



Національний університет
водного господарства
та природокористування

Міністерство освіти та науки України
Національний університет водного
господарства та природокористування

Кафедра іноземних мов

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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ТА
НАВЧАЛЬНІ ЗАВДАННЯ**

для розвитку комунікативної компетентності
до практичних занять з дисципліни

«Поглиблений курс англійської мови за
професійним спрямуванням для студентів
будівельних спеціальностей» для здобувачів
вищої освіти першого (бакалаврського) рівня
всіх спеціальностей ННІ БА

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Методичні рекомендації та навчальні завдання для розвитку комунікативної компетентності до практичних занять з дисципліни «Поглиблений курс англійської мови за професійним спрямуванням для студентів будівельних спеціальностей» для здобувачів вищої освіти першого (бакалаврського) рівня всіх спеціальностей ННІ БА / Тарасюк Н. М., Сидорчук Н. Л. – Рівне : НУВГП, 2019. – 29 с.

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Передмова

Методичні рекомендації та навчальні завдання для розвитку комунікативної компетентності до практичних занять з дисципліни «Поглиблений курс англійської мови за професійним спрямуванням для студентів будівельних спеціальностей» для студентів всіх спеціальностей ННІБА першого бакалаврського рівня мають на меті допомогти студентові у його практичній та самостійній роботі над розвитком комунікативної компетентності, а особливо іншомовної компетентності в говорінні.

Для досягнення зазначеної мети передбачається виконання таких завдань:

- оволодіння найбільш уживаною лексикою у межах визначеної тематики і сфери спілкування;
- отримання уявлення про основні граматичні категорії мови, яка вивчається; розпізнавання відомого лексичного і граматичного матеріалу під час читання і застосування його у процесі усного спілкування та письма;

У результаті вивчення навчальної дисципліни студент повинен

знати: граматичні структури, що є необхідними для гнучкого передання відповідних понять, а також для розуміння продукування почутої фрази чи професійної інформації; основні правила англійського синтаксису, що дадуть можливість розпізнавати та розуміти широке коло текстів; мовні форми, властиві для розмовних реєстрів професійного мовлення; .

вміти:

– *аудіювання:* розуміти основні ідеї та розпізнавати відповідну інформацію в ході обговорень, дебатів, доповідей, бесід, які за темою пов'язані з спеціальністю; розуміти обговорення проблем професійно-орієнтованого характеру; розуміти повідомлення та інструкції в професійному середовищі;

– *читання:* розуміти автентичні тексти, пов'язані з спеціальністю; розуміти головні ідеї та знаходити необхідну інформацію в неадаптованій технічній літературі за фахом; здійснювати ознайомлювальне читання неадаптованих



технічних текстів для отримання інформації;

– *говоріння*: реагувати на основні ідеї та розпізнавати суттєво важливу інформацію під час обговорень, дискусій, бесід, що пов'язані з професією; чітко аргументувати свої позиції відносно актуальних тем в професійному житті; володіти мовленнєвим етикетом спілкування; створювати чіткий, детальний монолог;

– *письмо*: оволодіти професійними вміннями письмового мовлення;

Оскільки головною метою навчально-методичної розробки є навчання англійської мови, зміст «Методичних рекомендацій» охоплює різні види та методи роботи, серед яких є вивчення слів та фраз з теми, робота з сучасними автентичними текстами. «Методичні рекомендації» передбачають не тільки тренувальні, але й творчі вправи і містять шість тем та їх підсумковий огляд у вправах для розвитку англомовної компетентності в говорінні. Види вправ: вибір правильної відповіді, вибір слова відповідно до контексту, вибір дієслів у необхідній за контекстом видо-часовій формі, утворення словосполучення, відповіді на питання, співвіднесення причинно-наслідкових зв'язків проблеми у сфері будівництва, вибір дефініції до терміну, заповнення пропусків у тексті, створення монологів та діалогів у проблемно-комунікативних ситуаціях.



ЗМІСТОВИЙ МОДУЛЬ I.

Тема 1. Teamwork.

Roles and responsibilities

Vocabulary booster.

Task 1. Match these descriptions with people's jobs.

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.

Speaking.

Task 2. 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 ...

