

All About Punctuation

The Usage of Apostrophes – Frank Magyar - Lesson # 25

THE FACTS: Apostrophes can be used in three different situations; they are used with contractions, possessives, and quotes or citations within quotes.

WHY IT'S CONFUSING: Since the **apostrophe** can be used in so many different ways and contexts, it is often hard to determine the meaning of an **apostrophe**.

HOW TO REMEMBER: Contractions require **apostrophes** where the letter being replaced would normally be. For example, the apostrophe in “couldn’t” is between the ‘n’ and the ‘t’ because it takes the place of the ‘o’ in the word “not.” Possessives use **apostrophes** after the noun and before the ‘s’ and plural possessives require an **apostrophe** after the ‘s.’ However, when a pronoun is possessive, it does not need an **apostrophe**. **Apostrophes** must surround words that would normally have quotation marks around them, but are already inside quotation marks.

Circle the correct answer below and review orally in class:

- 1) Nells’, Nell’s wallet was stolen.
- 2) The associate’s, associates’ room is large. (Where “associates” is a group of people)
- 3) “Do’nt try to fool me,” “Don’t try to fool me”, she said.

Try these on your own, then ask the teacher or a friend to review:

- 1) “”Why Oil is Bad”, ‘Why Oil is Bad’, a magazine article by Lucas,” she said.
- 2) The trees, trees’s leaves were green.
- 3) “Couldn’t, Could’nt we have walked a little faster?

Finally, try these for homework:

- 1) Robert enjoyed music from the ’70s, 70s.
- 2) The cat tried his, his’ best to catch the mouse
- 3) Nigel did not like the movies’s, movies ending.

Capitalization of Proper Adjectives – Norman Chen - Lesson # 26

THE FACTS: **Proper adjectives** are words derived from proper nouns such as English and French. This also includes brand names. Examples: French toast, Kodak camera.

WHY IT'S CONFUSING: There are specific rules that must be applied when deciding to capitalize a proper adjective.

HOW TO REMEMBER: If the noun is common, the **adjective** should not be capitalized. When using a **compound adjective**, the second element shouldn't be capitalized if it modifies the first element or is a single word. The prefix attached to a **proper adjective** is not capitalized unless it stems from a proper noun. Example: pro-Communist, Chinese-speaking Americans, and Non-religious.

Circle the correct answer below and review orally in class:

- 1) I like to eat *French, french* toast in the morning.
- 2) I enjoy *Shakespearean, shakespearean* sonnets.
- 3) He's as *Non-Religious, Non-religious* as you can get.

Try these on your own, and then ask the teacher or a friend to review:

- 1) I can't believe Albert got suspended for bringing a *Swiss-army knife, swiss-army knife* to school.
- 2) *President Bush, president Bush* is in his second term.
- 3) The subtitles ruin it for the *Korean-speaking Americans, korean-speaking Americans* watching the movie.

Finally, try these for homework:

- 1) Do you know who this *Siamese, siamese* cat belongs to?
- 2) I would like an *Aeropostale, aeropostale* sweatshirt for Christmas.
- 3) Some historians wonder if Karl Marx would have been supportive toward *Pro-Communists, pro-Communists*.

Capitalization of Words - Kara Smith - Lesson # 27

THE FACTS: The words that should be capitalized are proper nouns, titles of books, articles, and works of art (short prepositions and conjunctions are excluded), and the first word in a sentence or quote.

WHY IT'S CONFUSING: There are specific guidelines that must be followed when deciding to capitalize a word and many people are not aware of these rules.

HOW TO REMEMBER: Remember that proper nouns are capitalized because they are of great importance. The first word in a sentence or quote is always capitalized.

Correct these sentences:

- 1) the last time I went to new york was a couple of years back.
- 2) the john smith school of business.
- 3) have you ever been to the atlantic ocean?

Try these on your own, then ask the teacher or a friend to review:

- 1) i attend havard university in 1988.
- 2) she worked as the assistant to kara smith.
- 3) she received an f on her report card so she wasn't on the principal's honor roll.

