Unit 2 Getting Help

WARM-UP	Students discuss how to solve everyday problems and read an illustrated conversation modeling social language after someone returns from a vacation.	
LESSON 1 **Ask for and offer to do favors**	***Grammar***	The causatives *have* and *get*
LESSON 2 **Arrange to get something done**	***Grammar***	Passive causatives
	Vocabulary	Services
LESSON 3 **Recommend local service providers**	***Reading skills***	Identify the main idea; Understand from context
	Pronunciation	Emphatic stress to express enthusiasm
	Writing	Write recommendations for businesses
LESSON 4 **Persuade someone to use your services**	***Vocabulary***	Service businesses
	Listening skills	Listen to infer; Summarize
INTERACTIVE COOL DOWN	*Twenty Questions*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the photos. Ask questions about them to elicit the vocabulary Ss will need to talk about the situations. Write any new words on the board. For example, for the photo of the plumber, ask, *Who's the man in the photo?* (an expert / a plumber) *What's he doing?* (fixing a leak) *What is a leak?* (when water goes through a hole or crack)
- Read the directions and the woman's statement. Ask, *What does she mean by* It depends? (She doesn't always do the same thing. Her solution depends on the kind of problem.)
- Write *SOLUTIONS* on the board. Say, *Here are four solutions.* Then read each of the four captions. Point to *I'd do something else* and elicit other possible solutions. (For example: I'd call my landlord.)
- Form pairs. Have Ss talk about what they would do if they had a leak under the sink. Ask them to list other common household problems and talk about what they would do.
- Monitor the conversations and assist as needed.

EXTENSION (+3 minutes) Bring the class back together. Ask Ss to share the kinds of problems they can fix themselves. You can also ask what they learned about their partner during the pair discussion: *What about your partner? What can he or she fix?*

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UNIT 2

Getting Help

Warm-Up

If you had a problem in your home, what would you typically do?



It depends. If I couldn't fix it myself, I'd call an expert right away.



I'd immediately call an expert.



I'd try to fix it myself.



I'd ask a friend or a relative for advice.



I'd just wait until it got worse.

I'd do something else.

UNIT 2 COMMUNICATION GOALS

Lesson 1
Ask for and offer to do favors

Lesson 2
Arrange to get something done

Lesson 3
Recommend local service providers

Lesson 4
Persuade someone to use your services

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Topic Warm-Up

A SOLVING PROBLEMS | Complete the questionnaire.

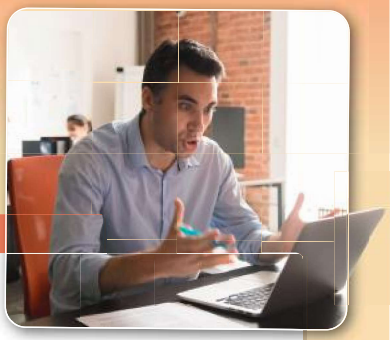
HOW WOULD YOU SOLVE EACH PROBLEM?



PROBLEM 1

Your favorite shoes are getting old.

- I'd buy a new pair.
- I'd take them to a shoe repair shop.
- Other: .....



PROBLEM 2

You're going on a two-week trip, and you have a pet cat.



- I'd ask a friend or a relative to drop by my home and feed the cat.
- I'd pay someone to take care of the cat.
- Other: .....

PROBLEM 3

Your laptop or tablet has stopped working just when you need it to finish a class project.

- I'd ask if I could use a friend's device.
- I'd take it to a tech support store right away.
- Other: .....



PROBLEM 4

You've been really busy lately, and you've had no time to do the laundry.

- I'd pay someone to do it for me at a laundry service.
- I'd think about buying more clothes so I could do laundry less frequently.
- Other: .....



PROBLEM 5

Someone gave you a nice pair of pants as a gift. But they're too long.

- I'd ask a tailor to shorten them.
- I'd give them to a tall friend.
- Other: .....

B PAIR WORK | Compare your responses to the questionnaire. Explain your choices.

> "When my shoes get old, I always take them to a shoe repair shop. It's cheaper than buying new ones."

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Topic Warm-Up

A SOLVING PROBLEMS

Suggested time: 10 | Your time:

- Read the title. Tell Ss there are five problems. They need to choose a solution for each one.
- Read Problem 1 as an example. Have Ss raise their hands if they would (1) buy a new pair of shoes, (2) take them to a shoe repair shop, or (3) choose *Other*. Invite the Ss who would choose *Other* to talk about their solutions.
- Have Ss complete the questionnaire individually. Answer any questions about vocabulary. Write any new words on the board to go over with the class once they finish.

TEACHING TIP Ss often ask the teacher about the meaning of words while they are doing individual or pair work. The words they ask about may well be new to other Ss as well. Instead of interrupting the task to explain to the class, make a mental note of the word or write it down. After Ss finish the task, list words Ss have asked about on the board, each one followed by the abbreviation for its part of speech as it was used in the text (*n, v, adj,* etc.). Elicit volunteers to explain each word. Add further explanation or examples as needed.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and have a volunteer read the example. Form pairs. Have Ss compare responses and explain their choices to their partners.
- Monitor and assist with vocabulary as needed.
- Bring the class together and call on volunteers to report on one of their solutions and the reason(s) for their choice. For Problems 2–5, ask, *Did anyone choose* Other*?* Call on Ss to find out what their own solutions would be.

OPTION (+5 minutes) Lead a more detailed discussion of Problem 2. Ask the class, *How many of you have a pet?* If many Ss raise their hands, take a poll. Ask, *Who has a [cat / dog / bird /* etc.*]? Any other kinds of pets?* If only few hands go up, ask each of those Ss, *What kind of pet do you have?* Then ask, *What do you do when you go away? Who takes care of your pet?*

EXTENSION (+5 minutes) Lead a class discussion about solutions to Problems 1, 3, and 5. Point out that for all three problems, you might need an expert. Ask if Ss can recommend any experts in the area. For example, ask, *Where do you go when you need to have your shoes repaired / have a computer repaired? Where do you go when you need a tailor or a seamstress?* Write Ss' recommendations in a chart on the board, under the headings *Shoe repair, Tech Support,* and *Tailoring.*

TEACHING TIP Avoid situations where Ss are waiting for classmates to finish. In pair work situations, you can have each of the pairs who finish early join another pair to compare answers or ideas, but skip that step for the pairs who finish later. Don't wait for all pairs to finish a task if it means higher-level Ss are wasting time. You can also assign Ss who finish early extra tasks, such as quizzing each other on recently-learned vocabulary.

LANGUAGE AND CULTURE The man shown at work in the photo in Problem 5 is a tailor, a man who makes or, more often, alters men's clothes. A woman who does the same work on women's clothes may be called a *seamstress* or *dressmaker*. However, as women's clothing, has changed over time, especially for business, the divisions are no longer so sharp between who does which job, and women may also be called *tailors*.

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Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *The first conversation is between Mia and Cody, the people in the first two pictures. The second conversation is between Mia and Ed, the people in the third picture.*
- Point to the note about accents. Ask, *Which people in the conversation have a standard American accent?* (Mia and Ed) Tell Ss that Cody has a New York accent.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What are Cody and Mia talking about? (her vacation)
  What does Mia ask Cody about? (what she missed at work)
  Why does Cody say "Don't ask!"? (He has bad news.)
  What changed while Mia was away? (The sales meeting is going to happen sooner.)
  Who fed Mia's cat? (her brother Ed)
  What problem did Mia have at the airport? (Her luggage wasn't there.)
  What was the solution to her problem? (The airline sent it to her house later.)
- Have Ss underline words and phrases in the conversation that are new to them. Tell them not to worry about the phrases underlined in blue as you will discuss them in Exercise B. Invite questions about other words and their meanings.

