

LESSON TEN

10-1 NOUN CLAUSES

1. A noun clause has the same function as a single-word noun.

His house is beautiful. (single-word noun)

Where he lives is beautiful. (noun clause)

Single-word nouns have many different functions in sentences; therefore, noun clauses have many different functions. In this lesson, you will concentrate on the four most common functions:

- subject of a sentence: *Whenever we start will be fine with me.*
 - object of a sentence: *Did you know that they weren't going to help us?*
 - object of the preposition: *Aren't you concerned about how long it will take?*
 - complement of the adjective: *I'm not sure how much time we'll need.*
2. These words, called **subordinating conjunctions** or **subordinators**, introduce noun clauses.

| | | | |
|----------|-----------|------------------|-----------|
| who | which | how | how much |
| whoever | whichever | however | how many |
| whom | where | whose | how long |
| whomever | wherever | why | how often |
| what | when | whether (or not) | how soon |
| whatever | whenever | that | |

3. Note the word order of noun clauses.

| NOUN CLAUSE | | | | |
|---------------------------|--------------|-------------|-----------------|-----------------------------|
| | Subordinator | Subject | Verb | Remainder of sentence |
| <i>I don't know</i> | <i>where</i> | <i>Bob</i> | <i>went</i> | <i>last night.</i> |
| <i>I can't understand</i> | <i>why</i> | <i>she</i> | <i>has left</i> | <i>the children alone.</i> |
| <i>I don't believe</i> | <i>what</i> | <i>they</i> | <i>said</i> | <i>about you yesterday.</i> |

4. Sometimes the subordinator introduces a noun clause that has its own subject and verb.

Nobody knows why she went.

At other times the subordinator is used as the subject of the verb in the noun clause. Only the subordinators *who*, *whoever*, *what*, *whatever*, *which*, and *whichever* can be used as the subject of the verb in noun clauses. Look at these noun clauses.

| | Subordinator subject | Verb | Remainder of sentence |
|-------------------------|-------------------------|------------------|---|
| <i>I can't tell you</i> | <i>who</i> | <i>borrowed</i> | <i>my book.</i> |
| <i>She understands</i> | <i>what</i> | <i>happened.</i> | |
| <i>Nobody knows</i> | <i>which</i> | <i>came</i> | <i>first, the chicken or the egg.</i> |

5. In informal spoken English, *who* and *whoever*, although incorrect, appear occasionally instead of *whom* and *whomever*. In speech and writing, *whom* and *whomever* are preferred.

Correct: *Whomever the company hires should be willing to travel.*

Incorrect: *Whoever he knows should be invited.*

Whom is used if the verb in the noun clause already has a subject. Compare:

I never pay attention to whom my roommate telephones.

I never pay attention to who telephones my roommate.

6. Be careful not to confuse noun clauses beginning with *that* and *who* and adjective clauses beginning with *that* and *who*.

Noun clause: *I heard that you passed the test.*

Adjective clause: *Are you the one that passed the test?*

Remember that noun clauses follow verbs or indirect objects; adjective clauses follow nouns.

7. Speakers of English often reply to a question with a sentence that contains more than one noun clause in different functions.

A: *Is Maria dating Jose?*

B: *I don't know if she's dating him, but whether or not she is is none of our business.*

Note the repetition of *is* after *but*. *Is* occurs as the verb of the noun clause (*whether or not she is*) and as the main verb of the statement (*is none of our business*).

A: *Why was Nopporn in the director's office all day?*

B: *He didn't tell me why he had been there all day; besides, why he was is a private matter.*

Note the repetition of different forms of *be* after *besides*. *Was* occurs as the verb of the noun clause (*why he was*), and *is* occurs as the main verb of the statement (*is a private matter*).

