Could you do me a favor?

> *In this unit, students discuss favors and messages. In Cycle 1, they talk about favors, borrowing, and lending, with modals and if clauses. In Cycle 2, students practice leaving messages using indirect requests.*

1 SNAPSHOT

***Learning objective:** learn about favors*

- **Option:** Books closed. Introduce a well-known proverb: "A friend in need is a friend indeed." Elicit the meaning. (Answer: A friend who helps you when you need it is a true friend.) Then ask: "Should you always say 'yes' to a friend? What would you do if your friend asked you a favor you didn't feel good about?"

- Explain that people were interviewed about favors they dislike being asked. Elicit that a *favor* is something you do to help someone else.

- With the class, brainstorm the favors the people might have mentioned (e.g., *Can you lend me some money?*). Write Ss' ideas on the board. Ask Ss to guess what the top three were.

- Books open. Tell Ss to read the Snapshot. Did Ss guess any of the favors people dislike being asked?

- Read the questions. Ss discuss the questions in pairs. Go around and give help as needed.

- Then each pair joins another pair to compare their answers.

- **Option:** Clarify the difference between *lend* and *borrow*. *To lend* is to give; *to borrow* is to take. If helpful, ask an artistic S to draw a picture on the board that shows the difference between the two verbs.

2 CONVERSATION

***Learning objectives:** practice a conversation about borrowing; see requests with modals, if clauses, and gerunds in context*

A ▶ [CD X, Track XX]

- Ask Ss to cover the text and look at the picture. Ask: "What are they doing? What are they talking about? What does Jana want to borrow? Does her friend Rod want to lend it? How do you know?" Elicit ideas.

- Tell Ss to listen to find out if their predictions are correct. Play the audio program.

- Write this incorrect summary on the board:
  This weekend Jana is going to her cousin's wedding. She wants to take photos for her cousin's album. Jana has used a digital camera many times before. She would like to pick the camera up tonight.

- Ask Ss to listen and correct four mistakes. Play the audio program again. Go over Ss' answers. (Answers: *She's going to her <u>best friend's</u> wedding. She wants the photos for a <u>Web site</u>. She has used a digital camera <u>a couple of times</u>. She'll pick it up on <u>Friday</u> night.*)

- Ss read the conversation silently.

- Elicit or explain any new vocabulary.

Vocabulary

What's up?: How are you?; Is there a problem?
I guess: used to answer yes but not with certainty

Thanks a million.: Thank you very much.
complicated: difficult to understand
a couple of times: one or two times

- Play the audio program again. Ss listen and read. Ask Ss to focus on how Rod agrees to Jana's request (e.g., *That's OK, I guess. I guess so.*).

- Ss practice the conversation in pairs.

For a new way to practice the conversation, try ***Moving Dialog*** on page xx.

B ▶ [CD X, Track XX]

- Read the focus questions aloud.

- Play the audio program. Ss take notes.

- Ss compare answers in pairs. Elicit Ss' responses around the class.

***Audio script** (See page T-xx.)*

Answers

Jana wants to borrow Andy's suitcase.
Andy agrees.
Jana wants to borrow Rose's car.
Rose doesn't agree to lend her the car because a friend is coming to visit.

- **Option:** Ask pairs to role-play a similar telephone conversation. Ask Ss to sit back-to-back. If time allows, ask one or two pairs to perform the role play for the class.

3 GRAMMAR FOCUS

Learning objective: practice making requests with modals, if *clauses, and gerunds*

▶ *[CD X, Track XX]*

Requests with modals,* if *clauses, and gerunds

- Books closed. Ask a few favors around the class, using modals *can* and *could*. Write them on the board:
  Can I borrow your pen, please?
  Could you lend me your cell phone?

- Books open. Focus Ss' attention on the Conversation on page 16. Ask Ss to find two examples of requests beginning with *would*. Ask a S to write them on the board:
  Would you mind if I borrowed . . . ?
  Would it be OK if I picked it up . . . ?

- Explain that there are many ways to ask favors. They also vary in degrees of formality.

- Point out that we use *can* and *could* for informal requests. Elicit that the structures with *would* are more formal. We use them with people we don't know well, or we use them with friends if the request is very demanding.

- Play the audio program. Point out the continuum.

