

AJEEP

Quoted and Reported Speech

(Direct and Indirect Speech)

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AJEEP

Quoted and Reported Speech (Direct and Indirect Speech)

Description

Quoted and reported speech, also referred to as direct and indirect speech, are used frequently, both in writing and in everyday speech. Journalists use quoted speech in their articles, and everyone uses the odd quote when relating an interesting story. Reported speech can be found in business writing, journalistic writing, and again, in everyday speech.

This module introduces reported speech in six one-hour lessons. Each lesson has similar components: a note to the teacher, power point slides with explanations of key features, practice exercises for the student, homework exercises and an answer key.

Who should use this module?

Teachers can use this module to teach the fundamentals of direct and indirect speech, and learners of English can use it to self-study. Successful use of reported speech requires knowledge of several verb tenses in English; therefore students should be at the intermediate level before attempting the lessons in this module.
WORDY

Course Goals

Students will learn the fundamentals of quoted and reported speech in English.

Course Content Learning Objectives

After successful completion of this module, students will be able to

- L01 recognize and understand the difference between quoted and reported speech.
- L02 use correct punctuation when writing quotes.
- L03 identify what makes a good quote.
- L04 make the necessary verb tense changes required for formal reported speech.
- L05 make the necessary reference changes required for reported speech.
- L06 use reported speech for both statements and questions using correct structure and grammar.
- L07 use embedded questions correctly.
- L08 use reported speech for instructions, commands, requests and invitations.

Required Texts

No textbook is required for this module.

Lesson 1	Quoted and Reported Speech: introduction
Lesson 2	Reported Speech: changes in verb tense, pronouns and time and place reference
Lesson 3	Reported Speech: questions
Lesson 4	Embedded Questions
Lesson 5	Reported Speech: instructions, commands, requests and invitations
Lesson 6	Review and Consolidation

Glossary of Terms

Quotation Marks

Punctuation marks used to indicate that the text represents the exact words (direct speech) someone has spoken. These punctuation marks vary from language to language.

Direct Speech

The exact words someone says, set within quotation marks.

e.g. "Will you run for President in the next election?" the reporter asked Hillary Clinton.

Indirect Speech

The reporting of what someone has said, not using his or her exact words.

e.g. The reporter asked Hillary Clinton if she would run for President in the next election.

Quoted Speech

Another term for *direct speech*.

Reported Speech

Another term for *indirect speech*.

Formal Reported Speech

Formal reported speech requires that you make specific changes to verb tenses that were spoken. In general, the verbs move one step to the past. *Like* becomes *liked*; *liked* becomes *had liked*, for example. Formal reported speech is used most often in writing and sometimes in speaking.

Reporting Verbs

Verbs used to indicate quoted or reported speech. There are several reporting verbs but in journalism the most common is *say*.

e.g. A White House spokesman said Clinton would appear on CNN tomorrow.

Attribution

The identification of the source of your information, and the person being quoted.

Time and Place References

Words and phrases that refer to time and place, e.g., *yesterday*, *two weeks ago*, *here*, *there*, etc. These often need to be changed in reported speech.

Embedded Question

A question that is inside another sentence.

It can be inside a statement, e.g., I don't know when the press conference starts.

It can be inside a question, e.g., Do you know when the press conference starts?

Infinitive

The simple form of the verb preceded by *to*.

e.g., to vote, to decide, to answer

Lesson 1

Objectives

1. Students should be able to recognize and understand the difference between quoted and reported speech.
2. Students should be able to use correct punctuation when writing quotes.
3. Students should be able to identify what makes a good quote.
4. Students will become familiar with verb tense changes required for formal reported speech.

Contents

Warm-up activity
Power Point slides 1-7
Student Exercises 1 and 2
Power Point slides 8-11
Handout and exercise on verb changes
Homework Assignment

Warm-up Activity

On the board, write two column headings and label them, *Quoted Speech* and *Reported Speech*. Leave enough room to write sentences under each heading.

Ask the students some simple questions.

- How many brothers and sisters do you have?
- What are you going to do tonight?
- What did you do on the weekend?

Write the responses on the board under the Quoted Speech column.

You should have something like this.

Quoted Speech

- “I have two brothers and one sister,” Mary said.
- Pat said, “I’m going to watch a movie tonight.”
- “I visited my aunt on the weekend,” Tom said.

Indicate that what you have written on the board are the *exact* words that the students said. Tell them this is quoted speech. Don’t worry about punctuation yet. For now, focus on the difference between quoted and reported speech.

Next, you need to change all the quotes to reported speech. You can do this by asking the class, “What did Mary tell us?” etc. The students might not answer in a grammatically correct way, but you should write the correct answers on the board. You will end up with two columns that look something like this.

Quoted Speech

“I visited my aunt on the weekend,” Tom said.
Pat said, “I’m going to watch a movie tonight.”
“I have two brothers and one sister,” Mary said.

Reported Speech

Tom said he had visited her aunt on the weekend.
Pat said she was going to watch a movie tonight.
Mary told us that she has two brothers and one sister

Point out that in reported speech we “report” what someone has said. We do not use their exact words, so we do not use quotation marks.

Show the PP1 slide on quoted and reported speech for additional examples.

PP 1 Quoted and Reported Speech

Quoted Speech (Direct Speech)	Reported Speech (Indirect Speech)
“What time is the meeting?” Tom asked. Abdul replied, “It’s at 1 o’clock.” Sue asked Pat, “What did you do on Sunday?” “I visited my brother,” Pat answered.	Tom asked what time the meeting was. Abdul said that the meeting was at 1 o’clock. Sue asked Pat what she had done on Sunday. Pat said that she had visited her brother.

Notes: PP1

Quoted speech uses quotation marks and the *exact* words that a person has said. Reported speech (also called indirect speech) relates what the person said, but does not use the exact words. You often need to change verbs and pronouns to keep the original meaning.

(The students may notice that verb tenses change in reported speech. The general rule is that reported speech “backs up” one verb tense. This will be explained in further detail later in the lesson. For now it is good enough to notice that quoted and reported sentences have different structures.)

Ask the students where they might find quoted speech.

Possible answers: fiction, news articles, and casual conversation when relating a story.

Ask the students where they might find reported speech.

Possible answers: Meeting reports and summaries, daily conversations and news stories.

In other words: Both quoted and reported speech are used frequently!

PP2

Verbs Used to Quote Speech

The most common verb used for quoting speech is *say*.

A. “I will retire next year,” the manager *said*.

B. The manager *said*, “I will retire next year.”

When quoting questions, *ask* is used.

A. “Is it true you will retire this year sir?” Asif *asked*.

B. Asif *asked*, “Is it true you will retire this year, sir?”

Note that sentence types A and B are both grammatically correct.

In journalism, sentence type A, with its attribution at the end, is used almost exclusively.

PP3

Quoted Speech – Punctuation

Quotes go inside quotation marks.

“Barack Obama has won the 2012 election,” the reporter announced.

Statements use a comma before the closing quotation mark.

“I am hungry,” she said.

Questions use a question mark before the final quotation mark.

“Who do you think will win the election?” Bill asked.

PP4

Long Quotes

It is possible to break up long quotes and put the attribution in the middle of the quote.

“I won’t stop knocking on doors,” said Mayor Reed, “until I’ve got the vote of everyone in this community.”

*Note that *until* is not capitalized because it does not begin a new sentence; it is the continuation of the sentence that starts before the attribution.

PP5

Long Quotes, (cont’d)

Very long quotes are often written with the attribution at the beginning. In this case, a colon precedes the quotation.

The Canadian Prime Minister announced today: “We have decided to allow Emirates Airlines ten more landing slots at Toronto International Airport. This, we hope, will help settle a three-year dispute over Canadian visas for Dubai.”

So far, we’ve looked at the structure and punctuation of quotations, but what about the content? What makes a good quote? How do you decide what to use as a quote and what to write as reported speech?

PP6

To Quote or Not to Quote?

Quoted speech can add color and liveliness to your writing if used wisely.

Use quotes when someone says something notable.

A good quote might

- reveal something about a person's character

- have emotional impact

- say something unusual or in an unusual way

Do not use it to quote facts (as we did in our former examples!)

Show PP7 and discuss with the class. The second and last quotes are the best.

PP7

Choosing Quotes

The city of York has just announced it will open a children's park in a neighborhood that has no public parks. Which of the following would make good quotes?

The mayor: "I am proud to announce that a new children's park will be built in the Sutter neighborhood."

The mayor: "I made a promise to improve your lives. Whose lives are better to start with than those of our children?"

The city planner: "The new park is a result of several months of research and planning."

Penny White, resident: "I don't know who is more excited – me or my children!"

Student Practice Exercises 1 and 2

At this point, have the students do exercises 1 and 2 to consolidate what they have learned so far. Correct together in the class. Answers are on the last page of this lesson.

Practice Exercise 1 Identifying Quoted and Reported Speech

Read the following paragraph and underline all instances of reported speech. Circle any quoted speech.

