

## **Grammar: Reported Speech(1)**

## Direct Speech

(also known as indirect speech)

## Reported Speech

**Greg:** "I am cooking dinner Maya."

**Maya:** "Greg said he was cooking dinner."

So most often, the reported speech is going to be in the past tense, because the original statement, will now be in the past!

### Take note:

(quotation marks)

Be careful with the use of your **commas/inverted commas** and other symbols in direct speech:

“I often play tennis,” she **said**.  
“I often play tennis!” she **shouted**.  
“Do you often play tennis?” she **asked**.  
She said, “I often play tennis.”

\*reporting verbs

A diagram illustrating the use of reporting verbs and quotation marks in direct speech. The examples are: "I often play tennis," she said.; "I often play tennis!" she shouted.; "Do you often play tennis?" she asked.; and She said, "I often play tennis.". The words "said", "shouted", and "asked" are circled in blue and labeled as "\*reporting verbs" with blue arrows. The quotation marks in the first three examples are also highlighted with blue arrows and labeled as "(quotation marks)".

\*We will learn about reporting verbs in part 2 of this lesson, but for now we will just use **said/told** as our reporting verbs.

**Take note:** the structures of **say and tell** are different:

1. when using **say**, we **cannot include** an object:

*He said that (that) he was leaving.*

2. when using **tell**, we **must include** an object:

*He told **John** (that) he was leaving.*

Usually, the reported statement is **one tense back** from the direct speech statement:

DIRECT SPEECH	REPORTED SPEECH
<b>Present Simple</b> → <b>Past Simple</b>	
<i>"I often <b>play</b> tennis," she said.</i>	<i>She said (that) she often <b>played</b> tennis.</i>
<b>Present Continuous</b> → <b>Past continuous</b>	
<i>"We <b>love going</b> camping," he said.</i>	<i>He said (that) they <b>loved going</b> camping.</i>
<b>Past Simple</b> → <b>Past Perfect</b>	
<i>"I <b>stayed</b> in Rome," he said.</i>	<i>He told me (that) he <b>had stayed</b> in Rome.</i>
<b>Present Perfect</b> → <b>Past Perfect</b>	
<i>"Sue <b>has eaten</b>," Mila said.</i>	<i>Mila said (that) Sue <b>had eaten</b>.</i>
<b>*Past Perfect</b> → <b>*Past Perfect</b>	
<i>"Our taxi <b>had just arrived</b>," Connor said.</i>	<i>Connor told me their taxi <b>had just arrived</b>.</i>
<b>Present Perfect Continuous</b> → <b>Past Perfect Continuous</b>	
<i>"Ryan <b>has been studying</b>," Mila said.</i>	<i>Mila said (that) Ryan <b>had been studying</b>.</i>
<b>Past Continuous</b> → <b>Past Perfect Continuous</b>	
<i>"They <b>were singing</b>," she said.</i>	<i>She said (that) they <b>had been singing</b>.</i>

**Some modal verbs change** when using reported speech, as follows:



DIRECT SPEECH	REPORTED SPEECH
<b>can</b> → <b>could</b>	
<i>"I <b>can</b> swim well," said Emma</i>	<i>Emma said (that) she <b>could</b> swim well.</i>
<i>"They <b>can't</b> get out," she said</i>	<i>She said (that) they <b>couldn't</b> get out.</i>
<b>will</b> → <b>would</b>	
<i>"I'll wash the dishes," Adam said.</i>	<i>Adam said (that) he <b>would</b> wash the dishes.</i>
<i>"I <b>won't</b> run very far," she said.</i>	<i>She said (that) she <b>wouldn't</b> run very far.</i>
<b>must</b> (for obligation) → <b>had to</b>	
<i>"We <b>must</b> go," he said.</i>	<i>He told me (that) they <b>had to</b> go.</i>
<b>mustn't</b> (for prohibition) → <b>*shouldn't (mustn't)</b>	
<i>"You <b>mustn't</b> touch that," he said.</i>	<i>He told me (that) I <b>shouldn't</b> touch that. He told me (that) I <b>mustn't</b> touch that.</i>

**\*mustn't** can also remain unchanged in reported speech.

## TAKE NOTE:

1. If the direct speech statement includes the any of the following modal verbs, **they do not change** when transformed into reported speech:

**may, might, would, should, ought to**

DIRECT SPEECH	REPORTED SPEECH
<b>might</b> 	<b>might</b>
<i>"I <b>might</b> buy a new car," said Ryan.</i>	<i>Ryan told me (that) he <b>might</b> buy a new car.</i>
<b>should</b> 	<b>should</b>
<i>"They <b>should</b> try the local cuisine," Leo said.</i>	<i>Leo said (that) they <b>should</b> try the local cuisine.</i>

