

reported statements

Direct speech is the actual words people say. We use speech marks.

Napoleon said: 'I have fought sixty battles and I have learned nothing.'

Reported or indirect speech tells us what people have said. We do not use speech marks.

Napoleon **said that he had fought** sixty battles and had learned nothing.

tense changes

In reported speech we usually begin with a past tense reporting verb (eg *said*) so we change all the verbs that follow, and put them back further in the past.

'I know the answer', she said.

*She said (that) she **knew** the answer.*

'I've done it,' she said.

*She said (that) she **had done** it.*

'I'll see you later', he said.

*He said **he would** see us later.*

people: personal pronouns

We also change the word we use to refer to the person who spoke.

Jack said: 'I have finished.'

*Jack said that **he** had finished.*

words referring to time and place

In direct speech time words like *now*, *today*, *tomorrow*, change because there is no longer a 'here and now' reference. The point of view has changed.

*'I'll see you **tomorrow**.'*

*He said he would see me **the following day**.*

Reference words like *here* and *this* also change.

*'I like **this** painting.'*

*She said that she liked **the** painting.*

*'I don't understand **this**.'*

*He said that he didn't understand **it**.*

tomorrow →	the following day, the next day
yesterday →	the day before
here →	there
this (pronoun) →	it
this (determiner) →	the

say and tell

We always put an object after *tell*.

*He **said** that he felt ill.*

*He **told them** that he felt ill.*

We use *tell* in the phrases *tell a lie* and *tell the truth*.

*She **told her teacher a lie**. He **told me the truth**, I'm sure.*

We don't say *He said the truth* or *He said a lie*.

no changes

- When we report immediately what someone says, or talk as if it was very recent, we use a present tense reporting verb and we do not make tense changes.
*Helen **says she'll be back** later.*
- When we report a state meaning (eg *like*, *live*, *believe* etc) it is possible to make no changes if we want to show that the state continues.
*'I still don't believe you.' He said that he still **doesn't** believe me.*
We can also make the tense change, but it can suggest that the state belongs to the past.
*He said that he **didn't** believe me at that time.*
- When we report a narrative we need not change past simple to past perfect.
'I was standing at the bus-stop, and I saw everything that happened,' he said.
*He **said he was standing** at the bus stop and **saw** everything that **happened**.*
- We do not make tense changes when we report quotations.
*Napoleon said that **you must** never interrupt your enemy when **he is making** a mistake.*

as reported speech with tense changes.

at 6.30,' she said.

got up every day at 6.30.

the doctor,' he said.

comedy films,' he said.

it,' he said.

paper,' she said.

f 'Scientists don't understand everything,' she said.

She _____

g 'I've decided to look for a new job,' he said.

He _____

h 'I can swim 5,000 metres,' he said.

He said _____

i 'I'm going to have a baby,' she said.

She _____

j 'I'll phone on Friday,' he said.

He _____

about the Trojan War. Then put one pronoun or reference word

and I want you to come with

old Helen.

at he loved a _____ her _____ and

_____ to go to Troy with

Troy and get my wife back

F 'My plan has worked, and the city is ours,'

Odysseus told the Greeks.

Odysseus told the Greeks that n _____

plan had worked and the city was

o _____

- We do not make tense changes when we report quotations.

