

B2 ENGLISH

CHAPTER 2 Lesson 4

In this practice you will learn

B2 ENGLISH CHAPTER 2 Lesson 4 <i>Grammar: Reporting (Unit 32-35)</i>		<i>Your Score</i>
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Reporting people's words and thoughts

A Quoting and reporting in our own words

Reminder → G1–G11

When we report what people think or what they have said, we often give the information using our own words. We do this with sentences that have a *reporting clause* and a *reported clause* (see also Units 33–39):

reporting clause	reported clause
She explained	(that) she couldn't take the job until January.
He didn't tell me	where to put the boxes.

B If the exact words are important, we might report the actual words someone said. In writing this is done in a *quotation*:

- ☐ 'I suppose you've heard the latest news,' she said to me.
- ☐ 'Of course,' Carter replied, 'you'll have to pay him to do the job.'

The *reporting clause* can come before, within, or at the end of the quotation.

In the English used in stories and novels, the *reporting verb* (e.g. **ask**, **continue**) is often placed before the subject when the *reporting clause* comes after the quotation except when the subject is a pronoun:

- ☐ 'When will you be back?' asked Jimin. (or ... Jimin asked.)
- ☐ 'And after that I moved to Italy,' she continued. (not ... continued she.)

C Negatives in reporting

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

- ☐ He **didn't tell me** how he would get to London.

If we want to report a negative sentence, then we usually report this in the *reported clause*:

- ☐ 'You're right, it isn't a good idea.' → He **agreed** that it **wasn't** a good idea.
- although it may be reported in the *reporting clause*, depending on meaning:
- ☐ 'I disagree. It's not a good idea at all.' → He **didn't agree** that it was a good idea.

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

- ☐ 'I expect he won't come.' / 'I don't expect he will come.' → She **didn't expect** him to come.

Also: **believe, feel, intend, plan, propose, suppose, think, want**

D Reporting questions

To report a **wh-question** we use a *reporting clause* and a clause with a **wh-word**:

- ☐ She asked me **what** the problem was.
- ☐ I asked him **where** to go next.

When we report a **yes / no question** we use a *reporting clause* followed by a clause beginning with either **if** or **whether** (but note that we can't use **if** + **to-infinitive**; see Unit 34):

- ☐ Liz wanted to know **if / whether** we had any photos of our holiday.

The usual word order in a **wh-**, **if-**, or **whether-clause** is the one we would use in a statement:

- ☐ 'Have you seen Paul recently?' → She wanted to know *if I had seen Paul recently*.

However, if the original question begins **what**, **which**, or **who** followed by **be** + **complement**, we can put the complement before or after **be** in the report:

- ☐ 'Who was the winner?' → I asked *who the winner was*. (or ... *who was the winner*.)

Note that we don't use a form of **do** in the **wh-**, **if-**, or **whether-clause**:

- ☐ She asked me where I found it. (not ... *where did I find it*. / ... *where I did find it*.)

However, if we are reporting a negative question, we can use a negative form of **do**:

- ☐ He asked (me) why I **didn't** want anything to eat.

- 32.1** Report what was said, quoting the speaker's exact words using one of the reporting verbs from the box. Put the reporting clause after the quotation and give alternative word orders where possible. **B & G8-G11**

boast chorus ~~command~~ confess explain grumble suggest wonder

- 1 Come in out of the rain now. (*her mother*)
 '*Come in out of the rain now,*' *commanded her mother / her mother commanded.*
- 2 Why don't we stop for a coffee? (*she*)
- 3 All right, Georgia, it was me. (*he*)
- 4 My novel is more exciting than a Dan Brown thriller. (*she*)
- 5 I always carry two umbrellas with me because I'm always losing them. (*Lena*)
- 6 Oh, no, it's raining again. (*Matt*)
- 7 Good morning, Miss Novak. (*the children*)
- 8 Have I done the right thing? (*I*)

- 32.2** Complete each sentence using a pair of verbs from the box. Make one of the verbs negative. **C**

announce – go expect – be feel – could ~~intend – hurt~~
 insist – be promise – would think – would threaten – repay

- 1 'I didn't mean to upset Astrid.' → He *didn't intend to hurt* her feelings.
- 2 'I won't give you the money back if you keep on at me.' → He the money if she kept on at him.
- 3 'I can't ask my parents to help me again.' → He that he ask his parents to help him again.
- 4 'I wasn't anywhere near the school at the time of the break-in.' → He that he anywhere near the school at the time of the break-in.
- 5 'I'm not going back to college.' → She that she back to college.
- 6 'I was surprised that Mum was angry.' → He his mother angry.
- 7 'Adam won't mind waiting.' → She Adam mind waiting.
- 8 'I won't be late again.' → She that she be late again.

