

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЗ «ЛУГАНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
імені ТАРАСА ШЕВЧЕНКА»

Н. Ф. ХАЙРУЛІНА

# ПРАКТИКУМ З АНГЛІЙСЬКОЇ ПУНКТУАЦІЇ

Навчально-методичний посібник  
з англійської пунктуації  
для здобувачів другого (магістерського)  
рівня вищої освіти

Полтава – 2024

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Навчально-методичний посібник призначений для розвитку у здобувачів другого (магістерського) рівня вищої освіти навичок використання англійської пунктуації. Посібник створено у відповідності до Робочої програми навчального курсу.

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## PREFACE

Language, a vibrant tapestry woven with words, is more than just the sum of its parts. It is the vehicle through which we express thoughts, emotions, and ideas. However, this tapestry would be a chaotic tangle of words devoid of meaning and clarity without proper punctuation. Punctuation, the often-overlooked but essential element of written communication, is the invisible hand that guides the reader through the labyrinth of language.

This textbook is designed to unravel the mysteries of English punctuation, providing a comprehensive understanding of its rules and applications. Whether you are a student, writer, or someone who wants to improve your writing skills, this book will equip you with the knowledge and tools to use punctuation effectively. Therefore, *this course aims to help English students master all the principles of English punctuation using grammar exercises, mastery tests, and self-assessed tasks.*

The Author has structured this textbook in a clear and accessible manner, beginning with the fundamental punctuation rules and gradually progressing to more complex concepts. Each chapter includes explanations, examples, and exercises to reinforce your learning. By the end of this course, you will be able to:

Identify and correctly use the various punctuation marks, including periods, commas, semicolons, colons, question marks, exclamation marks, quotation marks, apostrophes, parentheses, dashes, and ellipses.

Understand the purpose of punctuation and how it contributes to written text's overall meaning and clarity.

Apply punctuation rules effectively in your writing.

The Author believes that a firm grasp of punctuation is essential for effective communication. By mastering the art of punctuation, you can improve your writing, understand written texts, and express yourself with greater precision and clarity.

This textbook is divided into 15 Units. Every Unit is devoted to a particular punctuation rule, including its theoretical application and practical implementation.

A student can quickly check your progress using the Answer Key part at the end of the book.

## Unit 1. Introduction to Punctuation

Punctuation is the unsung hero of written communication. It provides the structure and clarity that allows readers to understand the intended meaning of a text. Here are a few examples that demonstrate the importance of punctuation:

**Reason 1: Meaning.** *“Let's eat, Grandma.” vs. “Let's eat Grandma.”* The placement of the comma drastically alters the meaning of this sentence, suggesting either a polite invitation to eat or a disturbing act of cannibalism.

**Reason 2: Clarity and Understanding.** *“The students were excited to learn about punctuation.” vs. “The students, were excited to learn about punctuation.”* The unnecessary comma in the second sentence creates a pause that disrupts the flow and clarity of the sentence.

**Reason 3: Tone and Emphasis.** *“I love you!” vs. “I love you.”* The exclamation mark in the first sentence conveys a stronger emotion and emphasis than the period in the second.

**Reason 4: Correcting Errors.** *“The dog, chased the cat.” vs. “The dog chased the cat.”* The comma in the first sentence suggests that the dog is chasing the cat who is already doing something else. Removing the comma clarifies the intended meaning.

**Reason 5: Avoiding Ambiguity.** *“I saw the man with the telescope.” vs. “I saw the man, with the telescope.”* The placement of the comma changes the meaning; either indicating that the man was using the telescope or that there was a man who happened to be near someone with a telescope.

These examples illustrate how punctuation can significantly affect the meaning, clarity, and tone of written communication. You can ensure your writing is clear, concise, and compelling by mastering punctuation rules.

Punctuation in English is the use of written symbols to help readers clearly understand what you're trying to tell them. Most languages have some form of punctuation, and many now share common symbols. However, in English, punctuation marks may have a different meaning or style of use.

For example, Greek uses a semi-colon (;) to indicate a question. And Japanese tends to use exclamation marks more liberally!!!

Therefore, as a researcher who wants to publish in English, mastering punctuation has great value. This will ensure your work is practical and more easily understood. In academic writing, as with your methods and your data, punctuation should be appropriate and accurate. It should remove questions from the author's mind and assist their understanding.

This article defines punctuation in English, especially in the context of academic writing. It also gives the most common punctuation and why they are essential to use, especially in academic writing. You will also get examples to help you master punctuation in your writing.

***English punctuation used to be known as “pointing,” and became known as “punctuation” (from the Latin punctus) in the 1500s.***

The Collins and Oxford English dictionaries note that punctuation uses symbols to put words into sentences, clauses, and phrases.

Punctuation uses spaces and marks to help people read and understand text. That is usually in the way the author intended. Still, in the case of poets and other creative types, punctuation may also be used to create a feeling or encourage the reader's interpretation. Powerful!

***Punctuation marks in English are signs*** like a period/full stop (.), comma (,), and exclamation point (!). They help writers structure their words to make sense. This can be done by pointing out the start and end of sentences or listing items in a specific order. Punctuation also acts like a script, so the reader will read the text in the way the author wanted.



### *The most common forms of punctuation in English*

These are the most common punctuation marks used in English. Use these correctly to make your writing clearer, more logical, and more easily understood. That means more people will read it.

<i>Title</i>	<i>Sign</i>	<i>Description</i>
<b>Period (Full Stop)</b>	.	Used to end declarative sentences, abbreviations, and ellipses.
<b>Comma</b>	,	Used to separate items in a series, introduce quotations, set off introductory or parenthetical elements, and indicate a pause or break in thought.
<b>Semicolon</b>	;	Used to connect independent clauses that are closely related or to separate items in a series that contain commas.
<b>Colon</b>	:	Used to introduce a list or explanation, introduce a quotation, or express time.
<b>Question Mark</b>	?	Used to end interrogative sentences.
<b>Exclamation Mark</b>	!	Used to express strong emotion or surprise.
<b>Quotation Marks</b>	''''	Used to enclose direct quotations or indicate titles of short works.
<b>Apostrophe</b>	'	Used to form contractions or indicate possession.
<b>Parentheses</b>	( )	Used to enclose additional information.
<b>Dash</b>	-	Used to indicate a sudden break in thought or to emphasize a word or phrase.
<b>Ellipsis</b>	...	Used to indicate omitted words or sentences.

## Unit 2. Period (.)

### Theory

*FULL STOP* (British English)

*PERIOD* (American English)

**The full stop\period is used to end all sentences except those that are direct questions or exclamations. Full stops\periods are also used in abbreviations.**

#### **1. Use a full stop\period to end a declarative or imperative sentence.**

- A declarative sentence makes a statement.

*All is fair in love and war.*

- An imperative sentence issues a request or command.

*Please do not leave until you have said goodbye.*

- Do not use a full stop\period if the sentence is a genuine exclamation. Use an exclamation point.

*That speech was fantastic!*

- Do not use a full stop\ period with a sentence that asks a direct question. Use a question mark.

*Will the picnic be canceled?*

- However, do use a full stop\ period if the sentence is a statement reporting a question indirectly.

*Sara asked if the picnic would be canceled.*

#### **2. Use a full stop\ period in certain abbreviations.**

- The following are examples of some abbreviations which use full stops\ periods:

*Mr.      B.A.      e.g.      A.M. or a.m.      ft.*

---

*Mrs. M.A. i.e. P.M. or p.m. oz.*

---

*Ms. Ph.D. etc. Capt. dept.*

---

*Dr. R.N. Ave. c.o.d. P.O.*

---

- **Do not use a full stop\period with U.S. Postal Service abbreviations for states.**

*Long Beach, CA*

*Longview, TX*

*Detroit, MI*

- **Do not use a full stop\period with most abbreviated names of organizations or with commonly used abbreviations that replace words.**

*NATO IRS CSU NBA*

---

*NAACP TV VCR CD-ROM*

---

- However, sometimes usage varies, such as in the abbreviation USA or U.S.A., both of which are acceptable. When in doubt, consult a dictionary or style manual, or a publication by the agency or group in question.

- **If a sentence ends with a full stop\period marking an abbreviation, do not add a second full stop\period.**

*You will need to bring your own towels, sheets, blankets, pillows, etc.*

## Period Practice Tasks

### *Task 1: Identify the Periods*

Read the following sentences and circle the periods:

The cat chased the mouse across the room.

I love to read books.

He went to the store to buy milk.

The dog is sleeping on the couch.

She is a talented artist.

