CHAPTER 12
Noun Clauses

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12-1 INTRODUCTION

A clause is a group of words containing a subject and a verb.*
An independent clause (or main clause) is a complete sentence. It contains the main subject and verb of a sentence. Examples (a) and (b) are complete sentences. (a) is a statement, and (b) is a question.

(a) Sue lives in Tokyo.
(b) Where does Sue live?

A dependent clause (or subordinate clause) is not a complete sentence. It must be connected to an independent clause. Example (c) is a dependent clause.

(c) Where Sue lives.

Example (d) is a complete sentence. It has an independent clause with the main subject (I) and verb (know) of the sentence. Where Sue lives is a dependent clause connected to an independent clause. Where Sue lives is called a noun clause.

(d) I know where Sue lives.

A noun phrase is used as a subject or an object.
A noun phrase is used as a subject or an object. In other words, a noun clause is used in the same ways as a noun phrase.

(e) His story was interesting.
(f) What he said was interesting.

In (e): His story is a noun phrase. It is used as the subject of the sentence. In (f): What he said is a noun clause. It is used as the subject of the sentence. The noun clause has its own subject (he) and verb (said).

(g) I heard his story.
(h) I heard what he said.

In (g): his story is a noun phrase. It is used as the object of the verb heard.
In (h): what he said is a noun clause. It is used as the object of the verb heard.

(i) I listened to his story.
(j) I listened to what he said.

In (i): his story is a noun phrase. It is used as the object of the preposition to.
In (j): what he said is a noun clause. It is used as the object of the preposition to.

*A phrase is a group of words that does NOT contain a subject and a verb.
**See Appendix Unit B for more information about question words and question forms.
EXERCISE 1. Noun clauses. (Chart 12-1)

Directions: Add the necessary punctuation and capitalization to the following. Underline the noun clauses.

1. I couldn't hear the teacher what did she say
   \[ \Rightarrow I \ couldn't \ hear \ the \ teacher. \ What \ did \ she \ say? \]

2. I couldn't hear what the teacher said.

3. Where did Tom go no one knows

4. No one knows where Tom went

5. Where Tom went is a secret

6. What does Anna want we need to know

7. We need to know what Anna wants

8. What does Alex need do you know

9. Do you know what Alex needs

10. What Alex needs is a new job

11. We talked about what Alex needs

12. What do you need did you talk to your parents about what you need

### 12-2 NOUN CLAUSES BEGINNING WITH A QUESTION WORD

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NOUN CLAUSE</th>
<th>In (a): where she lives is the object of the verb know. In a noun clause, the subject precedes the verb. Do not use question word order in a noun clause. Notice: does, did, and do are used in questions, but not in noun clauses. See Appendix Unit B for more information about question words and question forms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does she live?</td>
<td>(a) I don't know where she lives.</td>
<td>In (d): The word order is the same in both the question and the noun clause because who is the subject in both.</td>
</tr>
<tr>
<td>What did he say?</td>
<td>(b) I couldn't hear what he said.</td>
<td></td>
</tr>
<tr>
<td>When do they arrive?</td>
<td>(c) Do you know when they arrive?</td>
<td></td>
</tr>
<tr>
<td>Who lives there?</td>
<td>(d) I don't know who lives there.</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td>(e) Please tell me what happened.</td>
<td></td>
</tr>
<tr>
<td>Who is at the door?</td>
<td>(f) I wonder who is at the door.</td>
<td></td>
</tr>
<tr>
<td>Who is she?</td>
<td>(g) I don't know who she is.</td>
<td>In (g): she is the subject of the question, so it is placed in front of the verb be in the noun clause.*</td>
</tr>
<tr>
<td>Who are those men?</td>
<td>(h) I don't know who those men are.</td>
<td></td>
</tr>
<tr>
<td>Whose house is that?</td>
<td>(i) I wonder whose house that is.</td>
<td></td>
</tr>
<tr>
<td>What did she say?</td>
<td>(j) What she said surprised me.</td>
<td>In (i): What she said is the subject of the sentence. Notice in (k): A noun clause subject takes a singular verb (e.g., is).</td>
</tr>
<tr>
<td>What should they do?</td>
<td>(k) What they should do is obvious.</td>
<td></td>
</tr>
</tbody>
</table>

*COMPARE: Who is at the door? = who is the subject of the question.
Who are those men? = those men is the subject of the question, so be is plural.
EXERCISE 2. Noun clauses beginning with a question word. (Chart 12-2)

Directions: Change the question in parentheses to a noun clause.

1. (How old is he?) I don’t know ____________________________.

2. (What was he talking about?) ____________________________ was interesting.

3. (Where do you live?) Please tell me ____________________________.

4. (What did she say?) ____________________________ wasn’t true.

5. (When are they coming?) Do you know ____________________________?

6. (How much does it cost?) I can’t remember ____________________________.

7. (Which one does he want?) Let’s ask him ____________________________.

8. (Who is coming to the party?) I don’t know ____________________________.

9. (Who are those people?) I don’t know ____________________________.

10. (Whose pen is this?) Do you know ____________________________?

11. (Why did they leave the country?) ____________________________ is a secret.

12. (What are we doing in class?) ____________________________ is easy.

13. (Where did she go?) ____________________________ is none of your business.

14. (How many letters are there in the English alphabet?) I don’t remember ____________________________.

15. (Who is the mayor of New York City?) I don’t know ____________________________.

16. (How old does a person have to be to get a driver’s license?) I need to find out ____________________________.

17. (What happened?) I don’t know ____________________________.

18. (Who opened the door?) I don’t know ____________________________.
EXERCISE 3. Noun clauses beginning with a question word. (Chart 12-2)

Directions: Work in pairs, in groups, or as a class.
Speaker A: Your book is open. Ask the question.
Speaker B: Your book is closed. Begin your response with “I don’t know . . . .”

Example:
Speaker A (book open): What time is it?
Speaker B (book closed): I don’t know what time it is.

(Switch roles if working in pairs.)