Maria recently returned from a conference in Dubai and told her colleagues about her trip there. She said that the architecture of Dubai was fascinating, with many new buildings of glass and steel. Of course, she also saw the Burj Khalifa, the world's tallest building. Some of her friends went up to the top, but Maria said she didn't because she has a fear of heights. "I don't even like being on a second-story balcony, so the Burj Khalifa was definitely out of the question for me!" Maria said that there were many shopping centers in Dubai, but that they were expensive. The weather was "unbelievably hot." On her last night in Dubai, Maria and her friends went on a dinner cruise on a small boat in the harbor. There was music and great food, and they could see the lights of the city as the boat cruised through the harbor. "It was the perfect ending to two weeks in Dubai," she said.

Practice Exercise 2

Punctuation for Quoted Speech

Correct the errors in the following sentences.

1. “Tomorrow’s weather will be mostly sunny with a chance of afternoon showers.”
the weatherman announced.
2. The instructor said: “absolutely no laptop usage during lecture time.”
3. “Can we postpone the test until Monday”? the students asked.
4. “All new students must go to the student center to get their new ID card said the instructor. You must do this before you can get a library card.”
5. “There will be no tuition increase this year, ” said the president. In fact, there will be no tuition increase for the next 3 years.”

Reported Speech

Now that we have talked about quoted speech, we’ll talk in more detail about reported speech, which is considerably more complicated.

PP8

Verbs Used to Report Speech

The most common reporting verbs are *say* and *tell*.
In journalism, *say* is used almost exclusively.

PP9

Using Say and Tell to Report Speech

After *say*, you need a noun clause, which may be introduced by *that*.

Quoted: *“I will be late for the meeting,” Tom said.*
Reported: *Tom said (that) he would be late for the meeting.*

After *tell*, you need an object + noun clause.

Reported: *Tom told us (that) he would be late for the meeting.*

Notes: PP9

Using *say*: A noun clause follows *say*. *That* is optional and is often omitted in conversational English.

Using *tell*: An object + noun clause follows *tell*. In other words, you must answer the question, “told who?” Again, *that* is optional.

PP10

Reported Speech in Journalism

In print journalism, **say** is commonly used in the past tense to report speech.

Quoted

“I will run for re-election this year,” said Mayor Reed.

Reported

*Mayor Reed **said** (that) he would run for re-election this year.*

In broadcast journalism, **say** is often used in the present tense to report speech.

*Mayor Reed **says** that he will run for re-election this year.*

Note that when the reporting verb is in the present tense, as in the last example, verb tense changes are not required in reported speech.

PP11

Although say and tell are the most common reporting verbs, several others are possible.

Other Reporting Verbs

For Statements

Added

Announced

Commented

Explained

Remarked

Stated

For Questions

Asked

Inquired

Wanted to know

Wondered

Verb Tense Changes in Reported Speech

When reporting speech, grammatical changes must often be made in order to keep the original meaning of what was said. The most common changes occur in verb tenses, pronouns and adjectives of place and time. In this lesson we will introduce verb tense changes, and in the next lesson we will continue with the other changes. Verb tense changes are especially important in writing, where *formal reported speech* is used (See chart below). In conversational English, speakers do not always make verb changes when reporting speech.

You should go over this chart with the students. Ask them what they notice about the changes in verb tenses for reported speech. Point out that in formal reported speech, the tenses go back in time one tense. For example, “study” becomes “studied” and “studied” becomes “had studied.” In conversational or immediate reporting, the verb tenses do not change. Formal reported speech is the most challenging, so we will place our efforts here.

Have the students do the practice exercise below the chart in class and correct it together. Answers are in parenthesis. You can find the student handout at the end of this lesson.

Verb Tense Changes in Reported Speech

Quoted Speech	Reported Speech (formal or later reporting)	Reported Speech (conversational or immediate reporting)
Sue said, “I study English.”	Sue said she studied English.	Sue said she studies English.
Sue said, “I am studying English.”	Sue said she was studying English.	Sue said she is studying English.
Sue said, “I studied English.”	Sue said she had studied English.	Sue said she studied English.
Sue said, “I have studied English.”	Sue said she had studied English.	Sue said she has studied English.
Sue said, “I am going to study English.”	Sue said she was going to study English.	Sue said she is going to study English.
Sue said, “I will study English.”	Sue said she would study English.	Sue said she will study English.
Sue said, “I can study English.”	Sue said she could study English.	Sue said she can study English.

Exercise 1

Complete the following sentences using the verb tenses for formal reported speech.

- Maria asked, “Can you meet me at Lee’s Sandwich shop today?”
 Maria asked if I _____ meet her at Lee’s Sandwich shop today. (could)
- Susan said, “The food is very delicious there.”
 Susan said the food _____ very delicious there. (was)
- Mark said, “I am going to ride my bike to work today.”
 Mark said he _____ to ride his bike to work today. (was going)
- Janice said, “I have been to Dubai several times.”
 Janice said she _____ to Dubai several times. (had been)

5. Hani said, "I forgot to call my mother."
 Hani said he _____ to call his mother. (had forgotten)

6. Karine said, "I can teach you how to edit video."
 Karine said she _____ me how to edit video. (could teach)

7. Michael said, "I want to visit Cairo one day."
 Michael said he _____ to visit Cairo one day. (wanted)

8. Bob's boss said, "The meeting starts at 2:00."
 Bob's boss said the meeting _____ at 2:00. (starte)

9. The mechanic said, "I'm sorry, but I won't be able to fix your car today."
 The mechanic said he _____ sorry, but he _____ be able to fix my car
 today. (was) (wouldn't)

10. Sue said, "I've already seen that movie."
 Sue said she _____ already seen that movie. (had)

Homework

After you have gone over the answers, give the students the homework handout and ask them to complete it for the next class.

Practice Exercise 1 Identifying Quoted and Reported Speech

Read the following paragraph and underline all instances of reported speech. Circle any quoted speech.

Maria recently returned from a conference in Dubai and told her colleagues about her trip there. She said that the architecture of Dubai was really fascinating, with many new buildings of glass and steel. Of course, she also saw the Burj Khalifa, the world's tallest building. Some of her friends went up to the top, but Maria said she didn't because she has a fear of heights. "I don't even like being on a second-story balcony, so the Burj Khalifa was definitely out of the question for me!" Maria said that there were many shopping centers in Dubai, but that they were expensive. The weather was "unbelievably hot." On her last night in Dubai, Maria and her friends went on a dinner cruise on a small boat in the harbor. There was music and great food, and they could see the lights of the city as the boat cruised through the harbor. "It was the perfect ending to two weeks in Dubai," she said.

Practice Exercise 2 Punctuation for Quoted Speech

Correct the errors in the following sentences.

1. "Tomorrow's weather will be mostly sunny with a chance of afternoon showers." the weatherman announced.
2. The instructor said: "absolutely no laptop usage during lecture time."
3. "Can we postpone the test until Monday"? the students asked.
4. "All new students must go to the student center to get their new ID card said the instructor. You must do this before you can get a library card."
5. "There will be no tuition increase this year, " said the president. In fact, there will be no tuition increase for the next 3 years."

Verb Tense Changes in Reported Speech

Quoted Speech	Reported Speech (formal or later reporting)	Reported Speech (conversational or immediate reporting)
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Sue said, "I am studying English."	Sue said she was studying English.	Sue said she is studying English.
Sue said, "I studied English."	Sue said she had studied English.	Sue said she studied English.
Sue said, "I have studied English."	Sue said she had studied English.	Sue said she has studied English.
Sue said, "I am going to study English."	Sue said she was going to study English.	Sue said she is going to study English.
Sue said, "I will study English."	Sue said she would study English.	Sue said she will study English.
Sue said, "I can study English."	Sue said she could study English.	Sue said she can study English.

Exercise 1

Complete the following sentences using the verb tenses for formal reported speech.

1. Maria asked, "Can you meet me at Lee's Sandwich shop today?"
 Maria asked if I _____ meet her at Lee's Sandwich shop today.
2. Susan said, "The food is very delicious there."
 Susan said the food _____ very delicious there.
3. Mark said, "I am going to ride my bike to work today."
 Mark said he _____ to ride his bike to work today.
4. Janice said, "I have been to Dubai several times."
 Janice said she _____ to Dubai several times.
5. Hani said, "I forgot to call my mother."
 Hani said he _____ to call his mother.
6. Karine said, "I can teach you how to edit video."
 Karine said she _____ me how to edit video.
7. Michael said, "I want to visit Cairo one day."
 Michael said he _____ to visit Cairo one day.
8. Bob's boss said, "The meeting starts at 2:00."
 Bob's boss said the meeting _____ at 2:00.
9. The mechanic said, "I'm sorry, but I won't be able to fix your car today."
 The mechanic said he _____ sorry, but he _____ be able to fix my car today.
10. Sue said, "I've already seen that movie."
 Sue said she _____ already seen that movie.

