

English for Construction

2

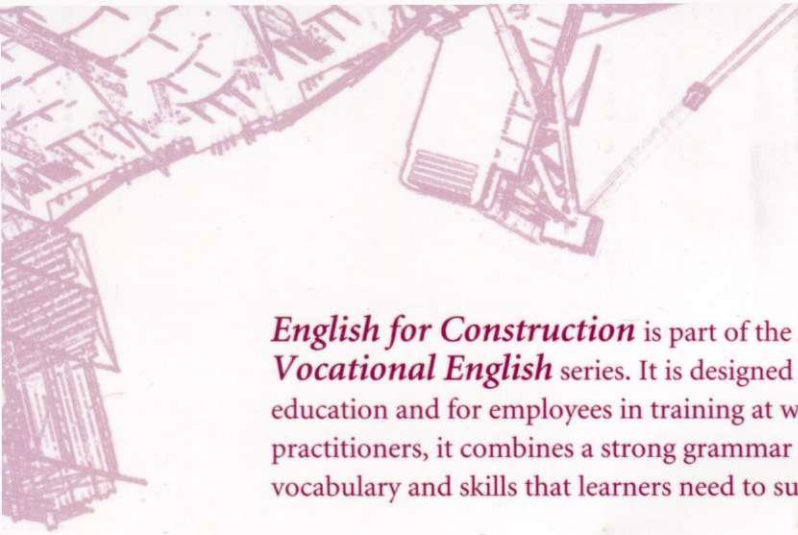
Vocational English
Course Book



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Series editor David Bonamy



CD-ROM



English for Construction is part of the ***Pearson Longman Vocational English*** series. It is designed for students in vocational education and for employees in training at work. Written by industry practitioners, it combines a strong grammar syllabus with the specialist vocabulary and skills that learners need to succeed in their chosen field.

Level 2 ***English for Construction*** is designed for students who have completed Level 1 or have an elementary knowledge of general English, who now require a pre-intermediate (CEF level A2–B1) course in this specific field. It includes:

- topics that reflect the latest developments in construction, making them immediately relevant to students' needs.
- clearly defined language and function objectives which are backed up by comprehensive on-the-page language boxes.
- essential online support for teachers, including teacher's notes, fully editable tests and multilingual glossaries.
- a student CD-ROM with interactive glossaries in both British and American English and full course book audio in MP3 format.

Other titles in the series include:

English for Banking & Finance

English for Information Technology

English for Nursing

English for Oil & Gas

COMMON EUROPEAN FRAMEWORK	
A1	Level 1
A2	
B1	Level 2
B2	
C1	



Contents

	Function	Language	Vocabulary	
Unit 1 Teamwork	Roles and responsibilities p. 4	Talking about roles and responsibilities	Present simple and present continuous	Jobs Roles and responsibilities
	Structure of an organisation p. 6	Explaining how an organisation works		Departments in an organisation Collocations with prepositions
	Jobs and experience p. 8	Describing your job and experience Writing your CV	Questions with <i>be</i> Questions with <i>do/does/did</i> Question words	Expressions for describing work experience
	Focus on a project: International Finance Centre (IFC) Seoul, Korea p. 10	Discussing roles in an international construction project		New developments
	Review p. 11			
Unit 2 Design	Technical drawing p. 12	Describing technical drawings	Dimensions (imperial and metric)	2D and 3D shapes Vocabulary relating to technical drawing
	Estimates p. 14	Estimating	Zero conditional	Collocations relating to estimating
	Ideas and improvements p. 16	Discussing ideas and improvements	Introducing and responding to ideas	Office features
	Focus on a project: Light tubes in Potsdamer Platz, Berlin p. 18	Discussing light tube technology		Light tubes
	Review p. 19			
Unit 3 Equipment	Talking about equipment p. 20	Talking about equipment	Asking and answering questions about equipment	Equipment and its uses
	Faults p. 22	Explaining faults	Passive with <i>be</i> and <i>get</i> ; <i>get</i> + adjective	Faults
	Repairs p. 24	Dealing with repairs	<i>need to</i> (+ inf); <i>need</i> (+ -ing)	Repairs
	Focus on a project: The Shard, London p. 26	Discussing equipment for a skyscraper project		Tower construction
	Review p. 27			
Unit 4 Materials	Ordering materials p. 28	Ordering materials	The passive	Ordering materials
	Properties of materials p. 30	Describing properties of materials	Comparatives	Properties of materials
	Delivery problems p. 32	Explaining delivery problems	Asking for clarification	Delivery problems
	Focus on a project: Bahrain International Circuit Formula 1 (BIC) p. 34	Discussing problems and solutions involving materials		Materials used in the construction of the Bahrain International Circuit
	Review p. 35			

