



General Intermediate

Unit 12: What a dream!

Objectives

- Grammar: Reported Speech, indirect questions
- Vocabulary: Ways of speaking
- Everyday English: Talking in cliches
- Reading: Lives that made a difference
- Listening: Giovanni Giudice - Living his dream!





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1. Look at the photo. Is this your idea of 'living the dream'? If it isn't, what would be?
 2. Read the quote. Does the fear of failure stop you from trying to do things?

**‘There is just one thing
that makes our
impossible. The fear of
failure.’**

Paulo Coelho

1. Read and listen to the joke. Why is it so funny? 
12.1

‘JUST LEAVE ME ALONE!’

A tramp was sleeping on a park bench. A lady stopped and asked, “Excuse me! What time is it?” The tramp was annoyed at being woken up. He told her, “I haven’t got a watch, so I don’t know the time!” He went back to sleep.

A bit later a boy stopped. He also woke the tramp and asked, “Excuse me! Do you know the time?” The tramp replied angrily, “I have no idea what the time is. I’m trying to sleep.” By now he was really fed up so he wrote a sign:

I don't know what the time is!

He put it next to him on the bench and went back to sleep. Half an hour later, a policeman was passing. He read the sign, woke the tramp up and said, “Good evening, sir, it’s nine o’clock.”



2. Listen to the joke again. There are some differences. Complete the lines with the reported conversations you hear. 
12.2

1. The lady asked him what time it _____.
2. He told her that he _____ a watch, so he _____ the time.
3. The tramp replied angrily that he _____ no idea what the time _____.
4. He added that he _____ to sleep.
5. The policeman said that it _____ nine o’clock.

Must have been / can't have been

1. Joaquin Garcia from Cadiz, Spain didn't show up for work for years. Nobody noticed. Read the article and answer the questions.

- 1. Why did the mayor finally notice Garcia's absence?
- 2. What was Garcia's excuse for not working?
- 3. What had he been doing?
- 4. What did the court do?
- 5. Why do you think the article is called 'The Long Lunch'?



The long lunch

A Spanish civil servant didn't show up for his job at the Cádiz water board for years and nobody noticed. Joaquín García, a water engineer in the Spanish city of Cádiz, was due to collect a medal for 20 years' loyal service, but nobody could find him. The mayor, Jorge Blas Fernández, asked where he was. He wondered if he was still on the payroll, or whether he had retired or died. Fernández went to the manager of the water board. The manager told him that he didn't know where García was, and he added that he had not seen him for several years. The mayor was amazed, so he contacted the missing engineer. He asked him what he had been doing for so many years. García refused to answer. The case went to court. The court asked García to explain his absence. They wanted to know why he had taken his pay despite doing no work. García admitted that he had not kept regular business hours, but said that was because he had been bullied at work and had become depressed. He added that he was making good use of his time at home – he had been studying philosophy, especially the works of Spinoza, the Dutch philosopher. The court ordered García to pay a fine of €27,000. The mayor told him that he would definitely not receive a medal.

2. Listen/read the Q&As. Identify the speaker, find the reporting lines, and note any tense backshift.



- 1. 'Where is he?'
The mayor asked where he was.
- 2. 'I don't know where he is. I haven't seen him for years.'
- 3. 'Is he still on the payroll? Has he retired or died?'
- 4. 'What have you been doing for so many years?'
- 5. 'Why did you take your pay despite doing no work?'
- 6. 'I didn't keep regular hours because I was bullied and I became depressed.'
- 7. 'I'm making good use of my time. I've been studying philosophy.'
- 8. 'You will not receive a medal.'

LANGUAGE FOCUS

Reported statements

- 1. When we report what people say, we usually move the tense back.
'I'm depressed.' → He said he was depressed.
'You'll love it.' → She was sure that I would love it.

Reported questions

- 2. In reported questions, there is no change in word order, and no *do/does/did*. When is *if* used?
'Where do you live?' → He asked me where I lived.
'Did she see Robert?' → He wondered if she'd seen Robert.

Reported commands and requests

- 3. Look at these sentences. Which one is a command? Which a request?
They **told him to** pay a fine.
The police **asked him to** explain.

1. Report these sentences.

- 1. "I'm looking for a new job." She said ...
- 2. "I've applied for five already." She told me ...
- 3. "Have you had any interviews?" I asked ...
- 4. "I went for an interview last Monday." She said ...
- 5. "When will you hear about the job?" I wondered ...
- 6. "I'm not sure." She replied ...
- 7. "You must call them and ask." I told her to ...
- 8. "Can you show me the job description?" I asked her to ...

