GRAMMAR / Reported Speech

INSTRUCTIONS FOR THE TEACHER

This exercise is a supplement to the exercises of *In Charge 1*, Unit 12, pages 150 through 153.

1. Have the students form two groups, A and B. Explain that each group will get a worksheet with two complete conversations and two fill-in areas. Distribute the Student Worksheets to the appropriate group. Tell the students not to show their worksheets to students from the other group.

2. Explain that there is a miscommunication in each conversation because of a “false cognate,” which is a word that looks or sounds similar to a word in another language, but which has a very different meaning.

3. Have Student A read aloud the first conversation on his or her worksheet. Then Student B writes the conversation on his or her own worksheet, in reported speech form. Students A and B then alternate, with one student reading aloud and the other writing the conversations in reported speech form.

4. You may want to review the different reporting verbs or refer students to page 151 in the Student Book. You may also want to circulate so that you can help students interpret what they hear into reported speech.

5. When students are finished, have them check their answers by reading the conversations together.

6. Note that an Answer Key, with suggested responses, is provided.

Optional:

1. Ask students if they are aware of any other false cognates between their own language and any other. Have them share them with the class.

2. For students who are interested in learning more about false cognates, there are many sites on the Internet with lists of false cognates in different languages.

   For Spanish, refer students to:
   <http://spanish.about.com/library/weekly/aa101899.htm>

   For French, refer students to:

   For German, refer students to:
   <http://german.about.com/library/weekly/aa030199.htm>
GRAMMAR / Reported Speech
Student Worksheet A

Work in pairs. There is a miscommunication in each conversation because of a false cognate. Read the first conversation to your partner; your partner will write the conversation in reported speech. Next, listen to your partner’s first conversation, and then write that conversation in reported speech on your worksheet. Take turns with your partner for the next two conversations on your worksheets. Try to use as many reporting verbs as possible.

Read these conversations to your partner:

A1. **Debbie:** My shoes were killing me last night. I was in agony.
    **Pierre:** Did you go to the hospital?
    **Debbie:** No. I just took my shoes off. Why do you ask?
    **Pierre:** Because in French the word “agonie” means to be near death!

A2. **Sarah:** Should we give Paul a gift?
    **Klaus:** A gift? Why would you want to hurt him?
    **Sarah:** A gift won’t hurt him! It will make him happy.
    **Klaus:** It will? In German, a “gift” is poison.

Write the reported speech version of your partner’s conversations:

B1. 

B2.
Work in pairs. There is a miscommunication in each conversation because of a false cognate. Listen to your partner’s first conversation; then write out the conversation in reported speech, on the lower part of this worksheet. Next, read your first conversation aloud, and then your partner will write out the conversation in reported speech. Take turns with your partner for the next two conversations on your worksheets. Try to use as many reporting verbs as possible.

Read these conversations to your partner:

B1. Ken: I grew up in the suburbs of Toronto.
   Jose: Oh, I’m sorry to hear it.
   Ken: Why do you say that? I love my hometown.
   Jose: Oh, I must have misunderstood. In Spanish the word “suburbio” refers to a very poor area.

B2. Klaus: Look, there’s Ryan. Wink at him so he sees us.
   Sarah: That won’t work because he’s too far away to notice.
   Klaus: No he isn’t. Watch.
   Sarah: Oh, you must mean wave, not wink. Does the word “wink” mean “wave” in German?

Write the reported speech version of your partner’s conversations:

A1.________________________________________________________
    ________________________________________________________
    ________________________________________________________
    ________________________________________________________
    ________________________________________________________

A2.________________________________________________________
    ________________________________________________________
    ________________________________________________________
    ________________________________________________________
    ________________________________________________________
Sample answers

Conversation A1 (Student A reads the conversation)

Student B could write:
Debbie complained that her shoes were killing her the night before and that she was in agony and so Pierre asked her if she had gone to the hospital. Debbie said “no,” and replied that she had just taken her shoes off. Then she asked him why he asked. Pierre explained that his reason was because in French the word “agonie” means to be near death!

Conversation B1 (Student B reads the conversation)

Student A could write:
Ken remarked to Jose that he had grown up the suburbs of Toronto and Jose told him that he was sorry to hear that. Ken asked Jose why he had said that, and then he remarked that he had loved his hometown. Jose explained to Ken that in Spanish the word “suburbio” refers to a very poor area.

Conversation A2 (Student A reads the conversation)

Student B could write:
Sarah asked Klaus if they should give Paul a gift, and Klaus asked Sarah why she would want to hurt Paul. Sarah explained that a gift wouldn’t hurt him. She told Klaus that a gift would make him happy. Klaus asked whether or not it would and explained that in German a gift is poison.

