

Communicative Resources B2:

UNIT 9: Modals of Speculation and Deduction; The Reported Speech

Modals Constructions of Speculation are used to speculate and deduce conclusions from a particular context/series of evidence.

The structure of the messages containing these constructions will take two elements into account for its formation:

- 1) Time in which the action or condition we speculate about occurs, which determines the form of the action we speculate about (Main Verb).

CONTEXT	MODAL STRUCTURE
Present	Modal Verb + Bare infinitive of the Main Verb
	<i>I get to see them a lot around here. They must live here.</i>
Right now	Modal Verb + be + Gerund of the Main Verb
	<i>Why are they so quiet? They might be taking a test.</i>
Past	Modal Verb + have + Past Participle of the Main Verb
	<i>Why isn't she here yet? She might have missed the bus.</i>
Past Progressive	Modal Verb + have + been + Gerund of the Main Verb
	<i>Why do they look so tired? They might have been training hard.</i>

- 2) Degree of certainty we want to express, which determiners the Modal Verb we will use.

MODAL VERB	MUST
MODAL IMPLIC.	Certainty: 95% chances.
CONTEXT	You see a friend of yours crying.
Present	'He must have lots of problems.'
Right now	'Something serious must be going on.'
Past	'Something must have happened.'
Past Progressive	'She must have been arguing with her parents again.'

MODAL VERB	MAY/MIGHT/COULD
MODAL IMPLIC.	Certainty: 50% chances.
CONTEXT	You see a friend of yours looking at the wall with a blank stare.
Present	'She may just be tired.'
Right now	'She might just be unwinding; don't worry.'
Past	'Something could have happened; I'll ask her later.'
Past Progressive	'She might have not been getting enough sleep.'

MODAL VERB	CAN'T
MODAL IMPLIC.	Certainty: 0-5% chances.
CONTEXT	You see a friend of yours laughing their arse off.
Present	'He can't miss his family; look at him.'
Right now	'He can't be going through a bad patch.'
Past	'He can't have found out about his poor marks.'
Past Progressive	'He can't have been arguing much recently.'

Communicative Practice

Communicative Context	
CAN'T + PR	
CAN'T + RN	
CAN'T + PA	
CAN'T + PA.PR	

Communicative Context	
MIGHT + PR	
MIGHT + RN	
MGHT + PA	
MIGHT + PA.P.	

Communicative Context	
MUSR + PR	
MUST + RN	
MUST + PA	
MUST + PA.P.	

Communicative Context	
DED. /SP. 1	
DED. /SP. 2	
DED. /SP. 3	
DED. /SP. 4	

Communicative Context	
DED. /SP. 1	
DED. /SP. 2	
DED. /SP. 3	
DED. /SP. 4	

Communicative Context	
DED. /SP. 1	
DED. /SP. 2	
DED. /SP. 3	
DED. /SP. 4	

Communicative Context	
DED. /SP. 1	
DED. /SP. 2	
DED. /SP. 3	
DED. /SP. 4	

Communicative Context	
DED. /SP. 1	
DED. /SP. 2	
DED. /SP. 3	
DED. /SP. 4	

Communicative Context	
DED. /SP. 1	
DED. /SP. 2	
DED. /SP. 3	
DED. /SP. 4	

Reported Speech

The Reported Speech is used to transmit messages other people have said or issued in the past.

MAIN REPORTING STRUCTURES	
S + said (to SB that) + Reported Speech	
Direct Speech	'I am not coming.'
Rep. Speech	'She said (to me that) she was not coming.'
S + told SB (that) + Reported Speech	
Direct Speech	'I am not coming.'
Rep. Speech	'She told me (that) she was not coming.'

From Direct Speech to Reported Speech

Original Direct Speech	Reported Speech
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect Simple	Past Perfect Simple
Present Perfect Continuous	Past Perfect Continuous
Past Simple	Past Perfect Simple
Past Continuous	Past Perfect Continuous
Past Perfect Simple	Past Perfect Simple
Past Perfect Continuous	Past Perfect Continuous
MODAL VERBS	
Will	Would
Can	Could
Must	Had to
May	Might
Would, might, could, should, ought to	=
PRONOUN CHANGES	
Pronouns may change. Pay attention when reporting direct speech so as to maintain pronominal coherence.	
ADVERBIALS AND VERB MEANING	
Now	Then
Today	That day
This morning	That morning
Tomorrow	The next/following day
Next week	The next/following week
Yesterday	The day before, the previous day

Two days ago	Two days before, two days earlier
Last week	The week before, the previous week
Here	There
Come	Go

From Direct Speech to Reported Speech Questions

There are two kinds of questions. This is a special distinction to bear in mind when reporting questions, as the structure of the reported question will vary slightly.

