



Theme: Kind Souls

| Focus: | Grammar | Vocabulary | Comprehension | Writing |
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| | <ul style="list-style-type: none"> Tenses Direct and indirect speech Phrasal verbs | Saying verbs | Answering questions based on a passage | Writing a story based on pictures using guiding questions |

Lesson Objectives

Students are able to

- change direct to indirect speech,
- use different saying verbs to express how something is said,
- write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 6
- Photostated newspaper articles about ordinary people doing kind acts (Have enough for each student.)
- Visualizer projector
- A sheet of paper with all the direct speeches found in the articles
- Table for changing pronouns (Refer to page 117.)
- Table for changing adverbs (Refer to page 117.)
- Table for tenses (Refer to page 118.)
- A sheet of paper with direct speeches where tenses need not be changed (Refer to pages 118 – 119.)
- A sheet of paper with direct speeches that are in the form of orders, promises and requests
- Word cards (Refer to the words shown in the box on page 122.)
- A powerpoint presentation showing pictures that clearly depict the saying verbs (Refer to the words shown in the box on page 122.)

Introduction / Warm-up Activity (10 min)

- Show the students a few headings found in the newspapers without revealing the content of the articles themselves on the visualizer projector. Elicit from them what the content might be.
- Give out the photostated news articles to the students to read. Then, get them to match the headings to the correct articles. Discuss their answers as a class.

Lesson (20 min)

1. Using the articles as reference, get the students to pick out the direct speeches in the articles. Point out a direct speech in one of the articles. Explain to the students that a direct speech can be identified as the exact words used by the person who said them. Circle the quotation marks to show that the words within them are used by the person who said them.
2. Get the students to tell you where the direct speeches are on the article that you have on the visualizer projector. After they have identified each of them, highlight the direct speeches. Ensure that they do the same on their photostated articles. For the other articles, you may want to let the students highlight the direct speeches themselves.
3. Point out to the students the reporting verb used in one of the direct speeches. Ask them to underline it.

Example:

- He said, “It is only right that the reserved seats are given up to the elderly in need.”

Ask the students to identify other reporting verbs used in the direct speeches. Ask them if the reporting verbs are always the same. Then, get them to come up with other reporting verbs that can be used in place of the ones shown in the articles.

4. Show the students a sheet of paper with all the direct speeches which they have identified in the articles shown earlier. Tell the students that they are going to change them into indirect speeches. Explain to them that indirect speeches are also called reported speeches. Remind the students that quotation marks are not needed when writing reported speeches. Bring to the students’ attention that when writing reported speeches, tenses are usually changed. Explain to the students that this is because when reported speeches are written, they are usually used to talk about a time in the past.
5. Show the students the tables on changing pronouns and tenses. Go through the tables with the students. Then, show how it is done using selected direct speeches from the articles.

Example:

- He said, “It is only right that the reserved seats are given up to the elderly in need.”

- He said it was only right that the reserved seats were given up to the elderly in need.

Point out to the students the pronouns and tenses that have changed when reported speeches are written by underlining them. Ensure that ample practice is given to the students on how to change the various tenses (simple present, present continuous, present perfect, present perfect continuous, simple past and past continuous) to their corresponding tenses.

6. Show the students the table on changing adverbs. Go through the table with the students. Then, show how it is done using selected direct speeches from the articles.

Example:

- He said, “I have seen her loitering around the area here.”

- He said he had seen her loitering around the area there.

Point out to the students any pronouns, tenses and adverbs that have changed when reported speeches are written by underlining them.

7. Bring to the students’ attention that there are times when the tenses do not have to change. Place the sheet of paper showing the different speeches where the tenses are not changed on the visualizer projector. Tell them to check the reporting verbs in the direct speeches.

Example:

- He says, “It is kind of her to help the old lady across the road.”

- He says it is kind of her to help the old lady across the road.

Provide another two more examples for the students to work on. Discuss their answers as a class.

8. Explain to the students that tense in the direct speech does not change in factual statements.
- Example:**
- She said, “The sun rises in the east.”
 - She said the sun rises in the east.
- Provide another two more examples for the students to work on. Discuss their answers as a class.
9. Point out to the students that the tenses do not need to be changed in reported speeches when the direct speeches are in the past tense and their tenses are in the past perfect tense.
- Example:**
- Mr Lee announced, “Our company had donated a huge amount to a worthy cause.”
 - Mr Lee announced their company had donated a huge amount to a worthy cause.
- Provide another two more examples for the students to work on. Discuss their answers as a class.
10. Show the students direct speeches that are in the form of orders, promises and requests. Get them to rewrite the direct speeches to indirect speeches.
- Example:**
- The bus driver ordered, “Get down the bus!”
 - The bus driver ordered us to get down the bus.
- Point out to the students that ‘to’ is used before the main verb for such indirect speeches. Any exclamation marks or question marks at the end of direct speeches are replaced with full stops in indirect speeches. Give the students another two more examples to work on. Discuss their answers as a class.
11. Point out to the students that they have to be careful when they change questions with ‘yes’ or ‘no’ answers in direct speeches into indirect speeches. Tell them that the use of ‘if’ or ‘whether’ is used in indirect speeches in such cases.
- Example:**
- They asked her, “Are you working here?”
 - They asked her if she was working there.
- Give the students another two more examples to work on. Discuss their answers as a class.
12. Stick the word cards on the whiteboard. Get the students to read the words. Encourage them to tell you if the words are verbs, nouns, adjectives or adverbs. Then, tell them that they are different types of saying verbs used to express how something is said. Elicit from the students the meanings of each word. Then, show the students the pictures in each of the slides on the slideshow. Ask them to match the word cards to the slides based on what is shown in the pictures. Then, get the students to construct a sentence about the picture.
- Example:**
- He exclaimed loudly that he had won the prize.

Additional Activities / Closure (15 min)

1. Get the students to form groups of threes. Then, get them to think about and write 3 direct speeches on a piece of paper using any of the saying verbs learnt during the lesson. Tell the students to pay attention to the tenses used in the direct speeches. They have to also think about how to rewrite them in indirect speeches. After every group has written their direct speeches, collect the pieces of paper. Then, hand out the pieces of paper to the groups again, ensuring that each group does not take back their own paper. Each group has to read the sentences they have and rewrite them in indirect speeches. After that, get the groups to present their work on the

visualizer projector. Discuss with the students if the direct and indirect speeches were written correctly and how best to improve them if necessary.

2. Tell the students to turn to **pages 117 – 121 and pages 122- 123 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **page 117 - 119** before reading the instructions given in the exercises together. 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 128** as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students 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. Put the students in groups. Tell the students to come up with saying verbs in alphabetical order. The group that comes up with the most number of saying verbs for each letter in the alphabet is the winner. Example: announced, badgered, claimed, demanded
2. Put the students in groups to work on the project. Elicit from the students a list of famous people who have done kind deeds in their lives. Get them to choose one person and pretend to interview the person about what they have done and why they have chosen to show such kindness. Get them to act out the interview in class by having two people act out the role of interviewer and interviewee. After that, choose some of the direct speeches used by the students in their acts and get the rest of the class to rewrite them in reported speeches.