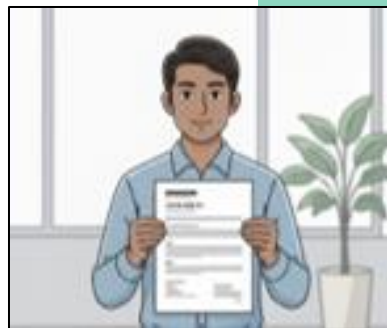


2025

English for Work: Book 2 – Group Activities and Practitioner's Guide



**Literacy Link of
Eastern Ontario**

Contents

Practitioner Information.....4

 Welcome to English for Work: Book 24

 Milestone and Culminating Task Suggestions4

English For Work: Book 2 Curriculum5

Milestone and Culminating Task Suggestions5

Tips for Teaching English Language Proficiency to Adults in Canada Within Get SET Programs6

Group Work Suggestions by Lesson8

Before You Start.....8

 Introduction8

Lesson 1: Common Words in a Bakery.....9

 The Baker’s Relay9

 Memory Game (Word + Meaning).....10

 Recipe Sharing.....11

Lesson 2: Common Workplace Verbs.....11

 The Telephone Chain (Call and Answer).....11

 Wrong Action Interaction (Instructor Led)12

Lesson 3: Office Jobs – Nouns and Verbs.....14

 Around the Office Board Game.....14

 Time Management Challenge (Prioritization).....16

Lesson 4: Cleaning Industry Verbs Lesson.....16

 The Great Cleaning Challenge16

 What Works? (Location and Action Matching).....17

Lesson 5: Important Construction Words18

 Flyer Group Activity18

 Order of Operations23

Lesson 6: Common Workplace Prepositions24

 Physical Preposition Placement24

Building Sentences with Prepositions	24
Lesson 7: Words for Job Interviews.....	27
Fun with AI – The “Cover Letter” Challenge	27
Further Learning Opportunity	27
AI Cover Letter Prompt: Fill-in-the-Blank.....	28
Practice, Practice, Practice	29
Fun with Body Language and Communication in Interviews	29
Module 8 - Health Care and Support Verbs.....	31
Mime the Verbs	31
Listening Activity	32
Lesson 9: Words for Canadian Road Signs	35
Sign Speed Challenge	35
Sign Categorization	37
Lesson 10: Common Truck and Delivery Driver Words	38
Find Your Group (Matching Race)	38
Classroom Articles Hunt (Review)	40
Lesson 11: Common Landscaping and Gardening Words	42
Problem Solving with Landscaping Vocabulary	42
Drawing Instructions (Using Core Vocabulary)	43
Review Section	44
Scavenger Hunt	44
Answer Guide: English for Work 2 Workbook	46
Lesson 1: Common Words in a Bakery - Answers.....	46
Lesson 2: Common Workplace Verbs - Answers.....	47
Lesson 3: Office Jobs – Nouns and Verbs - Answers.....	50
Lesson 4: Cleaning Industry Verbs - Answer Key	53
Lesson 5: Construction Words – Answer Guide	56
Part A.....	56

Part B.....	56
Lesson 6: Common Workplace Prepositions	57
Lesson 7: Words for Job Interviews.....	59
Part A.....	59
Part B.....	60
Lesson 8: Health Care and Support Verbs – Answer Guide.....	61
Module 9: Words for Canadian Road Signs	64
Lesson 10: Common Truck and Delivery Driver Words – Answer Guide	65
Lesson 11: Common Landscaping and Gardening Words – Answer Guide	67
Module Review Answer Guide	69
English for Work Project Members.....	73

Practitioner Information

Welcome to English for Work: Book 2

This course contains 11 lessons which teach English vocabulary that is relevant to general employment and specific job industries.

This practitioner's guide contains the following:

- Tips for instructing this course to English proficiency learners
- Group activity suggestions for instructors teaching the course to groups in facilitated workshops
- A marking guide

The material in the English for Work was designed for learners at an Ontario Adult Literacy Curriculum Framework level 1 or higher.

Book 2 increases in difficulty as it progresses. In the final modules, learners are given less visual assistance when answering questions. This book also begins to incorporate some English grammar skills. For this reason, instructors should be sure that learners are comfortable with the materials in Book 1 and the starting lessons in Book 2 before advancing. This guide offers extra materials to help reinforce the vocabulary from each lesson in Book 2.

This resource was created for adult learners in Ontario's Get SET programs with a goal path of employment.

Milestone and Culminating Task Suggestions

For suggestions on demonstration tasks that are suitable to accompany this curriculum, please reference the chart on the following page.

English For Work: Book 2 Curriculum

Milestone and Culminating Task Suggestions

Milestone and Culminating Task Notes:

Please log in to the OALCF repository to ensure all links provided function correctly.

For quick reference, milestones have been colour-coded by competency. The provided table serves as a suggestion; instructors have the flexibility to select tasks at their discretion based on learner level and needs.

The culminating tasks in this document were specifically selected because they consist only of OALCF Level 1 activities, ensuring they are the most appropriate for English proficiency learners if a demonstration task is needed.

Book	Lesson	Page	Tasks in Curriculum	Milestone Suggestion	Milestone Description	Hyperlink
Practitioner Guide	1	11	Recipe Sharing: Group Activity – Learners bring in a baked good recipe from their country to share. Time is given for translations into English. B1.1 (mid)	Communicate Ideas and Information Milestone 412	Describe a recipe to classmates	<u>Milestone 412 B1.1 (mid)</u>
Practitioner Guide	7	27	AI Cover Letter Prompt: Group activity exploring creating letters using AI. D2	Use Digital Technology Milestone 55	Conduct an Internet search	<u>Milestone 55 D.2</u>

Book	Lesson	Page	Tasks in Curriculum	Milestone Suggestion	Milestone Description	Hyperlink
Workbook	7	79	Filling Out a Form and Interview Date: Learners practice filling in a form and scheduling an interview date. B3.1a	Communicate Ideas and Information Milestone 27a	Complete a personal information form and make entries in a calendar	<u>Milestone 27a B3.1a</u>
Workbook	Review	118	Review Question #8. Look at the poster on the next page. Answer the questions below it. A2.1 (mid)	Find and Use Information Milestone 409m	Read an employment program flyer and business hours information.	<u>Milestone 409 A2.1(mid)</u>
Workbook	Review	122	Review Activity #10: Yussuf's Day Learners reference a sheet teaching English words for telling time, then create a schedule for Yussuf's day. C2.1-a	Understand and Use Numbers Milestone 41a	Read clock faces and calculate elapsed time	<u>Milestone 41-a C2.1</u>

End of English for Work: Book 2 Curriculum- Employment Path Culminating Task Suggestions			
Version	Culminating Task	Description	Hyperlink
Learner	Stock Clerk Task	Stock clerks stock shelves, match product codes with shelf labels, remove foods that are expired, and follow workplace policies. This task involves using products and documents to complete activities related to stock clerk positions.	<u>Stock Clerk CT Learner Version</u>
Practitioner			<u>Stock Clerk CT Practitioner</u>

Learner	General Employment Task	Use workplace documents to find, communicate and understand general employee information, and use digital technology to find directions.	<u>General Employment CT Learner Version</u>
Practitioner			<u>General Employment CT Practitioner</u>



Literacy Link of Eastern Ontario's English for Work: Book 2 course is aligned with the following Ontario Adult Literacy Curriculum Framework competencies:

- Find and Use Information
- Communicate Ideas and Information
- Understand and Use Numbers
- Engage with Others
- Use Digital Technology

English for Work: Book 2 also incorporates the following Skills for Success from Employment and Social Development Canada:

- Reading
- Writing
- Communication
- Collaboration
- Adaptability
- Numeracy

This resource was created for Get SET learners, and as such, is distinct from English as a Second Language (ESL) instruction, which focuses primarily on language learning for newcomers.

This course can be taught to a group or given to an individual learner to study.

If a learner is working independently on this material, reading along with the learner, and/or having the course read aloud can be helpful.

Read Aloud in Word can be used to assist with pronunciation and understanding for learners working on this workbook independently, as well as being encouraged to read aloud themselves.

Tips for Teaching English Language Proficiency to Adults in Canada Within Get SET Programs

Credit: LBS Practitioner Training: Supporting Success in LBS, section created by Angela Williams ©2025 <https://cesba.com>. Please email any comments to info@cesba.com.