1. Where does ( . . . ) live?
2. What country is ( . . . ) from?
3. How long has ( . . . ) been living here?
4. What is ( . . . )’s telephone number?
5. Where is the post office?
6. How far is it to (Kansas City)?
7. Why is ( . . . ) absent?
8. Where is my book?
9. What kind of watch does ( . . . ) have?
10. Why was ( . . . ) absent yesterday?
11. Where did ( . . . ) go yesterday?
12. What kind of government does (Italy) have?
13. What is ( . . . )’s favorite color?
14. How long has ( . . . ) been married?
15. Why are we doing this exercise?
16. Who turned off the lights?
17. Where is ( . . . ) going to eat lunch/dinner?
18. When does (the semester) end?
19. Where did ( . . . ) go after class yesterday?
20. Why is ( . . . ) smiling?
21. How often does ( . . . ) go to the library?
22. Whose book is that?
23. How much did that book cost?
24. Who took my book?

EXERCISE 4. Noun clauses beginning with a question word.
(Chart 12-2 and Appendix Unit B)

Directions: Make a question from the given sentence. The words in parentheses should be the answer to the question you make. Use a question word (who, what, how, etc.).* Then change the question to a noun clause.

1. Tom will be here (next week).
   QUESTION: When will Tom be here?
   NOUN CLAUSE: Please tell me when Tom will be here.

2. He is coming (because he wants to visit his friends).
   QUESTION: ________________________________
   NOUN CLAUSE: Please tell me ________________________________

3. He’ll be on flight (645, not flight 742).
   QUESTION: ________________________________
   NOUN CLAUSE: Please tell me ________________________________

*See Appendix Unit B for information about forming questions.
4. *(Jim Hunter)* is going to meet him at the airport.

**QUESTION:**

**NOUN CLAUSE:** Please tell me

5. Jim Hunter is *(his roommate).*

**QUESTION:**

**NOUN CLAUSE:** Please tell me

6. Tom’s address is *(4149 Riverside Road).*

**QUESTION:**

**NOUN CLAUSE:** Please tell me

7. He lives *(on Riverside Road in Columbus, Ohio, USA).*

**QUESTION:**

**NOUN CLAUSE:** Please tell me

8. He was *(in Chicago)* last week.

**QUESTION:**

**NOUN CLAUSE:** Please tell me

9. He has been working for IBM* *(since 1998).*

**QUESTION:**

**NOUN CLAUSE:** Do you know

10. He has *(an IBM)* computer at home.

**QUESTION:**

**NOUN CLAUSE:** Do you know

**EXERCISE 5.** Noun clauses beginning with a question word.

*(Chart 12-2 and Appendix Unit B)*

*Directions:* Use the words in parentheses to complete the sentences. Use any appropriate verb tense. Some of the completions contain noun clauses, and some contain questions.

1. A: *(Ruth, go) _____ did Ruth go_____? She’s not in her room.
   B: I don’t know. Ask her friend Tina. She might know where *(Ruth, go)
   _____ Ruth went_____.

2. A: Oops! I made a mistake. *(my eraser, be) __________________________?*
   Didn’t I lend it to you?
   B: I don’t have it. Ask Sally where *(it, be) ______________________. I think I saw
   her using it.

---

*IBM = the name of a corporation (International Business Machines)
3. A: The door isn't locked! Why (Fred, lock, not) ________________ it before he left?*
   B: Why ask me? How am I supposed to know why (he, lock, not) ________________
   __________ it? Maybe he just forgot.

4. A: Mr. Lee is a recent immigrant, isn't he? How long (he, be) ________________
   in this country?
   B: I have no idea, but I'll be seeing Mr. Lee this afternoon. Would you like me to ask
   him how long (he, live) ________________ here?

5. A: Are you a student here? I'm a student here, too. Tell me what classes (you, take)
   ________________ this term. Maybe we're in some of the same classes.
   B: Math 4, English 2, History 6, and Chemistry 101. What classes (you, take)
   ________________?

6. A: Help! Quick! Look at that road sign! Which road (we, be supposed) ________________
   ________________ to take?
   B: You're the driver! Don't look at me! I don't know which road (we, be supposed)
   ________________ to take. I've never been here before in my entire life.

*Word order in negative questions:
  Usual: Why didn't you call me? (with did + not contracted)
  Very formal: Why did you not call me?
EXERCISE 6. Information questions and noun clauses.
(Charts 12-1 and 12-2; Appendix Unit B)

Directions: Work in pairs. Switch roles after every group of five items.
Speaker A: Your book is open. Ask any question using the given words.
Speaker B: Your book is closed. To make sure you understood Speaker A correctly, repeat
what she said, using a noun clause. Begin by saying “You want to know . . . .”

Listen to each other’s grammar carefully, especially word order.

Example: who \ roommate

Speaker A (book open): Who is your roommate?
Speaker B (book closed): You want to know who my roommate is.

Example: where \ go

Speaker A (book open): Where did you go after class yesterday?
Speaker B (book closed): You want to know where I went after class yesterday.

Example: how far \ it

Speaker A (book open): How far is it from Bangkok to Rangoon?
Speaker B (book closed): You want to know how far it is from Bangkok to Rangoon.

1. whose \ that 11. who \ prime minister 21. when \ get
2. how much \ cost 12. which \ want 22. where \ located
3. what time \ get 13. why \ blue 23. who \ is
4. how long \ you 14. what \ after 24. who \ talk
5. what kind \ have 15. from whom \ borrow 25. how many \ go
6. when \ you 16. where \ born 26. what \ tomorrow
7. where \ last night 17. what color \ eyes 27. how far \ it
8. why \ didn’t 18. whose \ is 28. what kind \ buy
9. what \ like 19. which \ you 29. how often \ you
10. where \ the teacher 20. why \ ask 30. to whom \ give

12-3 NOUN CLAUSES BEGINNING WITH WHETHER OR IF

| YES/NO QUESTION | NOUN CLAUSE | When a yes/no question is changed to a noun clause, whether or if is used to introduce the clause.
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Will she come?</td>
<td>(a) I don’t know whether she will come. I don’t know if she will come.</td>
<td>(Note: Whether is more acceptable in formal English, but if is quite commonly used, especially in speaking.)</td>
</tr>
<tr>
<td></td>
<td>(b) I wonder whether he needs help. I wonder if he needs help.</td>
<td></td>
</tr>
</tbody>
</table>

| Does he need help? | (c) I wonder whether or not she will come. (d) I wonder whether she will come or not. (e) I wonder if she will come or not. | In (c), (d), and (e): Notice the patterns when or not is used.
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(f) Whether she comes or not is unimportant to me.</td>
</tr>
</tbody>
</table>

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EXERCISE 7. Noun clauses beginning with WHETHER or IF. (Chart 12-3)

Directions: Work in pairs, in groups, or as a class. Begin all responses with “I wonder . . . .”

