

BUSINESS **ENGLISH**

13e

MARY ELLEN GUFFEY AND CAROLYN M. SEEFER

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Mary Ellen Guffey

Emerita Professor of Business
Los Angeles Pierce College

Carolyn M. Seefer

Professor of Business
Diablo Valley College



Business English, Thirteenth Edition
Mary Ellen Guffey & Carolyn M. Seefer

Senior Vice President, Higher Ed Product, Content,
and Market Development: Erin Joyner

Product Director: Bryan Gambrel

Product Manager: Heather Mooney

Content Managers: Bethany Sexton &
Allie Janneck

Manager, Content Delivery: John Rich

Product Assistant: Lucia Hermo del Teso

Assoc. Marketing Manager: Andrew Stock

Production Service/Composition: SPi Global

Senior Designer: Bethany Bourgeois

Text/Cover Designer: Ted & Trish Knapke/
KeDesign

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Intellectual Property Analyst: Diane Garrity

Intellectual Property Project Manager:
Nick Barrows

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Dear Students

Whether you are currently working or will be entering or returning to the world of work soon, you know how important it is to improve your professional communication and language skills. **Business English** can help you refresh your knowledge of grammar and usage so that you will be professional, competent, and confident in today's workplace where communication skills are extremely important. Within the textbook and its digital resources, you will find many language learning tools, a few of which are listed here:

- **MindTap** provides exceptional digital resources thoughtfully organized into a learning path to help you learn and study more effectively and, ultimately, improve your communication skills. MindTap includes PowerPoint reviews, flashcards, and an interactive e-book all in one place to help you stay on your path to success, in addition to assignable versions of the Reinforcement Exercises, Pretests, Posttests, Unit Reviews, and Want More Practice? activities found at the end of each chapter and discussed in detail below.
- **Reinforcement Exercises with automatic feedback and answers** have been written by the authors so that you know immediately *whether* you have the right answer and also *why* it was correct or incorrect.
- **A three-level approach** presents grammar guidelines in segments proceeding from easier, more frequently used concepts to more complex, less frequently used concepts. These small learning chunks help you understand and remember.
- **Pretests, posttests, and unit reviews** keep you informed about your needs and your progress.
- **Want More Practice? activities** deliver even more opportunities to improve your skills through practice.
- **FAQs About Business English** present everyday language queries and authoritative answers to the questions you're likely curious about right at the point when you need them.
- **Margin Notes** address a variety of topics including trivia tidbits, career tips, study tips, tips for communicating professionally while using social media, and the prevalence of grammar in media and entertainment.
- **Spot the Blooper** features grammar mistakes that have been made in the real world.

Business English reviews the grammar, punctuation, and usage guidelines necessary for you to succeed in your business or professional career. The textbook is not only a friendly teaching and learning tool but also an excellent reference for you to keep handy on the job. One student remarked, "*Business English* is a gift to any student who really wants to learn how to use the English language proficiently."

Cordially,

Mary Ellen Guffey

Carolyn M. Seefer



Mary Ellen Guffey



Carolyn Seefer



Preface

Do you want to become a confident, professional communicator? *Business English*, 13e, will help you develop the language and grammar skills you need to thrive in today's dynamic workplace. The perennial leader in grammar and mechanics textbooks, *Business English* uses a three-level approach to break topics into manageable units, helping you hone your grammar, punctuation, and usage skills. Packed with insights from more than 65 years of combined classroom teaching experience in business communication, *Business English*, 13e, presents complete feedback with answers and explanations so that you know immediately whether you have answered all exercise items correctly.

Popular Three-Level Approach

Beginning with Chapter 3, language concepts appear in levels. These levels progress from fundamental, frequently used concepts in Level 1 to more complex concepts in Level 3. This approach has two distinct advantages for you. First, the overall organization of the complex subject of English is immediately recognizable. Second, the three-level approach facilitates comprehension and helps you build confidence by providing small, easily mastered learning segments.

LEVEL 1

3-1 Common and Proper Nouns

As the “namers” in our language, **nouns** perform an important function. They often serve as sentence subjects. In addition, nouns can serve as objects of verbs and objects of prepositions. Although nouns can be grouped into many categories, this chapter focuses on two classes that are important to business writers: common and proper nouns.

LEVEL 2

3-4 Showing Possession with Apostrophes

Possession occurs when one noun possesses another. Notice in the following phrases how possessive nouns show ownership, origin, authorship, or measurement

Professor Martha Laham's students (Ownership)	James Joyce's novels (Authorship)
Colorado's mountains (Origin)	three years' time (Measurement)

LEVEL 3

3-6 Challenging Noun Plurals

Selected nouns borrowed from foreign languages and other special nouns require your attention because their plural forms can be challenging and sometimes confusing.

Tools That Boost Your Learning

Real-World Editing. Each chapter offers a business message that needs your editing. The message may be an e-mail, memo, letter, short report, blog entry, or other form of writing with errors in grammar, spelling, word use, punctuation, and other areas you are studying.

Ample Reinforcement Exercises. The authors know that you learn by doing. That's why each chapter includes multiple-choice, editing, and writing exercises that provide opportunities to apply the chapter concepts.

Unit Reviews. At the conclusion of each unit, a 50 question review enables you to consolidate your knowledge and check your responses for immediate feedback. The authors recognize that constant review and application of concepts are essential to understanding and long-term retention.

Writer's Workshops. You can hone your skills with new writing assignments that summarize composition tips and techniques in six workshops. Starting with proofreading, you will then progress to writing sentences, paragraphs, e-mail messages, letters, and short reports.

Frequently Asked Questions

One of most popular features of *Business English* is its questions and answers patterned after those posted to discussion boards, websites, blogs, Twitter feeds, and Facebook pages devoted to proper English usage. These questions—and suggested answers from Dr. Guffey and Professor Seefer—illustrate everyday communication problems encountered in the contemporary work world.

FAQs about Business English



Dr. Guffey



Professor Seefer

Q: I love buying fresh produce at local farmers' markets. However, every market I visit seems to call it something different. Is it *farmer's market*, *farmers' market*, or *farmers market*?

A: We've noticed the same thing! Even the authorities can't seem to agree. The *Associated Press (AP) Stylebook* recommends treating the word "farmer" as a descriptive word rather than a possessive (*farmers market*, without an apostrophe). The *Chicago Manual of Style* recommends using the word as a possessive (*farmers'*). The only version that doesn't make sense is *farmer's market*, which would seem to indicate one lonely farmer running the entire market! By the way, you can apply this AP rule to other cases, such as *teachers union* and *homeowners association*.

Q: One member of our staff consistently corrects our use of the word *data*. He says the word is plural. Is it never singular?

A: The word *data* is plural; the singular form is *datum*. Through frequent usage, however, *data* has become a collective noun. Collective nouns may be singular or plural depending on whether they are considered as one unit or as separate units. Therefore, *data* can be considered either singular or plural, depending on how it is used. For example, *These data are much different from those findings* (plural). Or, *This data is conclusive* (singular). It should be noted, however, that veteran copy editors almost always consider *data* to be plural.

Chat About It

To encourage classroom discussion and build online rapport among online learners, the 13th Edition provides **Chat About It**. Each chapter offers five questions that encourage you to discuss chapter concepts and express your ideas orally in your face-to-face classroom or in writing in your online classroom.

CHAT about it

Your instructor may assign any of the following topics for you to discuss in class, in an online chat room, or on an online discussion board. Some of the discussion topics may require outside research. You may also be asked to read and respond to postings made by your classmates.

Discussion Topic 1: Employers look for various traits in job applicants, including *reliability*, *initiative*, and *flexibility*. These words are all nouns that name qualities. Assume you had to tell an employer about your five greatest strengths. What strengths would you name and why? Be sure to express these strengths as nouns.

Discussion Topic 2: Many English nouns are borrowed from other languages, including those listed in Level 3 of this chapter. Select five foreign nouns that do not appear on this list and share the following information with your classmates: the singular form, the plural form (traditional and English forms, if applicable), and the language from which the noun was borrowed.

add the word *the* before your last name to make it plural.) Share your sentences with your classmates. Be prepared to give them feedback on their sentences.

Discussion Topic 4: The apostrophe is one of the most frequently misused punctuation marks. Find an example of a misused apostrophe in a newspaper or magazine article, on a sign in your neighborhood, or online. Share the error with your classmates. Be sure to explain why the apostrophe has been misused, and provide a corrected version.

Discussion Topic 5: Some individuals believe that the apostrophe should be abolished from the English language. Do a Google search using the search term *abolish apostrophe* to locate websites and blog entries devoted to this topic.

Real-World Editing Applies Skills

Test your ability to edit documents in a personal or business setting through the **Real-World Editing** feature. Using sample email messages, letters, blog entries, and more, refine the skills you have acquired through each chapter and adapt them to the standards in the business world today. Each chapter's exercises will build on what you learned in that chapter as well as enforce previous chapters to help keep your skills sharp.

Real-World Editing

Edit the following message by applying concepts from this chapter and previous chapters including the FAQs. Use proofreading marks (see Appendix D) to indicate your edits.

4701 Deer Valley Road
Scottsdale, AZ 85250
March 15, 2021

Ms. Diane Merek
Customer Relations
Krispy Kreme Doughnut Corporation
P.O. Box 83
Winston-Salem, NC 27102


Dear Mr. Merek:

As chair of the childrens fund-raising committee at Noah's Ark Children's Center, I would like more information about selling Krispy Kreme doughnuts to raise money. My sisters friend told me about her schools successful sale, and I'm hoping it would work for our Mothers Day weekend event. Please answer the following questions. Which will help us decide what to do.

- How do we receive the doughnuts, and how can we make a profit selling Krispy Kreme's at a traditional doughnut sale?
- Is it easier to sell doughnuts individually in a high-traffic stationery area such as our towns shopping center?

Writer's Workshop Expands Skills

Six **Writer's Workshops** with a variety of writing assignments summarize composition tips and techniques so that you are quickly introduced to business-related writing skills, starting with proofreading and progressing to writing sentences, paragraphs, e-mail messages, letters, and short reports.



Writer's Workshop

Techniques for Effective Paragraphs

As you learned in the Writer's Workshop in Unit 2, the basic unit in writing is the sentence. The next unit is the paragraph. Although no rule regulates the length of paragraphs, business writers recognize the value of short paragraphs. Paragraphs with fewer than eight printed lines look inviting and readable, whereas long, solid chunks of print appear formidable. In this workshop you will learn writing techniques for organizing sentences into readable, coherent, and clear paragraphs. The first important technique involves topic sentences.

Organizing Paragraphs Around Topic Sentences

A well-organized paragraph has two important characteristics:

1. It covers just one subject. For example, if you are writing about your booth at the Las Vegas technology expo, you wouldn't throw in a sentence about trouble with the IRS. Keep all the sentences in a paragraph related to one topic.
2. It begins with a **topic sentence** that summarizes what the paragraph is about. A topic sentence helps readers by preparing them for what follows.

Consider the following scenario. Assume your company promotes an extensive schedule of team sports for employees after hours. One group enjoys weekend bicycling. You have been assigned the task of writing an e-mail message to the members of this group stating that they must wear helmets when cycling. One paragraph of your message covers statistics about cycling accidents and the incidence of brain injury for unhelmeted riders. Another paragraph discusses the protection offered by helmets:

Helmets protect the brain from injury. They spread the force of a crash from the point of impact to a wider area. When an accident occurs, an unhelmeted head undergoes two collisions. The first occurs when the skull slams into the ground. The second occurs when the brain hits the inside of the skull. A helmet softens the second blow and acts as a shock absorber. Instead of crushing the brain, the impact crushes the foam core of the helmet, often preventing serious brain injury.

Margin Notes Enliven Text



This book uses a focused approach. Rather than studying *all* language rules, you will concentrate primarily on areas in which writers and speakers have trouble.

Are you having trouble remembering specific grammar rules and uses? **Study Tips** can help you by offering various ways to learn certain rules and simple suggestions to improve your writing and make it more professional.



The oldest word in the English language that is still used today is the common noun *town*.

Need a break from studying? Give your brain a treat with **Trivia Tidbits**. From historical references to variances in languages, learn how grammar is used differently across the world and how it has evolved over time.



"Write with nouns and verbs, not with adjectives and adverbs. The adjective hasn't been built that can pull a weak or inaccurate noun out of a tight place."

—William Strunk Jr. and
E. B. White, famous
American authors

Throughout the chapters appear **Career Tips** with advice about searching for jobs and performing well on the job.



