

Here are five useful reported speech activities for ESL classes.doublediamondphoto via Getty ImagesIn English, the concept of reported speech, it is important for English as a second language (ESL) learners to understand that this kind of speech is very useful in conversational English. It will also help them learn reporting verbs beyond say and tell (you can find more info on this at the end of the article). There are two primary forms of speech: direct and indirect. Direct speech essentially repeats someones words (or how we best recall them). For example: Carl said, I work at the new grocery store. Indirect speech, on the other hand, alters the original speakers words and often does so using the past tense. This type of speech example above: Carl said that he worked at the new grocery store. Similarly, you can report what someone wrote. For example: You'll always be my best friend, she wrote and then taped the note to Carmens door. (Indirect report of what someone wrote.) You can even report what someone thought. For example: I need to open a savings account with a different bank, he thought. (Direct report of someones thoughts.) He thought that he needed to open a savings account with a different bank. (Indirect report of someones thoughts.) He thought that he needed to open a savings account with a different bank. on the following five engaging and fun activities to help your ESL students learn how to use reported Speech in their daily lives:5 Activities for Comprehending Reported Speech Who Asked That? Famous Quotes Reported Speech in their daily lives:5 Activities for Comprehending Reported Speech Who Asked That? This is a fun speaking activity that will help your learners practise reported speech who activities for Comprehending Reported Speech Who Asked That? This is a fun speaking activity that will help your learners practise reported speech who activities for Comprehending Reported Speech Who Asked That? This is a fun speaking activity that will help your learners practise reported speech who activities for speech while learning more about each other. Split the class into groups of four. Cut up the sentences from the table below and hand them out to the groups, keeping a copy of the questions for yourself. Tell them to ask one student a question per slip of paper and to vary who they ask. Let them spend about 15 minutes conversing and encourage them to develop their answers and the flow of conversation. After theyve finished chatting, go through the list of questions. For example: Are you going out tonight? Who asked that? To which the student replies: Sonia asked me if I was going out tonight? Who asked that? stopped by the police?Do you watch too much TV?Are you frightened of any insect or animal?Describe your personality.Are you going to do your homework tonight?Are you going to do your homework tonight?Are you call you go on holiday last summer?Whats your favourite movie?Can you knit?What are you doing this weekend?What did you want to do next do next do next do next do you think is a boring activity and why?Can you describe your favourite singer?What do you want to do next year?Do you remember losing your baby teeth as a child?Do you have a healthy diet? What do you eat?Did you believe in Santa Claus? Do you remember finding out when he wasnt real?Where do you like doing?What did you watch on TV last night?What is your favourite city/town?Who in the class do you think would make a good president?Whats your favourite animal?Utilizing famous movie quotes is a fun way to help you students understand and practise reported speech. Felix Mooneeram | Unsplash2. Famous QuotesEveryone loves movies, so why not use some of the most famous movie quotes to practise reported speech. Felix Mooneeram | Unsplash2. Famous QuotesEveryone loves movies, so why not use some of the most famous movie quotes to practise reported speech. Felix Mooneeram | Unsplash2. Famous QuotesEveryone loves movies, so why not use some of the most famous movie quotes to practise reported speech. watch this short selection of famous film quotes to engage the class. Get students to suggest quotes that they like (preferably not from what they like (preferably not from w to change the quotes/song lyrics on the board into reported speech. For example, The names Bond, James Bond becomes He said his name was Bond. If your students cant think of any, here are a few to put on the board: You cant handle the truth! Say hello to my little friend. Im the king of the world! One does not simply walk into Mordor. May the odds be ever in your favour. Sell me this pen! Houston, we have a problem. There's no place like home. My name is Maximus Decimus Meridius, commander of the Felix Legions, and loyal servant to the true emperor, Marcus Aurelius. Father to a murdered wife. And I will have my vengeance, in this life or the next. A martini. Shaken not stirred. The power of Christ compels you! Remember: What happens in Vegas stays in Vegas stays in Vegas stays in Vegas stays in Vegas. 3. Reported Speech CardsThis is another fun speaking activity that will help students learn reported speech. Hand out slips of paper to students learn reported speech cardsThis is another fun speaking activity that will help students learn reported speech. the sentence and his/her partner must report the speech to the class. For example: I won't go out tonight becomes He said he wouldnt go out tonight. Students award themselves a point for every correct sentence. Student A CardsI cant reach it. I need to go to the dentist. Will you phone Mum? Shut that door, its freezing! I havent been watching TV lately. Hes going to collect us at seven. What do you want the scissors for? We've had the house painted pink. Are you ready for tomorrow? Get your stuff ready. Wont she be able to call us from the cinema? Were going to pack our suitcases next week. We forgot to get the keys from you yesterday. I hadn't hought of that before. I dont believe what Mary Student B CardsThey've been saving up for a house for years. Is it good enough for you? I wont be able to see you until next month. Am I the only one who remembers this? I think we need to go over the exercise again. Are you sure he is alright? When did said.What happened to your father? Cut along here we book the table at the restaurant? I cant believe she had a baby! When do you expect her to come? I will try to reach out to our contacts in the city. My grandmother went there when she was young. I hear your brother is at university. Do you know of anybody that wants to buy it? Have you seen the Lego movie? I was eating that sandwich! Will you make me a drink? The Mediator is a classic ESL activity for learning and mastering reported speech. Pixabay This exercise, known as The Mediator, is an old-time classic for ESL teachers. Put students into groups of three. Two of the students are from warring countries and do not talk directly to each other, while the students into groups of three. The middle student reports to the enemy country what the other country has said. They must try to resolve their differences and make peace. If they cannot think of any ideas, see the list below. Here are a few suggestions: Your GM crops keep blowing into my country. Your gasoline is too cheap, and my citizens keep going over the border to buy your fuel and it's bad for our economy. Your army is too close to my border. You invaded my territory. Some mad cows escaped from your farms and are knocking down fences and terrorising people. The water and air pollution from your farms and are knocking down fences and terrorising people. The water and air pollution from your farms and are knocking down fences and terrorising people. The water and air pollution from your farms and are knocking down fences and terrorising people. The water and air pollution from your farms and are knocking down fences and terrorising people. The water and air pollution from your farms and are knocking down fences and terrorising people. The water and air pollution from your farms and are knocking down fences and terrorising people. piece of land that belongs to us. You complained about us to the UN. Your anglers are overfishing the river that runs between both our countries. Alternatively, you can tell the groups that they were a couple and have broken up. They are then to fight about things in their relationship.5. Interviews Split the class into pairs. One is the interviewer and the other is a famous person. The interviewer asks the other maybe five or six questions. The famous person gives an answer for each. For example, What do you do to relax? becomes I find that playing chess relaxes me. Then the interviewer is asked to report what was asked and answered. For example, What do you do to relax? becomes I find that playing chess relaxes me. her.ResourcesMore ESL Articles for TeachersESL/EFL: Teaching Word Families can help your students gain greater understanding of the English language. Improve vocabulary, grammar and speaking and writing in the classroom using simple teaching ESL: Creating a Lesson Plan in Four StepsA perfect guide for the ESL teacher. This article will outline how to create a lesson plan in four easy steps. Follow this guideline when planning a lesson for teaching vocabulary by Word Associations to ESL learners is an excellent method which I have employed in my school classes. Using this method, students can more easily comprehend and use words. This content is accurate and true to the best of the authors knowledge and is not meant to substitute for formal and individualized advice from a qualified professional. When teaching reported speech the potential for mistakes, errors, and the general difficulty is enormous due to the number of changes that are made with verb tenses, patterns, pronouns, questions, time expressions etc.. It's important to cover the subject slowly with lots of verbal practice at every opportunity. tire of these if you overuse them.
