THE ENGLISH GRAMMAR, DICTION, STYLE AND USAGE FOR EFFECTIVE WRITING

AUTHOR

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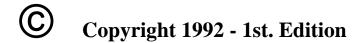*Become Proficient Writer and Speaker in 30 Days*

Improve the Quality of Everything You Write

Communicate Better and Inspire People to Act.

Write and Speak in Lively, Appealing, Powerful and Engaging Manner

Prepared and Written by   TALAL AHMED KAMAL

This is a non - profit book. It is written to support the effort of everyone trying to achieve a great understanding and proficiency for using the English language in a very short period.

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PREFACE

The purpose of this book is to help everyone become more successful in life by using better speech, writing and communication skills which can be accomplished through proper, accurate and effective use of the English language.

This book represents a synthesis of ideas of almost every academic discipline that has been concerned with developing the best effective ways for usage of the English language.

The information represented in this book in such a way to make it more readable, easy to understand and useful.

AUTHOR

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Talal has been working for the Arizona Department of Transportation for the past fifteen years. Currently he serves as a Traffic Design Engineer. Previous Engineering assignments included Roadway Design Team Leader, Highway assessment, design, contracts and specifications project Engineer, highways and bridges construction quality assurance Engineer, residential buildings construction resident Engineer, scheduling and planning Engineer for civil design phases of nuclear power plant.

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WORDS AND TERMS DEFINITIONS

Acronym   a word formed from the first letters in a title or the first letters in a group of words.

Antonym   when two words have opposite meanings, each is called the antonym of the other.

Synonym   a word having a meaning similar to that of another word in the same language.

Active voice   an active voice is when the sentence start with the subject doing the action.

Modifiers   modifiers are words typically define, make more precise, or identify items in a sentence. Modifiers can describe a verb, subject, direct object, complement, or other modifier. Modifiers are either adjectives or adverbs.

Adjectives   adjectives modify nouns and pronouns unless they are predicate adjectives.

Adverbs   adverbs modify verbs, adjectives, or other adverbs. Basically, they modify everything but nouns or pronouns. Adverbs can modify entire clauses.

Antecedent   an antecedent is the word to which a pronoun refers.

Appositive   a noun placed immediately after another noun or pronoun to explain it.

Cliche   a word or expression that has lost its power through overuse.

Complements   Complements are words that complete the meaning of verbs that express feeling, appearing, being, or seeming.

Conjunction   a word used to connect words or groups of words.

Consonant   corresponding or harmonious in sound. A speech sound produced by a partial or complete obstruction of the air stream by any of various constrictions of the speech organs.

Context   the context is the language that accompanies the particular word or passage that is being considered.

Contraction   the shortened form of a word.

Direct object   direct object is a word that receives the action.

Indirect object indirect object is a word that receives the direct object.

Euphemism   the substitution of a mild, vague or general word for one considered too direct, harsh or blunt.

Gender	the three groups into which all English nouns fall: masculine, feminine and neuter.
Fragments	words and phrases that cannot stand alone because they do not express complete thoughts.
Infinitive	the infinitive phrase is a verb with a word "to" in front of it.
Jargon	the language that only someone in particular trade, profession or group would ordinarily know: medical jargon, legal jargon, educational jargon, computer jargon.
Nouns	the names of people, places and things.
Passive Voice	passive voice is when the sentence start with the action being done by the subject of a sentence.
Predicate	words linked to the subject by a linking verb are called predicate words. There are predicate nouns, predicate pronouns, and predicate adjectives. All of them tell something about the subject.
Prepositions	prepositions show the relationship between two other words in a sentence.
Prefix	literally, something that comes before something else.
Suffix	literally, something that follows something else.
Run-ons	too many sentences improperly joined.
Subject	subject is a person or thing that performs the action indicated by the verb. A subject can also be a person or thing that is in the state of being described by the verb.
Syllable	single uninterrupted sound formed by a vowel or diphthong alone, each syllable must have a vowel.
Verbs	verbs are words that describe action or are a state of being.
Vowel	a speech sound usually forms the most prominent and central sound of a syllable, the letters represent the vowels are: a, e, i, o, u and y.

NOUNS

[A noun is a word used to name a person, place, or thing. Nouns name things you can see, such as cars and books. They name things you cannot see, such as friendship and ambition.]

Common Nouns	Proper Nouns
team	Lakers
city	Fahaheel
student	Ahmed Kamal

A NOUN MAY BE USED IN FOUR SITUATIONS:

1. A noun used as the <u>SUBJECT</u> of a sentence tells <u>who</u> or <u>what</u> is being talked about.
   Example:
   > That <u>man</u> by the gate trains horses. (The noun man is the subject of the verb trains.)

2. A noun used as a <u>DIRECT OBJECT</u> completes the action of the verb. It tells <u>what</u> or <u>whom</u> about the verb.
   Example:
   - Mona opened the <u>door</u>. (The noun door tells what about the verb opened.)
   - Ahmed saw <u>Dr. Ghaleb</u>. (The noun Dr. Ghaleb tells whom about the verb saw.)

3. A noun used as an <u>INDIRECT OBJECT</u> tells <u>to whom</u> or <u>for whom</u>, or <u>to what</u> or for <u>what about</u> the verb. The word <u>"to"</u> or <u>"for"</u> does not appear with the indirect object. The indirect object appears between the verb and the direct object.
   Example:
   > Waseem passed the <u>director</u> a note. (The noun director is the indirect object. It tells to whom the note was passed, the word note is the direct object.)

4. A noun used as a <u>PREDICATE NOUN</u> follows a linking verb. It means the same as the subject.
   Example:
   > A squirrel is a <u>rodent</u>. (The noun rodent is a predicate noun. It tells what the subject squirrel is.)

POSSESSIVE FORM OF A NOUN:

The possessive form of a noun shows ownership. Usually people and animals possess things. Mona's desk, the horse's hoof. Sometimes, however, things are also used in the possessive, as in the phrase, a week's vacation.

Rules for making the possessive form of a noun are:

1. If the noun is plural and ends in <u>s</u>, add just the apostrophe.

2. If the noun is plural but does not end in <u>s</u>, add both the apostrophe and <u>s</u>.

3. If a noun is singular ending in <u>s</u>, add <u>'s</u> if the noun is only one syllable (Example: Boss's coat.) If the noun is more than one syllable add only an apostrophe (Example: Business' products.)

4.   To show joint ownership, the last noun is made possessive.
        Example: The boys and girls' charity drive.

5.   To show separate ownership, make each noun possessive.
        Example: The boys' and girls' exhibits.

6.   The possessive pronoun <u>its</u> does not have an apostrophe.
        Example: The kitten raised <u>its</u> head.

7.   An apostrophe is used to show the plural of numbers, letters and signs.
        Example: Be sure to dot the two's

PLURALS OF NOUNS:

A word standing for one thing is <u>singular</u>: tree.
A word standing for more than one thing is <u>plural</u>: trees.

Rules for making the plural of nouns are:

1.   To most singular nouns, add <u>s</u> to form the plural:
            cat-cats   job-jobs   book-books   pen-pens

2.   When the singular form of the noun ends in <u>s</u>, <u>sh</u>, <u>ch</u>, <u>x</u>, or <u>z</u>, add <u>es</u> to make the noun
        plural:
            cross-crosses   church-churches   Mr. Aziz-the Azizes

3.   When a singular noun ends in <u>o</u>, add <u>s</u> to make it plural:
            stereo-stereos   dynamo-dynamos   auto-autos
        For a few words ending in <u>o</u>, proceeded by consonant. add <u>es</u>:   patoto-patotoes
            cargo-cargoes   tomato-tomatoes

4.   When the singular noun ends in <u>y</u> with a consonant before it, change the <u>y</u> to <u>i</u> and add
        <u>es</u>:
            berry-berries   emergency-emergencies   puppy-puppies
        If the <u>y</u> is preceded by a vowel (a, e, i, o, u) do not change the <u>y</u> to <u>i</u>. Simply add <u>s</u>:
            way-ways   joy-joys   tray-trays   key-keys

5.   Some nouns ending in <u>f</u> simply add <u>s</u>:
            belief-beliefs   chief-chiefs   reef-reefs   cuff-cuffs
        Other words ending in <u>f</u> or <u>fe</u> change the <u>f</u> to <u>v</u> and add <u>es</u> or <u>s</u>. There is no rule to
        follow,   these words have to be memorized:
            thief-thieves   leaf-leaves   life-lives   calf-calves
            shelf-shelves   half-halves   knife-knives   wife-wives

6.   Some nouns have the same form for both the singular and plural. These must be
        memorized: deer, tuna, sheep, moose

7.   Some nouns form their plural in special ways:
            child-children   goose-geese   man-men   foot-feet
            mouse-mice   ox-oxen   woman-women   tooth-teeth

PRONOUN

[A pronoun is a word used in place of a noun.]

A pronoun may be used in three situations.

> **Pronouns may refer to the person speaking.**

> **Pronouns may refer to someone spoken to.**

> **Pronouns may refer to other people, places, or things:**
> - **Fatin found the switch and pushed <u>it</u>.**
> - **She gave them <u>their</u> tickets.**

The largest group of pronouns is called PERSONAL PRONOUNS because these words often refer to a person.

