



# CHAPTER 12

## Noun Clauses

CONTENTS			
12-1	Introduction	12-5	Noun clauses beginning with <i>that</i>
12-2	Noun clauses beginning with a question word	12-6	Quoted speech
12-3	Noun clauses beginning with <i>whether</i> or <i>if</i>	12-7	Reported speech: verb forms in noun clauses
12-4	Question words followed by infinitives	12-8	Using the subjunctive in noun clauses
		12-9	Using <i>-ever</i> words

### 12-1 INTRODUCTION

<p>independent clause</p> <p>(a) Sue lives in Tokyo.</p> <p>independent clause</p> <p>(b) Where does Sue live?</p>	<p>A clause is a group of words containing a subject and a verb.*</p> <p>An <i>independent clause</i> (or <i>main clause</i>) 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.</p>
<p>dependent clause</p> <p>(c) where Sue lives</p>	<p>A <i>dependent clause</i> (or <i>subordinate clause</i>) is not a complete sentence. It must be connected to an independent clause. Example (c) is a dependent clause.</p>
<p>indep. cl.    dependent cl.</p> <p>(d) I know <i>where Sue lives</i>.</p>	<p>Example (d) is a complete sentence. It has an independent clause with the main subject (<i>I</i>) and verb (<i>know</i>) of the sentence. <i>Where Sue lives</i> is a dependent clause connected to an independent clause. <i>Where Sue lives</i> is called a <i>noun clause</i>.</p>
<p>noun phrase</p> <p>(e) <i>His story</i> was interesting.</p> <p>noun clause</p> <p>(f) <i>What he said</i> was interesting.</p>	<p>A <i>noun phrase</i> is used as a subject or an object.</p> <p>A <i>noun clause</i> is used as a subject or an object. In other words, a noun clause is used in the same ways as a noun phrase.</p> <p>In (e): <i>His story</i> is a noun phrase. It is used as the subject of the sentence.</p> <p>In (f): <i>What he said</i> is a noun clause. It is used as the subject of the sentence. The noun clause has its own subject (<i>he</i>) and verb (<i>said</i>).</p>
<p>noun phrase</p> <p>(g) I heard <i>his story</i>.</p> <p>noun clause</p> <p>(h) I heard <i>what he said</i>.</p>	<p>In (g): <i>his story</i> is a noun phrase. It is used as the object of the verb <i>heard</i>.</p> <p>In (h): <i>what he said</i> is a noun clause. It is used as the object of the verb <i>heard</i>.</p>
<p>noun phrase</p> <p>(i) I listened to <i>his story</i>.</p> <p>noun clause</p> <p>(j) I listened to <i>what he said</i>.</p>	<p>In (i): <i>his story</i> is a noun phrase. It is used as the object of the preposition <i>to</i>.</p> <p>In (j): <i>what he said</i> is a noun clause. It is used as the object of the preposition <i>to</i>.</p>

\*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  
→ *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

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

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

<sup>\*</sup>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: Where (*Ruth, go*) did Ruth go? She's not in her room.

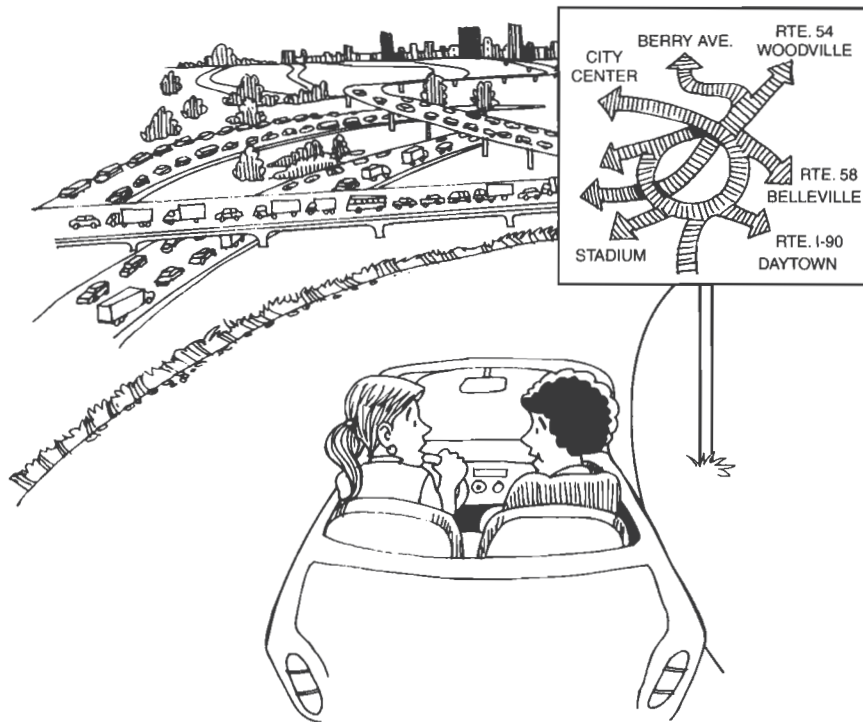
B: I don't know. Ask her friend Tina. She might know where (*Ruth, go*)  
Ruth went.

