



# Sophisticated punctuation

How and when should we use it.....?

# When to use it in the exam.....

## Language Paper One:

You will be given the option to write a creative response on either a given image or to a specific task.

You are going to enter a creative writing competition.

Your entry will be judged by a panel of young people of your own age.

**Either:**

Write a description suggested by this picture:

**Or:**

Write the opening part of a story that is set in a strange and otherworldly place. Focus on the thoughts and feelings of your characters.

(24 marks for content and organisation

16 marks for technical accuracy)

**[40 marks]**



# When to use it in the exam.....

## Language Paper Two:

You will be asked to produce a piece of non-fiction writing

### **Section B: Writing**

You are advised to spend about 45 minutes on this section.

Write in full sentences.

Your school/college is keen to reduce waste.

**Write a report for the Headteacher/Principal suggesting ways this might be done.**

You could include:

- examples of waste at the moment;
- your ideas about how the situation could be improved.

(24 marks for content and organisation 16 marks for technical accuracy)

(40 marks)

**!Exclamation  
mark!**

**? QUESTION  
MARK?**

**... Ellipsis ...**

Using the FULL range of  
punctuation.....both  
ACCURATELY and with  
SOPHISTICATION!

**- DASH -**

**(BRACKETS)**

**;SEMICOLON;**

**:COLON:**

**!Exclamation  
mark!**

**? QUESTION  
MARK?**

**... Ellipsis ...**

- *Ominous*
- *Menacing*
- *Threatening*
- *Perilous*
- *Concerning*
- *Ambiguous*
- *Foreboding*
- *Uplifting*
- *Revolutionary*
- *Challenging*
- *Seductive*
- *Bitter*

- *Futility*
- *Anarchic*
- *Forsaken*
- *Helplessness*
- *Chaotic*
- *Tiresome*
- *Frustrated*
- *Pitied*
- *Weary*
- *Desperate*
- *Confused*
- *Barbaric*

**- DASH -**

**(BRACKETS)**

**;SEMICOLON;**

**:COLON:**

### ... Ellipsis ...

#### Can be placed at the beginning, middle or the end of a clause

- Pause in / disjointed speech - He stammered "I'm not sure what to do . . ."
- Pause in narrative/ time lapse - He was without hope . . . desolate, empty . . . the epitome of a broken heart.
- Character or narrator trailing off (an unfinished thought) - Was the challenge too big to handle, or was it just growing into something else like . . .

### (BRACKETS)

(parentheses) are punctuation marks **used** within a sentence to include information that is not essential to the main point. Information within parentheses is usually supplementary; were it removed, the meaning of the sentence would remain unchanged.

### :COLON:

Use a colon to introduce an item or a series of items. Do not capitalize the first item after the colon (unless it's a proper noun). Avoid using a colon before a list if it directly follows a verb or preposition that would ordinarily need no punctuation in that sentence. A colon instead of a semicolon may be used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence.

### ;SEMICOLON;

a mark of [punctuation](#) ( ; ) most commonly used to separate [independent clauses](#) that share the same general idea(s). The semicolon suggests a closer connection between the clauses than a [period](#) does.

### ... Ellipsis ...

- Pause in / disjointed speech - He stammered "I'm not sure what to do . . ."
- Pause in narrative/ time lapse - He was without hope . . . desolate, empty . . . the epitome of a broken heart.
- Character or narrator trailing off (an unfinished thought) - Was the challenge too big to handle, or was it just growing into something else like . . .

My aunt waited until Eliza sighed and then said:

"Ah, well, he's gone to a better world."

Eliza sighed again and bowed her head in assent. My aunt fingered the stem of her wine-glass before sipping a little.

"Did he...peacefully?" she asked.

"Oh, quite peacefully, ma'am," said Eliza. "You couldn't tell when the breath went out of him. He had a beautiful death, God be praised."

"And everything...?"

