

Book 8

**Mastering English
Grammar**

**SEMICOLONS
& COLONS**

David Moeller

SEMICOLONS AND COLONS

Book 8 of the MASTERING ENGLISH GRAMMAR
Series

David Moeller

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Titles in the *Mastering English Grammar Series*

GENERAL INTRODUCTION: *MASTERING ENGLISH GRAMMAR*

The nine titles in the *Mastering English Grammar* series can be subdivided into three books on the parts of speech, three on sentence structure, and three on punctuation:

Parts of Speech

- Book 1: *Nouns and Adjectives*
- Book 2: *Verbs and Adverbs*
- Book 3: *Pronouns, Prepositions, and Conjunctions*

Sentence Structure

- Book 4: *Subjects and Verbs*
- Book 5: *Compound Sentences*
- Book 6: *Complex Sentences*

Punctuation

- Book 7: *Commas*
- Book 8: *Semicolons and Colons*
- Book 9: *Parentheses, Brackets, Dashes, Ellipses, Italics, and Hyphens*

What sets this series apart from other grammar books is that instead of trying to include all that can be said on the topic of grammar (the data-dump approach), it focuses on those concepts that promise a higher return on investment (ROI). In other words, as much as possible, the books in this series aim to translate the study of grammar into more competent reading and writing.

The term *generative* refers to a study of grammar or rhetoric that helps us achieve in writing what we wouldn't have been able to achieve otherwise. Generative grammar is grammar at its most practical—it's grammar we can use. Such generative material has been sprinkled throughout the pages of the books in this series.

The nine books in this series constitute a writer's grammar. The *Mastering* that appears in the series title is not a reference to earning high scores on

grammar quizzes; instead, it refers to increasing our ability to understand the texts of others and to formulate words, phrases, and clauses while writing. Ultimately, we will want to use the knowledge we gain to *generate* more complex structures as we write.

All nine books in this series contain exercises (called *Your Turn*), a book-ending *Test Questions* section, and answers to all exercise and test questions.

Ultimately, the aim of each title is to equip you with some knowledge and some practical skills to add to your arsenal of writing strategies.

E-Book Vs. Print

Because the nine titles in the series contain exercises and test questions, a discussion of the difference between an e-book and a print book is really a discussion of writing out answers vs. working out answers in our heads. The e-books in this series are designed to accommodate the limitations of e-readers. For example, to reduce scrolling, answers follow immediately upon the heels of questions. When access to reference material—like word lists, for example—is necessary, that material will reappear in those places where it is needed.

Print versions, on the other hand, leave room for writing out answers or marking up text. And in the print versions, the answers are in the back of the book.

INTRODUCTION TO BOOK 8: *SEMICOLONS AND COLONS*

Welcome to *Book 8: Semicolons and Colons*, a book that teaches how semicolons and colons can be used to create more stylish sentences.

Opportunities for using semicolons and colons appear on a regular basis, but if we're not clear on how they work, we are likely to continue living a semicolonless and colonless existence. The following lessons are designed to solve this problem.

Included in the e-book are lessons on how to use semicolons with closely-related sentences, mirror-image sentences, conjunctive adverbs, coordinating conjunctions, and items in a series.

You'll also learn the meaning of colons (yes, colons make statements of their own). Once this meaning is understood, you can begin using colons more regularly—colons are far more than “the mark that precedes lists.”

Armed with the skills taught in this book, you'll begin making extensive use of that semicolon and colon key on your keyboard—and your right pinky will thank you.

Lesson 1: The Semicolon

The **semicolon** (;) is placed between **two closely related sentences**. Of course, any two sentences that appear side-by-side within a paragraph must be closely related—or they wouldn't be placed one next to the other. Therefore, it is *nearly* true to say that semicolons can appear wherever periods appear.

Here is the pattern for using semicolons:

- Sentence; sentence.
- Sentence (**;**) sentence.

The first example above is, of course, how semicolons actually get typed. But because we are studying semicolons and want to emphasize them, our semicolons will appear boldfaced and inside parentheses, as in the second example.

The word after the semicolon does not get capitalized—unless, of course, that word is a proper noun that would get capitalized anyway.

Examples:

- In 1960, my parents rented an old family home for fifty dollars (**;**) we moved out of town to save on rent.
- The field across the road from our house seems to be always burning (**;**) the man there is in the habit of burning his field down to its roots.

Study the two patterns:

- Sentence (**;**) sentence.
- Sentence. Sentence.

The first pattern above gives us a **compound sentence**. The second pattern is simply two separate sentences.

As we work our way through these lessons, we will encounter many patterns like the ones above. For the sake of clarity, we will be distinguishing left-hand from right-hand sentences:

- left-hand sentence (**;**) right-hand sentence

Note: In books 5 and 6 of the *Mastering English Grammar* series, rather than

left-hand and *right-hand sentence*, we use the grammatical term *independent clause*. Books 5 and 6 are studies of sentence structure, but here we are studying punctuation. Hence, calling the left-hand and right-hand word groups *sentences* instead of *clauses* will serve our purposes just fine.

YOUR TURN 1

Determine where semicolons would be placed in the following sentences. In each sentence, the proper place for the semicolon is where the left-hand sentence ends and the right-hand sentence begins.

1. Her bottles of bluing gather dust in the basement I haven't used them, but can't throw them out.
1. One of my first visual memories is of my mother pulling clothes from the sky she had a line on a pulley that ran from a window in our house near the naval gunnery.
2. I was a star walking around town with him he knew someone every half block and introduced me like a celebrity.
3. That book infected me it was infectious.
4. I rolled quickly into the kitchen, reaching for the telephone he had hung up.

ANSWERS 1

1. Her bottles of bluing gather dust in the basement (;) I haven't used them, but can't throw them out.
2. One of my first visual memories is of my mother pulling clothes from the sky (;) she had a line on a pulley that ran from a window in our house near the naval gunnery.
3. I was a star walking around town with him (;) he knew someone every half block and introduced me like a celebrity.
4. That book infected me (;) it was infectious.
5. I rolled quickly into the kitchen, reaching for the telephone (;) he had hung up.

Lesson 2: Mirror-Image Sentences

In the previous lesson we learned that semicolons show the close relationship between two sentences in a way that a period cannot.

In most cases, the idea of *closely related* is a subjective one; different writers are likely to vary on what they consider to be closely related.

However, there is one situation in which the idea of closely related is so strong that choosing a semicolon over a period is mandatory. We will call this situation the ***mirror image*** sentence.

In their simplest form, mirror image sentences look something like this:

- person A does this (;) person B does that
- thing A does this (;) thing B does that

Note that with mirror-image sentences, the two sides share the same content, the same grammatical structure, or both.

Here are a couple examples:

- **mirror image:** Her older sisters wash dishes and laugh (;) her mother, my grandmother Lucille, sits on the couch and complains about the engagement.

The sisters do this; the mother does that.

- **mirror image:** For the allegory, the Cave corresponds to the realm of belief (;) the World of Day corresponds to the realm of knowledge.

The Cave corresponds to this; the World of Day corresponds to that.

Again, notice the balance, the repetition of key words, and the teeter-totter-like effect of the two mirror-like sides of the sentence.

YOUR TURN 2

In the Your Turn you are given left-hand sentences. For each, you create a right-hand sentence that mirrors the left-hand sentence.

1. A sign is placed next to a statue of a gorilla (;) . . . [*To get you started, use this template: a _____ is placed next to a statue of a _____.*]
2. I want the robots to clean behind the armoire (;) . . .
3. If they answered the riddle correctly, the Sphinx allowed them to proceed on their way (;) . . .
4. One side will make you larger (;) . . .
5. The wife loves the birds that flock to their butterfly gardens (;) . . .

POSSIBLE ANSWERS 2

1. A sign is placed next to a statue of a gorilla (;) a flower pot is placed next to a statue of a crocodile.
2. I want the robots to clean behind the armoire (;) I want the visitors to clean around the knick-knack case.
3. If they answered the riddle correctly, the Sphinx allowed them to proceed on their way (;) if they answered incorrectly, the Sphinx devoured them.
4. One side will make you larger (;) the other side will make you smaller.
5. The wife loves the birds that flock to their butterfly gardens (;) the husband loves the birds that nest in the fruit trees.

Lesson 3: Conjunctive Adverbs

The **conjunctive adverbs** show logical connections between pairs of sentences. And, of course, if two sentences are logically connected, they must be closely related. As a result, when it comes to connecting sentences with conjunctive adverbs, the semicolon is the default punctuation mark.

Here is a list of conjunctive adverbs:

- *besides, consequently, finally, first, for example, for instance, furthermore, hence, however, instead, later, likewise, meanwhile, moreover, nevertheless, next, now, otherwise, still, subsequently, then, therefore, thus*

Here is the original *closely related* sentence pattern from Lesson 1, followed by our new sentence pattern with a conjunctive adverb included:

- sentence (;) sentence
- sentence (;) CONJUNCTIVE ADVERB (,) sentence

Note the conventional punctuation for conjunctive adverbs: a semicolon to the left and a comma to the right.

Here are a couple examples of the conjunctive adverb pattern in action:

- The backbone of virtually every essay in these collections is the complete, well-formed English sentence (;) **NEVERTHELESS** (,) I found 505 sentence fragments in the fifty essays.
- Bandwagon appeals argue that because others think or do something, we should, too (;) **FOR EXAMPLE** (,) an advertisement for a rifle association suggests that 67 percent of voters support laws permitting concealed weapons, and you should, too.

YOUR TURN 3

In numbers 1 and 2, you are given the left-hand sentence and the conjunctive adverb. You create a right-hand sentence that fits logically with what you are given.

1. First, to the praises of Dionysos, he added stories of famous heroes or gods; **THEN** [*you create the right-hand sentence*]
2. For a small minority of students, no number of suspensions will change behavior; **HOWEVER**, [*you create the right-hand sentence*]

In numbers 3 and 4, you are given the right-hand sentence and the conjunctive adverb. You create a left-hand sentence that fits logically with what you are given.

3. [*you create the left-hand sentence*]; **INSTEAD**, he had stayed out in the fields, holding the weapon in his hand, aiming it now and then at some imaginary foe.
4. [*you create the left-hand sentence*]; **FURTHERMORE**, he learned that he was not the son of the king and queen of Corinth, but rather the son of Laius and Jocasta.

POSSIBLE ANSWERS 3

1. First, to the praises of Dionysos, he added stories of famous heroes or gods; THEN **he created masks for the actors to wear.**
2. For a small minority of students, no number of suspensions will change behavior; HOWEVER, **for the majority of students, suspension serves as a stern wake-up call.**
3. **Dave should have gone inside when he was called for dinner;** INSTEAD, he had stayed out in the fields, holding the weapon in his hand, aiming it now and then at some imaginary foe.
4. **Oedipus learned that the man he had killed on the road was actually his father;** FURTHERMORE, he learned that he was not the son of the king and queen of Corinth, but rather the son of Laius and Jocasta.

Lesson 4: Study of Conjunctive Adverbs

In order to use conjunctive adverbs correctly, we must understand their meanings and functions. A close study of conjunctive adverbs reveals to us that many of the words share similar meanings.

