



## Lesson Plan For Lesson 20



40 min

**Theme: Making a Report**

**Focus: Reported Speech (Change of Tense)**

### Lesson Objectives

Students are able to

1. report on what others have seen, heard and done,
2. change direct speech to reported speech.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 5
2. A set of cards with direct speech written on one side and its reported form on the other side
3. A list of direct and reported speech with mistakes in the reported speech
4. A script with each sentence written on strips of paper
5. Envelopes to place the paper strips (Have enough for each group in the class.)

### Introduction / Warm-up Activity (5 min)

1. Invite a student to the front of the class. Get him to pick a card and read the direct speech written on one side. He then calls on another student to report on what he said. He checks if the other student is correct by referring to the other side of the card. If that student is wrong, you will select another student to provide the answer. If that student is correct, he gets to select a card from the pile.
2. Repeat this activity as many times as possible.
3. You may want to report on what the first student has said as an example.

### Lesson (10 min)

#### Reported Speech (Change of Tense)

1. Refer the students to [page 111 of Learning Grammar Workbook 5](#). Highlight the difference in the introductory verb on this page and the ones on [Lesson 19, page 105](#).
2. Teach the students how the tenses are changed for verbs in the simple present tense, present continuous tense and modals.

3. You may want to review how pronouns and adverbs are changed as well.
4. Go through the list of direct and reported speech and get the students to spot and correct the mistakes.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 58, pages 112 – 113** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide the class of students into groups. Give each group the envelope with strips of paper that are part of a script. Get them to arrange the strips in a meaningful way. Then get them to change the dialogue to reported speech. Facilitate the students' learning by walking around to check their answers.
2. After they have done so, one member from each group will come together and arrange the script they have in a meaningful order.
3. You may then want them to pin the script on the Writer's Wall and the reported version of the script next to it.

### **Optional Activities**

1. Ask the students to complete **Exercise 59, pages 114 – 115** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want the students to think of what their parents and other family members or people they meet daily will tell them or ask them. Get them to write down five sentences in direct speech and change them to reported speech. Encourage them to have a variety of statements, questions and imperatives.
4. Let them share the direct speech with the class. They can then have their classmates change the direct speech to reported speech and check their answers against their own.