

Grammar Pre-Test

- The car is in the repair shop, it won't be ready until Friday.**
 - Correct as written
 - Fragment—add a conjunction
 - Comma splice—replace the comma with a semicolon
- Dr. Jones and _____ are available to answer any questions you have.**
 - I
 - me
 - myself
- Dr. Jones went to the meeting with Terry and _____.**
 - I
 - me
 - myself
- Jose is the one _____ I spoke to before, but I'll talk to _____ is available.**
 - who
 - whom
 - whoever
 - whomever
- Would you like to go to the concert with _____ and _____?**
 - he, I
 - him, me
 - him, I
- Which sentence is correct?**
 - We will get in touch with the Williamses tomorrow.
 - We will get in touch with the Williams' tomorrow.
 - We will get in touch with the Williams's tomorrow.
- Which sentence is correct?**
 - She is looking for a part-time job this summer.
 - She has decided to work part-time while her child is young.
- Tell me the **(principle / principal)** areas I need to improve, I will work on them **(continually / continuously), (among / between)** my other duties.
- Which sentence is correct?**
 - Mary Wade, Marketing Director, is moving to the east this Summer.
 - Mary Wade, Marketing Director, is moving to the East this summer.
 - Mary Wade, marketing director, is moving to the East this summer.
- Which sentence is more correct?**
 - The meeting planner needs: pens, paper, snacks, and drinks.
 - These supplies are needed for the meeting: pens, paper, snacks, and drinks.
- Either of the theories ___ valid. Each ___ good points.**
 - is /has
 - are/have
 - is/have
 - are/has
- This is important__however __ it seems ridiculous.**
 - , ,
 - , ;
 - ; ,

13. She (**ensured / assured**) him it was (**all right / alright**) in (**principal / principle**) to (**lay / lie**) down, (**accept / except**) not (**they're / there / their**) on the couch.
14. **Neither the fish nor the bird _____**.
a) moves slow b) moves slowly c) move slow d) move slowly
15. **Which sentence is correct?**
a) Did you tell your boss, "Give me a break?"
b) Did you tell your boss, "Give me a break."
c) Did you tell your boss, "Give me a break"?

Grammar Settings for Microsoft Word:

File > Options > Proofing

1) AutoCorrect Options

pubic/public, manger/manager, incontinence/inconvenience

- a. FRO, (all offensive words)
 - b. Words you know you tend to misspell
- 2) Show Readability Statistics – pops up after spell check finishes
- 3) Settings
- a. Comma Before Last List Item – Always ("Oxford Comma" in 2016)
 - b. Spaces Between Sentences – 1
 - c. Style – Passive Sentences
- 4) Find – ion, ent, nce, ize, ive, ble
- 5) When re-using documents, use "Replace" to change names and dates

Summary of communication techniques:

- Mirror and match their style to come across as safe
 - Assume Positive Intent
 - Disarm with a Precall
 - Use the Liked Best, Next Time feedback strategy
 - Let them feel in control by repeating their words saying, "You're Right"
 - Empathizing by acknowledging their feelings as in, "It makes perfect sense that you would feel that way."
 - Have Coaching conversations where you ask questions to help them come up with their own answers (people don't argue with their own ideas)
-

Sentence Structure Do you need a comma before “and” or not?

Simple Sentences have at least a subject and a verb. They express one complete thought.
The motor is running. Finally, the motor is running. The motor we bought is running, isn't it?

Compound Sentences have two complete thoughts; each could stand alone as a sentence.
The motor is running; we're ready to go. The motor is running, and it is starting to overheat.

Rule: Between the two thoughts, you need a semi-colon or a comma and a conjunction.

Coordinating Conjunctions: **For, And, Nor, But, Or, Yet, So**

Memory Hook: Two complete thoughts, two things in the middle: first a comma, then a dot above it or a conjunction after it.

Run-on Rap: Two thoughts, two things; comma with a dot, comma with a FANBOYS

Complex Sentences express the relationship of two thoughts.

The motor is running because the engine is cold. If the motor is running, turn it off.

Rule: If the conjunction is in the middle, no comma is needed. If the conjunction is at the beginning, put a comma in the middle.

