



Chapter 12

Noun Clauses

CHAPTER SUMMARY

OBJECTIVE: One of the most common needs when speaking and writing is to report what was said by someone else. Another very common purpose is to express an opinion about, or reaction to, some situation. Therefore, speakers begin many sentences with “he / she / they said” and “I think” (or their equivalents) followed by a noun clause. The objective of this chapter is to learn to recognize and correctly form noun clauses, which, as stated above, are necessary to converse successfully. Learners should pay special attention in this chapter to the order of words in a noun clause.

APPROACH: The chapter focuses attention on the words that introduce noun clauses. It begins by focusing on the use of question words and the confusing similarity between noun clauses and questions. The students transform questions into noun clauses. Then many of the variations in the use of *that*-clauses are presented. Next, the students learn to punctuate quoted speech and then to make adjustments in verb forms and pronouns as they change quotes into reported speech. Added to the end of the chapter are two short sections, one on the subjunctive in noun clauses and one on words such as *whatever*, *whoever*, *whenever*, etc.

TERMINOLOGY: Noun clauses are referred to variously as “embedded sentences, embedded questions, indirect speech, nominal clauses” or certain kinds of complements. Words used to introduce noun clauses are labeled conjunctions in most dictionaries. Quoted and reported speech is also called “direct and indirect address / speech / discourse.” Question words are also called *Wh*-words or “interrogatives (interrogative pronouns, interrogative adjectives, interrogative adverbs).” Information questions are also called “*Wh*-questions.”

EXERCISE 1. Warm-up. Page 242

Time: 5 minutes

- Before beginning, ask students to tell you what the parts of a complete sentence are, and write their ideas on the board.
- Put the term *Complete Sentence* in the middle of the board and write ideas and suggestions as spokes on a wheel.
- Tell students that the point of such brainstorming is to activate what they already know about complete sentences. For example, students may say any or all of the following:

*subject and verb
clause*

*starts with a capital letter and finishes with a period
complete thought*

independent clause

- Then have students check those items that are complete sentences.

CHART 12-1. Introduction. Page 242

Time: 15 minutes

- Write the heading *Clause* on one side of the board and *Sentence* on the other.
- Write the following items (or some variation adapted to your students' lives) on the board:

Suzanna left the room quickly.

That Suzanna left the room quickly

- Ask a student to go to the board and label the subject and verb in the first item. Ask another student to do the same with the second item.

S V

Suzanna left the room quickly.

S V

That Suzanna left the room quickly

- Ask students which sentence sounds like a complete sentence. Almost all will say the first one, and that starting the second one with *That* makes the second item sound incomplete.
- Explain that clauses that can stand alone and don't require another clause to make sense are independent clauses, and they can be sentences.
- Go over the chart with students.
- Reiterate that a noun clause can take the place of an object or subject, and write your own example or those from the chart on the board.
- Illustrate the point clearly by replacing the noun with a noun clause in the examples you write on the board.
- Explain to students that a noun can be replaced with a noun clause.
- Write the following examples on the board:

Pablo's dinner smelled delicious.

What Pablo ate smelled delicious.

- In the second sentence, ask a student to mark the subject and verb of the noun clause by using small letters.

S V

What Pablo ate smelled delicious.

- In the same sentence, ask a second student to find the main clause, and label the subject and the verb of the main clause using capital letters.

S **V**
s **v**
What Pablo ate smelled delicious.

□ EXERCISE 3. Looking at grammar.

Page 243

Time: 10 minutes

- Warn students they will find separate sentences as part of the same line of text, and they should be aware of this when adding punctuation and capitalization.
- Tell students to say each word silently to themselves (or to the class, if doing this as a group initially) so they can hear natural pauses and points of punctuation.

□ EXERCISE 4. Looking at grammar.

Page 243

Time: 5–10 minutes

Expansion: Ask students (or pairs or groups) to make four more similar statements that other students can either agree or disagree with. Ask them to write these additional sentences on the board. When the board has 10 or 15 such sentences on it, go over each one, checking that the elements of a noun clause are there, that the word order is correct, and that the main clause is also correct. Possible new statements include (and there are infinitely more possibilities):

What politicians say is usually false.

