

# Chapter 11

## Complex Sentences Continued: Noun Clauses

**Abstract** In this chapter we explore noun clauses. The chapter is divided into two main sections. Section 11.1 examines noun clauses in general, their function, some common types of noun clauses, and how they are formed. Section 11.2 explores a major subclass of noun clauses, reported speech, also known as indirect speech.

**Keywords** noun clauses • *that* noun clause patterns • reported speech • *wh*-noun clauses • yes/no noun clauses

### 11.1 Section 1: Noun Clauses

A noun clause is a subordinate clause that is used in the same ways a noun is. Like a noun, a noun clause can be used as a subject, an object, or a complement.

Noun clauses are introduced by subordinate conjunctions. These subordinate conjunctions are *that*, *whether (or not)*, *if*, or *wh*-question words, depending on the type of noun clause:

- *That* introduces noun clauses following certain verbs, adjectives, or nouns.
- *Whether (or not)* or *if* clauses introduce noun clauses derived from yes/no questions.
- *Wh*-question words (e.g., *who*, *when*, *what*) introduce noun clauses derived from information questions.

We generally find noun clauses placed after the main clause where they function as objects. They can also be placed in initial position, particularly if the writer or speaker wishes to emphasize the noun clause. Depending on the sentence, a noun clause in initial position can be function as either the subject or, less commonly, the object.

| <b>Examples: Noun Clauses</b>                                 |                           |                         |
|---|---------------------------|-------------------------|
|   | <b>position</b>           | <b>type</b>             |
| The soldiers learned <i>that a patrol had been attacked</i> . | after main clause         | <b>statement</b>        |
| <i>That a patrol had been attacked</i> was just announced.    | initial position, subject | <b>statement</b>        |
| They didn't know <i>why they had been attacked</i> .          | after main clause         | <b>wh-question word</b> |
| <i>Why they had been attacked</i> they didn't know.           | initial position, object  | <b>wh-question word</b> |

*Which type of noun clauses are the most common?*

### 11.1.1 *That* Noun Clauses

*That* noun clauses are the most common type of noun clause. Unlike the relative clauses in Chap. 10 introduced by *that*, the *that* in noun clauses does not refer to anything preceding it. The function of *that* is to subordinate the noun clause to the main clause. In other words, *that* serves to introduce a noun clause. Some grammar books refer to the *that* of noun clauses as “complementizer *that*.” There are various patterns for *that* noun clauses. We start by looking at *that* noun clauses after verbs.

#### 11.1.1.1 *That* Noun Clause Patterns After Verbs

Different verbs may

- be immediately followed by a *that* noun clause.
- require an indirect object before a *that* noun clause.
- allow an optional indirect object before the noun clause (which is functioning as the direct object).
- allow an optional *to* + indirect object before the noun clause (which is functioning as the direct object).

Certain verbs, especially those expressing mental activities or feelings, can be followed immediately by noun clauses. These noun clauses function as objects of the verb.

Muriel **believes** *that she was right*.

The weather channel **predicted** *that it would rain*.

I **understand** *that you want to leave class early*.

| Common Verbs Followed by Noun Clauses |          |          |         |           |            |
|---------------------------------------|----------|----------|---------|-----------|------------|
| admit                                 | claim    | doubt    | guess   | pretend   | remember   |
| assume                                | complain | dream    | hear    | promise   | say        |
| (dis)agree                            | conclude | know     | imagine | prove     | show       |
| allege                                | decide   | expect   | learn   | realize   | tell       |
| announce                              | declare  | explain  | notice  | recognize | think      |
| assert                                | deny     | feel     | observe | regret    | understand |
| believe                               | discover | find out | predict |           |            |

### 11.1.1.2 Verbs + Required Indirect Object

Some verbs require an *indirect object* before the *that* introducing the noun clause.

Haydn **assured his mother** *that he would be home on time.*

The students **convinced the teacher** *that they didn't need a review session.*

Anita and James **notified their attorney** *that they wanted to change their will.*

Common verbs requiring this pattern include *assure, convince, inform, notify, promise, remind, and tell.*

### 11.1.1.3 Verbs + Optional Indirect Object

For some verbs, the verb can first be followed by an indirect object and then the noun clause. Alternatively, the noun clause can follow the verb directly without an indirect object:

He wrote **her** *that he needed help.*

He wrote *that he needed help.*

Common verbs following this pattern include *write, promise, teach, and show.*

### 11.1.1.4 Verbs + *to* + Optional Indirect Object

He explained **to her** *that he could help.*

He explained *that he could help.*

As in these examples above, other verbs may take an optional indirect object that must include *to*. Common verbs include *admit, complain, explain, mention, prove, and reply.*

***Is it difficult for ESL/EFL learners to remember these different verb patterns for that noun clauses?***

- **Learner difficulties**

Learners of English often have difficulty remembering which verbs take which pattern. For example, ESL/EFL learners may incorrectly insert *to* before the object:

\*Roy told **to him** that he had a problem.

Or, learners may forget to insert a required *to* before an optional indirect object between the verb and the noun clause:

\*He explained **me** that he could help.

### *Do noun clauses only come after verbs?*

#### 11.1.1.5 Other *That* Noun Clause Patterns

We will look at two other structures can be followed by *that* noun clauses:

- main verb *be* followed by certain adjectives
- certain nouns

##### 11.1.1.5.1 *Be* + Adjective + *That* Noun Clause

Noun clauses also follow *be* + certain adjectives. In this construction, noun clauses function as complements. The adjectives that follow this pattern are ones referring to feelings and mental states.

I am **happy** *that we finished on time.*

She had been **nervous** *that she would miss her flight.*

#### ***Be* + Common Adjectives Followed by Noun Clauses**

|         |              |           |
|---------|--------------|-----------|
| afraid  | concerned    | obvious   |
| amazed  | disappointed | pleased   |
| annoyed | glad         | sorry     |
| angry   | grateful     | sure      |
| aware   | happy        | surprised |
| certain | nervous      | worried   |
| clear   |              |           |

When a *that* noun clause follows *be* + adjective, the noun clause functions as a complement. Previously, we discussed complements as any sentence constituents needed to complete and/or expand the meaning of the sentence. *That* clauses are sentence constituents that expand the meaning of the *be* + adjective clause. The *that* noun clause provides explanatory information about the main clause. This type of *that* noun clause is often labeled a *noun complement that clause*.

