Cambridge Assessment International Education

Teaching Pack
Punctuation of direct speech

Cambridge IGCSE™ / IGCSE (9–1)
First Language English



Version 2

Cambridge Pathway

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Introduction: Punctuation of direct speech

This *Teaching Pack* focuses on supporting learners to understand the rules for punctuating direct speech. This pack can be used to support learners in Paper 2 (Directed Writing and Composition) and Component 3 (Coursework Portfolio) especially Assignment 3 (Narrative Writing).

The lesson presented here is designed for learners who are familiar with the basic conventions for using speech in their writing. They should be familiar with the terms ‘speech marks’ and ‘inverted commas’ and be able to use these interchangeably when discussing speech punctuation. They should also be familiar with using these in writing. It would be useful if, before this lesson, learners could recap speech punctuation.

This pack aims to help learners to understand how to punctuate and structure dialogue in their writing and also to identify the difference between direct and reported speech.

In this *Teaching Pack* we have suggested resources you may like to use as well as some worksheets and teacher notes to print off and use in the classroom with your learners.

Lesson plan

Resources	• Cards for card sort activity • **Worksheet 1**: Direct and reported speech • Sound recording devices • **Worksheet 2:** Creating a conversation • **Worksheet 3**: Plenary quiz

Learning objectives	By the end of the lesson learners will be able to: • demonstrate understanding of how to punctuate direct speech • identify the differences between direct and reported speech

Timings	Activity
5 min	**Starter / Introduction** Write the acronym TIPTOP on the board. Ask learners what feature of writing they think that this relates to (paragraphs). Ask learners to work out what they think each letter stands for: Time, Person, Topic, Place. Tell learners that today we will be focusing on Person, especially focusing on how there needs to be a new paragraph or line every time a person says something new.
10 min	**Task**: Put learners into pairs or in small groups of 3 or 4 and distribute Worksheet 1 (this could be cut up already or you could ask learners to do this in lesson time). Learners need to find the cards: 'Direct Speech' and 'Reported Speech' and place these at opposite sides of the desk. Under the 'Direct Speech' card, learners match the cards which list **features** of direct speech *plus* the cards which contain **examples** of Direct Speech. Under the 'Reported Speech' card, they match the cards which list the **features** of Reported Speech *plus* the cards which contain **examples** of Reported Speech. *Uses exactly the words said* *Does not quote exactly the words said* *Needs speech marks (also known as inverted commas)* *Arman refused to wash the dishes, claiming he was far too busy to help.* *"I can't possibly wash the dishes", said Arman, "I'm far too busy to help".* *Does not need speech marks (also known as inverted commas)* *Used in scripts and plays* *Sometimes used in newspaper reports* *Direct Speech* *Reported Speech* *Mr Brown told the men to work faster.* *"Work faster!", shouted Mr Brown at the men in front of him.* *Dana exclaimed that the cake was the best she'd ever tasted.* *"This is the best cake I've ever tasted," exclaimed Dana.*
5 min	**Mini plenary**: read **Exercise 1** on Worksheet 2. Learners re-write the speech, either in pairs or as a class on the board to use the correct speech punctuation and structure.

Timings	Activity
	**Main lesson** **Task**: Worksheet 2, **Exercise 2**. In pairs, learners create a role play conversation for one of the scenarios below. You could either allocate conversations to learners or allow them to choose their own. **Conversation role play choices** A. **Two characters: a teenager; the teenager's father** A teenager has done something his/her father strongly disapproves of. The father thinks a punishment would be appropriate; the teenager does not. B. **Two characters: 1st alien; 2nd alien** Two aliens are trying to decide whether or not it would be worth invading Earth. C. **Two characters: 1st sports fan; 2nd sports fan** Two sports fans talk about the best moments of the match/game they watched last night, live or on television. D. **Two characters: a teenager; the teenager's mother** A teenager and his/her mother discuss what the teenager's future should be after leaving school (for example, university or a job?). Learners plan their conversation, using the mind map on Worksheet 2 to do this. After learners have practised their speech they could perform this to the class who give feedback about what they enjoyed about the speech and what could have been improved. Next, learners individually write their speech, paying attention to their punctuation and making sure that they use a new line for each time someone new speaks.
	**Plenary** Do the quiz on Worksheet 3 with learners to recap their learning. This could be done individually, with learners responding using mini whiteboards, or learners could do this in teams or as a whole class.

Teacher's notes

Key words / concepts you could highlight during the lesson, or have pre-taught before the lesson:

- inverted commas / speech marks
- physical shape of speech marks: learners should think of the shape as 66…99 "…"

Starter

The Acronym TIPTOP is a useful way to teach how to structure paragraphs and when learners should use a new paragraph. Before this lesson, you should have cut out the cards for direct speech and reported speech. Learners should then match the cards to the correct features and examples to show that they understand the differences between the two. We have provided the answers below.

