

Lesson Plan

Micro Lesson Video Link: <https://youtu.be/vIroTJJTP1Q>

Business/Materials	Lesson Objectives
<p>Adults 18+ Intermediate</p> <ol style="list-style-type: none"> 1. Slides <ol style="list-style-type: none"> a. https://english.lingolia.com/en/grammar/sentences/indirect-speech b. http://www.tinytflteacher.co.uk/learning-english/grammar/pictures/reportedconversation.png c. https://www.tes.com/lessons/OHnpalMluDGfNw/reported-speech 2. Indirect Speech Song (cloze passage and answers) [Deep Blue Something, "Breakfast at Tiffany's", https://www.youtube.com/watch?v=1CICpfeIELw] 3. Indirect Speech Flashcards 4. PowerPoint Indirect Speech 5. Indirect Speech Worksheet 6. Indirect Speech Quiz 	<ul style="list-style-type: none"> • Learners will identify Indirect Speech structures, practicing with Flashcards. • Learners will understand the use of Indirect Speech, by paying attention to a PowerPoint presentation, and by responding to a Worksheet. • Learners will transfer Direct Speech sentences into Indirect Speech in a related Quiz.
Warm-up and Objective Discussion	
<ol style="list-style-type: none"> 1. Discuss Slides 2. Ask students the difference between "“I love you, he said” and “He said that he loved her”". Tell students that they will learn rules about the Indirect Speech. Tell them that it is quite common to start an Indirect Speech sentence with “She / He said to” 3. Inform them they will listen to a song, and discuss with them: <ol style="list-style-type: none"> a. how to form the Indirect Speech, b. why the Indirect Speech is used, c. different verb forms for the Indirect Speech. 	

Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> 1. Play the chosen song” Listen the song twice. Students fill out the cloze passage during the first rehearsal, and teacher helps students fill out missing words during the second rehearsal. 2. Have students notice the following elements about the song: <ol style="list-style-type: none"> a. Direct sentences starting with “And I said,...” and Indirect Speech sentences starting with “You say that...”, for instance. b. Indirect Speech is used when <ol style="list-style-type: none"> i. we report / transfer the words of another person (in a statement, a question or a command) 				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> 1. Use Indirect Speech flashcards to further help students understand Indirect Speech forms for each verb tense 2. Have learners, in pairs or groups, create their own Indirect Speech sentences by thinking of sentences someone told them earlier that day 				
Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> 1. Give Indirect Speech PowerPoint Presentation, as additional study 2. Have students practice converting Direct to Indirect Speech using the worksheet “Indirect Speech Worksheet” 3. Quiz students orally on the different purposes for the Indirect Speech 				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<ol style="list-style-type: none"> 1. Give the Indirect Speech Quiz (assesses direct to indirect, and reasons for the Indirect Speech) 2. Ask learners to upload their responses to the blog of the class, so their peers may comment on them. 				



I love Chris

A week ago...



I love Dave.

... one week later



But last week you said that you loved Chris!!!



Tense change

As a rule when you report something someone has said you go back a tense:
(The tense on the left changes to the tense on the right):

Direct speech	Indirect speech
Present simple She said, "It's cold."	Past simple She said it was cold.
Present continuous She said, "I'm teaching English online."	Past continuous She said she was teaching English online.
Present perfect simple She said, "I've been on the web since 1999."	Past perfect simple She said she had been on the web since 1999.
Present perfect continuous She said, "I've been teaching English for seven years."	Past perfect continuous She said she had been teaching English for seven years.
Past simple She said, "I taught online yesterday."	Past perfect She said she had taught online yesterday.
Past continuous She said, "I was teaching earlier."	Past perfect continuous She said she had been teaching earlier.
Past perfect She said, "The lesson had already started when he arrived."	Past perfect NO CHANGE - She said the lesson had already started when he arrived.
Past perfect continuous She said, "I'd already been teaching for five minutes."	Past perfect continuous NO CHANGE - She said she'd already been teaching for five minutes.

Direct and indirect speech Song (cloze passage)

Deep Blue Something

"Breakfast at Tiffany's"

<https://www.youtube.com/watch?v=1C1CpfeIELw>

Songwriters: Todd David Pipes

Breakfast at Tiffany's lyrics © Warner/Chappell Music, Inc

You'll say we've got nothing in
common
No common ground to start from
And we're falling apart
You (1)_____ the world has come
between us
Our lives have come between us
Still I know you just don't care

And I (2)_____, "What about
Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I (3)_____, I think we both
kinda liked it"
And I said, "Well, that's the one thing
we've got"

I see you, the only one who
(4)_____ me
But now your eyes see through me
I guess I was wrong
So what now? It's plain to see we're
over
And I (5)_____ when things are
over
When so much is left undone

