

# UNIT 15

## Direct and Indirect Speech

### INTRODUCTION

Dear Student,

In Unit 1 of this Module, you looked at **subject-verb agreement** which enabled you to practice constructing sentences where subject and verb agree according to person and number or according to singular and plural.

#### **Aim**

1. To enable you to record the exact words used by a speaker in any given situation.
2. To help you to know how to turn the direct words into a reported form.
3. To enable you to teach direct and indirect speech to primary school pupils more effectively.

#### **Objectives**

By the time your finish working through this Unit, you will be able to:

1. Distinguish between direct and indirect speech
2. Punctuate direct and indirect speech correctly
3. Observe and correctly use the change in tenses, pronouns, and adverbs in reported speech
4. Turn commands and questions into reported speech
5. Teach direct and indirect speech effectively.

#### **Topics to be covered**

This unit is organized under 2 topics

Topic 1 **Direct speech**, has 4 sub-topics

- a) What is direct speech
- b) Punctuation marks in direct speech
- c) Divided direct speech
- d) Direct speech in continuous writing

Topic 2, **Indirect (reported) speech**, has 5 sub-topics

- a) Change in tense
- b) Change in pronouns.
- c) Change in adverbs
- d) Change in question
- e) Change in commands
- f) Change in punctuation.

## **Subject orientation**

A quick revision of Unit 1 and Unit 2 of this Module will be of great benefit to you in the study and understanding of this Unit.

We wish you successful reading of this Unit

## **TOPIC 1: DIRECT SPEECH**

### **a) WHAT IS DIRECT SPEECH?**

Words **actually** spoken by a person are referred to as **direct speech**. If we want to repeat the **exact** words said by a speaker, we use **quotation marks** to enclose those very words.

Thus **direct speech** should **begin** and **end** with **quotation marks** or inverted commas ("..."). The **direct speech** is sometimes introduced by words such as John said, He grumbled, she exclaimed, etc., followed by a **comma**. These words (John said, He grumbled,) etc, are called **speech tags**.

Examples.

1. Abdullah said, "Remove your shoes before you enter the mosque".
2. He fought back the tears and sobbed, "Mark kicked me".
3. Tom shouted, "We must push harder!"
4. Peter exclaimed, " I like soup!"
5. "The river is deep," Apuuli remarked
6. I whispered to them, " The key is missing"
7. Ann moaned, I hate cabbage."
8. "The lock is missing," Oluka sighed
9. "I hope it will not rain today," Ali prayed.

## **b) PUNCTUATION IN DIRECT SPEECH**

Punctuation is a very important aspect of direct speech. It is used in various ways.

Examples.

1. We use **quotation marks** to show the **exact words** spoken by a speaker, and they open and close direct speech.
2. **Direct speech** begins with a **capital letter**
3. **Direct speech** is usually **separated** from the rest of the sentence by a **comma**, but this may also be done by a question mark and an exclamation mark, as we illustrate below.

◆ Where the direct speech is a question, a question mark replaces a full stop or comma in

the quotation.

Examples:

1. "What did you bring for me?" he asked
2. He asked, "What did you bring for me?"

- ◆ Where the direct speech is an exclamation, an exclamation mark replaces a full stop or a comma in the quotation.

Examples.

1. "What a tragic accident!" he exclaimed"
2. He exclaimed, "What a tragic accident"

As will have been noted already, the speech tag may either come at the beginning or at the end of the sentence. Where the speech tag comes after the direct speech, it begins with a verb, and the verb begins with a small letter.

Here are some more examples

1. "I don't think that is fair," grumbled Okello.
2. "There is a skeleton in there!" shrieked Nyakecho.
3. "I am certain that it is true," insisted Egesa
4. "Stay exactly where you are!" ordered the soldier.

### ACTIVITY EL/1/7-1

Put punctuation marks. (capital letters, commas, question marks, exclamation marks and quotation marks etc) where they are needed.