1. Use Real-World Contexts

- Focus on practical language skills needed for daily life, work, and community engagement.
- Use Canadian-specific examples when possible.

2. Incorporate Workplace and Life Skills

- Teach essential vocabulary related to common job sectors (for example: retail, construction, and healthcare) and introduce common employment terms.

3. Use Simple, Clear Language

- Speak slowly and clearly, using short sentences and common words.
- Avoid slang or idioms unless explaining their meaning.

4. Encourage Speaking and Listening First

- Use role-playing when able to do so (example: taking a food order, helping an upset customer, asking for directions, or making doctor's appointments).
- Discuss assignments before the writing process.

5. Incorporate Visuals and Gestures

- Use pictures, charts, and real objects to reinforce vocabulary.
- Gestures and body language help explain meanings without relying on translation.

6. Use Digital Tools and Apps

- Introduce learners to language-learning apps and helpful [YouTube.com](https://www.youtube.com) videos.
- Help learners use Google Translate (or another translation option of preference), Grammarly, and online dictionaries for independent learning. If the learner is not comfortable with computers, an Oxford Picture Dictionary can also be helpful.

7. Teach in Small Steps

- Break lessons into short, manageable parts to avoid overwhelming learners.
- Repeat key words and phrases often for reinforcement.

8. Encourage Peer Learning

- Pair learners for conversation practice or small group activities.
- Create a supportive environment with a focus on a growth mindset where mistakes are part of learning.

9. Adapt to Different Learning Styles

- Some learners may prefer listening, others writing, and some hands-on activities.
- Personalize lessons based on learners' goals and needs.

Group Work Suggestions by Lesson

Instructors may use what they wish from these suggestions as part of their lessons or as inspiration.

Group activities contained in this guide are optional, and therefore, which activities to use is at the discretion of the practitioner.

Before You Start

Introduction

Have the learners create name tags to wear. You can use lanyards or just have them pin them to their clothing.

A sample is provided below. If learners are comfortable doing so, have them stand up and introduce themselves using the information on their name tags.



Hello, my name is.....

I am from _____.

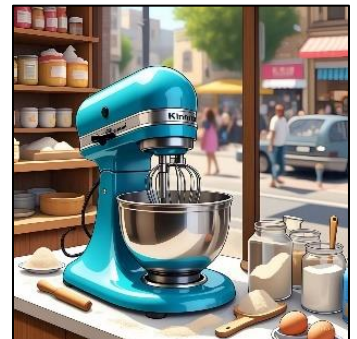
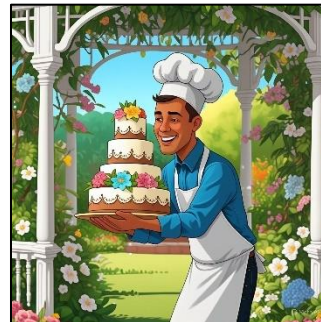
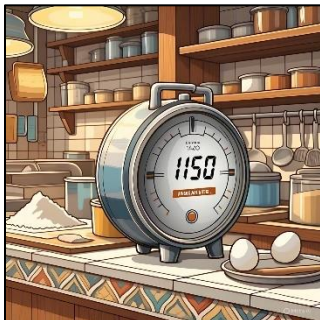
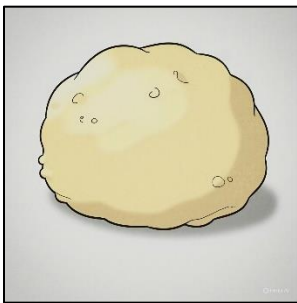
I want to learn _____.

English for Work

Lesson 1: Common Words in a Bakery

The Baker's Relay

- **The Task:** Set up "stations" around the room representing the stages of production.
- **Action:** Station 1: **Ingredients** table; Station 2: The **Mixer** area; Station 3: The **Timer** Setting station; Station 4: The **Tray** Station; Station 5: The **Oven**; Station 6: The Labelling area; Station 7: **Delivery** van.



- **Task:** Learners work in teams. They must carry a "tray" (a piece of cardboard) from station to station. Collecting a cutout item of the right picture. Stations must be done in order of operations.
- **Speaking:** At each station, the learner must perform an action and say a sentence: "*I am measuring **ingredients**!*" "*I am using the **timer** for the baking!*" or "*I am putting the **tray** in the **oven**!*"

Memory Game (Word + Meaning)

Building word recognition

- Cut out the cards on the next two pages; half are the vocabulary words, half are definitions or examples.
- Place cards face down. Learners flip two at a time to find matches. If possible, without the sheet to reference.

Dough	A soft mixture used to make bread or buns
Oven	A machine used to bake items
Tray	A flat surface used to hold baked goods
Mixer	A machine used to mix ingredients
Timer	A tool that tells you when baking is done

Ingredients	Items used to make dough or batter
Label	A sticker or tag that gives information
Delivery	Taking baked items to a store or a customer

Recipe Sharing

- Learners bring in a baked good recipe from their own country and share it orally with the class. Translation software can be used for ingredients and measurements in English. Please allow class time for this process.
- If the classroom has kitchen access, an interesting follow up activity would be to have the class vote on which baked good they would like to make in class.
- Learners could also interact by raising their hands if they have tried the baked item in the past or if they have not. Who has eaten this? Who has not?

This group activity aligns with Milestone 412 (B1.1)

Lesson 2: Common Workplace Verbs

The Telephone Chain (Call and Answer)

- **Learners** stand in a line. Note: This works best in groups of 4 or 5, as too many learners make it hard to remember all the new words and sentences. If you have more learners, make two groups. Each group could even do this in front of the class and do it one group at a time.

- The first learner "makes a **call**" (using a hand gesture) to the second learner and gives an instruction: *"Please **clean** the break room."*
- The second learner **Answers**, then turns and **Calls** the third learner and adds a task to the last task: *"The boss wants you to **clean** the break room and **organize** the chairs."*
- The third learner answers the call and adds a task, for example: *"The boss wants you to **clean** the break room, **organize** the chairs and **prepare** a report."*
- **Task:** The instruction grows with one extra verb each time. The last learner must act out all the verbs mentioned.

Wrong Action Interaction (Instructor Led)

- The instructor acts as the "Boss," and the learners function as the "Supervisors."
- The learner gives a clear instruction using a target verb, for example: *"Supervisor, please organize these files."* These instructions can be found below and can be passed out to learners.
- The instructor then performs the action incorrectly. For example, the instructor might start tossing the files randomly around the room or putting them in a trash bin.
- The learners must shout "Stop!" as soon as they see the error.
- A learner must provide the correction using the proper verb: *"No, Boss! You must organize the files, not throw them!"*

Task Rotation Option: The learner who correctly identifies the error and uses the verb in a sentence gets to come to the front and be the "Boss" who makes the next "mistake" for the group to catch.

Suggested Scenarios for "Spot the Error":

Verb: Clean → Instructor starts spreading dirt or dust on a table.

Verb: Answer → Instructor lets a pretend phone ring while looking at it and eating a sandwich.

Verb: Carry → Instructor tries to move a box by pushing it with their head or foot instead of picking it up.

Verb: Deliver → Instructor brings a package to a learner, but then walks away and takes the package with them.

Carry the box to the desk.

Deliver the box to (learner's name).

Clean the table or desk.

Answer the phone.

Organize the files.

Call the warehouse.

Assist (learner's name) with the paperwork.

Find the document.

Prepare the chairs for the meeting.

Lesson 3: Office Jobs – Nouns and Verbs

Around the Office Board Game

- Copy or print the game on the next page.
- Separate learners into groups of 5 or 6. If you have less, everyone can play the same game together (including you).
- Learners should read the squares aloud and then do what they are advised to do for each square.
- You will need dice for this activity.

AROUND THE OFFICE

Roll the dice and go around the board!

