

Chapter 14: NOUN CLAUSES

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General Notes on Chapter 14

- The first part of the chapter is organized around the three types of noun clauses: those introduced by (1) question words, (2) *if/whether*, and (3) *that*. In the first two sections, noun clauses are presented as transformations of information questions and yes/no questions.

In the second part of the chapter, students also learn to report the words of another person. This is useful in situations ranging from informal conversation to formal academic writing.

- **TERMINOLOGY:** Other terms for some types of noun clauses are “nominal clause,” “WH-clause,” “that-clause,” and “included, embedded or indirect questions.” In this text, subordinating conjunctions (e.g., *who, what, if, that*) are simply called “words that introduce noun clauses.” *Quoted speech* is also called “direct speech” or “direct discourse.” *Reported speech* is also called “indirect speech” or “indirect discourse.”

CHART 14-1: NOUN CLAUSES: INTRODUCTION

- The principal problem learners have with noun clauses is correct word order. Students may use question word order (i.e., inverted subject and verb) in noun clauses introduced by a question word:

INCORRECT: *I wanted to know why did Ann leave early.*

Similarly, students may use noun clause word order in questions:

INCORRECT: *Why you left early?*

- Another difficulty stems from tense changes in noun clauses. For example, the spoken question *Why is Tom absent?* sometimes changes tense if the reporting verb is past: *The teacher wanted to know why Tom was absent.*

The formal sequence of tenses in noun clauses is presented in Chart 14-10. Until that point in the chapter (i.e., until all three forms of noun clauses have been introduced and practiced), no introductory verbs are past tense if the student is required to supply the noun clause verb. In this way, students can avoid the complicating problem of changing noun clause verbs to past forms. You should remember to use only present introductory verbs such as *I don't know* when making up your own examples or quizzes.

CHART 14-2: NOUN CLAUSES THAT BEGIN WITH A QUESTION WORD

- The focus in this chart and the accompanying exercises is on word order in noun clauses that begin with question words. A quick review of question forms at this point is helpful for students.

□ EXERCISE 1, p. 404. Information questions and noun clauses. (Charts 5-2 and 14-2)

The difference between a question and a noun clause lies in word order. That's what students are being asked to recognize here. The exception, of course, is that the word order is the same in the two when the question word is the subject, as in items 11 and 12.

ANSWERS:

3. I don't know . . . living. (*noun clause*)
4. Where is she living? (*information question*)
5. Where did Paul go? (*information question*)
6. I don't know . . . went. (*noun clause*)
7. I don't know . . . begins. (*noun clause*)
8. What time . . . begin? (*information question*)
9. How old is Kate? (*information question*)
10. I don't know . . . angry. (*noun clause*)
11. What happened? I don't know what happened. (*both*)
12. Who came to the party? I don't know who came to the party. (*both*)
13. Who(m) did . . . party? (*information question*)
14. What did Sue say? (*information question*)
15. I don't know . . . about. (*noun clause*)

□ **EXERCISE 2, p. 405. Noun clauses that begin with a question word. (Chart 14-2)**

This exercise attempts to give students an idea of how noun clauses are typically used in conversation. Speaker B could, of course, simply stop after saying “I don’t know,” but often a speaker will repeat what has been asked, often repeating nouns and proper names instead of substituting pronouns.

ANSWERS: 2. where Natasha went 3. why Maria is laughing 4. why fire is
5. how much a new Honda costs 6. why Mike is always 7. how long birds live
8. when the first wheel was invented 9. how many hours a light bulb burns
10. where Emily bought 11. who lives 12. who(m) Julie talked

□ **EXERCISE 3, p. 406. Information questions and noun clauses. (Charts 5-2 and 14-2)**

In the example, Student A is “Marco” and Student B is “Ingrid.” This exercise should probably be teacher-led due to its somewhat complicated format. You could change the content of some items to reflect your students’ habits and interests.

□ **EXERCISE 4, p. 406. Information questions and noun clauses. (Charts 5-2 and 14-2)**

In this practice, students have to produce correct word order for both noun clauses and information questions.

