



CHAPTER 14

Noun Clauses

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14-1 NOUN CLAUSES: INTRODUCTION

<p>S V O (a) I know <u>his address.</u> (noun phrase)</p>	<p>Verbs are often followed by objects. The object is usually a noun phrase.* In (a): <i>his address</i> is a noun phrase; <i>his address</i> is the object of the verb <i>know</i>.</p> <p>Some verbs can be followed by noun clauses.* In (b): <i>where he lives</i> is a noun clause; <i>where he lives</i> is the object of the verb <i>know</i>.</p>
<p>S V O (b) I know <u>where he lives.</u> (noun clause)</p>	
<p>S V O (c) I know <u>where he lives.</u> (noun clause)</p>	<p>A noun clause has its own subject and verb. In (c): <i>he</i> is the subject of the noun clause; <i>lives</i> is the verb of the noun clause.</p>
<p>(d) I know <i>where my book is.</i> (noun clause)</p>	<p>A noun clause can begin with a question word. (See Chart 14-2.)</p>
<p>(e) I don't know <i>if Ed is married.</i> (noun clause)</p>	<p>A noun clause can begin with <i>if</i> or <i>whether</i>. (See Chart 14-4, p. 409.)</p>
<p>(f) I know <i>that the world is round.</i> (noun clause)</p>	<p>A noun clause can begin with <i>that</i>. (See Chart 14-5, p. 414.)</p>

*A **phrase** is a group of related words. It does not contain a subject and a verb.

A **clause** is a group of related words. It contains a subject and a verb.

14-2 NOUN CLAUSES THAT BEGIN WITH A QUESTION WORD

These question words can be used to introduce a noun clause: *when, where, why, how, who, whom, what, which, whose*.

INFORMATION QUESTION	NOUN CLAUSE	Notice in the examples: Usual question word order is NOT used in a noun clause. <i>INCORRECT: I know where does he live.</i> <i>CORRECT: I know where he lives.</i>
(a) Where does he live? (c) When did they leave? (e) What did she say? (g) Why is Tom absent?	(b) I don't know <i>where he lives</i> . (d) Do you know <i>when they left?</i> * (f) Please tell me <i>what she said</i> . (h) I wonder <i>why Tom is absent</i> .	
(i) Who came to class? (k) What happened?	(j) I don't know <i>who came to class</i> . (l) Tell me <i>what happened</i> .	In (i) and (j): Question word order and noun clause word order are the same when the question word is used as a subject.

*A question mark is used at the end of this noun clause because the main subject and the verb of the sentence (*Do you know*) are in question word order.

Example: *Do you know when they left?*

Do you know asks a question; *when they left* is a noun clause.

□ EXERCISE 1. Information questions and noun clauses. (Charts 5-2 and 14-2)

Directions: Are the given words (1) an information question or (2) a noun clause?

- Add "I don't know" and a period to make a sentence with a noun clause. OR
- Add a capital letter and a question mark if the given words are a question.

- _____ *I don't know* _____ why he left. (*noun clause*)
- _____ *Why did he leave?* (*information question*)
- _____ where she is living
- _____ where is she living
- _____ where did Paul go
- _____ where Paul went
- _____ what time the movie begins
- _____ what time does the movie begin
- _____ how old is Kate
- _____ why Yoko is angry
- _____ what happened
- _____ who came to the party
- _____ who(m) did you see at the party
- _____ what did Sue say
- _____ what Sue is talking about

□ **EXERCISE 2. Noun clauses that begin with a question word. (Chart 14-2)**

Directions: Complete the dialogues by changing Speaker A's questions to noun clauses.

1. A: Where does Jim go to school?

B: I don't know where Jim goes to school.

2. A: Where did Natasha go yesterday?

B: I don't know. Do you know _____ yesterday?

3. A: Why is Maria laughing?

B: I don't know. Does anybody know _____?

4. A: Why is fire hot?

B: I don't know _____ hot.

5. A: How much does a new Honda cost?

B: Peter can tell you _____.

6. A: Why is Mike always late?

B: Don't ask me. I don't understand _____ late.

7. A: How long do birds live?

B: I don't know _____.

8. A: When was the first wheel invented?

B: I don't know. Do you know

_____?



9. A: How many hours does a light bulb burn?

B: I don't know exactly _____

_____.

10. A: Where did Emily buy her computer?

B: I don't know _____ her computer.

11. A: Who lives next door to Kate?

B: I don't know _____ next door to Kate.

12. A: Who(m) did Julie talk to?

B: I don't know _____ to.

□ EXERCISE 3. Information questions and noun clauses. (Charts 5-2 and 14-2)

Directions: Ask and answer questions. Only the leader's book is open. Work as a class or in groups.

Speaker A: Ask a question, using the cue.

Speaker B: Answer the question, beginning with either "*I don't know . . .*" OR "*I think . . .*" followed by a noun clause.

Example: Ask (. . .) where (. . .) lives.

LEADER TO A: Marco, ask Ingrid where Mustafa lives.

SPEAKER A: Ingrid, where does Mustafa live?

SPEAKER B: I don't know where Mustafa lives. OR I think that Mustafa lives in Reed Hall.

1. Ask (. . .) where (. . .) ate breakfast this morning.
2. Ask (. . .) what (. . .)'s favorite color is.
3. Ask (. . .) when (. . .) got up this morning.
4. Ask (. . .) why (. . .) isn't sitting in his/her usual seat today.
5. Ask (. . .) how (. . .) got to class today.
6. Ask (. . .) what kind of watch (. . .) has.
7. Ask (. . .) why (. . .) didn't come to class yesterday.
8. Ask (. . .) where (. . .) went after class yesterday.

□ EXERCISE 4. Information questions and noun clauses. (Charts 5-2 and 14-2)

Directions: Complete the sentences with the words in parentheses.

1. A: Where (*Susan, eat*) did Susan eat lunch yesterday?
B: I don't know where (*she, eat*) she ate lunch yesterday.
2. A: Do you know where (*Jason, work*) _____ ?
B: Who?
A: Jason. Where (*he, work*) _____ ?
B: I don't know.
3. A: Excuse me.
B: Yes. How can I help you?
A: How much (*that camera, cost*) _____ ?
B: You want to know how much (*this camera, cost*) _____ ,
is that right?
A: No, not that one. The one next to it.
4. A: How far (*you, can run*) _____ without stopping?
B: I have no idea. I don't know how far (*I, can run*) _____
without stopping. I've never tried.

