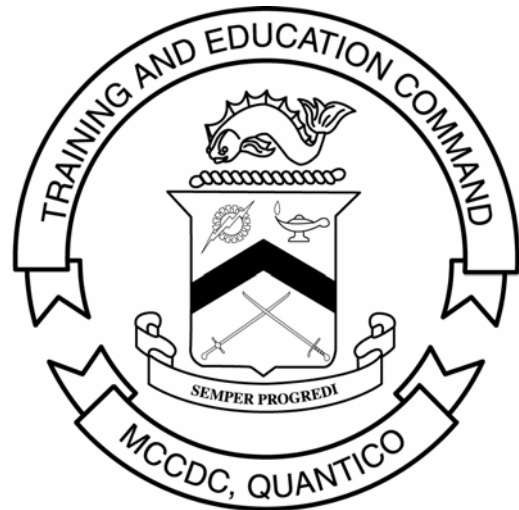


MARINE CORPS INSTITUTE



PUNCTUATION

MARINE BARRACKS
WASHINGTON, DC



UNITED STATES MARINE CORPS

MARINE CORPS INSTITUTE
912 CHARLES POOR STREET S. E.
WASHINGTON NAVY YARD, DC 20391-5680

IN REPLY REFER TO:

1550
Ser 0119H
1 May 03

From: Director
To: Marine Corps Institute Student

Subj: PUNCTUATION (MCI 0119H)

1. Purpose. The subject course provides all Marines with the general knowledge and guidelines applicable to punctuation.
2. Scope. This course is designed to provide instruction that will enable the student to reinforce punctuation skills knowledge, which will enhance a Marine's clerical and writing skills.
3. Applicability. This course is intended for instructional use only. It is designed for Marines of all ranks.
4. Recommendations. Comments and recommendations on the contents of the course are invited and will aid in subsequent course revisions. Please complete the course evaluation questionnaire at the end of the final examination. Return the questionnaire and the examination booklet to your proctor.

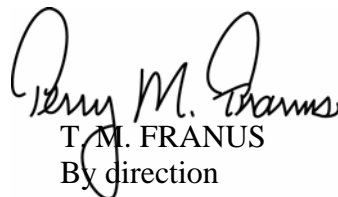

T. M. FRANUS
By direction

Table of Contents

	Page
Contents.....	i
Student Information	iii
Study Guide	v
Study Unit 1 Capital Letters and End Punctuation	1-1
Lesson 1 Capitalization	1-3
Lesson 2 End Punctuation	1-11
Lesson 3 Unit Exercise.....	1-15
Study Unit 2 Commas	2-1
Lesson 1 Comma Placement.....	2-3
Lesson 2 Miscellaneous Comma Use.....	2-10
Lesson 3 Unit Exercise.....	2-18
Study Unit 3 Other Marks of Punctuation.....	3-1
Lesson 1 Semicolons, Colons, Apostrophes, and Dashes	3-3
Lesson 2 Quotations Marks, Italics, Parenthesis, Brackets, and Hyphens..	3-14
Lesson 3 Unit Exercise.....	3-23
Review Lesson Examination	R-1

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Student Information

Number and Title MCI 0119H
PUNCTUATION

Study Hours TBD

Course Materials Text

Review Agency Marine Corps Institute

Reserve Retirement Credits TBD

ACE This course has not been evaluated.

Assistance For assistance, have your training officer or NCO log on to the MCI home page at www.mci.usmc.mil to access the Unit Verification Report (UVR) or MCI *Hotline*. Marines in CONUS may call toll free 1-800-MCI-USMC. Marines worldwide may call commercial (202) 685-7596 or DSN 325-7596.

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Study Guide

Congratulations Congratulations on your enrollment in a distance education course from the Distance Learning and Technologies Department (DLTD) of the Marine Corps Institute (MCI). Since 1920, the Marine Corps Institute has been helping tens of thousands of hard-charging Marines, like you, improve their technical job performance skills through distance training. By enrolling in this course, you have shown a desire to improve the skills you have and master new skills to enhance your job performance. The distance-learning course you have chosen, MCI 01.19H, *Punctuation*, is designed to enhance writing skills of all Marines.

Your Personal Characteristics

- **YOU ARE PROPERLY MOTIVATED.** You have made a positive decision to get training on your own. Self-motivation is perhaps the most important force in learning or achieving anything. Doing whatever is necessary to learn is motivation. You have it!
- **YOU SEEK TO IMPROVE YOURSELF.** You are enrolled to improve those skills you already possess, and to learn new skills. When you improve yourself, you improve the Corps!
- **YOU HAVE THE INITIATIVE TO ACT.** By acting on your own, you have shown you are a self-starter, willing to reach out for opportunities to learn and grow.
- **YOU ACCEPT CHALLENGES.** You have self-confidence and believe in your ability to acquire knowledge and skills. You have the self-confidence to set goals and the ability to achieve them, enabling you to meet every challenge.
- **YOU ARE ABLE TO SET AND ACCOMPLISH PRACTICAL GOALS.** You are willing to commit time, effort, and the resources necessary to set and accomplish your goals. These professional traits will help you successfully complete this distance-training course.

Continued on next page

Study Guide, Continued

Beginning Your Course Before you actually begin this course of study, read the student information page. If you find any course materials missing, notify your training officer or training NCO. If you have all the required materials, you are ready to begin.

To begin your course of study, familiarize yourself with the structure of the course text. One way to do this is to read the table of contents. Notice the table of contents covers specific areas of study and the order in which they are presented. You will find the text divided into several study units. Each study unit is comprised of two or more lessons and a study unit exercise.

Leafing Through the Text Leaf through the text and look at the course. Read a few lesson exercise questions to get an idea of the type of material in the course. If the course has additional study aids, such as a handbook or plotting board, familiarize yourself with them.

The First Study Unit Turn to the first page of study unit 1. On this page you will find an introduction to the study unit and generally the first study unit lesson. Study unit lessons contain learning objectives, lesson text, and exercises.

Reading the Learning Objectives Learning objectives describe in concise terms what the successful learner, you, will be able to do as a result of mastering the content of the lesson text. Read the objectives for each lesson and then read the lesson text. As you read the lesson text, make notes on the points you feel are important.

Completing the Exercises To determine your mastery of the learning objectives and text, complete the exercises developed for you. Exercises are located at the end of each study unit. Without referring to the text, complete the exercise questions and then check your responses against those provided.

Continued on next page

Study Guide, Continued

Continuing to March

Continue on to the next lesson, repeating the above process until you have completed all lessons in the study unit. Follow the same procedures for each study unit in the course.

Preparing for the Final Exam

To prepare for your final exam, you must review what you learned in the course. The following suggestions will help make the review interesting and challenging.

- **CHALLENGE YOURSELF.** Try to recall the entire learning sequence without referring to the text. Can you do it? Now look back at the text to see if you have left anything out. This review should be interesting. Undoubtedly, you'll find you were not able to recall everything. But with a little effort, you'll be able to recall a great deal of the information.
- **USE UNUSED MINUTES.** Use your spare moments to review. Read your notes or a part of a study unit, rework exercise items, review again; you can do many of these things during the unused minutes of every day.
- **APPLY WHAT YOU HAVE LEARNED.** It is always best to use the skill or knowledge you've learned as soon as possible. If it isn't possible to actually use the skill or knowledge, at least try to imagine a situation in which you would apply this learning. For example make up and solve your own problems. Or, better still, make up and solve problems that use most of the elements of a study unit.
- **USE THE "SHAKEDOWN CRUISE" TECHNIQUE.** Ask another Marine to lend a hand by asking you questions about the course. Choose a particular study unit and let your buddy "fire away." This technique can be interesting and challenging for both of you!
- **MAKE REVIEWS FUN AND BENEFICIAL.** Reviews are good habits that enhance learning. They don't have to be long and tedious. In fact, some learners find short reviews conducted more often prove more beneficial.

Continued on next page

Study Guide, Continued

Tackling the Final Exam

When you have completed your study of the course material and are confident with the results attained on your study unit exercises, take the sealed envelope marked “**FINAL EXAM**” to your unit training NCO or training officer. Your training NCO or officer will administer the final examination and return the examination and the answer sheet to MCI for grading. Before taking your final examination, read the directions on the DP-37 answer sheet carefully.

Completing Your Course

The sooner you complete your course, the sooner you can better yourself by applying what you’ve learned! **HOWEVER**--you do have 2 years from the date of enrollment to complete this course.

Graduating!

As a graduate of this distance education course and as a dedicated Marine, your job performance skills will improve, benefiting you, your unit, and the Marine Corps.

Semper Fidelis!

STUDY UNIT 1

CAPITAL LETTERS AND END PUNCTUATION

Overview

Fundamentals Punctuation can appear as a confusing series of complex symbols and rules. However, once you are exposed to the rules involving the use and application of these symbols, punctuation can become a habit-formed skill. By successfully finishing this course, you will develop the capability to effectively use commas, periods, quotation marks, semicolons, and other forms of punctuation.

- Learning Objectives** Upon completion of this study unit, you should be able to
- Identify capitalization errors.
 - Identify proper nouns.
 - Identify proper adjectives.
 - Identify proper abbreviations.
 - Identify correct end punctuation.
-

In This Study Unit This study unit contains the following lessons:

Topic	See Page
Overview	1-1
Capitalization	1-3
End Punctuation	1-11
Study Unit 1 Exercise	1-15

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LESSON 1

CAPITALIZATION

Introduction

Scope Properly capitalizing words in the correct context is important when writing. Correct usage eliminates confusion and clarifies the writer's intent. In this lesson, you will learn about capitalizing the first words of a sentence to include proper nouns, proper adjectives, titles, and abbreviations.

Learning Objectives

Upon completion of this lesson, you should be able to

- Identify the capitalization requirements for beginning a sentence.
 - Identify the capitalization requirements for a direct quotation.
 - Identify when proper nouns are capitalized.
 - Identify when proper adjectives are capitalized.
 - Identify when titles are correctly capitalized according to the rules of punctuation provided.
 - Identify when abbreviations are correctly capitalized according to the rules of punctuation provided.
-

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	1-3
The First Word	1-4
Proper Nouns and Proper Adjectives	1-5
Titles	1-7
Lesson Review	1-9

The First Word

Sentence

The first letter of the first word of a sentence is always capitalized.

- Today is a beautiful day.

The T in Today is capitalized.

- Are you going to work today?

The A in Are is capitalized.

