The Business Writer’s Guide

Self Learning Guide
# Table of Contents

**Learning Objectives**.................................................................................................................. 5

**Section 1: The Five C’s** .................................................................................................................. 6
  * The First C - Writing Clearly ........................................................................................................ 7
  * Exercise ........................................................................................................................................ 8
  * The Second C – Writing Concisely .................................................................................................. 10
  * Exercise .......................................................................................................................................... 10
  * The Third C – Writing Completely .................................................................................................. 13
  * The Fourth C – Writing Correctly ................................................................................................... 13
  * The Fifth C – Writing Courteously ................................................................................................ 14

**Section 2: Word Agreement** ........................................................................................................... 15
  * Exercise .......................................................................................................................................... 15

**Section 3: Active and Passive Voice** ............................................................................................. 17
  * Exercise .......................................................................................................................................... 18

**Section 4: Sentences and Sentence Types** ....................................................................................... 19
  * The Sentence .................................................................................................................................... 19
  * The Paragraph .................................................................................................................................. 19
  * Exercise .......................................................................................................................................... 20

**Section 5: Readability Index** ............................................................................................................. 21

**Section 6: Practical Language** .......................................................................................................... 23
  * Word Usage ..................................................................................................................................... 23
  * That and Which .................................................................................................................................. 23

**Section 7: Inclusive Language** .......................................................................................................... 25
  * Exercise .......................................................................................................................................... 25

**Section 8: Sentence Construction** ..................................................................................................... 26
  * Exercise .......................................................................................................................................... 26

**Section 9: Punctuation** ....................................................................................................................... 27
  * The Comma (,) ................................................................................................................................. 27
  * The Semi Colon (;) ............................................................................................................................. 28
  * The Colon (:) ..................................................................................................................................... 28
  * The Apostrophe (‘) ............................................................................................................................ 29
  * Exercise .......................................................................................................................................... 29

**Section 10: Spelling & Proofreading** ................................................................................................. 31
  * Spelling ............................................................................................................................................ 31
  * Exercise .......................................................................................................................................... 33
  * Proofreading ..................................................................................................................................... 34
  * Exercise .......................................................................................................................................... 35
  * Review Questions ............................................................................................................................ 36
Photocopy Provisions

All rights reserved. No part of this resource may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the author (Learning and Development).

This resource is prepared for the exclusive use of an organization for distribution to its own members.

1. This resource, or copies thereof, cannot be sold, without the written permission of the author;
2. This resource must include a copy of this copyright page including the name, address and phone number of the author.

The author's copyright appears on the bottom of every page.

Introduction to the Self Learning Package Series

The Self Learning Package Series is based on a few key principles:

1. People are their own best experts.
2. People are competent in their work and enjoy improving their professional and personal skills.
3. People learn best when they are responsible for their own learning.
4. People need an opportunity to learn at their own pace and for their own reasons.
5. People need information that is flexible enough for them to adapt to incorporate their own cultural, religious, and economic beliefs and customs.

The Self Learning Package Series has very simple objectives:

1. To summarize a wealth of general and basic information into manageable resources for people to use personally and professionally;
2. To provide this information in readable and practical resources that will give people the opportunity to learn for themselves, at their own pace, some or all of the information presented;
3. To help people integrate their communication, leadership and supervision, learning and personal growth skills into one body of information;
4. To provide people with further references and ideas to continue their self-directed learning.
Learning Objectives

We all know what good writing is. It’s the novel we can’t put down, the poem we never forgot, and the speech that changes the way we look at the world. Good writing is the memo that gets action, the letter that says what a phone call can’t.

In business writing, the language is concrete, the point of view is clear, and the points are well expressed. Good writing is hard work, and even the best writers get discouraged. However, with practice you can feel more confident about your own writing.

After completing this self-learning package you will:

- Understand the value of good written communication.
- Learn how to write and proofread your work so it is clear, concise, complete, and correct.
- Understand the proper format for memos, reports, and letters.

Personal Learning Objectives
Section 1: The Five C's

Whether we want to or not, most of us must write. We write to explain things, to smooth relationships, to convince others of the value of some course of action. Such writing must be clear, concise, complete, and correct. It must also convey our message in a courteous tone. This package will help you to identify the range of this kind of writing, the forms it takes, and the persuasive techniques it requires.

Our aim is to teach the habits of good writing. With the proper attitude, a respect for how words work together, and knowledge of the conventions of usage, your writing can be clear, concise, and easy to read.

If you want to be a better writer, there are four things you can do to help yourself.

1. You must READ. If the only writing you ever read is your own, you will have no standards to judge your writing against. We learned to talk by hearing others speak.

2. You must WRITE. No matter how many rules you know, it takes practice to write well. Your tenth letter to a disgruntled client will be easier to write than the first one, and believe it or not, the tenth report will be easier to write too.

3. You should WANT to WRITE. Find personal reasons for wanting to write well, for wanting to communicate with others, and then turn off the language cop and get writing.

4. You need a FEEDBACK system to tell you how you're doing. You need to know if the writing works. People don't learn to write well from being corrected. They learn not to write. Look at feedback as an opportunity to find better solutions, not as an opportunity to correct errors.

However, before putting pen to paper, or turning on the computer, there are several things to think about; things we think about whether we are talking or writing. They are the five Cs of communication.
The First C - Writing Clearly

Writing is like other forms of communication. You want people who receive your letters, reports, memos, or proposals to understand what you are saying.

Read the following paragraph:

The Power of the Human Mind

According to research at Cambridge University, it doesn’t matter what order the letters in a word are. The only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole.

Amzanig huh?

What does that tell us? So why do we still want our writing to be better than it is right now, if people can understand us anyway?

Whenever we communicate we say three things:

- Something about your message
- Something about your reader
- Something about you

When we write well, we are saying that we have thought about our message, we have taken the time to understand the reader, and we send a positive image of ourselves.
The following sentences were rewritten so they are clearer to a reader:

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Walters is only an assistant to Frank Crandlemire.</td>
<td>Rose Walters is Frank Crandlemire’s only assistant.</td>
</tr>
<tr>
<td>Report any other defects or mechanical damage to the supervisor in the finished product.</td>
<td>Report any other defects or mechanical damage in the finished product to the supervisor.</td>
</tr>
<tr>
<td>Arriving early for my interview the human resources office was not open.</td>
<td>When I arrived early for my interview, the human resources office wasn’t open.</td>
</tr>
<tr>
<td>Kaye’s job does not, because it causes great stress, seem worth keeping.</td>
<td>Because Kaye’s job causes great stress, it doesn’t seem worth keeping.</td>
</tr>
<tr>
<td>Driving cautiously, the dangerous intersection was approached.</td>
<td>I approached the dangerous intersection cautiously.</td>
</tr>
</tbody>
</table>

**Exercise**

Now it’s your turn. Rewrite these sentences to make them more readable. When you’re done, compare your answers with the author’s solutions in the appendix.

**Sentence One**

Regardless of their seniority or union affiliation, all employees who hope to be promoted are expected to continue their education either by enrolling in the special courses to be offered by the department, which are scheduled to be given after working hours beginning next Wednesday, or by taking approved correspondence courses selected from a list which may be seen in the Human Resources office.
Sentence Two

This policy does not appear to be well understood by departmental management in the region even though this group has a prime responsibility for implementing the policy.
The Second C – Writing Concisely

What are some ways we can make our writing concise?

- Eliminate unnecessary words. Don't use long, wordy phrases when a single word will. E.g. Use “now” rather than “at this point in time.”
- Stay away from vague words like "better," or "faster," whenever possible. How much better? How much faster?
- Don't create long, complex sentences by stringing phrases and clauses together carelessly.
- Include only relevant facts. Don’t burden a sentence or a paragraph with useless information.
- Organize your thoughts so they flow effectively.
- Use concrete words whenever you can. Don't write "in the near future." Specify instead, "by noon on Thursday, December 15."

“There really are no true synonyms.”

Do you agree with that statement or not? Is there a difference between “daring” and “reckless”? Between “famous” and “notorious”? While we do want to use words that others understand, at the same time, if the word you want to use is more precise, perhaps your writing will be more clear if you choose to use that word, rather than substitute something more readily understood but less precise.

Concise writing strikes a balance between abstract words that imply qualities (like beauty, and inflation), general words (like management, team, and culture), concrete words (such as duck, lamp, lightning, and water, which we know by our five senses), and specific words that limit a general class. Building is a general word while a skyscraper is a specific building.

Exercise

In the following table, eliminate any unnecessary words in the following phrases. When you’re done, compare your answers with the author’s solutions in the appendix.

<table>
<thead>
<tr>
<th>Wordy Phrase</th>
<th>Better Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this point in time</td>
<td></td>
</tr>
<tr>
<td>In the near future</td>
<td></td>
</tr>
<tr>
<td>In the event that</td>
<td></td>
</tr>
<tr>
<td>For the purpose of</td>
<td></td>
</tr>
<tr>
<td>Wordy Phrase</td>
<td>Better Phrase</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>With regard to</td>
<td></td>
</tr>
<tr>
<td>I am of the opinion that</td>
<td></td>
</tr>
<tr>
<td>Please do not hesitate to let me know</td>
<td></td>
</tr>
<tr>
<td>I wish to take this occasion to express my thanks</td>
<td></td>
</tr>
<tr>
<td>The early part of next week</td>
<td></td>
</tr>
<tr>
<td>Your check in the amount of</td>
<td></td>
</tr>
<tr>
<td>It is quite probable that</td>
<td></td>
</tr>
<tr>
<td>A large number of</td>
<td></td>
</tr>
<tr>
<td>At the present time</td>
<td></td>
</tr>
<tr>
<td>There is no doubt that</td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td></td>
</tr>
<tr>
<td>In the same way</td>
<td></td>
</tr>
<tr>
<td>During the time that</td>
<td></td>
</tr>
<tr>
<td>Remember the fact that</td>
<td></td>
</tr>
<tr>
<td>Not in a position</td>
<td></td>
</tr>
<tr>
<td>In view of the fact that</td>
<td></td>
</tr>
<tr>
<td>Until such time</td>
<td></td>
</tr>
</tbody>
</table>

Now rewrite the following wordy phrases using up-to-date phrases, rather than those that are dated. (Write "omit" if you believe there is no appropriate substitute.)

