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Tense Shifting in *Yes Minister*
(Diplomová práce)

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V Olomouci dne

Podpis:

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ABBREVIATIONS

AdjC(s)	adjectival complement(s)
AUX(s)	auxiliary verb(s)
BBC	British Broadcast Corporation
BS	backshifted
CRS	composite reported speech
E (1–5)	episode (1–5)
INF	infinitive
MOD(s)	modal verb(s)
MP	Member of Parliament
NBS	non-backshifted
OC(s)	object clause(s)
P (1–5)	principle (1–5)
PasP	past perfect tense
PasT	past tense
PreP	present perfect tense
PreT	present tense
RV(s)	reporting verb(s)
SC(s)	subject clause(s)
SRS	simple reported speech
vs	versus
wrt	with respect to

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Introduction

The thesis is intended to investigate tense shifting in indirect reported speech and reporters' reasons for choosing certain verb forms in reported speech, thoughts or beliefs complements. The main focus is paid to the tense forms which take different forms in the reported speech complements than we would expect (see example [1]).

- [1] *I told him that I **have redrafted** the redraft myself, that I'm perfectly happy with it, and that I **don't want** him to redraft it again* (Lynn and Jay, 110).¹

The study thus focuses on factors determining the usage of such tense forms. It also takes into account the usage of modal verbs in reported speech and analyzes the usage of reporting verbs together with their subordinators. The main tool for the analyses is the corpus of sentences which I have created manually, since there is no electronic source or any corpus which includes tagged situations that would suffice the purpose of my research. The corpus of sentences is compiled from the sentences included in the first five episodes of *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP* (see Appendix 1).

I am concerned with the indirect reported speech that takes the form of a reported clause including one subordinate clause (called simple reported speech) or a chain of reported clauses (called composite reported speech). The composite reported speech include more than one subordinate clause. The situations are illustrated by the following examples:

- [2] *I pointed out to Bernard that I have various other commitments* (18).
[simple reported speech]

- [3] *I told him I was going to Paris tomorrow, instead, and that it was final and that I knew I'd said it was final before but now this was really final – I told him he'd have to sort everything out* (87).
[composite reported speech]

¹ In this situation, we would usually expect the past tense in the subordinate clauses following the main clause in the past (or past perfect) tense as expressing the "shift of tenses rule".

All of the tokens in the corpus of sentences include subordinate clauses which follow the reporting clause (the main clause) including the reporting verb in the past or past perfect tense.² The study considers the verb forms in such subordinate clauses which take form of the present, the present perfect tense, present modal verbs or the future tense forms realized by the auxiliary *will* followed by bare infinitive and attempts to state the factors affecting the reporters' choice of them. The choice of the past tense, the past perfect tense and past modal verbs is also considered, namely in the numerical summary of the results of the usage of all verb forms included in the corpus of sentences.

The study introduces general principles of the realization of tense shifting discussed in grammar books and considers situations which are subject to optional or obligatory backshifting. Hewings (2005, 70), for example, explains that when the reporter selects the present tense (or present perfect) in the reported clause, he or she emphasizes the situation as still existing or being relevant to the time of his or her time of reporting (see example [2]). On the other hand, Declerck and Tanaka (1996, 295) state factors preventing the usage of the simple present tense in reported complements, for instance, "when a head clause is a *wh*-question in the past" we nearly always use the past simple in the complement clause. For illustration see example [4].

- [4] i. *What did you say his name **was**/'is* (Declerck and Tanaka 1996, 295)?
ii. *How did you know I **was**/'am a teacher* (295)?³

Regarding the structure of the paper, Chapter 1 is theoretically oriented. The theoretical background of tense shifting in general (such as defining the occurrence of tense shifting) is discussed here together with the description of reporting verbs (which are necessary to open the reported speech), along with the issue of time, place and participants reference in the reported clauses. The subject regarding the factors affecting the reporters' choice of tense form(s) is also introduced together with a brief summation of the comparison of reported speech in Czech and English.

² The distinction of simple and progressive aspect of the reporting verbs is not taken into consideration.

³ The exclamation mark, which is adapted from Declerck and Tanaka (1996), refers to improbability of saying such an utterance. It does not refer to its ungrammaticality.

Chapter 2 is divided into two sections. The first one is devoted to the description of the corpus and to disputable issues which I came across while I was creating it. The second part deals with the elaboration of the tokens and presents the numerical summary of the results.

Chapter 3 includes 3 sections. Section 1 takes into consideration the numerical summary of the results presented in Chapter 2 and attempts to state according to which principles the reporters' choice was affected in order to use such tense forms. Along with the analysis of the tense choice in reported speech complements the chapter considers the usage of modal verbs in subordinate clauses following the reporting clause in the past or past perfect tense. It attempts to show how difficult the issue of tense choice becomes when analyzing the time reference included in reported speech without having the original utterance. The last part is concerned with reporting verbs and analyzes the frequency of the usage of them. It also takes into consideration the subordinators which precede the reporting verbs and open the reported clauses.

1 Theoretical Background of Tense Shifting

1.1 Grammatical Category of Tense

Since the thesis is intended to investigate the phenomenon of tense shifting I find it important to define the term “tense” as such. In this chapter I touch on the issue of the grammatical category of tense of the English verb.⁴ It has been included in order to give a brief summary of the English verbal forms as essential elements in tense shifting.

Table 1: Grammatical categories of the English verb

PERSON (can be expressed only according to the subject)	NUMBER (plural, singular)	<u>TENSE</u> (absolute, relative)
<u>ASPECT</u> (progressive, perfective)	VOICE (active, passive)	MOOD (indicative, imperative, conditional, subjunctive)

A verbal tense is one of the six grammatical categories of the English verb (presented in Table 1) that is used to describe the completeness or relativity. Comrie (1985, 36) explains that the absolute tense generally refers to “a time in relation to the moment of utterance”, and thus have no relations to other situations. The relative tense refer to “a time in relation to a contextually determined temporal reference point, regardless of the latter’s temporal relation to the moment of utterance” (36). There are 12 verbal forms of the English verb. The category of aspect is closely related to the category of tense and the verbal forms express the aspect (perfect, progressive or their combination) with respect to the extralinguistic category of time (see Table 2). Quirk et al. (1985, 188) define verbal aspect as a category which reflects how the verb action is “regarded or experienced with respect to time” and, unlike tense, is “not deictic” i.e. “is not relative to the time of utterance”. As noted above, there are two constructions of aspect in English: progressive and perfective. Selucká (2011, 38) claims that linguists discuss the verbal aspect in realization of tense shifting only marginally.

⁴ It constitutes only a very small portion of what is needed for a complete theory of the grammatical category of tense.

Table 2: Extralinguistic category of time vs grammatical category of tense/aspect⁵

TIME:	TENSE/ASPECT:	
<i>FUTURE (most often expressed by the auxiliary will)</i>	simple future future perfect	future progressive future perfect progressive
<i>PRESENT (verb endings)</i>	simple present	present progressive
<i>PAST (verb endings)</i>	present perfect	present perfect progressive
	simple past	past progressive
	past perfect	past perfect progressive

1.2 What Is Tense Shifting?

Tense shifting is an agreement of verb tenses in subordinate clauses in which the verbal tense form is shifted “back” with respect to the relation between the time of utterance and the time of reporting. That means, for instance, the simple present in the original speaker’s utterance becomes the simple past in the reported utterance or the simple past in the direct report becomes the past perfect in the reported utterance. The terminology comes from Latin *consecutio temporum*. In grammar books different terminology referring to tense shifting can be found. The phenomenon is also known as a “backshifting”, “tense shift rule” or “sequence of tenses rule”. The following table illustrates the main principles of tense shifting.

Table 3: Formal representation of tense shifting⁶

DIRECT REPORT	INDIRECT REPORT ⁷
Present tense	Present or past tense
Past tense	Past or past perfect tense
Present perfect tense	Present perfect or past perfect tense
Past perfect tense	Past perfect tense

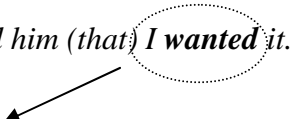
⁵ The table was created in terms of knowledge of the English verb. As for the extralinguistic category of time, the future is mostly expressed by the auxiliary *will*, the present and the past verb endings.

⁶ The table was created according to basic changes discussed in grammar books, such as Quirk et al. (1985), Huddleston and Pullum (2005), Thomson and Martinet (1980) or Cowan (2008).

⁷ Chapter 1.5 is wholly devoted to the choice of tense forms in reported speech, which is a question of optional and obligatory backshifting.

The table indicates that tense shifting occurs in the indirect speech when the act, time, place and participants of the original utterance are being reported. For the sake of economy and ease of reference, I will use the term “reported speech”, which refers to reported statements, thoughts, hopes, beliefs or perceptions. Sentence [1] exemplifies backshifting. Tense shifting is influenced by factors determining the reporter’s choice of a tense form.⁸

[1] *I told him (that) I wanted it.*



The **verbal tense** from the original utterance *I want it* is shifted “back”.⁹

1.2.1 Occurrence of Tense Shifting

Tense shifting occurs in subordinate finite nominal clauses.¹⁰ The finite nominal clauses contain a verb which is marked for tense or modality. A shift of tenses does not occur within subordinate non-finite nominal clauses.¹¹ Biber et al. (2006, 198) state that non-finite clauses are not tensed and marked for modality and are regularly dependent. To be able to interpret a non-finite clause, it is usually unavoidable to know the “wider context” as they “frequently lack an explicit subject and subordinator” (198).

It should be mentioned that in English exists a plain verb form that is possible in both finite and non-finite nominal clauses. The plain form is neither marked for modality nor tensed, and thus backshifting cannot be expressed (see the following examples for illustration).¹²

[2] i. **Bring** your own food (Huddleston and Pullum 2005, 36).
(plain form imperative)

⁸ The factors are subject to closer study and are discussed in Chapter 1.5.

⁹ When the source of an example is missing, then I am responsible for creating it.

¹⁰ Subordinate finite clauses have various functions. Quirk et al. (1985, 1047) distinguish several major categories of subordinate clauses on the basis of their potential functions: nominal, adverbial, relative and comparative. Biber et al. (2006, 196–197) list finite dependent clauses as: nominal, adverbial, relative clauses, comparative and other degree clauses, reporting clauses, comment clauses and other peripheral clauses using question and declarative tags. According to Huddleston and Pullum (2005, 174), the distinction of finite subordinate clauses is: relative, comparative and content clauses.

¹¹ The non-finite clauses differ in a type of a verb phrase: *-ed* clause, *-ing* clause, infinitive clause.

¹² Example [3]ii. is not presented in Huddleston and Pullum (2005, 36). I created it for the purpose of illustration of the subjunctive mood in reported speech.

[3] i. *We insist that she **bring** her own food* (36).

(plain form subjunctive)

ii. *We insisted that she **bring** her own food.*¹³

As noted above, tense shifting occurs in subordinate finite nominal clauses – precisely in *that*-clauses, *wh*-interrogative clauses, *yes-no* or alternative clauses and exclamative clauses, which differ in their discourse and sentence functions. Other grammarians use the term “content clauses” for subordinate clauses in which tense shifting is observed.¹⁴ Content clauses are usually distinguished as: adverbial, relative, object, subject and attributive.

1.2.1.1 General Description and Functions of Subordinate Clauses

As far as I am concerned with the basic syntactic functions of nominal subordinate clauses, Quirk et al. (1985, 1047) state that they may function as a subject, an object or a complement.¹⁵ Nominal clauses have functions that “approximate to those of noun phrases”, such as a subject, an object, a complement, an appositive, and a prepositional complement and unlike noun phrases they “may also function as adjective complementation without a preposition” (see example [4]) (1047).

[4] *I'm not sure that I can remember the exact details* (Quirk et al. 1989, 1047).

The nominal clause, in which the most central type of the clause is tensed,¹⁶ most often takes the form of subordinate declarative, interrogative or exclamative clause. The division of clause types is presented in Table 4.

¹³ Quirk et al. (1989, 1031) claim that it is possible to find tense shifting with the usage of subjunctive mood in a subordinate clause but only in the form of past subjunctive. They say that the past subjunctive or hypothetical past is backshifted to the hypothetical past perfect when a change in time reference occurs (1031).

¹⁴ For example Dušková (2006, 594) uses such terminology. The original terminology is “vedlejší věty obsahové”.

¹⁵ Furthermore, Quirk et al. (1985, 1047) add that they may function as a postmodifier in a noun phrase, an adverbial in a superordinate clause, adjectival complementation or a prepositional complement.

¹⁶ It contains a verb inflected for tense.

Table 4: Clause types wrt subordinate clauses¹⁷

	MAIN CLAUSE	SUBORDINATE CLAUSE
DECLARATIVE	<i>Liz is in Paris.</i>	<i>He said that Liz was/is in Paris.</i>
CLOSED INTERROGATIVE	<i>Is she ill?</i>	<i>I wondered whether she was/is ill.</i>
OPEN INTERROGATIVE	<i>What do you want?</i>	<i>He told me what he wanted/want.</i>
EXCLAMATIVE	<i>What a bargain it is!</i>	<i>She told me what a bargain it was/is.</i>

According to Quirk et al. (1985, 1025), the nominal subordinate clauses which function as reported speech complements, most frequently function as a direct object, subject complement and occasionally as an extraposed subject (see examples [5], [6] and [7] respectively).

[5] *I told him I was slightly surprised* (Lynn and Jay 1989, 16).

[6] *The question was whether the PM would be strong enough to ignore Jim Hacker or whether, in the interests of party unity, the PM would be obliged to give him a good job* (13).

[7] *But it was explained to me that there was an administrative problem because Her Majesty is due to be up at Balmoral when the President arrives* (34).

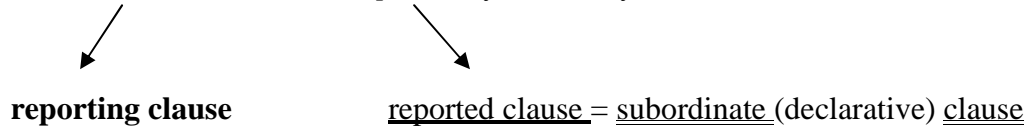
1.2.1.2 Subordination in Simple and Composite Reported Speech

Some of the examples used above include more than one subordinate clause, and therefore I will devote this subchapter to subordination in reported speech and explain the distinction of simple and composite reported speech.

As for simple reported speech (SRS), it includes a main clause (a reporting clause) followed by a subordinate clause (a reported clause). For illustration see the example:

¹⁷ The table is adapted from Huddleston and Pullum (2005, 175). The examples were modified to illustrate reported speech wrt different types of subordinate clauses.

[8] *He said it was corruption* (Lynn and Jay 1989, 54).



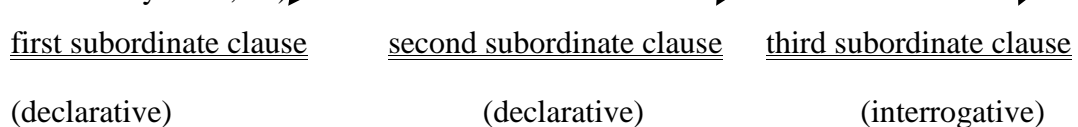
Now let us focus on the second type of reported speech which Selucká (2011, 7) names “composite indirect speech”. She explains that the “composite indirect speech” is a clause that “can be divided into two or more clauses” (7). The first subordinate clause is always directly dependent on the reporting clause. The next clause can be also dependent on a reporting clause or is dependent on the previous clause. In [9] the second subordinate clause is dependent on another subordinate clause within the composite reported speech.

[9] *I told Peter I wanted to know whether he wrote/had written it or not.*



Example [10] includes 3 subordinate clauses in which the second subordinate clause is dependent on the reporting clause whereas the third one is dependent on the previous subordinate clause.

[10] *I said that I'd never heard of Buranda anyway, and I didn't know why we were bothering with an official visit from this tin-pot little African country* (Lynn and Jay 1989, 35)



Selucká (2011, 9) adds that the subordinate clauses, one of which following directly the reporting clause may function as an object, subject or subject complement. Clauses that are not directly dependent on the reporting clause, but dependent on another clause can also function as an object, subject or subject complement. The subordinate clause may also function as adverbial complements (for illustration see the

examples below). For clauses that include more than one complement clause I will use the term “composite reported speech” (CRS).

[11] *She said she had been sad while she was/had been alone* (Declerck 1990, 532).
(adverbial clause of time)

[12] *He explained he had decided not to buy the house because it was on a main road* (Declerck 1990, 532).
(adverbial clause of reason)

1.3 Reporting Verbs

When reporting a proposition, it always needs to be somehow opened. Both direct and indirect reports are opened with verbs called reporting verbs. They are also called introductory verbs as for introducing the subordinate clause(s).¹⁸ In this chapter I touch on the issue of the grammatical and semantic features of reporting verbs. As for grammatical characteristics, it deals with tense forms typically used with such verbs. As for semantics of reporting verbs, it gives a list of verbs that Selucká (2011, 11) describes as they are not used only for “reporting people’s words”, but they may also express their “manner of speaking” and report their “belief, feelings, hopes, thoughts, perceptions etc.” I will also outline the main principles and constraints on the usage of the most common reporting verbs (*say*, *tell*, *ask*) both in direct and indirect reports.

It should be noticed that there is a great number of reporting verbs but they are not distinguished according to any rules. Not many grammar books are concerned with the distinction of verbs used just in direct speech or just in indirect speech. They usually present the ones that are possible for both direct and indirect reporting.

Not only Carter and McCarthy (2006, 806) claim that *say* and *tell* are far the most frequent reporting verbs, especially in everyday spoken language. Regarding *ask*, being one of the most common reporting verb too, in informal conversations *ask* is used frequently for indirect reports and the use of *ask* in direct reports is “mostly confined to written fictional styles” (806). Hewings (2005, 64) adds that the reporting verb is often placed before the subject when the reporting clause comes after the quotation (see

¹⁸ For the purpose of this study I prefer the term “reporting verbs“, since they are included in the reporting clause.

example [13]), especially in English stories and novels. When the subject is a pronoun we do not need to use this order (64).

- [13] i. “*What did you say*” asked Peter.
ii. “*What did you say*” he asked/asked he.

The function of *say* and *tell* differs in reported speech. Carter and McCarthy (2006, 806) state that *tell* focuses on “the content or message of what was said” (see example [14]) and *say* focuses on “the words someone said” (as in example [15]) when *say* introduces direct reports, *tell* is “not normally used in this way” (see example [16]).

- [14] She **told** him they were going on holiday (Carter and McCarthy 2006, 806).

- [15] i. “Hello,” she **said** (806).
ii.* “Hello,” he **told** me (806).

- [16] i. He **said**, “I’m not paying £50 for that” (806).
ii.* He **told** me, “I’m not paying £50 for that” (806).

As explained by Carter and McCarthy (2006, 806), the verbs *say* and *tell* differ in the rules of complementation. *Say* is used with “an optional prepositional complement and an object” (which works as the reported clause) and *tell* “normally has an indirect object, along with a direct object” (which works as the reported clause) (806). The situations are illustrated by the following examples:

- [17] i. I **said to her**, “When I am ready I’ll tell you” (Carter and McCarthy 2006, 806).
ii. She **said** she didn’t know anything about it (807).
iii.* She **told** she didn’t know anything about it (807).

- [18] i. And then they **told us** we had to do it (807).
ii. * And then they **told** we had to do it (807).

They also state that *say* is “not used with an indirect object to refer to the person addressed” whereas *tell* is (as exemplified by [19] and [20]). They follow that *tell* is used to report directives with the infinitive clause (see example [21]) (807).

- [19] i. *I said to her, ‘When I’m ready I’ll tell you’* (Carter and McCarthy 2006, 807).
ii. **I said her, When I’m ready I’ll tell you’* (807).

- [20] i. *They told me I’d have to wait* (807).
ii. **They said me I’d have to wait* (807).

- [21] *The man from the Foreign Affairs had told her to prepare for the worst* (807).

Table 5 shows the most frequent reporting verbs that open both direct and indirect reports. Table 6 presents the reporting verbs used in formal written styles to report questions and answers and Table 7 shows the reporting verbs which describe characteristics of the utterance. As noted before, the verbs are included in the reporting clause and the clause may be found in the front, medial or end position. It should be mentioned that more than one reporting verb can be included within the complex reported speech.¹⁹ There are some restrictions on the usage of reporting verbs revealed when following this section.

¹⁹ The issue of multiple reporting verbs is discussed in Chapter 2.1.

Table 5: List of the most common reporting verbs²⁰

<i>add</i>	<i>continue</i>	<i>order</i>
<i>admit</i>	<i>deny</i>	<i>plead</i>
<i>advise</i>	<i>decide</i>	<i>point out</i>
<i>agree</i>	<i>disclose</i>	<i>protest</i>
<i>announce</i>	<i>explain</i>	<i>promise</i>
<i>argue</i>	<i>hint</i>	<i>recommend</i>
<i>assert</i>	<i>inform</i>	<i>repeat</i>
<i>beg</i>	<i>interrupt</i>	<i>reveal</i>
<i>claim</i>	<i>intervene</i>	<i>state</i>
<i>comment</i>	<i>maintain</i>	<i>suggest</i>
<i>complain</i>	<i>note</i>	<i>threaten</i>
<i>confess</i>	<i>observe</i>	<i>warn</i>
<i>confirm</i>	<i>offer</i>	

Table 6: Reporting verbs used in formal written styles to report questions and answers²¹

<i>answer</i>	<i>enquire/inquire</i>	<i>reply</i>
<i>ask</i>	<i>query</i>	<i>respond</i>
<i>demand</i>	<i>question</i>	<i>wonder</i>

Table 7: Reporting verbs which describe characteristics of the utterance²²

<i>bark</i>	<i>moan</i>	<i>shout</i>
<i>bellow</i>	<i>mumble</i>	<i>shriek</i>
<i>call (out)</i>	<i>murmur</i>	<i>sigh</i>
<i>coax</i>	<i>mutter</i>	<i>snap</i>
<i>cry</i>	<i>retort</i>	<i>stammer</i>
<i>groan</i>	<i>roar</i>	<i>stutter</i>
<i>growl</i>	<i>rumble</i>	<i>whisper</i>
<i>grumble</i>	<i>shoot back</i>	<i>yell</i>

²⁰ The table is adapted from Carter and McCarthy (2006, 817).

²¹ The table is adapted from Carter and McCarthy (2006, 817).

²² The table is adapted from Carter and McCarthy (2006, 817).

To complete the list of reporting verbs, I add to those presented in the tables above reporting verbs from Huddleston and Pullum's (2002, 1027) classification: *begin*, *boast*, *declare*, *go*,²³ *grin*, *reason*, *remark*, *smile*, *think*, and *write*. There are exceptions, such as *begin*, *go*, *smile*, and *grin*, which occur only in direct speech (1028). The situation is made explicit by the following example:

- [22] i. *He goes*, "I don't know what you mean" (Huddles and Pullum 2002, 1028).
ii. **He went* that he didn't know what I meant (1028).

As for tense and aspect of reporting verbs, it differs according to its reference. When referring to a concluded situation, we usually go for the simple past tense. Carter and McCarthy (2006, 809) explain that the simple present tense is used with the reporting verb in indirect speech which is seen as "always true or relevant" or "likely to be said on any occasion". The present progressive tense may also be used when the reported speech represents "someone's current position or opinion which might possibly change" or the past progressive tense is usual when focusing on "a new topic" or emphasizing "an important bit of news or information which the speaker heard first-hand" and thus it "takes the focus away from the actual words reported and puts it on the content" (809). Huddleston and Pullum (2002, 158) add that when focusing on the present rather than the past then the present perfect tense may be selected.

As for semantic properties of reporting verbs, Huddleston and Pullum (2002, 1028) say that "the governing verbs are specified as to which type of content clause they take as complement." For example *demand* takes a declarative mandative and not typically selects an interrogative (or exclamative) clause (1028).

Declerck and Tanaka (1996) are concerned with the semantic features of reporting verbs as they may influence the speaker's choice of tense.²⁴ They present the factor of the "intensional force" preventing the usage of the present tense in the reported clause. They claim that there are two semantic forms of the verbs of thinking and saying which influence the speaker's tense choice: the "weak" and "strong intensional predicates" (290). They explain that the strongest intensional predicates are such verbs

²³ Huddleston and Pullum (2002, 1028) explain that "*go* is mainly restricted to younger speakers in casual style."

²⁴ Declerck and Tanaka (1996) talk about constraints on the usage of the present tense in the "reported speech and thoughts complements" in their study. The study will be also mention in Chapter 1.5 when describing the principles of tense choice in reported speech.

as *fancy*, *pretend*, *imagine* and they are “implying that the reporting speaker does not subscribe to the thought or statement” (290–91). By contrary, the weak intensional predicates like *say* or *tell* “imply no evaluation at all” (291). Example [24] implies the original speaker’s (namely John’s) belief in the situation as it is not likely to happen.

[23] *John said that his wife was/is pregnant* (Declerck and Tanaka 1996, 291).

[24] *John imagined his wife was/²is pregnant* (291).

1.3.1 Basic Principles of Reporting wrt Reporting Verbs, Sentence Type and Subordinators

A. REPORTING STATEMENTS

The most common sentence type for reporting statements is a declarative *that*-clause. Hewings (2005, 66) states that the subordinator *that* is often left out after reporting verbs such as *say*, *agree*, *mention*, *notice*, *promise*, and *think*.²⁵ However, the subordinator *that* is “less likely to be left out after less common reporting verbs” such as *warn*, *complain*, *confide*, *deny*, *grumble* and *speculate* and after reporting verbs that are quite common such as *answer*, *reply* and *argue* (66).

He adds that there are some reporting verbs which are followed by a *that*-clause and “have an alternative with an object + *to*-infinitive”, verbs like this include *presume*, *report*, *think*, *understand*, *acknowledge*, *assume*, *believe*, *consider*, *expect*, and *find* (66). Carter and McCarthy (2006, 813) adds it is common to for situations “when the report is the complement of the noun-form of a reporting verb” include the subordinator *that* (see example [25]). The following table presents a list of nouns that may open speech reports.

[25] *The excuse that the computer was down was a bit weak* (Carter and McCarthy 2006, 815).

²⁵ We may find situation in which *that* is more likely to be said than to be left out. Hewings (2005, 66) claims that it is more likely to say i. rather than ii. Compare the following examples:

- ❖ i. *She agreed with her parents and brothers **that** it would be safer to buy a car than a motorbike* (Hewings 2005, 66).
- ii. *She agreed with her parents and brothers it would be safer to buy a car than a motorbike* (66).

Table 8: Nouns introducing speech reports²⁶

<i>accusation</i>	<i>comment</i>	<i>observation</i>
<i>advice</i>	<i>concern</i>	<i>point</i>
<i>answer</i>	<i>denial</i>	<i>remark</i>
<i>argument</i>	<i>excuse</i>	<i>response</i>
<i>assertion</i>	<i>explanation</i>	<i>statement</i>
<i>claim</i>	<i>news</i>	<i>suggestion</i>

Hewings (2005, 76) adds other nouns that are commonly followed by a *that*-clause: *acknowledgement*, *allegation*, *announcement*, *conclusion*, *decision*, *forecast*, *guarantee*, *indication*, *promise*, *recommendation*, *reply*, *speculation*, *threat*, and *warning*.

B. REPORTING PEOPLE’S THOUGHTS AND WORDS

Hewings (2005, 64) says that when reporting exact words or utterance which is highly important for the reporter we might use the actual wording “to create some dramatic effect”. By contrast, when reporting what people have said or what they think, we report in own words and convey the information that is more important than the exact words.

Very often a hesitator is inserted (*um*, *uh*, *er*, *erm*) in direct reports which serve according to Biber et al. (1999, 1092) to “pause in the middle of a message, while signalling the wish to continue speaking.” The hesitators are not typically expressed in indirect speech as well as the evaluative adjuncts. The phenomenon is confirmed by Huddleston and Pullum (2002, 773), who claim that the evaluative adjuncts “are not a central part of what was said and thus liable to be omitted.” According to Declerck and Tanaka (1996, 291), it is possible to use an indication such as *rightly*, *wrongly* in reported speech but it may constrain the usage of the present tense as the speaker “does not subscribe to the statement” in the complement clause.²⁷

Hewings (2005, 64) raises the issue of negation in a reporting frame. If a negative thought or statement occurs in reporting, then the reporting verb may also be negative. He adds that when we want to report a negative utterance, we usually tend to express it by a negative reporting verb (see example [26]) (64). We usually report a

²⁶ The list of nouns is taken from Carter and McCarthy (2006, 815).

