

UNIT 76

Embedded Questions



CHECK POINT

Check the questions the people have.

- Should we leave a tip?
- Was the service any good?
- Are these guys going to leave a tip?
- Is the service included?

CHART CHECK

Circle T (True) or F (False).

T F Embedded questions always end with a period.

T F You can use the infinitive after **whether** or a question word.

MAIN CLAUSE

I'm not sure

Can you remember

I don't know

Do you know

EMBEDDED QUESTION

if I left the right tip.
whether it was enough.

how much it was?
where we ate?

whether to tip.

how much to tip?
where to leave the tip?

EXPRESS CHECK

Punctuate these sentences.

A: Do you know how much to tip_____

B: About 15%. But I'm not sure where to leave the tip_____

Grammar Explanations

Examples

1. In Unit 75 you learned to use **indirect questions** to report another person's words.

Indirect questions are a kind of **embedded question**—one that is included in another sentence. This unit discusses embedded questions that do not report another person's words.

DIRECT QUESTION
Should I tip?

INDIRECT QUESTION
He asked **if he should tip**.

EMBEDDED QUESTION
Do you know **whether I should tip?**

2. If the embedded question is **in a statement**, use a period at the end of the sentence. If the embedded question is **in a question**, use a question mark at the end of the sentence.

MAIN SENTENCE = STATEMENT
■ **I don't know** who our server is.
MAIN SENTENCE = QUESTION
■ **Do you know** who our server is?

3. We often use **embedded questions** to

- express something we do not know.
- ask politely for information.

USAGE NOTE: With strangers or in a formal situation, an embedded question is considered more polite than a direct question.

■ I wonder **why he didn't tip the mechanic**.

■ Can you tell me **if the tip is included?**

LESS FORMAL

■ Does our bill include a tip?

MORE POLITE

■ Can you tell me **if our bill includes a tip?**

4. Introduce **embedded yes/no questions** with *if*, *whether*, or *whether or not*.

USAGE NOTE: *Whether* is more formal than *if*.

Introduce **embedded wh- questions** with a question word.

You can also use the **infinitive after a question word or whether**.

- **BE CAREFUL!** Do not use the infinitive after *if* or *why*.

- Do you know **if he tips?**
- Do you know **whether (or not) he tips?**

■ Many tourists wonder **how much they should tip their restaurant server**.

- Many tourists wonder **how much to tip**.
- Some wonder **whether to tip** at all.

■ We wondered **why we should leave a tip**.
NOT We wondered ~~why to leave a tip~~.

5. **BE CAREFUL!** Use **statement word order** in all embedded questions.

Do not leave out **if or whether** in embedded yes/no questions.

Do not use **do, does, or did** in embedded questions.

■ Could you tell me **where they are?**
NOT Could you tell me ~~where are they?~~

■ Could you tell me **if it is 6:00 yet?**
NOT Could you tell me ~~is it 6:00 yet?~~

■ I don't know **when the pizza came**.
NOT I don't know ~~when did the pizza come~~.

Check it out!

For a list of common phrases introducing embedded questions, see Appendix 15 on page 340.



IDENTIFY • Read this online ad for the book *Tips on Tipping*. Underline the embedded questions.

Tips on Tipping By IRENE FRANKEL (MARTIN UNLIMITED, INC.)

This book is for you if . . .

- you've ever avoided a situation just because you didn't know how much to tip.
- you've ever realized (too late) that you were supposed to offer a tip.
- you've ever given a huge tip and then wondered if a tip was necessary at all.
- you've ever needed to know how to calculate the right tip instantly.
- you're new to the United States and you're not sure who you should tip here.
- you'd like to learn how tipping properly can get you the best service for your money.

What readers are saying . . .

"I can't imagine how I got along without it." *Chris Sarton, Minneapolis*

"Take *Tips* along if you want a stress-free vacation." *Midori Otaka, Osaka, Japan*

Click here to send for the ultimate guide to tipping!



REWRITE • Complete these questions about tipping customs. Change the direct questions in parentheses to embedded questions. Use the infinitive whenever possible. Use correct punctuation.

