

Aula 4

JOB INTERVIEWS - REPORTED QUESTIONS & VERBS

META

Oferecer subsídios para o aluno saber transpor a voz direta em indireta.

OBJETIVOS

At the end of this class, it is expected that the students:
Saber narrar ou reportar perguntas em inglês que é uma
habilidade essencial para uma boa comunicação;
Estar ciente das modificações de estrutura de *Reported Questions*;
estar ciente das variações gramaticais nos verbos quando transformados para a voz
indireta.

PRERREQUISITOS

Ter aprendido *Reported Speech*

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INTRODUCTION

The purpose of this class is to continue talking about the Reported Speech from class 3 by providing subsidies for the learning of reported questions and the most common verbs. In this lesson we will discuss an important aspect of good communication in the English language, that is, the transposition of direct to indirect speech in questions, and the use of a variety of verbs of speech, capable of replacing the basic say and tell in indirect discourse, and so make it less repetitive and more precise, because they can express the attitude, feelings and from the point of view of the sender of the message.

Murphy (1985), explains about the structure changes when using reported questions, the word order changes, the use of the verb to ask, the verb usually changes to the past and other things.

Pay attention to the following image and the structure presented. We will be talking about Job interviews in this lesson focusing on the reported questions.



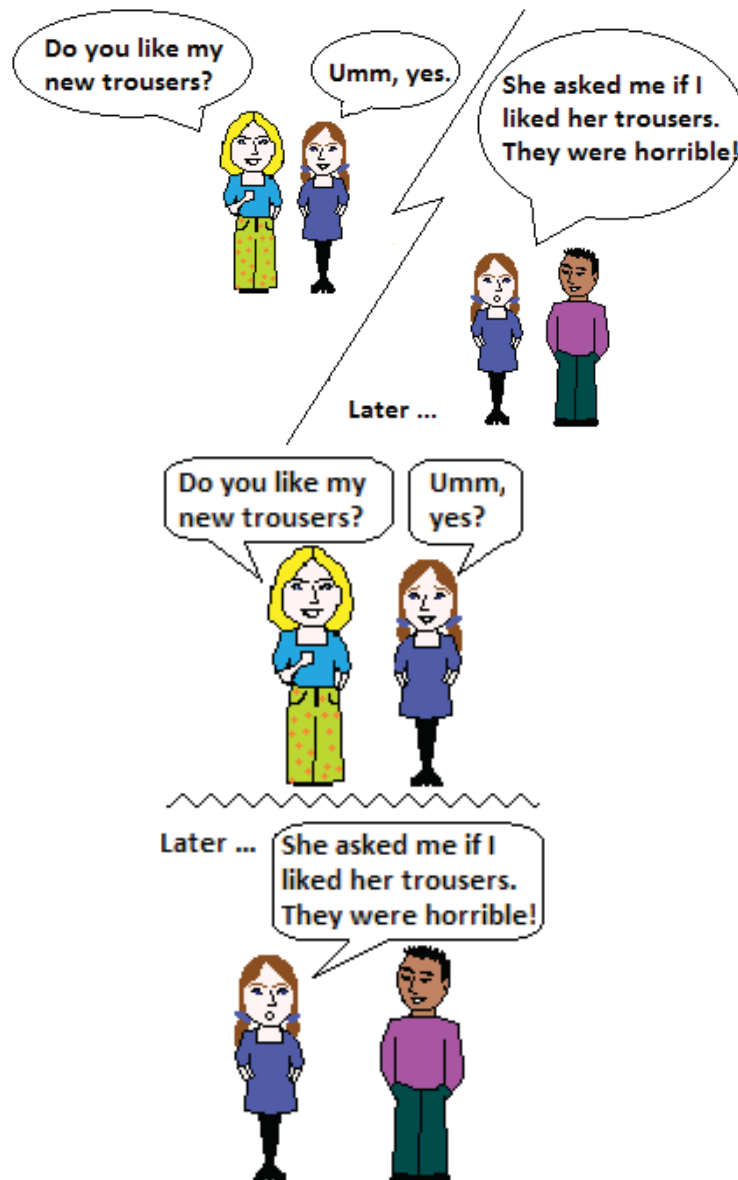
Pay attention to the image and the structure. Fonte: <https://www.google.com>

Do you have in mind topics from class 3?

Point out the most important information developed on the previous lesson:

Well, as you have done it, let's move!!

