

Choices: Exploring Punctuation

Here's your chance to step out of the grammar book and into the real world. You may not notice marks of punctuation, but you and the people around you use them every day. The following activities challenge you to find a connection between punctuation and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

WRITING

Tour de Force

Make a list of all the punctuation marks that you have studied in this section. Then, write your masterpiece—a poem, a short essay, or some other piece of writing. In your piece, use each and every mark of punctuation that you have learned. Consider writing a personal letter. Few forms of writing offer a writer as much freedom as a letter.

REPRESENTING

Red Vinyl Chairs

Use the names of organizations and businesses to show your classmates how to form the possessive case. Compile a list of ten names of organizations and businesses from your hometown. Then, form the possessive of each name. To form the possessive of a certain organization's or business's name, you will need to think of products or objects associated with that organization or business. For example, if your town had a diner named Munchees, you could list on your poster "Munchees' red vinyl chairs." Put the list of possessives on posterboard, and decorate your poster with illustrations or photographs (with you and your pals in them, of course). Ask your teacher for permission to display the poster in the classroom.

MATHEMATICS

Closing Statements

How do mathematicians use brackets? Find or create some examples of equations that use brackets. Write your equations on the chalkboard, and explain the function of brackets to your classmates. In your research, you may also find some other ways that mathematicians enclose statements. If you do, go ahead and show these to your classmates as well.

REAL LIFE

In the Cafeteria

Ordinary, everyday conversation is full of breaks in thought and interruptions. With permission, tape a conversation (maybe one in the cafeteria—if you can hear it). Then, write down the conversation and punctuate it, using dashes where appropriate, of course. Put your punctuation to the test by showing the written version of the conversation to the class and listening to your classmates' suggestions.

REAL LIFE

In Old Mexico

In English-speaking countries, last names are sometimes hyphenated to show either a woman's maiden name and her married name or to show the family names of two lines of descent. How are surnames handled in Mexico? Find out and tell your classmates.

HISTORY

1776

Do you know what happened in 1776? Of course you do. It's one of the dates that every American should know. Create a list of what you consider to be the most important dates in world and American history. Ten should be enough. Then, write sentences using each date in parentheses. At the bottom of a sheet of paper, list your sentences in chronological order, and number them from one to ten. At the top of the sheet of paper, draw a time line that covers the dates in your sentences. At the appropriate places on the time line, place numbers that represent the sentences you wrote. Ask your history teacher if you can display your time line in his or her classroom.

Underlining (Italics) A

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

Underline (italicize) an article at the beginning of a title only if it is officially part of the title.

EXAMPLES *The Little Prince* [book] *Hamlet* [play]
Reader's Digest [periodical] *Mona Lisa* [work of art]
Mrs. Doubtfire [film] *Dateline* [television series]
The Nutcracker Suite [long musical composition]

EXERCISE In each of the following sentences, underline the word or word group that should be italicized.

Example 1. We watched the video Bambi with my little sister and her friends.

- Have you read the latest issue of Sports Illustrated?
- Our class just finished acting out a scene from Romeo and Juliet.
- I have read The Pearl by John Steinbeck.
- One of my favorite paintings is Christina's World.
- Did you read that story in the Chicago Tribune?
- Copland's composition Appalachian Spring has become a classic.
- Is Newsweek the most popular weekly newsmagazine?
- I borrowed a copy of the Dickens classic A Tale of Two Cities.
- Mister Rogers' Neighborhood is a children's series on PBS.
- Do you know what the myth of Prometheus has to do with Frankenstein, Mary Shelley's famous book?
- Is there a film version of The Hobbit?
- Picasso's painting Guernica is a powerful antiwar statement.
- Did you see the article about me in the Ann Arbor News?
- My favorite old television show is Gilligan's Island.
- The final scene of the opera La Bohème made Mimi cry.
- Darryl's subscription to Boys' Life has expired.
- The Drama Club is presenting Arthur Miller's play The Crucible.
- The Humphrey Bogart film Casablanca also features Ingrid Bergman.
- Is Alice's Adventures in Wonderland your favorite book?
- Has this week's Time magazine arrived yet?

Underlining (Italics) B

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

EXAMPLES *Queen Mary* [ship]
Flyer [plane]

Orient Express [train]
Discovery [spacecraft]

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

EXAMPLES The **s** is doubled twice in the word *Mississippi*.
Was the last number **3** or **4**?

EXERCISE In the following sentences, underline each word, word group, letter, and number that should be italicized.

Example 1. Do you know the history of the word career?

