

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
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высшего образования

**«Нижегородский государственный
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(НГЛУ)**

REPORTED SPEECH

Косвенная речь

Практикум по грамматике английского языка

**Учебно-методические материалы для студентов II курса
факультета английского языка**

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Предлагаемые учебно-методические материалы включают необходимую справочную информацию по теме «Косвенная речь» и разнообразные упражнения для развития грамматических навыков студентов II курса. Задания выполняются в аудитории под наблюдением преподавателя и самостоятельно.

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От авторов

Предлагаемые учебно-методические материалы предназначены для студентов второго года обучения английскому языку как первому иностранному факультета английского языка (направления – *Лингвистика, Педагогическое Образование*). Целью УММ является совершенствование речевых грамматических навыков. Предполагается изучение основных грамматических правил (Reported Speech), приобретение умений объяснять данное грамматическое явление с точки зрения нормативной грамматики, иллюстрировать его своими примерами, выполнять упражнения и использовать их в речи (при пересказе художественного текста).

Пособие включает:

- перечень необходимых правил для формирования грамматических навыков;
- упражнения, направленные на тренировку и закрепление данного материала (Exercises).

Пособие рассчитано для работы в течение 4 недель (16 часов практических занятий и 16 часов самостоятельной работы) в III семестре.

CONTENTS

От авторов.....	3
UNIT I. Reported Speech: General Points.....	5
UNIT II. Modal Verbs in Reported Speech.....	13
UNIT III. Reported Speech: Statements.....	16
UNIT IV. Reported Speech: Questions.....	17
UNIT V. Reported Speech: Orders, requests, offers, suggestions, advice.....	20
UNIT VI. Reported Speech: Exclamations.....	22
UNIT VII. Reporting a Dialogue.....	23
UNIT VIII. Summing Up.....	28

UNIT I

Reported Speech: General Points

When we report people's words, thoughts, beliefs etc, we can give the exact words that were said, or that we imagine were thought. This kind of structure is called 'direct speech' (though it is used for reporting thoughts as well as speech).

John asked '*What do you want?*'

And then she thought, '*Well, does he really mean it?*'

We can also make somebody's words or thoughts part of our own sentence, using conjunctions (e.g. that), and changing pronouns, tenses and other words where necessary. This kind of structure is called 'indirect speech' or 'reported speech'.

John asked *what I wanted*.

And then she wondered *whether he really meant it*.

In speech we report in our own words what people think or what they have said. When we do this we can use sentences that have a reporting clause and a reported clause.

reporting clause	reported clause
she complained	(that) she was thirsty
he explained	(that) he couldn't finish his work

To report what somebody *didn't* say or think, we make the reporting verb negative.

Jean *didn't* tell me how she would do the task.

We normally report a negative sentence in the reported clause.

'You are right, it isn't a good idea' > He agreed that it *wasn't* a good idea.

However, with some verbs, to report a negative sentence we make the verb in the *reporting clause* negative instead.

'I'm sure it's not dangerous'. > She *didn't think* it was dangerous. (*rather than* She thought it wasn't dangerous.)

Other verbs like this include *believe, expect, feel, intend, plan, propose, suppose, want*.

Punctuation

Normally, direct speech is introduced by a comma in writing.

Tom opened his eyes and said, 'Who's that beautiful girl?'

But a long passage of direct speech may be introduced by a colon.

John opened the door and shouted to me: 'Leave me alone!'

And a colon is used when direct speech is introduced by a name or short phrase (as in the text of a play, or when famous sayings are quoted).

In the words of Murphy's Law: 'Anything that can go wrong will go wrong'.

Revision (1 year)

When we report what somebody said or thought, it is usually natural to use different tenses from the original speaker (because we are talking at a different time).

John (on Friday evening): I *don't like* this party. I *want* to go home now. (present tenses)

George (on Saturday morning): John said that he *didn't like* the party, and he *wanted* to go home. (past tenses)

Indirect speech is formed according to the Rule of the Sequence of Tenses. The verbs most commonly used to introduce reported speech are: *to tell, to say, to add, to notice, to remark, to inform, to explain, to mention, to remind, to confess, to guess, to repeat, to announce, etc.*

Direct speech	Reported speech
The exam <i>will</i> be difficult. (Present Simple)	They said that the exam <i>would</i> be difficult. (Past Simple)

My English <i>is getting</i> better (Present Continuous)	I knew my English <i>was getting</i> better (Past Continuous)
This <i>has been</i> a wonderful holiday (Present Perfect)	Kate told me that it <i>had been</i> a wonderful holiday (Past Perfect)
Nat <i>grew up</i> in London (Past Simple)	I found out that Nat <i>had grown up</i> in London (Past Perfect)

When the situation described in the reported (*that*-clause) is permanent or still exists or is relevant at the time we are reporting it then we use a present tense (or present perfect) if we also use a present tense for the verb in the reporting clause.

Robert says that he works at St. John's hospital.

New Structures (2 year)

We use a past tense and the following changes in the tense forms take place, when the situation described in the reported clause is in the past, when we are reporting it.

Present Simple > Past Simple
Present Continuous > Past Continuous
Present Perfect > Past Perfect
Present Perfect Continuous > Past Perfect Continuous
Past Simple > Past Perfect

But it remains unchanged if the definite moment when the action took place is indicated.

Jane said she *was born* in 1995.

