

# DIRECT AND INDIRECT SPEECH

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

4

## Overview

This lesson plan covers teaching content for;

1. Learning the definition of direct and indirect speech
2. Learn to form direct and indirect speech
3. Learn verbs commonly used for indirect speeches
4. Learn to change direct to indirect speeches and vice versa

## Objectives

Students should be able to;

- Define direct and indirect speech
- Differentiate between direct and indirect speech
- Form direct and indirect speech
- Change direct to indirect speech and vice versa

## Assessment Activity

- assign students to research at least three other famous quotes, writing each one on a separate index card.
- Have students quote these famous quotes.
- Have students read their quotes, turning them into reported speech.

## Summary

1. Review the definition of direct and indirect speech

## Activity Starter/Instruction

1. Explain the purpose of the lesson.
2. Teacher should define a direct speech and indirect speech.
3. Explain the difference between direct speech and indirect speech
4. Teacher should write on the board examples of direct speeches

## Guided Practice

### Day 2/ Lesson 2: 15mins

1. Put the learners into pairs.
2. Tell them they will practice direct speech.
3. Teacher will make sure students maintain silence during this practice
4. Tell student A in each pair to say something to Student B
5. Student B will quote Student A to the teacher
6. Student will repeat the practice by having Student B say something to Student A while Student A quote Student B
7. Teacher will correct any mistakes made by the students.

## Teacher Guide

### Day 1/ Lesson 1: 20 Mins

1. Teacher should say in direct speech; we quote the exact words that were spoken.
2. We put quotation marks around what was said and add a speech tag such as "he said" or "she asked" before or after the quote.
3. Each set of direct quotes receives its own set of quotation marks.
4. We use a capital letter at the beginning of each direct quotation unless the quotation is only part of a sentence
5. When quotations are interrupted mid-way through the sentence, do not begin the second part of the sentence with a capital.
6. When stating who is being quoted, use a comma after the dialogue tag and before the quotation marks.
7. When you are rephrasing a quoted passage, do not use quotation marks
8. Each new direct quote begins a new paragraph even if it's short
9. Teacher should then model a direct speech by asking a student to say something and he/she quotes the student.

## Materials Required

- Audio songs
- Interactive white board and a marker
- Chart containing reporting verbs

## Additional Resources

- <https://study.com/academy/lesson/direct-v-speech-lesson-plan.html>
- <https://www.ef.com/wwen/blog/teacherzor/speech-lesson-advanced-students/>
- <https://www.eslconversationquestions.com/indirect-speech-interviews-lesson-plan/>
- <https://www.thoughtco.com/how-to-teach-speech-1212116>
- <https://www.teachitprimary.co.uk/resource/punctuation/writing-transcription/what-are-saying/8121>

## Additional Notes

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2. Ask a student to make a sentence while one student quotes him/her and another student report him/her sentence.
  3. When doing the review make sure you erase the lesson on the board and retrieve worksheets.

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### Teacher Guide

#### Day 3/ Lesson 4: 25 Mins

1. Teacher should say in indirect speech; we report the words that were spoken in our own way.
2. There is no need for quotations in indirect speech compared to the direct speech.
3. The indirect speech is reported using past tenses
4. Teacher will write create two columns
5. Each column will contain direct speech and indirect speech respectively
6. Teacher will ask a student to make a sentence
7. Teacher will quote the student under the direct speech column
8. Teacher will then report the student sentence under the indirect speech
9. For example: Paul: I love playing soccer.
10. Teacher will write under direct column: Paul said "I love playing soccer".
11. Teacher will then write under the indirect column: Paul said that he loves playing soccer
12. Teacher will repeat this activity for as much student as possible.

### Guided Practice

#### Day 5/ Lesson 5: 25 Mins

1. Tell students they will learn about reporting verbs used in indirect speeches.
  2. Explain that there are many reporting verbs besides say and tell.
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10. For example:

- Paul: I love playing soccer
- Teacher: Paul said, "I love playing soccer"

11. Teacher should repeat this modelling for as long as possible.

### Teacher Guide

#### Day 4/ Lesson 4: 20 Mins

1. Teacher will divide students into three in a group.
  2. Teacher will tell student they will practice indirect speech.
  3. Teacher will ask Student A and Student B in a group to sit with their backs against each other
  4. Student C in each group will act as a mediator in this activity
  5. Student A will make a sentence to Student C while Student C report the sentence to Student B
  6. Student B will then respond with another sentence while Student C will report back to Student A
  7. For example:
    - Student A to C: I would love to be friends with Student B
    - Student C to B: Student A said he would love to be friends with you Student B
    - Student B to C: I don't ever want to be friends with Student A
    - Student C to A: Student B said she doesn't ever want to be friends with you.
  8. Teacher will inspect the students during this activity and also maintain silence.
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3. Remind students that they can make speech and writing more interesting by using a variety of reporting verbs
  4. Tell them that this depends on the context of the sentences.
  5. Distribute a chart containing several reporting verbs
  6. Distribute the indirect speech sentences to students or write them on the board for students to copy.
  7. Instruct students to change each sentence to a reported statement using reporting verbs listed in the reporting verbs chart
  8. For example: add, admit, agree, complain, conclude, consider, convince, etc.
  9. Tell them not to forget to turn them to past tenses as they are reporting what was said in the past.

### Guided Practice

#### Day 6/ Lesson 6: 20 Mins

1. This is a good activity for testing student's recognition of reported speech
  2. As well as highlighting the differences between reported and direct speech.
  3. Pick a song to play for the class, instructing them to identify and write down all of the examples of reported speech they hear in the song.
  4. At the end of the song, ask students to share their results.
  5. Make sure they correctly identify all samples of reported speech from the song,
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### Guided Practice

#### Day 5/ Lesson 5: 20 Mins

1. First, decide on the songs you'll use for the lesson.
  2. Then, convert the speech in each song into direct speech and create a worksheet listing all of the direct speech conversions.
  3. Determine whether you want students to work in pairs or as individuals, then hand out the worksheets.
  4. Instruct the class to change the direct speech back to reported speech while listening to the song.
  5. Begin by playing the song (or songs) for your class.
  6. play it more than once so they can hear the reported speech in the song.
  7. At the end of each song, have the students rewrite their sentences
  8. be sure to give them ample time to complete the exercise.
  9. After finishing, go over the results in class, correcting any mistakes you come across.
  10. Another option is to have the students complete the worksheet before listening to the songs.
  11. Once they complete the worksheet, play the songs so they can check their answers.
  12. The benefit of performing the activity this way is that it gives your students extra listening practice as they're checking their answers
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6. Instruct them to write the answers on the whiteboard so everyone can check and correct their mistakes.
  7. Once finished, get your students work individually or in pairs to change reported phrases into direct speech.
  8. Don't forget to save time at the end of class for students to share their results with the class.
  9. Make any corrections necessary.
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