuesday	6:00 a.m. - 2:00 p.m.
Wednesday	2:30 p.m. - 10:30 p.m.
Thursday	7:00 a.m. - 4:00 p.m.
Friday	Off
Saturday	11:00 p.m. - 6:00 a.m.
Sunday	3:00 p.m. - 9:00 p.m.



### John's Work Schedule

Day	Schedule
Monday	1:00 p.m. - 10:00 p.m.
Tuesday	6:00 a.m. - 4:00 p.m.
Wednesday	1:00 p.m. - 8:30 p.m.
Thursday	5:30 a.m. - 2:00 p.m.
Friday	10:00 p.m. - 7:00 a.m.
Saturday	Off
Sunday	1:00 p.m. - 4:00 p.m.

### Questions:

1) What days does John start work the same time as Peter?

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2) Who finishes work earlier on a Tuesday?

---

3) Who has a day off at the weekend?

---

4) What time does John finish work on Wednesday?

---

5) Does Peter start work in the afternoon on Thursday?

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## 7) Estimating time

How long do we need? We need approximately two hours.

How long will it take? The meeting will take around thirty minutes.

When will it finish? It will finish about 5:00 o'clock.

What time will it start? It will start around 1:00 o'clock.



### Practice the dialogue with a partner

**8) Writing an e-mail: Write an e-mail to arrange a meeting with your work colleagues**

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**9) Weekly schedule:** Fill in your weekly schedule and use it to arrange a meeting with your classmates.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

## 10) Business meeting: Finish the dialogue with your own ideas

The meeting is due to finish at\_\_\_\_\_.

I'm afraid\_\_\_\_\_ can't be with us today.

Here are the minutes from our last meeting, which was on \_\_\_\_\_.

Shall we get down to business?

So, let's start with\_\_\_\_\_.

John, can you tell us how the Western Road project is progressing?

Is there any other business?

So, the next meeting will be on\_\_\_\_\_.

Thank you all for attending. The meeting is closed.



<div> <div>Project Lead: S. Cork</div> <div>Today's Date: 3/10/2014 (Mon) (vertical red line)</div> <div>Start Date: 1/2/2014 (Thu) First Day of Week (Sun=1): 2</div> </div>																					
WBS	Tasks	Task Lead	Start	End	Duration (Days)	% Complete	Working Days	Days Complete	Days Remaining												
										30 - Dec - 13	06 - Jan - 14	13 - Jan - 14	20 - Jan - 14	27 - Jan - 14	03 - Feb - 14	10 - Feb - 14	17 - Feb - 14	24 - Feb - 14	03 - Mar - 14		
1	General Conditions		1/02/14	3/19/14	76	80%	55	60	16												
1.1	Receive notice to proceed		1/02/14	1/20/14	18	100%	13	18	0												
1.2	Submit Project		1/21/14	2/20/14	30	95%	23	28	2												
1.3	Submit Schedule		1/22/14	2/10/14	19	95%	14	18	1												
1.4	Obtain Permits		2/10/14	3/19/14	37	50%	28	18	19												
2	Foundations		3/01/14	5/13/14	73	13%	52	9	64												
2.1	Clear Site		3/01/14	3/18/14	17	50%	12	8	9												
2.2	Install Fence		3/01/14	3/18/14	17	30%	12	5	12												
2.3	Excavate Foundations		3/18/14	4/26/14	39	0%	29	0	39												
2.4	Pour Concrete		4/15/14	5/13/14	28	0%	21	0	28												
3	Steel Work		4/25/14	9/03/14	131	0%	94	0	131												
3.1	Erect Columns		4/25/14	5/12/14	17	0%	12	0	17												
3.2	Erect Beams		5/12/14	5/29/14	17	0%	14	0	17												
3.3	Install Stairs		5/29/14	7/05/14	37	0%	27	0	37												
3.4	Touch Up Paint		8/05/14	9/03/14	29	0%	22	0	29												

**Example:** The fencing is thirty percent complete.

[illegible]



## 11) The business lunch

Do you have.....?

I would like.....?

I will have.....?

Can I have.....?

Can I take.....?

Would you like.....?

menu, meal, food, order, bill



### Practice the conversation with a partner

Waiter: Hello, here is the menu.

**5 minutes later**

Waiter: Can I take your order?

Customer: Yes, I would like a cheeseburger, please.

Waiter: Would you like anything to drink?

Customer: Yes, I'd like a glass of water, please.

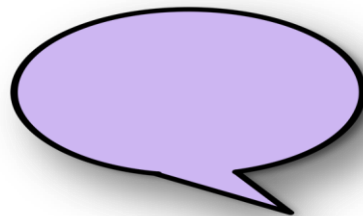
Waiter: Here is your food. Enjoy your meal.

Customer: Thank you.

**15 minutes later**

Customer: Can I have the bill, please?

Waiter: Certainly sir. Here is your bill.





## End of section review

- 1) Are you \_\_\_\_\_ on Tuesday?  
A) free B) freed C) tied D) business
- 2) I'm \_\_\_\_\_ on Friday.  
A) freed B) busy C) business D) meet
- 3) When can we \_\_\_\_\_?  
A) met B) busy C) meeting D) meet
- 4) Can we meet \_\_\_\_\_?  
A) morning B) afternoon C) tomorrow D) yesterday
- 5) Can we meet in the \_\_\_\_\_?  
A) Thursday B) noon C) after D) morning.
- 6) I'm \_\_\_\_\_ but I'm busy on Monday.  
A) sorry B) afternoon C) morning D) tied up
- 7) Wednesday is \_\_\_\_\_.  
A) fined B) find C) fine D) fin
- 8) Can you \_\_\_\_\_ Tuesday?  
A) here B) met C) made D) make
- 9) That's \_\_\_\_\_ for me.  
A) fined B) good C) sorry D) Tuesday
- 10) I'm \_\_\_\_\_ I'm busy on Thursday.  
A) afraid B) apology C) apologize D) apologized



# Chapter 12

## Types and Parts of Buildings

Since ancient times, people have built buildings. Although these buildings may have changed since over the course of time, they still serve the same general purposes. For example, buildings provide shelter, create privacy, and provide a place for storing goods, and for worship and working. It is therefore necessary that construction workers can identify the many types and parts of buildings.

At the end of this section students should be able to classify and identify types and parts of buildings and name them in English. Students should be able to give buildings and their parts basic descriptions using technical terms. They should also be able to name shapes and colours.

### Getting Started: Essential Vocabulary

Door

Window

Roof

Foundation

Ceiling

Floor

Stairs

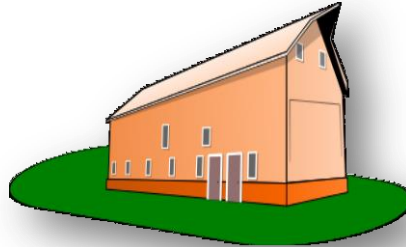


## 1) Warm up: Match the pictures to the correct word

barn house windmill factory church office



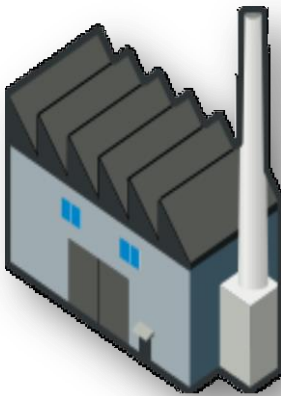
A \_\_\_\_\_



B \_\_\_\_\_



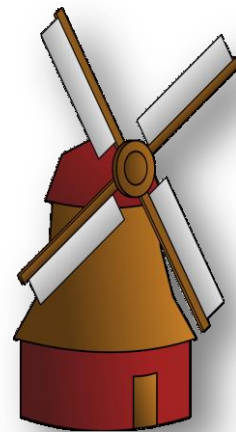
C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_

## 2) Building classification

- high rise (which are higher than seven storeys)
- medium rise (which are between four and seven storeys)
- low rise (which are between one and three storeys).

Other classifications are based on the shape and size of the buildings:

**For example:** detached, semi-detached, terraced

## What's the difference between commercial, residential and industrial buildings?

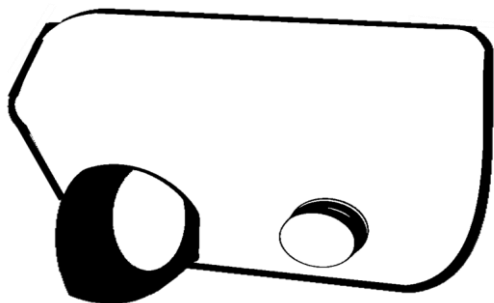
Put the buildings into the table under commercial, industrial or residential.

- houses • flats • hospitals • schools • residential homes • hostels • bed-sits • bed and breakfasts • public halls • social clubs • mosques • churches • restaurants • café • pubs/clubs
- factories • warehouses • colleges • hotels • offices

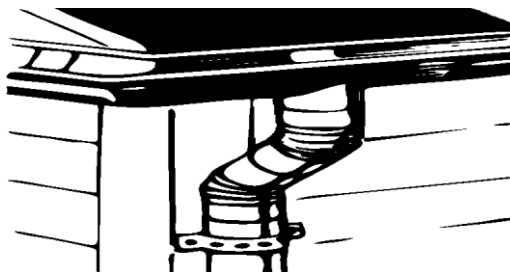
Commercial	Industrial	Residential

### 3) Fixtures and fittings: Match the pictures to the correct words

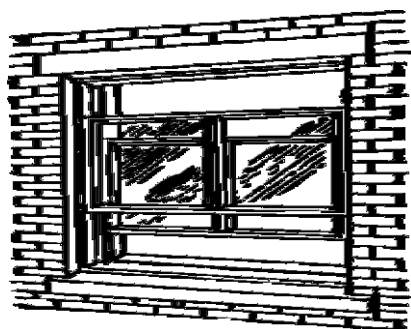
guttering    sash window    tap    hand dryer    smoke detector    wash basin



