



**LEVEL 2**  
**LESSON 19**  
**MOVIE**  
**NIGHT**

<b>Topics</b>  Politely correcting someone's behavior Asking for something politely	<b>Prepare Before Class</b>  Print copies of the Indirect Questions handout and the student Activity Sheet
<b>Learning Strategy</b>  Ask Questions	<b>Goals</b>  Use indirect questions

**Day 1**

***Introduce the Lesson***

Say, "In this lesson, we will watch Anna and Pete go to see a movie. Anna loves movies. Pete invites her to see one with him. Today, you will learn about using indirect questions to ask for something politely or correct someone who is not following rules."

Ask students if they have ever been to a movie theater. If they have not, ask them to think of a place where they must stay quiet and show polite behavior.

If the expected behavior in movie theaters in your students' country is different from in the U.S., explain that American movie-goers are supposed to sit quietly in the theater. Food is sold in the theater and the theater owners do not want people to bring in their own snacks.

***Teach Key Words***

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

Since this lesson is about watching movies, ask students what words they already know to describe kinds of movies.

## ***Present the Conversation***

Tell students that the video will show Pete and Anna in a movie theater. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



## ***Professor Bot's Lesson***

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

### ***Introduction***

Anna loves movies. And..she loves talking about movies. And Pete doesn't sound happy about that. But he's trying to be polite. He can do that with Indirect Questions.

### ***Indirect questions***

We can ask a question directly: Where is your movie theater? or indirectly as Anna does.  
Anna: Can you tell me how to get to your movie theater?  
They have the same meaning. But indirect questions are more polite and a little more formal.  
Many indirect questions begin with:  
Can/Could you tell me...  
Would/Do you mind...  
Would it be possible...  
or  
Do you know...  
Hmm, do you know if Anna will stop talking? I sure don't.  
Keep watching. And, this time look for indirect questions that begin with: Would you mind...

### ***Final comment***

Well, that's a surprise! I thought Anna would be the noisy one. Well, she was ... with her food. But Pete did all of the talking. At least he tried to be polite by using indirect questions.

## ***Indirect Question Activity***

Explain: “Direct questions are questions that we can ask family, friends, or other people with whom we are close. Here is a direct question.” Write on the board:

Where is the movie theater?

Continue: “Indirect questions are polite and a little more formal. We use them when we talk to strangers or people we are not close with and in work situations. Here is an indirect question.” Write on the board:

Could you tell me where the movie theater is?

Ask, “What happened to the word order in the indirect question?” Ask a student to describe the change and circle the word ‘is’ at the end of the indirect question. Ask students to find some other examples of indirect questions in the conversation and write them on the board. For each one, compare how the direct question would be worded, such as:

Anna, do you mind not drinking so loudly?

Anna, would you stop drinking so loudly?

Review the expressions used to make indirect questions:

Can/Could you tell me...

Would/Do you mind...

Would it be possible...

Do you know...

Continue to explain the ways indirect questions are formed: “For direct questions with do, does or did, this word is removed from the noun clause in the indirect question. (The noun clause in the first example below is “what time the meeting starts.”) Write the sentences on the board or show them on a projector.

Direct: What time does the meeting start?

Indirect: Do you have any idea what time the meeting starts?

~~WRONG: Do you have any idea what time does the meeting start?~~

Direct: Where do you want to sit?

Indirect: Can you tell me where you want to sit?

~~WRONG: Can you tell me where do you want to sit?~~

Then say, “With some direct questions that begin with ‘can’ or ‘could,’ this word is removed from the indirect question.”

Direct: Can/could I come to the movie?

Indirect: Would it be possible for me to come to the movie?

WRONG: ~~Would it be possible can I come to the movie?~~

Direct: Can/could you share your popcorn?

Indirect: Would you mind sharing your popcorn?

WRONG: ~~Would you mind can you share your popcorn?~~

Continue, “For ‘yes’ or ‘no’ direct questions without ‘what,’ ‘where,’ ‘why,’ ‘who,’ ‘when’ and ‘how,’ we use ‘if’ or ‘whether’ in the indirect question.”

Direct: Does Anna take movies seriously?

