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Class Level: Intermediate Length of Slot: 1 hour

Aim

To present and practice reported questions.

Assumed knowledge of students: (that relate to this language / lesson, these skills)

- Reported speech
- Indirect questions & direct questions

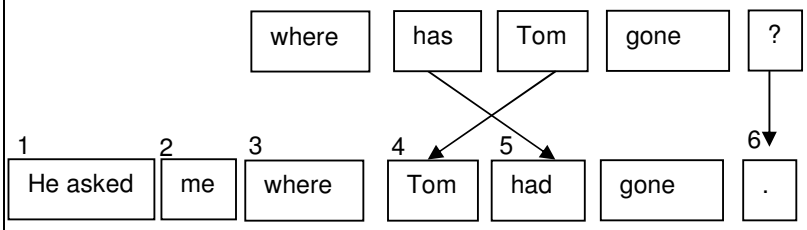
Source of materials

- http://www.learnenglish.org.uk/grammar/definitions/reported_speech.htm
- Own materials

Alternative Scenarios

- Rather than do an IELTs exam, you might want to consider other oral exams such as the Cambridge Suite or your local school exams
- Or you could set up a job interview scenario.

Form (how will you show this on the w/b?) of:
specific target sentences / lexical items / functional exponents/ pronunciation features



1. Reported questions usually employ the verb ASK in the main clause (also possible are the verbs INQUIRE, WONDER, or WANT TO KNOW).

- He wondered where Tom had gone.
- He wanted to know where Tom had gone.
- He inquired where Tom had gone.

2. Pronoun / proper noun showing who was asked the question.

- He asked John where Tom had gone.
- He asked her where Tom had gone.

3. If there is a question word it is used in the reported question. (e.g. how, when, where, who & why)

If the question is a 'yes/no' question, we use *if* in informal situations and whether in formal situations.

- He asked if Tom was here.
- He asked whether Mr Smith was available.

If the question begins with 'Do, does or did' these are dropped.

- Do you love me? > She asked me if she loved him.

4. The subject comes before the verb.

5. Tenses generally go one step backward.

present simple > past simple
present progressive > past progressive
past simple > past perfect (or remains as past simple)
present perfect > past perfect
past progressive > past perfect progressive (or remains as past progressive)
past perfect remains as past perfect
can/may/shall/will > could/might/should/would
would, *could*, *should*, *ought to* and *might* remain the same
must > had to (or remains as *must*)

6. Reported questions end in a full-stop.

You can use about to be more general and avoid repeating many questions.

- He asked me if Tom was all right. He asked how Tom's revision was going. -> He asked me about Tom.

Meaning / use (What concept check questions will you use to clarify / check? – include answers too)

When eliciting first reported question:

- Is her friend asking where she is from? (No)
- At 4.15pm is she still being asked the questions? (no)
- So what happens to the tense? (Past)
- Are you answering the question or reporting it? (reporting it.)
- When you report a question, do you expect an answer to the question? (No)
- So do you think the word order is the same as a question expecting an answer? (No)

When checking form:

3. Are these pronouns subjects or objects? (Objects)
4. Is it ok to say? He asked me what I did at school. (Yes) Is did being used as a question word? (No)
5. Do pronouns have to change? (No)
6. Do people use the past perfect in conversation very much? (No)

See Procedure, Whiteboard layouts & handouts for further details

Skills Focus (please be specific re subskills)

Conversation – reporting questions.

Context / topic of text

Conversations after an IELTs exam

Anticipated Problems	Possible Solutions
They don't know what reported speech is.	Get SS to follow the rules as laid out exactly. May have to give more clues for answers to the form building sheet.
They find it difficult to change tenses	If it is very difficult… Stop exercise and elicit present and past of the verbs concerned.
Word order is a problem.	Tell SS to think of the word order as a statement not a question.
Intonation	Drill it.

Timing	Stage name	Procedure	Aim	Interaction
7-9 mins.	Lead-in (Yes and No game)	Welcome the SS to the class. "We're now going to play the Yes and No game. In pairs you will ask each other questions, but you are not allowed to answer yes or no in anyway. That includes moving your head. If you do say yes or no then it is the end of your turn. For example: if I ask *you* Are you in the British council?" If they say yes or no… ask them if they can think of another answer. • If you say yes or no, do you then ask questions? (Yes) • If I nod my head is that yes or no? (Yes) • If I say I don't know, is that yes or no? (yes) • Will you try to ask questions to make them say yes or no? (Yes) T-Monitors and feeds back.	To interest students in questions.	TT-SS SS-SS
5 mins.	Context setting (IELTs speaking exam.)	"Did it make a lot of difference what questions you asked? Sometimes questions are more important than answers, can you think of when this might be the case?" Use the Whiteboard to put up their suggestions and guide them towards interviews/exams if they don't come up naturally. Clues: • If you want to go to university do you need to do anything? • If you would like to go to an English University is there anything else that you need? (IELTs) Then move onto the next slide. Use reveal to pull down the slide to the end of the pictures. • What is she doing at 3.50pm? Going into her speaking interview • What is she doing at 4.15pm? Telling her friends about it. Then reveal first statement. Ask ss if they can use reported speech there… Elicit the answer. (Use colour coding to help with tense.) Elicit the reported question • Is her friend asking where she is from? (No) • At 4.15pm is she still being asked the questions? (no) • So what happens to the tense? (Past)	To set a clear context so that ss understand where this lang. can be used.	SS-TT