Finally, try these for homework:

- 1) dr. smith is my teacher.
- 2) he is from japan.
- 3) "look out!" she screamed, "you almost ran into my brother."

The Proper Use of the “Colon.” – Buddy Herberg - Lesson # 28

THE FACTS: A **colon** is a punctuation that has many different uses. Ways that it can be used include being placed after the greeting or headline of a business letter; to present a list or series, along with bulleted series; as a separation of hours and minutes when telling time; and to present quotations, which includes block quotations. In certain cases, it is used to connect two sentences together in order to form one compound sentence, and very rarely noted, to be used in biblical citations between the book and verse numbers. There are also other uses not mentioned often, because they are almost never used in writing, but still have a purpose pertaining to grammar, such as in a bibliography, between the location of where the work had been published and the publisher's name, or in a title of a publication between the title and subtitle.

WHY IT’S CONFUSING: **Colons** are often misused in the case of presenting a list or series. Most of the time, they are placed after an incomplete thought, which is the improper use. What is usually done when a **colon** is used, is that the clause preceding it is not a complete sentence, or thought. For example, the **colon** is incorrectly used in the following sentence: The three instruments the musician plays are: the saxophone, trumpet, and piano. To correct this common mistake the sentence would have to include a complete thought preceding the **colon**, as in: The musician plays three instruments: the saxophone, trumpet, and piano. Some other rarely made mistakes in the use of the **colon** consist of being put in between quotations. The same rules apply as they would for a list or in the use of bullet points, where the thought preceding the **colon** must be complete. As is also used in the case of joining two sentences to form one, with a different way of being put together, so the second sentence acts as a response to the first sentence to clarify or explain it.

HOW TO REMEMBER: To use a **colon** properly in grammar, remember that when it is in the context of a list or quote, the clause preceding the **colon** must be a complete thought in order for the

The Proper Use of the “Colon.” – Buddy Herberg - Lesson # 28 (Continued)

sentence to be grammatically correct. The use in other cases is simple but sometimes incorrectly used. The examples here are enough to show the proper use.

There are five different uses of a **colon** in this bulleted series:

- Time: For example, 2:30 p.m.
- Greetings in a business memo: For example, Dear Joe:, To:, Subject:.
- Biblical passages: For example, John 3:16.
- As part of a title: For example, "Atlantis: The Lost Continent."
- Quotations: For example, The player expresses his disapproval of his teammate's performance: "He played horribly today!"

Circle the correct answer below and review orally in class:

- 1) The three buildings of Whitney Young H.S. are: the arts building, the athletic building, and the academic building. Correct/Incorrect
- 2) The baseball player had five things in his bag for the game: his glove, bat, spikes, helmet, and hat. Correct/Incorrect
- 3) The tall man cried out in pain: “Ouch! That really hurt,” after hitting his head on the ceiling. Correct/Incorrect
- 4) The difference between there and their: “there” is a place and “their” gives possession. Correct/Incorrect
- 5) It’s now 3:15 in the morning and I’m exhausted.

Commas Separating Antithetical Phrases - Colin Rouser - Lesson # 29

THE FACTS: Commas are used to set off **antithetical phrases** that usually begin with *not, unlike, although, or even* that describes the word or proper noun that comes before it. **Antithetical phrases** are usually in a negative tone and are usually set off by two commas. They also usually tend to address or describe the word or phrase before it.

WHY IT'S CONFUSING: It is usually confused with the placement of other comma setting rules such as adverb clauses and introductory phrases. Introductory phrases are most often confused with antithetical phrases because, like antithetical phrases, they are describing something and they are set off with commas.

HOW TO REMEMBER: Look for the words, *not, unlike, although* or *even* after a title, name, place or any other form of a noun. Also look at how the sentence flows if you cut out the phrase. It should be able to flow normally without it.

Put in the commas for each one and review orally with your teacher:

- 1) Austria unlike many European nations is a landlocked country.
- 2) This book although it's long can be read quickly.
- 3) Roberto even though he is fifteen is a skilled horseman.