Indirect: Do you know if Anna takes movies seriously?

Indirect: Do you know whether Anna takes movies seriously?

WRONG: ~~Do you know does Anna take movies seriously?~~

Direct: Is this the right theater?

Indirect: Can you tell me if this is the right theater?

Indirect: Can you tell me whether this is the right theater?

WRONG: ~~Can you tell me is this the right theater?~~

Direct: Has the movie ended?

Indirect: Do you have any idea if the movie has ended?

Indirect: Do you have any idea whether the movie has ended?

WRONG: ~~Do you have any idea has the movie ended?~~

Give students the Indirect Questions handout and make sure the instructions are clear. After students finish the handout, collect the papers and write a few of the students’ sentences on the board. Ask the class to correct any errors in the sentences.

## Day 3

### ***Learning Strategy***

Say, “The learning strategy for this lesson is Ask Questions. In an earlier lesson, we talked about asking questions to learn more, as Anna did at the BBQ festival. In this lesson, Pete and Anna ask questions to make polite requests.”

Explain how students can practice asking questions in their daily life. “In class, you can

always ask direct questions to learn more about your lessons. Outside the classroom, you can use indirect questions to start a conversation with someone and practice your English. For example, let's say you meet an English speaker at a social event. You could say, 'Would you mind telling me about yourself?'

Ask students, "Can you think of a time you have asked a question to learn more in class or outside of class? Take a minute now to write a question using an indirect question like the ones we practiced today." Collect the papers or ask a few students to share their questions with the class.

### **Activity**

Explain the activity. "We will practice the 'asking questions' strategy now with the Activity Sheet. First, read the situations in the six boxes. For Step One, under each situation, write an indirect question to get the help you need. Then you may walk around the classroom and ask your classmates the questions until you have found someone who agrees to help with each situation. Write their names under Step Two."

Ask two students to stand up and demonstrate the sample conversation on the Activity Sheet. Tell Student A: "You have to go away for the weekend. There is no one else at home to feed your cat. You need someone to feed your cat for the weekend." Pause while the students demonstrate the sample conversation. Explain, "Since the other student cannot help, 'Student A' should then go ask another student. Keep asking until you find someone to help."

Watch as students carry out the activity and correct any errors in making indirect questions. When students have finished, have a few pairs of students demonstrate their questions and answers.

## Day 4

### **Listening Quiz**

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Anna says, "I love movies. I love the plot! I love the set design! I love the costumes!"  
*The question is: What does Anna tell Pete about movies?*

2. Read what Professor Bot said: “Many indirect questions begin with: Can/Could you tell me, Would/Do you mind, Would it be possible or Do you know...”

*The question is: Which of these is an example of an indirect question? (Read the options or let students choose from the written options on the quiz)*

*Do you know if Anna will stop talking?*

*Can you tell me how to get to your movie theater?*

*So, would you mind not talking?*

*All of these are examples of indirect questions.*

3. Anna says, “Ooh look, the previews are starting. I love to see what movies are coming out. Oh, this one looks good!”

Then Pete says, “Anna, the previews are part of the movie experience. So, would you mind not talking?”

*The question is: What is one thing Pete says about movie previews?*

4. Pete says, “Excuse me, would you mind turning down your phone light?” And “Anna, can you please turn off your phone?”

*The question is: What does Pete ask Anna to do with her phone?*

Collect the papers or ask students to trade papers and check the answers together.

## **Writing**

Ask students to write their answer to the question below in one or more paragraphs using a “Hamburger Paragraph” format as taught earlier. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Write about your favorite movie and where you watched it. What did you think of the plot, the set design and the costumes?

If time allows, have students exchange their writing with another student and discuss their favorite movies.