'd = had or 'd = would

2. Read the sentences. When does 'd = had and when does 'd = would? How does it affect the meaning?

- 1. She asked if she'd accepted the job.
He asked if she'd accept the job.
- 2. He wanted to know where she'd worked.
She wanted to know where she'd worked.
- 3. She said they'd travelled by train.
He said they'd travel by train.

What did the people actually say? Listen and check. 12.4

Reporting verbs

3. Match the reporting verbs a-i in the box with the direct speech 1-9.

- | | |
|-------------|--------------|
| a. complain | f. explain |
| b. ask | g. invite |
| c. announce | h. promise |
| d. offer | i. encourage |
| e. persuade | |

- 1. b "Can you help me?" she said to me.
- 2. "I've been very busy," he said.
- 3. "I really will work hard for my exams," she said.
- 4. "Any unattended luggage will be removed," they said.
- 5. "You really should go travelling. You'd love it," she said to me.
- 6. "I'll give you a lift to the airport," he said to me.
- 7. "We would like you to come to our wedding," John said to his boss.
- 8. "Go on! Apply for that job! You know you'd be good at it," he said. "OK, I will," I replied.
- 9. "The only post I receive is junk mail," he said.

4. Report the sentences in exercise 3 using the reporting verbs.

She asked me for help.

Please, can you tell me ... ?

1. Read the sentences in the box and answer questions 1-4.

A		B	
1.	What's the time?	→	Can you tell me what the time is?
2.	Who does he work for?	→	I have no idea who he works for.
3.	Where did she go?	→	I don't know where she went.
4.	Do they have any children?	→	I wonder if they have any children?

1. Which are direct questions? Which are indirect?
2. What are the differences?
3. Why is there no *does* and *did* in B?
4. When is *if* used?

SPOKEN ENGLISH - Asking questions politely

1.

It sounds more polite to ask questions indirectly.  12.5

Listen and complete these examples.

- Where's the station? → Could you tell me where ... ?
 - What do you earn? → Could you possibly tell me how much ... ?
 - How much did you pay ... ? → Would you mind telling me how much ... ?
 - What time do the banks close? → Do you know when ... ?
 - Is Kate coming? → I wonder if ... ?
2.

Listen again and repeat. Pay attention to stress and intonation.  12.5

2. Match the lines in A, B, and C to make some everyday questions.

A	B	C
What (x3) Who Which How much How many How long Why (x2)	is (x2) kind of time football team have you been don't you time do you spend times did you leave	in front of a screen each day? a day do you check your phone? your last job? your dream job? your favourite sportsperson? reply to my texts? do you normally get up? do you support? music do you like? learning English?

3. Ask and answer the questions in 2 more politely using a suitable phase from Spoken English and 1.

Can you tell me what you normally get up?

Listen and compare.  12.6



Angelina Jolie:
‘the world’s most admired woman’

- 1. where / when / born
- 2. who / parents
- 3. what / first film role
- 4. what / most famous film
- 5. ever won any awards
- 6. how many times married
- 7. how many children
- 8. do other kinds of work
- 9. why / so admired

1. What do you know about Angelina Jolie?
Make indirect questions about her using the prompts **1-9**
above and the phrases below.

- I wonder ...
- I don't know ...
- I have no idea ...
- I want to know ...
- I'm not sure ...

I **wonder** when she was born?

I **have no idea** who her
parents are.

2. Research her role in the UN and discuss your findings as a
class.

1. What is your dream job?

2. Look at the photo. Where are the men? What's their job?



3. Respond the following questions about either your dream job or the men's job.

- Is the job indoors or outdoors?
- Is it well-paid?
- Does it require special training and/or qualifications?
- Does it involve working with other people?
- Does it involve travel?
- Do you need good communication skills?
- Do you need to be physically strong to do it?

4. Read what Giovanni Giudice says about being a gondolier. Why does he like it? What do you think his previous job was?

"You meet people with no problems, and you don't make money on the problems of people, you make money on the happiness of people ... you meet families when they are together, not when they are getting divorced and all these things."

