

# Ombudsman STYLEBOOK



British Embassy  
Manila

This Stylebook is made possible through the generous support of the British Embassy Manila. The contents are the responsibility of the Office of the Ombudsman and do not necessarily reflect the views of the British Embassy Manila.

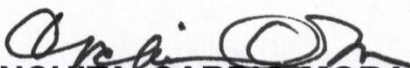


The Office is delighted to present the *Ombudsman Stylebook*, a product of collaborative initiatives driven by passion to excel in public service.

When I assumed office as the fifth Ombudsman of the Republic of the Philippines, the Office operated on a three-pronged approach, namely—prosecution, prevention, and promotion—which is envisioned to accelerate the dispensation of justice. I believe that this vision is in part achieved by the quality and responsiveness of the action documents that the Office produces.

Our goal of attaining quality draftsmanship inspired the Intensive Seminar on Case Analysis and Legal Draftsmanship (ISCALD) for Ombudsman lawyers. This *Stylebook*—a product of the ISCALD—complements the capacity-building initiatives of the Office and provides a ready reference on legal writing and style, trends in legal draftsmanship, punctuation and symbols, and formal correspondence.

It is my ardent hope that this *Stylebook* will serve as a blueprint and building block for the Office to effectively and efficiently discharge its constitutional and statutory mandate.

  
**CONCHITA CARPIO MORALES**  
Ombudsman



# Message

# Acknowledgment

It takes a village to create a manual of writing and style.

The *Ombudsman Stylebook* finds its beginnings in the month-long Strategic Planning Workshop of the Office of the Ombudsman. This series of consultations crystallize the Policy Thrust and 8-Point Agenda from 2011 to 2018: disposition of high-profile cases, zero backlog, improved “survival” rate of fact-finding, enforced monitoring of referred cases, improved responsiveness of public assistance, improved anti-corruption policy and program coordination among sectors, rationalization of the functional structure, and enhanced transparency and credibility.

These development objectives underpinned the Office’s **Rapid Assessment and Seminar on Case Analysis and Legal Draftsmanship (RASCALD)** Initiative.

The RASCALD Initiative produced the Rapid Assessment and Evaluation of the Policy Thrust and 8-Point Agenda of the Office of the Ombudsman, the Enhancement of the Monitoring and Evaluation System, and the Intensive Seminar on Case Analysis and Legal Draftsmanship (ISCALD), which formed the basis of the *Stylebook*.

We recognize the following individuals and institutions for their invaluable contribution in creating the *Ombudsman Stylebook*:

The British Embassy Manila, which funded the project under the stewardship of His Excellency, Ambassador Asif Anwar Ahmad, with vital support from Ms. Nell Belgado and Ms. Clarisse Fogg.

The stylebook consultant, Atty. Janet B. Villa, who also served as an ISCALD resource person.

Senior officials of the Office of the Ombudsman who provided valuable input at the Validation Workshop on drafting the *Stylebook*.

The Ad Hoc Committee for the Conduct of the ISCALD and the Development of the *Ombudsman Stylebook* headed by Assistant Ombudsman Asryman T. Rafanan and his team, Assistant Ombudsman Evelyn A. Baliton, Assistant Ombudsman Leilanie Bernadette C. Cabras, Assistant Special Prosecutor Bienvenida A. Gruta, and Director Dennis Russell D. Baldago.

The support staff headed by Ms. Lourdes P. Salazar and her team, Mr. Maximo Sta. Maria III, Ms. Violeta L. Agustin, Ms. Ma. Edna S. Urriza, Ms. Catherine G. Magbanua, Ms. Michelle Cruz, and Mr. Christopher John R. Lasam.

The newly organized Project Management Bureau, which formulated the proposal that secured the support of the British Embassy Manila and coordinated the completion of all project deliverables.

Finally and most importantly, to the Honorable Ombudsman Conchita Carpio Morales, whose attention to detail and passion for excellence inspired this endeavour.

---

# Table of Contents

## MESSAGE

## ACKNOWLEDGMENT

### 1. STYLE GUIDE

1.1.	Action Documents	1
1.2.	Inter-Office Memos and Reports	3
1.3.	Capitals	4
1.4.	Italics	5
1.5.	Numbers	6
1.6.	Currency	8
1.7.	Date and Time	8
1.8.	Abbreviation	9
1.9.	Quotations	9
1.10.	Lists	15
1.11.	Citations	17

### 2. TRENDS IN LEGAL DRAFTSMANSHIP

2.1.	Coherence	25
2.2.	Clarity	31
2.3.	Correctness and World Style	47
2.4.	Conciseness	54

---

### **3. PUNCTUATIONS AND SYMBOLS**

3.1. Periods	62
3.2. Commas	63
3.3. Semicolons	67
3.4. Colons	69
3.5. Parentheses	71
3.6. Hyphens	71
3.7. En Dashes and Em Dashes	73
3.8. Apostrophes	75
3.9. Quotation Marks, Brackets and Ellipses	77
3.10. Slash	77

### **4. BUSINESS CORRESPONDENCE**

4.1. Standards for Letters and Emails	79
4.2. Letters	81
4.3. Emails	85

### **5. APPENDICES**

5.1. Misused and Confusable Words	88
5.2. Prepositions	103
5.3. Transitional Devices	116
5.4. Copyediting and Proofreading Symbols	118
5.5. References and Recommended Reading	122
Sample Memo and Report	125
Sample Action Document	126
Sample Letters	127

### **Index**

---

# 1. STYLE GUIDE

## FORMAT

### 1.1. ACTION DOCUMENTS

1.1.1. Use legal size paper (approximately 216 mm by 330 mm or 8.5 inches by 13 inches).

1.1.2. Set the following page margins: 1.5 inches for the left margin, and 1 inch for all others.

1.1.3. Use Times New Roman font in the following sizes, typeface and format:

Title of action document – size 16; bold; all caps; align center, no spaces between letters in a word

Text of the document – size 14; indented on the left by a tab; justify

Block quotation – size 12; two inches for the left side and 1.5 inches for the right side; justify

Footnote – size 10; do not justify

Document header (for every page after the first) – size 10; align left; italics

Carbon copy (copy furnished page) – size 12, align left

1.1.4. Use the following line spacing.

Text – 1.5

Block quotes – 1

Between paragraphs – 3

Footnote – 1

Document header – 1

Carbon copy (copy furnished page) – 1

- 1.1.5. Follow the design and layout indicated in the Sample Action Document (see Appendices).
  - 1.1.5.1. The title page header shows the name *Republic of the Philippines* on the first line, the name *Office of the Ombudsman* on the second line, the office from which the document originated on the third, and the office address on the last line of the title page header. The third line (name of the office) is limited to the area/sectoral offices (only in LRO cases) and the Office of the Special Prosecutor. In all other cases, the office address becomes the third and last line. Put the official seal on the left of the title page header.
  - 1.1.5.2. Two spaces after the last line of the title page header, write the case title, listing the names of the parties and their designations, such as *complainant* and *respondent*. List the public respondents first.
- 1.1.6. Cases shall be docketed and complaints shall be assigned a reference number according to prevailing office circulars on case evaluation and records management.
  - 1.1.6.1. Write the docket number in the title page header. Align the docket number with the word *versus*. Underneath the docket number, indicate the offense, charge or proceeding.
  - 1.1.6.2. If the cases are consolidated, list the cases according to their docket numbers in ascending order.
- 1.1.7. Create a document header on the left side on every page after the first page using the following format: Times New Roman font size 10; italics, align left. If the cases are consolidated, indicate the first case title and add *et al.* List the docket numbers in ascending order. If the consolidated cases are too many to list down and if they are sequentially arranged, use the word *to* to indicate the range of docket numbers starting from

the case filed earliest to the one filed latest; if the consolidated cases are not sequentially arranged, write the docket number of the case filed earliest and add *et al.*

#### SAMPLE DOCUMENT HEADER

*Page 2 of 20*  
*JOINT ORDER*  
*FIO v. Al Chan, et al*  
*OMB-C-C-13-0010 to 12*

-----

*sentence case*

*all caps*

*title case*

*separate with a dotted line with spaces*

- 1.1.8. In the dispositive portion of action documents such as Resolutions, Decisions and Orders, use the simple closing “**SO ORDERED.**”—in all caps and boldface format.

## 1.2. INTER-OFFICE MEMOS AND REPORTS

- 1.2.1. Use legal size paper (216 mm by 330 mm) for formal documents. Use letter size (216 mm by 279 mm) for other documents such as endorsements, travel authorities, and administrative issuances.
- 1.2.2. Set the following page margins: 1.5 inches for the left margin, and 1 inch for all others.
- 1.2.3. Use Times New Roman font in the following sizes, typeface and format:
- Title of report— size 14; bold; all caps; align center, no spaces between letters in a word
- Text of the document – size 12; left indent tab; justify
- Footnote – size 10; do not justify
- 1.2.4. Use the following line spacing:
- Text – 1



Block quotes – 1  
Between paragraphs – 2  
Footnote – 1  
Document header – 1

- 1.2.5. Follow the design and layout indicated in the Sample Memo or Report (see Appendices).
- 1.2.6. Use a simple closing that indicates the action requested such as *Respectfully submitted*, *For your compliance*, *For your approval*.

### 1.3. CAPITALS

- 1.3.1. Capitalize references to the Office of the Ombudsman.  
*Example:* The Office finds for complainant.
- 1.3.2. Capitalize references to the Supreme Court, but do not capitalize references to other courts. *Example:* The lower court correctly denied the motion.
- 1.3.3. Do not capitalize party designations, such as *complainant* or *respondent*, even if replacing or appended to a proper name.  
*Example:* Clearly, complainant has another remedy available.
- 1.3.4. Capitalize the actual title of documents filed in the Office, such as Complaint and Counter Affidavit, but do not capitalize when it is used in its generic sense. *Examples:* The Affidavit of Desistance was attached to his Motion to Drop Some Respondents from the Case. An affidavit of desistance is frowned upon by the courts.
- 1.3.5. Capitalize references to constitutions, statutes, rules, administrative issuances, and ordinances. *Example:* The Anti-Graft and Corrupt Practices Act requires public officials to file a Statement of Assets, Liabilities and Net Worth every year.

- 1.3.6 Capitalize citations of specific parts of laws such as *Articles*, *Sections*, and *Rules* but not *paragraphs* or *subparagraphs*.  
*Example:* Article 353 of the Revised Penal Code of the Philippines defines libel.
- 1.3.7. Capitalize proper names of government agencies, for example, Securities and Exchange Commission. Capitalize references derived from such proper names, for example, Commission (referring to the Insurance Commission) or the Department (referring to the Department of Agriculture).
- 1.3.8. Capitalize the specific name of a political subdivision, for example, Senate of the Philippines or Office of the President. Also capitalize the essential elements of these specific names, for example, the Senate or Congress.
- 1.3.9. Capitalize titles of references (books and articles), of inventories or tests, and of periodicals (journals, magazines or newspapers, which are also italicized, for example, *BusinessWorld*, *Journal of Environmental Science and Management*).
- 1.3.10. In a sub-title, heading or subheading, capitalize all “major” words (nouns, verbs, adjectives, adverbs and pronouns), including the second part of hyphenated major words (for example, *Up-to-Date*, not *Up-to-date*). Use lower case for words of four letters or fewer, namely, for conjunctions (words like *and*, *or*, *nor* and *but*), articles (the words *a*, *an*, and *the*), and prepositions (words like *as*, *over*, *at*, *by*, *for*, *in*, *of*, *on*, *per* and *to*), as long as they aren’t the first word.

## 1.4. ITALICS

- 1.4.1. Italicize non-English words unless the non-English word is a proper noun. A word is considered non-English when it is not yet assimilated into standard English, that is, it is not found in the usual dictionaries such as Merriam-Webster or Webster’s Dictionary. Whenever necessary or helpful, include a parenthetical explanation or translation immediately after the word. *Examples:* Calling her *mataray* (snappish, curt, tart,

cutting) is not libelous. Voters shouldn't settle for *ampaw* (rice crispies, also a pejorative term for people with no substance). It is well-settled that the issue of jurisdiction over the subject may, at any time, be raised by the parties or *motu proprio* considered by the Office.

- 1.4.2. Italicize the names of newspapers, magazines, books, academic journals and other periodicals, as well as titles of stories, magazine articles, newspaper articles, journal articles, long poems, plays, operas, musical albums, works of art, essays, speeches, films, television episodes or radio shows. *Example:* The notice was published in the *Philippine Daily Inquirer*.
- 1.4.3 Italicize names of cases (case titles) that are mentioned in the text or in footnotes.
- 1.4.4. To emphasize a specific word or phrase, use italics or boldface, but always exercise prudence. Highlight only what is necessary. Unless necessary, do not use both italics and boldface on the same text.
- 1.4.5. Italicize a word or phrase when referring to that word or phrase as a term. *Examples:* *Awhile* is different from *a while*. *This* and *these* are the weakest pronouns in the English language.

## 1.5. NUMBERS

- 1.5.1. Spell out whole numbers zero to nine, as well as the ordinals first to ninth. Use numeric symbols for numbers 10 (or 10<sup>th</sup>) and up. *Examples:* The report was published two years ago in a medical journal. The suspect fled on the ninth day.
  - 1.5.1.1. Exception: when the number has decimal points. *Example:* Reaching 7.5 on the Richter scale; an increase of 8.2.
  - 1.5.1.2. Exception: when the number is a key value or an exact measurement value or used with abbreviations, signs and symbols. *Examples:* painful stimuli earning a rating of 8 or higher on a 10-point scale; uses a 4mm tape; 1 GB storage; 2 MHz.

- 1.5.1.3. Exception: when there is a mix of different numbers—whole numbers and fractions. *Example:* The dimensions of the painting in the lobby are 8 by 12 ½ feet.
  - 1.5.1.4. Exception: use numerals in reference lists, footnotes and tables to save space.
  - 1.5.1.5. Exception: when referring to a year. *Examples:* 2012 was significant for the Mayans. 1999 was the year of plenty. Better yet, recast the sentence: The year 2012 was significant for the Mayans.
- 1.5.2. Do not begin a sentence with a numeral. Do not write: 25 issues were discussed in the oral arguments. Instead write: Twenty-five issues were discussed in the oral arguments.
- Better yet, recast the sentence especially when referring to big numbers. *Example:* There were 2,000 boxes of expired medicines stored in the warehouse.
- 1.5.3. The unnecessary practice of attaching parenthetical numerals to spelled-out numbers only clutters the reading. Thus, spell out a number and then attach a parenthetical numeral only if the number is significant or large. *Examples:* He was given fifteen (15) days to implement the project. She was accountable for the fraud amounting to Two Million Three Hundred Thousand Twenty Pesos (PhP2,300,020.00)
  - 1.5.4. When comparing numbers in a particular category, use numerals for all numbers (for consistency) even if some numerals are lower than 10. *Example:* 16 sacks and 5 cases.
  - 1.5.5. For easier reading, spell out the smaller number in a back-to-back modifier. If the numbers are the same, spell out one. *Examples:* attended 4 two-hour sessions; 1 one-on-one interview; three 5-minute phone calls.
  - 1.5.6. Express age in figures. *Example:* The judge, only 60, was asked to retire early.

- 1.5.7. Use either the word *percent* or the percent sign (%). Do not put a space between the numeral and the percent sign. *Examples:* a discount of only 10%; a one percent increase in the GDP.
- 1.5.8. Use the percent sign for every number in a series. *Examples:* 10% to 15%; 50%, 75% and 100%.
- 1.5.9. Spell out ordinary fractions and common mixed numbers. *Examples:* two-thirds; one and one-half.
- 1.5.10. When there is a mix of decimals and whole numbers, add a trailing zero after the whole number (for consistency). *Examples:* 13.5 and 17.0.
- 1.5.11. When a decimal is less than one, add a leading zero (for easier reading). *Example:* 0.5. Exception: when the quantity will never be greater than one. *Example:* Colt .45 pistol.

## 1.6. CURRENCY

- 1.6.1. Use the currency abbreviation *PhP* or *₱* for the Philippine peso, but ensure consistency.
- 1.6.2. Do not put a space between any currency abbreviation and the amount. *Examples:* PhP100,042.20, US\$100.
- 1.6.3. When spelling out amounts, capitalize the numerals and the word *pesos*. *Examples:* He paid One Hundred Thousand Forty-two and 20/100 Pesos (PhP100,042.20).
- 1.6.4. For consistency, include the decimal points representing centavos. *Example:* PhP40,000.00.
- 1.6.5. Use the currency abbreviation for every amount in a series. *Examples:* PhP500.00 to PhP1,000.00. Exception: when listing the amounts in reference lists and tables (to save space).

## 1.7. DATE AND TIME

- 1.7.1. Be consistent in formatting dates throughout a document including in the footnotes, references and tables. Use either *day-*

*month-year* (for example, 22 April 2009) or the *month-day-year* (for example, April 22, 2009).

- 1.7.2. Avoid writing the date in ordinal form. Do not write *May 24th* or *the 24th of May*.
- 1.7.3. When writing only the month and the year, do not place a comma between them. *Example*: the January 2013 seminar.
- 1.7.4. Spell out the days and months in the text and footnotes.  
*Example*: The meeting was moved to Wednesday, February 16.  
Exception: when writing days and months in tables and graphs (to save space).
- 1.7.5. Use an apostrophe to indicate a period of time. *Example*: five years' experience.
- 1.7.6. Express time in figures followed by the period abbreviation *a.m.* or *p.m.* Put a space between the time and the abbreviation.  
*Examples*: 4 a.m., 10 p.m.
- 1.7.7. Do not use an abbreviation for *noon* or for *midnight*.

## 1.8. ABBREVIATION

- 1.8.1. Spell out abbreviations and acronyms mentioned for the first time, followed by the abbreviation in parentheses. *Example*: Social Security System (SSS); the elements of the Counter Intelligence Special Unit of the National Capital Region Police Office (CISU-NCRPO).
- 1.8.2. Spell out laws mentioned for the first time in the body of the document, followed by the initialism or abbreviation in parentheses. *Example*: Refer to Administrative Order No. 456 (A.O. 456).

## 1.9. QUOTATIONS

- 1.9.1. Capitals
  - 1.9.1.1. If the quoted material is a complete sentence, capitalize the first word.

- 1.9.1.2. Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's complete sentence. *Example:* The fertilizers were "found OK as to quantity and specification."
- 1.9.1.3. If a direct quotation is interrupted mid-sentence, do not capitalize the second part of the quotation. *Example:* "The artwork *Mysterioso*," the spokesman declared, "clearly had artistic and social value, making it a constitutionally protected expression."
- 1.9.1.4. Use italics, boldface or underscoring (words only) to emphasize specific words or phrases within the quotation. Add in parentheses the words indicating that emphasis was supplied such as "emphasis supplied" or "italics and underscoring supplied."

#### 1.9.2. Quotation Marks

- 1.9.2.1. Use double quotation marks ("") to set off direct quotations (i.e., words that are repeated exactly as they were said or written). Remember that quotation marks always come in pairs.
- 1.9.2.2. Do not use quotation marks in indirect quotation (i.e., a paraphrase or summary). Remember, however, that indirect quotations still require proper citations. An indirect quotation without proper citation may be considered an act of plagiarism.
- 1.9.2.3. Put commas and periods inside the closing quotation mark. *Example:* The search warrant was quashed for "lack of deputization by the Bureau of Customs." Put colons, semicolons and dashes outside the quotation mark. Put question marks and exclamation marks inside the quotation mark if these marks are part of the quoted material; put these marks outside the quotation mark if the writer or speaker is the one questioning or exclaiming. *Examples:* The Court raised the following question: "Does the Ombudsman have the power to directly impose the penalty of removal from office

against public officials?” Have you used the “N-word”?

- 1.9.2.4. Reserve the single quotation mark (‘) and (’) for a quotation within a quotation. *Example:* He insisted “that the word ‘recommend’ be given its literal meaning; that is, that the Ombudsman’s action is only advisory in nature rather than one having any binding effect.”
- 1.9.2.5. When the quotation exceeds 50 words, separate the quotation from the rest of the text in a block without quotation marks. The margins for this block quote are two inches on the left side and 1.5 inches on the right side (see Section 1.9.3.3). Use single space for the line spacing.
- 1.9.2.6. When inserting a block quote within a block quote, use 2.5 inches margin on the left side and 2 inches on the right side (see Section 1.9.3.3).
- 1.9.2.7. When the beginning of the quotation is also the beginning of the paragraph in the original text, indent the first line of the block quote; otherwise, do not indent the quotation and do not use ellipses.

*Example:*

The Court stated:

As a rule, if the commission of the crime is known, the prescriptive period shall commence to run on the day it was committed. However, in cases where the time of commission is unknown, prescription shall only run from its discovery and institution of judicial proceedings for its investigation and punishment. Ordinarily, there is no problem in determining the date when the crime consists of a series of acts, especially when some or all of these acts are



innocent in themselves.

### 1.9.3. Ellipsis

- 1.9.3.1. Use an ellipsis (three small *x*'s with spaces in between) inside a sentence to replace omitted material in a quotation. Add a space before and after the ellipsis. *Example*: "No person shall be deprived of life, liberty, or property without due process of law x x x [or] be denied the equal protection of the laws."
- 1.9.3.2. When omitting words that begin the quotation, do not put an ellipsis when the remaining quotation can fit into the flow of the text. *Example*: Respondents must not "be denied the equal protection of the laws."
- 1.9.3.3. When omitting words that begin the quotation, put an ellipsis when the omission is part of a block quote, and the flow of the text continues smoothly from the lead-in (the introductory sentence) and onto the block quote, that is, both the lead-in and the block quote can be read as one sentence.

*Example*:

In resolving the issue of whether the Office of the Ombudsman has legal interest to intervene in the appeal of its Decision, the Court expounded that:

x x x the Ombudsman is in a league of its own. It is different from other investigatory and prosecutory agencies of the government because the people under its jurisdiction are public officials who, through pressure and influence, can quash, delay or dismiss investigations directed against them. Its function is critical because public interest (in the accountability of public officers

and employees) is at stake.

When, however, the text of the block quote does not flow smoothly from the lead-in such that the block quote and the lead-in cannot be read as one sentence, insert a letter, word or phrase to combine the block quote with the lead-in to either form a grammatically correct sentence or to form another sentence altogether. Enclose the insertion in a pair of brackets (see also Section 1.9.4.1)

*Example:*

The Court discussed the issue of whether the Office of the Ombudsman has legal interest to intervene in the appeal of its Decision:

x x x [T]he Ombudsman is in a league of its own. It is different from other investigatory and prosecutory agencies of the government because the people under its jurisdiction are public officials who, through pressure and influence, can quash, delay or dismiss investigations directed against them. Its function is critical because public interest (in the accountability of public officers and employees) is at stake.

- 1.9.3.4. When omitting material at the end of a sentence, put a space immediately after the quotation, place the ellipsis, add another space, and then the original punctuation mark. *Example:* “No person shall be deprived of life, liberty, or property without due process of law x x x.”
- 1.9.3.5. When omitting material after a sentence and before another sentence, retain the punctuation mark of the first sentence, add a space, add the ellipsis, then add

another space before the second sentence. *Example:*  
“No law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof. x x x  
No religious test shall be required for the exercise of civil or political rights.”

- 1.9.3.6. When omitting the beginning of a subsequent paragraph in a block quote, indicate the omission by indenting the paragraph and add the ellipsis.

*Example:*

Section 1. The goals of the national economy are a more equitable distribution of opportunities, income, and wealth; a sustained increase in the amount of goods and services produced by the nation for the benefit of the people; and an expanding productivity as the key to raising the quality of life for all, especially the under-privileged.

x x x However, the State shall protect Filipino enterprises against unfair foreign competition and trade practices.

- 1.9.3.7. When omitting a subsequent paragraph or paragraphs in a block quote, insert and indent four x's in a new line.

*Example:*

Section 1. The following are citizens of the Philippines:

[1] Those who are citizens of the Philippines at the time of the adoption of this Constitution;

x x x x

[4] Those who are naturalized in accordance with law.

