

Unit 9

More on reported speech

Stay still. Can you relax all your muscles?



I can. I just farted.

My yoga teacher told us to stay still and asked if we could relax all our muscles. I told her that I could and had just farted.

Grammar in Context

Theme: Leisure and hobbies

Words by Theme



Read the following text messages and answer the questions.

Tina last seen at 9:40 pm

Guess what? **1** I'm joining you and Ben for the camping trip. Let's go glamping¹ 🏡!

2 Don't be so fussy, Nic.

3 Are there a lot to prepare?
4 How is glamping different from camping?

Nic is typing ...

Hey Nic, welcome to our camping group! Tina mentioned to me that you are new to camping and may need my help.

Thanks Ben 🙏! I asked her how glamping is different from camping.

She bet you have never cooked outdoors. This time, we'll only make some easy meals. We'll need a camping stove, and please bring along² a first-aid kit 🩹.

Doesn't it sound simple? Tina warned me not to be so fussy. I asked if there are a lot to prepare.

Tina and I always go camping when we want a getaway³ 😊. We usually camp on hillsides⁴ ...

Tina last seen at 10:00 pm

Ben, **1** Nic said he is joining us for the camping trip. **5** He's new to camping and may need your help. **6** He probably has never cooked outdoors 😊 ...

1. Read sentences **1** – **6**. Underline their corresponding sentences in reported speech.
2. Based on the above question, write the reporting verbs in the table.

1	said	2	3 – 4	5	6
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PART 1 Review of reporting statements

In Unit 13 of Book 2, we learnt that reported speech reports what someone said. The reporting verb is followed by a *that*-clause.

Direct speech

Meg cried, *'My toes are cramping.'*

→

change in tense

Meg cried *(that) her toes were cramping.*

Reported speech

change in pronoun



PART 1A Reporting verbs

Statement	<i>assure, say, tell, think</i>	Question and answer	<i>ask, answer, reply, respond, wonder</i>
Voice	<i>cry, murmur, mutter, scream, shout, whisper, yell</i>	Feeling and attitude	<i>chuckle, exclaim, laugh, mock, regret, sigh, tease</i>
Argument	<i>admit, assume, believe, claim, declare, emphasise, stress</i>	Purpose	<i>add, announce, beg, bet, complain, confess, explain, reveal, suggest, threaten, warn</i>

PART 1B Changing the tenses

Direct speech	Reported speech
Simple present tense ▪ <i>'The melody is intriguing,'</i> said Alex.	Simple past tense ▪ Alex said <i>(that) the melody was intriguing.</i>
Present continuous tense ▪ <i>'I am doing puzzles,'</i> Ian said to us.	Past continuous tense ▪ Ian said to us <i>(that) he was doing puzzles.</i>
Present perfect tense ▪ <i>'The price has fallen,'</i> Samuel told me.	Past perfect tense ▪ Samuel told me <i>(that) the price had fallen.</i>
Present perfect continuous tense ▪ <i>'The cost has been soaring,'</i> the owner said.	Past perfect continuous tense ▪ The owner said <i>(that) the cost had been soaring.</i>
Simple past tense ▪ <i>'I tried windsurfing,'</i> said Martin.	Past perfect tense ▪ Martin said <i>(that) he had tried windsurfing.</i>
Past continuous tense ▪ <i>'My sons were crying,'</i> Sue said.	Past perfect continuous tense ▪ Sue said <i>(that) her sons had been crying.</i>
Simple future tense ▪ <i>'The lesson will end soon,'</i> said Miss Lee.	would + bare infinitive ▪ Miss Lee said <i>(that) the lesson would end soon.</i>
<i>is / am / are going to</i> ▪ <i>'The test is going to begin,'</i> the prof said.	<i>was / were going to</i> ▪ The prof said <i>(that) the test was going to begin.</i>
Future continuous tense ▪ <i>'I will be giving birth to my twins in three months,'</i> my sister said.	would be + present participle ▪ My sister said <i>(that) she would be giving birth to her twins in three months.</i>
Future perfect tense ▪ <i>'I will have saved \$50,000 by the end of this year,'</i> he promised.	would have + past participle ▪ He promised <i>(that) he would have saved \$50,000 by the end of that year.</i>

PART 1C Changing the modals

<p>can → could</p> <ul style="list-style-type: none"> 'I can build a robot,' said Thomas. Thomas said (that) he could build a robot. 	<p>must (= have to) → had to</p> <ul style="list-style-type: none"> 'You must practise often,' said my coach. My coach said (that) I had to practise often.
<p>may → might</p> <ul style="list-style-type: none"> 'The carnival may be postponed,' said Tom. Tom said (that) the carnival might be postponed. 	<p>will → would</p> <ul style="list-style-type: none"> 'I will grant you a wish,' said the genie. The genie said (that) he would grant me a wish.