A study by Disruptive Communications asked participants what factors on social media would most likely damage their opinion of a company. The top factor chosen was "poor spelling or grammar," showing that customers value proper spelling and grammar more than anything else in their social media interactions with companies.

Whether you are making a status update on Facebook, writing a tweet on Twitter, captioning a photo on Instagram, or creating a YouTube video, these **Social Media** margin notes stress the importance of making sure that your social media presence is professional.



NPR's *Weekend Edition* asked listeners what they think is the most misused word or phrase in the English language. You might be surprised to learn that second place went to using the word so at the beginning of a sentence. (First place went to saying *between you and I*.) Are you guilty of doing this?

These new **Grammar In the News** margin notes show how often references to grammar appear in current new articles.



Did you know that you can follow a Facebook page called The Oxford Comma, which is devoted to the use of the serial comma? The mission of this page is "To educate the public about the usefulness of the Oxford comma, and to eradicate the myths that have sprung up around its use." This page is liked by over 32,000 people.

These new **Take a Break** margin notes show how often references to grammar appear in books, film, television, music, and other entertainment media. Some of these margin notes allow you to practice your skills with quick, fun activities.

Your Companion Website

At your companion website, additional resources are available to engage interest and enhance learning.

PowerPoint Lecture Review. Slides with chapter outlines can help you organize the chapter concepts and put them into categories that make you remember parts of speech and how they operate.

Spot the Bloopers Key. So that you can understand every blooper in the text and see how to correct it, we provide a key. What's more, you now have a huge set of Bonus Bloopers that further challenge you to recognize and correct language mishaps.

Acknowledgments

No successful textbook reaches a No. 1 position without a great deal of help. We are exceedingly grateful to the reviewers and other experts who contributed their pedagogic and academic expertise in shaping **Business English**.

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Marye B. Gilford
St. Philips College

Barbara Goza
South Florida Community College

Margaret E. Gorman
Cayuga Community College

Helen Grattan
Des Moines Area Community College

Ginger Guzman
J. Sargeant Reynolds Community College

Joy G. Haynes
Chaffey College

Marilyn Helser
Lima Technical College

Nancy A. Henderson
North Harris College

Janet L. Hough
Spokane Community College

Marilynne Hudgens
Southwestern College

Iva A. Upchurch Jeffreys
Ventura Community College

Edna V. Jellesed
Lane Community College

Tina Johnson
Lake Superior College

Evelyn A. Katusak
Broome Community College

Lydia J. Keuser
San Jose City College

Marilyn Kilbane
Cuyahoga Community College

Donna Kimmerling
Indiana Business College

Jared H. Kline
Southeastern Community College

Ann Marie Klinko
Northern Virginia Community College

Shelley Konishi
Kauai Community College

Linell Loncorich
Hutchinson Technical College

Jane Mangrum
Miami-Dade Community College

Shirley Mays
Hinds Community College

Darlene McClure
College of the Redwoods

Timothy A. Miank
Lansing Community College

Carol Vermeere Middendorff
Clackamas Community College

Anita Musto
Utah Valley State College

Paul W. Murphey
Southwest Wisconsin Technical College

Jaunett S. Neighbors
Central Virginia Community College

Mary Nerburn
Moraine Valley Community College

Jackie Ohlson
University of Alaska

Mary Quimby
Southwestern College

Jana Rada
Western Wisconsin Technical College

Susan Randles
Vatterott College

Carol Jo Reitz
Allentown Business School

Judith R. Rice
Chippewa Valley Technical College

Kathie Richer
Edmonds Community College

Benelle Robinson
Ventura Community College

Maria Robinson
Columbia College

Sally Rollman
Shoreline Community College

Jan Sales
Merced College

Linda Serra
Glendale Community College

Mageya R. Sharp
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Letha Strain
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Susan Sutkowski
*Minneapolis Technical
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Evelyn Taylor
*Cincinnati Bible
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Michelle Taylor
*Ogeechee Technical
College*

Robert Thaden
*Tacoma Community
College*

Dorothy Thornhill
*Los Angeles Trade
Technical College*

James A. Trick
*Newport Business
Institute*

Susan Uchida
*Kauai Community
College*

June Uharriet
*East Los Angeles
Community College*

Lois A. Wagner
*Southwest Wisconsin
Technical College*

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PRETEST

In the following sentences, you will find faulty grammar, punctuation, capitalization, or number expression. For each sentence, identify any error. Then write a corrected form in the space provided. If you must add punctuation, also show the word that appears immediately before the necessary punctuation mark. Each sentence contains one error.

Example: Manufacturers know that the size and design of a product like the iPhone is critical to its success.

are _____

LEVEL 1

1. Businesspeople are sending more messages than ever before, that's why writing skills are increasingly important. _____
2. A network security workshop next month in Seattle, Washington will help our firm learn techniques for keeping our network safe. _____
3. In it's latest online announcement, our Information Technology Department said that even the best-protected information sometimes is lost, erased, or corrupted. _____
4. Louis and I certainly appreciate your taking our calls for us when him and I are away from the office. _____
5. A summary of all of our customers' comments for the past month were given to the manager and her last week. _____
6. Every field employee, as well as every manager and department head, are eligible for tuition reimbursement. _____
7. For you Mr. Johnson, we have a one-year subscription to *The Wall Street Journal*. _____
8. I plan to go to law school after i complete my undergraduate degree. _____
9. We couldn't barely believe that our colleagues and they agreed to the plan. _____
10. In the spring Kathy took courses in history, english, and management. _____

LEVEL 2

11. Please collect all of the graduates names and e-mail addresses so that we can keep them informed of job opportunities. _____
12. Either Max or she will be working overtime on the next two Friday's. _____
13. Of the forty-six orders placed by customers last week, only 9 were filled on time. _____
14. If you expect a three-week vacation, you must speak to the Manager immediately. _____
15. You should have saw the warehouse before its contents were moved to 39th Street. _____
16. Your job interview with the manager and her will last for a hour. _____

17. Before her trip to the East last summer, my mother bought an Olympus Camera. _____
18. We need only 20 50-cent postage stamps to finish the mailing. _____
19. Your account is now 90 days overdue, therefore, we are submitting it to an agency for collection. _____
20. We feel badly about your missing the deadline, but the application has been lying on your desk for 15 days. _____

LEVEL 3

21. Under the circumstances, we can give you only 90 days time in which to sell the house and its contents. _____
22. The cost of the coast-to-coast flight should be billed to whomever made the airline reservation. _____
23. Los Angeles is larger than any city on the West Coast. _____
24. The number of suggestions made by employees are increasing each month as employees become more involved. _____
25. Our school's alumni are certainly different than its currently enrolled students. _____
26. Courtney is one of those efficient, competent managers who is able to give sincere praise for work done well. _____
27. Because she looks like her sister, Kayla is often taken to be her. _____
28. If I were her, I would call the Lopezes' attorney at once. _____
29. Three employees will be honored, namely, Lucy Lee, Tony Waters, and Jamie Craig. _____
30. If you drive a little further, you'll come to the library on the right side of the street. _____

1. before; OR before; That's why 2. Washington, 3. its 4. he 5. was 6. is 7. you 8. I 9. could barely 10. English 11. graduates' 12. Fridays 13. 46 14. manager 15. seen 16. an 17. camera 18. twenty 19. overdue; 20. bad 21. days' 22. whoever 23. any other 24. is 25. from 26. are 27. she 28. she 29. honored; 30. farther



unit 1



Tom Merton/Caiaimage/Getty Images

Laying a Foundation

- 1 Parts of Speech
- 2 Sentences



Fuse/Getty Images

Your grammar is a reflection of your image. Good or bad, you have made an impression. And like all impressions, you are in total control.

—Jeffrey Gitomer

1 Parts of Speech

Objectives

When you have completed the materials in this chapter, you will be able to do the following:

1. Understand the content of business English and its relevance, value, and importance to you and your career.
2. Define the eight parts of speech.
3. Recognize how parts of speech function in sentences.
4. Use words in a variety of grammatical roles.

PRETEST

Study the following sentence and identify the selected parts of speech. For each word listed, choose the correct answer. Compare your answers with those at the bottom of the page.

The accountant and I carefully reviewed the figures on the financial statements.

1. The	a. preposition	b. pronoun	c. conjunction	d. adjective	_____
2. accountant	a. noun	b. pronoun	c. verb	d. adjective	_____
3. and	a. preposition	b. conjunction	c. adjective	d. adverb	_____
4. I	a. noun	b. pronoun	c. interjection	d. adjective	_____
5. carefully	a. adjective	b. conjunction	c. preposition	d. adverb	_____
6. reviewed	a. adverb	b. noun	c. verb	d. adverb	_____
7. figures	a. pronoun	b. adjective	c. verb	d. noun	_____
8. on	a. preposition	b. conjunction	c. adjective	d. adverb	_____
9. financial	a. noun	b. adverb	c. pronoun	d. adjective	_____
10. statements	a. pronoun	b. noun	c. adjective	d. verb	_____

Business English is the study of the language fundamentals needed to communicate effectively in today's workplace. These fundamentals include grammar, usage, punctuation, capitalization, number expression, and spelling. Because businesspeople must express their ideas clearly and correctly, language fundamentals are critical.

1-1 Why Study Business English?

Ask yourself these questions:

- Do I want to be taken seriously by my supervisors and colleagues in the workplace?
- Do I want to communicate with customers and clients clearly and professionally?
- Do I want to open up opportunities for advancement in my career?
- Do I want to write academic and professional documents that are correct and credible?
- Do I want to feel good about myself, knowing that I am able to speak and write properly?

If you answered *yes* to any of these questions, this is the class for you. What you learn in this class will help you communicate more professionally when you write and when you speak. These skills will help you get the job you want, succeed in the job you have, and prepare for promotion to a better position. Good communication skills can also help you succeed in the classroom and in your personal life, but we will be most concerned with workplace applications.

1-1a Increasing Emphasis on Workplace Communication

In today's workplace you can expect to be doing more communicating than ever before. You will be participating in meetings, writing business documents, and



Recruiters consistently rank oral and written communication skills No. 1 when evaluating applicants. Take a look at employment ads and job listings in your field. How often are communication skills mentioned?

1.d 2.a 3.b 4.b 5.d 6.c 7.d 8.a 9.d 10.b



“Businesses are crying out—they need to have people who write better.”
—Gaston Caperton, business executive and president, College Board



For use now and on the job, invest in a good reference manual, such as Clark and Clark's *HOW: A Handbook for Office Professionals* (Cengage Learning).



Rakuten, Inc., a Japanese e-commerce company, recently announced that it would be an English-only organization, a move the firm calls “Englishnization.” Every transaction carried out by its 15,000 employees, written and spoken, will be in English. According to CEO Hiroshi Mikitani, “The only way to compete in this interconnected internet age is to speak the language of the market—and that language is English.”

using technology such as e-mail, text messaging, and social media to communicate with others. Communication skills are more important than ever before, and the emphasis on writing has increased dramatically. Businesspeople who never expected to be doing much writing on the job find that e-mail, text messaging, the Web, and social media force everyone to exchange written messages. As a result, businesspeople are increasingly aware of their communication skills. Misspelled words, poor grammar, sloppy punctuation—all of these faults stand out glaringly when they are in print or displayed online. Not only are people writing more, but their messages travel farther. Messages are seen by larger audiences than ever before. Because of the growing emphasis on exchanging information, your language skills are especially important in today's dynamic and often digital workplace.

Workplace communication is important for many reasons:

- When you write or speak on the job, you are representing your company. No company wants to send out messages that contain errors, nor does a company want its employees making errors when speaking with customers or giving business presentations. Such errors cause customers and others outside the company to question the organization's competence, credibility, and professionalism. No one wants to invest in or purchase products or services from a company that can't get it right.
- When you speak or write on the job, you are also representing yourself. Errors in your presentations, e-mail messages, text messages, social media postings, and other documents will cause others to question your education, your competence, and your professionalism.
- Those who can write and speak well and accurately are the ones who are noticed in the workplace. They are the ones who are hired, promoted, and valued.
- When you know that your writing and expression are clear, professional, and accurate, you feel good about yourself and your abilities. Yes, it feels good to get it right!

1-1b What Does This Mean for You?

As a businessperson or professional, you want to feel confident about your writing and speaking skills. This textbook and this course can sharpen your skills and greatly increase your confidence in expressing ideas. Improving your language skills is the first step toward success in your education, your career, and your life. It may not be easy, but the payoffs will be enormous!

