

CHAPTER SUMMARY

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

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

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

PRETEST. What do I already know? Page 247.
Time: 5–10 minutes

- Students should feel encouraged when they recognize an incorrect form, whether they can articulate what the error is precisely or not.
- Give students time to complete the pretest on their own, determining whether sentences are either correct or incorrect.
- Ask students to explain, to the best of their abilities, why certain sentences are incorrect and/or correct.

► **EXERCISE 1.** Warm-up. Page 247.
Time: 5–10 minutes

- To engage students, ask them if they know any sets of triplets or sets of twins. Ask if multiple births are becoming more common in their countries. (They are in the U.S. because of fertilization drugs.) Ask students

what the difference between identical and fraternal twins / triplets are.

- Ask students what elements are required for a group of words to be a complete sentence.
- Elicit that a subject and verb must exist in order to make a complete sentence.
- You can also lead students to give you more “requirements” for a complete sentence. For example:
starts with a capital letter and ends with a period
is a complete thought
is an independent clause and can stand alone
- Ask students to take turns reading through each warm-up item aloud and decide whether it is a complete sentence.

CHART 12-1. Introduction. Page 248.
Time: 10–15 minutes

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

Suzanna left the room quickly.

That Suzanna left the room quickly.

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

S V

Suzanna left the room quickly.

S V

That Suzanna left the room quickly.

- Ask students which item sounds like a complete sentence. Almost all students will agree that the first one sounds complete and that because of the word *that* included in the second item, it sounds incomplete.
- Explain that clauses that can stand alone and don’t require another clause to make sense are independent clauses, and independent clauses can be sentences.
- Go over the chart with your students by having them take turns reading items (a)–(i) aloud. Read and discuss the accompanying explanatory notes.
- Reiterate that a noun clause can take the place of an object or subject, and write your own example on the board.

- Illustrate the point clearly by replacing the noun with a noun clause in the examples you write on the board.
- Repeat yet again that a noun clause can take the place of either a subject noun or an object noun.
- Write the following examples on the board:

Pablo's dinner smelled delicious.

What Pablo was eating smelled delicious.

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

S **V**

What Pablo was eating smelled delicious.

- Referring to the same sentence, have another student mark the subject and verb of the sentence containing the noun clause with an uppercase *S* and *V*.

S **V**

What Pablo was eating smelled delicious.

- Stress that in a sentence containing a noun clause, there are two clauses, and only the main clause is independent. The noun clause, altogether, is either the subject or object of a complete sentence.

► **EXERCISE 2.** Looking at grammar.
Page 248. Time: 10 minutes

- Lead this exercise from the center of the classroom.
- Have students say the clauses they are underlining in turn and explain which is the noun clause and which is the main clause.

► **EXERCISE 3.** Looking at grammar.
Page 248. Time: 10 minutes

- Explain to students that they will find completely separate sentences within the same line of text. Students should be aware of this when adding punctuation and capitalization.
- Give students time to complete the exercise on their own, and instruct them to take the time to read the words quietly to themselves. This will help students hear natural pauses and points of punctuation.
- Have students read the separated, correctly punctuated and capitalized sentences aloud.
- Put any particularly challenging items on the board, and label the noun clause elements and main clause elements in each one.

► **EXERCISE 4.** Warm-up. Page 249.
Time: 10 minutes

- Ask students to remind you of normal question word order, and write a typical *wh*-question on the board.

V **S**

Where is Li-Chen?

- Have students take turns reading the warm-up items aloud. Congratulate them on “hearing” that question word order within noun clauses sounds wrong.

CHART 12-2. Noun Clauses with Question Words. Page 249. Time: 10–15 minutes

It can be useful to substitute the words *something* / *someone* for noun clauses in order to make it clear to your students that the function of the noun clause is exactly that of a noun.

Something was interesting.

What he told us was interesting.

I heard something.

I heard what he said.