### 11.1.1.5.2 Noun + *That* Noun Clause

Certain nouns are also followed by noun clauses. These are nouns that express feelings, mental states, or some aspect of possibility.

It was his **idea** *that we go to Rome*.  
 I have a **feeling** *that the airfare is going to increase*.

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#### Common Nouns Followed by Noun Clauses

|            |            |            |            |
|------------|------------|------------|------------|
| advice     | claim      | hope       | opinion    |
| agreement  | conclusion | idea       | prediction |
| assumption | decision   | impression | promise    |
| belief     | fact       | message    | threat     |
| feeling    | notion     | warning    |            |

Like the *that* noun clause following *be* + adjective, the *that* noun clause following a noun functions as a complement to complete or expand the meaning of the sentence.

### 11.1.1.6 The Use of the Simple or Base Verb in *That* Noun Clauses

After certain verbs and after certain *it* + *be* + adjective constructions, English requires the use of the simple or base form of the verb in *that* noun clauses. As we saw in previous chapters, a simple or base verb is the verb without any inflectional endings and a verb that is not part of a *to* infinitive. Many grammar books refer to this noun clause structure as the *subjunctive*.

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|   |   |
|---|---|
| <i>I suggest that he <b>clean</b> the room.</i>   |   |
| Daryl <i>recommended</i> that she <b>leave</b> .  | <b>verb + noun clause with simple (base) verb</b>           |
| The principle <i>will demand</i> that they <b>be</b> respectful.                                    |   |
| <i>It is necessary</i> that he <b>sell</b> his condo.   |   |
| <i>It was essential</i> that they <b>complete</b> the form.   | <b>be + adjective + noun clause with simple (base) verb</b> |
| <i>It has been important</i> that the girl suffering from asthma <b>visit</b> her doctor regularly. |   |

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| Common Verbs + <i>that</i> Noun Clause + Simple Verb |           | Common Adjectives in <i>it + be + adjective + that</i> Noun Clauses + Simple Verb |
|--|-----------|---|
| advise   | propose   | advisable   |
| ask  | request   | essential   |
| command  | require   | necessary   |
| demand   | recommend | important   |
| direct   | suggest   | urgent  |
| insist   | urge      | vital   |

### *Is this subjunctive common in English?*

This so-called subjunctive form or the use of the simple verb in *that* noun clauses is considered formal English. Native speakers frequently avoid this structure and generally prefer to use verbs that do not follow this pattern or a *to* infinitive verb phrase:

The principal *thought that Justin should apply* to Columbia.

The principal thought that it was *important for Justin to apply* to Columbia.

In the first sentence, we see the use of *thought* followed by a *that* clause with the modal *should*. Since modals are always followed by a simple verb, this is a more “natural” or “comfortable” use of the simple verb form. In the second sentence, we see the use of a *to* infinitive clause.<sup>1</sup>

#### 11.1.1.7 Omission of *That*

In Chap. 10, we discussed the omission of the relative pronoun *that* when an essential relative clause is functioning as the object of the verb. The *that* introducing noun clauses can also be omitted when the noun clause:

- is in *object* position.
- comes after *be + adjective*, complement position.

*That* cannot be omitted when the noun clause is in subject position:

*That* she came early was a surprise.

\*She came early was a surprise.

#### Omission of *That* in Noun Clauses

| noun clause                                |  |
|--|--|
| Dorrie <i>dreamed that</i> she was flying. | after verb <i>dreamed</i> , object       |
| Dorrie <i>dreamed</i> she was flying.      |  |
| Muriel <i>was glad that</i> she had come.  | after <i>be + adjective</i> , complement |
| Muriel <i>was glad</i> she had come.       |  |

<sup>1</sup>Some grammar books classify an infinitive clause as a reduced noun clause.

The omission of *that* in noun clauses is especially common in spoken and informal English.

***Should I or shouldn't I teach my students to omit that in noun clauses?***

Important considerations include whether or not the omission of *that* could be confusing to the meaning of the sentence or if the inclusion of *that* is too wordy in a given context. Different usage or style guides provide additional guidelines for the omission of *that* in object noun clauses.

In Discovery Activity 1, practice identifying *that* noun clauses. Remember that the *that* introducing a noun clause is often omitted. Try three excerpts and if you find you have no difficulties in identifying *that* noun clauses, feel free to move on to the next section. The answers to all the Discovery Activities in this chapter are at the end in the Answer Key.

**Discovery Activity 1: That Noun Clauses**

1. Underline the *that* noun clauses.
2. Describe the pattern of each noun clause, for example, does it come after a *be* + adjective construction?
3. In some of the noun clauses *that* has been omitted. Decide where it would go.

**A.**

I remembered that Father's tack had been mysteriously cleaned while it hung on a rack overnight. [McKinley, R. (1978). *Beauty: A retelling of the story of Beauty & the Beast* (p. 103). New York: HarperTrophy.]

**B.**

Louisa was glad she had not sold the book outright .... *Little Women* brought in thousands of dollars each year and ensured that she and her family would never again experience the hardships of poverty. [Ruth, A. (1998). *Louisa May Alcott* (p. 100). Minneapolis, MN: Lerner.]

**C.**

Now I understand the South has a lot of secrets ... but there is no secret to how barbecue is cooked ... Thirteen people assured me that they used wood, although in this region wood cooking is usually indirect ... A number of owners who were cooking with wood warned me that their way of life was dying out ... [Richman, A. (2004). *Fork it over: The intrepid adventures of a professional eater* (p. 212). New York: HarperCollins.]

**D.**

The Jeromes were unhappy that the Marlboroughs did not consider their daughter to be an acceptable bride. Mrs. Jerome was herself disappointed that Randolph was a second son ... [Kehoe, E. (2004). *The titled Americans: Three American sisters and the British aristocratic world into which they married* (p. 51). New York: Atlantic Monthly Press.]

**E.**

As the *Matthew* set sail for home, Cabot probably believed that his journey had been a success. He thought he had reached northeastern Asia. He believed he had discovered rich fishing waters ... Cabot was sure that they would be willing to pay for another voyage. [Doak, R. (2003). *John Cabot and the journey to Newfoundland* (pp. 31–32). Minneapolis, MN: Compass Point Books.]