What is happening to our planet is irrevocable.

What my friends believe influences my own beliefs.

What I do for work is extremely important to my future happiness.

I know what is best for me.

Other people know what is best for them.

How we live is damaging to the planet.

When we die is predetermined.

I can't support what my country does internationally.

I am in favor of what my country does internationally.

CHART 12-2. Noun Clauses Beginning with a Question Word. Page 244

Time: 15–20 minutes

It is often useful to substitute the pronoun *something* in the place of noun clauses. Then students replace this pronoun with a clause. For example:

Something was interesting.

What he said was interesting.

I heard **something**.

I heard **what he said**.

The main problem for most learners is word order. Also, they may try to use *do* or *did*, as in a question.

- Demonstrate when to use a noun clause introduced by a question word as follows:

- Ask one student to come to the front of the class, and tell him / her a secret “something.” The “something” can be as mundane a message as *We are learning noun clauses* or as silly as you want to make it.

- Now write what you just did on the board.

I just told Po-Han something. Po-Han now knows something.

- Explain that because the “something” is completely unknown, we can replace it with a noun clause beginning with a question word.

- Write the noun clause below *something*, and stress that the word order remains subject and then verb.

Po-Han now knows something.

what I said.

- Have a student label the main subject and verb with capital **S** and **V** and the subject and verb of the noun clause with a lower-case **s** and **v**.

- You should now have this on the board:

S **V** **s** **v**
Po-Han knows what I said.

Po-Han knows what I said.

- Have Po-Han tell another student what you said, and then have the class come up with new sentences. Write these on the board.

Silvia also knows what Martha said.

Po-Han told Silvia what Martha said.

- Go over the chart and stress that noun clauses can take the place of both subjects and objects.

□ EXERCISE 6. Looking at grammar.

Page 244

Time: 10–15 minutes

- Give students enough time to work through this exercise on their own first, and remind them to pay close attention to word order.

- Point out that if *who* is also the subject of the noun clause, the word order will be the same as the question.

- If your students seem to struggle with this exercise, write this two-step approach on the board:

Step 1: *I don't know something.*

Step 2: *I don't know how old he is.*

Step 1: *Something was interesting.*

Step 2: *What he was talking about was interesting.*

- Correct and review as a class by having students read and say the complete sentence, not just the noun clause, so that they can both say and hear the whole context.

Expansion: Ask students to write the complete sentences on the board and then use these to identify the noun clauses, discuss their grammatical function, and label the subjects and verbs in both dependent and independent clauses.

□ EXERCISE 7. Looking at grammar.

Page 245

Time: 5–10 minutes

- Though students will be tempted to use question word order in the noun clause itself, keep reminding them that the only question they are asking is *Can you tell me . . . ?*
- Write the following prompt and model on the board as students make these transformations and say them aloud in turn.

You: *Can you tell me . . . (noun clause)?*

S V

Student(s): . . . *where Pietra lives?*

- Help students to self-correct, and make sure that everyone can hear each entire new question (containing a question-word noun clause).

□ EXERCISE 8. Let's talk. Page 245

Time: 15 minutes

This exercise has an uncomplicated pattern and can easily be used for pairwork.

If you lead the exercise, you might want to change some of the items so that they are more directly related to experiences in your students' lives. This exercise can start slowly and get faster as students get accustomed to the pattern. There is no need to rush, however. Allow spontaneous interchanges to develop if students have interesting things they want to say. You may wish to select students at random instead of in a predictable order, or sometimes have the whole class respond in chorus to one or two items for a change of pace.

Alternative format: Have students tell you to have someone else ask the question.

You: *Where does Ali live?*

Student: *I don't know. Ask him/Ali where he lives.*

Or start a chain involving three students.

You: *Maria, what is Ali's favorite color?*

Student A (Maria): *I don't know. Roberto, ask Ali what his favorite color is.*

Student B (Roberto): *Ali, what's your favorite color?*

Student C (Ali): *Blue.*

Write the pattern on the board:

A: *I don't know. _____, ask _____.*

B: _____, _____?

