HAI PHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGE DEPARTMENT

GRADUATION PAPER

A STUDY ON DIRECT AND INDIRECT SPEECH IN ENGLISH

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SYMBOLS AND ABBREVIATIONS

&	And
A	Adverbial
Ncl	Noun clause
O	Object
Od	Direct object
Oi	Indirect object
P	Predicator
S	Subject
V	Verb
Wh – question	Question word
Ex	Example
i.e.	That is
etc	Et cetera
+	Plus

[ ] Square brackets around the number indicates the number of the reference books listed in the references. When there are three items in the square bracket separated by a semicolon, Ex : [Thomson, 1985, p285], the first item indicates the first author's name, the second item indicates the year that book was published, the later indicates the page.

" " or ' ' Inverted commas around words, phrases or clause indicate the direct quotations.

/ Oblique stroke is used to separated alternative words, phrase or terms.

→ The arrow indicates the transfer from the first sentence or structure to the second.

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PART ONE: INTRODUCTION

1. RATIONALE

At present, English has become the most widely - used language all over the world. It has often been referred to a "global language" and used internationally in business, political, cultural relation and education as well. Thanks to widespread use of English, different countries can come closer to each other to work out problems and strive for a prosperous community.

Realizing the significance of English, Vietnamese learners have been trying to be good at English. Mastering English is the aim of each learner.

However, to Vietnamese learners, English grammar is rather complex, direct & indirect speech appears to be one of the most difficult criteria, particularly the way to change direct to indirect speech. In the process of learning English grammar, learners always face a lot of difficulties such as: tense changes, possessive adjective changes, changes of personal pronouns, adverbials of time and place, etc. Therefore, to help the learners clearly understand how to change direct speech to indirect speech and use indirect speech in writing as well as in speaking correctly, " A study on direct and indirect speech in English" is chosen as the topic of the research paper. Besides, some common mistakes are found out and some solutions are also given.

2. AIMS OF THE STUDY

The study "A study on direct and indirect speech in English" is aimed at:

1. Helping learners understand how to form direct and indirect speech, use it correctly as well.
2. Describing and classifying all the cases of the of changing direct to indirect speech.
3. Finding out common errors made by Vietnamese learners and suggesting some solutions.

3. METHOD OF THE STUDY

With the above aims, my method of the study depends on knowledge collected from the previous lectures of my teachers and the supportive help of my supervisor & my friends. I also have looked up some books and references published by Longman Group (FE) Ltd, Oxford University, etc.

Furthermore, to help learners have clear understanding about direct and indirect speech, all definitions, analysis & examples of my study are extracted from words of Quirk, R & Green Baum, S (1973), Alexander, L. G (1988) and Thomson, A. J. (1985), etc. Finally, there are a number of documents for my research selected from reliable sources on websites.

4. SCOPE OF THE STUDY

In learning languages, using direct and indirect speech is regarded as one of the most complicated problems, because direct and indirect speech in each language has its own features. I have no ambition to cover it in all languages due to the limitation of time, knowledge and experience. Therefore, I decide to focus on direct and indirect speech in English and related fields, i.e. definition, basic form, common rules, etc. Additionally, I also discuss about some difficulties and errors which Vietnamese learners may face and suggest solutions experienced during my study process.

5. DESIGN OF THE STUDY

The research study is divided into three parts of which the second part is the most important one.

❖ **Part one** is the introduction, which gives the reason for choosing the topic of the study, pointing out aims of conducting the study, marking out the methods applied, limiting the study & giving out the design of the study as well.

❖ **Part two** refers to the main content that consists of three chapters :

➢ Chapter I is the theoretical background knowledge of the study. In this chapter, emphasis is laid on the definition of direct speech & indirect speech in English, their basic forms and functions in grammar, besides a quirk overview of changing from Direct to indirect speech about the use of punctuation marks; say, tell, and alternative introductory verbs; question in indirect speech; commands, requests, advice and suggestion in indirect speech.

➢ Chapter II is the main part of the study, describes the changes from direct speech to indirect speech. This chapter deals with six problems :

- Changes of clause types.
- Changes in verb forms.
- Changes in use of pointer words.
- Mixed types in indirect speech.
- Free indirect speech.
- Transferred negation.

➢ Chapter III is the last part of the research paper. It focuses on some errors made by Vietnamese learners & solutions suggested to over come the problems.

❖ **Part three** is the Conclusion of the whole study in which I summarize all the matters discussed on the two previous parts, show reference used in the research paper and some exercises for practicing well.

PART TWO: DEVELOPMENT

CHAPTER I : THEORETICAL BACKGROUND
I. AN OVERVIEW OF DIRECT & INDIRECT SPEECH IN ENGLISH
I.1. Definition

There are many linguists who study direct & indirect speech in English and they have their own ideas and definitions about them. According to, Thomson (1985, p269) "In direct speech we repeat the original speaker's exact words" Ex : He said, 'I have lost my umbrella'. His definition is nearly the same with the website http://www.learnenglish.de/grammar/reportedspeech.htm "Saying exactly what someone has said is called direct speech (sometimes called quoted speech)" and the website http://www.grammaring.com/the-difference-between-direct-and-indirect-speech "When we quote word for word what somebody says, we use inverted commas (quotation marks) and we repeat exactly the original utterance, this is called direct speech".

Ex : David (to Tom) : Have you seen The Two Towers? (original utterance). However, in my opinion, the best way to define direct speech is that we use direct speech whenever we speak i.e. when we talk directly to the hearer. We use the term direct speech word in writing, in direct speech we repeat the original speaker's exact words.

Similar with direct speech's definition, a number of ways are defined about indirect speech by Thomson (1985, p269) "In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words".

Ex : He said (that) he had lost his umbrella.

In the website http://www.learnenglish.de/grammar/reportedspeech.htm that definition is "Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word".

I .2. Forms of direct and indirect speech in writing structure

I .2.1. Forms of direct speech

Quoted structures are sometimes called direct speech. A quoted structure consists of two clauses, one clause is a ***reporting clause*** which contains the reporting verb. Ex: "I love England", *he said*. "he said" is a reporting clause. The other part is ***the quote*** "I love England", which represents what someone says or has said.

[Hartley, 2005, p83]

Here is the table of form of direct speech in writing structure :

Actual spoken statement	Actual spoken question
'I'm waiting.'	*'When did you arrive, John?'*
Direct statement in writing	Direct question in writing
'I'm waiting.' John said.	*'When did you arrive, John?' Mary asked.*

[Alexander, 1988, p284]

Furthermore, according to Quirk (1985, p1022) the reporting clause may occur before, within, or after the direct speech. Medial position is very frequent. When the reporting clause is positioned medially or finally, subject – verb inversion may occur if the verb is in the simple present or simple past:

Ex : 'As a result,' *said John / John said*, "I am very angry". (*)

      He said,

[Quirk, 1973, p341]

  'The radio is too loud,' *Elizabeth complained / she complained*

       Complained Elizabeth.

[Quirk, 1985, p1022]

Inversion is most common when the verb is *said*, the subject is not a pronoun and the reporting clause is medial, as in (*). It is unusual and archaic, however, when the subject of the reporting clause is a pronoun, even when the verb is said (Ex : said he).

I .2.2. Forms of indirect speech

The major differences in English between the basic forms of Direct (or quotes) Speech and Indirect (or reported) speech is that the indirect forms have no quotation marks and are introduced by a QUOTATIVE FRAME which consists of an attributed speaker (he, she, the boss) and a verb of saying (said, asked), followed by a conjunction (that, if). The intonation of the indirect speech form will be noticeably different from the direct speech form, particularly in the case of reported questions.

[Yule, 1998, p272]

Within the reported clause, a number of distinct shifts can be found.

Ex :

- a. Clinton said, "I am very busy now."

  b. Clinton said that he was very busy then.

  [www.english-for-students.com/DirecttoIndirectSpeech.html]

- a. 'I have lived here for years,' Ms Duncan said.

  b. Ms Duncan told me (that) she had lived there for years.

  [Alexander, 1988, p290]

- a. She said, "It'll rain tomorrow."

  b. She told me it would rain the following day.

  [www.english-the-international-language.com/repsp.html]

The above examples illustrate tense forms of the verb (*present → past tense*), other time references (*tomorrow → the following day*, *now → then*), place references (*here → there*), pronouns (*I → He*, *you → her*), etc.

I .3. Function of direct and indirect speech

I .3.1. Function of direct speech

According to Quirk (1985, p1022) the direct speech functions as a subordinate clause:

- Direct speech seems to be ***a direct object***.

Ex : She said, *"I've been teaching English for seven years."*

[www.learnenglish.de/grammar/reportedspeech.htm]

- Direct speech can function as **subject complement** in a pseudo-cleft construction.

Ex : What Dorothy said was *'My mother's on the phone.'*

<div align="right">[Quirk, 1985, p1022]</div>

- Direct speech may be **appositive** to a unit that is clearly a part or the whole of the direct object:

Ex : Dorothy used the following words : *'My mother's on the phone.'*

<div align="right">[Quirk, 1985, p1023]</div>

On the other hand, we can view the reporting clause as subordinate, functioning as an adverbial. Thus, like most adverbials it can be positioned variously and can at least sometimes be omitted.

Ex : 'Generals,' *they alleged*, 'never retire ; they merely fade away.'