- Write the chart title on the board.
- Demonstrate when and how to use noun clauses introduced by question words.
- Ask one student to come to the front of the room and overtly tell him / her a secret “something.” The “something” message can be very simple and ordinary, such as *We are learning noun clauses*. Or you can make it sillier and thus, somewhat memorable.
- Now write what you just did on the board:

I just told Armando something. Now Armando knows something.

- Explain that because the contents of “something” are completely unknown, we can best describe it with a noun clause that begins with a question word.
- Write the appropriate noun clause below the words *something* and then stress that the word order remains the same as that used in any statement (even though a question seems implied).

Armando knows something.

Armando knows what I said.

- Have a student go to the board and label the subjects and verbs. Tell students to use capital *S* and *V* for the subject and verb of the whole sentence and to use lowercase *s* and *v* to indicate the subject and verb of just the noun clause.
- You should now have an example similar to this one on the board.

S **V** **s** **v**

Armando knows what I said.

- Ask the first student, Armando, to tell a second student what you said, and write appropriate sentences on the board to describe this. For example:

Armando told Sultan what Martha said.

Sultan also knows what Martha said.

- Now have yet another student label the subjects and verbs correctly, and discuss the role of *what Martha said* is in the sentences above (as an object of the main clause).
- Go over the chart, and have students take turns reading example sentences (a)–(i) aloud.
- Discuss the explanatory notes and spend as much time as is needed to ensure students understand.
- Explain that just as nouns themselves can be both subjects and objects, noun clauses can, too.

► **EXERCISE 5.** Looking at grammar.
Page 249. Time: 10 minutes

- Lead this exercise from the center of the classroom, and have students take turns changing each question to a noun clause.
- Correct word order immediately and clearly by using the board.
- When students struggle, remind them that the noun clause is simply replacing the noun, and when needed, coach them by using the two-step “something” process illustrated earlier.

Optional Vocabulary

break off engagement mystery

► **EXERCISE 6.** Looking at grammar.
Page 250. Time: 10–15 minutes

- Give students time to work on this exercise independently as seatwork.
- Remind them to pay close attention to word order as they work.
- Correct and review as a class. Make sure students say the complete sentence aloud and not just the noun-clause elements.

Expansion

Before going into class, prepare a set of index cards with 5–6 specific settings that students can develop questions about. Settings can include:

doctor's office

bank

movie theater

airport

local transportation

gym / fitness center

Each group comes up with 6–8 questions that may be heard in a typical setting and passes them to another group. The second group has to turn these questions into noun clauses that are introduced by *Can you tell me*, as in Exercise 6. Finally, have all groups read their *Can you tell me* questions aloud. The group that originated the context questions should correct each question if necessary as it is read.

► **EXERCISE 7.** Looking at grammar.
Page 251. Time: 10–15 minutes

- Give students time to complete this exercise on their own as seatwork.
- Have one student read the question aloud and another read his/her noun clause aloud.
- Students will be tempted to simply repeat question word order, so ask additional questions and use wait time to help students self-correct.
- Provide immediate and clear correction, and write challenging items on the board.

► **EXERCISE 8.** Let's talk. Page 252.
Time: 15–20 minutes

This exercise has an uncomplicated and user-friendly pattern and lends itself to pairwork.

If you lead this exercise from the center of the classroom, you might want to change some items to relate more directly to students' lives and/or add questions of your own. This exercise should start slowly so that students can be aware of the changes they are making when using noun clauses, but it can readily get faster as students become accustomed to the pattern. Allow and encourage spontaneous discussions and exchanges to develop as you circulate among the pairs, helping and encouraging for maximum understanding and participation. Among the several ways to review and correct the exercise is to call on students at random instead of a predicted order and have the entire class respond in chorus for a change of pace.

Alternative formats:

- 1) Have students instruct you to ask someone else to answer.

You: *Where does Ali live?*

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

- 2) Start a chain involving three students.

You: *Maria, what is your favorite color?*

Maria: *I don't have a favorite color. Matts, ask Wiparat what her favorite color is.*

Matts: *OK. Wiparat, what is your favorite color?*

Wiparat: *Purple.*

You can write this pattern on the board and have students use it during this and other pairwork exercises.

