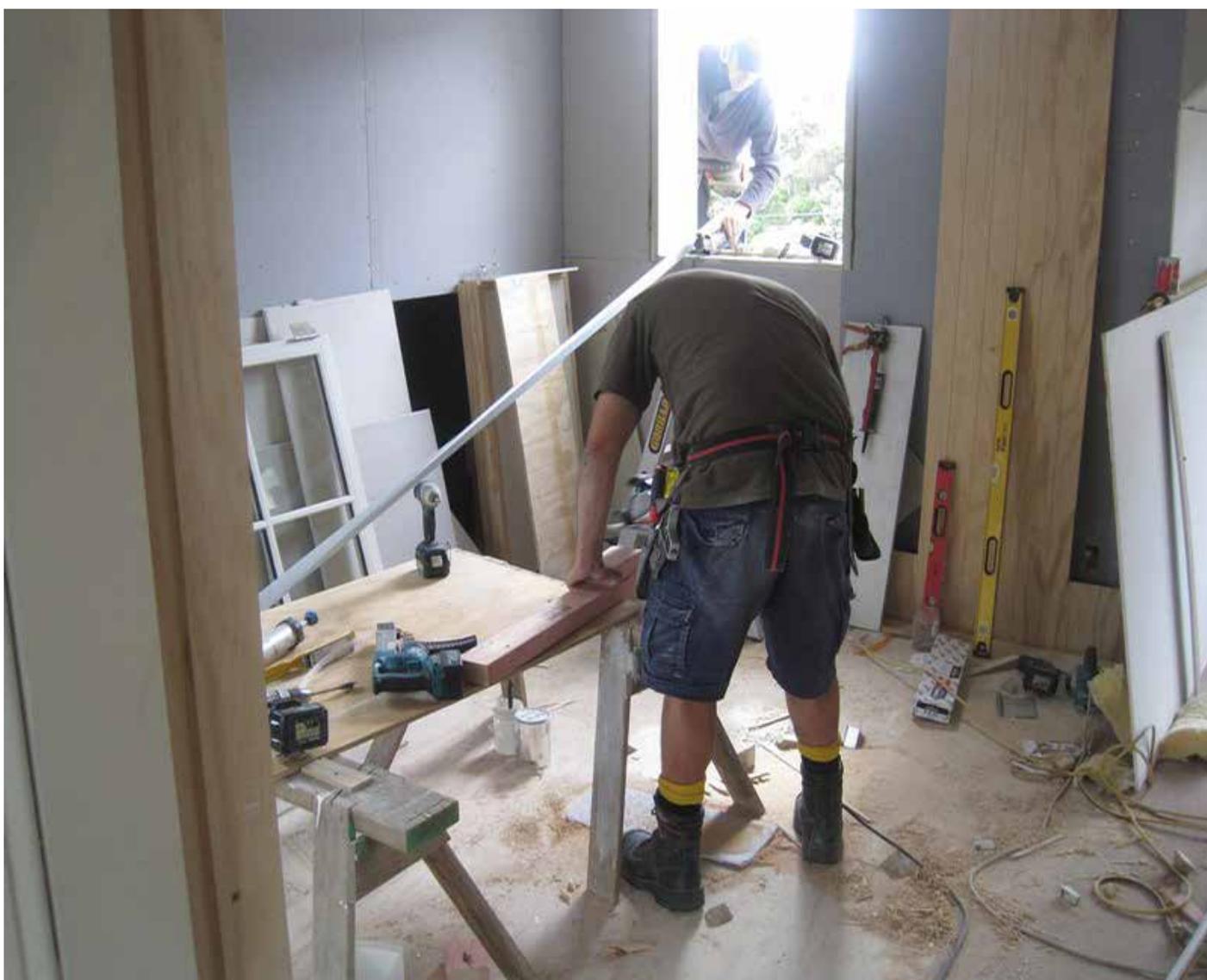


Working on a Building Site: An ESOL Resource



Resource developed by Nicky Riddiford from authentic data collected by the Language in the Workplace Project, School of Linguistics and Applied Language Studies, Victoria University of Wellington.

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About this resource

Who this resource is for

This resource is an English language listening resource designed for learners at a beginner/elementary level in reading, writing, listening and speaking who come from non-English speaking backgrounds and who plan to work in the construction industry.

It is designed for use in workplace focused ESOL classes or communication training courses in English speaking countries, especially, but not exclusive to, Australia and New Zealand. The book could also be used in one-to-one tutoring contexts.

How this resource is organised

The resource has been developed from recordings of ordinary everyday interactions between builders as they go about their work on a building site. The recorded interactions were collected, transcribed and analysed by the Language in the Workplace researchers from the School of Linguistics and Applied Language Studies at Victoria University of Wellington.