Moreover, the direct speech clause behaves like a main clause in that it can, for example, be a question or directive:

Ex : He asked, *"Why are you studying English?"*

<div align="right">[www.english-for-students.com/DirecttoIndirectSpeech.html]</div>

Ex : Dorothy said, *'Tell my mother I'll be over soon.'*

<div align="right">[Quirk, 1985, p1023]</div>

But, of course, the reporting clause behaves likewise:

Ex : Did you really say to Simon, *"You like photography and collecting stamps"?*

<div align="right">[www.english-the-international-language.com/repsp.html]</div>

Ex : Tell Richard, *'It's too late to catch the train'*

<div align="right">[www.perfect-english-grammar.com/reported-speech.html]</div>

I .3.2. Function of indirect speech

Typically, indirect speech is used to report statements, and takes the forms of a nominal that-clause.

- Indirect speech is a **direct object**

Ex: The teacher said *that phrasal verbs are very important*.

<div align="right">[http://esl.about.com/od/grammarintermediate/a/reported_speech.htm]</div>

- It is **an extrapolated subject & subject complement**.

Ex : It was said *that the earthquake happened at half past seven..*

[www.eslbase.com/grammar/reported-speech]

Ex : What neighbors said was *that as a teenager he had earned his pocket money by delivering newspapers*.

[Quirk, 1985, p1025]

II . AN OVERVIEW OF CHANGING FROM DIRECT TO INDIRECT SPEECH

II .1. The use of punctuation marks

A. **Quotation marks** (or "inverted commas") go round what is actually spoken and enclose other punctuation marks such as commas(,), full stop (.), question marks(?) and exclamation mark (!). They may be single('……'), or double(" …….") and are placed high above the base line at the beginning and end of each quotation.

Ex : Jack said, "My wife went with me to the show yesterday."

Or : Jack said, 'My wife went with me to the show yesterday.'

[http://esl.about.com/od/grammarintermediate/a/reported_speech.htm]

B. What is said, plus reporting verb and its subject, is considered as a whole unit. When the subject + reporting verb comes at the beginning of a sentence, the reporting verb is always followed by a comma (sometimes by a colon (:) in American English) and the quotation begins with a capital letter.

Ex : *The teacher said, "Review exercises two and three for the test!"*

[www.english-the-international-language.com/repsp.html]

When the subject + reporting verb comes after what is said, the quotation has a comma before the second quotation mark.

Ex : *'I should go to the dentist', John said.*

[www.eslbase.com/grammar/reported-speech]

But if the quotation ends with an exclamation mark or a question mark, a comma is not used as well.

Ex *: "Where can I get a taxi ?'* John asked.

   "What a lovely garden!" he said.

<div align="right">[Allen, 1962, p270]</div>

Subject + verb can come in the middle of a quotation-sentence :

Ex : 'Meet me at the station', *he said*, '10 a.m. tomorrow'.

<div align="right">[www.perfect-english-grammar.com/reported-speech.html]</div>

The second part of the quotation does not begin with a capital letter because it is not a separate sentence.

C. If there is a "quote within quote"

(That is if we are quoting someone's exact words)

We use a second set of quotation marks. If double quotation marks have been used on the "outside", single ones are used on the "inside" and vice versa. The inside quotation has its own punctuation, distinct from the rest of the sentence.

Ex : Ann said, 'Just as I was leaving, a voice shouted, *"Stop!"'*.

'What do you mean, *"Are you all right"*?' Ann asked.

<div align="right">[Alexander, 1988, p284]</div>

We can also use a second set of quotation marks when we mention the title of a book, film or play.

Ex : 'How long did it take you to read *"War and Peace"*?' I asked.

<div align="right">[Alexander, 1988, p285]</div>

However, this is often a matter of personal taste. In print, titles often appear in italics without quotation marks.

D. Noun + reporting verb may be in subject + verb order or may be inverted (verb + subject).

Ex : "We have finished our work", *John said.* Or

   "We have finished our work", *said John*.

<div align="right">[Allen, 1962, p254]</div>

If the subject is a long one, then inversion is usual.

Ex : "Where's this train going ?" *asked the lady sitting beside me*.

<div align="right">[Alexander, 1988, p285]</div>

With a pronoun subject, inversion is rare in modern English.

Ex : "Where are you going, Ann?" *I* asked.

[www.english-for-students.com/DirecttoIndirectSpeech.html]

Some reporting verbs, particularly those requiring an object, such as assure, inform and tell can not be inverted. Adverbs of manner usually come at the end.

Ex : "Try again", said Ann's friends *encouragingly*.

[Thomson, 1985, p281]

E. Quotation marks are generally not required with reporting verbs such as ask oneself, think and wonder when they are used to describe "direct thoughts" in "free indirect speech".

Ex : *So that was their little game, he thought.*

   Where are they now, he wondered.

[Alexander, 1988, p285]

II .2. Say, tell, and alternative introductory verbs

II .2.1. Say and tell with direct speech

II .2.1.1. Say with direct speech

Say is commonly associated with direct speech in writing.

Ex : Jim *said*, "I like beer".

[www.english-the-international-language.com/repsp.html

We can also use ***say*** with short, ordinary questions in direct speech (not long and complicated ones) : "Are you all right?' he *said* /asked. (Not *told me*)

[Alexander, 1988, p288]

Moreover, *say* can introduce a statement or follow it:

Ex : Harriet *said*, 'I'm getting married tomorrow'

Or : 'I'm getting married tomorrow' Harriet *said*.

[www.english-the-international-language.com/repsp.html]

Particularly, inversion of ***say*** and noun subject is possible when *say* follows the statement : 'I've just heard the news,' *said* Tom.

[Thomson, 1985, p276]

Say + to + person addressed is possible, but this phrase must follow the direct statement; it can not introduce it.

Ex : 'You are wrong, John,' *Mary said to me* (Inversion is not possible here)

<div align="right">[Quirk, 1973, p342]</div>

II .2.1.2. Tell with direct speech

Tell requires the person addressed : *Tell* me; He *told* us; I'll *tell* Tom. But except with *tell lies/stories/the truth*, when the person addressed need not be mentioned : He told (me) lies; I'll tell (you) a story.

Furthermore, ***tell*** used with direct speech must be placed after the direct statement.

Ex : 'I like your tie,' she *told* John.

<div align="right">[Quirk, 1985, p1029]</div>

Note : Inversion is not possible with *tell*.

Especially, *say* or *tell* can be used in direct speech and can also introduce direct commands.

Ex : 'Why don't you take off your coat?' he *told* me/he *said* (to me).

<div align="right">[Thomson, 1985, p281]</div>

II .2.2. <u>Say and tell with indirect speech</u>

Say and ***tell*** someone + optional ***that*** can introduce indirect statements. We never use comma after *say* or *tell someone*.

Ex : Jack *said (that)/told me (that)* his wife had gone with him to the show.

<div align="right">[http://esl.about.com/od/grammarintermediate/a/reported_speech.htm]</div>

If we need to mention the listener, *tell + indirect object* is generally preferable to *say + to someone*.

Ex : He *said* he'd just heard the news.

He *told me that* he'd just heard the news.

<div align="right">[Thomson, 1985, p276]</div>

Note : ***tell…how/about*** :

Ex : He *told us how* he had studied English well.

He *told us about* studying English well.

<div align="right">[http://esl.about.com/od/grammarintermediate/a/reported_speech.htm]</div>

II .2.3. <u>Alternative introductory verbs</u>

There are many other verbs we can use apart from said and told. Here is a list of verbs which are often used as reporting verbs:

Accused, *admitted*, *advised*, *alleged*, *agreed*, *apologized*, *begged*, *boasted*, *complained*, *denied*, *explained*, *implied*, *invited*, *ordered*, *promised*, *replied*, *suggested*, *thought* ,etc.

These can be used with direct or indirect speech. With direct speech they follow direct statements, but in indirect speech, they can all introduce indirect statements and **that** should be placed after the verb.

Ex : 'His horse died in the night,' he *assured us*.

[www.english-for-students.com/DirecttoIndirectSpeech.html]

Ex : Tom *assured us that* it wouldn't cost more. But Bill *objected/pointed out that* it would take longer.

[Thomson, 1985, p277]

II .3. Question in indirect speech

Questions in reported structures are sometimes called reported questions or indirect questions. The *indirect question* is really not a question at all. In a *direct question*, quotation marks and question marks are not used, as well as we put the auxiliary verb before the subject. That is **be**, **have** and **modal auxiliaries** in the direct question change back to statement word order (subject + verb); **do**, **does** and **did** disappear in reported questions. If there is no auxiliary verb, we put *do* before the subject.

Ex : I wonder why you *don't* listen to me.

He wanted to know why *the French ate* frogs.

[www.perfect-english-grammar.com/reported-speech.html]

There are two main types of questions. Therefore, reported structures for questions are two main types.

II . 3.1. Reported Yes – No questions

When we report a "Yes – No questions" we use an "If" – clause beginning with the conjunction "If" or a "Whether" – clause beginning with the conjunction "Whether".

The examples in the following table will show you a more concrete form of indirect Yes – No questions.

Indirect question
He asked me if/whether I *was* ready.
He asked me if/whether I *had* finished.
He asked me if/whether I *played* chess.
He asked me if/whether he *could* have it.

<div align="right">[Alexander, 1988, p293]</div>

Note : Normally we can use either *if* or *whether* in indirect Yes – No questions but *if* is more usual.

Ex : He asked me *if/whether* I would come to the party.

<div align="right">[www.learnenglish.de/grammar/reportedspeech.htm]</div>

• We use "if" when the speaker has suggested one possibility that may be true.

 Ex : He asked *if* he should open the window.

<div align="right">[Allen, 1962, p261]</div>

• We use "whether" to emphasize that choice has to be made and to convey slightly greater doubt.

Ex : She asked me *whether* I wanted tea or coffee.

<div align="right">[Alexander, 1988, p294]</div>

He asked *whether or not* I she was satisfied.

<div align="right">[Quirk, 1985, p1030]</div>

• Additionally, **whether + infinitive** is possible after wonder, want to know.

