



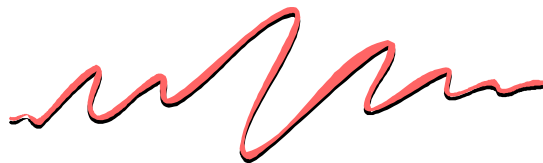
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Grammar . . .

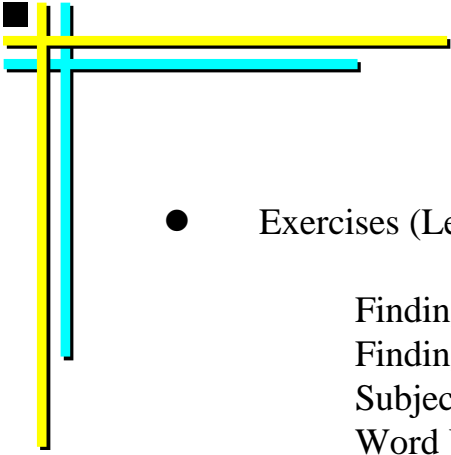
. . . can be very confusing to learn (and remember). This workbook has been designed as a reference tool to help you apply the rules of grammar.

The procedures in this handbook are generally based on the Gregg Reference Manual. These procedures should be applied to all documents prepared within the Department of Health Services.



Finding Your Way Around

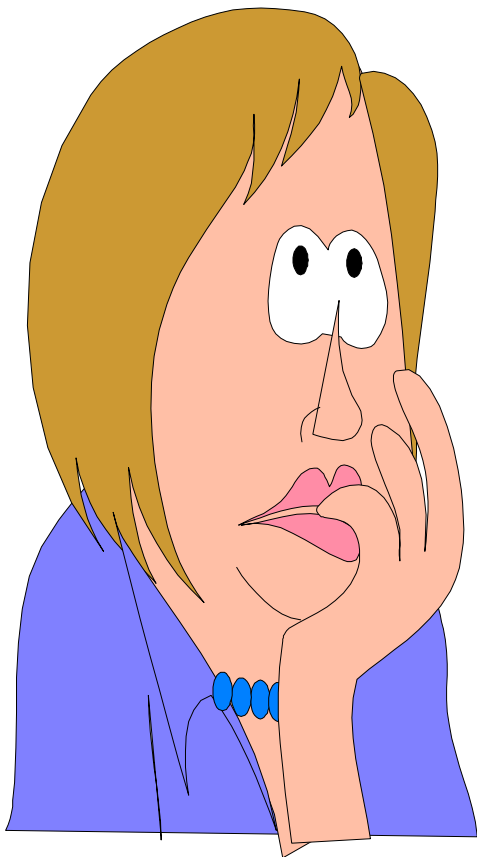
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**What's It
All Mean?**



**Common Terms
Relating to
Sentence Structure**

WHAT'S IT ALL MEAN?

(Common Terms Relating to Sentence Structure)

TERM	DEFINITION	EXAMPLE
Adjective	Word that describes a noun or pronoun. It may come before or after the noun.	<i>blue</i> folder . . . the folder is <i>blue</i> <i>competent</i> staff . . . the staff are <i>competent</i> a <i>flower</i> garden (noun can be used as an adjective)
Adverb	Word that describes a verb, adjective, or other adverb. Answers: How? When? Where? Many adverbs end in “ly.” See “Sense” Verbs (below)	She <u>typed</u> <i>quickly</i> . (modifies verb) She was <i>genuinely</i> <u>pleased</u> . (modifies adjective) The meeting went <i>surprisingly</i> <u>well</u> . (modifies adv) <u>Return</u> the application <i>soon</i> . We <u>sailed</u> <i>too far</i> .
Antecedent	Noun to which a pronoun refers.	<i>Mary</i> paid her dues today.
Clause	Group of words that contains a subject and a verb: ● <u>Independent</u> : Expresses a complete thought and can stand alone as a sentence. ● <u>dependent</u> : Does not express a complete thought and cannot stand alone as a sentence.	I will go (<i>independent clause</i>) if I am invited (<i>dependent clause</i>).

“SENSE” VERBS (Feel, Look, Taste, Smell)

A sense verb takes the *adjective* modifier unless it is in the “active” form.

Describes the Subject (Use Adjective)

I feel *bad*.
It tastes *bad*.
It smells *bad*.
He looked *suspicious*.
The woman looked *angry*.
He looked *eager* to go.

Describes the “Action” (Verb) (Use Adverb)

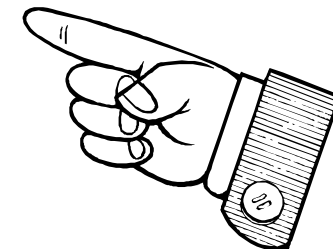
Because of my cold, I taste *badly*. (actively tasting)
Because of my cold, I smell *badly*. (actively smelling)
He looked *suspiciously* at the man.
The woman looked *angrily* at her child.
He looked *eagerly* at the piece of pie.

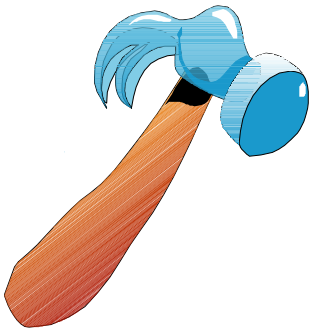
WHAT'S IT ALL MEAN?

(Common Terms Relating to Sentence Structure)

TERM	DEFINITION	EXAMPLE
Conjunction	Connecting word. Memory Hook: BOYS FAN: But Or Yet So For And Nor	We all went out to lunch, and everyone had a great time.
Interjection	Word expressing strong emotion: Wow! Help! Fire! Yipes!	Wow , what a weekend we had!
Modifier	Word, clause, or phrase that defines the meaning of a word. Adjectives and adverbs are examples.	
Noun	Common: A “common” person, place, or thing. Proper: A “specific” person, place, or thing.	the mailman . . . the park . . . the planet Mr. Smith . . . Central Park . . . Jupiter Abstract: Your idea was good.
Object	Of Verb: Follows verb; ask “what/whom?” Of Preposition: Follows preposition.	<u>Throw</u> the ball . Throw the ball <u>to</u> John .
Preposition	Word that shows position or relationship.	Examples: in, at, by, on, between
Pronoun	Word used in place of a noun (substitute). It eliminates the need to repeat the noun.	Examples: I, she, her, him, we, they
Sentence	Group of words that contains a subject and a verb and expresses a complete thought.	John ran.
Subject	Noun that is “doing” the action.	John ran.
Verb	Word that expresses action or state of being.	John ran . John is my friend.

Shaded Boxes = Eight Parts of Speech





BUILDING WORDS INTO SENTENCES

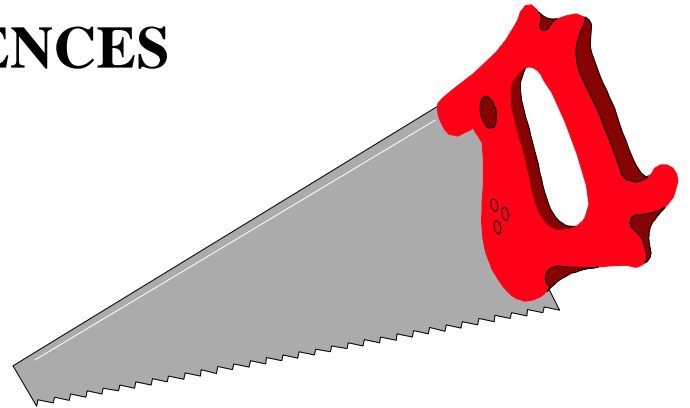


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BUILDING A SENTENCE

SENTENCE: Group of words that contains a *subject* and a *verb* and expresses a complete thought.

- **SIMPLE:** 1 independent clause:

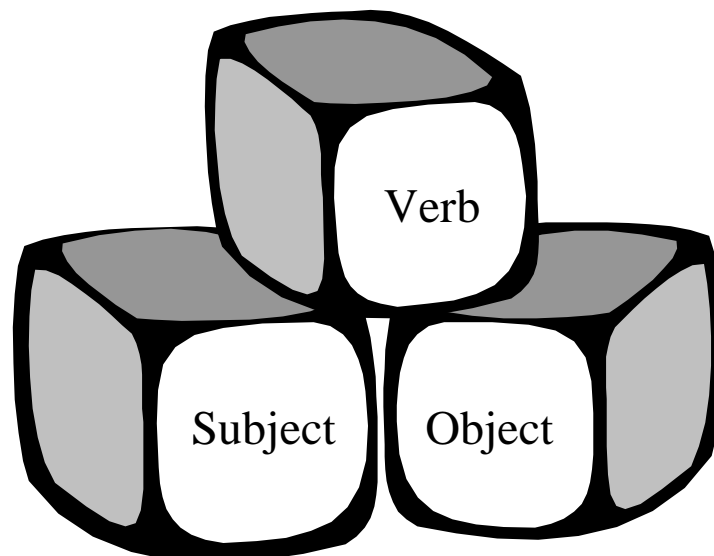
John waxed the floor.

- **COMPOUND:** 2 (or more) independent clauses:

John waxed the floor, and *Jane* washed the dishes.

- **COMPLEX:** 1 (or more) dependent clauses and 1 independent clause:

Because *John* waxed the floor, *Jane* washed the dishes.



SUBJECT/VERB AGREEMENT

The subject and verb must always agree in number:

- A *singular subject* needs a *singular verb*.
- A *plural subject* needs a *plural verb*.

WHEN	RULE	EXAMPLE
Intervening Words	Disregard any words that come between the "true" subject and the verb.	The <i>exercises in the book</i> are not difficult. Only <i>one of the exercises</i> is difficult. <i>John, as well as his brothers and sisters,</i> is going. <i>John as well as Mark</i> is going.
Two Subjects Joined by "And" (Compound Subject)	Plural verb.	<i>Mary and Julie</i> have completed their chores. The <i>supervisors and the chief</i> are going to be there. But: <i>Corned beef and cabbage</i> is his favorite dish.
Two Singular Subjects Joined by "Or," "Either/Or," or "Neither/Nor"	Singular verb.	<i>Mary or Julie</i> has made the reservations. <i>Either Mary or Julie</i> has made the reservations. <i>Neither Mary nor Julie</i> has made the reservations.
Two Plural Subjects Joined by "Or," "Either/Or," or "Neither/Nor"	Plural verb.	<i>Oranges or tangerines</i> work well. <i>Either oranges or tangerines</i> work well. <i>Neither oranges nor tangerines</i> work well.
Singular and Plural Subjects Joined by "Or," "Either/Or," or "Neither/Nor"	Verb agrees with closest subject.	The <i>chief or his assistants</i> are going. <i>Either the assistants or the chief</i> is going. <i>Neither the chief nor his assistants</i> are going.
Indefinite Singular Words: "Each" "Every" "Either/Neither"	Singular verb.	<i>Each</i> of my employees is exceptional! <i>Every</i> computer and printer is operating fine. <i>Either</i> of the items is sufficient. <i>Neither</i> of the books contains the data I need.