TEACHING TIP When Ss ask about word meanings, do not immediately give them a definition or synonym unless you are very pressed for time. Instead, ask other Ss to define the word and / or give another example of its use. Sharing their knowledge with classmates gives Ss confidence. If no Ss can explain, have Ss look at the context of the word for clues to its meaning. Guessing meaning from context is an important reading skill.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Say, *All these expressions, a–f, are in the Zoom-In conversation. Let's figure out what they mean.* Have Ss look at Exercise A. Read each sentence with an underlined expression. Ask what the speaker means. Remind Ss to use the context to guess the meaning. For example, ask, *Why does Mia say "I owe you one"?* (Her brother did something nice for her, feeding her cat, and she is grateful.)
  - If Ss guess the meaning correctly, say, *Good guess* or *That's it.*
  - If Ss can't figure out the meaning or make a poor guess, say, *We'll come back to that.*
- Have Ss work individually to match the situations with the appropriate expressions.
- Go over the answers with the class. If there were any expressions Ss were unable to guess from context earlier, go back to the conversation to see them in context once more.
- Say, *There is one more common expression of thanks in the conversation.* Ask Ss to find it. (Thanks a million . . .)

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the first question in the directions. Tell Ss they are going to read about six different favors. Say, *Choose an answer from 0 (not difficult at all) to 3 (very difficult).* Draw Ss' attention to the man's statement. Ask a volunteer to read it aloud.
- On the board, write *pick up something* and *drop off something.* Ask Ss what these phrases mean. (pick something up: to get something from somewhere, like a store; drop off something: to take something and leave it somewhere) If necessary, give examples: *Today I need to pick up bread on my way home. This morning, I dropped off a present at my mother's house.* If Ss ask, tell them you can pick up or drop off a person as well as a thing.
- Have Ss work individually to circle their responses. Then form pairs and have Ss compare their answers.
- Bring the class together. Ask, *Which favor did you and your partner have different responses to?* Call on volunteers to report.

OPTION (+5 minutes) While Ss are working, make a chart on the board with three columns. Write these headings, from left to right: *Favor, Easiest, Hardest.* List the six favors in the first column. Bring the class back together. Ask Ss to vote: *Which is the easiest favor to ask of someone? Which is the hardest?* Mark the numbers of votes in the chart. Invite volunteers to explain the reasons for their opinions.

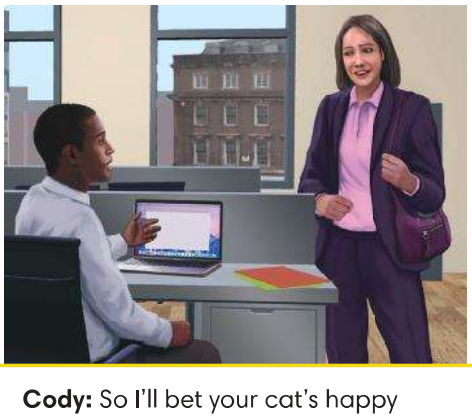
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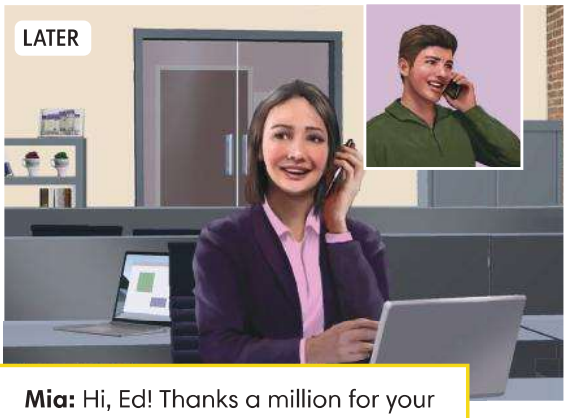
Language Warm-Up

UNDERSTAND A VARIETY OF ACCENTS
Cody = American English (regional)
Mia and Ed = American English (standard)

A ZOOM-IN | Read and listen to two conversations. Notice the featured words and phrases.







Cody: Mia! How was your vacation?

Mia: Great! So did I miss anything while I was gone?

Cody: Don't ask!

Mia: Uh-oh. What's been happening?

Cody: They decided to move the sales meeting up a month.

Mia: No way! A month earlier?

Cody: Right. You're going to have a lot on your plate this week. I'd suggest you check your email ASAP*.

Mia: Thanks for the heads up.

*ASAP = as soon as possible

Cody: So I'll bet your cat's happy you're back.

Mia: Totally. Thank goodness I was able to get my brother to drop by every day to feed her.

Cody: That was nice of him.

Mia: Ed's a lifesaver. I don't know what I would have done otherwise. Listen . . . I won't keep you any longer. I'm sure you have a lot to do too.

Mia: Hi, Ed! Thanks a million for your help. Sorry it was so last minute. I owe you one.

Ed: My pleasure. How was the flight back?

Mia: Fine, till the airline lost my luggage.

Ed: No way! Did they find it?

Mia: Not right away. But they had it delivered to my house this morning, so no harm done.

Ed: Glad that worked out.

B UNDERSTAND FROM CONTEXT | Choose what you would say in each situation. (One item has two answers.)

1. f Say this to indicate that something wasn't a problem.
2. a, d Say this to thank someone for his or her help.
3. c Say this when you don't want to bother someone who is very busy.
4. b Say this to explain that you are very busy.
5. e Say this to thank someone for calling your attention to a problem.

a I owe you one!
b I've got a lot on my plate.
c I won't keep you any longer.
d You're a lifesaver!
e Thanks for the heads-up.
f No harm done.

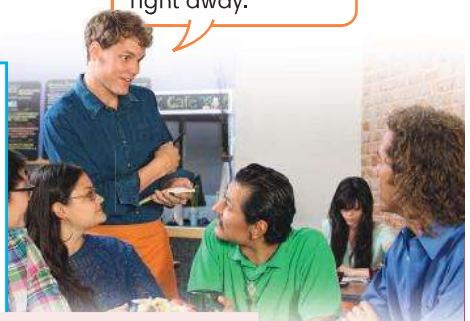
SPEAKING PAIR WORK | Is it difficult for you to ask someone to do you a favor? On a scale of 0 to 3 (with 3 being "very difficult"), how difficult is it for you to make these requests? Then compare responses with your partner.

- 0 1 2 3 Ask someone to take care of my pet
- 0 1 2 3 Ask someone to water my plants
- 0 1 2 3 Ask someone to pick up or drop off something for me
- 0 1 2 3 Ask someone to drive me somewhere
- 0 1 2 3 Ask someone to fix something for me
- 0 1 2 3 Ask someone to give me advice about a problem



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1 COMMUNICATION GOAL Ask for and offer to do favors



A GRAMMAR | The causatives have and get

The causative indicates that one person "causes" another person to do something.

Use a form of have + an object and a base form to indicate the action of asking or telling someone to do something.

	object	base form	
I'll have	my assistant	call	you.
We had	someone	deliver	sandwiches at noon.
Have we had	anyone	confirm	the time the meeting starts?

Use a form of get + an object and an infinitive to indicate the action of persuading someone to do something.

	object	infinitive	
I'll get	my brother	to help	you.
We finally got	someone	to open	the door.
Did you get	anyone	to feed	your cat?

Be careful!

Don't use an infinitive with the causative have.
Don't say: I'll have my assistant ~~to call~~ you.

Don't use a base form with the causative get.
Don't say: I'll get my brother ~~help~~ you.

GRAMMAR EXPANDER p. 129
- The causative make to indicate obligation
- Let to indicate permission

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C NOTICE THE GRAMMAR | Find an example of the causative get in Zoom-In on page 15.

Thank goodness I was able to get my brother to drop by twice a day to feed her.

D LISTEN TO ACTIVATE GRAMMAR | Listen to six conversations. Complete the causative in each statement.