Examples:

SPEAKER A (book open): Does ( . . . ) need any help?

SPEAKER A (book open): Where is ( . . . )?
SPEAKER B (book closed): I wonder where ( . . . ) is.

1. Where is your friend?
2. Should we wait for him?
3. Should you call him?
4. Where is your dictionary?
5. Who took your dictionary?
6. Did ( . . . ) borrow your dictionary?
7. Who is that woman?
8. Does she need any help?
9. Why is the sky blue?
10. How long does a butterfly live?
11. What causes earthquakes?
12. When was the first book written?
13. Who is that man?
14. What is he doing?
15. Is he having trouble?
16. Should you offer to help him?
17. How far is it to (Florida)?
18. Do we have enough time to go to (Florida) over vacation?
19. Whose book is this?
20. Does it belong to ( . . . )?
21. Why did dinosaurs become extinct?
22. Is there life on other planets?
23. How did life begin?
24. Will people live on the moon someday?

EXERCISE 8. Noun clauses. (Charts 12-2 and 12-3)

Directions: Work in pairs, in groups, or as a class. Begin all responses with “Could you please tell me . . . .”

Example:

SPEAKER A (book open): What is this?
SPEAKER B (book closed): Could you please tell me what this is?

1. Does this bus go downtown?
2. How much does this book cost?
3. When is Flight 62 expected to arrive?
4. Where is the nearest phone?
5. Is this word spelled correctly?
6. What time is it?
7. Is this information correct?
8. How much does it cost to fly from (Chicago) to (New York)?
9. Where is the bus station?
10. Whose pen is this?
EXERCISE 9. Error analysis: noun clauses. (Charts 12-1 → 12-3)

Directions: Correct the errors.

1. Please tell me what is your name. → Please tell me what your name is.
2. No one seems to know when will Maria arrive.
3. I wonder why was Bob late for class.
4. I don’t know what does that word mean.
5. I wonder does the teacher know the answer?
6. What should they do about the hole in their roof is their most pressing problem.
7. I’ll ask her would she like some coffee or not.
8. Be sure to tell the doctor where does it hurt.
9. Why am I unhappy is something I can’t explain.
10. I wonder does Tom know about the meeting or not.
11. I need to know who is your teacher.
12. I don’t understand why is the car not running properly.
13. My young son wants to know where do the stars go in the daytime?

12-4 QUESTION WORDS FOLLOWED BY INFINITIVES

| (a) I don’t know what I should do.                  | Question words (when, where, how, who, whom, whose, what, which) and whether may be followed by an infinitive. Each pair of sentences in the examples has the same meaning. Notice that the meaning expressed by the infinitive is either should or can/could. |
| (b) I don’t know what to do.                        |                                                                                                              |
| (c) Pam can’t decide whether she should go or stay home. |                                                                                                               |
| (d) Pam can’t decide whether to go or (to) stay home. |                                                                                                               |
| (e) Please tell me how I can get to the bus station. |                                                                                                               |
| (f) Please tell me how to get to the bus station.   |                                                                                                               |
| (g) Jim told us where we could find it.             |                                                                                                               |
| (h) Jim told us where to find it.                   |                                                                                                               |

EXERCISE 10. Question words followed by infinitives. (Chart 12-4)

Directions: Create sentences with the same meaning by using infinitives.

1. He told me when I should come. → He told me when to come.
2. The plumber told me how I could fix the leak in the sink.
3. Please tell me where I should meet you.
4. Don had an elaborate excuse for being late for their date, but Sandy didn’t know whether she should believe him or not.
5. Jim found two shirts he liked, but he had trouble deciding which one he should buy.
6. I’ve done everything I can think of to help Andy get his life straightened out. I don’t know what else I can do.
Complete the following; use infinitives in your completions.

7. I was tongue-tied. I didn’t know what ______________________.

8. A: I can’t decide ______________________ to the reception.
   B: How about your green suit?

9. A: Where are you going to live when you go to the university?
   B: I’m not sure. I can’t decide whether ______________________.

10. A: Do you know how ______________________?
    B: No, but I’d like to learn.

11. A: I don’t know what ______________________ for her birthday. Got any suggestions?
    B: How about a book?

12. My cousin has a dilemma. He can’t decide whether ______________________ or ______________________. What do you think he should do?

13. Before you leave on your trip, read this tour book. It tells you where ______________________ and how ______________________.

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**12-5 NOUN CLAUSES BEGINNING WITH THAT**

| STATEMENT | NOUN CLAUSE | In (a): *that he is a good actor* is a noun clause. It is used as the object of the verb *think.*
|-----------|-------------|---
| He is a good actor. | (a) I think *that he is a good actor.*
| (b) I think *he is a good actor.* | The word *that,* when it introduces a noun clause, has no meaning in itself. It simply marks the beginning of the clause. Frequently it is omitted, as in (b), especially in speaking. (If used in speaking, it is unstressed.)

| The world is round. | (c) We know *(that) the world is round.* |

| She doesn’t understand spoken English. | (d) *That she doesn’t understand spoken English* is a fact. |
| (e) *It is obvious (that) she doesn’t understand spoken English.* | In (d): The noun clause *(That she doesn’t understand spoken English)* is the subject of the sentence. The word *that* is not omitted when it introduces a noun clause used as the subject of a sentence, as in (d) and (f).

| The world is round. | (f) *That the world is round* is a fact. |
| (g) *It is a fact that the world is round.* | More commonly, the word *it* functions as the subject and the noun clause is placed at the end of the sentence, as in (e) and (g). |
□ EXERCISE 11. Noun clauses beginning with THAT. (Chart 12-5)

Directions: Work in pairs, in groups, or as a class.
Speaker A: Change the given sentence into a noun clause. Use it + any appropriate expression from the list.
Speaker B: Give the equivalent sentence by using a that-clause as the subject.

Example: The world is round.

Speaker A (book open): It is a fact that the world is round.
Speaker B (book closed): That the world is round is a fact.

<table>
<thead>
<tr>
<th>a fact</th>
<th>obvious</th>
<th>surprising</th>
<th>unfair</th>
<th>a shame</th>
</tr>
</thead>
<tbody>
<tr>
<td>a well-known fact</td>
<td>apparent</td>
<td>strange</td>
<td>too bad</td>
<td>a pity</td>
</tr>
<tr>
<td>true</td>
<td>clear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Tim hasn’t been able to make any friends.
2. Drug abuse can ruin one’s health.
3. Some women do not earn equal pay for equal work.
4. The earth revolves around the sun.
5. Irene, who is an excellent student, failed her entrance examination.
6. Smoking can cause cancer.
7. English is the principal language of the business community throughout much of the world.