1. The policeman said you must cross the road at the zebra crossing
2. Somebody in the crowd shouted whose side is the referee on
3. The unhappy man stammered all I want is to be left in peace
4. Mr. Okello said who was the last person to use the radio
5. Owiny said I am tired of this work
6. Mr. Barigye asked where did you go for your holidays this year
7. Adakun said I'll meet you outside school at half past four
8. You are always the last one to arrive grumbled Mahmud
9. Does anyone know who lives in the third house asked Musoke
10. The captain whispered advance to the top of the hill

Check your answers with those given at the end of this Unit.

### c) DIVIDED DIRECT SPEECH

Speech tags such as John said, I whispered, etc. which introduce direct speech may come **before, in the middle of** or **at the end of** that **direct speech** in the foregoing.

Examples.

1. **Ann asked**, "What are we waiting for?"
2. "What," **asked Ann**, " are we waiting for?"
3. "What are we waiting for?" **asked Ann**

◆ Where the direct speech is all one sentence but has been divided into two parts, the second part begins with a small letter. Also note the positions of quotation marks and commas.

Examples.

1. "It is a goal," he said, "because the ball is in the net"
  2. "While the money lasted," he said, "it was a most enjoyable life."
- ◆ Where the direct speech is made up of two sentences, the second sentence begins with an opening quotation mark followed by a capital letter.
- Examples.
1. "It is a goal!" he shouted. "The ball is in the net!"
  2. "My brother is a soldier," I said. "He will be home at the end of May."
  3. "My father is an accountant," Musa interrupted. " Do you expect him to accept that?"

#### **ACTIVITY EL/1/6-2**

Punctuate the sentences below correctly.

1. Today we have ten men he observed tomorrow there will be thirty
2. This is my final offer he said you can take it or leave it
3. His aunt is a very old lady said Chebet she lives in Apac
4. Please lend me a hand begged Rehma this box is heavy
5. While I am alive insisted uncle Lubega no one cuts down that tree
6. He died she said because he ate a lot of poisoned food
7. Asio left work said Asimwe because she was poorly paid
8. Don't eat rotten mangoes ordered mother they'll make you sick

Check your answers with those given at the end of this Unit.

#### **d) DIRECT SPEECH IN CONTINUOUS WRITING**

Read the conversation below, and note the requirements of direct speech have been met.

*"What's all this noise about?" asked Tapi.*

*"I don't know, but everybody seems happy!" said Ocen,*

*"particularly the chief. Imagine offering half of his land as a reward!"*

*"Half of his land!" exclaimed Tapi. "What for?"*

*"He gave it," answered Ocen, "to Amina for having found the lost favourite bull."*

*"Where did she find it?" asked Tapi.*

*"In a kraal, at Aduku," said Ocen.*

### **ACTIVITY EL/1/7-3**

In your note book, continue the above conversation in your own words. (Write 10 lines)

Discuss your text with your peers and Co-ordinating Centre Tutor

## **TOPIC 2: INDIRECT (REPORTED) SPEECH**

Spoken words that are reported and not repeated exactly as spoken, are called **reported** or **indirect speech**. The change from direct speech to indirect speech involves a number of other changes. Let us begin by looking at these changes.

### **a) TENSE CHANGES**

Since words reported have already been spoken, the verb is used in the past tense.

In indirect or reported speech:

1. The **present simple** tense becomes **past simple**

Examples.

(a) "Mary makes the tea." Becomes: Mary made the tea

(b) "I am ill." Becomes: He said that he was ill.

2. The present continuous tense becomes past continuous.

Examples.

(a) "He is making a chair." becomes: He was making a chair.

(b) "I am writing a letter." Becomes: He said that he was writing a letter.

3. The **present perfect** tense becomes **past perfect**

Examples.

(a) "Odeke has made a chair." Becomes: He said that Odeke had made a chair.

(b) "I have had a good breakfast." Becomes: He said that he had had a good breakfast.

4. **shall/will** becomes **would**

Example.

"I shall complete my course in 1996." He said that he would complete his course in 1996.

5. **may** is always changed to **might** and **can** to **could**.

Examples.

(a) "It may rain this evening." Becomes: He said that it might rain that evening.

(b) "I m sure we can make a profit from the transaction." Becomes: He said he was sure that they **could** make a profit from the transaction.

◆ When might and could appear in direct speech, they remain the same in indirect (reported) speech.

Examples.

1. "I don't think it will rain, although it might." Becomes: He said he did not think it would rain, although it might.

