



## LEVEL 2 LESSON 20 THE TEST DRIVE

### Topics

Describing similarities and differences  
Discussing opinions

### Prepare Before Class

Print copies of the Reported Speech handout  
and cut out the cards for the activity  
Print out the student Activity Sheet

### Learning Strategy

Focus

### Goals

Use reported speech

## Day 1

### *Introduce the Lesson*

Say, “In this lesson we will go to an auto show with Anna and Penelope. We will learn how to tell others what someone else said. That is called ‘reported speech.’”

Ask students if they have ever seen a car show. Explain that in the U.S. and other countries as well, a car show is a yearly event to show new automobiles to the public.

### *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 automobiles, ask students what words they already know to describe kinds of vehicles or different kinds of drivers.

## ***Present the Conversation***

Tell students that the video will show Anna and Penelope at a car show. 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***

Penelope and Rick are making a news story about the Washington Car Show. Ms. Weaver gave them instructions.

We often need to tell others what someone else said. There are two ways to do this. One is to use the person's exact words and use quotation marks. We call this "direct speech."

For example, Ms. Weaver had said, "You need to show lots of cars."

### ***Reported Speech***

The other way is to talk about what someone said. We call this "reported speech."

Anna tells Penelope: "She said that we need to show lots of cars." In this sentence, "she," is the subject, "said" is the reporting verb, "that" is the conjunction and "we need to show lots of cars" is the reporting clause.

Keep watching, and listen for sentences where Anna talks about what someone else said!

### ***Final comment***

Penelope said she wants to go to lunch. But I don't think that's going to happen soon.

## ***Reported Speech Activity***

Review the explanation Professor Bot gave: “We often need to tell others what someone else said. We can do this in two ways. One is to say the person’s exact words and use quotation marks. We call this ‘direct speech.’ The other is to talk about what someone else said. We call this ‘reported speech.’”

Give students pages 1 and 2 of the Reported Speech handout or show them on a screen as you explain. Make enough copies of page 3 so you can give copies to one-fourth of the students in your class. Cut out the cards on page 3 and have students make groups of four.

Demonstrate the activity by inviting two students to come to the front of the class and show them the card or whisper the command in their ear, for example, “Close the door,” “Don’t turn off the radio,” etc. Then one student mimes, or acts out, the command to the class. If the command is negative, the student should make an X by crossing their arms before they do the mime. The class then guesses what the first student told the second student to do using reported speech, e.g. “He said to close the door,” “She said not to turn off the radio,” etc.

Explain, “Now we will play this game in our groups. Split each group into two competing pairs. Give each group a set of cards. Ask the students to shuffle the cards and place them face down in a pile on the desk. Pairs take turns picking a card to play. Here are the instructions:

1. One student picks up a card and whispers the command on the card to their partner.
2. Their partner mimes the command to the other pair of students. If the command is negative, the student makes an X by crossing their arms before they begin the mime.
3. The other pair of students watch the mime and try to guess what the student told their partner to do.
4. The pair then uses reported speech to say what they think the command was, e.g. “He/she said to close the door.”
5. The pair has one minute to guess what the student told their partner to do. If they manage to do this and make a suitable sentence with reported speech, they score a point.
6. The pairs then swap roles and the process is repeated.
7. Students play until there are no more cards left.
8. The pair with the most points at the end of the game wins.

## ***Learning Strategy***

Say, “The learning strategy for this lesson is Focus. That means to pay close attention. In our lesson today, Penelope asks Anna, ‘Those were her exact words?’ Do you think Anna was focusing, or paying close attention, to what Ms. Weaver said? I think she was, because she answers with Ms. Weaver’s exact words, ‘Have fun, Anna!’”

Tell students, “When you are learning English, it helps to know when to focus more carefully on what you are hearing or seeing. Imagine that we are having a test tomorrow. When you hear me say, ‘The test tomorrow will cover..’ you should look up and pay close attention to what I’m saying. You also need to focus when I explain something new, like I did in this lesson with reported speech, so you can use it when you speak English. The important thing to know about this strategy is that you can decide to focus and it really helps you understand what you want to learn.”

