English for Construction Personnel Workbook

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English for Construction Personnel Workbook[1]

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[1] This content is available online at <http://cnx.org/content/m66831/1.1/>.

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[1] This content is available online at <http://cnx.org/content/m66839/1.1/>.

Chapter 3

English for Construction Personnel: Chapter 1[1]

3.1 Meeting Customers (Introductions)

.

A handshake is a common form of 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 and response is "I am fine thank you and you?" 'Cheers' is sometimes used instead 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 ASEAN community.

3.1.1 Getting started: Basic Vocabulary

.

Hello.
How are you?
Fine.
Fine, and you?
What is your name?
My name is . . ..

3.2 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.

[1] This content is available online at <http://cnx.org/content/m66840/1.1/>.

3.3 WH questions

3.3.1 We can find out about people by using WH questions.

.

Who's that? That's ……
What's your name? My name is……
Where are you from? I come from……
How are you? I'm fine, thank you.

3.3.2 Go around and ask five classmates their name and where they come from

.

Name…… City……

3.4 Giving information: Statements with be

.

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.

3.4.1 Fill in the gaps with the correct word

.

Hello, my …… is John. I'…… a carpenter. This is my friend. H…'… a carpenter. We …… carpenters.We aren't plumbers.

3.4.2 Now write a few words to introduce yourself

.

……

3.5 Questions with be

3.5.1 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).

3.5.2 Write your own questions and practice them with a partner

.

. . ..
. . ..
. . ..
. . ..
.

3.6 On-site language

3.6.1 To be

.

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.

3.6.2 To have

.

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.

3.6.3 To do (To make)

.

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 make doors and windows.

3.6.4 Can

.

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?

3.6.5 Write some questions and answers using the above examples.

.

. . ..
. . ..
. . ..

3.6.6 Matching exercise

.

A: Where are you from? I'm fine thank you. . .. .
B: What is your name? I'm from Thailand. . .. .
C: How are you? I live in Bangkok. . .. .
D: Where do you live? I'm an architect. . .. .
E: What is your job? My name is. . .. .

3.7 Filling in forms: Fill in the form with your own information

.

First name: . . .. . .
Surname: . . .. . .
Place of birth: . . .. . .
Nationality: . . .. . .
Address: . . .. . .
How long at above address: . . .. . .
School/College/University: . . .. . .
Present job: . . .. . .
Married: Yes/No. . .. . .
Date started learning construction: . . .. . .
Foreign languages spoken: . . .. . .
Interests/Hobbies: . . .. . .
Skills: . . .. . .

3.8 Asking questions

.

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

3.8.1 Read the sentences and make your own questions and answers

.

3.8.2 Complete the conversations

.

A: Where do you work?
B: I. . .. . .in Bangkok.
A: Where d. . .. .he w. . .. .?

B: He w. . . . . in Singapore.

3.9 Working in ASEAN: ASEAN nationalities

3.9.1 Thailand is part of ASEAN. What do you know about ASEAN?

.

He's from Myanamar.
He's from Cambodia.
He's from Singapore.
He's from Vietnam. He's from Laos.

3.9.2 Working in ASEAN: Read and answer the questions

.

Hello my name's Fred. I'm an electrician. I was born on November 11th in Hanoi, Vietnam. My father is a plasterer and my mother is a painter and decorator. I work and live in Bangkok, Thailand.

.

1) Where was Fred born? 2) What is Fred's occupation? 3) When is Fred's birthday? 4) What is Fred's father's occupation? 5) Where does Fred work?

3.9.3 Fill in the gaps using the words below.

Hanoi Cambodian apartment site Cambodia wife

Hello my name is Mr Peters. I'm from ……I'm Cambodian. My nationality is …… I was born on the 7th 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 but can also do joinery. I work in Hanoi, Vietnam. I enjoy my work.

3.9.4 Read the text and discuss the questions.

The Association of Southeast Asian Nations (ASEAN) is a political and economic organization made up of ten Southeast Asian countries. The organization was formed on 8 August 1967 by the countries of Indonesia, the Philippines, Singapore, Malaysia and Thailand. Brunei, Burma (Myanmar), Cambodia, Laos, and Vietnam have also joined the organization. Approximately 600 million people live in ASEAN. This is approximately 9% of the world's population. People that live in the ASEAN region will be free to work in each other's countries. This will allow more trained construction workers from places such as Myanmar and Cambodia to work in Thailand. The official language of ASEAN is English.

.

1) Why is it important to learn English? 2) Is ASEAN good for Thai people?

3.9.5 What do you know about ASEAN? Quick quiz:

.

1) How many countries are there in ASEAN? 2) What is the biggest country in ASEAN? 3) What is the smallest country in ASEAN? 4) What is the capital of Cambodia? 5) What is the capital of Malaysia? 6) What is the capital of Indonesia? 7) What is the capital of Vietnam? 8) What is the capital of Myanmar?

.
.
.
.

.
.
.
.

3.10 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 Bangkok.
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 Chiang Mai.
A) He B) I C) She D) I'm
7) ……..are from Myanmar.
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 Vietnam.
A) born B) live C) come D) I'm
10) I……..born in Singapore.
A) come B) was C) am D) were

Figure 3.1: Good luck!

Chapter 4

English for Construction Personnel: Chapter 2[1]

4.1 Roles in the Construction Industry

.

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.

4.1.1 Getting started: Basic Vocabulary

.

Architect
Carpenter
Plumber
Electrician
Bricklayer
Labourer
Painter and decorator
.

4.1.2 Look up the following words.

.

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

. . ..
. . ..

[1] This content is available online at <http://cnx.org/content/m66838/1.1/>.

4.1.3 What's the trade? Rearrange the letters to find the job

.

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

4.2 Using articles: Are the following an or a?

.

. . . . . plumber,. . . . . architect,. . . . . carpenter,. . . . . apprentice,. . . . . scaffolder,

.

Where do you live? Practice the dialogue with a partner

.

A: Where do you live?
B: I'm from Hanoi in Vietnam but I live in Bangkok.
A: Really? My brother lives in Bangkok.
B: What does he do?
A: He's a plumber.

.

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

4.3 What do you do?

4.3.1 Read the following text and answer the questions

.

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

.

.

1) What does Frank do for work? 2) What is Jack's job?

.

4.3.2 Match the occupation to the task:

.

A: plasterer.....bricklaying. . . . . .

.

B: plumber.....plastering. . . . . .

.

C: joiner.....plumbing. . . . . .

.

D: bricklayer.....electrical installations. . . . . .

.

E: electrician.....joinery. . . . . .

Figure 4.1: What is the carpenter doing?

4.4 Verbs: base form/infinitive

.

John is a painter and decorator. He paints the wall.
Paul is a bricklayer. He lays the bricks.
Peter is a plasterer. He plasters the wall.
Fred is a scaffolder. He erects the scaffold.
Samuel is a carpenter. He cuts the timber.

.

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 the wall.

4.5 Name the trade

4.5.1 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.

.

4.5.2 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?
Example: A civil engineer builds bridges.
. . ..
. . ..
. . ..
. . ..
. . ..
. . ..
. . ..

Figure 4.2: Suspension bridge.

4.6 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: Provide the building materials for the trades.

4.6.1 Using what you have learned in class and information from websites and text books, write down what each person does

.

.

Architect

. . ..

. . ..

. . ..

Quantity surveyor

. . ..

. . ..

. . ..

Structural engineer

. . ..

. . ..

. . ..

Clerk of works

. . ..

. . ..

. . ..

Contracts manager

. . ..