1. Parts of the Titanic were found by the underwater craft Alvin.
2. Jane has never had trouble spelling the word ambidextrous.
3. Is it correct to write one l or two in the word traveling?
4. Do you use the word very too often when you write?
5. The English-speaking woman had trouble pronouncing the rr sound in Spanish.
6. The number 14 is lucky for me.
7. The Stourbridge Lion is the name of a train that was built in England.
8. Henry's u's sometimes look like v's.
9. In 1830, the locomotive Tom Thumb raced a horse. Do you know which one won?
10. Katy pointed out the difference between the words emigrate and immigrate.
11. Columbus's three ships were the Niña, the Pinta, and the Santa Maria.
12. Charles Lindbergh crossed the Atlantic in the plane the Spirit of St. Louis.
13. How many i's are in the name Illinois?
14. From what language does the word veranda originally come?
15. This spring we are going to ride the train the City of New Orleans.
16. Is the number 17 a prime number?
17. If I had a spaceship, I'd call it the Starseeker.
18. How many times does the word blend appear in the recipe?
19. The fishing boat the Andrea Gail was lost at sea in 1991.
20. How old is the word uranium?

Underlining (Italics) C

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

EXAMPLES *Star Trek: Voyager* *Toy Story*

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

EXAMPLES *Graf Zeppelin* *Lusitania*

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

EXAMPLE Some people consider the number **13** unlucky.

EXERCISE A In the following sentences, underline each word, word group, letter, and number that should be italicized.

Example 1. Last weekend Henry read Steinbeck’s novel The Pearl.

1. The teacher asked, “Who has read the novel A Day No Pigs Would Die?”
2. In 1620, the Mayflower sailed for America.
3. The word ostracism has an interesting history.
4. After springing leaks, the ship Speedwell had to return to England.
5. The word occurrence has two r’s and three c’s.
6. Do you know who flies aboard Air Force One?
7. Today, we learned about the airship Hindenburg.
8. Is that a 5 or a 6? If it’s a 6, then your answer is correct.
9. The New York Sun was started by Benjamin H. Day.
10. Jamie wrote an essay about the samurai in the book The Sign of the Chrysanthemum.

EXERCISE B In the following sentences, underline each word, word group, letter, and number that should be italicized.

Example 1. The Smiths subscribe to National Geographic.

11. Kevin is a devout fan of the original Star Trek television series.
12. Tamika has a part in the play Antony and Cleopatra.
13. The number 20 has two 10’s.
14. The art class studied a replica of The Thinker, a famous sculpture by Rodin.
15. Please define the words itinerary, transitory, and ephemeral.

Quotation Marks A

- 15d.** Use quotation marks to enclose a **direct quotation**—a person’s exact words.
- 15e.** A direct quotation generally begins with a capital letter.
- 15f.** When the expression identifying the speaker interrupts a quoted sentence, the second part of the quotation begins with a lowercase letter.
- 15g.** A direct quotation is set off from the rest of the sentence by a comma, a question mark, or an exclamation point, but not by a period.
- 15h.** A period or a comma is placed inside the closing quotation marks.
- 15i.** A question mark or an exclamation point is placed inside the closing quotation marks when the quotation itself is a question or an exclamation. Otherwise, it is placed outside.

EXAMPLES “Where,” asked Charles, “can I find a pen like that?”
 Then Rosa said, “What a great backpack that is!”
 Did you hear him say, “This is not my country”?”

EXERCISE A In the following sentences, add quotation marks where they are needed. Then, triple underline any letters that should be capitalized but are not.

Example 1. Joel said, “what a beautiful night it is!”

- Pang asked, is that the crescent moon?
- I think it’s the first quarter, I replied.
- The moon will be full on March 22, he added.
- I asked, how do you know the date?
- He said, the phases of the moon are shown on my calendar.

EXERCISE B In the following sentences, add punctuation marks where they are needed. Then, triple underline any letters that should be capitalized but are not.

Example 1. “Today is Friday,” said Miss LaSpina. “it’s time to check our experiments.”

- Look at mine Wyatt said it’s beginning to grow a new leaf
- That said Miss LaSpina is looking great
- What happened to mine asked Robert did it get enough light
- I’m not sure said Velma that I gave it enough water.
- Did you just say, “i’m a big fan of reptiles and arachnids”

Quotation Marks B

15j. When you write dialogue (conversation), begin a new paragraph each time the speaker changes.

15k. When a quotation consists of several sentences, place quotation marks only at the beginning and at the end of the whole quotation.

15l. 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 “The Scarlet Ibis” “The Circular Ruins” [short stories]

Mary asked, “Do you think that we can go to the parade on Sunday? I heard that Shelly will be there.”

“Sure we can,” answered Mary’s mother.

EXERCISE A In the following dialogue, add punctuation marks where they are needed. Also, insert a paragraph symbol (¶) where each new paragraph should begin, and put a slash mark through any letter that is capitalized but should not be.

Example [1] ¶ “I hope,” said Meagan, “That we don’t get lost.”

