

## Reported speech by Fari Greenaway

**Age:** Teenagers and adults

**Level:** Upper intermediate - advanced

**Objective:** To revise reported speech, introducing several reporting verbs. To provide fun and memorable practice and real use of reported verbs outside of a course book

**Time:** Approx. 1 hour

**Key skills:** Speaking

**Materials:** One copy of the worksheet for each student plus one for the board, blank question cards / pieces of paper.

### Warmer:

Ask learners if they can remember the British English word for a few items of American vocabulary (or vice versa) that were presented previously. This will get learners thinking in English in a non-threatening way and to allow a little more time for late arrivals.

### Procedure:

1. Display an image on the board with empty speech bubbles and ask your students to think about what the people could be saying. Then ask four students to come up and fill in the speech bubbles.
2. Explain to the students that all these speech acts happened yesterday and that they overheard them. Elicit reported speech by asking how they would tell someone what they had heard. Convert the first speech bubble as an example.
3. Students work in pairs to convert the rest of the boarded examples into reported speech. Elicit feedback without correction (but allow peer correction). At this stage you can observe how much your students already know.
4. On the board, illustrate how reported speech is structured differently following *say* and *tell* and correct the examples if necessary. Elicit the verbs *whisper*, *warn*, *ask* and *threaten*. Only go into greater depth of the rules if necessary.
5. Writes weak form of *that* in phonetic script on the board and check understanding of the schwa. Drill pronunciation of the examples with *that* on the board.
6. Explain to the students that they are all going to attend a cocktail party and that they are going to write down what they are going to say. Give students a minute or two to complete their sentences.
7. Invite learners into the middle of the room and ask them to mingle, saying to each other what is on their cards.
8. Invite learners to report on what each other said at the "party". If there is time, students can speak in pairs first about what they heard and can remember. As a class go through each class member and report what they said, eliciting

the correct reporting verb in each example. Check your students' use and understanding of reporting verbs and correct (if necessary) form and pronunciation.

**Follow up:**

9. Start with one learner saying anything they like, the next learner says "he/she said that..." The next learner says: "He said, she told me that..." etc. round the whole class.
  
10. Brainstorm in pairs, what rules do you know?