SINGULAR PERSONAL PRONOUNS			PLURAL PERSONAL PRONOUNS		
Subject Form	**Object Form**	**Possessive Form**	**Subject Form**	**Object Form**	**Possessive Form**
I	me	my, mine	we	us	our, ours
you	you	your, yours	you	you	you, yours
he	him	his	they	them	their, theirs
she	her	her, hers			
it	it	its			

A PRONOUN MAY BE USED IN THREE FORMS:

1. The <u>SUBJECT FORM</u> is used for subjects of sentences. It also used for predicate pronouns. Predicate pronouns refer to the same thing as the subject. They follow linking verbs.
   Example:
   - <u>She</u> pulled the weeds. (<u>She</u> is the subject.)
   - The student is <u>she</u>. (<u>She</u> is the predicate pronoun.)

2. The <u>OBJECT FORM</u> is used for direct objects, indirect objects, and objects of preposition. Prepositions are short connecting words like <u>to</u>, <u>from</u>, <u>by</u>, <u>of</u>, <u>in</u>, and <u>for</u>.
   Example:
   - The horse threw <u>him</u>. (<u>Him</u> is the direct object.)
   - The librarian handed <u>me</u> the book. (<u>Me</u> is the indirect object.)
   - Jeff sat beside <u>her</u>. (<u>Her</u> is the object of the preposition beside.)

3. The <u>POSSESSIVE FORM</u> is used to tell about nouns, as in the phrase: your album. The possessive form may also be used by itself as a subject, object, or predicate word.
   Example:
   - <u>Yours</u> is certain to win it all. (<u>Yours</u> is the subject.)
   - Give the pen to <u>him</u>. (<u>Him</u> is the object of the preposition word "to".)
   - The coat is <u>mine</u>. (<u>Mine</u> is the predicate word.)
   - The Fishers have sold <u>theirs</u>. (<u>Theirs</u> is the direct object.)

CHOOSE PRONOUN IN COMPOUND SENTENCE:

Whenever you are in doubt about which form of the pronoun to use in a compound sentence part, drop out the noun, read the sentence with just the pronoun. If there are two pronouns in the compound part, read the sentence for each pronoun separately.

PRONOUNS AND ANTECEDENTS:

A pronoun is used in place of a noun. The noun usually comes first, either in the same sentence or in the sentence preceding. The noun for which a pronoun stands is called its antecedent. Pronouns themselves may be the antecedents of other pronouns.
Example:
-    Jill put <u>her</u> scrapbook away. (<u>Her</u> stands for Jill. Jill is the antecedent.)
-    He left <u>his</u> diving mask by the pool. (<u>His</u> stands for he. He is the antecedent)

A PRONOUN MUST AGREE WITH ITS ANTECEDENT IN NUMBER:
In other words, the pronoun must be singular if the word it stands for is singular. The pronoun must be plural if it stands for a plural word.
Example:
-    Ms. Spencer makes her own furniture. (Ms. Spencer is singular; <u>her</u> is singular.)
-    Giant Pandas are an endangered species. Their source of food is dying. (Pandas is plural; <u>their</u> is plural.)
-    Paula and Nick did their best. (Paula and Nick, used together, are plural; <u>their</u> is plural.)

The pronouns <u>it</u>, <u>he</u>, and <u>she</u> are used with <u>doesn't</u>. All other pronouns are used with <u>don't</u>.
Example:
-    It doesn't look broken.   - I don't agree.
-    He doesn't ever worry.   - You don't understand.
-    She doesn't feel well.   - They don't live there.

In sentences beginning with <u>here</u>, <u>there</u>, and <u>where</u>, the subject comes after the verb. You must think ahead to determine whether the subject is singular or plural. Then make the verb agree with the subject.
Example:
-    Here <u>are</u> your fried onion <u>rings</u>.
-    Where <u>is</u> the <u>bottle</u> opener?
-    There <u>are</u> several new <u>students</u> this year.

DEMONSTRATIVE PRONOUNS AND INTERROGATIVE PRONOUNS:

<u>This</u>, <u>that</u>, <u>these</u>, and <u>those</u> are demonstrative pronouns.
This and these point to persons or things that are near. That and those point to persons or things further away. <u>This</u> and <u>that</u> are singular. <u>These</u> and <u>those</u> are plural.
Example:
         This is Afeef.   These are my notes.
         That is Ali over there.   Those were the days.

Who, **whom**, **whose**, **which**, and **what** are interrogative pronouns. They are used to ask questions.
Example:
- **Who set the table?**   **- Which are your cassettes?**
- **Who did you see?**   **- What is your report about?**
- **Whose is this watch?**

PRONOUN USAGE AND CASES:

The following pronouns will be either a **subject** (nominative case) or an **object** (objective case):

SUBJECT	OBJECT
(Nominative Case)	(Objective Case)
Singular: I, you, he, she,	me, you, him, her, it
Plural : we, you, they	is, you, them,

Most object of object pronouns are preceded by a preposition like (**to**, **for**, **in**, **and with**.)

Subject can be substituted by **you**, **he**, **she** or **it**
Object can be substituted by **me**, **you**, **him**, **her** or **it**

HINTS FOR DETERMINING THE PRONOUN CASE:

Watch for preposition. Pronouns that are objects of prepositions are in the objective case.
Example:
- **I will be by him.**
- **He will be with her.**
- **Just between you and me, I don't like her.**

When using **than** or **as**, where the verb is omitted but implies, the pronouns takes the case required if the verb were expressed.
Example:
- **I like it better than he. (than he liked it)**
- **I am as competent as she. (as she is)**

Pronouns immediately following the linking verb **to be** are considered to be in the nominative case.
Example:
- **Are they going to work?**
- **It is he who is going?**

[A Verbs are words that express some kind of action or state of being.]

Example: Action: "Essam won the contest."
               State: "Essam is overweight."

Active (Action) Verb: An active verb tells us that the subject of the sentence is doing the action. "John hit the ball." John is the subject; John is doing the action. Hit is the active verb. The word following the active verb tells what or whom is the direct object.

A verb may consist of one word or of several words. It may be made up of a main verb and one or more helping (Linking) verbs.
Example:

Helping Verb + Main Verb =   Verb
am thinking   am   =   thinking
has been   riding   =   has been riding
might have   wondered =   might have wondered

MOST COMMONLY USED HELPING (LINKING) VERBS ARE:

am	were	has	do	will	could	shall
is	are	had	does	would	may	should
was	be	have	did	can	might	must

LINKING VERBS AND PREDICATE WORDS:

Some verbs do not express action. They tell of a state of being. These verbs link the subject with a word or group of words in the predicate. They are called linking verbs.
Example:
       He is shy.   Jalal became an Engineer.   Lolo was glad.

The words linked to the subject by a linking verb are called predicate words. There are predicate nouns, predicate pronouns, and predicate adjectives. All of them tell something about the subject.
Example:
       - Mona is the pitcher. (Mona is the subject; pitcher is the predicate noun.)
       - The winner is she. (Winner is the subject; she is the predicate pronoun.)
       - The jacket looks new. (Jacket is the subject; new is the predicate adjective.)

The most common linking verb is the verb "to be". Here are the forms of "to be":
       be   being   been   am   is   are   was   were

Be, being, and been can also be used with helping verbs: might be, could have been, are being.

Some other common linking verbs are:
    seem   appear   feel   taste   become   grow   look   sound

THERE ARE TWO WAYS TO COMPLETE A VERB:

> 1. One way is with a <u>predicate word</u>.
> 2. Another way is with <u>direct object</u>.

How can you tell the difference between predicate words and direct objects:

Is the verb an action (main) verb? If so, it is followed by a direct object that tells <u>what</u> the action verb did or <u>whom</u> the action verb acted upon.

Is the verb a linking verb? If so, it is followed by a predicate word that tells <u>about</u> the subject.

Example:
- I tasted the sauce. (Tasted is an action verb. Sauce is the direct object that tells <u>what</u> was   tasted.)
- The snowball hit Kate. (Kate tells <u>whom</u> the snowball hit. Kate is the direct object of the action verb hit)
- The sauce tasted hot. (Here tasted is a linking verb. The word hot is a predicate word telling <u>about</u> the sauce.)
- The snowball was icy. (Icy tells <u>about</u> the subject, snowball. Icy is the predicate word after the linking verb was.)

Some words tell <u>to whom</u>, <u>for whom</u>, <u>to what</u>, or <u>for what</u> something is done. These words are called the indirect objects of the verb.

Indirect objects appear only in sentences with direct objects. They are found between the verb and the direct object.

Example:
> Samah sold me her book. (Sold to whom? Me is the indirect object; book is the direct object.)

The words <u>to</u> and <u>for</u> are never used with the indirect object.

Example:
- Najim threw the ducks some bread. (Threw to what; Ducks is the indirect object.)
- Najim threw some bread to the ducks. (This sentence does not have an indirect object.)

TRANSITIVE AND INTRANSITIVE VERBS:

Transitive verbs are action verbs which have direct objects.

Example:
> Kamal filled the pool. (Pool is the direct object of filled.)

Intransitive verbs are action verbs which do not have direct objects.

Example:
- Juan dove into the waves. (Dove has no object.)
- I complained to the post office. (Complained has no object.)

Verbs in the past tense, use no helping verb.

The sparrow flew away.   Larry saw Kim's pictures.

Verbs in the past participle, use a helping verb such as has, have, or had.

IRREGULAR VERBS:

Regular verbs add <u>d</u> or <u>ed</u> to the present tense to form the past and past participle. Verbs that do not follow this pattern are called irregular verbs. Irregular verbs fall into five groups:

GROUP (1):   This group of irregular verbs keep the same form for all three principal parts.

