

15 Direct and indirect speech

15.1 Direct speech

15.1A Quotation marks and other punctuation marks [> LEG 15.1-3]

Study:

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We use the term **direct speech** to describe the way we represent the spoken word in writing. We punctuate the four types of sentence [> 1.1B] by putting **quotation marks** (also called **inverted commas**) outside all other punctuation marks, such as commas (,), full stops (.), and exclamation marks (!). Quotation marks may be single ('...') or double ("..."). We put them at the beginning and end of each quotation, high above the base-line. We don't use dashes * – * or chevrons * < ... > * to punctuate direct speech. We use only one question mark or exclamation mark at the end of a question or exclamation:

statement:	<i>'The shops close at 7 tonight.'</i>	or: <i>"The shops close at 7 tonight."</i>
question:	<i>'Do the shops close at 7 tonight?'</i>	or: <i>"Do the shops close at 7 tonight?"</i>
command:	<i>'Shut the window!'</i>	or: <i>"Shut the window!"</i>
exclamation:	<i>'What a slow train this is!'</i>	or: <i>"What a slow train this is!"</i>

Write: Add correct punctuation marks to these examples of direct speech.

- | | | |
|-------------------------------|--------------------------------|----------------------------|
| 1 John's in a hurry | 8 What a noise | 15 Keep quiet |
| 2 Have you been out | 9 When did you arrive | 16 Stop |
| 3 Where are my glasses | 10 Tell me what happened | 17 Are you all right |
| 4 What a surprise | 11 Don't shout at me | 18 I'm waiting for a bus |
| 5 How are you | 12 Have a cup of coffee | 19 Here's a letter for you |
| 6 It's unbelievable | 13 How do you like your coffee | 20 Haven't we met before |
| 7 There's someone at the door | 14 Have you met Jean | |

15.1B Quotation marks and 'reporting verbs' [> LEG 15.1-3]

Study:

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- 1 When we show direct speech in writing, we often use **reporting verbs** like *say*, *tell* and *ask*. What is said, plus reporting verb and its subject, is a whole unit of meaning.
- 2 When the subject + reporting verb comes at the beginning of a sentence, we put a comma after the reporting verb (sometimes a colon (:)) in American English) and we begin the quotation with a capital letter:
*John **said**, 'We're late.'* (Not **John said, 'we're late.**)
- 3 When the subject + reporting verb comes after what is said, we put a comma before the second quotation mark:
*'We're late', John **said**.* or: *'We're late', he **said**.* (Not **'We're late', John said.**)
- 4 If we end a quotation with a question mark or an exclamation mark, we do not use a comma as well:
*'Where can I get a taxi?' John **asked**.* (Not **taxi,?'*) *'What a surprise!' John **exclaimed**.*
- 5 Subject + verb can come in the middle of a quotation-sentence:
*'Where, in this wretched town,' John **asked**, 'can I get a taxi?'* (Not **... asked, 'Can**)
The second part of the quotation does not begin with a capital letter because it is not a separate sentence.

Write: Add single quotation marks and other punctuation marks to these examples.

- | | |
|---|--------------------------------------|
| 1 Where do you come from John asked | 9 What's the time Andrew asked |
| 2 It's here Bill said | 10 Bill said I'm hungry |
| 3 I've got a good idea Mark said | 11 What is it Jill asked |
| 4 Is it something she asked that we all ought to know | 12 You are stupid sometimes she said |
| 5 As I was leaving he explained I heard someone shout | 13 Where is he Tom asked |
| 6 Don't shout at me he cried | 14 What a surprise she exclaimed |
| 7 John said We're late | 15 Is there anyone in she inquired |
| 8 We're late John said | 16 Which way did they go he asked |
| | 17 Tom said She's ill |
| | 18 She's ill Tom said |

15.1C 'Quote within a quote' [> LEG 15.3ns.3,5]

Study:

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- 1 If we are quoting someone else's words inside a quotation, we use a second set of quotation marks. If we have used single quotation marks on the 'outside', we use double ones on the 'inside' and vice-versa. The inside quotation has its own punctuation, distinct from the rest of the sentence:

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

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

- 2 We can also use a second set of quotation marks when we mention the title of e.g. a book or a film: *'How long did it take you to read "War and Peace"?' I asked.*

- 3 We don't normally use quotation marks with verbs like *think* and *wonder*.