□ EXERCISE 12. Noun clauses beginning with THAT. (Chart 12-5)

Directions: Work in pairs or as a class.
Speaker A: Make an original sentence by using it and the given expression.
Speaker B: Give the equivalent sentence by using a that-clause as the subject.

Example: true

Speaker A: It is true that plants need water in order to grow.
Speaker B: That plants need water in order to grow is true.

(Switch roles if working in pairs)

1. a fact
2. surprising
3. obvious
4. too bad
5. a well-known fact
6. unfortunate
7. true
8. strange
9. unlikely
10. undeniable

□ EXERCISE 13. Noun clauses beginning with THAT. (Chart 12-5)

Directions: Complete the sentences.

1. It is my belief that . . . the war between those two countries will end soon.
2. It seems to me that . . .
3. It is my impression that . . .
4. It is my theory that . . .
5. It is widely believed that . . .
6. It is thought that . . .
7. It has been said that . . .
8. It is a miracle that . . .
EXERCISE 14. Noun clauses beginning with THAT. (Chart 12-5)

Directions: That-clauses may follow be + certain adjectives that express feelings or attitudes. Complete the following with your own words.

1. I'm sorry (that) . . . I was late for class.
2. I'm glad (that) . . .
3. I'm disappointed (that) . . .
4. I'm pleased (that) . . .
5. I'm surprised (that) . . .
6. I'm sure (that) . . .
7. I'm amazed (that) . . .
8. I'm happy (that) . . .
9. Yesterday I was annoyed (that) . . .
10. I'm afraid (that)* . . .

EXERCISE 15. Noun clauses beginning with THAT. (Chart 12-5)

Directions: A that-clause may follow be directly. Complete the sentences with your own ideas by using that-clauses.

1. He says he is twenty-one, but the truth is . . . that he is only eighteen.
2. There are two reasons why I do not want to go out tonight.
   The first reason is . . . that I have to study.
   The second reason is . . . that I do not have enough money.**
3. There are several reasons why I am studying English.
   One reason is . . .
   Another reason is . . .
   A third reason is . . .
4. I have had three problems since I came here.
   One problem is that . . .
   Another problem is that . . .
   The third problem I have had is that . . .
5. One advantage of owning your own car is . . .
   Another advantage is . . .
   One disadvantage, however, of owning your own car is . . .

EXERCISE 16. Noun clauses beginning with THAT. (Chart 12-5)

Directions: A that-clause is frequently used with the fact. Combine the sentences using "the fact that" to introduce a noun clause.

1. Ann was late. That didn't surprise me.
   → The fact that Ann was late didn't surprise me.
2. Rosa didn't come. That made me angry.
3. I'm a little tired. I feel fine except for that.
4. Natasha didn't pass the entrance examination. She was not admitted to the university due to that.
5. Many people in the world live in intolerable poverty. That must concern all of us.

*To be afraid has two possible meanings:
(1) It can express fear: I'm afraid of dogs. I'm afraid that his dog will bite me.
(2) In informal English, it often expresses a meaning similar to "to be sorry":
   I'm afraid that I can't accept your invitation.
   I'm afraid you have the wrong number.

**NOTE: That is used, not because, to introduce the clause. (Because might occur only in very informal spoken English: The first reason is because I have to study.)
6. Surasuk is frequently absent from class. *That* indicates his lack of interest in school.
7. I was supposed to bring my passport to the examination for identification. I was not aware of *that*.
8. The people of the town were given no warning of the approaching tornado. Due to *that*, there were many casualties.

12-6 QUOTED SPEECH

*Quoted speech* refers to reproducing words exactly as they were originally spoken.*
Quotation marks (".") are used.**

<table>
<thead>
<tr>
<th>QUOTING ONE SENTENCE</th>
<th>\ Gets used when a direct speech is reproduced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) She said, <em>My brother is a student.</em></td>
<td>In (a): Use a comma after <em>she said</em>. Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.</td>
</tr>
<tr>
<td>(b) &quot;My brother is a student,&quot; she said.</td>
<td>In (b): Use a comma, not a period, at the end of the quoted sentence when it precedes <em>she said</em>.</td>
</tr>
<tr>
<td>(c) &quot;My brother,&quot; she said, &quot;is a student.&quot;</td>
<td>In (c): If the quoted sentence is divided by <em>she said</em>, use a comma after the first part of the quote. Do not capitalize the first word after <em>she said</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUOTING MORE THAN ONE SENTENCE</th>
<th>\ Gets used when a longer speech is reproduced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) &quot;My brother is a student. He is attending a university,&quot; she said.</td>
<td>In (d): Quotation marks are placed at the beginning and end of the complete quote. Notice: There are no quotation marks after <em>student</em>.</td>
</tr>
<tr>
<td>(e) &quot;My brother is a student,&quot; she said. *He is attending a university.&quot;</td>
<td>In (e): If <em>she said</em> comes between two quoted sentences, the second sentence begins with quotation marks and a capital letter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUOTING A QUESTION OR AN EXCLAMATION</th>
<th>\ Gets used when speech is asked or exclaimed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(f) She asked, &quot;When will you be here?&quot;</td>
<td>In (f): The question mark is inside the quotation marks.</td>
</tr>
<tr>
<td>(g) &quot;When will you be here?&quot; she asked.</td>
<td>In (g): If a question mark is used, no comma is used before <em>she asked</em>.</td>
</tr>
<tr>
<td>(h) She said, &quot;Watch out!&quot;</td>
<td>In (h): The exclamation point is inside the quotation marks.</td>
</tr>
</tbody>
</table>

| (i) "My brother is a student," said Anna. *My brother," said Anna, "is a student." | In (i): The noun subject (*Anna*) follows *said*. A noun subject often follows the verb when the subject and verb come in the middle or at the end of a quoted sentence. (Note: A pronoun subject almost always precedes the verb. Very rare: "*My brother's a student," said she.*) |

| (j) "Let's leave," whispered Dave. | Say and *ask* are the most commonly used quote verbs. Some others: *add, agree, announce, answer, beg, begin, comment, complain, confess, continue, explain, inquire, promise, remark, reply, respond, show, suggest, whisper.* |
| (k) "Please help me," begged the unfortunate man. | |
| (l) "Well," Jack began, "it's a long story." | |

*Quoted speech* is also called "direct speech." *Reported speech* (discussed in Chart 12-7, p. 254) is also called "indirect speech."