SUBJECT/VERB AGREEMENT

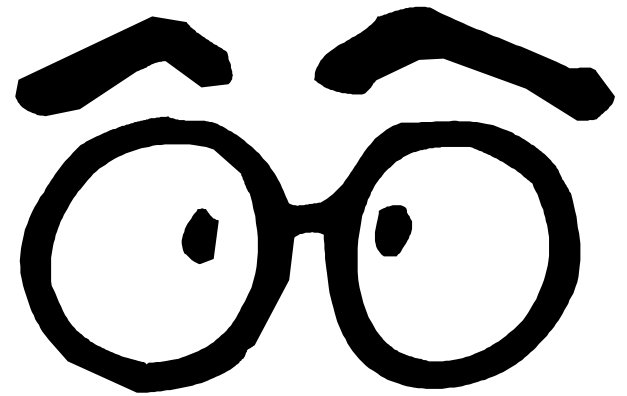
WHEN	RULE	EXAMPLE
Indefinite Pronouns: All, None, Any, Some, Most Portions: Fractions, Percent	Singular or plural verb depending on the noun it refers to.	Some of the <u>damage</u> has been repaired. Some of the <u>exams</u> have been corrected. Two-thirds of the <u>inventory</u> was ruined. Two-thirds of the <u>books</u> were destroyed. Ten percent of our <u>work</u> is contracted out. Ten percent of our <u>students</u> are on the honor roll.
Collective Nouns	If acting as one unit = singular verb If acting individually = plural verb.	Our <u>committee</u> meets weekly. The <u>jury</u> is returning. The <u>staff</u> are not happy with their assignments. The <u>committee</u> are not in agreement. *
Periods of Time, Quantities	If acting as one amount = singular verb. If acting as separate units = plural verb.	<u>Five years</u> is too long to wait for a promotion! <u>Two months</u> have passed since our last meeting. <u>Five acres</u> is the average property size. <u>Fifty acres</u> were destroyed by the fire.
Money	Singular verb.	The <u>\$50</u> is just a loan. But: Thousands of dollars were spent.

* Collective words often sound "awkward" with a plural verb. So . . . you may want to add a few words:

The committee **members** are not in agreement.

BE ON THE LOOKOUT FOR . . .

WHAT	RULE	EXAMPLE	
Singular words that look plural.	Although these words end in "s," they are still singular and require a singular verb.	politics corps news	headquarters mathematics civics
Words that are plural even though they are thought of as a single unit.	These words are considered plural even though they are thought of as a singular unit. They require a plural verb.	pants eyeglasses tweezers	scissors jeans
Words that are both singular and plural in meaning.	These words can take either a singular or plural verb, depending on the meaning.	fish	deer



FREQUENTLY MISUSED WORDS

WORD	DEFINITION	EXAMPLE
1. <u>A</u> ffect	Verb (<u>A</u> ction): To influence or change.	What you eat will <i>affect</i> your health.
Effect	Noun: The result or outcome. ----- Verb: To cause; bring about. (RARE)	The <i>effect</i> on your health is unknown. ----- To <i>effect</i> a change, we must all work hard.
2. Among	Used for more than two.	He divided the money <i>among</i> his <u>three</u> sons.
Between	Used for two.	He divided the money <i>between</i> his <u>two</u> sons.
3. Bad	Adjective.	This is a <i>bad</i> <u>day</u> to go outside. <u>I</u> feel <i>bad</i> .
Badly	Adverb	He was <u>hurt</u> <i>badly</i> .
4. Eager	Looking forward to.	I am <i>eager</i> to see the new movie.
Anxious	Nervous; worried.	I am <i>anxious</i> about his poor health.
5. Ensure	To make certain.	I will <i>ensure</i> nothing will go wrong.
Insure	To protect against loss (insurance).	I will <i>insure</i> my jewelry for \$1,000.
Assure	To give someone confidence.	I want to <i>assure</i> you nothing will go wrong.
6. Farther	Refers to physical distance.	I walked <i>farther</i> than you.
Further	Refers to degree or extent.	We'll discuss this <i>further</i> tomorrow.
7. Different From	Always use this form.	My opinion is <i>different from</i> yours.
Different Than	Never use this form.	
8. <u>L</u> ay	To put or <u>place</u> something (needs an object). → <i>Can substitute the word "place."</i>	<i>Lay</i> the book on my desk. He <i>laid</i> the book on my desk. (past) He is <i>laying</i> the book on my desk. (present) He will <i>lay</i> the book on my desk. (future)
<u>L</u> ie	To <u>rest</u> or <u>recline</u> (doesn't have an object).	<i>Lie</i> down if you don't feel well. Yesterday I <i>lay</i> on the beach. (not <i>laid</i>) (past) I am <i>lying</i> on the beach. (present) I will <i>lie</i> on the beach. (future) <i>But:</i> The books are <i>lying</i> on my desk.

FREQUENTLY MISUSED WORDS

WORD	DEFINITION	EXAMPLE
9. Less	Refers to quantities that must be measured (rather than counted).	We had <i>less</i> rain this year than last year. She put forth <i>less</i> effort on this test.
Fewer	Refers to items that can be counted.	There were <i>fewer</i> accidents than expected.
10. Principal	Most important; chief.	Their safety is our <i>principal</i> concern.
Principle	Fundamental law or truth.	Our decision was based on <i>principle</i> .
11. Regards	Friendly greeting implying affection.	Give him my <i>regards</i> .
In regard to	In reference to . . .	This is in <i>regard</i> to . . . <i>Not:</i> This is in <i>regards</i> to . . .
12. Stationary	Fixed; not moving.	The computer terminal is <i>stationary</i> .
Stationery	<u>Pa</u> per.	Please order more <i>stationery</i> for me.
13. Than	Refers to comp <u>a</u> ris <u>o</u> n.	The rainfall is higher this year <i>than</i> last year.
Then	Means "at that time" or "next."	Interviews will be held next week. We will <i>then</i> make a decision.
14. Who	Used as subject (does the action); substitute "he."	<i>Who</i> wrote the report?
Whom	Used as object (receives the action); substitute "him."	The report was written by <i>whom</i> ?
15. e.g.	Means "for example."	Mary bought some new supplies; <i>e.g.</i> , paper and pencils.
i.e.	Means "in other words" or "that is."	In your report, you may only use an indirect quote, <i>i.e.</i> , a restatement of someone's exact words.
16. That	Use with essential clause.	The poem <i>that</i> Mary submitted won the contest.
Which	Use with nonessential clause.	Mary's poem, <i>which</i> was called "Feelings," won the contest.

PRONOUNS

A pronoun is a word used in place of a noun.

There are four categories of pronouns: Subjective, Objective, Possessive, and Reflexive.

SUBJECTIVE (Functions as Subject)	OBJECTIVE (Follows Verb/Preposition)	POSSESSIVE (No Apostrophe)	REFLEXIVE (Ends in "Self/Selves")
I	Me	My, Mine	Myself
He	Him	His	Himself
She	Her	Her, Hers	Herself
We	Us	Our, Ours	Ourselves
They	Them	Their, Theirs	Themselves
Who	Whom	Whose	
You	You	Your, Yours	Yourself / Yourselves
It	It	Its	Itself

Examples: Mary and **I** will coordinate the fund-raiser.
 Give **me** the book. **Or** John will give the book to **me**.
 That book is **hers**.
 You must do it **yourself** if you want to learn anything.

(Subjective)
(Objective)
(Possessive)
(Reflexive): refers to someone *already* mentioned)

P R O N O U N S

WHEN	RULE	EXAMPLE
Pronoun Agreement	Must always agree, in person and number, with the noun it represents.	<i>Not: Each</i> employee must submit <i>their</i> time sheet. <i>But: Each</i> employee must submit <i>his or her</i> time sheet. <i>Or: Employees</i> must submit <i>their</i> time sheets.
With Comparisons: (Than, As)	Mentally complete the sentence using the omitted words.	<i>Not:</i> Jim is smarter than <i>me</i> . <i>But:</i> Jim is smarter than <i>I</i> (am smart). <i>Not:</i> You are as tall as <i>me</i> . <i>But:</i> You are as tall as <i>I</i> (am tall).

S u b j e c t i v e / O b j e c t i v e F o r m

FORM	USE WHEN PRONOUN	EXAMPLE
Subjective	Is the subject of the verb.	<i>He</i> and <i>I</i> will write the report. <i>She</i> wrote a letter to her legislator.
	----- Follows a linking verb (is, am, are, was, seems, appears).	This <u>is</u> <i>she</i> (not <i>her</i>). It <u>appears to be</u> <i>she</i> (not <i>her</i>). It <u>is</u> <i>I</i> (not <i>me</i>). It <u>could have been</u> <i>he</i> (not <i>him</i>).
Objective	Is the direct or indirect object of the verb.	I <u>hugged</u> <i>her</i> . (direct object) I <u>gave</u> <i>her</i> the book. (indirect object)
	----- Is the object of a preposition.	Give the book <u>to</u> <i>me</i> . I wrote the poem <u>for</u> <i>him</i> . <u>Between</u> you and <i>me</i> , I think the report was terrible.

P R E P O S I T I O N S

A preposition is a word that shows position or relationship to something else: at, on, from, over, between, with, into, beside, etc.

WHEN	RULE	EXAMPLE
Expressions of Time	<i>At:</i> Precedes actual clock time. <i>In:</i> Precedes a month, year, or century. <i>On:</i> Precedes a day or date.	She was born <i>at 8:30</i> . She was born <i>in 1975</i> (or <i>in June</i>). She was born <i>on July 4</i> (or <i>on Tuesday</i>).
Unnecessary Prepositions	Omit prepositions that add nothing to the meaning.	The box fell off (<i>of</i>) the shelf. We could not help (<i>from</i>) laughing. Where are we (<i>at</i>)?
Of / Have	Use "have" rather than "of" in verb forms.	We should <i>have</i> gone to the party. <i>Not:</i> We should <i>of</i> gone to the party.
End of Sentence	A sentence may end with a preposition to avoid an awkward sentence structure. ----- Short questions often end with a preposition.	Which magazine did your article appear <i>in</i> ? <i>Not: In</i> which magazine did your article appear? What are you talking <i>about</i> ? <i>Not: About</i> what are you talking? ----- What is this made <i>of</i> ? What are you worried <i>about</i> ?

