



Lesson Plan For Unit 3 (Part 1)

 45 min

Theme: Little Explorers

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Direct and indirect speech	Saying verbs	Answering questions based on a passage	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use direct and indirect speeches,
2. change direct speeches to indirect speeches,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. Picture cards showing people using metal detectors to explore areas for treasure
3. Video of ‘Treasure Hunting America’ Episode 109 Part 1
4. A paper showing at least 8 different types of direct speeches for the students to change to indirect speeches
5. A short passage about exploring caves (Ensure the passage has conversations among the characters so that the students can change them from direct speeches to indirect speeches.)

Introduction / Warm-up Activity (10 min)

1. Show the students the picture cards and elicit from them what they see in the pictures. Discuss with them what the people in the pictures are doing.

Example:

- The man is using the metal detector and sweeping it across the ground.
- One of the treasure hunters has found a coin in the ground.

2. Let the students watch ‘Treasure Hunting America’ Episode 109 Part 1. After watching the video, recapitulate with the students how the main character, Frank, got started on treasure hunting and the things he found.

Lesson (20 min)

1. Show the students direct speeches made by Frank in the video using the visualizer projector. You may need to change some of the words to proper English.

Example:

- “It is just waiting to be found,” said Frank.
- “She said she lost her wedding ring,” said Frank.
- “I wonder if she lost it in the yard,” thought Frank aloud.

Explain to the students that direct speeches refer to the exact words that a person says. Point out to the students that direct speeches contain open quotation marks, a capital letter at the

start of the speech and close quotation marks. Circle the points explained in each of the direct speeches. Highlight to the students that words such as 'said', 'thought' or 'told' are usually used to talk about what someone said.

2. Tell the students that many a time, they need to report what someone tells them to another person. Tell the students that it is known as indirect speech or reported speech. Show the students how to change direct speeches into indirect speeches by changing the tenses in them.

Example:

- "It is just waiting to be found," said Frank.
- Frank said it was just waiting to be found.

Point out to the students that the verb 'is' in the present tense in the direct speech is changed to the past tense in the indirect speech. Give the students more examples where the tenses are changed from the simple present tense to the simple past tense.

3. Show the students how to change direct speeches into indirect speeches by changing the present continuous tense to the past continuous tense.

Example:

- Frank said, "You are coming to a treasure hunter's house."
- Frank said that we were coming to a treasure hunter's house.

Give the students more examples where the tenses are changed from the present continuous tense to the past continuous tense.

4. Show the students how to change direct speeches into indirect speeches by changing the present perfect tense to the past perfect tense.

Example:

- Frank said, "These are some of the stuff I have found while using my metal detector."
- Frank said those were some of the stuff he had found while using his metal detector.

Remind the students that they need to pay attention to the other tenses in the direct speech and change them accordingly as well. Use the example given and show the students that 'are' is changed to 'were' when written in indirect speech. Give the students more examples where the tenses are changed from the present perfect tense to the past perfect tense.

5. Show the students how to change direct speeches into indirect speeches by changing the present perfect continuous tense to the past perfect continuous tense.

Example:

- "I have been treasure hunting for less than 10 years," claimed Frank.
- Frank claimed that he had been treasure hunting for less than 10 years.

Give students more examples where the tenses are changed from the present continuous tense to the past continuous tense.

6. Show the students how to change direct speeches into indirect speeches by changing the simple past tense to the past perfect tense.

Example:

- Frank said, "Nobody knew where they buried their stuff."
- Frank said nobody had known where they had buried their stuff.

Give the students more examples where the tenses are changed from the simple past tense to the past perfect tense.

7. Show the students how to change direct speeches into indirect speeches by changing the past continuous tense to the past perfect continuous tense.

Example:

- Dennis Mcdaniels said, "I was playing in the outfield."
- Dennis Mcdaniels said he had been playing in the outfield.

Give the students more examples where the tenses are changed from the past continuous tense to the past perfect continuous tense.

8. Remind the students to pay attention to the reporting verb used in the direct speeches. When they are to report on what someone has said, the tenses need not be changed if the reporting verb is in the present tense.

Example:

- He says, “People are sweeping the ground with their metal detectors.”
- He says that people are sweeping the ground with their metal detectors.

Provide the students with more examples.

9. Highlight to the students that if the statement in the direct speech is a fact, the tenses remain unchanged in the indirect speech too.

Example:

- Gina said, “The earth is round.”
- Gina said the earth is round.

Provide the students with more examples.

10. Point out to the students that there is no need to change the tense in indirect speech when the direct speech is in the past perfect tense and the reporting verb is in the past tense.

Example:

- Frank said, “She had mowed part of the lawn the night before.”
- Frank said she had mowed part of the lawn the night before.

Provide the students with more examples.

11. Explain to the students that they have to also look out for adverbs such as ‘here’, ‘tomorrow’, ‘yesterday’ and ‘now’ in direct speeches. These adverbs need to be changed accordingly when they are in indirect speeches.

Example:

- now → then
- here → there
- yesterday → the day before

Give more examples of such time words by giving each student a handout and going through the time words.

12. Using some of the examples that were mentioned earlier, remind the students that the pronouns in direct speeches have to be changed as well so that they relate to the person whom the speaker is talking about.

Example:

- “I tell Joan that I am a smart man,” he said.
- He said that he told Joan that he was a smart man.

Provide the students with more examples using the other pronouns such as ‘we’, ‘me’, etc.

13. Explain to the students that some direct speeches are orders. Indicate to the students where to put ‘to’ before the order when writing indirect speeches.

Example:

- “Sift through the sand in the water,” he told me.
- He told me to sift through the sand in the water.

Provide the students with more examples for them to write indirect speeches for orders.

14. Lastly, show the students some questions used in direct speeches.

Example:

- “Where is the treasure?” he asked.

- Show the students how the order of the subject and verb are changed when a question is written as an indirect speech.

Example:

- He asked where the treasure was.

Show the students questions which require a respondent to answer ‘yes’ or ‘no’. Tell the students that in such cases, they need to write ‘if’ or ‘whether’ when changing the question into an indirect speech.

Example:

- “Are you going treasure hunting today?” she asked.
- She asked if I was going treasure hunting that day.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Show the students 8 sentences, one at a time, on the visualizer projector. Get the students to write their answers on a blank piece of paper. At the end of the exercise, get the students in each pair to exchange their answers with each other. Discuss with the students how each of the direct speeches should be rewritten. Then, get the students to mark the indirect speeches written by their classmates. Award 2 marks for each correct indirect speech. Total up the correct marks for each indirect speech that the pair answered correct.
2. Tell the students to turn to **pages 23 – 26 of Learning English Workbook 5**. Review the ‘Read and Learn’ sections on **pages 23 – 25**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

Homework

1. Ask the students to complete **pages 28 – 31** as homework. Read the passage together with the students. Explain any words or phrases that may be unfamiliar to them. Go through at least three questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students in groups. Give each group a short passage on a group of children exploring same caves. Make sure the passage is peppered with conversations in it. Then, get them to find 5 direct speeches found in the passage and write them on a piece of paper. Then, get them to rewrite the direct speeches into indirect speeches. Let them present their work in class during the next lesson. Discuss with the students if the indirect speeches are correct. After that, based on the direct and indirect speeches written, get the whole class to come up with a title for the passage.