### *Conversation*

- Anna: Hi, can you tell me how to get to your movie theater?  
(Movie theater worker on the phone gives directions.)
- Anna: Oh, that's easy. OK, thank you. Bye.  
(Anna meets Pete outside of the theater.)
- Anna: Hi, Pete! Thanks for the movie invitation.
- Pete: Yeah, sure Anna.
- Anna: I love movies. I love the plot! I love the set design! I love the costumes!  
I love...
- Pete: Anna, I take movies very seriously. You're not one of those people who talks during a movie, are you?
- Anna: No.
- Pete: Good.
- Anna: I love the smell of popcorn. I love seats that rock.  
(Her chair makes noise as she rocks back and forth.)
- Pete: I love when people are quiet.  
(The lights go down and we see movie light on their faces.)
- Anna: Ooh look, the previews are starting. I love to see what movies are coming out. Oh, this one looks good!
- Pete: Anna, the previews are part of the movie experience. So, would you mind not talking?
- Anna: Oh, sure, sure.  
(Anna eats her popcorn loudly. Then, she begins drinking her milkshake loudly.)
- Pete: Anna, I was wondering: are you almost finished with that?
- Anna: No. There's still a lot of milkshake at the bottom.  
(She drinks loudly again. And again.)
- Pete: Anna, do you mind not drinking so loudly?
- Anna: I'll try. But it's really thick.  
(She moves the straw around and makes even more noise.)

**Pete:** Anna, what are you doing?!

(A person in the audience shushes Pete.)

**Person:** Shh!

(Pete tells the person what was happening.)

**Pete:** I'm not the one making all the noise.

**Person:** Shhhh!

**Anna:** I'm done now.

(Anna now holds many noisy boxes of candy. Finally, she chooses a candy bar.)

**Pete:** Anna, would you mind opening that a little bit more quietly?

**Anna:** I'll try.

(She tries to open it quietly but cannot.)

**Pete:** Anna, just give it to me!

(He tears it open with his mouth. It makes a loud noise. Again, someone in the audience thinks he is making too much noise.)

**Person:** Shhhh!

**Pete:** (To the person) It's not mine. I'm opening it for her. Here.

**Person:** Shhhhhh!!

**Pete:** (Gives the candy bar quickly back to Anna) Here!

**Anna:** Thanks, Pete.

**Pete:** Now, would you mind being more quiet?

(The light of someone's phone shines in Pete's face. He asks the person a question.)

**Pete:** Excuse me, would you mind turning down your phone light?

(Then, Anna's phone rings.)

**Anna:** Oh, sorry! I forgot to turn my phone off.

(She tries to turn it off but drops it under the seat.)

**Anna:** Oh no! I dropped it. Where is it?

(She looks under the seat in front of her.)

**Pete:** Anna, can you please turn off your phone?

(She speaks to the person Pete just asked to turn their phone light down.)

**Anna:** Excuse me, would you mind lending me your phone light for a minute?

Pete: No! I'll get it!

Person: Shhhhh!

(People shush Pete again. He finally has had enough.)

Pete: Look, people, I'm not the noisy one here! So, you all need to shush the right person. And I should know about shushing! I shush people all the time!!

Guard: Excuse me, sir. You can't yell in a movie theater. Would you mind coming with me?

Pete: You're kicking me out? Me? But I'm always the quiet one in the movie!

(The security guard takes Pete out. Anna watches the movie and eats quietly from her bag of popcorn.)

Anna: Pete should know better. You have to be quiet in a movie theater. Shh, the movie's starting!

## Key Words

candy bar	<i>n</i>	a long, thin, sweet food, usually covered in chocolate
direct	<i>adj</i>	connected or related to something in a clear way
formal	<i>adj</i>	suitable for serious or official speech and writing
indirect	<i>adj</i>	not direct
invitation	<i>n</i>	a written or spoken request for someone to go somewhere or to do something
kick out	<i>v</i>	to force someone to leave a place
lend	<i>v</i>	to give something to someone to be used for a period of time and then returned
milkshake	<i>n</i>	a thick drink made of milk, a flavoring syrup, and often ice cream
plot	<i>n</i>	a series of events that form the story in a novel, movie, or live theater performance
polite	<i>adj</i>	having or showing good manners or respect for other people
popcorn	<i>n</i>	corn in the form of hard yellow seeds that burst open and become soft and white when they are heated
preview	<i>n</i>	a selected group of scenes that are shown to advertise a movie or television show
rock	<i>v</i>	to move someone or something back and forth or from side to side
seat	<i>n</i>	something, such as chair, that you sit on
set design	<i>n</i>	the creation of film, television or theatrical scenery
shush	<i>v</i>	to tell someone to be quiet using the interjection “shh”
straw	<i>n</i>	a thin tube used for sucking up a drink
take (something) seriously	<i>expression</i>	to treat someone or something as being very important and deserving attention or respect

thick	<i>adj</i>	not flowing easily
turn down	<i>v</i>	to lower the volume, temperature or channel of something by pressing a button or moving a switch
turn off	<i>v</i>	to stop the operation or flow of (something) by pressing a button, moving a switch, etc

