



LEVEL 2
LESSON 22
TRASH TO
TREASURE, PART 2

Topics Making mistakes	Prepare Before Class Print the Tell and Say handout Print out the student Activity Sheet
Learning Strategy Classify	Goals Use tell and say

Day 1

Introduce the Lesson

Say, “In this lesson we watch Anna taking lessons from Sue on how to make treasures from trash. We will learn about how to use the verbs ‘tell’ and ‘say.’”

Ask students if they have ever made a gift for someone. Remind them that Anna wants to make a birthday present for Pete. Ask students if they have taken a class in crafting things. Explain that some stores that sell art supplies offer classes on how to use them.

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.

In this lesson, Anna tries various crafts. Ask students what other words they know in English to talk about crafting things. If there is a local handicraft that students are familiar with, find an online instructional video about the craft in English or their native language. If possible in your classroom, play it without the sound and ask them to tell the steps for doing the handicraft in English. Ask students to tell about a craft they or their family members like to do.

Present the Conversation

Tell students that the video will show Anna taking lessons from Sue on making crafts. 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

Introduction

Uh-oh. It looks like Anna doesn't know the difference between treasure and trash. She thinks those things are telling her something!

The words tell and say have similar meanings. But we use them in different ways.

"Tell" means "to inform or instruct someone with words" and is almost always followed by an indirect object. For example, Sue says, "Tell me about that."

Tell and Say

The word "me" is the indirect object and tells us who is being told.

"Say" means "to express something with words" and focuses more on the words used. For example, Anna says, "That's what it said. It said, 'Use me, Anna.'"

Listen for when Anna and Sue use "tell" and "say."

Final comment

Too bad Anna didn't follow instructions!

Tell and Say Activity

Expand on the information Professor Bot gave about using “tell” and “say:” “‘Tell’ means to inform or instruct someone with words. We use an indirect object (personal pronoun) with ‘tell’ to say who is receiving the information. ‘Tell’ is only used without an indirect object in a few expressions, such as: tell the time, tell the difference and tell the truth.”

Continue, “When we report a command or instruction, we usually also use the verb tell. When we do this, we use an infinitive verb after the indirect object.” Write on the board:

Command (in Direct Speech)

Read the instructions carefully.

Let’s talk about ideas for the show.

I can’t talk right now. I’ll call you later.

Reported Speech

She told Anna to read the instructions carefully.

Continue: “‘Use ‘tell’ in reported speech, sometimes in direct speech and with a personal pronoun.” Read or write these examples on the board:

Sue told Anna that she liked her lamp.

She told her to read the instructions carefully.

Anna told her that the broken toys wanted help.

Contrast the use of “say:” “‘Say’ means ‘to express something with words.’ When we use say, we do not focus on *who* is receiving the information. So, we do not use an indirect object (personal pronoun). Use say in these situations:” Write on the board:

In direct speech

In reported speech

Without a personal pronoun

Read these examples aloud or write them on the board.

Anna said the glue was very sticky.

Sue said that she had to take a call.

She said, “Don’t start without me.”

Give students the “Say and Tell” handout and ask them to complete the five sentences, then write five sentences of their own based on Lesson 21 or Lesson 22.

Learning Strategy

Say, “The learning strategy for this lesson is Classify. That means to sort things into different kinds or categories. Sue tells Anna in this lesson, ‘Sometimes trash is treasure. Sometimes it’s just trash.’ That is, Sue thinks the trash is not good for making things.”

Continue, “When you study science, you classify all kind of things. You can classify kinds of rocks, living things, chemicals, and processes. In learning English, or any language, what things can you classify?” Give students a chance to respond and write their suggestions on the board. Their answers may include:

- parts of speech - nouns, verbs, adjectives, adverbs
- kinds of language - formal, informal, slang, careful, fast
- kinds of verbs - regular, irregular
- kinds of nouns - common, proper, singular, plural
- kinds of speech - direct, reported

Ask students, “What did you learn to classify in the past few lessons? Will it help you to use those patterns in the future?” After students tell you, conclude with a comment on how useful this strategy can be in helping us understand how to use English well. Remind them in future lessons when you classify elements of English.

Activity

Explain the activity: “Have you heard of the game called ‘Two Truths and a Lie?’ We will play that game today to practice the strategy Classify. Here is how it goes: We will make groups of 3 or 4. Each member of the group lists two facts about themselves (these are your truths) and one lie - something that is not true about you. The others in your group will *classify* which things you said are facts and which are lies. If you tell a truth that most may not know and a believable lie, you will make it harder for your classmate to guess.”

Give an example for yourself: “I have five brothers, I am good at skating, and I once met the Prime Minister [or other public figure in your country].” Have students guess which thing you said is true. Their answers may include “said” or “told,” as in “You said you have five brothers. I think that is a lie - you do not have that many,” or “You told us that you met the Prime Minister, but I think that is a lie.”

Group students into groups of three or four, and give them the Activity Sheet. As you observe them, use the word “classify” to comment, “Do you classify that as a lie?” After the groups

are finished, ask several to share the most surprising fact they learned about their classmate or the funniest lie.

Day 4

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. Sue says, "Anna, this stuff is not saying anything to you or me or anyone. It's what we like to call in the business ... garbage."
The question is: What does Sue think about the trash that Anna brought?
2. *Read the sentences or have students look at the choices on the quiz paper.*
The question is: Choose the sentence with correct grammar.
3. Sue says, "Anna, I've got to talk to this person. I'll be right back. Don't start without me."
The question is: What instruction does Sue give Anna?
4. Sue says, "Remember: I said to read the instructions really carefully. Where are those instructions?" Then Anna says, "Let's just plug it in!"
The question is, "Why does Anna have a problem with her lamp?"