Direct Quotations

The first letter of the first word of a direct quotation is capitalized if the quotation is a complete sentence.

- The guard said, “The total count is 40.”

The first T in “The total count is 40” is capitalized because the direct quotation is a complete sentence.

- Have you heard the expression, “heavenly hash”?

The h in heavenly is not capitalized because the quoted phrase is not a complete sentence.

Proper Nouns and Proper Adjectives

Rule Proper nouns and proper adjectives are capitalized. The term proper refers to nouns or adjectives that belong to only one person, place, or thing.

Nouns The following table contains examples of proper nouns:

Condition	Proper Noun
Places	<ul style="list-style-type: none">• Nebraska• North Atlantic• Pacific Ocean
Persons	<ul style="list-style-type: none">• Charles E. Malone• Paul Bunyan
Races and Languages	<ul style="list-style-type: none">• Indian• Malay• English
Organizations	<ul style="list-style-type: none">• Woodsmen of the World• American Studies Association• Society for American Music <p><u>Note:</u> Words such as of, the, and to are not capitalized.</p>
Days, Months, Official Holidays, and Periods of Time	<ul style="list-style-type: none">• Tuesday• July• New Year's Day• Middle Ages
Historic Events	<ul style="list-style-type: none">• Revolutionary War• World War II• Battle of Bunker Hill

Adjectives Adjectives derived from proper names (underlined) are called proper adjectives.

- The American way of life.
 - She prefers English tea.
 - The Western United States covers a large region.
-

Continued on next page

Proper Nouns and Proper Adjectives, Continued

When NOT to Capitalize

The following table contains examples of words that are not capitalized:

Word Types	Examples
Seasons of the year	<ul style="list-style-type: none"> • spring • summer • winter • fall
Reference to actual names of states, cities, companies, or military units, which are not part of an actual name	<ul style="list-style-type: none"> • his native state (vice the State of Texas) • a large eastern city (vice New York City) • a construction company • an infantry regiment
Compass points, unless they are used to designate areas commonly referred to by such names	<ul style="list-style-type: none"> • north, south, east, and west • to go due east (vice serving in the Far East) • south of the river (vice South meaning Dixie)
Schools, colleges and universities, unless they refer to specific institutions and are used as parts of actual names	<ul style="list-style-type: none"> • attended high school (vice Rome High School) • Harvard is an old university (vice Harvard University)

Special Considerations

Some names can be used in a proper or improper tense, such as China.

- A china closet vice Tientsin, China

Note: Usage varies with respect to the words *roman*, as in *Roman numeral* and *arabic*, as in *Arabic numerals*.

- The words Marine, Soldier, Sailor and Airman

Note: The Commandant of the Marine Corps (CMC) directed that the word “Marine” be capitalized in all official correspondence or printed material issued by units of the Marine Corps.

Titles

Preceding the Name of a Person

A title that precedes the name of a person is capitalized.

- General Clifton C. Long

The G in General is capitalized because it is the title (rank) of Clifton C. Long.

- Colonel Shores

The C in Colonel is capitalized because it is the title (rank) of Shores.

- Secretary of State Cordell Hull
 - The S in Secretary and the S in State are capitalized because it's the official title assigned to Cordell Hull.
-

Published or Written Material

Titles of books, poems, plays, stories, newspapers, magazines, and works of art are capitalized.

- The word Bible and all its books: Genesis, Psalms, etc.
 - Book titles: *Battle Cry*
 - Chapter titles: "The Feud" from *The Adventures of Huckleberry Finn*
 - Poems: "Trees," "Snowbound," "Wasteland"
 - Plays: "Amahl and the Night Visitors"
 - Works of art: Mona Lisa, The Alba Madonna
 - Publications: Birmingham Age-Herald, Capper's Weekly, Kansas City Star, Time, Newsweek, Journal of Educational Research
-

Continued on next page

Titles, Continued

Special Consideration

A title that follows or is used in place of a person's name is not capitalized unless the title is one of high distinction such as:

- Woodrow Wilson, President of the United States
- The President of the United States or Mr. President
- General Henderson, Commandant of the Marine Corps

The following are titles not of high distinction:

- Miss Ann Mavis, secretary to the supervisor
 - Mr. Bob Simmons, treasurer of the club
-

Civilian

In civilian practice, abbreviations designating a person's title usually begin with a capital letter and end with a period, such as:

- Mr.
- Mrs.
- Miss (no period)
- Ms.
- Dr.
- Rev.
- M.D.

Note: The words *Senior* and *Junior* are not capitalized except when used as a part of a name.

Military

In official military correspondence, all the letters of authorized abbreviations are capitalized and used without periods. The exception to this rule is where some branches of the Armed Forces use upper and lower case letters when abbreviating certain military ranks.

- FMF
 - USMC
 - USAF
 - LtCol
 - Sgt
 - PFC
-

Lesson Review

Summary

In this lesson we reviewed the rules for capitalizing

- The first letter of a sentence
- The first letter in a direct quotation
- Proper nouns
- Proper adjectives
- Titles
- Abbreviations

In the next lesson you will be introduced to end punctuation.

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LESSON 2

END PUNCTUATION

Introduction

Scope End punctuation is important to understanding the context of a sentence, especially when the desired outcome is a specific expression or inquiry. Therefore, improper punctuation can cause a simple idea to become confusing and less effective to the intended audience. By successfully completing this lesson, you will learn valuable end punctuation skills.

Learning Objectives Upon completion of this lesson, you should be able to

- Identify the correct use of the period.
- Identify the correct use of the question mark.
- Identify the correct use of the exclamation point.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	1-11
The Period	1-12
The Question Mark	1-13
The Exclamation Point	1-14
Study Unit 1 Exercise	1-15

The Period

General Use

Use a period to end a statement, mild command, or indirect question. If a sentence ends in an abbreviation that is separated by periods, no additional periods are needed. Additionally, if a sentence ends with an abbreviated word and requires a question mark or an exclamation point, it is placed following a period.

Statements

Examples of a statement follow:

- I was here yesterday.
- The speaker added, “Now all of you may leave.”
- I live on Park Chester Ave.
- Do you live on Winchester St.?

Note: The period is placed inside closing quotation marks.

Mild Commands

Examples of mild commands follow:

- Please do not smoke.
 - Think of the possibilities.
-

Indirect Questions

Example of indirect questions follow:

- I asked him his name.
 - I would like to know how many you need.
 - Please tell me what you said.
 - Abused children eventually stop asking why they are being punished.
-

The Question Mark

Direct Questions

The question mark is placed at the end of a direct question.

- How many do you need?
- What is the difference between these two people?
- Will economists ever really understand the economy?
- What did you say?

Note: Do not use a question mark within parenthesis to express sarcasm or irony. Express these attitudes through sentence structure and diction.

Questions In Series

Commas usually separate a series of brief questions at the end of a sentence; however, for emphasis you may place question marks after each item in the series. Each question within the sentence begins with a lowercase letter.

- The officer asked how many times the suspect had been arrested. three times? four times? more than that?
- Is the population a hundred? two hundred? more?

With a series of independent questions, each independent question begins with a capital letter and is followed by a question mark.

- Is her white blood cell count eight thousand? Who did the lab work? Does she know the lab results?
-

The Exclamation Point

General Use

Use an exclamation point after an emphatic statement, interjection, or command.

- Ouch!
- No! We must not lose this election!
- Look at him now!
- I missed again!
- I heard him yell, "Ouch!"

Follow mild interjections and commands with commas or periods, as appropriate.

- No, the response was not terrific.
 - To prolong your car's life, change its oil regularly.
-

Don't Combine

Exclamation points are never combined with other exclamation points, question marks, periods, or commas.

- Correct: "This will not be endured!" he roared.
- Incorrect: "This will not be endured!," he roared.

Relying on the exclamation point for emphasis will lessen the effectiveness to impress the reader. Frequent exclamation points can also make writing sound overemotional.

Summary

In this lesson you learned the rules for using the period, question mark, and the exclamation point. Let's test what you have learned in this study unit with a short exercise.

Study Unit 1 Exercise

Instructions Complete exercise items 1 through 16 by selecting the correct multiple choice answer. Check your responses against those listed at the end of this study unit.

Item 1 Choose the sentence that is correctly capitalized.

- a. “go ahead,” the watchman exclaimed. “if you want a few, take them, there are plenty more.”
 - b. “Go ahead,” the watchman exclaimed. “If you want a few, take them, there are plenty more.”
 - c. “go ahead,” the watchman exclaimed. “If you want a few, take them, there are plenty more.”
 - d. “Go ahead,” the watchman exclaimed. “if you want a few, take them, there are plenty more.”
-

Item 2 One rule for capitalizing first words of a direct quotation is that it must be a

- a. complete sentence.
 - b. sentence fragment.
 - c. prepositional phrase.
 - d. noun.
-

Item 3 Choose the sentence that is correctly capitalized.

- a. “such animals,” he added, “are quite harmless.”
 - b. “such animals,” he added, “Are quite harmless.”
 - c. “Such animals,” he added, “Are quite harmless.”
 - d. “Such animals,” he added, “are quite harmless.”
-

Continued on next page

Study Unit 1 Exercise, Continued

Item 4

Choose the sentence that is correctly capitalized.

- a. Pointing to a tiger, a visitor said, "We have the same thing in Korea. We visit them quite often."
 - b. pointing to a tiger, a visitor said, "We have the same thing in Korea. We visit them quite often."
 - c. Pointing to a tiger, a visitor said, "we have the same thing in Korea. We visit them quite often."
 - d. Pointing to a tiger, a visitor said, "We have the same thing in Korea. we visit them quite often."
-

Item 5

Choose the sentence that is correctly capitalized.

- a. Looking at his notes, she asked, "where were you then?"
 - b. looking at his notes, she asked, "Where were you then?"
 - c. Looking at his notes, she asked, "Where were you then?"
 - d. looking at his notes, she asked, "where were you then?"
-

Item 6

Choose the answer that best completes the sentence.

Did you know _____ is spoken in _____.

- a. Spanish, Mexico
 - b. spanish, Mexico
 - c. Spanish, mexico
 - d. spanish, mexicos
-

Item 7

Choose the answer that best completes the sentence.

He is a _____ from _____.

- a. marine, chicago
 - b. Marine, chicago
 - c. marine, Chicago
 - d. Marine, Chicago
-

Continued on next page

Study Unit 1 Exercise, Continued

Item 8

Choose the answer that best completes the sentence.

Most _____ children are better educated than _____ children.

