for CHAPTER 15: PUNCTUATION pages 342–43

Underlining (Italics)

15a. Use underlining (italics) for titles and subtitles of books, plays, periodicals, works of art, films, television series, and long musical compositions and recordings.

When you write the title of a book, a play, a movie, a magazine, a newspaper, or some other long creative work, underline the entire title. If you use a computer, set these titles in *italics*, letters that lean to the right. Do not underline titles that you have set in italics. Use underlining or italics, but not both.

ITALICS	The Crucible [play]	UNDERLINED	The Crucible [play]
	The Miracle Worker [movie]		The Miracle Worker [movie]
	True Grit [book]		True Grit [book]
	Gilligan's Island [television series]		Gilligan's Island [television series]
	Peter and the Wolf		Peter and the Wolf
	[long musical work]		[long musical work]
	National Geographic [magazine]		National Geographic [magazine]

EXERCISE A In each of the following sentences, underline any title that should be in italics. Be sure to underline every word of the title.

Examples 1. In Ellen Raskin's book The Westing Game, the characters solve a puzzle. [The

Westing Game is underlined because it is the title of a book.]

- 2. The movie To Kill a Mockingbird starred Gregory Peck. [To Kill a Mockingbird is underlined because it is the title of a movie.]
- 1. Have you ever seen Gone with the Wind? [What is the title of the movie?]
- 2. The musical West Side Story is based on a play by Shakespeare. [What is the title of the musical?]
- **3.** We saw that musical after we read Romeo and Juliet.
- **4.** I am reading The Heart Is a Lonely Hunter, by Carson McCullers.
- **5.** My sister likes to watch re-runs of The Brady Bunch.
- **6.** Almost everyone in the class has finished The Red Badge of Courage.
- **7.** Many people are familiar with Edvard Munch's painting The Scream.
- **8.** My mother and father always watch Washington Week in Review.
- **9.** Jean Craighead George has written many books, including Julie of the Wolves.
- **10.** I have seen The Sound of Music many times.

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15b. Use underlining (italics) for names of ships, trains, aircraft, and spacecraft.

EXAMPLES the space shuttle *Discovery* [spacecraft] USS *Forrestal* [ship] the Burlington *Zephyr* [train] the *Polar Star* [airplane]

EXERCISE B In the following sentences, underline any word that should be set in italics.

Example 1. The name of Ferdinand Magellan's flagship was <u>Trinidad</u>. [*Trinidad* is underlined because it is the name of a ship.]

- **11.** We made sleeper car reservations on the Southwest Chief. [Which words make up the name of the train?]
- **12.** Clipper ships like the Flying Cloud could sail across the Atlantic Ocean in less than two weeks.
- **13.** The train called the Coast Starlight travels from Los Angeles to Seattle.
- 14. For my project, I built a model of the Santa Maria, one of Columbus's ships.
- **15.** The Soviet Union launched Sputnik, the first artificial satellite, in 1957.

15c. Use underlining (italics) for words, letters, and numerals referred to as such.

EXAMPLES Is this a 3 or is it a 5?
Mr. is the abbreviation for Mister.
His 4's look like 7's to me.
The e comes before the i n words like neighbor.

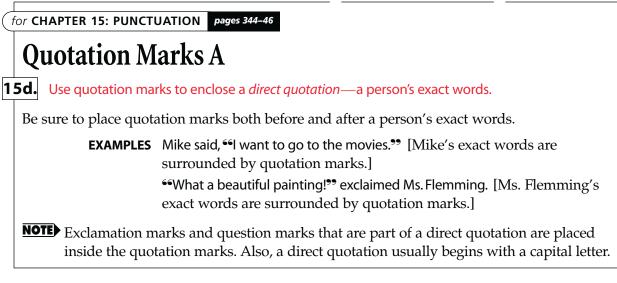
EXERCISE C In each of the following sentences, underline any words, letters, or numerals that should be underlined or set in italics.

Example 1. Is that word spelled with only one e? [The letter *e* is underlined because it is being referred to as a letter.]

- 16. I can't tell if this number is a 5 or a 6. [Which numbers are being referred to as numbers?]
- **17.** What does the abbreviation etc. mean?
- 18. How many times did I say well during my speech?
- **19.** Some people cross their 7's.
- **20.** Change the y to i and add es.