### 11.1.2 The Different Functions of *That*

In different chapters we have discussed that, in English, form is no guarantee of function—a fact that is underscored by the word *that*. The following chart summarizes the different uses of *that*.

| Summary of the Different Uses of <i>That</i>  |  |
|---|--|
|   | function                                     |
| I want <i>that</i> book.  | demonstrative adjective                      |
| I want <i>that</i> .  | demonstrative pronoun                        |
| He was <i>so</i> excited <i>that</i> he dropped his cell phone.<br>It was <i>such</i> a good book <i>that</i> I couldn't stop reading it. | adverbial clauses of result                  |
| I wanted to borrow that book <i>so that</i> I could read it.  | adverbial clause of purpose                  |
| I want to read the book <i>that</i> you recommended.  | relative pronoun                             |
| I knew <i>that</i> he didn't want the book.<br>They were sure <i>that</i> they couldn't come earlier.                                     | noun clause subordinator<br>(complementizer) |

***Are all these different functions of that confusing in trying to understand the structure of the language?***

Of the various functions, ESL/EFL learners, as well as native speakers, generally have the greatest difficulties in distinguishing the relative pronoun *that* from the noun clause *that*. Distinguishing between these two uses of *that* is difficult because the clauses look very similar.

***How can we distinguish between these two types of clauses?***

### 11.1.2.1 Distinguishing Relative Clauses and Noun Clauses with *That*

In a relative clause, *that* always modifies a preceding noun phrase. Because in a relative clause *that* is a type of a pronoun, it must refer back to something else. A relative pronoun also serves as the subject or object of the relative clause.

In a noun clause, *that* does not modify anything. It does not function as a pronoun but as a subordinator (complementizer) that serves to introduce a noun clause. It is not the subject or object of the noun clause. It is the noun clause that functions as a subject, object, or complement.

To see how noun clauses introduced by the subordinator *that* differ from relative clauses introduced by the relative pronoun *that*, consider these two sentences:

She found *the book that* Jeremy wanted.

Pat *knew that* Craig would be late.

In the first sentence, *that* is modifying the noun phrase *the book* and is a relative pronoun introducing the relative clause *Jeremy wanted*.

In the second sentence, *that* is a subordinator, specifically a complementizer, introducing the noun clause *Craig would be late*. The verb *knew* is a verb that is followed by either an object or a noun clause. When a noun clause follows a verb such as *know*, it is functioning as the object of the verb. The *that* of noun clauses is generally preceded by a verb, *be* + adjective, or the certain nouns discussed previously.

The tricky part is that, in some instances, a *that* noun clause is also preceded by a noun phrase. This is limited to nouns that express feelings, mental states, or some aspect of possibility such as *feeling*, *idea*, and *fact*.

Paula had a *feeling that* they wouldn't finish the test on time.

Many people make the *assumption that* there is an easy solution.

See how well you can distinguish the different functions of *that* in Discovery Activity 2. As you complete this activity, think about what comes before and after *that*.

#### Discovery Activity 2: Identifying *That* in Relative Clauses Versus Noun Clauses

Look at the following excerpts.

1. Underline all the instances of *that* you can find.
2. Decide if *that* introduces a relative clause or a noun clause.

*Example:*

Sam knew that Barb and Jenny would pay back the money that they needed so badly.

*that:* introduces noun clause *Barb and Jenny would pay back the money*

*that:* relative pronoun modifying *the money*

Lionel was entranced by his uncle's sporting tales and, inspired by his feats of derring-do, caught a few large fish, nearly a foot long, in a pool that he came

upon in the forest. When he returned with his proud haul, he was met with dismay, as the grown-ups informed him that he had caught rainbow trout from a hatchery that Moreton had established ... Moreton, relatively untroubled by the fiasco, merely suggested that they have them for dinner. [Kehoe, E. (2004). *The titled Americans: Three American sisters and the British aristocratic world into which they married* (p. 258). New York: Atlantic Monthly Press.]

*In addition to that-type noun clauses, what other kinds of noun clauses are there?*

### 11.1.3 Noun Clauses Derived from Questions

There are two types of noun clauses derived from questions, *wh*-question word noun clauses and yes/no noun clauses. The *wh*-question words introduce noun clauses derived from information questions. Noun clauses derived from yes/no questions are introduced by *whether*, *whether (or not)*, or *if*. Unlike *that* noun clauses, we cannot omit the *wh*-question words or *whether (or not) if*.

#### 11.1.3.1 Wh-Question Word Noun Clauses

The question words, as you will remember from Chap. 8, are *who*, *what*, *when*, *where*, *why* *which*, and *how*. When the *wh*-question words introduce a noun clause, the noun clause follows normal **affirmative sentence word order**.

**Examples: Noun Clause Word Order After Wh-Question Words**

| main clause       | <i>wh</i> -question word | noun phrase               | verb phrase         | complement     |
|-------------------|--------------------------|---------------------------|---------------------|----------------|
| I don't know      | <b>where</b>             | <i>Melanie</i>            | <i>is</i>           | right now.     |
| This boutique has | <b>what</b>              | <i>the women</i>          | <i>need</i>         | for the party. |
| The train left    | <b>when</b>              | <i>all the passengers</i> | <i>had boarded.</i> |                |

*What is the sentence position of noun clauses introduced by wh-question words?*

Noun clauses introduced by *wh*-question words usually follow a main clause. They can also appear in initial position, with the main clause following. Regardless of the position of the *wh*-noun clause, normal affirmative word order follows the *wh*-question word:

*What we are doing* is important.

but not:

\**What are we doing* is important.

**Can the *wh*-questions words combine with anything?**

**11.1.3.2 *Wh + ever* Question Word Noun Clauses**

We can also combine *wh*-question words with *-ever* to form *whoever*, *whatever*, and *whenever* to introduce noun clauses:

A breeze gusted in **whenever** the door opened.

Lights that had been strung in the trees lower branches were turned on, attracting **whatever** insects were still alive.

Lily had anticipated that **whoever** was watching Wesley wouldn't want to let her see him. [Thompson, M. (2013). *Hurricane season*. Kindle iPad Version. Retrieved from Amazon.com]

What problems do ESL/EFL learners have with these types of noun clauses?

• **Learner difficulties**

The greatest difficult for ESL/EFL learners is using normal affirmative sentence word order after a *wh*-question noun clause. They will frequently produce sentences with question word order:

\*I don't know **where** *is Melanie* right now.

\*The market has **what** need the women for cooking.