C: (answer) _____

- Tell students that though this pattern is easy, by repeating it and manipulating it, they will become used to the way noun clauses sound, and they will learn a bit about one another's lives.

- Explain that when asking more sensitive or personal questions, we often use the following phrases, which serve to soften the abruptness of such a direct question.

Would you mind telling me . . .

Do you mind if I ask . . .

Could I ask you . . .

- Choose from the approaches above, and either lead the pattern or facilitate pairwork or small-group work.

□ EXERCISE 10. Looking at grammar.

Page 247

Time: 5–10 minutes

This exercise compares information questions and noun clauses that begin with a question word. The dialogues in this exercise give the students typical contexts in which noun clauses might be used, so be sure to point this out to your students.

CHART 12-3. Noun Clauses Beginning with *Whether* or *If*. Page 249

Time: 10 minutes

The word *whether* always implies a choice — in this case, between *yes* and *no*.

To avoid problems with the formal sequence of tenses in noun clauses, the main verbs in any material you might add or use for examples should not be put in a past form until the students reach Chart 12-7.

- Explain that *whether* and *if* noun clauses can be made from simple yes / no questions.
- Explain that *whether* and *if* clauses indicate that the noun clause may or may not be true, with equal likelihood in either case.
- Explain that *wonder* is commonly used with noun clauses in this way; it means, "I am considering both the yes and no versions of the noun clause."
- Model an example with students:

I wonder whether (or not) the economy will improve (or not).

I don't know if the economy will improve or not.

- Ask students to think of a question about the future that they really don't know the answer to and to put this in the form of a noun clause beginning with *whether*.
- Have two students write their sentences on the board. Now ask other students to identify the subjects and verbs of both the main clause and the noun clauses. For example:

S V s v

I wonder whether or not Colombia will beat England in the match on Saturday.

S V s v

I don't know whether I will return to Boston or not.

□ **EXERCISE 15.** Let's talk. Page 249
Time: 5–10 minutes

This exercise combines noun clauses that begin with question words and those that begin with *whether* and *if*.

This exercise can be done rather quickly if you are the first speaker and a student merely gives the response. If, however, you set it up in the format below, the interactions will be more realistic, and students' responses will be a little less mechanical. For example:

You: *Where is Yoko?*

A to B: *I wonder where Yoko is.*

B to C: *A wants to know where Yoko is. Do you know? What do you think?*

C to B: *She's at home. OR I don't know where she is.*

If students work in pairs, have them switch roles once or twice during the exercise.

□ **EXERCISE 16.** Let's talk: interview.

Page 250

Time: 15–20 minutes

Now that students have practiced noun clauses in a controlled way, they are prepared to learn more about the experiences of their classmates by using *Can / Could you tell me*.

Expansion: Have students make up their own additional questions and write them on an index card. They can then switch cards with another student before proceeding to ask questions.

You can also put students into rotating pairs as a fun way to give them the chance to have a new partner every few seconds.

CHART 12-4. Question Words Followed by Infinitives. Page 252

Time: 10 minutes

This grammar point is an example of language flexibility — two ways to say exactly the same thing. The emphasis here is on the meaning of the infinitives in this structure.

- Create a sentence about one of your students in the following format:

Diego can't decide what he should do about his roommate.

- Explain that the noun clause can be shortened by using an infinitive, and show this on the board.

to

Diego can't decide what ~~he should~~ do about his roommate.

- Write another sentence about another student, and show the possible use of the infinitive:

to

Mei doesn't know whether ~~she should~~ go hiking or not.

□ **EXERCISE 22.** In your own words.

Page 252

Time: 10 minutes

- Give students the chance to work through the exercise on their own while you circulate and assist them as needed.
- Since students have come up with their own unique answers, ask multiple students to read aloud their answer for each item.

Optional Vocabulary

reception

dilemma

CHART 12-5. Noun Clauses Beginning with *That*. Page 253

Time: 15–20 minutes

Using *that* in sentences such as the following is more common in formal writing than in everyday spoken English.