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EXERCISE A In the following sentences, place quotation marks wherever they are needed.

Example 1. Julie said, "I have a key for the door." [Julie's exact words are *I have a key for the door*.

Quotation marks surround Julie's exact words.]

- 1. Kim said, Meet me at two o'clock. [What are Kim's exact words?]
- 2. What time does the play start? asked Mary.
- **3.** Richard said, I want a glass of water.
- 4. Miguel jumped up and shouted, Goal!
- 5. Do you think the plane will be on time? Rita asked her father.

When a person's exact words are interrupted by an explanation of who is talking, just remember the rule about putting quotation marks before and after a person's exact words.

EXAMPLES "Do you know," Carla asked, "exactly where Kevin lives?" [Quotation marks surround all of Carla's exact words, even though the quotation is broken into two sections. The *e* in *exactly* is lowercase because the second part of the quotation isn't a complete sentence.]
"I know where he lives." Ricky said. "He lives on 5th Street." [Quotation marks surround all of Ricky's exact words, even though the quotation is broken into two sections. The *H* in *He* is capitalized because the second part of the quotation is a complete sentence.]

EXERCISE B In the following sentences, place quotation marks wherever they are needed.

Examples 1. Albert said, "This printer is broken." [Quotation marks surround Albert's exact words.]

- 2. "My family," said Maria, "has lived here for years." [Quotation marks surround all of Maria's exact words. *My family* and *has lived here for years* are separated by an explanation of who is talking.]
- 6. Ralph said, That book is not in our library. [What are Ralph's exact words?]

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- 7. What is the answer, asked Mrs. Mitchell, to the second question? [Where are the two sections of Mrs. Mitchell's exact words?]
- 8. Can you list, asked Tina, the colors of the rainbow?
- 9. Bring a towel, said Karen. We might go swimming after the picnic.
- **10.** Sam said, You can borrow my bike.
- 11. Please take out your books, said Mr. Jones, and turn to page 109.
- 12. My father said, Don't forget to lock the door.
- **13.** It was really cold last night, said James. The roads were icy.
- **14.** We can meet, said Nick, at my house.
- **15.** My cat sleeps all day, said Anna, and plays all night.

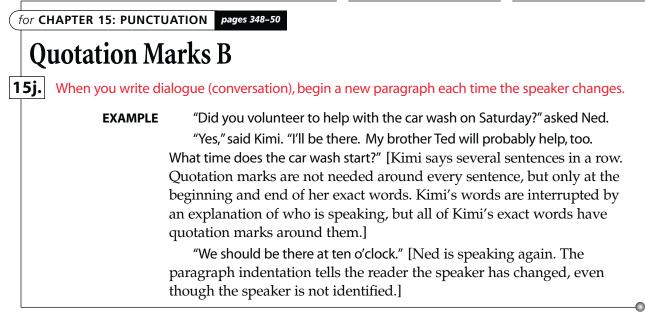
Do not put quotation marks around *indirect quotations*. When you reword what another person said, you are using an indirect quote.

DIRECT QUOTATIONNina asked, "When is our test in Spanish I?" [The quotation marks surround
Nina's exact words.]INDIRECT QUOTATIONNina asked when we were having a test in Spanish I. [The sentence rewords
what Nina asked. Nina did not actually say, When we were having a test in
Spanish I, so no quotation marks surround these words.]

EXERCISE C Tell whether each of the following sentences has a direct quotation or an indirect quotation. On the line provided, write *D* for *direct quotation* or *I* for *indirect quotation*.

Example _____ **1.** Michael said that he was competing at the track meet. [The sentence does not repeat Michael's exact words. Michael did not say the words, *that he was competing at the track meet,* so no quotation marks surround these words.]

- _____16. Chen said that he was also competing.
- **17.** "Mike and I are both in the relay," Chen continued.
- _____18. "When is the track meet?" asked Tracy.
- _____19. Michael replied, "It's next Thursday."
- **_____20.** Tracy said that she'd be there.



EXERCISE A In the following sentences, put a caret (^) where a new paragraph should begin. Hint: A new paragraph should begin every time a different person talks.

Examples [1], "Do you want to see a menu?" the server asked. [2], "No, thank you," said Jim.

[3] "I already know what I want." [The first sentence should be indented because the

server is beginning a conversation. The second sentence needs to be indented because Jim

is a new speaker. The third sentence should not be indented because Jim is still speaking.]

