

Reported speech

Reporting statements

When reporting what someone has said, we put the main verb into a past tense.

Tenses

Present Simple	→	Past Simple
Present Continuous	→	Past Continuous
Present Perfect	→	Past Perfect
Past Simple	→	Past Perfect

Modal verbs

must	→	had to
can	→	could
will	→	would

When reporting a statement, we use a reporting verb such as *say, explain, or tell*.

'This treatment is a temporary measure.' →
The nurse said that the treatment was a temporary measure.

Note: it may sometimes be necessary to change pronouns.

'I'm referring you to a different department.' →
The doctor explained that she was referring him to a different department.

'I took antidepressants when I was younger.' →
She said that she had taken antidepressants when she was younger.

Note: after *tell* we must use an object pronoun, such as *me, her, him, us, the doctor, etc.*

'I have never smoked.' Mr Marks said to the nurse. →
Mr Marks told the nurse that he had never smoked.

Reporting commands and instructions

In direct speech, we often use the imperative when giving a command or instruction.

In reported speech, we use the structure *tell + object pronoun + infinitive with to* for positive commands.

'Take one tablet after every meal.' →
He told me to take one tablet after every meal.

For negative commands, we use *tell + object pronoun + not + infinitive with to*.

'Don't take more than five tablets within a 24-hour period.' →
He told me not to take more than five tablets within a 24-hour period.

Reporting questions

yes / no questions

When reporting a *yes / no* question, we use *ask* and change the tense of the main verb. However, note the structure *if + positive word order*.

'Are you in a lot of pain?' →
The doctor asked if I was in a lot of pain.

wh- questions

When reporting a *wh*-question, we keep the question word, change the tense of the main verb, and use positive word order.

'Where are Miss Johansson's medical notes, Jane?' →
She asked Jane where Miss Johansson's medical notes were.

For more rules and time shifts see:

<http://www.helpforenglish.cz/article/2006032502-neprima-rec-1>

For more exercises on reported speech see:

<http://www.ego4u.com/en/cram-up/grammar/reported-speech>

infinitive after verbs and adjectives

Many verbs and adjectives are followed by infinitive constructions, either with bare infinitive (go) or to-infinitive (to go). A good dictionary gives examples of the patterns used.

verbs followed by bare infinitive

make and let (make / let + object + bare infinitive)

Factory owners **made young children work** twelve hours a day.

My parents **don't let me hold** noisy parties.

would rather ('d rather)

Do you want to watch a DVD? No, **I'd rather play** cards.

verbs followed by bare infinitive, or to-infinitive

help, dare

(help / dare + object + bare infinitive / to-infinitive)

Computers can **help us analyse / to analyse** large amounts of information.

Nobody **dared to make / make** a noise.

verbs followed by to-infinitive

aim, fail, intend, learn how, long, manage, need, offer, plan, prefer, refuse, try, want

We **aim to complete** the work by next week.

Please **try to arrive** punctually at 8.30.

verbs followed by to-infinitive, or that-clause

decide, expect, hope, promise, threaten, warn

We **decided to leave** early.

We **decided that we would** leave early.

As these verbs often refer to the future, the *that*-clause often contains *would*.

With the verb *pretend*, the *that*-clause often contains a past tense verb.

Jack **pretended to be** ill.

Jack **pretended that he was** ill.

verbs followed by an object and to-infinitive

advise, allow, dare, encourage, forbid, force, instruct, order, permit, persuade, remind, teach, tell

They **advised me to try** again later.

Tom's mother **taught him to cook**.

verbs followed by to-infinitive, or -ing (see also Unit 15)

begin, start, hate, like, love

After an hour, the spectators **began to leave** the stadium.

After an hour, the spectators **began leaving** the stadium.

adjectives followed by to-infinitive

- These can describe how someone feels about something, for example: *afraid, anxious, ashamed, careful, determined, free, frightened, happy, keen, quick, ready, sorry, willing*.

