

Reported Speech Lesson:

Intermediate +

ACKNOWLEDGEMENT: Part of this lesson is based on "Section 4.4 Reported Speech", *Teaching Grammar Creatively*, Gerngross, Puchta & Thornbury, CUP, 2006. (Pages 224 – 225)

Warmer:

- On the board write "husband & wife" / "brother & sister" / "boss & employee" – elicit any other common relationship pairs the learners can think of (e.g. "dog and cat")
- Brainstorm some things that these pairs might argue about: e.g. doing the laundry, borrowing a DVD, leaving work early, sleeping in the sunny spot on the floor
- In pairs SS create short dialogues for one of the situations.
- Feedback: SS role play their dialogues.

Language Work:

- Give SS a copy of Handout #01.
- SS in pairs sequence the text.
- Feedback.
- On the board – write: "He told her that..." and get SS to complete the sentence based on the text (e.g. He told her that her phone had just gone beep).
- Ask SS what the difference is between: "Your phone just went beep" and "He told her that her phone had just gone beep."
- Who's saying each sentence? (in 1 it's "he" in 2, we don't know, but not he or she) – elicit the difference of reported speech.
- Now examine the form:
- What happens to the verb? What happens to the pronouns? What happens to the word order?
- (tense backshift: went – had gone) (pronoun shift: your – her) (lack of inversion in questions: are you hungry – asked if she was hungry).

Controlled Practice:

- Give SS a copy of Handout #02.
- Refer SS to handout #01 and ask them to transfer the rest of the dialogue into reported speech on handout #02.
- Feedback.

Freer Practice – Flexistage (drop this if you don't have enough time)

- Refer SS back to their earlier dialogues (see warmer).
- Give SS some scrap paper – SS make a neat copy of the direct speech acts (embellishing & changing if necessary).
- SS then swap their papers with another pair who transfer the direct speech into indirect speech.
- Monitor – feedback & correction

Communicative Practice: "Ask someone else"

- Give SS a copy of Handout #03:
- In pairs, SS think of "an interesting question" they'd like to know the answer to for the other students in the class.
- SS write the name of the person in the first column, and the question in the second column.
- SS then mingle and find out the answers to the questions
- **BUT** SS are NOT allowed to ask the target directly. So Joel can't ask Maggie "What are you doing tonight?", he has to ask Chris to ask Maggie for him.
- Chris therefore has to transform the question into reported speech "Joel wants to know what you're doing tonight." But also the answer "She said she was having dinner with her parents."
- You might want to model this, possibly using the examples as given, to clarify the instructions!
- Monitor – feedback & correction.

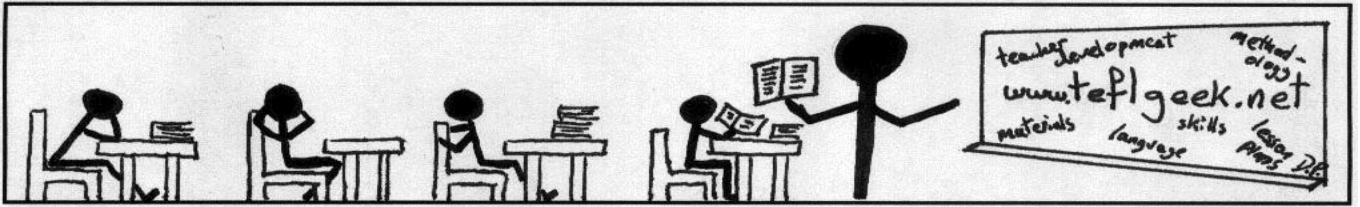


Handout #01

| | |
|------|---|
| She: | You don't need to know that. |
| She: | Give it here then. |
| She: | I am answering you. Now shut up and give me my phone. |
| She: | Oh. Just a guy from work. |
| He: | You haven't answered my question. |
| He: | Is he someone special? |
| He: | Who's James? |
| He: | Your phone just went "beep". |

Handout #01

| | |
|------|---|
| She: | You don't need to know that. |
| She: | Give it here then. |
| She: | I am answering you. Now shut up and give me my phone. |
| She: | Oh. Just a guy from work. |
| He: | You haven't answered my question. |
| He: | Is he someone special? |
| He: | Who's James? |
| He: | Your phone just went "beep". |



Handout #02

He told her that ...

She demanded that he ...

He asked her ...

She answered that ...

He asked her ...

She stated that ...

He pointed out that ...

She explained that ...

... and told him ...

Handout #02

He told her that ...

She demanded that he ...

He asked her ...

She answered that ...

He asked her ...

She stated that ...

He pointed out that ...

She explained that ...

... and told him ...



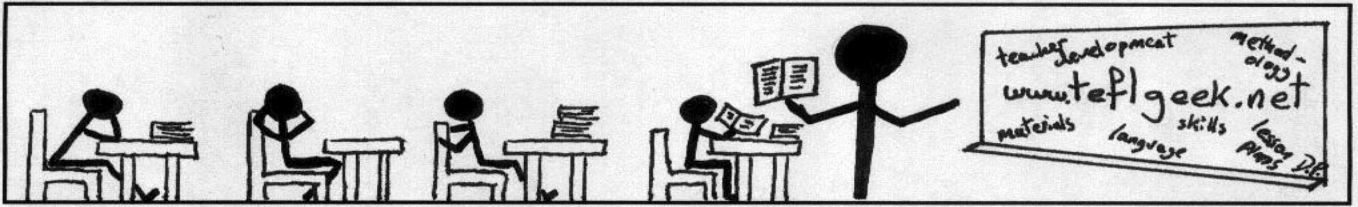
Handout #03

Who

Question

Answer

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Suggested Answers:

Handout #01:

| | |
|------|---|
| He: | Your phone just went beep. |
| She: | Give it here then. |
| He: | Who's James? |
| She: | Oh. Just a guy from work. |
| He: | Is he someone special? |
| She: | You don't need to know that. |
| He: | You haven't answered my question. |
| She: | I am answering you. Now shut up and give me my phone. |

Handout #02

He told her that her phone had just gone beep.

She demanded that he give it to her.

He asked her who James was.

She answered that James was just a guy from work.

He asked her if James was someone special.

She stated that he didn't need to know that.

He pointed out that she hadn't answered his question.

She explained that she was answering his question,

... and told him to shut up and give her her phone.