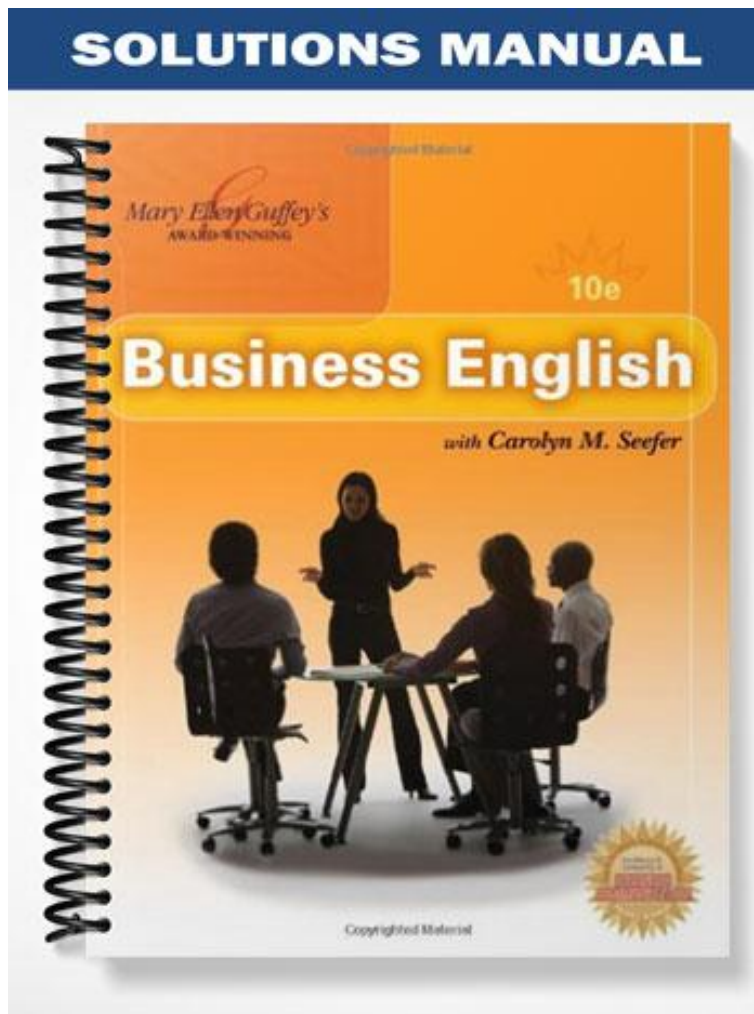


SOLUTIONS MANUAL



Business English, 10e

www.meguffey.com



Dear Instructors:

The Tenth Edition of *Business English* comes to you with many new textbook features and a new coauthor. Professor Carolyn M. Seefer, who has worked on this book for years, brings exceptional instructional expertise, research prowess, and exciting new material to enliven this edition.



Carolyn and I are proud to bring you a textbook that remains true to its core principles but one that has been thoroughly updated to reflect today's digital workplace and digital classroom. Here are a few of the new features in this edition:

- **NEW! Homework Help With Online Reinforcement Exercises.** To enable both campus and remote students to complete their homework more quickly and confidently, we provide half of all textbook exercises in interactive format at www.meguffey.com. Students receive answers and helpful feedback, thus promoting comprehension and freeing class time for additional instruction.
- **NEW! All-in-One Premium Student Web Site.** Students with new books may access www.meguffey.com, an all-new comprehensive site with quizzes, textbook reinforcement exercises, PowerPoint review, Ms. Grammar tutorial program, flash cards, glossary, bonus bloopers, Editor's Challenge, and many other learning resources.
- **NEW! Chat About It.** To promote classroom discussion and build online rapport among distance learners, the Tenth Edition provides questions that help students develop think-on-their feet skills needed in today's digitally connected and fast-paced workplace.
- **NEW! Frequently Asked Questions.** We've transformed the former Hotline Queries into FAQs about language usage in today's workplace. The authors' authoritative answers go beyond grammar rules in helping students and office workers solve language dilemmas.

Because of its unique approach and unparalleled support package, *Business English* has been the leading grammar and mechanics textbook in the field since its first edition. The Tenth Edition carries on the tradition, and we welcome you and your students to its many resources.

Cordially,

Mary Ellen Guffey

Carolyn M. Seefer

DEVELOPING YOUR COURSE WITH *BUSINESS ENGLISH*, 10E

The purpose of this Instructor's Manual is to explain the features of *Business English*, 10e, and to give instructors suggestions for using the book most effectively. This manual presents course objectives, edition improvements, instructor resources, student learning aids and resources, classroom teaching ideas, solutions, handouts, testing materials, and many other items to help instructors understand how to use the textbook in delivering successful business English courses.

Course Objectives

Students completing a course using *Business English*, 10e, should be able to

- Use appropriate reference materials such as online dictionaries, print dictionaries, and reference manuals to locate answers to language questions.
- Identify parts of speech and understand how they function in sentences.
- Write complete sentences avoiding fragments, comma splices, and run-ons.
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication.
- Develop proficiency in punctuation, capitalization, and number style skills.
- Demonstrate realistic applications of current usage and style in today's workplace.
- Demonstrate improved vocabulary, spelling, and editing skills.
- Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English.
- Develop confidence and skill in using the Web for research and for other professional applications.

Improvements and Changes in Tenth Edition

The Tenth Edition underwent significant revision in both content and resources. The most important change is the addition of online exercises for half of the homework reinforcement exercises. But many other improvements and changes were made. First, we list the overall improvements that carry through the entire book. Then we show specific changes in each chapter.

Overall Improvements in *Business English*, 10e

- Added a new margin note feature, Trivia Tidbit. This feature contains a variety of interesting facts about the English language that can be used to spark invigorating classroom discussion.
- Reviewed every entry to be certain that it coordinated with the most recent edition of Clark and Clark's HANDBOOK FOR OFFICE PROFESSIONALS.
- Moved Spot the Blooper margin notes to a standalone section at the end of each chapter. This change will allow the bloopers to be used more easily for classroom discussion, group activities, and other assignments. Added many relevant and timely grammar/usage bloopers to pique interest. Increased to ten the number of bloopers for each chapter.
- Changed the name of the Hotline Query feature to FAQs About Business English to make it more contemporary. Increased the number of FAQs to ten per chapter.

2 Instructor's Manual

- Added a new feature to the end of each chapter, Chat About It. This feature contains five discussion topics per chapter that can be used in traditional and online classrooms. Many discussion topics require outside research.
- Based on feedback from instructors, moved the Editor's Challenge exercises to the Premium Web site.
- Added model documents to each Writer's Workshop that students can use when preparing writing assignments. These model documents demonstrate proper grammar, spelling, mechanics, and format.
- Scrutinized every sentence to be sure it was concise, clear, and readable at a level appropriate for users of this book.
- Updated all reinforcement exercises and examples with references to current business topics, business history, a focus on professionalism, and other relevant information. This content will allow students to increase their business-related knowledge while improving their business English skills.
- Increased number of Pretest and Posttest items for each chapter to ten, and increased the number of Reinforcement Exercises to ten per section for most exercises to allow for additional practice and easier grading.
- Added an opening quotation related to business English and writing to the beginning of each chapter. This quotation can be used to generate classroom discussion.
- Reduced the number of margin notes in each chapter to give the textbook a cleaner, less cluttered look in order to improve readability.

Complete List of Chapter Improvements in *Business English, 10e*

Chapter 1

- Enhanced margin notes with information about the history of English-language dictionaries, recommendation for learning more about the history of dictionaries, and information about how words are added to dictionaries.
- Emphasized the importance of having an up-to-date print dictionary by listing words that were added to the most recent addition of the *Merriam-Webster Dictionary*.
- Updated lists of archaic, obsolete, colloquial, slang, nonstandard, and dialect words to show more current examples.
- Incorporated information about the electronic dictionary programs included in Web forms, blogs, wikis, and social networking sites.
- Presented information about adding spell-check programs to a browser or Google toolbar and about downloading dictionaries to MP3 players and cell phones.
- Modified instructions for using spell-check programs so that students can use the instructions in either Word 2003 or Word 2007.
- Included information about the most reliable handheld electronic dictionaries on the market.
- Revised and expanded list of online dictionaries to describe the top eight dictionary Web sites, including Google Dictionary and Wiktionary.
- Revised illustrations and exercises to include current and lively examples.
- Added Chat About It discussion topics related to chapter content, including the importance of having good business English skills in the workplace, online dictionaries, introductions to print dictionaries, and reference materials.

Chapter 2

- Placed greater emphasis on the reasons for learning how to identify parts of speech.
- Added new bloopers to illustrate misuse of some parts of speech.
- Introduced new FAQs About Business English (formerly Hotline Queries) section by explaining what FAQs (Frequently Asked Questions) are.
- Added discussions to FAQs about the words *peaked* versus *piqued* and *forward* versus *foreword*.
- Changed many exercises to update references.
- Expanded exercise that requires students to write sentences using the same word as different parts of speech, a concept that many students find difficult.
- Revised the Learning Web Ways exercise to reflect the current Purdue Online Writing Lab (OWL) Web site.
- Added Chat About It discussion topics related to chapter content, including acronyms and abbreviations, the value of being able to identify parts of speech, capitalization of technology-related words, e-mail salutations, and palindromes.

Chapter 3

- Restructured entire chapter outline for a clearer and more logical presentation of the concepts. Sentence patterns and types are now discussed before sentence faults.
- Reorganized “Sentence Elements” section to make this topic easier to understand.
- Reformatted example sentences to more clearly identify the simple subjects and simple predicates.
- Added new section on recognizing phrases and clauses to help students build complete sentences, use a variety of patterns, and avoid common sentence faults. This new section includes many examples of phrases, independent clauses, and dependent clauses to help students differentiate among these sentence building blocks.
- Added new section on sentence variety that introduces students to simple, compound, complex, and compound-complex sentences. This new section contains numerous examples of each kind of sentence
- Added discussions to the FAQs about the words *alot* versus *a lot* and *thru* versus *through*.
- Reformatted reinforcement exercises as needed to make it easier for students to complete them.
- Added a reinforcement exercise to cover the new chapter concepts: phrases, independent clauses, and dependent clauses; simple, compound, complex, and compound-complex sentences.
- Added Chat About It discussion topics related to chapter content, including the importance of using complete sentences, using various sentence patterns, using technological writing tools, the value of proper spelling, and portmanteaus.
- Added a brief proofreading exercise to Writer’s Workshop 1 to allow students to practice using proofreading marks.
- Revised Writing Application 1.1 in Writer’s Workshop 1 to make instructions clearer. Converted sample introductory letter to a model, error-free document that students can use as a guide for preparing Writing Application 1.1.