→	You finished the printing. Move ahead 1 space.	Use the word copy in a sentence.	Ask another learner how they are doing today.	You filed all the paperwork! Tell your manager.	You will be late. How will you tell the office?	You forgot to type the email your boss. Back 3 spaces.	FINISH
	amira2023@gmail.com is an example of what?			AROUND THE OFFICE			
	Switch jobs (places) with another player on the board	Fill in the blank: Time _____ is making good use of your work time.	Take a coffee break. Miss a turn!	Go back to the START! Oh no!	Fill in the blank. I made a _____ of the report. Now there are 2.	You put the reports in a folder. What is this called?	You did not have good time management! Go back 2 spaces!
	Roll the dice and go around the board!						Say the word report 3 times as fast as you can.
START	You hit the keys to send an email, What is this action?	The phone is ringing. What can you do?	Ask a player to help you email clients on Friday.	You want time off for a doctor's appointment. What should you send your boss?	Say hello to everyone and tell them your name.	You type on the computer. You need a paper copy. What do you do?	

Time Management Challenge (Prioritization)

Before starting this activity, take the time to discuss **ordinal numbers** with your group. The idea of **first, second, third, fourth, fifth, last, etc.** They will be using this when sorting these tasks.

- Practice **Time Management** and task vocabulary by sorting priorities.
- Give groups 5 index cards, each with one task: *Call the client about an afternoon appointment, Print reports for the meeting, Copy forms, Answer emails, File receipts.*
- "You have 20 minutes before a meeting. What do you do first?"
- Groups must argue for the best order: "*First, we **call** the client. Second, we **print** reports.*" This reinforces the concept that time management is a choice. What choices did the learners make? Were they different?

Lesson 4: Cleaning Industry Verbs Lesson

The Great Cleaning Challenge

Charades OR Pictionary

Practice action verbs (**Sweep, Mop, Dust, Scrub, Disinfect, Wipe, Vacuum, Empty, Refill**) through movement or visual drawing.

Note: If you wish to make this more challenging, you can add words from lessons 1-3.

The Setup:

1. Divide **learners** into two teams.
2. Prepare slips of paper with the 9 target cleaning verbs.
3. Have a timer ready (30 seconds per turn).

Instructor Chooses:	OPTION A: Mime the Shift (Charades)	OPTION B: The Cleaning Sketch (Pictionary)
Action	One Learner picks a slip and mimes the action (example: trying to refill an empty water pitcher).	One Learner picks a slip and draws the verb on the board.
Guessing	The team must shout the right verb.	The team must shout the right verb.
Bonus Point Option	The team must immediately use the verb in the past tense : " <i>He refilled the pitcher.</i> "	The team must name the tool used for the action: " <i>Refill! (Tool: Bottle/Dispenser)</i> "
Win Condition	The team with the most points wins!	The team with the most points wins!

What Works? (Location and Action Matching)

- Connect the verb to the typical location and tools used.
- Create two columns on the board or on cards:
 - **Column A (Location/Tool):** *Carpet, Trash Bin, Dirty Table, Sticky Floor, Toilet.*
 - **Column B (Verb):** **Vacuum, Empty, Wipe/Disinfect, Mop, Scrub.**
- **Learners** work in pairs. The **instructor** says a location/tool (example: "Toilet!").
- The pair must race to say the correct verb. The **learner** could answer with a full sentence: "*I **scrub** the toilet.*" or "*I **vacuum** the carpet.*"

Lesson 5: Important Construction Words

Flyer Group Activity

Hand out the flyer, the shopping list, the “Let’s Count in English” and the group activity worksheets on the next pages to groups of three or four learners. Please provide calculators to your learners. **New word introduced: Toolbox**



HARDWARE PRODUCTS



LIMITED TIME OFFER
NO TAX ON ALL
BUILDING TOOLS
AND MATERIALS
THIS WEEK!

GET
10%
OFF

ON ALL GREEN DOTTED
ITEMS



Hammer

\$39.99



Ladder

\$56.79



Drill

\$125.00



50 kg Bag of Cement

\$30.00



40 lbs Blueprint
Paper Roll

\$189.99



Vintage Look
Toolbox

\$45.00

Visit our official website to discover more products at
ESLContruction.com



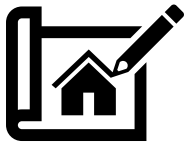
Happy Homes Project - Construction Item Shopping List

1. Two drills
2. Five 50 kg bags of
cement
3. Two step ladders
4. Three hammers
5. One roll of
blueprint paper
6. Two tool boxes

Let's count in English!

1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine	30 thirty
31 thirty-one	32 thirty-two	33 thirty-three	34 thirty-four	35 thirty-five	36 thirty-six	37 thirty-seven	38 thirty-eight	39 thirty-nine	40 forty
41 forty-one	42 forty-two	43 forty-three	44 forty-four	45 forty-five	46 forty-six	47 forty-seven	48 forty-eight	49 forty-nine	50 fifty
51 fifty-one	52 fifty-two	53 fifty-three	54 fifty-four	55 fifty-five	56 fifty-six	57 fifty-seven	58 fifty-eight	59 fifty-nine	60 sixty
61 sixty-one	62 sixty-two	63 sixty-three	64 sixty-four	65 sixty-five	66 sixty-six	67 sixty-seven	68 sixty-eight	69 sixty-nine	70 seventy
71 seventy-one	72 seventy-two	73 seventy-three	74 seventy-four	75 seventy-five	76 seventy-six	77 seventy-seven	78 seventy-eight	79 seventy-nine	80 eighty
81 eighty-one	82 eighty-two	83 eighty-three	84 eighty-four	85 eighty-five	86 eighty-six	87 eighty-seven	88 eighty-eight	89 eighty-nine	90 ninety
91 ninety-one	92 ninety-two	93 ninety-three	94 ninety-four	95 ninety-five	96 ninety-six	97 ninety-seven	98 ninety-eight	99 ninety-nine	100 one hundred

Happy Home Shopping List – Budget



Write the totals in both numbers and in words for the numbers.

Remember, green dot items are 10% off.

List item	Price for Each	Number of Items	Item Total	Item Total Written Out In Words
Final Total				

How much will the boss need to give you to buy these items?

Order of Operations

Learners must decide the correct order of actions for a simple construction project (let us think about trying the order for building a small wall).

Here is the correct order:

1. **Measure** the spot.
2. **Mix** the cement.
3. **Lift** the bricks.
4. **Install** the rebar.
5. **Build** the wall.

You can cut out the items here or write them on a board, etc.

Measure the spot.
Mix the cement.
Lift the bricks.
Install the rebar.
Build the wall.

Groups present their sequence and justify (explain) it: *"We must **measure** the space first. If we do not measure, we cannot build!"*

Lesson 6: Common Workplace Prepositions

Physical Preposition Placement

- Physically practice placing objects in relation to each other, connecting the word to a spatial position.
- You will need one simple object per group (a book, a box, a cup) and one marker object (a chair, a desk, a piece of tape on the floor).
- **Learners** work in small groups. The **Instructor** calls out a preposition and an object.
- Groups must place the object in the correct location relative to the marker object.
 - **Instructor:** "Put the book **under** the chair!"
 - **Instructor:** "Move the cup **above** the desk!" (Learners hold it up over the desk).
- The **Learners** must confirm the action aloud: "*The cup is **over** the desk.*"

Building Sentences with Prepositions

- Practice using the prepositions in a grammatically correct sentence structure.
- Prepare three sets of cards for each group (examples to cut out provided below):
 - **Set 1 (Nouns):** *The worker, The hammer, The report.*
 - **Set 2 (Prepositions):** **Above, Below, Near, Over, Under, Around, Into.**
 - **Set 3 (Location Nouns):** *The desk, The floor, The truck, The bag.*
- The **learners** have all the cards scattered on the table.

- The **Instructor** gives a sentence starter (e.g., "The worker..."). Groups must quickly use one card from each set to make a logical sentence.
Example: "The worker sat **under** the desk."
- To score a point, the group must read their sentences and/or act it out briefly.

