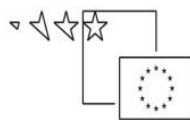




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MINISTRSTVO ZA ŠOLSTVO IN ŠPORT



Naložba v vašo prihodnost
OPERACIJO DELNO FINANCIRA EVROPSKA UNIJA
Evropski socialni sklad

STROKOVNA TERMINOLOGIJA V ANGLEŠČINI ZA LESARSTVO

WOOD CRAFTING

NIKA ZALAZNIK

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Učbenik: Strokovna terminologija v angleščini – Wood Crafting
Gradivo za 1. letnik

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Vsebina tega dokumenta v nobenem primeru ne odraža mnenja Evropske unije. Odgovornost za vsebino dokumenta nosi avtor.

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PREDGOVOR

Namen učbenika »Wood Crafting« je nadgraditi srednješolsko znanje angleščine s strokovno terminologijo s področja lesarstva za študente na višjih šol.

Tu je vključenih devet poglavij, ki pokrivajo osnovne potrebe za nadgraditev jezikovnih spretnosti. Strokovni jezik se osredotoča na aktivnosti, kot so na primer opisovanje lastnosti, reševanje težav, pogovarjanje o službi in delu ali razmišljanje o tehnologijah.

Jezik je funkcionalno povezan z lesarsko stroko in vključuje glavne tehnične izraze te discipline. V učbeniku je zelo malo jezikovne teorije, večina besedil in vaj pa je izbrana z namenom razumevanja in uporabe strokovnega jezika. Cilj pri delu z besedili je postavljen tako, da študente postopno vodi od razumevanja definicij, potem pa k osvajanju opisa procesa, dajanju navodil in iskanju informacij v angleščini

Upam, da bo učbenik v pomoč in spodbudo.

Ljubljana, januar 2011

Nika Zalaznik

1 WOODWORKING

① Background information

Woodworking is certainly an enjoyable art and trade, one that many people around the world spend time on. It is a great way to express your creativity and have fun doing it.

In this unit you will learn how to:

- describe woodworking in general
- form words in English
- learn and remember new technical words

Woodworking is the items for your home created and made wood materials, metals, and other to be an important

The **modern technical** and relies highly-skilled

Woodworkers set up, machines, such as routers, sanders, machines.



use of wood to create beautiful or commercial use. They are exclusively through the use of. Despite the abundance of plastics, materials, wood products continue part of our daily lives.

woodworking trade is highly on advanced equipment and operators.

operate and tend all types of drill presses, lathes, shapers, planers, and wood-nailing

Image Source: <http://www.artandnature.com...>; (online). 8. 2. 2011

wood·work·ing

noun

the act or art of working wood.

adjective

Origin: 1870–75; wood + working

used for shaping wood: woodworking tools.

Woodworking in a sentence:

Woodworking is the art and trade of cutting, working, and joining timber, structural timberwork and framing items such as doors, windows, and staircases.

wood·work·er

noun

a worker in wood, as a carpenter, joiner, or cabinetmaker.

Origin: 1870–75; wood + worker

Now make a similar example sentence using the above words.

Language work: *deals with/is concerned with/is the concern of*

Study these examples:

Woodworking **deals with** making things out of wood.

Woodworkers **deal with** carpentry.

Woodworking **is concerned with** making things out of wood.
Woodworkers **are concerned with** carpentry.

Carpentry **is the concern of** woodworkers.

Task – practice making sentences to show similar links:

A

Electrical engineering

B

electricity

Granite woodworking

granite

Language work: Word forms

While reading, you will come across unknown words. It is always possible to guess the meaning of these words if you understand the way words in English are generally formed. Forming new words is a process which cannot be learned entirely by heart; a good (technical) dictionary may be of great help. Practice can help as well.

An *ending* is what is attached to the root of the word, and it can change the word from one part of speech to another. For example, *-ly* added to the adjective “quick” gives the adverb “quickly”.

First study this chart.

VERB	NOUN	ADJECTIVE	ADVERB
action	thing	describes noun	describes verb
to produce	a production	high	highly
to machine	machinery	precise	precisely
to build	a building	large	largely

Example:

BestWoods Ltd. **produces** home furniture. Their **production** is **highly** automated.
In woodworking, **precise machinery** is very expensive.

Language work: adjectives and adverbs

Adjectives are used to describe nouns, e.g.:
The machine is loud.

What is the machine **like**? It's loud.

Adverbs are used to describe verbs (and adjectives or other adverbs), e.g.:
The machine works too loudly.

How does the machine work? Too loudly.

For further notes on adjectives and adverbs you can visit:
<http://www.englishgrammar.org/>.

Remember

adjective endings	verb endings	noun & gerund endings
-al: mechanical woodworking	-en: harden, soften	-ing: machining,
-ial: industrial	-ise: galvanise	-er: worker, sander
-ic: electronic		-y: cutlery
-ing: building		-ion: construction
-ed: engineered		

Now read the text below and complete the list.

Engineered wood

Wood that we use in construction includes products such as glued laminated timber (glulam), and laminated veneer lumber (LVL). We select the type of wood for specific projects such as public swimming pools or ice rinks where the wood will not deteriorate in the presence of certain chemicals. These engineered wood products are more environment-friendly, and sometimes cheaper than building materials such as steel or concrete.

Wood unsuitable for construction in its native form may be broken down mechanically (into fibres or chips) or chemically (into cellulose) and used as raw material for other building materials such as chipboard, engineered wood, hardboard, medium-density fibreboard (MDF), oriented strand board (OSB). Such wood is widely used: wood fibres are an important component of most paper, and cellulose is used as a component of some synthetic materials. It can also be used for laminate flooring.

noun	adjective	adverb	verb
construction	constructive	constructively	construct produce
_____	_____	_____	_____
wood	_____	_____	_____
_____	_____	environmentally	_____
_____	_____	_____	select
_____	mechanical	_____	_____
laminate	_____	_____	_____

1.1 BASIC WOODWORKING TERMS TO UNDERSTAND

It will make learning at least the basic woodworking terms easier if you follow patterns.

Linear foot is one of the most commonly used woodworking terms. It is the measurement of the length of a board and is important because you always need to measure twice and cut once.

Miter gauge is another woodworking term, one that you'll hear quite often. A miter gauge is a specific type of tool used in woodworking, which can be slid in to work with woodworking tools. You may use it in your table saw or router table and it helps in adjusting to different angles to get a variety of cuts with your machines. **Plate joint** is a term that describes a butt joint.

When you're learning the basic woodworking terms you'll want to learn about the term **check**. In woodworking the term check is used to split in the ends of a board. **Collets** are bit holding devices used on routers and which can also be used in CNC milling machines. **Joiners** are handheld plants that are used to straighten the edges of boards.

The term **milling** is used to describe the act of cutting lumber from logs. **Kickback** is an important term to learn because it can be dangerous. Kickbacks happen when boards come flying back at the operator.

First, check the meaning of the words in bold print in a dictionary.
Then find a short definition and start building your own technical glossary.
Use the images below to help.

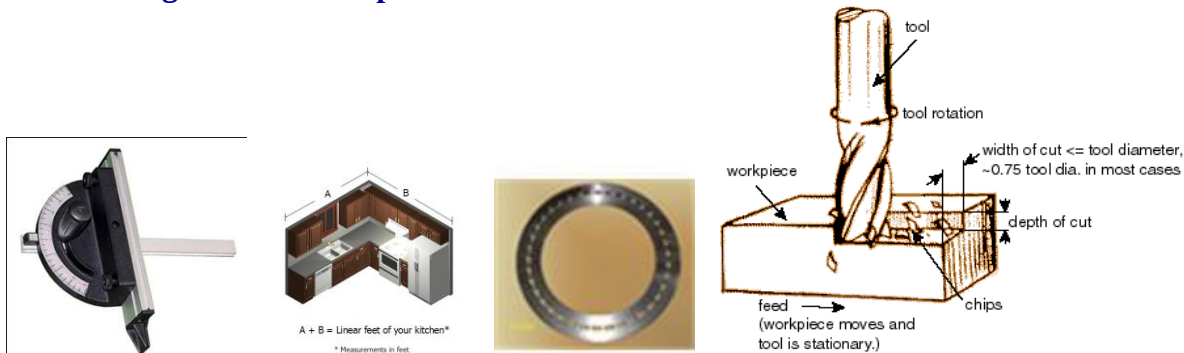


Fig. 1: Woodworking terms

Images source: <http://www.google.com/imgres...>; (online). 25. 1. 2011

1.2 TIPS FOR LEARNING NEW WORDS

The best way to learn new words is to use them - either by writing or reading them, hearing them or pronouncing them.

VOCABULARY LIST

And then there's the vocabulary list. If you are focused on learning new words, such lists are the perfect starting point. From the list of unknowns, you can then start to check off those you would like to know.

Don't overload!

It's important to not overload your brain with too many definitions, contexts, and associations at once. Don't just memorise new words for a test and then the next day, when there's no pressure to know them, you'll forget them.

To learn a new word is one thing, but to remember it right, that's what you want. Here is some advice for learning new words.

It's no use learning a list of new words by heart.

Instead, when you find a new word, you should learn the whole sentence it appears in.

Don't learn the word in isolation, learn the word in context. You'll find it easier to remember the word and how to use it by remembering an example sentence.

Write the phrase down in a notebook. Make your own mini-glossary of new words and practice it whenever possible.

Try to use the new word in conversation or when speaking.

For example, you find a new word »milling« and you look it up in your dictionary. You find out that »milling« means »frezanje, rezkanje« = a process of grinding, cutting, pressing, or crushing in a mill.

In your notebook write a sentence when using that word:

»Wood milling was common practice in the 17th century. «

»Milling machines are primarily used for cutting metal, plastic, or wood. «

Another way to remember new words in technology is to make **word cards**. Study this example:

Woodworking

technical word	Slovenian	Image
collet	okrov	
word form	sample sentence	associated word(s)
noun (countable)	Collets are used on routers.	emergency collet

Word maps may help:

- make connections between words;
- learn familiar words with different meanings in specific contexts;
- learn and use new words independently;
- use words from different word classes, for example, adjectives and adverbs, as well as nouns;
- find relationships between words.

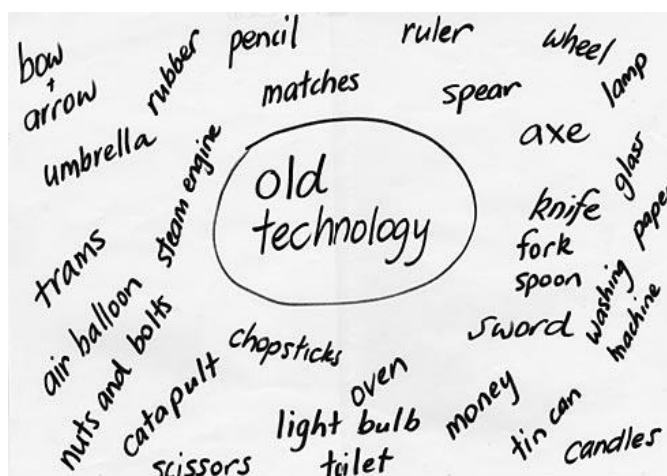


Fig. 2: A word map

Task:

Read the text and try to guess the meaning of the words in bold print in the text below. Then find their meaning in a dictionary.

How does pouch lamination work?

In most cases, a **hot laminator** is used to **seal** the pouch and **bind** the layers together so that your document is laminated. The actual pouch consists of pockets of laminating film into which the item to be laminated is placed.

Two layers:

Hot laminating pouches consist of two layers: a **polyester-base film layer** and an **adhesive resin layer** that are bonded together. As you run the pouch through the hot laminator, the heat **melts** the adhesive resin layer, which then **spreads over** the document, hardening as it cools and creating a bond between the paper and the polyester-based layer of the pouch.

Hot lamination material:

The polyester and adhesive content in hot laminating pouches is defined as a **ratio**, such as 3/2 or 1/4. The first number represents the polyester content, while the second represents the adhesive content. Ratios with larger polyester contents produce **stiffer** lamination. Ratios with more adhesive contents will have a stronger bond which is necessary when laminating thicker materials such as **substrate backing** or hard plastic.

Measurements:

"Mils" represents a thousandth of an inch and is a measurement of the thickness, or weight, of a laminating pouch. Each side of a laminating pouch pocket has its own mil weight. A 5 mil **pouch** has a total weight of 10 mils and the higher the mil weight, the more **rigid** the final laminated document will be.

In both hot and cold lamination, the thicker the film or pouch, the stiffer and more **durable** the laminated item will be. Cold pouch laminators are not as common as hot pouch laminators.

Now sort the words according to the list below.

Laminating

technical word	Slovenian	Image
word form noun (un/countable)	sample sentence	associated word(s)
word form verb	sample sentence	associated word(s)
word form adjective	sample sentence	associated word(s)

Specialist reading: Understanding technical words and ideas

Scanning a text

In reading professional, usually complex texts, we sometimes wish to find only important information and not all the details. Scanning is a technique we often use when looking up a word or search for key words or ideas. In most cases, we know what we're looking for, so we're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page, seeking out specific words and phrases. It's also used when you first read a text to determine whether it will answer your questions. Once you've scanned the text, go back and read it thoroughly. Scanning is a skill when we read quickly while looking for specific information. To scan a text, we start at the top of the page and then move our eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when we are looking for the answer to a known question. This is especially helpful when taking a test.

Scan the text below and do the exercises.

Woodworking

Many **wood products** are mass produced, including most furniture, kitchen cabinets, and musical instruments. Other products are custom-crafted in shops using specialized tools. The people who design, produce, and test these products are called **woodworkers**.

Workers use automated machinery, such as computerized numerical control (**CNC machines**) to do most of the work. This is often done in a **high production assembly line facility**, but there is also some work that is custom-made.

Woodworkers can find a job in a whole range of the wood products industries - from **sawmill** to **wood components industries, furniture and other finished product industries**.

Woodworkers set up, operate and tend all types of machines, such as drill presses, lathes, shapers, routers, sanders, planers, and wood-nailing machines. **Operators** set up the equipment, cut and shape wooden parts, and verify dimensions using a template, calliper, or rule.

In some cases, different workers with specialized training do these jobs. For instance, **woodworking machine setters**, operators, and **tenders** specialize in operating specific **woodworking machinery**. **Furniture finishers** stain and seal wood products; they often work with antiques and must know about how to best preserve and repair them.

On the other hand, some woodworkers are engaged in a process of creating a product from the beginning to the end. **Cabinetmakers** and **bench carpenters** often design and create sets of cabinets. In some cases, their duties begin by designing a set of cabinets and end by installing them.

Architectural woodworkers design and create customized wooden furniture that is part of a building. This includes a desk that is built into a hotel lobby, a bar in a pub, or booths in a restaurant. Other woodworkers, such as **model makers**, create scale models of products or buildings that are used in construction; **patternmakers** construct dies that are used for castings.

Task 1

Find Slovenian translations for the words in bold type. Consult a dictionary.

Task 2

Complete the list.

Noun	adjective	verb	Slovenian verb
_____	_____	model	_____
_____	architectural	_____	_____
setter	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<i>finisher</i>	<i>finished</i>	<i>finish</i>	<i>obdelati, zaključiti</i>

1.3 COMMON VERBS IN ENGINEERING

Study this list of common verbs in engineering. They all have the sense of “make something happen”.

		Slovenian
lower	make low	_____
heat	make hot	_____
release	make free	_____
compress	make smaller volume	_____
reduce	make smaller	_____
increase	make larger	_____

Fill in the blanks in these sentences with suitable verbs from the list above.

- When we heat plastics it softens.
- If we _____ gas, it heats up.
- A heater _____ the temperature of the water.
- Designers try to _____ the weight of a structure.
- Aerodynamic design _____ wind resistance.
- The motor starts up slowly, and then gradually increases speed.
- When you _____ the handle, the seat swings back under the weight.

Language work: *Giving explanation or a definition*

When we are describing something, there are two questions to answer:

- What is it called?**
- What does it do?**

In other words, we need to:

- name items and components**
- describe their function**

We can use these ways to label items:

It **is called** a cross-cut saw.

It **is known** as a cross-cut saw.

We can describe the function of items like this:

A cross-cut saw **is used for** cutting wood.

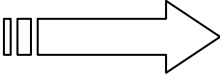
Another way to use the same pattern and also give some distinguishing characteristics is to use relative pronouns:

A crosscut saw **is** a saw **that is specially designed** for making crosscuts.

In modern English there are five relative pronouns: that, which, who, whom, and whose.

who ➞ (people)
that ➞ (things or people)
which ➞ (things)

There are different ways to define things. Look at this example:

A hygrometer is an instrument  **used for** measuring relative humidity.
which is used to measure relative humidity.
which measures relative humidity
that is used to measure relative humidity.

Now link these statements and practice different ways to give a short definition.

Back Saw	a saw with a rectangular blade with a reinforced rib on its back for stability.
CAD	A computer-based method for technical drawings in two or three dimensions.
Hardwood	wood produced by deciduous trees.

1.3 THE FIELD OF WOODWORKING

Read the following paragraph and as you read it, underline the endings. Then do the exercises.

Woodworking - the process of making something using wood

As skills and **knowledge** continued to develop, and woodworkers began to understand the **wide variety of properties** of woods from different tree sources, wood became one of the most **widely** used materials, found in nearly all areas of life, from home to work, production to pleasure. Those who had a talent for working wood became important **artisans and craftsmen**, and **guilds** and workshops were developed to help document and preserve the art, **train apprentices**, and represent the interests of those involved.



Parquetry and **marquetry** are creating beautiful and often **complex** patterns with different wood **veneers**. Originally used as decoration on furniture and some homes, it has now expanded to include **artwork and picture making**. Parquetry typically involves the use of geometric shapes, while Marquetry draws from life images and scenery.

Today, some of these categories have become **obsolete** as steel, plastic, cement, and other compounds have replaced wood in many situations. While wood is still used in numerous important **applications**, including home and **commercial construction** and furniture making, woodworking has become an activity practiced less for necessity and more for pleasure, challenge, satisfaction, and honour.

For some, woodworking is still a means of making a living, but for many, it is a fun and **rewarding** hobby. In addition, the tools, techniques, and applications have become more advanced and **sophisticated**. A person just getting started in woodworking could soon **become overwhelmed** with the amazing number of choices.

Adapted from source: <http://homerepaircalifornia.com>. (online) 25. 1. 2011

Task 1

Find Slovenian translations for the terms in bold type.

Task 2

Complete the list below.

