



## 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. replace the word 'say' with other saying verbs,
2. use other saying verbs to describe emotions or feelings,
3. write a story based on pictures using guiding questions.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. A passage about a group of hikers climbing a mountain (Ensure that there are many conversations in the passage.)
3. Visualizer projector
4. Word cards with saying verbs on each of them
5. Word cards with different saying verbs for the students to select
6. A bag
7. Sentences with missing saying verbs

### Introduction / Warm-up Activity (10 min)

1. Read a short passage that has a lot of conversations in it. Ensure that when the conversations are read, they are in direct speeches or indirect speeches with the saying verb 'said'.

*Example:*

- He said to go up the hill.
- She said, "What are we waiting for?"

Elicit from the students what they understand about the passage. Ask them if they noticed any words that had been overused in the passage when you read it out to them. Get them to tell you how they felt when they heard the same saying verb many times.

### Lesson (20 min)

1. Show the students the passage you have read on the visualizer projector. Point out to the students that 'said' is a saying verb. Extract some direct speeches in the passage with 'said'. Write them on the whiteboard. Elicit from the students if they could improve the passage by changing 'said' to other saying verbs to reflect emotions and feelings.

*Example:*

- He shouted to go up the hill.
- She asked, "What are we waiting for?"

2. Explain to the students that when other saying verbs are used in the writing instead of 'said', the writing becomes more interesting. Get the students to identify other saying verbs by providing them with word cards of different saying verbs. Let the students read the words after you. Then,

stick the word cards on the whiteboard. Elicit from the students how they can use the saying verbs by getting them to construct sentences using the saying verbs. Get them to explain each of the saying verbs as well.

3. You may want the students to categorize the saying verbs. Place the word cards on the whiteboard into categories such as those used in questions, to show anger or annoyance, to show that one is talking loudly or softly, etc.

**Example:**

- enquire, ask, explain (to show questioning)
- disagree, complain, argue (to show anger or annoyance)
- yell, squawk, holler (to show that one is talking loudly)
- murmur, whisper, mutter (to show that one is talking softly)

### **Additional Activities / Closure (15 min)**

1. Put the students in pairs. Have a bag with word cards with saying verbs in them. Get each pair to pick out 4 saying verbs from the bag. Then, they have to write a short story with a conversation between two people. They have to ensure that their story has a plot and conversations which use the saying verbs that they have picked. Get the students to present their story to their classmates.
2. Tell the students to turn to **pages 27 – 28 of Learning English Workbook 5**. 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 **page 32** as homework. Go through the topic, the pictures and the guiding questions. Elicit ideas from the students on how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Get the students to work in pairs. Give each pair a piece of paper with at least 10 sentences with their saying verbs missing. The students have to fill in the blanks with an appropriate saying verb based on the context given in the sentences. After all the saying verbs have been completed, go through the sentences with the students. Discuss with them if the saying verbs chosen by their classmates are appropriate and if not, to get them to explain why.