Chapter 4

- Placed more emphasis on the fact that apostrophes are used to make nouns possessive, not plural.
- Added plural forms of metric measurements.

4 Instructor’s Manual

- Double-checked every plural form to ensure that most current forms are presented.
- Expanded the list of nouns borrowed from foreign languages to include three new words.
- Added discussion to the FAQs about using *lb.* as the abbreviation for *pound*.
- Added a reinforcement exercise about distinguishing between concrete and abstract nouns.
- Added a reinforcement exercise about special nouns that are usually singular, are usually plural, or may be singular or plural.
- Added Chat About It discussion topics related to chapter content, including concrete expressions on résumés, traits employers look for in job applicants, Dan Quayle’s spelling gaffe, the evolution of compound nouns, and nouns derived from other languages.

Chapter 5

- Reorganized chapter content to better group noun possessive concepts according to difficulty and usage.
- Added section on various ways to show noun possession, including verbs, prepositional phrases, and the possessive case.
- Simplified process for making nouns possessive, reducing it from five steps to three steps.
- Added a new section about making people’s names possessive. Simplified this concept by removing information about the traditional versus popular forms.
- Added a new section about generic academic degrees, such as *bachelor’s degree* and *master’s degree*.
- Added discussion to the FAQs about the traditional versus popular forms for making proper nouns possessive.
- Added Chat About It discussion topics related to chapter content, including making students’ own names possessive, finding examples of apostrophe misuse, Quebec’s Bill 101, how possession is shown in other languages, and whether the apostrophe should be abolished.

Chapter 6

- Added more references to previous chapters to allow students to see connections between the concepts presented.
- Expanded discussion of possessive pronouns versus contractions.
- Added discussions to the FAQs regarding *apart* versus *a part* and *backup* versus *back up*.
- Revised Learning Web Ways exercise to introduce students to *Bartleby.com Great Books Online*.
- Added Chat About It discussion topics related to chapter content, including common pronoun mistakes, intentional pronoun misuse, a city in England that has outlawed apostrophe on street signs, using pronouns correctly in the workplace, and the value of putting effort into writing.

Chapter 7

- Updated list of suggested multipurpose unisex pronouns.
- Replaced the term “common gender” with “gender-biased” to reflect current terminology.
- Added discussion of sports teams and musical groups as antecedents.
- Removed discussion of the expression *many a* to reflect contemporary usage.
- Added discussions to the FAQs regarding *your* versus *you’re*, writing indefinite pronouns as one word or two, and *fiancé* versus *fiancée*.
- Completely revised Learning Web Ways exercise to give students even better practice in learning how to critically evaluate Web content.

- Added Chat About It discussion topics related to chapter content, including pronoun errors in advertisements, pronouns errors made by presidents, pronoun use in other languages, and tricks for using pronouns correctly.

Chapter 8

- Relocated the text material on helping verbs from Chapter 9 to Chapter 8.
- Added a section outlining action, linking, and helping verbs so that students can better understand these three categories of verbs.
- Improved discussion of helping verbs by adding reference to those verbs that express necessity or possibility.
- Added discussion to the FAQs section about *premier* versus *premiere*.
- Scrutinized Reinforcement Exercises to make sure that all new concepts in the chapter are adequately covered in the proper level
- Updated Learning Web Ways exercise to change discussion from grammar hotlines to Web-based FAQs.
- Added Chat About It discussion topics related to chapter content, including word functions within sentences, gerunds, active and passive voice, the subjunctive mood, and companies and brands whose names become verbs.

Chapter 9

- Moved the helping verbs section to Chapter 8.
- Explained more clearly that the present participle is formed the same way for both regular and irregular verbs.
- Added a column to show the present participle of irregular verbs.
- Expanded list of irregular verbs to include even more verbs that are challenging to students.
- Omitted passive form of progressive and perfect tenses to reflect common usage.
- Added discussions to the FAQs about *suppose* versus *supposed* and *cannot* versus *can not*.
- Revised Learning Web Ways exercise to one about online netiquette.
- Added Chat About It discussion topics related to chapter content, including language fluency and verbs, favorite verbs, verbs in other languages and perfect tenses.

Chapter 10

- Changed the chapter title to “Subject-Verb Agreement” to reflect more common terminology.
- Moved discussion of subjects preceded by *each* and *every* to Level 1 to place all references to subjects joined by *and* together.
- Removed discussion of *many a* to reflect current usage.
- Added discussion of subjects joined by *and* that represent one person or thing.
- Separated “Company Names and Titles” section into two separate sections for clarity.
- Added discussion of sports teams and musical groups as subjects.
- Included reference to titles of artistic works such as songs as subjects.
- Reorganized the section on “Indefinite Pronouns as Subjects” to increase comprehension. Separate discussion and examples are now included for indefinite pronouns that are always singular, always plural, and singular or plural.
- Added “percentages” to the discussion of fractions and portions as subjects.
- Reorganized the section on “Who Clauses” to create separate sections for plural *who* clauses and singular *who* clauses. Also added reference to *that* clauses.

6 Instructor’s Manual

- Added discussion to the FAQs about *anxious* versus *eager*.
- Completely revised Learning Web Ways exercise to one about using social networking sites for business-related purposes.
- Added Chat About It discussion topics related to chapter content, including the importance of subject-verb agreement, sounding educated and professional on the job, collective nouns in American and British English, words added to our vocabulary annually, and a verb-related quote interpretation.
- Provided a model e-mail message that students can refer to while completing the writing applications in the Unit 3 Writer’s Workshop.

Chapter 11

- Reorganized chapter to make introduction of topics more pedagogically sound.
- Added a list of the most commonly used adverbs that do not end in *ly*.
- Moved discussion of whether to use adjectives or adverbs from Level 2 to Level 1 so that students are presented with this concept before studying comparatives and superlatives.
- Reformatted the section on comparative and superlative forms so that adjectives and adverbs are discussed separately. This new organization will improve student comprehension.
- Added *less/least* to discussion of comparatives and superlatives.
- Moved sections on articles, demonstrative adjectives, possessive adjectives, and double negatives from Level 1 to Level 2 so that all modifiers deserving special attention are discussed in one level.
- Increased number of examples of compound adjectives and ensured that all examples of compound adjectives reflect current usage.
- Added discussion and examples of hyphenated compound adjectives in which part of the compound adjective is implied.
- Moved section on commonly confused adjectives and adverbs from Level 2 to Level 3.
- Deleted section on absolute modifiers to reflect current usage.
- Added discussions to the FAQs about *desert* versus *dessert* and *awhile* versus *a while*.
- Added Chat About It discussion topics related to chapter content, including the using adjectives during job interviews, descriptive writing, overuse of adjectives and adverbs in writing, using adjectives to describe one’s personality, and selling online using appropriate item descriptions.

Chapter 12

- Added a section discussing prepositional phrases, including several examples.
- Added additional idioms to the list including *appreciation for*, *convenient to*, *convenient for*, and *respect for*.
- Scrutinized each idiomatic expression to ensure that it complies with current usage guidelines.
- Added discussion to the FAQs about *onto* versus *on to*.
- Added Chat About It discussion topics related to chapter content, including changes in grammar rules over time, use of the word *like*, common English idioms, idioms in other languages, and differences between spoken and written English.

Chapter 13

- Converted all exercises to multiple-choice format to prevent students from having to insert punctuation.

- Expanded list of conjunctive adverbs.
- Added discussion to the FAQs about *perspective* versus *prospective*.
- Added Chat About It discussion topics related to chapter content, including the effect of the conjunction but, parts of speech, using e-mail in the workplace, avoiding computer threats, and the work that goes into writing clearly.

Chapter 14

- Included discussion of the importance of the serial comma.
- Added a definition for *direct address*.
- Revised list of parenthetical expressions to include expressions that students are most likely to use.
- Added discussion of Roman numerals added to names in “Degrees and Abbreviations” section.
- Added discussion to the FAQs about *emigrate* versus *immigrate*.
- Substantially increased number of reinforcement exercises to give students additional practice with commas
- Added Chat About It discussion topics related to chapter content, including punctuation in court cases, a popular book about grammar, a quote about commas made by a popular actor, company abbreviations used throughout the world, and analogies used to describe punctuation.

Chapter 15

- Added discussion of conjunctive adverbs used as parentheticals.
- Removed discussion of using commas to separate two short, closely related independent clauses to avoid confusion about what constitutes a comma splice.
- Included instructions for presenting long quotations of two sentences or more that will take up more than three lines.
- Added examples to show students how to punctuate in locations near abbreviations such as *i.e.* and *e.g.*
- Removed section on “Independent Clauses With Coordinating Conjunctions” to avoid the confusion that this optional rule causes.
- Explained the difference between mixed and open punctuation.
- Omitted section covering use of the colon in works cited and bibliographies to reflect current usage.
- Added discussions to the FAQs about spacing after colons and about *lessee* versus *lessor*.
- Added Chat About It discussion topics related to chapter content, including using semicolons in students’ own writing, semicolons versus commas and periods, book titles containing colons, business and personal letter salutations, and interpreting a quotation about semicolons and colons.

Chapter 16

- Revised section on polite requests and included additional examples to make this concept clearer for students.
- Reorganized section on abbreviations to add headings that increase clarity.
- Included information about spacing after periods and other end punctuation.
- Added a new section about using the hyphen to form compound words, to form words with prefixes, to form compound numbers, and to divide a word over two lines.

8 Instructor’s Manual

- Added a new section on using the apostrophe to show possession, to form contractions, to take the place of omitted letters or figures, and to serve as the symbol for *feet*.
- Added discussions to the FAQs about spacing after colons and periods.
- Added Chat About It discussion topics related to chapter content, including tips for remembering punctuation rules, overuse of quotation marks, apostrophes and hyphens in names that cause conflict online, using punctuation in business documents, and National Punctuation Day.
- Modified the Writer’s Workshop to incorporate the *6 Cs of Business Communication*, adding completeness and confidence.