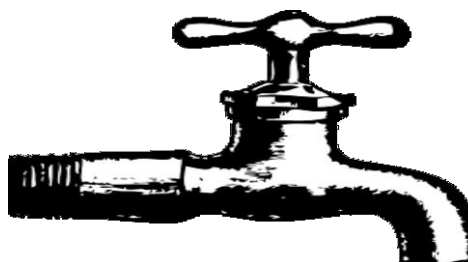
A \_\_\_\_\_



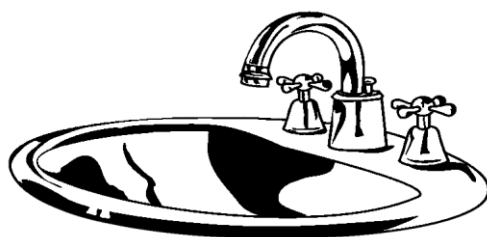
B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



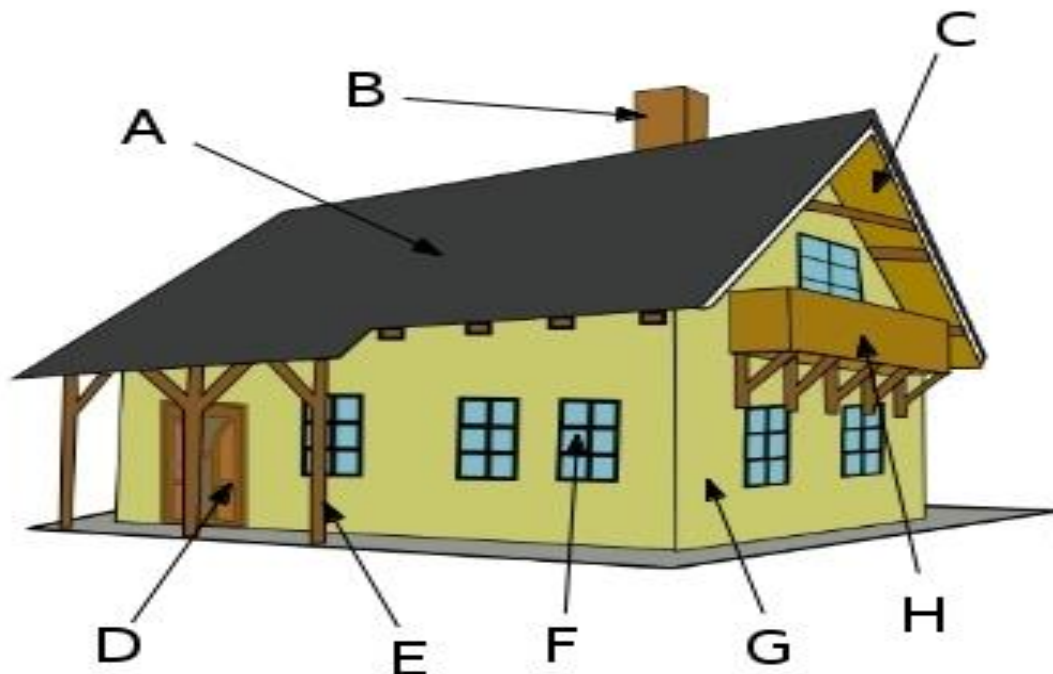
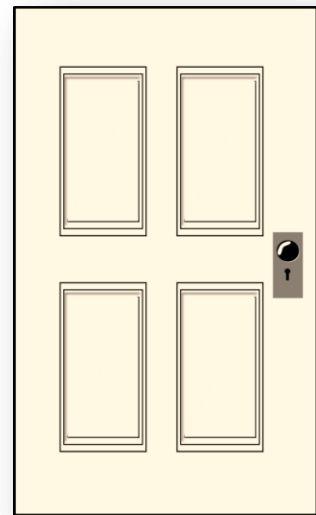
F \_\_\_\_\_

**4) Parts of a building: How many of these items can you see in the classroom?**

air-conditioning unit, power socket, window frame, door, door frame, architrave, skirting, power cable, door handle, floor tile, beam, false ceiling, conduit, fuse box, fluorescent lighting

**Now fill in the list below with the correct word.**

- A: \_\_\_\_\_  
B: \_\_\_\_\_  
C: \_\_\_\_\_  
D: \_\_\_\_\_  
E: \_\_\_\_\_  
F: \_\_\_\_\_  
G: \_\_\_\_\_  
H: \_\_\_\_\_



## 5) Shapes: Match the shapes to the words

1) ellipse \_\_\_\_\_

2) circle \_\_\_\_\_

3) hexagon \_\_\_\_\_

4) trapezoid \_\_\_\_\_

5) pentagon \_\_\_\_\_

6) square \_\_\_\_\_

7) triangle \_\_\_\_\_

9) rectangle \_\_\_\_\_

10) octagon \_\_\_\_\_



A



B



C



D



E



F



G



H



I

## 6) What shape is it?

### At the joiner's shop: Practice the conversation with a partner

A: Good afternoon. I would like you to make me an elliptical shaped window.

B: Certainly sir. What size would you like?

A: It needs to be 800mm high by 1200mm wide.

B: Okay, anything else?

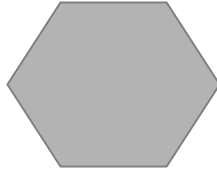
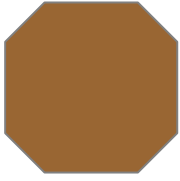
A: Yes, I would also like you to make me a metre wide circular table.

B: Okay, what material would you like?

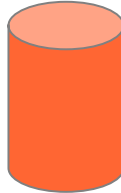
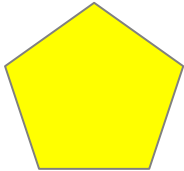
A: I would like an oak table.

B: Okay, no problem.

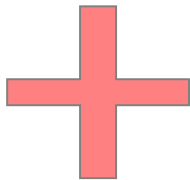
## 7) What colour is it?



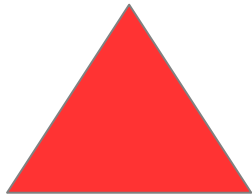
The octagon is \_\_\_\_\_. The hexagon is \_\_\_\_\_.



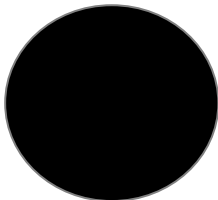
The pentagon is \_\_\_\_\_. The cylinder is \_\_\_\_\_.



The cross is \_\_\_\_\_. The ellipse is \_\_\_\_\_.



The triangle is \_\_\_\_\_. The square is \_\_\_\_\_.



The circle is \_\_\_\_\_. The rectangle is \_\_\_\_\_.

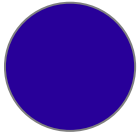


## 8) Lighter or darker?

Fill in the gaps with light or dark.



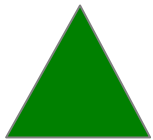
The square is \_\_\_\_\_ blue.



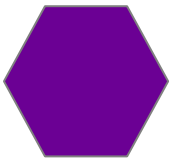
The circle is \_\_\_\_\_ blue.



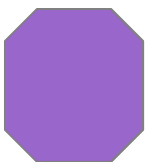
The rectangle is \_\_\_\_\_ green.



The triangle is \_\_\_\_\_ green.



The hexagon is \_\_\_\_\_ purple.



The octagon is \_\_\_\_\_ purple.



The square is **lighter/darker** than the circle. The rectangle is **lighter/darker** than the triangle. The hexagon is **lighter/darker** than the octagon.



### 9) Describing buildings: Fill in the gaps using the words below

shortest old grey black white red tall brown

The church is very \_\_\_\_\_. It has \_\_\_\_\_ walls and the lower roof is \_\_\_\_\_. The office building is very \_\_\_\_\_. It is \_\_\_\_\_ and has a \_\_\_\_\_ door. The house is the \_\_\_\_\_ of the three buildings. It has \_\_\_\_\_ walls.

### 10) Choosing a colour

Q: What colour would you like?

A: I would like red.

Q: What colour would you like in the bedroom?

A: I would like blue.



**Write your own sentences using the words below**

dining room   toilet   bathroom   bedroom   kitchen   lounge

Q: \_\_\_\_\_  
A: \_\_\_\_\_  
Q: \_\_\_\_\_  
A: \_\_\_\_\_  
Q: \_\_\_\_\_  
A: \_\_\_\_\_  
Q: \_\_\_\_\_  
A: \_\_\_\_\_  
Q: \_\_\_\_\_  
A: \_\_\_\_\_  
Q: \_\_\_\_\_  
A: \_\_\_\_\_

### **11) What colour is it?**

**Mingle and ask your fellow students these questions**

- 1) What colour is the flooring? \_\_\_\_\_
- 2) What shape is the door? \_\_\_\_\_
- 3) What colour are the walls? \_\_\_\_\_
- 4) What shape is the classroom? \_\_\_\_\_

## End of section assignment

Go online and find a picture of an interesting building. Describe it to a partner.



# Chapter 13

## Directions and Prepositions

Asking for directions on or off site is an important skill. It is easy to become confused even as a native speaker. It is therefore important that this skill is practiced in a realistic situation. It is also necessary to be able to explain where something should be placed or put. This is one of the most important skills in construction.

At the end of this section students should be able to give directions and explain where things are situated or need placing. They should also be able to explain positions on a plan.

### Getting Started: Essential Vocabulary

Turn left. / Turn right.

On the left. / On the right.

Go straight on.

Go past. / Walk past.

It's near/close to .....

It's not far from here.

