

COMMUNICATING AT WORK

Practical English for the Workplace

INTERMEDIATE

Extension Activities

Extension Activities

Getting to Know You

Write one of these words to complete the questions: *what, where, when, how, why, which, do, does, have, has*. Then, ask and answer the questions with a partner. (More than one answer is possible for some questions.)

1. _____ is your native country?
2. _____ did you come here?
3. _____ your hometown have public transportation?
4. _____ people walk more in your hometown or where you live now?
5. _____ you drive?
6. _____ you ridden a bus in the last month?
7. _____ your diet changed since you moved here?
8. _____ many brothers and sisters do you have?
9. _____ often do you listen to music?
10. _____ kind of music do you like?
11. _____ you play any sports?
12. _____ time do you usually wake up on Saturdays? On weekdays?
13. _____ is your favorite place in the world?
14. _____ five words describe you?

Find Someone Who . . .

Talk to different people in your class. Find someone for every question who can answer with “yes.” Write their names in the middle column, and ask a follow-up question to get more information and details. Take notes so you can share what you learned.

Question	Name	Notes
Do you like cooking?		
Do you like making things?		
Do you like animals?		
Are you good with children?		
Are you good with computers?		
Are you good with plants?		
Are you good at organizing?		
Are you good at fixing things?		
Are you calm in a crisis?		
Do you know how to drive?		
Do you know how to make a video?		
Do you know how to use the calendar on your phone?		
Do you know how to sew?		
Can you sing?		
Can you play any musical instruments?		
Can you remember the name of your first boss?		

Extension Activities

Organization Responsibilities

A. Reading

Departments and Their Roles in an Organization

In business, the **management function** sets goals, creates strategies, defines jobs, and hires and motivates. The **executive management**, like the Chief Executive Officer (CEO), Chief Financial Officer (CFO), and other managers, help with company strategies and goals. A **human resources (HR) manager** helps find and hire new employees for all departments. **Accounting** or **finance** people are in charge of all the money coming into and going out of a company. A **health and safety** officer helps employees work safely.

The **operations function** includes the work and materials needed to produce what the business sells. It covers how the company creates, distributes, and maintains products and serves its customers. The **production** department creates new products, and the **distribution** or **shipping** department sends them to customers. **Maintenance** fixes equipment when it isn't working. **Customer service** helps customers when they have questions or problems.

The **sales and marketing function** of a business works to find buyers by identifying potential customers, making them aware of the business and its services, and selling to them. A **research and development (R&D) department** creates ideas for new products that customers want. **Advertising** helps create messages about the brand of the company and its products, and **marketing** people help get that message to the right customers. The **sales team** sells the products to customers, which brings money into the company.

Finally, the **IT function** of a business oversees all computer-based technology, including systems used in management, operations, and sales and marketing. **IT operations** employees make sure that the technology is working for all the different divisions of the company. And an **IT support** department helps train employees in technology and fix tech problems.

B. Talk with a partner. Answer the questions.

1. What is one responsibility of executive management?
2. What does CEO stand for?
3. Which department helps employees work safely?
4. What is the main job of the operations function?
5. How does the marketing department help the business?
6. What does the IT operations department do?
7. Which department develops ideas for new products?
8. What department finds and hires new employees?
9. What department fixes problems with equipment?
10. What does the accounting department do?
11. Who sells a company's products?
12. Who helps customers when they have problems?
13. Which of the departments from the text does your company have?
14. Do you know anyone who works in these different departments?
15. What department do you work in?
16. Does your company have any different departments not mentioned in the text?

Extension Activities

Chant: *Was / Were, Me Too / Me Neither*

Teacher/Leader says the first line. Students repeat the second and third lines.

Leader: I was tired yesterday.

Class Left Side: Me too!

Class Right Side: Me too!

Leader: She was late again today.

Class Left Side: Me too!

Class Right Side: Me too!

Leader: They were not at work.

Class Left Side: Me neither!

Class Right Side: Me neither!

Leader: He was at the party.

Class Left Side: Me too!

Class Right Side: Me too!

Leader: We were not happy.

Class Left Side: Me neither!

Class Right Side: Me neither!

Leader: They were very busy.

Class Left Side: Me too!

Class Right Side: Me too!

Extension Activities

Laws, Rules, and Good Practices for Drivers

A. Complete the sentences using *should*, *shouldn't*, *have to*, *need to*, *must*, *mustn't*. More than one may be possible. (Hint: use *must*, *have to*, or *need to* when it's the law and *should* when it's a good idea.)

1. You _____ wear a seatbelt every time you drive.
2. Drivers _____ use a phone while driving—it's dangerous.
3. You _____ check your mirrors before changing lanes.
4. In some places, you _____ pay to park on the street.
5. If you see an ambulance, you _____ move to the side of the road to let it pass.
6. You _____ drive if you feel sleepy.
7. You _____ be very careful when driving near schools.
8. You _____ never drink and drive.
9. Drivers _____ stop completely at a stop sign.
10. If you drive, you _____ have car insurance.

B. Complete the sentences with your own ideas.

1. I think drivers **should** _____
2. In my country, you **need to** _____
3. I don't think you **should** _____
4. The law says you **must** _____

Extension Activity 1

Getting Information

Teachers:

1. Make enough copies of the following pages for your students.
2. Put students in pairs: Student A and Student B.
3. Give each student a different contact list sheet, A or B, with some missing information.
4. Have students ask each other questions to complete their sheets.
5. Encourage them to use clarification strategies like repeating back or asking questions:

Can you repeat that, please?

Did you say . . . ?

How do you spell that?

Student A

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

Name	Phone Number	Email Address	Office Address
Lisa Chen	(555) 732-2043	lisa.chen@company.com	1403 Maple Street, Suite 205
Carlos Vega			
Naomi Jones			
Sarah Patel	(555) 321-8899	sarah.patel@company.com	337 Riverside Blvd, Suite 138
Marta Bertelli	(555) 549-6128	marta.bertelli@company.com	79 Fortuna Ave, Suite 315
Chad Williams			

//// USEFUL LANGUAGE

What's Lisa's phone number?
Can you repeat that more slowly?
How do you spell "Riverside"?
Is that B as in "Boston"?
Can you repeat that, please?
Did you say . . . ?
How do you spell that?

Student B

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

Name	Phone Number	Email Address	Office Address
Lisa Chen			
Carlos Vega	(555) 908-1212	carlos.vega@company.com	993 Oak Street, 1st Floor
Naomi Jones	(555) 412-7603	naomi.jones@company.com	88 Franklin Ave, Room 402
Sarah Patel			
Marta Bertelli			
Chad Williams	(555) 703-5897	chad.williams@company.com	354 Ocean Blvd, Suite 704

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USEFUL LANGUAGE
What’s Lisa’s phone number?
Can you repeat that more slowly?
How do you spell “Riverside”?
Is that B as in “Boston”?
Can you repeat that, please?
Did you say . . . ?
How do you spell that?