### *Task 2: Insert Periods*

Complete the following sentences by adding periods where necessary:

The dog is barking

I am hungry

She is a doctor

The movie was funny

The book is interesting

### *Task 3: Write five sentences using periods correctly.*

### Unit 3. Comma (,) Theory

The comma is a tool to indicate to readers a specific separation of words, phrases, or ideas to prevent misreading the writer's intended meaning. When a sentence is spoken aloud, a comma often represents a pause, which in verbal conversation functions to clarify meaning. The comma is used according to specific rules related to the sentence's grammatical structures. Consistency in using commas allows the reader to be assured of proper interpretation of the writer's intentions.

Use of the comma can be categorized into ten rules. In English, there are always exceptions to every rule, but in general, if the situation does not meet the requirements of one of these rules, a comma is most likely not necessary.

#### **1. Use a comma before a coordinating conjunction joining independent clauses.**

- There are seven coordinating conjunctions in English: *and, but, or, nor, for, so, yet*. A comma must always be placed before the coordinating conjunction when one of these words joins two or more independent clauses (a group of words that could stand alone as a complete sentence). The comma creates a pause to indicate that one complete thought is ending before the next one begins.

*Carol spotted her favorite butterfly, but she had forgotten to bring her camera.*

*Gloria took a trip to Oroville, and her friend Pat joined her there.*

- Note that if the two independent clauses are very short and there is no chance the separate thoughts will be confusing, the comma can be optional.

*I work hard and I play hard.*

#### **2. Use a comma to separate items in a series.**

- Commas should separate all items in a series. Generally, this includes placing a comma before the *and* preceding the last item

*Their new kitten was frisky, playful, coy, and mischievous.*

*The apartment, the car, and the books were more than I could afford.*

- A comma is not used if all items are joined by *and*

*Their new kitten was frisky and playful.*

*The apartment and the car were more than I could afford.*

*Their new kitten was frisky and playful and coy and mischievous.*

*The apartment and the car and the books were more than I could afford.*

- When commas are used to separate items in a series of three or more, it is less confusing to include a comma before the final item, regardless of whether or not *and* is placed between the last two items. Although some writers and some publications follow other conventions, misunderstanding of the writer's intentions can occur without the comma. The comma implies that all items in the series are separate. The relationship between the last two items is not always clear without the comma.

In the following example, it could be unclear who is included in each section:

*We will have separate sections for friends of the bride and groom, relatives of the bride and groom and the bridal party and their escorts*

The next two examples show that, depending on how the writer intended to separate the groups of people, the placement of a comma before the *and* of the last item clears up the confusion:

*We will have separate sections for friends of the bride and groom, relatives of the bride and groom, and the bridal party and their escorts.* (In this situation, the bridal

party and their escorts sit together in their own section separately from relatives of the bride and groom.

*We will have separate sections for friends of the bride and groom, relatives of the bride and groom and the bridal party, and their escorts.* (In this situation, the relatives of the bride, groom, and bridal party all sit together while the escorts that came with them sit separately in their own section.

Without the comma in the following sentence, yoga could be a topic of the scary stories:

*You may choose your favorite activity while at camp, including hiking and boating, morning calisthenics, crafts and woodworking, sharing scary stories of ghosts and yoga.*

Placing a comma before *and* clarifies that yoga is a separate activity of its own:

*You may choose your favorite activity while at camp, including hiking and boating, morning calisthenics, crafts and woodworking, sharing scary stories of ghosts, and yoga.*

In the following example, if no comma is required before the last item in the series, it is not clear whether there are four divisions of the estate or three:

*The benefactor will divide his estate equally among Fran and Charlie, Tyler and Danielle, Connor and Yvette.*

The addition of a comma prior to *and* clarifies that the estate will be divided four ways:

*The benefactor will divide his estate equally among Fran and Charlie, Tyler and Danielle, Connor, and Yvette.*

### 3. Use a comma after certain introductory words or word groups.

- A comma indicates a pause between the ending of an introductory word, phrase, or clause, and the beginning of the main part of the sentence. The most common introductory word groups are clauses or phrases which function as adverbs, telling how, why, when, where, or under what conditions something happened. Other introductory elements may include prepositional phrases, adjective clauses or phrases, participial phrases, infinitive phrases, and transitional expressions.

Introductory adverbial (dependent) clause:

*After the war in Troy was over, Ulysses started home to Ithaca.*

(Note that if the dependent clause comes after the independent clause, there is no need for a comma: Ulysses started home to Ithaca after the war in Troy was over.)

Introductory prepositional phrase:

*Near the house at the end of the road, you will find the little wagon.*

Introductory adverb:

*Ironically, Danielle has no realization that she is so highly admired.*

Introductory adjective phrase:

*Pretty as a picture, Betsy sauntered down the steps.*

Introductory participial phrase:

*Having just finished an ice cream sundae, he had no desire to taste the pie.*

Introductory infinitive phrase:

*To save money, I walk to work and bring a bag lunch from home.*

Introductory transitional expressions:

*Therefore, we decided not to go.*



- The comma may be omitted if the introductory word group is short and the writer's intention is clear.

*After dinner I always take a two-mile walk.*

*By evening the snow was thick.*

#### **4. Use commas to set off transitional and parenthetical expressions, absolute phrases, and contrasted elements.**

Parenthetical expressions:

*Steph's car, as far as I know, is not running at all.*

Transitional expressions:

*Their apartment, however, was quite near the subway.*

Absolute phrases:

*Their walking skills perfected, they made good use of the tree-lined sidewalks.*

Contrasted elements:

*Unlike most students, Tyler was always ahead on his assignments.*

#### **5. Use commas to set off nonrestrictive elements. Do not use commas to set off restrictive elements.**

- A restrictive element defines or limits the meaning of the word it modifies and is essential for clearly understanding the sentence. Therefore, it is not set off by commas

*Food which is high in calories often tastes very good.*

- A nonrestrictive element describes or adds additional information to the noun or pronoun whose meaning is already defined or clarified. Therefore, because it contains information that is not essential to the main point of the sentence, a nonrestrictive element is set off by commas.

*Ice cream, which is not included in my diet, is a food I try to avoid.*

- For further explanation, please refer to the TIP Sheet, "Relative Pronouns: Restrictive and Nonrestrictive Clauses."

**6. Use a comma between coordinate adjectives not joined by *and*. Do not use a comma between cumulative adjectives.**

- Commas separate coordinate adjectives. Coordinate adjectives are equal and individual in their modification of a noun. If their order can be rearranged or they can be joined with and without changing meaning, they are coordinated.

*It was a dull, dark, and depressing day.*

With coordinate adjectives, changing the order or adding and does not change the meaning:

*It was a dark, depressing, and dull day.*  
*It was a dull and dark and depressing day.*

- Do not use commas between cumulative adjectives. Cumulative adjectives require a specific order to ensure correct meaning. Cumulative adjectives can not be rearranged, and they do not make sense if and is placed between them.

*She ordered a piece of rich chocolate layer cake.*

With cumulative adjectives, it does not work to rearrange them or join them with *and*:

Not correct: *She ordered a piece of rich and chocolate and layer cake.*  
Not correct: *She ordered a piece of layer chocolate rich cake.*

**7. Use commas to set off nouns of direct address, the words yes and no, interrogative tags, and minor interjections.**

*Well, it's certainly good to see you here, Conrad.  
Yes, I remember you as an exceptionally fine soccer player.  
You're in medical school now, aren't you?*

**8. Use commas to set off direct quotations.**

*"You cannot consider yourself an environmentalist," the author clearly stated,  
"until you've visited Humboldt Redwoods State Park in California."*

**9. Use commas to separate certain items in dates, addresses, titles, and numbers**

*He was born on February 16, 1977, in Morgantown, West Virginia.*

*Tyler set up camp at an altitude of 14,746 feet.*

*Dr. Yvette Shannon, D.O., diagnosed the rare disease and saved the patient's life.*

**10. Use a comma to indicate a pause when it is necessary to prevent confusion in the meaning of the sentence.**

- In some situations, a written sentence reflects a statement that, if spoken, would contain a deliberate pause between certain words. Sometimes the pause will reflect conversationally omitted words. A comma should be used to indicate the pause only when it is necessary to avoid confusion in meaning.

*What we were hoping would happen, happened.*

*The children who can, swim laps every morning.*

**Reminder: In general, avoid using commas unless one of the above rules indicates that you should.**

- Do not use a comma:

between a subject and verb.

between an adjective and noun.

between an adverb and adjective.

before the first or after the last item in a series.

after a coordinating conjunction.

after *such as* or *like*.

directly before or after a question mark or exclamation point.

between compound elements that are not independent clauses.

