

COMMUNICATING AT WORK

Practical English for the Workplace

BEGINNING

Extension Activities

Extension Activities

 Listen and  repeat after your teacher.

Chant 1: Greetings and Goodbyes.

Group 1: Hello!

Group 2: Good morning!

Group 1: Hello!

Group 2: Good afternoon!

Group 1: Hello!

Group 2: Good evening!

Group 1: Hello! How are you?

Group 2: Hello! I'm fine, thanks. And you?

Group 1: I'm fine, thanks.

Group 2: It's good to see you.

Group 1: It's good to see YOU.

Group 2: Well, it was nice talking to you.

Group 1: It was nice talking to YOU.

Group 2: Goodbye! I have to go.

Group 1: Goodbye!

Group 2: Talk to you later!

Chant 2: We Work in Many Places

We all work! We work in many places.

We all work! We work in many ways.

This is David. He works at the mall.

This is Susan. She works at a pharmacy.

This is Yisi. He works in construction.

This is Natalia. She works in IT.

This is Jose. He works for the city.

This is Alex. He works for AB Foods.

This is Carla. She works as a nurse.

This is Ivan. He works as a mechanic.

This is Leo. He works at the hospital

This is Joe. He works in manufacturing.

This is Natsuko. She works for Springfield College.

This is William. He works as a teacher.

We all work! We work in many places.

We all work! We work in many ways.

Extension Activities

Grammar Practice: Present Simple

Rewrite the sentences to make them negative. The first one is done for you.

1. John needs help.

John doesn't need help.

2. I have a pen.
-

3. She understands the form.
-

4. He's from Honduras.
-

5. We understand the new policy.
-

6. Their email addresses are on the contact list.
-

7. He knows a lot of people here.
-

Information Exchange

Student A

You are updating your company's contact list.  Ask your partner for the missing information.

Name	Phone Number	Email Address	Office Address
Phuong Vu			
Marie Diaby	(555) 315-6345	mdiaby@company.com	1503 Center Street, Suite 100
Paula Cirera			
Venkata Patel	(555) 408-8892	venkatapatel@company.com	332 Second Avenue
Jorge Ruiz			
Su Liu	(555) 802-5974	sliu@company.com	719 Third Street

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USEFUL LANGUAGE

What's Paula's phone number?

How do you spell 'Diaby'?

Is that B as in 'boy'?

Can you repeat that, please?

Did you say . . . ?

How do you spell that?

Information Exchange

Student B

You are updating your company's contact list.  Ask your partner for the missing information.

Name	Phone Number	Email Address	Office Address
Phuong Vu	(555) 315-2887	phuongvu@company.com	1422 Elm Street
Marie Diaby			
Paula Cirera	(555) 772-7938	pcirera@company.com	722 Pleasant Street
Venkata Patel			
Jorge Ruiz	(555) 549-6128	jruiz@company.com	2536 Main Street
Su Liu			

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USEFUL LANGUAGE

What's Paula's phone number?

How do you spell 'Diaby'?

Is that B as in 'boy'?

Can you repeat that, please?

Did you say . . . ?

How do you spell that?

Extension Activities

Vocabulary Review

Complete the sentences with the words from the box.

build	drive	fix	install
make	solve	take care of	use

1. I often _____ the company van to deliver packages.
2. When the printer stops working, I need to _____ it quickly.
3. My company is going to _____ a new factory.
4. The IT department will _____ the new software on all the computers.
5. I _____ coffee for my colleagues every morning.
6. We _____ this special machine to produce our products.
7. I _____ my tools to make sure they are clean and ready for work.
8. I try to _____ customer's problems as quickly as possible.

Discuss

 **Ask and answer the questions with a partner.**

1. Can you drive a car?
2. Can you drive a truck?
3. Can you fix mechanical problems?
4. Can you fix computer problems?
5. Do you know how to build things?
6. Do you know how to install a SIM card on your phone?
7. Do you know how to use your phone's camera?
8. Do you ever use buses or other public transportation?
9. Do you use any tools in your job?
10. Do you know how to take care of a new baby?
11. What things do you take care of at work?
12. Who makes dinner at your home?
13. Do you make things at work?
14. Do you solve problems at work?

Extension Activities

Vocabulary Review

Complete the sentences with the words from the box.

break room
hall

cafeteria
restroom

elevator
stairs

entrance

1. You have to show your employee ID at the _____.
2. I usually eat lunch in the _____. They have a lot of good food there.
3. There's a coffee maker, microwave, and refrigerator for employees in the _____.
4. I need to wash my hands. Where's the _____?
5. His office is on the fourth floor. It's easier to take the _____.
6. The Human Resources office is at the end of the _____.
7. If there's a fire, use the _____, not the elevator.