So that was their little game, he thought. Why hasn't she written, he wondered.

Write: Add correct punctuation marks to these examples of direct speech.

- As I was leaving, he explained someone shouted Fire
- Please don't keep asking me What's the time Jim said crossly
- Have you read Who's Afraid of Virginia Woolf my teacher asked
- What do you mean Have you lost your way the stranger asked me
- Where are they now he wondered

15.1D Context

Write: In printed dialogue, each new speech begins on a new line in a new paragraph. Punctuate the following.



INSPECTOR WILEY INVESTIGATES

- It's all lies Boyle cried
- You think so Inspector Wiley asked mildly
- Think so? I know it Boyle answered sharply
- And no doubt the inspector continued you can prove it. Where were you on Saturday night, the night of the robbery
- I was at the Roxy with my girlfriend Boyle replied. We saw Gone with the Wind. The film lasted four hours
- But, cried the inspector the Roxy was closed all last weekend

The Roxy was closed ...

15.2 'Say', 'tell' and 'ask'

15.2A 'Say', 'tell' and 'ask' [> LEG 15.5-9]

Study:

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- 1 The commonest reporting verbs in both direct and indirect speech are: *say*, *tell* and *ask*.
- 2 We must always use a personal indirect object after *tell* (*tell somebody ...*):
He told me he was tired. (Not **told to me**) **John told his mother he was going out.**
We can use *to me*, etc. after *say* if we want to, but we can't say **He said me** [> 1.3B]:
'You haven't got much time,' he said (to me). or: ... *he told me.* Not **he said me/he told**
- 3 We can use *me*, etc. after *ask* if we want to: *'Are you comfortable?'* **he asked (me).**

Write:

Choose the correct word from those in brackets to fill the blank in each sentence.

- 1 He often *says* things like that. (says/tells)
- 2 She always me her troubles. (says/tells)
- 3 The children always me if they can go out to play. (tell/ask)
- 4 They me to leave. (said/asked)
- 5 'Don't do that!' she to them. (said/told/asked)
- 6 'They've arrived,' she (said/told/asked)
- 7 'How are you both?' she (told/asked)
- 8 I that I didn't know what to do. (said/told/asked)
- 9 She me she didn't know what to do. (said/told/asked)
- 10 They if I knew what to do. (said/told/asked)
- 11 The nurse him whether he needed anything else. (said/told/asked)
- 12 Did he you where you came from? (say/ask)
- 13 Did she you where she had put my books? (say/tell)
- 14 The policeman us where we were going. (said/told/asked)
- 15 He didn't me how long the job would take. (say/tell)
- 16 'There's no match on Saturday.' – 'Who so?' (says/tells/asks)
- 17 'You were right. Those curtains look terrible!' – 'I you so!' (said/told/asked)
- 18 When I was introduced to the Princess, she a few words to me. (said/told)
- 19 That little boy's very bad. He a lot of lies. (says/tells)
- 20 'How much are those bananas?' – 'I've got no idea. Go and the price.' (say/tell/ask)

15.2B Fixed expressions with 'say', 'tell' and 'ask' [> LEG 15.7.2]

Study:

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There are many common expressions with *say*, *tell* and *ask*, for example:

say: *say a few words, say so, say no more, say nothing, say your prayers*

tell: *tell a lie, tell a story, tell you so, tell the time, tell the truth*

ask: *ask after someone, ask (for) a favour, ask a question, ask the price*

Write:

Supply the missing phrases with *say*, *tell* and *ask*.

- 1 Don't say *'I told you so'* now that the worst has happened.
- 2 Don't offer to buy it. first.
- 3 You've told me more than I need to know.
- 4 If you need money, why don't you a loan?
- 5 Don't tell them anything.
- 6 'Who?' – 'I say so!'
- 7 When did your son learn to
- 8 I did it. I cannot

15.2C Indirect statements with the reporting verb in the present [> LEG 15.10-11]

Study:



- If the reporting verb is in the present, the tenses that follow are usually the same as those used in the original spoken statement. This is often the case when we report words that have just been spoken. *That* is optional after *say* and *tell*:
Someone says 'I've eaten.' and we report it as: *He says (that) he has eaten.*
Someone says 'I enjoyed it.' and we report it as: *He says (that) he enjoyed it.*
- The reporting verb is often in the present when:
 - we are passing on messages: 'What does mother say?' 'She says you must come in now.'
 - reading aloud and reporting: 'The instructions say that you connect this plug to the set.'
 - reporting what someone often says: 'She's always telling me how rich she is.'