. . ..

. . ..

Safety officer

. . ..

. . ..

. . ..

Site clerk

. . ..

. . ..

. . ..

General foreman/woman

. . ..

. . ..

Trades foreman/woman

. . ..

. . ..

Trades person

. . ..

. . ..

.

General operative

. . ..

. . ..

. . ..

4.7 Introducing people: Review

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

.

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

4.8 Construction workers

4.8.1 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.

4.8.2 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

4.8.3 Write about the following construction trades

.

Bricklayers

.

What do they work with?
What do they build?
How much do they earn?

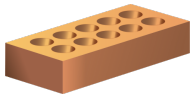

Figure 4.3: Bricklayers build walls.

Painters

.

What do they work with?
What do they do?
How much do they earn?
. . ..
. . ..
. . ..
. . ..
Carpenters
.
What do they work with?
What do they do?
How much do they earn?
. . ..
. . ..
. . ..
Plumbers
.
What do they work with?
What do they do?
How much do they earn?
. . ..
. . ..
. . ..
.
Labourers
.
What do they work with?
What they do?
How much they earn?
. . ..
. . ..
. . ..
. . ..
.

4.9 Describing jobs

.

4.9.1 Read the text and then discuss with your classmates

.

Bill is a scaffolder from Singapore. He works on tall buildings. One of the buildings is fifty floors high. His job is very dangerous. Paul is an architect from Rangoon, Myanmar. He designs office buildings. His work is very interesting. Bob is an electrician from Brunei. His job is very difficult. Peter is a bricklayer from Laos. His job is very tiring.

.

What job would you like? Why?

.

4.9.2 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.
.

4.10 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
.

4.11 What do you know?

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

Choose one of the following: Tell your partner or the rest of your group:

.

roofers, bricklayers, electricians, plasterers, painters and decorators, scaffolders, joiners, stonemasons
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?

.

4.11.2 Class survey: Ask your classmates what they think.

.

Difficult	Interesting	Tiring	Dangerous	Well paid	Poorly paid

Table 4.1

4.12 Adverbs of frequency

.

Jim is an electrician in Phonm Pehn, Cambodia. 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.

Never=0%
Rarely=25%
Sometimes=50%
Often=75%
Always=100%
Write your own sentences
.
Example: John is a carpenter he never works on Sunday.
. . ..
. . ..
. . ..
. . ..
. . ..
.
.
.
.
.
.
.
.
.
.
.
.
.
.
.
.
.
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 Bangkok B) in Hua Hin 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

Figure 4.4: Good luck!

Chapter 5

English for Construction Personnel: Chapter 3[1]

5.1 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.

.

5.1.1 Getting Started: Basic Vocabulary

.

Centimetre

.

Milimetre

.

Metre

.

Kilogram

.

Heavy

.

Light

.

Big

.

Small

[1] This content is available online at <http://cnx.org/content/m66837/1.1/>.

5.1.2 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.....

.

5.1.3 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 at work? 5) Who uses it?

.....
.....
.....

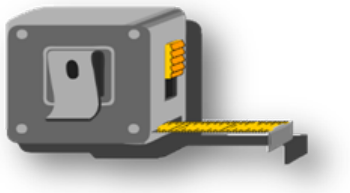

Figure 5.1: Builder's tool.

5.2 Metric and imperial

.

1) Do you know any metric measurements?
2) Do you know any imperial (non-metric) measurements?
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.

5.2.1 In pairs look at the measurements and write some sentences

.

Metric to imperial conversion

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
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: $\frac{1}{2}$ half, $\frac{1}{4}$ quarter, 1/8 eighth, 1/16 sixteenth, thirty second 1/32, 1/64 sixty fourth etc.
.

5.2.2 Write your own sentences

.
Example: One inch is equal to two point five four centimetres.
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

5.3 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
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

5.4 Volume

.
One cubic metre (m^3) is one metre times one metre times one metre (1m x 1m x 1m).
One cubic metre is equal to one thousand litres (l).

One litre is equal to one thousand cubic centimetres (cm^3).
One litre is equal to one thousand millilitres (ml)
.

5.4.1 Write your own sentences using the examples above

.

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

5.5 Asking about size

.

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

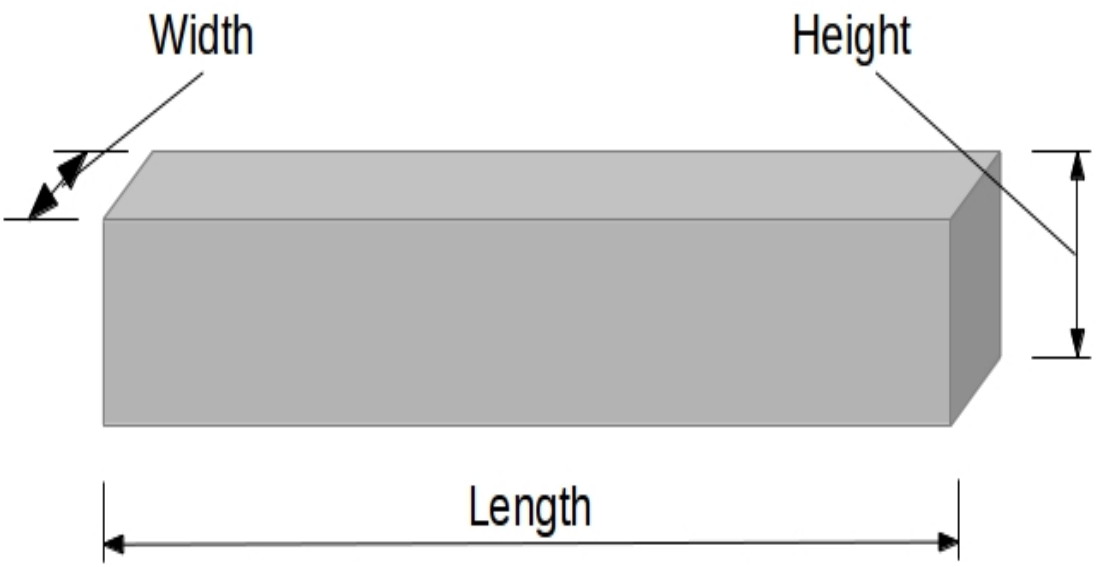

Figure 5.2: How to measure.

.
.

5.5.1 Write the correct measurement in words in the gap

.

What's the measurement?
The measurement is. . . . . .

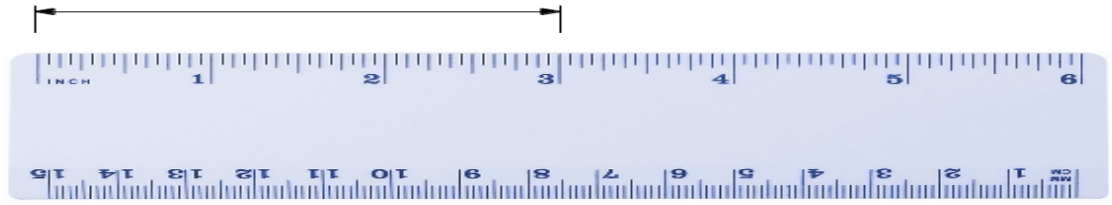

Figure 5.3: .....