**In British English, quotation marks are called "inverted commas" and can consist of either double marks (".) or a single mark ('). She said, 'My brother is a student.'
EXERCISE 17. Quoted speech. (Chart 12-6)

Directions: Add the necessary punctuation and capitalization.

1. Henry said there is a phone call for you
2. There is a phone call for you he said
3. There is said Henry a phone call for you
4. There is a phone call for you it’s your sister said Henry
5. There is a phone call for you he said it’s your sister
6. I asked him where is the phone
7. Where is the phone she asked
8. Stop the clock shouted the referee we have an injured player
9. Who won the game asked the spectator
10. I’m going to rest for the next three hours she said I don’t want to be disturbed

That’s fine I replied you get some rest I’ll make sure no one disturbs you

EXERCISE 18. Quoted speech. (Chart 12-6)

Directions: Add the necessary punctuation and capitalization. Notice that a new paragraph begins each time the speaker changes.

When the police officer came over to my car, he said let me see your driver’s license, please

What’s wrong, Officer I asked was I speeding

No, you weren’t speeding he replied you went through a red light at the corner of Fifth Avenue and Main Street you almost caused an accident

Did I really do that I said I didn’t see a red light
□ EXERCISE 19. Activity: quoted speech. (Chart 12-6)
Directions: Choose two of your classmates to have a brief conversation in front of the class, and decide upon a topic for them (what they did last night, what they are doing right now, sports, music, books, etc.). Give them a few minutes to practice their conversation. Then, while they are speaking, take notes so that you can write their exact conversation. Use quoted speech in your written report. Be sure to start a new paragraph each time the speaker changes.

□ EXERCISE 20. Activity: quoted speech. (Chart 12-6)
Directions: Write fables using quoted speech.

1. In fables, animals have the power of speech. Discuss what is happening in the illustrations of the grasshopper and the ants. Then write a fable based on the illustrations. Use quoted speech in your fable.

2. Write a fable that is well known in your country. Use quoted speech.
## Reported Speech: Verb Forms in Noun Clauses

<table>
<thead>
<tr>
<th>Quoted Speech</th>
<th>Reported Speech</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) &quot;I watch TV every day.&quot;</td>
<td>She said she watched TV every day.</td>
<td></td>
</tr>
<tr>
<td>(b) &quot;I am watching TV.&quot;</td>
<td>She said she was watching TV.</td>
<td></td>
</tr>
<tr>
<td>(c) &quot;I have watched TV.&quot;</td>
<td>She said she had watched TV.</td>
<td></td>
</tr>
<tr>
<td>(d) &quot;I watched TV.&quot;</td>
<td>She said she had watched TV.</td>
<td></td>
</tr>
<tr>
<td>(e) &quot;I had watched TV.&quot;</td>
<td>She said she had watched TV.</td>
<td></td>
</tr>
<tr>
<td>(f) &quot;I will watch TV.&quot;</td>
<td>She said she would watch TV.</td>
<td></td>
</tr>
<tr>
<td>(g) &quot;I am going to watch TV.&quot;</td>
<td>She said she was going to watch TV.</td>
<td></td>
</tr>
<tr>
<td>(h) &quot;I can watch TV.&quot;</td>
<td>She said she could watch TV.</td>
<td></td>
</tr>
<tr>
<td>(i) &quot;I may watch TV.&quot;</td>
<td>She said she might watch TV.</td>
<td></td>
</tr>
<tr>
<td>(j) &quot;I must watch TV.&quot;</td>
<td>She said she had to watch TV.</td>
<td></td>
</tr>
<tr>
<td>(k) &quot;I have to watch TV.&quot;</td>
<td>She said she had to watch TV.</td>
<td></td>
</tr>
<tr>
<td>(l) &quot;I should watch TV.&quot;</td>
<td>She said she should watch TV.</td>
<td></td>
</tr>
<tr>
<td>&quot;I ought to watch TV.&quot;</td>
<td>She said she ought to watch TV.</td>
<td></td>
</tr>
<tr>
<td>&quot;I might watch TV.&quot;</td>
<td>She said she might watch TV.</td>
<td></td>
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</table>

**In (l):** *should, ought to,* and *might* do not change to a past form.

(m) Immediate reporting:  
—What did the teacher just say? I didn’t hear him.  
—He said he wants us to read Chapter Six.

(n) Later reporting:  
—I didn’t go to class yesterday. Did Mr. Jones make any assignments?  
—Yes. He said he wanted us to read Chapter Six.

(o) "The world is round." | She said the world is round. |

**Also, sometimes the present tense is retained even in formal English when the reported sentence deals with a general truth, as in (o).**

(p) "I watch TV every day." | She says she watches TV every day. |
(q) "I watch TV every day." | She has said that she watches TV every day. |
(r) "I watch TV every day." | She will say that she watches TV every day. |

**When the reporting verb is simple present, present perfect, or future, the noun clause verb is not changed.**

(s) "Watch TV." | She told me to watch TV.* |

**In reported speech, an imperative sentence is changed to an infinitive. *Tell* is used instead of *say* as the reporting verb. See Chart 14-7, p. 307, for other verbs followed by an infinitive that are used to report speech.**

*NOTE: Tell is immediately followed by a (pro)noun object, but say is not: He told me he would be late. He said he would be late. Also possible: He said to me he would be late.*

---

### Exercise 21. Reported Speech. (Chart 12-7)

**Directions:** Complete the sentences by reporting the speaker’s words in a noun clause. Use past verb forms in noun clauses if appropriate.

1. Pedro said, "I will help you."
   
   **Pedro said (that) he would help me.**

2. "Do you need a pen?" Annie asked.
   
   **Annie asked me if I needed a pen.**
   Jennifer asked me what I wanted.

4. Talal asked, “Are you hungry?”
   Talal wanted to know.

5. “I want a sandwich,” Elena said.
   Elena said.

6. “I’m going to move to Ohio,” said Bruce.
   Bruce informed me.

   Kim asked me.

8. Oscar asked, “What are you talking about?”
   Oscar asked me.

9. Maria asked, “Have you seen my grammar book?”
   Maria wanted to know.

10. Yuko said, “I don’t want to go.”
    Yuko said.

11. Sam asked, “Where is Nadia?”
    Sam wanted to know.

    David asked me.