### Comma Practice Tasks

*Place the commas where needed in the following sentences. Cross out any misplaced commas. If the sentence is correct as written, indicate with a “C.”*

1. The high school cheerleaders who were all blonde were the most popular kids in school.
2. All the cheerleaders however were also honor roll students.
3. To earn extra credit students can work in the school library.
4. Everyone believed that Loretta was smart, imaginative, friendly and witty.
5. Loretta studied very hard for the test and she felt confident that she would pass.
6. I threw the filthy stinky wet shoes outside.
7. “We have the best football team around,” Cody bragged, “and our record proves it!”
8. Alice said that winning the contest made her feel like, a princess.
9. The top football team was from Des Moines Iowa.
10. After winning the state championship every student on the team was ready to celebrate.

## Unit 4. Exclamation Mark (!)

### Theory

An exclamation mark\ exclamation point is used after a word group or sentence in order to emphasize a point or to express strong emotion or surprise. Use of the exclamation point is optional for the writer. It is one of the few ways that a writer can indicate how words may sound when spoken.

#### 1. Use an exclamation mark for emphasis.

*That box contains personal items. Do not open it!*

#### 2. Use an exclamation mark to indicate strong emotion or surprise.

*What a shock!*

*Margaret opened the front door just as everyone shouted, "Surprise!"*

**3. In informal writing, multiple exclamation marks sometimes indicate stronger emphasis or emotion. However, in formal writing, only one is necessary.**

*I can hardly wait!!!* (Informal use only)

#### 4. Do not overuse exclamation marks or the intended effect may be lost.

- Overuse of the exclamation mark:

*Yesterday the boys were playing outside! They weren't paying much attention to their surroundings! As they played, I watched them from the kitchen window! I was horrified to see a mountain lion in the tree!*

- More effective use of the exclamation mark:

*Yesterday the boys were playing outside. They weren't paying much attention to their surroundings. As they played, I watched them from the kitchen window. I was horrified to see a mountain lion in the tree!*

## Exclamation Mark Practice Tasks

*Place an exclamation point where appropriate in the following sentences. Cross out any misplaced exclamation points. If none are needed or relevant and the sentence is correct as written, indicate with a “C.”*

1. Thursday morning, Becky called her best friend, Lynn, with some exciting news, “Scott asked me to go to the dance with him!!!”

2. The crowd was very rowdy at Friday night’s football game! The bleachers were overflowing, and the cheers could be heard for blocks! Both the J.V. and the Varsity teams won their games! The victory meant the school had won the state championship for the first time in ten years!

3. When the toddler reached for the stove top, his mother yelled, “Don’t touch that; it’s hot!”

4. Janel looked out the window and saw a hazy, cloud-covered sky!

5. After the bank robber went out the door, the teller could only scream one word, “Help.

## Unit 5. Question Mark (?)

### Theory

A question mark is used at the end of a direct question. It may also be used to indicate uncertainty either within or at the end of a statement.

#### 1. Use a question mark at the end of a direct question.

*What time is it?*

*Are you dressed for the wedding?*

*Could you please turn up the heat?*

#### 2. Use a question mark to indicate uncertainty within or at the end of a statement.

*They spent a lot (too much?) on that purebred dog.*

*You're dressed for the wedding?*

#### 3. Note some points regarding use of the question mark.

- Use a period, not a question mark, at the end of an indirect question.

*He asked her if she was dressed for the wedding.*

- Questions formed by words or phrases in a series can be followed by a question mark even if they do not form a complete sentence.

*Did Juanita hide the candy in the cupboard? In the hall closet? Under the bed?*

### Question Mark Practice Tasks

*Place a question mark where appropriate in the following sentences. Cross out any misplaced question marks. If the sentence is correct as written, indicate with a "C."*

1. Mrs. Kent asked her son, Clark, if he would take Lana to the prom?
2. Clark wondered if Lana had guessed everything (who he was?) about him.
3. Clark's father teased him, "How long will it take before you ask Lana out on a real date."
4. Lana did know if Clark really liked her? Just wanted to be friends? Or was playing games?

5. I wonder why superheroes wear tights?



## Unit 6. Colon (:)

### Theory

The colon is used primarily to introduce or call attention to the words that follow it. The colon is also used between clauses when the second clause summarizes or explains the first or, in certain situations, to indicate a separation between specific elements.

**1. Use a colon after an independent clause to introduce or direct attention to a list, an appositive, or a quotation.**

List: *The winning numbers are as follows: four, five, nine, and eleven.*

Appositive: *Every day my mother packed my lunch: a peanut butter sandwich, two cookies, and an apple.*

Quotation: *Consider carefully the words of a Zen proverb: "When the mind is ready, a teacher appears."*

- Note: A colon is like a stop in function and therefore can be used only at the end of an independent clause (a complete statement).

**2. Use a colon between independent clauses if the second clause summarizes, explains, or gives an example for the first clause.**

*After the service, the women performed a graceful task: they lit the tiny candles one by one.*

*Our committee received the board's recommendation: Finalize the budget tonight!*

- Note: When an independent clause follows a colon, the second clause may begin with either a lowercase or a capital letter.

**3. Use a colon to separate certain elements, such as after the salutation in a formal letter, between hours and minutes to indicate time, between numbers to**

**show proportions, between a title and subtitle, and between the city and the publisher and date in bibliographic entries.**

*Dear Sir:*

*6:30 A.M.*

*The ratio of students to teachers was 22:1.*

*Grammar and Style: A Handbook on College Writing*

*New York: McGraw-Hill, 1988*

**Avoid common errors using the colon.**

A full independent clause must precede a colon. Therefore, avoid using it between a verb and its object or complement, between a preposition and its object, and after *such as*, *including*, or *for example*.

For example, the following uses of the colon are **incorrect**:

*Some of the colors used in the flags are: red, orange, blue, and black. (Incorrect)*

*The homework consisted of: four pages of dictionary definitions. (Incorrect)*

*He loves spring flowers such as: the daffodil, daisy, and sunflower. (Incorrect)*

## **Colon Practice Tasks**

***Place the colon where needed in the following sentences. Cross out any misplaced colons. If the sentence is correct as written, indicate with a "C."***

1. The local high school wrestlers placed well in the regional competition: they received two First Place, one Second Place, and three Third Place awards.

2. Her stories were based on: her Uncle's tales of his time in Japan.

3. The bride's nephew had very important assignments during the ceremony, hold the pillow up, don't drop the ring, walk slowly to the altar, then stand till and smile.

4. The announcer called out the four winning numbers as follows. Three, twelve, twenty-two, and fifty-six.

5. There is nothing more delicious than our family's Christmas dinner; turkey with gravy, dressing, mashed potatoes, yams, green beans, buttery rolls and pumpkin pie smothered in whipped cream.

6. My favorite quotation was found on a slip of paper in a hotel room, "Friendship is like a baked potato; it is best when it's kept warm."

7. If I ever complete my book, the title will be *Television: Our Road to Ruin*.

8. Many common house plants, such as: mistletoe and philodendron, are poisonous to pets.

9. The secret ingredients consisted of: vanilla, cocoa powder and cardamom.

10. The team received instructions from the angry coach: "Shake it off and play ball!"

## Unit 7. Semicolon (;)

### Theory

The semicolon is used to separate independent clauses in specific situations. It also separates a series of items that contain internal punctuation.

**1. Use a semicolon between independent clauses when the clauses are closely related in meaning and have no coordinating conjunction between them.**

- Often, two independent clauses closely related in meaning can be connected by a comma and a coordinating conjunction (*and, but, or, not, for, so, yet*). However, if the relationship between the clauses is clear without the conjunction, the writer can choose to omit the coordinating conjunction and use a semicolon instead. The semicolon tends to emphasize the close connection between the two thoughts.

*When you come to London, Kristen, you will stay with me; I wouldn't have it otherwise.*

*Be careful and drive defensively; you'll be glad you did.*

**2. Use a semicolon between independent clauses linked with a transitional expression.**

- Transitional expressions include conjunctive adverbs and transitional phrases.

#### Conjunctive adverbs

<i>accordingly</i>	<i>finally</i>	<i>likewise</i>	<i>similarly</i>
<i>also</i>	<i>furthermore</i>	<i>meanwhile</i>	<i>specifically</i>
<i>anyway</i>	<i>hence</i>	<i>moreover</i>	<i>still</i>
<i>besides</i>	<i>however</i>	<i>nevertheless</i>	<i>subsequently</i>
<i>certainly</i>	<i>incidentally</i>	<i>next</i>	<i>the</i>

<i>consequently</i>	<i>indeed</i>	<i>nonetheless</i>	<i>therefore</i>
<i>conversely</i>	<i>instead</i>	<i>otherwise</i>	<i>thus</i>

Transitional phrases

<i>after all</i>	<i>even so</i>	<i>in fact</i>
<i>as a matter</i>	<i>for</i>	<i>in other</i>
<i>of fact</i>	<i>example</i>	<i>words</i>
<i>as a result</i>	<i>for</i>	<i>in the first</i>
	<i>instance</i>	<i>place</i>
<i>at any rate</i>	<i>in</i>	<i>on the</i>
	<i>addition</i>	<i>contrary</i>
<i>at the same</i>	<i>in</i>	<i>on the</i>
<i>time</i>	<i>conclusion</i>	<i>other hand</i>

- When a transitional expression appears between independent clauses, the transition is preceded by a semicolon and usually followed by a comma.

