

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.

Resource available at www.victoria.ac.nz/lwp

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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.

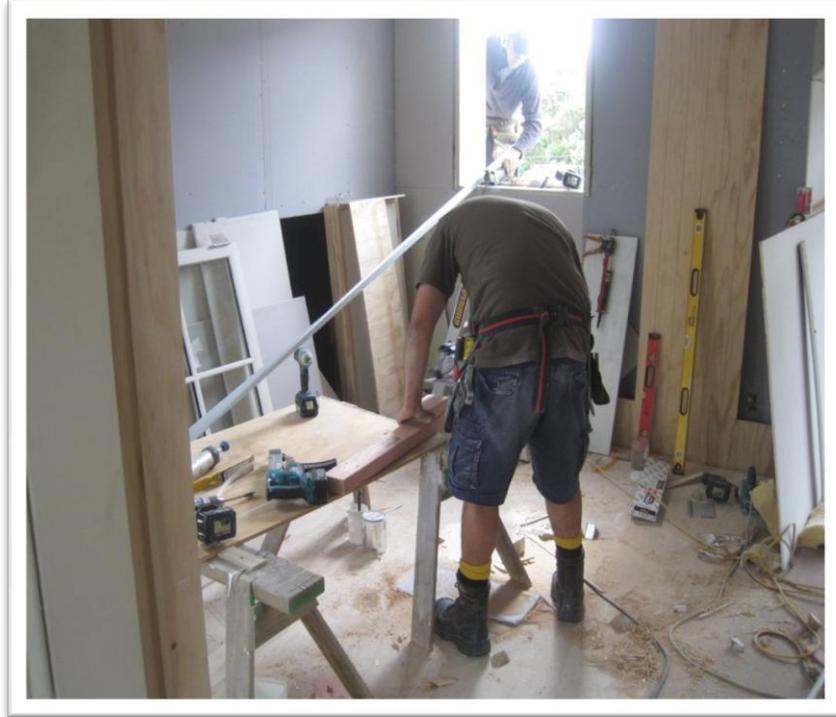
Each unit includes these features:

- 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.

Re-recordings 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. A word/picture matching exercise.
 - b. The whole conversation with the participants speaking at a normal native speaker speed (labelled N).
 - c. The whole conversation with the participants speaking more slowly (labelled S).
 - d. Short clips of the conversation (slower version) for intensive listening to specific phrases and interactions.
 - 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?

Understanding and following instructions on a building site

Unit 4: Finding the nails

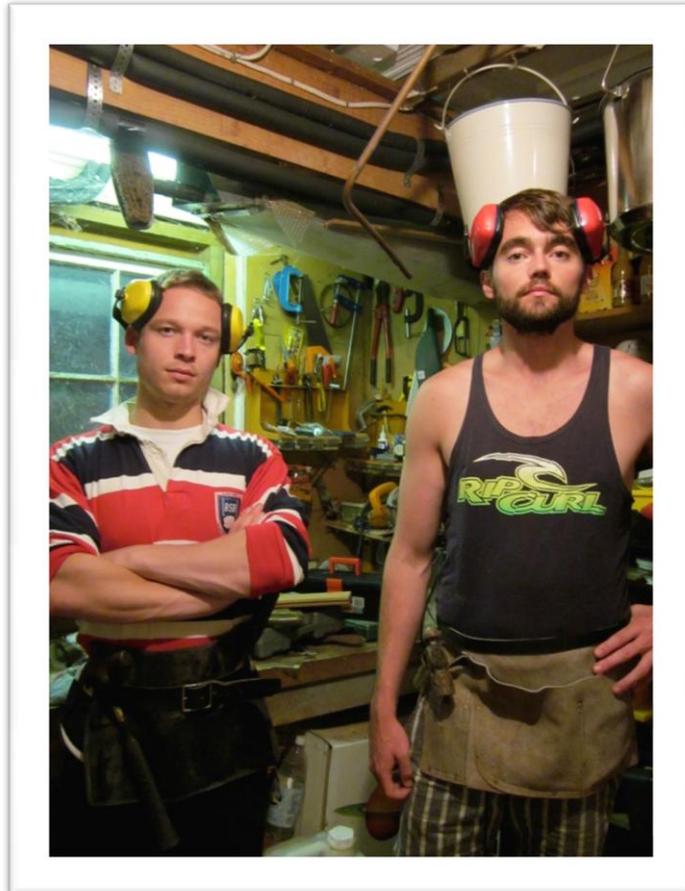


Look at the picture. Tell your partner what you can see.