Peter was **determined to pass** the exam.

Some adjectives can also be followed by a preposition. See Unit 42.

- We can give an opinion about something, using adjectives such as *agreeable, amusing, boring, difficult, easy, hard, impossible, nice, good, important, necessary*.

It's **easy to fall** over on the ice.

- Adjectives can be used in phrases with *be*, for example: *be supposed to, be expected to, be allowed to, be prepared to*.

Sorry, but **you're not allowed to wait** here.

- 1 Underline six other examples of verb or adjective followed by the *to*-infinitive, and one example of verb or adjective followed by the bare infinitive.

In India all children are supposed to go to school between the ages of six and 14. In fact in the countryside it is very difficult for young children to get an education because the government has failed to build enough schools, and also because transport is difficult, and children need to take the bus to get to school. There are few buses, so most children go on foot. On top of all these problems, many parents never

went to school themselves, so they don't expect their children to go. Many parents are also so poor that they don't let their children go to school, but prefer to send them to work instead, because they need the money. Children from richer families, on the other hand, often live near good schools, and their parents encourage them to pass their exams so that they can get good jobs.

- 2 Complete each sentence using a verb from the list.

decide to ~~hope to~~ learn how to manage to prefer to

- a In developed countries, most students hope to continue into higher education.
b They know that if they get a university degree, they will stand more chance of getting a good job.
c Those who leave school at the age of 16 usually have opportunities to continue in education in a college of further education.
d This is the kind of college where you can become a chef or a tourist guide, and concentrates on the practical side of a job.
e And for those who go straight into employment at this age, there is always the chance of training on the job, or going back to full-time education at a later date.

aim to fail to long to need to try to

- f Do you ever get away from school and try something different?
g Then perhaps you go for work experience.
h Many schools give their pupils the chance to find out what work is like, by sending them to work for a few hours a week.
i Employers say that very few pupils learn useful skills.
j 'We make sure that all the children who work here understand themselves a bit better when they leave,' commented one employer.

- 3 Complete each sentence so that it means the same as the first sentence, using either *make* or *let* in a suitable form.

- a In ancient Sparta, girls had to practise running, wrestling and throwing javelins.
The ancient Spartans made girls practise running, wrestling and throwing javelins.
b A baby was not allowed to live if it was not fit and strong.
The ancient Spartans did not
c They encouraged young children to fight each other to make them tough.
The ancient Spartans
d People were not allowed to take a lot of baths.
The ancient Spartans didn't
e The children had to sleep on rushes, a kind of grass.
The ancient Spartans
f Eating a lot of food was not allowed.
The ancient Spartans
g All the boys had to join the army.
The ancient Spartans
h Boys were not allowed to cry when they fought.
The ancient Spartans

4 Rewrite each sentence so that it contains the word in capitals.

The conquest of the Incas

- | | | |
|---|---|----------|
| a | Francisco Pizarro decided that he would return to South America in 1532.
.....
<i>Francisco Pizarro decided to return to South America in 1532.</i> | TO |
| b | He hoped that he would conquer the Incas.
..... | TO |
| c | He also expected that he would become rich.
..... | TO |
| d | When he reached the Inca city of Cajamarca, he pretended that he was a friend.
..... | TO |
| e | He threatened that he would kill his prisoner, the Emperor Atahualpa, unless the people brought him their gold and silver.
..... | TO |
| f | But he had no intention of letting the Emperor go free.
..... | INTEND |
| g | His aim was to make sure that the Incas had no leader.
..... | AIMED |
| h | He made a promise that he would set the Emperor free, but killed him.
..... | PROMISED |
| i | Pizarro also killed his friend Almagro, who wouldn't obey his orders.
..... | REFUSED |
| j | Almagro's friends succeeded in killing Pizarro three years later.
..... | MANAGED |