Ask, “Can you think of other times when you have to focus your attention carefully?” Give students a chance to answer. Their answers may include when announcements are made at a train station, when scores are reported for their favorite team on television or radio programs or when they are playing a game and reading the instructions.

## ***Activity***

Pair students and give each student a copy of the Activity Sheet. Ask students if they know what a magic carpet is. The picture on the Activity Sheet shows a carpet that floats in the air. In stories, a person can ask this carpet to take them any place they want to go.

Explain the activity: “We will practice the ‘Focus’ strategy now with the Activity Sheet. You have a magic carpet and you can go anywhere in the world. For Step One, think of the places you want to visit. Answer the questions in the top box. For Step Two, your job is to ask questions. Listen carefully. Use the strategy ‘Focus’ to pay close attention to your partner’s answers. You will have to remember them and write a story for the school newspaper about your partner’s trip.”

After students have written their stories, ask several pairs to share what they learned about their partners’ travels on the magic carpet. As they retell the stories, check their use of reported speech.

## 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. Penelope asks, "Anna, did Ms. Weaver give us instructions for covering the car show?" Anna says, "She did. She said that we need to show lots of cars. She said we need to interview people. And she also said that we should have fun."  
*The question is: What does Ms. Weaver want them to do?*
2. Read what Professor Bot said: The other way is to talk about what someone said. We call this "reported speech."  
*The question is: Which of these sentences is an example of reported speech?*  
*(Read the options or let students choose from the written options on the quiz)*  
She said, "Have fun Anna!"  
Ms. Weaver gave us instructions.  
She said we need to interview people.
3. Hank the Robot says, "Anna, you know, what an effort. What an effort to robot dance. How about a round of applause for Anna! I've never seen anyone try so hard."  
*The question is: What does Hank the Robot ask people to do?*
4. Anna says, "This course is smooth. So you can drive faster. He said...that I can't drive, unfortunately." Later, she says, "That was awesome! I just want to go one more time."  
*The question is: What does Anna say about the Jaguar test drive?*

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. Remind students of their imaginary travels on the magic carpet earlier in this lesson. Explain that some use the phrase 'dream car' to talk about the best vehicle for them. Here, they may write about a car, a boat, a plane, a bike, or whatever means of transportation they can imagine. Write the words or phrases you think

they may need on the board. Here is the writing prompt:

What would be your 'dream vehicle?' Imagine that you could design and build any kind of vehicle for your own use. It can be possible with today's technology or something that may only be possible in the future. Tell about how it looks and what it can do. Why do you think it is the best vehicle for you? Draw a picture of the vehicle.

If time allows, have students exchange their writing with another student and discuss their dream vehicles. Put the students' writing and pictures on the classroom walls or have a few students draw their dream vehicle on the board.

### *Conversation*

- Anna: (to Penelope) That's a great idea. (to the videographer) Rick, I think we should use this as the opening shot.
- Penelope: Anna, did Ms. Weaver give us instructions for covering the car show?
- Anna: She did. She said that we need to show lots of cars. She said we need to interview people. And she also said that we should have fun.
- Penelope: Those were her exact words?
- Anna: Yeah. She said, "Have fun, Anna!" And she is the boss.
- Anna: (to Rick) Okay, Rick, are you - are you ready? OK. Hello, I'm Anna Matteo. Welcome to the Washington Car Show!
- Anna: People all over town are saying that if you like cars, this is the place to be! So, let's see what people are talking about. (at Rick) How was that? Okay? Is that Good?
- Anna: This car show has many styles of vehicles. There are utility vehicles, classic cars, trucks, sports cars, and everyday vehicles.
- Penelope: Okay, I think we got good interviews.
- Anna: Me too! People had very different opinions. But they all said they loved cars.
- Penelope: Anna, look -- a robot!
- Anna: A robot!
- Penelope: A robot!
- Anna: Rick, we have to use the robot in the show!
- (They walk over to the robot. Anna begins to dance like a robot.)
- Robot: What is your first name?
- Anna: Anna! Anna!
- Robot: Anna, you know, what an effort. What an effort to robot dance. How about a round of applause for Anna! I've never seen anyone try so hard.
- Anna: Penelope, did you hear that? Hank the Robot said that he has never seen anyone dance like me.
- Penelope: Uh, I think many people here are saying that, Anna.
- Anna: That was fun. You know what someone told me? You can test drive a Jaguar at this car show.