Noun	Adjective	Adverb	Verb
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<i>collaboration</i>	<i>collaborative</i>	<i>collaboratively</i>	<i>collaborate</i>

Language work: *present tenses*

Read the text on “The field of woodworking” and underline the verbs.

What tenses are used in the text?

When do we use the Present Simple Tense?

When is the Present Perfect tense used?

What is the difference between the Present Simple and The Present Perfect Simple Tense?

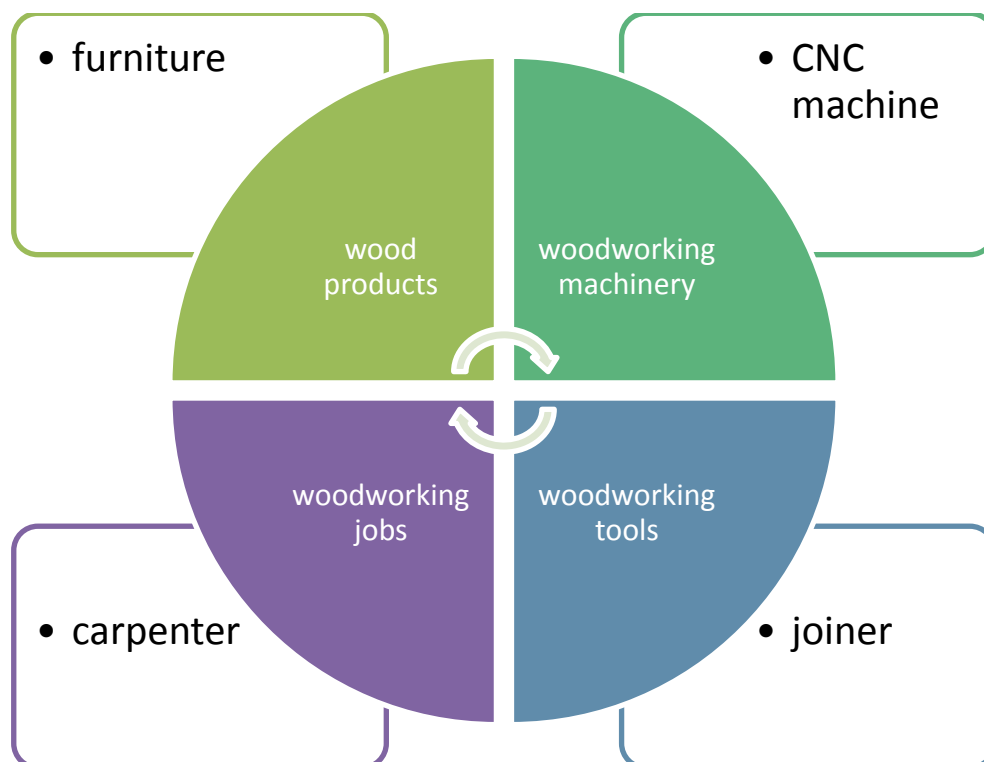
Remember

The Present Perfect Tense is used in the following situations:

- There is a connection with the past
 - Parquetry has expanded.
- The exact time of the action is not known.
 - Nowadays, some woodworking techniques have become obsolete.
- The action is not completed at the time of speaking/writing.
 - Woodworking has become a less practised activity.

For further information on the English Tenses you can visit:

<http://www.englishclub.com/grammar/>

Follow up set:**1 Complete a mind map of woodworking with the following words:****2 Use the texts you have studied so far and describe what woodworkers do using your own words.****You can use these phrases to help:**

- Woodworking is ...
- Woodworkers deal with ...
- Architectural woodworkers are engaged in ...
- Furniture making comprises ...
- Construction wood includes ...
- Environment-friendly wood products are made of ...

Summary

Check your progress in this unit:

- ☐ I can talk about the field of woodworking.
- ☐ I can use nouns, verbs, adjectives and adverbs.
- ☐ I know three ways for learning new technical words.
- ☐ I remember how to form and use The Present Simple Tense
- ☐ I understand most of each text in this unit.

2 IT'S MY JOB

① Background information

There are many job opportunities for woodworkers. We are all afraid of not finding a suitable job or any job. Can you imagine your life without the means for survival?

In this unit you will:

- be talking about your job
- learn about business letters
- practice writing a CV



IDIOMS CONNECTED WITH PAYMENT

A: “How are you going to live on such a small salary?”

B: “I don't know – one way or the other.”

(meaning: you are not sure exactly how yet, but it will happen.)

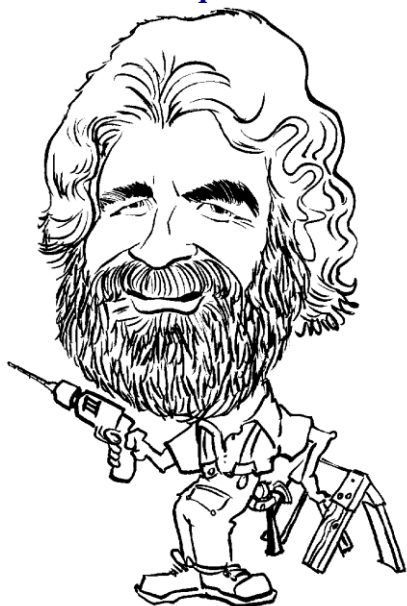
A: “My boss just congratulated me on my report. Should I ask him for a pay rise now?”

B: “Yes, go on. Strike while the iron is hot.”

(meaning: do something immediately while you have a good chance of success.)

2.1 BECOME A WOODWORKER

Answer these questions:



- 1 Do you enjoy creating things?
- 2 Do you like finding out how things work?
- 4 Do you enjoy solving technical problems?
- 5 Do you enjoy science programmes on TV, like “How it's made”?
- 6 Do you read articles on engineering topics?

Fig. 3: Lumber Jock Gregory Sanders

Source: <http://lumberjocks.com/videos...>; (online). 25. 1. 2011

If you have answered most of these statements positively, engineering is the right course of study for you.

Answer these questions – discuss them with your partner:

- 1 What time do you usually start your classes?
- 2 When do you finish?
- 3 How long is a class?
- 4 How many students are in your class?
- 5 How many classes do you have each week?
- 6 What is the title of your course?
- 7 How many years/exams do you have left?
- 8 How are the exams assessed?
- 9 What happens if you fail the test once?
- 10 What are you going to do after the certificate?

Language work: Making questions**Can you ask questions correctly?**

The basic rule for asking questions in English is straightforward:

Invert the order of the subject and the first auxiliary verb.

It is snowing. = **Is** it **snowing**?

He can speak English. = **Can** he **speak** German?

She will arrive at ten o'clock. = **Will** she **arrive** at ten o'clock?

If there is no auxiliary, use part of the verb *do / does / did*.

You speak fluent French. = **Do** you speak fluent French?

She lives in Brussels. = **Does** she live in Brussels?

They lived in Manchester. = **Did** they live in Manchester?

He had an accident. = **Did** he **have** an accident?

Most questions with question words are made in the same way:

How often **does** she **use** it?

Why **don't** you **come**?

Where **do** you **work**?

How many **did** you **buy**?

who, what and which do not need an auxiliary verb when they function as a subject.

Compare:

What happened? (what is the subject of the verb)

What did you do? (you is the subject of the verb)

Note the position of the prepositions in these questions:

Who did you speak to?

What are you looking at?

Where does he come from?

Read the following text and do the exercises below.

Woodworking is a career choice

Woodworking is an essential part of the building process and many consumers and organizations desire products made out of wood. Woodworkers are trained professionals that create a variety of products from many types of wood.

Woodworkers assist in meeting the demand for products made out of wood by creating many different items such as furniture, musical instruments, and cabinets. They build items by hand and use a variety of power tools and automated equipment. Their work is often done on an assembly line. They determine the best technique of creating products by reading blueprints and drawings. They measure, cut, shape, and assemble materials and check them for accuracy. Then woodworkers sand, stain, and coat products with sealers if needed. Woodworkers also set up, control, and maintain all types of woodworking machines. Many woodworkers use computerized numerical control (CNC) machines to control tools and create many different complex designs. Some woodworkers focus on a particular type of product or items that are unique.

Task 1: Answer the questions

- 1. What does a woodworker do?**
- 2. Are computers used in woodworking?**
- 3. What types of technologies do woodworkers work on?**

Task 2: Ask questions about woodworking.

2.2 JOBS AND CAREERS

What are the attractions of the job of a joiner, carpenter, and artisan?
What do they do in their job? Why do you study woodworking?

2 Read the text, and then give your own opinion. Use some of the phrases below:

I believe that ...	I think that	I strongly (dis)agree ...
---------------------------	--------------------------	----------------------------------

A lot of people no longer make furniture from wood simply because it's practical. People who still make their own gear from wood do so because these items are works of art as much as they are functional pieces; the natural feel, warmth, and texture of wood is something that no synthetic material or metal piece can ever emulate. If you like working with your hands and want to get into woodworking, there are a few courses you can take.

Discuss these questions:

- What kind of work do you do? What do you enjoy about your job?
- What do you dislike? What are the most important things for you in your job?

Talking about your job: match the phrases:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ I work as ▪ I'm responsible for ▪ My job also involves ▪ I deal with ▪ As part of my job I have to ▪ I'm based in | <ul style="list-style-type: none"> ❖ questions people have about furniture. ❖ an artisan with BBS. ❖ cabinets and coatings. ❖ consider house equipment. ❖ Reading, not far from London. ❖ giving advice on air-conditioning. |
|---|---|

Some verbs (action) and nouns (things) have similar forms. Write the verb forms of these nouns.

- | | |
|-----------------------------------|-------------------------------|
| 1 negotiation <u>to negotiate</u> | 6 test _____ |
| 2 inspection _____ | 7 function <u>to function</u> |
| 3 equipment _____ | 8 cut <u>to cut</u> |
| 4 specification _____ | 9 security _____ |
| 5 maintenance _____ | 10 analysis _____ |

2.3 WRITING 1: BUSINESS LETTERS

Standard layout of formal letters

Salutation / finishing phrases

- | | |
|---|--|
| <ul style="list-style-type: none"> ❖ Dear Sir or Madam, ❖ Dear Mr / Mrs / Ms / Miss Bink, ❖ Dear Jane, | <ul style="list-style-type: none"> ○ Yours faithfully, ○ Yours sincerely, ○ Best wishes, ○ Best regards, |
|---|--|

The body

- | | |
|--|--|
| <ul style="list-style-type: none"> ○ THE REFERENCE - HEADING ○ Your phone call of today. | <ul style="list-style-type: none"> ○ THE REASON FOR WRITING ○ I am writing to enquire about ... apologise for ... confirm ... |
|--|--|

Other useful phrases

- I am writing to inform you about our up-to-date catalogue.
- Thank you for your e-mail and for your interest in our products.

GIVING BAD NEWS

Unfortunately, we have some problems with delivery.

Closing remarks

- Thank you for your time and consideration.
- Please contact us again if you have any questions.

Future contacts

- I look forward to hearing from you soon.

Enclosing documents

Enclosures: CV, price list, samples, catalogue.

Study the layout and structure of the business letter below and do the tasks.

return address or letterhead	Liza Jansen Mala ulica 12 Ljubljana 1211
date	December 12, 2010
address of recepient	Mr Ben Benson Department of Mechatronics, UM 1 Main Street, Olympia, MUC 8123
salutation	Dear Mr Benson,
body of letter	I am a student at ABC School in Ljubljana, Slovenia. Our class is working on a water resources project and would like to request a map of the Munich Couty watershed. Thank you for you consideration. We certainly appreciate your department's help with last year's project.
complimentary close	Sincerely,
signature	
your name typed	Liza Jansen

Fig. 4: Layout and structure of a business letter

Write a letter to ask for information about wood panels. Lay out your letter like this:

Nova ulica 21
1111 Staro mesto
SLOVENIA

30 August 2006
CBC Forest products
Park Street, Nottingham
NO 22KL, UK

Dear Sir or Madam

Please send me further information on the laminated wood beams you advertise in WoodPecker Journal.

Yours faithfully,

Karel Ribnik
Karel Ribnik

Now write a response from a company, using the prompts below:

Pre-cut lengths up to 60', saves time and labour, I-Joist compatible depths
3-1/2", 5-1/2" & 7" standard widths
Individually wrapped and surface sealed.
No nail laminating necessary.
Can be used for window, door and garage door headers, floor edge and centre girder beams,
roof ridge beams and commercial beams.
Guaranteed delivery terms.

2.4 APPLYING FOR A JOB

When you apply for a job, consider the following:

- ✚ What impression do you try to give in an application letter?
- ✚ How important is a well-presented CV or resume?

A CAREER HISTROY

Career resume: A.J. THIERSEN
1985- 1994 Employed by Institute of Wood
1979 -1984 Technician in a Lund Construction plant
1975-78 Technical Higher School in Lund (diploma in woodworking)

Recent career moves

February 2001 Won a major contract with a shipbuilding company
1995 - 2000 Became self-employed
Opened a workshop in Lund

How about you?

Answer these questions about yourself.

How long ago did you start your present job? How long ago did you start learning English?

Listening activity

Go to the following web site <http://www.ehow.com/video> and watch the video.

Source: <http://www.ehow.com/video...>; (online). 10. 1. 2011

While listening, try to catch the tips how to write a well presented CV.

Then check the following CV and insert the missing phrases.

Model CV

CURRICULUM VITAE		
Details		
Name:	Jan Novak	
Date of birth:	2 August 1987	
Address:	Huda ulica 12, Staro mesto 1234	
Education and		
2003-2007	SCSL Vocational College of Higher Education, Škofja Loka	
	Diploma in Woodworking	
1999 – 2003	Secondary Technical School, Kranj	
I hold a clean driving licence. I have been driving for three years.		
Work		
2009 to present	Inspection Technician Ben & Hugo Ship Joinery	
- responsible for checking incoming components and completed products using a wide range of test equipment including computer-based record system.		
2007 - 2008	Apprentice technician Sturm & Hafner (SI) Ltd.	
- basic technical duties, telephone receptionist, in a busy joinery shop.		
and activities		
	Travel, sailing.	
	College:	Work
	Mr Jan Car	Mr Jon Minas
	Head	Personnel officer
	Phone: 4577-56789	phone: 2388-0098

Fig. 5: Model CV

DRAFT AN APPLICATION LETTER

- Introduce yourself briefly
- Give your reasons for applying
- Describe your relevant experience – or justify your lack of experience
- Describe your skills
- Describe how you meet the requirements of the job
- Say when you're available for an interview

Application letter - starting

- I noted with interest your advertisement in today's Delo.
- I wish to apply for a place at SLO Yacht.
- My reason for applying is that I would like to broaden my experience and also to make a greater use of knowledge of languages.

Application letter - body

- My qualifications are as follows: ...
- As you will see from the enclosed CV, I have a three-year experience in ship building.
- My responsibilities have included all types of technical support and contacts with clients.
- I use computer on a daily basis and I have experience with CAD and CAM.

Application letter - ending

- I am enclosing the names and addresses of two references/referees who can testify to my conduct and character.
- I am looking forward to the opportunity of attending an interview.
- Please contact me by phone/mail.

When you read a job advertisement you may find that you don't meet all of the qualifications. So look for key words that stand out and tell you what they are looking for. When applying to the advertisement, please make sure you follow and pay strong attention to the instructions on how to apply.

Look at this advertisement. What do they advertise? Where is the company located? Are they looking for skilled workers only? How can you apply?

Institution	
CENTRE DE SANTÉ TULATTAVIK DE L'UNGAVA	
Region :	Nunavik
Location :	Kuujuaq, Nunavik, Québec
Position	
CARPENTER / MAINTENANCE WORKER	
Summary of the responsibilities:	
•Constructs, repairs and maintains wood frames, walls, ceilings, floors and other works made of wood, metal or other materials as the case may be •Install and adjust doors, windows and interior and exterior hardware	
Requirements :	
•Must have a "Carpenter framer" qualifying certificate issued by the authorized ministry •Carpenter experience: knowledge of the different construction and renovations trades	

- Knowledge of building maintenance
- Possess a valid driver's license
- Knowledge of English or French, spoken and written

Send your application to:

Human Resources Department
Ungava Tulattavik Health Centre
P.O. Box 149, Kuujjuaq (Quebec) J0M 1C0
Fax: 819-964-2071
Email: ressourceshumaines.tulattavik@ssss.gouv.qc.ca

Adapted from Source: <http://www.santemontreal.qc.ca>; (online). 10. 1. 2011

Look at the model letter below and do the tasks that follow.

.....

**Lesarska ulica 45
Lesno mesto 4321
May 23, 20__**

Human Resources Department
Ungava Tulattavik Health Centre
P.O. Box 149, Kuujjuaq (Quebec) J0M 1C0

Dear Sir / Madam

My experience as a bench carpenter spans nine years - three in a manufacturing company and six doing free-lance projects. When I saw your posting, I decided to write this cover letter. I want to remain in the field, so this job sounds ideal for me.

I am well acquainted with the various tasks of this kind of work, including assembling pre-cut and prefabricated wooden parts to form complete units and using woodworking hand and power tools. I also read blueprints, shop drawings, and follow written instructions to determine the method and sequence of the assembly of various parts.

If you wish to meet me to discuss this job, please phone me at 695-888-8756 and I will gladly come to your office at your convenience any weekday afternoon. Thank you for considering my cover letter and giving me a chance to win this job.

Sincerely,

D. Danes

Dane Danes

Enc: resume

Go to the following page <http://www.careersinholland.com/vacancies>

Source: <http://www.careersinholland.com/vacancies/...>; (online). 10. 1. 2011

and

- 1) Write a job summary
- 2) Apply for a job – use a separate sheet of paper and write a CV and an application letter.

Application vocabulary

- leave/finish school, graduate from university, community college, etc.
- study for a diploma, matura, etc.
- student of Vocational College / Community College
- have/obtain a degree in Wood Engineering
- have no/little experience of ... / in...
- gain practical experience/qualifications
- previous/current/working experience
- work attitude, work performance
- knowledge of languages
- computing skills
- duties at the moment

Translate the following sentences into English.

- 1 Videl sem vaš oglas v Gorenjskem Glasu prejšnji teden.
- 2 Rad bi se prijavil na mesto tesarja v vašem mizarstvu.
- 3 Imam že nekaj izkušenj pri delu s CNC stružnicami.
- 4 Lansko leto sem delal kot študent v podjetju za urejanje hudournikov.
- 5 Sem inženir lesarstva in znam uporabljati program za računalniško podprto risanje.