- a. American, middle Eastern
 - b. American, Middle Eastern
 - c. american, Middle eastern
 - d. american, middle Eastern
-

Item 9

Choose the correct answer for the underlined portions in the following sentence:

At the reunion were such honored guests as our former commandant general barrows and colonel wesley fox.

- a. Commandant General Barrows, colonel Wesley Fox
 - b. commandant general Barrows, colonel Wesley Fox
 - c. Commandant general Barrows, Colonel Wesley Fox
 - d. Commandant General Barrows, Colonel Wesley Fox
-

Item 10

Choose the sentence that is correctly capitalized.

- a. It is better to have a number on the gunnery sergeant list than to be the senior staff sergeant in the Marine Corps.
 - b. It is better to have a number on the gunnery sergeant list than to be the Senior Staff Sergeant in the marine corps.
 - c. It is better to have a number on the Gunnery Sergeant list than to be the Senior Staff Sergeant in the marine corps.
 - d. It is better to have a number on the Gunnery Sergeant list than to be the senior staff sergeant in the marine corps.
-

Continued on next page

Study Unit 1 Exercise, Continued

Item 11

Choose the sentence that is correctly capitalized.

- a. she looked at me and asked, “have you looked at the cartoons in this month’s leatherneck?”
 - b. She looked at me and asked, “have you looked at the cartoons in this month’s leatherneck?”
 - c. She looked at me and asked, “Have you looked at the cartoons in this month’s leatherneck?”
 - d. She looked at me and asked, “Have you looked at the cartoons in this month’s Leatherneck?”
-

Item 12

Choose the sentence that is correctly capitalized.

- a. On her desk the secretary keeps a copy of *modern English usage*, a book by an englishman named fowler and a copy of *the technique of clear writing* by Robert Gunning.
 - b. On her desk the Secretary keeps a copy of *Modern English Usage*, a book by an englishman named Fowler and a copy of *the technique of clear writing* by Robert Gunning.
 - c. On her desk, the secretary keeps a copy of *Modern English Usage*, a book by an Englishman named Fowler and a copy of *The Technique of Clear Writing* by Robert Gunning.
 - d. On her desk the Secretary keeps a copy of *Modern English Usage*, a book by an Englishman named Fowler and a copy of *The Technique of Clear writing* by robert gunning.
-

Item 13

Choose the correct abbreviation for the underlined word in the following sentence:

Mister Ralph Cramdon drives a bus in New York City.

- a. mr
 - b. Mr
 - c. Mr.
 - d. mr.
-

Continued on next page

Study Unit 1 Exercise, Continued

Item 14 Use a period to end a statement, mild command, or

- a. direct exclamation.
 - b. indirect question.
 - c. exclamation.
 - d. question.
-

Item 15 Choose the correct end punctuation.

“Robert,” she asked, “isn’t Tuesday your birthday”

- a. period (.)
 - b. exclamation point (!)
 - c. question mark (?)
 - d. hyphen (-)
-

Item 16 Choose the correct punctuated sentence.

- a. The doctor asked, “How did it happen!” “Nobody knows?” replied the driver. “He is apparently the victim of a hit-and-run driver!”
 - b. The doctor asked, “How did it happen?” “Nobody knows.” replied the driver. “He is apparently the victim of a hit-and-run driver?”
 - c. The doctor asked, “How did it happen.” “Nobody knows,” replied the driver. “He is apparently the victim of a hit-and-run driver.”
 - d. The doctor asked, “How did it happen?” “Nobody knows,” replied the driver. “He is apparently the victim of a hit-and-run driver.”
-

Continued on next page

Study Unit 1 Exercise, Continued

Item 17

Emphatic statements are followed by _____, but over use will make writing sound over emotional.

- a. exclamation points
 - b. quotation marks
 - c. apostrophe *s*
 - d. question marks
-

Continued on next page

Study Unit 1 Exercise, Continued

Solutions

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	b	1-4
2	a	1-4
3	d	1-4
4	a	1-4
5	c	1-4
6	a	1-5
7	d	1-5, 1-6
8	b	1-5
9	d	1-7
10	a	1-7
11	d	1-7
12	c	1-5, 1-7, 1-8
13	c	1-8
14	b	1-12
15	c	1-13
16	d	1-13
17	a	1-14

Unit Summary

In this study unit you learned the rules for using capital letters, capitalization of titles and abbreviations, and end punctuation. Now that you have familiarized yourself with these topics, let's move to the next study unit and learn about comma usage.

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STUDY UNIT 2

COMMAS

Overview

Fundamentals

Knowing when to add commas does not have to be a series of educated guesses based on the sound or flow of a sentence. Once you become familiar with the components of a sentence, comma usage will become more comprehensible and your sentence structure will read better.

This study unit provides you with the knowledge necessary to use commas and to recognize the sentence types that require comma use.

Learning Objectives

At the end of this study unit, you should be able to

- Identify proper comma usage.
 - Identify nonrestrictive elements in a sentence.
 - Identify restrictive elements in a sentence.
-

In This Study Unit

This study unit contains the following lessons:

Topic	See Page
Overview	2-1
Comma Placement	2-3
Miscellaneous Comma Use	2-11
Study Unit 2 Exercise	2-19

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LESSON 1

COMMA PLACEMENT

Introduction

Scope

If you were to ask people how they know where to place commas in sentences, you would get a variety of answers, such as:

- “I follow the rules of the grammar books.”
- “I place a comma wherever I feel that one is necessary.”

Each of these answers are somewhat helpful; however, you can't rely on them for all applications. If you depend entirely upon the feel or upon the pauses in a sentence, you will omit commas that are required. On the other hand, if you depend entirely upon grammar rules, you will have to analyze the grammar of every sentence to find out exactly where the commas are placed.

Learning Objectives

Upon completion of this lesson, you should be able to

- Identify the correct use of commas in a compound sentence.
 - Identify the correct use of commas with introductory words.
 - Identify the correct use of a comma with conjunctions.
 - Identify the correct use of commas in a compound predicate.
 - Identify the correct use of commas in a series.
 - Identify the correct use of commas when two adjectives modify the same noun.
-

Continued on next page

Introduction, Continued

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	2-3
Commas and Conjunctions	2-5
Introductory Clauses, Words, and Phrases	2-7
Adjectives as Modifiers	2-8

Commas and Conjunctions

Compound Sentences

A compound sentence is a sentence made up of two or more independent statements. Each has a subject, verb, and words to complete the thought. Although they are linked by a linking word, each sentence of the compound is complete in itself and can stand alone. Look at the following independent statements and how they are combined to create a compound sentence.

- Shirts are hard to iron.
- Ties can be ironed easily.

Note: These statements can be joined together by a conjunction to form a compound sentence.

- Shirts are hard to iron, *but* ties can be ironed easily.

Note: Place a comma before a conjunction when it separates the main parts of a compound sentence. The usual conjunctions are *and*, *but*, *or*, *nor*, and *for*.

Here are a few more examples of compound sentences:

- Jenny hid the hen, and Benny tried to hide the cow.
- Max maintained that the database needed restructuring, but Laura wanted to change the software.

Compound Predicates

Do not confuse compound sentences with compound predicates. A compound predicate indicates that one subject is doing two or more things such as:

- *I* always begin with the collars and end with the cuffs.
- He *put* gasoline in the car and *drove* away.
- I always *begin* with the collar and then *do* the cuffs.

Note: Do not put a comma between parts of the compound predicate.

Continued on next page

Commas and Conjunctions, Continued

Separate Series Commas are used to separate parts of any series. *Nouns, verbs, adjectives,* and *groups of words* may make a series.

- We capitalize proper nouns such as the names of particular *persons, places, and things*.
- You are required to know the *weight, the length* without the bayonet, the *average rate of aimed fire, the muzzle velocity, the chamber pressure,* and the *maximum range*.

Note the pattern: _____, _____, _____, and _____.

Note: Usage varies as to the comma preceding *and*. Many publications include it, but others omit it. For purposes of this course, place the comma before the *and* in a series.

Introductory Clauses, Words, and Phrases

Clauses

When an opening or introductory (dependent) clause begins with a conjunction such as *when, while, if, because, although, until, since, or even though*, place a comma after the clause.

- *When* the sun came up, we were able to see.
 - *Until* you are able to walk, you will need crutches.
 - *If* you can read music notes, we shall hire you.
-

Words

A comma is placed after such introductory words as *yes, no, oh, and well*, when they start a sentence.

- No, we will not set up camp here.
 - Well, this is as good as the next place.
-

Phrases

The comma is used when sentences begin with transitional words or with verb phrases (those having a participle or infinitive).

- *While eating*, the parents talked in the living room.
- *To pass the examination*, they reviewed every lesson.
- *Yesterday the word was passed* to wear the summer uniform. (no comma)

Note: Short introductory elements or phrases are not separated by commas from the remaining part of the sentence except when necessary for clarity or emphasis.

Adjectives as Modifiers

Equal Weight When two adjectives of similar description modify the same noun, a comma is placed between them.

- He has a *bright, cheerful* face.
 - In his hand was a *short, stubby* knife.
-

Not Equal However, when two adjectives of different description modify the same noun omit the comma.

- He was a *good old* man.
- He was wearing *blue denim* trousers.

Note: In example 1, *Good* seems to refer to *old man*--both words taken together--rather than to *man* alone. Note also that *old* describes his age, whereas *good* describes a different personal quality other than age. No comma is needed here.

The “And Test” Here is a trick called the “and test.” Place the word *and* between the two adjectives. If *and* fits well and sounds right, place in a comma. If the *and* confuses the sentence or sounds wrong, omit the comma.

- It had a *dull, hazy* appearance.

Note: *And* could be inserted between the adjectives.

- He was wearing blue *and* denim trousers.

Note: Adding *and* confuses the sentence.

Continued on next page

Adjectives as Modifiers, Continued

Between the Adjective and Noun

Do not place a comma between an adjective and the noun that it modifies.

Correct example: He wore a *green* hat with a *red* feather.

Incorrect example: He wore a *green*, hat with a *red*, feather.

Summary

In this lesson you learned rules for using commas, adjectives as modifiers, and conjunctions. Let's proceed to the next lesson and learn about miscellaneous comma uses.

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LESSON 2

MISCELLANEOUS COMMA USE

Introduction

Scope

As a writer, it's important to identify essential and nonessential phrases and how to use commas to separate these phrases within sentences. Challenge yourself to learn the rules and examples in this lesson and they will help make this concept clearer.

