

English for the Oil industry

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Vocational English
Teacher's Book



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The oil industry

Briefing

This unit offers a general introduction to the oil industry. It focuses on jobs in the oil industry and the location of oil fields around the world. The unit introduces the pronunciation and spelling of letters of the alphabet. It also looks at personal protective equipment (PPE) and provides practice in introducing yourself in a work setting.

Introductions

This section introduces five different people who all work in the oil industry, their countries of origin and their jobs, which include **drivers**, **roustabouts** (unskilled or temporary manual workers) and **engineers**, who use scientific theory to solve technical problems. Two other jobs mentioned are **radio operators**, who use two-way radios for communication, and **seismic operators**, who conduct underground surveys (often using explosives or other energy sources) to search for oil deposits. The Language section focuses on the present simple of *be* in the context of greetings, introductions and jobs in the oil industry.

Getting oil to the customer

This section focuses on the same five people and jobs as the previous section. It introduces several important nouns such as **road tanker**, **super tanker**, **refinery**, **gas station** (American English for petrol station) and **countryside**. This section also gives wider practice in the affirmative and question forms of the present simple, including *be*, and introduces job-related verbs such as **search for**, **extract**, **refine**, **transport**, **sell**, **drive** and **work**.

Spelling

The aim of this section is to introduce students to the alphabet, its pronunciation and the (minor) differences between British and American pronunciation.

Jobs

This section focuses on some of the language associated with jobs in the oil industry: **crew**, **in charge**, **boss**, **supervisor**, **captain**. A **driller** is in charge of an oil rig; a **surveyor** works with seismic

operators; a **supervisor** supervises **control room operators**. The new verbs introduced in this section are **have**, **live**, **control** and **refine**.

Introducing yourself and others

This section looks at informal introductions, how people introduce themselves and their jobs, and how they introduce colleagues. Most of the work-related vocabulary has already appeared in the previous sections, except for **roughneck**, which means manual worker. The terms *roughneck* and *roustabout* (see above) were first used in America in the nineteenth century. This section also examines asking open and closed job-related questions (for example, *Is he ...? What's ...? Where do ...? How do ...?*).

Health and safety: Personal protective equipment (PPE)

PPE refers to clothing or equipment designed to protect the wearer's body from injury during work. This section looks at the vocabulary of PPE (**gloves**, **safety glasses**, **helmets**, **boots**, **ear protectors**, **trousers**, **jacket**) and parts of the body (**head**, **eyes**, **back**, **chest**, **arms**, **hands**, **legs**, **feet**). It also introduces the verbs **protect** and **need**.

Oil fields

Oil fields are regions where crude oil is extracted from underground. This section centres on oil fields all over the world and gives practice in the pronunciation of country names (**Venezuela**, **Mexico**, etc.), as well as in matching particular oil fields to their countries.

Further reading

Use the following keywords to search the internet for websites which give more in-depth information about the topics covered in this unit: oil and gas jobs, rigworker.com, international oil transportation, Simon safety protection, Society of Petroleum Engineers.

Teacher's notes

Warm-up

Introduce yourself to the class informally (say: *Hello/Hi, my name's ... I'm from ... I'm a teacher.*) Listen carefully to individual replies. Then, if you wish, add a little more information about yourself (for example, *I live near the town centre. I travel by scooter.*) Write the following on the board: *Hi. My name's ... I'm from ... I'm a(n) ...*

Ask some of the more confident-sounding students to introduce themselves to the rest of the class and then, if possible or appropriate, respond with *Nice to meet you./Good to see you.* Shake their hands, trying to encourage their responses. In this way, you can assess the class level and pinpoint its stronger or weaker members.

Introductions

Listening

- 1 ▶ 02 Tell students that they are going to hear different people who work in the oil industry. As in the Warm-up section, they will introduce themselves, say where they are from and what they do. With books closed, play the recording once. Ask: *How many people do you hear? What countries? What jobs?* Accept random answers at this stage and note any correct suggestions on the board (*engineer, Scotland, etc.*).

With books open, go through the instructions with the class. Play the recording a second time while students listen and read the five texts. Depending on the class, stop the recording after each speaker and go through the texts, focusing on *My name's .../I'm ..., I'm from ..., I'm a ...* each time. Explain any of the jobs vocabulary that students are not familiar with (for example, *roustabout*).