Discuss

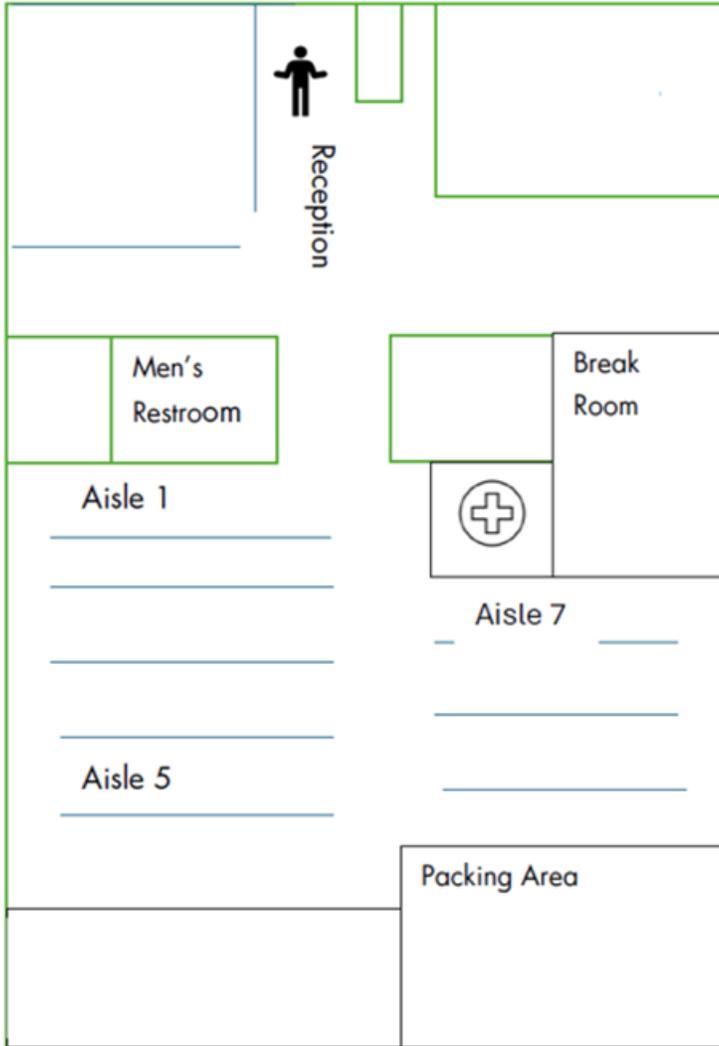
 **Ask and answer the questions with a partner to practice vocabulary.**

1. Does your workplace have a break room or a cafeteria?
2. Where do you usually have lunch?
3. Do you need to carry or wear an employee ID at work?
4. Are the restrooms at your school usually clean?
5. Do you usually prefer to take the elevator or the stairs? If you are going to the second floor? If you are going to the fourth floor?
6. If you live in an apartment, what floor do you live on?
7. How do you get from the entrance of your school to your classroom? (Or from the entrance of your home to your kitchen?)
8. Is there anything across the hall from your classroom?
9. Is there a hall (hallway) in your home?

Information Exchange: Asking and Giving Directions

Student A

You are standing in the reception area of a company warehouse.  Ask for directions and mark the places on the map.



- the main office
- the locker rooms
- the women's restroom
- the loading docks
- the storage closet
- aisle 9

//// **USEFUL LANGUAGE**

I'm looking for the . . .

Where is/are the . . . ?

Go . . . right / left / straight.

It's . . .

across from

next to

on the right / left

at the end

Information Exchange: Asking and Giving Directions

Student B

You are standing in the reception area of a company warehouse.  Ask directions and mark the places on the map.



- the men's restroom
- the break room
- the first aid station
- the packing area
- aisle 1
- aisle 7

////

USEFUL LANGUAGE

I'm looking for the . . .

Where is/are the . . . ?

Go . . . right / left / straight.

It's . . .

across from

next to

on the right / left

at the end

Extension Activities

Grammar: Adjectives

Use an **adjective** to describe or give more information about a noun.

Do you want the box on the **bottom** shelf?

No. I want the box on the **middle** shelf.

Do you need the **new** cleaning supplies?

Yes. They are in the **top** cabinet.

Rewrite each sentence. Add the adjective in parentheses.

1. Please put these next to the door. (white)

2. They're on the shelf. (top)

3. It's in the bin. (blue)

4. Put the boxes here. (large)

5. These go in the drawer. (bottom)

6. Please put them in the cabinet. (black)

LANGUAGE TIP

The adjective goes before the noun, not after.

~~boxes big~~ big boxes
Adjectives do not change form based on number. There is no need to add an s to adjectives when they are used with plural nouns.

Questions: *Where can I find the . . . ?*

Another way to ask, *Where is the . . .* is *Where can I find the . . .*. This form is more polite. Customers often use this question form in shops. You can use this form to ask questions of people you don't know. For example:

Where is the restroom?

Where can I find the restroom?

Practice. Rewrite the questions using *Where can I find the . . .*

1. Where are the cleaning supplies?

2. Where are the paper towels?

3. Where is the cafeteria?

4. Where are the paintbrushes?

5. Where are the boxes of tomatoes?

6. Where are the onions?

Extension Activities

Questions: Can you show me how?