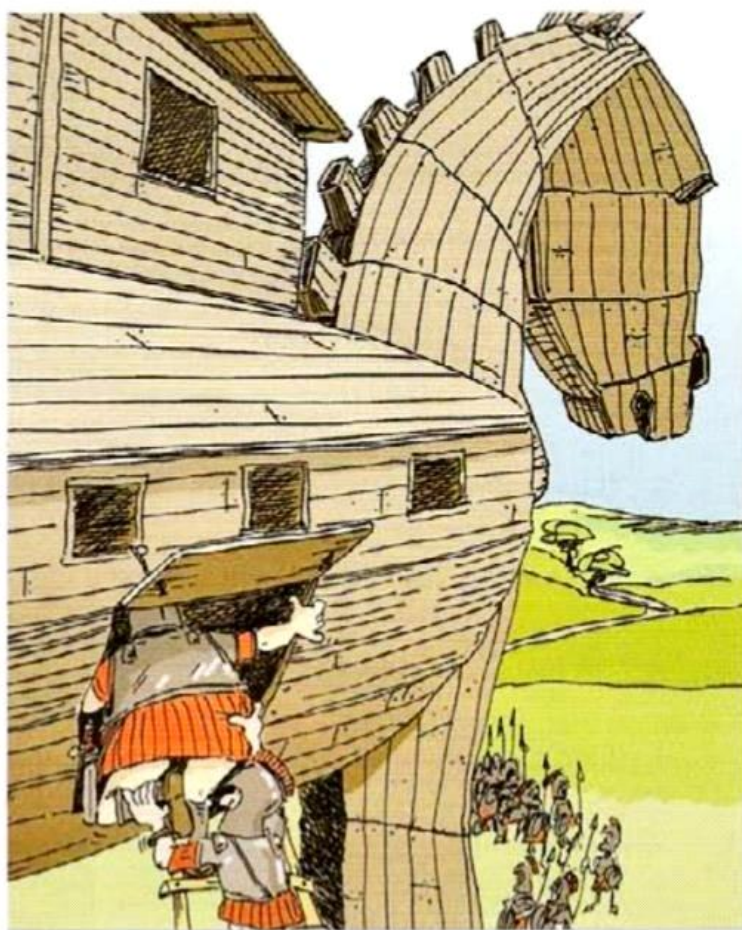
Napoleon said that **you must** never interrupt your enemy when **he is making** a mistake.

1 Rewrite each sentence as reported speech with tense changes.

- a 'I get up every day at 6.30,' she said.
She said (that) she got up every day at 6.30.
- b 'I forgot to phone the doctor,' he said.
He _____
- c 'Everybody likes comedy films,' he said.
He _____
- d 'I'm thinking about it,' he said.
He _____
- e 'I was reading the paper,' she said.
She _____
- f 'Scientists don't understand everything,' she said.
She _____
- g 'I've decided to look for a new job,' he said.
He _____
- h 'I can swim 5,000 metres,' he said.
He said _____
- i 'I'm going to have a baby,' she said.
She _____
- j 'I'll phone on Friday,' he said.
He _____

2 Read the information about the Trojan War. Then put one pronoun or reference word in each space.

- A 'I love you, Helen, and I want you to come with me to Troy,' Paris told Helen.
Paris told Helen that he loved a _____ her and he wanted b _____ to go to Troy with c _____
- B 'I'm going to attack Troy and get my wife back because she loves me best!' Menelaus told his brother.
Menelaus told his brother that he was going to attack Troy and get d _____ wife back because e _____ loved f _____ best.
- C 'We'll come with you to Troy and get your wife back,' the Greek heroes told Menelaus.
The Greek heroes told Menelaus that g _____ would go with h _____ to attack Troy and get i _____ wife back.
- D 'We've been fighting here for nine years and we want to get back to our families,' the Greeks said.
The Greeks said that they had been fighting j _____ for nine years and they wanted to get back to k _____ families.
- E 'I'm going to take some soldiers with me inside this wooden horse,' Odysseus told them.
Odysseus told them that he was going to take some soldiers with l _____ inside m _____ wooden horse.
- F 'My plan has worked, and the city is ours,' Odysseus told the Greeks.
Odysseus told the Greeks that n _____ plan had worked and the city was o _____



- 3 Read the information about Heinrich Schliemann. Then complete the text by writing *said* or *told* in each space.

Heinrich Schliemann – an interview in the 1860s

Heinrich Schliemann was a German archaeologist who excavated a city in Turkey in 1871 and decided that it was ancient Troy. He found evidence of destruction by war, and also discovered some gold objects. Nowadays archaeologists believe that his methods of excavation were unscientific, and they also believe that some of his discoveries were false.