Follow up set:

Task 1

Go to the following web site <http://europass.cedefop.europa.eu/...>

Source: <http://europass.cedefop.europa.eu/...>; online; 13. 12. 2010

download the English version of Europass CV and fill it in.

Task 2

Read the job advertisement on the web site <http://jobview.monster.com/>

Source: <http://jobview.monster.com/>; (online). 10. 1. 2011

and apply for a job – use a separate sheet of paper and write a CV and an application letter.

Summary

Check your progress in this unit:

- ☐ I can talk about my job.
- ☐ I can write a good CV.
- ☐ I can apply for a job in English.

3 VOCATIONAL WOODWORKING

① Background information

There may be several occasions when you have to talk about your company. This may be when you're showing someone around the place, or you may need to explain someone how your company is organized and who is responsible for different aspects of the business.

Focus of Unit 3:

- talking about your company's history and structure
- understanding the present and past tense
- use of passive

Look at the pictures and try to guess the trades.



Fig. 6: Technical and vocational education

Language work: describing a company

When you describe your company, these expressions can be useful:

Our company is a family company, a sole trader, public limited company. It is small, medium or large.

Main activities

producing, buying and/or selling, importing and/or exporting, distributing, offering different services, designing, ...

History of the company

Our company was founded / set up in 2001. Then it began to grow.

Other information about the company: It is one of the leading ship building companies in the region. We produce .

About products/services/turnover

Our company pays attention to the quality of products and services. It offers after-sales service for our customers and buyers. Last year, the total business exceeded € 2.5 million. The turnover amounts to €1.8 million.

Staff policy

In 2009 the number of employees totalled 1,500. We have 45 full-time, high-qualified staff.

Location

Our company is located/based in Škofja Loka, but has branches in Genova and Marseille. The firm's premises are in 13 Stara ulica, Škofja Loka, Slovenia.

Structure of the company

Our company consists of two departments.

Departments

Production, quality control, logistics, marketing, sales, purchasing, export, import, advertising)

Management

CEO/general manager/managing director, managers of departments.

3.1 EXPLAINING STRUCTURE AND PROFILE OF A COMPANY

Organisational chart

Most companies are made up of three groups of people: **the owners** (who provide the capital), **the management** and **the workforce**.

The management structure of a typical company is shown in this organizational chart. At the top of the company hierarchy is the Managing Director, responsible for policy decisions and strategy. The MD, or Chief Executive Officer (CEO, AmE), has overall responsibility for the running of the business. Managers head the various departments or functions within the company.

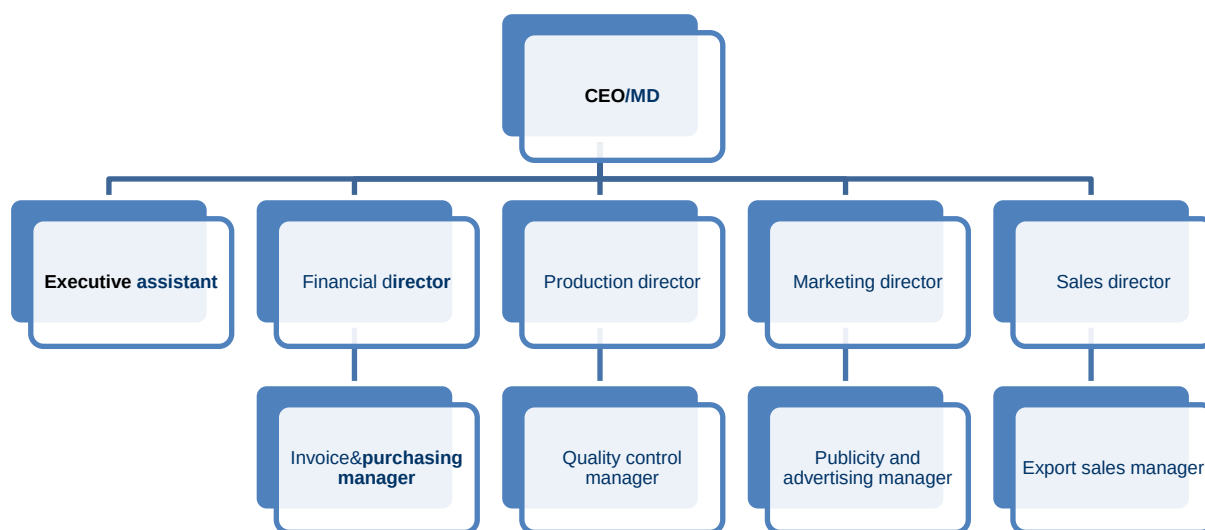


Fig.7: Organisational chart

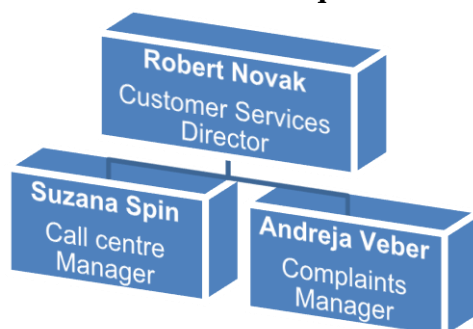
Speaking activity

Discuss

- Does your company have a clear structure as in the above organisational chart?
- What are your company's activities?
- Where do you operate?
- How important is your company in local environment?

Now describe the structure of your company.

Look at the chart and answer the questions.



- What is Andreja's job?
- Which department is Suzana **responsible for**?
- Who does Suzana **report to**?
- What is Robert **in charge of**?

Fig. 8: Staff policy

Which verbs do not go with the nouns?

- a company: **stop**, found, take over, set up
- production: continue, stop, begin, make, run

COMPANY PROFILE

Read the article and answer the questions below the text.

Wychwood Design is a well established manufacturer of high quality fitted and free standing furniture for the contract and domestic furniture markets.

The company's manufacturing base is comprehensive and flexible, employing workers whose traditional skills and experience in furniture making are backed up with the latest manufacturing methods and computerised technology.

The manufacturing, polishing and upholstery departments are all under one roof at Brize Norton in Oxfordshire, allowing the company flexibility and full control of all aspects of production.

Wychwood Design broadly operates in two areas of manufacture; firstly in a standard range of items comprising of chairs, sofas, tables, consoles, nightstands, desks and other associated furniture which are all polished and upholstered to the client's specifications.

Secondly, in the design and production of special items and batch ranges of completely individual and original pieces developed in association with interior designers, architects, and specifiers. These include internal doors, bookcases, wardrobes, studies, staircases, kitchens, sideboards, armoires and almost any kind of fitted or free standing furniture.

Adapted from Source: <http://www.wychwood-design.co.uk/>; (online). 7. 1. 2010

Answer the questions:

1. What's the company's core business?
2. What's the company's turnover?
3. How many employees are there?
4. What's happening in the company at the moment?

Are these statements true or false according to the text?

1. The company is entering a new market.
2. They are building new facilities.
3. They are introducing new technology.
4. The company sells microelectronic products for automobiles.

Grammar Note

- 1 We use **The Present Simple Tense** to talk about *regular activities*
- 2 We use **The Present Continuous** tense to talk about *actions that are going on at the moment*.

Now refer back to the text and find the examples of The Present Simple and Present Continuous Tenses.

For more information on these two tenses you can visit: <http://www.englishclub.com/>

Remember

The most common **verbs** for describing company structure are:

consists of **includes** **is divided into**

- e.g. *The company consists of five main departments.*
 The sales department is divided into two sections.

Other verbs frequently used to describe company organization include:
 to be in charge of to be responsible for

- e.g. *The marketing department is in charge of the sales force.*
 The production is responsible for quality control.

Talk about this company.

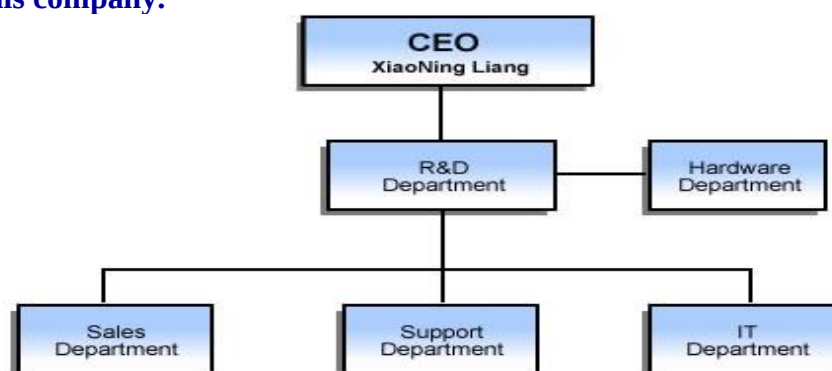


Fig. 9: Performing worldwide

3.2 TIMELINE MATTERS

Look at the company's timeline and answer the questions below.

Timeline	
May 1967	Thomas and Joseph Paone, Jr. establish Paone Woodworking Corporation in Philadelphia
1976	Paone begins production level manufacturing for international amusement game company requiring purchase of computer controlled wood cutting and boring machinery. SCMI panel saws and overhead router purchased.
1979	Paone expands with purchase of second building.
1982	Cabinet and assembly shop created in new building.
1986	Paone begins manufacturing custom woodwork for Atlantic City casinos.
1991	Purchase of new SCMI panel saw and Morbidelli boring machine. Implementation of CAD for drafting and design. Computerization of accounting and inventory.
1997	Purchase of Morbidelli 504 Rapid 7 machining centre
2001	Third generation assumes management of Paone

Adapted from Source: <http://www.paoneww.com/>; (online). 25. 1. 2011

Who were the company's founders?

When did they set up the company?

What happened in the 1980s?

When did they buy a machining centre?

Now re-read the text, underline the verbs and complete the following list.

Infinitive	Past Tense Form	Slovenian
Regular verb		
<i>create</i>	<i>created</i>	<i>postaviti, narediti, urediti</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
Irregular verb		
<i>begin</i>	<i>began</i>	<i>začeti</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Grammar Note

We use **The Past Simple Tense** to talk about *finished past events and time periods*.

For further notes on the Past Tense you can visit:

<http://www.englishclub.com/grammar/>

The company was established in 1967.
Thomas Paone established the company in 1967.

In ACTIVE voice sentences, the **verb** expresses the action, the **subject** performs the action, and the **object** receives the action:

In a **PASSIVE** voice sentence, the subject and object exchange places. The subject becomes the passive recipient of the action:

A "by+agent" tells who or what performs the action and can be sometimes omitted.

<http://www.englishclub.com/grammar/>

Changing active to passive

Source: <http://www.ehow.com/video...> (online) 10. 1. 2011

Use of Present / Past / Future Passive Voice

A company **produces** special coating.

However, it is more common to use the Passive. This is because it is often **not important who** performs an action **but what** it is about.

How is the coating used?

Note:

The Passive structure has **by+agent** only if we need to clarify who or what has caused the action.

How were designs produced?

Future passive

We hope no mistakes **will be made** in the future.

The sentences below are in the active voice. Study them and define the tense.

1. We inspected six joinery companies.
2. We tested the samples under various conditions.
3. The department will announce the results next Tuesday.
4. A company in Sweden produces this equipment.
5. You did not inform us about the results of the inspection.

Now fill in the blanks to change the verbs in the sentences above from active voice to passive voice. Remember to keep the verb in the same tense.

1. Six joinery companies _____ (inspect).
2. The samples _____ (test) under various conditions.
3. The results _____ (announce) next Tuesday.
4. This equipment _____ (manufacture) by a company in Sweden.
5. We _____ (not inform) about the results of the inspection.

Read the article about the SIKKENS joinery and do the exercises below.

Past and present in a nutshell

The Beginning

It all started in 1792 when painter and decorator Willem Sikkens started the production of Sikkens lacquers in the town of Groningen. His son Geert Willem **took the company over** in 1837 and chose Sikkens & Co. as the company name. This name became synonymous with quality and craftsmanship.

First Stages of Growth

The business **continued to expand**. In 1903 the two sons, Willem and Johannus, **took possession of** a larger factory. This **was followed by** a number of expansions including machinery, buildings, stores and a laboratory where quality was monitored and new products were developed.

New products for new purposes

A great revolution **brought about** the introduction of cellulose lacquer in 1928. A special factory was built and many industries **profited from** the development of this modern lacquer. Many products were finished using the new Sikkens lacquers: cars, aircraft, trains, typewriters, furniture, shoes, walking sticks, water heaters, dolls, portrait frames and much more.

Full Range of Coatings

Sikkens **specialised in** the production of high quality finishes for professional users. During the fifties and sixties Sikkens decided to take over a number of well known factories. Several production units were also opened. All of these companies **were merged within** the Sikkens Group holding company.

Expansion

In 1965 the company **merged with** Koninklijke Zwanenberg Organon. In 1969 these two **were linked to** the AKU, the Algemene Kunstzijde Unie, and so AKZO was created. That

was the beginning of European growth. In Germany the Lesonal paint factory was purchased and Astral was bought in France. Together with the Sikkens group these three **formed** AKZO Coatings. The companies combined their many years of experience, which **resulted in** integration of production and distribution and a broadening and improvement of the offering.

The Changes of Today

The AKZO Coatings **started up an ongoing flow** of new and improved products. Examples include high performance joinery finishes using the innovative technology binders. This results in a far superior exterior, highly durable joinery coating system. **From the seventies onwards** ALKZO Coatings continued to grow by building and purchasing factories in Western and Eastern Europe, in North and South America, in Asia and in Africa. In 1993 they **combined with** the expertise and strength of the Swedish company Nobel to create an organisation which even today **feels strongly about** quality and service, just as Wiert Willem Sikkens did in 1792.

Adapted from Source: <http://www.sikkens-joinery.co.uk/...>; (online) 10. 1. 2011

Do you understand all the words?

Read the text again and underline the unknown words you don't understand.

- a. Try to guess the meaning of phrases in bold from the context.
- b. Now use a dictionary and find Slovenian translations.
- c. Learn and remember the correct use of prepositions in phrases. Insert the correct preposition: **up, within, from, about, in, to, of, with, by, onwards**, in the following sentences:
 1. They were looking for money to start _____ a company.
 2. The fire resulted _____ an explosion.
 3. Your diploma is linked _____ to your study performance.
 4. Many small companies are forced to merge _____ larger groups.
 5. Everyone can profit _____ studying.
 6. What brought _____ the crisis?
 7. The city can take possession _____ the abandoned buildings.
 8. The courses are combined _____ practical work.
 9. The growth was followed _____ a sales increase.
 10. The company produces car parts from 1990s _____.

Answer the questions:

1. What is AKZO famous for?
2. What are the main areas of AKZO trades?
3. When was the company set up?
4. What happened in the mid 20th century?

Are these statements true or false, according to the text?

1. AKZO is focused on the production of luxury cars.
2. They promote new technologies.

Now refer back to the text and find the examples of The Past Simple Tense and complete the list. You can add some woodworking-related verbs of your own.

<u>Infinitive</u>	<u>Past simple</u>	<u>Slovenian</u>
<i>start</i>	<i>started</i>	<i>začeti</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Re-read the text and underline all verbs. How many of them are in the active and how many in the passive form?

3.3 WORD FORMS AND TENSES

Study these examples:

Present Simple

Smo mednarodno podjetje.

We are a multinational company.

Wychwood Design je uveljavljen proizvajalec pohištva.

Wychwood Design is a well established manufacturer of furniture.

Wychwood Design v glavnem deluje na dveh področjih izdelave pohištva.

Wychwood Design broadly operates in two areas of manufacture.

Present Continuous

am/is are + ~ing → Present Continuous

Razvijamo nove tehnologije.

We **are** develop**ing** new technologies.

Podjetje zaposluje izkušene delavce.

The company **is** employ**ing** skilled workers.

Krepimo svojo vlogo.

We are strengthening our position.

Not all words ending in ~ing are verbs. They can be gerunds (glagolnik) or adjectives.

-ing → Gerunds

Proizvodnja in tapeciranje omogočata večjo prilagodljivost:

The manufactur**ing** and upholstery allow better flexibility.

-ing → Adjectives

Wychwood Design uporablja najnovejšo proizvodno tehnologijo:

Wychwood Design uses the latest manufacturing methods.

Follow up set:

Work in pairs. Ask and answer questions about the Castlewood Joinery.

Look at the product development timeline below. Draw a similar company timeline for Castlewood Joinery and mark the stepping stones in the development of their company.

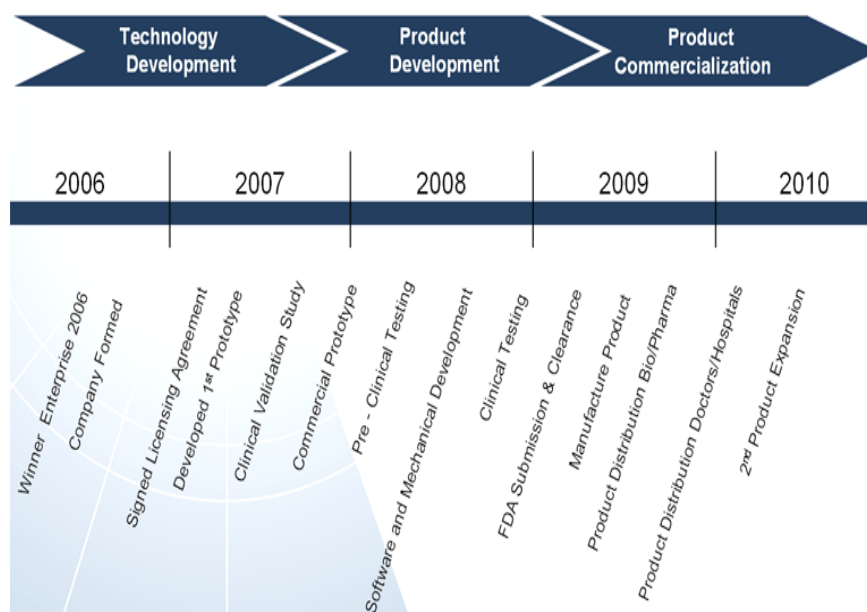


Fig. 10: Product development timeline

Mr Stephen Coxon and Mr Barrie Birkin established Castlewood Joinery in 1983. Mr Birkin left the company in 1986 leaving Mr Coxon as managing director to carry on with the company, with Mr Birkin taking over the installation of manufactured joinery until his retirement.

In the late eighties the company continued to grow from grant-aided projects to high-class bespoke joinery supplying many large nationwide projects.

In the 27 years of the company's existence, Mr Coxon has managed to guide the company through many challenging times with the growth in popularity of UPVC windows, many economy downturns, and more stringent rules applied to running a company.