Troublesome Prepositions:

- | | | |
|--------|---|---|
| in: | Put the papers <u><i>in</i></u> the file. | (implies position within) |
| into: | She walked <u><i>into</i></u> my office. | (implies entry into or change of form) |
| in to: | Mail the forms <u><i>in to</i></u> your employer. | |
| on: | We walked <u><i>on</i></u> the beach. | (implies position or movement over) |
| onto: | The dog jumped <u><i>onto</i></u> the bed. | (implies movement toward and then over) |
| on to: | We need to move <u><i>on to</i></u> the next topic. | |

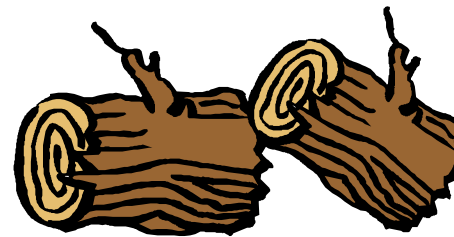
Examples of Prepositional Phrases: The underscored phrases above.
He looked *around the corner*.
She walked *over the bridge*.

PREPOSITIONS

about
above
across
after
against
along
among
around
at
before
behind
below
beneath
beside
between

beyond
by
despite
down
during
except
for
from
in / into
inside
like
near
of
off
on / onto

out
over
since
through
throughout
to
toward / towards
under
until
up
upon
with
within
without



PLURALS

WHEN	RULE	EXAMPLE
General Rule	Plurals are generally formed by adding "s" to the singular form.	girl coat apple Bob Baxter girls coats apples the Baxters
Words Ending in "s," "x," "z," "ch," or "sh"	Add "es."	dress box match Bob Jones dresses boxes matches the Joneses
Words That End in "y"	Preceded by a vowel: Add "s." ----- Preceded by a consonant: Change "y" to "i" and add "es."	toy tray city baby toys trays cities babies
Words That End in "o"	Preceded by a vowel: Add "s." ----- Preceded by a consonant: • Sometimes add "s." • Sometimes add "es." • Some have two plural forms.	radio stereo auto photo potato hero zero cargo radios stereos autos photos potatoes heroes zeros / zeroes cargoes / cargos

PLURALS

WHEN	RULE	EXAMPLE	
Hyphenated or Spaced Compounds That Contain a Noun	Make the main element plural.	old-timer brother-in-law leave of absence attorney at law	old-timers brothers-in-law leaves of absence attorneys at law
Hyphenated Compounds That Do Not Contain a Noun	Add "s."	know-it-all show-off	know-it-alls show-offs
Words Ending in "Ful"	Add "s."	teaspoonful cupful	teaspoonfuls cupfuls
Irregular Plurals	Some words require changing letters within the word.	child tooth	children teeth
Words Ending in "F/Fe"	Most words form their plural by adding "s."	belief chief	beliefs chiefs
	----- Some words form their plural by changing the "f/fe" to "v/ve" and adding "s" or "es."	shelf knife	shelves knives
Abbreviations	Add "s."	Dr. No.	Drs. Nos.
Capital Letters	Add "s" (use an apostrophe only to avoid confusion).	ABCs too many <i>I's</i>	two <i>Bs</i> three <i>A's</i>
Numbers	Add "s."	Title <i>22s</i>	<i>W-2s</i>
Lower-Case Letters	Add "apostrophe s" ('s).	dotting the <i>i's</i> <i>p's</i> and <i>q's</i>	cc's pj's

POSSESSIVES

Three Basic Steps:	1. Write base word	<u>Singular</u>	<u>Plural</u>
	2. Add the apostrophe	boy's	boys'
	3. If word doesn't end in "s," add one	woman's	women's
		vice president's	vice presidents'

WHEN	RULE	EXAMPLE	
Singular/Plural Noun Not Ending in "s" Sound	Add "apostrophe s" ('s).	<i>company's</i> profits <i>men's</i> coats	<i>child's</i> toy <i>children's</i> toys
Singular Noun Ending in "s" Sound	Be guided by the way you pronounce it: • If new syllable is formed in the pronunciation, add "apostrophe s" ('s). ----- • If adding an extra syllable makes it hard to pronounce, just add an apostrophe (no "s").	<i>boss's</i> schedule <i>Dallas's</i> airport Mr. <i>Phillips'</i> car <i>But: James'</i> car Ed <i>Jones'</i> car	Mr. <i>Morris's</i> book <i>witness's</i> testimony ----- Mr. <i>Hastings'</i> car <i>James's</i> car Ed <i>Jones's</i> car
Plural Noun That Ends in "s"	Add apostrophe.	<i>employees'</i> input <i>colleagues'</i> report	<i>witnesses'</i> testimony <i>bosses'</i> schedules
Singular Compound (Spaced or Hyphenated)	Add "apostrophe s" ('s).	father-in- <i>law's</i>	notary <i>public's</i> signature
Plural Compound (Spaced or Hyphenated)	First form plural: • If ends in "s," add apostrophe. • If does not end in "s," add "'s".	<u>Plural</u> vice presidents brothers-in-law	<u>Plural Possessive</u> vice <i>presidents'</i> terms brothers-in- <i>law's</i> *

* This sounds a little awkward, so it might be best to rephrase the sentence:

Awkward: We may have to invite my three *brothers-in-law's* parents.
Better: We may have to invite the parents of my three *brothers-in-law*.

POSSESSIVES

WHEN	RULE	EXAMPLE
Abbreviations	Singular: Add "apostrophe s" ('s).	<i>DHS's</i> employees <i>M.D.'s</i> report
	----- Plural: Add "s apostrophe" ('s).	<i>CPAs'</i> meeting <i>M.D.s'</i> report
Personal Pronouns	These words are already considered possessive and do not require an apostrophe.	hers whose theirs yours its ours
Indefinite Pronoun	Add "apostrophe s" ('s).	<i>one's</i> right someone <i>else's</i> book <i>anybody's</i> guess <i>everyone's</i> responsibility
Separate Possession	Show possession on both words.	The <i>teacher's</i> and the <i>student's</i> comments . . . The <i>teacher's</i> and the <i>students'</i> comments . . . The <i>teachers'</i> and the <i>students'</i> comments . . .
Joint Possession	Show possession on <u>last</u> name.	The <i>Joneses</i> and the <i>Walkers'</i> family reunion . . . <i>Mary</i> and <i>Tom's</i> house is down the street.
Implied Possession	Noun is not included, but possession is still implied.	Ask for it at your <i>grocer's</i> (store). We're invited to dinner at the <i>Joneses'</i> (house).
Inanimate Objects	Generally not used in possessive form.	box's lid . . . <i>should be</i> . . . the lid of the box
	----- In some common expressions, the possessive form has become acceptable.	a <i>stone's</i> throw at <i>arm's</i> length two <i>weeks'</i> notice a good <i>night's</i> sleep
Miscellaneous Expressions	Commonly use possessive form.	<i>driver's</i> license <i>workers'</i> compensation <i>collector's</i> item <i>finder's</i> fee <i>traveler's</i> check <i>visitor's</i> permit
Descriptive Words	Don't confuse these as possessive.	<i>savings</i> account <i>news</i> release

DIVISION OF WORDS and WORD GROUPS

Let's face it . . . word division is unattractive. And it may slow down or even confuse the reader. So . . . avoid word division if at all possible. (Hyphens should not appear on the right margin of material typed within DHS.)

WHEN	RULE	EXAMPLE
Between Syllables	If unsure, check a dictionary. Always keep at least two letters on a line.	awk-ward con-sult mort-gage
One-Letter Syllables	DO NOT set off one-letter syllables at the beginning or ending of a word.	<i>Not:</i> a-maze i-deal luck-y
Double Consonants	When double consonants appear in the base word, you may divide between them.	mid-dle recom-mend sup-pose cur-rent
Be Aware of Pronunciation	Some words have different meanings, and the hyphen should be placed accordingly.	pro-ject (verb) pre-sent (verb) proj-ect (noun) pres-ent (noun)
Date		<i>Not:</i> June 1, 1996, <i>But:</i> June 1, 1996,
Street Address		<i>Not:</i> 123 Oak Street <i>But:</i> 123 Oak Street
Personal Name		<i>Not:</i> Jim R. Smith <i>But:</i> Jim R. Smith

EENIE . . . MEENIE . . . MINIE . . . MOE

(Is It One Word Or Two ?)

TERM	DEFINITION	EXAMPLE
already all ready	Previously. Entirely ready / prepared.	The order has <i>already</i> been shipped. The order is <i>all ready</i> to be shipped.
all right (preferred) [alright = uncommon]	Agreeable. Well.	Whatever you decide is <i>all right</i> with me. He was ill, but he's <i>all right</i> now.
altogether all together	Completely / entirely. All in a group.	I had an <i>altogether</i> different idea. We were <i>all together</i> in the auditorium.
anyone any one *	Anybody. Any <i>one</i> of a group.	The job can be given to <i>anyone</i> . <i>Any one</i> of them can do the job.
anytime any time	Whenever. Any amount of time. (or after a preposition)	<i>Anytime</i> you want to go is fine. Do you have <i>any time</i> to discuss this? You can go <u>at</u> <i>any time</i> .
anyway any way	In any case / in any event. Any <i>one</i> way / by any method.	<i>Anyway</i> , we are not interested. I am not interested in <i>any way</i> .
everyone every one *	Everybody. Each person in the group.	<i>Everyone</i> likes to be appreciated. <i>Every one</i> of us likes to be appreciated.
maybe may be	Perhaps. } You can substitute Could be. } these words.	<i>Maybe</i> we could get together next week. I <i>may be</i> late for dinner.
sometime some time	At an unspecified time. A period of time.	The meeting will be <i>sometime</i> next week. It took <i>some time</i> to complete the job.

* Type as two words if followed by an "of" phrase.

WRITING IN "ACTIVE" VOICE (Rather Than "Passive")

FORM	WHAT	EXAMPLE
Active	Says someone did something	The headquarters office mailed the materials to all interested candidates.
Passive	Says something was done. <i>Hint:</i> Look for "to be" verbs (is, are, was, were).	The materials were mailed to all interested candidates by the headquarters office. <i>Or:</i> The materials were mailed to all interested candidates.

EXAMPLES OF WHEN PASSIVE WRITING MIGHT BE APPROPRIATE

WHEN	EXAMPLE
The "doer" is unknown or not important.	A reception was held before the auction. Five hundred dollars was raised at the bake sale.
You want the reader to focus on the action, not the doer.	Temporary housing was provided for the flood victims.
You don't want to place blame.	A mistake was made in the analysis. Who would <i>ever</i> say: My boss made a mistake in the analysis. (At least not if you wanted to keep your job!)

WANT TO TURN PASSIVE INTO ACTIVE?

Just ask who performed the action (verb). That will give you the appropriate subject for the active voice:

- *Plans for such emergencies were discussed with the team members beforehand.*

This says something was done, so it's passive. But it doesn't tell who discussed the plans with the members, so it could be leaving out important information. In order to make this active, just ask "Who discussed the plans?"

- *The supervisor discussed plans for such emergencies with the team members beforehand.*

This now says somebody did something, so it's been turned into the active voice.