Timing	Stage name	Procedure	Aim	Interaction
		• Are you answering the question or reporting it? (reporting it.) • When you report a question, do you expect an answer to the question? (No) • So do you think the word order is the same as a question expecting an answer? (No) Show that reported questions follow the same rules as reported speech. Also highlight that reported questions use the same order and intonation as reported speech and do not have question marks.		
7-9 mins	Building form	Show them the handout and then elicit the 1st question as a class. Ask SS to work in pairs and cross out the wrong answers. Give handout to pairs. T-Monitors and then pair swaps.	A guided discovery to bring the rules in.	SS-TT SS-SS
3-5 mins.	Feedback	When going through answers, check: 3. Are these pronouns subjects or objects? (Objects) 4. Is it ok to say? He asked me what I did at school. (Yes) Is did being used as a question word? (No) 5. Do pronouns have to change? (No) 6. Do people use the past perfect in conversation very much? (No)	To concept check understanding of rules.	SS-TT
7-9 mins.	Accuracy based practice: matching cards.	(optional pair change via 1-2-3-4 method) In pairs you are now going to be given matching cards. These cards make five sentences and each sentence is a reported question. T-Monitors / pair swaps and corrects word order if necessary and feeds back on any problems.	To provide accuracy practice and provide more examples and to check on word order.	SS-SS
8-10 mins.	Accuracy based practice: converting questions into reported questions	Your friend wants to know what else you were asked. So on the other side of the page are the other questions she asked. You are going to write the answers down as reported questions. Turn over your page. T-Monitors and corrects and then pair checks.	To provide accuracy practice and to see what mistakes are being made.	SS-SS

Timing	Stage name	Procedure	Aim	Interaction
3-5 mins	Feedback	Elicit answers; pay particular attention to the tense shift. Also on number 5, show that when talking about a subject in general we can use about in the same way as reported speech and people often do…	To correct errors	SS-TT
10 mins.	Fluency based practice. (What's the question?)	Show students the handout and tell them to hide it from their partners. Ask them to write down questions and then the reported questions. Then the partner has to guess what the original question is. Tell them when they are correct. T-Monitors (& pair swaps)	To give ss a chance to produce the language.	SS-SS
3 mins.	Feedback	Highlight some of the questions used and provide error correction from the fluency practice.	Error correction and consolidation before they leave the class	SS-TT

Sample Whiteboard layouts

Yes or no game

Ask your partner questions.

You are not allowed to say yes or no. That includes nodding your head, using the word know or yeah. (Or using another language)

You MUST answer within 3 seconds.

If you do say yes or no. Then it is your turn to ask the questions.

When are questions more important than the answers?

(Are you from India?)

Where	are	you	from	?

1	2	3	4	5	6		7
She	asked	me	where	I	was	from	.
She	asked	me	if	I	was	from India	.

1. ***Look at box 1; cross out the pronoun you can't you use there:***
He / I / You / Me / they / we

1. ***Look at box 1; cross out the pronoun you can't you use there:***
He / I / You / ~~Me~~ / they / we
2. ***Look at box 2: cross out the verb you can't use in reported questions:***
inquired / wondered / wanted to know / ~~reported~~

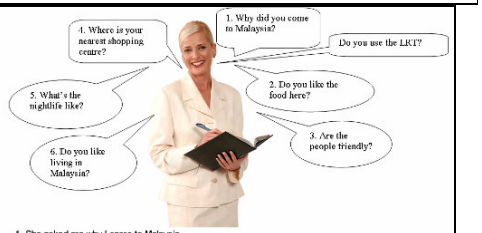
3. ***Look at box 3: cross out the pronoun you can't use there:***
Me / you / him / her / ~~they~~ / us.

Look at box 4: Can you use do, does or did in a reported question?
Yes, but not as question words / ~~no, not at all.~~

5. ***Look at box 5: Why does the You change to I? Cross out the wrong reason.***
A. Because the person reporting the question isn't the person who asked the question.
~~B. Because that pronouns always change in reported questions.~~
6. ***Reported speech and reported questions change tense in the same way and generally go one step backwards. Cross out the wrong answers.***

present simple > past simple / ~~present progressive~~
present progressive > past progressive / ~~past simple~~
past simple > ~~present perfect~~ / past perfect (or remains as past simple)
present perfect > ~~past simple~~ / past perfect
past progressive > ~~present perfect progressive~~ / past perfect progressive
(or remains as past progressive)

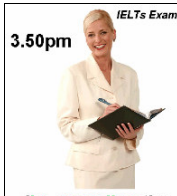
7. ***Can the question mark be used in a reported question?***
~~Yes~~ / No



1. She asked me why I came to Malaysia.
2. She asked me if I liked the food here.
3. She asked me if the people were friendly.
4. She asked me where my nearest shopping centre was.
5. She asked me what the nightlife was like.
(She asked me about the nightlife.)
6. She asked me if I liked living in Malaysia.

She might ask about:

- Family
- Friends
- University
- Hobbies
- Festivals
- Hometown
- Holidays



3.50pm

I'm recording the conversation.

Where are you from?

4.15pm

She said that she was recording the conversation.

She asked me where I was from.