²⁷ As mentioned before, more about the Declerck and Tanaka’s (1996) study is present in Chapter 1.5.

negative sentence by making the reported clause negative or by making the reporting clause negative but we have to think about the difference in meaning (example [27], [28]) (68). However, with some verbs used to report a negative utterance “we usually make the verb in the reporting clause negative” (example [29]) – verbs like this include *believe, suppose, think, want, feel, intend, plan, propose* (68).

[26] *He **didn't** tell me how he would get to London* (Hewings 2005, 64).

[27] *“You're right, it isn't a good idea.” → He agreed that it **wasn't** a good idea* (64).

[28] *“I disagree. It's not a good idea at all.” → He **didn't** agree that it was a good idea at all* (64).

[29] *“I expect he won't come.” → She **didn't** expect him to come* (64).

C. REPORTING *WH*-, *IF* OR *WHETHER* CLAUSES

In case of reporting *wh*-question we use a *wh*-word in a reported clause, namely *wh*-clause. *Wh*-clause takes an interrogative pronoun such as *what, when, where, who, which, why, or how* can be used as well. Hewings (2005, 68) claims “some verbs must have an object before the *wh*-clause” and verbs like this include *instruct, teach, warn, remind, tell, advise, inform, show* and *ask*.²⁸

Carter and McCarthy (2006, 814) add that if a *wh*-question appears with reported speech, the word order is “normally declarative rather than interrogative” but it is possible for an informal spoken style to use an interrogative word order in such reports.

[30] *I asked him where was he going but he wouldn't say* (Carter and McCarthy 2006, 814).

When the reporting clauses are introduced either with the *if* or *whether* element, then the *yes-no* questions or alternative questions are usually being reported. Alternative questions involve a choice between two possibilities. Hewings (2005, 68) says that “*whether* is commonly followed by a *to*-infinitive” when we have a “choice of two or more possibilities”. By contrast, *if* is never followed by *to*-infinitive.

²⁸ Hewings (2005, 68) adds that in the case of *ask* and *show* the object is optional.

❖ *I asked (him) how I could get to the station, and he told me* (Hewings 2005, 68).

Verbs followed by *whether* + *to*-infinitive are “concerned with talking or thinking about choices”, and include *discuss*, *know* (in negatives and questions), *wonder*, *choose*, *consider*, *debate*, *decide*, *determine* (68). By contrast, verbs concerned with talking or thinking and do not take the form *whether* + *to*-infinitive are: *image*, *realise*, *speculate*, *think*, *ask*, *conclude*, and *explain* (68).

1.4. Time, Place and Participants Reference

As said by Huddleston and Pullum (2002, 1023), to reflect the distinction between the “reporting wording (of form)” and the “reporting content (meaning)” deictic expressions such as personal pronouns, demonstratives and tenses are used.²⁹ The expressions are “interpreted in relation to certain features of the utterance-act” (1023).

As for tense reference, they state that “backshift can’t be understood at all on the basis of some simple idea about preterite tenses referring to past time; it’s a special grammatical principle about the use of the preterite tense inflection” (48). The formal representation of tense reference is expressed in Table 3 (Chapter 1.2).³⁰ As for tense as a deictic phenomenon in tense shifting, Carter and McCarthy (2006, 811) explain that “when the indirect report is perceived as referring to the past, the tense in the reported clause usually changes to a past form of the tense of the original speech.” They add that for some tense-aspect forms, there might be no change between direct and indirect speech expressed (811).³¹ To support such a statement I use example [31] that was introduced by Leech (2004, 108), where he points out that if the past perfect is used in the direct speech utterance, no backshift is possible, since English has no means of expressing “past before past before past”.

- [31] i. “*Before his death, my father **had made** a new will*” (Leech 2004, 108).
ii. *She explained that before his death, her father **had made** a new will* (108).

Leech (2004, 108) explains that there is no “double perfect **had had made*” and therefore the past perfect remains unchanged. As agreed by Huddleston and Pullum

²⁹ The adjective “deictic”, as explained by Huddleston and Pullum (2005, 298), stands for “used in a way that allows the interpretation to be determined by features of the act of utterance like when and where it takes place, and who the speaker and addressee are”.

³⁰ I touched on the main principle of backshifting in Chapter 1.2.

³¹ It is a matter of optional and obligatory backshifting to which Chapter 1.5. is wholly devoted.

(2002, 155), they state that “it would require a combination of three past tenses, which is beyond the formal resources available.”

Many linguists discuss the issue of deixis in reported speech and it is studied from several points of views. For example Biber et al. (2006, 455) draw our attention to reporting the speech of others that is accompanied by a “shift of deictic centre.” The distribution of direct speech into indirect speech leads to various forms which by such a shift make clear where, when and by whom the report was said. Sometimes the original utterance can be interpreted in different ways and the shift of deictic centre makes the reference explicit. For illustration I use the example introduced by Carter and McCarthy (2006, 810) where the multiple changes of deictic reference are presented:³²

Original question: “*Will you be coming here tomorrow, Jane*” (Carter and McCarthy 2006, 810)?

[32] *I asked Jane if **she will be coming here tomorrow*** (810).

[33] *I asked Jane if **she would be going there the next day*** (810).

[34] ***Hershe** asked Jane if **she would be going there the next day*** (810).

[35] ***Hershe** asked me if **I’ll be coming here tomorrow*** (810).

As explained by the authors, example [32] suggests that the reporter is the same person and is at the same place where the original question was asked, and “tomorrow” has not yet come (810). In [33] the reporter is the same person but is at a different place from where the original question was asked, and “tomorrow” has gone (810). In [34] the reporter is a different person and is at a different place from where the original question was asked, and “tomorrow” has gone (810). In [35] the reporter is Jane herself. She is at the same place where she was originally asked the question, and “tomorrow” has not come yet (810). They add that the “references to people using personal pronouns in indirect reports depend on whether the person reporting the speech and the person(s) whose speech is reported are the same or different” (813).

³² As for the study, I am concerned only with a shift of tenses.

The following tables show deictic expressions of certain references used in reported speech – various temporal expressions together with the illustration of the shift of personal pronouns and demonstratives. Finally, the backshift of modal verbs is demonstrated.

Table 9: Shift of time adverbials in reported speech

DIRECT REPORT	INDIRECT REPORT
<i>yesterday</i>	<i>the day before</i>
<i>tomorrow</i>	<i>the next day</i>
<i>now</i>	<i>then</i>
<i>last week/year</i>	<i>the week/year before</i>
<i>next Friday</i>	<i>the Friday after</i>

Table 10: Place reference

DIRECT REPORT	INDIRECT REPORT
<i>here</i>	<i>there</i>

Table 11: Shift of personal pronouns in reported speech

DIRECT REPORT	INDIRECT REPORT
<i>“I will do it,” he promised.</i>	<i>He promised he would do it.</i>
<i>She said, “Why are you doing it?”</i>	<i>She said why I was/we were/they were doing it.</i>

Table 12: Shift of demonstratives in reported speech

DIRECT REPORT	INDIRECT REPORT
<i>this</i>	<i>that</i>
<i>these</i>	<i>those</i>

Table 13: Backshift of modal verbs in reported speech³³

DIRECT REPORT	INDIRECT REPORT
<i>can</i>	<i>could</i>
<i>shall</i>	<i>should</i> (in reported question) / <i>would</i> (in reported statement)
<i>must</i>	<i>had to</i> (fulfilled obligation) / <i>would have to</i> (unfulfilled obligation) / <i>must</i> (future-in-the-past obligation)
<i>may/might</i>	present perfective *
<i>should</i>	present perfective *
<i>could</i>	present perfective *
<i>would</i>	present perfective *
<i>ought to</i>	present perfective *
<i>used to</i>	<i>used to</i>

* Carter and McCarthy (2006, 813) explain that in case of *could*, *might*, *should*, *would* and *ought to* “backshift does not require a shift to the perfect infinitive of the lexical verb.” They claim that “such a change, if made, may produce a different meaning” (813).

³³ Only a small portion is given of what is needed for the full theory of modal verbs that occur in reported speech. The issue of tense shifting and modal verbs is also mentioned in Chapter 1.5.3.

1.5 Tense Choice and Its Principles

Realization of tense shifting is determined by factors affecting the reporter's choice of tense form(s). Situations where more than one tense form is possible are called to be subject to optional backshifting. The non-backshifted forms may be favoured over the backshifted ones or vice versa. On the other hand, situations obliged to backshift are said to be subject to obligatory backshifting. Principles of optional and obligatory backshifting presented mainly by Huddleston and Pullum (2002, 155–58) and Quirk et al. (1985, 1027–28) are discussed in this chapter. The principles are supplemented with Declerck and Tanaka's notions (1996) and also with other grammarians' views such as Hewings' (2005), Thomson and Martinet's (1980) or Cowan's (2008).

1.5.1 Factors Affecting Reporter's Tense Choice in Simple Reported Speech

This part of the paper considers tense shifting in simple reported speech. As said before, SRS includes one subordinate clause which directly follows the main clause (the reporting clause) and the tense shifting is seen in the choice of either the backshifted or the non-backshifted verb form with regard to the tense choice of the reporting verb. Example [36] shows a sample of SRS.

[36] *Bernard asked me if I were sure* (Lynn and Jay 1989, 44).

When reporting the original speaker's speech, thought, belief, hope or perception the reporter usually has a choice between the backshifted (BS) and non-backshifted (NBS) version of a verb form.³⁴ I take into account principles affecting the reporter's choice of tense forms discussed in literature and present a summation of obligatory and optional backshifting, which I use in Chapter 3 for the purpose of the analysis of the tokens.

³⁴ As said before, when the backshifted form is required the situation is said to be subject to obligatory backshifting. Therefore, in such a situation we have only one choice – the BS one. This phenomenon has been exemplified by Declerck and Tanaka (1996) in their study which illustrates factors preventing the usage of the simple present tense in “reported speech and thought complements”. They claim that we nearly always use the past simple in a complement clause “when the head clause is a *wh*-question in the past” (295), which is illustrated by the following example:

❖ *What did you say your name was* (Declerck and Tanaka 1996, 295)?

The following principles describe situations where the non-backshifted tense form is favoured over the backshifted one:

- **PRINCIPLE OF CURRENT VALIDITY**

In example [37] (Sarah's original utterance goes *I have two houses*) Hewings (2005, 70) says that when the reporter selects the present tense (or the present perfect) in the reported clause he or she emphasizes that the situation is being reported as it "still exists or is relevant" to the time of his or her time of reporting. The present tense is less acceptable when we want to express that we are not sure whether the situation still prevails (70).

[37] *Sarah told me that she **has** two houses* (Hewings 2005, 70).

[38] *Sarah told me that she **had** two houses* (70).

- **PROPOSITION IS CONSIDERED TO BE TRUE**

I will use the same examples as above ([37] and [38]) in order to present another theory by Huddleston and Pullum (2002, 157–158) who talk about "the reporter's attitude to the content". They claim that if the reporter endorses or accepts the original, then the present tense is favoured, and by contrast, if he or she rejects the original, the backshift will occur (157). Example [37] might suggest that Sarah is telling the truth and we probably trust her that she has two houses. By example [38] Hewing (2005, 70) explains that the report is probably not true or Sarah used to have two houses but does not have them anymore.

- **PRINCIPLE OF SIMPLIFICATION**

The principle of simplification was introduced by Huddleston and Pullum (2002, 158) where the preference of the non-backshifted version over the backshifted one is expressed for the sake of simplicity. They claim that "if the situation was anterior to the original utterance, it will also be anterior to the report" (158). Put differently, it is clear what happened first from the context thanks to an adverbial clause of time (see example [39] iii.) or *wh*-questions.

- [39] i. *She said she **loved** him* (Huddleston and Pullum 2002, 158).
 ii. *She said she **had loved** him* (158).
 iii. *She said she **loved** him when she was at the university* (158).
 iv. *She said she **had loved** him when she was at the university* (158).

In [i.] the backshifted original suggests that the original speaker still loves him. The original utterance may be interpreted as *I love him*. On the other hand, in [ii.], the utterance may imply that the original speaker does not love him anymore. Without context it not clear whether it is true but it is obvious that she used to love him before saying such utterance. The original may be interpreted as *I loved him*. In [iii.] and [iv.] the meaning remains the same. There is no reason for tense shifting when a temporal clause is inserted. Quirk et al. (1985, 1027) say that the simple past is favoured over the past perfect “when the context makes the relative time references clear.” Huddleston and Pullum (2002, 158) continue that “the principle of simplification is likely to favour the non-backshifted version with the simple preterite.” It should be noticed that in [iv.] the reported utterance, when referring to the original statement: *I had loved him when I was at the university* cannot be backshifted and remains in the past perfect because, as explained by Quirk et al. (1985, 1027), there is no “past in the past in the past” that could be expressed in English.

- **PROPOSITION IS GENERAL TRUTH / UNIVERSAL RULE**

As explained by Quirk et al. (1985, 1027), backshift is optional when reporting to a “universal rule” which is to be considered as still valid. The backshifted version is also possible when we consider the universal rule as it was valid at the lifetime of the speaker’s utterance (1027). For illustration see the examples:

- [40] *Socrates said that nothing **can/could** harm a good man* (Quirk et al. 1985, 1027).
 [41] *Torricelli concluded that the atmosphere **is/was** a sea of air pressing down on the earth* (Cowan 2008, 376).

As claimed by Declerck and Tanaka (1996), there are certain factors preventing the usage of the present tense. Although they claim that it is “conventional for speaker to think of eternal truths in terms of present tense statements”, they give an example

where it becomes clear that the speaker does not subscribe to the conventions of such a proposition and the present tense is less acceptable than the past tense (289). It is exemplified by the following statement:

[42] *Medieval man wrongly believed that the earth **was**/'is flat* (Declerck and Tanaka 1996, 289).³⁵

Declerck and Tanaka (1996, 289) explain that the speaker does not subscribe to the truth of the proposition. The adverbial adjunct *wrongly* is used as a part of the head clause and it “rules out the present tense in the complement” (289).³⁶

- **REPORTER REPEATS WHAT WAS JUST SAID**

According to Cowan (2008, 377), the sequence of tenses rule is more relaxed or even not required if the speaker repeats something that was just said and such speech “rarely undergoes backshifting.” The reporter selects the simple present instead of the simple past (see example [43]).

[43] *John: I like opera* (Cowan 2008, 377).
Bill: Sorry, I wasn't listening. What did you say (377)?
*John: I said I **like** opera* (377).

³⁵ The exclamation mark, which is adapted from Declerck and Tanaka (1996), refers to improbability of saying such an utterance. It does not refer to its ungrammaticality.

³⁶ Declerck and Tanaka (1996) list other factors that influence (restrict) the usage of the simple present in reported speech and thought complements such as: “the ‘intensional force’ of the reporting verbs” (290), “privateness of the statement” (292), “pragmatic unacceptability” (293), “degree of syntactic dependency” (293), “the notion of temporal focus” (293), “manner of speaking verb” (294), “attitude or feeling of the referent” (295), “head clause is a *wh*-question in the past tense” (295), “the use of a universal quantifier” (295), “temporal adverbials specifying past tense and representing new information” (296), “surprise at learning something new” (296), the “past focus” (297), the “epistemic predicates” (297) or “discourse in which the sentence is couched” (298).

Now, let us focus on situations where backshifting is obligatory or the backshifted version is favoured over the non-backshifted one:

- **TIME REFERENCE IS NOT VALID**

Quirk et al. (1985, 1027) present a situation where backshift of the original utterance is obligatory when the time-reference is not valid at the time of the reporter's utterance. The phenomenon is illustrated by the following example:

[44] *Socrates said that he **was** a citizen, not of Athens, but of the world* (Quirk et al. 1985, 1027).

- **LONG TIME HAD ELAPSED**

Quirk et al. (1985, 1028) say that when a “long time had elapsed” between the original utterance and the reported statement, the past perfect will be used instead of the simple past. The fact is illustrated by the following example:

[45] *They thought that prison conditions **had improved*** (Quirk et al. 1985, 1028).

The authors continue that backshift is necessary when the “simple past in indirect speech may be misinterpreted as representing simple present” thus the past perfect is obliged to be used instead of the past simple (1028). In the following example the husband was already dead when the speaker made her original utterance: *I was married*.

[46] *She said that she **had been married*** (Quirk et al. 1985, 1028).

- **FOCUS ON THE ORIGINAL**

Huddleston and Pullum (2002, 157–58) present a situation where the backshifted version is favoured over the non-backshifted one. They call it the “focus on original” (157).

[47] *I thought it **was** mine* (Huddleston and Pullum 2002, 157).

As they explain, example [47] can be considered from different points of views, such as:

- a) “it has just been established that it is mine”
- b) “it has just been claimed that it is not mine” (158).

The first context would indicate “contrast between past thinking and present knowing” and the latter would express the contrast between what “I thought in the past and what is claimed in the present” (158). However, in both cases the backshifted version is selected since the “past time location is foregrounded” (158).

1.5.2 Factors Affecting Reporter’s Tense Choice in Composite

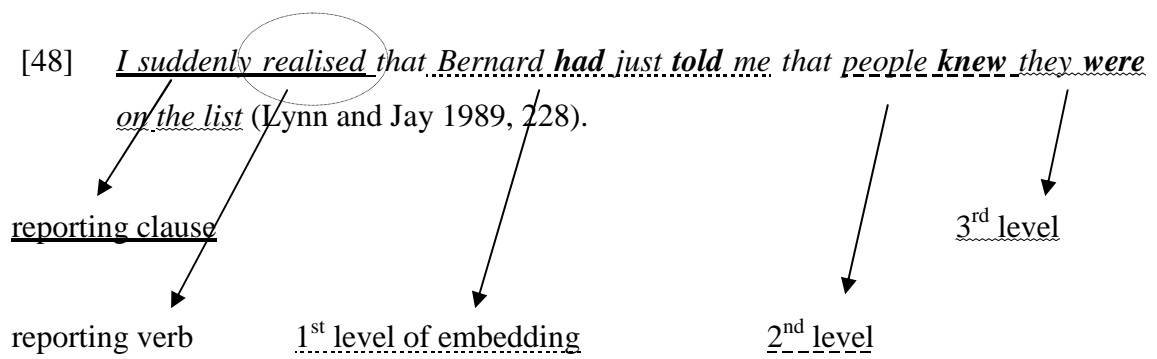
Reported Speech

All of the linguists presented in the previous chapter are mainly interested in backshifting in simple reported speech and the principles of backshifting in composite reported speech are being overshadowed. Selucká (2011, 38) describes the composite reported speech as being “influenced by factors resulting from the complexity of the indirect speech.” As far as I support Selucká’s attitude, there is an insignificant number of grammar books dealing with this issue (38).

Selucká (2011, 38) touches on the main principles of backshifting in composite reported speech and I will use her knowledge to make the issue of CRS clearer. Other sources dealing with tense shifting in composite reported speech which I take into consideration are Declerck (1990) and Thomson and Martinet (1980).³⁷

When embedding more than one proposition (belief, thought, hope, perception, etc.) we talk about levels of embedding. Selucká (2008, 7) points out that the usage of the tense forms which are subject to backshift varies and the choice of them may depend on the grammatical properties of the verb or on the type of clause contained in the reported speech. By the following example I illustrate different possible levels of embedding.

³⁷ Other sources that I also mention in this chapter are Quirk et al. (1985) and Huddleston and Pullum (2002).



The clause in the first level of embedding is directly dependent on the reporting clause while each of following clauses (the second and third clause) is dependent on its preceding clause (all of them are in a subordinate relation and create a complex reported speech). Example [49] illustrates compound reported speech where the subordinate clauses are both directly dependent on the reporting clause and they are in a coordinate relation. The term “composite reported speech” is thus used to refer to either complex or compound reported speech.

[49] She reminded me that it is our anniversary tomorrow and we have arranged to go to Paris (Lynn and Jay 1989, 87).

The issue of tense shifting grows in quantity when we distinguish the “options” of the usage of backshifted or non-backshifted versions in composite reported speech. Huddleston and Pullum (2002, 156) regard the original utterance as complex when a primary subordinate clause is embedded in a main clause. The options with complex reported speech are following:

[50] i. I am leaving before he returns (Huddleston and Pullum 2002, 156).

[original utterance]

ii. She said she was leaving before he returned (156).

[backshifted + backshifted]

iii. She said she was leaving before he returns (156).

[backshifted + non-backshifted]

iv. She said she is leaving before he returns (156).

[non-backshifted + non-backshifted]

v. *She said she is leaving before he returned (156).

[non-backshifted + backshifted]

The authors explain that it is not possible to have a backshifted tense that is preceded by a non-backshifted one (see [50] v.) since the reporter has once “exercised the option of selecting a deictic tense, the option of selecting a non-deictic, backshifted, is no longer available” (156).

Quirk et al. (1985, 1028) state that “even though both main verb of the sentence and the superordinate verb are in the past” the subordinate clause contained may have the verb in the present tense because of its “current validity”. To compare it to the example [50] v., the present tense verb form in [51] is not preceding any of the past tense verb forms but following them.

[51] *They reminded us that they had frequently denied that the drug has any therapeutic value* (Quirk et al. 1985, 1028).

The issue of a verb form in a time clause was introduced by Thomson and Martinet (1980, 123). When a time clause is contained and its verbal form is in the past simple or continuous tense, the verb form in the subordinate clause remain unchanged (123). For illustration, see example [52] where the original utterance is interpreted as *I dropped it while I was running* (123). The usage of the past perfect in the first level of embedding is also possible “especially when the time clause verb is in the past continuous” (123). When past continuous tense is used in the original utterance (again in the first level of embedding), it is stated by Thomson and Martinet (1980, 123) that “the past continuous tense normally remains unchanged except when it is the only verb in the sentence or when it refers to a completed action.”

[52] *He said that he dropped/had dropped it while he was running* (Thomson and Martinet 1980, 123).

Selucká (2011, 40) claims that grammarians do not much discuss the impact of grammatical properties of verbs on tense choice. As mentioned before, in my research I do not take the tense aspect as a significant factor influencing the reporter’s choice of a tense form.

There is a study presented by Selucká (2011, 42) where she deals with Declerck's (1990, 532) examples of composite reported speech by which we may suggest factors influencing a reporter's choice between the backshifted and non-backshifted version of a verb form in a subordinate clause that is not dependent on the main clause (reporting clause). See examples [53] and [54] illustrating the optional backshifting in temporal clauses and as for [55], in a relative clause.³⁸

- [53] i. "*I spoke to her when she came*" (Declerck 1990, 532).
ii. *He said he **had spoken** to her when she **camelhad come** home* (532).
- [54] i. "*I was sad while I was alone*" (532).
ii. *She said she **had been** sad while she **was/had been** alone* (532).
- [55] i. "*I spent some time with John, who felt lonely*" (532).
ii. *She said that she **had spent** some time with John, who **felt/had felt** lonely* (532).

It becomes clear from the examples above that the past perfect is also possible in the subordinate clause depending on other than the main clause and Declerck (1990, 533) names this phenomenon as "indirect binding". He describes the "indirect binding" as a restricted option "which is only available if it does not obscure the temporal relations" (533). In the previous examples ([53], [54] and [55]) the choice of the backshifted tense is optional. The past perfect can be used in the second level of embedding since it refers to the situation that is "anterior to the situation in the first clause" (533). The following examples ([56] and [57]) illustrate situations where the past perfect cannot be selected because "the same anteriority relation exists" between the second level of embedding and the first one (533).

- [56] i. *John said: "I told Betty that I was feeling ill"* (Declerck 1990, 532).
ii. *John said that he had told Betty that she **was** feeling ill* (532).
iii. **John said that he had told Betty that she **had been** feeling ill* (532).

³⁸ Declerck (1990, 533) states that the subclauses in examples [53], [54] and [55] "represent their situations as simultaneous with past binding time."

- [57] i. *I left the money where it was* (532).
 ii. *He said he left the money where it **was*** (532).
 iii. **He said he left the money where it **had been*** (532).

1.5.3 Tense Shifting and Modal Verbs

The issue of the choice of modal verbs in reported speech is discussed in this chapter, separately, because of its complexity. While analyzing the tokens I came across situations where either the unchanged verb forms or the backshifted verb forms of modal verbs were selected. Modal verbs are one of the focuses of this paper and I will outline situations which are possible to happen in reported speech.

- **WILL/SHALL & WOULD**

As for *would*, it has a various range of functions in English. In reported speech *would* may refer to:

1) the future in the past:

- [58] *I warned him he **would** fall through the ice* (Hewings 2005, 74).
 [59] *The forecast said we **will/would** be having lots of rain* (Cowan (2008, 377)).
 [60] *He said he **will** come tomorrow.*

As claimed by Leech (2004, 53), *would* + infinitive can be used in reported speech only if it is equivalent to *will* + infinitive. Cowan (2008, 377) states that when reporting something that is still possible for the future, backshift is optional (see example [59]). It should be mentioned that when the time reference is the same in the time of reporting as in the direct report, the non-backshifted version is generally used (see example [60]).

2) the modal verb *would*:

- [61] *He said he **would** like to go with me.*

3) the auxiliary expressing modal remoteness:

- [62] *He said that nothing **would** change him.*

According to Huddleston and Pullum (2005, 46), modal remoteness covers various kinds of cases where the situation described in a clause is not presented as factual.

4) the reported modal verb *shall*:

[63] *She told me she **would** call me on Monday* (Hewings 2005, 74).

(with the original utterance: *I shall call you on Monday.*)

5) politeness after attitudinal past:

[64] *I wondered if you **would** lend me some flour* (Quirk 1985, 1032).

● **CAN & COULD, SHALL & SHOULD, MAY & MIGHT**

Could, should and *might* in the subordinate clause may refer to:

1) the past tense of their verb forms, i.e. the tense forms are backshifted³⁹

Hewings (2005, 74) agrees with the Cowan's (2008, 377) statement that the backshift is optional when the speaker reports an utterance which is still relevant or valid in the future (see example [65]).

[65] *They said the problem **can/could** be solved* (Hewings 2005, 74).

2) the unchanged past tense form, i.e. non-backshifted past form⁴⁰

Quirk et al. (1986, 1031) explain when the modal verb is already in the simple past in the direct report, the same form is used in the reported speech (see example [66]).

[66] i. *"You **shouldn't** smoke in the bedroom," he told them* (Quirk et al. 1985, 1031).

ii. *He told them that they **shouldn't** smoke in the bedroom* (1031).

³⁹ Sometimes, the backshifted verb form stands for a different modal verb. Cowan (2008, 376) gives an example where *could* in reported speech is equivalent to *may* "when the meaning is permission":

❖ i. *The secretary said: "You **may** go in"* (Cowan 2008, 376).
ii. *The secretary said that we **could** go in* (376).

⁴⁰ The same rule can be applied as in the case of *would*, when the time reference is the same in the time of reporting as in the direct report, the non-backshifted version is generally used:

❖ *He said that they **could** start tomorrow* (Dušková 2006, 609).

- **OTHER MODAL VERBS (MUST, OUGHT TO, HAD BETTER, NEEDN'T)**

Moreover, several modal verbs have only one form such as: *must*, *ought to*, *had better*, and *needn't* and therefore their form stays unchanged in the reported speech (see example [67]) (1031).⁴¹

- [67] i. “You **had better** not say anything about this,” he warned me (Quirk et al. 1985, 1032).
ii. He warned me that I **had better** not say anything about that (1032).

1.6 Comparison to Czech

In this chapter I give an overview of the comparison between a Czech and English reported speech act. It focuses on the verbal forms that differ in the two languages and takes into account punctuation in reported speech in Czech.

There is no such phenomenon known as backshifting in Czech. Dušková (2006, 609) discusses the temporal relation in subordinate content clauses and its formulation in Czech. When placing the whole sentence in the past, after the preterite or plusquamperfectum (the past perfect) in the reporting clause, the present in English is expressed as the preterite. By contrast, in Czech the verb tense in the reported clause is expressed as the present (609).⁴² For illustration see the example:

- [68] i. He said it was raining.
ii. Říkal, že prší.

She continues that the present perfect is expressed as the past perfect (after the preterite or plusquamperfectum in the reporting clause) in English and as for Czech, it selects the past tense (see example [69]) (610).⁴³ The posteriority in English implies the

⁴¹ In case of the modal verb *must*, the backshifting occurs only if *must* becomes *had to* in the obligatory sense:

❖ His parents told him that he **had to** be in by ten that night (Quirk et al. 1985, 1032).