What are the builders wearing?

What tools are they using?

What are they saying?



Rick

Max

Max needs some nails and screws. He asks Rick to find them.

1. Vocabulary

a. Here are pictures of some of the words you will hear.

Listen to your teacher and repeat the words.



some nails



a few flooring nails



a black bin



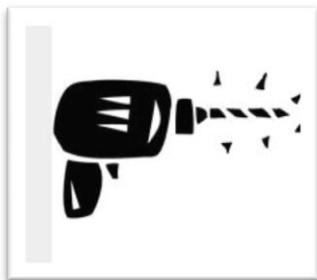
a box of screws



a builder's pocket



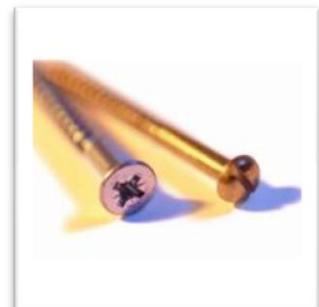
a shed



a black cordless drill



a dumpy



a couple of screws

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



Audio clip 1



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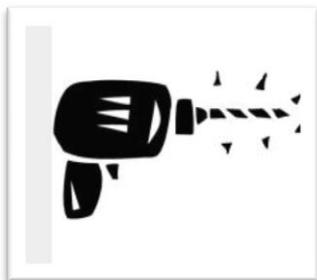
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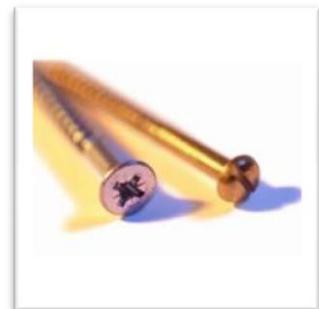
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Did you hear?

1. A builder's pocket
2. A black cordless drill
3. A box of screws
4. A few flooring nails
5. A couple of screws
6. A dumpy
7. A black bin
8. A shed
9. Some nails

2. Listen to the conversation between Max and Rick:



Audio clip 2N and 2S

- a. Listen to 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?

Finding the Nails





A few minutes later



Um, now...
cordless drill.
Can you just go
find that black
cordless drill?

That's inside
there
somewhere,
please mate.



Yep



Might grab
the dumpy
back as well.

Quite handy to
have the dumpy
back, eh? If they
don't need it.



Sweet



3. Listen to the conversation again.



Audio clip 2N or 2S

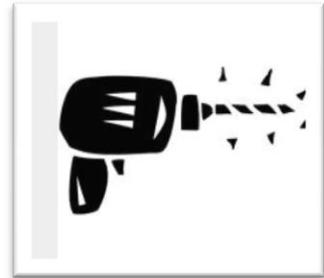
Tick the pictures in the order you hear them. The first one is done for you.



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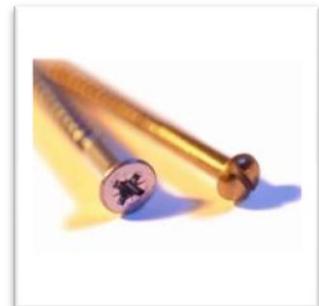
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Did you hear:

1. Nails
2. A few flooring nails
3. The shed
4. Black bin
5. A box of screws
6. A couple of screws
7. Pocket
8. Cordless drill
9. Dumpy

4. Look at the text

1	Rick	What nails do we need for this?
2	Max	Er, we want those flooring ones.
3		Oh, the um ... they're ... they're 65 galves.
4		They could be ... they could be in there now actually.
5		Oh yeah, go find some more of those ones.
6		We'll probably need a few of them.
7		I think they're in the shed or yeah, nah, they'll be in the shed back there.
8		A couple of those ones.
9	Rick	Which ones?
10	Max	Those ones there.
11		Um just, just pop them down in that um black bin there and we'll use them
12		if we need them.
<i>A few minutes later</i>		
13	Max	Um ... can you just go find a box of screws? Uh there's one there.
14		You just grab a couple of those screws and stick them in your pocket.
15		Um, now ... cordless drill ... can you just go find that black cordless drill?
16		That's inside there somewhere, please mate.
17	Rick	Yep.
18	Max	Might grab the dumpy back as well.
19		Quite handy to have the dumpy back eh? If they don't need it.
20	Rick	Sweet.

