

MINISTERIO DE EDUCACION  
GUILLERMO ENDARA GALIMANY  
STUDY GUIDE  
12º GRADE  
THIRD TRIMESTER

Professor: Miss Rebeca Castañeda

From: Monday September 18<sup>th</sup>,2023 to Friday October 22<sup>nd</sup>, 2023.

Topic: THE REAL WORLD

Theme # 1: Causative *get* and *have*.

Objective:

1. SWBAT practice the causative *get* and *have*.
2. SWBAT develop skills in listening for gist and for details.
3. SWBAT talk about getting things done.

- GRAMMAR → CAUSATIVE *get* and *have*.
- Read the instructions clearly and complete the activities A and B
- This explanation is adding in this guide.
- (10 Points) daily grade
- Link: [https://drive.google.com/drive/folders/1jCtHCzmjKmu-Y3RaJel-21pJkluvph5R?usp=drive\\_link](https://drive.google.com/drive/folders/1jCtHCzmjKmu-Y3RaJel-21pJkluvph5R?usp=drive_link)
- LISTENING → SO MUCH TO DO!
- Listen to three busy people talk about their plans. Write what they are going to do themselves. Using the box in the photocopy.
- Link: [https://drive.google.com/drive/folders/1xixtS8VZGGQ4QVM1IyoSdYdPI6kbaMQQ?usp=drive\\_link](https://drive.google.com/drive/folders/1xixtS8VZGGQ4QVM1IyoSdYdPI6kbaMQQ?usp=drive_link)
- (6 points) appreciation
- SPEAKING → DO IT YOURSELF?
- Imagine you are preparing for an interview. Look at the “to do” list.
- What would you do yourself? What would you have or get done?
- Write the sentences in your notebook, to share in class.

(Complete this theme in your notebook for evaluation, check the paper added, the activities must be handwritten)

Theme # 2: Jobs interview

Objective:



1. SWBAT take time to think and close an interview
- INTERACTIONS → INTERVIEWING
  - Complete the activity A. What topics do you think you would discuss in the interview.

- Activity B. practice the conversation, use this link:  
[https://drive.google.com/drive/folders/14FLbb6tsi2UwGoUB5ua-pFxWXjJJD\\_MG?usp=drive\\_link](https://drive.google.com/drive/folders/14FLbb6tsi2UwGoUB5ua-pFxWXjJJD_MG?usp=drive_link)
- Activity C. complete each box with a similar expression from the conversation.
- Listen this link for practice the expressions.
- [https://drive.google.com/drive/folders/1xsC8lBqyi\\_50DC0LfM1VN2NlcUNXSul0?usp=drive\\_link](https://drive.google.com/drive/folders/1xsC8lBqyi_50DC0LfM1VN2NlcUNXSul0?usp=drive_link)
- Activity D. number the sentences from 1 to 8
- (10 points) appreciation.

(Complete this theme in your notebook for evaluation, each activity must be handwritten, check the papers added)

Theme # 3: Getting the job.

Objective:

1. SWBAT develop skills in listening for gist and for specific information.
  2. SWBAT take time to think and close an interview.
  3. SWBAT use role plays like this one is an opportunity to encourage them to practice important non- language aspects of communicating in English.
- LISTENING  GETTING THE JOB?
  - Complete the activity A, B listening the audio, for practice. (12 points) appreciation.
  - [https://drive.google.com/drive/folders/1D7j09FKu-VcojVxC2zn09kdM0teux\\_pn?usp=drive\\_link](https://drive.google.com/drive/folders/1D7j09FKu-VcojVxC2zn09kdM0teux_pn?usp=drive_link)
  - SPEAKING  HELP WANTED
  - Activity A. prepare for a job interview. Practice for evaluation in class ( 35 pts)
  - Prepared for introduce yourself check the page 106 and 107 for that.
  - Rubric:
  - Pronunciation 10
  - Tone of voice 5
  - Presentation 10
  - Self-confidence 5
  - Punctuality 5
  - Activity B. role-play the job interview for a job in part A.
  - Choose a classmate to present a role play the job interview. Then change roles. Check the example in part A, and you can look for more information in the web. Prepare at least 10 questions in the interview.
  - Activity A and B is to present in class for evaluation. (daily grade 45pts.)
  - Rubric
  - Pronunciation 10
  - Tone of voice 5
  - Role.- play 10
  - Self confidence 5
  - Questions 10
  - Punctuality 5