ANSWERS:

2. Jason works / is working . . . does he work / is he working
3. does that camera cost . . . this camera costs
4. can you run . . . I can run
5. did you see . . . I saw
6. did she get . . . she got
7. is it . . . it is
8. Who invented . . . who invented
9. are some people . . . some people are
10. will you spend / are you going to spend . . . you will spend / you are going to spend

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

- Incorrect word order is a common problem in these clauses.

INCORRECT: *Do you know what is a wrench?*

- In these questions and clauses, the text defines *subject* as “the word that determines the number of the verb.” You might discuss the words that determine the number of the verb in the following examples: *Who IS that boy? Who ARE those boys?*

When the subject follows *be*, the verb can be either singular or plural. However, when *who* is the subject of the question, the verb is almost always singular: *Who is in the office?* (not *Who are in the office?*)

- Students may find the grammar in this chart somewhat confusing. Use Exercise 5 to point out again and again when the question word is the subject and when it’s not, discussing throughout how that affects the word order in the noun clause.

□ **EXERCISE 5, p. 408. Noun clauses with WHO, WHAT, WHOSE + BE. (Chart 14-3)**

ANSWERS:

3. is = (V); a crow = (S) . . . what a crow is
4. What = (S); is = (V) . . . what is in that bag
5. cat = (S); is = (V) . . . whose cat is in the driveway
6. that = (S); is = (V) . . . whose car that is
7. is = (V); violin = (S) . . . what a violin is
8. Who = (S); is = (V) . . . who is in the doctor's office
9. this = (S); is = (V) . . . whose hammer this is . . . whose hammer this is
10. is = (V); doctor = (S) . . . who Bob's doctor is
11. What = (S); is = (V) . . . what is at the end of a rainbow

□ **EXERCISE 6, p. 409. Noun clauses. (Charts 14-2 and 14-3)**

Tell the students to substitute their classmates' or friends' names between parentheses. In Items 11, 17, and 18, they can substitute other appropriate words between parentheses.

ANSWERS: *I don't know . . .*

- | | |
|--|--|
| 1. where (. . .) went yesterday. | 10. how long (. . .) has been living here. |
| 2. how old (. . .) is. | 11. who wrote (<i>Tales of the South Pacific</i>). |
| 3. where (. . .) eats lunch. | 12. what happened in Alaska yesterday. |
| 4. what (. . .)'s name is. | 13. what (. . .) did yesterday. |
| 5. what time (. . .) usually gets up. | 14. who that girl is. |
| 6. when (. . .) got home last night. | 15. who those people are. |
| 7. what time (. . .) went to bed last night. | 16. what kind of tree that is. |
| 8. who (. . .)'s best friend is. | 17. whose (backpack) that is. |
| 9. who (. . .) called last night. | 18. whose (gloves) those are. |

□ **EXERCISE 7, p. 409. Information questions and noun clauses. (Charts 5-2, 14-2, and 14-3)**

Tell the student pairs to pay attention to each other's word order in questions and noun clauses. Students generally have fun thinking of questions their partners don't know the answer to.

SAMPLE ANSWERS: 1. Where was Mahatma Gandhi born? I don't know for sure where Mahatma Gandhi was born. Was it India? 2. Who invented the flashlight? I don't know who invented the flashlight. Maybe Thomas Edison? 3. How far is it from Madrid to Barcelona? I don't know exactly how far it is from Madrid to Barcelona. About 500 kilometres? 4. What kind of technology is needed to launch a space shuttle? I don't know what specific kind of technology is needed to launch a space shuttle. Perhaps the most up-to-date aerospace technology. 5. What time do you think you'll get home tonight? I don't know exactly when I'll get home tonight. Probably ten o'clock. 6. Whose book is that? I don't know whose book that is. Maybe it's Yoko's. 7. When does the library open in the morning? I don't know exactly when the library opens in the morning. Probably eight o'clock. 8. Why are some people afraid of snakes? I don't know why some people are afraid of snakes. 9. What do you think is the greatest virtue? I don't know what the greatest virtue is. Probably charity.

