15 Where does it go?

Describing location

1 This site plan is incomplete. Use the information below to label all the buildings.

1 The body shop is located between the paint shop and the press shop.
2 There's a multi-storey car park opposite the gatehouse.
3 The gym is next to the canteen.
4 The warehouse is near the assembly shop. It backs onto the railway tracks.
5 There's a roundabout in front of the administration building.
6 If you're facing west, the R&D building is behind the maintenance building.
7 The foundry is located on the northern boundary of the site, behind the machine shop.

2 Here's some more information about the site, but it's wrong. Correct it.

1 The maintenance building is opposite the paint shop.
2 The paint shop is next to the press shop.
3 The R&D building is near the administration building.
4 There's a radio tower in front of the power plant.
5 The lab is located in the south-west corner of the site.
6 You go under a railway track to enter the site.
7 The railway track runs between the warehouse and the assembly shop.

3 (27) The site plan shows the buildings, but it doesn't show utility lines, such as sewers, water pipes, electricity cables, and so on. Listen to someone talking about tracing a sewer line on the site. Mark where it runs.

4 (27) Listen again and answer these questions about the different sections of the pipe.

1 What different materials is the pipe made of? Mark them on the site plan.
2 How did they trace its different sections?

5 (27) Listen again and complete the sentences.

1 It was quite a job to ..... the main sewer line, but we now know where it ..... .
2 It was pretty easy to see where it ..... direction. At the gatehouse it ..... south-west, and then west.
3 It .... to the railway track ..... it ..... to a ..... roughly ..... with the south-west corner of the assembly shop.
4 We found the pipe suddenly ..... north-east, ... the canteen and heading towards the lab.
5 But then it .... and heads north-west again. Just before it ..... the paint shop, it becomes a clay pipe.
6 Then just ..... tank 1 and 2, it turns north and ..... the site.

6 Draw diagrams to illustrate these words and expressions.

Example

turns right	heads north-west	veers to the left	passes under
goes between	does a U-turn	runs parallel to	crosses

7 Work with another student. Compare your diagrams. Are they the same? Which are better? (Why?)

8 Work with a partner. Take turns describing the location of other buried utility lines on the site plan.

A
1 Draw a buried electricity cable on the site plan. It should start at the R&D building and after that it can go in any directions you like.
2 Describe where your cable goes, so **B** can draw it.

B
1 Draw a buried telecom cable on the site plan. It should start at the multi-storey car park and after that it can go in any directions you like.
2 Describe where your cable goes, so **A** can draw it.

Getting organized

1 What's your workspace like? Do you have your own desk or workbench? Is it generally clean and tidy? Describe it to another student.

2 Read about the principles of 5S. Have you ever applied principles like these to your workspace?

3 Look at the diagram and pictures and discuss these questions.

1 In what different ways would companies benefit from applying 5S procedures?
2 In what ways could you benefit from applying 5S procedures to your life outside work?

4 (28) Listen to three conversations. Are they about *sorting*, *straightening*, or *sweeping and shining*?

The Principles of 5S

5S is a way of organizing and managing the workspace that originated in Japan. The idea is to follow a process so you're continually making changes that improve efficiency and productivity. The five steps in the process all begin with S, which is how it got its name.

The first three steps are concerned with improving workspace organization and cleanliness, and the final two steps are about maintaining the improvements. But many people think 5S is much more than a set of workplace procedures. They think it's a good philosophy for life.

5 (28) Listen to the first conversation again and answer these questions.

1 What exactly is the problem?
2 What will they ask maintenance to do?
3 Why does someone need to sweep up?

6 (28) Listen to the second conversation again. What do they decide to:

1 get rid of?
2 hold onto?
3 sort through?
4 get on with?

Which expression means:

a not let go?
b remove, throw away?
c continue doing something after an interruption?
d go through a number of things in order to tidy them or find something?

7 (28) Listen to the third conversation again and fill in the gaps.

1 I haven't .... putting it away.
2 I'll .... in a minute.
3 It's a little hard to ....
4 Then let's .... a simpler system.
5 Yes. I'll ....

What do the expressions mean? You can check your answers in file 20 on page 95.

Multi-part verbs

Many English verbs have two or more parts.
clean up *look for* *come up with*
Sometimes we can separate the parts and sometimes not.
Separable: *Clean up* the oil. *Clean* the oil *up*.
Inseparable: *Hold onto* those parts. NOT ~~*Hold those parts onto*~~.
A good dictionary will tell you whether a verb is separable or not. You need to learn the verbs one by one.

8 Practise using some separable and inseparable verbs with a partner.

A – Read the list of things you want **B** to do.
B – Say you'll do them. Use *it* or *them* and separate the verbs if it's possible.

Example
A *You need* to sweep up *the store rooms*.
B *Yes, I'll* sweep *them* up.

A *And* take care *of the recycling*.
B *Yes, I'll* take care *of* it.

1 You need to *clean up* the work area.
2 *Put away* the ladders first.
3 Then *get rid of* the boxes.
4 But *hold onto* the plastic sheeting.
5 Just *work out* the best way to store it.
6 Then *tidy up* the store rooms.
7 *Sort through* the tool boxes.
8 *Throw away* any broken ones.
9 Then *check out* the oil pump unit.
10 There's a leak you need to *see to*.
11 *Figure out* what's causing it.
12 And you need to *get round to* painting the ceiling sometime.
13 So *look for* ways to work faster.
14 Well, I'll leave you to *get on with* the cleaning then.
15 Great. *Keep up* the good work!

9 Work in pairs or groups. Discuss ways you can improve your personal productivity by employing 5S principles.

1 Think of something in your life that you'd like to organize better. It could be:
a a place such as your car, your garage, or your office.
b how emails and files are stored on your computer.
c a task you do on a regular basis, like grocery shopping or studying English.

2 Interview one another about how you organize things at the moment. Can you come up with any improvements? Try to think of ways that you can employ 5S principles to do things better.

3 Share any good ideas you have with the class. Does anyone else have ideas you'd like to implement?