	Function	Language	Vocabulary	
Unit 5 Processes	Setting out p. 36	Sequencing events	Sequencing	Processes
	Recruiting processes p. 38	Planning a process	Present continuous to talk about the future	Recruitment
	Purchasing processes p. 40	Explaining changes	<i>used to</i>	Purchasing
	Focus on a project: Emergency housing p. 42	Discussing emergency housing construction		Emergency housing construction
	Review p. 43			
Unit 6 Projects	Kicking off p. 44	Highlighting key issues	Pronunciation: sentence stress	Projects
	Project meetings p.46	Managing tasks	Present perfect + <i>now, just, already</i>	Project meetings
	Contracts p.48	Discussing types of contract	<i>most</i>	Collocations relating to contracts
	Focus on a project: Wrocław–Katowice Motorway, Poland p. 50	Talking about the scope of a project		Toll motorways
	Review p. 51			
Unit 7 Documentation	Document control p. 52	Explaining document control procedures	<i>have to</i>	Documentation
	Amendments p. 54	Talking about amendments	Punctuation	Nouns and verbs relating to amending documents
	Specifying p. 56	Giving specific information about documents	Relative clauses	Collocations relating to documents
	Focus on a project: Golf course construction p. 58	Discussing project documentation		The design and build process
	Review p. 59			
Unit 8 Health and safety	Health and safety guidelines p. 60	Communicating health and safety guidelines	Reporting instructions and advice	Collocations relating to advice
	Traffic control p. 62	Giving instructions for traffic control	Giving instructions using <i>need</i>	Traffic control
	Incidents p. 64	Describing incidents	Past simple and past continuous	Injuries
	Focus on a project: Hurricane preparations, Florida, USA p. 66	Discussing hurricane preparations		Hurricane preparations
	Review p.67			

Partner files p. 68

Audio script p. 70

1

Teamwork

- talk about roles and responsibilities
- explain how an organisation works
- describe your job and experience
- write your CV
- discuss roles in an international construction project

Roles and responsibilities

Speaking 1 Look at this illustration. Say what the people's jobs are and what they do.



Vocabulary 2 Match these descriptions with the people in the illustration in 1.


- 1 I'm a driver. I work for a concrete supplier. We deliver concrete to construction sites all over the country.
- 2 I'm a master electrician. This is my apprentice.
- 3 I'm a painter. Today I'm painting a steel staircase.
- 4 I'm a security guard. I control access to the site. I'm responsible to the site manager.
- 5 I'm the site manager. My company is responsible for the whole project.
- 6 We're reporters. We're visiting the site to ask some questions.

3 Name as many items in the illustration in 1 as you can. Compare your list with a partner.

ladder, ...

Speaking 4 Work in pairs. Either a) Explain what your job is and what you do. Or b) Imagine you work on the construction site in 1. Explain what your job is and what you do.

I'm a ... I work for ... My company ... I'm responsible for ...

Listening 5  02 Two reporters are visiting Martin Karp from Karp Construction. Listen to their conversation. What do the reporters want?

6 Listen again and complete these sentences.

- 1 Karp Construction is the _____.
- 2 Martin Karp is the _____.
- 3 Sabina Tom is the _____.
- 4 Kasper Karp owns _____.
- 5 Mr Lang represents the _____.
- 6 Anna Black works for the _____.
- 7 Robert Lane is _____.

Language

Present simple and present continuous

We use the **present simple** to talk about routines and things that are permanent or happen all the time.

*I **control** access to the site.
She **works for** the cement supplier.*

We use the **present continuous** to talk about things that take place at the time of speaking and are not permanent.

*We're **visiting** the site.
He's **walking** through the gate.*

We use **adverbs of frequency** (e.g. *always, usually, often, sometimes, never*) with the present simple to describe how often somebody does something or how often something happens.

*We **usually** have about 100 people on site.
Sometimes we work in a consortium.*

7 Martin's assistant is giving more information about people's roles on site. Choose the correct verb forms to complete this text.