2. "If I knew what the problem was, I could help her." Becomes: He said that if he knew



what the problem was, he could help her.

- ◆ Can't becomes couldn't. May not becomes might not.

Examples

1. "Anyone who thinks the newspaper article is insulting can't have read it properly."  
Becomes: He said that anyone who thought the newspaper article was insulting couldn't have read it properly.
2. "There's no reason to get upset," Adeke consoled her friend, Anena. "Your husband may have stopped at a bar for a drink." Becomes: Namusoke told her friend Anena that there was no reason to get upset. Her husband might have stopped at a bar for a drink.

- ◆ **Must** is always replaced in different tenses by the auxiliary have in reported speech. When must is used in the present tense, in indirect speech it becomes had to. Examples.

- ◆ Florence said, "I must clean my teeth everyday." Becomes: Florence said that she had to clean her teeth everyday.

- ◆ When must is used to refer to the future, it becomes would have to in indirect speech. Example.

Magdalene said, "I must go to Kampala next week." Becomes: Magdalene said that she would have to go to Kampala the following week.

- ◆ When must is used in direct speech to refer to something that happens habitually, it does change in the reported speech. Example.

Abraham said, "children must obey their parents." Becomes: Abraham said that children must obey their parents.

- ◆ When must implies certainty in the direct speech, it does not change in reported speech. Example.

Kato said, "Babirye must be over thirty years old since she claims to have been born before Uganda became independent." Becomes: Kato said that Babirye must be over thirty years old since she claimed to have been born before Uganda became independent.

When you change from direct to indirect (reported) speech the tenses change as shown in the table below.

<b>DIRECT SPEECH</b>		<b>INDIRECT SPEECH</b>	
Present Simple:	I visit	Past Simple:	He visited
Present Continuous:	I am visiting.	Past Continuous:	He was visiting
Past simple:	I visited.	Past Perfect:	He had visited
Past Continuous:	I was visiting	Past Perfect Continuous:	He had been visiting
Present Perfect Simple:	I have visited.	Past Perfect Simple:	He had visited
Present Perfect Continuous:	I have been visiting	Present Perfect Continuous:	He had been visiting
Future "going to"	I am going to visit	Future in the Past:	He was going to visit
Future "will"	I will visit.	Future in the past:	He would visit

## b) **CHANGES OF PRONOUNS**

When direct speech changes to indirect speech, it causes changes in **personal pronouns**. Note for example that when changing from direct speech to indirect (reported) speech all pronouns are in the third person.

You will find the tabulation below useful in understanding this point.

**(i) Pronouns as subject**

**Direct Speech**

**Indirect Speech**

I	he or she
You (singular)	he or she
She/he	he or she
We	they
You (plural)	they
They	they

Example

"I don't like the new teacher." Becomes: Alice said she does not like the new teacher.

**(ii) Pronouns as objects**

**Direct Speech**

**Indirect Speech**

Me	him or her
You (singular)	him or her
Him or her	him or her
Us	them
You (plural)	them
Them	them

Example.

"Bring it to me" becomes: He asked her to take it to him

**Singular**

**Plural**

My, mine	his or hers	our, ours	their, theirs
Your, yours	his or hers	your, yours	their, theirs
His, hers	his or hers	their, theirs	their, theirs

Example

"The book has always been mine." Becomes: She said that the book had always been hers.

With demonstrative pronouns and adjectives, this becomes that, these becomes those.

Example.

"I am frightened of this place." Becomes: Anifa said that she was frightened of that place.

Note the changes in pronouns in these examples.

<b>DIRECT SPEECH</b>	<b>INDIRECT SPEECH</b>
"I am in good mood".	He said that he was in good mood
"You look bright."	He said that she looked bright.
"She loves clever children"	He said that she lived clever children
"We are patient about it."	They said that they were patient about it.
"You will find this course useful."	He said that they would find the course useful.
"They have arrived late."	He said they had arrived late.
"It took me time to go home."	She said that it had taken her time to go home.
"I will meet her in London."	He said that he would meet her in London
"Her joke sent us into laughter."	They said that her joke had sent them into laughter
"The exercise has given them a lot of	She said that the exercise had given them a lot of

headache."	headache.
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**ACTIVITY EL/1/7-4**

1. "I am impressed by this progress." Becomes:

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2. "She has found fun in everything he has said." Becomes.