We will be working on reporting questions. Take a look at the images:



Source: <https://www.google.com>

Based on the dialogues above, what have you noticed? Could you see the presence of the verb **ask**? So, instead of working with **say** and **tell**, in the reporting questions we usually use the verb **ask**.

Let's see a dialogue between two students from Japan.

Reporting Questions

Toshki Hi, Yuka! Did you hear about Emi and Akira?

Yuka I heard they had an argument.

Toshki Emi told Akira that he had broken her Iphone!

Yuka Really? Did he break it?

Toshki Well, Emi said to Akira that the internet wasn't working right, and he said he would fix it.

Yuka That was nice of him.

Toshki I know, but Emi told me Akira had deleted her apps by accident.

Yuka Oh, dear. He was only trying to help and besides that he has been nervous because of a job interview. I'm sure it was an accident. He has been quite nervous these days.

Toshki Oh, is that true? I know. I told her that she could install the apps again. Everything will be good for him.

Yuka Good! I'm sure it'll be okay.

Adapted from: WHEELDON, Sylvia et al. Get Ahead 3 Student Book. OUP,2013.

A. Reported YES/NO questions

B. We introduce reported **YES/NO** questions with **ask + if** or **ask + whether**

| Direct question | Reported answer |
|--------------------------------|-------------------------------------------|
| Yuka asked, "Did he break it?" | Yuka asked if Akira had broken it. |

The meaning is the same. "Whether" is a little more formal and more usual in writing:

As we can see from the table above, we need to make some changes in the word order. The question "*the reported question*" becomes now an affirmative sentence: **noun-verb-predicate**.

C. Reported **information** questions

We introduce reported question-word questions with **ask + question word**:

| Direct question | Reported answer |
|------------------------------------------------|-----------------------------------------|
| He asked, "what did you have a job interview?" | He asked where she had a job interview. |

source :<https://www.englishclub.com>

Let's move to some practice now!

Imagine you had an interview for a job and these were some of the questions the interviewer asked you:



The image shows an interview. Fonte: <https://ui-ex.com>

Interviewer:

What do you know about the company?
Why did you apply for the job?
What do you do in your spare time?
Can you speak any foreign languages?
How long have you been working in your present job?
Do you have a driving licence?

Later you tell a friend what the interviewer asked you. You use reported speech:

- She asked what I knew about the company.
- She wanted to know what I did in my spare time.
- She asked how long I had been working in my present job.
- She asked why I had applied for the job. (or ... why applied)
- She wanted to know if (or whether) I could speak any foreign languages.
- She asked if (or whether) I had a driving licence.

You were accepted to work as a Travel Guide and you have been away for a while and have just come back to your home town. You meet Tony, a friend of yours, He asks you a lot of questions:

- 1 How are you?
- 2 Where have you been?
- 3 How long have you been back? Are you glad to be back?
- 4 What are you doing now?
- 5 | Why did you come back?
- 6 Where are you living?

- 7 Are you glad to be back?
- 8 Do you have any plans to go away again?
- 9 Are you enjoying the new travel company?

Now you tell another friend what Tony asked you, Use reported speech.

- 1 He asked me how I was
- 2 He asked me3
- 4
- 5
- 6
- 7
- 8
- 9

Have you observed the changes in the word order and the use of the verb to ask instead of the verb to say? Well, practice is the key for a good learning. Besides the activities from this material be aware of AVA activities where you can reinforce learning with listening and other tasks.

Let's do some more activities working with the indirect speech.

1. Complete the sentences using the indirect speech. Observe the verb tense, sometimes some change is necessary.

Exemple: "Did John clean the new uniform?" asked Christopher.

Christopher asked me if John had cleaned the new uniform.

1. Chistopher asked, "Do you want to travel to Paris or London in your next tour guidance?"

Chistopher asked me _____

2. Betty wanted to know wanted to know _____

3. Mark asked, "Has John arrived:"

Mark asked me _____

4. "Where does John park his car?" asked Ronald.

Ronald asked me _____

5. " Did you watch the latest film? "Elizabeth asked.

Elizabeth wanted to know _____

6. Nancy asked me, "Why didn't John go to Paris last summer?"

Yesterday Nancy asked me _____

7. "Must I send him an e-mail telling the news this afternoon?" Barbara asked Tom.

Barbara asked Tom _____

8. " Did John fly to London two weeks ago? " asked Barbara.

Yesterday Barbara asked _____

9. "Where are my tickets to London?", asked Barbara.

