Style

# 1. Concise sentences.

1. Avoid redundancy – using too many words.

We bought some aluminum foil (~~for the purpose of making~~=to make) baked potatoes.

1. Where possible, cut a phrase to a single word, a clause – to a phrase or a word.

The treasure (~~which had been~~) discovered in …. contained…

1. Strike out every useless which/that.

The pieces of eight (~~that~~) you are holding…..

1. Don’t expand or restate the obvious.

They visited us with their (~~two~~) sons, Kevin and Paul.

1. Avoid wordy expressions.

At the present time=now

In the absence of=without

1. Omit unnecessary preliminaries, get to the point.

(~~We are very proud and happy to announce that~~) Grover Clevend has won….

1. Avoid wordy, roundabout, impersonal constructions

(~~There were~~) four members of our team (~~who~~) were….

1. Avoid tautology.

~~(invited~~) guest

Small (~~in size~~)

Each (~~and every~~)

1. Do not repeat a word or expression if the sentence is clear without the repetition.

Caroline invited us to a come-as-you-are party. Among the guest ~~at the party~~ were..

1. Don’t pile adjectives upon adjectives, adverbs upon adverbs.
2. Don’t overload your sentences with metaphors or high-sounding phrases.
3. Don’t seek emphasis by using extravagant modifiers

Terribly anxious

13)Don’t weaken your statements by long and pointless euphemism.

At 26 Keats left this vale of tears=died.

14)Avoid gobbledygook.

## Practice 1. Writing concise sentences.

1. If you have a record player and an album of birdsongs, you can summon to your windowsill birds you would rarely ever see otherwise.
2. Some of the interesting features of the island of Oahu are: it has an extinct volcano, it has a mile-long hedge of night-blooming cereus, and it has the beautiful and fantastic Coral Gardens.
3. In m opinion, I think that the musical *My Fair Lady* is even funnier than *Pygmalion,* the play on which it was based.
4. I’m calling to let you know that I am very sorry that I shall have to be late for the first meeting of the community.
5. There is no doubt that some people will disagree with me, but in my opinion, I firmly believe that any and all participants in three major activities should be forbidden to engage in any other school activities whatsoever.
6. The sand cat, which is found in the deserts of Arabia, Africa, and Russia, is small in size and its fur is pale and yellow in color.
7. We regret that it is necessary to announce that the *Southfield Sentinel* will suspend publication with the June issue.
8. The big, bouncy, cheerful, always smiling quarterback jumped eagerly to his feet as the keen-eyed, quick-tempered coach brusquely threw him a short, sharp word of command.
9. When Grandpa’s terribly noisy car stopped in front of our house, it goes without saying that the two twins dashed out of the house and greeted him boisterously.
10. People who are deficient in judgment move with tumultuous rapidity into situations where members of the celestial hierarchy are doubtful about the safety of setting their feet.

# 2. Clear sentences.

1.Do not use a pronoun if there is the slightest doubt about its antecedent.

Ann told Christina that she could go to ….

2.Do not let a pronoun refer to a word that is not expressed, supply a noun if it is needed.

General MacArthur promised the Philippine population that he would return and he kept it=that promise.

3. Avoid reference to a noun hidden in the possessive case or in a modifier.

What’s the dance’s name(the name of the dance) that was…

4.Don’t use the same pronoun to refer to different antecedents.

Mrs. Day told Margo that she was going to send her poems to a literary magazine.

5. Don’t put too many ideas into one sentence.

6. Put a participle close to the word it modifies.

Arriving during the second act, the plot of the… puzzled Helen.

7. Avoid dangling infinitives and gerunds.

After winning the election, the crowd was addressed by a successful candidate.( After winning the election, the successful candidate addressed the crowd.)

8. Place modifiers near the words modified.

The author tells of the girl’s illness resulting from the death of her sweetheart in only two lines. (In only two lines the author tells of the girl’s illness resulting from the death of her sweetheart)

9. Do not interrupt the natural order of a sentence by inserting long, wordy modifier.

The bats, as dusk began to envelop the countryside, swooped and fluttered in their search for insects

The bats at dusk swooped and fluttered in their search for insects

10. Provide all needed clues to guide your reader and assure accurate communication.

11.Use commas and hyphens to clarify thought.

12.Avoid the headline style.

13.Don’t needlessly shift subject, voice, tense, mood, number or person.

14. Don’t begin grammatical construction and leave it unfinished.

15. Use the conjunction that accurately expresses the relation of one clause to another.(and=plus, but=minus)

16. Don’t mix literal and figurative expressions.

17. Don’ mix metaphors.

## Practice 2. Writing clear sentences.

1)After two hours of volunteer sitting, my sisters decided to take the little Colby girls home before they were completely exhausted.

2) Mr.Fahey wants the salesman’s name who made the best record last month.