Exercise 1 ■ ■ ■ *Underline the noun clauses in the paragraph.*

Why some very good students often fail exams was recently studied by a professor of psychology at New York University. Professor Iris Fodor conducted research on the anxiety of some students before taking exams. Professor Fodor stated that many students fail exams because they become extremely nervous and cannot think logically. Furthermore, although they have studied, they are afraid of whatever is on the exam. Extremely nervous students forget everything they have studied, and some even become sick before a test. Dr. Fodor says how a student feels before a test is very important. She worked with fifty students and taught them how they could reduce their test anxiety and perform well on their exams. She reported that the students in the program felt better able to cope with their anxieties. What she told them to do before a test was the following:

1. Breathe deeply and slowly to relax.
2. Speak to yourself about positive and happy subjects and get rid of any negative thinking.
3. Be realistic. Don't think your life will end if you fail.
4. Don't be too hard on yourself. If you know you have studied, do your best.

If they follow these simple suggestions, Professor Fodor is certain that many unusually nervous students can perform better in test situations.

Exercise 2 ■ ■ ■ *Underline the clauses in the conversation. Write N above the sentences that contain noun clauses. Write A above the sentences that contain adjective clauses.*

Lee: Nobody in the office knows whose car that is outside. Do you know who it belongs to?

Ned: Which one?

Lee: Didn't you notice that a car's been double-parked outside the building for more than an hour? Look out the window.

- Ned:** Oh, I think that it belongs to the woman who came for the job interview, but I'm not absolutely sure.
- Lee:** Well, whoever it belongs to should remove it because if the police pass by, the car will be towed. Maybe you should find out whether the car is hers.
- Ned:** I'll knock on the door, but I'm sure that Mr. Sullivan won't like our interrupting him during an interview.
- Lee:** I don't think that he'll mind. After all, the car the police had towed the last time was his, and for weeks he didn't stop complaining about how much it cost him to get his car back.
- Ned:** That's all right. He can afford it. It's the workers whom he doesn't pay well who can't.

■ Noun Clause as Subject of a Sentence ■

1. When a noun clause is the subject of the sentence, the main verb of the completed sentence is singular in form.

What they do in their free time is none of my business.

Whether or not they stay makes no difference to me.

The fact that fewer than 20 percent of the population voted proves my point.

2. The tense of the verb in the noun clause must show a logical relationship to the main verb of the completed sentence. Compare:

When Sue is going to get married is a secret. (Sue hasn't gotten married yet, and the date is a secret.)

When Sue got married is a secret. (Sue got married, but the date is still a secret.)

The tense of the verb in the noun clause also depends on the meaning of the verb. This sentence does not make sense.

Incorrect: *When Sue has been married is a secret.*

3. These phrases are often used to complete sentences with noun clauses as subjects.

... does not concern [me]

... is up to [them]

... is none of [our] business

... is a private matter

... depends on several things

... has not worried [me]

Exercise 3 ■ ■ Underline the subject of each sentence. Write **NC** next to those sentences that contain a noun clause rather than a single-word noun.

1. Our discussion was private.
2. Her reasons for being angry surprised me.
3. What she said was rude.
4. Who you are dating is none of my business.
5. Their decision doesn't concern you.
6. Why she quit her job is a mystery.
7. How they choose to live is up to them.
8. Whether or not she takes that class is her decision.

Exercise 4 ■ ■ With another student, take turns asking and answering the questions. Use a noun clause as the subject of each sentence.

Example: A: What did the instructor tell John about cheating?

B: What she told him is none of my business.

1. A: Who reported John's activities?
B: _____ does not concern me.
2. A: Where is John now?
B: _____ is none of my business.
3. A: When is he going to talk to the director?
B: _____ is not my concern.
4. A: Why was he copying from Alison?
B: _____ is a mystery to me.
5. A: Has he been cheating throughout the course?
B: _____ doesn't really matter at this point.
6. A: What will happen to him?
B: _____ depends on the director.
7. A: How many times has he met with the director since the course began?
B: _____ is none of our business.

8. A: What did the director tell him during their last meeting?
 B: _____ is not our concern.
9. A: Will the director notify his parents?
 B: _____ probably depends on John's attitude.
10. A: John's very intelligent. Why does he get into so much trouble?
 B: _____ has always puzzled me.

Exercise 5

Restate each sentence, using a noun clause as the subject.
 The underlined words will help you to choose the
 appropriate subordinator to use.