Learning Objectives

Upon completion of this lesson, you should be able to

- Identify the use of a comma when separating nonrestrictive elements in a sentence.
 - Identify a restrictive element.
 - Identify introductory words from a sentence using commas.
 - Identify transitional words in a sentence using commas.
 - Identify direct quotations from transitional phrases using commas.
 - Identify parts of addresses, dates (in civilian usage), and names of towns, cities, and states from the rest of the sentence by using commas.
 - Identify the use of commas between contrasting elements of a sentence.
 - Identify the use of a comma to separate participial phrases from a sentence.
-

Continued on next page

Introduction, Continued

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	2-11
Nonrestrictive Elements	2-13
Restrictive Elements	2-14
Words and Phrases	2-15
Quotations	2-16
Alternate Comma Use	2-17
Study Unit 2 Exercise	2-19

Nonrestrictive Elements

Defined

A nonrestrictive element is a word or group of words that do not limit the term or construction it refers to and that is not essential to the meaning of the sentence's main clause. When a nonrestrictive element is used, it is separated by commas.

- The new apartment building, *in shades of tan and gray*, will house fifty people.
- Captain Mandres, *the pilot*, radioed the base.
- Colonel Williams, *a former Naval Attaché of the American Embassy in Cairo*, explained the international situation.
- PFC Sibley, *a stenographer*, recorded the report.
- Form 1040A, *which was shorter than Form 1040*, was formerly used to report incomes smaller than \$10,000.

Note: You can see that the italicized words explain or describe the noun.

Nonrestrictive elements may also come at the end of sentences, such as in the following example:

- I saw Captain Bianco, *an old friend of mine*.

Sentences Without Comma Use

Sentences that contain nonrestrictive elements that omit commas can change the entire emphasis or meaning of the sentence.

- My brother, Johnny, plans to attend Georgetown University.

Used without commas:

- My brother Johnny plans to attend Georgetown University.

Note: Without the commas, the sentence has a confusing emphasis.

Restrictive Elements

Defined

A restrictive element is a word or group of words that is essential to the meaning of a sentence because it limits the object it refers to. Removing the element leaves the meaning unclear or too general. Additionally, these elements are not required to be separated by a comma.

- The cars in the parking lot were not vandalized.

Note: The word *cars* does not provide specific identification about the cars. The phrase, *in the parking lot*, states the cars location without using commas.

- The corporal standing near the gate was waiting to go on leave.

Note: The word *corporal* does not identify a particular corporal. *Standing near the gate* identifies which corporal is waiting to go on leave, therefore, a comma is not needed.

More Examples

- The material *that was used in the original construction* is no longer available.
- The vehicles *needed for the journey* will be supplied by the motor pool.
- They delivered the vehicles *needed for the journey*.

The italicized words are essential to the meaning of the sentence and do not require a comma.

- The battleship *Missouri*
 - My brother *Robert*
 - The Prophet *Joel*
 - The letter *Z*
 - His daughter *Evelyn*
-

Words and Phrases

Introductory Words

Introductory words such as *no*, *yes*, *well*, *oh*, *finally*, *certainly*, and *unfortunately* are separated by commas.

- *Unfortunately*, we cannot refund you the full amount.
 - *Well*, I guess this is where we exit the park.
-

Transitional Words and Expressions

Commas separate transitional words and expressions that are used in a sentence to show a shift of thought, to emphasize what has been said, or to comment on a statement. The following table provides examples of transitional words and expressions.

Transitional Words	Transitional Expressions
however	and so forth
moreover	in fact
finally	it seems to me
nevertheless	I think
therefore	you might say
also	on the whole
thus	to tell the truth
consequently	so to speak
otherwise	on the other hand
instead	to begin with; for instance

Quotations

Direct Quotations

A comma is used to separate short expressions such as *he said*, *he answered*, *the witness stated*, *I replied*, etc. from the direct quotation. Such expressions may appear before the quoted matter, in the middle of it, or at the end.

- Robert hastily added, “That's all I have to say.”
- “The male bird,” I explained, “has brighter plumage.”
- “Well, it's not entirely true,” he replied.

Note: In the three sentences written above, the comma and the period always come before the quotation marks.

Indirect Quotations

A comma is not used to separate *he said*, *I replied*, etc. from the rest of the sentence if the sentence is an indirect quotation. An indirect quotation repeats the idea of a speaker or writer but not his identical words.

- Robert hastily added that was all he had to say.
 - I explained that male birds have a brighter plumage.
 - He replied that it was not entirely true.
-

Alternate Comma Use

Addresses and Dates

Commas are used to separate parts of addresses, dates (in civilian usage), and names of towns, cities, and states. When using addresses and dates in conjunction with restrictive and nonrestrictive elements, ensure the comma is placed as indicated in previous sections.

- She lived at 1335 Silbury Avenue, Vernon, Texas until she was 12 years old.
 - She lived at 1732 Delvor Avenue, Roxton, Mississippi where her father was stationed.
 - It occurred on April 14, 1865 at Ford's Theatre.
-

Contrasting Elements

Commas are used between elements of a sentence that are in contrast with each other.

- Success, not failure, encourages effort.
 - A yeoman is a clerk, not a storekeeper.
-

Prevent Misreading

Commas are used to prevent misreading.

- After placing his hat on, the sheriff called the deputy.

Note: Without the comma, it would be difficult to determine who put the hat on the sheriff. With the comma it's understood that the sheriff put his own hat on.

- While waiting inside, the temperature in the room seemed comfortable enough.
-

Addressing Names

When a person is spoken to directly, a comma separates the name by which he is addressed.

- Where did you leave the wrench, Frank?
 - Where did you leave the wrench?
-

Continued on next page

Alternate Comma Use, Continued

Participial Phrases

All verbs have two participle forms, a present and a past. The present participle consists of the dictionary form of the verb plus an ending, such as *ing*, *ed*, *en*, or a similar suffix.

Like participles, participial phrases always serve as adjectives, modifying nouns or pronouns. When participial phrases are used as introductory elements, a comma is put at the end of the element.

- *Returning* from the party, Elsa and Frank stopped at a cafe for refreshments.
- *Adjusting* the elevation controls, Captain Sneer looked down at the fast-disappearing earth.
- *Burned* by the tropical sun, the grass turned brown.

Summary

During this lesson you learned various ways to place commas when using short expressions. The exercises that follow will test your knowledge of what you have learned in this study unit.

Study Unit 2 Exercise

Instructions Complete exercise items 1 through 24 by selecting the correct multiple-choice answers. Check your responses against those listed at the end of this study unit.

Item 1 A compound sentence is a sentence made up of two or more

- a. prepositional phrases.
 - b. independent statements.
 - c. introductory words.
 - d. sentence fragments.
-

Item 2 Two independent statements can be joined using a comma followed by a

- a. conjunction.
 - b. preposition.
 - c. verb.
 - d. adjective.
-

Item 3 A compound predicate indicates that

- a. one subject is doing two or more things.
 - b. one subject is doing one thing and another subject is doing something else.
 - c. the sentence contains only one subject.
 - d. one sentence needs to be divided into two sentences.
-

Item 4 Choose the correct comma usage.

- a. The door was closed but the front window was open.
 - b. The door, was closed but the front window was open.
 - c. The door was closed, but the front window was open.
 - d. The door was closed but, the front window was open.
-

Continued on next page

Study Unit 2 Exercise, Continued

Item 5 Choose the correct punctuated sentence.

- a. Mint has a clean, cool, refreshing taste.
 - b. Mint has a clean cool refreshing taste.
 - c. Mint has a clean, cool refreshing taste.
 - d. Mint has a clean cool, refreshing taste.
-

Item 6 The “and test” places the word *and* between two _____ to justify comma placement.

- a. nouns
 - b. pronouns
 - c. verbs
 - d. adjectives
-

Item 7 A(n) _____ is a word or group of words that do not limit the term or construction it refers to and that is not essential to the meaning of the sentence’s main clause.

- a. transitional word
 - b. restrictive element
 - c. nonrestrictive element
 - d. indirect quotation
-

Item 8 Choose the sentence that is properly punctuated.

- a. Denmark, a Scandinavian country, is near Germany.
 - b. Denmark a Scandinavian country, is near Germany.
 - c. Denmark, a Scandinavian country is near Germany.
 - d. Denmark a Scandinavian country is near Germany.
-

Continued on next page

Study Unit 2 Exercise, Continued

Item 9

Choose the sentence that is properly punctuated.

- a. Chess the ancient game, of kings, has become popular aboard ship.
 - b. Chess the ancient game of kings, has become popular, aboard ship.
 - c. Chess, the ancient game of kings has become popular aboard ship.
 - d. Chess, the ancient game of kings, has become popular aboard ship.
-

Item 10

A(n) _____ is a word or group of words that is essential to the meaning of a sentence because it limits the thing it refers to.

- a. transitional word
 - b. restrictive element
 - c. nonrestrictive element
 - d. indirect quotation
-

Item 11

Choose the sentence that is properly punctuated.

- a. Captain Graham the duty officer, permitted us to leave.
 - b. Captain Graham the duty officer permitted us to leave.
 - c. Captain Graham, the duty officer, permitted us to leave.
 - d. Captain, Graham, the duty officer, permitted us to leave.
-

Item 12

Which of the following is an introductory word?

- a. Is
 - b. The
 - c. Unfortunately
 - d. Identify
-

Item 13

Introductory words or expressions in a sentence are followed by a

- a. colon.
 - b. period.
 - c. comma.
 - d. apostrophe.
-

Continued on next page

Study Unit 2 Exercise, Continued

Item 14 Which of the following is a transitional word?

- a. Nevertheless
 - b. Are
 - c. Successful
 - d. Emphasize
-

Item 15 Choose the sentence correctly punctuated.

- a. We acknowledge Michael as, you might say, the expert of the group.
 - b. We acknowledge Michael as you might say, the expert of the group.
 - c. We acknowledge Michael as, you might say the expert of the group.
 - d. We acknowledge Michael as you might say the expert of the group.
-

Item 16 In a direct quotation, commas can be used to

- a. show emphasis of quoted material.
 - b. indicate spelling errors.
 - c. indicate incorrect material.
 - d. separate short expressions from the quoted material.
-

Item 17 Choose the correct statement.

- a. An indirect quotation is a sentence that represents spoken language.
 - b. An indirect quotation is a sentence that involves two or more persons.
 - c. An indirect quotation is a sentence that contains no subject or verb.
 - d. An indirect quotation repeats the idea of a speaker or writer but not his identical words.
-

Continued on next page

Study Unit 2 Exercise, Continued

Item 18

Which is an example of an indirect quotation?