These words indicate sequence or time:

- **sequence of time:** *finally, first, later, meanwhile, next, now, subsequently, then*

These words indicate that the right-hand sentence contradicts the left-hand sentence:

- **contradiction:** *however, instead, nevertheless, still*

These words indicate that the right-hand sentence offers a thought that is similar or additional to the left-hand sentence:

- **similarity:** *besides, furthermore, likewise, moreover*

These words indicate that the left-hand sentence causes the right-hand sentence:

- **causation:** *consequently, hence, therefore, thus*

These words indicate that the right-hand sentence is an example of the left-hand sentence:

- **example:** *for example, for instance*

YOUR TURN 4

Part 1

What follows are five compound sentences with their conjunctive adverbs missing. Read each. As you do, determine which of the logical relationships listed in the bullet points above (and repeated inside brackets below) best describes the relationship between the left-hand and right-hand sentences. Each relationship gets used once.

1. Good neighbors respect one another's property (;) _____ (,) good farmers maintain their fences in order to keep their livestock from wandering onto neighboring farms. [*sequence of time; contradiction; similarity; causation; example*]
2. Major characters are likely to have more than one motivation (;) _____ (,) in *Great Expectations*, Pip is motivated by his love for Estella and by his desire to escape from his lowly past. [*sequence of time; contradiction; similarity; causation; example*]
3. Television news competes for the same viewers who watch heavily produced entertainment programs (;) _____ (,) it must mimic, to a certain extent, entertainment TV. [*sequence of time; contradiction; similarity; causation; example*]
4. When his mother had tiptoed to his bedside late that night and demanded the gun, he had first played possum (;) _____ (,) he had told her that the gun was hidden outdoors, that he would bring it to her in the morning. [*sequence of time; contradiction; similarity; causation; example*]
5. Yeast cells gobble up nutrients from the sugary crushed grapes around them and expand their population rapidly (;) _____ (,) within weeks the pollution they have produced has so filled their environment that they are unable to survive. [*sequence of time; contradiction; similarity; causation; example*]

ANSWERS—PART 1

1. example
2. similarity
3. causation
4. sequence of time
5. contradiction

YOUR TURN (continued)

Part 2

In Part 2, you are given the same five sentences, but this time you are given the category and the conjunctive adverbs from that category as well. Choose the two conjunctive adverbs from each category that fit logically in the blank between the left-hand and right-hand sentences.

Notes:

- Not all words in all categories will work well.
 - The *example* category has only two choices.
5. **example:** Good neighbors respect one another's property (;) _____ (,) good farmers maintain their fences in order to keep their livestock from wandering onto neighboring farms. [*for example, for instance*]
 7. **similarity:** Major characters are likely to have more than one motivation (;) _____ (,) in *Great Expectations*, Pip is motivated by his love for Estella and by his desire to escape from his lowly past. [*besides, furthermore, likewise, moreover*]
 3. **causation:** Television news competes for the same viewers who watch heavily produced entertainment programs (;) _____ (,) it must mimic, to a certain extent, entertainment TV. [*consequently, hence, therefore, thus*]
 9. **sequence of time:** When his mother had tiptoed to his bedside late that night and demanded the gun, he had first played possum (;) _____ (,) he had told her that the gun was hidden outdoors, that he would bring it to her in the morning. [*finally, first, later, meanwhile, next, now, subsequently, then*]
 10. **contradiction:** Yeast cells gobble up nutrients from the sugary crushed grapes around them and expand their population rapidly (;) _____ (,) within weeks the pollution they have produced has so filled their environment that they are unable to survive. [*however, instead, nevertheless, still*]

ANSWERS—PART 2

5. **example:** Good neighbors respect one another's property (;) **FOR EXAMPLE, FOR INSTANCE (,)** good farmers maintain their fences in order to keep their livestock from wandering onto neighboring farms. [*both work*]
7. **similarity:** Major characters are likely to have more than one motivation (;) **BESIDES, FURTHERMORE, LIKewise, MOREOVER (,)** in *Great Expectations*, Pip is motivated by his love for Estella and by his desire to escape from his lowly past. [*all four work*]
3. **causation:** Television news competes for the same viewers who watch heavily produced entertainment programs (;) **CONSEQUENTLY, HENCE, THEREFORE, THUS (,)** it must mimic, to a certain extent, entertainment TV. [*all four work*]
9. **sequence of time:** When his mother had tiptoed to his bedside late that night and demanded the gun, he had first played possum (;) **LATER, SUBSEQUENTLY, THEN (,)** he had told her that the gun was hidden outdoors, that he would bring it to her in the morning. [*not all choices work*]
10. **contradiction:** Yeast cells gobble up nutrients from the sugary crushed grapes around them and expand their population rapidly (;) **HOWEVER, NEVERTHELESS (,)** within weeks the pollution they have produced has so filled their environment that they are unable to survive. [*not all choices work*]

Lesson 5: Short Conjunctive Adverbs

We have learned this pattern for using semicolons along with conjunctive adverbs:

- Sentence (;) CONJUNCTIVE ADVERB (,) sentence.

Now we will learn an exception. When we use a **short (one-syllable) conjunctive adverb**, we can drop the comma. Our new pattern, then, looks like this:

- Sentence (;) SHORT CONJUNCTIVE ADVERB sentence.

This new pattern applies to these one-syllable conjunctive adverbs:

- *first, hence, next, now, still, then, thus*

YOUR TURN 5

For each of the following, choose two one-syllable conjunctive adverbs that can sensibly replace the blanks in the following sentences. As you do, note we are not placing a comma to the right of these short conjunctive adverbs.

1. She'd given you the wrong crackers the first time around (;) _____ she'd found the right ones. [*first, hence, next, now, still, then, thus*]
2. If you deviate from the template, you will not receive a building permit (;) _____ if you want to give more people access to building permits, begin at once by throwing out your zoning laws. [*first, hence, next, now, still, then, thus*]
3. She watches as we stare back in silence (;) _____ she stomps down the steps and sees me there on my couch, bobbing back and forth like the peg on a metronome. [*first, hence, next, now, still, then, thus*]

ANSWERS 5

1. She'd given you the wrong crackers the first time around (;) NEXT, THEN she'd found the right ones.
2. If you deviate from the template, you will not receive a building permit (;) HENCE, THUS if you want to give more people access to building permits, begin at once by throwing out your zoning laws.
3. She watches as we stare back in silence (;) NEXT, THEN she stomps down the steps and sees me there on my couch, bobbing back and forth like the peg on a metronome.

Lesson 6: The Moveable Conjunctive Adverb

We have learned this default pattern for using conjunctive adverbs with semicolons:

- Sentence (;) CONJUNCTIVE ADVERB (,) sentence.

However, it is possible to gain a little added flair and style by **sliding our conjunctive adverbs to the right**—to a place within the right-hand sentence.

Examples:

- **the default pattern:** Demands are great for literate individuals who can apply what they have read in new situations (;) **HOWEVER** (,) a significant number of people never achieve the effortless literacy of the skilled reader.
- **slide the conjunctive adverb to the right:** Demands are great for literate individuals who can apply what they have read in new situations (;) a significant number of people (,) **HOWEVER** (,) never achieve the effortless literacy of the skilled reader.

Note that when the conjunctive adverb (in this case, *however*) slides to the right, the semicolon remains. Also, two commas are needed—one on each side of the conjunctive adverb.

In theory, any of the conjunctive adverbs should be able to slide to the right. But in reality, the word *however* proves to be the most slideable.

Another example:

- **the default pattern:** The statement expresses “contempt for other societies,” just as Mr. Drabelle says it does (;) **MOREOVER** (,) it is a fine example of the kind of opinionated statement that raises the hackles of readers like Mr. Drabelle.
- **slide the conjunctive adverb to the right:** The statement expresses “contempt for other societies,” just as Mr. Drabelle says it does (;) it is (,) **MOREOVER** (,) a fine example of the kind of opinionated statement that raises the hackles of readers like Mr. Drabelle.

YOUR TURN 6

For each of the following sentences, first locate the conjunctive adverb that sits between the left-hand and right-hand sentences. Then try sliding that conjunctive adverb to the right till you find a slot where it fits nicely. Read the revised sentence out loud so that you can hear its graceful and stylish sound.

Often, the best place for sliding conjunctive adverbs is the spot between the subject and the predicate—but no always. So let your ear determine the place where the conjunctive adverb sounds best.

1. Eisnitz obtained dozens of employee affidavits attesting to the torturous conditions prevalent at the plant; however, this time she found a worker willing to videotape the abuse.
2. They have continued abjectly to believe, obey, and vote for the people who have most eagerly created this ruin; moreover, these men are helpless to do anything for themselves, and so for money they do whatever they are told.
3. The Slob's mental processes consist of an agile twisting and turning to avoid work and to remain out of jail; however, the brain is not so much deficient as unused.

ANSWERS 6

1. Eisnitz obtained dozens of employee affidavits attesting to the torturous conditions prevalent at the plant (;) this time (,) HOWEVER (,) she found a worker willing to videotape the abuse.
2. They have continued abjectly to believe, obey, and vote for the people who have most eagerly created this ruin (;) these men (,) MOREOVER (,) are helpless to do anything for themselves, and so for money they do whatever they are told.
3. The Slob's mental processes consist of an agile twisting and turning to avoid work and to remain out of jail (;) the brain (,) HOWEVER (,) is not so much deficient as unused.

Lesson 7: Avoiding Misplaced Semicolons

It would be understandable if, while engaged in a series of lessons on semicolons, we become so exuberant about semicolons that we begin to scatter them randomly about our writing. Such enthusiasm is to be commended; nevertheless, we want to avoid **misplaced semicolons**.

The test for correctness is simple:

- Do the words to the left of the semicolon make a complete sentence?
- Do the words to the right of the semicolon make a complete sentence?

If the answer is *Yes* to both questions, the semicolon is correct; if the answer is *No* to either question, the semicolon does not belong there.

Examples:

- **wrong:** Carved out of stone (;) the performance area sat at the bottom of the hillside.

Here, the words to the left of the semicolon are not a sentence; therefore, the semicolon is incorrect.

- **wrong:** She spoke to me out of a sense of duty (;) a most dismal tone, indeed.

Here, the words to the right of the semicolon are not a sentence; therefore, the semicolon is incorrect.

YOUR TURN 7

For each of the following, decide which of the three following possibilities describes the sentence:

- A. The semicolon is correct.
 - B. The semicolon is incorrect: the words to the left do not make a complete sentence.
 - C. The semicolon is incorrect: the words to the right do not make a complete sentence.
1. As the blood oozed along his scalp (;) Tayo could feel the rivulets in his hair.
 2. My copy slipped away (;) one of five paperback copies I owned.
 3. Public business was suspended (;) prisoners were released on bail.
 4. She knows she will change him (;) he will be better.
 5. The player gets something out of playing (;) which is why he plays.
 5. Wishing to live without committing any fault at any time (;) I vowed to conquer all that natural inclination, custom, or company might lead me into.