Grammar focus

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>I control access to the site.</i> <i>She works for the cement supplier.</i>
We use the present continuous to talk about things that take place at the time of speaking and are not permanent.	<i>We're visiting the site.</i> <i>He's walking through the gate.</i>
We use adverbs of frequency (e.g. <i>always, usually, often, sometimes, never</i>) with the present simple tense	



Grammar focus.

Task 3. 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 DKI 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.

Task 4. 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. Who supervises unskilled workers?
5. Who does the repairment of the generators?
6. What are people's roles on site?

Structure of an organization

Vocabulary booster.

Task 5. Look at this organization chart of a construction company.

Operations Health and safety <u>Project managers</u> (site managers, labourers) <u>Consultants</u>	Business development <u>Design</u> <u>Estimating</u> <u>Marketing</u>	Engineering <u>Structural engineering</u> <u>Mechanical engineering</u> <u>Electrical engineering</u>	Materials and plant Accounting Legal	Administration <u>Human Resources</u> <u>Payroll</u>
---------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------	-------------------------------------------------------------------



Then complete the sentences with the words below.

departments	divided	external	has look
report	section	top	part

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.

Vocabulary booster.

Task 6. 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 |

Vocabulary booster.

Task 7. 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_____.

Writing. Speaking.

Task 8. 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 ...

Тема 2. Equipment Talking about equipment

Vocabulary booster.

Task 1. Name equipment that:

1. uses hydraulics_____
2. has tracks_____
3. uses stabilisers_____
4. lifts loads_____
5. digs trenches_____
6. drives piles into the ground_____
7. breaks things_____

Grammar focus

What does a bulldozer do ?	It moves earth.
What do bulldozers do ?	They move earth.
What is a jackhammer for ?	It's for breaking up concrete, rocks, etc.
What are jackhammers for ?	They're for breaking up concrete, rocks, etc.
What can an HP231 do ?	It can pump 30 litres per minute.
What can HP231s do ?	They can pump 30 litres per minute.
What's it used for ?	It's used for moving earth.
What's it used to do ?	It's used to lift heavy loads.
What do you use this for ?	You use it for moving earth.
What do you use this to do ?	You use this to move earth.



Grammar focus.

Task 3. Complete the descriptions of construction site equipment.

Put one word in each gap. Then check your answers.

- 1 This machine is _____ driving piles into the soil.
- 2 This machine has a bucket which is used _____ scoop soil out of the ground.
3. This machine _____ lift heavy loads high in the air.
4. You _____ this machine to move large amounts of earth.
5. This machine _____ electricity from petrol,
6. This machine _____ used for transporting concrete to high parts of a construction site.

Vocabulary booster.

Task 4. Match these types of equipment to their descriptions in 3.

- a) a crane
- b) a lift / an elevator
- c) a pile driver
- d) a generator
- e) a concrete pump / a cement pump
- f) a backhoe
- g) a bulldozer

Speaking.

Task 5. Work in small groups. Brainstorm different ways to use these items.

1. a jackhammer; 2. a bulldozer; 3. a generator; 4. a backhoe;
5. a safety triangle; 6. a cab heater; 7. a fluid reservoir; 8. a bucket;
9. an engine.

Speaking.

Task 6. Work in pairs. Discuss equipment you are familiar with or are training to use.

- A: I use a jackhammer in my job.
B: What do you use it for?
A: You use it for breaking up concrete.



Repairs

Vocabulary booster.

Task 7. Write the phrase:

1. the supervisor uses to explain that he is giving instructions.
2. the supervisor uses to describe a quick task.
3. the supervisor uses to say that he will do the work.
4. Sandra uses to explain that the welding will take no more than sixty minutes.

Vocabulary booster.

Task 8. Use the phrases in 4 to complete this conversation.

Jose: Excuse me, are you the supervisor?

Supervisor: Yes, that's right.

Jose: I'm Jose, the carpenter's apprentice. Mr Rodrigo said you had a job for me. He said (1) _____

Supervisor: Ah, yes, but not an hour. (2) _____

Jose: OK, good.

Supervisor: You see the electricians over there? Well, they've just installed a new system. They want to test it. (3) _____:

I need you to stand on the other side of the building. You'll see a grey box on the wall. When you're in position, I'll raise my hand.

They'll switch everything on and you check that the green lights come on, OK?

