# Giving instructions

1. What are some common challenges you face when giving instructions to your team or colleagues?
2. How do you ensure that your instructions are clear and easily understandable by others?
3. Have you ever used visual aids, such as diagrams or flowcharts, to enhance the clarity of your instructions? How did it impact the task's outcome?
4. What methods do you find most effective when giving instructions to your team or colleagues at work?
5. Share an instance when you faced challenges while giving instructions at work. How did you adapt your approach to ensure better understanding and cooperation?
6. Share a specific instance when unclear instructions led to a misunderstanding at work. How could it have been avoided?
7. How do you handle situations when team members have different communication styles, and what steps do you take to bridge the gap in understanding?

**How to Wash a Car**

Collect sponges, rags, bucket, soap

LIVEWORKSHEETS

## How to Make a Delicious Pizza

List of ingredients for dough and toppings

Work alone or with a partner. Use a phrase from the box to fill in the first blank in each sentence. Then complete the second blank with your own idea.

| | | |
|---|---|---|
| create a website | install new software | ~~write a paragraph~~ |
| email a photograph | ride a bicycle | |

1. It's easy to write a paragraph if you follow the four steps in the writing process.
2. It is simple to _____ if you _____.
3. Anyone can learn to _____ if he or she _____.
4. To _____, just _____.
5. You can learn to _____ by _____.

### Choose a topic for your partner. How to ...

- Avoid getting into an argument
- Get a driver's license
- Prepare for an earthquake
- Clean your room in ten minutes
- Clean a computer keyboard
- Make friends with unknown people
- Prepare for a job interview
- Raise a happy child
- Get in shape
- Impress your boss

LIVEWORKSHEETS

You can _____ by following these simple steps:

1. _____

2. _____

3. _____

| Transition Signals | | |
|---|---|---|
| **Time Order** | | **Listing Order** |
| First,<br>First of all,<br>Second,<br>Third,<br>Next,<br>After that,<br>Then<br>Finally, | before a test<br>in the morning<br>during a flight | First,<br>First of all,<br>Second,<br>Third,<br>In addition,<br>Also,<br>Finally, |

Note that most transition signals usually appear at the beginning of a sentence, followed by a comma. *Then* is an exception. Do not put a comma after *then*.

**Next,** spread out the pizza dough. **Then** cover it with your favorite sauce and toppings.

You **do not** need to add a comma before a time expression at the end of a sentence.

**Before a big test,** get a good night's sleep.

Get a good night's sleep **before a big test**.

**In the morning,** be sure to eat breakfast.

Be sure to eat breakfast **in the morning**.

LIVEWORKSHEETS

**7A** **Match 1–7 with a–h to make sentences from the video. There is one ending you don't need.**

1 Can you bring Clarice
2 No problem, leave it
3 I have no room for
4 You need to meet this
5 I can't compromise
6 I think we
7 I'm afraid I'm just

a new deadline.
b on this.
c with me.
d can do it.
e able to do it.
f manoeuvre on this.
g not that flexible.
h up to speed?

**B** **Match the sentences in Exercise 7A with the categories (a–c) below.**

a telling someone what to do
b responding to an instruction
c standing your ground

**C** **Match the phrases (1–7) below with the categories in Exercise 7B.**

1 I'm sorry, there's no flexibility on this deadline.
2 Yes, I can certainly do that.
3 We need you to [lower your costs / get more resources].
4 I'd like you to change the [delivery date / deadline / supplier].
5 I would like to help you, but I can't.
6 Sure, no problem.
7 My hands are tied.

**1** **Complete the conversations between a manager (Anna) and two of her team (Marco and Sylvia) using the phrases in the box.**

| | | | |
|---|---|---|---|
| bring me up to speed | can certainly do that | can't compromise | leave it with me |
| my hands are tied | no room for manoeuvre | you need to meet | |

**Conversation 1**

**A:** How's the Dutch project going, Marco? Can you [1]_____?

**M:** It's going well but I don't think we have enough people to meet the deadline.

**A:** But you have a team of six. Surely that's enough?

**M:** Well, two of them are very inexperienced and another has been working part-time on another project.

**A:** I'm sorry, Marco but I have [2]_____ on this. We told the customer the price based on a team of six for eight weeks.

**M:** In that case, can I exchange Charlie for someone like Giulia who has more experience? I know it might be difficult, Anna, but I [3]_____ on this. I need more experience on the team. I'll make the deadline but I need Giulia.

**A:** OK. I'll arrange it.

LIVEWORKSHEETS

**Conversation 2**

**A:** Come in, Sylvia. I need some help from you and your team. The customer called and asked if we could finish the project ten days earlier. What do you think?