**11.1.3.3 Yes/No Question Noun Clauses**

Yes/no question noun clauses are introduced by *whether* or *if*. The word *whether* is often followed by *or not*. Like *wh*-question noun clauses, normal affirmative sentence word order is used in the noun clause:

| Examples: Noun Clause Word Order After Yes/No Question Words |                       |                    |                    |            |
|--|-----------------------|--------------------|--------------------|------------|
| main clause  | <i>whether/if</i>     | noun phrase        | verb phrase        | complement |
| I don't know   | <b>whether</b>        | <i>the teacher</i> | <i>assigned</i>    | homework.  |
| Dave isn't sure  | <b>whether or not</b> | <i>the dog</i>     | <i>was barking</i> | all day.   |
| They wondered  | <b>if</b>             | <i>the library</i> | <i>allowed</i>     | talking.   |

The use of *whether*, both with and without *or not*, is considered somewhat more formal than *if*. In spoken and informal written English, speakers will routinely use *if* instead of *whether* (*or not*) to introduce a noun clause.

She forgot **whether or not** *Karen was coming home*.

She forgot **whether** *Karen was coming home*.

She forgot **if** *Karen was coming home*.

### ***When can we leave out or not after whether?***

In most instances, using *or not* with *whether* is optional. It is often a question of stylistics: Does including *or not* make the sentence wordy, awkward, or redundant? The one important exception is when the *whether* noun clause is **modifying the verb**, in which case *or not* must be included. Leaving out *or not* will otherwise change the intended meaning.

| <b><i>Whether + (or Not)</i></b>   |   |
|--|---|
| The students wondered whether (or not) the test would be hard.                                     | optional: object of verb <i>wonder</i>  |
| The teacher bases part of the grade on whether (or not) the students complete all the assignments. | optional: object of preposition <i>on</i>   |
| Whether (or not) he can graduate depends on his grade in this course.                              | optional: subject of sentence <i>Whether (or not) he can graduate next semester</i> |
| The graduation ceremony will be held outdoors, whether or not it rains.                            | <b>not optional:</b> modifying verb <i>will be held</i>                             |

The next Discovery Activity provides practice in identifying different noun clauses derived from questions.

### **Discovery Activity 3: Noun Clauses Derived From Questions**

Look at the following excerpts.

1. Underline the noun clauses.
2. Mark the words that introduce the noun clauses.

#### **A.**

The next day, Raymond was not at the corner. Herbie wondered what had happened to his buddy. [Kline, S. (1988). *Herbie Jones and the class gift* (p. 36). New York: Putnam's Sons.]

#### **B.**

As a somewhat reserved and very new member of the team, I don't know what possessed me, but I raised my hand and said, "I'll look into it" ... I decided then to see whether our precious cutlery was leaking out through the loading dock ... [Allen, K. (2013). *The case of the missing cutlery: A leadership course for the rising star*. Kindle iPad Version. Retrieved from Amazon.com]

**C.**

He wondered if he'd be helping Grandpa hay this summer. He remembered how the chaff stuck to his sweaty body and itched like a thousand mosquitoes and how his arms had ached from lifting and throwing hay bales. [Kinsey-Warnock, N. (1998). *In the language of loons* (p. 10). New York: Cobblehill Books.]

**D.**

"What's his name?" Mr. Kaspian wanted to know. I didn't know his name. I didn't even know if any of the cats had names ... I don't even know what they eat." [Sachs, M. (2002). *The four ugly cats in Apartment 3D* (pp. 25–26). New York: Atheneum.]

We now move on to Sect. 11.2 to explore reported speech, a major subclass of noun clauses.

***What does the term reported speech refer to?***

## 11.2 Section 2: Reported Speech

As the term itself implies, reported speech—which some grammar books call *indirect speech*—refers to utterances that are not quotations but that reflect what someone has said. In contrast to reported speech, *direct speech* refers to the actual words spoken by a person and is enclosed in quotation marks. Reported speech is commonly found in newspapers, magazines, and fiction. Reported speech includes a noun clause introduced by such verbs as *say*, *tell*, *shout*, *ask*, and *remark*:

|                                    |   |
|------------------------------------|---|
| Joy said, "I like that book."      | <b>direct speech, exact quotation</b>   |
| Joy said that she liked that book. | <b>indirect speech, report of quote</b> |

Reported speech noun clauses report or convey a sense of what someone else has said or written. There are different types of reported speech noun clauses, depending on the type of clause the noun clause is derived from. They are introduced by the same subordinating conjunctions as the noun clauses we have already seen:

- *That* introduces noun clauses that report statements someone has said.
- *Whether (or not)* and *if* introduce yes/no questions someone has asked.
- *Wh*-question words introduce information questions someone has asked.

| <b>Examples: Reported Speech Noun Clauses</b> |  |                     |
|---|--|---------------------|
| <b>quote (direct speech)</b>                  | <b>reported speech (indirect speech)</b>       | <b>derived from</b> |
| Sue said, "I'm hungry."                       | Sue said <i>that</i> she was hungry.           | statement           |
| Sue asked, "Are the kids hungry?"             | Sue asked <i>whether</i> the boys were hungry. | yes/no question     |
| Sue asked, "When did the kids eat?"           | Sue asked <i>when</i> the kids had eaten.      | <i>wh</i> -question |

Another way to think of noun clauses as deriving from yes/no or *wh*-questions is to think of them as *embedded* questions.

***My students are always confusing say and tell. How can I explain the difference to them?***

### **Say Versus Tell**

*Say* and *tell* are similar in meaning but take different sentence patterns. After the verb *say*, **an object is optional**. If *say* is followed by an indirect object, it is introduced by *to* and then followed by the noun clause: *We say something* or *we say to someone something*.

The verb *tell*, on the other hand, **must be followed by an object** and then the noun clause. This object cannot be preceded by *to*. We use *tell* in the sense of *we tell someone something*.

| <b>Examples: Say Versus Tell</b>   |  |
|--|--|
| Barney said that he was tired.   | <i>said</i> followed directly by noun clause <i>that he was tired</i>                            |
| Barney <b>said to me</b> that he was tired.                                      | <i>said</i> followed by preposition <i>to</i> + object pronoun <i>me</i>                         |
| Milo <b>said to the new school principal</b> that he wasn't returning next year. | <i>said</i> followed by object noun phrase   |
| Patti <b>told me</b> that she had to leave.                                      | <i>told</i> followed by object pronoun <i>me</i> , then noun clause <i>that she had to leave</i> |
| Milo <b>told the principal</b> that he wasn't returning next year.               | <i>told</i> followed by object noun phrase <i>the principal</i>                                  |
| *Patti <b>told to me</b> that she had to leave                                   | Ungrammatical; <i>to</i> cannot come before object after <i>tell</i>                             |

## 11.2.1 *Word Order in Reported Speech*

### 11.2.1.1 Statements

When statements from direct speech are changed to reported speech, we use normal **affirmative sentence word order**:

Lee said, "The dog has had enough treats for today."  
Lee said that the dog had had enough treats for today.