Ex : He wondered *whether to wait* for them or go on.

Or : He wondered *whether he should wait* for them or go on.

<div align="right">[Thomson, 1985, p278]</div>

- Lastly, "whether" is neater if the question contains a conditional clause as otherwise there would be two ifs.

Ex : Bill asked *whether,* if I got the job, I've move to New York.

[Thomson, 1985, p278]

❖ **Question beginning Shall I / We? in indirect speech.**

Question beginning Shall I / We? can be of four kinds:

- Speculations or requests for information about a future event.

Ex : *He wondered if he would ever forget her.*

[Allen, 1962, p261]

- Request for instruction or advice.

Ex : *"Tell me what to do with it".*

[Thomson, 1985, p279]

These are expressed in indirect speech by **ask**, **inquire** etc, with **should** or the **be + infinitive construction**. Requests for advice are normally reported by *should*

Ex : Mary asked Bill if he *should* help her with her homework.

[www.english-the-international-language.com/repsp.html]

When a choice is required we normally use whether in indirect speech, **whether + infinitive** is sometimes possible.

Ex : He asked *whether he should / was to lock* the car or leave it unlocked. Or : He asked *whether to lock* the car or leave it unlocked.

[Thomson, 1985, p279]

- Offers.

Ex : *The porter offered to carry the guest's cases to her room.*

[www.english-the-international-language.com/repsp.html]

- Suggestions.

Ex : *He suggested I should come to the party.*

[www.learnenglish.de/grammar/reportedspeech.htm]

❖ **Questions beginning *will you/could you*?**

These may be ordinary questions, but many also be **requests**, **invitations**, or, very occasionally **commands**.

Ex : He said, 'Will you be there tomorrow?' (ordinary question)

→ *He asked if she would be there the next day.*

[Thomson, 1985, p279]

Ex : "Would you mind closing the window please?" or "Could you close the window please?"

→ *She asked me to close the window.*

[www.perfect-english-grammar.com/reported-speech.html]

II .3.2. Reported "Wh" – questions.

When we report a "Wh"- question we use a "wh" – word at the beginning of the reported clause.

The following examples will show the form of "wh"-questions in indirect speech.

→ She asked me *where* I came from.
→ I was wondering *why* don't take the train; it'll be quicker
→ He wanted to know *what* I thought of it.
→ She asked me *when* she must be/ had to be there.

[www.perfect-english-grammar.com/reported-speech.html]

Here is the list of some verbs which can be used before clauses beginning with "wh" – words :

Decide, ***discover***, ***discuss***, ***explain***, ***forget***, ***guess***, ***imagine***, ***know***, ***learn***, ***realize***, ***remember***, ***reveal***, ***say***, ***see***, ***suggest***, ***teach***, ***tell***, ***think***, ***understand***, ***wonder***, ***ask***, etc.

Ex : I *wondered* what had happened.

[Cobuild, 1990, p323]

According to Alexander (1988, p296), beside two above main types, indirect questions also includes ***reported subject – questions*** in which tense changes and changes in modals occur in the usual way, but the word order of the direct question is retained.

Ex : An old mouse asked *who would bell the cat.*

[www.english-for-students.com/DirecttoIndirectSpeech.html]

Especially, reporting verbs other than *ask* can be used to introduce *indirect subject – question* : Please *tell me who delivered* this package.

I want to know which piece fits in this puzzle.

[Alexander, 1988, p296]

II .4. Commands, requests, advice and suggestions in indirect speech

II .4.1. Reported commands, requests and advice

If someone orders, requests or advises someone else to do something, this can be reported by using a *"to" infinitive clause*. Indirect commands, requests, advice are usually expressed by *a verb of command / request / advice + object + infinitive* (= the object + infinitive construction). The following verbs can be used : *advise*, *ask*, *beg*, *command*, *encourage*, *entreat*, *forbid*, *implore*, *invite*, *order*, *recommend*, *remind*, *request*, *tell*, *urge*, *warn*, etc. They must be followed directly by the person addresses without preposition. Therefore, we must add a noun or pronoun when reporting such commands/requests.

Ex : "Call the first witness", said the Judge → The Judge *commanded them to call* the first witness.

[www.english-for-students.com/DirecttoIndirectSpeech.html]

Ex : *He told me/him/her/us/them/the children to go away*.

[Thomson, 1985, p280]

In case of *negative commands*, *requests* etc, they are often reported by *not + infinitive*

Ex : The man with the gun said to us, "Don't move!" → The man with the gun *warned us not to move*.

[www.hulya.cankaya.edu.tr/ingilizece4.htm]

II .4.2. Other ways of expressing indirect commands

A. *Say / tell* + **subject** + *be* + **infinitive.**

Ex : He said I was to wait for him.

[Alexander, 1988, p296]

This is a possible alternative to the *tell + infinitive construction*, so that:

He said, 'Don't open the door' could be reported

He told me not to open the door. Or : He said that I wasn't to open the door.

[Thomson, 1985, p282]

Particularly, the *be + infinitive construction* is useful in the following cases:

(1). When the command is introduced by a verb in the present tense:

Ex : He *says* that he has passed the examination.

[www.english-for-students.com/DirecttoIndirectSpeech.html]

(2). When the command is preceded by a clause (usually of time or condition)

Ex : He said that if he *were/had been* in New York, he *would visit/would have visited* the current exhibition at the Metropolitan Museum.

[Quirk, 1985, p1031]

This indirect command would be equally possible here but note that if we use the **tell + infinitive construction** we must change the order of the sentence so as to put the command first. Sometimes this would result in rather confusing sentence.

For example, the request *If you see Ann, tell her to ring me* would become *He told me to tell Ann to ring him if I saw her*. Such requests can only be reported by the be + infinitive construction. The example above could become *He said that if I saw Ann I was to tell her to ring him.*

[Thomson, 1985, p282]

B. Say/tell (+that) + subject + should

This structure can be used to express indirect commands in the following cases:

(1). **Say** or **tell** with a **should** construction normally indicates **advice** rather than command.

Ex : He said, 'If your brakes are bad don't drive so fast'.

→ He said/told me that if my brakes were bad I shouldn't drive so fast. Or

→ He *advised me not to drive* so fast if my brakes were bad.

[Thomson, 1985, p282]

(**Note** : change of order here, as with *tell + infinitive* above).

(2). Advice can also be expressed by **advise**, **recommend** and **urge** + **that** + **should**. This is particularly useful in **passive**.

Ex : He advised that her car *should be repaired*.

[www.eslbase.com/grammar/reported-speech]

(3). **Command** and **order** can also be used with **should** or a **passive infinitive**.

Ex : The teacher *ordered* that every student *should do it again*.

Or The teacher *ordered* that *it should be done again* .

Or The teacher *ordered it to be done again*.

[Allen, 1962, p252]

II .4.3. <u>Reporting suggestions</u>

When someone makes a suggestion about what their hearer should do, we report it by using a "that" – clause. This clause often contains a modal, usually "should".

Ex : He *proposed that* the government *should hold* an inquiry.

[Cobuild, 1990, p325]

Furthermore, we can use let's to express a suggestion and it is reported by the structures:

$$S + Suggest + Ving.$$

Or $S + Suggest + that + S + Should + V$.

Ex : Carol *suggested that I should have* another apple.

[Quirk, 1985, p1030]

Similarly in the **negative**.

Ex : He *suggested not saying* anything about it till they heard the facts.

Or He *suggested that they shouldn't say* about it till they heard the facts.

[Thomson, 1985, p283]

But let's not used alone in answer to an affirmative suggestion is often reported by some phrase such as **opposed the idea** / **was against it** / **objected** so that we could report.

Ex : John suggested going to cinema but Carol *was against it*.

[www.perfect-english-grammar.com/reported-speech.html]

CHAPTER II : CHANGES FROM DIRECT TO INDIRECT SPEECH IN ENGLISH

When changing one direct sentence into an indirect sentence, it is necessary to take many changes such as : changes of clause types, changes in verb forms, changes in use of pointer words, etc.

II .1. Changes of clause types

In chapter I, an overview of changing from direct to indirect speech in English is given. Now, let's have a look at it clearly and systematically.

Direct speech	*Indirect speech*
Independent clause in which one is of the types :	Main clause + subordinate clause, the later becoming :
II .1.1. Statements In the direct sentence, we need to use quotation marks. The position of subject and reporting verb is changeable. It may come after or before the quotation. Ex : Ann said, *"I want to go to New York next year"*. Or *"I want to go to New York next year"*, said Ann. 　　　　[Murphy, 1998, P94]	That clauses In the indirect sentence, quotation marks disappear and we use "that" to connect two clauses together. But "that" sometimes is omitted. Besides, there are changes of tenses, pronouns, etc. Ex : *Ann said that she wanted to go to New York the following year*. Or : *Ann said that she wants to go to New York the following year*.
II .1.2. Wh – questions In direct questions, we still need quotation marks. The position of the subject and reporting verbs is changeable i.e. it may stand before or after the quotation.	Wh- interrogative clauses In indirect questions, we don't need quotation marks and the word order is changed. The inversion after a question word in a direct question changes back to statement word