5. A: Where (*you, see*) _____ the ad for the computer sale last week?
 B: I don't remember where (*I, see*) _____ it. One of the local papers, I think.
6. A: Ann was out late last night, wasn't she? When (*she, get*) _____ in?
 B: Why do you want to know what time (*she, get*) _____ home?
 A: Just curious.
7. A: What time (*it, is*) _____?
 B: I don't know. I'll ask Sara. Sara, do you know what time (*it, is*) _____?
 C: Almost four-thirty.
8. A: (*who, invent*) _____ the first refrigerator?
 B: I don't know (*who, invent*) _____ the first refrigerator.
 Do you?
9. A: Mom, why (*some people, be*) _____ cruel to other people?
 B: Honey, I don't really understand why (*some people, be*) _____ cruel to others. It's difficult to explain.
10. A: I don't care about the future. All I care about is today.
 B: Oh? Well, answer this question for me. Where (*you, spend*) _____ the rest of your life?
 A: What do you mean?
 B: I mean it's important to pay attention to the future. That's where (*you, spend*) _____ the rest of your life.

14-3 NOUN CLAUSES WITH WHO, WHAT, WHOSE + BE

QUESTION	NOUN CLAUSE	A noun or pronoun that follows main verb be in a question comes in front of be in a noun clause, as in (b) and (d).
(a) Who ^v <u>is</u> ^s <u>that boy</u> ?	(b) Tell me ^s <u>who</u> ^v <u>that boy</u> <u>is</u> .	
(c) Whose pen ^v <u>is</u> ^s <u>this</u> ?	(d) Tell me ^s <u>whose pen</u> ^v <u>this</u> <u>is</u> .	
(e) ^s <u>Who</u> ^v <u>is</u> in the office?	(f) Tell me ^s <u>who</u> ^v <u>is</u> in the office.	A prepositional phrase (e.g., <i>in the office</i>) does not come in front of be in a noun clause, as in (f) and (h).
(g) ^s <u>Whose pen</u> ^v <u>is</u> on the desk?	(h) Tell me ^s <u>whose pen</u> ^v <u>is</u> on the desk.	

□ EXERCISE 5. Noun clauses with WHO, WHAT, WHOSE + BE. (Chart 14-3)

Directions: Underline and identify the subject and verb of Speaker A's question. Complete Speaker B's noun clause.

1. A: Who ^v is ^s that woman?

B: I don't know who that woman is.

2. A: ^s Who ^v is on the phone?

B: I don't know who is on the phone.

3. A: What is a crow?

B: I don't know _____.

4. A: What is in that bag?

B: I don't know _____.

5. A: Whose cat is in the driveway?

B: I don't know _____.

6. A: Whose car is that?

B: I don't know _____.

7. A: What is a violin?

B: I don't know _____.

C: It's a musical instrument that has strings.

8. A: Who is in the doctor's office?

B: I don't know _____.

9. A: Whose hammer is this?

B: I don't know _____ . Hey, Hank, do you know _____ ?

C: It's Ralph's.

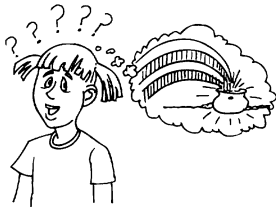
10. A: Who is Bob's doctor?

B: I don't know _____
_____.

11. A: What's at the end of a rainbow?

B: What did you say, Susie?

A: I want to know _____
_____.



□ EXERCISE 6. Noun clauses. (Charts 14-2 and 14-3)

Directions: Work in pairs.

Speaker A: Read the question. Your book is open.

Speaker B: Change the question to a noun clause. Begin your response with "I don't know" Your book is closed.

Example: Where does (. . .) live?

SPEAKER A (book open): Where does Anita live?

SPEAKER B (book closed): I don't know where Anita lives.

Switch roles.

- | | |
|--|--|
| 1. Where did (. . .) go yesterday? | 10. How long has (. . .) been living here? |
| 2. How old is (. . .)? | 11. Who wrote (<i>Tales of the South Pacific</i>)? |
| 3. Where does (. . .) eat lunch? | 12. What happened in Alaska yesterday? |
| 4. What is (. . .)'s last name? | 13. What did (. . .) do yesterday? |
| 5. What time does (. . .) usually get up? | 14. Who is that girl? |
| 6. When did (. . .) get home last night? | 15. Who are those people? |
| 7. What time did (. . .) go to bed last night? | 16. What kind of tree is that? |
| 8. Who is (. . .)'s best friend? | 17. Whose (backpack) is that? |
| 9. Who did (. . .) call last night? | 18. Whose (gloves) are those? |

□ EXERCISE 7. Information questions and noun clauses. (Charts 5-2, 14-2, and 14-3)

Directions: Ask information questions and respond using noun clauses.

Speaker A: Using the given question word, ask any question that you are sure Speaker B cannot answer. (You don't have to know the answer to the question.)

Speaker B: Respond to the question by saying "I don't know . . ." followed by a noun clause. Then you can guess at an answer if you wish.

Example: when

SPEAKER A: When was the first book printed?

SPEAKER B: I don't know when the first book was printed. Probably three or four hundred years ago.

- | | | | | |
|----------|--------------|--------------|---------|---------|
| 1. where | 3. how far | 5. what time | 7. when | 9. what |
| 2. who | 4. what kind | 6. whose | 8. why | |

14-4 NOUN CLAUSES THAT BEGIN WITH IF OR WHETHER

YES/NO QUESTION	NOUN CLAUSE	When a yes/no question is changed to a noun clause, if is usually used to introduce the clause.*
(a) Is Eric at home? (c) Does the bus stop here? (e) Did Alice go to Chicago?	(b) I don't know if Eric is at home . (d) Do you know if the bus stops here? (f) I wonder if Alice went to Chicago .	
(g) I don't know if Eric is at home or not .		
(h) I don't know whether Eric is at home (or not) .		In (h): whether has the same meaning as if .

*See Chart 14-11, p. 425, for the use of **if** with **ask** in reported speech.

□ **EXERCISE 8. Noun clauses that begin with IF or WHETHER. (Chart 14-4)**

Directions: Change the yes/no question to a noun clause.

1. YES/NO QUESTION: Is Susan here today?

NOUN CLAUSE: Can you tell me if (whether) Susan is here today ?

2. YES/NO QUESTION: Will Mr. Pips be at the meeting?

NOUN CLAUSE: Do you know _____ ?

3. YES/NO QUESTION: Did Paulo go to work yesterday?

NOUN CLAUSE: I wonder _____ .

4. YES/NO QUESTION: Is Barcelona a coastal town?

NOUN CLAUSE: I can't remember _____ .

5. YES/NO QUESTION: Do you still have Yung Soo's address?

NOUN CLAUSE: I don't know _____ .

□ **EXERCISE 9. Noun clauses that begin with IF or WHETHER. (Chart 14-4)**

Directions: Complete the dialogues by completing the noun clauses. Use **if** to introduce the noun clause.

1. A: Are you tired?

B: Why do you want to know if I am tired?

A: You look tired. I'm worried about you.

2. A: Are you going to be in your office later today?

B: What? Sorry. I didn't hear you.

A: I need to know _____ in your office later today.

3. A: Do all birds have feathers?

B: Well, I don't really know for sure _____ feathers, but I suppose they do.