- Elicit or explain the structures used in requests.
  1. Requests with *if* clauses and the present tense
     Is it OK if . . . ? and *Do you mind if . . . ?* are followed by the present tense:
     Is it OK if I **borrow** your phone?
     Do you mind if I **use** your CD burner?
  2. Requests with *if* clauses and the past tense
     Would it be OK if . . . ? and *Would you mind if . . . ?* are followed by the past tense:
     Would it be OK if I **picked** it up on Friday?
     Would you mind if I **borrowed** your new digital camera?
     Note: *Would you mind* is answered with "no" if the request is granted. "Yes" means the person denies the request.
  3. Requests with gerunds (*-ing*)
     Would you mind (without *if*) is followed by a gerund:
     Would you mind **letting** me use your laptop?
  4. Requests with *if* clauses and modals
     Wonder + *if* is followed by a modal:
     I wonder if I **could** borrow some money.
     I was wondering if you **would** mind letting me use your car.
     Note: *wonder* + *if* is not a question.

⚃ For more practice with requests, play ***Run For It!*** on page xx.

- Tell Ss to make their own requests and ask favors around the class.

> **TIP** ▶ To check that Ss have understood how to form the new structure, ask Ss to generate their own examples.

A

- Read the cue. Then ask a S to complete the conversation with you.

- Ss complete the task individually. Ss read the cues and make up requests. Encourage Ss to use their own words. Go around and give help as needed.

- Elicit Ss' responses to check answers.

- Then Ss practice the conversations in pairs.

> **Possible answers**
>
> 1. I was wondering **if you'd mind lending me your underwater camera. I'm going on a diving trip**.
> 2. Is it OK **if I use your computer**?
> 3. **Would you mind giving me a ride to class?**
> 4. **Can you help me move on Saturday?**
> 5. **Could you lend me your DVD of *Spider-Man*?**
> 6. **Would it be OK if I had a second piece of pie?**

B

- Explain the task. Model the first example.

- Elicit more examples. Write them on the board:
  I wonder if I could borrow two dollars for . . . .
  I was wondering if you'd mind lending me a few dollars for . . . .
  Would it be OK if I borrowed some money for . . . ?

- Ss complete the task individually. They rewrite informal requests to make them more formal. Go around the class and give help as needed.

- Ask different Ss to read their formal requests aloud. Model accepting some and declining others.
  S1: Would you mind if I borrowed a couple of dollars for an espresso?
  T: No. Not at all. Here you go. / I'm really sorry. All I have is a dollar.

- Tell Ss to look at part A for more examples of ways to accept and decline.

- Ss work in pairs. They take turns making requests and responding. Go around the class and check for logical and grammatical responses.

- If you note consistent problems, stop and go over general difficulties with the class.

4 PRONUNCIATION

Learning objective: *learn to sound natural using unreleased consonants*

A ▶ *[CD X, Track XX]*

- Read the explanation. Tell Ss to compare /d/ in a fully released form with /d/ in the phrase "could Doug" in an unreleased form.
- Play the audio program once or twice. Pause to allow Ss to repeat. Encourage Ss to say the unreleased consonants softly, blending them with the next word.
- Explain that it is easier to blend these consonants than it is to pronounce them separately.

B ▶ *[CD X, Track XX]*

- Explain the task.
- Ss work individually. They circle the unreleased consonants in the conversations.

- Play the audio program. Ss listen and check their answers.
- Then Ss practice the conversations in pairs.
- ***Option:*** Ss work in pairs. They practice the conversations from Grammar Focus part B on page 17. Remind Ss to pay attention to unreleased consonants.

5 LISTENING

Learning objective: *develop skills in listening for specific information*

A ▶ *[CD X, Track XX]*

- Explain the task. Ss listen first for what each caller requests.
- Play the audio program. Pause briefly after each conversation for Ss to write down the requests.

Audio script *(See page T-xx.)*

- Play the audio program again. Ss listen to find out whether the other person agrees to the request.
- Ss work in pairs to compare information. Elicit responses around the class to check answers.

▯ To practice recognizing different types of requests, try ***Stand up, Sit Down*** on page xx.

B *Pair work*

- Model the task by role-playing the phone conversations with Ss. Write phrases on the board to help Ss begin and end the conversations:
  Hello/Hi, . . . This is . . . .
  Umm, I've got a favor to ask you. Could you . . . ?
  Well, thanks anyway. Bye!
  Yeah, see you in class tomorrow. Good-bye.
- Remind Ss to use their own words. Tell Ss to role-play accepting and declining each request.
- Ss work in pairs. Tell Ss to sit back-to-back to role-play. Go around the class and note any problem areas. Go over the problems with the class after the role play.

6 WRITING

Learning objective: *write an informal e-mail request*

A

- Explain the task. Ask a S to read the first e-mail.
- Ss work individually. They write an e-mail to a classmate asking several favors. Remind Ss to include reasons for their requests. Set a time limit of about five minutes. Go around the class and give help as needed.

B

- Explain the task. Ask a S to read the second e-mail.
- Ss exchange e-mails and write replies accepting or declining requests.
- Tell Ss to give reasons for declining requests.
- Set a time limit of five minutes. When time is up, Ss exchange their replies again and read them.

