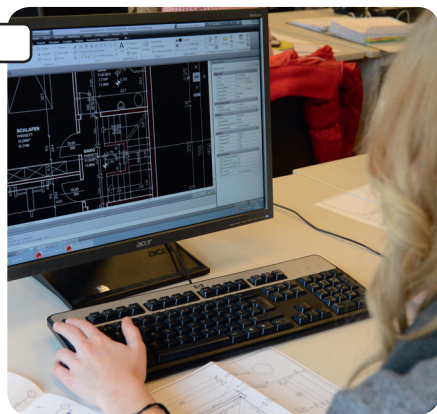


## Passport to a job

Specialist building trades and crafts include bricklayers, carpenters, draughtsmen and women, civil engineering technicians, electricians, joiners, locksmiths, plasterers, painters, interior decorators, plumbers, roofers, stonemasons, stove-fitters, tilers, metal workers and glaziers.

Craft operatives work both on building sites and in other areas: in people's homes, in hospitals, schools and offices. They also work in theatres, amusement parks and shopping arcades. In fact, a craft skill or a trade is considered a passport to a job, whenever, wherever.





## Building trades

- A bricklayer
- B carpenter
- C draughtsman or draughtswoman
- D glazier
- F joiner
- G metal worker
- H painter
- I plasterer / drywall installer
- J plumber
- K roofer
- L stonemason
- M stove fitter
- N tiler



### 1 What do they do?

A1-A2

Look at the **photos** on this and the opposite page.

What do the people in the photos do?

What is their job?

Write the correct letters **A-N** next to each photo.

Look at the **drawing** on the opposite page.

Which part of the house do the people work on?

Write the correct letter into the appropriate part of the illustration, then complete the following statements.

- A carpenter builds roof structures.
- A \_\_\_\_\_ makes sketches and drawings.
- A \_\_\_\_\_ builds brick walls.
- A \_\_\_\_\_ makes furniture, doors and windows.
- A \_\_\_\_\_ paints walls and furniture.
- A \_\_\_\_\_ builds stoves and fireplaces.
- A \_\_\_\_\_ tiles walls and floors.
- A \_\_\_\_\_ works on natural stone.
- A \_\_\_\_\_ works on roofs.
- A \_\_\_\_\_ applies plaster to interior walls and ceilings.

### 2 An apprentice draughtswoman?

A1

Listen to Peter and Thomas talking to Sandra.

She is English and an exchange student in Austria.

What do they all do?

Connect the answers.

- Sandra ☐ going to be a technician.
- Thomas ☐ is an apprentice draughtswoman.
- Peter ☐ training to be a bricklayer.

What is a brickie?

### 3 Passport to a job

A1-A2

Read the text on the opposite page and underline all the building trades and crafts that are mentioned.

How many did you find? Which ones?

Where do craft operatives work?

Where do you work?

Where do you go to school?

What kind of work do you do?

Discuss these questions in a group of three or four.

Then write a **paragraph** about yourself, your training at school and on the job, and about your colleagues at work and/or at school (about 50 words).

Write whole sentences.



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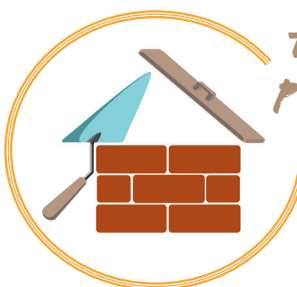
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## 1 Finding a specialist

A1

- Look at the **advertisements** for experts in the building trades.
- Find companies that can help you with the following projects and fill in their names and telephone numbers.

A fireplace

An oak floor

A natural stone floor

A new house

Slate or roof tiles

A conservatory

An exterior painting job

A topographic survey

A ceiling replacement

- Compare your results with a partner.

## 2 Calling an expert



A2

- Look at the advertisements and listen to the **telephone calls**.
- Tick the companies that are being called.
- What do the callers want?
- Connect the following sentences.

Ms Lindner ☐

☐ wants to build a new house.

