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**REPORTED SPEECH IN THE *I LOVE ENGLISH*
TEXTBOOK SERIES
MA thesis**

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ABSTRACT

The purpose of this Master's Thesis is to analyse how reported speech in the *I Love English* textbook series is presented and supplemented. The author of the thesis has formulated the following research questions: 1. How does the selection of reporting verbs and reporting structures broaden in the series? 2. How are reported speech grammar rules presented in the *I Love English* textbook series? 3. What is tested about reported speech in the *I Love English* series, and how do the practice materials support preparation for the textbook set test? 4. Is informal reported speech represented in the *ILE* series? If it is, then how is it represented?

The first chapter provides an overview of approaches and methods of language learning and acquiring and grammar topics. The second chapter includes an overview of the *I Love English* textbook series and analyses the textbook series based on the posed research questions. The author found that the selection of reporting verbs used in the textbook series' exercises increases over the years. Moreover, the reported speech rules presented in the series are both presented explicitly and implicitly. The focal point of the unit tests seems to revolve around the recollection of exercises from workbooks, and the informal reported speech was not included in the textbook series. Based on the literature review and the analysis conducted, the author of this thesis discusses a few recommendations for the users of this textbook series

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INTRODUCTION

The use of reported speech (indirect speech) in the English language requires an understanding of the rules governing it and consistent practice. Reported speech is part of the grammar topics that are present in almost every coursebook. While coursebook exercises can be helpful to learn the structure of a grammar topic, they may not always be sufficient on their own. In order to achieve accurate mastery of a specific grammar topic, English as a Foreign Language (EFL) instructors should incorporate a diverse range of activities aimed at enhancing students' comprehension of the grammar topic's role and function within various communicative language contexts (including reception, production, interaction, and mediation). Additionally, employing a variety of activities throughout different learning actions is essential in facilitating learners' understanding of the topic's application across different contexts and formality levels.

Personal experience as a teacher and conversations with fellow teachers have shown that the topic of how reported speech is presented in textbooks is a topic that should be investigated further. Teachers have noticed that while the coursebook provides the theoretical information about reported speech and some activities and exercises, the students seem to struggle with the topic, and teachers need to spend extra time on it and search for additional materials and activities to make the subject of reported speech more understandable.

Another reason analysing indirect speech in coursebooks would be interesting is that while teaching the topic, the coursebooks provide the students with precise rules on how to form reported speech and where and how to use it. However, when native and non-native speakers report, they tend not to use those rules like they are presented in the coursebooks. A study done by Eckhardt (2001) analysed how reported speech is presented in English as a second language (ESL) and English as a foreign language (EFL) coursebooks and how it is

used in real life. The author concluded that because of naturally occurring reported speech in real life, the rules that the coursebooks give about reported speech could be confusing, incomplete or conflicting to the learners. Another study concerned with the usage of indirect speech in real life is by Romaine and Lange (1991). The authors investigated the occurrence of *be + like* construction in reported speech which is not known to be taught in coursebooks. In light of research findings that reveal disparities between naturally occurring reported speech and the prescribed structures taught in grammar books and textbooks, the author of this thesis has chosen to designate the former as "informal reported speech" and the latter as "formal reported speech."

The Common European Framework (CEFR) (Council of Europe, 2001) is a unifying framework for developing language curricula, curriculum standards, tests, textbooks, etc., throughout Europe. The purpose of the framework is to thoroughly explain what language learners are expected to learn to do in order to use a language for communication, as well as the knowledge and skills they must acquire in order to be able to act effectively. The Framework also specifies levels of proficiency that make it possible to track learners' advancement throughout their language acquisition process. Some of the many uses of the CEFR include planning language learning programmes (including their objectives and content) and planning self-directed learning (including a selection of materials) (Council of Europe, 2001).

The National Curriculum for Basic Schools in Estonia (2011) is based on the aims of the CEFR. Neither the CEFR nor the National Curriculum for Basic Schools state at which level the learners should learn reported speech or any other grammar topic. According to the older version of the National Curriculum for Basic and Upper Secondary Schools (2002), reported speech is to be taught to the learners beginning from the second stage of the study of basic school (i.e., grades four to six).

According to the National Curriculum (2011), the primary goal of learning a foreign language should be the ability to communicate in that foreign language. Learners should gradually develop an understanding of grammatical elements and how they contribute to forming grammatically sound sentences in communication. The National Curriculum's guidelines for teaching grammar should be followed in terms of both approaches and methods (2011). Whatever approach or method an EFL teacher chooses to use to teach grammar, the result should generally be the same: to teach and guide students in a way that helps them meet the learning objectives and advance their communication skills.

I Love English coursebooks follow the national curriculum that is based on the Common European Framework of Reference for Languages (CEFR) (European Council, 2001). The CEFR and, thus also, the national curriculum is guided by the idea of what language learners should learn to use a language for communication and the knowledge and abilities they must acquire to act effectively. Therefore, analysing the rules and activities of reported speech in *I Love English* coursebooks should be done with keeping the acquisition of communicative language competences in mind. Moreover, since the CEFR nor the national curriculum state precisely when and how to teach and learn any grammar topic, including reported speech, it would also be interesting to investigate how teaching and learning the usage of reported speech fits into them in general.

This Master's Thesis intends to examine how the topic of reported speech in the *I Love English* textbook series is presented and supplemented. The author of the thesis has formulated the following research questions:

RQ1: How does the selection of reporting verbs and reporting structures broaden in the series?

RQ2: How are reported speech grammar rules presented in the *I Love English* textbook series?

RQ3: What is tested about reported speech in the *ILE* series, and how do the practice materials support preparation for an assessment?

RQ4: Is informal reported speech represented in the *ILE* series? If it is, then how is it represented?

Another reason why the author of this thesis has decided to analyse reported speech in the textbook series is that while studies about reported speech in coursebooks have been done in other countries, there have been no studies done on this topic in Estonia. The findings of the analysis of reported speech in the *I Love English* series could first and foremost be helpful for myself as a teacher and to other teachers to get a better overview of reported speech in the *I Love English* textbook series, but also to the creators of the textbook series on how to develop it further.

1 LITERATURE REVIEW

To analyse reported speech in a textbook series, many aspects need to be considered. The author of this thesis has decided to approach this topic by first analysing how language and language structures are learned and acquired, followed by a section on how scholars have advised to teach grammar topics, and an overview of reported speech. The author of this thesis uses different terms related to teaching and learning which need to be defined in order to understand their differences. The term *approach* refers to the level where assumptions and beliefs about language and language learning are specified, while *method* refers to the level where theory is put into practice and decisions are made about what skills to teach, what content to cover, and the order in which it should be presented (Richards and Rodgers 2007: 15). Rhalmi (2018: para. 8), defines technique as a way in which teaching methods are put into action in the classroom, often in the form of exercises or activities.

1.1 Language Learning and Language Acquisition

Before discussing grammar topics, one should get familiar with language learning and acquisition. Understanding their difference and how they affect the teaching processes is essential. The roles of language acquisition and language learning are distinct. If students are given a natural learning environment, they may be able to acquire the use of grammar topics naturally, but they may lack the ability to explain their choices or support them with grammar rules. In contrast, if students are exposed to a language environment where the rules of grammar topics are explicitly taught through drilling and constant repetition, they may be able to explain why and how to use the rules in different situations.

Krashen (2013:10) posits that language can be developed through either acquisition or learning. Language acquisition happens subconsciously, without the acquirer being aware of it, as described in Krashen's Acquisition-Learning Hypothesis (2013:10). This can occur

while engaging in conversations, reading, watching, or simply being in the language-learning environment. When the second language is acquired through communication, reading, watching or being in the language learning environment, learners are rarely corrected. Klein and Dimroth (2009: 505; Klein 1997: 146) distinguish between two exercises that the learner must complete during the spontaneous acquisition of a second language: the communication task and the learning task. The communication task outlines how learners use different words, grammar, and other communication skills. The learning task outlines the learner's language approximation process to learn the target language.

While language acquisition is mostly an unconscious process happening in a language environment, language learning on the other hand is a conscious process that typically takes place in EFL lessons. When comparing the two concepts, Krashen (1982: 10) considers language learning technical and language acquisition personal. According to Krashen, acquisition is based on meaningful interaction, whereas learning is the product of formal instruction (Schütz 2019: para. 2).

Analysing language acquisition and language learning, it can be seen that language acquisition is based on rule discovery, meaning that the students construct the rules themselves based on examples and apply them. On the other hand, language learning is rule-driven, meaning the students are usually given the rules they need to apply. In addition, while acquisition is based on activities done in the language, learning is based on activities done about the language (Schütz 2018: para. 7).

When discussing language learning and acquisition, it is also essential to discuss teachers' language instructions and whether they are explicit or implicit. Instruction is the process by which teachers deliver their lessons, including their techniques, lesson planning, approaches, methods, etc. In other words, instruction can refer to rule-driven explicit instruction or rule-based implicit instruction. According to Purpura (2004: 27), rule-based

learning does not mandate that a coursebook only contain grammatical metatalk and linguistic terms. Instead, it could entail drawing the learner's attention to a particular subject while teaching implicitly and inductively. However, students can become familiar with the nuances of English grammar and syntax through explicit grammar instruction in an EFL environment, which implicit grammar instruction might need to cover. Neither of the approaches (implicit and explicit) is inherently better than the other.

As the above points have demonstrated, various ways to develop language proficiency depend on the language environment students are exposed to. When learning a language, students are exposed to more grammar rules and the purposes of various grammatical features. Although language learning typically occurs in an EFL lesson, students should be encouraged to find outlets where language can be acquired without formal instructions, such as watching movies, playing video games, reading books, travelling to foreign countries, etc.

According to Broughton et al. (1980: 35), achieving any level of communicative competence may be more crucial for a foreign learner than achieving formal linguistic correctness. Thus, learning a language for its intended purposes entails much more than simply picking up some basic grammar, vocabulary, and pronunciation. It requires adapting the language to the circumstance, the participant, and the primary goal. On the other hand, and equally crucial, it requires the ability to understand other speakers. For the foreign language learner, language teaching history has focused on a very narrow range of competence referred to as "classroom English" or "textbook English", which has frequently proven to be less than helpful for any "real" communicative purpose (Broughton et al. 1980: 35). According to Broughton et al. (1980: 35) that is to say, a limited command of the language, primarily in written form, was considered reasonable and adequate as long as the use of English as a foreign language was mainly restricted to academic purposes, or restricted areas like commerce or administration. However, since the world has become smaller and

more interconnected than ever, interpersonal communication is frequently more important than academic usage today. It is now crucial for the learner to have a command of the language that enables them to express themselves verbally or in writing in various situations.

The purpose of the subchapter above was to discuss the way learners can master a foreign language and how the approaches to learning and teaching differ. There is no right or wrong way to master a language and in most cases, the most suitable approach or method depends largely on the learner and their preferred way.

1.2 Teaching Grammar

The importance of teaching grammar is a central theme in the literature on language teaching. Despite the current promotion of communicative and task-based methodologies by education ministries around the world, the teaching of grammar remains prominent in both coursebooks and classroom practice in school-based foreign language courses (Ur 2011: 207). Grammatical explanations and exercises continue to be an essential part of language teaching. Larsen-Freeman (1993: 251) explains that with the current emphasis on communicative approaches, educators agree that speaking and writing accurately are essential to communicative competence and that grammar should be taught in a meaning-based or communicative context rather than in decontextualized grammar lessons. Larsen-Freeman (1993: 251) also points out that research suggests that teachers who focus on linguistic form during communicative interactions are more effective than those who do not. The key is to teach grammar within a meaning-based or communicative approach to avoid a return to analytic approaches that focus on isolated language forms.

Scholar Lynne Cameron (2001) discusses many topics about learning and teaching grammar, one of them being explicit versus implicit instruction in EFL. The complexity of learners, especially young learners, according to Cameron (2001: 96), is that they are only

now starting to become familiar with "formal institutionalised scientific concepts" like the metalinguistic terminology of English grammar. Therefore, grammar instruction for young students should be kept basic and straightforward.

It is possible to teach grammar without specifically mentioning grammar rules. The goal of learning to communicate in the target language without explicitly referencing grammar rules is highlighted by communicative language teaching, also known as the communicative approach (Cameron 2001: 96). Such a strategy mimics how young learners pick up their first language, where language learning occurs organically. On the one hand, the communicative approach emphasises the value of communicating in the target language, which can be helpful in situations outside of the classroom, like requesting directions in a foreign country. The communicative approach in foreign language classrooms still involves learning grammar, but the focus is not on simply drilling tenses and forms. Instead, the emphasis is on understanding the meaning and usage of those forms in real-life communication. Thus, the appropriate use of grammatical structures—or their omission—will most likely occur unconsciously and incidentally in spoken and written English. However, that does not mean that referencing to grammar rules is forbidden in the communicative language teaching.

