

Handout 3

THE TEACHER TOLD US THAT WE WERE WORKING VERY WELL REPORTED SPEECH



Indicadores de logros

- ✓ Identifica y escribe oraciones que empleen el lenguaje indirecto.
- ✓ Utiliza algunos modismos relacionados con los colores para describir situaciones.
- ✓ Identifica la información requerida para ampliar su conocimiento de una situación o problema. (GESTIÓN DE LA INFORMACIÓN).
- ✓ Recoge organizadamente la información.
- ✓ Ubica las distintas fuentes de información disponibles.
- ✓ Analiza la información recolectada.
- ✓ Organiza y archiva la información recolectada.



Con mis compañeros analizo el contenido del siguiente recuadro:

En esta guía, además de utilizar el lenguaje indirecto (Reported Speech), vamos a manejar la competencia **GESTIÓN DE LA INFORMACIÓN**, la cual consiste en la capacidad de recolectar información pertinente con el fin de procesarla, interpretarla y utilizarla para resolver situaciones. Al aplicar significativamente el conocimiento, es necesario conocer el contexto debidamente.



DON'T FORGET IT!

«Man invented language to satisfy his deep need to complain».
Lily Tomlin

I meet with my team-work and copy this dialogue on my notebook, next I answer the questions for sharing them with my classmates:

Mark finished school at the top of his class and he has obtained a scholarship at a university from his region. Let's see this dialogue between his head-teacher and the student:

Teacher: Mark, I have good news for you.

Mark: Yeah, what happened?

Teacher: We have the ICFES results and you have obtained a scholarship because of the highest results.

Mark: Oh my God! That's wonderful. I have the world by the tail.

Teacher: What did you say?. What does it mean?

Mark: I say that I am feeling so successful and happy.

Questions

1. Why is Mark so happy?
2. What did the teacher say to Mark?
3. What did Mark say ?
4. What does «To have the world by the tail» mean?





LET'S LEARN AND PRACTICE

First, I read individually and then I copy the examples on my notebook and the charts too.

REPORTED SPEECH

- ❖ When you are reporting what someone said, you do not usually repeat their exact words: You use your own words in a report structure.

Example:

Jim said he wanted to go home. (Jim's actual words might have been «It's time I went or «I must go»).

- ❖ Report structures contain two clauses: the first clause is the reporting clause, which contains a reporting verb such as «say», «tell» or «ask».

Examples:

He said that she had been to San Andrés.

↓
Reporting clause

↓
Reported clause



- ❖ The second clause in a report structure is the reported clause, which contains the information that you are reporting. The reporting clause can be a «that» clause, a «to» infinitive clause, an «if» clause, or a «Wh»- word clause.

Let's see other examples:

She said **that she didn't know.**
He told me **to do it.**



Mary asked **if she could stay with us**.
She asked **when he'd gone**.

- ❖ I am going to identify both structures in the previous sentences. I do this exercise on my notebook, after that I compare it with my team-work

En la realización del ejercicio anterior fue necesario identificar la información requerida: las cláusulas que forman el lenguaje indirecto para solucionar la actividad planteada.

The reported speech is also called undirected speech.

Los cuadros de resumen son frecuentemente utilizados con el fin de recoger de manera organizada una información determinada, ayudando a visualizar la información de una manera más global.

- ❖ **Let's read and write down some charts in order to understand better this topic:**

PRESENT

Direct: He says, «The boys like to read about it»

Indirect: He says **(that)** the boys like to read about it.

Direct: He tells me, «They will go again».

Indirect: He tells me, **(that)** they will go again.

With **say / tell** in the present, there is no change in the subordinate verbs in indirect speech.



PAST

Direct: He said, «It is a great moment in history»

Indirect: He said (that) it was a great moment in history.

Direct: He told me, «it seems impossible».

Indirect: He told me (that) it seemed impossible

Direct: He told me, « I still can't believe it»

Indirect: He told me, (that) he still couldn't believe it.

With say / tell in the past, the subordinate verb is changed to the past also.

Remember that

- ❖ We use reported speech to report what somebody says or thinks without using their exact words.
- ❖ The main form contains the «reporting or question verb»
- ❖ You can omit THAT in indirect speech.
- ❖ These are some reporting verbs: say, tell, promise, know, believe, think, claim etc.

He says that the boys like to read about it.

He tells that the boys like to read about it.

- ❖ In indirect speech the person is changed to the point of reference of the one reporting: I : HE

Durante el desarrollo de esta guía, estamos seleccionando permanentemente información para resolver los ejercicios planteados. De igual manera debe utilizarse la información que recibimos del mundo: primero la seleccionamos, después la archivamos con el fin de usarla nuevamente cuando necesitemos resolver problemas de la vida diaria.

Activity one

These are the verbs in reported Noun Clause:

I copy and write down the examples on my notebook, taking into consideration this chart:

DIRECT SPEECH	INDIRECT / REPORTED SPEECH
Simple present	Simple past
Present progressive	Past progressive
Simple past	Past perfect
Present / past perfect	Past perfect
Modals	Past Modals

We are very happy at school, the students said.

The students said that they were very happy at school this year.

«I am working in Paris», John said.

John said he was working in Paris.

I have been to church, she told me.

She told me that she had been to church.

I met Tom, he explained.

He explained that he had met Tom.

