

DIRECT AND INDIRECT SPEECH

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Review of direct and indirect speech
 - Direct Speech- 'My mother gave me a book yesterday' Tina said.
 - Indirect Speech- Tina said her mother gave her a book the previous day.

Objectives

Students should be able to;

- Use direct and indirect speech orally.
- Recognize the changes that take place when reporting from direct speech to reported or indirect speech.

Assessment Activity

1. Change the following statements to their indirect form.

- "I never eat meat", he explained.
- "I am waiting for Ann", he said.
- "I have found a flat", she said.
- "I took it home with me", he said.

Summary.

Activity Starter/Instruction

1. Explain the meaning of direct and indirect speech.
2. In direct speech, we quote the exact words that were spoken. We put quotation marks around what was said and add a speech tag such as he said "or" "she asked" either before or after the quote.
3. Reported speech or indirect speech is another way of saying what someone said, but without quotation marks. Reported speech doesn't repeat the words exactly as they were spoken. It changes the tense of all the verbs that were used.

Guided Practice

Day 2/ Lesson 2: 30 Mins

1. Provide students with a chart of the principal changes in reported speech (i.e. will -> would, present perfect -> past perfect, etc.).
2. Ask students to practice the reported speech by beginning with a reported speech worksheet or by asking them to change sentences from direct to reported speech.
3. Once students have become comfortable

Teacher Guide

Day 1/ Lesson 1: 35 Mins

1. Start by introducing the Concept to the Students.
2. Start with simple examples in which changes are only made in tense.
3. For example: Write on the Board:
 - Direct Speech:- *Tom said, "I enjoy watching action movies."* Becomes *Indirect Speech:- Tom said he enjoyed watching action movies.*
 - Direct Speech:- *Anna told me, "I went to the shopping mall."* Becomes *Indirect Speech:- Anna told me she had gone to the shopping mall.*
4. Once students have understood the basic concept of stepping one step back into the past when reporting in the past, they can easily begin to make the minor changes in pronoun and time expression usage. For example:
 - Direct Speech:- *The teacher said, "We're working on the present continuous today."* Becomes *Indirect Speech:- The teacher said we were working on the present continuous that day.*
 - Direct Speech:- *Anna told me, "My brother Tom has been to Paris twice this year."*

Materials Required

- Flash Cards
- Charts
- Course Book
- White Board

Additional Resources

- <https://learningenglish.voanews.com/a/intro-to-verb-tenses-everyday-grammar/3123576>
- <https://www.education.com/lesson-plan/verbs-past-present-future/>
- <https://www.thoughtco.com/how-to-teach-indirect-speech-1212116>
- <http://www.onestopenglish.com/grammar/reference/verbs-and-tenses/reported-speech-and-activities/152843.article>

Additional Notes

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1. Since verbs describe actions, and actions are dynamic and can relate to past actions, present actions or future actions, we have to understand the relationship between verb forms and time.
 2. Verbs take on three basic forms in relation to time in the past, present or future.
 3. Variations of these verb forms are possible, such as simple past, past continuous, present perfect and present perfect continuous.
 4. These forms are necessary to relate to actions in different points in time.
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- with direct to indirect speech transformations, practice reporting through the use of interviews as in this reported speech lesson plan.
4. As students become familiar with the reported speech, introduce a wider range of reporting verbs to help students move past "say" and "tell".

Becomes Indirect Speech:- Anna told me her brother Tom had been to Paris twice that year.

Teacher Guide

Day 3/ Lesson 3: 15mins

1. Once the basics have been understood, there are a few more advanced issues to discuss. Here is a quick outline of some of the more problematic aspects of the reported speech that students might find confusing.
 2. Reporting Tense: *Says instead of Said*
 3. Explain that Sometimes, in the moment of speaking a speaker may use the present tense to report what has been said. In this case, there is no change in the tense. However, changes in pronouns apply. For example:
 - Teacher: We're going to work on the reported speech. Please turn to page 121 in your book.
Student 1: I can't understand. What are we supposed to do?
Student 2: The teacher says we are going to work on the reported speech on page 121.
Tom: I think this is a great idea!
Peter: Andy, I didn't understand.
Andy: Tom tells us he thinks it's a good idea.
 4. Other Reporting Verbs: Advise / Instruct / Etc. + Infinitive of Purpose - A number of reporting verbs use the infinitive of purpose to express the idea, rather than using a transition of the tense. For example:
 - Teacher: We're going to work on the reported speech. Please turn to page 121 in your book.
Student 1: I can't understand. What are
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we supposed to do?

Student 2: The teacher instructed us to work on reported speech and turn to page 121.

Teacher: I think you should hurry up and finish the activity.

Student 1: I didn't understand.

Student 2: The teacher advised us to hurry up and finish the activity.