Jose: Yes, OK. And what about this documentation for the electricians?

Supervisor: (4) _____ Just get in position now.

Jose: OK.

Reading.

Task 9. Read the operating instructions for a piece of equipment.

Is it a) a portable generator, b) a pile driver or c) a bulldozer?

1. Make sure the unit is on level ground.
2. Open the fuel cock.
3. Open the choke to FULL.
4. Pull the starting rope slowly until you feel resistance.
5. Pull the starting rope hard and fast.
6. When the unit is running, move choke lever to RUN.



Reading.

Task 10. Read the troubleshooting (fault finding) guide for the equipment in 6. Match the problem to a possible cause and to the corrective action.

PROBLEM	POSSIBLE CAUSE	CORRECTIVE ACTION
1. engine turns, but fails to start	no coolant	clean fuel lines
2. engine does not turn	no fuel	replace pressure gauge
3. low oil pressure	flat battery	check for leaks
4. engine misfires	blocked fuel lines	fill up fuel tanks
5. engine overheats	faulty pressure gauge	replace battery

Grammar focus.

Need to/need + -ing

We use need in different ways, depending on where we want to put the emphasis.	We need to sort out the trailer. The trailer needs sorting out.
--------------------------------------------------------------------------------	--------------------------------------------------------------------

Writing, Speaking.

Task 11. Choose one of the repairs that need doing to the lorry and explain to a partner how to do it.

The broken hinge needs replacing, so first you need to ...

ЗМІСТОВИЙ МОДУЛЬ II.
Тема 3. Building materials
Ordering building materials

Reading.

Task 1. Read the four texts. Decide the order they were written in.

Text 1

Delivery note	Consignor's copy
Supplier: <i>Torano Ltd, Plumbing Supplies, PasAIKhorIndustrial Area</i>	Date: <i>17 May</i> Reference: <i>HU 23/67</i>
Customer address: <i>AUadaf Avenue456</i> Customer Identification Number: <i>26751</i>	Customer Identification Number: <i>26751</i>



Delivery address: <i>Jumeirah Street 23A</i>	
Transport: <i>Truck</i> Shipping Agent: <i>Shonker</i>	
Order number: <i>3723</i> Description: <i>Pipes HT-670</i> Delivered by: Name (BLOCK CAPS): <i>AUHAMAD</i> Received:	Total weight: <i>34 kg</i> Value: <i>239.07 AED</i> Quantity: <i>4 m</i>
I certify the above items were received in good order and condition.	Date: <i>7 7/5</i> Time: <i>72:25</i>
Name (BLOCK CAPS): <i>GHAD</i>	Signature: <i>QLJ.</i> «

Text 2

Dear Ms Sarkis,
Thank you for your request for a price quote. Unfortunately the pipes you requested are not in stock at the moment. However we can offer you other similar pipes for the same price. A copy of the specifications is attached.
Please let us know your decision.
Alfredo Torano

Text 3

Pls ask Torano 2
send quote for 4 m pipe HT-675
Delivery Jumeraih Str site
17 May thx

Text 4

Torano
Request for price quote
Plumbing Supplies Item: pipes HT-675
Quantity: 4 m
Delivery address: Jumeir
Customer Identification Number: 2675L
Send Print copy Exit FAQs Contact us



Vocabulary booster.

Task 2. Match the terms in 1-7 with their meanings a-g. Use the texts in 1 to help you.

- | | |
|------------------|---------------------------------------------------------------------------|
| 1. BLOCK CAPS | a) a document from the seller to the buyer, giving details of a delivery. |
| 2. price quote | b) ask for. |
| 3. in stock | c) information about how much the goods cost. |
| 4. FAQs | d) a person's name, written in his/her own handwriting. |
| 5. signature | e) CAPITAL LETTERS. |
| 6. delivery note | f) Frequently Asked Questions. |
| 7. request | g) The seller has the items in his store. |

Vocabulary booster.

Task 3. Find words in the texts in 1 that are similar in meaning to these words.