3)Byron told Shelley that he should learn to swim.

4)In colonial times, since the roads had so many deep ruts that stage coaches veering from side to side were frequently in danger of overturning, the passengers often had exciting and tiring rides, since, when a mudhole became so deep that the horses could not pull the vehicle along, the riders were asked to get out and help push.

5) At the age of nine months, Zachary Taylor’s father moved his family to..

6)Feared and hated, fishermen considered sharks a great nuisance.

7)One of our most popular vegetables, people once considered the tomato poisonous.

8) With only 108 men and 27 horses, the Inca Empire of Peru was conquered by Pizzarro.

9)To become a physicist, years of study and research are necessary.

10)The cave people sat around the fire and told one another about their hunting experience during long winter evenings.

11)That afternoon was Marge’s first try at tennis and needed some intensive coaching.

12)By acquiring a large vocabulary will help us explain our ideas.

13)Doctors have tremendous responsibilities an difficult working hours, and Don still wants to study medicine.

14)Your shipment of broken glassware will be duplicated promptly.

15)I can always depend on my friend Marion to cheer me up; she is an expert at making molehills out of mountains.

## Practice 3. Writing clear, concise sentences.

1. A great imitator, the chimpanzee’s intelligence is remarkable.
2. The Weldon boys used to take my sisters sailing ob the Charles river when they came home from college on weekends.
3. It is my expectation that this job will help to give me some of the experience I need before my school days are over with and I have to start out to find my first real position in the world of business.
4. Louis XVII, never actually the king of France, left this vale of tears when he was 10 years old in prison.
5. Five minutes later Rod was almost persuaded that the terribly battered old Ford rusting in the used-car lot was cheap in price.
6. It is to be hoped that you will send the watch back t the factory that needs a new spring.
7. Your baby, if you have one, can be enlarged, tinted, and framed for 10$   
   (sign in a photographer’s window).
8. Do you know the man’s name that holds the record for the broad jump?
9. Leathery and spiny, insects find holly leaves difficult to eat.
10. Now, with a clean face, the make up can be applied.

## 3. Forceful sentences.

1. Arrange the items in a series as a climax (from the least important to the most important) unless you wish to create an anticlimax for the sake of humor.

I came, I saw, I conquered.

1. End the sentence with an important word or phrase.

Whatever liberates our spirit without giving us self-control is disastrous.

1. Acquire the habit of sandwiching parenthetic expressions and modifiers (*however, therefore, I think, in my opinion)* between the key words in your sentences.

Chess is, in my opinion, the most…..

1. Ordinarily express the main idea of a sentence in the independent clause, and put a less important idea in an adjective, adverb or noun clause.
2. Ordinarily use the active voice for direct, forceful expression.
3. Use the passive voice when the doer is unknown or unimportant, when you tactfully whish to overlook the doer, when you want to put particular emphasis on the receiver, when you want to emphasize the result.
4. Where possible, use specific nouns and vigorous verbs.

Repartee=witty reply

1. Use specific, vigorous, picture-making words.
2. Avoid overusing *very, absolutely, somewhat,* and other qualifiers.
3. Avoid overusing superlatives. When everything is emphasized, nothing is.
4. Avoid clichés, shopworn expressions that have lost their former effectiveness by overuse.
5. Don’t use a word merely to impress your reader. If a simple word is suitable, use it.
6. Avoid a false and stuffy ‘exactness’. Round off an approximate number.

Approximately a hundred people attended. (not - Approximately ninety-eight people attended)

1. Be wary of unintentional absurdities.
2. Use figurative language carefully.

## Practice 4. Writing forceful sentences.

1. However, sodium, lithium, and potassium are seldom seen in their natural state.
2. James Jr. had always been called ‘J.J’ by the family.
3. My sister Madge has always been a rather mediocre cook, but yesterday she mad some absolutely terrific chicken croquettes.
4. Approximately 67 girls and 92 boys registered for the free diving lessons at the municipal pool.
5. By the time the picnic was over, we had lost my brother Rudy, one hamper, two kitchen knives, and a box of paper napkins.

## Practice 5. Writing forceful sentences.

Make some of the following sentences more forceful by using specific, vigorous, picture-making words.

1. Jane looked angry.
2. It’s a beautiful autumn day.
3. The beach was crowded.
4. The bride looked lovely.
5. Dad was annoyed.
6. Lillian is very friendly.
7. My uncle is an extremely nervous man.

## 4. Varied sentences.

1. Vary the length and type of sentence you use.
2. Short sentences are easier to understand than longer ones. When they are introduced after a number of long ones, they add vigor. The short sentence can effectively express strong feeling or create a dramatic effect.
3. In a long sentence a writer can express accurately and fully a complicated idea with its details and qualifications.
4. Use an occasional question, exclamation, or command to add variety and life to your writing.
5. To emphasize a word, phrase, or clause, place it at the beginning or at the end of the sentence.
6. Avoid overusing *and, but,*  and *so.*
7. Use appositives to save words an improve sentence structure.

