



**LEVEL 2**  
**LESSON 3**  
**HE SAID,**  
**SHE SAID**



<b>Topics</b>  Time Daily Routines & schedules Explaining why you are late Leaving and taking messages	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet
<b>Learning Strategy</b>  Monitor	<b>Goals</b>  Grammar: Past perfect

**Day 1**

***Introduce the Lesson***

Explain that in Lesson 3, Pete and Anna meet with Director Kelly, but they arrive late. The two tell very different stories about their morning. Ask students, “Do you have a friend who is often late to arrive someplace? Or do you arrive late when you go someplace together? In this lesson we will talk about the idea of having a schedule and doing things at a certain time.”

***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.

**Day 2**

***Present the Conversation***

Tell students that the video will show Anna and Pete having a meeting with Director Kelly. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several 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 to Past Perfect***

Uh-oh. It's bad to be late for a business meeting. But while we wait for Pete, let's talk about a new verb tense -- past perfect! You know the past tense, right? Like, "Pete promised to meet me here at 8:00 a.m." Past perfect is a little different. When we talk about two things in the past, we can use the past perfect for the first event. Put "had" before the past participle. "Pete had promised he would meet Anna." Here's your assignment: find sentences with the past perfect tense. Remember, look for "had!"

### ***Review of past perfect***

Anna left a message. That's the right thing to do. Did you find some examples of the past perfect sentences? I did. Anna said, "After Pete had wasted time waiting for coffee, we were late." Look at that coffee! It looks more like dessert! Okay, keep watching for past perfect!

## ***Introduce the Past Perfect***

Explain, "The best way to understand the past perfect is to see that it is used with two events that took place in the past. One event happened before the other - they do not take place at the same time."

Draw a timeline on the board or use the graphic in the Resources section. Mark lines for different hours and tell students this is what happened yesterday. Write down several events that took place yesterday and mark them on the timeline.

*We started English class at 10:00.*

*The fire bell rang at 10:15.*

***We had started English class when the fire bell rang.***

Show your students how the past perfect tense is formed, using the past tense of the verb to have (had) + the past participle of the main verb.

## ***Learning Strategy***

Introduce the strategy Monitor by saying, “The learning strategy for this lesson is Monitor. That means to be aware of what is happening. As you use English, you can check your understanding. Do you understand? If not, what is the problem? You can also check how you write or speak. Are others understanding you? If not, what is the problem?”

Explain: “In this lesson, Anna monitored the time of her commute to work. She knew that she and Pete were late. She called Kelly to tell her. Later, Anna and Pete told Kelly the problem. Kelly monitored when she saw the problem between Anna and Pete. She had a great idea about how to use the different way they see things. They can tell others about their different ideas on their new show: ‘He Said - She Said!’”

Ask students to try monitoring when they do the following activity.

### ***Activity***

In this activity, students will practice the strategy Monitor and the past perfect verb tense. Ask students to line up in two rows. Hand out copies of the “Student A” Activity Sheet to one row and copies of the “Student B” activity sheet to the other row. Ask students to sit together with a student in the row across from them. Make sure each student has a pen or a pencil. Begin by asking: “Can you draw a picture with your eyes closed?” You may want to demonstrate on the board by tying a scarf around your eyes, then drawing an easily identifiable animal, like a snake or a giraffe. Students will enjoy seeing you make a silly picture. Have them guess what it is.

Explain that in the first part of the activity, one student will close their eyes and draw an animal, while their partner watches and guesses the animal. “Keep your eyes closed until you are finished drawing. When you open your eyes, put the pencil down. Your partner has questions on their sheet. Listen to your partner’s questions and answer them.”

Walk around and observe while students complete the first part of the activity. The partner who is watching is supposed to guess the animal and ask their partner if it was difficult to draw with their eyes closed. The students are asked to think about how the learning strategy, Monitor, applies to their drawing. Next, have the students change roles and let the other student try drawing with their eyes closed.

After they finish, ask, “How was it? Did you like drawing with your eyes closed? Why was this drawing difficult? The student may say they do not know how the picture looks. Explain, “It helps to Monitor - looking at how you are doing as you draw. In the same way, when you speak English, you should check to see how well you are doing.”

## ***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. Choose the sentence with the past perfect verb tense.
  - a. Today, Pete and I are meeting with a consultant who will help us with our new show.
  - b. Yesterday, Pete had promised to meet me here at 8:00 a.m. but he did not come on time.
  - c. He had to get his "special" coffee -- SPECIAL coffee!
  - d. She had to feed her birds -- HER birds!
2. Anna says, "Sure. Kelly, see, Pete and I live in the same building. So, we decided to meet at 8:00 a.m. - 8:00 a.m. to come to work together. I had waited 15 minutes when Pete arrived! After Pete had wasted time waiting for coffee, we were late. I left you a message." \*
3. Pete says, "Yeah, that's not why we're late. This is why we're late: I had arrived on time at 8:00 a.m. but didn't see Anna. She was standing behind a tree. I think she was hugging it. I always walk to work. But she said that would take too long and that a scooter would be much faster. It was awful. I hated it. And it added too much time to our commute!"
4. Kelly says, "It's good to see things differently. I have an idea: We will call the show 'He Said, She Said.' For every story, you tell a different point of view."

