**英语口语复述原则与实践**

汉语部分对复述的基本原则要求和基本方法进行了简单概括，所涉及的具体技能和训练方法请阅读英语部分说明。

**一、复述能力要求**

根据《中国人民大学英语口语能力标准》（p5-p6），英语复述要求为：

* **能够复述听到（音频）或看到（视频）的故事、传记、新闻报道或事件报道等内容。要求表达连贯，内容完整，语言规范，语气与情感表达恰当。**
* **能够熟练运用人称转换、时态转换、归纳概括以及记录要点等基本复述技巧。**

**二、测试形式**

《中国人民大学英语口语水平测试大纲》（p4-p5）对复述部分的测试形式进行了解释：

**要求考生先听或看指定语言材料（只播放一次），听或看的过程中可以在考场提供的空白纸张上记笔记，语言材料播放完毕后开始复述。语言材料包括音频或视频。测试时长3分钟。**

**该部分测试为单人面试的形式，2位考官考核1位考生。**

**三、复述基本原则、技能与实践方法**

复述分为两个步骤：第一步听记，第二步复述。相关原则、技能和实践方法在每一个步骤中分开简述。

**（一）听记过程**

该过程涉及到两个方面：确定记录内容以及提高记录速度。这两个方面密切相关。

**1. 如何确定记录内容**

复述需要考生在短时间内尽可能多的信息，一般测试用的1.5分钟左右的音（视）频资料有200字左右的文本。单独依靠记忆，复述时很难保证内容的完整性和准确性，因此考生在听或看的过程中需要记录要点。

通常书写速度要远低于录音中的语速，即使是英语为母语的人手写速度也仅为每分钟30词左右，中国学生的速度还会更慢些。如果按照听写的习惯做笔记，那么写完一两句话后，其余大部分的内容都会错过。**因此考生只能记录关键信息，这些信息多为实词（动词、名词、形容词和副词），在文中通常重读，易于辨认。功能词/虚词（连词、副词、代词、介词、冠词、非实义动词）通常为非重读词汇，听记时可跳过不写，复述时根据对原文的整体理解和语法知识复原。如缩写 “mor” 可以代表in the morning。**

**建议同学们结合后面英文部分的听记实例，认真学习《超越概念听力》中 Listening Strategies部分的听记技巧详解，并观看口语标准网上葛晓华老师的相关视频讲座。**

**2. 提高记录速度**

即使是记录关键信息，一篇200词的文章可能有数十个单词需要记录，因此提高手写速度很重要。可以自己培养并训练简单的速记手法，比如写下关键词开头的2-3个字母来作为复述时的提示，如hu代替husband，wi代替wife。在了解听力材料大意后，借助hu和wi进行复述时，就不太可能会错误联想到hurry和wifi。更多实例和练习可参见英语讲解的Part II。建议同学们在平日练习时建立自己习惯的速记体系，英语部分提供的仅供参考，缩写不一定只是单词开头几个字母。

**（二）复述过程**

复述时，通常要先用一句话总结整个故事或报道的主旨大意，然后对主体内容进行改写式复述。改写时需要从词汇短语和句子两个层次考虑。复述不同于背诵，要求在理解原文的基础上使用自己的语言表达，不是单纯依赖原文原词原句。本部分评分标准请阅读《口语标准》9-11页的详细说明。

复述过程中，语言准确性、表达连贯性和内容完整性等要求较容易理解。不同的题材对于语气与情感表达的要求请参考朗读部分的要求。这里重点介绍内容重构方面的要求和方法。

**1. 遵循原始素材的结构**

对于故事复述来说，应注意故事的核心要素：时间、地点、人物和情节。人物关系、时间顺序、情节发展要点要与原文符合。

对于报道，选材通常为说明或议论性质的文体，多数不以时间为主线，复述时应抓住主要结构，如事件、影响、评论等。在完成速记开始复述前，可以将要点迅速用笔圈成不同板块。

**2. 内容尽可能详实，但要忠实于原文**

复述时应尽量详尽地重述听到或看到的信息，**但不应随意添加与原始素材无关的信息或学生自己的评论。**比如视频报道中，记者就幸福指数在街头随机采访时，画面里出现的汽车、商店或行人与主题无关则不可加以描述。但如果是关于购物的报道，如视频中只出现购物场景，且持续一定时间，而同时无旁白时，视觉信息则需要进行描述。