Penelope: Now, that sounds fun.

Anna: Let's go.

Penelope: Okay.

Anna: This course is smooth. So you can drive faster.

Anna: He said...that I can't drive, unfortunately.

(They begin the test drive. Kurt, the stunt driver, does the driving.)

Anna: Oh my gosh...reverse.

Anna: That was great. This is awesome.

Kurt: Are you ready to go on the rollercoaster?

Anna: I'm ready.

Kurt: Here we go!

Anna: That's awesome.

Anna: That was...That was awesome! I just want to go one more time. I promise. That's it. Just one more time.

Anna: This course is bumpy and uneven. I was told that I could drive this course. So I am.

Anna: (to Rick) Okay, Rick, are you rolling? Awesome. Okay, this course is uneven. But I think the ride will be smooth.

Anna: Ooh. This hill is really steep.

Anna: Oh my gosh. I can't tell you how much fun this is.

Anna: Penelope, that was so much fun! I think I need to go again.

Penelope: Uh, Anna, I think we have enough test drive video.

Anna: Ms. Weaver said to get a lot. So, I think I should go again. (to Rick) Rick, I'm going to go again. Until next time!

Penelope: But I want to get lunch, Anna!

## ***Key Words***

bumpy	<i>adj</i>	having or covered with bumps
classic car	<i>n</i>	an older car, usually of a style that is no longer being manufactured
course	<i>n</i>	the path or direction that something or someone moves along
cover	<i>v</i>	to report news about something
effort	<i>n</i>	energy used to do something
everyday	<i>adv</i>	used or seen everyday
exact	<i>adj</i>	full or completely correct or accurate
hill	<i>n</i>	a usually rounded area of land that is higher than the land around it but that is not as high as a mountain
opinion	<i>n</i>	a belief, judgment, or way of thinking about something
roll	<i>v</i>	to operate something, such as a movie camera
round of applause	<i>exp.</i>	an outburst of clapping among a group or audience
shot	<i>n</i>	a part of a movie or a television show that is filmed by one camera without stopping
smooth	<i>adj</i>	having a flat, even surface
sports car	<i>n</i>	a low-built car designed for performance at high speeds
steep	<i>adj</i>	rising or falling sharply
stunt driver	<i>n</i>	a trained driver who drives vehicles for dangerous scenes in films and on television
test drive	<i>v</i>	an act of driving a motor vehicle that one is considering buying in order to determine its quality
uneven	<i>adj</i>	not level, flat or smooth
unfortunately	<i>adv</i>	a word used to say that something is bad or disappointing

utility vehicle	<i>n</i>	a powerful vehicle with four-wheel drive that can be driven over rough ground (also called sport utility vehicle or SUV)
vehicle	<i>n</i>	a machine that is used to carry people or goods from one place to another

## Quiz - Level 2, Lesson 20 - The Test Drive

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver want them to do?

- a. Show lots of cars.
- b. Interview people.
- c. Have a good time.
- d. All of these things

3. What does Hank the Robot ask people to do?

- a. Give Anna a round of applause.
- b. Tell Anna to stop trying to be a robot.
- c. Teach Anna how to dance better.
- d. Hank the Robot asks all of these things.