1. goods _____
2. number _____
3. value _____
4. seller _____
5. lorry _____
6. client _____
7. details _____

Grammar focus

The passive

<p>In an active sentence, the subject is the 'doer' who performs the action of the verb. In a passive sentence, the object of the active verb becomes the subject.</p>	<p><i>Ms Sarkis ordered the goods, (active)</i> <i>The goods were ordered by Ms Sarkis. (passive)</i></p>
<p>We use the passive when the 'doer' is unknown or unimportant, or when the 'doer' is obvious. We form the passive with an appropriate form of <i>be</i> + past participle.</p>	<p><i>This equipment is made in Germany.</i> <i>The packages were sent last week.</i></p>



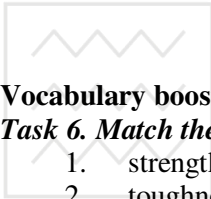
Grammar focus.

Task 4. Complete these sentences with information from the texts in 1.

1. The name of the seller is _____
2. The goods were ordered by _____
3. The goods cost. _____
4. The goods were delivered to _____ (address).
5. The goods were delivered by _____ (name).
6. The goods were signed for by _____
7. The goods were delivered at _____ (time).

Speaking.

Task 5. Work in pairs. Think of a construction site you know. How are building materials ordered? What paperwork is required? Give examples.



Properties of building materials

Vocabulary booster.

Task 6. Match the nouns 1-6 with the correct adjectives a-f.

- | | |
|----------------|------------|
| 1. strength | a) elastic |
| 2. toughness | b) strong |
| 3. hardness | c) brittle |
| 4. elasticity | d) porous |
| 5. brittleness | e) hard |
| 6. porosity | f) tough |

Vocabulary booster.

Task 7. Complete these sentences by choosing the correct words in italics.

1. Asphalt is used in road construction because it is *strength / strong*.

2 *Hardness / Hard* asphalt is often very *brittleness / brittle*.

3 *Porosity / Porous* asphalt improves safety by removing water from the surface of the road.

4 *Toughness / Tough* is a measure of the energy you need to break something.

5 It is important that roads have enough *elasticity / elastic* to return to their original shape after loading.



Grammar focus

Comparatives

We use adjectives to describe nouns.	<i>a loose / firm surface</i> <i>an original shape</i> <i>a strong material</i>
We make comparisons by changing the adjective.	Short adjectives: <i>hard – harder,</i> <i>strong – stronger</i> Adjectives ending in -y: <i>heavy – heavier,</i> <i>easy – easier</i> Long adjectives: <i>brittle – more / less brittle,</i> <i>porous – more / less porous</i>

Vocabulary booster.

Task 8. Complete these sentences with materials of your choice.

1. A rubber band is more elastic than _____
2. A ceramic tile is more brittle than _____
3. A piece of steel is harder than _____
4. Soil is more porous than _____
5. A slab of concrete is stronger than _____
6. A piece of Kevlar is tougher than _____

Writing. Speaking.

Task 9. Scaffolding can be constructed using different materials, such as metal pipes or bamboo. With a partner, list the properties of these two materials and discuss the advantages and disadvantages of each.

Тема 4. Building processes

Setting out

Speaking.

Task 1. Work in small groups and answer the questions.

1. What is a straight line? Try to agree on a clear definition.
2. What is the easiest way of setting out a straight line on a construction site?



Vocabulary booster.

Task 2. A process is a series of actions that are done in order to achieve a particular result. Explain the difference between process and project.

Task 3. Match the words in bold in 1–5 with the words or phrases in a–e.

- | | |
|-------------------------------------------------------|------------------------------|
| 1. This is a routine job – we do it every day. | a) outcome |
| 2. What's the procedure for setting out? | b) steps |
| 3. There are three stages in the process. | c) normal |
| 4. The result is a straight line. | d) standard way of operating |
| 5. It's important to be systematic . | e) organised |

Grammar focus.

Sequencing

It is important that the listener knows when you finish talking about one step in a process, and start the next one. To do this we use sequence markers.	First,... Second,... Third,... First of all,... (Note that we do not say Second of all...) Next After that,... /After + -ing ... Then Finally,...
These phrases are also useful for sequencing events:	That's all I want to say about... Moving on to the next step ... Before that,... /Before + -ing ...

Task 4. Complete this text with the words in the box.

The procedure is simple. There and the (3) is always the
We do this every day: it's (1) are only seven (2) same. (4) , you smile at the guard and say 'Good morning'. Second, the guard smiles back and says 'Good morning'. (5) the guard asks you for your ID. After showing him your ID, the guard smiles and says 'Thank you'. Then you also smile and say Thank you'. (6) .