Here are some ideas which have worked well in the EFL classroom and will give your students a good amount of talk time in a variety of ways. Table of ContentsListen to this blog post: The Go-Between GamePelmanism ("Concentration") Guess WhoReported Speech "Tennis" Who Asked What? Find Someone WhoAre you ready to teach English abroad? Related Articles: Check out what our course grads say in our many video testimonials! Listen to this blog post: The Go-Between GameThis is a fun dispute roleplay that is ideal when students are split up into groups of 3, although 4 can work too. Give students prompt cards with their roles (husband vs wife/neighbor vs neighbor/friend vs friend/server vs customer/politician vs voter .). Also have topic cards to help them make a statement complaining about the other person, for example (husband vs wife: food/ temper/cleanliness/going out/television..). One of the 3 or 4 students is nominated to be the mediator or "go-between" and must report the complaints and responses as they are given to them. For example, the wife might say to the mediator: "He threw some plates when he was angry". Try to keep the arguments going for as long as possible before swapping roles. Have the mediator pass judgment at the end of each round for an added element of fun. Also read: How To Set Up Your EFL Classroom The Right WayThe Lying GameThis is a fun game whereby students are given statements that they can either use as they are written or adapt, and others must try to find out whether they are telling the truth or lying. There is a similar game that's popular on UK TV called "Would I Lie to You?" For example, a student may take a slip of paper with "My brother is a brain surgeon". Other students then take turns to ask natural questions in any tense to find out more information, such as "Where did he study?" and then say whether they think it's false because he said he had studied medicine at the London School of Economics". Pelmanism ("Concentration") Many people will be familiar with the game "Concentration". It's also known as 'Pelmanism' and is used as a standard activity in the ESL classroom based on memorizing cards or other objects placed in front of the players. This lends itself well to the standard change from direct to reported speech activity by having 8 pairs of cards with direct speech activity in the ESL classroom based on them, such as "I ate 6 sausages for lunch" matching with "You said that you'd eaten 6 sausages for lunch". Students play in groups of 2-4 with the cards face down, separating the direct and reported ones, and then turning over another. If they match, the student keeps them, if not they are turned back over and the next student has a go. The student with the most cards at the end of the game is the winner. You could have the students make their own version for other groups to use. Also read: Top Online Lesson Plan Resources for New and Advanced TeachersGuess WhoThis is a fast-moving game that requires minimal preparation other than having slips of paper or card with vocabulary for people on, such as mother, teacher, police officer, best friend These words also need to be on a word-bank that students have in front of them. The aim is for students to get out of the car" = police officer. Think about how to maximize the fun-factor depending on your class size. Perhaps see how many words can be guessed by a team in 30 seconds before changing to the next team. Reported Speech "Tennis" This can be played in pairs (singles tennis) or groups of 4 (doubles tennis). Put verbs in a given form on cards which are placed face down on the desk. A student picks up a card and must make any sentence using the verb. The opposing student must then report back. Example with 'took' 'I took an exam last week' 'she said she'd taken an exam last week'. The receiving student repeats the process back using the same word, for example 'I took my brother to the airport yesterday'. Students continue and see who makes a 'fault' first. Keep score like tennis. Also read: 7 Activities for Teaching Modal Auxiliary Verbs in the ESL ClassroomWho Asked What? This is a mingling activity that's best suited to larger classes. Prepare simple questions for students to ask each other and put each on a separate slip of paper. Example questions are "Can you play the guitar?", "Are you going out tonight?". Give each student just one question and have them mingle round asking the question to as many people as possible and making a note of answers. You can then have a two-stage feedback session, both of which will use reported speech. Firstly, you can question students about what others had asked: "What did Kay ask?" > "She asked if I could play the guitar". Secondly, you can ask students what they found out: "Tom said he was going out tonight". Find Someone WhoThis is similar to the "Who asked what?" activity but is suited to any class size. Create a simple questionnaire for students to mingle with, asking each other questions and recording names and answers in note form. An example question could be "Find someone who went out for a meal last week?" (Ask where). Allow time for students to tell you what they found out, practicing use of reported speech. For example: "Liz said she had been out for a meal in town last week?" (Ask where). teach English abroad?Do remember that reported speech requires a lot of practice by students learning the language, so these ideas should enable you to ensure students have fun whilst improving their English skills. Apply now & get certified to teach english abroad!Speak with an ITTT advisor today to put together your personal plan for teaching English abroad. Send us an email or call us toll-free at 1-800-490-0531 to speak with an ITTT advisor today. Related Articles: Check out what our course grads say in our many video testimonials! Online Teacher Story: Maintaining a Healthy Lifestyle This week in our freelance ESL teacher profile we have co-founder of Off2Class, James Heywood.... Begin teaching reported speech by focusing on changing tenses from direct to indirect speech. Use a variety of reporting verbs and introduce advanced concepts to enhance students' skills in reported speech. Teaching students reported or indirect speech can be complicated by the all the changes that are required when moving from direct speech is quite useful in conversational English as relating what someone has said using "quote" and "unquote" is awkward at best. A further aspect of reported speech is encouraging students to use other reporting verbs beyond "say" and "tell". Start with Tenses Start with simple examples in which changes are only made in tense. For example: Write on the Board: Direct Speech Tom said, "I enjoy watching action movies." becomes Indirect Speech Tom said he enjoyed watching action movies. Direct Speech Anna told me, "I went to the shopping mall."becomes Indirect Speech Anna told me she had gone to the shopping mall. Move on to Pronouns and Time Expressions Once students have understood the basic concept of stepping one step back into the past, they can easily begin to make the minor changes in pronoun and time her brother Tom had been to Paris twice that year. Provide students with a chart of the principal changes in reported speech (i.e. will -> would, present perfect, etc.). Ask students to practice the reported speech (i.e. will -> would, present perfect, etc.). students have become comfortable with direct to indirect speech transformations, practice reporting through the use of interviews as in this reported speech, introduce a wider range of reporting verbs to help students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. 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As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesson plan. As students become familiar with the reported speech lesso there are a few more advanced issues to discuss. Here is a quick outline of some of the more problematic aspects of the reported speech that students might find confusing. Reporting Tense: Says instead of Said - Sometimes, in the moment of speaking a speaker may use the present tense to report what has been said. In this case, there is no change in the tense. However, changes in pronouns apply. For example: Teacher: We're going to work on the reported speech. Please turn to page 121 in your book. Student 1: I