*The cook's specialty is broiled salmon; however, tonight it's not available.*

*That's a difficult question; in other words, I'm not going to answer it.*

- When the transitional expression appears in the middle or at the end of the second independent clause, the semicolon goes between the clauses.

*The man pleaded innocent; his face, however, looked as guilty as sin.*

- Transitional expressions should not be confused with the coordinating conjunctions *and*, *but*, *or*, *not*, *for*, *so*, and *yet*. When coordinating conjunctions connect independent clauses, they are preceded by a comma.

- **Exception:** Sometimes when independent clauses contain internal punctuation which might cause confusion, a semicolon may be used in addition to a coordinating conjunction.

*The hike will be difficult to complete, dangerous to attempt, frightening for most of us, and long; and in spite of her reassurances, I don't even think we should go.*

### **3. Use a semicolon between items in a series containing internal punctuation.**

- When the division of items becomes confusing due to multiple punctuation marks, use semicolons to distinguish between major groupings of ideas.

*We visited Washington, D.C., in the fall; Downer's Grove, Illinois, in the spring; and Cooperstown, New York, in the middle of a very hot summer.*

*The population of my hometown in 1762 was 4,123; in 1790, 7,921; and in 1998, 42,380.*

### **Semicolon Practice Tasks**

***Place the semicolons where needed in the following sentences. Cross out any misplaced semicolons. If the sentence is correct as written, indicate with a "C."***

1. In 1946, Max and Marion Caldwell established a private summer camp, Kennolyn, for children ages six to thirteen; they named it after their two children Ken and Carolyn.

2. The first few years the campers consisted of mostly relative, therefore, Mr. and Mrs. Caldwell acquired the titles of Uncle Max and Aunt Marion.

3. The Caldwell's private summer camp had a variety of activities to entertain young campers; for example; swimming, horseback riding, crafts, and guitar lessons.

4. You'd think that the cafeteria style food would not be very good on the contrary; the cooks created wonderfully tasty meals.

5. A veteran camper advised her friend to sign up for the six week session, "You'll have so much fun; you won't have time to be homesick."

6. Taps played at 10:00 p.m., the campers; however, were too rowdy to go to sleep.

7. Every morning the campers assembled for the raising of the flag and announcements; and there was a similar ceremony before dinner when the flag was lowered.

8. Thursdays at Kennolyn were spent on “Outpost.” Camping in the woods, away from their cabins and bunk beds, would be more work, less comfortable, sometimes quite cold, often filled with imagined dangers, and isolated, and although the campers were worn out, “Outpost” was always a great adventure.

9. Kennolyn campers came from many cities such as Chico, Sacramento, San Francisco, Menlo Park, and Los Angeles in California, as well as Bonnyville, Canada, in the north, Santa Fe, Arizona in the southwest, and even Puerto Vallarta, Mexico in the south.

10. At summer camp, many children are given a chance to experience things they never could have at home, indeed, the benefits are worth every penny of the expense.

## Unit 8. Apostrophe (')

### Theory

The apostrophe is used to replace missing letters in contractions, to indicate the possessive form of certain nouns, and to form the plural of some words in very specific situations.

**1. Use an apostrophe in a contraction to indicate missing letters in words or missing numbers in a year.**

can't (can not)

he'd (he would)

I'm (I am)

it's (it is or it has)

you're (you are)

'99 (1999)

haven't (have not)

'03 (2003)

there's (there is)

o'clock (of the clock)

**2. Use an apostrophe in the possessive form of a noun to indicate ownership. To show**

**ownership, add *apostrophe + s* to the end of a word, with one exception: To show ownership with a plural noun already ending in s add only the *apostrophe*.**

- All singular nouns show possession by adding *apostrophe + s ('s)*, including those that already end in *s*.

*A boy's shirt is under the chair. The child's toy was on the shelf.*

*Lois's book is fascinating. The bus's door was still open.*

- To show possession for a plural noun that does not end in *s*, add an *apostrophe + s ('s)*.

*The men's hats were purchased at our store.*

*She wanted to be the people's princess.*



To show possession for a plural noun that already ends in s, add only an *apostrophe* (').

*The boys' uniforms were in the locker room.*

*She found the birds' nests under the tree.*

### 3. Avoid common mistakes using the apostrophe.

- Do not use an apostrophe with possessive pronouns that end in s. Possessive pronouns are already possessive by definition and therefore do not require an apostrophe:

its	his	hers	ours	yours	theirs	whose
-----	-----	------	------	-------	--------	-------

- Do not use an apostrophe when adding s to the end of a noun simply to make it plural.

*The fruit stands were selling apples, pears, and walnuts.*

- The word *it's* (with an apostrophe) is a contraction and should be used only in place of *it is* or *it has*. The word *its* (with no apostrophe) is a possessive pronoun and therefore never takes an apostrophe.

*I'm sure you realize it's a holiday. (It's is a contraction for it is.)*

*It's been such a long time. (It's is a contraction for it has.)*

*The house lost its roof in the storm. (The possessive pronoun its already indicates ownership by definition and therefore needs no apostrophe.)*

The word *you're* is a contraction and should be used only in place of *you are*. The word *your* is a possessive pronoun and never takes an apostrophe.

*I presume you're planning to bring your coat on the hike. (I presume you are planning to bring the coat that belongs to you on the hike.)*

- The word *who's* is a contraction and should be used only in place of *who is* or *who has*.

The word *whose* is a possessive pronoun and never takes an apostrophe.

Who's on first? (*Who's* is a contraction for *who is*.)

Who's been turning off the lights? (*Who's* is a contraction for *who has*.)

Whose book is on the table? (*Whose* is a possessive pronoun that already indicates ownership by definition and therefore needs no apostrophe.)

#### **4. Additional rules apply to the use of apostrophes in certain specific situations.**

- Some sources state that an apostrophe + s should be used to indicate plural forms of words used as words, numbers, letters, and abbreviations.

maybe's	8's	I.D.'s	A's and B's
---------	-----	--------	-------------

However, MLA format differs somewhat by recommending no apostrophe for the plural form of numbers and abbreviations.

1980s	VCRs	the '70s	7s and 8s
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- If a noun is compound, use the apostrophe and s with the last element only.

*Her brother-in-law's car was an antique.*

- To indicate joint ownership, add the apostrophe and s to the last noun only.

To \_\_\_\_\_ indicate separate ownership for more than one person, add the apostrophe and s to each noun.

*Maria and John's wedding lasted all day.*

*Maria's and John's expectations of marriage were very different.*

## Apostrophe Practice Tasks

*Place the apostrophe where needed in the following sentences. Cross out any misplaced*

*apostrophes. If the sentence is correct as written, indicate with a "C."*

1. The final score on your test reflected that your improving in math.
2. Cheryl's and Jeff's marriage seems to be on rocky ground.
3. I have heard too many *sorry's* today!
4. The bride accidentally destroyed her new brother's-in-laws digital camera when she dropped it in the punch bowl.
5. I thought the dog lost it's tail when the door slammed.
6. All the competitors numbers were printed upside down.
7. Are you sure you havent heard about the new policy?
8. I saw you washing Luis's car yesterday.
9. Her husband is such a small man that he buys his clothes in the childrens department.
10. The newlyweds received three VCRs, two TVs and four toasters!

## Unit 9. Quotation Marks (“ “)

### Theory

Quotation marks are used primarily to enclose or set off exact words. They are used to indicate a person's exact written or spoken words, and in certain situations, they are also used to set off words, phrases, or specific types of titles. When using quotation marks, certain rules apply regarding punctuation and capitalization.

#### 1. Use quotation marks to enclose direct quotations.

- The direct quotation of a person's exact words, whether spoken or written, must be in quotation marks.

*“Don't forget to visit me in London,” Martha said.*

- Do not use quotation marks around indirect quotations. An indirect quotation does not state the speaker's exact words.

*Martha said that I should visit her when I am in London.*

#### 2. Use quotation marks to indicate words used ironically, with reservations, or in some unusual way.

*Declaring it was a symbol of “progress,” they cut down all the trees.*

#### 3. Use quotation marks to set off words used as words.

- Words used as words are usually set off by the use of italics or underlined to indicate italics. However, enclosing them in quotation marks is also acceptable.

