

# 2

# Trades

- describe trades and the stages of trade training
- talk about trade materials
- give and understand instructions for erecting scaffolding
- give personal information

## Trades and training

**Vocabulary 1** Label tradespeople 1–8 with the words in the box.

carpenter   concrete finisher   electrician   glazier   painter  
plumber   roofer   welder



1 a p \_\_\_\_\_



2 a c \_\_\_\_\_



3 a c \_\_\_\_\_ f \_\_\_\_\_



4 a p \_\_\_\_\_



5 a r \_\_\_\_\_



6 a w \_\_\_\_\_



7 a g \_\_\_\_\_



8 an e \_\_\_\_\_

**Reading 2** Read this text and underline the trades. Use the photos in 1 to help you.

You can refer to tradespeople in several ways:

- tradesperson/ tradespeople (for men and women)
- tradesman/ tradesmen (for men)
- tradeswoman/ tradeswomen (for women)


### A job in the construction industry?

The construction industry has different trades or 'crafts'. A tradesperson is a specialist and normally has a qualification from a vocational school or other training institute. Plumbers, electricians and roofers are all tradespeople. Other tradespeople on residential housing projects include carpenters, painters and concrete finishers. Tradespeople are often subcontractors and work for a general contractor or a client.

**Vocabulary 3** Write the plurals for 1–5.

- 1 trade \_\_\_\_\_  
2 craft \_\_\_\_\_  
3 tradesman \_\_\_\_\_

- 4 housing project \_\_\_\_\_  
5 general contractor \_\_\_\_\_

**Listening 4**  09 Listen to Sam Smith talking about trades and complete these sentences.

**Stage 1:** *apprentice* He/She is (1) \_\_\_\_\_ at work.

**Stage 2:** *journeyman* He/She works (2) \_\_\_\_\_.

**Stage 3:** *master* He/She supervises (3) \_\_\_\_\_ workers.


**5** Listen again and answer these questions.

1 What is Sam Smith's trade?      2 Where does he work?


**Vocabulary 6** Look at this list of courses at a vocational school. Match A-C to three of the courses. Then write the trade that each course refers to.

## DIPLOMA IN CONSTRUCTION TECHNOLOGIES

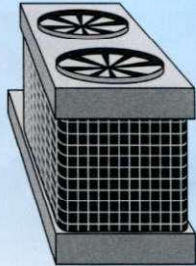
**A**



**B**



**C**



<p>1 Basic tools and equipment: _____</p> <p>2 Carpentry: _____</p> <p>3 Masonry and concrete: _____</p> <p>4 Painting and decorating: _____</p>	<p>5 Electrical wiring: _____</p> <p>6 Residential plumbing: _____</p> <p>7 HVAC: _____</p> <p>8 Health and safety: _____</p>
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**Speaking 7** Work in pairs. Student A look at the information on this page. Student B look at the information on page 68.

**Student A**

Read this email from a vocational school in Calgary, Canada and underline the key information.

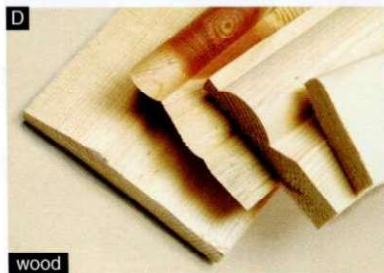
From: Lucy Dani <lucy.d@netfish.ca>  
To: J. Benjamin <jed.benjamin@calgarycollege.ca>

Thank you very much for your telephone call. Our school offers five apprenticeship programs which include supervised training, on-the-job training and classroom teaching. The programs take three or four years to complete. The programs are HVAC, carpentry, residential electrician, welding and masonry. All programs include health and safety training, maths and English.

**8** Work in the same pairs. Compare the two training institutes in 7. What things are the same? What things are different?

# Trade materials

**Vocabulary 1** What materials do these tradespeople use? Match materials A-F to tradespeople 1-6.



- |                   |                              |
|-------------------|------------------------------|
| 1 carpenter _____ | 4 bricklayer and mason _____ |
| 2 glazier _____   | 5 welder _____               |
| 3 painter _____   | 6 concrete finisher _____    |

**2** Complete these sentences. Write one word in each gap.

- 1 I'm a bricklayer. I lay \_\_\_\_\_.
- 2 I'm a(n) \_\_\_\_\_. I do the wiring.
- 3 I'm a(n) \_\_\_\_\_ technician. I do the heating, ventilation and air conditioning.
- 4 I'm a carpenter. I work with \_\_\_\_\_.
- 5 I'm a(n) \_\_\_\_\_. I install windows.
- 6 I'm a painter. I use \_\_\_\_\_ to decorate houses.
- 7 I'm a welder. I weld \_\_\_\_\_.

**3** Complete this table with the missing verbs.

Nouns	Verbs
painter	(1) _____
decorator	(2) _____
instructor	(3) _____
welder	(4) _____
worker	(5) _____
supervisor	(6) _____
trainer	(7) _____

**Speaking 4** Work in pairs. Ask your partner about things in the room.

**A**  
What's that?

What's it made of?

**B**

It's a window.

Glass and wood.