In Lesson 6, we learned about polite question forms with *Could you*, *Can you*, and *please*. Here's another useful question starter: *Can you / Could you show me how to . . . ?* For example:

How do I put price tags on the shirts?

Can you show me how to put price tags on the shirts?

Practice. Rewrite the questions using *Can / Could you show me how to . . . ?*

1. How do I check the delivery?

2. How do I attach the forms?

3. How do I cut the fruit?

4. How do I iron the shirts?

5. How do I drill holes in the wood?

Wh- Questions

Match the questions in 1–5 with the correct answers in a–e.

- | | |
|---------------------------------------|--|
| 1. Where do you live? | a. at 7 AM every day |
| 2. What do you do in your free time? | b. near here, right next to Elm Park |
| 3. How do I get to the train station? | c. You take the first left, then go straight for two blocks. |
| 4. When do you usually wake up? | d. I want to get a better job. |
| 5. Why do you study English? | e. I like reading books and playing soccer. |

Complete the questions using *Who, What, When, Where, Why, or How*.

- _____ do you usually have lunch? → I have lunch at 1 PM.
- _____ do you go to work? → I take the bus.
- _____ do I turn on this computer? → Press the power button.
- _____ do you like your job? → Because it is interesting.
- _____ do you like to do on weekends? → I usually play soccer and watch movies.
- _____ is your manager? → Robert.
- _____ do I put this? → Please put it in the cabinet on the top shelf.

Unscramble the questions.

1. do / your / take / lunch break / When / you

2. ask / you / How / for help / do

3. the shop / close / does / When

4. time / What / do / work / start / you

5. work with / you / do / Who

Work with a partner. Take turns asking and answering these questions.

1. What do you usually do on the weekend?
2. What do you usually eat for breakfast?
3. Where do you like to eat lunch?
4. Why are you learning English?
5. When do you wake up on weekdays?
6. How do I say "hello" in your language?

Extension Activities

Prepositions of Time

Discussion

1. What time do you usually clock in and clock out?
2. Do you ever trade shifts with a co-worker?
3. Have you ever had to cover a shift for someone?

Read the explanation and examples.

Preposition	Usage	Examples
<i>at</i> + specific time	Exact times	I have to clock in <i>at</i> 7:30 AM.
<i>on</i> + day or date	Specific days	I work <i>on</i> Mondays and Fridays. I have a shift <i>on</i> February 10th.
<i>in</i> + part of the day, month, year	General time periods	I work <i>in</i> the morning. I have a week off <i>in</i> April.
<i>from ... to ...</i>	Start and end time	I work <i>from</i> 9 AM <i>to</i> 5 PM.

Complete the sentences with *at*, *on*, *in*, or *from . . . to . . .*

1. She works _____ Fridays and Saturdays.
2. We have a staff meeting _____ the afternoon.
3. I have to clock in _____ 8:00 AM.
4. My shift is _____ 2:00 PM _____ 10:00 PM.
5. He has a break _____ 12:30 PM.
6. He needs someone to cover his shift _____ Sunday.
7. Our company gives bonuses _____ December.

Dialog

Complete the dialog with *at, on, in, or from . . . to . . .*. Then, practice with a partner. Take a turn reading each part.

A: What time do I have to clock in tomorrow?

B: You have to clock in _____ 9:00 AM.

A: Do I work _____ Saturday?

B: No, but you have a shift _____ Sunday.

A: Oh, what time is my shift?

B: You work _____ 10 AM _____ 6 PM, _____ the morning and afternoon.

Write 5 sentences about your work schedule using *at, on, in, from . . . to . . .*

Extension Activities

Was and Were

Match the sentence beginnings in 1–5 with their endings in a–e.

- | | |
|---------------------------|--|
| 1. Yesterday, the weather | a. wasn't feeling well last night. |
| 2. My friends | b. were on the table the last time I saw them. |
| 3. She | c. was very expensive. |
| 4. That car | d. was sunny. |
| 5. My keys | e. weren't at school yesterday. |

Correct the mistakes. ✓ Check the sentence if it is correct.

1. She weren't at the park yesterday.
2. They was late for the meeting.
3. Lunch was delicious.
4. We was stuck in traffic.
5. Were you late this morning?
6. The workers wasn't on time.



Describe the picture. Write 3–5 sentences about it using *was* / *were* / *wasn't* / *weren't*.

This morning, . . .

there was / there were . . .

A man was / a woman was / Some people were . . . (-ing)

Tongue Twisters

Listen and repeat after your teacher.

Fuzzy Wuzzy was a bear.

Fuzzy Wuzzy had no hair.

So, Fuzzy wasn't fuzzy, was he?

Were there worms or weren't there worms?

If there were worms, where were the worms?

If there weren't worms, why weren't there worms?