1-2 The Eight Parts of Speech

This book focuses on the study of the fundamentals of grammar, current usage, and appropriate business and professional style. Such a study logically begins with the eight parts of speech, the building blocks of our language. This chapter provides a brief overview of the parts of speech. In future chapters you will learn about each part of speech in greater detail.

Why is it important to learn to identify the eight parts of speech? Learning the eight parts of speech helps you develop the working vocabulary necessary to discuss and study the language. You especially need to recognize the parts of speech in the context of sentences. This recognition is important because many words function in more than one role. Only by analyzing the sentence at hand can you see how a given word functions. Your boss is unlikely to ask you to identify the parts of speech in a business document. Being able to do so,

however, will help you punctuate correctly and choose precise words for clear, powerful writing. Using the parts of speech correctly will also help you sound more professional and intelligent on the job. In addition, understanding the roles different parts of speech play in written and oral communication will be helpful if you learn another language.



1-2a Nouns

In elementary school you probably learned that a **noun** refers to a person, place, or thing. In addition, nouns name qualities, feelings, concepts, activities, and measures. Nouns can be proper or common. **Proper nouns** are capitalized, and **common nouns** are not, as you can see in the following list. You will learn more about this concept in Chapter 3.

Persons:	Sophia, Professor Fogli, supervisor, engineer
Places:	Barcelona, Yosemite National Park, university, restaurant
Things:	iPad, Facebook, convertible, hammer
Qualities:	professionalism, honesty, initiative, enthusiasm
Feelings:	happiness, anger, disbelief, euphoria
Concepts:	knowledge, freedom, friendship, patriotism
Activities:	tweeting, investing, dancing, eating
Measures:	month, thousand, ounce, kilometer

Many words in the English language can function as different parts of speech. For example, in the sentence *She made an important new contact at the networking event*, the word *contact* functions as a noun. But in the sentence *He will contact his supervisor immediately*, the word *contact* functions as a verb.

Nouns are important words in our language. Sentences revolve around nouns because these words function both as **subjects of verbs** and as **objects of verbs**. To determine whether a word is really a noun, try using it with the verb *is* or *are*. Notice that all the nouns listed here would make sense if used in this way: *Sophia is motivated, Barcelona is in Spain, iPads are useful, tweeting is fun*, and so on. In Chapter 3 you will learn about the rules for making nouns plural. You will also learn how to show that a noun possesses something.



How a company communicates and interacts online is a direct reflection of the company itself. Therefore, companies must strive to use proper grammar, punctuation, and mechanics in all of their social media communication.

1-2b Pronouns

Pronouns are words used in place of nouns. As noun substitutes, pronouns provide variety and efficiency to your writing. Compare these two versions of the same sentence:

Without Pronouns:	Devon sent the text message to Lynda so that Lynda could read the text message before making Lynda's decision.
With Pronouns:	Devon sent the text message to Lynda so that <i>she</i> could read <i>it</i> before making <i>her</i> decision.

In sentences pronouns may function as **subjects of verbs** (such as *I*, *we*, *they*) or as **objects of verbs** (such as *me*, *us*, *them*). They may act as **connectors** (such as *that*, *which*, *who*), and they may show **possession** (such as *mine*, *ours*, *hers*, *theirs*). Only a few examples are given here. More examples, along with the functions and classifications of pronouns, will be presented in Chapter 4, where you will also learn to use pronouns properly.

Please note that words such as *his*, *my*, *her*, and *its* are classified as adjectives when they describe nouns (*his car*, *my desk*, *its engine*). This concept will be explained more thoroughly in Chapters 4 and 7.



The longest nonmedical, nontechnical word in the English language is *antidisestablishmentarianism*, which means “a nineteenth-century British political movement that opposes proposals for the disestablishment of the Church of England.” This word first became known to most Americans in 1955 when a 12-year-old girl correctly spelled it on the popular television show *The \$64,000 Question*. How many letters does this word have? How many syllables does it have?



What are those little words *a*, *an*, and *the* that often cause so much trouble? They are a special group of adjectives called articles.

1-2c Verbs

A **verb** expresses an action, an occurrence, or a state of being.

Stephen *presented* an exciting new marketing strategy. (Action)

It *contains* innovative ideas. (Occurrence)

He *is* proud of it. (State of being)

An **action verb** shows the physical or mental action of the subject of a sentence. Some action verbs are *run*, *study*, *work*, and *dream*. **Linking verbs** express a state of being and generally link to the subject words that describe or rename the subject. Some linking verbs are *am*, *is*, *are*, *was*, *were*, *be*, *being*, and *been*. Other linking verbs express the senses: *feels*, *appears*, *tastes*, *sounds*, *seems*, *looks*.

Verbs will be discussed more fully in Chapters 5 and 6. At this point it is important that you be able to recognize verbs so that you can determine whether sentences are complete. All complete sentences must have at least one verb; many sentences will have more than one verb. Verbs may appear singly or in phrases. When verbs are used in verb phrases, **helping verbs** are added.

Ashley *submitted* her application to become a social media designer. (Action verb)

Her résumé *is* concise and professional. (Linking verb)

She *has been training* to become a social media designer. (Verb phrase; helping verbs *has* and *been* are added.)

Ashley *feels* confident that she *will be* successful in her new position. (Linking verb and verb phrase)

1-2d Adjectives

Words that describe nouns and pronouns are **adjectives**. They often answer the questions *What kind?*, *How many?*, and *Which one?* The adjectives in the following sentences are italicized. Observe that the adjectives all answer questions about the nouns they describe.

Small, independent bookstores struggle to survive. (What kinds of bookstores?)

We have *six* franchises in *four* states. (How many franchises? How many states?)

That chain of cupcake shops started as a *small* operation. (Which chain? What kind of operation?)

He is *personable* and *outgoing*, while she is *energetic* and *confident*. (What pronouns do these adjectives describe?)

Adjectives usually precede the nouns they describe. They may, however, follow the words they describe, especially when used with linking verbs, as shown in the last of the preceding examples. Here is a brief list of words used as adjectives:

effective	humorous	mature
forceful	intelligent	responsive
purple	pessimistic	successful

Three words (*a*, *an*, and *the*) form a special group of adjectives called **articles**. Adjectives will be discussed more thoroughly in Chapter 7.

1-2e Adverbs

Words that modify (describe or limit) verbs, adjectives, and other adverbs are **adverbs**. Adverbs often answer the questions *When?*, *How?*, *Where?*, and *To what extent?*

Tomorrow we must discuss our new benefits package. (Must discuss our new benefits package *when?*)

Rudy answered the interview questions *enthusiastically*. (Answered *how?*)

She seems *especially* competent. (*How* competent?)

Did you see the schedule *there*? (*Where?*)

The prosecutor did not question him *further*. (Did not question him *to what extent?*)

Following are examples of commonly used adverbs:

absolutely	now	today
carefully	only	too
greatly	really	very

Many, but not all, words ending in *ly* are adverbs. Exceptions are *friendly*, *costly*, and *ugly*, all of which are adjectives. Adverbs will be discussed in greater detail in Chapter 7.

1-2f Prepositions

Prepositions join nouns and pronouns to other words in a sentence. As the word itself suggests (*pre* meaning “before”), a preposition is a word in a position *before* its object. The **object of a preposition** is a noun or pronoun. Prepositions are used in phrases to show a relationship between the object of the preposition and another word in the sentence. In the following sentence, notice how the preposition changes the relation of the object (*Ms. Doyle*) to the verb (*talked*):

Anthony often talks *with* Ms. Doyle.

Anthony often talked *about* Ms. Doyle.

Anthony often talks *to* Ms. Doyle.

Some of the most frequently used prepositions are *at*, *by*, *for*, *from*, *in*, *of*, *to*, and *with*. A more complete list of prepositions can be found in Chapter 8. You should learn to recognize objects of prepositions so that you won’t confuse them with sentence subjects. You will learn more about the difference between verb subjects and objects in Chapter 6.

1-2g Conjunctions

Words that connect other words or groups of words are **conjunctions**. The most common conjunctions are *and*, *but*, *or*, and *nor*. These are called **coordinating conjunctions** because they join equal (coordinate) parts of sentences. Other kinds of conjunctions will be presented in Chapter 9. Study the examples of coordinating conjunctions shown here:

Melissa, Austin, *and* Huong are writing a marketing plan. (The conjunction *and* joins equal words.)

You may be interviewed by an HR officer *or* by a supervisor. (The conjunction *or* joins equal groups of words.)



To remember more easily what an adverb does, think of its two syllables: *ad* suggests that you will be adding to or amplifying the meaning of a *verb*. Hence, adverbs often modify verbs.



The Oxford English Dictionary has added a new word, *zyzzyva*, which is now the official last word in the dictionary. A *zyzzyva* is defined as “a genus of South African weevils found on or near palm trees.”



To sound professional, credible, and objective, most business writers avoid interjections and exclamation marks in business and professional messages.



Businesspeople are judged by the words they use. Knowing the part of speech of a word helps you use it correctly.



A *palindrome* is a word, phrase, or sentence that reads the same backward and forward, such as *civic*, *mom*, *dad*, and *level*. One of the most well-known palindromes is *A man, a plan, a canal, Panama*.

1-2h Interjections

Words or short phrases that express strong feelings but are usually unconnected grammatically to the sentence are **interjections**. Interjections standing alone are followed by exclamation marks. When woven into a sentence, they are usually followed by commas.

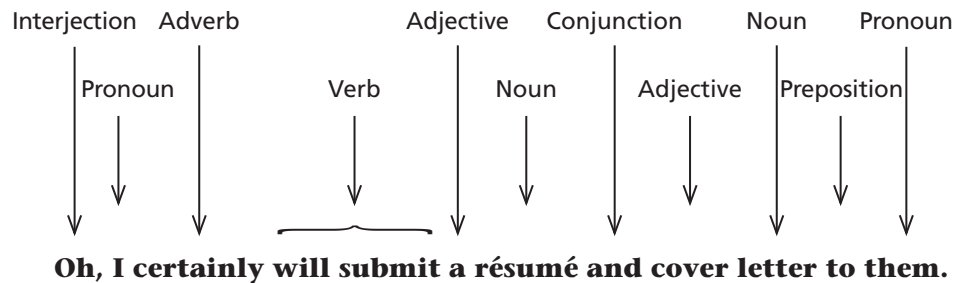
Wow! Did you see her latest tweet? (Interjection standing alone)

Good grief! I can't believe I did that! (Interjection standing alone)

Oh, I should have known this would happen. (Interjection woven into a sentence)

Summary

The following sentence illustrates all eight parts of speech.



You need to know the functions of these eight parts of speech in order to understand the rest of this textbook and to benefit from your study of language basics. The explanation of the parts of speech has been kept simple so far. This chapter is meant to serve as an introduction to later, more fully developed chapters about the various parts of speech. At this stage you should not expect to be able to identify the functions of *all* words in *all* sentences.

A word of caution: English is a wonderfully flexible language. As noted earlier, many words in our language serve as more than one part of speech. Notice how flexible the word *mail* is in these sentences:

Our *mail* is late today. (Noun—serves as subject of sentence.)

This pile of *mail* must be delivered today. (Noun—serves as object of preposition.)

Please read your *mail* soon. (Noun—serves as object of verb.)

Mail the letter today. (Verb—serves as action word in sentence.)

The *mail* system in the United States is efficient. (Adjective—used to describe *system*, which serves as subject of sentence.)

FAQs about Business English

Businesspeople and professionals are very concerned about appropriate and professional English usage, grammar, and style. This concern is evident in the number and kinds of questions posted to discussion boards, websites, blogs, Twitter feeds, and Facebook pages devoted to proper English usage. Among the users of these Web and social media sites are supervisors, managers, executives, professionals, secretaries, clerks, administrative assistants, and word processing specialists. Writers, teachers, librarians, students, and other community members also seek answers to language questions. The questions that are asked online are often referred to as **Frequently Asked Questions**, or **FAQs** (pronounced “facks”).

Selected questions and answers from Dr. Guffey and Professor Seefer will be presented at the end of each chapter. In this way, you, as a student of the language, will understand the kinds of everyday communication problems encountered in business and professional environments.

Representative questions come from a variety of reputable grammar-related websites and social media sites. You can locate sites that present these FAQs by using the search phrase *grammar FAQs* in a search tool such as Google.



Dr. Guffey



Professor Seefer

Q: We’re having some big arguments in our office. What’s correct? On-line or online? E-mail, e-mail, email, or Email? Voice mail or voicemail?