# CAUSATIVES: HAVE AND GET

PERFECT ENGLISH GRAMMAR

[Download this explanation in PDF here.](#)

[See my explanation about the causative verbs 'let' and 'make' here.](#)

We use a causative verb when we want to talk about something that someone else did for us or for another person. It means that the subject caused the action to happen, but didn't do it themselves. Maybe they paid, or asked, or persuaded the other person to do it. For example, we can say:

- I cleaned my house. (This means I cleaned it myself).

If I paid someone to clean it, of course I can say:

- A cleaner cleaned my house.

But, another way is to use a causative construction. So I can also say:

- I had my house cleaned.

In a sense, using a causative verb is similar to using a passive. The important thing is that the house is now clean. We don't focus on who did the cleaning.

## **Have + object + past participle (have something done)**

We usually use 'have something done' when we are talking about paying someone to do something for us. It's often used for services. The form is 'subject + have + object + past participle'.

- I had my car washed.
- John will have his house painted.

## **Get + object + past participle (get something done)**

We can also use 'subject + get + object + past participle'. This has the same meaning as 'have', but is less formal.

- The students get their essays checked.
- I'll get my hair cut next week.
- He got his washing machine fixed.

[Try an exercise about 'have something done' and 'get something done' here.](#)

### **Have someone do something (have + person + infinitive)**

We can also use the construction 'subject + have + person + infinitive'. This has a very similar meaning to 'have something done', which we've already talked about, but this time we say who did the thing - we talk about the person who we asked to do the thing for us.

- I had the electrician look at my broken light.
- The doctor will have the nurse call the patients.
- The teacher had the students write the answers on the whiteboard.

### **Get someone to do something (get + person + to + infinitive)**

Finally, we can also use the construction 'get + someone + to + infinitive'. Again, this means that you cause the other person to do the action, maybe by paying them to do it, or by asking them to do it, or by persuading them to do it.

- She gets her son to do his homework by promising him ice cream when he's finished.
- I got the cleaner to clean under the cupboards

### 3 Grammar Causative *get* and *have*

get + someone + to + verb

Get people to **provide** references for you.

have + someone + verb

I plan to **have** a friend **practice** with me.

get + something + past participle

Where can I **get** my résumé **printed**?

have + something + past participle

I need to **have** my clothes **dry-cleaned**.


**A** Circle the correct words. Then compare with a partner.

1. My company is trying to get Greg **accept** / to accept / accepted our job offer.
2. I need to have someone **translate** / to translate / translated my résumé into English.
3. I'd like to get my former boss **provide** / to provide / provided a reference letter.
4. You should have your suit **dry-clean** / to dry-clean / dry-cleaned before the interview.
5. Where can I get some business cards **print** / to print / printed?


**B** Put the words in order. Then compare with a partner.

1. Paul / his brother / gets / his hair / cut / to Paul gets his brother to cut his hair.
2. I / to / a reference letter / got / write / my boss I \_\_\_\_\_.
3. Where / have / proofread / I / can / my résumé Where \_\_\_\_\_?
4. Jay / his house / on Saturday / had / cleaned Jay \_\_\_\_\_.
5. Liz / to get / proofread / her presentation / needs Liz \_\_\_\_\_.

### 4 Listening *So much to do!*

**A**  Listen to three busy people talk about their plans. Write what they are going to do themselves.

	Do themselves	Have or get done
1.		
2.		
3.		

**B**  Listen again. Write one thing each person is going to have or get done.

### 5 Speaking *Do it yourself?*

**Group work** Imagine you are preparing for an interview. Look at the "to do" list. What would you do yourself? What would you have or get done? Share your ideas.