*The words “accept” and “except” are frequently confused.*

#### 4. Use quotation marks around the titles of newspaper and magazine articles, poems, essays, short stories, songs, episodes of television and radio programs, and chapters or subdivisions of books.

*After I read “The Internet's Role in Education” in one of my educational journals, I had a much better understanding of the issues.*

*The class analyzed Robert Frost's poem “The Road Not Taken” and eventually agreed that there could be several interpretations.*

## 5. When using quotation marks, certain rules apply regarding capitalization and punctuation.

- Use a capital letter with the first word of a complete sentence of a direct quotation.

*The teacher remarked, "The semester is already half over."*

- Do not use a capital letter with the first word of a direct quotation that is only part of a sentence.

*Tyler asked if I would be "heading out of town on a Harley."*

- If the quotation of a complete sentence is interrupted in the middle and then continues after the interruption, do not capitalize the second part of the quotation. Use commas to set off the explanatory words.

*"When it comes to cake," Jessica said, "chocolate cake takes the cake."*

- If the quotation continues with a new sentence after an explanatory interruption, use a period at the end of the interruption and continue the quotation with a capital letter where the new sentence begins.

*"When it comes to cake, chocolate cake takes the cake," Jessica said. "In fact, I'd love to have some right now."*

- If a quotation begins the sentence, set it off with a comma from the unquoted part of the sentence unless it ends with a question mark or exclamation point. Because the explanatory words simply continue the sentence, do not begin them with a capital letter.

*"I don't know what happened," he said quickly.*

*"What happened?" she asked.*

*"We saw just what happened!" they shouted.*

- Always place periods and commas inside the quotation marks.

*He said, "I enjoy working on automobile engines."*

*Although Lawrence had asked for “the best seat in the house,” he didn't seem to notice they were seated right next to the kitchen.*

- Place colons and semicolons outside quotation marks.

*Dave had replied, “I regret I am unable to attend the wedding”; he was there, however, for the entire ceremony.*

- Place question marks and exclamation points inside quotation marks unless they apply to the sentence as a whole.

*The clerk politely asked, “Would you like paper or plastic?”*

*What do you mean by “over the hill”?*

- After a word group introducing a quotation, use a comma, a colon, or no punctuation at all, depending on the context.

Use a comma if the quotation is introduced or followed by an expression such as *he said* or *she remarked*.

*She replied, “Take it quickly before I change my mind.”*

Use a colon if a quotation is introduced by a full independent clause.

*He feels the advice of Alexander Pope is especially relevant: “To err is human, to forgive divine.”*

When a quotation is blended into the writer's introductory sentence, no punctuation is needed to separate the introduction from the quoted phrase.

*Marisa comes here every day at noon and asks for “a dog and a beer.”*

- Use single quotation marks to enclose a quotation within a quotation.

*The professor explained, “Although Thoreau wrote that most men ‘lead lives of quiet desperation,’ much of his writing expressed the joy in life.”*

**6. Use indentation rather than quotation marks to set off long quotations of prose or poetry.**

- To quote more than four typed lines of prose, use indentation rather than quotation marks. Set off the quoted prose by indenting ten spaces from the left

margin of your text and double space the lines. Long quotations of prose are usually introduced by a sentence ending with a colon.

*Thoreau exhibits this strength of will in “Civil Disobedience”:*

*I was not born to be forced. I will breathe after my own fashion.  
Let us see who is the strongest. What force has a multitude?  
They only can force me who obey a higher law than I. They  
force me to become like themselves. I do not hear of men being  
forced to live this way or that by masses of men. What sort of life  
were that to live? When I meet a government which says to me,  
“Your money or your life,” why should I be in haste to give it my money?*

- When quoting more than three lines of a poem, set the quoted lines off from the text by indenting ten spaces from the left margin.

*William Blake's “The Tyger” begins with the lines:*

*Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Could frame thy fearful symmetry?*

## Quotation Marks Practice Test

*Place the quotation marks where needed in the following sentences. Cross out any misplaced marks. If the sentence is correct as written, indicate with a "C."*

- 1) "We need two copies of each document," The office manager explained.
- 2) "Father said, "You can't go to the dance with him," when I asked about our date," Alice cried.
- 3) "Your cat is an exceptional animal," the veterinarian said, "he has overcome tremendous odds."
- 4) Sammie clearly lacked confidence about the decision because she used "maybe" and "if" with every expressed thought.
- 5) Jeremy yelled; "We're over here!"
- 6) John said that, "I should take the afternoon off because business was slow."
- 7) When I was a child, my mother would read a poem by Eugene Field at bedtime. I still remember the beginning :  
"Wynken, Blynken, and Nod one night  
Sailed off in a wooden shoe—  
Sailed on a river of crystal light,  
Into a sea of dew."
- 8) I have to admit that I'm a *Star Trek* fan; my favorite episode is *The Trouble with Tribbles*.
- 9) Kim calls herself thrifty and efficient; I call her stingy.
- 10) Joannie enthusiastically inquired, "How many gifts under the tree are for me"?



## Unit 10. Parentheses ( )

### Theory

Parentheses are used to enclose incidental or supplemental information or comments. The parenthetical information or comment may serve to clarify or illustrate, or it may just offer a digression or afterthought. Parentheses are also used to enclose certain numbers or letters in an outline or list.

#### **1. Use parentheses to enclose additional or supplemental information that clarifies or illustrates a point.**

*In a business letter the salutation and body of the letter are flush left (against the left margin).*

*Everything that went wrong that day (the accident, the missed appointment, the argument) was eventually forgotten in the midst of the joyful celebration.*

#### **2. Use parentheses to offer a digression or afterthought.**

*The mayor should apologize for his angry outburst (so typical for someone caught in a lie) at the meeting last night.*

*Your use of citations in the last paper (which was beautifully written, by the way) offered a good example of how to avoid plagiarism.*

#### **3. Use parentheses to enclose numbers or letters introducing items in a list or outline.**

*There are five steps to cleaning an aquarium: (a) Put the fish somewhere else; (b) drain the water out; (c) scrub the inside of the glass; (d) add dechlorinated fresh water; and (e) return the fish.*

#### **4. Punctuate parenthetical material according to the following guidelines:**

- A statement (as opposed to a question or exclamation) that is contained within parentheses inside another sentence does not begin with a capital letter or end with a period, even if it can stand alone as its own complete sentence.

*His family's arrival (they had never called us) was a surprise.*

- However, if the enclosed sentence forms a complete question or exclamation, then you may punctuate it as a complete sentence, beginning with a capital letter and ending with a question mark or exclamation point.

*I am certain we saw a ghost (Have you ever seen one?) on the stairs that night.*  
*We were all frightened (My husband was terrified!) by the image we saw.*

- Punctuation which applies to the surrounding sentence is placed outside the parentheses.

*Should I invite him by telephone (very politely, of course)?*  
*When Frances sat down next to Ducky (her cat), she was very careful not to sit on her tail.*

- If a parenthetical enclosure contains a complete sentence and it stands alone (not within another surrounding sentence, but between sentences), then punctuation appropriate to that sentence is placed inside the parentheses.

*For years, his brother desperately wanted that car. (He finally gave it to him!) It was a 1948 Buick in mint condition.*

## Parenthesis Practice Tasks

*Place the parentheses where needed in the following sentences. Cross out any misplaced parentheses. If the sentence is correct as written, indicate with a “C.”*

1. A friend of mine believes there are four qualifications for being a good pet owner:

- a. one must have enough time to give care and companionship to a pet;
- b. one should be willing to provide proper nutrition and health care for a pet;
- c. one should be able to offer adequate living space for the pet, which includes a safe exercise and play area; and
- d. one should consider the life span of the animal and consider the long term commitment involved before taking on a pet.

2. I wish I had room in my garage to park my new car (actually, it’s an SUV) because the trees in the yard tend to drip sap and that ruins the paint.

3. The entire Pep squad yell leaders, dance team, flag team, pep band and mascot received free admission into the games.

4. Sarah struggled a very long time to complete her first novel. (It took her over three years)! Fortunately, the book became a best seller.

5. Last night during the storm (Did you hear that thunder?) all the cats hid under the bed.

6. Are you sure that all the guests (especially the children?) have extra blankets.

7. My cousins and their spouses (They are all over 50 years old.) have each earned several college degrees.

8. Although the wedding guests’ complaints, (the photographer was pushy, the music was bad, there wasn’t enough food), were valid, the reception was still a big success.

