Sample plan: ways of using direct speech

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| STAGE | ACTIVITY | PURPOSE | MATERIALS |
| 1 | Procedure:  1) Ask students what sorts of problems can arise when people share flats/houses, and what they can do to help prevent these kinds of problems.  2) Explain that Milly, Paul, Matt and Sophie are flatmates. Then allow students time to read the dialogue quietly. Write up on the board ‘to be in the doghouse (with someone)’ and ask them what they think it means.  3) Now ask students: ‘How many conversations are being reported in this conversation?’ See WORKSHEET (teacher)  4)Now ask students in pairs to write out the three actual conversations, as simply as possible (pairwork). If you like, you can give the first conversation or its first line as an example. See WORKSHEET (teacher) for answers.  5) Now students can read the original dialogue aloud. | To familiarise students with conversations about conversations.  To ensure allstudents understand what is being reported. | WORKSHEET: [A] |
| 2 | Procedure:  1) Using the same dialogue, ask the class to comment on the two ways that people talk about previous conversations.  See WORKSHEET (teacher) for answer.  2) Ask students to explicitly identify a) the indirect and b) the direct speech in the conversation, using highlighter pens or just by telling you. See WORKSHEET (teacher) for answer.  3) Ask ‘why do people sometimes use the actual directwords instead of changing tense/pronouns etc.?’ See WORKSHEET (teacher) for possible answers. | Guiding students towards understanding the typical mix of direct and reported speech. |  |
| 3 | Procedure:  1) Draw attention to ‘look’ and ‘hey’ and ‘listen’. Ask the class, ‘What are they for? See WORKSHEET (teacher) for answer.  2) Then show the examples they have seen in the dialogue and four more. Ask the class, ‘What kind of feelings do these words express?’ Give students at least one example and an answer. (Group work) | To understand use of marker words.  To understand how marker words express attitude. | WORKSHEET: [B]  WORKSHEET: [C] |
| 4 | Procedure:  Explain that several words/phrases are used to introduce direct speech in conversation: *said, says, goes, went, be like.*  Ask the class if they think there is any difference between them. See WORKSHEET (teacher). |  | WORKSHEET: [D] |
| 5 | Procedure:  (Pair work) Students now have an opportunity to report on conversations they’ve had (or they invent), using the prompts in [E] if they want.  Student A reports the conversation E.g.:  *I was talking to my sister the other day and she said …/I was in a restaurant with some friends, and my mate Pete said…*  Student B responds, expressing surprise, interest etc., and asking for more information as appropriate. Then the pair swap roles. | Free practice. | WORKSHEET: [E] |

WORKSHEET (student): Ways of using direct speech

**[A]**

**Milly:** I asked Matt why he never did the washing-up. And he said look, I normally eat out so it’s not my washing-up.

**Paul:** He’s in the doghouse with Sophie as well. This morning she said to me, Matt’s borrowed my bike again without asking. I told her not to worry, he’d look after it.

**Milly:** I think Sophie’s in a bad mood. She was in the kitchen last night and I was in the living-room, and I said nicely hey, can you make me a cup of tea, please? And she went, look, I’m not your servant. So I told her I was sorry, I’d make it myself.

**Paul:** Wow! I think we all need to talk.

**[B]**

**Milly:** I said to Matt, why don’t you ever do the washing-up? And he said look, I normally eat out so it’s not my washing-up.

**Milly:** I think Sophie’s in a bad mood. She was in the kitchen last night and I was in the living-room, and I said nicely hey, can you make me a cup of tea, please? And she went, listen, I’m not your servant. So I told her I was sorry, I’d make it myself.

**[C]**

1. I said to Matt, why don’t you ever do the washing-up? And he said look, I normally eat out so it’s not my washing-up.

2. She was in the kitchen last night and I was in the living-room, and I said nicely hey, can you make me a cup of tea, please?

3. And she went, listen, I’m not your servant. So I told her I was sorry, I’d make it myself.

4. …I said, I can do it on my own, and he said, well, I’m always here if you need me.

5. …and then I said, I’ll dress how I like and she said, but it’s freezing outside!

6. …so I told her it was my birthday and she said, oh, I’m sorry, I completely forgot.

7. …she insisted on paying for the meal and I said, okay, as long as I get the next one.

**[D]**

1. And **he said**, look it’s late. We’d better get home.

2. And **he went**, look it’s late. We’d better get home.

3. And **he says/goes**, look it’s late. We’d better get home. And then **Mike says/goes** …

4. And **he’s like**, look it’s late. We’d better get home. And **I’m like**, nonsense, it’s only eleven. And **Steve is like**, let’s stay another hour.

**[E]**

* Conversations with friends or classmates
* Conversations with family members or landlords
* Phone conversations
* Conversations with people in public places: shops, restaurants, banks etc.

WORKSHEET (teacher): Ways of using direct speech

Stage 1

**[A]**

**Milly:** I asked Matt why he never did the washing-up. And he said look, I normally eat out so it’s not my washing-up.

**Paul:** He’s in the doghouse with Sophie as well. This morning she said to me, Matt’s borrowed my bike again without asking. I told her not to worry, he’d look after it.