A) To go from a Direct Yes/No Question to a Reported Yes/No Question, we will take the following steps:

- 1) Reporting sequence: Subject + asked
- 2) If
- 3) Interrogative Order to Positive Order
- 4) Pronoun Adjustment
- 5) Step back in question tense: from Present Simple to Past Simple, etc.

Order of steps 3-5 may vary.

EXAMPLE & OWN EXAMPLE	
Direct Yes/No Questions	
1	'Do you live in Spain?'
2	'Are you studying French?'
3	'Have you finished the report?'
4	'Have you seen what happened last week?'
5	'Was the washing machine on when the fuses blew?'
6	
7	
8	
Reported Yes/No Questions	
1	He asked if I lived/live in Spain.
2	She asked if I was studying French.
3	She asked if I had finished the report.
4	She asked if I had seen what had happened.
5	He asked if the washing machine had been on when the fuses had blown.
6	
7	
8	

B) To go from a Direct WH- Question to a Reported WH- Question, we will take the following steps:

- 1) Reporting sequence: Subject + asked
- 2) WH- word
- 3) Interrogative Order to Positive Order
- 4) Pronoun Adjustment
- 5) Step back in question tense: from Present Simple to Past Simple, etc.

Order of steps 3-5 may vary.

EXAMPLE & OWN EXAMPLE	
Direct WH- Questions	
1	'Where do you live?'
2	'What are you studying?'
3	'When have you finished the report?'
4	'Where have you been all this time?'
5	'Why have you been acting so weird?'
6	
7	
8	
Reported WH- Questions	
1	He asked where I lived.
2	She asked what I was studying.
3	She asked when I had finished the report.
4	She asked where I had been all that time.
5	He asked why I had been acting so weird.
6	
7	
8	

Communicative Practice

Exercise 1.

Student 1 thinks of a **POSITIVE STATEMENT** in the following tenses, tells it to Student 2 and Student 2 reports it to Student 3. The drill continues until all class members have conveyed and reported on a statement.

Students also write the reported form of their statement once the oral drill is over.

D Present Simple	
R Present Simple	
D Present Cont.	
R Present Cont.	
D Past Simple	
R Past Simple	
D Past Cont.	
R Past Cont.	
D Pr. P Simple	
R Pr. P Simple	
D Pr. P Cont.	
R Pr. P Cont.	

Exercise 2.

Student 1 thinks of a **NEGATIVE STATEMENT** in the following tenses, tells it to Student 2 and Student 2 reports it to Student 3. The drill continues until all class members have conveyed and reported on a statement.

Students also write the reported form of their statement once the oral drill is over.

D Present Simple	
R Present Simple	
D Present Cont.	
R Present Cont.	
D Past Simple	
R Past Simple	
D Past Cont.	
R Past Cont.	
D Pr. P Simple	
R Pr. P Simple	
D Pr. P Cont.	
R Pr. P Cont.	

Exercise 3.

Student 1 thinks of a **YES/NO QUESTION** in the following tenses, tells it to Student 2 and Student 2 reports it to Student 3. The drill continues until all class members have conveyed and reported on a statement.

Students also write the reported form of their statement once the oral drill is over.

D Present Simple	
R Present Simple	
D Present Cont.	
R Present Cont.	
D Past Simple	
R Past Simple	
D Past Cont.	
R Past Cont.	
D Pr. P Simple	
R Pr. P Simple	
D Pr. P Cont.	
R Pr. P Cont.	

Exercise 4.

Student 1 thinks of a **WH- QUESTION** in the following tenses, tells it to Student 2 and Student 2 reports it to Student 3. The drill continues until all class members have conveyed and reported on a statement.

Students also write the reported form of their statement once the oral drill is over.

D Present Simple	
R Present Simple	
D Present Cont.	
R Present Cont.	
D Past Simple	
R Past Simple	
D Past Cont.	
R Past Cont.	
D Pr. P Simple	
R Pr. P Simple	
D Pr. P Cont.	
R Pr. P Cont.	