Reminder!

We do not change the tenses in the following situations:



When the reporting verb is in the simple present tense

- 'I **am** retired,' Roy says. → Roy says (that) he **is** retired.

When the information is always true or is still true while being reported

- '60% of our body **is** water,' Tom explained. → Tom explained (that) 60% of our body **is** water.

When the time of the event is specified

- 'I **left** my hometown in 2009,' Harry said. → Harry said (that) he **left** his hometown in 2009.

When the verb is in the past perfect tense (the tense in the dependent clause also unchanged)

- 'My parents **had gone** to bed when I **returned** home at three,' Tom said.
- Tom said (that) his parents **had gone** to bed when he **returned** home at three.

When the verb contains the modals should, would, could, might, ought to or mustn't

- 'The class **could be dismissed** in five minutes,' Miss Chan said.
- Miss Chan said (that) the class **could be dismissed** in five minutes.

PART 1D Changing the pronouns and possessive adjectives

Direct speech	Reported speech	Direct speech	Reported speech
<i>I</i>	<i>he / she</i>	<i>me</i>	<i>him / her</i>
<i>you</i>	<i>he / she / they</i>	<i>you</i>	<i>him / her / them</i>
<i>we</i>	<i>they</i>	<i>us</i>	<i>them</i>
<i>my</i>	<i>his / her</i>	<i>myself</i>	<i>himself / herself</i>
<i>your</i>	<i>his / her / their</i>	<i>yourself / yourselves</i>	<i>himself / herself / themselves</i>
<i>our</i>	<i>their</i>	<i>ourselves</i>	<i>themselves</i>

- Ann told Sam, 'The gift **you** have given **me** is awesome.'
- Ann told Sam (that) the gift **he** had given **her** was awesome. (the third person reporting the statement)
- Ann told me (that) the gift **I** had given **her** was awesome. (Sam as the first person reporting the statement)
- '**They** left together,' said Fiona.
- Fiona said (that) **they** had left together. no change
- 'The department head will select **his** team members by **himself**,' said Ryan.
- Ryan said (that) the department head would select **his** team members by **himself**. no change

PART 1E Changing the time markers and certain words

Direct speech	Reported speech	Direct speech	Reported speech
<i>now</i>	<i>then / at that time / at that moment</i>	<i>yesterday</i>	<i>the day before / the previous day</i>
<i>today</i>	<i>that day</i>	<i>last night</i>	<i>the night before / the previous night</i>
<i>tonight</i>	<i>that night</i>	<i>(two) days ago</i>	<i>(two) days before</i>
<i>this morning</i>	<i>that morning</i>	<i>tomorrow</i>	<i>the next day / the following day / the day after</i>
		<i>next week</i>	<i>the following week / the week after</i>

▪ Joe said, 'Kevin's birthday is **tomorrow**.'

→ Joe said (that) Kevin's birthday is **tomorrow**. (reported on the same day)

→ Joe said (that) Kevin's birthday was **the next day**. (reported on another day)

no change

come → *go*

here → *there*

this → *that*

these → *those*

'*These people should come here,*' said Tina. → Tina said (that) *those people should go there.*



Exercise 1.1

Change the direct speech into reported speech.

1. 'The waiter is taking orders at another table now,' Samuel said to his friends minutes ago.

Samuel said to his friends (that) the waiter was taking orders at another table then.

2. Hugo always says, 'I will become a theatre actor.'

3. 'These hikers will come here to rescue me tonight,' Mat assured himself a few days ago.



4. 'I often played truant and wrote my own absence notes a year ago,' Ted admitted two years ago.

5. 'We may need to stay at home tomorrow,' Louisa sighed just now.

6. 'I had confessed to failing my Maths test before my mum tried to look for the test paper last night,' Sue recalled two days ago.

7. Dan announced last year, 'Our company will be attending the annual fair and the promotion will have commenced by next month.'



More to take away


play truant (phr.) = to be regularly absent from school without permission



Exercise 1.2

The monitor is filling in the daily lesson log after school. There are some mistakes. Correct the underlined mistakes by writing the correct words in the spaces provided. Put a tick (✓) if there is no mistake.

