**This Lesson Plan is prepared with the help of Chat GPT -** [**https://chat.openai.com/**](https://chat.openai.com/)

lesson plans, handouts, grammar, Indirect Speech, vocabulary, school, birthdays, free time, travelling, language reception (reading), language production (speaking, writing), A2-C1

**Indirect (Reported) Speech Level: Intermediate**

**Duration: 90 minutes**

**Objective: By the end of this lesson, students will be able to:**

Understand the concept of reported speech and the changes in pronouns, tenses, and time expressions.

Transform direct speech into reported speech correctly.

Engage in reading and speaking activities to practice reported speech in context.

**Feel free to adapt and modify these activities based on the needs and proficiency level of your EFL class.**

**Materials:**

Whiteboard and markers.

Handouts with reading passages.

Flashcards with reported speech sentences.

Small slips of paper with role-play scenarios.

Worksheets – **to be found at the bottom of the document**

**Warm-up (10 minutes):**

Start with a quick review of direct speech. Write a few sentences on the board in direct speech and ask students to rewrite them as reported speech. For example:

Direct Speech: She said, "I am going to the store."

Reported Speech: She said that she was going to the store.

Introduction to Reported Speech (15 minutes):

Explain the concept of reported speech, emphasizing that it's used to report what someone else has said.

Discuss the changes in pronouns, tenses, and time expressions when transforming from direct speech to reported speech.

Provide examples on the board:

Direct Speech: He said, "I am tired."

Reported Speech: He said that he was tired.

**Reading Passage (20 minutes):**

Distribute handouts with a reading passage that includes direct speech sentences. For example:

"Jane said, 'I love to travel.' She also mentioned, 'I am going to Paris next week.' Her friend John asked, 'When are you leaving?' Jane replied, 'I am leaving on Tuesday.' John said, 'Have a great trip!' Jane smiled and thanked him."

After they've read the passage, ask the following questions as a class:

Can you identify the direct speech sentences in the passage?

How can we transform these sentences into reported speech?

What changes do we need to make in reported speech?

**Grammar Explanation (10 minutes):**

Provide a clear explanation of how to transform direct speech into reported speech, including changes in pronouns, tenses, and time expressions.

Activity 1: Transforming Sentences (15 minutes):

Write direct speech sentences on the board and have students transform them into reported speech in pairs or small groups.

For example: Direct Speech: "She said, 'I will call you later.'"

Reported Speech: "She said that she would call me later."

Activity 2: Reported Speech Flashcards (10 minutes):

Create flashcards with sentences in direct speech on one side and the corresponding reported speech on the other side.

In pairs, students take turns drawing a flashcard, reading the direct speech, and transforming it into reported speech.

**Activity 3: Role-Play (15 minutes):**

Divide the class into pairs.

Distribute slips of paper with role-play scenarios that include direct speech sentences.

Each pair should engage in a role-play conversation, starting with the direct speech sentences and then transforming them into reported speech.

Role-Play Scenario Examples:

Scenario 1: A reporter interviewing a celebrity.

Scenario 2: A student asking a teacher for permission to leave early.

Scenario 3: Friends discussing their plans for the weekend.

**Closure (5 minutes):**

Recap the key points of the lesson, emphasizing the changes needed to transform direct speech into reported speech correctly. Encourage students to practice reported speech in their daily conversations.

**Homework (5 minutes):**

Assign homework that involves rewriting a short story or a conversation in reported speech. Students can use the reading passage from the lesson as a starting point.

**Handouts**

**Reading Passages**

**Text 2: An Afternoon at the Park A2-B1**

One sunny afternoon, Lisa and her friends decided to spend time at the park. They enjoyed various activities and conversations.

Lisa wondered if anyone wanted to play frisbee.

John asked if they could have a picnic.

Sarah suggested they take a stroll by the lake.

Mark wondered if there were any ducks in the pond.

Lisa inquired if someone had brought a soccer ball.

John asked if they should invite more friends.

Sarah wondered if they should start a game of hide and seek.

Mark suggested they relax under the shady trees.

Lisa asked if anyone had brought snacks.

John wondered if they could have a barbecue.

Questions:

1.What did Lisa wonder about at the beginning of their park visit?

2.What did John ask for in terms of a park activity?

3.What was Sarah's suggestion for an activity?

4.What did Mark wonder about in the park?

5.What did Lisa inquire about in relation to sports equipment?

6.What did John ask about inviting more people?

7.What did Sarah wonder if they should start playing?