ANSWERS 7

Word groups that are less-than-complete sentences are underlined.

1. **B)** As the blood oozed along his scalp (;) Tayo could feel the rivulets in his hair.
2. **C)** My copy slipped away (;) one of five paperback copies I owned.
3. **A)** Public business was suspended (;) prisoners were released on bail.
4. **A)** She knows she will change him (;) he will be better.
5. **C)** The player gets something out of playing (;) which is why he plays.
5. **B)** Wishing to live without committing any fault at any time (;) I vowed to conquer all that natural inclination, custom, or company might lead me into.

Lesson 8: Semicolon Review

Let's review what we have learned:

The semicolon (;) is placed between two closely related sentences: sentence (;) sentence.

In their simplest form, mirror image sentences look something like this:

- Person A does this (;) person B does that.
- Thing A does this (;) thing B does that.

Semicolons are often used to punctuate two sentences joined by a conjunctive adverb:

- Sentence (;) CONJUNCTIVE ADVERB (,) sentence.

When the conjunctive adverb is short (one syllable), we drop the comma.

Often, we can add some style to our writing by sliding conjunctive adverbs to the right. This maneuver is most often performed with the word *however*.

We can avoid using semicolons in error if we check to the left and to the right. Unless we have a complete sentence on both sides of the semicolon, the semicolon cannot be used.

YOUR TURN 8

This Your Turn contains ten sentences; each is followed by six choices. To each sentence, match the statement that correctly describes the sentence.

1. I have heard of you, Mr. Holmes (;) from Mrs. Farintosh, whom you helped in the hour of her sore need.
 - A. A semicolon between two closely related—but not mirror-image—sentences.
 - B. A semicolon between two mirror-image sentences.
 - C. A semicolon used along with a conjunctive adverb.
 - D. The short conjunctive adverb means to leave the comma out.
 - E. The conjunctive adverb slides to the right.
 - F. An error: either the left-side or the right-side is less than a complete sentence.
2. In one direction lies a Hare (;) in the other direction lies a Hatter.
 - A. A semicolon between two closely related—but not mirror-image—sentences.
 - B. A semicolon between two mirror-image sentences.
 - C. A semicolon used along with a conjunctive adverb.
 - D. The short conjunctive adverb means to leave the comma out.
 - E. The conjunctive adverb slides to the right.
 - F. An error: either the left-side or the right-side is less than a complete sentence.
3. One was handmade out of colored paper by my younger child (;) it's cherished despite its being a few stars shy of regulation.
 - A. A semicolon between two closely related—but not mirror-image—sentences.
 - B. A semicolon between two mirror-image sentences.
 - C. A semicolon used along with a conjunctive adverb.
 - D. The short conjunctive adverb means to leave the comma out.
 - E. The conjunctive adverb slides to the right.

- F. An error: either the left-side or the right-side is less than a complete sentence.
4. When you use the euphemism *passed away*, no one is misled (**;**) **MOREOVER** (**;**) the euphemism functions not just to protect the feelings of another person, but to communicate your concern for that person's feelings during a period of mourning.
 - A. A semicolon between two closely related—but not mirror-image—sentences.
 - B. A semicolon between two mirror-image sentences.
 - C. A semicolon used along with a conjunctive adverb.
 - D. The short conjunctive adverb means to leave the comma out.
 - E. The conjunctive adverb slides to the right.
 - F. An error: either the left-side or the right-side is less than a complete sentence.
 5. She was stacking the plates away (**;**) her hands moved slowly, reflectively.
 - A. A semicolon between two closely related—but not mirror-image—sentences.
 - B. A semicolon between two mirror-image sentences.
 - C. A semicolon used along with a conjunctive adverb.
 - D. The short conjunctive adverb means to leave the comma out.
 - E. The conjunctive adverb slides to the right.
 - F. An error: either the left-side or the right-side is less than a complete sentence.
 5. A most splendid bazaar (**;**) she said she would love to go.
 - A. A semicolon between two closely related—but not mirror-image—sentences.
 - B. A semicolon between two mirror-image sentences.
 - C. A semicolon used along with a conjunctive adverb.
 - D. The short conjunctive adverb means to leave the comma out.
 - E. The conjunctive adverb slides to the right.
 - F. An error: either the left-side or the right-side is less than a complete sentence.

sentence.

7. The brain attends to novelty (**;**) **THUS** any differences or changes in what learners perceive will attract their attention.
1. A semicolon between two closely related—but not mirror-image—sentences.
3. A semicolon between two mirror-image sentences.
2. A semicolon used along with a conjunctive adverb.
0. The short conjunctive adverb means to leave the comma out.
3. The conjunctive adverb slides to the right.
- F. An error: either the left-side or the right-side is less than a complete sentence.
3. The uproar over the disclosure of what people were really eating prompted passage of the nation's first food-safety law (**;**) there was to be no relief (**,**) **HOWEVER** (**,**) for the workers who toiled long hours under dangerous conditions for little pay.
1. A semicolon between two closely related—but not mirror-image—sentences.
3. A semicolon between two mirror-image sentences.
2. A semicolon used along with a conjunctive adverb.
0. The short conjunctive adverb means to leave the comma out.
3. The conjunctive adverb slides to the right.
- F. An error: either the left-side or the right-side is less than a complete sentence.
0. Their labor was skilled labor that exercised their physical and intellectual capacities (**;**) unskilled labor on any large scale is impossible except under industrialism.
1. A semicolon between two closely related—but not mirror-image—sentences.
3. A semicolon between two mirror-image sentences.
2. A semicolon used along with a conjunctive adverb.
0. The short conjunctive adverb means to leave the comma out.

- E. The conjunctive adverb slides to the right.
 - F. An error: either the left-side or the right-side is less than a complete sentence.
10. You can't lend your books to your friends because nobody else can read them without being distracted by your notes (;) furthermore (;) you won't want to lend them because a marked copy is a kind of intellectual diary, and lending it is almost like giving your mind away.
- A. A semicolon between two closely related—but not mirror-image—sentences.
 - B. A semicolon between two mirror-image sentences.
 - C. A semicolon used along with a conjunctive adverb.
 - D. The short conjunctive adverb means to leave the comma out.
 - E. The conjunctive adverb slides to the right.
 - F. An error: either the left-side or the right-side is less than a complete sentence.

ANSWERS 8

1. **(F)** I have heard of you, Mr. Holmes (;) from Mrs. Farintosh, whom you helped in the hour of her sore need. [*An error: in this case the right side is less than a complete sentence.*]
2. **(B)** In one direction lies a Hare (;) in the other direction lies a Hatter. [*A semicolon between two mirror-image sentences.*]
3. **(A)** One was handmade out of colored paper by my younger child (;) it's cherished despite its being a few stars shy of regulation. [*A semicolon between two closely related—but not mirror-image—sentences.*]
4. **(C)** When you use the euphemism *passed away*, no one is misled (;) **MOREOVER (,)** the euphemism functions not just to protect the feelings of another person, but to communicate your concern for that person's feelings during a period of mourning. [*A semicolon used along with a conjunctive adverb.*]
5. **(A)** She was stacking the plates away (;) her hands moved slowly, reflectively. [*A semicolon between two closely related—but not mirror-image—sentences.*]
6. **(F)** A most splendid bazaar (;) she said she would love to go. [*An error: in this case the left side is less than a complete sentence.*]
7. **(D)** The brain attends to novelty (;) **THUS** any differences or changes in what learners perceive will attract their attention. [*The short conjunctive adverb means to leave the comma out.*]
8. **(E)** The uproar over the disclosure of what people were really eating prompted passage of the nation's first food-safety law (;) there was to be no relief (,) **HOWEVER (,)** for the workers who toiled long hours under dangerous conditions for little pay. [*The conjunctive adverb slides to the right.*]
9. **(B)** Their labor was skilled labor that exercised their physical and intellectual capacities (;) unskilled labor on any large scale is impossible except under industrialism. [*A semicolon between two mirror-image sentences.*]

10. (C) You can't lend your books to your friends because nobody else can read them without being distracted by your notes (;) furthermore (;) you won't want to lend them because a marked copy is a kind of intellectual diary, and lending it is almost like giving your mind away. [*A semicolon used along with a conjunctive adverb.*]

Lesson 9: A Colon and a List

Okay, we've completed eight lessons on the semicolon. Here in Lesson 9, we move to our other featured punctuation mark: the **colon**.

A colon (:) can precede a **list**. Here is the pattern:

- sentence (:) list

Here is a sentence that illustrates the pattern:

- An educated person must possess useful knowledge (:) how to build a house, how to grow food, how to make clothing.

In lists, the conjunction *and* usually appears before the final item. This *and*, however, is optional. Listing items without using a conjunction is known as *asyndeton*.

Notice that the *sentence* portion of the pattern is really a sentence. Compare these examples:

- **correct:** I thought about the colors I hate (:) ecru, puce, lavender, beige, and black.

The correct example above is correct because *I thought about the colors I hate* is both a complete sentence and a complete thought.

- **incorrect:** I thought about (:) ecru, puce, lavender, beige, and black.
- **incorrect:** The colors I hate are (:) ecru, puce, lavender, beige, and black.

In the two incorrect versions, neither *I thought about* nor *the colors I hate are* make complete sentences or complete thoughts. In short, not all lists are preceded by colons.

The words *the following* often precede the colon when leading into a list.

- **correct:** I thought about the following (:) ecru, puce, lavender, beige, and black.

Note that the list to the right of the colon will rename a word or phrase to the left of the colon.

- An educated person must possess useful knowledge (:) how to build a house, how to grow food, how to make clothing.

In the example above, the list (*how to build a house, how to grow food, how to make clothing*) renames the *useful knowledge* from the left of the colon.

- The colors I hate are these (:) *ecru, puce, lavender, beige, and black*.

In this example, the list (*ecru, puce, lavender, beige, and black*) renames *the colors I hate* from the left of the colon.

In other words, the one colon rule that people are most likely to know isn't really a rule at all. Yes, a colon often precedes a list, but it's not because of the list. It's because, with colons, something from the right side connects back to something from the left side.

YOUR TURN 9

As we work through the lessons on colons, we will be focusing on how colons set up *colonesque* relations between words to the right and words to the left. This Your Turn asks you to take your first steps toward understanding that relationship.

Part 1

Below is a simple matching exercise. For each of the left-hand sentences, determine which list from below should appear to the right of the colon.

left-hand sentences:

1. Eyes in shining pairs blinked from the roadside (:)
2. For many years Americans of all political stripes have been searching and arguing about what it will take to offer a good education for all American kids (:)
3. The small adobe home belonging to Susan Ulery was packed with people (:)

right-hand lists:

- Mormons, non-Mormons, Republicans, Democrats, Libertarians, attorneys, carpenters, climbers, artists, teachers, and old hippies
- less structure, more discipline, racial integration, ethnic academies, increased funding, higher standards, multicultural curriculum, computers, school vouchers
- foxes, agoutis, maybe wild cats

Part 2

Once again you are given the left-hand sentence. This time you compose right-hand lists of your own.

