

Indirect (reported) speech

A Starting activities

1 Choices

The tenses in indirect speech

Work as a class. Which of the indirect speech sentences below are correct? If you think both (a) and (b) are correct, try to say what the speaker wants to emphasize in sentence (b).

- 1 'I love you, Karen.'
 - a Roger told Karen that he loved her.
 - b Roger told Karen that he loves her.
- 2 'Is it raining?'
 - a Kate asked if it was raining.
 - b Kate asked if it is raining.
- 3 'You've broken my CD player!'
 - a Paul told Ann that she had broken his CD player.
 - b Paul told Ann that she's broken his CD player.

When you have finished, look at Activity note 58 on page 155.

2 He said, she said

Verbs that introduce indirect speech

Work in pairs. Here are some of the verbs that introduce indirect speech: *say, warn, think, suggest, reply, advise*. Take it in turns to read out the direct speech sentences below. Your partner then says each sentence as indirect speech using one of the possible indirect speech verbs, in the past simple tense. There may be more than one possible answer. Example:

'You have passed the examination.'

She _____ me I have passed the examination.

A: *You have passed the examination.*

B: *She **told** me I have passed the examination.*

- 1 'Nice day, isn't it?'
She _____ it was a nice day.
- 2 'I think Sheila's coming, but I'm not sure.'
He _____ Sheila was coming, but he wasn't sure.
- 3 'Let's go on to a nightclub afterwards.'
She _____ that we went on to a nightclub afterwards.
- 4 'Look out!'
She _____ me to look out.
- 5 'If I were you I'd spend the money now.'
Richard _____ me to spend the money now.
- 6 Tom: 'Are you coming?' Gill: 'Not yet.'
Gill _____ that she wasn't coming yet.

When you have finished, look at Activity note 23 on page 142.

3 Evelyn and Les

Indirect speech in context

Work in pairs, A and B. With your partner, read the short dialogue between Evelyn and Les. Then put the dialogue into indirect speech starting *Evelyn told Les that . . . and then Les replied . . .* You have your own part of the dialogue only.

Person A: You are Evelyn. Read Activity note 22 on page 142.

Person B: You are Les. Read Activity note 59 on page 155.

B Grammar guide

-
- 1 Indirect speech: past**
- After a past tense indirect speech verb (like *said* or *told* or *thought*) you can use the same tense as in the direct speech sentence or you can change it.
DIRECT SPEECH *'I like apples.'* (present simple)
INDIRECT SPEECH *She said she likes apples.* (present simple) OR *She said she liked apples.* (past simple)
But change the tense when the information is out of date or not true now. (For example, if she doesn't like apples any more use *liked*.)
 - Here are the possible tense changes:

DIRECT SPEECH	INDIRECT SPEECH
<i>'I like apples.'</i>	<i>She said she liked apples.</i>
<i>'I'm writing a letter.'</i>	<i>She said she was writing a letter.</i>
<i>'I saw the film.'</i>	<i>She said she had seen the film.</i>
<i>'I have finished.'</i>	<i>She said she had finished.</i>
<i>'I was having lunch.'</i>	<i>She said she had been having lunch.</i>
<i>'I will be thirty next month.'</i>	<i>She said she would be thirty next month.</i>
 - Do not change *would*, *could*, *should* and *ought to* in indirect speech.
-
- 2 Indirect speech: present, future and present perfect**
- After present, future or present perfect indirect speech verbs there is usually no change of tense.
Ron (on the phone to Alan): *'Do you and Jennifer want to go with me?'*
Alan: *'Jennifer, Ron is on the phone. He's asking if we want to go with him.'*
-
- 3 Questions in indirect speech**
- Use *if* or *whether* when you are reporting a question which has no question word.
DIRECT SPEECH *'Is he coming this evening?'*
INDIRECT SPEECH *She asked if (OR whether) he is (OR was) coming this evening.*
We can also use *ask* + object + *if/whether* to report a question. *She asked Bill if he was coming.*
-
- 4 Imperative in indirect speech**
- Use *tell* + object + *to* when you are reporting a command or instruction.
DIRECT SPEECH *'Go to the bank tomorrow.'*
INDIRECT SPEECH *He told us to go the bank tomorrow.*
-
- 5 Indirect speech verbs with and without *to* or *that***
- The verb *ask*, when used to report a request, is followed by an object and *to*.
Trevor asked me to get a newspaper for him.
The verbs *warn*, *remind* and *tell* can be followed by an object and *to* or by an object and *that*.
She told Sarah to be careful. *She told Sarah that she must be careful.*
The verbs *complain*, *exclaim*, *explain*, *think*, *hope*, *say* and *suggest* can be followed by *that* but not by an object.
She said that the rent must be paid. (NOT *She said me*)
He suggested that we stayed and watched television. (NOT *He suggested me*)
You can leave out the word *that* after *say*, *tell* and *suggest*.
She told Sarah she must be careful.
-