Daily Lesson Log Date: 25 October 20XX (Friday) No. of students: 28 / 30

<p>7th</p> <p><u>Biology</u></p> 	<p>Mr Lee suggested that we (1) <u>might have skipped</u> chapter six of the textbook. He keeps encouraging us that we (2) <u>can start</u> with easier topics. We (3) <u>state</u> that we (4) <u>have been looking forward to</u> learning about evolution. Mr Lee replied that he (5) <u>will show</u> (6) <u>me</u> a documentary on the subject (7) <u>now</u>. He said every one of us (8) <u>is going to understand</u> the concept. He mentioned that he (9) <u>has already received</u> the laboratory reports from most of us.</p>
<p>8th</p> <p><u>History</u></p>	<p>Ms Lam (10) <u>told to us</u> that she (11) <u>was preparing</u> some handouts the whole week for (12) <u>our</u> coming exam. She said that she (13) <u>had scheduled</u> an extra lesson for students who (14) <u>had not passed</u> the quiz on 18th October. She emphasised that those students (15) <u>must come</u> to see her after class and she (16) <u>would have talked</u> to them.</p>

1. might skip	2. ✓	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.

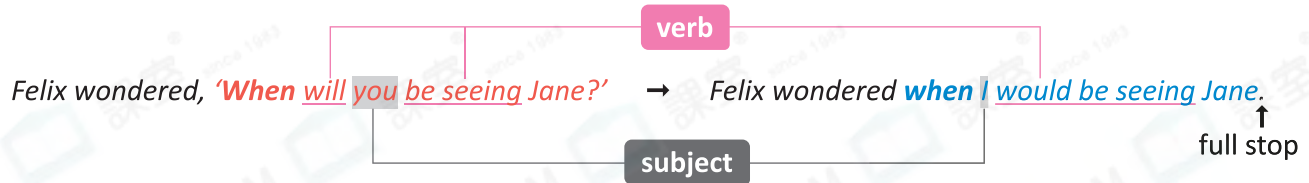
PART 2A Reporting Yes / No questions

When we use reported speech to report Yes / No questions, we use *if* or *whether* after the reporting verb. We put the subject before the verb and change the verb tense in the way we report a statement.



PART 2B Reporting *wh*-questions

When we use reported speech to report *wh*-questions, we keep the *wh*-word after the reporting verb. We put the subject before the verb and change the verb tense in the way we report a statement.



Exercise 2.1

Change the direct speech into reported speech.

- 'Why didn't you clean up your desk?' Jacob asked Helen yesterday.
Jacob asked Helen why she hadn't cleaned up her desk.
- 'When will the programme stop accepting applications?' Gordon would like to know last night.
Gordon would like to know _____.
- 'Must I renew my membership today?' Naomi wondered four days ago.
Naomi wondered _____.
- 'Will the show have ended by the time I arrive?' Carl doubted a few weeks ago.
Carl _____.
- The librarian asked Susan this morning, 'Has your friend Andy returned the books?'
The librarian _____.
- 'Why is Mary never punctual?' Samson always wants to know.
_____.
- 'Can this candidate type fast in Chinese?' The hiring manager wondered last week.
_____.
- 'What are we doing with our daughter next weekend?' Owen asked his wife just now.
_____.



Exercise 2.2

Mia and Jolie met up last week. Rewrite the conversation using reported speech and the correct form of the given reporting verbs.

Mia: Look what I've bought you. (1) Do you think this necklace is nice? (2) Do you want to have a closer look at it?

Jolie: Wow, thanks! It looks gorgeous indeed. (3) How much have you spent on it? (4) These crystals here must have cost you a fortune.

Mia: (5) Would you just try it on now?

Jolie: It's really beautiful! (6) What can I do to thank you for this gift? (7) Will your family want some homemade cookies? I'm going to make some tomorrow.

Mia: It'd be nice! (8) Is Aunt Katie going to make them with you?

Jolie: (9) Do you mean that she has to help? (10) Are you making fun of me about the burnt cookies I made last year?

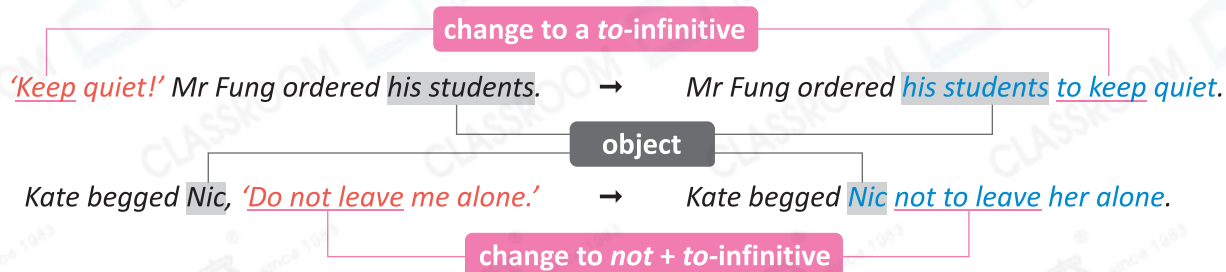


1. Mia asked Jolie if / whether she thought that necklace was nice. _____ (ask)
2. _____ (would like to know)
3. _____ (wonder)
4. _____ (bet)
5. _____ (ask)
6. _____ (would like to know)
7. _____ (wonder)
8. _____ (ask)
9. _____ (doubt)
10. _____
_____ (wonder)