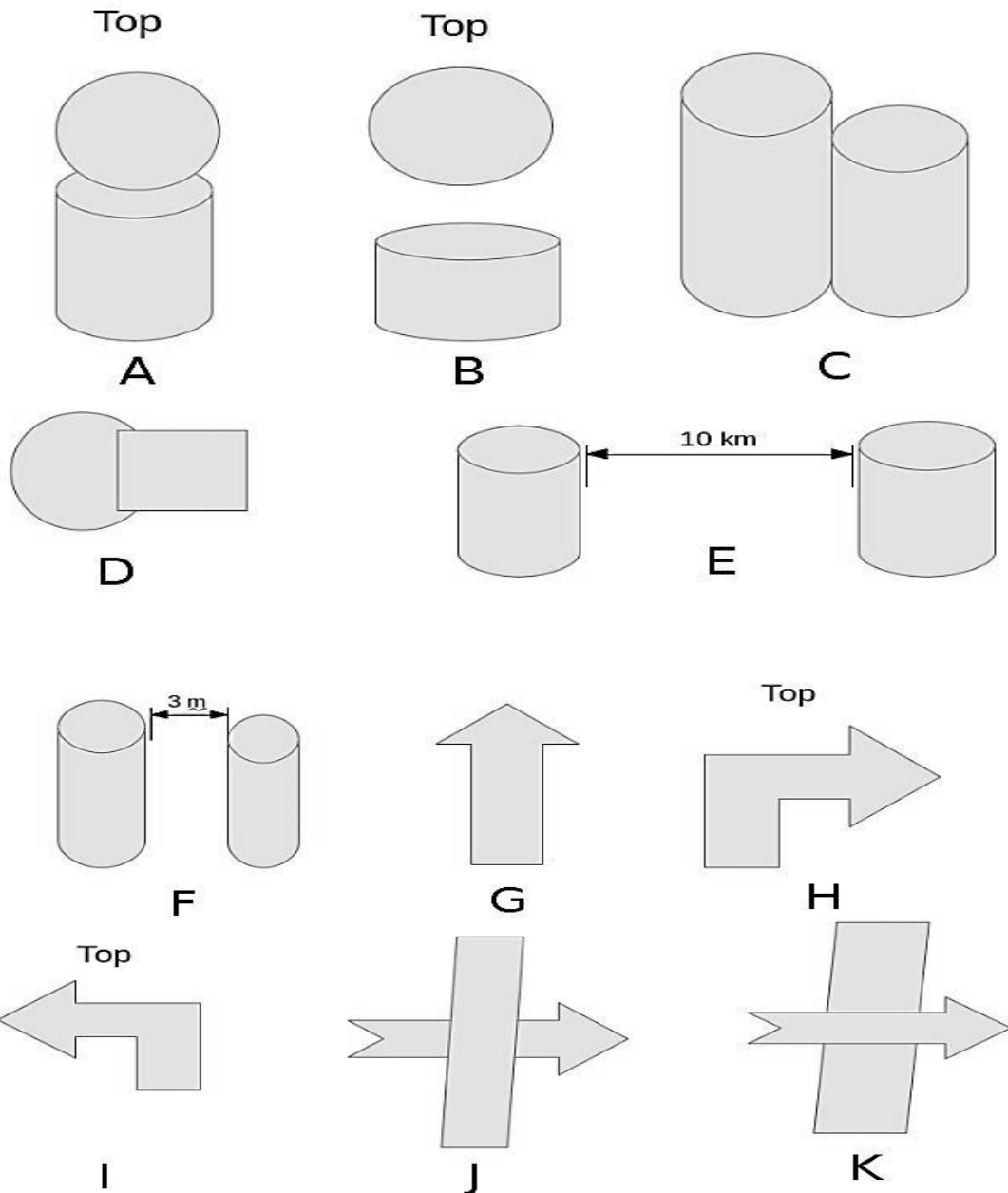


# 1) Warm up: Match the words to the pictures

On top of \_\_\_\_\_ Above \_\_\_\_\_ Next to \_\_\_\_\_ Behind \_\_\_\_\_ Far \_\_\_\_\_

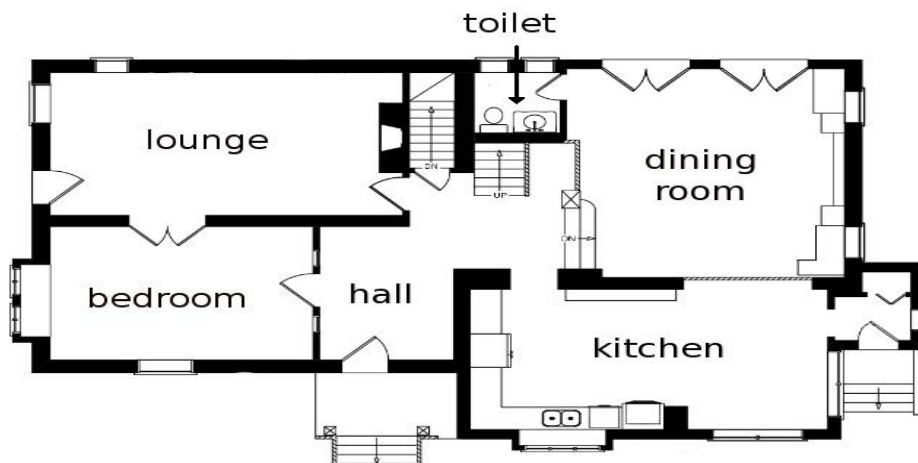
Near \_\_\_\_\_ Straight on \_\_\_\_\_ Turn left \_\_\_\_\_ Turn right \_\_\_\_\_

Go under \_\_\_\_\_ Go across \_\_\_\_\_



## 2) Where is it?

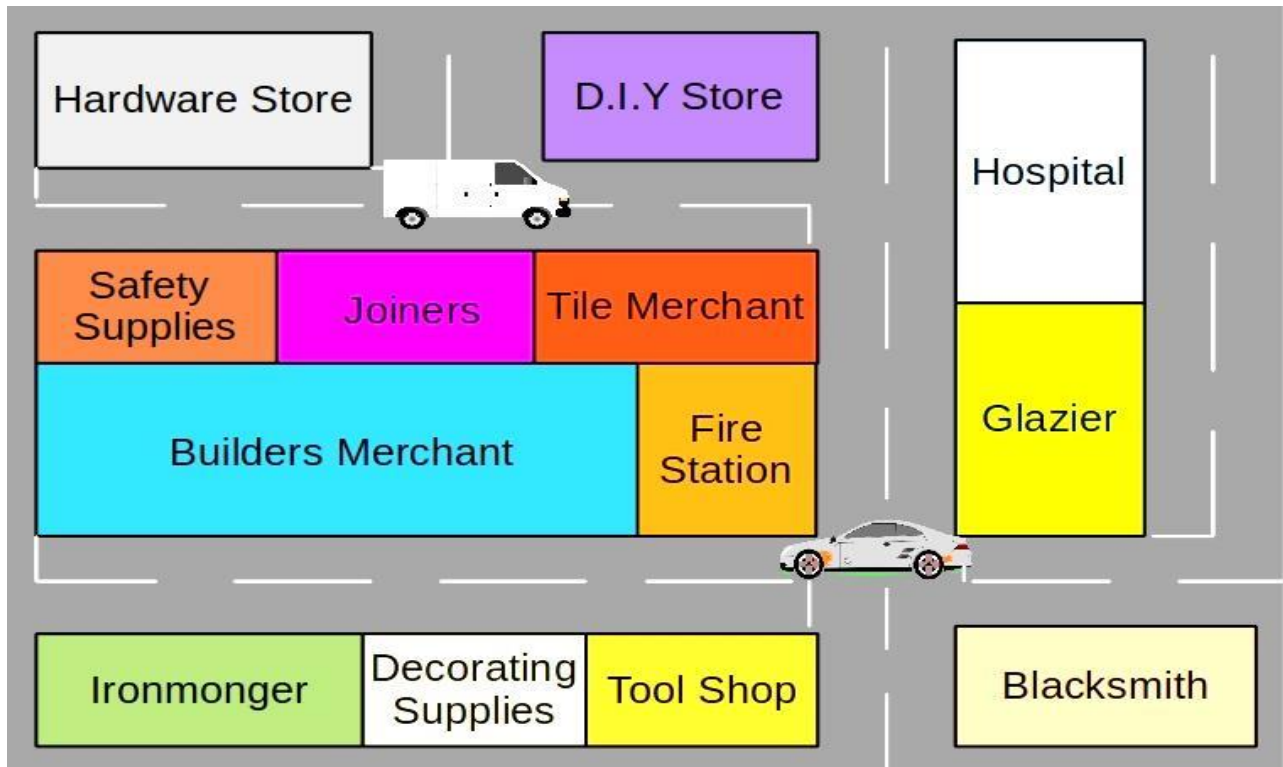
Use the correct word to fill in the gap (some words will be used more than once)



front dining room next to bedroom left kitchen hall lounge right rear

- 1) Where is the toilet? It is next to the \_\_\_\_\_.
- 2) Where is the kitchen? It is in \_\_\_\_\_ of the dining room.
- 3) Where is the lounge? It is behind the \_\_\_\_\_.
- 4) Where is the hall? It is between the \_\_\_\_\_ and bedroom.
- 5) Where is the bedroom? It is next to the \_\_\_\_\_ and in front of the \_\_\_\_\_.
- 6) Where is the kitchen? It is on the \_\_\_\_\_ of the building.
- 7) Where is the bedroom? It is on the \_\_\_\_\_ of the building.
- 8) Where is the kitchen? It is at the \_\_\_\_\_ of the building.
- 9) Where is the lounge? It is at the \_\_\_\_\_ of the building.
- 10) Where is the toilet? It is at the \_\_\_\_\_ of the building \_\_\_\_\_ the dining room.

### 3) Asking directions: Use the map to ask your own directions







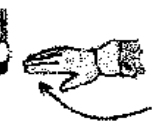

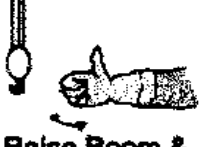

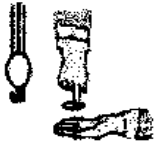


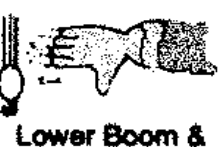








### 4) Prepositions: Use in, at or on to fill in the gaps

- 1) The office was built \_\_\_\_\_ London.
- 2) The hammer was \_\_\_\_\_ the workbench.
- 3) The plumber arrived \_\_\_\_\_ site early.
- 4) I prefer working \_\_\_\_\_ a big city.
- 5) The architect is sitting \_\_\_\_\_ his desk.
- 6) You have to put the box \_\_\_\_\_ the corner.
- 7) I put your trowel \_\_\_\_\_ top of the wall.
- 8) The site toilet is \_\_\_\_\_ the ground floor.
- 9) The joiner is working \_\_\_\_\_ his bench.
- 10) The materials are \_\_\_\_\_ the site lock up box.

