

4C Reported speech – Environmental report

Aims

- to practise using reporting verbs from the unit
- to practise word formation skills

Activity type

a speaking activity in which students turn sentences into reported statements

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into cards.

Procedure

- 1 Divide the class into pairs and give each pair a set of cards placed face down in a pile on the desk. Tell students they are going to play a game taking turns to read out the spoken sentence on the card, which their partner then has to turn into reported speech.
- 2 Student A takes a card and reads out the sentence to Student B, along with any pronoun or verb prompts that follow in brackets. Student B repeats the sentence, transforming it into reported speech using the verb and a correct pronoun. If Student A agrees that the sentence has been correctly changed into reported speech then Student B wins the card. If not, the card is put aside to review later. Demonstrate with the first card if you think this would be helpful.
- 3 It is then Student B's turn to pick up and read a card, for Student A to try to reform the sentence in reported speech. The game continues until all the cards are used, or as time allows.
- 4 Review and check answers as a class.

Adaptation and extension

- As a variation, when students take a card they can read it silently and then say the sentence in reported speech to their partner. Their partner then has to repeat the sentence, but transforming it back into active speech. As a pair, students then check whether the second sentence differs from the card.
- To make this activity more individual, or for fast finishers, each student in the pair takes seven cards each. On a piece of paper, they rewrite the sentences in reported speech. Students exchange their papers (not the cards) and check that their partner's sentences make sense and are grammatically correct. They then rewrite their partner's sentences on the same piece of paper in direct speech. Finally, pairs work together to compare the new sentences they have written in direct speech to those on the cards.

Answer key

Possible answers:

He admitted that he had thrown the glass bottle in the wrong bin.
 The teacher recommended that we unplug devices that we're not/we weren't using.
 The minister agreed that we (were right, and that we) should avoid wasting water.
 They blame people being irresponsible for climate change happening.
 They boasted that they were the most eco-friendly company in the region.
 The company claimed it was taking measures to protect the environment.
 The student admitted throwing / that they had thrown the paper on the floor.
 They insisted that I/we need to stop using the car so much.
 She confessed that she never rode/rides her bicycle.
 She refused to change her car just because it was old.
 They regretted that they hadn't paid more attention to climate change earlier.
 The scientist urged all countries to stop burning fossil fuels as soon as possible.
 He denied that he had left the lights on all night.
 She advised us/me to use both sides of the sheet to save paper.

FORMULA C1 ADVANCED Grammar

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'I threw the glass bottle in the wrong bin,' he admitted.	'You really need to stop using the car so much,' they insisted.
'You should unplug the devices you're not using,' the teacher recommended.	'I never ride my bicycle,' she confessed.
'You're right – we should avoid wasting water,' the minister agreed.	'I'm not going to change my car just because it's old!' (she / refuse)
'Climate change is happening because people are irresponsible.' (they / blame)	'We should have paid more attention to climate change earlier,' they regretted.
'We are the most eco-friendly company in the region!' they boasted.	'All countries should stop burning fossil fuels as soon as possible.' (the scientist / urge)
'We are taking measures to protect the environment,' the company claimed.	'It wasn't me who left the lights on all night!' (he / deny)
'It was me who threw the paper on the floor,' the student admitted.	'What about using both sides of the sheet to save paper?' (she advised)

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