

Aula 3

INTERVIEW WITH THE VAMPIRE REPORTED SPEECH

META

Apresentar *Reported Speech* utilizando o texto *Interview with the Vampires* como base para o discurso direto e indireto.

OBJETIVOS

At the end of this class, it is expected that the students:
Após o estudo desta aula, o aluno deverá:
Estar apto a reportar uma fala;
Saber diferenciar *direct speech* de *indirect speech*;

PRERREQUISITOS

Ter aprendido pronomes demonstrativos, verbos e sintagmas nominais.

Izabel Silva Souza D'Ambrosio

INTRODUCTION

Do you like to read and listen to music? In this lesson you will read a passage from “An Interview with the Vampire”. Do you know who wrote it? Well, it is the work of a writer named Anne Rice, released in 1976. It deals with the life story of the vampire Louis. The book begins with a young reporter interviewing Louise this account about his life before becoming a vampire, how he became, how he met Lestat, the vampire Claudia and Armand. He also talks about his travels and reflects on various subjects such as immortality.

From this interview we will introduce the study of indirect speech in English. So, in our 3rd lesson our aim is to present the Reported Speech.



The image speaks by itself. Fonte: <https://upload.wikimedia.org>

Do you like to read books? Which genres?

Do you like horror Stories?

You are going to read an excerpt from Interview with the Vampire.

Have you heard of it before?

Have you ever heard about the most famous Vampire, Dracula?

We will now read a text about The Interview with the Vampire:

“Interview with the Vampire” By Anne Rice.

“I see” said the vampire thoughtfully, and slowly he walked across the room towards the window. For a long time he stood there against the dim light from Divisadero Street and the passing beams of traffic. The boy could see the furnishings of the room more clearly now, the round oak table, the chairs. A wash basin hung on one wall with a mirror. He set his briefcase on the table and waited.

“But how much tape do you have with you?” asked the vampire, turning now so the boy could see his profile. “Enough for the story of a life?”

“Sure, if it's a good life. Sometimes I interview as many as three or

four good people a night if I'm lucky. But it has to be a good story. That is not fair isn't it?

"Admirably fair," the vampire answered. "I would like to tell you the story of my life, then. I would like to do that very much."

"Great," said the boy. And quickly he removed a small tape recorder from his briefcase, making a check of the cassette and batteries. "I'm really anxious to hear why you believe this, why you-

"No" said the vampire abruptly. "We can't begin that way. Is your equipment ready?"

"Yes", said the boy.

"Then sit down". I'm going to turn on the overhead light"

"But I thought vampires didn't like the light," said the boy. "If you think the dark adds atmosphere" But then he stopped. The vampire was watching him with his back to the window. The boy could make out nothing of his face now, and something about the still figure there distracted him. He started to say something again but he said nothing. And then he sighed with relief when the vampire moved towards the table and reached for the overhead record.

At once the room was flooded with a harsh yellow light. And the boy, staring up at the vampire, could not repress a gasp. His fingers danced backwards on the table to grasp the edge. "Dear God!" he whispered, and then he gazed, speechless at the vampire.

The vampire was utterly white and smooth, as if he were sculpted from bleached bone, and his face "was as seemingly inanimate as a statue, except for two brilliant green eyes that looked down at the boy intently like flames in a skull. But then the vampire smiled almost wistfully, and the smooth white substance of his face moved with the infinitely flexible but minimal lines of a cartoon. "Do you see?" he asked softly. (...)

RICE, Anne O'Brien. Interview with the Vampire. New York: The Random House Publishing Group, 1976. p.3.

At the beginning of the book "Interview with the Vampire", Anne Rice wrote:

1 "But I thought vampires didn't like the light", said the boy. "If you think the dark adds atmosphere".

If the writer wanted she would have used a different construction to narrate the reporter words.

2 The boy said he had thought vampires didn't like the light, and that, if the vampires thought the dark added atmosphere.

Structure (1) - **discurso direto** (*direct speech*)

Structure (2) - **discurso indireto** (*reported/indirect*) speech.

When we want to reproduce the information that someone told us, we can do it in two ways:

Direct speech – when someone faithfully quotes someone else's speech. The vampire's dialogue with the reporter contains numerous examples:

"But how much tape do you have?", the vampire asked " Enough for a story of a life?" "Great," said the boy.

Reported speech – when the narrator informs what was said in his own words. So, it is usually used in third person.