## Language

### Numbers 1–100

1 one	11 eleven	21 twenty-one
2 two	12 twelve	30 thirty
3 three	13 thirteen	40 forty
4 four	14 fourteen	50 fifty
5 five	15 fifteen	60 sixty
6 six	16 sixteen	70 seventy
7 seven	17 seventeen	80 eighty
8 eight	18 eighteen	90 ninety
9 nine	19 nineteen	100 a hundred/one hundred
10 ten	20 twenty	

**5** **10** Listen and tick ✓ the word you hear.

- 1 thirteen  / thirty       3 sixteen  / sixty   
 2 fourteen  / forty       4 nine  / ninety

**6** **11** Say these numbers. Then listen and check your answers.

- 1      56      34      89      63      76      21  
 2      13      30      14      40      16      60

**7** Write these numbers.

- 1 twenty-four \_\_\_\_\_      4 sixty-nine \_\_\_\_\_  
 2 thirty-three \_\_\_\_\_      5 seventy-two \_\_\_\_\_  
 3 forty-seven \_\_\_\_\_      6 ninety-one \_\_\_\_\_

**Listening 8** **12** Listen to an architect talking about an office block. What do the numbers refer to? Match 1–5 to a–e.

- 1 six      a) number of windows per floor  
 2 22      b) number of floors  
 3 44      c) m<sup>2</sup>  
 4 32      d) number of rooms per floor  
 5 two      e) windows per room

**9** Make the calculations for the office block in 8.

Example:  $1 \text{ } 264 \text{ (} 2 \text{ windows per room} \times 22 \text{ rooms} = 44 \text{ windows;}$   
 $44 \text{ windows} \times 6 \text{ floors} = 264 \text{ windows)}$

- 1 the total number of windows: 264  
 2 the total number of doors: \_\_\_\_\_  
 3 the total number of rooms: \_\_\_\_\_  
 4 the total space per floor (m<sup>2</sup>): \_\_\_\_\_

**Speaking 10** Write a number from 1 to 100 on a piece of paper. On the other side, write a calculation for the number.

**11** Work in small groups. Read your calculation in 10 to the other students. The first student to answer correctly is the winner.

A: *Eight times eight, plus thirty-one, divided by five, plus thirty-eight equals ....*

B: *Fifty-eight.*

A: *Wrong!*

C: *Fifty-seven.*

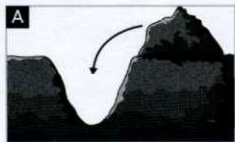
A: *Correct!*

+ plus  
 - minus  
 x times  
 / divided by  
 = equals  
 ( ) brackets

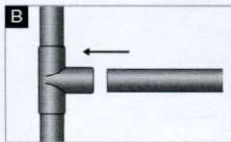
# Instructions

**Vocabulary 1** Match diagrams A-H to the verbs in the box.

adjust attach fill in fit join level nail slide onto



f \_\_\_\_\_



a \_\_\_\_\_



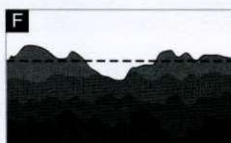
a \_\_\_\_\_



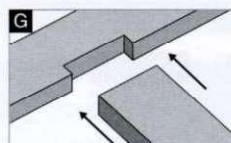
n \_\_\_\_\_



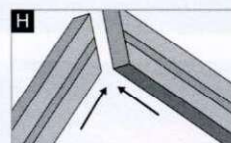
s \_\_\_\_\_



l \_\_\_\_\_

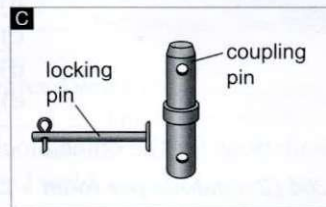
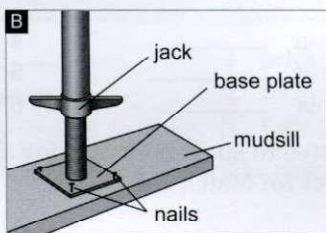
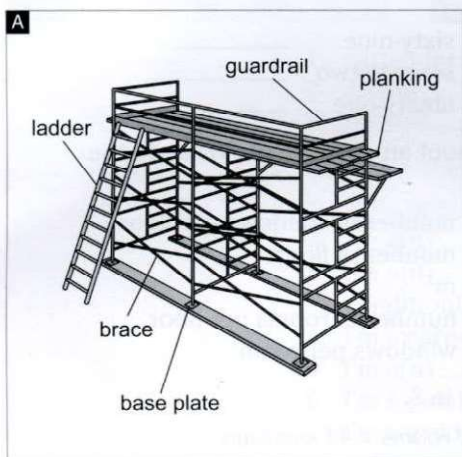


f \_\_\_\_\_



j \_\_\_\_\_

**2** Look at these diagrams of scaffolding and complete the apprentice's notes. Then underline the verbs in the notes.



## Erecting scaffolding

Fill in the holes and level the area. Nail the (1) \_\_\_\_\_ plates to the mudsills. Slide the frames onto the jacks. Adjust the jacks. Use (2) \_\_\_\_\_ pins and locking pins to join the frames. Attach the braces.

Fit the planking. Attach the guardrails. Attach the ladder. Inspect the scaffolding.

### Remember!

Don't climb the scaffolding. Use the (3) \_\_\_\_\_. Don't use bricks to level the frames. Use the (4) \_\_\_\_\_. Don't forget to use locking (5) \_\_\_\_\_.

## Language

### The imperative

We can use the **imperative** to give instructions. Use **don't (do not)** before the verb to give negative instructions.

**Fill in the holes.**  
**Don't climb the scaffolding.**

We can use the present simple instead of the imperative for informal instructions.

**You level the frames.**

### Sequencers

We can use **first, next, then, after that**, etc. to describe the order of instructions.

**First, fill in the holes. Next, adjust the jacks. Then, fit the planking.**

**Writing 3** Work in pairs. Close your books. Write instructions for erecting scaffolding.