can't understand. What are we supposed to do? Student 2: The teacher says we are going to work on the reported speech. Please turn to page 121. Tom: I think this is a great idea! Peter: Andy, I didn't understand. Andy: Tom tells us he thinks it's a good idea. Other Reporting Verbs: Advise / Instruct / Etc. + Infinitive of Purpose to express the idea, rather than using a transition of the tense. For example: Teacher: We're going to work on the reported speech. Please turn to page 121 in your book. Student 1: I can't understand. What are we supposed to do? Student 2: The teacher instructed us to work on reported Speech and turn to page 121. Teacher: I think you should hurry up and finish the activity. How to Teach Reported Speech? :How to Teach Reported Speech? : How to Teach Statements? Also known as Indirect Speech, Reported Speech is essential in everyday spoken English to basically report on what another person has said. Whether we are relaying a message or simply repeating what someone said. there are countless situations in which we may use reported speech, so ESL students must be taught and encouraged to master it. Still, we mustn't forget that it must be learned in context, so students understand both how and when to use it. For practical purposes, this article will cover only the cases in which the reported clause one step back into the past. HOWTO PROCEED?TEACH WHAT HAPPENS WHEN DIRECT SPEECH IS IN PRESENT. Ask students what they usually do on weekends. S1 : I play football with friends. S2 : I visit my grandmother. S3 : I go to the movies. Show them how to report. Juan said he played football with friends. Separate the board into two sides. Write the sentence in direct speech (use quotation marks) on one side and sentence in reported speech on the other side. Make sure students understand that the reporting verb is in past. Report on what several students said about their usual weekend activities. Then, ask students to continue reporting. Finally, report on what they said, but make mistakes.ask students to correct you. T : Juan said he played football with friends. S : I said I played football with friends. SI : Im going to Mexico. S2 : Im spending the holidays at my grandmother's. Show them how to report. Juan said he was going to Mexico. Write the sentence in direct speech on the board and the reporting sentence right next to it. Make sure students understand that the verb in present continuous was changed to past continuous. Report on what several students said about their plans for the holidays. Then, ask students to continue reporting on what their classmates said. Finally, report on what they said, but make mistakes: ask students to correct you. T : Juan said he was staying in Ontario. S : I said I was going to Mexico. TEACH WHAT HAPPENS WHEN DIRECT SPEECH IS IN PASTAsk students what they said, but make mistakes: ask students to correct you. T : Juan said he did last weekend. SI : I saw Harry Potter and the board and the reporting sentence right next to it. Make sure students understand that the verb in simple past was changed to past perfect. Report on what your students said about their weekend. Then, ask students to continue reporting on what their classmates said. Finally, report on what their said about their said. Finally, report on what their said about their said abo THE OTHER TENSES ONE BY ONE. In the same manner illustrated above for the simple present, present continuous, and simple past, teach students how to report each of these tenses. Past continuous remains the sameWill - changes to wouldCan - changes to couldHave to - changes to had toIt is recommended that you present a context or specific situation, for each tense before doing the reporting. For example, for can", ask students to give examples of things they can do. For the present perfect, ask students to imagine theyre all working together in an office and ask them to say what things they ve already done and which they havent done yet. PRACTICE ALL TENSES IN REPORTED SPEECHAsk students questions, making sure you do so in different tenses. Once the student has answered you, ask another to report on what he or she said. T : Sarah, what do you want for Christmas? SI : I want an iPhone. T : Juan, what did she say? S2 : She said she wanted an iPhone. How to Teach Reported Speech? To HOME PAGE Related Links : How to Teach Reported Speech? To HOME reported speech, its important that you first explain to them what direct speech is so they can better understand how to use it. Specifically, explain to them that direct speech is when a speaker reports what someone else said exactly as the original speaker speech is when a speaker speech is so they can better understand how to use it. youre at work and later, you tell your spouse, My boss asked me today, What did you have for dinner last night?, you have reported what your boss asked you using direct speech. Explain to your students that indirect speech, is when a speaker reports what someone else said in their own words without changing the original speakers meaning.[2]For example, if your boss asked me what I had for dinner last night, youve used indirect speech to report what your boss asked you. Indirect speech often is marked by the word "that" before the clause containing what the other person said. Advertisement 3Clarify how verb tenses change from direct speech, its important that they understand what tense they should use for various to your students how to report using direct and indirect speech. types of sentences. Therefore, it can be helpful to provide them with some general rules about what tense to use when converting direct speech to indirect speech to report, the tenses of the verbs within the quotations do not change, since direct speech involves an exact recitation of the original words spoken. Simple present tense direct speech changes to simple past tense indirect speech changes to simple past tense indirect speech. For example, He said, I am reading a reading book becomes He said he was reading a book. Simple past tense direct speech changes to past perfect tense in indirect speech. For example, They and that Meagan had arrived on Tuesday. Past continuous tense direct speech changes to past perfect continuous tense direct speech. said, We were living in Paris changes to They said they had been living in Paris.[4]4Explain that verb tense never change from that you make clear that if the words within the quotation talk about a universal truth, the tense does not change from direct to indirect speech. Because universal truths are always true, there is no need to alter the tense.[5]For example, when converted to indirect speech, the direct speech, the direct speech sentence They said that we cant live without water because the words spoken are a universal truth. students rephrase sentences using reported speech. First, call on one of your students and read out a simple sentence. Then, have the student report the information back to you first using direct speech, then using indirect speech. you using both direct and indirect speech. For example, you could read out the sentence, I dont like muffins), followed by indirect speech (you said, I dont like muffins). 2Ask your students to report on each others answers to you questions. First, ask one student a question. Once they answer, ask another student to report what the first student said using direct speech. Repeat this with new questions until all of your students have reported using both direct speech. [6]3Prepare index cards for a reported speech role-play activity. First, count out the number of index cards that you have students and write a different sentence on each index card. Then, have them go around the room and ask each student to report back on what other students said to them using either direct or indirect speech.[7] The sentences can be statements, questions, or a mix of both. For example, you could write Do we know each other? on an index card. Hand this card to one student and have them read it to a second student. Then, ask the second student to
