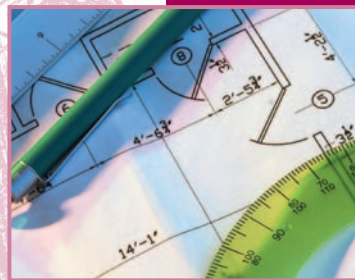


English for Construction

1

Vocational English
Teacher's Book



Celia Bingham



ALWAYS LEARNING

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Briefing

This unit offers a general introduction to the construction industry. It focuses on the different types of jobs, construction and sectors in the industry. It introduces the alphabet and practises spelling out names. It also provides practice in introducing oneself in a work setting, and understanding and describing a house plan.

Introductions

In this section students will learn how to introduce themselves and others. They will learn the names of some jobs in the construction industry, which include **architect** (someone who designs buildings), **building inspector** (someone who checks the work on a building is done in the correct way), **plumber** (someone whose job is to install water pipes, baths, toilets, etc.), **roofer** (someone who constructs or repairs roofs of a building) and **crane operator**.

Students will also learn the terms we use to relate people who work on a construction project to each other. For example, the **client** pays the **general contractor** (who is responsible for organising the project). The building work takes place on the **construction site**. This section also teaches the names of some countries.

The Language section focuses on the present simple of *be*, the present simple of regular verbs, as well as adverbs of frequency and time expressions in the context of introductions and talking about one's job.

Finding out more

This section introduces students to the alphabet and the difference in pronunciation between the letter *z* in British and American English. Students practise saying the alphabet by spelling names and using abbreviations. Note that **rpm** is a unit for measuring speed of rotation; it states the number of times a shaft, wheel, etc. makes a 360° rotation per minute; the term **JCB** is often used to identify the actual earth-moving equipment, not just the company.

Students will learn how to ask and answer questions about people's jobs. They will also learn more terms to describe people's jobs in the construction industry (for example, **labourer** (a worker who does hard physical work), **subcontractor** (hired by a general contractor to do specialist tasks such as roofing or

plumbing) and **site manager** (who manages the workforce and arranges for suppliers to supply goods and services for the project)).

The Language section focuses on *Wh-* questions and questions with *be*.

The construction industry

This section focuses on different types of construction and **sectors** in the construction industry. To prepare students for this lesson, see the text in Exercise 4 on page 9 for examples of key vocabulary relating to the four sectors (or parts) of the construction industry: **residential**, **industrial**, **infrastructure** and **commercial**.

Students are introduced to prepositional verbs to help them describe the industry in their area (for example, **consist (of)**, **deal with** and **pay for**).

The Language section focuses on the noun plural endings *-s*, *-es* and *-ies*.

Parts of a house

In this section students learn the names of parts of a house. The section also aims to help students understand a **house plan** and provides them with practice in describing their own home from a house plan they have drawn.

Further reading

Use the following keywords to search the internet for websites which give more in-depth information about the topics covered in this unit: construction jobs, construction industry, Construction Industry Council, house plans.

Preparing for this unit

Do the Entry test. For the Listening part of the test, use track 14.

Prepare role cards with names, job titles and different countries for Exercise 5 on page 5.

Bring in maps/photos of the local area for the extra activity following Exercise 4 on page 9.

Prepare cards with names of different types of construction for the extra activities for pages 8–9.

Research the construction industry in the area your students come from, for Exercise 8 on page 9.

Teacher's notes

Warm-up

With books closed, begin the lesson by introducing yourself to the class: *Hi. I'm [name]. I'm from [country]*. Encourage some confident students to introduce themselves to the class, first by introducing yourself again, then by asking: *And you?* You could go on to respond by saying *Pleased to meet you*. If appropriate, ask students to stand and walk around the class introducing themselves to each other. Monitor them as they do so.

The purpose of this warm-up activity is to help you find out the level of your students' English, check some basic structures and identify stronger and weaker students.

Introductions

Vocabulary

- 1 Ask students to look at photos A-E. Explain that the people all have jobs in the construction industry. Allow students time to look at the photos and to ask you any questions about the jobs. Point out that the *b* in *plumber* and the *u* in *building* are not pronounced. There are many silent letters in English which can cause difficulties in pronunciation and spelling for students. There is no need to go into any detail here but it is good to make students aware of these when they come up. You could drill these words chorally first, then ask for individual repetition.