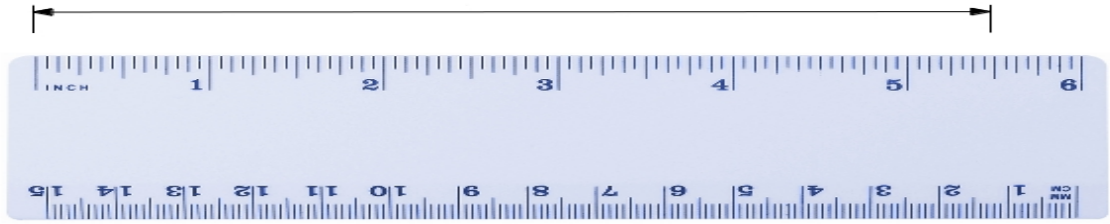

Figure 5.4: .....

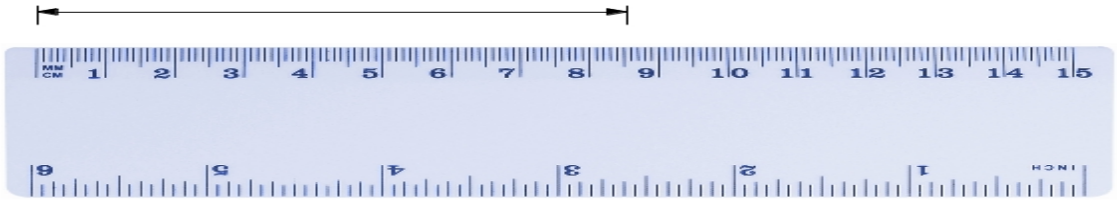

Figure 5.5: .....

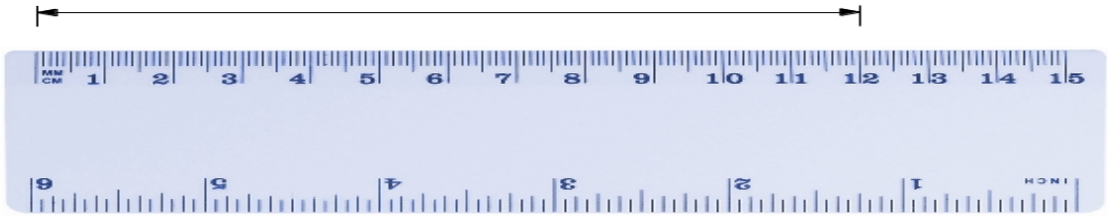

Figure 5.6: .....

Figure 5.7: .....

.

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

.

1) It's approximately seventy five millimetres. 2)……3)……
4)…… 5)……

.

5.5.2 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

5.6 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

5.7 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?

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

.

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

5.8 Reading the plan

.

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

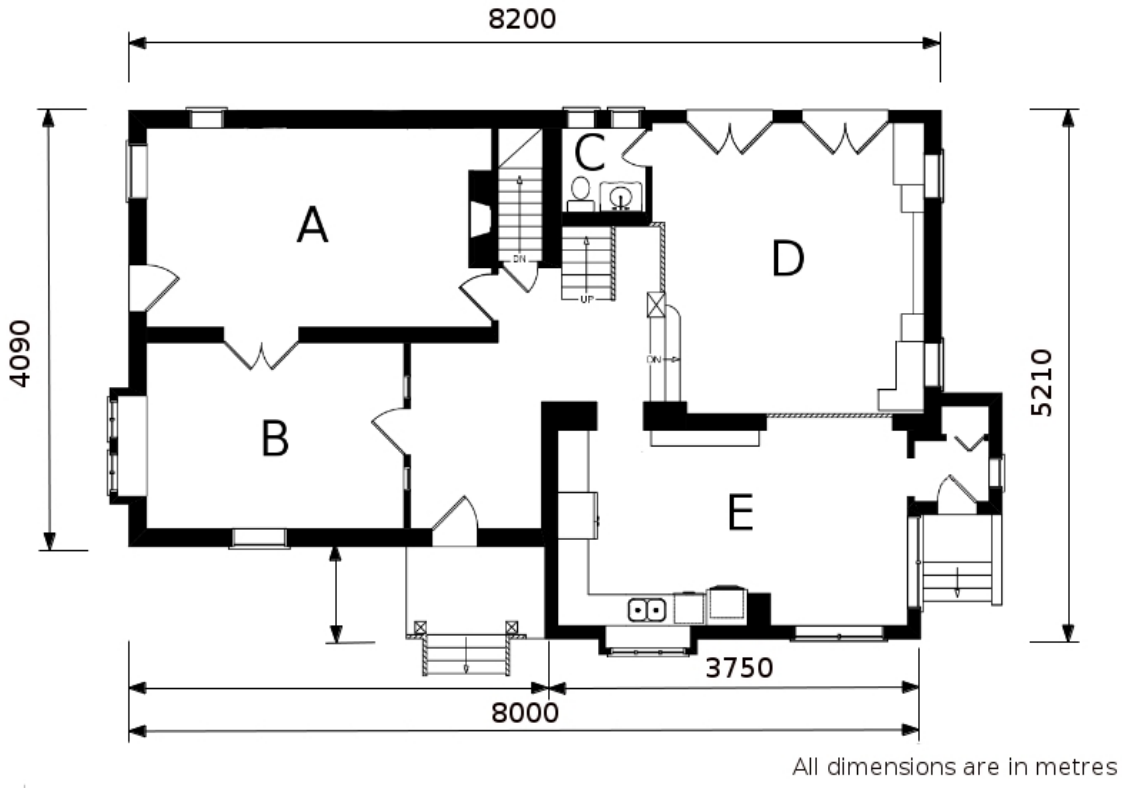

Figure 5.8: Floor plan.

Example: 7320= seven metres three hundred and twenty
1) . . . . . .
2) . . . . . .
3) . . . . . .
4) . . . . . .

5)……
6) ……
7) ……
.
.
.
.

5.8.1 Write the following measurements in the written form

.

1) $1\frac{1}{4}$" ……
.
2) $4\frac{1}{2}$" ……
.
3) $7\frac{3}{4}$" ……
.
4) 15 mm ……
.
5) 120 mm ……
.
6) 15 cm ……
.
7) 36 cm ……
.
8) 3210 m ……
.
9) 3 km ……
.
10) 7 km ……
.
.

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 ……..3) The man is……..
4) The mountain is very……..
.

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

.

5.9 Quick quiz: Answer the following questions

.

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. . . . . .

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

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

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

5.10 Pricing the job

.

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

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

Stone floor tiles cost 500 baht per square metre.

Ceramic floor tiles cost 200 baht per square metre. Granite wall tiles cost 800 baht per square metre.

Ceramic wall tiles cost 300 baht per square metre. Mahogany doors cost 2500 baht.

Teak doors cost 3000 baht. Locks cost 400 baht. Pine skirting costs 50 baht per metre.

Teak skirting costs 100 baht per metre.

.

5.11 Tall, taller and tallest

.

Figure 5.9: Ask some questions about the picture.

5.12 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

Figure 5.10: Good luck!

Chapter 6

English for Construction Personnel: Chapter 4[1]

6.1 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.

6.1.1 Getting Started: Basic Vocabulary

.

Paint
Brick
Timber
Cement
Water pipe
Re-enforcing bar
Floor tile

6.1.2 Warm up: Write a list of ten different building materials

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
Use the Web to help you.

[1]This content is available online at <http://cnx.org/content/m66836/1.1/>.

6.2 Modal verbs would, could, can and may

.

Modal verbs can be used for requests or offers

.

6.2.1 Requests

.

I'd like three bags of sand, please.
Can I have three bags of cement, please?
Could I have four tins on paint, please?

6.2.2 Offers

.

Would you like any cement?
Can I help you?
May I help you?
Would you like anything else?