2. A: Oops! I made a mistake. Where (*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 s/he 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 Will she come?  Does he need help?	NOUN CLAUSE (a) I don’t know <i>whether she will come.</i> I don’t know <i>if she will come.</i> (b) I wonder <i>whether he needs help.</i> I wonder <i>if he needs help.</i>	When a yes/no question is changed to a noun clause, <i>whether</i> or <i>if</i> is used to introduce the clause.  (Note: <i>Whether</i> is more acceptable in formal English, but <i>if</i> is quite commonly used, especially in speaking.)
	(c) I wonder <i>whether or not</i> she will come. (d) I wonder <i>whether</i> she will come <i>or not.</i> (e) I wonder <i>if</i> she will come <i>or not.</i>	In (c), (d), and (e): Notice the patterns when <i>or not</i> is used.
	(f) <i>Whether she comes or not</i> is unimportant to me.	In (f): Notice that the noun clause is in the subject position.

□ 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 B (*book closed*): I wonder whether/if ( . . . ) needs 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)

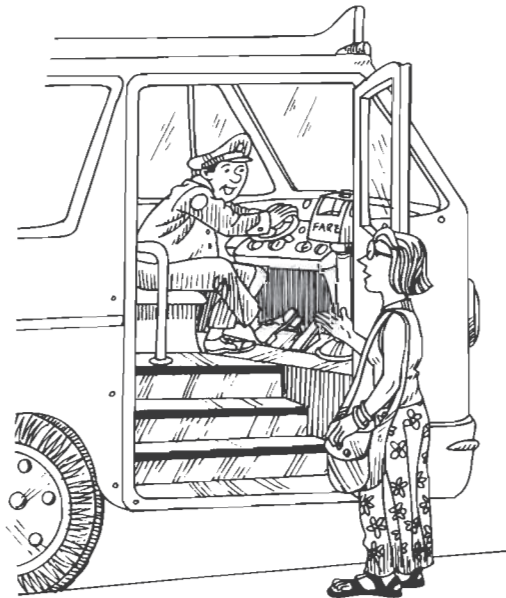
*Directions:* Work in pairs, in groups, or as a class. Begin all responses with “Could you please tell me . . . .”

*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

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>(a) I don't know <i>what I should do</i>.</li><li>(b) I don't know <i>what to do</i>.</li><li>(c) Pam can't decide <i>whether she should go or stay home</i>.</li><li>(d) Pam can't decide <b>whether to go or (to) stay home</b>.</li><li>(e) Please tell me <i>how I can get to the bus station</i>.</li><li>(f) Please tell me <b>how to get to the bus station</b>.</li><li>(g) Jim told us <i>where we could find it</i>.</li><li>(h) Jim told us <b>where to find it</b>.</li></ul> | <p>Question words (<i>when, where, how, who, whom, whose, what, which</i>) and <i>whether</i> may be followed by an infinitive.</p> <p>Each pair of sentences in the examples has the same meaning. Notice that the meaning expressed by the infinitive is either <b>should</b> or <b>can/could</b>.</p> |
|---|--|

□ 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 \_\_\_\_\_ .

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

STATEMENT	NOUN CLAUSE	
He is a good actor.	(a) I think <i>that he is a good actor</i> . (b) I think <i>he is a good actor</i> .	In (a): <i>that he is a good actor</i> is a noun clause. It is used as the object of the verb <i>think</i> .
The world is round.	(c) We know ( <i>that</i> ) <i>the world is round</i> .	The word <i>that</i> , 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.)
She doesn't understand spoken English.	(d) <i>That she doesn't understand spoken English</i> is obvious. (e) <i>It</i> is obvious ( <i>that</i> ) <i>she doesn't understand spoken English</i> .	In (d): The noun clause ( <i>That she doesn't understand spoken English</i> ) is the subject of the sentence. The word <i>that</i> 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) <i>That the world is round</i> is a fact. (g) <i>It</i> is a fact <i>that the world is round</i> .	More commonly, the word <i>it</i> 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.

