Direct Indirect Speech

The Iliad and the Odyssey are emotional powerhouses largely because of their extensive use of direct speech. Yet this characteristic of the Homeric epics has led scholars to underplay the poems' use of non-direct speech, the importance of speech represented by characters, and the overall sophistication of Homeric narrative as measured by its approach to speech representation. In this pathfinding study by contrast, Deborah Beck undertakes the first systematic examination of all the speeches presented in the Homeric poems to show that Homeric speech presentation is a unified system that includes both direct quotation and non-direct modes of speech presentation. Drawing on the fields of narratology and linguistics, Beck demonstrates that the Iliad and the Odyssey represent speech in a broader and more nuanced manner than has been perceived before, enabling us to reevaluate our understanding of supposedly "modern" techniques of speech representation and to refine our idea of where Homeric poetry belongs in the history of Western literature. She also broadens ideas of narratology by connecting them more strongly with relevant areas of linguistics, as she uses both to examine the full range of speech representational strategies in the Homeric poems. Through this in-depth analysis of how speech is represented in the Homeric poems, Beck seeks to make both the process of their composition and the resulting poems themselves seem more accessible, despite pervasive uncertainties about how and when the poems

were put together.

A new examination of the little-studied phenomena of Direct Speech in Old English poetry.

A direct successor to Searle's Speech Acts (C.U.P. 1969), Expression and Meaning refines earlier analyses and extends speech-act theory to new areas including indirect and figurative discourse, metaphor and fiction.

The Cambridge Advanced Learner's Dictionary gives the vital support which advanced students need, especially with the essential skills: reading, writing, listening and speaking. In the book: * 170,000 words, phrases and examples * New words: so your English stays up-to-date * Colour headwords: so you can find the word you are looking for quickly * Idiom Finder * 200 'Common Learner Error' notes show how to avoid common mistakes * 25,000 collocations show the way words work together * Colour pictures: 16 full page colour pictures On the CD-ROM: * Sound: recordings in British and American English, plus practice tools to help improve pronunciation * UNIQUE! Smart Thesaurus helps you choose the right word * QUICKfind looks up words for you while you are working or reading on screen * UNIQUE! SUPERwrite gives on screen help with grammar, spelling and collocation when you are writing * Hundreds of interactive exercises

What is direct and indirect speech - 'expression of time' in direct and indirect speech - important reporting verbs - pronoun change - tenses in direct and indirect speech - reporting verb with object - changing modal verbs - use of comma or colon - where to put reporting verb in direct speech - 'Questions' in direct and indirect speech -

'exclamations' in direct and indirect speech - 'imperatives' in direct and indirect speech - use of 'that' in indirect speech - SAMPLE THIS: What is Direct and Indirect Speech?-- There are two ways to express what someone else has said. On this basis, sentences are of two types: sentences with Direct Speech, and sentences with Indirect Speech - DIRECT SPEECH-- Direct Speech is also called Quoted Speech. Direct Speech refers exactly what someone has said. Direct Speech appears within quotation marks (.."."). A comma is used before starting the exact quote within the quotation marks. Direct Speech should be word for word. Example: President declared, "I will not bear corruption in the country at any cost." INDIRECT SPEECH-- Indirect speech is also called Reported Speech. Indirect Speech does not refer exactly what someone has said. Indirect Speech doesn't appear within quotation marks but the word "that" may be used as a conjunction between the reporting verb and reported speech. Indirect Speech shouldn't be word for word. Example: President declared that he would not bear corruption in the country at any cost. Important rules for changing Direct Speech into Indirect Speech are as follows: 'Expression of Time' in Direct and Indirect Speech-- You need to change expression of time when changing direct speech (DS) into indirect speech (IDS) to match the moment of speaking. Important expressions of time in direct and indirect speech are as follows: 'now' is changed into 'then' - 'today' is changed into 'that day' - 'tomorrow' is changed into 'the next/following day' - 'yesterday' is changed into 'the day before' - 'these (days)' is changed

into 'those (days)' - 'a month ago' is changed into 'a month before' - 'last weekend' is changed into 'the weekend before last' - 'last night' is changed into 'the night before' - 'a year ago' is changed into 'a year before' - 'next year' is changed into 'the following year' - 'this (morning/noon/evening)' is changed into 'that (morning/noon/evening)' - Besides expressions of time, there are many other expressions that need to be changed if you are changing Direct Speech into Indirect Speech. 'come' is changed into 'go' - 'thus' is changed into 'so' - 'these' is changed into 'those' - 'hence' is changed into 'thence' - 'here' is changed into 'there' This New York Times bestseller is an exciting and fearless investigation of language from the author of Rationality, The Better Angels of Our Nature and The Sense of Style and Enlightenment Now. "Curious, inventive, fearless, naughty." --The New York Times Book Review Bestselling author Steven Pinker possesses that rare combination of scientific aptitude and verbal eloquence that enables him to provide lucid explanations of deep and powerful ideas. His previous books - including the Pulitzer Prize finalist The Blank Slate - have catapulted him into the limelight as one of today's most important popular science writers. In The Stuff of Thought, Pinker presents a fascinating look at how our words explain our nature. Considering scientific questions with examples from everyday life, The Stuff of Thought is a brilliantly crafted and highly readable work that will appeal to fans of everything from The