Barbara asked me _____

10. A man asked me yesterday, "When does the train to Liverpool leave?"

Yesterday a man asked me _____

Adapted from: COLLINS, Sean. Compass: A Guide Book to English Grammar. Donald Kennedy, 2012.

Let's see now, John is getting back from a tour guide from London and he wants to set a meeting at Bellaire Company with Mr. Brown.

Read his phone call to Bellaire Company and turn the dialogue into the indirect speech.

Sec: Bellaire Company, good morning. How can I help you?

John: Could I speak to Mr. Brown please?

Sec: I'm sorry, he's not in. Who's calling?

John: My name's John. Do you know what time he'll be back?

Sec Sec: I really don't know. He left for a conference out of town.

He may not come back to the office today.

John: Can I take a message?

John: Yes, please tell him I called and I need to speak to him urgently.

Sec: What's your number?

John: It's 998763456.

Sec: I'll give him your message as soon as he is back.

Two days ago, John called Bellaire company and _____ to Mr. Brown. The secretary _____ Mr. Brown _____ and wanted to know who _____ John gave _____ his name and asked what time _____

_____ The secretary informed him that Mr. Brown _____ out of town and _____

that same day. She, then

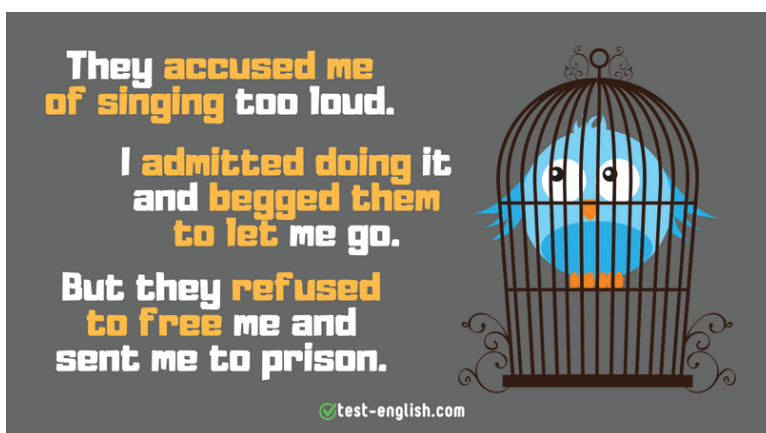
offered to _____. David asked her to let Mr.

Brown know about _____

phone call and that he _____ to speak to him urgently.

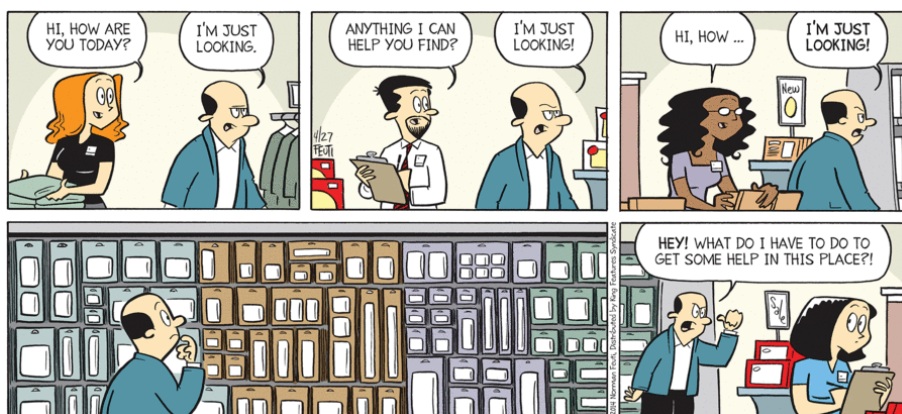
The secretary asked him

_____ and he gave it to her. She promised to _____.



Can you see the verbs in the reported speech? They are not say, tell or ask because we can use other verbs. Fonte: <https://www.test-english.com>.

The image with the pretty bird brings the verbs: **accused, admitted, begged and refused**. Besides them others like **mentioned, replied, stated, explained, declared, responded, observed, informed** are used in the reported speech and turn the speech less boring. They are able to express feelings, attitudes and points of view more precisely. See the examples



The funny cartoon shows a guy in a bad mood representing the offering of help from the librarians. Fonte: <https://safr.kingfeatures.com>.