It also remains unchanged in subordinate clauses of time after the conjunctions *when, since, before* or may be changed into the Past Perfect Tense. John said that he had made many friends since he *came* there (= since he *had come* there).

Direct speech	Reported speech
Past Continuous	unchanged or Past Perfect Continuous
Past Perfect	unchanged
Past Perfect Continuous	unchanged
Future Simple	Future Simple in the Past
Future Continuous	Future Continuous in the Past
Future Perfect	Future Perfect in the Past
Future Perfect Continuous	Future Perfect Continuous in the Past

We also change some words if the action in the reported clause is in the past.

Time and Place Changes

Now > then, at the moment
Here > there
Ago > before
This > that
These > those
<i>Today > that day</i>
<i>Tonight > that night</i>
<i>Yesterday > on the previous day, the day before</i>
<i>Tomorrow > on the following day, the next day</i>
<i>Next week > the next week</i>
<i>Last week > the week before</i>
<i>Last ... > the ... before</i>
<i>The day before yesterday > two days before</i>
<i>Next ... > the following ...</i>
<i>The day after tomorrow > in two days' time</i>

New Structures (2 year)

We sometimes report people's words and thoughts using a *noun* in the reporting clause followed by a *reported that*, *to-infinitive*, or *wh*-clause:

Robert raised the *question of how* the problem would be solved.

The *claim* is often made **that** smoking causes heart disease.

The President turned down an *invitation to visit* South Africa in December.

Nouns followed by a *that*-clause include *acknowledgement*, *advice*, *announcement*, *answer*, *claim*, *comment*, *conclusion*, *decision*, *explanation*, *forecast*, *guarantee*, *observation*, *promise*, *reply*, *statement*, *warning*. We don't usually leave out **that** in sentences like this.

Nouns followed by a *to-infinitive* clause include *advice*, *claim*, *decision*, *encouragement*, *instruction*, *invitation*, *order*, *promise*, *recommendation*, *threat*, *warning*. Some of these can also be followed by a *that*-clause.

Nouns followed by a *wh*-clause include *issue*, *problem*, *question*. *Of* is usually used after these nouns in reporting.

To Tell / To Say

The difference between **to tell** – **to say** is mostly structural:

To say what? – to say something / about smth / to smb
to say nothing / little / much / a lot
to say a dialogue by heart
to say "yes" in answer
to say good-bye to smb
to say that

To tell whom?- to tell smb about smth
to tell smb to do smth

Remember: to tell a story
to tell a lie (lies)
to tell the truth
to tell jokes
to tell tales
to tell a secret
to tell a different tale
to tell its own tale
to tell the time

Exercises

1. Complete the sentences with say and tell in the correct form.

- 1) The policeman us, 'You won't be charged this time.'
- 2) Mary goodbye to me and left.
- 3) us about your holidays. Did you have a wonderful time in Paris?
- 4) 'I doubt if we'll win,' John.
- 5) The doctor that I should keep to bed for at least a week.
- 6) She me that she didn't remember ever meeting him.
- 7) Don't anybody what I It's a secret!
- 8) What did he the police?
- 9) What did you to the teacher?
- 10) 'Did Liz you what happened?' 'No, she didn't a word to me.'

Verbs Used to Report a Conversation

Functions of communication	Verbs		
	informal	neutral	formal
1. Speaking and informing	chat	say, state, remark, add, blurt out, speak, talk, inform, fill in, report, announce, declare, reveal	exclaim
2. Stages of a conversation	start off, strike up, leave off, break in, cut in	begin, start, continue, keep on, carry on, stop, finish, interrupt, intervene, cut short, cut off	conclude, interpose, interject
3. Greeting and leave-taking		greet (with), say hello / good morning to smb, welcome	bid smb good morning (old use, literary), take (one's) leave (of smb), separate from, part from
4. Introduction		introduce (to), shake hands (with), make the introductions	
5. Asking and answering questions	sound out, feel out, pump	ask, inquire, enquire, want to know, be interested to know, be eager to know, be anxious to know, wonder, answer, reply, retort, talk back	interrogate

6. Requesting and ordering		ask, tell, instruct, demand, order, command, beg, plead	request, invite, appeal, entreat, implore
7. Persuasion		convince, persuade, reason / talk / argue / coax smb into/out of smth/doing smth, assure, reassure, dissuade, discourage	
8. Explanation		explain, account for, clarify, spell out, clear up, illustrate, misinterpret	elucidate, construe, attribute to, ascribe to
9. Invitation	grab at, snap at	invite, invite out, ask out, accept, catch at, jump at, refuse, decline	spurn
10. Suggestion, offer and advice		suggest (doing smth; (that) smb (should) do smth), make a suggestion about smth, advise, offer to do smth, volunteer, recommend, agree to, fall in with, adopt, turn down, reject	propose (doing smth; (that) smb (should) do smth),
11. Asserting		maintain, assert, claim, declare	affirm, allege, make a solemn declaration, make allegations of
12. Admitting and denying		admit to, confess to doing smth, make a confession of, acknowledge, deny, concede	
13. Agreeing and disagreeing	be/operate/work on the same wavelength, be/operate/work on a different wavelength	agree with smb about/on smth, to smth, arrive at, reach an agreement, consent to, go/play along with, disagree, express one's disagreement with, clash with, contradict	
14. Objecting	stand out against	object to, protest against smth, oppose, cry out against, side with/against, take sides with/against	
15. Complaining	grouch about, sneak on, tell on	complain to smb about/of smth, grumble about/over smth, whine, murmur, inform against/on	submit a complaint to smb, file a complaint with smb,
16. Warning and threatening		warn, caution, warn against/off	threaten, menace, utter a threat, speak with menace
17. Hinting	drop a hint about	hint, imply, insinuate	intimate