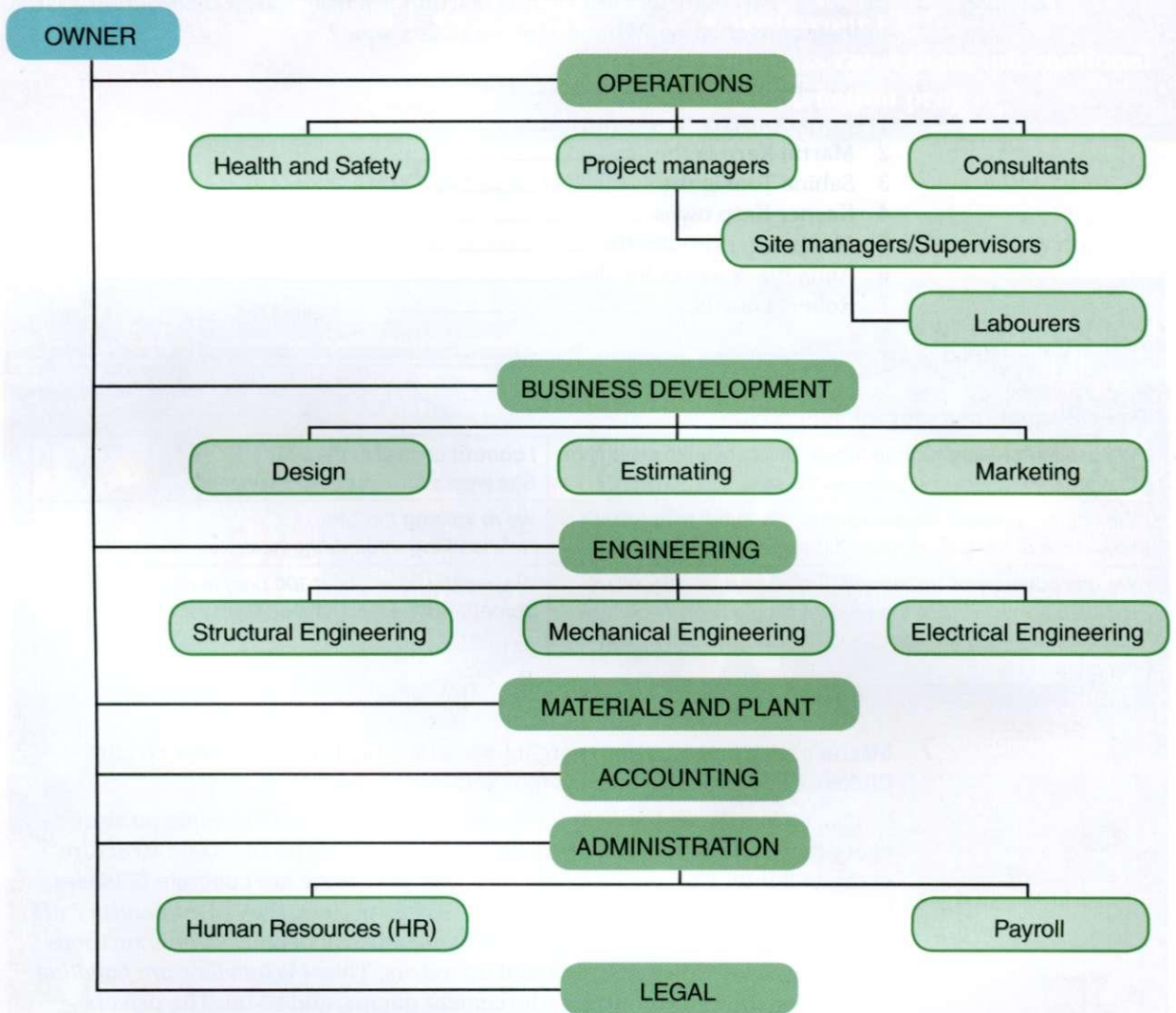
'... So, as Martin said, we (1) *have / are having* around 100 people on site every day. Today, most people (2) *work / are working* on the basic structure of the building. The people in green jackets over there are concrete finishers from DK1 Cement, the cement supplier. On this project, they (3) *supervise / are supervising* the unskilled labourers, who are all local people. Of course, there are always a lot of heavy equipment operators. They (4) *handle / are handling* the cranes, the cement mixers, the cement pumps, and so on. The drivers (5) *bring / are bringing* in fresh loads of cement several times a day. Over there, a couple of painters (6) *paint / are painting* the staircase, and the electricians (7) *repair / are repairing* one of the generators.'

Speaking 8 Work in small groups to discuss these questions.

- 1 What's the difference between a general contractor and a subcontractor?
- 2 What's a consortium?
- 3 What suppliers are typical on a construction site?
- 4 In audio script 2 on page 70, Martin Karp says, 'We **co-ordinate all the subcontractors** and make sure things **stay on schedule** and **stay within budget**.' What do the expressions in bold mean?


Structure of an organisation

Vocabulary 1 Look at this organisation chart of a construction company. Then complete the sentences with the words in the box.



departments divided external has look part report section top

- 1 Our company has a simple structure. At the _____ is Kasper Karp, the owner.
- 2 There are seven _____. The department heads report to the owner.
- 3 Operations consists of a Health and Safety _____ and all the project managers.
- 4 The site managers and supervisors _____ directly to a project manager.
- 5 Business Development is _____ into three sections: Design, Estimating and Marketing.
- 6 Engineering also _____ three sections: Structural, Mechanical and Electrical.
- 7 There are different departments which _____ after materials and plant, accounting, administration and legal.
- 8 Sometimes we have _____ consultants to help with special jobs. They are not _____ of the company.