The Nobel Peace Prize, one of….., was first…

1. By building sentences with compound predicates, avoid the overuse of compound sentences with *and I, and we, and he, and she, and they.*

Henry Hudson headed steadily northward and (he) soon had….

1. In revision use verbals occasionally as substitutes for clauses or independent sentences.

After he had played chess all evening, Harry had….=After playing chess all evening, Harry had…

1. Occasionally use adjectives in the appositives position.

The blue jays, *noisy* and *pugnacious,* angrily attacked….

## Practice 6. Writing varied sentences.

1. Fra Angelico, the son of an Italian peasant, painted only religious pictures, and he gave them a fresh, rich beauty and meaning.
2. He produced more than 200 famous paintings. He continued his duties as a member of the Dominican order.
3. Alfred Nobel’s interest in the cause of peace was first aroused by Bertha Kinsky von Sutter. She was the daughter of a field marshal in the Austrian army.
4. Pencils were expensive and were rarely found in the lower and middle-class homes in America during the 1800’s, because they had to be imported from Europe.
5. The dome of the Capitol building in Washington, D.C., weighs 8,909,200 pounds. This dome is made of cast iron. It is crowned by a statue of Freedom. Throughout the world the Capitol dome is a symbol of democracy.

## 5. Unity in sentences.

1. Every part of a sentence must be related to one main idea.

2. Avoid rambling sentences consisting of three or more statements strung together with *and, but, so.*

3. Avoid using a series of overlapping adjective clauses or possessives.

(That’s Mary’s cousin’s dachshund)=That dachshund belongs to Mary’s cousin.

## Practice 7. Unity in sentences.

1. Roland Hayes, who was a lyric tenor who was one of the greatest interpreters who have sung spirituals and lieder, was the son of former slaves.
2. Roland’s mother’s wish was for her son to become a doctor or lawyer.
3. On his 75th birthday at a concert which was held in Carnegie Hall, which is in New York City, Mr. Hayes received the Armistad Award, which is for outstanding service which has helped to improve human relations.
4. Every spring the waters of the Nile began to rise, and a great festival was held in honor of the god of the Nile, and from all parts of Egypt crowds of people flocked to worship and give thanks.
5. The Sequoia trees were named for Sequoya, an American Indian, and he invented the Cherokee alphabet.

## 6.Parallel structure.

1. Use *and*  and *but* to connect like grammatical elements (2 nouns, 2 adjectives….)

(This map gives the *location* of several old silver mines and how *to reach* them easily).

This map gives the *location* of several old silver mines and *directions* for reaching them easily.= This map shows where *to find* several old silver mines and how *to reach* them easily.

2. Do not join an adjective clause to is independent clause or to a phrase by *and, but,* or  *or.*

I have just finished reading an article about Lucy Audoubon, a courageous young pioneer, (and) who braved….

3 . In balanced sentences the constructions are of equal length.

Every suffering is rewarded; every sacrifice is made up; every debt is paid.

4.Correlatve conjunctions are placed just before the words or expressions they connect.

Serge K. was *not only* a distinguished conductor but also an expert player…

Mr. Kent lets *neither* rain nor snow interfere…

She has excelled in *both* swimming and diving.

## Practice 8. Parallel structure.

1. Carol can’t decide whether she should study nursing or to become a concert violinist.
2. Sylvia is beautiful, dark eyes, and a quick temper.
3. The horse-chestnut tree grows so rapidly it can not only be enjoyed by the planter’s grandchildren but also by the planter himself.
4. Hester is a good student with a record of service to the school and who will receive the Senior Award on Honors Day.
5. The Rosetta Stone carries the same message both in Egyptian and Greek characters.

## 7. Sentences that please the ear.

1. Make your style fit your content. Use short sentences to describe rapid action, longer ones to convey a quiet mood.

2. Don’t repeat a sound or a word at too close an interval without a good reason.

3. Purposeful repetition of a sound or of a key word may create humor.

4. Don’t break the flow of a sentence by chopping it up into small units set off by commas.

5. In prose avoid rhyme and regular rhythm.

(I have to finish my book report; I’ll meet you at 3 at the tennis court.)

## Practice 9. Sentences that please the ear.

1. If you engage our cleaning services, our cleaners will clean your house quickly, carefully, and thoroughly.
2. When I solve problem one, my homework will be done.
3. The difference between my little brother’s opinion of TV Westerners and my mother’s opinion of TV Westerners is quite a difference.
4. The parrot, Aunt Alice discovered, to her everlasting embarrassment, could be counted on to startle company with phrases which, long ago, it had picked up from its owner, a sea captain.
5. If Dad and Reggie have their way, will have that outdoor grill by May.