Recently many experts have a _____ *said* _____ that Schliemann had a habit of not telling the truth, and this has raised doubts about his work. For example, he b _____ everyone he was a US citizen, but in fact this wasn't true. He also c _____ he had a degree from the University of Rostock, but in fact the university rejected his thesis. He d _____ he had found gold jewellery at Hissarlik, but some people believe these were modern pieces. In fact, his servant later e _____ people that no jewellery had been found in the places that Schliemann claimed to have found it. He also f _____ the authorities in Turkey that he was an archaeologist, but he didn't have any qualifications. When he talked about his work, he always g _____ people that he had dreamed of finding Troy when he was a small boy, but many people feel that he invented this story later. However, although many archaeologists at the time h _____ that his work was inaccurate, we have to remember that archaeology was not a science in Schliemann's time. He may not have always i _____ the truth, but he brought a lot of energy to the discovery of the ancient world, and devoted his life and his wealth to his excavations.



- 4 Rewrite each sentence about Schliemann as reported speech.

- a 'I have always been interested in the story of Troy,' he told journalists.
He told journalists (that) he had always been interested in the story of Troy.
- b 'My father read the stories to me when I was a child,' he said.

- c 'I have always believed that Troy was a real place,' he said.

- d 'At an early age I decided to discover the site of the city,' he said.

- e 'For many years I worked as a merchant in the USA and Russia,' he said.

- f 'I am a wealthy man and I have retired from business,' he said.

- g 'I first went to the site at Hissarlik in 1868,' he said.

- h 'Since then I have spent a lot of my own money on the excavation,' he said.

- i 'I am working with a British archaeologist,' he said.

- j 'We are hoping to prove that Hissarlik is the site of ancient Troy,' he said.

- g 'I first went to the site at Hissarlik in 1868,' he said.
- h 'Since then I have spent a lot of my own money on the excavation,' he said.
- i 'I am working with a British archaeologist,' he said.
- j 'We are hoping to prove that Hissarlik is the site of ancient Troy,' he said.

5 Read the statement from a news conference held at an archaeological site. Then answer the questions.

'Good morning everyone, my name is Julia Richmond, and I'm the director of this dig. Thank you for coming to this news conference. First I want to explain how we found this site, and what we've been doing here. I'm sure you have read the publicity handout, so you know something about this. It's important to give you the latest information. Then I'm going to give a description of some of the interesting discoveries we have made here. I'll give you a general account of the project, and I'll show some slides of the site. Then there will be a chance for all of you to look at some fascinating objects. We've brought some of the more spectacular finds. They are waiting for you in the room next door, and you will be able to take photographs. You've been very patient. So now let's begin ...'

What did the archaeologist say about ...

- a ... her job?
She told the journalists (that) she was the director of the dig.
- b ... finding the site?
She said _____
- c ... the publicity handout?
She told _____
- d ... the latest information?
She said _____
- e ... interesting discoveries?
She told _____
- f ... a general account of the project?
She said _____
- g ... slides?
She told _____
- h ... fascinating objects?
She said _____
- i ... spectacular finds?
She told _____
- j ... the room next door?
She said _____
- k ... photographs?
She told _____
- l ... being patient?
She said _____

EXTENSION ACTIVITY

- 1 Choose five sentences and their answers from Exercise 1 and translate them into your language. Are the tense changes and punctuation rules the same?
- 2 Read Exercise 3 again. Write four things that Schliemann told people, using direct speech.

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reported questions, commands, and reporting verbs

reported questions

- yes / no questions

We report these questions using *if* or *whether*. We follow the tense-change rules (see Unit 16). We change the question form of the verb to the statement form. We do not use a question mark.

'Do you understand the question?' she asked us.

reported questions, commands, and reporting verbs

reported questions

● yes / no questions

We report these questions using *if* or *whether*. We follow the tense-change rules (see Unit 16) and change the question form of the verb to the statement form. We do not use a question mark.

'Do you understand the question?' she asked us.

She asked us **if / whether we understood** the question.

● reported questions with a question word

We report these questions using the question word and the following tense-change rules.

We change the question form of the verb to the statement form.

'What temperature is the water?' she asked.

She asked **what temperature the water was**.

reported requests and commands

Use *ask* to report requests: **ask + object + to-infinitive**.