Could you do me a favor? • **T-18**

See page T-116 for teaching notes.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–5 on pages 43–46	Grammar, Vocabulary, Reading, and Writing
Lab Guide Exercises 1–3 on page 13	Listening, Pronunciation, and Speaking

Cycle 2, Exercises 8–12

8 **WORD POWER**

Learning objective: *learn collocations of words used for making requests and responding*

A

- Focus Ss' attention on the first noun (e.g., *an apology*) and on the four verbs. Ask: "Which of these verbs is *not* usually paired with *apology*?" Elicit the answer. (Answer: do) Ss cross it out.
- Ss complete the task individually or in pairs. Challenge Ss to do it without checking a dictionary.
- **Option:** Tell Ss to check the words before class. If helpful, divide the words among Ss. Then Ss work in groups. They take turns telling each other the words they learned.
- Ss compare answers in pairs. Then elicit responses.
- **Option:** Read aloud the words in the list. Ss repeat. Elicit other possible collocations for the words.

Answers

1. do	3. make	5. offer	7. do
2. do	4. offer	6. deny	

TIP To help Ss remember new vocabulary, show them how to store it using different methods, e.g., lists of words, charts, pictures, word maps. Ask Ss what works best for them.

B *Pair work*

- Ask two Ss to model the conversation.
- Explain the task.
- Elicit questions Ss can use in their conversations. Write them on the board:
  When was the last time you . . . ?
  How often do you . . . ?
  How would you feel if . . . ?
  What would you say if . . . ?
- Ss work in pairs. Ss use the collocations from part A in short conversations. They take turns asking and answering questions. Go around the class and give help as needed.
- Practice the collocations with *Vocabulary Tennis* on page xx (e.g., Team A – return; Team B – a compliment; Team B – a gift; Team A – refuse).

9 **PERSPECTIVES**

Learning objectives: *practice leaving messages; listen to indirect requests made in context*

A ▶ *[CD X, Track XX]*

- Books closed. Set the scene. While Jeff was at lunch today, eight people left messages.
- Write the topic of each message in random order on the board:
  pizza   last night's date   party
  report   birthday present   class
  basketball   staff meeting
- Play the audio program. Pause after the first message. Ss listen and decide what the message was about. (Answer: a party) Write number 1 next to *party*.
- Play the rest of the audio program. Pause after each message. Ss listen. Elicit the order of the remaining topics.

- Books open. Ss read the messages and check their answers. Elicit or explain any new vocabulary.

B ▶ *[CD X, Track XX]*

- Explain the task. Ask a S to read the list of people. Explain that more than one answer is possible.
- Play the audio program again. Ss listen and decide *who* left each message. Pause after each message. Give Ss time to decide who left the message.
- Ss go over their answers in pairs. Answer any questions Ss may have.

Possible answers

boss: 4, 7; girlfriend: 1, 3, 5, 6; mother: 2, 3; Spanish teacher: 8; younger sister: 3, 5

Learning objective: practice indirect requests with statements, imperatives, yes/no and wh-questions

▶ *[CD X, Track XX]*

- Books closed. To explain an indirect request, draw a picture on the board of Jeff's boss passing a message to Jeff's assistant:

Jeff's boss   Jeff's assistant   Jeff

😊 → 😊 → 😊

Could you tell Jeff that there's a staff meeting today?

- Tell Ss that we use indirect requests when we want someone to give a message to someone else.
- Books open. Present the direct requests on the left and the indirect requests on the right. Ask Ss to (a) work out the rule and (b) find examples in Perspectives on page 19.
  1. **Statements**
     Can/Could you (*or* Please) tell + (Jeff) + (that) + original statement?
     (Examples from Perspectives: messages 1, 4, and 6)
     Note: *That* is optional. Indirect requests can use *would*.
  2. **Imperatives**
     Can/Could you tell/ask + (Jeff) + (not) + infinitive?
     (Examples from Perspectives: messages 2, 5, and 7)
  3. **Yes/No questions**
     Can/Could you ask + (Sophia) + if/whether + SVO statement?
     (Example from Perspectives: message 8)
  4. **Wh-questions**
     Can/Could you ask (Sophia) + wh-word + SVO statement?
     (Example from Perspectives: message 3)

- Play the audio program. Remind Ss that direct requests are on the left and indirect requests on the right.
- *Option:* Point out that most indirect requests have rising intonation. Play the audio program again. Ask Ss to focus on the rising intonation. Ss practice.
- *Option:* Write indirect sentences on the board in the wrong order (e.g., *not tell to could Jeff be call you me ?*). Ss put them in the correct order.
- Explain the task. Use the first sentence as an example.
- Ss complete the task individually. Ss change the direct requests to indirect requests. Go around the class and give help as needed.
- Check some early finishers' answers. Tell the Ss to write their answers on the board.