## Quiz - Level 2, Lesson 19 - Movie Night

Listen. Circle the letter of the correct answer.

1. What does Anna tell Pete about movies?

- a. Where the best movie theaters are
- b. How she was a movie actor
- c. Why she loves seeing movies with him
- d. What she loves about movies

3. What is one thing Pete says about movie previews?

- a. The previews ended while you were making noise.
- b. It's OK to talk during the previews if you speak quietly.
- c. The previews are part of the the movie experience.
- d. If you can't stop talking over the previews, you must go.

2. Which of these is an example of an indirect question?

- a. Do you know if Anna will stop talking?
- b. Can you tell me how to get to your movie theater?
- c. So, would you mind not talking?
- d. All of these are examples of indirect questions.

4. What does Pete ask Anna to do with her phone?

- a. Put it away.
- b. Lend it to him.
- c. Turn it off.
- d. Stop playing with it.



Change the direct questions into indirect questions. You can use these common indirect phrases:

- Can/Could you tell me...
- Would you mind...
- Would it be possible...
- Is there any chance....
- Do you know...
- Do you have any idea...

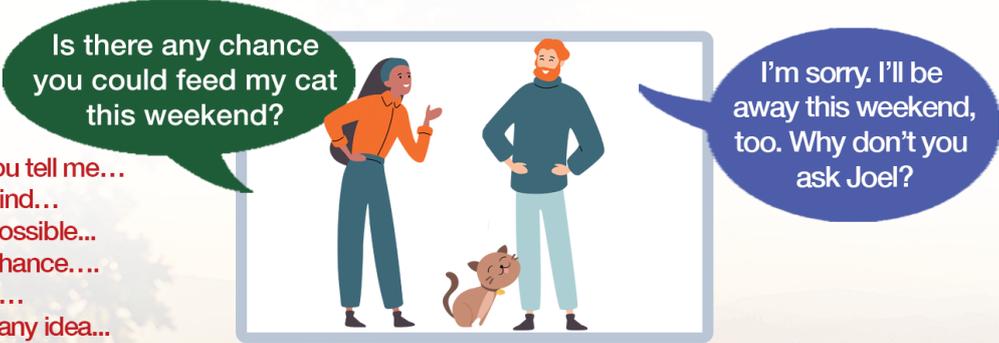
1. When is the store open?  
\_\_\_\_\_?
2. How much is the bus ticket?  
\_\_\_\_\_?
3. Does this train go to the city?  
\_\_\_\_\_?
4. Why didn't Penelope come?  
\_\_\_\_\_?
5. Where is my phone?  
\_\_\_\_\_?
6. Where is she?  
\_\_\_\_\_?

Now write three indirect questions that you can ask your classmate about what you have been studying in this class.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**STUDENT A**  
**STEP 1**

Read the situations. Write an indirect question to make a polite request. Go around your class asking your classmates the questions. Write the names of the ones who will help you.



- Can/Could you tell me...
- Would you mind...
- Would it be possible...
- Is there any chance....
- Do you know...
- Do you have any idea...

You are going away for two weeks. You need someone to water your plants while you are away.

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You missed class last week and there is a test coming up. You need someone to lend you their notes so you can study.

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You have a friend arriving at the airport tonight but you cannot meet them. You need someone to meet them and bring them to your house.

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You forgot to bring your lunch to school. You need someone to lend you money to buy a sandwich.

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You need to write a report by tomorrow, but your computer is broken. You need someone to let you use their laptop.

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Your bike has a flat tire. You need to find someone who can help you repair it.

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**STEP 2**

Here are the people who will help me:

<https://learningenglish.voanews.com>