9. The entire group was emotionally moved (many parents were crying!) by the speaker’s powerful presentation.

10. Dr. Granger put Joey the fattest cat on a strict diet.

## Unit 11. Dash (–) & Hyphen (-)

### THE DASH Theory

The dash (–) is used to set off additional material within a sentence, often in order to emphasize it, to set off appositives that contain commas, or to indicate missing words. Sometimes confused with the hyphen, a dash comes between words as a form of division, whereas a hyphen generally joins words or parts of words to indicate a connection.

When typing, use two hyphens together without spaces to form a dash. Do not put a space before or after the dash. Some word-processing programs have a mark called an em-dash (longer than a hyphen), which can be used with no space before or after it. The word-processing program may form this automatically when two hyphens are typed together.

**1. Use a dash to set off an interruption that is closely relevant to the sentence but not grammatically part of it, such as a list, illustration, restatement, summary, shift in thought or tone, or dramatic point.**

*Only one person wears that perfume – my mother.  
Three of the people in my class – Tom, Dick, and Harry – refused to join the demonstration.*

*His feelings for Gwendolyn – he is madly in love with her – will never change.*

- Note: Although they can be used in similar situations, the dash and parentheses serve slightly different purposes. The dash is intended to emphasize supplemental information, whereas parentheses tend to understate it.

**2. Use a dash to set off appositives that contain commas. (An appositive is a noun or noun phrase that immediately follows and renames a noun or pronoun and is usually surrounded by commas.)**

*Learning the mechanics – the complex, detailed structural components—of the English language is very difficult because the rules are often so inconsistent.*

**3. Use a dash to indicate an abruptly unfinished thought or remark. Do not include a period or comma after the dash.**

*She is a wonderful girl, but— "Please help me before I" – she cried.*

### **THE HYPHEN Theory**

The hyphen (-) is a mark that joins words or parts of words and is placed directly between letters and with no spaces. As indicated below, the hyphen is used in several ways.

**1. Use a hyphen at the end of a line to divide a word where there is not enough space for the whole word. Follow the rules for dividing words correctly.**

- Divide a word between syllables. Never divide a one-syllable word.

Correct:

*For effective proofreading, certain strategies are recommended.*

Incorrect:

*After taking the workshop on proofreading, it really seems that I am better at editing my own papers.*

- Do not divide a word between syllables if only one letter remains alone or if only two letters begin a line.

Incorrect:

*It was difficult to determine whether she was totally afraid of the dark or just trying to gain sympathy.*

*We realized she was trying to get attention, so we simply ignored her.*

In this case, simply move the entire word (afraid or simply) to the next line.

- Always divide a hyphenated compound word at the hyphen.

Incorrect:

She was relieved to have the innocuous title of president-elect rather than to have real responsibility.

Correct:

*She was relieved to have the innocuous title of president-elect rather than to have real responsibility.*

or

*She was relieved to have the innocuous title of president-elect rather than to have real responsibility.*

- Divide compound words between the words that form the compound.

Incorrect:

*For Steve's birthday, Annie bought him an electric coffemaker.*

Correct:

*For Steve's birthday, Annie bought him an electric coffee-maker.* or

*For Steve's birthday, Annie bought him an electric coffeemaker.*

## **2. Use a hyphen to indicate a word spelled out letter by letter.**

*The correct way to spell that word in English is h-e-l-l-o.*

**3. Use a hyphen to join two or more words to form compound adjectives that precede a noun. The purpose of joining words to form a compound adjective is to differentiate the meaning from the adjectives used separately, such as *up-to-date merchandise, copper-coated wire, fire-tested material, lump-sum payment, and well-stocked cupboard.***

*He was proud of his well-stocked cupboards.* (The adverb *well* describes *stocked* rather than *cupboards*.)

*Cathy drove her seven-year-old son to school every morning.* (If the adjectives were written separately, they would describe her son as seven, year, and old. It is only when the words are joined together with a hyphen that they make sense as a single adjective.)

**4. Use a hyphen to avoid awkward doubling of vowels.**

*semi-independence* without a hyphen would be written *semiindependence*

*re-elect* without a hyphen would be written *reelect*

*pre-eminent* without a hyphen would be *preeminent*

**5. Use a hyphen to prevent misreading of certain words.**

*Re-collect* means to collect again; without a hyphen the word *recollect* has a different meaning.

*Re-creation* means to create again; without a hyphen, the word *recreation* has a different meaning.

*Co-respondent* without the hyphen could be confused with *correspondent*.

**6. Use a hyphen to join a prefix to a capitalized word.**

*un-American, pre-Christmas*

**7. Always use a hyphen with the prefixes all-, ex-, and self-, and with the suffix -elect.**

*all-inclusive, ex-president, self-righteous, governor-elect*

**8. Use a hyphen with all compound numbers between twenty-one through ninety-nine, and when writing fractions as words.**

*fifty-six, two-thirds*

**9. Use a hyphen to indicate stammering or sobbing.**

*“I d-d-didn't m-mean it.”*

## Dash Practice Tasks

*Place the appropriate mark (selecting from the dash, slash, ellipses or brackets) where needed in the following sentences. Cross out any misplaced marks. If the sentence is correct as written, indicate with a “C.”*

1. “I’m excited about the wedding, yet —.”
2. Brett Waggoner — my first love, is the only man for me.
3. Since Wyatt appeared to be the leader of the “probies”— the less experienced, highly impressionable probationers — he was asked to represent them at the meeting.
4. The cat, a fluffy Persian, chased the mouse through the house.
5. "I'm not sure," she replied, "if I should go."
6. The book, which was a mystery novel, kept me up all night.
7. She loves to eat ice cream, especially chocolate.
8. The children were excited about the field trip to the zoo.
9. He asked me, "What time is it?"
10. The dog, a golden retriever, barked at the mailman.

## Hyphen Practice Tasks

*Place the hyphen where needed in the following sentences. Cross out any misplaced hyphens. If the sentence is correct as written, indicate with a “C.”*

1. The reporter was complimented on his hard hitting exposé.
2. When you are referring to location, the word is spelled h.e.r.e, and when referring to listening, it is spelled h.e.a.r. I use a memory trick that I *hear* with my e.a.r.
3. Your mother of pearl necklace and earrings will look beautiful with that dress.
4. Twenty five guests arrived an hour early because of a mistake on the invitations.



5. I buy my cards for next year during the post, Christmas sales; I always save at least 50 percent.

6. The seasoned mountain climber was quite selfsufficient; therefore, no one worried

right away when he didn't return from his climb.

7. Since the first one was a failure, we should recreate the experiment.

8. He is very good friends with his ex-wife.

9. The building contractors used material that had been fire-tested.

10. The young writer's illadvised decision may have caused him to lose the publishing contract.

## Unit 12. Ellipsis ...

### Theory

Ellipsis is a series of dots used to indicate an omission of words, phrases, or sentences. It's often used to suggest a pause, to imply that something is left unsaid, or to create a sense of suspense.

Here are some general rules for using ellipsis:

#### **1. Omitting Words or Phrases:**

Within a sentence: Use ellipsis to omit words or phrases that are unnecessary or implied.

Example: *"I went to the store and bought apples, oranges, and bananas."* can be shortened to *"I went to the store and bought apples... and bananas."*

At the beginning or end of a sentence: Use ellipsis to indicate that the beginning or end of a sentence has been omitted.

Example: *"...and then I woke up."* (beginning omitted)

Example: *"I went to the park... and had a picnic."* (end omitted)

#### **2. Indicating a Pause or Hesitation:**

Use ellipsis to show a pause or hesitation in speech.

Example: *"Well... I don't know about that."*

#### **3. Creating Suspense or Intrigue:**

Use ellipsis to create a sense of suspense or mystery.

Example: *"And then, I heard a noise... coming from the attic."*

#### **4. Quoting Text:**

Use ellipsis to indicate that part of a quote has been omitted.

Example: *"The quote reads, 'To be or not to be... that is the question.'"*

#### **5. Formal Writing:**

Be cautious about using ellipsis in formal writing, as overuse can make your writing appear incomplete or sloppy.

Note: When using ellipsis, ensure that the meaning of the sentence remains clear. Avoid excessive use, as it can make your writing difficult to understand.

### **Ellipsis Practice Tasks**

*Place the ellipsis where needed in the following sentences. Cross out any misplaced hyphens. If the sentence is correct as written, indicate with a "C."*

1. I went to the store and bought apples oranges bananas.
2. She said she would be here at 2:00 PM.
3. Well I don't know about that.
4. And then I heard a noise coming from the attic.
5. The quote reads To be or not to be that is the question.
6. I was thinking maybe we should go on a vacation.
7. She opened the door slowly and gasped.
8. Well I guess I could if I had the time.
9. And so the story goes until the very end.
10. She said she would be here at 2:00 PM tomorrow.