**3. 同义改写原文（Paraphrasing）**

同义改写，即用自己的语言进行表达是复述的核心要求之一。复述时只能保留借用部分原始表达，不能机械背诵所有原文，需要对原文进行再创作。同义改写可分为词、句两个层次：

1）词汇或短语的同义替换，主要是实词的改写。

2）简化句式结构，将复杂句变短。

报道类材料复杂句较多，在参考笔记进行复述时，经常需要利用关键词重新造句，可以根据主要的意思进行改写。注意在句子数量增加时，因补充句子成分的需要，复述使用的词汇数量也会增加，同时部分词汇的词性需要改变。具体实例见英语部分讲解。

**4. 人称或引语的转换**

人称转换可能发生在引语转换过程中，但也可能发生在其它地方。比如故事讲述人以“I”的人称进行讲述时需要转换为对应的名词或第三人称代词。这里人称转换和引语转换分开来讨论。

1) 人称转换

故事讲述人的“I”需要根据故事的内容来判断人物身份，复述第一次提到的时候需要使用名词。如果讲述人未提及自己的身份，复述时一开始可以用“The speaker”“The man/woman”。如果提到具体身份，如国籍、职业、年龄或姓名等，则换用相应的名词，如The American salesman，或The old man。后面与代词“He/She”或“they”轮流使用。代词使用的频率要高于名词，比如用两次代词就可以换一次名词。

报道复述中有时候也需要有人称转换。有些报道一开始先对听众观众提问题，比如Have you…? Do you…? 然后导入主题。这时候不宜直接背诵原始问题，否则听起来像是在问考官问题，不符合复述要求。这时候可以转换人称，类似于直接引语转为间接引语，但因为原文中是直接提问，**而不是引用别人的原话**，因此这并不属于直接引语转换。

2）引语转换

故事或报道复述中，直接引语经常需要转换为间接引语，这种转换属于高中语法知识。部分例子参看英语部分的说明，如果记不清转换要求，自行查阅语法教材搜索参考百度百科。

需要注意的一点是，复述时，多数时候时态需与原文保持一致，不需调整，否则可能会违反忠实原则。如故事多为过去各类式时态，新闻报道题材则各种时态都有可能出现。多数时态变换主要出现在直接引语转换为间接引语中，不属于独立的技能。

引语转换也有部分例外。比如报道中采访人的话常常就是直接引语，如果受访人使用了“We”或“You”来泛指所有人（包括听者），那么人称不必转换，只进行同义替换和句式结构转换即可。

**复述技能练习建议：**

同学们可以结合《朗读复述100篇》中的61-100篇，练习速记，口头练习复述所需的同义替换、句式简化和人称及引语转换等技能。同时可以充分利用好现有教材，比如《高级英语视听说1》和《超越概念听力》中Passage和News部分可以用来进行复述练习。

**Principles and Practice of Retelling**

**Part I. Introduction**

In this section, a short story or report of around 1.5 minutes will be played back to students, who are required to retell it in their own words rather than reciting what they have heard word by word. The retelling may take a maximum of 1.5 minutes.

A story usually takes the form of audio recording and a report can be either an audio recording or a video clip. Some of the principles or skills of retelling overlap but some differ a lot, which will be further explained in the following sections.

Please check SOPE and TOPE RUC for the detailed description of the standards and grading system.

**Part II. Principles and Practice of Retelling**

Retelling involves two major steps: while-listening and retelling. Related principles and skills will be introduced in these steps.

**Step 1: While-listening**

It is great to have a sharp memory and print everything in one’s mind. However, it is virtually impossible to memorize all the important information for long. Thus students need to take notes while listening. Given that students cannot write down every word of the testing material, they will have to rely on those key words necessary for rebuilding the story or report. More importantly, students must improve their speed of writing to cover as much information as possible. Here are some tips for this step.

**Tip 1: ONLY take notes of key information:**

Key information refers to words or phrases (not complete sentences) to help restore the story or report. They are usually content words, i.e. nouns, notional verbs, adjectives and adverbs, which are stressed or read more clearly than functional words, i.e. some conjunctions (and, as, etc.), pronouns, prepositions, and non-notional verbs (auxiliary verbs, modal verbs, and different forms of the link verb “be”).

Students may browse the following story and pay attention to the underlined words needed to jot down while listening. Then they can check it against the recording of essay 61 in the *100 Essays For Reading Aloud And Retelling*.

**61. Christmas Cards**

It was two weeks before Christmas, and Mrs Smith was very busy. She bought a lot of Christmas cards to send to her friends and to her husband's friends, and put them on the table in the living-room. Then, when her husband came home from work, she said to him, 'Here are the Christmas cards for our friends, and here are some stamps, a pen and our book of addresses. Will you please write the cards while I am cooking the dinner?'