.

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.

.

6.2.3 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.

.

Think of your own questions:
. . . . . .
. . . . . .
. . . . . .

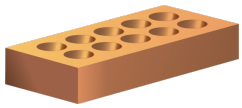

Figure 6.1: What is it?

6.3 Write your own dialogue

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

6.4 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.
Do you sell bags of lime?
Yes, we sell bags of lime.
No, we don't sell bags of lime.
.

6.4.1 Write your own questions and ask them to a partner

.

. . . . . .
. . . . . .
. . . . . .

. . . . . .
. . . . . .
. . . . . .
. . . . . .

6.5 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.

.

6.5.1 Now write your own sentences using need and needs

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

6.5.2 Use the examples and practice speaking 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.

6.5.3 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.

. . . . . .
. . . . . .
. . . . . .

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

6.6 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.
.

6.6.1 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)

6.6.2 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)

6.6.3 Using how: Answer the questions

.

1) How much cement will they need?. . . . . .
2) How many bags of sand will she need?
. . . . . .
3) How much paint will he need? . . . . . .

4) How much will it cost? . . . . . .
5) How long will it take? . . . . . .
6) How many metres of cable will you need?
. . . . . .

6.6.4 Write a short note to a supplier asking about materials.

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

6.7 WH questions: 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?

6.7.1 Write your own questions and ask them to a partner

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

6.8 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

Figure 6.2: Good luck!

Chapter 7

English for Construction Personnel: Chapter 5[1]

7.1 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.

.

7.1.1 Getting started: Basic Vocabulary

.

Brick
Cement
Concrete
Paint
Steel
Timber

7.1.2 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, Timber, Concrete Lintel

[1] This content is available online at <http://cnx.org/content/m66835/1.1/>.

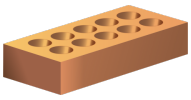

Figure 7.1: What is it?

A:. . . . . .

Figure 7.2: What is it?

B: . . . . . .

Figure 7.3: What is it?

C: . . . . . .

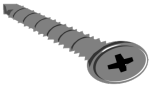

Figure 7.4: What is it?

D: . . . . . .

Figure 7.5: What is it?

E: . . . . . .
.

7.1.3 What materials would they use?

.

Glazier . . . . . .
. . . . . .
Plumber . . . .
. . . . . .
Bricklayer. . . . . .
. . . . . .
Stonemason. . . . . .
. . . . . .
Painter. . . . . ..
. . . . . .
Carpenter. . . . . .
. . . . . .

7.2 Counting Units

.

Container. . . . .Often contains
.
bottle. . . . . .white spirits/methylated spirits
.
box. . . . . .screws, tools
.
bag. . . . . .nails, sand, cement
.
sack. . . . .sand, cement
.
tube. . . . .mastic, silicone
.
can/tin. . . . .paint
.
barrel. . . . . .oil

.
pallet. . . . . .bricks
.
Unit. . . . . .Material
.
roll. . . . . .wallpaper
.
plank. . . . . .wood/timber
.
block. . . . . .stone/concrete
.
bar. . . . . .metal
.

7.2.1 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?

7.3 Describing Materials

.
hard
soft
durable
corroded
transparent
absorbent
flexible
natural
porous
good electrical conductor
good heat insulator

7.3.1 Which of these materials have the qualities in the list above?

.
stainless steel=durable stone=. . . . . .
lead=. . . . .rusty metal=. . . . . ..
glass=. . . . . wood/timber=. . . . .
rubber=. . . . . clay=. . . . . .
concrete=. . . . . sponge=. . . . . .
copper=. . . . . polystyrene=. . . . . .

Figure 7.6: Stonemason.

7.3.2 Answer the questions and discuss your answers

.

1) Which material would be good for flooring? Why?
. . . . . .
. . . . . .
. . . . . .
. . . . . .
2) Which material would be good for a roof? Why?
. . . . . .
. . . . . .
. . . . . .
. . . . . .
3) Which material would be bad for electrical cable? Why?
. . . . . .
. . . . . .
. . . . . .
. . . . . .
4) Which material would be good for making screws? Why?
. . . . . .
. . . . . .
. . . . . .
. . . . . .

7.4 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?
. . . . . .
2) What are modern pipes made of?

. . . .

3) What fittings are used in plumbing systems?

. . . .

4) Name some examples of fixtures.

. . . .

.

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

7.5 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.

.

7.6 What's the alternative?

.

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

.

Example: timber staircase concrete 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. . . . . .
What material does the blacksmith work with?
. . . . . .
What material does the plumber work with?
. . . . . .
What material does the bricklayer work with?
. . . . . .
What material does the joiner work with?
. . . . . .

Figure 7.7: Blacksmith.

.
.
.
.
.

7.7 End of section review

.

Write a list of materials and a list of tools that can be used to work that material. Use the internet to help you.

.

Example: timber wood chisel

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Figure 7.8: Good luck!

Chapter 8

English for Construction Personnel: Chapter 6[1]

8.1 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.

8.1.1 Getting Started: Basic Vocabulary

.

Trowel
Hammer
Spanner/wrench
Chisel
Screwdriver
Paintbrush
Saw
Knife

8.1.2 Warm up: Match the tools to the pictures

.

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

.

[1] This content is available online at <http://cnx.org/content/m66832/1.1/>.

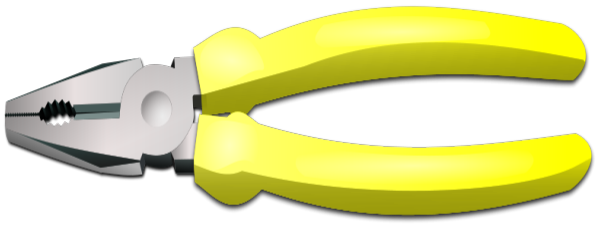

Figure 8.1: What is it?

A) . . . . . .

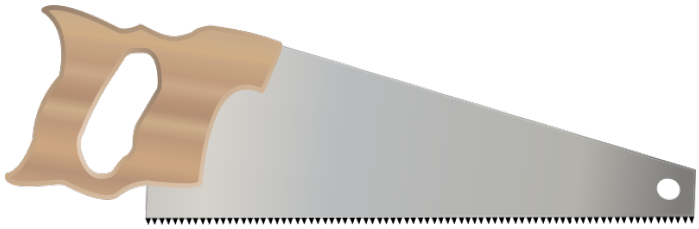

Figure 8.2: What is it?

B) . . . . . .

Figure 8.3: What is it?

C) . . . . . .

Figure 8.4: What is it?

D) . . . . . .

Figure 8.5: What is it?

E) . . . . . .

Figure 8.6: What is it?

F) . . . . . .

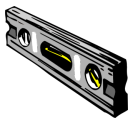

Figure 8.7: What is it?

G) . . . . . .

Figure 8.8: What is it?

H) ……

8.1.3 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 ……
.

8.1.4 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……..
.

8.2 What is it?

.

spanner, screw driver, wood saw, hoist, broom, paint brush, hammer, pliers, hacksaw, tape measure
.
1) It's used for cutting wood.
……
2) It is used for tightening bolts
……
3) It is used for putting in screws.
……
4) It is used for painting walls.
……
5) It's used for sweeping the floor.
……
6) It is used for lifting heavy objects.

. . . . . .
7) It is used for cutting metal.
. . . . . .
8) It's used for measuring things.
. . . . . .
9) It is used for banging in nails.
. . . . . .
10) It is used for stripping wire.
. . . . . .
.
.
.

