

Name _____

Listening & Speaking 112LR
Instructor: Matthew Barbee

Using Reported Speech

The use of reported speech is especially important at higher English levels. Students, at this point, are fine-tuning their communication skills to include expressing the ideas of others, as well as their own opinions. Students usually need to focus not only on the grammar involved, but also on production skills. Reported speech includes some rather tricky transformations that need to be practiced a number of times before students feel comfortable using them in every day conversations.

Aim: Developing reported speech grammar and productions skills

Activity: Introduction and written reporting activity, followed by spoken practice in the form of a questionnaire

Level: Upper-intermediate

Outline:

- Introduce/review reported speech by making simple statements and asking students to report what you have said. Make sure to emphasize reporting in the past (i.e., "the teacher *said*", NOT "the teacher *says*")
- Provide review sheet of principle 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 each other questions from the questionnaire. Remind them to take notes on what their partners say.
- Have students divide into new pairs and ask them to *report* what they have learned about the other students to their new partner (i.e., John said lived in Korea for two years).
- Follow-up with class conversation focusing on problematic tense transformations.

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Reported Speech

Study the following chart carefully. Notice how reported speech is one step back into the past from direct speech.

English Tenses Timeline Chart

This timeline tenses chart provides a handy reference sheet to English tenses and their relationship to one another and the past, present, and future.

TIMELINE

SIMPLE ACTIVE

She **had already eaten** when I arrived.

I **bought** a new car last week.

She **has lived** in California for many years.

He **works** five days a week.

PROGRESSIVE / CONTINUOUS ACTIVE

I **had been waiting** for four hours when he finally arrived.

I **was watching TV** when she arrived.

She **has been working** at Johnson's for six months.

I **am working** at the moment.

PAST TIME



PAST PERFECT

PAST

PRESENT PERFECT

PRESENT

PRESENT MOMENT

FUTURE SIMPLE

FUTURE PERFECT



FUTURE TIME

The sun **will shine** tomorrow.

I **will have completed** the course by the end of next week.

She **will be teaching**

tomorrow at six o'clock.

She **will have been working**

here for two years by the end of next month.

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Reporting Verbs

When using reported speech, most students learn to use "say" and "tell":

Examples:

John told me he was going to stay late at work. Peter said he wanted to visit his parents that weekend.

These forms are perfectly correct for reporting what others have said. However, there are a number of other reporting verbs which can more accurately describe what someone has said. These verbs take a variety of structures. The following list gives you reporting verbs in various categories based on sentence structure. Notice that a number of verbs can take more than one form.

verb object infinitive	verb infinitive	verb (that)	verb gerund	verb object preposition gerund	verb preposition gerund
advise encourage invite remind warn	agree decide offer promise refuse threaten	admit agree decide deny explain insist promise recommend suggest	deny recommend suggest	accuse blame congratulate	apologize insist
Examples: <i>Jack encouraged me to look for a new job.</i> <i>They invited all their friends to attend the presentation.</i>	Examples: <i>She offered to give him a lift to work.</i> <i>My brother refused to take no for an answer.</i>	Examples: <i>Tom admitted (that) he had tried to leave early.</i> <i>She agreed (that) we needed to reconsider our plans.</i>	Examples: <i>He denied having anything to do with her.</i> <i>Ken suggested studying early in the morning.</i>	Examples: <i>They accused the boys of cheating on the exam.</i> <i>She blamed her husband for missing the train.</i>	Examples: <i>He apologized for being late.</i> <i>She insisted on doing the washing up.</i>

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Exercise 1: *Put the following paragraph in the reported speech into conversational form using direct speech.*

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 stopped raining since he had arrived. Of course, he said, this wouldn't have surprised him if 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.

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Exercise 2: *Ask you partner the following questions making sure to take good notes. After you have finished the questions, find a new partner and report what you have learnt about your first partner using reported speech.*

1. What is your favorite sport and how long have you been playing/doing it?
2. What are your plans for your next vacation?
3. How long have you known your best friend? Can you give me a description of him/her?
4. What kind of music do you like? Have you always listened to that kind of music?
5. What did you use to do when you were younger that you don't do anymore?
6. Do you have any predictions about the future?
7. Can you tell me what you do on a typical Saturday afternoon?
8. What were you doing yesterday at this time?
9. Which two promises will you make concerning learning English?