////

PRONUNCIATION TIP

Was sounds like /wuz/

Wasn't sounds like /wuh-zint/

Were sounds like /wer/

Weren't sounds like /wer-ent/

Extension Activities

Minimal Pairs

Can you hear the difference between *sh* and *ch*? **Circle** the word you hear.

1. sheep / cheap
2. ship / chip
3. shore / chore
4. shoe / chew
5. shock / chalk
6. shop / chop
7. share / chair
8. sheet / cheat

Practice with a partner. Choose one of each pair of words in 1–8 to say. Then your partner should point to the word he or she hears. Take turns saying the words.

A great way to practice is by speaking these words into your smartphone’s voice assistant or speech-to-text app. See what words it recognizes, and try again if needed.

Tongue Twisters

Practice saying these tricky sentences.

She sells seashells by the seashore.

Shy sheep should sleep in a shed.

Charlie chose a cherry chocolate cheesecake.

Charlie chopped shallots at the shop.

Lessons 9–11 Review

Extension Activities

Vocabulary Review

Complete the sentences with words from the box.

attitude	discrimination	fired	honest	promotion
respect	rules	team player	unfair	warning

1. It's important to have a positive _____ at work, even when things are difficult.
2. The company has strict _____ about workplace behavior. Everyone must follow them.
3. The boss gave her a _____ because she was often late, but she improved after that.
4. It's _____ to copy someone else's work and say it is your own.
5. Being a _____ means you help your colleagues and work well with others.
6. He was _____ from his job because he wasn't doing his work properly.
7. It's important to be _____ and tell the truth, even if it's difficult.
8. He got a _____ because he worked very hard and did better than expected.
9. It is _____ to treat someone differently because of their race.
10. We should always show _____ for our co-workers' opinions, even if we disagree.

Match the words to their definitions.

- | | |
|-----------------|---|
| 1. disabilities | a. not allowed by law |
| 2. harassment | b. a funny story or saying |
| 3. hug | c. a way of greeting someone formally |
| 4. illegal | d. a way some people greet the people they love |
| 5. joke | e. get a better job with more responsibility |
| 6. promotion | f. show you value someone |
| 7. raise | g. more money at work |
| 8. reliable | h. when you can be trusted to do what you say you will do |
| 9. respect | i. difficulties seeing, hearing, or walking, for example |
| 10. shake hands | j. treating someone in a hurtful way again and again |

Ask and answer the questions with a partner.

1. Do you know someone who has a good attitude, even when things are difficult?
2. Why are rules important at work?
3. What is one rule where you work?
4. Why is it important to be honest at work? What could happen if someone isn't honest?
5. What kind of jokes might not be OK at work?
6. When do people shake hands in your country?
7. Do people shake hands where you work? When?
8. What does the word harassment mean to you? What behavior could be considered harassment?
9. What does it mean to be a team player at work? Can you give an example of something a team player might do?
10. Why do workers sometimes get warnings? What can happen if the worker doesn't improve after a warning?
11. What's the difference between a promotion and a raise?
12. What is discrimination? How is it unfair? What groups sometimes face discrimination?

Find the words from the box in the puzzle.

H	I	D	F	R	U	L	E	S	E	N	T	U	N
A	L	I	A	I	H	J	O	K	E	S	S	A	I
R	D	S	Y	S	R	L	E	G	A	R	E	A	S
A	D	C	E	D	R	E	D	T	E	E	N	N	H
S	E	R	B	P	E	D	D	E	E	L	O	R	A
S	R	I	G	R	S	I	E	A	D	I	H	A	K
M	I	M	N	O	P	S	N	M	U	A	I	I	E
E	A	I	I	M	E	A	J	P	T	B	G	S	H
N	F	N	N	O	C	B	L	L	I	L	U	E	A
T	N	A	R	T	T	I	T	A	T	E	H	A	N
P	U	T	A	I	M	L	T	Y	T	I	S	A	D
A	A	I	W	O	H	I	G	E	A	A	F	L	S
A	M	O	R	N	S	T	P	R	M	E	A	Y	S
R	S	N	G	T	R	Y	I	L	L	E	G	A	L

attitude
 disability
 discrimination
 fired
 harassment
 honest
 hug
 illegal
 joke
 promotion
 raise
 reliable
 respect
 rules
 shake hands
 team player
 unfair
 warning

Extension Activities

Using *And*, *But*, and *Or*

Choose *and*, *but*, or *or* to complete the sentences.

1. Both my brother _____ my sister play the guitar.
2. She likes coffee, _____ she doesn't like tea.
3. You can take the train _____ the bus.
4. I cleaned the kitchen _____ made dinner.
5. We wanted to go to the park, _____ it started raining.
6. Julia _____ I are going to the concert.
7. You can come with us _____ stay at home.
8. They study hard _____ sometimes get bad grades.
9. He speaks French _____ Spanish.
10. I like pizza, _____ I don't eat it often.

Join the two short sentences with *and*, *but*, or *or* to make one sentence.