*It was apparent **that** the suspect was lying.*

Compare the uses of *that*:

1. *This is my coat. **That** coat / **that** one / **that** is yours.* (*That* is a demonstrative adjective/pronoun.)
2. *I don't have a coat. **That** is a problem in this cold weather.* (The demonstrative pronoun *that* refers to a whole sentence.)
3. *I bought a coat **that** has a hood. I showed my friend the coat (**that**) I bought.* (*That* is an adjective clause pronoun referring to the noun *coat*.)
4. *I think (**that**) Bob bought a new hat. (**That** marks a noun clause and links it to the independent clause. It refers to nothing and has no semantic meaning. It is not a pronoun.)*

- Write the chart title on the board and use the same approach as you did with Chart 12-2, substituting *something* for the noun clauses.
- Explain how *that* doesn't have to be included and it is often omitted in speaking.
- Make up two example sentences (one in which the noun clause replaces the subject and one in which it replaces the verb), using your students and their lives. Write the sentences on the board.

- It is easier for students to see the object noun clauses first, so start with:

We hope something.

We hope (that) Vilmar will bring us donuts again this morning.

- Now give students an example with a noun clause subject:

Something is expected by all of us.
(That) Maria had a great vacation is expected by all of us.
- Go over the rest of the chart, focusing on how to use *that*-clauses that follow the verb *be* and certain adjectives.

EXERCISE 24. In your own words.
Page 254
Time: 10–15 minutes

Students might produce some interesting personal responses to this exercise. If you think that they are shy about expressing their opinions in class, have them write their responses, to be seen only by you. Then you might also respond with your agreement or a differing point of view, in addition to marking errors in grammatical structures.

- In order to give students speaking practice, have students share their finished sentences in small groups.
- Go around to the different groups, facilitating, providing more sophisticated vocabulary if students are seeking such words, and helping make sure the noun clauses are in the right order.
- Tell students that though *that* is not as commonly used in speaking as in writing, using it may help them string all the parts of the noun clause together correctly.
- After students have spent some time discussing their completions in small groups, pick one or two completions for discussion as a class. Items 4 and 5 work particularly well for group discussion.

EXERCISE 25. Let's talk: interview.
Page 254
Time: 10–15 minutes

- Ask students to try to remember (without writing notes) a classmate's answer for each of the seven items.
- Ask seven students to go to the board and write a classmate's response (or a near paraphrase of it).
- The rest of the class should correct the sentences written on the board.

EXERCISE 26. Looking at grammar.
Page 254
Time: 10–15 minutes

- Before beginning this exercise, go through the words in the list and ask students to describe when they may use the words with *It is a* . . .

- Make sure that students understand the appropriate use of the less familiar words and phrases such as *apparent, a pity, a shame, too bad, and unfortunate.*
- Review as a class.

Optional Vocabulary

abuse
ruin
entrance examination
principal

EXERCISE 27. Game. Page 255
Time: 10–20 minutes

Expansion: If you anticipate students enjoying this exercise, you may also want to prepare additional true and untrue trivia for students to work with. Having some Trivial Pursuit® cards on hand may help you expand upon this game with little preparation if appropriate.

EXERCISE 29. Looking at grammar.
Page 255
Time: 5–10 minutes

- Have students make these changes on the spot, without prior preparation. (They have had, at this point, a fair amount of practice with this structure.)
- Correct students' pronunciation along with their use of the target grammar.

EXERCISE 30. Let's talk. Page 256
Time: 10–15 minutes

As students are working in groups, you may want to record some of the more memorable opinions and note who voiced them. You may be able to use these later in this chapter when presenting reported speech in Chart 12-7.

- Tell students that some of these statements will seem more factual, and others will seem more like opinions.
- Have students, in their small groups, explore and expand upon the facts and opinions. The statements should spur discussion, and you should encourage students to debate with one another, reminding them that being able to discuss such topics is a cultural expectation in the United States.
- Walk around and interact with groups as needed.

Optional Vocabulary

undeniable
aggressive
nurturing

□ **EXERCISE 31.** Reading comprehension.
Page 256
Time: 10–20 minutes

Depending on the goals of your curriculum and whether students are also taking separate reading and writing classes, you may want to go over basic reading techniques of skimming and scanning, and set a time limit for students to focus on these skills.

