22-4-2020

N. Luyckx

Thomas More

Indirect speech

4 ASO- teacher’s manual

Table of contents

**Curriculum objectives3**

**Formation objectives3**

**Short-range objectives3**

**Lesson lay-out4**

Introduction4

Indirect speech4

Exercises4

Language task4

**Evaluation options5**

**Bibliography6**

# Curriculum objectives

Gespr 4 hun functionele taalkennis inzetten en uitbreiden. Ze kunnen hierbij reflecteren over taal en taalgebruik.. (ET 39 & ET 40)

Gespr 5\* Ze tonen bereidheid en durf om te spreken in het Engels (ET 42\*).

Grammar: • Rapporteren

Sp 8: De leerlingen kunnen bij het uitvoeren van spreektaken hun functionele taalkennis inzetten en uitbreiden (ET 39). De functionele taalkennis heeft betrekking op: – de vorm, de betekenis en het gebruik van woorden en grammaticale structuren; – de uitspraak.

Sp 9: De leerlingen kunnen bij het spreken strategieën21 gebruiken om hun spreekdoel te bereiken (ET 25).

Sp 10\*: De leerlingen tonen bereidheid en durf om te spreken in het Engels (ET 42\*) 22, d.w.z. dat ze moeite doen om de doeltaal en compensatiestrategieën te gebruiken.

# Formation objectives

Learners can use the indirect speech to report about an interview on a classmate’s activities during Easter Break (**language formation**), they will feel much more at ease because they have enough time to practise the indirect speech (**personality formation**). As a tool in the learning process we will make use of videos and online tools (**learning strategies**).

# Short-range objectives

The students can interview a classmate on their activities during Easter break.

The students report the answers of their classmate via indirect speech in a short news segment.

The students can use the indirect speech.

# Lesson lay-out

## Introduction

As an introduction the students look at some example sentences and answer two questions about these sentences. Then they’ll watch a video of a grammar game show (10’ <https://www.youtube.com/watch?v=cetrtFDN2Zg>)

## Indirect speech

After that they open the PDF Power Point and take their overview with them. They go over the Power Point and fill in the gaps in their overview.

## Exercises

With their overview they start to do some exercises. Below you see different websites where they can practise the indirect speech and three PDF documents with different exercises and correction keys. They have to do exercises for 5 minutes on each website. First with their overview, later on without the overview.

|  |
| --- |
| **Exercises on the indirect speech** |
| Website to practise the indirect speech. It gives a clue/explanation on a wrong answer. | <https://www.englisch-hilfen.de/en/exercises_list/reported.htm> |
| Multiple choice exercises. | <https://agendaweb.org/verbs/reported_speech-exercises.html> |
| Transforming direct speech into indirect speech. | <https://www.myenglishpages.com/site_php_files/grammar-exercise-reported-speech.php> |
| PDF work sheets with correction keys.  | See document: attachment 1, 2 and 3. |

## Language task

News report on a classmate’s activities during Easter break.

First they brainstorm for 10 questions, then they pair up and interview each other. They can write the questions down in a document and ask for their classmate to write their answer or they can do a videocall and interview each other and jot down the answers.

Afterwards they can transform the answers of their classmate into the indirect speech and give a short news report of the interview. They film themselves in BBC new segment (webcam, phone, camera, …). They watch a short news segment of the BBC (<https://www.youtube.com/watch?v=fdbrDm1SrqE>) and pay attention to some typical things for the news. (opening, highlights, finale, introducing the next segment: the weather forecast, sports, politics, debate, …)

The students get these example questions to help them on the way.

* Which kind of activities have you done during Easter break?
* What kind of books or films have you seen?
* What games have you played?
* Have you tried something new?
* What is your favourite food to eat during a holiday?
* What was the highlight of your holiday?
* Were you scared due to Corona?
* How are you feeling now?

# Evaluation options

Via Socrative there is an option to evaluate the indirect speech.

|  |  |
| --- | --- |
| Test indirect speech: Transform the sentences into indirect speech | <https://b.socrative.com/teacher/#import-quiz/46424838>  |

# Bibliography

Baxter, A. (2014, 04 10). *Alice Baxter-BBC World news presenter 5/2/14*. Opgehaald van You Tube: https://www.youtube.com/watch?v=fdbrDm1SrqE

CalifJim. (2010, 08 17). *reported speech say vs said*. Opgehaald van English forums: https://www.englishforums.com/English/ReportedSpeechSayVsSaid/xdkrr/post.htm

English Grammar Today. (sd). *Reported speech*. Opgehaald van Dictionary Cambridge: https://dictionary.cambridge.org/grammar/british-grammar/reported-speech-indirect-speech

English, B. L. (2018, 03 28). *Reported speech: the grammar gameshow episode 25*. Opgehaald van You Tube: https://www.youtube.com/watch?v=cetrtFDN2Zg

*exercises reported speech*. (sd). Opgehaald van My English pages: https://www.myenglishpages.com/site\_php\_files/grammar-exercise-reported-speech.php

*reported speech*. (sd). Opgehaald van Englisch-hilfen: https://www.englisch-hilfen.de/en/exercises\_list/reported.htm

*Reported speech*. (sd). Opgehaald van My English pages: https://www.myenglishpages.com/site\_php\_files/grammar-lesson-reported-speech.php

*reported speech exercises*. (sd). Opgehaald van agendaweb: https://agendaweb.org/verbs/reported\_speech-exercises.html

Seonaid. (sd). *reported speech exercises*. Opgehaald van Perfect English grammar: https://www.perfect-english-grammar.com/reported-speech-exercises.html

Swan, M. (2018). 258 indirect speech. In M. Swan, *Practical English Usage* (pp. 257-263). Oxford: Oxford University Press.

Unit 4: A changing world. (2018). In C. D. Johan Delbaere, *Ace 3* (pp. 155-157, 178). Kalmthout: Pelckmans.

 VVKSO. *Leerplan secundair onderwijs Engels tweede graad aso. D/2012/7841/006.*