1. Can you tell me whether to tip in Canada?
(Should I tip in Canada?)
2. I'm going to France. Please explain _____
(How can I tell if the tip is included in the bill?)
3. Can you tell me _____
(Why did service people in Iceland refuse my tips?)
4. I'm moving to Japan. I'd like to know _____
(How much should I tip airport porters?)
5. We're visiting Australia. Please tell us _____
(Who expects a tip and who doesn't?)
6. I'm vacationing in Norway. I'd like to know if _____
(Should I tip my ski instructor?)
7. I took a job in China. I need to know whether _____
(Is tipping still illegal there?)
8. In Germany the tip is included. I don't know whether _____
(Should I tip anyway?)



CHOOSE & REWRITE • Two foreign exchange students are visiting Washington, D.C. Complete their conversations. Choose the appropriate questions from the box and change them to embedded questions. Remember to punctuate the sentences correctly.

How much should we tip the taxi driver?

Could we rent a car and drive?

Where can we buy metro tickets?

Where is the Smithsonian Museum?

What did they put in the sauce?

~~Where is it?~~

1. **MARTA:** We're going to the Hotel Edison. Do you know where it is?
DRIVER: Sure. Get in and I'll take you there.
2. **MIUKI:** (*whispering*) Do you know _____
MARTA: According to the book, we're supposed to leave 10 to 15 percent. I've got it.
3. **MARTA:** Excuse me. Can you tell me _____
OFFICER: Sure. Just turn right at the corner. You'll see it right away.
4. **MIUKI:** I'd like to take the metro to the zoo, but I don't know _____
MARTA: Probably right in the station.
5. **MARTA:** I want to visit Williamsburg. Do you think _____
MIUKI: Let's find out. That sounds like fun.
6. **MARTA:** This is delicious. Let's try to find out _____
MIUKI: It tastes like ginger and garlic to me.



EDIT • Read this entry from Marta's journal. Find and correct seven mistakes in the use of embedded questions. The first mistake is already corrected. Remember to check punctuation!

When you live in a foreign country even a small occasion can be an adventure! Before my date with Janek tonight, I didn't even know what ~~should~~^{I should} wear! Jeans? A dress? John's Grill isn't a fancy restaurant, but it was Janek's birthday and I wanted to make it a big occasion. Miuki was very helpful, as always. I knew how to get to John's Grill, but I didn't know how long it was going to take to get there? I left at 6:00, which should have given me plenty of time, but when I got off the bus, I wasn't sure if to turn left or right. I asked a police officer where was John's, and I was only a few minutes late. I had planned to take Janek out for a special dessert afterward, but I couldn't remember how I to find the place Miuki had suggested, and Janek has been here even less time than me. (Anyway, the desserts at John's turned out to be very good.) Then, when we got the bill, I was wondering whether to tip or no. I had to ask Janek did he know. Fortunately, he had read *Tips on Tipping*, so he told me to leave about 15%.



CHAPTER 12

Noun Clauses

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12-1 INTRODUCTION

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

*A *phrase* is a group of words that does NOT contain a subject and a verb.

**See Appendix Unit B for more information about question words and question forms.

□ EXERCISE 1. Noun clauses. (Chart 12-1)

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

1. I couldn't hear the teacher what did she say
→ *I couldn't hear the teacher. **What did she say?***
2. I couldn't hear what the teacher said.
3. Where did Tom go no one knows [^]
4. No one knows where Tom went
5. Where Tom went is a secret
6. What does Anna want we need to know
7. We need to know what Anna wants
8. What does Alex need do you know
9. Do you know what Alex needs
10. What Alex needs is a new job
11. We talked about what Alex needs
12. What do you need did you talk to your parents about what you need

12-2 NOUN CLAUSES BEGINNING WITH A QUESTION WORD

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

*COMPARE: *Who is at the door?* = *who* is the subject of the question.

Who are those men? = *those men* is the subject of the question, so *be* is plural.