Passive **(Something Was Done)**

Romeo and Juliet was written by William Shakespeare.

The Statue of Liberty was given to the United States by France.

This report is being reviewed by management.

This message was left for you.

Active **(Someone Did Something)**

William Shakespeare wrote Romeo and Juliet.

France gave the Statue of Liberty to the United States.

Management is reviewing this report.

Your doctor left this message for you.

A B B R E V I A T I O N S

WHEN	RULE	EXAMPLE
Full-Cap Abbreviations	Generally require no periods and no space between letters.	CA (States) IBM ASAP IRS DHS UPS RSVP FY <i>Exceptions:</i> P.O. (Post Office) U.S., U.S.A. (United States) B.A., M.S. (Degrees)
Small-Letter Abbreviations	Generally require periods but no space between letters.	a.m. p.m. i.e. e.g. <i>Exceptions:</i> cc mph rpm bcc oz lb
Single Word	Use a period when abbreviating a single word.	Corp. No. Inc.
Personal Name	Always space between the initials in a personal name.	R. M. Smith
U.S.	Spell out if used as a noun. Abbreviate (with periods and no space) if used as an adjective or part of a proper noun.	I live in the <i>United States</i> . <i>U.S.</i> citizen <i>U.S.</i> Air Force
Plural	Refer to page 16 for rules on making abbreviations plural.	
In an Address Block	Avoid abbreviations in an address block of a letter or memo. Spell Out: Street, Road, Avenue, Boulevard, Room, Suite, 2003 <i>North</i> Sutter Street, Etc.	<i>Exceptions:</i> John Jones, Esq. Smith Realty Inc. 2003 Sutter Street, NE 2003 Sutter Street, No. 24 2003 Sutter Street, Apt. 16 State Name

An acronym is actually a full-cap abbreviation, but is pronounced as a word rather than letter by letter (ZIP, MADD, OSHA).

NUMBERS

WHAT	RULE	EXAMPLE
General Rule	<p>Spell Out: Numbers ten and under. Numerals: Numbers over ten.</p> <p>-----</p> <p>Related numbers in the same sentence are written in the same format. If any of the numbers are above ten, use numerals for all.</p>	<p>There are three books on the shelf. There are 12 books on the shelf.</p> <p>-----</p> <p>The three boys have 15 pencils. (not related) We have 5 dogs, 3 cats, and 12 rabbits. Our four sons consumed 12 hamburgers, 8 sodas, and 2 pies--all at one sitting!</p>
Company or Product Names	Follow the organization's style.	<p>... a 7-Eleven store ... 3M office products ... a can of 7UP ... 9-Lives cat food</p>
Page Numbers	Type as they appear in the document being referenced.	Refer to page 7 of your report.
Starting a Sentence	Generally spelled out if they are short (two words). If longer, they should be written in numerals to avoid a cumbersome series of words.	<p>Sixty crates, 12 bundles, and 42 cartons ... 33,162 miles in five months is ... Two hundred letters were ...</p>
Hyphens in Numbers	When spelling out numbers (e.g., at the beginning of a sentence), numbers below 100 are hyphenated, but hundreds and thousands are not, unless used as an adjective.	<p>Twenty-five ... Eight hundred ... Three thousand ... One-hundred-foot lengths</p>
Ages	In a combination of years, months, and days, no commas are used, as the age is considered one unit.	<p>His age is 21 years 6 months and 15 days. We have a three-month-old baby. An eight-year-old drew the picture. She is 30 years old.</p>
Street Names	Follow the "standard" number rule.	<p>1401 Second Avenue 852 45th Street</p>

NUMBERS

WHAT	RULE	EXAMPLE
Clock Time	<p>Use numerals with "a.m." or "p.m."</p> <p>-----</p> <p>DO NOT add a colon or zeros to "on-the-hour" time. But: In a table, if any time designation contains minutes, add a colon and zeros to all time designations for alignment.</p> <p>-----</p> <p>DO NOT use "a.m." or "p.m." with expressions such as "in the morning," "at night," or "in the evening."</p>	<p>6 a.m.</p> <p>-----</p> <p>6 a.m. <i>not</i> 6:00 a.m. <i>but</i> 6:30 a.m.</p> <p>-----</p> <p><i>Not:</i> . . . 6:30 p.m. in the evening. <i>But:</i> . . . 6:30 p.m. <i>Or:</i> . . . 6:30 in the evening.</p>
Periods of Time	References may be typed as numerals or spelled out (not capitalized).	<p>Centuries: . . . the <i>1900s</i> the <i>nineteen hundreds</i> . . .</p> <p>Decades: . . . the <i>1960s</i> the <i>'60s</i> the <i>sixties</i>. . .</p> <p><i>Note:</i> Decades should be capitalized in special expressions such as the "Gay Nineties" or the "Roaring Twenties."</p>
Fractions	Isolated fractions (without a whole number) are generally written out and hyphenated.	<p>. . . the remaining <i>two-thirds</i> weigh <i>one-fourth</i> as much <i>three-quarters</i> of a mile . . .</p>

N U M B E R S

WHAT	RULE	EXAMPLE
Dates	<p>DO NOT use "th," "rd," or "st" unless the day precedes the month.</p> <p>-----</p> <p>DO NOT use figures (6/1/96) or abbreviate the month (Sept.) or day of the week (Thur.) in narrative material. Abbreviated forms may be used, if necessary, due to space limitations in tabulated material.</p>	<p><i>Not:</i> June 1st, 1996, June 1st</p> <p><i>But:</i> June 1, 1996, June 1 1st of June</p> <p>-----</p>
Money	<p>Spell out indefinite amounts of money.</p> <p>-----</p> <p>DO NOT add a decimal or zeros to a whole dollar amount when used in a sentence.</p> <p>But: In a table, if any amount contains cents, add a decimal and zeros to all whole dollar amounts for alignment.</p> <p>-----</p> <p>For amounts under a dollar, ordinarily use numerals and the word "cents."</p>	<p>a few million dollars; several hundred dollars</p> <p>-----</p> <p>\$25 <i>not</i> \$25.00 <i>but</i> \$25.50</p> <p>-----</p> <p>It will cost 25 cents per copy. (not: \$.25) It will cost 10 cents per copy.</p>

S Y M B O L S

WHAT	RULE	EXAMPLE
General Rule	DO NOT use symbols (such as # or %) in narrative material. If necessary for spacing, these symbols may be used in tables.	We donate ten <i>percent</i> of our wages to charity. Use a <i>No.</i> 2 pencil on the exam.

CAPITALIZATION

a A

B b

C c

CAPITALIZATION

The main purpose of capitalization is to identify the actual name or title of a specific person, place, or thing (proper noun). It is better to undercapitalize than to overcapitalize. Above all, be consistent throughout any document.

WHAT	CAPITALIZE WHEN . . .	EXAMPLE
State	<ul style="list-style-type: none"> ● Used as a noun that refers to “State of California” as a <i>government body</i>. ● Part of a proper noun. ● Used as a possessive (gov’t body). <p>-----</p> <p><i>But</i>, lower case when:</p> <ul style="list-style-type: none"> ● Used as a noun that refers to the geographical boundary. ● Used "generally." ● Used as an adjective. ● Used as a possessive (boundary). 	<p>. . . work for the <i>State</i> . . .</p> <p>. . . <i>State</i> Architect . . .</p> <p>. . . <i>State's</i> hiring freeze . . .</p> <p>-----</p> <p>I live in the <i>state</i> of California. The <i>state</i> has many beautiful parks.</p> <p>The law of a <i>state</i> . . .</p> <p>. . . the <i>state</i> policy . . . <i>state</i> employees . . .</p> <p>The <i>state's</i> coastline is very rugged.</p>
Federal	<ul style="list-style-type: none"> ● Part of a proper noun. <p>-----</p> <p><i>But</i>, lower case when:</p> <ul style="list-style-type: none"> ● Used as an adjective. 	<p>. . . <i>Federal</i> Reserve Board . . .</p> <p>. . . <i>Federal</i> Government . . .</p> <p>-----</p> <p>. . . a <i>federal</i> law . . .</p>
National	<ul style="list-style-type: none"> ● Part of a proper noun. <p>-----</p> <p><i>But</i>, lower case when:</p> <ul style="list-style-type: none"> ● Used as an adjective. 	<p>. . . <i>National</i> Guard . . .</p> <p>-----</p> <p>. . . a <i>national</i> debt . . .</p>
Plurals of Common Nouns	A common noun is capitalized when preceded by one or more proper nouns.	<p>. . . Pacific and Atlantic <i>Oceans</i> . . .</p> <p>. . . Sacramento and Yolo <i>Counties</i> . . .</p>

CAPITALIZATION

WHAT	CAPITALIZE	EXAMPLE
Acts, Bills, and Laws	<ul style="list-style-type: none"> ● Specific titles. Also capitalize the title by which the law is generally known. <hr style="border-top: 1px dashed black;"/> <p><i>But</i>, lower case:</p> <ul style="list-style-type: none"> ● The word "bill" when used with the sponsor's name if it is not part of the official title of the bill. 	<p>... <i>Civil Rights Act</i> ...</p> <p>... the <i>Brady Bill</i> ...</p> <p>... the <i>Taft-Hartley Labor Relations Law</i> ...</p> <hr style="border-top: 1px dashed black;"/> <p>... the Davis-Grunsky <i>bill</i> ... (informal name)</p> <p>... the Davis-Grunsky <i>Act</i> ... (official name)</p>
Government Bodies	References to <i>specific</i> government bodies.	<p>... the <i>California Legislature</i> ...</p> <p>... the <i>Sacramento City Council</i> ...</p> <p>... the <i>Davis Administration</i> ...</p> <p>... the <i>Federal Government</i> ...</p> <p>... the <i>State Government</i> ...</p> <p>... the <i>Cabinet</i> ...</p> <p>... the <i>Senate/Assembly</i> ...</p>
Organizational Names	<p>Such words as "Company" and "Association" when they are used as nouns and as substitutes for complete names.</p> <hr style="border-top: 1px dashed black;"/> <p>DO NOT capitalize these words when used as adjectives.</p>	<p>... the General Electric Company ... the <i>Company</i> has ...</p> <p>... the National Research Council ... the <i>Council</i> has ...</p> <p>... the Department of Health Services ... the <i>Department</i> ...</p> <p>... the Program Support Branch ... the <i>Branch</i> has ...</p> <hr style="border-top: 1px dashed black;"/> <p>... the General Electric Company ... the <i>company</i> policy ...</p> <p>... the National Research Council ... the <i>council</i> employees ...</p> <p>... the Department of Health Services ... <i>department</i> staff ...</p> <p>... the Program Support Branch ... <i>branch</i> staff meetings ...</p>
Seasons	Are not capitalized unless personified.	<p>Construction will start in the <i>spring</i>.</p> <p>In the <i>winter</i> of 1995 ...</p> <p>Came <i>Autumn</i> with her robe of brown. (Personified)</p>