⁴²The original statement goes: “Při zařazení celého souvětí do minulosti, tj. po préteritu nebo plusquamperfektu ve větě řídicí se současnost s dějem věty řídicí v angličtině vyjadřuje préteritem, v češtině prezentem.”

⁴³ The original statement goes: “... předčasnost [je vyjádřena] v angličtině plusquamperfektem, v češtině minulým časem.”

means of expressing the future tense plus the infinitive or the present form which are backshifted in the past. In Czech, as for the posteriority in the reported clause, it is expressed by the future tense (see example [70]) (610).⁴⁴

- [69] i. *She complained that it had rained whole day* (Dušková 2006, 610).
ii. *Stěžovala si, že celý den pršelo* (610).
- [70] i. *He said he would be at home.*
ii. *Říkal, že bude doma.*

The question of punctuation differs in Czech. There is not a possibility of using single inverted commas since they do not exist in Czech for the purpose of quoting and therefore Czech expresses direct reports and quotations in double inverted commas. Also, the graphical representation differs from the English one (see example [71]).

- [71] i. *'Are you a bit tense?' I asked* (Lynn and Jay 1989, 12)
ii. *„Nejsi nějaká nervózní?“ zeptal jsem se* (Lynn and Jay 2011, 14).

As for inversion in the reporting clause, she states that the subject can be inverted if it is not expressed with a personal pronoun and does not stand before the direct speech (see example [72]) (607).⁴⁵

- [72] *„Máš hlad?“ řekl Jan/Jan řekl.*

⁴⁴ The original statement goes: "... následnost [je vyjádřena] v angličtině prostředky budoucího času s přítomným tvary posunutými do minulosti ... v češtině budoucím časem."

⁴⁵ The original statement goes: "Pokud není ... podmět vyjádřen osobním zájmemem a nestojí-li před řečí přímou, může mít inverzi."

2 Corpus and Numerical Summary

2.1 Description of the Corpus

The study investigates reported speech within the tokens which consists of one or more subordinate clauses. I am interested in the tense forms presented in such clauses and the reporters' reasons for choosing them. This chapter describes the way of compiling a corpus of sentences for the analysis. The main goal of the paper is to investigate the principles affecting the reporter's choice in situations where the backshifted verb form is expected, but not implied. These situations serve as the central elements for the analysis of the tense choice in reported speech within the first five episodes of *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP.*

The tokens in the corpus of sentences fulfil the following conditions:

- The reported speech is INDIRECT.
- The reported clause functions as an OBJECT or SUBJECT CLAUSE.⁴⁶
- The reported clause may function as an ADJECTIVAL COMPLEMENT.⁴⁷
- The reporting verbs are in the PAST or the PAST PERFECT tense.⁴⁸
- The reporting clause is in ACTIVE or PASSIVE VOICE.
- The tokens include EMBEDDED subordinate clauses.⁴⁹

⁴⁶ The tokens consist of one main clause (reporting clause) plus one or more subordinate clauses (reported clauses) which function as an object or subject. As for CRS, a combination of both can be found.

❖ *I said that I didn't give a stuff what he was like* (Lynn and Jay 1989, 42).
(subordinate object clause)

❖ *It became clear that Humphrey's scheme was that he and I should set a personal example* (69).
(subordinate subject clause)

⁴⁷ The subordinate clause may also function as an adjectival complement in situations where (instead of a reporting verb) the reporting clause contains an auxiliary verb *be* followed by an adjective. The subordinate clause behaves as a clause which has the informative value. For illustration follow the example:

❖ *I was struck for the second time how well-informed this young man is* (Lynn and Jay 1989, 14).

⁴⁸ While creating the corpus of sentences I came across situations which do not fulfil this condition but they are counted in for the purpose of the analysis. For explanation see the following section "Reporting Verbs" found below in this chapter considering the situations which were included or excluded from the analysis.

⁴⁹ The term "embedded" is taken from Huddleston and Pullum (2005, 302) and the authors explain that a reported clause is a clause which belongs to a matrix clause – a clause "within which a subordinated clause is embedded". For the purpose of the analysis the reported clause is called an embedded subordinate clause. Such a subordinate clause most often functions as an object that is necessary in order to supplement the reporting verb:

❖ *I think she said he was ill* (Huddleston and Pullum 2005, 302).

To create the corpus, I have read *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP* which came into existence as a novelized screenplay of the BBC television sitcom *Yes Minister* – a situational comedy written by Jonathan Lynn and Antony Jay in 1979. The sitcom was first transmitted in 1980 and became popular worldwide. The political satire was also presented as a BBC radio adaptation and as a stage play. In total number, it has twenty-one episodes.

The following table illustrates the number of tokens with respect to the type of reported speech (SRS or CRS). As mentioned before, only the first five episodes (E 1–5) are taken into account for the purpose of the analysis of tense choice (presented in Chapter 3). The total number of tokens is 355 and more than one subordinate clause within each token may be present. The total number of subordinate clauses is 442.⁵⁰

Table 14: Total number of tokens and subordinate clauses

	SIMPLE REPORTED SPEECH	COMPOSITE REPORTED SPEECH	NUMBER OF TOKENS	NUMBER OF SUBORDINATE CLAUSES
E 1: Open Government	67	9	76	86
E 2: The Official Visit	62	11	73	86
E 3: The Economy Drive	48	13	61	73
E 4: Big Brother	60	19	79	114
E 5: The Writing On the Wall	54	12	66	83
TOTAL NUMBER OF TOKENS	355			
TOTAL NUMBER OF SUBORDINATE CLAUSES	442			

⁵⁰ The corpus of sentences is included in Appendix 1.

I created the corpus manually since, as far as I know, there is no electronic version of *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP*. The material that would suffice the purpose of my research is not even tagged in any of available corpora. While creating the corpus I came across some disputable issues which are closely described and exemplified in the following sections “Reporting Verbs” and “Scope of Reporting”

A. REPORTING VERBS

- I. Some of the tokens contain more than one reporting verb (RV). In example [73] there is a situation which consists of one main clause (reporting clause) *I told him* and a chain of reported clauses. The reported clauses are dependent on the main clause with one reporting verb (*tell*). The reported clauses includes other four reporting verbs (*think*, 2x *know*, and *hope*) and each of them opens a subordinate clause. There are five reporting verbs in total included in the token.

[73] *I told him that I thought he needed to know, straight away, that I wasn't happy with it, that I knew he'd be grateful to have a little extra time to work on something else, and that I hoped he didn't mind my calling him* (Lynn and Jay 1989, 95).

- II. In composite reported speech more than one reporting clause may be included. For example in [74] more than one original speaker is being reported. In the example, the speaker always opens a new reporting clause (main clause) when quoting a different person. When reporting Bernard's words, a chain of reported clauses is produced but in this case, they do not include any other reporting verbs.

[74] *Bernard then reminded me that the Conference had been in my diary for some time and that they all expected me to go to Swansea, and I explained this to Frank and then Frank reminded me that Central House expected me to go to Newcastle, but I didn't explain this to Bernard because by this time I was tired of explaining and I said so* (Lynn and Jay 1989, 86).

III. Some of the tokens do not meet the stated condition that the verb forms of the reporting verbs are in the past or past perfect tense. The non-finite verb forms (such as infinitive or gerund, which do not express tense itself) may appear instead of the finite verb forms. The non-finite verb forms correspond to the past tenses of their governing verbs. For illustration see the examples:

[75] *Bernard TRIED **to tell** him that he, Humphrey and I were in private conference, but I quickly sorted that out* (Lynn and Jay 1989, 18).

[76] *So Frank ASKED Bernard **to explain** why I was double booked, Bernard said no one had told him about Newcastle, I asked Frank why he hadn't told Bernard, Frank asked me why I hadn't told Bernard, and I pointed out that I couldn't remember everything* (86).

[77] *It WAS Frank Weisel, my special political adviser, **saying** that he was on his way* (11–12).

IV. As noted before, some of the reporting clauses have a form of the auxiliary verb *be* followed by an adjective instead of a reporting verb (see example [78]). Such a subordinate clause functions as an adjectival complement (AdjC). The subordinate clause in example [79] is also considered as an AdjC and the phrase *to make sure* corresponds to the past tense of its governing verb.

[78] *I **wasn't sure** what he meant* (Lynn and Jay 1989, 73).

[79] *In fact the Civil Service WAS UNITED in its desire **to make sure** the Common Marker didn't work* (119).

V. In some of the tokens certain expressions in the past tense instead of the reporting verbs are used. Such expressions are included in the analysis.⁵¹ For the illustration see the examples:

⁵¹ For the purpose of the research I will also use the term “reporting verb” for the situations introduced in IV and V. All of the situations and the reporting verbs mentioned above are counted in for the purpose of the illustration of the occurrence of reporting verbs in the overall study. The analysis is presented in Chapter 3.3.

[80] *It **became clear** that Humphrey's scheme was that he and I should set a personal example* (Lynn and Jay 1989, 69).

[81] *I waited for him to complete his sentence, but after a while it **became apparent** that he thought he had already done so* (66).

VI. As for situations that are excluded from the analysis, it is necessary to mention the verb forms after the reporting verbs *suggest*, *demand*, *insist*, *propose* or the verb forms after certain expressions (expressing suggestion, request, proposal or order) which were found within the tokens. Alexander (2002, 239) explains that “after verbs referring to proposals, suggestions, requests and orders, we may follow with (*that*)...*should* (not *ought to*), the simple present, or the subjunctive”. He continues that the subjunctive is used to refer to “what could or should happen in hypothetical situations” (239). As for past reported suggestions, the subjunctive is possible to be replaced by a past tense (239).

[82] i. *I suggested (that) they should drive along the coast* (Alexander, 239).

ii. *I **suggested** (that) they drove along the coast* (239).

The subordinate clauses (to which the scope of reporting intervenes) including the subjunctive in the past reported suggestions, requests, proposals and orders are excluded from the study (see example [83]). As well as the past tense verb forms or the subjunctive after the expression *It's (high) time* (see example [84]).

[83] *Bernard popped his head round the door, and **suggested** that we draft a statement in response to the speech* (Lynn and Jay 1989, 49).

[84] *I pointed out to Humphrey, in no uncertain terms, that **it is high time** that somebody jolted the Americans out of their commercial complacency* (24)

B. SCOPE OF REPORTING

VII. The scope of reporting is the extent to which a reporting clause intervenes. Such extent must be considered and the importance of the scope of reporting must be discussed. The scope of reporting differs in each sentence. There are composite sentences in the corpus in which one or more of their clauses may not be involved in the scope of reporting. In the complex sentence in [85] the first and the second subordinate clause is included in the scope of reporting (as for the first subordinate clause, it directly follows the reporting clause – the main clause) and the third clause does not contain any indicia of reporting. The third subordinate clause is introduced by a subordinator *because* and does not belong to the scope of reporting. It is just the first and the second subordinate clause that does and will be included in our analysis as composite reported speech. See a compound sentence in [75] where only the first subordinate clause is taken into consideration (as simple reported speech) because of the second clause being out of the scope of reporting again.

[85] *I didn't want to reveal that Tom told me of the safeguards that were ready and waiting, because then I'd have no more aces up my sleeve* (Lynn and Jay 1989, 98).

On the other hand in [86] both of the subordinate clauses fall within the scope of reporting (they create a compound reported speech).

[86] *Woolley said he also was aghast, and that it was incredible that we knew nothing of this* (58).

In example [87] there is a main clause (the reporting clause) that is directly followed by a subordinate clause introduced by *that* and this subordinate clause contains another clause introduced by *because* (the same as in [85]). The clauses create a complex subordinate clause which functions as a direct object and this time the *because*-clause falls within the scope of reporting.⁵²

⁵² As mentioned in Chapter 1, the term “composite reported speech” refers to both compound and complex reported speech.

[87] *Humphrey said that it was because she is the head of the state* (34).

VIII. In the corpus of sentences I came across clauses containing reported speech but they, as Selucká (2011, 10) explains, are “independent of the structure of the sentence they are inserted into”. Such clauses are called supplements.⁵³ Example [88] shows two syntactically independent clauses – the supplements, in which both of them include a reporting verb (in the past tense) and a subordinate clause. Such situations are also counted in for the purpose of the analysis.

[88] *But he then went on to say that the Department had failed to rescind the interdepartmental clearance procedures, which meant that the supplementary stop-order came into effect, which meant that it was all all right* (Lynn and Jay 1989, 28)!

2.2 Numerical Elaboration of the Tokens

This chapter presents the numerical summary of the results of the usage of the tense forms that are included in the tokens. I deal with the tokens gradually episode by episode thanks to the considerable number of subordinate clauses and also due to the variety of criteria affecting the reporter’s choice of tense forms. The following subchapter includes five sections named after their original titles. Each section (an episode) has a certain number of subordinate clauses that include a certain number of verb forms (either backshifted or non-backshifted). The subchapter is organized in the following structure:

- Section one: OPEN GOVERNMENT
- Section two: THE OFFICIAL VISIT
- Section three: THE ECONOMY DRIVE
- Section four: BIG BROTHER
- Section five: THE WRITING ON THE WALL

⁵³ Supplement is a clause that cannot stand alone as an independent clause. Supplements are inserted in a subordinate clause and add supplementary information. Huddleston and Pullum (2005, 80) state that in writing, they are “typically set apart by punctuations – commas, or stronger markers such as dashes or parentheses.” Supplements are usually introduced by relative pronouns such as *which* or *what* (see example [88]).

First, I count all of the subordinate clauses to which the scope of reporting intervenes and all the verb forms that are included in these subordinate clauses. The verb forms are presented in tables that show the frequency of the usage of the future, present and past tense forms following the reporting clauses in the past (or past perfect) tense.

For the purpose of the numerical summary of the verb forms I use a table (see Figure 1) that illustrates the distribution of the tense forms which I have already elicited from the corpus of sentences manually. There are two main sections in the table. The first, considering the frequency of the usage of a deictic tense, such as the usage of the auxiliary *will* followed by bare infinitive, together with the usage of the present tense (**PreT**), the present perfect tense (**PreP**), the future tense and the modal verbs in the present tense form. The second shows the frequency of the usage of the past tense (**PasT**) and past perfect tense (**PasP**) forms plus the modal verbs in the past tense form. The summary also takes account of the type of the subordinate clauses in which the verbs occur – object clause (**OC**), subject clause (**SC**) or adjectival complement (**AdjC**).

Figure 1: Table used for the purpose of the numerical summary of the verb forms in the first five episodes of *Yes Minister*

TENSE FORM		OC	SC	AdjC
future tense	NBS FORMS OF <i>WILL</i>			
present tense	PreT			
	MODAL VERBS			
present perfect tense	PreP			
past tense	PasT			
	MODAL VERBS			
past perfect tense	PasP			
NUMBER OF SUBORDINATE CLAUSES				
TOTAL NUMBER OF SUBORDINATE CLAUSES				

Now, let us focus on a closer description of the table. I will present some of the verb forms which I have withdrawn from the corpus of sentences and I use them to demonstrate to which category of the table they belong. In the numerical summary, each table within each section gives the total number of tokens that are included within one episode and it also gives the total number of subordinate clauses included within the tokens.⁵⁴

It should be noted that more than one subordinate clause may be included within one token and each of the subordinate clauses includes one verb form. For illustration see the examples:

[89] *I asked how this **was** possible, since they didn't even know who **would** win the election* (Lynn and Jay 1989, 17).

[90] *She reminded me that it **is** our anniversary tomorrow and we **have arranged** to go to Paris* (87).

[91] *I explained that it **is** because the report **is** to be published that I **am submitting** the evidence* (111).

➤ As for the future tense forms in subordinate clauses, they only refer to:

NON-BACKSHIFTED FORM OF WILL

The auxiliary verb *will* stays unchanged in the subordinate clause following the reporting clause in the past (or past perfect) tense (see example [92]).

[92] *I suddenly realized that Martin **will** be on my side* (Lynn and Jay 1989, 120).

⁵⁴ Subordinate clauses in which optional or obligatory tense shifting occur.

- As for the present tense forms in subordinate clauses, they refer to:

NON-BACKSHIFTED PreT

Present (simple or continuous) tense form in the subordinate clause following the reporting clause in the past (or past perfect) tense stays unchanged. For illustration see the following examples:

- [93] *I noticed that everything in the diary **is** in pencil, so presumably much of it can be and will be changed* (Lynn and Jay 1989, 18).
- [94] *In answer to other questions, B.W. insisted that the Minister **is doing** his boxes conscientiously, but repeatedly refused to explain the delay over the draft report, merely advising me to enquire of the minister as he (B.W.) was the Minister's Private Secretary* (108).

MODAL VERBS IN THE PRESENT TENSE

Modal verb(s) in the present tense form included in the subordinate clause following the reporting clause in the past (or past perfect) tense are included in the column designed for the present tense forms (e.g. *can*, *may* or *might*). They stay unchanged in the reported speech. For exemplification see the examples:

- [95] *Bernard immediately assured me that everything in the office **can** be changed at my command – furniture, décor, paintings, office routine* (Lynn and Jay 1989, 15).
- [96] *Sir Humphrey took this opportunity to explain to me that we **can** go ahead, if the Cabinet agrees, and take the matter to the Ministerial Committee, and then we **can** go ahead to the Official Committee Cabinet* (90).

- As for the present perfect tense forms in subordinate clauses, they refer to:

NON-BACKSHIFTED PreP

The PreP option in the subordinate clause following the reporting clause in the past (or past perfect) tense was selected:

[97] *He admitted that DAA **has purchased** this brand for the whole of Whitehall*
(Lynn and Jay 1989, 23).

Regarding the analysis of the tokens in Chapter 3, I am concerned only with the tense forms presented in the first part of the table – the numerical summary is separated by a thick line. The second part of the table, which is described below, has the informative value and will not be taken into account for the purpose of the analysis of tense choice. The presented examples can serve the reader as an illustration of the difficulty of the distribution of the reference in the reported clauses.

As regards the past or past perfect tense forms in reported clauses, since we do not know the original reporter's statement, thought or belief, it is very difficult to state to which tense form the verb used in the reported clause refers. I give a list of possible variations. The role of the context is very important to indicate the reference or the Czech translation can serve as a great source of help.⁵⁵ The number of the past and past perfect tense forms together with modal verbs in the past tense included in the subordinate clauses following the reporting clause in the past (or past perfect) tense is given in the second part of the table.⁵⁶

⁵⁵ As for the analysis of tense choice, the Czech version *Jistě, pane ministře* of the English *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP* translated by Jan Klíma (published in 2011) is considered. The decisive factor is Klíma's Czech interpretation of the English equivalents.

⁵⁶ Since I am not interested in the past and past perfect tense verb forms in the analysis in Chapter 3, the following translations are used only for the purpose of exemplification. I am not analyzing the past and past perfect tense forms; I just present my own speculations to show the reader how heavy-laden the issue of past and past perfect tense choice gets.

➤ As for the past tense forms in subordinate clauses, they may refer to:

a) BACKSHIFTED PreT

The past tense verb form following the reporting clause in the past (or past perfect) tense may either refer to the backshifted simple or the continuous present tense:

[98] *Bernard said that he thought that we **were** in favour of Open Government*
(Lynn and Jay 1989, 21).

TRANSLATION: *Bernard namítl, že si myslel, že otevřenou vládu podporujeme* (Lynn and Jay 2011, 24).

[99] *So I asked her why she **was lying** face downwards the floor* (Lynn and Jay 1989, 12).

TRANSLATION: *Zeptal jsem se jí, proč tedy leží na podlaze tváří k zemi* (Lynn and Jay 2011, 14).

b) UNCHANGED PasT

The past tense form following the reporting clause in the past (or past perfect) tense may refer to the non-backshifted form of the past tense that stays unchanged in reported speech (i.e. the original utterance contains the past tense verb form). It is not easy to state whether the past form was expressed in the original utterance since there is no indicia of what was said before turning the utterance into the reported speech. In these situations, as said before, the role of context is important. When ambiguous, Klíma's interpretation can be used as a decisive factor. For illustration, see the examples by which I present my own speculation:

[100] *I pointed out to Sir Humphrey that Tom Sargent **was** my predecessor, and he wouldn't mind* (Lynn and Jay 1989, 91).

TRANSLATION: *Zdůraznil jsem siru Humphreymu, že mým předchůdcem byl Tom Sargent a tomu by to určitě nevadilo* (Lynn and Jay 2011, 104).

c) **PasT over PasP**

The past tense form following the reporting clause in the past (or past perfect) tense may refer to the non-backshifted form of the past tense that could have been shifted into the past perfect but such a change did not happen. The following example refers only to my speculation based on the knowledge of the context:

[101] *He then said he **was distributing** copies around the train* (Lynn and Jay 1989, 47).

CONTEXT: The scene is set on the train. Before Bernard came in to the Minister's sleeper to handle a copy of a speech to him he had been already distributing copies of the speech around the train.

MODAL VERBS IN THE PAST TENSE

This column refers to modal verbs (e.g. *can, may, shall, must*) that change their forms (*could, might, should, had to*) in order to express tense shifting in reported speech or to modal verbs in the past tense included in the subordinate clauses following the reporting clause in the past (or past perfect) tense. As for *would*, it refers to the future in the past. As Leech (2004, 53) explains, *would* + infinitive can be used in reported speech only if it expresses the equivalent of *will* + infinitive (see example [104]).

[102] *I told him I **could** count* (Lynn and Jay 1989, 105).

[103] *I explained that we **had to** start by getting rid of people who just make work for each other* (15).

[104] *I insisted that I **would** take all the decisions and read all the relevant documents* (18).

➤ As for the past perfect tense forms in subordinate clauses, they may refer to:⁵⁷

a) BACKSHIFTED PasT

The past perfect tense form following the reporting clause in the past (or past perfect) tense may refer to the backshifted past perfect tense. For illustration see the examples:

[105] *Humphrey and Bernard thought I'd **been** splendid* (Lynn and Jay 1989, 85).

CONTEXT: Three days after a TV interview Minister Hacker asks Mr Humphrey and Mr Woolley how it went.

[106] *I told Annie of these appointments, and she asked me if anyone **had got** Brains* (13).

CONTEXT: Hacker has been waiting to get a phone call from PM to find out which department he is going to lead. When he is describing the redistribution of the departments (who has got what) and his wife Annie is making fun of it.

[107] *I asked Humphrey who **had done** all this* (16).

CONTEXT: It has been only for thirty-six hours of new government being elected and there were already draft proposals waiting for Minister Hacker at his office.

b) BACKSHIFTED PreP

The past perfect tense form following the reporting clause in the past (or past perfect) tense may refer to the backshifted form of present perfect tense form:

[108] *It's Tuesday today, and I realised that I **hadn't seen** him since I arrived at the DAA last Saturday morning* (Lynn and Jay 1989, 18).

⁵⁷ As noted above, all of the following examples refer to my own speculations.

c) **UNCHANGED PasP**

The past perfect tense form is not subject to backshifting since there is no such tense in English that would express the past perfect in the past in reported speech. Actually, the past perfect may appear in the reported speech only if it occurs in the original utterance. Since we do not know the original utterance, I am not able to decide whether the present perfect tense was used in the original statement, thought or belief. At least, at this point, I can speculate:

[109] *I told him I was going to Paris tomorrow, instead, and that it was final and that I knew I'd said it was final before but now this was really final – I told him he'd have to sort everything out (Lynn and Jay 2011, 87).*

[110] *He went on to say that he didn't like to say that he'd told me so, but he'd had told me so (48).*

2.2.1 Numerical Summary of the Results

The following tables show the numerical summary of the elaboration of the tokens. As noted above, five episodes are presented in separate sections:

1) OPEN GOVERNMENT:

Table 15: Choice of tense forms in subordinate clauses in E1
(Choice of tense forms in subordinate clauses in total number of 76 tokens)

TENSE FORM		OC	SC	AdjC
future tense	NBS FORMS OF <i>WILL</i>	-	-	-
present tense	PreT	17	-	1
	MODAL VERBS	2	-	-
present perfect tense	PreP	1	-	-
past tense	PasT	42	-	2
	MODAL VERBS	14	2	-
past perfect tense	PasP	5	-	-
NUMBER OF SUBORDINATE CLAUSES		81	2	3
TOTAL NUMBER OF SUBORDINATE CLAUSES		86		

The first section contains 76 tokens in which 86 subordinate clauses following the reporting clause in the past (or past perfect) tense were found. As noted above, each of the subordinate clauses contains one verb form, and therefore there are 86 verb forms in which either optional or obligatory backshifting is applied. It becomes clear from the table that in 18 subordinate clauses the present tense forms were selected, 2 subordinate clauses include the modal verb forms in the present tense and only 1 subordinate clause contains the present perfect tense form.

As for the second part of the table, far more typical is the usage of PasT (51%) that may correspond to the backshifted present tense forms or to the non-backshifted past tense forms or the past tense forms which were favoured over the usage of past

perfect forms. In 16 subordinate clauses the modal verbs in the past tense were selected and only in 5 cases the past perfect tense was selected as referring to the backshifted past or present perfect tense forms or the unchanged past perfect tense forms.

Since I am interested only in the usage of deictic tenses (especially PreT or PreP verb forms), I do not give a closer study to the PasT and PasP forms of verbs in reported speech. Regarding modal verbs, due to its complexity, there is a separate study presented in Chapter 3.2.

Table 16: Ratio of the present vs past tense forms in E1

(Ratio of the present vs past tense forms following the past or past perfect reporting clause in SRS and CRS in total number of 86 subordinate clauses)⁵⁸

	TOTAL NUMBER	PERCENTAGE
Past tense forms	65	76%
Present tense forms	21	24%

Table 17: Total number of SRS and CRS in E1

(SRS vs CRS in total number of 76 tokens)

	NUMBER	PERCENTAGE
Simple RS	67	88%
Composite RS	9	12%

The ratio of SRS vs CRS in a sample of 76 tokens indicates that in 88% of all situations the verb form directly follows the main clause (the reporting clause). When more than one subordinate clause is included in the token and the scope of reporting intervenes only to one of them it is taken into account as SRS. For illustration see the examples:

[111] *I didn't quite know what he **meant** by that* (Lynn and Jay 1989, 14).

[SRS – directly following the reporting clause]

⁵⁸ The past tense forms include the past and past perfect tense forms plus modal verbs in the past tense. The present tense forms include the future tense forms (auxiliary verb *will*), modal verbs in the present tense and the present perfect tense forms. The same distribution is applied to the rest of the sections.

[112] *I couldn't tell whether or not he **was joking** (15).*

[SRS – directly following the reporting clause]

[113] *I explained to her that I **couldn't** because I was waiting for the call (11).*

[SRS – scope of reporting intervenes only in the first subordinate clause]

[114] *I still didn't know what he **was talking** about, but I do think he has a wonderful line in invective – perhaps I should let him write the draft of my conference speech next year (22).*

[SRS – scope of reporting intervenes only in the first subordinate clause]

As regards composite reported speech, in 12% tense shifting is expressed within more than one subordinate clause in different levels of embedding (both complex reported speech and compound reported speech). For illustration see the examples:

[115] *I asked how this **was possible**, since they **didn't** even **know** who **would** win the election (17).*

[CRS – scope of reporting intervenes in all of the subordinate clauses]

[116] *Bernard said that he **thought** that we **were** in favour of Open Government (21).*

[CRS – scope of reporting intervenes in all of the subordinate clauses]

[117] *I decided that the time **had come** to be blunt and to tell them what's what (15).*

[CRS – scope of reporting intervenes in all of the subordinate clauses]

[118] *He responded that it **was** beyond his power to do so, and that it **could** only **be cancelled** by the Treasury (23).*

[CRS – scope of reporting intervenes in all of the subordinate clauses]

2) **THE OFFICIAL VISIT:**

Table 18: Choice of tense forms in subordinate clauses in E2

(Choice of tense forms in subordinate clauses in total number of 73 tokens)

TENSE FORM		OC	SC	AdjC
future tense	NBS FORMS OF <i>WILL</i>	-	-	-
present tense	PreT	7	-	-
	MODAL VERBS	1	-	-
present perfect tense	PreP	-	-	-
past tense	PasT	46	1	-
	MODAL VERBS	19	-	-
past perfect tense	PasP	12	-	-
NUMBER OF SUBORDINATE CLAUSES		85	1	0
TOTAL NUMBER OF SUBORDINATE CLAUSES		86		

The second section contains 73 tokens in which 86 subordinate clauses following the reporting clause in the past (or past perfect) tense were found. The table shows that in 7 subordinate clauses the present tense forms were selected and only 1 subordinate clause includes modal verb in the present tense form.

