

Directorate: Curriculum GET **LESSON PLAN**

Subject	English First Additional Language	Term	2
Grade	7	Week	8
Link to Teaching and Assessment Plan	<ul style="list-style-type: none"> The lesson will focus only on direct and indirect (reported) speech as well as literal- and figurative language as per the trimmed ATP. 		
Introduction	<ul style="list-style-type: none"> Learners will be able to use the notes provided to do self-directed learning on the two topics and test their knowledge by completing the sentences 		
Consolidation	<ul style="list-style-type: none"> Completion of the activities provided will assist the learner in consolidating the knowledge gained. 		

Paper based resources: Dictionary	Digital resources: https://wcedportal.co.za/curriculum-support https://wcedportal.co.za/partners/#103031
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 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support)	Teaching Methodologies/ (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Listening & Speaking:		https://www.slideshare.net/tarabr/direct-indirect-speech-2084361?qid=4aa14cdb-2fbc-4750-9ed1-bca7a557309d&v=&b=&from_s earch=23 https://www.youtube.com/watch?v=z8dgaFCQJ8s https://quizizz.com/admin/quiz/5c7d651625e73f001b75fb38/figurative-vs-literal-language
	Reading & Viewing:		
	Writing & Presenting:		
Language Structures & Conventions:	<ul style="list-style-type: none"> The notes(PowerPoint) provided and prior knowledge gained in previous grades will allow you to make sense of the steps you follow to convert sentences from Direct to Indirect speech. The notes on Literal and Figurative language as well as prior knowledge gained in previous grades will assist with the completion on the set activities. 		

 PARENT'S ACTIVITIES	<p>Same as for the teacher. So that parents are aware of the content of the lesson. Keep it simple.</p>	<ul style="list-style-type: none"> You may want to familiarize yourself with the notes (PowerPoint) so that you are able to provide guidance when it is needed. Offer support and guidance 	
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LEARNER'S ACTIVITIES

Language

Direct and Indirect Speech

- Familiarize yourself with the notes (PowerPoint) or the YouTube clip on Direct and Indirect Speech.
- Ensure that you know exactly which changes take place in the sentences and how to convert a Direct Speech sentence to an Indirect Speech sentence.
- You have to complete the three different activities assessing your knowledge on the topic.

Literal and Figurative Language

- Look at the notes provided and discuss the differences between Literal and Figurative language by referring to the examples given.
- Use the worksheet to test your knowledge

<p>Direct / Indirect Speech</p> 	 <ul style="list-style-type: none"> • Paul said, "I am feeling ill". → Paul said that he was feeling ill. <p>What are the changes?</p> <ul style="list-style-type: none"> • No speech markers (" ") in the Indirect Speech. • We added that (optional) • Pronoun change (I → He) • Tense change (am → was) 	<p>Pronoun change</p> <ul style="list-style-type: none"> • I → He /she • You → He /she/ they <p>The doctor said, "You are getting better".</p> <p>→ The doctor said that she was getting better.</p> 
<ul style="list-style-type: none"> • My → his/her <p>Jane said, "They are my friends".</p> <p>→ Jane said they were her friends.</p> 	<ul style="list-style-type: none"> • Me → him/her <p>Jane said, "He loved me".</p> <p>→ Jane said he had loved her.</p> 	<ul style="list-style-type: none"> • Mine → his/hers <p>Jane said, "It is mine".</p> <p>→ Jane said it was hers.</p> 
<p>Tense change</p> <ul style="list-style-type: none"> • In general, the present form in direct speech changes to the past form in reported speech: • am/is → was • are → were • do/does → did • have/has → had • will → would • can → could • want/like/know/go etc. → wanted/liked/knew/went etc. • The past simple can stay the same or you can change it to the past perfect (had done / had seen / had known etc.) 	 <p>James said that his parents were very well.</p>	 <p>He said that his father had been in New York.</p>

 <p>"I'm going to learn to drive."</p> <p>Jenny said that she was going to learn to drive.</p>	 <p>"We can finish in time".</p> <p>Jason said they could finish in time.</p>	 <p>I watched TV and I did my homework.</p> <p>Sami said that he had watched TV and he had done his homework.</p>
<p>Change of time and place reference</p> <p>"I saw him today", she said. She said that she had seen him that day.</p> <p>today → that day</p>	 <p>"I saw him yesterday"</p> <p>yesterday → the day before</p> <p>He said that he had seen him the day before.</p>	<p>RESOURCE 1: SLIDESHARE.NET /</p> <p>RESOURCE 2: https://schools.aglasem.com/16812</p>

Direct and Indirect Speech

Direct Speech gives someone's **direct words**, usually in between a pair of inverted commas. A person's **SPOKEN words**. This is the actual conversation

Reported Speech/Indirect Speech gives exactly the same information as direct speech, but it **REPORTS** or **DESCRIBES what was said**. We **TOLD** someone what another person said, at a later stage (*We could almost say we 'gossiped'*).
*Remember: Gossiping is hurtful and a VICE!