report what the first student read to them. The second student should then respond using direct speech (She asked me, Do we know each other?) or indirect speech (She asked me if we know each other.[8]4Get your students to correct a story using reported speech. First, write a statement on the board and read it out loud. Then, tell your students that you are going to tell them a short story, and that they should interrupt you if you say anything that contradicts the statement written on the board. Once you contradict the statement and the students interrupt you, have them ask for clarification using direct or indirect speech.[9]For example, write I live in a big house on the board. Then, tell a short story stating I bought a new dining table but it was too big for my small apartment so I had to get another one. The students will interrupt you after stating that you live in a big house?) or indirect speech (Didnt you say you lived in a big house?). [10]5Play reported speech telephone for a fun learning activity. Begin by asking one student a question. Have them answer the question out loud. Then, have a second student report to a third student on what the first student said using indirect speech. Have the third student said using indirect speech. Have the third student said using indirect speech. Have the third student said using indirect speech. first student What are you doing this summer? and have them answer to a second student I am going to the beach. Then, have the second student report to a third student will then report to a fourth student using indirect speech (Katie said that John said that hes going to the beach) and so on until all the students have had a turn. Advertisement Ask a Question Advertisement This article was co-authored by Lynn Kirkham. Lynn Kirkham is a Professional Public Speaker and Founder of Yes You Can Speak, a San Francisco Bay Area-based public speaking educational business empowering thousands a turn. of professionals to take command of whatever stage they've been given - from job interviews, boardroom talks to TEDx and large conference platforms. Lynn was chosen as the official TEDx Berkeley speaker coach for the last four years and has worked with executives at Google, Facebook, Intuit, Genentech, Intel, VMware, and others. This article has been viewed 66,542 times. Co-authors: 6 Updated: October 19, 2023 Views:66,542 Categories: English Grammar PrintSend fan mail to authors for creating a page that has been read 66,542 times. ESL Direct and Indirect Speech Game - Grammar and Speaking: Pelmanism, Reforming Sentences, Controlled Practice - Group Work In this free direct and indirect speech game, students change direct speech into reported speech. 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First, students read about... read more ESL Reported Speech Game - Grammar: Sentence Completion, Guessing - Group and Pair Work In this imaginative reported speech Game - Grammar: Sentence Completion, Guessing - Group and Pair Work In this imaginative reported speech Game - Grammar: Sentence Completion, Guessing - Group and Pair and then read... read more ESL Teacher, Timor-Leste "There are a lot of resources that are useful for teaching English. I downloaded the games, my students never skip class or feel tired to learn English. The resources for teaching English helped my students progress in grammar, vocabulary, writing and comprehension. They also helped me a lot to guide my students to learn in a practical way." English Instructor, United States "Thank you for providing these incredible resources for a specific grammar concept or language function by level and type of activity. Every time I visit your site, I discover a new classroom interaction strategy that's perfect for teaching the concept I'm focusing on! When I return after the holidays, yours will be the first subscription I restart." ESOL Teacher, United Kingdom "I am an ESOL teacher, and the resources have helped my classes enormously. In particular, the speaking activities were a great help for my intermediate students before their exam. The website is user-friendly, and I will continue to utilise the resources - next term is reading and comprehension, so I will be looking for more resources from you. Thank you for such helpful activities and worksheets. They save me a lot of time in class preparation." ESL Teacher, France "Teach This is an absolutely brilliant website, offering a vast amount of high-quality content, much of it free. Everyone involved in its creation deserves commendation. The leadership's vision has my deepest respect and gratitude. It's undoubtedly the best resource for English teachers, with its clear layout, easy navigation, concise messaging, and lack of invasive advertising - rare qualities that Teach This has perfected." English Teacher, Laos "When I need to add or change an activity from my school's curriculum, I always turn to TeachThis. While our curriculum is usually very good, it sometimes doesn't fit well with my students. With TeachThis, I can easily find activities that match my topic and level, and the resources make my classes more interesting and varied. I look forward to the monthly newsletter and exploring new materials for inspiration. Please keep it up!" English Tutor, Australia "I like the efficiency and organization of the website. The resources cater to various levels with topic-based options for higher levels. The worksheets are very engaging and the answer keys are particularly helpful for teacher. The resources are also highly specific to levels and outcomes, making planning much easier. is clear and straightforward." ESL Teacher, Switzerland "The easy and ready-to-go materials have helped me a lot during the last few years. Most of all I like the grammar worksheets which I use to consolidate what I have worked on during class. The website is very user-friendly, and I have never had any difficulties finding what I was looking for." Business English resources especially engaging and relevant for my students as the materials help them understand business writing and terms. My teaching experience is outstanding. Great job!" English Teacher, Mexico "I found Teach-This a long time ago when I started teaching. It's always had great resources. I really appreciate the grammar materials, board games, and group activities. They've saved me lots of time on lesson planning. The materials are easy to use and understand, making my job much simpler. The best thing is that many resources can be downloaded for free. I've used it for around 8 years, and it consistently offers great content." Primary School Teacher, United Kingdom "I use the resources from the Games Section as part of my daily 30-minute morning warm-up activities, and l've received rave reviews for using them. The games help me maintain student interest and participation and leave the students feeling happy and awake. I like everything about the site, and customer support is very effective as they respond in time." EFL Teacher, Argentina "Teach-This is one of the best EFL websites I've found. It's extremely user-friendly, and I always find what I need quickly. I like the design, and the content is fun, engaging and original. I am very thankful for all your work and generosity by making some resources free. I always recommend this website to my fellow teachers. Your work is