Homework Exercises

A. *Read the following conversation between a teacher, Ms. Blixen, and her student, Talal. Add punctuation to their quoted speech.*

(Teacher) Talal, I wonder if you could help me out with something Ms. Blixen said.

(Talal) I'll try said Talal. What do you need?

(Teacher) I'm looking for someone to help a friend. She needs something translated from Arabic. It's not very long Ms. Blixen said. Do you think you could help her she asked.

(Talal) Sure, no problem. Just ask her to send the document to my email address said Talal.

(Teacher) Thanks so much, Talal said Ms. Blixen. My friend will be very happy.

B. Effective Quotes

Imagine you are writing a story about job layoffs at a local factory. Which of the following statements do you think would make good quotes? Why? Which ones are weak and would be best left to reported speech? Why?

1. "There will be a 20% reduction in staff over the next 6 months," said Bill Nye, Human Resources Director and XCorp.
2. "We will offer job search assistance for all employees who are laid off," said Mr. Nye.
3. "I will do everything in my power; I will turn over every rock, until I have found work for all my employees," said Emily Nortes.
4. "And how will I feed my four children?" Maria Sanchez asked.
5. "I am not happy about the announcement," Bob Tilman said.
6. "They'll find jobs for all of us? I'll believe it when I see it," said Sue Bains, longtime worker at XCorp.

C *In the next class, you will interview a classmate on a topic of your choosing. Write five questions. Please do not use yes / no questions.*

D Verb Tense Changes in Reported Speech

Change the quoted speech to reported speech. Refer to your handout on verb tense changes in reported speech.

e.g. Jim said, "I am tired."
Jim said he was tired.

1. Kate said, "I don't like seafood."

2. Tom said, "I have already seen that movie."

3. Mary said, "I am planning to go to Turkey."

4. Deb said, "I called my doctor."

5. Richard said, "I'm going to New York."

6. Tom said, "I have to finish my report."

7. Ann said, "I can't read Farsi."

8. Ahmad said, "I will come to the presentation."

9. Safia said, "I can meet you at noon."

10. Peter said, "I've been to Afghanistan twice."

Answer Key

Practice Activity 1 Identifying Quoted and Reported Speech

Reported speech is underlined; quoted is highlighted.

Maria recently returned from a conference in Dubai and told her colleagues about her trip there. She said that the architecture of Dubai was really fascinating, with many new buildings of glass and steel. Of course, she also saw the Burj Khalifa, the world's tallest building. Some of her friends went up to the top, but Maria said she didn't because she has a fear of heights. "I don't even like being on a second-story balcony, so the Burj Khalifa was definitely out of the question for me!" Maria said that there were many shopping centers in Dubai, but that they were expensive. The weather was "unbelievably hot." On her last night in Dubai, Maria and her friends went on a dinner cruise on a small boat in the harbor. There was music and great food, and they could see the lights of the city as the boat cruised through the harbor. "It was the perfect ending to two weeks in Dubai," she said.

Practice Activity 2 Punctuation for Quoted Speech

Corrected errors are underlined.

1. "Tomorrow's weather will be mostly sunny with a chance of afternoon showers," the weatherman announced.
2. The instructor said, "Absolutely no laptop usage during lecture time."
3. "Can we postpone the test until Monday?" the students asked.
4. "All new students must go to the student center to get their new ID card," said the instructor. "You must do this before you can get a library card."
5. "There will be no tuition increase this year," said the president. "In fact, there will be no tuition increase for the next 3 years."

Homework Assignment

A.

- (Teacher) "Talal, I wonder if you could help me out with something," Ms. Blixen said.
- (Talal) "I'll try," said Talal. "What do you need?"
- (Teacher) "I'm looking for someone to help a friend. She needs something translated from Arabic. It's not very long," Ms. Blixen said. "Do you think you could help her," she asked.
- (Talal) "Sure, no problem. Just ask her to send the document to my email address," said Talal.
- (Teacher) "Thanks so much, Talal," said Ms. Blixen. "My friend will be very happy."

- B. Sentences 3, 4 and 6 would make the best quotes.

D Verb Tense Changes in Reported Speech

1. Kate said she didn't like seafood.
2. Tom said he had already seen that movie.
3. Mary said she was planning to go to Turkey.
4. Deb said she had called her doctor.
5. Richard said he was going to New York.
6. Tom said he had to finish his report.
7. Ann said she couldn't read Farsi.
8. Ahmad said he would come to the presentation.
9. Safia said she could meet me (us) at noon.
10. Peter said he had been to Afghanistan twice.

Quoted and Reported Speech

Quoted Speech

- “What time is the meeting?” Tom asked.
- Abdul replied, “It’s at 1 o’clock.”
- Sue asked Pat, “What did you do on Sunday?”
- “I visited my brother,” Pat answered.

Reported Speech

- Tom asked what time the meeting was.
- Abdul said that the meeting was at 1 o’clock.
- Sue asked Pat what she had done on Sunday.
- Pat said that she had visited her brother.

Verbs used to Quote Speech

- The most common verb used for quoting statements is *say*.
 - A. “I will retire next year,” the manager *said*.
 - B. The manager *said*, “I will retire next year.”
- When quoting questions, *ask* is used.
 - A. “Is it true you will retire this year sir?” Asif *asked*.
 - B. Asif *asked*, “Is it true you will retire this year, sir?”
- Sentence types A and B are both grammatically correct.
- In journalism, sentence type A, with its attribution at the end, is used almost exclusively.

Punctuation

- Quotes go inside quotation marks.

“Barack Obama has won the 2012 election,” the reporter announced.

- Statements use a comma before the closing quotation mark.

“I am hungry,” she said.

- Questions use a question mark before the final quotation mark.

“Who do you think will win the election?” Bill asked.

Long Quotes

It is possible to break up long quotes and put the attribution in the middle of the quote.

- *“I won’t stop knocking on doors,” said Mayor Reed, “until I’ve got the vote of everyone in this community.”*
- *Note that *until* is not capitalized because it does not begin a new sentence; it is the continuation of the sentence that starts before the attribution.

Long Quotes (cont'd)

- Very long quotes are often written with the attribution at the beginning.
- In this case, a colon precedes the quotation.
- *The Canadian Prime Minister announced today: “We have decided to allow Emirates Airlines ten more landing slots at Toronto International Airport. This, we hope, will help settle a three-year dispute over Canadian visas for Dubai.”*

To Quote or Not to Quote?

- Quoted speech can add color to your writing if used wisely
- Use quotes when someone says something notable.
- A good quote might
 - reveal something about a person's character
 - have emotional impact
 - say something unusual or in an unusual way

Do not use it to quote facts (as we did in our former examples!)

Choosing Quotes

The city of York has just announced it will open a children's park in a neighborhood that has no public parks. Which of the following would make good quotes?

- The mayor: "I am proud to announce that a new children's park will be built in the Sutter neighborhood."
- The mayor: "I made a promise to improve your lives. Whose lives are more important to us than our children's."
- The city planner: "The new park is a result of several months of research and planning."
- Penny White, resident: "I don't know who is more excited – me or my children!"

Verbs Used to Report Speech

- The most common reporting verbs are *say* and *tell*.
- In journalism, *say* is the most common.

Using Say and Tell to Report Speech

- After *say*, you need a noun clause, which may be introduced by *that*.

Quoted: *“I will be late for the meeting,” Tom said.*

Reported: *Tom said (that) he would be late for the meeting.*

- After *tell*, you need an object + noun clause.

Reported: *Tom told us (that) he would be late for the meeting.*

**In both reported sentences, the use of that is optional.*

Reported Speech in Journalism

- In print journalism, *say* is commonly used in the past tense to report speech.

Quoted: *“I will run for re-election this year,” said Mayor Reed.*

Reported: *Mayor Reed said (that) he would run for re-election this year.*

- In broadcast journalism, *say* is often used in the present tense to report speech.

Reported: *Mayor Reed says that he will run for re-election this year.*

- Note that when the reporting verb is in the present tense, as in the last example, verb tense changes are not required in reported speech.

Other Reporting Verbs

For Statements

- added
- announced
- commented
- explained
- remarked
- stated

For Questions

- asked
- wanted to know
- wondered
- inquired

Lesson 2 Reported Speech

Objectives

1. Students will review and consolidate verb tense changes in formal reported speech.
2. Students will understand other reference changes necessary for reported speech.

Contents

Warm-up – review of quoted speech and reported speech

Practice Exercise 1

PP Slides 1-8

Handout and practice exercise 2 – Time and Place References

Homework Assignment

Warm-up

- Begin class by checking the homework from the previous day. For part C, students were asked to write 5 questions for a partner.
- Ask them to get out those questions and interview a partner. They should write down exactly what their partner says. Encourage them to keep their answers brief for this exercise!
- Have five students come to the board and write down one quote each.
- Go over the quotes with the class, checking for correct punctuation.
- Now you can ask the class how they would put those quotes in reported speech.
- Remind them of what they learned about verb tense changes – to back up one tense. It might be helpful for students to pull out the chart from the previous lesson.
- As a class, you should put the quotes into reported speech.