A: In the early days of computing, people hyphenated *on-line* and capitalized *E-mail*. With increased use, however, both of these forms have been simplified to *online* and *e-mail*. The letter *e* in *e-mail* should be capitalized only if the word is first in a sentence. Similarly, other *e*-words are also hyphenated (*e-commerce*, *e-learning*, *e-book*, *e-business*). However, different style guides treat hyphenation of these words differently. For example, *The Associated Press Stylebook*, which is used by most of the news media, and *The New York Times* recently changed its recommended spelling from *e-mail* to *email*. On the other hand, *The Chicago Manual of Style*, *Merriam-Webster*, *The New Yorker*, and others still hyphenate the word *e-mail*. For now, you should check your company’s in-house style manual for its preferred style for these words. If your company doesn’t have a style manual, choose one version, hyphenated or unhyphenated, and use it consistently. As for *voicemail*, both versions are considered correct, but we recommend writing it as one word whether you use it as a noun (*I left a voicemail for my attorney*) or an adjective (*My attorney heard my voicemail message within an hour*).

Q: I see people write this word so many ways: *Website*, *Web site*, *web site*, *web-site*, or *website*. Which of these is correct?

A: We recommend the lowercase one-word form (*website*). Use this same format for other related compound words (*webmaster*, *webcast*, *webcam*), but capitalize *Web* when it is used on its own to refer to the World Wide Web.

Q: Should I capitalize the word *Internet*? I see it written both ways and am confused.

A: We recommend writing the word with a lowercase *i* (*internet*). However, we are in a time of change with regard to the proper spelling and writing of Web-related words. You will find that some publications, including *Merriam-Webster* and *The Chicago Manual of Style*, still capitalize this word. However, many others, including *The Associated Press Stylebook*, *The New York Times*, and *The Wall Street Journal*, no longer capitalize the word *internet*, and this seems to be the growing trend.

Q: What is the name of a group of initials that form a word? Is it an abbreviation?

A: A word formed from the initial letters of an expression is called an **acronym** (pronounced ACK-ro-nim). Examples: *scuba* from *self-contained underwater breathing apparatus*, and *PIN* from *personal identification number*. Another example of an acronym is *OSHA* (pronounced *Oh-shah*), which stands for *Occupational Safety and Health Administration*. Acronyms are pronounced as single words, with each letter in the acronym representing an individual word. Acronyms are different from abbreviations. Expressions such as *FBI* and *NFL* are **abbreviations**, not acronyms. Notice that an abbreviation is pronounced letter by letter (*F, B, I*), whereas an acronym is pronounced as a word. Shortened versions of words such as *dept.* and *Ms.* are also considered abbreviations. In addition, words such as *hazmat* are abbreviations. *Haz* is short for *hazardous*, and *mat* is short for *materials*, which makes *hazmat* an abbreviation. If it were an acronym, each individual letter would stand for a separate word, which is not the case.

Q: Is every day one word or two in this case? *We encounter these problems every day.*

A: In your sentence it is two words. When it means “ordinary,” it is one word (*she wore everyday clothes*). If you can insert the word *single* between *every* and *day* without altering your meaning, you should be using two words, as in your sentence.

Q: Should an e-mail message begin with a salutation or some kind of greeting? Should I type my name and contact information at the bottom of a message?

A: We recommend that you include a salutation in an e-mail message to personalize your message. Here are some examples: *Dear Courtney*, *Hi Courtney*, *Greetings*, or just *Courtney*. Including a salutation is also a visual cue that identifies the beginning of the message. Another option is to incorporate the name of the recipient in the first sentence (*Thanks, Courtney, for responding so quickly*). You should also type your name at the bottom of all e-mail messages you send to personalize them and as a way to sign off on your messages. If your message is being sent outside your organization, you should also include your contact information in the closing.

Q: In e-mail messages, text messages, status updates, and tweets, is it acceptable to use abbreviations such as *IMHO* (in my humble opinion), *LOL* (laughing out loud), *BTW* (by the way), and *TMA* (thanks in advance)?

A: Among close friends who understand their meaning, such abbreviations are certainly acceptable. But in business messages, including social media postings, these abbreviations are too casual and too obscure. Many readers would have no idea what they mean. **Emoticons** (or smileys) such as :-) are also too casual for business messages. Worst of all, abbreviations and emoticons make business messages look immature and unprofessional.

Q: Tell me it's not true! I just heard that the abbreviations *ROFL*, *TBH*, and *ICYMI* and the words *starter marriage*, *drunk-dial*, and *Friendsgiving* were recently added to the *Oxford English Dictionary*. Surely this is an urban legend.

A: It's true. The abbreviations *ROFL* (which stands for "rolling on floor laughing"), *TBH* (which stands for "to be honest") and *ICYMI* (which stands for "in case you missed it") and the words *starter marriage*, *drunk-dial*, and *Friendsgiving* were recently added to the *Oxford English Dictionary*, long considered the foremost authority on the English language. Its editors decided that these abbreviations and words are so universally accepted that they warranted formal recognition. This certainly proves what an effect popular culture and technology have on our language. However, keep in mind that not all words appearing in dictionaries are appropriate for business messages.

Q: I just included this sentence in a cover letter and am wondering whether it is correct: *Your ad for a Web content specialist peaked my interest.*

A: We hope you haven't sent this letter yet! In this sentence you should have used *piqued* instead of *peaked*. The verb *pique* comes from a French word that means "to excite or arouse," as in "to pique your curiosity." Also don't confuse these two words with *peek*, which means "to take a brief look."

Q: Is there a difference between the words *forward* and *foreword*? How do I decide which to use?

A: The word *forward* has many uses. As an adverb it means "toward or at a place, point, or time in advance" (*from this day forward*). As an adjective it means "presumptuous or bold" (*it was forward of her to ask whether she got the job*). As a verb it means "to transmit" (*please forward the message to me*). The word *foreword*, on the other hand, can be used only as a noun. It refers to a short introduction to a book, usually written by someone other than the author (*the famous scholar wrote the foreword*).

SPOT the blooper

What is a **blooper**? Television producer Kermit Schaefer first defined the word *blooper* to describe mistakes made on television, in radio, and in films. Today the word *blooper* is used to describe any embarrassing blunder. In this textbook we use the word *blooper* to refer to language mistakes made in writing and speech. At the end of each chapter, you will find a list of written and spoken bloopers. Many of these bloopers appeared in prestigious publications or were spoken by highly respected individuals. Others appeared in various social media outlets. Using the skills you are learning in this class, try to identify why the following items are bloopers. Consult your textbook, dictionary, or reference manual as needed. Also think about what part of speech each blooper demonstrates.

- Blooper 1:** Statements that appeared in résumés sent to Robert Half International, the world's largest accounting and finance staffing firm: "EDUCATION: Graduating this Maybe." "WORK EXPERIENCE: My last employer fried me for no reason." "OBJECTIVE: I'm seeking employment as an office." "EDUCATION: Earned a diploma from a very repudiated college." "JOB DUTIES: I assassinate drivers their new hours of service." And statements that appeared in cover letters: "I was instrumental in ruining the entire operation for a Midwest chain of stores." "Here are my qualifications for you to overlook." "Hope to hear from you shorty."
- Blooper 2:** In a CBS San Francisco Bay Area online news article: "Esparza said it wasn't immediately clear if the theft was a carjacking, and it is not yet known whether the alleged thief new the child was inside."
- Blooper 3:** In an e-mail message sent by a LinkedIn marketing expert: "Great discussions and tips are taking place everyday with over 10,000 members."
- Blooper 4:** In a summons from Santa Clara County to potential jurors: "You might not qualify for a jury if you do not read, right, or understand the English language."
- Blooper 5:** Headline on the front page of the print edition of *The Wall Street Journal*: "Trump and Clinton face of in a town hall filled with feisty, personal exchanges."
- Blooper 6:** In a *Washington Post* article: "What drains out is an intensely sweet juice that is fermented into a pricey wine found on the desert lists of the finest restaurants."
- Blooper 7:** From the website of Ipsos, a company that conducts online consumer surveys: "Here are just a few highlights to peak your interest."
- Blooper 8:** In a column in *The Denver Post*, columnist Julia Martinez discussed a proposed history of Denver for which the city's mayor "is supposed to write the forward."
- Blooper 9:** When the great American opera singer Beverly Sills died, *The New York Times* said that she made her debut in 1969 "at the most scared of all Italian opera houses, La Scala."
- Blooper 10:** An editorial in *The New York Times* about the state of the schools in Washington, DC: "The imbalance is particularly disturbing, given that the District's children fair worse at school than children in other big cities."

1 Reinforcement Exercises

A. Chapter 1 Preview. Choose the correct answer.

1. *Wow* and *oh* are examples of (a) pronouns, (b) prepositions, (c) interjections, (d) adjectives. _____
2. Words that refer to persons, places, things, qualities, feelings, concepts, activities, and measures are (a) verbs, (b) adjectives, (c) nouns, (d) adverbs. _____
3. Words such as *slowly*, *very*, and *tomorrow* that answer the questions *How?* and *When?* are (a) adverbs, (b) adjectives, (c) nouns, (d) conjunctions. _____
4. Words that express an action, an occurrence, or a state of being are (a) verbs, (b) nouns, (c) adverbs, (d) interjections. _____
5. Words such as *I*, *you*, *they*, and *hers*, which substitute for nouns, are (a) adverbs, (b) adjectives, (c) conjunctions, (d) pronouns. _____
6. Words that describe nouns and pronouns and that answer such questions as *What kind?* and *How many?* are (a) adverbs, (b) adjectives, (c) prepositions, (d) conjunctions. _____
7. *And*, *or*, *nor*, and *but* are (a) adverbs, (b) prepositions, (c) interjections, (d) conjunctions. _____
8. Words such as *by*, *in*, and *of* that join noun or pronoun objects to other words in sentences are (a) adverbs, (b) prepositions, (c) conjunctions, (d) adjectives. _____
9. *The*, *a*, and *an* belong to a special group of adjectives called (a) joiners, (b) articles, (c) limiters, (d) descriptors. _____
10. Nouns that are capitalized are known as (a) common nouns, (b) proper nouns, (c) pronouns, (d) articles. _____

B. Recognizing Parts of Speech. For the following sentences, indicate the part of speech for the italicized word.

11. Savvy job seekers know that it's smart to *download* job-search apps to their smartphones.
a. noun b. pronoun c. verb d. adverb _____
12. Job-search apps allow job seekers to easily search and apply for *jobs* on the go.
a. noun b. pronoun c. verb d. adverb _____
13. A job-search app can also provide tips for *nearly* every hurdle a job seeker faces.
a. noun b. pronoun c. verb d. adverb _____
14. The LinkedIn app, for example, allows *you* to connect with executives from Fortune 500 companies.
a. noun b. pronoun c. verb d. adverb _____
15. The Switch app, which is similar to the dating app Tinder, allows you to search for jobs and *then* lets you "swipe" on the positions you're interested in.
a. noun b. pronoun c. verb d. adverb _____
16. The ZipRecruiter app *aggregates* listings from over 100 job boards.
a. noun b. pronoun c. verb d. adverb _____

Reinforcement Exercises 1

17. You can use the LinkUp app to find job openings listed on *company* websites.
 a. noun b. pronoun c. verb d. adjective _____
18. The Snagajob app is useful for searching for jobs in the *restaurant* industry.
 a. noun b. pronoun c. verb d. adjective _____
19. The JobCompass app uses your smartphone's GPS to help you find jobs that are close to *home*.
 a. noun b. pronoun c. verb d. adjective _____
20. *Wow!* These job-search apps are very useful for anyone looking for employment.
 a. noun b. interjection c. verb d. adverb _____
- C. Parts of Speech.** In each of the following groups of sentences, the same word functions differently. For each sentence indicate the part of speech for the italicized word.
21. Cathy and Bill *love* traveling to exotic locations.
 a. noun b. adjective c. verb d. preposition _____
22. The *love* scene in the film made most of the audience cry.
 a. adjective b. adverb c. verb d. noun _____
23. He feels strong *love* for and devotion to his country.
 a. verb b. noun c. interjection d. conjunction _____
24. Timothy's *work* schedule allows balance with his personal life.
 a. noun b. adjective c. verb d. preposition _____
25. Deborah Dash takes public transportation to *work* each morning.
 a. preposition b. verb c. noun d. adjective _____
26. The entire department will *work* overtime to finish the project.
 a. noun b. adjective c. verb d. adverb _____
27. Volunteers do important *work* in the community.
 a. noun b. adjective c. verb d. preposition _____
28. The *master* chef gave an exciting demonstration to culinary arts students.
 a. noun b. adverb c. verb d. adjective _____
29. Alisha hopes to *master* the art of public speaking by joining Toastmasters International.
 a. verb b. noun c. adverb d. pronoun _____
30. Warren Buffet is a *master* in the field of investing.
 a. pronoun b. noun c. adjective d. adverb _____

D. Parts of Speech. Taking into account the function of each word in the following sentences, identify its part of speech. Use a dictionary if necessary.