Try these on your own, then ask the teacher or a friend to review:

- 1) Angelina Jolie not the actress is my best friend.
- 2) The color blue unlike indigo is a much broader color.
- 3) My scooter even without the brake is still my favorite.

Finally, try these for homework:

- 1) My name is Frederick not Jason and I go to Whitney Young.
- 2) The piano unlike the harpsichord has more solid tones.
- 3) Sam even though he is smart gets bad grades in school.

Hyphen-Syllabication – Matthew Zic - Lesson # 30

THE FACTS: When breaking up a word to continue it onto the next line, you must insert the hyphen between syllables, not in the middle of them.

WHY IT'S CONFUSING: It seems logical to keep writing as much as you can before inserting a hyphen, rather than inserting the hyphen in earlier.

HOW TO REMEMBER: When someone is speaking, they do no pause pronunciation in the middle of a syllable, but rather between syllables. Therefore, writing should be no different.

Circle the correct answer below and review orally in class:

- 1) I can't go to the club (meet-ing) (me-eting) today because I have to study for a test.
- 2) It's snowing outside (tod-ay) (to-day) on this cold, cold day.
- 3) It was zero (deg-rees) (de-grees).

Try these on your own, then ask the teacher or a friend to review:

- 1) Soon it will be (wint-er) (win-ter) break.
- 2) The performance is (be-ginn-ing) (be-ginni-ng).
- 3) He loves dance (mu-sic) (mus-ic).

Finally, try these for homework:

- 1) Her friend (Car-los) (Carl-os) hurt his hand.
- 2) She cried for (a-while) (aw-hile).
- 3) The sunrise was (ver-y) (ve-ry) bright today.

Quotation Marks or Underlining for Titles – Elisa Vera - Lesson # 31

THE FACTS: When citing major, independent works such as movies, books, newspapers, albums, etcetera, the titles should be in *italics* or **underlined**. Smaller works, such as articles within newspapers, song titles, essays, or short stories should be within **quotation marks**.

WHY IT'S CONFUSING: Many people don't pay attention to how they present titles. Sometimes a simple **bold** is all they do. To be able to recognize a type of title by the way it's presented is important. It tells the difference between a book, poem, or movie, and makes reading a lot easier. It also gives the piece of work a sense of respect when it's presented correctly.

HOW TO REMEMBER: Major independent works should be in *italics* or **underlined** and smaller works should be in **quotation marks**. Think of it this way: **I**ndependent, **I**talics. Always associate *italics* with **underlined** and remember that everything else should be put in quotation marks.

Circle the correct answer below and review orally in class:

- 1) Book: The Lion, the Witch and the Wardrobe by C.S. Lewis
- 2) Song: Basket Case by Green Day
- 3) Album: Torn by Natalie Imbruglia

Try these on your own, then ask the teacher or a friend to review:

- 1) Article: Plants and Their Diseases by Harold Perez
- 2) Movie: The Princess Bride
- 3) Newspaper: The Chicago Tribune

Finally, try these for homework:

- 1) Short Story: The Tell-Tale Heart by Edgar Allen Poe
- 2) Essay: Light and Sounds by Elisa Vera
- 3) Book: Black Boy by Robert Wright

Quotation Marks or Underlining for Titles – Desiree Mulkey - Lesson # 32

THE FACTS: When it comes to titles, both **quotation marks** and **underlining** is used. Which of the two is used depends whether or not the title of the piece is part of a larger work. For example, the title of a chapter of a book would be in **quotation marks**, whereas the title of the book itself would be **underlined**. Short poems and short stories are also put in **quotation marks**.

WHY IT’S CONFUSING: Though all titles are still considered titles, the way in which they are written is completely different.

HOW TO REMEMBER: The best question to ask when deciding which one to use is, “Is this work a part of a whole or does it stand alone?” If it is part of a whole, then **quotation marks** must be used. If it stands alone, it must be **underlined**.