1 He's going to have Max *order* lunch.
2 She's going to get Rosa *to pay* for the dinner.
3 He tried to get Karen *to sing* at the party the night before.
4 They're going to get someone *to take* their picture.
5 She's going to have her husband *pick up* the kids.
6 He's going to have the front desk *send* someone up to his room.

E GRAMMAR PRACTICE | Complete each sentence.

1 Thank goodness Diana was able to get her friends (help / to help) her move to her new apartment!
2 What a mess! Why don't you get someone (clean / to clean) up this room?
3 If your neighbor's too sick to go out, can't she get someone (go / to go) shopping for her?
4 You haven't eaten anything? Why don't you have someone at the front desk (recommend / to recommend) a nice restaurant?
5 We're running late. Let's have the server (bring / to bring) us the check right away.



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LESSON 1 Ask for and offer to do favors

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the causative and *have* rules in the chart. Say, *The object in a causative sentence is always a person.*
- Write on the board: *have + [PERSON] + BASE FORM.* Say, *This means ask or tell someone to do something.* Then read the examples with *have,* pointing out how they follow the formula.
- Draw Ss' attention to the photo and read the man's statement, pointing out how it follows the formula.
- Ask, *Why do we use* someone *in the second example but* anyone *in the third example?* (We use *someone* in affirmative statements, and *anyone* in questions and negative statements.)
- Have Ss read the *get* rule.
- Write on the board: *get + [PERSON] + INFINITIVE.* Say, *This means to persuade someone to do something.* Then read the first example with *get,* pointing out how it follows the formula. Ask, *How would you get your brother to help someone?* (explain the situation and give him reasons to help) Repeat with the second and third examples.
- Draw Ss' attention to the **Be careful!** box. Have Ss read the rule about *have.* Say, *Look at the example. What should I say? I'll have my assistant. . . .* Pause to elicit *call you* from the class. Repeat this process with the rule about *get.*

LANGUAGE NOTE The difference between the causatives *have* and *get* is linked to the relationship between the two people. *Have* usually implies authority. For example, you can have someone who works for you do things: *I had my assistant do some research. Get* implies persuasion, talking or perhaps tricking someone into doing something: *I got my boss to give me a raise.* Neither *have* nor *get* is as forceful as *make someone do something: She made the children put on sunscreen.*

GRAMMAR EXPANDER (optional, pages T128–129)

B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure Ss say *to* in sentences with *get* and not in sentences with *have.*

C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have a volunteer write the example of the causative with *get* on the board. Ask, *What was Mia able to get her brother to do?* (drop by every day to feed her cat) Point out that *my brother* is an object.

OPTION For more practice with *get [someone] to,* tell a story about someone you persuaded to help you. For example, say, *Last weekend, my kids helped me clean the house.* On the board, write *my son* and *vacuum.* Then write *my daughter* and *clean the bathroom.* Then have Ss tell you what you got your kids to do. (You got your son to vacuum. You got your daughter to clean the bathroom.)

D LISTEN TO ACTIVATE GRAMMAR

Suggested time: 10 minutes | Your time:

- Tell Ss they are going to listen to six conversations between different people in different locations.
- Have Ss look at statements 1–6. Ask, *Which causative verbs do you see in the statements?* (*have* and *get*) *Will you need infinitives or base forms?* (both)
- Play the audio. Have Ss complete the exercise individually.
- Pause after each conversation to give Ss time to write.
- Have pairs compare answers. Then go over the answers as a class. Replay the audio if appropriate.

E GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Elicit the answer. Ask, *Why is* to help *correct?* (We use the infinitive form after the causative *get.*)
- Have Ss do the exercise individually.
- Go over the answers with the class. For item 5, point to the photo of the couple. Ask, *What's the man trying to do?* (have the server bring him the check)

CHALLENGE (+5 minutes) Write a list of people on the board. For example: *your father, a friend, your teacher* Then write a list of actions. For example: *wait for you, bring you coffee, lend you money.* Next to the lists, write *LIKELY* and *NOT LIKELY*. Have Ss make sentences beginning with *I had* or *I* got and words from each list. For each sentence, have the class say whether the situation sounds likely (for example: *I had the waiter bring me coffee*) or unlikely (for example: *I got my teacher to lend me money*). Some sentences may spark debate.

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F GRAMMAR PRACTICE

Suggested time: 6 minutes | Your time:

- Do item 1 with the class as an example. Elicit the answer and write it on the board. Circle *give*. Ask, *What form of the verb is this?* (the base form) Ask Ss to explain why the base form is necessary here (because it follows the causative *have*, not *get*).
- Have Ss do the exercise individually. Go over the answers as a class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a request for a favor with *I'm sorry to bother you*
- Politely turn down a request or favor
- Express gratitude for an offer to help with *I'd appreciate that.*

- Have Ss read and listen. To check comprehension, ask:
  - *What does Diana want Jake to do, and why?* (pick up some lunch for her because she's going to be on a conference call)
  - *Is Jake going to pick up some lunch for her?* (No, because he has a doctor's appointment.)
  - *How does he offer to help?* (He says maybe he could try to get Gavin to pick up something for her)
- Have Ss identify the example of the causative with *get* in the conversation.
- Call Ss' attention to the **Social language** box. Model each expression and have Ss repeat. Tell Ss that it is usually considered polite to give a reason for turning down a request for a favor.

TEACHING TIP When modeling pronunciation, particularly in conversations, make sure you use the appropriate tone. Explain to Ss that tone is as important as the words they use to convey meaning. For example, *gee* can be used to express surprise, enthusiasm, or regret. In this conversation, it expresses regret.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs and have Ss practice the conversation. Monitor to make sure Ss convey regret with their tone of voice.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Form pairs. Tell Ss to decide who will be Speaker A and who will be Speaker B.
- Have Ss read the **Some possible favors** and **Some possible reasons** boxes. Say, *Speaker A: You are asking for a favor and giving a reason why you need it. You can use these suggestions or your own ideas.*
- Say, *Speaker B: You need to politely turn down the request and give a reason. You can use the* ***Some possible reasons*** *box or your own reasons.*
- Model the exchange with a higher-level S.
- Monitor as Ss role-play their conversations. Have Ss switch roles and role-play again, using new ideas and trying out new expressions.
- Draw Ss' attention to the **Keep Talking!** box. Say, *Speaker B: You can offer other ideas such as these.* Read the first two sentences. Then say, *Speaker A: You can also thank someone for an idea as follows.* Read the remaining sentences. Show the **Keep Talking!** video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using polite phrases and tone of voice to ask for and turn down favors
- ✓ using the causatives *have* and *get* appropriately

OPTION (+3 minutes) Invite pairs of Ss to role-play their conversations for the class.

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal)

CLOSURE ACTIVITY (+5 minutes) Form pairs. Have Student A tell Student B about a problem. Student B promises to either get someone to solve the problem or have someone solve it. Ss can imagine they are a customer and a manager, an employee and a supervisor, and so on. Model the activity with an example from a restaurant:

A: I'm sorry to bother you, but my soup is cold.

B: I'll have your server bring you some hot soup.

Have Ss write their conversations on cards for you to collect and review.

Remind Ss of additional grammar, listening, and speaking practice in their digital resources.

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F GRAMMAR PRACTICE | Complete each sentence with the causative have or get.

1 Why don't you ..have.. (have) Amy ..give.. (give) our visitors a ride to the meeting?
2 She should ..get.. (get) her kids ..to wash.. (wash) the dishes this week.
3 We could ..have.. (have) someone ..make.. (make) our hotel reservations for us.
4 I might be able to ..get.. (get) my sister ..to buy.. (buy) us tickets for the show.
5 ..Have.. (have) your friend ..call.. (call) me if he's interested in a position at our company.
6 You can ..get.. (get) the taxi driver ..to wait.. (wait) for you while you're shopping.