18. Forming and expressing opinions		think, believe, suppose, assume, presume, consider, regard, guess, comment on, remark on, argue, speculate (about/on), reflect on, contemplate, be deep/absorbed/engrossed/lost in thought, come to mind, cross one's mind, flash across one's mind, occur to	conjecture, surmise, refute, observe, ponder on/over
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Exercises

1. Complete the sentences using the following words:

*admit add warn beg promise advise
explain announce remind whisper*

- 1) 'Shhh! The child is sleeping,' she
- 2) 'It works like this, you need to press the button,' he
- 3) 'It was a stupid thing to do,' he
- 4) 'You'd better buy your tickets well in advance if you want to travel in August,' the travel agent
- 5) 'I won't tell anyone,' his best friend
- 6) 'You need to finish that essay,' the mother
- 7) 'Beware of pickpockets,' the policeman them.
- 8) 'Don't leave me here alone!' she him.
- 9) 'Ladies and gentlemen. Now boarding flight B777, destination London.' the loudspeaker
- 10) 'And don't forget to buy some milk,' the wife

2. Complete the sentences using different reporting verbs.

- 1) 'I'll be back soon,' she
- 2) 'Don't forget the camera,' Jane her husband.
- 3) 'Our team will easily to beat yours,' he
- 4) 'I don't think it would be the right thing to do,' she

- 5) 'If you do that again, I'll leave,' she
- 6) 'Please give me another chance,' he his girlfriend.
- 7) 'I wasn't anywhere near the scene of the crime,' the accused
- 8) 'Careful! The water's deep!' the mother
- 9) 'I'll just have to do it myself,' he
- 10) 'You must see a doctor,' he her.

3. Change the following sentences into indirect ones.

- 1) 'What were you doing when I called you?' asked Eliza.
- 2) 'Alex must have done pretty well in his English exam,' Jane said.
- 3) 'I'll do the washing up later,' promised the daughter.
- 4) 'I graduated from University in 2012,' Peter said at the job interview.
- 5) 'I was waiting for the bus when he arrived,' she said.
- 6) 'A friend in need is a friend indeed!' Mary exclaimed.
- 7) 'I hadn't travelled by underground before I came to London,' he told his friend.
- 8) 'William Shakespeare was born in 1564 and he died in 1616,' the teacher said to his pupils.
- 9) 'The floor has been washed, take off your shoes, please,' the mother said.
- 10) 'I haven't heard from them yet, let's hope no news is good news,' she said with a sigh.

UNIT II

Modal Verbs in Reported Speech

Present modal verbs normally change to past forms.

She said she might join us later.

He said he couldn't come.

Past modal verbs don't change.

Study carefully the changes of modal verbs.

Modal Verb	Direct Speech	Indirect Speech
can (present ability)	can	could / was able to / was capable of
can (future ability)	can	could / would be able to
can (permission)	can	could / was allowed to / was permitted to
can (possibility)	can	could
may (permission)	may	might
may (possibility)		
will (intention)	will	would
will (insistence)		
shall (request for instructions or advice)	shall	should
is to	is to	was to
was to	was to	was to
has got to	has got to	had got to / would have to
had to	had to	had to
might (possibility)	might	might
used to (past habit)	used to	used to
would (probability)	would	would
should	should	should
ought to	ought to	ought to
needn't	needn't	needn't / didn't have to / didn't need to / wouldn't have to

could (past ability)	could	could / had been able to
could (future ability in the past) / would be able to	could / would be able to	could / would be able to
could (possibility)	could	could
must (command)	must	must / was to
must (obligation)	must	must / had to / was obliged to / would have to
must (intention)		
must (deduction)	must	must

Exercises

1. Change the following sentences into indirect ones.

- 1) The manager asked her, 'Can you speak any foreign languages?'
- 2) 'I must go now,' he apologized.
- 3) 'You should take some time off,' the doctor recommended her.
- 4) 'Can I leave the room?' she asked.
- 5) 'What time shall I come?' he inquired.
- 6) Her brother said, 'I must go to the bank and get some money.'
- 7) 'Such things ought not to be allowed,' she insisted.
- 8) 'What is to be done about this problem?' she wondered.
- 9) 'You can come and stay at my place if you're ever in Moscow,' she assured him.
- 10) 'I may return tomorrow,' he said.

2. Transform into reported speech.

- 1) Mary said, 'John can't have gone there alone.'
- 2) Jack told James, 'You are to meet the delegates at the airport.'
- 3) Mary explained to the teacher, 'I won't be able to attend the lesson, I've got to see my doctor tomorrow.'

- 4) Arthur defended his friends, 'They would help if they could.'
- 5) Granny said, 'I'm afraid, they might have missed the train.'
- 6) The mother scolded Michael, 'You should have put as much effort into your academic work as you do into football.'
- 7) Jane said, 'Lucy must have fallen ill.'
- 8) James boasted, 'I could skate when I was three years old.'
- 9) Mother said, 'Cathy, you ought to know how to handle a situation like this.'
- 10) Jackie said, 'You needn't come to the office today, the meeting has been cancelled.'

UNIT III

Statements

The most commonly used in reported speech type of sentences is a complex sentence with an object clause with the conjunction *that*.