13. “I may be late,” said Mike.
    Mike told me.

14. Felix said, “You should work harder.”
    Felix told me.

15. Rosa said, “I have to go downtown.”
    Rosa said.

16. “Why is the sky blue?” my young daughter often asks.
    My young daughter often asks me.

17. My mother asked, “Why are you tired?”
    My mother wondered.

18. “I will come to the meeting,” said Pedro.
    Pedro told me.

19. Ms. Adams just asked Ms. Chang, “Will you be in class tomorrow?”
    Ms. Adams wanted to know.
   Mr. Clark, an elementary school teacher, explained to his students ____________________
   ____________________

21. “Someday we’ll be in contact with beings from outer space.”
   The scientist predicted ____________________

22. “I think I’ll go to the library to study.”
   Joe said ____________________

23. “Does Omar know what he’s doing?”
   I wondered ____________________

   I wondered ____________________

25. “Sentences with noun clauses are a little complicated.”
   Olga thinks ____________________

☐ EXERCISE 22. Activity: reported speech. (Chart 12-7)

Directions: Form groups of three and choose a leader. Only the leader’s book is open.
Speaker A: You are the leader. Your book is open. Whisper a question to Speaker B.
Speaker B: Your book is closed. Make sure you understand the question.
Speaker C: Your book is closed. Ask Speaker B something like “What did Speaker A want
to know/say/ask you?”
Speaker B: Begin your response with “He (She) asked me . . . .”

Example:
Speaker A to B (whispered): Where is your friend?
Speaker C to B (aloud): What did (Speaker A) want to know?
Speaker B to C (aloud): He (She) asked me where my friend was (OR is).

1. What time is it?
2. Can you speak Arabic?
3. Have you seen (title of a movie)?
4. Will you be here tomorrow?
5. What kind of camera do you have?
6. What courses are you taking?
7. Did you finish your assignment?
8. (Make up your own question.)

Switch roles.
9. Have you read any good books lately?
10. How do you like living here?
11. May I borrow your dictionary?
12. Where will you be tomorrow around three o’clock?
13. What are you going to do during vacation?
14. Did you go to a party last night?
15. Can I use your pen?
16. (Make up your own question.)

Switch roles.
17. How many people have you met in the last couple of months?
18. Where should I meet you after class?
19. Do you understand what I am saying?
20. Did you go to class yesterday?
21. Is what you said really true?
22. Is what you want to talk to me about important?
23. How do you know that what you said is true?
24. (Make up your own question.)
EXERCISE 23. Activity: reported speech. (Chart 12-7)
Directions: With books closed, report to the class at least one question you were asked in the previous exercise and who asked it. Use a past verb form in the noun clause.

Example: Roberto asked me if I’d read any good books lately.

EXERCISE 24. Reported speech: verb forms in noun clauses. (Chart 12-7)
Directions: Complete the sentences, using the information in the dialogue. Change the verbs to a past form as appropriate.

1. Fred asked me, “Can we still get tickets to the game?”
   I said, “I’ve already bought them.”
   When Fred asked me if we _could still get_ tickets to the game, I told him that I _had already bought_ them.

2. Mrs. White said, “Janice, you have to clean up your room and empty the dishwasher before you leave for the game.”
   Janice said, “Okay, Mom. I will.”
   Mrs. White told Janice that she _had to clean up_ her room and empty the dishwasher before she _could leave_ for the game. Janice promised her mom that she _would_ _________.

3. I asked the ticket seller, “Is the concert going to be rescheduled?”
   The ticket seller said, “I don’t know, Ma’am. I just work here.”
   When I asked the ticket seller if the concert _was_ to be rescheduled, she told me that she _had_ and said that she just _had_ there.

4. I asked Boris, “Where will the next chess match take place?”
   Boris replied, “It hasn’t been decided yet.”
   When I asked Boris _where_ place, he replied that it _had_ yet.

5. I said to Alan, “I’m very discouraged. I don’t think I’ll ever speak English well.”
   Alan said, “Your English is getting better every day. In another year, you’ll be speaking English with the greatest of ease.”
   I complained that I _was_ very discouraged. I said that I _would_ ever _was_ English well. Alan told me that my English _was_ better every day. He assured me that in another year, I _would_ _____ English with the greatest of ease.
6. *A person in the audience asked the speaker, “Are the necessary means to increase the world's food supply presently available?” The agronomy professor said, “It might be possible to grow 50 percent of the world's food in underwater cultivation if we can develop inexpensive methods.”*

A person in the audience asked the agronomy professor if the necessary means to increase the world's food supply presently available. The professor stated that it possible to grow 50 percent of the world's food under water if we inexpensive methods.

☐ **EXERCISE 25. Reported speech. (Chart 12-7)**

*Directions: Change the quoted speech to reported speech. Study the example carefully and use the same pattern: *said that . . . and that* OR *said that . . . but that.*

1. “My father is a businessman. My mother is an engineer.”

   He said that ________________ his father was a businessman and that his mother ________________ was an engineer.

2. “I’m excited about my new job. I’ve found a nice apartment.”

   I got a letter from my sister yesterday. She said __________________________

3. “Your Uncle Harry is in the hospital. Your Aunt Sally is very worried about him.”

   The last time my mother wrote to me, she said __________________________

4. “I expect you to be in class every day. Unexcused absences may affect your grades.”

   Our sociology professor said __________________________

5. “Highway 66 will be closed for two months. Commuters should seek alternate routes.”

   The newspaper said __________________________

6. “I’m getting good grades, but I have difficulty understanding lectures.”

   My brother is a junior at a state university. In his last letter, he wrote __________________________

7. “Every obstacle is a steppingstone to success. You should view problems in your life as opportunities to prove yourself.”

   My father often told me __________________________
8. “I’ll come to the meeting, but I can’t stay for more than an hour.”
Julia told me ____________________________

☐ EXERCISE 26. Activity: reported speech. (Charts 12-1 → 12-7)
Directions: Work in groups or as a class.
Speaker A: Ask a question on the given topic—whatever comes into your mind. Use a question word (when, how, where, what, why, etc.).
Speaker B: Answer the question in a complete sentence.
Speaker C: Report what Speaker A and Speaker B said.