CHART 14-4: NOUN CLAUSES THAT BEGIN WITH *IF* OR *WHETHER*

- In everyday usage, native speakers generally prefer *if* to *whether* to introduce noun clauses. The text emphasizes the use of *if* while acquainting the students with the use of *whether*.
- Point out that *weather* and *whether* have the same pronunciation but different meanings and spellings (i.e., are homophones).
- All possible patterns with *whether* and *or not* are not presented here. See *Understanding and Using English Grammar, Third Edition*, Chart 12-3.

□ EXERCISE 8, p. 410. Noun clauses that begin with **IF** or **WHETHER**. (Chart 14-4)

ANSWERS: 2. if (whether) Mr. Pips will be at the meeting 3. if (whether) Paulo went to work yesterday 4. if (whether) Barcelona is a coastal town 5. if (whether) I still have Yung Soo's address

□ EXERCISE 9, p. 410. Noun clauses that begin with **IF** or **WHETHER**. (Chart 14-4)

Ask the students to identify the yes/no question that they are transforming to a noun clause. Point out that these dialogues illustrate a typical pattern of usage: one speaker asks a yes/no question, and another restates or reports it using a noun clause.

ANSWERS:

- | | |
|---------------------------|-----------------------|
| 2. if you are going to be | 5. if he can babysit |
| 3. if all birds have | 6. if you have |
| 4. if she took | 7. if you should take |

□ EXERCISE 10, p. 411. Noun clauses. (Charts 14-2 → 14-4)

Note that some of the sentences are questions, so the main subject and verb are in inverted word order (e.g., *Do you know . . . ?*). The word order of the noun clause that follows is not inverted (e.g., *. . . what an amphibian is?*) even though the sentence ends in a question mark. Some students may find this momentarily confusing.

ANSWERS: 2. what time it is. 3. what an amphibian is? 4. if a frog is an amphibian? 5. what's on TV tonight. 6. what the speed of sound is? 7. if sound travels faster than light? 8. if dogs are colorblind? 9. why the sky is blue. 10. if insects have ears. 11. if beings from outer space have ever visited the earth. 12. how dolphins communicate with each other? 13. if people can communicate with dolphins.

□ EXERCISE 11, p. 412. Noun clauses. (Charts 14-2 → 14-4)

This exercise is intended for pair work, but can be done in groups or be teacher-led. Real conversations do not include restatements of questions this consistently, but the format provides useful practice in noun clause formation.

□ EXERCISE 12, p. 412. Noun clauses. (Charts 14-2 → 14-4)

Encourage imaginative responses by modeling your own curiosity about life. What do you know, not know, want to know, wonder?

□ **EXERCISE 13, p. 413. Noun clauses. (Charts 14-1 → 14-4)**

This exercise is another approach to group work. Again, encourage imaginative responses. This practice can also be assigned as written homework.

□ **EXERCISE 14, p. 413. Noun clauses and questions. (Charts 5-2 and 14-1 → 14-4)**

Some students may have difficulty understanding the somewhat algebraic use of “X” in this exercise. To help clarify the format, ask the class as a whole for sample questions for several of the items selected at random, or use these as introductory examples: the size of X (How big is a breadbasket?); the length of X (How long is a pencil? How long is a soccer game?); the height of X (How high is Mt. Everest?).

CHART 14-5: NOUN CLAUSES THAT BEGIN WITH *THAT*

- Write *I think that . . .* on the board. Ask the students to complete the sentence. They should find this task exceedingly simple; this pattern is surely already used by all your students. Now you are asking them to expand their usage ability by learning more words that introduce these clauses, such as *assume* and *realize*.
- Discuss the meaning of the verbs followed by *that*-clauses in this chart by eliciting examples from the class. If you have class time available, discuss the verbs in the footnote. They are useful, too. They are in a footnote because the chart itself lists only the verbs used in the exercises.
- The word *that* has no semantic meaning in this structure. It marks (i.e., signals) the beginning of a clause. Its omission does not affect the meaning of a sentence. In everyday English, especially spoken English, it is usually omitted. If it is not omitted, it is almost always unstressed and pronounced /thət/.