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3. "Women can do almost all that men can do." Becomes:

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4. "Kato must do his homework before bed time." Becomes:

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5. "Joy has got such results that she must go to Makerere University next academic year."

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6. "Students may go for a walk this afternoon." Becomes:

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7. "He will have to watch out for her fierce dogs." Becomes:

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8. "This lady likes her chicken fried." Becomes:

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9. "Our parents have always been patient with us over our shortcomings." Becomes:

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Check your answers with those given at the end of this Unit.

### c) CHANGES OF ADVERBS

The third change to consider is that which takes place when **adverbs** are used in indirect speech. Adverbs of proximity both in space and time change into **adverbs** of **remoteness** when direct speech is changed to indirect speech.

Here are some examples. Treat these examples as convenient equivalents, not as rules.

They should be used with common sense.

#### Direct Speech

#### Indirect Speech

*Here*

*there*

*Now*

*then*

*This*

*that*

*Yesterday*

*the day before or the previous day*

*Ago*

*before*

*Next week*

*the following week*

*Tomorrow*

*the next day or the day after*

*Today*

*that day*

Note the changes of adverbs in the examples below

<b>DIRECT SPEECH</b>	<b>INDIRECT SPEECH</b>
"I live in Nebbi town now."	He lived in Nebbi town then.
"You can't stay here without a job."	He couldn't stay there without a job
"They will go for holidays next month."	They would go for holidays the following month.
"Yesterday was my birthday	The day before/the previous day had been his

	birthday.
"Dogs barked a lot last night.	Dogs had barked a lot the night before/the previous night.

### ACTIVITY EL/1/7-5

Re-write the sentences below in reported speech, taking care to use the appropriate adverb.

1. I have lived here for long enough.
2. Why didn't you come yesterday?
3. You cannot see him now.
4. I shall stay at home tomorrow
5. Try again next year.

Check your answers with those given at the end of this Unit.

### d) CHANGES IN QUESTIONS

In the previous sub-topics, we have considered changes in tense, pronouns and adverbs when they are used in reported speech. In this sub-section, we shall consider changes in questions when they are used in reported speech.

Note the word order in these sentences.

1.
  - a) "What are they reading ?" [direct speech]
  - b) I wonder what they are reading. [reported speech]
2.
  - a) "How old is your son?" [direct speech]
  - b) Ask him how old his son is. [reported speech]
3.
  - a) "Did the headmaster expel the students?"
  - b) I wonder whether the headmaster expelled the students. [reported speech]

◆ What has been a question in direct speech turns into a statement in reported speech

Examples

1. "Where are they going?" [direct speech]  
He wondered where they were going. [reported speech]
2. "Who is the gentleman in the office with Mr. Tumwesigye?"  
She asked us who the gentleman in the office with Mr. Tumwesigye was.

**ACTIVITY EL/1/7-6**

Change the following direct questions to reported speech, beginning with the words in brackets and making any necessary changes in punctuation.

Example.

"Does she want any coffee?" (ask her). Ask her if she wants any coffee.

1. "Where does he live?" (tell me)

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2. How far did you go? (I would like to know)

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3. What are they going to do next?" (I wonder)

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4. "Is she coming to the party?" (ask her)

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5. "Why did you say that?" (tell me)

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6. "How much did they pay for that new bus?" (I wonder)

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7. "When do you expect him to return?" (ask her)

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8. "For how much longer are we likely to sit here waiting for the idle fellows?" (he wondered)

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Check your answers with those given at the end of this Unit.



## e) CHANGES IN COMMANDS/IMPERATIVES

In this sub-topic we shall consider the changes that occur when commands/imperatives are turned into reported speech. Please keep in mind what you have learnt about changes in tense, pronoun, adverbs and questions in the previous sub-topics. Let us look at a situation where you have to tell a person to do something.

Compare these sentences.

1.     a)     "Don't buy that blue shirt. It doesn't fit you. Buy yellow one,"  
              Busingye told Otim. [direct speech]  
              c)     Busingye told Otim not to buy the blue shirt because it did not fit him. She  
                      told him to buy the yellow one. [reported speech.]
  