1. She plays tennis. She plays basketball.

2. He is tall. He can't play basketball well.

3. Do you want tea? Do you want juice?

4. I went to the store. I forgot to buy milk.

5. We can go to the beach. We can go to the park.

Complete each sentence with your own ideas.

1. I usually work 26 hours a week, but _____

2. Do you want a cup of coffee or _____

3. Victor is a hard worker and _____

4. She has a good attitude but _____

5. You shouldn't kiss your co-workers or _____

6. He speaks English and _____

7. Tina feels sick today but _____

8. I don't work on Saturdays or _____

Extension Activities

Work Benefits

Read about different types of work benefits.

Some jobs give workers **paid holidays** and **paid vacation days**. This means workers do not work on these days, but they still get paid. Workers can use vacation days to rest or take a break.

Some companies give **paid time off (PTO)**. Workers earn PTO when they work for some time. They can use these days for anything—a vacation, going to the doctor, or helping others.

Some jobs give **paid sick leave**. This means a worker gets paid even if they are sick and stay home.

Some jobs give **parental leave** when a worker has a new baby or adopts a child. This means they can stay home with the baby and not lose their job. Most workers do not get paid during this time. This is also called *maternity leave* (for mothers) or *paternity leave* (for fathers).

Worker's compensation is money from the government. It helps workers if they get hurt at work or sick because of their job. It can pay for medical care or give them money while they can't work.

Some jobs help pay for insurance. **Health insurance** pays for part or all of doctor visits and medications. **Dental insurance** pays for part or all of dentist visits. **Disability insurance** pays part of employees' salary if they become sick and cannot work for a while.

For some types of insurance, workers can choose an **individual plan** (for only them) or a **family plan** (for them, their spouse, and their children).

Some jobs also give other benefits, like employee discounts, free meals, paid transportation, free parking, or childcare.

Check Understanding

Read the sentences. **Circle** true or false.

- 1. True / False** Most workers get their regular pay when they take time off for a new baby.
- 2. True / False** Both fathers and mothers can take time off when they have a new baby and not lose their jobs.
- 3. True / False** Some companies provide health insurance for employees' families.
- 4. True / False** All companies give paid time off.

Answer the questions with a partner.

- 1.** What are two things a worker can do with paid time off (PTO)?
- 2.** What are some examples of national holidays where you live?
- 3.** What is one benefit that helps workers who get hurt at work?
- 4.** What are two extra benefits some companies give, not about time off or insurance?
- 5.** Do you have paid sick leave at your job?

Extension Activities

Memory Game

Teacher's Instructions:

1. Cut out the cards on the following page.
2. Give each pair or group of three students a set of scrambled cards.
3. Have them place the cards face down.
4. Students then take turns turning over pairs of cards.
5. If they find a matching set, they keep the cards and take another turn.
6. If the cards do not match, they turn them back over and the next player takes a turn.
7. The game ends when all pairs have been matched.
8. The player with the most cards wins.

Students can also use the picture cards to practice vocabulary in pairs or the word cards for a game of Pictionary.



**helmet/
hard hat**



mask



gloves



hair net



**work shoes/
work boots**



high-visibility vest



earplugs



**safety glasses/
safety goggles**

Extension Activities

Role Play: Safety Reminder

 Work with a partner. Role play a conversation. Use the information in the safety memo below.

SAFETY MEMO

Something got caught in one of the machines yesterday. As a reminder to all line workers: If something gets caught in the machine, never try to pull it out while the machine is on. If you do that, your hand could get caught. Turn off the machine right away and call a maintenance person. Always make sure there are no **loose** objects near the machines when you're working.

INTERESTING WORD

loose /lus/ = not fixed or attached in place; not tight.

For example:

- *A loose screw in the machine can cause it to break.*
- *These shoes are loose. They're too big for me.*

A: Listen—yesterday we had an accident with one of the machines.

B: Oh, no! Is everyone OK?

A: Yes. No one was hurt. But I want to remind everyone — if _____

B: OK. Why / why not?

A: If _____

B: So, what should I do?

A: _____

Vocabulary Review Memory Cards



slip and fall



cut wood



break your arm



get something caught



hurt your back



get heat stroke



get shocked



burn your hand

Extension Activities

Imagine you had an accident at work. Fill out the accident report. Use past tense verbs to describe the accident.

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COMMON MISTAKE

He hurt ~~the~~ leg.
 He hurt **his** leg.
 She broke ~~the~~ arm.
 She broke **her** arm.
 Sam got ~~the~~ hand caught.
 Sam got **his** hand caught.

ACCIDENT REPORT
PERSON INVOLVED
Name: _____ Department: _____
Job title: _____
CONTACT INFORMATION
Address: _____
Phone: _____
DESCRIBE THE INCIDENT
Date of incident: _____ Time: _____
Location: _____
Describe the incident: _____

Extension Activities

Chant: Could You Hand Me That?

 Listen and  repeat after your teacher.

Round 1

Group 1: Could you hand me that pen?

Group 2: Please!

Group 1: Could you give me that book?

Group 2: Please!

Group 1: Could you grab that eraser?

Group 2: Please!

Group 1: Could you get those papers?

Group 2: Please!

Round 2

Group 1: Could you hand me that pencil?

Group 2: Sure! Here you go.

Group 1: Could you give me that notebook?

Group 2: Sure! Here you go.

Group 1: Could you grab that phone?

Group 2: Sure! Here you go.

Group 1: Could you get those markers?

Group 2: No problem. Here you go.

Extension Activities

Just a Minute!

Teacher's Instructions

1. Give each student a copy of the chart on the following page.
2. Tell them you will call out a place and they will have just one minute to write a word in each column for things they can find in that place.
3. When time is up, ask if anyone completed all the columns. Have the student(s) call out their answers to check them.
4. Students "win" the round if they get a correct word for each column.
5. Call out the next category/place and continue the game.

Places:

kitchen

living room

bedroom

a park

at work

at school

your street

a restaurant

Just a Minute!

 Listen and write. Your teacher will call out the name of a place. You will have just one minute to complete the chart with things you find in each place.

much							
many							
some							
a little							
a few							
not enough							
just one							
PLACE							

Chant: Do We Have Any?

 Listen and  repeat after your teacher.

Group 1: Do we have any cheese?

Group 2: There's plenty!

Group 1: Do we have any juice?

Group 2: There's plenty!

Group 1: Do we have any apples?

Group 2: There are plenty!

Group 1: Do we have any bananas!

Group 2: There are plenty!

Group 1: Do we have any cookies?

Group 2: Not enough!

Variation: Substitute food words with *paper, new vocabulary, pens, books, snacks.*

Extension Activities

Chant: What's Wrong? What's the Problem?

 Listen and  repeat after your teacher.

What's wrong?

What's the problem?

What's the matter now?

The fridge is dirty—it smells so bad!

The bin is empty—that makes me sad.

The remote is broken, it won't click!

The screw is loose, better fix it quick.

The milk is expired, throw it away!

The glass is cracked, it broke yesterday.

What's wrong?

What's the problem?

What's the matter now?

The faucet is leaking. It drips all day.

The spoon is missing. Who took it away?

The laptop isn't working. The screen is black.

The AC is leaking. There's water on the back!

The charger isn't working. There's no green light.

The button is missing. It's nowhere in sight!

What's wrong? What's the problem?

What's the matter, friend?

Let's fix what we can—

From start to the end!

Extension Activities

A. Rewrite the requests to make them more polite. Use *could you* and *please*.

1. Tell them we're waiting in the conference room.

2. Send someone to pick up the package.

3. Ask him to call me back.

4. Make eight copies of this.

5. Tell Roger I'll be there in 10 minutes.

6. Schedule a meeting for us this afternoon.

7. Bring an extra hard hat for the new guy.

8. Send me the accident report as soon as possible.

B. Use your own ideas to complete the sentences.

9. Can you tell her that _____
10. Please tell him I _____
11. Please ask her to _____
12. Could you send someone to _____

C. Complete the sentences with *something*, *anything*, or *nothing*.

1. I'm hungry. I need to eat _____.
2. She was very quiet. She didn't say _____ during the meeting.
3. Would you like _____ to drink?
4. He is very secretive. He never tells me _____ about his job.
5. Let's do _____ fun this weekend!
6. I don't need _____ from the store. I already have everything I need.
7. If you need _____, just call me.
8. The box was empty. There was _____ inside.
9. I think I heard _____ outside. Can you check?
10. There's _____ interesting on TV tonight. Let's go out instead.
11. I don't know what to cook for dinner. Can you suggest _____?

Extension Activities

Grammar Review

A. Correct the mistakes in the sentences.

1. The workers wiping the tables.

2. She is take out the trash.

3. I repairing the engine.

4. He is install the windows now.

5. They is reporting a problem to the manager.

6. My co-worker sending someone to help.

7. The employee not asking for help.

8. She be done with cleaning the floor.

B. Complete the sentences with *already, just, still, and yet*. Sometimes more than one answer is possible.

1. We're making good progress this morning. The team _____ loaded the delivery trucks.
2. We didn't check the inventory _____.
3. The new employees can't do very much yet. They _____ started training.
4. We are _____ waiting for the supplies to arrive. They were due yesterday.
5. I _____ sent the email to the manager, so she should receive it soon.
6. The IT team is _____ working on the system update. It's taking longer than expected.
7. We didn't receive the shipment _____. It might arrive later today.
8. The customer has _____ paid for their order, so we can start processing it.

Extension Activities

Role Play

 **Work with a partner. Role A is the foreman or supervisor working at a construction site for a new office building. Ask a worker for information for your daily report. Role B is the worker explaining which tasks the team has completed. Use the information below.**

Did you finish pouring the concrete walkway?

No. We didn't have enough concrete.

ROLE A. Supervisor

- Finish pouring the concrete walkway
- Finish installing the second-floor plumbing
- Check the stock of drywall and insulation
- Install the ceiling trim on first floor
- Call the landscaper to confirm their schedule
- Install the railing for wheelchair ramp

ROLE B. Worker

No. We didn't have enough concrete. More concrete is coming tomorrow.

No. The plumber was out sick today.

Yes.

Yes.

Yes.

No. We have to finish the walkway first.

Extension Activities

Training Programs: Information Exchange

Student A

 Work with a partner. Ask and answer questions about certification programs. Take notes on your partner's answers. Use the information below.

How long does it take to become a CNA?

It takes between 4 and 12 weeks, or about 120 hours including class time and clinical practice.

Ask: Emergency Medical Technician (EMT)

Ask: Real estate agent

Ask: Massage therapist

Tell: Commercial Driver's License. Programs are between three weeks and six months. How long depends on the type of vehicles you want to drive and whether you study full-time or part-time.

Tell: Certified Nursing Assistant (CNA). It takes between four and 12 weeks, or about 120 hours including class time and clinical practice.

Tell: Welder. Programs are between six months and two years, depending on the state, the level of certification, and the type of welding.

Training Programs: Information Exchange

Student B

 **Work with a partner. Ask and answer questions about certification programs. Take notes on your partner's answers. Use the information below.**

How long does it take to become a CNA?

It takes between 4 and 12 weeks, or about 120 hours including class time and clinical practice.

Tell: EMT. Full-time programs take about one or two months. Part-time programs take several months.

Tell: Real estate agent. Full-time programs are about one or two weeks. Part-time programs are about six months.

Tell: Massage therapist. Full-time programs take one or two years. Part-time programs take two or more years.

Ask: Commercial Driver's License.

Ask: Certified Nursing Assistant

Ask: Welder.

**Are there other certifications or training programs you would like to know more about?
Look online to find information and answer the questions:**

1. What job will it help you get?

2. Is there is a program near you?

3. How long does the program take?

4. Is it full-time or part-time?

5. How often do classes meet?

6. How much does it cost?

7. When does it start next?

Listen and talk about what you found with a group of four or five classmates.

Answer Key

Lesson 2

Grammar Practice

- I don't have a pen.
- She doesn't understand the form.
- He's not from Honduras. / He isn't from Honduras.
- We don't understand the new policy.
- Their email addresses aren't on the contact list.
- He doesn't know a lot of people here.

Lesson 3

Vocabulary Review

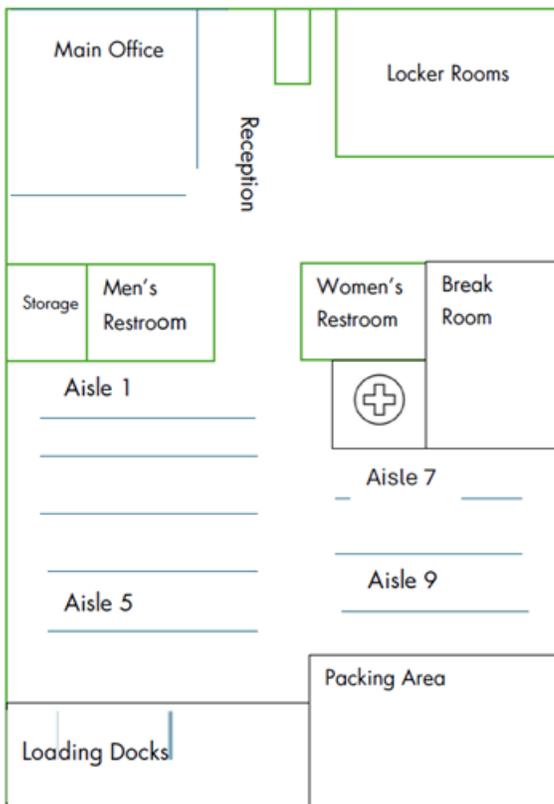
- | | |
|------------|-----------------|
| 1. drive | 5. make |
| 2. fix | 6. use |
| 3. build | 7. take care of |
| 4. install | 8. solve |

Lesson 4

Vocabulary Review

- | | |
|---------------|-------------|
| 1. entrance | 5. elevator |
| 2. cafeteria | 6. hall |
| 3. break room | 7. stairs |
| 4. restroom | |

Information Exchange



Lesson 5

Grammar

- Please put these next to the white door.
- They're on the top shelf.
- It's in the blue bin.
- Put the large boxes here.
- These go in the bottom drawer.
- Please put them in the black cabinet.

Questions: Where can I find the . . . ?

- Where can I find the cleaning supplies?
- Where can I find the paper towels?
- Where can I find the cafeteria?
- Where can I find the paintbrushes?
- Where can I find the boxes of tomatoes?
- Where can I find the onions?

Lesson 6

Questions: Can you show me how?

- Can you show me how to check the delivery?
- Can you show me how to attach the forms?
- Can you show me how to cut the fruit?
- Can you show me how to iron the shirts?
- Can you show me how to drill holes in the wood?

Wh- Questions Matching

- | | | |
|------|------|------|
| 1. b | 3. c | 5. d |
| 2. e | 4. a | |

Complete the questions

- | | | |
|---------|---------|----------|
| 1. When | 4. Why | 7. Where |
| 2. How | 5. What | |
| 3. How | 6. Who | |

Unscramble the questions

- When do you take your lunch break?
- How do you ask for help?
- When does the shop close?
- What time do you start work?
- Who do you work with?

Lesson 7

Prepositions of Time

- | | | |
|-------|-------------|-------|
| 1. at | 4. from, to | 7. in |
| 2. on | 5. at | |
| 3. in | 6. on | |

Dialog

- B. at
A. on
B. on
B. from, to, in

Lesson 8

Was and Were

- | | | |
|------|------|------|
| 1. d | 3. a | 5. b |
| 2. e | 4. c | |

Correct the mistakes

- weren't → wasn't
- was → were
- ✓
- was → were
- ✓
- wasn't → weren't

Lessons 9–11 Vocabulary Review

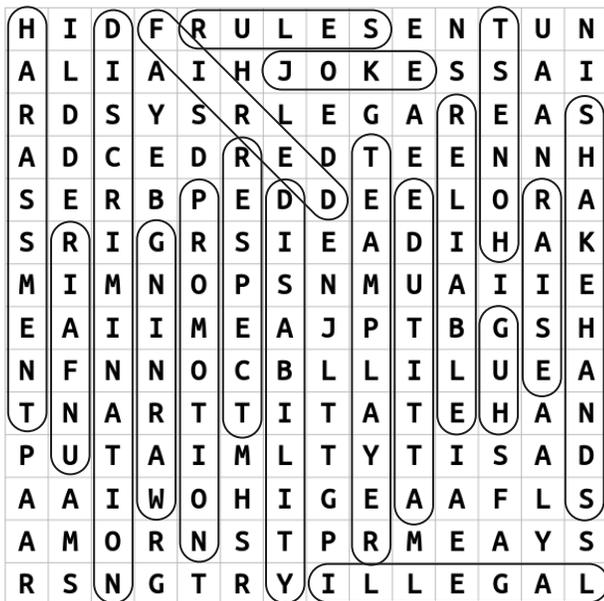
Complete the sentences

- attitude
- rules
- warning
- unfair
- team player
- fired
- honest
- promotion
- discrimination
- respect

Matching

- | | | |
|------|------|-------|
| 1. i | 5. b | 8. h |
| 2. j | 6. e | 9. f |
| 3. d | 7. g | 10. c |
| 4. a | | |

Word Search



Lesson 12

Choose *and*, *but*, or *or*

- | | | |
|--------|--------|---------|
| 1. and | 5. but | 8. but |
| 2. but | 6. and | 9. and |
| 3. or | 7. or | 10. but |
| 4. and | | |

Join the sentences

- She plays tennis and (she plays) basketball.
- He is tall, but he can't play basketball well.
- Do you want tea or (do you want) juice?
- I went to the store, but I forgot to buy milk.
- We can go to the beach or (we can go to) the park.

Lesson 13

True or False

- | | |
|----------|----------|
| 1. False | 3. True |
| 2. True | 4. False |

Answer the questions

- A vacation, going to the doctor
- Answers will vary.
- Worker's compensation
- Answer will vary: free meals, free childcare, employee discounts, paid transportation

Lesson 20

Rewrite the requests

- Could you please tell them we're waiting in the conference room?
- Could you please send someone to pick up the package?
- Could you please ask him to call me back?
- Could you please make eight copies of this?
- Could you please tell Roger I'll be there in 10 minutes?
- Could you please schedule a meeting for us this afternoon?
- Could you please bring an extra hard hat for the new guy?
- Could you please send me the accident report as soon as possible?

Complete the sentences

- | | |
|-----------------------|------------------------|
| 1. something | 7. something/anything |
| 2. anything | 8. nothing |
| 3. something/anything | 9. something |
| 4. anything | 10. nothing |
| 5. something | 11. something/anything |
| 6. anything | |

Lesson 21 Extension

A.

- The workers are wiping the tables.
- She is taking out the trash.
- I am repairing the engine.
- He is installing the windows now.
- They are reporting a problem to the manager.
- My co-worker is sending someone to help.
- The employee is not asking for help.
- She is done with cleaning the floor.

B.

- | | | |
|--------------------------|--------------------------|------------|
| 1. <u>already</u> , just | 4. still | 7. yet |
| 2. yet | 5. <u>just</u> , already | 8. already |
| 3. just | 6. still | |

C.

I am just still waiting for the shipment to arrive. We didn't receive it already yet. We still just finished organizing the warehouse, but we didn't count all the inventory still yet. Let me know if you need any updates.