really helpful, and I value it enormously." Language School Teacher, Czechia "I like the grammar-focused resources also inspire me. If I see an interesting grammar activity, I often rework it for other grammar rules. I like the fact that I simply pay a flat fee, and can download whatever I want. Teach-This really is a great timesaver. I know that if I am in need of resources for my students, I can go to Teach-This and find something interesting." English Teacher, Kenya "Getting familiar with the site and how to use the resources is not difficult. I found the writing skills resources to be the most valuable as they have enhanced my teaching of this skill. The website is elaborate and full of all types of resources to help me teach English. When I contacted customer support, they were super-fast to deal with my enquiry. So overall, I recommend it." ESL Teacher, Morocco "I have found the grammar and vocabulary resources the most valuable. They have improved my teaching experience because they are easy to use and well-organized. The materials are very engaging for my students. The website is also very user-friendly. The best thing about Teach-This is that it offers ready-made worksheets for busy teachers, and the content is well-organized and full of information." High School Teacher, Kurdistan "I'm really glad I found the Teach-This website. The materials in the General English section have proven to be really helpful and mode my classes more engaging. The materials are well-structured and cover a wide range of topics, making it easy to keep my students interested and motivated. Overall, my experience using your resources has been great. EFL Teacher, Yemen "My first impression of the website was that it was amazing. The games and activities have really improved my teaching. The resources are engaging and relevant to my students' needs, and I find the website easy to use and navigate. It was amazing. particularly enjoy teaching the functional language materials, which have been very helpful in my classes. The resources have significantly improved my students' communication skills in daily life, so it was rewarding to see them benefit in this way. It feels great to be able to make a difference in my students' lives. Please keep up the good work.' Academic English Coordinator, Spain "I've been teaching Academic English for over eight years, and Teach-This.com has become my go-to resource for university preparation activities are exceptionally well-designed for advanced learners. My students particularly appreciate the study skills resources and paragraph writing materials, which have significantly boosted their confidence and exam scores." Cookies user preferencesWe use cookies, this website may not function as expected. AnalyticsWe use Google Analytics cookies to understand how our website is used and to improve your experience. These cookies collect information anonymously, such as the number of visitors and the most popular pages. Google AnalyticsAcceptDeclineEssential/Strictly Necessary CookiesThis cookie is set by Cloudflare to identify trusted web traffic and verify legitimate users after completing security checks, such as a CAPTCHA. It ensures the website remains secure and accessible without impacting performance. This cookie is essential for the proper functioning and security of the site and cannot be disabled. AdvertisementIf you accept, the ads on the page will be adapted to your preferences. Save Our new ESL Lesson Plan, Introduction to Reported Speech, helps students understand how to describe someone elses words. Learning how to transform direct speech into reported speech is essential to everyday communication, and students will certainly benefit from this engaging lesson that includes clear descriptions, examples and practice opportunities. Keep reading to find out what to expect and how to teach it virtually or in-person. Introduction to Reported Speech is an ESL lesson plan download aimed at students must be very comfortable with changing verbs between various tenses. You can download the lesson plan here: To help students understand this concept, this lesson breaks down the components of transforming direct speech into reported speech into reported speech into reported speech. successfully. The slides are playful and illustrated with many pictures and fun examples to keep your students engaged and motivated. If you are looking for even more information on how to teach this lesson plan on reported speech, be sure to download afree Off2Class account. You will gain access to teacher notes that will guide and prepare you. you enjoyed this ESL lesson plan download, there are 150+ more available here. The lesson plans are designed to save you time. Also, let us know what kind of lessons you are looking for from Off2Class. More than anything, we love hearing from our teachers. So leave your general suggestions, lesson plan ideas, teaching philosophy or anything for from Off2Class. related in the comments below. Happy teaching! Share this postReported speech neips students express others' ideas and improve their English communications that students need to master for everyday conversations. Reported speech often uses past verbs like 'said' and 'told to relay what someone else mentioned. Reported speech is also known as indirect speech and is commonly used in spoken conversations to report what others have said. A keen grasp of correct tense usage, as well as the ability to correctly shift pronouns and time expressions, is essential when using reported speech. especially important at higher English levels. Students are fine-tuning their communication skills to include expressing the ideas of others, as well as their own opinions. Students usually need to be practiced repeatedly before students feel comfortable using reported speech in everyday conversations. Finally, make sure to point out that reported speech is generally used with the homework." -> She told me he would help me with my homework. However, if the reporting verb is conjugated in the present tense, no reported speech changes are necessary. "I'm going to Seattle next week." -> Peter says he's going to Seattle next week. Aim: Developing reported speech grammar and productions skills Activity: Introduction and written reporting activity. Introduce/review reported speech by making simple statements and asking students to report what you have said. Make sure to emphasize reported speech transitions (included in lesson printout pages) Have students get into pairs and convert the reported speech paragraph into the direct speech form. Correct worksheet as a class. Ask students to divide up into new pairs and ask them to report what their partners say. Have students to their new partner (i.e., John said he had lived in Breubach for two years). Follow-up with class conversation focusing on problematic tense transformations. Study the following chart carefully. Notice how reported speech is one step back into the past from direct speech. tennis on Fridays.present continuous"They're watching TV."She said they were watching for two hours."He told me she had lived in Portland for ten years.present perfect continuous"I've been working for two hours."He told me she had lived in Portland for ten years." York."She told me she had visited her parents in New York.past continuous"They were preparing dinner at 8 o'clock."He told me he had finished in time.past perfect continuous"She had been waiting for two hours.future with 'will'"I'll see them tomorrow."He said he would see them the next day.future with 'going to fly to Chicago."He told me they were going to fly to Chicago."He told me they are some of the most common changes: at the moment' are also changed when using reported speech. Here are some of the most common changes: at the moment' are also changed when using reported speech. the moment / right now / now -> at that time "We're watching TV right now." -> She told me they were watching TV at that time. yesterday." -> He told me he had bought some groceries the previous day / the next day "She'll be at the party tomorrow." -> She told me she would be at the party the next day. Exercise 1: Put the following paragraph in the reported speech (quotes). Peter introduced me to Jack who said he was pleased to meet