Each of the units in the resource addresses a speech function or set of related speech functions that are common in the construction industry. The first units focus on understanding directives on a building site.

Each unit is based on a rerecording of an authentic interaction on a building site. The units follow a top-down approach where learners are prompted to focus on the general meaning of the interaction before any intensive focus on the specific language features. The units provide opportunities for learners to listen to the interaction many times, to focus on and notice specific language features of the interaction and then to practise these features. Each unit is divided into the following parts:

1. Pre-listening activities where learners are encouraged to draw on their existing knowledge of the construction industry.
 - a. Setting the scene: Questions to introduce the first unit are: Look at the picture: Who works on a building site? What do they do? What do they use? What is your experience of working on a building site? Pictures and objects to supplement what is provided in the unit would be useful.
 - b. Prediction: In this section, learners are asked to predict what might be happening from the title and context of the unit. The teacher could then elicit possible content words, for example, the vocabulary for the predicted equipment and predicted actions.
 - c. Pre-teaching of content words: Teachers could use objects, pictures, actions wherever possible to supplement the pictures provided in the unit.

2. Listening activities. In this section learners are introduced to the listening activity using the top-down approach. Learners are encouraged to discuss their answers together, perhaps in small groups or pairs.

Each unit includes these features:

- a. Listening for the main ideas/gist while looking at the strip story. What is happening? The recording could be played many times.
 - b. Listening to notice specific details: vocabulary.
 - c. Listening and looking at the text.
 - d. Listening for further details, for example, prepositions, actions.
 - e. Listening for the language used in the directives.
 - f. Listening for strategies for checking and clarifying directives.
 - g. Opportunities to practise clarifying and checking.
3. Post-listening activities.
 - a. Activities to retell and role-play the interaction.
 - b. Suggestions for more open-ended role-plays.
 - c. Vocabulary revision with an audio recording
 4. Audio recordings.

Rerecordings of the authentic conversations that form the basis of each unit are available for downloading from the website. The audio files for most units include:

 - a. The complete conversation with the participants speaking at a normal native speaker speed.
 - b. The complete conversation with the participants speaking more slowly.
 - c. Short clips of the conversation (normal speed and slower versions) for intensive listening to specific phrases and interactions.
 - d. A word/picture matching exercise.
 - e. The key vocabulary in the unit.

Understanding and following instructions on a building site



Talk to your partner

Who works on a building site?

What do they do?

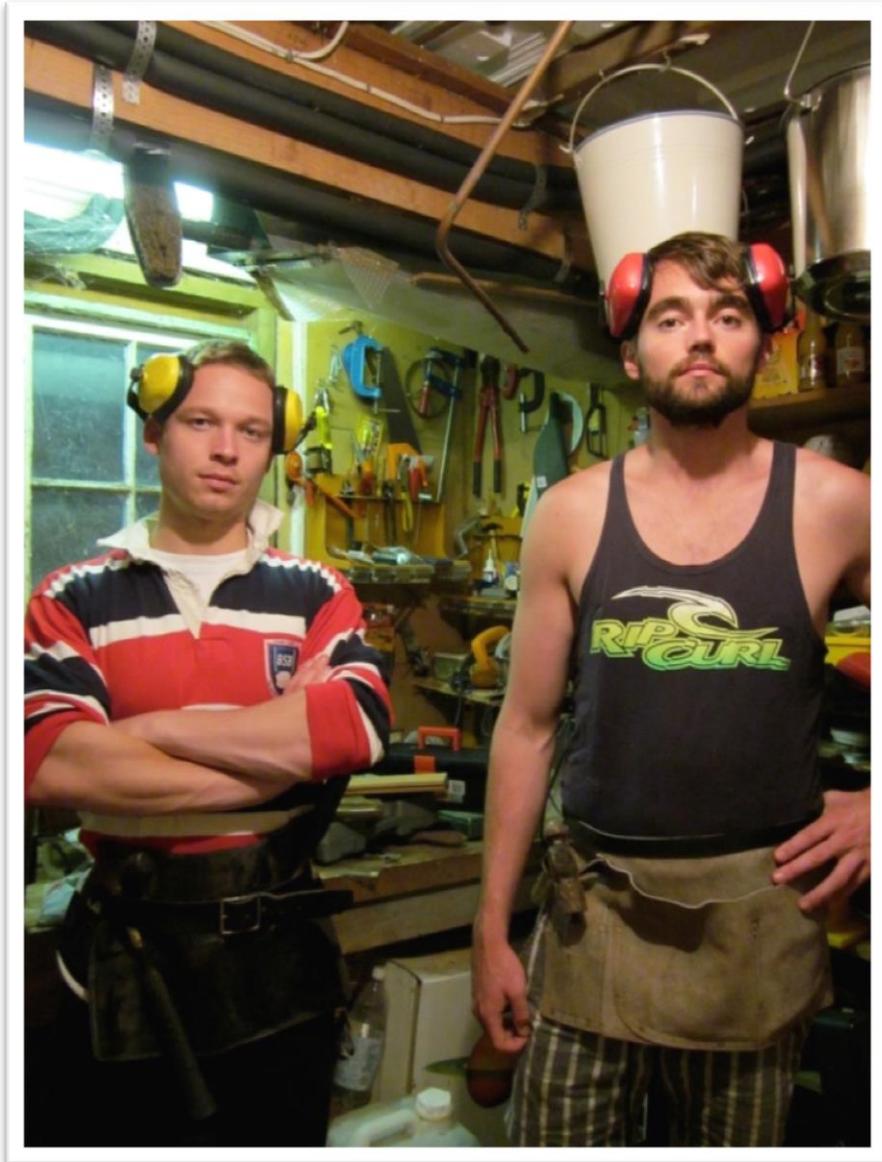
What do they use?