Memory Hook: One thought, one thing in the middle: either the conjunction or a comma.

Subordinating Conjunctions: if, because, when, while, after, until, as, unless, before, since, than, as soon as, though, at, by, in, for, so that, that, no matter what, in order that . . .

Practice

1. I'll proofread this as soon as I hang up because I have to call home my son is alone.
2. Do you want to help with the food or do you want to decorate the banquet hall?
3. She is on the committee and wants to implement big changes so we can grow.
4. You are confirmed on the flight however your seat will not be assigned until you check in.

Capitalization - Capitalize people's titles only when they precede or take the place of the proper names. Titles that follow the name or are set off by commas are not capitalized.

- Acme President Jill Chan was there. Jill Chan, Acme president, will give a speech.
- Capitalize department names when they replace the whole name of the department.
- We sent the letter to Accounting.

Capitalization rules are less rigid than punctuation or grammar rules. Create norms and enforce them with an internal style guide.

Subject/Verb Agreement

- The subject of a sentence must agree in number with the verb. A singular subject needs a singular verb; a plural subject needs a plural verb. She has a great team. The team members work hard.
- Words that come between the subject and verb can be confusing.
The basket with all the prizes in it is for our raffle.
The training director, along with the instructors, is coming to the next session.
- Two or more subjects joined by **and** take a plural verb. Salt and pepper are on the table.
- Rules with **or**: Two singular subjects require a singular verb; two plural subjects take a plural verb. If subjects are of different numbers, the verb must agree with the one closest to it. Either his twin daughters or her son is going to stay with us this afternoon.
- Subjects that always take a singular verb include (*any-, some-, no-, every- + -one, -body, -thing*), *each, every, one, much* (and words you can have much of), and *either, neither* (where there is no **or**).
- Plural verbs always go with *both, few, many, several, and others*.
- Collective nouns—refer to many as one unit. They take a singular.
This group is rowdy. Group members are fidgeting and whispering.

Peer Press"or"

Practice

1. The keys and money is/are in here.
5. Miss Scarlet or Professor Plum was/were in the lounge with the candlestick.
6. Either the students or the teacher have to/has to push the button.
7. Is this/are these envelopes or paper?
8. Either of the cars is/are fine with me.

Misplaced Modifiers—should be placed as close as possible to the words they modify without being between them. Also, modifiers must have something to modify; don't leave them hanging.

1. The bondsman looked through the bars at the inmate with cuffs in his hands.
2. The student went to the writing class full of hysteria and dread.
3. The man walking slowly made his way to the finish line
4. Living in Alaska, the air conditioner was rarely turned on.

Pronoun Agreement

Pronouns take the place of nouns and must agree in person, case, and number

Subject	Object	Possessive (before nouns)	Possessive (alone after verbs)	Reflexive
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
they	them	their	theirs	themselves
who	whom	whose		

- Multiple pronouns and noun-pronoun combinations become confusing.
Chad and I are riding with you and her. We need your and your wife's signature.
- Two nouns joined by **and** take a plural pronoun. With **or**, if one noun is plural, the pronoun is also plural. Jazz and Blues got their start in America. Neither the puppies nor their mother ate their food.
- It is politically correct to avoid use of the masculine pronoun to refer to both men and women.
Instead of: Each seminar attendee should take his workbook home with him.
Seminar attendees should take their workbooks. Attendees should take attendee workbooks home.
Each seminar attendee should take the workbook home. Please take your workbooks home.
- After any form of **to be** and in comparisons, use the subject form of pronouns. Most people ignore this rule when speaking. Who did it? It wasn't I; it is you who are to blame. She can run faster than he.
- The reflexive pronoun requires a previous reference to the pronoun.
I hurt myself. I'll do it myself. **NOT** Feel free to call Jane or myself.

Practice

1. It's up to you and I/me to do it.
2. This is just between you and I/me.
3. They asked he/him and I/me to come.
4. I borrowed him/his and his wife's car.
5. Every contestant got his/their card punched for his/their participation.
6. Anyone who has questions should address them to I/me/myself or the director.

