

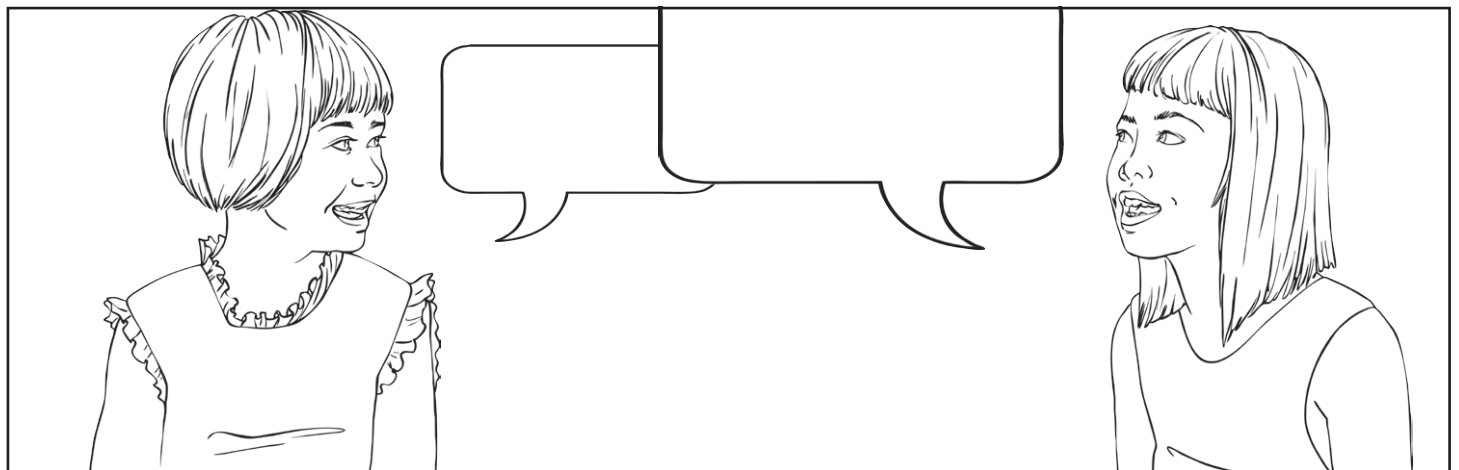
Consolidating Speech and Action

Part A

1. In this activity, you will be revising features of speech mixed with action.
2. Find pages 79-80 in a copy of the book. Using different coloured highlighters, underlining or ringing, highlight these features of the text (indicate on this key, which colour or marking matches which feature):

Feature	Marking/colour
The words spoken by the characters.	
Inverted commas	
Commas used after speech	
Commas used after the reporting clause	
Reporting clause	
Small action during or after speech	
An -ing verb form (e.g. putting)	

Can you collect all the synonyms for 'said' that are used in the reporting clauses on these two pages? Write down all the 'said' words (including 'said') however many times they appear (e.g. if they appear twice, write the word down twice). What do you notice?



Most of the sentences work in a similar way to this one:

Can you write four sentences in the same pattern as this one, with the same features?

inverted commas reporting clause -ing verb small, insignificant action

“Hold onto me, honey,” said Mum, putting one hand on my arm and her arm under mine.

Comma used after speech comma used after reporting clause

Consolidating Speech and Action


Now write a short scene where a young child has injured themselves in the playground and you and a friend go to help them. Use as many of the 'speech-action' sentences as you can to show how helpful you and your friend are and how upset the young child is. Remember, you need to set the scene first, before you start on the 'speech-action'. Check out how R J Palacio does it on page 79, paragraph 2. Use the **Alternatives Words for 'Said' Cards** to vary your vocabulary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Plan B

In this activity, you will revise inferring characters' thoughts, feelings and personality from their actions.

Copy the pieces of short action that follow the speech on pages 79-80 into the first column of the table. In the second column, write what you think these actions tell the reader about the character at the time. The first one is done for you.

Short action (-ing & as phrases)	What they tell the reader about the character
<i>coming over to hug me</i> 	<i>Mom wants to comfort August straight away. She can see he's upset and needs a hug. She also maybe shows that she needs to give him a hug for herself – she's always worried about things going badly for him.</i>

Consolidating Speech and Action

Using pages 79-80 and the guide below as models, write a short narrative extract from a love story that includes the following features:

- A variety of reporting clauses, use the **Alternatives Words for 'Said' Cards**.
- Short speech.
- Selections of short action following speech that reveal how the character feels (using '-ing' and 'as' phrases).
- All the features of punctuation below (inverted commas and commas used correctly).
- A variety of paragraphs as used on pages 79-80 (note that not all are speech paragraphs, p. 79 paragraphs 1 and 2 set the scene with no speech at all).

Remember to check your work thoroughly to ensure you've met the criteria above. A good writer will edit and make changes to their work at least three times.

inverted commas

reporting clause

-ing verb

small, insignificant action

"Hold onto me, honey,"

said Mum,

putting

one hand on my arm and her arm under mine.

Comma used after speech

comma used after reporting clause

Notice the second to last paragraph on page 80. In this speech, there is no reporting clause and no accompanying action. In fact, the speech is almost (but not quite) like reported speech. Edit or add to your love story narrative passage to include two similar speech constructions without reporting clauses or accompanying action – this should add variety and interest to your writing.

Read the work of a partner and give them advice on varying their paragraphs and sentences to include a range of speech structures.

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Consolidating Speech and Action **Answers**

Part A

Can you collect all the synonyms for 'said' that are used in the reporting clauses on these two pages? Write down all the 'said' words (including 'said') however many times they appear (e.g. if they appear twice, write the word down twice). What do you notice?

Asked, whispered, answered, mumbled, said x6. Said is used a lot but it's mixed up with some other synonyms and action to give variety.

Can you write four sentences in the same pattern as this one, with the same features?

Answers will vary.

Part B

Example Answers:

Short action (-ing & as phrases)	What they tell the reader about the character
<i>automatically putting her hand on my forehead to check for my temperature</i>	<i>Answers around Mum's involvement with the medical treatment August has had.</i>
<i>looking at me with very nice eyes</i>	<i>Nurse is nice.</i>
<i>looking worried</i>	<i>Answers around Mom's concern or suspicion it might be some other reason connected with school.</i>
<i>her eyebrows going up as she shook her head. She helped me to my feet</i>	<i>Answers around Mom's concern or exasperation about the stomach bug outbreak.</i>
<i>patting me on the back as she walked us toward the door</i>	<i>Answers around the nurse showing August that she values his face.</i>
<i>putting her hand under my chin and tilting my face up</i>	<i>Answers around Mom's concern or exasperation about the stomach bug outbreak.</i>