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Ask students to write their answer to this question:

Think of a friend who thinks about things differently from you. Tell about a time when you saw the same event or situation in very different ways. If time allows, have students exchange their writing with another student and discuss the two points of view in the stories.

### **Conversation**

- Anna: Today, Pete and I are meeting with a consultant who will help us with our new show. Yesterday, Pete had promised to meet me here at 8:00 am. but he did not come on time.
- Kelly: You two are late -- exactly 43 minutes late! What happened?
- Anna: He had to get his “special” coffee -- SPECIAL coffee!
- Pete: She had to feed her birds -- HER birds!
- Kelly: Okay, I can see already that you need my help. You can’t both talk at the same time. You have to take turns. Alright, Anna, you go first.
- Anna: Sure. Kelly, see, Pete and I live in the same building. So, we decided to meet at 8:00 a.m. - 8:00 a.m. to come to work together. I had waited 15 minutes when Pete arrived!
- Anna: After Pete had wasted time waiting for coffee, we were late. I left you a message.\*
- Kelly: Hum. I didn’t get that message.
- Anna: Oh. Sorry.
- Kelly: Pete?
- Pete: Yeah, that’s not why we’re late. This is why we’re late: I had arrived on time at 8:00 a.m. but didn’t see Anna. She was standing behind a tree. I think she was hugging it. I always walk to work. But she said that would take too long and that a scooter would be much faster. It was awful. I hated it. And it added too much time to our commute!
- Then Anna stopped by a pond to feed the birds. She had named them after characters from books and yelled the names out loud ... Romeo! Juliet! Sherlock!
- By the time she had fed all the birds, we were late.
- Kelly: This is what I think. You two see the same event very differently. Does this happen often with you two?
- Pete: Yes.
- Anna: No.
- Pete: No.
- Anna: Yes.

Kelly: Okay. This is good. This is good! It's good to see things differently. I have an idea: We will call the show "He Said, She Said." For every story, you tell a different point of view.

Anna: That is a great idea, Kelly! Pete, we are different. That's why I thought of you for this job!

Kelly: I think you two understand perfectly.

Anna: Let's get to work!

Kelly: She named the birds? Really?

Pete: Yeah...

\* Business people in the U.S. think you should come to a meeting at the exact time. If you are late to a business appointment, you should call and explain why.

## Key Words

commute	<i>v</i>	to travel regularly to and from a place and especially between where you live and where you work
consultant	<i>n</i>	a person who gives professional advice or services to companies for a fee
event	<i>n</i>	something (especially something important or notable) that happens
exactly	<i>adv</i>	used to stress that something is accurate, complete, or correct
hug	<i>v</i>	to put your arms around someone especially as a way of showing love or friendship
point of view	<i>n</i>	a way of looking at or thinking about something
pond	<i>n</i>	an area of water that is surrounded by land and that is smaller than a lake
promise	<i>v</i>	to tell someone that you will definitely do something or that something will definitely happen in the future
scooter	<i>n</i>	a child's vehicle that is made of a narrow board with two small wheels attached
waste	<i>v</i>	to use (something valuable) in a way that is not necessary or effective

## Quiz - Level 2, Lesson 3 - He Said, She Said

Listen. Circle the letter of the correct answer.

1. Choose the sentence with a past perfect verb tense.

- a. Pete and I are meeting with a consultant who will help us with our new show.
- b. Yesterday, Pete had promised to meet me here at 8:00 a.m. but he did not come on time.
- c. She had to feed her birds -- HER birds!
- d. He had to get his "special" coffee -- SPECIAL coffee!

3. What does Pete say about why he and Anna are late?

- a. Pete's scooter was too small.
- b. Anna was standing near a tree.
- c. Pete did not know what time to meet Anna.
- d. Anna wanted to ride scooters and feed the birds

2. What does Anna say about why she and Pete are late?

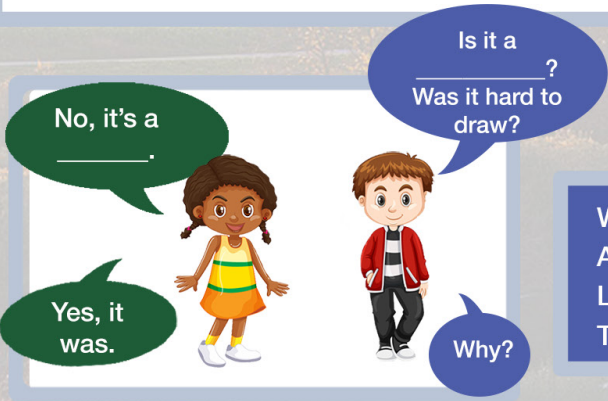
- a. Pete took too long to get his special coffee.
- b. Anna was talking with Pete for a long time.
- c. Pete did not come to the coffee shop.
- d. They left their apartment too late.

4. What is Kelly's idea?

- a. Pete and Anna should learn how to understand each other.
- b. Anna should always agree with Pete's ideas.
- c. Pete and Anna should tell their different points of view on their show.
- d. Anna's point of view is too different from Pete's.