"*I am declaring* a state of emergency," the governor announced.  
The governor announced that *she was declaring* a state of emergency.

### 11.2.1.2 Questions

When reported speech noun clauses are derived from yes/no and *wh*-question words, we also use normal **affirmative sentence word order**. This means that when we change questions from direct speech to reported speech, we must change the *question* word order to *affirmative sentence* word order. The original question becomes *embedded* in the noun clause:

Pam asked, "Is Sue here?"  
Pam asked *if Susan was here*.

The president wondered, "Has the bill passed both Houses of Congress yet?"  
The president wondered *whether the bill had passed* both Houses of Congress.

Sue asked, "Where can I find a good restaurant?"  
Sue asked *where she could find* a good restaurant.

The president inquired, "When was the bill debated?"  
The president inquired *when the bill had been debated*.

***What are the changes I see between direct speech and reported speech?***

## 11.2.2 *Changes Between Direct Speech and Reported Speech*

### 11.2.2.1 Formal Sequencing of Verb Tenses

When changing from direct speech to reported speech, traditional prescriptive grammar requires the *formal sequencing of tenses*. This means that when you change from direct speech to reported speech, you must:

- change verbs in *present* tense to *past* tense.
- change *past* tense verbs to *past perfect*.

| <b>Examples: Formal Sequencing of Verb Tenses</b>    |              |          |  |              |
|--|--------------|----------|--|--------------|
| <b>quote (direct speech)</b>                         | <b>tense</b> | <b>→</b> | <b>reported speech (indirect speech)</b>                 | <b>tense</b> |
| Sue said, "I <i>am</i> hungry."                      | present      |          | Sue said that she <i>was</i> hungry now.                 | past         |
| Sue said, "I <i>ate</i> a long time ago."            | past         |          | Sue said that she <i>had eaten</i> a long time ago.      | past perfect |
| Joe asked, "Can Pat <i>come</i> over?"               | present      |          | Joe asked whether Pat <i>could</i> come over.            | past         |
| Joe's mom asked, " <i>Did</i> you do your homework?" | past         |          | Joe's mom asked whether he <i>had done</i> his homework. | past perfect |

### ***Do native speakers always observe this formal sequencing of tenses?***

Most native speakers will observe this rule for changing present tense in direct speech to past tense in reported speech; however, many speakers will not observe this rule for changing past tense to the past perfect and will use past tense only, particularly in spoken and informal written English.

In addition, native speakers will not always follow this sequencing of tenses for actions, events, or facts that are still current and/or true:

"I *like* to go to the movies," said Meg.  
Meg said that she *likes* to go to the movies.

Here the speaker chose to use present tense because the fact that Meg likes the movies is still true.

Now consider these sentences:

"The moon *revolves* around the earth," said the teacher.

The teacher said the earth *revolved* around the moon.  
The teacher said the earth *revolves* around the moon.

In the first sentence, we see that the formal sequencing of tenses is used but not in the second one. Again, depending on the context, native speakers may prefer to use the present tense in reported speech because they feel it makes more "sense." For them, using the past tense, even though "grammatically" correct, implies that the fact is no longer true.

***We've discussed verb tense changes, but don't I also see also pronoun changes occurring?***

#### **11.2.2.2 Pronoun and Other Changes**

Pronouns and possessive adjectives change when going from direct speech to reported speech. Expressions of time and place, adverbs, and demonstratives may also need to change, depending upon the perspective and distance to the speaker.

For instance, if the reference in reported speech refers to a place close to the speaker, *here* can still be used. Similarly, if the reference in reported speech is something near the speaker, *this* can still be used. However, if the distance changes, either actual or perceived (see Chap. 3), these will be changed accordingly.

| <b>Examples: Pronoun and Related Changes</b>                      |  |                             |
|---|--|-----------------------------|
| <b>quote (direct speech)</b>                                      | <b>reported speech (indirect speech)</b>   | <b>change</b>               |
| Blair said, “ <i>I</i> have a dog.”                               | Blair said that <i>she</i> had a dog.  | I → she                     |
| Blair said, “ <i>My</i> dog likes bones.”                         | Blair said that <i>her</i> dog liked bones.  | my → her                    |
| Blair said, “He always sleeps here under the porch by this door.” | Blair said that he always sleeps <i>there</i> under the porch by <i>that</i> door. | here → there<br>this → that |

Discovery Activity 4 provides practice in changing from direct speech to reported speech. Part I uses teacher-created sentences. Part II uses authentic excerpts.

#### **Discovery Activity 4: Changing Direct Speech to Reported Speech**

As you complete both Part I and Part II, consider what different elements ESL/EFL learners have to remember.

##### **Part I**

A common activity for English language learners is to give them sentences in direct speech like these and to ask them to rewrite these sentences in reported speech, observing the rules of traditional prescriptive grammar.

1. Change the sentences to reported speech, observing the formal sequencing of tenses.
  2. Describe the changes you made.
- (a) “Claire said, “I saw a great movie on Saturday.”
  - (b) “Here is a very interesting book,” said Tony.
  - (c) Maeve asked, “When will the Ramirez family arrive?”
  - (d) James asked, “Are you coming to class?”
  - (e) “Has Kelly driven her friends home?” asked Helen.

##### **Part II**

1. Change the sentences to reported speech, observing the formal sequencing of tenses.
2. Describe the changes you made.

This is more difficult than the sentences in Part I because the sentences are from authentic excerpts. Some of these require some extra thought because of punctuation and word order as you change them to reported speech.

**A.**

“You won’t see your roses bloom,” [said] Hope. “I’ll plant them tomorrow” ... [Beauty] said. [McKinley, R. (1978). *Beauty: A retelling of Beauty & the Beast* (p. 79). New York: HarperTrophy.]

**B.**

“I have to add a little more water to the stew,” [Melinda] said. [McKinley, R. (1978). *Beauty: A retelling of Beauty & the Beast* (p. 34). New York: HarperTrophy.]