8.What was Mark's suggestion for relaxation?

9.What did Lisa ask about in terms of refreshments?

10.What did John wonder if they could do involving food?

Feel free to use these questions for comprehension checks or discussions related to the text.

**Text 3: A Weekend Getaway B1-B2**

Last summer, a group of friends planned a weekend getaway to a cozy cabin in the woods. It was a much-anticipated trip filled with relaxation and outdoor adventures.

As they packed their bags, Sarah asked if anyone had remembered to bring insect repellent.

Mark inquired if there were any hiking trails nearby.

Lisa suggested that they could have a barbecue for dinner.

John wondered if they should bring board games for the evening.

On the drive to the cabin, Sarah asked if anyone had seen a deer.

Mark mentioned that he had brought his fishing gear and wondered if there was a lake nearby.

Lisa asked if they should go for a nature walk before dinner.

John suggested that they could build a campfire later in the evening.

After dinner, Sarah wondered if they could stargaze outside.

Mark inquired if anyone had marshmallows for roasting.

Questions:

1.What did Sarah inquire about as they were packing?

2.What did Mark ask about in terms of outdoor activities?

3.What was Lisa's suggestion for dinner?

4.What did John wonder about bringing for entertainment?

5.What did Sarah ask about during the drive to the cabin?

6.What did Mark mention that he had brought, and what did he wonder about?

7.What did Lisa propose before dinner?

8.What was John's suggestion for later in the evening?

9.What did Sarah wonder if they could do after dinner?

10.What did Mark inquire about in relation to food?

These questions can be used for reading comprehension or discussion purposes related to the text.

**Text 4: The School Trip B1-B2**

Last week, the students in Ms. Anderson's class went on an exciting school trip to the zoo. It was a day filled with adventures and discoveries.

Before the trip, Sarah asked her friend Mark, "Are you bringing your camera?" Mark replied that he had forgotten it at home. Sarah wondered if anyone else had brought a camera.

When they arrived at the zoo, Sarah spotted some interesting animals. She asked Ms. Anderson, "Can we take pictures of the animals?" Ms. Anderson told her that they could, but she reminded them to be respectful and not use the flash.

During lunchtime, Mark approached Sarah and asked, "Did you bring any snacks?" Sarah said she had brought some sandwiches and fruit. Mark wondered if there were any extra snacks.

As they explored the zoo, they came across a group of flamingos. Sarah was curious and asked a zookeeper, "How long do flamingos live?" The zookeeper explained that flamingos could live up to 30 years. Sarah was amazed and wondered if they had any baby flamingos.

At the end of the day, the students gathered to board the bus back to school. Mark asked Sarah, "Did you have fun today?" Sarah smiled and said she had a fantastic time. Mark asked if they could plan another trip soon.

In this text, indirect speech is used to convey the questions and statements made by the characters during their school trip to the zoo. It allows readers to follow the conversations without the need for direct quotations.

Reading Comprehension Questions:

1.Where did the students in Ms. Anderson's class go for their school trip?

2.How would you describe the day at the zoo?

3.What did Sarah ask Mark before the trip, and what was Mark's response?

4.What did Sarah ask Ms. Anderson when they arrived at the zoo, and what was Ms. Anderson's response?

5.During lunchtime, what did Mark ask Sarah, and what snacks did Sarah say she had?

6.What made Sarah curious while exploring the zoo, and who did she ask about it?

7.What did the zookeeper say about how long flamingos can live?

8.What did Sarah wonder about in relation to flamingos?

9.How did Sarah describe her day when Mark asked if she had fun?

10.What did Mark ask Sarah at the end of the day?

Discussion Questions:

1.Have you ever been on a school trip like the one described in the text? If so, where did you go, and what did you enjoy most?

2.Why do you think Ms. Anderson reminded the students not to use the flash when taking pictures of animals?

3.If you were at the zoo, what kind of animal would you be most curious to learn about?

4.Why do you think Mark asked if they could plan another trip soon? What do you think the students liked most about this trip?

5.Imagine you were on this school trip. What questions would you have asked or what information would you have wanted to learn about the animals at the zoo?

These questions can be used for reading comprehension, discussion, or writing activities related to the text.

**Text 5: A Surprise Birthday Party B2-C1**

Last weekend, Sarah celebrated her birthday with a surprise party thrown by her friends. It was a memorable day filled with joy and laughter.