Selfish Gene and Blink to Eats, Shoots & Leaves. The present volume unites 15 papers on reported discourse from a wide genetic and geographical variety of languages. Besides the treatment of traditional problems of reported discourse like the classification of its intermediate categories, the book reflects in particular how its grammatical, semantic, and pragmatic properties have repercussions in other linguistic domains like tense-aspect-modality, evidentiality, reference tracking and pronominal categories, and the grammaticalization history of quotative constructions. Almost all papers present a major shift away from analyzing reported discourse with the help of abstract transformational principles toward embedding it in functional and pragmatic aspects of language. Another central methodological approach pervading this collection consists in the discourse-oriented examination of reported discourse based on large corpora of spoken or written texts which is increasingly replacing analyses of constructed de-contextualized utterances prevalent in many earlier treatments. The book closes with a comprehensive bibliography on reported discourse of about 1.000 entries.
In sentences containing reported speech, thought, or perception, it is possible to distinguish different voices or views, associated with different discourse roles. They originate in two different clauses: one clause signals a reporting situation, and the other a

reported situation. This volume examines the methods used for combining these two types of clauses in a range of languages. In each of the contributions, the focus is on the forms and functions of verbs; topics dealt with include the meaning of tense, mood, and aspect (and their interaction) in the various types of reported speech, the speech act status of reported utterances, correlations between reporting verbs and verbs in reported clauses (and the conjunctions introducing them), and possible intra-systemic and cross-linguistic correlations of these properties. The articles concentrate on the Slavic languages Russian, Bulgarian, Macedonian, Serbian, Croatian, and Slovene, the Romance languages Latin, Old and Modern French, and Spanish, the Germanic languages Swedish, German, Dutch, and English, the Indo-Iranian language Bengali, and Mandarin Chinese.

Easy English Guide is not just a book but a new way of life through which we learn the English language used in daily life. This book is going to give you a lot of knowledge. This book has been written by help of many writers. The purpose of this book is only to give you complete knowledge of English language. In this monograph, Regine Eckardt develops a comprehensive theory of free indirect discourse, analysing speaker-oriented and other context-dependent words in terms of formal semantics and pragmatics.

The volume brings together important essays on syntax and semantics by Aikhenvald and Dixon. It focusses on topics in linguistic typology, the analysis of previously undescribed languages and issues in the grammar and lexicography of English.

TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. TRENDS IN LINGUISTICS considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

Direct and Indirect SpeechWalter de Gruyter

Seminar paper from the year 2016 in the subject English Language and Literature Studies - Linguistics, grade: 1,0, Technical University of Braunschweig, course: Approaches to Meaning, language: English, abstract: This term paper will deal with speech act theory, especially with the success of speech acts depending on certain conditions. Due to the usage of direct and indirect speech acts in everyday conversations it will be analysed which conditions have to be fulfilled to have a successful speech act. The following theories will be used to answer the research question whether

the same conditions have to be fulfilled for direct and indirect speech acts to be successful: 1) Theory of Felicity Conditions by John Searle 2) Cooperative Principle by Paul Herbert Grice 3) Inference Theory by Gordon and Lakoff The hypothesis is that indirect speech acts are different than direct speech acts due to the demanded hearer uptake and the possible ambiguity. After giving definitions of important linguistic terms and theories, the success of utterances and conversations in general will be described by the help of the Cooperative Principle by Grice. Then different examples of Direct and Indirect Speech Acts will be analysed that will show the difference between the two forms. Some of the used examples are made up and some are dialogues taken from the TV-series "The Big Bang Theory" as well as "The Walking Dead". To explain how one can interpret the implicature in an utterance, the inference theory by Gordon and Lakoff will be taken into account. In the end it is made clear that the success of Indirect Speech Acts depends on the context in which the utterance is made and also on other external conditions which the speaker cannot control himself as the speaker often requests a hearer uptake. Different texts by Austin, Thomas, Levinson, Renkema, Cruse and Yule will be studied to get an answer to the research question. Special focus will be put on the Indirect Speech Acts as they can be ambiguous and ask for a hearer uptake to be successful. It is a recognized fact that English has been gaining much importance at school, in daily life and in travelling abroad. Taking these fields of application into consideration and aiming at making this international language easy to use, this book has been set to meet the need of the learners of English. Graded subjects have been dealt with in a simplified way so as to eliminate boredom and make the reader more interested in this language. It is well known that the mere mention of grammatical rules is of no use unless such rules