#### 1.9.4. Brackets

- 1.9.4.1. Use a pair of brackets in a quotation to insert explanatory notes, comments, corrections, translation or changes (such as capitalizing a lower-case letter or changing a pronoun) that were not in the original text. Example: “[Section 13, Article XI of the] 1987 Constitution unequivocally uses the word *recommend*, thus effectively proscribing or limiting the powers to be granted the Office of the Ombudsman in administrative cases.”
- 1.9.4.2. Insert the italicized word *sic*, which is enclosed in brackets, right after a mistake in the language of the quotation to show that the error is not your own but is merely rendered accurately. Do not italicize the brackets. Example: “The 1987 Constitution unequivocal [sic] uses the word *recommend*, thus effectively proscribing or limiting the powers to be granted the Office of the Ombudsman in administrative cases.”
- 1.9.4.3. Use brackets to enclose a parenthetical expression inside parentheses. Examples: the sect known as the Jansenists (after Cornelius Jansen [1585–1638]); The Anti-Money Laundering Act also covers bonds and commercial papers (Article 1[c][4], Republic Act No. 9160).

### 1.10. LISTS

#### 1.10.1. Run-in Lists (In-Line Lists or Horizontal Lists)

- 1.10.1.1. Use a run-in list within a sentence (that is, a list built into the flow of the text) for lists that do not run longer than eight lines of text. Enclose in parentheses the numbers or letters that enumerate the list items only if doing so will make the list easier to read. Do not add periods inside the parentheses. Example: Respondent argued that (a) she should be dropped from this case, (b) she had objected to the proposed food expo, (c) she had not taken part in finalizing any agreement with the

restaurants, (d) she had not viewed the exhibits prior to the expo, and (e) she had not been present when the stalls were installed.

- 1.10.1.2. Separate brief list items with commas. When the list items are lengthy or already contain serial (internal) commas, use semicolons. *Example:* His offices are located in Cebu City, Cebu; Laguna, Calamba; San Fernando, Pampanga; and San Fernando, La Union.

#### 1.10.2. Display Lists (Vertical Lists)

- 1.10.2.1. Consider using a vertical list (display list) when the list runs longer than eight lines of text, or to highlight the text, or to make the text easier to read by incorporating white space.
- 1.10.2.2. Using numbers or letters to enumerate items makes the list easier to read especially if the items will be subsequently referred to individually. Use bullets only when the list items are short or when the items will not be referred to individually later on.
- 1.10.2.3. The numbers or letters in a vertical list should be followed by periods. Align the periods always.
- 1.10.2.4. When the list items that follow an introductory sentence (that is, not a phrase) are merely phrases, each item/phrase should begin with lower-case letters and end with no punctuation.

*Example:*

There are many rights that respondent can take refuge in:

- privacy of communication
- freedom of speech
- liberty of abode
- right to remain silent

- 1.10.2.5. When the list items that follow an introductory sentence are also sentences, each item/sentence should begin with an upper-case letter and end with a period.

*Example:*

Several of respondent's claims are true:

- a. She should be dropped from this case.
- b. She had objected to the proposed food expo.
- c. She had not taken part in finalizing any agreement with the restaurants.
- d. She had not viewed the exhibits prior to the expo.
- e. She had not been present when the stalls were installed.

1.10.2.6. When a displayed list is introduced by a phrase, do not put a terminal punctuation after the introductory phrase. Begin each list item after an introductory phrase with lower-case letters. End all items, except the last, with a semicolon. End the penultimate item with a semicolon and the appropriate conjunction (*and* or *or*). End the last item with a period. Each item in the list must form a grammatically correct sentence when read or combined with the introductory phrase.

*Example:*

Respondent claimed that she had

- a. objected to the proposed food expo;
- b. not taken part in finalizing any agreement with the restaurants;
- c. not viewed the exhibits prior to the expo; and
- d. not been present when the stalls were installed.

## 1.11. CITATIONS

1.11.1. In the text (that is, the body of the document), place the superscript footnote after the punctuation mark or symbol such as the period, comma, semicolon, colon, question mark, quotation mark, parenthesis, etc. The only exception is the em dash—put the superscript footnote before the em dash.

- *After a period:* No pronouncement as to costs.<sup>1</sup>
- *After a quotation mark:* Respondent filed a Motion for

Reconsideration, which was denied for being “premature and unwarranted.”<sup>2</sup>

- *After a comma:* The Office contends that under the Constitution and Republic Act No. 6770,<sup>3</sup> it has “full and complete administrative and disciplinary power and duty.”
- *After a colon:* The Ombudsman Visayas held:<sup>4</sup>
- *After a semicolon:* The study showed that only one-third of the surveyed firms allow their employees to visit social media sites;<sup>5</sup> in fact, some of the firms monitor the computer keystrokes of their employees.
- *After a question mark:* The question is: Does the Ombudsman have the power to directly impose the penalty of removal from office against public officials?<sup>6</sup>
- *Before an em dash:* Our sovereignty<sup>7</sup>—which guarantees our country’s power to rule without another country’s interference—is at the core of the Spratlys issue.

1.11.2. In the text, do not put a space between the superscript footnote and the word or mark that comes before it.

1.11.3. Follow the format and spacing for footnotes in Section 1.1.

1.11.4. FOOTNOTES. Use a footnote to identify the source of a quotation or the authority referred to in the text, to indicate support of a proposition, to suggest a useful comparison, to indicate contradiction, or to provide background material.

1.11.4.1. Constitution. Refer to the Constitution, then the specific article, section and paragraph. When citing the Constitution that is no longer in force, enclose in parentheses the year when it took effect. (see also Section 1.3.6).

*Examples:*

Constitution, Art. III, Sec. 12, par. 3.

Constitution (1935), Art. III, Sec. 4.

- 1.11.4.2. Laws. Refer to the law, then the year of effectivity in parentheses, regardless of whether the law is still in force, and the specific article or section.

*Examples:*

Republic Act No. 6770 (1989), Sec. 3, par. 2.

Batas Pambansa Blg. 195 (1982), Sec. 5.

- 1.11.4.3. Codes. Refer to the name of the code and either (i) the specific article or section if the provisions in the code are numbered continuously, or (ii) all clusters or headings, if the provisions are not numbered continuously. When the code is no longer in force or has been revised, put the year of effectivity in parentheses after the name of the code.

*Examples:*

Revised Penal Code, Art. 347.

Administrative Code, Book V, Title 1, Chapter 3,  
Sec. 10.

Civil Code (1889), Art. 4.

- 1.11.4.4. Rules of Court. Refer to the title, followed by the specific rule, section and paragraph. When the Rules are no longer in force or have been revised, put the year of effectivity in parentheses.

*Examples:*

Rules of Court, Rule 66, Sec 1(b).

Rules of Court (1940), Rule 3, Sec. 1.

- 1.11.4.5. Rules of Procedure of the Office of the Ombudsman. Refer to the title of the rules, followed by the issuance and serial number, the year of promulgation in parentheses, and the specific article or section.



*Example:* Rules of Procedure of the Office of the Ombudsman, Administrative Order No. 07 (1990), Sec. 1(a).

- 1.11.4.6. Executive and Administrative Issuances. Refer to the issuance, then the year of effectivity in parentheses, and the specific article or section.

*Examples:*

Presidential Decree No. 677 (1975), Sec. 1.

Proclamation No. 189 (1999), par. 2.

Executive Order No. 317 (2000), Sec. 1(c).

Letters of Instruction No. 197 (1974). Department of Justice Circular No. 131 (2011). Secretary of Justice Opinion No. 4 (1994).

- 1.11.4.7. Rules and Regulations of Administrative Agencies. Refer to the abbreviated name of the agency, the particular rule or regulation, serial number, year of promulgation in parentheses, and the section or paragraph.

*Examples:*

DSWD Administrative Order No. 04 (2012), Sec. IV.

LRA Memo Circular No. 18-2011 (2011), Sec. 1.

DENR Administrative Order No. 2014-2 (2014), Sec. 4(a).

- 1.11.4.8. Provincial, City and Municipal Ordinances. Refer to the local government unit, serial number of ordinance, and date of adoption.

*Example:* City of Mandaluyong Ordinance No. 358, s.2005, December 6, 2005.

1.11.4.9. Court Decisions. Italicize case titles as used in or appearing in published reports. Abbreviate *versus* as *v.* or *vs.* When citing several cases in a footnote, start from the latest to the earliest.

1.11.4.10. Cases Published in the Philippine Reports. In the footnote, refer to the case title as it appears in the official reporter, the *Philippine Reports*, followed by the volume, the standard abbreviation *Phil.*, the first page of the case, the page where the quoted text is found, and the year of promulgation in parentheses.

*Example: People v. Orpilla*, 196 *Phil.* 277, 288 (1981).

1.11.4.11. Cases Published in the SCRA. If the case is not yet published in the *Philippine Reports*, refer to the case title as it appears in the *Supreme Court Reports Annotated*, followed by the general registry number or docket number (G.R. No.), the date of promulgation (including the month and date), the volume, the standard abbreviation *SCRA*, the first page of the case, and the page where the quoted text is found.

*Example: Eusebio v. Angeles*, G.R. No. 123456, 22 April 1983, 123 *SCRA* 123, 128.

1.11.4.12. Unpublished Cases. If the case is not yet published in either the *Philippine Reports* or the *SCRA*, refer to the case title, the docket number, and the date of promulgation. Abbreviate *People of the Philippines* as *People*, and *Republic of the Philippines* as *Republic*. Use only the name of the first party mentioned on the *plaintiff/petitioner/complainant* side and the *defendant/respondent/accused* side. No

need to attach *et al.* even if there are many parties. If the decision was issued by a court other than the Supreme Court, indicate the name of the court and the title of issuance at the beginning.

*Examples: Republic v. Tina Batuigas*, G.R. No. 183110, 7 October 2013.  
Sandiganbayan decision, *People v. Eric Go*, Crim. Case no. 21411, 2 December 2010.

- 1.11.4.13. Records of the Office of the Ombudsman. Refer to the Records, followed by the nature of the case (only if it involves consolidated cases), folder number (written in Roman numerals), and page number.

*Examples:*

Records, Folder I, p. 2

Records, Criminal Case Folder II, p. 23.

Records, Administrative Case Folder 1, p. 10.

- 1.11.4.14. Transcript of Stenographic Notes. Cite transcripts of stenographic notes by referring to the standard abbreviation TSN, followed by the date of the clarificatory hearing or other proceedings, and the page number.

*Example:* TSN, 3 December 2013, p. 5.

- 1.11.4.15. Internet Sources. Follow the rules on citation, then add the uniform resource locator (URL, the electronic address) enclosed in angled brackets, followed by the word *visited* and the date the material was last accessed on the Internet in parentheses. *Example: Rosemond v. United States*, No. 12-895, 5 March 2014

<[http://www.supremecourt.gov/opinions/13pdf/12-895\\_3d9g.pdf](http://www.supremecourt.gov/opinions/13pdf/12-895_3d9g.pdf)> (visited 18 March 2014).

1.11.5. REPEATING CITATIONS. Once a full citation to a material has been provided, subsequent references within the same document can be in short form. Use such short-form citation so that the reader will find it easy to return to the full citation.

1.11.5.1. Supra. Use *supra* to refer to a material previously cited on the same or preceding page.

1.11.5.1.1. If the title of the cited material is given in the text, place the source in the footnote. When the cited material is again repeated in the text, use *supra*.

1.11.5.1.2 If more than one page intervenes between the citations, use *supra*, followed by the word *note*, then the footnote number where the full citation can be found. Whenever helpful, include the specific volume, section, paragraph or page number that shows how the subsequent citation varies from the former.

*Example:*

---

14 *Marohomsalic v. Cole*, *supra* note 2, at 113.

1.11.5.2. Id. Use *Id.* to refer to the immediately preceding footnote that cites only one authority. Whenever helpful, include the specific volume, section, paragraph or page number that shows how the subsequent citation varies from the former. Do not use *Id.* if the immediately preceding footnote cites

more than one authority; instead, give the full citation of the authority.

- 1.11.5.3. Vide or see. This introductory signal cites a material that clearly supports the proposition but does not expressly state the exact phrase.

## 2. TRENDS IN LEGAL DRAFTSMANSHIP

### The Rules of the Road

1. Use strong verbs.
2. Eliminate legal jargon.
3. Write clearly and simply, while keeping things as short as possible.
4. Don't hedge. If you must hedge, explain why.
5. Keep your sentences to twenty-five words or less.
6. Move most subordinate clauses to the beginnings or ends of sentences.
7. Write for your readers, not for yourself.
8. Use specific imagery, not vague generalities.
9. Remember that understated prose is the best form of expression.
10. Use simple language.

– Steven D. Stark, *Writing to Win: The Legal Writer*

### 2.1. COHERENCE

- 2.1.1. Clear writing is a product of clear thinking. Think, plan and organize. Outline your thoughts. Editor and lexicographer Bryan Garner recommends nonlinear outlining when planning your writing.<sup>1</sup>

In *The Lawyer's Guide to Writing Well*,<sup>2</sup> Tom Goldstein and Jethro Lieberman enumerate ten steps in writing:

- a. Develop a theory; write it down.

<sup>1</sup> See Garner (2013), especially Tip No. 2: “For maximal efficiency, plan your writing projects. Try nonlinear outlining.” Garner, Bryan A. *Legal Writing in Plain English: A Text with Exercises*. 2<sup>nd</sup> ed. Chicago and London: The University of Chicago Press, 2013. Kindle file.

<sup>2</sup> Goldstein, Tom, and Lieberman, Jethro K. *The Lawyer's Guide to Writing Well*. 2<sup>nd</sup> ed. California and London: University of California Press, 2002. Kindle file. (41–42).

- b. Research; take notes.
- c. Jot down a rough outline.
- d. Reassess your theory; explain it to yourself on paper.
- e. Set down a formal outline.
- f. Compose.
- g. Reorganize.
- h. Rewrite.
- i. Edit and edit again.
- j. Proofread.

- 2.1.2. Organize your ideas well.<sup>3</sup> Provide context before detail. Readers understand more easily if they have a context.<sup>4</sup> Most readers begin with no knowledge of the case, so orient them by framing the issue briefly and plainly before giving the facts. Let the readers know what the case is about; give them the “big picture” perspective.

Writing is more persuasive when it obeys the laws of nature, logic, and drama by following the sequence of time, cause and effect, and climax.

– Daniel U. Smith, *Persuasive Legal Writing*

- 2.1.3. Try using headings; they tell the reader what is coming. As signposts, they guide the reader by distinguishing one major point from another.<sup>5</sup> Creating headings also helps you organize your thoughts, provides a visual variety to the document, and signals the readers when to take a break to digest the material.<sup>6</sup>

<sup>3</sup> Garner says: “Have something to say—and think it through” (Tip No. 1).

<sup>4</sup> Painter, Mark P. “Legal Writing 201: 30 Suggestions to Improve Readability or How to Write for Judges, Not Like Judges.” *Plain Language Association International*. Plain Language International Network, March 2002. Web, visited 6 March 2014.  
<<http://www.plainlanguagenetwork.org/legal/legalwriting.pdf>>. See also Garner, especially Tip No. 22: “Use the ‘deep issue’ to spill the beans on the first page.”

<sup>5</sup> Garner says: “Provide signposts along the way” (Tip No. 27). See also Tip No. 4: “Divide the document into sections, and the sections into subparts as needed. Use informative headings.”

<sup>6</sup> Painter, 11.

Make your headings interpretive—that is, it conveys information and adds value. Daniel U. Smith recommends that headings “assert a complete point rather than a topic or category.”<sup>7</sup> Instead of using a bland or generic heading such as “Issue,” try using an interpretive and meaningful heading such as “Affirming the Ombudsman’s Plenary Power to Conduct Preliminary Investigation.”

- 2.1.4. Arrange sentences and paragraphs in an easy-to-follow manner. Order your material in a logical sequence. Use chronology when presenting facts. Keep related material together.<sup>8</sup>
- 2.1.5. Place the most important ideas first.<sup>9</sup> The first paragraph receives the most focus in a document, while the first sentence receives the most focus in a paragraph. In legal writing, the topic sentence should “almost always”<sup>10</sup> begin a paragraph. Steven Stark believes that “in legal writing, we should always lead with our conclusions or a summary.”<sup>11</sup>
- 2.1.6. Develop only one main idea per paragraph. Let each sentence in the paragraph discuss or support the main idea (topic sentence).<sup>12</sup>
- 2.1.7. Design and organize your writing so that key points are immediately visible. Number the points so that the reader can comprehend them more easily. If there are only a few distinct points, you can use bullet points.<sup>13</sup> Lists are effective in highlighting and simplifying information.

<sup>7</sup> Garner says: “Highlight ideas with attention-getters such as bullets” (Tip No. 43). See also Tip No. 42: “Create ample white space—and use it meaningfully”

<sup>8</sup> See Garner, especially Tip No. 3.

<sup>9</sup> Garner says: “Introduce each paragraph with a topic sentence” (Tip No. 24).

<sup>10</sup> Goldstein and Lieberman, 94.

<sup>11</sup> Stark, Steven D. *Writing to Win: The Legal Writer*. 3<sup>rd</sup> ed. New York: Three Rivers Press, 2012. Kindle file. 15.

<sup>12</sup> Goldstein and Lieberman, 95.

<sup>13</sup> Garner says: “Highlight ideas with attention-getters such as bullets” (Tip No. 43). See also Tip No. 42: “Create ample white space—and use it meaningfully”



<i>Instead of</i>	<i>Consider</i>
<p>In her Counter-Affidavit, respondent Zamora raises as her defense the Affidavit of Desistance executed by complainant Cotiongco dated 1 September 2010, which was attached to his Motion to Drop Some Respondents from the Case. She further raises the following arguments: (1) she was among those who objected to the proposed food expo of the World Trade Center; (2) she took no part in the finalization of any agreement with the chefs and restaurants; (3) she had no opportunity to view the food exhibits prior to the expo; and (4) that she was not present when the stalls were installed at the World Trade Center. (104 words)</p>	<p>In her Counter-Affidavit, respondent Zamora argued that</p> <ol style="list-style-type: none"> <li>complainant Cotiongco himself acknowledged in his Affidavit of Desistance<sup>1</sup> that she should be dropped from this case</li> <li>she had objected to the proposed food expo</li> <li>she had not taken part in finalizing any agreement with the chefs and restaurants</li> <li>she had not viewed the exhibits prior to the expo</li> <li>she had not been present when the stalls were installed.</li> </ol> <p>(71 words)</p> <p><sup>1</sup> Affidavit of Desistance of complainant Cotiongco dated 1 September 2010, attached to his Motion to Drop Some Respondents from the Case.</p>

- 2.1.8. Go from old information to new information. Introduce your readers to the “big picture” first by giving them information they already know. Then they can link what is familiar to the new information you give them. As that new information becomes familiar, it too becomes old information that can link to newer information.

Smith recommends the same: “Start with familiar information to lead to new information.”<sup>14</sup> Judge Mark Painter calls this strategy “building on context—building on prior knowledge.”<sup>15</sup>

<sup>14</sup> Smith, 33

<sup>15</sup> Painter, 11.

<i>Instead of</i>	<i>Consider</i>
In March 1987, Concepcion applied to the GSIS for extended maternity benefits. The lower court did not err by affirming the GSIS’s denial of Concepcion’s request for extended benefits, since those benefits were not available during the period for which she sought eligibility.	In March 1987, Concepcion applied to the GSIS for extended maternity benefits, which the GSIS denied. <u>This denial</u> was correctly affirmed by the lower court since the extended maternity benefits were not available during the period in which Concepcion had sought eligibility.
The first sentence talks about a request for benefits (old information). Instead of building on this old information, the second suddenly talks about the lower court (new information).	The first sentence refers to a denial of the request (old information), which is echoed in the second sentence before new information (the lower court) is given.

2.1.9. Use transitional phrases correctly<sup>16</sup> (see Section 5.3).

2.1.10. Use graphs, tables or lists to break down complicated facts. Sometimes graphics help in presenting tricky issues or confusing facts. Lists may be used to interpret and number information.

2.1.11. Garner advises us to create “white space and use it meaningfully.”<sup>17</sup> White space—the space free of text or

<sup>16</sup> Goldstein and Lieberman, 146–148.

<sup>17</sup> Garner explains, “The white space around the text is what makes a page look inviting and roomy. The lack of it makes the page look imposing and cramped” (Tip No. 42).

graphic—creates a visual contrast, lets the document “breathe,” and provides a resting point for the readers.

*Example:*

The disbursement voucher was

- a. certified by respondent Cepeda that the partial payment for the fertilizers is necessary, lawful and made under his direct supervision;
- b. signed by respondent Moral, Municipal Accountant;
- c. certified by respondent Aguilar that cash was available; and
- d. approved by respondent Mayor Cantada.

- 2.1.12. Be consistent with terms. Do not switch back and forth between “Subject,” “Villamor,” and “Subject.”

Gertrude Block suggests: “Use the same words to refer to the same thing, different words to different things. This refers to the tendency of some writers to refer by different names to the same referent, or what is known as elegant variation. While variation may be desirable in ordinary writing, introducing synonyms or other word variations in judicial writing may cause confusion or ambiguity. On the other hand, the opposite tendency, that of calling different things by the same name, is known as legerdemain with two senses or ultraquistic subterfuge. The result is confusion for the reader, who assumes that a word retains its original meaning when used again in the same sentence.”<sup>18</sup>

- 2.1.13. Before inserting a quotation into your text, create a meaningful lead-in—that is, an introduction that allows the reader to move smoothly on to the quotation.<sup>19</sup> Do not use hackneyed lead-ins such as “The court stated as follows” or “The law reads, to wit.” Instead, make the lead-in interpretive. Make the lead-in specific and assert your point. The quotation, after all, should merely support your point. The quotation is *not* the point.

*Example:* “*Soriano v. Serna* affirms that the Ombudsman’s plenary power to conduct a preliminary investigation cannot be

<sup>18</sup> *Manual of Judicial Writing*. Supreme Court of the Philippines, 2005.52, quoting Gertrude Block, *Effective Legal Writing* 61–62 (3<sup>rd</sup> ed. 1986).

<sup>19</sup> Garner says: “Weave quotations deftly into your narrative” (Tip No. 29).

interfered with by the Court, thus:”

In legal writing, a long quotation, especially one longer than two or three sentences, is distracting. Be prudent in choosing which material to quote. Just quote the most relevant and persuasive part. According to Stark, “The basic rule of quotation in ordinary writing is this: You quote someone if the quotation speaks directly to the point, or if the author said something far more eloquently than you could.”<sup>20</sup>

Lawyers who use long quotations are usually thinking more about themselves than about their audience. Long quotations are often inserted out of laziness or insecurity: The writer is too tired or too uncomprehending to distill the essence of the thought. Rather than undertake that intellectual work, the lazy writer leaves it to the reader.

– Goldstein and Lieberman, *The Lawyer’s Guide to Writing Well*

## 2.2. CLARITY

Since we write for the busy, impatient reader, we make our writing easy to understand. The best kind of writing is easy reading.<sup>21</sup>

2.2.1 Use simple words and phrases whenever possible. The purpose of our writing is to communicate. We write to express, not to impress.<sup>22</sup> Thus, use *study* instead of *peruse*, use *near* instead of *close proximity*, use *begin* or *start* instead of *commence*, and use *hasten* instead of *expedite*. Use the longer word only if the meaning is so specific that no other word will do.

<sup>20</sup> Stark, 158.

<sup>21</sup> Garner says: “Remember that good writing makes the reader’s job easy; bad writing makes it hard” (Tip No. 50). See also Tip No. 20: “Make everything you write speakable.”

<sup>22</sup> Garner says: “Draft for an ordinary reader, not for a mythical judge who might someday review the document” (Tip No. 31).

<i>Instead of</i>	<i>Consider</i>
absence of	none
answer in the affirmative	say “yes”
approximately	about, around
at the present time for the present time at this point in time	now
concerning	about, on
despite the fact that in spite of the fact that	despite
due to the fact that on the grounds that in view of the fact that for the reason that	since, because
during the time that	while
endeavor	try
heretofore	until now
inasmuch as	since
in order that	so that
in order to	to
in the near future	soon
in the event that	if
by means of	by
in many cases	often
in the course of	during
in the majority of instances	often, frequently, many times
methodology	method
numerous	many
subsequent to	after
undersigned	I
with reference to with regard to with respect to/in respect of	about, regarding
with the exception of	except

Instead of: The focus of the investigation is aimed at determining the veracity of the above information, thereby establishing whether or not there exists sufficient evidence to warrant the conduct of forfeiture

proceedings and the filing of administrative and/or criminal complaints against the Subject.