- a. “Keep trying,” he said, “Practice makes perfect.”
 - b. She was told yesterday to throw the files in the recycle container.
 - c. I explained to the Marines that there was a missing weapon.
 - d. “Throw me the line,” he yelled, “hurry!”
-

Item 19

Which is the correct use of commas?

- a. 1555 Roxbury Drive, Davenport, Wisconsin 22311
 - b. 1555, Roxbury Drive Davenport, Wisconsin, 22311
 - c. 1555 Roxbury Drive, Davenport Wisconsin 22311
 - d. 1555 Roxbury Drive Davenport Wisconsin, 22311
-

Item 20

Choose the properly punctuated sentence.

- a. Proceed not precede is the word I said.
 - b. Proceed, not precede is the word I said.
 - c. Proceed not precede, is the word I said.
 - d. Proceed, not precede, is the word I said.
-

Item 21

Choose the properly punctuated sentence.

- a. After heating, the furnace is allowed to cool.
 - b. After heating the furnace, is allowed to cool.
 - c. After, heating the furnace is allowed to cool.
 - d. After heating the furnace is allowed to cool.
-

Item 22

When addressing someone in a sentence, a comma separates the _____ by which the person is addressed from the rest of the sentence.

- a. verb
 - b. adjective
 - c. appositive
 - d. name
-

Continued on next page

Study Unit 2 Exercise, Continued

Item 23

A(n) _____ contains the participial and its object which often ends in *ing*, *ed*, and *en*.

- a. possessive phrase
 - b. prepositional phrase
 - c. participial phrase
 - d. independent clause
-

Item 24

In the following sentences, the subject has been underlined once and the verb is in bold. Choose the sentence that best separates the participial phrase.

- a. Brought out into the sunlight the mineral **gave**, off a yellow glow.
 - b. Brought out into the sunlight the mineral **gave** off, a yellow glow.
 - c. Brought out into the sunlight, the mineral **gave** off a yellow glow.
 - d. Brought, out into the sunlight the mineral **gave** off a yellow glow.
-

Continued on next page

Study Unit 2 Exercise, Continued

Solutions

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	b	2-5
2	a	2-5
3	a	2-5
4	c	2-5
5	a	2-6
6	d	2-8
7	c	2-13
8	a	2-13
9	d	2-13
10	b	2-14
11	c	2-14
12	c	2-15
13	c	2-15
14	a	2-15
15	a	2-15
16	d	2-16
17	d	2-16
18	c	2-16
19	a	2-17
20	d	2-17
21	a	2-17
22	d	2-17
23	c	2-18
24	c	2-18

Unit Summary

In this study unit you learned the rules for correct comma placement, use of nonessential elements, and how to punctuate appositives. Now that you have familiarized yourself with these topics, let's proceed to the next study unit and learn about semicolons, apostrophes, and dashes.

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STUDY UNIT 3

OTHER MARKS OF PUNCTUATION

Overview

Scope This study unit will improve your knowledge of dividing a sentence into two comprehensible parts, forming compound words, and separating words to indicate emphasis or denoting quoted material while using various forms of punctuation.

Learning Objectives Upon completion of this study unit, you should be able to

- Identify the use of semicolons.
 - Identify the use of colons.
 - Identify the use of apostrophes.
 - Identify the use of dashes.
 - Identify the use of quotation marks.
 - Identify the use of italics.
 - Identify the use of parentheses.
 - Identify the use of brackets.
 - Identify the use of hyphens.
-

In This Study Unit This study unit contains the following lessons:

Topic	See Page
Overview	3-1
Semicolons, Colons, Apostrophes, and Dashes	3-3
Quotation Marks, Italics, Parenthesis, Brackets, and Hyphens	3-15
Study Unit 3 Exercise	3-24

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LESSON 1

SEMICOLONS, COLONS, APOSTROPHES, AND DASHES

Introduction

Scope

Confusion is often associated with the use of semicolons, apostrophes, and dashes. It is possible to write in a manner that precludes the use of punctuation marks entirely, but that would limit you as a writer and be less appealing to the reader.

This lesson will improve your knowledge by increasing your effectiveness of punctuating sentences.

Learning Objectives

Upon completion of this lesson, you should be able to

- Identify the correct use of a semicolon in a sentence.
 - Identify the correct use of a colon in a sentence.
 - Identify the correct use of an apostrophe to create a contraction.
 - Identify the correct use of an apostrophe to indicate possession.
 - Identify the correct use of a dash in a sentence.
-

In This Lesson

This lesson contains the following topics:

Topic	See Page
Introduction	3-3
Semicolons	3-4
Colons	3-7
Apostrophes	3-10
Dashes	3-13

Semicolons

Compound Sentences Without Conjunctions

The semicolon is used to separate parts of a compound sentence that aren't joined by a conjunction unless the parts are very short.

- I'll drive the car to the front; you lock up the house and meet me when I arrive.
- No substitutions were made during the game; none of the players had fouled out.
- "Turn out the light," I said; "you need to go to sleep."
- Turn out the light; you need to go to sleep.

Note: A conjunctive adverb is an adverb that relates two main clauses in a sentence. The examples above show that no conjunctive adverb is used between the independent clauses. The statements are related in thought.

A semicolon is used in place of a comma and a conjunction. Notice the semicolon is placed after quotation marks as shown below.

- They call him "Chuck"; his real name is Algernon.

Compound Sentences With Conjunction

The semicolon is used to separate parts of a compound sentence when they are joined by conjunctive adverbs as *therefore*, *however*, *nevertheless*, *hence*, *accordingly*, *thus*, *besides*, *otherwise*, *consequently*, *furthermore*, *instead*, *indeed*, *likewise*, *still*, *then*, and *also*.

- He sprained his arm in the previous bout; *nevertheless*, he insisted on returning to the ring.
- The guide agreed to go; *however*, we were advised not to rely upon him.

Note: The comma follows the transitional-type words italicized in the rule above because they are considered nonessential.

Continued on next page

Semicolons, Continued

Explanatory Phrases

When a semicolon is placed before an explanatory phrase and a comma follows, it introduces the second part of a compound sentence.

Example: He was here yesterday; in fact, he is still here.

- ; for example,
 - ; in fact,
 - ; namely,
 - ; on the contrary,
 - ; on the other hand,
 - ; that is,
-

Separating Independent Statements

The semicolon is used to separate independent statements (clauses) that are joined by a conjunction and contain internal punctuation. It is also used to separate long statements that are joined by a conjunction. Internal punctuation means that there are commas within one or both of the independent clauses.

- Nearly all the cases that received special consideration because of certain involvements in accidents were handled shortly after the hearing convened; but the cases involving destruction of property were set aside to await action of the fact-finding board.

The two independent statements listed above are joined by a conjunction. If the two independent statements were somewhat shorter, placing a comma before the conjunction would be sufficient to use; but due to the length of the sentences a semicolon was used.

- After the popular vote had been counted, it was apparent that the Blue Party had won the election; but even then, in spite of the election results, the Red Party hesitated to concede.

Here, the independent statements contain internal commas; hence the semicolon is placed before the conjunction.

Note the pattern: _____, _____; but _____.

Note: The semicolon shows the reader where the major division in the sentence occurs.

Continued on next page

Semicolons, Continued

Separating Parts of a Series

Semicolons are used to separate parts of a series when the parts contain internal punctuation.

- In the group were Sergeant Malone, a veteran of World War II; Corporal Calvert, who had been in the Korean operation; and Corporal Mandeville, who had served with the group on Formosa.

The semicolons show the reader that the series consists of three persons.

Note: Without the semicolons the series might seem to consist of four or more persons.

Colons

Items in a Series

The colon is used before a series whose parts mean the same as (or amplifies) a word in the preceding statement, such as in the following example:

- We had to follow three *rules*: "no smoking, no idle talking, and no sleeping."

Note: The listed items "no smoking, no idle talking, and no sleeping" are the same as *rules*.

A colon is used before a list or enumeration, such as in the following examples:

- You are expected to have the following colors: *blue, pink, and purple*.
- You are expected to have the following: *flashlight, haversack, knapsack, pick, and shovel*.

A colon is used before a formal statement, question, or quotation of more than a few words, such as in the following examples:

- The speaker quoted a popular saying: "We grow too soon old and too late smart."
- The defendant made the following statement: "Just as I entered the bar, he pointed his finger and insulted me."

Continued on next page

Colons, Continued

When Not to Use Colons

Do not use a colon when words or phrases such as *are*, *might be*, *were*, *should be*, or *have been* precede the list, such as in the following examples:

- The primary causes of infection *are* exposure, wounds, and malnourishment.
- The books on the shelf *were* dictionaries, novels, and field manuals.

Do not use a colon before a list unless the word *following* or *follows* is expressed or understood, such as in the following example:

- He caught four animals as *follows*: rabbit, bird, dog, and cat.
-

Time

Colons are used to separate minutes from hours when used in statements of time, such as in the following:

- 10:30 AM
- 6:15 PM

Note: In military writing, the colon is omitted as follows: 0615, 1600, 0015.

Salutation

Colons are used to separate the salutation from the body of a business letter or other formal letter greetings, such as in the following:

- Dear Sir:
 - Gentlemen:
 - Dear Madam:
-

References

Colons are used to separate verses from chapters in Biblical references, such as in the following:

- Genesis 38:9
 - Psalm 23:1-3
-

Continued on next page

Colons, Continued

Titles

Colons are used to separate main titles from subtitles, such as in the following:

- The Tactics of Waterloo: A Study in Mobility
-

Apostrophes

Showing Possession

The apostrophe is used to indicate possession, such as in the following examples:

- The man's car (man possessing car)
 - The mechanic's tools
 - Nobody's business
 - Mother-in-law's memory
 - Men's hats and suits
 - The Marines' wives
 - Mr. Brown's report
-

Apostrophe S

If a word ends in a letter other than *s*, add an apostrophe and an *s*, such as in the following examples:

- Reporter--the *reporter's* notes
 - Women--*women's* shoes
 - Mr. Dumont--Mr. *Dumont's* account
 - Deer--the *deer's* tails
-

S Apostrophe

If a word ends in *s* (or an *s* sound) indicating a plural word, add an apostrophe, such as in the following examples:

- Reporters--(more than one)--the *reporters'* stories
 - Typists (more than one)--the *typists'* jobs
 - Horses--the *horses'* hoofs
 - Smiths (members of the Smith family)--the *Smiths'* car
 - Acquaintance (ends in *s* sound)--an *acquaintance'* luggage
-

Names Ending in S

If a person's name ends in *s*, the possessive may be formed as in either of the following examples:

- Mr. *Jones'* or Mr. *Jones's*
- John *Keats'* or John *Keats's*

Note: Determine whether the second *s* makes the word difficult to pronounce, if so use only the apostrophe.