COMMUNICATION ACTIVATOR

Now let's ask for and offer to do favors.



A CONVERSATION MODEL | Read and listen.

A: I'm sorry to bother you, Jake, but could you possibly do me a favor?
B: Sure, Diana. What do you need?
A: Well, I'm going to be on a conference call for the next hour. Could you pick up something for me for lunch?
B: Gee, I'm afraid I can't. I'm leaving for a doctor's appointment in ten minutes. But maybe I could try to get Gavin to do that for you.
A: Could you? I'd appreciate that.

Social language
To politely turn down a request for a favor, say:
I'm afraid I can't.
I'm sorry. I wish I could.
Sorry, I won't be able to.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation, asking for a different favor.

A: I'm sorry to bother you, ..., but could you possibly do me a favor?
B: Sure, ... What do you need?
A: Well, ... Could you ..... ?
B: Gee, ... I ..... . But maybe I could try ..... to do that for you.
A: ..... ? I'd appreciate that.

Some possible favors
- drive [me] to ___
- pick up someone
- pick up something
- give someone a message
- other: .....

Some possible reasons
- have an important meeting
- have an appointment
- am too busy
- have to pick up my kids from school
- am working late
- am not feeling well
- other: .....

KEEP TALKING! ●●●

Offer other ideas.
How about asking [Kate]?
Maybe [Tom] can help.

Show appreciation.
You're a lifesaver!
I owe you one!
Thanks! I won't keep you any longer.

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

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2 COMMUNICATION GOAL Arrange to get something done



COACH

A GRAMMAR | Passive causatives

Use a past participle after causatives get or have to give the action a passive meaning, focusing on the object instead of the subject.

	object	past participle
My sister **had**	her kitchen	**painted** last week.
She'**ll get**	the forms	**completed** by her students.
Did you **have**	the car	**washed** yesterday?
They'**d like to have**	the package	**sent** today.
When **will** Amy **get**	her hair	**cut**?

GRAMMAR EXPANDER p. 129
The passive causative: by phrases (review)

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C NOTICE THE GRAMMAR | Find an example of a passive causative in Zoom-In on page 15.

But they had it delivered to my house this morning, so no harm done.

D VOCABULARY | Services | Read and listen. Then listen again and repeat.


repair [a clock]


deliver [a package]


dry-clean [a suit]


shorten / lengthen [a pair of pants]



renew [a passport]



make [new keys]

E LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR | Listen to each conversation. Using the passive causative, complete each statement with the item and the service.

1 She needs to get her ..... *brakes repaired / car repaired* .....
2 He wants to have a(n) ..... *birthday cake made* .....
3 She needs to get her ..... *passport renewed* .....
4 He needs to have his ..... *car washed* .....
5 She needs to have her ..... *dress dry-cleaned* ..... and her ..... *skirt lengthened* .....
6 He needs to get a(n) ..... *package delivered* ..... fast.
7 He wants to get his ..... *hair cut* .....

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LESSON 2 Arrange to get something done

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the rule and the first example in the grammar chart. Write on the board:
  1. My sister painted her kitchen.
  2. My sister had her kitchen painted.
  Say, *The first sentence is active, and the second sentence is passive. What's the difference in meaning between them?* (1. My sister painted her kitchen herself. 2. Someone else painted it because she asked them to.)
- Write on the board:

have / get	+ *OBJECT*	+ *PAST PARTICIPLE*
My sister had	*her kitchen*	*painted.*

- Have Ss read the rest of the examples. Ask, *Which of these past participles are regular verbs?* (painted, completed, washed) *Which are irregular?* (sent, cut)
- Direct Ss' attention to the photo and read the woman's statement. Then point out the different forms of *get* and *have* in the examples. Point to the formula on the board and say, *This formula can be used with different sentence types and tenses.* Add beneath the formula:

Could I get	*this package*	*sent?*
You had	*this package*	*sent.*
I will have	*this package*	*sent.*

  Say, *The past participle,* sent, *remains the same.*
- Point out the use of *by* in *She'll get the forms completed by her students.* Ask, *Who will complete the forms?* (her students)
- Ask, *Can you guess who painted the kitchen?* (probably a professional painter) *Where was the car washed?* (probably at a car wash) *Who will send the package?* (maybe the postal service) *Where will Amy's hair be cut?* (probably at a hair salon). Explain that the *by* phrase isn't necessary in these sentences because the information about who performed the action is obvious or unimportant.

GRAMMAR EXPANDER (optional, page T129)

B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read, listen, and repeat the examples.
- Monitor Ss' pronunciation of the past participles.

C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss work individually to find the example of a passive causative on page 15. Go over the answer with the class.

D VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *services* (things we pay people to do for us)
- Play the audio. Have Ss listen and read. Play it again and have Ss listen and repeat.

EXTENSION (+3 minutes) Elicit the occupations shown in the pictures and write them on the board. (a watchmaker or repairperson; a delivery person; an employee at a dry cleaner's; a tailor; a clerk; a key maker, most likely a hardware store employee) Tell Ss that words for occupations that end in *-man,* such as *repairman,* are now often replaced by gender-neutral terms like *repairperson.*

E LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR

Suggested time: 9 minutes | Your time:

- Read the directions. Tell Ss they should write the item and the service in the form of object + past participle.
- Do item 1 with the class as an example. Then play the rest of the audio, pausing after each conversation to allow Ss time to complete their answers.
- Have Ss compare answers in pairs. Replay the audio if appropriate.

EXTENSION (+15 minutes) Draw the chart below on the board. Say, *Some of these activities we do for ourselves; some we pay to have done.*

Activity	*Me*	*Partner / family*	*Services*
Clean the house			
Do my taxes			
Cut my hair			
Wash my car			
Other:			

Ask Ss to add another activity for *Other:* and then complete the chart. Have each S check who does which activities. In the last column, Ss can write the name of a service. Form pairs. Have Ss tell their partner which activities they do themselves and which they use services for. Model the activity: *I clean my apartment myself, but I have a hairstylist cut my hair.* Monitor and assist as needed. Have Ss share information about themselves and their partners with the class.

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F GRAMMAR PRACTICE

Suggested time: 6 minutes | Your time:

- Have Ss complete the exercise individually. Monitor and assist as needed.
- Ask individual Ss to write the sentences on the board. Then go over the answers with the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Check if something's possible with *I'm wondering if . . .*
- Politely insist
- Make a tentative promise with *Let me see what I can do.*

- Have Ss look at the photos. Elicit where the woman works. (at a florist's) Have Ss predict what the conversation will be about.
- Have Ss read and listen to the conversation. To check understanding, ask:
  What does the man want to have done? (He wants flowers delivered to his mother today.)
  What's the problem? (It's late to be making such a request, and the shop is closing early.)
  What's the man's excuse for calling so late? (He forgot his mother's birthday.)
  What's the woman going to do? (She'll check and call the man back.)
- Have Ss identify examples of the passive causative in the conversation.
- Call Ss' attention to the **Social language** box. Read the expressions, using a polite tone of voice. Have Ss repeat after you.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen to the conversation and repeat each line.
- Form pairs and have Ss practice the conversation. Monitor to make sure that Ss use a polite tone of voice.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Form pairs. Have Ss decide who will be Speaker A and who will be Speaker B.
- Ask, *What language do you think you'll need to use in this conversation*? Brainstorm services Speaker A might request and write them on the board. For example: *get shoes repaired.* Point out the past participles in the phrases. Refer Ss back to Exercises A and D on page 18.
- Brainstorm reasons that Speaker B might give for initially refusing the request and write them on the board. For example: *We're very busy at the moment.*
- Model the exchange with a higher-level S.
- Have pairs role-play their conversations. Monitor and assist as needed. Then have Ss switch roles and practice again, using new ideas and trying out new expressions.
- Go over the information in the **Keep Talking!** and **Recycle This Language** boxes, and show the **Keep Talking!** video to support Ss as they extend their conversations.
- To help Ss use the language in the **Recycle This Language** box appropriately, ask, *Which phrases can Speaker A use to negotiate the time the service will be ready?* (Can I get it [by 3:00]? How about [Tuesday]?) *Which phrases can Speaker B use to say he or she can't do the service?* (Gee, I'm sorry. I'm afraid I can't. I wish I could.) *Which phrases can Speaker A use if Speaker B agrees to do the service?* (I know you've got a lot on your plate. I owe you one! You're a lifesaver! Thanks a million!)