☐ needs a conveyor system.

☐ wants a basement converted.

☐ wants to build a small house.

☐ needs some good ideas.

☐ needs a plan.

☐ will speak to Mr Cross.

Mr Hill ☐

☐ will speak with Mr Morris.

## 3 Answering the phone

A2

- An English-speaking customer calls your company.
- He or she needs something done.
- Prepare a telephone call with your partner and present it to your class.
- Listen to the other presentations and take notes in your exercise book.

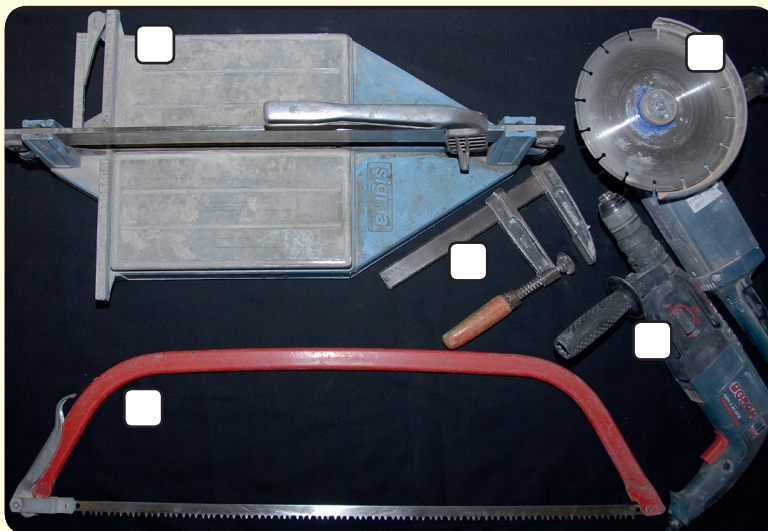
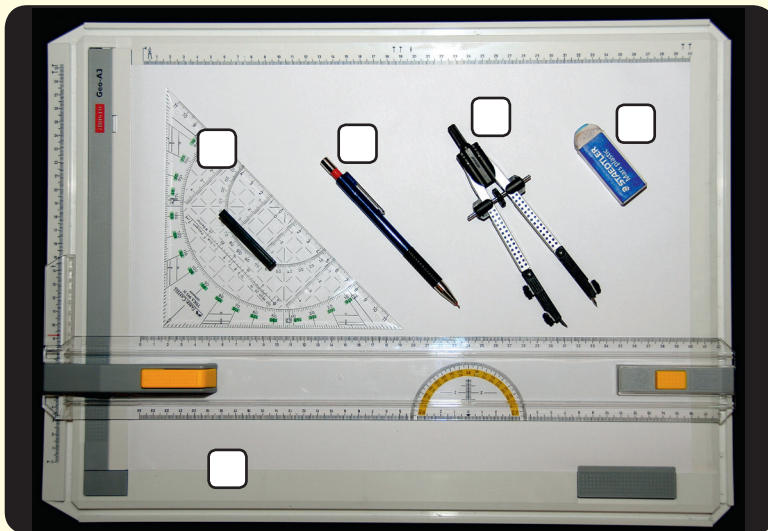
## 4 Designing an advertisement



A2-B1

- Choose an **advertisement** you like and design one for the company you work for, or for a company you like.
- Find company advertisements in your field on the **Internet**, print them and discuss them in a small group.
- Write a paragraph about the company you work for, the products and services they offer (about 50 words).





## Builders' tools

- A a pair of compasses
- B angle grinder
- C axe
- D brick hammer
- E bucket
- F clamp
- G club hammer
- H drawing board
- I electric drill
- J eraser
- K float
- L folding rule
- M hammer
- N mortar trough
- O pencil
- P pick
- Q plumb line
- R saw
- S shovel
- T spirit level
- U string line
- V tile cutter
- W triangular ruler
- X trowel
- Y try square
- Z wheelbarrow



## 1 Builders' tools

A1

- Look at the **photos** on the opposite page and study the list of **tools**.
- What are the tools called in English?
- Write the appropriate letter next to each tool.
- Work with a partner.