8.3 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.
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

8.3.1 In pairs ask your partner some questions using this and that

.

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

8.4 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)

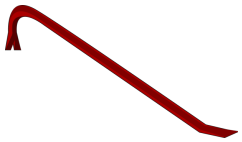

Figure 8.9: Crow bar or nail bar.

8.5 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, 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.
.

8.5.1 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.

8.6 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.
.
1) What do you need a buldozer for? ……
2) What do you need a compactor for? ……
3) What do you need a dump truck for? ……
.

8.6.1 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. . . . . smoothes 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.

.

8.7 Tool, Material and Machine

.

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. . . . . .
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. . . . . .
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. . . . . .

.

8.8 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.

.
.
.
.

8.9 End of Section Review

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

Figure 8.10: Good luck!

Chapter 9

English for Construction Personnel: Chapter 7[1]

9.1 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.

9.1.1 Getting Started: Basic Vocabulary

.

First
Next
Then
After
Before
Carefully
Slowly
Quickly
Put
.

9.1.2 Warm up: Draw the correct angle in the space.

.

..
.
.
90 degrees. . . . .45 degrees. . . . .22.5 degrees. . . . . .
.

[1]This content is available online at <http://cnx.org/content/m66830/1.1/>.

9.2 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.

.

9.3 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.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

9.3.1 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.

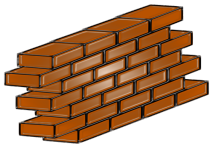

Figure 9.1: A brick wall.

9.4 What do I do next?

.

9.4.1 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.
.

9.5 Must and Mustn't

We use must and mustn't for important safety instructions.

9.5.1 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..

9.6 Working on historic buildings

.

Figure 9.2: An historic cathedral.

.

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.

.

What do you know about historic buildings?

.....
.....
.....
.....
.....

.

9.7 Electricity

.

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

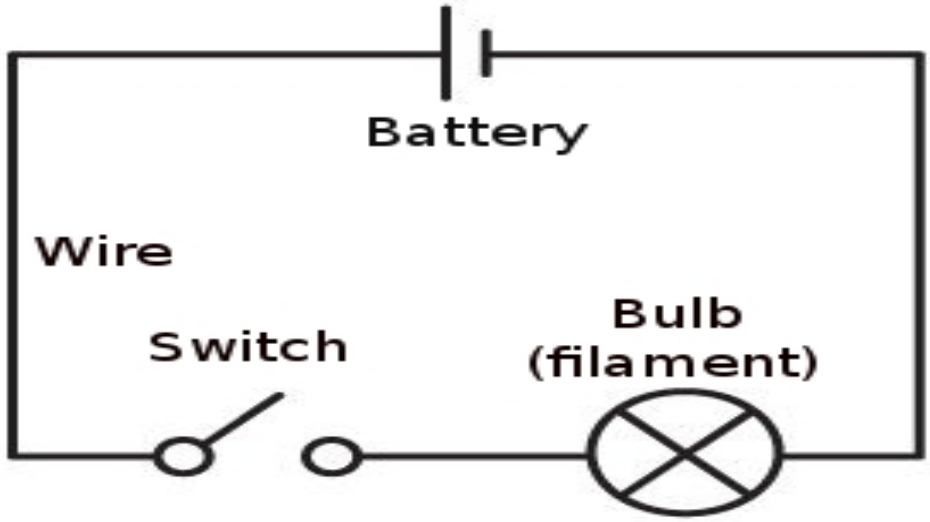

Figure 9.3: Circuit.

.

.

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.

.

9.7.2 What must you do when working with electricity?

.

. . . . . .
. . . . . .

.

9.8 Adverbs

.

9.8.1 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.

9.8.2 Underline the correct word in each sentence and then write some sentences using must and an adverb when appropriate

.

Example: You must always 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.

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
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. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

9.9 What are they doing?

.

9.9.1 Present Continuous

Figure 9.4: Carpenter.

What is the carpenter doing? The carpenter is building a roof.

Figure 9.5: Carpenter.

What is the carpenter doing? The carpenter is cutting some timber.

9.9.2 Write an explanation of a task in the present continuous.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

9.10 When will you finish?

9.10.1 Talking about work progress (future simple and present perfect)

A: When will you finish?
B: I will finish soon.
A: Have you nearly finished.
B: Yes, I've nearly finished.

A: Has John finished?
B: No, he will finish later.
A: How about Pete? Has he nearly finished?
B: Yes, he has finished already.
A: Thanks.
.
Practice the conversation with a partner
.

9.10.2 Write a short dialogue reporting on work progress

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

9.11 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) Paint brushes. . . . . ..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 must 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

Figure 9.6: Good luck!

Chapter 10

English for Construction Personnel: Chapter 8[1]

10.1 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.

10.1.1 Basic Vocabulary: Getting Started

.

Long
Short
Wrong
Dirty
Damaged
Repair
Problem
Mistake
Apologize
.

10.1.2 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. . . . . .
.

[1]This content is available online at <http://cnx.org/content/m66842/1.1/>.

10.2 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.

.

10.2.1 Brainstorm a list of construction site problems you know

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

10.3 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.

10.3.1 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.
. . . . . .

10.4 We need a plumber

.

Hello, this is Mr Jones at Bangkok 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?.....
2) Where are there rusty pipes?.....
3) What is wrong with the tap in the fourth floor bathroom?.....
4) Where is Mr Jones calling from?.....

.

Figure 10.1: Leaking toilet.

10.4.1 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. . . . . .

.

10.4.2 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.

10.5 Who will you call?

.

10.5.1 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. . . . . .

10.6 What's the solution?

.

10.6.1 Fill in the table with the correct solution

The Problem	The Solution
The tap drips	
The window is broken	
The electricity is off	
The lock is stiff	
The wallpaper is torn	

Table 10.1

10.7 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?
.

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

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

10.8 Writing a letter

.

10.8.1 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.

.

10.8.2 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
.

10.8.3 Write a letter of apology to a customer

.

. . . . . .
. . . . . .
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10.9 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

Figure 10.2: Good luck!

Chapter 11

English for Construction Personnel: Chapter 9[1]

11.1 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.

.

11.1.1 Basic Vocabulary: Getting Started

.

Help!
Look out!
Be careful!
It's dangerous.
Fire!
Safety
accident
hospital
health
.
.
.
.

[1] This content is available online at <http://cnx.org/content/m66829/1.1/>.

11.1.2 Warm up: Match the sign to the correct vocabulary

Figure 11.1: Warning signs.

.

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 . . . . . .

11.2 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.

.

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

.

. . . . . Mandatory. . . . . Prohibitive. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

11.3 Imperative signs

.

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.

11.4 Safety requests

.

11.4.1 Write some safety requests and practice them with a partner

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

11.5 What must you wear?

.

11.5.1 Write down a list of safety equipment

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

11.6 Reading an operator's manual

.

11.6.1 Read and answer the questions

.

Work area

.

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 when you are using power tools.

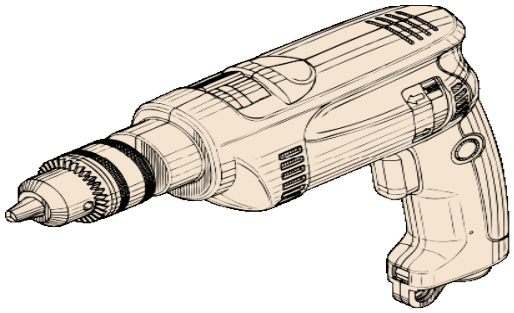

Figure 11.2: Electric drill.