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play another version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using the passive causative correctly
- ✓ providing reasons for refusing requests
- ✓ being polite but persistent

CLOSURE ACTIVITY (+5 minutes) On the board, write the frequency expressions *every week, about twice a month, once in a while,* and *never.* Then have the class brainstorm common services. On blank sheets of paper, have Ss write their names. Have them write three statements with passive causatives about services they use and how often they use them. For example, *I get pizza delivered about once a week.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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F **GRAMMAR PRACTICE** | **Write statements and questions, using passive causatives.**

1 Can I make an appointment to / my teeth / clean / next week?
Can I make an appointment to have / get my teeth cleaned next week?

2 She / her hair / cut / very short last year.
She had / got her hair cut very short last year.

3 They want to / their luggage / bring up / to their room.
They want to have / get their luggage brought up to their room.

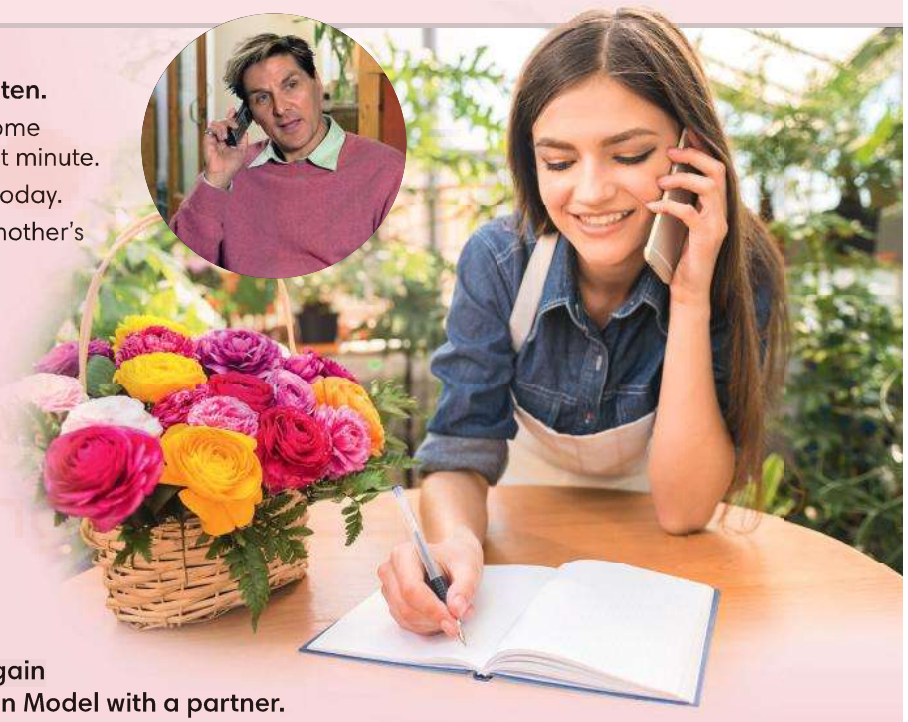
4 How many pages / would you like to / copy?
How many pages would you like to have / get copied?

5 I need to / those photos / scan / ASAP.
I need to have / get those photos scanned ASAP.

6 Can I / my hair / dye / too?
Can I have / get my hair dyed, too?

COMMUNICATION ACTIVATOR

Now let's arrange to get something done.



A **CONVERSATION MODEL** | **Read and listen.**

A: Hello? I'm wondering if it's too late to get some flowers delivered today. I know it's really last minute.
B: Oh. That might be difficult. We close early today.
A: I understand, but it's pretty urgent. It's my mother's birthday, and it totally slipped my mind.
B: Let me see what I can do. Can I call you back in a few minutes?
A: Sure. I'm at 476-0193.
B: OK. I'll get back to you ASAP.

Social language
To politely insist, say:
I understand, but . . .
I'm sorry, but . . .
Forgive me, but . . .

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Change the conversation, using other objects and services. Provide a reason why the request is urgent. Then change roles.**

A: Hello? I'm wondering if it's too late to ..... today. I know it's really last minute.
B: Oh. That might be difficult. ..... .
A: ..... it's pretty urgent. ..... , and it totally slipped my mind.
B: Let me see what I can do. Can I call you back in a few minutes?
A: Sure. I'm at ..... .
B: OK. I'll get back to you ASAP.

KEEP TALKING! ●●●
- **Negotiate the time it will take.**
- **Add another request.**

Watch the video for ideas!

D **CHANGE PARTNERS** | **Change the conversation again.**

RECYCLE THIS LANGUAGE

Can I get it [by 3:00]?
How about [Tuesday]?
Gee, I'm sorry. I'm afraid I can't.
I wish I could.
I know you've got a lot on your plate.
I owe you one!
You're a lifesaver!
Thanks a million!

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3 COMMUNICATION GOAL Recommend local service providers

A READING | Read suggestions for good customer service. Which are the most important?

Customer Service: The True View Way

At True View Appliances and Repair, we treat our customers as if they are the most important people in the world—because they are! We all know our products are awesome and our repair service first rate, but customer satisfaction depends on the quality of the relationships we build. A loyal True View customer is one who will recommend our products and service to family, friends, and colleagues—and come back for more. Great customer service is crucial to our success.



BE KNOWLEDGEABLE Customers are going to be counting on you for product information and advice, so be sure you know our products well. Sometimes you won't know the answer to a question. But don't just say "I don't know." Say "I'll find out." Your expertise about the Robo-Clean Vacuum will have even more value if you can get the customer to believe that the Robo-Clean is exactly what he or she has always wanted.

BE RELIABLE Our customers always remember what you do more than what you say, so don't let them down. If you promise to have a Zip Hot Microwave delivered to the customer in 24 hours, but then it isn't, that's what the customer will remember. It's always better to promise less but do more. If you make a mistake, apologize immediately and offer a solution ASAP. Research shows that 70% of customers who have their complaints successfully addressed are likely to come back again.

BE ATTENTIVE Be an active listener. When you get a complaint, summarize the problem in your own words; for example: "So the dryer stops before your laundry is dry?" This shows customers that you're paying attention.

BE HELPFUL Take the extra step to help customers get what they need. Respond quickly to requests. If our customers don't believe we're being helpful, they'll go elsewhere to find a company that will.

So let's treat our customers right and get them to keep coming back to **True View**.

True View Appliances and Repair — Employee Training Manual

B IDENTIFY MAIN IDEA | What's the main purpose of this section of the True View Employee Manual?

a to make sure customers are knowledgeable about the company
(b) to teach employees how to respond to customer needs
c to develop employees' loyalty to the company

C UNDERSTAND FROM CONTEXT | Complete each statement with one of these words from the manual.

attentive satisfaction knowledgeable expertise loyal

1 A customer experiences *satisfaction* with a company's services when his or her needs are met.
2 If a company has *knowledgeable* employees, it can be sure customers will be provided with up-to-date product information and advice.
3 *Loyal* customers will keep coming back and recommend your company to others.
4 If your employees really know about the products they sell, customers will be thankful for their *expertise*.
5 Customers believe that an employee is a good listener when he or she is *attentive* to their needs.