On the morning of her birthday, Sarah's friend Lisa called her to invite her to a casual lunch. Lisa said she'd love to treat Sarah to lunch and suggested they meet at Sarah's favorite restaurant at 1 PM. Sarah happily agreed to the plan.

Unbeknownst to Sarah, Lisa had already coordinated the surprise party with their other friends. She had been making calls and sending messages to everyone, ensuring that the secret was well-kept. Lisa mentioned to her friend Mark that they needed to make sure Sarah didn't suspect anything and suggested they meet at the restaurant before Sarah arrived, acting like nothing was happening.

Mark acknowledged the plan and said he would be there early.

At the restaurant, while they waited for Sarah to arrive, Lisa engaged in casual conversation with Mark. She inquired if he had brought the birthday cake, and Mark confirmed that he had. He mentioned that it was hidden in the kitchen, ready for the big reveal.

Finally, Sarah walked into the restaurant, surprised to see so many familiar faces. Her friends shouted "Surprise!" as she entered the room. She expressed her astonishment, mentioning that she had no idea they were all there.

After the party, Sarah expressed her gratitude to her friends for the wonderful surprise. She told Lisa that she really got her with that lunch invitation and mentioned that she had no clue. Lisa smiled and replied that it was all for Sarah and that they wanted to make her day extra special.

In this passage, all the dialogue is presented indirectly, reporting what the characters said and asked without using direct quotations. It still conveys the communication and interactions of the characters within the context of the surprise party.

Reading Comprehension Questions:

1.Who celebrated their birthday with a surprise party last weekend?

2.How would you describe the atmosphere at Sarah's birthday party?

3.Why did Lisa call Sarah on the morning of her birthday?

4.Where did Lisa suggest they meet for lunch?

5.What did Mark and Lisa discuss while waiting for Sarah to arrive at the restaurant?

6.How did Sarah react when she entered the restaurant?

7.What did Sarah express after the party?

8.How did Lisa respond to Sarah's comment about the lunch invitation?

Discussion Questions:

1.Have you ever planned a surprise party for someone? How did it go?

2.Do you think surprise parties are a good way to celebrate birthdays? Why or why not?

3.How important is it to keep a surprise party a secret? What challenges might arise?

4.Have you ever been surprised by a party or event in your honor? How did you feel?

5.What are some other creative ways to celebrate birthdays besides surprise parties?

6.In your opinion, what makes a birthday celebration truly special?

Feel free to use these questions for discussion or comprehension checks related to the passage.

**Worksheets**

Worksheet 1: Changing Questions to Indirect Speech

Instructions: Rewrite the following direct questions as indirect questions.

1.Direct: "Are you coming to the party?"

Indirect: She asked me if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2.Direct: "Have you seen my keys?"

Indirect: He wanted to know if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3.Direct: "Did they finish their homework?"

Indirect: The teacher asked if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4.Direct: "Will she visit us tomorrow?"

Indirect: I wondered if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5.Direct: "Can I borrow your pen?"

Indirect: He requested if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Worksheet 2: Changing Statements to Negative Indirect Speech

Instructions: Rewrite the following direct statements as negative indirect statements.

1.Direct: "I am going to the store."

Indirect: He told me that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2.Direct: "She has already finished her work."

Indirect: She informed me that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3.Direct: "They will arrive on time."

Indirect: The boss mentioned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4.Direct: "He can swim very well."

Indirect: I heard that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5.Direct: "I know the answer."

Indirect: She admitted that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Worksheet 3: Combining Questions and Negative Indirect Speech

Instructions: Rewrite the following direct questions and statements as indirect questions and negative statements.

1.Direct: "Did you enjoy the movie?"

"I didn't like the movie at all."

a.Indirect Question: He asked me if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

b.Negative Indirect Statement: She told me that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2.Direct: "Have you met her before?"

"I haven't met her yet."

a.Indirect Question: I wondered if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

b.Negative Indirect Statement: He informed me that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3.Direct: "Will you come to the party?"

"I won't be able to make it."

a.Indirect Question: She asked if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

b.Negative Indirect Statement: They said that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4.Direct: "Can you help me with this?"

"I can't help you right now."

a.Indirect Question: I asked if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

b.Negative Indirect Statement: He mentioned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5.Direct: "Did they finish the project on time?"

"They didn't finish the project on time."

a.Indirect Question: The teacher wanted to know if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

b.Negative Indirect Statement: I heard that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

These worksheets provide practice in transforming direct questions and statements into indirect questions and negative indirect statements. They can help students understand and use reported speech effectively.