- 32.3** Complete the email by reporting these questions using a **wh-, if- or whether-clause**. **D**

- 1 ~~'How did you hear about the job?'~~
- 2 'What are your long-term career plans?'
- 3 'How many languages do you speak?'
- 4 'Where did you learn Chinese?'
- 5 'Can you use a spreadsheet?'
- 6 'Have you organised international conferences before?'
- 7 'Would you be willing to live overseas for periods of time?'
- 8 'When can you start work?'

Hi Karim,

The interview went well, although it was long and they asked lots of questions. First, they wondered (1) *how I'd heard about the job*, and then they asked me (2) They were very interested in the travelling I'd done. They asked me (3), and they wondered (4) There were questions about my previous experience. They wanted to know (5), and they asked me (6) At the end they asked (7) When I said 'Yes', they asked me (8)!

I'll phone later and tell you more about it.

Emily

Reporting statements: **that-clauses**

A

When we report statements, we often use a **that-clause** in the *reported clause* (see Unit 32):

Reminder → G1–G7

- ☐ He **said (that)** he was enjoying his work.
- ☐ The members of the Security Council **warned that** further action may be taken.

After the more common reporting verbs such as **agree, mention, notice, promise, say, and think**, we often leave out **that**, particularly in informal speech. However, it is not usually left out –

- ☆ after less common reporting verbs such as **complain, confide, deny, grumble, speculate, warn** (and after the common reporting verbs **answer, argue, and reply**)
- ☆ in formal writing
- ☆ if the **that-clause** doesn't immediately follow the verb:
 - ☐ She **agreed with her parents and brothers that** it would be safer to buy a car than a motorbike. (*rather than ... and brothers it would be safer ...*)

B

Some reporting verbs which are followed by a **that-clause** have an alternative with an **object + to-infinitive** (often **to be**), although the alternatives are often rather formal. Compare:

- ☐ I **felt that the results** were satisfactory. *and*
I **felt the results to be** satisfactory.

Also: acknowledge, assume, believe, consider, declare, expect, find, presume, report, think, understand

C

If we use a **that-clause** after an active form of some verbs, we must include an object between the verb and the **that-clause**. This object can't be a prepositional object (see D below):

- ☐ I **notified the bank that** I had changed my address. (*but not* I notified that I ... / I notified to the bank that I ...)

Also: assure, convince, inform, persuade, reassure, remind, tell

However, after some other verbs an object before a **that-clause** is not always necessary:

- ☐ They **promised (me) that** they would come to the party.

Also: advise, show, teach, warn

D

After some verbs we can use a **that-clause** with or without a personal object before the **that-clause**. However, if we *do* include an object, we put a preposition before it.

- ☆ After some verbs we use **to**:
 - ☐ She **admitted (to me) that** she was seriously ill.
 - ☐ I **pointed out (to the driver) that** he had parked across the entrance.

Also: announce, complain, confess, explain, indicate, mention, propose, recommend, report, say, suggest

- ☆ After some verbs we use **with**:
 - ☐ We **agreed (with Ella) that** the information should go no further.

Also: argue, check, disagree, joke

- ☆ After the verbs **ask, demand** and **require** we use **of**:
 - ☐ The club **asks (of its members) that** they pay their fees by 31st December.
 - ☐ The company **demand(s) (of its staff) that** they should be at work by 8:30.

This pattern is usually used in formal contexts. Less formally we can use a **to-infinitive clause** after **ask** and **require** (e.g. The club asks its members to pay their fees by 31st December). However, we can't use a **to-infinitive clause** after **demand** (*not* The company demands its staff to ...).

33.1 Underline the correct verb. If both are possible, underline them both. **C**

- 1 The doctors *advised* / *persuaded* that I should rest for three months.
- 2 The police *assured* / *promised* residents that everything possible was being done to catch the thieves.
- 3 A spokesperson for the company *reminded* / *warned* that there may be delays on the railways this summer due to major engineering work.
- 4 We should *inform* / *teach* children that diet is of vital importance to health.
- 5 Russian scientists *have shown* / *have convinced* that honey can prevent the growth of bacteria.
- 6 The company *has reassured* / *has advised* customers that cars ordered before 1st August would be delivered by the end of the month.
- 7 Katarina *told* / *promised* that she would be home before midnight.

