Could you do me a favor?

**Cycle 1, Exercises 1–7**

### 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 best friend’s wedding. She wants the photos for a Web site. She has used a digital camera a couple of times. She’ll pick it up on Friday 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

#### 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.
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.

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 . . .

- 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.

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

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.

Answers
1. Tina wants to borrow Robert’s camera. yes
2. Mike wants to borrow Sandy’s video game system. no
3. Phil wants Li-Ling to take care of his bird while he’s away. yes

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.

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

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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

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).

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
**10 GRAMMAR FOCUS**

**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 she 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.**

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**11 SPEAKING**

**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.

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*Could you do me a favor? • T-20*
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.

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 . . .

Workbook Exercises 6–9 on pages 47–49
Lab Guide Exercises 4 and 8 on pages 13–14
Video Activity Book Unit 8

for more practice in . . .

Grammar, Vocabulary, Reading, and Writing
Listening, Pronunciation, and Speaking
Listening, Speaking, and Cultural Awareness

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