[1] The trail guide said Watch for the blue markers. [2] Where can we find them Kristy asked.
[3] Usually, you will find them on trees, he replied, But sometimes they are on rocks. [4] It depends on the terrain. [5] Just don’t go very far without having one in view. [6] Can you show us asked David What one looks like [7] Yes said the guide. There is a blue marker on the right-hand post of that sign over there. [8] If, during your hike, you can’t find where the next marker is, retrace your steps to the previous marker. Then, try to find the trail again. [9] Are there any questions [10] Yes, I have one, replied Ángel. Do we have to go

EXERCISE B In the following sentences, add quotation marks where they are needed.

Example 1. The students in Mr. Robling’s class read Edgar Allan Poe’s poem “The Raven.”

11. My brother can play the song Greensleeves on the guitar.
12. Piri Thomas wrote the short story Amigo Brothers.
13. My favorite chapter in our history book is The Age of Revolution.
14. The students couldn’t help laughing as they read the poem Jabberwocky.
15. Ernest Hemingway’s short story A Day’s Wait has a surprise ending.

Quotation Marks C

- 15j.** When you write dialogue (conversation), begin a new paragraph each time the speaker changes.
- 15k.** When a quotation consists of several sentences, place quotation marks only at the beginning and at the end of the whole quotation.
- 15l.** 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 “Daddy” “Channel Firing” [poems]

Doug said, “I learned a lot in history class yesterday. Mrs. Lane really knows how to make history interesting.”

“I learned a lot, too,” replied Janet.

EXERCISE A In the following dialogue, add punctuation marks where they are needed. Also, insert a paragraph symbol (¶) where each new paragraph should begin, and triple underline any letters that should be capitalized but are not.

Example [1] ¶ “I think,” replied Rico, “we should build a clubhouse.” [2] ¶ “That’s a good idea. where should we build it.?” asked Sara.

[1] Well said Rico we could build it in Freddy’s back yard. [2] My yard is large enough, but I don’t have any building materials replied Freddy. [3] Sara said that is a problem. [4] Wait! interjected Rico. We have all the materials we need right here. [5] look around you. [6] I don’t see any building supplies said Freddy. [7] I don’t see any either said Sara. What are you talking about [8] Look at all of these boxes said Rico. There must be twenty of them. [9] Oh, I see. Instead of using wood for the walls and roof said Sara we can use cardboard. [10] Freddy said why didn’t I think of that? We can even paint the cardboard.

EXERCISE B In the following sentences, add quotation marks where they are needed.

Example 1. Shel Silverstein wrote a poem called “In Search of Cinderella.”

11. Jack London uses irony in his story To Build a Fire.
12. Gaspar Sanz wrote a beautiful song called Canarios. Have you heard it?
13. For homework, please read the poem I Am of the Earth.
14. The poem is in a chapter titled This Old Earth.
15. Rosa named her essay Hawthorne and Puritanism.

Quotation Marks D

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

EXAMPLES “Why were you late turning in your report?” Tamisha asked.
Meredith answered, “I don’t know. I had listened to various versions of ‘The Highwayman.’ I was even looking forward to writing the report. But then, all of a sudden, it was due the next day, and I hadn’t written it.”
“Did you say, ‘I was even looking forward to it?’” asked Tamisha.
“Yes,” replied Meredith. “I enjoy writing.”

EXERCISE In the following sentences, add quotation marks where they are needed.

Example 1. Anna said, “Thank you for including me in your article ‘Young Musicians to Keep Watching.’”

1. Steve blurted out, “My favorite song of all time is Sittin’ on the Dock of the Bay.”
2. “Did you see last night’s episode The Klingons Return?” asked Tammy.
3. “Yes, I do read poetry,” replied Ellen, “and Langston Hughes is my favorite poet. I especially like his poem Harlem.”
4. Eddy said, “You might be interested in knowing that I sent my essay The Best Music of the Millennium to a magazine publisher.”
5. “Do you know which character said, Uneasy lies the head that wears the crown?” asked Robert.
6. “We heard Mr. Johnson singing the song My Girl while mowing his lawn,” said Gina.
7. “Did Mrs. Kay say, There will be no homework tonight?” asked Theresa.
8. “The guitar virtuoso Julian Bream recorded a beautiful version of the song Leyenda,” said Carlos.
9. “Please read the poem Mama Is a Sunrise tonight,” said Mr. Clark.
10. “Which character said,” asked Lee, “To be or not to be?”

Quotation Marks E

15d–m. Use quotation marks and other marks of punctuation appropriately.

EXAMPLE “I’m sure that we have homework tonight. Didn’t you hear Mrs. Lee tell us?” asked Steve.

