# Noun Clauses Part 1

Sentence variety is a strategy to enhance the flow of ideas, intensify points, and sustain the interest of your listeners. Varying the length, rhythm, and structure of sentences are three ways to create variety and interest in your speech.

### Objectives

1. Identify noun clauses with wh-question words.
2. Explain the purpose of a noun clause.
3. Use noun clauses to provide additional information.

## Noun Clauses with Wh-question words

Noun clauses can be introduced with wh- question words. The word you choose will depend on the information you want to present in the clause. Because it is a clause and not a question, the subject and verb stay in their normal sentence order. The following is a list of words you can use to form this type of noun clause: who, whom, what, when, where, which, how, how much, how many, why. Noun clauses can still be used in questions, but the S-V order in the noun clause does NOT change.

Examples:

I want to know **what** she is doing right now. (object of a verb)

Notice that the noun clause is giving more information about the verb "know." Also, because it is a clause, the subject and verb DO NOT change order even though we are using a question word (**what**).

Students wonder **when** the deadline is for the assignment. (object of a verb)

Do you know **where** the campus library is? (object of a verb)

In this example, the noun clause is part of a question. "Do you know" is asking the question, and "where the campus library is" is giving additional information.

The professor tried to explain **how** quantum physics works. (object of an infinitive)

Wondering **how many**people had attended, the event coordinator reviewed the guest information. (object of a participle)

Can you tell me **how much** this textbook costs? (object of a verb)

When using "tell," there must also be an indirect object (**me** in this example).

 NOTE: Remember to keep S-V order when using noun clauses. The following sentence is **incorrect:** I want to know what is she doing right now.

### Exercise 1

This video focuses on innovation and why good ideas aren't always successful in the real world. Watch the video and then check the transcript to see if you heard the examples of noun clauses using **wh words.**

Marked Transcript

**that’s what traps good ideas in the valley of death:** their funding dries up before they can become profitable. 

**Let’s look at why that is, and how we can change it.**

**We need governments to do what they did for solar and wind for many more innovations.**

Speaking Practice

* The video focuses on examples of innovations related to the environment. What are some other types of technologies that you know of that were promising but ultimately unsuccessful?
* What do you think would be the best solution to the "valley of death" problem?

### Exercise 2

Partner Activity: What did you hear?

* The teacher will assign you a partner and a topic to discuss.
* Discuss the topic for the assigned amount of time.
* You will then be assigned a new partner.
* You and your new partner need to report to each other what you discussed with your original partner.
* Focus on explaining the ideas using noun clauses with **wh question**words

Group Activity: Futuristic Technology Discussion

Media like books, movies, and television often show visions of the future. Discuss these questions with your group. Make sure to focus on using **wh question**words to form noun clauses.

* What are some of the technologies (ex flying cars) that you have seen or read about in fictional futures?
* Why do you think these innovations do not exist today?
* Do you think they still have potential to exist in the future?

Read this online at <https://edtechbooks.org/advanced_mid_listening__speaking/noun_clauses_with_whquestion_words>