

REPORTED SPEECH PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What suggestion did Kathe make?**
 - A. To visit the shop
 - B. To go out for dinner
 - C. To consider the weekend instead
 - D. To invite more friends

- 2. What inquiry did he make about missing the bus?**
 - A. What will you do if you miss the bus?
 - B. How will you get to your destination?
 - C. Are you going to be late?
 - D. Do you have another way to travel?

- 3. Convert "She says, 'I am tired'" into reported speech.**
 - A. She said that she was tired
 - B. She says that she is tired
 - C. She is tired
 - D. She said that she is tired

- 4. What did he inquire about the key?**
 - A. Did you take my key?
 - B. Where is my key?
 - C. Why did you take my key?
 - D. Have you seen my key?

- 5. What did he want to confirm about my identity?**
 - A. Are you Tom?
 - B. Is he Tom?
 - C. Were you Tom?
 - D. Have you met Tom?

- 6. How would you report "Do I have to do my homework?"**
 - A. He asked me if he has to do his homework.
 - B. He asked me if he had to do his homework.
 - C. He asked whether he did have to do his homework.
 - D. He asked me, "Do I have to do my homework?"

7. What was his inquiry regarding my feelings about her actions?

- A. Were you happy about what she did?
- B. Did you enjoy what she did?
- C. Are you pleased with her actions?
- D. Have you forgiven her?

8. What was he asking about the location?

- A. Why it was important to find it
- B. Where it could be found
- C. Where is it?
- D. Who has it now?

9. What was his question about my well-being?

- A. What do you think of your situation?
- B. How do you feel today?
- C. How are you?
- D. How have you been lately?

10. What was the detective curious about the bomb?

- A. When will the bomb explode?
- B. How powerful is the bomb?
- C. Who planted the bomb?
- D. Where is the bomb located?

Answers

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1. C
2. A
3. B
4. A
5. A
6. B
7. A
8. C
9. C
10. A

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Explanations

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1. What suggestion did Kathe make?

- A. To visit the shop
- B. To go out for dinner
- C. To consider the weekend instead**
- D. To invite more friends

The choice indicating that Kathe suggested considering the weekend instead is correct because it likely reflects a thoughtful recommendation that takes other factors into account. Kathe's suggestion may be based on practicality, such as availability, convenience, or a better experience that could be enjoyed over the weekend compared to other timeframes. The other choices may not align with her intent or context. For example, if Kathe's aim was to find a more suitable time for an activity, simply suggesting to visit the shop, go out for dinner, or invite more friends doesn't demonstrate that level of consideration about timing and its implications. The focus on the weekend signifies a strategic approach to planning, thereby making it the most fitting suggestion in this context.

2. What inquiry did he make about missing the bus?

- A. What will you do if you miss the bus?**
- B. How will you get to your destination?
- C. Are you going to be late?
- D. Do you have another way to travel?

The selection of the inquiry regarding missing the bus highlights a direct concern about the consequences of that situation. The first option poses a hypothetical question related to actions that the individual plans to take if they find themselves in the predicament of missing the bus. In reported speech, this inquiry is often reconstructed to focus on what someone would do in future circumstances, which aligns perfectly with the notion of missing the bus and contemplating alternatives. This type of inquiry is particularly relevant because it not only addresses the immediate concern but also prompts a reflection on preparedness and options, which is crucial in situations where public transportation is involved. The others, while they may also pertain to the situation, do not directly ask about the actions one intends to take should they miss the bus. Instead, they assess the result or the current state of affairs rather than focusing on proactive measures to counteract missing the bus. Thus, the chosen inquiry encapsulates the thought process one would likely have when considering the potential issue at hand.

3. Convert "She says, 'I am tired'" into reported speech.

- A. She said that she was tired
- B. She says that she is tired**
- C. She is tired
- D. She said that she is tired

The correct transformation of "She says, 'I am tired'" into reported speech is captured by the option that retains the present tense verb "says" and the present tense "is tired." In reported speech, when the reporting verb is in the present tense, the original statement can be conveyed without changing the tense of the words that follow. In this case, "says" indicates that the statement is still true at the moment of speaking, which means there is no need to shift to the past tense. Therefore, the sentence "She says that she is tired" accurately reflects her current state of tiredness as stated in the original direct speech. The other choices shift the tense improperly or change the form, which does not align with the present context provided by "says."

4. What did he inquire about the key?

- A. Did you take my key?
- B. Where is my key?
- C. Why did you take my key?
- D. Have you seen my key?

The choice that accurately reflects what he inquired about the key is structured in a way that aligns with the rules of reported speech. When transforming direct questions into reported speech, it's important to convert the question into a statement format and adjust the pronouns and verb tenses accordingly. In the context of reported speech, "Did you take my key?" can be transformed into a reported inquiry like "He asked if I had taken his key." This structure indicates the original question was indeed about the act of taking the key, which fits the scenario of what he might be inquiring about. The other options, while they are also questions about the key, focus on different aspects—like the location or the reason for taking it—rather than directly asking if someone took it, making them less suitable for the given context of the inquiry about the key itself.

5. What did he want to confirm about my identity?

- A. Are you Tom?
- B. Is he Tom?
- C. Were you Tom?
- D. Have you met Tom?