A: *(question) ____ ?*

B: *I don't know, ask ____ (B).*

C: *____. Ask ____ (C).*

D: *(answer) ____.*

- Explain to students that though the pattern is easy, repeating it and changing it will help them become familiar with the way noun clauses sound and will help them to self-correct.
- Teach students that when asking personal or somewhat sensitive questions, we often use the following phrases to soften the abruptness of direct questions.

Would you mind telling me ...

Do you mind if I ask ...

Could I ask you ...

- Try to incorporate the alternative approaches when leading this exercise.

► **EXERCISE 9.** Let's talk. Page 252.
Time: 10–15 minutes

- Before putting students into pairs or groups, ask them to underline the noun clause in each sentence and decide whether the statement is true for them or not.

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

- Ask students to stand and walk around the classroom while asking one another questions.
- Walk around the classroom, taking notes and assisting those who need help in keeping a conversation going.
- Correct the word order of the noun clauses that you hear while you talk with students.
- Once it seems most students have had the opportunity to ask and answer most questions, come together once again as a group.
- Have students take turns reading the original questions and repeating what they learned about their classmates.

Optional Vocabulary

felt embarrassed talent

► **EXERCISE 16.** Let's talk: pairwork.
Page 255. Time: 10–15 minutes

- Ask students to work with a partner they have not worked with in some time.
- For each situation, have Partner B keep the book closed so that he/she has to create noun clauses on the spot.
- Review as a class, asking students to share noun-clause sentences with the group.

Optional Vocabulary

bike rack briefcase

► **EXERCISE 17.** Let's talk. Page 255.
Time: 10–15 minutes

- Ask previous pairs to refigure themselves into small groups.
- Have one group member record possible answers given.
- Come back together as a class and compare possible answers, correcting word order immediately.

Optional Vocabulary

return policy late fee

► **EXERCISE 18.** Warm-up. Page 256.
Time: 10 minutes

Students at this level have probably heard question words followed by infinitives. This warm-up helps students learn where this structure came from originally. By seeing the full noun clause followed by just the question word followed by the infinitive, students will better understand this structure.

- Lead this warm-up from the center of the classroom.

- Then challenge students to form new sentences with question words followed by infinitives in response to the complete noun clauses below.

None of us knows when we should arrive.

None of us knows ____ .

Everyone knows where we should go.

Everyone knows ____ .

Most students understand how they should pay their bills.

Most students understand ____ .

Kim wondered what she should do next.

Kim wondered ____ .

CHART 12-4. Question Words Followed by Infinitives. Page 256. Time: 10–15 minutes

This grammar point is among many examples of language flexibility that we find in English — there is more than one way to say exactly the same thing. The emphasis here is on the meaning of the infinitives within this structure.

- Write the chart title on the board.
- Write a sentence about one of your students using the following format:

Tran cannot decide what she should do about her vacation plans.

- Ask a student to go to the board, underline the noun clause, and mark the subjects and verbs of the noun clause as well as the main clause with corresponding subject and verb markers.

S **V** **s** **v**

Tran cannot decide what she should do about her vacation plans.

- Explain to your students that this noun clause can be shortened to a question word and an infinitive.
- Rewrite the entire sentence using just the question word and the infinitive.

Tran cannot decide what to do about her vacation plans.

- Pose another sentence about another student to the class, and have students rewrite it using just the question word and an infinitive. For example:

Min's family cannot decide whether they should go skiing or not.

Min's family cannot decide whether to go skiing or not.

- Have students read the chart example sentences (a)–(h) aloud. Read and discuss the explanatory notes.
- Write additional examples on the board as needed.

► **EXERCISE 19.** Looking at grammar.
Page 256. Time: 10 minutes

- Lead this exercise from the center of the classroom after modeling the example item with one student.

- Have students change each noun clause into a sentence with a question word and infinitive.
- Correct immediately and put any challenging items on the board.

Optional Vocabulary

plumber	excuse
leak	get his life turned around
sink	

► EXERCISE 20. Looking at grammar. Page 256. Time: 10 minutes

- Have students complete each cloze on their own first.
- Have students take turns reading their completed clozes aloud. Correct overtly and promptly, and put on board as needed.