Column 1: Subject Nouns (Who/What)

The spill	The paper	The phone
The mud	The file	The keys
The dust	The water	The tools

Column 2: Prepositions (The Target Words)

Above	Under	Near
Below	Over	Into
Around	Under	Above

Around	Below	Into
---------------	--------------	-------------

Column 3: Location Nouns (Where)

The desk	The shelf	The door
The truck	The floor	The drill
The bucket	The table	The box

Column 4: To Be

is	was	will be
is	was	is
is	Can be found	was

Lesson 7: Words for Job Interviews

Fun with AI – The “Cover Letter” Challenge

- Use key vocabulary to craft a prompt for an AI tool (like Gemini or ChatGPT) that produces a simple, personalized cover letter based on the **Learner's** specific background.
- Talk to the learners about using AI to help with building letters, resumes, and to work on translations.
- Explain the you will be building a prompt to create a cover letter in pairs.
- **Learners** work in pairs. They need access to an AI chat tool (or the **Instructor** can input the finalized prompts in front of the class).
- **Learners** can use translation programs to determine what to put in the lines for the prompts.
- **Learners** fill in the blanks of the prompt on the printable page below with their own information.
- After the AI generates the letter, groups should review it and confirm that the AI used the required lesson vocabulary and their personal details. If you wish, review all the letters together as a class.
- This activity qualifies for Milestone 55.

Further Learning Opportunity:

If learners enjoy this digital activity, there is an eLearning module on Digital Vocabulary available at sfs.cesba.com that the instructor and learners can go through as a group. This course was created by CESBA for underrepresented groups with Skills for Success funding.

Digital Vocabulary



eLearning Module and Print Version - This course will help people who are new to computers learn digital words and terms.

This course will discuss: types of devices; parts of the computer; apps and icons; the desktop and the taskbar; the Internet, web browsers and search engines; software and hardware; social media sites and vocabulary

AI Cover Letter Prompt: Fill-in-the-Blank



Instructions (Prompt) for the AI:

Fill in the blanks.

Type all of this information into the AI window at chatgpt.com or gemini.google.com

AI Prompt

Please write a simple cover letter for a job.

The letter must use these words: **Application**, **Interview**, **Experience**, and **Skills**.

Letter Information:

1. **My Best Skills:** I have these strong **[Skills]** (list 2): [_____] and [_____].
2. **My Work Experience:** I have [_____] years of **[Work Experience]** as a [_____]. I have [_____] years of **[Work Experience]** as a [_____].
3. **My Education:** My **[Education]** is in [_____]
(example: High School, Apprenticeship, College/University course from Canada or the country you came to Canada from).
4. **My Life/Volunteer Experience:** I have **[Life or Volunteer Experience]** doing [_____] and [_____] (example: helping my family, doing repairs, working for a charity, cooking big meals, cleaning, laundry, raising children, helping the community).

Practice, Practice, Practice

Instructors can give learners time to practice interview skills. Prior discussion can include items like the culture of **shaking hands** in Canada and the importance of **eye contact**.

Some examples to give for practice interviews:

1. Why would you like this job?
2. What skills and experience do you have?
3. When are you available?
4. Where do you see yourself in five years?
5. Do you have any questions for us?

This checklist can be helpful when reviewing class practice interviews.

Taken from Job Interview Skills, located at Sfs.cesba.com

- Introduced myself, smiled and shook their hand.
- Had good eye contact and good posture (standing nice and straight)
- Spoke clearly, not too loudly, or not too softly.
- Remembered to give good examples of my skills and strengths.
- Asked questions about the job.
- Said thank you and shook hands before leaving

Fun with Body Language and Communication in Interviews

One person is chosen to leave the room.

While gone, this person must think of three interview type questions that they would like to ask someone in order to get to know them better (for example: where do you see yourself in 5 years? What is your best quality? Etc.). The instructor can provide these or help them decide.

While they are out of the room, each learner is given a piece of paper (available on the next page) and told to act that way during their “interview.” They can use translation programs to help if needed. None of the learners will get to see what

the other person has, but they do know that each one of them will be presenting a communication barrier or doing it “the wrong way.”

The person asking the questions will not know what the class is doing until after the first interview. He/she will expect the students to answer normally. This usually gets many laughs.

After each round of questions, the class will discuss what happened, and the interviewer will provide thoughts on how it made him/her feel.

Barriers

- Abruptness/not welcoming
- Pretending to listen
- Invading personal space
- No eye contact
- Uncomfortable eye contact
- Slouching
- Listening but thinking ahead
- Interrupting
- Texting

Each learner may need a bit of practice or explanation for each direction.

This can lead to some fun discussions afterwards. What went wrong? What would have been better?

During the conversation, look down at the floor, answer the questions, but never look up.

During your chat, keep moving your chair closer and closer to the person who is asking you the questions. Get as close as you can!

During the interview, lean back (slouch) all the way in your chair and look at the ceiling.

While answering questions, stare at the interviewer.

Keep looking at your watch. Look at it a lot.

Look around the room and keep asking her/him to repeat what he or she has said.

Do not smile. Answer the questions as fast as you can.

Do not let the person asking you questions finish what they are trying to say.
Keep talking over them.

Take out your phone and play with your phone. Pretend to text or play a game.

Module 8 - Health Care and Support Verbs

Mime the Verbs

- Connect the verb directly to its physical action, which is vital for care verbs like *Lift*, *Comfort*, and *Check*.
- Write the seven verbs on slips of paper.

Assist

Check

Report

Lift

Comfort

Encourage

Monitor

- **The Action:**
 1. One **learner** from the group comes to the front and picks a slip (example: **Monitor**).
 2. The **Learner** silently mimes the action (**Monitor** could be watching someone closely and writing notes on a chart).
- The group tries to guess the verb.
- Once the verb is guessed, the group could create a sentence using the verb correctly: *"The PSW must **monitor** the patient's breathing."*

Listening Activity

The learners are read a story about Maria's day by the instructor. This can be "chunked", read more than once, or read very slowly. They must then **fill in the times** that Maria does each action on the handout. Instructors can talk about how to write times as well, prior to the activity, if deemed necessary for their groups.

Maria's Shift

(Read this story aloud. Learners write the time cue in the 'Notes' section of the appropriate verb box.)

"Maria began her morning with **Mrs. Lee**. At **7:30 AM**, Mrs. Lee needed help to get out of bed and walk to the dining room. Maria carefully **assisted** her with this task.

Next, Maria went to **Mr. Williams**. The nurse said to **check** his blood sugar level before breakfast. She completed this task at **8:00 AM**.

After breakfast, Maria went back to **Mr. Williams**. He was refusing to go to the morning exercise group. Maria spent a few minutes talking to him about joining the activity. She **encouraged** him to go at **9:15 AM**.

Later in the morning, Maria was back with **Mrs. Lee**. Mrs. Lee had become upset after watching a sad tv show. Maria sat with her and made her feel calm and safe. Maria **comforted** Mrs. Lee at **11:00 AM**.

After lunch, Maria went to **Ms. Rivera**. Ms. Rivera needed to move from her wheelchair back into her bed for a nap. Maria and another PSW worked together to safely **lift** her. They finished this task at **1:30 PM**.

At **3:00 PM**, Maria took a few minutes to **monitor Ms. Rivera's** vital signs and breathing during her nap.

Finally, at the end of her shift at **4:00 PM**, Maria documented her notes. She called the nurse to **report** on all three residents before she left for the day."

Answers:

Patient	Assist	Check	Lift	Comfort	Encourage	Monitor
Mrs. Lee	7:30 AM			11:00 AM		
Mr. Williams		8:00 AM			9:15 AM	
Ms. Rivera			1:30 PM			3:00 PM

FINAL report: 4:00 PM



Maria's PSW Time Log



Health Care Verbs

Mrs. Lee	Mr. Williams	Ms. Rivera
		
Assist  Notes: _____	Check  Notes: _____	Lift  Notes: _____
Comfort  Notes: _____	Encourage  Notes: _____	Monitor  Notes: _____

FINAL Report to Nurse

Time: _____



Lesson 9: Words for Canadian Road Signs

Sign Speed Challenge

Print out as many of these as you would need. Attach them to popsicle sticks or glue them to cardboard, etc., and make mini signs. Split your learners into teams or partners. Lay them face down on as many tables as you have groups.

Learners will be expected to hold one up as quickly as they can when the sign name is called out by an instructor. Whoever finds the correct sign first can be issued a point.

For extra fun – choose a learner to be the game “judge.”