'Please turn on your computers.' He **asked us to turn on** our computers.

Use *tell* to report commands: **tell + object + to-infinitive**.

'Turn on your computers!' He **told us to turn on** our computers.

'Don't turn it on!' He **told us not to turn it on**.

report verbs

Some verbs explain what people say, or summarize their words. Using a report verb often means you can summarize the actual words people say, without repeating them.

'I'll bring my homework tomorrow, honestly, I will, really!'

He **promised to** bring his homework the next day.

● verb + *that*-clause

suggest *'Why don't you use a calculator?'*

promise *'I'll do it.'*

He **suggested (that) I used** a calculator.

He **promised (him) (that) he would do** it.

● verb + *-ing*

suggest *'Why don't you use a calculator?'*

deny *'I didn't break the jar.'*

He **suggested using** a calculator.

He **denied breaking** the jar.

● verb + *to-infinitive*

offer *'I'll help you.'*

promise *'I'll bring it tomorrow.'*

refuse *'I won't sit down!'*

agree to *'Ok, I'll pay (you) €300.'*

He **offered to help** her.

She **promised to bring** it the next day.

He **refused to sit** down.

He **agreed to pay (him) €300**.

● verb + object + *to-infinitive*

advise *'I would (wouldn't) stop, if I were you.'*

remind *'Don't forget to lock the door.'*

warn *'Don't touch that wire!'*

She **advised me (not) to** stop.

She **reminded him to** lock the door.

She **warned me not to** touch the wire.

● verb + object

invite *'Would you like to come to dinner?'*

offer *'Would you like some ice cream?'*

He **invited me to dinner**.

He **offered her** some ice cream.

● other patterns

explain *'This is how you do it.'*

agree with *'Yes, I think the same.'*

congratulate *'Well done, you've won.'*

She **explained how to** do it.

She **agreed with** him.

He **congratulated her on** winning.

... if I had done my

... if I had done my

... if I had done my

... if I had done my

... if I had done my

... if I had done my

1B Rewrite the sentence as direct speech. Include necessary punctuation.

f I asked the teacher if she had a spare pen.

g The teacher asked me if I was going to start.

h I asked the teacher if it was all right to use a pencil.

i The teacher asked me if I knew the answer.

j I asked the teacher if it was the end of the lesson.

- invite 'Would you like to come to dinner?' He **invited me to dinner**.
- offer 'Would you like some ice cream?' He **offered her** some ice cream.
- other patterns
- explain 'This is how you do it.' She **explained how to** do it.
- agree with 'Yes, I think the same.' She **agreed with** him.
- congratulate 'Well done, you've won.' He **congratulated her on** winning.

1A Complete the reported yes / no questions.

- a 'Have you done your homework?'
The teacher asked me if I had done my homework.
- b 'Are we starting a new lesson?'
I asked the teacher _____
- c 'Are you paying attention?'
The teacher asked me _____
- d 'Do I have to write it down?'
I asked the teacher _____
- e 'Are you feeling all right?'
The teacher asked me _____

1B Rewrite the sentence as direct speech. Include necessary punctuation.

- f I asked the teacher if she had a spare pen.

- g The teacher asked me if I was going to start.

- h I asked the teacher if it was all right to use a pencil.

- i The teacher asked me if I knew the answer.

- j I asked the teacher if it was the end of the lesson.



2A Complete the reported questions without past tense shift.

- a How many colours are there in a rainbow?
The teacher asked us how many colours there are in a rainbow.
- b What does a tadpole turn into?
The teacher asked us _____
- c How do fish take oxygen from the water?
The teacher asked us _____
- d How many stomachs does a cow have?
The teacher asked us _____
- e What do scientists mean by gravity?
The teacher asked us _____

2B Complete the reported questions with past tense shift.

- f When did the Second World War begin?
The teacher asked us _____
- g Why did Romeo drink the poison?
The teacher asked us _____
- h What did Edison do in 1877?
The teacher asked us _____
- i What was Gregor Mendel famous for?
The teacher asked us _____
- j What did Marie Curie discover?
The teacher asked us _____

3A Complete the reported questions.