“No, I didn’t hear anything about homework,” replied Alice. “Mrs. Lee said that we would read during class tomorrow.”

“She said,” responded Steve, “For homework, please begin reading the story on page fifty-two.”

“Oh, I remember now,” said Alice. “We’re supposed to read pages fifty-two through fifty-five of ‘To Build a Fire.’”

EXERCISE A For each of the following sentences, add punctuation marks where they are needed.

Example 1. “Who wrote the song ‘Moon River’?” asked Carla.

1. I believe that Dr. Morris said Finish reading the novel tonight replied Rebecca.
2. Have you Jill asked seen my notebook?
3. The doctor replied Take two of these tablets once a day. You should feel better in a week or so.
4. I like to see it lap the miles is a famous first line in poetry, Mrs. Gomez remarked.
5. Who said The play’s the thing? asked Jerry.

EXERCISE B In the following dialogue, add punctuation marks where they are needed. Also, insert a paragraph symbol (¶) where each new paragraph should begin.

Example [1] ¶ “Did Mrs. Phillips say, ‘Be sure to study Poe for tomorrow’s test’?” asked Tamara.

[6] Yes replied Peter she did say that she wants us to study Poe. [7] I have notes from the lecture on Poe’s use of rhythm in the poem The Raven said Tamara. [8] Jeff responded That’s good. I was absent that day. [9] We also need to study Hawthorne. I bet she’ll ask us about the symbolism in the story The Minister’s Black Veil said Gail. [10] Okay, here’s the plan remarked Tim. Gather all of your notes, and we’ll meet in the library at 6:00 P.M. to study.

Apostrophes A

15n. To form the possessive case of a singular noun, add an apostrophe and an *s*.

A proper noun ending in *s* may take only an apostrophe to form the possessive case if the addition of 's would make the name awkward to pronounce.

EXAMPLES a day's pay James's bookbag Odysseus' journey

15o. To form the possessive case of a plural noun ending in *s*, add only the apostrophe.

To form the possessive of a plural noun that does not end in *s*, add an apostrophe and an *s*.

EXAMPLES the Smiths' house the students' lockers men's clothing people's rights

EXERCISE Form either the singular possessive or the plural possessive of each of the following items by adding an apostrophe or an apostrophe and an *s* where needed. Write your answers on the lines provided.

Example _____ *boy's mittens* 1. boy mittens (*singular possessive*)

- _____ 1. teachers books (*plural possessive*)
- _____ 2. Davis desk (*singular possessive*)
- _____ 3. teenagers magazines (*plural possessive*)
- _____ 4. tree branches (*singular possessive*)
- _____ 5. Pattersons dog (*plural possessive*)
- _____ 6. girls lunches (*plural possessive*)
- _____ 7. mice cheese (*plural possessive*)
- _____ 8. cities lights (*plural possessive*)
- _____ 9. cars engines (*plural possessive*)
- _____ 10. chair legs (*singular possessive*)
- _____ 11. workers duties (*plural possessive*)
- _____ 12. CD marketability (*singular possessive*)
- _____ 13. foxes homes (*plural possessive*)
- _____ 14. restaurants atmosphere (*plural possessive*)
- _____ 15. Lewis invention (*singular possessive*)
- _____ 16. day wait (*singular possessive*)
- _____ 17. hood ornament (*singular possessive*)
- _____ 18. Hercules strength (*singular possessive*)
- _____ 19. Jill house (*singular possessive*)
- _____ 20. bands songs (*plural possessive*)

Apostrophes B

15p. Do not use an apostrophe with possessive personal pronouns.

EXAMPLES Is that **theirs** or **ours**? Bring me **my** book.

15q. To form the possessive case of some indefinite pronouns, add an apostrophe and an s.

EXAMPLES somebody's boots everyone's chance

EXERCISE Add apostrophes where necessary in each of the following items. Place each apostrophe in an upside-down caret mark to show exactly where the apostrophe should be. If a sentence is already correct, write C to the left of the item number.

Example 1. Someone's book was left on the table.

1. I left my book at home. Will you let me borrow yours?
2. Anybodys guess is as good as mine.
3. I have my sandwich right here. Where is yours?
4. Are you saying that this is nobodys chair?
5. John's performance was good, but hers was a little better.
6. I need a wallet for this next magic trick; anyones wallet will do.
7. My book cover is pristine, but yours looks as if it has been dragged behind a car.
8. Somebodys track shoes were left on the patio last night.
9. Although my science project is good, yours is better.
10. Is this newspaper theirs or ours?

Apostrophes C

15n. To form the possessive case of a singular noun, add an apostrophe and an *s*.

EXAMPLES Emilio's father a week's time

15o. To form the possessive case of a plural noun ending in *s*, add only the apostrophe.

