

REPORTED SPEECH – TRACE EFFECTS

LEVEL

Intermediate to Advanced

LANGUAGE FOCUS

Speaking, listening (primary focus); reading (secondary focus)

GOALS

Students will increase their reported speech skills through role play activities centered on the game *Trace Effects*.

MATERIALS

- Teacher: whiteboard/chalkboard, markers or chalk, computer and projector, computer lab if possible, copies of Trace Effects (online or DVD version). Copies of the Trace Effects Chapter 1 comics, which can be found in the downloads section of this webpage.
- Students: pencils or pens, notebooks or writing paper.

PREPARATION

This week's Teacher's Corner uses the video game *Trace Effects* to practice reported speech. *Trace Effects*, like other video games, requires players to solve problems using the information provided. Gathering information in *Trace Effects* requires asking questions and listening to the answers. This question and answer format makes it an effective way for students to practice reported speech.

This week's Teacher's Corner provides a series of activities centered on *Trace Effects* to help students practice reported speech. If you have never played *Trace Effects*, you can find it [here](#).

1. Read through all the materials carefully.
2. These activities are best used in a computer lab, if possible. Have students work on the computers in pairs or small groups.
3. The fourth activity is an information gap using Chapter 1 of the Trace Effects Comic book. When students are paired for the activity, one student will have the regular version of the comic and his/her partner will have a special version of the same comic. This special version will have some of the text missing. Both are included in the "Downloads" section of this week's Teacher's Corner web page.

PROCEDURES

Trace Telephone – Pairs or Small Groups

1. Before class, ensure that each computer has a set of headphones.
2. Have the students form pairs or small groups. Each pair or small group should have a computer on which to work.
3. Next, have the students go to the webpage [Trace Effects](#). If your school has DVD copies of *Trace Effects*, or the game is installed on school computers, have the students use that version.

4. Provide each student a role during gameplay: one student (the controller) should control the mouse and keyboard, while a second student (the reporter) listens to the audio in the headphones.
 - a. If playing in small groups, the third student can be the “grammar checker.” Their job is to listen to what they reporter tells the controller and check the reported speech that the reporter uses.
5. Let the groups begin a game of *Trace Effects*. The player with the headphones must communicate the responses of the other characters to their partner or group.
 - a. If playing as a whole class, have one student come to the front of the class to be the reporter. The remainder of the class can shout out/vote for what should be selected next in the dialogue chain.

Trace Telephone – Class Version

1. If a computer lab is not available, a similar activity to the one above can be conducted as a whole class.
2. In this version of the activity, one student works as the controller of the game while another student uses the headphones to listen to the audio.
3. Taking turns, students come to the front of the class and put on the headphones. The student must listen to the dialogue from the NPCs (Non-Playable Characters) and change the speech they hear to reported speech. Using reported speech, they must tell the class what they heard.
4. If the student uses reported speech successfully, they continue to be the class reporter. If the student does not use the correct reported speech, the reporter must sit down and a new student comes to the front of the class to assume the role.
 - a. Optional: When a student reports the dialogue incorrectly, they can take over controlling the game.
5. The student who correctly reports the dialogue the most number of times in a row wins!

Trace Summary – Chapter 2

Reported speech is regularly used when summarizing an event or telling a story. In this activity, students will report on the events of *Trace Effects* Chapter 2.

1. Place students into pairs or small groups. These pairs/small groups will work together to complete *Trace Effects* Chapter 2.
2. Have the students play Chapter 2 of the game.
 - a. While students play the chapter, have them take notes about the events in the game.
 - i. Encourage them to take notes on who Trace talks to and what the characters say to Trace.
 - b. If students are playing in pairs or small groups, have them take turns at the controls. This chapter of *Trace Effects* has two scenes: the farmers’ market and a high school. Students can switch turns on the controls when the scene changes.
3. Once students have completed the chapter, have them provide a summary of the chapter in the form of a story. For example:

Trace asked the woman at the tomato booth if she was Emma Fields. The woman said no and told Trace to ask the people at the corn booth.
4. Depending on the level of the students, the summary can be presented in class as a spoken activity, or students can take their notes home and write a summary to be presented in class the following day.

Trace Effects – Comic Book

This activity is best completed after students have played *Trace Effects* Chapter 1. This activity can also benefit from being conducted in a computer lab if possible.

1. Have the students form pairs of A and B.
2. Give half the students (student A) copies of the *Trace Effects* Chapter 1 – Blanks comic book included with this activity.
3. Give the other half of the class (student B) a copy of the *Trace Effects* Chapter 1 comic.
4. Instruct student A to fill in the blanks in their comic by asking student B what was said by the characters with the missing text. Student B should give the missing lines using reported speech. Student A should listen to the reported speech and convert it to direct speech and fill in the words missing in the speech bubbles. For example:

Student A



Student B



5.
 - a. Note: to extend the activity and give both students in the pair the opportunity to work with reported speech, hand out only half of the comic (pages 3-5) to the students. Then, once the pairs have completed those pages, have them switch roles and to complete the second half of the comic (pages 6-8).