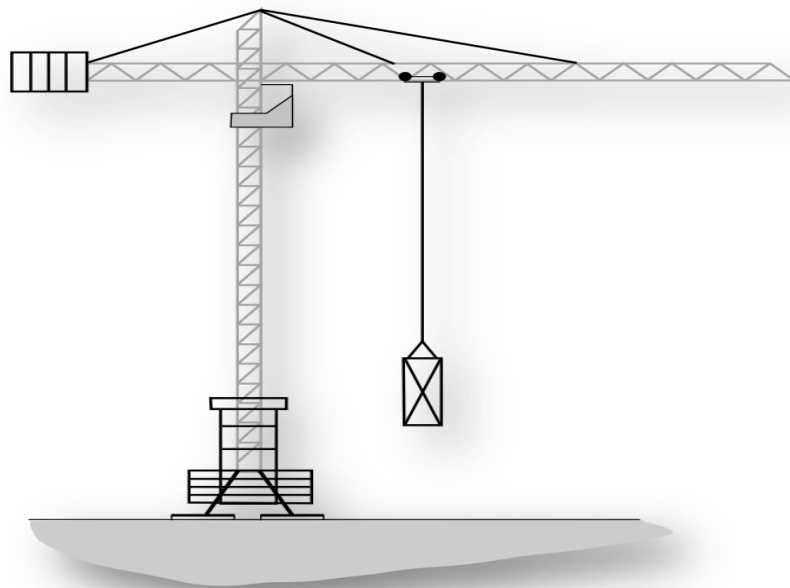




## 5) Directing the crane

 Main Hoist	 Auxiliary Hoist	 Hoist Load	 Hoist Load Slowly	 Stop
 Raise Boom	 Raise Boom & Lower Load	 Lower Load	 Lower Load Slowly	 Emergency Stop
 Lower Boom	 Lower Boom & Raise Load	 Swing Boom	 Swing Boom Slowly	 Travel
 Retract Boom 2 hands	 Retract Boom 1 hand	 Extend Boom 2 hands	 Extend Boom 1 hand	 Dog Everything

Working with a partner practice the signals and vocabulary



**6) Where do we put it? Look up any words that you don't know and practice the conversation with a partner**

Electrician: Where do we put the air-conditioning unit?

Foreman: You need to put it in the bedroom.

Electrician: Okay. Where is the bedroom?

Foreman: You have to go upstairs. It's on the second floor, the staircase is over there.

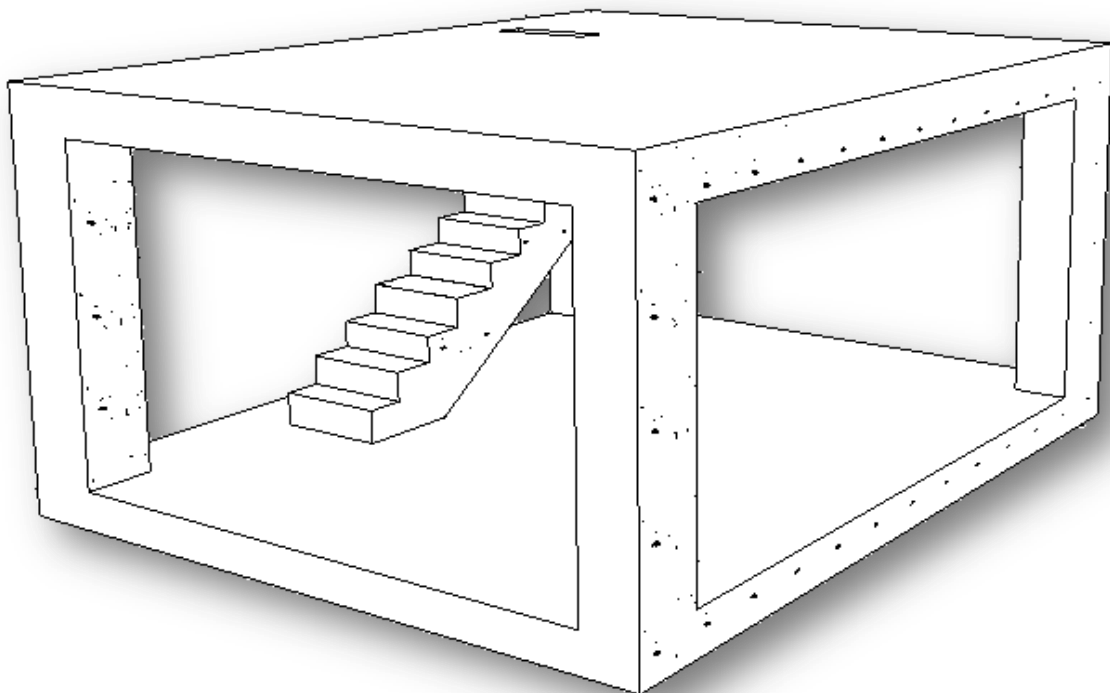
Electrician: Thanks. Where shall I put the air-conditioning unit in the bedroom?

Foreman: You need to put it above the desk in the corner.

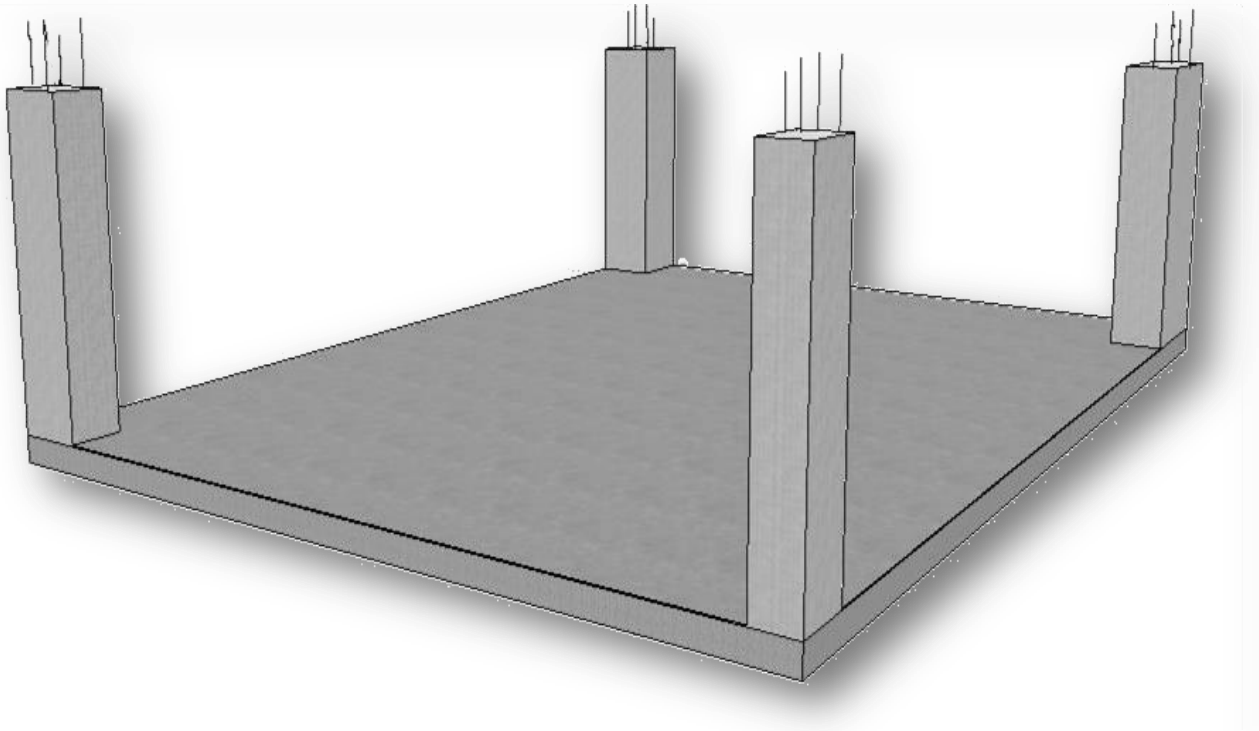
Electrician: Okay, thanks if I have any other questions I will ask you.

**Look at the picture and talk about it with a partner**

**Example:** The columns are in the corners.



**Where do we put it?**



**Look at the picture and write your own dialogue.**

**Example:** Where do we put the formwork? Where do we pour the concrete?

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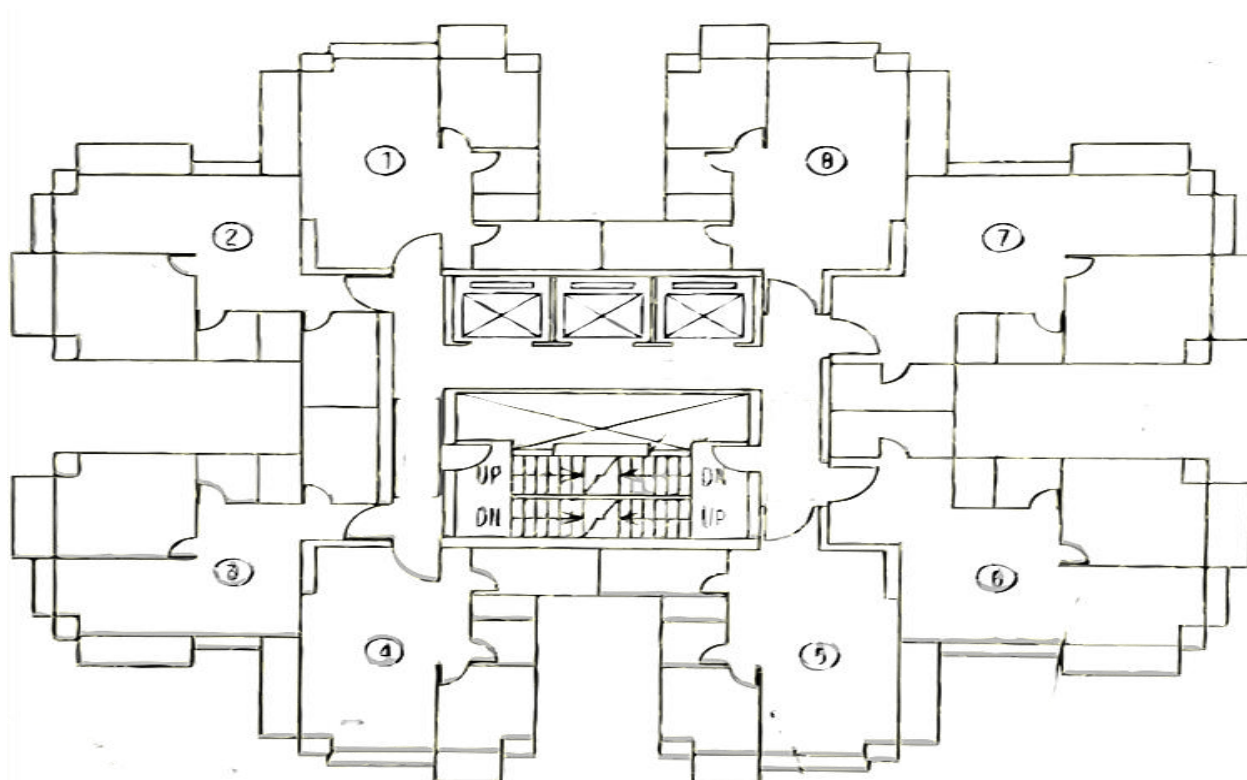
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## 7) Reading a plan



### Look at the plan and answer the questions

1) How do I get from room one to room three?

