



Direct speech, mood and characterisation (NLS Y7) (speechrdu)

KS3> Skills > Sentence level work ~ grammar and punctuation > Direct speech, mood and characterisation (NLS Y7) (speechrdu)

How it works	Using parts of an adaptation of <i>Oliver Twist</i> , less able students improve their handling and understanding of direct speech.
Try this!	<p>This is a very meaty lesson. In fact, each of its sections can be unpacked into a whole lesson. The starter is well worth spending some time on as the result might be that students will finally be able to punctuate direct speech correctly. The problem that struggling students always have is that they don't seem to find it easy to differentiate what is <i>said</i> (e.g. "are you coming out tonight?") from its 'tag' (e.g. "she asked"). At the end of the starter, get the students holding the speech cards to speak the speech in relay. Have the punctuation mark holders <i>mime</i> their punctuation. Ask those holding the tag card(s) to non-verbally represent the <i>mood</i> the tag suggests. For example, 'she replied angrily' might be represented by a tossing of the head and a stamping of the foot. The idea to get across is that in a story only the words between the speech marks are actually 'heard'.</p> <p>In section B of the main part of the lesson it is worth doing some work without speech tags at all by working with a script of part of the novel. You can easily create this for yourself by lifting the dialogue out of an appropriate section of <i>Oliver Twist</i>. For example, you could use Oliver's introduction to the undertaker towards the end of chapter 4. Find it here: http://www.enotes.com/oliver-twist-text/chapter-iv . There are ready-made script fragments here:</p> <p>http://www.havescripts.com/script_Oliver-Twist.htm and here: http://www.filmeducation.org/olivertwist/activities/scene.pdf .</p> <p>When students have had a go at acting out the script, ask them to suggest how each line should be said – in other words, what advice would they give to the actor? Now model for students how these lines would appear in a novel with their 'tags' to show how they would be said.</p> <p>Final tip: occasionally ask students to read aloud from the novel, but allow them to prepare their section before the reading begins. In their preparation get students to pay particular attention to the speech tags and what these suggest about how any dialogue should be read aloud.</p>
	Richard Durant

Year 7 (low ability): Direct Speech and its contribution to mood and characterisation

<p>OBJECTIVES:</p> <p>SL7 use speech punctuation accurately to integrate speech into larger sentences</p> <p>TLR12 comment, using appropriate terminology, on how writers convey character and mood through word choice</p>	<p>RESOURCES:</p> <ul style="list-style-type: none"> • OHP and OHP pens • OHTs of two parts of the text, <i>Oliver Twist</i> Intermediate level, Heinemann • 1 mini-wipeboard per pair + pens & wipers • A4 cards (see starter)
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STARTER: (10minutes)

- set the objective: "we are going to learn how to punctuate speech properly"
- ask class for rules for speech punctuation and write an example on the board
- divide a line of dialogue and its 'tag' (e.g. "Sarah yelled" into its units including punctuation marks). Write these units on separate A4 cards. Distribute them randomly to volunteers.
- now ask a volunteer pupil to arrange her classmates so that the line of dialogue and its punctuation is in the right order. Tip: make the message daft to make the occasion more memorable
- repeat with new messages, new volunteers, then return to the objective to secure

MAIN/ DEVELOPMENT:

(A) (10 minutes)

- set the second objective: "how can 'speech tags' show character and mood"?
- show first part of chapter 5 on OHT. *Model* identifying the 'tags' that show us how a character spoke ("said", "asked", etc).
- *share*: draw class into identifying the next couple of 'tags'. Draw attention to use of adverb "sadly" after "the girl replied"
- On mini-wipeboards, pairs list the rest of the tags. Tell pupils there are 8 after "replied sadly".
- after four minutes, ask volunteers to come up and mark the OHT. Ask a volunteer to act out the line "Yes, sir," Oliver replied, *shaking with fear*
- return to the objective: why does the writer use a variety of tags?

(B) (10 minutes)

- draw pupils' attention to the 'missing' section of dialogue while Nancy takes Oliver to the "house in Bethnal Green"
- thought flood with the class what each character might be feeling and then the sorts of things they might say to each other
- now ask pairs to improvise a brief dialogue between the characters - a minimum of two 'turns' per character. *Model* this. Pupils should use their wipeboards to record their dialogue.
- ask volunteers to perform their dialogue. Ask other pupils to suggest how the characters are evidently feeling. Point out that in fiction the author has to tag the dialogue to show who is speaking and how. Re-model your original example, but 'tagging' each turn appropriately
- now ask pupils to exchange wipeboards and add appropriate tags

PLENARY: (10minutes)

- hear some examples. Invite improvements from pupils.
- return to the objective: what have we learnt?
- now show OHT of part of p.23 with the tags omitted
- ask class about the mood of this scene and the feelings of the characters.
- what appropriate tags could we put into the gaps? Take suggestions and mark them on the OHT
- what have we learnt? Congratulate the class. Suggest they try tagging each other's turns for the rest of the day!

Sikes dragged Oliver roughly along the narrow streets. The dog followed, growling loudly. In a short time, Oliver was back with Fagin. Fagin was delighted.

"I'm pleased to see you again," Fagin _____ .

"You're looking very well, Oliver, my dear."

"And look at his clothes - all new!" Charley

_____.

"We'll look after them for you, Oliver," Fagin

_____. "They're too good to wear here!"

The Dodger was quietly taking things out of Oliver's pockets. He held up the five-pound note.

"What's that? Money? That's mine!" Sikes

_____.

"No, no, Bill, my dear. You have the books," Fagin

_____.

"If I don't get the money I'll take the boy back,"

Sikes _____.

In the evening, Fagin came back carrying a pair of strong shoes.

"Put these on, Oliver, my dear," the old man said.

"Where am I going?" Oliver asked.

"Bill has a little job for you. Nancy will take you there."

It was evening when Nancy arrived.

"Must I go with you?" Oliver whispered.

"Yes, Oliver. Come along," the girl replied sadly.

Without looking at Fagin, Nancy took hold of Oliver's hand. Soon they were walking through the dark, crowded streets. They reached a house in Bethnal Green.

"Be quiet and you won't be hurt," Nancy said. "Bill Sikes is a cruel man. He often beats me! I'll try to help you soon, but I can't help you now."

Bill Sikes was waiting for them in the house.

"Did the boy come quietly?" he asked.

"Very quietly," Nancy answered.

"I'm pleased to hear it," Sikes replied. "Come here, boy. I've got something to show you."

The man picked up a gun. "You know what this is, don't you?" Sikes asked. Oliver nodded his head. "Yes, it's a gun and it's loaded," Sikes went on. He pointed the gun at the boy's head. "If you speak one word when we're out - I'll shoot you," Sikes said. "Do you understand?"

"Yes, sir," Oliver replied, shaking with fear.

"Right, then. Now, Nancy, my girl, bring us our supper. The boy and I must get up early tomorrow morning."