SAME

SAFE

SIMPLE (EASY)

Present tense (When we repeat something we hear IMMEDIATELY).

Keep in mind:

- The sentence will start with: She tells, wants to know, asks, says + that...
- This form of reported speech is EASY (simple) and SAFE because the original sentence stays the SAME, except for the PRONOUNS that must change.

Example: Mary: 'I am going to town tomorrow.'
Mary says that she is going to town tomorrow.



DIFFERENT

DANGEROUS

DIFFICULT

Past tense (When we repeat something we heard at a LATER STAGE).

Keep in mind:

- The sentence will start with: She told, wanted to know, asked, said + that...
- This form of reported speech is DIFFICULT and DANGEROUS because the original sentence must be DIFFERENT, as the VERB (TENSE), TIMEWORDS and PRONOUNS must change.

Example: Mary: 'I am going to town tomorrow.'
Mary said that she was going to town the following day.

Let us explain the **CHANGES** in the 'PAST TENSE' reported speech:

- The **verb** takes ONE STEP into the PAST: e.g.

is	→	was	→	had been
go	→	went	→	had gone
drink	→	drank	→	had drunk
- Time words** (Adverbs of time) changes:

today	→	that day	yesterday	→	the day before/ the previous day	Next week/month/year	→	the following week/month/year
now	→	then	tomorrow	→	the following day	the day before yesterday	→	two days before
ago	→	before	last week/month	→	the previous week/month	this morning/evening	→	that morning/evening

• **Pronouns also change: (personal and possessive)**

I	→	He/she	Me	→	Him/her	my	→	His/her
we	→	They	us	→	Them	our	→	Their
you	→	He/she/they	you	→	Him/her/them	your	→	His/her/their
mine	→	His/hers	ours	→	theirs	yours	→	His/hers/theirs

Demonstrative pronouns: here → there these → those this → that

Compiled by D van Wyk (CWED)



A. Rewrite the following sentence in the direct speech

1. The boy shouted at this sister that he was cold.

2. My mother said to my brother that he needs to get out of bed.

3. The teacher told Mark that his Covid-19 task was outstanding.

4. The girl commented that Ashwin looked fantastic in his new skinny jeans.

5. Faizel told me that he had finished the dishes.

B. Underline the correct answer

1. "I'm ready for a meeting."

- a. He said he was ready for the meeting.
- b. He said he'll be ready for the meeting.
- c. He said he had been ready for the meeting.

2. "The learners have arrived."

- a. She said the learners arrived.
- b. She said the clients had arrived.
- c. She said the clients are arriving.

3. "Show them in."

- a. The principal said me to show them in.
- b. The principal told me to show them in.
- c. The principal asked me to show them in.

4. "We ordered the DBE workbooks last week."

- a. The teacher said they ordered the DBE workbooks last week.
- b. The teacher aid they have ordered the DBE workbooks last week.
- c. The teacher said they had ordered the DBE workbooks last week.

5. "We'll finish the task next week."

- a. The learners said they finished the task next week.
- b. The learners said they will finish the task next week.
- c. The learners said they would finish the task next week.



C. Rewrite the following sentences in the indirect or reported speech.

a. He said to me, "Give me some money."

b. The teacher says, "Don't make a noise."

c. The principal said, "Get out of my office."

d. Yumna said to her teacher, "Give me more activities."

e. Chantal said to Simphiwe, "Please lend me a stapler."

Literal vs. Figurative Language

Literal language means exactly what it says, while figurative language uses similes, metaphors, hyperbole, and personification to describe something often through comparison with something different. See the examples below.

Literal Descriptions

- Grass looks green.
- Sand feels rough.
- The flower smells sweet.
- Grasshoppers make a high pitched noise.

Figurative Descriptions

- The grass looks like spiky green hair. (simile)
- Sand is solid water. (metaphor)
- The flower has the sweetest smelling petals in the world. (hyperbole)
- Grasshoppers are fiddlers who play their legs. (personification)

RESOURCE: ReadThinkWrite.Org



Say whether the following are **Literal** or **Figurative Language**

1. Grant always turns in his work.

2. The water was rising in the river because of the rain.

3. Her teeth are like stars because they come out at night.

4. When she sings, her voice is like velvet.

5. Half the class did not complete their assignment.

6. I am so hungry I could eat a horse.

7. Mike was so angry that steam was coming out of his ears.

8. I've told you a million times to clean your room.

9. Mary is always dressed neatly.

10. These bags are so heavy my arms are falling off.

RESOURCES:

<https://quizizz.com/admin/quiz/5c7d651625e73f001b75fb38/figurative-vs-literal-language>