

## Lesson Plan: C1 Advanced Level – adults

**Teacher's name:**

**Class duration:** 90 minutes

**Class size:** 6-10 students

**Time:** 10am-11.30am

**Learning objectives**

**Grammar:** Reported speech

**Vocabulary:** Gestures

**Speaking practice time:** 35 minutes

### LESSON PLAN

<b>10.00</b>	<b>Warmer:</b> Write on the board the question: "What is the biggest problem in your city? What would you do about it, if you were mayor? and as students join the class ask them to discuss it pairs.
<b>10.10</b>	<b>Grammar reported speech:</b> Write: 'I like ice cream on the board.' Explain that this is direct speech. Ask how you would report that information to someone else. Elicit 'she/he said that he <u>liked</u> ice cream,' taking the verbal tense back one step. Draw a grammar table headed 'Direct' and 'Reported.' In the first line write 'Present' in the 'Direct' column and 'Past' in the 'Reported.'
<b>10.20</b>	Reported speech drill (see below). Fill out the table as you go through the tenses.
<b>10.35</b>	Reported speech questions. Write 'Do you like ice cream' on the board. Elicit the reported question: 'she / he asked if I liked ice cream.'
<b>10.40</b>	Reported speech question drill (see below)

<b>10.45</b>	<b>Speaking practice:</b> Students speak in pairs about a TED Talk they have listened to for homework. Small discussion at end.
<b>11.10</b>	<b>Vocabulary:</b> Gestures: The teacher does the gesture and the students must guess the word for it. Introduce: to high-five, to shake hands, to wave, to clap, to give a thumbs up, to blink, to wink, to roll your eyes, to yawn, to shake your head, to nod, to frown. As a new word is discovered, ask students to make example sentences.
<b>11.20</b>	<b>Finisher activity:</b> Second conditional chain story. Start a sentence with a second conditional and ask student 1 to complete it. Student 2 then uses the end of that sentence to continue the story and so on. For example: Teacher: "If I lived in Norway, I would go skiing every winter." Student 1: "If I went skiing every winter, I would become good at it." Student 2: "If I became good at skiing, I would enter the Olympics." Challenge the class to make the chain as long as possible

## REPORTED SPEECH DRILL

The teacher says sentences with different tenses and asks students to recount them. For example:

**Tutor:** 'I went to the movies yesterday.'

**Student:** 'He said that he had gone to the movies yesterday.'

**Tutor:** 'Last week I was jogging when I saw a robbery.'

**Student:** 'He said that last week he had been jogging when he had seen a robbery.'

## REPORTED SPEECH QUESTIONS

**Do/Does:** For questions with 'do', take away the auxiliary and change it to the reported speech tense. For example:

'Where does Peter live?' changes to 'She asked ~~did~~ where Peter lived. 'What did you do yesterday?' becomes 'He asked what we had done the previous day.'

**To be/Can:** With 'to be' and 'can', change the subject and verb back to affirmative order and convert it to reported speech tense. For example:

'What is your name?' becomes 'He asked me what my name was.'

'When can we have dinner?' becomes 'He asked when they could have dinner.'

**Yes or no questions:** Take away the auxiliary and add 'if'. For example:

'Do you speak English?' becomes 'She asked me if I spoke English.'

## REPORTED SPEECH QUESTION DRILL

Just like the sentences, ask your students questions and get them to recount them in reported speech. For example:

Teacher: 'Tom, how old are you?'

Student: 'The teacher asked me how old I was.'

Teacher: Where is the car?

Student: The teacher asked where the car was.

## REPORTED SPEECH TABLE

**Present simple** changes to **past simple**: 'I like swimming' – 'She told me that she liked swimming.'

**Present continuous** changes to **past continuous**: 'I am watching a movie – 'She told me she was watching a movie.'

**Present perfect** changes to **past perfect**: 'I have done my homework' – 'He told us he had done his homework.'

**Present perfect continuous** changes to **past perfect continuous**: 'We have been skiing for 12 years' – 'They said they had been skiing for 12 years.'

**Past simple** changes to **past perfect**: 'We bought a house – 'They said they had bought a house.'

**Past continuous** changes to **past perfect continuous**: 'I wasn't feeling well' – 'He said he hadn't been feeling well.'

**Past perfect** remains **past perfect**: 'We had booked the hotel before we left – 'They said they had booked the hotel before they left.'

**Will** changes to **would**: 'I will go running tomorrow' – 'She said that she would go running the next day.'

**Present perfect future** changes to **would + present perfect**: 'By tomorrow I will have completed the project' – 'He told us that by tomorrow he would have completed the project.'

**May** changes to **might**: 'I may take up tennis next year' – 'She said that she might take up tennis following year.'

**Imperative** changes to **infinitive**: 'Close the door– 'She told me to close the door.'

## TIME MARKERS

'Today' changes to 'that day.'

'This morning/this afternoon' changes to 'that morning/that afternoon.'

'Tomorrow' changes to 'the following day.'

'Yesterday' changes to 'the previous day.'

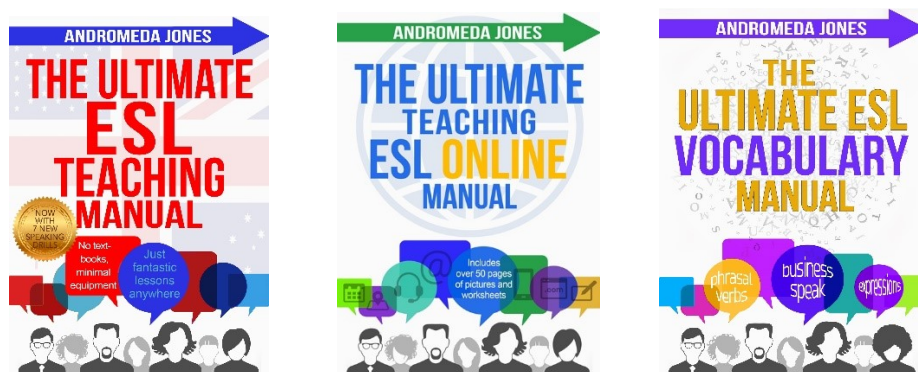
'Now' changes to 'then.'

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