What did she say?

Reported Speech with Tense Shift
(shifting present tense verbs to past tense)

Materials developed by Elise Couper

Notes:

- **Target Structure and Communicative Function:** Using reported speech (with tense shift) to repeat essential information/procedures to a colleague or classmate.

- **Learners:** Learners are adults in a community-based life skills English class. Student proficiency level ranges from literacy to low intermediate. The majority of students is at a high beginning level. For this reason, this lesson will be limited to: present to past tense shift and second person to first person plural pronoun shift. These are the only 'rules' that will be discovered in the highlighting phase.

The students are already familiar with speech balloons; writing two person conversations that include three turns each; using the classroom computers for email; pick-a-card type activities; and field trips. They are also familiar with simple past for regular verbs and irregular verbs ‘be’, ‘have’, and modals ‘can’, and ‘will’.

- **The Lesson:** The background elicitation portion of the lesson will be prompted by a discussion of the overhead transparency of the initial cartoon for the lesson. Students will discuss the events of the cartoon, talk about their experiences being late to an event, and the consequences of late arrival. Several controlled exercises are included to accommodate the lowest level of students.
Late to Class – Transparency for Background Elicitation

1. 

2. 

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Language Presentation

You can finish Exercise 6 for homework.

What did she say?
She said we could finish Exercise 6 for homework.
Thanks.
No problem.

You have a test on Monday.
You will need to bring two pencils.

What did she say?
She said we had a test on Monday.
Anything else?
Yes. She said we would need to bring two pencils.
Thanks.
You're welcome.
You will have to park in the garage next week.

What did she say?
She said we would have to park in the garage next week.

Thanks for telling me.
No problem.

You can use the classroom computers for email.

What did she say?
She said we could use the classroom computers for email.

Great! Anything else?
Yes. She said we had to type our UserName and password first.

Thanks a lot.
You're welcome.
You are going to read the story on page 32.

You need to finish before break.

What did she say?
She said we were going to read the story on page 32.
OK. Anything else?
She said we needed to finish before break.
Thanks.
No problem.

You need to answer the questions on the worksheet.

You are going to listen to the tape first.

What did she say?
She said we needed to answer the questions on the worksheet.
Did she say anything else?
Yes. She said we were going to listen to the tape first.
Thanks.
You're welcome.
## Highlighting

**Directions:** Complete the grid with the words that the students said.

<table>
<thead>
<tr>
<th>Who said it?</th>
<th>Introductory Phrase</th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>She said</td>
<td>You</td>
<td>have</td>
<td>a test on Monday.</td>
</tr>
<tr>
<td>Student</td>
<td>We</td>
<td>we</td>
<td>had</td>
<td>a test on Monday.</td>
</tr>
<tr>
<td>Teacher</td>
<td>You have</td>
<td>to type our college UserName and password first.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>to park in the garage next week.</td>
</tr>
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</table>
teacher: You need to finish before break.
student:

teacher: You need to answer the questions on the worksheet.
student:

teacher: You are going to listen to the tape first.
student:

teacher: You are going to read the story on page 32.
student:

Now write a rule for reporting somebody's instructions:
Change the subject:
  you to
Change the verb forms:
  have to __________________
  can to __________________
  will to __________________
  need to __________________
  are going to to _________________
Controlled Exercise #1

Directions: A student was late to class. He didn't hear the teacher's instructions. Use the highlighting grid to answer the student's questions.

What did she say about Monday?

She said we had a test on Monday.

What did she say about our college UserName and password?

What did she say about Exercise 6?

What did she say about the classroom computers?

What did she say about pencils?

What did she say about the garage?

What did she say about break?

What did she say about the worksheet?

What did she say about the tape?

What did she say about the story?
Controlled Exercise #2

A student was late to class. He didn’t hear the teacher’s instructions. With your partner, finish the following conversations. Use your answers from Exercise #1. Then practice reading the conversations with your partner.

1

???

I got to class late. What did the teacher say about Monday?

She said we had a test on Monday.

Oh, no! Thanks for telling me.

You’re welcome.