4. A: Did Rosa take my dictionary off my desk?

B: Who?

A: Rosa. I want to know _____ my dictionary off my desk.

5. A: Can Uncle Pete babysit tonight?

B: Sorry. I wasn't listening. I was thinking about something else.

A: Have you talked to Uncle Pete? We need to know _____ tonight.

6. A: Does Al have a flashlight in his car?

B: I'll ask him. Hey, Al! Al! Fred wants to know _____ a
flashlight in your car.

C: Yeah, I do. Why?

7. A: Should I take my umbrella?

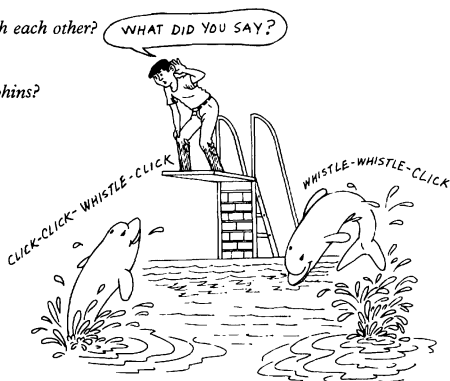
B: How am I supposed to know _____ your
umbrella? I'm not a weather forecaster.

A: You're kind of grumpy today, aren't you?

☐ EXERCISE 10. Noun clauses. (Charts 14-2 → 14-4)

Directions: Change the questions to noun clauses.

1. *Will it rain tomorrow?* I wonder . . . if it will rain tomorrow.
2. *What time is it?* I wonder . . .
3. *What is an amphibian?* Do you know . . .
4. *Is a frog an amphibian?* Can you tell me . . .
5. *What's on TV tonight?* I wonder . . .
6. *What is the speed of sound?* Do you know . . .
7. *Does sound travel faster than light?* Do you know . . .
8. *Are dogs colorblind?* Do you know . . .
9. *Why is the sky blue?* Annie wants to know . . .
10. *Do insects have ears?* Annie also wants to know . . .
11. *Have beings from outer space ever visited the earth?*
I wonder . . .
12. *How do dolphins communicate with each other?*
Do scientists know . . .
13. *Can people communicate with dolphins?*
I wonder . . .



□ EXERCISE 11. Noun clauses. (Charts 14-2 → 14-4)

Directions: Practice using noun clauses.

Speaker A: Ask the given question. Your book is open.

Speaker B: Restate A's question, beginning with "You want to know . . ." and ask if that is right. Your book is closed.

Speaker A: Tell B if that is right.

Speaker B: Answer the question.

Example: Is (. . .) at the bank?

SPEAKER A (*book open*): Is Gina at the bank?

SPEAKER B (*book closed*): You want to know if Gina is at the bank. Is that right?

SPEAKER A (*book open*): Yes, that's right.

SPEAKER B (*book closed*): I don't know if Gina is at the bank. OR
No, Gina isn't at the bank. She's here in class. OR
Yes, she is. Gina is at the bank.

Switch roles.

- | | |
|---------------------------------------|---|
| 1. Does (. . .) have a bicycle? | 10. Is there a pay phone in this building? |
| 2. What time does class end? | 11. Why is (. . .) absent today? |
| 3. Can (. . .) sing? | 12. Whose pen is that? |
| 4. What does "delicious" mean? | 13. How much does a new refrigerator cost? |
| 5. Whose books are those? | 14. Does (. . .) speak (<i>name of a language</i>)? |
| 6. Is (. . .) married? | 15. What kind of wristwatch does (. . .) have? |
| 7. Where did (. . .) go last night? | 16. Is (. . .) planning to take another English course? |
| 8. Does (. . .) have a job? | 17. Who is the mayor of (<i>name this city/town</i>)? |
| 9. Who is that person? | 18. Who is in charge of the English classes at this school? |

□ EXERCISE 12. Noun clauses. (Charts 14-2 → 14-4)

Directions: Answer the questions using the words in **boldface**. Give two or three different answers. Work in groups or as a class.

Example: What do you know?

where

→ SPEAKER A: I know **where** Madagascar is located.

SPEAKER B: I know **where** (. . .)'s dictionary is.

SPEAKER C: I know **where** my parents got married.

QUESTION 1: What do you know?

- where**
- what**
- why**
- who**
- whose**

QUESTION 2: What do you NOT know?

- where**
- if**
- why**
- who**

QUESTION 3: What do you want to know?

- a. *if*
- b. *when*
- c. *what*
- d. *who*

QUESTION 4: What do you wonder?

- a. *why*
- b. *if*
- c. *what*
- d. *who*
- e. *how*
- f. *whether*

□ EXERCISE 13. Noun clauses. (Charts 14-1 → 14-4)

Directions: What are some of the things you wonder about? Consider the given topics. Create sentences using “I wonder . . . (*why, when, how, if, whether, etc.*).” Work in groups or as a class.

Example: fish

→ I wonder how many fish there are in the world.

I wonder how many different kinds of fish there are in the world.

I wonder how long fish have lived on earth.

I wonder whether fish can communicate with each other.

I wonder if fish in fish tanks are happy.

Etc.

- | | |
|--------------------------------|---------------------------------|
| 1. birds | 5. electricity |
| 2. the earth | 6. dinosaurs |
| 3. (name of a person you know) | 7. (topic of your own choosing) |
| 4. events in the future | |

□ EXERCISE 14. Noun clauses and questions. (Charts 5-2 and 14-1 → 14-4)

Directions: Create questions and answer them using noun clauses. Work in pairs.

Speaker A: Ask a question. Use the suggestions below. Try to ask a question that Speaker B can't answer.

Speaker B: Answer the question if you can. If you can't, say “I don't know . . .” followed by a noun clause. Then you can guess at the answer if you wish.

Example: location of X*

SPEAKER A: Where is Mr. Fong's briefcase right now?

SPEAKER B: Under his desk. OR I don't know where his briefcase is. I suppose he left it at home today.

Switch roles.

- | | |
|----------------------|--------------------------|
| 1. location of X | 7. meaning of X |
| 2. cost of X | 8. time of X |
| 3. owner of X | 9. amount of X |
| 4. reason for X | 10. year that X happened |
| 5. person who did X | 11. type of X |
| 6. country X is from | 12. distance from X to Y |

*“X” simply indicates that the questioner should supply her/his own ideas.