"Father O'Rourke was in with him a Tuesday and anointed him and prepared him and all."

("The Sisters" from *Dubliners* by James Joyce)

"Come to lunch someday," [Mr. McKee] suggested, as we groaned down in the elevator.

"Where?"

"Anywhere."

"Keep your hands off the lever," snapped the elevator boy.

"I beg your pardon," said Mr. McKee with dignity, "I didn't know I was touching it."

"All right," I agreed, "I'll be glad to."

. . . I was standing beside his bed and he was sitting up between the sheets, clad in his underwear, with a great portfolio in his hands.\

"Beauty and the Beast...Loneliness...Old Grocery House...Brook'n Bridge...."

Then I was lying half asleep in the cold lower level of the Pennsylvania Station, staring at the morning Tribune, and waiting for the four o'clock train.

(*The Great Gatsby* by F. Scott Fitzgerald)

## (BRACKETS)

(parentheses) are punctuation marks **used** within a sentence to include information that is not essential to the main point. Information within parentheses is usually supplementary; were it removed, the meaning of the sentence would remain unchanged.

“In Calormen, story-telling (whether the stories are true or made up) is a thing you’re taught, just as English boys and girls are taught essay-writing. The difference is that people want to hear the stories, whereas I never heard of anyone who wanted to read the essays.”  
*(From “The Horse and His Boy” by C.S. Lewis)*

“A little gravel alley, too small to be marked with a street sign but known in the neighborhood as Shilling Alley, wound hazardously around our property and on down, past an untidy sequence of back buildings (chicken houses, barns out of plumb, a gun shop, a small lumber mill, a shack where a blind man lived, and the enchanted grotto of a garage whose cement floors had been waxed to the luster of ebony by oil drippings...silver water so cold it made your front teeth throb) on down to Lancaster Avenue, the main street, where the trolley cars ran.”  
*(From “The Dogwood Tree: A Boyhood” by John Updike)*



## ;Semicolon;

a mark of punctuation ( ; ) most commonly used to separate independent clauses that share the same general idea(s). The semicolon suggests a closer connection between the clauses than a period does.

"There was no point in worrying Mrs. Dursley; she always got so upset at any mention of her sister." Harry Potter

Fog creeping into the cabooses of collier-brigs; fog lying out on the yards, and hovering in the rigging of great ships; fog drooping on the gunwales of barges and small boats. Fog in the eyes and throats of ancient Greenwich pensioners, wheezing by the firesides of their wards; fog in the stem and bowl of the afternoon pipe of the wrathful skipper, down in his close cabin; fog cruelly pinching the toes and fingers of his shivering little 'prentice boy on deck.

Bleak House

## :colon:

Use a colon to introduce an item or a series of items. Do not capitalize the first item after the colon (unless it's a proper noun). Avoid using a colon before a list if it directly follows a verb or preposition that would ordinarily need no punctuation in that sentence. A colon instead of a semicolon may be used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence.

**Example:** *He got what he worked for: he really earned that promotion.*

"It is by the goodness of God that in our country we have those three unspeakably precious things: freedom of speech, freedom of conscience, and the prudence never to practice either of them."

(Mark Twain)

"Perhaps it is only in childhood that books have any deep influence on our lives. In later life we admire, we are entertained, we may modify some views we already hold, but we are more likely to find in books merely a confirmation of what is in our minds already: as in a love affair it is our own features that we see reflected flatteringly back."

(Graham Greene, ["The Lost Childhood,"](#) 1947)



Using sophisticated punctuation for both fiction and nonfiction:

Write a description suggested by this picture:

OR

The Government are keen for families to holiday in England. Write a newspaper article persuading families to holiday in England.

**Entwined in a timeless reflection of one another's beauty: the sea and sky danced with one another.**

**British beaches offer tourists the opportunity to see: nature at its most wild; a palette of colours that will capture any imagination; cliffs that echo with our turbulent and fascinating history.**