2. If the situation in the reported statement **hasn't changed** and is still true in the present, the reporting verb **can remain in the same form**:


DIRECT SPEECH	REPORTED SPEECH
<i>"My son <b>is</b> four years old," said Marge.</i>	<i>*Marge said (that) her son <b>is</b> four years old.</i>
<i>"Vegetables <b>are</b> good for a healthy diet," he said.</i>	<i>*He said (that) vegetables <b>are</b> good for a healthy diet.</i>

\*the above examples are still correct if you **do** convert the verbs to their past tenses:

Marge said (that) her son **was** four years old.

He said (that) vegetables **were** good for a healthy diet.

3. When we talk about places, if the direct speech statement includes **here**, it changes to **there** in the reported version:

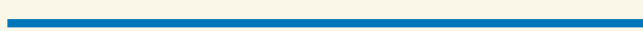



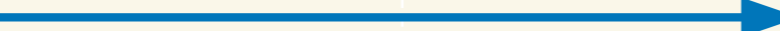


DIRECT SPEECH	REPORTED SPEECH
<b>here</b>  <b>there</b>	
<i>“Have you been <b>here</b> before,” asked Kevin.</i>	<i>*Kevin asked if I had been <b>there</b> before.</i>
<i>“They make the best pizza <b>here</b>,” said Brandon.</i>	<i>Brandon said (that) they made the best pizza <b>there</b>.</i>

\*The above examples also depend on **where** the reported statement is being made. For example, if the above reported statements are being made while the person reporting the information is still in the same place where the conversation took place, the reported speech could also be:

*Kevin asked if I had been **here** before.*

*Brandon said (that) they made the best pizza **here**.*

In reported Speech, **adverbs of time also change** as follows:

DIRECT SPEECH	REPORTED SPEECH
<b>today(tonight)</b> 	<b>that day(that night)</b>
<i>“Craig is going to the beach <b>today</b>,” she said.</i>	<i>She said (that) Craig was going to the beach <b>that day</b>.</i>
<b>tomorrow</b> 	<b>the next day, the day after, the following day</b>
<i>“We will fix it <b>tomorrow</b>,” he said.</i>	<i>He said (that) they would fix it <b>the next day</b>.</i>
<b>yesterday</b> 	<b>the day before, the previous day</b>
<i>“I went <b>yesterday</b>,” she said.</i>	<i>She said (that) she had been <b>the day before</b>.</i>
<b>last week</b> 	<b>The week before</b>
<i>“Shirley paid him <b>last week</b>,” he said.</i>	<i>He told me (that) Shirley had paid him <b>the week before</b>.</i>
<b>this morning</b> 	<b>that morning</b>
<i>“I washed my car <b>this morning</b>,” Mila said.</i>	<i>Mila said (that) she had washed her car <b>that morning</b>.</i>
<b>next (Wednesday)</b> 	<b>the following (Wednesday)</b>
<i>“We are leaving <b>next Wednesday</b>,” Connor said.</i>	<i>Connor said (that) they were leaving <b>the following Wednesday</b>.</i>
<b>ago</b> 	<b>before</b>
<i>“I arrived here a long time <b>ago</b>,” he said.</i>	<i>He said (that) he had arrived there a long time <b>before</b>.</i>

## Task 1

**Transform the following sentences from direct speech into reported speech:**

1. "I am always in a bad mood on Monday mornings," said Brian.

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2. "They were working last week," she said.

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3. "I have been to Zimbabwe," said Evelyn.

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4. "Isabell will give you a lift to the airport tomorrow," he said.

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5. "We had already eaten before we arrived so we didn't taste the food," said Simon.

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6. "I can't come to the party tonight, I have to study," she said.

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7. "You mustn't go near that cliff edge, it's dangerous!" said Zoey.

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8. "You weren't looking well yesterday," Luke said.

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## Text

Science and technology have become integral components of our modern world, shaping how we live, work, and interact. The dynamic synergy between these two realms has propelled humanity into unprecedented advancements. From the microscopic world of nanotechnology to the vast expanse of space exploration, the impact of scientific discovery and technological innovation is ubiquitous, permeating every facet of our daily lives.

Innovation is the lifeblood of science and technology, driving progress across diverse fields. Breakthroughs in biotechnology, for instance, have revolutionized healthcare, enabling precision medicine and personalized treatments. Meanwhile, in the realm of information technology, artificial intelligence and machine learning are reshaping how we process information and make decisions. The relentless pursuit of innovation not only enhances our capabilities but also raises ethical questions that society must grapple with, ensuring responsible and equitable deployment of these powerful tools.