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LESSON 3 Recommend local service providers

A READING

Suggested time: 15 minutes | Your time:

- Read the title of the article. Ask Ss to guess what True View is. (a business that serves customers) Have Ss look at the photo and elicit what it shows. (a customer service representative helping a customer)
- Preview the rest of the article with the class. Read the four headings. Ask, *Where do you think this article comes from?* Draw Ss' attention to the small print at the bottom of the article. Ask, *What's an employee training manual?* (a guide to help new employees learn how to do their jobs)
- Have Ss read the article. Have them raise their hands when they have finished.
- Play the audio and have Ss listen and read along silently. As they listen, ask them to underline any vocabulary they don't know. Then clarify the vocabulary or have Ss look up the words in a dictionary. (See Teaching Tip below.)
- Read the question in the directions. Call on volunteers to share their opinions.

OPTION (+5 minutes) After Ss have both read and listened to the Reading, form pairs or small groups. Tell Ss to take turns reading the article aloud. Ask Ss to switch roles section by section.

TEACHING TIP During a reading lesson, avoid spending too much class time on questions about word meanings. Instead, encourage Ss to use context clues to figure out the meaning of the words in the text and follow up later with their dictionaries. You can also cut off vocabulary questions by saying, *Let's move on. We'll cover more word meanings as we do the next exercises.*

B IDENTIFY MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions. Ask, *What does* the main purpose *mean?* (the main goal the writer of the article wants to achieve)
- Have Ss work individually to circle the main purpose. Then have them compare answers with a partner.
- Bring the class together and ask which answer they chose. If there is any disagreement, invite Ss who chose the correct answer to explain their choice.

OPTION Have Ss underline the place in the article where they found support for their answer choice. This will prepare them to explain their choice when you bring the class together.

OPTION (+4–5 minutes) To check comprehension, ask questions about each section of the Reading. For example, direct Ss' attention to the first paragraph and ask:
What two services does True View provide? (They sell and repair appliances.)
What does the company say their success depends on? (customer satisfaction, great customer service)

CHALLENGE (+5–10 minutes) Put Ss in charge of asking comprehension questions about the Reading. Divide the class into five groups, one for each paragraph. (For large classes, if any group has four or more Ss, divide that group into several smaller groups.) Have each group write at least three information questions about their paragraph and agree on the answers. (If more than one group has written questions on the same paragraph, have them form one large group and combine their questions before you bring the whole class back together.) Then have volunteers from Group 1 ask the class their questions about the first paragraph. Continue with the rest of the groups.

C UNDERSTAND FROM CONTEXT

Suggested time: 7 minutes | Your time:

- Say, *Look through the article quickly to find these five words. Circle them.* (See Teaching Tip below.) Ask if Ss have any questions about these words. If a S asks about a word you discussed during Exercise A, ask for a volunteer to explain the word. If you did not previously discuss the word, draw Ss' attention to the context of the word and help Ss see what the context tells them about its meaning.
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

TEACHING TIP Encourage Ss to scan when they need to find specific words, numbers, facts, or other information in a reading. When you scan, you move your eyes across the page and look for specific words or numbers. The point is not to read everything but to look for something in particular. Reading techniques like scanning can save time.

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D PERSONALIZE

Suggested time: 7 minutes | Your time:

- Read the directions and items 1–3. After each item, ask, *How can a company do this?* Brainstorm with the class.
- Form pairs. Encourage Ss to talk about both their face-to-face experiences with local businesses and online interactions with companies.
- Bring the class back together for a follow-up discussion. Start with a discussion of local businesses. Then expand the discussion to big corporations.

OPTION Instead of pair work, have Ss have the discussion in groups of 3–4. After Ss have discussed for a few minutes, ask each group to send one person to the board to list the names of the businesses they've talked about. Bring the class together to look at the names and discuss: *Are there any surprises? How can this information be useful?*

E PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the directions. Tell Ss they can use extra stress on certain words to show enthusiasm, for example, when they recommend a company.
- Have Ss read and listen to the examples and then listen again and repeat.
- Have Ss read the statements aloud to themselves or to a partner. Monitor to make sure they use emphatic stress to express enthusiasm.

Communication Activator

A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Give Ss a minute to look at the chart. Then have Ss read the directions and the list of services in the first column. Brainstorm with Ss other types of services they could list as *other*.
- Go over the sample answer with the class. Direct Ss' attention to the **Reasons** box. Explain that Ss can use these reasons when they fill out the last column in the chart. Tell Ss they can write full sentences or just words and phrases.
- Have Ss work individually to complete the chart. Monitor and assist as needed. If Ss know nothing about a service, tell them they can skip it.

B PAIR WORK

Suggested time: 7 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A-B)

- Have Ss read the directions. Then write on the board:
  ACTIVE CAUSATIVES: get + someone + to (do something)
  PASSIVE CAUSATIVES: get + object + past participle
- Read the woman's statement. Ask Ss to find and underline an example of a causative in the statement. (get my groceries delivered) Ask, *Is this an active or a passive causative?* (passive) Add it to the board under *PASSIVE CAUSATIVES*.
- Ask, *What does this woman get Fresh Stuff to do?* On the board, under *ACTIVE CAUSATIVES*, add the answer: *She gets Fresh Stuff to deliver groceries.*
- Point out the expressions in the **Recycle This Language** box. Ask Ss for ideas on when to use each one.
- Have Ss read the **Optional** box and underline words and phrases in the Reading to use in their discussion.
- Form pairs. Monitor Ss' discussions and assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ evaluating service providers based on their experiences with them
✓ talking about customer service
✓ using causatives correctly

WRITING

Suggested time: 8 minutes | Your time:

- Read the directions. Say, *Choose 2–3 businesses that you like. Imagine that you are writing online comments to recommend them. Use active and passive causatives.*
- Have Ss work individually to write their recommendations. Then collect Ss' writing so you can offer feedback.

WRITING HANDBOOK (optional, page T145)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss ask and answer questions with active and passive causatives about the local services they use. To model the activity, elicit one active and one passive causative question and write them on the board. For example:
ACTIVE: Who do you get to deliver pizza?
PASSIVE: Where do you get copies made?
Have Ss work individually to write their questions on sheets of paper. Then have them walk around the room, asking three different classmates their questions. Monitor and assist as needed. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

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D PERSONALIZE | With a partner, discuss and name companies and businesses that you think . . .

1 are attentive to customer needs.
2 create a high level of customer loyalty.
3 have employees with a high level of expertise.

COACH

E PRONUNCIATION | Emphatic stress to express enthusiasm | Read and listen. Then listen again and repeat. Finally, read each statement aloud on your own, paying attention to emphatic stress.

1 They're REALly knowledgeable.
2 They're SO helpful.
3 They're exTREMEly reliable.
4 They're inCREDibly attentive.

COMMUNICATION ACTIVATOR

Now let's recommend local service providers.

A TALKING POINTS | Use the chart to list services you use—or that someone you know uses. For each service, name a service provider and reasons you would recommend it.

Type of service	Name of business	Reasons for recommendation
repair	*Bob's Bike Shop*	*I like Bob's high-quality work.*

Type of service	Name of business	Reasons for recommendation
repair		
delivery		
personal care		
cleaning		
printing and copying		
pet care		
other:		

Reasons
- attentiveness
- expertise / knowledge
- friendliness
- helpfulness
- location
- quality
- price
- reliability
- other: .....



B PAIR WORK | Recommend a service provider from Talking Points. Discuss why you or other customers use their services, and provide personal examples. Use active and passive causatives when possible.



I always get my groceries delivered by Fresh Stuff. They're incredibly professional and very dependable. Last month, I ordered at the last minute for a party and . . .

SOFT SKILLS BOOSTER p. 154

OPTIONAL Underline new words or phrases in the Reading to use in your discussion. Example: "come back for more"

RECYCLE THIS LANGUAGE
I owe them one!
It worked out.
[He's / She's] a lifesaver!
They always have a lot on their plate.
It depends.