## Practice 10. Revising a theme.

The night I saw the Rebels beat the Panthers in a terrific night game was the best night I had all last summer, I think. The Panthers had to use half a dozen pitchers; the pitchers were in there pitching and they were trying hard but the could hardly get any of the Rebels batters out . These pitchers were the best the Panthers had, the ones they kept putting in, I mean. The Panthers fans felt very bad because their team was making such a sad showing and even Buddy Casey shook his head sadly. He stepped up to the plate. He took a practice swing or two with the bat. Anyone could see that Buddy’s heart wasn’t in the game any more because the Rebels kept scoring more and more, and then the Panthers went to pieces and they started missing throws and they kept striking out and it didn’t seem possible that they could possibly come from behind, at least not to me.

The Rebels played bravely and they were easily able to keep the lead. They hit some long flies, which, strangely enough, the Panther who was in the outfield didn’t get anywhere near, and they laid down some beautiful bunts which were too beautifully placed for the infield which tried to get to them in time, but it didn’t succeed. The bunts were too perfect, for the infield, I mean.

There isn’t any point in quoting the score that was the final score because that will only make Panther rooters feel sore, probably. Anyway, all through that exciting, hard-fought, noisy, fun-filled game I joined the yelling, wild-eyed, hoarse-voiced fans in jumping up and down and screaming for the team that I wanted to win.

# CAPITALIZATION

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| Capitalize | Don’t capitalize |
| 1. The first word of a complete sentence; a quoted sentence; the remark of each new speaker in conversation; a line of poetry or verse. | 1. The second part of a one sentence broken quotation or the first word of a quoted phrase. |
| 1. In the salutation of a letter - the first word and all nouns; in the closing – the first word. |  |
| 1. The pronoun *I* (both alone and in contractions I’m, I’ll) and the exclamation *O*. | 1. *Oh* unless it begins a sentence. |
| 1. The first word of each item in an outline. | 1. If the division of the book is a minor one (section, article, line, page, scene, paragraph) |
| 1. An important division of a book or of a series of books (Chapter, Vol., No., Act., Part) | 1. The second part of a compound word (Fifty-**n**inth Street) unless the second part is a noun or a proper adjective (Nineteenth-**C**entury Poets). |
| 1. Nouns clearly personified. (All Nature wears one universal grin). |  |
| 1. Proper nouns and their abbreviations.  * Names of particular persons * Titles of organizations, institutions, and buildings (**B**ear Hill **O**bservatory) * Geographical names (**P**lymouth **C**ounty) * Words like *North, East*, and *Southwest* when they name particular regions. * Names of political parties and their members, names of peoples, their languages, and their religions * Names of historical events, periods and documents (**M**onroe **D**octrine) * Names of governmental bodies and departments (**F**ederal **R**eserve **S**ystem) * Titles before proper names, titles of high government officials used without proper names, and abbreviations of academic degree (**P**resident Adams, the **P**resident, **B.S**.) * *Mother, Father, Dad, Grandmother,* and other words of family relationship are preferably capitalized when used instead of a person’s name. They are always capitalized when used with a person’s name. * A descriptive name, title, or nickname used as a proper noun or part of it. (**H**onest **A**be) * The names of stars, planets, and satellites except the *sun* and the *moon*. *Earth* may be capitalized. * The specific part of the trade name of a product (**P**almolive soap). * The names of ships, trains, and planes. * The names of the days of the week, months of the year, holidays, and holy days. * The titles of books, articles, reports, poems, plays, newspapers, and the names of television and radio programs. Capitalize the first and the last word and all other words except articles, prepositions, and conjunctions. (**T**he **E**dge of **T**omorrow) * Names of the Deity, the Bible, divisions of the Bible, and other sacred writings. * The names of school subjects that are languages or numbered courses. (**G**erman, **G**eometry I) | * Words like *state* and *city* when they are not used as individual names or parts of such names (**c**ity of **P**lymouth) * When words like *North, East*, and *Southwest* refer to directions. * Most titles without names are not capitalized (the doctor) * When a pronoun or a name in the possessive case precedes a word of family relationship, no capital is used unless a person’s name is also used (Phil’s **s**ister, My **A**unt Susan) * The names of the seasons. * Except in bibliographies, do not capitalize *the* as the first word of the name of a newspaper or magazine. (**t**he **S**portsman’s **G**uide) * But – **h**istory, **c**hemistry |
| 1. Proper adjectives (derived from proper nouns) (Spain – **S**panish rice) | 1. Some words derived from proper nouns (**b**ohemian, **c**hina) |