Part I

- Remind students that, as discussed earlier in this section, *that* is more likely to be included in formal written English, such as this article.
- You can give students a chance to practice their sight-reading skills by having them take turns reading sentences or paragraphs.

Part II

- Go over the comprehension questions with the class, having students read the true/false statements aloud and choosing their responses.

Optional Vocabulary

avoid	stable
nutritious	transported
appealing	substance

CHART 12-6. Quoted Speech. Page 258
Time: 20 minutes

As an example of the importance of using quotation marks correctly, you might put the following sentence on the board and ask students to add punctuation marks:

My dog said Mary needs a new collar.

If the punctuation is incorrect, the dog might appear to be speaking:

INCORRECT: *My dog said, "Mary needs a new collar."*

CORRECT: *"My dog," said Mary, "needs a new collar."*

In the chart, *said* and *asked* are used as the reporting verbs. Additional reporting verbs are *cry*, *exclaim*, *mutter*, and *reflect*.

- Write the chart title on the board.
- Ask students how they are feeling, and quote them on the board, demonstrating correct punctuation. For example:
Xavier said, "I feel tired."
"I feel excited. My boyfriend will arrive this weekend," Paloma said.
"How do I feel?" asked Kazumi.
- Stress the importance of using correct punctuation by adapting the example given in the background notes and writing it on the board.

- Go over the chart with students. Be prepared to explain the meaning of the various quote verbs included at the end of the chart.

□ **EXERCISE 33.** Looking at grammar.
Page 259
Time: 10 minutes

To provide a focus for the class discussion, it is helpful to have students write the items on the board.

Make sure that students are writing the quotation marks above, not on, the line.

- Give students a chance to punctuate the items, and then ask for volunteers to write their answers on the board.
- Point out the exact placement of each punctuation mark while correcting.
- Model the punctuation points by reading each item aloud, pausing as needed and adding emphasis / inflection to the actual quotes themselves.

Expansion: Make a copy of a cartoon (or copies of several) from the newspaper with the speech and thought bubbles above the heads of each character removed. Distribute these to students and have them come up with their own dialogue, which they must then punctuate. If you have access to an overhead projector, you could project one cartoon strip (with all words removed) onto the board and have students independently create dialogue to quote. Alternatively, you could have students break into groups and have each group make up a dialogue to quote to the class.

□ **EXERCISE 35.** Let's write. Page 260
Time: 10–15 minutes

Because not all students may be familiar with fables, be prepared to explain the genre and to give a few famous examples ("The Tortoise and the Hare," etc.). This fable shows a lazy grasshopper relaxing while ants are busily collecting food. Later, in the cold of winter, the grasshopper must beg for food from the industrious ants.

- Have students look at the illustrations, and ask them what the moral, or lesson, of the fable is.
- You can expect students to produce something along the lines of *It's important to work hard and prepare for the future.* OR *Those who don't take care of themselves must rely on the generosity of others.*

CHART 12-7. Reported Speech: Verb Forms in Noun Clauses. Page 261
Time: 15–20 minutes

Changes in noun-clause verbs to a past form are sometimes called “the formal sequence of tenses in noun clauses.”

Tense usage in noun clauses is by no means as regular and consistent as this chart may indicate. Rules for sequences of tenses are helpful, but there are many exceptions. Encourage students to practice the sequence of tenses as presented in this chart, but accept any viable responses in the exercises.

You might have Student A read a quoted speech sentence in the chart, then ask Student B (book closed) to paraphrase it in reported speech. Invite comments from the class about the grammatical differences.

Point out the changes in modals (examples h–k) from quoted to reported speech, and note that in (l), *should*, *ought to*, and *might* do not change.