WRITING Write recommendations for the businesses and services that you think are the best in your neighborhood or town. Use active and passive causatives when possible.

WRITING HANDBOOK p. 145
- Supporting an opinion with personal examples
- Guidance for this writing activity

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4 COMMUNICATION GOAL Persuade someone to use your services

A VOCABULARY | Service businesses | Read and listen. Then listen again and repeat.



catering



organizing



translating



babysitting



dog grooming

B PAIR WORK | Would you ever want to have a business that provides any of the services in the Vocabulary? Discuss and explain your reasons.

> "A babysitting service would be very interesting. I love kids and I'm reliable. But organizing isn't for me. I'm not good at that."

C LISTEN TO INFER | Listen to five ads for professional services. Infer the service each is offering.

1 *catering*
2 *dog grooming*
3 *translating*
4 *organizing*
5 *babysitting*

D SUMMARIZE | With a partner, listen to each ad again and take turns summarizing the main message of the ad. Each summary should be at least three sentences long and use one of the words in the word bank. Listen again, if necessary.

attentive warm experienced professional reliable

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LESSON 4 Persuade someone to use your services

A VOCABULARY

Suggested time: 3 minutes | Your time:

- Give Ss time to look at the illustrations and captions.
- Play the audio. Have Ss listen and read. Then have them listen again and repeat.
- To check understanding, ask volunteers to explain what each service does. For example: *A catering service makes food for parties.*

EXTENSION (+5 minutes) Write two headings on the board: *Services* and *Service providers.* Write *catering* under *Services.* Ask, *Who's the man in the kitchen in the first picture?* Write *a caterer* under *Service providers.* Then, under *Services*, list the remaining businesses. Elicit the terms for the service providers and write them on the board (a professional organizer, an interpreter or translator, a babysitter, a dog groomer).

LANGUAGE AND CULTURE A translator generally works with written material, while an interpreter translates as people are speaking. However, "translation services" can include both translating and interpreting, and people often use *translator* in place of *interpreter*.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example.
- Form pairs. Monitor the discussion to make sure Ss give reasons for their answers.
- Bring the class together. Invite Ss to share some of their responses.

EXTENSION (+5–15 minutes) Ask, *Who has had experience working with customers?* Ask the Ss who raise their hands if the class can interview them about their experience. Brainstorm interview questions and write them on the board. For example: *What was your job? Some people say "The customer is always right"—do you agree?* Have Ss conduct their interviews in groups, or as a class.

C LISTEN TO INFER

Suggested time: 7 minutes | Your time:

- Tell Ss that the people in the ads don't say exactly what their services are. Ss need to listen and try to infer, or guess, which service it is. (See Teaching Tip on this page.)
- Play the audio and pause after the first ad. Ask, *What service is the ad offering?* Replay if appropriate.
- Repeat with the rest of the ads. After Ad 5, say, *Babysitters do not typically clean their clients' houses or groom their dogs. Why do you think this babysitter is offering these services?*

TEACHING TIPS

- *Inferring* means using the information we have to make a guess we think is true. For example, if the streets are wet in the morning, we might infer that it rained during the night. When you ask Ss to infer information, make sure they understand that they have to make a guess.
- For listening tasks that focus on general comprehension, encourage Ss to listen for the gist rather than specifics. Point out that some information is found "between the lines," not stated explicitly.

D SUMMARIZE

Suggested time: 15 minutes | Your time:

- Have Ss read the directions. Write the word bank words on the board. Ask volunteers to define each word. For example: Warm *means friendly and welcoming.*
- Form multi-level pairs. Tell higher-level Ss (Student A) to summarize Ads 1, 3, and 5 and lower-level Ss (Student B) to summarize Ads 2 and 4. Encourage both Ss to take notes as they listen to each ad so that they can check each other's summaries.
- Play the audio for the first ad. Have Student A summarize the ad for Student B. Ask Student B to check that Student A has used at least three sentences and included a word from the word bank.
- Play the audio for the second ad and have Ss switch roles. Replay the audio for Student B if appropriate and allow more time for note-taking. Have Student B summarize the ad for Student A. Ask Student A to check that Student B has used three sentences, included a word from the word bank, and stated the main point of the ad.
- Repeat this process with the rest of the ads. Monitor and assist as needed.
- Bring the class back together. Ask for volunteers to summarize each ad for the class.

OPTION Form similar-level pairs and have both partners write summaries of each ad and then compare them.

EXTENSION (+5 minutes) Have Ss listen to the ads one more time and write down the part of the ad they think will be most effective at attracting business. Have volunteers share their answers after each ad.

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Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Direct Ss' attention to the sample answer of a dog walking service and the reason that it would be successful.
- Have Ss read the **Some services** box. Tell Ss they can add these services or other types of services they know about to their lists.
- Have Ss work individually to create their lists. Monitor and assist as needed.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss that instead of writing in their books, they can use a large sheet of paper. They can also choose a service that's on only one partner's list.
- Direct Ss' attention to the sample answer for *Happy Healthy Dogs*. Answer any questions they have about any of the four tasks.
- Form pairs and have Ss complete the task with their partners. Monitor and assist as needed.
- If some Ss finish ahead of others, you can have pairs of Ss form groups of four. Tell each pair to share the plans for their company with the other pair.

C PRESENTATION

Suggested time: 10 minutes | Your time:

- Read the directions and the woman's question. On the board, list the points for Ss to cover in their presentations: *company name, company logo, services, slogan, advertising strategy*.
- Invite volunteers to make their presentations, starting with higher-level Ss. Tell Ss to display their logos as they present.
- Encourage the audience to ask questions. Encourage the presenters to ask for suggestions for their business and / or their advertising strategy.

OPTION To maximize the number of Ss who can present in the time available, divide the class into small groups. Have Ss present to their group instead of to the whole class. Monitor the groups and encourage questions.

OPTION After Ss complete their presentations, have them attach their papers / posters to a bulletin board or classroom wall, or spread them out on a large table or desktops so all Ss can walk around and see them.

LOOK FOR While Ss are doing Exercise C, monitor their presentations to determine if they are

✓ incorporating vocabulary for services

✓ discussing people's needs for local services

CLOSURE ACTIVITY (+5 minutes) Tell Ss to imagine that they own a business that provides a service. On a sheet of paper, have them write a paragraph about the company. They should introduce it, describe the services it provides, and explain why people should use its services. Monitor and assist as needed. Collect the papers. Read them to identify areas for review and extra practice.

TEACHING TIP One way to respond to Ss' writing and provide encouragement without actually writing feedback on papers is to select several to read to the class. First, ask the writers' permission to do so. Introduce the samples by saying there were many good responses to the assignment and you are going to read just a few. After reading each one, you can say something specific about it (*Nice details!* or *Clever ideas!)* or just make a general comment *(Good work).*

Remind Ss of additional vocabulary and listening practice in their digital resources.

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COMMUNICATION ACTIVATOR

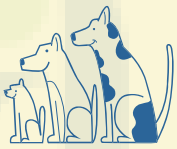
Now let's persuade someone to use your services.

A TALKING POINTS | Create a list of at least three services that would be successful in your neighborhood and write your reasons.