14-5 NOUN CLAUSES THAT BEGIN WITH *THAT*

S	V	O	
(a)	I think	<i>that Mr. Jones is a good teacher.</i>	A noun clause can be introduced by the word <i>that</i> . In (a): <i>that Mr. Jones is a good teacher</i> is a noun clause. It is the object of the verb <i>think</i> . <i>That</i> -clauses are frequently used as the objects of verbs that express mental activity. (See the list below.)
(b)	I hope	<i>that you can come to the game.</i>	
(c)	Mary realizes	<i>that she should study harder.</i>	
(d)	I dreamed	<i>that I was on the top of a mountain.</i>	
(e)	I think	<i>that Mr. Jones is a good teacher.</i>	The word <i>that</i> is often omitted, especially in speaking. (e) and (f) have the same meaning.
(f)	I think	<i>Ø Mr. Jones is a good teacher.</i>	
COMMON VERBS FOLLOWED BY <i>THAT</i> -CLAUSES*			
<i>assume that</i>	<i>feel that</i>	<i>learn that</i>	<i>read that</i>
<i>believe that</i>	<i>hear that</i>	<i>notice that</i>	<i>say that</i>
<i>discover that</i>	<i>hope that</i>	<i>predict that</i>	<i>suppose that</i>
<i>dream that</i>	<i>know that</i>	<i>prove that</i>	<i>think that</i>

*The verbs in the above list are those that are emphasized in the exercises. Some other common verbs that can be followed by *that*-clauses are:

<i>agree that</i>	<i>fear that</i>	<i>imagine that</i>	<i>realize that</i>	<i>reveal that</i>
<i>conclude that</i>	<i>figure out that</i>	<i>indicate that</i>	<i>recall that</i>	<i>show that</i>
<i>decide that</i>	<i>find out that</i>	<i>observe that</i>	<i>recognize that</i>	<i>suspect that</i>
<i>demonstrate that</i>	<i>forget that</i>	<i>presume that</i>	<i>regret that</i>	<i>teach that</i>
<i>doubt that</i>	<i>guess that</i>	<i>pretend that</i>	<i>remember that</i>	<i>understand that</i>

□ EXERCISE 15. *THAT*-clauses. (Chart 14-5)

Directions: Add the word *that* in the appropriate place to mark the beginning of a noun clause.

- I think ^{that} most people have kind hearts.
- Last night I dreamed I was at my aunt's house.
- I believe we need to protect endangered species of animals.
- I know Matt walks to school every day. I assume he doesn't have a bicycle.
- Did you notice Ji Ming wasn't in class yesterday? I hope he's okay.
- I trust Linda. I believe what she said. I believe she told the truth.
- In yesterday's newspaper, I read half of the people in the world have never used a telephone of any kind in their entire lives.
- The population of New York City is extraordinarily diverse. Did you know forty percent of the people who live in New York City are foreign born? Many people believe these immigrants are revitalizing the city.

9. A: Do you think a monster really exists in Loch Ness in Scotland?

B: I don't know. Look at this story in the newspaper. It says some investigators say they can prove the Loch Ness Monster exists.

A: You shouldn't always believe what you read in the newspapers.



□ EXERCISE 16. THAT-clauses. (Chart 14-5)

Directions: Complete the sentences with your own words. Omit the word **that** if you wish.

- | | |
|--------------------------------|---------------------------------------|
| 1. I believe that | 7. I suppose that |
| 2. I assume that | 8. Have you ever noticed that . . . ? |
| 3. Do you realize that . . . ? | 9. Last night I dreamed that |
| 4. I can prove that | 10. Do you think that . . . ? |
| 5. I predict that | 11. I've discovered that |
| 6. I've heard that | 12. Did you know that . . . ? |

14-6 OTHER USES OF THAT-CLAUSES

- (a) **I'm sure that** the bus stops here.
 (b) **I'm glad that** you're feeling better today.
 (c) **I'm sorry that** I missed class yesterday.
 (d) **I was disappointed that** the peace conference failed.

That-clauses can follow certain expressions with **be** + adjective or **be** + past participle. The word **that** can be omitted with no change in meaning:
*I'm sure **Ø** the bus stops here.*

- (e) **It is true that** the world is round.
 (f) **It is a fact that** the world is round.

Two common expressions followed by *that*-clauses are:
It is true (that)
It is a fact (that)

COMMON EXPRESSIONS FOLLOWED BY THAT-CLAUSES*

<i>be afraid that</i>	<i>be disappointed that</i>	<i>be sorry that</i>	<i>It is true that</i>
<i>be aware that</i>	<i>be glad that</i>	<i>be sure that</i>	<i>It is a fact that</i>
<i>be certain that</i>	<i>be happy that</i>	<i>be surprised that</i>	
<i>be convinced that</i>	<i>be pleased that</i>	<i>be worried that</i>	

*The above list contains expressions emphasized in the exercises. Some other common expressions with **be** that are frequently followed by *that*-clauses are:

<i>be amazed that</i>	<i>be delighted that</i>	<i>be impressed that</i>	<i>be sad that</i>
<i>be angry that</i>	<i>be fortunate that</i>	<i>be lucky that</i>	<i>be shocked that</i>
<i>be ashamed that</i>	<i>be furious that</i>	<i>be positive that</i>	<i>be terrified that</i>
<i>be astounded that</i>	<i>be horrified that</i>	<i>be proud that</i>	<i>be thrilled that</i>

□ EXERCISE 17. THAT-clauses. (Charts 14-5 and 14-6)

Directions: Add the word **that** wherever possible.

1. A: Welcome. We're glad ^{that} you could come.
B: Thank you. I'm happy to be here.
2. A: Thank you so much for your gift.
B: I'm so pleased you like it.
3. A: I wonder why Tom was promoted to general manager instead of Ann.
B: So do I. I'm surprised Ann didn't get the job. I think she is more qualified.
4. A: Are you afraid another nuclear disaster like the one at Chernobyl might occur?
B: Yes. I'm convinced it can happen again.
5. A: Are you aware you have to pass the English test to get into the university?
B: Yes, but I'm not worried about it. I'm certain I'll do well on it.
6. A: I'm disappointed my son quit his job. I realize young people must follow their own paths, but I'm worried my son's path isn't going to lead him to a rewarding career.
B: Don't forget he's grown up now and responsible for himself. I think he'll be fine. You shouldn't worry about him. He knows what he's doing.
7. It is a fact some ancient Egyptian cats wore earrings.
8. Are you aware dinosaurs lived on earth for one hundred and twenty-five million (125,000,000) years? Is it true human beings have lived on earth for only four million (4,000,000) years?
9. A: Is it a fact blue whales are the largest creatures on earth?
B: Yes. In fact, I believe they are the largest creatures that have ever lived on earth.

□ EXERCISE 18. THAT-clauses. (Charts 14-5 and 14-6)

Directions: Read each dialogue. Then use the expressions in parentheses to explain what the people are talking about.

- DIALOGUE 1. ALICIA: I really like my English teacher.
BONNIE: Great! That's wonderful. It's important to have a good English teacher.

(think that, be delighted that)

→ Alicia thinks that her English teacher is very good.

Bonnie is delighted that Alicia likes her English teacher.

Bonnie thinks that it's important to have a good English teacher.

