

Construction



Level 1: Writing

Module: Planning a presentation

Module aims

Main aim

We are learning to write in complex sentences using conjunctions, phrases and clauses.



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Main aim: We are learning to write in complex sentences using conjunctions, phrases and clauses.

When you work in construction, you might give a short presentation to other workers about the job. If you do an ESOL for Work qualification, you will prepare a short talk about your job. You might talk about:



how you do your job



health and safety



the construction industry



equality and diversity

When you prepare your presentation, you will use different types of writing:

- **short notes** to help you think about what you will write
- formal writing in **simple**, **compound** and **complex** sentences.

Remember, a simple sentence or main clause has:

subject verb (and sometimes) object
Sokol **collected** **the bricks.**

A compound sentence is two main clauses joined by a conjunction:

Subject verb object conjunction
Sokol **collected** **the bricks** **and**
subject verb object
he **carried** **them** to Mike.

A **complex sentence** is one that has a main clause and one or more **subordinate clauses**:

subject verb object subordinate clause
Sokol **collected** **the bricks** **because he was going to see Mike.**

It is called a **subordinate clause** because it cannot stand alone as a sentence.





You can write:

Sokol collected the bricks. This is a complete piece of meaning.

but not:

because he was going to see Mike. This clause cannot stand alone. It needs to be added to the main clause to make sense.

At Entry 3 you learned about the pronouns that can also start a subordinate clause:

| that | who | which | where | when |
|------------------------------|--------------------------|-------|---|------|
| that and which | shows an animal or thing | |  | |
| who | shows a person | |  | |
| where | shows a place | |  | |
| when | shows time | |  | |

Remember - If you need to revise the different kinds of sentence, look at the Entry 2 and 3 Writing materials.



Using phrases

A phrase is a group of words without a **verb**. It cannot be a sentence or main clause because it does not have a verb. A phrase is used to tell you more about:

the subject **the verb** **or the object of a sentence.**

Sokol, the site operative, collected the bricks.

This phrase is used to tell you more about Sokol. You show it is a phrase by using a comma to separate it from the main clause **where this is appropriate**. The sentence would still make sense if you took the phrase away.

Sokol collected the bricks.

These phrases tell you more about **the verb** and **the object**.

With great effort, Sokol **collected** the bricks.

Sokol collected the **bricks by the site fence**.



Task 1: Find the phrases

Read this text and underline the phrases in it. The first one is done for you.

Tool box talks

As a supervisor you will be involved in training staff at different places on the site. The training may occur at the start of a job, during induction for instance, or when needed during the build. You can use the *tool box talk cards*, which will help you. *Tool box talk cards* are designed to help supervisors at all levels.

The cards for on site training are not a new idea. In the past, many companies developed their own cards. However, the ConstructionSkills *Tool box talk cards* are new in their approach, layout and design. All supervisors, particularly those without formal training, will find the structured format helpful. As a supervisor, you can give an effective talk anywhere on site. The key points, important for all operatives, will be remembered by those receiving the talk.

The subject cards with their key points do not have to be followed to the letter. The key points are there as a guide. The person who gives the talk can add to them using their own experience in the construction industry. If appropriate, some points can be left out if they are not relevant to the site where the talk is being given.

The final card has quotes that can be used to enhance the talk or a certain point. However, the cards are not a substitute for formal training in the correct methods of instruction.



Task 2: Put in the phrases

Read the sentences. There are some phrases by them. Rewrite the sentence and put in the phrase where you think it should go. There might be more than one place where it makes sense. The example shows you what to do.

Jim is in the site office. the supervisor

Jim, the supervisor, is in the site office.

1. He left the timber. during the morning in the house

2. We are expecting a delivery. at some time today from Browns Ltd

3. Sokol is fixing the floorboards. the carpenter with a nail gun

4. The new build is going well. on the east site at the moment

5. I got the phone message. about the delay during the afternoon

6. Rob Fowler went to talk to the manager. the union rep in the site office

7. You must write the report. about the events after the accident

8. Boris wanted some training. about manual handling the new operative

9. Azi and Hiresh worked well. during their first week the new apprentices

10. A visitor asked the way. from the suppliers to the site office



Using conjunctions

Aim: We are learning to use conjunctions in a range of complex sentences.

You have learnt a range of conjunctions at Entry 2 and Entry 3.