Practice Exercise 1 -- Pair Work

In this version of an oral drill practice, the students practice changing quotes to reported speech. See the handouts on the following two pages. Have the students work in pairs, and distribute handouts A and B to each pair. Student A reads the quoted speech from sentence 1. Student B responds in reported speech. Then Student B reads a quote from his page and Student A reports back. Both handouts have the correct answers in reported speech. The students should correct each other if they make mistakes.

Practice Exercise 1 Pair Practice -- Reported Speech

Work with a partner. You should each have a different handout – Partner A or Partner B. Partner A reads the first sentence on his paper. Partner B changes the sentence to reported speech. Please correct your partner if he or she makes a mistake. Look at the following example.

You read: Susan said, “I went to Dubai last summer.”

Your partner reports back: Susan said (that) she had gone to Dubai last summer.

Partner A

1. Maria said, “I have a doctor’s appointment at 3:00.”
Maria said that she had a doctor’s appointment at 3:00.
2. The weatherman said, “We can expect rain all weekend.”
The weatherman said that we could expect rain all weekend.
3. Asif said, “I will visit my brother on Sunday.”
Asif said he would visit his brother on Sunday.
4. Safia said, “I went to Italy last year.”
Safia said that she had gone to Italy last year.
5. Alex said, “I’m going to Spain next year.”
Alex said he was going to Spain next year.
6. Kate said, “I don’t like pizza.”
Kate told her brother that she didn’t like pizza.
7. The boss said, “I’m sorry, but you’ll all have to work overtime this week.”
The boss said that he was sorry, but that we’d all have to work overtime this week.
8. The scientist said, “Global warming is causing many anomalies in weather patterns.”
The scientist said that global warming was causing many anomalies in weather patterns.
9. “I’ve been to Italy only once,” said Bill.
Bill said he had only been to Italy once.
10. “I’ve already eaten lunch,” said Merzhad.
Merzhad said she had already eaten lunch.

Exercise 2 Pair Practice -- Reported Speech

Work with a partner. You should each have a different handout – Partner A or Partner B. Partner A reads the first sentence on his paper. Partner B changes the sentence to reported speech. Take turns reading sentences from your paper. Please correct your partner if he or she makes a mistake. Look at the following example.

You read: Susan said, “I went to Dubai last summer.”

Your partner reports back: Susan said (that) she had gone to Dubai last summer.

Partner B

1. Miriam said, “I can come to the party.”
 Miriam said she could come to the party.
2. “The store closes at 7:00,” the sales clerk said.
 The sales clerk said the store closed at 7:00.
3. The professor said, “The next quiz will be this Friday.”
 The professor said the next quiz would be this Friday.
4. I’ve always wanted to see the Great Wall of China, Remi said.
 Remi said he had always wanted to see the Great Wall of China.
5. Paul said, “I’m reading a great book about Afghanistan.”
 Paul said he was reading a great book about Afghanistan.
6. Marta said, “I’m learning how to cook Indian food.”
 Marta said she was learning how to cook Indian food.
7. Diane said, “I love Indian food.”
 Diane said that she loved Indian food.
8. “It’s too spicy for me,” said Karim.
 Karim said it was too spicy for him.
9. “I worked as a reporter for 10 years,” said Maggy.
 Maggy said she had worked as a reporter for 10 years.
10. “I need a new camera,” said Ahmed.
 Ahmed said he needed a new camera.

Reported Speech -- No verb tense changes

So far, we have looked at verb tense changes that occur with reported speech. For writing, these changes are important; they help the reader have an accurate idea of what was said. However, there are some cases where you do not have to change verb tenses.

PP1

Reported Speech – No Verb Tense Changes

In these situations it is not necessary to change the verb tenses:

When we use *say* in the present tense to report.

When we report soon after someone has spoken.

When we speak or write about a general truth or if the situation is still true.

Look at the following examples.

PP2 Verb Tense Changes Not Necessary

Using *say* in the present tense to report.

Quoted: “I really like my new boss,” Robert said.

Reported: Robert says he really likes his new boss.

The verb *like* stays in the present tense.

PP3 Verb Tense Changes Not Necessary

When we report soon after someone has spoken.

Imagine Sue says to you right now, “I am sleepy.”

The person next to you asks, “What did Sue say?”

The correct reported speech response would be, *Sue said she is sleepy.*

The verb is still in the present tense.

When you report speech immediately after someone has spoken, you do not change the verb tenses.

PP4 Verb Tense Changes Not Necessary

When someone speaks about a general truth or if the situation is still true.

In this case, you have the option of keeping what was said in the same tense or using formal reported tenses.

Quoted: “Summers are very hot in Dubai,” he said.
Reported: He said summers *are* very hot in Dubai.
Reported: He said summers *were* very hot in Dubai.
Both sentences are grammatically correct.

Quoted: “I live on Oak Street,” she said.
Reported: She said she *lives* on Oak Street.
Reported: She said she *lived* on Oak Street.
Both are correct if she still lives on Oak Street.

Reference Changes in Reported Speech

So far, we’ve focused on verb tense changes in reported speech. Ask the students if they’ve noticed other changes that occur. Show them PP5 and ask them what other changes they see. They should notice that pronouns change. In order to keep the original meaning, we often need to change pronouns when reporting what someone has said.

PP5

Quoted: “**I** feel hungry,” Mary said
Reported: Mary said **she** felt hungry.

Quoted: Professor: “**I**’ve looked at the results of your work this year and **you**’ll be pleased to know that **I**’m recommending **you** for a scholarship next year.”

Reported: The professor told me that **she** had looked at the results of **my** work this year and that **I**’d be pleased to know that **she** was recommending **me** for a scholarship next year.

Look at the following examples to see what happens when you forget to change the pronouns.

PP6

Examples	Implied Meaning
“You won the scholarship!” Mr. Chin told Anna.	Anna won a scholarship.
Mr. Chin told Anna that you had won the scholarship.	You won a scholarship.
Mr. Chin told Anna that she had won the scholarship.	Anna won a scholarship.

Words of Time and Place

In reported speech, changes are also necessary for certain words that refer to time and place. Look at the following example.

PP7 Time and Place References

Imagine you went to a restaurant on Monday with your friend, Peter. While at the restaurant, he said to you, “This is a great restaurant. I’m going to eat here again tomorrow.”
Later on that same Monday, you tell a friend:
Peter said that was a great restaurant and that he was going to eat there tomorrow.
What changes have been made to the original quote?

Notes:

Ask the students to tell you what changes have been made to the original quote. They should notice three:

1. *This* becomes *that*. You are no longer in the restaurant, so you cannot use *this* to refer to the restaurant.
2. Verb tense change – *is* becomes *was*.
3. *Here* becomes *there*. Again, you are no longer at the restaurant, so you need to change *here*.

Continuing with our example...

PP8

Using the same example:

“This is a great restaurant. I’m going to eat here again tomorrow.”

Two weeks later, you tell a friend:

Peter said that was a great restaurant and that he was going to eat there the following day.

What changes have been made to the original quote?

Note: The students should notice that in addition to the previous changes, *tomorrow* has been changed to the *following day*.

Time and Place References

The following handout has some common “here and now” words (time and place words) that often change in reported speech.

In conversational English these words are used frequently. In business writing and in journalism, use specific days, dates and times to avoid any confusion.

Look at the chart (following page) with the students, have them do the exercise in class, and correct together.

Homework Exercise

Distribute the homework and go over the instructions.

Reported Speech – Common Words of Time and Place

The following words of time and place frequently change in reported speech. In journalism and in business documents, you should use specific days and dates to avoid confusion.

Quoted	Reported
this / these	that / those
here	there
today / tonight	that day / that night
yesterday	the previous day / the day before
tomorrow	the next day / the following day
next (Tuesday / week / year, etc.)	the next (Tuesday / week / year) the following (Tuesday / week / month / year)
last (Tuesday / last week / last year, etc.)	the (week / Tuesday / month / year) before the previous (/ week / Tuesday / month / year)
(two days / one week / three years, etc.) ago	(two days / one week / three years, etc.) earlier

Practice Exercise 2 – Changing References in Reported Speech

Change the following quotes to reported speech. You will need to make changes to verb tenses, pronouns and time and place words. Assume that you are reporting after some time has passed.

1. Karen: "I'll meet you tomorrow at noon."
2. Karim: "My brother went to India last week."
3. Halima: "I translated that document two weeks ago."
4. Ferozpur: "There will be a press conference next Tuesday, at Balkh University."
5. Hamid: "This is the best book on reporting that I've ever read."
6. Yahya: "We'll meet you here in front of the recording studio."

Homework Exercise

Change the following quotes speech to reported speech. Use the verbs for formal reported speech.

