

Extra grammar material

Reported speech

Reading

Warm-up

- Ask students to look at the text. Tell them not to read it yet – just to look at the layout. Elicit what kind of text it is (a transcript for a vlog and comments). Ask students to share whether they ever comment on vlogs and why/why not.

1

- Allow students time to answer the questions in pairs or small groups. Elicit some answers from students.

2

- Tell students to skim the text quickly, not read it in detail, to check their answers to Exercise 1. Elicit a few answers from students.

3

- Encourage students to read the sentences before they do the task.
- When checking answers, elicit the key words or sections in the text.

ANSWERS

1 T 2 T 3 F 4 F 5 F 6 F

Grammar

Reported speech

4

- Do the first sentence as an example on the board with the whole class.
- Write the example direct speech for present simple on the board, and then write the reported speech equivalent. Underline the verbs in each sentence and elicit how the verb tense changes.
- Allow students to do the task in pairs. Then check with the whole class.

ANSWERS

- 1 past simple
- 2 past continuous
- 3 past perfect
- 4 past perfect
- 5 *would*
- 6 modal verb
- 7 *was going to*

5

- Students can do the exercise in pairs.

ANSWERS

He said that it was called ghost ship because the people disappeared like ghosts.

He said he was going to tell us about two mysteries.

He said that he had done some research.

He said that nobody knew for sure what happened.

6

- Draw students' attention to the *say or tell?* section of the grammar explanation.
- Allow students to check their answers in pairs. Then check with the whole class.

ANSWERS

1 told 2 said 3 said 4 told 5 said

7

- Do the first sentence as an example on the board with the whole class.
- Check the answers with the class. Elicit the verb tense change.

ANSWERS

- 1 she was thirsty
- 2 would open the window
- 3 she'd been shopping
- 4 we should go home
- 5 he'd read a good book
- 6 they didn't like sushi

8

- Put students in pairs to do the activity. Monitor and help as needed.

9

- Read the example speech bubble to the class. Elicit another example from a confident pair of students.
- Have students swap partners. Monitor and help as needed.