Example: The president's destination was a secret.

Where the president was going was a secret.

OR

Where the president went was a secret.

- The time of his departure was also a secret.

- His ignorance of world affairs has surprised everyone in Washington.

- His reason for taking this trip has been worrying his advisors.

- The president decided not to take his wife with him. This surprised everyone.

- The number of days he will stay is confidential.

- The leaders he will meet with makes everyone nervous.

- His decision to go alone concerns the members of his cabinet.

- He did not tell anyone about this sudden trip. This made everyone curious.

9. His strange behavior has upset many people.

10. His future actions will certainly be of interest to everyone.

Exercise 6 ■ ■ With another student, decide on two different ways to complete each sentence. Use noun clauses as subjects.

1. _____ doesn't concern us.
2. _____ is none of our business.
3. _____ is a private matter.
4. _____ hasn't worried me.
5. _____ was excellent.

■ Noun Clause as Object of a Sentence ■

1. In a reply to a question, the tense of the verb in the noun clause does not change if the main verb of the completed sentence is in the simple present.

A: *How long was she there?*

B: *I don't know how long she was there.*

If the main verb of the completed sentence is in the simple past, the tense of the verb in the noun clause changes.

A: *When will they arrive?*

B: *Nobody told me when they would arrive.*

2. To introduce the noun clause as object of the sentence, these expressions are often used.

[I] don't know ...

I have no idea [why] ...

[He] didn't say ...

I can't tell you [if] ...

[I] didn't ask [her] ...

[She] didn't tell me ...

[They] didn't explain ...

[We] haven't told anyone ...

I don't remember who he is.

We didn't hear what they were talking about.

Nobody knows whether they passed.

Exercise 7

Underline the object of each sentence. Write NC next to those sentences that contain a noun clause rather than a single-word noun.

- I don't know the answer.
- I like where she lives.
- I can't tell you what the answer is.
- I don't know him.
- I don't understand why they feel this way.
- I love their apartment.
- Do you remember what her name is?
- She hasn't decided when she will tell her boss.

Exercise 8

With another student, take turns asking and answering the questions. Use a noun clause as the object of each sentence.

Examples: A: How cold was it last night?

B: I don't know how cold it was.

A: Where is your roommate going?

B: I don't know. He didn't tell me where he was going.

1. A: Who had a party last night?

B: I don't know _____.

2. A: Where was it?

B: I have no idea _____.

3. A: When did it start?

B: I can't tell you _____.

4. A: When was it over?

B: I can't say _____.

5. A: How did Reza get home?

B: I don't know _____.

6. A: Whose car did he borrow?

B: He didn't say _____.

7. A: Do you know whether or not he enjoyed the party?

B: He didn't tell me _____.

8. A: Did he know about the party before last night?

B: I really don't know _____.

9. A: Where is he now?

B: I have no idea _____.

10. A: How long will he be gone?

B: He didn't tell me _____.

Exercise 9

Complete each sentence, using a noun clause as object. Be careful of meaning and tense changes.

- Three weeks ago, a police officer stopped me and my roommate and wanted to know where _____.
- Since I was driving, he asked me why _____.
- I was so nervous that I began speaking in my native language, so he asked if _____.
- I began to speak English and explained that _____.
- He wanted to know how long _____.
- He also wanted to know what _____.
- Then the officer asked to see my driver's license, but I didn't know where _____.
- My roommate, who was sitting quietly, couldn't believe what _____.
- The officer wanted to know whether _____ or not.
- Finally, he gave me a ticket and said that _____.
- As we drove away, my roommate promised me that _____.

■ Noun Clause as Object of a Preposition ■

Everyone believes in whatever Tony says.

I never think about how I will pay my bills.

I can't rely on what you tell me.

Exercise 10 ■ ■ ■ Restate each sentence, using a noun clause as object of the preposition.

Example: You can never rely on the bus schedule.

You can never rely on when the bus will come.