Who and Whom

- Who is a subject pronoun and should be used where other subject pronouns are used (I, he, she, we, they). Whom is an object pronoun and should be used in place of the object (me, him, her, us, them).
- Substitution only works when who or whom is at the beginning of a sentence. When who or whom is in the middle of a sentence, cover up all the words before it, then substitute he or him.

who = he whom = him

Practice

1. Who/Whom did you hire for the job?
2. Who/whom is standing in the way of your success?
3. Is she the one who/whom wrote the award-winning essay?
4. I am the one who said I would be here for whoever/whomever needed me.
5. Try to figure out who/whom the keys belong to; then tell me who/whom it is.

Don't forget to chop off its head!

Punctuated Properly

Commas

- **Items in a series**
They collected luxury tax on chocolate, champagne, Russian caviar, and vodka.
- **Dates—use two commas to set off the year when it follows the month and day. The month and year or month and day require no commas.**
The May 4, 2017, issue of *Time* quoted him. Our July 2017 meeting was postponed. Her April 3 party went well. The 6 June 2017 deadline has expired.

Semicolons

- **Separate two complete thoughts when no conjunction is used**
The class is valuable; I'm too tired to stay awake. The job pays well; however, it doesn't sound fun.
- **Sub-group items in a series—use semicolons anytime one or more items already has a comma**
She invited her manager; John, the dispatcher; Sandy, his wife; Sally and Cathy, the temps; and me.

Bulleted Lists We used to punctuate vertical lists the same as lists within a sentence

Here is our plan for the day:

- arrival at the site;
- half-hour, guided tour;
- ice cream break; and
- afternoon departure.

Here is our plan for the day:

- Arrival at the site
- Guided tour
- Ice cream break
- Afternoon departure

Now it is important to be consistent. Capitalize each item and punctuate consistently

Parentheses Set apart and de-emphasize non-essential elements in a sentence

- (If an entire sentence falls within the parentheses, keep punctuation inside.)
- Punctuate sentences as you would (without the parentheses); marks go after the close parenthesis.
- When ending a sentence in parentheses, the period goes outside (like this).
- When the last word has a period, close the sentence with another (with lists, examples, etc.).

Hyphens Link two or more words that work together as an adjective appearing before the noun. In this case you cannot separate them without changing the meaning

Their state-of-the-art computer system is more up to date than ours.

Apostrophes Three step system for possessives:

1. Write the base word. child children women boss
2. Add the apostrophe. child' children' women' boss'
3. If there is no *s*, add one. child's children's women's boss' or boss's

bosses' James' James Smith's The Smiths' Cameron Diaz's The Diazes' The Joneses

Most words that end in *s*, *sh*, *ch*, *x* or *z* form the plural by adding *es* instead of *s*

Quotation Marks Indicate direct speech, coined phrases, or emphasis

- , or . always inside the closing quote "I wanted," he said, "to go home."
- : or ; always outside closing quote The following animals are "marsupials": kangaroo and koala.
- ? or ! inside, if part of the quote; otherwise, outside.
"How are you?" I asked. Have you read the report "Single-Parent Families"?

Practice

1. Dr Assad the chair the board members Cathy Anna and Joe or the janitor can let you into the building by 6 am (as long as you send notification the day before by 5 pm)
2. Will you please mark your report confidential?
3. Sherry said, there is no use in trying to keep up with the Joneses.

Usage

farther/further	After making a point he went _____ into the topic.
affect/effect	The weather _____ed her performance. Did it have an _____ on yours?
assure/ensure/insure	I _____ you I will personally _____ your car is _____ed by Progressive.
continually/continuously	I couldn't sleep; thunder and lightning went on _____ last night.
good/well	She is a _____ student. She does _____ in school.
its/it's/its'	_____ so hot today my dog escaped _____ pen and jumped into the pool.
fewer/less	Although there were _____ people there, it seems like we had _____ time.
principal/principle	In _____, the _____ reason I am here shouldn't be to make money.

Remember Affect Verb Effect Noun RESULT

Accuracy and Credibility

Set the work aside and do something else between writing and proofreading. Follow along with your finger to increase speed and focus. Change the look of the text between editing and proofreading (font, size, spacing, number of columns...)