When children are taught to use a second language, their grammar skills may not reach the same level of accuracy as those of native speakers. In subject-based classrooms, where the primary objective is to convey meaning, learners may overlook certain grammatical aspects while listening, as they pay more attention to the subject matter than the language itself. Similarly, when speaking, teachers are often able to comprehend what students intend to say, allowing errors to go uncorrected (Cameron 2001: 107). Additionally, when all students in a class are second language learners, they may reinforce grammatical inaccuracies in the language they use with each other. Although it is encouraged,

communication between EFL students may contain grammatical errors. This necessitates the development of grammar using expert tasks, lesson planning, and explicit grammar references. Before students begin to use grammar patterns of foreign unconsciously, they can learn to recognise them by explicitly referencing grammar and incorporating the rules of grammar into activities and tasks (Van Patten 1996: 46; Schmidt 1990: 134). It is recommended that teachers initially guide the focus of young learners towards manipulating newly acquired language information, rather than having them produce new grammatical forms independently (Van Patten 1996: 46).

Many theorists have developed a structure for sequencing grammar learning activities to help students recognise grammatical patterns. Observing, structuring, and proceduralizing are some of these patterns (Batstone 1995; DeKeyser 2001). In the active process of noticing, students increase their awareness of a new pattern and the connection between form and meaning, but they do not yet create this pattern independently. In the classroom, instructions, questions, requests, timelines, underlining crucial points, and visuals can all be used to help students notice (Dendrinos 2015: slide 19). The teacher may need to contribute more to make the noticing process exciting and appealing to the young learner during this stage.

The goal of the second phase, structuring, is to assist students in rearranging and assimilating the new pattern into their internal grammar. Internal grammar is the term for a language that is acquired subconsciously and indirectly (Dendrinos 2015: slide 20). Practising the form and meaning is typically necessary during the structuring phase. Practising is generally supervised, allowing teachers to point out mistakes and concentrate on helping students express their meaning correctly. Dendrinos (2015: slide 21) offers several suggestions for structuring, including group activities, language games, meaningful repetition drills (e.g. rhymes), and controlled written practice (e.g. determining the proper sentence structure).

Dendrinios (2015: slide 21) defines the final phase, proceduralisation, as the stage at which learners can apply the newly learned patterns. Once more, this stage calls for the teacher to pay close attention to effective communication and error correction. The suggested activities in this phase include problem-solving, storytelling using images, correcting content and form errors that the teacher makes on purpose, roleplaying, etc (Dendrinios 2015: slide 22).

Grammar can be taught in context and without context. Lack of context when teaching grammar can demotivate students. Cameron (2001: 110) suggests teachers have a variety of form-focusing techniques so they can constantly take advantage of learning opportunities that present themselves when students need grammar in their everyday lives to advance their language learning and can point out grammatical features of stories, songs, dialogues, etc. The concepts of learner-centeredness, active student participation, meaningful tasks, and assessment of students' comprehension abilities in grammar are integral components of effective methods for teaching grammar to young learners.

Although very little can be said without grammar, nothing can be said without vocabulary (Wilkins 1972: 111). This introduces the concept of teaching grammar while integrating all four language skills and emphasising the simultaneous acquisition of new vocabulary. According to Appendix 2 'Foreign Languages' of the National Curriculum for Basic Schools (2011), EFL grammar should be learned alongside other language skills rather than separately. Students can better connect the meaning, form, and use of grammar by being taught as an integral part of other language skills.

Theme-based lessons allow grammar to be integrated with different language learning activities, so that grammar does not have to be taught as a separate topic. This could be accomplished by giving students authentic texts – those written to communicate – instead of language practice materials, which focus on one or two grammar topics at a time, like in

many coursebooks (Tomlinson 2012: 161). Texts are considered authentic when they use language in a rich, varied manner that demonstrates how the target language is typically spoken (Tomlinson 2012: 162). Collerson (1997: 51) makes the following suggestion regarding the instruction of grammar in context:

Sometimes kids do not understand why they have to write a certain way; they might just be doing it because the teacher asked them to. However, they can improve their word choice and grammatical structures if they have some understanding of how their writing is based in a specific context, what its purpose is, and how specific language features function in that kind of text. (Collerson 1997: 51)

Collerson's suggestion emphasises the importance of incorporating explanations and examples that demonstrate why and how language functions in the ways it does, rather than merely teaching grammar for the sake of it. According to Nunan (1998: 102), who builds on Collerson's theory, "grammar is often presented out of context in textbooks where learners are given isolated sentences which they are expected to internalise through exercises, involving repetition, manipulation, and grammatical transformation". Nunan (1998: 103) has said textbook exercises frequently aim to formalise language proficiency for students rather than foster language communication skills development. Whether that is applicable today is to be researched. Through gap-fill exercises, learners might not recognise the systematic relationship between form, meaning, and use (Nunan 1998: 102). Nunan (1998: 103) suggests that instead, teachers should pair "form-focused exercises with an approach that illustrates for learners the fact that different forms enable them to express different meanings" to help students better understand the importance of form. Nunan (1998: 103) has added that learning a language involves more than one grammatical construction at a time. Instead, these grammatical elements should be introduced in a way that helps students understand how they relate to one another and interact frequently. Over time, they can apply previously learned grammatical patterns to create meaningful sentences (Cowan 2008: 34).

1.3 Reported Speech

Reported speech, or indirect speech, relates to what someone else has said without using their exact words (Alexander 2003: 286; Thomson and Martinet 1986: 269; Azar 2003: 422). During conversations, there is frequently the opportunity to discuss what others have said, requested, or given. This could be a single word, a string of words, or the entire transcript of a conversation. There may be variations in verb tenses and pronoun usage.

Reporting can be done in both reported and direct speech formats; however, the choice of format is primarily influenced by the situation and the speaker. Direct speech is more dramatic and conveys more of the emotions of the initial speaker. When reporting what somebody else has said in writing, the precise words of what the person said are written in quotation marks (Richards & Schmidt 2010: 159). The direct speech sentence is written in quotation marks and accompanied by a sentence that either precedes or follows it, which states who said, asked, suggested, recommended etc., the direct sentence. British English tends to use single quotation marks ('...'), while American English tends to use double quotation marks ("...") (Woods 2010: 162).

1.3.1 Formal Reported Speech

Formal reported speech could be classified as the reported speech that is taught in school and whose rules are described in grammar books. Reported speech involves editing the original words and requires skill, but it is easier to understand audibly. Reporting what somebody else has said usually involves changing tense, pronouns, and other grammatical elements to reflect the shift from direct to indirect speech (Swan 2016: 258-259).

As stated above, reported speech involves many changes. In reported speech, the tenses frequently shift because there is a lag between the time the words were first spoken and the time they are reported. The following table (Table 1) based on Thomson and Martinet

(1986: 270) with example sentences by the thesis author shows how the tenses shift back. Because reporting typically occurs in the past, the reporting verb is frequently in the past. The move back in reported clause tenses that results from this is known as backshift (Alexander 2003: 290). The general rule is that present tenses become past tenses, and past tenses become perfect tenses; past modals and past perfect remain unchanged since they cannot be backshifted.

Table 1. Changes in tense (Adapted from Thomson and Martinet 1986: 270)

Direct speech	Reported speech
Present simple <i>"I never walk home late at night," Maria explained.</i>	Past simple <i>Maria explained (that) she never walked home late at night.</i>
Present continuous <i>"I'm talking to my mom," she said.</i>	Past continuous <i>She said (that) she was talking to her mom.</i>
Present perfect <i>"I have finished my homework," she said.</i>	Past perfect <i>She said (that) she had finished her homework.</i>
Present perfect continuous <i>He said, "I've been waiting for the bus for 30 minutes."</i>	Past perfect continuous <i>He said (that) he had been waiting for the bus for 30 minutes.</i>
Past simple <i>Peter said, "I woke up at six o'clock."</i>	Past perfect <i>Peter said (that) he had woken up at six o'clock.</i>
Future simple <i>"I will be in London next week," Maria said.</i>	<i>Would</i> <i>She said (that) she would be in London the next week.</i>
Future continuous <i>"Tomorrow at this time I will be driving to the airport," he said.</i>	<i>Would</i> <i>He said (that) the next day at that time he would be driving to the airport.</i>

When reporting, pronouns, possessive adjectives, and words relating to time and place usually change (Alexander 2003: 290-291). Except when reporting one's own words, pronouns and possessive adjectives typically shift from first or second to third person. Typical pronoun changes are *I* → *he/she*, *me/you* → *him/her*, *we* → *they*, *us* → *them*, *our* →

their, mine → *his/hers, ours* → *theirs*, *myself* → *himself/herself*. Most common changes for locational and temporal words are *now* → *then*, *today* → *that day*, *yesterday* → *the day before*, *tomorrow* → *the next day*, *here* → *there*, *this place* → *that place*, *these places* → *those places*.

1.3.2 Informal Reported Speech

As previously stated, the term *informal reported speech*, an umbrella term formulated by the author of this thesis, refers to the use of markers such as *be like*, *goes* and others, as identified by researchers (Eckhardt 2001; Barbieri and Eckhardt 2007; Biber and Reppen 2002), as a means of indicating reported speech in real life use that differs from the more formal structures of reported speech in textbooks. Researchers have compared the language used in real-life situations by native speakers of a target language with the grammar and textbook descriptions of the same language (e.g. Biber and Reppen 2002; Frazier 2003; Gilmore 2004; Lawson 2001). Surprisingly, all of these studies unanimously indicate a significant gap between the grammar and textbook descriptions of the target language and the actual language used by native speakers. Despite language teaching being aimed at fostering speaking skills and natural spoken interaction, textbooks often seem to neglect important and frequent features of the language spoken by native speakers (Barbieri and Eckhardt 2007: 320-321). Furthermore, textbooks provide an incomplete, confusing, and often inadequate treatment of common features of the grammar of the spoken language, and they do not reflect the reality of language use.

Reported speech in textbooks and its real-life usage has been analysed by researcher Eckhardt (2001; Barbieri and Eckhardt 2007). In her doctoral thesis, Eckhardt (2001: 41) discusses the discrepancies between textbook reported speech and naturally occurring reported speech. She highlights the inconsistencies found in textbooks concerning the usage

of reporting verbs, tense changes, and the overall rules of reported speech. Furthermore, when comparing the textbooks to real-life language corpora, the study found that the actual usage of reported speech closely aligns with the rules provided in textbooks (Eckhardt 2001: 68). However, there were some instances where textbooks did not accurately reflect the patterns of naturally occurring reported speech, such as with the authenticity of reporting verbs and verb tenses. The main idea of Eckhardt's thesis is that while textbooks are not necessarily incorrect in their content, the study revealed new insights that can be used to create textbooks that better align with the real-life usage of language.

Barbieri and Eckhardt (2007: 322) argue that reported speech is a crucial aspect of communication and an essential language function that learners need to master. Despite its importance, textbooks frequently seem to offer limited and insufficient coverage of reported speech, emphasizing only mechanical transformations for converting direct to indirect speech and ignoring many structures commonly used in real-life speech reports.

When formal reported speech could be explained as the reported speech and its rules presented in the classroom and grammar books, informal reported speech could be explained as the reported speech and its structures that can be heard in everyday spoken language which do not follow the rules of reporting precisely. Informal reported speech does not mean the mistakes made when reporting in reported speech tasks, rather it refers to using other markers to indicate that somebody else's words are being reported. The analysis conducted by Romaine and Lange (1991: 227) found that the phrases *be + like* and *go* serve a similar function to the verb *say* when introducing reported speech.

An example of using other than *say* or *tell* as the marker to indicate reported speech would be:

(1) *A girl asked me, "What are you doing here?" And I was like, "Nothing much."*

The example illustrates how the *be + like* can represent reported speech. It is not

certain that the speaker actually said *nothing much*. Instead, the listener of the reported talk is prompted to deduce that the thoughts or words being expressed are those of the speaker (Romaine and Lange 1991: 230). In addition to the *be + like* marker used in the example, informal reported speech can be expressed by marker *go* as well (example 2, below). Although quotation marks are used, which in formal speech would indicate what the speaker said word for word, in informal reported speech, they do not show that those exact words were used (example 3, below). It is highly improbable that an entire group of people repeated the exact words reported (Romaine and Lange 1991: 230).

Examples:

(2) *I told Mark, "Come here!" And he goes, "I am here already."*

(3) *The whole stadium goes, "We beat the City today!"*

Romaine and Lange (1991: 229) argue that the increased usage of *be + like* and *go* to report what somebody else said is due to the fact that the person who reports wants to include the initial conversation's style, and the internal thoughts of the speaker. Romaine and Lange (1991: 229) explain how in formal reported speech, the speaker is identified using their name or a personal pronoun, and a verb of saying is used to introduce what is presumed to be the exact words spoken by the speaker. Oftentimes, informal reported speech is a recollection which is often more accurate in general meaning than in precise wording.

1.3.3 The Uses of Reported Speech

Reported speech can be used for statements, commands, and questions, both WH-questions and Yes/No questions (Thomson and Martinet 1986: 269). Each category will be explained further in the following paragraphs.