**C.**

“Why did the telegram come addressed to Mrs. Spaulding?” Mrs. Ellington asked....  
 “That is the name which appears as my byline,” [Diana replied] ...  
 “I never intended to write anything negative about the Hotel Grant. My editor, I admit, likes sensational stories ...” [Emerson, K. L. (2007). *No mortal reason* (p. 98). Coronal del Mar, CA: Pemberly Press

*Are these all the types of reported speech?*

### 11.2.3 Other Patterns in Reported Speech

#### 11.2.3.1 Imperatives

Imperatives or commands, another type of reported speech, tell someone to do something. Imperatives in direct speech change to the *to* infinitive form in reported speech. If it is a negative imperative, we drop the auxiliary *do* and place *not* before the *to* infinitive:

|                                 |                                      |                    |
|---------------------------------|--------------------------------------|--------------------|
| Pam said, “Eat something.”      | Pam said <i>to eat</i> something.    | <b>affirmative</b> |
| Pam said, “Don’t eat anything.” | Pam said <i>not to eat</i> anything. | <b>negative</b>    |

#### 11.2.3.2 Exclamations

Exclamations, or interjections, are also found in reported speech. Exclamations refer to expressions of surprise, dismay, pleasure, or other similar emotions. Exclamations in reported speech **retain the same word order** they have in direct speech.

|                                    |   |
|------------------------------------|---|
| Pam said, “What a mistake I made!” | Pam realized <i>what a mistake she had made</i> . |
| Pam said, “How happy I am!”        | Pam exclaimed <i>how happy she was</i> .          |

Both noun clause are introduced by a *wh*-question word but follow normal affirmative word.

***Is reported speech always an exact report of what someone has said?***

### ***11.2.4 Reported Speech as More Than a Mirror Image***

Up to this point, we have discussed reported speech as though it were a mirror of direct speech, which is how reported speech is usually taught to ESL/EFL learners. Many times, however, reported speech is not an exact replica of direct speech with the appropriate verb tense and pronoun changes. Instead, we often find that reported speech is more an approximation of what someone said. You will have noticed that our two previous examples of sentences in reported speech use different verbs than do the quotes. To convey the sense of exclamation, reflected in quotes through the sentence structure and exclamation mark, writers choose to use other verbs such as *exclaim*, *realize*, *shout*, or *scream*.

When reported speech is an exact reflection of what was said, we see no changes in reported speech:

“Is there any new information about the murderer?” asked Sophie.

Sophie asked whether there was any new information about the murderer

When we want to convey a general impression of the words actually spoken, there is usually more than one way to structure the sentences:

“He is thought likely to be either a student or a Master in the Faculty of Arts,” he replied. “Who else would think of setting us a philosophical riddle?” [Gross, C. (2004/2002), *Scholarium*. H. Atkins, Transl. New Milford, CT: Toby Press. p. 70].

He replied that he was thought likely to be either a student or a Master in the Faculty of Arts because who else would think of setting them a philosophical riddle.

*or*

He replied that he was thought likely to be either a student or a Master in the Faculty of Arts. After all, who else would think of setting them a philosophical riddle?

Reported speech may also reflect the writer’s interpretation of what was said by using certain verbs to introduce the noun clause. These verbs include *claim*, *demand*, *insist*, and *allege*. Compare, for example, the quote with the reported statements:

“The man grabbed my purse and ran through the lobby,” said the woman.

The woman *said* that the man had grabbed her purse and run through the lobby.

The woman *claimed* that the man had grabbed her purse and run through the lobby.

The woman *insisted* that the man had grabbed her purse and run through the lobby.

Using *claimed* in the first of the reported speech clauses can be looked at two ways. On one hand, we can think of it as casting a slight element of doubt as to the truth of the woman’s statement. Perhaps she is issuing a false report. Perhaps it is not clear that the man ran through the lobby instead of down the hall. Another way to understand *claimed* is that it is a way to avoid asserting something that might prove to be wrong later. In the second sentence, by using *insisted*, the writer conveys something of the strength of emotion and certainty the woman was feeling.

Discovery Activity 5 provides additional practice in changing from direct speech to reported speech. You will need to make more changes than just changing verb tenses and pronouns.

### Discovery Activity 5: Conveying Intent: Direct Speech to Reported Speech

1. Change the sentences to reported speech.

When you do this activity, keep in mind that it is not always possible nor advisable to make reported speech an exact mirror image of the direct speech. Use your judgment. Decide whether or not to follow the formal sequencing of tenses. If you choose not to, explain why.

The excerpts are taken from a conversation between a journalist, Diana Spaulding, and an author, Damon Bathory, in *Deadlier Than the Pen*.

“It is my job to comment on all current books and plays” ... [stated Diana]

“Will my reading tonight be covered in your critique?” ...

“I will write about what I saw and heard,” she said ... “Won’t you reconsider granting me an interview?”

“I think not.”

[Emerson, K.L. (2010). *Deadlier than the pen*. Kindle iPad Version. Retrieved from Amazon.com]

### Do ESL/EFL student have trouble with reported speech?

- **Learner difficulties**

In completing Discovery Activities 4 and 5, you saw that reported speech is not always an exact replica of direct speech. It is important for teachers to help their ESL/EFL learners to gain an understanding of the use and meanings of reported speech. One difficulty for learners is using affirmative sentence word order in noun clauses after *wh*-question words and whether (*or not*)/if:

\*Last night, my friend asked me *where was I* going.

Another area of difficulty is the formal sequencing of tenses:

\*Last night, my friend **asked** what I **am** doing.

Learners may produce sentences that have wrong word order and tense:

\*Last night, my friend asked me *where* **am I** going.

In addition, as we discussed earlier, learners confuse *say* and *tell* and the grammatical constructions following these two verbs:

He said **me** that he was tired.

He told **to me** that he was tired.

Teachers should not rely exclusively on exercises that simply ask learners to mechanically change direct quotations to reported speech. Such exercises are useful in practicing structures at the beginning levels and for later review. More advanced learners should have opportunities to examine exceptions to the rules in order to understand when and where they are likely to encounter variations to these rules, and in recognizing and understanding the roles of direct speech and reported speech.