## 2 Building a garden wall



A1-A2

- Look at the list of tools and listen to Sandra, Peter and Thomas at a building site.
- What are they doing?
- Which tools do they use?
- Tick the tools they talk about.
- Which tools do they need for the following jobs?
- Connect the statements.

## They use ...

- |   |  |
|---|--|
| a string line <input type="checkbox"/>  | <input type="checkbox"/> to dig a trench for the foundation. |
| a shovel <input type="checkbox"/>       | <input type="checkbox"/> to align the row of bricks.         |
| a wheelbarrow <input type="checkbox"/>  | <input type="checkbox"/> to spread mortar on bricks.         |
| a trowel <input type="checkbox"/>       | <input type="checkbox"/> to trim bricks.                     |
| a brick hammer <input type="checkbox"/> | <input type="checkbox"/> to mix mortar.                      |
| a spirit level <input type="checkbox"/> | <input type="checkbox"/> to draw up a plan.                  |
| a pencil <input type="checkbox"/>       | <input type="checkbox"/> to check the wall.                  |

- Compare your results with a partner.

## 3 Jobs you can do

A1

- Look at the following jobs and tick the ones you can do.

- |  |  |
|--|--|
| <input type="checkbox"/> measure rooms   | <input type="checkbox"/> clamp things together |
| <input type="checkbox"/> clean tools     | <input type="checkbox"/> nail down sheet metal |
| <input type="checkbox"/> make a sketch   | <input type="checkbox"/> drill holes           |
| <input type="checkbox"/> cut tiles       | <input type="checkbox"/> smooth out surfaces   |
| <input type="checkbox"/> cut wood        | <input type="checkbox"/> measure right angles  |
| <input type="checkbox"/> cut metal rods  | <input type="checkbox"/> carry tools           |
| <input type="checkbox"/> connect wires   | <input type="checkbox"/> dig a trench          |
| <input type="checkbox"/> transport _____ | (all kinds of materials)                       |

- Which tools do you need for each of these jobs?
- Take notes in your exercise book.
- Discuss the jobs and tools in a group of three or four.
- Prepare a short presentation for your class.
- Listen to the other presentations and take notes.

## Safety tip

Always keep  
your tools  
sharp and clean.



## A country home

A surprising amount of room is found within the good-looking exterior of this casual country home: four bedrooms and three bathrooms.

The living room and dining area have lots of light through high windows facing the garden, French doors lead to a good size patio.

The walk-through kitchen provides plenty of counter space. There is a window above the sink and access to the living areas.