Writing. Speaking.

Task 4. Work in pairs to explain other processes you know about. Choose one and draw a flowchart. Then explain the process to another pair.

Recruiting processes

Speaking.

Task 5. How do organisations recruit new employees? Give some examples.

Vocabulary booster.

Task 6. Change these verbs to nouns. Then complete the exchanges with the nouns.

advertise	inform	organise
produce	update	prepare

Conversation 1

A: Here are the (1)

B: Thank you. I'm sorry it's a bit of a rush. There's never enough time for (2)

Conversation 2

A: What can you tell me about the (1) ?

B: Well, they only have one (2) . They make the project management software we use.

Conversation 3

A: We need to put an (1)

B: No problem. I've already written the new job description, and included all the (2)

Grammar focus.

Present continuous to talk about the future

We can use the present continuous to talk about fixed arrangements in the future.

I'm seeing the client tomorrow.

We're meeting next Monday at three o'clock.

When **is she planning** to leave?

Is she coming back after she has the baby?

Are you working next week?

I'm not travelling next month.



Task 7. Match questions 1–5 with the correct responses a–e.

- | | |
|-----------------------------------------|-------------------------------------------------------------------|
| 1. What are you doing tomorrow? | a) Nobody. I'm going on my own. |
| 2. Aren't you going on leave next week? | b) No, I'm not. Not any more. It was cancelled. |
| 3. When are you visiting the site? | c) I'm going on my motorbike. |
| 4. How are you getting there? | d) Later this afternoon. |
| 5. Who are you going with? | e) I'm travelling to Cairo. I'm having a meeting with a supplier. |

Writing.

Task 8. You work for a building contractor. Read and action the email from your boss.

As you know, we have recently recruited a new member of staff for the office. Like you, he is a *(write your own job title here)*. Although he is very experienced in the construction industry, he only speaks English. As you are one of the best English speakers in the company, I would like you to look after the induction process, which should take no more than three days. Please draw up a programme showing the key topics you think we should cover and send it to me by the end of the day. Include a list of the people you think he should meet.

Speaking.

Task 9. Work in pairs. Explain the process you followed to get to your present position.

I / found out about this course/job from a friend. First, I wrote a letter of application. Then I...

Task 10. Work in pairs or small groups. Explain one of these processes. Give examples from your own experience.

applying for a training course applying for leave
claiming expenses getting a part-time job induction



ЗМІСТОВИЙ МОДУЛЬ III.

Тема 5. Documentation

Document Control

Speaking.

Task 1. Work in pairs. Brainstorm types of document used in the construction industry.

Reading.

Task 2. Look at these three documents and decide what types of document they are. Choose from the names in the box.

a change order procedure	a contract	an engineering drawing
a job site memo	a report	an RFI log



A. To : All subcontractors

From: Roberto Camilleri

Memo 289 Traffic Control

Please note that with immediate effect a 11 works traffic is to use Gate B to exit the site . This is to comply with local police requirements.

Roberto Camilleri

Project Manager

B. Request for information

Project: KL Building M (Foundations)

Project Manager: Roberto Camilleri

Number Subject Status Date record Date completed

C. Emergency change orders require immediate action to avoid a serious work stoppage, delay and/or extra costs.

Verbal approval may be given by the Project Manager, and is to be followed up in writing within one week (Form 34B). The approval is to include details of the emergency situation and, if possible, an estimate of the costs involved.



Vocabulary booster.

Task 3. Complete this document control procedure with the words in the box.

amended	archived	books out	figures	log
number	scan	track	version	

When a document comes in, we first make a handwritten note in the (1)..... . If necessary, we give it a serial (2)..... . We then (3)..... it in, so that we have a permanent electronic record. As you can see, the serial number ends with a slash and then another number, always three (4)..... . So, 001 is the first (5)..... of the document. If the document is (6)..... or updated in any way, it receives a new version number and so on. We also use the log to (7)..... the movement of the document. If someone (8)..... the document, the date and time are recorded here and when it comes back in, the date and time are recorded again. At the end of the project, the document is either destroyed or (9)..... , depending on its importance.

Grammar focus.