EXAMPLES the players' goals the Joneses' car

15p. Do not use an apostrophe with possessive personal pronouns.

EXAMPLES **our** jobs **his** schedule

15q. To form the possessive case of some indefinite pronouns, add an apostrophe and an *s*.

EXAMPLES nobody's notebook anyone's breakfast

EXERCISE A Form both the singular possessive and the plural possessive of each of the following items by adding an apostrophe or an apostrophe and an *s* where needed. Write your answers on the lines provided.

Example _____ *book's; books'* _____ 1. book

- | | |
|------------------|----------------------|
| _____ 1. raft | _____ 11. bird |
| _____ 2. monkey | _____ 12. mayor |
| _____ 3. teacher | _____ 13. country |
| _____ 4. Jackson | _____ 14. chair |
| _____ 5. tooth | _____ 15. hand |
| _____ 6. goose | _____ 16. horse |
| _____ 7. student | _____ 17. calf |
| _____ 8. baby | _____ 18. helicopter |
| _____ 9. giraffe | _____ 19. window |
| _____ 10. boat | _____ 20. garage |

EXERCISE B Add apostrophes where necessary in each of the following items. If a sentence is already correct, write C to the left of the item number.

Example 1. Someone's bicycle will do as well as yours.

21. Nobodys test score was perfect.
22. Although his story was well written, hers was better.
23. Somebodys shoes were left in the rain.
24. Ms. Spencer was impressed by everybodys enthusiasm.
25. No ones skills will be able to replace hers.

Apostrophes D

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

EXAMPLES	I am	I'm	is not	isn't
	he will	he'll	of the clock	o'clock
	do not	don't	1999	'99

Do not confuse contractions with possessive pronouns.

CONTRACTIONS

Who's coming with us?

It's your turn.

POSSESSIVE PRONOUNS

Whose jacket is this?

The dog buried **its** bone.

EXERCISE A Rewrite each of the following groups of words as a contraction.

Example 1. she will *she'll*

- | | |
|---------------------|-------------------|
| 1. should not _____ | 6. she had _____ |
| 2. he is _____ | 7. were not _____ |
| 3. will not _____ | 8. I have _____ |
| 4. they are _____ | 9. who is _____ |
| 5. it is _____ | 10. you are _____ |

EXERCISE B Study the underlined word in each sentence below. If the word is incorrect, cross it out and write the correct form above it. If the word is already correct, write C above it.

Example 1. The prize is rightfully ^{*theirs*} ~~there's~~.

- Joel is not sure who's hat that is.
- Was it your grandmother who knit your sweater?
- Theirs the diner I was telling you about.
- Who's in charge of the dues?
- I fed the stray cat, but I didn't know it's name.
- He was wondering whether your his friend or not.
- The best entry in the contest was theirs.
- Look outside to see whether its raining.
- Was it they're dog that was missing?
- They're not going to the dance on Saturday.

Apostrophes E

- 15s.** Use an apostrophe and an *s* to form the plurals of letters, numerals, and symbols, and of words referred to as words.

EXAMPLES The word has two *r*'s in it.
 Enrico's *T*'s looked like *7*'s.
 Rap music became popular in the 1980's.
 Sharon uses too many *and*'s to join ideas in her writing.

EXERCISE In each of the following sentences, add apostrophes where they are needed. Place each apostrophe in an upside-down caret mark to show exactly where the apostrophe should be.

Example 1. There are three *Sam*'s in my class.

- When *&*s appear in company names, you should write *&*s instead of *ands*.
- When you are proofreading, look for all the *verys*, *nices*, and *goods*, and try to replace them.
- The 1940s was an era of big bands and dance music.
- He said that only *7*s and *5*s were in his telephone number.
- I always think there are two *cs* in *vacuum*, but there is only one.
- Does the child know his *ABC*s yet?
- The teacher told them to mind their *ps* and *qs*.
- Do many newspaper writers begin sentences with *Ors* and *Buts*?
- The young child confused his *ss* and *zs*.
- He adds extra loops to the tops and bottoms of his *3*s.
- Sitcoms were very popular on television during the 1950s.
- Mr. Ramirez asked the student to stop giving him *maybes*.
- Cancelled* can be spelled with two *ls* or one.
- He sometimes uses *1*s when he should be writing *ands*.
- Look for *sos* in your writing, and ask yourself whether you should be writing *therefores* or other words instead.
- Television miniseries became popular during the 1970s.
- Can you count to 100 by *2*s?
- Many compromises were made between the North and the South during the 1840s and 1850s.
- Young children sometimes confuse *6*s and *9*s.
- Always cross your *ts* and dot your *is*.