□ EXERCISE 2. Noun clauses beginning with a question word. (Chart 12-2)

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

1. (*How old is he?*) I don't know how old he is.
2. (*What was he talking about?*) What he was talking about
was interesting.
3. (*Where do you live?*) Please tell me _____.
4. (*What did she say?*) _____ wasn't true.
5. (*When are they coming?*) Do you know _____?
6. (*How much does it cost?*) I can't remember _____.
7. (*Which one does he want?*) Let's ask him _____.
8. (*Who is coming to the party?*) I don't know _____.
9. (*Who are those people?*) I don't know _____.
10. (*Whose pen is this?*) Do you know _____?
11. (*Why did they leave the country?*) _____ is a secret.
12. (*What are we doing in class?*) _____ is easy.
13. (*Where did she go?*) _____ is none of your business.
14. (*How many letters are there in the English alphabet?*) I don't remember _____
_____.
15. (*Who is the mayor of New York City?*) I don't know _____
_____.
16. (*How old does a person have to be to get a driver's license?*) I need to find out _____
_____.
17. (*What happened?*) I don't know _____.
18. (*Who opened the door?*) I don't know _____.

□ EXERCISE 3. Noun clauses beginning with a question word. (Chart 12-2)

Directions: Work in pairs, in groups, or as a class.

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

Speaker B: Your book is closed. Begin your response with "I don't know . . ."

Example:

SPEAKER A (*book open*): What time is it?

SPEAKER B (*book closed*): I don't know what time it is.

(*Switch roles if working in pairs.*)

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

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

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

1. Tom will be here (*next week*).

QUESTION: _____ When will Tom be here? _____

NOUN CLAUSE: Please tell me when Tom will be here. _____

2. He is coming (*because he wants to visit his friends*).

QUESTION: _____

NOUN CLAUSE: Please tell me _____

3. He'll be on flight (*645, not flight 742*).

QUESTION: _____

NOUN CLAUSE: Please tell me _____

^{*}See Appendix Unit B for information about forming questions.

4. (*Jim Hunter*) is going to meet him at the airport.

QUESTION: _____

NOUN CLAUSE: Please tell me _____

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

QUESTION: _____

NOUN CLAUSE: Please tell me _____

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

QUESTION: _____

NOUN CLAUSE: Please tell me _____

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

QUESTION: _____

NOUN CLAUSE: Please tell me _____

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

QUESTION: _____

NOUN CLAUSE: Please tell me _____

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

QUESTION: _____

NOUN CLAUSE: Do you know _____

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

QUESTION: _____

NOUN CLAUSE: Do you know _____

□ EXERCISE 5. Noun clauses beginning with a question word.
(Chart 12-2 and Appendix Unit B)

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

1. A: Where (*Ruth, go*) did Ruth go? She's not in her room.

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

Ruth went.

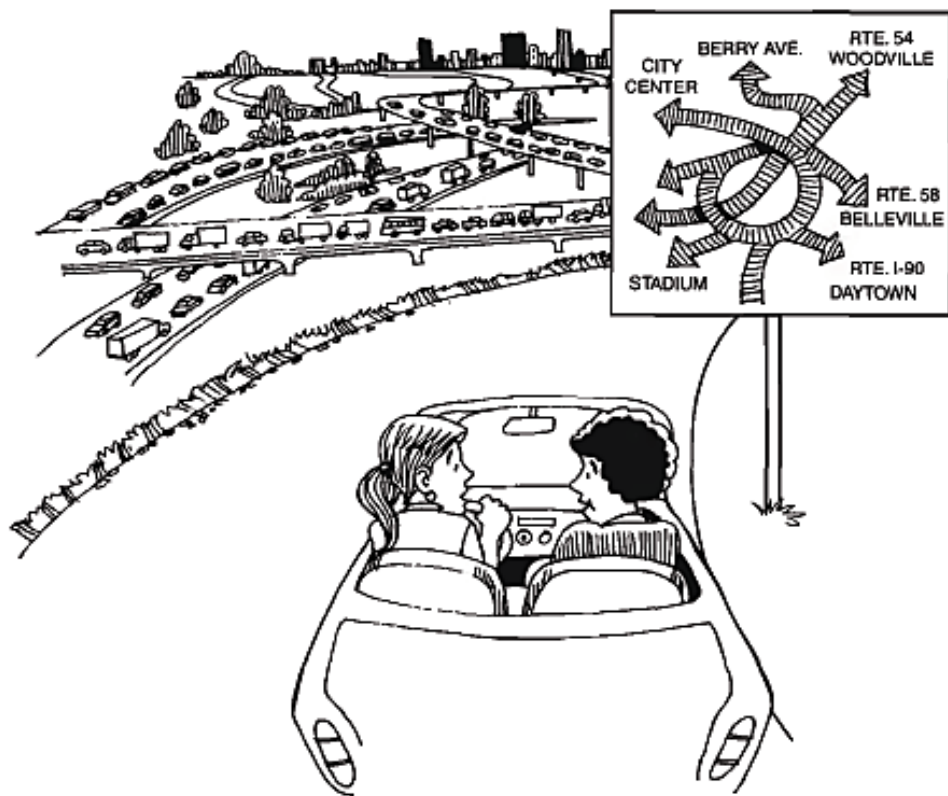
2. A: Oops! I made a mistake. Where (*my eraser, be*) _____?