You have to go through the door, walk along the corridor and then turn right

2) How do I get from room four to room five?

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3) How do I get from room four to room five?

---

4) How do I get from room five to room one?

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5) How do I get from room four to room eight?

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## End of section assignment

Draw a plan of a construction site and explain where things are.

What software could we use to draw the plan?



# Chapter 14

## The Construction Industry

The construction industry is very large and employs millions of people worldwide.

Construction workers carry out a wide range of jobs such as engineering and technical staff to skilled tradespeople and operatives. It is therefore important that students and young people understand the sector so that they can make good career choices. In this chapter students have the opportunity to explore some facts and figures about the construction industry and to see how these can be presented in different ways.

At the end of this section students should be able to identify the important issues facing the construction industry. They should also have an understanding on the environmental problems that construction sites can cause.

### Getting Started: Essential Vocabulary

sustainable

recycle

environment

pollution



## **1) Warm up: What do you know about construction?**

**Discuss the following with a partner or the group:**

- 1) What you know about the construction industry in your country?
- 2) What do you think about the construction industry in your country?

**Write down your ideas:**

- 1) What I know about the construction industry in my country.
- 2) What I think about the construction industry in my country.

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## **2) Talking about the construction industry**

**Think of five or six questions you can ask, for example:**

- 1) What do you know about the construction industry in your country?
- 2) Do you think it is different from other European countries?
- 3) Did you work in construction before you came to \_\_\_\_\_?
- 4) What did you do?
- 5) What job do you want to do now?





#### 4) Sustainable Construction

Sustainable development is generally defined as, 'development which meets the needs of the present without compromising the ability of future generations to meet their own needs'. Buildings use large amounts of energy and occupy a large amount of space. They also take up and use a lot of resources. For instance, a building will use a lot of energy, water and materials during its construction. A building will also create a lot of waste material. The goal of sustainable construction is to minimize a building's impact on the environment. We therefore must consider how a building is built, designed and used. We also need to consider how it will be demolished once its useful life has ended.

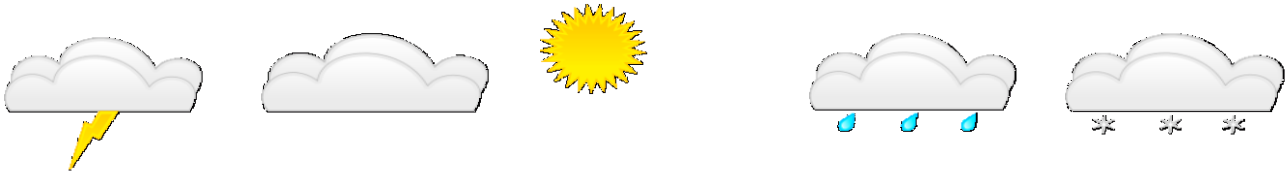


**In a small group brainstorm some ideas on ways to minimize a buildings impact on the environment. Tip: Think about materials, recycling and renewable energy.**

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

## 5) Working outside

Name the weather conditions in the pictures



A) \_\_\_\_\_ B) \_\_\_\_\_ C) \_\_\_\_\_ D) \_\_\_\_\_ E) \_\_\_\_\_

Temperature	Weather
Hot 35°C (degrees celsius)	Snow
Cold -5°C (degrees celsius)	Sun
Cool 10°C (degrees celsius)	Rain
Warm 20°C (degrees celsius)	Wind
Freezing 0°C (degrees celsius) and below	Cloud
	Fog

### Working in bad weather:

Construction workers have to work in all types of weather. Practice the conversation with a partner.

Do you like your job?

I like my job but when it rains I hate it.

When it's sunny I love my job.

When it's hot I love my job.

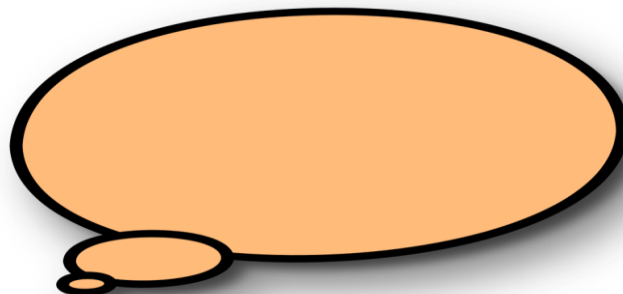
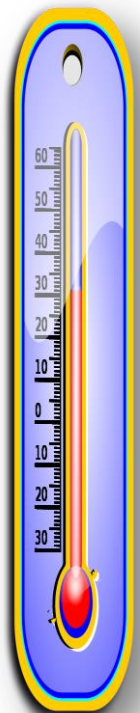


## 6) Weather problems

**Read the text and fill in the table**

My name is John I usually love my job but today I hate it. I'm a bricklayer. Today the weather is too cold for laying bricks. I use sand and cement and water in my mortar. I use six parts sand to one part cement. When it is cold the mortar freezes. When it is too hot the mortar dries too quickly. The weather causes me lots of problems.

Problem	Weather



## End of section assignment

Think about all the things that can cause problems in the construction industry i.e labour shortage, weather conditions etc. Write a short essay discussing some of the solutions to these problems. Use the internet to help you.



# Chapter 15

## Finding a Job

The labour market constantly changes, job descriptions change and job search techniques change. The job interview though has generally remained the same. First impressions are seen to count and the first 30 seconds of the job interview are very important. In order to be successful in a job interview you must prepare, practice and impress the interviewer. This section will provide useful tips and language for a job interview.

At the end of this section students should have the skills to write their own CV (resume) and attend a job interview in English. They should also be able to write a thank you letter to an interviewer.

### Getting Started: Basic Vocabulary

hard working

well organized

sociable

friendly

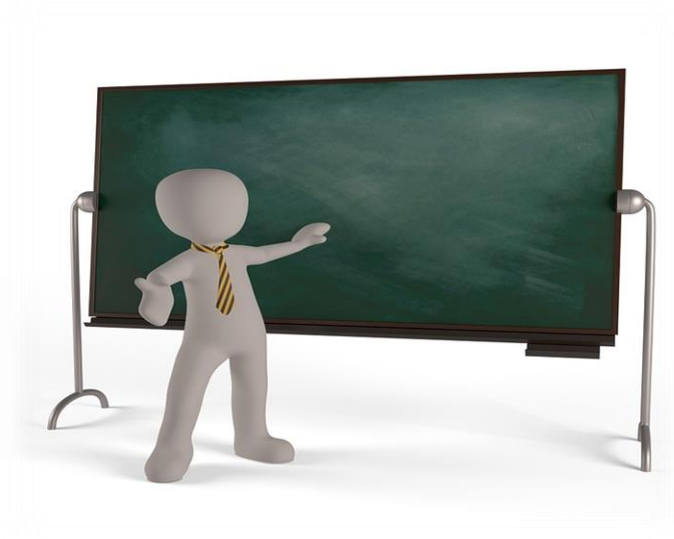
efficient

innovative

methodical

reliable

trustworthy



## 1) Warm up: Finding a job

### Resume

Name:

Address:

Telephone number:

Email:

Birth date:

Marital status:

Education:

School:

College:

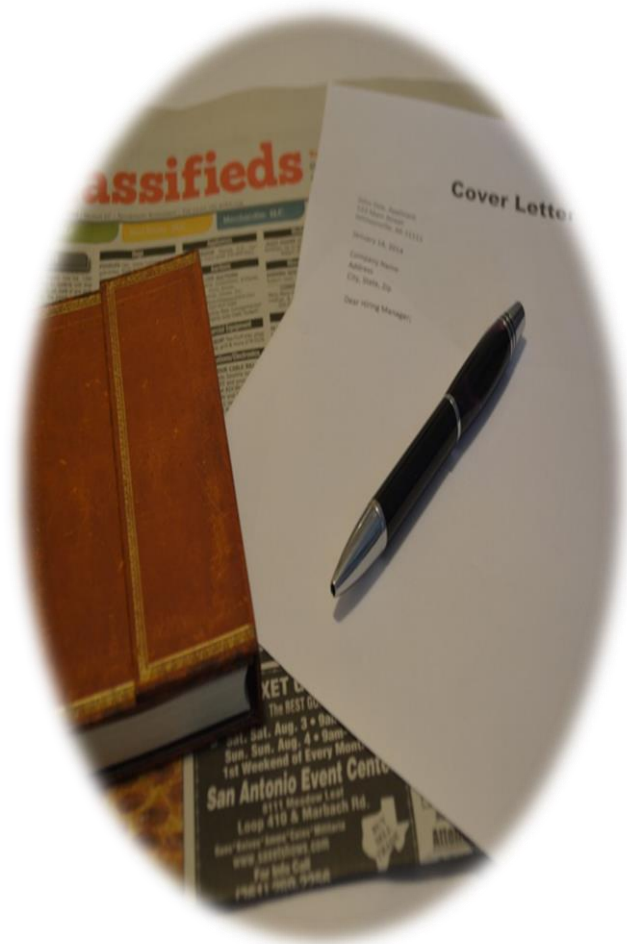
University:

Qualifications:

Work experience:

Personal qualities and skills:

References:



## Fill in the job application with your own details

### Employment Application

Position(s) Applied For: \_\_\_\_\_

Salary: \_\_\_\_\_

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

Address: \_\_\_\_\_

City: \_\_\_\_\_ County: \_\_\_\_\_ Post Code: \_\_\_\_\_

Telephone number: \_\_\_\_\_ (Home) \_\_\_\_\_ (Work)

Driver's License? \_\_\_\_ Yes: \_\_\_\_ No:

Skills and experience:

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Education:

High School: \_\_\_\_\_ Location: \_\_\_\_\_

College/University: \_\_\_\_\_ Location: \_\_\_\_\_

## 2) Job interviews

It's really important to prepare for a job interview. You should be confident and make sure the interviewer knows you want the job. You need to make the interviewer think you are the best person for the job. You should arrive early for an interview and wear smart clothes. You should smile and be polite. You should talk about your experiences and skills. You should have some good questions to ask at the end of the interview.