Ex : *"where is Julie?"* she ask me. www.perfect-english- grammar.com/reported-speech.html	order in a reported question. If necessary, the tense changes at the same time. And modal auxiliaries disappear indirect speech. Ex : *She asked me where Julie was*.
II .1.3. <u>Yes – No questions</u> In direct Yes – No question, we still need quotation mark, question mark. The position of the subject and reporting verb is changeable, too. It can stand before or after the quotation. Ex : 'She asked, *"Do you want to come with me?"* <u>www.eslbase.com/grammar/reported-speech</u>	<u>If / whether clauses</u> In indirect Yes – No question, quotation mark and question mark are not used. There is a change in word order. The inversion in the direct question changes back to statement word order (subject + verb) in the reported question and if necessary, the tense is changed at the same time. Auxiliaries disappear in indirect question. **If** or **whether** is used to connect the two clauses. Ex : *She asked me if I wanted to come with her*.
II .1.4. <u>Command.</u> Direct commands are those in which the speaker chooses to express the illocutionary force of command. The speaker can say what she/he wants the hearer to do using imperative. The imperative is the form which conventionally determines the illocutionary force of an utterance as a request command or advice etc.	<u>To infinitive clauses.</u> When a direct command is turned into an indirect one, the following will be notice : (a). The verb used is not *say* (with to) but one like **order**, **command**, **tell**, **ask**, **request**, according to the shape of meaning intended. (b). A direct object, representing the person ordered, is introduced. (c). The imperative form of the verb

	in the direct command becomes the corresponding infinitive.
	(d). An indirect negative command is expressed by **ask**, **tell**, **order**, etc. and a **negative imperative**.
Ex : He said : *"Lie down, Tom"*. 　　　　　[Thomson, 1985, p280]	Ex : *He told Tom to be lie down.*
Ex : *"Don't smoke here!"* she said. 　　　　　[www.perfect-english-grammar.com/reported-speech.html	Ex : *She told us not to smoke there.*
II .1.5. Exclamations Exclamations are these statements expressing unusual emphasis or great excitement may end with an exclamation point. (1).Exclamations beginning **What (a)** … or **How**…	Statements In that case, Exclamations usually become statements in indirect speech and the exclamation mark disappears. In indirect speech, those can be reported by (a). **exclaim/say that**… or by (b). **given an exclamation of delight / disgust / horror / relief / surprise** etc. Alternatively, if the exclamation is followed by an action, we can use the construction (c). with **an exclamation of delight / disgust**, etc. + **he** / **she**, etc. + **verb**.
Ex : *'What a silly boy you are!'* she exclaimed. 　　　　　[Alexander, 1988, p292]	→ *She told him what a silly boy he was*. Or, *She told him that he was a silly boy.*
(2). Other types of exclamation, such as **Good!**, **Marvelous!**, **Heaven!**, **Oh!**, etc.	In this situation, that can be reported as in (b). and (c). above :
Ex : *"Good!"* he exclaimed.	→ *He given an exclamation of*

[Thomson, 1985, p284]	*pleasure/satisfaction.*
(3). **Note also**:	
She said, *"Thank you!"*	→ *She thanked me.*
She said, *"luck!"*	→ *She wished me luck.*
She said, *"Traitor!"*	→ *She called me a traitor.*
She said, *"Congratulations!"*	→ *She congratulated me.*
www.eslmonster.com/aricle/ exclamations-and-yes-and-no	

II .2. Changes in verb forms (tenses)

Tense changes often occur in indirect speech because there is an interval between the original spoken words and the time when they are reported, but these changes are not always obligatory. It is the changing viewpoint of the reporting speaker or writer that decides the choice of appropriate forms, not complicated rules. The notes that follow are not "rules" but are based on observation of what often in practice.

II .2.1. Tense changes necessary

❖ In indirect speech we do not usually repeat the speaker's exact words. Reporting usually takes place in the past, so the reporting verb is often in the past. As a result, the tenses of the reported clause are often "moved back". This "moving back" of tenses is called *back shift*. A useful general rule is *present* becomes *past* and *past* becomes *past perfect*.

The changes are shown in the following table :

Direct speech	Indirect speech
Simple present	→ Simple past
Present continuous	→ Past continuous
Present perfect	→ Past perfect
Present perfect continuous	→ Past perfect continuous
Simple past	→ Past perfect
Future	→ Conditional
Future continuous	→ Conditional continuous
Conditional	→ Conditional

[Thomson, 1985, p270]

And that can be illustrated in the following examples :

Direct speech	Indirect speech
He said,	→ He said that
'I *go* to my class every day'.	he *went* to his class every day.
'I *am learning* English'.	he *was learning* English.
'I *have learned* English'.	he *had learned* English.
'I *have been playing* football'.	he *had been playing* football.
'I *wrote* a letter to my brother'.	he *had written* a letter to his brother.
'I *will/shall see* her in London'.	he *would see* her in London.
'I *will/shall be using* the car myself on the 24th'.	he*'d be using* the car himself on the 24th.
'If I *had* my pen, I *could write* the answer'.	If he *had had* his pen, he *could have written* the answer.

[Eckersley, 1960, p362]

Particularly, we must normally use the past perfect to reported a statement whose verb was in the present perfect. And if the utterance in direct speech contains a verb in the past perfect, no back shift is possible, as English has no means of expressing "before – before – then" by tense or aspect.

Ex : 'I *have lived* in the south for years', Mrs. Duncan said.

→ Mrs. Duncan told me (that) she *had lived* in the south for years.

[Alexander, 1988, p290]

Ex : Jim said: "Max *had already gone* when I *phoned* him this morning".

→ Jim said that Max *had already gone* when he *(had) phoned* him that morning.

www.learnenglish.de/grammar/reportedspeech.htm

Note on *I / we shall / should*

'I / we shall / should' normally becomes *he / she / they would* in indirect speech.

Ex *:* "I shall come later", she said → She said *she would* come later.

[www.perfect-english-grammar.com/reported-speech.html]

But if the sentence is reported by the original speaker, *'I / we shall'* can become either *I / we should* or *I / we would*. *Would* is more common. Similarly, *'I / we should'* usually becomes *he / she / they would* in indirect speech.

Ex : 'If I had the instruction manual I should / would know what to do,' said Bill

→ Bill said that if he had the instructions *he would* know what to do.

<div align="right">[Thomson, 1985, p270]</div>

But if the sentence is reported by the original speaker *'I / we should'* can either remain unchanged or be reported by *would*.

Ex : "I would / should go to the dentist."

→ He said that *he would / should* go to the dentist.

<div align="right">[www.eslbase.com/grammar/reported-speech]</div>

❖ In indirect question besides the changes of word order, there are changes in verb forms and connective words:

• The interrogative construction of the direct question is replaced by the statement construction in the indirect question.

• The verb that introduces the indirect question is **asked** (or some similar verbs : **enquired**, **wondered**, **wanted to know**,) according to the shade of meaning to be expressed.

• The connective joining the indirect question to the principle clause is **if** or **whether** except when the direct question had been one beginning with an interrogative such as **who**?, **what**?, **why**?, etc. in which case this interrogative is the connective. Some examples will make these points clear.

Direct question	Indirect question
'Is Charles your brother?'	→ He asked me if (whether) Charles *was* my brother.
'Has John many friends?'	→ He asked me if (whether) John *had* many friends.
'Can Henry *speak* Spanish?'	→ He asked me if (whether) Henry *could speak* Spanish.

'*Will* you *help* me?'	→ He asked me if (whether) I *would help* him.
'*Has* Mary *spent* all the money?'	→ He asked (enquired) if (whether) Mary *had spent* all the money.
'*Is* Henry really *working* hard?'	→ He asked (wondered) if Henry *was* really *working* hard.

<div align="right">[Eckersley, 1960, p366]</div>

Different with the examples above, those following ones are shown the changes when the verb is not a special finite.

Direct question	Indirect question
'*Do* you *know* Mr. Brown?'	→ He asked if (whether) I *knew* Mr. Brown.
'*Do* you *like* children, Mrs. Armitage?'	→ He asked her if (whether) she *liked* children.
'*Did* you *come* with a friend?'	→ He asked me if I *had come* with a friend.
'*Did* you *see* that documentary on TV last night?'	→ He asked me if I *had seen* that documentary on TV the previous night.

<div align="right">[Eckersley, 1960, p366]</div>

In short, the explanation of the term "back shift" should now become clear : If there is (semantically) a shift into past in the reporting clause, there is a corresponding shift into the past (or if necessary, further into the past) in the reported clause.

Now let's move to the ***exceptions of back shift***. Bearing in mind that back shift is part of the natural temporal "distancing" that takes place when we report what was said in the past, we should not be surprised that the rule of back shift can be ignored in case where the ***introductory verb*** is in a ***present***, ***present perfect*** or ***future tense***.

Ex : He *says,* "I go to school every day."

→ He *says* (that) he *goes* to school every day.

www.athabascau.ca/courses/engl/155/support/direct_and_indirect_speeh.htm

This is usual when we are reporting a conversation that is still going on; reading a letter and reporting what it says; reading instructions and reporting them; reporting a statement that someone makes very often.

Ex : Paul (phoning from the station) : *I'm trying to get a taxi.*

Ann (to Mary, who standing behind her) : *Paul says he is trying to get a taxi.*

<div align="right">[Thomson, 1985, p269]</div>

Furthermore, You can use the present tense in reported speech if you want to say that something is still *true* (but this is only for things which are general facts, and even then usually we like to change the tense)

Ex : She said, "The sky is blue" → She said that the sky *is/was* blue.

<div align="right">[www.perfect-english-grammar.com/reported-speech.html]</div>

Ex : Tom said, '*New York is more lively than London*.'

→ Tom *said that New York is more lively than London.*

<div align="right">[Murphy, 1998, p94]</div>

II .2.2. Past tenses sometimes remain unchanged

A. In theory the past tense changes to the past perfect, but in spoken English it is often left unchanged, provided this can be done without causing confusion about the relative times of the actions. For example, *He said, 'I loved her'* must become *He said he had loved her* as otherwise there would be a change of meaning. But *He said, 'Ann arrived on Monday'* could be reported *He said Ann arrived/had arrived on Monday.*

<div align="right">[Thomson, 1985, p271]</div>

B. The ***past continuous tense*** in theory changes to the past perfect continuous but in practice usually remains unchanged except when it refers to a completed action.