PART 3 Reporting orders, requests and advice

When we use reported speech to report orders, requests, advice etc., the reporting verb is followed by an object and the *to*-infinitive form of the verb.



Below are some reporting verbs for reporting orders, requests, advice etc.

Orders	command, instruct, order, tell
Requests	ask, beg, remind, request
Advice	advise, encourage, warn, urge



- '*Please send me a digital copy,*' Pat asked Dan. → Pat asked Dan *to send him a digital copy*.
- '*Sit up straight,*' Lynn advised her son. → Lynn advised her son *to sit up straight*.



Exercise 3.1

Change the direct speech into reported speech. Circle the correct reporting verbs.

- 'Look into people's eyes when you are talking with them,' Ms Yuen said warmly to Sam.
Ms Yuen (ordered / encouraged) Sam to look into people's eyes when he is talking with them _____.
- 'Make your appointments as soon as possible,' the nurse said to the patients.
The nurse (told / commanded) _____.
- 'Don't point a knife tip towards yourself,' Mum said to Clara.
Mum (begged / warned) _____.
- 'Please let me have a moment of peace,' Mr Wong said to the noisy kids.
Mr Wong (begged / advised) _____.
- 'Don't touch anything here in this exhibition hall,' Eddie said kindly to his little sister.
Eddie (reminded / requested) _____.
- 'Come to my place to have fun more often!' Shirley said to her friends.
Shirley (warned / advised) _____.
- 'You need to submit these forms to your faculty,' the student helper said to Lisa.
The student helper (advised / instructed) _____.



Exercise 3.2

Jane is thinking about three important people in her life. Complete what she thinks using reported speech and the correct form of the given reporting verbs.

(1) Don't laze in bed! **(2)** Get up and make your own bed.
(3) Come here for breakfast.
Lazybones!



(4) Class, remember to submit your reply slips. **(5)** Mark, you'd better keep your voice down.
(6) Assemble in the playground now.



(7) Don't leave me like this!
(8) I won't hurt you again.
(9) Come downstairs to see me.
(10) Forgive me one more time.



- | | |
|---|------------------------------|
| 1. Mum <u>ordered</u> me not to laze in bed.
_____ (order) | 6. _____
_____ (instruct) |
| 2. _____
_____ (command) | 7. Sam _____
_____ (beg) |
| 3. _____
_____ (order) | 8. _____
_____ (promise) |
| 4. Ms Wong _____
_____ (remind) | 9. _____
_____ (urge) |
| 5. _____
_____ (advise) | 10. _____
_____ (beg) |



Grammar Wrap-up

Jenny is editing a brochure. Complete the brochure by changing the given direct speech into reported speech.

Picks of the month for stylish hobbyists

LOG-IN: Your Lifestyle Store

SOUNDY MAX02 Wireless Noise-Cancelling Headphones

Famous composer Wayne Lai, a long-time customer of ours, once asked (1) us which headphones were the best. Whereas we advised (2) _____, **Soundy** is the ideal option for those with picky ears. The company has recently announced (3) _____. We believe (4) _____. We urge (5) _____.



ESSENTIAL Hiking Gear Set

Customers usually tell (6) _____. But there are always adventurers. To avoid danger, we encourage (7) _____. This gear set includes all the basic equipment required. Some people doubted (8) _____. We assure you that we sell a quality gear set at a discounted price.

ARTISTRY Calligraphy Practice Book + Lettering Pen

We advise (9) _____. In case some of you wonder (10) _____, calligraphy tools would be the first item that comes to mind.



'We wait until autumn for a hiking trip.'

'We will upgrade our celebrated MAX01 model.'

'Which headphones are the best?'

'Visit us again in July to check them out.'

'Don't be frugal when spending on your hobbies.'

'What can you offer to the customers on a tight budget?'

'Equip yourselves properly!'

'Please find out your best match by trial and error.'

'The upgraded model is going to be the best headphones under \$2000 on the market.'

'Does a low price mean inferior quality?'