Extension Activity 2

Capitalization

When you write in English, use **capital letters** for names of people, companies, streets, cities, states, countries, nationalities, languages, days, and months.

Juan **C**arlos works at **L**ewis **M**anufacturing.

The post office is on **W**estern **A**venue.

He and his family live in **P**lainfield, **I**owa.

Jing is **A**merican, but she was born in **C**hina.

Amira speaks both **E**nglish and **A**rabic at home.

The bank on **O**ak **S**treet isn't open on **M**onday.

His birthday isn't in **O**ctober. It's in **N**ovember.

A. Rewrite the sentences. Use capital letters where needed.

1. is mountain savings bank on main street?

2. does your sister joanna live in north carolina?

3. my new job starts on wednesday, october 10th.

4. many canadian people speak both english and french.

5. i don't know if javier is from colombia or peru.

6. i don't know if i can make it to springfield by 7:30.

B. Write full sentences to answer the questions. Pay attention to capitalization rules.

1. What street do you live on?

2. Where did you grow up? (city and country)

3. What are the names of your closest friends?

4. What languages do you speak?

5. What's your favorite month of the year?

6. What days of the week do you usually work?

7. When do you have English class?

8. Where do you shop for groceries?

9. What's your favorite park?

10. Which states or provinces have you visited?

Extension Activities

Vocabulary Review

A. Complete the sentences with the words from the box.

attach
loaded

carry
measure

check
put away

hold
sort

lift
throw away

1. Be careful when you _____ that box. Use your legs, not your back. It's heavy!
2. Please _____ the mailing labels to each box.
3. Always _____ the expiration date before using a product.
4. At the end of every workday, I _____ the tools in the storage cabinet.
5. Do not _____ the broken equipment—someone will fix it.
6. We need to _____ these packages by size and weight.
7. Be sure to _____ the wood carefully before you cut it.
8. Can you _____ the ladder for me so it doesn't fall?
9. The workers _____ the boxes in the truck.
10. Can you help me _____ these bags to the kitchen?

B. Ask and answer the questions with a partner.

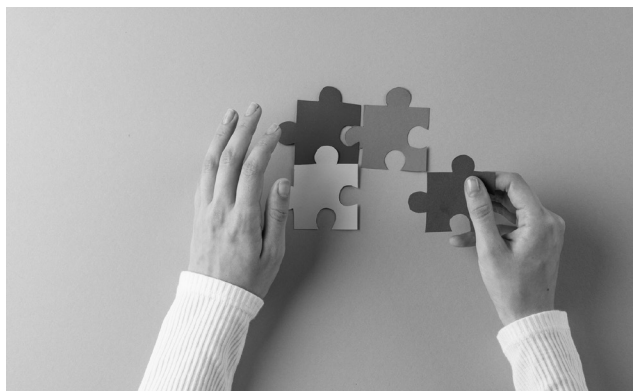
1. What things do you *measure* at work or in the kitchen?
2. What's the last thing you *measured*?
3. What are some things you *check* before you leave your house in the morning?
4. Do you like to *put things away* right after using them, or later? Why?
5. Is there anything you find difficult to *throw away*, even if you don't need it?
6. Do you know the correct way to *lift* something heavy? Why is it important?
7. Do you like *sorting* things (like clothes, papers, or tools)? If yes, what?
8. Do you need to *sort* things at work?
9. Do you know how to *hold* a newborn baby? Does it make you nervous?
10. What is the heaviest thing you've ever *carried*?

Extension Activities

Phrasal Verbs

A **phrasal verb** is a verb with a preposition (like *on*, *of*, *for*) or adverb (like *up* or *down*) that changes its meaning.

For example, **give up** means *stop trying*, and **look after** means to *take care of someone or something*.



She's **putting together** a puzzle.

A. **Circle** the option that best completes the sentence.

1. Put / Put together the plates on the table.
2. Put / Put together the pieces to make the bookshelf.
3. Turn / Turn on the light.
4. Turn / Turn on right on Main Street.
5. He likes to take / take apart old computers to see how they work.
6. Can you take / take apart this book to Sara?
7. I tried to lift the box, but it was too heavy. I finally gave / gave up.
8. My sister gave / gave up me this ring for my birthday.

Phrasal verbs are very common in English. Learn them like you would learn any other individual word.

B. Use an AI chatbot to find phrasal verbs that are common in your workplace.

1. Ask: What are some common phrasal verbs I would hear in . . . ?
(a restaurant / a shop / a factory / a construction site)
2. Choose five or six phrasal verbs you want to learn, and write down the examples it gives you.
3. Then, write your own examples and ask the chatbot to correct you.

Separable Phrasal Verbs

With phrasal verbs like *turn on*, *turn off*, *pick up*, *plug in*, *put down*, and *take apart*, the object sometimes comes after the phrasal verb.

Turn on *the lights*.

Put down *the box*.

The object can also come in the middle of the phrasal verb.

Turn *the lights* on.

Put *the box* down.

However, when the object is a pronoun (like *it* or *them*), it always comes in the middle of the phrasal verb.

Turn *them* on.

~~Turn on them.~~

Put *it* down.

~~Put down it.~~

A. Read the sentences below. ✓ Check the sentence that is correct.

- | | |
|--|--|
| 1. She picked the book up.
_____ a. She picked it up.
_____ b. She picked up it. | 3. I took apart my phone to fix it.
_____ a. I took it apart to fix it.
_____ b. I took apart it to fix. |
| 2. Please turn off the computer.
_____ a. Please turn off it.
_____ b. Please turn it off. | 4. He put his bag down on the chair.
_____ a. He put down it on the chair.
_____ b. He put it down on the chair. |

B. Complete the sentences with the phrasal verbs in the box.

picked up	plug in	took apart	turn on	turn up
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1. Can you _____ the TV, please?
2. She _____ her phone and answered the call.
3. We need to _____ the laptop before the battery dies.
4. He _____ the toy to see how it worked.
5. I can't hear the radio. Please _____ the volume.

C. Each sentence has a mistake. Rewrite the sentence correctly.

1. She turned on it before leaving the room.

2. He put down them on the table.

3. We need to plug in it before using it.

D. Write three sentences using the phrasal verbs *turn on*, *pick up*, and *put down*.

Lesson 8

Extension Activities

Count and Noncount Nouns

A. Practice the dialogs with a partner.

1. Nursing Home

Two caregivers are talking during a shift.

Marta: How many patients do we have today?

Luis: We have a lot of patients—almost 20.

Marta: Do we have any extra staff?

Luis: Just a few. Not many.

Marta: Okay. I'll try to help a little with the medication rounds.

2. Landscaping Crew

Workers are checking supplies before a job.

Ray: Do we have any mulch left?