1. She was looking at my painting.
2. I was worried about his health.
3. The teacher wasn't interested in his excuses.
4. Nobody can depend on Jim's promises.
5. Her parents didn't approve of her decision.
6. Stacey's parents were not pleased with her behavior in the store.

■ **Noun Clause as Adjective Complement** ■

1. A noun clause as an adjective complement completes the meaning started by the adjective.

I'm sure that he'll succeed. (He will succeed. I'm sure of it.)

I'm convinced that she's unhappy. (She's unhappy. I'm convinced of that.)

2. *That* is the most commonly used subordinator in this pattern. It can be omitted from the sentence.

I'm sure he'll succeed.

I'm convinced she's unhappy.

Exercise 11 ■ ■ ■ Combine the sentences. Make the first sentence into a noun clause used after the adjective in the second sentence. Omit that from some of the sentences.

Example: John cheats on every exam. I'm convinced.

I'm convinced that John cheats on every exam.

1. He always denies it. We are aware.
2. He doesn't think anybody sees him. I'm sure.
3. He has never studied for an exam. His roommate is certain.

4. Cheating doesn't bother John. We are all convinced.
5. He doesn't have a conscience. I'm positive.
6. The instructor will never find out. John is confident.
7. He thinks cheating is acceptable. I'm sure.
8. He'll get caught one day. Everyone is certain.
9. He is going to be very surprised. I'm afraid.
10. He will never stop cheating. I'm not certain.

Exercise 12 ■■■ Complete the sentences, using a noun clause as an adjective complement. Be careful of tense and meaning.

Example: Muna has been a good student all quarter, so she is confident that she will pass the course.

1. The final exam in grammar will cover every lesson, so I am sure _____
2. Because our grammar teacher has emphasized the tenses all quarter, I am positive _____
3. However, she may not give us a long exam; in fact, we are convinced _____
4. I am really not worried about the exam; on the contrary, I am certain _____
5. The clauses are important; therefore, I am sure _____
6. For some reason, Ryoji believes that our teacher doesn't like him, so he is convinced _____
7. Concerning the conversation final, I am positive _____

8. When I talked with the conversation teacher, he seemed certain _____
9. All of the students are confident _____
10. We are all sure _____

10-2 -Ever WORDS IN NOUN CLAUSES

I'll invite whoever (or whomever) you like.

Whoever shows up for dinner is welcome.

The dog will eat whatever you give her.

Whichever way we go is fine with me.

However we go makes no difference to me.

I'll leave whenever you want.

1. *Whoever* and *whomever* mean any person. *Wherever* means any place. *Whatever* means any thing. *Whichever* means any possibility. *However* means any manner. *Whenever* means any time.
2. In informal spoken English, *whoever* is often used instead of *whomever*. In formal speech or writing, *whomever* is preferred.
3. Be careful not to confuse *however* when it is used to introduce a noun clause and *however* when it is used as a conjunctive adverb. Compare:
However you cook the meat is all right with me.
I'll help you to cook it; however, I don't like rare meat.

Exercise 13 ■ ■ ■ With another student, take turns asking and answering the questions. Use an -ever word in your answer.

Examples: A: What should I do about my problem?

B: Do whatever seems best.

A: Can I leave now?

B: Whenever you want to leave is okay with me.

- A: I'm getting tired of this party. Are you ready to go?
B: I'm having a good time, but _____ you are ready is fine with me.
- A: What should I tell our hostess?
B: Tell her _____ you think is best.
- A: I'm hungry. Do you want a hamburger or some chicken?
B: I don't care. We can get _____ you prefer.
- A: Tell me. Should we go to Burger King or to Kentucky Fried Chicken?
B: It really doesn't matter to me. Let's go to _____ you like best.
- A: What's the matter with you tonight? Can't you make a decision?
B: Nothing is the matter. _____ you want to go is all right with me.
- A: How do you want your hamburger, with or without onions?
B: _____ she prepares it is all right with me.
- A: Whom should we invite to our party next week?
B: I don't know. _____ you invite will have fun.
- A: By the way, who called at 12:00 last night?
B: I don't know because _____ called hung up before I reached the phone.
- A: It's really late, and I'm getting tired. Let's not get any dessert.
B: O.K. _____ you say.
- A: Are you angry because I wanted to leave the party early?
B: Angry? Of course not. It's your car, so you can do _____ you like.
Just don't ask me to go anywhere with you again.