Present	Past	Past Participle
burst	burst	(have) burst
cost	cost	(have) cost
put	put	(have) put
set	set	(have) set

GROUP (2):   This group of irregular verbs changes only its last vowel. The vowel is <u>i</u> in the present form, <u>a</u> in the past form, and <u>u</u> in the past participle form.

Present	Past	Past Participle
begin	began	(have) begun
drink	drank	(have) drunk
ring	rang	(have) rung
sing	sang	(have) sung

GROUP (3):   This group of irregular verbs keep the same form in both past form and past participle form.

Present	Past	Past Participle	Present	Past	Past Participle
bring	brought	(have) brought	lose	lost	(have) lost
catch	caught	(have) caught	say	said	(have) said
lend	lent	(have) lent	sit	sat	(have) sat
lead	led	(have) led			

GROUP (4):   This group of irregular verbs make the past participle by adding <u>n</u> or <u>en</u> to the past form.

Present	Past	Past Participle	Present	Past	Past Participle
break	broke	(have) broken	steal	stole	(have) stolen
choose	chose	(have) chosen	tear	tore	(have) torn
freeze	froze	(have frozen	wear	wore	(have) worn

GROUP (5): This group of irregular verbs forms the past participle from the present form rather than from the past form. the present and the past participle are either the same or similar.

Present	Past	Past Participle	Present	Past	Past Participle
come	came	(have) come	know	knew	(have) known
do	did	(have) done	ride	rode	(have) ridden
eat	ate	(have) eatenrun	ran	(have) run	
fall	fell	(have) fallen	see	saw	(have) seen
give	gave	(have) giventake	took	(have) taken	
grow	grew	(have) grown	break	broke	(have) broken

Example of some other irregular verbs:

     learn, learned, learned.   teach, taught, taught.
     rise, rose, risen.   raise, raised, raised.
     let, let, let.   leave, left, left.
     lie, lay, lain.   lay, laid, laid.

VERBALS

A verbal is a word that is formed from a verb but acts as another part of speech. In addition to the eight parts of speech, there are other kinds of words. These are gerunds, participles, and infinitives. These words are called verbals.

1.   **GERUNDS:** A gerund is a verb form which is used as a <u>noun</u>.

It is formed by adding <u>ing</u> to the present tense of the verb. A gerund may be used in any way that a noun is used.
Example:
-        **<u>Fishing</u> can be pleasant. (The gerund fishing is the subject of can be.)**
-        **Bert enjoys <u>reading</u>. (The gerund reading is the direct object of the verb enjoys.)**
-        **Jenny is best at <u>diving</u>. (The gerund diving is the object of the preposition at.)**

Gerunds may have modifiers and object, just as verbs do. The gerund and its modifiers and objects form a gerund phrase. Then the entire phrase functions as a noun. It may be used as a subject, direct object, or object of a preposition.

2.   **PARTICIPLES:** A participle is a verb form that is used as an <u>adjective.</u>

There are two kinds of participles: past and present. The past participle is one of the principal parts of the verb. Regular verbs are made into the past participle by adding <u>d</u> or <u>ed</u> to the present tense: rinse-rinsed, walk-walked. The past participles of irregular verbs are exceptions: freeze-frozen, catch, caught.

The present participle is always formed by adding __ing__ to the present tense of the verb: walk-walking, catch-catching.

Participles are always used as adjectives. They can modify nouns or pronouns.
Example:
- Swerving, she avoided the pedestrian. (Swerving is a present participle modifying she.)
- Hal made fried potatoes. (Fried is a past participle modifying potatoes.)

Participles may have modifiers or objects. The participle and its modifiers then form a participles phrase. The entire participles phrase is used as an adjective.
Example:
- Avoiding the reporters, the mayor hurried away. (Avoiding the reporters is a participle phrase modifying mayor. Reporters is the object of the participle avoiding)
- The swimmer, kicking hard, got out of the boat's wake. (kicking hard is a participle phrase modifying swimmer. Hard, an adverb, modifies the participle kicking.)
- Abandoned by its owner, the old car was an eyesore. (Abandoned by its owner is a participial phrase modifying car. By its owner is a prepositional phrase modifying the participle Abandoned.)

3.   **INFINITIVES:**   The infinitive is the verbal form that usually appears with word "__to__" before it. __To__ is called the sign of the infinitive.
Example:
to dance   to shout   to enjoy   to run   to hear

__To__ is a preposition if it is followed by a noun or pronoun as its object. __To__ is the sign of the infinitive if it is followed by a verb.
Example:
- Carl whistled __to__ his dog. (prepositional phrase)
- Lora forgot __to__ knock.   (infinitive)

The infinitive with its object and modifiers is called an infinitive phrase.
Example:
- Brenda wants to visit Toronto. (Toronto is the direct object of the infinitive to visit.)
- I managed to get away. (Away is a adverb modifying the infinitive to get.)
- Ralph had hoped to leave with dignity. (With dignity is a prepositional phrase modifying the infinitive to leave.)

THE USES OF THE INFINITIVE:

Infinitives can be used as nouns, adjectives, or adverbs.
Like nouns, infinitives and infinitive phrases can be used as subject, direct object, or in other ways that nouns are used.
Example:
-         <u>To keep his temper</u> was Dwight's New Year's resolution. (To keep his temper is the subject of was.)
-         Viva prefers <u>to sit by herself</u>. (To sit by herself is the direct object of prefers.)

Infinitives and infinitive phrases can also be used as modifiers. If the infinitive or infinitive phrase modifies a noun or a pronoun, it is used as an adjective.
If it modifies a verb, an adjective, or an adverb, it is used as an adverb.
Example:

Adjective: Lindsey is the best person to talk to. (To talk to modifies the noun person.)

Adjective: Suzy needs someone to encourage her. (To encourage her modifies the pronoun someone.)

Adverb: The book was easy to understand. (To understand modifies the adjective easy.)

Adverb: The dog was running too fast to catch. (To catch modifies the adverb fast.)

Adverb: Leslie stayed to watch the show. (To watch the show modifies the verb stayed.)

DISTINGUISHING BETWEEN GERUNDS AND PARTICIPLES:

The verbals, gerunds and participles, sometimes look alike.

The gerund and the present participle are both formed by adding <u>ing</u> to the present tense of the verb. To tell whether a word is a gerund or a participle, decide how the word is used. If it is used as a modifier, it is a participle. If it is used as a noun, it is a gerund.
Example:
-         Finishing the race was success in itself. (Finishing is a gerund, it is the subject of the verb was. Race is the object of finishing.)
-         Finishing the race, the runner waved at the crowd. (Finishing is a present participle modifying runner. Race is again the object of finishing.)

ADVERBS

[An Adverbs are words that modify verbs, adjectives, and other adverbs. Adverbs tell how, when, where, or to what extent something is true.]

How?	When?	Where?	To What Extent?		
loudly	then	nearby	often	just	so
happily	later	there	deep	quite	more
slowly	soon	inside	seldom	nearly	most
cleverly	finally	here	always	some	what	too
carefully	afterwards	underground	very	rather	few

Adverbs are used to modify verbs:

Example: Jerry ran <u>awkwardly</u>. (Awkwardly tells <u>how</u> he ran.)
Jerry ran <u>yesterday</u>. (Yesterday tells <u>when</u> he ran.)
Jerry ran <u>outside</u>. (Outside tells <u>where</u> he ran.)
Jerry <u>always</u> ran. (Always tells <u>to what extent</u> he ran.)

Adverbs are also used to modify adjectives and other adverbs.

Example: Your glass is <u>almost</u> empty. (The adverb almost modifies the adjective empty.)
The clock is <u>very</u> old. (The adverb very modifies the adjective old.)
The bus is <u>nearly</u> always late. (The adverb nearly modifies the adverb always. <u>Always</u> modifies the adjective late.)
Mr. Kramer speaks <u>rather</u> quickly. (The adverb rather modifies the adverb quickly.)

ADVERBS IN COMPARISONS:

To form a comparative form of short adverbs like deep, add <u>er</u>.
Example: The diesel shovel digs <u>deeper</u> than the steam shovel.
Andy left earlier than Pat.

For most adverbs ending in <u>ly</u>, use more to make the comparison.
Example: Sew the seams <u>more carefully</u> next time.

When one action is compared with two or more others of the same kind, use the superlative form of the adverb. The superlative is formed by adding <u>est</u> or by using <u>most</u>. Adverbs that form the comparative with <u>er</u> form the superlative with <u>est</u>. Adverbs that use <u>more</u> for the comparative form use <u>most</u> for the superlative form.
Example: Danny cut the sheet metal <u>most carefully</u>.
Of the four trees, the willow turns green the <u>earliest</u>.

Do not leave out the word "<u>other</u>" when you are comparing one action with every other action of the same kind.
Example: Wrong: Maple syrup cost more than any syrup.
Right: Maple syrup costs more than any <u>other</u> syrup.

Do not use <u>er</u> and <u>more</u> or <u>est</u> and <u>most</u> at the same time.
Example: Wrong: Judith argued the most forcefulliest.
Right: Judith argued the most forcefully.
Some adverbs make their comparative and superlative forms by complete word changes.
Example: well better best   little   less   least
much more   most   badly   worse worst

ADJECTIVE

[An adjective is a word that modifies a noun or pronoun. Adjectives tell what kind, how many or how much, or which one or which ones about a noun or pronoun.]

A modifier is a word that modifies, or changes, the meaning of another word.