At Entry 2, you learned to join two simple sentences (or main clauses) with a conjunction and make a compound sentence.

| | | | |
|------------|------------|-----------|-----------|
| and | but | as | or |
|------------|------------|-----------|-----------|

and joins two sentences about a similar subject

but joins two sentences when the second sentence refers back to the first

as joins two sentences when the second sentence shows the reason for the first or shows the time when something happens

or joins two sentences where they show a choice between two things

At Entry 3, you added some more **conjunctions** to this list.

Group 1 Conjunctions to do with time



| | | | |
|--------------|---------------|--------------|-----------------|
| when | before | since | |
| while | after | until | whenever |

Group 2 Conjunctions with special meanings

...**although** the weather could improve...

...**unless** you have a change of mind...

...**whether** or not you agree with me...

...**because** we are running late...

...**where** Connie left it...

...**provided** it stops raining

...**if** we get lunch finished soon...



There are some more conjunctions you can add to this list:

yet for nor than though how

When a conjunction joins two main clauses, the clauses still make sense if they stand alone.

I mixed the plaster this morning **and** I plastered the walls.

I mixed the plaster this morning. I plastered the walls.

Some conjunctions are only used to join a **main clause** to a **subordinate clause** to make a **complex sentence**. You learned about subordinate clauses at Entry 3.

main clause

subordinate clause

We cannot build the wall

until the new bricks arrive.

The most common conjunctions that join subordinate clauses are:

although because if since unless until whereas while

If you accept constructive feedback, you can learn from your mistakes.

Sometimes these conjunctions have more than one word:

in order that such that assuming that so that in case

Operatives will be safe on site **assuming that all operatives follow the method statements.**

I have put Joe with Ewa **in order that you can attend the training on Tuesday.**



Task 4: Put in the subordinate clauses

Look at this text from *Getting a Construction Skills Certification Card*. The writer uses a range of subordinate clauses to provide the information. The subordinate clauses are missing. Put them in the text where you think they make best sense.

The first one is done for you.

which covers 220 occupations

who need to achieve a National Vocational Qualification

who have five years' experience

as all cardholders have to pass the CITB Health and Safety Test

once you have met the qualification requirements and passed the Health and Safety test

where you will sit the test

where overseas workers have skills but no qualifications

who may be able to skip this stage

after you take the test

they qualify through the CSCS temporary route

Getting a Construction Skills Certification Card

The Construction Skills Certification Scheme (CSCS) which covers 220 occupations

is the industry's largest scheme. The card lists the holder's qualifications and is valid for either three or five years. It also shows the holder has Health and Safety awareness

_____ .

There are three steps to getting a card. The first step is to go to a Health and Safety test centre _____ .

_____, a member of staff will talk through your application. The second stage is for people _____

_____ .

Also, there are candidates _____ provided that

_____ .

You may be able to convert qualifications from abroad into UK equivalents. There are two main options to achieve a UK construction qualification _____

_____. These are the On-Site Assessment and Training (OSAT) and the Experienced Worker Practical Assessment (EWPA). This is a fast route for workers _____

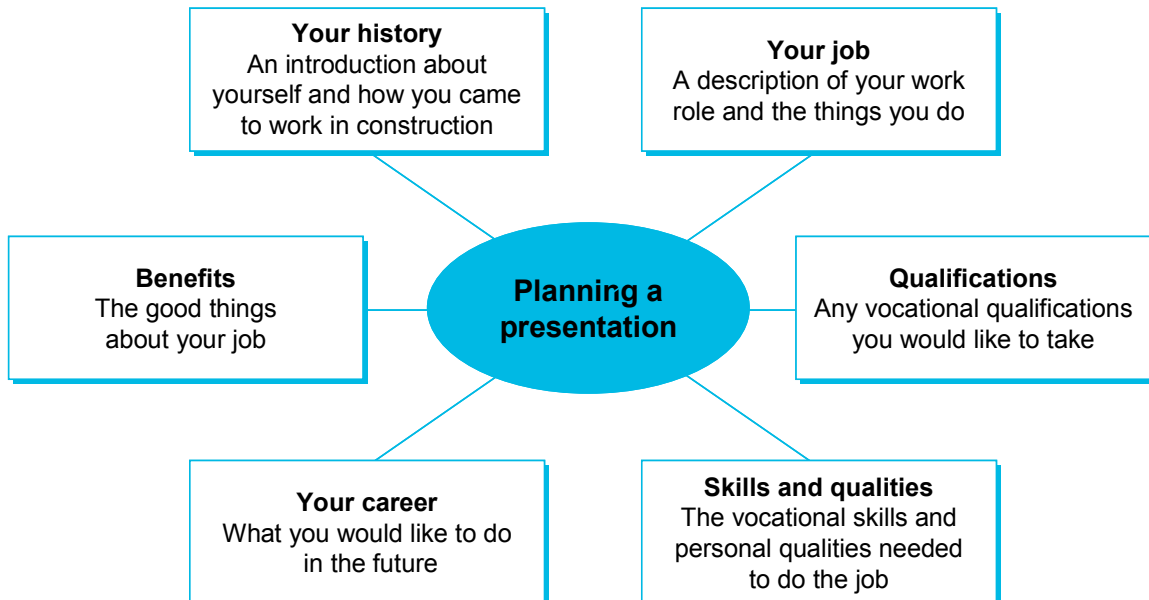
_____. The last step is getting your card.

