

## Reported Speech

Where are the learners coming from? Where are they going?

Learners must be around a low-intermediate level. After this lesson, learners will be able to move on to Reported Speech Lesson 2.

**Objective:** To introduce and provide easy-to-digest guided practice for **Reported Speech**.

**Materials:** Reported Speech PowerPoint 1 and Worksheet 1

**Lesson style:** This lesson is appropriate for both Online and face to face classes. For online lessons, learners can make notes in their notebooks and send you the answers in the chat. For face-to-face lessons, learners can follow the PowerPoint display using the worksheet provided.

**Age:** Suitable for teenagers and adults.

### Procedure

#### Slide two – Phrasal verb of the week

Start the lesson with a warm up of your choice, or simply start by introducing the phrasal verb of the week. Ask learners to send you an example sentence in the chat via Zoom, or elicit answers in the classroom.

#### Slide three – Set the scene

Elicit different types of questions that would be asked during an interview.

#### Slide four – Freer discovery

Instead of the teacher inculcating the use of reported speech. Encourage learners to come up with their own definition based on the example provided. With stronger learners ask them to send their definitions in the chat. They should come up with examples like:

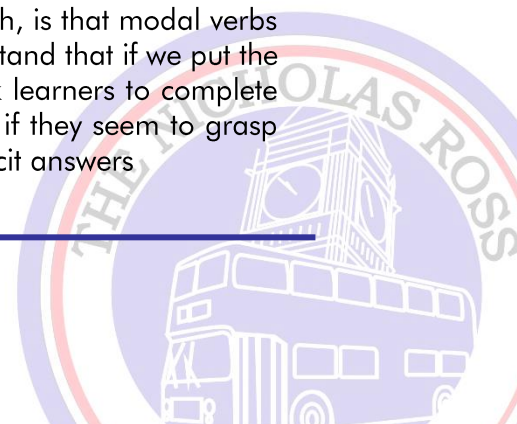
"To repeat what somebody said in an interview", "for interviews" or "to talk about what somebody said"

#### Slide five – Guided discovery

Tell learners to look at the example of reported speech and to answer question one.

#### Slide six – Modelling reporting verb tenses

The main point that learners need to know about reported speech, is that modal verbs and verb tenses are put back a tense. Make sure they can understand that if we put the present simple back a tense, it would go to the past simple. Ask learners to complete question one, maybe do the present continuous as a class, and if they seem to grasp the idea, let them work alone or in pairs to finish the activity – Elicit answers



## Slide seven – Gap fills

Learners need to complete the three questions. Encourage learners to look at the key to consolidate their answers.

## Slide eight – Freer discovery

Now learners are going to look at two verb tenses which report back to the same verb tense. (The past simple and the present perfect; they both report to the past perfect). Learners need to answer questions one and two, encourage them to spot the fact that they both report back to the past perfect.

## Slide nine – guided discovery

Learners have to read the questions and choose an appropriate rule for reported speech. Encourage learners to check their answer with the reported speech key.

## Slide ten – Speaking practice

Tell learners that they need to ask three or four questions to a partner, then they are going to take notes of their answers, and then, report it back to the teacher using reported speech. This is a great practice activity for future lessons, especially at the beginning or the end. Encourage learners to use the reported speech key to check their answers, and don't worry, at first learners will find it difficult to report the present perfect, and past simple, don't expect learners to get it right first time. If you do this activity for 10 minutes at the beginning of every lesson for the next 3-4 weeks, they will soon master it.

For question ten learners will probably say "He said that he had milk and biscuits". You will need to highlight the fact that the past simple is reported to the past perfect: auxiliary had + past participle of have (had). Tell learners that it looks strange but is correct, model the structure on the board if necessary: He said that he had had milk and biscuits.

## Slide eleven – Consolidating questions

Learners complete the activities, receive feedback and always encourage learners to check their answers by using the reported speech key.