<table>
<thead>
<tr>
<th>Wordy Phrase</th>
<th>Better Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>As per your instruction</td>
<td></td>
</tr>
<tr>
<td>At an early date</td>
<td></td>
</tr>
<tr>
<td>Attached herewith</td>
<td></td>
</tr>
<tr>
<td>In lieu of</td>
<td></td>
</tr>
<tr>
<td>In reply I wish to state</td>
<td></td>
</tr>
<tr>
<td>In response to same</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Kindly note same</td>
<td></td>
</tr>
<tr>
<td>Please be advised that/I would advise</td>
<td></td>
</tr>
<tr>
<td>Pursuant to our agreement</td>
<td></td>
</tr>
<tr>
<td>Refer back to</td>
<td></td>
</tr>
<tr>
<td>Take the liberty of</td>
<td></td>
</tr>
<tr>
<td>Thanking you in advance</td>
<td></td>
</tr>
<tr>
<td>This will acknowledge</td>
<td></td>
</tr>
<tr>
<td>We wish to advise that/ We deem it advisable</td>
<td></td>
</tr>
<tr>
<td>Allow me to express</td>
<td></td>
</tr>
<tr>
<td>According to our records</td>
<td></td>
</tr>
<tr>
<td>Hoping to hear from you soon, we remain</td>
<td></td>
</tr>
<tr>
<td>In response to yours of the 12th</td>
<td></td>
</tr>
<tr>
<td>Awaiting your reply, we are in due course</td>
<td></td>
</tr>
</tbody>
</table>

In the following table, write the following sentences more concisely.

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the event that payment is not made by January, your license will be suspended.</td>
<td></td>
</tr>
<tr>
<td>The invoice was in the amount of $50,000.</td>
<td></td>
</tr>
<tr>
<td>He ordered desks which are of the executive type.</td>
<td></td>
</tr>
<tr>
<td>There are four rules which should be observed.</td>
<td></td>
</tr>
<tr>
<td>The department budget can be observed to be decreasing each new year.</td>
<td></td>
</tr>
</tbody>
</table>
The Business Writer’s Guide

The Third C – Writing Completely

The third C is Complete. Here are some tips on making your writing complete.

• Make a checklist of all the important points you want to cover, and then check them off when the letter/memo/report is done.
• Empathize with the reader. Have I told him/her everything he/she needs to know?
• Give something extra when appropriate.

What other tips can you add?

The Fourth C – Writing Correctly

The fourth C stands for Correct. We make most of our mechanical mistakes in four areas: grammar, punctuation, usage, and spelling. Learn the most common errors and how to avoid them, and where to go for help when you need it.

Subjects and verbs should agree in number. For example, if the subject (noun or pronoun) is singular, the verb should be singular too. Allow meaning to determine whether collective nouns (jury, team, family, etc.) are singular or plural. When they function as a unit, as is usually the case, treat them as singular.

• The Board is pleased to announce the promotion of Jane Doe to Acting Manager.
• The committee made the decision to move forward.
• The jury has reached its decision.

However, if the members of the group function individually, treat the collective noun as plural. “The Board was split on the need for budget cuts,” is an instance of a plural collective noun, with the Board representing several voices or points of view, so a plural verb was needed.

Don’t let additional words in a sentence muddy the waters when they come between a subject and its verb.

• The tulips need watering.
• The tulips in the pot on the balcony need watering.

Words such as athletes, economics, scissors, statistics, and news are usually considered single despite their plural form.
The Fifth C – Writing Courteously

Courtecy is an important principle of good business writing.

- Be sincerely tactful, thoughtful, and appreciative.
- Don't use words that could irritate, hurt, or belittle.
- Apologize with a good nature, when required.
- Answer your own mail promptly.
- Use an appropriate writing style that fits the topic you are writing about and your audience.

What other tips can you add?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

When writing letters, you should also make sure you:

- Use the appropriate company name
- Address the letter correctly
- Spell the person’s name correctly
- Use the proper form of address; if unsure, use Mr. or Mrs. If unsure of gender, simply use the person’s name.

Notes and Ideas
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Section 2: Word Agreement

“Which” and “that” are relative pronouns that refer to other nouns or pronouns (antecedents) and the verb should agree with the noun or pronoun it refers to. For example, in the sentence, “Take a suit that travels well,” “that” refers to the suit and since “suit” is considered one outfit, the verb is the singular verb “travels.”

Make pronouns and their antecedents (the word the pronoun refers to) agree.

- The doctor finished her rounds.
- The doctors finished their rounds.

Anybody, anyone, each, either, everybody, everything, none, no one, someone, and something are all considered singular. In a sentence using both “neither” and “nor” the verb agrees with the final noun as in, “Neither Roger nor the twins are here today.”

Place modifiers or describers as close to the word they modify as possible, so the relationship is clear to the reader. Putting modifiers in their proper place is not always easy, however. The mistakes can be funny for everyone but the poor writer. For example, in the sentence, “Opening the window to let out a huge bumblebee, the car accidentally swerved into an oncoming car,” the sentence falsely suggests the car opened the window. However, the car didn’t open the window; the driver did.

To repair the sentence, use: “As the driver (I) opened the window to let out a huge bumblebee, the car swerved into an oncoming car.” OR “Opening the window to let out a huge bumblebee, I accidentally swerved my vehicle into an oncoming car.” Similarly, “While reading the director’s report, Gibbon’s phone rang,” can be changed to, “While Gibbon was reading the director’s report, the phone rang.”

Exercise

Take a few minutes to rewrite some incorrect sentences, so subjects and verbs, nouns and pronouns agree. When you’re done, compare your answers with the author’s solutions in the appendix.

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone was there, and I was glad to see him.</td>
<td></td>
</tr>
<tr>
<td>Effective presentation of the competitive advantages of these products require increased television and advertising.</td>
<td></td>
</tr>
</tbody>
</table>
If any one of the garages are picketed, that section of the city will be without public transportation.

Some of these problems looks challenging.

Neither the doctor nor the nurses knows the whereabouts of the patient.

Now, rewrite the following sentences so that modifiers are in their proper places.

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>The only other zoo animals that tried the crackers were the raccoons.</td>
<td>Hanging upside down from their cage, Lund fed them biscuits from his hand.</td>
</tr>
<tr>
<td>I have discussed with my colleagues the possibility of stocking the</td>
<td></td>
</tr>
<tr>
<td>proposed poultry plant.</td>
<td></td>
</tr>
<tr>
<td>He has one of the lowest mortality rates anywhere of any heart surgeon.</td>
<td></td>
</tr>
<tr>
<td>Dr. Coleridge has nearly performed ninety-one heart transplants.</td>
<td></td>
</tr>
</tbody>
</table>

Notes and Ideas

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Section 3: Active and Passive Voice

Most people prefer to read writing that is in the active voice, especially when you are writing about people. It is easier to read, “Robert Green developed a process for constructing new solar homes,” than it is to read, “A new process for developing solar homes was developed by Robert Green.”

In the active voice, the subject of a sentence is the doer of the action. For active sentences, follow the usual word order in your sentences—subject, verb, object. Your sentences will be more interesting and easier to understand.

Examples

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>The exam was thought to be unfair.</td>
<td>We thought the exam was unfair.</td>
</tr>
<tr>
<td>Every shred of evidence to be found was investigated by the detectives.</td>
<td>The detectives investigated every shred of evidence they could find.</td>
</tr>
<tr>
<td>The ground was littered after the concert.</td>
<td>Garbage littered the grounds after the concert.</td>
</tr>
</tbody>
</table>

Many government documents and the policies of large organizations use the passive voice which sounds quite impersonal. Talking directly to your readers with words like “I, you, we, us, our,” makes your document more personal.

Rather than, “The client can make applications to the Department of Motor Vehicles for licensing before June 1,” write, “You can apply to the Department of Motor Vehicles for your license before June 1.”

The passive voice is useful when:

- You must deliver bad news.
  - “The decision to terminate your lease was agreed upon by all members of the committee.”
- The subject is not important or you don’t know the subject.
  - “The children were delighted by the sudden appearance of a clown.”
- You aren’t sure who or what is responsible for an action.
  - “Their house was broken into last night.”
- You want to focus attention on the action, not the doer of the action.
  - “When harvest time approaches, the potato plants are sprayed with a chemical to keep them from sprouting.”
**Exercise**

How can you write each of the following sentences using the active voice? When you’re done, compare your answers with the author’s solutions in the appendix.

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new process is believed to be superior by the investigators.</td>
<td></td>
</tr>
<tr>
<td>The office will be inspected by John Rhodes from NYC.</td>
<td></td>
</tr>
<tr>
<td>It is desired by this office that the problem be brought before the board.</td>
<td></td>
</tr>
<tr>
<td>A complete renovation was required by the new owners.</td>
<td></td>
</tr>
<tr>
<td>The letter was typed by Brian, the new assistant.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes and Ideas**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Section 4: Sentences and Sentence Types

The Sentence

A sentence is a complete unit of thought. Sentences can be classified by their structure:

- A simple sentence has one idea expressed by one subject and one verb: “Billy ran.” Adding additional descriptors to those two words does not change the main idea: “Billy ran into the school yard.”

