

# 9 Ask Them if They Are Tired

## Reporting

Target patterns:	Say/Tell (+ that) Ask/Tell + if/when/why . . . Tell/Ask/Invite . . . + to
Communication skills:	Reporting a story Reporting a conversation
Language sets:	Say, tell, ask, invite . . . Feelings Math

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### Warm Up

#### Reporting Short Speeches

Get individual students to make short speeches about topics they are interested in. After a student finishes a speech, ask the other students, “*What did he/she say?*” and, if necessary, help students say “*She/He said . . .*” when they recall points made in the speech.

### Carmen Told Us They Would Win

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*What is the sensational news?*  
*When did Carmen say they would win the tournament?*

#### Follow-up question

*What did they report?*  
*What did the TV report recently?*

*What didn't they believe?*  
*What didn't you believe recently?*

#### Comprehension – personalization

T: *What did they report last week?*  
S1: *They reported that Carmen and Emel had beaten last year's champions.*  
T: *What news did you hear last week?*  
S2: *The TV reported that there was (had been) a big earthquake.*  
S3: *The TV reported that unemployment is (was) increasing.*

Continue with other students.

T: *What did Carmen tell them?*

S1: *She told them they would win the tournament.*  
T: *What did somebody tell you last week?*  
S4: *My sister told me she is (was) getting married.*  
S5: *My father told me to stop playing loud music.*  
Continue with other students.

### Personalization

In pairs, groups, or as a class, the students tell each other what their teacher/boss/mother/etc. said to them recently, using “*would.*”

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### Warm Up

#### Ask Me

Say “*Ask me if . . .*” to individual students, and, if necessary, help them make the appropriate question. After you answer, encourage students to ask natural follow-up questions. Then, do the same with the pattern “*Ask me what/where/why/which/who/when . . . ?*” The students then do the activity in pairs, groups, or as a class, taking turns to say “*Ask me . . . ?*”

### Ask Carmen Why She Isn't Pleased

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Who is tired?*  
*Who isn't pleased?*

#### Follow-up questions

*Why are they tired?*  
*Are you tired? Why?/Why not?*

*Why isn't Carmen pleased?*  
*Are you pleased? Why?/Why not?*

#### Comprehension – personalization

T: *Ask (name of a student) if Carmen and Emel are tired.*  
S1: *Are Carmen and Emel tired?*  
S2: *Yes, they are.*  
T: *Ask . . .*  
S2: *Ask (name of a student) if she is hungry?*  
S3: *Are you hungry?*  
S4: *Yes, I am.*

Continue in a chain.

- T: *Ask (name of a student) if Carmen is pleased.*  
 S1: *Is Carmen pleased?*  
 S2: *No, she isn't.*  
 S1: *Why isn't she pleased?*  
 S2: *Because she's tired, and they are asking too many questions.*  
 T: *Ask . . .*  
 S2: *Ask (name of a student) if she is happy?*  
 S3: *Are you happy?*  
 S4: *Yes, I am.*  
 S3: *Why are you happy?*  
 S4: . . .

Continue in a chain.

## Personalization

In groups of three, one student is an editor, another is a reporter and the third student is himself/herself. The editor says "Ask . . . if/what/when/why/etc. . . .", and the reporter asks the third student the question. Encourage the students to keep the activity going as long as they can. After a while they can switch roles.

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## Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

- One of my friends told me that he would go to New York.*  
*My boss asked me if I could work overtime.*  
*My teacher told me to study harder.*

## Controlled Practice

### Reporting Verbs

The students make sentences about each picture.

### Sample answers

(The students may come up with good alternative answers.)

2. *He agreed to sign the contract.*
3. *He promised to love her forever.*
4. *She advised him to stop fighting monsters.*
5. *She invited him to dance with her.*
6. *She reminded him to go to the supermarket.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

- I have decided to change my job.*  
*I have agreed to sell my car.*  
*I have promised to go home early today.*

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## Warm Up

### Giving Instructions

Give instructions to individual students using the pattern "Ask/Tell/Remind/Invite/Promise/Advise . . . to . . . ." and, if necessary, help them carry out the instructions. The students then do the activity in groups, or as a class, taking turns to give instructions.

## Tell Them to Park in the Parking Lot

The students can listen to the dialog, read it, or do both.

### Anticipation questions

- Where is the parking lot?*  
*Why did the aliens ask a difficult question?*

### Post-listening questions

- How did the aliens get into the living room?*  
*How did you get to where you are now?*

- Where did the aliens say they come from?*  
*Where did one of your friends say he/she comes from?*

### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In groups of three, one student asks the second student to advise/promise/invite/remind the third student to do something. After a while they can switch roles..

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## Communication Activities

### A. Interviewing a Superstar

The students are in groups of three. One student is an editor, another is a reporter, and a third is a superstar (chosen by the student). The editor asks the reporter to ask the superstar questions, using the pattern “Ask him/her if/what/why . . . .” The reporter asks the questions, and reports the answers to the editor.

### B. Drawing by Remote Control

The students are in groups of three or more. One student either draws a picture or describes one from a magazine or book. He/She secretly looks at the picture and using the pattern “Tell . . . to . . . .” whispers to another student what they should tell the other(s) to draw.

### C. Commands

1. Shuffle the command cards and place them in a pile upside down on the board. Place the question sheet next to the board.
2. Each student (or team) places three counters on the circles near each starting square.
3. Students take turns to roll a dice and move one of their counters around the board in a clockwise direction. They can choose which of their counters to move.
4. If a student’s counter lands on a ! square, he/she picks up a command card.
5. If a counter lands on a ? square, the student has to answer a question from the question sheet. The number the student rolled to move indicates which section of the question sheet to look at. The student rolls again to find which question to answer.
6. If two of a student’s counters are on the same square, other students’ counters cannot pass.
7. If one student’s counter lands on another student’s counter, the counter is sent back to Start.
8. When a counter completes one circuit, it is moved up the ladder towards Home. The exact number must be rolled to land on Home.
9. The first student to move all three counters onto his/her Home square is the winner.

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## Review Exercises

### Crossword

DOWN

1. chances
2. us
4. look
5. give
7. makes
8. stay
11. soon
12. would
14. leave
17. helps
19. told
20. lost
23. get
24. ran

### ACROSS

1. could
3. miles
6. ambitious
9. now
10. keeps
13. only
15. stops
16. when
18. at
19. tell
21. do
22. longer
25. stop
26. don’t
27. sent

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.