- DIALOGUE 2. MRS. DAY: How do you feel, honey? You might have the flu.
BOBBY: I'm okay, Mom. Honest. I don't have the flu.
(be worried that, be sure that)
- DIALOGUE 3. KIM: Did you really fail your chemistry course? How is that possible?
TINA: I didn't study hard enough. I was too busy having fun with my friends. I feel terrible about it.
(be surprised that, be disappointed that)
- DIALOGUE 4. DAVID: Mike! Hello! It's nice to see you.
MIKE: It's nice to be here. Thank you for inviting me.
(be glad/happy/pleased that)
- DIALOGUE 5. FRED: Susan has left. Look. Her closet is empty. Her suitcases are gone. She won't be back. I just know it!
ERICA: She'll be back.
(be afraid that, be upset that, be sure that)
- DIALOGUE 6. JOHN: I heard you were in jail. I couldn't believe it!
ED: Neither could I! I was arrested for robbing a house on my block. Can you believe that? It was a case of mistaken identity. I didn't have to stay in jail long.
(be shocked that, be relieved that)

□ EXERCISE 19. THAT-clauses. (Charts 14-5 and 14-6)

Directions: Complete the sentences. Use any appropriate verb form in the **that**-clause. (Notice the various verb forms used in the example.) Omit **that** if you wish.

Example: I'm glad that . . .

→ *the weather is nice today.*

Sam is going to finish school.

I can speak English.

- | | |
|--------------------------------|---------------------------------|
| 1. I'm pleased that . . . | 8. I'm afraid that . . .* |
| 2. I'm sure that . . . | 9. Are you aware that . . .? |
| 3. I'm surprised that . . . | 10. I'm disappointed that . . . |
| 4. Are you certain that . . .? | 11. I'm convinced that . . . |
| 5. I'm very happy that . . . | 12. Is it true that . . . |
| 6. I'm sorry that . . . | 13. It is a fact that . . . |
| 7. I'm not sorry that . . . | 14. It's not true that . . . |

*Sometimes **be afraid** expresses fear:

I don't want to go near that dog. I'm afraid that it will bite me.

Sometimes **be afraid** expresses polite regret:

I'm afraid you have the wrong number. = I'm sorry, but I think you have the wrong number.

I'm afraid I can't come to your party. = I'm sorry, but I can't come to your party.

□ EXERCISE 20. THAT-clauses. (Charts 14-5 and 14-6)

Directions: What are your views on the following topics? Introduce your opinion with an expression from the given list, then state your opinion in a *that*-clause. Discuss your opinions in groups, as a class, or in writing.

Example: guns

→ *I believe that ordinary people shouldn't have guns in their homes.*

I think anyone should be able to have any kind of gun.

I have concluded that countries in which it is easy to get a gun have a higher rate of murder than other countries do.

am certain that
am convinced that
am sure that

believe that
can prove that
have concluded that

hope that
predict that
think that

1. smoking (cigarettes, cigars, pipes)
2. a controversy at your school (perhaps something that has been on the front pages of a student newspaper)
3. a recent political event in the world (something that has been on the front pages of the newspaper)
4. the importance of protecting the environment
5. freedom of the press vs. government-controlled news
6. solutions to world hunger

14-7 SUBSTITUTING SO FOR A THAT-CLAUSE IN CONVERSATIONAL RESPONSES

<p>(a) A: Is Ana from Peru? B: I think so. (<i>so = that Ana is from Peru</i>)</p> <p>(b) A: Does Judy live in Dallas? B: I believe so. (<i>so = that Judy lives in Dallas</i>)</p> <p>(c) A: Did you pass the test? B: I hope so. (<i>so = that I passed the test</i>)</p>	<p>Think, believe, and hope are frequently followed by so in conversational English in response to a yes/no question. They are alternatives to <i>yes, no, or I don't know</i>.</p> <p>So replaces a <i>that</i>-clause.</p> <p>INCORRECT: <i>I think so that Ana is from Peru.</i></p>
<p>(d) A: Is Jack married? B: I don't think so. / I don't believe so.</p>	<p>Negative usage of think so and believe so: <i>do not think so / do not believe so</i></p>
<p>(e) A: Did you fail the test? B: I hope not.</p>	<p>Negative usage of hope in conversational responses: <i>hope not.</i> In (e): <i>I hope not = I hope I didn't fail the test.</i> INCORRECT: <i>I don't hope so.</i></p>
<p>(f) A: Do you want to come with us? B: Oh, I don't know. I guess so.</p>	<p>Other common conversational responses: <i>I guess so. I guess not.</i> <i>I suppose so. I suppose not.</i></p>

□ EXERCISE 21. Substituting SO for a THAT-clause. (Chart 14-7)

Directions: Restate Speaker B's answers to Speaker A's questions by using a *that*-clause.

1. A: Is Karen going to be home tonight?
B: I think so. → *I think that Karen is going to be home tonight.*
2. A: Are we going to have a test in grammar tomorrow?
B: I don't believe so.
3. A: Will Margo be at the conference in March?
B: I hope so.
4. A: Can cats swim?
B: I believe so.
5. A: Do gorillas have tails?
B: I don't think so.
6. A: Will Janet be at Omar's wedding?
B: I suppose so.
7. A: Will your flight be canceled because of the bad weather in Copenhagen?
B: I hope not.

□ EXERCISE 22. Substituting SO for a THAT-clause. (Chart 14-7)

Directions: Answer the questions by using **think so** or **believe so** if you are not sure, or **yes** or **no** if you are sure. Work in pairs or as a class.

Example:

SPEAKER A (*book open*): Does this book have more than 500 pages?

SPEAKER B (*book closed*): I think / believe so. OR

I don't think / don't believe so. OR

Yes, it does. / No, it doesn't.

1. Are we going to have a grammar quiz tomorrow?
2. Do spiders have noses?
3. Do spiders have eyes?
4. Is there a fire extinguisher in this building?
5. Is Toronto farther north than New York City?
6. Does the word "patient" have more than one meaning?
7. Don't look at your watch. Is it (*supply a time*) yet?
8. Is next Tuesday the (*supply a date*)?

(Switch roles if working in pairs.)

9. Does the word "dozen" have more than one meaning?
10. Is your left foot bigger than your right foot?
11. Do gorillas eat meat?
12. Is Bangkok farther from the equator than Mexico City?
13. Can I buy a window fan at (*name of a local store*)?
14. Do any English words begin with the letter "x"?
15. Do you know what a noun clause is?
16. Is (. . .) getting married soon?

14-8 QUOTED SPEECH

Sometimes we want to quote a speaker's words—to write a speaker's exact words. Exact quotations are used in many kinds of writing, such as newspaper articles, stories and novels, and academic papers. When we quote a speaker's words, we use quotation marks.