- A compound sentence has at least two main ideas or clauses joined together. “Billy ran into the school yard and started crying for his mother.”

- A complex sentence has one main idea and a second idea that is subordinate but tied to it. “Billy ran into the schoolyard when the school bus pulled away.”

- A compound-complex sentence has two main ideas and at least one subordinate or secondary clause with it. “Billy ran into the school yard when the school bus pulled away, and began crying for his mother, who was nowhere to be seen.”

The Paragraph

A paragraph is defined as a collection of sentences that may introduce, conclude, connect, and develop some part of an idea. Paragraphs have a beginning (a statement of the theme), a middle (clearly and logically develops the theme), and an end (concludes the discussion and sometimes provides a link to the next paragraph). Here are some tips to keep in mind:

- Limit each paragraph to one idea, unless you are linking related thoughts. If you are comparing the old and the new, for example, it makes sense to bring them together in one paragraph.

- Ordering the middle of a paragraph is a challenge for many writers. However, ordering may be chronological, in order of importance, move from general to specific (or vice versa), move from simple to complex, from pro to con, or from question to answer.

- Complicated information, or a discussion of several ideas, generally needs to be broken up into separate paragraphs to be easily understood.

- To avoid choppy paragraphs, use a variety of sentence types and sentence lengths. While the average sentence should be about 17 words, vary the length of your sentences to make your writing more interesting.

- Keep paragraphs short when possible. Paragraph length, of course, depends on content. Some topics are short, some are long, and others are in between. A good rule to follow is to question the unity of paragraphs over 12 lines. An average length of 9 lines makes for good readability.
In the following paragraph, find at least one simple sentence, one compound sentence, one complex sentence, and one compound-complex sentence. Then identify one way you might organize the information in the paragraph. When you're done, compare your answers with the author's solutions in the appendix.

A woman and a man, both carrying baskets and pushing old bicycles, were just coming into the clearing, carrying baskets full of dry pine cones. A tall young man was frying bacon on a propane stove. When a well-known naturalist walked into the campground, he could see signs of early morning activity. There were several people in the clearing. The youngest member of the group squatted on the ground and tried to start a campfire with wet kindling. Nobody ran away and yet nobody spoke to the man. A woman who appeared to be the grandmother of the group sat off to the side reading stories to a group of very small children. They all stopped what they were doing to watch the stranger approach.

Answers:


Reorganized paragraph:


Section 5: Readability Index

Sometimes we make writing difficult for our readers. That may not be our intention, but if we use unfamiliar words, use jargon or terms they don’t understand, and write long, complicated sentences, the reader must work harder to understand your message—and sometimes they just don’t bother.

To figure out how readable your writing is, apply the readability test, sometimes called the Gunning Fog Index, to a sample of your own writing.

1. Count out a sample of 100 words. Count to the end of the sentence nearest to the 100-word total. Record that number. (Example: 104 words)

2. Count the number of sentences in your sample. Record that number. (Example: 7 sentences)

3. Divide the number of words in the sample by the number of sentences. This will give you the average sentence length. (Example: 104 divided by 7 gives an average sentence length of approximately 15 words)

4. Go back through this sample and count/circle all words of three or more syllables (polysyllabic words). Do not include proper nouns, compound words made up of short, easy words (like “bookkeeper”) or words that made polysyllabic by an “es”, “ed,” or “ing” added to the end of the word (such as “adapted”). (Example: 14 words of three syllables or more)

5. Divide the number of polysyllabic words by the total words in the sample, and then multiply the answer by 100 to find the percentage of words that are polysyllabic. (Example: 14 divided by 104 multiplied by 100 equals approximately 13.5% of the words are polysyllabic.)

6. Add the average sentence length (15) and the number of polysyllabic or "hard words" per hundred (14) together. (Example: 14 plus 15 equals 29)

7. Multiply this by the Fog Factor (0.4) to learn your Readability or Fog Index. (Example: 29 multiplied by 0.4 equals 11.6)

What does this mean? Very approximately, it means the number of years of schooling people would need in order to read your writing. For most instances, a score between 8 and 12 is good. For some readers you will want to have a lower readability index and occasionally you may be writing for readers who will be comfortable with a higher readability index.
As a point of comparison, here is how some well-known publications stack up against the readability index.

<table>
<thead>
<tr>
<th>Publication</th>
<th>Readability Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Economist</td>
<td>13 (difficult)</td>
</tr>
<tr>
<td>The Wall Street Journal</td>
<td>11</td>
</tr>
<tr>
<td>The New York Times</td>
<td>10</td>
</tr>
<tr>
<td>MacLean’s</td>
<td>10</td>
</tr>
<tr>
<td>Reader’s Digest</td>
<td>8</td>
</tr>
<tr>
<td>USA Today</td>
<td>7</td>
</tr>
<tr>
<td>People Magazine</td>
<td>6</td>
</tr>
<tr>
<td>Tabloid Newspapers</td>
<td>6 (easy)</td>
</tr>
</tbody>
</table>

Robert Gunning, who designed this popular test, has said, “The Fog Index is a handy means for judging readability. It is not a formula for how to write.”

When you are using Microsoft Word, you can set it to measure your readability score with a slightly different tool. Here is how you would set it up. (These steps may be slightly different depending on the version you are using.)

- On your menu bar select Tools
- Select Options
- Select the Spelling and Grammar tab
- Under the Grammar section check the box “Show Readability Statistics”
- Select OK

You can then go through your document and not only check spelling and grammar but at the conclusion of the document, you will get a readability score.

**Notes and Ideas**

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Section 6: Practical Language

Use language and punctuation in a practical manner. Rules were meant to be broken or stretched occasionally. If necessary, you may:

- Begin sentences with “and” or “but”
- End sentences with prepositions
- Use the same terms consistently (the reader may be confused if you change words)

You should try not to start sentences with “it” and you should spell out acronyms the first time you use them.

Word Usage

- Fewer refers to number but less modifies a singular noun.
  - “There were fewer volunteers and they were less eager to work.”

  - “I am anxious about the interview tomorrow but I am eager to begin earning some money.”

- Almost means nearly. Most is the superlative form of much.
  - “I have almost finished lunch. This was the most delicious salad I’ve eaten in days.”

- Numerous refers to a large but unknown number. Many is a large, indefinite number.
  - “There are numerous sales positions advertised but many of them are for jobs in manufacturing.”

- Who and whoever are always subjects of a clause. Whom and whomever are always objects of verbs or prepositions.
  - “The man who wanted to buy the miracle window cleaner stood in line for an hour.”
  - “The firefighters rescued the children whom the police had been unable to reach.”

That and Which

“That” is used almost exclusively with restrictive clauses; those that limit or narrows the definition of an item. The clause cannot be moved or changed without affecting the meaning of the sentence. For example, “The clothes that Jamie wore to the party reeked of cigarette smoke.” The only clothes being talked about here are those Jamie wore to the party.

“Which,” on the other hand, is used in a non-restrictive clause, neither limiting nor narrowing meaning but rather telling more about an item. “The Statue of Liberty, which is in New York, welcomed many, many immigrants at the turn of the century.”
Some reasons to be grateful if you grew up speaking English...

The bandage was wound around the wound.
The farm was used to produce produce.
The dump was so full that it had to refuse more refuse.
We must polish the Polish furniture.
He could lead if he would get the lead out.
The soldier decided to desert his dessert in the desert.
Since there is no time like the present, he thought it was time to present the present.
At the Army base, a bass was painted on the head of a bass drum.
When shot at, the dove dove into the bushes.
I did not object to the object, nor could I be objective about the objective.
The insurance was invalid for the invalid.
There was a row among the oarsmen about how to row.
They were too close to the door to close it.
The buck does funny things when the does are present.
A seamstress and a sewer fell down into a sewer line.
To help with planting, the farmer taught his sow to sow.
The wind was too strong to wind the sail.
After a number of Novocain injections, my jaw got number.
Upon seeing the tear in the painting I shed a tear.
I had to subject the subject to a series of tests.
How can I intimate this to my most intimate friend?
I spent last evening evening out a pile of dirt.
If you have a rough cough, climbing can be tough when going through the bough on a tree!
There is no egg in eggplant.

Let's face it - English is a crazy language!
**Section 7: Inclusive Language**

Don’t make all nurses and secretaries “she” nor all doctors and senior executives “he.” An easy way to eliminate gender bias is to recast the sentence in the plural. Rather than “Each employee should shut off his computer before leaving,” write, “Employees should shut off their computers before leaving.”

Another possibility is to delete the personal pronoun. Rather than “If an employee is late, notify his immediate supervisor,” becomes, “If an employee is late, notify the immediate supervisor.”

**Exercise**

What are some inclusive alternatives for these words? When you’re done, compare your answers with the author’s solutions in the appendix.

<table>
<thead>
<tr>
<th>Original Word</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mankind</td>
<td></td>
</tr>
<tr>
<td>Man on the street</td>
<td></td>
</tr>
<tr>
<td>Manpower</td>
<td></td>
</tr>
<tr>
<td>Chairman</td>
<td></td>
</tr>
<tr>
<td>Spokesman</td>
<td></td>
</tr>
<tr>
<td>Policeman</td>
<td></td>
</tr>
<tr>
<td>Stewardess</td>
<td></td>
</tr>
<tr>
<td>Salesman</td>
<td></td>
</tr>
<tr>
<td>Fisherman</td>
<td></td>
</tr>
<tr>
<td>Fireman</td>
<td></td>
</tr>
</tbody>
</table>
Section 8: Sentence Construction

The two basic rules for constructing sentences are: use construction that makes meaning clear and keep construction parallel.

