

14 You Said It Had a Fantastic View

Reported Speech

Target patterns: Reporting by switching tenses
Reporting by not switching tenses

Communication skills: Reporting what others say
Describing buildings
Negotiating

Language sets: Math words

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Warm Up

What Did I Say?

Say something naturally, such as “*It’s a beautiful day*” and then suddenly “*What did I say?*” If necessary, help the students say “*You said it was a beautiful day.*” Make other statements and ask “*What did I say?*” Then, in pairs or groups, students take turns to make statements and then ask “*What did I say?*”

You Said It Had a Beautiful Yard!

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

Anticipation questions

*Do Andy and Paula think the house is wonderful?
When will it have a nice yard?*

Follow-up questions

*What did the agent say about the house?
What did your parents say about you?*

*What does the agent think of tall apartment buildings?
What do you think of tall apartment buildings?*

Comprehension – personalization

T: *He said the house had a beautiful kitchen.*

All students:

No! He said the house had a beautiful yard!

T: *He said it would have a nice yard after they plant some trees.*

All students:

No! He said it would have a nice yard after they plant some flowers.

T: *He said it had a fantastic library.*

All students:

No! He said it had a fantastic view.

Personalization

In pairs, groups, or as a class, students tell each other things others have said to them recently. They can report things said by their friends, teacher, boss, members of their family, etc.

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Warm Up

Fortune Telling

Pretend to be a fortune teller (read palms or look into a crystal ball) and make a sentence with *will*, such as “*You will have six children!*” Then, suddenly say “*What did I say?*” Help the students say “*You said I would have six children.*” Then, in pairs, the students take turns pretending to be fortune tellers, making sentences with “*will*” and asking “*What did I say?*” after each sentence.

You Said It Would Be \$80,000!

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

Anticipation questions

*How old is the house?
What much will it cost?*

Follow-up questions

*How old does the house look?
How old does your home look?*

*How is the agent feeling today?
How are you feeling today?*

Comprehension – personalization

T: *He said they would love the modern bathroom.*

All students:

No! He said they would love the modern design!

T: *He said it would be \$1,000,000.*

All students:

No! He said it would be \$80,000!

Personalization

In pairs, groups, or as a class, the students talk about things a fortune teller or horoscope has said will happen to them.

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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

*I said to my mother that I was very busy today.
I said to my boss that I would finish my report this week.
I said to my teacher that the class is too difficult for me.*

Controlled Practice

What Did They Say?

The students make two sentences about each picture.

Sample answers

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

2. *He/She said he's/she's playing Bach. He/She said he/she was playing Bach.*
3. *He/She said he/she forgot his/her key. / He/She said he/she had forgotten his/her key.*
4. *He/She said he'll/she'll probably be late. / He/She said he/she would probably be late.*
5. *He/She said he's/she's on the way to Florida. / He/She said he/she was on the way to Florida.*
6. *He/She said he's/she's been walking all day. / He/She said he/she had been walking all day.*

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

Sample answers

*My friend said she will meet me on Saturday.
My friend said she would meet me on Saturday.*

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*My friend said he's enjoying his new job.
My friend said he was enjoying his new job.*

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Warm Up

Who Said What?

Make a list of things people have said to you and a mixed-up list of who said them. The students try to guess who said what. Encourage them to make one sentence switching the tense and one without switching. The students then tell each other about things others have said to them. They make two sentences each time—one switching the tense and one without switching.

There Is Life on Earth!

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

Anticipation questions

*Who are the three aliens?
How many of them do Glug and Zork think are intelligent?
How many of them do you think are intelligent?*

Follow-up questions

*What did the frog say he had read?
What did one of your friends say he/she had read?*

*What did the dog say about Bach?
Where did one of your friends say he/she was born?*

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, A is an editor, B is a reporter, and C is a friend or a famous person. A tells B what questions to ask C, using the pattern, "Ask him/her . . ." B asks C the question and then reports C's answer back to A. The three students can switch roles sometimes.

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Communication Activities

A. Mixed Sentences

Each student writes a sentence on a piece of paper about something somebody said to him/her, and the pieces of paper are mixed up. The sentences are then read out one by one, and the students write down who they think wrote each sentence. Finally, they say what they think in complete sentences (e.g. "I think Michelle said she would probably go to Australia next year").

B. Reporting an Interview

A student or the teacher interviews another student in front of the class. The students can give true answers or play the role of a famous person. After the interview has finished, the other students try to remember what the student who was interviewed said.

C. Long Sentences

Students are in groups. Photocopy three sets of cards for each group. The cards are dealt, and each student holds his/her cards so others cannot see what they are. One student touches a card in the next student's hand. The student who owns the card reads out the sentence quickly, and the student who touches the card has to say "You said . . ." without looking at the card. If he/she reports the sentence correctly, he/she gets the card. The students take turns, and when a student gets three of a kind, he/she puts them down on the table in front of him/her.

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It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I would like to learn to play the guitar.

*The longest river in my country is the Severn.
I'm tired of cooking dinner every day.
Long hair is going out of fashion.
I haven't been to the bank yet.*

Puzzle sentences

*I've already seen it three times.
It's been good for the local economy.
Omelets are becoming very popular.
I've never felt so nervous in my life.
There aren't enough places for children to play.*

You

*I wish I could travel around the world.
I think there are too many fast food restaurants in this city.
I hate washing the dishes.
I've never eaten caviar.
These days, I'm becoming busier and busier.*

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.