


Lesson Plan – Reported Speech (Senior Secondary)

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Level of students	Senior secondary
Learning objectives	By the end of the lesson, students should be able to <ol style="list-style-type: none"> 1. Differentiate reported speech from direct speech by comparing their features and use at the text level; 2. Use direct speech and reported speech appropriately to report people's viewpoints in news articles.
Main learning activities	<ol style="list-style-type: none"> 1. Read a news article and discuss the reasons for the mixed use of direct speech and reported speech. 2. Watch a TV news report and read an extract. Then write a news article that includes people's views using direct speech and reported speech.
Teaching and learning resources	<ul style="list-style-type: none"> • Worksheet 1 (An accident in an MTR station) • Worksheet 2 (The Mong Kok riot) • Video clip: https://www.youtube.com/watch?v=21JhaIWHdM8  • PowerPoint Slides
Duration	140 minutes

Lesson procedures and estimated duration		
Duration (minutes)	Teaching and learning activities	T/L materials
50'	<p><u>Activity 1: An MTR accident</u></p> <ol style="list-style-type: none"> 1. Give students Worksheet 1. Ask them to guess what the news is about by looking at two given pictures. Ask them to read a news article about an escalator accident that happened in an MTR station. 2. Ask students what typical elements are found in newspaper articles, i.e. a summary of the incident and people's viewpoints. Draw students' attention to the use of both direct speech and reported speech. 3. Students identify all the reported speech and direct speech used in the text. 4. Introduce the reasons for occasional use of direct speech. (Refer to the PowerPoint slides for suggested answers.) 5. Ask students to rewrite some sentences taken from the news article from indirect speech to direct speech. Discuss why the indirect speech is used in the article. 6. Students discuss whether it is appropriate to use direct speech all the time. The teacher introduces the reasons for using reported speech in news reports. (Refer to the PowerPoint slides for suggested answers.) 7. Discuss the reason for not changing the verb tense in the sentence "She said the rail operator <u>carries</u> out thorough checks on its escalators annually, and routine checks every two weeks". 8. Summarise with students the use of both reported speech and direct speech in news articles and the reasons behind such choices. 	PowerPoint Slides; Worksheet 1

90'	<p><u>Activity 2: The Mong Kok riot</u></p> <ol style="list-style-type: none"> 9. Students look at some key words taken from a news report on the Mong Kok incident. Ask students to guess what the news story is about. 10. Students read an article about the news, and answer a few guiding questions. 11. Play a video clip about the Mong Kok riot. Students take notes and answer the guiding questions. 12. Play the video clip again (but stop it where appropriate). Work with the class together. Demonstrate how to change direct speech into reported speech. Remind students of the need to change the verb tense, pronouns and rephrase some of the words wherever necessary. 13. Go through some people's comments about the incident. Students decide which viewpoints to be included and reported in the writing task. 14. In pairs, students write a news article that includes a summary of the incident and reports people's comments using reported speech and direct speech. 15. Students share their news reports with the class. The teacher and students provide feedback on whether the direct speech and reported speech are appropriately used. 16. Summarise with students what they have learned about using direct speech and reported speech in news articles. 	<p>PowerPoint Slides; Worksheet 2</p> <p>YouTube video https://www.youtube.com/watch?v=21JhaIWHdM8 (00:30 – 02:34)</p>
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