Parallel construction means that parts of a sentence that are parallel or balanced in meaning should be parallel or balanced in structure. For example, if you write, “She likes swimming, running, and to play the piano,” to play the piano is a different construction from swimming and running. Write “She likes swimming, running, and playing the piano,” to make the activities parallel in structure.

When Shakespeare has Hamlet say “To die, to sleep, perchance to dream,” he is using parallel structure. Parallelism refers to a series of like grammatical structures—words, phrases, clauses—expressed in repeated grammatical construction.

Other examples:
- I ate a big dinner, had a big dessert, and fell asleep.
- Joseph is going to win the lottery, retire to the country, and build his dream house.

Exercise

Change the following sentences to the correct parallel structure. When you’re done, compare your answers with the author’s solutions in the appendix.

<table>
<thead>
<tr>
<th>Original Sentence</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running, walking, and a swim are all good forms of exercise.</td>
<td></td>
</tr>
<tr>
<td>To get to the store, you walked down to the corner, take the path through the park and cut across the square.</td>
<td></td>
</tr>
<tr>
<td>To run for office, you may have to join a party, have to sell your independent views, and raffle tickets.</td>
<td></td>
</tr>
<tr>
<td>Roseanne Barr battled her network, will fight with her husband publicly, and sings the American national anthem with an equal absence of class.</td>
<td></td>
</tr>
</tbody>
</table>
Section 9: Punctuation

The Comma (,)

Commas are our most common punctuation mark inside a sentence. However, the trend today is to use it only when absolutely necessary, when omitting the comma would cause confusion.

Use a comma:

- After a long introductory phrase or clause.
  - "After working all day at the office, I went home for dinner." If the introductory material is short, forget the comma: "After work I went home for dinner."
- If the sentence would be confusing without it.
  - "The day before, I borrowed my boss's calculator."
- To separate elements in a series, including numbers in a list.
  - "I enjoy drinking orange juice, tea, milk, and coffee." You also use it with numbers: "5, 7, and 9."
- To separate independent clauses that are joined by and, but, or, nor, for, or yet.
  - "We shopped for three hours, but we didn't make a single purchase."
- To set off nonessential elements in a sentence. Compare these two sentences:
  - In this sentence: "At the podium stood a man wearing a green suit," the phrase "wearing a green suit" is essential to identify which man.
  - However, in this sentence: "At the podium stood Frank, wearing a green suit," the phrase "wearing a green suit," adds nonessential information about Frank.
- To separate a city or town from a state, as in Sarasota, Florida and Santa Ana, California.
- To set off the name in a direct address.
  - "Jane, can I see you in my office please."
- After dates, when day, month and year are used.
  - "He was born August 12th, 1975."
- Before degrees that come after a name, as in Joan Walker, PhD.
- To set off an informal quotation.
  - Robert remarked, "My investment counselor is very good."
- After linking adverbs such as however, therefore, etc.
  - "The hike was several miles long; however, the path was a good one."
- To separate thousands in numbers for clarification, as in 18,239.

When shouldn’t we use commas?

- Do not use commas between two independent sentences.
- Do not use commas after titles like Jr. or Sr.
- Do not use a comma after a month when only the month and the year are used.
Note: If you use words like “however”, “moreover”, “therefore”, “consequently”, “nevertheless”, or “then” between two independent clauses (i.e., sentences by themselves), you must use one of the following:

- A period
- A semicolon
- A comma plus a conjunction between the two clauses

NOT, "It looked difficult, therefore, we did not try."

BUT, "It looked difficult. Therefore, we did not try."

OR, "It looked difficult; therefore, we did not try."

OR, "It looked difficult, and therefore we did not try."

**The Semi Colon (;)**

This is considered a more defined pause that the pause required by a comma.

Use a semi colon:

- To separate major sentence elements of equal grammatical rank.
- To separate sentences joined by logical conjunctions such as however, therefore, thus and nevertheless.
  - “I learned all the rules and regulations; however, I never really learned to control the ball.”
- To separate two closely related sentences not joined by a conjunction. The semi colon in this instance is useful for showing contrast or balance.
  - “Injustice is relatively easy to bear; what stings is injustice.”
- To separate a series that is complicated or whose items containing internal punctuation (such as commas).
  - “Please direct your comments to one of these individuals: Pat Warner, chair of the committee; Ross Ingram, public affairs; or Calvin Jenkins, promotions.”

**The Colon (:)**

This punctuation mark is used primarily to call attention to the words that follow it.

Use a colon:

- After the formal salutation in a business letter.
  - (Dear Dr. Pomeroy:)
- Before a list.
  - Bring this equipment with you: a knapsack, thick socks, gloves, etc.
- To separate hours and minutes, as in 2:25.
The Apostrophe (’)

An apostrophe is used to form the possessive of nouns and some pronouns and to mark the omission of a letter or letters in a contraction.

Use an apostrophe:
- When the meaning of “it’s” is “it is.”
  - Using it’s when the word does not mean “it is” is one of the most common mistakes in the English language.
- To show singular possession
  - “The doctor’s office was always busy” and plural possession “The doctors’ offices were always busy.”
  - The use of an apostrophe can be determined by inserting an “of phrase,” as in “The offices of the doctors were busy.”
- To show possession of two objects by two people.
  - “Hilda’s and Janet’s cars were crushed by the falling tree.”
- When a possession is shared by two people.
  - “Robert and Susan’s house sold in five hours.”
- To show possession in words that are already plural.
  - “The women’s changing room at the Y was being renovated.” Or, “The men’s changing room had been renovated last year.”
- To show contractions.
  - “They’re on vacation and can’t get back in time for the meeting.”
- To show plural of lower case letters.
  - “I made sure I dotted all my i’s and crossed all my t’s before I signed the contract.”
- To show possession in a single compound noun. “We are living in my mother-in-law’s house until ours is finished.”
- To form the possessive case of indefinite pronouns.
  - “This election could be anyone’s win.”
- In expressions of time or value: two weeks’ notice, two dollars’ worth of nuts.

Exercise

Punctuate the sentences below. Not all of the sentences need additional punctuation. When you’re done, compare your answers with the author’s solutions in the appendix.

1. The executive watched the competition but the competition went ahead with the takeover.

2. During our meeting she was genial but shrewd.

3. My briefcase contained files pencils books and paper.
4. The job was difficult therefore he quit.

5. We thought we would have to work late consequently we were happy to be home before dark.

6. In preparation for the meeting Mr Jones asked us to do three things to set up the equipment clear the tables and close the blinds.

7. My manager's car was in the shop however she borrowed her husband's.

8. Alexis' resume arrived yesterday moreover he phoned for an interview next week.
Section 10: Spelling & Proofreading

Spelling

How many times have you checked a word in a dictionary, only to refer to the dictionary again for the same word because you could not remember the correct spelling? Most of us have a few words that we regularly forget how to spell. However, that doesn't mean we can't produce letters, memos and reports that are word perfect.

Here are some tips to help you become better spellers:

- Use a dictionary.
- Use spell check on your computer, but don't rely on it totally.
- Proofread your work, and when possible have someone else proofread your work.
- Make up a list of your most common spelling errors and learn how to spell those words correctly. Keep that list posted so you can refer to it when you need to.
- Use a mnemonic (memory aid) device
  - Locate the trouble spot in a word (the place where you misspell it)
  - Isolate the sound
  - Underline the trouble spot
  - Emphasize it by mispronouncing it with the correct letter sound (sep-A-Rate; Fa-Ti-Gue)
  - Look for short words in the long word
    - Argument (gum)
    - Environment (iron)
    - Cemetery (met)
- Gimmicks
  - The accident occurred on the RR tracks (remember that occurred has two r’s.)
- Rhymes
  - Loose as a goose (use rhymes to remember that loose has two o’s.)
  - Use i before e
    - except after c
    - and when sounds like a
    - as in neighbour or weigh
    - Exceptions: neither, weird, sheik, either, seize, leisure
- Acronyms
  - A Rat In The House Might Eat The Ice Cream (The first letter of each word spells arithmetic.)
To Double or Not to Double?
- Look at the list below. Notice that the words in the first list do not double the last consonant before adding *ing* or *ed*, and the words in the second list do double the last consonant.
  - Offered does not double the r and referred does because you pronounce offer with the accent or stress on the first syllable. Say OFF’er. Now say refer aloud – reFER’.
  - If the accent is on the first syllable, do not double the final consonant
  - If the accent is on the second syllable, do double the final consonant

<table>
<thead>
<tr>
<th>Accent on first syllable</th>
<th>Accent on second syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layered</td>
<td>Occurred</td>
</tr>
<tr>
<td>Offered</td>
<td>Referring</td>
</tr>
<tr>
<td>Traveled</td>
<td>Preferred</td>
</tr>
<tr>
<td>Canceled</td>
<td>Remitting</td>
</tr>
<tr>
<td>Benefited</td>
<td>Omitted</td>
</tr>
<tr>
<td>Totaled</td>
<td>permitted</td>
</tr>
</tbody>
</table>