Ex : She said, "I *was walking* along the street" → She said she *had been walking* along the street.

<div align="right">[www.perfect-english-grammar.com/reported-speech.html]</div>

But He said, 'When I *saw* them they *were playing* tennis'

→ He said that when he *saw* them they *were playing* tennis.

<div align="right">[Thomson, 1985, p270]</div>

C. In written English past tense usually do change to past perfect but there are the following exceptions.

(1) ***Past / Past continuous tense in time clauses*** do not normally change.

Ex : He said, "When I *was cooking*, I *burnt* my hand"

→ He said that when he *was cooking*, he *burnt* his hand.

<div align="right">[Murphy, 1998, p12]</div>

(2) A ***past tense*** used to describe a state of affairs which still exists when the speech is reported remains unchanged.

Ex : She said, 'I *decided not to buy* the house because *it was on a main road*' → She said that she *had decided not to buy* the house because *it was on a main road*.

<div align="right">[Thomson, 1985, p271]</div>

❖ ***Unreal past tenses*** (subjunctives) in indirect speech

A. Unreal past tenses after **wish**, **would rather / sooner** and **it is time** do not change.

Ex : "*I wish I were richer*", she said. → She said *she wished she were richer*.

"*It's time he learn to look after himself*" she said. → She said that *it was time he learnt to look after himself*.

<div align="right">[Alexander, 1988, p226]</div>

B. ***I***, ***he***, ***she***, ***we***, ***they had better*** remains unchanged, you had better can remain unchanged or be reported by ***advise + object + infinitive***.

Ex : "You don't look very well. You had better not go to work today", I said to him.

→ I said to him that he didn't look very well and he *had better not go to work* that day. Or I *advised him not go* to work that day because he didn't look well.

<div align="right">[Thomson, 1985, p272]</div>

II .2.3. Modal verb forms also sometimes change

When there is a modal verb in the original statement, suggestion, etc., this sometimes changes when we report what was said. The changes discussed here are summarized in this table :

Modal verb in original	Modal verb in report
Could, would, should, might, ought to, used to.	→ *Could*, *would*, *should*, *might*, *ought to*, *used to*.
Will, can, may	→ *Would*, *could*, *might* *Will*, *can*, *may* (existing or future situations and present tense verb in reporting clause) *Will* or *would*, *can* or *could*, *may* or *might* (existing or future situations and past tense verb in reporting clause)
Shall	→ *Would*, *should* (offers, suggestions, etc.)
Must (= necessary) Must (= conclude) Mustn't	→ *Must* or *had to* → *Had to* → *Mustn't*

[Hewings, 2002, p98]

We sometimes use a modal verb in a report when there is no modal verb in the original

Ex : "You're *not allowed* to smoke here." → She told me that I *mustn't smoke* here.

[Hewings, 2002, p98]

II .2.3.1. **Might**, **ought to**, **should**, **would**, **used to** in direct speech.

A. **Might** remains unchanged except when used as a request form.

Ex : "It *might be* late", I said. → I said / I was afraid that it *might be* late.

[Swam, 1989, p505]

But "You *might post* these for me", he said. → He *asked me to post* them for him.

[Thomson, 1985, p272]

B. ***Ought to*** / ***Should*** for obligation or assumption remains unchanged.

Ex : "You *should see* a specialist", he told me.

→ He told me I *should see* a specialist.

[Alexander, 1988, p291]

Ex : He said, "I *ought to* go to school every day."

→ He said (that) he *ought to* go to school every day.

[www.athabascau.ca/courses/engl/155/support/direct_and_indirect_speeh.ht m]

C. But ***You ought to*** / ***You should***, if used to express advice rather than obligation, can be reported by ***advised*** + ***object*** + ***infinitive***. *You must* can also express advice and be reported similarly.

Ex : "*You ought to/should/must read* the instructions", said Ann.

→ Ann *advised/urged/warned me to read* the instructions.

[Thomson, 1985, p272]

D. The advice form ***"If I were you I should / would …"*** is normally reported by ***advised*** + ***object*** + ***infinitive***.

Ex : "*If I were you I wouldn't buy* that coat*"*, he said.

→ He *advised me not to buy* that coat.

[Murphy, 1998, p76]

E. The request form ***"I should / would be (very) grateful if you would ..."*** is normally reported by ***asked*** + ***object*** + ***infinitive***

Ex : '*I'd be very grateful if you would keep* me informed', he said

→ He *asked me to keep* him informed.

[Thomson, 1985, p272]

F. ***Would*** in statements doesn't change except *would* in request form.

Ex : "*It would be nice if I could see you again*" he said.

→ He said that *it would be nice if he could see me again*.

[Swam, 1989, p505]

G. *Used to* doesn't change in reported clause.

Ex : "I know the place well because I *used to live* here", he explain.

→ He explain that he knew the place well because he *used to live* there.

[Thomson, 1985, p272]

II .2.3.2. *Could* in indirect speech

A. *Could for ability*

  1. *Could* for present ability does not change.

Ex : She said, "I can/could speak perfect English".

→ She said she could speak perfect English.

[www.perfect-english-grammar.com/reported-speech.html]

  2. *Could* for future ability can remain unchanged or be reported by ***would be able***.

Ex : She said, "I *could teach* English online tomorrow."

→ She said she *could teach*/ *would be able to teach* English online the next day.

[www.learnenglish.de/grammar/reportedspeech.htm]

  3. *Could* in type 2 conditional sentences is reported similarly.

Ex : 'If I had the tools I could mend it', he said.

→ He said that if he had the tools he could/would be able to mend it.

[Thomson, 1985, p273]

  4. *Could* in type 3 conditional reported unchanged.

Ex : "If the weather hadn't been so bad, we could have gone out", she said.

→ She said that if the weather hadn't been so bad, they could have gone out.

[Murphy, 1998, p78]

  5. *Could* for past ability can remain unchanged or be reported by ***had been able*** :

Ex : "I *could swim* when I was four!" she boasted.

→ She boasted that she *could/had been able to swim* when she was four.

[www.perfect-english-grammar.com/reported-speech.html]

B. *Could for permission*

1. In type 2 conditional sentences *could* can remain unchanged or be reported by *would be allowed to* :

Ex : 'If I paid my fine I *could walk* out of prison today', he said.

→ He said that if he paid his fine he *could/would be allowed to walk* out of prison that day.

<div align="right">[Thomson, 1985, p273]</div>

2. *Could* in the past can remain unchanged or be reported by *was / were allowed to* or *had been allowed to* :

Ex : She said, 'When I was small I *could have* everything I liked'.

→ She said that as a small girl she *was/had been allowed to have* everything she liked.

<div align="right">[www.english-for-students.com/DirecttoIndirectSpeech.html]</div>

II .2.3.3. Must and needn't in indirect speech.

II .2.3.3.1. Must in indirect speech

A. *Must* used for deductions, permanent commands/prohibitions and to express intention remains unchanged.

(1). Deductions :

Ex : She said, 'George *must be* a fool to behave like that'.

→ She said that George *must be* a fool to behave like that.

<div align="right">[Alexander, 1988, p292]</div>

(2). Permanent command :

Ex : 'You *must be* home by 9 o'clock', she said.

→ She said I *must be* home by 9 o'clock.

<div align="right">[Hewings, 2002, p98]</div>

(3). Must used casually to express intention :

Ex : He said, 'We *must have* a party to celebrate this'.

→ He said that they *must have* a party to celebrate it.

<div align="right">[Thomson, 1985, p286]</div>

B. ***Must*** used for obligation can remain unchanged. Alternative it can be reported by ***would have to*** or ***had to***.

(1). ***I / we must*** reported by ***would have to***

"Would have to" is used when the obligation depends on some future action, or when the fulfillment of the obligation appears remote or uncertain, i.e. when "must" is clearly replaceable by "will have to".

Ex : "If you want to borrow my car, you *must/will have to bring* it back before ten", he said.

→ He said that if I wanted to borrow his car I *would have to bring* it back before ten.

[Swam, 1989, p346]

Ex : "You *must phone* home at once. It's urgent" he said.

→ He said that I *would have to phone* home at once because it was urgent.

[Alexander, 1988, p228]

(2). ***I / we must*** reported by ***had to***.

"Had to" is the usual form for obligations where times for fulfillment have been fixed, or plans made, or when the obligation is fulfilled fairly promptly, or at least by the time the speech is reported.

Ex : He said, 'We really *must do* something about the weeds in this garden'.

→ He said that they *had to do* something about weeds in that garden.

[Alexander, 1988, p286]

Ex : 'You *must be* in ten tonight', his parents told him.

→ His parents told him that he *must/had to be* in ten that night.

[Quirk, 1985, p1032]

Would have to would be possible here also but would imply that the obligation was self – imposed and that no outside authority was involved. "Had to" could express either an outside authority (i.e. that someone had told him to be there) or a self – imposed obligation.

All difficulties about *had to / would have to* can of course be avoided by keeping *must* unchanged. In both the above examples *must* could have been used instead of *had to / would have to*.

(3). ***You / he / they must*** is reported similarly :

Ex : 'You must collect more data', he said.

→ He said that she must/had to/would have to collect more data.

<div align="right">[Hewings, 2002, p99]</div>

But note that *would have to* removes the idea of the speaker's authority.

Ex : Tom said, 'If you want to stay on here you *must work* harder'.

→ Tom said that if she wanted to stay on there she *must/would have to work* harder.

<div align="right">[Thomson, 1985, p287]</div>

Must implies that Tom himself insists on her working hard. *Would have to* merely implies that this will be necessary.