2. Which of these sentences is an example of reported speech?

- a. She said, "Have fun Anna!"
- b. Ms. Weaver gave us instructions.
- c. She said we need to interview people.
- d. All of these are reported speech.

4. What does Anna say about the Jaguar test drive?

- a. She says the test drive was awesome and she wants to go again.
- b. She says the driver will not let her do the driving.
- c. She says you can drive faster on the course because it's smooth.
- d. She says all of these things about the test drive.



## Reported Speech

We often need to tell others what someone else said. We can do this in two ways. One is to say the person's exact words and use quotation marks. We call this "direct speech." The other is to talk *about* what someone else said. We call this "reported speech."

### Direct Speech

"You need to show lots of cars."

### Reported Speech

She said (that) we need show lots of cars.

Reported speech contains a subject, reporting verb, conjunction and reporting clause. (The word "that" is optional.)

Subject noun or pronoun	Reporting Verb	Conjunction	Reporting Clause
She	said	(that)	we need to show lots of cars.

### Using Reported Speech

To use reported speech, choose a reporting verb, such as *say*, *tell* or *ask*. Usually, the verb in direct speech moves one tense back in time in reported speech.

### Direct Speech

"I **drive** my car every day."

"I **am driving** my car."

"I **have driven** mv car."

"I **will drive** my car."

### Reported Speech

She said (that) she **drove** her car every day.

She said (that) she **was driving** her car.

She said (that) she **had driven** her car.

She said (that) she **would drive** her car.

If the speaker is reporting something that was *just* said, the reporting clause is often in present tense. This is also common for general facts.

### Direct Speech

"You **need** to show lots of cars."

"The sky **is** blue."

### Reported Speech

She said (that) we **need** to show lots of cars.

She said (that) the sky **is** blue.



The modals *might*, *should*, *would*, *could* and *ought to* do not change in reported speech. However, *can*, *must* and *have to* do change.

Direct Speech

"I **can/could drive** my car."  
"I **may/might drive** my car."  
"I **must drive** my car."  
"I **have to drive** my car."  
"I **should drive** my car."  
"I **ought to drive** my car."

Reported Speech

She said (that) she **could drive** her car.  
She said (that) she **might drive** her car.  
She said (that) she **had to drive** her car.  
She said (that) she **had to drive** her car.  
She said (that) she **should drive** her car.  
She said (that) she **ought to drive** her car.

Change the point of view. For example, the subject "I" becomes "he" or "she" and the subject "we" becomes "they."

Direct Speech

"I have two tickets to the Car Show."  
"**We** want to dance like Hank the Robot."

Reported Speech

**He** said (that) he had two tickets to the Car Show.  
**They** said (that) they wanted to dance like Hank the Robot.

Use *if* or *whether* to report a "yes or no" question. And use the reporting verb "ask."

Direct Speech

"Do you like the Washington Car Show?"

Reported Speech

She **asked if/whether** I liked the Washington Car Show.



Cut the cards out and hand one to a student or whisper the instruction in their ear. The student should mime (act out) the action. Students take turns saying the instructions using reported speech.

✂	Turn off the music.	Come in and sit down.
✂	Make me a cup of tea.	Turn on the light.
✂	Don't answer the phone.	Wash the dishes.
✂	Don't come in.	Pick up your bag.
✂	Open the window.	Do your homework.
✂	Take the dog for a walk.	Don't speak English.
✂	Make me breakfast.	Don't play the piano.
✂	Clean the house.	Don't drive fast.
✂	Don't look out the window.	Listen to me.

Your friend found a magic carpet. You can take a 1-week trip around the world on it. First, write your answers to these questions. Then tell your partner your answers.

1. Which countries are you planning to visit?
2. What do you want to see on the trip?
3. Who are you going with?
4. What will you miss the most while you're away?
5. When are you leaving?



STEP 2

Ask your partner the same questions you answered. Write a story about their trip for your school newspaper in the box below. Use reported speech.

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