- Explain the general principal by stating that quoted speech represents the actual words and when they were actually said.
- Tell students that reported speech is a more conversational way to explain what someone else said. Reported speech also uses tense changes rather than quotation marks.
- Explain that the grammar of reported speech is that of a noun clause which is the direct object of the reporting verb.
- In order to show that the original speech occurred in the past (before the moment it is repeated to someone else), noun-clause verbs change to a past form.
- Write some basic notes on the board to show the differences between quoted and reported speech:

<u>Quoted Speech</u>	<u>Reported Speech</u>
quotation marks	no quotation marks
verbs in real time	noun clause used
no change in tense	verbs in past tense

- Demonstrate changing one simple present quoted speech sentence to a reported speech sentence by reporting something a student has recently said.
- If you use an example from a recent exercise in this chapter, remind your students of the context. For example:

Okay, the other day when you were practicing using (that) noun clauses, I overheard Jun talk about what parents want for their children. First I am going to write it as quoted speech:

Jun: “All parents want to have happy children.”

Now I will write it as reported speech. Notice what happens to the noun-clause verb.

Jun said all parents wanted to have happy children.
- Go over the chart carefully, noting each verb change and focusing on the differences between immediate and later reporting.

EXERCISE 37. Looking at grammar. Page 262
Time: 10 minutes

This exercise requires students to (1) form noun clauses and (2) adjust verb forms.

- Do this exercise as a class, with students taking turns reading aloud.
- Have the same student read both sentences included in each item.

EXERCISE 38. Let’s talk. Page 262
Time: 10 minutes

This exercise gives students a chance to practice the formal tense sequence used in reported speech in a very controlled fashion. You may want to also discuss how immediate reporting differs, and you can even have students try both.

As needed, you can slow the exercise down by having students write items on the board.

- Model the exercise clearly so that students know what is expected of them.
- Point out that they need to make tense changes, and correct any errors immediately.

EXERCISE 39. Let’s talk. Page 263
Time: 10 minutes

Students can have fun with this exercise if they use their creativity. Speaker C, the “reporter,” has to have a good memory.

Expansion: Prepare a short clip from a TV show or movie, choosing a scene where there is clear dialogue between two people or possibly among three. The clip should be very short if students are struggling with reported speech. Tell them that their task is to watch the clip and then afterwards paraphrase what they heard the characters say by using reported speech. Have one or two students write their versions on the board and compare.

EXERCISE 41. Listening. Page 264
Time: 10 minutes

Listening exercises are especially meaningful when studying reported speech. Strong listening skills are important in order to be able to make the necessary tense changes when reporting real speech to others.

- Have students complete the cloze as directed, focusing on the past tenses used.

- For an additional check, use the listening script to help students recreate what they originally heard.

Expansion: Play “Telephone” with your students. Break the class into two groups and ask them to line up. Explain that you are going to say the same sentence to each student at one end of each line and that that person should whisper it to the person in front of him, who should then whisper it to the person in front of him, etc. The last person in each line should write it down using reported speech. Then the two results (one from each group) can be compared.

To make it challenging, you may want to include a variety of tenses and / or modals in the original sentence. Make sure that students know to begin passing the message on saying *Our teacher said . . .* / *Martha said that . . .* and to keep the name of the original speaker throughout.

□ EXERCISE 42. Looking at grammar.

Page 265

Time: 5–10 minutes

Optional Vocabulary

unexcused	obstacle
alternate	steppingstone

□ EXERCISE 44. Check your knowledge.

Page 266

Time: 10–20 minutes

You might want to let students know that all of the items in this exercise come from the written work of students just like them, and that these errors are common. In language learning, an error in usage is a learning opportunity. Encourage students to feel good about their ability to spot and correct these typical noun-clause errors, and emphasize that self-monitoring is an important part of their own writing process.

- You can give students the choice of whether to use this exercise as an opportunity for independent work or to do it in class, taking turns going around the room.
- Because it is extremely helpful for students to hear themselves say noun clauses, make sure that they have a chance to read their answers aloud.

□ EXERCISE 45. Let’s talk. Page 267

Time: 5–10 minutes

As an ongoing activity over many classes, have one or two students per day give their one-minute speeches until everyone in the class has had an opportunity to speak. Allow writing time in class.

SUGGESTION: Give the written reports to the student who spoke and ask her/him to correct them. It is enlightening for a speaker to read what others think she / he said.

You may have to encourage reticent students to speak in front of the whole class and to speak clearly so that their classmates can take notes and report what was said. On the other hand, it will probably be difficult to keep some eager speakers within the one-minute limit.