And I said, "What about Breakfast at
Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda
liked it"
And I said, "Well, that's the one thing
we've got"

You say that we (6)_____ nothing
in common
No common ground to start from

And we're falling apart
You say the world has (7)_____
between us
Our lives (8)_____ come between us
Still I know you just don't care

And I said, "What about Breakfast at
Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda
liked it"
And I said, "Well, that's the one thing
we've got"

Ooh, and I said, "What about Breakfast
at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda
liked it"
And I said, "Well, that's the one thing
we've got"

And I said, "What about Breakfast at
Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda
liked it"
And I said, "Well, that's the one thing
we've got"

Answer key

You'll say we've got nothing in common
No common ground to start from
And we're falling apart
You (1) say the world has come between us
Our lives have come between us
Still I know you just don't care

And I (2) said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I (3) recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

I see you, the only one who (4) knew me
But now your eyes see through me
I guess I was wrong
So what now? It's plain to see we're over
And I (5) hate when things are over
When so much is left undone

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

You say that we (6)'ve got nothing in common
No common ground to start from
And we're falling apart
You say the world has (7) come between us
Our lives (8) have come between us
Still I know you just don't care

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

Ooh, and I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
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She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

Direct – Indirect speech Flashcards

(to be used after introducing the *Direct – Indirect speech Song*)

Directions: The left side of each card contains a sentence in direct speech (with its indirect equivalent to the right). I do two different types of activities, depending on the skill level of the students.

Activity 1: Matching. You can jumble up the cards and have students work in groups to locate the pairs. This works best if questions are on different colored paper from the answers.

Activity 2: Pair Work. Print out the sheet and fold the paper in half. Student A reads one of the questions and B tries to respond.

See flashcards on the following page.

Direct speech

Indirect speech

John plays violin.	John said (that) he played violin.
John is playing violin.	John said (that) he was playing violin.
John played violin.	John said (that) he had played violin.
John has played violin.	John said (that) he had played violin.
John was playing violin.	John said (that) he had been playing violin.
John had been playing violin.	John said (that) he had been playing violin.
John had played violin.	John said (that) he had played violin.
John will play violin.	John said (that) he would play violin.
John can play violin.	John said (that) he could play violin.
John must play violin.	John said (that) he had to play violin.
John should play violin.	John said (that) he should play violin.
John may play violin.	John said (that) he may/might play violin.
John might play violin.	John said (that) he might play violin.
John ought to practice.	John said (that) he ought to practice.
Sofia, would you go to the game with me?	John asked if she would go to the game with him.
Do you like violin?	John asked if Sofia liked violin?
Please don't be late!	John told Sofia not to be late.
Could you sit with me, please?	John asked Sofia to sit with him.
Hurry up, Sofia!	John told Sofia to hurry up.
Don't be late, Sofia!	John told Sofia not to be late.

Direct – Indirect Speech Worksheet

Directions: Change the sentences below from Direct to Indirect Speech.

1. He asked the teacher: “Could you explain number four, please?”
2. She asked the guy on the café: “Where do you live?”
3. He said to his mother: “We went to the cinema and then to a Chinese restaurant.”
4. He asked the waiter: “What are you doing tomorrow afternoon?”
5. He asked a local: “Could you tell me where the post office is?”
6. She told me: “Come here!”
7. She complained to her girlfriend: “I've never been to Wales.”
8. He asked her: “Have you ever seen *The Lord of the Rings*?”
9. She stated: “I don't like mushrooms.”
10. She shouted to her boyfriend: “Don't be silly!”



INDIRECT SPEECH



English Grammar Today:
An A–Z of Spoken and Written
Grammar

Ronald Carter, Michael
McCarthy, Geraldine Mark, and
Anne O’Keeffe

<https://dictionary.cambridge.org/grammar/british-grammar/reported-speech/reported-speech-indirect-speech>

What is indirect speech?

Indirect speech focuses more on the content of what someone said rather than their exact words. In indirect speech, the structure of the reported clause depends on whether the speaker is reporting a statement, a question or a command.

Indirect speech: reporting statements

Indirect reports of statements consist of a reporting clause and a *that*-clause. We often omit *that*, especially in informal situations:

'I'm tired,' I said.

I told them (that) I was tired.

Indirect speech: reporting questions

Indirect reports of **yes-no questions** and **questions with or consist of a reporting clause** and **a reported clause introduced by if or whether**. *If* is more common than *whether*. The reported clause is in statement form (subject + verb), not question form:

- She asked if I was Scottish. (original yes-no question: 'Are you Scottish?')
- The waiter asked whether we wanted a table near the window. (original yes-no question: 'Do you want a table near the window?')
- He asked me if I had come by train or by bus. (original alternative question: 'Did you come by train or by bus?')