Mr Smith did not say anything, but walked out of the living-room and went to his study. Mrs Smith was very angry with him, but did not say anything either.

Then a minute later he came back with a box full of Christmas cards. All of them had addresses and stamps on them. 'These are from last year,' he said. 'I forgot to post them.'

With these words, students will find it easier to rebuild the story. The notes may take the following form, and to save time, students can leave out most punctuations or connectors. But it is advisable that key words in each sentence be noted down in a single line to avoid confusion in the reproduction.

two weeks Christmas Mrs Smith very busy

bought Christmas cards

send friends husband's friends

put table living-room

husband came home work

said Christmas cards friends, stamps, pen book addresses

please write cards cooking dinner

Mr Smith not say anything

walked out living-room

went study

Mrs Smith very angry

not say anything either

minute later came back box full Christmas cards

had addresses stamps.

last year said

forgot post

The words omitted can be recovered by students with memory and grammatical knowledge. As they can listen to the recording once only, some key words may be missing in the note taking. Students will have to rely on their general understanding of the story or report to make up for that. Required techniques will be discussed in Step 2.

**Tip 2: Improve the speed of note taking**

Stenography (速记) means writing very quickly using special signs or shorter forms for words or phrases. It is a skill which is used to get more information within a given time. Students may build their own system of stenography, especially for those frequently used words or phrases.

Since people tend to complete a word before moving on to the next, it calls for some practice to get used to stenography of their own. For most of the content words, students may just jot down the first two or three letters for later reference. These will remind them of the complete words in the recording. For example, “tomorrow” can be shortened as “to”. In a given context, these two letters will not remind students of “today” or a name in the reproduction.

The following are some examples with suggested shortened forms (not just the first two letters). Students are advised to expand the list on their own and familiarize themselves with these forms**.** The categories of words can go on too. In a given context, even if there are shortened words with the same two or three letters, they will not be easily confused unless there is alliteration, which is not likely to appear in a story or report. Students may think about te(acher) te(a) te(ars). In most cases, these coincidences will take place in different sentences and this will not create confusion. Therefore, they can just feel free to use the shortened forms of the key words.

**Examples of Shortened Words of People**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| fa--father | mo--mother | dt--daughter | hu--husband | wi-wife |
| fri--friend(s) | m--man | w-woman | ld-lady |  |
| gtn-gentleman/gentlemen | dr--doctor | tr--teacher | fm--farmer |  |

**Examples of Shortened Words of Place/Location**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| hm--home | rm--room | vlg--village | co--company |  |

**Examples of Shortened Words of Action**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ak--asked | td--told | sd--said | st--stand/stood | wk--work(ed) |
| cm--came/come | si--sit | wt--went | tk--think | chg--change |
| gn--gone | lv--leave | lf--left | mv--move(d) | stp--stop(ped) |

**Examples of Shortened Words of Emotion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ang--angry | hap--happy | wrd--worried | gld--glad | anx-anxious |
|  |  |  |  |  |

**Examples of Shortened Words Particular to Reports**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| wd--world | cy--country | sv--survey | rpt--report | agr--agriculture |
| idt--industry | mv--movie | tec--technology | gv--government | rs--research |
| ecn--economy/economic | fin--finance/financial | ldr-leader | ed--education | wst--website |

With the use of shortened words, the notes of the story *Christmas Cards* may look like this:

2 weeks Chr Mrs Smi bz

bo Chr car

sen fri hus fri

put tab liv roo

hus cam hm wk

said Christmas cards friends, stamps, pen book addresses

please write cards cooking dinner

Mr Smith not say anything

walked out living-room

went study

Mrs Smith very angry

not say anything either

minute later came back box full Christmas cards

had addresses stamps.

last year said

forgot post

**Supplementary exercises for improving stenography**

Students are encouraged to get familiar with their own system of stenography by 1. noting down the key words while READING and 2. noting down the key words while LISTENING. Curb the impulse to write down every letter of a word!

***Directions: Take notes of the following texts while reading and time your note taking. Please do not read the texts twice.***

**Text 1:**

Next Thursday is the scariest day of the year in America. No, it's not tax day. It is Halloween!

Many people, young and old, are busy preparing. They are getting their costumes ready, looking forward to making a change in appearance on the big day. Others are adding Halloween or seasonal decorations around their home and buying candy. Like most holidays, Halloween can be a costly event.