Write: Report what these people are saying with the reporting verbs provided.

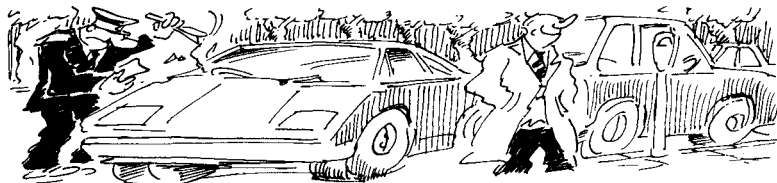
- 'She's going to America for six months.' They say *she's going to America for six months.*
- 'They went to Rhodes last year.' Peter tells me
- A: 'I'm not feeling well.' B: 'Pardon?' C: 'She's not feeling well.'
She says
- A: 'I'll look at your work in a minute.' B: 'Pardon?' C: 'She'll look at your work in a minute.'
She says
- A: 'I've typed those letters.' B: 'What does she say?' C: 'She's typed those letters.'
She says
- 'We must investigate this case.' The writer of this report says
- 'The last strike did no one any good.'
The writer of this article says
- 'Turn off the electricity at the mains.' It says here
- 'You have to rub down the walls.' The instructions say
- 'I'm good at flower arranging.' She's always telling people

15.2D Context

Write: Put in appropriate forms of *ask*, *say* and *tell*.

WHO HAS THE LAST SAY?

Some people ¹(*always*) ^{are always say}-ing that they don't build cars as they used to. What nonsense! I walked round the beautiful new Ferrari again, admiring its lines, when my thoughts were rudely interrupted. 'Will you be here long?' a voice ²..... sharply. 'I haven't made up my mind yet,' I ³....., looking up at a sour-faced traffic warden. 'Well, you can't stop here,' he ⁴..... me. 'Who ⁵..... so?' I ⁶..... him cheekily. 'I ⁷..... so,' he ⁸..... to me. 'It ⁹..... here,' he added, 'in case you can't read, "No Waiting".' 'You read very well. Go to the top of the class!' I ¹⁰..... him, 'but I'll make my own decisions.' 'Oh, will you?' the traffic warden ¹¹..... 'Then so will I and I've decided to give you a ticket,' he ¹²..... to me with relish as he began filling out a form. 'Go ahead,' I ¹³..... him. 'This car doesn't belong to me anyway. I wish it did!'



I've decided to give you a ticket!

15.3 Indirect statements with tense changes

15.3A Common indirect speech forms [> LEG 15.12-13, 9.5]

Study:

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We tend to use past tenses in indirect speech because we are reporting past events, so we use the past tense of reporting verbs (*he said (that) ... he told me (that)*). How we report is a matter of common sense and we can mix tenses if we want to. We can say:
Jim says he's read Tony's book and **didn't understand** it. (= then, when he read it)
Jim said he'd read Tony's book and **doesn't understand** it. (= now), etc.
 But what commonly happens is that present attracts present and past attracts past, so we would probably say: **Jim said he'd read** Tony's book and **didn't understand** it.
 We move the reported clauses 'one tense back'. A useful general rule is:
 'present becomes past and past becomes past perfect'.

Write: Report these statements with *said* (except 13) moving the clauses 'one tense back'.

DIRECT SPEECH STATEMENTS

INDIRECT SPEECH STATEMENTS

present becomes past

- 1 MAC: I need a holiday.
- 2 SUE: I'm not wasting my time.

Mac said (that) he needed a holiday.

present perfect becomes past perfect

- 3 TOM: I've had some good news.
- 4 PAM: I've been sleeping.

past becomes past or past perfect (past perfect is often optional)

- 5 LOU: I went home early.
- 6 JAN: I was waiting for you.

past perfect does not change

- 7 JOE: I had eaten earlier.
- 8 PAT: I had been waiting for you.

modal 'present' becomes 'conditional' or 'past'

- 9 TIM: I will see you later.
- 10 DOT: I can speak French.
- 11 KIM: I may arrive later.

