NOUN CLAUSES

CEFR Level B2 — Upper-Intermediate

English Language Worksheets | 4 Worksheets + Answer Key

Worksheet 1: The Mandative Subjunctive

insist, demand, essential + that + base form.

Name: _____ Date: _____ Class: _____

PART A — **Look and learn**

Trigger	Structure	Example
verbs: insist, demand, suggest, recommend, request, require, propose	that + subject + BASE FORM	They demanded that he resign.
adjectives: essential, vital, crucial, imperative, important	It is essential that + base form	It is vital that she be informed.
negative	that + not + base form	I insist that he not be told.
passive	that + be + past participle	We ask that the file be sent.

*Watch out! The base form is used for **all** subjects and tenses: that he go, that she be, that they not attend. British English often prefers should: that he should resign.*

PART B — **Put the verb in the subjunctive**

Put the verb in brackets into the correct subjunctive form.

1. The judge ordered that the witness _____ the courtroom. *(not / leave)*
2. It is essential that every applicant _____ a reference. *(provide)*
3. The board recommended that the CEO _____ immediately. *(resign)*
4. She insisted that her name _____ from the list. *(remove — passive)*
5. It is imperative that he _____ present at the hearing. *(be)*
6. We request that the documents _____ by Friday. *(submit — passive)*

PART C — **Subjunctive or indicative?**

'Insist' and 'suggest' can take either. Subjunctive = a demand; indicative = stating a fact. Choose the correct form and explain.

1. She insisted that he (go / goes) at once. [she demanded it]
   → _____

2 She insisted that she (know / knew) nothing about it. [she stated a fact]
→ _____

3 He suggested that we (leave / left) early. [a proposal]
→ _____

4 The evidence suggests that he (be / is) innocent. [an inference]
→ _____

Score: _____ / 14

Worksheet 2: Extraposition & End-Weight

A heavy noun clause belongs at the end.

Name: _____ Date: _____ Class: _____

PART A — **Look and learn**

Awkward (heavy subject)	Better (extraposed)
That he resigned is obvious.	It is obvious that he resigned.
Whether they agree is unclear.	It is unclear whether they agree.
To argue with him is pointless.	It is pointless to argue with him.
That she left surprised us.	It surprised us that she left.

*The dummy **it** holds the subject position; the real subject moves to the end, where heavy elements belong. Fronting the clause instead is **marked** — it must be doing deliberate work.*

Rewrite each sentence using extraposition with 'It…'

1. How the thieves entered the vault is still a mystery.
   → _____
2. That the figures were falsified is now beyond doubt.
   → _____
3. Whether the treaty survives remains uncertain.
   → _____
4. That she resigned so abruptly surprised her colleagues.
   → _____
5. What he intended by the remark is not clear.
   → _____

PART B — **Nominalisation**

Compress each noun clause into a noun phrase. Note what is lost.

1. It is obvious that he failed.
   → _____
2. They announced that the factory would close.
   → _____
3. We do not know whether she agreed.
   → _____

What is lost when a clause becomes a noun? _____

Score: _____ / 11

Worksheet 3: Nominal Relatives, Ellipsis & Precision

what, whatever, whoever — and knowing when to leave words out.

Name: _____ Date: _____ Class: _____

PART A **Nominal relatives**

Word	Meaning	Example
what	the thing(s) which	What he said was untrue.
whatever	anything which	Take whatever you need.
whoever	the person who	Whoever wrote this was angry.
how much / how many	the amount which	How much it cost surprised me.

*Careful! **What** contains its own antecedent, so never write the thing what he said or that what he said.*

Complete each sentence with what, whatever, whoever or whichever.

1 _____ left the door open should apologise.

2 I'll support _____ decision you make.

3 _____ the committee concluded remains secret.

4 You may take _____ book you prefer.

5 _____ happens, don't panic.

PART B **Ellipsis: what can be left out?**

Mark the words that could be omitted with brackets. If nothing can be omitted, write ‘nothing’.

1 She said that she was tired.
_____

2 That he lied is obvious.
_____

3 I think that what he said that day was wrong.
_____

4 He asked whether she was coming or not.
_____

5 I know that you know that I know.
_____

Score: _____ / 10

Worksheet 4: Reading & Writing

Noun clauses as instruments of argument.

