



# LANGUAGE ARTS

STUDENT BOOK

▶ **8th Grade** | Unit 3

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# Language Arts 803

## Punctuation And Literature

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# Punctuation And Literature

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## Introduction

You probably have owned a dog at one time or other, but have you ever stopped to consider that the dog might own you? “Every Dog Should Own a Man” is one of the selections you will read in this LIFE PAC®.

As you study this LIFE PAC, you will learn more about the correct use of punctuation, spelling, and the special literary form, the essay. An understanding of punctuation rules will enable you to develop correct punctuation in your own writing. Also by being familiar with ending, linking, and internal punctuation signals, you will be able to read with better understanding. The importance of exact communication through correct punctuation will become clearer to you as you complete the exercises in this LIFE PAC.

Essays can be humorous, as “Every Dog Should Own a Man” is, or they can be serious. Since many of your reading selections can be classified as essays, understanding more about the essay as a literary form is important and helpful.

Your study of the essay will enable you to recognize two main types of essays: formal and informal. You will also begin to understand the essay’s usefulness in communicating certain types of information.

Throughout the LIFE PAC you will be introduced to lists of spelling words. These words will represent certain sounds or spelling rules. By practicing the spelling of a variety of words, you will become a better speller in all your school work.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Recognize and correctly use the period, question mark, and exclamation point as end marks of punctuation.
2. Recognize and correctly use the comma, semicolon, and colon as linking marks of punctuation.
3. Recognize and correctly use the comma and dash as sentence (thought) interrupters.
4. Recognize and correctly use the comma as punctuation after such introductory elements as interjections, participial phrases, and adverb clauses.
5. Distinguish between formal and informal essays and explain the characteristics of each type.
6. Identify the author’s thesis statement in his essay.
7. Identify key words and specific details in an essay.
8. Spell new words and problem words correctly in your writing and on tests.

# 1. PUNCTUATION

Without rules for written English we might use our own rules, resulting in mass confusion. Formal written rules, then, are vital for proper written communication. In *spoken* English our *voices* tell our listeners when our sentence thoughts pause or stop. Our minds are able to translate these spoken cues within split seconds. However, in written English we need punctuation to indicate when the reader needs to pause or stop. Without the correct use of periods, commas, and other punctuation marks, sentences would be difficult to read or to understand.

In this section you will study four specific functions of punctuation. You will learn that end

marks, such as periods, question marks, and exclamation points, indicate the end of a complete thought. Linking marks, such as commas, semicolons, and colons, are used to join independent clauses or to indicate that a list follows an independent clause. Commas and dashes are used to indicate an interruption in the flow of thought. Commas are also used to set off such introductory elements as interjections, participial phrases, and adverb clauses.

You will also study some easily confused spelling words ending in *-ent* and *-ant*.

## SECTION OBJECTIVES

**Review these objectives.** When you have completed this section, you should be able to:

1. Recognize and correctly use the period, question mark, and exclamation point as end marks of punctuation.
2. Recognize and correctly use the comma, semicolon, and colon as linking marks of punctuation.
3. Recognize and correctly use the comma and dash as sentence (thought) interrupters.
4. Recognize and correctly use the comma as punctuation after such introductory elements as interjections, participial phrases, and adverb clauses.
8. Spell new words and problem words correctly in your writing and on tests.

## VOCABULARY

**Study these words to enhance your learning success in this section.**

**appositive** (u poz' u tiv). The placing of a word or expression beside another so that the second explains and means the same thing as the first.

**declarative** (di klar' u tiv). A type of sentence that makes a statement or an assertion.

**dialogue** (dī u lôg). A conversation between two or more persons. Certain punctuation is required.

**exclamatory** (ek sklam' u tôr' ē). A type of sentence that shows surprise or excitement.

**full stop** (fu'l stop). The end of a complete unit of thought (sentence) shown by end punctuation.

**imperative** (im per' u tiv). A sentence making a demand or request.

**interjection** (in' tur jek' shun). An exclamatory sound or word that is not connected grammatically to the rest of the sentence.

**interrogative** (in' tu rog' u tiv). A type of sentence that asks a question.

**parenthetical** (par' un thet' u kul). A word or phrase giving further qualifying information about something in the sentence.

**participle** (pär' tu sip' ul). A word derived from a verb and used as an adjective.

**subordinate clause** (su bôr' du nit kloz). A clause that is dependent upon another clause and does not itself form a complete sentence.

**Note:** All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## ENDING A THOUGHT

Read the following paragraph.

- When the weather pattern changes we become alarmed anyone would if a tornado ripped through his town suddenly but why is it only when weather changes abruptly that we begin to notice it study weather carefully and you'll see why it is amazing all the time not only when it abruptly changes its pattern.