Chapter 17

- Included many marginal notes about how capitalization differs in various languages.
- Reorganized Level 1 to begin chapter with the most basic capitalization rule of all: the first word in sentence.
- Added a new section about capitalizing the pronoun *I*.
- Added information about capitalizing days of the week.
- Changed rule regarding academic degrees when they are used after and in conjunction with a person’s name to comply with the most up-to-date guidelines.
- Removed the rule about capitalizing seasons when they are personified.
- Created a separate section that discusses capitalization of business correspondence components, including salutations, complimentary closes, and subject lines.
- Added discussion and example of capitalization of titles appearing in a displayed list.
- Expanded the section on numbered and lettered items by adding capitalization of the word *vitamin*.
- Added discussion about capitalizing government offices/agencies and schools/colleges within universities.
- Expanded section on ethnic references to include coverage of cultural, language, and religious references.
- Added discussions to the FAQs about unconventional capitalization in company and product names.
- Added Chat About It discussion topics related to chapter content, including capitalization of the pronoun *I*, the importance of adhering to proper capitalization rules, capitalization rules in other languages, geographical indications, and unconventional capitalization in product and company names.

Chapter 18

- Reorganized the section on general rules for expressing numbers to improve clarity.
- Added section about using commas in numbers.
- Added a new section about international time and the 24-hour clock format.
- Included marginal notes about number expression with temperatures and metric figures.
- Added discussion to the FAQs about differences between American and British English.
- Added Chat About It discussion topic related to chapter content, including the high cost of number errors, currency symbols around the world, date and time formats in other countries, the importance of using commonly known words, and how the class has changed students’ use of English.

Appendix A Developing Spelling Skills

- Added a number of words to the existing spelling lists, including *all ready, definitely, accept, forth, further, independently, refer, omit, receive, separately, sight, and they're*. These are words that students often confuse with others that are already on the spelling lists. These additions will help students further enhance their spelling skills.

Appendix C Reference Guide to Document Formats

- Updated guidelines for preparing professional e-mail messages to reflect current trends.
- Added an example of a typical résumé so that students have a good model to follow.

INSTRUCTOR SUPPORT RESOURCES

Business English, 10e, provides unparalleled instructor and classroom support resources. All of the following items are available to instructors whose schools are purchasing new textbooks. Although the items are summarized here, more information about selected ancillaries is available elsewhere in this manual. Instructors may access book support items in three ways: (1) by calling Cengage Learning Academic Resources at 1-800-423-0563, (2) by calling your sales representative, or (3) by downloading items immediately from the book's Premium Web site at www.meguffey.com. If you would like help in registering your user name or password at the Single Sign-On page, visit Tech Support at www.cengage.com/support.

Annotated Instructor's Edition (0-324-826753)

This facsimile key includes exercise answers and teaching tips. Be sure you are teaching from the AIE.

Instructor's Manual With Test Items (0-538-756721)

The Instructor's Manual contains teaching suggestions, solutions, blooper explanations, midterm review, final exam review, chapter test banks, unit tests (objective and editing/composition), chapter quizzes, and other classroom support materials. The IM is available in printed form and also in digital form on the Instructor's Resource CD. The digital files may be downloaded immediately from the Instructor Premium Web Site.

Instructor's Resource CD-ROM (0-538-756705)

The Instructor's Resource CD (IRCD) presents the complete Instructor's Manual, transparency masters, PowerPoint® slides, test banks, unit tests, ExamView Computerized Testing, and quizzes on one handy disk. Most of the items are available as MS Word documents, thus allowing instructors to customize them as desired.

Transparency Masters and Acetates (0-538-756829)

Making the instructor's job much easier, this set of over 170 acetates illustrates chapter concepts and provides interactive skill checks. Although PowerPoint slides are wonderful, transparencies are a lifesaver for instructors without technology resources in the classroom. The acetate/master package may be ordered from the publisher, or masters may be downloaded immediately from the Instructor Premium Web Site.

10 Instructor's Manual

PowerPoint Package (included in the IRCD 0-538-756705)

An exciting new comprehensive package offers over 2,000 animated and colorful slides summarizing chapter principles and engaging students in interactive dialogue. Instructors receive the complete set; students receive a smaller set.

ExamView® Pro™ Testing Software (included in the IRCD 0-538-756705)

ExamView Pro™ Testing Software allows instructors to select, modify, or add questions as they create exams. Available for Windows, ExamView is provided free to instructors at educational institutions that adopt *Business English*, 10e. For technical support or assistance in creating ExamView tests, instructors may call the Academic Resource Center at 1-800-423-0563 (8:30 a.m. to 6 p.m. EST).

Business Communication Newsletter, Dr. Guffey's Online Newsletter <<http://guffey.swlearning.com/newsletter>>

Instructors using Guffey books may subscribe to her “Business Communication Newsletter,” a quarterly Web newsletter packed with lecture enrichment ideas, teaching materials, exercises, handouts, case studies, and business communication news. To receive announcements of new issues, send a blank message (no subject line, no subject content) to **join-guffeylist@lyris.dundee.net**.

WebTutor for Blackboard® (0-538-756926) or for WebCT® (0-538-756942)

An extension of the traditional classroom, WebTutor is a content-rich teaching and learning aid that complements textbook chapters with flashcards, quizzes, additional Web links, and threaded discussions. It also provides instructors and students with a course calendar, chat, e-mail, and other rich communication tools. E-lectures, narrated PowerPoint® presentations of key chapter concepts, are especially helpful for distance-learning classes. E-lectures are available ONLY with our WebTutor product.

Instructor's Web Site <www.meguffey.com>

Now accessed at one central Web site, all of the signature Guffey extra support materials are still there. The new site location enables instructors to download all of the publisher's ancillaries immediately. It includes Dr. Guffey's online instructional modules, certificates, exercises, quizzes, and handouts ready for quick downloading. To access this Premium Web Site, be sure to register.

Guffey Instructor Community

Business English and business communication instructors are now cordially invited to join the Guffey Instructor Community via the Premium Web Site. Being part of the Guffey family enables you to

1. Exchange teaching ideas and suggestions with the author
2. Receive notices of quarterly newsletters with new exercises, handouts, case studies, and lecture enrichment ideas
3. Learn about new editions and innovative teaching tools
4. Receive immediate responses to inquiries as well as personal messages about support available for the Guffey book being used
5. Keep up-to-date on trends, techniques, issues, and business communication news
6. Stay in the loop with the world's leading author in business communication

Student Keys

Once again, we are offering student keys. Because increasing numbers of courses are being taught through distance learning programs, more instructors have asked for answers to be available with students' books. Instructors have the opportunity to order a textbook with no answers, with half the answers to reinforcement exercises or with all of the answers provided. To order these special packages, be sure your bookstore uses the ISBN numbers shown here:

- *Business English, 10e* – Student book with Full Student Key (1111021481)
- *Business English, 10e* – Student book with Partial Student Key (111026076)

Students Purchasing the AIE (With Answers) Online

The authors are as horrified as instructors to learn that some students appear in class with a copy of the Annotated Instructor's Edition (AIE). In searching for books online, students may inadvertently purchase the AIE instead of the student edition. The AIE, which contains most of the answers, is provided as a service to instructors. Some instructors, however, apparently order the AIE and then sell it to used-book representatives.

We can't control the behavior of these instructors. However, when Cengage learns of a distributor who is offering the AIE for sale, Cengage immediately informs the seller that such sales are illegal.

Because we cannot control such sales, the publisher and the authors have considered giving up the AIE and putting answers only in the Instructor's Manual. Such a move is inconvenient for instructors, who have come to rely on the answers in the *Business English* AIE. Why should we punish all for the sins of a few?

We can suggest a few actions that might prevent students in your classes from having the Annotated Instructor's Edition.

- Include a statement in your course information announcing that students must purchase only the student edition.
- Warn students that if they inadvertently purchase the AIE, they must return it and seek a refund. They should report the seller to the instructor, who should let the authors know.
- In the first week of class, ask students to bring their books. Check each book to see that it has no answers. This will work for campus classes, only, of course.

If you have other ideas for thwarting the sale of AIEs, please send a note to the authors.

TEXTBOOK FEATURES THAT HELP STUDENTS LEARN

Many students realize they must brush up their grammar and language skills before entering the workplace. *Business English, 10e*, provides instructors and students with a structured grammar review aimed especially at students who seek to improve their language skills efficiently and quickly. The following unique features in this textbook ensure success in the classroom.

12 Instructor's Manual

GUFFEY-SEEFER, BUSINESS ENGLISH 10E © 2011 Cengage Learning. All Rights Reserved. May not be scanned, copied, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Three-Level Approach

Beginning with Chapter 4, language concepts appear in levels. These levels progress from fundamental, frequently used concepts in Level 1 to more complex concepts in Level 3. Each level has its own trial exercises as well as numerous relevant reinforcement drills. The three-level approach has distinct advantages. First, the overall organization of the complex subject of English is immediately recognizable to students. They feel less intimidated. Second, the three-level approach facilitates comprehension and promotes student confidence by providing small, easily mastered learning segments. Third, this strategy provides blocks of material that can be tailored to fit student goals, institutional goals, and time constraints.

Here are possible teaching strategies for using the three levels:

- Teach all three levels as a comprehensive learning guide.
- Assign Level 1 and 2 concepts and selected Level 3 concepts.
- Assign Level 1 and 2 concepts for class study and allow motivated students to complete Level 3 on a self-paced basis (possibly for extra credit).

One instructor employs a creative grading scale based on the three levels. She grades Levels 1, 2, and FAQ questions together. But she grades Level 3 concepts separately. If the Level 3 grade is lower than the other grade, she drops it. If Level 3 scores improve the overall grade, she includes it. She feels that this technique reduces stress. She also gives open-book tests and encourages students to look up answers and become critical editors and proofreaders of their writing and the writing of others.