## Unit 13. Brackets [ ]

### Theory

Brackets [ ] are used to insert comments or information into direct quotations, identify text errors, and enclose parenthetical information within a parenthetical passage. Although similar to parentheses, brackets, and parentheses are used for specifically different purposes.

**1. Use brackets to insert comments or clarifying information within a direct quotation. The brackets indicate the parenthetical information is not included in the original text of the quotation itself.**

*“That disaster [February's earthquake] devastated communities for thousands of square miles.”*

**2. Use brackets to highlight errors in the original text of quoted material by immediately following the mistake with the Latin word sic ("thus") enclosed in brackets. This addition acknowledges the original mistake and lets it stand as written.**

*“Words of great excitement should be followed by an explanation [sic] point.”*

**3. Use brackets to enclose parenthetical information within material that is already enclosed in parentheses in order to avoid confusion.**

*Elizabeth served in the role of president (an “honorary” [unpaid] position) because she was sincerely concerned about changing the direction of the organization.*

## Brackets Practice Tasks

**Place the ellipsis where needed in the following sentences. Cross out any misplaced hyphens. If the sentence is correct as written, indicate with a “C.”**

1. The cat [which was very hungry] ate the fish.
2. I went to the store and bought [apples, oranges, and bananas].
3. She said she would be here at 2:00 PM tomorrow.
4. The book, The Great Gatsby is a classic.
5. He said he would be here at 2:00 PM tomorrow
6. I went to the store and bought apples oranges and bananas
7. The cat which was very hungry ate the fish.
8. She said [she would be here at 2:00 PM tomorrow].
9. The book, The Great Gatsby, is a classic.
10. I went to the store and bought apples, oranges, and bananas.

## Unit 14. Slash /

### Theory

The slash (/) is used to show a division between paired terms or between lines of poetry.

**1. Use a slash to indicate that a choice can be made between paired or multiple terms. Do not use a space before or after the slash.**

*Catherine is taking the course pass/fail.*

*I am acting as the secretary/treasurer/social chairman since there are only two of us on the board.*

**2. Use a slash to indicate the division between lines of poetry quoted within a sentence. Add a space before and after the slash.**

*Wordsworth's lines, "There was a time when meadow, grove, and stream, / The earth, and every common sight, / To me did seem / Apparell'd in celestial light," begin one of his most beautiful poems.*

### Slash Practice Tasks

1. The cat is either black or white.
2. He said he would be here at 2:00 PM/tomorrow.
3. The book / The Great Gatsby / is a classic.
4. I went to the store and bought apples oranges and bananas.
5. She said she would be here at 2:00 PM tomorrow.
6. The cat is either black or white.
7. He said he would be here at 2:00 PM tomorrow.
8. The book The Great Gatsby is a classic.
9. I went to the store and bought apples / oranges / and banana.
10. She said she would be here at 2:00 PM tomorrow.

## Unit 15. Conclusion

### Punctuation: The Secret Sauce of Communication

Dear students think of punctuation as the seasoning that gives your writing flavor. Without it, your sentences would be a jumbled mess, like a bland meal. Punctuation helps us understand the rhythm and meaning of our words, making our writing clear, concise, and engaging.

#### Exciting Facts About Punctuation:

- **The Period's Pedigree:** The period, or full stop, is one of the oldest punctuation marks, dating back to ancient Greece.
- **The Question Mark's Quirky History:** The question mark evolved from a handwritten symbol that resembled a face looking upward in confusion.
- **The Exclamation Mark's Excitement:** The exclamation mark is believed to have originated from a Greek interjection of surprise or joy.
- **The Apostrophe's Many Roles:** The apostrophe has multiple functions, including indicating possession, contractions, and plurals of letters and numbers.
- **The Comma's Complexity:** The comma is one of the most versatile punctuation marks used to separate items in a list, introduce clauses, and indicate pauses.

#### Vivid Examples of Punctuation in Action:

- **The Comma's Power:** "Let's eat, Grandma!" (Indicates a pause and implies that Grandma is invited to eat.)
- **The Period's Clarity:** "I love dogs. They are the best pets." (Separates two complete thoughts.)
- **The Question Mark's Inquiry:** "Are you going to the party?" (Indicates a question.)

- **The Exclamation Mark's Emotion:** “I can't believe I won!” (Expresses excitement or surprise.)
- **The Apostrophe's Functions:** “I can't go.” (Contraction), “John's car” (Possession), “The 1980s” (Plural of a number).

**Remember:** Punctuation is your friend! It helps you communicate effectively and avoid misunderstandings. So, next time you're writing, pay close attention to your punctuation and make sure your sentences are well-seasoned.



## Answer Key

### Unit 2. Period (.)

#### *Task 1*

The cat chased the mouse across the room.

I love to read books!

He went to the store to buy milk.

The dog is sleeping on the couch.

She is a talented artist.

#### *Task 2: Insert Periods*

The dog is barking.

I am hungry.

She is a doctor.

The movie was funny.

The book is interesting.

### Unit 3. Comma (,)

1. The high school cheerleaders, who were all blonde, were the most popular kids in school. (see # 5 – non-restrictive descriptive element)

2. All the cheerleaders, however, were also honor roll students. (see # 4 – transitional expressions)

3. To earn extra credit, students can work in the school library. (see # 3 – introductory infinitive phrase)

4. Everyone believed that Loretta was smart, imaginative, friendly, and witty. (see # 2 – comma before the final item in a list)

5. Loretta studied very hard for the test, and she felt confident that she would pass.

6. I threw the filthy, stinky, wet shoes outside, (see # 6 – comma between coordinate adjectives not joined by *and*)

7. “We have the best football team around,” Cody bragged, “and our record proves it!” C (see # 8 – commas to set off direct quotations)

8. Alice said that winning the contest made her feel like a princess. (see Reminder – Do not use a comma after *such as* or *like*)

9. The top football team was from Des Moines, Iowa. (see # 9)

10. After winning the state championship, every student on the team was ready to celebrate. (see # 3 – introductory dependant clause)

#### **Unit 4. Exclamation Mark (!)**

1. Thursday morning Becky called her best friend, Lynn, with some exciting news, “Scott asked me to go to the dance with him!” (see # 3)

2. The crowd was very rowdy at Friday night’s football game. The bleachers were overflowing, and the cheers could be heard for blocks. Both the J.V. and the Varsity teams won their games. The victory meant the school had won the state championship for the first time in ten years! (see # 4)

3. When the toddler reached for the stove top, his mother yelled, “Don’t touch that; it’s hot!” C (see # 1)

4. Janel looked out the window and saw a hazy, cloud covered sky. (no *emphasis*, *strong emotion*, or *surprise* indicated)

5. After the bank robber went out the door, the teller could only scream one word, “Help!” (see # 2)

### **Unit 5. Question Mark (?)**

1. Mrs. Kent asked her son, Clark, if he was going to take Lana to the prom. (see # 3 –indirect question)

2. Clark wondered if Lana had guessed everything (who he was?) about him. C (see # 2 – uncertainty within a sentence)

3. Clark’s father teased him, “How long is it going to take before you ask Lana out on a real date?” (see # 1)

4. Lana did know if Clark really liked her? Just wanted to be friends? Or was playing games? C (see # 4)

5. I wonder why super heroes wear tights. (see # 3 – statement vs. direct question)

### **Unit 6. Colon (:)**

1. The local high school wrestlers placed well in the regional competition: they received two First Place, one Second Place and three Third Place awards. C (see # 2 – 2nd clause explains)

2. Her stories were based on her Uncle’s tales of his time in Japan. (see *common errors* – avoid using colons between a proposition & its object)

3. The bride’s nephew had very important assignments during the ceremony: hold the pillow up, don’t drop the ring, walk slowly to the altar, then stand till and smile. (see # 2 – 2nd clause summarizes)

4. The announcer called out the four winning numbers as follows: three, twelve, twenty-two, and fifty-six. (see # 1 – directs attention to the list)

5. There is nothing more delicious than our family's Christmas dinner: turkey with gravy, dressing, mashed potatoes, yams, green beans, buttery rolls and pumpkin pie smothered in whipped cream. (see # 1 – an appositive – words describing the *dinner*)

6. My favorite quotation was found on a slip of paper in a hotel room: “Friendship is like a baked potato; it is best when it's kept warm.” (see # 1 – introduces the quotation)

7. If I ever complete my book, the title will be *Television: Our Road to Ruin*. C (see # 3 – between a title & a subtitle)

8. Many common house plants, such as mistletoe and philodendron, are poisonous to pets. (see *common errors* – avoid using after *such as*)

9. The secret ingredients consisted of vanilla, cocoa powder and cardamom. (see *common errors* – avoid using colons between a preposition & its object)