Do a **right-brain edit** where you look for content, clarity, flow, and format. Read parts out loud to detect omissions and tone. Have the computer or someone else read important documents aloud to you.

Do a **left-brain proofreading** for errors. Scan backwards quickly to see whole words. Proofread forward, sentence by sentence.

When proofreading numbers:

- Try partner proofreading or comparison proofreading (or add the “Speak” option in Word).
- Add numbers on the original and subtract them on your copy. If the result is zero, the numbers are correct. If the result is a multiple of 9, you have transposed a number.

Give it a visual check by holding it at arm’s length. Check for consistency in format.

Do a practice run with someone else—ask them to look at it for 10 seconds and tell you what they notice. Ask what they think the point is and if they would read it.

Active Voice (67% Clearer) in active sentences, the subject does the action.

Clues of the passive: the subject does not do anything, a form of “to be” (am, is, are, was, were, be, been, being) helping another verb, sometimes the preposition “by.”

How to change to active: Make the doer the subject, followed by what it did and to whom. SVO

Practice

1. She came to the realization that participation in training leads to improvement in employee performance.
2. It was decided that employees be required to take the seminar.
3. Protection of the population is achieved by the police.
4. A provision for reimbursing her staff in the election was arranged by Maria if she won.
5. The event was deemed a success. A good time was had by all.

Parallelism—Make lists parallel by using the same type of preliminary word.

1. Her hobbies are painting, cooking, and to work in her garden.
2. The meat is cut, marinated, and cook it for 2 hours.
3. I have been a clerk, an office manager, and recruited new employees.
4. Improvement in internal controls, eliminating excess records, and a systems update were the three most important suggestions from the audit review.

Answers

Grammar Pre-Test: 1. c 2. a 3. b 4. b, c 5. b 6. a 7. a 8. principal, continually, among
9. c 10. b 11. a 12. c 13. assured, alright, principle, lie, except, there 14. b 15. c

Sentence Structure Practice

1. I'll proofread this as soon as I hang up because I have to call home; my son is alone.
2. Do you want to help with the food, or do you want to decorate the banquet hall?
3. She is on the committee and wants to implement big changes, so we can grow.
4. You are confirmed on the flight; however, your seat will not be assigned until you check in.

Subject-Verb Agreement Practice: 1. are 2. was 3. has 4. Are these 5. is

Misplaced Modifiers

1. The bondsman with cuffs in his hands... or With cuffs in his hands, the bondsman...
2. The student full of hysteria and dread... or Full of hysteria and dread, the student...
3. The slowly walking man... or Slowly, the walking man...
4. While I was living in Alaska... or Living in Alaska, I rarely turned on the air conditioner.

Pronoun Agreement Practice

1. me 2. me 3. him, me 4. his 5. his, his (his or her is better, or get rid of "Every," and use a plural) 6. me

Who and Whom Practice: 1. Whom 2. Who 3. who 4. whoever 5. him, he

Punctuation Practice

1. Dr. Assad, the chair; the board members, Cathy, Anna, and Joe; or the janitor can let you into the building by 6 a.m. (as long as you send notification the day before by 5 p.m.).
2. Will you please mark your report "Confidential"?
3. Sherry said, "There is no use in trying to 'keep up with the Joneses.'" "

Usage: further affect, effect assure, ensure, insure continually good, well It's, its
fewer, less principle, principal

Power Verb Practice

1. She realized training improves employee performance.
2. We decided to require employees to take the seminar.
3. The police protect the population.
4. Maria arranged a provision for reimbursing her staff if she won the election.
5. We deemed the event a success. Everyone had a good time.