What do they say?

Unit 2. Moving the gib board



Look at the picture. Tell your partner what you can see.



Rick

Max

Max and Rick are going to put some timber and sheets of gib board on the floor. First they have to sweep the floor.

1. Vocabulary

- a. Here are pictures of some of the words you will hear. [Listen](#) to your teacher and repeat the words.



a broom



a sheet of gib board



some blocks



some timber



the pink stuff (pink, fire resistant gib board)



a stack of gib board



some timber on the ground

b. Listen and number the pictures in the order you hear. The first one is done for you:



Audio clip 1



—

—

—

1



—

—

—

Did you hear?

1. a sheet of gib board
2. a broom
3. the pink stuff
4. a stack of gib board
5. some timber
6. some blocks
7. some timber on the ground

2. **Listening** to the conversation between Max and Rick



Audio clip 2N or 2S

a. **Listen** to the first part of the conversation and look at the pictures.

Find out:

Who is talking?

What is happening?

What are their names?

What are they doing?

What does Rick have to do?





... back that way ...



... and then chuck these blocks, chuck the blocks down just where the timber's going.



Shall I chuck them just over there?



Ah no, over here man





b. **Listen** to the *whole* conversation. Tell your partner what happened in the ***second*** part of the conversation.



Audio clip 3N or 3S

3. **Listen** to the *whole* conversation again.

Tick the pictures for the words you hear. The first one is done for you.



v

Did you hear: *broom, blocks, timber, gib, pink stuff, stack?*

4. Look at the text

1	Max	Just leave that now ... Rick and come and give me a hand.
2	Rick	Ok
3		<i>Rick goes to help Max</i>
4	Max	Do you want to bring the broom?
5	Rick	Eh?
6	Max	Bring the broom ... and ... sweep from here back that way ... and
7		then chuck these blocks, chuck the blocks down just where the
8		timber's going.
9	Rick	Shall I chuck them just over there?
10	Max	Ah no, over here man.
11	Rick	Are we laying the gib on the ground?
12	Max	Nah, we'll put blocks down first. But may as well clean it now.
		<i>A few minutes later</i>
13	Rick	Is this where the gib can go?
14	Max	Yep gib's going to go in there.
15		Just getting the pink stuff first.
16		Grab the end of that stack, Rick, ... if you can, uh, go, um, go for four.
17	Rick	Four?
18	Max	Yep ... grab all of them. ... might want to get another hand over it,
19		bro, like this
20	Rick	Eh?
21	Max	So it doesn't fall on you.
22	Rick	Ok.
23	Max	Sweet, keep going.

5. What does Rick have to do?

- a. **Look** at the text. **Underline what Rick has to do.** Look at the pictures to help you. Check with your partner.

Did you find:

<i>Give a hand</i>	<i>Grab the end of that stack</i>
<i>Bring the broom</i>	<i>Go for four</i>
<i>Sweep from here back that way</i>	<i>Grab all of them</i>
<i>Chuck the blocks down</i>	<i>Get another hand over it</i>
<i>Clean it now</i>	<i>Keep going</i>

- b. What do these words mean: *give me a hand, chuck, grab, stack, pink stuff*
c. What other words have the same meaning?
d. Look at line 18 in the text. What does **bro** mean?
e. What other names does Max use for Rick?
f. Why does Max tell Rick to *get another hand over it*?
g. Repeat the instructions to your partner. Do the actions.

6. **Listen** to the first part of the conversation again



Audio clip 2N or 2S

Listen and underline **where** Rick has to sweep.

Listen and underline **where** Rick has to put the blocks.

Tell your partner. Did you hear: *here, back that way, over here?*

7. **Listen** again to the first part of the conversation: What does Rick have to do first?