**Write some good interview questions and then ask them to your classmates**

**Example:** What are your skills?

	Student 1	Student 2	Student 3
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			



### 3) At the interview

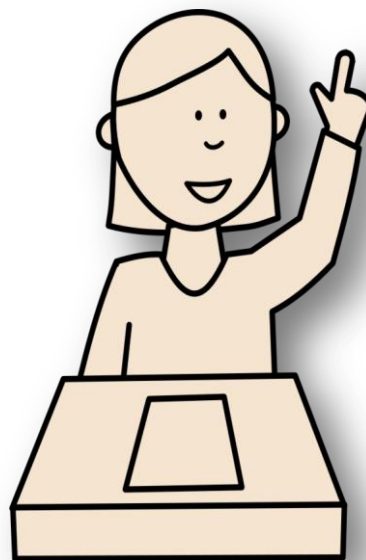
**Ask the following questions to a partner and write down their answers**

- 1) Tell me about yourself.
- 2) What are your strengths? Skills?
- 3) What is your major weakness?
- 4) What are your career goals?
- 5) What things are most important to you?
- 6) Do you prefer to work alone or as part of a team? Why?
- 7) What are your hobbies and past times?
- 8) What are your qualifications?
- 9) What do you know about are company?
- 10) What salary do you expect?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

#### 4) Interview questions: Rearrange the mixed up sentences

- 1) other people with working you do like
- 2) making things enjoy you do
- 3) enjoy you do hands working with your
- 4) problems enjoy you do solving
- 5) meeting new people you like do
- 6) travel to like you do
- 7) member team good a you are
- 8) qualifications have any do you
- 9) working hard are you
- 10) enjoy learning things new do you
- 11) enthusiastic you are
- 12) learn do you quickly



- 1) \_\_\_\_\_.
- 2) \_\_\_\_\_.
- 3) \_\_\_\_\_.
- 4) \_\_\_\_\_.
- 5) \_\_\_\_\_.
- 6) \_\_\_\_\_.
- 7) \_\_\_\_\_.
- 8) \_\_\_\_\_.
- 9) \_\_\_\_\_.
- 10) \_\_\_\_\_.
- 11) \_\_\_\_\_.
- 12) \_\_\_\_\_.

## 5) Writing a thank you letter

After an interview, it is a good idea to send a thank-you letter or note to the interviewer. The thank you letter should be, written the same day as your interview. You should also send a thank you letter to your friends and fellow students who helped you get an interview. Below is a basic sample letter that you can use as a guide.

Date:

Your Name

Address

City, State Zip Code

Interviewer's Name, Job Title

Name of Department/Company

Company Address

City, State/County, Zip Code/Post Code

Salutations: (Dear \_\_\_\_\_):

Thank you for the interview and the time you spent discussing the plumber's position with me. I enjoyed learning about your company. This position sounds very interesting since it will allow me to use my plumbing skills. I look forward to hearing from you regarding your decision.

Sincerely,

Your name

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Now read the text and answer the questions.**

- 1) What are the apprentice's duties? \_\_\_\_\_
- 2) How many hours a week would the apprentice work? \_\_\_\_\_
- 3) How many breaks in a day would the apprentice have? \_\_\_\_\_
- 4) When would the apprentice attend college? \_\_\_\_\_

## 7) Tell me about your job

Do you like your job?

## What jobs do you know?

Do you think that a plumber has an interesting job?

What would you like to do?

## Why?

**Example:** I'd like to be an architect because it's an interesting job.

I'd like to be a/an\_\_\_\_\_.

I'd like to do\_\_\_\_\_.



## Write your own sentences

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## End of section assignment

### Do you know of any construction sites near where you live?

Find out about at least one building project that you know of. It could be a small project or a very large one.

What trades can you see? Where do the workers come from? What are they building? What is the name of the company? Would you like to work for this company? Why? Write a short essay in English about what you found out.

**Note: Before entering the site make sure that you have permission and the correct safety equipment (hard hat, steel-toed boots etc.).**



# End of Course Vocabulary Quiz

Electricity, Tool, Ruler, Measurement, Building (noun), Concrete, Bridge, Machine

1) \_\_\_\_\_

Somewhere people live that has a roof and walls. They can be made from many different materials. They are different sizes. They have doors and windows. It begins with the letter b.

2) \_\_\_\_\_

It is a physical phenomena arising from the behaviour of electrons and protons. A form of energy used to give light and power. We use it everyday and you may find it in this room. It powers your television. It can be dangerous. It begins with the letter e.

3) \_\_\_\_\_

A device consisting of fixed and moving parts that modifies mechanical energy and transmits it in a more useful form. It helps us with our work. We use them to make things. It begins with the letter m.

4) \_\_\_\_\_

A device, used to perform or facilitate manual or mechanical work. A thing that we can use for cutting. Builders use them in the workshop. We use them to make things. Examples include saws and files. It begins with the letter t.

5) \_\_\_\_\_

A straight edged strip, as of wood or metal, for drawing straight lines and measuring lengths. They come in different sizes. Builders use them regularly. They have mm and cm written on them. It begins with the letter r.

6) \_\_\_\_\_

Made of hard, strong, conglomerate construction material. A construction material made of a mixture of cement, sand, stone, (ballast) and water that hardens to a stone like mass. We use it to build houses. It's very hard. It begins with the letter c.

7) \_\_\_\_\_

A structure spanning and providing passage over a gap or barrier, such as a river or roadway. They can be made from wood, steel, stone or brick. You can find them in Bangkok. They go over the river. It begins with b.

8) \_\_\_\_\_

The dimension, quantity, or capacity of something. It is very important in civil engineering. We can find this by using a tape measure or a ruler. It begins with m.





# Online Learning and Self Study

The Internet has made it easy for students to connect with fellow students around the country and the globe. Students can correspond with native speakers via e-mail or social networks. The Internet is also a good resource for research projects and enables students to find detailed information. Nowadays nearly everything can be learnt online. At the end of this section students should be able to identify and use a various range of learning materials and resources.

**Write down a list of websites, books, magazines, apps etc. that you have found useful**

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## Tips for Teaching English to Construction Workers

- 1) Assess the students' needs and levels
- 2) Focus on practical and useful grammar
- 3) Think about useful vocabulary.
- 4) Think about site health and safety.
- 5) Use games and fun activities.
- 6) Use realia in the classroom.

# Getting Started

## Essential Phrases

Yes.

No.

O.K./All right.

Do you speak English?

I can't speak English.

I don't understand.

I understand.

Do you understand?

I don't know.

Please speak more slowly.

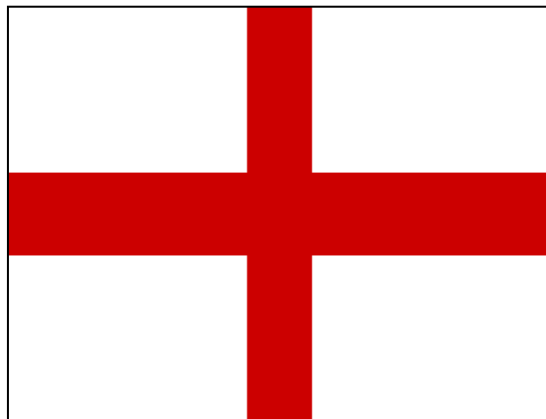
Please repeat it.

How do you say this in English?

What is this?

Excuse me.

I'm sorry.



# Basic English Grammar Rules

These grammar rules are intended as a basic resource for construction students. Try to focus on practical grammatical constructions and avoid translating Thai phrases directly into English.

## Verb

A word like (to) work, (to) build, (to) begin. A verb describes an action or state.

## Auxiliary Verb

A verb that is used with a main verb. Be, do and have are auxiliary verbs. Can, may, must etc are modal auxiliary verbs.

## Modal Verb

An auxiliary verb like can, may, must etc that modifies the main verb and expresses possibility, probability etc. It is also called "modal auxiliary verb".

## Noun

A word like house, architect, brick, England etc. A noun is the name of an object, concept, person or place. A "concrete noun" is something you can see or touch like a person or truck. An "abstract noun" is something that you cannot see or touch like a decision or happiness. A "countable noun" is something that you can count (for example: brick, hammer, screw). An "uncountable noun" is something that you cannot count (for example: water, cement, sand).

## Pronoun

A word like I, me, you, he, him, it etc. A pronoun replaces a noun.

## Adjective

A word like big, small, Thai etc. An adjective describes a noun or pronoun.

## Adverb

A word like slowly, quickly, well, often etc. An adverb modifies a verb.

## Basic sentence structure

**Sentence:** A group of words that express a thought. In simple terms, a sentence must contain a verb and (usually) a subject. A sentence starts with a capital letter and ends with a full stop (.), question mark (?) or exclamation mark (!).

**There are five basic patterns around which most English sentences are built. They are as follows:**

### S-V

#### Subject-Verb

John works.

Jill is painting.

Jack will finish next week.

### S-V-O

#### Subject-Verb-Object

I like work.

She loves her job.

He's building a wall.