5. Listen to a radio interview with Giovanni. Were you right about his previous job? Answer the questions.



12.7

1. How old is Giovanni? 26, 36, 46?
2. Where does the interviewer come from? What does he say about his country?
3. Did Giovanni's parents encourage him to change jobs?
4. Complete the sentence:
5. There are 1,000 _____ in Venice and only 425 _____.
6. Why is it difficult to become a gondolier? What does Giovanni call the man who helped him?
7. What is the myth about gondoliers?
8. When and why does Giovanni want to go to Australia?
9. Why is he critical of gondoliers who are unhappy?

6. Giovanni's English is good, but he makes a few mistakes. Read what he says, and correct the underlined words.

1. I would never lose this for anything.
2. It's ten years I don't touch a book of law anymore.
3. If you want to do the 'bloody' gondolier, you find yourself kicked out.
4. He's most important person in my adult life, because gave me the job.
5. You have to find a very patient girl, who will know what does it mean to be the wife of a gondolier.
6. It rings at noon and midnight wherever you will be in the city.

Answer the following questions.

- Do you think Giovanni made the right decision? Why/Why not?
- Is there ever a case for doing a job that you don't particularly enjoy? Why/Why not?

1. Look at the pictures and read the introductions about Eugene Cernan and Christina Noble. Who are they? What did they do? Both have had films made about them. Why do you think this is?



2. Read their thoughts.
Who said which?
What are they talking about?

'It doesn't matter whether you're in a gutter in Dublin or Ho Chi Minh City, it's still a gutter.'

'I looked at my footprints. I knew I wouldn't be coming back. That was the one moment when I wanted to stop time.'

Reading and speaking

Lives that make a difference

3. You are going to read about **Eugene Cernan**. Before you read the article, look at the vocabulary in the box. Discuss which words you expect to go with which article? Why?

Lunar module | slums | crewmates | matter-of-factness
siblings | alcoholic | landing | appalling suffering
cuddles | public appearances | tunnel vision | Earth-rise

4. Were you correct about the vocabulary?

5. Read the text again and answer these questions.

1. *He survived that great adventure: without becoming capsized by it ... nor retreating from it.*
 - What is the 'great adventure'? Who survived? Who was capsized? Who retreated? How?
2. *'We were so 'tunnel vision' about going to the moon. But sooner or later, you've got to come to grips with ... what's important in life.'*
 - Who does 'we' refer to? What was their 'tunnel vision'? Who suffered because of it?

- **Eugene Cernan** was the last man to walk on the moon. "The landing," said the astronaut, "is like being immersed in a sheet of fire, a comet, a shooting star." Cernan, with crewmates Thomas Stafford and John Young, also travelled faster than any human being in history: Apollo 10 reached 24,791 mph.



His journey to the moon

Born in Chicago in 1934 to a Czech mother and Slovak father, Cernan became a naval aviator before being selected by NASA for astronaut training. He went on to pilot Apollo 10 in May 1969, before finally being selected as commander of Apollo 17, which carried out the most recent moon landing, in December 1972. It was on this voyage that Cernan became the twelfth – and last – man to walk on the moon.

He survived that great adventure, without becoming capsized by it, as Buzz Aldrin was, using alcohol; or retreating from it, as the reclusive Neil Armstrong did. Like many astronauts, he retained a military matter-of-factness: "We were there to do a job."

Occasionally, though, his reticence gave way to a sense of wonder. "You can hear yourself breathe inside the suit," he said of the long moments of stillness just before the launch. Five hundred thousand people watched the night launch of Apollo 17 from Kennedy Space Center, in Florida, including his then wife, Barbara.

He spent three days on the moon's surface. "People say, 'What was it really like up there?' We saw some dazzling, extraordinary things. I mean, not too many people get to see an Earth-rise." He pauses for a long time. "When I was boarding the lunar module for the last time and I looked at my footprints, I knew I wouldn't be coming back. That was the one moment when I wanted to stop time."

After the moon

Unlike the first man to walk on the moon, the late Neil Armstrong, with whom he became friends, Cernan relished the celebrity the moon landing gave him. He made many public appearances. He said, "I enjoy meeting people."

'If you think going to the moon is hard, try staying at home'

There was a personal cost to that celebrity, and Cernan's first wife, Barbara, did not enjoy it. "If you think going to the moon is hard, try staying at home." Their marriage did not survive.