33.2 If possible, rewrite these sentences in a more formal way with a **to-infinitive clause**. If not, write **X**. **B**

- 1 Two days after the launch Houston reported that the satellite was missing.
Two days after the launch Houston reported the satellite to be missing.
- 2 The employees argued that the reduction in wages was unlawful.
- 3 The judge thought that his explanation was unconvincing.
- 4 I expected that her plans would fail.
- 5 She stressed that her stories were aimed primarily at children.
- 6 Lucas acknowledged that his chances of winning the race were slim.
- 7 We found that the rugby supporters were very well behaved.
- 8 The president's spokesman commented that the election result was a victory for democracy.

33.3 Complete each sentence with an appropriate form of a verb from the box + **to**, **with**, or **of**. More than one verb may be possible, but use each verb at least once. **D**

announce complain disagree joke mention require

- 1 Martina the shop assistant that the laptop she'd bought there was faulty.
- 2 She her neighbours that their dog was keeping her awake at night.
- 3 He his friends that he'd won the lottery and was going to Barbados.
- 4 The minister shocked journalists that she was to resign immediately.
- 5 The college its students that they attend all classes.
- 6 I Mr Jacobs that the students were lazy. I thought they were very enthusiastic.
- 7 I forgot to Chris that I'd be home late.

33.4 Suggest corrections to the italicised words in this news article. **A, C & D**

PIK TO CUT WORKFORCE

PIK, the toy manufacturer, (1) *has warned they* are to make over 100 employees redundant over the next month. Managing Director Beth Edwards yesterday (2) *explained employees* that a national fall in demand for traditional toys is to blame. She (3) *confessed her audience* that management had been surprised by the downturn, but she (4) *denied management* had been incompetent. When asked whether staff would receive redundancy pay, Ms Edwards (5) *replied an announcement* would be made within a few days, but (6) *reassured that* they would receive financial compensation. She (7) *went on to complain government help* for small businesses was insufficient and (8) *demanding ministers* that they provide more support. She (9) *asked staff that* they continue to work as normal until details of the redundancies were given. She (10) *reassured that* the company would not close completely.

Verb + **wh**-clause

A Some verbs can be followed by a clause beginning with a **wh**-word (**how**, **what**, **when**, **where**, **which**, **who**, or **why**):

- ☐ That might **explain** *why* he's unhappy.
- ☐ I couldn't **decide** *which* train to catch.
- ☐ Let's **consider** *how* we can solve the problem.

Many of these verbs can also be followed by –

☆ a **that**-clause (see Unit 33):

- ☐ I **decided** *that* I ought to leave.

☆ a **wh**-clause (except 'why') + **to**-infinitive:

- ☐ **Did** you **find out** *where* to go?

Note that if we add a subject in the **wh**-clause we don't use a **to**-infinitive:

- ☐ I can't imagine what **he** likes about jazz.

Also: arrange, calculate, check, choose, debate, determine, discover, discuss, establish, find out, forget, guess, imagine, know, learn, notice, plan, realise, remember, say, see, talk about, think (about), understand, wonder

B Some verbs must have an object before the **wh**-clause:

- ☐ She **reminded** **me** *what* (I had) to do.
- ☐ I **told** **Linda** *how* to get to my house.

Also: advise, inform, instruct, teach, warn

The verbs **ask** and **show** often have an object before a **wh**-clause, but not always:

- ☐ I **asked** (**him**) *how* I could get to the station, and he told me.

These verbs can also be followed by **object** + **wh**-word + **to**-infinitive:

- ☐ She **taught** **me** *how* to play chess.
- ☐ I **showed** **her** *where* to put her coat.

C We can often use **the way** instead of **how** referring to either the route or the means:

- ☐ Go back **the way** (that / by which) you came. (*or informally* Go back **how** you came.)
- ☐ Have you noticed **the way** (that / in which) he spins the ball? (*or ...* noticed **how** he spins ...?)

Note that we don't use 'the way how'. (e.g. *not* Go back the way how you came.)

D Whether

We can use **whether** as the **wh**-word in a **wh**-clause when we want to show possible choices.