### S-V-Adj

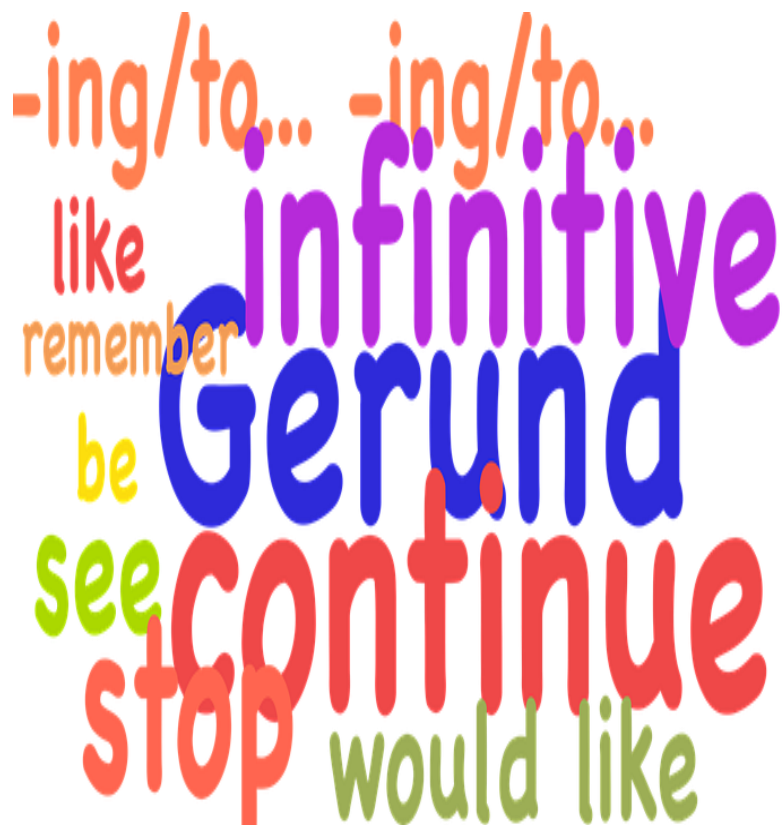
#### Subject-Verb-Adjective

He is slow.

The workers are happy.

Jack seems angry.

The door is blue.



## S-V-Adv

### Subject-Verb-Adverb

Jack is here.

Buildings are everywhere.

No one was there.

## S-V-N

### Subject-Verb-Noun

She is my boss.

The men are plumbers

Mr. Jones is the civil engineer.



## Where to put adjectives

Adjectives describe nouns. Often, writers use only one adjective to describe a noun either by placing the adjective in front of the noun or by using a stative verb and placing the adjective at the end of the sentence. For example:

He's an **excellent** architect.

He seems very **angry**.

## Where to put adverbs

Adverbs can move around in a sentence. Adverbs of manner are particularly flexible in this regard.

**Angrily** the client spoke to the architect.

The client **angrily** spoke to the architect.

The client spoke to his architect **angrily**.

The following adverbs of frequency appear in various points in these sentences:

Before the main verb: I **never** get start work before eight o'clock.

Between the auxiliary verb and the main verb: I have **rarely** spoken to the architect without a good reason.

Before the verb used to: I **always** used to work late.

Indefinite adverbs of time can appear either before the verb or between the auxiliary and the main verb:

He **finally** showed up for work.

He has **recently** retired.

## **Where to put main verbs**

### **Main Verbs in Verb Phrases**

"A verb phrase is the helping verb (auxiliary verb) plus the main verb. The final word in a verb phrase, the main verb, carries the primary meaning of the verb phrase. Sometimes more than one helping verb accompanies the main verb. HV appears [after] each helping verb, and MV appears [after] each main verb.

He is[HV] walking[MV] to work.

They will[HV] arrive[MV] in time for work.

He has[HV] always been[HV] considered[MV] a good architect.

Notice that sometimes words not part of the verb phrase come between the helping verb and the main verb.

## Basic rules on articles

"a/an" usually indicates an item in general or a typical item.

Example: A man is building a wall.

"the" usually indicates one or more items that are specific or unique.

Example: The broken window was repaired by the French carpenter.

"a/an" is used for the first mention of an item, followed by "the" for the second mention of the item.

Example: They bought a hammer from the builders merchants. The hammer was very expensive.

"the" can be used with a first mention of an item only if the item is familiar to both the speaker and the listener.

Example: "Hey Jim, where did you park the van?"

"the" is used with nouns preceded by numbers or superlatives.

Example: The four plumbers earned lots of money. Really? What is the most money that they have earned?

"a" or "an" ?

Use "a" before words that begin with a consonant (or "u" when it is pronounced like "you"); use "an" before words beginning with a vowel (a,e,i,o,u or with a "silent h").

Examples: "An architect was needed." "A carpenter fixed the lock." "It was an honorable thing to do." "He teaches at a university."

## Punctuation rules

Apostrophes (') next to the letter (s) indicate possession or belonging. No space is needed before or after the apostrophe.

For example:-

This is John's trowel.

They are also used to show missing letters in shortened words, especially in informal writing. No space is needed before or after the apostrophe.

For example:-

It's a nice colour, isn't it? I've got an idea. Let's go home.

Exclamation marks (!) act as a full stop. An exclamation mark is most often used to show horror, shock, surprise or pleasure. As with full stops you do not put a space before an exclamation mark. Stick to the rule of one exclamation mark per sentence.

For example:-

Brilliant! etc...

It was terrible!

Commas (,) point out brief pauses in a complex sentence or separate items in long lists. They are useful for breaking up long sentences. You do not put a space before a comma, but you do need a space after one.

For example:-

There were a lot of people on the site, plumbers, carpenters and bricklayers. The painters were painting, the plasterers were plastering and the roofers were tiling the roof.

Note - We don't usually put a comma before the word 'and'.

Colons (:) precede a list, an explanation or an example. You do not put a space before a colon, but you do need a space after one.

For example:-

"There are two main builders merchants in Bangkok: Sala Deng Builders Merchants and Sathorn Builders Merchants."

Full stops (periods in the USA) (.) go at the end of sentences that are statements. You do not put a space before a full stop, but you do need at least one space after one.

For example:-

My name is Fred. I am a scaffolder.

Hyphens (-) are used to connect words or syllables, or to divide words into parts. You don't use a space on either side of a hyphen.

For example:-

There were twenty-nine bags of cement.



Question marks (?) go at the end of sentences that are questions. As with full stops you do not put a space before a question mark, but you do need at least one space after one.

For example:-

Can I help you?

You need a question mark at the end of tag questions too.

For example:-

It's a building, isn't it?

Semicolons (;) are used to separate two sentences that would otherwise be joined with a word such as 'and', 'since', 'because', 'unless' or 'while'. You do not put a space before a semicolon, but you do need a space after one.

For example:-

"I'm looking forward to our next meeting; I'm sure it will be useful."

Quotation marks (""") (single or double) are used to show words that are directly spoken (direct speech). Only the words actually being quoted are enclosed by speech marks. You need a space before the opening speech mark, but no space after it, and a space after the closing one, but no space before it.

For example:-

"The wall is nearly finished" said the bricklayer.

Another general rule is to use a comma after the introduction to quoted speech or writing.

For example:-

John said, "Be careful."

Sometimes when writing a spoken sentence it is split in two. The speech marks must then be placed at the beginning and end of each part of the sentence. Commas are used to separate the spoken part from the rest of the sentence.

For example:-

"I wonder," he said, "whether the job will be finished on time."

However if you need a question mark or exclamation mark the markers that punctuate the quoted words are enclosed by the speech marks.

## Using Capital Letters

Use a capital letter when you are writing the names of **people, places, and words** relating to them:

English, England

Mr Jones

Use a capital letter at the **beginning of a sentence**:

The football stadium is nearly finished. It will be a great boost to the area and we are very excited about it.

In the **titles of books, films, organizations**, etc.

Use a capital letter in the titles of books and other publications, films, organizations, special days, etc. In such cases, you need a capital letter for all the main words but not for the connecting words such as a, an, the, or, and, etc.:

Batman

Christmas

the Houses of Parliament

### In **abbreviations**

If you're using the first letter of the abbreviated words, every letter should be a capital, e.g.:

EU (European Union)

USA (United States of America)

## Basic Verb Tense Use Rules

These explanation resources provide the rules for each tense, as well as examples of proper tense use.

**Present Simple** Every day - When do you get up for work? / Ted usually works eight hours a day.

**Present Continuous** Now - He's painting the wall at the moment. / I'm not working, I'm eating my lunch.

**Past Simple** Yesterday - They went early last Tuesday. / Where did you see Tim?

**Past Continuous** Yesterday, at X o'clock - They were working at 5 o'clock yesterday. / What were you doing when he came to the site?

**Present Perfect** Since / For - I've worked here a long time. / Have you ever used that drill?

**Past Simple vs. Present Perfect** I've worked here for many years. vs. I worked there before I moved to Paris.

**Present Perfect Continuous** Since / For + Time - We've been working since 6 this morning. / What has he been doing recently?

**Past Perfect** Already - They had already finished when he arrived. / Had you finished the wall by the time he asked for it?

**Future with Will** Tomorrow, Next week - We'll (We will) meet next week. / Will you be able to come on Tuesday?

**Future with Going to** Tomorrow, Next year, semester, etc. - They're going to finish next week. / Where are you going to work?

**Future Perfect** By, By the time - I'll have finished by the time he arrives. / Will you have done the work by seven?

**Future Continuous** At X o'clock, This time next year, month, week / What will you be doing this time next week? - She'll be working tomorrow at 7 o'clock.

## Grammar Quiz

1) The door will be ready \_\_\_\_\_ the time you get back.

a) by b) before c) after d) until

2) I'll be glad \_\_\_\_\_ it's finished.

a) as b) when c) until d) before

3) We must finish the job \_\_\_\_\_ we leave.

a) so b) at c) by d) before

4) I hurt myself \_\_\_\_\_ lifting the beam.

a) by b) while c) if d) after

5) I'll give him the message \_\_\_\_\_ he arrives.

a) the moment b) whilst c) unless d) always

6) I'll be finished before they \_\_\_\_\_.

a) will arrive b) arrive c) arrives d) arriving

7) I'll only pay you \_\_\_\_\_ you finish the work.

a) as b) always c) tomorrow d) if

8) \_\_\_\_\_ I was very tired, I managed to finish the job.

a) So b) Although c) If d) But

9) They worked \_\_\_\_\_ the rain.

a) when b) although c) but d) despite

10) You \_\_\_\_\_ go to the doctor.

a) would b) needs c) has d) should

11) He \_\_\_\_\_ a new electric drill.

a) need b) needs c) have d) don't need

12) The storm did a lot of damage \_\_\_\_\_ the roof tiles.

a) at b) of c) to d) in

13) He \_\_\_\_\_ broken the window.

a) did b) does c) had d) have

14) He \_\_\_\_\_ late to the meeting.

a) arrived b) arrive c) arrival d) come

15) I'm the architect. \_\_\_\_\_ do you do? - Nice to meet you!

a) How b) What c) Who d) Why

# Links to References, Further Reading and Useful Resources

Breaking News English. (n.d). Dubai. Available at:

[http://www.breakingnewsenglish.com/0707/070723-burj\\_dubai.mp3](http://www.breakingnewsenglish.com/0707/070723-burj_dubai.mp3)

Breaking News English. (n.d). Qatar. [http://www.breakingnewsenglish.com/1309/130929-qatar-world-cup\\_0.mp3](http://www.breakingnewsenglish.com/1309/130929-qatar-world-cup_0.mp3)

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<http://esol.britishcouncil.org/content/teachers/teaching-uk-life/teaching-english-my-home/getting-plumber>

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<http://www.listenaminute.com/a/accidents.mp3>

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<http://www.listenaminute.com/e/electricity.mp3>

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YouTube. (2011). Bob the Builder On-Site Roads and Bridges. Available at:

<http://www.youtube.com/watch?v=a2LfUMy57Q8>

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<http://www.youtube.com/watch?v=o84qmT777AY>

YouTube. (2011). Bob the Builder. Project Planet. Available at:

<http://www.youtube.com/watch?v=GdwBZhuIG-s>

YouTube. (2013). Two Minute English, Making an Appointment in English. Available at:

<http://www.youtube.com/watch?v=aMrBrsujML0>

YouTube. (2013). Two Minute English, Saying Hello in English. Available at:

<http://www.youtube.com/watch?v=0qCwUKsq1E>

## **Videos:**

### **Articles Videos.**

<http://www.youtube.com/watch?v=3zJQoQLCeNo>

<http://www.youtube.com/watch?v=LDB9X1dILRU>

### **Comparatives and Superlatives Videos.**

<http://www.youtube.com/watch?v=HCLrYbmPvis>

<http://www.youtube.com/watch?v=-kK9jANQOyQ>

<http://www.youtube.com/watch?v=vvMal8bTTMg>

### **English for Construction.**

<http://www.youtube.com/watch?v=UfTcNVqEMIs>

<http://www.youtube.com/watch?v=uzKc1H7QO9k>

### **General English Language Learning Videos.**

<http://www.youtube.com/user/AlexESLvid>

<http://www.youtube.com/user/duncaninchina>

<http://www.youtube.com/user/EnglishLessons4U>

<http://www.youtube.com/user/EnglishTeacherEmma>

<http://www.youtube.com/user/JamesESL>

<http://www.youtube.com/user/JenniferESL>

<http://www.youtube.com/user/MinooAngloLink>

<http://www.youtube.com/user/RebeccaESL>

### **Gerunds Videos.**

<http://www.youtube.com/watch?v=h4gh14qUyyl>

<http://www.youtube.com/watch?v=ZGPSBGLN3EY>

<http://www.youtube.com/watch?v=ILA4SrKYMkY>

### **Infinitives Videos.**

[http://www.youtube.com/watch?v=4SPBnP\\_8qXA](http://www.youtube.com/watch?v=4SPBnP_8qXA)

<http://www.youtube.com/watch?v=Db-k1aAq0qA>

<http://www.youtube.com/watch?v=H0MjflE91Z8>

### **Irregular Verbs Videos.**

[http://www.youtube.com/watch?v=s\\_VgO90Wznc](http://www.youtube.com/watch?v=s_VgO90Wznc)

<http://www.youtube.com/watch?v=joLJ43pSE3A>

## **Job Interviews in English.**

[http://www.youtube.com/watch?v=Kp5uHN\\_\\_110](http://www.youtube.com/watch?v=Kp5uHN__110)

<http://www.youtube.com/watch?v=99g784r0WaA>

<http://www.youtube.com/watch?v=iqeghm8Uut8>

<http://www.youtube.com/watch?v=xkPTJwSWnJ8>

<http://www.youtube.com/watch?v=e98VnkVksvs>

<http://www.youtube.com/watch?v=7OoWnsvThjs>

<http://www.youtube.com/playlist?list=PLmsKIAZCjbU5gGTaSLJ1tJvBiGsHcMIII>

## **Modal Verbs Videos.**

[http://www.youtube.com/watch?v=SaBH\\_huiJSM](http://www.youtube.com/watch?v=SaBH_huiJSM)

<http://www.youtube.com/watch?v=ggFYBSKVJzc>

<http://www.youtube.com/watch?v=kZ3rHYcWFIA>

## **Verb Moods Verbs.**

<http://www.youtube.com/watch?v=IRzP2d64j48>

<http://www.youtube.com/watch?v=jlZ8zlzlnzs>

<http://www.youtube.com/watch?v=YVWjlGxy9is>

<http://www.youtube.com/watch?v=IDtaFNLov4Y>

## **Websites:**

### **Advanced English.**

<http://a4esl.org/a/v5.html>

<http://www.dailystep.com/content.asp?id=20>

<http://www.esldesk.com/vocabulary/smart-words>

<http://www.talkenglish.com/Listening/ListenAdvanced.aspx>

[http://world-english.org/improve\\_vocabulary.htm](http://world-english.org/improve_vocabulary.htm)

### **Beginners English.**

<http://www.autoenglish.org/7STGindex.htm>

<http://a4esl.org/a/v.html>

[http://www.english-online.org.uk/beginners/beg1\\_1.htm](http://www.english-online.org.uk/beginners/beg1_1.htm)

<http://www.esolcourses.com/vocabulary/beginners.html>

<http://www.talkenglish.com/Speaking/listbasics.aspx>



## **Common English Words.**

<http://www.duboislc.net/EducationWatch/First100Words.html>

<http://www.englishclub.com/vocabulary/common-words-100.htm>

<http://grammar.about.com/od/words/a/100frequed07.htm>

<http://quizicon.com/100-Most-Common-English-Words-Quiz.html>

[http://en.wikipedia.org/wiki/Most\\_common\\_words\\_in\\_English](http://en.wikipedia.org/wiki/Most_common_words_in_English)

## **Construction Related Sites.**

<http://www.basiccarpentrytechniques.com/>

[http://www.bbc.co.uk/learning/subjects/building\\_skills.shtml](http://www.bbc.co.uk/learning/subjects/building_skills.shtml)

<http://www.builderspace.com/glossary.html>

<http://www.citb.co.uk/>

<http://constructioncardmocktest.com/category/cscs-mock-test>

[courses.arch.ntua.gr/fsr/139218/dictionary-of-architecture-and-construction.pdf](http://courses.arch.ntua.gr/fsr/139218/dictionary-of-architecture-and-construction.pdf)

<http://www.dictionaryofconstruction.com/>

<http://www.diy.com/>

<http://www.familyhandyman.com/>

<http://www.finehomebuilding.com/>

<http://www.jewson.co.uk/>

<http://www.machinemart.co.uk/>

<http://www.screwfix.com/jsp/container.jsp>

<http://www.travisperkins.co.uk/products>

<http://www.thisoldhouse.com/toh/>

<http://www.wikihow.com/> (search for various construction related resources)

## **Differences between British and American English.**

[http://www.englishclub.com/writing/spelling\\_american-english.htm](http://www.englishclub.com/writing/spelling_american-english.htm)

<http://www.usingenglish.com/forum/pronunciation-phonetics/24065-differences-between-english-american-english-pronunciation.html>

[http://en.wikipedia.org/wiki/Comparison\\_of\\_American\\_and\\_British\\_English](http://en.wikipedia.org/wiki/Comparison_of_American_and_British_English)

<http://www.writing-skills.com/advice-and-tips/ten-differences-between-uk-and-us-english/>

## **English for Construction.**

<http://www.homebuildingmanual.com/Glossary.htm>

<http://www.languageguide.org/english/vocabulary/construction/>

<http://www.vocabulary.cl/Lists/Construction-Sites.htm>

## **Free Courses.**

<http://alison.com/>

<http://www.esolcourses.com/>

<http://www.english-online.org.uk/course.htm>

<http://www.learn-english-online.org/>

<http://www.talkenglish.com/>

## **General English Grammar.**

<http://www.englishclub.com/grammar/>

<http://www.englishgrammar.org/>

<http://www.englishgrammarssecrets.com/>

[http://www.englisch-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm)

<http://www.english-4u.de/>

<http://kaplaninternational.com/blog/category/english-grammar-exercises/>

<http://learnenglish.britishcouncil.org/en/grammar-exercises>

<http://learnenglish.britishcouncil.org/en/english-grammar>

<http://www.perfect-english-grammar.com/>

<http://www.usingenglish.com/handouts/>

## **Intermediate English.**

<http://www.esolcourses.com/content/topicsmenu/intermediate.html>

<http://www.learnamericanenglishonline.com/Links%20%20Intermediate.html>

<http://www.talkenglish.com/Listening/ListenIntermediate.aspx>

## **Job interviews and Curriculum Vitae/Resume.**

<http://business-english.pl/?p=344>

<http://www.businessenglishpod.com/category/job-interviews/>

<http://coverlettersandresume.com/teacher/esl-teacher-resume-sample/>

<http://www.engvid.com/english-resource/100-common-job-interview-questions/>

<http://www.eslexplorer.com/blog/business-english-8-tips-for-resume-writing/>

[http://esl.about.com/od/businessspeakingskills/a/j\\_resume.htm](http://esl.about.com/od/businessspeakingskills/a/j_resume.htm)

<http://jobsearch.about.com/od/interviews/tp/jobinterviewtips.htm>

<http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm>

<http://www.learn-english-today.com/business-english/interviews.html>

<http://www.talkenglish.com/Speaking/listInterview.aspx>

## **Podcasts.**

[http://www.eslpod.com/website/index\\_new.html](http://www.eslpod.com/website/index_new.html)

<http://www.bbc.co.uk/podcasts/series/tae>

<http://learnenglish.britishcouncil.org/en/elementary-podcasts>

<http://learningenglish.voanews.com/podcast/0.html>

<http://www.podcastsinenglish.com/index.shtml>

## **Pronunciation.**

<http://www.abcfastphonics.com/vowel-rules.html>

<http://www.englishclub.com/pronunciation/phonemic-chart.htm>

<http://english.glendale.cc.ca.us/phonics.rules.html>

<http://www.foniks.org/>

<http://www.macmillanenglish.com/phonemic-chart/>

<http://www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/interactive-phonemic-chart/>

<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>

[http://en.wikipedia.org/wiki/International\\_Phonetic\\_Alphabet\\_chart\\_for\\_English\\_dialects](http://en.wikipedia.org/wiki/International_Phonetic_Alphabet_chart_for_English_dialects)