5 Complete each sentence so that it means the same as the first sentence.

- a Learning how to live in space is difficult.
It's *difficult to learn* how to live in space.
- b Eating in weightless conditions isn't easy.
It isn't _____ in weightless conditions.
- c Taking enough exercise is difficult.
It's _____ enough exercise.
- d Being in good health is very important for astronauts.
It's very important for astronauts _____ in good health.
- e Imagining what astronauts have to do is difficult.
It's _____ what astronauts have to do.
- f Living a completely normal life in space is impossible.
It's _____ a completely normal life in space.
- g Going into space is never boring.
It's never _____ into space.
- h Returning to Earth makes most astronauts feel happy.
Most astronauts feel _____ to Earth.

6 Complete the text with one word from the list in each space.

- | | | | | |
|---------|---------|----------|------------|----------|
| allow | careful | decided | encouraged | failed |
| forced | learned | let | managed | prepared |
| refused | sorry | supposed | threatened | trying |

I'm a sorry to say that we have b to close the science laboratory until further notice. Although we have always c pupils to conduct safe experiments, and have always believed it was important to d students discover science for themselves, recent events have made it difficult for us to e such work to continue. I am referring of course to the robot that Class 5 f to construct recently while they were g to be constructing a simple computer. Although at first the builders of this machine were h to hide their machine from members of staff, unfortunately they i to control the robot. It not only j how to leave the laboratory, but walked into the town centre and broke into the National Bank in Green Street. It is impossible to imagine what it was k to do. The pupils who built it have l to say whether they were controlling its actions. In any case, the police were not m to permit this situation to continue, especially when the robot n to attack members of the bank staff, and o them to fill a large bag with money. Please remember, this is not what science is for!



Ex 1

In India all children are supposed to go to school between the ages of six and 14. In fact in the countryside it is very difficult for young children to get an education because the government has failed to build enough schools, and also because transport is difficult, and children need to take the bus to get to school. There are few buses so most children go on foot. On top of all these problems, many parents never went to school themselves, so they don't expect their children to go. Many parents are also so poor that they don't let their children go to school, but prefer to send them to work instead, because they need the money. Children from richer families, on the other hand, often live near good schools, and their parents encourage them to pass their exams so that they can get good jobs.

Ex 2

Suggested answers: a hope to b manage to c decide to d learn how to e prefer to f long to g need to h aim to i fail to j try to

Ex 3

a The ancient Spartans made girls practise running, wrestling and throwing javelins. b The ancient Spartans did not let a baby live if it was not fit and strong. c The ancient Spartans made young children fight each other to make them tough. d The ancient Spartans didn't let people take a lot of baths. e The ancient Spartans made the children sleep on rushes, a kind of grass. f The ancient Spartans didn't let people eat a lot of food. g The ancient Spartans made all the boys join the army. h The ancient Spartans didn't let boys cry when they fought.

Ex 4

a Francisco Pizarro decided to return to South America in 1532. b He hoped to conquer the Incas. c He also expected to become rich. d When he reached the Inca city of Cajamarca, he pretended to be a friend. e He threatened to kill his prisoner, the Emperor Atahualpa, unless the people brought him their gold and silver. f But he did not intend to let the Emperor go free. g He aimed to make sure that the Incas had no leader. h He promised to set the Emperor free, but killed him. i Pizarro also killed his friend Almagro, who refused to obey his orders. j Almagro's friends managed to kill Pizarro three years later.

Ex 5

a It's difficult to learn how to live in space. b It isn't easy to eat in weightless conditions. c It's difficult to take enough exercise. d It's very important for astronauts to be in good health. e It's difficult to imagine what astronauts have to do. f It's impossible to live a completely normal life in space. g It's never boring going into space. h Most astronauts feel happy to return to Earth.

Ex 6

Suggested answers: a sorry b decided c encouraged d let e allow f managed g supposed h careful i failed j learned k trying l refused m prepared n threatened o forced