Consider: The investigation determined whether there is sufficient evidence to conduct forfeiture proceedings and file administrative or criminal complaints against the Subject.

- 2.2.2. Use short, easily understood sentences for complex information or line of reasoning. When writing about a difficult or complicated matter, use simple sentences so that the ideas are more accessible. Do not cram too many thoughts in one sentence. The brain processes information better when the information is broken into small chunks.

The subject of any sentence is the topic—it is the focus of the sentence. In this example, the focus should be on the defendant, not on the writer’s *perusal*.

<i>Instead of</i>	<i>Consider</i>
Perusal of the records shows that as the Chief Finance Officer of Wonderland Corporation, the herein defendant is accountable for the funds she received in behalf of Wonderland Corporation.	As the Chief Finance Officer of Wonderland Corporation, the defendant is accountable for the funds she received on behalf of the corporation.

The most persuasive construction is the simplest. The writer’s job is to reduce complex ideas and constructions to their essence.

– Daniel U. Smith, *Persuasive Legal Writing*

- 2.2.3. Keep paragraphs short to be readable.<sup>23</sup> The reader needs breaks in digesting complex material. The white space created by paragraphs

<sup>23</sup> Garner says: “Vary the length of your paragraphs, but generally keep them short” (Tip No. 26).

allows the material to “breathe.”

- 2.2.4. Keep the subject, the verb and the object together—ideally at the beginning of the sentence.<sup>24</sup> Do not separate related words. Why? The function of the subject is to do the action of the verb. The function of the object is to receive the action of the verb. For easier reading, these three are read together.

The subject *aggrieved party* is too far from the verb phrase *may file*. The intervening phrase that separates the subject from the verb is too lengthy.

<i>Instead of</i>	<i>Consider</i>
The aggrieved party may, upon a showing that the office acted with grave abuse of discretion, or more specifically, that it exercised its power arbitrarily or despotically by reason of passion or personal hostility, and such exercise was so patent and gross as to amount to an evasion of positive duty, or to a virtual refusal to perform it or to act in contemplation of law, file a petition for certiorari with the Supreme Court.	The aggrieved party may file a petition for certiorari with the Supreme Court upon a showing that the office acted with grave abuse of discretion, or more specifically, that (i) it exercised its power arbitrarily or despotically by reason of passion or personal hostility, and (ii) such exercise was so patent and gross as to amount to an evasion of positive duty or a virtual refusal to perform it or act in contemplation of law.

<sup>24</sup> Garner says: “Keep the subject, the verb, and the object together—toward the beginning of the sentence” (Tip No. 7). See also Goldstein and Lieberman, 142–143.

The subject *fees, dues and taxes* is too far from the verb phrase *must be reimbursed*. The intervening phrase that separates the subject from the verb is too lengthy.

<i>Instead of</i>	<i>Consider</i>
Fees and assessments due on the unit, <u>including condominium association dues, penalties and charges imposed in 2011, except for the special assessment on building exterior painting, for which ABC, Inc. as unit owner is assessed and liable according to the Master Deed and Declaration of Restrictions</u> , must be reimbursed by ABC, Inc.	ABC, Inc. must reimburse the fees and assessments due on the unit. These fees include association dues, penalties and charges imposed in 2011, except for the special assessment on the building exterior painting, for which ABC, Inc. as unit owner is liable under the Master Deed and Declaration of Restrictions.
	Fees and assessments due on the unit must be reimbursed by ABC, Inc. These fees include association dues, penalties and charges imposed in 2011, except for the special assessment on the building exterior painting, for which ABC, Inc. as unit owner is liable under the Master Deed and Declaration of Restrictions.

The muscle that gives a sentence power is the subject acting through the verb on the object. Make this action obvious by keeping subject, verb, and object close together, deleting clutter and dividing a long sentence in two.

– Daniel U. Smith, *Persuasive Legal Writing*



- 2.2.5. Make sure the antecedent of the pronoun is easily accessible.<sup>25</sup> Avoid unclear pronoun references. A pronoun replaces a noun, which is called the antecedent. A pronoun must refer clearly to the antecedent—a noun in the current or previous sentence. If the pronoun refers to a noun that has been implied but not stated, clarify the reference by explicitly using that noun or recasting the sentence.

Guidelines in using pronouns:

- A pronoun can replace only a noun. That is why it is called a *proNOUN*.
- A pronoun must sync with its noun. That is why it is called a *PRO*noun.
- The noun that it replaces has been already mentioned. That is why this noun is called the *ANTE*cedent.
- The antecedent is near enough.
- There should only be one antecedent.

- 2.2.6. Reword long noun sequences (also called noun strings).<sup>26</sup>

Avoid noun strings if you wish to make your writing sound crisper and more dynamic. Try not to string common nouns together because a series of nouns is difficult to understand. One way to revise a string of nouns is to change one noun to a verb.

Unclear: the provincial government appropriations policy

Clearer: the appropriations policy of the provincial government

Unclear: the employee relations improvement program

Clearer: the program to improve employee relations

- 2.2.7. Use verbs instead of nouns. Instead of using *verbs + nouns + prepositions* to express ideas, use verbs to directly express the meaning.<sup>27</sup>

Instead of: Defendant had a consultation with Dr. Gonzaga.

Consider: Defendant consulted Dr. Gonzaga.

<sup>25</sup> Goldstein and Lieberman, 136–137.

<sup>26</sup> Id. at 122–123.

<sup>27</sup> Garner says: “Turn *-ion* words into verbs when you can” (Tip No. 15). Goldstein and Lieberman, 128–130.

Note that in the above example, the noun *consultation* requires a verb (*had*), a preposition (*with*), and an article (*a*). A noun requires many other words. A verb, however, creates a crisper, dynamic and more vigorous sentence.

<i>Instead of</i>	<i>Use a verb</i>
pursuant to the agreement in accordance with the agreement	as agreed
prove beneficial	benefit
came to the conclusion reached the conclusion	concluded
gave consideration to took into consideration	considered
had a tendency to	tended to
affixed his signature	signed
rendered assistance to	assisted
made the announcement	announced
be suitable for	suited to
give instructions to	instruct
make mention of	mention
is capable of is able to	can

Instead of: The absence of evidence to establish Subject's accumulation of unexplained wealth warrants the closure and termination of this investigation.

Consider: Since there is no evidence that Subject accumulated unexplained wealth, this investigation should be terminated.

When we use verbs instead of nouns or adjectives, we introduce characters and unearth the story behind the narrative.

Instead of: Their lack of pertinent data prevented the evaluation of bank decisions in targeting funds to areas in greatest need of assistance.

Consider: Since they lack data, they could not evaluate the bank's decisions on which areas need the most funding.

Another way to avoid nominalization (the use of nouns) is to get rid of prepositions.<sup>28</sup> Too many prepositions drain the action from a sentence. Simplify wordy phrases by using a verb.

Instead of: Prior to his or her appearance at an arbitration conference, it is incumbent for a lawyer to take into consideration all matters relevant to a settlement agreement.

Consider: Before an arbitration conference, a lawyer should consider all matters relevant to settlement (or “all matters relevant to settling the case”).

- 2.2.8. Clarify sentence structure.<sup>29</sup> Place modifiers—that is, descriptive words, phrases and clauses—in the right place: next to or as close as possible to whatever they describe (correct syntax). Otherwise, the incorrect arrangement of words may result in erroneous logic.

*Misplaced modifier:* A misplaced modifier describes the wrong word or phrase, which is the word or phrase nearest the modifier. To correct a misplaced modifier, either transfer it nearer the word or phrase that it is supposed to describe or recast the sentence.

Instead of: Being the principal anti-graft agency, the Civil Service Commission should defer to the jurisdiction of the Office of the Ombudsman.

Consider: The Civil Service Commission should defer to the jurisdiction of the Office of the Ombudsman, which is the principal anti-graft agency.

<i>Instead of</i>	<i>Consider</i>
The fee will not be payable with respect to renewals of contracts <u>that are concluded after the year 2012.</u>	The fee will not be payable with respect to contract renewals [that are] concluded after 2012.

<sup>28</sup> Goldstein and Lieberman, 127.

<sup>29</sup> Id. at 140–142.

Since the clause “which are concluded after the year 2012” is nearest the word *contracts*, then it applies to and describes *contracts*.

Since the phrase “concluded after 2012” is nearest the phrase *renewals*, then it applies to and describes *renewals*.

*Dangling modifier:* A dangling modifier describes a doer that is not found in the sentence. To correct this error, insert the doer of the action.

Instead of: Finding no error, the judgment was affirmed.  
[Who found no error? The judgment?]

Consider: Finding no error, the court affirmed the judgment.

Instead of: Being an accountable officer, the taking of property for personal use amounts to the crime of Malversation of Public Funds or Property. [Who is the accountable officer? The taking?]

Consider: The taking of property for personal use by the Subject, an accountable officer, amounts to the crime of Malversation of Public Funds or Property.

*Squinting modifier:* A squinting modifier describes two different words or phrases at the same time. To correct this, move the modifier nearer the word or phrase that it should describe and away from the other word or phrase.

Instead of: The officer said after the conference the investigation would begin. [What does the term “after the conference” describe—does it refer to when the investigation would begin or to when the officer said it?]

Consider: After the conference, the officer said that the investigation would begin.  
The officer said that the investigation would begin after the conference.

- Instead of: The party to whom the summons was delivered immediately discovered the sheriff's mistake.  
[What happened immediately—the delivery or the discovery?]
- Consider: The party to whom the summons was immediately delivered discovered the sheriff's mistake.  
The party to whom the summons was delivered discovered the sheriff's mistake immediately.

*Limiting modifiers:* Limiting modifiers—such as *only*, *almost*, *merely*, *just*—limits the nearest word or phrase.

Consider how the meaning changes when we transfer *only*.

- Only the Subject signed the contract. [This means that only one party signed the contract.]
- The Subject only signed the contract. [Sounds awkward—what else should the Subject do with the contract?]
- The Subject signed only the contract. [This means the Subject did not sign any other document—just the contract.]

Consider how the meaning changes when we transfer *almost*.

- SARS almost killed 1/10 of the population. [Exactly 1/10 of the population was hit by SARS, but nobody died. Some people *almost* died.]
- SARS killed almost 1/10 of the population. [People died because of SARS, and the number reached almost 1/10 of the population.]

- 2.2.9. Follow parallelism. Put a series of words, phrases or clauses in parallel structure (similar grammatical construction) so the reader can identify the linking relationship easily and clearly.<sup>30</sup>

Writing parallel lists simply means that each item in the list has the same structure. To be parallel, each item in the list might

<sup>30</sup> Garner says: “Use parallel phrasing for parallel ideas” (Tip No. 8). See also Tip No. 34: “Break down enumerations into parallel provisions. Put every list of subparts at the end of the sentence—never at the beginning or in the middle.”

- use the same part of speech (noun, verb, adjective, adverb)
- use the same verb tense (present, past, future)
- use the same voice (active or passive)
- use the same sentence type (statement, question)
- use the same phrase or clause (infinitive, participial).

Instead of: The evidence was inconclusive, prejudicial, and it had no relevance to the issue.

Consider: The evidence was inconclusive, prejudicial and irrelevant. (Use all adjectives.)

<i>Instead of</i>	<i>Consider</i>
The panel concluded that they should call in a consultant or have three technicians reassigned.	The panel concluded that they should call in a consultant or reassign three technicians.

The two ideas use different voices: one is active (*should call in a consultant*) and the other is passive (*have three technicians reassigned*).

The two ideas now use the active voice, making the point easier to understand.

<i>Instead of</i>	<i>Consider</i>
In Bicol, where the threat of typhoons is persistent, we learned that it is important to become aware of the warning signs. There are precautions to take, and deciding when to take shelter is crucial.	In Bicol, where the threat of typhoons is persistent, we learned that it is important to become aware of the warning signs, take precautions, and decide when to take shelter.

The three ideas use different forms: one is an infinitive (*to become aware of the warning signs*), the other is an expletive (*there are precautions to take*), and the last is a gerund (*deciding when to take shelter*).

The three ideas now use infinitives.

<i>Instead of</i>	<i>Consider</i>
<p>To convict an accused of the crime of falsification of a public official document, the following requisites must be established:</p> <ul style="list-style-type: none"> <li>• That the accused was a public officer, employee or notary public.</li> <li>• He took advantage of his official position.</li> <li>• The offender makes in a document an untruthful statement in a narration of facts.</li> <li>• He has a legal obligation to declare the truth of the facts narrated by him.</li> <li>• The facts narrated by him are absolutely false.</li> <li>• That the act of falsification was committed to the damage of a third party or with intent to cause damage.</li> </ul>	<p>To convict an accused of falsification of a public document, it must be proven that he</p> <ul style="list-style-type: none"> <li>• was a public officer, employee or notary public;</li> <li>• took advantage of his position</li> <li>• narrated in a document facts that are absolutely false</li> <li>• has a legal obligation to declare the truth of the facts he narrated</li> <li>• committed the falsification to the damage of a third party or with intent to cause damage.</li> </ul>

Parallelism makes complex information easier to grasp.

- Daniel U. Smith, *Persuasive Legal Writing*

## 2.2.10. Emphasize your point by using the active voice or the passive voice.

ACTIVE VOICE: more direct and vigorous. Generally the active voice produces more concise and more powerful sentences.<sup>31</sup>

- A verb in the active voice emphasizes the person or thing performing the action.
- A verb in the passive voice emphasizes either the action or the person or thing that receives the action.

PASSIVE VOICE: useful when you don't want to call attention to the doer; when the doer is obvious, unimportant or unknown; or when passive voice is the conventional style among your readers.

*Example:* The audio recordings of the “Hello Garci” telephone conversation were released to the public in June 2005.

<i>Active</i>	<i>Passive</i>
The <u>engineer</u> bolted the gears to the assembly.	The <u>gears</u> were bolted to the assembly [by the engineer].

Choose the subject of the sentence well. The subject here is *engineer*—the topic. For the paragraph to be coherent, the next sentence should talk about the engineer, not the gears or the machine.

The subject is *gears*, not the engineer. The focus, therefore, should be on the gears or machine, not the engineer. In a passive voice construction, the doer of the action is unknown or irrelevant. For the paragraph to be coherent, the next sentence should talk about the gears or the machine, not the engineer.

<sup>31</sup> Garner prefers the active voice: “Prefer the active voice over the passive” (Tip No. 9). See also Goldstein and Lieberman, 130–133.



2.2.11. Use appropriate emphasis and subordination. Help your reader to understand which of your ideas you consider most important by using emphasis and subordination.

- To emphasize an idea, place it in a short sentence. You can provide further explanation, example or evidence in the succeeding sentences.
- To subordinate an idea, place it in a compound sentence.

*Emphasis:* Smoking will no longer be permitted in the building. The Committee on Employee Health and Safety reached this decision after considering evidence from researchers and physicians on the dangers of secondhand smoke.

*Subordination:* After the Committee on Employee Health and Safety has considered evidence on the dangers of secondhand smoke, it has decided that smoking would no longer be permitted in the building.

<i>Subordinated</i>	<i>Emphasized</i>
Ocular inspection of the office premises, plus credit checks with banks, suppliers and customers, reveal no adverse findings.	No adverse findings were discovered after an ocular inspection of the office premises, plus credit checks with banks, suppliers and customers.

The absence of adverse findings is subordinated. What is highlighted here is the fact that an inspection was done.

The lack of adverse findings is emphasized. The inspection is subordinated.

2.2.12. Whenever possible, avoid double or multiple negatives—that is, when two or more forms of negation are used in the same sentence. A

sentence in positive form is easier to understand, while a negative construction is difficult to navigate.<sup>32</sup>

Recast the sentences in positive form.

Instead of: It is, therefore, not far-fetched to concede that the funds and assets are private in character.

Consider: The funds and assets, therefore, are clearly private in character.

Instead of: No transfer of club membership will be approved unless the administrator reviews the application and finds that it is not lacking any requisite materials.

Consider: A transfer of club membership is approved only after the administrator finds that the application and requisite materials are in order.

<i>Instead of</i>	<i>Consider</i> <sup>33</sup>
not accept	reject
not unlike	similar, alike
does not have	lacks
does not include	excludes, omits
not ... unless	only if
not ... except	
not ... until	only when
not often	rarely
not many	few

2.2.13. Construct sentences so that a citation is at the end of the sentence, not in the middle. Better yet, put citations in footnotes, making the document readable.<sup>34</sup>

2.2.14. Use explanatory footnotes prudently and whenever appropriate. Footnotes help remove extraneous data from the main text and prevent

<sup>32</sup> More discussion and exercises in Goldstein and Lieberman, 122–124.

<sup>33</sup> More discussion and examples in Smith, 86.

<sup>34</sup> Garner says: “Unclutter the text by moving citations into footnotes” (Tip No. 28). See also Painter, 13.

overchronicling. Some facts—including some dates and names—are not relevant to the issue and may be stated in the footnotes.<sup>35</sup>

<i>Without Footnotes</i>	<i>With Footnotes</i>
<p>Perusal of the records showed that TCT No. 1234 is adjacent lot with TCT No. 5678. Subject Hubalde utilized the properties wherein he funded the construction of the four-storey condominium. Records from the Office of the Building Official of Parañaque revealed that the actual construction cost of the said improvement pegged at PhPXXX. Building Permit No. 98765 indicated that Subject Hubalde applied for the issuance of the same on 1 January 2000.</p> <p>Ocular inspection conducted in the said property revealed that it is a 4-storey condominium and this was verified through the related Site Development Plan or a blueprint of the house. (102 words)</p>	<p>The lot covered by TCT No. 1234 is adjacent to that covered by TCT No. 5678. Hubalde funded the construction on these lots of a four-storey condominium,<sup>1</sup> which cost PhPXXX.<sup>2</sup> He applied for a building permit (Building Permit No. 98765) on 1 January 2000. (45 words)</p> <p><sup>1</sup> Based on the Site Development Plan (blueprint) and an ocular inspection of the property. <sup>2</sup> Based on the records of the Office of the Building Official of Parañaque.</p>

<i>Without Footnotes</i>	<i>With Footnotes</i>
<p>On December 21, 2004, public respondents made the full payment of the fertilizers to Wonderbiz Trading, which is substantiated by the following documents: Disbursement Voucher with No. 93847204983, Annex “11” of the complaint; Check No. 847392 dated</p>	<p>On December 21, 2004, public respondents fully paid Wonderbiz Trading for the fertilizers. The payment was supported by Disbursement Voucher No. 93847204983,<sup>1</sup> Check No. 847392 dated December 22, 2004,<sup>2</sup> and undated Official Receipt No. 01674<sup>3</sup> for PhP1,750,000.00.</p>

<sup>35</sup> Painter, 10.

December 22, 2004, Annex “12” of the complaint; and undated Official Receipt No. 01674 issued by Wonderbiz Trading, Annex “13” of the complaint, in the amount of PhP1,750,000.00.

<sup>1</sup> Annex “11” of the Complaint, Id. at 55.

<sup>2</sup> Annex “12” of the Complaint, Id. at 57.

<sup>3</sup> Annex “13” of the Complaint, Id. at 59.

## 2.3. CORRECTNESS AND WORD STYLE

2.3.1. Edit for clarity and syntax. Benjamin R. Norris in his article *Writing to Win* recommends that we should practice “ruthless edits.”<sup>36</sup>

2.3.2. Edit, edit, edit and edit again. Edit for typos and bad grammar. Double-check cut-and-paste facts and arguments, particularly for telltale signs of a “save as” document file.

Proofread immediately after you write, and then again hours or, better yet, days later. Check each copy of your document. Do all copies have all the pages? Are the pages upside-down or in the wrong order? Such collating mishaps can break up the flow of your argument. Your best argument may be lost when the reader has to hunt around for the next page or turn your document upside down to try to read your most persuasive passage.

2.3.3. Use precision words; legal writing is, after all, technical writing. Use the “core word”—the word allows you to delete the helping words.<sup>37</sup>

Following Goldstein and Lieberman’s urging, we must “double-check meanings in the dictionary,”<sup>38</sup> particularly in the following instances:

Partake:           The two deeds of assignment were notarized; hence, they partake of the nature of a public document. [The verb *partake*, which means

<sup>36</sup> Norris, Benjamin R. “Writing to Win.” *State Bar of Arizona*. Arizona Attorney, December 2000. PDF file and Web, visited 6 March 2014.  
<<https://www.myazbar.org/AZAttorney/Archives/Dec00/AZAT120034-writing.pdf>>.

<sup>37</sup> Smith, 24.

<sup>38</sup> Goldstein and Lieberman, 109.

“to be characterized by a quality,” is ineffectual in this sentence. A notarized document is not merely imbued with the character of a public document; it *is* a public document.]

**Emanate:** The conduct of forfeiture proceedings emanated from the resolution of OMB-C-F-06-XXX dated 26 January 2014. [The verb *emanate* can refer only to a feeling, quality or sensation, and never to a proceeding.]

**Heretofore:** All documents relevant to this complaint are heretofore attached and marked alphabetically as Annexes, all integral parts of this complaint. [The adverb *heretofore* means “previously” or “before now.” Perhaps the writer meant to use the adverb *hereto*. Actually, this sentence does not need either adverb.]

**Then and there:** At around 2:00 a.m. of February 7, 2007, Mr. Conrado Santiago, with postal address at 20 Marilao Street, Cebu City, then and there and without my consent entered my dwelling. [The phrase *then and there* means “immediately.”]

- 2.3.4. Use specific, concrete language<sup>39</sup> rather than abstract language. Avoid generalizing and using motherhood statements. Instead of mentioning “the current situation,” explain exactly what the situation is, whether it’s a deportation or a forfeiture proceeding.

<i>Instead of</i>	<i>Consider</i>
Based on the foregoing, it is clear that <i>Mysterioso</i> did not lack	<i>Mysterioso</i> clearly had artistic and social value, making it a

<sup>39</sup> Garner says: “Use strong, precise verbs. Minimize *is*, *are*, *was*, and *were*” (Tip No. 13).

artistic or social value as to remove it from the ambit of constitutionally protected expression. (27 words)

constitutionally protected expression. (13 words)

Avoid multiple negatives such as “did not lack... as to remove it from.”

The phrase “remove it from the ambit of constitutionally protected expression” is ornate. While such language sounds impressive, it does not make for easy, bottom-line reading.

2.3.5. Take note of the connotative meaning of words and phrases. Always consider the meaning of words, as well as their connotation (impact and impression).

- Denotative meaning: the primary, dictionary meaning.  
*Example: cheap* means “low in price.”
- Connotative meaning: what the word connotes, implies or suggests, or what comes to mind or what we associate with a word. *Cheap* connotes that something is “inexpensive because of inferior quality.”

2.3.6. Use only essential words from traditional legal phrases.<sup>40</sup> Don’t be clever—be clear. Limit the legalese and lawyerisms. According to Painter, “lawspeak” such as *hereinafter* and *aforesaid* must be purged because they “do not add anything but wordiness and detract from readability.”<sup>41</sup>

### LAWYERISMS AND SUGGESTED SUBSTITUTES

Above and captioned	this case, this claim
Aforementioned	(delete or rename)
Aforesaid	(delete or rename)
Attached hereto	attached is or are

<sup>40</sup> Garner says: “Learn to detest simplifiable jargon” (Tip 12).

<sup>41</sup> Painter, 20.

During the course of	during
Forswear	give up, renounce
Forthwith	immediately
Hereafter	from now on
Hereby	(delete)
Herein	in this document
Hereinabove	the above
Hereinafter	here called
Hereof	of this
Heretofore	previously
Herewith	along with this
Hitherto	up to now, up until lately
In regard to	about, regarding, on
Inasmuch as	since, because
In reference to	about, regarding
Moreover	further, in addition
Premises considered	(delete)
Said (as an adjective)	(delete or replace with <i>the</i> )
Same (as noun)	(use appropriate pronoun)
Thence	from that time, from that place
Thenceforth	from then on
Thereabout	nearby
Thereafter	from then on
Thereat	there
Therefor	for this, for that
Therefrom	from it, from that
Therein	in
Thereof	(delete)
Thereon	on
Thereout	(delete)
Thereover	(delete)
Therethrough	(delete)
Thereto	(delete)
Theretofore	(delete)
Thereunder	(delete)
Therewith	(delete)
To wit	for example, that is to say
Whensoever	whenever
Whereas	(delete unless you mean “on the contrary”)
Whereat	at what, at which

Whereby	by which
Wherefore	why, for what
Wherein	in what, in which
Whereof	of what, of which
Whereon	on what
Whereupon	after which
Whilst	while
Witnesseth	(delete)

- 2.3.7. Use Latin phrases sparingly and only when necessary. Whenever possible, use everyday language. A few—*res ipsa loquitur*, *ab initio*—are perhaps acceptable, but do not litter your document with too much Latin.<sup>42</sup>

Lawyerisms are words like *aforementioned*, *whereas*, *res gestae*, and *hereinafter*. They give writing a legal smell, but they carry little or no legal substance. When they are used in writing addressed to nonlawyers, they baffle and annoy. When used in other legal writing, they give a false sense of precision and sometimes obscure a dangerous gap in analysis.