For statements, when reporting from direct speech, the rule is *say/tell/ask + that + object*. No quotation marks are used in reported speech. (Thomson & Martinet 1986: 270)

Example:

(4) Direct: *Andy says, "The bus is going to be late again."*

Reported: *Andy says that the bus is going to be late again.*

For commands, the reporting verbs used are *tell, order, command, ask, beg, urge, remind, and advise*, followed by object + to-infinitive. No quotation marks are used in reported speech (Thomson & Martinet 1986: 280).

Example:

(5) Direct: *Andy said to me, "Do not use my shampoo."*

Reported: *Andy told me not to use his shampoo.*

For WH-questions, the reporting verb in reported speech is *ask/demand/question/want to know*. No quotation marks and question marks are used and the word order in direct speech question changes into declarative sentence word order (Thomson & Martinet 1986: 280).

Example:

(6) Direct: *"Where do you want to eat?" Andy said to me.*

Reported: *Andy asked me where I wanted to eat.*

With Yes/No questions, *whether* or *if* is used. No quotation marks or question marks are used in reported speech. (Thomson and Martinet 1986: 277)

Example:

(7) Direct: *"Do you cook at home?" Andy said to me.*

Reported: *Andy asked if/whether I cooked at home.*

The foreign learner should acquire reported speech patterns. The conversational style of the learner will likely be constrained if he only uses direct speech. Regardless of why the students are learning English, they must first be taught how to handle the reported speech patterns expertly in speech and simple written narrative accounts before the learners can practise writing formal reports (Byrne 1963: 23).

1.4 Reporting Verbs

When somebody was to ask which reporting verbs are the most commonly used, the answer to that question would probably be *say* and *tell* for reported statements and *ask* for reported questions. The following table (Table 2) shows some verbs that are most commonly used to report what somebody else has said.

Table 2. List of reporting verbs (Adapted from ELTbase, 2023; Hinkel 2004)

SAY pattern Verb + (that) + clause	TELL pattern Verb + direct object + (that) + clause	REQUESTS / PROMISES	REQUEST / PROMISE (cont.)
Admit	Advise	Advise	Remind
Advise	Assure	Agree	Tell
Agree	Convince	Ask	Threaten
Announce	Inform	Beg	Urge
Claim	Notify	Claim	Warn (not to)
Complain	Persuade	Convince	
Confirm	Promise	Demand	
Declare	Reassure	Forbid	
Explain	Remind	Instruct	
Insist	Tell	Invite	
Mention	Warn	Offer	
Promise		Order	
Propose		Persuade	
Say		Promise	
Suggest		Propose	
Warn		Refuse	

Researchers Barbieri and Eckhardt (2007: 323) analysed different textbooks and the reporting verbs presented to the learner in them. They found that all ESL/EFL textbooks examined focused on the reporting verbs *say* and *tell*. While most textbooks included other reporting verbs, there was no consensus on which verbs were generally used for reporting. Barbieri and Eckhardt (2007: 333) suggest based on their study about reported speech in real life and reported speech in textbooks, that it is recommended to provide instruction on both the standard reporting verbs *say* and *tell* but also on non-traditional quotative markers, such as *be like* and *go*, as they are widely used.

1.5 Teaching Reported Speech

Before examining how reported speech is taught, it is wise to look at the learners' challenges with reported speech. Most commonly, the students struggle with structural changes, pronoun and possessive adjective changes and changes in time and place adverbials. It is suggested that these challenges can be overcome by systematic practice. The conventional recommendation is to address one challenge at a time and therefore, according to Byrne (1963: 26), the practice should be restricted to asking students to report simple statements without any changes in tense.

A significant amount of written practice will still be required after all the reported speech patterns (statements, commands, questions) have been covered. Students should not be given exercises where the contextual (grammatical and/or temporal) setting is absent; otherwise, little or nothing of value is learned about how reported speech functions. If a series of unrelated sentences are being used for practice, an example should be given so that the student knows exactly how he is to report the utterance. However, using passages rather than a collection of disconnected sentences will be more satisfying (Byrne 1963: 29).

Most exercises for practising reported speech can be easily found in various reference grammar books and course books. Quite a lot of the exercises aim to change the dialogues into reported speech and check the students' responses with the teacher or other students. It is beneficial in some ways because these exercises specifically target students' writing abilities through rewriting. The downside of this kind of practice is that it is unlikely to motivate the students when all the tasks are the same. Since most exercises consist of separate sentences, it can be challenging for students to comprehend the context and select the proper tense and "now and then" expression. Working with the text and understanding its context will be more beneficial for the students. Moreover, incorporating a context when teaching reported speech can provide a more comprehensive understanding of the situation

and facilitate learners, particularly visual learners, in effectively communicating the message (Milovanova et al. 2019: 170).

Suggestions to make learning reported speech more interesting for the students include playing games in the classroom. The games can be simple card games / PowerPoint slides games where students see a direct speech sentence they need to report or a reported speech sentence they need to make into direct speech (Milovanova et al. 2019: 170). The students could act out short dialogues where they need to report what one character said to another.

2 EMPIRICAL ANALYSIS – REPORTED SPEECH IN THE *I LOVE ENGLISH* TEXTBOOK SERIES

The primary motivation behind initiating this research was the fact that reported speech in the *I Love English* textbook series has not been done before. Another reason for conducting this research was that the author of this thesis is now working as a teacher and teaching reported speech to students who use this textbook series noticed that the tasks in the workbook and tests were very similar and included only one type of structure of the task. The upcoming sections of the thesis will describe the sample and methodology used in the analysis, followed by the presentation of the analysis in response to the research questions and the discussion based on the findings. These research questions are as follows:

RQ1: How does the selection of reporting verbs and reporting structures broaden in the series?

RQ2: How are reported speech grammar rules presented in the *I Love English* textbook series?

RQ3: What is tested about reported speech in the *I Love English* textbook series and how do practice materials support preparation for and assessment?

RQ4: Is informal reported speech represented in the *I Love English* textbook series? If it is, then how is it represented?

2.1 Methodology

To analyse reported speech in the *I Love English* textbook series, the author collected the latest editions of all *I Love English* book sets. The term book set in this thesis refers to all the books that are part of and used in one grade, those being the Student's Book, Workbook, Teacher's Book and the Tests Book. The author looked through all the books part of the set and collected all tasks about reported speech that could be found. The analysis

includes book sets *I Love English 4 – 7*. The book sets *I Love English 1 – 3* were left out of the analysis because they did not include any tasks regarding reported speech. Reported speech tasks were first introduced in *I Love English 4* and every following book set included some tasks regarding reported speech. The tasks concerning reported speech could be found in the workbook and tests. Statistical analysis of what reporting verbs are presented to the learner and how many times the learners encounter them was done using the open-source computer program QCAMap.

The *I Love English* textbook series set compiled by Ülle Kurm and Ene Soolepp and published by Kirjastus Studium is widely used in schools. It is said to be in accordance with the learning outcomes and topics stated in the National Curriculum. The series facilitates the development of language skills by incorporating diverse activities encompassing listening, speaking, reading, and writing, as noted by Tera (2015: 1).

The *I Love English* series is built so that the Student's Book focuses more on teaching new vocabulary related to the unit's topic, and the Workbook focuses on the grammar topic of the unit. Grammar topics are taught explicitly and implicitly in the Workbook. This means that the students notice or detect a grammar rule and then practice (implicit), or the teacher provides the students with rules that can then be applied in exercises (explicit). It has been noted the *I Love English* series uses an inductive method quite often. That means students are expected to derive the rules based on the examples (Zagura 2015: 10). The grammar topics that are new to the students are introduced via grammar boxes and tables before the exercises. Both in English and Estonian, grammar rules are presented succinctly and methodically, along with examples of how to apply them. Exercises requiring the application of the rules listed in the grammar boxes are typically included after these rules.

2.2 Reported Speech in the *I Love English* series

The *I Love English* series is compiled in a way that the Student's Book does not have any reported speech exercises. All tasks and explanations of the rules concerning reported speech can be found in the Workbook. The learning of the rules is tested in unit tests.

The students encounter reported speech for the first time in *I Love English 4*, intended for sixth-grade pupils (Kurm and Soolepp 2015a: 2). Students have exercises about reported speech in Unit 12 – People, Unit 13 – Stressed, Unit 14 - Street, Unit 15 – Red Nose Day / Show what you know, and Unit 16 – We care. In all of the units, none of the exercises involved tense backshift, meaning that all the exercises required students to report the sentence without any changes in tense. While the majority of the exercises involved declarative sentences, there was one exercise focused on reporting questions, and three exercises focused on reporting requests and warnings. The book set did not introduce any other reporting verbs than *say*, *tell* and *ask*.

I Love English 5 is intended for the seventh grade (Kurm and Soolepp 2016a: 2). The units with reported speech exercises are Unit 7 – The Weather, Unit 12 – Superstitions, and Unit 17 – Garden. The exercises regarding reported speech in this book set involved declarative sentences, questions, requests and warnings. While similarly to the previous book set *I Love English 5* did not include backshift of the tenses, the book set did include exercises with *to* + *-ing* form. The book set also introduced new reporting verbs in addition to *say*, *tell* and *ask*.

I Love English 6 is intended for the eighth grade (Kurm and Soolepp 2017a: 2). The units with reported speech exercises are Unit 4 – Art, Unit 5 – Show what you know, Unit 6 – Safety first, Unit 14 – Relationships, and Unit 19 - Trees. The exercises in this book set included backshift of tenses, change in time and place words, *to* + *-ing* form, and reporting verbs introduced in the previous book set.

I Love English 7 is intended for the ninth grade (Kurm and Soolepp 2018a: 2). Units with reported speech exercises are Unit 16 – Estonia and Unit 19 – Career. The exercises regarding reported speech in this book set included all of the aspects that the students had learned about reporting speech in the previous book sets.

2.2.1 RQ 1: How does the selection of reporting verbs and reporting structures broaden in the series?

One interest of the author of this thesis was to see how the selection of reporting verbs broadens over the series. In order to analyse this, every book in the *I Love English* series that included reported speech was examined. The first book set where the learner encounters reported speech is *I Love English 4*. Because of that, book sets *I Love English 1-3* were not included in the analysis.

The following table (Table 3) shows the verbs that were used in reported speech exercises and how many times they were used. The table was compiled by finding all the exercises in Workbooks and unit test versions and analysing the verbs used in direct speech sentences given to students and reported speech sentences expected from students. The sentences expected from the students were provided in the Teacher’s Book. Actual sentences that the students write were not analysed.

Table 3. How often different reporting verbs were present in the *I Love English* series.

	Say	Ask	Tell	Suggest	Recommend	Promise
I Love English 4	103	54	37	0	0	0
I Love English 5	82	74	20	12	11	11
I Love English 6	153	90	29	20	12	9
I Love English 7	24	31	18	5	4	1

	Offer	Warn	Agree	Invite	Want to know	Add
I Love English 4	0	0	0	0	0	0
I Love English 5	7	6	4	4	2	2
I Love English 6	6	12	7	4	11	0
I Love English 7	2	1	1	0	8	0

Across all analysed *I Love English* book sets, where reported speech exercises were present, the verb *say* was used the most, as seen from the table. The verb *say* was the most used verb both in direct and reported speech sentences. Looking at how the occurrence of the verb *say* changes over the years, the usage of it decreases almost every year, and the occurrence of other reporting verbs increases, with the exception of *I Love English 6*, where the usage of every reporting verb increases. The increase in reporting verb usage in *I Love English 6* can be explained by the fact that this book set had the most exercises about reported speech compared to other book sets. The next most commonly used verbs across all book sets were *ask* and *tell*.

As can be seen from the table, *I Love English 4* utilises only three reporting verbs - *say*, *ask*, and *tell*. This limited selection can be attributed to the fact that *I Love English 4* is intended for the sixth grade, and it is the first in the series to introduce reported speech to the learner. The reporting verb *say* was the most frequently used verb, appearing both in direct and reported sentences. The reporting verb *ask* was predominantly used in the reported speech sentences expected from the students, except for one exercise in Unit 16, where it was also used in direct speech sentences.

In contrast to *I Love English 4*, *I Love English 5* provides students with numerous new reporting verbs such as *suggest*, *recommend*, *promise*, *offer*, *warn*, *agree*, *invite*, *want to know*, and *add*. This increase in reporting verbs can be a reason for the decrease in the usage of the reporting verb *say*. In many cases, the exercise description provided the reporting verbs to be used for reporting the sentences. In *I Love English 4*, the students were only provided with example sentences that used *say* and *tell* as reporting verbs for statements and *ask* as reporting verb for questions.

The small number of reporting verbs in *I Love English 7* can be explained by the fact that only two units contain exercises about reported speech. Since *I Love English 7* is

intended for ninth-grade pupils, the book set has to cover many topics for the students to review. The book set had in total of three reported speech exercises across the units.

