

## Theme: Well-loved Tales

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Direct and indirect speech	<ul style="list-style-type: none"> <li>• Metaphors</li> <li>• Suffixes 'able' and 'ible'</li> </ul>	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

### Lesson Objectives

Students are able to

1. convert direct to indirect speech,
2. answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 4
2. A video on the first chapter of 'Adventures of Tom Sawyer'
3. A piece of paper with direct speeches made by the characters in the story 'Adventures of Tom Sawyer'
4. A piece of paper with direct speeches made by the characters in the story 'Adventures of Tom Sawyer' and their corresponding indirect speeches
5. Visualizer projector
6. A handout on changing time words from direct speech to indirect speech

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

1. Ask the students if they have heard of the author, Mark Twain. List out some of the well-loved tales written by Mark Twain. Let the students know that you are going to show them the video on 'Adventures of Tom Sawyer'.
2. After watching the video, recapitulate with the students the sequence of events that happened to Tom.

### Lesson (20 min)

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

**Example:**

- "Tom, it was warm in school, wasn't it?" asked Aunt Polly.
- "Unbutton your jacket!" commanded Aunt Polly.

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', 'asked' 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:**

- Tom shouted, “You’re a liar!”
- Tom shouted that he was a liar!

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

**Example:**

- “What is your name?” asked Tom.
- Tom asked what his name was.

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

**Example:**

- Tom said, “Better look out who you’re fooling with next time.”
- Tom said to better look out who he was fooling with the next time.

Give 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:**

- Tom said, “I have found a way out.”
- Tom said he had found a way out.

Give 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:**

- “What have you been doing?” asked the old lady.
- The old lady asked what he had been doing.

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

**Example:**

- Tom said, “I found a way out.”
- Tom said he had found a way out.

Give 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:**

- Tom said, “The boy was crying.”
- Tom said the boy had been crying.

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

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

**Example:**

now → then

yesterday → the day before

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

9. 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, “You are a liar!”

• He says that he is a liar.

Provide the students with more examples.

10. 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:**

• Tom said, “The earth is round.”

• Tom said the earth is round.

Provide the students with more examples.

11. Using some of the examples that were used, 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 am going to ask you more about it,” she said.

• She said that she was going to ask him more about it.

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

12. Lastly, point out to the students the use of modals in direct speeches. Explain to them how they have to change the modals in indirect speeches.

**Example:**

• “You must run as fast as you can,” he commanded.

• He commanded that we had to run as fast as we could.

Provide the students with more examples using other modals such as ‘will’, ‘shall’, etc. Give each student a handout and go through the modals with them, explaining how they are changed when they have to write them in indirect speeches.

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

- Put the students into pairs. Show the students 6 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 each pair to exchange with another. 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 got correct.
- Tell the students to turn to **pages 91 – 98**. Review the ‘Read and Learn’ sections on **pages 91 – 96**. 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 are to complete **pages 101 – 103** as homework. Read the passage together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least two 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 into pairs. Give each pair a simple storybook to read. Then, get them to find 3 direct speeches found in the storybook. Each pair has to use a blank piece of paper and divide it into two columns. One column has the heading 'Direct speeches' and the other heading is 'Indirect speeches.' Get the students to write the 3 direct speeches under the heading 'Direct speeches' and rewrite them as indirect speeches under the heading 'Indirect speeches.' Let them present it 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 guess what the title of the storybook is.