- a 'Do you live here?' I asked.
I asked him if/whether he lived there.
- b 'What's your name?'
He asked me _____
- c 'What time is it?'
I asked her _____
- d 'Are you sitting here?'
She asked me _____
- e 'Do you want some coffee?'

The teacher asked us _____

The teacher asked us _____

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She asked me _____
- e 'Do you want some coffee?'
I asked her _____

3B Rewrite the sentence as direct speech. Include necessary punctuation.

- f He asked me when the next train left.

- g I asked him where the bus station was.

- h She asked me whether I had any change.


- i I asked her what she was staring at.

- j They asked me if I was waiting for them.

4 Complete the reported requests or commands.

- a 'Fill the jar with water, John.'
The teacher told John to fill the jar with water.
- b 'Please help him, Angela.'
The teacher _____
- c 'Michael, don't spill the water!'
The teacher _____
- d 'Please pour a little water into here, Alison.'
The teacher _____
- e 'Light the gas, Steve.'
The teacher _____
- f 'Don't touch it with your finger, Alan.'
The teacher _____
- g 'Sarah, heat the water gently until it boils.'
The teacher _____
- h 'All of you, please watch the water carefully.'
The teacher _____

5 Match the sentences a to h with the same words reported in 1 to 8.

- a This is how you turn on the computer.  1 He explained how to turn on the computer.
- b I wouldn't turn on the computer if I were you. 2 He warned me not to turn on the computer.
- c I'll turn on the computer. 3 He invited me to turn on the computer.
- d It's not true - I didn't turn on the computer. 4 He suggested I turned on the computer.
- e Careful - don't turn on the computer. 5 He refused to turn on the computer.
- f Why don't you turn on the computer? 6 He denied turning on the computer.
- g Would you like to turn on the computer? 7 He offered to turn on the computer.
- h No, I won't turn on the computer! 8 He advised me not to turn on the computer.

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- | | |
|--|--|
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| d It's not true – I didn't turn on the computer. | 4 He suggested I turned on the computer. |
| e Careful – don't turn on the computer. | 5 He refused to turn on the computer. |
| f Why don't you turn on the computer? | 6 He denied turning on the computer. |
| g Would you like to turn on the computer? | 7 He offered to turn on the computer. |
| h No, I won't turn on the computer! | 8 He advised me not to turn on the computer. |

6 Read the advice from a sports expert. Then complete each sentence using one word from the box and any other necessary information.

'Hello, my name's Vernon Marchewski and I'm going to tell you about the best ways to improve your fitness. If you're interested in being an athlete, or just doing sport for fun, this advice is for you.

I think the most important thing is to choose a workout that you enjoy. Don't cycle if you don't like cycling. You need to do something that will **motivate** you, so avoid activities that are too hard for you, or boring.

To make your workout more fun and challenging, do it a bit differently each time. Try a new activity, or vary how long you spend doing something, and how difficult you make it.

Another great way to motivate yourself is to make sure you have **goals**. For example, if you run 5 km a day, try to increase it to 6. But be careful, don't overtrain. This can lead to injury, and your body needs to rest as well as work hard.

Look after yourself, remember to eat good food and drink lots of water. A healthy diet is the best way to a healthy body.

Finally, only use proper equipment. If you cycle, have your bicycle checked and repaired regularly. Only wear good running shoes, and invest in comfortable clothing.'



explained warned reminded told **said** advised shouldn't suggested

- a Vernon said his advice was for people interested in being athletes.
- b He _____ the audience _____ they enjoyed.
- c He _____ too hard, or boring.
- d To make your workout fun, Vernon _____
- e He _____ goals is a good way to motivate yourself.
- f He _____ lead to injury.
- g He _____ good food.
- h He _____ bad equipment.

EXTENSION ACTIVITY

- 1 Make sure you have the correct answers for Exercise 3. Translate the answers into your own language.
- 2 Write sentences in direct speech giving examples of these actions: *suggesting, denying, refusing, advising, inviting*