Confusing? Certainly it is. The reason is obvious: It has no end punctuation. Now if you were to *read* this paragraph to a friend, you could make him understand where the sentence stops are. In writing, however, without **full stops** the meaning is lost in a jumble of words. One of the major forms of punctuation, then, is the end

mark. Now the jumbled sentences make more sense if the correct end punctuation is added in the right place.

- When weather becomes violent, we often get alarmed. Anyone would if a tornado suddenly ripped through his town! But why is it only when weather changes abruptly that we begin to notice it? Study weather carefully, and you'll see why it is amazing all the time—not only when it abruptly changes its pattern.

End marks of punctuation point out that a sentence has come to a full stop. In written English we have three types of end marks: the *period*, the *question mark*, and the *exclamation point*.



| Ending Thoughts

**The period.** The most common end mark is the *period*. The period is used to mark the end of a **declarative** or **imperative** sentence. The period shows a pause in thought and cues the reader that the thought is complete. Without periods, sentences would become jumbled masses of words without any division of

thought. Read the following short paragraph, and place periods to mark the end of each complete thought. Then capitalize the first word of each sentence. You will notice how much easier the paragraph is to read after the proper end marks and capitalization are inserted.



### Punctuate this paragraph.

#### 1.1 Provide end marks and capitals where needed.

*Huckleberry Finn* was an excellent book it told of a raft journey down the Mississippi the book has been enjoyed by children and adults I like to read it once a year it never seems to become boring maybe we all have that desire to be free on a raft you can get away from it all when you read about Huck

**The question mark.** Another end mark, the *question mark*, is used to mark the end of an **interrogative** sentence. Like the period, it signals the end of a complete unit of thought. The main difference between these two marks of punctuation is that the question mark informs the reader that added information is needed or that he, the reader, must supply an answer. Whether the question is directly stated or just implied, the reader is “warned” by the question mark. Again, notice its value in the following paragraph.

*“Where had they gone? It had been seven hours and Jerry and Jack weren’t home. Had they gone swimming? To a neighbor’s house? Why didn’t I tell them to stay home today?” she fretted. “What will I do now? Who can I call?”*

The use of the question mark here is to promote suspense, yet it may also be used for simple questions like “What do you want for lunch?” You should never omit the question

mark when writing a question or underestimate its value in writing.

**The exclamation point.** The third end mark is the *exclamation point*. The exclamation point is used to mark the end of an **exclamatory** sentence. This end mark tells the reader that a strong emotional feeling, such as shock, surprise, excitement, or awe, is being expressed. The exclamation point can be useful in signaling strong emotion. However, overuse of the exclamation point deadens its effect. Too much of anything can be tedious, so use the exclamation point sparingly. Notice the excessive use of the exclamation point in the following paragraph.

*I really like hockey!!!! It’s just about the greatest sport!! There’s a lot of excitement and action on all parts of the ice! It takes a lot of skill to play hockey. You not only need to know the game well, but you must skate like a pro! It’s not a game for men without endurance!*





### Complete these statements.

- 1.2 The period is used to mark the end of a \_\_\_\_\_ and  
b. \_\_\_\_\_ sentences.
- 1.3 The question mark is used to mark the end of the \_\_\_\_\_ sentence.
- 1.4 The exclamation point is used to end a sentence showing  
\_\_\_\_\_.

### Punctuate the paragraph.

- 1.5 For the following paragraph provide end marks and capitalization where necessary.

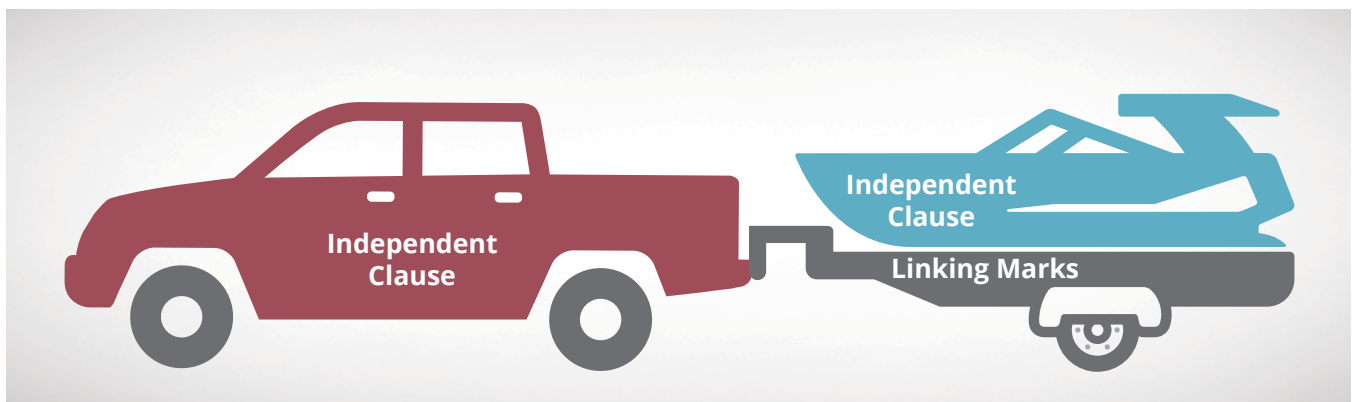
Walking is good exercise it keeps you physically fit and it enables you to notice new things how long has it been since you noticed something fascinating in nature you miss so much every day does it really take that much effort try it and see for yourself you'll be amazed as you begin to notice some startling facts about God's creation.

