

period / full stop	.
comma	,
semicolon	;
colon	:
hyphen	- (between linked words: low-frequency)
"n" dash / "m" dash	—
dot (for the net)	www.helsinki.fi
decimal point	2.5
parentheses / brackets	()
brackets / square brackets	[]
braces / curly brackets	{ }
exclamation mark	!
question mark	?
slash, slant line, diagonal,	/
backslash	\
apostrophe	'
quotation marks	"US" ; 'UK'
ellipsis dots	...
asterisk (not comic Asterix!)	*
superscript	soon ¹⁵
subscript	H ₂ O
ampersand	&

The essential punctuation marks are full stop, comma, semi-colon, and colon.

1) The **full stop** primarily marks the end of a sentence. Besides, in British English a full stop is used after an abbreviation where the final letter of the word is not the final letter of the abbreviation e.g.

Enc. (Enclosure)

Mr Mister

2) The **comma** is primarily used to separate parts of a sentence so that the meaning is clearer for the reader.

A comma separates words on a list.

He brought milk, eggs, yoghurt and bread.

Note that there is no comma before 'and' on the list.

A comma separates sub-clauses within a complex sentence.

The judge, having delayed the contestants for some minutes, eventually announced the winner.

Commas are best used when the sentence sounds well when read aloud, using the comma to reflect the natural structure of the statement.

3) The **semi-colon** has two common uses.

Firstly, it is used to separate items on a list after a colon:

The painter sorted out all the materials needed for the job: brushes; oils; paints; canvas; rollers; cleaning cloths.

Can you use commas instead of semi-colon in this example? Yes! It would look much better.

Secondly, it is used to indicate a relationship between two parts of a sentence:

It was beginning to rain very heavily; the woman opened her umbrella for the children.

4) The **colon** can be used before a list, as in the example for the semi-colon above. It can also be used before the lines of a quotation.

5) The **dash** is used in two contexts, as follows:

Firstly, and commonly, it is used to enclose a word group in a sentence where a list of items is separated by commas:

He uses technology – PowerPoint, internet, WebCT, video-streams – in lecture preparation.

Secondly, but less commonly, a dash can be used to divide element of a sentence where there is a shift in tone or emphasis:

Gamblers can now use computer-based betting on the Tote – if they choose to waste their hard-earned money.

6) An **omission** (where words are deliberately left out) is noted by the use of three full-stops followed by a space. If the omission is at the end of a sentence, another full stop is added:

By the time you have finished your reading you should have a number of summary sentences which should be able to give you an overall picture of what your reading is about.... Once you have mastered this global strategy ... your note-taking will reflect this.
(Crème and Lea, 2003:59)

7) **Parentheses/Brackets** are used to enclose information of minor importance in a sentence. e.g.

Malahide golf course (technically a golf links) is restricted to male club members most days of the week.

Brackets are useful if a writer is restricted in the use of footnotes.

8) A **hyphen** is used within compound words such as on-going, co-ordinator, two-thirds, three-weeks holidays, inner-city streets, student-centred, problem-based, sub-standard.

9) **Italics** are used for titles of books, plays, films etc. and some names such as house names or names of ships etc.

10) **Capital letters** are used

- (i) for names and titles
- (ii) for the first word in a sentence
- (iii) for acronyms, e.g. UN

Exercise 1: Write the names for these punctuation marks in the boxes below:

:	<input type="text"/>	;	<input type="text"/>	“ ”	<input type="text"/>
()	<input type="text"/>	[]	<input type="text"/>	*	<input type="text"/>
&	<input type="text"/>	@	<input type="text"/>	#	<input type="text"/>
/	<input type="text"/>	\	<input type="text"/>	‘ ’	<input type="text"/>

Exercise 2: All the punctuation has been removed from the text below. Put slashes where you think the sentences end. Then, punctuate the sentences.

the university of edinburgh unlike other scottish universities is composed of colleges there are three of them sciences and engineering humanities and social sciences and medicine and veterinary medicine each college covers both undergraduate and graduate programmes of study although students are generally admitted to one college only they may have the opportunity to study subjects of another undergraduate programmes generally last three years or four for honours there is an extensive variety of postgraduate programmes of study including a 9 month diploma a 12 month masters and doctoral research programmes lasting at least 36 months

Grammatical construction of the sentence: Terminology.

Any discussion of grammar requires some knowledge of the principal grammatical terms, so here's a quick test to check whether you need to brush up your knowledge of terminology.

Exercise 3

Term	Example
A clause	
A phrase	
A sentence	
An auxiliary verb	
A transitive verb	
An uncountable noun	
Indirect speech	
A phrasal verb	
An adverb	

Exercise 4: Match the type of clause with the appropriate definition on the left.

- | | |
|----------------------|---|
| 1 main clause | a clause joined to another by 'and', 'but', or 'or' |
| 2 relative clause | b clause that can stand independently |
| 3 co-ordinate clause | c clause beginning with 'who', 'which', etc. |
| 4 subordinate clause | d clause that is dependent on another clause |

Exercise 5: Analyse the text grammatically into the categories shown in the box.

Some Reasons for Avoiding Supervised Nets, and Ways of Doing Soⁱ

^A Neural networks can be divided into supervised and unsupervised. ^B Supervised networks, such as the multilayer perceptron trained with backpropagation on a sum-of-squares error function, are useful for representing how some properties of the environment co-vary with others (function approximation), but are biologically dubious. ^C Unsupervised networks, such as the Self-organizing Map, are often more biologically plausible, but are used almost exclusively to represent the resting state of the environment (density estimation).

^D In this talk I will argue that, for a common class of problem, it is wrong to use unsupervised nets. ^E I will go on to describe some unsupervised models that do the same job better, and then try to motivate them from a computational and biological perspective. ^F There will be some maths but more pictures.

	<i>main clause</i>	<i>coordinate clause</i>	<i>subordinate clause</i>	<i>relative clause</i>
Sentence A:	✓			
Sentence B:				
Sentence C:				
Sentence D:				
Sentence E:				
Sentence F:				