Continued on next page

Apostrophe, Continued

“Of” Phrases

The use of an apostrophe is restricted almost entirely to words denoting people and animals. If the possessor is not a person or an animal, use the "of" phrase like this:

- The roof of the house (not the house's roof)
- The point of the story (not the story's point)
- The side of the barn (not the barn's side)

Exceptions to this rule are illustrated in the following table:

Expressions of Time	Expressions of Value	Set Expressions or Idioms
a day's work	5 dollars' worth	at my wits' end
2 minutes' time	cents' worth	for brevity's sake
3 months' vacation	a dollars' worth	
an hour's work	a dime's worth	

Two-Person Possessives

If two persons possess the same object, write it like this:

- George and Eleanor's house

If the two persons possess separate objects, write it like this:

- David's and Fred's clothing
-

Contractions

An apostrophe is used where one or more letters are omitted from several origin words called contractions. The following table provides examples of common contractions.

Origin	Contraction
he is	he's
she is	she's
cannot	can't
will not	won't
could not	couldn't
have not	haven't

Continued on next page

Apostrophes, Continued

Plural of Symbols and Letters

The apostrophe is used to designate the plural of symbols and letters that do not have logical plurals, such as in the following examples:

- He drew six *x*'s on the blackboard.
 - There are three *l*'s in parallel.
 - The number consists of four *3*'s.
-

Mistaken Uses

No apostrophe is used with the words *yours*, *his*, *hers*, *ours*, and *theirs*.

It's Versus Its

The word *its* is a unique challenge. The apostrophe is used in the contraction when it substitutes *it is*, such as in the following examples:

- *It's* hot (it is hot)
- *It's* Tuesday
- *It's* necessary
- *It's* true

The apostrophe is not used when it is possessive, such as in the following examples:

- *Its* cover is loose (the cover of it).
 - I was aware of *its* being loose.
 - *Its* purpose is entirely clear.
-

Dashes

Breaks of Thought

The dash is used to indicate a sudden break or abrupt change in thought or an unfinished word or sentence. On typewriters not equipped with a dash, two hyphens (--) are used.

- Someone told me--I didn't hear it myself--that his lecture was clear and well organized.
- He said--and no one contradicted him--“The battle is lost.”

The dash is also used to sum up a series that precedes it.

- Sufficient exercise, proper food, regular hours and a good job--those are some of the things a man needs.

Note: Do not overuse the dash. The use of the dash should be reserved when stronger emphasis is needed. Do not use it on a regular basis to substitute for a comma, colon, semicolon, or a period.

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LESSON 2

QUOTATIONS MARKS, ITALICS, PARENTHESIS, BRACKETS, AND HYPHENS

Introduction

Scope

Let's discuss the various punctuation marks used to emphasize a word or group of words. In this lesson, we will learn how to quote an individual's exact words in a sentence. Also, we will discuss how to make certain material stand out in a sentence.

Learning Objectives

Upon completion of this lesson, you should be able to

- Identify the correct use of quotation marks in a sentence.
 - Identify the correct use of italics in a sentence.
 - Identify the correct use of parentheses in a sentence.
 - Identify the correct use of brackets in a sentence.
 - Identify the correct use of hyphens in a sentence.
-

In This Lesson

This lesson contains the following topics:

Topic	See Page
Introduction	3-15
Quotation Marks	3-16
Italics	3-18
Parenthesis	3-20
Brackets	3-21
Compounding and Hyphenation	3-22
Study Unit 3 Exercise	3-24

Quotation Marks

Direct Quotes Direct quotations are separated by quotation marks.

- She said, “All Marines residing in the barracks will attend classes on Tuesday and Thursday.”
- “Take your feet off the sofa!”

Quotation marks are also used to enclose significant phrases, such as in the following table:

Phrase	Example
Titles of short stories	“The Outcasts of Poker Flat”
Newspaper articles, portions of books, and magazine articles	“Flying Wings Are Here to Stay” and “How to Save Money on Your Car”
Chapters of books	“History and Traditions” from the <i>Guidebook for Marines</i>
Titles of poems	“The Highwayman”
Slang expressions	“hard charger”

Note: The title of the book is italicized rather than set in quotation marks. Do not use quotation marks for referring to the Bible, other sacred texts, or legal documents.

Special Material

Use quotation marks to enclose any material following the words *entitled*, *the word*, *the term*, *marked*, *endorsed*, *designated*, *classified*, *named*, or *signed*.

- Congress passed the act *entitled* “An act...”
 - After *the word* “treaty,” insert a comma.
 - It was *signed* “John.”
-

Misnomers, Slang, and Nicknames

Use quotation marks to enclose misnomers, slang expressions, nicknames, or ordinary words used in an arbitrary or unique way.

Continued on next page

Quotation Marks, Continued

Quote Within a Quote When one speaker is quoted directly, which also quotes the exact words of another speaker, single quotation marks are used to indicate the quotation within another quotation, such as in the following examples:

- He said, “I distinctly heard him say, ‘Turn on the fan’.”
- He said, “I heard him say, ‘Turn on the fan’ just as I was leaving.”
- He said, “I heard him ask, ‘What do we need now’?”
- He asked, “Did you hear him say, ‘Turn on the fan’?”

Note: Pay close attention to the placement of the quotation marks.

Quotation Marks in Paragraphs When a quotation consists of more than one sentence in a paragraph, place quotation marks at the beginning and end of the paragraph. Sentences other than the last one, do not end with quotation marks, such as in the following example:

“This is the beginning of the first sentence in this paragraph. This is the beginning of the second sentence in this paragraph. This is the last sentence in this paragraph.”

To Show Emphasis Do not use quotation marks as a means of emphasis, such as in the following example:

- This is “very” important.
-

Proper Names Do not use quotation marks to indicate proper names, such as in the following example:

- He was a member of the “Knights of Pythias.”

Note: The capital letters indicate that Knights of Pythias is a proper name, therefore not requiring quotation marks.

Italics

Provides Clarity

Italics help the reader understand what is said and provides clarity. When the reader sees italic letters, it's understood that there is something unusual about the words that are italicized. They can be foreign words, words used in an unusual way, or parts of a title.

Note: Like quotation marks, italics are not used for emphasis.

Examples

The following is an example of this process if a word processor is used:

- Type the word and use the mouse to highlight the word.
- Locate and activate the italicize icon, usually located on the toolbar, and the word highlighted will appear italicized. The italic letters are thinner and more slanted than the regular letters.

Note: When typing or writing by hand, there is only one kind of letter. To indicate the italics in this case, the typed or handwritten portion would be underlined to set apart from other text.

The following table contains examples of proper nouns that are italicized.

Proper Nouns	Examples
Titles of books	<ul style="list-style-type: none">• <i>Battle Cry</i>• <i>War and Peace</i>
Titles of plays	<ul style="list-style-type: none">• <i>Macbeth</i>• <i>The Death of a Salesman</i>
Name of newspapers	<ul style="list-style-type: none">• <i>Waco Statesman</i>• <i>Denver Post</i>• <i>New Orleans Times-Picayune</i>
Names of magazines	<ul style="list-style-type: none">• <i>Newsweek</i>• <i>New Yorker</i>• <i>Marine Corps Gazette</i>
Titles of musical compositions	<ul style="list-style-type: none">• <i>Oklahoma</i>• <i>Messiah</i>
Titles of works of art	<ul style="list-style-type: none">• <i>Mona Lisa</i>• <i>Blue Boy</i>
Names of ships	<ul style="list-style-type: none">• <i>SS Kungsholm</i>• <i>Rotterdam</i>

Continued on next page

Italics, Continued

Titles

All important words in titles are capitalized. The words that are not capitalized are conjunctions, such as *and*, *but*, *for*, and *nor*. Also, prepositions are not capitalized, such as *to*, *of*, *in*, *at*, *with*, and *from*.

Weapons and Ship Designators

The names of aircraft, vessels, and spacecraft are italicized unless otherwise indicated.

- USS *Missouri*
- USS *Nashville*

Missiles and rockets will be set in capitalization and lowercase and will not be italicized.

- AIM-9L/M Sidewinder
 - SS-60 ASTROS II
-

Foreign Words

Italicize foreign words, such as in the following examples:

- I always have to look up the meaning of such Spanish words as *toro* and *casa*.
-

Underline Versus Italic

Underline stand-alone words, such as in the following example:

- The most common English word is the.

Underline stand-alone letters, such as in the following example:

- The most frequently used letters are a and t.
-

Parentheses

General Rules Use parentheses in pairs except when enclosing more than one paragraph. When enclosing more than one paragraph, use a single parenthesis at the beginning of each paragraph but only at the close of the last paragraph.

Separate Material Use parentheses to separate matter not part of the main statement or not a grammatical element of the sentence, yet important enough to be included.

- The result (see Figure 2) is most surprising.
-

Parenthetical Clause Use parentheses to enclose a parenthetical clause where interruption is too significant to be indicated by commas.

- You can not find it in French dictionaries (at any rate, Littré) nor in English dictionaries.
-

Explanatory Word Use parenthesis to enclose an explanatory word that is not part of the statement.

- The Erie (PA) Ledger; but the Ledge of Erie, PA.
-

With Items in Series Use parentheses to enclose letters or numbers designating items within a series or at the beginning of paragraphs or within a paragraph.

- You will observe that the sword is (1) old-fashioned, (2) still sharp, and (3) unusually light for its size.
-

In Text Reference Use parentheses to enclose a reference at the end of a sentence. Unless, the reference is a complete sentence, place the period **after** the parenthesis closing the reference. If the sentence contains more than one parenthetical reference, the parenthesis closing the reference at the end of the sentence is placed **before** the period.

- The specimen exhibits both phases (pl. 14, A, B).
 - The individual cavities show great variation (See pl. 4).
 - This sandstone (see pl. 6) occurs in every county of the state (see pl. 1).
-

Brackets

General Rules Use brackets in pairs except when enclosing more than one paragraph. When enclosing more than one paragraph, use a single bracket at the beginning of each paragraph but only at the close of the last paragraph.