► EXERCISE 21. Warm-up. Page 257. Time: 10 minutes

- Ask students to take turns reading the items aloud and deciding as a class if each one is correct.

CHART 12-5. Noun Clauses with *That*. Page 257. Time: 10–15 minutes

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

It was apparent that the suspect was lying.

Compare the following uses of *that* in order to be fully prepared for presenting the chart to students.

1) *This is my coat. That coat / that one / that is yours.*

In this example sentence, that is a demonstrative adjective or pronoun.

2) *I don't have a coat. That is a problem in this very cold weather.*

Here we have a demonstrative pronoun that refers to a complete sentence.

3) *I bought a coat that has a hood. I showed my best friend the coat that I bought.*

In this case, we have an adjective pronoun that refers to the noun coat.

4) *I think that Bob bought a new hat.*

That, in this sentence, marks a noun clause and links the noun clause (which is the object of think) to the main clause. On its own, in this example, that has no independent and semantic meaning.

- Write the heading of the chart on the board, and use the same approach as in Chart 12-2, substituting “something” for the noun clauses.
- Inform students *that* does not need to be included. Including it just allows people to better understand the noun clause, but it is very often omitted altogether.

- Make up two example sentences (one in which the noun clause replaces the subject and one in which it replaces the object). Make your students and their lives the topics of these examples. Write the sentences on the board.
- It may be easier for students to understand if you present the simpler form, the noun clause taking the place of the object, first. For example:

Our class hopes something.

Our class hopes (that) Vilmer will bring us all donuts again.

- Now give students an example with a noun clause taking the place of the subject noun.

Something is anticipated by all of us.

That Maria had a lovely time with her family is anticipated by all of us.

- Have students take turns reading the chart example sentences (a)–(g) and explanations aloud. Write the example sentences on the board.

► EXERCISE 22. Let's talk. Page 258. Time: 10 minutes

- Anticipate that it may feel a bit more unnatural for students to create subject noun clauses than object noun clauses.
- Have students work in pairs and circulate, helping students to produce the needed language and providing encouragement, vocabulary, and correction as needed.
- Review by asking students to take turns reading their *that*-clauses aloud within the context of the complete sentences.
- You can also have individual students write complete sentences on the board, and other students can correct them.
- Make sure to provide immediate and clear correction, especially in these early controlled production stages.

► EXERCISE 23. Let's talk: interview. Page 258. Time: 15–20 minutes

Students might produce some interesting personal statements in this exercise. If you anticipate students being too shy to share in this exercise, you could make it a written exercise, and students could write their personal responses just for you to read.

If students are enjoying this interview, choose 1 or 2 items to then discuss as a group in an open dialogue and with you playing the role of facilitator and corrector. Help keep the conversation lively by asking leading questions, writing on the board, and providing opportunities for more sophisticated vocabulary use and thought.

- Ask students to stand up and move around, engaging with as many of their peers as possible.

- Such interview exercises are often made more productive by the addition of music. If you play music (not too loudly) while students are talking to one another, they often feel less self-conscious and thus take more risks with vocabulary and tangential lines of thought.
- Give students ample time to gather and share information.
- Come together as a group and go around the room, starting with one student.
- Ask the entire class to share something that they learned about the first student you have named. Remind them that their answers should take the form of *He / She + be + adjective + that-clause*. For example:

Lindsay is annoyed that she doesn't have a new job.

- Correct the forms of the sentences you hear from students, and write them on the board in corrected form as useful.

► **EXERCISE 24.** Looking at grammar. Page 258. Time: 10–15 minutes

- Read the direction line to your students and model the example sentences.
- Have them refer to the blue word box to match appropriate phrases for the concepts in items 1–8.
- Give students time to complete both versions, and then have students take turns providing both for the rest of the class.
- Correct promptly and write any challenging items on the board.