The company continues to move forward with the return in popularity of timber windows and doors as these proved to be more efficient and environmentally friendly than other fabrication materials. We pride ourselves in being a major supplier to the building trade whilst ensuring our private client's requirements are very important to the company.

Adapted from Source: <http://www.castlewood-joinery.co.uk/...>; (online). 9. 1. 2011

Summary

Check your progress in this unit:

- ☐ I can talk about my company.
- ☐ I can use the passive form.
- ☐ I understand the difference Present Simple vs. Present Continuous.
- ☐ I can browse the Internet and find specific information

4 OH NO, NOT ANOTHER MEETING!

① Background information

Most business people spend a lot of their time attending meetings. This unit revises some of the socialising skills and the language in meetings. Most meetings are planned in advance. They usually have an agenda.

Unit 4 deals with:

- socialising vocabulary
- the language of meetings
- practicing roles in a meeting

4.1 INTRODUCING YOURSELF

Go to the following web page <http://www.youtube.com> and watch a video.

Source: <http://www.youtube.com/...>; (online). 25. 1. 2011

Let us look at a simple introduction:

Giving your name

Conversation	Notes
Ben: Hi 😊 My name is Ben. What's your name?	Or you can shorten this to "Hi ☺ I'm Ben (waiting for their introduction).
Masha: Hi Ben. 😊 My name is Masha.	This can be shortened to "Hi 😊 I'm Masha".

How are you?

After giving your name, you can ask how they are.

Conversation
Mike: Hi 😊 My name is Mike. What's your name?
Manya: Hi Mike. 😊 My name is Manya. Nice to meet you.
Mike: Pleased to meet you, too. How are you?
Manya: Great thanks. And you?
Mike: Very well, thanks.

Where are you from?

After you have given your name, you can ask where they are from, unless it is obvious.

Conversation
Mark: Hi 😊 My name is Mark. What's your name?
Zarya: Hi Mark. 😊 My name is Zarya. Pleased to meet you.
Mark: Pleased to meet you, too. Where are you from?
Zarya: I'm from Slovenia. And you?
Mark: I'm from Canada. Have you ever been there?
Zarya: No, but I'd love to go.

4.2 THE LANGUAGE OF MEETINGS



Image source: <http://www.communicationandconflict.com/...>; (online). 8. 2. 2011

When organising a meeting, these are the phrases that may help you:

Asking for views / opinion

- Yes, Peter?
- Peter, what are your views?
- Peter, what do you think?
- Any views on this?
- How do you feel about that proposal?
- What's your opinion of ...?

Giving your view, making suggestions

- I think we should ...
- I don't think we should..
- Why don't we ...?
- The best thing to do is ...
- One thing we could do is ...

Agreeing, accepting

- That's right.
- I agree with what Peter said.
- I have nothing to add, really.
- Yes, that's true.
- That's a good idea.
- Great. Let's do that.

Rejecting, disagreeing

- I don't quite agree with that.
- I see what you mean, but ...
- I'm sorry, but that's out of the question.

Moving on

- Let's look at the next item on the agenda.
- We need to move on to the next point.

Participating in meetings

Meetings are very important for formal business communication.



Fig. 11: In a meeting

They are used to make decisions, get acquainted with people, share ideas and reach business deals.

The **chair (person)** has to be a good organizer. They should make sure the **agenda** (the list of things to be discussed) is distributed to everyone concerned. The chairperson should be a good **timekeeper**. They should start the meeting on time, without waiting for **latecomers**. They should appoint a **minute-taker** to **take the minutes**. The chair should make sure that each **participant** (someone who attends the meeting) has a chance to **make their point**.

Finally, the meeting shouldn't be too long; it should finish **on time**, or earlier.

Translate these sentences into English.

Kdo bo danes pisal zapisnik?
 Ali ste prejeli dnevni red?
 Ne zamudite na sestanek ob 9h.
 Kdo se bo udeležil sestanka?

Grammar Note

We use **The Present Simple Tense** to talk about *the events that are on a definite schedule or timetable*. These sentences usually contain verbs: be, open, close, begin, start, end, finish, arrive, come, leave, return.

For further notes on the Future Tense you can visit:

<http://www.englishclub.com/grammar/>

Speaking practice: Participating in a meeting

Practice the language of meetings. Role play and use these phrases to help. Define roles and exchange them. You can use the phrases below.

Starting

- Good morning, everyone. Welcome.
- If you have a mobile phone, could you please turn it off?
- Shall we begin?
- Has everyone got a copy of the agenda?
- All right. Now, the first item on the agenda is ...

Managing the meeting

- Does anyone have any questions before we move on?
- Could you answer that for us?
- Thank you everyone. Now, shall we move on to the next point?

Suggesting, asking, interrupting

- Could I make a suggestion?
- Could I ask a question, please?
- Sorry, could I interrupt for a moment?
- Could I just say anything?

When can we meet?

- Are you free on Monday?
 - I'm free from 4 till 5 on Monday.
- Are you available on Tuesday?
 - I'm busy all day on Tuesday.
- How much time do you have for a meeting on Wednesday?
 - I'm free all morning. How long do we need?

Arranging appointments or meetings

- How long do you think we need to discuss this?
 - Half an hour is enough, I think.
- Do you have any time for a meeting on Wednesday?
 - I don't have any time at all on Wednesday, but I could manage Monday after lunch.

Speaking at meetings. Fill in the blanks with the correct phrases and sentences from the box.

Can we get back to the main point?	 I didn't follow what you said.
Shall we get started?	What do you mean by ...?
Shall we move on?	Let's turn to ...
Are we all agreed?	We need to discuss ...

Right, everyone's here. *Shall we get started?*

Our turnover is less than 5% of the extra 2.5% VAT.

I'm sorry, _____.

It seems then that a price rise of 5.4% is the best solution. _____? Good.

By the way, I saw Karl in the pub the other day. He moved house last weekend. Did you know that? He told me ...

_____?

OK. We all agree on that item.

_____? Right then, we can offer a discount of 1.2%.

_____ the next item on the agenda. There are three items on the agenda.

Firstly, _____ the problem of late payments. There are some unusual things happening in the East Asia Markets.

_____ unusual?

Complete the sentences with the correct preposition of time.

The interview starts _____ 10:30 am.

The order is due for delivery _____ May.

I emailed her _____ Tuesday.

Employees get three extra days' holiday _____ Christmas.

I saw her _____ lunchtime.

I'm meeting her _____ Saturday afternoon.

Discuss.



Why, in your opinion, people have meetings?

How long should meetings last?

Do you exchange business cards when you meet someone for the first time?

Fig. 12: Another meeting?

Listening practice: In a meeting

Let's do business.

There is no doubt that meetings play an important role in the workplace. Real meetings are dynamic and messy, the context is missing, and ...

Watch the following video “5 keys for a better meeting”:

<http://www.ecenglish.com/learnenglish/business-english-language-business-meetings>

and answer the questions.

- 1 Why do people have meetings?
- 2 How do we start a meeting?
- 3 How long should a meeting last?
- 4 Why is it useful to prepare for meeting?
- 5 How to end a meeting?
- 6 What is the crucial question?

Look at these opinions about the meetings.

Put a tick ☒ beside the opinions you share and a cross ☐ beside the ones you disagree with.

"Oh no, not another meeting!"			6	The most important person at a meeting is the chairperson. ☐
			7	The most important piece of paper at the meeting is the agenda. ☐
			8	Most meetings are unnecessary, but they're just a way of making people feel important. ☐
We asked some business people for their opinion. Here's what they said...	1	The purpose of most meetings is to decide when the next will take place. ☐	9	It's better to talk to each person individually than to call them together for a meeting. ☐
	2	A meeting is a group of people who can decide nothing alone and who decide together that nothing can be done. ☐	10	A meeting may be the only chance the members of a group actually have to see each other face-to-face. ☐
	3	It's better to send everyone a memo about a new procedure than to have a meeting about it. ☐	11	Meetings lead to better decisions, because of the exchange of information and ideas. ☐
	4	meetings help everyone to feel personally involved in decision-making. ☐	12	You can never rely on the person who takes the minutes to tell the truth about what actually happened at a meeting. ☐
	5	It's better for the boss to make a decision than to have a meeting. ☐	13	More time is wasted during meetings than during any other business activity. ☐

Fig. 13: What's your opinion?

How about you?

Do you have a lot of meetings in your company?

What do you discuss at the meetings?

4.3 CREATING A MEETING AGENDA

The meeting agenda is a roadmap for the meeting. It lets participants know where they're headed so they don't get off track. Most importantly, the meeting agenda gives a sense of purpose and direction to the meeting. Most meetings have an **agenda** which for formal meetings is circulated in advance. It should contain the following elements:

1. Purpose, date and time
2. Opening remarks
3. Reminders of previous meetings, reports
4. Items of business, including who is responsible for covering each item
5. Concluding comments.

It must be organised in a logical order, very often it has this format:

1. Minutes of the previous meeting
2. Matters arising
3. Items
4. Any other business (AOB).

Choose the best word from the brackets to fill the gap:

Can we *set* (arrange, set, agree) up a meeting for early next week?

Something came up so they _____ (postponed, cancelled, fixed) the meeting.

Ann is off sick, so Jim will have to _____ (charge, chief, chair) the meeting.

I have to _____ (attend, go, visit) a meeting in Barcelona next week.

On Friday we have a meeting _____ (with, to, off) our most important client.

It's ten o'clock, so let's make a _____ (start, begin, first), shall we?

I want to know what the _____ (special, general, main) feeling is on this.

Follow up set:

Work in small groups and practice a meeting. Your topic: higher salaries.

You can use this agenda.

Meeting agenda

Meeting called by: Date:
Meeting place: Starting time:
Please bring: Ending time:
Attendees:

Purpose of meeting:

Desired outcome:

Summary

Check your progress in this unit:

- ☐ I can introduce myself correctly and socialise.
- ☐ Making arrangements is no problem.
- ☐ I can chair a meeting when needed.

5 TELL ME ABOUT ...

① Background information

You will learn a lot of new words which you need to be able to define things more precisely and describe them accurately.

This unit will:

- introduce basic shapes and dimensions terminology
- pay attention to illustrations
- help you build your own technical vocabulary

4.1 LINES, SHAPES, ANGLES

Read the description and draw the lines.

Parallel lines never **intersect**. They will always be the exact same distance apart.

Perpendicular lines intersect at a right angle and they don't necessarily have to be **vertical** and **horizontal**.

Write down Slovenian terms for the line types and draw them:

curved, straight, dashed, dotted, wavy, outline, diagonal, zigzag, converging

Look at these lines and describe them. Can you think of an object that fits into the drawing below?



Fig. 14: Lines

Shapes

Take a look at the **two-dimensional (flat)** shapes below. Note that the pentagon has 5 **sides**, just like a military government building, and an octagon, which we see every day on stop signs, has 8 sides. Closed shapes with all **straight sides** are called **polygons**. This just means "many sides." A **regular polygon** is a shape in which all the sides are of **equal length**. Shapes that have any **curves** in them are not polygons.

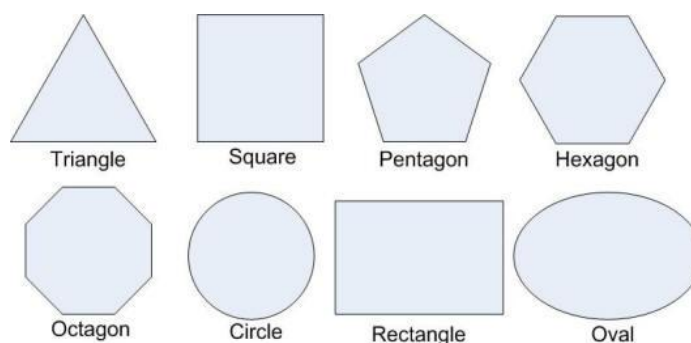


Fig. 15: Shapes

These are the most common shapes, aside from **parallelograms, trapezoids, and rhombuses**.

You might come across shapes of other numbers of sides.

Draw: a heptagon, nonagon, hendecagon, triskaidecagon, icosagon

3D Shapes or Solids

Look at the various 3-D figures below and name them.



Fig. 16: What figures!

Image Source: <http://candyosathanugrah.wordpress.com/>; online; 10. 1. 2011

Language work: A list of nouns and adjectives.

Noun		Adjective	Slovenian
- a rectangle	→	rectangular	
- a square	→	square	
- a triangle	→	triangular	
- a cone	→	conical	
- a tube	→	tubular	
- a circle	→	circular	
- a semi-circle	→	semi-circular	
- a sphere	→	spherical	

Complete the list.

Noun Drawing	Adjective	Slovenian
_____	cylindrical	_____
_____	cubic, cube-shaped	_____
oval	_____	<i>oval, ovalen</i>
polygon	_____	_____
rectangular solid	_____	_____
pyramid	_____	_____
wedge	_____	_____

Now read the descriptions and draw the shapes.

A perfectly round object.

A box that has perfect squares for each face.

A round tube with a circle on each end.

An object with a circle at the top that gets smaller and smaller until it reaches a point at the bottom.

An object with triangles for sides, forming a point at the top. The base is usually a square.

A box that is not a perfect cube. Some of the faces may be rectangles.

Complete the following descriptions using adjectives.

- 1 There's a _____ slot at the top. (circle)
- 2 The pins are arranged in _____ configuration. (line)
- 3 They're laid out in _____ configuration. (triangle)
- 4 There are circular pins. (circle)
- 5 This one has _____ blades. (rectangle)
- 6 It has a _____ slot to receive the earth pin. (cylinder)

Angles

Take a look at the angles below and name them. Use the definitions below.

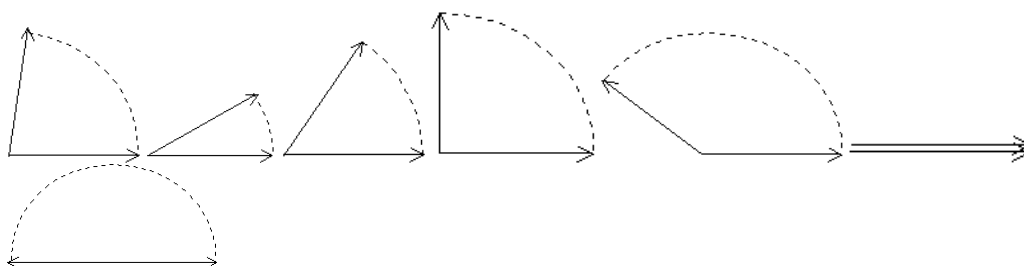
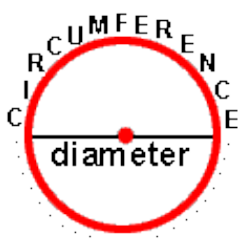


Fig. 17: Angles

An angle is formed when two lines meet at a point. The point at which they meet is called the **vertex** of the angle. A right angle **has a measurement of 90°** and is formed by two straight lines. An acute angle has a measurement of **less than 90°** . An obtuse angle is bigger than a right angle, but smaller than a straight angle. It has a degree measurement between 90° and 180° . A straight angle starts at the vertex and forms a straight line. It has a degree measurement of 180° .

Now mark: vertex, perpendicular line, adjacent angles.

Look at the picture and insert the missing words.



_____ is the distance around a circle. A **circle** is a closed curve. The _____ of the circle is the length of all points in a plane at a fixed distance; the _____ of the circle is a straight line from a fixed point, called the centre of the circle, to the outer boundary. The _____ means the length of the circle and the interior of the circle is called a disc/disk.

4.2 WHAT'S IT LIKE?

Language work: Describing and explaining

Look at the tool box. Name and describe the function of tools.

What are these tools called in Slovenian:

- a panel saw; it is useful for breaking down large planks you before flatten them.
- backsaw; will make your finishing cuts and is typically used with the bench hook.
- jack plane; is used for processing rough lumber.
- fore plane; is used for shooting the edges of boards instead of a jointer plane.
- firmer chisels; were once common tools without the bevelled edges
- mallet; is preferably made of beech.
- nail punch; is a small tool for setting nail heads below the wood's surface.
- pincers; is a handy tool for pulling errant nails.
- cutting gauge; is a marking tool with a knife for making its mark (instead of a pin).
- centre bit; is a bit for making flat-bottomed holes; now forstners are the standard.
- brad awl; is designed to start holes for nails and small screws.
- try square;
- card scraper; cleans up tear-out left by the smoothing plane.
- folding rule or a tape measure.

For example: A clamp tool *is* a device *that* is used to hold an object in a fixed position.



Fig. 18: Toolbox

Image Source: <http://qwickstep.com/search/woodworker-tool.html>; online. 25. 1. 2011

Resemblance → similarity of appearance

In technology and math, two figures are called **similar** if they are the **same shape**, but **different sizes**. Two figures are **congruent** if they are **exactly the same size and shape**. In real life, we sometimes describe shapes by saying that they look like or **resemble**.

For example: A **mushroom shaped wooden handle** fits comfortably into the palm of your hand.

What shape are these objects?



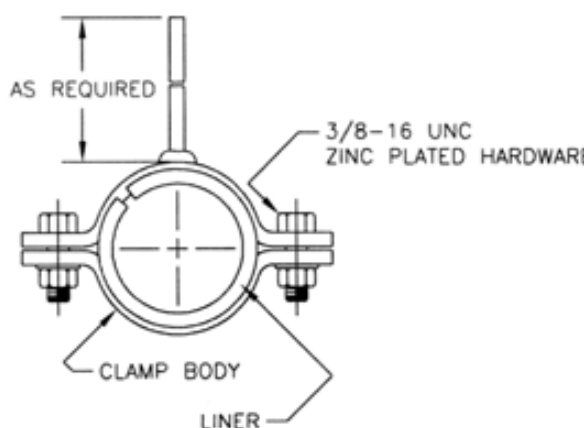
Fig. 19: What shape?

Read the description below. Insert the words which are used to describe a shape:

flat, threaded, C, hole, bar

¹ _____-clamps are typically made of steel or cast iron. At the top of the "C" is usually a small ² _____ edge. At the bottom is a ³ _____ ⁴ _____. One end of this screw contains a flat edge, and the other end usually a small metal ⁵ _____, perpendicular to the screw itself. When the clamp is completely closed, the flat end of the screw is in contact with the flat end on the frame.

Read the description below and choose the correct expression in *italics*.



A pipe clamp is available in various diameter sizes, commonly $\frac{1}{2}$ " or $\frac{3}{4}$ ", suited to the same diameter *piping / pipe*.