Sign Categorization

- **Learners will** categorize the signs based on the primary function (action, warning, or rule) and practice quick recall.
- Write each of the nine road signs on a separate piece of coloured construction paper or a small whiteboard block.
- **The Action:**
 1. Divide the board into three large columns labelled:
 - **A: Action Signs** (What you must *do* immediately)
 - **B: Warning Signs** (Things to be *careful* of)
 - **C: Prohibition/Rule Signs** (What you *cannot* do)
 2. The instructor shuffles the nine sign blocks.
 3. Groups race to place the signs into the correct category column as quickly as possible.
- After the race, the groups must explain *why* they placed the signs where they did.
 - *Example:* "**Stop** goes in **Action Signs** because you have to stop the car."
 - *Example:* "**Slippery When Wet** goes in **Warning Signs** because it warns you of bad roads but does not tell you to stop."
 - *Example:* "**Speed Limit** goes in **Prohibition Signs** because you cannot drive faster than what it says."

Category A (Action)	Category B (Warning)	Category C (Prohibition/Rule)
Stop	Yield	No Parking
Merge	School Crossing	No U-Turn
Detour	Slippery When Wet	Speed Limit

Lesson 10: Common Truck and Delivery Driver Words

Find Your Group (Matching Race)

- Instructor(s) reinforce the connection between the vocabulary word and its specific definition through a quick, active matching game.
- **The Setup:**
 1. Create cards with the **Word/Definition/Sentences** given below.
 2. Hand out one card (either a word, a definition, or a sentence) to each learner in the group. If the group size is odd, the instructor(s) can hold a card.
- **The Action:**
 1. Learners stand up and walk around the room.
 2. They must read their card and quickly find the person who holds the matching **Word, Definition** or **Sentence**.
- Once the three learners find their matches, they sit down and prepare to present. When called upon, they must stand together and read their word, definition, and sentence aloud.
- **Note:** If you have a smaller group, you may cut these in half or thirds and do this more than once, or just use the word and definitions or words and sentences to create pairs instead of groups of three.

Word/Phrase	Definition	Sentence
Trailer	The long box pulled by the truck where goods are carried.	"The trailer can hold many heavy boxes."
Load / Cargo	The goods or products being transported (moved).	"Our cargo is fragile, so drive carefully."
Rest Stop	A place on the highway where drivers can park, sleep, and use the washroom.	"I must stop at the next rest stop for a break."
Dispatcher	The person who gives the driver instructions about the job and where to go.	"The dispatcher changed my delivery address."

Route	The planned road or path the truck must follow.	"This route takes me through Toronto."
Logbook	A physical book or digital device used to record driving and rest hours.	"The police officer checked the driver's logbook ."
Fuel	Gas or diesel needed to run the truck.	"We need to get fuel before starting the trip."
Traffic	Many cars and trucks moving slowly or stopped on the road.	"Heavy traffic made us late for the drop-off."

Classroom Articles Hunt (Review)

Read the bolded sentence in the table on the following page. Pause after each sentence to allow the learners to perform the action.

Round	Instructor Cue Sentence	Expected Action	Article Type
1	"Please touch A chair."	One person touches any chair.	A (Non-specific)
2	"Please point to THE instructor's chair."	Everyone points to the specific chair where the instructor usually sits.	THE (Specific)
3	"Please find AN eraser."	One person holds up any available eraser.	AN (Non-specific)
4	"Please wave to A classmate."	Everyone must wave to someone in the class.	A (Non-specific)
5	"Please hold up A cellphone."	One person holds up any cellphone (their own).	A (Non-specific)
6	"Please point to light."	The whole group walks toward and points at the light source (window or ceiling lamp).	None (Uncountable)
7	"Please hold up paper."	Holding up a piece of paper.	None (Uncountable)
8	"Please walk around THE classroom."	The whole group takes a few steps around the perimeter of the classroom.	THE (Specific Place)
9	"Please find A desk."	Moves to any desk in the room.	A (Non-specific)

Lesson 11: Common Landscaping and Gardening Words

Problem Solving with Landscaping Vocabulary

Use the image provided for discussion. What is the problem in the pictures shown, and what is needed to fix this problem?

Learners can be asked individually in a class chat to discuss these or split into pairs and groups to decide the problem and action to solve it.

Problem: _____ Needs: _____

LANDSCAPING PROBLEMS



PROBLEM: _____



PROBLEM: _____



PROBLEM: _____



PROBLEM: _____

Answers for further discussion

Image 1: Tall Grass

- **Problem: Lawn** (The grass is too tall)
- **Needs: Mow** (The action needed is to cut the grass)

Image 2: Unwanted Plants

- **Problem: Weed** (A wild plant growing where it is not wanted)
- **Needs: Rake or Shovel** (To clear or dig them out)

Image 3: Dry Dirt

- **Problem: Soil** (The dirt is very dry and needs water)
- **Needs: Hose** (The tool needed to spray water)

Image 4: Overgrown/Dead Branches

- **Problem: Bush/Plant** (The plant has dead or unwanted parts)
- **Needs: Prune** (The action needed to cut off the unwanted parts)

Drawing Instructions (Using Core Vocabulary)

Hand out a piece of blank graph paper to all learners.

Learners must create a scene that includes the following elements, labeling each one clearly with the vocabulary word. Instructors may present the list. Read each direction slowly and carefully.

1. Draw a large area of grass and label it "**Lawn.**"
2. Draw a flower bed that is ready for planting, showing the dirt and label it "**Soil.**"
3. Draw a small plant growing in the **Lawn** and label it "**Weed.**"
4. Draw a person using a garden rake and call this "**Rake.**"
5. Draw a shed, and place a shovel next to it. Label this "**Shovel.**"

6. Draw a large plant or bush and use the verb "**Prune**" to show it needs pruning.
7. Draw a small plant growing in the **soil** and label the action "**Plant**."
8. Draw a hose **beside the soil for watering the plants** and label the water source "**Hose**."
9. Draw an area of the **lawn** that is too long (needs to be cut) and call the area "**Mow**."

Review Section

Scavenger Hunt

Give the scavenger hunt paper on the next page to learners individually or in pairs. In each area, set up a different coloured card or a card with the numbers 1 to 9. At the end, check to see if each learner or pair of learners found all the cards beside each item.

The items to be used (in order) are hammer, timer, file, plant, certificate, tray, broom, yield sign, and logbook

If you wish to change any of these items, the sheet can be edited here:

https://www.canva.com/design/DAG7goeuG9k/XQs5QoYeTV7dpnai12vJXQ/view?utm_content=DAG7goeuG9k&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h112c32ea3b

Review

SCAVENGER HUNT

Find these items in your classroom! Take a card from each place.

Use this to put nails in walls. -----	Use this and set it to 30 minutes so the cookies do not burn. -----	Put your office papers in this. -----
Put these in soil and watch them grow. -----	Take this to an interview to show your education or training. -----	Place cookies on this to put them in the oven. -----
Use this to sweep the floor. -----	See this and slow down when driving. -----	Truckers take notes in this. -----

Answer Guide: English for Work 2 Workbook

Lesson 1: Common Words in a Bakery - Answers

Digital Skills

Answers will vary

Fill in the Blanks

1. Mixer
2. Oven
3. Tray
4. Timer
5. Label
6. Delivery
7. Ingredients
8. Dough

Answer the Questions

1. What tool mixes ingredients? → b) Mixer
2. What do you do before baking bread? → b) Mix the dough
3. What tells you when baking is done? → a) Timer

Past Tense Verbs

Mix → mixed
Set → set
Bake → baked
Label → labeled
Load → loaded

Delivery Note Questions

1. Sweet Crust Bakery
2. Sunrise Café, 98 King Street, Mississauga, ON

3. April 17, 2025

4. 4 trays of muffins, 3 trays of croissants

5. Keep refrigerated

Wordsearch Answer (Lesson 1)

Words to find: Dough, Oven, Tray, Mixer, Timer, Ingredients, Label, Delivery



Build a Sentence

1. I mix the ingredients in the morning.
2. I baked the cookies in an oven tray.
3. She labelled the box with the date.
4. He made the delivery early in the morning.

Lesson 2: Common Workplace Verbs - Answers

Digital Skills

Answers will vary

Fill in the Blanks (Past Tense)

1. answered
2. prepared
3. delivered
4. carried
5. assisted
6. found
7. called
8. organized
9. cleaned

Answer the Questions

1. What do you do when the phone rings? → **b) Answer**
2. What do you do before a meeting? → **b) Prepare**
3. What do you do to help someone? → **c) Assist**
4. What do you do with files to make them easy to find? → **c) Organize**

Changing Y to I

1. hurried
2. studied
3. tried
4. cried

Sentence Builders

1. I carry the boxes.
2. She will deliver the package.
3. Can you assist me?
4. He wants to clean the room.

5. They need to prepare lunch.
6. She organized the files.
7. Please answer the phone.
8. I could not find the paper.
9. We should call the customer.