Example: tonight
SPEAKER A (ROSA): What are you going to do tonight?
SPEAKER B (ALI): I’m going to study.
SPEAKER C (YUNG): Rosa asked Ali what he was going to do tonight, and Ali replied that he was going to study.

1. tonight 5. book 9. television
2. music 6. this city 10. dinner
3. courses 7. population 11. next year
4. tomorrow 8. last year 12. vacation

☐ EXERCISE 27. Review: noun clauses. (Charts 12-1 → 12-7)
Directions: Complete the sentences.

1. I cannot understand why . . . .
2. One of the students remarked that . . . .
3. I was not sure whose . . . .
4. What . . . . surprised me.
5. That she . . . . surprised me.
6. One of the students stated that . . . .
7. I could not . . . . due to the fact that . . . .
8. What he said was that . . . .
9. No one knows who . . . .
10. The instructor announced that . . . .
11. What I want to know is why . . . .
12. What . . . . is not important.
13. We discussed the fact that . . . .

☐ EXERCISE 28. Activity: noun clauses. (Charts 12-1 → 12-7)
Directions: Read each dialogue and then write a report about it. The report should include an accurate idea of the speakers' words, but doesn't have to use their exact words.

Example: Jack said, “I can’t go to the game.”
Tom said, “Oh? Why not?”
“I don’t have enough money for a ticket,” replied Jack.

Possible written reports of the above dialogue:

a. Jack told Tom that he couldn’t go to the game because he didn’t have enough money for a ticket.
b. When Tom asked Jack why he couldn’t go to the game, Jack said he didn’t have enough money for a ticket.
c. Jack said he couldn’t go to the game. When Tom asked him why not, Jack replied that he didn’t have enough money for a ticket.
Write reports of the following dialogues:

1. “What are you doing?” Alex asked.
   “I’m drawing a picture,” I said.

2. Ann said, “Do you want to go to a movie Sunday night?”
   Sue said, “I’d like to, but I have to study.”

3. “How old are you, Mrs. Robinson?” the little boy asked.
   Mrs. Robinson said, “It’s not polite to ask people their age.”

4. “Is there anything you especially want to watch on TV tonight?” my sister asked.
   “Yes,” I replied. “There’s a show at eight that I’ve been waiting to see for a long time.”
   “What is it?” she asked.
   “It’s a documentary on green sea turtles,” I said.
   “Why do you want to see that?”
   “I’m doing a research paper on sea turtles. I think I might be able to get some good information from the documentary. Why don’t you watch it with me?”
   “No, thanks,” she said. “I’m not especially interested in green sea turtles.”

□ EXERCISE 29. Activity: noun clauses. (Charts 12-1 → 12-7)

Directions: Make up a dialogue for the two characters waiting in the supermarket line, and then write a story about the picture. The events in the picture happened yesterday.
EXERCISE 30. Error analysis: noun clauses (Charts 12-1 → 12-7)

Directions: Correct the errors.

1. Tell the taxi driver where do you want to go.

2. My roommate came into the room and asked me why aren’t you in class? I said I am waiting for a telephone call from my family.

3. It was my first day at the university, and I am on my way to my first class. I wondered who else will be in the class. What the teacher would be like?

4. He asked me that what did I intend to do after I graduate?

5. Many of the people in the United States doesn’t know much about geography. For example, people will ask you where is Japan located.

6. What does a patient tell a doctor it is confidential.

7. What my friend and I did it was our secret. We didn’t even tell our parents what did we do.

8. The doctor asked that I felt okay. I told him that I don’t feel well.

9. Is clear that the ability to use a computer it is an important skill in the modern world.

10. I asked him what kind of movies does he like, he said me, I like romantic movies.

11. Is true you almost drowned? my friend asked me. Yes, I said. I’m really glad to be alive. It was really frightening.

12. It is a fact that I almost drowned makes me very careful about water safety whenever I go swimming.

13. I didn’t know where am I supposed to get off the bus, so I asked the driver where is the science museum. She tell me the name of the street. She said she will tell me when should I get off the bus.

14. My mother did not live with us. When other children asked me where was my mother, I told them she is going to come to visit me very soon.

15. When I asked the taxi driver to drive faster he said I will drive faster if you pay me more. At that time I didn’t care how much would it cost, so I told him to go as fast as he can.
16. We looked back to see where are we and how far are we from camp. We don’t know, so we decided to turn back. We are afraid that we wander too far.

17. After the accident, I opened my eyes slowly and realize that I am still alive.

18. My country is prospering due to it is a fact that it has become a leading producer of oil.

19. Is true that one must to know English in order to study at an American university.

20. My mother told me what it was the purpose of our visit.

☐ EXERCISE 31. Activity: noun clauses. (Charts 12-1 → 12-7)
   Directions: Choose one of the following.
   1. Think of a letter written in English that you have received recently. In a short paragraph, summarize some of the news or information in this letter. (If you have not recently received a letter written in English, invent one.) Include at least two sentences that use the pattern said that . . . and that or said that . . . but that.
   2. Student A: Write a letter to a classmate (Student B). Give it to Student B. Student B: Write a report summarizing Student A’s letter.

☐ EXERCISE 32. Activity: noun clauses. (Charts 12-1 → 12-7)
   Directions: Form small groups and discuss one (or more) of the following topics. Then write a report of the main points made by each speaker in your group. (Do not attempt to report every word that was spoken.)
   In your report, use words such as think, believe, say, remark, and state to introduce noun clauses. When you use think or believe, you will probably use present tenses (e.g., Omar thinks that money is the most important thing in life.). When you use say, remark, or state, you will probably use past tenses (e.g., Olga said that many other things were more important than money.).
   Do you agree with the given statements? Why or why not?
   1. Money is the most important thing in life.
   2. A woman can do any job a man can do.
   3. When a person decides to get married, his or her love for the other person is the only important consideration.
   4. A world government is both desirable and necessary. Countries should simply become the states of one nation, the Earth. In this way, wars could be eliminated and wealth could be equally distributed.

☐ EXERCISE 33. Activity: noun clauses. (Charts 12-1 → 12-7)
   Directions: Give a one-minute impromptu speech on any topic that comes to mind (pollution, insects, soccer, dogs, etc.). Your classmates will take notes as you speak. Then, in a short paragraph or orally, they will report what you said.
EXERCISE 34. Activity: noun clauses. (Charts 12-1 → 12-7)

Directions: You and your classmates are newspaper reporters at a press conference. You will all interview your teacher or a person whom your teacher invites to class. Your assignment is to write a newspaper article about the person whom you interviewed.