<p>(a) SPEAKERS' EXACT WORDS Jane: Cats are fun to watch. Mike: Yes, I agree. They're graceful and playful. Do you own a cat?</p>	<p>(b) QUOTING THE SPEAKERS' WORDS Jane said, "Cats are fun to watch." Mike said, "Yes, I agree. They're graceful and playful. Do you own a cat?"</p>
<p>(c) HOW TO WRITE QUOTATIONS 1. Add a comma after <i>said</i>. * 2. Add quotation marks. ** 3. Capitalize the first word of the quotation. 4. Write the quotation. Add a final period. 5. Add quotation marks after the period.</p>	<p>Jane said, Jane said, " Jane said, "Cats Jane said, "Cats are fun to watch. Jane said, "Cats are fun to watch."</p>
<p>(d) Mike said, "Yes, I agree. They're graceful and playful. Do you own a cat?" (e) <i>INCORRECT: Mike said, "Yes, I agree." "They're graceful and playful." "Do you own a cat?"</i></p>	<p>When there are two (or more) sentences in a quotation, put the quotation marks at the beginning and end of the whole quote, as in (d). Do not put quotation marks around each sentence. As with a period, put the quotation marks after a question mark at the end of a quote.</p>
<p>(f) "Cats are fun to watch," Jane said. (g) "Do you own a cat?" Mike asked.</p>	<p>In (f): Notice that a comma (not a period) is used at the end of the quoted sentence when <i>Jane said</i> comes after the quote. In (g): Notice that a question mark (not a comma) is used at the end of the quoted question.</p>

*Other common verbs besides *say* that introduce questions: *admit, announce, answer, ask, complain, explain, inquire, report, reply, shout, state, write*.

**Quotation marks are called "inverted commas" in British English.

□ EXERCISE 23. Quoted speech. (Chart 14-8)

Directions: Write sentences in which you quote the speaker's exact words. Use **said** or **asked**. Punctuate carefully.

- ANN: My sister is a student.
→ Ann said, "My sister is a student." OR "My sister is a student," Ann said.
- ANN: Is your brother a student?
- RITA: We're hungry.
- RITA: We're hungry. Are you hungry too?***

***Rita said can come

- at the beginning of the quote: Rita said, "I'm tired. I'm going to bed."
- in the middle of the quote: "I'm tired," Rita said. "I'm going to bed."
- at the end of the quote: "I'm tired. I'm going to bed," Rita said.

5. RITA: We're hungry. Are you hungry too? Let's eat.
6. JOHN F. KENNEDY: Ask not what your country can do for you. Ask what you can do for your country.
7. THE FOX: I'm going to eat you.*
THE RABBIT: You have to catch me first!



□ EXERCISE 24. Quoted speech. (Chart 14-8)

Directions: Practice punctuating quoted speech. Notice that a new paragraph signals a change in speakers.

Both of your parents are deaf, aren't they I asked Roberto.

Yes, they are he replied

I'm looking for someone who knows sign language I said. Do you know sign language I asked.

He said of course I do. I've been using sign language with my parents since I was a baby. It's a beautiful and expressive language. I often prefer it to spoken language.

A deaf student is going to visit our class next Monday. Could you interpret for her I asked.

I'd be delighted to he answered. I'm looking forward to meeting her. Can you tell me why she is coming?

She's interested in seeing what we do in our English classes I said.

*In fables, animals are frequently given the ability to speak.

□ EXERCISE 25. Quoted speech. (Chart 14-8)

Directions: Practice writing quoted speech. Only the teacher's book is open.

- Write exactly what I say. Identify that I said it. Punctuate carefully.
 - (Say one short sentence—e.g., *The weather is nice today.*)
 - (Say two short sentences—e.g., *The weather is nice today. It's warm.*)
 - (Say two short sentences and one question—e.g., *The weather is nice today. It's warm. Do you like warm weather?*)
- Write exactly what your classmates say.
 - (. . .), please say one short sentence.
 - (. . .), please ask one short question.
 - (. . .), please say one short sentence and ask one short question.
- (. . .) and I are going to have a short conversation. Everyone should write exactly what we say.
- Pair up with another student. Have a brief conversation. Then write your conversation using quoted speech.

□ EXERCISE 26. Quoted speech. (Chart 14-8)

Directions: Write a composition. Choose one of the following topics.

Topics:

- Write a fable from your country in which animals speak. Use quotation marks.
- Write a children's story that you learned when you were young. When the characters in your story speak, use quotation marks.
- Make up a children's story. When the characters in your story speak, use quotation marks.
- Make up any kind of story. When the characters in your story speak, use quotation marks.
- Write a joke in which at least two people are talking to each other. Use quotation marks when the people are speaking.
- Make up an interview you would like to have with a famous person. Use your imagination. Write the imaginary interview using quotation marks.

14-9 QUOTED SPEECH vs. REPORTED SPEECH

<p>QUOTED SPEECH</p> <p>(a) Ann said, "<i>I'm</i> hungry." (b) Tom said, "<i>I need</i> my pen."</p>	<p>Quoted speech = giving a speaker's exact words. Quotation marks are used.*</p>
<p>REPORTED SPEECH</p> <p>(c) Ann said (that) <i>she was</i> hungry. (d) Tom said (that) <i>he needed</i> his pen.</p>	<p>Reported speech = giving the idea of a speaker's words. Not all of the exact words are used; pronouns and verb forms may change. Quotation marks are NOT used.*</p>

*Quoted speech is also called "direct speech." Reported speech is also called "indirect speech."

□ EXERCISE 27. Reported speech: pronoun usage. (Chart 14-9)

Directions: Change the pronouns from the quoted speech to reported speech.

1. Mr. Smith said, "I need help with my luggage."
 ▶ Mr. Smith said that he needed help with his luggage.
2. Mrs. Peacock said, "I am going to visit my brother."
 → Mrs. Peacock said that _____ was going to visit _____ brother.
3. Sue and Tom said, "We don't like our new apartment."
 → Sue and Tom said that _____ didn't like _____ new apartment.
4. Joe said to me, "I will call you."
 ▶ Joe said _____ would call _____.
5. Paul said to me, "I'll meet you at your house after I finish my work at my house."
 → Paul said that _____ would meet _____ at _____ house after _____ finished _____ work at _____ house.