Corrections Use brackets to enclose a correction.

- He arrived at 13 [12] o'clock.
 - The commander got there [their] attention.
 - He came on the 3rd [2nd] of July.
-

Supply Omission Use brackets to add something that was omitted.

- Mr. Adams [arrived] late.
 - Our conference [lasted] 2 hours.
 - General [Krulak] spoke at length about history.
-

Explain, Identify, or Add Use brackets to explain or identify something. You can also use brackets to instruct or add a comment.

- The president pro tem [Arnold] spoke briefly.
 - The report is *not* [italic added] accurate.
 - The report is as follows [read first paragraph]:
-

With *Sic* Use brackets to enclose *sic* when it is used to show that an error in a quotation has been recognized but not changed.

- Its [sic] counterpart is missing.
 - The audience's reaction effects [sic] a speaker's confidence.
 - She lay [sic] the book down.
-

In Mathematics Brackets in mathematics denote that enclosed matter is to be treated as a unit.

Compounding and Hyphenation

Definition of Compound Words

Compound words are made when two (or more) words are combined to make another word with a new meaning.

Forms of Compounds

Compound words refer to the three types as shown in the table below. In all cases the combination of words has a different meaning from those of its components. When in doubt about the proper form of a compound word, look in the GPO Style Manual or your dictionary.

Type	Example
Two or more words combined into one word	textbook, warfighting
Two or more words that remain separated by a space but function as one	gas cap, dog owner
Two or more words linked by hyphens	nation-state, father-in-law

Rules for Using Hyphens

Remember these rules when using the hyphen:

Rule	Example
Use a hyphen in compound adjectives that precede a noun but not in those that follow nouns.	The weapons of twentieth-century warfare differ greatly from those of the nineteenth century.
In a series of hyphenated adjectives with the same second word, you may omit that word (but not the hyphen) in all but the last adjectives of the series.	The report must contain short- and long-range plans.
Use a hyphen after the prefix all-, ex-, self- and before the suffix elect.	The troops suppressed their self-doubt before the all-important battle.
Use a hyphen if a compound word would otherwise create a double vowel, a triple consonant, or a word that would be difficult to pronounce.	Sun Tzu was a pre-eminent (not preeminent) theorist on war.
Use a hyphen to write out fractions in words and to write out whole numbers starting from twenty-one to ninety-nine.	Twenty-four Marines came to formation this morning.
Use a hyphen to indicate a range of numbers.	Sun Tzu lived during the Warring States Era (453-221 B.C.) of Chinese history.

Continued on next page

Compounding and Hyphenation, Continued

Numbers

Compound numbers starting from twenty-one through ninety-nine are hyphenated; also between elements of fractions, such as *two-fifths*. When writing the number 282 (two hundred eighty-two) the hyphen is placed between the words *eighty* and *two*.

Study Unit 3 Exercise

Instructions Complete exercise items 1 through 23 by selecting the correct multiple choice answers. Check your responses against those listed at the end of this study unit.

Item 1 A _____ is used to separate parts of a compound sentence not joined by a conjunction.

- a. colon
 - b. semicolon
 - c. hyphen
 - d. forward slash
-

Item 2 Choose the correct use of the semicolon.

- a. To learn the terms you must write them out; do not use abbreviations or contractions.
 - b. To learn the terms; you must write them out do not use abbreviations or contractions.
 - c. To learn the terms you must write them out do not use abbreviations; or contractions.
 - d. To learn the terms you must; write them out do not use abbreviations or contractions.
-

Item 3 Choose the correct use of the semicolon.

- a. The band struck up with “Hail to the Chief”; the President then walked into the auditorium.
 - b. The band struck up with “Hail to the Chief;” the President then walked into the auditorium.
 - c. The band struck up with “Hail to the Chief” the President then; walked into the auditorium.
 - d. The band struck up with; “Hail to the Chief”; the President then walked into the auditorium.
-

Continued on next page

Study Unit 3 Exercise, Continued

Item 4 A semicolon is used in place of a comma and a

- a. preposition.
 - b. noun.
 - c. conjunction.
 - d. quotation marks.
-

Item 5 Choose the correct use of the semicolon when used with an explanatory phrase.

- a. He is a consistent long-ball hitter for example; he batted .362 last year and hit 46 home runs.
 - b. He is a consistent long-ball hitter, for example; he batted .362 last year and hit 46 home runs.
 - c. He is a consistent long-ball hitter; for example he batted .362 last year and hit 46 home runs.
 - d. He is a consistent long-ball hitter; for example, he batted .362 last year and hit 46 home runs.
-

Item 6 Use a semicolon to separate parts of a series when the parts contain

- a. transitional phrases.
 - b. internal punctuation.
 - c. proper nouns.
 - d. proper adjectives.
-

Item 7 Choose the correct use of the colon.

- a. Here are the tools we must have immediately: a screwdriver, a set of wrenches, and a hacksaw.
 - b. Here are the tools we must have immediately: a screwdriver: a set of wrenches: and a hacksaw.
 - c. Here are the tools we must have immediately: a screwdriver, a set of wrenches: and a hacksaw.
 - d. Here are the tools we must have immediately: a screwdriver: a set of wrenches, and a hacksaw.
-

Continued on next page

Study Unit 3 Exercise, Continued

Item 8

One use of the colon is to

- a. separate compound sentences.
 - b. separate minutes from days in statements of time.
 - c. separate main titles from the author of the book.
 - d. separate the salutation from the body of a business letter.
-

Item 9

An apostrophe is used to indicate

- a. quoted words.
 - b. natural pauses.
 - c. possession.
 - d. action words.
-

Item 10

What is the rule when adding an apostrophe *s* to a word to indicate possession?

- a. Only use an apostrophe *s* to form plural words.
 - b. All words ending in *s* are already in the possessive form.
 - c. If a word ends with an *s*, or *s* sound, add an *ies*.
 - d. If a word ends in a letter other than *s*, add an apostrophe *s*.
-

Item 11

Choose the sentence that uses *s* apostrophe correctly.

- a. Did the birds' wing heal correctly from its accident last summer?
 - b. Johns' car stalled on the freeway yesterday.
 - c. The marchers' rifles did not strike the deck at the same time.
 - d. Football is a sport where you depend on your teams' physical ability.
-

Item 12

The rule for making a person's name possessive is to

- a. add an apostrophe if the name ends in *s*.
 - b. add an apostrophe *s* if the name ends in *s*.
 - c. never add apostrophes to proper nouns.
 - d. use both answers a and b.
-

Continued on next page

Study Unit 3 Exercise, Continued

Item 13 Which of the following is the correct contraction for the words *will not*?

- a. can't
 - b. willn't
 - c. won't
 - d. wouldn't
-

Item 14 Which of the following is the correct contraction for the words *could not*.

- a. couldn't
 - b. could'nt
 - c. can't
 - d. could't
-

Item 15 Choose the sentence correctly punctuated.

- a. Its internal controls have been severed.
 - b. It's internal controls have been severed.
 - c. Its' internal controls have been severed.
 - d. I'ts internal controls have been severed.
-

Item 16 What type of punctuation is used to indicate a sudden break or abrupt change in thought or an unfinished word or sentence?

- a. hyphen
 - b. dash
 - c. comma
 - d. question mark
-

Continued on next page

Study Unit 3 Exercise, Continued

Item 17

Choose the correct use of quotation marks.

- a. The professor said, ‘Anyone who reads ‘The Washington Post’ will know the status of their stocks’.
 - b. The professor said, “Anyone who reads “The Washington Post” will know the status of their stocks.”
 - c. The professor said, “Anyone who reads ‘The Washington Post’ will know the status of their stocks.”
 - d. The professor said, “Anyone who reads The Washington Post will know the status of their stocks.”
-

Item 18

When using quotes consisting of more than one sentence in a paragraph, place the quotation marks

- a. at the beginning and end of each sentence.
 - b. at the beginning and end of the paragraph.
 - c. at the beginning and end of the last sentence.
 - d. at the beginning and end of the first sentence.
-

Item 19

Which of the following should be italicized?

- a. Chapter titles
 - b. Cities
 - c. Historic events
 - d. Titles of books
-

Item 20

Parentheses should be used to

- a. separate matter not part of the main statement.
 - b. replace the use of commas indicating a natural pause within a sentence.
 - c. enclose words that are unrelated to the meaning of the sentence.
 - d. enclose items in a series.
-

Continued on next page

Study Unit 3 Exercise, Continued

Item 21

Choose the correct use of brackets.

- a. Corporal Johnson indicated that he wanted the squad to [halt].
 - b. "Take the Marines to the chow hall," [he said].
 - c. He wore green [he should have worn black] to the funeral.
 - d. You need to get [a] his name, [b] rank, and [c] social security number.
-

Item 22

Use a hyphen in compound _____ that precede a noun but not in those that follow nouns.

- a. predicates
 - b. adjectives
 - c. sentences
 - d. subjects
-

Item 23

Choose the correct use of the hyphen with compound numbers.

- a. twen-ty five
 - b. two-hundred eighty-two
 - c. fifty five-thousand
 - d. ninety-nine
-

Continued on next page

Study Unit 3 Exercise, Continued

Solutions

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	b	3-4
2	a	3-4
3	a	3-4
4	c	3-4
5	d	3-5
6	b	3-6
7	a	3-7
8	d	3-8
9	c	3-10
10	d	3-10
11	c	3-10
12	d	3-10
13	c	3-11
14	a	3-11
15	a	3-12
16	b	3-13
17	c	3-16, 3-17
18	b	3-17
19	d	3-18
20	a	3-20
21	c	3-21
22	b	3-22
23	d	3-23

Unit Summary

In this study unit you learned the rules for correct placement of semicolons, colons, apostrophes, dashes, quotation marks, italics, parentheses, brackets, and hyphens.

In this course you have learned rules for capitalization and punctuation. Refer back to the study unit to refresh your memory before proceeding to the review lesson.

PUNCTUATION

REVIEW LESSON EXAMINATION

Review Lesson

Introduction The purpose of the review lesson examination is to prepare you for the final examination. We recommend that you try to complete your review lesson examination without referring to the text, but for those items (questions) you are unsure of, restudy the text. When you finish your review lesson and are satisfied with your responses, check your responses against the answers provided at the end of this review lesson examination.

Directions Select the ONE answer that BEST completes the statement or that answers the item. For multiple choice items, circle your response. For matching items, place the letter of your response in the space provided.