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>Go find some more of those ones (65 galves)</i>	<i>Pop them down in that black bin</i>
<i>Go find a box of screws.</i>	<i>Grab a couple of those screws</i>
<i>Stick them in your pocket</i>	<i>Go find that black cordless drill</i>
<i>Grab the dumpy back as well</i>	

b. **Talk** to your partner

- i. What do these words mean *grab, pop, stick*?
- ii. What other words have the same meaning?
- iii. What is the difference between these ones and those ones? (lines 5, 8, 10)
- iv. What are galves? (line 3)
- v. How many in 'a couple'? (line 8 and 14)
- vi. How many in 'a few'? (line 6)
- vii. What is another word for handy? (line 19)
- viii. What does 'mate' mean? (line 16)
- ix. What does 'sweet' mean? (line 20)

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



Audio clip 2N or 2S

- a. Listen and underline **where** the nails are.
- b. Listen and underline **where** Rick has to put the nails.
- c. Listen and underline **where** the box of screws is.
- d. Listen and underline **where** Rick has to put the screws.
- e. Listen and underline **where** the cordless drill is.
- f. Tell your partner. Did you hear: in, down, inside, there?

7. **Listen** again: 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

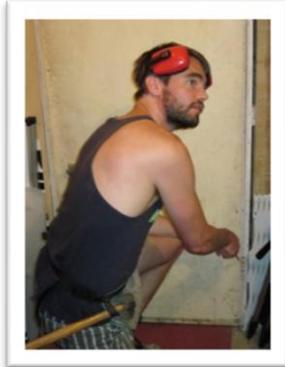
8. **Listen** to the conversation and number the pictures in the correct order. Some have been done for you. Check with your partner.



Audio clip 2N or 2S



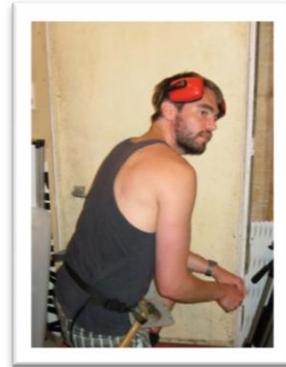
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9. Max's instructions



Audio clip 2N and 2S

What does Max say when he wanted Rick to find the nails and screws?

- a. Listen to Max speaking
- b. Look at the text. Underline *all* Max's instructions.
- c. Repeat Max's instructions to your partner



d. **Did you find:**

- I. *Oh yeah go find some more of those ones.*
- II. *We'll probably need a few of them.*
- III. *Just pop them down in that um black bin there.*
- IV. *Can you just go find a box of screws?*
- V. *You just grab a couple of those screws and stick them in your pocket.*
- VI. *Can you just go find that black cordless drill? That's inside there somewhere, please mate.*
- VII. *Might grab the dumpy back as well.*

Listen and check.



Audio clips 3S, a-g

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

hammer	screws	staples	nails	pocket	saw	bag
skirting boards	bin	finishing saw	broom	dump	box	
blocks	flooring nails		cordless drill			

1. Go find some more of those _____
2. We'll probably need a few of those _____
3. Just pop the _____ down in that black bin there.
4. Can you just go find a box of _____?
5. You just grab a couple of those _____.
6. Stick them in the _____
7. Can you just go find that _____.
8. Might grab the _____ as well.
9. Just grab the _____ please Rick
10. Do you want to bring the _____
11. You can probably throw those _____ over there.
12. Just keep the _____ in your _____
13. Might want to get some _____
14. Just grab the _____

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

c. **Listen** to the teacher giving instructions using the phrases in 9. above. **Do** what the teacher says.

11. Checking and clarifying instructions.

- a. **Listen** to the conversation again:

What does Rick say to check the instructions?

- b. **Listen** and **check**.



Did you hear: *Which ones?*

- c. **Repeat** what Rick says to check
- d. **Underline** the words in the text.



e. What does Rick say to show he understands the instructions?