### 11.3 Summary

#### Types of Noun Clauses

|  |                                 |  |
|--|---------------------------------|--|
| Emma heard <i>that we were coming</i> .<br>Emma heard <i>we were coming</i> .  | <b>statement</b>                | <i>that</i> may be omitted when clause in object position  |
| Emma wondered <i>if</i> we were coming.<br>Emma wondered <i>whether</i> we were coming.<br>Emma wondered <i>whether or not</i> we were coming.<br><i>Whether or not</i> we were coming was questionable. | <b>embedded yes/no question</b> | <i>if</i> less formal than <i>whether</i> ; <i>or not</i> may be omitted except when noun clause is modifying verb |
| Emma wondered <i>when</i> we were coming.  | <b>embedded wh-question</b>     | normal affirmative word order, not question word order   |
| Emily said <i>to come</i> right now.   | <b>imperative</b>               | imperative (command) verb form changes to the <i>to</i> infinitive   |
| Emily exclaimed <i>how excited she was</i> .   | <b>exclamation</b>              | normal affirmative sentence word order   |

### Say Versus Tell

| <i>say</i> + (to + object) + (that) + noun clause | <i>tell</i> + object + (that) + noun clause  |
|---|--|
| Kay said <i>to Mary</i> that she wasn't coming.   | Kay told <i>Mary</i> that she wasn't coming. |
| Kay said she wasn't coming                        | Kay told <i>Mary</i> she wasn't coming.      |

### Formal Sequencing of Tenses in Reported Speech

| present → past form of:                               |   |  |
|---|---|--|
| • simple  | April said, "I <i>know</i> you."  | April said that she <i>knew</i> me.  |
| • progressive   | April said, "I'm <i>talking</i> to you."  | April said that she <i>was talking</i> to me.  |
| • perfect   | April said, "I've <i>met</i> him before."   | April said that she <i>had met</i> him before.   |
| simple past → past perfect                            | April said, "I <i>wrote</i> you."   | April said that she <i>had written</i> me.   |
| progressive forms → past or perfect progressive forms | April said, "I <i>was talking</i> to you."<br>April said, "I've <i>been waiting</i> a long time." | April said that she <i>had been talking</i> to me.<br>April said that she <i>had been waiting</i> a long time. |
| past perfect → no change                              | April said, "I <i>had never heard</i> of him."  | April said that she <i>had never heard</i> of him.   |

### Formal Sequencing of Tenses in Reported Speech: Modals

| change in form<br>present →              | past   | no change in form |
|--|--------|-------------------|
| can                                      | could  | should            |
| will                                     | would  | should have       |
| may (in sense of possibility)            | might  | could have        |
| must (in sense of necessity, obligation) | had to | must have         |

## 11.4 Practice Activities

### Activity 1: Identifying Noun Clauses

1. Look at the excerpts.
2. Underline the noun clauses.
3. Remember, *that* is often omitted in noun clauses.

**A.**

For years, we've been told how bad the sun is for our skin, our eyes, our looks, our you-name-it ... But it's also true that some sun exposure is absolutely necessary for good health ... Recent studies have found that vitamin D helps lower the risk of breast, colon, prostate and other cancers. [Cherry, R. (2005, June). For once, there's some good sun news. *Vegetarian Times*, Retrieved from <http://www.vegetariantimes.com/article/for-once-there-s-some-good-sun-news/>]

**B.**

Maeve told him about the discussion she and the Deckers had earlier about whether or not Truett could be the killer. "Mrs. Decker still thinks he didn't know about the robbery ..." [Thompson, V. (2016). *Murder on St. Nicholas Avenue*. Kindle iPad Version. Retrieved from Amazon.com]

**C.**

I had not expected Emerson would have any difficulty in persuading Mr. Salt to violate a visitor's privacy ... The chambermaid had reported that the lady's bed had not been slept in, nor the towels in the bath changer used. [Peters, E. (2005). *The serpent on the crown* (p. 211). New York: Harper Collins.]

**D.**

"Would you join us at the hotel for a little refreshment. I believe that that is customary after a funeral." I assumed the invitation included me, though she had looked only at Emerson and Ramses. [Peters, E. (2005). *The serpent on the crown* (p. 195). New York: Harper Collins.]

### **Activity 2: Changing From Direct Speech to Reported Speech**

Change the quotes to reported speech, observing the rule of sequencing of tenses.

- When you change from direct speech to reported speech, you may want to combine some of the sentences together.
- When you change the quotes to noun clauses, note which introductory words you need to add.
- Also note what happens to word order in the quotes that include questions.

"I have enough copy for my column without the addition of Mr. Bathory's comments or opinions."

"Who cares about his opinions? ... I suppose it's too much to hope that he'll turn out to be another Blackbeard, but that's the sort of thing that pulls in readers ..."

"The readers of my column want and expect only my review, which I will most assuredly give them. If, however, you feel I must also conduct interviews, then I can think of several people more interesting than Damon Bathory."

[Emerson, K.L. (2010). *Deadlier than the pen*. Kindle iPad Version. Retrieved from Amazon.com]

### Activity 3: Exploring Direct Speech Versus Reported Speech

1. Choose a dialogue excerpt of about 4–6 sentences from an interview or work of fiction. Alternatively, you can choose an excerpt from one of the interviews in Activity 4 in Chap. 8.
2. Rewrite the quotes into reported speech.
3. Exchange your original dialogue selection with a partner. Do not exchange reported speech versions.
4. Rewrite the quotes from the excerpt your partner gave you into reported speech.
5. When you finish, compare and discuss your versions of both excerpts:
  - What changes did you have to make and why?
  - Were you able to change all the quotes verbatim to reported speech?
  - What kinds of changes did you have to make?
  - How did you keep the “flavor” or tone of the quotes?
  - Why were there differences between your versions of reported speech?

### Activity 4: Multiple Subordinate Clauses

As we have seen in previous chapters, sentences can consist of more than one subordinate clause of any type.

Look at the excerpts. Be careful; some relative clauses and noun clauses have an omitted relative pronoun.

1. Underline the different subordinate clauses
2. Label each one:
  - AC = adverbial clause
  - RC = relative clause
  - NC = noun clause

#### A.

The control systems of the mind signal that something unexpected has arisen, that we are in uncharted waters and are going to have to switch off the automatic pilot and the help ourselves. There’s a reef where we least expect it ... People in real-life situations don’t actually see it this way, because the almost inevitable response is to deny that the reef is there until one has run aground. [Hall, E. T. (1976/1981). *Beyond culture* (p. 46). New York: Anchor Books.]