The Apollo astronauts were an elite group of alpha males, to which family often took second place. Cernan said, "We were so 'tunnel vision' about going to the moon, but sooner or later, you've got to come to grips with who you are and what's important in life. All I ever wanted to do was fly. For a long time, there was nothing else." Cernan died on 16th January, 2017, surrounded by his family.



Reading and speaking

Lives that make a difference

6. You are going to read about **Christina Noble**. Before you read the article, look at the vocabulary in the box. Discuss which words you expect to go with which article? Why?

Lunar module | slums | crewmates | matter-of-factness
siblings | alcoholic | landing | appalling suffering
cuddles | public appearances | tunnel vision | Earth-rise

7. Were you correct about the vocabulary?

8. Read the text again and answer these questions.

1. *It was hopeless, made impossible because her father was an alcoholic.*
 - What was hopeless and impossible? What happened as a result?
2. *The pain has never left her, and she doesn't want it to.*
 - What caused the pain? Why does she not want it to go?

- We all have dreams, but **Christina Noble**, OBE, had a dream that was to transform the lives of 700,000 children. In 1971, at the height of the Vietnam war, Christina went to bed after watching the news and dreamed she could go there and help the children. At the time she was raising three children of her own. She had had little education and knew nothing about Vietnam. She called an aid agency. They listened politely and said they would call back. They never did.



A childhood of appalling suffering

But there was one qualification Christina had for the work. She had had a childhood of appalling suffering. "It doesn't matter whether you're in a gutter in Dublin or Ho Chi Minh City, it's still a gutter," she says. "Every child deserves love and cuddles and kindness and warm food and a bed."

Born in 1944 in the slums of Dublin (the worst in Europe), Christina was the eldest of eight children. Her mother died when she was ten and she had to become a mother to her younger siblings. "I tried to feed them, I tried to get them to school. I'd go to the market at 4 a.m. to get oranges and cabbages."

It was hopeless, made impossible because her father was an alcoholic. "I'd go from pub to pub looking for him. When I found him I'd say, 'Come home, Daddy!'" Eventually, someone reported the family to the authorities. "We were taken away," says Christina. "We were all screaming, 'Daddy, Daddy, please don't let them take us. We'll be good, we'll go to school.' I remember him shouting back: 'Your mammy is dead and I can't look after you. It's for the best.'"

The children were put into separate institutions. Christina was told all her siblings had died and it was many years before she was reunited with them.

'Mamma Tina'

But Christina never forgot her dream. In 1989, her children now grown up, she simply got on a plane to Vietnam, checked into a hotel and started talking to

street children. When she saw kids who were dirty, hungry, and afraid, she smuggled them into her hotel room, and gave them a bath and food. They called her "Mamma Tina".

Eventually, in 1991, she got two oil executives to donate \$10,000, and she set up the Christina Noble Foundation. Based in Vietnam and Mongolia, it now has offices in 14 countries around the world, and 700,000 children have been helped to a better life.

The pain has never left

It's impossible to recover fully from a childhood as horrific as Christina's. The pain has never left her, and she doesn't want it to.

"The most important thing in life is remembering that we're all the same, we're all human beings," she says. "I learned in the slums of Dublin how to help a child in the slums of Vietnam."



Answer the following questions.

- Why do some astronauts have problems with the rest of their lives?
- Will there ever be more manned space exploration? Why/Why not?
- Does suffering always help make you a better person?

1. There are many verbs that describe ways of speaking. Match the verbs to their categories.

Whisper	approve	scream	advise
compliment	argue	deny	recommend
praise	complain	accuse	chat
discuss	yell	suggest	gossip
criticize	beg	insist	quarrel
grumble	protest	admit	

good idea	social
volume	disagreeing
a court of law	disliking
asking and ordering	liking

2. Write in a verb from 1. Sometimes more than one is possible.

- 1. _____ to a mate in the pub about football.
- 2. _____ the latest James Bond film.
- 3. _____ sweet words of love in your ear.
- 4. _____ about the awful weather.
- 5. _____ sometimes even with your best friend.
- 6. _____ about the love lives of celebrities.
- 7. _____ at the sight of a huge spider in the bath.
- 8. _____ that you made a mistake.