– Richard C. Wydick, *Plain English for Lawyers*, quoted in Goldstein and Lieberman, 110.

- 2.3.8. Reduce bias in language. Mention differences only when they are relevant.<sup>43</sup>

- 2.3.9. Choose a gender-neutral form.<sup>44</sup>

Man (noun) or mankind	people, humanity, human race, human beings
Man (verb) as in “man the office”	staff, operate, run, work
A man who	an individual who, a person who, someone who

<sup>42</sup> Stark, 37, 52–55, 71.

<sup>43</sup> Goldstein and Lieberman, 121.

<sup>44</sup> Smith, 93.



The common man	the common individual, average citizen, person in the street, ordinary people
Man-made	handcrafted, handmade, manufactured, machine-made, fabricated, synthetic, created
Manpower	human energy, human resources, work force, personnel, staff
Businessman	business executive, manager, trader, entrepreneur
Chairman	coordinator, presiding officer, chair
Congressman	representative, member of Congress
Councilman	council member
Fireman	firefighter
Foreman	supervisor, head worker, section chief
Insuranceman	insurance agent
Landlord	owner, manager, lessor
Newspaperman	reporter, editor, journalist
Policeman	police officer, law enforcer
Salesman	sales associate, sales representative
Spokesman	representative, spokesperson
Steward, stewardess	flight attendant
Female judge	judge
Lady lawyer	lawyer
Male nurse	nurse

- 2.3.10. Use gender-neutral pronouns for gender-neutral antecedents, that is, those nouns or pronouns that do not have a specific gender, such as *someone*, *an engineer*, *a resident*, *nobody*, *a teacher*. Sometimes, though, using *he or she* can sound clunky. It's best to limit the use of *he or she* to only once or twice in a document.

We have other options if we don't like to use *he or she*.

2.3.10.1. Use the plural noun so we can use the plural pronoun.

Instead of: Every investigator should submit his or her weekly report every Tuesday.

Consider: Investigators should submit their weekly reports every Tuesday.

2.3.10.2. Change the pronoun into an article.

Instead of: Every investigator should follow the editorial guide in preparing his or her brief.

Consider: Every investigator should follow the editorial guide in preparing a brief.

2.3.10.3. Delete the pronoun.

Instead of: Every lawyer should read court orders as soon as they are delivered to him.

Consider: Every lawyer should read court orders as soon as they are delivered.

Instead of: As a general rule, an employer is not liable for the work performed by his independent contractors.

Consider: As a general rule, an employer is not liable for the work performed by independent contractors.

2.3.10.4. Recast an *if* clause with a *who* clause.

Instead of: If a lawyer fails to follow the style manual, he or she might make wrong citations.

Consider: A lawyer who fails to follow the style manual makes wrong citations.

2.3.10.5. Replace the masculine noun and pronoun with *one* or *your*, as appropriate.

Instead of: Every man has a right to defend his

home.  
Consider: One has a right to defend one's home.  
You have a right to defend your  
home.

Your writing should pass what I call “the McDonald’s test.” If you were to read the document you’re drafting aloud in McDonald’s, would people understand what you’re saying? If not, your prose is too removed from ordinary language. Pretend that you are writing for a nonlegal audience that will not understand terms such as “caveat” and “ex parte.” If you do, you’ll find that your prose is clearer and that you are often using jargon as an excuse for failing to explain yourself.

– Steven D. Stark, *Writing to Win: The Legal Writer*

## 2.4. CONCISENESS

Professor Michael Higdon, Director of Legal Writing at the University of Tennessee College of Law, describes the legal reader as “impatient.”<sup>45</sup> Keep sentences and paragraphs short—they’re easier to read and understand. How can we make our writing meaningfully brief?

The basic rule is this: The more complicated your information is, the shorter your sentences should be. Legal data are frequently complex, so the least you can do for readers is to shorten your sentences and make the information easier to absorb.

– Steven D. Stark, *Writing to Win: The Legal Writer*

---

<sup>45</sup> Higdon, Michael J. “The Legal Reader: An Expose” (University of Tennessee Legal Studies Research Paper No. 183). *Social Science Research Network*. University of Tennessee College of Law Legal Studies Research Paper Series, 9 March 2012. PDF file and Web, visited 6 March 2014. <[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2019728](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2019728)>.

- 2.4.1. Use both long and short sentences. Balance is key. A series of long sentences taxes the brain and makes remembering information difficult, while sentences that are too short sound choppy and stunted.
- 2.4.2. Try to see where you can cut long sentences into two. Varying the length of sentences makes for lively reading.<sup>46</sup>

The ideal sentence length is somewhere between 15 and 20 words. Note that this is an average; not every sentence requires 15 to 20 words.

Sentences that are 30 words or more can lead to confusion and a lack of clarity. It is always better to split long sentences into two or more chunks, or you can create a list to convey this information in a clear manner. A numbered or bulleted list uses fewer words and emphasizes the ideas that are enumerated.

- 2.4.3. Delete unnecessary words and phrases.<sup>47</sup> Delete words and ideas whose meaning your reader can infer from other words. Avoid the obvious.<sup>48</sup>

No need to  
put the  
quotation  
marks

The subject of this investigation is ~~Ms.~~ Rosario Fuentes (~~hereinafter referred to as the~~ “defendant Fuentes”).

Delete the  
phrase  
*hereinafter  
referred to as  
the defendant*

Instead of: Reyes claims that the complainant has not adduced any evidence to prove the allegation that he is responsible for “using, depicting and vandalizing religious images and icons.”

<sup>46</sup> Garner says to keep the average sentence length to about 20 words (Tip No. 6). Stark prefers 25 words (Stark, 30). Smith suggests 20 words (Smith, 76). See also Goldstein and Lieberman, 148–152, 156–157.

<sup>47</sup> Garner says: “Omit needless words” (Tip No. 5).

<sup>48</sup> Look out for hackneyed phrases. Disregard important-sounding phrases that add nothing to the meaning of a sentence. See “Writing Concise Sentences.” *The Guide to Grammar and Writing*. Capital Community College Foundation, n.d. Web, visited 6 March 2014. <<http://grammar.ccc.commnet.edu/grammar/concise.htm>>.

Consider: Reyes claims that complainant has not proven that Reyes has used, depicted and vandalized religious images and icons.

Instead of: The following are the elements of said felony as provided in the case of *Lopez v. Sandiganbayan*, to wit:

Consider: *Lopez v. Sandiganbayan* lists the following elements of the felony:  
The elements of the crime are: [Note: The case title or citation can be written in the footnote.]

Instead of: Based on the foregoing, it is evident that there is no sufficient evidence to sustain the case due to the following reasons:

Consider: Clearly, the case cannot prosper because:

The words in parentheses may be omitted.  
These words either explain the obvious or provide excessive detail.

(advance) warning  
alongside (of)  
(and) moreover  
(a distance of) twenty feet  
(a period of) six months  
(as) for example  
(absolutely) clear  
ask (a question)  
(as to) whether  
emergency (situation)  
(empty) space  
belief (system)  
(end) result  
(but) however  
eradicate (completely)  
(but) nevertheless  
(essential) element  
(specific) example

(close) scrutiny  
estimated (roughly) at  
(false) pretenses  
few (in number)  
consensus (of opinion)  
(foreign) imports  
crisis (situation)  
free (of charge)  
daily (basis)  
(general) public  
healing (process)  
descend (down)  
(important) essentials  
(different) kinds  
(direct) confrontation  
(integral) part  
is (now) pending  
in (the year) 1957

each (and every)  
each (separate) incident  
(mass) media  
refer (back)  
reflect (back)  
my (own) opinion  
my (personal) opinion  
never (at any time)  
reported (to the effect that)  
never (before)  
revert (back)  
risk (factor)  
scrutinize (carefully)  
(actual) experience  
(past) experience  
(separate) entities  
shooting (incident)  
(past) records

- 2.4.4. Get rid of the prepositions and find a strong active verb to make the sentence direct.<sup>49</sup>

Instead of: In this passage is an example of the use of the rule of justice in argumentation.

Consider: This passage exemplifies argumentation using the rule of justice.

Rewrite prepositional phrases:  
in this passage = this passage  
is an example of = exemplifies  
the use of = using

Instead of: This Court did not err in issuing its order of dismissal of the claims of plaintiff.

Consider: The Court did not err in dismissing plaintiff's claims. (Note: This sentence contains double negatives.)

Better: The Court correctly dismissed plaintiff's claims.

- 2.4.5. Avoid doublets and triplets.<sup>50</sup>

Do not use two or three or four words for one. Do not use many words when one is more understandable.

#### *DOUBLES AND SUGGESTED SUBSTITUTES*

Acknowledge and confess	acknowledge
Act and deed	act
Annul and set aside	annul
Authorize and empower	authorize
Closed and terminated	closed
Conjecture and surmise	conjecture
Covenant and agree	agree
Cover, embrace and include	include
Deem and consider	consider
Due and payable	due

<sup>49</sup> Garner says: "Simplify wordy phrases. Watch out for 'of'" (Tip 14).

<sup>50</sup> Garner says: "Avoid doublets and triplets" (Tip 16).

Each and all	each
Each and every	each
Entirely and completely	entirely
Final and conclusive	final
Fit and proper	proper
Fit and suitable	suitable
For and during	during
For and in consideration of	for
Force and effect	effect
Fraud and deceit	fraud
Free and unfettered	free
From and after	from
Give and grant	give
Give, devise and bequeath	give
Goods and chattels	goods
Have and hold	have
Heed and care	heed
Hold and keep	hold
Hold, perform, observe, fulfill and keep	(choose most suitable word)
In lieu, in place, instead and in substitution of	instead of
In my stead and place	in my place
Just and reasonable	reasonable
Keep and maintain	maintain
Lot, tract, or parcel of land	lot
Made and provided	made
Made, ordained, constituted and appointed	(choose most suitable word)
Maintenance and upkeep	maintenance
Mind and memory	mind
Modified and changed	modified
Null and void	void
Of and concerning	concerning
Ordered, adjudged and decreed	ordered
Pardon and forgive	pardon
Part and parcel	part
Peace and quiet	peace
Perform and discharge	perform
Remise, release and quitclaim	(choose most suitable word)
Rest, residue and remainder	remainder

Revolved, annulled, and held for naught	revoked
Save and except	except
Seized and possessed	possessed
Shun and avoid	avoid
Stand, remain, and be	remain
Truth and veracity	truth
Void and of no effect	void
Will and testament	will

- 2.4.6. Start fast—no slow windups. Useless words and phrases weaken your meaning.

Avoid mechanical phrases such as:

My opinion is that  
 The point I wish to make is that  
 The fact of the matter is that  
 It has been observed that  
 It is significant that  
 It is clear that  
 It is noteworthy that  
 It must be remembered that  
 It is generally recognized that  
 It is interesting to note that  
 It is expected that  
 It is a known fact that  
 It is obvious that  
 It is essential that  
 It is crucial that  
 It is conceivable that

Painter calls these “useless preambles.” Other writers call them “throat-clearing expressions.” While these expressions can add flavor or emphasis to the language, they are often unnecessary.

<i>Instead of</i>	<i>Consider</i>
An assiduous examination of the foregoing factual considerations reveals	Defendants have acquired wealth manifestly out of proportion to their



that defendants have acquired wealth manifestly out of proportion to their legitimate income. (22 words)	legitimate income. (12 words)
What was clearly established is the fact that the information provided for in the alleged falsified certification was in fact the same with the information contained in the Certification dated 1 January 2007 issued by Subject Badian, giving the impression that NO falsification as alleged was committed by the Subject. (50 words)	Clearly, Badian did not commit falsification since the information in the allegedly falsified certification is the same as that in his January 1, 2007 certification. (25 words)

2.4.7. To reduce the word count, try deleting *shall*<sup>51</sup>—this is said to be the “true symbol of legalese.”<sup>52</sup>

Instead of: Each member shall have the right to sell, give or bequeath all or any part of his membership interest to any other member without restriction of any kind.

Consider: Members may sell, give or bequeath all or any part of their membership interest to any other member.

Don’t forget to use gender-neutral pronouns.

2.4.8. Recast “It is” or “There are” starters—these are called expletive constructions, wherein the subject comes after the verb.

<sup>51</sup> Garner says: “Delete every shall” (Tip No. 35).

<sup>52</sup> Boleszczuk, Emilia. “Comparative analysis of legalese and plain English: A case study of wills.” *Clarity*. University of Gdansk, Faculty of Languages. n.d. Web, visited 5 October 2012). <<http://www.clarity-international.net/articles/Comp%20analysis.pdf>>.

The expletive is effective when attention needs to be diverted from a person or entity. For example, instead of writing “You erred in computing the figures,” we can write, “There was an error in computing the figures.”

In many instances, however, the expletive delays the action.

Instead of: There were several issues raised at the conference.

Consider: Several issues were raised at the conference.

Notice that passive voice was used because whoever raised the issues is unimportant in this case.

- 2.4.9. Attach parenthetical numerals to spelled-out numbers *only if* the number is crucial or a large amount. Otherwise, this practice only clutters the reading. It is, for example, hard to read this sentence: “Seven (7) policemen were present when the three (3) suspects were interrogated for two (2) days straight.”

### 3. PUNCTUATION AND SYMBOLS

#### 3.1. PERIODS

- 3.1.1. Use a period to end a complete statement or, in a few instances, an acceptable fragment.

*Examples:*

- a. Is the defendant's statement accurate? Not entirely.
- b. Supra note 14 at 163.

- 3.1.2. When a period used in an abbreviation ends a sentence, do not add another period after it.

*Examples:*

- a. The joint venture contract was drafted by the contractor based in Washington, D.C.
- b. The Commission on Audit referred to the voucher signed by Municipal Treasurer Ruben Obligacion Jr.

- 3.1.3. In general, use periods with abbreviations that appear in lower-case letters, such as e.g., i.e., viz., etc., p.m., et al., sq. m. Some units of measurement no longer require a period, such as ml, km, kph. Consult a dictionary to determine which units of measurements require a period.

- 3.1.4. In general, do not use periods with acronyms and initialisms.

- a. Acronyms – abbreviations that are read as words.

*Examples:* SARS, AIDS, NATO.

- b. Initialisms – abbreviations that are read as a series of letters. *Examples:* AD, BC, BCE, IOU, DVD, CEO, MBA, MA, PhD. Note that some initialisms require periods, such as U.S.A., U.N., U.K. Consult a dictionary to be sure.

- 3.1.5. Use periods after abbreviations of titles, such as Mr., Ms., Capt., Atty., Dr., Lt. Col. Use periods in initials standing for given names, such as J.K. Rowling, as well as for abbreviations of junior and senior, such as Rodolfo Canlas Sr.

- 3.1.6. Spell out (that is, do not abbreviate) the days and months in the text and footnotes. In tables and charts, where space is lacking, abbreviate days and months, that is, Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec., Sun., Mon., Tues., Wed., Thurs., Fri., and Sat.

## 3.2. COMMAS

The function of a comma is to separate items—words, phrases or clauses—to help make the meaning clear.

- 3.2.1. Ideally, there is no comma before *Sr.*, *Jr.*, or *III* because these designations are essential to identify a person; they are not descriptive. If a person, however, uses a comma before the *Jr.* or *Sr.* in his name, then follow his lead, which could be based on legal registration, professional usage, or personal preference.
- 3.2.2. Use a comma to separate a personal title at the end of a name or a description after a corporate name. In the following examples, both *MD* and *Inc.* are merely descriptive and are nonessential.

*Examples:*

Ariel Cornelio, MD  
Stepping Stone, Inc.

- 3.2.3. Use commas to separate items in a series (three or more items). Such commas are called serial commas. If the last two items in the series are obviously different from each other, do not insert a comma.

*Examples:*

- a. The signatories to the contract represented the governments of Greece, Spain and Italy.
- b. The terms of the sale were reviewed by the executive director, the chief accountant and the cashier.
- c. The virus spread in the U.S., Asia and Europe.

Sometimes inserting a comma between the last two items in a series is necessary to improve comprehension. Such comma distinguishes these two items from the others in a complex list.

*Examples:*

- a. The directive required the department to revise the curriculum, review the textbooks given to the students at the beginning and end the teachers' strike. [Note: Without a comma before *and*, the reader might mistake *end* for a noun instead of a verb.]
- b. The Center for Culinary Arts offers several courses: Bartending, Kitchen Safety, Food Equipment, Environmental Impact, Baking and Cooking. [Note: Without a comma before *and*, it is not clear if *Baking and Cooking* is one course, or if *Baking* is a different course from *Cooking*.]

- 3.2.4. The usual word order of a sentence is *subject + verb + object*. If the sentence does not begin with the subject (changing the word order), use a comma after the introductory phrase or clause.

*Examples:*

- |                           |                                                                                                                                           |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Usual word order:         | The parties have to abide by the treaty after signing it.                                                                                 |
| With introductory phrase: | After signing the treaty, the parties have to abide by it.                                                                                |
| Usual word order:         | Respondent explained in his letter dated 7 October 2011 that he is offering no justification for the adverse findings of the audit team.  |
| With introductory phrase: | In his letter dated 7 October 2011, respondent explained that he is offering no justification for the adverse findings of the audit team. |

*Tip:* If the introductory word group is too short, it is acceptable to dispense with the comma. *Example:* In 1997 the treasurer resigned.

- 3.2.5. Use a comma to separate an interrupter. An interrupter is an aside or transition that interrupts the flow of a sentence and does not affect the meaning of the sentence. An interrupter is nonessential. Interrupters include *of course*, *etc.*, *e.g.*, *i.e.*, *viz.*, *however*, *therefore*, *nonetheless*, *also*, *otherwise*, *finally*, *instead*, *thus*, *above all*, *for example*, *in other words*, *as a result*, *on the other hand*, *in conclusion*, and *in addition*.

*Examples:*

- a. Complainant, however, failed to present evidence to support her claim.
- b. Aurelio, in fact, came to know about the labor case only after the decision was issued.
- c. The artwork adorning the wall of the GSIS lobby is a collage of images of actors, politicians, sports stars, etc., represented as religious figures.
- d. Clearly, defendants have acquired ill-gotten wealth.

- 3.2.6. Use a comma to separate an appositive, a nonessential element that comes directly after a noun or pronoun and renames that noun or pronoun.

*Examples:*

- a. Respondent Paulo Cepeda, Municipal Agriculturist of Agoncillo, Batangas, signed a Purchase Request for 2,000 sacks of rice.
- b. The rally began on Friday, October 13.
- c. Overhead costs in 2008 reached more than PhP100,000.00, or 12% higher than that in 2007.

- 3.2.7. Separate a nonessential adjective clause with commas. This clause is merely descriptive and can be removed without affecting the integrity or sense of the sentence.

*Example:*

Wonderbiz Trading, owned by respondent Ferdinand Gonzales, delivered 2,000 bottles of Potent Growth Fertilizer to the Municipality of Agoncillo. [Note: The phrase *owned by respondent Ferdinand Gonzales* can be deleted without affecting the meaning of the sentence.]

If the adjective clause is essential to the meaning of the sentence, do not put commas around the clause. You can tell whether the clause is essential by taking the clause out and seeing if the meaning of the sentence changes significantly, as it would if you took the clause out of the following examples.

Notice the difference:

- a. A politician who does not engage in election fraud is trustworthy. [Note: The underscored portion cannot be removed without affecting the meaning of the sentence. The clause is necessary to identify what kind of a politician is trustworthy.]
- b. Senator Benjamin Pantoja, who does not engage in election fraud, is trustworthy. [Note: The underscored portion can be safely removed without affecting the meaning of the sentence. The clause is merely descriptive.]

- 3.2.8. Use *which* when what follows next is a nonessential adjective clause (merely descriptive). Then separate the nonessential adjective clause with commas. Use *that* when what follows next is an essential clause (it defines and identifies what is being talked about). Do not separate the essential clause with commas.

Notice the difference:

- a. The grocery store that sold good bread went out of business. [Note: The underscored portion cannot be removed without affecting the meaning of the sentence. The clause is necessary to identify which grocery store went out of business.]
- b. Julie's Store, which sold good bread, went out of business. [Note: The underscored portion can be safely removed without affecting the meaning of the sentence. The clause merely describes Julie's Store.]

- 3.2.9 Use a comma to separate two independent clauses (sentences) that are joined by the coordinating conjunctions *for*, *and*, *nor*, *but*, *yet*, *or*, *so*. A coordinating conjunction joins words,

phrases and clauses that are equal in rank. *Tip:* Remember the term *f.a.n.b.o.y.s.* = **FOR AND NOR BUT OR YET SO**.

*Examples:*

- a. Only applicants who were pre-screened and named on the lists were allowed to participate, and walk-ins were advised to contact local recruitment agencies registered with the POEA.
- b. Luis Canoy claims he visited the stockpiled lumber regularly, so the theft most likely occurred at night.
- c. Go and Perez were fully aware of their lack of authority, yet they proceeded with the investment.

Note that this rule applies only when what follows the *f.a.n.b.o.y.s.* is a sentence (that is, a complete thought or an independent clause).

- 3.2.10. Use a comma to separate a series of adjectives that are equal and reversible.

*Examples:*

- a. The New Code of Employee Conduct requires a prompt, reasonable response to complaints filed against the officers.
- b. The state university is an independent, coeducational institution.

Note that when the adjectives can be separated by the conjunction *and*, the *and* can be replaced by a comma.

### 3.3. SEMICOLONS

3.3.1. The semicolon is used in place of a coordinating conjunction (such as *and* or *but*) to separate closely related sentences that form one idea. What the semicolon does is highlight the close relationship between the two sentences.

*Examples:*

- a. There is no dispute on the existence of the elements of malversation; petitioner admitted having received the cash advances for which he is accountable.



- b. Backyard farms and small-capital hog raisers account for 70% of the hog inventory; the rest comes from commercial farms.
- c. Road construction in Quezon has hindered travel around the area; streets have become covered with bulldozers, trucks and cones.

In these examples, the second sentence explains or amplifies the idea of the first; the second sentence completes the idea of the first.

- 3.3.2. Use a semicolon to join two closely related sentences joined by a conjunctive adverb (such as *however, therefore, moreover, furthermore, thus, meanwhile, nonetheless, otherwise*) or a transition (such as *in fact, for example, that is, for instance, in addition, in other words, on the other hand, even so*).

*Examples:*

- a. The check was for more than the balance; consequently, it bounced.
- b. When the absence of funds is not due to the personal use thereof by the accused, the presumption is completely destroyed; in fact, the presumption is never deemed to have existed at all.
- c. Appeal is not a vested right but a mere statutory privilege; thus, appeal must be made strictly in accordance with law.

Note that the second sentence explains or amplifies the idea of the first.

- 3.3.3. The semicolon is used in place of the comma in an enumeration where each item is rather long or where at least one of the items contains commas.

*Example:*

Research has the two-pronged objective of (1) clarifying the particularity of women's situation and issues; and (2) enhancing the capability of women to organize themselves, raise their own awareness, and move them into action.

- 3.3.4 Use a semicolon in a series when one or more items of the

series already include commas.

*Example:*

The PCSO announced that the winners came from Cebu City, Cebu; Matina, Davao; Iligan City, Lanao del Norte; and Tagbilaran, Bohol.

### 3.4. COLONS

- 3.4.1. Use a colon to introduce a list, enumeration, quotation, or appositive (a restatement of a noun).

*Examples:*

- a. The following documents listed during the pre-trial were never produced in court: (1) Liquidation Report; (2) Certification of the Accountant of the National Commission on Indigenous People; and (3) different Certifications by project officers and barangay captains.
- b. The question arises: How could an utterance which is undeniably prejudicial to a person's reputation and made in the absence of such person be believed to have been in jest and in good faith?
- c. Only one solution remained: dismissal.