Have to

We use have to to show that we are required to do something.

We **have to** keep certain documents for three years.

We **will have to** move to a fully computerised system.

This **has to** be sent to all the subcontractors.

The client had some new ideas, so we **had to** amend the floor plan.



Task 4. Match 1–7 with a–g to make sentences.

1. We have to send the amendments a) enter.
2. You have to press b) has a serial number.
3. We have to log and c) first thing tomorrow.
4. We have to make sure that each document d) out of the document centre.
5. I have to book every document in and e) track every document.
6. Key documents have to be f) written in capital letters.
7. The name has to be g) locked in the safe at night.

Speaking.

Task 4. Work in pairs. Design a simple log sheet for tracking documents. Explain how to use it. You have to put the date in this column. Compare your log sheet with others in the class.

Amendments

Reading.

Task 1. Look at these extracts and decide what type of document they are from.

A. GENERAL NOTES

All dimensions in mm.

All load bearing walls to be minimum 200 mm thick.

Concrete mix ratios as follows:

(i) structural concrete 1:116:3

(cement: sand: aggregate)

(ii) blinding concrete 1:3:5

(cement: sand: aggregate)

Concrete covers as follows:

(i) substructures 50 mm

(ii) columns 40 mm

(iii) beams 35 mm

All structural steel to be painted with two coats of primer (one after



fabrication and one after erection).

All plates to be mild steel to GS
5950;

. SCHEDULE OF DRAWINGS

Drawing no.	Description	Sheet no.
-------------	-------------	-----------

C. PLUMBING LEGEND

Symbol Description

Vocabulary booster.

Task 2. Circle the word on the right with the correct meaning of the word on the left in the context of the extracts in 1.

1. schedule	a project time plan / a list / to arrange (a meeting)
2. legend	a story / a table of symbols / a famous person
3. sheet	a piece of plastic used to cover things / a flat piece of metal / a large piece of paper

Grammar focus.

Punctuation.

•	full stop/period (but note that for numbers we say 'point 3' for .3)
/	slash/forward slash
,	comma
:	colon (but note that when we say ratios, we say '1 to 3', not '1 colon 3')
;	semi-colon
-	dash
()	brackets
“ ”	inverted comma
i, ii, iii	Roman numerals
H	capital H
Note how we say:	
(ix)	'Roman numerals 9, in brackets', or 'Open brackets, Roman numerals 9, close brackets.'
'KZ'	'Capital K, capital Z, in inverted commas', or 'Open inverted commas, capital K capital Z, close inverted commas.'



Speaking.

Task 3. Work in pairs. Student A: Use the information below. Dictate this list to your partner student B.

1. Drg No. CD/356/001
2. (iv) concrete mix ratios 1:3:6
3. M-2 Unit 'A' and 'B' A/C plans
4. ISO/IEC 27001:2005
5. For .5/.25 ink system, 7 and 10 mm diameters apply

Task 4. Test your partner. Draw some symbols used in construction drawings. Ask your partner what they mean. Then write a legend for any new symbols you find useful.

Тема 6. Health and safety Health and safety guidelines

Speaking.

Task 1. Work in pairs. Brainstorm types of health and safety guidelines used in the construction industry.

Vocabulary booster.

Task 2. Choose the correct verb to complete the advice.

1. Follow / Take / Name the instructions.
2. Take / Give / Receive proper precautions.
3. Don't fall / Don't cut / Don't rig corners.
4. Take / Break / Remember your time.
5. Take / Use / Keep the equipment.
6. Keep / Handle / Wear your hard hat.
7. Use / Follow / Keep the recommendations.

Grammar focus.

Reporting instructions and advice

There are different ways to report instructions and advice. One way is to say exactly the same thing.	He <i>said</i> , 'Keep your eyes open.'
Another way is to use <i>told</i>. (Note that <i>told</i> needs an object.)	He <i>told us</i> to keep our eyes open.



Note that like say and tell, some verbs need an object and some do not.

He *warned us* not to ...
He *instructed us* to ...
He *suggested that* we ...

Task 3. Complete these conversations with .say, said, tell or told.