2

???

What did the teacher say about the garage?

It’s really far away.

You’re right.

3

???

What did the teacher say about the classroom computers?

That’s great! Thanks.

No problem.
What did the teacher say about Exercise 6?

Good. I'm not finished.

See you next week.

OK. Bye.

What did the teacher say about break?

Uh-oh. I'd better hurry

Me too.

I didn't hear that. What did the teacher say about the story?

Thanks. It looks interesting.

It is. I just started it.
1. Directions: Look at the cartoon. Read what the teacher said. Write a conversation between the student who came in late and one of his classmates.

You can practice the conversation with a partner.

???

I’m late again! What did she say?

She said ____________________________

Are you my partner?

Yes.

Great!
2. Directions: Look at the second cartoon. Read what the teacher said. Write a conversation between the student who came in late and his classmate.

You will need to do page 23 for homework.

You have to use a pen, not a pencil.

What did the teacher say?

___________________________

OK. Did she say anything else?

Yes. _______________________

Thanks a lot.

Sure.
3. Directions: Look at the third cartoon. Read what the teacher said. Write a conversation for the students.

You are going to start working at the computers next week.

You need to bring a floppy disk to class.

I didn't hear the teacher. What did she say?

That will be fun. Did she say anything else?

Thanks a lot.

No problem.
Semi-Controlled Exercise

Directions: You will work with a partner. Partner A chooses a PINK cartoon. You and your partner will write a conversation for the pink cartoon.

Place the pink cartoon here.

A: What did the teacher say?

B: ________________________________

A: ________________________________

B: ________________________________

Directions: You will work with a partner. Partner B chooses a YELLOW cartoon. You and your partner will write a conversation for the yellow cartoon.

Place the yellow cartoon here.

A: What did the teacher say?

B: ________________________________

A: ________________________________

B: ________________________________
Semi-Controlled Exercise Pink Cartoons
(On pink paper)

1

You need to use the stairs next week.

2

You can use pencil or pen on the test.

3

You have to be here 15 minutes early.
Semi-Controlled Exercise Yellow Cartoons
(on yellow paper)

1

You will need money for dictionaries on Wednesday.

2

You have to take the CASAS test on Monday.

3

You are going to write a story for homework.
Communicative Exercise Teacher Instructions

Communicative Exercise A

Students who chose yellow cartoons in the semi-controlled exercise will constitute one group; those with pink cartoons will comprise the other. Groups will take staggered breaks. During each break, teacher will give directions – using the verb forms used in the lesson – for completing CASAS (or other test) forms to the remaining students. When those on break return, they must ask their partners to fill them in on any instructions they missed. (See Communicative Exercise student sheet.)

Possible teacher instructions for yellow group (adapt to specific class requirements):
You can use pen or pencil.
You need to write your name where it says, ‘Name’.
You are going to write today’s date by ‘Date’.

Possible teacher instructions for pink group (adapt to specific class):
You have to write GBTC where it says, ‘Center’.
You can leave ‘Teacher’ blank.
You will need to circle A, B, or C.

Communicative Exercise B

Tell students that they are in class while the teacher is giving instructions for homework. Have them complete the cartoon with the teacher’s words. Then have them write a conversation with a classmate who was absent for the instructions.
Communicative Exercise A

Directions #1: All students who have pink cartoons will take the first break. While they are on break, the teacher, using verb forms used in the lesson, will give instructions for the CASAS (or another) test. When students with pink cartoons return from break, they must find out from a classmate what the teacher said.

Directions #2: All students who have yellow cartoons will take the second break. The teacher will give more test instructions. When students in the yellow group return, they must find out from a classmate what the teacher said.
Communicative Exercise B

Directions: You are in class but your friend is absent. The teacher is giving instructions for homework. Write the teacher's words in the speech balloon in the cartoon. Then write a conversation you will have with your friend explaining the homework.

FRIEND

YOU

FRIEND

YOU

FRIEND

YOU

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Highlighting Answer Key

Directions: Complete the grid with the words that the students said.