'shall' with a future reference becomes 'would'

- 12 RON: I shall speak to him.

'shall' in offers and suggestions becomes 'should' [> 15.5B]

- 13 MEG: Shall I speak to him?

Meg asked whether

'past' or 'conditional' modals do not change

- 14 TED: I could help you.
- 15 ANN: I might see him.
- 16 JIM: I would enjoy that.

'perfect' modal forms do not change

- 17 SAM: I must have fainted.
- 18 DON: I couldn't have said that.
- 19 NED: I needn't have gone there.
- 20 LYN: I ought to have helped her.

'should' (= 'it's advisable') doesn't change

- 21 LEE: I should go to the dentist's.

'should' used in place of 'would' in conditionals becomes 'would'

- 22 DAN: If I were you I should get legal advice.

'must' (= necessity in the past) does not change, or becomes 'had to'

23 PAUL: I must catch an early train.

24 JILL: I must speak to you.

'must' (= necessity in the future) does not change, or becomes 'would have to'

25 BILL: I must leave tomorrow.

26 JANE: I must work till late.

'must' (= deduction or possibility) does not change.

27 PHIL: John must be a fool.

'mustn't' (= prohibition) does not change, or becomes 'couldn't'

28 JEAN: I mustn't eat meat.

29 JEFF: They mustn't give up.

15.3B Pronoun and adverb changes in indirect speech [> LEG 15.12-13]

Study:

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1 Pronouns change (or not) depending on the view of the reporter:

'I'll send you a card, Sue.' (actual words spoken by Ann)

Ann told Sue she'd send her a card. (reported by someone else)

Ann said/told me she would send me a card. (reported by Sue)

I told Sue (that) I'd send her a card. (reported by Ann)

2 Time and place changes: Adverb changes depend on context, e.g.

now → *immediately/then*

today → *that day*

tonight → *that night*, etc.

It is not always necessary to make these changes, especially in spoken indirect speech.

'I'll see you tonight,' he said. → *He said he would see me tonight.*

15.3C Context

Write: Turn each direct-speech statement into indirect speech with tense changes.



Nuts and water without the nuts

JUST WHAT THE DOCTOR ORDERED!

'I've conducted a number of tests,' Dr Grey said.

1 *Dr. Grey said (that) she had conducted a number of tests.*

'I must put you on a very strict diet,' she told me.

2

'You're putting on a lot of weight,' she said.

3

'You have gained 5.5 kilos in six months,' she added.

4

'You gained 10 kilos last year,' she reminded me.

5

'You will get very fat if you go on like this,' she told me.

6

'You should eat very little,' she said.

7

'So I'll have to live on nuts and water,' I said nervously.

8

'You can live on nuts and water without the nuts,' she said.

9

15.4 Indirect questions with tense changes

15.4A Indirect Yes/No questions: 'He asked me if I was ready' [> LEG 15.17-18]

Study:

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- 1 We don't use quotation marks or question marks in indirect questions:
He asked me if (or whether) I was ready.
- 2 Tense changes: 'Present becomes past and past becomes past perfect', but [> 15.3A]:
'Are you ready?' → *He asked (me) if/whether I was ready.*
If we are reporting a question that has just been asked, we can say:
'Are you ready?' – *'What did John ask you?'* – *'He asked me if/whether I'm ready.'*
- 3 The inversion [> 13.1A] in the direct question changes to statement word order:
'Are you ready?' → *He asked (me) if/whether I was ready.*
A reported tag question [> 13.3] also changes to statement word order:
'You're ready, aren't you?' → *He asked (me) if/whether I was ready.*
- 4 We use *if* or *whether* after *ask*, *want to know*, *wonder*, *(not) know*, *didn't say/tell me*.

Write: Report these Yes/No questions moving the clauses 'one tense back'.