How can you turn the librarian speech into a reported one? Take a look at the examples below:

“Anything I can help you find?”, asked the librarian
The librarian **offered to help** the man (verb + to+ infinitive)

"I'll do the shopping for you", said Simon
Simon **thanked Brian for doing** the shopping for us (verb+someo
ne+preposition+verb+ing)

"If I were you I would buy a lunch at the cafeteria", said Mark
 Mark **suggested** me **buying** the lunch at the Cafeteria (verb +verb+ing).

As you could notice there is a grammar variation in some verbs, so you need to study them to get plenty knowledge from the grammar rules. See some of them:

1 verb + to + infinitive

| | |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| I agree to meet on the weekend Threaten to kill someone. Decide to take the job. | Refuse to take no for an answer. Offer to open the door for her. |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|

2 verb+ person + to/noto + infinitive

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Advise one to eat healthy food. Tell someone to do something. Encourage him to keep his job Warn him not to walk alone in the dark street. | Persuade him to stay. Ask her to sing. Remind her to call her mother. Invite them to go to his party. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

3 verb + (that) + clause

| | |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Convince him that he was wrong. Recommend that we take the bus. Assure her that the job was not good | Admit that ... Reveal that... Decide that... Suggest that Reply that... Said that... |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

4 verb+ verb + ing

| | |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| admit doing something wrong deny stealing the money suggest going to the beach. | regret being rude to someone. recommend going to a hotel. |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|

5 verb + preposition+ verb +ing

| | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| insist on going to the party with a friend. apologize (to someone) for breaking something. | accuse someone of committing a crime. thank someone for doing something. |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

Based on the examples, try to use the verbs below filling the gaps:

offered reminded encouraged advised.

1. "I think you should go to the dentist" Julie said to Tom.
Julie _____ Tom to go to the dentist.
2. "You should apply for the job" said Jack to Stella.
Jack _____ Stella to apply for the job.
3. " Here, let me make the coffee!" said David to Joan.
David _____ to make the coffee.
4. Don't forget that Lucy needs to go to the dentist" she said to me.
She _____ me that Lucy needed to go to the dentist

Let's go to our last activity from this lesson. Turn the sentences into indirect speech:

| | | | | |
|----------------|-------------|--------------|-------------|--------------|
| encourage (to) | remind (to) | warn (about) | decide (to) | threaten(to) |
| apologize (for | refuse (to) | agree (to) | advise(to) | |

1. "Don't forget to buy bread!" said Keith .

2. " I think you should study harder!," said Noah.

3. "I'm definitely going to take my vacation next month," said Helen.

4. "Watch out for the cars when you leave school," said Emily.

5. " Go on, don't give up. You can do it," said Maria.

6. "OK, Linda , Dylan can go to the party this time," said Dylan's dad to his mother. .

7. " I'm sorry I spilled coffee on you carpet," said Julian.

8. " I won't do that for you this time," said Jim.

9. " If you don't do behave, I won't let play with your friends," said Billy's dad.

CONCLUSION

Chegamos ao final de nossa aula. Espero que tenha observado a importância deste assunto. Saber narrar ou reportar perguntas em inglês

é uma habilidade essencial para uma boa comunicação como também o é saber usar os verbos de elocução, que permitem o discurso se torne mais preciso e variado. O que fizemos nesta aula foi oferecer subsídios para que você seja capaz de realizar bem a transposição do discurso direto para o indireto.



SUMMARY

Iniciamos esta aula com um diálogo e, a partir dele abordamos os discursos direto e indireto, primeiramente com *yes/no questions* e a seguir com *information questions*. Em seguida a aula foi dedicada a compreensão e uso dos verbos de elocução, (*reporting verbs*).



SELF-EVALUATION

- 1.Sou capaz de compreender a transição do discurso direto para o indireto em frases afirmativas e negativas em inglês?
- 2.Sou capaz de fazer a transposição do discurso direto para o indireto em perguntas?
- 3.Consigo compreender o uso dos verbos de elocução em inglês?
- 4.Sou capaz de usar os mais comuns desta categoria de verbos?



NEXT CLASS

Hypothetical situations. – Second Conditional onde as situações hipotéticas são abordadas e a estrutura adequada será apresentada.

REFERENCE

- AZAR, B. F. **Understanding and Using English Grammar**. Workbook. Longman, 2000
- COLLINS, Sean **A Guide Book to English Grammar**. Donald Kennedy, 2012.
- MURPHY, Raymond. **English Grammar in Use**. OUP,2004