



## Expansion Activities

Understanding and Using English Grammar, 3rd Edition

### Chapter 12: Reported Speech Forms in Noun Clauses

#### Activity: Message Relay

**Materials needed:** One or two short written dialogues for each group of six students, a place for the re-creators to write -- preferably a board, poster board, or butcher paper.



**Description:** The whole class will be moving at once with this challenging activity.

Divide the class into groups of six. In each group, two students are the *conversers*, two are the *messengers*, and two are the *re-creators*. The conversers are at the back of the class, and the re-creators are at the board. The messengers will run back and forth between the two groups.

The conversers perform a short dialogue. Some sample dialogues are below. They have a variety of tenses and modals in order to practice the skills needed for reported speech, yet are short enough to be read or memorized with ease.

The messengers eavesdrop on the conversers. Their job is to use reported speech to relay the conversation to the re-creators. The messengers should listen at least twice to the conversers, then go across the room to the re-creators and tell them what they overheard, using reported speech. Messengers shouldn't write anything down.

The re-creators can jot down what the messengers say on the board. If the messengers forget or aren't sure, they need to run back to the conversers to listen again. The rule for conversers is that they cannot simply repeat a single line of the dialogue or show the messenger a written page. They must repeat the entire dialogue each time.

The re-creators then need to transform the reported speech into direct speech, trying to accurately write the original conversation on the board. The messenger students cannot write anything down. They have to rely on listening skills, and they should relay back and forth across the room as often as needed to remember the dialogue.

When the first conversation relay and re-creation is complete, the conversers should go up to the front of the room with the re-creators, and perform their dialogue again, comparing it to the re-creation. Then, students switch roles within the team and do another dialogue.

**Note:** If your classroom or your group of students is small, take precautions so the *re-creators* don't easily overhear the original dialogue across the room. If you have a large room, but a small group of students, there might not be enough distracting noise. You can place the conversers outside the classroom, and the messengers can go in and out of the door. If you have a small group of students, you can also use one messenger per group and/or one re-creator.



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Student 1: I think we can have the party on the 20<sup>th</sup>.

Student 2: I disagree. The 20<sup>th</sup> is bad because it's a Tuesday night.

Student 1: You're right. It will be hard for people to come in the middle of the week.

Student 2: What do you think about Saturday the 17<sup>th</sup>?

Student 1: Can I ask you a question about your family?

Student 2: Sure. What do you want to know?

Student 1: Are both your parents in South America?

Student 2: They were, but they both moved here about five weeks ago.

Student 1: Are you going to the football game on Friday night?

Student 2: No, I'm going to stay home and watch a movie.

Student 1: This will be my first football, so I'm excited about it.

Student 2: I'm sure you'll have a great time.

Student 1: Did Steve get the job he interviewed for?

Student 2: I don't know. I haven't heard.

Student 1: Are you going to ask him?

Student 2: No, I'll wait for Steve to tell me.