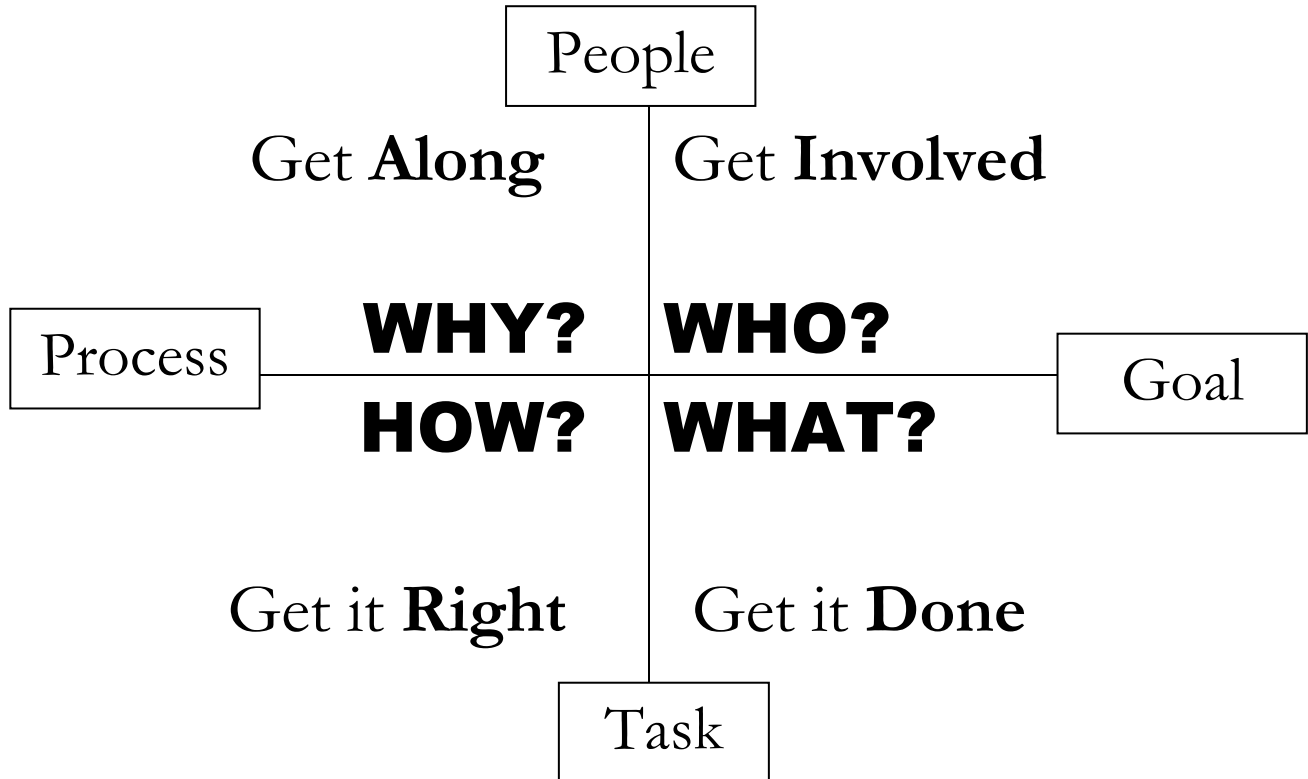
Parallelism Practice

1. Her hobbies are painting, cooking, and gardening.
2. The meat is cut, marinated, and cooked for 2 hours.
3. I have been a clerk, an office manager, and a recruiter.
4. After the audit review, management suggested we focus on the following:
 - Improve internal controls
 - Eliminate excess records
 - Update the systems

Target Readers: Stop Writing *about* Stuff; Start Writing *to* People

Match: Communicate with others using *their* style. *What clues will tell me the reader's style?* Look at wordiness, flow of ideas, friendliness, focus, thoroughness

- Get it done people are straight to the point and sometimes demanding.
- Get it right people are exacting and follow a logical sequence with their inquiries.
- Get involved people are wordy, personable, big picture and may add extra details.
- Get along people use disclaimers: “Sorry to bother you.” “This may be a silly question.”



What if you are writing to a mass audience or someone you don't know?

Build a Burger:

- Start with the Meat: Who, What, Where, When, Why, How – Get It Done
- Soften with a Bun: Acknowledge them as people – Politeness, etiquette, greeting, summary – Get Along
- Include Relevant Detail: Avoid questions and confusion later – Get It Right
- Add Some Sauce: What's in it for them? Context – Get Involved
- Finish with a round of So What?