Did you find: *Yep, Sweet*

f. What else could Rick say to show he had understood the instructions?

a. Repeat the key words, for example:

i. Flooring nails?

ii. Black one?

iii. _____

b. Repeat the meaning:

i. Ok, so get 65 galve flooring nails from the shed?

ii. So, I'll check if they still need the dumpy

iii. _____

g. What could Rick say if he didn't understand the instructions?

a. A couple of screws? 2 or 3?

b. Sorry, where is the cordless drill?

c. _____?

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





Um, now...
cordless drill.
Can you just go
find that black
cordless drill?

That's inside
there
somewhere,
please mate.



?



Might grab
the dumpy
back as
well...



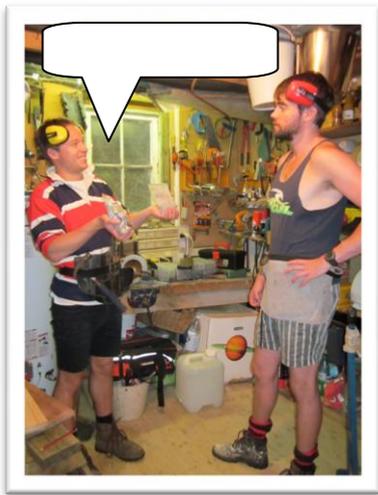
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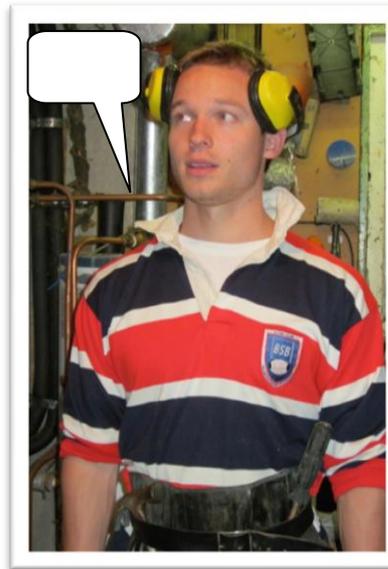
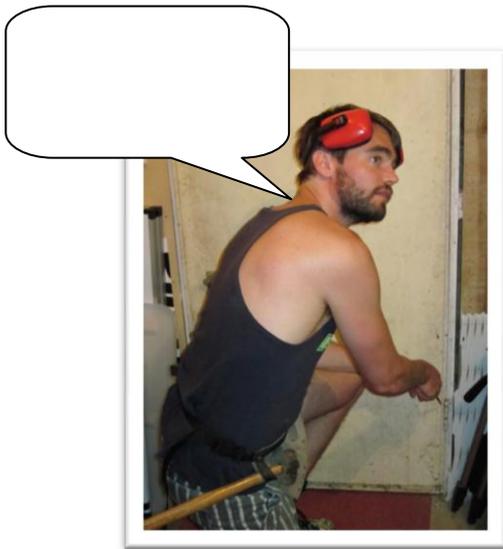
12. Practise checking and clarifying instructions

- a. Tell your partner to do something using *go*, *find*, *pop*, *stick*, *grab*.
- 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.



A few minutes later



14. Practise with your partner

Role A (Max): Ask Rick to get the hammer from the shed. Use some of these words: *go, find, need, pop, use, grab, stick, put, get, in, back, down, inside, back there.*

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



15. Key Vocabulary in this unit.  **Audio clip 6**

Nails	Go	In
Flooring nails	Find	Back
65 galves	need,	Down
Those ones	pop	inside,
A few	use	back there
Shed	grab	
A couple	stick,	
Black bin		
box		
Screws		
Pocket		
Cordless drill		
Mate		
Dumpy		

Audio clips for this unit:

1. Word/picture matching exercise
2. The conversation between Max and Rick: (illustrated in the strip story)
3. Max's instructions
 - a. *Oh yeah go find some more of those ones.*
 - b. *We'll probably need a few of them.*
 - c. *Just pop them down in that um black bin there.*
 - d. *Can you just go find a box of screws.*
 - e. *You just grab a couple of those screws and stick them in your pocket.*
 - f. *Can you just go find that black cordless drill? That's inside there somewhere, please mate.*
 - g. *Might grab the dumpy back as well.*
4. Rick checking the instructions
Which ones?
5. Key vocabulary in this unit