## Practice 1.Capitalizing correctly.

1. battle of banker hill
2. astor motor inn
3. the senate
4. carl stevens, m.d.
5. cousin bert and my aunt
6. sincerely yours
7. mother and dad
8. fifth congressional district
9. french official
10. myles standish high school
11. flag day
12. city of denver
13. fall and winter
14. a trip to the northwest
15. national broadcasting company
16. stagefort park
17. the declaration of independence
18. the concord river
19. peter the great
20. act ii, scene 2, line 8
21. department of agriculture
22. an-american
23. copley square hotel
24. german opera
25. sergeant alvin york
26. the university of missouri
27. fruitlands museum
28. keats’s “ode to autumn”
29. the president and the secretary of commerce
30. dear old ralph (salutation)
31. eiffel tower
32. sanford’s rubber cement
33. chapter x, page 216, line 9
34. physics, typewriting I, and spanish
35. admiral richard e. byrd
36. eighty-sixth street
37. democrats and republicans
38. *the return of the native*
39. salvation army
40. *the vicar of wakefield*

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| ABBREVIATIONS  |  |  | | --- | --- | | AVOID | USE | | * in a letter, theme, or report, write out all words except tabulated matter and common abbreviations (A.D.; B.C.; a.m.; p.m.; No.; Co.) |  | | * use only one period when the abbreviation comes at the end of a sentence |  | | * the abbreviation *etc.* is rare in good writing. Use it only to avoid needles repetition. |  | | * With a civil, professional, military, or political title. Titles like *Rev., Hon*., *Prof*., and *St.* may be spelled out or abbreviated (Professor=Prof. Warren Sands); they are always spelled out if no initials or given names are used (Professor Sands) | * With Mr., Mrs., Messrs., and Dr. * With Jr., Sr., Esq., Ph.D., D.D and other such titles after a name | | * Many abbreviations which are proper when combined with other expressions (at 9 a.m.) are improper when standing alone (this a.m.) |  | |  | * Certain special abbreviations are used in reports, especially in footnotes, to save space and to avoid needless repetition (*i.e*.=that is; *e.g*.=for example; *viz*.=namely; *at al*= and others; *ibid*.=in the same place; *pp*.=pages) | |  | * Use symbol & only in note-taking and in the names of some firms |  Practice 1. Eliminating abbreviations. Dear aunt Madge and uncle Frank,  I arrived home in the middle of the a.m. on Tues.& discovered that Mother didn’t expect me till the p.m. of Sept. 3. The letter I sent at the end of Aug. arrived after I did. The trip home through the Penn. Farmlands was pleasant &fairly cool, but my heart was back in Huntingdon Co.  Thank you both for inviting me. The two wks I spent with you in the mts. will give me many pleasant memories for the long winter mos. ahead. I gained six lbs. on the creamy milk furnished by the local dairy co. mother says the wt. I gained should keep the dr. away for at least a yr. I’ve already planned to write an acct. of my vacation for the h.s. mag. That adventure with the skunks should make good reading! The p.o. will close in twenty min. I want to get this letter off.  Love from us all.  Your niece,  Sally WRITING NUMBERS  1. Use figures for dates, house numbers, room numbers, page numbers, telephone numbers, and numbers of divisions (parts, chapters, paragraphs, sections, rules) of a book. 2. Ordinarily use figures when presenting statistical information. 3. Ordinarily spell out numbers that can be expressed in one or two words (*thirteen, nine* *hundred*). Use figures for numbers that require three or more words (225; 2,234,667). 4. Ordinarily spell out ages and the time of the day. Use figures with the abbreviations *a.m*. and *p.m.* 5. When representing money, use figures (1) for a sum in dollars and cents and (2) for a sum in dollars if the number requires three or more words. 6. Spell out a number at the beginning of a sentence. 7. Use figures for percentages but write out the word *percent*.  ITALICS  1. Italicize titles of newspapers, magazines, pamphlets, books, plays, motion pictures, symphonies, and operas. When *a, an*, or *the* is the first word in the title of a book, it is capitalized and italicized. When *the* is the first word of the title of a newspaper or a magazine, do not capitalize or italicize it. Short poems, essays, and parts of a book are enclosed in quotation marks. 2. Italicize the names of vessels and aircraft. 3. Italicize foreign words and expressions which have not been naturalized. (it’s an *objet* *d’art*). 4. Ordinarily italicize a letter spoken of as a letter, a word as a word, or a phrase as a phrase.   The word *gospel* formerly meant “good story’ OR ‘gay tidings”.  How many *p’s* are there in *Philippines*?  The expression *to bury the hatchet* means ‘to make peace”.   1. Use italics sparingly for emphasis.  Practice 1. Using italics correctly – underline the words that should be italicized.  1. Does the plural of quiz have one z or two z’s? 2. Mr.Wells subscribes to all kinds of helpful magazines like Popular Mechanics, Mechanix Illustrated, Popular science, Handyman, and Electronics Illustrated. 3. Did you know that both pere and padre mean ‘father’? 4. The endings of the words blue, flew, gnu, through, to, two, and zoo are spelled differently but sound alike. 