

# Test • Unit 18

## Indirect Questions; Indirect Imperatives, Requests, and Advice Creative Problem Solving

### Part I

**A** Write C (correct) or I (incorrect) for each sentence.

- C 1. My professor told us to take a break.  
 \_\_\_\_\_ 2. My boss asked them to brainstorm about it.  
 \_\_\_\_\_ 3. He told them that finish the job.  
 \_\_\_\_\_ 4. My father always says to get my work done before having fun.  
 \_\_\_\_\_ 5. I asked you to go to the meeting.  
 \_\_\_\_\_ 6. Tanya told that to finish the job.  
 \_\_\_\_\_ 7. Joshua asked us did we want to have a meeting about the problem.

**B** Circle the correct word or phrase.

1. She asked / said which design company we would recommend.  
 2. I told / told her that she should call All Design.  
 3. Carla said don't / not to interrupt her.  
 4. Ms. Jackson told / told us to start brainstorming.  
 5. My boss said we / us should consider all of the proposals.  
 6. Barbara asked that / me to submit a proposal.

### Part II

#### 1. Indirect Questions

Read the conversation. Then circle the correct words to complete Bob's report about his conversation with Tina.

**Bob:** How did the meeting with the design team go?

**Tina:** It went well. They gave me a lot of good ideas.

**Bob:** That's great! Did you talk about the intranet project?

**Tina:** No, we didn't. We're going to work on it next time. I hope you can come to the next meeting.

**Bob:** I'll certainly try to be there. How did the design team feel about the project?

**Tina:** They loved the idea, but they had a lot of questions that I wasn't able to answer. That's why I'd like you to come to the next meeting.

**Bob:** When is it?

**Tina:** It's on Wednesday at 2:30.

**Bob:** Great. I think I'm free. Where will it be?

**Tina:** The big conference room on the fifth floor.

**Bob:** Will they serve snacks?

**Tina:** You and your snacks! No, of course they don't serve snacks!

I asked / told Tina how / that the meeting with the design team had gone. She told me / said me that it had gone well and that they had given she / her a lot of good ideas. I asked her whether / that they had talked about the intranet project. She said that we / they hadn't and that they were going to work on it next time. She also said that she hoped that you / I could come to the next meeting. I asked / told her when it was / were. She said if / that it was on Wednesday at 2:30. I asked / told her where the meeting would be, and then I asked if they serve / would serve snacks. She seemed to think that that was a ridiculous question!

## 2. Indirect Imperatives, Requests, and Advice

Complete the second sentence so that it has the same meaning as the first sentence. Use indirect speech.

1. Bill said, "Please get into groups of four."

Bill told the class *to get into* groups of four.

2. Bill said, "Please move your tables together."

Bill told the class \_\_\_\_\_ their tables together.

3. Bill said, "Please don't be shy about sharing your ideas."

Bill told them \_\_\_\_\_ shy about sharing their ideas.

4. Bill said, "Please take notes."

Bill asked Lisa \_\_\_\_\_ notes.

5. Bill said, "You should write down everyone's ideas."

Bill told her \_\_\_\_\_ everyone's ideas.

6. Bill said, "Please speak quietly."

Bill asked them \_\_\_\_\_ quietly.

7. Julia said, "May I take notes next time?"

Julia asked \_\_\_\_\_ notes next time.

## Part III

Read the conversation from the class. Then complete another student's description of what the people said. Use the words in parentheses. Add a pronoun if necessary.

**Teacher:** You should make a word map to brainstorm ideas. Write the topic in the middle of your page. Draw a circle around it. Write related words and ideas around the circle.

**Barbara:** Should we write full sentences?

**Teacher:** No. Don't write full sentences. Use words and phrases only.

**Susan:** Why are we making word maps?

**Teacher:** Word maps help us think of new ideas.

**Tom:** Should we turn in our word maps?

**Teacher:** Yes. Please turn in your word maps with your essays.

Yesterday in class, our teacher *told us to make* (tell) a word map to brainstorm ideas. First she \_\_\_\_\_ (1) \_\_\_\_\_ (2) (tell) the topic in the middle of the page. Then she \_\_\_\_\_ (3) \_\_\_\_\_ (4) (say) related words and ideas around the circle. Then Barbara \_\_\_\_\_ (5) \_\_\_\_\_ (6) (ask) full sentences. The teacher \_\_\_\_\_ (7) \_\_\_\_\_ (8) (tell) full sentences. She \_\_\_\_\_ (9) \_\_\_\_\_ (10) (tell) words and phrases only. Next, Susan \_\_\_\_\_ (11) \_\_\_\_\_ (ask) word maps. The teacher \_\_\_\_\_ (12) \_\_\_\_\_ (say) us think of new ideas. Finally, Tom \_\_\_\_\_ (13) \_\_\_\_\_ (ask) our word maps or not, and she \_\_\_\_\_ (14) \_\_\_\_\_ (tell) our word maps with our essays.

