#### **SAY** and **TELL**

Say and tell have similar meanings. The	both mean to communicate	e verbally with someone. But the	ey are often used
differently. The simple way to think of sa	y and tell is:		

You **SAY** something You **TELL** someone something Jack said that he was tired. Jack told Jane that he was tired. Anthony says you have a new job. Anthony tells me you have a new job. Tara said: "I love you." Tara told John that she loved him.

But, of course, it is not always so easy. Here are a few rules to help you.

**Personal object** TELL is usually followed with a personal object SAY is usually used without a personal object:

(the person that we are speaking to):

She told me that she loved John. She said that she loved John. He told everybody that he had to leave. He said that he had to leave.

Say "to someone" With SAY, "to someone" is sometimes used (HOWEVER - it can sometimes sound rather strange / unnatural):

He said to me that he was tired. Tara said to Jack that he had done very well. Anthony said to her, "I hope you come soon." "I'd like to sleep," she said to him quietly.

**Direct speech** SAY can be used with direct speech.

TELL is only used with direct speech that is an instruction or information:

She told me, "I have never been to England." Amanda said, "Hello John. How are you?"

He told her: "Open the door quietly." "That's great" she said.

SAY can be used with direct questions, but TELL cannot:

She said: "Do you love me?" The policeman said to the prisoner, "Where were you at 8pm?"

**Reported speech** SAY and TELL can be used to talk about reported information:

She said that it was raining. She told me that she would call at 2pm.

SAY and TELL cannot be used to talk about reported questions. ASK must be used (or a similar verb):

She asked if I had ever been there. They asked what I wanted to eat. She asked where he lived. He asked if she wanted to go home.

Orders, advice TELL + OBJECT + INFINITIVE is used for orders or advice:

She told him to sit down. They told me not to wait. Tell Neil to have a holiday and forget her.

Phrases Here are a few fixed phrases with tell. SAY cannot be used with these phrases:

• tell (someone) a story tell (someone) a lie • tell (someone) the truth tell the time (know how to read a clock)

tell the future (to know what the future will bring)

## **PRACTICE - SAY & TELL**

Fill in the blank spaces in the sentences below (1 - 6) with the correct form of the word SAY or TELL.

(1) Before we play the game, I will <u>TELL</u> you the rules.

(2) Can you TELL me about good book you think I should read?

(3) I'm going to TELL the manager about your behavior.

(4) The officials at the airport <u>SAID</u> that the flight would be delayed.

(5) You <u>SAID</u> something to me in part of your letter that you might be moving abroad.

(6) I didn't really want to go but he TOLD me he would not take "no" for an answer.

# **PRACTICE - REPORTING VERBS**

Fill in the blank spaces in the sentences below (1 - 6) with the correct form of one of the following reporting verbs – in the correct form.

ANNOUNCE (ohlasit) COMPLAIN (stěžovat si) EXPLAIN (vysvětlit) INSIST (trvat na) MENTION (zmínit) SUGGEST (navrhnout)

(1) Before we play the game, I will <u>EXPLAIN</u> \_ the rules.

(2) Can you SUGGEST \_\_\_ a good book?

(3) I'm going to <u>COMPLAIN</u> to the manager about your behavior.

(4) The officials at the airport ANNOUNCED that the flight would be delayed.

(5) You MENTIONED in your letter that you might be moving abroad.

(6) I didn't really want to go but he <a href="INSISTED">INSISTED</a>

A reporting verb is often used when we refer to the work of other writers in academic text. For example:

- Diamond (2002) **points out** that only a small number of plant and animal species have been exploited for food.
- A number of studies **have shown** that a dietary intake of 10% canola oil significantly shortened the life span of laboratory rats [17, 18, 19].

Reporting verbs have one of three general functions. They indicate what writers:

- 1) did in their research (e.g., study, measure, use).
- 2) found in their research (e.g., find, observe, show).
- 3) thought or said in their writing (e.g., think, believe; write, state).

Look at the reporting verbs in this extract (**in bold**) from a research article looking at variation in writing in different academic subjects. Notice how the verbs are labelled according to the appropriate group (1 - 3) above.

In a preliminary investigation, Dudley-Evans (1984) **focused on [1]** dissertation titles. Recently, Dietz (1995) **conducted [1]** an extensive analysis on titles of scientific texts. Finally, Berkenkotter and Huckin (1995) and Busch-Lauer (1997) **analysed [1]** the conventions of title writing in scientific research articles. They **revealed [2]** in their studies that newer titles are semantically richer and are characterised by an increasing syntactic fullness. In connection with this, Berkenkotter and Huckin **commented [3]** that stating the results of an investigation in the title of the article is becoming very common.

