

Noun (or nominal) clauses are groups of words that function like a noun in a sentence. We can always refer to a noun clause using *it* or *that*. Sometimes a noun clause can be replaced by a noun or pronoun.

If the subject is too long, it may be difficult for the reader to understand the sentence. To solve this problem, we usually use the introductory 'it'.

In this case, 'it' will occupy the position of the subject, but it is not the real subject. It merely signals that a noun-clause is to follow.

Examples are given below.

It surprised me that he was still in bed. (More natural than "That he was still in bed surprised me.")

She made it clear that she wouldn't accept the proposal.

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A noun clause is a group of words that contains a subject and a verb; however, it cannot stand alone as a sentence.

e.g. **What you think** does not matter.

A noun clause can be used as the subject or the object in the following forms:

e.g. **What you think** does not matter.

In this example, the noun clause is the **subject of the sentence**.

e.g. I don't know **what she thinks**.

In this example, the noun clause is the **object of the sentence**.

A Noun clauses can begin with ...

1. ... a question word:

- where he lives
- what one says
- who the man is
- how she survives

2. ... "whether" or "if"

- whether she will stay
- if she will stay

3. ... a question word + TO infinitive

- what to say
- where to meet

4. ... "that"

- that he is innocent
- that she knows three languages

e.g. **That she worked hard for the whole term** pleased her parents.
In this example, the whole that-clause is the **subject of the sentence**.

Instead of "that" we can also use *the belief that, the fact that, the idea that, the evidence that*.

e.g. **The fact that the economic growth rate is lower than the population growth rate** causes problems.

e.g. **The idea that the teacher should dominate in the classroom** is unacceptable.

However, if the subject is too long, it may be difficult for the reader to understand the sentence. To solve this problem, we use the introductory "it", which takes the position of the subject in the sentence and signals that a noun clause is to follow.

e.g. Instead of
That she worked hard for the whole term pleased her parents.

we can write

It pleased her parents **that she worked hard for the whole term**.

Note that this pattern can be used only with "that" but not with "the idea that / the fact that".

B Using subjunctive in noun clauses

A subjunctive verb is the simple form of a verb. Sentences with subjunctive verbs generally stress importance or urgency.

e.g. I suggest (that) he **see** a doctor.

Negative form: not + simple form of the verb

e.g. I recommend that she **not go** to that movie.

Passive form: simple form of BE + past participle

e.g. It is essential that children **be told** the truth.

When the main verb of the sentence is in past form, the verb in the noun clause is also in past form.

e.g. I suggested that he **saw** a doctor.

Common verbs and expressions followed by the subjunctive in a noun clause:

advise, ask, demand, insist, propose,
recommend, request, suggest

+ that + noun clause

essential, imperative, important,
critical, necessary, vital

It is + that + noun clause

1 Read the text below and mark further examples of:

1 that clauses

- a) following a noun
- b) following an adjective
- c) as object of a verb

2 clauses beginning with a question word

- a) as subject of the sentence
- b) following be
- c) following a preposition

3 -ing or to- infinitive clauses

- a) as subject
- b) following be
- c) following a noun or adjective

Multiple Intelligence (MI) theory suggests that people learn differently. What is good for one learner might not be good for another. One feature of the theory is how it identifies eight different pathways to learning. Using words might help one learner, whereas another might benefit from the use of music, pictures or movement. How you teach should depend on who you are teaching, not what you are teaching. If the goal is to help learners get the most from a lesson, it is important to adopt a variety of approaches. There is evidence that more people are becoming aware of MI theory, and it is encouraging that more teachers are adopting its ideas, although some still have no desire to change their approach. To achieve the best results for everyone must be the aim of all schools, but whether or not the ideas become uniformly adopted remains to be seen.

On the fly/g@/mov@e
(sobre la marcha)

Air

Fair

To be protective of / tow@rds
+object.

To help +object out. (to help) (colloq)

To be impressed by +object.

Why has have they fallen out?

David "Something"

Non-conformist

[frant] fr@nt

discovery

disc@verie@s (descubrimiento)

Stronk	strength	strengthen (reforzar)
Lonk	length	lengthen (alargar)
Wide (broad) (ancho)	Width (anchura)	Widen (ampliar)
Deep (profundo)	Depth (profundidad)	Deepen

strike^(huelga/golpear) @ pose.

To pose.

strike @ military target^(la diana).

It struck me^(it appeared to me / I realised/noticed) to make someone have a particular opinion or feeling
'You don't strike me as a religious man,' I said frankly.

strike someone as being something:
He didn't strike me as being the jealous kind.

it strikes someone as funny/odd/strange (that):
It struck me as a little bit odd that she was always alone.