

## Teacher's Notes

Level	Int+
Age	Adults
Skill	Grammar – Reported Speech
Time	90+ minutes

### OVERVIEW

Students practice reported speech by describing what happens in a cartoon strip. The theme of the lesson is marriage and relationships. The cartoon strips are fun and accessible and provide a nice level of challenge for students. It's the most engaging way that I've found to practice what can sometimes be a boring a topic.

### Stage 1 INTRO

Talk to students about a wedding that you went to recently or weddings in your country.

### Stage 2 SPEAKING LEAD IN

Put students into two groups – ones that are married and ones that are not. The married students are going to tell the story of how they met their partner. Depending on the level, give them some time to prepare. At the same time, the unmarried students need to prepare some questions to ask. When both groups are ready, regroup the students so they can speak together.

### Stage 3 VOCABULARY

Draw a line on the board. At one end write *meet someone* at the other end write *get married*. Elicit from students some of the stages in between. Give students the handout (Handouts, p1). and ask them to put the steps in a logical sequence. One possible solution is

*meet someone*

*get to know each other*

*become friends on social media*

*send each other messages*

*go out for a drink*

*kiss*

*hold hands*

*fall in love*

*give each other pet names*

*meet each other's parents*

*get engaged*

*move in together*

*get married*

Finish up the activity by asking if things were different for their parents' generation.

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### Stage 4 ESTABLISHING CONTEXT FOR GRAMMAR

Ask students what people in relationship argue about. Give students handout (Handouts, p2). Ask students to discuss in pairs what the couple are fighting about. Tell students that you are going to read a summary of the story and ask students to follow by pointing at the relevant picture as you read.

*First thing in the morning Carla went shopping at the supermarket. She loaded the shopping in the car and drove home. After that she cleaned the floor where the dog had made a mess. She folded and put away the laundry. When her husband came home, she cooked and served the dinner for everyone. Then she cleared the plates so she could do the dishes. As she was doing this, she asked her husband if he was going to help her.*

Ask students what they think the husband said. Write the final line from the story on the board:

*“What do you mean? I’m obviously too tired because I’ve been working all day.”*

Put students into three groups, A B and C. Give each group of either handout A B or C (Handouts, pp 3-5). Ask them to complete the story in their own words. Monitor and help with vocabulary and spelling.

### Stage 5 GRAMMAR EXPOSITION

When most students have finished, direct students attention to the white-board. Write the following:

*He asked her what she meant. He said he was obviously too tired because he had been working all day.*

Elicit from students the differences between this and the example of direct speech they saw earlier. Teach the students the various rules of reported speech you want to focus on. Give them a controlled practice activity from your favourite grammar book or one from online. The level of difficulty will depend on your students.

### Stage 6 FREER PRACTICE

Give students a cartoon that was completed by another group. Ask them to retell the story to their partner. Ask them to use reported speech to report what is said in the cartoons. Monitor and help students with any problems.