Frequently Asked Questions (FAQs)

One of the most popular features of *Business English* has been its questions and answers patterned on those received at grammar hotline services across the country. In this edition we have transformed the former Hotline Queries into Frequently Asked Questions about language usage in today's workplace. The authors' authoritative answers go beyond grammar rules in helping students and office workers solve language dilemmas. These questions illustrate everyday communication problems encountered in the work world. In easy-to-read question-and-answer form, the authors explain important distinctions in English grammar, usage, style, and vocabulary. Updated items related to current events appear in the Tenth Edition.

Reinforcement Exercises

One of the most effective techniques for students to reinforce and internalize language concepts is by trying out skills in targeted exercises. Students and instructors using *Business English* have repeatedly told us that its reinforcement exercises are superior both in content and number to those in other books. Every chapter offers extensive exercises covering all chapter concepts. Skill Maximizers provide extra practice with the most challenging topics. The reinforcement exercises in this edition have been revised to include a variety of interesting facts about business, technology, and history. This encourages students to expand their knowledge in a variety of areas while learning the course content.

Learning Web Ways

Students today will find themselves using the Web regularly for professional, academic, and personal purposes. At the end of the each chapter, students will find a Learning Web Ways exercise that will help them learn to use the Web efficiently. By completing these exciting, step-by-step exercises, students will learn to locate online reference materials, use online

writing labs, use Web search tools, conduct company research, reduce spam, bookmark useful Web site addresses, critically evaluate information found on the Web, and use e-mail effectively and professionally. They will also learn how to use social networking for business applications, locate quotations to include in papers and speeches, use blogs for marketing, avoid spyware and adware, research salary trends and data, use the Web as a job-search tool, conduct business research, access up-to-the-minute business news, and avoid becoming the victim of Internet fraud.

Chat About It

This stimulating new feature has been added to *Business English* to allow students to discuss business English-related issues in either a traditional or an online classroom. Each chapter contains five discussion questions that are related to the chapter material. Many of the questions require outside research, and all cover captivating topics. Using Chat About It in the traditional or online classroom is a sure way to get students engaged and excited about learning the course content.

Self-Help Exercises

In addition to our online exercises, the Tenth Edition presents special worksheets that enable students to check their own learning as they review and internalize chapter concepts. Over 60 pages of self-directed exercises and answers build skills and confidence. Students will find even more reinforcement exercises—with immediate explanations and feedback—in the interactive “Ms. Grammar” software, which is now available at www.meguffey.com. *Business English* provides the best and most comprehensive reinforcement exercises of any book in the field—another reason for its No. 1 position in the market.

Pretests and Posttests

Each chapter includes a brief pretest to preview concepts to pique interest and a posttest to evaluate comprehension. In this edition the pretests and posttests have been expanded to 10 items.

Self-Check Exercises and Unit Reviews

The first student exercise in each level of each chapter is self-checked. Students are able to determine immediately whether they comprehend the concepts just presented. At the end of each unit, a review exercise allows students to check their mastery of unit concepts prior to official testing. Answers to the unit reviews are at the back of the book.

Writing Exercises

Each chapter includes a short writing exercise that encourages students to apply chapter concepts when composing sentences. In completing these simple exercises, students move beyond traditional fill-in drills and closer to job-skill requirements.

Writer’s Workshops

Six workshops feature composition tips and techniques necessary to develop work-related writing skills. These workshops begin with proofreading skills and progress through the writing of sentences, paragraphs, e-mail messages, memos, letters, and short reports. Proposed solutions for workshop writing assignments are included in this manual.

14 Instructor’s Manual

Editor's Challenge

The Editor's Challenge exercises for *Business English, 10e*, are now found at the Premium Student Web Site. Each document is packed with intentional grammar and mechanics errors covering many concepts presented in the textbook. In addition, these editing exercises include spelling and proofreading errors. Instead of using proofreading marks to make corrections on a printed page, students make corrections at their keyboards. Because they don't have to rekey the entire document, students can focus totally on corrections. Revising business documents is an excellent technique for helping students become familiar with document formats, building spelling and grammar skills, and developing confidence using keyboards and computers. It's also fun because only errors have to be corrected, thus saving students time and focusing their efforts on editing rather than on keying. **Solutions** to these exercises are available as Word documents at the Instructor's site (www.meguffey.com). Instructors may download the solutions and send to students or may use the solutions in class.

TECHNOLOGY SUPPORT THAT REINFORCES LEARNING

Students require both language and computer skills to succeed in today's information economy and digital workplace. As technology becomes an increasingly important element in the workplace and in the classroom, we are providing even more digital support for a book that is already recognized as the leader in innovative online support. *Business English, 10e*, gives students and instructors two major digital resources, each loaded with rich interactive learning tools.

Premium Student Web Site <www.meguffey.com>

Available at no charge to students who purchase new books, this premium one-stop Web site functions as an electronic study guide. Students without new books may purchase an Instant Access Code at the site or at iChapters.com. The *Business English, 10e*, premium Web site offers the following powerful learning tools that are easy to use, stimulating, and cutting-edge:

- **Homework Help – Online Reinforcement Exercises.** New to the Tenth Edition is online reinforcement for half of the end-of-chapter textbook assignments. These assignments are presented in interactive format with feedback for every question. Students can try out their skills and receive immediate explanations. Learning specialists have long known that one of the most effective techniques for teaching language concepts is targeted practice with immediate feedback. Now instructors can send their students to the Premium Student Web Site for interactive tutoring on half of the homework assignment. The other half of the exercises can be assigned as homework and checked in class.
- **Chapter review quizzes** highlight chapter concepts and give students immediate feedback with explanations for right and wrong responses.
- **Self-check diagnostic grammar test** assesses strengths and weaknesses. This online test is different from the one in the textbook and is meant to pique interest. Students receive answers but no explanations.
- **Ms. Grammar** strengthens language skills with chapter reviews and interactive exercises. This self-paced tutorial reviews nearly all the concepts presented in *Business*

English, 10e. Each segment includes a chapter synopsis and a 30-point quiz with immediate feedback explaining all answers. The quizzes are intended as learning, not assessment, tools. When students achieve 100 percent on a quiz, they may print a completion report.

- **PowerPoint Chapter Review Slides** provide a quick review of chapter concepts. Less extensive than the instructor's slides, the student PowerPoint program outlines major points and offers students still another learning medium.
- **Speak Right!** helps students learn to pronounce 50 frequently mispronounced words. Students hear Dr. Guffey pronounce the words correctly and incorrectly so that they can focus on improving their pronunciation. This interactive tool is especially helpful for students learning English as a second language.
- **Spell Right!** provides interactive exercises that review all 400 words in Appendix A of *Business English, 10e*. The entire module is self-checked so that students can learn at their own pace. The module provides separate spelling lists, a midterm exam, and a final exam.
- **WebCheck** reinforcement exercises provide additional reinforcement for all chapter concepts. These exercises develop keyboard and technology skills while reviewing grammar and mechanics. These online workouts have pop-up answers and feedback for every response. Prompt feedback facilitates comprehension and is an important factor in concept retention.
- **Editor's Challenge** exercises enable students to edit letters, memos, e-mail messages, and reports.
- **Bonus Bloopers** provide students additional language mishaps to evoke a chuckle as well as foster awareness and appreciation of correctness in language usage.
- **Glossary and Flash Cards** review chapter concepts and help students build skill in comprehending and retaining significant words and ideas.
- **Chapter URLs** list all Web site references and provide replacements if needed.
- **Writing help** in the form of links to OWLs (online writing labs) guides students to the best Internet grammar services where they will find exercises, handouts, and writing advice.

Ordering Your Books

Be sure you order the correct ISBN:

0-324-826753	Annotated Instructor's Edition
0-324-789742	Core Student Edition
1-111-026076	Student Edition With Partial Key
1-111-021481	Student Edition With Full Key

WebTutor to Enrich Campus and Distance Classes

If you are considering offering an online course or if you just want to enrich your campus course, our WebTutor product will give you a head start. You can have your online course up and running in no time at all with our text-specific WebTutor content and publisher support. You don't have to do all the work yourself!

16 Instructor's Manual

GUFFEY-SEEFER, BUSINESS ENGLISH 10E © 2011 Cengage Learning. All Rights Reserved. May not be scanned, copied, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

An online extension of the traditional classroom, WebTutor is a content-rich teaching and learning aid that complements textbook chapters. In addition to all of the Web support resources offered at the Student Premium Site, WebTutor adds the following:

- **Preloaded chapter quizzes with feedback** are automatically graded with results reported back to the instructor.
- **E-lectures with narrated PowerPoint** presentations of key chapter concept are especially helpful for distance-learning classes that do not enjoy classroom instructor lectures.
- **Chat, e-mail, course calendar** and other course management resources enrich both onsite and distance learning classes.

The exciting aspect of using our pre-loaded materials is that you can easily blend, add, edit, reorganize, or delete content. After you customize your course, you just plug the WebTutor cartridge into your campus course management system and you are ready to go! To learn more about enhancing your classes with WebTutor, talk to your Cengage sales rep.

USING SELECTED RESOURCES

Instructors new to *Business English, 10e*, may need additional information about using such features as Learning Web Ways, Chat About It, Interactive Chapter Reviews, WebCheck Reinforcement exercises, and other resources.

Learning Web Ways

Today's workers are expected to navigate the Web with confidence. To help students develop and refine these skills, we provide Learning Web Ways in each chapter. These exercises introduce students to a variety of Web-based applications. Each short exercise is focused and easy to complete. Instructors are provided with the answers to all questions the students must locate.

Chat About It

The new Chat About It feature allows students to discuss a variety of topics related to the course content. By taking part in these discussions, students will begin to see how what they are learning is related to the real world. To help students get the most value out of these exercises, have them share and discuss their thoughts, ideas, and findings with others in the class. This interaction can be accomplished in the traditional classroom by assigning discussion topics and then having students break into small groups. If you teach your course online, use the class discussion board. In addition to requiring that students make original postings, require them to read and respond to a certain number of their classmates' postings. This technique will encourage student-student interaction and will make your online classroom an engaging, interactive environment.

Interactive Chapter Review Quizzes

Students may prepare for class tests and assess their mastery of chapter concepts by taking quizzes at the Premium Student Web Site. Each of the true-false and multiple-choice questions provides feedback and explanations that help students better understand chapter concepts. These reviews also help students become familiar with the Internet and the Web so that they can be more confident when they enter today's digital workplace.