Across all of the book sets, only seven exercises had a grammar box included out of all 24 reported speech exercises in the workbooks. *I Love English 4*, *I Love English 5*, and *I Love English 6* contained mostly exercises that provided students with example sentences done for them as a grammar box to notice the rule. These examples were intended to assist the students in recognizing the grammar rule being taught. *I Love English 7* did not have any grammar boxes before the reported speech exercises nor revision units regarding reported speech. No book set presented any rules regarding the difference between using *say* and *tell* as reporting verbs to the students. As mentioned above, the *I Love English 4* and *I Love English 5* did not introduce backshift of tenses to the students. The changes in pronouns were shown to students in example sentences.

2.2.2 RQ 2: How are reported speech grammar rules presented in the *I Love English* textbook series?

Analysing how rules to grammar topics in the *I Love English* textbook series are presented, it can be seen that the series is built mostly on the inductive method, where students discover the rules by analysing the examples given. Because of that, not many rules are presented to the learner before the exercises in the *I Love English* series. Instead, the learner is presented with example sentences. However, in some instances, the learner is presented with the rules on how to report (Picture 23, Appendix 3). The rule presentation structure does not apply only to reported speech but to other grammar topics included in the book series as well. Short conclusions of the rules and explanations of the grammar topic are presented to the student in units 5, 10, 15 and 20, all titled *Show what you know* if the grammar topic was presented to the students in the previous units.

Looking closer at how reported speech rules are presented to the learner, the very first reported speech exercise in *I Love English 4*, the workbook presents the student with the instructions to write the sentences in reported speech, which is followed by a small blue grammar box with examples of direct speech and reported speech (picture 1, Appendix 1). The examples only highlight the change in pronouns when reporting. No back-shifting in tense happens in the reported sentences. In the following exercises and units in the *I Love English 4* if no blue box with examples is provided before the exercise, the students are given a few example sentences already done for them within the exercise. The first exercise uses only reporting verb *say*. Reporting verbs *tell* and *ask* are introduced later to the student. With reporting verb *tell*, no explanation is provided why they ought to use this reporting verb instead of *say* (Picture 4, Appendix 1). Reporting verb *ask* and the change in reporting structure compared to direct sentence structure is used in one exercise where the student is expected to notice from the example sentence provided in the blue grammar box that if the direct sentence has *ask*, they are expected to use *ask* in the reported sentence as well (Picture 8, Appendix 1).

In the revision unit (Picture 6, Appendix 1), the students get a brief overview of what they have already practised in the previous units and exercises, for example, that there are no quotation marks used in reported speech, the word *that* can be left out, and where necessary, pronouns and verbs change. Although the exercise instructions in all units are given to the learner in English, in the revision unit the brief overview of reported speech and the most important changes happening are presented to students in Estonian. That is most likely due to the fact that the topic is new and to ensure the students understand what reported speech is and how it works. The overview of the changes happening when reporting acts as a reminder of what the students have already practised in the exercises before. All of the changes presented in the overview were things that the students had previously practised

using in the exercises – no quotation marks, the not obligatory *that*, and changes in verb forms and pronouns. The use and difference in the meaning of the reporting verbs is not explained in any revision units of *I Love English 4*.

The first reported speech exercises in *I Love English 5* do not provide the student any grammar box. However, a few example sentences with important parts highlighted with different colour are still provided for the learners. *I Love English 5* presents the students some new reporting verbs and provides instructions on how some of them when reporting require *to + verb* form (e.g. *agree, promise, offer*) and how some require *verb + -ing* form (e.g. *recommend, suggest*) in grammar box before one exercise (Picture 23, Appendix 3). *I Love English 5* does not provide any overview of reported speech rules in the revision units nor does the revision unit provide any exercises regarding reported speech. That could be explained by the fact that no new rule was introduced to the students.

Reported speech exercises in *I Love English 6* follow the same structure as in previous book sets. The students are provided either a blue grammar box before the exercise with example sentences or with example sentences done for the student within the exercise. *I Love English 6* is the first book set to introduce tense backshift to the learner (Picture 38, Appendix 5). The learner is expected to notice the change in tense from the example sentences provided before the exercise (Picture 40, Appendix 5). An overview of how tenses backshift is provided in one exercise. The revision unit offers an overview of tense changes, time and place word changes and a short list of reporting verbs. No explanation of why tense and time and place words change is offered.

Across all units in *I Love English 7*, the book set included three exercises in the workbook where students were asked to use reported speech. The students had no example sentences provided. Similarly to *I Love English 5*, the *I Love English 7* revision units do not offer any overview of reported speech, nor do the revision units provide any exercises to

practice reported speech.

Another aspect worth analysing is the exercise instructions. Across all book sets in the series, in most cases, the instructions for reported speech exercise was “Report the sentences” or “Write the sentences in reported speech”. Further instructions were provided only if the student were asked to use other reporting verbs than *say*, *tell*, or *ask*.

2.2.3 RQ 3: What is tested about reported speech in the *I Love English* series, and how do the practice materials support preparation for the textbook set test?

The book sets and units in the book that included reported speech also had corresponding exercises about reported speech in their unit tests. If the unit had no exercises about reported speech in the workbook, there were none in the test as well. Across all *I Love English* books, there were in total 14 units that included exercises about reported speech. That also means that the same 14 units had exercises about reported speech in the unit test.

Before describing and analysing the tests that included reported speech exercises, it is important to look at the exercises about reported speech provided in the workbook. The exercises of reported speech in the workbook all follow the structure that the learner is given a sentence in direct speech that they then need to write in reported speech. No exercise of rewriting reported speech sentence in direct speech or any other exercise type or suggestion to the teacher was present.

Looking at what the students are given in the exercises, it can be seen that in the first book sets intended for younger learners, the exercises include more example sentences in reported speech than in book sets intended for older students. That can be explained by the fact that in later book sets the students are already familiar with reported speech and how it should be formed, and they are assumed to not need examples to refresh their memory. In the first-ever exercises about reported speech, students are not given any reporting verbs they need to use when reporting the direct sentence. The students are expected to follow the

example and use the same reporting verb as given in the example. In most cases, the reporting verb that was used was *say*. Later reporting verbs *ask* and *tell* were provided also in the examples, which indicate that the learner is to use them when reporting.

I Love English 5 is the first book set in the series that introduces new reporting verbs in addition to *say*, *tell* and *ask*. While in the previous book set, *I Love English 4*, the students were presented with example sentences with the only reporting verb they were expected to use in the exercise, starting from *I Love English 5*, the students were now provided new reporting verbs that they were expected to use when reporting. The rules regarding the new reporting verbs and examples of their use were provided to the student in one exercise (Picture 23, Appendix 3). The reporting verbs presented to the students to use when reporting were *suggest*, *recommend*, *promise*, *offer*, *warn*, *agree*, *invite*, *want to know* and *add*. These reporting verbs, with the exception of *recommend*, *want to know* and *add*, were listed as the most common reporting verbs in the table given above (Table 2).

When analysing the exercises in the workbook, the author of this thesis could only identify two types of how direct speech sentences that were presented to the student in an exercise. One type was that the student was given all the direct sentences in the exercise with separate accompanying sentences. An example of this type can be seen in Picture 1 (Appendix 1). Another type that was commonly used was that the learner was given one accompanying sentence for all the different direct sentences in the exercise. An example of this can be seen in Pictures 46 and 47 (Appendix 5). These exercise types were both used in the tests as well.

Another thing that the author of this thesis noticed was that in some cases, the tests are very similarly worded to the exercises in the workbook. For example, pictures 1 (Appendix 1) and 9 and 10 (Appendix 2) show how the sentences in an exercise in the workbook and sentences in the test are exactly the same. In the later book sets the sentences in the tests

exercises are no longer identical. Nevertheless, there are still many similar sentences that can be found, for example, pictures 65 (Appendix 7) and 69 (Appendix 8) show that in the workbook exercise, the sentence that the learner had to report was: *Kevin said to Martin, "Do you know which ones are edible mushrooms?"* and in the test, the learner was asked to report sentence: *Helen said to Ken, "Do you know which mushrooms are poisonous?"*. The general tendency is that the higher the grade where the book set is used, the less similar the sentences in the workbook book exercises and tests are.

2.2.4 RQ 4: Is informal reported speech represented in the *I Love English* series? If it is, then how is it represented?

Informal reported speech, explained above as using other markers, e.g. *be like* and *go*, when reporting direct speech, could not be found present in the *I Love English* series. The author of this thesis proposes that the reason informal reported speech is not included in the textbook series is because the authors of the series may believe that its inclusion could be confusing for learners. Additionally, since national exams do not typically test for informal reported speech, it may be seen as unnecessary to include in the textbooks.

2.3 Discussion

After conducting the literature review and analysis, the author of this thesis highlights some of the most significant aspects of the study and discusses how the textbook series supports learning, as well as areas for possible improvement. Following the learning-acquisition of languages explained in the literature review and the analysis of the textbook series, it could be said that the *I Love English* textbook series supports both language learning and the acquisition of English language. According to Schütz (2018: para 7), language acquisition is based in rule discovery where the students construct the rules based on

examples and apply them. *I Love English* textbook series utilises that quite often. Schütz (2018: para 7) also explains how language learning is rule-driven, meaning the students are given the rules they need to apply in the exercises. *I Love English* utilises that as well. The balance between presenting the rules before the exercise and presenting example sentences seems to be balanced in the textbook series. In both cases, however the exercise is constructed, the student has the opportunity to consult the teacher when they do not discover the rule from the example or when they do not understand the rule given.

The author of the thesis notes that to assist students in recognizing grammatical patterns, language theorists have developed a structure for sequencing grammar learning activities, which includes observing, structuring, and proceduralizing (Batstone 1995; DeKeyser 2001). The *I Love English* textbook series incorporates all three of these sequence patterns. In the initial observation stage, students notice the connection between form and meaning by studying examples with highlighted parts provided to them before the exercises. In the second stage, structuring, the student practices using the observed grammar patterns in the workbook exercises under the teacher's supervision, who can point out mistakes and assist the student in expressing the meaning correctly. In the final stage, proceduralisation, the student applies the newly learned grammar patterns by completing the unit tests.

Of all the suggestions for structuring stage that Dendrinis (2015: slide 21) suggests (group activities, language games, meaningful repetition drills (e.g. rhymes), and controlled written practice) the *I Love English* textbook series seems to only use controlled written practice for reported speech. Similarly for the proceduralisation stage, of all the possible options suggested by Dendrinis (2015: slide 22) - problem-solving, storytelling using images, correcting content and form errors that the teacher makes on purpose, roleplaying, etc., the *I Love English* textbook series seems to use none of them and instead uses testing.

Another topic worth discussing based on the literature review and the analysis of the

textbook series is the way the instructions to the students are provided. As was mentioned in the analysis, the instructions given to the students were rather short and straightforward – “Report the sentences”, and “Write the sentences in reported speech”. That is in accordance with what Cameron (2001: 96) has said about how instructions presented to the learner should be – basic and straightforward. Nevertheless, as indicated in the literature review, it is essential for the sentences within exercises to be contextualized, ensuring that the practice of the grammar topic is not carried out in isolation.

The author of this thesis notes that if students were to recognise that the test exercises are identical to the ones they have already completed in the workbook, there is a risk that they may simply memorise the sentences without fully grasping the underlying grammar topic. The author also thinks that memorising the sentence and not the rule on how to form reported speech is possible, since in the first book sets dealing with reported speech, the unit does not include that many reported speech exercises, and therefore also sentences, that the student would have to memorise for the test. The validity of this theory is somewhat challenged in the later book sets, as the sentences in the workbook exercises and the sentences in the tests are no longer identical. Based on the description of the workbook exercises and test exercises above, the author of this thesis speculates that in the lower grade book sets, the practice materials in the workbook prepare the student to memorise the sentences word for word rather than preparing the student to learn how reported speech works. In the latter grades and book sets, the practice materials prepare the students more to learn the rules of reported speech rather than preparing them to memorise the sentence word for word, since the test exercises do not include the same sentences as the practice materials in the workbook.

Another aspect that was analysed in this thesis was the inclusion of informal reported speech in the textbook series. In the analysis was found that informal reported speech was

not present in the series. In the event of future new publications of the *I Love English* textbook editions, it could possibly be beneficial if the authors were to incorporate exercises that utilise the markers *be like* and *go* for reported speech as well. As evidenced by researchers Barbieri and Eckhardt (2007: 223), native speakers often use alternative markers beyond the traditional *say* and *tell* for reporting. Ultimately, the primary aim of language teaching is to equip learners with the skills necessary to communicate effectively. Therefore, it would be beneficial for learners to acquire the language patterns and structures commonly utilised by native speakers. So far when there are no informal reported speech exercises in the textbook series, the teachers who use this series could find additional exercises that would help the students learn informal reported speech usage as well.

There are few more suggestions based on the analysis and personal experience using the textbook series that the author of this thesis makes for users of *I Love English* series. As was mentioned above, the students would benefit from different exercises types for grammar topics. Therefore, the first suggestion would be to vary exercise types. Some variation suggestions for reported speech exercises would be forming direct speech from reported speech sentences, gap filling exercises, multiple choice questions, speaking exercises (orally reporting partner's story to another partner), explaining the differences between the meanings of different reporting verbs and how they affect the meaning of what was said, etc.