Exercise 14 ■ ■ ■ Look back at Exercise 1 on page 157. Identify the function of the noun clauses that you underlined: subject of the sentence, object of the sentence, object of a preposition, adjective complement.

Exercise 15

With another student, take turns asking and answering the questions. Use more than one noun clause in your answer.

Example: Is Jamal leaving the United States?

Whether he's leaving is a mystery to me because he's never home when I call, but Franco told me that he was planning a party for Jamal. Maybe it's a goodbye party.

1. Why is Jamal returning to his country?
2. Did his parents tell him to go home?
3. Is he going to return to finish his studies?
4. How long will he stay?
5. Has he received an acceptance letter to a university yet?
6. Is his family having financial problems?
7. Was he packing last night?
8. What is he going to do with his new car?
9. Will he work or continue to study at home?
10. When does he have to leave?
11. Had he been expecting this to happen?
12. Are his cousins going home, too?
13. Why haven't they been to class?
14. What was Jamal telling the director about this situation?
15. What did the director say to him?
16. Is he going to pay his phone bill before he leaves?

Exercise 16

In a group of three or four, discuss how to complete the sentences.

1. What I miss most about my country _____.
2. I don't understand why Americans _____.
3. _____ most surprised me when I first came to the United States.
4. When I go back to live in my country, I'm confident _____.
5. What bothers me most about life in this country _____.
6. _____ worried me when I first came to the United States.
7. What I most hoped for when I came to the United States _____.
8. When I leave the United States for good, I'm sure _____.

10-3 NOUN CLAUSES BEGINNING WITH *That*

1. *That* can often be omitted when it introduces a noun clause used as object of the verb.

We assumed our son was sick.

I could not believe he had lied to us.

I hope he will tell the truth soon.

Do you imagine he knows our feelings?

2. *That* cannot be omitted when it introduces a noun clause used as subject of the sentence. *That* as subject of the sentence emphasizes the information in the noun clause.

That he had lied to us was unbelievable.

That we accepted his apology made him feel better.

That small boys sometimes lie should not surprise anyone.

3. *That* as subject of the sentence is very formal. It rarely occurs in informal spoken English. Instead, in conversation, speakers of English often use the word *it* as subject of the sentence and place the noun clause at the end of the sentence. In this pattern, a noun clause may follow a noun, pronoun, or an adjective.

It is a fact that the world is facing a food shortage. (That the world is facing a food shortage is a fact.)

It is true that many people are starving. (That many people are starving is true.)

4. People also often use a noun clause beginning with *the fact that* as subject of the sentence in place of a noun clause beginning with *that*.

The fact that everyone refused to attend the meeting took us by surprise. (That everyone refused to attend the meeting took us by surprise.)

Exercise 17

Combine the sentences, using a noun clause beginning with *that* as subject of the sentence.

Examples: He told us the truth. This made us happy.

That he told us the truth made us happy.

John failed the course. This surprised me.

That John failed the course surprised me.

1. Michael Jordan has become a millionaire. This doesn't surprise anyone.
2. He is known all over the world. This is a fact.
3. He retired from basketball for a year in order to play baseball. This upset some people.
4. Michael Jordan has done some TV commercials. This is not strange.
5. Many companies use famous people to sell their products on TV. This is not unusual.
6. He is one of the greatest basketball players in the history of the game. This is common knowledge.
7. He has been a hero to many young boys. This is true.
8. He earned a reputation for being a gambler. This cannot be denied.
9. He often scored 35 points in a game. This is on record.
10. Games in which Michael Jordan played attracted thousand of spectators. This is a well-known fact.

Exercise 18

Restate the sentences in Exercise 17, using it at the beginning of each sentence.

Example: Michael Jordan has become a millionaire. This doesn't surprise anyone.