Electrical Safety

.

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

11.7 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

.....
.....
.....
.....
.....
.....
.....
.....

11.8 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?.....

Figure 11.3: Good luck!

Chapter 12

English for Construction Personnel: Chapter 10[1]

12.1 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.

.

12.1.1 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?

12.1.2 Warm up: Draw the picture in the space provided.

.

.

.

.

Wear goggles:Wear ear defenders:Wear gloves:Wear dust mask: Wear safety boots:

.

[1]This content is available online at <http://cnx.org/content/m66828/1.1/>.

12.2 Should, could and must

.

12.2.1 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, could and must. .

12.3 Body parts

.

12.3.1 Brainstorm safety equipment to protect these body parts.

.

head, eyes, lungs, feet, hands, ears, back

.

……...
……...
……...
……...
……...
……...
……...

.

12.4 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……..

.

12.5 Health and safety: nouns, adjectives and verbs

.

Nouns. . . . . Adjectives. . . . . Verbs
.
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
.

12.6 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
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

12.7 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.

.

12.8 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.

.

12.8.1 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.

.
.
.

12.9 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
.

12.9.1 Write your own conversation in the space below

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

12.9.2 Fill in the accident form with your own details and ideas.

Details of person that had the accident. . . . .
Name. . . . .
Address. . . . .
City. . . . . .Postcode. . . . . .Telephone number. . . . .
Occupation. . . . .

Table 12.1

Details of person reporting the accident. . . . .
Name. . . . .
Address. . . . .
City. . . . . Postcode. . . . .Telephone number. . . . .
Occupation. . . . .

Table 12.2

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

Table 12.3

12.9.3 Write how you could avoid accidents on site

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

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. . . . . .
. . . . . .
. . . . . .
. . . . . .

12.10 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

Figure 12.1: Good luck!

Chapter 13

English for Construction Personnel: Chapter 11[1]

13.1 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.

.

13.1.1 Basic Vocabulary: Getting Started

.

today
yesterday
tomorrow
this week
last week
next week
later
before
morning
afternoon
evening
.

13.1.2 Warm up: Re-arrange the letters to find the days of the week

.

wddyaenes. . . . . ondamy. . . . . truhdysa. . . . . .
tasruyad. . . . . utsedya. . . . . rfiyad. . . . . .
sudyan. . . . . .
.

[1]This content is available online at <http://cnx.org/content/m66827/1.1/>.

13.2 When are you free?

.

13.2.1 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.
.

13.3 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.
.

13.4 Suggesting times

.

How about Wednesday?
Are you free on Monday?
Can you make Tuesday?
Can we meet tomorrow? .

13.5 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.
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

. . . . . .
.

13.6 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?
.

13.6.1 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.
.

13.6.2 Write your own dialogue.

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
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13.7 Telling the time

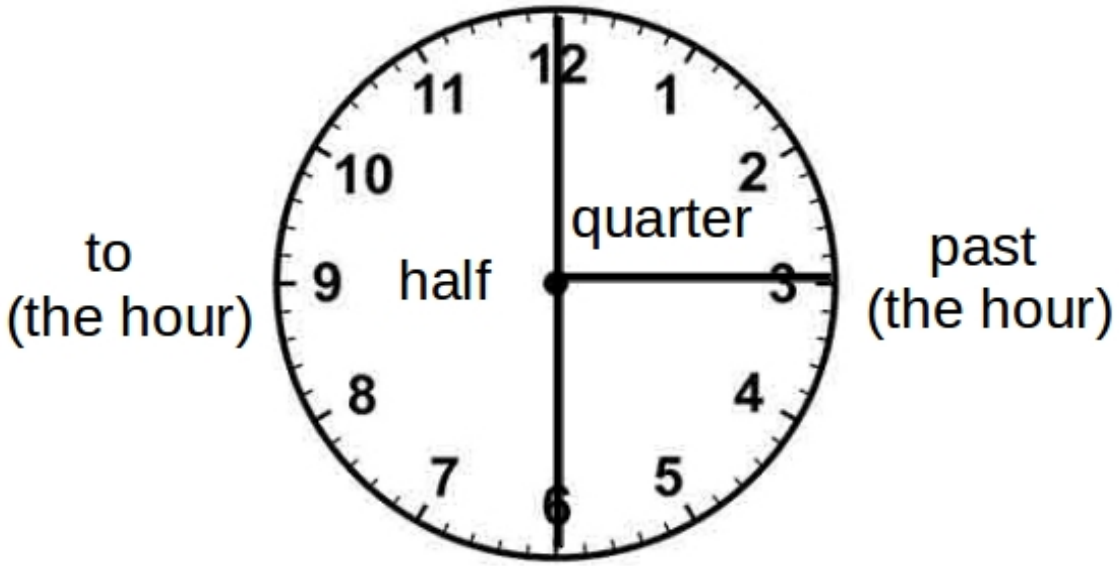

Figure 13.1: We can also say for example: twelve fifteen, twelve forty five and twelve thirty.

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

13.7.1 Draw the correct times in the space provided

.
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.
.
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.
.
.

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

13.8 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.

13.8.1 Questions:

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

13.9 Weekly schedule

.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Table 13.1

.

Fill in your weekly schedule and use it to arrange a meeting with your classmates.

.

13.10 Writing an e-mail

.

13.10.1 Write an e-mail to arrange a meeting with your work colleagues

.

.....
.....
.....
.....
.....
.....
.....

.

13.11 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

.

13.12 Business meeting

.

13.12.1 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 start? Can you tell us how the……..project is progressing?
The……...project is progessing……...
Is there any other business? So, the next meeting will be on……
Thank you all for attending. The meeting is closed.
.

13.13 The business lunch

.

Do you have.....?
I would like.....?
I will have.....?
Can I have.....?
Can I take.....?
Would you like.....?
.

13.13.1 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.
.

13.13.2 Write your own dialogue.

.

……
……
……
……
……
……
……
……
……
……

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. . . . . .
.

13.14 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

Figure 13.2: Good luck!

Chapter 14

English for Construction Personnel: Chapter 12[1]

14.1 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.

.

14.1.1 Getting Started: Essential Vocabulary

.

Door
Window
Roof
Foundation
Ceiling
Floor
Stairs

.

14.1.2 Warm up: Brainstorm some building types

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

.

[1] This content is available online at <http://cnx.org/content/m66826/1.1/>.

14.2 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

.

14.3 Commercial, residential and industrial buildings

.

14.3.1 Put the buildings 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**.....

Table 14.1

.

14.4 Parts of a building

.

14.4.1 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

14.4.2 Now fill in the blanks below with the correct word.

.