4. As they looked out over the prairie, they saw the herds of several animals (:)
5. We were given these national parks to study (:)

ANSWERS 9

1. Eyes in shining pairs blinked from the roadside (:) *foxes, agoutis, maybe wild cats.*
2. For many years Americans of all political stripes have been searching and arguing about what it will take to offer a good education for all American kids (:) *less structure, more discipline, racial integration, ethnic academies, increased funding, higher standards, multicultural curriculum, computers, school vouchers.*
3. The small adobe home belonging to Susan Ulery was packed with people (:) *Mormons, non-Mormons, Republicans, Democrats, Libertarians, attorneys, carpenters, climbers, artists, teachers, and old hippies.*

POSSIBLE ANSWERS

4. As they looked out over the prairie, they saw the herds of several animals (:) *buffalo, cattle, sheep, and elephants.*
5. We were given these national parks to study (:) *Redwood, Yellowstone, Olympic, and the Grand Canyon.*

Lesson 10: A Colon and a Sentence

A colon can precede a sentence. Here is the pattern:

- sentence (:) sentence

Here is a sentence that illustrates the pattern:

- Carlo begins to understand (:) people do throw away perfectly good stuff.

Note that we are not capitalizing after the colon.

This pattern is quite similar to the semicolon pattern we learned earlier:

- **semicolon pattern:** sentence (;) sentence
- **colon pattern:** sentence (:) sentence

The difference? With the colon pattern, the right-hand sentence goes back and explains something from the left-hand sentence.

In the example above, we wonder *What is it that Carlo is beginning to understand?* The right-hand sentence then answers our question. After reading the right-hand sentence, we say to ourselves, *Oh, that's what Carlo was beginning to understand.*

The semicolon gives us no such relationship. Though the two sides of a semicolon sentence are closely related, they do not depend on one another—as is the case with colon sentences.

To clearly see this difference, read these two examples. As you do, analyze the relationship between the right-hand and left-hand sentences:

- **semicolon pattern:** Carlo begins to understand (;) Carly begins to get more confused.

The left-hand and right-hand sentences are quite similar, but the right-hand sentence does not explain the left-hand sentence.

- **colon pattern:** Carlo begins to understand (:) people do throw away perfectly good stuff.

Here, the right-hand sentence does explain the left-hand sentence.

A Note on Punctuation

Study this example:

- “Alliteration” is less subtle than “consonance” or “assonance” (;) it may even sound comic, reminding us of a tongue twister.

In the example above, note the semicolon sitting outside the quotation marks. While periods and commas get tucked inside quotation marks, semicolons and colons remain outside quotation marks.

YOUR TURN 10

Part 1

Another simple matching exercise. For each of the left-hand sentences, determine which right-hand sentence from below should appear to the right of the colon.

left-hand sentences:

1. But here's a simpler reform (:)
2. Every second kid you meet seems to be suffering from a kind of kindling restlessness (:)
3. Some people will tell you that the shift from car to truck can be explained simply (:)

right-hand sentences:

- we Americans are getting, um, bigger in the beam.
- strike all off-street parking requirements from the law books and leave it to property owners to decide how much parking to provide.
- he shadow-boxes Coke machines and asks you to repeat what you just said.

Part 2

Once again you are given the left-hand sentence. You compose right-hand sentences of your own.

4. If we decide to accept, I will make one condition (:)
5. Basi-Reed urged the people present to conduct their own private experiment (:)

ANSWERS 10

1. But here's a simpler reform (:) *strike all off-street parking requirements from the law books and leave it to property owners to decide how much parking to provide.*
2. Every second kid you meet seems to be suffering from a kind of kindling restlessness (:) *he shadow-boxes Coke machines and asks you to repeat what you just said.*
3. Some people will tell you that the shift from car to truck can be explained simply (:) *we Americans are getting, um, bigger in the beam.*

POSSIBLE ANSWERS

4. If we decide to accept, I will make one condition (:) *you will need to take the shopping cart back to the cart return area instead of leaving it here in the middle of the parking space.*
5. Basi-Reed urged the people present to conduct their own private experiment (:) *people should try going without television for twenty-four hours.*

Lesson 11: A Colon and a Phrase or Clause

In the last two lessons we have practiced placing lists and complete sentences after colons. Here in this lesson we will practice using **phrases** or **clauses**.

A clause is a group of words that contains a subject and a verb; a phrase contains a subject or a verb or neither. However, for this lesson, distinguishing between the two won't be an issue. Whether it is a phrase or a clause, we will simply think of it as *a group of words that is less than a complete sentence*.

Here is the pattern:

- sentence (:) phrase or clause

And here is an example of the pattern:

- That is the best reincarnation I can imagine (:) to be a cricket on someone's hearth.

YOUR TURN 11

Part 1

This Your Turn is like the last two—except that you will be working with phrases and clauses instead of lists or sentences.

For each of the left-hand sentences, determine which phrase or clause from below should appear to the right of the colon.

left-hand sentences:

1. That, finally, is the only “power” that advertising really proffers (:)
2. Thus the traveler, arriving, sees two cities (:)
3. Whereas thousands of men, women, and children undertake the long journey to Tucson each winter for one reason only (:)

right-hand phrases or clauses:

- to fulfill the need of the body to lie on the ground overnight without freezing to death.
- merely an imaginary pose before the camera.
- one erect above the lake, and the other reflected, upside down.

Part 2

Once again you are given the left-hand sentence. You compose right-hand phrases or clauses of your own. The phrase or clause you add must complete the *unfinished business* begun by the left-hand sentence.

4. In the first place, any control children obtain comes at a price (:)
5. But he'd find a much larger source of untapped energy by looking somewhere else (:)

ANSWERS 11

1. That, finally, is the only “power” that advertising really proffers (:) *merely an imaginary pose before the camera.*
2. Thus the traveler, arriving, sees two cities (:) *one erect above the lake, and the other reflected, upside down.*
3. Whereas thousands of men, women, and children undertake the long journey to Tucson each winter for one reason only (:) *to fulfill the need of the body to lie on the ground overnight without freezing to death.*

POSSIBLE ANSWERS

4. In the first place, any control children obtain comes at a price (:) *the loss of creativity.*
5. But he’d find a much larger source of untapped energy by looking somewhere else (:) *his grass clippings.*

Lesson 12: A Colon and a Short Phrase or Single Word

We have practiced placing lists, sentences, and phrases or clauses after colons. The sentence pattern we will look at in this lesson is similar to the others, except that this pattern furnishes more dramatic impact, more punch.

By placing a **word or short phrase** after a colon, we create a build-up, a dramatic pause, and a powerful closure.

Example:

- There on the carpet the detective saw what he had been looking for (:)
blood.

In this example, the left-hand sentence creates the build-up, the sense of suspense; the colon provides the pause; the single, powerful word after the colon concludes our sentence with a zesty finish.

By terminating our colon sentences with short phrases or single words, we create dramatic conclusions. Some of our dramatic conclusions will be less dramatic than the detective and his sighting of blood; nevertheless, when a single word or short phrase follows a colon, some degree of dramatic conclusion is inevitable.

YOUR TURN 12

Part 1

This Your Turn follows the format of the last three—except that this time you will complete the left-hand sentences with short phrases or single words.

left-hand sentences:

1. And then I did my own unbelievable thing (:)
2. But this time I want to say before anything else (:)
3. They have a word for it (:)

right-hand short phrases or single words:

- *growth.*
- Don't worry.
- I left.

Part 2

Once again you are given the left-hand sentence. You create short phrases or single words that gives a little dramatic punch to what the left-hand sentence has left unfinished.

4. The space between the buildings and the street now had one function (:)
5. This condition even has a name (:)

ANSWERS 12

1. And then I did my own unbelievable thing (:) *I left.*
2. But this time I want to say before anything else (:) *Don't worry.*
3. They have a word for it (:) *growth.*

Grammatically, "I left" and "Don't worry" are complete sentences, but they do qualify as short and punchy.

POSSIBLE ANSWERS

4. The space between the buildings and the street now had one function (:) *trash.*
5. This condition even has a name (:) *psoriasis.*

Lesson 13: Answering Questions

In the last four lessons we have practiced placing lists, sentences, phrases, clauses, short phrases, and single words after colons. While completing these exercises, we may have believed that we were learning different functions of the colon, but we were not. In reality, the colon always serves the same function, regardless of what words appear to the right.

This one rule (as you may have already deduced by now) is this:

- The words to the right of the colon go back and explain something from the left of the colon that had been left unexplained.

Another way of saying this is that the left-hand words leave the reader with an **unanswered question**; the right-hand words answer that question.

Here are four sentences taken from the previous four exercises. Let's see how this *question-answering* principle works in these examples:

- **first example:** *an educated person must possess useful knowledge*

unanswered question: What knowledge?

answer supplied by the right-hand list: *how to build a house, how to grow food, how to make clothing*

- **second example:** *Carlo begins to understand*

unanswered question: Understand what?

answer supplied by the right-hand sentence: *people do throw away perfectly good stuff*

- **third example:** *that is the best reincarnation I can imagine*

unanswered question: What is?

answer supplied by the right-hand phrase: *to be a cricket on someone's hearth*

- **fourth example:** *there on the carpet the detective saw what he had been looking for*

unanswered question: What did he see?

answer supplied by the right-hand list: *blood*

YOUR TURN 13

For each of the following, determine what unanswered question from the left-hand side gets answered by the words to the right of the colon. Use the examples above as models.

1. George and I are currently working on two more book projects (:) one about corporate welfare and the other on the philosophy that underlies our economic system.
2. Grandmama fed me cherries and showed me the secret of her hair (:) five metal hairpins come out and the everyday white coil drops in a silvery waterfall to the back of her knees.
3. I should now list the goods that can profitably be bought here (:) agate, onyx, chrysoprase, and other varieties of chalcedony.
4. Matrix reality was about patriotism, national honor, and heroic causes—but true reality was on another plane altogether (:) that of economics.

ANSWERS 13

1. George and I are currently working on two more book projects (:) one about corporate welfare and the other on the philosophy that underlies our economic system. [***What are they?*** or ***What projects?***]
2. Grandmama fed me cherries and showed me the secret of her hair (:) five metal hairpins come out and the everyday white coil drops in a silvery waterfall to the back of her knees. [***What secret?***]
3. I should now list the goods that can profitably be bought here (:) agate, onyx, chrysoprase, and other varieties of chalcedony. [***What goods?***]
4. Matrix reality was about patriotism, national honor, and heroic causes—but true reality was on another plane altogether (:) that of economics. [***What plane is that?***]

Lesson 14: Semicolons in Lists

We completed a thorough study of the primary uses of semicolons and colons—eight lessons for the semicolon and five lessons for the colon.

There still remain, however, a variety of more specialized semicolon and colon functions to be explored:

- semicolons in lists, with coordinating conjunctions, and with more than two sentences;
- colons with quotations, in titles, and with less than a complete sentence to the left.