Another suggestion would be to offer a wider selection of reporting verbs in the exercises. The table provided in the literature review (Table 2) offers a rather wide selection of common reporting verbs but the textbook series utilises only a small amount of them in the exercises. The wider selection of reporting verbs used in the exercises could help to broaden the student's vocabulary. The author of this thesis does not want to suggest a wider selection of reporting verbs to students from the beginning of learning the topic, but instead suggests gradually expanding the range of reporting verbs over the course of several years.

This wider selection of reporting verbs could be introduced through additional exercises.

The final suggestion that the author of this thesis makes would be for the creators of the textbook series to include in the Teacher's Book some suggestions of games, online exercises and websites or what to pay attention to for the grammar topics presented in the series. Additionally, the author suggests including a grammar reference section that outlines what topics are covered in the book and to what extent they are taught. This would help new teachers who are not very familiar with the book series yet to understand better how much of the grammar topic they should present to their students.

3 CONCLUSION

The main aim of the thesis was to provide an overview of how reported speech is presented in the *I Love English* textbook series. Through literature review and analysis, the author aimed to point out the strong suits of the textbook series as well as some areas where improvement could be useful. To compile the suggestions offered in the discussion, an analysis of reported speech exercises in the *I Love English* series was conducted.

The analysis was largely based on describing how reporting verbs' vocabulary and structures change over the years, how the rules of reported speech are presented in the textbook series, what is tested about the grammar topic in the test set and if informal, everyday usage of reported speech is present in the *I Love English* series. The author found that changes in reporting verbs happen over the years and the vocabulary broadens. Analysis on how the rules of reported speech were presented found that in most cases the exercises in the workbook followed the implicit approach where the students were presented with example sentences from where they were expected to figure out the rule to apply in the exercise. However, some exercises included the explicit approach as well where students were presented with rules to apply in the exercise. Analysis on what is tested found that the tests included in the book sets seem to be very similar to the exercises in the workbook that the students have already completed. And finally, the analysis found that informal reported speech was not included in the textbook series. Based on the literature review and the analysis conducted, some recommendations were provided for the users of the textbook series. Overall, the objective of these suggestions was to point out aspects of the grammar topic that could cause difficulties for the learner and how to help both the teacher and the learner.

When learning a foreign language, the ultimate goal is to help to develop communication skills. Therefore, it is advisable for teachers to prioritize grammar instruction

in a way that supports this objective. Instead of teaching grammar in isolation, it should be integrated with other language skills to enable students to produce grammatically accurate spoken and written sentences. Although the communicative language teaching approach emphasizes communication over grammar, it is still essential to provide students with opportunities to notice and structure grammatical patterns, and to proceduralise them in order to effectively apply newly learned grammar rules.

When teaching languages to young learners, two processes can occur: language acquisition and language learning. To acquire articles naturally in an EFL classroom, students should be provided with an environment that mimics real-life English language usage. However, outside of the classroom, students may encounter situations where language is acquired, such as playing videogames, consuming multimedia in English, or traveling to foreign countries. Despite this exposure, it may not be enough for students to understand the underlying structures of the language. Therefore, while language learning is the primary objective in an EFL classroom, teachers should still encourage students to explore opportunities for natural language acquisition outside of class as well.

As mentioned above, the aim of the thesis was to provide an overview of reported speech in the *I Love English* textbook series, point out the strong suits of it and based on the analysis offer few suggestions on what could possibly be improved. The analysis should point out that the textbook series follows similar pattern throughout years and book sets and could possibly use some variation. Overall, the analysis and recommendations provided were based on the National Curriculum and therefore should be suitable for teachers who find that more attention to reported speech topic in the textbook series could be drawn.

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APPENDICES

APPENDIX 1: I Love English 4 Workbook

6 Write the sentences in reported speech.

Direct speech *otsene kōne*
 "I need help with my homework," Tom says.
 "I don't know these girls," Jenny says.

Reported speech *kaudne kōne*
 Tom says that **he** needs help with **his** homework.
 Jenny says that **she doesn't know** these girls.

1 "I'm an only child," Emma says.

2 "My family is supportive," Jonas says.

3 "I'm not in a good mood today," Dad says.

4 "I've got three siblings," my friend says.

5 "I have never worn a kilt," Uncle Ben says.

6 "I knitted this cardigan myself," Helen says.

7 "We haven't been to Norway," my cousins say.

8 "We can't explain our mistake," the kids say.

9 "Our cat abandoned her kitten," Di says.

74
 People

Picture 1. Reported speech exercise in *I Love English 4*, Unit 12, p 74.

2 Write the sentences in reported speech.

1 "I keep a healthy diet," says Mum.
Mum says that she keeps a healthy diet.

2 "I'm stressed because my granny passed away last night," says Lucy.
Lucy says

3 "I'm mad at you because you behaved like a spoiled baby," says Aunt Frida.

4 "I can't go out because I'm doing my homework," says Sam.

5 "I'm worried because one of my sheep has disappeared," says Hilda.

6 "I have never lost my temper because of school," says Billy.

77
 Stressed

Picture 2. Reported speech exercise in *I Love English 4*, Unit 13, p 77.

Unit 13

7 Kate says, "I have finished your book and I can give it back to you."

8 Jamie says, "I don't like tomatoes in my salad."

9 Helen says, "I'm not worried about my looks."

10 Dad says, "I have borrowed a bike from my friend."

Picture 3. Reported speech exercise (cont.) in *I Love English 4*, Unit 13, p 78.

4 Write the sentences in the reported speech.

- 1 The teacher says to us, "Stop talking and listen to me."
The teacher tells us to stop talking and listen to her.
- 2 Mum says to me, "Close the door, please."
Mum asks me to close the door.
- 3 He says to the driver, "Switch off the wipers."
He tells
- 4 "Reduce the speed," the policeman says to Mike.
The policeman tells
- 5 "Pay attention to the rules," our English teacher says to us.

- 6 "Turn left at the traffic lights," his father says to the son.

- 7 "Please open your books at page twenty," Miss Andrews says to the students.

- 8 "Go to the market and buy me some meat, please," she says to the servant.

- 9 "Take the second street right," the guide says to the tourists.

- 10 The doctor says to the girls, "Keep a healthy diet."

- 11 Dad says to me, "Clean the car plates, please."

85
Street

Picture 4. Reported speech exercise in *I Love English 4*, Unit 14, p 85.

Unit 14

5 Write the sentences in the reported speech.

- 1 "Don't eat so many sweets," the doctor says to us.
The doctor tells us not to eat so many sweets.
- 2 "Don't rush or shout in the corridor," Mr Keating says to the boys.

- 3 "Don't splash so much water on the floor," Mum says to my sister.

- 4 "Don't walk on the cycle path," the policeman says to the pedestrians.

- 5 "Don't eat snacks between meals," Alice says to me.

- 6 "Don't lose any more weight," the doctor says to the teenage girls.

- 7 "Don't hide your face in a hoody," Mr Clark says to Sten.

- 8 "Don't walk on the wrong side of the road," Dad says to us.

- 9 "Don't bully your mates," Annie says to Robert.

- 10 "Don't call us names, please," they say to Sheila.

Picture 5. Reported speech exercise in *I Love English 4*, Unit 14, p 86.

Unit **15** **RED NOSE DAY**

ROUND-UP

1 **Reported speech** kaudne kõne

Kaudses kõnes toimuvad otsese kõnega võrreldes järgmised muutused:

- 1 Jutumärgid kaovad.
- 2 Jutustava lause puhul lisandub sidesõna **that**, mille võib ka ära jätta.
- 3 Vajadusel muutuvad asesõnad.
- 4 Vajadusel muutub tegusõna vorm.

Kate says, "I like my school."	Kate says (that) she likes her school.
Thomas says, "I made this picture myself."	Thomas says (that) he made this picture himself .
Nelly says to me, "Give me my shoes, please."	Nelly asks me to give her her shoes.
Jim says to his mates, "Stop bullying."	Jim tells his mates to stop bullying.
Granny says, "Stop throwing a tantrum, Megan. You won't get your way."	Granny tells Megan to stop throwing a tantrum. She adds that she won't get her way.

Picture 6. Reported speech rules in *I Love English 4*, Unit 15, p 90.

Unit 15

3 Write the sentences in reported speech.

- 1 "You are beautiful, Becky," says Mary.
Mary says that Becky is beautiful.
- 2 Mum says, "Your hair is a mess."
Mum says that my
- 3 Jim says, "I can play the guitar."
.....
- 4 "My grandad is a world-famous musician," says Kevin.
.....
- 5 Granny says, "Don't try to get your way, Jim."
.....
- 6 Grandad says, "Please give me the tape."
.....
- 7 Betty says, "Stop shouting, Sam. I want to sleep."
.....
- 8 Mum says, "Show me your diary, Megan."
.....
- 9 Granny says, "Get a move on, girls. The bus is coming."
.....
- 10 Mrs Pope says, "Stand up, girls. You need some exercise."
.....

Picture 7. Reported speech exercise in *I Love English 4*, Unit 15, p 92

Unit 16

7 Write the sentences in reported speech.

! Derek asks, "Do you like pizza, Martin?"
Derek asks Martin **if** he likes pizza.

- The teacher asks the class, "Is everybody present?"
.....
- Carl asks me, "Do you know this boy?"
.....
- Tina asks Lily, "Can you speak French?"
.....
- Fred asks Joe, "Is your brother younger than you?"
.....
- Simon asks Sally, "Are your sisters married?"
.....
- Emily asks Stella, "Have you got a nephew?"
.....
- Molly asks Steve, "Do you prefer ice cream to chocolate cake?"
.....
- Miss Clark asks the class, "Did you like your science project?"
.....

Picture 8. Reported speech exercise in *I Love English 4*, Unit 16, p 100.

APPENDIX 2: I Love English 4 Tests

5 Write the sentences in reported speech.

- 1 "I'm not an only child," Emma says.
- 2 "I'm in a good mood today," Dad says.
- 3 "I've got two uncles," my friend says.
- 4 "I wore a kilt at a festival last year," Ben says.
- 5 "I have knitted two cardigans," Helen says.
- 6 "We can't read tongue twisters," the kids say.

Picture 9. Reported speech exercise in *I Love English 4*, Unit 12 test A.

5 Write the sentences in reported speech.

- 1 "My friends are very supportive," Jonas says.
- 2 "My mum has got two brothers," my friend says.
- 3 "I spent all my pocket money yesterday," Ben says.
- 4 "I have never worn tattered jeans," Helen says.
- 5 "We haven't been to Scotland," my cousins say.
- 6 "The coach accepted our training plan," the kids say.

Picture 10. Reported speech exercise in *I Love English 4*, Unit 12 test B.

3 Write the sentences in reported speech.

- 1 The teacher says to us, "Open the textbooks at page ten."
.....
- 2 The master says to his servant, "Bring me a bucket of water."
.....
- 3 The policeman says to the tourist, "Take the first street left."
.....
- 4 "Don't play with matches," Dad says to us.
.....

Picture 11. Reported speech exercise in *I Love English 4*, Unit 14 test A

What we learn with pleasure, we never forget.

5 "Don't fly your kite near the power lines," Liam says to Warren.
.....

6 "Don't be late, please," Mrs Clark says to the students.
.....

Picture 12. Reported speech exercise (cont.) in *I Love English 4*, Unit 14 test A.

3 Write the sentences in reported speech.

1 Mum says to me, "Please clean up the kitchen."
.....

2 Brenda says to Juno, "Look after your sister."
.....

3 The policeman says to the driver, "Fasten your seat belt, please."
.....

4 "Don't change course," the captain says to the crew.
.....

Picture 13. Reported speech exercise in *I Love English 4*, Unit 14 test B.

What we learn with pleasure, we never forget.

5 "Don't spend all your pocket money," my brother says to me.
.....

6 "Don't call me so early, please," my sister says to her friend.
.....

Picture 14. Reported speech exercise (cont.) in *I Love English 4*, Unit 14 test B.

What we learn with pleasure, we never forget.

4 Write the sentences in reported speech.

- 1 "You are a bit lazy, Mia," says Susan.
.....
- 2 Mum says to me, "Your hands are dirty."
.....
- 3 Betty says, "Get dressed, Sam. We need to go."
.....
- 4 Mr Otis says to the servant, "Remove this ugly stain from the floor."
.....
- 5 Granny says, "Please don't throw a tantrum again, Nelly."
.....
- 6 Mum says, "Don't forget to water the flowers, Alex."
.....

Picture 15. Reported speech exercise in *I Love English 4*, Unit 15 test A.

What we learn with pleasure, we never forget.