As for the usage of PasT, in 54% the verb forms may correspond to the backshifted present tense forms or to the non-backshifted past tense forms or the past tense forms which were favoured over the usage of past perfect forms. In 19 subordinate clauses the modal verbs in the past tense were selected and in 12 cases the past perfect tense was selected as referring to the backshifted past or present perfect tense forms or the unchanged past perfect tense forms.

Table 19: Ratio of the present vs past tense forms in E2

(Ratio of the present vs past tense forms following the past or past perfect reporting clause in SRS and CRS in total number of 86 subordinate clauses)

	TOTAL NUMBER	PERCENTAGE
Past tense forms	78	90%
Present tense forms	8	10%

Table 20: Total number of SRS and CRS in E2

(SRS vs CRS in total number of 73 tokens)

	NUMBER	PERCENTAGE
Simple RS	62	85%
Composite RS	11	15%

It becomes clear from the table that in 85% of all situations the verb forms are included in SRS (62 tokens). In 11 situations the verb forms are included in CRS (both complex reported speech and compound reported speech).⁵⁹

⁵⁹ For illustration follow the situations attached in Appendix 1.

3) **THE ECONOMY DRIVE:**

Table 21: Choice of tense forms in subordinate clauses in E3

(Choice of tense forms in subordinate clauses in total number of 61 tokens)

TENSE FORM		OC	SC	AdjC
future tense	NBS FORMS OF <i>WILL</i>	-	-	-
present tense	PreT	4	-	-
	MODAL VERBS	-	-	-
present perfect tense	PreP	-	-	-
past tense	PasT	36	3	-
	MODAL VERBS	19	-	-
past perfect tense	PasP	11	-	-
NUMBER OF SUBORDINATE CLAUSES		70	3	-
TOTAL NUMBER OF SUBORDINATE CLAUSES		73		

The third section contains 61 tokens in which 73 subordinate clauses following the reporting clause in the past (or past perfect) tense were found. Only in 4 subordinate clauses the present tense forms were selected and there are no other verb forms in the present or present perfect tense included in the subordinate clauses.

In 53% of all situations PasT forms were selected and they may correspond to the backshifted present tense forms or to the non-backshifted past tense forms or the past tense forms which were favoured over the usage of past perfect forms. As in the previous section, in 19 subordinate clauses the modal verbs in the past tense were selected and in 11 cases the past perfect tense was selected as referring to the backshifted past or present perfect tense forms or the unchanged past perfect tense forms.

Table 22: Ratio of the present vs past tense forms in E3

(Ratio of the present vs past tense forms following the past or past perfect reporting clause in SRS and CRS in total number of 73 subordinate clauses)

	TOTAL NUMBER	PERCENTAGE
Past tense forms	69	94%
Present tense forms	4	6%

Table 23: Total number of SRS and CRS in E3

(SRS vs CRS in total number of 61 tokens)

	NUMBER	PERCENTAGE
Simple RS	49	80%
Composite RS	12	20%

The table shows that in 80% of all situations the verb forms are included in SRS (49 tokens). In 12 situations the verb forms are included in CRS (both complex reported speech and compound reported speech).⁶⁰

⁶⁰ For illustration follow the situations attached in Appendix 1.

4) **BIG BROTHER:**

Table 24: Choice of tense forms in subordinate clauses in E4

(Choice of tense forms in subordinate clauses in total number of 79 tokens)

TENSE FORM		OC	SC	AdjC
future tense	NBS FORMS OF <i>WILL</i>	-	-	-
present tense	PreT	11	-	-
	MODAL VERBS	3	-	-
present perfect tense	PreP	1	-	-
past tense	PasT	52	1	3
	MODAL VERBS	16	-	-
past perfect tense	PasP	25	1	1
NUMBER OF SUBORDINATE CLAUSES		108	2	4
TOTAL NUMBER OF SUBORDINATE CLAUSES		114		

The fourth section includes 80 tokens in which 114 subordinate clauses following the reporting clause in the past (or past perfect) tense were found. There are 114 verb forms in which either optional or obligatory backshifting is applied. It is clear that in 11 subordinate clauses the present tense forms were selected, 3 subordinate clauses include the modal verb forms in the present tense and only 1 subordinate clause includes the present perfect tense form.

In 48% of the situations PasT was selected as referring to the backshifted present tense forms or to the non-backshifted past tense forms or the past tense forms which were favoured over the usage of past perfect forms (in total number of 56 subordinate clauses). In 16 subordinate clauses the modal verbs in the past tense were selected and in 27 subordinate clauses the past perfect tense was selected as referring to the backshifted past or present perfect tense forms or the unchanged past perfect tense forms.

Table 25: Ratio of the present vs past tense forms in E4

(Ratio of the present vs past tense forms following the past or past perfect reporting clause in SRS and CRS in total number of 114 subordinate clauses)

	TOTAL NUMBER	PERCENTAGE
Past tense forms	99	87%
Present tense forms	15	13%

Table 26: Total number of SRS and CRS in E4

(SRS vs CRS in total number of 79 tokens)

	NUMBER	PERCENTAGE
Simple RS	60	76%
Composite RS	19	24%

The table shows that in 76% of all situations the verb forms are included in SRS (60 tokens). In 19 situations the verb forms are included in CRS (both complex reported speech and compound reported speech).⁶¹

⁶¹ For illustration follow the situations attached in Appendix 1.

5) **THE WRITING ON THE WALL:**

Table 27: Choice of tense forms in subordinate clauses in E5

(Choice of tense forms in subordinate clauses in total number of 66 tokens)

TENSE FORM		OC	SC	AdjC
future tense	NBS FORMS OF <i>WILL</i>	1	-	-
present tense	PreT	12	-	-
	MODAL VERBS	2	-	-
present perfect tense	PreP	4	-	-
past tense	PasT	37	-	1
	MODAL VERBS	18	-	2
past perfect tense	PasP	6	-	-
NUMBER OF SUBORDINATE CLAUSES		80	-	3
TOTAL NUMBER OF SUBORDINATE CLAUSES		83		

The fifth section includes 66 tokens in which 83 subordinate clauses following the reporting clause in the past (or past perfect) tense were found. In 12 subordinate clauses the present tense forms were selected, 2 subordinate clauses include the modal verb forms in the present tense and 4 subordinate clauses include the present perfect tense form. In one subordinate clause the auxiliary verb *will* was found.

In 45% of the situations PasT was selected as referring to the backshifted present tense forms or to the non-backshifted past tense forms or the past tense forms which were favoured over the usage of past perfect forms (in total number of 38 subordinate clauses). In 20 subordinate clauses the modal verbs in the past tense were selected and in 6 subordinate clauses the past perfect tense was selected as referring to the backshifted past or present perfect tense forms or the unchanged past perfect tense forms.

Table 28: Ratio of the present vs past tense forms in E5

(Ratio of the present vs past tense forms following the past or past perfect reporting clause in SRS and CRS in total number of 83 subordinate clauses)

	TOTAL NUMBER	PERCENTAGE
Past tense forms	64	77%
Present tense forms	19	23%

Table 29: Total number of SRS and CRS in E5

(SRS vs CRS in total number of 66 tokens)

	NUMBER	PERCENTAGE
Simple RS	54	82%
Composite RS	12	18%

The table shows that in 82% of all situations the verb forms are included in SRS (54 tokens). In 12 situations the verb forms are included in CRS (both complex reported speech and compound reported speech).⁶²

⁶² For illustration follow the situations attached in Appendix 1.

3 Analyses of the Tokens

Tense shifting can be studied from different points of view. In this paper the analyses focus only on the sentences that meet the conditions stated in Chapter 2.1. This part of the paper is split into three subchapters “Analysis of Reporters’ Tense Choice”, “Analysis of Modal Verbs” and “Analysis of Reporting Verbs”. All of the subchapters are divided into five sections (according to the episodes again) and each of them deals with a certain issue considering the tense choice or the choice of reporting verbs.

In the first subchapter I focus on the usage of the tense forms according to the principles introduced in Chapter 1.5 and investigate whether the backshifting that is not applied is due to the factors that are provided by the optional backshifting or other factors that might emerge from the analysis.

The second subchapter is devoted to modals verbs following the reporting clause in the past (or past perfect) tense and attempts to show how difficult the issue of tense choice gets when analyzing the reference of modal verbs included in reported speech.

As noted before, the third subchapter is devoted to the analysis of reporting verbs. In Chapter 2.1 I touch on problems that appeared while creating the corpus and state which situations were either excluded or included in the overall analysis. The analysis of the reporting verbs is presented in tables which show the frequency of the usage of reporting verbs in the total number of tokens. It also considers the subordinators opening the subordinate clauses to give a summary of their occurrence. The conclusion of this subchapter should state whether it confirms or contradicts the views on the theory of reporting verbs presented in Chapter 1.3.

3.1 Analysis of Reporters’ Tense Choice

Regarding the analysis of tense choice in reported speech, I am interested only in such reported speech in which the reporter has selected either the auxiliary verb (AUX) *will* followed by bare infinitive (INF) or the present/present perfect tense form, and modal verb in the present tense form.⁶³ As we would expect, the auxiliary *will* (+ INF) would become *would* (+ bare INF) in the subordinate clause following the reporting clause in the past (or past perfect) tense, the present tense would become the past tense and the present perfect tense would become the past perfect tense in the subordinate clause following the reporting clause in the past (or past perfect) tense in order to

⁶³ The tokens including the tense forms in which tense shifting is not applied are listed in Appendix 2.

express backshifting. As for modal verbs, we would expect to find modals in their past tense form in the subordinate clause(s) following the reporting clause in the past (or past perfect) tense, e.g. *could* and *might* of the present modals *can* and *may*. The numerical summaries in Chapter 2.2 explicitly present the occurrence of such “uncommon” situations and I consider them as the most evidential material of not applying the sequence of tenses rule in reported speech.⁶⁴

Figure 2: Default situation of the original statement in the present tense when being reported

reporting clause in the past (or past perfect) tense	+ subordinate clause including the past tense verb form
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Situations (selected for the purpose of the analysis) in which tense shifting is not realized may have the following forms:

Figure 3: Reported speech in which the tense shifting is not realized

reporting clause in the past (or past perfect) tense	+ subordinate clause including the auxiliary verb <i>will</i> followed by bare infinitive
	+ subordinate clause including the present tense verb form
	+subordinate clause including the present perfect tense verb form
	+ modal verbs in the present tense

As far as I am concerned with the analysis of reporters’ tense choice, first, I will present the “uncommon” situations in a table which consider the occurrence of the NBS verb forms and the types of the tense forms within each section (future, present simple or continuous, present perfect simple or continuous, present modal verbs). I will follow with a table that shows the principles of tense choice applied in the tokens which are most often discussed in grammar books and state the frequency of their application within each section. The principles introduced in Chapter 1.5 are following:

- Principle 1 (P1): **PRINCIPLE OF CURRENT VALIDITY**
- Principle 2 (P2): **PROPOSITION IS CONSIDERED TO BE TRUE**

⁶⁴ The term “uncommon” refers to the situations in which we would expect the verbal forms to be shifted one tense back.

- Principle 3 (P3): **PROPOSITION IS GENERAL TRUTH / UNIVERSAL RULE⁶⁵**
- Principle 4 (P4): **REPORTER REPEATS WHAT WAS JUST SAID**

As mentioned before, all of these principles favour the usage of non-backshifted tense forms over the backshifted ones (for illustration of the situations see Figure 3). I use only the first two principles to state reporters' reasons for their tense choice in subordinate clauses following the reporting clause in the past (or past perfect) tense because they are the only principles which I consider as applied in the tokens (see Appendix 2). As the decisive factor I used the context and intuition.

1) **OPEN GOVERNMENT**

There are 21 non-backshifted verb forms in the first episode (within 21 tokens) included in the subordinate clauses following the reporting clause in the past (or past perfect) tense. The following table shows the occurrence of the verb forms.

Table 30: NBS verb forms wrt their type of tense forms in E1
(NBS verb forms following the reporting clause in the past or past perfect tense in total number of 21)

TENSE FORM		NUMBER OF VERB FORMS
Future	AUX <i>will</i>	-
PreT	simple	17
	continuous	1
PreP	simple	1
	continuous	-
MOD	+ present INF / + Ø	2
TOTAL NUMBER OF SUBORDINATE CLAUSES		21

⁶⁵ As for expressing general truth or universal rule in reported speech, the principles of tense shifting discussed in literature are mentioned in Chapter 1.5. Regarding the analysis, I consider the general truth and universal rule as situations that are generally valid, real or measurable. There are no situations in reported speech complements included in the corpus of sentences which I would consider as a general truth or a universal rule. For illustration follow the examples:

- ❖ *Water boils at 100 degrees.*
- ❖ *Floods are dangerous.*
- ❖ *Rain is falling from the clouds.*
- ❖ *Good time passes quickly.*

The table shows that there are 17 verb forms in the present simple tense and one verb forms in the present continuous tense which were favoured over the usage of past tense forms. In one of the situations the reporter selected the simple present perfect tense instead of the usage of the simple past perfect tense. As for modals, two modal verbs followed by the present infinitive were used. It should be mentioned that one of the modal verbs (*must*) is expressing the epistemic modality and it cannot change into *had to* in reported speech (see example [119]), and therefore is not taken into account for the purpose of the analysis of tense choice according to the presented principles.⁶⁶ No forms of the AUX *will* were found in this episode.

[119] *I decided that she **must** be a bit tense* (Lynn and Jay 1989, 12).

Table 31: Principles applied in E1

(Principles applied in E1 wrt number of subordinate clauses)

PRINCIPLE	NUMBER OF SUBORDINATE CLAUSES
P1	11
P2	9

HYPOTHESIS 1 – principles involved in E1: P1, P2

P1: As to the principle of current validity, I consider the reporters' tense choice in 11 situations as still relevant to the time of reporting. To support my views, I give examples in which the reporter emphasizes the situation as still existing:

[120] *I patiently explained to her that, as my political advisor, I **depend** on Frank more than anyone* (Lynn and Jay 1989, 12).

[121] *Today I found that we **have** a problem with Frank Weisel* (18).

⁶⁶ Huddleston and Pullum (2005, 54) state that the epistemic modality “expresses meanings relating primarily to what is necessary or possible given what we know (or believe)”. All modal verbs with epistemic modality will be excluded from the analysis of tense choice.

P2: Regarding the proposition as being considered to be true, I found 9 situations in which the reporters has selected the NBS tense forms to express their attitude to the content as being true – the reporters endorse the “original” statement. For illustration see the examples:

[122] *Sir Humphrey remarked that people **have** funny ideas about the Civil Service* (16).

[123] *At first I opposed this, but he argued – quite convincingly, I thought – that Open Government **demands** that we should inform our colleagues in government as well as our friends in Fleet Street* (24).

The following table presents the occurrence of the verbs included in the subordinate clauses following the reporting clause in the past (or past perfect) tense which did not change their form in the reported speech and distinguishes the verbs as: stative, dynamic, modal.

Table 32: Occurrence of verbs wrt their type in E1⁶⁷

(Verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which did not change their form in the reported speech in total number of 21)⁶⁸

TYPE OF VERB(S)	VERB(S)	OCCURRENCE
STATIVE	<i>depend, mean, make</i>	1
	<i>be</i>	7
	<i>have</i>	1
DYNAMIC	<i>have</i>	4
	<i>call, give, purchase, demand</i>	1
MODAL	<i>must</i>	1
	<i>can</i>	1

⁶⁷ The list of the verbs forms is compiled according to the occurrence in the corpus of sentences. The same rule is applied to the rest of the tables in each section.

⁶⁸ The tense forms of verbs stay unchanged in the reported speech. The same rule is applied to the rest of the tables in each section.

The following examples illustrate the usage of stative and dynamic verbs in E1:

[124] *Sir Humphrey remarked that people **have** funny ideas about the Civil Service*
(Lynn and Jay, 16).

[STATIVE]

[125] *I asked young Bernard what he **makes** of our new minister (21).*

[STATIVE]

[126] *Arnold pointed out, with a great clarity, that Open Government **is** a contradiction in terms (21).*

[STATIVE]

[127] *Bernard then told me that they **have** two types of chair in stock, to go with two kinds of Minister (15).*

[DYNAMIC]

[128] *I explained that we **are calling** the White Paper Open Government because you always dispose of the difficult bit in title (21).*

[DYNAMIC]

The table below presents the verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense (within the second column) together with reporting verbs opening the subordinate clauses.

Table 33: Verbs wrt preceding reporting verb(s) in E1⁶⁹

TYPE OF VERB(S)	VERB(S)	REPORTING VERB(S)
STATIVE	<i>depend</i>	<i>explain</i>
	<i>mean</i>	<i>suggest</i>
	<i>make</i>	<i>ask</i>
	<i>be</i>	<i>remind, be struck, decide, notice, explain, conclude, point out</i>
	<i>have</i>	<i>tell</i>
DYNAMIC	<i>have</i>	<i>remark, point out, find, explain</i>
	<i>call</i>	<i>explain</i>
	<i>give</i>	<i>remark</i>
	<i>purchase</i>	<i>admit</i>
	<i>demand</i>	<i>argue</i>
MODAL	<i>must</i>	<i>decide</i>
	<i>can</i>	<i>assure</i>

⁶⁹ The list of the reporting verbs is compiled according to the occurrence in the corpus of sentences. The same rule is applied to the rest of the tables in each section.

2) THE OFFICIAL VISIT

There are 8 verb forms included in the second episode (within 8 tokens) which express the non-backshifted tense forms following the reporting clause in the past (or past perfect) tense.

Table 34: NBS verb forms wrt their type of tense forms in E2

(NBS verb forms following the reporting clause in the past or past perfect tense in total number of 8)

TENSE FORM		NUMBER OF VERB FORMS
Future	AUX <i>will</i>	-
PreT	simple	7
	continuous	-
PreP	simple	-
	continuous	-
MOD	+ present INF / + \emptyset	1
TOTAL NUMBER OF SUBORDINATE CLAUSES		8

There are 7 tense forms in which the shift of tenses rule is not applied. All of the verb forms are in the present simple tense (we would expect the reporter to select the past tense forms). The only modal verb which does not change its forms in reported speech complement included in E2 is again the verb *must*. This time it is included in the analysis of tense choice according to the presented principles because of expressing the deontic modality and we would expect it to become *had to* in reported speech (see example [129]).⁷⁰ No forms of the AUX *will* were found in this episode.

[129] *I said that we **must** make sure that the official visit was still on, come what way (41–42).*

⁷⁰ As for deontic modality, Huddleston and Pullum (2005, 54) say that it “expresses meanings relating primarily to what’s required or permitted”.

Table 35: Principles applied in E2

(Principles applied in E2 wrt number of subordinate clauses)

PRINCIPLE	NUMBER OF SUBORDINATE CLAUSES
P1	6
P2	2

HYPOTHESIS 2 – principles involved in E2: P1, P2

There are 6 situations which I consider as referring to the P1.⁷¹ As for the P2, I consider two situations in which the reporter prefers the choice of deictic verb form because of his attitude to the content which is considered as being true at the time of reporting (see example [130] and [131]). No other principles were applied in E2.

[130] *I began to see why he's a high-flyer* (Lynn and Jay, 39).

[131] *I explained that this is diplomacy* (54).

Table 36: Occurrence of verbs wrt their type in E2

(Verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which did not change their form in the reported speech in total number of 8)

TYPE OF VERB(S)	VERB(S)	OCCURRENCE
STATIVE	<i>be</i>	4
	<i>know</i>	1
DYNAMIC	<i>write</i>	1
	<i>have</i>	1
MODAL	<i>must</i>	1

⁷¹ The discussed situations are to be found in Appendix 2.

Table 37: Verbs wrt preceding reporting verb(s) in E2

(The verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense together with reporting verbs opening the subordinate clauses)

TYPE OF VERB(S)	VERB(S)	REPORTING VERB(S)
STATIVE	<i>be</i>	<i>ask, say, explain</i>
	<i>know</i>	<i>hear</i>
DYNAMIC	<i>write</i>	<i>realise</i>
	<i>have</i>	<i>remember</i>
	<i>demand</i>	<i>argue</i>
MODAL	<i>must</i>	<i>say</i>

3) THE ECONOMY DRIVE

There are 4 verb forms included in the third episode (within 4 tokens) which express the non-backshifted tense forms following the reporting clause in the past (or past perfect) tense.

Table 38: NBS verb forms wrt their type of tense forms in E3

(NBS verb forms following the reporting clause in the past or past perfect tense in total number of 4)

TENSE FORM		NUMBER OF VERB FORMS
Future	AUX <i>will</i>	-
PreT	simple	4
	continuous	-
PreP	simple	-
	continuous	-
MOD	+ present INF / + Ø	-
TOTAL NUMBER OF SUBORDINATE CLAUSES		4

The table above shows that there are only 4 tense forms that are not applying the shift of tenses rule. All of the verb forms are in the present simple tense. Other NBS tense forms were not found.

Table 39: Principles applied in E3

(Principles applied in E3 wrt number of subordinate clauses)

PRINCIPLE	NUMBER OF SUBORDINATE CLAUSES
P1	2
P2	2

HYPOTHESIS 3 – principles involved in E3: P1, P2

There are two situations which I consider as referring to the P1. As for the P2, I found two situations in which the reporter prefers the choice of deictic verb form as the proposition is considered as being true.⁷²

Table 40: Occurrence of verbs wrt their type in E3

(Verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which did not change their form in the reported speech in total number of 4)

TYPE OF VERB(S)	VERB(S)	OCCURRENCE
STATIVE	<i>be</i>	1
	<i>know</i>	1
	<i>sound</i>	1
DYNAMIC	<i>sell</i>	1

⁷² For illustration follow the situations attached in Appendix 2.

Table 41: Verbs wrt preceding reporting verb(s) in E3

(The verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense together with reporting verbs opening the subordinate clauses)

TYPE OF VERB(S)	VERB(S)	REPORTING VERB
STATIVE	<i>be</i>	<i>inform</i>
	<i>know</i>	<i>point out</i>
	<i>sound</i>	<i>remark</i>
DYNAMIC	<i>sell</i>	<i>wonder</i>

4) **BIG BROTHER**

There are 15 verb forms included in the fourth episode (within 12 tokens) which express the non-backshifted tense forms following the reporting clause in the past (or past perfect) tense.

Table 42: NBS verb forms wrt their type of tense forms in E4

(NBS verb forms following the reporting clause in the past or past perfect tense in total number of 15)

TENSE FORM		NUMBER OF VERB FORMS
Future	AUX <i>will</i>	-
PreT	simple	9
	continuous	2
PreP	simple	1
	continuous	-
MOD	+ present INF / + Ø	3
TOTAL NUMBER OF SUBORDINATE CLAUSES		15

The table shows that there are 9 verb forms in the present simple tense and two verb forms in the present continuous tense used instead of past tense forms. In only one situation the reporter selected the present perfect tense instead of the past perfect tense. As for modals, three modal verbs followed by the present infinitive were used. It should be mentioned that one of the three modals is the modal verb *might* expressing its

epistemic modality, and thus has no other form that could have been backshifted into the past (for illustration see example [132]). The situation is not considered in the analysis of tense choice according to the presented principles. No forms of the AUX *will* were found in this episode.

[132] *Annie suggested, as we weren't going to Paris after all, we **might** at least go for a quite little candlelit dinner on the corner* (88).

Table 43: Principles applied in E4
(Principles applied in E4 wrt number of subordinate clauses)

PRINCIPLE	NUMBER OF SUBORDINATE CLAUSES
P1	12
P2	2

HYPOTHESIS 4 – principles involved in E4: P1, P2

There are 14 situations which I consider as referring to the P1. By the choice of present tense verb form the reporter highlight the situations as still relevant at the time of reporting. As for the P2, I found two situations in which the reporter prefers the choice of deictic verb form as the proposition is considered as being true.⁷³ No other principles were applied in E4.

⁷³ For illustration follow the situations attached in Appendix 2.

Table 44: Occurrence of verbs wrt their type in E4

(Verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which did not change their form in the reported speech in total number of 15)

TYPE OF VERB(S)	VERB(S)	OCCURRENCE
STATIVE	<i>be</i>	7
	<i>want</i>	1
DYNAMIC	<i>arrange, take, enjoy, try</i>	1
MODAL	<i>might</i>	1
	<i>can</i>	2

Table 45: Verbs wrt preceding reporting verb(s) in E4

(The verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense together with reporting verbs opening the subordinate clauses)

TYPE OF VERB(S)	VERB(S)	REPORTING VERB(S)
STATIVE	<i>be</i>	<i>remind, say, explain, tell (4x)</i>
	<i>want</i>	<i>say</i>
DYNAMIC	<i>arrange</i>	<i>remind</i>
	<i>take</i>	<i>explain</i>
	<i>enjoy</i>	<i>tell</i>
	<i>try</i>	<i>tell</i>
MODAL	<i>might</i>	<i>suggest</i>
	<i>can</i>	<i>explain (2x)</i>

5) **THE WRITING ON THE WALL**

There are 19 verb forms included in the fifth episode (within 14 tokens) which express the non-backshifted tense forms following the reporting clause in the past (or past perfect) tense.

Table 46: NBS verb forms wrt their type of tense forms in E5
(NBS verb forms following the reporting clause in the past or past perfect tense in total number of 19)

TENSE FORM		NUMBER OF VERB FORMS
Future	AUX <i>will</i>	1
PreT	simple	10
	continuous	2
PreP	simple	4
	continuous	-
MOD	+ present INF / + Ø	2
TOTAL NUMBER OF SUBORDINATE CLAUSES		19

The table shows that there is one form of the AUX *will* found in this episode. There are also 10 verb forms in the present simple tense and two verb forms in the present continuous tense favoured over the usage of past tense forms. One of the present tense forms has the structure *is + to be + a dynamic verb* which expresses the future reference and there is one of the present continuous form that was used for the future reference as well (both included in sentence [133]). In four of the situations the reporter selected the present perfect tense over the past perfect. As for modals, two modal verbs followed by the present infinitive were used.

[133] *I explained that it is because the report is to be published that I am submitting the evidence* (111).

Table 47: Principles applied in E5

(Principles applied in E5 wrt number of subordinate clauses)

PRINCIPLE	NUMBER OF SUBORDINATE CLAUSES
P1	13
P2	6

HYPOTHESIS 5 – principles involved in E5: P1, P2

There are 13 situations which I consider as referring to the P1. By the choice of NBS present tense verb form the reporter highlight the situations as still relevant at the time of reporting. As for the P2, I found 6 situations in which the reporter prefers the choice of deictic verb form as the proposition is being considered as being true. No other principles were applied in E5.⁷⁴

Table 48: Occurrence of verbs wrt their type in E5

(Verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which did not change their form in the reported speech in total number of 19)

TYPE OF VERB(S)	VERB(S)	OCCURRENCE
STATIVE	<i>be</i>	6
	<i>realise, want</i>	1
DYNAMIC	<i>present, do, redraft, submit, sully, be sure</i>	1
	<i>achieve</i>	2
MODAL	<i>can</i>	2
AUXILIARY	<i>will</i>	1

⁷⁴ For illustration follow the situations attached in Appendix 2.

Table 49: Verbs wrt preceding reporting verb(s) in E5

(The verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense together with reporting verbs opening the subordinate clauses)

TYPE OF VERB(S)	VERB(S)	REPORTING VERB(S)
STATIVE	<i>be</i>	<i>tell, remind, point out, explain (2x),remark</i>
	<i>realise</i>	<i>ask</i>
	<i>want</i>	<i>tell</i>
DYNAMIC	<i>present</i>	<i>realise</i>
	<i>do</i>	<i>insist</i>
	<i>redraft</i>	<i>tell</i>
	<i>submit</i>	<i>explain</i>
	<i>sully</i>	<i>explain</i>
	<i>be sure</i>	<i>say</i>
	<i>achieve</i>	<i>ask, admit</i>
	<i>can</i>	<i>reckon, ask</i>
AUXILIARY	<i>will</i>	<i>realise</i>

3.2 Analysis of Modal Verbs

There is a considerable number of modal verbs (MOD) in the corpus of sentences which are analyzed in this chapter.⁷⁵ The analysis is devoted to modal verbs which are followed by the present or past infinitive and modal verbs which stay on their own. They are distributed into three categories – MOD + the present tense forms, MOD + the past tense forms and MOD + Ø.