Apostrophes F

- 15n.** To form the possessive case of a singular noun, add an apostrophe and an *s*.
- 15o.** To form the possessive case of a plural noun ending in *s*, add only the apostrophe.
- 15p.** Do not use an apostrophe with possessive personal pronouns.
- 15q.** To form the possessive case of some indefinite pronouns, add an apostrophe and an *s*.
- 15r.** To form a contraction, use an apostrophe to show where letters or numerals have been omitted.
- 15s.** Use an apostrophe and an *s* to form the plurals of letters, numerals, and symbols, and of words referred to as words.

EXERCISE Rewrite each of the following sentences, inserting apostrophes where necessary.

Example 1. Katys father said its a good day to travel. *Katy's father said it's a good day to travel.*

1. Whos going to rescue that little girls kitten? _____

2. Didnt Sam say that you must be ready to go on a moments notice? _____

3. Last months meeting didnt go as well as wed planned. _____

4. Both cars tires should be replaced. Im surprised that neither of the cars has had a blowout yet.

5. Whose books are these? Arent these books theirs? _____

6. More often than not, the teachers lounge is a place for working, not for lounging. _____

7. "Dont worry. The schools computer lab isnt in danger of losing its funding," he said. _____

8. The cars visor helps protect the dashboard from the suns heat. _____

9. The dentist exclaimed, "Your teeths enamel isnt indestructible!" _____

10. The boys box of markers wasnt on the table where theyd left it. _____

Hyphens

15t. Use a hyphen to divide a word at the end of a line.

EXAMPLE After a long search, he found the specific information he needed in the encyclopedia.

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

EXAMPLES thirty-six tickets one-fourth cup of flour twenty-second row

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.

EXAMPLES all-important self-starter fat-free meso-American

15w. Hyphenate a compound adjective when it precedes the noun it modifies unless one of the modifiers ends in *-ly*.

EXAMPLES a world-famous athlete a fully formed sentence

EXERCISE Draw vertical lines to indicate all the places each item can be correctly divided at the end of a line. If an item cannot be divided, draw no lines.

Example 1. great|grandmother

- | | |
|---------------------|---------------------------|
| 1. open | 11. fifty-seven varieties |
| 2. brother-in-law | 12. elephant |
| 3. educate | 13. movie |
| 4. strayed | 14. self-improvement tape |
| 5. fast-moving film | 15. two-thirds majority |
| 6. fascinating | 16. cat |
| 7. looked | 17. pre-Columbian culture |
| 8. twelve-year-old | 18. sugar-free snack |
| 9. usually | 19. pencil |
| 10. forget-me-not | 20. bandwidth |

Parentheses, Brackets, and Dashes

15x. Use parentheses to enclose material that is added to a sentence but is not considered of major importance.

EXAMPLE My brother is in the youngest group (ages five and six) in soccer.

15y. Use brackets to enclose an explanation or added information within quoted or parenthetical material.

EXAMPLE Professor Margulies told us, “His [Sigmund Freud’s] theory of the id, ego, and superego was a starting point for many subsequent psychoanalytical theories.”

15z. Use a dash to indicate an abrupt break in thought or speech.

EXAMPLE We’re going to—you’ll never guess—a small island in the Pacific.

EXERCISE Rewrite each of the following sentences on the lines provided, adding parentheses, dashes, and brackets where necessary.

Example 1. Ralph Waldo Emerson 1803–1882 was a transcendentalist.

Ralph Waldo Emerson (1803–1882) was a transcendentalist.

1. That building excuse me, the one on Fifth Street needs to be renovated.

2. Theodore Roosevelt 1858–1919 was the twenty-sixth president of the United States.

3. The florin pronounced flôr⁹in is the name of a gold coin that was used in medieval Florence.

4. Tiffany began, “At the end of the novel, the main character but I don’t want to ruin the surprise.”

5. Dr. Brown said, “Plato 427?–347 B.C. was one of history’s greatest thinkers.”

Review A: Italics and Quotation Marks

EXERCISE Rewrite the following sentences, adding quotation marks, underlining for italics, and other punctuation marks where they are needed. Be sure to correct any errors in capitalization.

Example 1. What Henry asked Is the definition of the word clandestine *"What," Henry asked, "is the definition of the word clandestine?"*

1. Todd asked can you explain the answer to the fourth problem? _____

2. They often confuse the words affect and effect said Diana. _____

3. Pedro my sister added Went to the all-state competition in Concord. _____

4. Have you read asked Daryll the article The Undersea War, which is about the sinking of the Lusitania? _____

5. I saw that sculpture at the museum said Kathie it was next to Stuart Davis's painting Swing Landscape. _____

6. When you read Native Son asked Troy did you know how it would end? _____

7. Did Jeb say watch 60 Minutes tomorrow night Zoe asked. _____

8. I saw that article about Apollo 17 in Smithsonian magazine said Mamie. _____

9. Is the r doubled in the word occurring Phil and Aki asked we can't seem to remember. _____

10. Lucía, please read the short story Rip Van Winkle for homework said Mrs. James. _____

Review B: Apostrophes

EXERCISE Rewrite the following sentences, adding apostrophes where they are needed. Be sure to correct any mistakes in the use of possessive pronouns.