Audio clip 2N or 2S

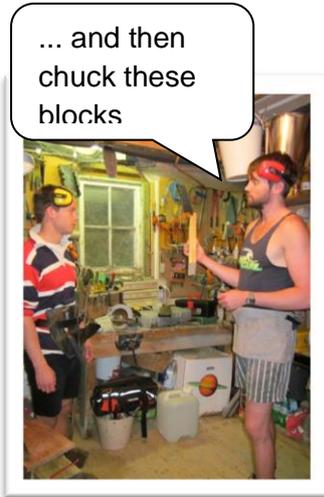
- a. First Rick has to
- b. Tell your partner what Rick has to do next.

Next Rick has to

8. **Listen** to the first part of the conversation and number the pictures in the correct order. The first one is done for you. Check with your partner.



Audio clip 2N or 2S



1



9. Max's instructions



Audio clip 4Na or 4Sa

What does Max say when he wanted Rick to help him?

Listen to Max speaking.



- Did you hear: *give me a hand*?
- Listen again and look at the text. Underline **all** Max's instructions.
- Which instruction sounds like a question?
- Repeat Max's instructions to your partner

Did you find?

- Just leave that now ... Rick, and give me a hand.*
- Do you want to bring the broom.*
- Bring the broom — and — sweep from here back that way.*
- But may as well clean it now.*
- Chuck the blocks down just where the timber's going.*
- Grab the end of that, Rick.*
- Go for four*
- Grab all of them*
- Might want to get another hand over it, bro, like this.*
- Sweet. Keep going.*

Listen and check.



Audio clips 4Na/ 4Sa – 4Nj/4Sj

10. **Complete** the sentences using words from the box below:

hammer	broom	nail	screws	staples
box	blocks	gib	hand	

Do you want to bring the
Chuck the in the truck.
Might want to get some
Bring the here Bro.
Grab a Rick.
Come and give me a
Just stop that and help me move this
May as well move the now.
Might want to put the nails in that
Just grab another box of

b. What other ways could Max tell Rick to do something?

c. **Listen** to the teacher giving instructions using the range of phrases above. **Do** what the teacher says.

11. **Checking and clarifying instructions.**

a. **Listen** again: What does Rick say to check the instructions?



Audio clip 3N or 3S





b. **Did you hear:**

- a. *Shall I chuck them just over there?*
- b. *Are we laying the gib on the ground?*
- c. *Is this where the gib can go?*
- d. *Four?*

Listen and check:  **Audio clips 5Na/5Sa – 5Nc/5Sc**

- c. **Underline** the words in the text.
- d. Did you hear any others?
- e. What else could Rick say to show he had understood the instructions?
 - I. Repeat the key words, for example:
 - i. *Ok. Sweep back that way?*

- II. Repeat the meaning: "So you want me to start sweeping now?"
- f. What could Rick say if he didn't understand the instructions?
- g. Listen again: What does Max say to show Rick is doing well?

 Audio clip 4Nj or 4Sj

- k. Look at the pictures and tell your partner what Rick *could* say to check the instructions.





12. Practise checking and clarifying instructions

- (a) Tell your partner to do something using *chuck, come, give me a hand, bring, sweep, lay, put, clean, grab, fall, watch*.
- (b) Your partner will check the instructions with you by
 - (i) repeating the key words
 - (ii) summarising the instructions
 - (iii) asking you to repeat the instructions.

13. Look at the pictures and retell the story. Do the actions.







14. Practise with your partner

Role A (Max): Ask Rick to help move the stack of timber from outside to inside the house. Use these words: *come, give me a hand, chuck, put, that way, down, there, over here.*

Role B (Rick): Ask Max to repeat the instructions. Then check by repeating the key words.

15. Key Vocabulary



Audio clip 6

broom blocks timber gib ground pink stuff end stack four hand	leave come give me a hand bring sweep chuck put clean go grab fall keep going	here back that way down over there there over	first now then	man bro
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Audio clips for this unit:

1. Word/picture matching exercise
2. The conversation between Max and Rick: Part 1 (illustrated in the strip story)
3. Whole conversation
4. Max's instructions
 - a. *Just leave that now Rick, and give me a hand.*
 - b. *Do you want to bring the broom.*
 - c. *Bring the broom, and sweep from here back that way.*
 - d. *But may as well clean it now.*
 - e. *Chuck the blocks down just where the timber's going.*
 - f. *Grab the end of that stack, Rick.*
 - g. *Go for four*
 - h. *Grab all of them*
 - i. *Might want to get another hand over it, bro, like this.*
 - j. *Sweet. Keep going.*
5. Rick checking the instructions
 - a. *Shall I chuck them just over there?*
 - b. *Are we laying the gib on the ground?*
 - c. *Is this where the gib can go?*
6. Key vocabulary in this unit