Get Involved People

- 1. Want Information:** Creative, Big Picture, Personal, New Ideas
- 2. Decisions:** Quick, Intuitive, Spontaneous, With Advice
- 3. Their Environment:** Friendly, Informal, Creative
- 4. What Energizes Them:** Talk, Status, Activity, Influence, Discovery
- 5. Their Priorities:** Change, Adventure, Involvement
- 6. Challenges:** Impulsive, Unfocussed, Undisciplined

Get it Done People

- 1. Want Information:** Broken Down, Bottom Line (cost/benefit), Multiple Choice
- 2. They Make Decisions:** NOW, Based on Essential Information
- 3. Their Environment:** Formal, Showing Power, Effectiveness Tools
- 4. What Energizes Them:** Challenge, Risk, Fast Pace, Action, Productivity
- 5. Priorities:** Control, Time, Efficiency, Results
- 6. Challenges:** Driving, Rude, Overly Controlling, Insensitive

Get it Right People

- 1. Want Information:** Detailed Data in Writing, Conservative
- 2. Decisions:** Deliberate, Thorough Analysis, Cautious, Need Deadline
- 3. Their Environment:** Functional, Structured, Organized, Gadgets
- 4. What Energizes Them:** Detail Work, Organizing, Analysis, Working Alone
- 5. Priorities:** Organization, Accuracy, Thoroughness, Order, Compliance
- 6. Challenges:** Aloof, Perfectionist, Too Hung-Up on Details, Difficulty Prioritizing

Get Along People

- 1. Want Information:** Flexible, A Few Details, Chance to Probe
- 2. Decisions:** Cautious, Conscientious, Consultation, People First, Need Time
- 3. Their Environment:** Comfortable, Friendly, Inviting and Open
- 4. What Energizes Them:** Peace, Connection, Teamwork, Appreciation
- 5. Priorities:** Loyalty, Support, Empathy, Dependability, Reputation
- 6. Challenges:** Overly Concerned with People, Give Too Much, Feel It's Unfair

Mind Mapping Crash Course: Guidelines, Process, Use by Sherry Prindle

There is more to a map than its shape and format. One of the main purposes of mapping is to allow us to capture all the thoughts and information that comes to us in random, 3-dimensional order as quickly as it comes, so that later we can convert it into a linear, usable format.

When mapping, it's helpful to follow these **guidelines**:

- Write just a key word or two, not long phrases or sentences
- Write everything that comes to mind, it is brainstorming
- Be random, you can organize later

The **process** of mind mapping goes like this:

1. Start in the center with the name or an image of the topic
2. Dump all thoughts in random order around the circle
3. Look at the items and subgroup like things with like, creating subtopics
4. Flesh out each subtopic
5. Arrange in a useable order starting at 1:00 and working clockwise
6. Convert the map to its final format: Document, Presentation, Task List, Gantt Chart, etc.

Your brain can only hold onto 7 plus or minus 2 things at a time, so map every time you catch yourself staring at a blank surface. **Use Maps to:**

- **Organize Thoughts** – Just like you need a scratch sheet to figure a math problem, use mind maps as the interim step that takes ideas into actions, thoughts into plans
- **Plan Documents, Presentations, and Conversations** – Isn't it easier to organize your thoughts *outside* your head where you can see them?
- **Overcome Worry and Anxiety** – Your head is ruled by emotion. Dump concerns out on a map to see them objectively and create plans for handling genuine issues
- **Take Notes** – When we take full-sentence notes, our brains think, "I don't need to remember this; I have it written down." Writing in maps also allows you to capture information in the order it was presented while simultaneously arranging it in the order you will need to use it – no more re-copying
- **Accomplish Projects and Goals** – People cannot do projects, they can only do tasks. Mind map to break projects down into categories, then smaller projects, then actionable tasks – great for procrastination
- **Make Lists** – Keeping things in your head is an inefficiency. Mind maps create a visual that is easy to recall even when the list is not in front of you
- **Create Databases and Spreadsheets** – The point of putting items in rows and columns is to organize them, so plan the layout based on who will be using it and to what end