<i>a fact</i>	<i>obvious</i>	<i>surprising</i>	<i>unfair</i>	<i>a shame</i>
<i>a well-known fact</i>	<i>apparent</i>	<i>strange</i>	<i>too bad</i>	<i>a pity</i>
<i>true</i>	<i>clear</i>		<i>unfortunate</i>	

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

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

*Directions:* Complete the sentences.

- |   |                                       |
|---|---------------------------------------|
| 1. It is my belief that . . . <i>the war between those two countries will end soon.</i> | 5. It is widely believed that . . . . |
| 2. It seems to me that . . . .  | 6. It is thought that . . . .         |
| 3. It is my impression that . . . .   | 7. It has been said that . . . .      |
| 4. It is my theory 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>I was late for class.</i> | 4. I'm pleased (that) . . . .   | 8. I'm happy (that) . . . .               |
| 2. I'm glad (that) . . . .                             | 5. I'm surprised (that) . . . . | 9. Yesterday I was annoyed (that) . . . . |
| 3. I'm disappointed (that) . . . .                     | 7. I'm sure (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.

- He says he is twenty-one, but the truth is . . . *that he is only eighteen.*
- 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.\*\**
- There are several reasons why I am studying English.  
One reason is . . . .  
Another reason is . . . .  
A third reason is . . . .
- 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 . . . .
- 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.

- Ann was late. That didn't surprise me.  
→ *The fact that Ann was late didn't surprise me.*
- Rosa didn't come. *That* made me angry.
- I'm a little tired. I feel fine except for *that*.
- Natasha didn't pass the entrance examination. She was not admitted to the university due to *that*.
- 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.\*\*

<p>QUOTING ONE SENTENCE</p> <p>(a) She said, “<b>M</b>y brother is a student.”</p> <p>(b) “My brother is a student,” she said.</p> <p>(c) “My brother,” she said, “<b>i</b>s a student.”</p>	<p>In (a): Use a comma after <i>she said</i>. Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.</p> <p>In (b): Use a comma, not a period, at the end of the quoted sentence when it precedes <i>she said</i>.</p> <p>In (c): If the quoted sentence is divided by <i>she said</i>, use a comma after the first part of the quote. Do not capitalize the first word after <i>she said</i>.</p>
<p>QUOTING MORE THAN ONE SENTENCE</p> <p>(d) “My brother is a student. He is attending a university,” she said.</p> <p>(e) “My brother is a student,” she said. “<b>H</b>e is attending a university.”</p>	<p>In (d): Quotation marks are placed at the beginning and end of the complete quote. Notice: There are no quotation marks after <i>student</i>.</p> <p>In (e): If <i>she said</i> comes between two quoted sentences, the second sentence begins with quotation marks and a capital letter.</p>
<p>QUOTING A QUESTION OR AN EXCLAMATION</p> <p>(f) She asked, “When will you be here?”</p> <p>(g) “When will you be here?” she asked.</p> <p>(h) She said, “Watch out!”</p>	<p>In (f): The question mark is inside the quotation marks.</p> <p>In (g): If a question mark is used, no comma is used before <i>she asked</i>.</p> <p>In (h): The exclamation point is inside the quotation marks.</p>
<p>(i) “My brother is a student,” <i>said Anna</i>. “My brother,” <i>said Anna</i>, “is a student.”</p>	<p>In (i): The noun subject (<i>Anna</i>) follows <i>said</i>. 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: “<i>My brother’s a student</i>,” <i>said she</i>.)</p>
<p>(j) “Let’s leave,” <i>whispered</i> Dave.</p> <p>(k) “Please help me,” <i>begged</i> the unfortunate man.</p> <p>(l) “Well,” Jack <i>began</i>, “it’s a long story.”</p>	<p><i>Say</i> and <i>ask</i> are the most commonly used quote verbs. Some others: <i>add, agree, announce, answer, beg, begin, comment, complain, confess, continue, explain, inquire, promise, remark, reply, respond, shout, suggest, whisper</i>.</p>