- 3.4.1.1. If the list is horizontal (also known as a run-in list), the colon should come after a sentence, not a fragment. The sentence may, however, introduce the run-in list with *that* or *the following*.

*Examples:*

- a. Wrong: The offices are located in: Cebu, Davao, Iligan and Bohol.  
Correct: The offices are located in Cebu, Davao, Iligan and Bohol.
- b. Wrong: The Office dismissed the complaint after considering that: (a) the Office has no jurisdiction over impeachable officers; (b) the offense has prescribed; and (c) the complaint has not been verified.  
Correct: The Office dismissed the complaint after considering that (a) the Office has no jurisdiction

over impeachable officers; (b) the offense has prescribed; and (c) the complaint has not been verified.

- 3.4.1.2. If the list is vertical, the colon follows a sentence, but not a fragment.

*Examples:*

- a. The offices are located in
  - Cebu;
  - Davao;
  - Iligan;
  - Bohol.
- b. The charter review committee includes several members:
  - the mayor;
  - the chief of police;
  - the barangay captain;
  - the chairman of the Sangguniang Kabataan.

- 3.4.2. Use a colon to introduce an explanation of what was just stated. Capitalize the first word that comes after the colon *only if* the word is a proper noun or what follows the colon is a sentence (that is, a complete thought or independent clause).

*Examples:*

- a. The court's argument for dismissing the case was simple: There was no evidence shown that the Sandiganbayan had committed grave abuse of discretion in denying petitioner's demurrer to evidence.
- b. We had to cancel the meeting: Too many people were sick.

- 3.4.3. Use a colon at the end of a salutation (formal greeting in a letter or email).

*Examples:*

Dear Ms. Salgado:  
Dear Senator Reyes:

- 3.4.4. In all cases, put only one space after the colon.

### 3.5 PARENTHESES

- 3.5.1. Use parentheses to separate or highlight nonessential information such as dates, explanations, sources or other interruptions.

*Examples:*

- a. There was no violation of the *res inter alios acta* rule because the declarations and admissions made by the accused (petitioner) are being used against her and not against any third person.
- b. Republic Act No. 3019 (Anti-Graft and Corrupt Practices Act) applies.
- c. The SB again received a letter from the petitioner, requesting another postponement for medical (arthritis) and financial (lack of funds for attorney's fee) reasons.

- 3.5.2. In the order of clustering, follow the parentheses-brackets-braces ([{ }]) order to create double or triple enclosures.

### 3.6. HYPHENS

The hyphen is the (-) sign typically next to the 0 key. It is shorter and stubbier than the en dash (—) and the em dash (—).

The hyphen helps establish meaning and easier reading.

- 3.6.1. Use a hyphen to connect word elements and make these into one adjective term that comes before a noun.

	<i>Hyphen</i>
Interviews made on the spot	<p><u>On-the-spot</u> interviews</p> <p>[<i>On-the-spot</i> is an adjective that describes the succeeding noun <i>interviews</i>.]</p>
He is the officer in charge of the bureau.	<p>He is the Officer-in-Charge of the bureau.</p> <p>[The designation denotes temporary assignment.]</p>
His son, who is six years old, won the lottery.	<p>His <u>six-year-old</u> son won the lottery.</p> <p>[Note that the <i>s</i> in <i>years</i> is dropped for easier reading.]</p>

It is a corporation owned and controlled by the government.	It is a government-owned and -controlled corporation  [Note the suspensive hyphen before the word <i>controlled</i> . This hyphen is necessary to mark the relationship of the word <i>controlled</i> with <i>government</i> .]
The requirements of small and medium sized accounts in North Metro Manila are simple.	The requirements of small- and medium-sized accounts in North Metro Manila are simple.  [Note the suspensive hyphen after <i>small</i> .]
After sales services, warranty coverage and manpower training are also included in this bid.	After-sales services, warranty coverage and manpower training are also included in this bid.
A fact that is publicly known	A publicly known fact  [Do not hyphenate a word and an adverb ending with <i>-ly</i> . Exception: the term <i>wholly-owned</i> .]

3.6.2. Use a hyphen when writing the word equivalent of numbers 21 to 99. Write twenty-seven for 27, sixty-three for 63, and eighty-one for 81.

3.6.3. Use a hyphen to avoid confusion and prevent misreading.

The word *redress* differs from *re-dress*. The first means “a remedy,” while the second means “to dress again.” Same thing for *unionized* and *un-ionized*, as well as for *recollect* and *re-collect*. These words mean different things.

We also put a hyphen in these words to prevent misreading:

- anti-inflammatory
- semi-invalid
- ex-serviceman

3.6.4. Do not hyphenate a phrasal verb (that is, a verb and its preposition) when the phrase is used as a verb (indicating action).

*Examples:*

- a. He needs to make up for his absences.

- b. The seller turned over the documents last Friday.
- c. Please follow up the department secretary's reply to our request.
- d. The contractor is pulling out of the project.

3.6.5. When the phrasal verb is used as a noun or as an adjective (description), check the dictionary to see whether the noun or adjective is hyphenated or written as one word.

*Examples:*

- a. His makeup classes are scheduled on Thursdays.
- b. The turnover of the documents is scheduled on Friday.
- c. This is my third follow-up.
- d. The peace plan was based on the foreign troops' pullout from Subic.

### 3.7. EN DASHES AND EM DASHES

3.7.1. Use an en dash (–) to refer to a range of numbers.

	<i>En dash</i>
The workshop will be conducted from March 22 to 30, 2014.	<p>We can replace the preposition <i>to</i> with an en dash. Example: The March 22–30 workshop.</p> <p>[Note: Do not spell out the preposition <i>from</i> and then use the en dash for the preposition <i>to</i>. Do not write like this: <i>The workshop will be conducted from March 22–30, 2014</i>. Either spell out both words, or use the en dash without spelling out the word <i>from</i>.]</p>
From pages 56 to 72	Pages 56–72
<p>Sales are estimated to increase between 5% and 8%.</p> <p>[Note: The word <i>between</i> is paired with <i>and</i>, not <i>to</i>.]</p>	A 5%–8% sales increase

3.7.2. Use an en dash to combine a word with an open compound term (a compound term uses two or more words).

	<i>En dash</i>
Tie-up between UP Diliman and the Department of Public Works and Highways	UP Diliman–Department of Public Works and Highways tie-up
A question related to foreign exchange	A foreign exchange–related question
The problem arose after World War II	A post–World War II problem  [Note that the en dash is used here because <i>World War II</i> is a compound noun. Using a mere hyphen would turn <i>post-World</i> into an adjective that describes the war.]

3.7.3. Use an em dash (—) as a supercomma.

An em dash can be used to separate a nonessential clause (also called a parenthetical information—a description that can be enclosed in parentheses because it can be removed without affecting the meaning of the sentence). The em dashes emphasize the information that is separated.

The following sentences are correctly punctuated, but the one that uses em dashes is easier to read.

- Everything about this problem (the facts, issues, contentions and arguments) is easier to solve if we have the support of both the employer and the employees.
- Everything about this problem, the facts, issues, contentions and arguments, is easier to solve if we have the support of both the employer and the employees.
- Everything about this problem—the facts, issues, contentions and arguments—is easier to solve if we have the support of both the employer and the employees.

By using parentheses, the first sentence deemphasizes the parenthetical statement by creating an abrupt, distinct pause.

The pair of commas in the second sentence is hard to distinguish from the serial commas, making the text harder to read. The em dashes in the third sentence smoothly integrate the parenthetical statement into the text. The em dash is useful when the parenthetical information already has commas.

### 3.8. APOSTROPHES

#### 3.8.1. Use an apostrophe to indicate possession.

*Examples:*

The government's contention = the contention of the government

Ten years' experience = experience of ten years

Two weeks' journey = journey of two weeks

Note: Do not put an apostrophe after an *of* which indicates possession.

Incorrect: a friend of his'

Correct: a friend of his

Better: his friend

##### 3.8.1.1 For singular common nouns and for first names, add an *s* after the apostrophe even when the noun or name ends with an *s* or what sounds like an *s*.

*Examples:*

The boss's daughter

The horse's care

The index's arrangement

Max's Fried Chicken

Charles's dog

The church's position

##### 3.8.1.2. For surnames and ancient names, do not add an *s* after the apostrophe.

*Examples:*

Dr. Santos' clinic

Patricia Gonzales' statements

Jesus' words



### Achilles' heel

- 3.8.1.3. For plural nouns that do not end with an *s* or ends with an unpronounced *s* or *x*, add an *s* after the apostrophe.

*Examples:*

Women's month

The people's initiative

The Marine Corps's quandary

*Tip:* If using the apostrophe looks awkward, drop the apostrophe and recast the phrase. Instead of *The Marine Corps's quandary*, write *The quandary of the Marine Corps*.

- 3.8.1.4. For plural nouns that end with an *s*, do not add an *s* after the apostrophe.

*Example:*

The plaintiffs' cause

The barracks' location

The Reyeses' claims

- 3.8.2. Do not use apostrophes to create plurals.

*Examples:*

Mothers (not *mother's*)

DVDs (not *DVD's*)

1970s (not *1970's*)

These are the exceptions:

- a. When there is only one letter. *Examples:* The Three M's of Marriage, Seven C's of Credit.
- b. When the acronym or initialism ends with *s*, and adding only the small letter *s* makes the term look awkward, it is acceptable to add the apostrophe. *Example:* the CTS's.
- c. When the acronym or initialism ends with periods and the term looks awkward without the apostrophe, it is acceptable to add the apostrophe. *Examples:* B.A.'s and A.A.'s.

- 3.8.3. Use an apostrophe to replace text that is omitted.

*Examples:*

Could not = couldn't

The 1960s = the '60s

Madam = Ma'am (Note: No such word as *mam* or *maam*)

Toys Are Us = Toys 'R' Us

- 3.8.4. Add an *s* after the apostrophe at the end of a compound term.

*Examples:*

The editor-in-chief's salary

Treasurer-in-trust's accountability

- 3.8.5. Add an *s* to the last noun to show joint possession of something.

*Examples:*

The DTI and COA's question (Note: Both parties have the same question.)

Mr. Soriano and Ms. Gandionco's affair

- 3.8.6. Add an *s* to the first and last noun to show possession if the two do not have joint ownership.

*Example:*

The court dismissed Velayo's and Castañeda's claims.

### 3.9. QUOTATION MARKS, BRACKETS AND ELLIPSES

Please see the discussion at Section 1.9.

### 3.10. SLASH

The slash (/) is also called a slant, solidus or virgule.

- 3.10.1. Use the slash to replace *or*. Do not use it to replace *and* or a hyphen or a dash.

- 3.10.2. Use the slash to indicate “per” in measurements, such as in speeds, prices, etc. *Example:* 60 w/m (60 words per minute), 24/7 (twenty-four hours a day, seven days a week).
- 3.10.3. Do not put a space between the slash and the words before and after it.

## 4. BUSINESS CORRESPONDENCE

### 4.1. STANDARDS FOR LETTERS AND EMAILS

Ensure that letters and emails are complete, correct, clear, coherent and concise.

#### 4.1.1. Check and double-check the content of your documents.

4.1.1.1. Complete – The document contains all necessary facts.

4.1.1.2. Correct – The document is free from errors.

#### 4.1.2. Communicate your point by presenting your message well.

4.1.2.1. Coherent – The ideas are organized well.

4.1.2.2. Clear – The message is easy to understand.

4.1.2.3. Concise – The writing is meaningfully brief.

4.1.2.4. Consideration – The writing is courteous and professional.

#### 4.1.3. Design the document to be readable and pleasing to the eye.

4.1.3.1. Be consistent. Follow this stylebook's formatting guidelines for dates, numbers, etc., whenever applicable.

4.1.3.2. Use Times New Roman font size 12 for letters and emails. Use Times New Roman font size 10 for the identification initials, enclosures and carbon copy.

4.1.3.3. Balance the space for text, graphic and white space. Simplify the design. Avoid too much highlighting or decorative touches.

4.1.3.4. Avoid using an all-capitals-text. These "scream" at your reader.

4.1.3.5. Avoid uncommon abbreviations.

#### 4.1.4. The subject line of the letter and email summarizes your message to the busy reader. Open the document with an informative and interpretive subject line. The subject line should capture the major points, such as the purpose or key facts related to the purpose. In some cases, adding a verb or

noun can help make the subject line be more informative. Do not make the subject line too lengthy.

Instead of: Value-Added Tax  
Consider: Authorization to Remit Value-Added Tax to the BIR  
Instead of: Invoices  
Consider: Changes to the Invoices  
Instead of: iSCALD  
Consider: Submitting iSCALD Evaluation Forms

4.1.5. Structure the message logically.

- 4.1.5.1. *Begin your message with the main point.* Start with the main point—the problem, procedure, question or policy that prompted your writing. The main point provides the focus for your message. Include your subject line in the first lines of your text. Be specific about what you need to be accomplished.
- 4.1.5.2. *State the major points.* Identify major points that support and clarify your message more concretely. Try not to list more than five major points. If there are more than five major points, find a way to combine and group related ideas.
- 4.1.5.3. *Illustrate with evidence.* Illustrate your major points with specific evidence—facts, figures, illustrations, data, statistics, surveys, examples, history, etc. These details substantiate abstract concepts and help your audience understand and remember.

- 4.1.6. Everything in the message should either support the main idea or explain its implications.
- 4.1.7. Design and organize your writing so that key points are immediately visible.
- 4.1.8. Choose simple closings for the letter and email.
- 4.1.9. Make the tone positive, conversational and professional. Do not make the writing pompous, stiff or stuffy.
- 4.1.10. Proofread. Do not rely on grammar or spell checkers in revision.

- 4.1.11. Spell out any abbreviations and acronyms mentioned for the first time. *Example:* Our employees enjoy Social Security System (SSS) benefits.
- 4.1.12. Be consistent in formatting dates. Use either of these two formats:
- day + month + year. *Example:* 17 January 2014
  - month + day + comma + year. *Example:* January 17, 2014

## 4.2. LETTERS

### 4.2.1. Paper and Page Numbering

Use short bond paper (letter size, 8.5”x 11”) for letters. Do not number the first page, but number the second and succeeding pages consecutively.

### 4.2.2. Format and Line Spacing

Follow the modified semi-block format and line spacing provided in Sample Letter 1, Sample Letter 2 and Sample Letter 3 (See Appendices).

All text is aligned to the left margin, except for the date, complimentary close and signature block. The paragraphs are indented five spaces. Add one line space between paragraphs. The subject line is indented five spaces and uses the title case (that is, capitalizing words as if the subject line was a title or heading). Use single space for sentences (space between each line in the paragraph).

### 4.2.3. Margins and Spacing

The margin for the left side is 1.5 inch, while the right and bottom margin is one inch. For the top margin, add two spaces after the edge of the letterhead or header. Put two spaces between sentences.

#### 4.2.4. Inside Address

These are a few courtesy titles for the inside address.

<i>Addressee</i>	<i>Inside Address</i>	<i>Salutation</i>
President of the Philippines	The President  Can also be: Honorable [full name] The President	Dear Mr. or Madam President: Your Excellency:
Senator, congressman, governor, mayor, councilor	Honorable [full name]	Dear Senator [last name]: Dear Representative [last name]: Dear Governor [last name]: Dear Mayor [last name]: Dear Councilor [last name]:
Cabinet member, undersecretary, assistant secretary	Honorable [full name]	Dear Mr. or Madam Secretary: <i>Can also be:</i> Dear Secretary [last name]: Dear Undersecretary [last name]: Dear Asst. Sec. [last name]:
Judge or justice	Honorable [last name]	Dear Justice [last name]: Dear Judge [last name]:
Ambassador	Honorable [last name] Ambassador	Your Excellency:
President of a college or university (doctor)	Dr. [full name] President	Dear Dr. [last name]:
Dean of a school or college	Dean [full name] Dean of [school]  Can also use: Dr., Ms., Mr.	Dear Dean [last name]:

Professor	Professor [full name] [Department, school]	Dear Professor [last name]:
Physician	[Full name], M.D.  Can also use: Dr. [full name]  Note: Do not write both <i>M.D.</i> and <i>Dr.</i>	Dear Dr. [last name]:
Lawyer	Atty. [full name]  Can also use: Mr. or Ms.	Dear Atty. [last name]:
Service personnel	[Full rank, full name, service designation, branch of service]  <i>Example:</i> 1 Lt. Armand F. Cancio, Command Adjutant, Philippine Army  Note: Add <i>Retired</i> if applicable	Dear [rank] [last name]:  <i>Example:</i> Dear General Armonio:
Priest	The Reverend [full name], [initials of order, if any]	Reverend Sir: Dear Father [last name]: Dear Archbishop [last name]: Dear Bishop [last name]:
Minister	The Reverend [full name], [title, if any]	Dear Reverend [last name]:

#### 4.2.5. Salutation

- 4.2.5.1. Be sure to properly address your reader. Address, for instance, the Philippine president or an ambassador as “Your Excellency.” Local and national government officials are often addressed as “Honorable.”
- 4.2.5.2. Use the courtesy title *Ms.* or *Madam* to address a woman, regardless of civil status. The plural of *Ms.* is *Mss.* while the plural of *Madam* is *Mmes.* (for



*Mesdames*, also pronounced as *Madams*).

- 4.2.5.3. The plural of the courtesy title *Mr.* is *Messrs.* (pronounced as *Misters*).
- 4.2.5.4. As much as possible, do not use *To whom it may concern*. Try to first research to which person or department your letter should be addressed. Check the company's website or the directory and make calls.
- 4.2.5.5. Use a colon after the salutation.
- 4.2.5.6. These are the options in addressing multiple persons or unknown persons:

- Dear Sir or Madam:
- Ladies and Gentlemen:

Better yet, find a word that addresses or applies to each recipient.

- Dear Tenant:
- Dear Staff:
- Dear Team:
- Dear Managers:
- Dear Directors:
- Dear Concerned Citizen:

#### 4.2.6. Closing the Letter

- 4.2.6.1. Choose simple letter closings. One option is to close your message with a restatement of your main point. Another option is to give the contact name and number of your representative.
  - We look forward to your prompt reply. (Do not say: "Thank you in advance.")
  - We hope to hear from you soon.
  - Thank you for \_\_\_\_\_.
  - We look forward to being of service to you.
  - Should you have any questions, please call \_\_\_\_\_ at \_\_\_\_\_ or email her at \_\_\_\_\_.

4.2.6.2. Do not add a postscript or a *nota bene* to the letter.

#### 4.2.7. Complimentary Close

4.2.7.1. End your message with *Very truly yours* (for formal letters) or *Sincerely yours* (for informal ones or for those addressed to someone with whom you are familiar).

4.2.7.2. Use a comma after the complimentary close.

#### 4.2.8. Identification Initials, Enclosure and Carbon Copy

4.2.8.1. Identification Initials: If you wish to identify the writer or the typist, write down the initials of the person who wrote or typed the letter below the complimentary close.

4.2.8.2. Enclosure: Make a notation after the identification initials that another sheet of paper, document, etc., is enclosed with the letter.

4.2.8.3. Carbon Copy: Make a notation after the enclosure that a copy or copies are sent to other persons, indicating to whom they are sent.

Example of identification initials, enclosure and carbon copy:

JBV

Encl. Memorandum of Agreement

cc: Dr. Isabelo Canoy, Department of Health

### 4.3. EMAILS

4.3.1. Use the CC (carbon copy) and BCC (blind carbon copy) functions prudently.

Keep the reader in mind whenever you write. Do not add other names unless truly necessary. Be considerate and use the CC function for your other readers. It is best to disable the BCC field.

#### 4.3.2. Salutation

You can't go wrong with a formal salutation. If, however, you already have established a relationship with your reader, you may use casual salutations like *Hi*. Remember to keep a professional tone.

#### 4.3.3. Topic

Keep your email focused. Try to stick to one topic only. If you have too many topics, your reader may overlook or neglect some of them. A good rule of thumb is to limit your message to one screen so that your reader would not have to scroll up and down to grasp all that you have said.

#### 4.3.4. Spacing

4.3.4.1. Put two spaces between sentences.

4.3.4.2. Put only one line space between paragraphs. Do not indent paragraphs. Do not justify right.

4.3.4.3. Use no more than 75 characters per line, and no more than 25 lines.

#### 4.3.5. Creating Lists

Use numbers instead of bullets to list several points.

#### 4.3.6. Language

Do not use text-speak (texting code) or other highly informal language. Spell correctly. Use conventional abbreviations. Avoid using emoticons. Since emails have probative value, ensure that the content you are sending is intelligent, correct and useful. Use lower-case letters, and capitalize words that need to be capitalized, including proper nouns, initialisms, and the pronoun *I*. Avoid using all-caps text. Think before you send your email, and always edit, edit, edit.

#### 4.3.7. Closing

Signal clearly the end of your message. Keep the closing simple.

#### 4.3.8. Complimentary Close

Your complimentary close will depend on your relationship with the recipient and on the nature of your email. Emails tend to use less formal closes such as *Best regards*, *Warm regards*, *Regards*, *Cordially*, *Sincerely*, *Cheers*, or *Best wishes*.

#### 4.3.9. Signature Block

It is optional to include the following contact information in your email signature.

- Name
- Designation
- Office address
- Contact details

#### 4.3.10. Attachments

Do not add an attachment unless it is really necessary. Before attaching a file, check out its size. The recipient of your email might find it difficult to open or download a file of over 1 MB, especially if the recipient's email connection is slow. As a matter of courtesy, ask the recipient first if it is all right to send him or her a large file or attachment. Make sure that the file is not classified or confidential.

## 5. APPENDICES

### 5.1. MISUSED AND CONFUSABLE WORDS<sup>1</sup>

#### 5.1.1. A, an, the

- 5.1.1.1. Use the article *the* when the noun is definite, that is, both readers and writer know about the thing referred to.
- 5.1.1.2. Use the article *a* or *an* when the noun is indefinite, that is, the thing or idea is new or unknown. The noun must be a singular count noun—something that can be counted. In many instances, a noncount noun does not need an indefinite article.
- 5.1.1.3. Use the article *a* when what follows next sounds like a consonant. *Examples:* a eulogy, a European commission. Note that the words *eulogy* and *European* sound like they begin with the consonant *y*; use, therefore, an *a* with these words.
- 5.1.1.4. Use the article *an* when what follows next sounds like a vowel. *Examples:* an RP proposal, an herb, an honor. Note that the words *RP*, *herb*, and *honor* sound like they begin with the vowel sounds *a*, *e*, and *ow* respectively.

#### 5.1.2. Advice, advise

*Advice* is a noun. It means “guidance” or “recommendation.”

*Examples:* Sharon needs some advice. Mark lost weight upon his doctor’s advice.

*Advise* is a verb. It means “to suggest or recommend” or to “inform

---

<sup>1</sup> The discussions in Section 5.1 are based on these online dictionaries: *Merriam-Webster Learners Dictionary online*, retrieved from <<http://www.learnersdictionary.com>>; *Oxford Advanced American Dictionary online*, retrieved from <<http://oaadonline.oxfordlearnersdictionaries.com>>; *Merriam-Webster online*, retrieved from <<http://www.merriam-webster.com>>; *Collins Dictionary online*, retrieved from <<http://www.collinsdictionary.com>>; *Macmillan Dictionary online*, retrieved from <<http://www.macmillandictionary.com>>.

someone about a fact or situation.” *Examples:* This is to advise you of the new parking procedures. Clara advised us against sending money overseas. Please advise us soon of your decision.

### 5.1.3. Allege

Use *allege* when a claim or assertion is not yet supported by proof. If, however, the claim or assertion has already been established, do not use the word *allege*; narrate the facts as they happened.

### 5.1.4. Anyway, anyways

Use *anyway*. *Anyways* is considered informal and colloquial—forgivable in conversations, but not suitable for writing.

### 5.1.5. Backwards, backward

*Backward* is an adjective that means (i) directed toward the back or (ii) not as advanced. *Examples:* backward glance, backward step, backward economy.

*Backwards* (can also be spelled *backward*) is an adverb that describes a verb or adjective. It can mean (i) a movement toward what is behind, (ii) in reverse, (iii) toward the past, (iv) toward a worse or less advanced state. *Examples:* fall backwards, count backwards, backward in time, a step backward for mankind.

### 5.1.6. Because, due to

These phrases mean, in one sense, the same. *Due to* can mean *because of* or *owing to*.