10. The team received instructions from the angry coach: “Shake it off and play ball!” C ( see # 2 – 2nd clause explains)

## **Unit 7. Semicolon (;)**

1. In 1946, Max and Marion Caldwell established a private summer camp, Kennolyn, for children ages six to thirteen; they named it after their two children Ken and Carolyn. C (see # 1)

2. The first few years the campers consisted of mostly relatives; therefore, Mr. and Mrs. Caldwell acquired the titles of Uncle Max and Aunt Marion. (see # 2 – linked with conjunctive adverb)

3. The Caldwell's private summer camp had a variety of activities to entertain young campers; for example, swimming, horseback riding, crafts, and guitar lessons. (see # 2 – preceded by a semicolon & *followed by a comma*)

4. You'd think that the cafeteria style food would not be very good; on the contrary, the cooks created wonderfully tasty meals. (same rule as above)

5. A veteran camper advised her friend to sign up for the six week session, "You'll have so much fun; you won't have time to be homesick." C (see # 1)

6. Taps played at 10:00 p.m.; the campers, however, were too rowdy to go to sleep. (see # 2 – transitional expression in the middle → semicolon goes between the *clauses*)

7. Every morning the campers assembled for the raising of the flag and announcements, and there was a similar ceremony before dinner when the flag was lowered. (see # 2 – coordinating conjunctions are preceded by a *comma*)

8. Thursdays at Kennolyn were spent on "Outpost." Camping in the woods, away from their cabins and bunk beds, would be more work, less comfortable, sometimes quite cold, often filled with imagined dangers, and isolated; and although the campers were worn out, "Outpost" was always a great adventure. (see # 2 – *Exception*)

9. Kennolyn campers came from many cities such as Chico, Sacramento, San Francisco, Menlo Park, and Los Angeles in California; as well as Bonnyville, Canada, in the north; Santa Fe, Arizona in the southwest; and even Puerto Vallarta, Mexico in the south. (see # 3)

10. At summer camp, many children are given a chance to experience things they never could have at home; indeed, the benefits are worth every penny of the expense. (see # 2)

## **Unit 8. Apostrophe (')**

1. The final score on your test reflected that you're improving in math.(contraction vs. possessive pronoun)

2. Cheryl and Jeff's marriage seems to be on rocky ground. (see # 4 – should indicate *joint* ownership)

3. I have heard too many *sorry's* today! C (see # 4 – plural forms of words)
4. The bride accidentally destroyed her new brother-in-law's digital camera when she dropped it in the punch bowl. (see # 4 – compound noun)
5. I thought the dog lost its tail when the door slammed. (*possessive pronoun vs. contraction*)
6. All the competitors' numbers were printed upside down. (see # 2 – plural noun ending in s)
7. Are you sure you haven't heard about the new policy? (see # 1 – contraction)
8. I saw you washing Luis's car yesterday.C (see # 2 – singular noun ending in s)
9. Her husband is such a small man that he buys his clothes in the children's department. (see # 2 – plural noun not ending in s)
10. The newlyweds received three VCRs, two TVs and four toasters! C (see # 4 - *MLA format*)

### **Unit 9. Quotation Marks (“ “)**

1. “We need two copies of each document,” the office manager explained. (see # 5 - explanatory words continue the sentence, do not begin them with a capital letter)
2. “Father said, ‘You can't go to the dance with him,’ when I asked about our date,” Alice cried. (see# 5 – quotation within a quotation)
3. “Your cat is an exceptional animal,” the veterinarian said. “He has overcome tremendous odds.” (see # 5 - new sentence after an explanatory interruption – use a period at the end of the interruption and continue the quotation with a capital letter)

4. Sammie clearly lacked confidence about the decision because she used “maybe” and “if” with every expressed thought. C (see # 3)

5. Jeremy yelled, “We’re over here!” (see # 5 – introducing quotation)

6. John said that I should take the afternoon off because business was slow. (see # 1 – indirect quotation)

7. When I was a child, my mother would read a poem by Eugene Field at bedtime. I still remember the beginning: Wynken, Blynken, and Nod one night Sailed off in a wooden shoe-- Sailed on a river of crystal light, Into a sea of dew. (see# 6 – more than 3 lines of a poem – indicate with indention versus quotation marks)

8. I have to admit that I’m a *Star Trek* fan; my favorite episode is “The Trouble with Tribbles.” (see # 4)

9. Kim calls herself “thrifty” and “efficient;” I call her stingy. (see # 2)

10. Joannie enthusiastically inquired, “How many gifts under the tree are for me?”

(see # 5 – question marks inside unless applies to whole sentence)

## **Unit 10. Parentheses ( )**

1. A friend of mine believes there are four qualifications for being a good pet owner: (a) one must have enough time to give care and companionship to a pet; (b) one should be willing to provide proper nutrition and health care for a pet; (c) one should be able to offer adequate living space for the pet, which includes a safe exercise and play area; and (d) one should consider the life span of the animal and consider the long term commitment involved before taking on a pet. (see # 3)

2. I wish I had room in my garage to park my new car (actually, it’s an SUV) because the trees in the yard tend to drip sap and that ruins the paint. C (see # 2)

3. The entire Pep squad (yell leaders, dance team, flag team, pep band and mascot) received free admission into the games. (see # 1)

4. Sarah struggled a very long time to complete her first novel. (It took her over three years!) Fortunately, the book became a best seller. (see # 4 – stands alone *between* sentences)

5. Last night during the storm (Did you hear that thunder?) all the cats hid under the bed. C (see # 4 – enclosed sentence forms complete question)

6. Are you sure that all the guests (especially the children) have extra blankets? (see # 4 – applies to surrounding sentence)

7. My cousins and their spouses (they are all over 50 years old) have each earned several college degrees. (see # 4 – statement vs. exclamation or question)

8. Although the wedding guests' complaints (the photographer was pushy, the music was bad, there wasn't enough food) were valid, the reception was still a big success. (see # 1 –use *parentheses* vs. parentheses + additional punctuation)

9. The entire group was emotionally moved (Many parents were crying!) by the speaker's powerful presentation. (see # 4 – punctuate as a complete sentence)

10. Dr. Granger put Joey (the fattest cat) on a strict diet. (see # 1 – clarifies information)

### **Unit 11. Dash (–) & Hyphen (-)**

1. "I'm excited about the wedding, yet—" (see *Dash* # 3)

2. "I had never met him [the victim] before last night when he came to the club," the bartender explained. C (see *Brackets* - # 1)

3. Every one of the agents filled his/her briefcase with free merchandise from the various sales representatives. (see *Slash* # 1)

4. The cat—a fluffy Persian—chased the mouse through the house.

5. "I'm not sure," she replied—"if I should go."

6. The book—which was a mystery novel—kept me up all night.



7. She loves to eat ice cream—especially chocolate.
8. The children were excited—about the field trip to the zoo.
9. He asked me—"What time is it?"
10. The dog—a golden retriever—barked at the mailman.

## Unit 12. Ellipsis (...)

1. I went to the store and bought apples, oranges, ... and bananas.
2. She said she would be here ... at 2:00 PM.
3. Well ... I don't know about that.
4. And then, I heard a noise ... coming from the attic.
5. The quote reads, 'To be or not to be ... that is the question.
6. I was thinking ... maybe we should go on a vacation.
7. She opened the door slowly ... and gasped.
8. Well ... I guess I could ... if I had the time.
9. And so, the story goes ... until the very end.
10. She said she would be here ... at 2:00 PM tomorrow.

## Unit 13. Brackets [ ]

1. The cat (which was very hungry) ate the fish.
2. I went to the store and bought [apples, oranges, and bananas].
3. She said she would be here [at 2:00 PM tomorrow].
4. The book, *The Great Gatsby*, is a classic.
5. He said [he would be here at 2:00 PM tomorrow].
6. I went to the store and bought [apples, oranges, and bananas].
7. The cat [which was very hungry] ate the fish.

8. She said [she would be here at 2:00 PM tomorrow].
9. The book, *The Great Gatsby*, is a classic.
10. I went to the store and bought [apples, oranges, and bananas].

#### **Unit 14. Slash (/)**

1. The cat is either black / or white
2. He said he would be here at 2:00 PM / tomorrow.
3. The book / *The Great Gatsby* / is a classic.
4. I went to the store and bought apples / oranges / and bananas.
5. She said she would be here at 2:00 PM / tomorrow.
6. The cat is either black / or white.
7. He said he would be here at 2:00 PM / tomorrow.
8. The book / *The Great Gatsby* / is a classic.
9. I went to the store and bought apples / oranges / and bananas.
10. She said she would be here at 2:00 PM / tomorrow.

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