\**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





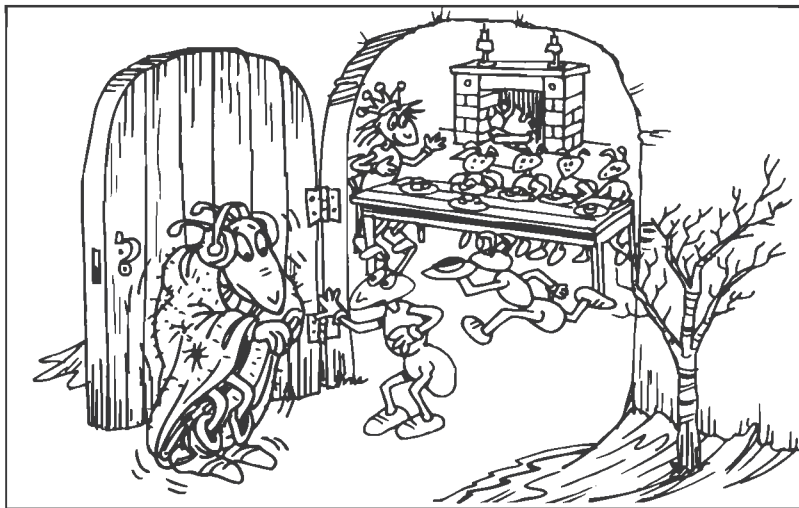
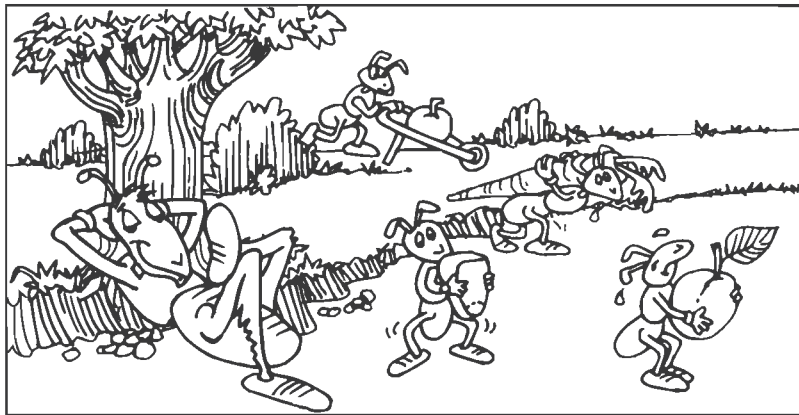
□ EXERCISE 19. Activity: quoted speech. (Chart 12-6)

*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.

## 12-7 REPORTED SPEECH: VERB FORMS IN NOUN CLAUSES

QUOTED SPEECH	REPORTED SPEECH	
(a) "I <i>watch</i> TV every day." (b) "I <i>am watching</i> TV." (c) "I <i>have watched</i> TV." (d) "I <i>watched</i> TV." (e) "I <i>had watched</i> TV." (f) "I <i>will watch</i> TV." (g) "I <i>am going to watch</i> TV." (h) "I <i>can watch</i> TV." (i) "I <i>may watch</i> TV." (j) "I <i>must watch</i> TV." (k) "I <i>have to watch</i> TV."	→ She said she <i>watched</i> TV every day. → She said she <i>was watching</i> TV. → She said she <i>had watched</i> TV. → She said she <i>had watched</i> TV. → She said she <i>had watched</i> TV. → She said she <i>would watch</i> TV. → She said she <i>was going to watch</i> TV. → She said she <i>could watch</i> TV. → She said she <i>might watch</i> TV. → She said she <i>had to watch</i> TV. → She said she <i>had to watch</i> TV.	<i>Reported speech</i> refers to using a noun clause to report what someone has said. No quotation marks are used.  If the reporting verb (the main verb of the sentence, e.g., <i>said</i> ) is simple past, the verb in the noun clause will usually also be in a past form, as in the examples.
(l) "I <i>should watch</i> TV." "I <i>ought to watch</i> TV." "I <i>might watch</i> TV."	→ She said she <i>should watch</i> TV. → She said she <i>ought to watch</i> TV. → She said she <i>might watch</i> TV.	In (l): <i>should</i> , <i>ought to</i> , and <i>might</i> do not change to a past form.
(m) Immediate reporting: —What did the teacher just say? I didn't hear him. —He said he <i>wants</i> 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 <i>wanted</i> us to read Chapter Six.		Changing verbs to past forms in reported speech is common in both speaking and writing. However, sometimes in spoken English, no change is made in the noun clause verb, especially if the speaker is reporting something immediately or soon after it was said.
(o) "The world <i>is</i> round."	→ She said the world <i>is</i> 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 <i>watch</i> TV every day." (q) "I <i>watch</i> TV every day." (r) "I <i>watch</i> TV every day."	→ She <i>says</i> she <i>watches</i> TV every day. → She <i>has said</i> that she <i>watches</i> TV every day. → She <i>will say</i> that she <i>watches</i> 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 <i>told me to watch</i> TV.*	In reported speech, an imperative sentence is changed to an infinitive. <i>Tell</i> is used instead of <i>say</i> 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.