The global landscape of science and technology is increasingly interconnected. Collaborations among researchers, engineers, and institutions transcend borders, fostering a collective effort to address global challenges. Scientific knowledge is shared at an unprecedented pace, allowing for swift responses to emerging threats such as pandemics or environmental crises. Moreover, technological advancements in communication have transformed the way we connect and collaborate, creating a truly interconnected global community.

Despite the undeniable benefits, the rapid pace of technological advancement poses challenges. Issues related to privacy, security, and the ethical implications of emerging technologies demand careful consideration. Striking a balance between innovation and ethical responsibility is crucial to ensure that the fruits of scientific progress benefit humanity as a whole. As we navigate this intricate landscape, it becomes imperative to cultivate a thoughtful approach that places human values at the forefront of scientific and technological endeavors.

## Steps for Making text-Summary

- 1. Highlight the most important points in the reading.**
  - Sort out the main ideas of the text and write them down
- 2. Understand the Structure:**
  - Pay attention to the organization of the text. Understand how the author introduces the topic, presents arguments, and concludes the text.
- 3. Paraphrase:**
  - Rewrite the key points in your own words. Paraphrasing helps you internalize the information and ensures you understand the material.
- 4. Eliminate Redundancy:**
  - Remove redundant or repetitive information. Summaries should be concise and focus on the essential elements of the text.
- 5. Identify Supporting Details:**
  - Include relevant details that support the main points. However, avoid unnecessary details that do not contribute to the overall understanding.
- 6. Maintain Objectivity:**

- Summarize the text objectively without injecting personal opinions or biases. Stick to the author's perspective.

### **7. Write a Concise Summary:**

- Craft a summary that captures the essence of the text in a few sentences or paragraphs. Be clear and concise, avoiding unnecessary information.

### **8. Check for Coherence:**

- Ensure that your summary flows logically and maintains coherence. The summary should make sense to someone who has not read the original text.

### **9. Review and Revise:**

- Take time to review your summary. Check for accuracy, clarity, and completeness. Revise as needed to improve the overall quality of the summary.

### **10. Verify Against the Original:**

- Compare your summary with the original text to ensure accuracy and fidelity to the author's intended meaning.

## **2<sup>nd</sup> Homework**

**provide a concise summary of the text below, highlighting the main points about climate change, its causes, and the necessary actions to address.**

"Climate change is a pressing global issue with far-reaching consequences. Rising temperatures, extreme weather events, and melting ice caps are all evidence of the Earth's changing climate. Human activities, particularly the burning of fossil fuels, contribute significantly to the increase in greenhouse gas emissions, exacerbating the problem. To address climate change, international cooperation, and sustainable practices are essential. Governments, businesses, and individuals must collectively work towards reducing carbon footprints and adopting eco-friendly solutions. The urgency of this matter cannot be overstated, as the impact of climate change is already affecting ecosystems, biodiversity, and human societies worldwide."

## Text

Science and technology have become integral components of our modern world, shaping the way we live, work, and interact. The dynamic synergy between these two realms has propelled humanity into an era of unprecedented advancements. From the microscopic world of nanotechnology to the vast expanse of space exploration, the impact of scientific discovery and technological innovation is ubiquitous, permeating every facet of our daily lives.

Innovation is the lifeblood of science and technology, driving progress across diverse fields. Breakthroughs in biotechnology, for instance, have revolutionized healthcare, enabling precision medicine and personalized treatments. Meanwhile, in the realm of information technology, artificial intelligence and machine learning are reshaping how we process information and make decisions. The relentless pursuit of innovation not only enhances our capabilities but also raises ethical questions that society must grapple with, ensuring responsible and equitable deployment of these powerful tools.

The global landscape of science and technology is increasingly interconnected. Collaborations among researchers, engineers, and institutions transcend borders, fostering a collective effort to address global challenges. Scientific knowledge is shared at an unprecedented pace, allowing for swift responses to emerging threats such as pandemics or environmental crises. Moreover, technological advancements in communication have transformed the way we connect and collaborate, creating a truly interconnected global community.

Despite the undeniable benefits, the rapid pace of technological advancement poses challenges. Issues related to privacy, security, and the ethical implications of emerging technologies demand careful consideration. Striking a balance between innovation and ethical responsibility is crucial to ensure that the fruits of scientific progress benefit humanity as a whole. As we navigate this intricate landscape, it becomes imperative to cultivate a thoughtful approach that places human values at the forefront of scientific and technological endeavors.