- He had to withdraw due to a knee injury.
- He had to withdraw because of a knee injury.

But *due to* can also mean *attributable to*. *Example:* Give to Caesar what is due to Caesar. *Due to* can also mean *likely or expected to*. *Example:* The new mall is due to open in December. In the last two instances, we cannot use *because of*.

### 5.1.7. (In or on) behalf of

These two phrases used to differ from each other, but today the line that separates the two has blurred. Now one can freely use one or the other:

- For the benefit of or in the interests of a person, group or principle. *Example:* The homeowners' association decided in behalf of the residents. Money was collected in behalf of the typhoon victims.
- To represent someone. *Example:* He received the award on behalf of Julia Roberts.

### 5.1.8. Between, among

Between	Among
The word <i>between</i> comes from the Old English term <i>betwēonum</i> —from <i>be</i> 'by' + a Germanic word related to <i>two</i> . Therefore, <i>between</i> often, but not always, refers to two things or people.	The word <i>among</i> comes from the Old English term <i>ongemang</i> (from <i>on</i> 'in' + <i>gemang</i> 'assemblage, mingling'). Therefore, <i>among</i> often refers to more than two things or people.
<p>1. Two objects or regions: At, into, or across the space separating two objects or regions, or expressing movement from one side or point to the other and back again.</p> <p><i>Examples:</i> They crossed the border between China and Nepal. The dog crawled between us and lay down at our feet. She was traveling by train between London and Paris.</p> <p>2. Two points in time: in the period separating two points in time.</p>	

<p><i>Examples:</i> Elsie’s children do not snack between meals. My mother suffered the long, cold nights between autumn and spring.</p> <p>3. Two points on a scale: in the interval separating two points on a scale.</p> <p><i>Examples:</i> Have you seen a man aged between 18 and 30 walk by? You can take between 25% and 40% percent off the price for children's clothes. Learn the difference between income and expenditure.</p>	
<p><i>Between</i> is used in speaking of or choosing or differentiating between two things or people.</p> <p><i>Examples:</i> We must choose between two equally unattractive alternatives. He is unable to differentiate between fantasy and reality.</p>	<p><i>Among</i> indicates a choice, differentiation or division involving three or more things or people.</p> <p><i>Examples:</i> The king called the three princesses to divide his kingdom among them. Choose a privatization scheme from among five models. His use of the F word caused a fight among the students.</p>
<p><i>Between</i> can be used even for more than two things or people when:</p> <ol style="list-style-type: none"> <li>1. These choices are distinct, individual items.  Example: The differences between Filipino, English and Cebuano are significant.</li> <li>2. Expressing one-to-one relationships of pairs within the group or the sense “shared by.”</li> </ol>	<p>Conversely, <i>among</i> is used when the choices are not distinct, individual items.</p> <p><i>Example:</i> I was asked to pick one from among the loot bags scattered on the floor. Obama stood out among the candidates.</p>



<p><i>Examples:</i> There is close friendship between the members of the club. Diplomatic relations between the U.S., Canada and Mexico are strained.</p> <p>3. Combining the resources or actions of two or more people or other entities.</p> <p><i>Examples:</i> We have created something between us. Oxygen and nitrogen between them account for 99% of air. They had drunk between them a bottle of Chianti.</p>	
	<p><i>Among</i> involves most or all members of a group reciprocally.</p> <p><i>Example:</i> Members of the government bickered among themselves. They fought among themselves for the chance to represent the country.</p>
	<p><i>Among</i> is used when referring to being surrounded by or in the company of more than two things or people.</p> <p><i>Examples:</i> There are wild strawberries hidden among the roots of the trees. You are among friends.</p>
	<p><i>Among</i> is used when referring to being a part of a larger set or not being a part of that set.</p> <p><i>Examples:</i> He was not among the first 29 students who enrolled early. Snakes are among the animals most feared by humans. Tarzan was later found living among the apes.</p>

## 5.1.9. Certificate, certification

*Certificate* refers to the document that attests to

- a person's birth, marriage or death. *Example:* The birth certificate he presented had been tampered with.
- a level of achievement in a course of study or training. *Examples:* He has a graduate certificate in information technology. She has a certificate in midwifery.
- ownership of a certain item. *Example:* The stock certificates are stored in the vault.  
[Note: *Certificate* is a count noun, which means it can be counted and can thus have a plural form.]

*Certification* means

- The act of making something official; the act of certifying something. *Examples:* We await the certification of the vote. She had to wait until her certification as a nurse before she could start her new job. [Note: *Certification* in this sense is a noncount noun, which means it is always singular, cannot be counted, and does not have a plural form.]
- The official approval to do something professionally or legally. *Examples:* The certifications of nine nurses were revoked. The school offers scuba diving certification. SolidWorks certifications can be used as a benchmark to measure your knowledge and competency with SolidWorks software. [Note: *Certification* in this sense is a count noun, which means it can be counted and can have a plural form.]

## 5.1.10. Compliment, complement, complimentary, complementary

*Compliment* and *complimentary* refer to praise, admiration or good wishes, while *complement* and *complementary* refer to adding something that improves or completes something else. *Example:* The wife complements a husband.

When giving something for free, some people say *with my compliments* (that is, good wishes); thus, the term for something that is free is *complimentary*. *Example:* The office gave away complimentary tickets.

#### 5.1.11. Compose, comprise

The active voice verb *comprise* means “consist of” or “made up of.”

*Examples:* The ballet recital comprises three acts. The former U.S.S.R. comprises several states. Over 70 players comprise a football team. In Japan, the elderly comprise majority of the population.

The passive voice phrase *is comprised of* means the same as *is composed of*.

#### 5.1.12. E.g. and i.e.

The term e.g. is the abbreviation for *exempli gratia*, which is Latin for *by way of example*. Use it for listing examples. Put a comma before *e.g.* and after it because the term is considered an interrupter.

*Example:* North Park serves excellent soups using different noodles, e.g., wheat, flat rice, soybean paste, and hand-pulled noodles.

The term i.e. is the abbreviation for *id est*, which is Latin for *that is to say*. Use *i.e.* to “introduce something that explains a preceding statement more fully or exactly” or to “add explanatory information or to state something in different words.” The term *i.e.* means “in other words”—giving an explanation or a further definition. Use it for clarifying a statement. Put a comma before *i.e.* and after it because the term is considered an interrupter. *Example:* Use fonts without serifs, i.e., those that do not have decorative curls or twists.

This memory trick might help in making the distinction:

e.g. = for **E**xample (let the *e* in e.g. mean *example*)

i.e. = **I**n other words (let the *i* in i.e. mean *in other words*)

#### 5.1.13. Despite and in spite of

When using *despite*, there’s no need to attach *of*. *Examples:* The case was dismissed despite the evidence presented. The iPod, despite its size, can store several hours of video.

*Despite* means *in spite of* (written as three words, not *inspite of*).

#### 5.1.14. Elicit, illicit

*Elicit* means to get or draw out something, while *illicit* refers to something forbidden or unlawful. *Example*: She tried to elicit information about her friend’s illicit affair with a married man.

#### 5.1.15. Envelop, envelope

*Envelop* is a verb that means to “wrap up, cover or surround completely.” When pronouncing this word, stress the second syllable: en-**VE**-lop. *Examples*: My child was enveloped in a thick sweater. The CEO, a woman in her ‘60s, likes to envelop her staff in warm hugs before starting a meeting.

An *envelope* is the flat paper case with a flap. When pronouncing this noun, stress the first syllable: **EN**-ve-lope.

#### 5.1.16. Especially, specially

Due to the frequent errors in distinguishing one from the other, the meanings of these words have overlapped. There are, however, differences between the two.

	Especially	Specially
Particularly; used to single out one person, thing or situation over all others	This is written especially for Steve. Lagerfeld loved the paintings and especially the one by Monet.	This is written specially for Steve. Lagerfeld loved the paintings and specially the one by Monet.
To a great extent; Very much; To an unusual degree; Used as an intensifier	He is especially talented in dancing. I am especially concerned about the negotiations.	[NOTE: Some would use <i>specially</i> to mean the same thing, and some dictionaries allow such use, but it wouldn’t sound as right.]
In a special manner or for a special purpose		These parts have been fabricated specially for this boat. Kenneth Cobonpue designed the furniture specially for the <i>Ocean’s Thirteen</i> film.

According to the Oxford Dictionary of English, *especially* is used 20 times more than *specially*. The MS Word application inserts a green wavy line under *specially*: it's a prompt to ask you whether you really meant *especially*. If all else fails, just reserve *specially* for something special: a special purpose or a special manner.

#### 5.1.17. Fewer, less

*Less* means “not as much.” Use *less* when referring to noncount nouns or to large amounts of money or units of time. *Examples*: We experienced less traffic yesterday. I need less feedback and more output. Less time is needed in drafting pleadings.

*Fewer* means “not as many.” Use *fewer* for count nouns. *Examples*: There are fewer cars on the road today. Less talk, fewer mistakes. This counter serves customers who are buying ten items or fewer.

#### 5.1.18. Including

*Including* refers to a group, a set or a whole that comprises smaller units or parts. Do not use *including* to mean *and*. It is incorrect to say, for example, “The principal, including the faculty, joined the rally.” Note that the word *principal* is not a set that can contain other people.

#### 5.1.19. In, into

*In* indicates a static location enclosed or surrounded by something—there is no movement. *Examples*: The pencil is in the bag. Leila had been waiting for you in the train station. The man in the photo is my father.

*To* is a directional preposition. It signifies orientation toward a goal. *Examples*: David went to the mall. Jeremy Lin gave his basketball jersey to me.

Coming *in* and *to* adds movement. *Into* suggests movement inside something. *Examples*: In the TV show *Man vs. Food*, the host crammed too many sandwiches *into* his mouth. Medicine was injected *into* the bloodstream.

Use the same reasoning to distinguish *on* from *onto*.

### 5.1.20. Its, it's

It's	Its
<p><i>It's</i> is a contraction—a shortcut for <i>it is</i> or <i>it has</i>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• It's raining = It is raining.</li> <li>• It's been an honor serving the ambassador = It has been an honor serving the ambassador.</li> </ul>	<p><i>Its</i> is possessive—denotes possession or ownership (just like <i>my</i>, <i>her</i> or <i>your</i>). It always comes before a noun.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Cebu Pacific cancelled all its <b>flights</b> = the flights of Cebu Pacific. [Note that the noun <i>flights</i> came after <i>its</i>.]</li> <li>• The company reduced its <b>expenses</b> = the expenses of the company. [The noun <i>expenses</i> comes after <i>its</i>.]</li> </ul>

*Tip:* First try using *it is*, instead of *it's* or *its*. If the resulting sentence is wrong, then use *its* (possessive).

*Example:* Many people say that it's/its more fun in the Philippines.  
Solution: Use *it is* first. Thus: Many people say that it is more fun in the Philippines. Sounds right. Therefore it's correct to use *it's*: Many people say that it's more fun in the Philippines.

*Tip:* If you can replace *it's/its* with *her* or *his* (also possessive pronouns), then you can use *its*.

*Example:* The saltwater crocodile preys on any animal within it's/its reach.  
Solution: Use *her* or *his*. Thus: The saltwater crocodile preys on any animal within his reach. Sounds right. Use the possessive *its*: The saltwater crocodile preys on any animal within its reach [= the reach of the crocodile].

### 5.1.21. I, me

*I* and *me* replace nouns.

I, we, she, he, it	Me, us, her him, it
<p>We use <i>I, we, she, he, it</i> to replace the <u>subject</u> in the sentence. The subject is the one doing the action of the verb or is the one being talked about.</p> <ul style="list-style-type: none"> <li>• I love you. [Note: <i>I</i> is the subject that is doing the loving, and <i>you</i> is the object receiving the love.]</li> <li>• Marlyn and I love you. [<i>Marlyn</i> and <i>I</i> form the subject, the ones doing the action of loving.]</li> <li>• Tony and I applaud your work. [<i>Tony</i> and <i>I</i> are doing the action (subject).]</li> <li>• He was concerned that the <u>principal and I</u> do not do good work.</li> <li>• Why are you afraid that <u>my brother and I</u> will not clean our rooms?</li> </ul>	<p>We use <i>me, us, her, him, it</i> to replace the <u>object</u>. The object receives the action of the verb.</p> <ul style="list-style-type: none"> <li>• You love me. [Note: <i>You</i> is the subject that is doing the loving, and <i>me</i> is the object receiving the love.]</li> <li>• Marlyn loves you and me. [<i>You</i> and <i>me</i> form the object, the ones receiving the love.]</li> <li>• The manager told Tony and me that we did good work. [<i>Manager</i> is the subject of the sentence, while <i>Tony</i> and <i>me</i> are the objects of the action/verb <i>told</i>.]</li> <li>• He <i>berated</i> <u>the client and me</u> for not paying the bill on time.</li> </ul>

#### 5.1.22. Less, lesser

*Less* refers to a smaller amount of a noncount noun, while *lesser* refers to something of less or lower in quality, strength, important, significance or rank. *Examples*: I ate less rice today. The complainant agreed to the filing of lesser charges against his niece. He chose the lesser evil. The manager was, to a lesser extent, still guilty of libel.

#### 5.1.23. Lose, loose

*Lose* means to misplace, forget, no longer find or be deprived of something or someone, or to fail to win something. The past tense of *lose* is *lost*. *Loose* refers to something unsteady, wobbly or not firmly fixed. *Examples*: Do not lose your argument by using complicated language. The folder fell to the floor, and loose sheets littered the floor.

## 5.1.24. Many, much

Use *many* when referring to a large amount of a count noun, and use *much* for a large amount of a noncount noun. *Examples:* Many of our problems are caused by a lack of historical perspective. Many families attended the forum about the bill on divorce. The negotiations are hampered by too much paperwork. Much of his advice focused on saving the environment.

## 5.1.25. Regard

When using *regard* to mean “relating to, concerning, have a connection with,” use the following acceptable prepositional pairs:

- With regard to – I have no comment with regard to your proposal.
- In regard to – In regard to the first point in your letter,
- As regards – I have little information as regards her fitness for the post.

Never say *with regards to*. Note that when the preposition has no *s* (i.e., *with* or *in*), then the word *regard* has no *s*, and it is further paired with *to*. But when the preposition has an *s* (i.e., *as*), then the word *regards* has an *s* and *to* is not added.

Note that the single word *regarding* works just as well.

## 5.1.26. Revert

The Latin origin of the verb *revert* means “turn back.” Thus, do not add *back* to the word *revert*. Instead, use the preposition *to*.

*Examples:* He reverted to his old ways. When the contract ends, the ownership of the building reverts to the church.

*Revert* means to return to an earlier topic, former state, or the original owner. Do not, therefore, use *revert* to mean *reply* or *respond*. Do not say: Please revert to me on your preferences. Please revert to me on the status of the project. We will investigate and revert back as soon as possible. Instead, say: Please let me know of your preferences. Please update me on the status of the project. We will investigate and get back to you as soon as possible.

## 5.1.27. Shall



Use *shall* when:

- Making a suggestion – *Examples*: Shall we dance? Shall I organize the event tomorrow?
- Drafting legal language – *Shall* is often used in contracts to indicate a legal duty. *Examples*: The premises shall be used by the Lessee only for residential purposes. Upon full payment of the price, the Seller shall transfer possession of the property to the Buyer.
- Referring to a future action using first-person pronouns – In formal, traditional language, such as that used by General MacArthur, *shall* is used when referring to a future action using *I* or *We*. *Examples*: I shall return. We shall finish the report on Tuesday. I shall drive to La Union in an hour. Contrast this use with: The engineers will receive a reply in an hour. Will you attend the meeting?

#### 5.1.28. Should, must

*Should* means “ought to”; use *should* to refer to something appropriate, advisable, right, reasonable or recommended. Use *must* to refer to an obligation or something that is necessary or required. *Examples*: He should have gone back to bed. You must have a license before you drive a vehicle.

#### 5.1.29. They’re, their, there

They’re	Their	There
<p><i>They’re</i> is a contraction—a shortcut for <i>they are</i>, but not for <i>they were</i>.</p> <p><i>Examples</i>:</p> <ul style="list-style-type: none"> <li>• They’re arguing about which show to watch. = They are arguing about which show to watch.</li> <li>• The passengers say</li> </ul>	<p><i>Their</i> is possessive—denotes possession or ownership. Just like <i>my</i>, <i>her</i> or <i>your</i>, <i>their</i> always comes before a noun, e.g., their report, their problem, their proposal.</p> <p><i>Examples</i>:</p> <ul style="list-style-type: none"> <li>• The dogs are biting their master = the master of the dogs. [Note that the noun <i>master</i> came after <i>their</i>.]</li> </ul>	<p><i>There</i> refers to a place or position. Its counterpart is <i>here</i>.</p> <p><i>There</i> also indicates the existence of something, e.g., There are snakes in the jungle. There are seven days in a week.</p> <p><i>Examples</i>:</p> <ul style="list-style-type: none"> <li>• Put these books there. =</li> </ul>

that they're ready to help. = The passengers say that they are ready to help.

- Children are sometimes afraid of their shadows = the shadow of the children. [The noun *shadows* comes after *their*.]

- place where the books should be placed.
- There are too many bicycles on the sidewalk = many bicycles exist on the sidewalk.

**They're parking their car there.**



#### 5.1.30. Through, thru

*Thru* is merely an informal, simplified spelling of *through* and not appropriate in formal writing. It appears acceptable only as an abbreviation, in which case it can be used in the heading segment of the memo (together with the other parts of the heading segment such as *To*, *From*, *Subject*), but it is not advisable to use it in the body of memos, emails, letters and reports.

#### 5.1.31. Wait, await

Both words mean the same thing: to stay in one place or to delay action. *Wait*, however, does not need an object (the receiver of the action). We can just say, "Corazon waited." If we want to say for whom or for what Corazon waited, we can say, "Corazon waited for the conference to start." Or "Corazon waited for the manager to finish his assessment of her performance."

*Await* needs an object (and oftentimes sounds more formal).

*Examples:* The prisoners awaiting trial remain protected by law. I await your prompt reply. Our destiny awaits us.

[Note that *await* does not need the preposition *for*.]

#### 5.1.32. Whether

It is not necessary to add *or not* after *whether*. The phrase *or not* is redundant in certain cases.

*Examples:* The issue in this case is whether the accused committed malversation. How do we know whether global warming is caused by humans? Please check whether the client is waiting at the office.

Use *whether or not* to mean “regardless of whether.” *Examples:* We will proceed whether or not you join us. Whether de la Fuentes submits himself to a lifestyle check or not, I would not trust him.

#### 5.1.33. Whose, who’s

*Who’s* is a contraction of *who is*, while *whose* refers to ownership or to a person or thing being talked about. *Examples:* He was concerned about who’s [who is] in charge. Whose allegation is the least credible? The burden falls on the one whose guilt is strongest. The defendant, whose answer was not filed in time, has no cause to complain.

#### 5.1.34. Which, that

Use *which* when what follows next is merely a description or additional information about something that has already been mentioned or specified. When used in this way, *which* comes after a comma because the entire clause can be safely removed without affecting the meaning or integrity of the sentence. *Examples:* Jose read *Men on a Mission*, which I gave him. Julie’s Bakeshop, which gave away bread to the orphans, was closed yesterday. Please use Form 14-B, which was posted on the bulletin board last week.

Use *that* when what follows next is essential to identify what or who is being talked about; *that* introduces a defining clause. *Examples:* Jose read the book that I gave him. The bakery that gave away bread to the orphans was closed yesterday. Please use the new form that was posted on the bulletin board last week.

#### 5.1.35. Would, could

*Would* means *will*, and *could* means *can*. Use *would* and *could* when referring to something in the past or when referring to something conditional, hypothetical or uncertain. *Examples:* If I could answer that

question, I would. She said she would file the petition on time. Whenever he would appear in court, he would address the judge respectfully. I would appreciate your prompt reply.

### 5.1.36. You're, your

*You're* is a contraction of *you are*. *Examples:* You're [you are] late. Carlo realizes that you're [you are] working hard to provide him with all that he needs.

*Your* is a possessive adjective—denotes possession or ownership. Just like *my*, *her* or *its*, *your* always comes before a noun, e.g., your report, your problem, your proposal. *Example:* Your son realizes that you are working hard to provide him with all that he needs. [Note that the noun *son* comes after *your*.]

## 5.2. PREPOSITIONS

How do we know which preposition to use in a sentence?

Remember that a preposition does not exist by itself. It relates to either

- its HEAD (which is either a verb, noun or adjective) or
- its OBJECT (which is either a noun or pronoun).

??

HEAD	.....	OBJECT
verb	<i>preposition</i>	noun/pronoun
noun		
adjective		

### 5.2.1. Choose the correct preposition.

- First, look to the head. Does the verb, noun or adjective require its own preposition? If yes, look for the proper pairing. To find out which preposition is used for the head (verb, noun or adjective), check out the examples given in dictionaries, including online dictionaries such

as [www.learnersdictionary.com](http://www.learnersdictionary.com) and  
<http://oaadonline.oxfordlearnersdictionaries.com>.

- If not, look to the object, which is often a noun or a pronoun. Does the noun require its preposition? If yes, then look for the proper pairing. Check out the dictionary to determine which preposition is paired with the noun.

Important: Take note that sometimes a word can take on different prepositions. Changing the preposition of a word may change the meaning of the word. For example, there are differences between *speak for*, *speak up* and *speak out*. Make sure to double-check the meaning of each prepositional pair (head + preposition).