Name: _____ Date: _____ Class: _____

PART A — **Analytical reading**

> *That the inquiry took four years is less remarkable than what it concluded. The panel was asked to determine whether the failures were systemic or individual; it found, unsurprisingly, that they were both. What the report does not explain is why nobody acted on warnings that had been circulating for a decade. It is essential that the recommendations now be implemented. Whether they will be is another matter entirely, and one on which the report is, predictably, silent.*

1. Identify SIX noun clauses and give the function of each.

_____

_____

_____

2. ‘It is essential that the recommendations now be implemented.’ Name the structure and explain the verb form.

_____

_____

3. The passage opens with a fronted that-clause rather than ‘It is less remarkable that…’ What is the effect of resisting extraposition?

_____

_____

4. ‘Whether they will be is another matter.’ Identify the ellipsis, then explain the function of the whole ‘whether’ clause.

_____

_____

PART B — **Write an analysis**

Write an analytical paragraph (120–150 words) on an institutional failure. Include: TWO noun clauses as subjects, ONE mandative subjunctive, ONE extraposed clause with dummy ‘it’, ONE nominal relative (what/whoever), and ONE noun clause after a preposition. Underline and label each.

_____

_____

_____

_____

_____

_____

_____

_____

Word count: _____ Structures labelled: _____ / 6

Score: _____ / 17

ANSWER KEY & TEACHER NOTES

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Worksheet 1 – Mandative Subjunctive

#	Question / Item	Answer / Guidance
B	Subjunctive 1–6	**1 not leave, 2 provide, 3 resign, 4 be removed, 5 be, 6 be submitted**
C1	she demanded it	**go (subjunctive — a demand)**
C2	she stated a fact	**knew (indicative — asserting, not demanding)**
C3	a proposal	**leave (subjunctive — 'suggest' as a proposal)**
C4	an inference	**is (indicative — 'suggest' meaning 'indicate')**

Worksheet 2 – Extraposition & Nominalisation

#	Question / Item	Answer / Guidance
A1	extrapose	**It is still a mystery how the thieves entered the vault.**
A2	extrapose	**It is now beyond doubt that the figures were falsified.**
A3	extrapose	**It remains uncertain whether the treaty survives.**
A4	extrapose	**It surprised her colleagues that she resigned so abruptly.**
A5	extrapose	**It is not clear what he intended by the remark.**
B1	nominalise	**His failure is obvious.**
B2	nominalise	**They announced the closure of the factory.**
B3	nominalise	**We do not know about her agreement / her decision.**
B	What is lost?	**The tense, the agent and often the polarity: 'the closure' does not say who closed it or when.**

Worksheet 3 – Nominal Relatives & Ellipsis

#	Question / Item	Answer / Guidance
A	Gaps 1–5 in order	**Whoever, whatever (or whichever), What, whichever, Whatever**
B1	object that	**She said (that) she was tired. — 'that' may be omitted**
B2	subject that	**nothing — 'that' cannot be omitted from a subject clause**
B3	first that	**I think (that) what he said that day was wrong. — only the first 'that'**
B4	whether	**nothing — 'whether' cannot be omitted (especially before 'or not')**
B5	both that	**I know (that) you know (that) I know.**

Worksheet 4 – Reading & Writing

#	Question / Item	Answer / Guidance
A1	Six noun clauses + functions	**‘That the inquiry took four years’ = subject; ‘what it concluded’ = after preposition (‘than’); ‘whether the failures were systemic or individual’ = object of ‘determine’; ‘that they were both’ = object of ‘found’; ‘What the report does not explain’ = subject; ‘why nobody acted on warnings’ = complement; ‘that the recommendations now be implemented’ = extraposed subject; ‘Whether they will be’ = subject**
A2	‘that … be implemented’	**Mandative subjunctive after the adjective ‘essential’: the base form ‘be’ is used regardless of subject and tense (passive: ‘be implemented’).**
A3	resisting extraposition	**Fronting the heavy that-clause defies end-weight deliberately: it gives the four-year delay the prominence of a topic, only to demote it by comparison. The real point (‘what it concluded’) then lands in end-focus.**
A4	‘Whether they will be’	**‘implemented’ is ellipted after ‘be’ (recoverable from the previous sentence). The whole ‘whether’ clause functions as the SUBJECT of ‘is another matter’.**
B	Analysis (120–150 words)	**Up to 10 marks: 6 for the six required structures used and labelled correctly, 2 for register, 2 for coherence and accuracy.**