- 1 'Are you hungry?' She asked us *if/whether we were hungry.*
- 2 'Are you enjoying yourself?' He wanted to know
- 3 'Do you always go to church on Sunday?' He wondered
- 4 'Have you seen John recently?' She asked me
- 5 'Has Debbie been working here long?' He wanted to know
- 6 'Did you study hard for the exam?' She wondered
- 7 'Will Ted and Alice be at the party?' She asked us
- 8 'Will you be coming to the concert or not?' He wanted to know
- 9 'You like Italian food, don't you?' She asked me
- 10 'You don't like Italian food, do you?' She wanted to know

15.4B Indirect question-word questions: 'He asked me why I went there'

[> LEG 15.19-20]

Study:

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The inversion after a question-word in a direct question changes to statement word order in the reported question and, if necessary, the tense is changed at the same time:
'Why haven't you finished?' → *He asked (me) why I hadn't finished.*
'When did you go there?' → *He asked (me) when I went (or had gone) there.*

Write: Report these question-word questions moving the clauses 'one tense back'.

- 1 'What's the weather like?' She asked me *what the weather was like.*
- 2 'What does Frank do for a living?' I wanted to know
- 3 'Why is Maria crying?' She wondered
- 4 'What kind of holiday has Marco had?' You wanted to know
- 5 'How long have you both been living here?' They inquired
- 6 'Where did they go last week?' She wanted to know
- 7 'Who were you looking for?' He asked me
- 8 'When will lunch be ready?' You didn't tell me
- 9 'Which countries will John be visiting?' You didn't say
- 10 'How can I solve the problem?' I wanted to know

15.4C Indirect subject-questions [> LEG 15.21-22]

Study:

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A direct subject-question has the same word order as a statement [>13.8A]:

John paid the waiter. → **Who paid the waiter?** (Not *Who did pay the waiter?*)

We keep the same word order when we report a subject-question, though, if necessary, we change the tense:

'John paid the waiter.' → **He asked (me) who (had) paid the waiter.**

Write: Report these subject-questions moving the clauses 'one tense back' only where necessary.

- 1 'Who's next please?' She wanted to know *who was next.*
- 2 'What makes a noise like that?' He wondered
- 3 'Which of you is waiting to see me next?' The doctor asked
- 4 'Whose composition haven't we heard yet?' The teacher asked us to tell her
- 5 'Who left this bag here?' Tell me
- 6 'What caused the accident?' Can you explain
- 7 'Which newspaper carried the article?' I'd like to know
- 8 'Whose painting will win the competition?' I haven't any idea
- 9 'Which firms have won prizes for exports?' This article doesn't say
- 10 'Which number can be divided by three?' The teacher asked

15.4D Context

Write: Put in the correct forms and tenses of the numbered verbs.

BURNING THE CANDLE AT BOTH ENDS

The nurse asked me if I *(be)* ¹..... *was*..... next and she led me into Dr Grey's surgery. Dr Grey smiled at me and asked *(what the problem be)* ²..... . I'm a young man and am not the sort of person she has to see very often! I told her I *(be)* ³..... feeling rather run down. She asked me if I *(keep)* ⁴..... regular hours and I said I *(have not)* ⁵..... . She wanted to know why I *(not/keep)* ⁶..... regular hours and I said I *(be)* ⁷..... out with friends almost every evening. Dr Grey then wanted to know how I *(spend)* ⁸..... my time and I *(tell)* ⁹..... her I *(go)* ¹⁰..... to parties mostly. The doctor asked if I *(not/have)* ¹¹..... the chance to recover during weekends and I *(tell)* ¹²..... her that my party-going *(be)* ¹³..... even worse during the weekends! She asked me if I *(smoke)* ¹⁴..... . When I said I did, she asked how many cigarettes a day I *(smoke)* ¹⁵..... . She raised her eyebrows when I answered! Then she asked me if I *(take)* ¹⁶..... any exercise and I answered that I *(not/have)* ¹⁷..... time for that sort of thing. 'You're burning the candle at both ends, Mr Finley,' she told me. 'Rest is the only cure for you. You've really got to slow down.' She looked at me wistfully before I left her surgery and added, 'but I do envy you the life you've been living!'