5. Betty left last night on the Senator for Washington; she is going to fly from there to San Francisco in her brother’s new plane, Hawk. 6. Sinclair Lewis liked to poke fun at the troubles of the nouveaux riches, the newly rich who don’t know what to do with their money. 7. In Charles Earle Funk’s book Heaven to Betsy! I earned the origin of expressions like weasel words and fly-by-night. 8. Does the opera Faust closely resemble Marlowe’s play The Tragical History of Dr. Faustus? 9. Of all the books about Mt. Everest I prefer Tiger of the Snows and Conquest of Everest. 10. In the World Almanac find out which of these newspapers had the largest circulation last year: the Cleveland Plain Dealer, the Miami Herald, the Minneapolis Star, or the Boston Globe.  PUNCTUATION  1. PERIOD, QUESTION MARK, AND EXCLAMATION POINT    1. Use a period after a statement or a command.    2. Use the question mark after a direct question, but not after an indirect question.    3. Use the exclamation point after an expression of strong or sudden feeling.    4. Use the period after initials and most abbreviations. Do not use a period after *percent* or after a Roman numeral within a sentence. In the abbreviations of the names of many well-known organizations, periods are not required. 2. COMMA    1. DOUBLE COMMAS are used to set off expressions that *interrupt* the normal order of the sentence or present material not closely linked grammatically with the rest of the sentence.       * 1. Use commas to set off parenthetic expressions. (Pigeons**,** like people**,** have a sense of smell.) ( *After all, at any rate, by the way, for example, for instance, however, I think, I believe, I repeat, in the first place, on the other hand, though, perhaps, to tell the truth, you may be sure,* and similar expressions are set off if a speaker would pause before and after them). (Set off *Esq., D.D., U.S.A.F*., and the like after a name. *Jr*. and *Sr*. may be set off.)         2. Use commas to set off contrasting expressions introduced by *not, but, but not, though not*, and similar expressions. (Congress**,** not the President**,** has the power to declare war).         3. Use commas to set off most appositives with their modifiers. (The Tasmanian devil**,** a ruthless marsupial**,** will attack…..) (Set off appositives preceded by *or, particularly, notably, especially*, and similar words). (Examples introduced by *such as* are set off like appositives by commas). Omit the commas if the appositive identifies the person or thing by telling which one (the tenor Caruso=which tenor?), or if it is used for emphasis (The house itself was not impressive).         4. Ordinarily use commas to set off adjectives in the appositive position. (A path**,** steep and craggy**,** led from…..)         5. Use commas to set off the name of a person addressed.         6. In addresses and dates, ordinarily use commas to set off every item after the first. (On June 19**,** 1846**,** the first baseball game was played at the Elysian Fields**,** Hoboken**,** New Jersey). The comma is sometimes omitted after the year. It is often omitted before and after the year when just the month and year are given. (In July 1969 Neil Armstrong….)         7. Use commas to set off *yes, no*, or a similar response; an introductory *well, why*, or *now*; etc.; and *oh*, unless an exclamation point is needed. (The numbers 6, 9, 1, 15**,** etc.**,** are divisible by 3.)         8. Use commas to set off *he said* or a similar expression from a direct quotation unless the quotation is only one word. The comma always precedes the quotation marks. (‘Imagination**,**’ said Albert Einstein**,** ‘is more….’)         9. Use a comma after the complimentary close of a letter and after the salutation of a friendly letter.         10. Use the comma to set off an introductory participial phrase. (Walled by lava cliffs**,** Crater Lake…..)         11. Use the comma to set off a long introductory prepositional phrase. (On the advice of the United States Weather Bureau**,** the Wright brothers…..).A short introductory prepositional phrase is not ordinarily set off by a comma. (After dinner Ada took..). Always use a comma if there is danger of misreading. (After dusting**,** Ada took….)         12. Use the comma to set off a long introductory infinitive phrase not used as the subject of the sentence. (To give her family security and comfort**,** Ann….). Insert a comma after a short introductory infinitive phrase if there is danger of misreading. (To bowl**,** Phil needs special shoes.)         13. Use the comma to set off a long introductory adverb clause. (Although captured German U-boat officers destroyed their logbooks**,** scientists…) If the introductory clause is short, the comma may be omitted unless there is danger of misreading. (When Whitey pitches**,** Steve catches).         14. Use commas to set off nonessential modifying phrases and clauses. ( A nonessential phrase or clause gives additional information about the word modified; it describes the person, place or thing without identifying it. When speaking or reading aloud you pause before and usually after a nonessential modifier; omitting the phrase does not change the meaning of the sentence; if the phrase doesn’t answer the question ‘which one?’)         15. Use the comma before these conjunctions: *for, though, although; as* and *since* when they mean ‘because’. The conjunction *because* is often preceded by a comma. The comma indicates a brief pause. (No, that isn’t a yawl**,** because it has two sails on a single mast. We had to start the auxiliary motor because we were becalmed.)    