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 the form of instructions, using numbered steps. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Explain how to make something, such as a dish you like to cook, a craft item or a simple toy.

If time allows, have students exchange their writing with another student and discuss their work.

Conversation

- Sue: Welcome to class, Anna. I can't wait to see your trash!
- Oh, okay. Alright, it's a -- it's a net with a ... oh, it's got a hole in it. Tell me about that.
- Anna: This net said to me, "Anna, I used to catch stuff. I don't anymore. So, use me, Anna." That's what it said. It said, "Use me, Anna."
- Sue: Okay. So...it's a plastic helmet.
- Anna: This plastic helmet said, "Anna. Hey, Anna, find me a head."
- Sue: Okay, um...and a broken toy.
- Anna: This broken toy ... this broken toy said to me – it said, "Anna, help me find fun." "Help me, Anna" is what it said.
- Sue: Anna, this stuff is not saying anything to you or me or anyone. It's what we like to call in the business ... garbage.
- Anna: But you said to bring in trash.
- Sue: Sometimes trash is treasure. Sometimes it's just trash.
- Sue: Anna, don't worry. Next week, I could teach you decoupage.
- Anna: Decoupage. Decoupage. That's fun to say.
- Sue: All you need to bring is a clean shoe box. A box that held shoes.
- Anna: I got it. I got it! See you next week!
- Sue: Anna, welcome to Decoupage class. Decoupage is just gluing pretty pictures onto stuff.
- Sue: (Sue gets a phone call.) Anna, I've got to talk to this person. I'll be right back. Don't start without me.
- Anna: Got it.
- (Sue leaves to take her phone call. Anna gets glue everywhere. She becomes covered with glue and paper.)
- Anna: Okay. I can fix this.
- Sue: Anna, what happened? I told you to wait for me!
- Anna: Actually, you told me not to start without you, which I didn't. Your glue is really sticky.
- Sue: Next week, let's try lamp making. There's – there's no glue. Here's a flier.

Anna: Thanks. See you next week.

Sue: Anna, you did really well this week. I think lamp making might be your thing!

Anna: Thanks, Sue. I did everything you told me to do.

Sue: Remember: I said to read the instructions really carefully. Where are those instructions?

Anna: Let's just plug it in!

(Anna plugs in the lamp and, suddenly, the city loses electricity.)

Anna: So, what class will you be teaching next week?

Key Words

actually	<i>adv</i>	used to stress that a statement is true especially when it differs in some way from what might have been thought or expected
command	<i>n</i>	an order given to a person to do something
decoupage	<i>n</i>	the art of decorating an object by gluing pictures onto it
electricity	<i>n</i>	a form of energy that is carried through wires and is used to operate machines, lights, etc
flier	<i>n</i>	a piece of paper that has something printed on it, such as an advertisement
focus	<i>v</i>	to direct your attention or effort at something specific
garbage	<i>n</i>	things that are no longer useful or wanted and that have been thrown out
glue	<i>n</i>	substance used to stick things tightly together
helmet	<i>n</i>	a hard hat that is worn to protect your head
hole	<i>n</i>	an opening in or through something
net	<i>n</i>	a device that is used for catching or holding things
paper	<i>n</i>	the material that is used in the form of thin sheets for writing or printing on, wrapping things, etc.
picture	<i>n</i>	a painting, drawing, or photograph of someone or something
plastic	<i>n</i>	a light, strong substance that can be made into different shapes and that is used for making many common products
plug	<i>n</i>	a part at the end of an electric cord that has two or three metal pins that connect the cord to a source of electricity
sticky	<i>adj</i>	covered in a substance that things stick to
stuff	<i>n</i>	materials, supplies, or equipment
thing	<i>n</i>	an object whose name is not known or stated

Quiz - Level 2, Lesson 22 - Trash to Treasure, Part Two

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What does Sue think about the trash that Anna brought?</p> <ul style="list-style-type: none">a. The trash is not good for making things.b. Sue thinks Anna is lying when she says the trash spoke.c. The trash is too broken to be used.d. Sue thinks all these things about the trash Anna brought. | <p>3. What instruction does Sue give Anna?</p> <ul style="list-style-type: none">a. To do only a little bit of decoupageb. Not to open the big bottle of gluec. To be quiet while she's on the phoned. Not to start the decoupage without her |
| <p>2. Choose the sentence with correct grammar.</p> <ul style="list-style-type: none">a. Sue told that, "Sometimes trash is treasure."b. Anna said that the broken toy wanted her help.c. Sue said me that this stuff is not saying anything.d. The trash is not good for making things. | <p>4. What does Sue say about the wood pieces Anna is looking at?</p> <ul style="list-style-type: none">a. They asked her to turn them into furniture.b. They wanted her to save them from the dumpster.c. They told her to teach Anna how to fix them.d. They spoke the same language that Sue speaks. |



Complete the sentences with “said” or “told.”

1. Anna _____ Pete's birthday is coming soon.
2. Ashley ____ her to go to Tanglewood Works to find a unique present for Pete.
3. Sue _____ Anna that things in her shop is handmade, reclaimed and recycled.
4. Anna _____, "Wow! That is really good for the environment."
5. Sue _____ Anna to bring in some trash next week.

Now, write 5 more sentences of your own about Lesson 21 or Lesson 22. Use forms of "say" or "tell."

6. _____
7. _____
8. _____
9. _____
10. _____

STEP 1

Write three things about yourself. Two of them should be true facts, and one should be untrue, but believable.

1. _____
2. _____
3. _____

I have taken flying lessons



My Mom skates to work.



I went cross-country skiing last year.



My aunt is good at skateboarding



I speak six languages.



STEP 2

Listen to your classmates. Classify facts and lies. What surprising facts did you learn? Did you hear any funny lies?