2.     a)     "I say, Ozi, don't leave for Nairobi this week. There is no first class train  
              service. Wait and go next week," Isabirye advised his friend. [direct  
              speech]  
              b)     Isabirye advised Ozi not to leave for Nairobi that week, because there was  
                      no first class train service but to wait and go the following week. [reported  
                      speech]

Note how the infinitive with to is used in reported commands in examples 1.a) and 2.b)  
i.e. to buy, to leave, etc.

### ACTIVITY EL/1/7-7

Change these sentences into reported speech.

1.     "Follow the main road as far as the railway crossing."  
\_\_\_\_\_

2.     "Stop at the junction."  
\_\_\_\_\_

3. "Look right and look left"

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4. "Move into gear number one"

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5. "Negotiate the railway crossing and then turn right."

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6. "Proceed for two kilometres, and stop by the market place."

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7. "Take Akii-Bua Avenue to Bank of Uganda."

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8. "Park the car and let me out. Now walk to the National Museum to your left."

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9. "Don't hesitate to ask any respectable looking person."

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Check your answers with those given at the end of this Unit.

Compare sentences (a) and (b) in each of these pairs.

1. a) Captain: "Fellow players, will you listen to me?"

b) He asked his fellow players to listen to him.

2. a) Coach: "Will you please, heed the Captain's advice?"

b) The coach asked the team to seriously follow the Captain's advice.

3. a) Mother: "Will you keep quite please, children?"

b) Mother asked the children to keep quit.

**ACTIVITY EL/7-8**

Change these sentences into reported speech.

1. "Line up the patients for registration, "the Doctor ordered the nurse.

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	2. “Will you take their blood pressure?” he requested. _____
	3. “Please separate the aged and pregnant.” _____
	4. “Call the X-ray attendant, please!” the doctor commanded. _____
	5. “Please go through their files for any defaulters,” the doctor advised the nurse. _____
	6. “Make sure they all understand the instructions on drugs prescribed,” the doctor directed. _____
	Check your answers with those given at the end this Unit.

## SUMMARY

In this Unit you have learnt how direct speech and indirect (reported) speech operate. You have noted the sequence of tenses and their changes. You have also noted changes in:

- pronouns.
- adverbs.
- questions and commands.
- punctuating direct and indirect speech.

## GLOSSARY

<b>Proximity</b>	being near something.
<b>Remoteness</b>	being far from something.
<b>Imperative</b>	a sentence constructed in form of a command.

<b>Infinitive</b>	ordinary verb form preceded by to e.g. to teach, to ask, to die, etc. as used when referring to the verb.
<b>Demonstrative pronoun</b>	pronoun used to point at something, i.e. that, this, those, these.

## **NOTES AND ANSWERS TO THE ACTIVITIES**

### **ACTIVITY EL/1/7-1**

- 1 The policeman said, "You must cross the road at the zebra crossing."
- 2 Somebody in the crowd shouted, "Whose side is the referee on?"
- 3 The unhappy man stammered, "All I want is to be left in peace."
- 4 Mr Twino said, "Who was the last person to use the radio?"
- 5 Owiny said, "I am tired of this work."
- 6 Mr. Barigye asked, "where did you go for your holidays this year?"
- 7 Adakun said, "I'll meet you outside school at half past four."
- 8 "You are always the last one to arrive," grumbled Mahmud.
- 9 "Does any one know who lives in the third house?" asked Musoke.
- 10 The captain whispered, "Advance to the top of the hill."

### **ACTIVITY EL/1/7-2**

- 1 "Today we have ten men," he observed. "Tomorrow there will be thirty."
- 2 "This is my final offer," he said. "you can take it or leave it."
- 3 "His aunt is a very old lady," said Chebet. "She lives in Apac."
- 4 "Please lend me a hand," begged Rehma. "This box is heavy."
- 5 "While I am alive," insisted uncle Lubega, "no one cuts down that tree."
- 6 "He died," she said, "because he ate a lot of poisoned food."
- 7 "Adio left work." Said Asiimwe, "because she was poorly paid."
- 8 "Don't eat rotten mangoes," ordered mother. "They'll make you sick."