14-10 VERB FORMS IN REPORTED SPEECH

(a) QUOTED: Joe said, "I <i>feel</i> good." (b) REPORTED: Joe said he <i>felt</i> good. (c) QUOTED: Sue said, "I <i>am</i> happy." (d) REPORTED: Sue said she <i>was</i> happy.		In formal English, if the reporting verb (e.g., <i>said</i>) is in the past, the verb in the noun clause is often also in a past form, as in (b) and (d).	
—Ann said, "I am hungry." (e) A: What did Ann just say? I didn't hear her. B: She said she <i>is</i> hungry. (f) A: What did Ann say when she got home last night? B: She said she <i>was</i> hungry.		In informal English, often the verb in the noun clause is not changed to a past form, especially when words are reported <i>soon after</i> they are said, as in (e). In <i>later reporting</i> , however, or in formal English, a past verb is commonly used, as in (f).	
(g) Ann <i>says</i> (that) she <i>is</i> hungry.		If the reporting verb is present tense (e.g., <i>says</i>), no change is made in the noun clause verb.	
QUOTED SPEECH	REPORTED SPEECH formal or later reporting	REPORTED SPEECH informal or immediate reporting	
He said, "I <i>work</i> hard." He said, "I <i>am working</i> hard." He said, "I <i>worked</i> hard." He said, "I <i>have worked</i> hard." He said, "I <i>am going to work</i> hard." He said, "I <i>will work</i> hard." He said, "I <i>can work</i> hard."	He said he <i>worked</i> hard. He said he <i>was working</i> hard. He said he <i>had worked</i> hard. He said he <i>had worked</i> hard. He said he <i>was going to work</i> hard. He said he <i>would work</i> hard. He said he <i>could work</i> hard.	He said he <i>works</i> hard. He said he <i>is working</i> hard. He said he <i>worked</i> hard. He said he <i>has worked</i> hard. He said he <i>is going to work</i> hard. He said he <i>will work</i> hard. He said he <i>can work</i> hard.	

□ EXERCISE 28. Reported speech: formal verb forms. (Chart 14-10)

Directions: Complete the reported speech sentences. Use formal verb forms.

1. Sara said, "I need some help."
→ Sara said (that) she needed some help.
2. Linda said, "I'm meeting David for dinner."
→ Linda said (that) she _____ David for dinner.
3. Ms. Bell said, "I have studied in Cairo."
→ Ms. Bell said (that) she _____ in Cairo.
4. Bill said, "I forgot to pay my electric bill."
→ Bill said (that) he _____ to pay his electric bill.
5. Barbara said, "I am going to fly to Hawaii for my vacation."
→ Barbara said (that) she _____ to Hawaii for her vacation.
6. I said, "I'll carry the box up the stairs."
→ I said (that) I _____ the box up the stairs.
7. Taufik said to me, "I can teach you to drive."
→ Taufik said (that) he _____ me to drive.

□ EXERCISE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10)

Directions: Change the quoted speech to reported speech. Change the verb in quoted speech to a past form in reported speech if possible.

1. Jim said, "I'm sleepy."
→ Jim said (that) he was sleepy.
2. Sally said, "I don't like chocolate."
3. Mary said, "I'm planning to take a trip with my family."
4. Tom said, "I have already eaten lunch."
5. Kate said, "I called my doctor."
6. Mr. Rice said, "I'm going to go to Chicago."
7. Eric said to me, "I will come to your house at ten."
8. Jane said, "I can't afford to buy a new car."
9. Ann says, "I can't afford to buy a new car."
10. Ms. Topp said to me, "I want to see you in my office after your meeting with your supervisor."

14-11 COMMON REPORTING VERBS: TELL, ASK, ANSWER/REPLY

<p>(a) Ann said that she was hungry.</p> <p>(b) Ann told me that she was hungry.</p> <p>(c) Ann told Tom that she was hungry.</p> <p><i>INCORRECT: Ann told that she was hungry</i></p> <p><i>INCORRECT: Ann said me that she was hungry.</i></p>	<p>A main verb that introduces reported speech is called a "reporting verb." Say is the most common reporting verb* and is usually followed immediately by a noun clause, as in (a).</p> <p>Tell is also commonly used. Note that told is followed by me in (b) and by Tom in (c).</p> <p>Tell needs to be followed immediately by a (pro)noun object and then by a noun clause.</p>
<p>(d) QUOTED: Sue said (to me), "Are you tired?" REPORTED: Sue asked (me) if I was tired.</p> <p>(e) Sue wanted to know if I was tired. Sue wondered if I was tired. Sue inquired whether or not I was tired.</p>	<p>Asked, not said, is used to report questions.</p> <p>Questions are also reported by using want to know, wonder, and inquire.</p>
<p>(f) QUOTED: I said (to Ann), "I am not tired." REPORTED: I answered/replied that I wasn't tired.</p>	<p>The verbs answer and reply are often used to report replies.</p>

*Other common reporting verbs: *Ann announced, commented, complained, explained, remarked, stated that she was hungry.*

□ EXERCISE 30. SAY vs. TELL vs. ASK. (Chart 14-11)

Directions: Complete the sentences with **said**, **told**, or **asked**.

- Karen told me that she would be here at one o'clock.
- Tom said that he was going to get here around two.
- Mary asked me what time I would arrive.
- Jack _____ that I had a message.
- Jack _____ me that someone had called me around ten-thirty.
- I _____ Jack if he knew the caller's name.
- I had a short conversation with Alice yesterday. I _____ her that I would help her move into her new apartment next week. She _____ that she would welcome the help. She _____ me if I had a truck or knew anyone who had a truck. I _____ her Jason had a truck. She _____ she would call him.
- My uncle in Chicago called and _____ that he was organizing a surprise party for my aunt's 60th birthday. He _____ me if I could come to Chicago for the party. I _____ him that I would be happy to come. I _____ when it was. He _____ it was the last weekend in August.

□ EXERCISE 31. SAY vs. TELL vs. ASK. (Chart 14-11)

Directions: Use **said**, **told**, and **asked** in reported speech. Work in groups or as a class.

Speaker A: Choose a sentence at random from the list and whisper it to B.

Speaker B: Report what Speaker A said. Use either informal or formal verb forms in the noun clause, as you prefer.*

Example:

SPEAKER A: I need to talk to you after class. (*whispered to B*)

SPEAKER B: Ali told me/said he needed to talk to me after class. (*reported aloud*)

I'll call you tomorrow.

Can you hear what I'm saying?

✓ I need to talk to you after class.

I'm getting hungry.

I walked to school this morning

Your pronunciation is very good.

What kind of food do you like best?

Is (*name of a person*) married?

How long have you been married?

Do you think it's going to rain?

Are you going to be at home tonight?

Have you ever met (*name of a person*)?

What are you going to do after class today?

I'll meet you after class for a cup of coffee.

I'm not going to be in class tomorrow.

Have you seen (*name of a current movie*)?

I've already seen (*name of a current movie*).

Can you speak (*name of a language*)?

Do you know how to cook (*name of a dish*)?

Are you going to take another English class?

□ EXERCISE 32. Noun clauses and questions. (Charts 5-2, 14-2, 14-4, and 14-11)

Directions: Create questions, then report them using noun clauses.

Student A: Write five questions you want to ask Student B about his/her life or opinions. Sign your name. Hand the questions to Student B.

Student B: Report what Student A wants to know. Make your report orally to the class (or to a smaller group) or in writing. Provide the information if you can or want to.

Example:

Student A's list of questions:

1. Where were you born?
2. What is your favorite color?
3. What do you think about the recent election in your country?
4. Who do you admire most in the world?