Endings
- Add *able* to a full word
  - Adapt = adaptable
  - Work = workable
  - Love = lovable (Drop the e before adding the ending.)
  - Desire = desirable (Drop the second e before the ending.)
  - Change = changeable (The e stays because it’s needed to keep the *g* sound “soft” – as in fringe – rather than “hard” as in long.)
  - Manage = manageable
- Add *ible* if the root word is not a word by itself
  - Credible (Cred is not a word when it stands by itself.)
  - Tangible
- Add *ible* to words that end in *x*, *ns*, and *miss
  - Flexible
  - Responsible
  - Permissible
**Exercise**

Fill in the missing letters to spell the word correctly. When you’re done, compare your answers with the author’s solutions in the appendix.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Many companies want to hire people who are ___________ (flex-ble).</td>
<td></td>
</tr>
<tr>
<td>2. Ms. Fox wanted us to sit ___________ (tog-th-r) at the meeting so we would not be___________ (sep-r-ted) when the meeting was over.</td>
<td></td>
</tr>
<tr>
<td>3. The new hotel can ___________ (acco-date) the ____________ (prec-ding) one, which was distributed last week.</td>
<td></td>
</tr>
<tr>
<td>4. The hospital ___________ (ben-fit) raised a lot of money for the children’s wing.</td>
<td></td>
</tr>
<tr>
<td>5. It never ___________ (oc-ur-ed) to us that the ___________ (gove-ment) might increase our taxes.</td>
<td></td>
</tr>
<tr>
<td>6. The assistant’s manager ___________ (of-er-ed) her a bonus if she would ___________ (proc-d) to enroll in a computer class.</td>
<td></td>
</tr>
<tr>
<td>7. We avoided an __________ (arg-ment) when we discussed changing the office __________ (envi-ment) to boost employee morale.</td>
<td></td>
</tr>
<tr>
<td>8. It would be difficult not to __________ bel-ve) the results.</td>
<td></td>
</tr>
</tbody>
</table>
**Proofreading**

Proofreading carelessly can spoil a writer's best efforts. Proofreading is classic evidence that writing looks different to the writer and to the reader.

To the writer, typographical or spelling errors don't mean all that much. So your finger slipped, or you always put two t's in "commitment." For the reader, an unfixed typo can transform the writer into a careless individual.

Proofreading errors are different from punctuation or spelling or usage problems, and you fix them differently.

Punctuation, spelling, and usage are knowledge problems, and you fix them by learning.

Proofreading problems are usually a matter of seeing, and you fix them by learning to look.

The better you read, the worse you'll proofread, unless you consciously are aware of what you are doing. Good readers, fast readers, guess what the words are, and they just check in now and again to see if they are right. The more they can guess, the less they have to look and the faster and better they read.

To be a good proofreader, you have to go back to being a child again, looking at every word as it comes along. Here are some principles to guide you:

- Ignore content. As soon as you start paying attention to what the text is saying, you'll start assuming and stop looking.
- Assume there's at least one typo.
- Forget what you meant. Read the memo/letter as though you never saw it before.
- Read backwards. This destroys comprehension, and your eyes can't trick you as easily.
- Don't try to do something else when you proofread.
- Take your time. When you hurry, you guess and skim, and that usually doesn't work.
- Proofread a second time, paying attention to content. This is where you find those things spell check and reading backwards did not catch, such as, "The little cap pulls off if you put enough effort into it."
- Read it aloud. It is more difficult, but still not impossible, for your eyes to skip over errors when you read aloud.
- Try to have someone else proofread your work, particularly if the document is important or going public.
Exercise

Read the article below and proofread it, marking your changes in a different color pen. Things they are to look for include: Punctuation errors, Spelling errors and Run-on/unclear sentences. When you’re done, compare your answers with the author’s solutions in the appendix.

Appraisal systems working, poll finds
By Virginia Galt

WORKPLACE REPORTER

Performance management efforts are paying off, Canadian employers say with only 2 per cent of employees deemed to be unsatisfactory and 7 per cent falling into the "needs improvement" category.

The vast majority 60 per cent are performing standardly, the Conference Board of Canada reports in its 2004 compensation outlook survey, while a further 24 per cent exceed most requirements and 7 per cent are rated as outstanding employees - "water-walkers," as Conference Board economist Prem Benimadhu calls them.

To delegates to a recent human resources conference in Toronto, Mr. Benimadhu said that performance management has been a key priority for human resources managers for many years, and employers are starting to reap the benefits.

"This year, for the second year in a row, there is an increase in the number of organizations reporting their performance management system its effective," the Conference Board says in its compensation outlook report. "Almost 40 per cent reporting that their performance management system is 'very effective' (5 per cent) or 'effective' (34 per cent) compared to two years ago when just one-quarter of organizations assessed their programs this way."

Mr. Benimadhu said 363 organizations took part in this year's compensation planning survey and, of those, 87 per cent currently use a performance appraisal rating system.

There is a growing focus on help good employees become even better, the survey found. "This year, one third of responding organization indicated that they segment their work force, based on criteria such as performance or potential, for the purpose of targeting specific employees or groups for retention strategies or initiatives," the report said.

The survey found that base pay remains the key element of compensation, but that employers are becoming more selective about who gets raises and are introducing more "variable pay" plans, such as bonuses, to their compensation packages.

Not everyone will get a pay raise next year; although most employees can expect a wage increase that will keep them a head of inflation. those non-unionized employees who get raises will see their base pay go up by 3.4 per cent next year, while unions are expecting to negotiating increases averaging 2.6 per cent.
## Review Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1) | In which of these situations would you use a comma?  
   i) After a clause  
   ii) Elements in a series  
   iii) After an adverb  
   iv) All of the above |
| 2) | What are two tips for writing concisely? |
| 3) | What are the five W’s? |
| 4) | In a sentence, what should the pronoun agree with? |
| 5) | How many ideas should a paragraph have? |
| 6) | What does parallel construction mean? |
| 7) | You’ve calculated that your document has a fog index of 8.5. What does this mean? |
| 8) | What is the first step to writing a business letter? |
| 9) | What parts does a complex sentence have? |
Section 11: Using E-Mail Effectively

Virtually everyone today uses e-mail to communicate at work and at home. It’s fast, easy, and can save you a tremendous amount of time.

Some do’s and don’ts include:

- Don’t send an e-mail message if a telephone call would be just as good.
- Don’t send copies of e-mails to people who don’t need to receive them.
- Do cover only one topic in your e-mail.
- Do compose your message and then create your message using word processing software if the message is a critical one. Word processing has much more efficient text editing.
- Do provide a descriptive subject line.
- Keep lines, paragraphs, and messages short.
- Don’t automatically include the sender’s message.
- Don’t automatically CC your messages to a large distribution list.
- Do care about correctness. You are still judged by your writing.
- Do remember that e-mail is far from private, so if the issue is sensitive, perhaps e-mail isn’t the best medium to use.
- Don’t use acronyms or shorthand; they’re too informal for business writing. How would you feel if you got a message that looked like, “BBIAB; I was ROTFL at your msg!”
- Don’t use all capitals – IT COMES ACROSS AS SHOUTING.
- Do use headings, white space, occasional caps, bolds and underlining, lists and indents, especially if your messages are lengthier.

Although e-mail can be great, it can also be a huge time consumer. Here are some tips that can help you manage your inbox:

- Set your e-mail program to receive mail every 30 minutes or an hour, rather than every five minutes.
- Set aside an hour each day to review correspondence (mail, memos, and e-mail).
- Use folders and other organizational tools to keep your e-mail inbox clean.
- Ensure that co-workers understand you do not want jokes and other junk mail forwarded to your work address.
- Have a free address for personal use outside office time.
Section 12: Writing Business Letters

Steps to Writing Business Letters

There are times when a telephone call cannot replace a letter. Perhaps you want a permanent, written record of a transaction, a commitment, a complaint, or a congratulatory note.

Business letters represent a direct communication between one person and another. You have an opportunity to make a good impression for you and your company, to take the reader’s needs into account, and to be courteous, positive and professional.

The following steps will help you to write more effective business letters:

1. Assess the Situation and Your Objective(s)
   - Why are you writing? Assess your reader and your relationship with your reader. Then assess how you want to appear to the reader and what you want to happen. Time spent on preparation is time saved later, and goes a long way towards ensuring a more effective letter.

2. Decide the purpose of the letter.
   - What do you want to achieve? Have action taken about a complaint? Have an instruction carried out by a deadline?

3. Decide who to write to if it is not obvious, e.g., if you are initiating a complaint.

4. Obtain all the information/facts you need before starting to write.

5. Decide What to Say
   - Only when it's clear in your mind can it be clear in the reader's mind. The reader might be tired, busy, or distracted. Try dealing with one point at a time and in a logical order. Give the letter a structure. The beginning sets the scene for the reader (reference to a previous letter, explanation of the purpose of the letter); the body of the letter sets out the key points; and the end of the letter indicates the next step that should be taken, by whom, and by when.

6. Put Your Thoughts in Sequence
   - Divide your thoughts into groups, with a clear paragraph for each thought. Individual paragraphs for each thought tell the reader when the writer has finished one thought before going on to the next. Long paragraphs are both hard to read and hard to digest. If you need to use a longer paragraph, consider using numbered sub-paragraphs to aid clarity.
7. Identify Your Subject
   • Address the letter correctly. Whenever possible, use the person's name in both the address and the salutation. That's one way of making your letter more personal.

8. End By Pointing the Way Ahead
   • Make it easy for the reader to comply with your request with a statement that's aimed at telling the reader what comes next.

9. Ensure the complimentary close matches the salutation.
   • For example, “Dear Dr. Holt:” is formal so you will want the end of the letter to end equally formally, as in, “Yours truly,” and your full name. However, if you began your letter with, “Dear Ted,” you may close your letter with a more informal, “Sincerely,” and your name.
Parts of a Business Letter
Here is a sample business letter. Each number is identified on the next page.