Conversation B2 (Student B reads the conversation)

Student A could write:
Klaus pointed Ryan out to Sarah and told her to wink at him so that Ryan would see them. Sarah responded that that wouldn’t work because Ryan was too far away to see the wink. Klaus disagreed with her and told her to watch. Then Sarah understood that Klaus had meant “wave” not “wink.” Sarah asked Klaus if the word wink meant wave in German.
IN CHARGE 1

SPEAKING / Translating Movies

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement to In Charge 1, Unit 12.

1. Distribute the Student Worksheet to your students. Ask the students to raise their hands if the last movie they saw was subtitled. Then have them raise their hands if it was dubbed. Finally, have them raise their hands if the last movie they saw was neither, but rather in its original language.

2. Have students read the introductory paragraph on their worksheets.

3. For part A, ask students to think about the differences between spoken and written language. Put students in groups to discuss the statements on the worksheet.

4. For part B, have students find the statement they most agree with individually. Then have them discuss their opinions in groups. Ask them to think about specific films they’ve seen recently.

5. For part C, have students remain in their groups to make a list of pros and cons. Have students choose one student to be the secretary for the group. Put the following table on the board for the students to copy onto a piece of paper:

<table>
<thead>
<tr>
<th>Subtitled Movies</th>
<th>Dubbed Movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pros</td>
<td>Cons</td>
</tr>
</tbody>
</table>

6. When students are finished making their lists, have them share them with the class.
In many parts of the world, people watch subtitled and dubbed movies as a matter of course. Most people have pretty strong opinions about which they prefer, subtitled movies or dubbed movies. In some places people feel that dubbed movies are for children only, whereas in other places they feel reading subtitles takes away from the enjoyment of the movie.

A. Read the two statements:

1. Subtitling is translating dialogue into written language.
2. Dubbing is translating dialogue into spoken language.

Form groups to discuss the two statements above. What do they tell you about the difference between dubbed and subtitled movies? Do you think that some languages might be more appropriate for subtitling whereas others might not translate well into a written language? If so, which ones?

B. Read the statements below. Which one do you agree with?

- “I often forget I’m reading subtitles in well subtitled movies.”
- “I often feel like I’m missing something that’s going on when I’m reading the subtitles.”
- “In dubbed movies, I can’t stop watching the lips of the actor and wondering what he/she was really saying.”
- “In well-dubbed movies, as long as I don’t look at the lips of the actors, I forget that it is dubbed.”

Discuss which statement matches your opinion the closest. Give reasons. Talk about the dubbed and subtitled movies you’ve seen recently, and any problems you noticed.

C. Make a list of pros and cons for both subtitled and dubbed movies. Share your list with the class.
**VOCABULARY**

**Instructions for the Teacher**

These exercises are a supplement *In Charge 1*, Unit 12.

**Part 1**

Distribute the Student Worksheet to your students. Divide the students into two teams and have them stand in two lines facing you. Follow the instructions for the spelling/meaning bee. Once all the words have been used, the team with the most points wins. If the students want to continue playing, choose words from other units.

**Part 2**

1. In groups of three or four, students study the words for one minute. Then have everyone except one student per group put away the worksheet.

2. Draw a hangman on the board to show students how to play (see <http://www.hangmangames.com/> for a picture of a hangman). Show students how you begin with just the structure and the rope noose. Each time a student says a letter that is not in the word, a new part of the hangman is drawn until there is no more. Start with the head, then draw a neck, then an arm, then the other arm, then the trunk, then a leg, then the other leg, then a foot, then the other foot. You can continue on with the different parts of the face and the hands, if you choose. Also show students how to keep track of the letters they have already called out by listing them below the hangman. The student who guesses the word becomes the next hangman.
VOCABULARY
Student Worksheet

Name: _______________________

Part 1 / Spelling/Meaning Bee

Get into two teams. Each team stands in a line facing away from the chalkboard.

- Your teacher is going to call out a word, and the first person in the line of Team A has to spell the word correctly.
- If the first person can do this, the second person gives the meaning of the word.
- If he or she does this correctly, the third person uses it in a sentence.
- If he or she does this correctly, the team gets 3 points.

Then it’s the next team’s turn. If either of the first two team members answers incorrectly, no points are awarded and the other team is given a chance to spell that word to get one point.

Part 2 / Hangman

Get into small groups. Study the following words for one minute. One student keeps the worksheet in his or her hands where no one else can see it while the others put it away out of sight. The student with the worksheet chooses a word to play hangman with. The student who guesses the answer gets to choose the word next. If no one guesses it, the same student gets to go again.

- pitfalls
- pastry
- bloopers
- ancestors
- grave
- label
- gazing
- blunt
- supple
- stride

- will
- stupefied
- limbs
- ceases
- weary
- paces
- cramped
- paralyzed
- arrested
- plunges