C Activities

1 Short stories

Direct and indirect speech

- 1 Work alone. Write the story of any play, film, television programme or novel that you know in less than one hundred words. If you cannot think of a story of your own, use the story of King Lear below.
- 2 Work in pairs. Put direct speech and indirect speech sentences into your story and your partner's story, using as many of these verbs as you can and other verbs: *think, hope, say, tell, explain, reply, warn*.
Example: *King Lear said that he had decided to divide his kingdom between his daughters.*

There was an old king (King Lear) who had three daughters. He decided to divide his kingdom between his daughters and give up his power. His advisers and the people who loved him were shocked and worried. The old king went to stay with his two eldest daughters, Goneril and Regan, but they grew tired of him and asked him to leave. The youngest daughter, Cordelia, had left England to marry the King of France. So Lear was left homeless, out in the open air, wandering through fields in a storm. When Cordelia died, Lear died of a broken heart.

- 3 Work as a class. Read your new version of the story to the class.

2 Great moments from history

Direct and indirect speech

- 1 Work as a class. Here are some important moments in British history:
William the Conqueror from Normandy defeats King Harold at the Battle of Hastings (1066)
Newton discovers gravity (1687)
England win the football World Cup (1966)
Write down some great moments from your country's history.

- 2 Work in pairs or small groups. Imagine what the people involved in each great moment of history said at the time, and how it was reported later. Write direct speech and indirect speech sentences, which can be serious or humorous. (By the way, Newton discovered gravity when an apple fell on his head.)
Example:

Newton: *'Ouch! An apple has fallen on my head. This must be gravity.'*

Newton exclaimed that the apple had fallen on his head because of gravity.



- 3 Work as a class. Read your direct and indirect speech sentences out to the class.

3 Drugs kill

Direct and indirect speech, positive and negative

- 1 Work in pairs or groups of four. Read the dialogue in Activity note 24 on page 142. If you are working in a group of four you can read it aloud, playing the parts.
- 2 Work in the same pairs or groups of four. Two years later the Roper family all remembered what everybody said. But, as in life, they all remembered it differently. Read Activity note 67 on page 159. Discuss how the four of them remembered what was said. Who is nearest the truth? And who, in the family, was right and who was wrong? Make indirect speech sentences with both positive and negative indirect speech verbs.
Examples: *Mrs Roper thought that Sheena was taking drugs. Mr Roper did not say that he wanted Sheena to leave home.*

D Accuracy practice

1 Put the direct speech into indirect speech. More than one answer is possible.

- 1 'I went to a concert with Mary.'
Trevor said _____
- 2 'I didn't do any housework.'
Dad explained _____
- 3 'Harry doesn't want to dance.'
Tracy said _____
- 4 'I am paying for the bread.'
He told us _____
- 5 'I've finished!'
She said _____

2 Put the direct speech questions into indirect speech. Use *asked* + object + *if*. Change the tense of the verb in the direct speech.

- 1 Mr Williams: 'John, did you find the hammer?'
Mr Williams asked John if he _____
- 2 Ms Fowler: 'Dave, are you from Edinburgh?'
- 3 Jenny: 'Jean, do you know what "versatile" means?'
- 4 Lynn: 'Will you go out with David again, Tessa?'
- 5 Peter: 'Susan, are you playing tennis on Friday?'

3 Write indirect speech sentences. Put the indirect speech verb (*tell* and *ask*) into the past simple, and use *to* (e.g. *she told him to*).

- 1 She/tell/Peter/remember/his keys.
- 2 The Managing Director/tell/everybody/expect/a good profit.
- 3 The teacher/tell/Kate/do/some extra homework.
- 4 Henry/ask/Gemma/marry/him/three times last year.

4 Use the verbs in brackets to make indirect speech sentences. Change the tense of the verb in direct speech where you can.

- 1 (explained) Brian: 'You should press the red button, Henry.'
Brian explained that Henry _____
- 2 (told) Mary: 'You look pale, Lesley. You should see a doctor.'
Mary told Lesley to _____
- 3 (thought) Tim: 'More people ought to use recycled paper.'
Tim thought that _____
- 4 (hoped) James: 'It will snow this winter.'
James _____
- 5 (suggested) Richard: 'Why don't we go out for a meal?'
Richard _____
- 6 (said) Gemma: 'I've had a good day at work.'
Gemma _____