### **ACTIVITY EL/1/7-3**

The added 10 lines should make the conversation remain sensible, observing the requirements of direct speech.

### **ACTIVITY EL/1/7-4**

- 1 She was impressed by his steady progress.
- 2 She had found fun in everything (that) he had said.
- 3 Women could do almost all that men could do.
- 4 Kato had to do his homework before bed time.
- 5 Joy must have got such good results that she would be going to Makerere University the following academic year.
- 6 Students might go for a walk that afternoon.
- 7 He would have to watch out for her fierce dogs.
- 8 That lady liked her chicken fried.
- 9 Their parents had always been patient with them over their shortcomings.

### **ACTIVITY EL/1/7-5**

- 1 He said that he had lived there long enough.
- 2 He wanted to know why she had not come the previous day.
- 3 She said that you could not see him then.
- 4 He said that he would stay at home the next day.
- 5 He was told to try again the following year.

### **ACTIVITY EL/1/7-6**

- 1 Tell me where he lives.
- 2 I would like to know how far you went.
- 3 I wonder what they are going to do next.
- 4 Ask her if she is coming to the party.
- 5 Tell me why you said that.
- 6 I wonder how much they paid for that new bus.
- 7 Ask her when she expects him to return.

- 8 He wondered how much longer they were likely to sit there waiting for those idle fellows.

**ACTIVITY EL/1/7-7**

- 1 He instructed him to follow the main road as far as the railway crossing.
- 2 He told him to stop at the junction.
- 3 He ordered him to look right and look left.
- 4 He told him to move into gear number one.
- 5 He directed him to negotiate the railway crossing and then to turn right.
- 6 He told him to proceed for two kilometres and (to) stop by the market place.
- 7 He told him to take Akii-Bua Avenue to Bank of Uganda.
- 8 He told Timothy to park the car and let him out. He also told him to walk to the National Museum a hundred metres to his left.
- 9 He advised Hussein not to hesitate to ask any respectable looking person.

**ACTIVITY EL/1/7-8**

- 1 The doctor ordered the nurse to line up the patients for registrations.
- 2 He requested the nurse to take their blood pressure
- 3 He asked the nurse to separate the aged and the pregnant.
- 4 He commanded the messenger to call the x-ray attendant.
- 5
  - a) The doctor advised the nurse to go through the file for any defaulters.
  - b) The doctor requested the nurse to check for defaulters using the files.
6. The doctor directed the nurse to make sure that all the patients understood the instructions on drugs prescribed.

**END OF UNIT EXERCISE EL/1-7**

This assignment is to help you consolidate what you have learnt about in the Unit. You are, therefore, advised to read the whole Unit again before you attempt the following questions. Individually make notes which will prepare you for the Saturday seminar. These notes will serve as a summary of what you have learnt in the Unit.

At the Saturday seminar, you will compare notes with your peers under the guidance of your Co-ordinating Centre Tutor. At this point, you can refer to the answers given at the end of this Module.

1. For each of the tenses below, construct two sentences of your own using direct speech.
  - a) Simple present.
  - b) Past simple.
  - c) Present continuous.
  - d) Past continuous.
2. Turn each of the sentences you have constructed into indirect (reported) speech.
3. Give direct speech examples of each of the following:
  - a) questions.
  - b) commands.
4. Turn the examples you have given in (3) above into reported speech.

## **LEARNING OUTCOMES-SELF-CHECKING EXERCISE**

You have now completed Unit 7 of Module EL/1. The Learning outcomes are listed below. You are now expected to demonstrate your competence by placing a tick in the column that reflects your learning.

<b>LEARNING OUTCOMES</b>	<b>NOT SURE</b>	<b>SATISFACTORY</b>
1. I am confident about the difference between direct and indirect speech.		
2. I use direct and indirect speech correctly in both oral and written communication.		
3. I teach direct and indirect speech more effectively.		

If you have place a tick in the **note sure** column, re-read the relevant part of the Unit to reinforce your learning. If you are satisfied in all areas, well done! If you are still not satisfied with some area, discuss them with your peers and Co-ordinating Centre Tutor.