

**Unit 2 Overview:**

Unit 2 moves on from Unit 1 by using the same pattern: 1.2 **make + (somebody) + (do something)**. We review this pattern but also introduce a new pattern (2. 1: **V n to+inf**) and 3 new verbs: **let** (which takes Pattern 1.2), **get** (a synonym of *make*) and **allow**. The last two verbs use Pattern 2.1. Pattern 2.1 corresponds with **V n to-inf** (II.1 – ‘Tell’ group, and II.3 – ‘Cause’ group) (p. 292-4).

The purpose of this unit is to illustrate that the same patterns can take many different verbs. Often, as is the case here, these patterns are within the same semantic field. In these two patterns, interactions between people of different levels of authority are described.

**Unit 2.1.****Exercise One:**

In this exercise, the meanings of the four verbs are explored. Both pictures show a parent: one is domineering and ordering, the other is relaxed and permissive. Here *get* and *force* are synonyms, as are *let* and *allow*. Learners’ own experiences with their parents may help to illustrate the difference between these two pairs of verbs so we recommend teachers ask personalised questions to concept check. For example, *Did you have a parent like this? What did (s)he get/allow you to do?* If learners are clear in their understanding, they can move on to the patterning of these four verbs.

**Exercise Two:**

This exercise asks the learners to complete two tasks. First, they have to match one half of a sentence to the other half. There are some semantically related words in both halves to help with recognition. Secondly, they have to match the sentence to the pattern used. After completing the task, draw their attention to which verb takes which pattern.

**Unit 2.2.****Exercise Three:**

This exercise consolidates their understanding of which verb takes which pattern. Learners have more autonomy in that they must decide whether to use the *infinitive* or *to+infinitive* pattern.

**Exercise 4:**

This exercise is a freer productive activity in which learners interview each other (or the teacher) and complete a table which can then be used as a resource for further discussion.

Before starting this exercise, as learners will need to ask questions to each other, it may be worth checking the question form of these patterns. You may want to present the following frames:

1. What does (your father) make you do?
2. What does (your father) get you to do?
3. What does (your father) let you do?
4. What does (your father) allow you to do?

If learners are having difficulty, they can use their imagination to create the three people. Or they may want to fill in their own table and then share their answers with their partner or the class.

Feedback in plenary can help to reinforce the patterns used.