► **EXERCISE 25.** Game. Page 259. Time: 10–15 minutes

- Put students into teams of 3–4.
- Explain that the task for each team is two-fold. They must first determine which sentences are true and which are not true. Then they must put the right introduction, turning each “statement” into a noun clause beginning with *that*.
- The team with the most correct (both in terms of information and grammar) sentences wins.

Optional Vocabulary

colorblind	substance
source	chlorophyll

Expansion

If your students enjoy this kind of activity, prepare index cards with sets of eight sentences on each one. Four should be true and four should be false. Teams take these additional statements and turn them into noun clauses that follow the main clauses as modeled in the exercise. Teams can then exchange their index cards with other groups and continue.

► **EXERCISE 26.** Looking at grammar. Page 259. Time: 5–10 minutes

- Have students create these restatements while you lead from the center of the classroom.

- Call on those students who participate less readily to complete the restatements aloud.
- Correct as needed using the board.

Optional Vocabulary

undeniable	miracle
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► **EXERCISE 27.** Warm-up. Page 259. Time: 5–10 minutes

- Have one student read the speech bubble included in the picture.
- Read the direction line aloud, and have students circle the quotation marks and explain any observable rules for capitalization and final quotation marks within the quotation marks.
- Draw students' attention to the comma at the end of the quotes in item 3.
- As students respond or ask questions, write their exact words on the board and then with the help of other students, write students' words as actual quoted speech, within complete sentences.

CHART 12-6. Quoted Speech. Page 260. Time: 10–15 minutes

A major task in teaching correct punctuation is to make something students can only “see” also something students can “hear.” Because students first have to learn all the conventions of punctuating quoted speech correctly, boardwork is essential. By also pausing, changing intonation, and de-emphasizing reporting speech (by making your voice less animated than when reading actual quotes), you will help your students “hear” correctly punctuated quoted speech.

As an example of the importance of using quotation marks correctly, write the following (or a similar sentence you come up with) on the board. Ask students to add quotation and punctuation marks.

My dog said Mary needs a new collar.

If the punctuation is incorrect, the dog could appear to be speaking.

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

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

In the chart, *said* and *asked* are used as reporting verbs. There are many other reporting verbs that students can begin using as their vocabulary grows: *agree, beg, complain, confess, cry, exclaim, mutter, promise, reflect, remark, shout, state, suggest, whine, whisper, etc.* The chart contains more, and students can find still others by looking at a thesaurus.

- Write the chart title on the board.
- Ask students how they are feeling, and quote them on the board, carefully including correct punctuation. For example:

Xavier said, “I feel tired.”

“I feel happy. My boyfriend will arrive this coming weekend,” Paloma said.

“How do I feel?” asked Kazumi.

- Stress the importance of using correct punctuation by taking the example repeatedly used in the chart and writing it on the board, slowly putting all the correct punctuation required.
- Have students take turns reading through the chart example sentences (a)–(l). Discuss the meanings of the additional reporting verbs used.

► **EXERCISE 28.** Looking at grammar.

Page 260. Time: 10 minutes

- Read the direction line and have students add correct punctuation as seatwork.
- Ask various students to write their correctly punctuated sentences on the board while other students correct them.
- Take ample time to go over each correction needed. Again, help students anticipate how to punctuate quoted speech correctly by saying sentences with pauses, intonation to show quotation, etc.

► **EXERCISE 29.** Reading and writing.

Page 261. Time: 15–20 minutes

Part I

- Engage students in the topic by writing the word *fable* on the board and asking students whether they know what a fable is and if they can give you some examples of one.
- Provide the following phrases to get the conversation going, and write any student contributions on the board.

stories that teach “moral” lessons

“moral” of the story

usually involve animals

oral traditions

Aesop

- Once students seem warmed up to the topic, have them work with a partner and explain why each quotation in the fable needs the punctuation that it has.
- Have one partner from every pair write the moral of the story on the board.

Part II

- Have students write a fable they are familiar with in simple terms, using correct quotation marks and punctuation.
- Ask students to read their fables aloud to the group.