WebCheck Reinforcement Exercises

WebCheck exercises offer additional reinforcement for selected chapter concepts. These exercises develop keyboard and technology confidence while reviewing grammar and mechanics. They provide pop-up answers and feedback for every response. Prompt feedback facilitates comprehension and is an important factor in concept retention. We offer two to three WebCheck exercises for each chapter. Most have 15 items and take the form of matching, multiple-choice, or sentence-revision questions. These exercises are intended to be learning, not assessment, tools.

PowerPoint Chapter Review Slides

For a colorful, quick summary of chapter concepts, students can view PowerPoint slides at the Premium Student Web Site. The beauty of having the slides at the Web site is that students can control the presentation. They can spend as long as necessary to feel comfortable with a concept. Instructors receive the complete PowerPoint package on the Instructor's Resource CD. Our "Try Your Skill" exercises provide short interactive quizzes with immediate feedback so that students understand and remember what they are learning.

Textbook Self-Help Exercises

No textbook ever seems to include enough application exercises. Instructors are usually scrambling to find additional exercises for reinforcement of learning concepts. One of the major reasons for the continuing success of *Business English* is the abundance of extra exercises included in the student edition. These extra exercises allow students to try out their knowledge and receive immediate feedback; the answers are available at the end of the complete set.

Bonus Bloopers

One of the highlights of *Business English* has always been the Spot the Blooper feature. In this edition we are giving students even more access to bloopers that have appeared in various media. Students will enjoy accessing these bloopers on their own. Or, if you have Web access in your classroom, you can view these bloopers in your classroom to prompt interactive discussion.

EXPANDING YOUR COURSE

If your course covers spelling, vocabulary development, and writing skills, this textbook provides effective materials and strategies.

Optional Spelling and Vocabulary

The spelling and vocabulary appendixes present additional learning experiences. For a business English course that helps students improve their spelling skills, spend one class period early in the course discussing spelling rules and the textbook plan for improving spelling, as outlined in Appendix A. Then assign one or two spelling lists of 20 words each along with each assigned chapter (20 spelling lists are provided for 18 chapters). Brief spelling quizzes might be given weekly or at other periodic intervals. Be sure to have students complete Spell Right!, which is available at the Premium Web Site. This self-teaching module uses the same spelling lists as those in the textbook. Even if you don't have time to incorporate spelling into your class, you can assign Spell Right! because it is completely self-checked and requires no classroom instruction.

18 Instructor's Manual

GUFFEY-SEEFER, BUSINESS ENGLISH 10E © 2011 Cengage Learning. All Rights Reserved. May not be scanned, copied, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

For a course that stresses vocabulary development, spend part of one early class session discussing the textbook plan for vocabulary expansion, as outlined in Appendix B. Then assign one word list of 10 words to accompany each assigned chapter. Eighteen word lists are provided. Brief vocabulary quizzes, perhaps matching selected words with definitions provided in the appendix, might be given weekly or at other intervals. The best way to help students master vocabulary words, of course, is to have them write sentences incorporating the new words.

Writer's Workshops

To help students develop basic writing skills, we provide six writer's workshops. These workshops introduce proofreading, editing, and writing skills. They begin with simple proofreading concepts and move students to more complex writing assignments. The goal of these workshops is to introduce basic writing skills while students are reviewing grammar and punctuation principles.

The first workshop focuses on simple proofreading marks, and it provides a model letter for students to emulate in preparing their own letter to you, the instructor. Workshop 2 teaches techniques for writing effective sentences. Students compose a simple memo that responds to a model document. Workshop 3 teaches paragraph-writing techniques, Workshop 4 introduces e-mail messages and memos, Workshop 5 teaches techniques for writing informational business letters, and Workshop 6 focuses on short reports and proposals. Every workshop includes additional writing applications that you may include or omit, depending on how much time you wish to devote to writing skills. Solutions for the workshop activities are included in this manual.

We encourage you to set aside at least one class session for each of these workshops. Instructors have been asking for years to integrate writing skills into the business English course. Although each chapter includes an optional sentence-writing exercise, the writer's workshops go beyond this practice. They show students the format of realistic business documents, and they enable students to write similar compositions in a structured environment that ensures success.

CLASSROOM TEACHING IDEAS

Although veteran teachers know how to organize their courses, many new instructors appreciate tips for preparing an effective syllabus and teaching procedures. Here are some ideas that you may be able to adapt to your course.

Syllabus Preparation

Your goal should be to complete all 18 chapters of the textbook and have enough time for unit reviews, six unit tests, and six writer's workshops. This is fairly easy if you have an 18-week semester. But it's not so easy if your course is considerably shorter. Whether you have a complete or a shortened course, be certain that you plan it carefully and stick to your plan. The key to achieving your course goal is knowing what you will cover every day. On the first class day, distribute a syllabus so that students know what is expected.

Outline for 18-Week Course (40 to 46 class sessions)

The following schedule offers an outline for a syllabus that includes 46 class sessions, which is typical for an 18-week course that meets three times a week (with 50-minute periods). If you

have only 40 or 41 class sessions, you might omit Unit Test 6 and cover that material on the final examination. You could also reduce or eliminate the two days for review at the end of the course.

**SYLLABUS OUTLINE FOR 18-WEEK COURSE
(46 CLASS PERIODS OF 50 MINUTES)**

Class	Activity	Class	Activity	Class	Activity
1	Orientation	17	Writer's Workshop 2	33	Chapter 14
2	Pretest, Intro of Chapter 1	18	Chapter 8	34	Chapter 14
3	Chapter 1	19	Chapter 9	35	Chapter 15
4	Chapter 2	20	Chapter 9 and 10	36	Chapter 16
5	Chapter 3	21	Chapter 10	37	Review for Unit Test 5
6	Review for Unit Test 1	22	Review for Unit Test 3	38	Unit Test 5
7	Unit Test 1	23	Unit Test 3	39	Writer's Workshop 5
8	Writer's Workshop 1	24	Writer's Workshop 3	40	Chapter 17
9	Chapter 4	25	Chapter 11	41	Chapter 18
10	Chapter 5	26	Chapter 11 and 12	42	Review for Unit Test 6
11	Chapter 5	27	Chapter 12	43	Unit Test 6
12	Chapter 6	28	Chapter 12 and 13	44	Writer's Workshop 6
13	Chapter 6 and 7	29	Chapter 13	45	Review for final exam
14	Chapter 7	30	Review for Unit Test 4	46	Calculate grades, review for exam
15	Review for Unit Test 2	31	Unit Test 4		
16	Unit Test 2	32	Writer's Workshop 4		

Suggestions for Shorter Courses

If you must offer the course in fewer than 40 class sessions, you could omit selected chapters. Depending on the number of class sessions, some instructors omit Unit 1 (Reference Skills, Parts of Speech, and Sentences: Elements, Patterns, Types, Faults). They begin with Chapter 4. Some instructors have also omitted Chapter 12 (Prepositions) and Chapter 13 (Conjunctions). The remaining chapters are essential to a core course in business English. Whatever the length of your course, do prepare a syllabus that informs students of daily assignments and test days.

Suggestions for Early Introduction of Punctuation and Capitalization

Some instructors prefer to introduce punctuation (Chapters 14–16) and capitalization/number usage (Chapters 17 and 18) early. These instructors present some or all of these chapters immediately after Chapter 7. This can be especially effective in classes that emphasize proofreading and transcription skills because it allows the instructor to review punctuation and capitalization throughout the remainder of the course.

Other Information for Your Syllabus

Your course syllabus should list your name, office location, office hours, office phone, and e-mail address. Include the name of the course, the number of units, the class meeting times, the meeting location, and the semester or quarter dates. List the name of the textbook and any other books and supplies required. Identify the course objectives and student learning

outcomes. (You may wish to use the four goals listed in the preface to instructors.) The syllabus should also include your grading scale, such as the following:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Students will be especially interested in how the final grade is calculated. Here's an example:

40%	Unit tests. Six tests given. No makeups. Five test scores averaged.
20%	Chapter quizzes. No makeups. Lowest quiz score or absence will be omitted. Students who attend regularly achieve higher averages than those who do not.
20%	Writing assignments.
10%	Final examination; covers entire course.
10%	Class participation and attendance OR Successful completion of 90 percent of the chapter reviews and WebCheck exercises.

Additional statements might include the following information:

Attendance and Awards: Achievement certificates will be presented to students earning the highest averages. [Certificates may be downloaded from the Instructor's Web Site.] Students who stop coming to class must officially withdraw. Failure to do so often results in an F on the student's transcript.

Homework: Students are expected to complete all assignments online or in their text-workbooks *before coming to class*. Students who are unprepared will be asked to turn in the subsequent assignment individually to the instructor. Writing assignments must be neatly handwritten, typed, or printed.

Test Results: Tests are returned and discussed in the class meeting following a test. Students who are absent on those days forfeit the right to learn how they did on the test. Do not miss the day after a test.

Self-Help Exercises: Additional reinforcement exercises appear at the end of the book. Use these exercises for extra practice and to review before unit tests. At the time of unit tests, the self-help exercises for the unit will be checked for completion. If the exercises have not been completed, the unit test score will be lowered 10 points.

Ms. Grammar. Be sure to practice your language skills with the interactive Ms. Grammar exercises at the Premium Student Web Site. Because feedback is available immediately, Ms. Grammar represents a valuable learning tool that serious students will find entertaining as well as instructive. When you complete a chapter satisfactorily, print a record to submit to your instructor.

Spell Right! Use these interactive exercises to improve your spelling skills. Take the pretest. Then work through the first ten spelling lists. Take the midterm to see how well you are doing. Then complete the final ten spelling lists. Take the final exam. When you attain perfect scores on the midterm and the final exam, print a record to submit to your instructor. Although these exercises are not graded, they can be very helpful to you in improving your spelling skills.

Speak Right! These interactive exercises focus on frequently mispronounced words. Dr. Guffey pronounces each word correctly and incorrectly so that you can hear the difference. Use these ungraded exercises to help you sound educated and professional.

First and Second Class Meetings

Getting your class off to a good start takes preparation. First impressions do count. To impress your students with your professionalism and the merit of your course, plan the first sessions carefully and incorporate some of the suggestions that follow.