[1] "What can I get for you?" asked the server.
[2] "I'd like an order of toast and the cantaloupe.
I'd also like a glass of orange juice."
[3] "Do you want whole wheat, white, or rye toast?
[4] Do you want a large glass of orange juice or a small glass?"
[5] "Bring me a large glass of orange juice and whole wheat toast, please."

151. Use quotation marks to enclose titles and subtitles of short works such as short stories, poems, essays, articles, songs, episodes of television series, and chapters and other parts of books.

EXAMPLES "Single Bells" [song] "The Road Not Taken" [poem] "The Lady, or the Tiger?" [short story] "Monarch in Waiting" [TV show episode]

EXERCISE B In the following sentences, place quotation marks wherever they are needed.

Example 1. I just finished "The Elephant's Child," a story by Rudyard Kipling. [The title of the story is enclosed in quotation marks.]

6. The Raven is a poem by Edgar Allan Poe. [What is the title of the poem?]

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- 7. We learned to sing Follow the Drinking Gourd last year.
- 8. The article titled Tiger Sharks has some interesting information.
- 9. My favorite short story is The Gift of the Magi by O. Henry.
- 10. The name of that *Star Trek* episode was Resurrection.

15m. Use single quotation marks to enclose a quotation within a quotation or a title of a short work within a quotation.

In some conversations, a person may ask about or repeat something that someone else has said. When one quotation is inside another, use single quotation marks around the inside quote. Also, if the name of a short creative work is used in a quotation, place single quotation marks around the title of the short creative work.

EXAMPLES John asked, "Did Ms. Matthews say, "Bring two pencils"?" [John's exact words are inside double quotation marks. John is also quoting something that Ms. Matthews said. Ms. Matthews' words are in single quotation marks. Because John is the one who asked the question, the question mark is inside John's double quotation marks.] Mark said, "I didn't know that "America the Beautiful" had so many verses." [The title of the song is in single quotes because it is inside Mark's quoted statement.]

EXERCISE C In the following sentences, put single quotation marks wherever they are needed.

- **Example 1.** Linda said, "I heard the announcer say, 'The game is canceled.'" [The announcer's exact words should be inside single quotation marks.]
- **11.** Rita complained, "The high notes in The Star-Spangled Banner are too high for me!" [What song title is mentioned in the quoted sentence?]
- **12.** Carol said, "I've read the story The Necklace three times."
- **13.** Cole asked, "Did the teacher say, Read all of chapter 12 ?"
- 14. "The counselor said, The deadline for the contest is next Thursday." said Mr. Norman.
- **15.** "I'm sure that Mom said, I'll leave the key under the doormat." said Steve.

for	CHAPTER 15: PUNCTUATION pages 351–55
A	postrophes
	postrophes with Possessive Words
T	ne possessive case of a word shows ownership.
15n	• To form the possessive case of a singular noun, add an apostrophe and an <i>s</i> .
	EXAMPLE The car's muffler needed to be replaced. [The muffler belongs to the car. To make <i>car</i> possessive, an apostrophe and an <i>s</i> are added.]
150	• To form the possessive case of a plural noun ending in <i>s</i> , add only the apostrophe.
	EXAMPLE Where is the boys' locker room? [The locker room belongs to more than one boy. <i>Boys</i> ends in an <i>s</i> , so the apostrophe is added after the <i>s</i> to make <i>boys</i> possessive.]
If	the plural noun doesn't end in <i>s</i> , add an apostrophe and an <i>s</i> .
	EXAMPLE The children's clothes were covered with mud. [The clothes belong to more than one child. <i>Children</i> does not end in <i>s</i> , so an apostrophe and an <i>s</i> are added to make <i>children</i> possessive.]

EXERCISE A On the line provided, write the possessive form of each of the following words.