me. I replied that it was my pleasure and that I hoped Jack was enjoying his stay in Seattle He said he thought Seattle was a beautiful city, but that it rained too much. He said that he had been staying at the Bayview Hotel for three weeks and that it hadn't been July! Peter replied that he should have brought warmer clothes. He then continued by saying that he was going to fly to Hawaii the following week, and he that he couldn't wait to enjoy some sunny weather. Both Jack and I commented that Peter was a lucky person indeed. Exercise 2: Ask your partner and report what you have learned about your first partner using reported speech. What is your favorite sport and how long have you been playing/doing it?What are your plans for your next vacation?How long have you been playing/doing it?What are your plans for your next vacation?How long have you been playing/doing it?What are your plans for your next vacation?How long have you been playing/doing it?What are your plans for your next vacation?How long have you been playing/doing it?What are your plans for your first partner using reported speech. of music?What did you use to do when you were younger that you don't do anymore?Do you have any predictions about the future?Can you tell me what you do on a typical Saturday afternoon?What were you doing yesterday at this time?Which two promises will you make concerning learning English? Reported speech is a very rich grammar area to teach because: It can involve considerable manipulation of form. Its a very easy piece of grammar to locate and exploit with texts. The activities here are divided into different kinds of drill, ways of exploiting texts and
analysis. At its most basic, you can simply read out a sentence and ask the students to rephrase it beginning with He said /She saidFor example: T: I dont like it. Ss: He said he didnt like it. Ss: He said he hated it. This can be made a little more interesting in the following activity is a variation of the well-known 'broken telephone'. Whisper a sentence in English to a student. That student then whispers it to another and so on until the last student has to say aloud what was said originally. Version 2If the above seems too easy, ask students to alternate reported speech and vice versa. For example: T: I like it. S1: He said he liked it. S2: I like it. S3 Activity: I didn't get that. What did she say? This is a quick question drill. Ask a student a question. After they answer, ask another student what was said. For example: T: Tomas, how did you get to class today? S1: I came by car. T: Thanks. Activity: Mingle Prepare a series of cards/slips of paper, each with a different sentence. Here are some examples: Im sorry Im late. These canaps are delicious. What time is it? I dont have a watch. Excuse me, Im looking for my husband/wife. Do those canaps have meat in them? Im a vegetarian. I have a PhD from Harvard. Do we know each other? Remember me? We met at last years party. Create enough cards so that each student has one. You can repeat the same sentences on other cards. Explain that you want the students to role-play the following situation. They are all at a very formal cocktail party. Everybody must circulate and talk to each other. The trick is they must say what is on their card and as little else as possible. If you have a CD player or cassette player in the classroom, you could play some quiet music in the background during the minutes (or however long it takes for most students to have spoken to each other) tell everyone to sit down again. Ask people to report back on what other people told them, using reported speech. Activity: Text clarifications This is another teacher-led activity that also focuses on listening skills. It uses an oral text generated by the teacher. For this activity you need to prepare the following: a short anecdote (2 minutes long) related to the topic that you are already doing in class (e.g. if you are doing holidays, make it about holidays); four or five sentences that contradict things in your anecdote. Write the sentences on the board. Read them out to the students. Now explain that you are going to tell a story, but that some of the facts in the story are different. The students must listen carefully. When they hear a fact that is different from those on the board, someone must interrupt you and seek clarification, using the following structure: Excuse me, but didnt you say that ? (include what you had said earlier, the facts that are on the board). Here is an example: T writes on the sentences and then she gives the instructions for the activity. She begins the story: T: Well, the other day I was in my flat. Its a small flat in the city centre S: Excuse me, didnt you say you lived in a big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that. So, it was in my big house? T: Ah yes, I did say that you say you were married? T: Ah yes, I did say that you say y didnt have any children? T: Thats right. It isnt my baby, its my sisters baby. Activity: Reported interviews For this activity, search around the interviewe is someone that your class is interested in, or at least someone they have heard about. Select some of the interview from the webpage and paste into a word document. Make copies for every two students in the class. In class, divide the students into pairs. Distribute the interview and ask them to reduce the report now to 100 words. Circulate and help. Activity: Reporting back famous interviews In this activity, students create the interview themselves. Divide students into groups. Tell the groups that they must do the following: Decide on a famous person (living or dead) who they would like to interview. Nominate ONE person in that group to be the famous person. Once groups have nominated their famous people are all on a panel to be interviewed by the class, who are journalists some time to think of questions. During this time the famous people can talk about what they are going to say. When the journalists are ready, begin moderating the interview by asking for questions. Once all the famous people have answered the questions send them back to their original seats. Now ask everybody to write a report with at least two things they remember from the interview. They should include examples of reported speech in their report. Ask students to compare their reports in pairs. Circulate and help. At the end, ask different pairs to read out their reports. Activity: The news stories with examples of reported speech. Dont worry about not finding any, there are usually lots. Select examples of these texts and create a small worksheet. First, ask students to read the excerpts and tick the stories they already know about. Then ask them to speech the reported speech was. Tell them to write in direct speech was. Tell them to write in direct speech was. ask the others if they can see what story it came from. Activity: Shades of meaning 1 The choice of whether or not to 'backshift' the tenses in reported speech often has to do with the reporters interpretation. You can ask students to compare the meanings between two examples of reported speech (minimal pair sentences). For example: He said hes hungry. vs He said he was hungry. She said she would come. vs She said she will come. See the section on tense choices in reported and reporting clauses for further examples from the news stories. Give the example and ask students to speculate why the tense was chosen. For example: Hamish Hamilton and The Rude Corp claim that Madonna owed them ? Activity: What I think and don't think This activity is a dictation activity. Prepare some sentences that are opinions on a certain topic that youve covered recently in class. There should be a mixture of affirmative and negative sentences. Here are some examples on the topic of ART for an intermediate class (some of these are stronger opinions you may want to change them to reflect your own opinion). A lot of modern art isnt very good. Art galleries are great places for conversation. There arent