Lecture 20

English 3318: Studies in English Grammar

Finite Verb Clauses – Part II
Nominal Clauses

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Objectives

- Recognize that-clauses and identify their functions
- Distinguish between that as a demonstrative pronoun, a relative pronoun, and a complementizer
- Recognize whether a dependent clause is functioning as a nominal, an adjectival, or an adverbial clause
- Distinguish appositive noun phrases and clauses
- Identify interrogative clauses
That-Clauses

- Nominal clause introduced by complementizer *that*
  - a word that creates a dependent clause that can substitute for a noun phrase sentence constituent
  - plays no role within the clause
  - does not contribute any information
  - the resulting *that-clause* functions as a complement
    • constituent that helps to complete the sentence
  - after removing complementizer
    • the sentence can stand alone as an independent clause

- Occupy a position normally filled by a noun
  - *That it will rain tomorrow* seems absolutely certain.
    • subject (it/something – substitute for the clause)
  - People forget *that even grammarians get the blues*.
    • direct object (it/something – substitute for the clause)
  - The good news is *that Joey won the pie-eating contest*.
    • subject complement (it/something – substitute for the clause)
Direct/Indirect Discourse

- Direct quotations or direct discourse
  - uses the exact words of the quotation
  - is surrounded by quotations marks
  - has pronouns appropriate to the speaker and verb appropriate to the situation
    - The teacher announced, “Everyone earned an A on the midterm exam”
    - The teacher announced that everyone earned an A on the midterm exam.

- When direct discourse is converted into indirect discourse
  - pronouns and tenses frequently have to be changed
    - Catherine said, “I do not want to intrude.”
    - Catherine said that she does not want to intrude.
    - The operator said, “The phones were working yesterday.”
    - The operator said that the phones had been working yesterday.”
Exercise 1

- In each sentence below, create a that clause as a substitute for the italicized pronoun. Then identify the role of the clause in the larger sentence.

Example: Marie prefers *something*.  
Marie prefers that you not drum your fingers on the table.

1. Walter said *something*.
2. *Something* seemed suspicious to me.
3. The truth is *something*.
4. Before waiting another half hour on this corner, I think *something*.
5. Judith thought *something* when her cell phone began to ring during dinner.
6. Because of the storm, everyone believed *something*. 
### Contrast between Direct and Indirect Discourse

<table>
<thead>
<tr>
<th><strong>Direct Discourse</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>How Used</strong></td>
<td>Gives exact words spoken by someone.</td>
</tr>
<tr>
<td><strong>Markers</strong></td>
<td>Word order and verb tenses are the same as they would have been when the words are originally said.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Quotation marks surround and appropriate end punctuation follows words spoken by someone. First word capitalized.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>Marie said, “We won't have time to see the second show.” He asked, “How long has it been since this piano was tuned?”</td>
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<table>
<thead>
<tr>
<th><strong>Indirect Discourse</strong></th>
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<tbody>
<tr>
<td><strong>How Used</strong></td>
<td>Reports the essence of what someone said.</td>
</tr>
<tr>
<td><strong>Markers</strong></td>
<td>Word order and verb tenses often differ from what they would have been when the words were originally said. Introduced by an interrogative word (who, what, why, etc.) or an optional that.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>No punctuation used to set off from the rest of the sentence.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>Marie said [that] we would not have time to see the second show. He asked how long it has been since our piano was tuned.</td>
</tr>
</tbody>
</table>
Differences between Relative Clauses and Nominal-Clauses

- **Nominal That-Clause**
  - You know that I don't want to read that book.
  - You know something/it.
  - pronoun can substitute for the clause
  - that I don't want to read that book
  - deleting *that* leaves a complete clause
  - if follows the noun nominal clause doesn't modify its noun