The Facebook posting contained an error, but it was quickly edited.

- | | | | | | |
|----------------------|----------------|----------------|------------|-----------------|-------|
| 31. The | a. adjective | b. adverb | c. verb | d. noun | _____ |
| 32. Facebook | a. adjective | b. adverb | c. pronoun | d. noun | _____ |
| 33. posting | a. adjective | b. adverb | c. verb | d. noun | _____ |
| 34. contained | a. conjunction | b. adverb | c. verb | d. noun | _____ |
| 35. error | a. conjunction | b. adverb | c. verb | d. noun | _____ |
| 36. but | a. conjunction | b. preposition | c. verb | d. interjection | _____ |
| 37. it | a. conjunction | b. pronoun | c. verb | d. noun | _____ |
| 38. was | a. conjunction | b. adverb | c. verb | d. noun | _____ |
| 39. quickly | a. conjunction | b. adverb | c. verb | d. adjective | _____ |
| 40. edited | a. conjunction | b. adverb | c. verb | d. noun | _____ |

Wow! She recently traveled to Spain for a business conference.

- | | | | | | |
|-----------------------|----------------|----------------|-----------------|----------------|-------|
| 41. Wow! | a. conjunction | b. preposition | c. interjection | d. adjective | _____ |
| 42. She | a. conjunction | b. pronoun | c. noun | d. preposition | _____ |
| 43. recently | a. adjective | b. verb | c. interjection | d. adverb | _____ |
| 44. traveled | a. conjunction | b. adverb | c. verb | d. adjective | _____ |
| 45. to | a. conjunction | b. preposition | c. verb | d. adjective | _____ |
| 46. Spain | a. noun | b. pronoun | c. adverb | d. adjective | _____ |
| 47. for | a. conjunction | b. adverb | c. adjective | d. preposition | _____ |
| 48. a | a. conjunction | b. adverb | c. verb | d. adjective | _____ |
| 49. business | a. adjective | b. adverb | c. verb | d. noun | _____ |
| 50. conference | a. verb | b. noun | c. adverb | d. adjective | _____ |

E. Verbs. In each of the following sentences, identify whether the italicized verb is an action or linking verb.

- | | | | |
|--|-----------|------------|-------|
| 51. Many companies now <i>use</i> social media to attract potential employees. | a. action | b. linking | _____ |
| 52. Google Earth <i>provides</i> satellite images of geographic areas around the world. | a. action | b. linking | _____ |
| 53. The law firm manager <i>selected</i> three summer interns from hundreds of applicants. | a. action | b. linking | _____ |
| 54. His personal Facebook page <i>looks</i> professional. | a. action | b. linking | _____ |
| 55. Please <i>update</i> your employee information by December 30. | a. action | b. linking | _____ |

56. The CEO and the company attorney *read* the new contract carefully.

- a. action b. linking

57. Social media *is* a powerful marketing tool.

- a. action b. linking

58. LaTasha *feels* qualified for the position.

- a. action b. linking

59. She *dreams* about a bright future.

- a. action b. linking

60. I *am* very pleased about your new job!

- a. action b. linking

F. FAQs About Business English Review. Choose the correct answer.

61. Companies must regularly add new content to their (a) *Websites*, (b) *web-sites*, (c) *websites*, (d) *web sites*.

62. Customers can receive live (a) *on-line*, (b) *online*, (c) *on line* technical support.

63. She crosses two bridges (a) *everyday*, (b) *every day*, (c) *every-day* during her morning commute.

64. Backing up files is an (a) *everyday*, (b) *every day*, (c) *every-day* occurrence in most organizations.

65. Which of the following is an acronym? (a) *SEC*, (b) *NBA*, (c) *PIN*, (d) *NBC*

66. Which of the following is an abbreviation? (a) *laser*, (b) *OSHA*, (c) *radar*, (d) *NFL*

67. Your statement during the interview has (a) *piqued*, (b) *peaked*, (c) *peeked* my curiosity.

68. I (a) *piqued*, (b) *peaked*, (c) *peeked* at the marketing plan for our new product.

69. When you receive the announcement, please (a) *foreword*, (b) *forward*, (c) *forward* it to me.

70. Stephen Colbert wrote the (a) *foreword*, (b) *forward*, (c) *for-ward* to the book *Tall Tales* by Al Jaffee.

G. Writing Exercise: Parts of Speech. Depending on their use in sentences, words may function as different parts of speech. This writing exercise gives you an opportunity to use the same word differently.

Write complete sentences using the word *contract* as the part of speech indicated.

71. noun

72. verb

73. adjective

Write complete sentences using the word *dance* as the part of speech indicated.

74. noun

75. verb

76. adjective

Write complete sentences using the word *desert* as the part of speech indicated.

77. noun _____

78. verb _____

79. adjective _____

Write a complete sentence using the word *dessert* as the part of speech indicated.

80. noun _____

H. Writing Exercise. Parts of Speech

In three or four complete sentences, explain why it is important to understand the parts of speech for this course and later on the job.

In three or four complete sentences, explain the difference between nouns and verbs. Which do you think is more important to a writer?

At the end of each chapter in this textbook, you will find five discussion questions related to the chapter material. Your instructor may assign these topics to you to discuss in class, in an online chat room, or on an online discussion board. Some of the discussion topics may require outside research. You may also be asked to read and respond to postings made by your classmates.

Discussion Topic 1: Prepare an introduction to deliver to your classmates so they can get to know you. Include the following in your introduction: your name, where you live, where you work, information about your family and friends, why you are taking the class, what you hope to learn in the class, your major, your career goals, and anything else of interest.

Discussion Topic 2: Why do you think excellent communication skills are in such demand in today's workplace? How will these skills help you succeed on the job? How will understanding the fundamentals of business English help you communicate more effectively?

Discussion Topic 3: For this discussion assignment, you will be sharing your favorite acronyms and abbreviations with the class. Select five acronyms and five abbreviations. Label them clearly as acronyms or abbreviations and provide the following information: what each one represents, the phonetic pronunciation (if necessary), and a brief description. All acronyms and abbreviations must be written in the correct format, including proper use of lowercase letters, capital letters, and periods. Consult your dictionary or reference manual if needed.

Discussion Topic 4: In today's world of Twitter and Facebook, misspellings seem to be

rampant, even in tweets and postings made by business professionals and government officials. These misspellings are often quickly corrected, but the original tweets and postings can live on for eternity. One expert says, "In a digital age of autocorrect and electronic publications that can be edited from afar, not to mention social media platforms that praise authenticity and immediacy over policy, misspelling has become a mostly forgivable mistake." Do you agree with this statement? Why or why not?

Discussion Topic 5: One of the goals of your education is to know where to find answers. You should also know how to interpret the information you find. Experts do not know all the answers. Attorneys refer to casebooks. Doctors consult their medical libraries. And you, as a student of language, must develop skill and confidence in using reference materials such as dictionaries, thesauruses, and office reference manuals. Many references are now available online. Find one online reference that would be helpful for business English students. It could be a website, a Facebook page, a Twitter feed, a YouTube video, a blog, or an online article. Share the following information about the reference with the class: the complete title of the reference, the website address (URL), a brief description of the reference and why you chose it, and an explanation of how you would use it on the job and/or why business English students would find it beneficial.



Real-World Editing

In every chapter you will find a business message that requires you to apply concepts you are learning. In this first chapter, you will identify the appropriate part of speech for each italicized word. Remember that the same word can function as different parts of speech depending on the context. Be prepared to justify your choice.

To: Nathaniel Navarro <nat@navarro.com>

From: Vance Lee <vancelee@webfix.com>

Subject: Updating Your Website

Dear Mr. Navarro:

You are smart to inquire about updating your *website* [pronoun, noun, adjective]. Fresh websites get more traffic, don't look old, and help *you* [pronoun, noun, adjective] communicate *better* (adjective, conjunction, adverb] with your members, clients, and potential clients.

We can *help* [noun, verb, adverb] you build a website and also maintain it. We have provided *help* [noun, verb, adverb] to many website owners, *but* [conjunction, preposition, verb] we also maintain many websites that we did not create. Does your website *need* [noun, verb, adjective] a quick update? Do you want something fixed?

WebFix provides many *kinds* [noun, verb, adverb] of website maintenance services to keep your site fresh and *responsive* [adjective, adverb, verb]. Specifically, we can do the following:

- Provide typical *everyday* [adjective, adverb, noun] updates beyond maintenance.
- Clean up *and* [preposition, conjunction, verb] maintain your website even if we did not create it.
- Perform *efficient* [adverb, adjective, noun] software patches and upgrades as necessary.
- Resize and *carefully* [adverb, adjective, verb] optimize images that you have selected.
- Check your site every day with the latest versions *of* [preposition, conjunction, verb] Explorer, Firefox, Chrome, Safari, Edge, and other web browsers.

(continued next page)

If you are like most *business* [noun, adjective, pronoun] owners, you would rather spend your precious time running your business than learning how to update your website. We get that. For that reason, we offer an online *plan* [noun, pronoun, adjective] that allows owners to purchase blocks of maintenance to cover *their* [noun, adjective, adverb] websites. Our range of services is *completely* [preposition, adverb, verb] reliable as we have had this system in operation for many years now. It's easy to use, and billing is simple when you prepay for maintenance blocks.

If this message has piqued your curiosity, please send an e-mail or call 1-800-700-2001 to have a *service* [noun, adjective, verb] representative arrange a conference *call* [verb, noun, adverb]. We look forward to explaining how we can keep your website always up-to-date.

Vance Lee
WEBFIX.COM

POSTTEST

From the following sentence, identify the selected parts of speech. Compare your answers with those at the bottom of the page.

Sharita eagerly waited for the moment when she would become a certified public accountant.

- | | | | | | |
|----------------|----------------|-----------------|-----------------|-----------------|-------|
| 1. Sharita | a. pronoun | b. interjection | c. noun | d. adjective | _____ |
| 2. eagerly | a. adverb | b. adjective | c. verb | d. conjunction | _____ |
| 3. waited | a. adverb | b. verb | c. preposition | d. adjective | _____ |
| 4. for | a. conjunction | b. pronoun | c. preposition | d. interjection | _____ |
| 5. the | a. adverb | b. conjunction | c. interjection | d. adjective | _____ |
| 6. moment | a. verb | b. noun | c. adverb | d. adjective | _____ |
| 7. she | a. pronoun | b. verb | c. noun | d. adjective | _____ |
| 8. a | a. adverb | b. adjective | c. preposition | d. interjection | _____ |
| 9. certified | a. adjective | b. adverb | c. noun | d. verb | _____ |
| 10. accountant | a. adverb | b. verb | c. pronoun | d. noun | _____ |

1 Want More Practice?

Parts of Speech

Many students of business English ask for more practice items to reinforce their learning. These exercises provide extra material to boost your language skills. You can check your answers at the end of the chapter.

Writing Exercise: Parts of Speech. This exercise is designed to help you develop a better understanding of the parts of speech. Using what you learned in Chapter 1, write a brief definition or description of the eight parts of speech listed here. Then list three examples of each part of speech.

	Brief Definition	Three Examples
1. noun	_____	_____
2. pronoun	_____	_____
3. verb	_____	_____
4. adjective	_____	_____
5. adverb	_____	_____
6. preposition	_____	_____
7. conjunction	_____	_____
8. interjection	_____	_____

Identifying Parts of Speech. Write the parts of speech for all the words in these sentences in the spaces provided. Use a dictionary if necessary.

We sent a text message to Julia, but she was very busy.

- | | | |
|----------------|-------------------|----------------|
| 9. We _____ | 13. message _____ | 17. she _____ |
| 10. sent _____ | 14. to _____ | 18. was _____ |
| 11. a _____ | 15. Julia _____ | 19. very _____ |
| 12. text _____ | 16. but _____ | 20. busy _____ |

Gosh, the controller and accountant processed this lengthy report in 20 minutes.

- | | | |
|----------------------|----------------------|-------------------|
| 21. Gosh _____ | 25. accountant _____ | 29. report _____ |
| 22. the _____ | 26. processed _____ | 30. in _____ |
| 23. controller _____ | 27. this _____ | 31. 20 _____ |
| 24. and _____ | 28. lengthy _____ | 32. minutes _____ |

We arrived promptly, but the committee meeting started late.