Joan said that her friend was in hospital.

In informal style *that* can be left out after such reporting verbs as *to agree, to mention, to promise, to say, to think*.

Kate said she had a brother.

Statements are transformed into reported speech with the help of object clauses. Reporting verbs often used in reported speech are *to say (to smb), to tell smb, to inform, to announce, to agree, to declare, to add, to mention, to reply, to promise, to complain, to remark, to remind, to admit, to advise, to explain, to suppose, to reassure, to convince, etc*.

I said to Tom that he had to attend to his studies in earnest.

Exercises

1. Transform into reported speech.

- 1) Jane said, 'I'm tired.'
- 2) Ben answered, 'I started work at 8 o'clock.'

- 3) He said, 'It's time to have a break.'
- 4) She thought, 'I made a big mistake accepting that invitation.'
- 5) Mary complained, 'I have a very busy week.'
- 6) Peter boasted, 'I knew the answer.'
- 7) Mr. Gatsby announced, 'The party is over.'
- 8) His friends insisted, 'You mustn't give up.'
- 9) He confessed, 'I can't really afford a holiday in Italy.'
- 10) Jill remarked, 'It's getting late.'

UNIT IV

Questions

General questions are introduced into reported speech by means of an object clause. The reported clause is connected to the reporting clause by the connective *if / whether*. Reporting verbs, used in reported questions are: *to ask, to inquire, to want to know, to wonder, not to know, to be interested to know, to question*. The word order in the reported clause is direct.

Direct Speech	Reported Speech
Kate's mother: ' Are you tired? '	Kate's mother <i>asked</i> her if she was tired .
John: ' Do you like the film?'	John <i>wondered</i> if I liked the film.
Mike: ' Did you buy a new car?'	Mike <i>wanted to know</i> if I had bought a new car.
The policeman: ' Have you seen the criminal?'	The policeman <i>inquired</i> whether I had seen the criminal.
My brother: ' Will you go to Spain in summer?'	My brother <i>asked</i> me if I would go to Spain in summer.

The answers to general questions "yes" and "no" are introduced into reported by the expressions "*to answer in the affirmative (affirmatively)*", "*to answer in the negative (negatively)*."

Exercises

1. Change the following general questions into indirect ones.

- 1) Bob asked her, 'Did I say something to annoy you?'
- 2) Mark asked Jane, 'Have you ever been to London?'
- 3) He wondered, 'Are you keen on dancing?'
- 4) 'Am I dreaming? Is he real?' she wondered.
- 5) Robert asked the girl, 'Have we met before?'
- 6) The teacher asked the students, 'Have you finished doing the test?'
- 7) Her friend wondered, 'Do you really want to go to the skating rink tonight?'
- 8) She asked her neighbour, 'Have you always lived here?'
- 9) She asked her former classmate, 'Are you still living in London?'
- 10) My sister asked me, 'Did she bring the book back?'

2. Translate the sentences.

- 1) Ирина спросила, работаем ли мы сейчас.
- 2) Петр поинтересовался, часто ли мы ходим в кино.
- 3) Катя спросила меня, будет ли на вечеринке Диана.
- 4) Он спросил меня, видел ли я Сергея в последнее время.
- 5) Экскурсовод спросил туристов, не устали ли они.
- 6) Хозяин отеля поинтересовался, понравился ли мне мой номер.
- 7) Джон хотел узнать, давно ли работает у нас мистер Джеферсон.
- 8) Маргарита спросила своих гостей, хорошо ли они спали.
- 9) Преподаватель поинтересовался у студентов, много ли незнакомых слов встретили они во время прочтения текста.
- 10) Андрей спросил меня, пойду ли я на тренировку по футболу в пятницу.

Special questions are also introduced into reported speech by an object clause, but they are connected to the reporting clause by means of the question word they begin with.

Direct Speech	Reported Speech
Peter: 'Where do you work ?'	Peter <i>wondered</i> I worked .
The teacher: 'Why haven't you done your home assignment?'	The teacher <i>inquired</i> why the pupils had not done the home assignment.
The mother: 'Why is the child crying ?'	The mother <i>asked</i> why the child was crying .
Her brother: 'Who did you meet at the cinema?'	Her brother <i>wanted to know</i> who she had met at the cinema.

Exercises

1. Transform the following special questions into reported speech.

- 1) Peter said, 'Where do you live?'
- 2) The receptionist said, 'What's your name?'
- 3) Kate said, 'What time do the banks close?'
- 4) He asked, 'Where did you go to school?'
- 5) Michael asked, 'What are you going to eat?'
- 6) My friend asked me, 'Where does Katherine live?'
- 7) Jane said, 'Why didn't Caroline come to the party?'
- 8) The interviewer asked the candidate, 'How long have you been working in your previous job?'
- 9) Jack asked her, 'What do you do in your spare time?'
- 10) Tess wondered, 'What time did they leave?'

2. Change the following questions into indirect ones.

- 1) 'Who built that castle?' she wanted to know.
- 2) 'Are the summers very hot here?' he inquired.
- 3) 'Are you going to tell me the truth or not?' she asked him.
- 4) His friend wondered, 'Where did you go this summer?'
- 5) 'How is Claire getting on at university?' her aunt asked.

- 6) 'Is Peter coming to the party or not?' she wanted to know.
- 7) He asked a passer-by, 'Where is the post office?'
- 8) She asked the taxi driver, 'How far is it to the railway station?'
- 9) 'Who is that woman?' he wanted to know.
- 10) 'Do you want coffee or tea?' the hostess asked.