The number of the modal verbs in the present tense is given in PreT MOD section. These modal verbs remain in the same tense form as they were before turning the utterance into the reported speech (for example *can*, *may* or *might*), and thus they are non-backshifted. For the purpose of the analysis I use term “present” modals.

The section of PasT MOD include the modal verbs of which the tense form was shifted one tense back (**BS**) in the reported speech or such modal verbs that are not backshifted and their past form is used in the reported speech (**NBS**). As stated by Alexander (2002, 290), “the ‘past’ modals [...] are unchanged when reported”. Put differently, they are not backshifted and the tense shifting has not been realized. For such modal verbs I will use Alexander’s (2002, 290) term “past” modals.

As far as we do not have the original statements, it is not easy to distribute the tense forms into the pertinent column, and thus I use the Czech title *Jistě, pane ministře* I of the English version *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP* translated by Jan Klíma (published in 2011) as the main support for distribution. I take the translator’s interpretation as a decisive factor. Not only the translation serves as a great help when distinguishing the verb forms but also the context does. It gives you knowledge thanks to which we can decide.

The following figure presents a sample table that is used for the purpose of analyzing the modal verbs included in the first five episodes of *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP*.⁷⁶ By the following examples I will explain the process of distribution:

⁷⁵ The list of sentences including modal verbs together with translation is included in Appendix 3.

⁷⁶ For the sake of economy I use the term “*Yes Minister*” which refers for the whole title.

Figure 4: Table used for the purpose of the analysis of modal verbs in the first five episodes of *Yes Minister*

(Modal verbs included in the subordinate nominal clauses following the reporting clause in the past or past perfect tense)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive			
MOD + past infinitive			
MOD + Ø			
NUMBER OF MODAL VERBS			

- **SITUATIONS THAT ARE AMBIGUOUS AND THE DISTRIBUTION IS BASED ON CONTEXT:**

[134] *I conceded the point, but remarked that after going back to Cabinet we **could** then go ahead* (Lynn and Jay 1989, 90).

[backshifted “present” modal verb *can* + present infinitive]

CONTEXT: *Sir Humphrey took this opportunity to explain to me that we **can go** ahead, if the Cabinet agrees, and take the matter to the Ministerial Committee, and then we **can go** ahead to the Official Committee Cabinet. After that, of course, it’s all plain sailing – straight to the Cabinet Committee! And then back to Cabinet itself. I interrupted to point out that we’d started with Cabinet. ‘Only the policy, Minister,’ explained Sir Humphrey. ‘At this juncture Cabinet will have to consider the specific proposals’ (90).⁷⁷*

⁷⁷ When ambiguous the Czech translation may help in distribution. The Czech translation goes: *Sir Humphrey mi vysvětlil, že na tom **budeme moct** začít pracovat, musí s tím souhlasit kabinet a postoupit tuto záležitost mezirezortní ministerské komisi. Pak **budeme moct** jmenovat oficiální komisi, a jakmile to projedná, už to půjde jako po drátkách - přímo do vládního výboru! A pak zpátky do kabinetu. Přerušil jsem ho, abych upozornil, že v kabinetu jsme přece začali. „To jsem projednával pouze ten záměr, pane ministře,“ vysvětlil Humphrey. „V této chvíli už kabinet bude muset projednat konkrétní opatření,“ To jsem uznal, ale dodal jsem, že až po té, co se to vrátí do vlády, **budeme moct** celou záležitost konečně uzavřít (Lynn and Jay 2011, 25).*

The modal verbs in PasT form will be presented in the table within the section they belong to. The process of distribution is presented by the following figure:

Figure 5: Distribution of PasT modal verbs followed by the present infinitive – based on context

(The distribution is based on context)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	-	1	-
NUMBER OF MODAL VERBS	-	1	-

[135] *I explained to her that I **couldn't** because I was waiting for the call* (Lynn and Jay 1989, 11).

[backshifted “present” modal verb *can*]

CONTEXT: *Annie kept me supplied with constant cups of coffee all morning, and when I returned to the armchair next to the phone after lunch she asked me to help do the Brussels sprouts for dinner if I didn't have anything else to do* (11).

[136] *He said he **could*** (22).

[backshifted “present” modal verb *can*]

[137] *I replied that I **could**, too* (22).

[backshifted “present” modal verb *can*]

CONTEXT: *I asked Bernard if he **could keep** a secret* (22).

In the Klíma's translation the MOD + present infinitive in *I asked Bernard if he **could keep** a secret* expresses is the backshifted form of *can* and we are able to state that the modal verbs in [136] and [137] are also the backshifted forms of “present” modal verb *can*. In situations in which the modal verb is not followed by a verb, the

context is almost always necessary. The following figure shows the distribution of modal verbs which are not followed by a verb:

Figure 6: Distribution of PasT modal verbs which are not followed by a verb – based on context

(The distribution is based on context)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + Ø	-	3	-
NUMBER OF MODAL VERBS	-	3	-

- **SITUATIONS THAT ARE AMBIGUOUS AND THE DISTRIBUTION IS BASED ON KLÍMA’S INTERPRETATION:**

[138] *I asked Bernard if he **could keep** a secret* (Lynn and Jay 1989, 22).

[backshifted “present” modal verb *can* + present infinitive]

TRANSLATION: *Zeptal jsem se Bernarda, jestli **dokáže zachovat** tajemství* (Lynn and Jay 2011, 25).

[139] *I asked if I **could join** him, and he was only too pleased* (Lynn and Jay 1989, 92).

[backshifted “present” modal verb *can* + present infinitive]

TRANSLATION: *Zeptal jsem se, jestli si k němu **můžu přisednout**, a on přikývl, že mu bude potěšením* (Lynn and Jay 2011, 105).

[140] *And I pointed out that as Charlie was only here for a couple of days he **couldn’t do much harm** anyway* (Lynn and Jay 1989, 45).

[backshifted “present” modal verb *can* + present infinitive]

TRANSLATION: *Pak jsem zdůraznil, že Charlie sem stejně přijel jenom na pár dní, takže nemůže nadělat moc škody* (Lynn and Jay 2011, 53).

The distribution of PasT modal verbs is presented by the following figure:

Figure 7: Distribution of PasT modal verbs followed by the present infinitive – based on translation

(The distribution is based on translation)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	-	3	-
NUMBER OF MODAL VERBS	-	3	-

- **SITUATIONS THAT ARE NOT AMBIGUOUS:**

[141] *On the other hand, Martin reminded me (when he phoned to congratulate me) that the DAA is a political graveyard, a bit like the Home Office, and the PM may have over-promoted me – a vengeful move* (Lynn and Jay 1989, 13).

The situation is not ambiguous since the present perfective form was used in the reported speech, and thus the situation is considered as back-shifted. Next figure shows the distribution of such situations:

Figure 8: Distribution of PreT modal verbs followed by the past infinitive
(The verb form makes the distribution clear)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + past infinitive	-	1	-
NUMBER OF MODAL VERBS	-	1	-

[142] *I decided that she **must** be a bit tense* (12).

Alexander (2002, 292) explains that the “present” modal verb *must* remain unchanged when indicating deduction or possibility.⁷⁸

[143] *He suggested (a trifle impertinently, I thought) that I **should** take it up in Cabinet* (Lynn and Jay 1989, 23).

As noted in Chapter 2, Alexander (2002, 239) states that after verbs referring to proposals, requests, suggestions or orders (such as *propose* or *suggest*), the “(that)...*should*” construction can be used, and thus modal verb *should* stays unchanged in reported speech. As for past reported suggestions, the past tense or subjunctive can be used instead of the “(that)...*should*” construction (239).⁷⁹ The distribution of PasT modal verbs followed by the present infinitive (in which the verb form that was used makes the distribution clear) is presented by the following figure:

Figure 9: Distribution of PreT modal verbs followed by the present infinitive
(The verb form makes the distribution clear)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	1	-	1
NUMBER OF MODAL VERBS	1	-	1

⁷⁸ Alexander (2002, 292) adds that when we refer to the past, *must* “remain unchanged in indirect speech when it is used to indicate inescapable obligation.” *Must*, when indicating “future necessity” can also remain unchanged or is replaced by *would have to* (292).

⁷⁹ Regarding the subjunctive, it was stated in Chapter 2 that they are not taken into consideration for the purpose of the analysis.

So far, I have presented some of the situations which I find as suitable examples for the illustration of the distribution of modal verbs included in the subordinate clauses that are included in the corpus of the sentences. Now, I will focus on the analysis of modal verbs itself. The following tables are ordered according to the episodes and each table shows the number and distribution of the modal verbs within each episode.

Table 50: Modal verbs included in the subordinate clauses wrt to their tense forms in

E1

(Modal verbs included in the subordinate nominal clauses following the reporting clause in the past or past perfect tense)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	2	8	2
MOD + past infinitive	-	2	-
MOD + Ø	-	4	-
NUMBER OF MODAL VERBS	2	14	2

Table 51: Modal verbs included in the subordinate clauses wrt to their tense forms in

E2

(Modal verbs included in the subordinate nominal clauses following the reporting clause in the past or past perfect tense)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	1	17	2
MOD + past infinitive	-	-	-
MOD + Ø	-	-	-
NUMBER OF MODAL VERBS	1	17	2

Table 52: Modal verbs included in the subordinate clauses wrt to their tense forms in
E3

(Modal verbs included in the subordinate nominal clauses following the reporting clause
in the past or past perfect tense)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	-	15	3
MOD + past infinitive	-	-	-
MOD + Ø	-	1	-
NUMBER OF MODAL VERBS	-	16	3

Table 53: Modal verbs included in the subordinate clauses wrt to their tense forms in
E4

(Modal verbs included in the subordinate nominal clauses following the reporting clause
in the past or past perfect tense)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	3	9	5
MOD + past infinitive	-	-	-
MOD + Ø	-	2	-
NUMBER OF MODAL VERBS	3	11	5

Table 54: Modal verbs included in the subordinate clauses wrt to their tense forms in E5

(Modal verbs included in the subordinate nominal clauses following the reporting clause in the past or past perfect tense)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	2	14	5
MOD + past infinitive	-	1	-
MOD + Ø	-	-	-
NUMBER OF MODAL VERBS	2	15	5

3.3 Analysis of Reporting Verbs

As for the analysis of reporting verbs included in the first five episodes of *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP*, I counted all of the reporting verbs included in the tokens that were use for the purpose of the two previous analyses.⁸⁰ The reporting verbs fulfil the conditions stated in Chapter 2, such as having the past or past perfect tense forms. They may have the non-finite verb form but the forms correspond to the past tenses of their governing verbs. It should be remembered that as for the CRS, it is possible to have more than one reporting verb included in a sentence. Next, I distributed them in tables which illustrate the frequency of the usage of reporting verbs and the occurrence of reporting verbs with respect to the preceding subordinator in each episode.

⁸⁰ As explained in Chapter 2, some of the reporting clauses may include certain expressions or verbal phrases instead of the reporting verbs which are considered as “reporting verbs”.

1) **OPEN GOVERNMENT**

Table 55: The frequency of the usage of reporting verbs in E1
(80 reporting verbs included in total number of 76 tokens)⁸¹

REPORTING VERB(S)	OCCURENCE	PERCENTAGE
<i>say</i>	11	14%
<i>ask</i>	11	14%
<i>explain</i>	8	10%
<i>tell</i>	6	7,5%
<i>know, realise</i>	5	6%
<i>find, see</i>	3	4%
<i>remark, assure, decide, think, point out, mean</i>	2	2,5%
<i>notice, admit, insist, conclude, reply, respond, suggest, argue, understand, agree, grasp,</i>	1	1%
<i>the question was, make sure, be struck, become aware, be delighted</i>	1	1%

⁸¹ The list of the reporting verbs is compiled according to the occurrence in the corpus of sentences. The same rule is applied to the rest of the tables.

Table 56: Subordinators wrt the preceding verb(s) in E1

(Subordinators opening the reported clauses wrt the preceding reporting verb(s)

contained in both SRS and CRS in total number of 80 reporting verbs)

SUBORDINATOR	PRECEDING VERB(S)	OCCURRENCE	PERCENTAGE
that	<i>explain</i>	8	10%
	<i>say</i>	5	6%
	<i>realise</i>	4	5%
	<i>see</i>	3	4%
	<i>decide, assure, tell, suggest, remark, find, point out, mean</i>	2	2,5%
	<i>remind, notice, think, admit, insist, conclude, reply, respond, argue, agree</i>	1	1%
	<i>make sure, become aware, be delighted</i>	1	1%
zero	<i>say</i>	5	6%
	<i>find, tell, think</i>	1	1%
how	<i>be struck, ask</i>	1	1%
what	<i>ask</i>	4	5%
	<i>know</i>	3	4%
	<i>realise, tell, grasp</i>	1	1%
who	<i>know, ask</i>	2	2,5%
why	<i>ask</i>	1	1%
whether	<i>tell, say</i>	1	1%
	<i>the question was</i>	1	1%
if	<i>ask</i>	3	4%

2) **THE OFFICIAL VISIT**

Table 57: The frequency of the usage of reporting verbs in E2
(79 reporting verbs included in total number of 73 tokens)

REPORTING VERBS	OCCURENCE	PERCENTAGE
<i>ask</i>	15	19%
<i>say</i>	13	17%
<i>think</i>	9	11%
<i>realise</i>	7	9%
<i>see</i>	6	6%
<i>tell, point out, explain</i>	4	5%
<i>know</i>	3	4%
<i>agree, announce</i>	2	3%
<i>remark, check, remember, warn, inform, reiterate, forget</i>	1	1%
<i>be explained, make sure, be surprised</i>	1	1%

Table 58: Subordinators wrt the preceding verb(s) in E2

(Subordinators opening the reported clauses wrt the preceding reporting verb(s)

contained in both SRS and CRS in total number of 79 reporting verbs)

SUBORDINATOR	PRECEDING VERB(S)	OCCURRENCE	PERCENTAGE
that	<i>say</i>	10	13%
	<i>explain, point out</i>	4	5%
	<i>think, realise</i>	3	4%
	<i>see, agree, tell, announce</i>	2	2,5%
	<i>remark, check, remember, warn, inform, reiterate</i>	1	1%
	<i>be explained, make sure, be surprised</i>	1	1%
zero	<i>think</i>	6	8%
	<i>say, realise</i>	3	4%
	<i>know, tell</i>	1	1%
how	<i>ask</i>	1	1%
what	<i>ask</i>	2	2,5%
	<i>tell, see, forget, realise</i>	1	1%
which	<i>ask</i>	1	1%
who	<i>know</i>	1	1%
why	<i>see</i>	3	4%
	<i>ask</i>	2	2,5%
	<i>know</i>	1	1%
if	<i>ask</i>	9	11%

3) **THE ECONOMY DRIVE**

Table 59: The frequency of the usage of reporting verbs in E3
(64 reporting verbs included in total number of 61 tokens)

REPORTING VERBS	OCCURRENCE	PERCENTAGE
<i>ask</i>	9	14%
<i>tell</i>	9	14%
<i>say</i>	6	9%
<i>remark, realise, see</i>	3	5%
<i>explain, point out, suggest, know, assume, inform, reveal, feel, think</i>	2	3%
<i>check, warn, hope, claim, suspect, hear, volunteer, wonder, learn</i>	1	2%
<i>be incredible, become apparent, become clear, be sure</i>	1	2%

Table 60: Subordinators wrt the preceding verb(s) in E3

(Subordinators opening the reported clauses wrt the preceding reporting verb(s)
contained in both SRS and CRS in total number of 64 reporting verbs)

SUBORDINATOR	PRECEDING VERB(S)	OCCURRENCE	PERCENTAGE
that	<i>tell</i>	4	6%
	<i>realise, remark</i>	3	5%
	<i>explain, say, point out, see, inform, reveal</i>	2	3%
	<i>know, suspect, warn, assume, check, volunteer, claim, hope, learn, feel</i>	1	2%
	<i>be incredible, become apparent, become clear</i>	1	2%
zero	<i>tell</i>	5	8%
	<i>say</i>	4	6%
	<i>suggest, think</i>	2	3%
	<i>feel, know, assume</i>	1	2%
how	<i>ask, wonder, see</i>	1	2%
what	<i>ask</i>	2	3%
	<i>hear</i>	1	2%
	<i>be sure</i>	1	2%
why	<i>ask</i>	1	2%
if	<i>ask</i>	5	8%

4) **BIG BROTHER**

Table 61: The frequency of the usage of reporting verbs in E4
(94 reporting verbs included in total number of 79 tokens)

REPORTING VERBS	OCCURRENCE	PERCENTAGE
<i>tell</i>	20	21%
<i>say</i>	12	13%
<i>ask</i>	12	13%
<i>think</i>	8	8,5%
<i>realise, point out</i>	5	5%
<i>remind, see</i>	4	4%
<i>know</i>	3	3%
<i>remark, be surprised, explain</i>	2	2%
<i>reply, suggest, persuade, be sure, demand, add, merge, guess, advise, hope, work out, wonder, enquire, reveal, matter</i>	1	1%

Table 62: Subordinators wrt the preceding verb(s) in E4

(Subordinators opening the reported clauses wrt the preceding reporting verb(s)

contained in both SRS and CRS in total number of 94 reporting verbs)

SUBORDINATOR	PRECEDING VERB(S)	OCCURRENCE	PERCENTAGE
that	<i>tell</i>	7	7%
	<i>say</i>	6	6%
	<i>point out</i>	5	5%
	<i>remind</i>	4	4%
	<i>realise</i>	3	3%
	<i>be surprised, explain</i>	2	2%
	<i>see, reply, persuade, remark, know, add, merge, guess, advise, reveal</i>	1	1%
zero	<i>tell</i>	12	13%
	<i>say</i>	6	6%
	<i>think</i>	9	10%
	<i>know, realise</i>	2	2%
	<i>suggest, demand, remark, hope</i>	1	1%
how	<i>ask, work out</i>	1	1%
what	<i>ask</i>	5	5%
	<i>see</i>	3	3%
	<i>tell</i>	1	1%
why	<i>ask</i>	2	2%
	<i>explain</i>	1	1%
whether	<i>be sure, matter, wonder</i>	1	1%

<i>if</i>	<i>ask</i>	4	4%
	<i>enquire</i>	1	1%

5) **THE WRITING ON THE WALL**

Table 63: The frequency of the usage of reporting verbs in E5

(71 reporting verbs included in total number of 66 tokens)

REPORTING VERBS	OCCURRENCE	PERCENTAGE
<i>ask</i>	8	11%
<i>tell, say, know</i>	7	10%
<i>explain, think</i>	4	6%
<i>point out, observe</i>	3	4%
<i>reveal, realise, remind, inform, suggest</i>	2	3%
<i>remark, reckon, insist, admit, enquire, assure, reply, imply, reiterate, mean, agree, pretend, warn</i>	1	1%
<i>be puzzled, make sure, be excited, be improbable, be sure</i>	1	1%

Table 64: Subordinators wrt the preceding verb(s) in E5

(Subordinators opening the reported clauses wrt the preceding reporting verb(s)

contained in both SRS and CRS in total number of 71 reporting verbs)

SUBORDINATOR	PRECEDING VERB(S)	OCCURRENCE	PERCENTAGE
<i>that</i>	<i>say</i>	4	6%
	<i>tell, explain, know, observe, point out</i>	3	4%
	<i>reveal, realise, remind, inform, suggest</i>	2	3%
	<i>think, imply, remark, reckon, insist, admit, assure, reply, reiterate, mean, agree, pretend, warn</i>	1	1%
	<i>be puzzled, be excited, be improbable</i>	1	1%
<i>zero</i>	<i>tell</i>	4	6%
	<i>say, think</i>	3	4%
	<i>know</i>	2	3%
	<i>explain</i>	1	1%
	<i>make sure, be sure</i>	1	1%
<i>what</i>	<i>ask</i>	2	3%
	<i>know</i>	1	1%
<i>whether</i>	<i>know</i>	1	1%
<i>if</i>	<i>ask</i>	6	8%
	<i>enquire</i>	1	1%

SUMMARY OF THE ANALYSIS OF REPORTING VERBS:

The following tables show the total number of reporting verbs included in the first five episodes of *Yes Minister* together with the most frequent reporting verbs present in the corpus of sentences.

Table 65: Number of reporting verbs included in the first five episodes of *Yes Minister*

EPISODE	NUMBER OF REPORTING VERBS
E1	80
E2	79
E3	64
E4	94
E5	71
TOTAL NUMBER	388

Table 66: The most frequent reporting verbs included in the first five episodes of *Yes Minister*

(The total number of reporting verbs is 388)

REPORTING VERBS	OCCURRENCE	PERCENTAGE
<i>ask</i>	55	14%
<i>say</i>	49	13%
<i>tell</i>	46	12%
<i>think</i>	25	6%
<i>realise</i>	22	6%
<i>explain, know</i>	20	5%
<i>point out</i>	16	4%

In total, there are 388 reporting verbs included either in the SRS or the CRS within the first five episodes of *Yes Minister*. The situations discussed in the episodes are on the basis of everyday communication. Regarding the theory of reporting verbs presented in Chapter 1, it confirms the Carter and McCarthy's (2006, 806) and other grammarians statements that *say* and *tell* (together with *ask*) are far the most frequent

reporting verb in everyday spoken language. The statements are confirmed by the numerical summary of the results in Table 66. The proportions of the usage of *ask*, *say* and *tell* in the corpus of sentences is 55 : 49 : 46 from total number of 388. Other most common reporting verbs found in the corpus are *think*, *realise*, *explain*, *know*, and *point out*.

As for the subordinators following the most frequent reporting verbs, Hewings (2005, 66) claims that the subordinator *that* is often left out after reporting verbs such as *say* and *think* when reporting a statement. The numerical summary shows the usage of the zero subordinator together with *say* in 21 situations. In situations where it has not been left out, the number is 27. In 1 sentence a different subordinator following the reporting verb *say* was used to open a subordinate clause, namely *whether*. Regarding the reporting verb *think* being followed by the zero subordinator, the number is 15. *Think* followed by the subordinator *that* was found only in 5 situations. In five situations other subordinator following the reporting verb *think* was used. The ratio of the usage of *tell* being followed by the zero subordinator or *that* is 23 : 27. In five situations other subordinator following the reporting verb *tell* was used. Reporting verb *ask* is mainly followed by the subordinator *if* (in 27 situations). In 15 situations is *ask* followed by the subordinator *what* and in 8 situations by the subordinator *why*. The reporting verb *ask* is never followed by the zero subordinator or the subordinator *that*. *That* is never used when reporting a question, and thus is not likely to be omitted.

Conclusion

Regarding the analysis of the reporters' tense choice, the paper considers the situations in which tense shifting is not expressed. Such situations include the tense forms which differ of that that we would expect. For instance, after a reporting clause in the past or past perfect tense we would expect the verb form to be backshifted one tense back. As for the analysis of the tense choice, it only deals with the choice of the present, the present perfect tense forms, present modal verbs and the future tense forms realized by the auxiliary *will* followed by bare infinitive. The paper is focused on the factors affecting the reporters' tense choice in reported speech (see Chapter 3.1) according to principles discussed in grammar books (see Chapter 1.5). I cannot avoid discussing the topic more at length, and therefore the paper also contemplates the usage of modal verbs in reported speech – separately, because of its complexity (see Chapter 3.2). The translation of the sentences including modal verbs in reported speech are taken into consideration as a great source of help (see Appendix 3).

The analysis is based on the corpus of sentences that was compiled from the first five episodes of *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP* (attached in Appendix 1).⁸² Together with the results of the analysis, the hypotheses regarding the factors influencing the tense choice in reported speech were formulated (hypothesis 1–5 in Chapter 3.1). It also pays attention to the choice of reporting verbs and analyzes the occurrence of them in the corpus of sentences (see Chapter 3.3).

The theoretical background, such as occurrence of tense shifting, description of reporting verbs, basic principles of reporting, issue of various deixes in reported speech together with the factors affecting the reporters' tense choice in reported speech complements is discussed in Chapter 1. As for the corpus of sentences, it includes only reported speech without, as Selucká (2011, 127) calls it, the “direct speech equivalents”, since they are not expressed in the book title or anywhere else. The description of the corpus is presented in Chapter 2. The corpus includes sentences in which the reported speech complements are incorporated into the subordinate nominal clauses following the reporting clause in the past or past perfect tense and may have the form of “simple reported speech” (consisting of one subordinate nominal clause) or “composite reported

⁸² For the sake of economy I use the term “*Yes Minister*” which refers for the whole title.

speech” (consisting of more than one subordinate nominal clause). For illustration see the following the examples:

- [1] *I asked him what suggestions he had* (Lynn and Jay 1989, 116).
[2] *I told him that he was the very man I wanted to see, that I wanted his advice, and invited him to take a pew* (122).

The paper deals with 355 tokens in which more than one verb form may be present. There are 442 subordinate clauses following the reporting clause in the past or past perfect tense and each of the clauses includes one verb form, thus the numerical elaboration (see Chapter 2.2) considers 442 verb forms. The ratio of simple and composite reported speech is 291 : 64.

As for the analysis of reporters’ tense choice, the paper takes into account only situations that are subject to optional backshifting and the “shift of tenses rule” was not applied (see example [3]). Verbs which follow the reporting clause in the past or past perfect tense and, as said before, take the form of the present, the present perfect tense, present modal verbs or the future tense forms realized by the auxiliary *will* followed by bare infinitive are used for the purpose of the analysis of reporters’ tense choice.

- [3] *I explained to her that the Opposition **aren’t** really the opposition* (Lynn and Jay 1989, 94).

The proportion of the present tense forms and the past tense forms following the reporting clause in the past or past perfect tense is 67 : 373.⁸³ The analysis of reporters’ tense choice states principles which are considered as being involved in the corpus of sentences that includes the present tense forms (see Appendix 2) are: PRINCIPLE 1: “principle of current validity”, PRINCIPLE 2: “proposition is considered to be true”, PRINCIPLE 3: “proposition is general truth / universal rule” and PRINCIPLE 4: “reporter repeats what was just said”. The results state that only the first and the second principle were applied in the corpus of sentences in the ratio of 44 : 21 (see Chapter 3.1).⁸⁴ The following table shows the summary of the principles affecting the reporters’ tense choice applied in the first five episodes of *Yes Minister*.

⁸³ The past verb forms include the past and past perfect tense together with the past modal verbs.

⁸⁴ Two situations were excluded from the analysis as not being subject to backshifting.

Table 67: Summary of the principles affecting the reporters' tense choice E 1–5
(Principles applied in the first five episodes of *Yes Minister*)

EPISODE	PRINCIPLE 1	PRINCIPLE 2	OCCURRENCE
E1	11	9	20
E2	6	2	8
E3	2	2	4
E4	12	2	14
E5	13	6	19
TOTAL NUMBER	44	21	65

There are 44 situations in which, as Hewings (2005, 70) explains, the reporter selected the present tense (or present perfect) in the reported clause as the situation “still exists or is relevant” to the time of the reporter’s time of reporting. In 21 situations the reporter favoured the usage of non-backshifted tense form over the backshifted one as endorsing the propositions which could have been used in the “direct speech equivalent” and accepting it as being true at the time of reporting.

As for the occurrence of the present tense forms, the analysis attempts to state which verbs are the most frequent ones as not expressing tense shifting. The next table presents a summary of the results of the analysis of verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which remained in the present tense forms in the reported speech.⁸⁵

⁸⁵ The auxiliary *will* is also included.

Table 68: Occurrence of verbs wrt their type in E 1–5

(Verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which remained in the present tense forms in the reported speech in total number of 67)

TYPE OF VERB(S)	VERB(S)	OCCURRENCE
STATIVE	<i>be</i>	24
	<i>depend, mean, make, have, sound, realise, know</i>	1
	<i>want</i>	2
DYNAMIC	<i>have</i>	5
	<i>achieve</i>	2
	<i>call, give, purchase, demand, write, arrange, take, enjoy, try, sell, present, do, redraft, submit, sully, be sure</i>	1
MODAL	<i>can</i>	7
	<i>must</i>	2
	<i>might</i>	1
AUXILIARY	<i>will</i>	1

The table shows that the most frequent verb which does not change its form in reported speech is the verb *be* (in 36% of the situations). The second, most frequent one is the modal verb *can* (in 10% of the situations) which stay unchanged in the subordinate nominal clauses following the reporting clause in the past or past perfect tense. In 7% of the situations, the verb *have* does not change its form in reported speech.