4 Write the sentences in reported speech.

- 1 "Your idea is brilliant, Mia," says Susan.
.....
- 2 Mum says, "Your party was nice."
.....
- 3 Betty says, "Get up, Sam. We can't be late."
.....
- 4 Mr Otis says to the servant, "Clean up the whole house."
.....
- 5 Granny says, "Please don't be rude again, Nelly."
.....
- 6 Mum says, "Don't run in the corridor, Alex."
.....

Picture 16. Reported speech exercise in *I Love English 4*, Unit 15 test B.

What we learn with pleasure, we never forget.

4 Write the sentences in reported speech.

- 1 The teacher asks the class, "Is anybody absent?"
.....
- 2 Carl asks me, "Do you know these girls?"
.....
- 3 Tina asks Lily, "Can you speak Finnish?"
.....
- 4 Fred asks Joe, "Is your brother older than you?"
.....
- 5 Simon asks Sally, "Are your cousins married?"
.....
- 6 Emily asks Stella, "Have you got a niece?"
.....

Picture 17. Reported speech exercise in *I Love English 4*, Unit 16 test A.

What we learn with pleasure, we never forget.

4 Write the sentences in reported speech.

- 1 The teacher asks the class, "Is Thomas absent?"
.....
- 2 Carl asks me, "Do you know this story?"
.....
- 3 Tina asks Lily, "Can you speak Russian?"
.....
- 4 Fred asks Joe, "Is your dad older than your mum?"
.....
- 5 Molly asks Steve, "Do you prefer skiing to skating?"
.....
- 6 Miss Clark asks the class, "Did you like your open-air show?"
.....

Picture 18. Reported speech exercise in *I Love English 4*, Unit 16 test B.

APPENDIX 3: I Love English 5 Workbook

7

6 Write the sentences as reported speech.

Study the examples:

"I want to help you," he says to me.	He tells me <i>that he wants to help me.</i>
"Do you like this book?" he asks his sister.	He asks his sister <i>if she likes this book.</i>
"Don't forget your chores," Mum says to me.	Mum tells me <i>not to forget my chores.</i>
"Do your homework first," she says.	She tells me <i>to do my homework first.</i>

1

"The sky is unusually grey today," Uncle Henry says.
"Are the cows and horses in the shed?" he asks Aunt Em.
"Don't go out," he says to Dorothy.
"Close all the windows, please," he says to her.

.....
.....
.....

2

"There's a cyclone coming," Uncle Henry says to his wife.
"Is the trap door open?" he asks.
"Don't play with Toto any more," Aunt Em says to Dorothy.
"Run for the cellar," she says to her.

.....
.....
.....

The weather **53**

Picture 19. Reported speech exercise in *I Love English 5*, Unit 7, p 53.

7

3

"I often read a good book twice," Carl says.

"Do you borrow books from the library?" he asks.

"Watch a film based on this book," he says to me.

4

"I don't feel well," Lucy says.

"Have you got a temperature?" Ivy asks her.

"Stop blowing your nose," Peter says to Lucy.

5

"Stop grumbling about the weather, Ed," Tina says.

"I'm pretty sure it'll clear up in an hour," she adds.

"Do you know any good jokes?" she says.

6

"I am not myself," Alice says to the Caterpillar.

"Put it more clearly," the Caterpillar says to her.

"Are your feelings sometimes different?" Alice says.

Picture 20. Reported speech exercise in *I Love English 5*, Unit 7, p 54.

4 Write the sentences as reported speech.

Jane asks Lily, 'How old are you?' Jane asks Lily **how old** she is.
Asher asks Bob, 'Where do you live?' Asher wants to know **where** Bob lives.
John asks me, 'When did it happen?' John wants to know **when** it happened.

1 Josh asks Maria, 'How much does a cinema ticket cost?'

.....

2 Vicky asks Chloe, 'What time does the film start?'

.....

3 Ellie asks Adam, 'What kind of films do you like?'

.....

4 Jeff asks Chris, 'Why did you open the umbrella?'

.....

5 Jeremy asks Joseph, 'When did you meet a chimney sweep?'

.....

6 Thomas asks Patrick, 'How many candles did you blow out?'

.....

7 Julia asks Stephen, 'Why were you standing under the ladder?'

.....

8 Tina asks her friends, 'Where can I find clover plants?'

.....

5 Write the sentences as reported speech.

1 Emma asks me, 'What is your lucky number?'

.....

2 Joe asks Alex, 'Why are you laughing?'

.....

Picture 21. Reported speech exercise in *I Love English 5*, Unit 12, p 86.

12

3 Ben asks Ryan, 'Where are all your mates?'
.....

4 Luke asks the girls, 'How do you say it in Estonian?'
.....

5 Chelsea asks Abigail, 'What time does the museum open?'
.....

6 Kevin asks Ellen, 'Why have you put a horseshoe over the door?'
.....

7 Oliver asks Sarah, 'Where have you been?'
.....

8 Mia asks Abbie, 'What are you going to do on Sunday?'
.....

9 Lewis asks Liam, 'How much did you pay for the camera?'
.....

10 Sarah asks Matthew, 'Why were you late?'
.....

Picture 22. Reported speech exercise (cont.) in *I Love English 5*, Unit 12, p 87.

7 Complete the sentences with one of the verbs in the present simple.

<p>agree promise offer</p> <p style="text-align: right;">+ to verb</p>	<p>'Okay, I will give you some money.' He agrees to give me some money. 'Yes, of course I will help you.' She promises to help me. 'Shall we do the chores for you?' They offer to do the chores for me.</p>
<p>recommend suggest</p> <p style="text-align: right;">verb + -ing</p>	<p>'I think you should write about it?' He recommends writing about it. 'Let's play outside.' They suggest playing outside.</p>

Use the verbs agree promise offer recommend suggest

1 'Let's leave all our things here,' Ken says.
Ken leaving all our things here.

2 'Don't worry, I will write to you,' Martin says.
Martin to write to us.

3 'I can carry the bag for you if it's too heavy,' Kevin says.
Kevin to carry the heavy bag for me.

88 Superstitions

Picture 23. Reported speech exercise in *I Love English 5*, Unit 12, p 88.

4 'Be very careful with the mirror. It's bad luck to break it,' Granny says.

Granny being careful with the mirror.

5 'We're late. Why don't we go by bus,' the boys say.

The boys going by bus.

6 'Okay, I will wash up if you clean the bathroom,' my sister says.

My sister to wash up if I clean the bathroom.

7 'If you don't know the words, then look them up in the dictionary,' our English teacher says.

Our English teacher looking new words up in the dictionary.

8 Report the sentences.

Use the verbs **agree** **promise** **offer** **recommend** **suggest**

1 'Let's have a rest,' Hollie says.

.....

2 'It's better to do your homework before you get tired,' Mum says.

.....

3 'I will call you tomorrow,' he says to me.

.....

4 'I can give you a better job if you want,' the boss says.

.....

5 'Okay, I will buy you an ice cream,' she says.

.....

6 'Why don't you make up with your friend?' she says.

.....

7 'I will be back in a minute,' he says.

.....

Picture 24. Reported speech exercise in *I Love English 5*, Unit 12, p 89.

4 Write the sentences as reported speech, using the verbs below.

'Don't go near the fire,' Dad says to us. Dad **warns** us **against going** near the fire.
 Dad **warns** us **not to go** near the fire.

invite recommend suggest offer promise warn

1 'Don't touch the pot; it's hot,' Granny says to us.

2 'I'll definitely be home by ten,' says Julia.

3 'Would you like to come to the theatre with me on Saturday?' Paula says to me.

4 'How about spending the weekend on the beach?' Tina says.

5 'Shall I meet you at the station?' says Jack.

6 'The Giver is a good book. You should read it,' Andy says.

Garden **113**

Picture 25. Reported speech exercise in *I Love English 5*, Unit 17, p 113.

17

7 'Don't wear the headphones in the street,' Mum says to me.


8 'Will you come hiking with me?' Jim says.

9 'Let's go for a walk,' Tom says.

10 'Don't worry, I will buy you a ticket,' my sister says.

Picture 26. Reported speech exercise in *I Love English 5*, Unit 17, p 113.

APPENDIX 4: I Love English 5 Tests



3 Write the sentences as reported speech.


1 "I don't want to go out," Robert says to me. "Don't pick any board games," he says to me.
 "Do you know any good indoor games?" he asks me. "Pick a game with simple rules, please," he says.

.....

2 "I often borrow books from the library," Carol says to us.
 "Do you like reading e-books?" she asks us.
 "Remember to download a new e-book for me," she says.
 "Don't forget to charge the battery of the device," she says to us.

.....

Picture 27. Reported speech exercise in *I Love English 5*, Unit 7 test A.



3 Write the sentences as reported speech.

1 "I like reading e-books," Carol says to us.
 "Do you ever borrow books from the library?" she asks us.
 "Remember to charge the battery of the device," she says.
 "Don't forget to download a new e-book for me," she says to her brother.

.....

2 "I don't want to be indoors all day," Robert says to me. "Don't forget to bring some snacks," he says to me.
 "Do you have a bike?" he asks me. "Leave a note on the kitchen table," he says.

.....

Picture 28. Reported speech exercise in *I Love English 5*, Unit 7 test B.

2 Write the sentences in reported speech.

1 Tina asks her friends, 'How can I find the right answer?'

.....

2 Jeff asks Chris, 'Why did you do it?'

.....

3 Jeremy asks Joseph, 'Where did you meet the chimney sweep?'

.....

4 Julia asks Stephen, 'Why were you laughing at me?'

.....

5 Ellie asks Adam, 'What kind of books do you like?'

.....

6 Josh asks Maria, 'How much does a theatre ticket cost?'

.....

3 Report the sentences.

Use the verbs agree promise offer recommend suggest

1 'Let's stop for a minute,' Hollie says.

.....

2 'It's better to wait outside,' Mum says.

.....

3 'I will come over tomorrow,' he says to me.


.....

4 'I can pay you much more for your work,' the boss says.

.....

Tartu Ülikooli Raamatukogu

Picture 29. Reported speech exercises in *I Love English 5*, Unit 12 test A.



5 'Okay, I will wash up for you,' she says.

.....

6 'Why don't you call her and say how sorry you are?' she says.

.....

7 'I will catch you up,' he says.

.....

Picture 30. Reported speech exercise (cont.) in *I Love English 5*, Unit 12 test A.

2 Write the sentences in reported speech.

1 Tina asks her friend, 'How can you be so sure about it?'

.....

2 Jeff asks Chris, 'Why did you believe my story?'

.....

3 Jeremy asks Joseph, 'Where did you find the coin?'

.....

4 Julia asks Stephen, 'Why were you shouting at me?'

.....

5 Ellie asks Adam, 'What kind of help do they need?'

.....

6 Josh asks Maria, 'How much does your dad know about me?'

.....

3 Report the sentences.

Use the verbs

agree

promise

offer

recommend

suggest

1 'Let's talk about it later,' Emma says.

.....

2 'It's better to leave him alone,' Mum says.

.....

3 'I will pay more attention in class,' he says to me.


.....

4 'I can look after your sisters if you want,' Ella says.

.....

Tartu Ülikooli Raamatukogu

Picture 31. Reported speech exercises in *I Love English 5*, Unit 12 test B.



5 'Okay, I will take the rubbish out today,' Martin says.

.....


6 'Why don't you take up a new hobby?' she says.

.....

7 'I will wait for you outside,' he says.

.....

Picture 32. Reported speech exercise (cont.) in *I Love English 5*, Unit 12 test B.

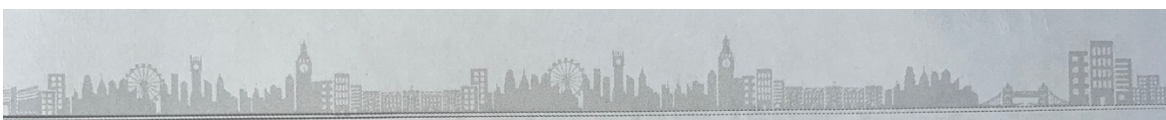


4 Report the sentences. Use the verbs **promise** **agree** **suggest** **recommend**

Holly says:

- 1 "Of course I will help you."
.....
- 2 "Okay, I will finish it for you."
.....
- 3 "Let's play it once more."
.....
- 4 "I will be back in a moment."
.....
- 5 "Why don't we stay home?"
.....
- 6 "I think we should walk there."
.....

Picture 33. Reported speech exercise in *I Love English 5*, Unit 15 test A.




4 Report the sentences. Use the verbs **promise** **agree** **suggest** **recommend**

Eric says

- 1 "I will come later."
.....
- 2 "Of course I will perform it."
.....
- 3 "Okay, I will finish it for you."
.....
- 4 "Let's take a selfie together."
.....
- 5 "Why don't we take turns?"
.....
- 6 "I think we should invite them."
.....

Picture 34. Reported speech exercise in *I Love English 5*, Unit 15 test B.




4 Write the sentences as reported speech, using the verbs below.

invite recommend suggest offer promise warn

- 1 'Don't go near the fire,' Grandad says to us.
.....
- 2 'We'll definitely investigate it,' says the policeman.
.....
- 3 'Would you like to come to my school party?' Paula says to me.
.....
- 4 'How about spending some time at the funfair?' Tina says.
.....
- 5 'I'll meet you on the street corner,' says Jack.
.....
- 6 'Juno is a good film. You should watch it,' Andy says.
.....
- 7 'Don't wear the headphones when cycling,' Mum says to me.
.....

Picture 35. Reported speech exercise in *I Love English 5*, Unit 17 test A.



4 Write the sentences as reported speech, using the verbs below.

invite recommend suggest offer promise warn

- 1 'Don't play in the street. It's dangerous,' Grandad says to the children.
.....
- 2 'Shall I buy you an ice cream?' says Jack.
.....
- 3 'Will you come trick-or-treating with me?' Jim says.
.....
- 4 'Let's have a walk by the river,' Ava says.
.....
- 5 'Don't worry, I will call you,' my sister says.
.....
- 6 'Star Wars is a good film. You should watch it,' Andy says.
.....
- 7 'Don't wear a hood when cycling,' Mum says to me.
.....

Picture 36. Reported speech exercise in *I Love English 5*, Unit 17 test B.

APPENDIX 5: I Love English 6 Workbook

2 Report the sentences.

- 1 Kimberly says, "I prefer knitting to crocheting."
.....
- 2 Cassie says, "I'm going to carve a butter knife for you."
.....
- 3 Judy says, "I'd like to go to the art gallery after school."
.....
- 4 Poppy says, "I have modelled a cat in my craft lesson."
.....
- 5 Sandy says, "I know all about the settings of this camera."
.....
- 6 Edward says, "My sister has crocheted a head band for me."
.....
- 7 Simon asks, "Will my sketches of animals be displayed?"
.....

22 Art

Picture 37. Reported speech exercise in *I Love English 6*, Unit 4, p 22.

8 Daniel asks, "Do you like my painting?"

9 Jasper asks, "What is your preference, Mary?"

10 A street vendor asks, "Would you like to try some artisan food?"

3 Report the sentences.

Miss Wood *said*, "Please leave the classroom, boys."

Miss Wood *asked* the boys *to leave* the classroom.

Miss Wood *said* to Chris, "Don't forget to bring your homework."

Miss Wood *asked* / *told* Chris *not to forget* to bring his homework.

1 The class teacher said, "Please finish the exercise at home."

2 The class teacher said, "Don't go out, girls."

3 The head teacher said, "Please inform your parents about the new rules."

4 The head teacher said, "Don't break the rules, Kevin."

5 Mum said, "Join the textiles workshop to get new ideas."

6 Mum said, "Don't give up sports, Alan."

Picture 38. Reported speech exercises in *I Love English 6*, Unit 4, p 23.

4

7 Eric said, "Don't stay behind, Susan."

.....

8 Susan said, "Please don't grumble, Megan."

.....

4 Report the sentences.

agree
promise } + to verb
offer

recommend
suggest } verb + -ing

1 "Why don't we take up painting?" Laura said.

Laura suggested taking

.....

2 "I can colour in your picture," she said.

She offered to

.....

3 "I will call you back in a minute," he said.

.....

4 "OK. I'll clean up your mess," she said.

.....

5 "Put on your warm hat and gloves," he said.

.....

6 "It's better to leave her alone," he said.

.....

7 "Let's act it out instead of reading the parts," she said.

.....

8 "Why don't you meet up with her?" she said.

.....

Picture 39. Reported speech exercise in *I Love English 6*, Unit 4, p 24.

- 5 Report the sentences. Study the change of tenses when the reporting part is in the past tense and look for some more examples in unit 5.

Direct speech

the present simple	<i>sing</i>
the present continuous	<i>am / is / are singing</i>
the past simple	<i>sang</i>
the present perfect	<i>have / has sung</i>
the future simple	<i>will sing</i>

Reported speech

→ the past simple	<i>sang</i>
→ the past continuous	<i>was / were singing</i>
→ the past perfect	<i>had sung</i>
→ the past perfect	<i>had sung</i>
→	<i>would sing</i>

0 Eric said, "I'm worried."

Eric said (that) he was worried.

1 Eric said, "I'm interested in art."

2 Eric said, "I have been absent for a week."

3 Alice said, "We are playing hide-and-seek."

4 Alice said, "I'll go home right after the game."

5 Kimberly said, "We're going to sit a test on Friday."

6 Ellie said, "My mobile is broken."

7 Henry said, "I missed the bus."

8 Jim said, "I hate snakes."

Picture 40. Reported speech exercise in *I Love English 6*, Unit 4, p 25.

4

6 Report the sentences.

invite recommend warn offer promise suggest agree

1 "Why don't we go to the movies on Saturday?" Sandra said to me.
.....

2 "I'll give you a lift to the concert," Laura's mum said.
.....

3 "Please come to my party," said Laura.
.....

4 "Don't lose your gloves," said Mum to Cathy.
.....

5 "All right. I'll show you her photo," my brother said.
.....

6 "Do some warm-up exercises before the game," said the coach.
.....

7 "I'll keep your secret," said Violet.
.....

8 "How about playing a game on the bus?" Helen said.
.....

Picture 41. Reported speech exercise in *I Love English 6*, Unit 4, p 26.

2 Reported speech – kaudkõne

When we tell people **what somebody said or thought**, we often use **reported speech**.

Tenses, here-and-now words (like *this, here, today*) and **pronouns** (like *I, you*) **may change** in reported speech after past reporting verbs.

30 Show what you know

Picture 42. Reported speech rules in *I Love English 6*, Unit 5, p 30.

2.1 Tense changes

present simple → past simple

"We play games every day," said Mary.

Mary said that they *played* games every day.

present continuous → past continuous

"We are playing hide-and-seek now," said Mary.

Mary said that they *were playing* hide-and-seek then.

past simple → past perfect

Mary said, "Yesterday we played dodgeball."

Mary said that they *had played* dodgeball the day before.

present perfect → past perfect

Mary said, "They have played cards since noon."

Mary said that they *had played* cards since noon.

future simple → would + verb

Mary said, "I'll play it for you."

Mary said that she *would play* it for me.

2.2 Time and place words

here	→	there	today	→	that day
now	→	then	tonight	→	that night
this	→	that	last week	→	the week before
these	→	those	next week	→	the next week
tomorrow	→	the next day	... days ago	→	... days before
yesterday	→	the day before			

2.3 Reporting verbs

When reporting speech, it is common to use different verbs, such as *ask, tell, add, wonder, suggest, recommend, offer, agree, warn, invite* etc.

Picture 43. Reported speech rules in *I Love English 6*, Unit 5, p 31.

2 Report the sentences.

1 "I've seen him before," said Oliver.
Oliver said that he had seen him before.

2 "I'm involved in this project," said Molly.
.....

3 "They didn't explain it," he said.
.....

4 "The author of the book died three years ago," the teacher said.
.....

32 Show what you know

Picture 44. Reported speech exercise in *I Love English 6*, Unit 5, p 32.

5 "The children are having fun," Mum said.

6 "Wait outside, boys," said Mum.

Mum told the boys

7 "Stop bullying your mates, Marc," said Dad.

8 "Put the money back, Vicky," said Lisa.

9 "Go and talk to your granny, Sandra," said Mum.

10 "Finish it at home," said our English teacher.

3 Report the sentences.

1 "This soup is delicious," said Rica.

2 "Ben and I are meeting up tomorrow," said Gina.

3 "The show took place last week," she said.

4 "I have finished the book," she said. "I'm going to return it tomorrow."

She said that she had finished the book and she

5 "I've lost my keys," he said. "I'm waiting for my mum."

He said that *and*

6 "I know the song," she said. "I can teach it."

She said *She offered*

7 "My legs hurt," Sam said. "I need to sit down."

Picture 45. Reported speech exercises in *I Love English 6*, Unit 5, p 33.

5

8 "Two chickens are missing," said Megan. "We need to find them before it gets dark."

9 "It was an unexpected encounter," Harry said. "I didn't know that she was around."

10 "Don't lag behind, Peter," said Sally. "It's getting dark."

Sally told Peter

4 Report the sentences choosing the most suitable verb.

- ask
- tell
- suggest
- recommend
- offer
- agree
- warn
- invite
- promise

Edward said

1 No problems. I'll model a castle for you.

Edward promised

2 Please turn down the music. I'm trying to fall asleep.

3 You'll need to restart your computer.

4 You're right. This file is rubbish.

5 Don't keep the fridge door open for too long.

6 Why don't you and Jim visit me tomorrow?

7 Focus on the details of the last part of his email.

8 Why don't you join the football club?

9 The hiking tour will be too hard for you.

34 Show what you know

Picture 46. Reported speech exercises in I Love English 6, Unit 5, p 34.

5

10 Do exercise 7 before you read the text.
.....

11 Please hold the door for a couple of minutes.
.....

12 Don't be late, Kelly.
.....

13 Clean it up, Jim.
.....

14 I can go shopping for food.
.....

Picture 47. Reported speech exercise in *I Love English 6*, Unit 5, p 35.

2 Report the sentences.

1 'Are you cold?' Claire asked me.
Claire asked me if I was cold.
.....

2 'Is your brother an architect?' Mike asked Jim.
.....

3 'Are the keys in the car?' Mum asked Dad.
.....

4 'Are the shops open today?' Betty asked Sue.
.....

5 'Are you interested in politics?' Miss Stewart asked us.
.....

6 'Can you repair all kinds of electrical equipment?' Steve asked Grandad.
.....

7 'Why are you afraid of dogs?' Jenny asked her sister.
.....

8 'Where are you from?' the girls asked the tourists.
.....

38 Safety first

Picture 48. Reported speech exercise in *I Love English 6*, Unit 6, p 38.

9 'Do you live in Tallinn?' she asked me.

10 'Where are you going?' Ben asked Linda.

11 'Why are you crying?' Granny asked Lily.

12 'Who are these women?' the manager asked.

13 'What does Lara want to do?' I asked my boss.

14 'How long can you do without your smart devices?' Mr Bell asked his students.

3 Report the sentences.

1 'Did you do some research for your project?' my parents asked me.

My parents wanted to know if I had done any research for my project.

2 'Did the police find the missing girl?' we asked.

We wanted to know

3 'Do you think it's a good idea to go alone?' I asked.

I wasn't sure if

4 'How long did you do your maths homework yesterday?' Robin asked Martin.

5 'Did it really happen to you or did you make the story up?' they asked me.

6 'Why did you ignore the traffic sign?' the policeman asked the driver.

7 'Who did the ironing last week?' Mum asked the girls.

Picture 49. Reported speech exercises in *I Love English 6*, Unit 6, p 39.

6

8 'Who did Emma call yesterday?' I asked Emma's sister.
.....

9 'Why were you late?' Aunt Berta asked her nephew.
.....

10 'Where were you at 10 p.m. last night?' the detective asked the man.
.....

11 'When did he leave?' the coach asked the team.
.....

12 'What time did the show start?' Eve asked.
.....

13 'Did any people die in the Great Fire?' the student asked the historians.
.....

14 'Why was the flight cancelled?' the passengers asked.
.....

Picture 50. Reported speech exercise in *I Love English 6*, Unit 6, p 40.

14

5 Report the sentences.

Tom said to Becky, ...

- 1 'Pretend that you're going home.'
- 2 'Run away from the others.'
- 3 'I will do the same.'
- 4 'Do you love rats?'
- 5 'Were you ever engaged?'
- 6 'Do you remember what I wrote on the slate?'
- 7 'Would you like to be married?'

1

2

3

4

5

6

7

8

9

10

11

12

13

Becky said to Tom, ...

- 8 'I don't care for rats much.'
- 9 'I love chewing gum.'
- 10 'I will let you chew it a while.'
- 11 'Give the piece of gum back to me.'
- 12 'What is it like to be engaged?'
- 13 'I'll never love anybody but you.'

Picture 51. Reported speech exercise in *I Love English 6*, Unit 14, p 96.

2 Report the sentences.

- 1 Sandra said to me, "Don't blame me for your own mistakes."
.....
- 2 The chimney sweep asked, "When was your chimney last cleaned?"
.....
- 3 The arborist said, "This is one of the oldest veteran trees in the area."
.....
- 4 The arborist said, "I think we should remove this hanging limb."
.....
- 5 The tourist asked, "How can I get to Hyde Park?"
.....

Trees 123

Picture 52. Reported speech exercise in *I Love English 6*, Unit 19, p 123.

19

- 6 Jim said, "There's an ants' nest under this tree stump. Do you want to see it?"
.....
- 7 The guide said, "Look out for snakes."
.....
- 8 Lucy said, "Don't beat about the bush."
.....
- 9 Mum asked me, "Are you tempted to enter the competition?"
.....
- 10 Rita asked, "Were the bushes inspected for pests?"
.....
- 11 Dot said, "We're planting three more trees this afternoon."
.....
- 12 Molly said, "Don't wait for me, Peter. I'm stuck in a traffic jam."
.....


Picture 53. Reported speech exercise in *I Love English 6*, Unit 19, p 124.