CAPITALIZATION

WHAT	CAPITALIZE	EXAMPLE
Compass Directions	The points of the compass are written with small letters when they indicate direction, but with capitals when they designate a specific region of the country.	Drive <i>south</i> on I-5. He lived in the <i>northern</i> part of California. He has lived all his life in the <i>East</i> . He lives in <i>Northern</i> California. He lives on the <i>West</i> Coast.
Geographic References	When they are used as part of a proper name or when they refer to a government body. ----- DO NOT capitalize when referring to a "boundary" or "area."	Kansas <i>City</i> Sacramento <i>County</i> The <i>State</i> of California employs staff . . . The <i>County</i> of Sacramento laid off . . . ----- The <i>state</i> of California is on the western border . . . The <i>county</i> of Sacramento has a population of . . .
Quotations	The first word of a quoted sentence. ----- DO NOT capitalize the second portion of an interrupted quotation.	He said, " <i>Give</i> me liberty or give me death." ----- "Call me later," she said, " <i>and</i> I'll tell you the whole story."
Complimentary Close	Only the first word.	Sincerely <i>yours</i> , Very <i>truly yours</i> ,
Hyphenated Words	<i>Beginning of Sentence:</i> Capitalize only the first word, unless the whole term is considered a proper noun. ----- <i>Heading:</i> All major words should be capitalized.	<i>Up-to-date</i> information . . . <i>Mid-September</i> statistics . . . ----- <i>Up-to-Date</i> Information <i>Not: Up-to-date</i> Information

CAPITALIZATION

WHAT	CAPITALIZE	EXAMPLE
Periods of Time	DO NOT capitalize the names of decades or centuries.	Centuries: . . . the <i>nineteen hundreds</i> . . . Decades: . . . the <i>sixties</i> . . . Note: Decades should be capitalized in special expressions such as the "Gay Nineties" or the "Roaring Twenties."
Academic Degree	DO NOT capitalize degrees or areas of study.	. . . a bachelor of arts degree bachelor's degree in history master's degree in American history a master of science degree . . .
Position Titles	Titles referring to a specific person or position. ----- DO NOT capitalize titles used as general references.	The <i>Director</i> , Diana Bontá, R.N., Dr.P.H., will . . . Diana Bontá, R.N., Dr.P.H., <i>Director</i> , will be there. The <i>Director</i> of Health Services will be there. ----- The <i>secretary</i> in your office called . . . The <i>governor</i> of a state is the . . .
Noun Followed by Number	A noun followed by a number or a letter that indicates sequence.	<i>Invoice</i> 59430 <i>Chapter</i> 6 <i>Exercise</i> 8 <i>Volume</i> 3 <i>Channel</i> 3 <i>Room</i> 8 ----- - <i>Exceptions:</i> <i>page</i> 5 <i>line</i> 4 <i>size</i> 7 <i>paragraph</i> 3
Headings, Book Titles	All words except: ● Articles (a / an / the). ● Short conjunctions (three letters). ● Short prepositions (three letters).	All <i>the</i> King's Horses All <i>but</i> the Best of Them How <i>to</i> Succeed <i>in</i> Business Without Really Trying



PUNCTUATION

*Too much punctuation is distracting,
and it can be disruptive to the reader . . .*

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C O M M A

WHEN	RULE	EXAMPLE
Compound Sentence Joined by a Conjunction	To separate two independent clauses joined by a conjunction.	My husband and I enjoyed the movie, but we would not recommend it for our children.
Series	To separate 3+ items in a series unless all items are joined by "and" or "or."	My favorite colors are red, blue, and green. My favorite colors are red and blue and green.
Between Adjectives	To separate adjectives when the word "and" could be inserted between them. <i>Hint:</i> Can you insert "and"? Can you reverse the adjectives? Can the adjectives follow the noun?	He works in a small, cramped office. She is a happy, healthy child.
Date	When a COMPLETE date (month, day, and year) is given, a comma should follow the year.	The July 1, 1996, report is on my desk. <i>But:</i> I have a copy of the July 1996 report.
Quotations	To introduce a direct quotation.	Bob said, "Stop by my office next week."
Addressing Someone	To separate the name of someone you are addressing directly.	I read your report, Bob. Mary, you look wonderful!
Transitional Words	To separate transitional words (however, therefore, in addition, etc.) that begin or interrupt the flow of a sentence.	However, I suggest you stay for the entire program. I suggest, however, you stay for the entire program.
City/State	A state name must always be set off by commas when it follows a city name.	Ted Parr of Bend, Oregon, will be here.
To Avoid Misreading	Use a comma wherever necessary to avoid the sentence being misinterpreted.	To John Harrison was a hero. To John, Harrison was a hero.

C O M M A

WHEN	RULE	EXAMPLE
Introductory Words	To separate introductory words that appear before the subject and verb of the main clause.	In my opinion, we have enough applications. In fact, we should all be more considerate of others.
Interrupting Information	To separate words that interrupt the flow of the sentence.	The book, as you may have noticed, is no longer available.
Nonessential Information	To separate nonessential information (information added to clarify or further identify).	Marie Smith, who is coordinating the project, will prepare the presentation. ----- <i>Nonessential:</i> The staff, who completed their work on schedule, will be honored. <i>Essential:</i> The staff who completed their work on schedule will be honored.
Appositive	To separate words used to rename or explain the noun.	My mailman, Mr. Nelson, delivered a large package today.
Dependent Clauses	To separate dependent clauses that appear BEFORE the main clause. ----- A dependent clause that appears AFTER the main clause can be separated by a comma if it is nonessential information.	Before I can prepare the evaluation, I need to review all of the case studies. ----- <i>Essential:</i> We won't complete the project on time unless we assign more staff. <i>Nonessential:</i> We have two more weeks to complete the project, although we should have completed it by now.

C O M M A

WHEN	RULE	EXAMPLE									
Jr., III, Inc.	Current trend is not to use a comma with these references unless you know that the person/company prefers it.	<table style="border: none;"> <tr> <td style="padding-right: 20px;">John Smith Jr.</td> <td style="padding-right: 20px;"><i>not</i></td> <td>John Smith, Jr.</td> </tr> <tr> <td>John Smith III</td> <td><i>not</i></td> <td>John Smith, III</td> </tr> <tr> <td>Acme Inc.</td> <td><i>not</i></td> <td>Acme, Inc.</td> </tr> </table>	John Smith Jr.	<i>not</i>	John Smith, Jr.	John Smith III	<i>not</i>	John Smith, III	Acme Inc.	<i>not</i>	Acme, Inc.
John Smith Jr.	<i>not</i>	John Smith, Jr.									
John Smith III	<i>not</i>	John Smith, III									
Acme Inc.	<i>not</i>	Acme, Inc.									
Academic Degrees	Academic degrees are set off with commas. <i>Note:</i> A comma follows the degree if the sentence is continued.	<table style="border: none;"> <tr> <td style="padding-right: 40px;">John Smith, M.D.</td> <td>John Smith, Ph.D.</td> </tr> <tr> <td>John Smith, Esq.</td> <td></td> </tr> </table>	John Smith, M.D.	John Smith, Ph.D.	John Smith, Esq.						
John Smith, M.D.	John Smith, Ph.D.										
John Smith, Esq.											
Etc. / And So On	When these references close a series, use a comma on both sides of the expression.	Apples, bananas, oranges, etc., are nutritional snacks.									

Note: Do not separate the subject from the verb with *one* comma:

Not: The person she plans to hire for the job, *is* Peter Smith.

But: The person she plans to hire for the job *is* Peter Smith.

Or: The person she plans to hire for the job, according to Personnel, *is* Peter Smith. (Okay to separate with *two* commas.)

Exception: All it is, *is* a contract for services. (To avoid the doubling of words.)

SEMICOLON

WHEN	RULE	EXAMPLE
No Conjunction	To separate two independent clauses when no conjunction is used.	The meeting will be held in my office; please bring all of your research material.
Compound Sentence Joined by Conjunction With Other Commas Within	If one or both clauses have a comma, you may use a semicolon to separate clauses to avoid a misreading.	Mary is bringing apples, oranges, and bananas; and strawberries, pineapple, and grapes will be provided by the hostess. <i>Not:</i> Mary is bringing apples, oranges, and bananas, and strawberries, pineapple, and grapes will be provided by the hostess.
Transitional Expression	To join two independent clauses that are separated by a transitional word.	Mary is not feeling well; therefore, she will not attend the meeting.
Series That Already Has Commas	To separate items in a series when one or more of the items already has a comma.	The company was represented by Mr. Jones, the President; Ms. Smith, the Personnel Officer; and Mr. Taylor, the Budget Officer.
For Example (e.g.) That Is (i.e.) Namely	When these references join two independent clauses, use a semicolon before and a comma after. ----- When these references introduce a phrase at the end of a sentence: <ul style="list-style-type: none"> • When an explanation is added as extra information, use a semicolon before the reference. • If introducing an appositive that explains the preceding word, a comma should be used. 	I've done most of the work for the project; for example, I've already developed a training schedule and an implementation plan. ----- You will need a lot of supplies; for example, paper, pencils, and tape. In your report, you may only use an indirect quotation, that is, a restatement of someone's exact words.

COLON

WHEN	RULE	EXAMPLE
Listing Items	When a list of items follows, but no transitional word is used.	You will need a lot of supplies: paper, pencils, and tape. <i>But:</i> You will need a lot of supplies; for example, paper, pencils, and tape.
Salutation	After the salutation in a business letter.	Dear Mr. Jones:
Supporting Quotation	When introducing a quotation that adds to or supports the preceding clause.	That reminds me of a line from King's speech: "I have a dream!"

A colon should not follow a verb:

Not: You will need: paper, pencils, and tape.

But: You will need paper, pencils, and tape.

Or: You will need the following items: paper, pencils, and tape.

A colon should not follow "such as":

Not: You will need warm clothing, such as: gloves, sweaters, and heavy socks.

But: You will need warm clothing, such as gloves, sweaters, and heavy socks.

A P O S T R O P H E

WHEN	RULE	EXAMPLE
Contractions	(Though not typically used in DHS documents.)	can't . . . won't . . . I'm . . . you've
Abbreviations	DO NOT use with an abbreviation unless it is possessive.	The <i>CEOs</i> will attend the meeting. <i>But:</i> The <i>CEO's</i> secretary will also attend.
Numbers	DO NOT use with a number.	There are two Title <i>22s</i> on the shelf. The <i>W-2s</i> should be mailed out soon. The temperature should be in the <i>80s</i> today.
Plural of Capital Letter (to Avoid Confusion)	To form a plural of a letter where the omission of the apostrophe may cause confusion.	too many <i>I's</i> . . . three <i>A's</i>
Plural of Lower-Case Letters	Add "apostrophe s" ('s).	dotting the <i>i's</i> cc's <i>p's</i> and <i>q's</i> pj's
Possessive	Refer to pages 17-18 for rules on making words possessive.	

HYPHEN

(In DHS, Hyphens Are Not to Appear on the Right Margin)

WHEN	RULE	EXAMPLE
Compound Adjective	<p>BEFORE A NOUN:</p> <ul style="list-style-type: none"> • Use a hyphen with two or more words that form a single adjective. <p>-----</p> <ul style="list-style-type: none"> • DO NOT use a hyphen after an adverb ending in "ly." <p>-----</p> <p>ELSEWHERE IN SENTENCE:</p> <ul style="list-style-type: none"> • If the words occur in a <i>normal order</i>, drop the hyphen. (In this case, the expression no longer functions as a compound adjective.) <p>-----</p> <ul style="list-style-type: none"> • If the words are in an <i>inverted form</i>, retain the hyphen. 	<p>Your office prepared an <i>up-to-date</i> report. He made an <i>off-the-wall</i> comment.</p> <p>-----</p> <p>... <i>heavily guarded</i> fortress <i>brightly lit</i> room ...</p> <p>-----</p> <p>Your office prepared a report that is <i>up to date</i>. He made a comment that was <i>off the record</i>.</p> <p>-----</p> <p>The purchase was <i>tax-exempt</i>. <i>But:</i> The purchase was <i>exempt from taxes</i>. This building is <i>government-owned</i>. <i>But:</i> This building is <i>owned by the government</i>.</p>
Number Used in a One-Thought Modifier	When a number and a noun are used as a modifier before a noun, use a hyphen.	<p>... a <i>one-way</i> street ... <i>But:</i> The street runs <i>one way</i>. ... a <i>six-story</i> building ... He makes <i>\$50 an hour</i>. ... a <i>20-year</i> mortgage a <i>\$50-an-hour</i> charge ...</p>
Suspending	<p>When a series of hyphenated adjectives has a common basic element.</p> <p>-----</p> <p>When a series of prefixes has a common element which is shown only with the last prefix.</p>	<p>We own <i>long-</i> and <i>short-term</i> securities. Type this in both <i>single-</i> and <i>double-spaced</i> copy.</p> <p>-----</p> <p>You should receive both <i>pre-</i> and <i>postnatal</i> care. We have both <i>over-</i> and <i>underqualified</i> applicants.</p>
Compound Numbers From 21 Through 99	(Although typically will be figures except at beginning of sentence.)	<p>... <i>thirty-nine</i> ... <i>Eighty-five</i> ...</p>
Fractions	A hyphen is generally included with isolated fractions (without a whole number) that are spelled out.	<p>... <i>one-half</i> of the <i>three-eighths</i> of the ...</p>

HYPHEN

PREFIX	RULE	EXAMPLE	
Prefixes / Suffixes <i>Examples:</i> anti, semi, pre, mid, re, bi, non, co, multi <i>Exception:</i> "ex" retains the hyphen (ex-wife, ex-convict)	In general, do not use a hyphen to set off a prefix or suffix.	antitrust semiannual pretest midyear <i>Exceptions:</i> mid-1996 pre-1900 co-payment	biweekly nonemergency coworker multipurpose non-American mid-January
"a" or "i"	When prefix ends with one of these letters and base word begins with same letter, use a hyphen to prevent misreading.	anti-inflammatory semi-independent	ultra-active intra-abdominal
"e" or "o"	When prefix ends with one of these letters and base word begins with same letter, the hyphen is almost always omitted.	reelect reentry preexisting <i>Exceptions:</i> pre-engineered de-escalate de-energize de-emphasize	coordinate cooperate co-owner co-organize
self	Use a hyphen when this serves as a prefix.	self-addressed <i>But:</i> selfish; selfless	self-confidence
Prefix Added to Compound Word	When adding a prefix to a hyphenated or spaced compound word, use a hyphen.	<i>non-self-governing</i> body <i>non-civil service</i> exam	
Different Meaning	Use a hyphen to prevent one word from being mistaken for another.	lock the <i>coop</i> <i>multiply</i> by 12 <i>recover</i> from an illness <i>resign</i> from a position	buy a <i>co-op</i> a <i>multi-ply</i> fabric <i>re-cover</i> a chair <i>re-sign</i> the contract

D A S H

WHEN	RULE	EXAMPLE
Special/Strong Emphasis	To show emphasis, indicate abrupt change, or set off explanatory information (used instead of commas or parentheses).	The information I gave is correct--and you know it! I do the work--and he gets the credit! The new handbook--revised after five years--will be distributed next week.

The dash creates a strong break. It is formed by striking the "hyphen" key twice. There is NO SPACE before, between, or after the dash.

<i>Comma:</i>	Blends	John, who received the highest score, will receive an award.
<i>Parentheses:</i>	De-Emphasizes	John (who received the highest score) will receive an award.
<i>Dash:</i>	Strong Emphasis	John--who received the highest score--will receive an award.

QUOTATION MARKS

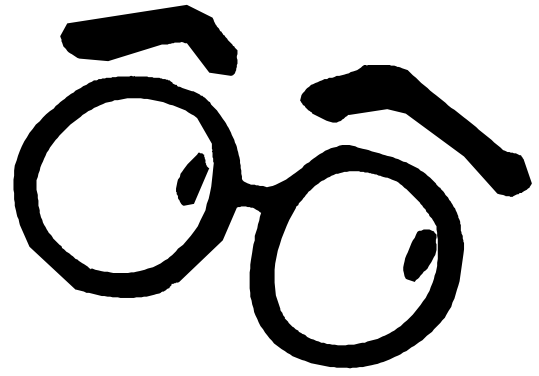
WHEN	RULE	EXAMPLE
Direct Quotation	To introduce a direct quotation.	Mary said, "Disneyland was awesome!"
Labels/Expressions	To indicate words introduced by expressions such as "labeled," "marked," and "entitled."	Mark the letter "Confidential." Just call me "Johnnie Come Lately."
Single Quotation Marks	A quote within a quote should be enclosed in single quotation marks.	Jane said, "Process the 'Rush' orders first." Jane said, "First, process the 'Rush.'"

Punctuating Quotations

PUNCTUATION MARK	SHOULD BE PLACED	WHEN
Period or Comma	INSIDE Closing Quotation Mark	Always
Colon or Semicolon	OUTSIDE Closing Quotation Mark	Always
Question Mark or Exclamation Point	INSIDE Closing Quotation Mark	It applies only to the quoted material.
	OUTSIDE Closing Quotation Mark	It applies to the entire sentence.

Examples: Each country has "rights," and each wants "justice."
 He said, "I will be on vacation next week."
 Please put these items in the box marked "Supplies": scissors, tape, and pencils.
 Last week you said, "The check is in the mail"; it has not yet arrived.
 His question was, "How long have you worked here?"
 Did you say, "I'll help out"?

Note: A quotation introduced by "that" is considered indirect and is not enclosed in quotation marks:
 John said that he would arrive late.
Not: John said that "He would arrive late."



LET'S SEE

HOW WE'RE DOING . . .

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• • LET'S SEE HOW WE'RE DOING • •

Finding the Subject and Verb

(Underline the *Simple* Subject and Circle the Verb)
(It May Help to Locate the Verb First)

Remember the usual order of a sentence: Subject / Verb / Object.

1. The teacher gave us too much homework.
2. Please clean your room.
3. The report was written by Tom.
4. Our family is planning a reunion next year.
5. One of the books was missing.
6. Mary will do the research, and Bob will write the report.
7. George Washington was the first president of our country.
8. The teachers and the students will attend the rally.
9. Who will attend the meeting tomorrow?
10. The receptionist answered the phone and transferred the call.
11. Paying the whole bill at once may be a problem.

(Rules are on pg. 3)

• • LET'S SEE HOW WE'RE DOING • •

Finding the Subject and Verb

(Underline the *Simple* Subject and Circle the Verb)
(It May Help to Locate the Verb First)

Remember the usual order of a sentence: Subject / Verb / Object.

1. The teacher *gave* us too much homework.
2. (You) Please *clean* your room.
3. The report *was written* by Tom.
4. Our family *is planning* a reunion next year.
5. One of the books *was missing*.
6. Mary *will do* the research, and Bob *will write* the report.
7. George Washington *was* the first president of our country.
8. The teachers and the students *will attend* the rally.
9. Who *will attend* the meeting tomorrow?
10. The receptionist *answered* the phone and *transferred* the call.
11. Paying the whole bill at once *may be* a problem.

(Rules are on pg. 3)

• • LET'S SEE HOW WE'RE DOING • •

Finding the Adjectives and Adverbs

(Underline the Adjectives and Circle the Adverbs)

Remember: An *adjective* describes a noun.
An *adverb* describes a verb, adjective, or other adverb.

1. John's new car is big and blue.
2. Our company manual is being revised.
3. Mary is a slow learner, but Susan learns quickly.
4. I feel bad that you didn't get the promotion.
5. Rick recited the poem perfectly!
6. The completed applications must be returned soon.
7. My radio is not working very well.
8. I have a terrible headache.
9. Some people say that women drive worse than men. (NOT !)
10. Sue is more creative than Mary.
11. Nancy waited eagerly for the contest winner to be announced.
12. This is a very comfortable chair.

(Rules are on pg. 2)

•• LET'S SEE HOW WE'RE DOING ••

Finding the Adjectives and Adverbs

(Underline the Adjectives and Circle the Adverbs)

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1. John's new car is big and blue.
2. Our company manual is being revised.
3. Mary is a slow learner, but Susan learns *quickly*.
4. I feel bad that you didn't get the promotion.
5. Rick recited the poem *perfectly*!
6. The completed applications must be returned *soon*.
7. My radio is not working *very well*.
8. I have a terrible headache.
9. Some people say that women drive *worse* than men. (NOT !)
10. Sue is *more* creative than Mary.
11. Nancy waited *eagerly* for the contest winner to be announced.
12. This is a *very* comfortable chair.

(Rules are on pg. 2)

• • LET'S SEE HOW WE'RE DOING • •

Subject / Verb Agreement

(Circle the Word That Correctly Completes Each Sentence)

1. Tom and John (has/have) taken the exam.
2. Tom, as well as his brothers, (has/have) taken the exam.
3. Only one of the books (is/are) worth reading.
4. The reporters and the cameraman (was/were) late.
5. Each of the animals (was/were) found abandoned.
6. The computers or the printer (is/are) malfunctioning.
7. One of our staff (is/are) attending the seminar.
8. Some of the pies (has/have) been eaten.
9. Half of the children (is/are) going on a field trip.
10. Fifty dollars (is/are) being donated to the charity.
11. Most of the news (is/are) discouraging.
12. Two years (is/are) the waiting period for a parking space.

(Rules are on pgs. 6-8)

• • LET'S SEE HOW WE'RE DOING • •

Subject / Verb Agreement

(Circle the Word That Correctly Completes Each Sentence)

1. Tom and John (has/HAVE) taken the exam.
2. Tom, as well as his brothers, (HAS/have) taken the exam.
3. Only one of the books (IS/are) worth reading.
4. The reporters and the cameraman (was/WERE) late.
5. Each of the animals (WAS/were) found abandoned.
6. The computers or the printer (IS/are) malfunctioning.
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(Rules are on pgs. 6-8)

•• LET'S SEE HOW WE'RE DOING ••

Word Usage

(Circle the Word That Correctly Completes Each Sentence)

1. I was upset that my car performed so (bad/badly) on the freeway.
2. We had better (ensure/insure) our computer equipment against loss.
3. The supplies you ordered are (lying/laying) on your desk.
4. The (farther/further) we talked, the more we found we had in common.
5. The defense presented (less/fewer) evidence and (less/fewer) exhibits than the prosecution.
6. Sally couldn't decide (between/among) the red or blue dress.
7. Pass these pencils out (between/among) your classmates.
8. If you're not feeling well, you should (lie/lay) down.
9. Print the letter on blue (stationary/stationery).
10. We want to (ensure/insure) a quality product for our customers.
11. Mike felt (bad/badly) about missing his appointment.
12. We drove (farther/further) today than I expected.

(Rules are on pgs. 9-10)

•• LET'S SEE HOW WE'RE DOING ••

Word Usage

(Circle the Word That Correctly Completes Each Sentence)

1. I was upset that my car performed so (bad/BADLY) on the freeway.
2. We had better (ensure/INSURE) our computer equipment against loss.
3. The supplies you ordered are (LYING/laying) on your desk.
4. The (farther/FURTHER) we talked, the more we found we had in common.
5. The defense presented (LESS/fewer) evidence and (less/FEWER) exhibits than the prosecution.
6. Sally couldn't decide (BETWEEN/among) the red or blue dress.
7. Pass these pencils out (between/AMONG) your classmates.
8. If you're not feeling well, you should (LIE/lay) down.
9. Print the letter on blue (stationary/STATIONERY).
10. We want to (ENSURE/insure) a quality product for our customers.
11. Mike felt (BAD/badly) about missing his appointment.
12. We drove (FARTHER/further) today than I expected.

(Rules are on pgs. 9-10)

•• LET'S SEE HOW WE'RE DOING ••

Affect / Effect

(Identify Whether You Need a Noun or Verb, Then Circle the Word That Correctly Completes Each Sentence)

Affect: Verb (to influence or change)

Effect: Noun (the result or outcome)

Verb (to cause or bring about)

1. It takes hard work and commitment to (affect/effect) a change in our government.
2. It takes hard work and commitment to have an (affect/effect) on our government.
3. The rain will have an (affect/effect) on attendance at the game.
4. The rain will (affect/effect) attendance at the game.
5. How you apply yourself in school will probably (affect/effect) your future job prospects.
6. Applying yourself in school will have an (affect/effect) on your future job prospects.
7. I wish I knew it was going to (affect/effect) you that way.
8. I wish I knew it was going to have such an (affect/effect) on you.
9. The (affects/effects) on our children won't be seen for several years.
10. How this (affects/effects) our children won't be seen for several years.

(Rules are on pg. 9)

•• LET'S SEE HOW WE'RE DOING ••

Affect / Effect

(Identify Whether You Need a Noun or Verb, Then Circle the Word That Correctly Completes Each Sentence)

Affect: Verb (to influence or change)

Effect: Noun (the result or outcome)

Verb (to cause or bring about)

1. It takes hard work and commitment to (affect/EFFECT) a change in our government. V
2. It takes hard work and commitment to have an (affect/EFFECT) on our government. N
3. The rain will have an (affect/EFFECT) on attendance at the game. N
4. The rain will (AFFECT/effect) attendance at the game. V
5. How you apply yourself in school will probably (AFFECT/effect) your future job prospects. V
6. Applying yourself in school will have an (affect/EFFECT) on your future job prospects. N
7. I wish I knew it was going to (AFFECT/effect) you that way. V
8. I wish I knew it was going to have such an (affect/EFFECT) on you. N
9. The (affects/EFFECTS) on our children won't be seen for several years. N
10. How this (AFFECTS/effects) our children won't be seen for several years. V

(Rules are on pg. 9)

• • LET'S SEE HOW WE'RE DOING • •

Personal Pronouns

(Identify Whether You Need a Subjective or Objective Personal Pronoun. Mark "True" If Pronoun Is Used Correctly. If "False," Correct the Pronoun)

- | | | | |
|-----|--|---|---|
| 1. | The tickets are for the Connors and myself. | t | f |
| 2. | It is me. | t | f |
| 3. | John and me are going to the meeting. | t | f |
| 4. | Give it to Bob and I. | t | f |
| 5. | Was it she who called? | t | f |
| 6. | Between you and me, the test was easy. | t | f |
| 7. | Karen enjoys reading more than me. | t | f |
| 8. | (Answering Phone) This is her. | t | f |
| 9. | Give it to them and us. | t | f |
| 10. | John and myself stayed home. | t | f |
| 11. | Me and John went to the dance. | t | f |
| 12. | Each trainee should provide their confirmation letter. | t | f |
| 13. | Sue likes John more than me. | t | f |

(Rules are on pgs. 11-12)

• • LET'S SEE HOW WE'RE DOING • •

Personal Pronouns

(Identify Whether You Need a Subjective or Objective Personal Pronoun. Mark "True" If Pronoun Is Used Correctly. If "False," Correct the Pronoun)

- | | | | |
|-----|--|---|---------|
| | O | | |
| 1. | The tickets are for the Connors and <i>me</i> (not <i>myself</i>). | t | F |
| | S | | |
| 2. | It is <i>I</i> (not <i>me</i>). | t | F |
| | S | | |
| 3. | John and <i>I</i> (not <i>me</i>) are going to the meeting. | t | F |
| | O | | |
| 4. | Give it to Bob and <i>me</i> (not <i>I</i>). | t | F |
| | S | | |
| 5. | Was it <i>she</i> who called? | T | f |
| | O O | | |
| 6. | Between <i>you</i> and <i>me</i> , the test was easy. | T | f |
| | S | | |
| 7. | Karen enjoys reading more than <i>I</i> (enjoy reading). | t | F |
| | S | | |
| 8. | This is <i>she</i> (not <i>her</i>). | t | F |
| | O O | | |
| 9. | Give it to <i>them</i> and <i>us</i> . | T | f |
| | S | | |
| 10. | John and <i>I</i> stayed home (not <i>myself</i>). | t | F |
| | S | | |
| 11. | John and <i>I</i> went to the dance. (not <i>Me and John</i>) | t | F |
| | Possessive | | |
| 12. | <i>Each</i> trainee should provide <i>his or her</i> confirmation letter.
<i>Trainees</i> should provide <i>their</i> confirmation letters. | t | F |
| | S | | |
| 13. | Sue likes John more than <i>I</i> (like John).
Sue likes John more than (she likes) <i>me</i> . (O) | | Depends |

(Rules are on pgs. 11-12)

• • LET'S SEE HOW WE'RE DOING • •

Who / Whom

(Circle the Word That Correctly Completes Each Sentence)

1. John is the candidate (who/whom) we think will win.
2. John is the candidate (who/whom) we hope to elect.
3. (Who/Whom) should I ask?
4. (Who/Whom) did you think I meant?
5. I will hire (whoever/whomever) I want.
6. (Who/Whom) could it have been?
7. To (who/whom) were you referring?
8. (Whoever/Whomever) finishes first will win the prize.
9. It depends on (who/whom) you mean.
10. Give it to (whoever/whomever) shows up first.
11. I need someone (who/whom) I can rely on.
12. Mary is someone (who/whom) we can all trust.
13. Give it to (whoever/whomever).
14. Sam is the one (who/whom) we expect will get the promotion.
15. Vote for the one (who/whom) can do the best job.

(Rules are on pg. 10)

• • LET'S SEE HOW WE'RE DOING • •

Who / Whom

(Circle the Word That Correctly Completes Each Sentence)

1. John is the candidate (WHO/whom) we think will win.
2. John is the candidate (who/WHOM) we hope to elect.
3. (Who/WHOM) should I ask?
4. (Who/WHOM) did you think I meant?
5. I will hire (whoever/WHOMEVER) I want.
6. (WHO/Whom) could it have been?
7. To (who/WHOM) were you referring?
8. (WHOEVER/Whomever) finishes first will win the prize.
9. It depends on (who/WHOM) you mean.
10. Give it to (WHOEVER/whomever) shows up first.
11. I need someone (who/WHOM) I can rely on.
12. Mary is someone (who/WHOM) we can all trust.
13. Give it to (whoever/WHOMEVER).
14. Sam is the one (WHO/whom) we expect will get the promotion.
15. Vote for the one (WHO/whom) can do the best job.

(Rules are on pg. 10)

• • LET'S SEE HOW WE'RE DOING • •

Possession

(Write the Singular and Plural Possessive Forms of the Word on the Left)

	<u>Singular Possessive</u>	<u>Plural Possessive</u>
agency		
child		
boss		
brother-in-law		
employee		
DHS		N/A
her		N/A
Jones		
vice president		
it		N/A

(Rules are on pgs. 17-18)

• • LET'S SEE HOW WE'RE DOING • •

Possession

(Write the Singular and Plural Possessive Forms of the Word on the Left)

	<u>Singular Possessive</u>	<u>Plural Possessive</u>
agency	agency's	agencies'
child	child's	children's
boss	boss's	bosses'
brother-in-law	brother-in-law's	brothers-in-law's
employee	employee's	employees'
DHS	DHS's	N/A
her	hers	N/A
Jones	Jones' / Jones's	Joneses'
vice president	vice president's	vice presidents'
it	its	N/A

(Rules are on pgs. 17-18)

• • LET'S SEE HOW WE'RE DOING • •

Is It One Word Or Two ?

(The Italicized Word Has Intentionally Been Typed As Two Words. Indicate If The Term Is Correct As One Word Or Two)

1. I'm speaking to *any one* who will listen to me.
2. Why don't you come up and see me *some time*?
3. *Any way* you look at it, we've got a problem.
4. Put the items *all together* in one box.
5. I *all ready* told you what you should bring.
6. *Every one* of us is responsible for our own actions.
7. *Every one* who wants to come is invited.
8. Give me *some time* to think about it.
9. *Any one* of the books will be good reading material.
10. I'll be ready *any time* you want to leave.
11. Have you allowed *any time* for a discussion?
12. Is it *all right* with you if I leave early?
13. *Any way*, the problem was recently solved.
14. His behavior was *all together* inappropriate.
15. The boxes are *all ready* to be mailed.