Example 1. I didnt think youd be able to finish the Johnsons lawn so soon. Who's lawn mower did you use? *I didn't think you'd be able to finish the Johnsons' lawn so soon. Whose lawn mower did you use?*

1. Lets plan a trip to the mountains in 03. _____

2. Wheres the dogs bowl? Henrys mom said that she couldnt find it. _____

3. Ive got a plan to finish my paper by ten. I can use Daviss computer to conduct my research.

4. Theres the woman who's sons showed me their pool. _____

5. Jane said that she can't fix his cars transmission tonight; she needs to fix her's first. _____

6. Dont use too many *reallys* when youre speaking in Ms. Fuentes class. _____

7. Everyones face lit up when the teacher announced the results of this years fund-raiser. _____

8. I don't know whos coming to my mother-in-laws house next week. _____

9. No one is quite sure whether the two girls cat is still in the tree. _____

10. He isnt sure who owns those bikes, but hes sure they arent their's. _____

Review C: Hyphens, Parentheses, Brackets, and Dashes

EXERCISE Rewrite each of the following sentences on the lines provided, adding parentheses, dashes, brackets, and hyphens where necessary.

Example 1. The small town sheriff Andy Taylor he was portrayed by Andy Griffith was a popular television character for many years. *The small-town sheriff Andy Taylor (he was portrayed by Andy Griffith) was a popular television character for many years.*

1. The well known film director Alfred Hitchcock 1899–1980 made many popular movies. _____

2. The burning question who would be blamed for the crime? was the talk of the town for almost twenty two days. _____

3. The word *extrinsic* ek strin9sik means “not inherent.” _____

4. Mrs. Miller continued, “Sir Winston Churchill 1874–1965 had a great impact on world history.” _____

5. “Gary, please wash the dog oh, and the cat, too before your great aunt Edna gets here. She’s allergic to animal dander,” said his mother. _____

6. Mrs. Shaw she’s my history instructor told me about the hard fought Battle of Marathon. _____

7. Henry began, “The answer to riddle thirty eight is but, wait, I’ll let you solve it for yourself.” _____

8. “Amelia Earhart 1898–1937,” said the professor, “was a pioneer in aviation.” _____

9. Highwaymen people on horseback who robbed travelers were quite common in centuries past. _____

10. Guam gwäm is an island on the Pacific Ocean. _____

Review D: All Marks of Punctuation

EXERCISE Rewrite the following record of a class discussion, correcting punctuation and capitalization where needed. Be sure to insert a paragraph symbol (§) where each new paragraph should begin.

Example [1] What do you think Mrs. Caldwell will talk about today asked Juanita. **[2]** I dont know responded Jill. Why dont you suggest a topic

[1] § "What do you think Mrs. Caldwell will talk about today?" asked Juanita. [2] § "I don't know," responded Jill. "Why don't you suggest a topic?"

[1] Tell us about the struggle for womens rights Juanita requested. **[2]** Mrs. Caldwell said where should I begin? **[3]** Lets start suggested Paul with Jane Addams' work during the 1880s in Chicagos well known Hull House. **[4]** After all Paul continued didnt one historian say In the settlement houses women became a force for change? **[5]** Well, said Mrs. Caldwell, it was in the late 1880s that womens suffrage was granted in Wyoming, Idaho, Utah, and Colorado. **[6]** Wasnt another important reformer Ida B. Wells-Barnett? asked another student. **[7]** Yes said Karen. She not only organized the National Association of Colored Women in 1896, but she also fought for other peoples rights. **[8]** The modern womens movement interjected Jill is also interesting. **[9]** Mrs. Caldwell began Yes, it might be said to have begun with Betty Friedans book The Feminine Mystique. In the book, she writes but, wait, well save that for another time. **[10]** Anyway, the word feminist was revived, and new emphasis was placed on receiving equal pay for equal work.

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Proofreading Application: Advertisement

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Whenever you write about authors or artists and their works, you will be using italics or quotation marks as well as apostrophes. You may well find yourself using hyphens, parentheses, brackets, and dashes when you write about literature.

PROOFREADING ACTIVITY

Find and correct the errors in italics, quotation marks, apostrophes, hyphens, parentheses, brackets, and dashes. Use proofreading symbols to make your corrections.

Example  Were celebrating Black History Month!