- **Adjectival Relative Clause**
  - The oranges that we bought today are sour
  - *The oranges something are sower.*
  - pronoun can't substitute for the clause
  - *that* We bought today
  - deleting that leaves an incomplete clause (or sometimes changes the meaning)
  - follows the noun that it modifies
  - if completely removed, the entire sentence remain
# Summary That-Clauses

| Form | 1. A dependent clause introduced by complementizer (expletive) *that*.  
2. *That* plays no role in the clause it introduces. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Clause function</td>
<td>Fills a noun phrase position in the sentence (subject, object, complement)</td>
</tr>
<tr>
<td>Punctuation</td>
<td>No punctuation</td>
</tr>
</tbody>
</table>
| Test | 1. If *that* is removed, a complete clause remains  
2. *It* or *something* can substitute for the entire clause |
Appositive That-Clauses

- An appositive is a noun phrase that renames another noun phrase, one that it usually follows immediately
  - can replace the noun phrase it renames
  - can be deleted (if a noun phrase or a nominal clause)
- Grocery shoppers doubted the Inquirer story that outerspace aliens had kidnapped Elvis.
  - the appositive is a nominal clause
- Grocery shoppers doubted the Inquirer story
- Grocery shoppers doubted that outerspace aliens had kidnapped Elvis.
- Grocery shoppers doubted the Inquirer story, an outrageous report about Elvis.
  - the appositive is a noun phrase, but not a clause
- Grocery shoppers doubted the Inquirer story
- Grocery shoppers doubted an outrageous story about Elvis.
Relative Clauses and Deletion Transformations: Appositive

- Deleting a relative pronoun
  - is an example of a stylistic transformation
  - it allows us to eliminate repetitions or to shift emphasis without affecting basic meaning of a sentence.
    - That man whom my son works for.
    - That man my son works for.

- For stylistic purposes we can delete
  - a verb form of be followed by a nominal subject compliment (Type IV (NP₁ + MV_{link} + NP₁) together with subject relative pronoun
    - Mr Hillgard, who was my biology teacher, secretly studies Egyptian mortuary science. (subject compliment)
      - Mr. Hillgard, who was my biology teacher, secretly studies Egyptian mortuary science. (an appositive)
      - Mr Hillgard, my biology teacher, secretly studies Egyptian mortuary science. (appositive – replaces the noun phrase it follows)
In Reed-Kellogg diagram, an appositive is placed directly after the noun phrase that it renames, with the headword of the appositive noun phrase in parenthesis.

Mr. Hillgard (teacher) studies science

my biology secretly Egyptian mortuary

A phase marker (tree diagram) can show entire structure from which the appositive is derived, where you can see the whole relative clause who was my biology teacher, with an indication of which constituents will be deleted.
A phrase marker can also show the structure of the sentence with only the appositive noun phrase remaining from the original relative clause.

- Appositives might be thought of as being adjectival
  - are derived from relative clauses (which are adjectival in function)
  - do not add information about the noun phrase they rename
- Appositives are considered nominal in function
  - rename another noun phrase
  - can substitute for the noun phrase they rename
Restrictive and Nonrestrictive Appositives

- Like the relative clauses from which they are derived, appositives can be
  - **restrictive** (does not require punctuation)
    - provide information that is essential for identifying who or what is being renamed
    - often consist of proper names
  - **nonrestrictive** (is surrounded by commas)
    - can sometimes be moved out of their basic positions
      - immediately after the noun they name
    - might be placed at the beginning of a sentence

- **Eric's cousin** *Gwendolyn* has the voice of an eight-year-old.
- **An amazingly large child,** Goliath _______ quickly
  dominated the youth soccer league
# Functions of Nominal That-Clauses

<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Subject</td>
<td>That his license was revoked shocked me.</td>
</tr>
<tr>
<td>Direct Object</td>
<td>I hear that the dance was a great success.</td>
</tr>
<tr>
<td>Subject complement</td>
<td>Her belief is that most reported UFO sightings are genuine.</td>
</tr>
<tr>
<td>Adjective complement</td>
<td>I am astonished that no one felt the tremor yesterday.</td>
</tr>
<tr>
<td>Appositive</td>
<td>Jennifer disputed the argument that gravity waves are undetectable.</td>
</tr>
</tbody>
</table>
Exercise 2

• Analyze the dependent clauses with *that* in each of the following sentences. Decide whether it is a nominal clause or an adjectival relative clause. If it is a relative clause, identify the noun phrase that the clause modifies. If it is a nominal clause, identify what nominal function the embedded clause plays in the sentence.