2. SINGLE COMMA.       * 1. Use the comma to separate words or expressions in a series.   When there is a conjunction between the last two items only, it is correct either to place a comma before the conjunction or to omit the comma. (manganese**,** phosphate**,** and petroleum= manganese**,** phosphate and petroleum).  If you use conjunctions between all items of a series, omit commas unless they make the sentence clearer. (The ocelot and the cheetah and the jaguar belong to the cat family).  When more than one adjective precedes a noun, use a comma for a pause. (A dark**,** brooding**,** mirrorlike waterway…). If inserting *and* between the adjectives does not change the sense, the comma is needed; if switching adjectives does not change or spoil the sense, the comma is needed.  The comma is not used before *and* in firm names.  Write measures without commas.   * + - 1. In writing numbers use a comma to separate hundreds, thousands, millions, etc. in a number of four figures you may omit the comma. (6**,**789=6789).       2. Use the comma, as a rule, between the independent clauses of a compound sentence f they are joined by a conjunction – *and, but, or, nor*. (Birds are the most perfect flying machines on earth**,** but the humming-bird is …)   In a short compound sentence you may omit the comma, especially if the conjunction is *and, or*, or *nor*. (The lights flashed on and the astonished audience gasped).  If thee or more clauses are similar in form ad are closely connected in thought, you may use a comma to separate them. A semicolon is also correct. (Whistles blew**,** horns blared**,** the cheerleaders turned cartwheels**,** and the crowd screamed).  You may use the comma to separate the independent clauses of a compound sentence when the verb is omitted from one or more of the clauses. (Presidents Jefferson and Tyler played the violin**,** Truman the piano**,** Coolidge the harmonica).   * + - 1. Use a comma in tag questions.       2. Use a comma to separate two words or sets of figures that might otherwise be misunderstood.  1. SEMICLON    1. Use the semicolon to separate parts of a sentence of equal rank if these parts are divided by commas. (Jackson, Mississippi**;** Jefferson City, Missouri**;** Lincoln, Nebraska**;** and Madison, Wisconsin, were named for Presidents of the United States.)    2. As a rule, use the semicolon between the clauses of a compound sentence if they are not joined by a conjunction. (Etymology is the study of words**;** entomology is the study of insects.)       * 1. When two independent clauses are closely related, a semicolon may precede connecting words like this: *moreover, consequently, thus, hence, therefore, besides, also, however, now, nevertheless, still, then, otherwise, likewise, accordingly, finally,* *so, yet*. When in doubt, use a period and a capital letter. ( Many people in the United States are not familiar with the latest income tax rules and regulations**;** consequently about …= Many people in the United States are not familiar with the latest income tax rules and regulations**. C**onsequently about …)         2. Before the two connecting words *so* and *yet*, a semicolon or a comma is used. (The earliest forms of life on this planet had no means of retaining moisture**;** so they…= The earliest forms of life on this planet had no means of retaining moisture**,** so they…)         3. Use a semicolon before *that is, for example, for instance, in fact, at last, at least*, or *on the contrary* connecting independent clauses. 2. COLON    1. Use a colon to introduce a long quotation or to introduce any matter formally.       * 1. An introduction with *this, thus, in part, as follows, the following*, or *these words* is formal and should be followed by a colon.         2. If the words in a list are appositives, use a colon before the list. (When the Phoenicians set out on their voyages to strange shores, they usually took along four things**:** purple dye, glass, woven fabrics, and fine metal work.)         3. If they are not appositives, omit the colon unless it makes the sentence clearer. (When the Phoenicians set out on their voyages to strange shores, they usually took along purple dye, glass, woven fabrics, and fine metal work.)         4. To introduce a formal resolution, use a comma instead of a colon. Begin the first word of the resolution with a capital. (*Resolved***,** That a copy o these recommendations be sent to Mayor Fairfield.)    2. Use the colon between two independent clauses when the second explains, restates, or proves the first. (Last night’s English assignment wasn’t difficult**:** it was impossible.)    3. Use the colon after the salutation of a business letter.    4. Use the colon between figures for hours and minutes. (7:30 p.m.)    5. Use a colon between the numbers of a Biblical chapter and verse. (Exodus 20**:**3-17) 3. QUOTATION MARKS    1. Use quotation marks to enclose a direct quotation.    2. Put quotation marks around any words you borrow.    3. Use quotation marks around a defined word or expression if it comes at the end of a definition.    4. Do not use quotation marks around familiar slang terms or familiar sayings, nicknames.    