Expansion

Make copies of cartoons from a newspaper or magazine (e.g., *The New Yorker*) with the thought and speech bubbles whited out. Distribute these to pairs or groups of students, and have students come up with their own dialogues to go with the cartoon. Have students write the dialogue first in the thought/speech bubbles and then transcribe these words into an actual quoted speech dialogue. If you have access to an

overhead projector, you can do this activity as a class, using one cartoon strip or scene with all the words removed and projected onto the board. Students can then independently (or in groups) create their own dialogues for class comparison.

Optional Vocabulary

lazy	hopping	grains
industrious	dragged	snug
chirping	seeds	starving

► **EXERCISE 30.** Warm-up. Page 261.

Time: 10 minutes

- Ask students to take turns reading the three sentences aloud.
- Discuss the meaning of *just* in the first sentence.
- Ask students why the third sentence is in past progressive; which time word indicates that past progressive should be used?

CHART 12-7. Reported Speech. Page 262.

Time: 10 minutes

Changes in noun-clause verbs to a past form are called “the formal sequence of tenses in noun clauses” in some grammar books. While this phrase is somewhat abstract, you do want to convey to students that because reporting speech happens after the speech has been made, the tenses change accordingly.

Tense use in noun clauses with reported speech is not as regular or consistent as this chart indicates. Rules for the sequencing of tenses are helpful, but there are many exceptions, and in spoken English, rules are often ignored. Encourage students to practice the sequence of tenses as presented in this chart, but accept any sensible responses while working through the exercises.

- Write the chart title on the board.
- Explain the general principle by stating that the quoted speech mirrors the actual words said and the actual time frame when they were said.
- Tell students that reported speech is a much more natural and conversational way to explain what someone else has said. Reported speech also uses tense changes rather than quotation marks.
- In order to show that the original speech occurred in the past (and before the moment it is reported to someone else), the verbs in noun clauses change to a past form.
- Write some basic notes on the board to show the differences between quoted and reported speech:

<i>Quoted Speech</i>	<i>Reported Speech</i>
<i>quotation marks</i>	<i>no quotation marks</i>
<i>verbs in real time</i>	<i>noun clause used</i>
<i>no change in tense</i>	<i>frequent tense changes</i>

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

OK, the other day when we were practicing using that with noun clauses, I heard Jun talk about what parents want for their children. I am going to write what he said in quoted speech first:

Jun: "All parents want to have happy children."

Now I will write this sentence as reported speech, changing the verb tense and using a reporting verb:

Jun said that all parents wanted to have happy children.

- Go through the chart slowly and carefully, noting each verb change and highlighting the different tenses needed when reporting later versus reporting immediately after someone has said something.
- Have students take turns reading sentences (a)–(l), and carefully discuss the reported version of each.
- To give students additional practice, have Student A read the quoted speech sentence in the chart and then have Student B paraphrase it in reported speech, while keeping the book closed. Invite comments from the class about grammatical differences.

► **EXERCISE 31.** Looking at grammar. Page 262. Time: 10 minutes

This exercise requires that students form noun clauses and then adjust verb tenses according to time of reporting.

- Do this exercise as a class, giving individual students turns to read aloud and participate.
- Provide immediate and clear correction, and write the corrected sentences on the board.

Optional Vocabulary

engaged

passing

► **EXERCISE 32.** Let's talk. Page 263. Time: 10 minutes

The direction line for this exercise asks students to complete sentences with noun clauses. This means they can initiate each new sentence with the reporting verb that came just before.

- Model the example item clearly so that students know what is expected of them, and put students into pairs.

- When students make mistakes, ask other students if they can correct the noun clauses given.
- Write reported sentences (with the noun clauses) on the board for clarity.

► **EXERCISE 33.** Looking at grammar. Page 263. Time: 10 minutes

This exercise looks at reported speech for *yes/no* and information questions.

- Ask a student to read the example aloud.
- Have students take turns saying the new reported-speech statements aloud, and write any challenging items on the board.