Burning the candle at both ends

15.5 Uses of the *to*-infinitive in indirect speech

15.5A Reporting the imperative: 'He reminded me to post the letter' [> LEG 15.24]

Study:

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- 1 We report the imperative with suitable verbs + *to*-infinitive. The reporting verb matches the function of the imperative (*asking, telling, advising, etc.* [> 9.10A, 16.3C]), e.g. **'Remember to post the letter,'** he asked me. becomes: **He reminded me to post the letter.**
- 2 When we report a negative imperative, we put *not* or *never* before the *to*-infinitive: **'Don't wait,'** he said. → He asked me **not to wait.** (Not **to not** or **to don't**)
'Never do that again,' he said. → He told us **never to do that again.** (Not **to never**)

Write: Report the following using the simple past of the verbs in brackets.

- 1 'Wait for me,' I said to him. (tell)
I told him to wait for me.
- 2 'Go on holiday when the weather gets warmer,' she told him. (advise)

- 3 'Keep out of this room at all times,' she said to them. (warn)

- 4 'Remember to post those letters,' he said to me. (remind)

- 5 'Don't go into my study,' he said to them. (ask)

- 6 'Don't wait for me,' I said to him. (tell)

- 7 'Don't go on holiday yet,' she told him. (advise)

- 8 'Don't ever enter this room,' she said to them. (warn)

15.5B Offers, suggestions, requests for advice: 'He asked if he should ...' [> LEG 15.24.2]

Study:

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- This is how we report offers and suggestions with *shall* or *should* [> 11.6E,F]:
- direct offer or suggestion: **'Shall I phone her?'** **'Should I phone her?'**
 - reported with *if* or *whether*: He wanted to know **if/whether he should** phone her.
 - reported with *whether* to: He wanted to know **whether to** phone her. (Not **if to**)

Write: Report each question in two ways.

- 1 'Shall I fax the information to them?' She asked *if/whether she should fax the information to them.*
She asked whether to fax the information to them.
- 2 'Should I leave a message for her?' He asked
- 3 'Shall I heat the food for you?' She asked him
- 4 'Should I phone him now?' He wanted to know
- 5 'Shall I invite them to dinner?' She wanted to know

15.5C Requests for advice with question-words: 'He wanted to know how ...'

[> LEG 15.24.2, 16.24]

Study:

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This is how we report requests for advice with question-words:

- direct request for advice: **How shall I repair it? How should I repair it?**
 - reported with question-word + *should*: He wanted to know **how he should** repair it.
 - reported with question-word + *to*-infinitive: He wanted to know **how to** repair it.
- We can use a *to*-infinitive after all question-words (*how to*, *when to*, etc.) except *why*:
 He wanted to know **why he should** wait. (Not "He wanted to know why to wait.")

Write: Report each request in two ways, where possible.

- 1 'When should I be at the station?' She asked *when she should be at the station*.....
She asked when to be at the station.....
- 2 'Where shall we have our meeting?' They asked
- 3 'Which should I choose?' He asked
- 4 'Who(m) shall I ask?' She wanted to know
- 5 'What should I do?' He asked me
- 6 'Why should I pay this bill?' She wanted to know
- 7 'Whose car should I borrow?' He wanted to know
- 8 'Why should I be punished?' She asked

15.5D Context

Write: Put in the correct forms.



A GIFT FROM CHICAGO

It had been a particularly bad winter in Chicago. Nearly forty inches of snow had fallen in a fortnight. Railway workers at Chicago station didn't know (*what/do*) ¹ *what to do* with it. The foreman (*advise them/shovel*) ² it into huge mountains to keep the platforms clear. He (*tell/not leave*) ³ any snow on the platforms because it was dangerous for passengers. But it was an impossible task! Suddenly, one of the workers had a bright idea. 'I know (*how/get rid*) ⁴ of it,' he said. 'Let's load it onto this freight train. We can send it south to Mississippi and New Orleans. It'll just melt away.' The next day five tons of snow arrived in Memphis, Tennessee. 'It's a welcome gift,' a railway worker said. 'We know (*what/do*) ⁵ with it here. We'll send what we can to the children's playground. Some of us have never seen snow before!'

'It's a welcome gift.'