Semicolons in Lists

Normally, we use commas to separate items in a series. The standard items in a series pattern looks like this:

- item 1 (,)
- item 2 (,)
- and item 3

But what if one (or more than one) of our items contains commas of its own? If so, we will need to use semicolons to separate our items. Our new pattern will look like this:

- item with one or more commas of its own (;)
- item with one or more commas of its own (;)
- and item with one or more commas of its own

Note that it is not necessary for all three items to contain their own commas; if even one item in the list contains a comma of its own (an *internal* comma), the semicolons are necessary.

Compare the *wrong* and *right* examples below:

wrong: Advertisers include

- Peterson's House of Stained Glass (,)
- Mrs. Gagne (,) lead church organist (,) available for weddings and other private functions (,)

- and Tippy’s Florist.

right: Advertisers include

- Peterson’s House of Stained Glass (;)
- Mrs. Gagne (,) lead church organist (,) available for weddings and other private functions (;)
- and Tippy’s Florist.

In this example, the second item includes two commas of its own. Because of those two commas, each item in the series must be separated by semicolons.

When writing, we must never forget our readers. In the first example above, readers are likely to assume that they are looking at items in a series. But when they try to read *lead church organist* as an item separate from *Mrs. Gagne*, they will experience hesitation or momentary confusion.

Compare this with the second example. In this example, the heavier and more substantial semicolons are brought in to separate the three items and to avoid the confusion caused by the *internal* commas.

The terms **internal** and **external commas** help us to understand why we call in some semicolons to do the heavy lifting. Let’s use **IC** to represent internal commas and **EC** to represent external commas:

wrong: Advertisers include

- Peterson’s House of Stained Glass (EC)
- Mrs. Gagne (IC) lead church organist (IC) available for weddings and other private functions (EC)
- and Tippy’s Florist.

In this example, the internal and external commas are performing *two different jobs*. The internal job is a lighter job, in this case separating one part of a phrase from the other parts of the phrase. The external job is the bigger job: these are the marks that indicate where one item ends and another begins. What we want to avoid is asking a single mark—in this case, commas—to perform more than one job in a single sentence; hence the semicolons are enlisted to replace the external commas.

YOUR TURN 14

Each of the three sentences that follow contains items in a series. At least one of those items will contain one or more internal commas.

Your task is to determine which commas should convert to semicolons. In each series, determine where each item begins and ends. By doing this, you will be able to identify those commas that need to convert to semicolons.

1. It's in a neighborhood of other small houses like it where, at one time, we knew all the families (:) Mrs. Berry in the pale blue house who used to give us divinity (,) the Clarks in the white colonial with the playhouse and fish pond (,) the Phillips in the vanilla two-story who threw birthday parties for their bulldogs (,) the Zimmermans across from them who took us arrowhead-hunting on rainy Saturdays (,) Mr. Cook (,) diagonally (,) who helped my father on the car and had a cat lovingly named *Cat*.

The fifth item above contains internal commas.

2. My classmates in parochial school in the center of town near the cathedral came from widely scattered neighborhoods (:) the middle-class area of two-story brick bungalows east of Chesean Park (,) the Five-Points neighborhood near downtown (,) home to much of Denver's small black population (,) the Westside (,) where most Mexican-Americans lived (,) and North Denver (,) an area heavily represented by working-class Italian-Americans.

The second, third, and fourth items above contain one internal comma each.

3. When invited somewhere to speak, I send a sheet ahead of time asking organizers for an environment-friendly event (:) paper instead of plastics (,) no Styrofoam (,) real flatware and dinnerware (,) biodegradable flatware (,) recycled paper for the fliers and the press releases (,) services provided (,) if possible (,) by local businesses (,) locally grown and organic food (,) which is preferred for meals or receptions (,) receptacles for recycling (,) carpooling encouraged.

ANSWERS 14

1. It's in a neighborhood of other small houses like it where, at one time, we knew all the families (:)
 - Mrs. Berry in the pale blue house who used to give us divinity (;)
 - the Clarks in the white colonial with the playhouse and fish pond (;)
 - the Phillips in the vanilla two-story who threw birthday parties for their bulldogs (;)
 - the Zimmermans across from them who took us arrowhead-hunting on rainy Saturdays (;)
 - Mr. Cook (,) diagonally (,) who helped my father on the car and had a cat lovingly named *Cat*.

The fifth item above contains internal commas.

2. My classmates in parochial school in the center of town near the cathedral came from widely scattered neighborhoods (:)
 - the middle-class area of two-story brick bungalows east of Cheseman Park (;)
 - the Five-Points neighborhood near downtown (,) home to much of Denver's small black population (;)
 - the Westside (,) where most Mexican-Americans lived (;)
 - and North Denver (,) an area heavily represented by working-class Italian-Americans.

The second, third, and fourth items above contain one internal comma each.

3. When invited somewhere to speak, I send a sheet ahead of time asking organizers for an environment-friendly event (:)
 - paper instead of plastics (;)
 - no Styrofoam (;)
 - real flatware and dinnerware (;)
 - biodegradable flatware (;)
 - recycled paper for the fliers and the press releases (;)
 - services provided (,) if possible (,) by local businesses (;)

- locally grown and organic food (,) which is preferred for meals or receptions (;)
- receptacles for recycling (;)
- carpooling encouraged.

The sixth item above contains two internal commas; the seventh contains one internal comma.

Lesson 15: Semicolons with Coordinating Conjunctions

Using semicolons with **coordinating conjunctions** is similar to using semicolons in lists: in both cases, semicolons are performing jobs that are normally reserved for commas; in both cases, semicolons must step in to rescue our poor, overworked commas from trying to perform two separate tasks at once.

One of the most common English sentence patterns is this basic compound sentence:

- sentence (,) COORDINATING CONJUNCTION sentence

The coordinating conjunctions are the seven FANBOYS words: *for, and, nor, but, or, yet, so*.

Normally, we place a comma between the left-hand and right-hand sentences, just in front of the conjunction. But what if there are other (internal) commas on the left-hand side? Or on the right-hand side? Or on both sides? In such situations, we must find the comma that appears in front of the conjunction and *upgrade* that comma to a semicolon—thus distinguishing that mark from the other, weaker commas appearing in other places.

The standard compound-sentence pattern looks like this:

- sentence (,) COORDINATING CONJUNCTION sentence

But our new pattern looks like this:

- sentence with one or more commas of its own (;) COORDINATING CONJUNCTION sentence with one or more commas of its own

Note that it is not necessary for both the sentences to contain their own commas; if either the left-hand sentence or the right-hand sentence contains a comma of its own, we use a semicolon just before the conjunctions.

Example:

- **wrong:** As to reward (,) my profession is its own reward (,) BUT you are at liberty to defray whatever expenses I may be put to (,) at the time which suits you best.

- **right:** As to reward (,) my profession is its own reward (;) BUT you are at liberty to defray whatever expenses I may be put to (,) at the time which suits you best.

The *wrong* sentence contains three commas. Two of the commas give us generic pauses; the middle comma, however, is the *compound-sentence comma*, hardly a generic comma at all. Therefore, we upgrade that comma to a semicolon, thus giving us the *right* version.

The concepts of internal (IC) and external (EC) commas can once again provide us with greater clarity:

- As to reward (IC) my profession is its own reward (EC)
- BUT
- you are at liberty to defray whatever expenses I may be put to (IC) at the time which suits you best.

Here we can see clearly that the internal commas are interior: one to the left-hand sentence, the other to the right-hand sentence. It is only the external comma (which we upgrade to a semicolon) that sits outside either of the two sentences.

YOUR TURN 15

For each of the following, decide which comma needs to be converted to a semicolon.

1. Self-care at a friend's home (,) school (,) or community center was associated with increased levels of risk (,) and adolescents who spent their time "hanging out" showed the highest levels of problem behaviors.
2. If we play our cards right (,) we can all get more out of life than we put into it (,) but only if we play for keeps.
3. When they came to their country house (,) the merchant and his three sons applied themselves to husbandry and tillage (,) and Beauty rose at four in the morning (,) anxious to have the house clean and to have dinner ready for the family.

ANSWERS 15

1. Self-care at a friend's home (,) school (,) or community center was associated with increased levels of risk (;

AND

adolescents who spent their time “hanging out” showed the highest levels of problem behaviors.

The left-hand sentence contains two internal commas; the comma before the conjunction converts to a semicolon.

2. If we play our cards right (,) we can all get more out of life than we put into it (;

BUT

only if we play for keeps.

The left-hand sentence contains one internal comma; the comma before the conjunction converts to a semicolon.

3. When they came to their country house (,) the merchant and his three sons applied themselves to husbandry and tillage (;

AND

Beauty rose at four in the morning (,) anxious to have the house clean and to have dinner ready for the family.

The left-hand sentence and the right-hand sentence contain one internal comma each; the comma before the conjunction converts to a semicolon.

Lesson 16: Semicolons with More Than Two Sentences

Most commonly, semicolons link two sentences. However, they are capable of linking **more than two sentences**. Theoretically, semicolons could link any number of sentences, but in practice the number of sentences linked by semicolons rarely exceeds three or four.

We can take our original pattern:

- sentence (;) sentence

And add this new pattern:

- sentence (;) sentence (;) sentence [*and more could be added*]

Example:

- We would spend whole days driving around the South trying to see a man about a bird (;) we strung mist nets in the woods and fields to catch them, band them, and let them go again (;) we sent in all the names and dates and where we caught them.

Most commonly, if a writer decides to string together a longer-than-usual number of sentences joined by semicolons, it will be because the sentences share some of the same words or the same structure. In the example above, the parallel *we* provides the justification for the joining together of the three sentences: *we would spend . . . we strung . . . we sent*

YOUR TURN 16

For numbers 1 and 2 of this Your Turn, answer the questions that follow the example sentences. For numbers 3 and 4, you will practice creating strings of sentences joined by semicolons by creating some material of your own.

1. *For want of a nail the shoe is lost for want of a shoe the horse is lost for want of a horse the rider is lost.*

The sentence above needs two semicolons. Where should they be placed?

Explain why these three sentences are joined by semicolons.

2. *Easy divorce laws have removed the need to work at relationships easy credit has removed the need for fiscal self-control easy entertainment has removed the need to learn to entertain oneself easy answers have removed the need to ask questions.*

The sentence above needs three semicolons. Where should they be placed?

Explain why these four sentences are joined by semicolons.

3. *I wondered why I was thinking these things (;) I wondered what wondering was, and why it was spooky (;)*

Create a third sentence of your own to follow the second semicolon above.

The sentence you create should be parallel with the two that went before.

4. *But he will gradually see the stars and the moon (;) he will then be able to see shadows in the daylight thrown by the sun (;) then he will see objects in the full light of day (;)*

Create a fourth sentence of your own to follow the third semicolon above.

The sentence you create should be parallel with the three that went before.

ANSWERS 16

1. *For want of a nail the shoe is lost (;) for want of a shoe the horse is lost (;) for want of a horse the rider is lost.*

The two semicolons belong after the first “lost” and the second “lost.” The three sentences are joined by semicolons because of the parallel structure: “for want of a BLANK the BLANK is lost.”