In fact, the National Retail Federation says Americans are expected to spend about $2.6 billion just for costumes. It says the special clothing is not just for children either. Adults also dress up and some of them even dress up the pet dog or cat!

The National Retail Federation gathers information about American shopping and sales of goods. It says Americans on average will spend about $75 dollars for the holiday. This includes costumes, candy and decorations. The group says total spending is expected to be $6.9 billion.

That is a big number. But, it is less than the amount Americans spent last year. Halloween 2012 cost celebrants about eight billion dollars.

The National Retail Federation says fewer Americans are expected to take part in the holiday this year. In 2012, the group says, 170 million people celebrated. That was an all-time high. This year, it expects fewer than 160 million people will mark the holiday.

And what are the millions wearing this year? The group says the number one costume for young children is that of a princess. Animal costumes are next. Batman characters are rated third.

The favored look for adults is the costume of a witch. Batman and vampires come second and third.

The pumpkin costume is most popular for dogs and cats.

One new costume this year is based on a character in the popular television show "Breaking Bad." The TV series is about a chemistry teacher who starts making the illegal drug methamphetamine to sell. The costume looks like the protective suit and gas mask worn in the meth laboratory. But, we do not expect it to be seen on the average trick-or-treater!

**Text 2:**

The path to prison often starts at a young age. One way to keep young offenders out of the criminal justice system is called restorative justice.

One of the first non-profits organizations to use this method is Community Works in Oakland, California. The organization now handles 100 cases a year, it works in partnership with the district attorney's office and the probation department.

Matthew Golde is a prosecutor in the district attorney's office. He says prison is not the best solution for most young people who commit a crime.

"We know what happens when you incarcerate juveniles for a long period of time. They come out worse. For the vast majority, it is not empirically the best thing to do. So the question is 'What do we do?'"

"I'm sorry for my actions on March 17, 2013, when you tried to stop me on the street in Berkeley. There is no excuse for what I did."

John is 16 years old. He got caught tagging, putting graffiti on a building. He tried to run away and hit a police officer while resisting arrest. John is reading his letter of apology to the officer.

Instead of a judge, there is a facilitator. John's parents are attending the conference with the police officer he attacked. They are sitting in a circle, and speaking directly to each other.

Melissa Saavedra is an employee of Community Works, with her assistance, they agree on a restitution plan. John will perform 20 hours of community service and do work at home for his parents.

"He's monitored very closely by myself with the support of mom and dad. We go through a plan and do right by the victim."

John was given a second chance, He can return to school with no criminal record.

Restorative justice is not well-known in the United States, but the system dates back hundreds of years, used by American Indian tribes and the aborigines of New Zealand. Mennonites in Ontario, Canada started the modern-day practice in the 1970s. The idea has since spread to other parts of the world.

**Text 3**

The Internet company Google is testing its newest high-tech device, Google Glass. Most of the technologies for Google Glass are already available on smart phones. Google has taken those same technologies and added them to eyeglass frames. The company describes the glasses as wearable computers that would change the way people view others and the world.

Chris Dale is the Senior Manager of Communications for Google Glass.

"Google Glass is a tiny computer that sits in a lightweight frame, and rests neatly above your eye and it makes exploring and sharing the world around you a lot easier."

The glasses have a tiny video screen and a camera that connect wirelessly to the Internet through WIFI, a smartphone, or a tablet computer. You can make and receive calls, send and receive texts, take pictures, record video or search the web. You control Google Glass using your voice, and a touchpad on the right arm of the frame.

Professor Marcia Dawkins is among a select group of people who have been given a chance to test out Google Glass.

"I thought this is something I definitely need for my classroom and hopefully for my personal life too."

The Professor's Google Glass looks like a bright orange glasses, without the actual glass. But there's a tiny rectangular glass at the top right-hand corner. Through that glass, she has been recording video while biking. She also has been able to talk to her sister in Thailand, and she plans to use the device to teach a public speaking class.

But not everyone is excited about Google Glass. Some are concerned about possible risks to privacy. John Simpson is the director of the privacy project at Consumer Watchdog.

"It is essentially going to allow people to come in and spy on you and record that, without you knowing what is going on."

Google says that it has already addressed that concern. Mr Dale explained that in order to start the camera or record a video, the owner must say something out loud.

"I activate the device, and say 'Okay, glass, take a picture.' Similarly, I have a little button on the top here that I can push that will again show an explicit gesture to everybody around me that a picture is being taken and a video is being recorded." But Filmmaker Chris Barrett showed just how easy it is to record people without them knowing it. His glass captured a man getting arrested after a fight. He shared the video on YouTube.