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<td></td>
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<td>You have</td>
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<th>teacher</th>
<th>You</th>
<th>are going to</th>
<th>listen to the tape first.</th>
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<tr>
<td>student</td>
<td>She said</td>
<td>we</td>
<td>were going to</td>
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<th>teacher</th>
<th>You</th>
<th>are going to</th>
<th>read the story on page 32.</th>
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Now write a rule for reporting somebody's instructions:

Change the subject:

- you to

Change the verb forms:

- have to had
- can to could
- will to would
- need to needed
- are going to were going to
What did she say about Monday?
She said we had a test on Monday.

What did she say about our college UserName and password?
She said we had to type our college UserName and password first.

What did she say about Exercise 6?
She said we could finish Exercise 6 for homework.

What did she say about the classroom computers?
She said we could use the classroom computers for email.

What did she say about pencils?
She said we would need to bring two pencils.

What did she say about the garage?
She said would have to park in the garage next week.

What did she say about break?
She said we needed to finish before break.

What did she say about the worksheet?
She said we needed to answer the questions on the worksheet.

What did she say about the tape?
She said we were going to listen to the tape first.

What did she say about the story?
She said we were going to read the story on page 32.
Controlled Exercise #2 Answer Key

With your partner, use your answers from Exercise #1 to finish the following conversations. Then practice reading the conversations with your partner.

1  
I got to class late. What did the teacher say about Monday?

She said we had a test on Monday.

Oh, no! Thanks for telling me.

You’re welcome.

2  
What did the teacher say about the garage?

*She said we would have to park in the garage next week.*

It’s really far away.

You’re right.

3  
What did the teacher say about the classroom computers?

*She said we could use the classroom computers for email.*

That’s great! Thanks.

No problem.
4
What did the teacher say about Exercise 6?

She said we could finish Exercise 6 for homework.

Good! I'm not finished.

See you next week.

OK. Bye.

5
What did the teacher say about break?

She said we needed to finish before break.

Uh-oh. I'd better hurry.

Me too.

6
I didn't hear that. What did the teacher say about the story?

She said we were going to read the story on page 32.

Thanks. It looks interesting.

It is. I just started it.
Controlled Exercise #3 Answer Key

1. Directions: Look at the cartoon. Read what the teacher said. Write a conversation between the student who came in late and one of his classmates.

I'm late again! What did she say?

She said *we could practice the conversations with a partner.*

Are you my partner?

Yes.

Great!

2. Directions: Look at the second cartoon. Read what the teacher said. Write a conversation between the student who came in late and his classmate.

What did the teacher say?

*She said we would need to do page 23 for homework.*

OK. Did she say anything else?

Yes. *She said we had to use a pen, not a pencil.*

Thanks a lot.

Sure.
3. Directions: Look at the third cartoon. Read what the teacher said. Write a conversation for the students.

I didn’t hear the teacher. What did she say?

*She said we were going to start working at the computers next week.*

That will be fun. Did she say anything else?

*She said we needed to bring a floppy disk to class.*

Thanks a lot.

No problem.
Semi-Controlled Exercise Answer Key

Directions: You will work with a partner. Partner A chooses a PINK cartoon. You and your partner will write a conversation for the pink cartoon.

Place the pink cartoon here.

A: What did the teacher say?
B: We needed to use the stairs next week. OR
   We had to be here 15 minutes early. OR
   We could use pencil or pen on the test.
A: Responses will vary.
B: Responses will vary.

*****************************************************

Directions: You will work with a partner. Partner B chooses a YELLOW cartoon. You and your partner will write a conversation for the yellow cartoon.

Place the yellow cartoon here.

A: What did the teacher say?
B: We had to take the CASAS on Monday. OR
   We were going to write a story for homework. OR
   We would need money for dictionaries on Wednesday.
A: Responses will vary.
B: Responses will vary.
Communicative Exercise Answer Key

Communicative Exercise A

Students are not expected to repeat wording exactly. It is hoped that they will use past tense and ‘we’ in the response: She said we had to circle the correct answer is an acceptable response.

Communicative Exercise B

Answers will vary.