are brought into practice through exercises. To fulfill this aim, the book offers plenty of drills accompanied with a key. Also, to keep pace with the modern techniques of learning a foreign language, multiple choice exercises have been included. Therefore, it is advisable for those who are poor in English to go through the book from beginning to end. In addition to the essential subjects, the book contains information on writing a composition, setting a letter as well as the use of various idioms. Much attention has been paid to correcting the common mistakes which a lot of readers tend to make. Such mistakes are made in the use of prepositions, the verb "to be", the verb "to have" and the verb "to do" as well. Furthermore,

Communication across Cultures explores how cultural context affects the use and (mis)interpretation of language. It provides an accessible and interdisciplinary introduction to language and language variation in intercultural communication by drawing on both classic and cutting-edge research from pragmatics, discourse analysis, sociolinguistics, linguistic anthropology and politeness studies. This new edition has been comprehensively updated to incorporate recent research, with an emphasis on the fluid and emergent practice of intercultural communication. It provides increased coverage of variation in language within and between cultures, drawing on real-world examples of spoken and written communication. The authors review classic concepts like 'face', 'politeness' and 'speech acts', but also critique these concepts and introduce more recent approaches. Each chapter provides a set of suggested readings, questions and exercises to enable the student to work through concepts and consolidate their understanding of intercultural communication. This is an excellent resource for students of linguistics and related disciplines.

Reported speech, whereby we quote the words of others, is

used in many different types of interaction. In this revealing study, a team of leading experts explore how reported speech is designed, the actions it is used to perform, and how it fits into the environments in which it is used. Using contemporary techniques of conversation analysis, the authors show how speech is reported in a wide range of contexts - including ordinary conversation, storytelling, news interviews, courtroom trials and medium-sitter interactions. Providing detailed analyses of reported speech in naturallyoccurring talk, the authors examine existing linguistic and sociological studies, and offer some insights into the phenomenon. Bringing together work from the most recent investigations in conversation analysis, this book will be invaluable to all those interested in the study of interaction, in particular how we report the speech of others, and the different forms this can take.

Teaching English Grammar has been something very difficult for the teachers nowadays just because of the same traditional methods. For the above problem the author has tried to make the teaching - learning process more enjoyable and interesting by implicating some other methods of teaching language which can help each teacher to improve their classroom teaching. The author has done the complete process by implicating it on several students.

The author argues for a new, linguistically grounded typology of speech and thought representation in English from a cognitive-linguistic perspective. Apart from direct and indirect speech/thought, the types described include the character-oriented free indirect and the narrator-oriented distancing indirect type, and two subjectified types in which reporting clauses such as I think function as hedges.

This Book Covers The Following Topics: 01. Direct and Indirect Speech 02. Expression of Time 03. Important Reporting Verbs 04. Pronoun Change 05. Tenses in Direct

and Indirect Speech 06. Reporting Verb with Object 07. Changing Modal Verbs 08. 'Questions' in Direct and Indirect Speech 09. 'Exclamations' in Direct and Indirect Speech 10. 'Imperatives' in Direct and Indirect Speech 11. Direct and Indirect Speech: Mixed Types 12. Where to Put Reporting Verb in Direct Speech 13. Punctuation Rules 14. Other Useful Notes Exercise -- 01 Exercise -- 02 Exercise -- 03 Sample This: 01. Direct and Indirect Speech There are two ways to express what someone else has said. On this basis, sentences are of two types: sentences with Direct Speech, and sentences with Indirect Speech DIRECT SPEECH Direct Speech is also called Quoted Speech or Direct Narration. Direct Speech refers exactly what someone has said. Direct Speech appears within quotation marks (".."). A comma is used before starting the exact quote within the quotation marks. Direct Speech should be word for word. The first letter of the quotation begins with a capital letter. Example: The president said, "I will not bear corruption in the country at any cost." INDIRECT SPEECH Indirect speech is also called Reported Speech or Indirect Narration. Indirect Speech does not refer to exactly what someone has said. Indirect Speech doesn't appear within quotation marks but the word "that" may be used as a conjunction between the reporting verb and reported speech. Indirect Speech shouldn't be word for word. The pronoun in Indirect Speech is changed according to speaker and hearer. Example: The president declared that he would not bear corruption in the country at any cost. Important rules for changing Direct Speech into Indirect Speech are as follows: 02. Expression of Time You need to change the expression of a time when changing direct speech (DS) into indirect speech (IDS) to match the moment of speaking. Important expressions of time in direct and indirect speech are as follows: 'a month ago' is changed into 'a month before' 'a year ago' is changed into 'the previous