Also some are concerned about the use of facial recognition technology on Google Glass. But Google says it will not approve the use of such applications. The Internet company says it is still testing its new device, it hopes to make Google Glass available to the public by early next year.

**Step 2: Retelling**

In this step, students will retell what they have heard in the recording. Retelling is not equal to reciting in that the former requires students to reproduce the text in their own words. A good memory does help, but retelling does not end with a good memory.

Usually students can start with a very brief summary of the main idea of the story or report. It could be like “This story/report is about…” or “This report discusses the issue of…” Then they need to reproduce the main points with the help of the notes . In this sense, retelling means summarizing and paraphrasing, which requires a variety of techniques or skills. Students are advised to know the differences between a summary and a paraphrase in retelling.

A **paraphrase** attempts to express the same ideas of an original text in different words. This is the essential requirement of retelling. No attempt at conciseness is made in paraphrasing. Indeed, a paraphrase may be longer than its original text.   
 A **summary**, by contrast, is an abridgement（概略）expressing the main ideas of a text passage through reported speech. A good summary covers the most essential points in an original text. In the retelling, however, we need a summary of the main idea only, not of all the essential points.

**Principles to follow in the retelling**

According to TOPE RUC, students are expected to convey appropriate emotions or feelings while retelling, which means that the tones should be consistent with the theme and style of the text. The tones could be either the same as or different from those of the original text.

Story retelling, for instance, calls for more vivid and lively manners of delivering, with more variations of tones and stresses. Students need to conform to the original tones.

Reports, on the other hand, may require a formal or “official” tone. Even if people interviewed in a report may express different emotions in the form of direct speech, students may have to neutralize these emotions, because in retelling, direct speech is usually turned to indirect speech.

Apart from language accuracy, which is a basic requirement and will not be elaborated here, students can follow the principles below regarding content reconstruction while retelling.

**1. Follow the structure of the original text**

For story retelling, students need to focus on the linear nature of the story, i.e. how a story started, how it developed and how it ended. Meanwhile, elements like time, place, people and plot should be made clear. Usually a story is told in a chronological order, so students must retell the events of the story in correct order.

For report retelling, students may just follow the major elements, e.g. time, people or organization involved, place, process, conclusion or suggestion, etc.

**2. Provide as many details as possible but remain faithful to the original text.**

Cover as much information as possible. But students are not expected to provide extra information or their own comments. In particular, for reports in video formats, it is not advisable to describe visual information not directly relevant to the theme of the reports, e.g. shops, cars or passers-by in a random survey of happiness on the street. Only when this report is about shopping or holidays, etc., are such descriptions allowed. Students should also make sure that they focus on what the speakers are saying.

**3. Paraphrase with synonyms**

At its simplest level, a paraphrase means replacing original wording with synonyms. Consider the original sentence "While the company says AllMighty is a 'valuable' drug, it is 'concerned' that many doctors who are prescribing the medications don't know enough about it". Students can use "useful" for "valuable," and "worried" for "concerned".

An example from essay 79:

**Original sentence:** So, **rather than** stressing the health benefits of a good **workout**, The Lancet researchers have decided to show the harm caused by inactivity.

**Simplified sentence:** So, **instead of** stressing the health benefits of a good **exercise**, the Lancet researchers have decided to show the harm caused by inactivity.

**4. Paraphrase with simplified sentence structure and changed parts of speech.**

Changing the sentence structure adds to the value of the paraphrase, especially in retelling reports with complex sentences. Break these sentences into shorter ones, though it means there could be more words in making a new independent sentence. While retelling, students actually often need to reconstruct meanings from the notes taken when they cannot recall the original long sentence. Sentence structures may be inevitably changed. In this process, students may also have to change the parts of speech of some words in creating new sentences.

An example from essay 79:

**Original sentence:** Despite the familiarity of the message, one in three adults worldwide fails to do the recommended 150 minutes of moderate aerobic activity per week.

**Simplified sentence:** The message sounds familiar. But one third of adults in the world don’t do moderate aerobic activity. It is recommended that they do it 150 minutes every week.

**5. Shift the person or speech where necessary.**

Shifts in person can be involved in shifts in speech (from direct to indirect), but the former can also take place elsewhere. For instance, the story teller can be “I”. In the retelling, students have to change it, otherwise this becomes reciting. For the convenience of discussion, they will be discussed separately.