Verbs + prepositions

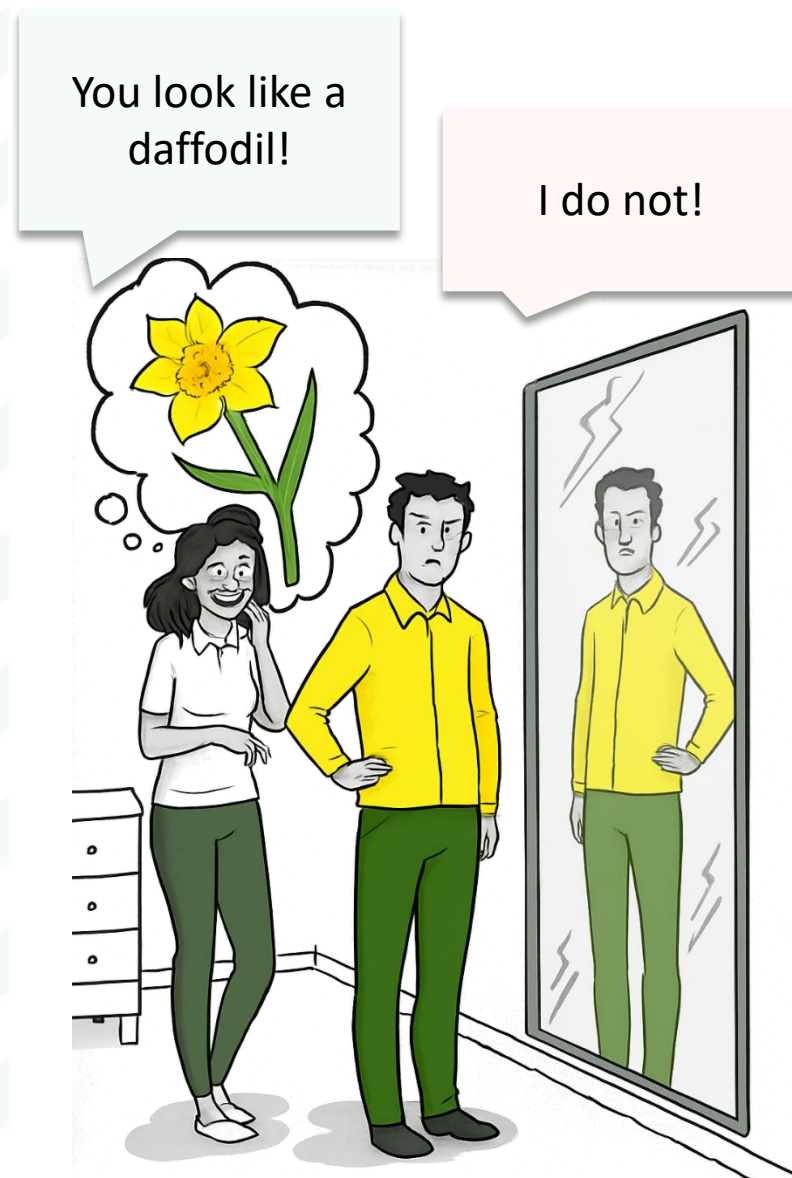
3. Put the correct preposition (or no preposition) in the gaps.

- 1. I discuss _____ big decisions _____ my partner before acting.
- 2. He insisted _____ paying for dinner.
- 3. The crowd were protesting _____ the new law.
- 4. He complimented _____ his colleague _____ her presentation.
- 5. My wife doesn't approve _____ my tatoo.
- 6. The coach yelled _____ the players _____ being late to training.
- 7. She was accused _____ lying _____ what happened that night.
- 8. I agree _____ you _____ the general plan, just not the deadline.

4. Listen to four conversations. What are the people talking about? 
Describe the way they are talking.

12.8

- They're arguing about ...
- She's criticizing ...
- He protests that ...
- She's accusing him of ...
- He denies ...
- He insists on ...



1. Some people like to end a conversation with a cliché. Underline the clichés in these conversation.

Did you know 25% of the world speaks English?

Oh, well! You win some, you lose some.

Really? You learn something new every day!

I didn't get that job I applied for. They said I need more experience.