On the first day, provide an orientation to your course. Write your name and the name of the course on the board (some students may be in the wrong classroom). Take attendance, distribute your syllabus, and discuss the textbook and supplies that students must purchase. Explain the course objectives. Use a PowerPoint slide or transparency to show the chapter titles from the textbook. This way, students know exactly what will be covered in the course. Discuss your grading scale, homework expectations, test policies, and course rules. Ask students to have the textbook when they come to the second class meeting. Also on the first day, give students the opportunity to introduce themselves so that they can get to know one another. Have students share their names, their majors, reasons for taking the class, and any other interesting information, such as where they work, their families, their hobbies, and so on.

At the second class meeting you may want to administer the pretest printed in the student book (30 points) or give the Language Skills Diagnostic Test (70 points) printed in this book. These two instruments are discussed in greater detail shortly.

After completing the pretest or diagnostic test, take a few moments to preview Chapter 1 by summarizing the major topics. Be sure to leave enough time for these activities: (a) show students how to read the book, (b) tell them specifically how to prepare the homework, and (c) let them *start the first homework assignment*. This introduction prevents students from returning to class with empty books and excuses such as “But I didn’t know what you wanted me to do.”

Typical Lesson Plan

A possible plan for presenting a lesson follows. This plan is appropriate for a class that meets twice a week for an 18-week semester. Naturally, the plan should be altered for classes that meet more frequently.

- Day 1
- Preview the main concepts in Chapter 1, using the optional PowerPoint slides or transparencies.
 - Assign as homework Chapter 1 and the appropriate reinforcement exercises. Begin some of the exercises with students. Encourage students to work on the exercises in class in pairs or small groups. Remind them of the online exercises.
- Day 2
- Discuss Chapter 1. Explain troublesome concepts. Answer student questions. Use PowerPoint slides or transparencies if desired.
 - Check the even-numbered reinforcement exercises. Call on students to provide the correct answers to get them involved.
 - Instruct students to review the chapter in preparation for a quiz to be given at the beginning of the next class period.
 - Preview the main concepts of Chapter 2.
 - Assign Chapter 2 as homework. If time permits, begin some of the exercises with students, and encourage them to work together.

22 Instructor’s Manual

- Day 3
- Answer any remaining questions from Chapter 1.
 - Give Chapter 1 quiz.
 - Discuss Chapter 2.
 - Check selected Chapter 2 reinforcement exercises by having students provide the answers.
- Day 4 Repeat cycle.

Introducing Homework Exercises

Encourage students to use the Online Reinforcement Exercises, where they will find half of the textbook exercises available with feedback and answers.

Even with this help, some students may require additional motivation. One way to do this is to begin an assignment with them. Students are far more likely to be able to complete the assignment. This procedure is especially helpful at the beginning of the course.

Motivating certain students to complete the assigned exercises may at times become a challenge. To determine whether students are completing their homework assignments, you may wish to randomly call on them to read their responses to selected items and to explain the reasons for their responses. Some instructors verify the completion of homework exercises by collecting workbook sheets and checking the sheets themselves. Although the textbook is printed with perforated sheets that may be easily removed, you may prefer that students keep their workbook intact. In that case, consider collecting and inspecting the workbooks on test days.

Another way to encourage students to complete the reinforcement exercise is to give them time in class to work together in pairs or small groups. Having the opportunity to discuss the exercises in class with others is an excellent way to reinforce the concepts. Students with different learning styles benefit from this kind of collaborative activity.

Checking student responses to assigned exercises can be very time-consuming, even if you are checking only half the questions in class. To avoid devoting too much valuable class time to such checking, consider one or more of the following alternatives.

- Check only selected even-numbered answers. (The odd-numbered questions are available online.)
- Have students check their own answers—if you ordered the textbook with full or partial answers. Use class time to answer student questions.

Strategies for Incorporating Bonus Learning Materials

Here are possible strategies for incorporating the self-help and other resources in your course:

- Make them voluntary; only those students who want extra practice would use them.
- Assign the self-help and/or Web exercises to be completed as soon as a chapter is completed. Collect the exercises and give them a check mark in your grade book.
- Assign the self-help and/or Web exercises as review just before a unit test. You can walk around during the unit test and check off each student's completed exercises in your grade book.
- Assign the self-help and/or Web exercises as part of a portfolio project. Students complete the exercises and insert them in a portfolio, which has a master checklist of all the assigned exercises. Students submit the portfolios two or three times during the semester and receive a grade for completion. This grade might be 10 to 15 percent of the final grade.

Chapter Quiz Rationale

Research in college teaching supports the efficacy of frequent quizzing. Scores on final examinations are almost always higher for students in courses in which quizzes are administered often. Research also shows that quizzes influence student learning most when students receive immediate feedback on the suitability of their responses. Moreover, student achievement is further enhanced when they are required to restudy course materials and repeat quizzes if a defined level of competency is not achieved. Chapter quizzes, checked immediately in class, are very effective.

You can make your own chapter quizzes from the test bank items, or you can use the set of quizzes provided in this manual. These quizzes are short (12 to 15 items) and have grading scales attached.

Sample Syllabi

Links to syllabi from instructors across the country using *Business English* are usually available from Dr. Guffey. Send your request to m.e.guffey@cox.net.

TEACHING BUSINESS ENGLISH ONLINE

Many instructors are now teaching business English in an online or hybrid format. *Business English*, 10e, provides many outstanding resources that can help you create an effective and pedagogically sound online course:

- **Premium Student Web Site:** This site provides online access to Reinforcement Exercises, Ms. Grammar, SpeakRight!, SpellRight!, PowerPoint chapter review slides, WebCheck reinforcement exercises, and Editor's Challenges. It also provides chapter review quizzes, a self-check diagnostic grammar test, Bonus Bloopers, flash cards, and links to online writing labs.
- **WebTutor.** WebTutor is a content-rich teaching and learning aid that helps instructors easily create rich, interactive online classrooms using Blackboard, WebCT, or other management platforms. Ready-made content includes flashcards, quizzes, additional Web links, threaded discussions, narrated PowerPoint presentations, and e-lectures. In addition, WebTutor provides other important tools including a course calendar, synchronous chat, e-mail, and an asynchronous discussion board.

Teaching Tips for Online or Hybrid Classes

If you're thinking about teaching business English online, check with your college to learn what resources and training are offered to online instructors. You should also conduct research to learn some of the best practices that others are using to make their online classrooms positive, interactive, and rich learning environment for online students. Here are a few proven best practices:

- **Be organized.** Organize your online course materials so that students can easily navigate them and can clearly understand what is expected of them.
- **Personalize your course content.** Even when using publisher materials such as those provided with *Business English*, 10e, personalize and embellish them to add greater value and individuality to your course and to meet your students' needs.

24 Instructor's Manual

- **Start on a high note.** Develop a fun introductory assignment to help students get to know one another.
- **Share a little about yourself.** Online students want to know that their teacher is a real person. Post a photo of yourself on the entry page to your online classroom so that students know what you look like and feel more of a connection to you. Share information about yourself in an introductory posting and throughout the course. And never be afraid to show your sense of humor. Students love that! Also encourage students to share digital photos of themselves.
- **Make accommodations.** If you decide to have mandatory on-campus meetings (for orientation, exams, and so on), provide alternative accommodations for students who are unable to come to campus during required times.
- **Be available and accessible.** The teacher really does make or break an online class. As an online teacher, plan to log on regularly and respond quickly to all student e-mail messages and discussion board postings. Students feel better and more confident when they know they can rely on their teacher, and they will perform better in the class when they receive timely and constructive feedback on their work.
- **Set firm deadlines.** You will do yourself and your students a favor by setting firm deadlines for taking tests and completing assignments. Students appreciate the structure and find that it helps them with their time management and helps them stay on track. And this will give you a manageable and steady flow of work to evaluate.
- **Be involved.** Don't expect students to teach themselves. The active involvement of the instructor is essential.
- **Encourage student-student interaction.** An online classroom can be a lonely place if the teacher doesn't create opportunities for students to interact with one another. Plan discussion board assignments using the Chat About It feature at the end of each chapter. Also plan chat room activities and group projects to encourage this interaction. An online classroom can be every bit as engaging and interactive as a face-to-face classroom with proper planning. Here are two comments from recent business English students:

"This course was surprisingly enjoyable and extremely informative. I have found that this online course was well presented, thought-provoking, challenging, and a great avenue for intelligent interchange between classmates. I think we, as students, exchanged ideas even more than we would have in the physical classroom."

"It's nice that the instructor gave us an opportunity via the discussion board to interact as much as we did. To be honest with you I have sat in classes where I barely said two words the whole semester! It was so refreshing to be able to take a class where you're learning and playing an active role in the learning process."

- **Communicate effectively.** Almost all of your interaction with students in an online classroom will be in writing. When communicating with students, do so in a respectful, positive way. Check the tone of all e-mail messages and discussion board postings before sending them. It is also imperative that your writing reflect the very best in business writing. Evaluate your e-mail messages and discussion board postings prior to sending or posting them to make sure that they meet the highest criteria and are clear and accurate. Do the same for lecture notes, test questions, and assignments to ensure that students will be able to understand what is expected of them. You are serving as role model in this course, and your grammar and spelling must be perfect!

- **Be a professional role model.** You'll find that many of your students will have poor online etiquette because they've developed bad habits over the years. As an online teacher, it's your job to serve as a role model for your students. Write your e-mail messages and discussion board postings using proper grammar, complete sentences, and correct punctuation. Type your name at the bottom of your messages and encourage students to do the same. Use a professional tone and positive language in your messages. Students can learn a lot about appropriate online etiquette by seeing it done properly.
- **Be available in person.** Invite and encourage online students to visit during your on-campus office hours.
- **Be encouraging.** If a student has stopped logging on to your online classroom and is not responding to your e-mail messages, try calling the student. It's often this extra encouragement that can get an online student back on track.
- **Use your students' expertise.** If you are a new online teacher, you will likely have students in your class who have much more experience in an online setting than you do. Identify those students early and tap into their expertise. Most students love being able to help their fellow classmates, and they feel good that you recognize they have the skills to do so.
- **Learn from the pros.** Consider taking an online class yourself. One of the best ways to learn what works and what doesn't is to take on the role of an online student.
- **Have fun!** Don't take things too seriously! Will you make mistakes? Absolutely! Will doing so be the end of the world? Of course not! If you make a mistake or something goes wrong, explain it to your students and move on. And then sit back and laugh about it. After all, every mistake is a wonderful learning experience. As James Joyce once said,
"Mistakes are the portals of discovery."