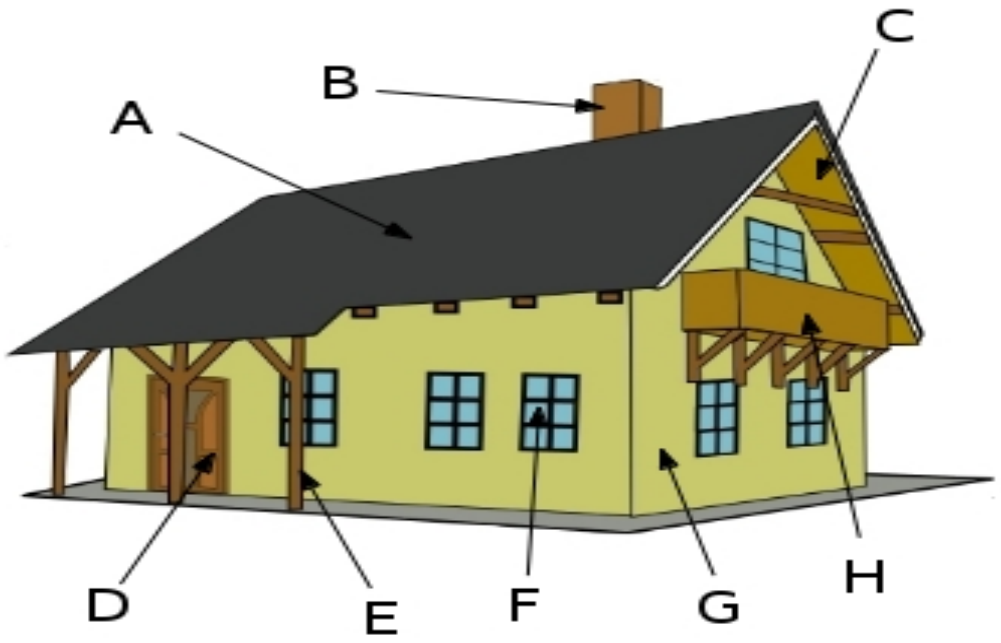

Figure 14.1: Historic house.

A:. . . . . .
B: . . . . . .
C: . . . . . .
D: . . . .
E:. . . . . .
F: . . . . . .
G: . . . .
H:. . . . . ..
.
.
.

14.5 Shapes

.

14.5.1 Match the shapes to the words

.

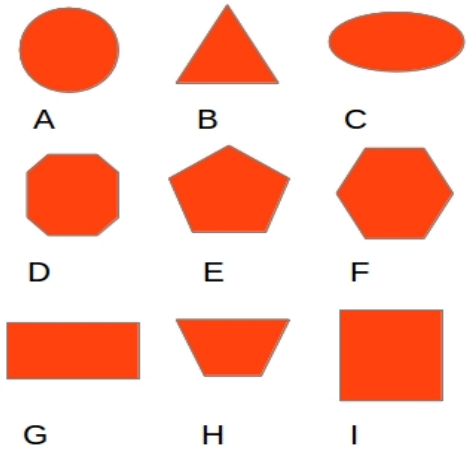

Figure 14.2: Various shapes.

.

1) ellipse. . . . . .2) circle. . . . .3) hexagon. . . . . .4) trapezoid. . . . . .5) pentagon. . . . . .
6) square. . . . . .7) triangle. . . . . .9) rectangle. . . . . .10) octagon. . . . . .
.

14.6 What shape is it?

.

14.6.1 At the joiners 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 a teak table.
B: Okay, no problem.
.

14.7 Choosing a colour

.

14.7.1 Brainstorm some colours

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

14.7.2 What would you like?

.

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.

14.7.3 Write your own sentences using the words below

.

dining room, toilet, bathroom, bedroom, kitchen, lounge
.
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

14.7.4 What colour is it? Ask your fellow students some 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?
.

14.8 End of section assignment

.

Describe the house or flat (apartment) that you live in.
.
. . . . . .
. . . . . .

. . . . . .
. . . . . .
. . . . . .

Figure 14.3: Good luck!

Chapter 15

English for Construction Personnel: Chapter 13[1]

15.1 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.

.

15.1.1 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.

.

15.1.2 Warm up: Quickly draw the following prepositions

.

On top of Above Next to Behind Far Near

.
.
.
.
.
.
.

[1] This content is available online at <http://cnx.org/content/m66825/1.1/>.

15.2 Where is it?

.

15.2.1 Fill in the blank (some words will be used more than once)

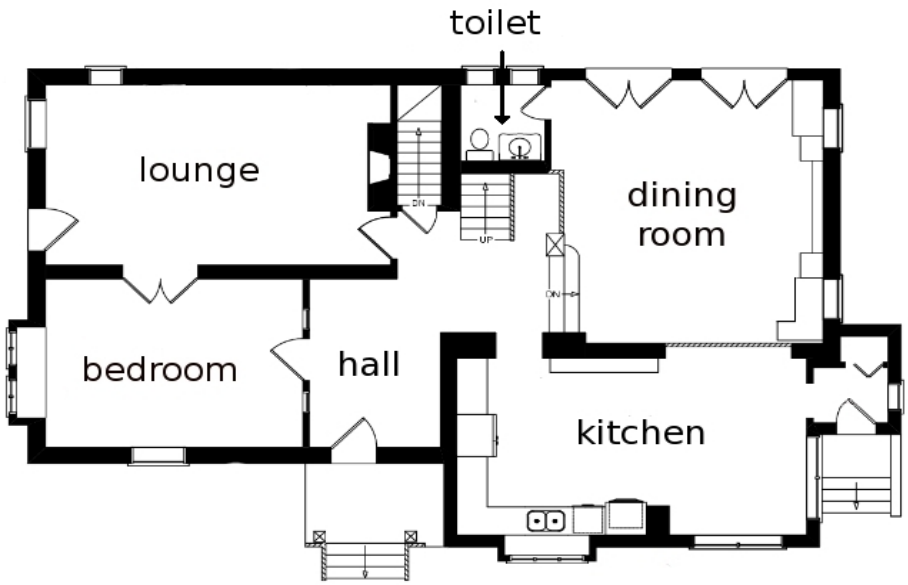

Figure 15.1: House plan.

.

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.

15.3 Asking directions

15.3.1 Use the map to ask your own directions

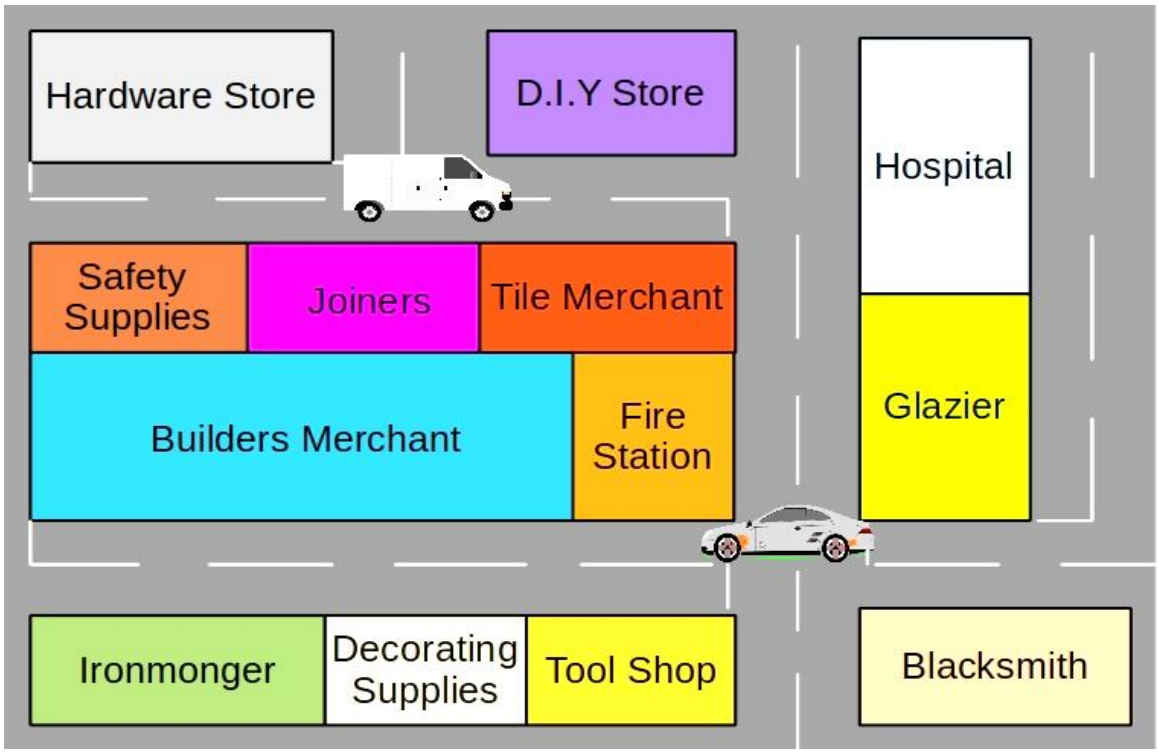

Figure 15.2: Map.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

15.4 Prepositions

15.4.1 Use in, at or on to fill in the gaps

.

