

CLIL Lesson Plan: Reported Speech (Direct and Indirect Speech)

Teacher: Dr. B. Spoorthi

Grade Level: B.Tech 1st Year – CSE/BT/MME

Course: English for Technical Communication

Subject: Reported Speech (Direct and Indirect Speech)

Duration: 120 minutes

Objectives:

Content Objective:

- By the end of this lesson, students will understand the rules and structure of reported speech, including direct and indirect speech.

Language Objective:

- By the end of this lesson, students will be able to convert sentences from direct to indirect speech and use reported speech correctly in conversations and writing.
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Materials:

- Projector and screen
 - PowerPoint presentation on reported speech rules
 - Handouts with rules and examples
 - Whiteboard and markers
 - Notebooks or digital devices for note-taking
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Preparation:

- Prepare a PowerPoint presentation explaining the structure and rules of reported speech.
 - Create a handout outlining key differences, examples, and exercises.
 - Arrange classroom seating to facilitate interactive activities and discussions.
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Procedure:

1. Introduction & PPT on Reported Speech Rules (30 minutes)

- Begin with a discussion on the importance of reported speech in communication.
- Explain the differences between direct and indirect speech using examples.
- Introduce changes in tense, pronouns, time expressions, and modal verbs when converting direct to indirect speech.
- Provide students with a handout summarizing the key rules.
- Engage students in a quick question-and-answer session to check initial understanding.

2. Activity: Reporting Their Vacation (30 minutes)

- Ask students to briefly describe their last vacation using direct speech.
- Note some examples on the board.
- Guide students to convert their vacation descriptions into indirect speech.
- Students take turns sharing their converted sentences with the class.
- Provide feedback and corrections where necessary.

3. Group Practice & Peer Discussion (45 minutes)

- Divide students into small groups.
- Assign each group a set of direct speech statements.
- Groups work together to convert the sentences into indirect speech.
- Groups present their answers and explain the changes they made.
- Conduct a peer review session where students evaluate and provide feedback on each other's responses.

4. Interactive Role-Play (10 minutes)

- Pair up students and assign them a short conversation in direct speech.
- Each pair converts the conversation into indirect speech and presents it to the class.
- Provide additional feedback on accuracy and fluency.

Conclusion (5 minutes)

- Summarize key takeaways from the session.
 - Ask students to reflect on the importance of reported speech in real-world communication.
 - Assign a short written task where students convert five direct speech sentences into indirect speech.
 - Thank students for their participation.
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Assessment:

- Evaluation of students' participation in activities.
 - Observation of accuracy in converting sentences between direct and indirect speech.
 - Review of sentence formation for correctness and clarity.
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Homework/Extension:

- Assign students to find reported speech examples in news articles and rewrite them in direct speech.
 - Encourage students to write a dialogue incorporating both direct and indirect speech.
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Note: This CLIL lesson plan integrates grammar instruction with interactive speaking and writing exercises, helping engineering students improve their ability to use reported speech effectively in academic and professional communication.