(4). ***Must I / you / he?***

Can change similarly but as **must** in the interrogative usually concerns the present or immediate future it usually becomes ***had to***.

Ex : "*Must you say* something about it?" he asked me.

→ He asked me if *I had to say* something about it.

<div align="right">[Graver, 1986, p45]</div>

(5). ***Must not***

I must not usually remains unchanged. ***You / he must not*** remains unchanged or is expressed as a negative command

Ex : "You *mustn't tell* my brother", he said.

→ He said that she *mustn't tell* his brother. Or He told her *not to tell* his brother.

<div align="right">[Hewings, 2002, p98]</div>

II .2.3.3.1. ***Needn't*** in indirect speech.

- ***Needn't*** can remain unchanged and usually does. Alternatively it can change to *didn't have to / wouldn't have to* just as *must* changes to *had to / would have to* :

Ex : 'You needn't come in tomorrow', the boss said.

→ The boss said I needn't/didn't have to come in the next day.

<div align="right">[Alexander, 1988, p292]</div>

- *Need I / you / he?* behaves exactly in the same ways as *must I/you/he?* i.e. normally becomes **had to**.

Ex : "*Need you go* to school tomorrow?' I asked him.

→ I asked him if he *had to go* to school the following day.

<div align="right">[www.english-for-students.com/DirecttoIndirectSpeech.html]</div>

II .3. Changes in use of pointer words

II .3.1. Changes of pronouns and possessive adjectives

II .3.1.1. ***Pronouns and possessive adjectives*** usually change from first or second to third person except when the speaker is reporting his own words.

Ex : 'I had studied French for four years at school', I said.

→ I said that I had studied French for four years at school.

<div align="right">[Quirk, 1985, p1027]</div>

(The speaker reporting his own words)

The following table will show exactly how pronoun and possessive adjectives change.

Direct → Indirect speech			
I → He/She	me → him/her	my → his/her	Mine → his/hers
We → They	us → them	our → their	Ours → theirs
You → He/She/They	you → him/her/them	your → his/her/their	Yours → his/her/theirs

<div align="right">[Alexander, 1988, p290]</div>

Ex : "I bring my book everyday", he said, "the book on the desk is mine".

→ He said that *he* brought *his* book everyday and the book on the desk was *his*.

And "We bring our book everyday", they said, the books on the desk are ours.

→ They said that *they* brought *their* book everyday and the books on the desk were *theirs*.

<div align="right">[Eckersley, 1960, p363]</div>

Sometimes, a noun must be inserted to avoid ambiguity : *Tom said, 'He came in through the window'* would not normally be reported *Tom said he had come in through the window* as this might imply that Tom himself had come in this way; but if we use a noun there can be no confusion : *Tom said that the man / burglar / cat etc. had come in through the window.*

Moreover, Pronoun changes may affect the verb :

Ex : He says, 'I know her'. → He says *he* knows her.

He says, 'I shall be there'. → He says *he* will be there.

[Thomson, 1985, p273]

II .3.1.2. Changes of *this* and *these* in indirect speech

This used in time expressions usually become *that*.

Ex : 'Let's go to the cinema *this* evening', he said.

→ He suggested going to the cinema *that* evening.

[Graver, 1986, p45]

Otherwise, *this* and *that* used as adjectives often change to *the*.

Ex : 'I gave *this* book/*these* books to Ann yesterday', he said.

→ He said that he had given *the* book/books to Ann the day before.

[www.english-the-international-language.com/repsp.html]

Furthermore, *this*, *these* used as pronouns can become *it, they / them*.

Ex : She said, "I'll do *this* tomorrow".

→ She said that she would do *it* the next day.

[www.eslbase.com/grammar/reported-speech]

Lastly, *this, these* (adjectives or pronouns) used to indicate choice or to distinguish some things from others, can be become *the one(s) near him*, etc. or the statement can be reworded.

Ex : "I'll have *this (one)*", he said to me. → He said he would have *the one near him*. Or He pointed to / touched / showed me *the one* he wanted.

[Thomson, 1985, p274]

II .3.2. Changes of expressions of time and place in indirect speech

It is often necessary to make time and place changes in relation to tense changes. For example, on Tuesday, Ann says: *"A card came yesterday saying Sue will arrive tomorrow"*. Bob, reporting this on Wednesday, might say : *Ann told me that a card had come the day before yesterday / on Monday saying Sue would arrive today / on Wednesday.*

A change of place and time may mean a change of words like *here*, *this*, *now*, *today* or words denoting "nearness" become the corresponding words denoting remoteness.

There are the concrete cases of changing time and place in indirect speech.

II .3.2.1. Adverbs and adverbial phrases of time change as follows

Direct speech	Indirect speech
Now	→ then / immediately
Today	→ that day
Tonight	→ that night
Yesterday	→ the day before / the pervious day
Last night	→ the night before
The day before yesterday / two days go	→ two day before / earlier
Tomorrow	→ the next / the following day
The day after tomorrow	→ in two day's time
Next week / year	→ the following week / year
Last week / year	→ the pervious week / year
A year etc. ago	→ a year before / the previous year

[Alexander, 1988, p291]

Ex : "I spoke to them *yesterday*", he said.

→ He said that he had spoken to them *the day before*.

[Eckersley, 1960, p363]

"I shall do it *now*", he said.

→ He said that he would do it *then*.

[Quirk, 1973, p341]

But, if the speech is made and reported on the same day, these time changes are not necessary.

Ex : At breakfast this morning he said, 'I'll be very busy *to day'*.

→ At breakfast this morning he said that he would be very busy *today*.

<div align="right">[Thomson, 1985, p275]</div>

Additionally, logical adjustments are necessary if a speech is reported one/two days after it is made. The following example will illustrate what is said.

On Monday Jack said to Tom : *'I'm leaving the day after tomorrow'*.

If Tom reports this speech on the next day (Tuesday) he will probably say : *Jack said he was leaving tomorrow*.

If he reports it on Wednesday, he will probably say : *Jack said he was leaving today*.

<div align="right">[Thomson, 1985, p275]</div>

II .3.2.2. Adverbs and adverbial phrases of place change as follow

Direct speech	Indirect speech
Here	→ there
This place	→ that place
These places	→ those places

<div align="right">[Alexander, 1988, p291]</div>

Ex : "I saw the boy *here* in this room today", he said.

→ He said that he had seen the boy *there* in that room that day.

<div align="right">[Eckersley, 1960, p364]</div>

Particularly, **here** can become **there** but only when it is clear what place is meant.

Ex : At the factory she asked her friend, 'How long have you worked *here*?'.

→ She asked her friend how long he had worked *there*.

<div align="right">[www.learnenglish.de/grammar/reportedspeech.htm]</div>

Usually **here** has to be replaced by some phrase.

Ex : Peter and Susan were at the cinema. Susan said, 'You can sit *here*, Peter'.

→ She told Peter to sit next to her.

But, *He said, 'Come here, boy'* would normally reported *He called the boy*.

<div align="right">[Thomson, 1985, p275]</div>

II .3.3. Position of what, who and which in indirect speech

II .3.3.1. Question words in indirect speech

II .3.3.1.1. Interrogative use.

The words *who*, *whom*, *whose*, *which*, *what*, *when*, *where*, *why*, and *how* are used in questions to show what kind of information is wanted.

Who said that? (asking for a personal subject).

What did she want? (asking for a non – personal object).

When will it be ready? (asking for time expression).

Why are they laughing? (asking for a reason).

[Eckersley, 1960, p364]

Who and *whom* are pronouns and act as subject or object in direct question. While as, *when*, *where*, *why* and *how* act as adverbs. And *What*, *which* and *whose* can be pronouns or determiners.

Compare :

What do you want? (pronoun) and *What* sort do you want? (determiner).

Which is mine? (pronoun) and *Which* coat is mine? (determiner).

Whose is the red car? (pronoun) and *Whose* coat is this? (determiner).

II .3.3.1.2. Word order and structure in indirect questions.

Question words normally come at the beginning of the questions. When *who*, *which*, *what* or *whose* is the subject (or part of the subject), the question word comes before the verb, and *do* can't normally be used.

Ex : Who is in charge here?

[Alexander, 1988, p296]

But *do* can be used after a subject question word for emphasis, to insist on an answer. Additionally, when a question word is the object, *do* is also used.

Ex : *Who do* you want to speak to?

　　　Where did you live 20 years ago?

　　　What do you think?

[Swam, 1989, p475]

II .3.3.2. Position of question words in indirect speech.

As I mentioned above "wh" – questions are the questions in which someone asks for information about an event or situation. Question word questions can not be answered with "yes" or "no" when we report a question word questions we use a question word at the beginning of the reported clause. That means question words like **who**, **what**, **which**, **why** and **how** become connective features in indirect questions.

Ex : "*What* is her name?" he asked me. → He asked me *what* her name was.

"*Where* are you going?" he asked her. → He asked her *where* she was going.

"*Why* do they go to Paris so often?". → He asked me *why* they went to Paris so often.

<div align="right">[Eckersley, 1960, p367]</div>

When we report questions constructed with **who / what / which / why + be + complement**, can be put before or after the complement.

Ex : "*Who is the best player here*?" she asked.

→ She asked me *who was the best player there*.

Or she asked me *who the best player was there*.

<div align="right">[Swam, 1989, p504]</div>

II .3.4. Noun clause as object – reported clause in indirect speech.

In each of the following clauses, the object of the verb consists of a clause, not a NP.

Ex : There they told us [the bus service did not start until July 1st].

    A   S   P Oi   Od = Ncl

I think he said that.

S P   O = Ncl

I felt that someone was following me.