E	xample 1. table	tabl	le's			
	[The not	un <i>table</i> is singu	lar. The posses	sive form is mac	le by adding ar	n apostrophe and
	an s.]					
1.	singers		[ls the w	ord singers plura	al? Does it end	in <i>s</i> ?]
2.	machine					
3.	mice					
4.	neighbor					
5.	birds					
15p	Do not use an apo	ostrophe with p	ossessive perso	onal pronouns.		
		Pos	ssessive Perso	nal Pronouns		
	her	his t	heir	my	our	your
	hers	its t	heirs	mine	ours	yours
	EXAMPLE	his are used i	nstead of repe	The possessive j ating the noun o not have apos	folder. Possess	ouns <i>yours</i> and sive personal

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for CHAPTER 15: PUNCTUATIO	DN pages 351–55 contin	ued	
5q. To form the possessive	case of some indefinite	pronouns, add an ar	postrophe and an s.
	Common Possessive	Indefinite Pronoun	S
anyone's each other's	everyone's everybody's	nobody's no one's	one's somebody's
	hebody's shoe is in the <i>ebody</i> is formed by add		[The possessive form of and an s.]

EXERCISE B Complete each of the following sentences by writing the possessive form of the word in parentheses.

Example (*No one*) **1.** <u>*No one's*</u> car was damaged during the hail storm. [The possessive form of *No one* is *No one's*.]

(she) 6. Is my hair as long as _____? [Which possessive form of she is used when no noun follows?]

(*everybody*) **7.** The manager will read ______ comments.

(*they*) **8.** I have never been to _____ apartment.

(you) 9. Did you forget _____ lunch?

(each other) **10.** They decorated ______ locker.

Apostrophes with Contractions

15r. To form a contraction, use an apostrophe to show where letters or numerals have been omitted.

A contraction is a shorter form of a word, a numeral, or a group of words. The apostrophe in a contraction shows where letters or numbers have been left out.

EXAMPLES I + have = I've that + is = that'sof + the + clock = o'clock 1955 - 1900 = '55

EXERCISE C Put apostrophes where they are needed in the following sentences.

Example 1. I'm going to the post office. [I'm comes from I am, so the apostrophe goes where the a has been left out of am.]

- 11. Dont forget to send me a postcard. [Which letter has been left out of the words do not?]
- **12.** Whos going to the concert tonight?
- **13.** Jeremy isnt feeling well today.
- **14.** My uncle owns a 58 Chevy.
- **15.** Why didnt you go to the basketball game?

Hyphens, Parentheses, Brackets, and Dashes

15u. Use a hyphen with compound numbers from *twenty-one* to *ninety-nine* and with fractions used as modifiers.

When you write out compound numbers from *twenty-one* to *ninety-nine*, be sure to use a hyphen. When a fraction comes before the word it modifies, use a hyphen. If the fraction is used as a noun, do not use a hyphen.

EXAMPLES This name has **twenty-two** letters! [The compound number *twenty-two* is written with a hyphen.]

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Put in **three-fourths** cup of water. [The fraction *three-fourths* is used to modify the noun *cup*. The fraction is hyphenated.]

I ate **one half** of the apple. [The fraction *one half* is not being used as a modifier. It is not written with a hyphen.]

15v. Use a hyphen with the prefixes *all*–, *ex*–, *great*–, and *self*– and with the suffixes –*elect* and –*free* and with all prefixes before a proper noun or proper adjective.

When most prefixes and suffixes are added to words, no hyphen is necessary between the word and the prefix or the suffix. However, the prefixes and suffixes listed above always need a hyphen.

EXAMPLESall-knowing [The prefix *all*- always needs a hyphen.]president-elect[The suffix -elect always needs a hyphen.]mid-July[The prefix *mid*- needs a hyphen because it comes before the proper noun July]

EXERCISE A Insert hyphens where they are needed in the following word groups.

Examples 1. seventy-six trombones [Seventy-six is a compound number that always needs a

hyphen.]

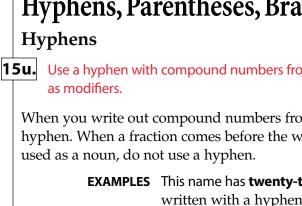
2. my great-grandmother [The prefix great-always needs a hyphen.]

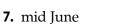
- one half teaspoon of salt [Does the fraction come before the word it modifies?]
- 5. one and one half cups of flour
- **6.** forty five red balloons
- **2.** self confidence [Does the prefix *self* need

a hyphen?]