The correct choice pertains to a situation where someone is directly asking for confirmation about the identity of the speaker. The phrase "Are you Tom?" is a direct question that aligns with the context of wanting to confirm someone's identity in the present. When converting this sentence into reported speech, it can be transformed to, "He wanted to confirm if I was Tom." This maintains the essence of the original inquiry about identity. Other options, while they might seem similar, address different subjects or time frames. For example, "Is he Tom?" would suggest a question about another individual's identity rather than the speaker's. "Were you Tom?" implies a past context that could mean the person is questioning whether the speaker was known as Tom at some previous time, which deviates from the intent of confirming current identity. "Have you met Tom?" shifts the focus entirely to a different subject, inquiring about a possible meeting rather than confirming the identity of the speaker, thus not fitting the original question about one's identity.

6. How would you report "Do I have to do my homework?"

- A. He asked me if he has to do his homework.
- B. He asked me if he had to do his homework.
- C. He asked whether he did have to do his homework.
- D. He asked me, "Do I have to do my homework?"

To report the question "Do I have to do my homework?" accurately, it is essential to recognize the shift in tense and perspective when converting direct speech to reported speech. The original question is in the present tense, as indicated by "do," which corresponds to a requirement or obligation. In reported speech, the verb tense typically shifts back one tense. Therefore, "do" changes to "had," which reflects the past tense used in reporting. Additionally, when forming a reported question, it is crucial to maintain the pronoun consistent with the speaker's perspective. Here, if someone is reporting this, they would refer to "he" instead of "I." The correct transformation thus becomes "He asked me if he had to do his homework." This formulation captures both the change in tense and the adjustment in perspective, making it the proper way to convey the reported content of the original question. The other choices do not maintain the proper tense shift or the correct pronoun perspective.

7. What was his inquiry regarding my feelings about her actions?

A. Were you happy about what she did?

B. Did you enjoy what she did?

C. Are you pleased with her actions?

D. Have you forgiven her?

The inquiry regarding feelings about someone's actions typically seeks to understand the emotional response to those actions. The chosen response emphasizes a straightforward emotional assessment by asking if the feelings involved are positive, specifically focusing on happiness. This option clearly aligns with the context of feelings and does so in a way that reflects a past perspective, as the inquiry is phrased in a way that recalls a specific moment in time when the question would have been relevant. If considering the original wording of the inquiry, it seeks to gauge emotional reaction rather than enjoyment, approval, or forgiveness, which makes this option particularly suitable. The other options, while they capture nuances of feelings, shift focus to enjoyment, pleasure, or forgiveness, which may not encompass the broader feelings implied in the original inquiry about 'her actions.' Consequently, this makes the selected response the most appropriate for understanding the sentiments in question.

8. What was he asking about the location?

A. Why it was important to find it

B. Where it could be found

C. Where is it?

D. Who has it now?

The focus of the question is on what was being asked about the location of something. The correct response indicates a direct inquiry about the location using the structure "Where is it?" This format is a straightforward and clear way to ask about the present location of an object or place. In reported speech, when transforming a direct question like "Where is it?" into indirect speech, one would typically convey that someone was inquiring about the current position of something. This matches perfectly with the context of the original question about location. The other choices do not fit the context of asking about the current location in the same direct manner. The phrase "Where it could be found" implies a hypothetical or future scenario rather than a direct inquiry about its present location. Meanwhile, "Why it was important to find it" shifts the focus to the value of the location rather than its actual whereabouts, and "Who has it now?" changes the subject to possession instead of location. Thus, the emphasis on the current status and position in the correct answer underscores its appropriateness for the question posed.

9. What was his question about my well-being?

- A. What do you think of your situation?
- B. How do you feel today?
- C. How are you?
- D. How have you been lately?

In reported speech, when conveying what someone asked about another person's well-being, it's essential to capture the essence of the question accurately. Option C, "How are you?", is particularly fitting in this context because it is a common, direct inquiry about someone's current state and well-being. This question can easily be rephrased in reported speech as "He asked how I was," preserving the casual and straightforward nature of the original inquiry. The other choices, while related to well-being, do not have the same directness or typical usage in everyday conversation. For instance, "What do you think of your situation?" is more reflective and doesn't directly ask for an emotional state. Similarly, "How do you feel today?" is slightly more specific and may imply something about specific events rather than a general check-in on well-being. Lastly, "How have you been lately?" suggests a broader time frame which might not align with a concise inquiry about the present condition as "How are you?" does. Hence, the choice of "How are you?" captures the essence of a simple and direct question about well-being most effectively in reported speech.

10. What was the detective curious about the bomb?

- A. When will the bomb explode?
- B. How powerful is the bomb?
- C. Who planted the bomb?
- D. Where is the bomb located?

The detective's curiosity likely centered on understanding the timing aspect of the bomb, which is crucial in potentially preventing harm or apprehending a suspect. When questioning the device's explosive nature, knowing when it will detonate can significantly influence the actions taken. If the focus is on the timing, it suggests a priority on immediate safety and the urgency of response. This line of inquiry indicates a proactive approach to managing a potentially dangerous situation. It's more logical for a detective involved in crisis situations to be concerned about the possibility of an imminent explosion rather than the bomb's overall power, who may have planted it, or its location. While those other considerations are also important, the timing of the explosion takes precedence in terms of immediate action needed to protect lives.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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