□ **EXERCISE 15, p. 414. THAT-clauses. (Chart 14-5)**

ANSWERS: 2. dreamed that I 3. believe that we 4. know that Matt . . . assume that he 5. notice that Ji Ming . . . hope that he’s 6. believe that she 7. read that half 8. know that forty . . . believe that the immigrants 9. think that a monster . . . says that some investigators say that they can prove that the Loch Ness

□ **EXERCISE 16, p. 415. THAT-clauses. (Chart 14-5)**

This exercise can be done quickly, with students calling out completions. Its intention is to survey words other than *think* that introduce *that*-clauses and give the students some vocabulary practice.

CHART 14-6: OTHER USES OF *THAT*-CLAUSES

- This chart seeks to acquaint learners with common expressions in which *that*-clauses are used.
- Discuss the meaning of the expressions in this chart followed by *that*-clauses by eliciting examples from the class. If you have class time available, discuss the phrases in the footnote too.

□ **EXERCISE 17, p. 416. THAT-clauses. (Charts 14-5 and 14-6)**

The ability to recognize when the clause marker *that* has been omitted can be important in reading comprehension. Whenever a reader (native or non-native speaker) is trying to figure out what a particularly confusing sentence means, an understanding of the underlying structure of the sentence is helpful if not essential. It's important for language users to know that optional parts of a structure (such as introductory *that*) might be omitted. It also explains to students why there is no period in a structure that contains two S-V combinations, as in item 1.

ANSWERS:

2. pleased that you
3. surprised that Ann . . . think that she
4. afraid that another . . . convinced that it
5. aware that you . . . certain that I'll
6. disappointed that my son . . . realize that young people . . . worried that my son's . . . forget that he's . . . think that he'll
7. a fact that some
8. aware that dinosaurs . . . true that human beings
9. a fact that blue whales . . . believe that they

□ **EXERCISE 18, p. 416. THAT-clauses. (Charts 14-5 and 14-6)**

POSSIBLE ANSWERS: 2. Mrs. Day is worried that Bobby is sick / might have the flu. Bobby is sure that he doesn't have the flu. 3. Kim is surprised that Tina failed her chemistry course. Tina is disappointed that she failed her chemistry course. 4. David is glad that Mike has come. Mike is happy that he's there. Mike is pleased that David invited him. 5. Fred is upset that Susan's closet is empty. Fred is upset that Susan's suitcases are gone. Fred is afraid that Susan won't come back. Erica is sure that Susan will be back. 6. John was shocked that Ed was in jail. Ed was shocked that he had been arrested. Ed was relieved that he didn't have to stay in jail long.

□ **EXERCISE 19, p. 417. THAT-clauses. (Charts 14-5 and 14-6)**

This exercise can be accomplished quickly, with students calling out responses. Its purpose is to survey common phrases that introduce *that*-clauses.

□ **EXERCISE 20, p. 418. THAT-clauses. (Charts 14-5 and 14-6)**

The opportunity for discussion is more important than the grammar. The exercise directions encourage noun clause usage, but if lively conversation begins, emphasis on the target structures can easily, and indeed should, be dropped.

You might ask students what topics they would like to discuss and use those instead of the ones in the text. Some classes like to discuss local issues like pesticide use on school grounds, or social issues like suicide, homelessness, or care of the mentally ill. Explore what your class is interested in talking about.