### LINKING IDEAS

You have just studied the end marks, which are necessary to warn the reader of full stops in thought. Another important group of punctuation marks, *linking marks*, are used *within* the sentence to connect independent clauses or these linking marks are used to caution the reader to slow down because an important thought may be coming *within* the sentence. Unlike the end mark, a linking mark allows

the reader to pause rather than to come to a full stop. These different types of punctuation are important because they convey a special message to the reader within seconds. Written English uses three linking marks: the *comma*, the *semicolon*, and the *colon*.

The first two linking marks, the comma and the semicolon, are used to join independent clauses.



| Linking Ideas



**Independent clauses.** A clause is a group of related words, containing a subject and a verb. An independent clause can stand alone or can be joined or linked with another independent clause by a comma or a semicolon.

The comma is one of the most misused punctuation marks in the English language. Many times writers use a hit or miss method, throwing in a comma wherever it seems appropriate. You do not need to guess if you learn a very simple principle of comma usage. Notice the punctuation used in the following sentences:

- You must practice to become a fencer, *for* it is a sport which requires skill.
- I wanted to see Westminster Cathedral in London, *but* no one else on our tour wanted to go.

A comma is used before the conjunctions *and*, *but*, *or*, *for*, *nor*, *so*, and *yet* when they join two independent clauses. The comma helps the conjunction link the two clauses together by informing the reader that two or more units of thought are contained in one sentence. The comma, used as a link, allows the reader to pause to “digest” the total material without confusion. To avoid mistakes and reader confusion use a comma with a conjunction when you join two or more independent clauses.

- **Wrong:** I like the Colorado Rockies, I also like the Catskills.
- **Right:** I like the Colorado Rockies, but I also like the Catskills.

Another linking mark, the semicolon, is stronger than a comma and weaker than a period. It links two independent clauses without using a conjunction. The semicolon shows that a strong relationship exists between the two clauses it joins. It can be quite effective if it is used sparingly.

- I climbed the Washington Monument in twenty-two minutes; everyone else took forty-five minutes!

The semicolon also has another important function. A semicolon is used between independent clauses joined by such conjunctive adverbs as *for example*, *for instance*, *nevertheless*, *therefore*, *however*, *consequently*, *instead*, *that is*, and *besides*. Here the function is to warn the reader that some qualifying statement will follow.

- Hitler wanted to overthrow the powers of Europe; *however*, his plan was thwarted by the Allies.

The fact that Hitler wanted to do something is qualified by the semicolon and the conjunctive adverb. It alerts the reader that although Hitler wanted something, circumstance prevented it. A semicolon is necessary to join independent clauses without a conjunction and to signal changes in sentence meaning if a conjunctive adverb is present.

**Clauses with dependent elements.** Sometimes a writer wants to draw attention to a series of similar items within a sentence.

The *colon* is used before such a list of items *within* a sentence. The colon signals the reader that a list of information is about to follow; it frequently follows an independent clause containing such expressions as “complete the following chart,” or “study the following map.” Colons are useful in allowing the reader to pause in order to prepare for important facts or information.

- **Example:** A good salad needs the following ingredients: a little vinegar, twice as much oil, and crisp lettuce.
- **Example:** She showed the qualities of a good cheerleader: personal modesty, sweet personality, and physical ability.

Unless you know that a colon is necessary, do not use it. Some people misuse the colon. The following sentences show some wrong and right ways to use the colon. Avoid using a colon immediately following a verb. Ordinarily a noun will come right before the colon.

- **Wrong:** My favorite colors are: red, blue, and yellow.
- **Right:** My favorite colors are red, blue, and yellow. (no colon needed)
- **Right:** I like the following colors: red, blue and yellow. (colon used after the noun *colors*)

The colon serves as a list or information marker, interrupting the flow of the sentence long enough to convey necessary facts. The colon links an independent clause and a list of words that depend on the clause.