Word Scramble

1. FIND
2. ASSIST
3. CARRY
4. CLEAN
5. ANSWER
6. CALL
7. DELIVER
8. ORGANIZE
9. PREPARE

Match the Word to the Meaning

1. Find → **I**
2. Answer → **G**
3. Prepare → **E**
4. Deliver → **D**
5. Assist → **A**
6. Carry → **F**
7. Organize → **C**
8. Clean → **H**
9. Call → **B**

Workplace Story: Fill in the Blanks

1. Find
2. Clean
3. Answer
4. Assist
5. Prepare
6. Carry
7. Organize
8. Deliver
9. Call

Lesson 3: Office Jobs – Nouns and Verbs - Answers

Digital Skills Activity

Answers will vary and depend on the learner's first language.

Fill in the Blanks (With Past Tense Verbs)

1. called
2. printed
3. filed
4. typed
5. answered
6. copied
7. emailed
8. time management
9. reported

Answer the Questions

1. What do you do with a keyboard?→ **b) Type**

2. What helps you use time wisely at work?→**c) Time Management**
3. What do you do before handing out a document?→**a) Copy**
4. What do you send to your manager to give information?→ **b) Report**

Grammar: Changing 'Y' to 'I' in Past Tense Verbs

1. Copied
2. Carried
3. Applied
4. tried

Sentence Builder (Jumbled Sentences)

1. I printed the file.
2. I emailed the report.
3. He typed the form.
4. I used a checklist.
5. Can you call the client?

Word Descrambler

1. CALL
2. FILE
3. TYPE
4. EMAIL
5. REPORT
6. COPY
7. ANSWER
8. PRINT
9. TIME MANAGEMENT

Match the Word to the Meaning

1. Type → D. Use a keyboard
2. Print → G. Make a paper copy
3. Email → A. Send a message online
4. Answer → I. Reply or respond
5. File → F. Put papers in order
6. Copy → H. Make a second version
7. Call → B. Talk on the phone
8. Report → C. Document with information
9. Time Management → E. Planning time well

Workplace Story: Fill in the Blanks

Today at the office, I **called** a customer at 9:00 a.m.

Then I **typed** the letter and **emailed** it to the manager.

I also **printed** the document and put it in a folder.

The supervisor asked me to write a **report**.

I **filed** all the papers into the right folders.

My **time management** was helpful—I finished my tasks on time.

Finally, I **copied** the form for the next day.

Wordsearch Activity

Office Words



PRINT
COPY
CALL
ANSWER
FILE
OFFICE
REPORT
TIME MANAGEMENT
TYPE
EMAIL

Write a Sentence

Sample answers:

Answers will vary. Must contain words from the lesson word list.

1. I typed the report on my computer.
2. She called the office this morning.
3. Good time management helps me finish my work.

Lesson 4: Cleaning Industry Verbs - Answer Key

Digital Skills Activity

Answers will vary

Fill in the Blanks (With Past Tense Verbs)

1. I swept the floor in the gym with a broom.
2. She emptied the full trash bins in each room.
3. We disinfected the dirty tables after lunch.
4. He vacuumed the carpet in the lobby.
5. They refilled the spray bottles with disinfectant.
6. I wiped the counter with a cloth.
7. The worker swept the kitchen floor with a broom.
8. She scrubbed the mirror until it was clean.
9. We dusted the chairs to remove dust.

Answer the Questions

1. What do you do with a broom? → **b) Sweep**
2. What do you do after someone sneezes on a table? → **c) Disinfect**
3. What do you use to clean a carpet? → **b) Vacuum**
4. What do you do to a trash bin when it is full? → **a) Empty**

Changing 'Y' to 'I' in Past Tense Verbs

1. Empty → Emptied

2. Dry → Dried
3. Apply → Applied
4. Tidy → Tidied

Sentence Builder (Jumbled Sentences)

1. I mopped the floor.
2. She emptied the trash.
3. Can you scrub the sink?
4. He vacuumed the carpet.
5. I need to refill the soap.
6. She disinfected the table.

Word Descrambler

1. PIWE → WIPE
2. TUSD → DUST
3. RSCUB → SCRUB
4. WESPE → SWEEP
5. LIRLFE → REFILL
6. POM → MOP
7. TSDIFCINE → DISINFECT
8. CAVUMAU → VACUUM
9. PTYME → EMPTY

Match the Word to the Meaning

1. Sweep → B. Clean the floor with a broom
2. Mop → I. Wash the floor with a mop
3. Dust → G. Remove dust from furniture
4. Scrub → C. Rub hard to clean

5. Disinfect → F. Clean surfaces to kill germs
6. Wipe → A. Clean something using water and cloth or paper
7. Vacuum → D. Clean with a vacuum machine
8. Empty → H. Take out all the trash or items
9. Refill → E. Put more liquid or soap in something

Workplace Story: Fill in the Blanks

Word Bank: Sweep, Mop, Dust, Scrub, Disinfect, Wipe, Vacuum, Empty, Refill

Answers in order:

1. Sweep
2. Mop
3. Wipe
4. Scrub
5. Empty
6. Refill
7. Dust
8. Vacuum
9. Disinfect

Wordsearch - Words to Find

Sweep, Mop, Dust, Scrub, Disinfect,
Wipe, Vacuum, Empty, Refill



Lesson 5: Construction Words – Answer Guide

Part A

Digital Skills

Answers will vary

Fill in the Blanks

1. The builder showed them the **blueprint** of the store.
2. The worker climbed the **ladder** to reach the top of the building.
3. They poured **cement** to make the floor strong.
4. She used a **hammer** to put nails in the wood.
5. He used a **drill** to make a hole in the wall.

Discussion Question (Sample Answer)

Question: What is a blueprint? What is it used for in construction?

Sample Answer: A blueprint is a detailed construction plan. It tells the construction workers how things are meant to be built.

Part B

Digital Activity

Answers will vary

Fill in the Blanks (Verbs – subject-verb agreement)

1. He **builds** a new wall every day.
2. They **measure** the wood carefully.
3. She **mixes** cement with water.
4. Workers **install** the windows quickly.
5. The crane **lifts** the heavy beam.

Workplace Conversations

1. Who measures the wood? → **b) The worker**
2. What do they mix to make cement? → **a) Water and sand**

Build a Sentence

1. The worker uses a hammer.
2. They mix the cement and sand.
3. The workers install windows.
4. The crane lifts the beam.
5. The construction team follows the blueprint.

Write a Sentence

Sample answers: He made a hole with the drill. She climbs the ladder to the roof. They put cement in the ground around the mailbox.

Lesson 6: Common Workplace Prepositions

Digital Skills Activity

Answers will vary

Fill in the Blanks

Learners can choose answers. Up to the discretion of the marker. Some sample answers are shown below:

1. The cleaning cart is **near** the table.
2. The mop is **near** the sink.
3. The locker is **near** the break room.
4. The light is **above** the doorway.

5. The trash bin is **under** the desk.
6. Walk **around** the chairs carefully.
7. Pour the water **into** the bucket.

Answer the Questions

1. Where is the mop bucket placed? → **b) Under the sink**
2. Where are the cleaning cloths? → **c) Near the sink**
3. Where should the water go for the mop? → **a) Into the bucket**

Practice Activity

1. This is: **Above** or **Over**
2. This is: **Into**
3. This is: **Below** or **Under**

Fill in the blank

- The plane flies **around** the world.

Wordsearch

Find the words: **Above, Below, Near, Over, Under, Around, Into**

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

Lesson 7: Words for Job Interviews

Part A

Digital Skills Activity

Answers will vary (Translations based on the student's first language).

Fill in the Blanks

1. Maria sent her **resume** to the office manager.
2. The **employer** asked about his work experience.
3. There are three **candidates** for the new office assistant position.
4. He filled out a job **application** online.
5. The **interview** decides who will get the job.
6. The interviewer asked **questions** during the meeting.
7. Carlos listed his **skills** on his resume.
8. She showed her **certificates** during the interview to prove her training.
9. Her **availability** was weekends and evenings.