   Some adjectives tell <u>what kind</u>:
Example:
      Nizar took a <u>difficult</u> job.   Daed has <u>green</u> eyes.

   Some adjectives tell <u>how many</u> or <u>how much</u>:
Example:
      I have <u>several</u> ideas.   The dog weighed <u>seventy</u> pounds.

   Some adjectives tell <u>which one</u> or <u>which ones</u>:
Example:
      <u>This</u> tooth hurts.   <u>Those</u> buses go west.

Proper adjectives are an adjectives formed from proper nouns. They are always capitalized:
Example:
      The American eagle.

Predicate adjective is an adjective that appears after a linking verb and it modifies the subject.
Example:
      The water is too cold.   The hall was dark and gloomy.

The adjectives <u>a</u>, <u>an</u>, and <u>the</u> are called articles. We use <u>a</u> before a consonant sound (a record). We use <u>an</u> before a vowel sound (an album, an hour, an old record).

ADJECTIVE OR ADVERB?

An adverb tells how, when, where, or to what extent about a verb, adjective, or an adverb.

An adjective tells what kind, how many, how much, which one or which ones about a noun or pronoun.

To decide whether to use an adjective or an adverb in a sentence, ask yourself these two questions:

1.   Which word does the modifier go with? If it goes with an action verb, adjective, or another adverb, it is an adverb.
      If it goes with a noun or pronoun, it is an adjective. Linking verbs often connect an adjective with a noun or pronoun.

2.   What does the modifier tell about the word it goes with: Adverbs tell when, where, how, or to what extend. Adjectives tell what kind, how many, how much, which one or which ones.

ADJECTIVES IN COMPARISONS:

Adjectives are often used to compare people or things. In comparisons, adjectives have special forms or spellings. When you compare one thing or person with another, use the comparative form of the adjective. The COMPARATIVE FORM is made in two ways:

1. For short adjectives like smooth and easy, add <u>er</u>: smoother, easier.

2. For longer adjectives like spectacular, use <u>more</u>. Most adjectives ending in <u>ful</u> and <u>ous</u> form the comparative with <u>more</u>: more graceful, more cautious.

Use the SUPERLATIVE FORM of the adjective when you compare a thing or person with more than one other thing or person, or with all others of its kind.
Example:

Yusra is the most careful of the three girls.
Ahmad is the smallest wrestler on the team.

A superlative is formed by adding <u>est</u> or by using <u>most</u>. For adjectives that add <u>er</u> to form the comparative, add <u>est</u> for the superlative. For those that use <u>more</u> to form the comparative, use <u>most</u> for the superlative: easiest , most graceful.

Use the comparative to compare two persons or things. Use the superlative to compare more than two.

Do not leave out the word <u>other</u> when you are comparing something with everything else of its kind.

Do not use both <u>er</u> and <u>more</u> or <u>est</u> and <u>most</u> at the same time.

Wrong: Brian is the most nicest person I know.
Right: Brian is the nicest person I know.

IRREGULAR COMPARISONS:

The irregular comparative and superlative forms of some adjectives are:

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	best
well	better	best
bad	worse	worst
much	more	most
many	more	most
little	less or lesser	least

PREPOSITION

[A Preposition is a word that joins together two or more other words or groups of words.]

Prepositions are one important kind of connective. A preposition is a word used with a noun or pronoun and some other word in the sentence.
Example: Sal walked <u>under</u> the bridge.   Sal walked <u>to</u> the bridge.
**   Sal walked <u>across</u> the bridge.   Sal walked <u>beside</u> the bridge.**

(In the examples above, the prepositions <u>under</u>, <u>across</u>, <u>to</u>, and <u>beside</u> connect bridge with walked)

LIST OF WORDS OFTEN USED AS PREPOSITIONS:

about   at   but   except   in   on   to   up   above   before   by   inside   over   upon   across   behind concerning   into   since   with   after   below   down   like   through   within   against   beneath   during near   to   without   along   beside   except   of   toward   among   between   for   off   under   around beyond   from   on   until

Many words used as prepositions may also be used as adverbs. There is an easy way to tell the difference. A preposition never appears alone. It always followed by its object a noun or a pronoun. If the word appears in a phrase, it is probably a preposition. If it is not in a phrase, it is probably an adverb.
Example:
- **An upstairs light was left on. (adverb)**
- **Jan sewed the emblem on her jacket. (prepositional phrase; <u>on</u> is a preposition)**
- **Turn the main valve off. (adverb)**
- **The suitcase fell off the rack. (prepositional phrase; <u>off</u> is a preposition)**

A modifier may be a group of words as well as a single word. Frequently a prepositional phrase is a modifier.

A PREPOSITIONAL PHRASE is a preposition, its object, and any words
  modifying the object.
  Example:
          Tracy gave one <u>of the pups</u> <u>to a good friend</u>.(of the pups is a prepositional phrase.   Pups   is the object of <u>of</u>. To a good friend is also a prepositional phrase. Friend is the object of <u>to</u>. Good modifies friend.

AN ADJECTIVE PHRASE is a prepositional phrase modifying a noun or a pronoun. Like adjectives, adjective phrases tell what kind, how many, how much, which one or which ones about a noun or pronoun.

AN ADVERB PHRASE is a prepositional phrase modifying a verb. Like adverbs, adverb phrases tell how, when, where, and to what extent about verbs, adjectives or an adverbs.

CONJUNCTIONS

[A conjunction is a word that joins words or groups of words.]

Conjunction is another kind of connective.
Example:
- **Ann, Cecelia, <u>and</u> Rich work at Sears. (the conjunction <u>and</u> connects nouns)**
- **Sara walked across the street <u>and</u> into the bank. (connects prepositional phrases.)**

Coordinating conjunctions connect single words or parts of a sentence that are of the same kind. The most common coordinating conjunctions are <u>and</u>, <u>but</u>, and <u>or</u>. When coordinating conjunctions link words, they usually form compound constructions.

Example:
- **Do bloodhounds <u>or</u> retrievers make the best hunting dogs? (compound subject)**
- **The car started <u>but</u> stopped almost at once. (compound verb)**
- **Gene read the book <u>and</u> wrote his report. (compound predicate)**
- **Hank is deciding between the skates <u>and</u> the racket. (compound object of the preposition between)**

Correlative conjunctions are used in pairs:

both......and	neither......nor
either....or	whether....or

INTERJECTION

[An interjection is a word or group of words used to express strong feelings. It may convey anger, surprise, disgust, joy, or sorrow. It is often followed by an exclamation mark (!).]

Example :
Look out!   Ugh!

WORDS

Appropriate and effective kind of words are essential part of a good writing. When you select your words follow these recommendations.

1. **USE PERSONAL WORDS**. Active voice such as **"I"** and **"we"** are specific and has better effect to use than the passive voice, word **"one"**.

2. **USE FAMILIAR WORDS THAT PEOPLE LIKE TO HEAR**. There are words people like to hear in some contexts and others that they don't.
    Positive-sounding words help create a positive response.
    Compare the words people like to hear in the left hand column with those listed on the right, that turn people off:

achieve	blame
appreciate	complain
success	failure
you say	you claim
can	impossible

3. **USE NECESSARY WORDS**. Eliminate any words that does not contribute to your message. The more unnecessary words you can eliminate, the stronger and clearer your writing will be.
    The following are some phrases and their concise alternatives:

in order to	to
despite the fact is	although
for the purpose of	to
due to the fact that	because
in the final analysis	finally
at this point in time	now

4. **USE SPEAKING WORDS**. If you use pretentious-sounding word constructions such as those in the left hand column, consider substituting with the plain, simple words listed on the right:

to be in receipt of	have
enclosed please find	here is
commensurate with	equal to
termination	end

5. **USE ORTHODOX SPELLING**. Writing "nite" for night", "thru" for "through," and "cuz" for "because" may be acceptable in a personal letter for the name of a store, but it has no place in business letters or memos.

6. **USE CONTRACTIONS.** Consider using contractions. Because contractions are spoken so naturally, they are a very subtle way to draw the reader into your message and allow you to come across as warm and personal.

Example: have + not = haven't   you + will = you'll
you + have = you've   that + is = that's

7. **AVOID "HEADLINE" WORDS.** "Headline" words are words that newspaper editors have shortened for reasons of space. Many may be inappropriate outside of the newspaper. Here are some headline words and what you want to substitute for them.

quote	quotation
recap	recapitulate
America	United States
GM	General Motors
UN	United Nations
GOP	Republican Party

8. **AVOID CLICHES.** Cliches are expressions that have been used so often they 've lost whatever energy they might originally have had. Here are some cliches and words to consider using in their place:

as per	according to
in a nutshell	in short
tried and true	reliable
the bottom line	the deciding factor
in regard to your	regarding your
few and far between	rare
my personal opinion	I believe
attached please find	I have attached
for your information	(omit; bad manner)
at this point in time	now
as a matter of a fact	indeed
with the exception of	except
don't hesitate to call	please call

9. **AVOID EUPHEMISMS.** Euphemisms are words and phrases meant to hide negative things. For example --"deceased" for "dead," but most euphemisms dull our style and serve no useful role in business writing.

