

UNIT 72

Direct and Indirect Speech: Imperatives

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

What is the woman in bed doing? (*Eating.*)

Is it just a snack? (*No. It's a big meal.*)

How does her roommate look? (*Surprised.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the speech bubble text. Ask:

What is the example of indirect speech? (*Not to eat a heavy meal before bed.*)

Which verb introduces the indirect speech? (*Told.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put this list of health problems on the board:

insomnia
minor kitchen burns
headaches
snoring
insect bites
a cold
a sore throat
poison ivy

Have students work in pairs. What advice have they heard for these problems?

What have they been told to do and not to do? After their discussion, they should share the information with the whole class.

EXAMPLE:

A: My mother always told me to hold a burn under cold water.

B: People used to put butter on a burn, but now they say not to do that.
etc.

Optional Writing Activity

Ask students to write a paragraph about advice that have gotten (or given) for some problem (health, school, work, social). What was the problem? Who gave the advice? What was the advice? Remind students to use indirect imperatives.

EXAMPLE:

Last month I kept getting headaches so I went to the doctor. She told me not to eat chocolate or cheese. She said to . . .

UNIT 73

Indirect Speech: Statements (1)

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where is the woman (*At a clothing store.*)

What is she doing? (*Trying on dresses.*)

Describe the woman's dress in the first picture. (*It has very big/puffy sleeves. The skirt is very long and large and has big circles on it.*)

Do you like it? (*Answers will vary.*)

Do you think the man likes it? (*No.*)

Look at the second picture. What is the woman doing? (*Trying on another dress.*)

How does she feel? (*Happy/Pleased.*)

Who is the woman looking through the curtain? (*The salesperson.*)

How does she look? (*Surprised.*)

Describe the two other dresses. (*They are the same as the first dress, but they have different patterns. The dress the woman is trying on has stripes. The dress hanging on the wall is plaid.*)

Have the students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the speech bubble text. Which sentence is indirect speech? (*He said it looked great on me.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Play the game “To Tell the Truth” with the whole class. Three people leave the room. They choose one experience to report to the class. Only one student has actually had the experience. The other two must tell convincing lies to make the class believe that they are the ones who have had the experience.

After the students choose the experience, they go back into the room and sit in front of the class. Each student states the experience. Then, class members ask each student detailed questions about it.

EXAMPLE:

A: Once I climbed a 10,000-meter-high mountain.

B: Once I climbed a 10,000-meter-high mountain.

C: Once I climbed a 10,000-meter-high mountain.

CLASSMATES’ QUESTIONS:

D: A, how long did it take you?

A: A few hours.

D: B, How long did it take you?

B: Two days.

etc.

After each student has answered questions, the class must decide which student is telling the truth. They should explain which statement convinced them that someone was lying or telling the truth.

EXAMPLE:

I believed B because she said that it had taken her two days . . .

Optional Writing Activity

Ask students to write a journal entry reporting a situation in which they thought someone was not telling the truth.

EXAMPLE:

Last month I asked my boss for a raise. He told me that the company had had a bad year. He said he wasn’t able to give me one . . .

UNIT 74

Indirect Speech: Statements (2)

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where does this take place? (*At the beach.*)

How is the weather? (*Very windy / Stormy.*)

Background Notes

The cartoon shows the beginning of a **hurricane**, a very dangerous tropical storm with winds of at least 74 miles (119 kilometers) per hour. Hurricane winds often exceed 150 miles (241 kilometers) per hour near the center, or “eye,” of the storm. Hurricanes occur over the North Atlantic Ocean, the Caribbean Sea, the Gulf of Mexico, or the Northeast Pacific Ocean. (When they occur in the Northwest Pacific Ocean they are called **typhoons**.) Hurricanes occur mostly in the summer and early fall.

The World Meteorological Organization, an agency of the United Nations, names hurricanes to avoid confusion when more than one storm is being observed. Hurricanes used to be given only women’s names. Today they alternate between men’s and women’s names in alphabetical order (Alex, Bonnie, Charley, Danielle, etc.). Names beginning with the letters Q, U, X, Y, or Z are not used. When a storm results in a large loss of life or property damage, its name is “retired.” Meteorologists are predicting an increase in hurricanes because of global warming. Hurricanes can be predicted using weather balloons, satellites, and radar.

Have the students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the speech bubble. Ask:

What does **would** mean in this indirect statement? Is it conditional or future? (*Future.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Notes for Exercise 4

Meteorologists predict and track tropical storms. When conditions are right for a hurricane, the National Weather Service (in the United States) issues a ***hurricane watch***. This means a hurricane might strike within 36 hours. If an area is in danger of being struck within 24 hours, a ***hurricane warning*** is issued. Sometimes evacuation (moving to a safe area) is recommended. In order to prevent damage by wind and flying objects, many people tape their windows. Power outages are common, so it is advisable to have batteries for flashlights and radios. Since power outages can result in loss of water too, many people keep a good supply of bottled water and fill their bathtubs with water before the hurricane hits. If your students are interested in learning more about hurricanes, they can visit the website of the National Weather Service at <http://www.nws.noaa.gov>

Optional Communication Activity

Put this list of extreme weather conditions on the board:

hurricane
very hot weather
very cold weather
drought
flood
sandstorm
earthquake
Other: _____

Have students work in small groups. Have any of them experienced extreme weather conditions? How did they feel? What did they do to protect themselves? What advice would they give someone in the same situation? Have the students report their findings to the class.