- | | | |
|--------------------|---------------------|-------------------|
| 33. We _____ | 36. but _____ | 39. meeting _____ |
| 34. arrived _____ | 37. the _____ | 40. started _____ |
| 35. promptly _____ | 38. committee _____ | 41. late _____ |

I sold property in Hyannis, but one transaction may not clear escrow.

- | | | |
|---------------------------|------------------------------|-------------------------|
| 42. I _____ | 46. Hyannis _____ | 50. may _____ |
| 43. sold _____ | 47. but _____ | 51. not _____ |
| 44. property _____ | 48. one _____ | 52. clear _____ |
| 45. in _____ | 49. transaction _____ | 53. escrow _____ |

Oh, did Louis really think he could change that method of operation?

- | | | |
|-------------------------|-------------------------|----------------------------|
| 54. Oh _____ | 58. think _____ | 62. that _____ |
| 55. did _____ | 59. he _____ | 63. method _____ |
| 56. Louis _____ | 60. could _____ | 64. of _____ |
| 57. really _____ | 61. change _____ | 65. operation _____ |

The old accounting system was neither accurate nor efficient, but one company had used it faithfully for the past 40 years.

- | | | |
|-----------------------------|----------------------------|-----------------------------|
| 66. The _____ | 73. nor _____ | 80. it _____ |
| 67. old _____ | 74. efficient _____ | 81. faithfully _____ |
| 68. accounting _____ | 75. but _____ | 82. for _____ |
| 69. system _____ | 76. one _____ | 83. the _____ |
| 70. was _____ | 77. company _____ | 84. past _____ |
| 71. neither _____ | 78. had _____ | 85. 40 _____ |
| 72. accurate _____ | 79. used _____ | 86. years _____ |

Candace quietly slipped into an empty seat during the long marketing presentation on campus.

- | | | |
|--------------------------|-------------------------|-------------------------------|
| 87. Candace _____ | 92. empty _____ | 97. marketing _____ |
| 88. quietly _____ | 93. seat _____ | 98. presentation _____ |
| 89. slipped _____ | 94. during _____ | 99. on _____ |
| 90. into _____ | 95. the _____ | 100. campus _____ |
| 91. an _____ | 96. long _____ | |

1 Want More Practice

Answer Key

Writing Exercise: Parts of Speech. Answers will vary.

1. Names a person, place, thing, quality, feeling, concept, activity, or measure *president condominium freedom* 2. Substitutes for a noun *he she it* 3. Shows action, occurrence, or state of being *jumps works is* 4. Describes nouns or pronouns *tall soft five* 5. Modifies verbs, adjectives, or other adverbs *hurriedly very nicely* 6. Joins nouns and pronouns to other words in a sentence *to for at* 7. Connects words or groups of words *and but or* 8. Shows strong feelings *Wow! Gosh! No!*

Identifying Parts of Speech. 9. pronoun 10. verb

11. adjective (article) 12. adjective 13. noun 14. preposition 15. noun 16. conjunction 17. pronoun 18. verb 19. adverb 20. adjective 21. interjection 22. adjective (article) 23. noun 24. conjunction 25. noun 26. verb 27. adjective 28. adjective 29. noun 30. preposition 31. adjective 32. noun

33. pronoun 34. verb 35. adverb 36. conjunction 37. adjective (article) 38. adjective 39. noun 40. verb 41. adverb 42. pronoun 43. verb 44. noun 45. preposition 46. noun 47. conjunction 48. adjective 49. noun 50. verb 51. adverb 52. verb 53. noun 54. interjection 55. verb 56. noun 57. adverb 58. verb 59. pronoun 60. verb 61. verb 62. adjective 63. noun 64. preposition 65. noun 66. adjective (article) 67. adjective 68. adjective 69. noun 70. verb 71. conjunction 72. adjective 73. conjunction 74. adjective 75. conjunction 76. adjective 77. noun 78. verb 79. verb 80. pronoun 81. adverb 82. preposition 83. adjective (article) 84. adjective 85. adjective 86. noun 87. noun 88. adverb 89. verb 90. preposition 91. adjective (article) 92. adjective 93. noun 94. preposition 95. adjective (article) 96. adjective 97. adjective 98. noun 99. preposition 100. noun



Jose Luis Pelaez Inc/Getty Images

I'm not a very good writer,
but I'm an excellent rewriter.

—James Michener, author

Sentences 2

Objectives

When you have completed the materials in this chapter, you will be able to do the following:

1. Recognize basic sentence elements including subjects and predicates.
2. Differentiate among phrases, dependent clauses, and independent clauses.
3. Understand how to use simple, compound, complex, and compound-complex sentences.
4. Identify four basic sentence patterns.
5. Punctuate statements, questions, commands, and exclamations.
6. Use techniques to avoid three basic sentence faults: fragments, comma splices, and run-on sentences.

PRETEST

Write the correct letter in the space provided after each of the following items to identify it. End punctuation has been omitted.

- a. phrase

b. dependent clause
- c. independent clause
1. Some governments around the world block access to social media
2. Although some of these countries deny blocking access to social media
3. In the course of one day
4. North Korea’s social media censorship is more extensive than any other country’s
5. From different continents of the world

Write the correct letter after each of the following groups of words to identify it.

- a. correctly punctuated sentence

b. fragment
- c. comma splice

d. run-on sentence
6. Mitchell was honored to be awarded an honorary degree.
7. Amazon.com’s stock price increased this year, General Electric’s decreased.
8. On the ground floor of our building are a café and a bookstore.
9. Some employers monitor their employees’ social media use others do not want to bother.
10. Although many employees start at 6 a.m., which explains the empty parking lot.



You may be worth an additional \$5,000 or more to your employer (and to yourself) if you have writing skills, says one communications expert. Because many companies can no longer afford expensive on-site training, employees with already developed skills are much more valuable to employers.

To be a good writer, you must be able to construct effective sentences. **Sentences** are groups of words that express complete thoughts. In this chapter you will review the basic elements of every sentence. In addition, you will learn to recognize sentence patterns and types, and you will learn how to differentiate among phrases and clauses. This knowledge will be especially helpful in punctuating sentences and avoiding common sentence faults. The Writer’s Workshop following this chapter introduces proofreading marks, which are useful in revising messages.

2-1 Sentence Elements

Understanding the important role of sentence elements—including subjects, predicates, phrases, and clauses—is the first step toward writing complete and correct sentences.

2-1a Writing Complete Sentences

To be complete, sentences must have subjects and predicates, and they must make sense.

Answers at bottom: 1. c 2. b 3. a 4. c 5. a 6. a 7. c 8. a 9. d 10. b

Must Have a Subject

Every sentence must have a subject. A **simple subject** is a noun or pronoun that tells who or what the sentence is about. You can locate the subject in a sentence by asking, *Who or what is being discussed?*

Theresa will travel to the United Kingdom next year. (Who is being discussed? *Theresa*)

Positions in many companies are advertised online. (What is being discussed? *Positions*)

The **complete subject** of a sentence includes the simple subject and all of its **modifiers** (words that describe or limit).

Must Have a Predicate

Every sentence must also have a predicate. A **simple predicate** is a verb or verb phrase that tells what the subject is doing or what is being done to the subject. You can locate the predicate in a sentence by asking questions such as *What did the subject do?* and *What has the subject done?*

Theresa *works* for an international consulting firm. (What does Theresa do? *works*)

Google *has launched* a Google for Work app to help Americans find jobs. (What has Google done? *has launched*)

The **complete predicate** includes the verb or verb phrase and its modifiers, objects, and complements. Objects and complements will be explained in more detail later in this chapter.

In each of the complete sentences in the following list, the simple subject is underlined once. The simple predicate is underlined twice. Notice that a sentence can have more than one simple subject and more than one simple predicate.

Notice also that the verbs in the predicate may consist of one word (*introduced*) or two or more words (*will attend*). In a **verb phrase** such as *will attend*, the **principal verb** is the final one (*attend*). The other verbs are **helping**, or **auxiliary, verbs**. The most frequently used helping verbs are *am, is, are, was, were, been, have, has, had, must, ought, can, might, could, would, should, will, do, does, and did*.

<i>Simple Subject</i>	<i>Simple Predicate</i>
The new <u>CEO</u> of the company	<u>introduced</u> herself and <u>outlined</u> her future plans.
All <u>employees</u> in my department	<u>will attend</u> the training session.
<u>Mark</u> and <u>Gretchen</u>	<u>will be presenting</u> information about the new benefits plan.
The <u>person</u> who left the online comment	<u>might have been</u> a disgruntled customer.

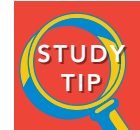
Must Make Sense

In addition to a subject and a predicate, a group of words must possess one additional element to qualify as a sentence. The group of words must be complete and make sense. Observe that the first two groups of words that follow express complete thoughts and make sense; the third does not. In the following examples, the simple subjects are underlined once; and the simple predicates are underlined twice.

Smartphone manufacturers persuade us to upgrade our phones regularly. (Subject plus predicate making sense = sentence.)

Benjamin now upgrades his smartphone whenever a new model is released. (Subject plus predicate making sense = sentence.)

Although smartphone manufacturers promote new versions with new features (Subject plus predicate but NOT making sense = not a sentence.)



Many linking verbs also serve as helping verbs. Note that a verb phrase is *linking* only when the final verb is a linking verb, such as in the phrase *might have been*.



The English language has about three times as many words as any other language on earth. English is estimated to include approximately 600,000 words. German has about 185,000; Russian, 130,000; and French, 100,000.

2-1b Recognizing Phrases and Clauses

Sentences are made up of phrases and clauses. Learning to distinguish phrases and clauses will help you build complete sentences, use a variety of patterns, and avoid common sentence faults in your speaking and writing.

Phrases

A group of related words without a subject and a verb is called a **phrase**. You have already been introduced to verb phrases and prepositional phrases. It is not important that you be able to identify the other kinds of phrases (infinitive, gerund, participial); however, being able to distinguish phrases from clauses is very important to a business writer.

Notice that a sentence can contain more than one phrase.

Verb phrase Prepositional phrase Prepositional phrase

| | |

The conference attendees are coming from different parts of the world.

Clauses

A group of related words including a subject and a verb is a **clause**.

Clause Clause

| | |

We considered four locations, and we decided to choose the downtown one.

| | |

Clause Clause

| | |

Sonja is interested in a job in finance, but she wants to travel also.

Clauses may be divided into two groups: independent and dependent. **Independent clauses** are grammatically complete, which means that they can stand on their own as complete sentences. **Dependent clauses** depend for their meaning on independent clauses and cannot stand on their own as complete sentences. Dependent clauses are often introduced by words such as *if*, *when*, *because*, and *as*.

Dependent clause Independent clause

| | |

If the company meets its quarterly sales goals, employees will receive bonuses.

| | |

Dependent clause Independent clause

| | |

When employees need help, Alex solves their technology problems.

2-2 Sentence Varieties

Sentences may be divided into four groups: simple, complex, compound, and compound-complex. One important way to improve your writing is to use a variety of sentences.

A **simple sentence** contains one independent clause (complete thought) with a subject (underlined once) and predicate (underlined twice). Notice that a simple sentence can have more than one subject and more than one verb.

Our CEO announced the restructuring plan.

Debby and Dan bought an antique home and restored it.

A **compound sentence** contains two complete but related thoughts. The two independent clauses may be joined by a (a) conjunction such as *and*, *but*, or *or*; (b) semicolon; or (c) conjunctive adverb such as *however*, *consequently*, or *therefore*.



Clauses have subjects and verbs. Phrases do not. Clauses may have phrases within them.



National Grammar Day is celebrated every year on March 4. This special day that celebrates grammar was established in 2008 by Martha Brockenbrough, who also founded the Society for the Promotion of Good Grammar (SPOGG). President George W. Bush wrote a letter commemorating the first National Grammar Day. In it he wrote, "Effective communication is critical to understanding the needs of others and building a prosperous future for our country National Grammar Day is an opportunity to recognize how communication skills can help more Americans prepare for the challenges ahead and compete for jobs of the twenty-first century."

You will learn more about conjunctive adverbs in Chapter 9. You will also learn to use semicolons properly in Chapters 9 and 11. Compare the punctuation in these examples:

The team project was challenging, and we were happy with the results.

The team project was challenging; we were happy with the results.

The team project was challenging; however, we were happy with the results.