"Sometimes I interview as many as three or few people a night." (direct) The boy said he interviewed as many as three or four people a night.(reported)

The transposition of direct to indirect discourse involves changes in punctuation, personal pronouns and possessive adjectives, pronouns and demonstrative adjectives, in verb tenses and adverbial locutions of time and place. We will treat each one separately.

Situation 1. Change in punctuation.

In direct speech, we use quotes (quotation marks). In reported speech, we do not use them.

Jennifer said, " I like vampires."
" I like vampires, " Jennifer said.
" I like vampires," said Jennifer.

Reported Speech: Jennifer said that she liked vampires.

As we can see in the examples above, the citation, the original words can be stated at the beginning or the end of the sentence.

Quotation at the end of the sentence => comma after the verb and quotation between quotation marks

Quotation at the beginning of the sentence => quotation marks and commas at the end of the quote.

As you can see, the name of the narrator may also come before and after the verb of speech, in the above case, the verb said: However, a pronoun can only come before. "I like vampires," she said.

Have you noticed the importance of punctuation in the discourse? The presence of the comma, quotes is remarkable in the construction of this speech, so be very careful at the time of practice, okay?

Let's go now for another important score: Question Mark (?)

Pay attention to your location. In questions, the question mark, is inside the quotation marks: "Do you like watching vampires movies?" Jennifer asked.

Let's see if you can identify the errors in the following sentences and then check to make sure:

1. Jennifer asked, When is the vampire birthday?
2. Jennifer told us that the vampire birthday is in October.

3. The vampire's birthday is in October- Jennifer said.
4. "The vampire will be 100" said Jennifer.

1. This is a direct speech. The quotation marks are missing. The correct one is Jennifer asked, "When is the vampire birthday?"
2. There should be no quotation marks, because it is an indirect speech. The correct one is Jennifer told us that the vampire's birthday is in October.
3. This is a direct speech. The quotation marks and the comma are not used instead of the dash.
4. The comma is missing before the second pair of quotation marks. The correct one is "The vampire will be 100," said Jennifer.

Situation 2: When can we use *say* and *tell*?

Now the new situation is referring to the verbs Say and Tell. Let's go!!

Among declarative verbs, those used to introduce the quotation into direct discourse or to reproduce the latter in the indirect are say and tell. Its use often causes doubts, since both in Portuguese mean to say, but its grammar is different. The easiest way to remember the difference between them is as follows.-

You SAY something	You TELL someone something
1. Sarah said that she was pleased.	1. Sarah told Peter that she was pleased.
2. Bill says you have a new house.	2. Bill told me that you have a new house.
3. John said "I am leaving at 3 o'clock."	3. John told me that he was leaving at 3 o'clock,

Source: <https://www.dailystep.com/en/blog/how-use-say-and-tell-english>.

You **SAY** something or You **SAY** something to someone. You **TELL** someone something.

1. In the above sentences, SOMETHING is the direct object SOMEONE is the indirect object

2. SAY => can be used both in the direct and reported speech. Sarah said, "I'm pleased" Sarah (that) was very pleased "We can mention the indirect object, for whom Sarah spoke, but in this case, we should use the preposition to before the indirect object Sara said to us, "I'm pleased"

TELL in indirect speech: Mary **told us** (that) she was happy. (Indirect object is always used after the verb.)

3. "That" can be omitted:

Sarah said she was very pleased. "She said she was happy.

Let's go on some practice with an activity:



ACTIVITY

1. Complete with say or tell in the correct form:

- 1 Bill _____ me he was bored with his job.
- 2 I wonder where Ann is. She _____ she would be here at 8 o'clock.
- 3 The doctor _____ that I should rest at least a week.
- 4 Gary couldn't help me. He _____ me to ask Caroline.
- 5 Gary couldn't help me. He _____ to ask Caroline.
- 6 "Did she _____ you what happened?" "No, she didn't _____ anything to me.

Fonte: MURPHY, Richard. English Grammar in Use.

Situation 3. Pronouns Change.

Another change also occurs in demonstrative pronouns and verbal phrases.

Look closely at the transformation as shown below:

this (quando adjetivo) → *the*

*John said, "I don't like **this** painting."*

*He said he didn't like **the** painting*

this (quando pronome) → *it*

*John said, "I don't understand **this**."*

*He said he didn't understand **it**.*

this (em expressão de tempo) → *that*

*John said, "I'm getting a new car **this** week."*

*He said he was getting a car **that** week.*

Other changes also happens in the demonstrative pronouns and noun phrases. Observe below:

These → *those*

here → *there*

now → *then, at that moment*

ago → *before*

today (tonight) → *that day (that night)*

tomorrow → *the following day*

yesterday → *the previous day, the day before*

next week → *the following week*

last month → *the previous month, the month b*

the day after tomorrow → *two days later / in two days time*

Susan said to David, "We'll meet **here** again **next week**".