## Reading Comprehension

### 1. Choose the most appropriate title for the text:

- a. The Impact of Science and Technology
- b. Advancements in Modern Science and Technology
- c. The Dynamic Synergy of Science and Technology

### Read the text carefully and answer the following questions:

1. What role does innovation play in science and technology, and how does it contribute to progress across various fields?
2. Provide examples of how breakthroughs in biotechnology and information technology have influenced different aspects of our lives.
3. Explain the importance of global collaboration in the field of science and technology. How does it contribute to addressing global challenges?
4. What challenges are associated with the rapid pace of technological advancement, and why is striking a balance between innovation and ethical responsibility crucial?

## **Text Exploration**

### **Exercise 1: Determine whether the following sentences are in the active or passive voice.**

1. Scientists conducted experiments to test the new hypothesis.
2. A breakthrough in renewable energy was achieved by the research team.
3. Engineers are designing a state-of-the-art spacecraft for the upcoming mission.
4. The software company will release a new version of its popular application next month.
5. The research findings were published in a prestigious scientific journal.

### **Exercise 2: Rewrite the following sentences in the passive voice.**

1. Researchers are developing a cure for the rare genetic disorder.
2. The team discovered a new species of marine life in the deep ocean.
3. Technological advancements have transformed the way we communicate.
4. The company is launching a groundbreaking product in the market.
5. Scientists will conduct experiments to study the effects of climate change.

### **Exercise 3: Choose the correct form (active or passive) for the given sentences.**

1. The prototype.....by the engineers last week. (construct)
2. Exciting discoveries.....during the expedition. (make)
3. A new algorithm.....to improve data processing. (develop)
4. The report.....to the committee tomorrow. (present)
5. Valuable insights.....by the researchers in the study. (gain)

### **Exercise 4: Change the passive voice sentences to active voice.**

1. The experiment was conducted by the team of scientists.
2. A new vaccine has been developed for the infectious disease.
3. The novel was written by the renowned computer scientist.
4. The project will be completed by the engineering students.
5. Valuable resources are being wasted in inefficient energy consumption.

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*"Embarking on the journey of learning English is akin to opening the doors to a linguistic tapestry, weaving the threads of eloquence, understanding, and global communication. It's the symphony that harmonizes cultures and broadens the horizon of intellectual exploration."*

**GRAMMAR:****Conditional Sentences / If - Clauses Type I, II and III****A. Conditional Sentence Type 1:**

→ It is possible and also very likely that the condition will be fulfilled.

**Form: If + Simple Present >>> Future (= will + bare infinitive)**

Example: If I find her address, I'll send her an invitation.

**Exercise :**

**Complete the Conditional Sentences (Type I ) by putting the verbs into the correct form.**

- 1.If you (send) .....this letter now, she (receive)..... it tomorrow .
2. If I (do)..... this test, I (improve ) ..... my English.
3. Peggy (go ) ..... shopping if she (have) ..... time in the afternoon.
- 4 .Simon (go) ..... to London next week if he (get ) ..... a cheap flight.
5. If they (study / not ) .....harder, they (pass / not ) ..... the exam.
6. If it (rain ) ..... tomorrow, I (have to / not ) .....water the plants.

**B. Conditional Sentence Type 2 :**

→ It is possible but very unlikely, that the condition will be fulfilled.

**Form: if + Simple Past >>> Conditional (= would + bare infinitive)**

Example: If I found her address, I would send her an invitation.

**Exercise :**

**Complete the Conditional Sentences (Type II ) by putting the verbs into the correct form.**

1. If I ( be ) ..... rich, my life ( change ) ..... completely.
- 2.I ( invite ) .....all my friends if ( have ) ..... a house by the beach.
3. If we (have) ..... a yacht, we (sail) ..... the seven seas.
- 4.If they (tell) ..... their father, he (be) .....very angry.
5. We (help ) ..... you if we (know ) .....how.
- 6.My brother (buy ) .....a sports car if he (have ) .....the money.

**C. Conditional Sentence Type 3 :**

→ It is impossible that the condition will be fulfilled because it refers to the past.

Form: if + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

**Exercise :**

**Complete the Conditional Sentences (Type III ) by putting the verbs into the correct form.**

1.If you (study ) ..... for the test, you (pass ) .....it.

2.If you (ask ) .....me, I (help ) .....you.

3.If you (speak ) ..... English, she (understand) .....

4.I (write ) .....you a postcard if I (have )  
..... your address.

5.If it (not/ start ) ..... to rain, we (walk ) .....to the  
museum.

6.If she (take ) ..... the bus, she (not / arrive ) .....  
..... on time.

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