A **complex sentence** contains an independent clause and a dependent clause (a thought that cannot stand by itself). Dependent clauses are often introduced by words such as *although*, *since*, *because*, *when*, and *if*. When dependent clauses precede independent clauses, they always are followed by a comma. If the dependent clause follows an independent clause, the comma is often omitted.

When we finished the team project, we held a team party.

We held a team party when we finished the team project.

A **compound-complex sentence** contains at least two independent clauses and one dependent clause. Because these sentences are usually long, use them sparingly.

Although this team project is completed, soon we will begin work on another; however, it will be less challenging.



According to a study by Global Lingo, 74 percent of consumers pay attention to the correctness of grammar and spelling on company websites; and 59 percent said they would not do business with a company with website errors.

2-3 Sentence Patterns

Another way business communicators can add variety to their writing is to use different sentence patterns. Four basic patterns express thoughts in English sentences. As a business or professional writer, you will most often use Patterns 1, 2, and 3 because readers usually want to know the subject first. For variety and emphasis, however, you can use inverted order (Pattern 4).



2-3a Pattern 1: Subject-Verb

In the most basic sentence pattern, the verb follows its subject. The sentence needs no additional words to make sense and be complete.

Subject	Verb
We	agree.
Everyone	is surprised.
He	should have listened.
Employees	are being informed.

2-3b Pattern 2: Subject-Action Verb-Object

When sentences have an object, the pattern is generally subject, action verb, and object. Objects of action verbs can be direct or indirect. A **direct object** is a noun or pronoun that answers the question *What?* or *Whom?*

Subject	Action Verb	Direct Object
Savannah	collected	the registration fees. (Collected <i>what?</i>)
He and a colleague	interviewed	an expert. (Interviewed <i>whom?</i>)
The accountant	provided	accurate financial figures. (Provided <i>what?</i>)

Different languages have different sentence patterns, which means that subjects, verbs, objects, and other components are placed in different orders. English is known as an SVO language (subject-verb-object). Some other languages that follow the SVO pattern are Albanian, Chinese, Croatian, Estonian, Finnish, French, Greek, Italian, Latvian, Polish, Portuguese, Romanian, Serbian, Slovenian, Spanish, Swahili, Thai, Ukrainian, and Vietnamese.

Pattern 2 may also use an **indirect object** that answers the question *To whom?*, *To what?*, *For whom?*, or *For what?* Notice that a sentence can have both an indirect object and a direct object.

Subject	Action Verb	Indirect Object	Direct Object
Netflix	promises	customers	stellar service. (Promises stellar service <i>to whom?</i>)
The technician	gave	the device	a checkup. (Gave a checkup <i>to what?</i>)
We	bought	our parents	an anniversary gift. (Bought an anniversary gift <i>for whom?</i>)
The philanthropist	offered	the student club	a donation. (Offered a donation <i>to whom?</i>)



Don't confuse the word *complement*, which in grammar is "a word or group of words added to a sentence to make it complete," with the word *compliment*, which is "a remark that says something good about someone or something."

2-3c Pattern 3: Subject–Linking Verb–Complement

In Pattern 3, the subject comes before a linking verb and its complement. Recall from Chapter 1 that common linking verbs are *am*, *is*, *are*, *was*, *were*, *be*, *being*, and *been*. Other linking verbs express the senses: *feels*, *appears*, *tastes*, *sounds*, *seems*, *looks*. A **complement** is a noun, pronoun, or adjective that renames or describes the subject. A complement *completes* the meaning of the subject and always follows a linking verb.

Subject	Linking Verb	Complement
The business professor	is	Claudia Eckelmann. (Noun complement)
Arek Puzia	will be	our team leader. (Noun complement)
My favorite author	is	he. (Pronoun complement)
The visitors	might have been	they. (Pronoun complement)
My job	is	challenging. (Adjective complement)
My colleagues	are	talented. (Adjective complement)

2-3d Pattern 4: Inverted Order

In **inverted sentences**, the verb comes before the subject. You might use inverted order for variety or emphasis in your sentences.



Whenever possible, avoid starting sentences with the words *Here* and *There*. Such sentences often contain errors in subject–verb agreement. For more information about *here* and *there*, see Chapter 6.

Overseeing the new project is Kanika.

Working hardest was the marketing team.

In questions, the verb may come before the subject or may be interrupted by the subject.

What is his Twitter account name?

Where should the invoice be sent?

In sentences beginning with *here* or *there*, the normal word order is also inverted.

Here are four new applications for the social media marketing position.

There were nine employees absent today.

2-4 Punctuating Four Sentence Types

Because sentences express complete thoughts, they must include **end punctuation**. The punctuation you choose to end a sentence depends on whether the sentence is a statement, question, command, or exclamation.

2-4a Statements

A **statement** makes an assertion and ends with a period.

Laws require truth in advertising.

Manufacturers today must provide warning labels on packages.

2-4b Questions

A **direct question** uses the exact words of the speaker and requires an answer. It is followed by a question mark.

How many hours do you spend online each day?

What are your favorite websites?

2-4c Commands

A **command** gives an order or makes a direct request. Commands end with periods or, occasionally, with exclamation points. Note that the subject in all commands is understood to be *you*. The subject *you* is not normally stated in the command.

Lock the front door. ([You] lock the front door.)

Insure your home against fire loss. ([You] insure your home . . .)

2-4d Exclamations

An **exclamation** shows surprise, disbelief, or strong feeling. An exclamation may or may not be expressed as a complete thought. Both subject and predicate may be implied.

What a great job he did!

Wow! We just had an earthquake!

How extraordinary [that is]!

2-5 Sentence Faults

Writing complete and grammatically correct sentences can be challenging. To be successful in your career, you must be able to write complete sentences that avoid three common faults: fragments, comma splices, and run-ons. You can eliminate these sentence faults by recognizing them and applying the revision techniques described here.

2-5a Fragment

A **sentence fragment** is an incomplete sentence. It may be a phrase or a clause punctuated as if it were a complete sentence. Fragments are often broken off from preceding or succeeding sentences. Avoid fragments by making certain that each sentence contains a subject and a verb and makes sense by itself. You can remedy fragments by (a) joining them to complete sentences or (b) adding appropriate subjects and verbs. In the following examples, the fragments are italicized.



Don't be tempted to punctuate statements as questions. For example, *I wonder whether he called* is a statement, not a question.



"Good English, well spoken and well written, will open more doors than a college degree. Bad English will slam doors you didn't even know existed."

—William Raspberry



A *portmanteau* is created when two words are combined to form one word. Two common portmanteaus are *brunch* (*breakfast* + *lunch*) and *motel* (*motor* + *hotel*). Can you think of others?

Fragment:	<i>Because Zara controls every link of its supply chain.</i> That is why it has become one of the world's biggest clothing retailers.
Revision:	Because Zara controls every link of its supply chain, it has become one of the world's biggest clothing retailers. (Join the fragment to the following complete sentence.)
Fragment:	We are looking for a new wireless carrier. <i>One that offers unlimited data plans.</i>
Revision:	We are looking for a new wireless carrier that offers unlimited data plans. (Join the fragment to the preceding complete sentence.)
Fragment:	Google offers many unique benefit options. <i>Such as on-site bike repair, shuttle service, nap pods, and themed cafés.</i>
Revision:	Google offers many unique benefit options such as on-site bike repair, shuttle service, nap pods, and themed cafés. (Join the fragment to the preceding complete sentence.)
Fragment:	The deadline for the project was moved up three days. <i>Which means that our team must work overtime.</i>
Revision:	The deadline for the project was moved up three days, which means that our team must work overtime. (Join the fragment to the preceding complete sentence.)



A comma splice is caused by a *misused* comma, not a missing comma.

2-5b Comma Splice

A **comma splice** results when two sentences or independent clauses are incorrectly joined or spliced together with a comma. Remember that commas alone cannot join two sentences or independent clauses. Comma splices can usually be repaired by (a) adding a conjunction, (b) separating the thoughts into two sentences, or (c) changing the comma to a semicolon.

Comma Splice:	Roku went public in 2017, it raised \$219 million in funding on the first day of trading.
Revision:	Roku went public in 2017, <i>and</i> it raised \$219 million in funding on the first day of trading. (Add a conjunction.)
Comma Splice:	Let us help you find out what you are worth, visit us at Salary.com.
Revision:	Let us help you find out what you are worth. Visit us at Salary.com. (Separate into two sentences.)
Comma Splice:	No stock prices were available today, the market was closed for the holiday.
Revision:	No stock prices were available today; the market was closed for the holiday. (Change the comma to a semicolon.)
Comma Splice:	Many applicants responded to our advertisement, however, only one had the required certification.
Revision:	Many applicants responded to our advertisement; however, only one had the required certification. (Change the first comma to a semicolon.)

2-5c Run-On Sentence

A **run-on sentence** joins two independent clauses without proper punctuation. Run-on sentences can usually be repaired by (a) separating the thoughts into two sentences, (b) adding a comma and a coordinating conjunction (e.g., *and*, *but*, *or*), (c) adding a subordinating conjunction (e.g., *because*, *since* *if*), or (d) adding a semicolon.

Run-On:	The work ethic in America is not dead it is deeply ingrained in most people.
Revision:	The work ethic in America is not dead. It is deeply ingrained in most people. (Separate into two sentences.)
Run-On:	Critics thought that the Alfred Hitchcock film <i>Psycho</i> would be a failure they were wrong.
Revision:	Critics thought that the Alfred Hitchcock film <i>Psycho</i> would be a failure, but they were wrong. (Add a comma and a coordinating conjunction.)
Run-On:	Voters turned out in record numbers for the election they are concerned about their future.
Revision:	Voters turned out in record numbers for the election because they are concerned about their future. (Add a subordinating conjunction.)
Run-On:	Many freelance workers take part in "coworking" this allows them to share office space and socialize with other freelancers.
Revision:	Many freelance workers take part in "coworking"; this allows them to share office space and socialize with other freelancers. (Add a semicolon.)



English is known as an SVO language (subject–verb–object). However, the most common sentence word order in the world is SOV (subject–object–verb). Some languages that follow the SOV pattern are Armenian, Basque, Burmese, Hindi, Japanese, Korean, Kurdish, Navajo, Punjabi, and Turkish. If the word order of a sentence in an SVO language is *He loves music*, how would this sentence be written in an SOV language?

FAQs about Business English



Dr. Guffey



Professor Seefer

Q: This sentence doesn't sound right to me, but I can't decide how to improve it: *The reason I am applying for this position is because I enjoy working with social media.*

A: The problem lies in this construction: *the reason . . . is because . . .*. Only nouns or adjectives may act as complements following linking verbs. In your sentence an adverbial clause follows the linking verb and sounds awkward. One way to improve the sentence is to substitute a noun clause beginning with *that*: *The reason I am applying for this position is that I enjoy working with social media.* An even better way to improve the sentence would be to make it a direct statement: *I am applying for this position because I enjoy working with social media.*

Q: Is there a difference between the words *moral* and *morale*, or can they be used interchangeably?

A: These two words cannot be used interchangeably. As a noun, *moral* refers to “a lesson that is learned from a story or an experience” (*The moral of the story is to stay in school*). In its plural form, the noun *morals* refers to the “proper ideas and beliefs about how to behave in a way that is considered right and good by most people” (*Parents should teach their children to have strong morals*). As an adjective, *moral* means “concerning or relating to what is right and wrong in human behavior” (*We have a moral obligation to give back to our community*). *Morale* is a noun that refers to “the feelings of enthusiasm and loyalty that a person or group has about a task or job” (*The company is doing well, and employee morale is high*).

Q: Which word is correct in this sentence? *The officer (cited, sited, sighted) me for speeding.*

A: Your sentence requires *cited*, which means “to summon” or “to quote.” *Site* means “a location,” as in a *construction site* or a *website*. *Sight* means “a view” or “to take aim,” as in *The building was in sight*. The word *sight* also refers to “the ability to see.”

Q: In a letter after a job interview, I wrote: *Thank you for interviewing me for the accounting position. Should I hyphenate thank you?*

A: Do not hyphenate *thank you* when using it as a verb (*Thank you for interviewing me*). Do use hyphens when using *thank you* as an adjective (*I sent a thank-you note*) or as a noun (*I sent four thank-yous*). Notice that *thank you* is never written as a single word.

Q: A fellow worker insists on saying, *I could care less*. It seems to me that it should be *I couldn't care less*. Who is right?

A: You are right. The phrase *I couldn't care less* has been in the language a long time. It means, of course, "I have little concern about the matter." Recently, though, people have begun to use *I could care less* with the same meaning. Most careful listeners realize that the latter phrase says just the opposite of its intent. Although both phrases are clichés, stick with *I couldn't care less* if you want to be clear.