UNIT V

Orders, requests, offers, suggestions, advice

We report the imperative with a suitable *verb + to infinitive*. The reporting verb matches the function of the imperative (asking, telling, advising, ordering, etc). The verbs most commonly used to introduce indirect orders and requests are: *to tell, to order, to command, to instruct, to advise, to offer, to warn, to remind, to forbid, to allow/to permit, to demand, etc*. Requests are usually introduced by the verb *to ask*. More emotional forms are: *to beg, to implore, to urge*.

Study the following chart.

Direct speech	Reported speech
The mother said to her daughter, 'Wake up!'	The mother <i>told</i> her daughter to wake up .
The old man said to the little girl, 'Don't run across the street.'	The old man <i>warned</i> the girl not to run across the street.
I said to Tom, 'Shut the door, please'.	I <i>asked</i> Tom to shut the door.
Mother said to me, 'Remember to post these letters'.	Mother <i>reminded</i> me to post those letters.

Exercises

1. Transform the following instructions and requests into reported speech.

- 1) 'Please let me watch the film, Mum,' Jane said.

- 2) 'Don't do it,' she begged him.
- 3) 'Wake me up early tomorrow, Dad,' the boy said.
- 4) 'Come here at once!' she ordered.
- 5) 'Put your mobile phones here,' the invigilator instructed them.
- 6) 'Never mention this subject again,' he forbade them.
- 7) 'Come to my birthday party tomorrow,' she invited her friend.
- 8) 'Please give me your address,' he said.
- 9) 'Keep away from my daughter,' he warned Bill.
- 10) 'Sit down and be quiet,' the teacher told the pupils.

2. Translate the sentences into English

- 1) Мама попросила меня прибраться в комнате.
- 2) Она напомнила брату отправить письмо.
- 3) Гид посоветовала нам заглянуть в этот небольшой музей.
- 4) Петр попросил меня дать ему мой словарь.
- 5) Кондуктор сказал пассажирам не выскакивать (get off) из автобуса на ходу (while/go).
- 6) Отец запретил детям входить в его кабинет, когда он работает.
- 7) Инспектор предупредил нас (warn) нас, что здесь стоянка запрещена (park).
- 8) Секретарь разрешила ему поговорить с директором компании.
- 9) Преподаватель попросила студента стереть с доски.
- 10) Полицейский приказал им встать.

Suggestions are introduced into reported speech by the verb *to suggest* (*to smb*) and the verb *should*.

Let's go to the cinema. > *She suggested (to them) that they should go to the cinema.*

3. Report the following suggestions using the verb to suggest.

- 1) Daniel said, 'Why not go to a restaurant?'
- 2) Patrick asked, 'Do you fancy going out to eat?'
- 3) Jane said, 'Let's go for a swim.'
- 4) My cousin said, 'Let's go to our place for dinner.'
- 5) My friend said, 'Are you up for having a housewarming party?'
- 6) Her colleague wondered, 'Do you feel like leaving work early tonight?'
- 7) Jack asked his girlfriend, 'Do you want to go to the movies tonight?'
- 8) Mother asked her son, 'Do you fancy an ice-cream?'
- 9) John said, 'How about going to a café?'
- 10) His friend said, 'Care to come over for lunch?'

UNIT VI

Exclamations

Exclamatory sentences (exclamations) are also introduced into reported speech by means of an object clause. The reporting verb *to exclaim* is used in such sentences. Emphatic words *what* and *how*, *so* and *such* (before adjectives) are substituted by *very*.

How pretty Kate is! > *He exclaimed that Kate was very pretty.*

What a nice day today! > *She exclaimed that it was a very nice day.*

There is also another way of transforming exclamations into reported speech.

"What an interesting story it is!" Jane told her friend. > *Jane told her friend what an interesting story it was.*

1. Transform the following exclamations into reported speech.

- 1) 'What wonderful weather it is today!' the girl exclaimed.
- 2) 'You are such a good friend!' she said.
- 3) 'It is so sweet of you!' she replied.

- 4) 'How useless it is!' he exclaimed.
- 5) 'What an amazing performance we have watched tonight!' the woman said.
- 6) 'The film was so boring!' he complained.
- 7) 'The bride was wearing such a beautiful dress!' she told her sister.
- 8) 'What a gorgeous view!' she couldn't help exclaiming.
- 9) 'It isn't fair!' he exclaimed angrily.
- 10) 'How nice of you to visit me!' she told her grandchildren.

UNIT VII

Reporting a Dialogue

When reporting a dialogue, which besides statements, questions and requests abounds with colloquial expressions, clichés, conversational formulae, we do not render the words mechanically. We interpret the meaning of the utterance by using a matching reporting verb (*add, agree, complain, confess, explain, exclaim, express, thank, accuse, grumble, etc.*). Exclamations such as: Well! Oh dear! Oh!, etc. are omitted in reported speech.

Special questions with the verb *to be* may be also introduced into reported speech by using simple sentences.

What's your name? > He asked my name.

How old are you? > She asked about my age.

Various reporting verbs such as *to greet smb., to invite smb. somewhere, to thank smb., to offer smb. smth., to suggest smth., to refuse smb., to agree, to treat smb. to smth., to complain to smb.of (about smth.), to explain (to smb) may be used.*

"Hello, Jane. Happy to see you at my place", Kate said > Kate welcomed Jane.