1) shifts in person

If a story is told in the first person, students need to shift it to the third person. All related pronouns should be changed accordingly. For instance, “I” first becomes “the speaker” if there is no indication of the speaker’s name in the story and then “he” or “she”. In the following account, third person pronouns and “the speaker” need to be used alternately. There are supposed to be more uses of third person pronouns than “the speaker”. Take essay 81 *Saving money for college on my own*.

**Excerpted script for the story**

Finally, **I** was off to college. Thanks to some careful savings, **I** did not have to work during the first school year. Then, summer hit and it was time to work harder than ever. **I** continued working, as a tennis instructor during several mornings a week, and worked as a secretary for a few hours in the afternoons.

During **my** second and third years of undergraduate schooling, **I** decided to work about five hours per week in the campus admissions office answering phones…

**This part retold with shifts in person.**

Finally, **the speaker** went to college. Thanks to some careful savings, **he** did not have to work as a freshman. Then, summer arrived and it was time to work harder than before. **He** went on working, as a tennis instructor in several mornings a week, and worked as a secretary for a few hours in the afternoons.

During his second and third years of undergraduate studies, **the speaker** decided to work about five hours a week in the campus admissions office answering phones.

Meanwhile, in reports, shifts in person may also be needed.

An example from essay 80:

**Original sentences:** Have you ever wondered why sweets are always by the till in supermarkets? Why you are made to walk down many aisles to reach the everyday essentials at the back of the shop?

In this case, it is not appropriate for the students to the original second person, as it may sound like asking the raters questions. A shift in person is then recommended.

**Sentences reworded**: The report first asks two questions: No.1, whether we have wondered why sweets are always by the till in supermarkets and No.2, why we are made to walk down many aisles to reach the everyday essentials at the back of the shop.

3) shift of the speech

When there is direct speech in a story or a report, students are advised to change it to indirect speech. It would be awkward to use direct speech without quoting the original text precisely. More importantly, a good retelling does not leave much room for reciting. The suggestion is that students use direct speech only when they are short sentences. But students still need to use synonymous expressions instead of using the exact original words. Shift in speech also calls for synonym replacement and sentence structure simplification.

For detailed description of shifts of direct speech into indirect speech, students may refer to related grammar section in senior high school course books. Some examples are provided below but we will not go into detail here.

Shift of the speech generally involves shifts in person, tense, adverbial and sentence structure, etc. The following examples are taken from the *100 essays*.

An example from essay 75 (story):

**Original sentences:** One evening the telephone bell rang and Mrs Jones answered it. A tired man said, 'At what time does your last film begin?'

**Reworded sentence:** A tired man asked her when her last film began.

An example from essay 61 (story):

**Original sentence:** 'These are from last year,' he said. 'I forgot to post them.'

**Reworded sentence:** He said those were from the year before and he had forgotten to post them.

An example from essay 74 (story):

**Original sentence:** One evening Mrs Brown looked at her vegetables and said, 'Tomorrow I am going to pick them, and then we can eat them.'

**Reworded sentence:** One evening Mrs Brown looked at her vegetables and said that the next day she was going to pick them and then they could eat them.

An example from essay 83 (report):

**Original sentences:** Lynne Shaner used the Internet to buy everything she needed for her wedding and holiday gifts.

"**I** **find** that, by being able to go online and choose the things that **I need** to choose, and have them delivered to **me** right at **my** doorstep, **I** **eliminate** all the driving, all the crowds, all the noise of that, and **I** usually **get** a better selection."

**Reworded sentences:**

Lynne Shaner bought online everything she needed for her wedding and holiday gifts.

**She** **found** that she was able to go online and choose what **she** **needed** to choose, and had them **sent** to her right at her doorstep. In this way, **she got rid of** all the driving, all the crowds, all the noise of that. And **she** usually **got** a better selection.

There are exceptions with the shifts in speech. Sometimes in reports, when “we” or “you” in direct speech is used to include the listeners, there is no need to shift the person.

An example form essay 91 (report):

Steve Wong is acting director of the Chinese American Museum in Los Angeles. He says Chinatowns in major American cities are now mainly for tourists.

"If you walk around Chinatown today in Los Angeles and many other big cities, you have these facades of Chinese-ness, which sometimes is real. Sometimes it's not. And so you have gift shops, you have Chinese food which is catering towards American tastes. I don't even call it Chinese food. I think it's very American."

In the second paragraph, sentences of direct speech with “you” can remain unchanged in retelling. Only the last two sentences need rewording.

…“He doesn’t even call it Chinese food. He thinks it's very American.”