You will be issued with your card _____

_____ .

Planning your presentation

Before you give a presentation about your job, you need to plan what you will write. You might want to make notes on:



Task 5: Writing your presentation

1. If you are working towards an ESOL for Work qualification, plan what you will say in your presentation about your work.
2. If you are not planning a talk for your qualification, plan a training talk for new people about yourself and the job you do.

Here are some words that you might find useful.

Personal qualities

| | | | |
|----------------|--------------|---------------|------------|
| sociable | hard-working | conscientious | reliable |
| team worker | pleasant | capable | willing |
| trustworthy | flexible | reliable | loyal |
| problem solver | positive | motivated | thoughtful |
| thorough | competent | helpful | cheerful |
| dependable | responsible | keen | positive |

How did you get on?

Module: Planning a presentation answers

Task 1: answers

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The subject cards with their key points do not have to be followed to the letter. The key points are there as a guide. The person who gives the talk can add to them using their own experience in the construction industry. If appropriate, some points can be left out if they are not relevant to the site where the talk is being given.

The final card has quotes that can be used to enhance the talk or a certain point. However, the cards are not a substitute for formal training in the correct methods of instruction.

9. Azi and Hiresh worked well. during their first week the new apprentices

Azi and Hiresh, the new apprentices, worked well during their first week.

During their first week, Azi and Hiresh, the new apprentices, worked well.

10. A visitor asked the way. from the suppliers to the site office

A visitor from the suppliers asked the way to the site office.

Task 3: answers

since although **so that** and for before **assuming that** provided

I have worked in construction **since** I left university. My parents encouraged me to do A levels **so that** I could go to university. After I started university, I realised I wanted to do something different.

I found a construction website **and** it all happened quickly after that. Now I am working outside, keeping fit and really enjoying it.

Although there are downsides to the job such as the cold weather, there are good sides, too. I had never worked outside **before** I started working in construction. It's great being outside, especially in the summer. Another thing is that you start early and finish early. The job really keeps me fit.

Provided all goes well, I'd like to qualify as a quantity surveyor. I have completed my NVQ Level 2 in trowel occupations and I am waiting **for** the new term to start to enrol for an HNC. **Assuming that** all goes well with my career, I would like to become a contracts manager.

Task 4: answers

Getting a Construction Skills Certification Card

The Construction Skills Certification Scheme (CSCS) which covers 220 occupations is the industry's largest scheme. The card lists the holder's qualifications and is valid for either three or five years. It also shows the holder has health and safety awareness as all cardholders have to pass the CITB Health and Safety Test. There are three steps to getting a card. The first step is to go to a Health and Safety test centre, where you will sit the test . After you take the test, a member of staff will talk through your application. The second stage is for people who need to achieve a National Vocational Qualification . Also, there are candidates who may be able to skip this stage provided that they qualify through the CSCS temporary route .

You may be able to convert qualifications from abroad into UK equivalents. There are two main options to achieve a UK construction qualification where overseas workers have skills but no qualifications . These are the On-Site Assessment and Training (OSAT) and the Experienced Worker Practical Assessment (EWPA). This is a fast route for workers who have five years' experience . The last step is getting your card. You will be issued with your card once you have met the qualification requirements and passed the Health and Safety test.