Answers to card sort

Direct speech

Uses exactly the words said
Needs speech marks (also known as inverted commas)
Used in scripts and plays
"Work faster!", shouted Mr Brown at the men in front of him.
"I can't possibly wash the dishes", said Arman, "I'm far too busy to help".
"This is the best cake I've ever tasted," exclaimed Dana.

Reported speech

Does not quote exactly the words said
Does not need speech marks (also known as inverted commas)
Sometimes used in newspaper reports
Mr Brown told the men to work faster.
Arman refused to wash the dishes, claiming he was far too busy to help.
Dana exclaimed that the cake was the best she'd ever tasted.

Mini- plenary

The mini-plenary in the starter activity is Exercise 1 on **Worksheet 1** where learners need to punctuate this dialogue correctly. You could ask learners to rewrite this conversation or they could simply insert the punctuation and symbols to indicate where they would put the writing on a new line.

Answers to Worksheet 1, Exercise 1

"We're in an awful situation," Tom moaned.
"I agree," said Alice. "But I know of someone who may be able to help us."
"Who is it?" Tom asked eagerly.
"I'm not sure I can tell you," Alice replied.
"You can trust me," said Tom. "I'll be really careful."
"Stay quiet and let me think," Alice ordered.

Teacher's notes – *continued*

Main Lesson

In this activity, learners should work in pairs to create a conversation between the two characters. Learners could use some of the activities and techniques in the *Character Based Oracy Teaching Pack* to develop how they express their characters' thoughts and feelings.

Answers to Worksheet 2

1. Start a new line
2. A comma
3. After the question mark
4. 66 and 99
5. After the exclamation mark

Lesson resources

Worksheet 1: Direct and reported speech

Worksheet 2: Creating a conversation

Worksheet 3: Plenary quiz

Worksheet 1: Direct and reported speech



Direct Speech	Dana exclaimed that the cake was the best she'd ever tasted.	Does not need speech marks (also known as inverted commas)
Uses exactly the words said	Does not quote exactly the words said	Needs speech marks (also known as inverted commas)
"Work faster!", shouted Mr Brown at the men in front of him.	Mr Brown told the men to work faster	"This is the best cake I've ever tasted," exclaimed Dana.
Reported Speech	Sometimes used in newspaper reports	Arman refused to wash the dishes, claiming he was far too busy to help.
"I can't possibly wash the dishes", said Arman, "I'm far too busy to help".	Used in scripts and plays	

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Worksheet 2: Creating a conversation

Preparation for writing: role play

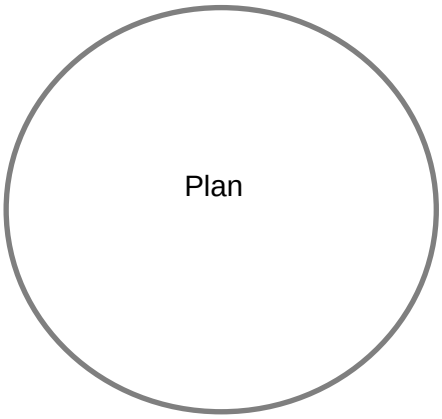
Exercise 1

Rewrite the conversation below, using the correct punctuation and structure for direct speech. Remember that each new speaker goes on a new line.

We're in an awful situation Tom moaned. I agree said Alice, but I know of someone who may be able to help us. Who is it? Tom asked eagerly. I'm not sure I can tell you, Alice replied. You can trust me, said Tom. I'll be really careful. Stay quiet and let me think, Alice ordered.

Exercise 2

A. Using the conversation prompt that you have been given in pairs, you should spend some time planning a role play of about 1 minute. You might find it helpful to record your conversation. Use the space below to mind map some ideas about language, vocabulary, emotions, body language that you might want to use.



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Worksheet 2: Creating a conversation – *continued*

B. Now that you've role played the conversation, you need to work on your own. If you recorded your conversation listen back to it. Write out your conversation as dialogue in a story. Use the word bank below to replace the word 'said.' This will make your writing as interesting as possible.

yelled shouted shrieked laughed muttered murmured snorted spluttered exclaimed cooed called snarled snapped whispered exploded explained repeated

Extension activity:

Turn your conversation, or the conversation between Alice and Tom, from Direct Speech into Reported Speech. Be careful, you may need to move words around and change your tense.

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Worksheet 3: Plenary quiz

1. What punctuation do you use to show there is a new speaker?

……

2. What punctuation mark follows the words *he said*, *she said* or their equivalent?

……

3. If there is a question mark at the end of the words spoken, where do the closing speech marks go?

……

4. What are the two numbers we use to remember what speech marks look like?

……

5. If there is an exclamation mark at the end of the words spoken, where do the closing speech marks go?

……

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