- A: Put the cone over there.
B: What did he _____ ?
C: He _____ 'Put the cone over there.'
B: Next to the other cone?
C: Yes, that's right.
- A: Put out the road works sign.
B: What did he _____ me to do?
C: He _____ you to put out the road works sign.
B: Where do I get a road works sign from?
C: I don't know. Go and ask him. He _____ us to ask him if we had any questions.
- A: Pick up the debris and put it in the skip.
B: What did she _____ ?
C: She _____ 'Pick up the debris and put it in the skip.'
B: Why?
C: I don't know. Just do as you're _____ .
- A: Get Tony to check the rigging.
B: What did he _____ ?
C: He _____ us to get Tony to check the rigging.
B: Sorry. What did you _____ ?
C: I _____ that he _____ us to get Tony to check the rigging.
B: OK, OK, no need to shout!

Speaking.

Task 4. Work in pairs. Student A: You're an apprentice painter. Read the advice from your supervisor about using electrical equipment. Report it to your partner.

Student B: Follow the instructions.

Keep wet hands away from electrical equipment and light switches.

Don't *disconnect* anything by pulling on the cable. Pull out the plug.



Unplug equipment when it isn't in use.
Don't cover switches with wallpaper paste.
He told us to keep wet hands away from ...

Speaking. Writing.

Task 5. Write some advice for a piece of equipment that you are familiar with. Then share the advice with others in the class.

Incidents

Speaking.

Task 6. Many people get injured on construction sites every year. With a partner, brainstorm some common injuries.

Vocabulary booster.

Task 7. Complete these conversations with the words in the box. There are three odd words.

back	ear	finger	foot
hands	knee	wrist	

1. A: A friend of mine had white _____ syndrome from using vibrating power tools. He lost all feeling in his.

B: Sounds painful.

2. A: I had an accident last year. I tripped over a cable and fell. I put out my arm to stop myself and broke my _____.

B: Ouch. I bet that hurt.

3. A: I saw an accident this morning. One of the labourers dropped a load of bricks on his _____. He was only wearing sandals, not safety boots, which didn't help.

B: What? I'll speak to the manager. Everyone needs boots.

4. A: _____ injuries are very common. People lift things which are too heavy.

B: Straight back, bend the knees. That's what I always say.

Vocabulary booster.

Task 8. Read the conversations in task 7 again. Underline the PPE (Personal Protective Equipment) items.



Grammar focus.

Pas Simple and Past Continuous

We use the past <i>simple</i> to report what happened.	<i>I tripped</i> over a cable.
We use the <i>past continuous</i> to describe an action in progress.	He <i>wasn't wearing</i> his vest
Past simple and past continuous	I <i>was talking</i> to the site manager when the fire <i>started</i>

Task 8. Complete these sentences with the correct past form of the verbs in brackets.

1. We were thinking about going home when the cement _____ (arrive)
2. We _____ the column when the telephone rang. (pour)
3. I was having a cup of tea when _____ that the winch was on fire. (notice)
4. She _____ the newspaper when the client came through the gate. (read)
5. He _____ the scaffolding when it suddenly _____. (climb; collapse)

Speaking.

Task 9. Work in pairs. Take turns to ask about an injury and explain how it happened.

A: How did you break your arm?

B: I was walking along the road when I tripped over some debris.

A: Debris? What debris?

B: The skip was overflowing. There was debris everywhere.

Review

Speaking tasks

Equipment

Speaking. Use all the words in the box. Make up your own explanation as to what happened to the pipe.

road	tyre marks	unprotected
broken leaking pipe		



Building materials

Speaking.

After completion, the track was surrounded by artificial grass. What problem does that solve? Choose from this list. Which materials solve these r two problems?

1. It speeds up construction time.
2. It stops sand blowing onto the track.
3. It helps to keep the buildings cool inside.

Building processes

Speaking.

Think of a process at work that you are familiar with . Talk with your partner explaining the key stages.

Documentation

Speaking.

Work in pairs. Imagine you are document controllers. Decide which documents are the most important to control. Explain how you would log and track them.

Health and safety

Speaking.

You're a labourer. Read the advice from your supervisor about working with or near heavy earth-moving equipment. Report it to your partner.

- Don't give hand signals unless you're trained.
- Make sure t he driver can see you. Don't stand behind t he vehicle.
- Keep away from cables and moving parts.
- Don't touch any controls or switches.

He told us not to give hand signals unless ...



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