
REPORTED SPEECH OVERVIEW

LEVEL

Low-Intermediate to Advanced

LANGUAGE FOCUS

Speaking, listening (primary focus); writing (secondary focus)

GOALS

Students will increase their understanding of reported speech through a matching and interview activity.

MATERIALS

- Teacher: whiteboard/chalkboard, markers or chalk, a timing device, a world map for reference, match-up cards (Appendix 1), reported speech interviews worksheet (Appendix 2).
- Students: pencils or pens, notebooks or writing paper.

PREPARATION

This week's Teacher's Corner introduces students to the grammatical structures in reported speech. Students will practice matching direct speech to reported speech and then practice changing direct speech to reported speech via interviews with fellow students.

1. Read through all the materials carefully.
2. Print one copy of the reported speech match-up cards found in Appendix 1 for the class activity. For larger classes, multiple copies may be needed.
 - a. There are 39 cards in total. For smaller classes, the match-up activity can be completed in rounds – first the verb tenses and then the modals.
3. Once the match-up cards have been printed, cut them into individual cards. These cards are in three categories: verb tense (x13 cards), direct speech (x13 cards), and reported speech (x13 cards).
4. For the interview activity, print enough of the reported speech interviews worksheets in Appendix 2 so that each student has a copy. These print outs do not need to be cut into individual cards.

PROCEDURES

Part 1 – Reported Speech Match Up

1. Begin the class activity by having the students stand up and mix themselves around.
2. Next, give each student one of the 39 cards found in Appendix 1.
 - a. Students should keep their card hidden at the start and not show it to their classmates.
 - b. Instruct the students that when you say “Go!” they should move around the room and match their card with the correct cards held by other students.
 - c. Once they find the students with the matching cards, they should stand in a group.

- i. Note: Students will end up forming groups of three – one student with the verb tense card, one with the direct speech card, and one with the reported speech card. For example:

Student #1	Student #2	Student #3
present simple	I enjoy reading.”	He said (that) he enjoyed reading.

3. Yell “Go!” and have the students mingle and find the students with the correct cards.
4. Once all of the groups of students have been formed, have them read their card aloud to the rest of class. Have them begin with the verb tense, then the direct speech, and then the reported speech.
5. Once finished, have the students turn in their cards, mix them up and then play again. Play as many rounds as time permits.

Part 2 – Interviews

1. Have the students sit down. The first portion of this activity is individual work, so they do not need to sit with a partner or group.
2. Give each student a copy of the reported speech interviews worksheets found in Appendix 2.
3. Have the students read through the sheet. Ask them if they have any questions before beginning the writing portion of the activity.
4. Next, instruct the students to choose 10 out of the 13 possible verb tenses or modals. The students then write 10 questions using the verb tenses or modals that they selected.
 - a. Students should write their questions in the left column under **Verb Tenses**. For example:

Verb Tense	Direct Speech	Reported Speech
present simple Do you like to read?		

5. After the students have written their questions, have them find a partner.
6. Once the students are in pairs, organize each pair into student A or student B.
7. Student A begins by asking their questions to student B. When student B answers, student A should write down the answer under the column **Direct Speech**.
8. Once student A is finished asking questions, have the pair switch roles: Student B asks questions and student A answers the questions. Student B should write down student A’s answers in the **Direct Speech** column as well.

9. After the interviews have been completed, have the students return to their seats. Now, each student should take the answers provided by their partner and convert them to reported speech. Instruct them to write down the reported speech in the column on their worksheet labeled **Reported Speech**.

Part 3 – Information Sharing

1. Once students have converted their partner's direct speech to reported speech, have them stand up and find a new partner.
2. With their new partner, have the students share the answers provided by their previous partner. Circulate around the room to ensure that students are using reported speech.
 - a. For more advanced classes, have them also use reported speech to report the questions they asked as well. For example:
Susan: "I asked Robert if he likes to read. Roberto said he enjoys reading mystery stories."
3. Once each student has reported on the answers of their previous partner, bring the class back together. If time permits, have the students share the answers with the rest of the class.

Appendix 1: Reported Speech Match-Up

Verb Tenses

Verb Tense	Direct Speech	Reported Speech
present simple	I enjoy reading.”	He said (that) he enjoyed reading.
past simple	I traveled to New York City.”	She said (that) she had traveled to New York City.
present continuous	I am studying English at school.”	She said (that) she was studying English at school.
past continuous	I was talking with my friend.”	He said (that) he had been talking with his friend.
present perfect	I have not been to a baseball game.”	He said (that) he had not been to a baseball game.
past perfect	I had visited America before starting university.”	She said (that) she had visited America before starting university.

Modals

will	I will visit her after class.”	She said (that) she would visit her after class.
would	I would help you, but I need to study for exams.”	He said (that) he would help me, but he needed to study for exams.
can	I can play football with you tomorrow.”	She said (that) she could play football with us tomorrow.
could	I could ride a bicycle when I was eight years old.”	He said (that) he could ride a bicycle when he was eight years old.
should	I should study for the test tomorrow.”	She said (that) she should study for the test tomorrow.
might	I might not go to the party tomorrow.	He said (that) he might not go to the party tomorrow.
must	I must improve my English before I travel to Chicago.	She said she had to improve her English before she traveled to Chicago.

Appendix 2: Reported Speech Interviews

Verb Tenses

Verb Tense	Direct Speech	Reported Speech
present simple		
past simple		
present continuous		
past continuous		
present perfect		
past perfect		

Modals

will		
would		
can		
could		
should		
might		
must		