These are some examples of prepositional pairs (head + preposition). Check the dictionaries for other prepositional pairs.

abide by	angle at—i.e., show from a
act on	particular point of view
access to	angle for—i.e., to obtain
account for—i.e., to explain	something by hinting
something, or to show	angry at/with/about/over
what happened, or to be	(something)
the cause of something, or	angry at/with (someone)
to constitute	aim at [using <i>aim</i> as a verb]
account of—i.e., description	aim of [using <i>aim</i> as a noun]
or narration of an event	agree with
or occurrence	allude to
accuse of	annoyed at
accustomed to	answer for—i.e., be
address to	responsible for
admit to	something
advantage of/in	answer to—i.e., be
advise against	responsible to someone
afraid of	anxious about
agree to (something)	apologize for (something)
agreeable to (something)	apologize to (someone)
agree with (someone)	appeal to
allow for	appearance of
alternative to	apply for (a job, permit, loan,

etc.)	someone or something
approve of	accustomed to a new
argue about (something)	routine
argue with (someone)	bring up—i.e., mention a topic
arrest for	or raise children
arrive at	burden on
ashamed of	business of
ask about—i.e., to question or	call for—i.e., to make
obtain information	necessary or to publicly
ask around—i.e., talk to	ask for or demand
different people	call on—i.e., to visit or to ask
ask for —i.e. to make a request	for a response
assign to	call upon/on—i.e., to have
assist in	recourse to
attach to	call off—i.e., to cancel
avail (oneself) of	capable of
aware of	care for
awareness of	careless of/about
back (something) up—i.e., to	carry on—i.e., continue
reverse	carry out—i.e., perform or
bad at	conduct
ban from	case of
bargain for	chance of
based on	change in/to (something)
basis for—i.e., support or	i.e., act or process of
foundation for an idea,	changing
argument or process	change of (something)—i.e.,
bear with—i.e., be patient	act of replacing one thing
believe in	with another
benefit from [using <i>benefit</i> as	charge with
a verb]	clamp down on—i.e., act
benefit of [using <i>benefit</i> as a	strictly to prevent
noun]	something close to
bias towards	come across—i.e., find
bias against	unexpectedly
blame for	come up against—i.e., faced
boast of	with or be opposed by
bored with	come up with—i.e., to
break down—i.e., to stop	produce an idea or plan
working or functioning	communicate to
break in—i.e., to train, to get	compare with [compare two

- or more things of the same class of kind, such as comparing two cars or two outfits]
- compare to [compare two or more things of different classes or kinds, such as comparing a person to the sun, or comparing time to a flower]
- complain about
- comply with
- concentrate on
- confess to
- conform to
- congratulate on
- connect to
- connected to
- connect with—i.e., join together so as to provide access and communication
- connection between—i.e., relationship between two things
- connection with—i.e., relationship between two things
- connection to—i.e., link with another
- consent to
- consist of
- consultation with
- contact with (using *contact* as a noun)
- content with
- contrast with
- contribute to
- cope with [never *cope up with*]
- count on
- crave [no preposition]
- criticize for
- dabble in
- danger of
- deal with
- delay in
- demand [no preposition when used as a verb]
- demand for/on [when using *demand* as a noun]
- depend on/upon
- deprived of
- derive from
- desire for
- deter from
- differ from
- differ with—i.e., to disagree
- different from [not *different than*]
- difference between
- difficulty in
- disagree with (someone)
- disagree on (something)
- discourage from
- discrepancy in
- discuss [no preposition if used as a verb]
- discussion on (something)
- dispense with
- dispose of—i.e., to get rid of
- distract from
- drag on—i.e., last much longer than expected or necessary
- draw out—i.e., prolong something or to
- dream about/of
- drive at—i.e., insinuate; be trying to say ease off/up
- effect of

embark on/upon—i.e., start  
or  
engage in  
emphasize [no preposition if  
used as a verb]  
end in—i.e., result in  
end up—i.e., finally reach a  
state, place or action  
engaged in  
eject from  
escape from  
evidence of (something)  
evidence for  
evidence against  
evident to (someone)  
evident in/from (something)  
evident for (some time)  
examination of  
example of  
exception to  
excited at/about  
excuse for  
experience of  
expertise on/in  
explain to (someone)  
explain away—i.e., find an  
excuse or plausible  
explanation fact  
fall through—i.e., not happen  
famous for  
fear of  
fed up with  
feel like  
feeling of  
fill in (the blank)  
fill in for—i.e., temporarily  
substitute for  
fill in on—i.e., update  
figure out  
file against  
file with (a court or office)

file for (something, e.g.,  
divorce or bankruptcy)  
file on—i.e., information  
about someone or  
something  
focus on  
fond of  
forget about  
forgive for  
frown on/upon—i.e.,  
disapprove  
fuss over—i.e., pay excessive  
attention to  
get at—i.e., imply  
get by—i.e., survive a difficult  
situation  
get across—i.e., make  
something understood  
good at (something)  
good for (someone)—i.e.,  
something benefits  
someone  
good for—i.e., valid for a  
period of time  
grateful for  
guard against  
guidelines on/for  
guilty of  
habit of  
hand in—i.e., to submit  
something  
happy about/at  
headed for  
honor of  
hope of  
idea of  
importance of  
impressed by/with  
improve on/upon—i.e., make  
better  
incapable of



- independent of
- inform of
- information on
- insist on
- insistence on
- insure against
- intent on
- intention of
- interest in
- interested in
- interference in/with  
(something)
- investigation into (something)
- involve in [used as a verb]
- involved with/in [used as an  
adjective]
- iron out
- job of
- keep at—i.e., to persevere
- keen on
- keep from
- know of—i.e., have heard  
about
- knowledgeable about
- known for (something)
- known to (someone)
- lack of
- lay off—i.e., fire, dismiss, let  
go
- lead in [when used as a noun]
- lead to [when used as a verb]
- leave out—i.e., to omit
  - let up—i.e., becomes less  
intense or slower
- liable for (something)—i.e.,  
answerable or responsible  
for
- liable to—i.e., likely to  
experience
- link with/between—i.e.,  
connection, relationship
- link with/up with—i.e. to  
form a connection
- link up to—i.e., to join  
physically
- link to—i.e., create a  
hyperlink between web  
pages
- liven up
- log on or log in
- look ahead
- look down on—i.e., hold in  
contempt or as inferior
- look forward to
- look in on—i.e., visit to check  
up on someone
- look into—i.e., investigate
- look over—i.e., review
- make for—i.e., result in or  
cause
- make up—i.e., to invent an  
excuse or story
- make up for—i.e., to  
compensate
- made of/with
- matter of
- miss out on—i.e., lose an  
opportunity to do  
something
- narrow down—i.e., reduce a  
number of options
- need for [used as a noun]
- nervous about
- note down
- obedience to
- object to
- objection to
- opportunity for/of
- opposed to
- opt out
- own up—i.e., admit or confess  
something

part of  
participate in  
pending in/with (a court or  
office)  
persist in  
pertain to  
pick on—i.e., to bully  
pitch in—i.e., to help  
plead guilty to  
plan to  
pleased about  
pleasure in/of  
point of/in  
point out—i.e., call attention  
to  
possibility of  
praise for  
prefer to  
preference for  
prepare for  
present to—i.e., person or  
entity  
present with (something)  
prevent from  
problem of  
proof of (something)  
prosecute for  
prospect of  
protect from  
protection from  
protest at/about  
provide with  
pull through—i.e., overcome  
difficulty or illness  
punish for  
purpose in/of  
put off—i.e., to postpone  
put out—i.e., to extinguish  
put together—i.e., to assemble  
put up with—i.e., to tolerate  
question of

ready to (do something)  
ready for (something)  
reason for  
recover from  
reduction in (something)  
reduction of (how much)  
refer to  
refrain from  
rely on  
remind of  
replace by/with (something or  
someone)  
reputation for  
request [no preposition if  
used as a verb]  
request for [when used as a  
noun]  
resigned from—i.e., quit a job  
or function  
resigned to—i.e., accept a bad  
situation that cannot be  
changed  
resort to  
respond to  
responsible for  
result in (an outcome)  
result of (something that is the  
cause)  
revert to [never *revert back to*]  
risk of  
rule out—i.e., eliminate  
run into—i.e., meet by chance  
run over—i.e., drive a vehicle  
over a person or thing  
satisfied with  
save from  
scale back/down—i.e., make  
something smaller than  
originally intended  
sense of  
seminar/workshop/training/

conference on  
settle for  
share with (someone)  
share in—i.e., have a part in  
    something, especially an  
    activity  
sign over (to)—i.e., to transfer  
    ownership of something  
sign up (for)—i.e., enroll in an  
    activity  
sign up (with)—i.e., work for  
    somebody  
similar to  
single out  
slip up—i.e., make a mistake  
solution to  
sorry for  
sort out  
spend on  
stand for—i.e., to represent or  
    to tolerate  
stand trial for  
stick to—i.e., continue  
    without changing anything  
stop from  
stress [no preposition if used  
    as a verb]  
strict about (something)  
strict with (someone)  
submit to  
substitute for [when used as a  
    noun]  
substitute for/in [when used as  
    a verb]  
succeed in  
success in  
successful at/in  
suffer from  
suitable for  
suited to  
support for

surprised at/by  
suspect of  
take after—i.e., to resemble  
    someone  
talk into—i.e., persuade  
    someone to do something  
talk out of—persuade  
    someone not to do  
    something  
talk about  
talk to (without interaction  
    yet)  
talk with (with interaction)  
task of  
tell about  
tend to  
thank for  
think about/of  
think over—i.e., to consider  
tired from (something that is  
    exhausting)  
tired of—i.e., fed up, bored  
    with  
track down  
trade in  
translate into  
translated into  
turn in—i.e., deliver or submit  
    something  
typical of  
unhappy about/at  
use for  
used to  
use up—i.e., to use  
    completely, to exhaust  
variety of  
veer away from  
vie with  
vote for  
vouch for  
warn about/of/against

way of  
wear out  
wind up

worry/worried about  
worthy of

Preposition	Use	Examples
<b>At</b>	Specific time, a precise time of day	At half past nine, at 5:30PM, at noon, at midnight
	Part of the day	At bedtime, at lunchtime, at sunrise, at sunset, at twilight, at dusk, at dawn, at night (see also use of <i>in</i> for part of the day)
	Celebrations	At Christmas, at Easter (unless we mean the day itself, in which case we say <i>on Christmas Day</i> or <i>on New Year's Eve</i> )
	Standard expressions	At the end of the week, at the same time, at present (e.g., I'm in San Diego at present), at the moment
<b>On</b>	Days of the week (even if we add another word)	On Sunday, on Friday afternoon
	Date	On March 30, on the 15 <sup>th</sup> of December
	Special holidays	On Labor Day, on Good Friday, on Easter Sunday, on Danny's birthday, on Christmas, on New Year's
	Days, when referring to routine or regular occurrences	I take the MRT on Mondays.
	Weekend	On the third weekend of May
<b>In</b>	Week	In the third week of July (although we'd find several who'd also say <i>on the third week of July</i> )
	Month	In March, in mid-December
	Year	In the '70s, in 2010
	Longer periods	In the future, in the past, in the present, in this century, in the next millennium
	Seasons	In autumn, in the summer of '69
	Part of the day	In the morning, in the afternoon, in the evening
	Part of the day, when referring to routine or regular occurrences	In the morning(s), in the evening(s), in the afternoon(s)—e.g., I walk the dog in the afternoons. Note: Feel free to just drop the <i>s</i> . It's perfectly fine to say: I walk the dog in the afternoon.

	After a certain period	In a minute, in an hour, in a month, in five weeks
<b>After</b>	Later than something	The teachers met after school. Tony will be home shortly after Christmas. The plane arrives ten minutes after two.
<b>Before</b>	Earlier than something; earlier than a certain point of time	We do not watch TV before dinner. We sent our reply the day before yesterday. Very few people in my province owned a radio before the war.
<b>By</b>	Not later than a special time; in the sense of <i>at the latest</i> ; up to a certain time	The client needs your report by Thursday. I will be back by lunchtime. By 11 o'clock, she had read five pages.
<b>During</b>	Through the whole of a period of time	Danny read five books during the Easter break. Michelle fell asleep during the senator's speech.
<b>Past</b>	Telling the time of day; beyond in time; later than	It is half past 8 (8:30). By this time it was past 4:30.
<b>Since</b>	Point of time; From a certain point of time (past till now)	Ciara has worked at Siemens since 1998. It hasn't stopped raining since Monday. Hector hasn't had a girlfriend since he left college.
<b>Till or until</b>  * Note that <i>till</i> is a less formal way of saying <i>until</i> .	No later than a special time; in the sense of <i>how long something is going to last</i>	Till tomorrow! We cannot leave until it stops raining. He will be away until Friday.
<b>To</b>	Telling the time of day	20 minutes to 5 (4:40)
<b>Up to</b>	Not more than a special time; <i>up to</i> also means <i>until</i>	Hugh Jackman had to work out up to three hours a day. The process is expected to take up to two years. Up to now I hadn't had a relationship.
<b>Within</b>	During a period of time; occurring inside a particular period of time	One can finish this project within a day. The cupcakes were sold out within two hours. About one-half of the detainees were rearrested within two years of their release.

## 5.2.2. These are uses for prepositions of time.

Preposition	Use and Examples	Notes
<b>For</b>	<p>We use <i>for</i> + <i>a period of time</i> = period of time; over a certain period of time; from the past until now I've lived in this house for only a week.</p> <p>She wore her hair in a braid for a while.</p> <p>They have been watching TV for two hours.</p>	<p>Note that <i>for</i> refers to duration, a length of time, or a period. So when we say, "We will discuss the disadvantages of the cybercrime bill for 3 hours," it means we will take three hours (or 180 minutes) to discuss the cybercrime bill.</p>
<b>In</b>	<ul style="list-style-type: none"> <li>We use <i>in</i> + <i>period of time</i> = a time in the future</li> <li><i>In</i> + <i>how long will it take to do something</i></li> </ul> <p>Jack will be back in a year.</p> <p>The train will leave in a few minutes.</p> <p>I learned to drive in four weeks.</p>	<p>But <i>in</i>, when used for time, refers to a time in the future. So when we say, "We will discuss the disadvantages of the cybercrime bill in 3 hours," it means we will start discussing the bill only after three hours has passed.</p> <p>Hence, if we answer the phone and the caller asks if he could talk to Mary, we shouldn't say <i>For a while</i> because this phrase means that we are telling the caller that he can talk to Mary for only a little while—a period of time. We should say <i>In a while</i> or <i>In a minute</i>, which means that we're telling the caller that he will get to talk to Mary after a little while has passed.</p>
<b>From ... to</b> <b>From ... till*</b> <b>From ... until</b>	<p>These two prepositions are two points that form a period. They mark the beginning and end of a period of time.</p> <p>From Monday to Wednesday</p>	<p>These are <i>from ... to</i> phrases that mean another thing.</p> <p><i>From day to day</i> means daily or as the days pass.</p> <p><i>From hour to hour</i> means hourly</p>

<p>* Note that <i>till</i> is a less formal way of saying <i>until</i>.</p>	<p>From Monday till Wednesday From Monday until Wednesday</p> <p>Martial Law was in effect from 1972 to 1981. The show will run from 10AM to 2PM.</p>	<p>or as the hours pass. <i>From week to week</i> means weekly or as the weeks pass. <i>From month to month</i> means monthly or as the months pass. <i>From year to year</i> means yearly or as the years pass.</p> <p><i>From time to time</i> means occasionally.</p>
<p><b>Between ... and</b></p>	<p>The preposition <i>between</i> is paired with <i>and</i> to indicate time that separates two points. Life is most difficult between Monday and Friday. The rains peak between three and five in the afternoon. We expect John to come home between autumn and spring.</p>	<p>Note that when we use the preposition <i>between</i>, we do not pair it with <i>to</i>—we do not say <i>between Monday to Friday</i>.</p> <p>Instead, we pair it with <i>and</i>. So we say <i>between Monday and Friday</i>.</p>

5.2.3. These are some uses for *in*, *at* and *on* when referring to positions or location.

Preposition	Use	Examples
<b>In</b>	<ul style="list-style-type: none"> <li>barrio, town, city, suburbs, country, world (anything but a specific address or street)</li> <li>coverage of book, paper, study, research, etc.</li> <li>car, taxi, van, raft, canoe (not mass transit; you are enclosed in it)</li> <li>contained in the picture, world</li> <li>referring to the confines of a particular area, contained inside an area</li> <li>what is contained in a document</li> </ul>	<ul style="list-style-type: none"> <li>in Barangay Pinya, in Illinois, in Asia</li> <li>in the book, in the newspaper, in the Affidavit, in the memo, in the deposition, in the paper, in an email</li> <li>in the car, in a taxi, in a van</li> <li>in the photograph, in the world, in the universe</li> <li>I left my bag in the seminar room (or in the bus, or in the kitchen).</li> <li>There is a hump in the road (can also be hump on the road)</li> <li>There are too many people in</li> </ul>

		<p>the street tonight.</p> <ul style="list-style-type: none"> <li>• The research proposal is in the office.</li> <li>• The chairs in the balcony</li> <li>• In the affidavit, in the essay, in the pleading, in the book</li> </ul>
<b>At</b>	<ul style="list-style-type: none"> <li>• meaning next to, by an object</li> <li>• for events</li> <li>• place where you are to do something typical (watch a film, study, work)</li> <li>• specifying location/position</li> <li>• table</li> <li>• specific address</li> <li>• specific URL (website)</li> </ul>	<ul style="list-style-type: none"> <li>• at the door, at the station</li> <li>• at a concert, at the party</li> <li>• at the cinema, at school, at work, at the fair, at the seminar, at the office</li> <li>• I am at the seminar room (contrast with <i>I left my bag in the seminar room</i>—which refers to the area of coverage)</li> <li>• He was not at his table.</li> <li>• She lives at 36 Ruby Road, Ortigas Center, Pasig.</li> <li>• at <a href="http://www.wonderbiz.com">www.wonderbiz.com</a></li> </ul>
<b>On</b>	<ul style="list-style-type: none"> <li>• for a place with a river, for island</li> <li>• being on a surface</li> <li>• for a certain side (left, right)</li> <li>• for a floor in a house</li> <li>• when using mass transit that is big enough for you to walk on</li> <li>• for television, radio, computer, Internet</li> <li>• position/location on the street, road, avenue, highway</li> <li>• sidewalk or pavement (location)</li> <li>• when the surface is critical</li> </ul>	<ul style="list-style-type: none"> <li>• London lies on the River Thames, on Bird Islet</li> <li>• on the table, on the ledge, porch, balcony, on the basketball court</li> <li>• on the left</li> <li>• on the first floor</li> <li>• on the planet, on earth, on your lap (surface)</li> <li>• I am on the bus, on a plane, ship, train, MRT</li> <li>• on TV, on the radio, on the Internet, onscreen, log on, on the server, on the DVD, on the CD, on her blog, on the network, on the web, on the website</li> <li>• on Maple Avenue</li> <li>• the cat sitting on the sidewalk</li> <li>• on the cover of the magazine, on page 23</li> </ul>



### 5.3. TRANSITIONAL DEVICES

#### 5.3.1. To repeat information or indicate sameness

that is, that is to say, in other words, in fact, once again, to put it another way, to repeat, to wit, namely, i.e., in brief, as stated, as has been noted

#### 5.3.2. To refer back

on the whole, in sum, as mentioned, as stated, it seems then, as we have seen

#### 5.3.3. To show contrast and differences; to show exception or opposition

however, but, but at the same time, even so, even though, for all that, yet, nevertheless, notwithstanding, otherwise, regardless, still, though, although, whereas, in contrast, rather, in spite of, despite, nonetheless, rather than, unlike, conversely, on the other hand, on the contrary, by comparison, where, compared with, up against, balanced against, vis-à-vis, meanwhile, after all, although this may be true

#### 5.3.4. To compare

as, in like manner, as if, like, by comparison, likewise, in comparison, similarly, in the same way

#### 5.3.5. To add information or indicate continuation

and, and then, besides, equally important, further, too, next, what's more, also, furthermore, moreover, lastly, finally, in addition, in the same way, again, another, similarly, the same, first (second, third, etc.), parenthetically

#### 5.3.6. To prove; to show cause and effect

thus, therefore, so, consequently, as a consequence, as a

result, hence, it follows that, because, since, for, because of, caused by, for this reason, that is why, ergo

#### 5.3.7. To show sequence

first (second, third and so forth), A (B, C and so forth), next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, and then

#### 5.3.8. To show examples; to indicate a shift from a more general or abstract idea to a more specific or concrete idea

for example, for instance, after all, an illustration of, even, indeed, in fact, it is true, of course, specifically, to be specific, that is, to illustrate, thus, truly, such as, e.g., in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate

#### 5.3.9. To concede or to show a willingness to consider another point of view

admittedly, true, granting that, of course, naturally, some believe, some people believe, it has been claimed that, once it was believed, there are those who would say, granted that, certainly, no doubt, conceding that, undoubtedly, without a doubt, following that line of reasoning

#### 5.3.10. To emphasize or to assert an obvious truth

indeed, definitely, extremely, obviously, in fact, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, undoubtedly, certainly, undeniably, without reservation

#### 5.3.11. To show a time sequence or relationship

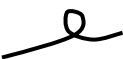





after a while, after that, again, also, as long as, at last, at length, at first, after so much time, afterward, and then, after a few hours, before, besides, beginning, eventually, earlier, even when, ever since, so far, finally, furthermore, formerly, following, from, from then on, immediately, in the first place, in time, last, later, meanwhile, near, next, now, over, shortly, simultaneously, subsequently, soon, still, the next day/night, then, thereafter, while, previously, presently, until now, when






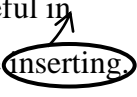
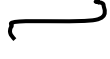
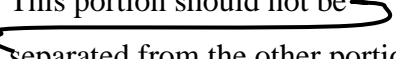









#### 5.3.12. To summarize or conclude

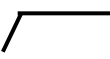








clearly, finally, in conclusion, to conclude, in sum, therefore, in brief, on the whole, summing up, to conclude, in conclusion, as shown, as stated, hence, accordingly, thus, as a result, consequently

### 5.4. COPYEDITING AND PROOFREADING SYMBOLS

Use these basic proofreading symbols in editing a document.

Symbol	Meaning	Example
	Delete	Delete this word <del>word</del> from the sentence.
	Close up (that is, remove the space)	The noun <i>turn</i>  <i>over</i> is one word.
	Delete and close up	Remove <del>ve</del>  the space and close up.
	Insert a word or phrase or something. When inserting many sentences or paragraphs, enclose the insertion in a balloon whenever possible.	<p><i>phrase</i> Insert a word or here. ^</p> <p><i>short but meaningful phrase</i> Insert a here. ^</p>

 <sup>#</sup> or	Insert space	<sup>#</sup> Put a space here. or Put a space  here.
 <i>tr</i>	Transpose; exchange words or phrases	Change  order <del>the</del> of words. <i>tr</i>
	Move to a new position (use this particularly for long phrases)	This editing mark is useful in something in a sentence  inserting.
	Run in with the previous line (that is, connect the lines and do not create a line break)	This portion should not be  separated from the other portion.
	Begin a new paragraph	This is one sentence.  This one should begin another paragraph.
<i>no</i> 	No paragraph; remove the paragraph break	This is the first sentence. <i>no</i>  This is the second sentence and should have been part of the first paragraph.
 <i>sp</i>	Spell out	Spell out the numeral  <i>sp</i> We need more  <i>sp</i>
 <i>cap</i>	Set in ALL CAPITALS	Use all caps for <u>dti.</u> <i>Cap</i>
 <i>lc</i>	Set in lower case	No need to capitalize <del>\$</del> ecurity. <i>lc</i>

	Capitalize only the first letter of the word	The term <del>S</del> UPREME <del>C</del> COURT should not be written in all caps. Just capitalize the first letters.
	Set in <i>italics</i>	Italicize the word <u>kalabit</u> . <i>ital</i>
	Set in roman (do not italicize)	Do not italicize the term <i>bona fide</i> . <i>rom</i>
	Set in <b>boldface</b> (highlight bold)	Make this <u>word</u> boldface. <b>bf</b>
	Wrong font	Change the font because <u>it is the wrong one</u> . <i>wf</i>
	Underscore	Underscore the word you wish to <u>emphasize</u> .
	Insert a comma	Mary John and Joseph are three , different human beings.
	Insert an apostrophe	Its been an honor to partner with the British Embassy.
	Insert a period	Insert periods for the term <u>ie</u> . This term means “in other words.”

^ ;	Insert a semicolon	Use a semicolon in this sentence: The check was for more than the balance^ consequently, it bounced.
^ :	Insert a colon	Insert a colon to introduce items^a list, enumeration, quotation, or an appositive (a restatement of a noun).
“ ” V or V	Insert single or double quotation marks	Add in brackets the words indicating that emphasis was supplied such as ^ emphasis added.^
-/	Insert a hyphen	Insert a hyphen in the noun follow^/up.
/ N	Insert an en dash	The March 20/24 conference was successful. N
/ M	Insert an em dash	Everything about this problem—the facts, issues, contentions and arguments/is confusing. M
..... <i>stet</i>	Let it stand (that is, ignore the correction and maintain the original text)	Let it <del>stand</del> <sup>l</sup> . Do not edit. <i>stet</i>

## 5.5. REFERENCES AND RECOMMENDED READING

### On Legal Writing

1. *Manual of Judicial Writing*. Supreme Court of the Philippines, 2005. Print.
2. Garner, Bryan A. *Legal Writing in Plain English: A Text with Exercises*. 2<sup>nd</sup> ed. Chicago and London: University of Chicago Press, 2013. Print and Kindle file.
3. Goldstein, Tom, and Lieberman, Jethro K. *The Lawyer's Guide to Writing Well*. 2<sup>nd</sup> ed. California and London: University of California Press, 2002. Print and Kindle file.
4. Painter, Mark P. "Legal Writing 201: 30 Suggestions to Improve Readability or How to Write for Judges, Not Like Judges." *Plain Language Association International*. Plain Language International Network, March 2002. Web, visited 6 March 2014.  
<<http://www.plainlanguagenetwork.org/legal/legalwriting.pdf>>
5. Stark, Steven D. *Writing to Win: The Legal Writer*. 3<sup>rd</sup> ed. New York: Three Rivers Press, 2012. Print and Kindle file.
6. Kimble, Joseph. *Writing for Dollars, Writing to Please: The Case for Plain Language in Business, Government, and Law*. North Carolina: Carolina Academic Press, 2012. Print and Kindle file. Excerpt available for downloading at  
<<http://www.plainlanguagenetwork.org/kimble/Writing1.pdf>>.
7. Garner, Bryan A. *Garner's Dictionary of Legal Usage*. 3<sup>rd</sup> ed. New York: Oxford University Press, Inc., 2011. Print.
8. Smith, Daniel U. "Persuasive Legal Writing." *Daniel U. Smith*, 2009. 10<sup>th</sup> ed. PDF file.
9. Norris, Benjamin R. "Writing to Win." *State Bar of Arizona*. Arizona Attorney, December 2000. PDF file and Web, visited 6 March 2014. Available for downloading at  
<<https://www.myazbar.org/AZAttorney/Archives/Dec00/AZAT120034-writing.pdf>>.