Q: How should I address a person who signed a letter *J. R. Henderson*? I don't know whether the person is a man or a woman, and I don't want to offend anyone.

A: When you can't determine the gender of your reader, include the entire name in the salutation and omit the personal title (*Mr.*, *Ms.*). In your letter you should use *Dear J. R. Henderson*.

Q: My friend insists that the combination *all right* is shown in her dictionary as one word. I say that it's two words. Who's right?

A: *All right* is the only acceptable spelling. The listing *alright* is shown in many dictionaries to guide readers to the acceptable spelling, *all right*. Do not use *alright*. By the way, some people remember that *all right* is two words by associating it with *all wrong*.

Q: If I have no interest in something, am I *disinterested*?

A: No. If you lack interest, you are *uninterested*. The word *disinterested* means "unbiased" or "impartial" (*The judge was disinterested in the cases before him*). Don't confuse this word with *uninterested*, which means "not interested" (*She was uninterested in everything he had to say*).

Q: I have always spelled *alot* as one word. Is that acceptable?

A: No, this word should always be written as two words: *a lot*. In fact, the word *alot* (written as one word) does not exist. Also, don't confuse this word with the verb *allot*, which means "to assign as a share or portion" or "to distribute."

Q: I used the word *thru* in a proposal, and my boss told me to change it to *through*. What is wrong with using *thru*?

A: Some people use *thru* as a variant of *through*; however, this usage is informal and should be avoided in business writing. Your boss was correct to have you change it.

SPOT the blooper

Using the skills you are learning in this class, try to identify why the following items are bloopers. Consult your textbook, dictionary, or reference manual as needed.

- Blooper 1:** In an article in the *Times News* [Lehigh, Pennsylvania] encouraging people to prepare care packages for a local woman in the U.S. Navy: “Items for the care packages include moral boosters such as letters, batteries, magazines, and children’s drawings.”
- Blooper 2:** An online banner ad used during President Obama’s reelection campaign: “We’ve come along way, but there’s still more to be done.”
- Blooper 3:** An online announcement about a new high school educational academy: “Acalanes High School beleives that every student can learn at high levels. Understanding that every student learns at a differnt pace and in different ways, we are excited about our new academy periods to help support students. The academy will be offered Wednesdays and Firdays.” [How many misspelled words do you see?]
- Blooper 4:** Cover of *Bloomberg BusinessWeek*: “The Kids Are Not Alright.”
- Blooper 5:** Menu at Pizzagram Plus in Guilderland, New York: “Our food is cooked to order. We appreciate your patients.”
- Blooper 6:** In an article in the *Statesman-Journal* [Salem, Oregon]: “Three people were arrested after an early morning robbery at a Mission Street coffee shop in a London double-decker bus.”
- Blooper 7:** Public meeting notice in *The Newport Daily Express* [Newport, Vermont]: “Interrupters will be there to help the deaf community.”
- Blooper 8:** Filene’s Department Store ran an ad that said “One Day Sale—This Friday, Saturday, and Sunday.”
- Blooper 9:** In an article in *Sporting News*: “Jazz musician Wayne Tisdale will make his first musical appearance since having a portion of his right leg amputated at halftime of the Sooners basketball game against Virginia Commonwealth next month.”
- Blooper 10:** Headline on TheStreet.com: “Why Author Michael Lewis Could Care Less About Bitcoin or Twitter.”

Reinforcement Exercises 2

A. Chapter 2 Preview. Decide whether the following sentences are true or false by selecting *T* or *F*.

1. Every sentence must have a predicate. _____
2. A group of words with a subject and a predicate is automatically a complete sentence. _____
3. The complete subject of a sentence includes a noun or pronoun and all its modifiers. _____
4. Omitting a needed comma from a sentence creates a *comma splice*. _____
5. You can locate the predicate in a sentence by asking *Who or what is being discussed?* _____
6. Dependent clauses are grammatically complete and can stand on their own. _____
7. Phrases contain subjects and verbs. _____
8. A complex sentence is made up of two independent clauses. _____
9. Sentences asking direct questions that require answers are concluded with question marks. _____
10. Sentence fragments may be repaired by joining them to complete sentences or by adding appropriate subjects and verbs. _____

B. Sentence Elements. Choose the correct answer.

11. In the sentence *Google plans to invest in wind farms in the Midwest*, the simple subject is (a) *Google*, (b) *plans*, (c) *farms*, (d) *Midwest*. _____
12. In the sentence *The company is committed to using solar and wind energy to run its products*, the simple subject is (a) *company*, (b) *committed*, (c) *energy*, (d) *products*. _____
13. In the sentence *The organization received many honors and awards for being energy efficient*, the simple subject is (a) *organization*, (b) *honors*, (c) *awards*, (d) *energy*. _____
14. In the sentence *Energy efficiency is a goal for many companies*, the simple subject is (a) *Energy*, (b) *efficiency*, (c) *goal*, (d) *companies*. _____
15. In the sentence *Last on the meeting agenda is our president*, the simple subject is (a) *Last*, (b) *meeting*, (c) *agenda*, (d) *president*. _____
16. In the sentence *Lauren operates a successful catering business in Walnut Creek*, the simple predicate is (a) *Lauren*, (b) *operates*, (c) *business*, (d) *Walnut Creek*. _____
17. In the sentence *The name of the catering business is Olive to Eat*, the simple predicate is (a) *name*, (b) *of*, (c) *business*, (d) *is*. _____
18. In the sentence *Olive to Eat offers private in-home cooking demonstrations*, the simple predicate is (a) *Olive to Eat*, (b) *offers*, (c) *private*, (d) *demonstrations*. _____
19. In the sentence *Clients appreciate the attention to detail*, the simple predicate is (a) *Clients*, (b) *appreciate*, (c) *attention*, (d) *detail*. _____
20. In the sentence *Lauren studied culinary arts at a community college*, the simple predicate is (a) *Lauren*, (b) *studied*, (c) *arts*, (d) *college*. _____

C. Phrases and Clauses. Indicate whether the following word groups are phrases (*P*), independent clauses (*I*), or dependent clauses (*D*). (Remember that phrases do not have both subjects and verbs.) Capitalization and end punctuation have been omitted. Choose the correct answer.

21. when you apply for a marketing position _____
22. Shake Shack, Smashburger, and Whataburger compete in the casual burger market _____
23. recently Arby's acquired Buffalo Wild Wings _____
24. before anyone had an opportunity to examine it carefully _____
25. during the middle of the four-year fiscal period from 2020 through 2024 _____
26. if you want to make a sound investment _____
27. the merger was approved by stockholders _____
28. should have done more extensive research _____
29. because we want to expand our customer base _____
30. is counting on a raise _____

D. Sentence Varieties. A **simple sentence** has one independent clause. A **compound sentence** has two or more independent clauses. A **complex sentence** has an independent clause and a dependent clause. **Hint:** A sentence is not compound unless the words preceding and following a conjunction form independent clauses. From the following list, select the letter that accurately describes each of the following sentences.

- a. simple sentence** **c. complex sentence**
b. compound sentence

31. Alison Hseih traveled to Iceland and shared her experiences and photos on her Facebook page. _____
32. Alison Hseih traveled to Iceland, and she shared her experiences and photos on her Facebook page. _____
33. Management trainees are sent to all our branch offices in the United States and to some of the branch offices in Southeast Asia and Australia. _____
34. Perform a simple diagnostic test, and report the results to us. _____
35. When you complete the application, submit it online. _____
36. In 1994 Southwest Airlines issued the airline industry's first e-ticket. _____
37. Before they arrive at the airport, many airline passengers now check in online for their flights. _____
38. Captain Chesley Sullenberger maintained control of his disabled US Airways plane and successfully landed it in the Hudson River. _____
39. If you have sensitive data on your smartphone, erase or encrypt it before throwing or giving the phone away. _____
40. The most successful individuals embrace their mistakes and learn from them. _____

E. Sentence Types. From the following list, select the letter that accurately describes each of the following sentences (end punctuation has been omitted).

- a. statement** **c. question**
b. command **d. exclamation**

41. Do you invest in mutual funds _____
42. Apple replaced AT&T in the Dow Jones Industrial Average _____
43. How intriguing that book was _____

44. Use QuickBooks to organize expenses and manage cash flow _____
45. We wonder whether our new marketing campaign will be successful _____
46. What a fantastic view we have from the top floor _____
47. Do you know whether Licia Capone was offered the position _____
48. Turn off the lights, close the windows, and lock the doors before you leave _____
49. Many college professors take sabbaticals _____
50. To succeed in the job interview, research the company thoroughly _____

F. Sentence Faults. For each of the following groups of words, write the correct letter in the space provided to indicate one of the following:

- a. correctly punctuated** **c. comma splice**
b. fragment **d. run-on sentence**

51. If you are conducting business in a foreign country, you should learn about the culture. _____
52. In Japan being punctual to a business meeting is important, on the other hand, punctuality is not as important in Italy. _____
53. In the Hindu culture leather goods are not proper gifts because Hindus consider the cow to be sacred. _____
54. Because the French are appreciative if you try to speak their language. _____
55. Making eye contact in America is a sign of confidence and sincerity. _____
56. Italians, Middle Easterners, and Latin Americans stand very close to each other when talking this closeness can make outsiders feel uncomfortable. _____
57. Which means that we will have to learn how to negotiate when in Vietnam. _____
58. In India, the Middle East, Asia, and the Arab world, the custom is to use the right hand to eat and pass items never use the left hand. _____
59. Filipinos take pride in their personal appearance, they believe a person's clothing indicates social position. _____
60. In many countries people do not address each other by given names unless they are family members or old friends. _____

G. FAQs About Business English Review. Choose the correct answer.

61. Sandra had to travel over 100 miles to the job (a) *sight*, (b) *cite*, (c) *site* to perform an audit. _____
62. The (a) *moral*, (b) *morale* of this story is to never give up. _____
63. Is it (a) *all right*, (b) *alright* if I leave work early today? _____
64. It is important to have a(n) (a) *uninterested*, (b) *disinterested* judge during a trial. _____
65. We would like to (a) *thank-you*, (b) *thank you*, (c) *thankyou* for your years of service to the company. _____
66. Always send a (a) *thank-you*, (b) *thank you*, (c) *thankyou* message after a job interview. _____
67. Business writers must always (a) *sight*, (b) *cite*, (c) *site* their sources in reports. _____
68. Moving to a four-day workweek proved to be good for employee (a) *moral*, (b) *morale*. _____

69. The famous Italian tenor Andrea Bocelli was visually challenged from birth and completely lost his (a) *sight*, (b) *cite*, (c) *site* at age twelve. _____
70. She put (a) *alot*, (b) *allot*, (c) *a lot* of careful preparation into her business proposal. _____

H. Writing Exercise. Sentence Patterns. Study the following examples. Then fill in the words necessary to complete the sentences according to the four sentence patterns.

Sentence Pattern 1: Subject-Verb

Add a verb or verb phrase to complete the sentence.

- | | |
|--------------------------------|-------------------------|
| 71. The development team _____ | 74. Health costs _____ |
| 72. Our CEO _____ | 75. The committee _____ |
| 73. Managers _____ | 76. The company _____ |

Sentence Pattern 2: Subject-Action Verb-Object

Add a noun or pronoun to complete the sentence.

- | | |
|------------------------------|---------------------------|
| 77. Anthony signed the _____ | 79. Congress passes _____ |
| 78. UPS delivers _____ | 80. Stocks pay _____ |

Sentence Pattern 3: Subject-Linking Verb-Complement

Add a noun or pronoun complement to complete the sentence.

- | | |
|-----------------------------------|-----------------------------------|
| 81. The new receptionist is _____ | 83. The keynote speaker was _____ |
| 82. Chandra is the new _____ | 84. The president is _____ |

Add an adjective complement to complete the sentence.

- | | |
|---------------------------|--------------------------------------|
| 85. The new film is _____ | 87. Our supervisor is _____ |
| 86. Venice is _____ | 88. The report could have been _____ |

Sentence Pattern 4: Inverted Order

Add a noun, pronoun, or verb as needed to complete the sentence.

89. There are five _____.
90. Next door to me _____ a nice family.

I. Writing Exercise. Fixing Sentence Faults. Revise the following sentence fragments, comma splices, and run-on sentences.

91. **Fragment:** Because I want to pursue a career in health care management.
That's why I am interested in your degree program.

92. **Fragment:** We are seeking a health care manager. Someone who has good communication skills and medical expertise.