S V   O = Ncl

<div align="right">[Freeborn, 1987, p188]</div>

The verb **told**, **think** and **felt** are semantically all mental or verbal process verbs and in these sentences they are followed by a Ncl which functions like an object of verb, where we might except a Nph.

Ex : *There they told us the lasted news.*

  I think of the day we first met.

  I felt someone following me.

<div align="right">[Freeborn, 1987, p188]</div>

The Ncls are a kind of report, which informs us what was *told / felt* and *thought*. Some linguists call the verbs *reporting verbs*, which are the predicators of *reporting clauses* and the Ncl objects in the clauses are then called *reported clauses*. Speech presented like this can then be called *reported speech*. (This is traditionally called *indirect speech*, because the actual words of the speaker are not quoted directly as in direct speech).

<div align="right">[Eckersley, 1960, p188]</div>

As we mention at the beginning of this chapter, the reporting clause is a *main clause* and the reported Ncl is a *subordinate clause* in their grammatical relationship with each other.

The reporting – reported clause construction is extremely common in narrative as in the following examples in which *that* marks the reported Ncl. The marker *that* is simply a function word, and is not part of the structure of the clause (unlike *that* when used as a relative pronoun).

Ex : I wish (that) I were at the beach now.

<div align="right">[Frank, 1986, p292]</div>

Clauses beginning with a *wh – word* also function as reported clause, as in : I don't know [what they are doing]

    Wh – Ncl = reported clause.

In which the wh – clause is the report of what was seen, which is in the form of a question. Wh – clauses like this can be derived from interrogative clauses. This sentence : *"What is that gun firing for?" said Boxer.* is an example of *direct speech*. This sentence in the text contains a quoting clause, *said Boxer* and

a quoted clause, *what is that gun firing for?*. It might have been written in reporting – reported form as

Boxer asked [what the gun was firing for]

Wh – Ncl = reported clause

<div align="right">[Freeborn, 1987, p190]</div>

❖ Omission of **that**

In informal speech, *that* is frequently omitted from object clause if the meaning is clear with it.

Ex : He said (that) he was a student and had studies for 3 years.

<div align="right">[Allen, 1962, p255]</div>

A sentence may contain a succession of object clause from which *that* is omitted. Notice that it is possible to reverse the order of reporting reported clause only when that is omitted.

Ex : He refused to meddle in such matters, Benjamin said.

Or : He refused to meddle in such matters, said Benjamin.

<div align="right">[Freeborn, 1987, p189]</div>

That may also be omitted from clauses after predicate adjectives.

Ex : It's not certain (that) she can help us.

<div align="right">[Frank, 1986, p291]</div>

Sometimes, that is omitted informally from clauses functioning as predicate nouns.

Ex : The truth is (that) plants need water in order to grow.

[http://www.esl.about.com/od/grammarintermediate/a/reported_speech.htm]

Care must be taken that when *a that clause* has a long introductory modifier, the word *that* is not repeated before the subject of the clause.

Ex : The doctor told his patient *that* when she had another attack of asthma, *that* she was to call him immediately.

<div align="right">[Frank, 1986, p291]</div>

In this sentence, the second *that* is superfluous. A verb of indirect speech or of mental activity may be inserted parenthetically without *that* in what would normally be its noun clause object.

Ex : This, he tells me, is the only solution.

(= He tells me (that) this is the only solution.)

Mr. Jones, I understand, is a multimillionaire.

(= I understand (that) Mr. Jones is a multimillionaire.)

[Frank, 1986, p291]

Note : ***That*** can not be omitted after certain verbs (reply, shout, etc.), and it is not usually omitted after nouns.

Ex : I replied that I did not intend to stand for election. (Not I replied I didn't intend…)

She shouted that she was busy. (Not she shouted she was busy)

[Swam, 1989, p502]

II .4. Mixed types in indirect speech

Direct speech may consist of statement + question, question + command, command + statement, or all three together.

Normally, each requires its own introductory verb. For example, when statement and question are mixed, each section must be introduced by appropriate verb, namely : ***tell***, ***say***, ***explain***, ***remark*** etc. for statement only; ***ask***, ***enquire***, ***want to know***, ***wonder*** for question only. A useful connective device for question plus statement is "adding that".

Ex : He said, "I'm off to the pictures. Where are you going?"

→ He *said* he was off to the pictures and *wanted to know* where I was going.

[Allen, 1962, p267]

"I'm on my way to the market", she said. "Do you want to come with me?"

→ She *said* she was on her way to the market and *invited me to come* with her.

http://www.eslbase.com/grammar/reported-speech

But sometimes, when the last clause is a statement which helps to explain the first, we can use ***as*** instead of a second introductory verb.

Ex : "You had better wear a coat. It's very cold outside", he said.

→ He advised me to wear a coat *as* it was very cold outside.

<div align="right">[Thomson, 1985, p285]</div>

"Don't walk on the ice", Jane said. "It's not safe".

→ Jane warned us not to walk on the ice *as* it wasn't safe.

<div align="right">[www.english-for-students.com/DirecttoIndirectSpeech.html]</div>

And, sometimes the second introductory verb can be ***a participle*** :

Ex : 'Let's shop on Friday. The supermarket will be very crowded on Saturday', she said.

She suggested shopping on Friday, *pointing out that* the supermarket would be very crowed on Saturday.

<div align="right">[Thomson, 1985, p286]</div>

II .5. Free indirect speech

Free indirect speech is a half – way stage between direct and indirect speech and is used extensively in narrative writing. It is basically a form of indirect speech, but (1) the reporting clause is omitted (except when retained as parenthetical comment clause), and (2) the potentialities of direct speech sentence structure are retained (direct questions and exclamations, vocatives, tag questions, etc.). Therefore, it is only the back – shift of the verb, together with equivalent shifts in pronouns, determiners and time and place references, that signal the fact that the words are being reported, rather than being in direct speech. The italicized verbs in the example below are back – shift to the past tense.

Ex : So that *was* their plan, *was* it? He well *knew* their tricks, and *would show* them a thing or two before he *was* finished. Thank goodness he *had been* alerted, and that there *were* still a few honest people in the world.

<div align="right">[Quirk, 1973, p344]</div>

Very often, in fiction, free indirect speech represents a person's stream of thought rather than actual speech. It is quite possible, therefore, that *he thought* would be the appropriate reporting clause to supply for the above passage, rather than *he said*.

<div align="center">48</div>

II .6. Transferred negation

There are several ways in which 'indirect speech' involving mental activity verbs (*he thought*, etc.) differs from that where the reporting verb is one of language activity (*he said*, etc.). A very important difference involves negation; thus, while both clauses can be made independently negative with *say*, etc.

Ex : *He did not say that Mary was pretty.*

   He said that Mary was not pretty .

[Quirk, 1973, p344]

(so that these two sentences are sharply different in meaning), it is usual with **think**, **believe**, **suppose**, **imagine**, **expect**, etc. for a super ordinate negative to apply also in the subordinate clause. For this reason, the following pairs of sentences would normally be regarded as virtually synonymous :

- (a). I don't believe I've met you before

   (b). I believe I haven't met you before.

- (a). I don't suppose he has paid *yet*.

   (b). I suppose he hasn't paid *yet*.

- (a). She didn't imagine that we would say anything.

   (b). She imagined we wouldn't say anything.

- (a). He didn't expect to win.

   (b). He expected not to win.

[Quirk, 1985, p1033]

The transfer of the negation can be seen clearly in the (b). above, with the non − assertive **yet** appearing in the subordinate clause even when the verb in this clause is not negated. Another indication is the form of the tag question in : I don't suppose (that) he *cares*, *does he*? [~ I suppose (that) *he doesn't* care, *does he*?]

The tag question in this sort of sentence is attached to the subordinate clause rather than to the independent clause, as is clear from the tag subject, *he*. And the use of the positive tag question with a falling tone is another indicate that subordinate clause is under the scope of negation.

CHAPTER 3 : ERRORS OFTEN MADE BY VIETNAMESE LEARNERS & SOME SUGGESTION.

Mastering English is the aim of every learner. However, in the process of studying, marking mistakes is unavoidable. In this chapter, I would like to point out some common errors often made by Vietnamese learners and suggest some solutions to correct them.

III .1. Errors in changing the direct into indirect speech.

III .1.1. Errors with the punctuation marks

When learners change direct questions into indirect questions they still put question mark at the end of the indirect questions. Let's look the example :

Ex : He asked me, 'Are you tired?'

(1) → He asked me if I was tired*?*

(2) → He asked me if I was tired.

Easily to find out that the changing in the first sentence is incorrect because of keeping the question mark at the end the indirect question. The correct changing is in the second sentence.

Suggestions:

To avoid this error, Vietnamese learners should pay more attention to the form of indirect questions and learn by heart the rule of using punctuation marks in indirect questions.

III .1.2. Errors with the word orders in indirect questions

As I mentioned above, when we change direct questions into indirect questions there is a change in word order. The inversion in the direct question changes back to statement word order. The auxiliaries disappear in indirect questions. But in fact many learners make mistakes in this point.

Ex : 'Where is my hat?' She asked him.

Incorrect → She asked him where *was her* hat.

Correct → She asked him where her hat was.

Ex : 'When will the plane leave?' I wondered.

Incorrect → I wondered when *would the plane leave*.

Correct → I wondered when the plane would leave.

Suggestions:

Learners should take care of the word order when changing from the direct to indirect question, especially should note the position of subject, verb, and auxiliary in the indirect question.

III .1.3. Errors with tense changes

Ex : She said, 'My parents are very well.'

(1) → She said that her parents *are* very well.

(2) → She said that her parents were very well.