The pipe is usually *threaded* / *thread* on both ends. One head is *fix* / *fixed* on the pipe by *spin* / *spinning* it onto standard pipe *threading* / *threads*.

This head includes the screw mechanism for *tighten* / *tightening* the clamp. The other, moveable, head slides onto the other end of the pipe.

This head has a mechanism, often a series of moveable "clutches" which allow it to slide along the pipe when setting up the clamping operation but which lock onto the pipe when clamping pressure is applied.

Adapted from Source: <http://www.google.com/imgres...>; (online) 25. 1. 2011

Describe these fasteners.

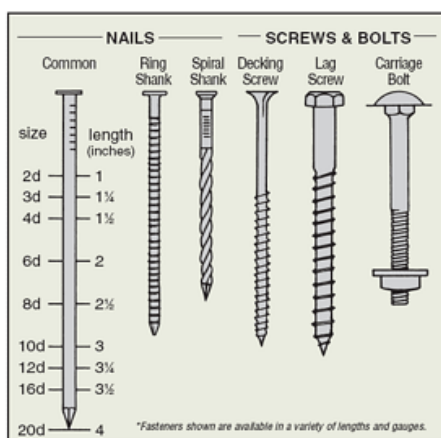


Fig. 20: Fasteners

Image Source: <http://www.toothpastefordinner.com>; (online) 13. 12. 2010

What are Slovenian terms for the phrases below? Write them down to complete the table. Then find matches and form sentences to describe the shape and function of the items.

For example:

A disc brake is a device for slowing or stopping the rotation of a wheel while it is in motion.

Item	function	draw an image	Slovenian
a mushroom-shaped valve	used as concrete fastener	_____	_____
a U-shaped bolt	control the flow of gas in and out	_____	_____
a pan-shaped rivet head	connects plates of iron	_____	_____

Name and describe these objects:



Fig. 21: What are these objects?

Remember

We can say: It is

- triangular.
- triangular in shape.

4.3 WHAT'S IT MADE OF?

What things can be made of these materials:

steel, leather, rubber, stone, granite, cardboard, wood, plastic

Contain, consist, made **of**

used for + verb~ing

Composed **of**

used to + infinitive

Coated **with**

used as + noun

Extracted, derived **from**

For example: Skis are *made of* wood and plastics.

Complete the following sentences using *from*, *with* or *of*.

- 1 Steel is an alloy derived _____ iron.
- 2 When metal is extracted from ore, the costs can be high.
- 3 Galvanised steel is steel covered _____ zinc.
- 4 Bronze contains significant amounts _____ copper.
- 5 Glass can contain traces _____ lead.

4.4 WHAT'S IT MADE BY? WHAT'S IT MADE WITH?

Both **by** and **with** can be used to show how something is done.

By is used to describe the way something is done:

- You can change the angle by deburring the edges.

With is used when tools or parts are mentioned:

- He pushed the door with his foot.

Note: »by hand« means »handmade«, »made by a person, not by a machine«

She fixed the drawer by hand.

Compare to: The joiner checked the drawer's surface with his hand.

Choose by or with.

She measured the length of the sides ____ a tape.

1. They stopped the moving escalator ____ pushing the stop button.
2. He trapped the animal ____ forcing it into the cage.
3. She covered the box ____ her hand.

Follow up set: Work with your partner.

You are going to work on a project in Canada for three months. It will be winter and very cold. You are deciding what to take with you. Ask your partner for advice.

Summary

Check your progress in this unit:

- ☐ I can describe objects and materials I work with
- ☐ I can talk about drawings precisely
- ☐ I can use prepositions correctly

6 I NEED SOME INFORMATION

① Background information

You will learn a lot of new words which you need to be able to define things more precisely and describe them accurately.

Unit 6 concentrates on:

- saying numbers and quantities
- forming plural
- help you build your own technical vocabulary

Read the dialogue and answer the questions.

- A What's it like?
 B Oh, you'll love it. It's got a fully fitted kitchen with a washing machine, a microwave – everything.
 A Is there a fridge freezer?
 B No, but the bathroom is lovely – nice big tub. It's been recently remodelled
 A What size is the tub? Is it a tub shower?
 B Yes, it's a twin line tub shower. Just the right thing for modern living.
 A Does it have a sauna?
 B No, but it is made with high gloss acrylic. Ideal size for replacing existing 60" standard bath, designed with comfort in mind.

Specifications of the item:

Depth: 38 In. Height: 47 In. Weight: 173 Lbs. Width: 62.5 In.

What do In and Lbs stand for?

Complete these questions with *what* or *how*.

_____ is the tub shower like? _____ deep / high / wide is it?

5.1 NUMBERS, QUANTITIES AND MEASURES

NUMBERS

Even numbers:	2,4,6, ...	-teen:	13-19 (note: fifteen)
Odd numbers:	1,3,5, ...	-ty:	20,30,50 (fifty)

Some ways of reading 0:

- OH: decimal, phone, dimensions, years, ...
- ZERO: number 0, temperature (-7 °C: seven degrees Centigrade below/minus zero)
- LOVE: tennis NOUGHT: before decimal NIL: football

Decimals

- all the digits are read separately, esp. if there are more than two decimals:
 - 0.125 nought point one two five
 - 0.001 nought point oh oh one = 10^{-3} ten to the power (of) minus three

Units

- £1.50 one pound fifty
- 2m18 two metres eighteen

Points and commas

- use a point (.) and not a comma (,) with decimals
- a comma in figures – only with thousands

Saying large numbers

- hundreds

○ 100 one hundred

○ 200 two hundred (*not* ☹ two hundreds)

- thousands

○ 1,000 one thousand

○ 2,000 two thousand (*not* ☹ two thousands)

- millions

○ 1,000,000 a million

○ 1,000,000,000 a billion

Fractions

- $\frac{1}{2}$ a half
- $\frac{1}{4}$ a quarter
- $\frac{3}{4}$ three quarters
- $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, etc a third, a fifth, a sixth, etc
- $3\frac{1}{2}$ three and a half
- $2\frac{3}{4}$ two and three quarters

Square, cube and root

- 10^2 ten squared 10^3 ten cubed

Dates

We can say dates either with the day before the month, or the month before the day:
The first of January / January the first.

Remember to use ordinal numbers for dates: the first, the second, the third, the fourth, the fifth, the twenty-second, the thirty-first etc.

Years

For years up until 2000, separate the four numbers into two pairs of two:

1965 = nineteen sixty-five

1871 = eighteen seventy-one

For this decade, you need to say “two thousand and eleven”:

2009 = two thousand and nine

What’s the date today?

What’s the size of Europe?

How high is Jinmao Tower in Shanghai?

How long is the Sava River?

What’s the area of Lake Bled?

Language work: Word formation: *adjectives* → *nouns*
adjectives → *verbs*

Write in the corresponding nouns.

<u>Adjective</u>	<u>Noun</u>
5m high	_____
15m long	_____
7m wide	<u>width</u>
2.5cm thick	_____
22m deep	_____

Write in the Slovenian verb.

<u>adjective</u>	<u>verb</u>	<u>Slovenian verb</u>
loose	to loosen	<u>zrahljati</u>
tight	to tighten	_____
deep	to deepen	_____
wide	to widen	_____
short	to shorten	_____
long	to lengthen	_____
high	to heighten	_____
strong	to strengthen	_____
weighty	to weigh	_____

Fill in the blanks in these sentences with suitable verbs from the list above.

How do you _____ a sticky pipe fitting?

The torque wrench is designed to be used for tightening__ tube shapes.

Use of small casing for _____ the well is recommendable.

Complete the following table using the words for dimensions.

Name of dimension	ADJECTIVE - large dimension	ADJECTIVE - small dimension
What's the <u>length</u> ?	Is it <u>long</u> ?	Is it <u>short</u> ?
What's the _____?	Is it _____?	Is it _____?
What's the _____?	Is it wide?	Is it _____?
What's the _____?	Is it _____?	Is it shallow?
What's the thickness?	Is it _____?	Is it _____?

Note

Inch=In=0.025 m

Pound=lb=0.45 kg

Remember

- The SI is founded on seven *SI base units* for seven *base quantities* assumed to be mutually independent.

➤ SI – International System of Units

SI base units - complete the list

Base quantity	Name	Symbol
❖ length	<i>metre</i>	<i>m</i>
❖ mass	_____	_____
❖ time	_____	_____
❖ electric current	_____	_____
❖ thermodynamic temperature	_____	_____
❖ amount of substance	_____	_____
❖ luminous intensity	_____	_____

Mind the reading of:

- m^2 square metre
- s^2 second squared
- a 12 mm bore a 12 millimetre bore

Take this quiz and read the units.

- 1 There are _____ cards plus 2 jokers in a deck.
- 2 If you buy a _____ bolts, you get a _____ bolts.
- 3 There a _____ cents in a dollar.
- 4 The population of Slovenia is approximately _____.
- 5 About _____ cars are produced each year.
- 6 The temperature at the centre of the Earth is around _____.
- 7 _____ l of petrol takes me about _____.
- 8 The Iceland volcano explosion happened _____.
- 9 Global temperature rose by _____.
- 10 Slovenians consume over _____ l of wine a year.

FORMING PLURAL: is the noun countable or uncountable?**COUNTABLE NOUNS****UNCOUNTABLE NOUNS**

Countable nouns can be either
singular.
singular or plural:

computer / computers
idea / ideas
bolt / bolts

Examples:

The students had several ideas.

I forgot to tighten a bolt.

Most engineers use computers nowadays.

Uncountable nouns appear **only** in the

information (not ⓘ informations)
knowledge (not ⓘ knowledges)
research (not ⓘ researches)

The research was about the use of GPS under

The knowledge I gained was very useful.

The information I found was very accurate.

To count or not to count?

Many English nouns do not just fall into one category. Certain nouns, sometimes called double-duty nouns, can be either countable or uncountable. Each form is different in meaning.

Some uncountable nouns can become countable when we mean a certain amount of or kind of that noun.

For instance, we can say:

Force is the capacity to do work or cause physical change. (we do not refer to a specific force)

A tensile force can lengthen a body. (a specific force)

Even *water* can become countable under some circumstances:

The waters of the Pacific Ocean are noticeably colder this year.

How much ...? = uncountable nouns

For example: How much coffee do you drink?

How many ...? = countable nouns

For example: How many cups of coffee do you drink?

5.2 DESCRIBING A PROCESSES

In woodworking charts are a common way of giving information. They allow us to present a great deal of information in visual form.



Fig. 22: Garden Shade Plan

From sheds to rocking chairs, wood working blueprints can give you a list and plans to build anything from furniture to buildings.

Adapted from Source: <http://bestwoodworkingblueprints.com/>; online. 5. 1. 2011

Speaking practice

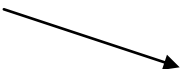
Go to the following web site <http://bestwoodworkingblueprints.com/> (online). 5. 1. 2011 and watch the video.

While watching, make short notes.

Now tell your partner how to build a shed in 10 minutes.

Language work: Movements

Study this table of verbs and related nouns of change.

 - to go up - to increase / an increase - to rise / a rise - to expand - to grow / a growth	- to go down - to fall / a fall - to decrease / a decrease 	- to shoot up - to rocket 	- to slump - to plummet - to plunge 
 - to fluctuate / a fluctuation	 - to remain steady - to level off	- to reach a peak 	- to recover / a recovery 

Useful Phrases

This plan **shows** how to build a rocking chair.

As you can see, we chose an oak wood.

The prices for oak grew **by** 1.75%.

The price rose **from** 25 **to** 19 Euros.

Adjective + noun

FALL: dramatic, graduate, marked, rapid

RISE: moderate, sharp, significant, steady

Verb + adverb:

The price fell dramatically between 1995 and 1996.

Decide if the underlined word is adjective or adverb.

- 1 The football team practised hard for the game.
- 2 A huge branch just fell from the tree.
- 3 A track competitor must run fast for the game.
- 4 Are you a fast driver?
- 5 Tom has an early appointment with his boss.

Adjectives and adverbs can be used to describe the degree of change.

These adjectives and adverbs are used to describe the rate of change. Complete the table:

Adjective	adverb
slight	_____
_____	gradually
steady	_____
_____	sharply
_____	suddenly
fast	_____

Here are some combinations of words used to describe the rate of change for a quantity. Give a corresponding **adjective+noun** combination:

rise sharply	_____
go up steeply	<u>a steep growth</u>
drop suddenly	_____
decrease stepwise	_____
peak sharply	_____

Complete the table with the corresponding adverbs.

a dramatic fall	to fall	(how?) <u>dramatically</u>
an abrupt rise	to rise	_____
a sudden decline	to decline	_____
a moderate grow	to grow	_____
a slight increase	to increase	_____

a rapid drop	to drop	_____
a gradual decline	to decline	_____
a steady recover	to recover	_____
a constant levelling off	to level off	_____

Language work: describing a process

To describe a manufacturing process, we should answer these two important questions about each stage in the process:

What happens?

When does it happen?

We can answer the *When* question by numbering the stages (1,2,3, etc), or by using sequence words (**first, next, as a next step, then, after that, finally**):

The plastic granules are mixed.

First, the trees are selected in an area.

After that, they are cut down by chain saws.

When we write about a process, we have to:

- 1 sequence the stages
- 2 locate the stages
- 3 describe what happens at each stage
- 4 explain what happens at each stage

Consider these stages in the operation for processing trees into lumber.

- 1 **Felling**
Select trees in an area. Most tree felling is done with gasoline-powered chain saws. Drag the fallen tree a by diesel-powered tractor (skidder) to a cleared area for loading and then load on trucks.
- 2 **Debarking and bucking.**
Pick the logs up from the log deck with rubber-tired loaders and place them on a chain conveyor.
Carry the logs into the mill where a huge circular saw cuts them into predetermined lengths. This process is called bucking.
- 3 **Headrig sawing large logs**
Large logs are tipped off the conveyor and clamped onto a moveable carriage. Optical sensors scan the log and determine its diameter at each end, its length, and any visible defects.
Based on this information, a computer then calculates a suggested cutting pattern to maximize the number of pieces of lumber obtainable from the log.
- 4 **Bandsawing small logs.**
Smaller diameter logs are fed through a series of bandsaws that cut them into pieces.
- 5 **Resawing**
The large cut pieces from the headrig saw, called cants, are laid flat and moved by chain conveyor to multiple-blade bandsaws.
- 6 **Drying or seasoning**
The cut and trimmed pieces of lumber are then dried, or »seasoned«. This is necessary to prevent decay and to permit the wood to shrink as it dries out.
- 7 **Planning**
The dried pieces of lumber are passed through planers, where rotating cutting heads trim the pieces to their final dimensions, smooth all four surfaces, and round the edges.
- 8 **Grade stamping and banding**
Each piece of lumber is visually or mechanically inspected and graded according to the amount of defects present.



The lumber is then bundled according to the type of wood, grade, and moisture content, and the bundle is secured with steel bands. The bundle is loaded on a truck or train and shipped to a lumber yard for resale to customers.

Adapted from Source: <http://www.madehow.com/...>; (online). 10. 1. 2011

Instead of numbers, we can show the correct order of using sequence words:

First select trees in an area.

Then pick the logs, place them on a chain conveyor and carry them into the mill.

Next optical sensors scan the logs and determine its diameter.

After that, logs are cut into pieces.

As a next step, the cut pieces of lumber are dried.

Then the dried pieces are trimmed to their final dimensions.

After that, each piece of lumber is visually or mechanically inspected and graded.

Finally, the lumber is shipped to a lumber yard.

5.3 UNDERSTANDING INSTRUCTIONS

Instructions have to be clear and precise.

In giving instructions we use words for **actions** and words expressing **sequence** – **sequencers**.

Sequencers are the words that help order your instructions. It is like the 1, 2, 3, 4 of your actions.

The most common are:

First(ly) ... Then ... Next ... After that ... Finally ...

When you give instructions, you do one of three things.

1) tell people what to do 2) tell how things work 3) what is (not) necessary

The typical ways of beginning a sentence	Use of language
Cut. When you cut ..., After you cut / cutting, ... Before you cut / cutting, ... To align pieces, drag ... In order to align X, pull ... You can do... by...-ing	Infinitive: cut two pieces, turn the stove Modal verbs: need, have to, must, can Sequence words: first, then, next, after that, finally

Language work: Following instructions

When you see instructions on signs, or in recipes or manuals they are usually written using the imperative.

The imperative is formed by using the infinitive without 'to' or any noun or pronoun in front of it:

You need to turn left at the post office. becomes → *Turn left at the post office.*

This type of instruction doesn't say WHO has to follow it.

Here are some examples of instructions written using the imperative:

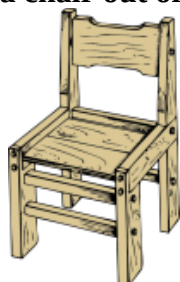
Sentence	Imperative instruction
You should not smoke here.	= Don't smoke here
You must fix this with glue.	= Fix this with glue
You must not run.	= Don't run
You will need a wide board.	= Take a wide board.

This type of instruction isn't written as a full sentence. Imperative instructions are often written as a list, you start at the top and you work down. The list may be numbered, or may have bullet points.

If you see the imperative, for example »Fix a bolt tightly«, then you know you are looking at a set of instructions or a manual. You can find imperative instructions all over the place; they may be on a tube of glue, on a jar of medicine, or on a tin of paint. Look out for them especially on signs and notices.

So now that you know the basics, here is an example:

How to build a chair out of wood



You can build these chairs out of pressure treated wood if you plan to keep them outside following these steps.

What you need is: eye protection, wood, 2 ½" screws, wood glue, jigsaw, screwdriver, sander, paint

- ✓ **First you need to** cut two 36 inch long planks of wood. They should be 2 inches wide and 2 inches deep. These will be the rear chair legs and back. Cut two more pieces from wood of equal depth and width that are 17 inches long. These pieces will be the front legs. Cut two pieces of wood that are 12 inches long, 3 inches wide and 1 inch thick. These pieces are the seat back braces.
- ✓ **Then** cut four equal length pieces that are 2 inches wide and 2 inches deep. They should each be 14 inches long. These pieces will be the seat braces and leg braces. Cut two more pieces of wood of equal depth and width that are 12 inches long. These will be the leg braces.
- ✓ **After that** cut the seat of the chair out of a 1-inch thick piece of wood. It should be 16 inches square. Dab a spot of wood glue on two adjacent corners of the square where the legs will go. Take the two front legs and place them cleanly so that the square corners of the legs meet the square corners of the seat piece. Run a line of wood glue between the two legs and place a 12-inch long seat brace between them securely. Be sure to put a little bit of glue on the ends of the brace so that they attach directly to the legs.