Susan told David (that) they would meet **there** again the **following week**.

They said, "**This** exercise can be done **tonight**".

They said (that) **that** exercise could be done **that night**.

Someone said, "I'm surprised that it's raining so hard **here now**."

Someone said (that) he/she was surprised that it was raining so hard **there at the moment**.

Jason called me to say, "I sent you an e-mail **yesterday**."

Jason called me to say that he had sent me an e-mail **the day before (the previous day)**.

<http://blogs.transparent.com/ingles/2010/05/28/reported-speech-mudancas-de-tempo-e-lugar/>

Let's go on some practice with an activity:



ACTIVITY

1. Emily said, "Our teacher will go to Leipzig **tomorrow**."

Emily said (that) would go to Leipzig _____

2. Patricia said, "My mother will celebrate her birthday next weekend."

Patricia said (that) her mother would celebrate her birthday _____

3. Andrew remarked, "We didn't eat fish two days ago."

Andrew remarked (that) they hadn't eaten fish _____

4. Helen said, "I was writing a letter yesterday."

Helen told me (that) she had been writing a letter _____

5. Michael: "I am going to read a book this week."

Michael said to me (that) he was going to read a book _____

6. Ann said, "I'm buying a new cell phone this week."

Ann said, she was buying a new cell phone. _____

7. Bill said, "It's freezing cold here."

Bill said it was freezing cold _____

8. "We'll come the day after tomorrow", they said.

They said they would come _____

9. "Do you like this program?", Jane asked me.

Jane asked me if I liked _____ program.

Fonte: <http://www.ef.com/english-resources/english-grammar/changing-time-and-place-references/>

CONCLUSION

Esperamos que a partir deste estudo, você se sinta mais confiante quando tiver que narrar ou reportar o que outras pessoas disseram em

inglês, tendo para isto aprendido a fazer a transposição do discurso direto para o indireto, tanto de afirmações quanto de pedidos, ordens e sugestões. Esta é uma importante habilidade a que temos que recorrer frequentemente em nossas vidas. Esperamos, portanto que a prática deste assunto tenha sido proveitoso para você.



SUMMARY

Nesta aula abordamos no início o tema sobre o livro *Interview with the Vampire*, e no decorrer da lição o enfoque foi a introdução ao o estudo da relação entre os dois tipos de discursos usados na nossa comunicação com as outras pessoas o direto e o indireto. Demonstramos como a fala de uma pessoa deve ser reelaborada por quem informa, ao revela as suas afirmações, pedidos, ordens e sugestões, mostrando as diversas mudanças que ocorrem neste processo nos tempos verbais, pronomes, palavras de referência, advérbios e locuções adverbiais de tempo e lugar. Dada a complexidade do assunto, deixamos para outra etapa a abordagem do discurso indireto em perguntas e o uso dos inúmeros verbos de elocução que nos permitem melhor interpretar a fala do emissor da mensagem. Isto será o foco da Próxima lição:

Hypothetical Situations, onde os discursos direto e indireto serão abordados, assim como os verbos de elocução.



SELF-EVALUATION

- 1.Sou capaz de fazer uso da Reported Speech de afirmações, pedidos, ordens e sugestões?
- 2.Empreguei os tempos verbais corretamente?
- 3.Realizei corretamente as mudanças nos pronomes e referências de tempo e lugar?
- 4.Consegui fazer correlação com a minha realidade?



NEXT CLASS

Reported Questions & Reported Verbs. Um padrão é formado quando reportamos o que outros dizem, e geralmente mudamos o tempo verbal

para construir estas perguntas. Nesta perspectiva iremos estudar as formas corretas na construção destas perguntas, sendo elas diretas e reportadas.

REFERENCE

- BOLTON, David. **Grammar Practice in Context**, Richmond, 1997.
- MURPHY, Raymond. **Grammar in use Intermediate**. Ernst Klett Sprachen, 2004.
- OLIVEIRA, Shanya. **Advanced English Grammar-EspressoEnglish**. Net,2005.
- OXEDEN, Clive & LATHAM-KOENIG,Christina. **English File Upper-Intermediate**, Student's Book, OUP, 1997.
- RICE, Anne O'Brien. *Interview with the Vampire*. New York: The Random House Publishing Group, 1976. p.3.