Indirect reports of **wh-questions** consist of a reporting clause, and a reported clause beginning with a wh-word (who, what, when, where, why, how). We don't use a question mark:

- He asked me what I wanted. Not: He asked me what I wanted?

The reported clause is in statement form (subject + verb), not question form:

- She wanted to know who we had invited to the party.

In indirect questions with **who, whom** and **what**, the **wh-word** may be the subject or the object of the reported clause:

- I asked them **who** came to meet them at the airport. (who is the subject of came; original question: ‘Who came to meet you at the airport?’)
- He wondered **what** the repairs would cost. (what is the object of cost; original question: ‘What will the repairs cost?’)

The reported clause is in statement form (subject + verb), not question form:

- *She asked us **what we were doing**.* (original question: ‘What are you doing?’)

We also use statement word order (subject + verb) with **when, where, why** and **how**:

- I asked her when it had happened (original question: ‘When did it happen?’).
- I asked her where the bus station was. (original question: ‘Where is the bus station?’)
- The teacher asked them how they wanted to do the activity. (original question: ‘How do you want to do the activity?’)

Indirect speech: reporting commands

Indirect reports of commands consist of a reporting clause, and a **reported clause beginning with a to-infinitive**:

- The General ordered the troops to advance. (original command: 'Advance!')
- The chairperson told him to sit down and to stop interrupting. (original command: 'Sit down and stop interrupting!')

We also use a **to-infinitive clause** in indirect reports with other verbs that mean wanting or getting people to do something, for example, advise, encourage, warn:

- They advised me to wait till the following day. (original statement: 'You should wait till the following day.')
- The guard warned us not to enter the area. (original statement: 'You must not enter the area.')

Backshift !

Backshift' refers to the **changes we make to the original verbs** in indirect speech because time has passed between the moment of speaking and the time of the report.

present simple → past simple

present continuous → past continuous

present perfect simple → past perfect simple

present perfect continuous → past perfect continuous

past simple → past perfect simple

past continuous → past perfect continuous

future (will) → future-in-the-past (would)

past perfect ↔ past perfect (no change)

Some, but not all, **modal verbs** 'shift back' in time and change in indirect speech.

- will → would
- shall usually → would (in reported questions, shall → should)
- can → could
- may (possibility) → might / may (permission) → could
- must (obligation) usually → had to / must (speculation) → no change
- could, should, would, might, need → no change

No backshift

We don't need to change the tense in indirect speech if what a person said **is still true or relevant or has not happened yet**. This often happens when someone talks about the future, or when someone uses the present simple, present continuous or present perfect in their original words:

- He told me his brother works for an Italian company. (It is still true that his brother works for an Italian company.)
- She said she's getting married next year. (For the speakers, the time at the moment of speaking is 'this year'.)
- He said he's finished painting the door. (He probably said it just a short time ago.)
- She promised she'll help us. (The promise applies to the future.)

Indirect speech: changes to pronouns

Changes to personal pronouns in indirect reports depend on whether the person reporting the speech and the person(s) who said the original words are the same or different.

Indirect speech: changes to adverbs and demonstratives

We often change **demonstratives** (*this, that*) and **adverbs of time and place** (*now, here, today, etc.*) because indirect speech happens at a later time than the original speech, and perhaps in a different place.

<i>this</i>	→	<i>that</i>
<i>these</i>	→	<i>those</i>
<i>now</i>	→	<i>then</i>
<i>yesterday</i>	→	<i>the day before</i>
<i>tomorrow</i>	→	<i>the next/following day</i>
<i>two weeks ago</i>	→	<i>two weeks before</i>
<i>here</i>	→	<i>there</i>

Indirect speech: typical errors

The **word order** in indirect reports of *wh-questions* is the same as statement word order (subject + verb), not question word order:

- She always asks me where I am going.
- Not: She always asks me where am I going.

We don't use a question mark when reporting questions:

- I asked him what he was doing.
- Not: I asked him what he was doing?

Let's Practice Now!

Direct – Indirect Speech Quiz

Name: _____

Directions: Change from Active to Passive, or Passive to Active

1. My mum asked her friend: “Would you mind waiting a moment please?”
2. He asked the guy on the gym: “How often do you play tennis?”
3. My dad wondered: “How was your holiday?”
4. A colleague of mine told me: “I would have visited the hospital, if I had known you were sick.”
5. The guard in the gallery yelled at a little girl: “Don't touch!”
6. He told his girlfriend: “I should have studied harder for the exam.”
7. A backpacker asked me: “Would you mind telling me how to get to the art gallery, please?”
8. Sofia told me: “Please don't forget my book.”
9. His mother told me: “Please buy some bread on your way home.”
10. My mother-in-law asked me: “Could you give me the glass on the table, please?”