1. **Letterhead:** Most businesses use 8 ½ x 11 inch paper printed with their own letterhead. The letterhead usually includes the company logo, name, address, phone number, facsimile number, and Web site (if applicable).

2. **Dateline:** Two lines below the letterhead. Alignment depends on the style used.

3. **Addressee and Delivery notations:** Delivery notations such as FAX TRANSMISSION, OVERNIGHT DELIVERY, CONFIDENTIAL, etc. are typed in all capital letters two line spaces above the inside address.
4. **Inside Address**: Type the inside address (the address of the person receiving the letter) single-spaced, starting at the left margin, two lines below the dateline (or five lines if there is an addressee or delivery notation). It is there to help writers accurately file a copy of the message. Be sure to include a courtesy title such as Mr., Ms., and avoid abbreviated company names unless they appear in the printed letterhead of the document being answered.

5. **Attention line**: If you know the person’s complete name it is always better to use it as the first line of the inside address and avoid the attention line. If you do use an attention line, it may be typed in all caps or with upper and lowercase letters, one line below the inside address.

6. **Subject and Reference lines**: Although experts suggest placing the subject line two spaces below the salutation; many businesses actually place it above the salutation. Use whatever style your organization prefers. Reference lines often show policy or file numbers. They generally appear two lines above the salutation.

7. **Salutation**: For most letters place the salutation two lines below the last line of the inside address, or the subject line if it is used. Even if you are on a first name basis with the individual, add a colon (not a comma or a semi-colon) after the salutation. (Do not use a person’s full name unless you are unsure of their gender, as in “Dear Leslie Lenahan:”)

8. **Body**: Most business letters and memos are single spaced, with double line spacing between paragraphs. Very short messages may be double spaced with indented paragraphs.

9. **Complimentary close**: Typed two lines below the last line of the letter, the complimentary close may be formal (Very truly yours) or informal (Sincerely or Respectfully).

10. **Signature Block**: Two lines below the complimentary close. The combination of name, title, and organization information should be arranged to achieve a balanced look. Use commas to separate categories within the same line but not to conclude a line. Women may choose to use a courtesy title. Men do not. Some organizations include their names in the signature block. In such cases, the organization name appears in all caps, two lines below the complimentary close.
11. Identification Section:

- The writer’s name and title, or their initials, may appear three lines below the signature block, left-aligned.
- Reference initials: If used, the name of the typist and the writer are typed two line spaces below the writer’s name and title. Generally the writer’s initials are capitaled and the typist’s are lowercased, but this format varies.
- When an attachment or enclosure accompanies a document, a notation to that effect appears two lines below the reference initials. This notation reminds the typist to insert the enclosure in the envelope and reminds the recipient to look for it. The notation may be spelled out or abbreviated (Enclosure, Attachment, Enc., Att.) It may also indicate the number of attachments or enclosures, or it may identify a specific enclosure.
- Copy Notation: If you make copies of correspondence for other individuals you may use cc or c to indicate a copy. A colon following the initial(s) is optional.

12. Second Page Heading: When a letter extends beyond one page, use plain paper of the same quality and color as the first page. Identify the second and succeeding pages with a heading consisting of the name of the addressee, the page number and the date. Separate this heading from the continuing text by two blank lines. If you have only one line of text or the complimentary close to put on the page, rearrange your information to avoid that second page. (Not included in the image)

Types of Letters

**Persuasion**

- Rely heavily on the "you" attitude. It is crucial in the "please do something" letter to show the reader what's in it for him/her.
- While you may want to use the delayed opening to strengthen your position, don't take too long getting to the point.
- Give supporting reasons to justify your request.
- Avoid dwelling on explanations that tell the reader how his or her cooperation will solve your problem.
- Make certain you include all the details, explaining what you want the reader to do or how she should proceed.
- Since you are asking the reader to do something, make it convenient for him/her to comply.
- Be reassuring and cooperative. Avoid expressions of doubt like "If all goes well."
- In your eagerness to persuade, be careful not to make wild promises or unsubstantiated claims.
- Never beg or grovel.
- End by giving the reader a picture of himself or herself doing as you ask and benefiting from it. Use words that assume he or she will comply (without, of course, sounding presumptuous).
Saying “No” in Letters

- Read your correspondent's letter carefully to discover what you can do to get him or her to understand your point of view.
- Adapt your letter in tone and content to the reader's level of understanding. Avoid the extremes of talking down to the reader or "snowing" him with technical language.
- Delay your refusal. Open with an empathetic, soothing tone.
- Try to agree with the reader about something in the opening. At least begin on common, neutral ground. Don't, however, mislead the reader into thinking you'll change your mind.
- Generally a memo to correct an employee’s behavior is more effective if sentences begin with a word other than "you." “You” is a word that can be easily overused.
  - Use May I point out that instead of You failed to notice
  - Use One additional fact is instead of You overlooked the fact
- Give a sensible, reasonable explanation for the refusal. Don't blame it on "company policy."
- Whenever possible, avoid leading into the refusal with negative terms like "unfortunately."
- State the refusal as positively as possible. Tell what you can do rather than what you can't.
- Don't dwell on the bad news. Be clear, direct, and brief.
- Give helpful suggestions when you can: Is there any way the reader can remedy the situation himself? Can you think of alternative courses he or she might explore?
- Never accuse. Avoid expressions like "you state" and "your mistake."
- Try to give the reader an alternative or offer any assistance you are prepared to give.
- Don't be sarcastic. Don't try to score points.
- Be well reasoned and courteous.
- Don't rub the reader's nose in his or her own mistakes or shortcomings. If the reader mishandled a product or situation, say briefly what he or she should have done.
- End on a positive note whenever possible. Often you can express good wishes for future success.
Dissecting Letters

Look at the samples on the next few pages. Identify the different parts of the letter and what type of letter it is (to inform, persuade, say no, or recommend).

Sample One

Persuasive Pete
Glassware Galore
21 Shady Lane
Sometown, ME 12345
August 3, 2006

Unique University
1 Learning Lane
Hanger, ME
12345

Dear Mr. Jones:

I’m disappointed that your committee decided not to co-sponsor a test advertisement in your alumni journal for our line of exclusive glassware. Our research shows that glassware with college logos is displayed prominently in alumni homes and offices. And, of course, glassware promotions can add substantial profits to your alumni fund.

Perhaps some of the statistics were omitted during your deliberations. School of Fine Art, for example, generated over $18,000 in glassware profits this year...and they have a much smaller alumni association than you do. Graphic Design Institute kicked off a library fund drive with the nearly $9,000 in profits they generated.

I’m going to put together an additional report, hopeful that you’ll resubmit it to the committee. Everything points to a successful collaboration and considerably more dollars than any of your current programs are delivering.

I appreciate your support. You have much to gain by reconsidering this concept.

Sincerely,

Pete Persuasive
President
Big Corporation

Big Corporation
21 Oak Lane
Oakville, OA 12345
August 3, 2006

Steve Jones
President
263 Main Street
Oakville, OA 12346

Dear Mr. Jones:

We carefully study all requests for contributions that we receive, and we thank you for inviting us to donate to the Symphony Orchestra.

Although we all unanimously agree that the orchestra contributes much to the community—as well as to the performers themselves—we can’t, unfortunately, provide financial support at this time.

We hope that in the future we will be in a position to provide some funds for the symphony. In the meantime, we wish you success with your efforts on behalf of this excellent organization.

Sincerely,

Bob Beans
President
Sample Three

Sue Smith  
21 Smith Ave.  
Anywhere, NV, 00000  
August 3, 2006

John Doe  
President  
Acme Widgets Inc.  
24 Main Street  
Anywhere, NV, 00000

Dear Mr. Doe:

Thank you for choosing Smith Sales for your marketing needs. We are confident that you will be very satisfied with the services that we offer.

The information enclosed will help you make the most of our services. If you have questions, please contact us. Your account manager, Jane, can be reached at 123-4567. Your account number is 45786. When you call, please have it handy so that we can expedite your requests.

As your needs change, we will be happy to help you evaluate those needs and offer you the services that will help you achieve your new goals. Again, thank you for choosing Smith Sales.

Sincerely,

Jane Smith  
Vice President of Operations  
Enclosure
Sample Four

Jane Doe  
24 Maple Ave.  
Somewhere, ND, 12345  
August 3, 2006

Sam Spade  
PI  
Spade Investigations  
76 West Side Road  
Anywhere, USA, 99999

Dear Mr. Spade:

It is with great pleasure that I recommend Annik Stahl. I have known her for twenty years.

Annik has always displayed a high degree of integrity, responsibility, and ambition. She is definitely a leader rather than a follower. In addition to her excellent scholastic accomplishments, she has proven her leadership ability by organizing a hockey league in North Dakota to provide young people an opportunity to compete and learn good sportsmanship.

She is also a most dependable team player. Her good judgment and mature outlook ensure a logical and practical approach to her endeavors.

Annik would be an asset to any organization, and I am happy to give her my wholehearted endorsement.

Sincerely,

Jane Doe  
jd/hb

Copyright © 1998 by Ann Poe
Section 13: Reports

Writing a Report

Reports make up a big part of on the job communication. All reports fall into two broad categories:

- **Formal reports**: May take many hundreds of pages and cost thousands of dollars.
- **Informal reports**: May run from a few paragraphs to a few pages. They may not be as time consuming or as costly as the formal report, but they do require careful planning.