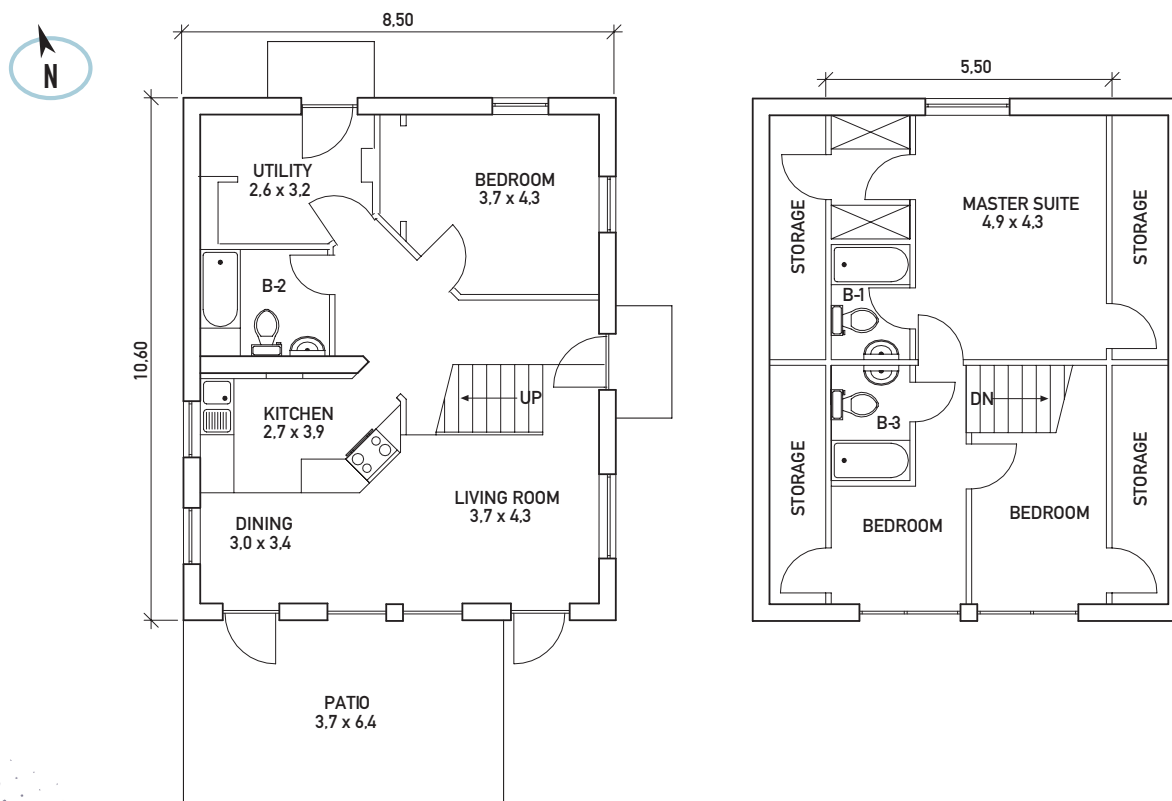
A large bedroom, a full bathroom and a utility room complete the main floor. The utility room offers space for a washer and dryer, a sink and an extra freezer.

Upstairs, there is a grand master suite with a walk-in closet, private bathroom and lots of space for storage. Two more bedrooms share another bathroom on the upper floor.



### Living Area:

Upper floor	52 m <sup>2</sup>
Main floor	78 m <sup>2</sup>
Total living area	130 m <sup>2</sup>
Standard basement	78 m <sup>2</sup>



## Rooms of a house

bathroom  
bedroom  
dining area  
dining room  
kitchen  
living room  
master suite  
storage room  
toilet  
utility room

## Features

balcony  
ceiling  
counter space  
fireplace  
French doors  
patio  
walk-in closet  
walk-through kitchen  
windows

bathtub  
dryer  
freezer  
fridge (refrigerator)  
shower  
sink  
wash basin  
washing machine  
microwave  
cooker



**We write ...  
but we say ...**

3.4 m x 2.0 m  
*3 point 4 metres by 2 metres*

6 m  
*6 metres*

4.3 m  
*4 point 3 metres or  
4 metres and 30 centimetres*

### 1 Rooms and features

A1

Look at the **floor plans** and read the text on the opposite page.  
Answer the following questions.

How many bedrooms are there? \_\_\_\_\_  
How many bathrooms are there? \_\_\_\_\_  
How many built-in-closets are there? \_\_\_\_\_  
How many storage rooms are there? \_\_\_\_\_

Then test a partner, asking him or her the following questions as well as some of the questions above.

Which rooms are on the main floor?  
Which rooms are on the upper floor?

### 2 Square measurements

A1

Look at the **floor plans** and find out the following **square measurements**.

How big is the main floor?  
How big is the upper floor?  
How big is the bedroom?  
And the kitchen?

Compare your results with a partner.

### 3 Is that the entrance?

A2

Look at the **photo** and **floor plans** and listen to an American couple who want to build this house somewhere in Austria.

What can you say about the floor plans?  
Which rooms does the pass-through connect?  
Where is the master suite?  
How big is it?  
Where is the storage space?