Euphemism	Alternative
pre-owned	used
revenue enhancement	price increases
contrary to expectations	unexpected
did not pay attention to	ignored

10. **AVOID REDUNDANCY**. Redundancy doesn't help clarify meaning or enrich style. Here are some more commonly used redundancies and their corresponding sufficient meanings:

advance warning	warning
resulting effect	effect
in the event that	if
brief in duration	brief
surplus left over	surplus
unresolved problem	problem
three-month period	three months
I wish to thank you	thank you
due to the fact that	since, because

11. **AVOID JARGON**. Use technical language or words peculiar to a special business when these words meet the needs of a particular reader. The rest of the time, write in plain, non-technical, conversational prose.
Jargon words include:

utilization	interface
task (as a verb)	facilitated
market penetration	optimize

12. **AVOID USING THE DOUBLE NEGATIVE**. A double negative is the use of two negative words together when only one is needed.
Example:
Wrong: I haven't heard nothing from Pat.
Right: I haven't heard anything from Pat.
When you use contractions like haven't and didn't, do not use negative words after   them.
The most common negative words are no, none, not, nothing, never.
Use words such as any, anything, and ever after negative contractions or words.
Inga hasn't said anything. Carl would not ever miss practice.

13. **AVOID ACRONYMS, INITIALS AND ABBREVIATIONS**. SALT means Strategic Arms Limitation Talks. Write out the complete name the first time it is used and place the acronym, initials or abbreviations in parentheses following the name. Once you've given your readers their bearings, you can use the acronym, initials or abbreviation in place of the organization's name or the movement that you are writing about:
Example:
"The National Association for the Advancement of Colored People (NAACP) will elect   a new president this year."

14.   **AVOID SEXIST LANGUAGE**. **Words that favor one gender over the other have no place in business or any other kind of writing. Such language occurs mostly with the third-person masculine pronouns ("he," "him," "himself," "his.") and with job titles that have a build-in-gender preference ("foreman," "chairman," "stewardess").**
To avoid sexist pronouns use the "he or she" construction ("Each manager must file his or her report.") or switch to the less awkward plural "they," "them, "their," "themselves" whenever possible ("All managers must file their reports.")

15.   **AVOID OVERUSING VERBS**. **When we read, we tend to look mostly at nouns (the names of people, places and things) that's where the information is. But as writers, the words we want to focus on are the verbs, that's where the action is.**
Forms of the verb "to be" are the most popular verb forms in the English language, and they've lost some of their power. If you've written five or six sentences in a row and all your verbs are linked with any of these six words ("am," "is," "are." "was," "were," "been,") see if you can replace a few of these constructions with other verbs or verb forms. A sentence such as "He is going to be here on Tuesday," for example, could be changed to "He arrives on Tuesday."

16.   **KEEP RELATED WORDS TOGETHER**. **Badly placed words and phrases can cause confusion in a sentence. Keep the words that have to do with a subject apart from those that do not have to do with that subject.**

17.   **USE CORRECT AND PRECISE WORDS**. **Words that mean what they say and say what they mean, words that express exactly your intention and define clearly your purpose.**

18.   **AVOID MISPLACING MODIFIERS.** **A misplaced modifiers are a modifiers that are not in their places with relation to the words they modify.**
Example:
        Wrong: The book has been stolen that <u>I bought yesterday</u>.
            (what did you buy yesterday?)
        To correct a misplaced modifier, place the modifier in its proper relation to the word
it   **modifies.**
        Correct: The book <u>that I bought yesterday</u> has been stolen.

19.   **AVOID DANGLING MODIFIERS.** **A dangled modifiers (dangling participle) refer to a words that are implied rather than actually stated in the sentence.**
Example:
        Wrong: Cooked rare, I could not chew the steak.
            (who is cooked rare? Me!)
       To correct dangling modifier, state the implied modifier.
      Correct: I could not chew the steak, because it was cooked rare.

SUFFIX:

Suffix, literally, something that follows something else. In grammatical construction: a group of letters containing meaning that are added to the end of a root word to form a new word:

When a suffix beginning with a vowel, is added to a word ending in a silent <u>e</u>, the <u>e</u> is usually dropped.
Example:

<u>Word</u>	+<u>Suffix</u>	= <u>New Word</u>	<u>Word</u>	+<u>Suffix</u>	= <u>New Word</u>
believe	+ ing	= believing	relate	+ ion	= relation
grace	+ ious	= gracious	bore	+ ing	= boring
adore	+ able	= adorable	conserve	+ ation	= conservation

When a suffix beginning with a consonant is added to a word ending
in a silent <u>e</u> the <u>e</u> is usually retained.
Example:

fierce	+ ly	= fiercely	grace	+ less	= graceless
purpose	+ ful	= purposeful	bereave	+ ment	= bereavement

The following words are exceptions, the <u>e</u> at the end of the word has been omitted: truly, argument, ninth, wholly.

When a suffix is added to a word ending in <u>y</u> preceded by a consonant, the <u>y</u> is usually changed to <u>i</u>.
Example:

dizzy	+ ness	= dizziness	foggy	+ est	= foggiest
twenty	+ eth	= twentieth	guppy	+ es	= guppies

Note the following exceptions: When <u>ing</u> is added, the <u>y</u> does not change.
Example:

marry	+ <u>ing</u>	= marrying	bury	+ <u>ing</u>	= burying

When a suffix is added to a word ending in <u>y</u> preceded by a vowel,
(a, e, i, o, u, or y) the y usually does not change.
Example:

delay	+ <u>ed</u>	= delayed	destroy	+ <u>er</u>	= destroyer
donkey	+ <u>s</u>	= donkeys	boy	+ <u>ish</u>	= boyish

When the suffix <u>ly</u> is added to a word ending in <u>l</u>, both <u>l's</u> are
kept. When <u>ness</u> is added to a word ending in <u>n</u>, both <u>n's</u> are kept.
Example:

usual	+ <u>ly</u>	= usually	mean	+ <u>ness</u>	= meanness
cruel	+ <u>ly</u>	= cruelly	green	<u>ness</u>	= greenness

Two exceptions: If the root word ends with a vowel ("a," "e," "i," "o," "u," or "y,") and the letter before the vowel is a <u>"c"</u> or a "g," keep the vowel if you're adding an ending that begins with <u>"a"</u> or <u>"o."</u>

noticeable   changeable   manageable

PREFIX:

Prefix, literally, something that come before something else. A group of letters that contain meaning and are placed before a root word to form a new word:

The spelling of the base or root of a word is never changed by the addition of a prefix.
Example:
<u>Prefix</u> + <u>Word</u>   = <u>New Word</u>
a   + rouse   = arouse
mis   + spell   = misspell
trans + Plant   = transplant
un   + necessary = unnecessary

Many prefixes also keep the same form, regardless of the base or root to which they are attached.
Example:
for   + bid   = forbid
dis   + appear   = disappear
dis   + appoint = disappoint
dis   + satisfied = dissatisfied

Some prefixes (and these are the most troublesome) are similar in sound but are spelled differently.
Example:
ante (meaning before):   antedate, antecedent
anti (meaning against):   anticlimax, antibody
inter (meaning between): interpret, interrupt
intra (meaning within):   intramural, intravenous

ABBREVIATIONS:

Abbreviations are seldom used in formal writing. Nevertheless, here are some guidelines:

Omit the period after letters of an organization: CCNY (City College of New York).

Not all abbreviations are written the same way: MPH (miles per hour) can be written mph, Mph, m.p.h. If your company doesn't have a specific preference, choose the way you like best. Make sure, however, that you are consistent throughout any memo or letter you write.

SOME COMMON ABBREVIATIONS:

a.m.   ante meridiem, before noon
p.m.   post meridiem, after noon
e.g.   exempli gratia, for example
i.e.   id est, that is
ibid.   ibidem, in the same place
viz.   videlicet, namely
etc.   etcetera, and so forth

SPELLING:

1. When the words of one syllable that end in one consonant preceded by one vowel, double the final consonant before adding ing, y, al, ed, or er.
    Example: beginning   running   specially   physically

    The following words do not double the final consonant because two vowels precede the final consonant:
    Example:

    clear + ing = clearing   crook + ed = crooked
    greet + ing = greeting   cook   + er = cooker

    Memorize words with the "seed" sound. Only one English word ends in sede: supersede.
    Three words end in ceed: exceed, proceed, succeed
    All other words ending in the sound of seed are spelled cede:
    concede   precede   recede   secede

2. When the sound of a word is a long e, the word is spelled ie except after c the word spelled e:
    believe   grief   field ; conceited   receipt   deceive

3. When the sound is a long a, the word is spelled ei.
    Example: foreign   forfeit   height

    The following words are exceptions:
    either   weird   neither   seize   leisure

4. The letter q is always followed by the letter u.

5. When a final y is preceded by a consonant, change the y to i and add the ending.
    Example: fly, flies

    When adding ing keep the y.
    Example: fly, flying

6. When full is used as the last half of a word it is shrtened to ful.
    Example: careful   spoonful

    For more spelling rulles see "Suffix" and "Prefix".

CAPITALIZATION:

Capitalization is determined by convention. Unless you have a specific reason for not doing so, obey the conventions. Here are some guidelines that can help:

1.   Capitalize the first word of every sentence and the first word in most lines of poetry.

2.   Capitalize the first word of a direct quotation.

> Secretary of War Staton said, "Now he belongs to the ages."

Sometimes a direct quotation is interrupted by words like she said This is called a divided quotation. Do not ccpitalize the first word of the second part of a divided quotation unless it starts   a new sentence.

> "When," asked Damon, "will this rain end?"
> "When will this rain end?" asked Damon. "We want to practice."