- cut my hair      iron my shirt      proofread my résumé
- dry-clean my suit      photocopy my résumé      take photos
- format my résumé      print business cards      translate my résumé

A: I'd format my résumé, but I'd get someone else to proofread it.

B: Me, too. I'd have my résumé translated, and then I'd photocopy it myself.

### 6 Keep talking!

Go to page 147 for more practice.

I can talk about getting things done. 


# B

## Let me see . . .

### 1 Interactions **Interviewing**

**A** Imagine you've applied for a job at a company and are preparing for an interview. What topics do you think you would discuss in the interview?

benefits	hours	salary	your education
break times	retirement plan	travel opportunities	your skills and abilities

**B**  Listen to the conversation. How does Mr. Reed describe himself? Practice the conversation.

**Interviewer:** I just have a few more questions, Mr. Reed. Why do you want to work here?

**Mr. Reed:** I'd like to get some experience in this field and put my skills to work.

**Interviewer:** And what are your best skills?

**Mr. Reed:** Oh, let's see. . . . I'm responsible, hardworking, and can work independently.

**Interviewer:** That's good. Can you work weekends?

**Mr. Reed:** Sure. That's not a problem.


**Interviewer:** Can you provide references?

**Mr. Reed:** Of course.

**Interviewer:** Well, it's been nice meeting you. I want to thank you for coming in for this interview.

**Mr. Reed:** Thank you very much.



**C**  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

#### Taking time to think

Um, let me see. . . .

Hmm, let me think. . . .

#### Closing an interview

Well, it's been great talking to you.

Well, I've really enjoyed talking to you.

**D** Number the sentences from 1 to 8. Then practice with a partner.

\_\_\_ A: You're welcome. We'll be in touch.

1 A: So, what skills do you have?

\_\_\_ A: Good. Well, it's been nice meeting you.

\_\_\_ A: That's good. What's the earliest you can start?

\_\_\_ B: Thank you for the interview.

\_\_\_ B: Good-bye. Thank you again.

\_\_\_ B: Um, let me see. I could start in a week.

\_\_\_ B: I'm good with people, and I can use all of the latest office software.

## 2 Listening Getting the job?

**A** Listen to the last part of a job interview. Check (✓) the job the man is most likely applying for.

- TV host    soccer coach    radio DJ    translator    scientist

**B** Listen again. How does the man answer the interviewer's questions? Complete the interviewer's notes.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. What skills do you have?           | _____ and asking questions       |
| 2. What would you like about the job? | the _____                        |
| 3. What is your greatest strength?    | _____ skills                     |
| 4. What is your greatest weakness?    | doesn't _____ some current _____ |
| 5. What is your career goal?          | host TV _____                    |
| 6. Can you work weekends?             | can work _____ but not _____     |

**C Pair work** Did the man interview well? Why or why not?

## 3 Speaking Help wanted

**A** Prepare for a job interview. Choose one of the jobs. Think of answers to the questions below.

### JOBS

#### MAGAZINE COLUMNIST

Trendy magazine seeks outgoing person to write weekly column on what's hot around town. Latest knowledge of music, food, movies, and fashion required. Must be able to write quickly under pressure. Pay per word.

#### ASSISTANT COACH

Energetic and patient person needed to work as part-time assistant to head coach at local high school. No experience necessary. Strong ability in several sports desired. Applicant must be a team player. Pay negotiable.

#### ONLINE TUTOR

Work from home! Reliable tutor needed to teach English and / or math to high school students online. Must have own phone and computer and be able to work independently. Flexible hours. Hourly pay. Perfect for college students.

- Can you tell me a little about yourself?
- What skills do you have?
- What is your greatest strength?
- What is your greatest weakness?
- What is your career goal?
- Can you work weekends?
- How would your friends describe you?
- How do you cope with stress?

**B Pair work** Role-play the job interview for a job in Part A. Then change roles.

**Student A:** Tell your partner which job you have chosen. Answer Student B's questions. Take time to think when you need to.

**Student B:** Interview Student A. Ask the questions in Part A and questions of your own. Then close the interview.

*I can take time to think in an interview.* ✓

*I can close an interview.* ✓