EXAMPLE:

Arielle told me she had experienced a very hot summer when temperatures were over 40°C. She told me that she had felt sick a lot of the time. She said she had stayed indoors until evening every day . . .

Optional Writing Activity

Ask students to write a paragraph reporting someone else's experience in an extreme weather condition or natural phenomenon. They can use information from their **Communication Activity** interview or they can interview another person.

UNIT 75

Indirect Questions

Illustration

Background/Culture Notes

The cartoon illustrates a *stress interview*. For information on this, see Exercise 1 on page 328.

It should also be noted that the interviewer's question about the applicant's marital status is illegal in many countries. In the United States, for example, employers must hire only on the basis of skills and experience. An interviewer cannot ask an applicant certain questions unless the information is related to the job. The following are some of the questions an interviewer in the United States may not ask:

- How old are you?
- What is your religion?
- Are you married?
- What does your husband (or wife) do?
- Have you ever been arrested?
- How many children do you have?
- How tall are you?
- What country were you born in?

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

- What is the title of the cartoon? (*The Stress Interview.*)
- Who is the woman holding the paper? (*The job applicant / interviewee / person applying for the job.*)
- Who are the other people across the table? (*The interviewers.*)
- How do the interviewers look? (*Unfriendly / Serious / Angry.*)
- How does the job applicant look? (*Confused / Puzzled.*)
- Would you like to be at this job interview? (*Answers will vary.*)
- Why or why not? (*Answers will vary.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the speech bubble text. Ask:

Is the interviewer asking about the present or the past? (*The present.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Culture Note for Exercise 1

The end of the article discusses questions that are illegal in some countries, such as the United States. (See **Background/Culture Notes** for the **Illustration**.) It is important to note, however, that these same questions may be legal in other countries. You may want to have a class discussion as to the legality of these questions in different countries.

Optional Communication Activity

This is a role-play activity. Have students work in small groups. Ask them to imagine that they are interviewing candidates for a specific job (teacher, restaurant server, taxi driver, flight attendant, etc.). All the groups should be interviewing for the same job. Each group should pick a student to be the job applicant. The rest of the students in the group are the interviewers.

EXAMPLE: (FOR THE JOB OF TAXI DRIVER)

Interviewer 1: How long have you had your driver's license?
Applicant: Two years.
Interviewer 2: Have you had any accidents?
Applicant: No. etc.

Then have each applicant report back to the class. What questions did the interviewers ask?

EXAMPLE:

Applicant: They asked me how long I had had my driver's license.

Elicit the direct question and put, or have a student put, it on the board. Discuss with the class the relevancy of each question.

EXAMPLE:

A: That seems like a fair question. It's important to know how much experience a taxi driver has had.

Optional Writing Activity

Ask students to write a journal entry about an interview they have had (for work or school.) They can use real or imaginary information. What questions did the interviewer ask? What did they answer?

EXAMPLE:

Last year I had an interview for a part-time job as a sales clerk in a clothing store. The interviewer asked me if I had ever sold clothes before. I told her that . . .

UNIT 76

Embedded Questions

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

- Where are these people? (*In a restaurant.*)
- Who is the man standing? (*The waiter/server.*)
- What is he doing? (*Clearing the table/Removing the dishes.*)
- What is the man at the table doing? (*Looking at/Examining the check.*)
- How does he look? (*Puzzled/Confused.*)
- Are they asking each other questions? (*No.*)

Culture Notes

The cartoon deals with the topic of **tipping**. This custom varies greatly from country to country. In some countries, like New Zealand, it is uncommon. In other countries, like the United States and Canada, it is very common, but does not follow many logical rules. (You tip a restaurant server but not a flight attendant who brings you food.) In other countries, like Germany, it is included in the bill.

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the woman's speech bubble text in the cartoon. Ask:

- What does I wonder mean? (*I want to know.*)

Have students look at the second speech bubble text. Ask:

- What does whether mean? (*If.*)
- What kind of words can begin an embedded question? (*if, whether, a wh-question word.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put these phrases on the board:

I don't know . . .
I'd like to know . . .
Do you know . . .?
Can you tell me . . .?
I wonder . . .
I'd like to find out . . .
I wonder . . .
I'm never sure . . .

Have a class discussion on tipping. Discuss these questions:

Do you have any questions about tipping?
Do you think tipping is a good system? Why or why not?
Were you ever in a situation where you didn't know what to do about a tip?
How is tipping different in countries you know?

EXAMPLE:

A: I'm not sure whether tipping is good or not. I think people should get paid enough so that they don't have to depend on tips.
B: I wonder if you would still get good service if the tip were included.
etc.

Optional Writing Activity

Ask students to think about a time when they were traveling. They should write about a situation that confused or surprised them. Remind them to use embedded questions.

EXAMPLE:

When I was an exchange student in Germany, I was surprised when a stranger sat down at my table in a restaurant. I wondered what he wanted. I didn't know what to do . . .