#### B.

With the war mostly over, aid officials warn that thousands of displaced persons and refugees might venture back to their former homeland only to be greeted by an environment that can no longer support them. [Fink, S. (2005). Saving Eden. *Discover*, 26. Retrieved from <http://discovermagazine.com/2005/jul/saving-eden>]

#### C.

It was not inevitable, said Columbus, that Eastern goods should arrive from the East; nor that Westerners should pay such a premium ... The world being round, was it not simple logic that spices might also come around the other way: round the back of the globe, from the west?

(Contrary to one hoary myth, hardly any well-informed medieval Europeans were flat-earthers. That the earth was spherical had been accepted by all informed opinion since ancient times). [Turner, J. (2004). *Spice: The history of temptation* (pp. 5–6). New York: Knopf.]

#### D.

The first law states that any floating object will displace a volume of water whose mass equals the object's mass. An iceberg that is 90 percent as dense as seawater, for instance, displaces 90 percent of its volume, so 90 percent of it lies below the surface. The second law determines how objects of different shapes and densities orient themselves as they float. [Mackenzie, D. (2005). Tilt! *Discover*, 26. Retrieved from: <http://discovermagazine.com/2005/jul/tilt>]

#### **Activity 6: Error Analysis**

The following excerpts were written by EFL students with noun clause errors. Because these are authentic excerpts, there are other errors as well.

1. Read the excerpts and identify the problems the learners are having with noun clauses.
2. Only focus on **noun clause errors**.

#### A.

I know that someone who had an accident because of the construction. I'm suggesting the mayor improves the transportation.

#### B.

The teacher was telling us a joke. At the end of the class I asked my friend Rosa what was the joke about.

#### C.

My mother suddenly fell down and the other people who worked in the factory immediately called the ambulance. I talked with the doctor and he told that her blood pressure was high. Then the doctor told I have to take care of mother. He said don't worry, if she takes care, she is going to be alright.

#### D.

A book can contribute to a child's development. There are lots of different examples that show children what is the right thing and what should do they for that age.

#### **Activity 7: Error Analysis in the Classroom**

These sentences were heard in an ESL classroom.

1. Explain the learners' problem(s).
2. Discuss why the students may be making such error(s).
  - (a) The teacher, she say me I got to write again.
  - (b) He never told how old he is.
  - (c) One group taught us what was asthma was.
  - (d) In my chart I have the phases of the moon, and how does it change.
  - (e) Lee told to me he got to go early so he can't finish with me.

## 11.5 Answer Key

### Discussion: Discovery Activity 1

#### Excerpt A

*that* Father's tack had been mysteriously cleaned

#### Excerpt B

she had not sold the book outright. *That* omitted; noun clause follows *be* + the adjective *glad*

*that* she and her family would never again experience the hardships of poverty

#### Excerpt C

the South has a lot of secrets. *That* omitted

*that* they used wood; follows the verb *assured* + indirect object *me*; rest of sentence adverbial clause introduced by *although*

*that* their way of life was dying out; follows the verb *warned* + indirect object *me*

#### Excerpt D

*that* the Marlboroughs did not consider their daughter to be an acceptable bride; follows *be* + the adjective *unhappy*

*that* Randolph was a second son; follows *be* + adjective *disappointed*

#### Excerpt E

*that* his journey had been a success

he had reached northeastern Asia. *That* omitted

he had discovered rich fishing waters. *That* omitted

*that* they would be willing to pay for another voyage; follows *be* + adjective *sure*

### Discussion: Discovery Activity 2

|                  |  |
|------------------|--|
| relative pronoun | in a pool <u>that</u> he came upon in the forest; <i>that</i> modifying <i>a pool</i>        |
| noun clause      | the grown-ups informed him <u>that</u> he had caught   |
| relative pronoun | from a hatchery <u>that</u> Moreton had established; <i>that</i> modifying <i>a hatchery</i> |
| noun clause      | merely suggested <u>that</u> they have them  |

**Discussion: Discovery Activity 3***Excerpt A***what** happened to his buddy*Excerpt B***what** possessed me; **whether** our precious cutlery ...*Excerpt C***if** he'd be helping Grandpa ... **how** the chaff stuck ...; **how** his arms had ached ...*Excerpt D***if** any of the cats ...; **what** they eat**Discussion: Discovery Activity 4****Part I**

- (a) Claire said that she saw a great movie on Saturday.
- pronoun change from *I* to *she*
- (b) Tony said that he had a very interesting book.
- word order change; noun clause introduced by *that*
  - present changes to past missing bullet•pronoun change from *I* to *he*
- (c) Maeve asked when the Ramirez family would arrive.
- embedded *wh*-question, normal affirmative sentence word order
  - present changes to past
- (d) James asked whether I was coming to class.
- insertion of *whether*; whether (or not) or if also possible; embedded yes/no question, normal affirmative sentence word order
  - pronoun change from *you* to *I*
  - present changes to past
- (e) Helen asked whether Kelly had driven her friends home.
- insertion of *whether*; *whether (or not)* or *if* also possible
  - embedded yes/no question, normal affirmative sentence word order
  - past changes to past perfect

**Part II***Excerpt A*

Hope said that you wouldn't see your roses bloom. **Or** Hope said that she wouldn't see her roses bloom. Beauty said that she would plant them tomorrow.

- pronoun change from *you, I* to *she* in second option
- *will* changes to *would*

*Excerpt B*

Melinda said that she had to add a little more water to the stew.

- pronoun change from *I* to *she*
- present changes to past

*Excerpt C*

Mrs. Ellington asked why the telegram had come addressed to Mrs. Spaulding.

- embedded *wh*-question, normal affirmative sentence word order
- past changes to past perfect

Diana replied that that was the name which appeared as her byline.

- first *that* complementizer; second *that* demonstrative pronoun
- present changes to past

She said that she had never intended to write anything negative about the Hotel Grant.

- pronoun change from *I* to *she*
- past changes to past perfect

She admitted that her editor liked sensational stories. **OR** Her editor, she admitted, liked sensational stories.

- present changes to past
- pronoun change from *my* to *her*

**Discussion: Discovery Activity 5**

There may be different options in changing the quotes to reported speech. Here you will find one for each quote, but other options are possible, especially when writers try to capture more of the flavor of an excerpt and/or provide their interpretation of events.

Diana stated that it was her job to comment on all current books and plays.  
 Damon wondered whether his reading tonight would be covered in her critique.  
 Diana responded that she would write about what she saw and heard.  
 She asked whether he wouldn't reconsider granting her an interview.  
 He said that he did not think so.