To show the ambiguity of tense reference in the reported speech complements there is an analysis regarding the modal verbs following the reporting clause in the past or past perfect tense which shows the difficulty of estimating the tense reference in reported speech (see Chapter 3.2). As for the analysis, the translation of the Czech title *Jistě, pane ministře 1* of the English version *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP* translated by Jan Klíma (published in 2011) is used as one of the decisive factors (see Appendix 3). The other decisive factor is the context in which the situations are being reported. The following table illustrates the distribution of modal verbs used in reported speech in the first five episodes of the analyzed text:

Table 69: Modal verbs included in the subordinate clauses wrt to their tense forms in E 1–5

(Modal verbs included in the subordinate nominal clauses following the reporting clause in the past or past perfect tense)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	8	63	17
MOD + past infinitive	-	3	-
MOD + Ø	-	7	-
NUMBER OF MODAL VERBS	8	73	17

The total number of modal verbs in the corpus of sentences is 98 which are included in 86 sentences. The proportion of situations which are considered as backshifted and non-backshifted is 73 : 17.

Regarding the analysis of reporting verbs introduced in Chapter 3, there are two main analyses included. One, considering the verb forms included in the subordinate clauses following the reporting clause in the past or past perfect tense which remained in the present tense forms along with the reporting verbs opening the subordinate clauses (verbs used for the purpose of the analysis in Chapter 3.1) and the second,

considering the occurrence of all reporting verbs included in the corpus of sentences (see Chapter 3.3).

Table 70: Occurrence of reporting verb(s) wrt the following verbs in E 1–5
(The verbs included in the subordinate clauses following the reporting clause in the past or past perfect tense which remained in the present tense forms in the reported speech)

REPORTING VERB	OCCURRENCE	VERBS FOLLOWING
<i>explain</i>	12	<i>depend, be (5x), have, call, take, can, submit, sully</i>
<i>tell</i>	10	<i>be (6x), enjoy, try, want, redraft</i>
<i>ask</i>	5	<i>make, be, realise, achieve, can</i>
<i>say</i>	5	<i>be (2x), must, want, be sure</i>
<i>point out</i>	4	<i>be (2x), have, know</i>
<i>remark</i>	4	<i>have, give, sound, be</i>
<i>remind</i>	3	<i>be (2x), arrange</i>
<i>realise</i>	3	<i>write, present, will (+ bare INF)</i>
<i>suggest</i>	2	<i>mean, might</i>
<i>decide</i>	2	<i>be, must</i>
<i>admit</i>	2	<i>purchase, achieve</i>
<i>argue</i>	2	<i>demand (2x)</i>
<i>notice</i>	1	<i>be</i>
<i>conclude</i>	1	<i>be</i>
<i>find</i>	1	<i>have</i>
<i>be struck</i>	1	<i>be</i>
<i>assure</i>	1	<i>can</i>
<i>insist</i>	1	<i>do</i>
<i>know</i>	1	<i>hear</i>
<i>remember</i>	1	<i>have</i>
<i>inform</i>	1	<i>be</i>
<i>reckon</i>	1	<i>can</i>
<i>wonder</i>	1	<i>sell</i>

Grammarians claim that *say*, *tell* and *ask* are far more the most frequent reporting verbs. In this case the statement can be contradicted. The numerical summary of the analysis of reporting verbs followed by verbs which remained in the present tense forms in the reported speech shows the usage of the reporting verb *explain* as being the most frequent one.

The following table shows the results from the overall study of reporting verbs included in the corpus of sentences. It is concerned with the most frequent reporting verbs included in the first five episodes of *Yes Minister*.

Table 71: The most frequent reporting verbs included in the first five episodes of *Yes Minister*

(The total number of reporting verbs is 388)

REPORTING VERBS	OCCURRENCE	PERCENTAGE
<i>ask</i>	55	14%
<i>say</i>	49	13%
<i>tell</i>	46	12%
<i>think</i>	25	6%
<i>realise</i>	22	6%
<i>explain, know</i>	20	5%
<i>point out</i>	16	4%

As noted above, the total number of reporting verbs is 388. The proportion of reporting verbs within the first five episodes of *Yes Minister* is 80 : 79 : 64 : 94 : 71. The results of the analysis show that in the corpus of sentences most often questions are being reported. The statement is supported by the numerical summary of the usage of the reporting verb *ask* which is used most often. In this case, the statements about the reporting verbs *say*, *tell* and *ask* as being the most frequent reporting verbs can be confirmed. For illustration see the numerical results in the table.

Appendix 1

OPEN GOVERNMENT:

- 1) *Annie kept me supplied with constant cups of coffee all morning, and when I returned to the armchair next to the phone after lunch she asked me to help do the Brussels sprouts for dinner if I didn't have anything else to do (Lynn and Jay 1989, 11).*
- 2) *I explained to her that I couldn't because I was waiting for the call (11).*
- 3) *It was Frank Weisel, my special political adviser, saying that he was on his way (11-12).*
- 4) *I patiently explained to her that, as my political advisor, I depend on Frank more than anyone (12).*
- 5) *I decided that she must be a bit tense (12).*
- 6) *So I asked her why she was lying face downwards the floor (12).*
- 7) *I explained to Annie that I simply didn't dare leave the phone (12).*
- 8) *The question was whether the PM would be strong enough to ignore Jim Hacker or whether, in the interests of party unity, the PM would be obliged to give him a good job (13).*
- 9) *I told Annie of these appointments, and she asked me if anyone had got Brains (13).*
- 10) *On the other hand, Martin reminded me (when he phoned to congratulate me) that the DAA is a political graveyard, a bit like the Home Office, and the PM may have over-promoted me – a vengeful move (13).*
- 11) *We found a memo from Sir Andrew Donnelly, permanent Secretary to the Cabinet, imploring Sir Arnold to make sure that Hacker did not get Agriculture as he was too 'genned up' on it (13).*
- 12) *To my surprise he instantly knew who Frank Weisel was, as we got out of the car, though he pronounced his name 'Weasel', which always infuriates Frank (13).*
- 13) *Bernard assured me that Frank was being taken care of (14).*
- 14) *Then I realised what he meant (14).*
- 15) *Bernard said I was to call him Bernard (14).*
- 16) *I was struck for the second time how well-informed this young man is. (14).*
- 17) *I didn't quite know what he meant by that (14).*
- 18) *I decided to ask him who else was in the Department (14).*

- 19) *I couldn't tell whether or not he was joking (15).*
- 20) *I sat behind my desk and to my dismay I found it had a swivel chair (14).*
- 21) *Bernard immediately assured me that everything in the office can be changed at my command – furniture, décor, paintings, office routine (15).*
- 22) *Bernard then told me that they have two types of chair in stock, to go with two kinds of Minister (15).*
- 23) *I decided that the time had come to be blunt and to tell them what's what (15).*
- 24) *I became aware that I was actually sitting behind a desk, but I'm sure that they realised that I was not referring to myself (15).*
- 25) *I explained that we had to start by getting rid of people who just make work for each other (15).*
- 26) *Sir Humphrey was very helpful, and suggested that I mean redeploy them – which, I suppose, is what I do mean (15).*
- 27) *I asked Humphrey who had done all this (16).*
- 28) *I told him I was slightly surprised (16).*
- 29) *Sir Humphrey remarked that people have funny ideas about the Civil Service (16).*
- 30) *I found to my surprise that there were numerous appointments in it already (17).*
- 31) *I asked how this was possible, since they didn't even know who would win the election (17).*
- 32) *I noticed that everything in the diary is in pencil, so presumably much of it can be and will be changed (18).*
- 33) *I pointed out to Bernard that I have various other commitments (18).*
- 34) *When I jibbed at his a bit, Sir Humphrey explained that there are a lot of decisions to take and announcements to prove (18).*
- 35) *I insisted that I would take all the decisions and read all the relevant documents (18).*
- 36) *Today I found that we have a problem with Frank Weisel (18).*
- 37) *It's Tuesday today, and I realised that I hadn't seen him since I arrived at the DAA last Saturday morning (18).*
- 38) *Bernard tried to tell him that he, Humphrey and I were in private conference, but I quickly sorted that out (18).*
- 39) *Sir Humphrey attempted to fudge the issue, saying I had a whole Department to advise me now (18).*

- 40) *I then said, to make assurance doubly sure, that I expected Frank to have copies of all the papers that are given to me (19).*
- 41) *But was unwilling to say whether it was about defence or trade (20).*
- 42) *I concluded, correctly, that it is defence and trade, i.e. the new aerospace systems contract (20).*
- 43) *I asked young Bernard what he makes of our new minister (21).*
- 44) *Bernard said that he thought that we were in favour of Open Government (21).*
- 45) *I explained that we are calling the White Paper Open Government because you always dispose of the difficult bit in title (21).*
- 46) *Arnold thought he was joking (21).*
- 47) *Arnold pointed out, with a great clarity, that Open Government is a contradiction in terms (21).*
- 48) *We explained that, in fact, they have a right to be ignorant (21).*
- 49) *I remarked that one does not just give people what they want, if it's not good for them (21).*
- 50) *Bernard asked me what I proposed to do (21).*
- 51) *I asked Bernard if he could keep a secret (22).*
- 52) *He said he could (22).*
- 53) *I replied that I could, too (22).*
- 54) *I was delighted that civil servants were giving him all the papers now (22).*
- 55) *I still didn't know what he was talking about (22).*
- 56) *I still didn't know what he was talking about, but I do think he has a wonderful line in invective – perhaps I should let him write the draft of my conference speech next year (22).*
- 57) *He admitted that DAA has purchased this brand for the whole of Whitehall (23).*
- 58) *He responded that it was beyond his power to do so, and that it could only be cancelled by the Treasury (23).*
- 59) *He said it would be a major change of policy for the Civil Service to cancel contracts freely entered into (23).*
- 60) *He suggested (a trifle impertinently, I thought) that I should take it up in Cabinet (23).*
- 61) *I could see that this was out of the question (23).*
- 62) *I said that indeed it was my express wish (24).*

- 63) *Bernard then said he would circulate the speech, as soon as it was written, for clearance (24).*
- 64) *At first I opposed this, but he argued – quite convincingly, I thought – that Open Government demands that we should inform our colleagues in government as well as our friends in Fleet Street (24).*
- 65) *My final word to Humphrey, as the meeting concluded, was to see that the speech went straight to the press (24).*
- 66) *I realised that my speech, which had gone out to the press, could not have been timed worse (26).*
- 67) *I realised that this could be the end for me (27).*
- 68) *I asked Humphrey what was likely to happen (27).*
- 69) *As I started down the corridor I thought I heard Sir Humphrey add: ‘Blessed be the name of the Prime Minister’ (27).*
- 70) *Sir Humphrey asked him what news there was (28).*
- 71) *I explained that I gave express instructions for it to go out at twelve noon (28).*
- 72) *I could see that there was only one possibility left (28).*
- 73) *He didn’t even seem to understand what I meant (28).*
- 74) *I didn’t exactly care for the word ‘suppress’, but I had to agree that that was exactly what I did mean (29).*
- 75) *At first I didn’t quite grasp what that meant (29).*
- 76) *But he then went on to say that the Department had failed to rescind the interdepartmental clearance procedures, which meant that the supplementary stop-order came into effect, which meant that it was all all right (29)!*

THE OFFICIAL VISIT:

- 1) *I asked Bernard what it meant (31).*
- 2) *I realised that Whitehall papers, though totally incomprehensible to people who speak ordinary English, are written in the everyday language of Whitehall Man (31).*
- 3) *Bernard was eager to tell me what I had to do in order to lighten the load of my correspondences (33).*
- 4) *But it was explained to me that there was an administrative problem because Her Majesty is due to be up at Balmoral when the President arrives (34).*

- 5) *I'd always thought that State Visits were arranged years in advance (34).*
- 6) *I asked if the president of Buranda isn't the Head of State (34)?*
- 7) *Sir Humphrey said that indeed he was, but also the Head of Government (34).*
- 8) *I said that, if he's merely coming as Head of Government, I didn't see why the Queen had to greet him (34).*
- 9) *Humphrey said that it was because she is the Head of the State (34).*
- 10) *I said that I'd never heard of Buranda anyway, and I didn't know why we were bothering with an official visit from this tin-pot little African country (35).*
- 11) *They glanced nervously around to check that I'd not been overheard (35).*
- 12) *But this morning I remembered that we have three by-elections pending in three marginal Scottish constituencies, as a result of the death of one member who was so surprised that his constituents re-elected him in spite of his corruption and dishonesty that he had a heart attack and died, and as a result of the elevation of the two members to the Lords on the formation of the new government (36).*
- 13) *But I could see that I had to think up a better reason (for Civil Service consumption, at last) or else this excellent plan would be blocked somehow (37–38).*
- 14) *So I asked Humphrey why the President of Buranda was coming to Britain (38).*
- 15) *I knew I'd got him in the run (38).*
- 16) *Bernard warned me that Humphrey's next move, over this Scottish business, would be to set up an interdepartmental committee to investigate and report (39).*
- 17) *I began to see why he's a high-flyer (39).*
- 18) *I decided to ask Bernard what Humphrey really had against the idea (39).*
- 19) *I remarked that Humphrey should be pleased by this (39).*
- 20) *I asked Bernard if Humphrey had lots of medals to wear (39).*
- 21) *I thought Honours were always a big secret (39).*
- 22) *'Where to?' I said, then felt rather foolish as I realised what he was talking about (41).*
- 23) *Then I realised it was another of Bernard's daft suggestions: what's the point of scrambling a phone conversation about something that's just been on the television (41)?*
- 24) *I thought he was joking (41).*
- 25) *I said that we must make sure that the official visit was still on, come what way (41–42).*

- 26) *I pointed out, rather wittily I thought, that we were not considering him for membership of the Athenaeum Club (42).*
- 27) *I said that I didn't give a stuff what he was like (42).*
- 28) *Bernard listened, then told us that the new President of Buranda had announced his intention to visit Britain next week, in line with his predecessor's arrangements (43).*
- 29) *I asked Bernard if the cables had come through from Mungoville (43).*
- 30) *I asked Bernard how many planes Burandan Airways had (44).*
- 31) *Bernard gave me the day's schedule and explained that I was booked on the night sleeper from King' Cross to Edinburgh because I had to vote in a three-line whip at the House tonight and would have to miss the last plane (44).*
- 32) *Then the commentator, in that special hushed BBC voice used for any occasion which Royalty is connected, announced reverentially that we were about to catch our first glimpse of President Selim (44).*
- 33) *Bernard asked me if I were sure (44).*
- 34) *I sent Bernard for Sir Humphrey, who was delighted to hear that we now know something about our official visitor (44).*
- 35) *And I pointed out that as Charlie was only here for a couple of days he couldn't do much harm anyway (45).*
- 36) *As he had predicted, I said – as casually as I could – that I might as well glance through it (46).*
- 37) *I realised that I had very little choice (46).*
- 38) *Bernard seemed to think that I'd done the right thing (46).*
- 39) *Bernard informed me that he was offering me an advance copy of President Selim's speech for tomorrow (today now – oh my God!) which had been sent around by the Burandan Embassy (47).*
- 40) *Bernard agreed that all of that rubbish was in the speech, but insisted that I read the important bits at once – bits he'd underlined in red ink (47).*
- 41) *He then said he was distributing copies around the train (47).*
- 42) *I thought he'd gone completely crackers – but he explained that Sir Humphrey and the Foreign Secretary and the Perm. Sec. to the Foreign Sec. and our press officer and assorted other dignitaries were on the train (47).*
- 43) *He went on to say that he didn't like to say that he'd told me so, but he'd had told me so (48).*

- 44) *I asked him if he was trying to be funny (48).*
- 45) *I reiterated that something had to be done (48).*
- 46) *He knew who he was (49).*
- 47) *I asked Martin why Selim Mohammed would want to make such a speech here (49).*
- 48) *I thought that was a good idea (49).*
- 49) *Whereupon he announced that he had brought along Bill Pritchard from the press office (49).*
- 50) *I asked Humphrey if a statement was a good idea (49).*
- 51) *I asked him which we should do (49).*
- 52) *Then I saw what he meant (50).*
- 53) *He clearly thought I was awaiting a response (50).*
- 54) *I realised I had no choice (51).*
- 55) *I had forgotten what beautiful English he spoke (51).*
- 56) *I told him we'd seen the advance copy (52).*
- 57) *He asked if we liked it (52).*
- 58) *I asked him if, as old friends, I could speak frankly (52).*
- 59) *I tried to make him realised that the bit about colonialist oppression was slightly – well, really, profoundly embarrassing (52).*
- 60) *I asked him if he couldn't just snip out the whole chunk about the Scots and the Irish (52).*
- 61) *He then told us that his little change of government in Buranda had alarmed some of the investors in their oil industry (52).*
- 62) *So I pointed out that fifty million was a lot of money (52).*
- 63) *'Oh well, in that case...' began Charlie, and I could see that he was about to end the meeting (52).*
- 64) *I got another note from Humphrey, which pointed out that, if interest ran at ten per cent on average, and if the loan was interest free for ten years, he was in effect asking for a free gift of fifty million pounds (53).*
- 65) *He very reasonably (I thought) explained that it was all to our advantage, because they would use the loan to buy oil rigs built on the Clyde (53).*
- 66) *Charlie feigned surprise at my making this conversation, but agreed that he would make cuts (53).*
- 67) *'Your proposal, naturally,' I said hastily and then realised this was a trick question (53).*

- 68) *I turned to Humphrey, and said that I thought we could agree to this (53).*
- 69) *I couldn't see why Humphrey was so steamed up (53).*
- 70) *Humphrey said we'd never get the money back, and therefore he could not recommend it to the Treasury and the Treasury would never recommend it to Cabinet (53–54).*
- 71) *I explained that this is diplomacy (54).*
- 72) *He said it was corruption (54).*
- 73) *I thought he'd come to that conclusion (54).*

THE ECONOMY DRIVE:

- 1) *When I got to the office Bernard offered me the paper and asked if I'd read it (55).*
- 2) *I told him I'd read it (55).*
- 3) *Bernard told me that Frank had read it, and wanted to see me (55).*
- 4) *Then Frank came in and asked me if I'd read it (55–56).*
- 5) *I told him I'd read it (56).*
- 6) *I told him I'd read it (56).*
- 7) *I wondered how many copies they sell every day (56).*
- 8) *Bernard sniggered, till he saw that I was not amused (56).*
- 9) *Frank then informed me, as if I didn't already know, that this article is politically very damaging, and that I had to make slimming down the Civil Service a priority (56).*
- 10) *I told him I wanted facts, answers (57).*
- 11) *After Sir H. left Frank told me that there was a cover-up going on (58).*
- 12) *I asked Bernard if this story were true (58).*
- 13) *Bernard said that he didn't know, but if so, he would be aghast (58).*
- 14) *Bernard said he'd find out through the grapevine, and I arranged with Frank to do some more ferreting (58).*
- 15) *I remarked that I was aghast (58).*
- 16) *Woolley said he also was aghast, and that it was incredible that we knew nothing of this (58).*
- 17) *Then I asked him why he was looking worried (59).*
- 18) *He revealed that he genuinely wanted the DAA to save money (59).*
- 19) *He volunteered information that Frank Weisel was ferreting (60).*

- 20) *The meeting didn't actually end the way I thought it would, but we do now have a real programme of action, though not the one I expected (65).*
- 21) *I told Sir Humphrey that he would be pretty surprised by it all, and that the new facts seemed to be a frightening indictment of bureaucratic sloppiness and self-indulgence (65).*
- 22) *Sir Humphrey seemed very concerned and intrigued, and was eager to learn where there might be scope for dramatic economies (65).*
- 23) *Sir Humphrey said he happened to know about Chadwick House (65).*
- 24) *I asked him what he meant (65).*
- 25) *So I asked him what he did mean (65).*
- 26) *I pointed out that absolutely everyone knows that it exists (65).*
- 27) *I remarked that it sounds like something you do to cats (65).*
- 28) *It was all quite amicable, but I could see that he had no intention of discussing anything that was remotely to do with security while Frank was present (66).*
- 29) *Frank moved on, and suggested we sold 3 to 17 Beaconsfield Street (66).*
- 30) *I waited for him to complete his sentence, but after a while it became apparent that he thought he had already done so (66).*
- 31) *I realised at once that I was on a very sticky wicket (67).*
- 32) *Here, I felt I was on rock-solid ground (68).*
- 33) *My heart sank again, but I waited to hear what it was (69).*
- 34) *He broke off, and waited to see how I reacted (69).*
- 35) *It became clear that Humphrey's scheme was that he and I should set a personal example (69).*
- 36) *He pointed out that there would be lots of great publicity in it (69).*
- 37) *He suggested the sort of newspaper headlines we'd be getting: THE MINISTER SHOWS THE WAY, OR SLIMLINE GOVERNMENT, HACKER SETS EXAMPLE (69).*
- 38) *I explained that it was an economy drive and that I was setting an example of no frills, no luxuries and no privileges (70).*
- 39) *I explained that this move would give me much greater power in the end (70).*
- 40) *I suspected, green though I still was, that Sir Humphrey Appleby had created a potentially disastrous situation (71).*
- 41) *I told Watson that nobody could see the Minister without an appointment, and left the Private office to go to the Whip's Office (71–72).*

- 42) *Watson overheard, realised that Hacker was free at that moment, and walked straight into his office (72).*
- 43) *And no one warned the Minister that he was meeting Watson instead of Brough (72).*
- 44) *A man walked into my office and naturally I assumed he was Brough (72).*
- 45) *Naturally, I assumed that Watson had been sent by Brough, and had come instead (72).*
- 46) *He asked me if I wouldn't be holding discussion with the unions first (72).*
- 47) *I thought he should know, after all, he had to negotiate with them (72).*
- 48) *It was at this moment that Watson revealed that he was not Mr Brough's deputy, but he was in fact the General Secretary of the Civil Service Transport and Associated Government Workers (73).*
- 49) *And he had come to my office to check that there was no truth in the rumours about redundancies for his members (73)!*
- 50) *I asked Bernard how he could have let this happen (73).*
- 51) *I wasn't sure what he meant (73).*
- 52) *I asked Bernard to get me my car – and then realised, as I spoke, that there were no drivers (73).*
- 53) *I got hold of her and told her the garage would wait – the car would get us from Whitehall to Kensington okay (73).*
- 54) *I asked Annie for the umbrella, she said I had it (74).*
- 55) *I knew she had it (74).*
- 56) *Sir Humphrey read it aloud, and remarked that it was slightly better, perhaps, than first (74).*
- 57) *I asked if anyone had said anything beyond 'tired and emotional' (74).*
- 58) *Bernard informed me that William Hickey said I was 'overwrought' (74).*
- 59) *By now I felt that it could not get any worse (75).*
- 60) *I didn't know what we were going to do about the four hundred new people supervising our economy drive or four hundred new people for the Bureaucratic Watchdog Office, or anything (76)!*
- 61) *I simply sat and waited and hoped that my head would stop thumping and that some idea would be suggested by someone sometime soon (76).*

BIG BROTHER:

- 1) *I went to usual Christmas parties for the constituency party, the old people's home, the general hospital, and assorted other gatherings and it all went quite well – I got my photo in the local rag four or five times, and avoided saying anything that committed me to anything (78).*
- 2) *'We are going to talk about cutting government extravagance and that sort of thing, aren't we?' I asked, and then immediately realised that I had phrased that rather badly (78).*
- 3) *I tried to persuade him that people weren't interested in the Data Base, that it was too trivial (79).*
- 4) *He said he thought people were very interested in it, and were worried about Big Brother (79).*
- 5) *This annoyed me, and I told him he couldn't trivialize the National Data Base with that sort of sensationalistic approach (79).*
- 6) *Bob replied that as I'd just said it was trivial already, why not (79)?*
- 7) *She said I was getting a bit pink (79).*
- 8) *Just before we started recording I remarked that I could well do without all those old chestnut questions like, 'Are we creating a Police State' (79)?*
- 9) *I thought I'd waffled a bit, but Bob told me I'd stonewalled beautifully (85).*
- 10) *He said that one of his research girls had found it, and asked if I wanted to meet her (85).*
- 11) *Humphrey and Bernard thought I'd been splendid (85).*
- 12) *When I asked him what he thought, he just snorted like a horse (85).*
- 13) *Bernard told me I was to meet him at Paddington at 8 a.m. tomorrow, because I was to speak at the Luncheon of the Conference of Municipal Treasurers at the Vehicle Licensing Centre in Swansea (86).*
- 14) *Frank then reminded me that I was due in Newcastle tomorrow night to address the by-election meeting (86).*
- 15) *Bernard pointed out to me that I couldn't do both and I explained this to Frank (86).*
- 16) *Frank pointed out that the by-election was important to us, whereas the Swansea trip was just a Civil Service junket, and I explained this to Bernard (86).*

- 17) *Bernard then reminded me that the Conference had been in my diary for some time and that they all expected me to go to Swansea, and I explained this to Frank and then Frank reminded me that Central House expected me to go to Newcastle, but I didn't explain this to Bernard because by this time I was tired of explaining and I said so (86).*
- 18) *So Frank asked Bernard to explain why I was double booked, Bernard said no one had told him about Newcastle, I asked Frank why he hadn't told Bernard, Frank asked me why I hadn't told Bernard, and I pointed out that I couldn't remember everything (86).*
- 19) *I asked if he was sure (86).*
- 20) *I wasn't sure whether or not he was asking for clarification or sending me up (87).*
- 21) *She reminded me that it is our anniversary tomorrow and we have arranged to go to Paris (87).*
- 22) *She told me to cancel my meetings, I said I couldn't, so she said she'd go to Paris without me (87).*
- 23) *I told him it was my wife's anniversary – Annie said, 'yours too' – and mine too (87).*
- 24) *I told him I was going to Paris tomorrow, instead, and that it was final and that I knew I'd said it was final before but now this was really final – I told him he'd have to sort everything out (87).*
- 25) *I asked her what that was supposed to mean (88).*
- 26) *I couldn't see what was wrong, but something certainly was (88).*
- 27) *Annie suggested, as we weren't going to Paris after all, we might at least go for a quite little candlelit dinner on the corner (88).*
- 28) *I told her that I couldn't, because Bernard told me to work through three red boxes (88).*
- 29) *When you edited Reform you were quite different – you went in, you told people what to do, demanded what you wanted, and you got it (88)!*
- 30) *And, suddenly, I saw that it was true (88).*
- 31) *She smiled reproachfully at me, and I realised that I still hadn't broken out of this destructive pattern of behaviour (89).*
- 32) *Then I told him that Frank was absolutely correct, and Bob McKenzie too – the National Data Base has to be organized differently (89).*

- 33) *Sir Humphrey took this opportunity to explain to me that we can go ahead, if the Cabinet agrees, and take the matter to the Ministerial Committee, and then we can go ahead to the Official Committee Cabinet (90).*
- 34) *I interrupted to point out that we'd started with Cabinet (90).*
- 35) *I conceded the point, but remarked that after going back to Cabinet we could then go ahead (90).*
- 36) *Suddenly I realised he was blurring the whole issue (90).*
- 37) *At first I thought he was thinking (91).*
- 38) *Then I thought he hadn't heard me, for some curious reason (91).*
- 39) *I thought he'd become ill (91).*
- 40) *I asked him what exactly he meant (91).*
- 41) *Sir Humphrey knew that he'd scored a bull's-eye (91).*
- 42) *I pointed out to Sir Humphrey that Tom Sargent was my predecessor, and he wouldn't mind (91).*
- 43) *'It's the principle, Minister,' he said, and added that it just wouldn't be cricket (91).*
- 44) *Bernard said that because of the adverse (Barnard called it 'not entirely favourable') press reaction to my appearance on Topic, the other network wants me to appear on their programme World in Focus (92).*
- 45) *I asked Humphrey what I was to say about safeguards for Data Base, in view of our very limited progress today (92).*
- 46) *I asked if I could join him, and he was only too pleased (92).*
- 47) *I could see no reason to beat about the bush, and I told him that, quite honestly, I'm not enjoying it as much as I'd expected to (92).*
- 48) *I dodged that one, but said that it's so very hard to get anything done (92).*
- 49) *It merged from the conversation that the technique in question was Humphrey's system for stalling (92).*
- 50) *Tom asked what the policy was that I'm trying to push through (93).*
- 51) *When I told him that I'm trying to make the National Integrated Data Base less of a Big Brother, he roared with laughter (93).*
- 52) *Tom said there were none – all solved (93).*
- 53) *And Tom guessed that my enquires about the past were met in silence – 'clever bugger, he's wiped the state clean' (93).*