Fortanet, I. et al. (1998). Disciplinary variations in the writing of research articles in English. In Fortanet, I. et al. (Eds.) Genre Studies in English for Academic Purposes, (pp. 59-78). Colleccio Summa Seria Filologia 9, Universitat Jaume

<b>EXAMPLES</b> :	GROUP 1	GROUP 2	GROUP 3
	<ul> <li>carry out</li> </ul>	<ul> <li>demonstrate</li> </ul>	<ul><li>argue</li></ul>
	<ul><li>examine</li></ul>	<ul> <li>discover</li> </ul>	• claim
	<ul> <li>explore</li> </ul>	<ul> <li>establish</li> </ul>	<ul> <li>consider</li> </ul>
	<ul> <li>investigate</li> </ul>	<ul><li>prove</li></ul>	<ul><li>note</li></ul>
			<ul> <li>point out</li> </ul>
			<ul><li>show</li></ul>
			<ul> <li>suggest</li> </ul>

#### The Grammar of Reporting Verbs

Look at the RULES for Reporting Verbs and examples of how the verbs agree, analyse and demonstrate are used.

- RULE A: Some reporting verbs may be followed by a noun phrase but not by a that-clause. e.g., ANALYSE
  - Roberts (2004) **analysed** postgraduate internships and found that the average duration was six months.

NOT: Roberts (2004) analysed that the average duration of postgraduate internships was six months.

- **RULE B:** Some reporting verbs may be followed either by a noun phrase or a *that-*clause. e.g., **DEMONSTRATE** 
  - · Henderson (1985) demonstrates the metaphoric use of words like 'door', 'gate' and 'fire' in the play.
  - · Henderson (1985) demonstrates that the words 'door', 'gate' and 'fire' are used metaphorically in the play.
- RULE C: Some reporting verbs may be followed by a that-clause but not usually by a noun phrase. e.g., AGREE
  - · Johnson (1958) agreed that currency devaluation would have little effect in these circumstances.

NOT: Johnson (1958) agreed the ineffectiveness of currency evaluation in these circumstances.

MORE EXAMPLES:			[Dayne 21
A-pattern verbs	<b>B</b> -pattern verbs	<b>C</b> -pattern verbs	[Page 3]
(V + NP / V + that)	(V + NP  or  V + that)	(V + NP / V + that)	
• analyse	<ul> <li>consider</li> </ul>	·agree	
• call for	· demonstrate	• argue	
<ul><li>compare</li><li>conduct</li></ul>	<ul><li>explain</li><li>note</li></ul>	<ul><li>believe</li><li>claim</li></ul>	
· define	· point out	·comment	
· describe	recommend	• c <mark>o</mark> nclude	
<ul><li>discuss</li></ul>	·show	·say	
<ul><li>examine</li></ul>	· <mark>sta</mark> te	• write	
· investigate	· s <mark>u</mark> ggest		
<ul><li>outline</li><li>question</li></ul>			
· reject			
DD A CTICE.			$\neg$
<b>PRACTICE:</b> Complete the following sentence	e with one of the verbs pro	ovided for that set (do not change th	ne form).
CONDUCTED	INVESTIGATED	POINTED OUT	
(1) According to the survey <u>CON</u> software while caring for a full		a et al. [21], expecting medical stonon reason for failure.	aff to learn new
(2) It has been POINTED OUT development (Steers, 1965).	that even moderate sto	orms can have an impact on coas	tal
(3) Carman (1956) <u>INVESTIGAT</u>	ED the way in which in	sectivorous plants catch and dige	st insects.
CARRIED OUT	COMPARED	CONCLUDED	
	ARED the use of acu	upuncture and paracetamol in pa	in relief.
(5) Collins (2008) CONCLUDED	that mental illness is twi	ce as common in lower socioecon	omic classes.
(6) They <u>CARRIED OUT</u> an development of their employe		r attitudes towards the continuing	professional
AGREED	CALLED FOR	EXAMINED	
(7) A number of studies have <u>E</u> ) 1999; Trevor, 2008).	(AMINED the reaso	ons for the slow pace of reform (e.	g. Smythe,
(8) Bygrave (1989) <u>AGREED</u>	that chaos theory c	cannot be supported by data.	
(9) Other writers have <u>CALLED F</u>	o change in pla	nning policy (e.g. Lim, 2005; Newto	on, 2008)
PREPOSITIONS:		7	
Complete the sentences below	(1 - 10) by filling in the corre	ect preposition.	
(1) The White House said there w	ill be no change <u>IN</u> po	olicy.	
(2) We were expecting him TO	arrive yesterday.		
(3) Scientists are conducting an i	nvestigation <u>INTO</u> the co	auses of the accident.	
(4) Instructions on caring FOR	your new sofa are included	d.	
(5) The witness's story was not sup	ported <u>BY</u> the eviden	ce.	
(6) The overthrow of the regime v	was followed <u>BY</u> a peri	iod of anarchy.	
(7) Everything is going according	TO schedule.		