2. *Easy divorce laws have removed the need to work at relationships (;) easy credit has removed the need for fiscal self-control (;) easy entertainment has removed the need to learn to entertain oneself (;) easy answers have removed the need to ask questions.*

The three semicolons belong after “relationships,” “self-control,” and “oneself.” The four sentences are joined by semicolons because of the parallel structure: “easy BLANK has removed the need (to or for) BLANK.”

POSSIBLE ANSWERS

3. *I wondered why I was thinking these things (;) I wondered what wondering was, and why it was spooky (;) **I wondered whether other people were thinking these same thoughts.***

To remain parallel, the sentence you create should begin with “I wondered.”

4. *But he will gradually see the stars and the moon (;) he will then be able to see shadows in the daylight thrown by the sun (;) then he will see objects in the full light of day (;) **then he will see that the world is, indeed, a most solid place.***

To remain parallel, the sentence you create should begin with “then he will see.”

Lesson 17: Colons with Quotations

Colons can precede **quotations**. Quotations can come in the form of spoken words:

- John E. Edgerton, president of the National Association of Manufacturers, typified their response when he declared (:) “I am for everything that will make work happier but against everything that will further subordinate its importance.”

Quotations can also come in the form of written words:

- Becker writes in *Cross Currents* (:) “At this time, the scientific evidence is absolutely conclusive that 60-Hz magnetic fields cause human cancer cells to permanently increase their rate of growth by as much as 1,600 per cent.”

Even those statements that are presented *as if* they might be spoken or written can be preceded by colons:

- The next question, then, must be this (:) If he is going to write about immigration, why doesn't he do it in a sober, informed, logical manner?

Note:

- With statements or quoted words appearing to the right of a colon, we *do* capitalize.
- The colons-with-quotations principle can apply even when quotation marks are not present.
- This use of the colon follows the *answer the unanswered question* principle we studied earlier. In the three examples above, the right-hand statements answer these questions: *What did Edgerton declare? What did Becker write? What is the next question?*

This particular use of the colon is especially handy when we are quoting sources in academic writing. At its most skillful, quoting involves the blending of the writer's own words with the source material's words. Consequently, quoting complete sentences often leads to clunky, awkward results.

But the colon is capable of taking poorly blended quotations and gracefully

smoothing them over.

Example:

- **clunky:** Though we have done an adequate job of keeping food production ahead of population growth, this state of affairs might change in the near future. “Modern agriculture is highly dependent on fossil fuels for fertilizers” (Goodchild).

What makes this a poor example of **academic quoting** is that the quotation is floating on its own, unattached to the rest of the material. But a single application of the colon can turn these two separated sentences into a single sentence, thus blending and attaching the quoted words:

- **graceful:** Though we have done an adequate job of keeping food production ahead of population growth, this state of affairs might change in the near future (:) “Modern agriculture is highly dependent on fossil fuels for fertilizers” (Goodchild).

YOUR TURN 17

This Your Turn consists of a short matching section. For each of the three left-hand sentences you are given, determine which quotation or statement from the bulleted list below should appear to the right of the colon.

left-hand sentences:

1. And now I heard, really for the first time (:)
2. He returned to San Francisco to give the client his recommendation (:)
3. In a *New York Times* op-ed piece, *Fast Food Nation*'s Eric Schlosser made a telling observation about the USDA (:)

right-hand quotations or statements:

- “Right now you’d have a hard time finding a federal agency more completely dominated by the industry it was created to regulate.”
- “We have come over a way that with tears has been watered / We have come, treading our path through the blood of the slaughtered.” [*the slash mark tells us that these are two lines from a poem*]
- Move the company out of Micronesia and leave those islands the way they are.

ANSWERS 17

1. And now I heard, really for the first time (:) “*We have come over a way that with tears has been watered / We have come, treading our path through the blood of the slaughtered.*”
2. He returned to San Francisco to give the client his recommendation (:) *Move the company out of Micronesia and leave those islands the way they are.*
3. In a *New York Times* op-ed piece, *Fast Food Nation*’s Eric Schlosser made a telling observation about the USDA (:) “*Right now you’d have a hard time finding a federal agency more completely dominated by the industry it was created to regulate.*”

Lesson 18: Colons with Titles and Less-Than-Sentences

Colons with Titles

Here is the standard format for titles of academic essays:

- Creative Part (:) Straightforward Part

The creative part is meant to whet the reader's appetite; often it is an interesting phrase taken from the essay itself.

The straightforward part states the essay's primary aim.

Examples:

- Driven By Desire (:) Why the Global Economy Won't Satisfy Us
- Gonna Hawk Around the Clock (:) How Television Stole the Soul of Rock and Roll

Note several details about these two examples:

- The left-hand side does not flow directly into the right-hand side; instead, each half is its own unit.
- The rules of capitalizing titles apply. (The word to the right of the colon is always capitalized.)
- From the left-hand side, readers might be intrigued, but would have little clue as to what the essay is about.
- From the right-hand side, readers may or may not become interested, but they do gain a clear picture of the essay's content.

YOUR TURN 18

This Your Turn for this lesson is divided into two parts. The answers for both parts follow the second section.

For numbers 1 and 2, create a right-hand side for each title; for numbers 3 and 4, create left-hand sides. Since you don't actually know the content of these hypothetical essays, be creative; use your imagination.

1. Fizzy Business (:) _____
2. Igniting Minds (:) _____
3. _____ (:) Planning the Future of a Sinking Island
4. _____ (:) Using Mountain Bikes to Reform Delinquents

Colons with Less-Than-Sentences

So far, every example we have encountered in these lessons and exercises has had a complete sentence on the left-hand side—regardless of what appears on the right-hand side. Here in this final lesson we will look at one exception to this rule.

Examples:

- Chapter One (:): What Is Education For?
- Translation (:): My worldview doesn't have room for Barbie in it, and I'd be embarrassed to have her as a houseguest.

Once again, though we seem to be covering a variety of rules for using the colon, each use boils down to the one primary use of colons: the material on the right refers back to the material on the left. Note that in the two examples above the left-hand material is less than a complete sentence. But note also that the left-hand material leaves something unfinished:

- Chapter One (:): *Oh? What is Chapter One titled?*
- Translation (:): *Oh? What is your translation of the original?*

YOUR TURN (continued)

Again, be creative. For each less-than-a-complete-sentence left-hand side, you create a right-hand side to go with it. Write out the complete answers (both sides of the colon).

5. Editor's note (:). _____.
5. Seen on Highway 101 north of Solvang (:). _____.

POSSIBLE ANSWERS 18

1. Fizzy Business (:) *An Analysis of Common Ingredients Found in Soft Drinks*
2. Igniting Minds (:) *The Effect of Science Fiction on Adolescents*
3. *Castles of Sand* (:) Planning the Future of a Sinking Island
4. *Where the Wheel Stops* (:) Using Mountain Bikes to Reform Delinquents
5. Editor's note (:) *what follows is the second part of a three-part series.*
5. Seen on Highway 101 north of Solvang (:) *a "Follow me to the Tulip Festival" sign hanging from a flatbed truck.*

Semicolons and Colons Glossary of Terms

academic quoting: Colons can help rescue clunky quotations and turn them into examples of skillful academic quoting.

colons with titles: Creative Part (:) Straightforward Part

colons: Can precede single words, lists, phrases, clauses, or sentences. With colons, it's not so much the grammar that matters as the logical relationship between the left-hand and right-hand words. When the right-hand words explain something that the left-hand side leaves unexplained, the colon is the right punctuation mark for the job.

compound sentence: Two sentences joined together as one. This can be accomplished with semicolons: *left-hand sentence (;) right-hand sentence*. It can also be accomplished with colons: *left-hand sentence (:) right-hand sentence*.

conjunctive adverbs: Often used in conjunction with semicolons: *sentence (;) CONJUNCTIVE ADVERB (,) sentence*. Here is a list of common conjunctive adverbs: *besides, consequently, finally, first, for example, for instance, furthermore, hence, however, instead, later, likewise, meanwhile, moreover, nevertheless, next, now, otherwise, still, subsequently, then, therefore, thus*. Most conjunctive adverbs indicate one of the following relationships: sequence of time, contradiction, similarity, causation, example.

internal and external commas: Applies to both items in a list and the sentences being joined in a compound sentence. If any of the items in a list contain internal commas, semicolons replace the external commas (the marks separating one item from another). In a compound sentence, if either the left-hand or right-hand sentence contains internal commas, semicolons replace the external comma that normally sits to the left of the coordinating conjunction.

mirror image sentence: The sentences best connected by semicolons. Mirror image sentences commonly take the pattern of *person A does this (;) person B does that* or *thing A does this (;) thing B does that*.

misplaced semicolons: If either the left-hand side or the right-hand side is less than a complete sentence, the semicolon is not the correct punctuation

mark for the job.

more than two sentences: Yes, semicolons can link more than two sentences.

preceding quotations: A slot that can be filled admirably by colons.

semicolons: Best used in the joining of two closely related sentences.

short conjunctive adverbs: *first, hence, next, now, still, then, thus*. With these one-syllable conjunctive adverbs, the comma to the right of the conjunctive adverb is often unnecessary.

sliding conjunctive adverbs to the right: A stylish writing device. The conjunctive adverb *however*—along with a few others—can often be moved to the right to create a more elegant sounding sentence.

Test Questions

The Test Questions section consists of 40 sentences divided into eight groups of five sentences each. Each sentence is followed by five multiple choice options. Within each group of five, *each multiple-choice option gets used once*.

The sentences that follow have been stripped of their semicolons and colons. The multiple-choice options describe how to fix the problem of the missing semicolons and colons.

Some semicolons and colons would be placed in open slots; others would need to replace commas. Some sentences will need more than one punctuation mark; some sentences will need no added mark at all.