Possible answers

1. Can/Could you ask Nina if/whether or not she can do us a favor and drive us to the party?
2. Can/Could you ask Tony how many friends I can bring to his party?
3. Can/Could you ask Sophia if/whether or not she's going to the party with Jeff?
4. Can/Could you ask Kevin if/whether or not he accepted the invitation to Tony's party?
5. Can/Could you ask Mario if/whether or not he is going to give Tony a gift?
6. Can/Could you ask/tell Anne-Marie to please return my phone call?
7. Can/Could you tell Dan (that) he owes me an apology? Please ask/tell him not to call me after midnight.
8. Can/Could you tell Kimberly (that) I have to turn down her invitation to the movies?

📝 For a new way to teach indirect requests, try *Error Correction* on page xx.

Learning objective: practice passing on and responding to indirect requests

A

- Explain the task. Read the example request.
- Ss complete the task individually. Ss write five unusual requests. Go around the class and give help as needed.

B *Class activity*

- Explain the task. Ask three Ss to model the conversation.
- First Ss work in pairs. They exchange requests from part A.

- Then Ss go around the class and make their partner's requests. They note how each person responds. Set a time limit of about ten minutes. Go around and listen in.
- Ss return to their partners and tell how each person responded.
- *Option:* Add one more person to the chain. Ss 2 and 3 are both messengers.
- Ask Ss to share some interesting requests they received and how they responded.

Learning objectives: *read about cultural differences;
develop skills in scanning, reading for main ideas and details,
and recognizing referents*

Note: You may want to bring a world map to class to
help Ss locate the places mentioned in the article.

- Books closed. Ask the class to brainstorm different
  ways to indicate "yes" or "no" without speaking. If Ss
  are from different countries, elicit answers for each
  country. Summarize similarities and differences.

- Books open. Read the title. Tell Ss the article is about
  communication difficulties in different countries.

- Read the pre-reading question. Ask: "What kinds of
  words will you look for?" (Answer: names of countries;
  therefore, words beginning with a capital letter)

- Tell Ss to raise their hands when they find the
  answers. Elicit answers. (Answers: Micronesia,
  Bulgaria, India) Make sure Ss know where these
  places are.

> **TIP** Seeing their classmates' hands raised will remind
> others to scan quickly instead of reading slowly.

- Ss read the article individually. Remind Ss to mark
  words they can't guess from context and continue
  reading.

- Ss work in small groups to share the words they
  didn't know in a **Vocabulary Mingle** on page xx.

- Elicit or explain any new vocabulary.

Vocabulary

miscommunications: problems communicating
were ignoring: weren't paying any attention to
rephrased: expressed in different words
gave up: stopped trying to do something
nodded: moved the head up and down
shakes: movements from side to side

- For an alternate way to present the reading, try
  the **Jigsaw Learning** on page xx.

A

- Ss read the article again.

- Ss complete the task individually. Ask Ss to mark
  the lines in the text where they find the answers to
  the questions.

- Ss go over their answers in pairs. Remind Ss to show
  each other where they found the answers. Go around
  the class to resolve any problems, or ask Ss to raise
  their hands if they have a question.

Answers

1. They were teaching English.
2. She was trying to buy a cold drink.
3. They raise their eyebrows.
4. She was talking to a waiter.
5. A head nod means "no."
6. His students nodded and shook their heads in different
   ways to indicate "yes."

B

- Explain the task. Elicit that words like *it*, *their*, *her*,
  and *that* are pronouns. Pronouns refer to a previous
  noun. Other phases can also refer to earlier
  information.

- Ss work individually. Ss find referents for nouns and
  noun phrases. Go around the class and give help as
  needed.

- **Option:** If Ss are having difficulty, they can work in
  pairs or small groups.

- Ss go over their answers in pairs. Then go over
  answers with the class.

Answers

1. living in a foreign culture
2. the group of Americans
3. Lisa
4. Bulgaria
5. responded with different nods and shakes of
   the head

C Group work

- Explain the task. Read the questions.

- Ss work in pairs. Ss talk about communication
  problems. They can talk about problems
  with *yes* and *no*, other gestures, vocabulary, or
  something else.

- Ask Ss to tell the rest of the class some of the more
  interesting problems they discussed.

- **Option:** Ss can work in small groups, or this can be
  done with the whole class.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 6–9 on pages 47–49	Grammar, Vocabulary, Reading, and Writing
Lab Guide Exercises 4 and 8 on pages 13–14	Listening, Pronunciation, and Speaking
Video Activity Book Unit 8	Listening, Speaking, and Cultural Awareness