Cada vez necesitamos más información para nuestro desempeño como estudiantes, hecho que nos exige utilizar adecuadamente los diferentes medios y fuentes de los cuales disponemos para ampliar la información que nos solicitan o que requerimos; este proceso nos exige mayor madurez y responsabilidad.

Activity two

I change the sentences written in direct speech into indirect speech. If I have some doubts I can use my own resources and the ones found at my school.

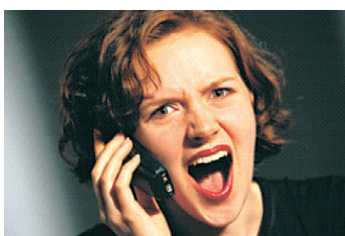
- ❖ I said, I want to go out.
- ❖ Sara explained, «I am studying Art».
- ❖ He complained, «I've been ill».

- ❖ «I've been playing chess», said my boy-friend/ girl friend.
- ❖ « You can answer the questions by yourselves», said the teacher
- ❖ «The children will be at the shopping center», said the mother.
- ❖ « It is a great step for mankind», said Neil Armstrong.

I continue writing this information on my notebook
COLOUR IDIOMS : Feeling *Blue* and looking *Green*
 Now we are going to learn some idioms using colors.

Look carefully the chart and try to discover what the meaning is of each idiom. Write the sentences on the notebook, after that compare the definitions with the rest of the team-work

TO SEE RED



She **saw red**, when her brother crashed her car.

TO BE IN THE RED



At the end of the month I am **in the red** again

TO BE BLUE



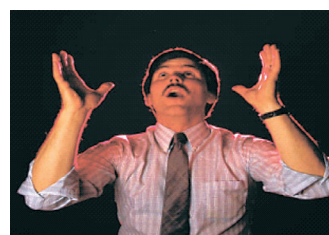
The doctor **is blue** because his patient is very sick

ONCE IN A BLUE MOON



Unfortunately my uncle Juan calls my mother **once in a blue moon**

TO BE GREEN WITH ENVY



Richard is **green with envy** because his friend won a trip to Cartagena

Activity three: Explanation

I write the following chart on my notebook. I am going to find the meaning in list B of the idiom in list A, analyzing the previous information. Next I translate with my classmates the sentences of the

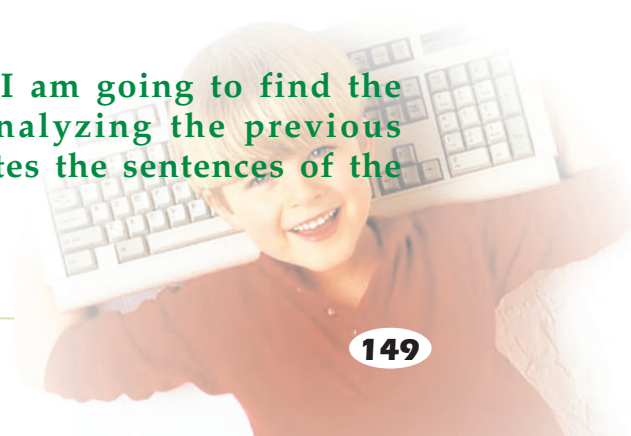


chart. Finally, on my notebook I fill in the blanks using language from list A. Follow the example.

LIST A

To be blue ()
To be in the red ()
Once in a blue moon ()
To see red ()
Green with envy ()

LIST B

1. Infrequently
2. Very envious
3. Depressed
4. Negative financial balance
5. To get angry.

❖ I complete the following sentences using idioms from list A. I do this exercise on my notebook.

- ❖ If you have overspent at the bank you are _____
- ❖ When my sister won a free trip to San Andrés, I _____
- ❖ I _____ when the bank refused me a loan.
- ❖ Unfortunately, I can visit my relatives _____
- ❖ We are _____, because Jacob left the school.

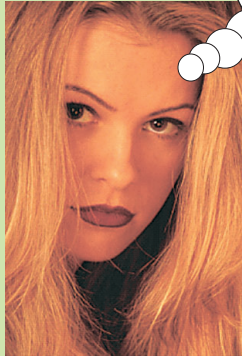


LET'S VERIFY OUR KNOWLEDGE

Después de haber analizado y realizado ejercitación con la información adquirida sobre los modismos, vamos a utilizar lo aprendido para realizar mis propios ejemplos sobre el nuevo conocimiento.

- ❖ Let's follow the example to create some situations where I can use these idioms and the structure of reported speech studied in this handout. Let's do this exercise designed a Flash Card.

En el siguiente ejercicio vamos a necesitar materiales reciclables; entonces podemos utilizar los recursos disponibles en el C.R.A, en mi hogar o en mi colegio. Esta es una forma de hacer uso racional de los recursos.



I can't believe it, he won the lottery again



She was green with envy; she said that she couldn't believe that he won the lottery again.

Cuando estamos ampliando temas y buscando soporte bibliográfico para ejecutar las diferentes actividades, es muy importante tener presente cuales son las fuentes de las que dispongo para hacer uso racional de los recursos.

- ❖ I go to the virtual room, and I open the software English Discoveries intermediate 2: Language: reported speech and I do click in explanation and practice, to solve the exercises there.

Para completar un buen proceso con la información adquirida a lo largo de la guía, vamos a archivar los ejercicios archivados y las flash cards en el portafolio.

- ❖ I have finished my work in this handout.
I share it with my teacher.



ESTUDIO Y ADAPTACIÓN DE LA GUÍA