**Milly:** I think Sophie’s in a bad mood. She was in the kitchen last night and I was in the living-room, and I said nicely hey, can you make me a cup of tea, please? And she went, look, I’m not your servant. So I told her I was sorry, I’d make it myself.

**Paul:** Wow! I think we all need to talk.

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| *Answer 3): three conversations*  *- Milly and Matt (about the washing-up)*  *- Paul and Sophie (about the bike)*  *- Milly and Sophie (about the cup of tea)* |

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| *Answer 4):*  *Milly and Matt*  Milly: Why don’t you ever do the washing-up? OR Why do you never do the washing-up?  Matt: (Look,)\* I normally eat out so it’s not my washing-up.  *Paul and Sophie*  Sophie: Matt’s borrowed my bike again without asking.  Paul: Don’t worry. He’ll look after it.  *Milly and Sophie*  Milly: (Hey,)\* can you make me a cup of tea, please?  Sophie: (Look,)\* I’m not your servant.  Milly: I’m sorry. I’ll make it myself.  \* We don’t know if these words were actually used in the original conversation. See Stage 3 for more on these marker words. |

Stage 2

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| *Answer 1) : People often use a mix of direct and indirect speech.*  *Answer 2): one type (in bold) uses the actual words that were said, and the other (in italics) uses the tense and pronoun change that your students are familiar with from writing, or the infinitive form after the verb ‘told’.*  **Milly:** I asked Matt *why he never did the washing-up*. And he said **look, I normally eat out so it’s not my washing-up.**  **Paul:** He’s in the doghouse with Sophie as well. This morning she said to me, **Matt’s borrowed my bike again** **without asking**. *I told her not to worry, he’d look after it.*  **Milly:** I think Sophie’s in a bad mood. She was in the kitchen last night and I was in the living-room, and I said nicely **hey, can you make me a cup of tea, please**? And she went, **look, I’m not your servant**. So *I told her I was sorry, I’d make it myself*.  **Paul:** Wow! I think we all need to talk.  *Answer 3): There’s no single correct answer, but it’s probably because it’s easier, more dramatically interesting, and usually not confusing, because the words ‘said’ or ‘went’ work as ‘marker’ words, showing when the direct speech begins.* |

Stage 3

**[B]**

**Milly:** I said to Matt, why don’t you ever do the washing-up? And he said look, I normally eat out so it’s not my washing-up.

**Milly:** I think Sophie’s in a bad mood. She was in the kitchen last night and I was in the living-room, and I said nicely hey, can you make me a cup of tea, please? And she went, listen, I’m not your servant. So I told her I was sorry, I’d make it myself.

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| *Answer 1): Whether these words were actually used by the original speaker or added by the reporter, they serve two purposes: first, they say to the listener, ‘this is where my direct speech begins’. In other words, they act as discourse markers. Secondly, they can also say something about the attitude of the speaker. In other words, they have a dramatizing function.* |

**[C]**

1. I said to Matt, why don’t you ever do the washing-up? And he said look, I normally eat out so it’s not my washing-up.

2. She was in the kitchen last night and I was in the living-room, and I said nicely hey, can you make me a cup of tea, please?

3. And she went, listen, I’m not your servant. So I told her I was sorry, I’d make it myself.

4. …And he said, well, I’m always here if you need me.

5. …and then I said, I’ll dress how I like and she said, but it’s freezing outside!

6. …so I told her it was my birthday and she said, oh, I’m sorry, I completely forgot.

7. …she insisted on paying for the meal and I said, okay, as long as I get the next one.

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| *Answer 2):*  *‘Look/Listen’ and ‘but’ are all assertive, sometimes suggesting some form of disagreement.*  *‘Hey’ in this context tells us that Milly was trying to get Sophie’s attention, probably talking quite loudly or shouting. But it could also express anger: ‘…so I said hey, what are you doing in my car?’ or concern: ‘Hey, are you okay? You look upset.’*  *‘Well’ and ‘okay’ normally express hesitancy or even reluctance.*  *‘Oh’ normally expresses some form of surprise.* |

**[D]**

1. And **he said**, look it’s late. We’d better get home.

2. And **he went**, look it’s late. We’d better get home.

3. And **he says/goes**, look it’s late. We’d better get home. And then **Mike says/goes** …

4. And **he’s like**, look it’s late. We’d better get home. And **I’m like**, nonsense, it’s only eleven. And **Steve is like**, let’s stay another hour.

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| *Suggested answer: ‘said’ is common and neutral. ‘Went’ is more informal. ‘Says’ and ‘goes’ are also informal and are often used in anecdotes and longer descriptions. ‘Be like’ is very informal, used by younger people, often, again, in longer descriptions.* |

**[E]**

* Conversations with friends or classmates
* Conversations with family members or landlords
* Phone conversations
* Conversations with people in public places: shops, restaurants, banks etc.