Good evening > She greeted me.

Come and have lunch with us on Sunday? > She invited me to lunch on Sunday.

I should love to / I'm sorry I can't. I'm leaving tonight. > He readily accepted the invitation / declined (turned down) the invitation as he was leaving that night.

I have a headache > He complained of a headache.

Excuse me for troubling you. > She apologized to her for troubling her.

What tasty buns you have here.> She expressed her admiration for the buns Kate had baked.

Help yourself to some buns. > She treated me to some buns / offered me some buns.

Exercises

1. Underline the correct verb. If both are possible, underline them both.

- 1) Jack *promised/reassured* that he would pick me up at 7 o'clock.
- 2) Her husband *volunteered/promised* to cook dinner that night.
- 3) My mother *convinced/advised* that I should take a holiday.
- 4) My doctor *advised/told* that I should cut down on sweets and chocolate.
- 5) Rob *warned/told* that we should be more careful.
- 6) We *suggested/offered* that we could meet her at the station.
- 7) They *insisted/expected* to receive the books that day.
- 8) His neighbour *told/informed* him that there was a crack in the roof of his house.
- 9) The experience *convinced/taught* her that she needed to practice the piano more.
- 10) She *demanded/ordered* to have her own key to the apartment.

2. Complete the sentences, use different reporting verbs.

- 1) 'I'll be back soon,' she
- 2) 'Don't forget the camera,' Jane her husband.
- 3) 'Our team will easily to beat yours,' he

- 4) 'I don't think it would be the right thing to do,' she
- 5) 'If you do that again, I'll leave,' she
- 6) 'Please give me another chance,' he his girlfriend.
- 7) 'I wasn't anywhere near the scene of the crime,' the accused
- 8) 'Careful! The water's deep!' the mother
- 9) 'I'll just have to do it myself,' he
- 10) 'You must see a doctor,' he her.

3. Turn the following sentences from reported into direct speech.

- 1) He said that he didn't like running.
- 2) John told me he was looking for a new job.
- 3) Kate wanted to know what time the train to London left.
- 4) She said she would come back the following day.
- 5) She asked how much my new dress had cost.
- 6) I asked Jane if she could do the washing up for me.
- 7) Bob asked Tom to close the door.
- 8) Mum asked me if I had cleaned up my room.
- 9) She asked me if I enjoyed cooking.
- 10) Jill told me that she was leaving the next week.

4. Report the following dialogues.

- 1) Mr. Garstin: 'Are you going to marry him by any chance?'
Kitty: 'Certainly not.'
Mr. Garstin: 'Is he in love with you?'
Kitty: 'He shows no sign of it.'
Mr. Garstin: 'Do you like him?'
Kitty: 'I don't think I do very much. He irritates me a little.'

(W.S. Maugham. The Painted Veil)

2) Marianne: ‘What a pity it is, Elinor, that Edward should have no taste for drawing.’

Elinor: ‘No taste for drawing? Why should you think so? He does not draw himself, indeed, but he has great pleasure in seeing the performances of other people, and I assure you he is by no means deficient in natural taste, though he has not had opportunities of improving it. Had he ever been in the way of learning, I think he would have drawn very well.’

(J. Austen. Sense and Sensibility)

3) Alice: ‘Would you tell me, please, which way I ought to go from here?’

Cheshire Cat: ‘That depends a good deal on where you want to get to.’

Alice: ‘I don’t much care where.’

Cheshire Cat: ‘Then it doesn’t matter which way you go.’

(L. Carroll. Alice in Wonderland)

4) Kitty: ‘I don’t think any one could reasonably blame me for refusing to go to a dangerous place where I had no business or where I could be of no use.’

Walter: ‘You could be of the greatest use; you could cheer and comfort me.’

Kitty: ‘I don’t understand what you are talking about.’

Walter: ‘I shouldn’t have thought it needed more than average intelligence.’

Kitty: ‘I’m not going, Walter. It’s monstrous to ask me.’

Walter: ‘Then I shall not go either. I shall immediately file my petition.’

(W.S. Maugham. The Painted Veil)

5. Translate the text into English, paying special attention to the words in bold.

А. Однажды Джеймс Бартон пришел на прием к врачу. Медсестра **спросила** его, **ожидает ли** он доктора Брауна, и **пригласила** его к нему в кабинет.

Доктор Браун захотел узнать, что беспокоит Джеймса. Он сказал, что очень переутомлен. Доктор спросил его, поздно ли он ложиться спать, и Джеймс ответил утвердительно. Тогда доктор задал вопрос, почему Джеймс не соблюдает режим дня. Джеймс объяснил, что он встречается с друзьями почти ежедневно. Доктор поинтересовался у Джеймса, как он проводит время, и тот сказал, что он в основном ходит на вечеринки. Доктор спросил, удается ли Джеймсу отдыхать в выходные, но пациент вынужден был признать, что в выходные дни вечеринки длятся почти всю ночь.

Тогда доктор спросил его, курит ли Джеймс, и когда тот ответил, что курит, задал вопрос, сколько сигарет в день он выкуривает. Когда врач услышал его ответ, он был поражен. Тогда врач спросил Джеймса, занимается ли он спортом для поддержания здоровья. Джеймс признался, что у него нет времени для спорта. «Вы поджигаете свечу с обоих концов, – сказал доктор Браун и добавил: Но я Вам завидую, что Вы так весело проводите время».