The list of conjunctive adverbs appears here:

- *besides, consequently, finally, first, for example, for instance, furthermore, hence, however, instead, later, likewise, meanwhile, moreover, nevertheless, next, now, otherwise, still, subsequently, then, therefore, thus*

TEST PART 1

1. *A fire is burning behind the prisoners between the fire and the arrested prisoners, there is a walkway where people walk and talk and carry objects.*
 - a. add a colon to indicate that the right-hand clause completes what the left-hand sentence had left unfinished
 - b. add a semicolon before the conjunctive adverb in the compound sentence
 - c. add a semicolon to join two closely related sentences
 - d. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction
 - e. the right-hand sentence contains an internal comma, so a semicolon is needed before the coordinating conjunction
2. *Ashurbanipal was one of the rare ancient Middle Eastern rulers who was literate, and his scribes amassed the first collected library in that area it included scholarly texts and works on magic.*
 - a. add a colon to indicate that the right-hand clause completes what the left-hand sentence had left unfinished
 - b. add a semicolon before the conjunctive adverb in the compound sentence
 - c. add a semicolon to join two closely related sentences
 - d. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction
 - e. the right-hand sentence contains an internal comma, so a semicolon is needed before the coordinating conjunction
3. *At some level, I fear that I like blackfly season for the same reason I like harsh winters and bad roads because it heightens the adventure of living here.*
 - a. add a colon to indicate that the right-hand clause completes what the left-hand sentence had left unfinished
 - b. add a semicolon before the conjunctive adverb in the compound sentence
 - c. add a semicolon to join two closely related sentences

1. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction
 2. the right-hand sentence contains an internal comma, so a semicolon is needed before the coordinating conjunction
4. *At Westland Row Station a crowd of people pressed to the carriage doors but the porters moved them back, saying that it was a special train for the bazaar.*
1. add a colon to indicate that the right-hand clause completes what the left-hand sentence had left unfinished
 2. add a semicolon before the conjunctive adverb in the compound sentence
 2. add a semicolon to join two closely related sentences
1. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction
 2. the right-hand sentence contains an internal comma, so a semicolon is needed before the coordinating conjunction
5. *Because the survivors succeed, they will pass that advantage on to the next generation therefore, the incidence of that trait will increase in the population.*
1. add a colon to indicate that the right-hand clause completes what the left-hand sentence had left unfinished
 2. add a semicolon before the conjunctive adverb in the compound sentence
 2. add a semicolon to join two closely related sentences
1. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction
 2. the right-hand sentence contains an internal comma, so a semicolon is needed before the coordinating conjunction

TEST ANSWERS PART 1

1. **C)** A fire is burning behind the prisoners (**;**) between the fire and the arrested prisoners there is a walkway where people walk and talk and carry objects. [*add a semicolon to join two closely related sentences*]
2. **D)** Ashurbanipal was one of the rare ancient Middle Eastern rulers who was literate, and his scribes amassed the first collected library in that area it included scholarly texts and works on magic. [*do nothing—the compound sentence is already connected by a comma and a coordinating conjunction*]
3. **A)** At some level, I fear that I like blackfly season for the same reason I like harsh winters and bad roads (**:**) because it heightens the adventure of living here. [*add a colon to indicate that the right-hand clause completes what the left-hand sentence had left unfinished*]
4. **E)** At Westland Row Station a crowd of people pressed to the carriage doors (**;**) but the porters moved them back, saying that it was a special train for the bazaar. [*the right-hand sentence contains an internal comma, so a semicolon is needed before the coordinating conjunction*]
5. **B)** Because the survivors succeed, they will pass that advantage on to the next generation (**;**) therefore, the incidence of that trait will increase in the population. [*add a semicolon before the conjunctive adverb in the compound sentence*]

TEST PART 2

5. *Alliteration is less subtle than consonance or assonance it may even sound comic, reminding us of a tongue twister.*
- add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a semicolon to join two closely related sentences
 - add a semicolon to join two mirror-image sentences
 - do nothing; this is one sentence—not two—so no semicolon is needed
7. *At the turn of the century in the central district of Lawrenceville there may have been as many varieties of bread as there were languages.*
- add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a semicolon to join two closely related sentences
 - add a semicolon to join two mirror-image sentences
 - do nothing; this is one sentence—not two—so no semicolon is needed
3. *Eating safely involves three principles using common sense to evaluate the condition of the found material, checking the area's dumpsters regularly, and seeking always to determine why the found material was discarded.*
- add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a semicolon to join two closely related sentences
 - add a semicolon to join two mirror-image sentences
 - do nothing; this is one sentence—not two—so no semicolon is needed

9. *Every selection you used as support material should appear in your Works Cited page those not used should not appear.*

- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
- b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- c. add a semicolon to join two closely related sentences
- d. add a semicolon to join two mirror-image sentences
- e. do nothing; this is one sentence—not two—so no semicolon is needed

10. *Having watched Discovery Channel and worked with computer simulations, children are typically disappointed when they approach a pond or stream the fish, the frogs, and the otters are not jumping about and playing.*

- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
- b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- c. add a semicolon to join two closely related sentences
- d. add a semicolon to join two mirror-image sentences
- e. do nothing; this is one sentence—not two—so no semicolon is needed

TEST ANSWERS PART 2

5. **C)** “Alliteration” is less subtle than “consonance” or “assonance” (**;**) it may even sound comic, reminding us of a tongue twister. [*add a semicolon to join two closely related sentences*]
7. **E)** At the turn of the century in the central district of Lawrenceville there may have been as many varieties of bread as there were languages. [*do nothing; this is one sentence—not two—so no semicolon is needed*]
3. **A)** Eating safely involves three principles (**:**) using common sense to evaluate the condition of the found material, checking the area’s dumpsters regularly, and seeking always to determine why the found material was discarded. [*add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished*]
9. **D)** Every selection you used as support material should appear in your Works Cited page (**;**) those not used should not appear. [*add a semicolon to join two mirror-image sentences*]
10. **B)** Having watched Discovery Channel and worked with computer simulations, children are typically disappointed when they approach a pond or stream (**:**) the fish, the frogs, and the otters aren’t jumping about and playing. [*add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished*]

TEST PART 3

1. *For just one brand, I had to decide between Original, Homestyle, Pulp Plus, Double Vitamin C, Grovestand, Calcium, or Old Fashioned I also had to decide whether I wanted the 167-ounce, 32-ounce, 64-ounce, 96-ounce, or six-pack size.*
 - a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - c. add a semicolon before the conjunctive adverb in the compound sentence
 - d. add a semicolon to join two closely related sentences
 - e. add a semicolon to join two mirror-image sentences

2. *HE WAS LATE GETTING BACK TO THE THEATER TENT AND LATE GETTING TO THE HOME OF THE STREET SWEEPERS THEN HE WOULDN'T TELL THEM WHERE HE HAD BEEN.*
 - a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - c. add a semicolon before the conjunctive adverb in the compound sentence
 - d. add a semicolon to join two closely related sentences
 - e. add a semicolon to join two mirror-image sentences

3. *Here's a secret you should know about mothers we spy.*
 - a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - c. add a semicolon before the conjunctive adverb in the compound sentence
 - d. add a semicolon to join two closely related sentences
 - e. add a semicolon to join two mirror-image sentences

4. *In the pasture behind our house are the butterflies you taught me to love and name swallowtails, monarchs, and viceroys.*
- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - c. add a semicolon before the conjunctive adverb in the compound sentence
 - d. add a semicolon to join two closely related sentences
 - e. add a semicolon to join two mirror-image sentences
5. *One is two years beyond where you now are the other is two years behind where you now are.*
- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - c. add a semicolon before the conjunctive adverb in the compound sentence
 - d. add a semicolon to join two closely related sentences
 - e. add a semicolon to join two mirror-image sentences

TEST ANSWERS PART 3

1. **D)** For just one brand, I had to decide between Original, Homestyle, Pulp Plus, Double Vitamin C, Grovestand, Calcium, or Old Fashioned (**;**) I also had to decide whether I wanted the 167-ounce, 32-ounce, 64-ounce, 96-ounce, or six-pack size. [*add a semicolon to join two closely related sentences*]
2. **C)** He was late getting back to the Theater tent and late getting to the Home of the Street Sweepers (**;**) then he wouldn't tell them where he had been. [*add a semicolon before the conjunctive adverb in the compound sentence*]
3. **B)** Here's a secret you should know about mothers (**:**) we spy. [*add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished*]
4. **A)** In the pasture behind our house are the butterflies you taught me to love and name (**:**) swallowtails, monarchs, and viceroys. [*add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished*]
5. **E)** One is two years beyond where you now are (**;**) the other is two years behind where you now are. [*add a semicolon to join two mirror-image sentences*]

TEST PART 4

16. *From the start, Arachne learned the craft well her skill soon surpassed that of the other village weavers.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add a semicolon to join two closely related sentences
 - add semicolons to join the series of sentences
 - do nothing; this is one sentence—not two—so no semicolon is needed
17. *I kept studying them until the connection registered these high-peaked roofs perfectly echoed the shape of the vaulted ceilings we'd seen inside every Mayan ruin we had visited.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add a semicolon to join two closely related sentences
 - add semicolons to join the series of sentences
 - do nothing; this is one sentence—not two—so no semicolon is needed
18. *In "The Three Billy Goats Gruff," the troll who lives under the bridge becomes enraged when he hears the goats crossing the bridge.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add a semicolon to join two closely related sentences
 - add semicolons to join the series of sentences
 - do nothing; this is one sentence—not two—so no semicolon is needed
19. *In the long run, men hit only what they aim at thus they had better aim at something high.*
- add a colon to indicate that the right-hand sentence completes what the

left-hand sentence had left unfinished

- o. add a semicolon before the conjunctive adverb in the compound sentence
- z. add a semicolon to join two closely related sentences
- l. add semicolons to join the series of sentences
- a. do nothing; this is one sentence—not two—so no semicolon is needed

20. *It is not the sunrise, which is flaring in the eastern sky it is not the rain falling out of the purse of God it is not the blue helmet of the sky afterward, or the trees, or the beetle burrowing into the earth it is not the mockingbird who will go on clapping from the branches of the catalpa that are thick with blossoms and that are shaking in the wind.*

- a. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- o. add a semicolon before the conjunctive adverb in the compound sentence
- z. add a semicolon to join two closely related sentences
- l. add semicolons to join the series of sentences
- a. do nothing; this is one sentence—not two—so no semicolon is needed

TEST ANSWERS PART 4

16. **C)** From the start, Arachne learned the craft well (**;**) her skill soon surpassed that of the other village weavers. [*add a semicolon to join two closely related sentences*]
17. **A)** I kept studying them until the connection registered (**:**) these high-peaked roofs perfectly echoed the shape of the vaulted ceilings we'd seen inside every Mayan ruin we had visited. [*add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished*]
18. **E)** In “The Three Billy Goats Gruff,” the troll who lives under the bridge becomes enraged when he hears the goats crossing the bridge. [*do nothing; this is one sentence—not two—so no semicolon is needed*]
19. **B)** In the long run, men hit only what they aim at (**;**) thus they had better aim at something high. [*add a semicolon before the conjunctive adverb in the compound sentence*]
20. **D)** It is not the sunrise, which is flaring in the eastern sky (**;**) it is not the rain falling out of the purse of God (**;**) it is not the blue helmet of the sky afterward, or the trees, or the beetle burrowing into the earth (**;**) it is not the mockingbird who will go on clapping from the branches of the catalpa that are thick with blossoms and that are shaking in the wind. [*add semicolons to join the series of sentences*]

TEST PART 5

21. *It isn't so funny it doesn't sound so good we are doing okay without it we can get along without that kind of thing.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to precede the quotation
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add semicolons to join the series of sentences
 - the right-hand sentence contains internal commas, so a semicolon is needed before the coordinating conjunction
22. *MTV's executives refused to air the video, much to Young's disgust "They're supposed to be rebellious," he complained in Rolling Stone, "but haven't got enough guts to show something that's not middle of the road."*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to precede the quotation
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add semicolons to join the series of sentences
 - the right-hand sentence contains internal commas, so a semicolon is needed before the coordinating conjunction
23. *My schools missed the opportunity to capitalize on an element of drama and conflict that the intellectual world shares with sports consequently, I failed to see the parallels between the sports and academic worlds that could have helped me cross from one argument culture to the other.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to precede the quotation
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add semicolons to join the series of sentences