- 3. all American
- **4.** fifty two of my classmates

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8. eighty eight boxes

9. ex secretary

10. static free

	HAPTER 1	15: PUNCTU	UATION pages 358–62 continued
Pa	arenthe	ses, Bra	ckets, and Dashes
15x.	Use pare importa		o enclose material that is added to a sentence but is not considered of major
			to tell the reader that the information enclosed is not important but or useful to know. Do not enclose important information in parentheses.
		EXAMPLE	On Independence Day (July 4), we celebrate our nation's birthday. [The writer has included additional information inside parentheses. The information is not necessary to understand the statement.]
15y.	Use brad material		close an explanation or added information within quoted or parenthetical
	E	XAMPLES	The mayor's assistant announced, "He [Mayor Malone] will meet with the Governor tomorrow." [The information in brackets tells who <i>He</i> is. The assistant did not speak the words Mayor Malone. The writer added the information.]
			The first president of the company (Norma Kerr [1966–1972]) will be the guest of honor. [The information in brackets adds extra information to the information already in parentheses.]
15z.	Use a da	ash to indio	cate an abrupt break in thought or speech.
str	onger or	more forc	eses, are used to set off extra information. Dashes are usually considered eful than parentheses. When you want the reader to notice the additional nes instead of parentheses.
str	onger or formation	more forc , use dash	•
str inf	onger or formation	more forc a, use dash EXAMPLE The follow	eful than parentheses. When you want the reader to notice the additional nes instead of parentheses. This is the best—I mean the <i>very</i> best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants
str inf Exe ins	onger or formation RCISE B serting the	more force , use dash EXAMPLE The follow e punctuat	eful than parentheses. When you want the reader to notice the additional nes instead of parentheses. This is the best—I mean the <i>very</i> best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.]
str inf Exe ins	onger or formation RCISE B serting the	more force , use dash EXAMPLE The follow e punctuat	eful than parentheses. When you want the reader to notice the additional hes instead of parentheses. This is the best—I mean the <i>very</i> best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.]
str inf Exe ins	onger or formation RCISE B serting the	more force , use dash EXAMPLE The follow e punctuat	eful than parentheses. When you want the reader to notice the additional hes instead of parentheses. This is the best—I mean the <i>very</i> best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.] ing sentences need parentheses, dashes, or brackets. Correct each sentence by ion mark indicated. The witness said, "I saw him [the accused man] run away from the
str inf Exe ins Exe	onger or formation RCISE B serting the ample br	more force , use dash EXAMPLE The follow e punctuat <i>rackets</i> 1 .	eful than parentheses. When you want the reader to notice the additional hes instead of parentheses. This is the best—I mean the <i>very</i> best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.] ing sentences need parentheses, dashes, or brackets. Correct each sentence by ion mark indicated. The witness said, "I saw him [the accused man] run away from the building." [The words <i>the accused man</i> were not part of the witness's quoted
str inf Exe ins Exe	onger or formation RCISE B serting the ample br	more force , use dash EXAMPLE The follow e punctuat <i>rackets</i> 1. 11. The co	eful than parentheses. When you want the reader to notice the additional hes instead of parentheses. This is the best—I mean the very best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.] ing sentences need parentheses, dashes, or brackets. Correct each sentence by ion mark indicated. The witness said, "I saw him [the accused man] run away from the building." [The words <i>the accused man</i> were not part of the witness's quoted statement. The writer added these words to explain who <i>him</i> is.]
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str inf Exe ins Exa	onger or formation RCISE B serting the ample br ample 1 ntheses	more force a, use dash EXAMPLE The follow e punctuat <i>rackets</i> 1. 11. The con- require 12. My factor	eful than parentheses. When you want the reader to notice the additional hes instead of parentheses. This is the best—I mean the very best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.] ing sentences need parentheses, dashes, or brackets. Correct each sentence by ion mark indicated. The witness said, "I saw him [the accused man] run away from the building." [The words <i>the accused man</i> were not part of the witness's quoted statement. The writer added these words to explain who <i>him</i> is.]
str inf Exe ins Ex pare dash brac	entheses 1 kets 1	The follow e punctuat rackets 1. 11. The co require 12. My far 13. My rej	eful than parentheses. When you want the reader to notice the additional hes instead of parentheses. This is the best—I mean the <i>very</i> best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.] ing sentences need parentheses, dashes, or brackets. Correct each sentence by ion mark indicated. The witness said, "I saw him [the accused man] run away from the building." [The words <i>the accused man</i> were not part of the witness's quoted statement. The writer added these words to explain who <i>him</i> is.] onstruction took twelve years 1950–1962. [Which extra information is not ed to understand the sentence?]