many famous painters from my country. Graffiti isnt art. Art shouldnt be only for rich people. Some art is worth far too much money. Explain that you are going to dictate these sentences, but that the students must write down a report of each one beginning with The teacher thinks or The teacher doesnt think (see grammar explanation on negatives in reporting for when to use which stem). The teacher thinks art galleries are great places for conversation. Ask students to compare their answers in pairs, and then decide if they agree or disagree with you. Ask different groups to report back and have a short open class discussion. Activity: Reacting to the news Prepare a series of slips of paper each with a sentence beginning. Youve been told to not drink any more wine. Youve been asked to present an award at a film festival. Youve been told to go the principals office. Youve been told to stay in bed for three weeks. Pre-teach common social expressions for reacting to good or bad news, for example: Thats great! Congratulations! Thats good news Thats too bad. Oh dear. Oh no. Thats terrible! Distribute the slips of paper to the students and ask them to read them silently. Then tell them to do. 2) react to what other students tell them. As a follow-up, you could ask them to work in groups and transcribe what they think was probably originally said. Activity: Conspiracy theories Prepare a small handout with the following 'claims' on it. Moon hoax? It is said that the singer Elvis is still alive today. UFOs and the US government? Its believed that the American government knows, and is hiding, information about extraterrestrials. Think of four or five other conspiracy claims that you could add (you can add local ones too). Include one or two which are more 'believable' than the others (maybe even true ones). Write them in a
similar style (i.e. headline, then the sentence stem It is claimed/said/believed that ). Make one copy of this handout for every three or four students in the class. Divide students into groups and give each group a card. They must read the card and then assign a score (0 to 5) to each theory 0 = we dont believe this is true. Do some feedback at the end, then collect the handouts. Ask students to try and rewrite from memory what the theories were, paying attention to the reporting structure. Activity: Drill sergeant This is another simple drill for reporting orders. Explain that you are going to give four different students in a brisk, sergeant-like voice. For example: Put down your pen! Listen to me! Pick up your bag! Answer your mobile phone! The students must carry out the orders. Once youve given orders to four students, ask a fifth: What did I just say? The fifth student must report the orders. Once youve given orders to four students must carry out the orders. they can do it correctly, they become the drill sergeant. Note This is a drill but with a role play element (that of being the sergeant) to make the role even more effective you could use a prop, like a ruler or some kind of stick to wave around. You then give the prop to the next drill sergeant. Make sure nobody gets hit with the prop though! Activity: things I was asked/told to do To provide more practice in reporting structures with ask/tell, ask students to make a list of things they were a child when they first started learning English in their first job on their first day at school/university Tell students to compare with each other once they have written their lists. Then ask different students to report back. Activity: Survivors mingle This is a group role play, where students imagine that they have survived a plane accident and are stranded on a desert island. Prepare a series of cards/slips of paper, each with a different suggestion for the situation. Here are some

examples: We should just wait for someone to come and find us. Why dont we explore the island? Lets get wood for a fire. We should try to escape together. Lets build a boat. We should try and fix the plane. (you can make your own. Begin with Why dont we Lets . We should)Create enough cards so that each student has one. You can repeat the same sentences on other cards. Explain that you want the students to role play the situation described above (to make it more 'real' you could elaborate on their card and as little else as possible. After five minutes (or however long it takes for most students to have spoken to each other) tell everyone to sit down again. Ask people to report back on what other people told them, using one of the following reporting verbs: suggest, advise or recommend. Variation Which lets the students choose more of the language. Set up the scene, then give the students the sentence stems: Why dont we Lets . We should and ask them to write a suggestion. Give them one of the above as an example. Then continue the activity. Activity: Election pledges To practise the structures following verbs like promise and offer, you can ask students to imagine they are speechwriters for a candidate for President or Prime Minister of their country. They must prepare a very short speech. You could give them the following outline to help: I know that Together we can \* pre-teach pledge it has the same reporting structure as promise, or offer Students can write this in groups. Then have different students read out their election speeches. Who is the most convincing? By The Resourceful English Teacher / 29/10/2023 Post navigation If youre looking for a reported speech speaking activity, look no further than tell your story. Its a fun reported speech activity to try out with your higher-level ESL or EFL students. Keep on reading for all the details you need to know about teaching indirect speech in most intermediate-level English textbooks. But, its not that easy to design some ESL activities to practice this. Not to worry. Keep on reading for one of the best reported speech activities to try out with your students. Check out one of my favourites: Tell a Story. Its fun, and engaging, and creates some great opportunities for students to practice this important skill. Reported speech activities dont have to be terrible any longer! Have some fun with reported speech ESL.Reported Speech ESL.Reported Speech ESL Speaking ActivitySkills: Writing/reading/speaking/listeningTime: 15-30 minutesLevel: Intermediate to AdvancedMaterials Required: NothingHave students write something interesting. Some examples are the most embarrassing moment, the scariest thing youve ever done, your dream for the future, future predictions, etc. Base it on whatever topic you are studying in class that day. Make it clear to the students that it should be something theyre willing to share with the entire class so as not to write something theyre willing to share with the entire class. Then the students have to go around the class, finding the person whose story they have by asking questions. Once they find that person, they have to ask them three interesting questions about the story. And the person who originally wrote the story has to answer them of course. I like this part of it because it gets students up and out of their seats, moving around and talking to different people. It gets boring sitting down all the time and talking to only 1 person! Its ideal for those sleepy classes that you might have on Friday afternoon or those ones who are just waking up on Monday morning. Reported speech ESL activities Teaching Tips for Tell Your Story: Emphasize to students that they are to practice asking good questions. For example, USA? is not a good question, while, Did you study abroad in the USA? is much better. Full sentences are the key here. Also, emphasize that students should think of interesting follow-up questions that expand upon their knowledge about that situation. This involves reading carefully so they can avoid asking about things that are already mentioned. You can give your students a couple of minutes before the activity starts to write down a few questions based on the paper they