Look at sentences pages 2 & 3 to find the correct prepositions.

(9) Technology has had an irreversible impact ON society.

(10) The current system is characterized BY obsolete technology.

(8) You will be employed to assist in the development OF new equipment.

(1) Sharpling (2012) \_\_\_\_\_ that reporting verbs have subtle differences in meaning. (b) points out c) investigated a) examines d) calls for (2) University of Adelaide (2014) \_\_\_\_\_ that using the same reporting verb all the time is both repetitive and boring. a) states b) questions c) analyses d) compared (3) Smith (2016) that reporting verbs have different strengths. a) recommends b) examines c) discusses (4) Smith (2016) \_\_\_\_\_ with Sharpling (2012) that reporting verbs have subtle differences in meaning. a) compares b)believes c) explains d) agrees (5) The authors \_\_\_\_\_ that this policy had 'devastating economic results' (Smith & Jones 2008, p. 12). b) describe a) call for c) show d) investigate (6) In her study on Internet privacy, Johnson (2005, p.197) \_\_\_\_\_ that a person can be identified by name on the Internet using age and address details. b) concludes a) examines c) describes d) compares (7) In their study on suburban Internet usage, Smith et al. (2012, pp. 34-126) \_\_\_\_\_ that 90% of 2000 surveyed participants were concerned about violations of their privacy. a) demonstrated b) questioned c) analysed d) investigated (8) TechTimes (2013, p. 73) \_\_\_\_\_ the reasons behind the increase in Internet bullying. b) believes c) discusses a) suggests (9) Smith et al. \_\_\_\_\_ the proposal that information technology is changing society. b) reject c) think a) show d) argue (10) Brown and Peters (2013, pp. 3-5) \_\_\_\_\_ Johnson's findings as 'disturbing.' b) describe a) conclude c) point out (11) In his latest article Morton (2012) \_\_\_\_\_ how information technology is changing society. b) conducts d) explains a) believes c) comments (12) Schmidt (2010) the process of language acquisition. a) describes b) argues c) recommends d) thinks (13) Kon (2000) \_\_\_\_\_ that all poets are strongly influenced by their childhood. a) examines b) calls for c) suggests d) discusses (14) Lee (2006) \_\_\_\_\_ that problems arose earlier than previously thought. a) analyses b) compares c) defines d) states (15) Uvarov (2001) \_\_\_\_\_ that the causes of the revolution can be traced back to the 18th century. b) questions c) conducts d) investigates a) claims (16) Van et al (2002) \_\_\_\_\_ that other historians have misinterpreted the period. c) discusses b) describes a) examines d) believes (17) Patel (1987) \_\_\_\_\_ that governments should continue to fund space projects. a) discusses b argues c) outlines d) calls for (18) Levack (2010) \_\_\_\_\_ that there are contradictions in Day's interpretation of the poem. b) notes a) compares c) discusses d) questions (19) Kim (2005) \_\_\_\_\_ how Bach's music draws considerably on earlier composer's work. a) thinks b) rejects c) concludes d) demonstrates (20) Gerrand (2001) \_\_\_\_\_ previous interpretations of the play. b) points out a) questions c) believes d) argues

Choose the correct option (a, b, c or d) for each of the following sentences (1 - 20).

Knowing how to use **reporting verbs** correctly in a sentence is important. Now we are going to look at what comes after **reporting verbs**. Some verbs appear more than once because they can be used in different ways.

1) Reporting verb + 'that' + clause: admit, decide, deny, inform, insist, mention, suggest, recommend.

He admitted that he was mean.

She decided that she would travel to India.

The suspect denied that he was at the scene of the crime.

I've just been informed that my luggage had already arrived.

We insist that you join us for dinner.

He casually mentioned that he was leaving his job.

I suggest that you arrive early.

Note: People often leave out the 'that' in spoken English. The meaning is the same:

I suggest you arrive early. We insist you join us for dinner.

2) Reporting verb + verb-ing: deny, mention, suggest

Lucia **denied meeting** the businessman last week. My wife **mentioned seeing** you the other day. Mark **suggested buying** stocks in the IT firm.

3) Reporting verb + preposition + verb-ing: apologise, insist

She **apologised for forgetting** my birthday. We **insisted on sharing** the cost of the meal

**Note:** You can also apologise **to** someone (apologise + to + object) (apologise + to + object + for + ing)

Baz apologised to Lucia for forgetting her birthday.

4) Reporting verb + 'to' + infinitive: decide, demand, offer

We **decided to test** the theory experimentally.

Barry **demanded to know** the answer.

Brutus offered to pay for the damage.

5) Reporting verb + indirect object + infinitive: advise, persuade

I advised him to apply.

The salesman **persuaded us to** buy his product.