Whether has a similar meaning to 'if' (see Unit 86):

- ☐ He couldn't remember **whether** / **if** he had turned the computer off.

Some verbs can be followed by **whether** + **to**-infinitive to talk about the choice between two or more possibilities. Note that 'if' is never used before a **to**-infinitive:

- ☐ You have 14 days to **decide whether** to keep it or not. (*not ...* to decide if to keep it or not.)

Also: choose, consider, debate, determine, discuss, know (in questions and negatives), think about, wonder (= 'talking' or 'thinking about choices' verbs)

Some other 'talking' and 'thinking about choices' verbs are *not* used with **whether** + **to**-infinitive, including **ask**, **conclude**, **explain**, **imagine**, **realise**, **speculate**, **think**.

E Note the difference between these sentences. The first has a **wh**-clause with **whether** and the second has a **that**-clause (see Unit 33):

- ☐ I didn't know **whether** the shop was shut. (= if the shop was shut or not)
- ☐ I didn't know **that** the shop was shut. (suggests that the shop was shut)

F In rather formal contexts, particularly in writing, we can use **as to** with a meaning similar to 'about' or 'concerning' before a **wh**-clause. This is most common before **whether**:

- ☐ Opinion was divided **as to whether** the findings from the study were representative of the population as a whole. (*or less formally ...* divided whether ...)

34.1 Match sentence beginnings 1–10 to endings a–j and choose an appropriate **wh-word** to connect them. If necessary, add an appropriate object. **A & B**

- | | |
|--|---------------------------------------|
| 1 Before the meeting finished they arranged ... | a ... to fit the parts back together. |
| 2 He took my hands and showed ... | b ... she went after that. |
| 3 I explained carefully so that the students understood ... | c ... to put their coats. |
| 4 Anna was new in the office and I had to keep reminding ... | d ... to meet next. |
| 5 I saw Sarah leave the building, but I didn't notice ... | e ... Helen wasn't with him. |
| 6 When I saw Hugo alone at the party I wondered ... | f ... many sweets were in the jar. |
| 7 As we walked over the hills the guide warned ... | g ... they had to do in the test. |
| 8 After I'd dismantled the motor I couldn't remember ... | h ... the path was dangerous. |
| 9 To win a prize you had to guess ... | i ... everyone was. |
| 10 As the guests came in Diego told ... | j ... to hold the golf club properly. |

1 + d Before the meeting finished they arranged when / where to meet next.

34.2 Underline the correct or more appropriate verb. **D**

- 1 She was *thinking* / *debating* whether to invite Jeremy over for dinner.
- 2 The council is meeting this morning to *discuss* / *ask* whether to increase local taxes.
- 3 Apparently Louis and Eva are *considering* / *speculating* whether to emigrate to Australia.
- 4 I have to *imagine* / *choose* whether to get a job or apply to go to college.
- 5 Scientists will have to *decide* / *conclude* soon whether to start testing the new drugs on people.

34.3 Zak Miles has written a book about mountain climbing in the Andes. Correct any mistakes in these extracts. **A–F**

The villagers warned ^{me} / what the conditions were like at higher altitudes, and advised to take enough food for a week. There was some discussion through the day as whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be. In the morning they showed me the way how to get to the track up the mountain.

When the snow started falling it was very light, and I couldn't decide if to carry on or go back down. Soon, however, I couldn't see where to go.

I wondered if to retrace my steps and try to find the track again, but by the time I decided whether I should go back, the track had disappeared.

As the snow got heavier I began to realise whether my life was in danger. Fortunately, my years in the Andes had taught what to do in extreme conditions. I knew that there was a shepherd's hut somewhere on this side of the mountain that I could shelter in, but I didn't know that it was nearby or miles away.

Tense choice in reporting

A

Verb tense in the *reported* clause

Reminder → G1–G7

When the situation described in the *reported* clause (see Unit 32) is in the *past* when we are reporting it, we use a past tense (past simple, past continuous, etc.):

- ☐ 'I don't want anything to eat.' → Yusuf **said** that he **didn't want** anything to eat.
- ☐ 'I'm leaving!' → Lamar **announced** that she **was leaving**.

When the situation described in the *reported* clause was *already* in the past when it was spoken about originally, we often use the past perfect to report it:

- ☐ 'We have found the missing girl.' → Police **said** that they **had found** the missing girl.