SAMPLE ANSWERS: 1. I am convinced that cigarette smoking is harmful to your health. I have concluded that smoking a pipe is just as bad as smoking cigarettes. I hope that cigar smokers heed the warnings about smoking in general. I think that fewer people will smoke in the future. 2.-6. (free response)

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

- This structure allows speakers to answer yes/no questions without committing themselves to a definite, black-and-white, yes-or-no answer. It allows for “gray areas” in speakers’ knowledge.
- Focus the students’ attention on the meaning of *so* in expressions such as *I think so*. In this structure, *so* functions as a substitute for a noun clause introduced by *that*.
- The word *so* has various uses. A dictionary will label it an adverb, adjective, pronoun, conjunction, and interjection. To the second language learner, *so* is probably one of the most confusing and unpredictable words in English. You could explain to your students that English has more than one *so*, each with a different function and meaning.

□ EXERCISE 21, p. 419. Substituting *SO* for a *THAT*-clause. (Chart 14-7)

ANSWERS: 2. I don’t believe that we are going to have 3. I hope that Margo will be
4. I believe that cats can swim. 5. I don’t think that gorillas have tails. 6. I suppose
that Janet will be 7. I hope that my / our flight won’t be canceled

□ EXERCISE 22, p. 419. Substituting *SO* for a *THAT*-clause. (Chart 14-7)

These short dialogues are typical of everyday conversations.

CHART 14-8: QUOTED SPEECH

- Using examples on the chalkboard, go through the punctuation and capitalization of quotations step by step. This information will probably be new to at least a few of the students.
- Learning how to use quotations in writing will help the students improve their narrative-descriptive writing as well as prepare them for academic writing in which they must cite sources (i.e., use the words of another writer). Students who are not interested in the conventions of written English could skip this unit.
- Information not included in the chart: When reporting words are not at the beginning of a quotation, the reporting phrase is sometimes inverted. For example: “*Cats are fun to watch,*” **said Jane**. This inversion is used in writing rather than in speaking.

Also, reporting words can come in the middle of a quoted sentence: “*Cats,*” **said Jane** / **Jane said,** “*are fun to watch.*” Give your students as much information as will be useful to them without overloading them. Most students at this level don’t require a survey of all the variations possible in writing quotations.

□ EXERCISE 23, p. 420. Quoted speech. (Chart 14-8)

EXPANSION: Cut out comic strips from the newspaper and hand them out to the class. Tell the students to make up a story based on their comic strip. In their story, they should quote the speakers exactly.

ANSWERS:

2. Ann **asked**, “Is your brother a student?”
3. Rita **said**, “We’re hungry.”

4. “We’re hungry,” Rita **said** / **said** Rita. “Are you hungry too?” OR
“We’re hungry. Are you hungry too?” Rita **said** / **said** Rita. [The possibility of inverted word order (e.g. *said Rita*) is not presented in Chart 14-8.]
5. Rita **said**, “We’re hungry. Are you hungry too? Let’s eat.” [*Rita said* can be placed at the beginning, between sentences, or at the end, as in item 4.]
6. John F. Kennedy **said**, “Ask not . . . do for you. Ask what . . . for your country.”
7. The fox **said**, “I’m going to eat you.” The rabbit **said**, “You have to catch me first!”

□ **EXERCISE 24, p. 421. Quoted speech. (Chart 14-8)**

ANSWERS:

“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.

□ **EXERCISE 25, p. 422. Quoted speech. (Chart 14-8)**

You should read all the cues to the students. However, between parentheses in item 1 are instructions to the teacher; only the examples or similar sentences should be spoken to the students.

After the students have written the quotations on their own paper, ask some of them to write the quotations on the chalkboard for all to see and discuss.

□ **EXERCISE 26, p. 422. Quoted speech. (Chart 14-8)**

The purpose of this writing exercise is to practice using quoted material.

CHART 14-9: QUOTED SPEECH VS. REPORTED SPEECH

- The purposes of this chart are to introduce the concept of “reported speech” and to define terminology.
- Point out that “I” in quoted speech in (a) becomes “she” in (c) because the “I” in the quotation refers to Ann, the original speaker. You could illustrate this by using names of students and having them read short sentences from the board for other students to report.