If some students object to listening to each other’s imperfect English, you might remind them that in future years they will probably use their English to communicate with people who, like them, are not native speakers.

- Because it can be very challenging to get started on a one-minute speech when the topic is both general and open-ended, prepare a handout of possible topics for students.
- You can also write each of the following questions / topics on separate slips of paper and have students choose one randomly. It may be challenging for students to simply accept whatever the topic is, but the limitation may jumpstart ideas. Here is a list of possible topics:

If you could have one wish, what would it be?

If you could take a cruise for a week, where would you go?

If you could have any animal in the world as a pet, what would it be?

If you could live anywhere in the world, where would you live?

If you could change your name, what would you change it to?

How would you define “courage”?

What aspect of your life makes you most proud?

Who is your role model?

Describe the best vacation place you’ve been.

What do you like to do more than anything in the world?

What is your favorite sport?

What is your favorite book?

If you could be a farm animal, which one would you be?

Tell about your favorite hobby.

What career do you want to have, or if you had to change careers now, what would you pick?

What is your favorite song and who sings it?

What do you like to do in your spare time?

What is your idea of a perfect job?

If you could be rich or famous, which would you choose?

If you could meet any celebrity, who would it be?

If you could meet anyone from the past, who would it be?

What is your favorite possession?

Who is / was your favorite teacher? (besides your current teacher, of course)

What is / was your favorite subject? (besides English, of course)

What is the scariest event that you’ve ever experienced?

If you could be anyone in the world, who would you be?

If you had to pick one food to eat for the rest of your life, what would it be?

□ **EXERCISE 46.** Let's talk and write.
Page 267
Time: 15–20 minutes

The person interviewed can be a family member, a community leader, a faculty or staff member, or a next-door neighbor — students enjoy interviewing native speakers of English.

- Whoever the interviewee is, prepare the students by giving them information about the person.
- Ask students to prepare questions before they come to class the day of the interview.
- Record the interview (on audio or video tape) so that the accuracy of quotations can be checked (and students can proudly hear their own public English).
- All students will interview the same person, so their written reports will be similar. Therefore, you might choose the best one for “publication.”
- As an alternative, you could arrange for several people to be available for interviews and divide the class into groups. Then students' reports will differ, and you could publish more than one.

□ **EXERCISE 47.** Let's talk and write.
Page 268
Time: 10–15 minutes

This exercise uses meaningful, creative communication as the basis for written work to reinforce the grammar that students have been concentrating on.

The topics are designed to engender different points of view and encourage open discussion. For example, not everyone will agree on what is most important in life or whether women can do all the same jobs that men can. Also, you or the class can provide other topics for discussion relevant to contemporary world events or issues in your city or school.

Another possibility is to use the items as debate topics, assigning certain students to argue in favor of the statement and others against. Some students may find it hard to argue in favor of something they don't support, but this technique challenges students and gives them a great opportunity to practice their English.

CHART 12-8. Using *-ever* Words. Page 268
Time: 5–10 minutes

These words are of fairly low frequency but deserve a moment's attention. Concentrate on meaning here. The text treats these words principally as vocabulary items because the underlying grammatical structures are complicated.

Mention that *so* might be added with no change in meaning: *whosoever, whatsoever, wheresoever, howsoever*. This is more common in legal or religious contexts than in everyday speech or writing.

- Write the chart title on the board.
- Ask students what time they would arrive at a casual party or barbecue scheduled for 8:00 P.M., according to the norms of their culture. (This particular question works well for students of diverse cultural backgrounds, but you may have to improvise a different question when working with students from the same country.)
- Write their responses on the board in reported speech.
 - Makiko said she would arrive by 8:15 P.M.*
 - Kristian and Ilsa said they would also arrive by 8:15 or 8:30.*
 - Juan and Beatriz said they would arrive sometime after 9:30 or 10:00.*
 - Marco said he would arrive any time he wanted.*
- Explain that the noun clause in the sentence above can be rephrased as:
 - Marco said he would arrive whenever he wanted.*
- Go over the chart with students.