Take notes in your exercise book. Then compare your results with a partner.  
Listen again and tick all the rooms and features they mention in the list on the left.

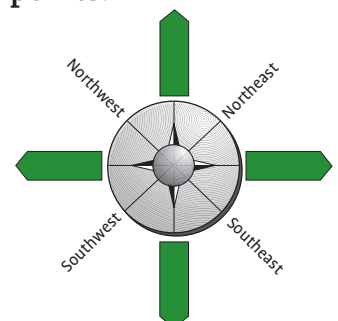
### 4 Your own house?

A2-B1

Think of a house that you would like to live in:  
What would it look like?

- Have a look on **www.houseplans.com**, find interesting ideas for your dream house and print the floor plan.
- Tell a group of three or four classmates about your dream house.
- Listen to the other presentations and take notes.
- Write a paragraph on your dream house in your exercise book (about 50 words).

When planning a house always consider **cardinal points**.







## Setting up a site

All the **machines** should be set up so they are truly horizontal. They should be securely fixed to solid bases.

**Cranes** should be placed in a way that they can easily reach all the materials and all the points of deposit.

**Concrete mixers** should be set up in a central position on site. They should be placed to keep the distance for wheeling concrete or mortar as short as possible.

**Mixers** should be easily accessible for lorries to discharge sand and gravel.

**Cement silos** must be positioned next to the mixer, so that the silo can discharge the cement directly into the mixer.

**Concrete pumps** must be situated underneath the mixer, so that the concrete can be filled directly from the mixer into the pump.

**Wood-cutting machinery** and **brick saws**, if used on site, should be placed on level bases and under cover.






## Checklist


- A bricks
- B cement silo
- C check-in point
- D compressor
- E concrete bucket
- F concrete mixer
- G counterweight
- H electric supply
- I fence
- J foreman's office
- K formwork elements
- L reinforcing steel
- M rubbish container
- N sand and gravel
- O shed
- P soil deposit
- Q timber
- R toilet
- S tower crane
- T workmen's shed

### SITE SAFETY

Under the Health & Safety at Work Act 1974 all persons entering this site must comply with all regulations under this act. All visitors must report to the site office and obtain permission to proceed on to the site or any work area. Safety signs and procedures must be observed and personal protection and safety equipment must be used at all times.

 Construction work in progress. Parents are advised to warn children of the dangers of entering this site.

 Safety helmets must be worn

 Unauthorised entry to this site is strictly forbidden.

### Safety tip

Safety helmets, eye protection, masks, protective clothing, protective footwear, must be worn all the time.



## 1 Visiting the site

A1

Look at the **photos** on the opposite page and read the **checklist** on the left. Which items of the list can you see in the photos?

## 2 At the building site



A1

Listen to Sandra visiting Thomas at the building site. Tick the machines and materials mentioned in the checklist. Compare your results with a partner.

## 3 Setting up a site

A2

Read the **text** on the opposite page and underline all the machines, equipment and materials mentioned.

Read the text again and answer the following questions. Work with a partner.

Where should	cranes	be	set up?
	mixers		placed?
	cement silos		located?
	concrete pumps		placed?
	machines		set up?
	brick saws		placed?

## 4 Where is it?

A2

Look at the photos on the opposite page and fill in the missing words. Choose from the following **prepositions**:

behind   between   in front of   in the centre of  
next to   on the left of   on the right of   opposite

The tower crane is located \_\_\_\_\_ the site  
\_\_\_\_\_ the fence.

The concrete bucket is \_\_\_\_\_ the tower crane.

The rubbish container is \_\_\_\_\_.

The compressor can be seen \_\_\_\_\_ the rubbish container and a wheelbarrow.

The foreman's office is set up \_\_\_\_\_ the site.

The timber is kept \_\_\_\_\_ the foreman's office.

Check your results with a partner.

## 5 Another site

A2

Discuss one of the other photos on the left in a group of three or four.

Which installation site elements can you find?

Which machinery?

Write a paragraph about the site (about 50 words) and read it to your group.