1. Jim said, "I love Spanish food."

2. Emily said, "I'm going to Singapore next month."

3. Kevin said, "I had a great weekend."

4. Mehrzad said, "I'm going to start my own photography business next month."

5. Alex said, "I finished university in June."

6. Safia said, "I have studied photography."

7. Maria said, "I will bring you a scarf from India."

8. Ahmed said, "I'm sorry but I can't meet at 10."

9. Bill said, "I can meet you for lunch on Friday."

10. Mary said, "I want to learn how to swim."

Answer Key

1. Karen said that she would meet me (or us) the following day at noon.
2. Karim said that his brother had gone to India the previous week / the week earlier.
3. Halima said that she had translated the document two weeks earlier.
4. Ferozpur said that there would be a press conference the following Tuesday at Balkh University.
5. Hamid said that was the best book on reporting that he had ever read.
6. Yahya said that they would meet us (me) there in front of the recording studio.

Homework Exercise

1. Jim said he loved Spanish food.
2. Emily said she was going to Singapore next month.
3. Kevin said he had had a great weekend.
4. Mehrzad said she was going to start her own photography business next month.
5. Alex said he had finished university in June.
6. Safia said she had studied photography.
7. Maria said she would bring me a scarf from India.
8. Ahmed said he was sorry but he couldn't meet at 10.
9. Bill said he could meet me for lunch on Friday.
10. Mary said she wanted to learn how to swim.

Reported Speech

Lesson 2

Reported Speech

No Verb Tense Changes

In these situations it is not necessary to change verb tenses:

- When we use *say* in the present tense to report.
- When we report soon after someone has spoken.
- When we speak or write about a general truth or if the situation is still true.

Verb Tense Changes not Necessary

Using *say* in the present tense to report.

- Quoted: “I really like my new boss,” Robert said.
- Reported: Robert says he really likes his new boss.
- Quoted: “We will hire two teachers in June,” the principal said.
- Reported: The principal says they will hire two teachers in June.

No changes are required to the main verbs.

Verb Tense Changes not Necessary

When we report soon after someone has spoken.

- Imagine Sue says to you right now, “I am sleepy.”
- The person next to you asks, “What did Sue say?”
- The correct reported speech response would be, *Sue said she is sleepy.*

- When you report speech immediately after someone has spoken, you do not change the verb tenses.

Verb Tense Changes not Necessary

When someone speaks about a general truth or if the situation is still true.

- In this case, you have the option of keeping what was said in the same tense or using formal reported tenses.

Example:

Quoted: “Summers are very hot in Dubai,” he said.

Reported: He said summers *are* very hot in Dubai.

Reported: He said summers *were* very hot in Dubai.

Both sentences are grammatically correct. Summers in Dubai are usually hot – this is a general truth.

Reference Changes

Pronouns

- Quoted: “**I** feel hungry,” Mary said
- Reported: Mary said **she** felt hungry.

- Quoted: Professor: “**I**’ve looked at the results of your work this year and **you**’ll be pleased to know that **I**’m recommending **you** for a scholarship next year.”
- Reported: The professor told me that **she** had looked at the results of **my** work this year and that **I**’d be pleased to know that **she** was recommending **me** for a scholarship next year.

Pronoun Problems

- **Examples**

- “You won the scholarship!”
Mr. Chin told Anna.
- Mr. Chin told Anna that you
had won the scholarship.
- Mr. Chin told Anna that she
had won the scholarship.

- **Implied Meaning**

- Anna won a scholarship.
- You won a scholarship.
- Anna won a scholarship.

Time and Place References

Imagine you went to a restaurant on Monday with your friend, Peter.

- While at the restaurant, he said to you, “This is a great restaurant. I’m going to eat here again tomorrow.”
- Later on that same Monday, you tell a friend:
- Peter said that was a great restaurant and that he was going to eat there tomorrow.

What words have changed from the original quote?

Time and Place References

- Using the same example:
- “This is a great restaurant. I’m going to eat here again tomorrow.”
- You tell your friend about it two weeks later:
- Peter said that was a great restaurant and that he was going to eat there the following day.

What additional changes have been made to the original quote?

Lesson 3

Reported Questions

Objective: Students will be able to report questions, using correct structure and grammar.

Contents

Note to the Teacher
Power Point Slides 1-4
Practice Exercises 1-3
Homework Assignment
Answer Key

Note to the Teacher

The rules for reporting questions are the same as those for statements, with one exception. After the reporting verb, *if*, *whether* or *whether or not* are used for yes / no questions. For information questions, question words (who, what, where, etc.) are used. *That* is not used. Look at the following power point slides with the students.

PP1 Indirect or Reported Yes / No Questions

“Are you hungry?” Paul asked. “Do you like pizza?” Teresa asked. “Would you like dessert?” Bill asked.	Paul asked us <i>if</i> we were hungry. Teresa asked <i>whether</i> we liked pizza. Bill wanted to know whether or not we wanted dessert.
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Note that the verb tenses and pronouns change just as they do in reported statements. For yes / no questions, you have a choice of using *if*, *whether*, or *whether or not*. *If* is the most common. Also, a reported question *does not* have a question mark since it is no longer a question.

PP2 Reported Information or Wh-Questions

“ <i>How many</i> students are in the class?” Amy asked. “ <i>What time</i> does class the start?” Susan asked. “ <i>Where</i> is the class?” Bob asked.	Amy asked <i>how many</i> students were in the class. Susan asked <i>what time</i> the class started. Bob asked <i>where</i> the class was.
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PP3

Reported Questions Sentence Structure

Use statement word order (subject + verb), for all reported questions.
Do not use the auxiliaries, *do*, *does*, *did*.
Do not end with a question mark. Indirect questions end with a period.
Example:
Susan: “Did Mark attend the presentation?”
Susan asked if Mark attended the presentation.

Point out to the students that the first two rules are the same as they are for reported statements (what they learned in the last lesson). Verb tense change rules are also the same.

PP4

Reporting verbs for questions:

Ask (most common)
Inquire
Question
Want to know
Wonder

Practice Exercises 1 and 2

Have the students do the exercises and check the answers together in class.

Practice Exercise 3

This is a speaking exercise. Students do part A with a partner and then part B with another pair, so that there are four people working together. When they have finished, you could ask some students to report to the class on their questions and answers.

Practice Exercise 1

A. Read the following paragraph and underline the indirect questions.

Two visiting journalists from Afghanistan attended a public relations conference recently held in San Francisco. People had many questions for them. They wanted to know what daily life was like in Afghanistan. Was there enough food in all parts of the country? Did they have adequate electricity? There were also several questions about security. Was it safe to go out in the city streets where they lived? What about travelling? People at the conference also asked if the journalists felt their lives were in danger and wanted to know what their thoughts were on the upcoming election.

B. Change the underlined indirect questions in the paragraph above to direct questions.

Practice Exercise 2

Ann Roberts is the manager of a TV news station. She is interviewing Bob Miller for a new position at the station. Change the direct questions to indirect questions.

1. "Why do you want to work here?"

2. "What kind of experience do you have managing a team?"

3. "How many years did you work as a freelance reporter?"

4. "What was the most challenging thing about your last position?"

5. "What kinds of editing software have you used?"

6. "How much experience do you have as a beat reporter?"

7. "Why do you want to leave your current position?"

8. "What were your responsibilities at CKRD News?"

9. "Are you willing to travel?"

10. "Do you have any questions for me?"

Practice Exercise 3

Speaking

- A. Work with a partner and ask him or her four of the following questions. Then, your partner should ask you four questions.
- B. Get together with another pair and report on your conversations.
- Example: I asked Sohaila if she would work if she didn't have to and she said...
I asked Ahmad how many hours a week he worked and he said..
1. Would you work if you didn't have to? Why or why not?
 2. What is the best thing about your job?
 3. What is the most challenging aspect of your job?
 4. What would you like to be doing 10 years from now?
 5. If you could schedule your working week any way you wanted, how would you do so?
 6. How many hours a week do you work?
 7. How many hours a week would you like to work?
 8. When do you prefer to work -- morning, afternoon, or evening?

Homework Exercise

A newspaper reporter interviewed a poet for his local newspaper. Here are some of the questions he asked her. Change the direct questions to indirect questions.

1. "Where did you grow up?"

2. "When did you start writing poetry?"

3. "Who were some of your early influences?"

4. "How many poems have you written?"

5. "Have you ever written in any other form besides poetry?"

6. "Who are some of your favorite poets today?"

7. "What do you like to read besides poetry?"

8. "Are you working on a poem now?"

9. "Do you plan to publish your poems?"

10. "When is your next performance?"

Answer Key

Practice Exercise 1

Two visiting journalists from Afghanistan attended a public relations conference recently held in San Francisco. People had many questions for them. They wanted to know what daily life was like in Afghanistan. Was there enough food in all parts of the country? Did they have adequate electricity? There were also several questions about security. Was it safe to go out in the city streets where they lived? What about travelling? People at the conference also asked if the journalists felt their lives were in danger and wanted to know what their thoughts were on the upcoming election.

B. Change the underlined indirect questions in the paragraph above to direct questions.

1. What is daily life like in Afghanistan?
2. Do you feel your lives are in danger?
3. What are your thoughts on the upcoming election?