1. The “voice-over the Internet protocol” (VOIP) that allows people to make free telephone calls is attracting more and more people.
2. VOIP means that people who have broadband connections can choose from number of telephone providers.
3. An attractive feature of computer telephony is that you can take your computer phone whenever you go in the world.
4. In addition, your computer telephone number can be the same as the one that is in your home.
5. That a call from anywhere in the world will be charged as a local call is attractive to business travelers
6. A fear that Internet telephone service will drive traditional telephone companies out of business is widespread.
7. Some telephone companies want to block the new technology temporarily in hopes that it will fail.
8. Others expect that they will be able to use the new technology in a way that will expand their own telephone service.
Nominal that-clauses occur in the function and positions of noun phrases.

Francine declared [that she detested pink shirts]
Maggie's parents retained their dream

[Their dream was that she would marry an ecologist]
Florence seemed afraid [that we had insulted the major]
Exercise 3

• Analyze the following sentence by means of both phrases markers and Reed-Kellogg diagrams. Be alert to the subordinate (adverbial) and relative (adjectival) clauses that are included here along with nominal that clauses.

1. A woman on the motorcycle reported that she had collided with a 250-pound bear.
2. An ambulance transported the woman to a hospital that treated her for a broken collarbone.
3. The California Highway Patrol officers said that the woman was going 50-65 mph when she hit the bear.
4. Officers believe that the shadows that occur in the late afternoon probably obscured the bear.
5. The report that the bear had fled the scene surprised no one.
Interrogative Clauses

- Usually involve a question, directed either to oneself or to another, about the unknown
  - He asked *which car has a better service record*.
  - I wonder *who left that message on my machine*.
  - The movers asked *where they should put the piano*.
- Begin with interrogative words *who, which, what, why, when, where, how*
  - *interrogative words play grammatical role in the sentence*
    - as determiners (*which car*)
    - as pronouns (*who left that message*)
    - as adverbs (*where they should put the piano*)
- Function nominally, as noun phrase substitutes
- Some do not pose a question
  - Margaret brought *what we needed from a grocery store*. 
## Summary Interrogative Clauses

### Form
1. A dependent clause introduced by an interrogative word: *what, who, whose, whom, which, where, when, why, how.*
2. The interrogative word plays a role in the dependent clause it introduces.

### Clause function
Can fill noun phrase positions in the sentence (subject, object, complement, object of a preposition).

### Punctuation
No punctuation required.

### Test
1. The sentence containing the clause can be transformed into a *wh*-question by substituting *what* for the dependent clause.
2. *It* or *something* can substitute for the entire clause.
# Functions of Interrogative Clauses

<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
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<tbody>
<tr>
<td>Subject of sentence</td>
<td><em>What students need</em> is more parking spaces.</td>
</tr>
<tr>
<td>Direct object</td>
<td><em>Did you find</em> <em>what you wanted at the store?</em></td>
</tr>
<tr>
<td>Subject complement</td>
<td><em>That is exactly why we wanted to leave.</em></td>
</tr>
<tr>
<td>Object complement</td>
<td><em>They found the film just</em> <em>what they expected.</em></td>
</tr>
<tr>
<td>Object of a preposition</td>
<td><em>He is afraid of</em> <em>where she will go.</em></td>
</tr>
<tr>
<td>Indirect discourse (direct object)</td>
<td><em>They asked</em> <em>when dinner would be served.</em></td>
</tr>
</tbody>
</table>
What the students said about Professor Dozoff didn't bother him
What the students said about Professor Dozoff didn't bother him.
Exercise 4

• Analyze the following sentences using phrase markers and Reed-Kellogg diagrams. Be alert for several types of dependent clauses. Identify the kind of clause and its function in the sentence.

1. Sylvia asked where the tour guide was taking us next.
2. Henry wondered whose bags were still on the bus.
3. We had an argument about which group was going to the grotto.
4. How we would see the ruins in under an hour didn't worry Maggie.