Underline or use quotations to make these titles correct and review orally with your teacher:

- 1) Chicago Sun-Times (daily newspaper)
- 2) The Scarlet Letter (novel by Nathaniel Hawthorne)
- 3) Wonderwall (song by Oasis)

Try these on your own, then ask the teacher or a friend to review:

- 1) A Tale of Two Cities (novel by Charles Dickens)
- 2) The Simpsons (television show)
- 3) Indie Oscars Reveal Nominees (article)

Finally, try these for homework:

- 1) Give Up (album by Postal Service)
- 2) Family Guy (television show)
- 3) Fire and Ice (poem by Robert Frost)
- 4) The Grapes of Wrath (novel by John Steinbeck)

Semicolons in a Series – Troy White - Lesson # 33

THE FACTS: **Semicolons** are used in a series when one or more of the items in a list or series already contain punctuation. **Semicolons** are also used when items in a series or list are very long.

WHY IT'S CONFUSING: Most people do not know when to use a **semicolon** in a series. Many people are accustomed to inserting commas into a series where a **semicolon** should be placed.

HOW TO REMEMBER: When listing items that are very long, use a **semicolon**, not a comma, and when one or more of the items in a series already contains punctuation, insert a **semicolon**.

Insert the semicolon(s) in the correct place(s) and review orally in class:

- 1) The outreach program was led by Erica Hunt, a surgeon Dave Hay, an administrator and Mike Mills, a business professor.
- 2) In the past three years I have lived in Buffalo, New York Chicago, Illinois Salem, Oregon and Denver, Colorado.
- 3) Members of the band include Mike Roger, clarinetist Tony Mayer, tuba player and John York, trumpeter.

Finally, try these for homework:

- 1) The group is lead by Tom Jay, class president Ron Finn, star athlete and Jay Cain, class clown
- 2) The party was joined by Halle Berry, Oscar winner Kanye West, Grammy winner and Adam Levine, Grammy winner.
- 3) In two years we had visited Dallas, Texas Reno, Nevada and Olathe, Kansas.

**Lesson # 34 - Adding a Consonant to a Word That Has a Suffix Added to It -
Christine Villanueva**

THE FACTS: Knowing whether or not to add an extra **consonant** to a word is difficult, but, in most cases, all you need to know is how to spell the root word. If the root word ends with a **single consonant and a short vowel sound**, double the last letter of the root, then add the suffix.

WHY IT'S CONFUSING: There are exceptions to the rule and it is hard to keep track of them all. For example, doubling the letter of the root word does not apply to words ending with the **consonants** 'x,' 'w,' or 'y.' The root word, instead, remains the same, with the addition of the suffix. This is also the same if the root word ends in two **consonants** or two vowels.

HOW TO REMEMBER: You do not need to double the last letter of the root word if that letter is 'x,' 'w,' or 'y' or if the word ends in two consonants, or the vowel sound that precedes the last consonant is long. Also, do not double if it is already "doubled."

Circle the correct answer below and review orally in class:

- 1) mop- moping or mopping
- 2) keep- keeper or keeper
- 3) slough- sloughing or sloughing

Try these on your own, then ask the teacher or a friend to review:

- 1) stop- stopping or stopping
- 2) cry- crying or crying
- 3) fit- fitting or fitting

Finally, try these for homework:

- 1) travel- traveler or traveller
- 2) lick- licker or licker
- 3) hop- hopping or hoping

The Answer Key

Answer Key - Lesson # 25 – The Usage Of Apostrophes – Frank Magyar

Circle the correct answer below and review orally in class:

- 1) *Nell's* 2) *associates'* 3) *Don't try to fool me*

Try these on your own, then ask the teacher or a friend to review:

- 1) *"Why Oil Is Bad"* 2) *trees'* 3) *Couldn't*

Finally, try these for homework:

- 1) *'70s* 2) *his* 3) *movie's*

Answer Key - Lesson # 26 - Capitalization Of Proper Adjectives – Norman Chen

Circle the correct answer below and review orally in class:

- 1) *French* 2) *Shakespearean* 3) *non-religious*

Try these on your own, then ask the teacher or a friend to review:

- 1) *Swiss-army-knife* 2) *President Bush* 3) *Korean-speaking-Americans*

Finally, try these for homework:

- 1) *Siamese* 2) *Aeropostale* 3) *pro-Communists*

Answer Key - Lesson # 27 - Capitalization Of Words - Kara Smith

Circle the correct answer below and review orally in class:

- 1) *The; New; York* 2) *The; John; Smith; School; Business*
3) *Have; Atlantic; Ocean*

Try these on your own, then ask the teacher or a friend to review:

- 1) *I; Harvard; University* 2) *She; Kara; Smith* 3) *She; F; Principal; Honor; Roll*

Finally, try these for homework:

- 1) *Dr.; Smith* 2) *He; Japan* 3) *Look; You;*

Answer Key - Lesson # 28 – The Proper Use Of The “Colon.” – Buddy Herberg

Circle the correct answer below and review orally in class:

- 1) *incorrect* 2) *correct* 3) *correct* 4) *incorrect* 5) *correct*

Answer Key - Lesson # 29 – Commas Separating Antithetical Phrases - Colin Rouser

Circle the correct answer below and review orally in class:

- 1) *Austria,* 2) *book,; long,* 3) *Roberto, ; fifteen,*

Try these on your own, then ask the teacher or a friend to review:

- 1) *Jolie, ; actress,* 2) *blue, ; indigo,* 3) *scooter, ; brake,*

Finally, try these for homework:

Sample lessons from *The Whitney M. Young Magnet H.S. Grammar Book of 101 Grammar Lessons* available at <http://www.lulu.com/content/1261944>.

- 1) *Frederick, not Jason,* 2) *piano, unlike the harpsichord,*
3) *Sam, even though he is smart,*

Answer Key - Lesson # 30- Hyphen-Syllabication –Matthew Zic
Circle the correct answer below and review orally in class:

- 1) *meet-ing* 2) *to-day* 3) *de-grees*

Try these on your own, then ask the teacher or a friend to review:

- 1) *win-ter* 2) *be-ginn-ing* 3) *mu-sic*

Finally, try these for homework:

- 1) *Car-los* 2) *a-while* 3) *ver-y*

Answer Key - Lesson # 31 – Quotation Marks Or Underlining For Titles – Elisa Vera
Circle the correct answer below and review orally in class:

- 1) *Underline* 2) *Quotations* 3) *Underline*

Try these on your own, then ask the teacher or a friend to review:

- 1) *Quotations* 2) *Underline* 3) *Underline*

Finally, try these for homework:

- 1) *Quotations* 2) *Quotations* 3) *Underline*

Answer Key - Lesson # 32 – Quotation Marks Or Underlining For Titles – Desiree Mulkey

Circle the correct answer below and review orally in class:

- 1) *Underline* 2) *Underline* 3) *Quotations*

Try these on your own, then ask the teacher or a friend to review:

- 1) *Underline* 2) *Underline* 3) *Quotations*

Finally, try these for homework:

- 1) *Underline* 2) *Underline* 3) *Quotations* 4) *Underline*

Answer Key - Lesson # 33 - Semicolons In A Series – Troy White

Insert the semicolon in the correct place and review orally in class:

- 1) *surgeon; administrator;* 2) *New York; Illinois; Oregon;*
3) *clarinetist; player;*

Finally, try these for homework:

- 1) *president; athlete;* 2) *Oscar winner; Grammy winner;* 3) *Texas; Nevada;*

Answer Key - Lesson # 34 - Adding A Consonant To A Word That Has A Suffix Adding To It – Christine Villanueva

Circle the correct answer below and review orally in class:

Sample lessons from *The Whitney M. Young Magnet H.S. Grammar Book of 101 Grammar Lessons* available at <http://www.lulu.com/content/1261944>.

1) *mopping* 2) *keeper* 3) *sloughing*

Try these on your own, then ask the teacher or a friend to review:

1) *stopping* 2) *crying* 3) *fitting*

Finally, try these for homework:

1) *traveler* 2) *licker* 3) *hopping*