3.   Capitalize the letters and the first word of each line of an outline.
     Types of burns
                    A. First-degree burns
                                        1. Reddening of skin
                                        2. No blistering

4.   Capitalize the names of organizations and institutions, including political parties, governmental bodies or agencies, schools, colleges, churches, hospitals, clubs, businesses, and abbreviations of these names.

> Los Angeles Lakers
> Metro High School
> Department of Health

Do not capitalize such words as school, college, church, and hospital when they are not   used   as names.

> The hospital is part of the university.

5.   Capitalize names of months, days, and holidays, but not the names of seasons.

> June   Saturday   Memorial Day   winter

6. Capitalize the first word and all important words in chapter titles; titles of magazine articles; titles of short stories, essays, or single poems; titles of television and radio programs; and titles of songs or short pieces of music.

7. Capitalize the first word and all important words in titles of books, newspapers, magazines, plays, movies, works of art, and long musical compositions.

8. Capitalize the first word, words like Sir and Madam, and the name of the person addressed in the greeting of a letter. In the complimentary close, capitalize the first word only.

9. Capitalize the names of historical events, documents, and periods of time.

Spanish-American War	Industrial Revolution
Nuremberg Trials	Dark Ages
Declaration of Independence	Treaty of Varsailles

10. Capitalize the names of races, languages, nationalities, and religions and adjectives derived from them

Muslim   Catholicism   Kuwaiti   Islamic   Norwegian

Do not capitalize the names of school subjects, except course names followed by a number. Remember that the names of languages are always capitalized, however.

biology mathematics	spanish
Biology IBusiness Math II	Spanish 200

11. Capitalize the names of ships, trains, airplanes, and automobiles.

Titanic   Air Force One   Datsun

12. Capitalize the abbreviations B.C. and A.D.

Cleopatra was Queen of Egypt until 30 B.C.
The last ancient Olympic Games were held in A.D. 390.

13. Capitalize such words as mother, father, aunt, and uncle, when these words are used as names. When the noun is modified by <u>a</u>, <u>the</u> or the possessive word, it is not capitalized.

> Is Uncle Henry your brother, Dad?
> My mom drove Grandfather to the airport.

14. Capitalize the pronoun <u>I</u>.

> Did I forget my lunch?

15. Capitalize all words referring to God, to the Holy Family, and to religious scriptures.

> the Koran   the Bible   the Torah

16. In geographical names, capitalize the first letter of each word except articles and prepositions.

Continents:	Africa, North America
Bodies of Water:	the Bay of Bengal, the South Pacific Ocean
Land Forms:	the Sahara Desert, the Volcano Islands, the Rocky Mountains
Political Units:	Kuwait Canada
Public Areas:	Navajo National Monument
Roads and Highways:	Route 55, Avenue of the Americas

17. Capitalize names of section of the country.

> The West Coast attract many people.

18. Capitalize proper adjectives derived from names of sections of the country.

> New Jersey is one of the Eastern states.

Do not capitalize directions of the compass. Do not capitalize adjectives derived from words indicating direction.

> Walk four blocks north.
> The west wind felt chilly.

COMMONLY CONFUSED OR MISUSED WORDS EXPRESSIONS AND WORD GROUPINGS:

adopt	**to adopt is to take as your own.**
adapt	**to adapt is to change to meet a special purpose.**
all together	**two separate words preserve their original meanings.**
altogether	**the compound means "completely." "in all," or "on the whole."**
a	**an article used before a singular noun with a consonant sound.** **We will spend a month in Vermont and a week in Maine.**
an	**an article used before a singular noun with a vowel sound. She ate an apple and an orange.**
as	**As a synonym for <u>since</u> or <u>because</u>, as is always rather weak, and often ambiguous. The reader may think it means while. As a synonym for <u>while</u> it is less likely to be misunderstood, and often preferable.**
aren't I	**incorrect-plural verb used with singular pronoun.**
am I not	**correct**
and etc.	**et cetera means "others, or so forth," therefore placing "and" before "etc." is incorrect. He purchased several colored pens (blue, red, green, etc.)**
assure	**to declare confidently. I assure you, everything is all right.**
ensure	**to make sure or certain. To ensure quick payment, file your taxes now.**
insure	**to protect against risk or loss with insurance. I need to insure my car.**
affect	**"affect" is a <u>verb</u>. It means "to change" or "to influence."**
effect	**"effect" can be a <u>verb</u> or a <u>noun</u>. As a verb it means "to cause", as a noun, it means "a result.**
alright.	**incorrect- "Alright is not a word. You'd never write "alwrong," would you?**
all right	**correct.**
allude	**you "allude" or "make reference to" a book.**
elude	**you "elude" or "run away from" someone who is chasing you.**
among	**use "among" when more than two are involved.**
between	**use "between" when you are comparing two persons, places, or things.**
and/or	**a shortcut that looks and reads bad and can lead to confusion or ambiguity. Avoid whenever possible.**
anybody	**anybody" is written as one word when it refers to "any person. Any body" as two words means "any corpse" or "any group." The same is true for "everybody," "nobody" and "somebody."**

anyone	any one" means "any single person" or "any single thing."
Beside	beside means "by the side of" or "not included in" (beside the question).
Besides	besides means "in addition to."
being	not needed after "regard" in sentences such as "He was regarded as being the best." Preferred is "He was regarded as the best."
cite	refer to: He cited new sales figures.
site	location: The new building site is in Dallas.
sight	scene: The skyline was a beautiful sight.
compliment	a comment of admiration. He complimented Jacob on his thorough report.
complement	going nicely together. The blue dress complemented her blue eyes.
can	"can" means "able to."
may	"may" means "permit." "May I leave work early?" means "May I have <u>permission</u> to go home early?"
compare to	to "compare to" is to point out the <u>similarities</u> in different things.
compare with	to "compare with" is to point out the <u>differences</u> between similar things.
data	like "media" and "phenomena," "data" is plural. It refers to more than one fact or piece of evidence. Nevertheless, it is becoming popular to refer to it as singular. Your choice: "The date is misleading" or "The data are misleading."
fewer	refers to physical numbers of items. He ordered fewer magazines this year.
less	refers to matters of degree or value. It was less important to him than it was to her.
farther	"farther" has to do with distance: "I traveled farther than you."
further	"further" can be used as a verb meaning "to promote" or "to advocate": "I plan to further your cause."
finalize	can mean either "to terminate" or "to put into final form." Avoid the word altogether. It's overused, pretentious and pseudo-technical; substitute by using "finish" or "complete."
I, me	we tend to use "I" any time we join it with someone else's name. The best way to tell when to use "I" or "me" is to read the sentence without the other person's name.

imply	to "imply" is to suggest or indicate without expressing exactly what you want to say: "He implied that we were going to get a raise.
infer	to "infer" is to reach a conclusion from the evidence at hand: "Based on what he said, we can infer that a raise will be coming."
its	"Its" is the possessive form of "it." It means something belongs to whatever place or thing "it" stands for.
it's	"It's" is the contraction for it is.
-ize	so many good verbs end in "-ize," we don't need to add this tempting suffix to any more verbs.
like, as	except as a term of affection, "As" can be used in comparisons ("The two were equally as efficient" or "He was as efficient as she," but it also appears as the introduction or heading of a list ("The program included such topics as:...")
regardless	despite, without regard to. Regardless of his position, he should not have missed the meeting.
irregardless	incorrect - not a word
reason is because "because"	"reason is because" is considered redundant because both "reason" and have to do with cause.
reason is that	"reason is that" is the grammatically correct expression.
try to	to "try to" is "to attempt."
try and.	to "try and" implies that two separate actions are taking place: the "try" and whatever verb comes after it.
that	refers to persons, animals or things; used to introduce phrases or words that must remain part of the sentence. It is the one that will go.
which	refers to persons, animals or things; used to introduce parenthetical or explanatory phrases. I'am wearing my favorite dress, which happens to be blue.
to	in a direction toward: I am going <u>to</u> town.
too	also: I like strawberries <u>too</u>.
	excessive or extreme: Don't stay out <u>too</u> late.
two	the cardinal number equal to the sum 1 + 1. I would like <u>two</u> pencils, please.
unique	because "unique" means "without equal," there can be no degrees of uniqueness, no "most unique" or "very unique."

PHRASES AND CLAUSES

A clause is a group of words that contains a verb and its subject.
A simple sentence is a clause because it has a verb and a subject. To understand the complex sentence, you must first know about clauses.

A phrase is a group of words that does not have both subject and a verb. A phrase such as walking down the road is not a clause.

Compound sentences contain two or more clauses. That is, compound sentences contain two or more groups of words with a subject and a verb. Each of the clauses in a compound sentence can be a sentence by itself.

Clauses that can be sentences by themselves are called main clauses. A clause that cannot stand by itself as a sentence is called a subordinate clause.

As and when are subordinating conjunctions. They subordinate, or make dependent, the groups of words they introduce.

Look at the following groups or words:
As I walked home   When the bell rang
Neither group of words above expresses a complete thought, although each group becomes a complete sentence.

Sometimes you may have trouble deciding whether a group of words is a phrase or a clause. Just remember that a clause has a subject and a verb. A phrase does not.
Example:
-    *After entering the contest*, Jim got nervous. (The italicized words are a phrase. There is no subject.)
-    After he entered the contest, Jim got nervous. (This time the group of words contains both a subject and a verb. It is a clause.)

    There are three kinds of subordinate clauses(A clauses that cannot stand by itself as a sentences):
-    Adverb clause
-    Adjective clause
-    Noun clause

1.   ADVERB CLAUSES:

An adverb clause is a subordinate clause used as an adverb.