1) The office was built ..... Bangkok.
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.

15.5 Where do we put it?

.

15.5.1 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.

15.6 End of section assignment

.

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

Figure 15.3: Good luck!

Chapter 16

English for Construction Personnel: Chapter 14[1]

16.1 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.

.

16.1.1 Getting Started: Essential Vocabulary

.

sustainable
recycle
environment
pollution

.

16.1.2 Warm up: What do you know about construction?

.

1) What I know about the construction industry in Thailand.
2) What I think about the construction industry in Thailand.

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

.

[1] This content is available online at <http://cnx.org/content/m66823/1.1/>.

16.2 Talking about the construction industry

.

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

.

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

.

16.3 Reading

.

16.3.1 Read the text and answer the questions

.

A recent boom in construction projects has caused a labour shortage in Cambodia. In addition, many skilled and experienced workers have gone to work in Thailand for higher wages. The lack of construction workers is especially a problem among those trained in more advanced skills such as carpentry. Construction companies sometimes have to wait many months while they find able workers.

.

There is less money in Cambodia so workers go to Thailand for more money. The money paid in Cambodia is not enough for daily living expenses. In Thailand, construction workers earn a minimum of $10 a day but in Cambodia construction workers only earn an average of $5 a day.

.

The shortage of construction workers will force construction companies to increase their wages in the future. Some companies already provide workers with better wages and on-site accommodation. It is estimated that there are at least 500,000 Cambodians working in Thailand. It is believed though that only 50 percent are legal migrants. The Cambodian Prime Minister has appealed several times for people not to go overseas for jobs.

.

1) What problem is the Cambodian construction industry facing?.....
2) Where do the Cambodian workers go?.....
3) Why do they go there?.....
4) How much do construction workers earn in Cambodia?.....
5) What can construction companies in Cambodia do to solve the problem?.....
6) Approximately, how many Cambodian construction workers are there in Thailand?.....

.

16.3.2 Read the text and discuss

.

In the UK only 12% of women work in the construction industry. Only 1% work in manual trades such as plumbing and carpentry. Most women in the UK do not want to work in the construction industry. Many

women see construction work as dirty and dangerous. Approximately 14% of construction workers in Thailand are women. Many of these women are doing manual work. More women are needed in the construction industry to fill skills shortages. The UK has started campaigns to get more women into construction. Britain has to show women that construction is a good career.

.

Discuss: What can be done to encourage more women into the construction industry? Write your ideas in the space below

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

16.3.3 Read and brainstorm ideas

.

Sustainable development is often 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 and occupy a large amount of space. They also take up and use a lot of resources. For example, a building will use a lot of energy, water and materials during its construction. It also creates 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.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

16.3.4 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**. . . . .

Table 16.1

.

16.4 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.

Figure 16.1: Good luck!

Chapter 17

English for Construction Personnel: Chapter 15[1]

17.1 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.

17.1.1 Getting Started: Basic Vocabulary

.

hard working
.
well organized
.
sociable
.
friendly
.
efficient
.
innovative
.
methodical
.
reliable
.
trustworthy
.

[1] This content is available online at <http://cnx.org/content/m66822/1.1/>.

17.1.2 Warm up: Think of some questions using the vocabulary

.

Name:
Address:
Telephone number:
Email:
Birth date:
Marital status:
Education:
School:
College:
University:
Qualifications:
Work experience:
Personal qualities and skills:
References:

17.1.3 Fill in the job application with your own details

.

Employment Application
.
Position(s) Applied For:. . . . .
.
Name:. . . . .
.
Address:. . . . .
.
City:. . . . .Post Code:. . . . . ..
.
Telephone number:. . . . . ..
.
Driver's License? Yes:. . . . . No:. . . . .
.
Skills and experience:
. . . .
.
High School:. . . . .
.
College:. . . . .
.
University:. . . . . ..
.

17.2 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.

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

.

Example: What are your skills?

.

……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………

.

17.3 At the interview

.

17.3.1 Ask the following questions to a partner

.

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?

.

17.3.2 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

.

……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

17.4 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

.

17.4.1 Now write a thank you letter

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

17.5 Apprenticeships

.

17.5.1 What is an apprenticeship?

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
.

17.5.2 Read the text and answer the questions.

.

Each apprentice would be expected to perform workshop duties, these would include checking and maintaining tools and equipment and cleaning the workshop. The apprentice would also be expected to make tea and coffee for the skilled tradesmen. As an apprentice you would work eight hours a day with two thirty minute breaks. The working day would start at seven o'clock and finish at four o'clock. College would be attended in the evenings.

.

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

.

17.6 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. . . . . .

.

17.6.1 Write your own sentences

.

. . . . . .
. . . . . .
. . . . . .
. . . . . .

.

17.7 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. It could be a small project or a very large one.

.

What trades can you see? 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: Do not enter the construction site without permission or safety clothing.

Figure 17.1: Good luck!

Chapter 18

Construction Quiz[1]

18.1 End of Course Vocabulary Quiz

.

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.

[1] This content is available online at <http://cnx.org/content/m66821/1.1/>.

Chapter 19

Basic English[1]

19.1 Getting Started

.

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.

[1] This content is available online at <http://cnx.org/content/m66841/1.1/>.

Chapter 20

Basic Grammar[1]

20.1 Basic 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.

20.1.1 Verb

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

20.1.2 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.

20.1.3 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".

20.1.4 Noun

A word like house, architect, brick, Thailand 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).

20.1.5 Pronoun

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

20.1.6 Adjective

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

[1] This content is available online at <http://cnx.org/content/m66819/1.1/>.

20.1.7 Adverb

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

20.1.8 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:

20.1.9 S-V

Subject-Verb

John works.
Jill is painting.
Jack will finish next week.

20.1.10 S-V-O

Subject-Verb-Object

I like work.
She loves her job.
He's building a wall.

20.1.11 S-V-Adj

Subject-Verb-Adjective

He is slow.
The workers are happy.
Jack seems angry.
The door is blue.

20.1.12 S-V-Adv

Subject-Verb-Adverb

Jack is here.
Buildings are everywhere.
No one was there.

20.1.13 S-V-N

Subject-Verb-Noun

She is my boss.
The men are plumbers
Mr. Jones is the civil engineer.

20.1.14 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.

20.1.15 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.

20.1.16 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.

20.1.17 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."

20.1.18 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.

20.1.19 Using Capital Letters

Use a capital letter when you are writing the names of people, places, and words relating to them:

Thai, Thailand

Buddha, Buddhism

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

Songkran

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.:

ASEAN (Association of Southeast Asian Nations)

USA (United States of America)

.

20.1.20 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 Bangkok.

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.

Chapter 21

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[1] This content is available online at <http://cnx.org/content/m66817/1.1/>.

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