However, if it is clear that one event took place before another, then it may not be necessary to indicate this by using the past perfect and we use the past simple instead:

- ☐ 'I've sent out the invitations. I did it well before the wedding.' → She **reassured** me that she **sent** out the invitations well before the wedding. (or... **had sent** ...)

B

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

- ☐ Dr Weir **thinks** that he **spends** about five minutes on a typical appointment with a patient.
- ☐ US scientists **claim** that they **have developed** a new vaccine against malaria.

Note that the present perfect focuses attention on the *result* of the action, not the action itself.

However, when we use a past tense in the *reporting* clause we can use either a present or past tense (or present perfect or past perfect) in the *reported* clause:

- ☐ She **argued** that Carl **is** / **was** the best person for the job.
- ☐ They **noted** that the rate of inflation **has** / **had slowed** down.

Choosing a present tense (or present perfect) in the *reported* clause emphasises that the situation being reported still exists or is still relevant when we report it.

If we are not sure that what we are reporting is necessarily true, or a situation may not still exist now, we prefer a *past* rather than a present tense. Compare:

- ☐ Yasemin told me that she **has** two houses. (= might suggest that this is true) *and*
- ☐ Yasemin told me that she **had** two houses. (= might suggest either that this is perhaps not true, or that she once had two houses but doesn't have two houses now)

C

Verb tense in the *reporting* clause

To report something said or thought in the past, the verb in the *reporting* clause is often in a *past* tense:

- ☐ Just before her wedding, she **revealed** that she had been married before.

When we report current news, opinions, etc. we can use a present tense for the verb in the *reporting* clause. In some cases, either a present or past tense is possible, although we prefer a present tense to emphasise that what was said is true or still relevant when we report it:

- ☐ She **says** that she'll have to close the shop unless business improves. (or ... **said** ...)

We often prefer a present rather than a past tense –

☆ to report information that we have been told or heard, but don't know whether it is true:

- ☐ I **hear** you're unhappy with your job.

☆ to report what is said by some authority:

- ☐ The law **says** that no one under the age of 16 can buy a lottery ticket.

☆ to report what many people say:

- ☐ Every teacher I've spoken to **tells** me that standards of spelling are in decline.

- 35.1** Report these sentences using the verbs from the box in the reporting clauses and either the past simple or past perfect (or both if possible) in the **that-clause**. **A**

alleged conceded ~~denied~~ estimated recalled repeated

- 'I have never been in love with Oliver.' →
She denied that she had ever been / was ever in love with Oliver.
- 'Markus has stolen jewellery from my house.' → She
- 'I think the vase is around 250 years old.' → She
- 'I've told you once. I've already seen the film.' → She
- 'Well, perhaps you're right. Maybe I did treat Lara unkindly.' → She
- 'I seem to remember that Wilma's great-grandmother was from Spain.' → She

- 35.2** Complete the sentences with a verb chosen from a suitable pair. If both verbs in the pair are possible, write both. **B**

has / had is / was looks / looked solved / have solved
states / stated understand / understood

- Engineers hope that they the problems with the bridge now that new supports have been built, and they plan to reopen it next week.
- The current law that an employee has the right to appeal against dismissal.
- Simon is already a good tennis player, but he accepts that he still a lot to learn.
- I that you want to buy a second-hand car. Your brother just told me.
- Health officials warn that anyone who directly at the sun during an eclipse may put their sight at risk.
- They reassured us that the path perfectly safe.

- 35.3** Jamie Barnes and Daniel Nokes have been interviewed by the police in connection with a robbery last week. If necessary, correct the tenses in the **that-clauses** in these extracts from the interview reports. If not, write ✓. Suggest possible alternatives. **A-C**

1

When I mentioned to Nokes that he had been seen in a local shop last Monday, he protested that he is at home all day. He swears that he didn't own a blue Ford Focus. He claimed that he had been to the paint factory two weeks ago to look for work. Nokes alleges that he is a good friend of Jamie Barnes. He insisted that he didn't telephone Barnes last Monday morning. When I pointed out to Nokes that a large quantity of paint had been found in his house, he replied that he is storing it for a friend.

2

At the beginning of the interview I reminded Barnes that he is entitled to have a lawyer present. He denied that he knew anyone by the name of Daniel Nokes. Barnes confirmed that he is in the area of the paint factory last Monday, but said that he is visiting his mother. He admitted that he is walking along New Street at around ten. He maintains that he was a very honest person and would never be involved in anything illegal.