Example:
-        Toby put the letter <u>where Earl would see it</u>.
-        Billie coughed <u>as she ran</u>.
-        Set those boxes <u>wherever there is room</u>.
-        The senator spoke <u>until he was hoarse</u>.

Adverbs, adverb phrases, and adverb clauses tell how, when, where, or to what extent about the words they modify.

2. ADJECTIVE CLAUSES:

An adjective clause is a subordinate clause used as an adjective to modify a noun or pronoun.
Example:
-       Midnight is the time <u>when the bells are rung</u>. (The adjective clause modifies time.)

-       Camp David is one place <u>where the President relaxes</u>. (The adjective clause modifies place.)

Adjective, adjective phrases, and adjective clauses tell what kind, how many or which one.

Adjective clauses often begin with <u>where</u>, <u>when</u>, <u>who</u>, <u>whom</u>, <u>and</u> <u>whose</u>.

Who, whom, and whose relate the clause to the noun or pronoun it modifies. They are called relative pronouns. The adjective clause beginning with these words is sometimes called a relative clause. <u>That</u> and <u>which</u> may also be relative pronouns.

Who, whom, whose, that, and which are relative pronouns which have three functions:

-       They introduce adjective clauses.
-       They relate the adjective clause to a word in the main clause.
-       Within the adjective clause, they act as the subject, object, or predicate pronoun of the verb.
-       They may also be the object of a preposition in the clause.
        Example:
        -       Norman Mingo is the artist <u>who first drew Alfred E. Neuman</u>. (The adjective clause modifies artist. <u>Who</u> is the subject of drew within the clause.)

        -       Betsy is the person <u>whom we were discussing</u>. (The adjective clause modifies person. <u>Whom</u> is the direct object of were discussing within the clause.

3. NOUN CLAUSES:

A noun clause is a clause used as a noun in a sentence.
The noun clause can be used in any way that a noun is used. Noun clauses can be used as subjects, objects of verbs, predicate words after linking verbs, and objects of preposition. Noun clauses do not modify anything because nouns are not modifiers.

Subject:	<u>What Andy likes best</u> is math.
Direct Object:	Jamie said <u>that she knew some French</u>.
Predicate noun:	The explanation is <u>that Tony lost on purpose</u>.
Object of preposition:	Bet a second opinion from <u>whomever you wish</u>.

Many noun clauses are introduced by <u>that</u> and <u>what</u>. Other words that can introduce noun clauses include whatever, whomever, who, whose, whom, where, when, why and how.

SENTENCE

[A sentence is a group of words that expresses a complete thought.]

SUBJECT AND PREDICATES:

Every sentence is made up of two basic parts: the subject and the predicate.

The SUBJECT of the sentence tells whom or what the sentence is about.

The PREDICATE of the sentence tells something about the subject. It tells what the subject did, or what happened.

Subject Who or What	Predicate Did or What Happened
Arthur	has a good memory.
My friends	will be here soon.
Several hornets	buzzed around the table.
The new bus driver	seems friendly.

Simple Subjects and Predicates:

Every sentence contains a few key words that make up the basic framework of the sentence.

The <u>key word</u> in the subject of a sentence is called the simple subject.

The <u>key word</u> in the predicate of a sentence is the simple predicate. The simple predicate is the verb.

Simple Subject	Simple predicate (Verb)
The dirty eraser	smudged the paper.
A narrow hall	led to the kitchen.
The actors in a play	often wear make-up.

SUBJECT IN UNUSUAL POSITIONS:

To find the subject in a sentence with unusual word order, first find the verb which will show action or state of being. Then ask who or what before the verb. The answer will be the subject.

1. **The subject of a sentence usually comes before the verb. sometimes, though, part or all of the verb comes before the subject.**
    Sentences beginning with <u>there</u> or <u>here</u> and <u>where</u> often reverse the order of subject and verb.
    -   **There are my books. (<u>Books</u> is the subject; <u>are</u> is the verb.)**
    -   **Here is the entrance. (Entrance is the subject; <u>is</u> is the verb.)**
    -   **There may be some questions. (<u>Questions</u> is the subject; <u>may be</u> is the verb.)**

2. **Questions: Part of the verb in question may come before the subject.**
    -   **Did Tim sign the list? (<u>Tim</u> is the subject; <u>Did sign</u> is the verb)**
    -   **Will you be at the picnic? (<u>You</u> is the subject; <u>will</u> be is the verb.)**

3. **Sentences beginning with phrases or other words that are not the subject:**
    -   **In hot weather we eat outside. (<u>We</u> is the subject; <u>eat</u> is the verb.)**
    -   **Through the door strolled Barb. (<u>Barb</u> is the subject; <u>strolled</u> is the verb.)**

4. **Sentences giving commands or making requests: The subject is not given. The subject is always you. You said to be understood:**
    -   **Help me with this package. (<u>You</u> is the subject of help.)**
    -   **Please watch carefully. (You is the subject of watch.)**

COMPOUND SUBJECTS:

Compound subject joined by and require a plural verb.
Example:
-   **Boston and Philadelphia <u>are</u> two of our oldest cities.**
-   **The porcupine and the spiny anteater <u>protect</u> themselves well.**

When the parts of a compound subject are joined by <u>or</u>, or <u>nor</u>, the verb agrees with the subject nearer to the verb.
Example:
-   **Neither the pools nor the beach is open.**
-   **Neither the beach nor the pools are open.**
-   **The tubes or the antenna needs attention.**
-   **The antenna or the tubes need attention.**

SUBJECT AND VERB AGREEMENT:

The subject and the verb of a sentence should agree in number, i.e., a plural subject takes a plural verb and a singular subject takes a singular verb.

Singular		Plural	
Ann laughs.	She laughs.	Children laugh.	They laugh.
Tom rides.	He rides.	Tourists ride.	They ride.
The engine whines.	It whines.	Puppies whine.	They whine.

The subject of a verb is never found in a prepositional phrase. Watch out for phrases that lie between   the verb and the subject.
Example:
One of the wheels is loose.
The slices of cake look too small.

Phrases beginning with the words <u>with, together with, including, as well as</u>, and <u>in addition to</u> are not part of the subject.
Example:
Peanut butter, as well as peanuts, is popular.
Peanuts, in addition to peanut butter, sell well.

RULES FOR SUBJECT AND VERB AGREEMENT:

1. When two singular subjects are joined by <u>or</u> or <u>nor</u>, the verb is singular.
Example: Neither Jim <u>nor</u> Mary appreciate<u>s</u> this music.

2. When two plural subject are joined by <u>or</u> or <u>nor</u>, the verb is plural.
Example: Violinists or guitarists appreciate this music.

3. When a singular subject and a plural subject are joined by <u>or</u>   or <u>nor</u>, the verb must agree with the subject immediately following <u>or</u> or <u>nor</u>.
Example: Neither the violinists nor the guitarist appreciate<u>s</u> this music.

4. Two or more subject joined by <u>and</u> require a plural verb.
Example: The violinist and the guitarist appreciate this music.

5. Singular indefinite pronouns (e.g., each, nobody, someone, somebody, everyone, anyone), require a singular verb.
Example: Everyone appreciate<u>s</u> this music.
Neither one of them appreciate<u>s</u> this music.

6. Collective nouns that represent a group of people or things
(e.g., committee, board, faculty, staff, group, family), require a singular verb.
Example: The group appreciate<u>s</u> this music.
The faculty appreciate<u>s</u> this music.

KINDS OF SENTENCES: There are four different kinds of sentences. Each serves a different purpose:

1. A DECLARATIVE sentence makes a statement. It ends with a period.
Miami is usually warm.

2. An INTERROGATIVE sentence asks a question. It ends with a question mark.
Did you pay a deposit?

3. An IMPERATIVE sentence tells someone to do something. It ends with a period.   Please shut the window.

4. An **EXCLAMATORY** sentence expresses strong emotion. It ends with an exclamation mark.
                     What a close call you had!
Sometime a sentence is imperative in one situation but exclamatory in another situation.

A SIMPLE sentence contains <u>one subject and one predicate</u>.   However, the parts of the simple
        sentence may be compound.
                Example:
                The plane landed and moved down the runway. (The verb is compound, but both
                verbs share the same subject, plane.)

A COMPOUND sentence consists of <u>two or more simple sentences joined together</u>.   The simple
        sentences should be closely related in thought.

The parts of a compound sentence may be joined by a coordinating conjunction (and, or, but) or by
a semicolon(;).
Example:
  -        Glenda ran very fast, and the coach was pleased.
  -        The food must be good, or this restaurant wouldn't be so popular.
  -        Johnny and his sister took in another stray; they now have three cats and two dogs.

All of the parts of the sentence may be compound.

Compound subject:	Heat and humidity bother Gordon.
Compound verb:	The engine starts and stops.
Compound predicate:	Martha dislikes the plan and told Ben.
Compound object:	Karen measured the floor and the walls.
Compound predicate word:	The speech was long and dull.

PUNCTUATING COMPOUND SENTENCES:

In compound sentences, a comma generally used before the coordinating conjunction.
Example:
  -        The city had it worst winter in 1967, and it also had its hottest summer that year.
  -        The wire looks delicate, but it is very strong.
  -        Did you read the contract first, or did you just sign it?

Instead of a conjunction and a comma, a semicolon (;) is sometimes used to separate the main ideas in a
compound sentence.
Example:
  -        The state had its worst winter in 1967; it also had its hottest summer that year.
  -        The wire looks delicate; it is not.