- 54) *Tom advised me not to let on that we'd had this conversation, because it would spoil the fun (93).*
- 55) *Finally, Tom told me what Humphrey's next move would be (94).*
- 56) *He asked how many boxes they'd given me for tonight: 'Three? Four' (94)?*
- 57) *I explained to her that the Opposition aren't really the opposition (94).*
- 58) *I told him it was 2 a.m. (95).*
- 59) *He sounded as though he'd really woken up now (95).*
- 60) *I told him I'd just got the paper on the Data Base (95).*
- 61) *I told him that I thought he needed to know, straight away, that I wasn't happy with it, that I knew he'd be grateful to have a little extra time to work on something else, and that I hoped he didn't mind my calling him (95).*
- 62) *After I rang off I realised I'd forgotten to tell him to come and talk about it before Cabinet tomorrow (95).*
- 63) *Humphrey was surprised that his objection had been brushed aside so early, without protracted discussion – so surprised that he went straight on to his second stage (96).*
- 64) *Humphrey had noticed this by now, and tried to look over my shoulder to see what was written there (96).*
- 65) *He just couldn't work out how I was so thoroughly in command of the situation (97).*
- 66) *Again he tried to see what I had written down (97).*
- 67) *I wondered whether he was being discreet, stubborn or courageous (97).*
- 68) *He realised that he had to speak, or the jig was up (97).*
- 69) *Casually, I enquired if he'd never investigated safeguards before, under another government perhaps, as I thought I remembered written answers to parliamentary questions in the past (97).*
- 70) *I told him that I wanted safeguards on the use of the Data Base made available immediately (98).*
- 71) *He told me it isn't possible (98).*
- 72) *I told him it is (98).*
- 73) *He told me it isn't (98).*
- 74) *I told him it is (98).*
- 75) *I didn't want to reveal that Tom told me of the safeguards that were ready and waiting, because then I'd have no more aces up my sleeve (98).*

- 76) *I asked him if he could get me out of the lunch (98).*
- 77) *I well remember that Humphrey Appleby's face was a picture when Jim made his statement – especially at the moment when he said that his Permanent Secretary had staked his reputation on it (101).*
- 78) *I was obliged to say that, in my opinion, it was checkmate (101).*
- 79) *Actually, it didn't matter whether he'd seen me or not, because my TV appearance was completely reported in this morning's press (101).*

THE WRITING ON THE WALL:

- 1) *I realised early on (in my first week as a Minister, in fact) that the open Government presents real problems (103).*
- 2) *I told Humphrey that I still wasn't happy with it, and he obligingly offered to redraft it (105).*
- 3) *I pointed out that he had redrafted it three times already (105).*
- 4) *I told him I could count (105).*
- 5) *I told him not to quibble, and Humphrey said placatingly he would be happy to redraft the report a third time (105).*
- 6) *I mentioned this to Bernard, and he thought it was a good idea (107).*
- 7) *Hacker reckoned without the pressure that the Civil Service can apply to its own people (107).*
- 8) *Sir Humphrey enquired about the fourth draft report several times over next two weeks, and observed that Bernard Woolley was giving evasive answers (107).*
- 9) *I explained that I had chosen to ask him (108).*
- 10) *As he reminded stubbornly silent, I observed that he did not seem to be replying (108).*
- 11) *In answer to other questions, B.W. insisted that the Minister is doing his boxes conscientiously, but repeatedly refused to explain the delay over the draft report, merely advising me to enquire of the minister as he (B.W.) was the Minister's Private Secretary (108).*
- 12) *I therefore reminded him that he was an employee of the DAA (108).*
- 13) *Naturally, I answered B.W. by saying that no Private Secretary should pass on such information, if given in confidence (108).*

- 14) *I told him that I have redrafted the redraft myself, that I'm perfectly happy with it, and that I don't want him to redraft it again (110).*
- 15) *I asked him if we hadn't already set up a committee to investigate delays in the Civil Service (110).*
- 16) *I reminded him that the All-Party Select Committee on Administrative Affairs, which I founded, has been a great success (110).*
- 17) *This was probably an error, because he immediately asked me what it has achieved (110).*
- 18) *I was forced to admit that it hasn't actually achieved anything yet, but I pointed out that party is very pleased by it (110).*
- 19) *I demanded to know what he was actually saying (111).*
- 20) *I explained that it is because the report is to be published that I am submitting the evidence (111).*
- 21) *Then, after a rather long pause for thought, he enquired if he might make one or more suggestion (111).*
- 22) *To my horror, I was informed that the Cabinet was due to discuss my proposal to close down the Land Registry – or what was described as my proposal (111)!*
- 23) *Bernard told me I'd initialled it (112).*
- 24) *Bernard assured me that I didn't really need to know much about the proposal because his information on the grapevine, through the Private Office network, was that the proposal would go through on the nod (112).*
- 25) *Hughes revealed that the Think-Tank recommendation accepted the idea of reducing the number of autonomous government departments (113).*
- 26) *Dr Hughes explained to Sir Humphrey that the Central Policy Review Staff do not sully their elevated minds with anything as squalid as evidence from Ministers (113)!*
- 27) *Humphrey informed me, at an urgently convened meeting at nine a.m. this morning that Dr Donald Hughes had made these points [...] (113).*
- 28) *And, of course, I always knew that the DAA was a political graveyard and that the PM might have been handing me a poisoned chalice – after all, I did run Martin's leadership campaign against the PM – whose motto, incidentally, is 'in Defeat, Malice – in Victory, Revenge' (114)!*
- 29) *I told Humphrey I was appalled (114).*
- 30) *Bernard said he was appalled, too (114).*

- 31) *I asked Humphrey if I'd get another job, whether or not I was sent to the Lords (115).*
- 32) *He replied that it was all my fault, because of my proposal to the Think-Tank to carry out the phase reduction of the Civil Service (115).*
- 33) *But Humphrey revealed that the Party sent an advance copy to the PM from Central House (115).*
- 34) *Humphrey asked me if I had any suggestions (115).*
- 35) *I thought his job was to work with me on all occasions (116).*
- 36) *Clearly he was about to imply that anything I had to say on the subject would be beneath contempt (116).*
- 37) *But Humphrey reiterated that he really meant that we should work together (116).*
- 38) *Then, to my utter astonishment, he suggested that we sent for Frank Weisel (116).*
- 39) *I suggested that Fleet Street might be of use, if Frank can get the press on our side (116).*
- 40) *I asked him what suggestions he had (116).*
- 41) *We all agreed that it was appalling (116).*
- 42) *Frank pointed out that this idea of mine wasn't much good, as the scheme to abolish the DAA would probably be popular with backbenchers (117).*
- 43) *So I pointed out that it was Humphrey's idea, anyway (117).*
- 44) *He'd thought it was a good idea as I'm known to be pro-Europe, and he thinks that a Europass will simplify administration in the long run (117).*
- 45) *Frank and I tried to explain to the officials that for me to introduce such a scheme would be political suicide (117).*
- 46) *Humphrey then observed mournfully that the identity card bill would probably be the last action of our Department (118).*
- 47) *Frank and I, unlike the civil servants, were still puzzled that such a proposal as the Europass could even be seriously under consideration by the FCO (119).*
- 48) *I asked Humphrey if the Foreign Office doesn't realise how damaging this would be to the European ideal (119)?*
- 49) *In fact the Civil Service was united in its desire to make sure the Common Market didn't work (119).*
- 50) *I thought that all of us who are publicly pro-Europe believed in the European ideal (119).*
- 51) *I suddenly realised that Martin will be on my side (120).*

- 52) *I didn't know whether I was supposed to smile, or congratulate him on his wit, or what (120-21).*
- 53) *I agreed, and remarked that this Europass thing is the worst disaster to befall the government since I was made a member of the Cabinet (121).*
- 54) *I certainly didn't know it wouldn't happen – but then, I didn't even know it would happen till yesterday (121).*
- 55) *I was now excited that I was becoming incoherent (122).*
- 56) *A puzzled Humphrey asked me if I were referring to the Welsh Nationalist Party (122).*
- 57) *He apologised, and said he'd return later, but I stopped him (122).*
- 58) *I told him that he was the very man I wanted to see, that I wanted his advice, and invited him to take a pew (122).*
- 59) *He pretended that he was eager to help me (122).*
- 60) *But he warned that if it were a case of shutting stable doors after horses have bolted, even he would be powerless to help (122).*
- 61) *I said, flatteringly, that I'm sure that he would not be powerless (122).*
- 62) *I told Hughes that I knew that a backbencher was planning to table a question to the PM about whether or not the Europass is to be adopted by Britain (122).*
- 63) *Hughes said that it was highly improbable that such a question would be asked (122).*
- 64) *Of course, he and I both knew that, as yet, there was no question and no such backbencher – but that could be, if I chose to set it up (122).*
- 65) *Hughes said that in that case, he was sure it could be arranged, that it would be a pleasure, how much he'd enjoyed chatting to us all, excused himself and left (123).*
- 66) *Bernard asked, after Donald Hughes had gone, if Hughes can really fix it for us (123).*

Appendix 2

OPEN GOVERNMENT:

- 1) *I patiently explained to her that, as my political advisor, I depend on Frank more than anyone (Lynn and Jay 1989, 12).*
- 2) *I decided that she must be a bit tense (12).*
- 3) *On the other hand, Martin reminded me (when he phoned to congratulate me) that the DAA is a political graveyard, a bit like the Home Office, and the PM may have over-promoted me – a vengeful move (13).*
- 4) *I was struck for the second time how well-informed this young man is. (14).*
- 5) *Bernard immediately assured me that everything in the office can be changed at my command – furniture, décor, paintings, office routine (15).*
- 6) *Bernard then told me that they have two types of chair in stock, to go with two kinds of Minister (15).*
- 7) *I decided that the time had come to be blunt and to tell them what's what (15).*
- 8) *Sir Humphrey was very helpful, and suggested that I mean redeploy them – which, I suppose, is what I do mean (15).*
- 9) *Sir Humphrey remarked that people have funny ideas about the Civil Service (16).*
- 10) *I noticed that everything in the diary is in pencil, so presumably much of it can be and will be changed (18).*
- 11) *I pointed out to Bernard that I have various other commitments (18).*
- 12) *When I jibbed at his a bit, Sir Humphrey explained that there are a lot of decisions to take and announcements to prove (18).*
- 13) *Today I found that we have a problem with Frank Weisel (18).*
- 14) *I concluded, correctly, that it is defence and trade, i.e. the new aerospace systems contract (20).*
- 15) *I asked young Bernard what he makes of our new minister (21).*
- 16) *I explained that we are calling the White Paper Open Government because you always dispose of the difficult bit in title (21).*
- 17) *Arnold pointed out, with a great clarity, that Open Government is a contradiction in terms (21).*
- 18) *We explained that, in fact, they have a right to be ignorant (21).*

19) *I remarked that one does not just give people what they want, if it's not good for them (21).*

20) *He admitted that DAA has purchased this brand for the whole of Whitehall (23).*

21) *He responded that it was beyond his power to do so, and that it could only be cancelled by the Treasury (23).*

THE OFFICIAL VISIT:

1) *I realised that Whitehall papers, though totally incomprehensible to people who speak ordinary English, are written in the everyday language of Whitehall Man (31).*

2) *I asked if the president of Buranda isn't the Head of State (34)?*

3) *Humphrey said that it was because she is the Head of the State (34).*

4) *But this morning I remembered that we have three by-elections pending in three marginal Scottish constituencies, as a result of the death of one member who was so surprised that his constituents re-elected him in spite of his corruption and dishonesty that he had a heart attack and died, and as a result of the elevation of the two members to the Lords on the formation of the new government (36).*

5) *I began to see why he's a high-flyer (39).*

6) *I said that we must make sure that the official visit was still on, come what way (41–42).*

7) *I sent Bernard for Sir Humphrey, who was delighted to hear that we now know something about our official visitor (44).*

8) *I explained that this is diplomacy (54).*

THE ECONOMY DRIVE:

1) *I wondered how many copies they sell every day (56).*

2) *Frank then informed me, as if I didn't already know, that this article is politically very damaging, and that I had to make slimming down the Civil Service a priority (56).*

3) *I pointed out that absolutely everyone knows that it exists (65).*

4) *I remarked that it sounds like something you do to cats (65).*

BIG BROTHER:

- 1) *She reminded me that it is our anniversary tomorrow and we have arranged to go to Paris (87).*
- 2) *Annie suggested, as we weren't going to Paris after all, we might at least go for a quite little candlelit dinner on the corner (88).*
- 3) *Sir Humphrey took this opportunity to explain to me that we can go ahead, if the Cabinet agrees, and take the matter to the Ministerial Committee, and then we can go ahead to the Official Committee Cabinet (90).*
- 4) *Bernard said that because of the adverse (Barnard called it 'not entirely favourable') press reaction to my appearance on Topic, the other network wants me to appear on their programme World in Focus (92).*
- 5) *I could see no reason to beat about the bush, and I told him that, quite honestly, I'm not enjoying it as much as I'd expected to (92).*
- 6) *I dodged that one, but said that it's so very hard to get anything done (92).*
- 7) *When I told him that I'm trying to make the National Integrated Data Base less of a Big Brother, he roared with laughter (93).*
- 8) *I explained to her that the Opposition aren't really the opposition (94).*
- 9) *He told me it isn't possible (98).*
- 10) *I told him it is (98).*
- 11) *He told me it isn't (98).*
- 12) *I told him it is (98).*

THE WRITING ON THE WALL:

- 1) *I realised early on (in my first week as a Minister, in fact) that the open Government presents real problems (103).*
- 2) *Hacker reckoned without the pressure that the Civil Service can apply to its own people (107).*
- 3) *In answer to other questions, B.W. insisted that the Minister is doing his boxes conscientiously, but repeatedly refused to explain the delay over the draft report, merely advising me to enquire of the minister as he (B.W.) was the Minister's Private Secretary (108).*
- 4) *I told him that I have redrafted the redraft myself, that I'm perfectly happy with it, and that I don't want him to redraft it again (110).*

- 5) *I reminded him that the All-Party Select Committee on Administrative Affairs, which I founded, has been a great success (110).*
- 6) *This was probably an error, because he immediately asked me what it has achieved (110).*
- 7) *I was forced to admit that it hasn't actually achieved anything yet, but I pointed out that party is very pleased by it (110).*
- 8) *I explained that it is because the report is to be published that I am submitting the evidence (111).*
- 9) *Dr Hughes explained to Sir Humphrey that the Central Policy Review Staff do not sully their elevated minds with anything as squalid as evidence from Ministers (113)!*
- 10) *I asked Humphrey if the Foreign Office doesn't realise how damaging this would be to the European ideal (119)?*
- 11) *I suddenly realised that Martin will be on my side (120).*
- 12) *I agreed, and remarked that this Europass thing is the worst disaster to befall the government since I was made a member of the Cabinet (121).*
- 13) *I said, flatteringly, that I'm sure that he would not be powerless (122).*
- 14) *Hughes said that in that case, he was sure it could be arranged, that it would be a pleasure, how much he'd enjoyed chatting to us all, excused himself and left (123).*

Appendix 3

OPEN GOVERNMENT:

1) *I explained to her that I couldn't because I was waiting for the call* (Lynn and Jay 1989, 11).

TRANSLATION: *Vysvětlil jsem jí, že to nejde, protože čekám telefonní hovor* (Lynn and Jay 2011, 14).

2) *I decided that she must be a bit tense* (Lynn and Jay 1989, 12).

TRANSLATION: *Usoudil jsem, že je nějaká nervózní* (Lynn and Jay 2011, 14).

3) *The question was whether the PM would be strong enough to ignore Jim Hacker or whether, in the interests of party unity, the PM would be obliged to give him a good job* (Lynn and Jay 1989, 13).

TRANSLATION: *Šlo o to, jestli má předseda vlády tak silnou pozici, aby mohl Hackera ignorovat, nebo jestli mu bude muset dát křeslo v zájmu zachování jednoty strany* (Lynn and Jay 2011, 15).

4) *On the other hand, Martin reminded me (when he phoned to congratulate me) that the DAA is a political graveyard, a bit like the Home Office, and the PM may have over-promoted me – a vengeful move* (Lynn and Jay 1989, 13).

TRANSLATION: *Na druhé straně mě Martin upozornil (zároveň s gratulací), že MAZ je politický hřbitov, tak trochu jako ministerstvo vnitra, a že to možná udělal předseda vlády schválně, aby se mi pomstil* (Lynn and Jay 2011, 15).

5) *Bernard immediately assured me that everything in the office can be changed at my command – furniture, décor, paintings, office routine* (Lynn and Jay 1989, 15).

TRANSLATION: *Ale Bernard mě okamžitě ujistil, že pokud budu chtít cokoliv v pracovním změnit – nábytek, obrazy, čalounění, návštěvní hodiny – stačí říct* (Lynn and Jay 2011, 18).

6) *I explained that we had to start by getting rid of people who just make work for each other* (Lynn and Jay 1989, 15).

TRANSLATION: *Vysvětlil jsem, že začneme tím, že se zbavíme lidí, co jenom vymýšlejí práci jeden pro druhého* (Lynn and Jay 2011, 18).

7) *I asked how this was possible, since they didn't even know who would win the election* (Lynn and Jay 1989, 17).

TRANSLATION: *Zeptal jsem se, jak je to možné, když vlastně doted' nevěděli, kdo vyhraje volby* (Lynn and Jay 2011, 20).

8) *I insisted that I would take all the decisions and read all the relevant documents* (Lynn and Jay 1989, 18).

TRANSLATION: *Trval jsem na tom, že já budu dělat všechna rozhodnutí a všechny dokumenty si přečtu* (Lynn and Jay 2011, 21).

9) *I asked Bernard if he could keep a secret* (Lynn and Jay 1989, 22).

TRANSLATION: *Zeptal jsem se Bernarda, jestli dokáže zachovat tajemství* (Lynn and Jay 2011, 25).

10) *He said he could* (Lynn and Jay 1989, 22).

TRANSLATION: *Řekl, že ano* (Lynn and Jay 2011, 25).

11) *I replied that I could, too* (Lynn and Jay 1989, 22).

TRANSLATION: *Tak jsem podotkl, že já rovněž* (Lynn and Jay 2011, 25).

12) *He responded that it was beyond his power to do so, and that it could only be cancelled by the Treasury* (Lynn and Jay 1989, 23).

TRANSLATION: *Prohlásil, že k tomu nemá pravomoc. Zrušit to může jenom ministerstvo financí* (Lynn and Jay 2011, 27).

13) *He said it would be a major change of policy for the Civil Service to cancel contracts freely entered into* (Lynn and Jay 1989, 23).

TRANSLATION: *Dodal, že pokud státní správa odstoupí od objednávky, kterou předtím dobrovolně uzavřela, bude to znamenat zásadní změnu politiky* (Lynn and Jay 2011, 27).

14) *He suggested (a trifle impertinently, I thought) that I should take it up in Cabinet* (Lynn and Jay 1989, 23).

TRANSLATION: *Navrhl (poněkud impertinentně), že bych měl své přání přednést vládě* (Lynn and Jay 2011, 27).

15) *Bernard then said he would circulate the speech, as soon as it was written, for clearance* (Lynn and Jay 1989, 24).

TRANSLATION: *Bernard tedy řekl, že jakmile bude řeč hotova, pošle ji všem ministrům k připomínkovému řízení* (Lynn and Jay 2011, 28).

16) *I realised that my speech, which had gone out to the press, could not have been timed worse* (Lynn and Jay 1989, 26).

TRANSLATION: *Uvědomil jsem si, že můj projev, který už poslali do tisku, nemohl přijít v nevhodnější chvíli (Lynn and Jay 2011, 30).*

17) *I realised that this could be the end for me (Lynn and Jay 1989, 27).*

TRANSLATION: *Uvědomil jsem si, že tohle by také mohl být můj konec (Lynn and Jay 2011, 31).*

THE OFFICIAL VISIT:

1) *Bernard was eager to tell me what I had to do in order to lighten the load of my correspondences (Lynn and Jay 1989, 33).*

TRANSLATION: *Bernard ochotně pokračoval ve vysvětlování, jak snadno mohu zmenšit nápor korespondence (Lynn and Jay 2011, 39).*

2) *I said that, if he's merely coming as Head of Government, I didn't see why the Queen had to greet him (34).*

TRANSLATION: *Řekl jsem, že tedy přijíždím pouze jako předseda vlády, nechápu, proč by ho měla vítat královna (Lynn and Jay 2011, 40).*

3) *But I could see that I had to think up a better reason (for Civil Service consumption, at last) or else this excellent plan would be blocked somehow (Lynn and Jay 1989, 37–38).*

TRANSLATION: *Ale pochopil jsem, že musím přijít s nějakým lepším důvodem (přinejmenším pro státní správu) nebo mi tenhle vynikající plán nějakým způsobem zmaří (Lynn and Jay 2011, 44).*

4) *Bernard warned me that Humphrey's next move, over this Scottish business, would be to set up an interdepartmental committee to investigate and report* (Lynn and Jay 1989, 39).

TRANSLATION: *Bernard mě varoval, že Humphreyho dalším krokem v té skotské záležitosti bude jmenování mezirezortní komise, která bude pověřena vypracováním analýzy vzniklé situace* (Lynn and Jay 2011, 45).

5) *I remarked that Humphrey should be pleased by this* (Lynn and Jay 1989, 39).

TRANSLATION: *Poznamenal jsem, že to by mělo spíš Humphreyho potěšit* (Lynn and Jay 2011, 46).

6) *I said that we must make sure that the official visit was still on, come what way* (Lynn and Jay 1989, 41–42).

TRANSLATION: *Řekl jsem mu, že musíme udělat všechno, aby oficiální návštěva proběhla, ať už přijede, kdo chce* (Lynn and Jay 2011, 46).

7) *Bernard gave me the day's schedule and explained that I was booked on the night sleeper from King' Cross to Edinburgh because I had to vote in a three-line whip at the House tonight and would have to miss the last plane* (Lynn and Jay 1989, 44).

TRANSLATION: *Bernard mi předal můj program a vysvětlil mi, že mám rezervováno lůžko v nočním vlaku z King's Cross do Edinburghu, protože jsem odbržel důrazné upozornění, že se dneska koná důležité hlasování, a musím tudíž ještě večer volit, a tím pádem mi uletí poslední letadlo* (Lynn and Jay 2011, 52).

8) *And I pointed out that as Charlie was only here for a couple of days he couldn't do much harm anyway* (Lynn and Jay 1989, 45).

TRANSLATION: *Pak jsem zdůraznil, že Charlie sem stejně přijel jenom na pár dní, takže nemůže nadělat moc škody* (Lynn and Jay 2011, 53).

9) *As he had predicted, I said – as casually as I could – that I might as well glance through it* (Lynn and Jay 1989, 46).

TRANSLATION: *Jak očekával, řekl jsem – co možná nejlhostejněji – že se tedy na ty jeho papíry podívám* (Lynn and Jay 2011, 54).

10) *I reiterated that something had to be done* (Lynn and Jay 1989, 48).

TRANSLATION: *Opakoval jsem, že musíme něco udělat* (Lynn and Jay 2011, 57).

11) *I asked Martin why Selim Mohammed would want to make such a speech here* (Lynn and Jay 1989, 49).

TRANSLATION: *Zeptal jsem se Martina, co Selim Mohammed může takovouhle řečí sledovat* (Lynn and Jay 2011, 57–58).

12) *I asked him which we should do* (Lynn and Jay 1989, 49).

TRANSLATION: *Zeptal jsem se, kterou navrhuje* (Lynn and Jay 2011, 58).

13) *I asked him if, as old friends, I could speak frankly* (Lynn and Jay 1989, 52).

TRANSLATION: *Zeptal jsem se ho, jestli můžu mluvit otevřeně, jako mezi starými přáteli* (Lynn and Jay 2011, 61).

14) *I asked him if he couldn't just snip out the whole chunk about the Scots and the Irish* (Lynn and Jay 1989, 52).

TRANSLATION: *Pak jsem ho požádal, jestli by nemohl vynechat celou tu pasáž o Skotech a Irech* (Lynn and Jay 2011, 61).

15) *Charlie feigned surprise at my making this conversation, but agreed that he would make cuts* (Lynn and Jay 1989, 53).

TRANSLATION: *Charlie předstíral, že ho překvapilo spojení těchto dvou věcí, ale pak souhlasil, že ty pasáže vynechá* (Lynn and Jay 2011, 63).

16) *I turned to Humphrey, and said that I thought we could agree to this* (Lynn and Jay 1989, 53).

TRANSLATION: *Otočil jsem se k Humphreymu a řekl, že podle mě bychom s tím mohli souhlasit* (Lynn and Jay 2011, 63).

17) *Humphrey said we'd never get the money back, and therefore he could not recommend it to the Treasury and the Treasury would never recommend it to Cabinet* (Lynn and Jay 1989, 53–54).

TRANSLATION: *Humphrey mi řekl, že ty peníze už nikdy neuvidíme a že tudíž takovouhle dohodu nemůže ministerstvu financí doporučit a finance samy to nikdy vládě nedoporučí* (Lynn and Jay 2011, 63).

THE ECONOMY DRIVE:

1) *Frank then informed me, as if I didn't already know, that this article is politically very damaging, and that I had to make slimming down the Civil Service a priority* (Lynn and Jay 1989, 56).

TRANSLATION: *Frank mi pak sdělil – jako bych to nevěděl sám – že takovýhle článek je politicky velice škodlivý a že teď bych měl považovat zeshůhlení státní správy za prioritu číslo jedna* (Lynn and Jay 2011, 66).

2) *Bernard said he'd find out through the grapevine, and I arranged with Frank to do some more ferreting* (Lynn and Jay 1989, 58).

TRANSLATION: *Bernard řekl, že je-li to pravda, tak se to k němu donese* (Lynn and Jay 2011, 69).

3) *The meeting didn't actually end the way I thought it would, but we do now have a real programme of action, though not the one I expected* (Lynn and Jay 1989, 65).

TRANSLATION: *Jednání sice neskončilo právě tak, jak jsem doufal, ale aspoň teď máme jasný program, jak dál postupovat – i když ne takový, jaký jsem čekal* (Lynn and Jay 2011, 75).

4) *I told Sir Humphrey that he would be pretty surprised by it all, and that the new facts seemed to be a frightening indictment of bureaucratic sloppiness and self-indulgence* (Lynn and Jay 1989, 65).

TRANSLATION: *Řekl jsem Humphreymu, že ho čekají velká překvapení a že tyhle nové skutečnosti vypadají jako děsivá obžaloba byrokratického lajdáctví a chamtivosti* (Lynn and Jay 2011, 75).

5) *Sir Humphrey seemed very concerned and intrigued, and was eager to learn where there might be scope for dramatic economies* (Lynn and Jay 1989, 65).

TRANSLATION: *Sira Humphreyho to viditelně velice zaujalo a byl zjevně nedočkavý se dozvědět, kde jsou možnosti pro ta dramatická úsporná řešení* (Lynn and Jay 2011, 75).

6) *It became clear that Humphrey's scheme was that he and I should set a personal example* (Lynn and Jay 1989, 69).

TRANSLATION: *Začínalo mi být jasné, že Humphreyho řešení spočívá v tom, že on a já bychom měli posloužit jako příklad šetrnosti státní správy* (Lynn and Jay 2011, 80).

7) *He pointed out that there would be lots of great publicity in it* (Lynn and Jay 1989, 69).

TRANSLATION: *Upozornil, že přinese spoustu příznivé publicity* (Lynn and Jay 2011, 80).

8) *He suggested the sort of newspaper headlines we'd be getting: THE MINISTER SHOWS THE WAY, OR SLIMLINE GOVERNMENT, HACKER SETS EXAMPLE* (Lynn and Jay 1989, 69).

TRANSLATION: *Vyjmenoval pár titulků, které by se v novinách mohly objevit: MINISTR UKAZUJE, JAK NA TO nebo ZEŠTÍHLENÁ STÁTNÍ SPRÁVA, HACKER JDE PŘÍKLADEM* (Lynn and Jay 2011, 80).