Draw students' attention to the box in the margin, which focuses on contractions with the verb *be* (*I am* → *I'm*, etc.). Explain that this is usual in spoken English. They will learn more about the present simple of *be* in the next section. Then ask students to work with a partner to match the five texts with the photos. Check answers with the class.

2 C 3 A 4 B 5 D

Speaking

- 2 Ask a couple of students *What's your name? Where are you from?* and *What do you do?* to elicit answers similar to those in Exercise 1. Then ask students to practise the conversation chorally first, then in pairs. Listen carefully for the intonation of *wh-* questions.
- 3 Put students in pairs and ask them to practise the conversations, then move on to another partner. They will follow the same pattern as in Exercise 2, imagining that they are Ricardo Cabrera, etc. Demonstrate first with a confident student. Encourage them to use contractions (*I'm*).

Extra activity

Put students in pairs. If necessary, write the following on the board:

what / name?

where / from?

what / do?

where / live?

Ask them to interview each other, swap roles and then move on to another partner.

With more confident classes/students, you could add at least one more question (for example, *Where do you work?*)

Getting oil to the customer

Listening

- 1 ▶ 03 Ask students to open their books and study the five illustrations and captions. Encourage them to talk about the sequence of actions here. With the numbers and arrows, the illustrations show how we get oil to the customer, from searching for oil to getting the (processed) product to the gas (or petrol) station. Point out that the words in the captions are all verbs.

Ask students to tell you what the illustrations show using the present simple of the verbs (for example, *search for oil, extract oil, refine oil, transport oil by sea, sell petrol/gas*). Provide help where students are unsure of the correct present simple form.

Tell students that they are going to hear five people talking about their jobs in the oil industry. They all play a part in getting the oil to the customer. Play the recording and tell students to note down just the names they hear, then compare their answers in pairs. Use their feedback here as a quick introduction to spelling by writing the names on the board.

2 Ricardo Cabrera 3 Ali bin Khalid
4 Jennifer Burgess 5 Armando (Panganiban)

Vocabulary

- 2 Ask students to work in pairs to complete as much of the table as they can from memory. Then play recordings 02 and 03 again so they can check their answers and fill in any gaps. Check answers with the class.

Armando Panganiban: (road tanker driver), refinery
Ricardo Cabrera: roustabout, oil rig
Ali bin Khalid: engineer, refinery
Jennifer Burgess: radio operator, super tanker
Matthew Aondoakaa: seismic operator, countryside

- 3 Ask students to complete the exercise in pairs. Check answers with the class and ask students to correct the false sentences.

2 F (He works in the countryside.)
3 T
4 T
5 F (She's a radio operator on a super tanker.)

Language

Go through the Language box with the class. Draw their attention to the -s ending in the third person singular.

Explain that, unlike *work* which is a regular verb, *be* is irregular (they will learn more about regular and irregular verbs later in the course). Point out *am* for the first person singular, *is* for the third person singular and *are* for *you* and for all plural forms. Remind students that we often use contracted forms with *be*, (*I'm, he's*, etc.), especially in conversation.

To practise the present simple of *be*, write a large question mark (?) and the word *teacher* on the board. Point to one of the students and elicit *Is he/she a teacher?* followed by *No, he's/she's a student/engineer*, etc. Then point to other students, prompting orally with whatever jobs the class seems to know (*driver, engineer, secretary*, etc.). With affirmative answers, encourage *Yes, he/she is*.

Play recording 03 again, pausing between extracts and asking questions like *What does Armando/the gas station/Ali do?* to elicit *drive, sell, work*, etc. Note the verbs in a column on the board in the infinitive (*drive, sell*, etc).

- 4 Get students to mingle with their classmates, asking questions to two or three other students. They can use the example questions from Exercise 2 on page 4 to find out the person's name, where they are from, what they do and where they work. Then they report back to the class on what they found out.

For pre-work classes, students could find out names, where the person is from, where they live and how they travel to college.

Extra activity

If possible, bring in a collection of magazine photos of locally or internationally known people and give them out. Divide the class in pairs or small groups and ask them to prepare to introduce the person on their photo to the rest of the class. If necessary, provide prompts:
This is He/She's a They're (a)
or
from job place of work
Encourage questions from the 'audience'. Even the simplest presentations should be exchanges.