received to help facilitate this. Based on the topic youve assigned for the story, there should be some obvious ones that they want to ask. This activity provides an excellent opportunity for your students to work on reported speech. This is something that high-level students are often surprisingly weak at. If you have a small class (less than 10), students can report what they learned about their seating partner what they learned about their seating partner what they learned about their seating partner what they learned. For example, students can report what they learned about their seating partner what they learned. said that it was really scary, but thankfully nobody got injured seriously. Procedure for this Reported Speech Activity: Have students. Collect stories and redistribute themone per student, making sure a student does not get their own story. Students go around the class asking people if that is their story. For example, Did you get in a car accident when you were little? When they find the person, they must ask them three interesting follow-up questions about it. Do the optional variation of having students tell other people what they learned about their classmate in order to practice using reported speech. Follow-up with a worksheet, other activity or homework assignment. Do You Like this Reported Speech ESL speaking Activity? If you like this ESL speaking activity to help your students practice reported speech, then your equipment. Do You Like this ESL speaking activity? guaranteed. The key to better English classes is a wide variety of engaging and interactive games and activities for teenagers and a sure to find something that will work for any level of students or topic. You can get the book on Amazon in both print and digital formats. The (cheaper!) digital copy can be read on any device by downloading the free Kindle reading app. Its super easy to have fun, engaging ESL activities with you anywhere you go.Or, buy the book and keep it as a handy reference on your bookshelf, or teacher supply room. You can check out 101 ESL Activities for yourself over on Amazon: Teaching Reported Speech games and activities for English learners. Here are the answers to some of the most popular ones. What is reported speech in English?Reported speech is when we talk about or repeat what someone else has said using our own words.Why do we use reported speech?We use reported speech is when turning direct speech into indirect speech?Pronouns, tense, and time expressions often change for indirect speech. Can you give an example of direct speech changing to reported speech? Direct: She said that she was going to the store. What happens to the store. What happens to the store. What happens to the store of the speech? Direct spe speech. How do you shift tenses in reported speech? Generally, you shift the tense back one step. For example, present simple becomes past simple. Do all time expressions usually change, e.g., now becomes that day. Whats the reporting verb? The verb that introduces indirect speech can be things like, said, told, asked. Can questions be reported too?Yes, questions can be reported using the verb to + infinitive, or with phrases like ordered or told. Whats the key to successfully teaching indirect speech to ESL students?Practice and exposure through various exercises and real-life examples are crucial for understanding indirect speech. Reported speech? Is it a good one or do you have another reported speech lesson plan activity that youd like to recommend? Leave a comment below and let us know your thoughts. Wed love to hear from you. Also be sure to give this article a share on Facebook, Pinterest, or Twitter. Itll help other busy teachers, like yourself find this useful resource. Last update on 2025-06-17 / Affiliate links / Images from Amazon Product Advertising APIJackie Bolen has been teaching English for more than 20 years to students in South Korea and Canada. She's taught all ages, levels and kinds of TEFL classes. She holds an MA degree, along with the Celta and Delta English teachers and English learners, including 101 ESL Activities for Teenagers and Adults, Great Debates for ESL/EFL, and 1001 English Expressions and Phrases. She loves to share her ESL games, activities, teaching tips, and more with other teachers throughout the world. You can find her on social media at:YouTubeFacebookPinterestInstagram Getting your Trinity Audio player ready... Heres a detailed lesson plan for teaching reported speech, designed to help students understand its use, structure, and practical application in conversations and writing. By the end of the lesson, students will be able to: Identify and understand the difference between direct and reported speech. Transform sentences from direct to reported speech accurately. Use reported speech in various contexts, such as conversations, storytelling, or formal writing. Activity: Who Said It?Write famous quotes on the board (e.g., I have a dream. Martin Luther King Jr.). Ask students to report them. Example: Martin Luther King Jr. said that he had a dream. Discuss the difference between quoting directly and reporting what someone said. Direct Speech: Quoting someones exact words. Example: He said, I am tired. Reported Speech: Paraphrasing what someone said. Example: He said that he was tired. Pronouns: Adjust based on the speaker and listener. I am happy. She said that she was happy. Verb Tense Shift (Backshifting): Present Past: I like apples. He said that he liked apples. Past Past Perfect: I went there. She said that she had gone there. Future Conditional: I will call you. He said that he would call me. Time Expressions: Now Then, Today That day, Tomorrow The next day. Questions in Reported Speech:Yes/No Questions: Do you like pizza? He asked if I liked pizza. Wh-Questions: Where are you going? She asked where I was going. Commands and Requests: Close the door. She told me to close the door. No backshifting if the reporting verb is in the present tense: He says, I like tea. He says that he likes tea. No change in universal truths: The Earth is round. He said that the Earth is round. Sentence Transformation: Provide direct speech sentences. Students convert them into reported speech. Example: I am reading a book. She said that she will come tomorrow. Correct: She said that she would come the next day. Fill in the Blanks:Direct: I can swim. Reported: She said that she swim. (could)Role-Playing:Divide students into pairs. One student acts as a journalist, asking questions. The other reports the answers.Example: Journalist: What is your favorite hobby?Report: She said that her favorite hobby was painting. Story Retelling:Read a short dialogue or story aloud. Students retell it using reported speech. Example:Dialogue:John: Im going to the market. Mary: Can you get me some oranges? Report: John said that he was going to the market. Mary asked if he could get her some oranges. Class Survey:Students ask their classmates a question (e.g., What is your favorite food?) and report their answers to the class. Example: Anna said that her favorite food was pizza. Quick Quiz:Ask 3-5 direct speech sentences for students to convert on the spot. Homework: Write a short report about what 3 family members or friends said during a conversation. Example: My brother said that her favorite food was pizza. Quick Quiz:Ask 3-5 direct speech sentences for students to convert on the spot. had finished his homework. My mom asked if I could help her with cooking. Visual Aids: Use a chart to show tense shifts and common time expression changes. Games: Play a Reported Speech Relay, where students pass sentences in reported form. Technology: Use apps or websites like Kahoot! for quizzes on reported speech. 1. What is reported speech?A) Quoting someones exact wordsB) Paraphrasing what someone saidC) Writing a storyD) None of the above

How to teach reported speech. How to teach reported speech in a fun way. How to teach reported speech easily. How to teach reported speech in english.