Suggestions for Reducing Cheating in Online Classes

Even when following best practices, online instructors are naturally concerned about testing and security in their online classrooms. Without seeing the students in person, how can an instructor be sure that the student is actually completing his or her own work? Here are some tips you can use to combat cheating in your online classroom:

- Let students know exactly what you expect of them and inform them of any college regulations concerning academic honesty.
- The more interaction you have with students, the more you will become aware of their abilities and writing styles. Develop discussion board assignments that require students to interact regularly and frequently with you and with each other.
- Use a variety of evaluation instruments in your course, and require numerous and regular assignments. The more required of students, the more difficult it would be for them to find someone else to complete the work for them. Grades in an online business English course should be based on a variety of assignments (e.g., tests, participation, discussion board assignments, writing assignments, and so on).
- Change your assignments and tests from semester to semester so that students who have already taken your class can't share information with others.
- Do what's necessary to prepare your students well for tests and exams. Provide study guides, review sessions, and the ability to ask questions on the discussion board. Encourage and help students set up study groups. Tell students exactly what to expect when taking tests (number of questions, types of questions, time allowed, etc.) prior to the test.

26 Instructor's Manual

- Unless you give your tests in a monitored environment, you must assume that all tests you give are open book and open note. Write your test questions accordingly. Use questions that test students' application of knowledge. Make sure your questions are challenging, even if students are using their books. Include questions that come from your lecture notes and from classroom discussions.

Use the security features included with course management packages of WebCT and Blackboard to perform the following:

1. Deliver questions one at a time, where students must answer a question before moving on to the next question. Select whether questions can be revisited after they have been answered.
2. Set a time limit, but make it realistic for all students, including ESL students and those with learning disabilities.
3. Allow students to take the test only one time.
4. Make tests available for only limited periods of time.
5. Require students to enter a proctor password or IP mask address to access the test.
6. Release test scores and results only after the availability period is over. This will prevent students from taking the exam and then sharing answers with other students during the availability period.
7. Randomize the order that questions are released to students.
8. Create alternate questions so that students receive different question sets.

Grading Online Discussion Performance

You may decide to grade the online discussion performance of your students. Here is a rubric that might be helpful.

Objective	Does Not Meet Expectations	Meets Some Expectations	Meets All Expectations (10 points)
Spelling, Grammar	(0) points Writing contains 5 or more spelling or grammar errors	(1 point) Writing contains 4 or fewer spelling or grammar errors	(2.5 points) Writing has no spelling or grammar errors
Usage, Mechanics	(0) points Does NOT meet any of the criteria set forth in instructions	(1 point) Meets some of the criteria set forth but does NOT post in a timely manner	(5 points) Meets ALL of the criteria set forth in instructions AND posts in a timely manner
Peer Response	(0) points Does NOT post at least ONE peer response	(1 point) Posts ONE peer response but it is neither substantive nor timely.	(2.5 points) Posts at least ONE substantive peer response in a timely manner

Original Posting (250 words maximum). Responds to the topic by following the criteria set forth in course instructions. Incorporates effective sentence structure, grammar, punctuation, and spelling. Posts response in a timely manner. Cites sources when incorporating text concepts or outside research.

Peer Response (100 words maximum). Posts at least ONE substantive peer response in a timely manner that advances the discussion.

What is a substantive contribution? Substantive contributions involve posing well-developed, on-topic responses that can be achieved by the following:

- a. Asks a thought-provoking question
- b. Shares relevant personal experiences
- c. Offers recommendations or an alternate viewpoint
- d. Provides valid text concepts or outside research with proper citation that substantiates the writer's point of view.

Creating a Community With Your Students

One of the most important things that online instructors must realize is that it is imperative for the instructor to establish and maintain early and regular communication with students and to provide ample opportunities for students to interact and communicate with each other. According to the Sloan Consortium, “A number of studies show that online environments that effectively facilitate high levels of interaction and collaboration among learners typically result in successful online programs.” Creating an interactive online environment that fosters learning and a genuine sense of community can be a challenge, but it can be done in any online class, no matter the discipline.

Comments From Online Students

Here are some comments from actual business English online students concerning the significance of effective instructor-student and student-student communication in an online class:

“One of my biggest concerns in taking an online class was whether I would be able to communicate effectively with the teacher. You did an excellent job responding to any question or concern I had in a very timely manner. You get a big pat on the back for that. Also, I really enjoyed the discussion board. It made me feel a part of a class. I looked forward to reading other students’ postings and seeing the question of the week.”

“This course was surprisingly enjoyable and extremely informative. I have found that this online course was well presented, thought-provoking, challenging, and a great avenue for intelligent interchange between classmates. I think we, as students, exchanged ideas even more than we would have in the physical classroom.”

“I learned more about my classmates through this class than I ever had before in any physically attended class at DVC. I am not sure if it had anything to do with people being more comfortable with being behind a computer and sharing than they would be in person, but the interaction between classmates was awesome! That was my favorite part of the class! I also enjoyed the teacher’s constant comments and suggestions; it is so much more helpful to get feedback the day of or the day after than getting the feedback weeks later from a returned paper or handout. Thanks again!”

"I just want to let everyone know that I have enjoyed this class, my first ever online class. It felt as if I were actually in a classroom with you all during these weeks of posting discussions. It's funny because everyone in this class talks whereas there are classes that I have taken before and some people would never say anything."

"It's nice that the instructor gave us an opportunity via the discussion board to interact as much as we do. To be honest with you, I have sat in classes where I barely said two words the whole semester! It was so refreshing to be able to take a class where you're learning and playing an active role in the learning process."

"I had not taken an online course prior to this, and I was pleasantly surprised at how well it worked out. I also want to say that I thought it was really great that the instructor was always so accessible, and took a genuine interest in helping us, and getting to know us even though it was a virtual setting...it definitely made this class seem more 'live.' It was nice to get to know all of you and hear your great comments, and I wish everyone luck in the future!"

PRETEST AND LANGUAGE SKILLS DIAGNOSTIC TESTS

For the Tenth Edition of *Business English*, we provide three different diagnostic tests:

- **Textbook Pretest.** The textbook provides a 30-point pretest. We have printed a blank copy of that pretest here so that you may photocopy it for your students. You'll probably find that some students won't have their textbooks when you are ready to administer the pretest. This version without answers gives you a master for copying. A copy with the answers appears in the Annotated Instructor's Edition.
- **Language Skills Diagnostic Test.** If you wish to administer a longer, more comprehensive pretest, we also provide a 70-point Language Skills Diagnostic Test in this Instructor's Manual. It enables you to pinpoint the strengths and weaknesses of your students. The test is divided into these specific language areas: sentence structure, plural nouns, possessive nouns, personal pronouns, pronouns and antecedents, verb tenses, verb agreement, adjectives and adverbs, commas, colons, semicolons, other punctuation, capitalization, and number use. These categories parallel the organization of the textbook. Although this test takes more time to administer, you may find that you prefer its precision in evaluating student skills. The 70-point diagnostic test concludes with a language skills profile. Once scores are recorded on it, the profile provides a total picture of a student's skills in grammar and mechanics.
- **Online Diagnostic Test.** A 70-point online diagnostic test is found at the Premium Student Web Site. This test covers nearly all of the concepts to be presented in the course, but the questions are different from those in the 30-point pretest or the 70-point paper-based Language Skills Diagnostic Test. Students receive a score and are told what questions they missed, and they even will see the correct answer for incorrect responses. However, no explanations or feedback is provided.

If you give a pretest in class, consider allowing your students to mark their own papers as you present the answers. Such self-checking has many advantages. First, it saves you the time (and agony) of grading the tests. Second, you can offer instructive explanations as you give answers. Finally, physically marking items wrong makes a real impression on students, and it motivates them to improve their skills. Will they cheat? Some probably will. However, assuring students that no grade will be recorded and that this is an opportunity for them to learn their strengths and weaknesses is an effective strategy. Remind them that they deceive only themselves through faulty marking.

Name _____

Date _____ Class _____

PRETEST

In the following sentences, you will find faulty grammar, punctuation, capitalization, and number expression. For each sentence underline 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 iPod is influential in its success.

_____ **are** _____

Level 1

1. Businesspeople are sending more messages than ever before, that's why communication skills are increasingly important. _____
2. A network software workshop scheduled for the fall in Seattle, Washington will be valuable to some staff members. _____
3. In it's latest online announcement, our Information Technology Department said that even the best-protected data sometimes is lost, erased, or corrupted. _____
4. Louis and I certainly appreciate your taking our calls for us when he and me are away from the office. _____
5. A list with 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 Jimbo or she will be working at the counter on the next two Friday's. _____

30 Instructor's Manual

- 13. Of the forty-six orders place 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 44-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, Kendra is often taken to be her. _____
- 28. If I were him, I would call the Cortezes’ 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 will come to the library on the right side of the street. _____

Name _____

Date _____ Class _____

PRETEST KEY

1. before;
2. Arizona,
3. its
4. he and I
5. was given
6. is eligible
7. you,
8. I
9. could barely
10. English
11. graduates'
12. Fridays
13. 46
14. manager
15. have seen
16. an hour
17. camera
18. twenty
19. overdue;
20. bad
21. 90 days' time
22. whoever
23. any other city
24. is increasing
25. different from
26. are able
27. to be she
28. were he
29. honored;
30. farther

Name _____

Date _____ Class _____

LANGUAGE SKILLS DIAGNOSTIC TEST

This test is intended to reveal your strengths and weaknesses in these language areas: sentence structure, plural nouns, possessive nouns, personal pronouns, pronouns and antecedents, verb tenses, verb agreement, adjectives and adverbs, other parts of speech, commas, colons, semicolons, other punctuation, capitalization, and number use. When you finish, check your answers with your instructor and fill out the Language Skills Profile.