10. Higdon, Michael J. “The Legal Reader: An Expose” (University of Tennessee Legal Studies Research Paper No. 183). *Social Science Research Network*. University of Tennessee College of Law Legal Studies Research Paper Series. PDF file and Web, visited 9 March 2012.  
<[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2019728](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2019728)>.

#### On Plain Language and Accessible Writing (free to download)

11. *Plain Language*. Plain Language Association International, n.d. Web, visited 17 March 2014.  
<<http://www.plainlanguagenetwork.org>>. Note: Check out the Resources section for articles by lawyers and academics.
12. Center for Plain Language. n.d. Web, visited 17 March 2014.  
<<http://centerforplainlanguage.org/topic/blog/legal/>>.
13. *Federal Plain Language Guidelines March 2011*. The Plain Language Action and Information Network, n.d. Web, visited 17 March 2014. <<http://www.plainlanguage.gov>>. Note: The guidelines are available for downloading at  
<<http://www.plainlanguage.gov/howto/guidelines/FederalPLGuidelines/FederalPLGuidelines.pdf>>.
14. Kimble, Joseph. “The Great Myth that Plain Language is Not Precise.” *Plain Language Network*. The Scribes Journal of Legal Writing, 1998–2000. PDF file and Web, visited 15 March 2014. Available for downloading at  
<<http://www.plainlanguagenetwork.org/kimble/great4.pdf>>.

#### On Grammar and Writing (free to access)

15. *The Guide to Grammar and Writing*. Capital Community College Foundation, n.d. Web, visited 6 March 2014.  
<<http://grammar.ccc.commnet.edu/GRAMMAR/>>.
16. *Online Writing Laboratory*. Purdue University, n.d. Web, visited 17 March 2014. <<http://owl.english.purdue.edu/owl/>>.



17. *Towson University Online Writing Support*. Towson University, n.d. Web, visited 17 March 2014. <<http://www.towson.edu/ows/>>.
18. *Guide to Grammar and Style*. Jack Lynch, Rutgers University, 2011. Web, visited 17 March 2014. <<http://andromeda.rutgers.edu/~jlynch/Writing/>>.

#### On Business Writing

19. Bovee, Thill and Schatzman. *Business Communication Today*. 7<sup>th</sup> ed. New Jersey: Prentice Hall, 2003. Print.

#### Online Dictionaries (free to access)

20. Learners' Dictionary. Merriam-Webster, Incorporated, 2014. <<http://www.learnersdictionary.com/>>. Web, visited 17 March 2014.
21. Merriam Webster. Merriam-Webster, Incorporated, 2014. <<http://www.merriam-webster.com/>>. Web, visited 17 March 2014.
22. Oxford Advanced American Dictionary. Oxford University Press, 2011. <<http://oaadonline.oxfordlearnersdictionaries.com>>. Web, visited 17 March 2014.
23. Visuwords<sup>TM</sup>: Online Graphical Dictionary. Logical Octopus, using Princeton University's WordNet (<http://wordnet.princeton.edu>). <<http://www.visuwords.com/>>. Web, visited 15 March 2014.
24. Visual Dictionary Online. Merriam-Webster, QA International, 2014. <<http://visual.merriam-webster.com>>. Web, visited 17 March 2014.

#### Styleguide

25. AP Stylebook. <<http://www.apstylebook.com>>. Web, visited 17 March 2014. Note: Styles followed in this *Stylebook*, particularly on citation and footnoting, is a modified version of the those in the AP Stylebook and the Manual of Judicial Writing.

## SAMPLE MEMO OR REPORT

Whenever appropriate, place the official logo on the left of the title page heading and adjust title page heading to the right but maintaining center alignment.

Margins for the document: 1.5 inches for the left, 1 inch for the rest

Font size 12, align centers

Font size 14, bold, align center, all caps

Font size 12, align center

Font size 10, align center

2 spaces

### MEMORANDUM

1 space

**FOR** : **HON. [FULL NAME]**  
[Designation]

Font size 14, bold, all caps, align left

Font size 12, bold, all caps, align the colons

Font size 12, aligned with name

1 space

**THRU** : **HON. [FULL NAME]**  
[Designation]

Font size 12, bold, all caps

Font size 12, aligned with name

1 space

**FROM** : **[FULL NAME]**  
[Designation]  
[Office]

Font size 12, bold, all caps

Font size 12, aligned with name

Font size 12, aligned with name

1 space

**DATE** :

Font size 12, bold, all caps, be consistent in date

1 space

**SUBJECT** : **[SUBJECT LINE]**

formatting

Font size 12, bold, all caps

2 spaces

### [KIND OF REPORT]

Font size 14, bold, all caps, align center

2 spaces

On 28 February 1983, a Memorandum of Agreement was executed...<sup>1</sup>

Font size 12, left indent tab, justify, single-spaced, 2 spaces between paragraphs

The municipality committed to administer, manage and disburse

[Simple closing indicating requested action]

3 spaces

Font size 12, all caps, bold, right portion, align center

**[FULL NAME OF WRITER]**

Font size 12, capitalized, right portion, align center

[Designation]

3 spaces

**[FULL NAME OF RECOMMENDING / APPROVING OFFICER]**

Font size 12, all

Font size 12, align left

[Designation]

caps, bold, align left

<sup>1</sup> [Footnote].

Font size 10, single-spaced, do not justify.

## SAMPLE ACTION DOCUMENT

Place the official logo on the left of the title page heading. The center-aligned title page heading is moved diligently to the right.  
Margins: 1.5 inches for the left, 1 inch for the rest

Font size 12, align center

Font size 14, bold, align center, all caps

Font size 12, align center

Font size 10, align center

2 spaces



### Republic of the Philippines **OFFICE OF THE OMBUDSMAN**

Office of the Special Prosecutor  
Agham Road, Diliman, Quezon City 1104

**[FULL NAME OF ALL COMPLAINANTS]** *font size 14, all caps, bold; list all complainants*

Represented by: **[FULL NAME OF REPRESENTATIVE]** *add a representative if necessary  
or helpful; do not include address*

1 space

*Complainant, in italics; use a comma*

1 space

- versus - *align center of name of parties*

[Docket No. \_\_\_\_\_]

For: [Offense]

1 space

**[FULL NAME OF RESPONDENT 1] [SALARY GRADE]** *all caps, bold; list*

[Position of Respondent]

*public respondents first*

[Name of Office]

*do not include abbreviation of office*

1 space

**[FULL NAME OF RESPONDENT 2] [SALARY GRADE]** *all caps, bold; list*

[Position of Respondent]

*public respondents first*

[Name of Office]

*do not include abbreviation of office*

1 space

*Respondents. in italics; use a period*

x ----- x *do not capitalize the x*

1.5 spaces

Font size 16, bold, align center **[TITLE OF DOCUMENT]**

1.5 spaces

This treats of respondents' Joint Motion for Recommendation ...

Font size 14, left indent tab, justify, 1.5 line spacing, 3 spaces between paragraphs

Respondents raise the following argument:

The essence of due process is an opportunity to be heard. One may be heard, not solely by verbal presentation but also, and perhaps even many times more creditably and practicable than oral argument, through pleadings.<sup>1</sup>

Font size 12 for block quote

Indent 5 spaces both sides

Single-spaced, justify

---

<sup>1</sup> See \_\_\_\_\_.

Font size 10, single-spaced, do not justify.

## SAMPLE LETTER 1

This is the basic letter format.



Republic of the Philippines  
**OFFICE OF THE OMBUDSMAN**  
Agham Road, Diliman, Quezon City 1104

*2 spaces from edge of header*

[Date] – *aligned with the close  
and signature block*

*1 space*

[**COURTESY TITLE, NAME OF ADDRESSEE**] – *highlight bold and in caps*

[Designation]

[Company or Office]

[Address]

*1 space*

Re: [Subject line] – *indent 5 spaces and use title case*

*1 space*

Dear [Courtesy title, Addressee]: – *use a colon*

*1 space*

Present the main message of the letter together with supporting – *indent 5 spaces*  
information or detail. – *do not justify right*

*1 space*

All text is aligned to the left margin, except for the date,  
complimentary close and signature block.

*1 space*

The paragraphs are indented five spaces and separated by a single  
space. The subject line is indented five spaces and uses the title  
case.

*1 space*

Very truly yours,

*3 spaces*

[**NAME OF WRITER**] – *highlight bold,*  
[Designation] *incaps*

*2 spaces*

[Identification initials] – *Times New Roman size 10*

Encl. [kind of document]

cc: [name for copy]

## SAMPLE LETTER 2

Use this format when it is necessary to respect the office hierarchy.

Address the letter to the head of the company or office,  
and course through the person with whom you are transacting.



Republic of the Philippines  
**OFFICE OF THE OMBUDSMAN**  
Agham Road, Diliman, Quezon City 1104

*2 spaces from edge of header*

[Date]— *aligned with closing and signature block*

*1 space*

**[COURTESY TITLE, NAME OF ADDRESSEE 1]**— *highlight bold and in caps, usually*

[Designation] *the head of office, agency or department*

[Company or Office]

[Address]

*1 space*

Thru: [Name of Addressee 2] — *indent 5 spaces, name of person transacting with*  
[Designation, Department]

*1 space*

Re: [Subject line] — *indent 5 spaces, align with name of Addressee 2, use title case*

*1 space*

Dear [Courtesy title, Addressee 1]:— *use a colon*

*1 space*

All text is aligned to the left margin, except for the date, — *indent 5 spaces*  
complimentary close and signature block. — *do not justify right*

*1 space*

The paragraphs are indented five spaces and separated by a single space. The subject line is indented five spaces and uses the title case.

*1 space*

Very truly yours,

*— 3 spaces*

**[NAME OF WRITER]** — *highlight bold, in caps*  
[Designation]

*2 spaces*

[Identification initials] — *Times New Roman size 10*

Encl. [kind of document]

cc: [name for copy]

### SAMPLE LETTER 3

Use this format for formal letters addressed to the company or office.



Republic of the Philippines  
**OFFICE OF THE OMBUDSMAN**  
Agham Road, Diliman, Quezon City 1104

*2 spaces from edge of header*

[Date]— *aligned with closing and signature block*

*1 space*

[**COMPANY OR OFFICE**] — *highlight bold and in caps*

[Address]

*1 space*

Attention: [Courtesy title, Name of Addressee] — *indent 5 spaces, name of head of office*  
[Designation, Department or Committee]

*1 space*

Re: [Subject line] — *indent 5 spaces, align with name of Addressee, use title case*

*1 space*

Dear [Courtesy title, Name of Addressee]:— *use a colon*

*1 space*

All text is aligned to the left margin, except for the date, — *indent 5 spaces*  
complimentary close and signature block. — *do not justify right*

*1 space*

The paragraphs are indented five spaces and separated by a single space. The subject line is indented five spaces and uses the title case.

*1 space*

Very truly yours,

*— 3 spaces*

[**NAME OF WRITER**] — *highlight bold, in caps*  
[Designation]

*2 spaces*

[Identification initials] — *Times New Roman size 10*

Encl. [kind of document]

cc: [name for copy]

# INDEX

## Abbreviation 1.8

- currency 1.6.1
- days and months 3.1.6
- initialisms and acronyms 3.1.4
- laws 1.8.2
- letters 4.1.3.5, 4.1.11
- period 3.1.2, 3.1.3
- spell out 1.8.1
- time 1.7.6, 1.7.7
- titles 3.1.5
- versus 1.11.4.9

## Active voice 2.2.10

## Apostrophe 3.8

- compound term 3.8.4
- joint possession 3.8.5, 3.8.6
- possessive 3.8.1
- plurals, not create 3.8.2
- replace omitted text 3.8.3
- time 1.7.5

## Action documents 1.1

- design and layout 1.1.5
- dispositive portion 1.1.8
- docketing 1.1.6
- document header 1.1.7
- font 1.1.3
- margins 1.1.2
- paper 1.1.1
- spacing 1.1.4

## Bias in language 2.3.8

- gender-neutral 2.3.9, 2.3.10

## Block quote, see also *Quotations*

- block quote within 1.9.2.6
- ellipsis 1.9.3.3 to 1.9.3.7
- font 1.1.3
- indentation 1.9.2.7
- lead-in 2.1.13
- margin 1.9.2.5, 1.9.2.6
- spacing 1.1.4, 1.2.4

## Boldface 1.4.4, 1.9.1.4

## Brackets 1.9.4

- parenthetical expression 1.9.4.3
- quotation 1.9.4.1
- *sic* 1.9.4.2

## Bullets

- display list (vertical list) 1.10.2.2
- emails 4.3.5
- key points, coherence 2.1.7

## Can, could 5.1.35

## Capitals 1.3

- books, references, article 1.3.9
- Constitution and laws 1.3.5, 1.3.6
- currency amount 1.6.3
- direct quotations, interrupted 1.9.1.3
- government agencies 1.3.7
- Office of the Ombudsman 1.3.1
- parties 1.3.3
- political subdivisions 1.3.8
- quotations, fragment 1.9.1.2
- quotations, sentence 1.9.1.3
- Supreme Court 1.3.2
- titles of documents 1.3.4
- titles or headings 1.3.10

## Carbon copy

- emails, 4.3.1
- font 1.1.3
- letters 4.2.8
- spacing 1.1.4

## Case title

- document header 1.1.7
- footnotes 1.4.3
- italicize 1.11.4.9
- Philippine Reports 1.11.4.10
- SCRA 1.11.4.11

- title page 1.1.5.2
- unpublished cases 1.11.4.12

#### Citations 1.11

- clarity 2.2.13
- id 1.11.5.2
- indirect quotation 1.9.2.2
- repeating citations 1.11.5
- see 1.11.5.3
- superscript footnote 1.11.1
- supra 1.11.5.1
- vide 1.11.5.3

#### Colons 3.4

- display list (vertical list)  
3.4.1.2, see also 1.10.2.4 to 1.10.2.6
- enumeration 3.4.1
- explanation, introducing  
3.4.2
- run-in list (horizontal)  
3.4.1.1, see also 1.10.1.1
- salutation 3.4.3, 4.2.5.5
- spacing 3.4.4
- superscript footnote 1.11.1

#### Commas 3.2

- adjectives 3.2.10
- appositive 3.2.6
- brief list items 1.10.1.2
- complimentary close 4.2.7.2
- date and time 1.7.3
- em dash 3.7.3
- independent clauses  
(sentences) 3.2.9
- interrupter 3.2.5
- items in a series 3.2.3
- personal title 3.2.2
- quotations 1.9.2.3
- Sr., Jr., III 3.2.1
- superscript footnote 1.11.1
- which 3.2.8, see also 5.1.34

#### Consolidated cases

- docket number 1.1.6.2
- document header 1.1.7

#### Copyediting symbols 5.4

#### Currency 1.6

- abbreviation 1.6.1
- amounts in a series 1.6.5
- capitalizing 1.6.3
- centavos 1.6.4
- spacing between 1.6.2

#### Dashes

- em dash 3.7
- en dash 3.7
- quotation mark 1.9.2.3
- superscript footnote 1.11.1

#### Date and time 1.7

- a.m., p.m. 1.7.6
- apostrophe 1.7.5
- format 1.7.1
- letters 4.1.12
- midnight 1.7.7
- noon 1.7.7
- ordinal form, avoid 1.7.2
- commas, 1.7.3
- footnotes, spell out in 1.7.4

#### Dispositive portion 1.1.8

#### Docketing 1.1.6

- consolidated cases 1.1.6.2
- document header 1.1.7
- SCRA 1.11.4.11
- title page header 1.1.6.1
- unpublished cases 1.11.4.12

#### Document header 1.1.7

- font 1.1.3
- spacing 1.1.4, 1.2.4

#### Double negative 2.2.12

#### Doublets and triplets 2.4.5

#### Edit 2.3.1, 2.3.2

- emails 4.3.6

#### Ellipsis 1.9.3

- beginning the quotation  
1.9.3.2, 1.9.3.3
- between sentences 1.9.3.5
- end of quotation 1.9.3.4
- subsequent paragraph 1.9.3.6,  
1.9.3.7



## Emails 4.3

- attachments 4.3.10
- BCC and CC 4.3.1
- closing 4.3.7
- complimentary close 4.3.8
- language 4.3.6
- line spacing 4.3.4.2
- salutation 4.3.2
- signature block 4.3.9
- spacing 4.3.4.1
- standards 4.1
- topic 4.3.3

## Emphasis and subordination 2.2.11

## En dash, see *dashes*

## Exclamation point

- quotations 1.9.2.3

## Expletive 2.4.8

## Font

- for action documents 1.1.3
- memos 1.2.3
- letters 4.1.3.2

## Footnote

- clarity 2.2.14
- codes 1.11.4.3
- Constitution 1.11.4.1
- court decisions 1.11.4.9
- dates and months 1.7.4
- executive and administrative issuances 1.11.4.6
- font 1.1.3, 1.2.3
- Internet sources 1.11.4.15
- laws 1.11.4.2
- ordinances 1.11.4.8
- Philippine Reports 1.11.4.10
- Records, Ombudsman 1.11.4.13
- Rules of Court 1.11.4.4
- Rules of Procedure, Ombudsman 1.11.4.5
- Rules and Regulations , administrative agencies 1.11.4.7
- SCRA 1.11.4.11
- spacing 1.1.4, 1.2.4

- TSN 1.11.4.14
- unpublished cases 1.11.4.12

## Headings 2.1.3

- titles or headings 1.3.10
- interpretive headings 2.1.3

## Hyphens 3.6

- adjective 3.6.5
- nova 3.6.5
- numbers 3.6.2
- verb 3.6.4

## Inside address, see *letters*

## Italics 1.4

- a word as word, or a phrase as phrase 1.4.5
- case titles 1.4.3
- emphasis 1.4.4., 1.9.1.4
- non-English words 1.4.1
- publications, film, works of art, speeches 1.4.2

## Latin phrases

- traditional legal phrases 2.3.6
- use sparingly 2.3.7

## Letters 4.1, 4.2

- carbon copy 4.2.8.3
- closing 4.2.6
- complimentary close 4.2.7
- courtesy titles 4.2.4 to 4.2.5
- dates 4.1.12
- enclosures 4.2.8.2
- identification initials 4.2.8.1
- inside address 4.2.4
- margins and line spacing 4.2.2 and 4.2.3
- paper 4.2.1
- postscripts 4.2.6.2
- salutation 4.2.5
- subject line 4.1.4
- 

## Line Spacing

- action documents 1.1.4
- block quote 1.9.25
- emails 4.3.4.2
- letters 4.2.2, 4.2.3
- memos 1.2.4

## Lists 1.10

- bullets 1.10.2.2
- coherence 2.1.7, 2.1.10, 2.1.11
- colons 3.4.1
- display list (vertical list) 1.10.2, 3.4.1.2
- emails 4.3.5
- lower case 1.10.2.4
- parallelism 2.2.9
- punctuation 1.10.1.2 to 1.10.2.6
- run-in lists 1.10.1, 3.4.1.1
- upper case 1.10.2.5

Logo, see *Official Seal*

## Margins

- action documents 1.1.2
- letters 4.2.3
- memos 1.2.2

## Misused and Confusable Words 5.1

- a, an, the 5.1.1
- advice, advice 5.1.2
- allege 5.1.3
- anyway, anyways 5.1.4
- backward, backwards 5.1.5
- because, due to 5.1.6
- in or on behalf of 5.1.7
- between, among 5.1.8
- certificate, certification 5.1.9
- compliment, complement, complimentary, complementary 5.1.10
- compose, comprise 5.1.11
- e.g. and i.e. 5.1.12
- despite and in spite of 5.1.13
- elicit, illicit 5.1.14
- envelop, envelope 5.1.15
- especially, specially 5.1.16
- fewer, less 5.1.17
- including 5.1.18
- in, into 5.1.19
- its, it's 5.1.20
- I, me 5.1.21
- less, lesser 5.1.22
- lose, loose 5.1.23
- many, much 5.1.24

- regard 5.1.25
- revert 5.1.26
- shall, 5.1.27
- should, must 5.1.28
- they're, their, there 5.1.29
- through, thru 5.1.30
- wait, await 5.1.31
- whether 5.1.32
- whose, who's 5.1.33
- which, that 5.1.34
- would, could 5.1.35
- you're, your 5.1.36

## Memos 1.2

- closing 1.2.6
- design and layout 1.2.5
- font 1.2.3
- margins 1.2.2
- paper 1.2.1
- spacing 1.2.4

## Modifiers 2.2.8

Multiple negatives, see *double negative*

## Must 5.1.28

## Numbers 1.5

- age 1.5.6
- back-to-back modifiers 1.5.5
- beginning a sentence 1.5.2
- currency 1.6
- comparing numbers 1.5.4
- date, format 1.7
- decimals 1.5.10, 1.5.11
- fractions 1.5.9
- hyphens 3.6.2
- parentheses 1.5.3
- ordinal, date 1.7.2
- percentages 1.5.7
- percent sign 1.5.8
- range 3.7.1
- slash 3.10.2
- spell out 1.5.1
- time, format 1.7

## Paper

- action documents 1.1.1
- letters 4.2.1

- memo 1.2.1

## Parallelism 2.2.9

## Parentheses 3.5

- abbreviation 1.8.1, 18.2
- brackets 1.9.4.3
- footnotes 1.11.4.1 to 1.11.4.7, 1.11.4.10, 1.11.4.15
- non-English 1.4.1
- non-essential information 3.5.1
- numerals 1.5.3, 2.4.9
- run-in lists 1.10.1.1
- superscript footnote 1.11.1

## Passive voice 2.2.10

## Plagiarism 1.9.2.2

## Periods 3.1

- abbreviation 3.1.2, 3.1.3, 3.1.5, 3.1.6
- acronyms and initialisms 3.1.4
- display list (vertical list) 1.10.2.3
- run-in list 1.10.1.1
- superscript footnote 1.11.1

## Prepositions 5.2

- in, on, at 5.2.3
- time 5.2.1

## Pronouns 2.2.5

- gender-neutral 2.3.10

## Proofreading 2.3.2, 4.1.10

- symbols 5.4

## Punctuation 3

- display list (vertical list) 1.10.2.3 to 1.10.2.5
- quotation 1.9.2.3
- run-in list (in-line, horizontal list) 1.10.1
- see *brackets*
- see *colons*
- see *commas*
- see *dashes*

- see *hyphens*
- see *parentheses*
- see *periods*
- see *semicolons*
- see *slash*
- superscript footnote 1.11.1

## Question mark

- quotations 1.9.2.3
- superscript footnote 1.11.1

## Quotation 1.9, see also *Block quote*

- brackets 1.9.4.1, 1.9.4.2
- capitalizing 1.9.1
- direct quotation 1.9.1.3, 1.9.2.1
- double quotation mark 1.9.2.1
- ellipsis 1.9.3
- emphasis 1.9.1.4
- indentation 1.9.3.6, 1.9.3.7
- indirect quotation 1.9.2
- lead-in 2.1.14
- margins 1.9.2.5
- quotation marks 1.9.2.2
- *sic* 1.9.4.2
- single quotation marks 1.9.2.4

## Official seal 1.1.5.1

## Prepositions 5.2

- remove 2.4.4

## Salutation, see *Letters and Emails*

## Semicolon 3.3

- commas, replacing 3.3.3
- conjunctive adverb 3.3.2
- coordinating conjunction, replacing 3.3.1
- lists 1.10.1.2, 1.10.2.6
- quotations 1.9.2.3
- series containing commas 3.3.4
- superscript footnote 1.11.1

## Sentences

- length 2.4.2

## Shall

- legalese 2.4.7

Should 5.1.28

Spacing between

- colon 3.4.4
- currency amount 1.6.2
- email 4.3.4.1
- letters 4.2.3
- slash 3.10.3
- superscript footnote 1.11.2

Subject line 4.1.4

Tables

- currency 1.6.5
- date and time 1.7.1, 1.7.4
- numerals 1.5.1.4

Time, see *Date and time*

Title

- capitals 1.3.4, 1.3.9, 1.3.10
- case title, see *case title*
- font 1.1.3

Title page

- design 1.1.5
- docket number 1.1.6.1

Transitional devices 5.3

Underscoring 1.9.1.4

Will, would 5.1.35

Verbs

- nouns, use instead of 2.2.7
- phrasal verb 3.6.4, 3.6.5