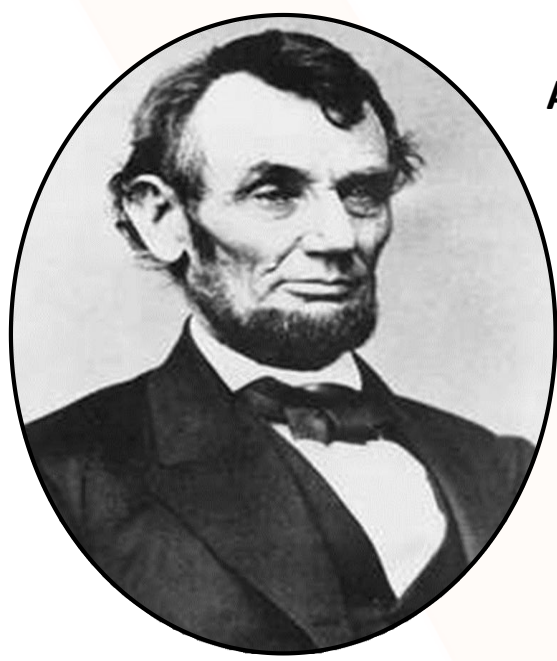
Great minds think alike

2. Match A with a clichés in B.

A	B
1 I left my phone on the bus! I'm lost without it. So many meetings and no decisions made!	I know. It's all talk and no action. Come on! It's not the end of the world.
2 I can't make him see that there's a problem. I was about to text you, and you texted me.	Yes, it's like banging your head against a brick wall. Great minds think alike.
3 I don't know why you like Kim. She's strange. Pat is full of good, practical ideas.	Yes, she certainly has both feet on the ground. Well, it takes all sorts to make a world.
4 I've got ten exams in the next two weeks. I've got three months' holiday!	Rather you than me. It's all right for some.
5 The report doesn't have to be sent in today. I'm amazed. The garden looks great now.	What! And I just bust a gut to get it done. Thanks – but it's all in a day's work.
6 That lecture was awful. I was bored to death. I reversed into a wall and broke a headlight.	Never mind. It could have been worse. You can say that again. I fell asleep.
7 I wonder if their marriage will last. He loves nothing more than evenings at home.	Only time will tell. Ah, he's a man after my own heart.
8 Our neighbours are extreme right-wing. I lent Peter £100, and he never paid me back.	That's awful, but you live and learn. Oh, well. Live and let live. That's what I say.

3. Listen and check. 12.9

4. Read the quotes from Abraham Lincoln and Muhammad Ali. What do they mean? Do you agree with them?



Abraham Lincoln (1809-1865)
16th President of the US

'In the end, It's not the years in your life that count. It's the life in your years.'

Muhammad Ali (1942-2016)
Boxing champion

'Don't count the years. Make the years count.'



Writing | A biography – combining sentences

Mother Teresa of Calcutta (1910-1997).

- 1. What do you know about Mother Teresa?
- 2. Read the sentences in A about Mother Teresa’s early life. Compare them with them with paragraph in B. Note all the ways the sentences combine.

A – Her early life	B
• Mother Teresa was a missionary. • She worked among the poor people of Calcutta, India. • She was born Agnes Gonxha Bojaxhiu. • She was born in Skopje, Macedonia. • She was born on August 26, 1910. • Her father was Albanian. • He died when she was eight years old. • Her mother was left to bring up the family.	Mother Teresa was a missionary who worked among the poor people of Calcutta, India. She was born Agnes Gonxha Bojaxhiu, in Skopje, Macedonia on August 26, 1910. Her father, who was Albanian, died when she was just eight years old, leaving her mother to bring up the family.

- 3. Read the sentences in A. Complete the paragraph in B with the information in A.

A – Working as a teacher	B
• Agnes was very young. • She wanted to become a missionary. • She left home in September 1928. • She joined a convent in Ireland. • She was given the name Teresa. • She was sent to India in January 1929. • She taught in St Mary’s High School Convent. • St Mary’s was in Calcutta. • She worked in St Mary’s for over 20 years. • At first, she was called Sister Teresa. • She was called Mother Teresa in 1937.	From a very young age, Agnes had wanted ..., so in September 1928, she ... to join ... in Ireland, where she was given A few months later, in ..., she was sent to ... to teach in ... in Calcutta. Here she worked for ..., first as Sister ... and finally in 1937, as Mother Teresa.



- 4. Now do the same again with the lines in A and B.