A. Sentence Structure

1. In the sentence *A set of guidelines was developed by the manager*, the sentence subject is
(a) set, (b) guidelines, (c) manager, (d) developed. _____
2. Identify the following group of words: *Because a number of employees participate in the company car pool*.
(a) complete sentence, (b) fragment, (c) run-on sentence, (d) command _____
3. Identify the following group of words: *Everyone in business today must be computer-literate*.
(a) complete sentence, (b) fragment, (c) run-on sentence, (d) command _____
4. Identify the following group of words: *The parking lot is full of ruts, students deserve better facilities*.
(a) run-on sentence, (b) fragment, (c) comma splice, (d) command _____
5. In the sentence *Please complete the test in 40 minutes*, the sentence subject is
(a) Please, (b) test, (c) minutes, (d) you. _____

B. Plural Nouns. In Sections B through H, each sentence contains one error related to the category under which it is listed. Underline the error and write the correct form in the space provided.

- EXAMPLE:** The newspaper named editors-in-chief for both branches. branches
6. Three of the attornies for the defendants were from other cities. _____
 7. Recent graduates were discussing the pros and cons of attending colleges or universitys. _____
 8. Since the early 2000's, most companies have developed an online presence. _____
 9. Neither the Garveys nor the Lopez's knew about the changes in beneficiaries. _____
 10. All secretaries were asked to work on the next four Sunday's. _____

C. Possessive Nouns

11. The judge hoped that the jurys verdict reflected all the witnesses' stories. _____
12. In just two hours time, the administrative assistants had prepared all the president's letters. _____

- 13. Ms. Timms staff is responsible for all accounts receivable contracted by customers who purchased electronic parts. _____
- 14. The agenda for the next stockholders meeting includes benefits for employees and dividends for shareholders. _____
- 15. Two weeks ago employees in sales complained of Ms. Lee smoking. _____

D. Pronouns

EXAMPLE: Whom did you ask to replace Tom and I? me

- 16. My boss and myself are willing to send copies to whoever needs them. _____
- 17. Some of the work for Lisa and I has to be reassigned to Mark and him. _____
- 18. Although it's motor was damaged, the car immediately started for the mechanics and me. _____
- 19. Just between you and me, do you know whom the new manager will be? _____
- 20. Each of the supermarkets featured their advertisements on Thursday. _____

E. Verb Mood, Voice, and Tense

- 21. If I was able to fill your order immediately, I certainly would. _____
- 22. Susan and Ron have went to the movie theater on First Street. _____
- 23. If I could chose any city, I would select Honolulu. _____
- 24. Those contracts have laid on his desk for more than two weeks. _____
- 25. No one in our family had ever saw an eclipse before. _____

F. Verb Agreement

EXAMPLE: The list of arrangements have to be approved by Tim and her. has

- 26. The keyboard, printer, and monitor costs less than I expected. _____
- 27. A description of the property, together with several other legal documents, were submitted by my attorney. _____
- 28. There was only a letter and two enclosures in the envelope. _____
- 29. Neither the manager nor the employees in the office thinks the compromise is fair. _____
- 30. Because of the holiday, our committee prefer to delay its action. _____

G. Adjectives and Adverbs

- 31. Frankly, we expected a more better database program than this. _____
- 32. For about a week their newly repaired copier worked just beautiful. _____
- 33. The recently elected official benefited from his coast to coast campaign. _____
- 34. Mr. Sanchez has only two days before he must complete his end of the year report. _____

35. Kirk couldn't hardly believe how well the off-the-rack suit fit him. _____

H. Prepositions and Conjunctions

36. Can you tell me where the meeting is scheduled at? _____

37. It looks like the stock market will be unstable for the next year. _____

38. The distribution department is more efficient then the sales department. _____

39. Your smartphone is totally different than the one I have. _____

40. The copy paper was to short to fit in the legal-size paper compartment. _____

I. Commas. For each of the following sentences, insert any necessary commas. Count the number of commas that you add. Write that number in the space provided. All punctuation must be correct to receive credit for the sentence. If a sentence requires no punctuation, write *C*.

EXAMPLE: However, because of developments in theory and computer applications, management is becoming more of a science. 2

41. For example management determines how orders assignments and responsibilities are delegated to employees. _____

42. Your order Mrs. Swift will be sent from Memphis Tennessee on July 1. _____

43. When you need services on any of your equipment we will be happy to help you Mr. Griffith. _____

44. Kevin Long who is the project manager at TechData suggested that I call you. _____

45. You have purchased from us often and your payments in the past have always been prompt. _____

J. Commas and Semicolons. For Sections J through L, add appropriate punctuation. In the space provided for each sentence, indicate the number of marks that you added. Punctuate as single sentences; do not add periods. If a sentence is correct, write *C*.

46. The salesperson turned in his report however he did not indicate what time period it covered. _____

47. Fall classes start September 5 spring classes start January 4. _____

48. We are opening a branch office in Flushing and hope to be able to serve all your needs from that office by the middle of January. _____

49. As suggested by the committee we must first secure adequate funding then we may consider expansion. _____

50. When you begin to conduct research for a report consider the many library sources namely books, periodicals, government publications, and electronic databases. _____

K. Commas and Semicolons

51. After the office manager had the printer repaired it jammed again when we began to use it heavily. _____

52. Our experienced courteous staff has been trained to anticipate your every need. _____
53. In view of the new law that went into effect April 1 our current liability insurance must be increased however we cannot immediately afford it. _____
54. As stipulated in our contract your agency will supervise our graphic arts and purchase our media time. _____
55. As you know Mrs. Song we aim for long-term business relationships not quick profits. _____

L. Other Punctuation. The following sentences may require dashes, colons, question marks, quotation marks, periods, and underscores as well as commas and semicolons.

EXAMPLE: Price, service, and reliability—these are our prime concerns. 3

56. The following members of the department volunteered to work on Saturday Kim, Carlos, Dan, and Sylvia. _____
57. Mr Danner Miss Reed and Mrs Garcia usually arrive by 8:30 a.m. _____
58. Three of our top managers Tim, Marcy, and Thomas received cash bonuses. _____
59. Did the vice president really say, “All employees may take Friday off _____
60. We are trying to locate an edition of Time that carried an article titled Finding the Cash Cows of Yesteryear. _____

M. Capitalization. For each of the following sentences, circle any letter that should be capitalized. In the space provided write the number of circles that you marked. For credit, a sentence must be totally correct.

61. although english was his native language, he also spoke spanish and could read french. _____
62. on a trip to the east coast, uncle henry visited the empire state building. _____
63. karen enrolled in classes in history, german, and sociology. _____
64. the business manager and the vice president each received a new apple computer. _____
65. james lee, the president of kendrick, inc., will speak to our conference in the spring. _____

N. Number Style. Decide whether the numbers in the following sentences should be written as words or as figures. Each sentence either is correct or has one error. If it is correct, write *C*. If it has an error, underline it and write the correct form in the space provided.

EXAMPLE: The bank had 5 offices in three suburbs. five

66. More than 2,000,000 people have visited the White House in the past five years. _____
67. Of the 35 sales letters sent out, only three were returned. _____
68. We set aside forty dollars for petty cash, but by December 1 our fund was depleted. _____
69. The meeting is scheduled for May 5th at 3 p.m. _____
70. In the past twenty years, nearly 15 percent of the population changed residences at least once. _____

Name _____

Date _____ Class _____

LANGUAGE SKILLS PROFILE

In the spaces at the right, place a check mark to indicate the number of correct answers you had in each category of the Language Skills Diagnostic Test.

		Number Correct				
		5	4	3	2	1
1-5	Sentence Structure	—	—	—	—	—
6-10	Plural Nouns	—	—	—	—	—
11-15	Possessive Nouns	—	—	—	—	—
16-20	Pronouns	—	—	—	—	—
21-25	Verb Mood, Voice, and Tense	—	—	—	—	—
26-30	Verb Agreement	—	—	—	—	—
31-35	Adjectives and Adverbs	—	—	—	—	—
36-40	Prepositions and Conjunctions	—	—	—	—	—
41-45	Commas	—	—	—	—	—
46-50	Commas and Semicolons	—	—	—	—	—
51-55	Commas and Semicolons	—	—	—	—	—
56-60	Other Punctuation	—	—	—	—	—
61-65	Capitalization	—	—	—	—	—
66-70	Number Style	—	—	—	—	—

Note: 5 = You have excellent skills.
 4 = You need a light review.
 3 = You need a careful review.
 2 = You need to study the rules seriously.
 1 = You need serious study and follow-up reinforcement.

Name _____

Date _____ Class _____

LANGUAGE SKILLS DIAGNOSTIC TEST KEY

1. a
2. b
3. a
4. c
5. d
6. attorneys
7. universities
8. 2000s
9. Lopezes
10. Sundays
11. jury's
12. hours'
13. Timm's
14. stockholders'
15. Lee's
16. I (for *myself*)
17. me (for *I*)
18. its
19. who (for *whom*)
20. its (for *their*)
21. were
22. gone
23. choose
24. lain
25. seen
26. cost
27. was
28. were
29. think
30. prefers
31. omit *more*
32. beautifully
33. coast-to-coast
34. end-or-the-year
35. could (or omit *hardly*)
36. omit *at*
37. as if (for *like*)
38. than
39. different from
40. too short
41. (3) example, orders, assignments,
42. (4) order, Mrs. Swift, Memphis,
Tennessee,
43. (2) equipment, you,
44. (2) Long, TechData,
45. (1) often,
46. (2) report; however,
47. (1) September 5;
48. (0) C
49. (2) committee, funding;
50. (3) report, sources; namely,
51. (1) repaired,
52. (1) experienced,
53. (3) April 1, increased; however,
54. (1) contract,
55. (3) know, Mrs. Song, relationships,
56. (1) Saturday:
57. (4) Mr. Danner, Miss Reed, and Mrs.
58. (2) managers— Thomas—
59. (2) off'?
60. (4) Time "Finding Yesteryear."
61. (4) Although English Spanish French
62. (8) On East Coast Uncle Henry Empire State
Building
63. (2) Karen German
64. (2) The Apple
65. (4) James Lee Kendrick, Inc.
66. 2 million
67. 3
68. \$40
69. May 5
70. 20 years