Answer the Questions

1. Who decides who gets the job? → **b) Employer**
2. What does a candidate bring to the interview? → **b) Resume**
3. What do interviewers ask to learn about a candidate? → **c) Questions**
4. What can show a candidate's training? → **b) Certificates**

Word Scramble

1. SENQOTIUS: **QUESTIONS**
2. TDACANEID: **CANDIDATE**
3. CFSTIETACERI: **CERTIFICATES**
4. WREIETVIN: **INTERVIEW**
5. YEROMPEL: **EMPLOYER**

6. BVLIIYALTAIAI: **AVAILABILITY**
7. LSSIKL: **SKILLS**
8. CPLTAOINAI: **APPLICATION**
9. RMEUSE: **RESUME**

Part B

Digital Skills Activity

Answers will vary (Translations based on the student's first language).

Fill in the Blanks

1. Ahmed has two years of office work **experience**.
2. The company will give new workers the **training** they need.
3. Priya applied for the receptionist **position**.
4. The interviewer asked about her **education** and where she went to school.
5. She gave her last employer's name as a **reference**.

Answer the Questions

1. What does a candidate apply for? → **a) Position**
2. What helps a new worker learn how to do a job? → **a) Training**
3. What must a person give if an employer wants to call their previous boss? → **b) Reference**

Match the Sentence

1. I completed my high school diploma... → **b) Education**
2. I have worked as a cashier for two years. → **c) Experience**
3. I applied for the full-time front desk... → **a) Position**
4. My supervisor from my last job can speak... → **e) Reference**
5. The new workers will learn how to do their job... → **d) Training**

Writing Activity (Sample Answer)

"I will bring my **resume** to the **interview**. I want to talk about my **skills** and my past work **experience**."

I understand—you want to go back to using the full word **and** instead of the symbol. I have also made sure to use (**not countable**) for the grammar sections.

Filling Out a Form

Sample answer:

Name	Jun Chen
Address (street, city, postal code)	12 Main Street, Anywhere, ON K9A1G5
Phone Number	555-245-1234
Emergency contact name	Lucy Ling
Emergency contact phone number: 555-341-2111	
Relationship to contact (example: parent, friend): sister	

Interview Date

Your interview is at 9 am on March 16th. What day of the week is this? **Monday**. Circle it.

MARCH 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Lesson 8: Health Care and Support Verbs – Answer Guide

Vocabulary and Digital Skills

Digital Skills Activity

Answers will vary (Translations based on the student's first language).

Fill in the Blanks

1. Two staff members will **lift** a patient safely.
2. It is important to **monitor** patients during the shift.
3. You must **report** any changes to the nurse.
4. The Health Care Aide will **assist** the resident.
5. The Personal Support Worker will **comfort** the upset resident.

6. Always **check** the patient's temperature.
7. The Health Care Aide will **encourage** the patients to come to events.

Answer the Questions

1. What does a Health Care Aide do to help a patient feel calm? → **b) Comfort**
2. Which verb means to give support or motivation? → **a) Encourage**
3. What does a Health Care Aide do to tell a nurse about a change? → **a) Report**
4. Which verb means to watch a patient for changes? → **a) Monitor**

Word Scramble

1. TROPER: **REPORT**
2. URAGECENCO: **ENCOURAGE**
3. RMTONIO: **MONITOR**
4. HCEKC: **CHECK**
5. SSATSI: **ASSIST**
6. FTIL: **LIFT**
7. FORTCOM: **COMFORT**

Sentence Structure

Jumbled Sentences Activity

1. The Health Care Aide reports changes to the nurse.
2. The Health Care Aide assists the resident.
3. The staff members will lift the patient safely.
4. The Health Care Aide encourages the patient to walk.
5. The Health Care Aide comforts the upset resident.
6. The Health Care Aide monitors the patients during their shift.
7. The Health Care Aide checks the patient's temperature.

Grammar – Articles (A, An, The, or Not Countable)

Fill in the blank with A or AN

1. I will assist **a** resident.
2. Please check on **an** activity.
3. We need to report **an** incident.
4. She will lift **a** small box.
5. I try to comfort **an** upset person.
6. Please encourage **a** patient to walk.
7. We must monitor **a** new virus.

Fill in the blank with A, AN, or THE

1. Please check **the** resident in room 14's blood pressure.
2. Let us lift **the** patient using the machine.
3. Please comfort **the** crying child in the waiting area.
4. We will monitor **the** vital signs for the next hour.
5. Please find **a** patient and assist with their meal.
6. Please encourage **the** woman in bed 2 to drink water.

Fill in the blank with A, AN, THE, or (not countable)

1. I need to report **(not countable)** information about the new patient.
2. Please assist **the** resident on the couch.
3. We should encourage **(not countable)** exercise.
4. It is important to monitor **(not countable)** safety.
5. Always check **the** equipment before use.
6. Comfort **the** patient if they have pain.
7. We must lift **(not countable)** heavy objects carefully.

Nouns and Review

Find the Countable Noun (Circle the ONE sentence)

1. → **c) Please assist a patient.** (patient is countable)
2. → **c) I need to write a report.** (report is countable)
3. → **c) Can you read a chart?** (chart is countable)
4. → **b) I need a bandage.** (bandage is countable)
5. → **b) She took the pill.** (pill is countable)

Article Review (Sample Answers)

1. ASSIST: My job is to assist **the residents**.
2. CHECK: Before I leave, I must check **the chart**.
3. REPORT: If there is a problem, I will report **an incident**.
4. LIFT: Be careful when you lift **a patient**.
5. COMFORT: I always try to comfort **an upset resident**.
6. ENCOURAGE: We should encourage **(not countable)** exercise.
7. MONITOR: It is important to monitor **the vital signs**.

Module 9: Words for Canadian Road Signs

Digital Skills Activity

Answers will vary

Fill in the Blanks

1. The usual road is closed, so follow the **Detour** signs.
2. Drivers must **Merge** to other cars when two lanes join.
3. The road is wet, so the sign says **Slippery When Wet**.
4. You cannot leave your car here; it is a **No Parking** area.
5. You cannot turn around here; the sign says **No U-Turn**.
6. At the triangle sign, you must slow down and **Yield** to traffic.

7. Children are near, so drive slowly for the **School Crossing** sign.
8. The sign shows 80 km/h; this is the **Speed Limit**.
9. At the red sign, you must **Stop** your car.

Answer the Questions

1. What sign means you must stop your car completely? → **b) Stop**
2. What sign tells you the fastest speed you can drive? → **c) Speed Limit**
3. If a road is closed, what sign tells you a different way to go? → **d) Detour**
4. What sign means children might be on the road? → **a) School Crossing**

Word Scramble

1. DLYEI: **YIELD**
2. YLSEPPRY HEWN ETW: **SLIPPERY WHEN WET**
3. POTS: **STOP**
4. RODETU: **DETOUR**
5. ON NIKGRAP: **NO PARKING**
6. GERME: **MERGE**
7. PEEDS ILMIT: **SPEED LIMIT**
8. OOHLCN NGSCIOSR: **SCHOOL CROSSING**
9. ON U-NUTR: **NO U-TURN**

List the Signs

Signs in the picture: **Stop, Speed Limit, No Parking, Slippery When Wet, Yield, School Crossing.**

Not listed: **Merge, No U-turn**

Lesson 10: Common Truck and Delivery Driver Words – Answer Guide

Digital Skills Activity

Answers will vary

Fill in the Blanks

1. The driver stopped to check the tire pressure on the large **Trailer**.
2. I waited two hours because of heavy **Traffic** near the city center.
3. The **Dispatcher** told me to drive to Montreal first.
4. The driver must take a break at the next **Rest Stop** to sleep.
5. We must record our hours in the **Logbook** every day.
6. The truck needs more **Fuel** to finish the long trip.
7. The truck is carrying a heavy **Load / Cargo** of building supplies.
8. I must follow the planned **Route** to be on time.