We've gathered some of the most famous Black Americans' together in one place. Twenty five of these great writers, artists, scientists, and public officials—well, actually, our students will be impersonating them—will be appearing live on our stage. The author of the book "Life and Times of Frederick Douglass," Frederick Douglass (as portrayed by Justin Campbell) will be on hand to talk about his experiences. You'll have a chance to hear Maya Angelou (as portrayed by Nicole Parker. Miss Parker will read Angelou's essay *New Directions*. Numerous examples of African and African American art will be on display; approximately one-third of the exhibit features works by Romare Bearden. Nigel Nokimbe yes, he really was born in Kenya has a wonderful slide show of his hometown. African music will be played on the kalimba also known as the *mbira*. Several local artist's paintings, sculpture, and cloth will be available for sale. The show begins at 6:30 P.M. on Friday, February 18, at W. Recreation Center, 14 Park Road. (Additional parking will be available at Gus's Groceries [1115 Park Road.]

Literary Model: Using Contractions in a Short Story

I don't have much work to do around the house like some girls. My mother does that. And I don't have to earn my pocket money by hustling; George runs errands for the big boys and sells Christmas cards. And anything else that's got to get done, my father does. All I have to do in life is mind my brother Raymond, which is enough. . . .

I'm standing on the corner admiring the weather and about to take a stroll down Broadway so I can practice my breathing exercises, and I've got Raymond walking on the inside close to the buildings, . . . and he plays like he's driving a stage coach which is OK by me so long as he doesn't run me over or interrupt my breathing exercises, which I have to do on account of I'm serious about my running, and I don't care who knows it.

—from "Raymond's Run" by Toni Cade Bambara

EXERCISE A

- Write the six contractions that appear at least once in the original passage.

- Rewrite the second paragraph, replacing each contraction with the two words from which the contraction was formed.

EXERCISE B

- Read the excerpt again. What effect on the reader does the author's use of contractions create? Support your answer with information from the excerpt.

NAME _____

CLASS _____

DATE _____

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Literary Model (continued)

2. Would it matter if the author did not use contractions in the excerpt? Why or why not?

EXERCISE C Using the excerpt of “Raymond’s Run” as a model, write a short narrative. Create an interesting character who narrates from the first-person point of view. Include contractions in your narrative to create a believable voice for your character.

EXERCISE D

1. Choose two of the sentences you wrote that contain contractions. Rewrite them, replacing each contraction with the two words from which the contraction was formed.

2. What effect would the elimination of all the contractions have on your narrative? Explain.

Writing Application: Memo

Sometimes punctuation enables readers to find bits of information in a sentence quickly. When writers mark the names of articles, musical compositions, works of art, stories, and so on by placing them in italics or quotations, the writers eliminate confusion and help readers comprehend the sentence with ease.

UNCLEAR Lunch on the Lawn is my favorite Manet painting.

CLEARER *Lunch on the Lawn* is my favorite Manet painting.

At first reading, the reader might think that the writer enjoyed going on picnics! Italicizing the title allows readers to take in the painting's name as a unit.

WRITING ACTIVITY

You are on the committee responsible for planning your school's Valentine's Day dance, and your job is to decide on three songs to be played and three poems to be displayed at the dance. Write a memo to the other committee members and sponsoring teachers in which you present and explain your choices. Correctly mark the titles of the poems (and the book or books in which the poems appear) as well as the titles of the songs.

PREWRITING Brainstorm a list of possible songs and poems, based on personal experience. Also, interview classmates to get their comments about your selections. Write these comments down in the form of quotations. You will use the quotations as support when you write your memo. Then, examine your list and decide which three songs and three poems would best fit the atmosphere of a Valentine's Day dance. Explain your choices to yourself before you try to explain them to the committee.

WRITING You can structure this memo in various ways. Perhaps you could discuss all of the poems and then all of the songs. If certain songs can be paired with certain poems, perhaps you will write three paragraphs, each containing a song-poem pair. Sketch several possible outlines so that you can choose the best order of presentation. Avoid clumping your ideas on all six choices in one confusing, overloaded paragraph. Also, as support for your choices, include at least two of the quotations you gathered from your classmates.

REVISING Let a friend read the memo. Then, ask whether the reasons behind your choices are clear. The memo should not read like a list of titles! Strong transitions between suggestions will also keep the memo from sounding like a list.

PUBLISHING Check your writing for errors in grammar, usage, spelling, and punctuation. Be sure that you have spelled and marked the titles correctly and that you have properly punctuated the quotations you used. With your teacher's permission, post your memo in the classroom, alongside those your classmates have written. Let the class decide which memo is most persuasive.

EXTENDING YOUR WRITING

You may wish to develop this writing exercise into an essay. You could analyze several poems to see how different poets express similar ideas. You could compare and contrast a poem and a song written on the same subject or theme. You could even explore the question of why some teens enjoy song lyrics but do not enjoy poetry.