If the report is very long, you may wish to include a Table of Contents, to help readers find specific parts of the report, and a summary that allows them to understand the gist of the report without reading it all.

Starting with an outline will not only keep you on track, it can form the basis for the Table of Contents when the report is completed.

Organizing your report comes down to four basic organizational tactics:

- Finding the grand design
- Clustering
- Sequencing
- Connecting

The grand design is the shape of the report as a whole. Your brain needs this sense of large structure. It needs to perceive the big chunks in order to understand. It helps you decide what the purpose of the report is, what information you need, and who your audience is going to be.

Clustering is putting all the bits that belong together in groups. You start putting bits of information in groups almost as soon as you start writing. You can't think without categorizing, and then sub-categorizing, and then sub-subcategorizing.

Sequencing is putting one cluster after another, so that your reader can read about them in order. There aren't always any absolute answers in sequencing, but if you keep your reader in mind, you can't go wrong. The most popular tool for sequencing is the outline.

Finally comes connecting, where you connect all the clusters together to make a cohesive report.

Reports have three or sometimes four main parts:

- Introduction
- Body of the report
- Recommendations
- The conclusion
Organization

- **Chronological sequence**
  - This is information that is arranged chronologically. This plan is effective for presenting historical data or for describing a procedure. A report explaining how to obtain federal funding for a project might be arranged chronologically. Often topics are arranged in a present to past or past to present sequence.

- **Geographical or spatial arrangement**
  - Information arranged geographically or spatially is organized by physical location. For instance, a report analyzing a province’s employment statistics might be divided into sections representing different geographical regions such as Northern, Central, Eastern, etc.

- **Topical or functional arrangement**
  - Some subjects lend themselves to presenting information by topic or function. A report analyzing changes in the management hierarchy of a government department might be arranged in this manner. First the report would consider the duties of the deputy minister, followed by the functions of the other senior managers.

The order in which you have decided they should be arranged depends on what you are trying to do. In organizing a formal report, you may find that you combine some of these strategies. However it’s done, you must break your topic into major divisions—usually three to six. You can then break these into smaller subdivisions.

Now comes the tough part: connecting them and making them all part of an organized whole.

The same rules of good communication apply. Be clear, concise, complete, and correct. But don't try to accomplish all this in the first draft. The first draft is for getting it down. The polishing comes as you rewrite.
Section 14: Writing Memos

So far, we have talked about writing reports and business letters. Another item that you may have to write for business is a memo. A memo, short for memorandum, is the traditional way of relaying information through an office in a written form.

Let’s take a look at a sample memo:

This memo was created using a basic template from Microsoft Word. Here's a look at the three parts:

1. Title identifying the document as a memo
2. Standard fields, including to, from, date, and subject
3. Body of the memo
Ten Tips for a Better Memo

When writing memos, the same rules that we have been discussing apply. As well, follow these ten tips for each memo you write:

1. Get to the point quickly. Make sure your subject line is clear and on point.
2. Be interesting, conversational, and natural.
3. Highlight key ideas (*,-, or bullets); make it readable.
4. Keep them short (typically no longer than a page).
5. Write in A-B-C order (sequentially).
6. If your message includes several questions requiring a response, number them.
7. Be specific, clear, and concise.
8. Keep your reader(s) in mind.
9. Keep it simple (typically no more than one topic per memo).
10. Don’t discuss extremely sensitive information or information that is likely to change.

Notes and Ideas

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Self-Evaluation

Whenever you finish learning new information, it is helpful to take a moment to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?

2. List at least three things from this resource that you could use immediately.

3. What other concepts, ideas or techniques do you want to learn?

4. My business writing skills improvement goals are as follows:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action steps to be taken</th>
<th>Target date for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix

Answers to Page 8

Sentence One
Regardless of their seniority or union affiliation, all employees who hope to be promoted are expected to continue their education either by enrolling in the special courses to be offered by the department, which are scheduled to be given after working hours beginning next Wednesday, or by taking approved correspondence courses selected from a list which may be seen in the Human Resources office.

Answer
All employees who want to be promoted are expected to continue their education. Enroll in one of the courses given after working hours or sign up for a correspondence course.

Sentence Two
This policy does not appear to be well understood by departmental management in the region even though this group has a prime responsibility for implementing the policy.

Answer
This policy is not understood by department managers even though they must implement it.

Answers to Page 10-12

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Walters is only an assistant to Frank Crandlemire.</td>
<td>Rose Walters is Frank Crandlemire’s only assistant.</td>
</tr>
<tr>
<td>Report any other defects or mechanical damage to the supervisor in the finished product.</td>
<td>Report any other defects or mechanical damage in the finished product to the supervisor.</td>
</tr>
<tr>
<td>Arriving early for my interview the human resources office was not open.</td>
<td>When I arrived early for my interview, the human resources office wasn’t open.</td>
</tr>
<tr>
<td>Kaye’s job does not, because it causes great stress, seem worth keeping.</td>
<td>Because Kaye’s job causes great stress, it doesn’t seem worth keeping.</td>
</tr>
<tr>
<td>Driving cautiously, the dangerous intersection was approached.</td>
<td>I approached the dangerous intersection cautiously.</td>
</tr>
<tr>
<td>Wordy Phrase</td>
<td>Better Phrase</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>At this point in time</td>
<td>Now</td>
</tr>
<tr>
<td>In the near future</td>
<td>Soon</td>
</tr>
<tr>
<td>In the event that</td>
<td>If</td>
</tr>
<tr>
<td>For the purpose of</td>
<td>For</td>
</tr>
<tr>
<td>With regard to</td>
<td>About</td>
</tr>
<tr>
<td>I am of the opinion that</td>
<td>I think</td>
</tr>
<tr>
<td>Please do not hesitate to let me know</td>
<td>Let me know</td>
</tr>
<tr>
<td>I wish to take this occasion to express my thanks</td>
<td>Thank you</td>
</tr>
<tr>
<td>The early part of next week</td>
<td>Monday, Tuesday…</td>
</tr>
<tr>
<td>Your check in the amount of</td>
<td>Your check for</td>
</tr>
<tr>
<td>It is quite probable that</td>
<td>Probably</td>
</tr>
<tr>
<td>A large number of</td>
<td>Many</td>
</tr>
<tr>
<td>At the present time</td>
<td>Now</td>
</tr>
<tr>
<td>There is no doubt that</td>
<td>No doubt</td>
</tr>
<tr>
<td>Most of the time</td>
<td>Usually</td>
</tr>
<tr>
<td>In the same way</td>
<td>Like</td>
</tr>
<tr>
<td>During the time that</td>
<td>When</td>
</tr>
<tr>
<td>Remember the fact that</td>
<td>Remember that</td>
</tr>
<tr>
<td>Not in a position</td>
<td>Can’t</td>
</tr>
<tr>
<td>In view of the fact that</td>
<td>Since</td>
</tr>
<tr>
<td>Until such time</td>
<td>Until</td>
</tr>
<tr>
<td>Wordy Phrase</td>
<td>Better Phrase</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>As per your instruction</td>
<td>As you asked</td>
</tr>
<tr>
<td>At an early date</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>Attached herewith</td>
<td>Attached</td>
</tr>
<tr>
<td>In lieu of</td>
<td>In place of</td>
</tr>
<tr>
<td>In reply I wish to state</td>
<td>I think</td>
</tr>
<tr>
<td>In response to same</td>
<td>In response to</td>
</tr>
<tr>
<td>Kindly note same</td>
<td>Please note</td>
</tr>
<tr>
<td>Please be advised that/I would advise</td>
<td>We advise</td>
</tr>
<tr>
<td>Pursuant to our agreement</td>
<td>As we agreed</td>
</tr>
<tr>
<td>Refer back to</td>
<td>Refer to</td>
</tr>
<tr>
<td>Take the liberty of</td>
<td>Will</td>
</tr>
<tr>
<td>Thanking you in advance</td>
<td>Thank you</td>
</tr>
<tr>
<td>This will acknowledge</td>
<td>I want to acknowledge/We have received</td>
</tr>
<tr>
<td>We wish to advise that/We deem it advisable</td>
<td>We advise</td>
</tr>
<tr>
<td>Allow me to express</td>
<td>I feel</td>
</tr>
<tr>
<td>According to our records</td>
<td>Omit</td>
</tr>
<tr>
<td>Hoping to hear from you soon, we remain</td>
<td>Sincerely</td>
</tr>
<tr>
<td>In response to yours of the 12th</td>
<td>In response to your letter of …</td>
</tr>
<tr>
<td>Awaiting your reply, we are in due course</td>
<td>We await your reply</td>
</tr>
<tr>
<td>Original</td>
<td>Rewritten</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>In the event that payment is not made by January, your license will be suspended.</td>
<td>Your license will be suspended if we don’t receive your payment by January.</td>
</tr>
<tr>
<td>The invoice was in the amount of $50,000.</td>
<td>The invoice was $50,000.</td>
</tr>
<tr>
<td>He ordered desks which are of the executive type.</td>
<td>He ordered executive-type desks.</td>
</tr>
<tr>
<td>There are four rules which should be observed.</td>
<td>Observe four rules.</td>
</tr>
<tr>
<td>The department budget can be observed to be decreasing each new year.</td>
<td>The department budget gets smaller each year.</td>
</tr>
</tbody>
</table>