year' or 'a year before' 'last night' is changed into 'the night before' 'last Saturday' is changed into 'the Saturday before' 'last weekend' is changed into 'the weekend before' 'next year' is changed into 'the following year' or 'the year after' 'now' is changed into 'then' 'the day after tomorrow' is changed into 'in two days time' 'the day before yesterday' is changed into 'two days before' 'these (days)' is changed into 'those (days)' 'this (morning/noon/evening)' is changed into 'that (morning/noon/evening)' 'today' is changed into 'that day' 'tomorrow' is changed into 'the next/following day' or 'the day after' 'tonight' is changed into 'that night' 'yesterday' is changed into 'the previous day' or 'the day before' Besides expressions of time, there are many other expressions that need to be changed if you are changing Direct Speech into Indirect Speech. 'come' is changed into 'go' 'bring' is changed into 'take' 'thus' is changed into 'so' 'hence' is changed into 'thence' 'hither' is changed into 'thither' 'here' is changed into 'there' Have fun and learn ENGLISH DIRECT - INDIRECT SPEECH the easy way.

Kids learn basics of a language well when they are taught in an effective manner. They grasp the rules with ease when they are depicted through pictures. The 'Li'l English Learning Series' uses a systematic and influential approach to teach basic rules of English language through to the point and easy to understand text and illustrations.

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? ?-??? Direct – Indirect Speech ??? Active – Passive Voice?? ????????? ??????? ???? ????? ??? ????? ???? ?? ???? ????????? ??? ??. ?????? ?????? ???????? ? ????????? ????? ?????????? ???????????? ?????? ???? ??? ??? ????? Chapters ??? ????????? ????? ?????? ??? ??? ? ???? ??? ??????????? ? ?-??? ????????? ??? ??. ? ?-????? ?????? ???? ???? ???? ???? ????? ?? ?????? ???. https://www.youtube.com/channel/UC-17AYX5XX0I k-Nfflv_Geg

DESCRIPTION - (Narration) Whosoever wants to learn English, he/she has to learn English Grammar. Grammar teaches how to read, write and speak English correctly. Grammar is divided into five important parts: 1. : Orthography 2. : Etymology 3. : Syntax 4. : Punctuation 5. : Prosody A learner of English Grammar is taught about alphabet 26 letters – Capital and Small letters separately – how to read , how to write and how to speak (pronounce) these letters nicely with ease. Then with the joining of one letter to another letter or letters they are taught how to form words step by step. Here also they are taught the method or art how to spell well these letters and how to learn nicely to read, write and speak these words with ease. At the third stage of teaching they are taught how to make sentence with the help of subject, verb, object and moreover with the complements, if any. For the students of senior classes they have to learn more about important chapters of Grammar so that they can be able to write the answers of long type questions, essays, letters etc. Over and above some grammar portions are also prescribed in the

syllabus/prospectus. As these portions are very important ones and tough also, the students have to pay proper attention to the rules and learn them properly. These chapters are very important in English grammar: 1. : Kinds of sentence 2. : Parts Of Speech 3. : Tense 4. : Narration – Direct and Indirect Speech 5. : Transformation 6. : Analysis (Clauses) 7. : Synthesis 8. : Punctuation As an English teacher I have experienced that some of the students do not follow when they are taught Narration Chapter i.e. Direct and Indirect Speech and the rules or methods how to change correctly from direct speech or narration to indirect speech or narration. I am a retired person of nearly 70 years. My sons basically all software engineers working at distant places advised me to write good books for the students out of my long experience of teaching English and my grandson – a student of BCA of Asansol Engineering College, West Bengal (India) has consented to edit the e – books (Booklets) part by part with the least price and get them published in Google Play, Google Book, Flip kart, Amazon KDP and so on… The Booklet Narration has been written in a very simple language citing suitable examples one by one so that the students can be able to understand or grasp quickly with ease. Do hope with the publication of this type of booklet not only the students but many people who are desirous of learning English can be benefitted particularly they will have enough time/leisure while waiting for bus/train/flight and so on outside with a Smart Phone in their hands with internet connectivity. Durga Prasad (Author) Edited by Shubham Kumar – A student of BCA – Asansol Engg.

College, (W.B.)
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