► **EXERCISE 34.** Looking at grammar. Page 263. Time: 10 minutes

Before you begin, have students explain their understanding of the difference between *say* and *told* as reporting verbs. Key concepts are that *told* is followed by an indirect object and then noun clause object (reported speech sentence). *Say* is followed by a direct quote or noun clause object (reported speech sentence). Emphasize that though following the verb *say* with an indirect object *me* (*He say me*) is a very common mistake it is always ungrammatical.

- Give students a few minutes to complete the exercise on their own.
- Correct as a class by having students read their completed sentences aloud.

Optional Vocabulary

ratings
dropping

newscast
investigative

corruption

► **EXERCISE 35.** Warm-up. Page 264. Time: 5 minutes

Students may already be familiar with how some modals change (and some don't) in reported speech.

- Ask one student to read what Alicia says and another to read what George says.
- On the board, complete the cloze sentences below the illustration. Have students correct the sentence as you go.

CHART 12-8. Reported Speech: Modal Verbs in Noun Clauses. Page 264.

Time: 10 minutes

This chart helps students become used to changing modal verbs as needed. You can help your students by highlighting the three modals that don't change at all (*should / ought / might*) and the one, *must*, which changes to *had to*.

- Write the chart title on the board.
- Ask individual students modal questions, and ask them to respond using a complete modal and full sentence.
- Write this exchange on the board as the student responds.

You: *Abrar, can you lend me your book?*

Abrar: *Yes, I can lend you my book.*

- Tell students that you are going to report what Abrar said.
You: *Abrar said that she could lend me her book.*
- Point out the necessary changes in pronouns.
- Using this same pattern, create a unique sentence for each modal, and write the sentences generated with various students as above.
- Once you have demonstrated the formation of each past modal change and/or emphasized that no change is needed, return to the chart.
- Have students take turns reading example sentences (a)–(i) aloud and review the accompanying notes.

► **EXERCISE 36.** Let's talk. Page 264.

Time: 10–15 minutes

- Lead this exercise from the center of the classroom, calling on pairs of students randomly to take the roles of Students A and B.
- Correct the reported modals immediately and very clearly. Write the correct modals on the board as often as needed.

► **EXERCISE 37.** Looking at grammar.

Page 265. Time: 10–15 minutes

- Give students time to work through the exercise as seatwork.
- Call on students to read their completions aloud.
- Correct tenses, reporting verbs, and pronouns immediately.

Optional Vocabulary

scheduled apply retire

► **EXERCISE 38.** Listening. Page 265.

Time: 10–15 minutes

- Be prepared by having the audio cued and the listening script handy.
- Play the audio and ask students to complete the sentences by using the past forms of the verbs they hear.

- Correct as a group and refer to the listening script as needed.

► **EXERCISE 39.** Looking at grammar.

Page 266. Time: 10–15 minutes

- Have students complete as seatwork.
- Review and correct as a class.

Optional Vocabulary

engineer alternate steppingstone
affect obstacle prove yourself

Expansion

Play “Telephone” with your students. Break the class into two groups and ask them to line up in two lines. Explain that you are going to say the same sentence to the two students at the front of the each line. They should then whisper what you have told them to the person who is next in line, and so on until the same message has been whispered all the way through both lines. The last person in each line should write down the message using reported speech. Then the two sentences can be handed to you for comparison.

To make this activity more challenging, include a variety of tenses and/or modals in the original sentence. Make sure that students know to begin passing the message on by saying *Our teacher said that ... / Martha said that ...*

Students should keep the name of the original speaker throughout.

If the activity seems to work and students enjoy it, have students originate new sentences themselves. You can compare by having the last person in each line to hear the sentence be responsible for writing it on the board using reported speech.

► **EXERCISE 40.** Writing. Page 266.

Time: 10–15 minutes

- Have students work independently.
- Ask students to read each of the three situations and write brief reports of each one. They do not need to repeat exactly what was said, but they should paraphrase the main ideas.
- Choose three students to write their reported speech summaries on the board while those at their seats correct the boardwork.

► **EXERCISE 41.** Warm-up. Page 267.