- ✓ **A next step**, you have to drag another line of glue along the seat bottom from the front legs to the back of the seat. Dab a bit of glue to one end of a 14-inch brace and lay it onto the glue line with the glued ends pressed up against a front leg. Add another 14-inch brace to the other glue line. Let the glue dry.
- ✓ Lay out the two 36-inch boards. Make a mark that is 17 inches from the bottom of the 36-inch post. Lay your chair out so that the two legs are lying on their sides and the chair seat is standing perpendicular, straight up into the air. Dab a bit of glue on the end of the two leg braces that are glued to the bottom of the chair seat. Lay the 36-inch pieces on top of these braces so that the rear and front legs are parallel. Align the 17-inch mark with the bottom line of the seat piece.
- ✓ **Finally**, let the glue dry. Screw the front and rear legs to the seat braces through the sides. Take the two 3-inch planks and dab glue along the short sides. Gently pry the two seat sides apart. Slip one plank down between the two seat back boards about half way down, and place one at the top. Once the glue dries, secure the top plank with two screws in each side. Sand and paint your finished piece.

Adapted from Source: <http://www.ehow.com/how...>; (online). 3. 1. 2011

Summarise the instructions and tell your partner how to build a chair.

Try this task. Put the instructions into the correct order.

How to build V- groove cabinet doors

If you want to update your kitchen but don't want to put out tens of thousands of Euros for a complete kitchen remodel, replacing your cabinet doors can give you a new-looking kitchen for a tiny fraction of the price.

You will need: hardwood with a straight grain, router with V-groove bit, hinges, sandpaper, rotary tool, drill.

- 1 ✓ Choose a hardwood with a nice, straight grain. Cherry and oak both work nicely for this project.
- 2 Apply stain or finish to the cabinet door prior to installation to save on time and mess. Use a fine-grain sandpaper to smooth the surface after applying any varnish - but first wait the time specified on the varnish label.
- 3 Measure and cut the cabinet doors. The easiest way to complete this task is to measure your existing cabinet doors. Remove the existing cabinet doors and measure them. Purchase a quality hardwood for building your cabinet doors, and have the lumber yard cut the lengths of wood to the specifications of your cabinets.
- 4 Install the cabinet door. First install the back end hardware to the marked locations on the cabinet itself. Then carefully line up the cabinet door and install the hinge in your predrilled screw locations. Make sure that you do not over tighten the screws, and that the screw depth is appropriate for the thickness of your cabinet door. Open and close the door to make sure that everything is properly lined up, and enjoy your new V-groove cabinet doors!
- 5 Use your router to round the edges of the panel to your desired specifications. Measure the distance from the edges of the cabinet door that you want the V-panel to sit. Make sure that it is an equal distance from the sides and the top and bottom of the door. Use a pencil to mark the edges of the V-groove. Use your sander to inset the centre panel slightly, making sure to apply pressure evenly for a finished look. Drill the holes for your hinge hardware where you have marked these measurements.

Now re-read the instructions and explain them in Slovenian.

Use these words and expressions:

V-utori, gladka površina, tečaji, firnež, barva za les, skladišče za les, omara, rezkalec, zaobliti, opaz, poravnati.

Try this exercise.

The following is written in the imperative.

	True / False	Change False into imperative
We need to close the windows.		
The fitter will work quietly.		
Take all litter home.		
Unscrew the fasteners and pull out remove the cover.		
To report an accident, dial 911.		
Do not undo the seatbelt until the car has stopped.		
You cannot smoke in this room.		
Take care.		
Follow the red signs.		
You can place them here.	<u>False</u>	<u>Place them here.</u>

Follow up set:

Use the above instructions and build a chair out of cardboard.

Show them to your classmates.

Explain:

- **What items you needed**
- **How you made a chair**
- **How long it took you**

Write a short manual on how to build a chair out of cardboard and provide a simple illustration.

Summary

Check your progress in this unit:

- ☐ I can use more complex woodworking terms.
- ☐ I can understand and give instructions.
- ☐ I can describe a woodworking process.

- ☐ I can describe how to build a garden shed or a chair

6 WOODWORKING MATERIALS

① Background information

There are many varieties of wood types available to woodworkers. A woodworker who understands how his choice of materials is affected by humidity, milling, joining and finishing will be better equipped to achieve the desired result of a quality finished product.

In this unit you are going to:

- learn new technical words and collocations
- describe types of woods and discuss their properties
- practice speaking about processes

6.1 ENGINEERED WOOD

Materials engineering is a field which involves the properties of materials and their applications to various areas of technology. It investigates the relationship between the structure of materials and their properties and deals with *fundamental properties* and *characteristics* of material.

Engineers use the **natural** chemicals and materials found in the world, as well as the **artificial** chemicals and materials created in the laboratory, to design and build the things we need every day.

For example, engineers use:

- Brick, steel and glass to design and build buildings
- Earth, rock, cement and asphalt to design and build roads and roadway systems
- Wood, aluminium and new composite materials to design and build cars, airplanes and jets

Which wood would you choose? Look at the wood structure and try to find matches for the following terms.

A tree consists of the following:

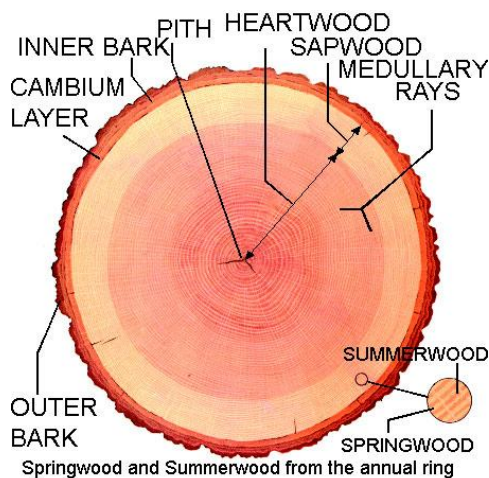


Fig. 23: Wood structure

Source: <http://waynesword.palomar.edu/...>
(online). 8. 2. 2011

- In most trees, the bark continually sloughs away.
- In some trees (notably hickories and basswood) there are long tough canbers in the inner bark. In other trees (such as the beech), these bast canbers are absent.
- Only these cells are living and growing.
- These run radially from the centre to the bark.
- These are layers of wood.
- This is at the very centre.

To complete a wood project you must be careful of your choice of wood.

All types of wood are composed of **60% cellulose and 28% lignin**. There are **hardwoods** from deciduous trees and **softwoods** from coniferous trees.

There are two basic **wood grades**:

- **select lumber** is excellent quality for use when appearance and finishing are important and
- **common lumber** that has defects and it is used for construction and general-purpose projects.

Now look at the types of wood for woodworking and draw a classification diagram tree. Use the words from the box and descriptions from above.

▪ softwoods	▪ mahogany	▪ maple	▪ cherry
▪ pine	▪ hemlock	▪ fir	▪ hardwoods
▪ walnut	▪ oak	▪ rosewood	▪ teak
▪ redwood	▪ spruce	▪ cedar	

6.2 DESCRIBING PROPERTIES OF MATERIALS

All materials have various properties:

e.g. Steel is strong and rigid.
Steel is *a* strong and rigid *material*.

Lumber is divided into grades based on the number of obvious flaws, such as knots, sap pockets, splits, and other blemishes.



Better grade of lumber has minute or no blemishes.

Select grade has some minor defects such as small knots.

D select grade has larger imperfections.

We often want to modify statements about the properties of materials:

Glass is extremely brittle.

Glass is an extremely brittle material.

Wood is fairly strong.

Wood is a fairly strong material.

Rubber is a tough material.

Cardboard is not a particularly strong material.

Study the properties of common lumber and make full sentences.

For example:

- FAS
- the best grade
- clear, long, wide cuttings
- high quality furniture, millwork

The FAS grade will provide the user with long, wide, clear cuttings. Best suited for high quality furniture and millwork.

The grades of **common lumber**:

- No. 1 grade: containing tight knots and few blemishes.
- No. 2 grade: has more and larger knots and blemishes.
- No. 3 grade: has loose knots, knotholes, and other flaws.
- No. 4 grade: is low quality and
- No. 5 grade: the appearance is not important.

Describing colour / appearance

We can modify descriptions of colours by saying:

light blue
pale blue

dark blue
deep blue

bright yellow
dull brown

When an object is not exactly one colour, we can add – *ish* to the colour: red/reddish, blue/bluish, yellow/yellowish. But: silver – silvery

Types of surfaces

Surfaces can be **bright, shiny, dull, glossy, and matt.**

Also: smooth, rough, un/even, grainy, pitted (small holes), abrasive (abrasive cleaner to polish hard surfaces).

Language work: Building vocabulary

These verbs are often used in woodworking:

join attach fit imbed create

- 1 Fill in the gaps in these sentences with an appropriate verb form from the list above. Make sure the verbs are in the correct form. Use the pictures to help.**
- 2 Write Slovenian terms for joints.**

Butt joints are used to _____ the end of the cabinet bottom by _____ to the end of the cabinet.

Mortise and tenon joints are used where the tenon from one board _____ into the mortise of another.

Dado _____ a rabbit formed on another piece.

Dowels are small wooden pegs _____ into both pieces of the wood.

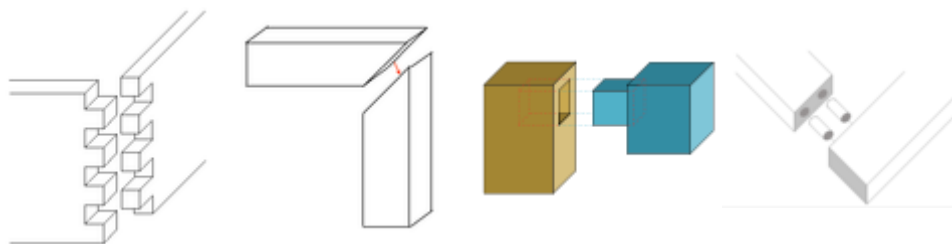


Fig. 24: Wood joints

3 Translate the words and expressions in bold type into English.

Drevesa, ki rastejo na našem planetu, so razvrstili v različne skupine.

Po enem sistemu jih ločimo na **iglavce** in **listavce**. Po drugem imamo **mehke** in **trde vrste lesa**.

Skoraj vsi iglavci so **zimzeleni**. Iglavci nimajo pravih cvetov; namesto njih se oblikujejo **storži**.

Smreka je najpomembnejša **gozdna** drevesna vrsta. **Bor** je veliko drevo in ima veje le na zgornjem delu **debla**. **Macesen** je edini evropski iglavec, ki mu **iglice** jeseni odpadejo.

Bela jelka (hoja) je drevo srednje in južne Evrope.

Listavci se imenujejo zato tako, ker ima večina dreves **široke, ploske liste**. Mnogi listavci vsako jesen odvržejo liste; pravimo, da so **listopadi**. **Bukov les** je **trd** in **težek**.

Od več vrst **hrastov** pri nas (**dob** ali poletni hrast, **graden** ali zimski hrast, **cer**, **puhasti hrast**, **rdeči-okrasni hrast**) sta za **lesnoobdelovalno industrijo** pomembna le **dob** in **graden**.

Jesenov les je **trd** in **trden**, je **zelo elastičen**, se **dokaj dobro obdeluje**.

Then sort them according to the list below.

Common wood types

HARDWOODS	CHARACTERISTICS	USE
Deciduous trees:	grow a new layer of wood	construction
white birch	each year	flooring
ebony	broad-leaved	
elm		
SOFTWOODS		
Coniferous trees:		

6.3 SELECTING A MATERIAL FOR A PRODUCT

Comparing and contrasting

We can compare different materials in this way:

Cedar is relatively soft. Spruce is slightly **stronger than** cedar.

Oak is much/a lot stronger than cedar.

Walnut is considerably softer than oak.

But: Cedar is **as resistant** to moisture **as pine**.

Cherry **isn't as hard as** mahogany.

Softwoods aren't **weaker than** hardwoods. Softwoods come from coniferous trees such as cedar, fir, and pine and tend to be somewhat yellow or **reddish** in appearance. Because most coniferous trees grow fast and straight, softwoods are generally **less expensive** than hardwoods.

For further notes on comparison of adjectives visit Grammar Pages.

Adjective or adverb?

Kitchen cabinets are *general* / *generally* made of solid wood.

Pine iron is a *soft* / *softly* wood.

Redwood has a *natural* / *naturally* resistance to decay.

Cedar is easy / easily to work.

Rolled gold consists of a *thin* / *thinly* layer of gold alloy.

Hemlock is *light* / *lightly* in weight.

It machines *good* / *well* and has *low* / *lowly* resistance to decay

Task. Write 5 sentences and compare properties of woods.

Language study: Reason & result & contrast

So is used to express the **result**.

Because expresses the **reason** or **cause** of something.

Mahogany is very durable **so** it is commonly used in boat construction.

Cause	→	Result
-------	---	--------

Mahogany is commonly used in boat construction **because** it is very durable.

Result	→	Cause/reason
--------	---	--------------

Expressing contrast

But is used to contrast ideas. **However** and **although** can also contrast ideas.

Walnut is a rich brown wood that's easy to work with. **But** unfortunately it is somewhat expensive.

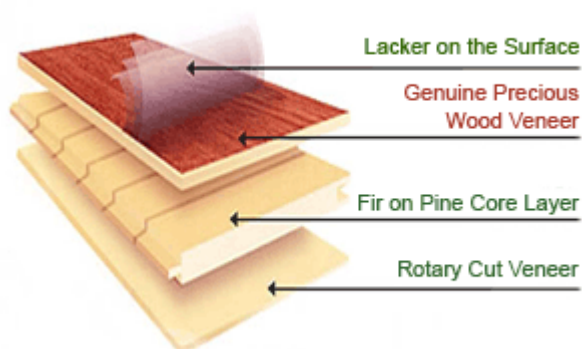
Teak is becoming rarer as the days go on; **however**, teak is highly weather-resistant and beautiful and is only available from larger lumberyards.

Although poplar is not the most beautiful wood, it can be a good choice for drawers because it is stable and inexpensive.

Show the links between these sets of ideas using an appropriate linking word.

- 1 Copper is highly conductive. It is used for electric wiring.
Copper is highly conductive so it is used for electric wiring.
- 2 Weight is measured in newtons. Mass is measured in kilograms.
- 3 White oak is preferred for furniture-making. It has a more attractive face than red oak.
- 4 Hard maple is extremely hard (a 5 on a scale of 1 to 5). It's difficult to work with.
- 5 Fir is most often used for building. It's inexpensive and can be used for some furniture-making as well.
- 6 You won't find cherry at your local home centre. A trip to the lumberyard is necessary.
- 7 Wood is a good conductor. It doesn't react with most chemicals.

Look at the structure of engineered wood. And discuss the statements below.



How far do you agree with these statements:

- 1 **The elegant look of a wood floor introduces warmth, distinction and undeniable appeal to any room.**
- 2 **Rich, inviting hardwood floors are not only beautiful and durable; they can also add value to any home.**

Follow up set:

Search the Internet and find an article about:

Engineered wood

Then answer the questions:

- 1 Is the use of wood in decline?
- 2 Could you give some reasons why?
- 3 What materials are used instead of wood?
- 4 What types of wood are used in construction?

Summary

Check your progress in this unit:

- ☐ I can describe properties of woods
- ☐ I can explain my ideas using cause-result relationships.

- ☐ I can search information from the Internet.

7 WOOD PROCESSING

① Background information

Wood is one of the most versatile raw materials in the world. Since the ancient times, wood has been used to create all sorts of objects – buildings, furniture, toys. Wood processing is an engineering discipline comprising the production of forest products, such as pulp and paper, construction materials.

In this unit you are going to:

- expand your technical vocabulary and learn new word combinations
- practice speaking about processes in working with woods
- deal with complex texts

7.1 TOOLS AND PROCESSES

Below are some common verbs describing material processing. Try to find their meaning. Consult a good technical dictionary!

- anneal • anodize • electroplate • forge • found • galvanize
- grind • harden • soften • roll • temper • normalise

Find the correct definition.

- to melt metal and then pour it into a form, e.g. iron components
- to make thin sheets of metal by passing it between large rollers, e.g. steel
- to shape metals by heating and then hammering, e.g. horse shoes
- to make materials tough by cooling them slowly, e.g. glass
- to make something softer, e.g. fibres
- to heat and then cool metals to obtain the required hardness and elasticity, e.g. steel
- to cover with a thin layer of metal using electrolysis, e.g. car components
- to protect from rusting by coating in zinc, e.g. food cans
- to give a metal a protective coat by using it as an anode in electrolysis, e.g. car components
- to polish or sharpen by rubbing on a rough surface, e.g. stone
- to cover one metal with a thin layer of another, e.g. silver plate

Look at the diagram below. Can you guess what process it shows?

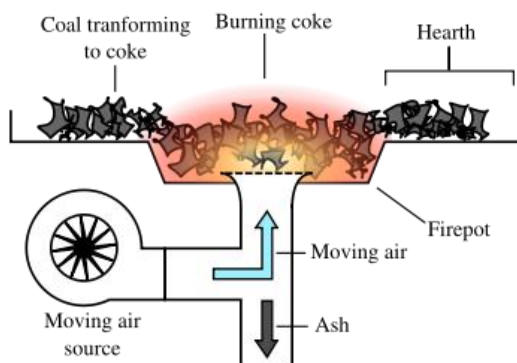


Fig. 25: From coal to coke

Image source: <http://www.macarthurcoal.com.au/...> (online). 8. 2. 2011

Scan the text below and underline the words standing for woodworking processes. Then do the task below.

Wood processing

Peeling, slicing, sawing are treatments of hardwoods and softwoods to form finished products such as boards or veneer, particles, or chips for making paper, particle, or fibre products, and fuel.

Wood is machined to bring it to a specific size and shape for fastening, gluing, or finishing. With the exception of lasers, all machining is based on a sharpened wedge that is used to sever wood fibres. Tools for sawing, boring holes, planning, and shaping, as well as the particles in sandpaper, use some version of the sharpened wedge.

Wood is ground to fibres for hardboard, medium-density fibreboard, and paper products. It is sliced and flaked for particle-board products, including wafer boards and strand boards.