Some services
- a dry cleaner
- a copy or print shop
- a delivery service
- an appliance repair shop
- a shoe repair shop
- a tailor

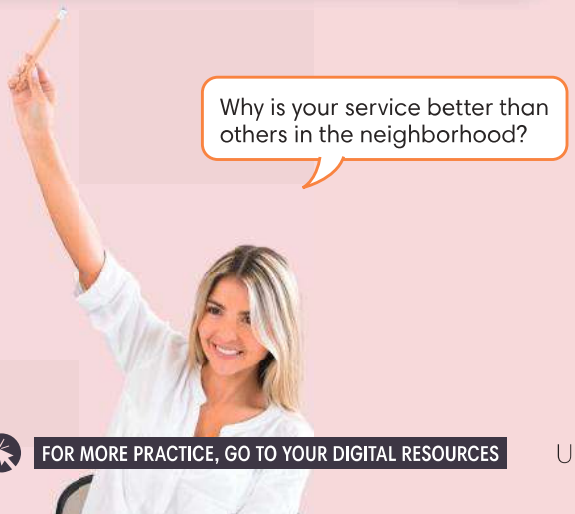
	Type of service	Reasons it would be successful
	a dog walking service	*Many people are too busy to walk their own dogs.*
1		
2		
3		

B PAIR WORK | Choose one of the services you each listed in Talking Points. Then create an advertisement to market that service.

Invent a name for your company. *Happy Healthy Dogs*	Design a company logo. 
Provide a slogan for your company message. *"We're never too busy for your dog!"*	Create an advertising strategy. *Put ads on social media*

Invent a name for your company.	Design a company logo.
Provide a slogan for your company message.	Create an advertising strategy.

C PRESENTATION | Present your company and service to your classmates. Ask questions about your classmates' services.



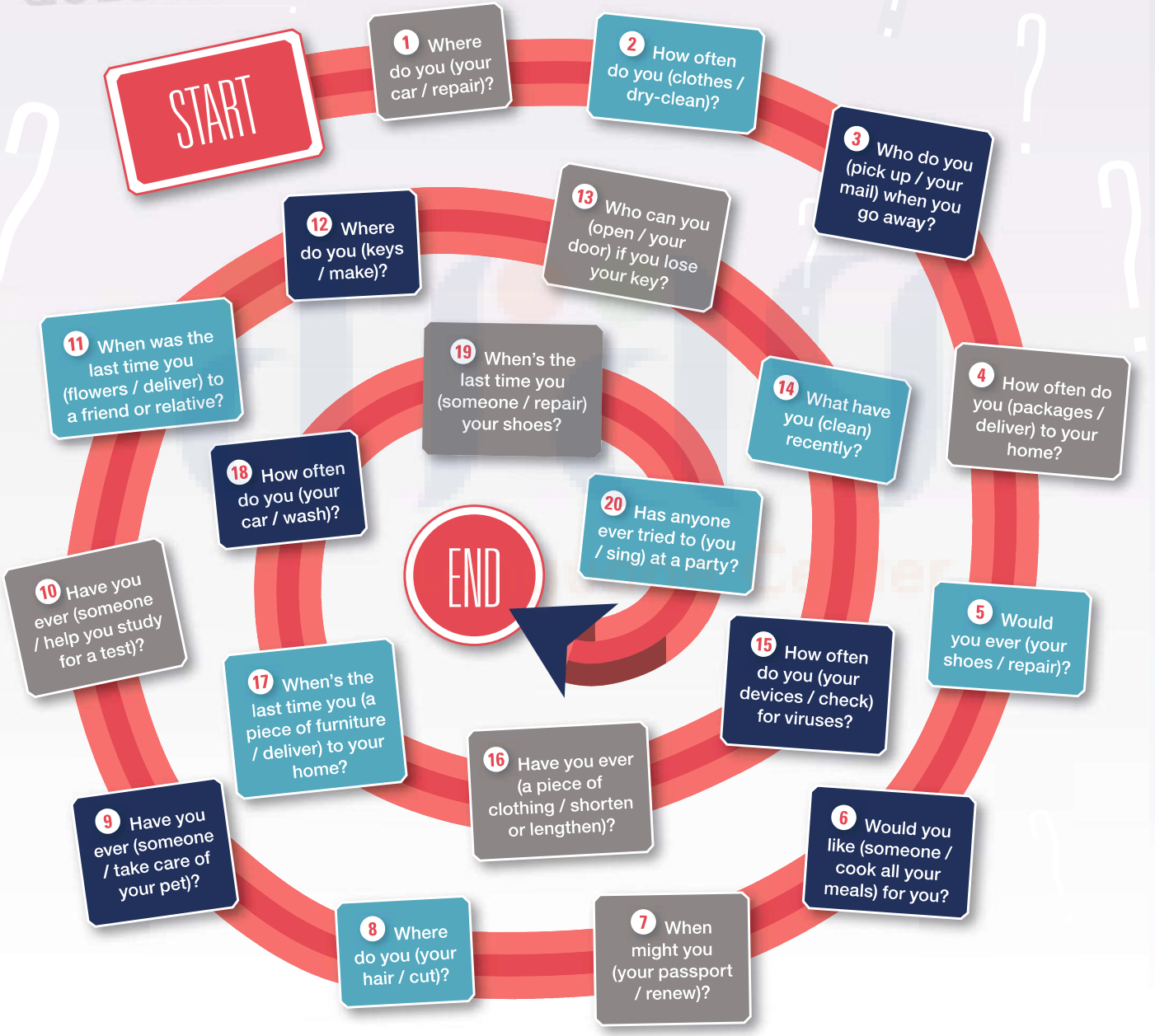
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TWENTY QUESTIONS

- You and your partner place two coins on START. Flip a third coin to decide who goes first and to move on the board. Heads = Go two spaces. Tails = Go one space.
- Use the prompt on your space to ask your partner a question, correctly using either an active or passive causative. Your partner answers the question and takes the next turn.
- If your question is grammatically incorrect, go back one space. Your partner takes a turn.

The first partner to get to END is the winner.

See page 189 for answers.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask for and offer to do favors.
- ☐ Arrange to get something done.
- ☐ Recommend local service providers.
- ☐ Persuade someone to use my services.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Interactive Cool Down

TWENTY QUESTIONS

Suggested time: 30–45 minutes | Your time:

- Have Ss read the first paragraph of the directions. Form pairs and check that each pair has a coin to toss. If Ss don't have coins to use as markers, they can use paper clips, small pieces of paper, or similar.
- Have Ss read the rest of the directions. To model the activity, have Ss look at the first space. On the board, write: *Where do you. . . .* Ask the class to complete the question using the information in the prompt. On the board, write: *PASSIVE CAUSATIVE.* Then write the complete questions: *Where do you get your car repaired? Where do you have your car repaired?*
- On the board, write: *ACTIVE CAUSATIVE*. Ask, *How do we say this using* who *and the active causative? Who do you . . . ?* (Who do you get to repair your car? / Who do you have repair your car?) Add the questions to the board.
- Draw Ss' attention to the third space on the game board. Say, *Who do you . . .* and ask the class to complete the question. On the board, write: *Who do you get to pick up your mail when you go away? Who do you have pick up your mail when you go away?* Say, *Use active causatives in your questions with* Who *or when the object is a person*—someone *or* you. *Use passive causatives in your questions with* Where *or when the object is a thing*—your car, your clothes, *and so on.* Leave the examples on the board if you feel that Ss need that support.
- Call on a pair of higher-level Ss to demonstrate how to play the game. Have the class watch as the Ss each take their first turn. Invite the class to judge whether the Ss have asked their questions correctly. Encourage Ss to answer the questions with full sentences so that they are getting more practice using causatives.
- Monitor as pairs play the game. Assist as needed, especially in determining if Ss have formed their questions and answers correctly.

EXTENSION (+5–10 minutes) After Ss complete the game, tell them they are going to play a memory game with the same partner. Have each S take a sheet of paper and write as many sentences as they can about their partner, using active or passive causatives and reporting information they learned during the game. For example: *[Nora] gets her car repaired at a Toyota dealer. She has a neighbor pick up her mail when she goes away.* When both Ss have finished, have them exchange papers and check each other's sentences for content and grammar. The partner who has more sentences wins. If there's time, have each pair join another and exchange papers. As a group of four, have Ss ask questions to confirm the facts. For example: *Hiro, Miki writes that you never get your clothes dry-cleaned. Is that true?*

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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