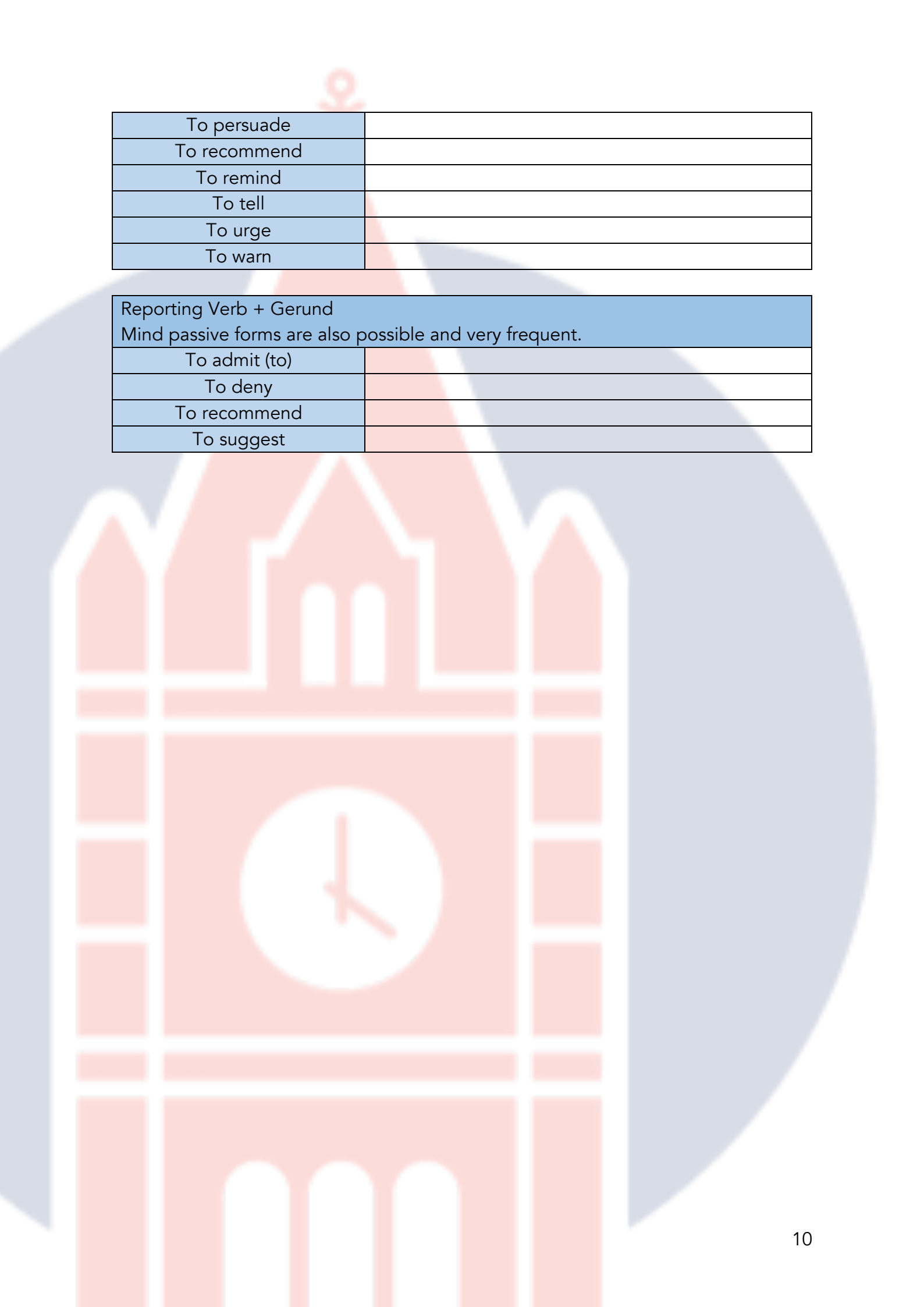
Other Reporting Verbs: Structural Patterns

STH	
Object Pronoun	Me, you, him, her, it, us, you, them.
Noun	The robbery, the delay, my behaviour, etc.
Gerund	Being late, helping us, etc.
Perfect Gerund	Having lost it, having been treated unfairly, etc.

Reporting Verb + Preposition + STH Mind passive forms are also possible and very frequent.	
To accuse sb of STH	
To advise (sb) against STH	
To apologise (to sb) for STH	
To blame sb for STH	
To complain (to sb) about STH	
To congratulate sb on STH	
To congratulate sb on STH	
To criticize sb for STH	
To tell sb off for STH	
To insist on STH	
To thank sb for STH	
To warn (sb) against STH	

Reporting Verb + Full Infinitive Mind passive forms are also possible and very frequent.	
To ask	
To demand	
To offer	
To promise	
To refuse	
To threaten	

Reporting Verb + Object noun/pronoun + Full Infinitive Mind passive forms are also possible and very frequent.	
To advise	
To ask	
To beg	
To encourage	
To invite	
To order	



To persuade	
To recommend	
To remind	
To tell	
To urge	
To warn	

Reporting Verb + Gerund

Mind passive forms are also possible and very frequent.

To admit (to)	
To deny	
To recommend	
To suggest	