Match woodworking tools with processes in treating wood. Use the words from the box and the pictures below the box.

orbital sanders	•	sheet sanders	•	belt sanders
wheel & bobbin sanders	•	routers	•	planers
bandsaws	•	jointers & mortises	•	trimmers & thicknessers
wood lathes & turning tools	•	wet & dry vacuum cleaners		
dust extractors	•	hot air & glue guns		



Fig. 26: Electrical tools

7.2 WORD COMBINATIONS

We use **adjectives to describe** an object in greater detail. For example:

wood	soft wood
motor	electric motor
spindle	milling spindle

We can also use **nouns to describe**. For example:

sander	sheet sander
sander	wheel sander
extractor	dust extractor

Compound nouns are often used in Technical English. They consist of two (or more) nouns working together.

Study these examples:

fibre product = **product** made of **fibre**
 wood fibre = **fibre** of **wood**
 dust extractor = **extractor** for **dust**

These word combinations are also referred to as **collocations**. Collocations are words which are commonly used together and form word partnerships. In other words - a collocation is two or more words that often go together. These combinations just sound »right« to native English speakers, who use them all the time. On the other hand, other combinations may be sound unnatural or unusual«.

Natural English	Unnatural English
fast train	~~quick~~ ☹ train
fast food	~~quick~~ ☹ food
quick shower	~~fast~~ ☹ shower
quick meal	~~fast~~ ☹ meal

Are you a quick or fast learner?

Technical vocabulary concentrates on what the word means; you may already know what a single word means; but you have to concentrate also on how the words go together – **collocate**.

Collocations are frequent word combinations in technical domains. Using them makes your language sound more authentic to the professional community. We use wrong collocations under the influence of our mother tongue. Technical terms can involve unpredictable collocations so we should be made familiar with the field, to be able to recognize them.

Write down some words which can collocate with »wood«.

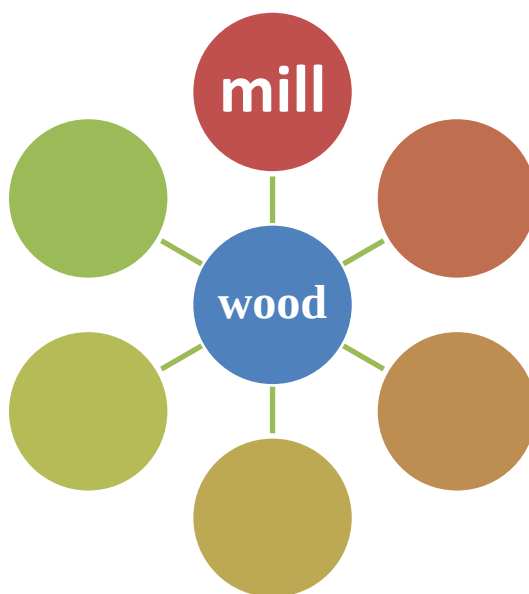
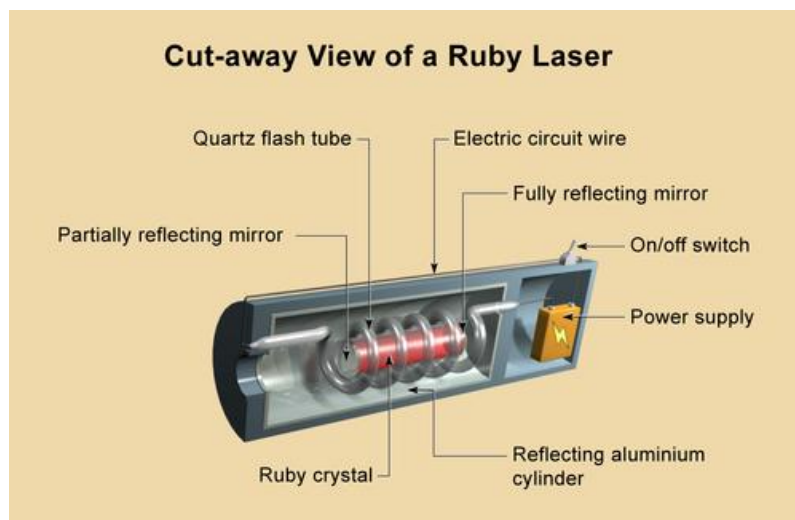


Fig. 27: Collocations with wood

7.3 USES OF LASERS

What are lasers? What does the acronym LASER mean?

Look at the illustration below and translate the terms into Slovenian.



Adapted from: <http://en.wikibooks.org/...>; (online). 8. 2. 2011

Read the text below and insert the missing words.

The first working laser was a ruby laser, and it was invented in 1960. The shiny red tube at the centre is a ruby _____. That's where the laser beam will come from when the laser is _____ on.

There are two round _____, one attached to each end of the ruby crystal. The mirror at the far end is called a _____. All the light reaching this type of mirror bounces back off it again.

The mirror at the near end of the crystal is called a partially reflecting mirror". This type of mirror reflects most of the light, but some of the light can pass through it.

A tube made of _____ is coiled around the ruby crystal. It is called a _____ and each end of it is connected to a _____, forming an electric circuit.

All of these parts are inside an _____. The cylinder is highly polished, like a curved mirror.

Put the verbs in brackets in the correct form.

The word Laser _____ (come) from the first letters of the phrase _____ and this also _____ (describe) how the laser _____ (work). The light from the laser _____ (differ) from normal light in that it _____ (consist) of only one wavelength _____ (emit) in only one direction in the form of a narrow beam. The concentrated energy from such a beam can be made very intensive.

What applications do you know for lasers?

Specialist reading

Laser engravers add a personal touch

Laser engravers can be used for many things. Generally, they are praised for their ability to make precision cuts and provide very accurate engraving. A laser engraver can be used to engrave a tape measure with laser imprints. It can also be used to personalize gifts of jewellery and wood. Mostly, these high tech engravers are guided by computers with special programs. This is what allows for the high accuracy achieved by laser engravings.

A computer equipped with cutting edge software allows a person to design an object, and then direct its creation from the materials. Because of their versatility, laser engravers can be found in many places, from college classrooms to trophy shops to companies that offer unique gifts. A laser engraver can be used by a company for many reasons. Many companies that specialize in make certain things make use of this precision tool to add special features to products

Adapted from Source: <http://www.insidewoodworking.com...>; (online). 9. 1. 2011

Complete the table by writing in advantages and disadvantages of lasers in woodworking.

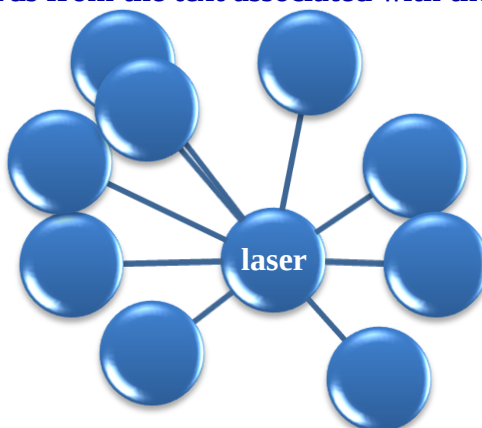
Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
<i>precise cutting</i>	<i>high prices</i>

Do you know what these acronyms mean in woodworking: CMS, MS, ROS, RAS

Recording technical terms

Besides adjective-noun combinations (*high rigidity*), noun-noun combinations (*light effects*) are extremely common in Technical English. Multiple noun structures can be understood by being read backwards (*carbon fibre composite casing*). Be aware that some combinations form lexical units and as such cannot be separated (*machine tool, power plant, gas turbine*).

Complete this chart with words from the text associated with the key word. You can add some new words.



Listening and speaking

Go to the Internet and watch a video tutorial which shows an operation of a laser welding machine - Fully Automated Laser Welding Machine <http://www.youtube.com/>. Try to catch and write down 5 useful words/phrases about the machine. Then explain its functioning.

Source: <http://www.youtube.com/> (online). 13. 12. 2010

For example:

This is a fully automated **laser welding machine** that can **weld** over 4 parts per minute (2 seams per part). The **machine** can hold numerous **welding** programs for different part sizes.

Work in pairs. Read the text on “New Woodmaster milling machine” and find adjective + noun combinations. Translate them into Slovenian.

Then re-read the text and translate the multiple-noun combinations in bold print.

Make precise moulding with new Woodmaster milling machine

Woodmaster, a leader in wood **dimensioning machinery**, has launched a powerful new machine that hits a **price-point** within reach of serious woodworkers who before now might not have been able to afford this technology. This machine will sell for \$3,995. Granted, it's not for a typical **home hobbyist woodworker**, but it should appeal to someone who needs to make a lot of moulding that's perfectly matching.

The new Woodmaster system cuts moulding in three spots: on top with the 5-hp motor and cutter capable of 1 1/8-inch-deep cuts, and on each side with 3 1/2-hp **routers**. So you can make **tongue-and-groove moulding** with a **face profile**, and cut all three in one pass. The **variable-speed rubber** conveyor feeds stock through the machine at whatever speed you set, depending on the type of wood and cut you're doing (up to 23 fpm). **Maximum width capacity** is 12 inches. While the 3-side moulding system is built to be affordable, it's also built to **stand up** to the demands of **hard shop use**. All the components are chosen with **long-term durability** in mind."

Adapted from: <http://www.woodmagazine.com/woodworking-tools/...>; (online). 10. 1. 2011

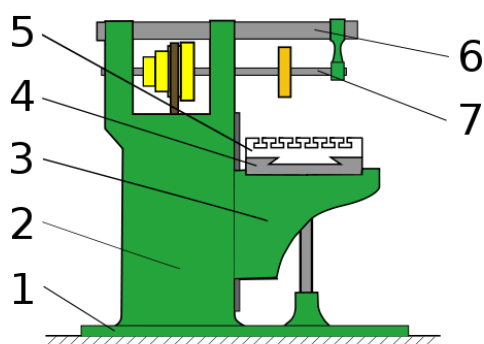


Fig. 28: Milling machine

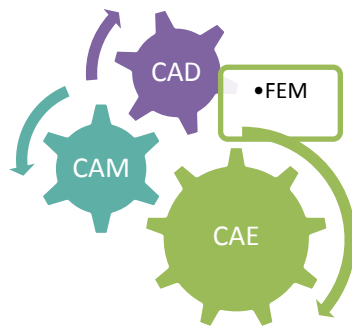
Label the parts of a milling machine (1-7) using the text and illustrations to help.

7.4 DRAWING WITH A COMPUTER

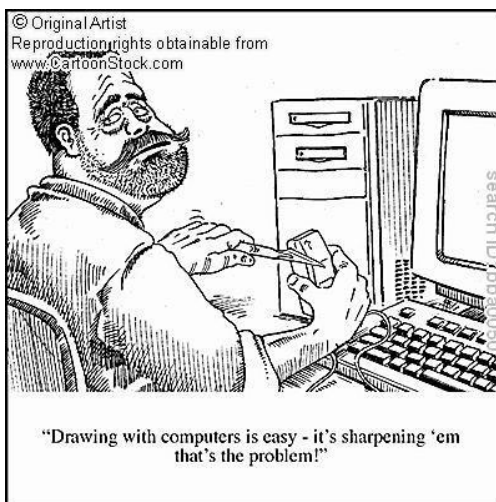
Computer-Aided Design (CAD) means the use of computer systems to assist in the creation, modification, analysis, and optimization of a design.

Computer-Aided Manufacturing (CAM) use computer systems to plan, manage, and control manufacturing operations.

Computer-Aided Engineering (CAE) allows designers or engineers to simulate and study how the product will behave. Computer systems are used to analyze CAD geometry which allows designers to work with Finite-element method (FEM).



Read the article and do the exercise below.



A CAD system is a combination of hardware and software that enables engineers and architects to design everything from furniture to airplanes. In addition to the software, CAD systems require a high-quality graphics monitor; a mouse, light pen, or digitizing for drawing; and a special printer or plotter for printing design specifications. Until the mid 1980s, all CAD systems were specially constructed computers. Now, you can buy CAD software that runs on general-purpose workstations and personal computers.

Image Source: <http://www.cartoonstock.com/...>; (online). 25. 1. 2011

Fill in the blanks in these sentences with appropriate forms of the words in brackets.

- 1 Designers who work with CAD don't have to produce drawings (draw) on paper.
- 2 The _____(produce) planner can use the computer model to _____(calculate) what machining needs be done.
- 3 One problem in working with wood or clay models is that they have to _____ (convert) into drawings for manufacture.

- 4 With _____(tradition) design, you have to imagine a three-dimensional shape from a two-dimensional drawing.

7.5 EXPRESSING NECESSITY AND ABILITY

Must and **have to** both express necessity.

For example we say:

We must insert additional smoke detectors.
You have to position the valve precisely.

In some situations, *must* is more urgent or stronger than *have to*:

You must follow the directions.
You have to take a look and check.

The expression **have got to** is similar in meaning to *must* and *have to*, but is more frequently used in Spoken English:

We've got to locate its precise position. (i.e., We must locate it.)

Using *may*, *might* and *need*

Two other important modal verbs are *may* and *might*. The two are used interchangeably to express probability or possibility:

You may be wrong.	You might be wrong.
The systems might be corrupted.	The system may be corrupted.

The past form is expressed as follows:

modal (may/might) + have + past participle
We may/might have received the separate signals from the system.

Sometimes it's difficult to distinguish the *need* as a modal with the *need* as an ordinary verb.

Study these examples:

need as a **modal verb**

- | | | |
|---|----------------------------------|-----------------------------|
| 1 | I don't need to make a drawing. | = I needn't make a drawing. |
| 2 | I didn't need to make a drawing. | |
| 3 | Did you need to make a drawing? | |

When used as an **ordinary verb**, *need* would have an object:

I need some paper. *He didn't need any assistance.*

Remember

don't have to = don't need have to = need (to)

must = need (to) - the meanings are sometimes similar

mustn't = you are not allowed, it's prohibited! ☹ don't need, needn't

Go to the following web page and listen how to express ability using *can* / *could* / *be able to*:

<http://www.dailyenglishpractice.com/...> (online). 8. 2. 2011

Then do the following exercise.

Choose the most appropriate answer for expressing the idea specified in parentheses.

1. It's getting late. I have to go now. (Necessity)
2. She _____ to the bank yesterday. (Necessity)
3. We can't just go away! We _____ help him! (Strong necessity)
4. You _____ to the lumberyard, there is enough wood in the shop. (Absence of necessity)
5. The Internet _____ transfer video files onto personal computers. (Physical ability)
6. High-speed connections _____ download large music files quickly. (Physical ability)
7. Older telephones _____ only call other telephones. (Physical ability)
8. I practiced a lot during the winter. By summer, I _____ to pass my English exam. (Mental ability)
9. I _____ to buy an iphone after saving for two months. (Succeed in)
10. Smart phones _____ connect to the Internet. (Physical ability)
11. Before the earthquake, engineers _____ design safe buildings, but they didn't. (Mental ability)

Follow up set: Read the text on GPS devices and do the exercises below.

The GPS, or Global Positioning System, is a system of 24 satellites in orbit above the Earth. The satellites are divided into six groups of four satellites, each group travelling on a different orbital track. The orbital track for the satellites is roughly 20,000 miles above the surface of the earth. This allows them to cover the most area possible with their radio transmitters. Because the satellites operate 24 hours a day, 365 days a year, GPS data are always available to those who have a receiver. The satellites send radio signals down to Earth. The GPS receiver, which can be a hand-held unit, a vehicle-based receiver or a static ground station receives and decodes that signal. These receivers were, until the early 1980s, only available to military personnel. While the system is still in use worldwide, manufacturers such as Garmin and Magellan rose to the top of the industry by offering quality civilian units. While the civilian units are very accurate, often to within just a few feet, the military models, which sometimes use multiple antennas are accurate to within inches.

Adapted from Source: <http://www.ehow.com/...>; (online). 6. 1. 2011

Complete the following extracts from the text and underline the correct words.

- ... That allows/prevents them to cover the most area possible with their radio transmitters.
... GPS data are always *available*/possible to those who have a receiver.
... These receivers were ... only *available*/ensured to military personnel.
... The system was designed ... in order to *allow*/enable/assure coordinate attacks ...

Match the words in italics to the synonyms.

_____ = makes sure _____ = stops
_____ / _____ = permits

Summary

Check your progress in this unit:

- ☐ I can use CAD terminology
- ☐ I understand technical collocations and know how to learn them
- ☐ I know how to deal with larger, more complex texts to get key information.

8 TELL ME HOW TO ...

① Background information

The simplest variety of making sure that things works is to know the environment, you know what you did in the past, and you know what you want to achieve.

In this unit we look into:

- troubleshooting skills and a few hints on how you can gain these valuable skills
- prepositions of location and direction
- time relations.

8.1 TROUBLESHOOTING

Speaking activities: Troubleshooting

Work in pairs.

- 1 Tell your partner how to take a picture with a mobile phone. Advise them what to do and what not to do.**

Use these verbs: load, wind, forget, take off, set, turn, choose, focus, move, shake, and press.

- 2 Go to the following web page <http://www.howcast.com/videos/> and watch the video how to how to make basic woodworking joinery. Try to remember the basic steps (while watching, take short notes!) and then tell your partner how to do it.**

Source: <http://www.howcast.com/videos...>; (online). 10. 1. 2011

Use these expressions:

This classic joinery technique can be produced in several variations.

The simplest method of joining two boards is with screws.

A biscuit joiner is a hand-held power tool that cuts a matching slot in two joining boards. The two boards are then held together by gluing a biscuit-shaped wood disc into both slots

A rabbet is a notch cut along the edge of one board to accept the edge of another.

A dado is a groove cut across the grain, often used to join shelves to the side of a bookcase.

A groove is similar to a dado but it is cut with the grain.

The dovetail joint is attractive but takes practice to produce.

8.2 PREPOSITIONS AND WOODWORKING VOCABULARY

What are prepositions?

Prepositions are words that show the relationship between the noun and other words in the sentence. If you are not sure how to use them, here are some examples.

The most common prepositions are **in**, **on**, and **at**. These are the most common because they can be used for time, place, or manner. There are several others, such as **under**, **into**, **during**, **with**, etc. Let us have a look at the illustrations below.

Prepositions of place show where an object is **located** in relation to something else.