Student B's report:

1. (Student A) wants to know where I was born. I was born in (Caracas).
2. He/She asked me what my favorite color is/was. Blue, I guess.
3. He/She wants to know what I think about the recent election in my country. I'm very pleased about the election. The new leader will be good for my country.
4. He/She wants to know who I admire most in the world. I'll have to think about that. Probably my parents.

*In everyday spoken English, native speakers sometimes change noun clause verbs to past forms, and sometimes they don't. In an informal reporting situation such as in this exercise, either informal/immediate reporting or formal/later reporting tenses are appropriate.

□ EXERCISE 33. Reported vs. quoted speech. (Charts 14-9 → 14-11)

Directions: Change the reported speech to quoted speech. Begin a new paragraph each time the speaker changes. Pay special attention to pronouns, verb forms, and word order.

Example: This morning my mother asked me if I had gotten enough sleep last night. I told her that I was fine. I explained that I didn't need a lot of sleep. She told me that I needed to take better care of myself.

WRITTEN: This morning my mother said, "Did you get enough sleep last night?"
"I'm fine," I replied. "I don't need a lot of sleep."
She said, "You need to take better care of yourself."

1. In the middle of class yesterday, my friend tapped me on the shoulder and asked me what time it was. I told her it was two-thirty.
2. I met Mr. Redford at the reception for international students. He asked me where I was from. I told him I was from Argentina.
3. When I was putting on my hat and coat, Robert asked me where I was going. I told him that I had a date with Anna. He wanted to know what we were going to do. I told him that we were going to a movie.

□ EXERCISE 34. Reported speech. (Charts 14-9 → 14-11)

Directions: In a written report, change the quoted speech to reported speech. Use formal sequence of tenses.

Example: QUOTED: "What are you doing?" Mr. Singh asked me.
"I'm doing a grammar exercise," I told him.

REPORTED: Mr. Singh asked me what I was doing. I told him
(that) I was doing a grammar exercise.

QUOTED CONVERSATION ONE:

"Where's Bill?" Susan asked me.

"He's in the lunch room," I replied.

"When will he be back in his office?" she wanted to know.

I said, "He'll be back around two."

QUOTED CONVERSATION TWO:

"Can you help me clean the hall closet?" Mrs. Ball asked her husband.

"I'm really busy," he told his wife.

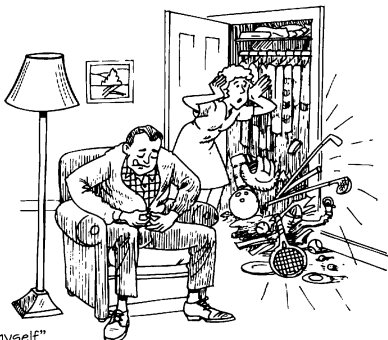
"What are you doing?" she wanted to know.

"I'm fixing the zipper on my winter jacket," he replied.

Then she asked him, "Will you have some time to help me after you fix the zipper?"

He said, "I can't because I have to watch a really important ball game on TV."

With a note of exasperation in her voice, Mrs. Ball finally said, "I'll clean the closet myself."



□ EXERCISE 35. Reported speech. (Charts 14-9 → 14-11)

Directions: Complete the written report based on what the people in the picture say. Use the formal sequence of tenses.

AT THE RESTAURANT



One day Susan and Paul were at a restaurant. Susan picked up her menu and looked at it. Paul left his menu on the table. Susan asked Paul what he was going to have. He said nothing. I'm not hungry. I've already eaten. anything because he needed to talk to her about a problem he was having at work. He already had eaten. Susan was surprised. She asked him why he had come to the restaurant. He told her he needed to talk to her about a problem he was having at work.

□ EXERCISE 36. Reported speech. (Charts 14-9 → 14-11)

Directions: Work in pairs. Each pair should create a short dialogue (five to ten sentences) based on one of the given situations. Each pair will then present their dialogue to the class. After the dialogue, the class will report what was said.

Sample situation: Have a conversation about going to the zoo.

Sample dialogue:

ANN: Would you like to go to the zoo tomorrow?

BOB: I can't. I have to study.

ANN: That's too bad. Are you sure you can't go? It will take only a few hours.

BOB: Well, maybe I can study in the morning and then go to the zoo in the afternoon.

ANN: Great!

Sample report:

Ann asked Bob if he wanted to go to the zoo tomorrow. Bob said that he couldn't go because he had to study. Ann finally persuaded him to go. She said that it would take only a few hours. Bob decided that he could study in the morning and go to the zoo in the afternoon.

(Notice in the sample report: The writer gives the idea of the speakers' words without necessarily using the speakers' exact words.)

1. Have a conversation in which one of you invites the other to a party.
2. One of you is a teenager, and the other is a parent. The teenager is having problems at school and is seeking advice and encouragement.
3. The two of you are a married couple. One of you is reminding the other about the things s/he should or has to do today.
4. Have a conversation in which one of you persuades the other to begin a health program by taking up a new kind of exercise (jogging, walking, tennis, etc.).
Beginning of the dialogue:
A: I need to get some physical exercise.
B: Why don't you take up . . . ?
A: No, I don't want to do that.
5. One of you is fourteen years old, and the other is the parent. The fourteen-year-old wants to stay out late tonight. What will the parent say?
6. One of you is a store detective, and the other is a shoplifter. The store detective has just seen the shoplifter take something.
7. One of you is a stubborn, old-fashioned, uneducated person who thinks the world is flat. The other tries to convince the stubborn one that the world is round.

□ **EXERCISE 37. Error analysis: noun clauses. (Chapter 14)**

Directions: Correct the errors.

1. My friend knows where ~~do~~ I live.
2. I don't know what is your e-mail address?
3. I think so that Mr. Lee is out of town.
4. Can you tell me that where Victor is living now?
5. I asked my uncle what kind of movies does he like.
6. I think, that my English has improved a lot.
7. Is true that people are basically the same everywhere in the world.
8. A man came to my door last week. I don't know who is he.
9. I want to know does Pedro have a laptop computer.
10. They have no children, but their dog understands what do they say.
11. Sam and I talked about his classes. He told that he don't like his algebra class.

12. A woman came into the room and ask me Where is your brother?
13. I felt very relieved when the doctor said, you will be fine. It's nothing serious.
14. I can understand what do I read in the newspaper, but if someone speaks the same sentences to me, I can't understand what is he saying.
15. My mother asked me that: "When you will be home,,?

☐ **EXERCISE 38. Noun clauses and questions. (Charts 5-2 and 14-1 → 14-4)**

Directions: Do you agree or disagree with the given quote? What do you think about the role of technology in children's education? Discuss in groups or as a class. Write a summary of your views.

"Technology brings into the classroom new capabilities and possibilities in a child's learning environment. However, the most important factor in whether an educational setting is effective for a child is the teacher. The second most critical factor in a child's educational success is the child's home. Technology is far down the list of things that really make a difference, but it can make a difference."

— John Newsom, *Director of Instructional Technology*
Saratoga School District