Time: 5 minutes

Students will be inclined to simply pick simple present tense for both warm-up questions. Be ready to explain that subjunctive is a formal use and not one that many people recognize the need for.

- Complete the sentences as a class.

CHART 12-9. The Subjunctive in Noun Clauses. Page 267. Time: 10-15 minutes

Because it is uncommon in spoken English and is never conjugated or changed (no third person -s), the subjunctive may seem strange to most students. Tell them not to overthink it by explaining it is used only in special cases and only after certain expressions of urgency and/or importance.

- Write the chart title on the board.
- Explain that certain verbs (there is a list at the bottom of the chart) are followed by the subjunctive form and that you will now write some subjunctive sentences using students' information.
- Start by asking your students what they *demand* or *require* of a boyfriend / girlfriend / spouse / partner.
- Emphasize how much stronger *demand* and *require* are, in terms of meaning, than simply *want* / *like* / *prefer*.
- Using student-generated information, write a subjunctive sentence:
Carlos requires that his spouse remain faithful no matter what.
- Ask students what the third person simple present of *remain* is: *remains*.
- Stress again that because the verb preceding the noun clause requires subjunctive, *remain* is not conjugated.
- Have students read example sentences (a)–(f) aloud and review the explanatory notes.
- Review the verbs at the bottom of the chart, and help students understand their nuanced meanings.

► **EXERCISE 42.** Looking at grammar. Page 268. Time: 10 minutes

- Lead this from the center of the classroom, having students respond as you call on them.
- When students read the beginning of each sentence aloud, remind them that the verb used does take the subjunctive.
- Correct students as soon as they have finished reading their completions, and put corrections on the board.

Optional Vocabulary

court clerk verdict

► **EXERCISE 43.** Looking at grammar. Page 268. Time: 10 minutes

- Lead from the center of the classroom, and have students provide the correct verb as you call on them.
- Ensure students pay attention to whether the verb is passive or active.

Optional Vocabulary

requested insisted suggested

► **EXERCISE 44.** Looking at grammar. Page 268. Time: 10–15 minutes

- Read the direction line aloud.
- Ask students to complete the exercise on their own as seatwork.
- Correct as a class and write any troubling items on the board.

Optional Vocabulary

critical imperative
vital purposes

► **EXERCISE 45.** Check your knowledge. Page 269. Time: 10 minutes

- Have students complete the activity as you ask various students to respond.
- Ask students to provide the corrected version.
- For each item, ask other students to explain why the original was incorrect.

Optional Vocabulary

intend drowned

► **EXERCISE 46.** Reading and writing. Page 269. Time: 10 minutes

Part I

Because plagiarism is such a culturally-specific topic, ask students a few questions to engage them in the reading:

What value is placed on original academic work in your country? Are university students expected to write an original thesis?

If you want to refer to information you gained from a book, journal, or the Internet, how do you cite it?

When a university student writes a paper and doesn't explain where he got his / her information clearly, are there any negative consequences?

- Ask students to take turns reading the passage aloud.
- Have students underline the three noun clauses and tell you which one of these has the subjunctive.

Part II

- Ask students to research plagiarism or explore a similar academic convention in their countries.
- Have students write a paragraph about this topic.

Optional Vocabulary

intend plagiarism expel
radiation commit honor code
extensive strict policy

► **EXERCISE 47.** Reading and writing.
Page 270. Time: 15 minutes

Part I

- Have students take turns reading aloud the sentences comprising the paragraph about cell phones and the brain.
- Ask them to tell you the main ideas in their own words.

Part II

- Have students compare the two paraphrases of the paragraph and decide which one uses the writer's own words and structure.

Part III

- Ask students to research a topic of interest to them and write a very short paraphrase of what they have understood from it.
- Tell students to copy the paragraph they looked at so they can share with classmates. Have students exchange paraphrase work and paragraphs with one another to determine how well students have used their own structure and words.
- Ask students to refer to the writing tip as they work.

Part IV

- Lead students through effective editing of their own or others' writing.
- Have students check for all the elements in the checklist.

Optional Vocabulary

tumor

acoustic