Answer the Questions

1. Who tells the driver where to go? → **c) Dispatcher**
2. What do you use to record your driving hours? → **b) Logbook**
3. What do you call the goods in the back of the truck? → **c) Cargo**
4. What is the main problem if many cars are stopped on the road? → **d) Traffic**

Make Sentences (Sample Answers)

1. TRAILER: The truck pulled the long **trailer** down the highway.
2. LOAD: We delivered a large **load** of food to the grocery store.
3. DISPATCHER: The **dispatcher** sent me a message about the new route.
4. TRAFFIC: I was late because of the heavy **traffic** in Toronto.

Past Tense Verbs

1. The driver **waited** for the light to change.
2. The dispatcher **called** the driver yesterday morning.
3. We **drove** the new route last week. (Note: *Drive* is irregular).
4. I **stopped** at the rest stop for lunch.
5. He **filled** the tank with fuel before leaving.

Articles Review (A, An, The, or not countable)

1. I am waiting for **the** dispatcher to call me.
2. We must haul **(not countable)** cargo to Vancouver.
3. There is **a** rest stop at exit 142.
4. We must not drive in **(not countable)** heavy traffic.
5. I have to find **a** trailer for this job.
6. Always look at **the** logbook before you start.
7. We used **(not countable)** fuel very quickly.
8. I need **an** hour of sleep before driving.

Lesson 11: Common Landscaping and Gardening Words – Answer Guide

Digital Skills Activity

Answers will vary

Fill in the Blanks

1. I need to use the **Rake** to pick up all the fallen leaves.
2. It is important to water the garden with the **Hose** when it is dry.
3. My neighbour will **Mow** the long grass for me today.
4. The flowers need good **Soil** to grow big and strong.
5. I used the **Shovel** to dig a big hole.
6. The **Lawn** looks messy because the grass is too long.
7. We must **Plant** new vegetables in the spring.
8. I always pull every **Weed** out of my vegetable garden.
9. I will **Prune** the small tree branches with shears.

Answer the Questions

1. What tool is best for digging a hole? → **b) Shovel**

2. What is the area of grass called? → **c) Lawn**
3. What do you call a plant you do not want in your garden? → **b) Weed**
4. What action means to cut the grass? → **c) Mow**

Make Sentences (Sample Answers)

1. SHOVEL: I used a **shovel** to move the dirt to the garden.
2. MOW: It is time to **mow** the grass because it is getting tall.
3. SOIL: The plants need dark **soil** to stay healthy.
4. WEED: I found a large **weed** growing in the flowers.

Past Tense Verbs

1. The landscaper **mowed** the lawn yesterday afternoon.
2. I **planted** two apple trees last month.
3. The worker **used** the shovel to dig the hole.
4. We **pruned** the bushes last week.
5. I **pulled** many weeds from the vegetable bed.

Preposition Practice

1. The tools are hanging **above** (or **on**) the workbench.
2. I put the seeds **into** the soil in the pot.
3. We need to dig **under** (or **around**) the large tree roots.
4. The large pot is sitting **on** the patio stone.
5. There are small pebbles scattered **around** (or **on**) the flowerbed.

Write a List

- | | |
|--------------------|------------------------|
| 1. mowing | 4. using a hose |
| 2. planting | 5. raking |
| 3. pruning | 6. Shovel |

Module Review Answer Guide

1. Baker's To-Do List (Prioritization)

Logic: Manage what is currently cooking first, then prepare the next items, and finally manage finished products.

Priority Level	Task Description
Priority 1 (Most Important)	C (Set the timer for buns already in the oven)
Priority 2	A (Put the unbaked dough on the trays)
Priority 3	D (Measure and mix ingredients for the next batch)
Priority 4	E (Put a label on all finished boxes)
Priority 5 (Least Important)	B (Load the truck for delivery)

2. Workplace Actions Review (Verbs and Context)

1. You should **assist** the client. (Where? **In the warehouse**)
2. You need to **organize** the files. (Where? **At the desk**)
3. You should **prepare** the room. (When? **Before the meeting**)
4. You need to help him **find** it. (Where? **In the computer**)
5. You must **deliver** the package. (Where? **To the customer's house**)
6. You must **carry** the supplies. (How? **Hand arms**)
7. She should **call** them. (How? **On the phone**)

3. Action Needed vs. Action Finished (Past Tense)

1. I already **typed** the letter.
2. I already **printed** the document.
3. I already **emailed** the manager.
4. I already **called** the client.
5. I already **copied** the receipt.

6. I already **answered** the phone.
7. I already **filed** the invoice.
8. I already **wrote** the report.

4. Workplace Email Report

To: Supervisor

From: [Learner Name]

Subject: Shift Completion Report

Body: I am writing to report that I have finished all my tasks for the shift. I **mopped** the kitchen floor and **vacuumed** the carpet in the main hall. I also **scrubbed** the washroom sinks. Later, I **emptied** the trash bins and **refilled** the soap. Finally, I **disinfected** all the tables and door handles.

Thank you,

[Learner Name]

5. Noun and Verb Match-Up

1. Hammer — **F** (Hit nails)
2. Ladder — **H** (Climb)
3. Cement — **A** (Mix)
4. Blueprint — **I** (Follow plan)
5. Drill — **G** (Use for holes)
6. Window — **C** (Install)
7. Heavy Box — **D** (Lift)
8. Wood — **E** (Build)
9. Wall — **B** (Measure)

6. Preposition Practice

1. The books are **on** the shelf.
2. The boot is **below/under** the desk.

3. The bucket is **beside** the fire extinguisher, or the bucket is **under** the shelf.
4. The towels are **on** the cart. The towels are **behind** the spray bottle.
5. The hose is **on** the table, or the hose is **above** the bucket.
6. Mopping **around** the copier.
7. Liquid goes **into** the bucket.

7. Job Search Situations

1. You must attach your **Resume**.
2. They are asking about your **Availability**.
3. You are having an **Interview**.
4. You are writing about your **Skills**.
5. You must bring your **Certificates**.
6. You must complete the **Application**.
7. This person is the **Employer**.

8. Poster Analysis

Answers for this are in the poster provided.

1. **Check on residents often**
2. **Lifting to help people get to the next activity.**
3. **Special requests will be reported to the nursing staff**
4. **Having fun will be encouraged**
5. **Assist with activities and sunscreen**
6. **During the events**
7. **June 10th from 2 to 4**
8. **The Sunshine Terrace Garden**

9. Road Sign Situations

1. **School Crossing** and **Slippery When Wet**
2. **Merge** and **Speed Limit**
3. **Detour** and **No Parking**
4. **Stop** and **No U-Turn**

10. Yussuf's Story and Schedule

Story Blanks:

(1) Dispatcher, (2) Cargo, (3) Trailer, (4) Logbook, (5) Fuel, (6) Route, (7) Traffic, (8) Rest Stop.

Time	Time in Words	Action (What happened?)
6:00 am	Six o'clock in the morning	Woke up
8:00 am	Eight o'clock in the morning	Started the workday
8:20 am	Eight twenty o'clock in the morning	Talked to the Dispatcher
8:30 am – 9:00 am	Eight thirty o'clock or half past eight to nine o'clock in the morning	Loaded the Cargo into the Trailer
9:00 am	Nine o'clock in the morning	Checked the Logbook
9:15 am	Nine fifteen or quarter past nine o'clock in the morning	Put Fuel in the truck
9:30 am	Nine thirty or half past nine o'clock in the morning	Started the Route
11:30 am	Eleven thirty or half past eleven o'clock in the morning	Stopped at a Rest Stop
12:15 pm	Twelve fifteen or quarter past twelve in the afternoon	Started driving again
5:45 pm	Five forty five or quarter to six in the afternoon	Delivered the goods
6:00 pm	Six o'clock in the afternoon	End time

English for Work Project Members

- Brandy Smith, Executive Director, Literacy Link of Eastern Ontario
- Susan Boyd, LBS Team Lead, TR Leger School, STEP Program
- Angela Williams, Curriculum Developer and LBS Instructor, TR Leger School, STEP Program

Project Funder: **Ministry of Labour, Immigration, Training and Skills Development**

Date of Publication: **December 2025**



Acknowledgement: A special thank you to TR Leger School's Skills Training and Employment Preparation program for their helpful collaboration and course development.



Literacy Link
EASTERN ONTARIO
Réseau de Littératie
DE L'EST ONTARIEN

In partnership with:

