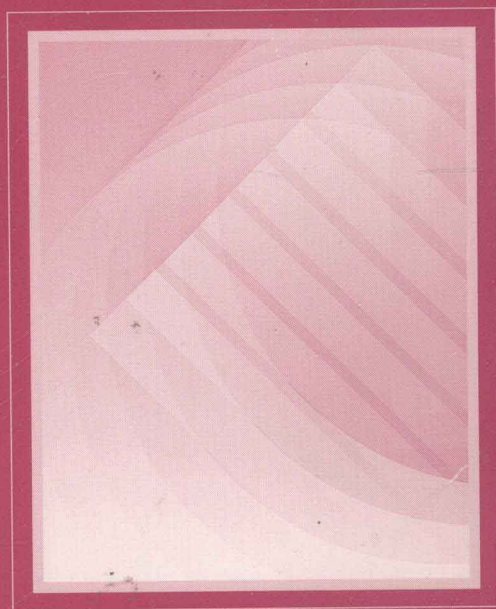


INSTRUCTOR'S GUIDE TO THE
WORKSHEETS FOR

THE
GREGG
REFERENCE
MANUAL

EIGHTH EDITION



WILLIAM A. SABIN

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**Instructor's Guide to the Worksheets for
The Gregg Reference Manual, Eighth Edition**

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WORKSHEETS ON GRAMMAR, USAGE, AND STYLE FOR THE GREGG REFERENCE MANUAL, EIGHTH EDITION

A NOTE TO THE INSTRUCTOR

The *Worksheets on Grammar, Usage, and Style* that accompany the eighth edition of *The Gregg Reference Manual* represent a 20- to 30-hour unit of instruction. These worksheets are designed to familiarize your students with the contents and the organization of the first eleven sections of *The Gregg Reference Manual*. When the two components are used together, they will serve as the basis for a short course on English grammar, usage, and style. These materials can be used as a separate unit of instruction where a modular curriculum is in effect, or they can be used as part of a cooperative training class or a course in keyboarding, machine transcription, shorthand, office procedures, business communications, or document processing. Moreover, they can be effectively used in programs for developmental English, English as a second language, adult education, and workplace education courses for English. (Note: If you are looking for a set of worksheets that cover not only grammar, usage, and style but also the techniques and procedures for handling letters, memos, and other types of business communications, consider using the *Comprehensive Worksheets* [ISBN 0-02-803289-6] that also accompany the eighth edition of *The Gregg Reference Manual*. See pages 86–92 in this *Instructor's Guide*.)

OBJECTIVES OF THESE WORKSHEETS

The *Worksheets on Grammar, Usage, and Style* are designed to build three basic editing skills your students need to possess if they are going to achieve an on-the-job level of proficiency.

1. Your students need to know when they are in the presence of a potential problem. Otherwise, they'll never be tempted to consult a reference manual, even though you put one in their hands. They'll simply assume that whatever they have written, edited, or typed is correct.
2. Even when your students know they have a potential problem, they still need to know where to look in a reference manual to find the appropriate rule. If they aren't properly acquainted with the contents and the organization of a reference manual and if they aren't properly introduced to

the various techniques for looking things up, they won't find the answers they need.

3. Even when your students have mastered the skill of looking things up and can find the rule that covers a particular problem, they still need experience in applying the rule correctly. What's more, they need immediate reinforcement that tells them they *have* applied the rule correctly.

How do the *Worksheets on Grammar, Usage, and Style* develop these three skills? To begin with, almost every worksheet focuses on one particular section in *The Gregg Reference Manual*—and in all cases focuses on only a selected set of rules within that section. (See the chart on page 3 for the primary coverage of each worksheet.) As students progress through a given worksheet, they are forced to confront a number of problems within a specific area—whether punctuation, capitalization, number style, or some other area of potential difficulty. The exercise items on these worksheets do not attempt to cover the fine points of style in the related set of rules. Instead, the exercise items cover the most basic kinds of problems that students are likely to encounter whenever they write, transcribe, type, edit, or proofread. The objective here is to familiarize them with the typical problems that occur in business communications so that later on, in similar situations, they'll possess that editorial “twitch” that alerts them to the possible presence of such problems. They may not remember how to deal with a given problem on the spot. However, the important thing is that they sense that a problem could exist and they are motivated to consult *The Gregg Reference Manual*. If students could develop just this skill alone, most of the errors they make would no doubt disappear.

Knowing how to look things up is not an automatic skill; it, too, has to be worked on. To help students develop this skill, the typical worksheet supplies the appropriate rule number(s) next to each exercise item. In this way students can concentrate on reading the rules and applying them correctly to the specific situation. As students complete each worksheet, a quick review of their answers against the key will tell them which rules may be giving them trouble and need to be reexamined.

To further develop the skill of spotting problems and looking things up on their own, students will encounter a short editing exercise at the end of each typical worksheet. These editing exercises provide no clues to the ten errors embedded in the material and no marginal references to the appropriate rule numbers. Instead, students will have to identify the errors (all based on the preceding exercises in the same worksheet), find the appropriate rules, and make the necessary corrections without any additional help. Moreover, students will from time to time encounter an editing survey worksheet designed to help them integrate what they have learned from earlier worksheets. These editing survey worksheets are also designed to help students achieve the three objectives outlined at the outset: (1) to detect potential problems, (2) to find the appropriate rules, and (3) to apply the rules correctly to solve the problems.

ORGANIZATION OF THE WORKSHEETS

Worksheet 1, the Diagnostic Survey, is a four-page pretest that covers the most basic rules in the first eleven sections of *The Gregg Reference Manual*. This pretest contains 100 items grouped in five exercises: Exercise A deals with common punctuation problems (covered in Sections 1 and 2); B with capitalization problems (Section 3); C with problems relating to numbers and abbreviations (Sections 4 and 5); D with problems relating to plurals, possessives, spelling, and compound words (Sections 6–8), and E with problems relating to grammar and usage (Sections 10–11). The Diagnostic Survey will tell your students (and you) how much they already know, how effective they are in looking things up on their own, and what sections of *The Gregg Reference Manual* they need to give special attention to. (See the chart on page 5.)

Worksheets 2–22 follow this pattern. Worksheets 2–7 each focus on a limited number of rules in Sections 1–4 of the manual (relating to punctuation, capitalization, and number style). The chart on page 3 shows which rules are covered in each worksheet.

Worksheet 8, the first editing survey worksheet, integrates the knowledge and skill that students have been acquiring from Worksheets 2–7. It requires students to rewrite 10 problematic sentences and edit two passages of connected copy (each with 10 errors).

Worksheets 9–15 focus on Sections 5–9 of the manual (relating to abbreviations, plural and possessive forms, spelling, compound words, and word division). Worksheet 16, the second editing survey, is structured like Worksheet 8, except that the first exercise focuses on Sections 5–8 and the remaining two exercises—aiming to increase the range of

rules to be covered—involve errors drawn from Sections 1–9.

Worksheets 17–21 focus on Sections 10–11 (relating to grammar and usage). Worksheet 22, the third editing survey worksheet, follows the pattern of the two earlier editing surveys, except that the first exercise focuses on Sections 10–11 and the remaining two exercises cover Sections 1–11. In effect, the three editing surveys provide progressively broader integration of the skills and knowledge acquired in the individual worksheets. In this way students become prepared for the Final Survey (Worksheet 23 or 24) and for a final measurement of their heightened mastery of grammar, usage, and style.

Worksheet 23, the Final Survey, is a four-page posttest that exactly parallels the Diagnostic Survey in coverage and construction. Both the pretest and the posttest should be scored so that you can measure each student's gain in achievement by the end of this unit of instruction. (The discussion entitled "How to Use the Worksheets" on pages 4–6 provides guidelines on scoring.)

Worksheet 24, which appears only in this *Instructor's Guide*, is a *second* Final Survey that exactly parallels Worksheet 23 in coverage and construction. You may reproduce Worksheet 24 for use in your classroom (1) as an alternative to Worksheet 23 or (2) as a "second chance" for students who did not perform well on Worksheet 23.

ORGANIZATION OF A TYPICAL WORKSHEET

If you look at Worksheet 2 (see pages 16–17 in this *Instructor's Guide*), you will see how a typical worksheet is organized.

Exercise A covers the most basic rules governing the use of a period, a question mark, and an exclamation point at the end of a sentence. Note that each of the 12 items in Exercise A are clearly labeled so that students with a weak grasp of grammar can easily see what kind of sentence they are dealing with in each case. Also note that the rule numbers alongside the answer blanks fall in numerical order. This was deliberately done so that students can use this exercise as a study guide as they make their way through ¶¶101–119. Exercise B is constructed exactly like Exercise A with one difference: the introductory labels have now been withdrawn; students must now determine on their own what kind of sentence they are dealing with in each case. Exercise C deals with a special problem that involves only two rules (¶¶106–107). Exercise D provides sentences to be rewritten. Rule numbers are provided alongside, but now the problems relate to a much wider range of rules. The final exercise—Exercise E—provides a short editing exercise with ten errors embedded

Worksheet Number	Worksheet Title	Primary Coverage	For Keys, See Page
1	Diagnostic Survey	Exercise A: Sections 1–2* (punctuation)	12
		Exercise B: Section 3* (capitalization)	13
		Exercise C: Sections 4–5* (numbers and abbreviations)	13
		Exercise D: Sections 6–8* (plurals, possessives, spelling, compounds)	14
		Exercise E: Sections 10–11* (grammar and usage)	15
2	The Period, the Question Mark, and the Exclamation Point	¶¶101–119*	16
3	The Comma	¶¶122–124	18
4	The Comma (Continued)	¶¶126–175*	20
5	Other Marks of Punctuation	¶¶176–199*; Section 2*	24
6	Capitalization	Section 3*	28
7	Numbers	Section 4*	30
8	Editing Survey A	Sections 1–4*	32
9	Abbreviations	Section 5*	36
10	Plurals	¶¶601–625*	38
11	Possessives	¶¶627–651*	40
12	Spelling	¶¶701–716, 720	42
13	Choosing the Right Word	¶719	44
14	Compound Words	Section 8*	46
15	Using the Hyphen in Compounds and Word Division	Sections 8–9*	48
16	Editing Survey B	Sections 1–9*	50
17	Grammar: Subjects and Verbs	¶¶1001–1047*	54
18	Grammar: Pronouns	¶¶1049–1063*	58
19	Other Grammar Problems	¶¶1065–1086*	62
20	Usage	Section 11 (pages 253–267)	66
21	Usage (Continued)	Section 11 (pages 267–276)	70
22	Editing Survey C	Sections 1–11*	74
23	Final Survey	Sections 1–11* (see Worksheet 1 for a breakdown)	78
24	Final Survey (Alternative Version)	Sections 1–11* (see Worksheet 1 for a breakdown)	82

*Selected rules.

in the copy. The errors all represent problems that students have dealt with in the preceding exercises in this worksheet. Moreover, they call for the students to exhibit mastery of the full range of rules covered in this worksheet—¶¶101–119. However, in this final exercise no rule numbers have been provided; thus students will have to identify the problems and the related rules on their own. However, because of the careful progress in the earlier exercises from the simple to the complex, your students should now be able to cope with the challenge posed by this final exercise in the worksheet.

If you look at Worksheet 3 (see pages 18–19 in this *Instructor's Guide*), you will see a similar pattern of organization. Exercise A focuses on just one rule—¶122—dealing with the use of commas that set off. Each item in Exercise A is labeled so that students can easily see what kinds of elements they are dealing with. Moreover, the rule numbers alongside the exercise items fall in numerical order so as to lead the student systematically through all the subparagraphs in ¶122. Exercise B is structured just like A, but the labels have now been removed from the exercise items. Exercises C and D cover just two rules—¶¶123–124, dealing with the use of commas that separate. Exercise C provides identifying labels for each exercise item; Exercise D follows the same pattern as C but without the identifying labels. Exercise E, the final exercise, is an editing exercise that requires the students to detect the errors and apply ¶¶122–124 on their own.

To take one final example, look at Worksheet 17 (on pages 54–57 in this *Instructor's Guide*), which deals with the agreement of subjects and verbs. Since many students have difficulty identifying subjects and verbs in sentences, Exercises A and B ask students to construct various verb forms for regular verbs (A) and irregular verbs (B). Now that the student has some experience in constructing and recognizing various verb forms, Exercises C–E expose students to the problems of subject-verb agreement. To help students learn to recognize subjects, the subject in each sentence in these three exercises is given in boldface. Moreover, to help students master the rules of agreement, alternative verb forms are provided in parentheses. In Exercise F, the editing exercise that concludes this worksheet, students should now be able to detect problems in subject-verb agreement and correct them on the basis of their newly acquired skill and knowledge.

HOW TO USE THE WORKSHEETS

The following suggestions are intended to help you make the most effective use of these worksheets. A set of transparency masters (ISBN 0-02-803291-8)

is now available for use along with these worksheets. If you examine the table of contents in the *Transparency Masters*, you will find that you now have access to transparencies that will help you (1) explain to your students how to look things up in *The Gregg Reference Manual*, (2) introduce many basic rules before your students have to apply them in specific worksheets, and (3) review those rules that students have had difficulty in applying correctly. (See also page 6 for a further discussion of using the transparency masters with the worksheets.)

Worksheet 1. Before administering the Diagnostic Survey (Worksheet 1), give the students a brief orientation to *The Gregg Reference Manual*. Point out the use of a bold bar beneath certain rule numbers as a way to highlight the basic rules that students need to master. Also point out such features as these: the topical index on the inside front cover for fast reference, the detailed 16-page index at the back of the book, the detailed outline of headings at the beginning of each section, the rule-numbering system (whereby the first one or two digits of each rule number express the section number), the displayed rule numbers in the upper left and right corners of each two-page spread, and the section number displayed at the edge of each page. Have the students skim the preface and the table of contents in *The Gregg Reference Manual*. Ask them to read the section entitled “How to Look Things Up.” Also familiarize your students with the proofreaders’ marks they will need to use in the first two exercises of Worksheet 1. (These marks—which are shown in the directions for these two exercises—relate simply to the insertion or deletion of punctuation and to changes in capitalization. When you are satisfied that students have the requisite familiarity with the organization and features of *The Gregg Reference Manual*, ask them to complete Worksheet 1, referring to the manual as necessary. (Note: To support your discussion of how to look things up, use the transparency masters labeled H1–H6.)

Scoring Worksheet 1. As soon as the assignment is completed, have the worksheets corrected and score them as follows: from a total score of 100, deduct 1 point for each item incorrectly answered. Retain this score for later use.

Diagnosing Each Student's Needs. More important than assigning a score to each student's performance on Worksheet 1 is a diagnosis of each student's strengths and weaknesses. The chart at the top of page 5 will help you provide specific prescriptions for each student.

Worksheets 2–22. Once the Diagnostic Survey has been completed, you have several alternatives

In Worksheet 1, if a student made many errors in the following items:	That student should give special emphasis to the following worksheets:
1–20	Worksheets 2–5 (dealing with punctuation)
21–30	Worksheet 6 (dealing with capitalization)
31–40	Worksheet 7 (dealing with number style)
41–50	Worksheet 9 (dealing with abbreviations)
51–60	Worksheets 10–11 (dealing with plurals and possessives)
61–70	Worksheets 12–13 (dealing with spelling and choosing the right word)
71–80	Worksheets 14–15 (dealing with compounds and word division)
81–90	Worksheets 17–19 (dealing with grammar)
91–100	Worksheets 20–21 (dealing with usage)

to pursue: (1) ask each student to complete all the worksheets from 2 through 22 *in sequence*; (2) ask each student to complete Worksheets 2–22 in a sequence that gives priority to those sections in which the greatest number of errors occurred on the Diagnostic Survey; or (3) ask each student to complete *only* those worksheets (between 2 and 22) that deal with sections in which a significant number of errors occurred on the Diagnostic Survey. However you decide to assign these worksheets, ask the students to follow this procedure before starting any worksheet: study the relevant rules as a whole (identified alongside the answer blanks) before proceeding to apply individual rules to the items on the worksheet. In this way students will be better able to grasp the principles of style that underlie and unify the individual rules within that section. If students proceed directly to apply the individual rules in isolated fashion, they may miss the broader rationale. (*Note:* Use the appropriate transparencies if you plan to introduce specific rules before the students apply them in the worksheet exercises or if you want to review specific rules that students have had difficulty in applying correctly.)

Editing Survey Worksheets. All students should complete Worksheets 8, 16, and 22 to ensure that they have an adequate grasp of the wide range of rules each of these editing survey worksheets covers. Since these worksheets require the students, for the first time, to locate the rules entirely on their own, you may want to have the students re-read “How to Look Things Up” before they begin

these exercises. Also remind the students of the various features in *The Gregg Reference Manual* that will help them find their way around. (*Note:* To support this discussion, consider using the appropriate transparencies.)

Worksheet 23. Once the students have successfully completed Worksheets 2–22, have them proceed to the Final Survey (Worksheet 23), *again referring to the manual as necessary*. You might suggest that they quickly review their answers on the earlier worksheets as preparation for this posttest. (The worksheets have been three-hole-punched so that after the sheets have been detached, they can easily be kept in a binder for reference.)

Scoring Worksheet 23. As on Worksheet 1, use this scoring procedure: From a total score of 100, deduct 1 point for each item incorrectly answered. Since this is an open-book exercise, a student should get no more than 30 items wrong. In effect, the minimum acceptable grade on this test should be 70. Compare each student’s score on the Final Survey with the score achieved on the Diagnostic Survey. Assign a final grade on the basis of the gain in performance the student has achieved.

Worksheet 24. As noted previously, this alternative Final Survey, which appears only in the *Instructor’s Guide* (on pages 7–10), may be used in place of Worksheet 23. If you decide to use Worksheet 24 as the posttest, you might want to allow students to use Worksheet 23 as practice for the real thing. On the other hand, if you decide to use

Worksheet 23 as the posttest, you could assign Worksheet 24 to those students who did not score well on Worksheet 23. Allowing these students additional time to review the relevant rules in *The Gregg Reference Manual* and then giving them a second chance to apply these rules in Worksheet 24 could help them raise their final scores and boost their sense of achievement as well.

Scoring Worksheet 24. Apply the same scoring procedure provided for Worksheet 23 above.

CHECKING WORK

To provide the necessary reinforcement and ensure that proper learning is taking place, you should make sure that each worksheet is checked and corrected before the student proceeds to the next one. If your students are each working at their own pace, place the worksheet keys in a central location so that all students can check their own work. (Remove the keys to Worksheets 23 and 24, however.) If you prefer, you can check the worksheets yourself or appoint one or more student assistants to help you with the job.

If your students are all doing the same worksheet at the same time, you may wish to read the answers aloud and have all the students check their own (or someone else's) work at the same time. Under any circumstances, be sure to make yourself available to answer the questions of students who have made mistakes on the worksheets but do not understand why these are mistakes.

If you have weak students who are not capable of studying the rules on their own and applying them effectively, consider the following procedure. Before assigning any worksheet, preview the designated set of rules with the whole group and explain any rule or concept that could prove difficult. Then ask the students to complete the worksheet on an

individual basis. Finally, critique the answers for the whole group, and resolve any questions or difficulties they have in reference to the correct answers.

A NOTE ON THE KEYS

Full-size facsimiles of the worksheets are reproduced on pages 12–85 with the correct answers inserted. Because a number of these errors can be corrected in more than one way, give credit for answers that are acceptable, even though they do not agree with what is specifically shown in the facsimile key.

USING THE TRANSPARENCY MASTERS WITH THE WORKSHEETS

The eighth edition of *The Gregg Reference Manual* offers a new component: *Transparency Masters* (ISBN 0-02-803291-8). Over 120 transparency masters are provided (1) to help you reinforce the basic rules of grammar, usage, and style and (2) to help you explain the guidelines for formatting letters, memos, and other business documents.

After you have prepared transparencies from the masters, consider using them to support the *Worksheets* in these ways:

- As you introduce particular rules to your students, use the related transparencies to reinforce the points you want to make.
- Before students begin a particular worksheet or a particular exercise, use the appropriate transparencies to *review* the rules they will have to apply.
- After you score a completed worksheet, use the appropriate transparencies to support your discussion of the problems students may have encountered in completing that worksheet.

A. Directions: The following items deal with problems of punctuation. Correct all errors by inserting or deleting punctuation, using the appropriate revision marks (shown on the inside back cover of *The Gregg Reference Manual*). Circle any changes you make. If a sentence is correct as given, write *C* in the answer column. **References:** Sections 1–2.

- | | |
|--|--|
| 1. Will you please specify the color you want _____ | 12. When you arrive go directly to my office on the sixth floor. _____ |
| 2. Will you please let us use your pool _____ | 13. In fact I suggested that strategy myself. _____ |
| 3. I asked Lance when he hoped to get his license _____ | 14. We flew to Seattle and then drove to Vancouver. _____ |
| 4. Lance, when do you hope to get your license _____ | 15. These items are on sale, the others are not. _____ |
| 5. I met the woman, who found my wallet. _____ | 16. The novelist Jane Austen never fails to delight her readers. _____ |
| 6. It is, therefore, critical that we vote tomorrow. _____ | 17. I like your plan for boosting sales, for example, it does not require us to hire additional staff. _____ |
| 7. By Thursday July 3 1997 we must come up with the money. _____ | 18. The chapter entitled Taking Charge of Your Life is the the best one in the book. _____ |
| 8. The Codys are free on that date but the others are not yet sure. _____ | 19. One of my favorite movies is a musical entitled Singin' in the Rain. _____ |
| 9. The food the service and the decor were not as good as we had expected. _____ | 20. The Wall Street Journal is publishing a three-part series on the hearings. _____ |
| 10. The French Agency offers prompt reliable service. _____ | |
| 11. To lower the sound turn the left knob to the right. _____ | |

Name _____ Date _____ Class _____

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B. Directions: The following items deal with problems of capitalization. If an item is correctly capitalized, write *C* in the answer column. If not, correct it as follows: To change a capital letter to a small letter, draw a line through it: ~~*The*~~. To change a small letter to a capital letter, draw three lines under it: *the*. Circle all changes you make. **References:** Section 3.

- | | |
|--|--|
| 21. used to work for the Xerox corporation _____ | 26. driving across the Bridge to Sausalito _____ |
| 22. providing aid to the third world _____ | 27. hoping to move back East next month _____ |
| 23. planned to raft down the River _____ | 28. during the early Nineteen Hundreds _____ |
| 24. the new President of our company _____ | 29. working on a doctorate in Economics _____ |
| 25. going into partnership with my Father _____ | 30. treated in Appendix A on Page 313 _____ |

C. Directions: The following items deal with problems of number style and abbreviations. If an item is correct as given, write *C* in the answer column. If an item is incorrect, circle the error and write the correct form in the answer column. **References:** Sections 4–5.

- | | |
|---|---|
| 31. on or before December twenty-ninth _____ | 41. George Appleby Singleton Junior _____ |
| 32. only three percent of the defects _____ | 42. revolutions per minute (<i>abbreviated</i>) _____ |
| 33. four bus drivers and 87 passengers _____ | 43. graduated last year from M.I.T. _____ |
| 34. at least eighty-seven thousand dollars _____ | 44. will prepare a new demo. disk _____ |
| 35. carries a price tag of only \$99.00 _____ | 45. an exciting article by N.W. Hertzog _____ |
| 36. keep the cost under \$.50 a unit _____ | 46. was examined by Doctor Warren Fong _____ |
| 37. . . . started last week. 60 days from now . . . _____ | 47. the U.S. Department of Agriculture _____ |
| 38. during the first decade of the 19th century _____ | 48. worked for two years in Washington, DC _____ |
| 39. over 1/2 of these traffic accidents _____ | 49. 600 gals. @ \$15.50 (<i>on an invoice</i>) _____ |
| 40. must be sure to leave by 4:00 p.m. _____ | 50. consider joining an H.M.O. next year _____ |

Final Survey (Continued)

D. Directions: The following items deal with problems of plural and possessive forms, spelling, and compound words. If an item is correct as given, write *C* in the answer column. If an item is incorrect, circle the error and write the correct form in the answer column. **References:** Sections 6–8.

- | | |
|---|--|
| 51. whether or not taxes
should be cut _____ | 66. needs to use more tack
with callers _____ |
| 52. need to review our
outstanding liabilitys _____ | 67. and should try to be
more discrete _____ |
| 53. a business that is
owned by our wives _____ | 68. don't want their help or
their advise _____ |
| 54. a dinner prepared by
my four sister-in-laws _____ | 69. serve as our liason with
the steering committee _____ |
| 55. attended a reception for
the alumnuses _____ | 70. a topic that falls in
another catagory _____ |
| 56. a proposal supported by
many CEO's _____ | 71. must checkout of our
hotel room by noon _____ |
| 57. purchased several
hundred dollar's worth _____ | 72. supervising a large
crew of workmen _____ |
| 58. bought seven more
saving's bonds _____ | 73. to air condition this
entire office _____ |
| 59. Congress' latest budget
proposals _____ | 74. wants everything to be
letter perfect _____ |
| 60. a fantastic sale on
mens' suits _____ | 75. every item in the store
was high priced _____ |
| 61. the flooding that
recently occurred _____ | 76. the repainting of our
reception room was
much-needed _____ |
| 62. suffered minor injuries
in the accident _____ | 77. seems to be a lot more
down-to-earth _____ |
| 63. intended to send an
acknowledgement _____ | 78. found a new co-author
to work on the book _____ |
| 64. could not beleive that it
happened _____ | 79. would be willing to
re-employ Ms. Foley _____ |
| 65. we'll have to conceed
the truth of that
statement _____ | 80. designing self study
programs _____ |

Name _____ Date _____ Class _____

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E. Directions: The following items deal with problems of grammar and usage. If an item is correct as given, write *C* in the answer column. If an item is incorrect, circle the error and write the correct form in the answer column.

References: Sections 10–11.

- | | |
|--|---|
| <p>81. Cindy don't like the idea
very much. _____</p> | <p>91. The reorganization plan is
all together too complex. _____</p> |
| <p>82. One of the calls were for
you. _____</p> | <p>92. Your visit is not an
every day happening. _____</p> |
| <p>83. Are you the one who
drunk all the coffee? _____</p> | <p>93. This change will have no
affect on us. _____</p> |
| <p>84. If I was rich, the first
thing I'd do . . . _____</p> | <p>94. We just received a large
amount of orders. _____</p> |
| <p>85. Chris and me are hoping
to go camping for a week. _____</p> | <p>95. The pay raise was sure
appreciated. _____</p> |
| <p>86. The company monitors it's
costs zealously. _____</p> | <p>96. We've had less complaints
this year. _____</p> |
| <p>87. We feel badly about your
transfer to the main office. _____</p> | <p>97. Does anyone beside you
think that? _____</p> |
| <p>88. The position was offered
to Meg and myself. _____</p> | <p>98. You could of called if
you were displeased. _____</p> |
| <p>89. Which is the best of these
two paintings? _____</p> | <p>99. I use to work in the Virgin
Islands. _____</p> |
| <p>90. I don't have nothing that I
care to add. _____</p> | <p>100. These kind of problems
always crop up. _____</p> |

**WORKSHEETS ON GRAMMAR, USAGE AND STYLE FOR
THE GREGG REFERENCE MANUAL, EIGHTH EDITION**

Diagnostic Survey

A. Directions: The following items deal with problems of punctuation. Correct all errors by inserting or deleting punctuation, using appropriate revision marks (shown on the inside back cover of *The Gregg Reference Manual*). Circle any changes you make. If a sentence is correct as given, write *C* in the answer column. **References:** Sections 1–2.

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|--|--------------|---|----------------------|
| 1. Will you please indicate your choice below? | 103a | 12. Before we move in, we need to redo the kitchen and the two bathrooms. | 124
130a |
| 2. Will you please lend me some money? | 103b | 13. In my opinion, Mr. Honeywell is not giving us the whole story. | 124b
138b |
| 3. I asked Henry why he was planning to leave. | 104 | 14. I saw the movie and agreed with your criticism of the acting. | 127b |
| 4. Henry, why are you planning to leave? | 110a | 15. Fran loved the show, Hal, and I hated it. | 128
176a |
| 5. I hired someone who is quite experienced. | 122
132 | 16. The year 2000 will be our sixtieth year in business. | 149 |
| 6. It is therefore my intention to resign. | C 122
141 | 17. The location sounds ideal for example, your children can walk to school. | 181a
187b
187c |
| 7. On Friday, July 10, 1998, we will be moving to Idaho. | 122e
154 | 18. The article called No More Violence appeared in the August issue of <i>Harper's</i> . | 240a
242 |
| 8. Bev will be able to help you, but Tom and Dwayne are tied up right now. | 123a
126a | 19. What could the word syzygy possibly mean? | 285 |
| 9. My mother, my sister, and my aunt are planning to attend the wedding. | 123b
162 | 20. My new cookbook, <i>Stepping Up to the Plate</i> , was published last year. | 289 |
| 10. It promises to be a cold, rainy November. | 123c
168 | | |
| 11. To get to our office, turn at Exit 54 and go left. | 124
135b | | |

Name _____ Date _____ Class _____

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B. Directions: The following items deal with problems of capitalization. If an item is correctly capitalized, write *C* in the answer column. Correct any incorrect items as follows: To change a capital letter to a small letter, draw a line through it: *The*. To change a small letter to a capital letter, draw three lines under it: *the*. Circle any changes you make.

References: Section 3.

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|---|------------|---|--------------|
| 21. were stranded at the O'Hare
<u>airport</u> | 303
331 | 26. because of severe fog at the
<u>A</u> irport | 331 |
| 22. would like to take a tour of
the <u>white</u> <u>house</u> | 305 | 27. somewhere on the <u>west</u> <u>coast</u> —
maybe Oregon | 338a |
| 23. used to work as a consultant
for our <u>C</u> ompany | 308
321 | 28. dropped out of sight during
the eighties | C 345 |
| 24. once served as <u>M</u> ayor of
Waldoboro | 313c | 29. received a <u>B</u> achelor's degree
in history | 352
353 |
| 25. wants to ask my <u>F</u> ather for
advice | 319 | 30. appears in Chapter 6,
<u>P</u> age 134 | 359 |

C. Directions: The following items deal with problems of number style and abbreviations. If an item is correct as given, write *C* in the answer column. If an item is incorrect, circle the error and write the correct form in the answer column. **References:** Sections 4–5.

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|---|----------------|---|-----------------|
| 31. on or before September
<u>twelfth</u> | 12 401a
408 | 41. Jasper A. Throckmorton
<u>Junior</u> | Jr. 502a |
| 32. has been reduced by over
<u>twenty</u> percent | 20 401a
447 | 42. <u>revolutions per minute</u>
(abbreviated) | rpm 507
535a |
| 33. 38 students and <u>three</u>
teachers | 3 402 | 43. will be audited by the
<u>I.R.S.</u> | IRS 508
524 |
| 34. <u>sixty-nine thousand</u>
<u>dollars</u> | \$69,000 413a | 44. on the basis of your <u>memo</u> .
of June 4 | memo 510 |
| 35. will cost over <u>\$500.00</u>
to repair | \$500 415 | 45. consulted with <u>P.R.</u>
Voorhees | P. R. 516a |
| 36. were sold for only <u>\$.30</u>
apiece | 30 cents 418a | 46. get a second opinion from
<u>Doctor</u> Burgos | Dr. 517a |
| 37. . . . next month. <u>6</u> months
ago . . . | Six 421 | 47. the <u>US</u> Department of
Education | U.S. 525 |
| 38. toward the end of the
twentieth century | C 424 | 48. no longer lives in
Washington, D.C. | C 527b |
| 39. will affect over <u>1/3</u> of our
customers | one-third 427a | 49. 200 <u>gals.</u> (on an
invoice) | gal 535a |
| 40. before we meet at <u>12:00</u>
noon | 12 440c | 50. will send the purchase
order <u>Asap</u> | ASAP 541 |