Grammar in Pre-DSE Text Type

Theme: Leisure and hobbies

You are filling in an evaluation questionnaire. Complete the questionnaire in reported speech with the help of the given words. Add pronouns where necessary.

can / teach	recommend / take	whether / tell	ask / come
explain	have to / know	advise / think	ask / not leave
encourage / develop ¹	this / be	why / make	these days

Words by Theme



Summer Institute of Photography²

Course Evaluation Questionnaire: Fashion Photography Course

Why did you want to take this course?

My friend working at a fashion magazine (1) recommended I take it. She told me that the

course (2) taught me all the essential skills that I (3) needed

about fashion photography in a few weeks. In the beginning, I wondered (4) if it was

the truth. But after an email exchange with Mr Lee, the course instructor³, I thought that (5) it was

very attainable. Mr Lee (6) explained that the structure of the

course targeted at people with backgrounds in both photography and design, and I was a perfect fit.

What did you like best about this course?

Mr Lee (7) encouraged a personal style of photography. To do this, he asked us

(8) to make certain artistic⁴ choices. He often (9) invited

to his office for brainstorming as well. Once, a student told him that she was trying to overcome a

creative block⁵ (10) by talking to him. Mr Lee (11) helped out of

the box. Mr Lee taught us to be not only a photographer but also a thinker.

What changes would you recommend to improve this course?

The instructor usually left for another class right away after ours. Very often, I had to

(12) wait for him so soon ...



Brain Breaks

A photographer was arrested. Why?

Answer: He shot people on the street!



We can use reported speech to retell what was said by others.

2

- Ann said (that) she would be turning 40 the following month. (reporting statements)
- Some people wonder why there are wars. (reporting questions)
- The report encouraged wage earners to maintain their work-life balance. (reporting advice)

Version 1

You are preparing a presentation on the results of a survey. Read the script and pay attention to the underlined parts.

Hobbies for Teens

In this survey, a hundred face-to-face interviews have been conducted to discover more about the hobbies for youngsters. As an introductory question, **(1)** we asked the young people, 'Do you have any hobbies?' **(2)** Ten of them responded, 'I do not have any.' This is a surprisingly high ratio. **(3)** We followed it up by asking how they usually spent their free time. **(4)** They replied, 'I just play on my phones to relax.'

To the ninety individuals with at least one hobby, **(5)** we asked, 'How many hobbies have you had for the past two years?' **(6)** For seventy-five of them, there has been one only. Only fifteen of them have had at least two hobbies. **(7)** All of them classified their hobbies into 'indoor' or 'outdoor'. Around 70% were indoor hobbies. Pop music appreciation, video gaming and social networking were some of the most popular indoor ones. Among the outdoor ones, birdwatching, jogging and landscape photography were mentioned the most.

(8) Our next questions are 'How much time can you afford to spend on your hobbies?' and 'Do you involve your family in your hobbies?' The answers are alarming. **(9)** Most of them cannot spend more than two hours each week on their hobbies. **(10)** Only 5% of the respondents do their hobbies with their families.

Based on the results of the survey, the interests of young people are becoming less diverse. **(11)** They may be interested in more than one pastime, but most of these activities require a short attention span. They might be too busy to take up an energy-consuming hobby, or might have been discouraged by their family members who see hobbies as useless. **(12)** Please don't give up what you enjoy.

Version 2

Rewrite the underlined parts in Version 1 based on the instructions.

Hobbies for Teens

In this survey, a hundred face-to-face interviews have been conducted to discover more about the hobbies for youngsters. As an introductory question, **(1)** we asked the young people if / whether they had any hobbies (reported speech). **(2)** _____

_____ (reported speech)

This is a surprisingly high ratio. **(3)** _____

_____ (direct speech)

(4) _____

_____ (reported speech)

To the ninety individuals with at least one hobby, **(5)** _____

_____ (reported speech).

(6) _____

(reported speech: *claimed*) Only fifteen of them have had at least two hobbies. **(7)** _____

(reported speech: *We instructed*) Around 70% were indoor hobbies. Pop music appreciation, video gaming and social networking were some of the most popular indoor ones. Among the outdoor ones, birdwatching, jogging and landscape photography were mentioned the most.

Next, **(8)** _____

(reported speech: *would like to know*). The answers are alarming. **(9)** _____

_____ (reported speech: *reported*) **(10)** _____

_____ (reported speech: *told*)

Based on the results of the survey, the interests of young people are becoming less diverse. **(11)** _____

_____ (reported speech: *We recognise*) They might be too busy to take up an energy-consuming hobby, or might have been discouraged by their family members who see hobbies as useless. **(12)** _____

_____ (reported speech: *We encourage*)