(Rules are on pg. 20)

• • LET'S SEE HOW WE'RE DOING • •

Is It One Word Or Two ?

(The Italicized Word Has Intentionally Been Typed As Two Words. Indicate If The Term Is Correct As One Word Or Two)

1. I'm speaking to *anyone* who will listen to me. anybody
2. Why don't you come up and see me *sometime*? unspecified time
3. *Any way* you look at it, we've got a problem. by any method
4. Put the items *all together* in one box. all in a group
5. I *already* told you what you should bring. previously
6. *Every one* of us is responsible for our own actions. each individual
7. *Everyone* who wants to come is invited. everybody
8. Give me *some time* to think about it. a period of time
9. *Any one* of the books will be good reading material. any 1 of a group
10. I'll be ready *anytime* you want to leave. whenever
11. Have you allowed *any time* for a discussion? any amount of time
12. Is it *all right* with you if I leave early? (preferred)
13. *Anyway*, the problem was recently solved. in any case
14. His behavior was *altogether* inappropriate. entirely
15. The boxes are *all ready* to be mailed. entirely ready

(Rules are on pg. 20)

• • LET'S SEE HOW WE'RE DOING • •

Numbers / Symbols

(Make Necessary Corrections)

1. The meeting will be held on October 1st.
2. We expect a voter turnout of about 75%.
3. Everyone should be here by 3:00 p.m.
4. I live at 100 High Street, #32.
5. Refer to page seven in your book.
6. Be here by 8 p.m. this evening.
7. Thirty five people will be attending the seminar.
8. The 3 students read 15 books.
9. The book cost \$20.00.
10. One half of the students are going on a field trip.

(Rules are on pgs. 24-27)

•• LET'S SEE HOW WE'RE DOING ••

Numbers / Symbols

(Make Necessary Corrections)

1. The meeting will be held on October *1*.
2. We expect a voter turnout of about *75 percent*.
3. Everyone should be here by *3* p.m.
4. I live at 100 High Street, *No.* 32. (or Apt.)
5. Refer to page *7* in your book.
6. Be here by *8* p.m. (delete *this evening*) (or *by eight this evening*)
7. *Thirty-five* people will be attending the seminar.
8. The *three* students read *15* books.
9. The book cost *\$20*.
10. *One-half* of the students are going on a field trip.

(Rules are on pgs. 24-27)

• • LET'S SEE HOW WE'RE DOING • •

Capitalization

(Indicate Capitalization Where Necessary)

1. A survey will be sent to all state employees.
2. Have you read the recent federal legislation?
3. The state's position is unknown.
4. I live north of sacramento.
5. My family lives on the east coast.
6. The southern part of california is very hot during the summer.
7. My favorite place to live is northern california.
8. The city of sacramento is the capital of california.
9. I love our spring weather!
10. I would like to live in the state of oregon.
11. The sacramento and american rivers provide a lot of water sports.
12. The state of washington is in the northwest corner of our country.
13. The county of sacramento employs over 1,000 employees.
14. The federal government has offices in sacramento.
15. The county of sacramento has some beautiful scenery.

(Rules are on pgs. 29-32)

• • LET'S SEE HOW WE'RE DOING • •

Capitalization

(Indicate Capitalization Where Necessary)

1. A survey will be sent to all state employees.
2. Have you read the recent federal legislation?
3. The State's position is unknown.
4. I live north of Sacramento.
5. My family lives on the East Coast.
6. The southern part of California is very hot during the summer.
7. My favorite place to live is Northern California.
8. The city of Sacramento is the capital of California.
9. I love our spring weather!
10. I would like to live in the state of Oregon.
11. The Sacramento and American Rivers provide a lot of water sports.
12. The state of Washington is in the northwest corner of our country.
13. The County of Sacramento employs over 1,000 employees.
14. The Federal Government has offices in Sacramento.
15. The county of Sacramento has some beautiful scenery.

(Rules are on pgs. 29-32)

• • LET'S SEE HOW WE'RE DOING • •

Commas and Semicolons

(Add Commas or Semicolons Where Necessary)

1. My favorite author Stephen King has a new book out.
2. I love to make (and eat) rich creamy desserts.
3. The recipe calls for flour sugar nuts and eggs.
4. My daughter is in her school play so I have to be home by 5:30 p.m.
5. On July 10, 1996 we will celebrate our tenth anniversary.

6. We will by the way need to leave early tomorrow.
7. John will you please lock the door when you leave?
8. Did John lock the door?
9. My daughter is in her school play I have to be home by 5:30 p.m.
10. In the event it rains the meeting will be rescheduled.

11. Max said "What time are we leaving tonight?"
12. He suggested however that we end the meeting by 3:30 p.m.
13. Although I will be in the office today I will not attend the meeting.
14. My daughter is in her school play therefore I have to be home by 5:30 p.m.
15. I will not attend the meeting although I will be in the office today.

16. I will attend the meeting only if I am required.
17. Our representatives are from Boise Idaho Provo Utah and Bend Oregon.
18. I worked on the report for two days but I could not complete it on time.
19. Terms such as "cool" and "kick-it" are part of today's teen vocabulary.
20. His most recent book *The ABCs of XYZ* went on sale today.

21. The members who can pay their dues on time will receive a free gift.
22. Joe Fox M.D. Chief of Operations will be the speaker tonight.
23. Those of you who have not completed the form should do so soon.
24. The report dated June 1996 will be distributed soon.
25. Coats hats gloves etc. will be needed for the camping trip.

(Rules on pgs. 34-37)

•• LET'S SEE HOW WE'RE DOING ••

Commas and Semicolons

(Add Commas or Semicolons Where Necessary)

- | | | |
|-----|--|--------------|
| 1. | My favorite author, Stephen King, has a new book out. | Appositive |
| 2. | I love to make (and eat) rich, creamy desserts. | BetweenAdj |
| 3. | The recipe calls for flour, sugar, nuts, and eggs. | Series |
| 4. | My daughter is in her school play, so I have to be home by 5:30 p.m. | Conj |
| 5. | On July 10, 1996, we will celebrate our tenth anniversary. | Date/Intro |
| 6. | We will, by the way, need to leave early tomorrow. | Interrupting |
| 7. | John, will you please lock the door when you leave? | Addressing |
| 8. | Did John lock the door? | A-OK |
| 9. | My daughter is in her school play; I have to be home by 5:30 p.m. | No Conj |
| 10. | In the event it rains, the meeting will be rescheduled. | Intro |
| 11. | Max said, "What time are we leaving tonight?" | Quote |
| 12. | He suggested, however, that we end the meeting by 3:30 p.m. | Transition |
| 13. | Although I will be in the office today, I will not attend the meeting. | Dependent |
| 14. | My daughter is in her school play; therefore, I have to be home by 5:30 p.m. | Trans/Indep |
| 15. | I will not attend the meeting, although I will be in the office today. | Depen/N-Es |
| 16. | I will attend the meeting only if I am required. | Depen/Ess |
| 17. | Our representatives are from Boise, Idaho; Provo, Utah; and Bend, Oregon. | Series |
| 18. | I worked on the report for two days, but I could not complete it on time. | Conjunction |
| 19. | Terms such as "cool" and "kick-it" are part of today's teen vocabulary. | A-OK/Essen |
| 20. | His most recent book, <i>The ABCs of XYZ</i> , went on sale today. | Non-Essen |
| 21. | The members who can pay their dues on time will receive a free gift. | A-OK/Essen |
| 22. | Joe Fox, M.D., Chief of Operations, will be the speaker tonight. | Non-Essen |
| 23. | Those of you who have not completed the form should do so soon. | A-OK |
| 24. | The report dated June 1996 will be distributed soon. | A-OK |
| 25. | Coats, hats, gloves, etc., will be needed for the camping trip. | Series/Etc |

(Rules are on pgs. 34-37)

•• LET'S SEE HOW WE'RE DOING ••

Hyphens

(Add Hyphens Where Necessary. Prefixes Have Been Typed Intentionally With a Space. Mark Corrections by Adding a Hyphen or Closing the Space)

1. This building is government owned.
2. You have a well known reputation around here.
3. The report is available in either single or double spaced format.
4. The hospital provides quality pre and post operative care.
5. Thirty two people attended the symposium.
6. One hundred applications were received for the vacant position.
7. Self confidence is one quality of a successful person.
8. There is a pre test before the training class.
9. My grandmother is a semi invalid.
10. I hope we are able to re cover my lost jewelry.
11. Our old sofa will be re covered with a new fabric.
12. Your facility was cited for non compliance.
13. I ate one half of the pie myself.
14. Take a low key approach to the problem.
15. Jim is a highly motivated employee.

(Rules are on pgs. 40-41)

•• LET'S SEE HOW WE'RE DOING ••

Hyphens

(Add Hyphens Where Necessary. Prefixes Have Been Typed Intentionally With a Space. Mark Corrections by Adding a Hyphen or Closing the Space)

1. This building is government-owned.
2. You have a well-known reputation around here.
3. The report is available in either single- or double-spaced format.
4. The hospital provides quality pre- and postoperative care.
5. Thirty-two people attended the symposium.
6. One hundred applications were received for the vacant position.
7. Self-confidence is one quality of a successful person.
8. There is a pretest before the training class.
9. My grandmother is a semi-invalid.
10. I hope we are able to recover my lost jewelry.
11. Our old sofa will be re-covered with a new fabric.
12. Your facility was cited for noncompliance.
13. I ate one-half of the pie myself.
14. Take a low-key approach to the problem.
15. Jim is a highly motivated employee.

(Rules are on pgs. 40-41)

•• LET'S SEE HOW WE'RE DOING ••

Punctuating Quotations

(Add Appropriate Punctuation and Capitalization)

1. "The meeting" John said "will be rescheduled for next week"
2. Did John say that he would help us?
3. My sister screamed "my hair's on fire"
4. My mother asked "why are you always late for appointments"
5. My new car cost me "an arm and a leg"
6. "We better review this again" she suggested.
7. The letter was marked "return to sender"
8. Who said "life's like a box of chocolates"
9. Put the following items in the box marked "Valuables" jewelry, bonds, and insurance policies.
10. You said "I'll help" I haven't seen you lift a finger yet!

(Rules are on pg. 43)

•• LET'S SEE HOW WE'RE DOING ••

Punctuating Quotations

(Add Appropriate Punctuation and Capitalization)

1. "The meeting," John said, "will be rescheduled for next week."
2. Did John say that he would help us?
3. My sister screamed, "My hair's on fire!"
4. My mother asked, "Why are you always late for appointments?"
5. My new car cost me "an arm and a leg."
6. "We better review this again," she suggested.
7. The letter was marked "Return to Sender."
8. Who said, "Life's like a box of chocolates"?
9. Put the following items in the box marked "Valuables": jewelry, bonds, and insurance policies.
10. You said, "I'll help"; I haven't seen you lift a finger yet!

(Rules are on pg. 43)