5. Use quotation marks for the title of a painting or a literary work that is not a whole book-chapter, article, essay, lecture, song, short poem, short story.    6. Place a period or a comma inside the quotation marks; a colon or a semicolon – outside.    7. Place a question mark or an exclamation point inside when it is part of the quotation – otherwise outside. 4. DASH    1. Use the dash to indicate hesitation or to mark an abrupt change in the thought or structure of a sentence. Do not use a dash as a substitute for any other punctuation mark. Do not use a dash with a comma, semicolon, or colon.    2. Dashes may be used to make parenthetic, appositive, or explanatory matter stand out clearly. Set off with dashes an appositive introduced by *that is, for example, for instance*, or the like.(A number of birds **–** for example, crows, missel thrushes, and most singing birds – build basket nests of grass, stems, or twigs.)    3. A dash is used before a word that sums up preceding particulars.    4. The short dash has several special users. (lines 15-36, January-March, $50-$65, sections 5-7) 5. PARENTHESIS, BRACKETS, AND ELLIPSIS MARKS    1. Use parenthesis to enclose (1) a series of numbers or letters identifying ideas, and (2) a remark only remotely connected in meaning with the rest of the sentence or paragraph.    2. Use brackets for parenthetic comment inserted in a quotation. ( As soon as Dad came home from the office, Mother told him, “This [hanging him a framed piece of moth-eaten wool] is part of….”)    3. Use brackets also to indicate words that an editor or a reporter inserts in an article or a speech. ( [Pause] )    4. Use ellipsis marks to indicate an omission in a quotation.  Practice 1. The comma.  1. In wintertime fiddlers and ghost crabs spend their lives not in their surface burrows but in lower chambers. 2. On January 6 1912 New Mexico forty-seventh state to be admitted entered the union. 3. “Now Sam” said Mr. Menendez “tell me again where the coffee and the tea are kept”. 4. All vegetation in the Peruvian city of Lima must be irrigated since the average rainfall is just a trace. 5. The Nile is the world’s longest river but the Amazon carries more water than any other river in the world. 6. Acrylic yarn from which sweaters and afghans are often made is easily washable. 7. Iron which is considered the second most important trace element in the body plays a major role in the functioning of the blood. 8. Composing symphonies and songs at a furious pace Franz Schubert made a major contribution to music during his brief lifetime of 1 years. 9. Momentarily blinded in the darkened theater our eye accustomed to the glare of outdoors gradually became used to the gloom. 10. When the days grow longer and the sap begins to rise in the maples it’s time to begin sugaring.  Practice 2. Using commas, Semicolons, and Colons.  1. Primitive man used bark for many purposes clothes homes canoes weapons and medicine. 2. The question to be debated is should Weston adopt the city-manager plan of government? 3. We are never deceived we deceive ourselves. 4. The insect world is a world o grotesque and surprising extremes for example there is one beetle which is nearly six inches long and one which can crawl through the eye of a needle. 5. All living things need these five compound proteins fats carbohydrates mineral matter and water. 6. Jamaica the largest island of the West Indies is covered with beautiful vegetation tropical fruits and flowers grow everywhere. 7. For a number of years Nero ruled Rome wisely and meekly but when he became obsessed with the fear of losing his power he was known to sentence men to death for yawning during one of his tiresome songs or recitations. 8. The Union Jack the national banner of great Britain is a combination of three crosses the cross of St. George which is red on a white ground the diagonal cross of St. Patrick which is red on a white ground and the diagonal cross of St. Andrew which is white on a blue ground.  Practice 3. Punctuation.  1. A bird which has shown remarkable ability to flourish in Australia is the parrot not the flightless kiwi 2. Louise I called out where is your purse 3. The elephant is certainly unusual for its trunk and its great size but it is also unique as the only animal with four knees 4. The dogwood which is beautiful the year round grows well in many states for instance New York Maryland and Virginia 5. At first some baseball players did not like the safety helmets most of the batters however recognized the wisdom of wearing them 6. After we had arrived in Cuzco finding the high altitude a little difficult for us we decided to rest for the first day a challenging task for an active traveler like Doris 7. Outside Alaska the highest mountain peaks in he United States are these Whitney Albert Massive Harvard Rainier and Bianca Peak (Except for *Bianca Peak,* each peak is represented by one name) 8. The hollow-earth theory a favorite theme of science-fiction writers was first espoused in 1742 when Baron Holberg wrote *Journey to the World Underground* 9. The architect responsible for reshaping much of old Boston is Benjamin Thompson who believes that design is a process that connects people nature and society 10. Education said George S. Halifax is what remains when we have forgotten all that we have been taught |