Didn't I lend it to you?

B: I don't have it. Ask Sally where (*it, be*) _____. I think I saw her using it.

*IBM = the name of a corporation (International Business Machines)

3. A: The door isn't locked! Why (*Fred, lock, not*) _____ it before he left?*
- B: Why ask me? How am I supposed to know why (*he, lock, not*) _____ it? Maybe he just forgot.
4. A: Mr. Lee is a recent immigrant, isn't he? How long (*he, be*) _____ in this country?
- B: I have no idea, but I'll be seeing Mr. Lee this afternoon. Would you like me to ask him how long (*he, live*) _____ here?
5. A: Are you a student here? I'm a student here, too. Tell me what classes (*you, take*) _____ this term. Maybe we're in some of the same classes.
- B: Math 4, English 2, History 6, and Chemistry 101. What classes (*you, take*) _____?
6. A: Help! Quick! Look at that road sign! Which road (*we, be supposed*) _____ to take?
- B: You're the driver! Don't look at me! I don't know which road (*we, be supposed*) _____ to take. I've never been here before in my entire life.



*Word order in negative questions:

Usual: *Why didn't you call me?* (with *did + not* contracted)

Very formal: *Why did you not call me?*

□ EXERCISE 6. Information questions and noun clauses.

(Charts 12-1 and 12-2; Appendix Unit B)

Directions: Work in pairs. Switch roles after every group of five items.

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

Speaker B: Your book is closed. To make sure you understood Speaker A correctly, repeat what s/he said, using a noun clause. Begin by saying "You want to know . . ."

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

Example: who \ roommate

SPEAKER A (*book open*): Who is your roommate?

SPEAKER B (*book closed*): You want to know who my roommate is.

Example: where \ go

SPEAKER A (*book open*): Where did you go after class yesterday?

SPEAKER B (*book closed*): You want to know where I went after class yesterday.

Example: how far \ it

SPEAKER A (*book open*): How far is it from Bangkok to Rangoon?

SPEAKER B (*book closed*): You want to know how far it is from Bangkok to Rangoon.

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

12-3 NOUN CLAUSES BEGINNING WITH *WHETHER* OR *IF*

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

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

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

Examples:

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

SPEAKER B (*book closed*): I wonder whether/if (. . .) needs any help.

SPEAKER A (*book open*): Where is (. . .)?

SPEAKER B (*book closed*): I wonder where (. . .) is.

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

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

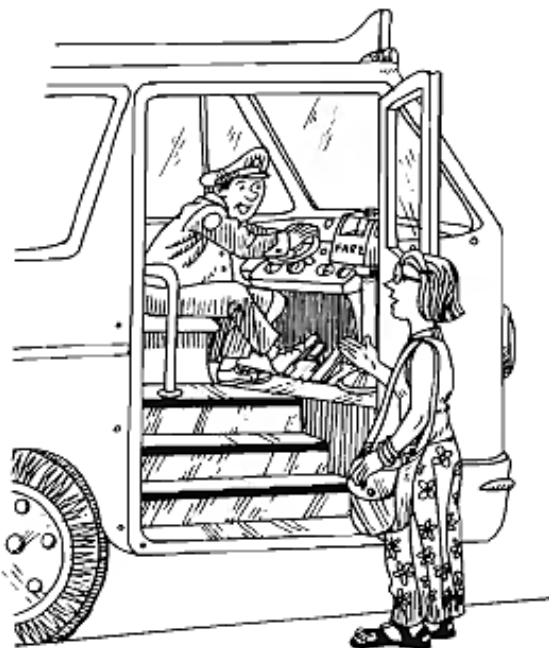
Directions: Work in pairs, in groups, or as a class. Begin all responses with “Could you please tell me . . .”

