

Lesson Name : 8

Lesson Title : Noun Clauses, Italics and Quotation Marks

Course Name : English 2 Part 2 [Honors]

Task Id : 52642284

Course Id : 15020



Use your digital notebook to keep notes on new grammar concepts that you may need to reference later.

Noun Clauses

For the first part of today's grammar lesson, let's take a look at **noun clauses**. A **noun clause** is a clause that acts like a noun in a sentence.

Examples:

You can choose whatever you want to eat.

How you feel afterward is not my concern.

Whoever eats ten full plates of food will win a free meal.

Noun clauses can begin with many different words, such as indefinite relative pronouns (that, which, whatever, who, which, whoever, whichever); indefinite relative adjectives (whose, which, whatever, etc.); and indefinite relative adverbs (where, when, how, etc.).

Because a **noun clause** can start with so many different words, the best way to identify one is to identify its role (as a noun) in the sentence.

If you're not sure whether a group of words is acting as a noun, try replacing the clause with pronouns such as "it" or "he." If the sentence still makes sense after this substitution, you probably have a noun clause.

Examples:

You can choose it.

It is not my concern.

He will win a free meal.

Italics and Quotation Marks

Now, let's shift gears and talk about proper punctuation, specifically for **italics** and **quotation marks**.

Italics are used to add emphasis to a sentence.

Example: I *really* don't want to take this test.

This is pretty straight-forward. Simply italicize the word you would stress while speaking.

Traditional English guidebooks also recommend using italics for the names of books.

Examples:

Jane Austen's *Pride and Prejudice*

Margaret Wise Brown's *Goodnight Moon*

Quotation marks, which we usually use to indicate dialogue, are a bit trickier, because there are some exceptions to the rules. In general, **quotation marks** should be used at the beginning of a quote and at the end, and the final **quotation mark** should come *after* the punctuation.

Examples:

"I have enough money for two hamburgers and a milkshake," Polly said.

"Do I have enough money for two hamburgers and a milkshake?" Polly asked.

Polly said, "I have enough money for two hamburgers and a milkshake."

Polly had enough money for two hamburgers and a milkshake, but she said she "would rather jump off a bridge" than eat fast food.

In the first three examples, the punctuation at the end of each quote is *inside* the **quotation marks**. This is the most important thing to remember about **quotation marks**.

This is always true for commas and periods, but there's an exception for some question marks and exclamation points. If the punctuation mark is part of what you are quoting, it should go inside the **quotation marks**. If the punctuation mark is not part of what you are quoting, however, it should go outside the **quotation marks**.

Examples (punctuation is part of quote):

"Do I have enough money for two hamburgers and a milkshake?" Polly asked.

"I can't believe I have enough money for two hamburgers and a milkshake!" Polly said.

Examples (punctuation is not part of quote):

I can't believe she said "no"!

Have you read the story "The Sniper"?

Whew! That was a *lot* of grammar, but we're finished now. Feel free to say "Hooray!"

Effective Listening Skills

Let's focus now on **effective listening skills**. For today's lesson, you will be listening to a podcast about a controversial topic. As you listen, ask yourself the following questions:

What is the controversial topic?

What are the different sides of the controversy?

What are the arguments on each side?

Does one side of the controversy seem to have more or stronger arguments?

What are your opinions about this controversy?

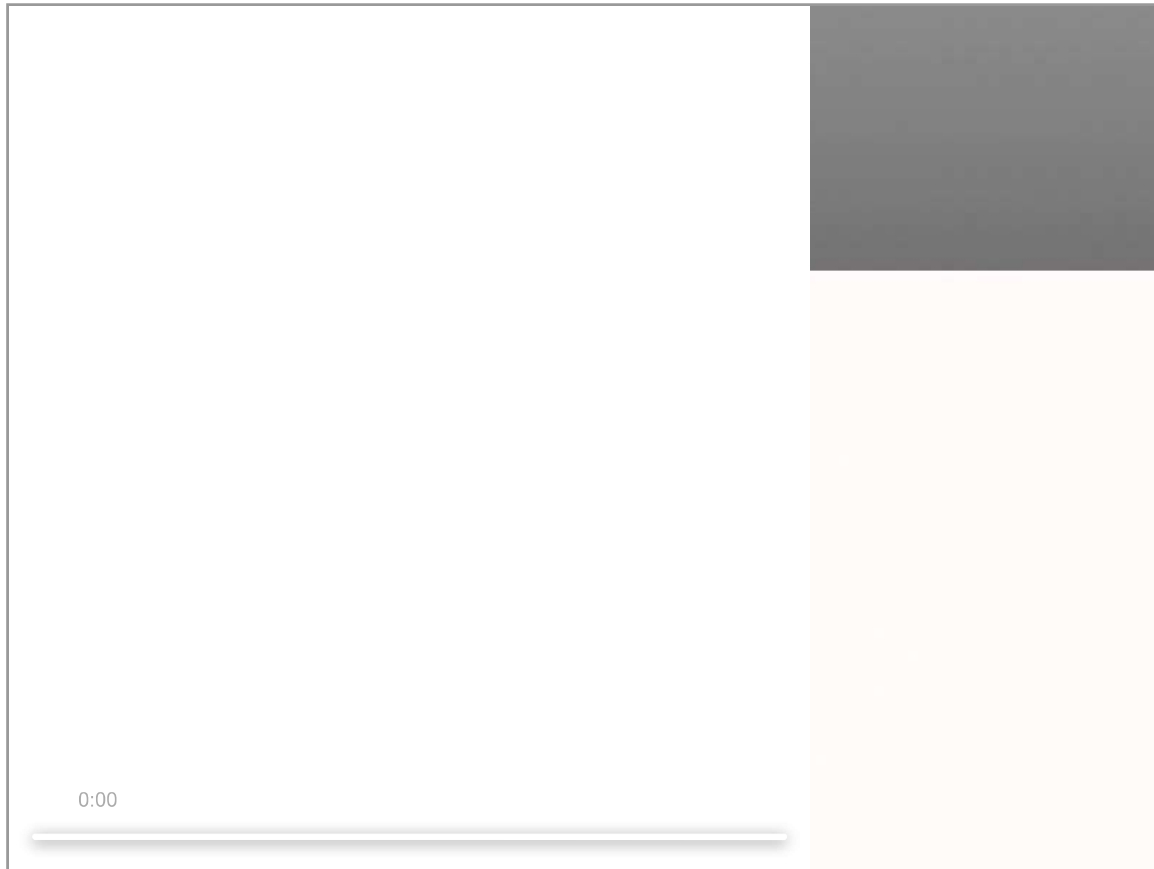
Before you listen to the podcast, review the [steps for active listening](#) in a new window. Now, open the [podcast](#) in a new window and listen to a segment on a controversial topic.

When you have listened to the podcast, take some time to evaluate the arguments on both sides of the controversy. Are some of the arguments weak or misguided? Which arguments do you think are strongest?

Here are examples of strong and weak arguments. Let's say the controversy is whether to continue funding the school's art program.

Strong argument: "Art programs instill creativity, which is an important life skill in an ever-changing job market." This is a strong argument because it relates to the school's overall goal of preparing students for the real world.

Weak argument: "Art classes are fun." This is a pretty weak argument, because it doesn't really explain why art classes are valuable for students. After all, you don't come to school to have fun. (That's especially true after today's grammar lesson, right?)



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