

B. Punctuation

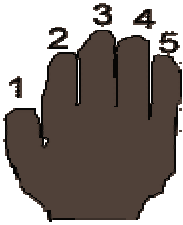
Traditional instruction in punctuation has suffered from several shortcomings:

1. *Traditional instruction provides no clear distinction between the more important and the less important punctuation marks, but instead they are all treated more or less equally. **The 2HA distinguishes between the five punctuation marks that are primary, and the five punctuation marks that are secondary, plus two additional ones, for a total of twelve.***
2. *The names of traditional punctuation marks are not suggestive of what they do or how they function in the sentence. The purpose of punctuation marks is to control the flow of movement within the sentence; they need names that clearly describe their function. **The 2HA gives new names for the punctuation marks, words that are more indicative of the functions they that they do in the sentence.***
3. *The traditional names for punctuation marks carry no powerful images descriptive of their functions as traffic policeman and pace-setters, controlling the flow of movement, the pauses, and stops within and between sentences. **The 2HA provides analogies and images of punctuation marks as traffic signals, with pauses representing yellow lights and stops designated as red lights.***
4. *Traditional names fail miserably to capture and convey the inherent musical character of language with its qualities of rhythm and pacing, beat and measure, pitch and tonality. It is the pauses and stops in language that enable the reader to invest the words with the tone, melody, and mood which together convey the full range of human feeling. **The 2HA teaches the timing and pacing involved with each of the punctuation marks, and fully elucidates the proper and judicious use of the full use of such in the Sentence Forms as a means to establishing mood, and emphasis.***

Students, indeed, are seldom told the purpose or meaning of punctuation, so they never really understand, but simply memorize rules, which they soon forget. Having forgotten the rules, they then cannot reconstruct them by simply thinking about them, which they could do if they understood their meaning and purpose and had an image to guide their reconstruction of the rules. The 2HA provides a simple memory-aid diagram for that purpose.

Five Primary Punctuation Marks

There are **five primary punctuation marks**, symbolized by the **right hand**. The 2HA uses new names and traffic signals to help students remember and differentiate between the diverse functions of punctuation marks. Below are the primary punctuation marks, so designated because of their primary importance over the other punctuation marks.

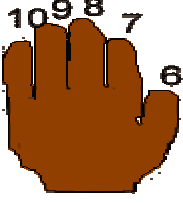
FIVE PRIMARY PUNCTUATION MARKS					
	TRADITIONAL NAME	DESCRIPTOR	TRAFFIC SIGNAL	RHYTHM AND PACE	
	1	Period .	the Terminator	red	Stop
	2	Colon :	the Dramatic Pointer	red	
	3	Semi-Colon ;	the Equalizer, the Balancer	red	
	4	Dash —	the Afterthought, the Commentator, the Amplifier	yellow	Pause
	5	Comma ,	the Flow Manager	yellow	

In this instance, we use the right hand and fingers to identify the most common and significant punctuation marks. The right hand is thus both a visual image and a tactile device for remembering the punctuation marks and their functions. When the right thumb and the small finger (#1 and #5) are put together, the middle three fingers form a side-by-side triple alliance. This is important, as these three punctuation marks will occupy an important rank in the formation of the Power Punctuation Sentence Forms, which will be discussed later. The three middle fingers symbolize respectively the **power punctuation** marks: the forefinger stands for the colon, the middle finger stands for the semi-colon, and the fourth finger, the dash.

The use of the traffic signals emphasizes the functions of the punctuation marks as speed control managers in the sentence. The function of the comma and the dash is to make the reader slow down, and so commas and dashes are represented by the traffic signals of yellow lights. The function of the period, semi-colon, and the colon is to make the reader stop and reflect at greater length; therefore, the period, the semi-colon, and the colon are designated as the traffic signals of red lights.

Seven Secondary Punctuation Marks

There are **five secondary punctuation marks**, symbolized by the **left hand**. These are also significant, but do not rank in importance with the first five. **We indicate their secondary importance by not assigning them new names or traffic signals.**

SEVEN SECONDARY PUNCTUATION MARKS			
	TRADITIONAL NAME	PUNCTUATION MARK	
	6	Question Mark	?
	7	Parenthesis	()
	8	Exclamation Point	!
	9	Apostrophe	' or '
	10	Hyphen	-
	11	Quotation Marks	“ ” ‘ ’
	12	Ellipsis Dots	...

The **Question Mark** goes at the end of question sentences. **Parenthesis** includes all the four kinds of bracket symbols found on most computer keyboards ({}, [], <>). The curved Parenthesis symbol will be discussed in Form 10.13 and 10.14 as parenthetical asides or elucidators.

The **Exclamation Point** goes at the end of sentences to indicate a stronger voice, an urgent intention or warning, or a surprising fact.

The **Apostrophe** indicates possession, and is also used to indicate that some letters are missing from a contracted word or phrase, as in *I'm*, *we're*, *etc.*

The **Hyphen** is used in many compound words, as in *vice-president*, *mother-in-law*, *X-ray*, and is also used to split up words that can't fit on a single line in a typeset setting such as a newspaper column.

Finally, there are **two additional punctuation marks** that are used in communicating directly the spoken or written words of others: **Quotation Marks** and **Ellipsis Dots**. **Quotation Marks** include both single and double quotation marks, and hash marks. They indicate the direct and exact words spoken or written by another person. **Ellipsis Dots** (three dots, sometimes read as *and so on*) indicate that some part of someone's dialogue or written passage (beginning or end of a sentence, or paragraph) has been omitted or left out.

<p>The motto to help remember these is: The Big Five, The Little Five, Two High Fives! (<i>hitting the hands together with another student</i>) (<i>or clap</i>)</p>
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