Practice Exercise 2

Ann Roberts is the manager of a TV news station. She is interviewing Bob Miller for a new position at the station. Change the direct questions to indirect questions.

1. She asked him why he wanted to work there.
2. She asked him what kind of experience he had managing a team.
3. She wanted to know how many years he had worked as a freelance reporter.
4. She asked him what the most challenging thing about his last position had been.
5. She wanted to know what kinds of editing software he had used.
6. She asked how much experience he had as a beat reporter.
7. She asked why he wanted to leave his current position.
8. She asked him what his current responsibilities were at CKRD News.
9. She wanted to know if he was willing to travel.
10. She asked him if he had any questions for her.

Homework Exercise

A newspaper reporter interviewed a poet for his local newspaper. Here are some of the questions he asked her. Change the direct questions to indirect questions.

1. He asked her where she grew up.
2. He asked her when she started writing poetry.
3. He asked her who some of her early influences were.
4. He asked her how many poems she had written.
5. He asked her if she had ever written in any other form besides poetry.
6. He asked her who some of her favorite poets were today.
7. He asked her what she liked to read besides poetry.
8. He asked her if she was working on a poem at that time.
9. He asked her if she planned to publish her poems.
10. He asked her when her next performance was.

Reported Questions

Indirect Questions

Indirect or Reported Yes / No Questions

Quoted

- “Are you hungry?” Paul asked.
- “Do you like pizza?” Teresa asked.
- “Would you like dessert?” Bill asked.

Reported

- Paul asked us *if* we were hungry.
- Teresa asked *whether* we liked pizza.
- Bill wanted to know *whether or not* we wanted dessert.

Reported Questions

Sentence Structure

- Use statement word order (subject + verb), for all reported questions.
- Do not use the auxiliaries, *do*, *does*, *did*.
- Do not end with a question mark. Indirect questions end with a period.
- Example:

Susan: “Did Mark attend the presentation?”

Susan asked if Mark attended the presentation.

Reported Wh-questions

Quoted

- “*How many* students are in the class?” Amy asked.
- “*What time* does class the start?” Susan asked.
- “*Where* is the class?” Bob asked.

Reported

- Amy asked *how many* students were in the class.
- Susan asked *what time* the class started.
- Bob asked *where* the class was.

Reporting verbs for questions

- Ask (most common)
- Inquire
- Question
- Want to know
- Wonder

Lesson 4 Embedded Questions

Objective: Students will understand and use embedded questions.

Lesson Contents

Note to the Teacher

Power Point Slides

Practice Exercises

Homework Exercise

Answer Key

Note to the Teacher

Embedded questions are not really reported questions, but their structure is similar, so they are often taught along with the topic of reported questions.

An embedded question is a question that is inside a sentence. For example, “Do you know what time the bus comes?” is an embedded question. If asked directly, the question would be, “What time does the bus come?” You can see the two structures are different. The embedded question now has the same structure as a statement in English. Talk about confusing for students! And indeed many students will say, “Do you know what time does the bus come?” The main thing to stress to students is that embedded questions use English *statement* word order – subject + verb and there are *no* auxiliaries. In addition, they should pay attention to subject-verb agreement, which normally isn’t a problem with direct questions. The direct question, “What does Bill teach?” becomes, “Do you know what Bill teaches?” To make the switch accurately, you must drop the auxiliary, “do,” use S+V word order, and make “teach” agree with the singular Bill.

PP1 What is an embedded question?

An embedded question is a question that is inside another sentence. It can be inside a statement or a question.

Inside a statement

I don’t know *what time the meeting starts*.

I can’t remember *what time the meeting starts*.

Inside a question

Can you tell me *what time the meeting starts*?

Do you know *what time the meeting starts*?

Punctuation

If the embedded question is inside a statement, use a period.

If it is inside a question, use a question mark.

***Ask the students about the structure of the embedded questions.**

How are they similar to regular questions? (they use question words)

How are they different? (they use statement word order – S + V; no auxiliary verbs)

PP2

Embedded Questions – Structure

Use statement word order – **subject + verb**

Make sure the verb agrees with its subject – just like in regular statements.

Do not use the auxiliaries, *do*, *does* or *did* in embedded questions.

Direct Question:	Where did he go for vacation?
Embedded:	Do you know <i>where he went for vacation</i> ?
	I don't know <i>where he went for vacation</i> .
Direct:	What time does the party start?
Embedded:	Do you know <i>what time the party starts</i> ?
	I'm not sure <i>what time the party starts</i> .

PP3

Embedded Wh-Questions

Embedded wh-questions use a question word (when, where, why, how, who, what, which and whose).

Direct:	What time does the lecture start?
Embedded:	Do you know <i>what time the lecture starts</i> ?
Direct:	Where is the media center?
Embedded:	Let's ask <i>where the media center is</i> .
Direct:	How long is the presentation?
Embedded:	Can you tell me <i>how long the presentation is</i> ?

PP4

Embedded Yes / No Questions

Embedded yes / no questions use **if**, **whether** or **whether or not**.

If is the most common.

Direct Question

Did their flight arrive?

Embedded Question

(All of these questions are possible.)

Do you know *if their flight arrived*?

Do you know *whether their flight arrived*?

Do you know *whether or not their flight arrived*?

Do you know *whether their flight arrived or not*?

PP5

Phrases commonly used to introduce embedded questions.

Statements

I don't know...

I'm not sure...

I don't understand

I'd like to know...

I wonder...

Let's ask...

Questions

Do you know...?

Can you remember...?

Could you tell me...?

Could you explain...?

Practice Exercises 1 and 2

Have the students do practice exercises 1 and 2 and correct together in class.

Practice Exercise 3

Have the students do this paired practice. When they are finished, call on students to answer the questions for you.

Practice Exercise 4

Have the students do this role-play in pairs. After they have practiced, ask a few pairs to do their role-play for the class.

Homework

Distribute the homework, go over the instructions and ask if there are any questions.

Practice Exercise 1

Answer the following questions. Remember to use statement order – *S + V* and no auxiliaries.

e.g. Where is the nearest coffee shop?
Do you know where the nearest coffee shop is?

1. Who is that man?
I don't know _____
2. Where did Susan go to university?
I don't know _____
3. What is the weather like in New York?
I'm not sure _____
4. What time does the movie start?
I'm not sure _____
5. Whose briefcase is this?
I don't know _____
6. Why is Safia laughing?
I don't know _____
7. When will the next conference be?
I don't know _____
8. Where will she study next year?
I don't know _____

Practice Exercise 2

Change the *yes/no* questions to *embedded questions*.

e.g. Is he on campus today?
Do you know if he is on campus today?

1. Is Maria coming to class today?
Can you tell me _____
2. Did the meeting start already?
Do you know _____
3. Is it supposed to rain tonight?
Do you know _____
4. Can she come to lunch with us?

Do you know _____

5. Did she miss her train?

I wonder _____

Practice Exercise 3 -- Speaking

*Work with a partner. One person reads the sentences out loud; the other changes the questions to embedded questions. Begin your embedded questions with **Do you know...** The person making the embedded questions should not look at the paper. When you are finished, change roles.*

1. What is the weather like in Canada?
2. What is the longest river in the world?
3. How long is the Great Wall of China?
4. Did birds evolve from dinosaurs?
5. How many people live in Dubai?
6. What time is it in Saudi Arabia right now?
7. Which country has the most poets?
8. What is the capital city of Mongolia?
9. Is Mexican food spicy?
10. What year did the Berlin wall fall?

Practice Exercise 4 Dialogue and Role Play

Work with a partner. Imagine you are at a tourist information center in a foreign city. You want to find something interesting to do. You should create a dialogue about one or two of the topics listed below. One person is the tourist and the other is the information person. Write down your dialogue, practice it and then perform it for the class. Try to use several embedded questions.

Possible Topics

- Restaurants
- Interesting sights
- Entertainment
- Parks
- Shopping

Homework Exercise 1

Change the following direct questions to embedded questions.

1. Where is the nearest coffee shop?

2. Is the coffee shop open yet?

3. Dan isn't usually late for work. Did he get stuck in traffic?

4. I don't know how to work this machine. Can you explain it to me?

5. Is Professor Kazem teaching media law this semester?

6. Who is the professor for TV reporting?

7. Do we need a textbook for the course?

8. How does the new grading system work?

9. Will the faculty like the new grading system?

10. Who is the new professor?

Homework Exercise 2

Who is someone you would like to interview? What would you ask him or her? Make embedded questions using, "I want to ask him..." or "I'd like to ask her..." Make at least one embedded question for each word listed below.

- What e.g. I'd like to ask him what his plans are for economic development in this city.
- Who
- When
- Whether
- If
- Why
- Where

Answer Key

Practice Exercise 1

1. I don't know who that man is.
2. I don't know where Susan went to university.
3. I'm not sure what the weather is like in New York.
4. I'm not sure what time the movie starts.
5. I don't know whose briefcase that is.
6. I don't know why Safia is laughing.
7. I don't know when the next conference will be.
8. I don't know where she will study next year.