9) *I explained that this move would give me much greater power in the end* (Lynn and Jay 1989, 70).

TRANSLATION: *Vysvětlil jsem jí, že tímhle způsobem se ze mě nakonec stane ještě úspěšnější politik* (Lynn and Jay 2011, 81).

10) *I told Watson that nobody could see the Minister without an appointment, and left the Private office to go to the Whip's Office* (Lynn and Jay 1989, 71–72).

TRANSLATION: *Řekl jsem Watsonovi, že bez předběžně domluvené schůzky nemůže nikdo za ministrem jít a odešel jsem do Whipovy kanceláře* (Lynn and Jay 2011, 83).

11) *He asked me if I wouldn't be holding discussion with the unions first* (Lynn and Jay 1989, 72).

TRANSLATION: *Zeptal se mě, jestli to předběžně neprojednám s odbory* (Lynn and Jay 2011, 84).

12) *I thought he should know, after all, he had to negotiate with them* (Lynn and Jay 1989, 72).

TRANSLATION: *Myslel jsem si, že on to musí vědět nejlíp, on s nimi přece vyjednává* (Lynn and Jay 2011, 84).

13) *I got hold of her and told her the garage would wait – the car would get us from Whitehall to Kensington okay* (Lynn and Jay 1989, 73).

TRANSLATION: *Zeptal jsem se Bernarda, jak mohl nechat k téhle záměně dojít* (Lynn and Jay 2011, 85).

14) *By now I felt that it could not get any worse* (Lynn and Jay 1989, 75).

TRANSLATION: *Zavolał jsem jí a řekl, že oprava počká – že ten kousek z Whitehallu do Kensingtonu snad auto přežije* (Lynn and Jay 2011, 85).

15) *By now I felt that it could not get any worse* (Lynn and Jay 1989, 75).

TRANSLATION: *V tom okamžiku jsem měl pocit, že horší už to být nemůže* (Lynn and Jay 2011, 86).

16) *I simply sat and waited and hoped that my head would stop thumping and that some idea would be suggested by someone sometime soon* (Lynn and Jay 1989, 76).

TRANSLATION: *Prostě jsem tam seděl a čekal a doufal, že mi přestane hučet v hlavě a někdo jiný co nejdřív přijde s nějakým nápadem* (Lynn and Jay 2011, 85).

BIG BROTHER:

1) *This annoyed me, and I told him he couldn't trivialize the National Data Base with that sort of sensationalistic approach* (Lynn and Jay 1989, 79).

TRANSLATION: *To mě namíchlo a řekl jsem mu, že by neměl banalizovat celostátní databázi takovými lacinými a senzacechtivými argumenty (Lynn and Jay 2011, 91).*

- 2) *Just before we started recording I remarked that I could well do without all those old chestnut questions like, ‘Are we creating a Police State’ (Lynn and Jay 1989, 79)?*

TRANSLATION: *Těsně před tím, než se začalo natáčet, jsem poznamenal, že by mě mohl ušetřit těch obehnaných otázek jako: „Nebudujeme u nás policejní stát?“ (Lynn and Jay 2011, 91).*

- 3) *Bernard pointed out to me that I couldn’t do both and I explained this to Frank (86).*

TRANSLATION: *Bernard mě upozornil, že oboje stihnout nemůžu, a já se tedy Frankovi omluvil (Lynn and Jay 2011, 97).*

- 4) *So Frank asked Bernard to explain why I was double booked, Bernard said no one had told him about Newcastle, I asked Frank why he hadn’t told Bernard, Frank asked me why I hadn’t told Bernard, and I pointed out that I couldn’t remember everything (Lynn and Jay 1989, 86).*

TRANSLATION: *Bernard ho upozornil, že mu o cestě do Newcastlu nikdo neřekl, a já se tedy Franka zeptal, proč to Bernardovi neřekl. Frank se zeptal mě, proč jsem to Bernardovi neřekl sám, takže jsem ho upozornil, že si nemůžu pamatovat všechno (Lynn and Jay 2011, 98).*

- 5) *She told me to cancel my meetings, I said I couldn’t, so she said she’d go to Paris without me (Lynn and Jay 1989, 87).*

TRANSLATION: *Požádala mě, abych ty svoje výlety odvolal. Řškl jsem jí, že to nejde, načež prohlásila, že pojede do Paříže sama (Lynn and Jay 2011, 99).*

6) *I told him I was going to Paris tomorrow, instead, and that it was final and that I knew I'd said it was final before but now this was really final – I told him he'd have to sort everything out* (Lynn and Jay 1989, 87).

TRANSLATION: *Řekl jsem mu, že zítra odjždím do Paříže a že je to definitivní a že vím, že jsem předtím řekl, že to je definitivní, ale tohle rozhodnutí teď je vážně definitivní – a přikázal jsem mu, ať to nějak všechno vyžehlí* (Lynn and Jay 2011, 99).

7) *Annie suggested, as we weren't going to Paris after all, we might at least go for a quite little candlelit dinner on the corner* (Lynn and Jay 1989, 88).

TRANSLATION: *Annie navrhla, že když už nejedeme do Paříže, mohli bychom alespoň zajít do toho podniků kousek od nás na nenápadnou večeři při svíčkách* (Lynn and Jay 2011, 100).

8) *I told her that I couldn't, because Bernard told me to work through three red boxes* (Lynn and Jay 1989, 88).

TRANSLATION: *Řekl jsem jí, že nemůžu, protože mi Bernard přikázal, abych do rána vyřídil tři krabice dokumentů* (Lynn and Jay 2011, 100).

9) *Sir Humphrey took this opportunity to explain to me that we can go ahead, if the Cabinet agrees, and take the matter to the Ministerial Committee, and then we can go ahead to the Official Committee Cabinet* (Lynn and Jay 1989, 90).

TRANSLATION: *Sir Humphrey mi vysvětlil, že než na tom budeme moct začít pracovat, musí s tím souhlasit kabinet a postoupit tuto záležitost mezirezortní ministerské komisi. Pak budeme moct jmenovat oficiální komisi, a jakmile to projedná, už to půjde jako po drátkách – přímo do vládního výboru!* (Lynn and Jay 2011, 102).

10) *I conceded the point, but remarked that after going back to Cabinet we could then go ahead* (Lynn and Jay 1989, 90).

TRANSLATION: *To jsem uznal, ale dodal jsem, že až po té, co se to vrátí do vlády, budeme moct celou záležitost konečně uzavřít* (Lynn and Jay 2011, 102).

11) *I pointed out to Sir Humphrey that Tom Sargent was my predecessor, and he wouldn't mind* (Lynn and Jay 1989, 91).

TRANSLATION: *Zdůraznil jsem siru Humphreymu, že mým předchůdcem byl Tom Sargent a tomu by to určitě nevadilo* (Lynn and Jay 2011, 104).

12) *'It's the principle, Minister,' he said, and added that it just wouldn't be cricket* (Lynn and Jay 1989, 91).

TRANSLATION: *„Tohle je principiální věc, pane ministře,“ řekl a dodal, že by to nebylo fér* (Lynn and Jay 2011, 104).

13) *I asked if I could join him, and he was only too pleased* (Lynn and Jay 1989, 92).

TRANSLATION: *Zeptal jsem se ho, jestli si můžu přisednout, a on přikývl, že mu bude potěšením* (Lynn and Jay 2011, 105).

14) *Finally, Tom told me what Humphrey's next move would be* (Lynn and Jay 1989, 94).

TRANSLATION: *Nakonec mi ještě Tom prozradil, co bude další Humphreyho tah* (Lynn and Jay 2011, 107).

15) *I told him that I thought he needed to know, straight away, that I wasn't happy with it, that I knew he'd be grateful to have a little extra time to work on something else, and that I hoped he didn't mind my calling him* (Lynn and Jay 1989, 95).

TRANSLATION: *Řekl jsem mu, že mě napadlo, že by se jistě chtěl neprodleně dozvědět, že s jeho postojem nesouhlasím a že mi jistě bude vděčný, když takhle získá trochu víc času, aby vypracoval něco lepšího, a že doufám, že se na mě nezlobí, že jsem mu zavolal* (Lynn and Jay 2011, 108–109).

16) *He realised that he had to speak, or the jig was up* (Lynn and Jay 1989, 97).

TRANSLATION: *Uvědomil si, že musí s něčím přijít, jinak je ze hry* (Lynn and Jay 2011, 111).

17) *I asked him if he could get me out of the lunch* (Lynn and Jay 1989, 98).

TRANSLATION: *Zeptal jsem se Bernarda, jestli bych se nemohl vykroutit z toho oběda* (Lynn and Jay 2011, 112).

THE WRITING ON THE WALL:

1) *I told him I could count* (Lynn and Jay 1989, 105).

TRANSLATION: *Řekl jsem mu, že umím počítat do tří* (Lynn and Jay 2011, 119).

2) *Hacker reckoned without the pressure that the Civil Service can apply to its own people* (Lynn and Jay 1989, 107).

TRANSLATION: *Řekl jsem mu, ať mě nechytá za slovo a Humphrey smířlivě navrhl, že s potěšením přepracuje zprávu ještě jednou* (Lynn and Jay 2011, 119).

3) *Hacker reckoned without the pressure that the Civil Service can apply to its own people* (Lynn and Jay 1989, 107).

TRANSLATION: *Hacker nepočítal s nátlakem, který dokáže vyvinout na své lidi státní správa* (Lynn and Jay 2011, 122).

4) *Naturally, I answered B.W. by saying that no Private Secretary should pass on such information, if given in confidence* (Lynn and Jay 1989, 108).

TRANSLATION: *Pochopitelně jsem odpověděl, že žádný osobní tajemník by neměl prozradit informaci, která mu byla důvěrně sdělena* (Lynn and Jay 2011, 123).

5) *Then, after a rather long pause for thought, he enquired if he might make one or more suggestion* (Lynn and Jay 1989, 111).

TRANSLATION: *Po dlouhé, předlouhé zamyšlené pauze se zeptal, zda může mít ještě jednu připomínku* (Lynn and Jay 2011, 126).

6) *And, of course, I always knew that the DAA was a political graveyard and that the PM might have been handing me a poisoned chalice – after all, I did run Martin’s leadership campaign against the PM – whose motto, incidentally, is ‘in Defeat, Malice – in Victory, Revenge’* (Lynn and Jay 1989, 114)!

TRANSLATION: *A pak, vždycky jsem přece věděl, že ministerstvo pro administrativní záležitosti je politický hřbitov a že mě premiér nabídl pohár s otráveným vínem* (Lynn and Jay 2011, 130).

7) *I asked Humphrey if I’d get another job, whether or not I was sent to the Lords* (Lynn and Jay 1989, 115).

TRANSLATION: *Zeptal jsem se Humphreyho, jestli mi nabídnou jiné místo, nebo jestli mě budou chtít poslat do sněmovny lordů* (Lynn and Jay 2011, 130).

8) *Clearly he was about to imply that anything I had to say on the subject would be beneath contempt* (116). *Frank pointed out that this idea of mine wasn’t much good, as the scheme to abolish the DAA would probably be popular with backbenchers* (Lynn and Jay 1989, 116).

TRANSLATION: *Bylo mi jasné, že mi chtě naznačit, že cokoliv jsem já schopen k našemu problému říct, nestojí ani za to, aby to vyslechl* (Lynn and Jay 2011, 132).

9) *But Humphrey reiterated that he really meant that we should work together* (Lynn and Jay 1989, 116).

TRANSLATION: *Ale Humphrey opakoval, že doopravdy měl na srdci, abychom řešili náš problém společně* (Lynn and Jay 2011, 132).

10) *I suggested that Fleet Street might be of use, if Frank can get the press on our side* (Lynn and Jay 1989, 116).

TRANSLATION: *Navrhl jsem, že kdyby Frank získal na naši stranu tisk, třeba by nám mohla pomoci Fleet Street* (Lynn and Jay 2011, 132).

11) *Frank pointed out that this idea of mine wasn't much good, as the scheme to abolish the DAA would probably be popular with backbenchers* (Lynn and Jay 1989, 117).

TRANSLATION: *Frank upozornil, že tenhle můj nápad není příliš realistický, protože rozhodnutí zrušit ministerstvo pro administrativní záležitosti nejspíš poslanci přivítají* (Lynn and Jay 2011, 133).

12) *Frank and I tried to explain to the officials that for me to introduce such a scheme would be political suicide* (Lynn and Jay 1989, 117).

TRANSLATION: *Spolu s Frankem jsme se snažili vysvětlit těm úředníkům, že kdyby takovéhle opatření chtěl zavést, byla by to politická sebevražda* (Lynn and Jay 2011, 134).

13) *Humphrey then observed mournfully that the identity card bill would probably be the last action of our Department* (Lynn and Jay 1989, 118).

TRANSLATION: *Humphrey pak žalostně poznamenal, že zákon o občanských průkazech bude pravděpodobně poslední akcí našeho ministerstva* (Lynn and Jay 2011, 135).

14) *Frank and I, unlike the civil servants, were still puzzled that such a proposal as the Europass could even be seriously under consideration by the FCO (Lynn and Jay 1989, 119).*

TRANSLATION: *Na rozdíl od státních úředníků nešlo mně a Frankovi pořád do hlavy, že by ministerstvo zahraničí mohlo o něčem takovém jako je europrůkaz vážně uvažovat (Lynn and Jay 2011, 135).*

15) *I certainly didn't know it wouldn't happen – but then, I didn't even know it would happen till yesterday (Lynn and Jay 1989, 121).*

TRANSLATION: *Já jsem rozhodně nevěděl, že k tomu nedojde – já ovšem dokonce až do včerejška nevěděl, že k tomu dojde (Lynn and Jay 2011, 138).*

16) *He apologised, and said he'd return later, but I stopped him (Lynn and Jay 1989, 122).*

TRANSLATION: *Omluvil se a řekl, že zajde někdy později, ale ho zadržel (Lynn and Jay 2011, 139).*

17) *Hughes said that it was highly improbable that such a question would be asked (Lynn and Jay 1989, 122).*

TRANSLATION: *Hughes řekl, že je velice nepravděpodobné, že by někdo takovouhle otázku položil (Lynn and Jay 2011, 139).*

18) *Hughes said that in that case, he was sure it could be arranged, that it would be a pleasure, how much he'd enjoyed chatting to us all, excused himself and left (Lynn and Jay 1989, 123).*

TRANSLATION: *Hughes řekl, že v tomto případě to jistě zařídit lze, že bude rád, když se to takhle vyřeší, že to byl neobyčejně zajímavý rozhovor, načež se omluvil a byl pryč* (Lynn and Jay 2011, 140).

19) *Bernard asked, after Donald Hughes had gone, if Hughes can really fix it for us* (Lynn and Jay 1989, 123).

TRANSLATION: *Když Donald Hughes odešel, Bernard se zeptal, jestli to Hughes skutečně může zařídit* (Lynn and Jay 2011, 140).

Resumé

Diplomová práce se zabývá problematikou časové souslednosti v řeči nepřímé, kde jsou použity slovesné tvary, které bychom obvykle neočekávali. Například se jedná o situace, kde po hlavní větě (uvozovací) následuje slovesný tvar, který je obvykle v řeči nepřímé posunut o jeden čas zpět. Pro komplexnost tohoto tématu, se práce převážně zabývá slovesnými tvary, které jsou vyjádřeny časem přítomným, předpřítomným, modálními slovesy v přítomném čase a pomocným slovesem *will*, po kterém následuje prostý infinitiv. Práce je zaměřena především na faktory ovlivňující mluvčí ve volbě slovesných tvarů v řeči nepřímé (viz kapitola 3.1) s ohledem na zásady diskutované v literatuře (viz kapitola 1.5). Spletitost volby modálních sloves v řeči nepřímé je představena v samostatné kapitole (viz kapitola 3.2). Jako pomocný materiál jsem brala v úvahu český překlad Jana Klímy.⁸⁶

Analýza je založena na volbě slovesných tvarů, které jsou obsaženy v korpusu vět. Korpus byl sestaven z prvních pěti epizod knižního titulu *The Complete Yes Minister. The Diaries of a Cabinet Minister by Right Hon. James Hacker MP* (viz Appendix 1).⁸⁷ Spolu s výsledky analýzy, byly formulovány hypotézy týkající se faktorů ovlivňujících výběr slovesných tvarů v řeči nepřímé (hypotézy 1-5 v kapitole 3.1). Práce věnuje pozornost také výběru uvozovacích sloves a analyzuje jejich výskyt v korpusu vět (viz kapitola 3.3).

Teoretická východiska, jako je výskyt časové souslednosti, deskripce uvozovacích sloves, základní principy uvozování, otázka deixe v řeči nepřímé spolu s faktory, které ovlivňují výběr slovesných tvarů v nepřímé řeči jsou popsány v kapitole 1. Korpus zahrnuje věty, které obsahují pouze řeč nepřímou. Jejich ekvivalenty ve formě přímé řeči nejsou vůbec v titulu vyjádřeny, což dělá určení správné časové reference velmi obtížným. Deskripcí korpusu se zabývá kapitola 2. Korpus obsahuje věty, v nichž jsou komplementy řeči nepřímé začleněny do závislých nominálních vět, které následují po uvozovacích větách v minulém nebo předminulém čase. Věty závislé mohou mít podobu "jednoduché nepřímé řeči" (složená z jedné závislé věty) nebo "složené nepřímé řeči" (skládající se z více než jedné věty závislé). Pro ilustraci uvádím příklady:

⁸⁶ Název titulu zní *Jistě, pane ministře 1*.

⁸⁷ V zájmu stručnosti budu používat termín "*Yes Minister*", který se vztahuje na celý titul knihy.

- [1] *I asked him what suggestions he had* (Lynn and Jay 1989, 116).
- [2] *I told him that he was the very man I wanted to see, that I wanted his advice, and invited him to take a pew* (122).

Korpus zahrnuje 355 vět, ve kterých více než jeden slovesný tvar může být přítomen. V těchto větách je zahrnuto 442 vět závislých, které následují po uvozovacích větách v minulém nebo předminulém čase a každá z nich obsahuje jeden slovesný tvar (viz kapitola 2.2), tudíž práce analyzuje 442 slovesných tvarů. Poměr jednoduché a složené nepřímé řeči je 291 : 64.

Analýza volby slovesných tvarů bere v úvahu pouze ty situace, ve kterých časová souslednost nebyla dodržena (viz příklad [3]). Jedná se o slovesa, které následují po uvozovacích větách v minulém nebo předminulém čase a jsou vyjádřeny časem přítomným, předpřítomným, modálními slovesy v přítomném čase a pomocným slovesem *will*, po kterém následuje prostý infinitiv.

- [3] *I explained to her that the Opposition **aren't** really the opposition* (Lynn and Jay 1989, 94).

Podíl přítomných slovesných tvarů a minulých slovesných tvarů následujících po uvozovacích větách v minulém nebo předminulém čase je 67: 373.⁸⁸ Analýza volby slovesných tvarů uvádí zásady, které jsou považovány za realizované v korpusu vět, zahrnující slovesa, ve kterých časová souslednost nebyla dodržena (viz Appendix 2) jsou: PRINCIP 1: "princip současné platnosti", PRINCIP 2: "projev je považován za pravdivý", PRINCIP 3: "projev je obecná pravda / univerzální pravidlo" a PRINCIP 4: "mluvčí opakuje to, co právě řekl." Výsledky uvádějí, že pouze první a druhá zásada byly použity v korpusu vět v poměru 44 : 21 (viz kapitola 3.1).⁸⁹

⁸⁸ Do minulých slovesných tvarů jsou zařazeny slovesa v minulém čase, předminulém a modální slovesa v minulém čase.

⁸⁹ Dvě situace nebyly do analýzy zahrnuty, protože slovesný tvar, přítomný ve větě závislé, zůstává v řeči nepřímé nezměněn.

Tabulka 72: Souhrn principů použitých ve volbě slovesných tvarů v E 1–5
(Principy použité v prvních pěti episodách *Yes Minister*)

EPISODA	PRINCIP 1	PRINCIP 2	VÝSKYT
E1	11	9	20
E2	6	2	8
E3	2	2	4
E4	12	2	14
E5	13	6	19
CELKEM	44	21	65

Analýza prezentuje 44 situací, ve kterých mluvčí preferoval volbu přítomného času (nebo předpřítomného času) před minulým, jako situace, které jsou považovány za dosud existující, nebo stále relevantní. Ve 21 případech dal mluvčí přednost neposunuté formě slovesa před posunutou a mluvčí považuje projev za pravdivý, jako v době kdy byl výrok vysloven.

Práce uvádí přehled sloves, které zůstávají v přítomném tvaru, a tudíž jsou nezměněny v řeči nepřímé. Následující tabulka představuje přehled výsledku analýzy výskytu těchto sloves.

Tabulka 73: Výskyt sloves v přítomném tvaru v E 1–5

(Slovesa přítomná v závislých větách, které následují po uvozovacích větách v čase minulém či předminulém a zůstávají v přítomném tvaru)

TYP SLOVESA	SLOVESO	VÝSKYT
STATIVE	<i>be</i>	24
	<i>depend, mean, make, have, sound, realise, know</i>	1
	<i>want</i>	2
DYNAMIC	<i>have</i>	5
	<i>achieve</i>	2
	<i>call, give, purchase, demand, write, arrange, take, enjoy, try, sell, present, do, redraft, submit, sully, be sure</i>	1
MODAL	<i>can</i>	7
	<i>must</i>	2
	<i>might</i>	1
AUXILIARY	<i>will</i>	1

Z tabulky vyplývá, že nejčastěji použité sloveso v přítomném tvaru, které zůstává v nepřímé řeči nezměněno, je sloveso *be* (36%). Další sloveso v přítomném tvaru, které se vyskytuje jako druhé nejčastěji používané, je modální sloveso *can* (10%). V 7% z celkového počtu situací zůstává sloveso *have* nezměněno v řeči nepřímé.

Spletitost volby modálních sloves v řeči nepřímé je představena v kapitole 3.2. Co se analýzy týče, jak již bylo zmíněno předtím, překlad je brán v úvahu jako pomocný materiál. Dalším faktorem pro správné určení časové reference je kontext. Věty, které obsahují modální slovesa ve větách závislých, které následují po

uvozovacích větách v minulé a předminulém čase, jsou spolu se svých překladem uvedeny v Appendixu 3. Následující tabulka představuje distribuci těchto modálních sloves přítomných v prvních pěti kapitolách *Yes Minister*.

Tabulka 74: Volba modální sloves s ohledem na jejich slovesný tvar

E 1–5

(Modální slovesa ve větách závislých, které následují po uvozovacích větách v minulé a předminulém čase v celkovém počtu 98)

MODAL VERBS	PreT MOD	PasT MOD	
		BS	NBS
MOD + present infinitive	8	63	17
MOD + past infinitive	-	3	-
MOD + Ø	-	7	-
NUMBER OF MODAL VERBS	8	73	17

Celkový počet všech modálních sloves je 98. Tyto modální slovesa jsou přítomny v 86 větách. Podíl posunutých a neposunutých tvarů modálních sloves je 73 : 11.

Kapitola 3 představuje analýzu uvozovacích sloves. Tato kapitola zahrnuje dva rozborů, ve kterých jsou uvozovací slovesa analyzována. Jeden se zabývá uvozovacími slovesy přítomné ve větách, po kterých následují slovesné tvary vyjádřeny časem přítomným, předpřítomným, modálními slovesy v přítomném čase a pomocným slovesem *will*, po kterém následuje prostý infinitiv. Druhý, zabývající se výskytem uvozovacích sloves v celkovém počtu vět obsažených v korpusu vět.

Tabulka 75: Výskyt uvozovacích sloves s ohledem na slovesa následující v E 1–5
(Slovesa přítomny v závislých větách, které následují po uvozovacích větách v čase minulém či předminulém a zůstávají v přítomném tvaru)

UVOZOVACÍ SLOVESA	VÝSKYT	SLOVESA NÁSLEDUJÍCÍ
<i>explain</i>	12	<i>depend, be (5x), have, call, take, can, submit, sully</i>
<i>tell</i>	10	<i>be (6x), enjoy, try, want, redraft</i>
<i>ask</i>	5	<i>make, be, realise, achieve, can</i>
<i>say</i>	5	<i>be (2x), must, want, be sure</i>
<i>point out</i>	4	<i>be (2x), have, know</i>
<i>remark</i>	4	<i>have, give, sound, be</i>
<i>remind</i>	3	<i>be (2x), arrange</i>
<i>realise</i>	3	<i>write, present, will (+ bare INF)</i>
<i>suggest</i>	2	<i>mean, might</i>
<i>decide</i>	2	<i>be, must</i>
<i>admit</i>	2	<i>purchase, achieve</i>
<i>argue</i>	2	<i>demand (2x)</i>
<i>notice</i>	1	<i>be</i>
<i>conclude</i>	1	<i>be</i>
<i>find</i>	1	<i>have</i>
<i>be struck</i>	1	<i>be</i>
<i>assure</i>	1	<i>can</i>
<i>insist</i>	1	<i>do</i>
<i>know</i>	1	<i>hear</i>
<i>remember</i>	1	<i>have</i>
<i>inform</i>	1	<i>be</i>
<i>reckon</i>	1	<i>can</i>
<i>wonder</i>	1	<i>sell</i>

Gramatikové tvrdí, že uvozovací slovesa jako *say*, *tell* a *ask* jsou nejvíce používanými uvozovacími slovesy. V tomto případě, se výsledky analýzy s tímto tvrzením rozcházejí. Z tabulky vyplývá, že nejčastěji používaným uvozovacím slovesem,

po kterém následují slovesné tvary vyjádřeny časem přítomným, předpřítomným nebo modálními slovesy v přítomném čase, je sloveso *explain*.

Následující tabulka předkládá výsledky z analýzy všech uvozovacích sloves obsažených v korpusu vět. Tabulka uvádí výskyt nejčastěji použitých uvozovacích sloves v prvních pěti episodách *Yes Minister*.

Tabulka 76: Nejčastěji použita uvozovací slovesa v prvních pěti episodách *Yes Minister*

(Celkový počet uvozovacích sloves je 388)

UVOZOVACÍ SLOVESA	VÝSKYT	PODÍL
<i>ask</i>	55	14%
<i>say</i>	49	13%
<i>tell</i>	46	12%
<i>think</i>	25	6%
<i>realise</i>	22	6%
<i>explain, know</i>	20	5%
<i>point out</i>	16	4%

Podíl všech uvozovacích sloves v prvních pěti episodách *Yes Minister* je představen poměrem 80 : 79 : 64 : 94 : 71. Z analýzy vyplývá, že nejčastěji používaným uvozovacím slovesem je sloveso *ask*. Jeho podíl výskytu je připisován k faktu, že nejčastější formou vět, které jsou použity v řeči nepřímé, jsou věty tázací. Co se týče uvozovacích sloves *say*, *tell* a *ask*, v tomto případě, tvrzení gramatiků mohou být potvrzeny.

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ANOTACE

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Rok obhajoby: 2013
Název práce: Tense Shifting in *Yes Minister*
Název práce v češtině: Časová souslednost v politické satíře *Jistě, pane ministře*

Klíčová slova: přímá řeč, uvozování, nepřímá řeč, časová souslednost, principy, věta vedlejší, uvozovací slovesa, korpus

Anotace: Práce se zabývá výběrem časů, které si mluvčí zvolili za účelem vyjádření časové reference v nepřímé řeči. Hlavní důraz je při rozboru kladen na slovesné tvary přítomné, které zůstávají v nepřímé řeči nezměněny. Pozornost je věnována i uvozovacím slovesům, jež uvozující věty vedlejší, ve kterých se časová souslednost nachází. Na základě provedeného rozboru corpusu vět lze stanovit, zda principy diskutované v literatuře jsou uplatněny i prvních pěti epizodách politické satiry *Jistě, pane ministře*.

Klíčová slova v angličtině: direct speech, reporting, reported speech, tense shifting, principles, subordinate clause, reporting verbs, corpus

Anotace v angličtině: The work deals with the tense forms that the speaker has selected in order to express temporal reference in reported speech. The main emphasis is put on the analysis of present verb forms that remain unchanged in reported speech. Attention is also paid to reporting verbs which introduce the subordinate clauses in which the tense shifting is found. Based on the analysis of the corpus of sentences, it can be determined whether the principles discussed in the literature are applied within the first five episodes of the political satire *Yes Minister*.

Rozsah práce: 196 332 znaků (bez mezer)
Jazyk práce: angličtina