**Complete these activities.**

1.6 Where do linking marks appear? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1.7 Why are linking marks used? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1.8 What three ways can you join two independent clauses?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_

1.9 Write a sentence of your own showing the proper punctuation for each of the three ways for joining independent clauses.  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_

**Punctuate the following sentences with the needed linking comma, semicolon, or colon.**

- 1.10 *The Diary of Anne Frank* is an interesting book yet it is very sad.
- 1.11 She played the violin as if she were a master it made the audience weep with emotion.
- 1.12 The assembly which was scheduled for tomorrow has been postponed *therefore*, we will have the test today.
- 1.13 I'm not eating any more spinach or the rest of these vegetables green beans, Brussels sprouts, cabbage, and asparagus.
- 1.14 The old lamp was thrown away so I rescued it and sold it for five hundred dollars!



Fill in the needed linking comma, semicolon, or colon in the following paragraph.

- 1.15** Reading a story by Edgar Allan Poe can be exciting but one needs to have a love for the mysterious. Poe was an author of great ability he knew the technique of creating suspense. His personal life was also filled with mystery however he shared very little of his personal matters with his friends. Poe wrote some of the following stories “The Tell-Tale Heart” “The Black Cat,” “The MS. Found in a Bottle,” and many others. His books are never boring so don’t begin one unless you’ve got the time!

Write a paragraph in which you use at least two linking commas, two semicolons, and one colon.

**1.16**

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**Find linking marks.** Clip out a magazine article and circle all the linking marks in *red*. Be sure they are linking marks. Sharing examples with a friend is one sure way to know you understand these linking marks.

**TEACHER CHECK**



\_\_\_\_\_ initials

\_\_\_\_\_ date

## SELF TEST 1

**Punctuate this paragraph and place a capital letter at the beginning of each new sentence** (each correction, 1 point).

**1.01** when I awoke the day was gone looking down from where I lay I saw a dog sitting on his haunches his tongue I believe was bloody and hanging out of his mouth he looked as if he were hungry he had several wolf-like qualities a gray coat sharp claws and yellow fangs those eyes so cold and glinting made me feel dear reader like the end was near as I reached for a stick he moved to the other side of the hill panting and hungry he looked at me a lonely defenseless human and he snarled well I said my prayers however he simply turned his lean shaggy body and limped off into the woods

**Match the numbered items with the appropriate sentences** (each answer, 2 points).

- |  |  |
|--|--|
| <b>1.02</b> _____ a comma linking two independent clauses in a compound sentence | a. Cambodia, an interesting country, is located in Southeast Asia.                                     |
| <b>1.03</b> _____ two independent clauses linked                                 | b. Yes, I feel that water color is an exciting hobby for an artist.                                    |
| <b>1.04</b> _____ a sentence demonstrating direct address                        | c. As if he had never seen one before, Jerry grabbed the banana and ate it in two gulps.               |
| <b>1.05</b> _____ a sudden break in thought indicated by punctuation             | d. The spider plant hid the man's face, but he sneezed and gave himself away.                          |
| <b>1.06</b> _____ an introductory interjection                                   | e. You seem to have found, my good friend, a real peace in life.                                       |
| <b>1.07</b> _____ an introductory participial phrase                             | f. Hang gliding is a popular pastime; it takes skill and a bit of daring.                              |
| <b>1.08</b> _____ an introductory adverbial clause                               | g. You can do much to help older people: clean the house, get groceries, answer mail, and be a friend. |
| <b>1.09</b> _____ an appositive set off by commas                                | h. The eustachian tube is, of course, essential for correct hearing.                                   |
| <b>1.010</b> _____ a parenthetical expression                                    | i. Walking without a cane, the old man tried to escape unnoticed.                                      |
| <b>1.011</b> _____ a punctuation mark indicating a list is to follow             | j. My mother — what a pianist — taught me all I learned about music.                                   |

**Punctuate the following sentences** (each correction, 1 point).

- 1.012** Since I had my tonsils out I have had few sore throats.
- 1.013** They went to the other side of the lake consequently there is no one to take us home.
- 1.014** Europe is an exciting place to visit it is full of historical landmarks.
- 1.015** Warning all the campers the ranger was trapped by the flood.
- 1.016** We will take these items a compass a knapsack a pick and a canteen.
- 1.017** You are if I'm not mistaken a good person for this experiment.
- 1.018** His book a soggy mass of paper was barely recognizable.
- 1.019** Won't you tell us Frank why you're not going to college?
- 1.020** Well we can hardly have a class without an instructor!
- 1.021** The need to be the best all the time this can ruin you!

**Explain these terms. Mention any punctuation marks necessary for your explanation** (each answer, 5 points).

**1.022** end marks \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**1.023** linking marks \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**1.024** interrupting marks \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

65 82	<b>SCORE</b> _____	<b>TEACHER</b> _____	initials	date
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**ABC** Take your spelling test of Spelling Words-1.



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