Listening 2  Listen to the heads of the seven departments talking about their roles. Write the names of their departments. Use the organisation chart in 1 to help you.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

3 Listen again. Write the expressions used to talk about roles and responsibilities.

- 1 *make sure*, _____
- 2 _____
- 3 _____, _____
- 4 _____, _____, *work out*, _____
- 5 _____, *send out*
- 6 _____, _____, *work with*
- 7 _____, _____, _____

Vocabulary 4 Match the sets of collocations.

- | | |
|------------------|----------|
| 1 make | a) of |
| 2 look | b) sure |
| 3 consist | c) to |
| 4 report | d) after |
| 5 liaise | e) into |
| 6 be responsible | f) with |
| 7 deal | g) for |
| 8 divide | h) with |

5 Complete the sentences. Use the organisation chart in 1 to help you. Sometimes more than one answer is possible.

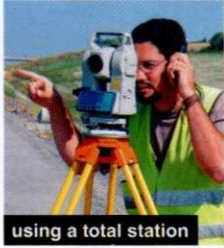
- 1 The Administration department consists _____.
- 2 The head of accounting reports _____.
- 3 Engineering is divided _____.
- 4 The project managers liaise _____.
- 5 Business Development is responsible _____.
- 6 The site managers make _____.
- 7 There are three sections in _____ and _____.

Speaking 6 Work in pairs. Draw an organisation chart for a construction company (real or imaginary). Explain your chart to another pair.

At the top is ...
This department consists of ...
These people report to ...

Jobs and experience

Listening



- 1** **04** Listen to three conversations. Match the job in each conversation with a word from the box.

civil engineer concrete finisher land surveyor

1 _____ 2 _____ 3 _____

- 2** Read the questions. For each conversation, answer *yes* (Y), *no* (N), or *doesn't say* (X). Then listen again and check your answers.

	Conversation 1	Conversation 2	Conversation 3
1 Is he a manual worker?			
2 Does he work mostly indoors?			
3 Was he good at maths at school?			
4 Does he work with CAD programs?			
5 Does he use high-tech equipment on site?			
6 Did he start as an apprentice?			
7 Is he self-employed?			

- Speaking 3** Work in pairs. Read the questions in the table again. Take turns to ask and answer them so that they are true for you.

A: **Are you** a manual worker?

B: No, I'm not. I'm a project manager.

A: **Do you work** mostly indoors?

B: Yes, I do. I work in an office. I'm responsible for a hospital car park project.

Language

Questions

Questions with be begin with the correct form of the verb *be*, or use a rising tone.

Are you self-employed?
You're self-employed?
Is he on site today?
He's on site today?

Questions with do/does/did

Do you work indoors?
Does he work indoors?
Did you go to university?

Question words (*what, where, who, how*)

What do you do?
Where are they from?
Who is the client?
How does it work?

- Speaking 4** Work in pairs. Think of a job but don't tell your partner. Take turns to ask and answer questions to find out the jobs.

Is the job indoors or outdoors?


Do you work alone or with other people?

What qualifications do you need?

What training did you do?

Reading 5 Read this CV and answer the questions about Arnold Keller.

- 1 How old is he?
- 2 Which school did he go to?
- 3 Where did he do his apprenticeship?
- 4 What is his highest qualification?
- 5 Does he know anything about project management?



Europass Curriculum Vitae

Personal information

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Fax(es)

E-mail arnold@keller.de

Nationality German

Date of birth 21.03.84

Gender Male

Work experience

	2003	2004–2007
Occupation or position held	Apprentice	Student trainee
Main activities and responsibilities	On-the-job-training	Project assistant – Motorway lay-by 2004, Bridge renovation 2005, Motorway tunnel 2006
Name and address of employer	DM Construction	DM Construction
Type of business or sector	Construction	Construction

Education and training

	June 2003	June 2007
Title of qualification awarded	School Leaving Certificate	Bachelor's degree in Construction Engineering
Principal subjects/occupational skills covered	Maths, Physics, English	Health and Safety, Site management, Project management, Cost estimating
Name and type of organisation providing education and training	Blendorf Grammar School, Blendorf, Germany	Vocational College, Blendorf, Germany

Personal skills and competences

Mother tongue(s) German

Other language(s) English, French

Writing 6 Write your own CV. Use the Europass CV structure to help you plan and organise your details. Then swap CVs with a partner. Check that your partner's CV is clear and easy to understand.