Item 1 Choose the sentence that shows correct capitalization.

- a. farm animals are quite harmless.
- b. The ship will be leaving port in the afternoon.
- c. What type of combat boots should marines use?
- c. we were informed that a fishing license is not necessary.

Item 2 Choose the sentence that shows correct capitalization.

- a. “such animals,” he added, “are quite harmless”
- b. The child explained, “i have not read that book yet”
- c. “Aren’t you surprised,” she asked, “to see me here?”
- d. Looking at his notes, she asked, “where were you then?”

Item 3 Capitalize the first letter of a direct quotation only if the quotation is

- a. a complete sentence.
- b. an incomplete sentence.
- c. from someone important.
- d. from someone that’s not important.

Continued on next page

Review Lesson, Continued

Item 4

Choose the noun that should be capitalized.

- a. spring
 - b. bike
 - c. tuesday
 - d. east
-

Item 5

Choose the answer that best completes the sentence.

I attended _____ at the _____ in 1985.

- a. high school, new york school of performing arts
 - b. high school, New York School of Performing Arts
 - c. High School, New York School of Performing Arts
 - d. High School, new york school of performing arts
-

Item 6

The Commandant of the Marine Corps directed the name _____ be capitalized in all official correspondence.

- a. battalion
 - b. jet
 - c. troop
 - d. marine
-

Item 7

The title *Secretary of State* is capitalized because

- a. people recognize the position.
 - b. it is used by individual states.
 - c. of its exceptional responsibility.
 - d. of its high distinction.
-

Continued on next page

Review Lesson, Continued

Item 8

Choose the sentence that is correctly capitalized.

- a. The patient at the Senior living home is Gregory Smith, jr. of Iowa.
 - b. The patient at the senior living home is Gregory Smith, Jr. of Iowa.
 - c. The patient at the Senior living home is Gregory Smith, Jr. of Iowa.
 - d. The patient at the senior living home is Gregory Smith, jr. of Iowa.
-

Item 9

Choose the sentence with the correct punctuation.

- a. Did your friends and relatives grow up on Bourbon St?
 - b. Did your friends and relatives grow up on Bourbon St.
 - c. Did your friends and relatives grow up on Bourbon St.?
 - d. Did your friends and relatives grow up on Bourbon St?.
-

Item 10

Choose the correct end punctuation for the following sentence:

What time did 1stSgt Moore tell us to be in formation

- a. Period
 - b. Comma
 - c. Question mark
 - d. Quotation mark
-

Item 11

Choose the correct end punctuation for the following series of questions:

How many times must I repeat myself__ Once__ Twice__ How about three times__

- a. Question Mark
 - b. Exclamation Point
 - c. Period
 - d. Comma
-

Continued on next page

Review Lesson, Continued

Item 12 Use a(n) _____ after a(n) _____, interjection, or command.

- a. question mark, mild command
 - b. period, phrase
 - c. quotation mark, vague command
 - d. exclamation point, emphatic statement
-

Item 13 Choose the correct use of the comma in the following compound sentences.

- a. Cars are difficult to detail, but trucks can take an entire day.
 - b. Cars are difficult to detail but, trucks can take an entire day.
 - c. Cars are difficult to detail, but trucks, can take an entire day.
 - d. Cars are difficult to detail but trucks can take an entire day.
-

Item 14 A compound predicate indicates that one subject is

- a. doing two or more things.
 - b. doing no more than one action.
 - c. modifying one verb.
 - d. modifying one noun.
-

Item 15 Choose the sentence that demonstrates correct use of the comma in a series.

- a. The Marines were instructed to bring, a pen, paper, rain gear, and lunch.
 - b. The Marines were instructed to bring a pen, paper, rain gear, and lunch.
 - c. The Marines were instructed to bring a pen paper rain gear, and lunch.
 - d. The Marines were instructed to bring, a pen, paper rain gear, and lunch.
-

Item 16 Always use a comma following a _____ word or a word containing a verb phrase that has a participle or infinitive.

- a. compound
 - b. participle
 - c. transitional
 - d. infinitive
-

Continued on next page

Review Lesson, Continued

- Item 17** The “and test” is used to determine if a comma should be used between two
- a. nouns.
 - b. pronouns.
 - c. verbs.
 - d. adjectives.
-

- Item 18** A(n) _____ is a word or group of words that do not limit the term or construction it refers to and that is not essential to the meaning of the sentence's main clause.
- a. nonrestrictive element
 - b. restrictive element
 - c. transitional word
 - d. transitional phrase
-

- Item 19** Choose the correct use of the comma when using nonrestrictive elements.
- a. Mr. Johnson, a Vietnam Veteran was chosen to represent the group.
 - b. Mr. Johnson a Vietnam Veteran was chosen to represent the group.
 - c. Mr. Johnson a Vietnam Veteran, was chosen to represent the group.
 - d. Mr. Johnson, a Vietnam Veteran, was chosen to represent the group.
-

- Item 20** A(n) _____ element provides identifying information about a person or thing not previously identified and is not separated by a comma.
- a. nonrestrictive
 - b. restrictive
 - c. important
 - d. supportive
-

Continued on next page

Review Lesson, Continued

- Item 21** Transitional words are used in a sentence to show a shift of thought, to emphasize what has been said, or to
- begin a new paragraph.
 - comment on a statement.
 - show emphasis.
 - indicate a change in thought.
-

- Item 22** Which group of words listed below best illustrates introductory words?
- them, they, their
 - tell, because, the
 - run, jump, crawl
 - finally, well, unfortunately
-

- Item 23** Choose the correct use of the comma with the direct quotation.
- “The red car,” I replied, “was the fastest on the track.”
 - “The red car” I replied, “was the fastest on the track.”
 - “The red car,” I replied “was the fastest on the track.”
 - “The red car, I replied, was the fastest on the track.”
-

- Item 24** Choose the correct format when using dates.
- 2003 Lakewood Drive, Sacramento California
 - 2003 Lakewood Drive Sacramento, California
 - 2003 Lakewood Drive, Sacramento, California
 - 2003 Lakewood Drive Sacramento California
-

- Item 25** What form of punctuation is used between the elements of a sentence that are in contrast with each other?
- Dash
 - Comma
 - Semicolon
 - Period
-

Continued on next page

Review Lesson, Continued

Item 26

What are the two participle forms of a verb.

- a. Past and present
 - b. Existing and non-existing
 - c. Adverbs and nouns
 - d. Appositives and prepositions
-

Item 27

A semicolon is used to separate parts of a _____ that are not joined by a conjunction.

- a. sentence fragment
 - b. compound sentence
 - c. compound preposition
 - d. incomplete sentence
-

Item 28

Choose the correct use of the semicolon when used with a conjunction.

- a. The fighter fought back in the final round, however; he was unable to win.
 - b. The fighter fought back in the final round however, he was; unable to win.
 - c. The fighter fought back in the final round; however he was unable to win.
 - d. The fighter fought back in the final round; however, he was unable to win.
-

Item 29

Choose the correct use of the colon.

- a. We had to bring three personal items; toothpaste, toothbrush: and mouthwash.
 - b. We had to bring three personal items: toothpaste: toothbrush: and mouthwash.
 - c. We had to bring three personal items: toothpaste, toothbrush, and mouthwash.
 - d. We had to bring three personal items, toothpaste, toothbrush: and mouthwash.
-

Continued on next page

Review Lesson, Continued

**Item 30
Through 34**

Matching: For items 31 through 35, match the origin word(s) in column 1 to its contraction in column 2. Place your response in the spaces provided.

Column 1

Column 2

Origin Word(s)

Contraction

__30. cannot

a. she's

__31. have not

b. won't

__32. she is

c. can't

__33. he is

d. haven't

__34. will not

e. he's

Item 35

What punctuation is needed for words ending in *s*, or an *s* sound, to make it show possession?

- a. add another *s* then apostrophe
 - b. add another *s* then apostrophe *s*
 - c. *s* apostrophe
 - d. apostrophe *s*
-

Item 36

Dashes are used to indicate an abrupt change or _____ in thought.

- a. subtle change
 - b. sudden break
 - c. subtle break
 - d. major interruption
-

Item 37

Quotation marks used to enclose significant phrases, such as newspaper articles, _____, and title of poems.

- a. days of the week
 - b. months of the year
 - c. job titles
 - d. chapters of books
-

Continued on next page

Review Lesson, Continued

Item 38

Choose the correct use of quotation marks within a quote.

- a. She said, “Did you hear me say, ‘Stop running’ in the hallway?”
 - b. She said, “Did you hear me say, “Stop running” in the hallway?”
 - c. She said, “Did you hear me say, “Stop running” in the hallway”?
 - d. She said, ‘Did you hear me say, ‘Stop running’ in the hallway?’
-

Item 39

A word should be italicized if it is part of a title or a word

- a. used in an unusual way.
 - b. used for emphasis.
 - c. not commonly used.
 - d. that is misspelled.
-

Item 40

Parentheses are used to enclose _____ that are not part of the statement.

- a. names of states
 - b. misspelled words
 - c. explanatory words
 - d. quoted material
-

Item 41

The most common use of brackets is to enclose a correction and to

- a. provide omission.
 - b. add emphasis.
 - c. enclose dates.
 - d. correct misspelling.
-

Item 42

Use a hyphen to write out fractions in words and to write out whole numbers from

- a. twenty-four to ninety-nine.
 - b. twenty-three to ninety-nine.
 - c. twenty-two to ninety-nine.
 - d. twenty-one to ninety-nine.
-

Continued on next page

Review Lesson, Continued

Solutions

The table below lists the answers to the review lesson exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	b	1-4
2	c	1-4
3	a	1-4
4	c	1-5
5	b	1-6
6	d	1-6
7	d	1-8
8	b	1-8
9	c	1-12
10	c	1-13
11	a	1-13
12	d	1-14
13	a	2-5
14	a	2-5
15	b	2-6
16	c	2-7
17	d	2-8
18	a	2-12
19	d	2-12
20	b	2-13
21	b	2-14
22	d	2-14
23	a	2-15
24	c	2-16
25	b	2-16
26	a	2-17
27	b	3-4
28	d	3-4
29	c	3-7
30	c	3-11
31	d	3-11
32	a	3-11
33	e	3-11

Continued on next page

Review Lesson, Continued

Item Number	Answer	Reference
34	b	3-11
35	d	3-10
36	b	3-13
37	d	3-15
38	a	3-16
39	a	3-17
40	c	3-19
41	a	3-20
42	d	3-22