В. Современные американские психологи считают, что родители мало знают о том, как организовать отдых в кругу семьи. Одним из вариантов они предлагают устроить пикник во дворе дома: расстелить плед, разжечь костер, пожарить шашлык, запечь картошку как будто на природе (на пляже).

Джон Браун, прочитав это, собрал семью и сказал, что вечером они устроят пикник во дворе за домом. Его сын Алекс сказал, что соседи подумают, что они сошли с ума. А его жена Джейн спросила, что он держит в руках. Джон объяснил, что это их новый плед, который он собирается использовать для пикника. Дочь Джона Эмили согласилась есть печеные овощи, но потом она должна будет уйти, поскольку договорилась со своими друзьями пойти в кино.

Джон расстелил плед за домом, Алекс разжег костер. Заметив соседей, выглядывающих из окон, Джон попросил жену и детей не обращать на них внимания. Джейн ворчала, что они сидели на камнях и что она не может есть сырую картошку.

Джон **спросил**, чувствуют ли они себя так, будто сидят на пляже. На что дети Джона **ответили**, что им хотелось бы искупаться в океане. А в этот момент жена толкнула его локтем (nudge) и **сказала**, что к ним пришли. Джон поднял голову и увидел полицейских. «Нам сообщили, что во дворе кто-то сидит на пледе», сказал один из них.

UNIT VIII

SUMMING UP

1. Yesterday you met a friend of yours, Jack. You hadn't seen him for ages. Here are some of the things Jack said to you. Later that day you tell another friend what Jack said. Use reported speech.

- 1) I'm living in New York now.
- 2) My sister is ill.
- 3) Our common friends, John and Pat, are getting married next month.
- 4) My brother and his wife have had a baby.
- 5) I don't know where Chris is working at the moment.
- 6) I saw Frank at a wedding in August and he seemed fine.
- 7) I haven't seen Derek recently.
- 8) I'm enjoying my studies at University very much.
- 9) You can come and stay at my flat if you're ever in New York.
- 10) My bicycle was stolen a few days ago.

2. Rob Stevens, the famous actor, gave a press conference yesterday. Mary Collins, a young reporter, attended the conference. Read what Rob Stevens said. Then, in pairs, ask and answer questions, as in the example.

A: What did Rob Stevens say?

B: He said that he was very happy to be in our country.

A: What else did he say?

- 1) I'm very happy to be in your country.
- 2) I have already been to Moscow and Saint Petersburg.
- 3) I went to Spain three months ago.
- 4) Last year I starred in a film called 'All you Need is Love.'
- 5) I have already played in 24 films.
- 6) I'm going to play in 3 films next year.
- 7) At the moment I'm staying in a luxury hotel with my wife and two children.
- 8) My younger son has just started school.
- 9) Visiting the Hermitage has left a lasting impression with me.
- 10) I'll return to this country with my wife in the summer.

3. Mary is writing an article about Rob Stevens for the newspaper she works for. Complete the article using the information from exercise 2.

Famous Actor Visits Our Country

Rob Stevens, who I'm sure all of you know, was here for a short visit. I was lucky enough to attend the press conference he gave yesterday. This is what Mr. Stevens told the reporters. He said that he was very happy to be in our country. He also said

4. Choose a pair of verbs to complete the reports of what was said.

***explain/be, expect/lend, believe/would, want/wait, complain/could,
predict/would, believe/could, agree/be, think/could, intend/enter.***

- 1) 'I can't see the actors on the stage clearly.'
She ... that she ... see the actors on the stage clearly.
- 2) 'I bet Jane won't come on time.'
She ... that Jane ... be on time.
- 3) 'You can't swim across the river.'
She ... that I ... swim across the river.

4) 'I'd rather you didn't wait for me.'

He said he ... me ... for him.

5) 'It's not possible to see the dean today.'

The secretary ... that it ... possible to see the dean that day.

6) Josef probably won't lend us his bike.'

They ... Josef ... them his bike.

7) 'You are right, it isn't a good idea.'

He ... that it ... a good idea.

8) 'I'm sure it can't be dangerous.'

She ... that it ... be dangerous.

9) 'I'm not going to enter the University this year'.

He ... to ... the university that year.

10) 'The team I support won't win this match.'

He ... that the team he supported ... win the match

5. Transform into reported speech.

1) 'My phone has been stolen on the bus,' she explained to the police officer.

2) 'All computers are being used at the moment, you will have to wait,' the assistant apologized.

3) 'While the apples were being cut by me, the batter was being made by Mum,' the daughter told her father.

4) 'The house where the famous writer was born was built in 1856.' the guide informed the tourists.

5) 'The book will be published next month,' the writer announced.

6) 'Three books are used regularly in the class. They were written by Dr. Johnson,' the teacher informed the parents.

7) 'I was surprised by how well the students did in the test,' Ms Anderson said to her colleague.

- 8) 'By the time you come home from work, the cake will have been baked,' the wife told her husband.
- 9) 'The road is closed because a new underground station is being built at the moment,' the traffic warden explained to the driver.
- 10) 'The man had been killed before his wife came home from work,' Sherlock Holmes explained to Doctor Watson.

Elizabeth took up some needlework, and was sufficiently amused in attending to what passed between Darcy and his companion. The perpetual commendations of the lady either on his hand-writing, or on the evenness of his lines, or on the length of his letter, with the perfect unconcern with which her praises were received, formed a curious dialogue, and was exactly in unison with her opinion of each.