15.6 When we use indirect speech

15.6A Interpreting direct speech [> LEG 15.13n.2, 15.25, App 45]

Study:

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- 1 Indirect speech commonly occurs in continuous paragraphs of reported language, not in unrelated sentences. To hold it together, we use phrases like: *she went on to say, he continued, he added that*. We also vary the reporting verbs: *he observed, she noted, they remarked, etc.* Yes/No answers or adverbs like *Well* are common in direct speech, but they disappear when we report them.
- 2 We don't apply 'rules' mechanically when we are reporting; we have to interpret what we hear or read, so we often use reporting verbs like *exclaim, insist, suggest, etc.*:
'You really must let me pay the bill,' Andrew said. can be 'interpreted' as:
Andrew insisted on paying the bill.

Write: Interpret these examples of direct speech, then re-express them as indirect speech.

- 1 'Why don't we go sailing?' Diana said.
..... Diana suggested (that) we (should) go sailing.
- 2 'You've just won a lottery!' Tom said.
 'Really?' Jennifer exclaimed.

- 3 'More money should be spent on education,' Frank observed.
 'Yes, I agree,' Gillian answered.

- 4 'I don't think you should take up wind-surfing at your age,' John said.
 'I feel it's a sport that will suit all ages,' Jenny replied.
 'But it requires great physical strength,' John said.
 'And who told you I was short of that?' Jenny said.

- 5 'Don't go too near the lions' cage,' mother said.
 'But I want to see the lions close up,' Billy answered.
 'Isn't this close enough?' mother asked.
 'No,' Billy replied.
 'I'm sorry, Billy, but you can't go any closer than this.'
 'But I want to,' Billy insisted.
 'Well, you can't.'



6 'You really must keep to your diet, Mrs Flynn, if you're serious about losing weight,' Dr Grey said.
 'You have been keeping to it, haven't you?'
 'Well, I ... er ...,' Mrs Flynn muttered.
 'Have you or haven't you?'
 'Well, I have occasionally had a bit extra.'
 'What do you mean, "a bit extra"?'
 'Oh – a cream cake or two.'



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7 'You did enjoy the film, didn't you?' Sandra asked.
 'I'm not sure,' Sam answered.
 'I thought Gloria Gleam's performance was fantastic!'
 'Well, I didn't like it at all,' Sam replied.
 'Didn't you really?' Sandra replied.



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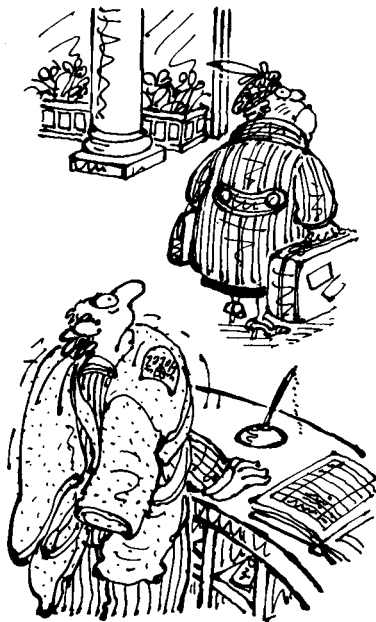
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15.6B Context

Write: Put in the missing words.



SECOND-HAND GOODS

It's a sad fact that people steal from hotels. Recently I interviewed Mr David Wills, the manager of a large hotel, and he ¹ *told* me that all kinds of things, large and small, ² constantly stolen. Mr Wills told ³ that a check ⁴ made on a person's room as soon as they (*leave*) ⁵ it, but unless someone had walked off with a wardrobe, he (*advise*) ⁶ the staff (*not/make*) ⁷ a fuss. 'What is even more surprising,' Mr Wills ⁸ 'is the things people leave behind – anything from wooden legs to false teeth!' He then ⁹ on to tell me a story about a snobbish lady who (*recently check out*) ¹⁰ She (*object*) ¹¹ that her bill (*be*) ¹² too high, but paid it nevertheless. Just as she (*leave*) ¹³, the phone rang and the cashier answered it. He then ¹⁴ the lady that a hotel bathrobe was missing from her room. The lady expressed great surprise and ¹⁵ that the hotel maid must have packed it in by mistake. 'But the maid has just reported the bathrobe missing,' the cashier ¹⁶ Handing over the bathrobe, the lady left in disgust. 'Who wants a second-hand bathrobe, anyway?' she said, as she made her way to a taxi complaining that hotel service (*be*) ¹⁷ not what it used to be.

The lady left in disgust