Example:

SENTENCE ON BOARD: *I’m sleepy.*

SPEAKER A: *I’m sleepy.*

SPEAKER B: *Natasha said that **she** was sleepy.*

SPEAKER C: *I’m sleepy.*

SPEAKER B: *Po said that **he** was sleepy.*

Etc.

□ **EXERCISE 27, p. 423. Reported speech: pronoun usage. (Chart 14-9)**

ANSWERS: 2. she . . . her 3. they . . . their 4. he . . . me 5. he . . . me . . . my
. . . he . . . his . . . his

CHART 14-10: VERB FORMS IN REPORTED SPEECH

- Students will not control these patterns immediately, but the following exercises give lots of opportunity for practice.
- Some students might benefit from a quick reminder of names and meanings of the verb forms in Chapters 1, 2, 3, 4, and 7. Perhaps focus on the fact that auxiliaries carry most of the information about tense and number.

Following are the sequences of verb forms in the examples in the text:

simple present → simple past
present progressive → past progressive
present perfect → past perfect
simple past → past perfect
am, is, are going to → *was, were going to*
will → *would*
can → *could*

Other changes not introduced in this text (but covered in *Understanding and Using English Grammar, Third Edition*, Chart 12-7): *may* → *might*; *have to* → *had to*; *must* (meaning “necessity”) → *had to*; *should* → *should* (no change); *ought to* → *ought to* (no change).

- In actual usage, there is no consistent rule for changing verb forms in noun clauses. The chart provides guidelines, but that’s all they are.
- After discussing the verb changes shown in the chart, use a different verb and ask the class to change it appropriately. For example, conduct an oral exercise using the verb *watch*:

TEACHER: *I watch TV a lot.*
STUDENT: *You said you watched TV a lot.*
TEACHER: *I am not watching TV right now.*
STUDENT: *You said you weren’t watching TV right now.*
Etc.

□ **EXERCISE 28, p. 424. Reported speech: formal verb forms. (Chart 14-10)**

ANSWERS:
2. was meeting 5. was going to fly
3. had studied 6. would carry
4. had forgotten 7. could teach

□ **EXERCISE 29, p. 424. Quoted vs. reported speech. (Charts 14-9 and 14-10)**

The focus is on tenses used to report a statement that was made in the past. Anticipate the exercise to proceed slowly and require a lot of discussion.

ANSWERS: 2. Sally said (that) she didn’t like chocolate. 3. Mary said (that) she was planning . . . her family. 4. Tom said (that) he had already eaten lunch. 5. Kate said (that) she had called her doctor. 6. Mr. Rice said (that) he was going to go to Chicago. 7. Eric said (that) he would come to my house at ten. 8. Jane said (that)

she couldn't afford to buy a new car. 9. Ann said (that) she can't afford to buy a new car. 10. Ms. Topp said (that) she wanted to see me in her office after my meeting with my supervisor.

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

- The main point the students need to understand from this chart is simply that *tell* is always followed by a (pro)noun object when used to report speech.
- Another pattern with *say* that is not mentioned in the chart is the use of *to* + a (pro)noun object: *Ann said to me that she was hungry.* Native speakers generally prefer *told me* to *said to me*, but both are correct.
- As a side note, the pattern *said . . . to me* is used idiomatically to report greetings and good-byes: *Tom said good morning to me. I said hello to him. We said good-bye to each other.*
 INCORRECT: *Tom told me good morning. I told him hello. We told each other good-bye.*

EXERCISE 30, p. 425. SAY vs. TELL vs. ASK. (Chart 14-11)

ANSWERS: 4. said 5. told 6. asked 7. told . . . said . . . asked . . . told . . . said 8. said . . . asked . . . told . . . asked . . . said

EXERCISE 31, p. 426. SAY vs. TELL vs. ASK. (Chart 14-11)

This is intended as a fun exercise. Student A is to whisper a sentence in the ear of Student B, who then reports aloud what Student A said. Students don't need to use only the sentences in the text.