Draw students' attention to the five sentences. Ask them to read the sentences and to match them to the photos. Check answers with the class, then check pronunciation of the different jobs. Ask students to look back at the sentences and find three different ways to say *hello*. Then ask them to say *I'm Karol Nowacki* in another way. Ask a couple of students *What's your name?*

1 E 2 C 3 D 4 B 5 A

Extra activities

- 1 Ask students to look back at sentences 1-5 and find the names of five countries. Ask: *Where is Kamal Boukhaled from?* (Morocco) Then ask students to work in pairs and take turns to ask each other where the people in sentences 1-5 are from.
- 2 Ask students if they know the name of their job in English. If not, ask them to look it up in a dictionary. Then put students in pairs. Ask them to introduce themselves to their partner using any of the sentences in 1 as a model.

Listening

- 2 ▶ 02 Tell students that they are going to hear the five people from 1 introducing themselves to each other. Draw their attention to Conversation 1 and explain that *from the Ministry* means that Jun Takahashi is someone official or an inspector.

Put students in pairs. Ask them to read through the conversations and try to complete as many of the gaps as they can. Tell them to refer back to the sentences in 1 for help. Do the first item with the class as an example.

Play the recording, pausing after each conversation and asking students to check their answers in their pairs. Play the recording again before checking answers with the class. Go through the texts, focusing on *I'm ...*, *I'm from [country]* or *I come from [country]*. Explain that *I'm* is the contracted form of *I am* and that we normally use this form when speaking. Ask students to find two different questions in the conversations (*What do you do?* and *Where are you from?*) and drill these two questions around the class. You could then ask a few students these questions.

1 I'm 2 France 3 inspector 4 meet
5 operator 6 roofer 7 name's 8 Where
9 Morocco 10 My 11 do 12 architect

Reading

- 3 Ask students to look at the man in the photo and ask: *What does he do?* Do not confirm answers. Ask students to read the text to find out what the man does. Then ask them if they were right. Explain to students that they are now going to look through the text and underline all the verbs. If necessary, explain that a verb is a word to describe an action. You could ask students to look at photo C on page 4. Say: *Isabelle designs buildings.* Ask students to find this sentence in Conversation 4 and to say which word is the verb. Then, as examples, ask them to find the first two verbs in the text in Exercise 3. Students work on their own to find and underline the rest of the verbs.

During feedback, point out that most of the verbs are in the third person singular. Explain that most of the verbs are regular (for example, *live* and *work*) and that they end in -s in the third person singular, but that *be* is irregular. Tell them that they will study this further in the Language section to follow. If necessary, explain that *has* is the third person singular of *have*. Go through any unfamiliar verbs (for example, *hire* and *deal with*) and jobs (for example, *general contractor*, *subcontractor* and *supplier*) with the class.

is, comes, lives, works, is, hires, work, organises, has, works, has, visits, deals, is, is, works, is

- 4 Draw students' attention to sentences 1–5, which are about Harun Rashid, and tell them that these sentences are not correct. Ask them to find a word in each sentence which is incorrect and correct it. Students could do this in pairs if they like. You could ask stronger students to try and do the exercise without looking back at the text in 3 first and then to check their answers in the text.

- 1 Harun Rashid is a general contractor.
- 2 He hires subcontractors to work on building projects.
- 3 He has a lot of experience in the construction industry.
- 4 He sometimes visits construction sites.
- 5 He never works on Fridays.

Language

Draw students' attention to the Language box. Go through the explanation in the first table (Present simple: *be*) with the class. Draw their attention to the sentences using contractions in the right-hand column and point out the contracted forms '*m*', '*s*' and '*re*'. Ask students if they know the full forms. Remind them that when we speak English, and also in informal writing, we normally use contracted forms. We use full forms in formal writing. Encourage students to use contracted forms when speaking in class. Point out that the full form is used after *this* as it is impossible to pronounce in the contracted form.

Draw students' attention to the question *What's your name?* and answer *My name's Karol*. Drill the question and answer by asking a confident student the question. When they answer with their name, get them to ask another student the question. Then allow students to do this three or four more times.

Go through the information in the second table (Present simple: regular verbs) with the class. Point out that the base form is used for all forms apart from the third person singular. Draw their attention to the position of adverbs of frequency and time expressions with the present simple.

Speaking

- 5 Go through the model conversation with the class and ask individual students how they would complete each gap. Point out that *hi* should not be used in more formal work situations. Demonstrate the activity with a confident student. Take the part of A in the conversation, ask the student to take the part of B and introduce yourselves to each other. Then put students in pairs to practise the conversation. Go round monitoring, making sure students are using contractions correctly and helping them with vocabulary and pronunciation of their own jobs and countries. If students come from the same place or vocational school, do the extra activity below. When they have finished, you could allow a couple of confident pairs to act out their conversations.