Practice Exercise 2

1. Can you tell me if Maria is coming to class today?
2. Do you know if the meeting started already?
3. Do you know if it's supposed to rain tonight?
4. Do you know if she can come to lunch with us?
5. I wonder if she missed her train.

Practice Exercise 3

1. Do you know what the weather is like in Canada?
2. Do you know what the longest river in the world is?
3. Do you know how long the Great Wall of China is?
4. Do you know if birds evolved from dinosaurs?
5. Do you know how many people live in Dubai?
6. Do you know what time it is in Saudi Arabia right now?
7. Do you know which country has the most poets?
8. Do you know what the capital city of Mongolia is?
9. Do you know if Mexican food is spicy?
10. Do you know what year the Berlin wall fell?

Homework Exercise 1

1. Do you know where the nearest coffee shop is?
2. Do you know if the coffee shop is open yet?
3. I wonder if Dan got stuck in traffic.
4. Can you explain how to work this machine?
5. Do you know if Professor Kazem is teaching media law this semester?
6. Do you know who the professor is for TV reporting?
7. Do you know if we need a textbook for the course?
8. Can you tell me how the new grading system works?
9. Do you think the faculty will like the new grading system?
10. Do you know who the new professor is?

Embedded Questions

Overview

- An embedded question is a question that is **inside** another sentence. It can be inside a question or a statement.
- **Inside a question**
- Can you tell me *what time the meeting starts?*
- Do you know *what time the meeting starts?*
- **Inside a statement**
- I don't know *what time the meeting starts.*
- I can't remember *what time the meeting starts.*

Punctuation

- If the embedded question is inside a question, use a question mark.
- E.g. Do you know where the bank is?
- If the embedded question is inside a statement, use a period.
- E.g. I don't know where the bank is.

Embedded Questions Structure

- Use statement word order – **subject + verb**
- Make sure the verb agrees with its subject – just like in regular statements.
- Do not use the auxiliaries, *do*, *does* or *did* in embedded questions.

Direct: What time does the party start?

Embedded: Do you know *what time the party starts?*

I'm not sure *what time the party starts.*

Embedded Wh-questions

- Embedded wh-questions use a question word (when, where, why, how, who, what, which and whose).
- **Direct:** What time does the lecture start?
- **Embedded:** Do you know *what time the lecture starts?*
- **Direct:** Where is the media center?
- **Embedded:** Let's ask *where the media center is.*
- **Direct:** How long is the presentation?
- **Embedded:** Can you tell me *how long the presentation is?*

Embedded Yes-No Questions

- Embedded yes / no questions use **if**, **whether** or **whether or not**.
- **If** is the most common.

Direct Question: Did their flight arrive?

Embedded:

- Do you know *if their flight arrived?*
- Do you know *whether their flight arrived?*
- Do you know *whether or not their flight arrived?*
- Do you know *whether their flight arrived or not?*

Phrases commonly used to introduce embedded questions.

Statements

- I don't know...
- I'm not sure...
- I don't understand
- I'd like to know...
- I wonder...
- Let's ask...

Questions

- Do you know...?
- Can you remember...?
- Could you tell me...?
- Could you explain...?

Lesson 5 Instructions, Commands, Requests and Invitations

Objective

Students will learn how to use reported speech for instructions, commands, requests and invitations.

Contents

Note to the Teacher
Power Point Slides 1-7
Practice Exercises 1-3
Homework Exercise
Answer Key

To the Teacher

Instructions, commands, requests and invitations are often changed to infinitives in reported speech. Thus, the doctor instructions, “Take two tablets and call me in the morning,” becomes “The doctor told me to take two tablets and to call him in the morning,” in reported speech.

This lesson should be fairly easy for the students since there is only one choice for verb tense – the infinitive. As in all reported speech, changes in pronouns may be necessary to maintain the original meaning of what is being reported.

- **Go over the homework from the previous lesson.**
- **Go through these power point slides with the class.**

PP1

In reported speech, we often use an infinitive (to + base form of verb) for:

- Instructions The instructor told us **to complete** the assignment by tomorrow.
- Commands The captain told the sergeant **to report** at 0700 hours.
- Requests The student asked the teacher **to explain** reported speech.
- Invitations Our neighbor asked us **to go** to his party.

PP2 Instructions

Direct: “Answer the test with a pencil,” said the instructor.

Reported: The instructor said **to answer** the test with a pencil.

Direct: “Please put your name at the top of the page,” said the instructor.

Reported: The instructor said **to put** our name at the top of the page.

PP3 Commands

Direct: Before the test, the instructor said, “Turn off all cell phones.”

Reported: The instructor said to turn off all cell phones.

Direct: “Stop running!” the lifeguard shouted at the boys.

Reported: The lifeguard shouted at the boys to stop running.

PP4 Requests and Invitations

Direct: “Can you help me with this package,” Susan asked Diane.

Reported: Susan asked Diane to help her with the package.

Direct: “Can you please turn down the radio?” Tom asked Asif.

Reported: Tom asked Asif to turn down the radio.

Direct: “Can you meet us for lunch?” Safia asked me.

Reported: Safia asked me to meet them for lunch.

PP5 Negatives

In reported speech, use a **negative infinitive** for negative instructions, commands, and requests. (There is no such thing, really, as a negative invitation!)

Negative Instructions

Direct: “Don’t eat just before going to bed,” the doctor told her.

Reported: The doctor told her **not to eat** just before going to bed.

PP6 Negatives Continued

Negative Commands

Direct: “Don’t climb the fence,” said the security guard.

Reported: The security guard told us not to climb the fence.

Negative Requests

Direct: “Please don’t eat all the pizza. We need to save some for Jon.”

Reported: He asked me **not to eat** all the pizza because we needed to save some for Jon.

PP7

Although *say*, *tell*, and *ask* are the most common reporting verbs, the following verbs are also possible when using an infinitive.

Common Reporting verbs for Requests, Commands, Invitations and Instructions

Say	Command
Tell	Urge
Ask	Warn
Advise	Instruct
Order	Invite
Caution	

Practice Exercises 1 and 2

Have the students do the practice exercises and correct together as a class.

Practice Exercise 3

Have the students do part A in pairs. When they finish, they should each do part B. You could call on different students to read their sentences or to put them on the board.

Homework

Distribute the homework, go over the assignments and ask if there are any questions.

Practice Exercise 1

Read the following paragraphs. Underline the indirect instructions, commands, requests and invitations. Circle the reporting verbs.

Last week I had an accident while on a city tour of Dubai. I slipped down some stairs and injured my leg. The next evening I was in a lot of pain so I went to the hospital. Here is what happened.

I registered at the Orthopedic Department and the clerk asked me to take a seat. After just 10 minutes, a nurse called me into the doctor's office. She told me to sit on the examining bed where the doctor examined my leg. He advised me to stay off my feet for the next few days and to elevate my leg often. Then he wrapped my leg in a gauze bandage. He wrote a prescription for some medication and told me to take the prescription to the pharmacy in the hospital. The doctor gave me his card and told me to call him if I had any problems. I paid for my bill at the counter, went to the pharmacy, and then returned to my hotel by cab.

Practice Exercise 2

Change the following quotes to reported speech.

1. (direct speech) "May I see your driver's license and registration?" asked the police officer.
(indirect speech) _____
2. (direct speech) "Roll down your window," the police officer told me.
(indirect speech) _____
3. (direct speech) "Don't park in front of the school," the crossing guard said.
(indirect speech) _____
4. (direct speech) "Don't run in the hallways," the teacher told the students.
(indirect speech) _____
5. (direct speech) "Can you come to the student picnic," the teacher asked us.
(indirect speech) _____
6. (direct speech) "Can you bring some activities for the children," the teacher asked me.
(indirect speech) _____
7. (direct speech) "Wear comfortable shoes to the picnic," the teacher told the children.
(indirect speech) _____
8. (direct speech) The doctor said, "Take one tablet daily for one week."
(indirect speech) _____
9. (direct speech) The doctor told me, "Elevate your leg as much as possible."
(indirect speech) _____

10. (direct speech) “See me again in one week,” the doctor said.
(indirect speech) _____

Practice Exercise 3

Part A Speaking

What advice or instructions can you give each other for the following common problems? Work with a partner and talk about what to do and what not to do. You don't need to use reported speech for this part of the exercise.

- Insomnia
- Insect bites
- Hiccups
- Snoring
- A sore throat
- A small kitchen burn

Example:

Maria, do you know what I can do for insomnia?

Yes, you should drink a glass of warm milk before you go to bed.

Part B Writing

Write sentences reporting what your partner advised you to do for each of the problems. Use reported speech for this section.

Example:

For insomnia, Maria told me to drink a warm glass of milk before I go to bed.

Homework Exercise

Change the following sentences to reported speech.