'How delighted Miss Darcy will be to receive such a letter!'

He made no answer.

'You write uncommonly fast.'

'You are mistaken. I write rather slowly.'

'How many letters you must have occasion to write in the course of the year! Letters of business too! How odious I should think them!'

'It is fortunate, then, that they fall to my lot instead of to yours.'

'Pray tell your sister that I long to see her.'

'I have already told her so once, by your desire.'

'I'm afraid you do not like your pen. Let me mend it for you. I mend pens remarkably well.'

'Thank you – but I always mend my own.'

'How can you contrive to write so even?'

He was silent.

(Jane Austen. *Pride and Prejudice*. p. 66-67)

Sample Report

Miss Bingley **exclaimed** that Miss Darcy would be extremely delighted to receive a letter from her brother. Mr. Darcy **made no answer**. In spite of that Miss Bingley **praised** Mr. Darcy saying that he wrote uncommonly fast. He **contradicted** her **saying** that he wrote rather slowly. Then Miss Bingley **exclaimed** that Mr. Darcy had to write a lot of letters in the course of the year, including letters of business. She **supposed** that it should be odious. Mr. Darcy **replied** with the tongue in his cheek that it was fortunate that those letters fell to his lot instead of hers. After that Miss Bingley **asked** Mr. Darcy to tell his sister that she wanted to see her very much. But Mr. Darcy **reminded** her that he had already told her that once, fulfilling Miss Bingley's request. Miss Bingley **worried** that Mr. Darcy did not like his pen and **offered** to mend it for him saying that she mended pens remarkably well. Mr. Darcy **thanked** her but **rejected** her help because he always mended his own pen by himself. Then Miss Bingley **wondered** how Mr. Darcy could contrive to write very even, but he was silent.

6. Turn the following dialogues from direct into reported speech.

Dialogue № 1.

He soon afterwards said –

“I was surprised to see Darcy in town last month. We passed each other several times. I wonder what he can be doing there?”

“Perhaps preparing for his marriage with Miss de Bourgh,” said Elizabeth. “It must be something particular to take him there at this time of the year.”

“Undoubtedly. Did you see him while you were at Lambton? I thought I understood from the Gardiners that you had.”

“Yes; he introduced us to his sister.”

“And do you like her?”

“Very much.”

“I have heard, indeed, that she is uncommonly improved within this year or two. When I last saw her she was not very promising. I am very glad you liked her. I hope she will turn out well.”

“I dare say she will; she has got over the most trying age.”

(Jane Austen. *Pride and Prejudice*. Ch. 52)

Dialogue № 2.

She seized the opportunity of saying, “Is your sister at Pemberley still?”

“Yes, she will remain there till Christmas.”

“And quite alone? Have all her friends left her?”

“Mrs. Annesley is with her. The others have gone on to Scarborough these three weeks.”

She could think of nothing more to say.

(Jane Austen. *Pride and Prejudice*. Ch. 54)

Dialogue № 3.

‘I’ve got something to tell *you*, old sport’ – began Gatsby. But Daisy guessed at his intention.

‘Please don’t!’ she interrupted helplessly. ‘Please let’s all go home. Why don’t we all go home?’

‘That’s a good idea.’ I got up. ‘Come on, Tom. Nobody wants a drink.’

‘I want to know what Mr. Gatsby has to tell me.’

‘Your wife doesn’t love you,’ said Gatsby. ‘She’s never loved you. She loves me.’

‘You must be crazy!’ exclaimed Tom automatically.

Gatsby sprang to his feet, vivid with excitement.

‘She never loved you, do you hear?’ he cried. ‘She only married you because I was poor and she was tired of waiting for me. It was a terrible mistake, but in her heart she never loved anyone except me!’

(F. Scott Fitzgerald. *The Great Gatsby*. Ch. 7)

Dialogue № 4.

Holmes was bending over my chair, his flask in his hand.

‘My dear Watson,’ said the well-remembered voice, ‘I owe you a thousand apologies. I had no idea that you would be so affected.’

I gripped him by the arm.

‘Holmes!’ I cried. ‘Is it really you? Can it indeed be that you are alive? Is it possible that you succeeded in climbing out of that awful abyss?’

‘Wait a moment,’ said he. ‘Are you sure that you are really fit to discuss things? I have given you a serious shock by my unnecessarily dramatic reappearance.’

‘I am all right, but indeed, Holmes, I can hardly believe my eyes. Good heavens, to think that you – you of all men – should be standing in my study!’

(Sir Arthur Conan Doyle.

The Best of Sherlock Holmes. The Empty House)

Dialogue № 5

I turned hastily round and found at my elbow a pretty little girl, who begged to be directed to a certain street at a considerable distance, and indeed in quite another quarter of the town.

‘It is a very long way from here,’ said I, ‘my child.’

‘I know that, sir,’ she replied timidly. ‘I’m afraid it is a very long way, for I came from there tonight.’

‘Alone?’ said I, in some surprise.

‘Oh, yes, I don’t mind that, but I am a little frightened now, for I had lost my road.’

‘And what made you ask it of me? Suppose I should tell you wrong?’

‘I am sure you will not do that,’ said the little creature, ‘you are such a very old gentleman, and walk so slow yourself.’

(Charles Dickens. The Old Curiosity Shop)

7. In your homereading book find dialogues to report. Use various reporting verbs while presenting the reported version.

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