It doesn't surprise anyone that Michael Jordan has become a millionaire.

10-4 SUBJUNCTIVE FORM OF THE VERB IN NOUN CLAUSES

1. When the following verbs have a noun clause as direct object, they require the base form of the verb (the infinitive without *to*). The use of the base form stresses the urgency or importance of the statement.

| | | | | |
|---------|--------|-----------|---------|------|
| advise | desire | prefer | request | urge |
| command | insist | propose | require | |
| demand | order | recommend | suggest | |

The doctor advised that Sheila remain in the hospital.

The nurse had insisted that Sheila's husband leave the room.

She recommended that he return in the morning.

2. The base form of the verb is used regardless of the tense of the main verb or the subject in the noun clause.

She recommends that he be at the store as early as possible.

She recommended that he be at the store as early as possible.

3. The negative is formed by putting *not* before the verb in the noun clause.

The doctor advised that Sheila not remain in the hospital.

The nurse recommended that her husband not stay too long.

4. In informal English, the auxiliary *should* sometimes precedes the verb in the noun clause.

The doctor advised that Sheila should remain in the hospital.

The nurse recommended that Sheila's husband should return in the morning.

The auxiliary *should* is not used with the verbs *command* and *demand*.

5. The base form of the verb is also used in noun clauses as adjective complements after these expressions: *it is important that*, *it is necessary that*, *it is essential that*, and *it is vital that*.

It is important that either your mother or your father sign these papers.

It was necessary that you be here at 8:30.

Exercise 19

Use the verbs in the box to introduce noun clauses containing the following information. Provide an appropriate subject—for example, the teacher, my father, my mother.

| | | | | |
|----------------|---------------|------------------|----------------|-------------|
| <i>advise</i> | <i>desire</i> | <i>prefer</i> | <i>request</i> | <i>urge</i> |
| <i>command</i> | <i>insist</i> | <i>propose</i> | <i>require</i> | |
| <i>demand</i> | <i>order</i> | <i>recommend</i> | <i>suggest</i> | |

Examples: speak to the director

The teacher advised that I speak to the director.

move to another city

Since my roommate can't stand the cold weather here,

I recommended that she move to another city.

1. buy a new car

2. learn to type

3. take only three courses
4. get married
5. study in my own country
6. be on time
7. wear a suit
8. not come to class late
9. not write in pencil
10. not smoke in the hospital
11. drive carefully
12. not talk so loudly in the restaurant

Exercise 20 ■■

In a group of three or four, prepare a list of advice for students who are planning to come to the United States to study. Use expressions like We suggest that, It is important that, and Language schools require that. When your group finishes, compare lists with another group. Which group came up with the longer list? Which group came up with the better advice?

Exercise 21 ■■

Underline the clauses in the sentences. Write N next to the sentences that contain noun clauses, Adj next to the sentences that contain adjective clauses, or Adv next to the sentences that contain adverb clauses.

1. Yesterday, many students didn't understand what we were talking about.
2. Yesterday, many students didn't understand the lesson that was on clauses.
3. Yesterday, many students didn't understand the lesson because it was on subordination.
4. Dr. Larson, who is our director, visited our class.
5. When he came in, Behrooz looked at him.
6. What Dr. Larson said about the class was very complimentary.
7. Although Behrooz had eaten a big breakfast, he was still hungry during the class.
8. Ahmed enjoyed what he had eaten for breakfast.

9. He had had a breakfast that was good and nutritious.
10. This class understood what the instructor had said about the past perfect.
11. When the instructor explained the past perfect, everyone understood.
12. The past perfect was one of the tenses that everyone understood.
13. Ali went to the library and asked for the book that was on reserve.
14. The librarian, however, didn't know which book he wanted.
15. Before he could get the book, he had to show her the title of it.

Exercise 22 ■■

Combine the sentences, using the type of clauses indicated in parentheses. In some sentences two types of clauses are required.