Example:

SPEAKER A (*book open*): What is this?

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

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



□ EXERCISE 9. Error analysis: noun clauses. (Charts 12-1 → 12-3)

Directions: Correct the errors.

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

12-4 QUESTION WORDS FOLLOWED BY INFINITIVES

- (a) I don't know *what I should do*.
- (b) I don't know **what to do**.
- (c) Pam can't decide *whether she should go or stay home*.
- (d) Pam can't decide **whether to go or (to) stay home**.
- (e) Please tell me *how I can get to the bus station*.
- (f) Please tell me **how to get to the bus station**.
- (g) Jim told us *where we could find it*.
- (h) Jim told us **where to find it**.

Question words (*when, where, how, who, whom, whose, what, which*) and *whether* may be followed by an infinitive.

Each pair of sentences in the examples has the same meaning. Notice that the meaning expressed by the infinitive is either *should* or *can/could*.

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

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

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

Complete the following; use infinitives in your completions.

7. I was tongue-tied. I didn't know what _____.
8. A: I can't decide _____ to the reception.
B: How about your green suit?
9. A: Where are you going to live when you go to the university?
B: I'm not sure. I can't decide whether _____.
10. A: Do you know how _____?
B: No, but I'd like to learn.
11. A: I don't know what _____ for her birthday. Got any suggestions?
B: How about a book?
12. My cousin has a dilemma. He can't decide whether _____ or _____ . What do you think he should do?
13. Before you leave on your trip, read this tour book. It tells you where _____ and how _____ .

12-5 NOUN CLAUSES BEGINNING WITH *THAT*

STATEMENT	NOUN CLAUSE	
He is a good actor.	(a) I think <i>that he is a good actor</i> . (b) I think <i>he is a good actor</i> .	In (a): <i>that he is a good actor</i> is a noun clause. It is used as the object of the verb <i>think</i> . The word <i>that</i> , when it introduces a noun clause, has no meaning in itself. It simply marks the beginning of the clause. Frequently it is omitted, as in (b), especially in speaking. (If used in speaking, it is unstressed.)
The world is round.	(c) We know (<i>that</i>) <i>the world is round</i> .	
She doesn't understand spoken English.	(d) <i>That she doesn't understand spoken English</i> is obvious. (e) <i>It</i> is obvious (<i>that</i>) <i>she doesn't understand spoken English</i> .	In (d): The noun clause (<i>That she doesn't understand spoken English</i>) is the subject of the sentence. The word <i>that</i> is not omitted when it introduces a noun clause used as the subject of a sentence, as in (d) and (f). More commonly, the word <i>it</i> functions as the subject and the noun clause is placed at the end of the sentence, as in (e) and (g).
The world is round.	(f) <i>That the world is round</i> is a fact. (g) <i>It</i> is a fact <i>that the world is round</i> .	

□ EXERCISE 11. Noun clauses beginning with THAT. (Chart 12-5)

Directions: Work in pairs, in groups, or as a class.

Speaker A: Change the given sentence into a noun clause. Use *it* + any appropriate expression from the list.

Speaker B: Give the equivalent sentence by using a *that*-clause as the subject.

Example: The world is round.

SPEAKER A (*book open*): It is a fact that the world is round.

SPEAKER B (*book closed*): That the world is round is a fact.

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

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

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

Directions: Work in pairs or as a class.

Speaker A: Make an original sentence by using *it* and the given expression.

Speaker B: Give the equivalent sentence by using a *that*-clause as the subject.

Example: true

SPEAKER A: It is true that plants need water in order to grow.

SPEAKER B: That plants need water in order to grow is true.

(Switch roles if working in pairs)

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

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

Directions: Complete the sentences.

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| 1. It is my belief that . . . <i>the war between those two countries will end soon.</i> | 5. It is widely believed that |
| 2. It seems to me that | 6. It is thought that |
| 3. It is my impression that | 7. It has been said that |
| 4. It is my theory that | 8. It is a miracle that |

□ EXERCISE 14. Noun clauses beginning with THAT. (Chart 12-5)

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

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

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

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

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

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

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

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

**To be afraid* has two possible meanings:

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

NOTE: **That is used, not **because**, to introduce the clause. (**Because** might occur only in very informal spoken English: *The first reason is because I have to study.*)