Take notes during the interview. Write down some of the important sentences so that you can use them for quotations in your article. Ask for clarification if you do not understand something the interviewee has said. It is important to report information accurately. In your article, try to organize your information into related topics. For example, if you interview your teacher:

I. General introductory information
II. Professional life
   A. Present teaching duties
   B. Academic duties and activities outside of teaching
   C. Past teaching experience
   D. Educational background
III. Personal life
   A. Basic biographical information (e.g., place of birth, family background, places of residence)
   B. Spare-time activities and interests
   C. Travel experiences

The above outline only suggests a possible method of organization. You must organize your own article, depending upon the information you have gained from your interview.

When you write your report, most of your information will be presented in reported speech; use quoted speech only for the most important or memorable sentences. When you use quoted speech, be sure you are presenting the interviewee's exact words. If you are simply paraphrasing what the interviewee said, do not use quotation marks.

12-8 USING THE SUBJUNCTIVE IN NOUN CLAUSES

(a) The teacher demands that we be on time.
(b) I insisted that he pay me the money.
(c) I recommended that she not go to the concert.
(d) It is important that they be told the truth.

A subjunctive verb uses the simple form of a verb. It does not have present, past, or future forms; it is neither singular nor plural. Sentences with subjunctive verbs generally stress importance or urgency. A subjunctive verb is used in that-clauses that follow the verbs and expressions listed below. In (a): be is a subjunctive verb; its subject is we. In (b): pay (not pays, not paid) is a subjunctive verb; it is in its simple form, even though its subject (he) is singular.

Negative: not + simple form, as in (c).
Passive: simple form of be + past participle, as in (d).

Shall is also possible after suggest and recommend.*

| COMMON VERBS AND EXPRESSIONS FOLLOWED BY THE SUBJUNCTIVE IN A NOUN CLAUSE |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| advise (that)              | propose (that)              | it is essential (that)      | it is critical (that)       |
| ask (that)                 | recommend (that)            | it is imperative (that)     | it is necessary (that)      |
| demand (that)              | request (that)              | it is important (that)      | it is vital (that)          |
| insist (that)              | suggest (that)              |                             |                             |

*The subjunctive is more common in American English than British English. In British English, should + simple form is more usual than the subjunctive: The teacher insists that we should be on time.
EXERCISE 35. Using the subjunctive in noun clauses. (Chart 12-8)

Directions: Complete the sentences. There is often more than one possible completion.

1. Mr. Adams insists that we ___________ careful in our writing.

2. They requested that we not ___________ after midnight.

3. She demanded that I ___________ her the truth.

4. I recommended that Jane ___________ to the head of the department.

5. I suggest that everyone ___________ a letter to the governor.

6. It is essential that I ___________ you tomorrow.

7. It is important that he ___________ the director of the English program.

8. It is necessary that everyone ___________ here on time.

EXERCISE 36. Using the subjunctive in noun clauses. (Chart 12-8)

Directions: Give the correct form of the verb in parentheses. Some of the verbs are passive.

1. Her advisor recommended that she (take) ___________ five courses.

2. Roberto insisted that the new baby (name) ___________ after his grandfather.

3. The doctor recommended that she (stay) ___________ in bed for a few days.

4. The students requested that the test (postpone) ___________, but the instructor decided against a postponement.

5. It is essential that no one (admit) ___________ to the room without proper identification.

6. It is critical that pollution (control) ___________ and eventually (eliminate) ___________.

7. It was such a beautiful day that one of the students suggested we (have) ___________ class outside.

8. The movie director insisted that everything about his productions (be) ___________ authentic.

9. It is vital that no one else (know) ___________ about the secret government operation.

10. Mrs. Wah asked that we (be) ___________ sure to lock the door behind us.

11. I requested that I (permit) ___________ to change my class.
12. It is important that you (be, not) _________ late.

13. It is imperative that he (return) _________ home immediately.

14. The governor proposed that a new highway (build) _________.

15. Fumiko specifically asked that I (tell, not) _________ anyone else about it.
   She said it was important that no one else (tell) _________ about it.

12-9 USING -EVER WORDS

The following -ever words give the idea of “any.” Each pair of sentences in the examples has the same meaning.

| whoever  | (a) Whoever wants to come is welcome.                              |
| who(m)ever | He makes friends easily with who(m)ever he meets.*         |
| whatever  | (c) He always says whatever comes into his mind.               |
| whichever | (d) There are four good programs on TV at eight o’clock. We can watch whichever program (whichever one) you prefer. |
| whenever  | (e) You may leave whenever you wish.                           |
| wherever  | (f) She can go wherever she wants to go.                       |
| however   | (g) The students may dress however they please. The students may dress in any way that they please. |

*In (b): whomever is the object of the verb meets. In American English, whomever is rare and very formal. In British English, whoever (not whomever) is used as the object form: He makes friends easily with whoever he meets.

☐ EXERCISE 37. Using -EVER words. (Chart 12-9)

Directions: Complete the following by using -ever words.

1. Mustafa is free to go anyplace he wishes. He can go _______ wherever _______ he wants.

2. Mustafa is free to go anytime he wishes. He can go ____________ he wants.

3. I don’t know what you should do about that problem. Do ____________ seems best to you.

4. There are five flights to Chicago every day. I don’t care which one we take. We can take ____________ one fits in best with your schedule.

5. I want you to be honest. I hope you feel free to say ____________ is on your mind.

6. ____________ leads a life full of love and happiness is rich.
7. No one can tell him what to do. He does _______________ he wants.

8. If you want to rearrange the furniture, go ahead. You can rearrange it 
   _______________ you want. I don't care one way or the other.

9. Those children are wild! I feel sorry for _______________ has to be their 
   babysitter.

10. I have a car. I can take you _______________ you want to go.

11. Scott likes to tell people about his problems. He will talk to _______________ will 
    listen to him. But he bores _______________ he talks to.

12. To Ellen, the end justifies the means. She will do _______________ she has to do 
    in order to accomplish her objective.

13. I have four. Take _______________ one pleases you most.

14. My wife and I are going to ride our bicycles across the country. We'll ride for six to 
    seven hours every day, then stop for the night _______________ we happen to be.

15. Irene does _______________ she wants to do, goes _______________ she wants 
    to go, gets up _______________ she wants to get up, makes friends with 
    _______________ she meets, and dresses _______________ she pleases.