1. Yesterday we had a review of clauses. Everyone understood the review. (adjective clause)
2. We had had the review. Everyone told the teacher this. They felt much better about the clauses. (adverb clause + noun clause as object)
3. Some students went into the lounge. They relaxed or did homework there. (adjective clause)
4. The grammar teacher gave Miwako copies of an additional exercise. She had forgotten to give the exercises to the students. They left the grammar class. (adjective clause + adverb clause)
5. Miwako had given everybody a copy of the exercise. They went to their reading class. (adverb clause)
6. The students felt more secure in using the clauses. This greatly pleased our teacher. (adjective clause or noun clause as subject)
7. Every student understood the review. This made the teacher happy. (noun clause)
8. Jose said this. He had always had trouble with clauses. He was studying in his country. (noun clause as object + adverb clause)
9. The teacher wanted to know this. What had been the problem? (noun clause as object)
10. Now Jose understands very well. This makes him feel more confident. (noun clause as subject)

11. Using the clauses correctly and spontaneously is not easy to do. Nevertheless, everyone did well on the review. (adverb clause)
12. I am not worried about this. How well will I do on the test on this chapter? (noun clause as object of preposition)

Exercise 23

Rewrite the sentences in the form of a paragraph. Use noun, adjective, and adverb clauses. You may also want to use coordinating conjunctions and conjunctive adverbs (see Part 2). Be careful not to overconnect.

1. The grammar final was difficult. I took it last quarter.
2. I entered the room. I was a little nervous.
3. I didn't feel very confident. I had studied diligently.
4. The teacher gave us some directions before the exam. Her directions were poor.
5. I asked her a question. She answered the question very poorly.
6. I was supposed to do something. I didn't understand what.
7. Her explanation was so poor. I didn't understand what.
8. I do not like teachers. Their directions are not clear.
9. Everyone else had finished the exam. I completed it.
10. I went to her desk. She was correcting exams from an earlier class there.
11. She took my paper. She didn't even look up.
12. She didn't like me all quarter. I don't know why.
13. My grade will be high or low. I'm not certain.

Practice Exam

SECTION 1

Underline the noun clause in each sentence. Then identify the function of the noun clause: subject of the sentence, object of the sentence, object of a preposition, adjective complement.

1. Although I'm going to be an engineering student, I have always been interested in how people learn languages.
2. I don't know why this subject has always fascinated me.
3. That speaking a language always precedes writing it is obvious because children understand what their parents say before they learn to write.
4. Nevertheless, I am always surprised at how many words a one-year-old child knows.
5. Language learning research reports that all languages have a lot in common.
6. For example, I am certain that every language has a way to express time.
7. I really don't remember when I spoke my first word.
8. However, I am sure that I said something very interesting.

SECTION 2

Restate the sentences, using a noun clause as subject of each sentence.

1. My first word as a child was probably *mama*.

2. The reason most children learn this word first is obvious.

3. The way most small children pronounce the words of their language is always amusing.

4. The age at which a child speaks his or her first words is very important.

5. Einstein didn't speak until he was three years old. This surprises me.

SECTION 3

Answer the questions, using a noun clause as subject and a noun clause as object.

1. Why was our teacher's little boy in class yesterday?

2. How long has she been married?

3. Does her husband have a good job?

4. Is she going to have more children?

SECTION 4

Complete the sentences with *-ever* words.

- _____ you decide to dress your children is up to you.
- However, they simply cannot wear _____ they want to wear, in most private schools.
- _____ wants more information on public versus private schools should visit each type of school.
- _____ type of school you choose, public or private, should provide your children with a good education.
- My parents moved a lot when I was a child, but I enjoyed _____ I was.
- Furthermore, I made friends with _____ I met.

SECTION 5

Rewrite the sentences in the form of a paragraph. Use noun, adjective, and adverb clauses.

- Einstein didn't speak until he was three years old. This surprises everyone. He grew up to be a genius.
- I know the reason. He hated school.
- He had a rebellious attitude toward his teachers. This caused him to behave disrespectfully in class.
- I have a little cousin. He also has poor behavior in school.
- We hope this. He will grow up to be another Einstein.
- His parents have always been certain of this. He has a high I.Q.