Close your eyes. Think of an animal. Keeping your eyes closed, draw the animal on the paper. Then answer your partner's questions.



STEP 2

Watch your partner draw. Guess the animal. Ask, "Is it a \_\_\_\_\_?" and "Was it hard to draw?" Listen carefully to your partner's answer. Then ask, "Why?" Write their answer below.

Your partner's answers:

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**Learning Strategy**  
Monitor

*Check on how you are doing.  
Can others understand you?  
Can you understand others?*



STEP 1

Watch your partner draw. Guess the animal. Ask, "Is it a \_\_\_\_\_?" and "Was it hard to draw?" Listen carefully to your partner's answer. Then ask, "Why?" Write their answer below.

Your partner's answers:

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**Learning Strategy Monitor**

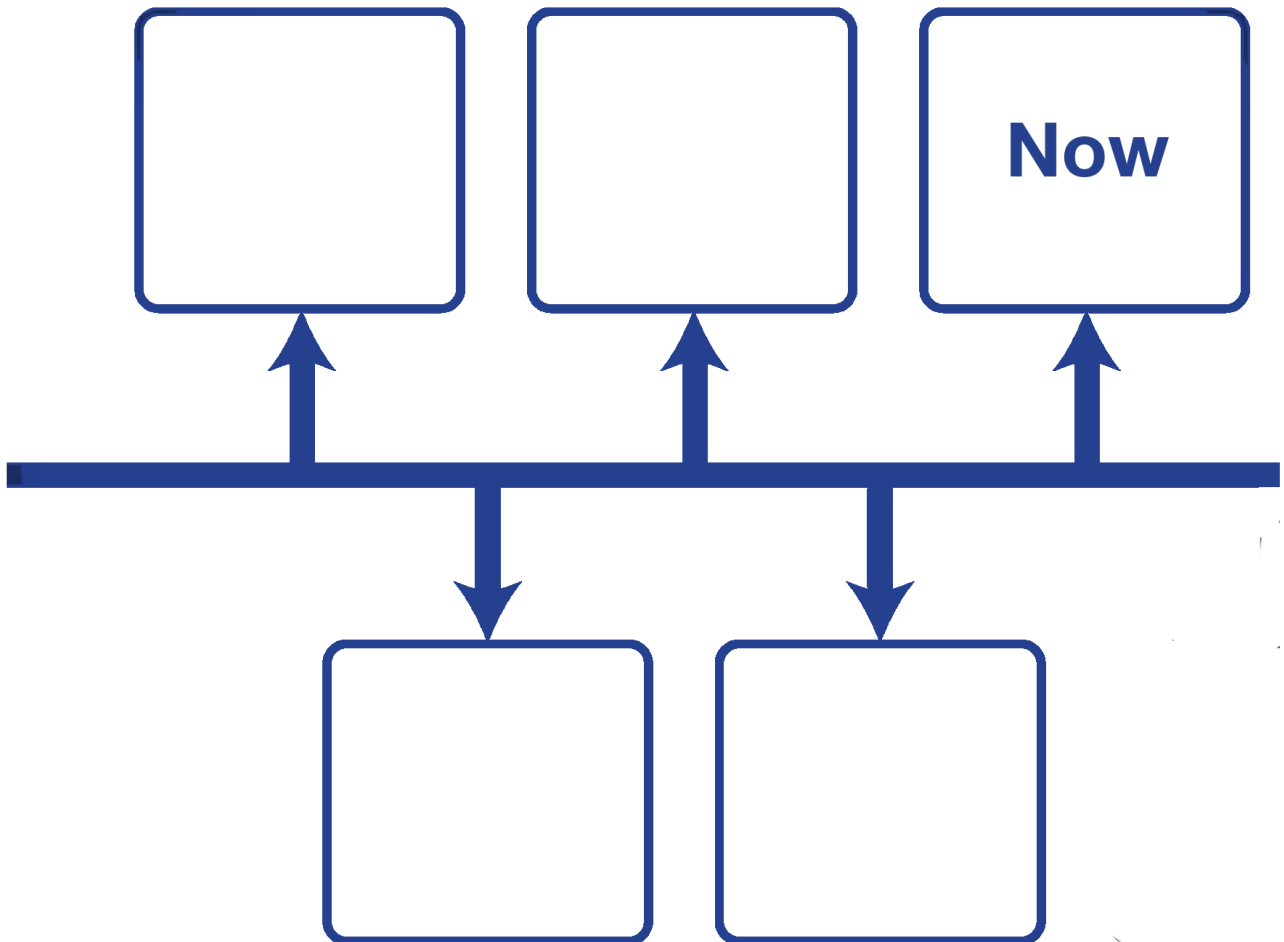
*Check on how you are doing.  
Can others understand you?  
Can you understand others?*

STEP 2

Close your eyes. Think of an animal. Keeping your eyes closed, draw the animal on the paper. Then answer your partner's questions.

# Practice the Past Perfect Tense

Write two or more events on the timeline.



Write a few sentences with the past perfect using the events.

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