3. Jennifer asked, "What do you want?"  
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 \_\_\_\_\_
7. "Did you enjoy your trip?" asked Kim.  
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 \_\_\_\_\_
12. "Can you help me with my report?" asked David.  
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 \_\_\_\_\_

20. "The sun rises in the east," said Mr. Clark.  
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 \_\_\_\_\_
24. "Is what I've heard true?"  
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?                                  | 14. Did you go to a party last night?                          |
| 2. Can you speak Arabic?                             | 15. Can I use your pen?  |
| 3. Have you seen ( <i>title of a movie</i> )?        | 16. ( <i>Make up your own question.</i> )                      |
| 4. Will you be here tomorrow?                        | <i>Switch roles.</i>   |
| 5. What kind of camera do you have?                  | 17. How many people have you met in the last couple of months? |
| 6. What courses are you taking?                      | 18. Where should I meet you after class?                       |
| 7. Did you finish your assignment?                   | 19. Do you understand what I am saying?                        |
| 8. ( <i>Make up your own question.</i> )             | 20. Did you go to class yesterday?                             |
| <i>Switch roles.</i>                                 | 21. Is what you said really true?                              |
| 9. Have you read any good books lately?              | 22. Is what you want to talk to me about important?            |
| 10. How do you like living here?                     | 23. How do you know that what you said is true?                |
| 11. May I borrow your dictionary?                    | 24. ( <i>Make up your own question.</i> )                      |
| 12. Where will you be tomorrow around three o'clock? |  |
| 13. What are you going to do during vacation?        |  |

□ 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 \_\_\_\_\_ to be  
rescheduled, she told me that she \_\_\_\_\_ and said that she just  
\_\_\_\_\_ 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 \_\_\_\_\_ place, he replied that it  
\_\_\_\_\_ 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 \_\_\_\_\_ very discouraged. I said that I  
\_\_\_\_\_ I \_\_\_\_\_ ever \_\_\_\_\_ English  
well. Alan told me that my English \_\_\_\_\_ better every day. He  
assured me that in another year, I \_\_\_\_\_ 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 . . . .                | 8. What he said was that . . . .          |
| 2. One of the students remarked that . . . .      | 9. No one knows who . . . .               |
| 3. I was not sure whose . . . .                   | 10. The instructor announced that . . . . |
| 4. What . . . surprised me.                       | 11. What I want to know is why . . . .    |
| 5. That she . . . surprised me.                   | 12. What . . . is not important.          |
| 6. One of the students stated that . . . .        | 13. We discussed the fact that . . . .    |
| 7. I could not . . . due to the fact that . . . . | 14. I wonder whether . . . .              |

□ 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:*

- Jack told Tom that he couldn't go to the game because he didn't have enough money for a ticket.
- When Tom asked Jack why he couldn't go to the game, Jack said he didn't have enough money for a ticket.
- 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 **demand**s that we **be** on time.
- (b) I **insist**ed that he **pay** me the money.
- (c) I **recomm**ended 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).

- (e) I **suggest**ed that she **see** a doctor.
- (f) I **suggest**ed that she **should see** a doctor.

**Should** is also possible after **suggest** and **recommend**.\*

### COMMON VERBS AND EXPRESSIONS FOLLOWED BY THE SUBJUNCTIVE IN A NOUN CLAUSE

<i>advise (that)</i>	<i>propose (that)</i>	<i>it is essential (that)</i>	<i>it is critical (that)</i>
<i>ask (that)</i>	<i>recommend (that)</i>	<i>it is imperative (that)</i>	<i>it is necessary (that)</i>
<i>demand (that)</i>	<i>request (that)</i>	<i>it is important (that)</i>	<i>it is vital (that)</i>
<i>insist (that)</i>	<i>suggest (that)</i>		

\*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 be 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.

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

- Mustafa is free to go anyplace he wishes. He can go wherever he wants.
- Mustafa is free to go anytime he wishes. He can go \_\_\_\_\_ he wants.
- I don't know what you should do about that problem. Do \_\_\_\_\_ seems best to you.
- 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.
- I want you to be honest. I hope you feel free to say \_\_\_\_\_ is on your mind.
- \_\_\_\_\_ 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.