**Answers to Page 15-16**

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone was there, and I was glad to see him.</td>
<td>Everyone was there and I was glad to see them.</td>
</tr>
<tr>
<td>Effective presentation of the competitive advantages of these products require increased television and advertising.</td>
<td>Effective presentation of the competitive advantage of these products requires increased television and advertising.</td>
</tr>
<tr>
<td>If any one of the garages are picketed, that section of the city will be without public transportation.</td>
<td>If any one of the garages is picketed, that section of the city will be without public transportation.</td>
</tr>
<tr>
<td>Some of these problems looks challenging.</td>
<td>Some of these problems look challenging.</td>
</tr>
<tr>
<td>Neither the doctor nor the nurses knows the whereabouts of the patient.</td>
<td>Neither the doctor nor the nurses know the whereabouts of the patient.</td>
</tr>
<tr>
<td>Original</td>
<td>Rewritten</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The only other zoo animals that tried the crackers were the raccoons. Hanging upside down from their cage, Lund fed them biscuits from his hand.</td>
<td>Lund fed the raccoons biscuits from his hand while they hung upside down from their cage.</td>
</tr>
<tr>
<td>I have discussed with my colleagues the possibility of stocking the proposed poultry plant.</td>
<td>I have discussed the question of stocking the proposed poultry plant with my colleagues.</td>
</tr>
<tr>
<td>He has one of the lowest mortality rates anywhere of any heart surgeon.</td>
<td>He has one of the lowest mortality rates of any heart surgeon anywhere.</td>
</tr>
<tr>
<td>Dr. Coleridge has nearly performed ninety-one heart transplants.</td>
<td>Dr. Coleridge has performed nearly ninety-one heart transplants.</td>
</tr>
</tbody>
</table>

**Answers to Page 18**

<table>
<thead>
<tr>
<th>Original</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new process is believed to be superior by the investigators.</td>
<td>The investigators think the new process is superior.</td>
</tr>
<tr>
<td>The office will be inspected by John Rhodes from NYC.</td>
<td>John Rhodes from NYC will inspect the office.</td>
</tr>
<tr>
<td>It is desired by this office that the problem be brought before the board.</td>
<td>This office wants the problem brought before the board.</td>
</tr>
<tr>
<td>A complete renovation was required by the new owners.</td>
<td>The new owners required a complete renovation.</td>
</tr>
<tr>
<td>The letter was typed by Brian, the new assistant.</td>
<td>Brian, the new assistant, typed the letter.</td>
</tr>
</tbody>
</table>
A woman and a man, both carrying baskets and pushing old bicycles, were just coming into the clearing, carrying baskets full of dry pine cones. A tall young man was frying bacon on a propane stove. When a well-known naturalist walked into the campground, he could see signs of early morning activity. There were several people in the clearing. The youngest member of the group squatted on the ground and tried to start a campfire with wet kindling. Nobody ran away and yet nobody spoke to the man. A woman who appeared to be the grandmother of the group sat off to the side reading stories to a group of very small children. They all stopped what they were doing to watch the stranger approach.

Answers

- Simple sentence: A tall young man was frying bacon on a propane stove.
- Compound sentence: The youngest member of the group squatted on the ground and tried to start a campfire with wet kindling.
- Complex sentence: When a well-known naturalist walked into the campground, he could see signs of early morning activity.
- Compound-complex sentence: A woman and a man, both carrying baskets and pushing old bicycles, were just coming into the clearing, carrying baskets full of dry pine cones.
- One way to organize the information in the paragraph: Chronological.

Reorganized paragraph

When a well-known naturalist walked into the campground, he could see signs of early morning activity in the clearing. A woman and a man, both carrying baskets and pushing old bicycles, were just coming into the clearing, carrying baskets full of dry pine cones. A tall young man was frying bacon on a propane stove. The youngest member of the group squatted on the ground and tried to start a campfire with wet kindling. A woman who appeared to be the grandmother of the group sat off to the side reading stories to a group of very small children. Nobody ran away and yet nobody spoke to the man. They all stopped what they were doing to watch the stranger approach.
**Answers to Page 25**

<table>
<thead>
<tr>
<th>Original Word</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mankind</td>
<td>Humankind, people</td>
</tr>
<tr>
<td>Man on the street</td>
<td>People on the street</td>
</tr>
<tr>
<td>Manpower</td>
<td>People power</td>
</tr>
<tr>
<td>Chairman</td>
<td>Chair</td>
</tr>
<tr>
<td>Spokesman</td>
<td>Spokesperson</td>
</tr>
<tr>
<td>Policeman</td>
<td>Police officer</td>
</tr>
<tr>
<td>Stewardess</td>
<td>Attendant</td>
</tr>
<tr>
<td>Salesman</td>
<td>Sales executive</td>
</tr>
<tr>
<td>Fisherman</td>
<td>Fisher</td>
</tr>
<tr>
<td>Fireman</td>
<td>Fire official</td>
</tr>
</tbody>
</table>

**Answers to Page 26**

<table>
<thead>
<tr>
<th>Original Sentence</th>
<th>Rewritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running, walking, and a swim are all good forms of exercise.</td>
<td>Running, walking, and swimming are all good forms of exercise.</td>
</tr>
<tr>
<td>To get to the store, you walked down to the corner, take the path through the park and cut across the square.</td>
<td>To get to the store, you walk down to the corner, take the path through the park and cut across the square.</td>
</tr>
<tr>
<td>To run for office, you may have to join a party, have to sell your independent views, and raffle tickets.</td>
<td>To run for office, you may have to join a party, may have to sell your independent views, and may have to raffle tickets.</td>
</tr>
<tr>
<td>Roseanne Barr battled her network, will fight with her husband publicly, and sings the American national anthem with an equal absence of class.</td>
<td>Roseanne Barr battled her network, fought with her husband publicly, and sang the American national anthem with an equal absence of class.</td>
</tr>
</tbody>
</table>
**Answers to Page 29-30**

1. The executive watched the competition, but the competition went ahead with the takeover.

2. During our meeting she was genial but shrewd.  
   *No punctuation needed. The introductory phrase is short and does not require a comma. There is no comma before the phrase “but shrewed” because it is not an independent clause.*

3. My briefcase contained files, pencils, books, and paper.  
   *There is no colon after “contained” because a colon must follow a complete sentence such as the following: My briefcase contained four items: files, pencils, books, and paper.*

4. The job was difficult; therefore, he quit.  
   *You could have also punctuated in the following ways:*  
   *The job was difficult. Therefore, he quit.*  
   *The job was difficult, and therefore he quit.*  
   *The job was difficult, so he quit.*

5. We thought we would have to work late. Consequently, we were happy to be home before dark.

6. In preparation for the meeting, Mr. Jones asked us to do three things: set up the equipment, clear the tables, and close the blinds.

7. My manager’s car was in the shop; however, she borrowed her husband’s.

8. Alexis’s resume arrived yesterday; moreover, he phoned for an interview next week.
### Answers to Page 33

1. Many companies want to hire people who are FLEXIBLE.

2. Ms. Fox wanted us to sit TOGETHER at the meeting so we would not be SEPARATED) when the meeting was over.

3. The new hotel can ACCOMMODATE the PRECEDING one, which was distributed last week.

4. The hospital BENEFIT raised a lot of money for the children’s wing.

5. It never OCCURRED to us that the GOVERNMENT might increase our taxes.

6. The assistant’s manager OFFERED her a bonus if she would PROCEED to enroll in a computer class.

7. We avoided an ARGUMENT when we discussed changing the office ENVIRONMENT to boost employee morale.

8. It would be difficult not to BELIEVE the results.
### Answers to Page 29-30

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> The executive watched the competition, but the competition went ahead with the takeover.</td>
<td></td>
</tr>
</tbody>
</table>
| **2.** During our meeting she was genial but shrewd.  
*No punctuation needed. The introductory phrase is short and does not require a comma. There is no comma before the phrase “but shrewd” because it is not an independent clause.* |
| **3.** My briefcase contained files, pencils, books, and paper.  
*There is no colon after “contained” because a colon must follow a complete sentence such as the following: My briefcase contained four items: files, pencils, books, and paper.* |
| **4.** The job was difficult; therefore, he quit.  
*You could have also punctuated in the following ways:  
The job was difficult. Therefore, he quit.  
The job was difficult, and therefore he quit.  
The job was difficult, so he quit.* |
| **5.** We thought we would have to work late. Consequently, we were happy to be home before dark. |
| **6.** In preparation for the meeting, Mr. Jones asked us to do three things: set up the equipment, clear the tables, and close the blinds. |
| **7.** My manager’s car was in the shop; however, she borrowed her husband’s. |
| **8.** Alexis’s resume arrived yesterday; moreover, he phoned for an interview next week. |
### Answers to Page 33

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Many companies want to hire people who are FLEXIBLE.</td>
</tr>
<tr>
<td>2.</td>
<td>Ms. Fox wanted us to sit TOGETHER at the meeting so we would not be SEPARATED) when the meeting was over.</td>
</tr>
<tr>
<td>3.</td>
<td>The new hotel can ACCOMMODATE the PRECEDING one, which was distributed last week.</td>
</tr>
<tr>
<td>4.</td>
<td>The hospital BENEFIT raised a lot of money for the children’s wing.</td>
</tr>
<tr>
<td>5.</td>
<td>It never OCCURRED to us that the GOVERNMENT might increase our taxes.</td>
</tr>
<tr>
<td>6.</td>
<td>The assistant’s manager OFFERED her a bonus if she would PROCEED to enroll in a computer class.</td>
</tr>
<tr>
<td>7.</td>
<td>We avoided an ARGUMENT when we discussed changing the office ENVIRONMENT to boost employee morale.</td>
</tr>
<tr>
<td>8.</td>
<td>It would be difficult not to BELIEVE the results.</td>
</tr>
</tbody>
</table>