Explain the meaning of "at random" in the directions, i.e., without a pattern or a plan.

EXERCISE 32, p. 426. Noun clauses and questions. (Charts 5-2, 14-2 → 14-4, and 14-11)

Encourage interesting questions by coming up with some yourself as examples of what you want the students to do.

EXERCISE 33, p. 427. Reported vs. quoted speech. (Charts 14-9 → 14-11)

ANSWERS:

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|---|--|
| <p>1. In the middle of class yesterday, my friend tapped me on the shoulder. "What time is it?" she asked me.
"Two-thirty," I answered.</p> | <p>3. When I was putting on my hat and coat, Robert asked me, "Where are you going?"
"I have a date with Anna," I told him.
"What are you going to do?" he wanted to know.
"We're going to a movie," I answered/replied.</p> |
| <p>2. I met Mr. Redford at the reception for international students. "Where are you from?" he asked.
"I'm from Argentina," I told him.</p> | |

□ **EXERCISE 34, p. 427. Reported speech. (Charts 14-9 → 14-11)**

Students can use reporting verbs other than those in the quoted speech sentences, but the answers below use the same ones used in the text.

ANSWERS:

Conversation One: Susan asked me where Bill was. I told her (that) he was in the lunch room. She wanted to know when he would be back in his office. I said (that) he would be back around two.

Conversation Two: Mrs. Ball asked her husband if he could help her clean the hall closet. Mr. Ball told his wife (that) he was really busy. She wanted to know what he was doing. He replied (that) he was fixing the zipper on his winter jacket. Then she asked him if/whether he would have some time to help her after he fixed the zipper. He said (that) he couldn't because he had to watch a really important ball game on TV. With a note of exasperation in her voice, Mrs. Ball finally said (that) she would clean the closet herself.

□ **EXERCISE 35, p. 428. Reported speech. (Charts 14-9 → 14-11)**

Make sure all the students understand the format of the cartoon, i.e., that the story should be read from top left to top right to bottom left to bottom right.

ANSWERS: (that) he wasn't going to have . . . wasn't hungry . . . had (already) eaten . . . he had come . . . he needed to talk to her about a problem he was having at work.

□ **EXERCISE 36, p. 428. Reported speech. (Charts 14-9 → 14-11)**

Put the focus on the activity, not the grammar. This exercise requires fairly sophisticated use of a second language. Praise highly whatever target structures are used in the reports and let other errors go.

□ **EXERCISE 37, p. 429. Error analysis: noun clauses. (Chapter 14)**

As in other error-analysis exercises, these sentences are adapted from actual student writing. Students often like to know that.

ANSWERS: 2. I don't know what ~~is~~ your e-mail address **is**. 3. I think ~~so~~ that Mr. Lee is out of town. 4. Can you tell me ~~that~~ where Victor . . . what kind of movies ~~does~~ he **likes**. 6. I think (*no comma*) that my English 7. **It** is true that people are 8. . . . I **didn't** know who **he was**. 9. I want to know **if Pedro has** a laptop computer. 10. . . . what ~~do~~ they say. 11. . . . He told **me** / said that he **didn't** like (*also possible: doesn't like*) 12. . . . and **asked me**, "Where is your brother?" 13. . . . doctor said, "**You will be fine. It's nothing serious.**" 14. . . . what ~~do~~ I read . . . what **he is** saying. 15. . . . asked me ~~that~~, "**When will you be home?**" [Sometimes learners write quotation marks on the line rather than above the line.]

□ **EXERCISE 38, p. 430. Noun clauses and questions. (Charts 5-2 and 14-1 → 14-4)**

Depending upon your students' purposes in studying English, this final exercise could be developed into a full-fledged composition that includes thoughtful argument for or against the views stated by John Newsom (a fictional person invented for the textbook). His views should appear in quotations in the students' compositions—much as is done in research papers. You could ask your students to agree or disagree with each of Mr. Newsom's statements, one at a time, in order to encourage ample opportunity to practice the mechanics of quoting from a source.