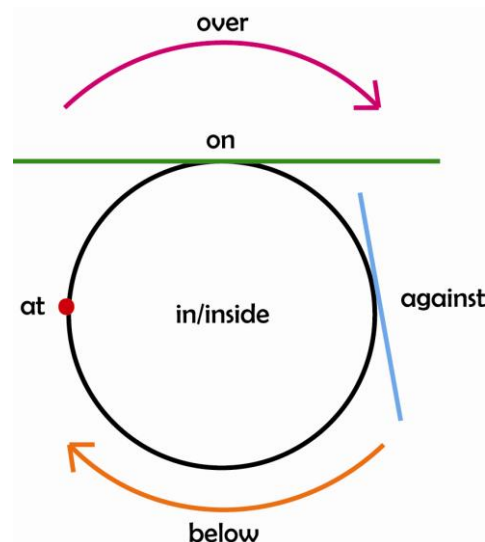


Fig. 29: Prepositions of place

Using this image, we can see how certain prepositions of place work. Using the circle as a reference point, we can see:

- The black text is **in/inside** the circle.
- The blue line is leaning **against** the circle.
- The red point is **at** the edge of the circle.
- The green red line is **on** the circle.
- The purple line is **over** the circle.
- The orange line is **below/under** the circle.

Prepositions of direction show **motion**.

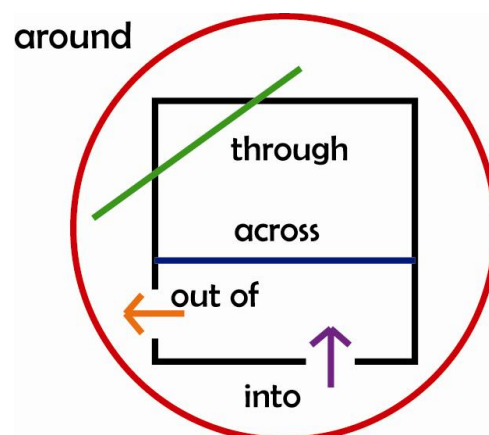


Fig. 30: Prepositions of location

Using the black square as the reference point, we can see:

- The purple line goes **into** the square.
- The orange line goes out of the square.
- The green line goes **through** the square.
- The blue line goes **across** the square.
- The red circle goes **around** the square.

Commonly misused prepositions for location

- **in/on**
 - **in** means inside an object, **on** means touching the surface.
 - The pen was in the desk drawer.
 - The pen was on the desk.
- **in/at**
 - **at** means a specific location, **in** is within something like a building, city, or country.
 - She works *in* the Wood Centre.
 - I'll meet you *at* the front gate.
- **among/between**
 - **among** is used when there are MORE than two people/things; **between** is used when there are two.
 - The candy bar was split *between* the two of them.
 - The candy bar was split *among* the three of them.

Prepositions can be difficult to learn because their use differs from Slovene use. Try not to get discouraged and keep at it!

Study these examples of prepositions of place.

- 1 Lay the piece of wood **on** a flat surface.
- 2 Centre the tape directly **over** the line and press it down.
- 3 **Put on** safety glasses and a dust mask and **turn on** the power saw.
- 5 Move the blade slowly **through** the wood.

Where are the objects in the picture below?



Fig. 31: Locate the objects

General tip

When you are **not sure which preposition to use**, check a dictionary. Sometimes there is more than one option – in that case, look up for options and see what you get. For example, do you work »at the computer«, »on the computer« or »with the computer«?

Now try it yourself. Complete the sentences using the (most) correct preposition.

1. He specializes ____ 3D animation.
2. I started playing it when I was ____ secondary school.
3. He sits ____ the computer all night living his Second Life.
4. Place the end of a roll of clear packing tape _____ the edge of the wood _____ the start of the pencil line.
5. Position the saw blade _____ the pencil line which is visible _____ the clear tape.

8.3 TIME RELATIONS

Study the use of tenses. Note that when talking about the **future**, you should use one of the **present tenses** in the time clause.

SEQUENCE

To describe a process or an action **step by step**, we use **when, before** or **after**:

Step 1: The copper starts to heat up.

Step 2: Oxidation patterns begin to form.

When the copper starts to heat up, oxidation patterns begin to form.

Step 1: You have to use a wire brush to clean the copper sheeting.

Step 2: Place dried copper sheet on the burner.

You have to use a wire brush to clean the copper sheeting **before** you place dried copper sheet on the burner.

After you use a wire brush to clean the copper sheeting you place dried copper sheet on the burner.

SIMULTANEITY

To show actions happening **at the same time**, we use **as** or **while**:

Action 1: The copper gets hotter.

Action 2: You can see beautiful orange, purple and red colours cover the copper.

As the copper gets hotter, you can see beautiful orange, purple and red colours cover the copper.

Action 1: The timber dries.

Action 2: It shrinks.

As the timber dries, it shrinks.

Combine the two sentences to express simultaneity or sequence. Use linking words for simultaneity or sequence: **when, while, after, as soon as, as, until, by the time**.

- 1 Toyota waits for electric cars.
Its rivals race to an electric future.

- 2 In spring 2008, the final design of the new product was determined.
The mechanical engineers now have the task of switching from the prototype to mass production.
- 3 The ground collector is used as an air-to-ground heat exchanger.
The air is sucked in via ground.

Language study: *Conditional and time sentences*

First Conditional and time clauses.

Read the dialogue and study the use of language.

- Nick I think this design is great, but will they buy it?
- Meg Well, **if we shorten the delivery times**, they will place a substantial order.
- Nick But what will happen if the project runs out of money?
- Meg As soon as they realise the environmental advantages, they'll be happy to finance it.
- Nick I think that if we want to reduce production costs, we'll be able to start with mass production in August.
- Meg Yes, but unless there is also an increase in enquiries, the investment won't be there.

We use the First Conditional to talk about a possible scenario or action in the future.
We usually form the result (or main) clause with **will**, but it is also possible to use **could**.
The time or conditional clause is in the Present Simple.

Underline the time or conditional clauses in the above dialogue. Circle the conjunction of time or condition.

Second Conditional

Study these examples:

If Concorde still flew to America, people would get there in four hours.
Unless we had skilled carpenters we would have problems.

We use the Second Conditional to talk about an imaginary scenario and to guess about the result.

The conditional clause is in the Past Simple Tense.
We express the result with **would + infinitive**, but it is also possible to use **could** or **might**.

Complete the sentences with your own ideas:

- 1 If engineers succeeded in creating a silent aircraft,

- 2 If more students studied engineering,

- 3 If I worked as a skilled bench carpenter,

- 4 If you allow us a trade discount,

- 5 When the payment is done,
-
- 6 As soon as we get the payment,
-

Language study: Complex sentences review

- 1 Using **time clauses** to link actions
When the temperature rises the wood softens.
A battery charged until it was full.
As the tool was being charged, the voltage rose.
- 2 Using **if-clauses** to link a cause and effect.
If excess pressure is used, the machine will overheat.
If the heat detector wasn't corrupt the temperature would remain stable.
- 3 Using **relative clauses** to make definitions.
A woodworking machine is a machine that is used to process wood.

Link these statements to make complex sentences.

- 1 You touch chips. Make sure you are earthed. (time)
2 A machine is connected wrongly. The machine will be damaged. (condition).
3 A saw blade is a tool. It enables cutting. (relative)

Follow up set: Read the article and answer the questions.

Energy generated from the forestry could be considerable. Supply and demand of wood energy will be affected differently by different factors across developed and developing countries.

The development of wood energy largely depends on high fossil fuel prices and bio fuel development. But, if those prices are too low, bio fuel demand will only increase. In countries where domestic policies fail to draw interest away from fossil fuels, export markets could play a key role in bio energy development.

The ecological, economic and social aspects of wood energy production will also be of importance. For instance, issues related to climate change and energy efficiency will influence how many wood products will contribute to energy generation, as will regional factors related to supply location, infrastructure, growth conditions and labour availability.

In many parts of the world, investments in plantation expansion for bio energy may be hampered by such factors as conflicting land claims, risk of expropriation, etc. Investments in bio energy often depend on new technology developments. Developing countries with limited budgets will need to be particularly careful when assessing the risks and benefits of investing in bio energy.

Adapted from Source: <http://www.greenfacts.org/...>; (online). 10. 1. 2011

How much can forestry contribute to future energy demand?

Which factors does wood energy development depend on?

How much can different sources of wood contribute to energy production?

How do different bio fuels compare in terms of competitiveness and greenhouse gas emissions?

Summary

Check your progress in this unit:

- ☐ I can use prepositions of place properly
- ☐ I can talk about green issues related to forestry
- ☐ I can make complex sentences.

9 ENQUIRING ABOUT PRODUCTS AND SERVICES

① Background information

In a real-life phone call you have to depend on your voice, not gestures and eye contact. You can't see the other person's reactions and the other person can't see how friendly you are – you have to show everything in your voice.

This unit focuses on

- making phone calls
- the language of enquiries
- example letters and exercise

9.1 TELEPHONE ENQUIRIES: I'D LIKE TO SPEAK TO ...

Introductory vocabulary – check the meaning of the words below.

mobile phone	extension	application	confirm
phone booth	connect	equipment	cordless
switchboard	put through	ring up	put through
dis/connect	hang up	lift	wait
cut off	get through	put down	pick up
ring back	phone book	phone booth	dial/ing
tone	ring/ing/er	hook	receive/r

calls:	international, local, trunk, collect, personal
code:	country, area, extension
line:	busy, engaged, free, party, occupied
person:	busy, tied up



Image source: <http://learnchinese.mychineselearning.com...>; (online). 25. 1. 2011

Fill the gaps with suitable words from the list above.

- 1 To make a call: first listen for the _____ tone and dial the number. With some luck, you'll hear a tone telling you that the number is _____. If the other phone is being used you'll hear the _____ tone.
- 2 To make an international call: first dial the international code, then the country code, then the _____ and finally the number you require.
- 3 If you want the other person to pay for the call, you can make a collect call.
- 4 If you want to talk to a particular person you can make a _____.
- 5 If you don't want to be interrupted, you can leave the phone _____.
- 6 You should not answer your _____ while you're driving.
- 7 You have to dial 0 for the operator.
- 8 Nick always turns his _____ off when he's studying.

- 9 I'm busy right now. Can you _____ later?
- 10 I have a _____ so I can do the dishes and chat at the same time.

Useful phrases in telephoning

RING...RING...RING...

Hello, I'd like to speak to Mr. Bauer.
Is he available, please?

PLEASE WAIT

Hold on a moment, please.
I'll put you through.
I'm afraid the line's engaged. Could you call back later?

NOT AVAILABLE

I'm afraid he's in/at a meeting.
I'm afraid he's not available at the moment.

LEAVING MESSAGE

Could you ask him to call me back, please? My number is 386 41 345 543.
Can I leave a message?

STARTING

Hello, is this Mr Bauer?
Speaking.
My name's Nina Novak from Slovenia and I'm calling about your regulation systems.

PROBLEMS

I tried calling several times but I couldn't get through / the line was busy all the time.
The line is very bad. Could you speak up please?

NEGATIVE INFORMATION

I'm afraid we don't have a Mr King here.
I'm sorry. There's nobody here by that name.
I'm afraid you've got the wrong number.

IS EVERYTHING CLEAR?

Could you say that again more slowly, please?
I'm sorry, could you spell that, please?
I'm sorry, did you say 14 or 40?

GOODBYE

I'll call again later today.
Thank you for calling. Goodbye.
Nice talking to you.

Make a short telephone scenario and practice it with your partner. Exchange roles.

Complete the telephone conversation with the phrases in the list.

OK, go ahead	No, at A-T-S dot F-R.	Can I speak to Sandra Bulc?
You're welcome.	Can I help you?	Is there anything else?
Can I give her a message?	Can you speak up?	Sorry, how do you spell Peyrac?

JAN Yanchi Wood, Jan Novak speaking. *Can I help you?*

JOFFREY Yes, this is Joffrey Peyrac from ATS. _____?

JAN I'm afraid she's in a meeting. _____?

JOFFREY Yes, please. Could you ask her to email me the specifications of the JN-007 sanders?

JAN Sorry, I didn't catch that. _____?

JOFFREY Yes, I need the specifications of the JN-007 sanders.

JAN The JN-007 sanders. OK. Does she have your email address, Mr Peyrac?

JOFFREY I think so, but I'll give it to you just in case she hasn't.

JAN _____?

JOFFREY It's J underscore Peyrac at A-T-S dot F-R.

JAN _____?

JOFFREY P-E-Y-R-A-C.

JAN OK, so that's J underscore Peyrac, P-E-Y-R-A-C at A-T-C dot F-R.

JOFFREY _____.

JAN A-T-S dot F-R.

JOFFREY Yes, that's right.

JAN _____ Mr Peyrac?

JOFFREY No, that's all, thanks.

JAN _____ I'll give Ms Bulc your message.

JOFFREY Thanks, bye.

JAN Bye.

Speaking practice: Role-play

Practice making a phone call to the company making laser welding machines.

You decided to buy a used machine. You decided to telephone first for prices and delivery. Your partner will role-play the sales representative. Call, explain which machine you are interested in and what payment terms you would like to discuss. The partner should explain the company payment policy and ask you some questions about details you require. Don't forget to finish the conversation appropriately.



Image Source: <http://www.google.com/imgres...>; (online). 25. 1. 2011

9.2 WRITING 2: E-mails

Nowadays the most common form of communication is almost certainly an e-mail. Because e-mails have become a mainstream form of communication, we sometimes may not easily switch from casual and conversational e-mail to professional e-mail.

Rules of the road

OPENING

Thank you for your e-mail.

Thank you for ordering from us.

Thank you for sending us your catalogue.

REASON FOR WRITING

I'm sorry for the delay.

I can now confirm that your order has been processed.

PROBLEMS

I'm afraid I have some bad news. There's been a problem with our new data-link system.

We're sorry that your order has been delayed.

APOLOGY

I am sorry for any inconvenience. I apologise for the delay.

I can assure you that this will not happen again.

Helpful example

To: xyzetperson@abccompany.net
From: capjack@miza.com
Subject: Application for summer internship

Dear Ms Clearance,

I am writing in response to the ad posted on MAYALink.com for a summer technology internship at ABC company. Please accept my attached resume and letter as an application for this position. My skills and experience closely fit the posted job description, and I hope to hear from you soon.

Thank you,

Jan Dane, student

9.3 LETTERS OF ENQUIRY

We write an enquiry when we want to ask for more information about a product or service. These letters are often written in response to an advertisement or when we are interested in buying a product but would like more information before making a decision.

Opening

Give information about your company

We are one of the main producers of laminated wood panels in the south east of Europe, and we are interested in ...

Point out

We saw a demonstration of your product at the Nottingham Wood Fair.

Body

Asking for catalogues, price lists, samples

Please send your current catalogue and price list. We are particularly interested in an up-to-date price list for your circular saw blades.

Before buying, we prefer to test them for safety. Could you send us at least two examples of these blades in the mid price range?

Suggesting terms of payment, discounts

We usually deal on a 30% trade discount basis with an additional quantity discount for orders over 30 units. Could you let us know if you allow cash or trade discounts?

Closing

Simple "Thank you" is sufficient to close an enquiry. However, you could mention that: Prompt delivery would be necessary as we have a fast turnover.

Indicate further business

If the product is satisfactory, we will place further orders with you in the future.

Greeting

We look forward to receiving your offer.

Model letter: e-mail enquiry

Dear Sir/Madam,

We are a large milling factory in Slovenia, Europe, and would like to know more about used milling machines you advertise on alibaba.com web site.

Could you tell us if the machines are suitable for machining solid materials?

It would also be helpful if you sent us some specifications and if they are of European standards, we will place an order.

We would also like to know if you are offering any discounts.

Thank you.

Regards,
Nina Zala

Complete the e-mail.

To: _____ @ninafirma.net
 From: analiwang@alibaba.com
 Subject: _____ refer to order

Dear Ms Zala

_____ say thanks for your order of two X-DAC milling machines.

Our standard delivery time is within 4 weeks (20 days) of receiving the final drawings and specifications.

_____ introduce bad news that we will not be able to deliver the machines by the end of the month as you requested, but should be able to deliver the first within the next 15 days.

_____ ask someone to do something confirm this is OK.

_____ offer help produce the second machine by mid April.

_____ refer to attachment our price list and conditions.

_____ refer to future contact working together with you.

_____ say goodbye ,

Ana Li Wang

Translate the email below into English.

Za: _____ @alibaba.com
 Od: ninazala@ninafirma.net
 Zadeva: _____

Spoštovana gospa Li Wang,

hvala za obvestilo o dobavi X-DAC frezalnih strojev. Potrjujemo predlagana dobavna roka in prosimo še za podatek o lokaciji izvoznega pristanišča. Strojni načrt in natančne specifikacije vam bomo poslali tekom tega tedna.

Prosimo, da nam čimprej pošljete ponudbeni predračun z dogovorjenimi popusti.

Veselimo se sodelovanja z vami in vas lepo pozdravljamo,

Nina Zala
 NinaFirma d.o.o.

Follow up

Look at this enquiry about a flap sander. Write a short reply to this email. Use the prompts given.

You can also ask for technical details and payment terms.

To: Tim Sydney, MMC Inc.
From: Tim Simon

Date: 28 April
Re: XpC4 Sanders availability

Please let me know if you have two pieces of XpC4 flap sanders in stock? I need them for scuff sanding a sailboat I'm designing. If you have, can you get them to me by 7 May? It would also be useful if you could send me your latest catalogue and a price list.

Regards,

Tim Simon

Prompts:

**only 1 piece in stock
will get another by 25 May**

**will send by DHL by 4 May
need address
enclose catalogue**

Summary

So far you have mastered some new phrases which are used in writing business letters plus the telephoning etiquette. Remember that in an enquiry we describe what we want and why. The more unusual the request, the more convincing the reason needs be.

Conclusion

Working through the exercises, you progressively built up your language skills. Your teacher helped you to improve the specific aspects of English that you are weakest in and guided you towards exercises that seem most valuable for you.

But most important of all is you! By asking questions, seeking advice, continuing to expand your vocabulary, reading as much English as you can, and talking and listening to English both in class and outside. Good luck!

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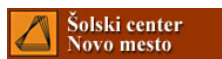
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Projekt **Impletum**

Uvajanje novih izobraževalnih programov na področju višjega strokovnega izobraževanja v obdobju 2008–11

Konzorcijski partnerji:



Operacijo delno financira Evropska unija iz Evropskega socialnega sklada ter Ministrstvo RS za šolstvo in šport. Operacija se izvaja v okviru Operativnega programa razvoja človeških virov za obdobje 2007–2013, razvojne prioritete Razvoj človeških virov in vseživljenjskega učenja ter prednostne usmeritve Izboljšanje kakovosti in učinkovitosti sistemov izobraževanja in usposabljanja.