A – Working for the poor	B
• In 1946, Mother Teresa felt called by God. • She was called to help the poorest of the poor. • She left St Mary’s Convent on August 17, 1948. • She started visiting families in the slums of Calcutta. • She looked after sick and dying children. • She started a religious community in 1950. • It was called the Missionaries of Charity. • The communities spread all over the world in the 1960s and 70s. • Mother Teresa was awarded the Nobel Peace Prize in 1979. • She developed severe health problems. • She continued to work amongst the poor. • She died on September 5, 1997. • Thousands of people from all over the world came to her funeral.	Mother Teresa finally left ... on August 17, 1948. Two years earlier, in ..., she had felt called by ... to help ..., so she started visiting ..., looking ... sick ... In 1950, she started ... called the Missionaries of Charity, which by the 1960s and 70s had spread ... In 1979, Mother Teresa ... She continued to work ... despite developing ... When she finally ... on September 5, 1997, thousands of people ...

Reported speech and thought

1. It is usual for the verb in the reported clause to move 'one tense back' if the reporting verb is in the past tense (e.g. said, told).

Present → Past

Present Perfect → Past Perfect

Past → Past Perfect

will → would

'I'm going.' - He said he **was going**.

'She's passed her interview.' - He told me she **had passed** her interview.

'I'll see you later'. - She said she'**d** see me later.

The verb also moves 'one tense back' when we are reporting thoughts and feelings.

I didn't know he **was** a teacher. I thought he **worked** in a bank. I

forgot you **were coming**. Never mind. Come in.

I didn't realize you were here. I hoped you **would** call.

2. *There is no tense change if ...*
... the reporting verb is in the present (says).

'The train will be late.' He says the train **will be** late.

'I come from Spain.' She says she **comes** from Spain.

... the reported speech is about something that is still true.

'I hate sports.'

I told him I **hate** sports.

'Rainforests are being destroyed.'

She told him that rainforests **are being destroyed**.

3. *Some modal verbs change.*

can → could will → would may → might

'She can type well.' - He told me she **could** type well.

'I'll help you.' - She said she'**d** help me.

'I may come.' - She said she **might** come.

Other modal verbs don't change.

'You should go to bed.' - He told me I **should** go to bed.

'It might rain.' - She said she thought it **might** rain.

Must stays as *must*, or changes to *had to*.

'I **must** go!' - He said he **must/had to** go.

Reporting verbs

1. We rarely use *say* with an indirect object.

She said she was going. **NOT** ~~She said to me...~~

2. *Tell* is always used with an indirect object in reported speech.

She told	me	the news.
	the doctor	
	us	
	her wife	

3. We can use *that* after *say* and *tell*.

He told her (**that**) he would be home late.

She said (**that**) sales were down from last year.

4. Many verbs are more descriptive than *say* and *tell*, e.g.:

explain promise invite insist admit
warn complain offer refuse

Sometimes we report the idea, rather than the actual words.

'I'll lend you some money.' - He **offered** to lend me some money.

'I won't help you.' - She **refused** to help me.

5. There are different verbs patterns for reporting ideas.

verb + sb + infinitive

He **told me to go away**.

They **asked me to teach** them English.

I **invited her to come**.

We **encouraged him to apply** for the job.

She **reminded me to post** her letter.

verb + infinitive

She **promised to help**.

They **offered to lend** me some money.

verb + that + clause

He **explained that** he would be home late.

She **complained that** she never had any free time.

They **admitted that** sales were down that year.

I **agreed that** it would be best to stop trying.

6. These forms express degrees of probability in the past.

Reported statements

He **told me that** he was going.

She **told them what** had been happening.

Reported commands

He **told me to** keep still. The police **told people to** move on.

7. We use *ask* for reported commands and reported questions, but the form is different.

Reported commands

He **asked** me **to** open my suitcase.

She **asked** me **to** leave.

Reported questions

He **asked** me **what** I did for a living.

She **asked** me **why** I had come.

8. For negative commands, use *not* before *to*.

He told me **not to** tell anyone.

The police warned people **not to** go out.

Reporting verbs

1. The word order in questions is different in reported speech. There is no inversion of subject and auxiliary verb and there is no *do/does/did*.

‘Why have you come here?’ - I asked her **why she had come** here.

NOT ~~I asked her why had she come here.~~

‘What time is it?’ - He wants to know **what time it is**.

NOT ~~He wants to know what time is it?~~

‘Where do you live?’ - She asked me **where I lived**.

NOT ~~She asked me where did I live?~~

2. If there is no question word (*What, Who, Why, Where, ...*), use *if* or *whether*.

She wants to know	if whether	she should wear a formally.
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3. The rules are the same when we report questions that are thoughts.

I didn't know **what was happening**.

I wondered **where she'd bought her dress**.

We couldn't understand **what they were saying**.