6) Reporting verb + indirect object + 'that' + clause: advise, inform

I advised him that he should apply.

A notice informed the guests that formal dress was required.

### PRACTICE:

Complete the sentences below (1 - 12) with one of the following verbs (you may need to change the form). Use each verb ONLY ONCE.

ADMIT / ADVISE / APOLOGISE / DECIDE / DEMAND / DENY / INFORM / INSIST / MENTION / OFFER / PERSUADE / SUGGEST

(1) She marched into my office \_\_\_\_\_\_\_\_ to know why I hadn't written my report.

(2) I am writing to \_\_\_\_\_\_\_ you that your rent will be increased as of October 1st.

(3) I \_\_\_\_\_\_\_ to pay the cost of the taxi.

(4) The prime minister \_\_\_\_\_\_\_ that the crisis had been mishandled.

(5) We \_\_\_\_\_\_\_ for the delay and any inconvenience caused.

(6) Eventually Sam \_\_\_\_\_\_\_ her to accept an offer of marriage.

(7) Statistics \_\_\_\_\_\_ that women live longer than men.

(8) I strongly \_\_\_\_\_\_ you not to do this.

(9) He \_\_\_\_\_\_ to devote the rest of his life to scientific investigation.

(10) I \_\_\_\_\_\_ on paying for the damage.

(11) She hotly \_\_\_\_\_\_ having taken the money.

12) He should not have \_\_\_\_\_\_ that her ex-boyfriend was now happily married.

For Questions 1-10, complete the second sentence so that it has a similar meaning to the first sentence <u>using the word given</u>. **Do not change** the word given. You must use between two (2) and five (5) words including the word given.

(1) "I think you should stop eating so many sweets," Mary's sister said to her.	ADVISED
Mary's sister ADVISED MARY TO STOP EATING so many sweets.	
(2) "I'm sorry I didn't tell you the truth," Peter said to us.  Peter APOLOGISED FOR NOT TELLING the truth.	APOLOGISED
(3) "Why don't you try on a pair of jeans?" Peter asked Mary.  Peter SUGGESTED TRYING a pair of jeans.	SUGGESTED
(4) "You look really tired," he told her.  He SAID THAT SHE LOOKED really tired.	SAID
(5) "I wasn't anywhere near the bank that day," he said.  He DENIED BEING anywhere near the bank	DENIED that day.
(6) "You really must let me cook dinner," said Anne.  Anne INSISTED ON COOKING dinner.	INSISTED
(7) "You must do your homework tonight." the teacher said.  The teacher TOLD ME TO DO my homework the	TOLD nat night.
(8) "Eating more fruit is good for you too," she said.  She RECOMMENDED EATING more fruit.	RECOMMENDED
(9) Before we play the game, I will tell you the rules.  Before we play the game, I WILL EXPLAIN the	EXPLAIN e rules.
(10) "I might be late for dinner." he told me.  He INFORMED ME THAT HE might be late for dinner.	INFORMED

## **SUPPLEMENT: The Subjunctive**

The subjunctive was formerly used in English for situations that were improbable or that expressed a wish. It is only rarely used in modern English. It is, however, found in certain set phrases and in very formal forms of speech and writing.

- · God save the Queen!
- · God bless you!
- · God help us!
- · Heaven help us!
- · Heaven forbid that that should happen to me.

### The Present Subjunctive

The form in the present tense is exactly the same as the base form in all persons of the verb. That is, there is no -s on the 3rd person singular.

The subjunctive is used, in very formal English, in subordinate clauses that follow verbs expressing a desire, a demand, a formal recommendation, or a resolve. It also includes statements about one's state of mind, such as opinion, belief, purpose, or intention.

- I only ask that he **cease** behaving in this extraordinary manner.
- It is vital that they **be** stopped at once.
- · Is it really necessary that she work all hours of the day?
- · I demand that he **do** something to make up for this.

The clause containing the subjunctive is generally linked to the main clause with that.

- I only ask **that** he should cease behaving in this extraordinary manner.
- It is vital **that** they are stopped at once.
- · It is vital to stop them at once.
- Is it really necessary for her to work all hours of the day?
- I demand that he do something to make up for this.

#### The Past Subjunctive

In written English and in very formal speech, the past subjunctive form **were** is sometimes used with the 1st and 3rd person singular, in place of the normal past form **was**.

The past subjunctive may be used:

- after if or I wish, to express regret or longing
  - If your father **were** alive he would help you.
  - If I were rich I would buy a Ferrari.
  - · I wish I were taller.
  - · If only he were here now!
- after as if/as though and similar expressions, to express doubt or improbability.

## Some Verbs Followed By The Subjunctive

to advise (that)

to ask (that)

to command (that)

to demand (that)

to desire (that)

to insist (that)

to propose (that)

to recommend (that)

to request (that)

to suggest (that)

to urge (that)