ENGLISH

Lesson 11

Year 4

Topic: Language in literary recounts

Analysing language and speech in a literary historical description

Today you will:

- understand how to identify language features and different types of speech in a literary historical recount.

Resources

Find and prepare

Sheet 2 — Historical description of convict Thomas Richardson (from previous fortnight)

Exercise book

Key terms

adverbs, audience, cohesive devices, direct speech, facts, indirect speech, language features, nouns, noun groups, perspective, prepositional phrases, reported speech, verbs, verb groups

For definitions and explanations of terms, please see the Glossary.

Lesson

In this lesson, you will look at the language features used in the historical description of convict Thomas Richardson. You will also revise the different ways of writing speech.



Read a section of a literary historical description

1. Open **Sheet 2 —** Historical description of convict Thomas Richardson. Read the text and answer the following questions.

   a. What is being described in this text?

   b. How is this recount similar to other recounts you have studied? For example, the journal entries of the officer on board the *Friendship,* or Chapter 3 of the literary recount, *Eliza Bird, child convict*. Think about other recounts and use the table below to compare the following:

audience and purpose	
events	
perspective	
language features	

List language features in extract of text

2. Re-read **Sheet 2** and complete the following table.

   a.

	Language features that tell us about Thomas Richardson	
	First paragraph	**Second paragraph**
verb / verb groups	• was raised	• disembarked
noun groups	• Thomas's time on the ship	• the tall ship
adverbs, prepositional phrases	• up to the top deck	
cohesive devices (including pronouns and text connectives)	• then	• as

	Language features that tell us about Thomas Richardson	
	First paragraph	**Second paragraph**
direct speech or thoughts		

b. Explain how these language features describe Thomas Richardson's changing feelings about what was happening.

c. What effect does this change of language have on the reader?

3. Think about why the author used these language choices to develop the character and plot.

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Examine different ways of writing direct and reported speech

4. Review the different ways of recording speech.

> **Direct speech** is what is actually said by a person.
>
> Direct speech uses quotation marks, ‘ ’ to show what the character has said. You must always have a punctuation mark before the quotation marks are closed. You will see that there is a comma in the following example sentence, just before the quotation marks close.
>
> For example: *‘Do your daily reading,’ the teacher said.*
>
> You would also use a comma if the speech continued but was interrupted by other text.
>
> For example *‘Don’t forget,’ said the teacher, ‘to do your daily reading.’*
>
> **Reported speech** is when another person (sometimes a narrator) is stating what someone else has said. Verbs are used to signal reported speech.
>
> For example: *The teacher told me to do my daily reading.*

5. Read the following section of text from **Sheet 2**.

> ‘I know that as long as I do what I am asked, I will be all right,’
> he thought to himself.

a. This speech is:

- ☐ direct speech
- ☐ reported speech.

b. Turn the sentence around so that the name of the person speaking is at the beginning of the sentence. Change the sentence so that it contains reported speech. Write the new sentence with reported speech in the space provided.

c. Think about the differences between a sentence with direct speech and one with reported speech.

Note

Keep **Sheet 2** in a safe place to be used in future lessons.

Reading

Remember to complete your daily reading. You can read when you first wake up, during free time or at bedtime. You can read texts of any type but you might like to read some recounts set in the past as you complete this unit.

At the end of your daily reading time, reflect upon:

- your enjoyment level
- interesting points about your reading and the text.