**S:** Well ... I think we can finish a week earlier but ten days is a lot to ask.

**A:** [4]_____. I'm sorry. The Sales Director has now agreed on June 7th.

**S:** Can you give me any extra people?

**A:** Yes, I [5]_____. How about Charlie from Marco's team?

**S:** Is that OK with Marco?

**A:** [6]_____ this new deadline. I'm sure he'll say yes.

**S:** So, I can definitely have the extra person?

**A:** No problem, [7]_____.

**8** **Work in pairs. Your classroom is going to be painted. Choose your roles and roleplay the conversation using phrases from Exercise 7. Try to stand your ground.**

**Student A:** You are in charge. You want to make sure the room is empty of all furniture and fittings by tomorrow evening. Your partner is your helper.

**Student B:** You are a helper. Your partner is in charge. You think it is more efficient to leave some things in the room, and cover them with a large sheet of plastic.

**Work in small groups. Read the scenarios below and decide who will take the role of the leader for each scenario.**

**Scenario 1**

There has been a small earthquake. No one in your room is hurt. You hear a fire alarm in the distance. All the others in your group are looking at you to lead. Tell them what to do.

**Scenario 2**

You are looking after some foreign visitors. As a group, you have just decided to go and do some sightseeing in your area. Think about the tasks that need to be done, decide who will do them, and then tell the others in the group what they have to do.

**Scenario 3**

You need to move to new accommodation next month, but you have not yet started the process. The others in your group have offered to help. Tell them what to do.

**If you are the leader, think about how to deal with the situation. If you**

LIVEWORKSHEETS

# PUNCTUATION: COMMAS

| Rules | Examples |
|---|---|
| **Use a comma:** | |
| **1.** after listing-order and time-order signals | First, put four cups of rice into a pan.<br>After that, fold the paper in half again.<br>After the test, go out and celebrate. |
| Exception: *then* | Then turn left onto Oak Street. |
| **2.** before coordinating conjunctions in a compound sentence | Some people like to travel, and others like to have an adventure.<br>Cook the steak over high heat for six minutes, but don't let it burn. |
| Exception: Sometimes writers omit this comma in very short sentences. | Dogs bark and cats meow.<br>Turn left and drive one block. |
| **3.** in a complex sentence, when a dependent time clause comes before an independent clause | While you are waiting for the pizza dough to rise, make the sauce.<br>After you take the pizza out of the oven, cut it into eight pieces. |
| **4.** to separate items in a series<br>(A series is three or more related things, people, or actions that occur one after the other.) | One dog, one cat, two goldfish, a bird, and four humans live at our house.<br>John, Mary, and I are classmates.<br>Every morning I get up early, run a mile, take a shower, eat breakfast, and feed my pets.<br>Turn left at the stoplight, go one block, and turn right. |

LIVEWORKSHEETS

## 15 Editing for Commas

**A** Work alone or with a partner. Find the eight comma mistakes in Paragraph 1 and the 10 comma mistakes in Paragraph 2. Make corrections.

### Paragraph 1

**How to Choose Your College Courses**

There are many things to consider before you register for college courses. First, make a list of the required courses that you must take and then put a checkmark by the courses that you should take in this academic year. If you have questions about required courses ask your advisor your instructor or a classmate. Then think about your course load. How many courses can you take? Which courses will require the most study time? Choose a variety of courses and levels of difficulty. Finally check the times the days and the instructors for each course. After you make your final choices you'll be ready to register.

### Paragraph 2

**How to Fail a Driving Test**

It's easy to fail a driving test if you really try hard. First park your car with your two right wheels far up on the curb. When you do that your instructor will have trouble getting into the car. Second pull away from the curb really fast and don't look in the mirror or signal. After that drive your car into a road sign or a parked car. Don't stop at stop signs and speed up to get through intersections quickly. Then try to make your tires squeal loudly while you are turning corners. Next look for an opportunity to turn the wrong way down a one-way street. Finally don't stop for pedestrians in crosswalks and use your horn to frighten them out of your way. Just one of these techniques will probably get you an F on your driving test and two or more certainly will.

LIVEWORKSHEETS

**B** **Answer the questions. Use the instructions in parentheses and the sentence beginnings provided. Remember to separate three or more items in a series with commas.**

1. What three foods do you like the most? (Use *and* before the last item.)

   I like Japanese sushi, Middle Eastern falafel, and Mexican tacos.

2. What three foods don't you like? (Use *or* before the last item.)

   I don't like _____.

3. What are three places you might go on your honeymoon? (Use *or* before the last item.)

   On my honeymoon, I might go to _____

   _____.

4. What are six useful items you should always take on a hike? (Use *and* before the last item.)

   Whenever you go on a hike, be sure to take _____

   _____.

5. What are two animals that don't get along with each other? (Use *and*.)

   _____ don't get along with each other.

6. What are three things you do every morning? (Use *and*.)

   Every morning, I _____

   _____.

7. What are two things you always do and one thing you never do on weekends? (Use both *and* and *but*. Write a compound sentence.)

   On weekends, I always _____

   _____.

8. What are three kinds of TV shows that you enjoy watching and two kinds that you dislike watching? (Use both *and* and *but*. Write a compound sentence.)

   I enjoy watching _____

   _____

LIVEWORKSHEETS