Tony: Just a little. Not much.

Ray: And how many rakes do we have?

Tony: A few. Maybe three or four.

Ray: That's not enough. We need a lot of rakes today.

3. IT Support Office

Two IT workers are preparing for a busy day.

Jen: Do we have any open tickets?

Chris: Yes, a lot of them. Monday is always busy.

Jen: How many are urgent?

Chris: Not many. Just a few.

Jen: Okay, let's fix the urgent ones first and save the others for later.

- B. Complete the dialogs with the following: *how much, how many, do we have any, a little, a few, not much, not many, a lot*. Not all the phrases will be used.

1. Restaurant Kitchen

Chef: _____ tomatoes do we have?

Assistant: Just _____. Maybe two or three.

Chef: That's _____. We need more for the salad.

Assistant: Okay, I'll go get some from the storage.

2. Warehouse

Worker A: _____ boxes are left to pack?

Worker B: _____. We're almost done.

Worker A: Great! _____ tape is there?

Worker B: Only _____. We might need more.

3. Customer Service Office

Manager: _____ customer calls did we get today?

Agent: _____! It was a busy morning.

Manager: _____ calls were complaints?

Agent: Just _____. Maybe three or four.

Extension Activities

Work Schedules

A. Discuss

1. Have you ever needed to change your schedule at work?
2. How do you ask your boss for time off?
3. What do you usually say if you can't help a co-worker?

B. Mini Dialogs

Practice the conversations with a partner. Take turns reading and acting out each role.

Carlos: Hey Sam, can you trade shifts with me on Thursday?

Sam: I'm really sorry, Carlos. I can't. I'm working at my other job that evening.

Carlos: No problem. Thanks anyway.

Manager: Lisa, can you stay late today?

Lisa: I'm sorry, I can't. I have to pick up my kids from school. But I can come in early tomorrow, if that helps.

Manager: That works. Thanks, Lisa.

Anna: Hi, Mr. Lee. Do you mind if I take next Friday off?

Mr. Lee: May I ask why?

Anna: My husband has his naturalization ceremony.

Mr. Lee: Of course—congratulations!

Maya: Do you mind if I take my break now?

Boss: Can you wait until Lucas comes back from his break?

Maya: Sure, no problem.

Boss: Thanks, Maya. It won't be long.

C. Role Plays

Practice the conversations with a partner. Take turns reading and acting out each role.

Role Play 1: Co-workers Trade Shifts

A: Ask your co-worker to trade shifts on Thursday.

B: Say “no,” and explain you have another job that day.

Role Play 2: Manager and Employee Working Late

A: Ask your employee to stay late.

B: Say “no,” give a reason (children), and offer to come in early.

Role Play 3: Asking for a Day Off

A: Ask your boss for next Friday off.

B: Ask why. Respond positively when you hear the reason.

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USEFUL LANGUAGE

Asking for something:

- *Do you mind if I . . . ?*
- *Can I . . . ?*
- *Is it okay if I . . . ?*

Saying “no” politely and giving a reason:

- *I’m sorry, I can’t. I have to . . .*
- *I’d like to, but I’m working at my other job.*

Offering an alternative:

- *I can come in early tomorrow.*
- *I can cover for you next week.*

Extension Activities

Chant: Sorry I'm Late!

Chant with three claps or a beat. The first time, listen and repeat after your teacher.

All: Sorry I'm late!

Sorry I'm late!

Group 1: I'm calling to say—

Group 2: Sorry I'm late!

Group 1: I'm running late—

Group 2: Sorry I'm late!

Group 1: I overslept—

Group 2: Sorry I'm late!

Group 1: I lost track of time—

Group 2: Sorry I'm late!

Group 1: I'm stuck in traffic—

Group 2: Sorry I'm late!

Group 1: My child is sick—

Group 2: Sorry I'm late!

Group 1: My babysitter's late—

Group 2: Sorry I'm late!

Group 1: The train was late—

Group 2: Sorry I'm late!

Group 1: I had car problems—

Group 2: Sorry I'm late!

All together: Next time I'll try . . .
to be on time!

Extension Activities

Real-World Math

A.  Practice the dialogs with a partner.

1. Splitting the Rent

Characters: Nia and her new roommate Carla

Nia: The rent is \$1,800 a month.

Carla: Do we divide it 50/50?

Nia: Yes. We each pay half.

Carla: So, \$1,800 divided by two is \$900.

Nia: Right. And we'll also divide the electricity and internet bills.

2. Payday Loan Interest

Characters: Maria and her co-worker Luis

Maria: I borrowed \$300 from a payday loan place.

Luis: Be careful. How much interest do they charge?

Maria: They add \$15 for every \$100 I borrow.

Luis: So, \$15 times three . . . that's \$45!

Maria: I know. I have to pay back \$345 next week.

3. Sale Price at the Store

Narrator: Susan wants to buy a winter coat that costs \$80. It is 25% off.

Store Clerk: The coat is on sale today. We subtract 25%.

Susan: So, 25% of \$80 is . . . 80 times 0.25?

Store Clerk: Yes, that's \$20 off.

Susan: Great! That means I only pay \$60.

4. Car Loan Interest

Characters: Jamal and the car dealer

Dealer: The car costs \$12,000. You can pay it over five years.

Jamal: How much interest will I pay?

Dealer: The loan has 6% interest per year. It's simple interest, calculated monthly.

Jamal: So how much will my monthly payment be?

Dealer: About \$232 a month for 60 months. That includes the interest.

Jamal: So, the total I pay is 232 times 60 = \$13,920?

Dealer: Yes.

Jamal: So, that's \$1,920 in interest over five years. I guess that's not too bad.

5. Rule of 72

Narrator: Alex wants to know how long it takes to double his money in a savings account.

Teacher: Use the Rule of 72. Divide 72 by the interest rate.

Alex: My bank gives 4% interest.

Teacher: 72 divided by 4 is 18.

Alex: So it takes 18 years to double my money?

Teacher: Yes!

6. Opportunity Cost (Add / Subtract / Multiply)

Narrator: Tanya works on Saturdays and earns \$120. Her friends invite her on a trip.

Tanya: If I go, I will spend \$50, and I can't work that day.

Friend: So you lose \$120 from not working, plus \$50 for the trip?

Tanya: Yes. That's \$170 total.

Friend: That's your opportunity cost.

Tanya: Right. I need to subtract that from my monthly budget.

B. In pairs or small groups, use the words *add, subtract, multiply, and divide* to complete the first sentence in each problem. Then do the math.

1. You pay \$1,200 for rent and \$150 for utilities.

_____ the rent and utilities.

The total monthly cost is \$_____.

2. You have \$100. You spend \$60 on gas and \$12 on a fast-food lunch.

_____ \$60 and \$12 from \$100.

You have \$_____ left.

3. A job pays \$20 per hour. You work 8 hours.

_____ \$20 by 8.

You earn \$_____.

4. A pack of gum costs \$1.50. You buy 4 packs.

_____ \$1.50 by 4.

The total is \$_____.

5. You and 2 friends share a taxi. The total is \$27.

_____ \$27 by 3.

Each person pays \$_____.

6. Each movie ticket costs \$12. You are buying tickets for 3 people.

_____ \$12 by 3.

The total is \$_____.

7. The restaurant bill is \$50. You want to leave a 20% tip.

_____ \$50 by .2 and then _____ that amount to the bill.

The total is \$_____.

C. Work with a partner or small group. Read each situation. Then discuss how to calculate the cost for each person.

Example: The total rent is \$2,000. There are 4 roommates.

Divide the rent by 4. Each person pays \$500.

- 1.** The electric bill is \$120. There are 3 people in the apartment.

Divide the bill by _____.

Each person pays _____.

- 2.** A group of 5 co-workers orders lunch together. The total is \$75.

Divide . . .

- 3.** The internet bill is \$90 per month, and 2 people share the apartment.

Divide . . .

- 4.** There are 4 friends who go to the movies. Tickets cost \$48 total.

Divide . . .

Extension Activities

Comparative Forms

 **Ask and answer the questions with a partner. Use comparative forms (*more*, *-er*) in your answers. For an extra challenge, use *as . . . as* or *not as . . . as*.**

1. Is it usually cheaper to live in a small town or a big city? Why?
I think it's cheaper to live in a . . . because . . .
2. Do you prefer to live in a small town or a big city? Why?
3. Would you prefer to live in a nice apartment at the top of a tall building or in a single-family home? Why?
4. Would you prefer a job that paid \$1 more per hour or a job that offered one week more paid vacation time? Why?
5. Would you prefer to have a pet dog or cat? Why?
6. Would you prefer a phone with a longer battery life or a better camera? Why?
7. What are some differences between where you live now and a place you lived before?
8. How are you different now than you were 10 years ago?
9. If you have children, how are they different?
10. Is working in the U.S. different than working in your country? How?
11. Is public transportation better in your home country or in the U.S.? Why?
12. Do you think life is more expensive now than it was five years ago? Why?
13. Are online classes as effective as in-person classes? Why or why not?
14. Are people in your home country more formal or more casual than people in the U.S.?
15. Is it easier to learn English now than when you first started? Why or why not?

Extension Activities

Working Together Respectfully

Sometimes, people have different ideas or opinions, especially when working in a team. It's important to be respectful and fair to everyone. This worksheet looks at a situation where people aren't being treated equally and explores how we can make things better.

A. Read

The Marketing Team

A team at a company called GlobalTech is working on a new marketing plan. They want to reach younger people. David, who has worked at the company for a long time, often interrupts Maria, a newer team member. Maria has new ideas about using social media and online videos. David often says things like, "That's too trendy. Young people don't really like that kind of thing," or "We need something that everyone likes, not just a few people." Maria feels like her ideas aren't being heard.

Some people think David has a **stereotype** about younger people—that they don't know how to do good marketing. However, Maria was hired because of her new ideas, and she was very successful in her last position.

One of their co-workers, Sarah, felt that the way David talked to Maria wasn't right. She talked to David privately and said, "It's not good for the team when you don't listen to Maria's ideas. You're not really **treating her fairly**." David got angry and said, "I'm just being realistic! I'm trying to protect the company." He said he had more experience and deserved more respect. He **threatened** to talk to the manager if Sarah kept interfering.

B. Vocabulary

Match the following words to their most appropriate meaning within the story.

1. stereotype
 - a. to laugh at someone because of how they look
 - b. a general idea about a group of people that isn't always true
 - c. a machine for listening to music
2. threatened
 - a. to offer help to someone who is having difficulty
 - b. to say you will do something bad if someone doesn't do what you want
 - c. to ask a question when you are confused
3. treat fairly
 - a. to ignore someone
 - b. to only listen to your own ideas
 - c. to be kind and respectful to everyone

C. Discuss

1. Why might David's actions be considered a way of being unfair to Maria?
2. What could happen to the team if people don't feel listened to?
3. Sarah tried to help Maria. Why is it important to speak up when you see something unfair?
4. Imagine you were on this team. What are some things you could do to help everyone feel respected?
5. The manager didn't do anything in the story. What could the manager do to help in this situation?

Extension Activities

Personal Protective Equipment (PPE)

A. Discuss

Talk with a partner or in small groups about the different situations. What PPE should these workers wear? Why?

1. Warehouse worker: Ahmed works in a warehouse with lots of forklift traffic.
He should wear . . . to protect his . . . because . . .
2. Construction worker: Jorge works on a construction site where workers are cutting concrete with power tools.
3. Spray painter: David spray paints car parts in an auto body shop.
4. Welder: Fatima is a welder in a factory.
5. Food processor: Samir works in a food processing plant where he handles large bags of flour.
6. Laboratory assistant: Layla is a laboratory assistant mixing chemicals.
7. High-rise window cleaner: Omar is cleaning windows on a high-rise building.
8. Factory floor mechanic: Sofia works on a factory floor repairing machinery.

B. Writing

Create a short story about a workplace safety incident. Use phrases from the Language in Action section on page 93: *might, may, could, to protect / keep safe, so that.*

Extension Activities

Reporting Accidents

A. Dialog: Calling 9-1-1

Read the dialog. Then read it again and act it out with a partner. Take turns playing the role of Liam and the 911 Operator.

There's been an accident at a busy construction site. A steel beam fell and seriously injured a worker. Another worker is calling 9-1-1 to get help.

911 Operator: 9-1-1, what is your emergency? Please speak slowly.

Liam: Hello? I . . . I need help, please. There's been an accident on site. My name is Liam O'Connell. I work for BuildRight Construction.

911 Operator: OK. What's your location?

Liam: The site is on Elm Street, near 2nd Avenue and the old library. It's the new apartment building going up.

911 Operator: OK, Liam, thank you. What happened?

Liam: Well, a crane . . . it was lifting some steel beams, and . . . one of them fell. It hit a worker, Daniel.

911 Operator: OK. Is he conscious? Can he speak?

Liam: I . . . I don't think so. He's lying on the ground. He's breathing, I think, but he's not moving. His leg looks really bad.

911 Operator: All right. Is there any bleeding? Can you see any injuries besides the leg?

Liam: Yes, there's bleeding from his leg. We're trying to stop it with some towels. And I think he might have a head injury too, but I can't see clearly. It's busy here.

911 Operator: Okay. Tell everyone to clear the area around him. Keep him still. Is there a first-aid responder on site?

Liam: Yes, Mark is here. He's trained in first aid. He's coming now. He has the first-aid kit.

911 Operator: Okay. Tell Mark to assess the situation. Don't move him unless he's in danger.

Liam: Don't move him, got it.

911 Operator: Help is on the way, Liam. Stay on the line with me. Can you tell me Daniel's age, if you know it?

Liam: I think he's about 28. Maybe 29.

911 Operator: Okay. Just stay with me, and keep pressure on the leg. Don't hang up until I tell you to. Help is coming soon.

Liam: Okay. Thank you. I'm really worried.

911 Operator: I understand. Just breathe deeply. You're doing a good job. Stay on the line.

B. Check Understanding

Talk about the questions with a partner.

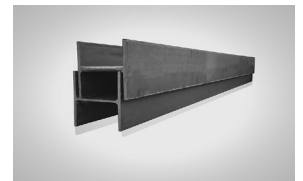
1. What kind of accident happened at the construction site?
2. What is Liam's job, and who does he work for?
3. Where is the construction site located? Give two landmarks.
4. According to Liam, is the injured worker conscious? Can he speak?
5. What is the 9-1-1 operator asking Liam to do regarding the injured worker? Give two instructions.
6. Why does the 9-1-1 operator tell Liam to "breathe deeply"?

VOCABULARY

crane: a large machine used for lifting heavy objects



steel beams: large pieces of steel used in construction



conscious /CON-shus/: awake

first aid: help you give to someone who is hurt or sick before a doctor can help them

assess the situation: to look at everything carefully before taking action (in this case, before helping the injured worker)

Extension Activities

Schedules, Plans, and Goals

A. Discuss

Ask and answer the questions with a partner.

1. When are you usually **available** to meet with friends or classmates?
2. Are you usually **available** for appointments in the mornings?
3. Why is it important to **confirm** a meeting or an appointment?
4. How can you **confirm** you have heard someone correctly?
5. How do you **prepare** for a test or a presentation?
6. Do you feel more confident when you are **prepared**? Why?
7. What do you have **scheduled** this week?
8. Do you like to have your day **scheduled**, or do you prefer to be flexible?
9. Have you ever **booked** a hotel or a flight online? How was the experience?
10. Is your calendar ever fully **booked**?
11. Do you usually finish your work before the **deadline** or at the last minute?
12. What do you do if you can't finish something before the **deadline**?
13. What is your top **priority** during the week: school, work, family, or something else?
14. How do you decide what is a **priority** when you are busy?
15. Have you ever made a **timeline** for a big project or trip? Was it helpful?
16. Do you like to follow a **timeline**, or do you prefer to go with the flow?

B. Conditional Sentences

Complete the sentences with your own ideas.

1. I'll call you as soon as _____
2. Before I go to bed, _____
3. As soon as she gets home, _____
4. When we finish this project, we might _____
5. After he eats lunch, _____
6. When I get to work, I'll _____

C. Writing

Imagine it's a very important day in your life (for example, your first day at a new job, your wedding day, your birthday, the day you move into a new home, a big trip). Write a short journal entry (about 80–100 words) describing what will happen on that day. Use at least four sentences with *when*, *before*, *after*, and *as soon as*.

Extension Activities

20 Common Irregular Past Participle Forms

A. Draw a line or write the correct letter to match each participle (Column A) with its base verb (Column B).

Participles

1. become
2. been
3. begun
4. bought
5. broken
6. brought
7. done
8. drunk
9. eaten
10. given
11. gone
12. had
13. known
14. made
15. read (pronounced "red")
16. seen
17. spoken
18. taken
19. thought
20. written

Base Verbs

- a. break
- b. go
- c. drink
- d. write
- e. see
- f. bring
- g. do
- h. eat
- i. speak
- j. give
- k. read
- l. buy
- m. know
- n. have
- o. be
- p. make
- q. begin
- r. become
- s. take
- t. think

B.  **Work with a partner to practice the participles. Fold your paper with exercise A in half vertically so only the participles are showing and try to remember their base verbs. Then do the opposite, look at the base verbs and try to remember the participles.**

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

1. Have you ever broken a bone?
2. Have you ever bought something and never used it?
3. Have you ever eaten sushi?
4. Have you ever gone camping?
5. Have you ever spoken in front of a big group?
6. Have you ever drunk coconut water?
7. Have you ever written a story or a poem?
8. Have you ever made a cake from scratch?
9. Have you ever seen a shooting star?
10. Have you ever done something you were really proud of?
11. Have you ever taken a trip by train?
12. Have you ever thought about starting a business?
13. How long have you known your best friend?
14. What's the biggest city you have ever been to?
15. What's the nicest gift someone has given you?

D. Complete the sentences with the correct past participle form of the verb in parentheses.

1. He hasn't ever _____ a used car before. (buy)
2. She has _____ the instructions but she has some questions. (read)
3. We have _____ lunch already. (eat)
4. He has _____ his homework. (do)
5. They have _____ the movie twice. (see)
6. Have you ever _____ a cake? (make)
7. We have _____ each other since we were small children. (know)
8. Have you ever _____ your leg or arm? (break)
9. Has anyone _____ you any help? (give)
10. She has _____ sick all week. (be)
11. The meeting has just _____. (begin)
12. Have you _____ a break today? (take)
13. I have _____ about it, but I haven't decided yet. (think)
14. They have _____ on 3 customer site visits this week. (go)
15. I have _____ 5 emails this morning. (write)
16. Have you _____ time to fix it yet? (have)

Extension Activity 1

Materials and Measurements

A. Match the objects to the materials they are typically made from.

brick	cardboard	concrete	cotton	glass
metal	plastic	stone	wood	wool

1. _____ floor, table, chair, cutting board
2. _____ jar, window, wine bottle
3. _____ pot, pan, bicycle, car
4. _____ water bottles, bags, packages, toys
5. _____ sidewalk, bridge, building, patio
6. _____ hat, sweater, scarf, blanket
7. _____ t-shirt, underwear, sheets, blanket
8. _____ wall, fireplace, building
9. _____ shoe box, cereal box, shipping boxes
10. _____ wall, path, tiles, sculpture



B. Answer the questions using the above vocabulary.

1. Which materials are man-made?
2. Which materials come from plants?
3. Which material comes from an animal? What is the animal?
4. Which materials are hard?
5. Which materials are soft?
6. Which of the materials are used in buildings?
7. Which are used in clothes?

C. Answer the questions in your notebook. Use the internet to look up any answers you don't know. Compare your answers for 3–8 with a partner.

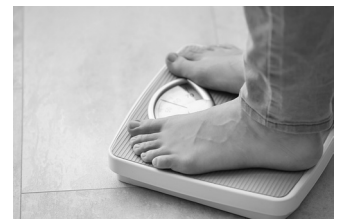
1. How tall are you in feet and inches? In meters?
2. How much do you weigh in pounds? In kilograms?
3. What is the average human body temperature in Fahrenheit? in Celsius?
4. How many kilometers are in a mile?
5. How many centimeters are in a meter?
6. Is an ounce a lot or a little? What does an ounce measure?
7. What is more: a gallon or a liter?
8. What kinds of things do gallons and liters measure?
9. Look at packages of dry foods, like rice, flour, and pasta, in your kitchen. Do they show the weight in grams (g) or in pounds (lb) and ounces (oz)?

////
DID YOU KNOW?

Weight sounds the same as *wait*, but the words have very different meanings.

You _____ for the bus or _____ for a friend.

The doctor checks your _____, or you can check your _____ by stepping on a scale.



Extension Activity 2

Identifying Objects: Which One?

A. Look at the image. Match the descriptions to the correct bags.



1. ____ Can you hand me that white one on the top shelf?
2. ____ It's the green one made of metal
3. ____ Mine's the yellow one on the top right.
4. ____ His is that blue one on the top shelf on the left.
5. ____ Hers is that black one in the middle.
6. ____ It's the one on the bottom shelf on the left.

B. Use the pictures to ask and answer questions with a partner using the model dialog.

Student A: Which one is yours? / Which one do you want?

Student B: Mine is . . . / I want the . . .



Prompts:

- the one on the right
- the one with the best camera
- the one with the most memory
- the gold one
- the cracked one

C. Circle the correct answer.

1. I don't like (this one / those ones). They're too expensive.
2. Can you hand me (that / those) green books on the top shelf?
3. I want the (blue ones / ones blue) in the back.
4. (This / These) chair is broken.
5. I like (those one / that one) in the middle.

D. Look at the image. Ask and answer three questions using the words and ideas below.

- Which one / ones . . . ? How much . . . ?
- Do you have . . . in size . . . ?
- this / that / these / those
- descriptions (ex., striped, rubber, red, with bows)



Example:

Q: Which ones do you like?

A: I like those brown boots in the back.

E. Point and Describe Game (group or pair work)

Place five real objects or pictures on a table. One student describes one of the objects while the other points and guesses.

- I'm thinking of something that is . . .
- This one?
- Yes, that one!

Extension Activities

Taking Inventory

A. Talking about Supplies

Complete the sentences using *how much*, *how many*, *is there any*, or *are there any*.

1. _____ milk? No, I need to buy some.
2. _____ bananas do we have? Just three.
3. _____ sugar is left in the jar? Not much.
4. _____ eggs are left? Just two!
5. _____ apples left? There are five left.
6. _____ coffee left? No, there isn't.
7. _____ bread left for sandwiches? Yes, there's a loaf.
8. _____ flour do we need for the cake? Two cups.
9. _____ time do we have to finish the project? Not enough!
10. _____ carrots are left for the soup? Not enough!

B. Answer the questions with complete sentences.

1. You're baking a cake and run out of flour. What do you say?

2. Your friend asks if there is any juice left. (no)

3. How many tomatoes are left in the basket? (six)

C. Role Play

Imagine you work at an electronics store, and a customer comes in and asks about the availability of several products: *Do you have any . . . ?*

Use the inventory list below to check the stock and respond to the customer's questions.

Take turns as both the customer and the store assistant.

Item	Inventory Status
laptops	low stock
headphones	out of stock
phone chargers	plenty of stock
USB cables	restocking next week
office chairs	one left in stock



////
**USEFUL LANGUAGE FOR
STORE ASSISTANT**

- We're currently out of stock.
- We have plenty in stock!
- There's only one left, so I'd recommend grabbing it soon.
- We're restocking those next week.
- They're in low stock, but we still have a few.

D. Inventory Vocabulary Word Search

Find and circle the words. Words can be in any direction.



Extension Activities

Probability

A. Complete the explanations with the words from the box.

certain	impossible	possible	sure
---------	------------	----------	------

1. If something may, might, or could be true, you think it's _____, but you are not _____.
2. If something must be true, you think it's _____.
3. If something can't be true, you think it's _____.

B. Read each clue. Then complete the sentence using *must be*, *may be*, *might be*, *could be*, or *can't be*. More than one answer is possible.

1. She's laughing and smiling. She _____ happy.
2. It's snowing and he's wearing shorts. He _____ cold!
3. There's no one in the office. It _____ lunch time.
4. He's yawning and his eyes are closing. He _____ tired.
5. They never eat meat. They _____ vegetarians.
6. She's carrying a big backpack and a map. She _____ a tourist.
7. The lights are on. They _____ at home.
8. He studies a lot and always gets good grades. This test _____ hard for him.

9. She didn't answer the phone. She _____ busy.

10. You just ate two pizzas! You _____ hungry still!

C. Probability Chant

Listen and repeat.

Clap or tap along, using four beats per line.

He's wearing a coat — he **must be** cold.

It's shiny and yellow — it **might be** gold.

She's smiling now — she **may be** glad.

He's frowning now — he **could be** mad.

He never lies — he **can't be** fake.

It smells so good — it **must be** cake!

The bus is late — it **might be** stuck.

What is that noise? It **could be** a truck.

You're yawning now — you **must be** tired.

She's late again— she **may be** fired.

That price is low — it **can't be** right!

It's very dark — it **could be** night.

So listen well and think it through,

What someone is depends on the clue!

Use a modal verb plus the word **be**,

To guess the truth — then check and see!

Must, may, might, can't, and could:

Learn them, use them, as you should.

Extension Activities

Customer Service

- A. Complete the dialogs using the phrases from the list below and your own ideas. Some phrases may be used more than once.

Customer Service Worker

Can I help you?

How can I help you?

Can I help you find anything?

Can I get you anything (to drink / for dessert / else)?

Can I ring it up for you?

Would you like to try it/one/them on?

What size do you need? / What size/color are you looking for?

Are you ready to order?

Is everything all right?

All set?

I'll be right back.

Here you are. / Here you go.

Customer

- I'd like . . .
- Could I / Can I . . . ?
- Could you . . . ?
- How much is it?
- Do you have any . . . ?

Dialog 1: Clothing Store

Customer: Excuse me? Could you help me, please?

Shop assistant: Yes, of course. _____

Customer: I'm looking for a blue shirt. I'd like long sleeves.

Shop assistant: We have some over here. What _____?

Customer: I think I need a medium.

Shop assistant: OK, let me see . . . Here _____. Would you
_____?

Customer: Yes, please.

(a few minutes later)

Shop assistant: Is everything _____?

Customer: Yes. This one is nice. I'll take it. Can I pay with _____?

Shop assistant: Certainly. _____ ring it up for you?

Customer: Yes, thank you.

Dialog 2: Restaurant

Waiter: Good evening. _____

Customer: Yes, please. I'd like a menu, please.

Waiter: Here you are. _____

Customer: Yes, I think so. I'd like the pasta carbonara, please.

Waiter: Very good. _____

Customer: Yes. Can I have _____?

Waiter: OK. I'll be _____ with your drink.

Dialog 3: Café

Barista: Next, please! _____

Customer: Yes, I'd like a latte, please.

Barista: _____

Customer: No, thank you. _____

Barista: It's \$3.50.

Customer: Here you _____.

B. Fill in the blanks with the best phrase from the list.

- Is it spicy?
- Do you have it in . . . ?
- Could you...?
- I'm looking for . . .
- Can I help you?
- Would you like to . . . ?
- How much is it?
- All set?

1. Excuse me, _____ show me the red shoes, please?
2. _____ try them on?
3. _____ a gluten-free cake.
4. _____? It looks very hot!
5. _____ blue? Yes, it comes in blue, green, red, and black.
6. _____? I need to pay by card.
7. _____? Actually, I need a fork and a napkin.
8. _____ see the dessert menu?
9. Shop Assistant: _____? Customer: I'm looking for a green t-shirt.
10. Customer: _____? Shop Assistant: All our t-shirts are \$15, or 2 for \$28.

C. Role-Play: Restaurant

Work in pairs. One person is the customer, and the other is the server. Use the phrases we've learned to have a short conversation. Try to be creative and add more details to make the conversation realistic.

Customer: You are at a restaurant. You want to order food and drinks. You have some questions about the menu. Think about what you want to order.)

Server: You are working at a restaurant. Greet the customer, take their order, and answer their questions. Offer recommendations.

Extension Activities

Shop Assistant Skills: Cash and Change

A. Order the conversation in a coffee shop between a customer and an assistant.

- _____ a. Good morning. Yes, I'd like a coffee and a muffin, please.
- _____ b. Thank you. Here's your change . . . that's 4 dollars and 50 cents.
- _____ c. Do you need a receipt?
- _____ d. Certainly. Here you are. That will be \$5.50, please.
- _____ e. Yes, please.
- _____ f. Thanks!
- _____ g. Hi! Can I help you?
- _____ h. Here's 10 dollars.
- _____ i. Thank you! Have a great day!
- _____ j. OK. Here's your receipt.

B. Label the speakers in a–j above, C for customer or A for assistant.

C. OPTIONAL: Copy the conversation in B in the correct order in your notebook and practice it with a partner.

D. Role Play

With a partner, role play a conversation between a customer and assistant at a coffee shop. Then, change roles and do it again.

Student A: The customer

- You want to buy an item or items from the price list (e.g., coffee and a muffin).
- You pay with \$20.
- You either want a receipt or don't want a receipt.

Student B: Shop Assistant

- Greet the customer.
- Tell the customer the total cost.
- Receive the money.
- Count out the correct change.
- Give the customer the change and a receipt (if requested).
- Thank the customer.

Coffee shop prices:

Coffee: \$2.50

Orange juice: \$3.00

Muffin: \$3.00

Bagel with cream cheese: \$3.50

Sandwich: \$5.50

Bottle of water: \$1.20

Chocolate bar: \$1.80

Newspaper: \$1.00

Extension Activities

Solving Customer Problems

Read

A Problem with a Phone

David walked into the cell phone store, looking worried. He put a small box on the counter. "Excuse me. Can you help me? I bought this phone here last week, and it's already not working properly. The screen freezes, and sometimes it restarts by itself. It's really **frustrating**."

Sarah, a sales assistant at the phone store, took a deep breath. She knew dealing with complaints wasn't always easy. She remembered her training. "I'm so sorry to hear that," she said calmly. "Let me take a look." She examined the phone, turning it on and off a few times.

"You're right," Sarah continued. "I **sincerely** apologize for this issue. It sounds like there might be a **fault** with the software. I'm going to **reset** the phone to factory settings and then **update** the software. Hopefully, that will fix the problem. It will be **free of charge**, of course." She worked on the phone for about 10 minutes.

"Okay," she said. "I've reset the phone and updated the software. Please test it out for a few minutes and see if it's working correctly now. Again, I apologize for the trouble. Thank you for bringing this to our attention; it helps us improve our **service**."

David tried the phone, tapping the screen and opening a few apps. "That seems much better," he said, smiling slightly. "Thank you. I appreciate it." He nodded and walked out of the store.

Sarah sighed quietly. "**LAST**—that's what I remembered!" she thought. **Listen** carefully, **Apologize** sincerely, **Solve** the problem, **Thank** the customer. It's a good way to handle these situations.



Vocabulary

A. Write the words from the box next to their definitions, below.

fault service	free of charge sincerely	frustrating software	reset update
------------------	-----------------------------	-------------------------	-----------------

1. _____ with genuine and honest feeling
2. _____ the programs that make a phone work
3. _____ change something to make it current
4. _____ a problem or defect
5. _____ to return something to its original state
6. _____ help or assistance provided
7. _____ a situation that makes you feel a little angry because something doesn't happen like you wanted
8. _____ offered at no cost

B. Complete the sentences with the words from the box above.

1. The _____ on my phone needs updating.
2. There was a _____ with the new washing machine, but they fixed it _____ because it was under warranty.
3. I think my account information has my old address. I need to _____ it.
4. After the electricity went out, I had to _____ the clocks in the house.
5. He apologized _____ for being late.
6. It is _____ to be stuck in a traffic jam.
7. The phone company offers excellent customer _____.

Reading and Discussion Questions

Talk about the questions with a partner.

1. What was the problem with David's phone?
2. Why was David upset?
3. What did Sarah do to solve the problem?
4. What does the acronym "LAST" stand for? (Explain each letter.)
5. Why is it important for sales assistants (or anyone working with customers) to be able to handle complaints?
6. Can you think of a time you had a problem with a cell phone or other electronic device? How was it handled?
7. Do you have an electronic device that you sometimes find frustrating?

Answer Key

Lesson 1

- | | |
|----------------|-----------------|
| 1. What, Where | 8. How |
| 2. When, Why | 9. How |
| 3. Does | 10. What |
| 4. Do | 11. Do |
| 5. Do | 12. What |
| 6. Have | 13. Where, What |
| 7. Has | 14. What, Which |

Lesson 2

1. They help with company strategies and goals.
2. Chief Executive Office
3. Health and Safety
4. To create, distribute, and maintain products and serve customers
5. Marketing gets the message about the company and its products to customers.
6. They make sure the technology is working for all the different divisions of the company
7. research and development
8. human resources
9. maintenance
10. They're in charge of all the money coming into and out of a company.
11. the sales team
12. customer service
- 13.–16. answers will vary

Lesson 4

- A.**
1. must, need to, have to
 2. mustn't, shouldn't
 3. should, must, have to, need to
 4. have to, need to, must
 5. must, need to, have to
 6. shouldn't
 7. need to, have to, must, should
 8. must
 9. must, have to, need to
 10. must, have to, need to

Lesson 5

- A.**
1. Is Mountain Savings Bank on Main Street?
 2. Does your sister Joanna live in North Carolina?
 3. My new job starts on Wednesday, October 10.
 4. Many Canadian people speak both English and French.
 5. I don't know if Javier is from Colombia or Peru.
 6. I don't know if I can make it to Springfield by 7:30.

Lesson 6

- A.**
- | | |
|---------------|------------|
| 1. lift | 6. sort |
| 2. attach | 7. measure |
| 3. check | 8. hold |
| 4. put away | 9. loaded |
| 5. throw away | 10. carry |

Lesson 7

- | | |
|-----------------|---------------|
| 1. put | 5. take apart |
| 2. put together | 6. take |
| 3. turn on | 7. gave up |
| 4. turn | 8. gave |

A.

- | | |
|------|------|
| 1. a | 3. a |
| 2. b | 4. b |

B.

1. She turned it on before leaving the room.
2. He put them down on the table.
3. We need to plug it in before using it.

Lesson 8

B.

1. How many, a few, not many
2. How many, Not many, How much, a little
3. How many, A lot, How many, a few

Lesson 11

B.

- | | |
|--------------------|------------------------|
| 1. Add, \$1,350 | 5. Divide, \$9 |
| 2. Subtract, \$38 | 6. Multiply, \$36 |
| 3. Multiply, \$160 | 7. Multiply, add, \$60 |
| 4. Multiply, \$6 | |

C.

1. Divide \$120 by 3. Each person pays \$40.
2. Divide \$75 by 5. Each person pays \$15.
3. Divide \$90 by 2. Each person pays \$45.
4. Divide \$48 by 4. Each person pays \$12.

Lesson 13

B.

- | | | |
|------|------|------|
| 1. b | 2. b | 3. c |
|------|------|------|

C.

1. David's actions are unfair because he doesn't listen to Maria's ideas and makes her feel like her contributions aren't valued.
2. If people don't feel listened to, they may become less creative, and the team might not work well together.
3. It's important to speak up because it can help make things more fair and create a more respectful environment.

4. Answers will vary. Examples: Listen carefully to everyone's ideas, support Maria's contributions, and remind David to be respectful.
5. The manager could talk to David and Maria to understand what's happening and help them find a solution.

Lesson 14

A.

Suggested Answers

1. Warehouse worker:
 - *He should wear:* a hard hat, safety shoes, a safety vest
 - *To protect his:* head, feet, body
 - *Because:* Falling objects (boxes, equipment) are a risk from the forklifts and shelving. Safety shoes protect against dropped objects and potential slips. A safety vest increases visibility to forklift operators.
2. Construction worker:
 - *He should wear:* safety glasses/goggles, hearing protection (earplugs/headphones), a hard hat, safety shoes
 - *To protect his:* eyes, ears, head, feet
 - *Because:* Concrete dust and flying pieces of debris are hazards from cutting tools. Noise levels are probably high. Falling objects are a risk.
3. Spray painter:
 - *He should wear:* a mask/respirator, safety glasses/goggles, gloves, coveralls
 - *To protect his:* lungs, eyes, skin, hands
 - *Because:* Spray paints contain harmful chemicals and fumes. Goggles protect the eyes from spray. Gloves and coveralls protect the skin from paint.
4. Welder:
 - *She should wear:* a welding helmet / face shield, gloves, hearing protection, safety shoes, coveralls
 - *To protect her:* eyes, hands, ears, feet, body
 - *Because:* Welding produces intense light, sparks, and heat. Sparks can burn skin and eyes. Noise levels are high. Hot metal can fall.
5. Food processor:
 - *He should wear:* a hair net, gloves, safety shoes
 - *To protect his:* hair, hands, feet
 - *Because:* Hair nets prevent contamination of the food. Gloves protect hands from contact with flour and potential allergens. Safety shoes prevent slips and protect feet from dropped bags.
6. Laboratory assistant:
 - *She should wear:* safety goggles/glasses, gloves, a lab coat
 - *To protect her:* eyes, hands, body
 - *Because:* Chemicals can splash or cause fumes, causing eye damage or skin irritation. Gloves protect hands from chemical contact.

7. High-rise window cleaner:

- *He should wear:* a hard hat, a safety harness, gloves
- *To protect his:* head, body
- *Because:* Falling is the primary risk when working at heights.

8. Factory floor mechanic:

- *She should wear:* safety shoes, hearing protection, safety glasses/goggles, gloves
- *To protect her:* feet, ears, eyes, hands
- *Because:* Heavy machinery and moving parts are present, presenting risks of foot injury, hearing damage, eye hazards, and hand injuries.

Lesson 15

B.

1. A steel beam fell and seriously injured a worker. (Accept variations that convey the same meaning.)
2. Liam is a construction worker. He works at a construction site. He works for BuildRight Construction.
3. It's on Elm Street. It's near 2nd Avenue and the old library.
4. No, he is not conscious. He cannot speak.
5. The operator asks him to tell everyone to clear the area. The operator asks him to not to move the injured worker.
6. The operator tells him to breathe deeply to keep Liam calm / because Liam is worried/stressed.

Lesson 17

A.

- | | | |
|------|-------|-------|
| 1. r | 8. c | 15. k |
| 2. o | 9. h | 16. e |
| 3. q | 10. j | 17. i |
| 4. l | 11. b | 18. s |
| 5. a | 12. n | 19. t |
| 6. f | 13. m | 20. d |
| 7. g | 14. p | |

E.

- | | | |
|-----------|-----------|-------------|
| 1. bought | 7. known | 12. taken |
| 2. read | 8. broken | 13. thought |
| 3. eaten | 9. given | 14. gone |
| 4. done | 10. been | 15. written |
| 5. seen | 11. begun | 16. had |
| 6. made | | |

Lesson 18.1

A.

- | | | |
|------------|-------------|--------------|
| 1. wood | 5. concrete | 8. brick |
| 2. glass | 6. wool | 9. cardboard |
| 3. metal | 7. cotton | 10. stone |
| 4. plastic | | |

B.

1. brick, cardboard, concrete, glass, plastic
2. cotton, wood
3. wool, sheep

Lesson 23

A.

- | | |
|-------------|-------------------|
| 1. sincere | 5. reset |
| 2. software | 6. service |
| 3. update | 7. frustrating |
| 4. fault | 8. free of charge |

B.

- | | |
|--------------------------|----------------|
| 1. software | 5. sincerely |
| 2. fault, free of charge | 6. frustrating |
| 3. update | 7. service |
| 4. reset | |

Reading and Discussion

1. The screen freezes and sometimes it restarts by itself.
2. He just bought the phone last week and it already has problems.
3. Sarah reset the phone to factory settings and updated the software.
4. Listen carefully, apologize sincerely, solve the problem, and thank the customer
5. because they are the face of the company; if they can solve complaints, the company can keep its customers and maintain a good reputation
- 6-7. Answers will vary.