Learners often make this errors because in Vietnamese there is no form of tense changes of verbs. So, in this point, learners are always confused when they change the direct speech into indirect speech. Thus, in the example above, a lot of learners often back – shift as the first sentence, but the second one is a correct answer.

Suggestion:

It is important to note that the form of verb tense will be changed when we back – shift into indirect speech. So, learners should learnt by heart not only common but also special rules of tense changes.

III .1.4. Errors with changes of pointer words

Errors with changes of pronouns and possessive adjectives, particularly with changes of expressions of time and place in indirect sentence usually occur when learners back – shift.

For example : *Ms. Adams just asked, "Will you be here tomorrow?".*

In stead of changing into *She wanted to know I would be there next day*, many learners still change to *She wanted to know I would be here tomorrow*. The reason for this error is that learners make mistake or less pay attention to pointer words.

Suggestion:

Learning by heart all changing rules of pointer words should be practiced day by day (cases of changing time and place in indirect speech, changes of pronouns and possessive adjectives, changes of *this* and *these*, etc.)

III .2. Errors in changing indirect speech into direct speech

III .2.1. Errors with punctuation marks

When the quotation ends with an exclamation mark or a question mark, a comma is not used as well. But sometimes, learners still use the comma by mistake.

Ex : *Incorrect* → 'What a surprise*!',* John exclaimed.

Correct → 'What a surprise!' John exclaimed.

Ex : *Incorrect* → "where is Julie*?",* James asked.

Correct → "where is Julie?" James asked.

Especially, many learners still use capital letter to begin the second part of the quotation – sentence in which subject + reporting verb are in the middle. That is incorrect because it is not a separate sentence. But, capital letter is used only when following the full stop (.) of the first quotation mark.

Ex : *Incorrect* → "Where, in this wretched town," John asked*, "Can* I get a taxi?"

Correct → "Where, in this wretched town," John asked, "can I get a taxi?"

Correct → "Where, in this wretched town," John asked. "Can I get a taxi?"

Suggestion:

With this error, only when distinguishing between punctuation marks used in indirect speech and in direct speech, learning by heart carefully all rules of punctuation marks in direct speech as well, can learners avoid this mistake. Especially, when *subject + reporting verb* are in the middle of sentence, learners should mention to letter to begin the second quotation part for which case capital letter is used.

III .2.2. Errors with the word orders

When changing indirect into direct speech, few learners make errors with word order.

Ex : He asked if I liked fish.

Incorrect → He asked me, "You like fish?"

Correct → He asked me, "Do you like fish?"

Suggestion :

Learners should pay more attention to position of elements in direct sentences.

III .2.3. Errors with tense changes

This error often occurs in changing indirect into direct speech because of interference of the mother tongue. For instance, *He said that he liked England. The changing is incorrect if that is → He said, "I liked England". But it is → He said, "I like England".*

Suggestion :

This error doesn't happen if learners mention to tenses in direct speech.

III .2.4. Errors with changes of pointer words

The cause of this error happens similarly with ones above.

Ex : *He said that he would come to England the next week*. If learners back – shift into → *He said, 'I will come England the next week'*. That is wrong answer. The correct is → *He said, 'I will come England next week'*.

Suggestion :

Therefore, my suggestion for this problem is that learners also get a good hold of the changing rules of pointer words from indirect to direct speech.

III .3. Common suggestions

Here are common errors when learners change from direct to indirect speech, and vice versa. Hence, I would like to suggest some solutions for learners. Firstly, learners should pay more attention on the background theories of direct and indirect speech and their forms as well, particularly learn by heart the rules for changing direct into indirect speech because of its importance. Secondly, learners should practice more by doing exercises of direct and indirect speech often. By that way it is not difficult to avoid those mistakes. Besides, teachers of English would give advice as well as guide for learners to change direct into indirect speech effectively. Lastly, I hope that, this study will help learners understand and know how to change them well.

CONCLUSION

Direct and indirect speech are popularly used in almost all fields of English both in grammar & semantics. They play an important role in retransmitting information to the hearers exactly and widely. Direct speech is mainly used in written language, while as indirect speech is often used in spoken language. In fact, ether direct or indirect speech can be used to repeat the original speaker's exact words. However, in the learning process, Vietnamese learners often face with the problems caused by direct and indirect speech, particularly changes from direct to indirect speech.

So, to help learners of English understand and use direct and indirect speech effectively, in this study, they are discussed along with their common features, basic forms and semantic functions. And, a quirk overview of changing from direct to indirect speech is also discussed in the chapter I to help learners have further understand about them. Particularly, the most important purpose that my study directs toward is giving out changes from direct to indirect speech through three main ways: changes of clause types, verb forms and pointer words; together with three other ways: transferred negation, mixed types & free in direct speech. In each case of changing, this study supplied the analysis, common rules as well as examples to illustrate.

Furthermore, to help learners overcome the confusion and difficulties in the process of changing direct to indirect speech, common errors are mentioned in this graduation paper so that learners can realize those mistakes and correct their shortcomings as well as possible.

In short, I have summed up what presented in my graduation paper with the hope that it will be useful for all language learners. Because of the limitation of time, knowledge and ability, my study can't avoid mistakes. However, I hope the subject will be further studied and its result will be applied in the process of learning and teaching English. For instance, there is a study about direct and indirect speech in both English and Vietnamese or a study about direct and indirect speech application to study of journalistic style, etc.

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APPENDIX

Exercise 1 Complete the sentences to report what was said. Use appropriate verb tenses and make other changes you think are necessary. The original statements were all made last week.

Example: 'John left here an hour ago.'

→ She told me that John had left (or left) there an hour before.

1. 'Jim's arriving at our house tomorrow.'

→ She told me …

2. 'I shall be extremely interested to see the results.'

→ He said …

3. 'You don't like Italian food, do you?'

→ She wanted to know …

4. The Policemen said to us, "Where are you going?"

→ The Policemen asked us …

5. He said, "Will you listen to such a man?"

→ He asked them …

6. Alice said, "How clever I am?"

→ Alice exclaimed that …

7. I said, 'If you can lend me the money I needn't go to the bank.

→ I said that …

8. 'Someone's coming', he said. 'Get behind the screen'.

→ He said that …

9. The teacher said, 'It's high time you wrote it down'.

→ The teacher told me …

10. "What were you doing where I phoned you yesterday", Joe asked Marry.

→ Joe asked Marry …

Exercise 2: Choose the correct answer

1. Rosa asked Jose, "Have you been studying English very long?"

    A. Rosa asked Jose when do you study English

    B. Rosa asked Jose if he had studied English.

C. Rosa asked Jose if he had been studying English very long.

D. Rosa asked Jose if he was studying English very long.

2. Sara asked me, "May I borrow your English dictionary?"

   A. Sara asked me if she may borrow my English dictionary.

   B. Sara asked me if she could borrow my English dictionary.

   C. Sara asked me if I could borrow her English dictionary.

   D. Sara asked me if I had borrowed her English dictionary.

3. Monica Cheng asked Roes, "Are you going to visit Cambodia?"

   A. Monica Cheng asked Roes if he is going to visit Cambodia.

   B. Monica Cheng asked Roes if he had visited Cambodia.

   C. Monica Cheng asked Roes if he had gone to Cambodia.

   D. Monica Cheng asked Roes if he was going to visit Cambodia.

4. The teacher said, "Study chapters 1-4 for the final test!"

   A. The teacher told us to study chapters 1-4 for the final test.

   B. The teacher asked us if we studied chapters 1-4 for the final test.

   C. The teacher said us to study chapters 1-4 for the final test.

   D. The teacher asked to us to study chapters 1-4 for the final test.

5. Anne said, "Don't listen to Mr. Bacon because he is not an honest person!"

   A. Anne asked to us not to listen to Mr. Bacon because he is not an honest person.

   B. Anne said that Mr. Bacon is not an honest person.

   C. Anne said not to listen to Mr. Bacon because he is not an honest person.

   D. Anne told to us to don't listen to Mr. Bacon because he is not an honest person.

6. Olen said to Martha, "You should visit Russia in the summer."

   A. Olen asked Martha if she was visiting Russia in the summer.

   B. Olen told Martha that she should visit Russia in the summer.

   C. Olen told Martha to her if she should visit Russia in the summer.

D. Olen asked Martha where she should visit in Russia this summer.

7. "What did she say?"

   A. He asked me what did she say.

   B. He asked me what she said.

   C. He asked me what she had said.

   D. He asked me what had she said.

8. "What color are you selecting?"

   A. Would you tell me what color you are selecting.

   B. Would you tell me what are you selecting color.

   C. Would you tell me what color are you selecting.

9. "How many times have you seen that movie?"

   A. He asked me how many times have I seen that movie.

   B. He asked me how many times I have seen that movie.

   C. He asked me how many times I had seen that movie.

10. "Where did you buy that book?"

   A. I would love to know where he bought that book.

   B. I would love to know where he did buy that book.

   C. I would love to know where he had bought that book.

   D. I would love to know where had he bought that book.

Key to exercises

Exercise 1:

1. She told me that Jim was (or would be) arriving at their house the next (or the following) day.

2. He said that he would be extremely interested to see the results.

3. She wanted to know if/whether I like (or we like) Italian food.

4. The Policemen asked us where we were going.

5. He asked them whether they would listen to such a man.

6. Alice exclaimed that he was very clever.

7. I said that if he could lend me the money I needn't/wouldn't have to go to the bank.

8. He said that someone was coming and told me to get behind the screen.

9. The teacher told me it was high time I wrote it down.

10. Joe asked Marry what she was doing when he phoned her the day before.

Exercise 2 :

1. C	6. B
2. B	7. C
3. D	8. A
4. A	9. C
5. C	10. C