1. Doctor Wang to Cathy: "You should eat fewer dairy products."

2. Teacher to students: "Please return to your seats."

3. Melissa to Emily: "Can you meet me for lunch?"

4. Doctor Wang to Cathy: "Exercise at least five times a week."

5. Teacher to students: "No talking during the test."

6. Paul to Tracy: "Could you turn the radio down, please?"

7. Police officer to Bill: "Do not park in front of the bus stop."

8. Hamid to Ahmed: "Slow down. You're driving too fast."

9. Youssef to Rick: "Don't talk on your cell phone while you're driving."

10. Karen to Ben: "Could you run the meeting for me?"

Answer Key

Practice Exercise 1

1. The police officer asked to see my driver's license and registration.
2. The police officer told me to roll down my window.
3. The crossing guard said not to park in front of the school.
4. The teacher told the students not to run in the hallways.
5. The teacher asked us to come to the student picnic.
6. The teacher asked me to bring some activities for the children.
7. The teacher told the children to wear comfortable shoes to the picnic.
8. The doctor said to take one tablet daily for one week.
9. The doctor told me to elevate my leg as much as possible.
10. The doctor told me to see her again in one week.

Practice Exercise 2

Last week I had an accident while on a city tour of Dubai. I slipped down some stairs and injured my leg. The next evening I was in a lot of pain so I went to the hospital. Here is what happened.

I registered at the Orthopedic Department and the clerk asked me to take a seat. After just 10 minutes, a nurse called me into the doctor's office. She told me to sit on the examining bed where the doctor examined my leg. He advised me to stay off my feet for the next few days and to elevate my leg often. Then he wrapped my leg in a gauze bandage. He wrote a prescription for some medication and told me to take the prescription to the pharmacy in the hospital. The doctor gave me his card and told me to call him if I had any problems. I paid for my bill at the counter, went to the pharmacy, and then returned to my hotel by cab.

Practice Exercise 3

Answers will depend on the students' conversations.

Homework Exercise

1. Doctor Wang told Cathy to eat fewer dairy products.
2. The teacher told the students to return to their seats.
3. Melissa asked Emily to meet her for lunch.
4. Doctor Wang told Cathy to exercise at least five times a week.
5. The teacher told the students not to talk during the test.
6. Paul asked Tracy to turn down the radio.
7. The police officer told Bill not to park in front of the bus stop.
8. Hamid told Ahmed not to slow down and that he was driving too fast.
9. Youssef told Rick not to talk on his cellphone while he was driving.
10. Karen asked Ben if he could run the meeting for her.

Reported Speech for
Instructions,
Commands, Requests
and Invitations

Using Infinitives

- In reported speech, we often use an infinitive (to + base form of verb) for:
- Instructions The instructor told us **to complete** the assignment by tomorrow.
- Commands The captain told the sergeant **to report** at 0700 hours.
- Requests The student asked the teacher **to explain** reported speech.
- Invitations Our neighbor asked us **to go** to his party.

Infinitives for Instructions

- **Direct:** “Answer the test with a pencil,” said the instructor.
- **Reported:** The instructor said **to answer** the test with a pencil.
- **Direct:** “Please put your name at the top of the page,” said the instructor.
- **Reported:** The instructor said **to put** our name at the top of the page.

Infinitives for Commands

- **Direct:** Before the test, the instructor said, “Turn off all cell phones.”
- **Reported:** The instructor said to turn off all cell phones.
- **Direct:** “Stop running!” the lifeguard shouted at the boys.
- **Reported:** The lifeguard shouted at the boys to stop running.

Requests and Invitations

- **Direct:** “Can you help me with this package,” Susan asked Diane.
- **Reported:** Susan asked Diane to help her with the package.
- **Direct:** “Can you please turn down the radio?” Tom asked Asif.
- **Reported:** Tom asked Asif to turn down the radio.
- **Direct:** “Can you meet us for lunch?” Safia asked me.
- **Reported:** Safia asked me to meet them for lunch.

Negatives

- In reported speech, use a **negative infinitive** for negative instructions, commands, and requests. (There is no such thing, really, as a negative invitation!)
- **Negative Instructions**
- Direct: “Don’t eat just before going to bed,” the doctor told her.
- Reported: The doctor told her **not to eat** just before going to bed.

Negatives (cont'd)

- **Negative Commands**

- Direct: “Don’t climb the fence,” said the security guard.
- Reported: The security guard told us not to climb the fence.

- **Negative Requests**

- Direct: “Please don’t eat all the pizza. We need to save some for Jon.”
- Reported: He asked me **not to eat** all the pizza because we needed to save some for Jon.

Common reporting verbs for instructions, commands, requests and invitations

- **Say**
- **Tell**
- **Ask**
- Advise
- Order
- Caution
- Command
- Urge
- Warn
- Instruct
- Invite

Lesson 6 Quoted and Reported Speech -- Review

Objective

Students will review and consolidate everything they have learned about quoted and reported speech.

To the Teacher

For the final day on reported speech, you'll start with a quick review and then have the students do an interactive exercise that requires them to put into practice what they have learned about reported speech.

Review

Ask the students what they know about reported speech. Accept all answers that are correct. Then go over some sentences on the board together, choosing either option A or B.

Option A

Ask the students to supply you with a short dialogue. For example, you could give them a topic and ask for volunteers to have a short conversation about it. This could be a journalist interviewing a politician or a famous artist, for example. Choose, or have your students choose the topic and people according to their interests. You should write the dialogue (or at least parts of it) on the board. As you write the quotation and punctuation marks, check with the class first. Where do they think those marks should go? Then, as a class, change all the quotes to reported speech.

Option B

Use the dialogue below to practice reported speech. First, explain the scenario. Then write the dialogue on the board, and together as a class, change the dialogue to reported speech. You could choose a section of the dialogue if you don't have a lot of room on the board.

The Scenario

There is a reception for Professor Hazin, a respected author, who has just announced he will publish a new book. A student asks him a few questions for the student newspaper.

Reporter: "What is the title of your book?"

Mr. Hazin: "The title is *The River at Midnight*."

Reporter: "What is the topic?"

Mr. Hazin: "The book is a collection of new poetry that I wrote last year."

Reporter: "Is this your first book?"

Mr. Hazin: "It is my first book of poems. I have previously published two novels."

Reporter: "Do you have any advice for aspiring writers?"

Mr. Hazin: "They should read a lot and write a lot – every day if possible."

Reporter: "Do you have anything else you'd like to say?"

Mr. Hazin: "Yes. Please join me for some refreshments at the reception!"

Here are the sentences in reported speech:

- The reporter asked Mr. Hazin what the title of his book was.
- Mr. Hazin said the title of his book was *The River at Midnight*.
- The reporter asked what the topic of the book was.
- Mr. Hazin said it was a collection of new poetry that he had written last year.
- The reporter asked if it was Mr. Hazin's first book.
- Mr. Hazin said it was his first book of poetry and that he had previously published two novels.
- The reporter asked if Mr. Hazin had any advice for aspiring writers.
- Mr. Hazin said to read and write a lot. Or Hazin said they should read and write a lot.
- The reporter asked if Mr. Hazin had anything else he wanted to say.
- Mr. Hazin invited the reporter to join him for some refreshments at the reception.

Practice Exercise The Interview

In small groups, the students will interview one of their classmates and write a follow-up report using indirect speech. Alternatively, the class could interview one person, but using small groups will give all students more opportunities to speak.

In their group, students choose a famous person they would like to interview. Someone in the group must volunteer to play the role of the famous person. Obviously, the famous person has to be someone who is well known to all members in the group.

Process

1. Divide the class into groups of 3-5, depending on the size of your class.
2. Have the students decide who will be the interviewee.
3. Give the students a few minutes to prepare a few questions. They don't need to think of all their questions ahead of time, as the interview will suggest follow-up questions.
4. Have students conduct the interviews for about 15 minutes. They should take notes since they will have to write a report.
5. After the interview, the group should compare notes to see that they have all the information they need to write their reports.
6. At this point, check the time. If you have enough time left, ask each group to report to the class two things they learned from their interview. Again, this will depend on how many students are in your class.

7. Each student should write a report using indirect speech. They should also include a couple of quotes in the report. The person who was interviewed can also write a report, but will write from the first person point of view. *“I told themThey asked me....”*
8. Circulate and help the students where needed.
- 9.

Students can finish the writing in class or at home for homework.

Student Practice – The Interview

In a small group, you will interview one of your classmates and write a follow-up report using both quoted (direct) and reported (indirect) speech.

In your group, choose a famous person you would like to interview. Someone in the group must volunteer to play the role of the famous person. Obviously, the famous person has to be someone who is well known to all members in the group!

Process

1. In your group, decide who will be the interviewee and which famous person they will be.
2. Prepare a few questions. You don't need to think of all your questions ahead of time, as the interview will suggest follow-up questions.
3. Interview your classmate for about 15 minutes. You should take notes since you will have to write a report.
4. After the interview, you should compare notes with your classmates to see that you have all the information you need to write your report.
5. Each student should write a report using indirect speech. You should also include at least two quotes in your report. The person who was interviewed can also write a report, but will write from the first person point of view. *“I told themThey asked me....”*