- 2. the right-hand sentence contains internal commas, so a semicolon is needed before the coordinating conjunction

14. *My stepfather learned of the engagement when my sister returned and offered no objection to the marriage but within a fortnight of the day that had been fixed for the wedding, the terrible event occurred, which has deprived me of my companion.*

- 1. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- 2. add a colon to precede the quotation
- 3. add a semicolon before the conjunctive adverb in the compound sentence
- 1. add semicolons to join the series of sentences
- 2. the right-hand sentence contains internal commas, so a semicolon is needed before the coordinating conjunction

15. *Their reaction was predictable they started to cry.*

- 1. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- 2. add a colon to precede the quotation
- 3. add a semicolon before the conjunctive adverb in the compound sentence
- 1. add semicolons to join the series of sentences
- 2. the right-hand sentence contains internal commas, so a semicolon is needed before the coordinating conjunction

TEST ANSWERS PART 5

21. **D)** It isn't so funny (;) it doesn't sound so good (;) we are doing okay without it (;) we can get along without that kind of thing. [*add semicolons to join the series of sentences*]
22. **B)** MTV's executives refused to air the video, much to Young's disgust (:) "They're supposed to be rebellious," he complained in *Rolling Stone*, "but haven't got enough guts to show something that's not middle of the road." [*add a colon to precede the quotation*]
23. **C)** My schools missed the opportunity to capitalize on an element of drama and conflict that the intellectual world shares with sports (;) consequently, I failed to see the parallels between the sports and academic worlds that could have helped me cross from one argument culture to the other. [*add a semicolon before the conjunctive adverb in the compound sentence*]
24. **E)** My stepfather learned of the engagement when my sister returned and offered no objection to the marriage (;) but within a fortnight of the day that had been fixed for the wedding, the terrible event occurred, which has deprived me of my companion. [*the right-hand sentence contains internal commas, so a semicolon is needed before the coordinating conjunction*]
25. **A)** Their reaction was predictable (:) they started to cry. [*add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished*]

TEST PART 6

26. *I reined my horse to the brink of a lurid tarn and gazed down upon the inverted images of the gray sedge, the ghastly tree stems, and the eyelike windows nevertheless, in this mansion of gloom I now proposed to myself a sojourn of some weeks.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to precede the quotation
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add a semicolon to join two sentences in which the conjunctive adverb has moved to the right
 - do nothing—the compound sentence is already connected by a comma and a coordinating conjunction
27. *My stepfather offered no objection to the marriage, but the terrible event occurred within a fortnight of the day that had been fixed for the wedding.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to precede the quotation
 - add a semicolon before the conjunctive adverb in the compound sentence
 - add a semicolon to join two sentences in which the conjunctive adverb has moved to the right
 - do nothing—the compound sentence is already connected by a comma and a coordinating conjunction
28. *Now National Airlines had two problems it did not want to talk about one of its airplanes crashing and it had to account for the \$1.7 million when it issued its annual report to its stockholders.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to precede the quotation

- 2. add a semicolon before the conjunctive adverb in the compound sentence
- 1. add a semicolon to join two sentences in which the conjunctive adverb has moved to the right
- 2. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction

29. *Promoters of instructional technology have reverted to a much more modest claim—that the computer is just another tool “It’s what you do with it that counts.”*

- a. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- 2. add a colon to precede the quotation
- 2. add a semicolon before the conjunctive adverb in the compound sentence
- 1. add a semicolon to join two sentences in which the conjunctive adverb has moved to the right
- 2. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction

30. *Sickly and frail, Stephen Crane didn’t attend school until he was eight this wasn’t a major issue, however, for he far preferred baseball to books.*

- a. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- 2. add a colon to precede the quotation
- 2. add a semicolon before the conjunctive adverb in the compound sentence
- 1. add a semicolon to join two sentences in which the conjunctive adverb has moved to the right
- 2. do nothing—the compound sentence is already connected by a comma and a coordinating conjunction

TEST ANSWERS PART 6

26. (C) I reined my horse to the brink of a lurid tarn and gazed down upon the inverted images of the gray sedge, the ghastly tree stems, and the eyelike windows (;) nevertheless, in this mansion of gloom I now proposed to myself a sojourn of some weeks. [*add a semicolon before the conjunctive adverb in the compound sentence*]
27. (E) My stepfather offered no objection to the marriage, but the terrible event occurred within a fortnight of the day that had been fixed for the wedding. [*do nothing—the compound sentence is already connected by a comma and a coordinating conjunction*]
28. (A) Now National Airlines had two problems it did not want to talk about (:) one of its airplanes crashing and it had to account for the \$1.7 million when it issued its annual report to its stockholders. [*add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished*]
29. (B) Promoters of instructional technology have reverted to a much more modest claim—that the computer is just another tool (:) “It’s what you do with it that counts.” [*add a colon to precede the quotation*]
30. (D) Sickly and frail, Stephen Crane didn’t attend school until he was eight (;) this wasn’t a major issue, however, for he far preferred baseball to books. [*add a semicolon to join two sentences in which the conjunctive adverb has moved to the right*]

TEST PART 7

31. *No matter how hard we looked we didn't see cracks in the plaster.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to indicate that the right-hand word completes what the left-hand sentence had left unfinished
 - add a semicolon to join two closely related sentences
 - add a semicolon to join two sentences in which the conjunctive adverb has moved to the right
 - do nothing; this is one sentence—not two—so no semicolon is needed
32. *So we made a detour to inspect one of the notable antiquities on our map Uxmal.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to indicate that the right-hand word completes what the left-hand sentence had left unfinished
 - add a semicolon to join two closely related sentences
 - add a semicolon to join two sentences in which the conjunctive adverb has moved to the right
 - do nothing; this is one sentence—not two—so no semicolon is needed
33. *Socrates here reminds us that the business of rulers is not to make themselves happy their happiness is to be realized in the happiness of every citizen in the Ideal State.*
- add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - add a colon to indicate that the right-hand word completes what the left-hand sentence had left unfinished
 - add a semicolon to join two closely related sentences
 - add a semicolon to join two sentences in which the conjunctive adverb has moved to the right

a. do nothing; this is one sentence—not two—so no semicolon is needed

34. *The authorities began to search for better ways to evaluate teachers, and some have arrived at a radical solution you watch them teach.*

a. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished

b. add a colon to indicate that the right-hand word completes what the left-hand sentence had left unfinished

c. add a semicolon to join two closely related sentences

d. add a semicolon to join two sentences in which the conjunctive adverb has moved to the right

e. do nothing; this is one sentence—not two—so no semicolon is needed

35. *The body has limits that the machine does not have remove the body from the machine, therefore, so that the machine can continue as an unlimited idea.*

a. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished

b. add a colon to indicate that the right-hand word completes what the left-hand sentence had left unfinished

c. add a semicolon to join two closely related sentences

d. add a semicolon to join two sentences in which the conjunctive adverb has moved to the right

e. do nothing; this is one sentence—not two—so no semicolon is needed

TEST ANSWERS PART 7

31. **E)** No matter how hard we looked we didn't see cracks in the plaster. [*do nothing; this is one sentence—not two—so no semicolon is needed*]
32. **B)** So we made a detour to inspect one of the notable antiquities on our map (:) Uxmal. [*add a colon to indicate that the right-hand word completes what the left-hand sentence had left unfinished*]
33. **C)** Socrates here reminds us that the business of rulers is not to make themselves happy (;) their happiness is to be realized in the happiness of every citizen in the Ideal State. [*add a semicolon to join two closely related sentences*]
34. **A)** The authorities began to search for better ways to evaluate teachers, and some have arrived at a radical solution (:) you watch them teach. [*add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished*]
35. **D)** The body has limits that the machine does not have (;) remove the body from the machine, therefore, so that the machine can continue as an unlimited idea. [*add a semicolon to join two sentences in which the conjunctive adverb has moved to the right*]

TEST PART 8

36. *The expression “pearl of great price” has come to mean anything that is very valuable for example, Hester Prynne named her child “Pearl” because she had given up all that she had in bearing the child.*
- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - c. add a semicolon before the conjunctive adverb in the compound sentence
 - d. both the left hand and the right-hand sentences contains internal commas, so a semicolon is needed before the coordinating conjunction
 - e. do nothing; this is one sentence—not two—so no semicolon is needed
37. *Then it came to him he would buy more fields and rent them out to his customers.*
- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
 - c. add a semicolon before the conjunctive adverb in the compound sentence
 - d. both the left hand and the right-hand sentences contains internal commas, so a semicolon is needed before the coordinating conjunction
 - e. do nothing; this is one sentence—not two—so no semicolon is needed
38. *This incident, which created a great sensation, frightened away several prospective buyers and when it began to be whispered that a ghost walked the room at midnight, he decided to investigate the matter himself, so as to put an end to the rumors.*
- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
 - b. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished

- 2. add a semicolon before the conjunctive adverb in the compound sentence
- 1. both the left hand and the right-hand sentences contains internal commas, so a semicolon is needed before the coordinating conjunction
- 2. do nothing; this is one sentence—not two—so no semicolon is needed

39. *Vavilov noticed a pattern genetic variation was not evenly distributed.*

- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
- 2. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- 2. add a semicolon before the conjunctive adverb in the compound sentence
- 1. both the left hand and the right-hand sentences contains internal commas, so a semicolon is needed before the coordinating conjunction
- 2. do nothing; this is one sentence—not two—so no semicolon is needed

40. *Winding paths lead out from the central plaza through the forest to other places of interest temples, ball courts, stories carved in stone, and mysterious clearings.*

- a. add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished
- 2. add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished
- 2. add a semicolon before the conjunctive adverb in the compound sentence
- 1. both the left hand and the right-hand sentences contains internal commas, so a semicolon is needed before the coordinating conjunction
- 2. do nothing; this is one sentence—not two—so no semicolon is needed

TEST ANSWERS PART 8

36. **C)** The expression “pearl of great price” has come to mean anything that is very valuable (**;**) for example, Hester Prynne named her child “Pearl” because she had given up all that she had in bearing the child. [*add a semicolon before the conjunctive adverb in the compound sentence*]
37. **E)** Then it came to him he would buy more fields and rent them out to his customers. [*do nothing; this is one sentence—not two—so no semicolon is needed*]
38. **D)** This incident, which created a great sensation, frightened away several prospective buyers (**;**) and when it began to be whispered that a ghost walked the room at midnight, he decided to investigate the matter himself, so as to put an end to the rumors. [*both the left hand and the right-hand sentences contains internal commas, so a semicolon is needed before the coordinating conjunction*]
39. **B)** Vavilov noticed a pattern (**:**) genetic variation was not evenly distributed. [*add a colon to indicate that the right-hand sentence completes what the left-hand sentence had left unfinished*]
40. **A)** Winding paths lead out from the central plaza through the forest to other places of interest (**:**) temples, ball courts, stories carved in stone, and mysterious clearings. [*add a colon to indicate that the right-hand list completes what the left-hand sentence had left unfinished*]

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