APPENDIX 6: *I Love English 6 Tests*

M B-3049

Test
4A

Art



Name Date Mark

1 Report the sentences.

- 1 The class teacher said, "Please leave the room at break."
.....
- 2 Mum said to me, "Go to the pottery workshop for beginners."
.....
- 3 The coach said, "Attend early-morning practice, Alan."
.....
- 4 The head teacher said, "Don't be late for school."
.....
- 5 Sandra said, "Don't get angry, Megan."
.....
- 6 Dad said to Kevin, "Don't focus on unimportant details."
.....

2 Report the sentences using the verbs below.

invite
recommend
warn
offer
promise
suggest
agree

- 1 "Why don't we join the history club?" Laura said.
.....
- 2 "I will tell you when your time is up," the coach said.
.....
- 3 "I think you should take up karate," my dad said.
.....
- 4 "I can buy you some more clay," my sister said.
.....
- 5 "Please come to our school concert," Ella said.
.....
- 6 "OK. I will take you to the zoo on Friday," Granny said.
.....
- 7 "Don't eat fish if you're allergic to it," my family doctor said.
.....


Tartu Ülikooli Raamatukogu

Picture 54. Reported speech exercise in *I Love English 6*, Unit 4 test A.

M B-3049

Test
4B

Art



Name Date Mark

1 Report the sentences.

- 1 The class teacher said, "Please close the window."
.....
- 2 Mum said, "Take part in the poetry workshop, Ann."
.....
- 3 The football coach said to Alan, "Practise corner kicks."
.....
- 4 The head teacher said, "Don't argue with your parents, Chris."
.....
- 5 The cleaner said, "Don't walk on the wet floor."
.....
- 6 Dad said to Kevin, "Don't stare at people."
.....

2 Report the sentences using the verbs below.

invite
recommend
warn
offer
promise
suggest
agree

- 1 "I will go home right after the concert is over," Laura said.
.....
- 2 "Don't go too near the river," Granny said to Sarah.
.....
- 3 "Please come and stay with us for the summer," my grandparents said.
.....
- 4 "OK. I will look after your house until you're back," Uncle Sam said.
.....
- 5 "Why don't we go to the zoo?" Stella said.
.....
- 6 "I can come with you if you're scared," my brother said.
.....
- 7 "I think you should take up yoga," Dad said.
.....

Tartu Ülikooli Raamatukogu

Picture 55. Reported speech exercise in *I Love English 6*, Unit 4 test B.

3 Report the sentences.

1 "I came first yesterday," said Oliver.

.....

2 "She comes here every Sunday," said Molly.

.....

3 "You are free today," the teacher said.

.....

4 "I have been here since two o'clock," Mum said.


.....

5 "We have never left the windows open," the twins said.

.....

Tartu Ülikooli Raamatukogu

Picture 56. Reported speech exercise in *I Love English 6*, Unit 5 test A.



6 "I can't understand you," my brother said.
.....

7 "They are still sleeping," Dad said.
.....

8 "He doesn't really want to know," Arthur said.
.....

9 "They didn't play outside today," Sally said.
.....

4 Report the sentences choosing the most suitable verb. ask tell suggest recommend
agree warn promise say

Kelly said, ...

1 "Don't worry, I'll help you with maths."
.....

2 "There's a virus in your computer. Restart it at once."
.....

3 "Please turn the TV off. Nobody is watching it."
.....

4 "You're right. Raff should be invited too."
.....

5 "Don't stay out for too long. You have to study."
.....

6 "Why don't you and I play chess tonight?"
.....

7 "Pay more attention to details."
.....

Picture 57. Reported speech exercises in *I Love English 6*, Unit 5 test A.

3 Report the sentences.

1 "I was here yesterday," said Oliver.

2 "He wants to leave tomorrow," said Molly.

3 "They explained everything," the teacher said.

4 "I haven't seen him today," Mum said.

5 "We didn't pay for the tap water," the twins said.

Tartu Ülikooli Raamatukogu

Picture 58. Reported speech exercise in *I Love English 6*, Unit 5 test B.

2 Report the sentences.

1 "Are you hungry?" Claire asked me.

.....

2 "Are your brothers older than you?" Mike asked Jim.

.....

3 "Is everything okay?" Mum asked Dad.

.....

4 "Can you fix my bike?" Steve asked Grandad.

.....

5 "Why is everybody laughing?" Jenny asked her sister.

.....

6 "Where are you from?" the girl asked the boy.

.....

7 "Do you know the answer?" she asked me.

.....

8 "What are you doing?" Ben asked Linda.

.....

9 "Did you see the traffic sign?" the policeman asked the driver.

.....

10 "Who washed up yesterday?" Mum asked the girls.

.....

Tartu Ülikooli Raamatukogu

Picture 60. Reported speech exercise in *I Love English 6*, Unit 6 test A.

2 Report the sentences.

1 "Are they hungry?" Claire asked me.

.....

2 "Are your cousins younger than you?" Mike asked Jim.

.....

3 "Is something wrong with you?" Mum asked Dad.

.....

4 "Can you read it out for me?" Grandad asked Steve.

.....

5 "Where is everybody going?" Jenny asked her sister.

.....

6 "Why are you sad?" the girl asked the boy.

.....

7 "Do you like the show?" she asked me.

.....

8 "What are you planning to do?" Ben asked Linda.

.....

9 "Why did you come so early?" Aunt Berta asked her nephew.

.....

10 "What exactly did you see?" the detective asked the man.

.....

Tartu Ülikooli Raamatukogu

Picture 61. Reported speech exercise in *I Love English 6*, Unit 6 test B.

4 Report the sentences.

1 The girl asked, "What time do they lock the gates of the park?"

.....

2 Our English teacher said, "Don't make any spelling mistakes."

.....

3 The arborist said, "I'm going to remove this dead limb next week."

.....

4 The guide said, "Don't leave any of your belongings on the bus."

.....

5 The guide said, "These birds are rare."

.....

6 The girl asked, "Is there a post office in this shopping centre?"

.....

Picture 62. Reported speech exercise in *I Love English 6*, Unit 19 test A.

4 Report the sentences.

1 The guide said, "Look out for snakes."

.....

2 The head teacher said, "You can enter the competition online."

.....

3 The arborist said, "We have removed the dead limb of the old tree."

.....

4 The student asked, "Can we take a short cut to the library?"

.....

5 The teacher said, "Lots of grey squirrels live in these trees."

.....

6 The girl asked, "Is there a toilet nearby?"

.....

Picture 63. Reported speech exercise in *I Love English 6*, Unit 19 test B.

APPENDIX 7: I Love English 7 Workbook

16

3 Report the sentences.

Helen said to Ken, ...

1 "I'm going to put name tags on our suitcases."

.....

2 "My parents have never booked a hotel online."

.....

3 "We first need to go through security."

.....

4 "Our cousins have lived in France for two years."

.....

5 "I overheard a funny conversation this morning."

.....

6 "These exercises will strengthen your lower back."

.....

Mum said to me, ...

7 "Don't leave your luggage unattended."

.....

8 "Put on your waterproof coat."

.....

9 "Pay more attention to the traffic signs."

.....

10 "Don't keep your wallet in your back pocket."

.....


11 "Don't argue with your sister."

.....

12 "Please give me a call when you reach home."

.....

Picture 64. Reported speech exercise in *I Love English 7*, Unit 16, p 104.



Kevin said to Martin, ...

13 "Do you know which ones are edible mushrooms?"
.....

14 "Is this red mushroom safe to eat?"
.....

15 "Do you live in a block of flats?"
.....

16 "Have you ever seen a wolf in the forest?"
.....

17 "Has your granny ever made bread?"
.....

18 "Are you good at dealing with unexpected situations?"
.....

Pamela said to Tina, ...

19 "How often do you have a sauna?"
.....

20 "What is life like on a small island?"
.....

21 "How do you like this newly-renovated house?"
.....

22 "When can we pick cranberries?"
.....

23 "When did you last go abroad?"
.....

24 "Where is the nearest tourist information centre?"
.....

25 "Who is organizing the meeting?"
.....

Estonia 105

Picture 65. Reported speech exercise in *I Love English 7*, Unit 16, p 105.

2 Report the sentences.

want to know recommend suggest offer add promise say agree tell

1 "I'm really nervous about my upcoming English exam," Bianca said.
.....

2 "How did you do in your mock examination?" her dad asked.
.....

122 Career

Picture 66. Reported speech exercise in *I Love English 7*, Unit 19, p 122.

19

3 "I can help you practise the irregular verbs," her mum said.
.....

4 "Why don't you do some online grammar exercises?" her brother said.
.....

5 "You should revise the rules for writing emails. There's always a writing task," her sister said.
.....

6 "Thanks. First of all, I'll have a look at previous years' exams," Bianca said.
.....

7 "Don't get too anxious," her mum said.
.....

8 "You have loads of time to get prepared," her dad said.
.....

9 "Yes, I know. I'll make the most of it," said Bianca.
.....

3 Report the sentences.

The manager said / asked

1 Have you ever operated a crane, John?
.....

2 You can have a day off tomorrow.
.....

3 Are you interested in doing odd jobs, Amy?
.....

4 Why were you late this morning?
.....


5 Have you got a license for working on a forklift?
.....

6 Why don't you unload the truck first?
.....

Career **123**

Picture 67. Reported speech exercise in *I Love English 7*, Unit 19, p 123.

19



7 Don't lift the sacks that high.
.....

8 Let's have a coffee break.
.....

9 You should wear gloves while lifting greasy machinery.
.....

10 Whose idea was it to back the tractor into the warehouse?
.....

Picture 68. Reported speech exercise in *I Love English 7*, Unit 19, p 124.

APPENDIX 8: I Love English 7 Tests

1 Report the sentences.

Helen said to Ken, ...

1 "I'm going to make a list of chores to do tomorrow."
.....

2 "I want to become a doctor."
.....

3 "Don't sign the agreement without reading it through before."
.....

4 "Please leave the window open."
.....

5 "Do you know which mushrooms are poisonous?"
.....

6 "Did you make bread last week?"
.....

Picture 69. Reported speech exercise in *I Love English 7*, unit 16 test.

2 Report the sentences.

want to know

suggest

promise

recommend

say

offer

1 "I was really nervous before my maths exam," Bianca said.

.....

2 "Did you do well in your mock examination?" her dad asked.

.....

3 "I can help you with geometry," her mum said.

.....

4 "Why don't you do some mental arithmetic?" her brother said.

.....

5 "You should revise the formulas," her sister said.

.....

6 "I'll have a look at previous years' examination materials first of all," Bianca said.

.....

3 Report the sentences.

The manager said / asked ...

1 Have you ever worked on the night shift, John?

.....

2 When did you last have a day off, Megan?


.....

3 How many odd jobs have you had, Amy?

.....

Tartu Ülikooli Raamatukogu

Picture 70. Reported speech exercises in *I Love English 7*, Unit 19.



4 Are you interested in studying engineering, Betty?

.....

5 Have you got a driver's license, Steffy?

.....

6 Don't be late for work again, John.

.....

Picture 71. Reported speech exercise (cont.) in *I Love English 7*, Unit 19.

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Merike Voss

Reported Speech in the *I Love English* Textbook Series

Kaudne kõneviis inglise keele õpikutesarjas “I Love English”

Magistritöö

2023

Lehekülgede arv: 105

Annotatsioon:

Selle magistritöö eesmärk on analüüsida, kuidas kaudne kõneviis (reported speech) on esitatud ja kuidas seda on täiendatud ülesannetega “I Love English” õpikutesarjas. Magistritöö esimeses peatükis antakse ülevaade keeleõppest ja keele omandamise lähenemisviisidest ning samuti ka grammatikateemadest, mis on seotud kaudse kõneviisi õpetamisega. Töö teine peatükk hõlmab ülevaadet “I Love English” õpikusarjast ning analüüsib seda õpikusarja vastavalt püstitatud uurimisküsimustele. Püstitatud uurimisküsimused on järgnevad: 1. Kuidas muutub kaudses kõneviisis kasutatud tegusõnade ning kaudse kõneviisi ülesehitus õpikusarjas aastate jooksul? 2. Kuidas esitatakse “I Love English” õpikutesarjas kaudse kõneviisi grammatikareegleid. 3. Mida ja kuidas testitakse kaudse kõneviisi puhul “I Love English” õpikutesarjas ja kuidas toetavad testimist harjutusmaterjalid? 4. Kas “I Love English” õpikutesarjas on esindatud kõnekeelne kaudne kõneviis? Kui jah, siis kuidas on see esitatud?

Magistritöö raames analüüsiti kõiki ülesandeid, mis kätkesid endas kaudse kõneviisi

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Märksõnad:

Inglise keel, grammatika, kaudne kõneviis

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Merike Voss

16.05.2023

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Allkirjastatud digitaalselt

Merike Voss

16.05.2023

Lõputöö on lubatud kaitsmisele.

[Juhendaja allkiri]

[Juhendaja nimi]

[pp.kk.aaaa]