A comma is not used with compound subjects, predicates, or other compound parts.

The comma is not necessary in every short compound sentences.
Example:
          Either Robin leaves or I leave.
          Ann plays and Jon keeps score.

COMPOUND PREDICATE OR COMPOUND SENTENCE?

A compound predicate is two predicates or more within one simple sentence. Each predicate contains a verb. At least one verb is completed by an object or predicate word.
Example:
> Jody ordered a double hamburger but couldn't finish it.

To tell the difference between a compound sentence and a simple sentence with a compound predicate, look for the verbs. If both verbs have the same subject, the sentence is a simple sentence. If each verb has a different subject, the sentence is compound.
Example:
- Darryl looked under the couch and found his other shoe. (This simple sentence has a compound predicate. Both verbs, looked and found, have the same subject, Darryl.)
- Sandy found some coral, and her brother collected shells. (This is a compound sentence. The verb found has Sandy for its subject, the verb collected has brother for its subject.)

COMPLEX SENTENCE:

A <u>complex sentence</u> is a sentence that contains <u>one main clause</u> and <u>one or more subordinate clauses</u>.

A <u>main clause</u> (subject and a verb) complete thought , is a clause that can be a sentence by itself. A clause that cannot stand by itself is a subordinate clause.

The subordinate clause can act as a noun, an adjective, or an adverb. A complex sentence expresses only one main idea and one or more ideas that depend on the main idea.
Example:
> After the plane landed, the pilot spoke to the passengers. (After the plane landed is an adverb clause modifying the word spoke.)

<u>Subordinate Clause</u>	<u>Main Clause</u>
As I walked home,	it started to rain.
When the bell rang,	Jeremy got up.

Words that subordinate, or make dependent, the groups of words they introduce are subordinating conjunctions. These wards are often used as subordinating conjunctions:

after   as long as   if   so that   unless   whenever   although   as though   in order that   than   until where   as   because   provided   though   whatever   wherever   as if   before   since   till   when while

Some of the words in the list above can be used in other ways. They are subordinating conjunctions only when they introduce clauses.

Subordinate clauses can also be introduced by other words.

> that   who   whom   whose   which   why   what   whoever   whomever   how

**THE MOST EFFECTIVE WAYS TO WRITE
LIVELY, POWERFUL AND ENGAGING SENTENCES ARE:**

1.   <u>Choose NOUNS Over Adjectives</u>. Adjectives are indispensable to speech, but there is not one that can replace even the weakest noun. Nouns are where the information is. They're the names of people, places and things the readers want most to know about.

2.   <u>Choose VERBS Over Adverbs</u>. Verbs are where the action is. They're the ones that give good writing its power. You preserve energy in a sentence every time you eliminate an adverb or replace it and the verb it assists with a stronger verb. Consider the difference between "John went quickly to the photocopy machine" and "John rushed to the photocopy machine." The word "rushed" is doing more than twice the work of "went" and "quickly."

3.   <u>Choose PLAIN WORDS Over Fancy Ones</u>. Let you ear be your guide. If you wouldn't say the word, you're probably better off not writing. For a clean, economical sentences, omit unnecessary words and complicated expressions.
     Avoid beginning a series of sentences with the same word such as: the, he, then and there.
     Never start a sentence with a contrasting words such as: because , but or in spite of.

4.   <u>Choose SPECIFIC WORDS Over General Ones</u>. One of the surest ways to hold any reader's attention is to be specific. The more specific you are, the sharper the pictures you create in your readers' minds, and the better they remember what you've said. Instead of telling your reader, "I'll call you next week," consider "Joan, I'll call you next Thursday afternoon. "Avoid generalization or oversimplifications. When writing, use positive, clear statements.

5.   <u>Choose SHORT SENTENCES Over Long Sentences</u>.   Especially if the information is complicated. A sentence with more than 17 words is too long, but there is no sure-fire rule governing the length of sentences. A sentence should be as short or as long as is necessary to express a complete thought. Short sentences are easier to read. On the other hand, beware of lining up too many short sentences in a row. If all your sentences are approximately the same length, you're putting your reader to sleep. Vary the length of your sentences the same way you would vary the length of your paragraphs, it is a subtle way to keep your reader awake.
     A good sentence contains a single complete thought that is made lively and clear with details. However, use only those details that are related to the main idea of the sentence. Omit unrelated details that interrupt the main idea of a sentence.

6. **Construct Sentences In PARALLEL FORMS.** Parallelism means using the same grammatical structure for all items in a sentence that have the same function. Parallelism not only holds sentences together, it adds emphasis, provides flow, expresses thoughts more clearly, makes reading more pleasurable, takes up less space and makes what we say easy to remember. This is why so many famous quotations are in parallel forms:
    Example:
    - I came, I saw, I conquered.
    - A penny saved is a penny earned.
    - Do unto others as you would have them do unto you.

    Faulty parallelism occurs when the second or successive items in a parallel series do not fit the pattern established by the first item.
    Example:
    - Eating is time-consuming, expensive, and it makes you fat.
      The proper construction for this sentence should be:
    - Eating is time-consuming, expensive and fattening.
      Correct faulty parallelism by putting all the related ideas into the same grammatical form.

7. **Write In The SAME TENCE.** If you begin writing in one tense, stay in that tense. If you have to change, consider beginning a new paragraph every time you shift tenses. A new paragraph alerts the reader that a change may be coming , and helps your reader understand your message more clearly.

8. **Choose Your WRITING TONE.** Writing, like conversation, has tone. The tone is not what you say but how you say it.
    The tone of your writing and speaking voices expresses the attitude you have toward your subject. Tone can be personal or impersonal, formal or informal, positive or negative.
    The way in which you handle the tone of your voice in your writing plays an important role in determining your reader's reaction to what you have to say. The more natural the tone of your writing voice, the more appealing your message will be. Remember that such phrases as: "this is to inform you, this is to advise you, it is to be noted, etc." are superflous and arrogant.

9. **Avoid a SUCCESSION OF LOOSE SENTENCES:** Loose sentences of a particular type: those consisting of two clauses, the second introduced by a conjunction or relative such as: and, but, who, which, when, where and while. Writing too many loose sentences will take away from the writing effectiveness; however, avoid sentences too compact and periodic. An occasional loose sentence prevent the style from becoming too formal and gives the readers a certain relief.

10.   **Choose the ACTIVE VOICE.** **Most of the time active voice is shorter, simpler, clearer, more direct and easier to understand than passive voice.**

Active voice moves readers along, while passive voice slows them down.

Passive voice is the language of irresponsibility. Its purpose is to mislead, distort and disguise. Very rarely will a company announce in the active voice, "We made a mistake." Almost always, the company will state: "An error was found." Apparently, it was lying in the hall and somebody happened to trip over it!!!!

There are reasons for using passive voice constructions. Most of the time, however, they are unnecessary.

Example:

> **Passive: The street was crossed by the chicken.**
> **Active: The chicken crossed the street.**
> **Active voice puts the chicken and the road where they belong.**

To discover passive voice, look for the word "by". If there was a verb in front of the word "by", you may have written something in the passive voice. See if it sounds better to change it to active. Almost everything we say is in the active voice.

11.   **Write PROPER, CLEAR AND COMPLETE SENTENCES that do not include the following types of sentences:**

A sentence FRAGMENT: is an uncompleted sentence. It does not express a complete thought. In a fragment, wither the subject or the verb is missing. The reader may wonder who or what? Or the reader may wonder what happened? or what about it?

Fragment: **Kristy McNichol and another actress. (What about them? The verb is missing.)**
Sentence: **Kristy NcNichol and another actress signed autographs.**

Fragment: **Stamped off the field. (Who stomped off the field? The subject is missing.)**
Sentence: **Laurie stomped off the field.**

Fragment: **In a small town. (Both the subject and verb are missing.)**
Sentence: **Ralph lived in a small town.**

Another type of fragment results from incorrect punctuation. A sentence ends with a punctuation mark. A new sentence begins with a capital letter. Sometimes a writer uses an end mark and a capital letter too soon. The result is a sentence fragment.

Fragment: **Carin steadied the raft. With one hand.**
Sentence: **Carin steadied the raft with one hand.**

PADDED Sentences: Well-written sentences use no more words than are necessary. Padded sentences contain useless words and phrases that hide the main idea.   The following expressions often pad a sentence.

as a matter of fact   as per   because of the fact that   the point is   due to the fact that
the reason is   my feeling is   on account of   the fact that   the thing is   you see   I'am trying to say is   what I think is   you know

A **RUN-ON sentence**: is two or more sentences improperly joined as one.
A run-on joins two ideas that should be separate. The resulting sentence is confusing because the reader needs a signal at the end of each complete thought.
Sentences must be written separately, or they must be separated by a semicolon, or they must be joined by a conjunction ("and," "but," "nor").
Example:
>   Run-on: Mike was a poet he was also a critic.
>   Correct: Mike was a poet; he was also a critic.
>   Run-on: Jones played his best game of the season he scored ten points.
>   Correct: Jones played his best game of the season. He scored ten points.

Often a run-on sentence results from using a comma instead of a period.
Example:
>   Run-on: The car was rusty, its engine was broken.
>   Correct: The car was rusty. It engine was broken.

12.   **Write an OPENING SENTENCE**. Consider writing it last. Once you have what you want to say on paper, go back and write an opening sentence that is short, clear, simple, easy to understand, grabs the reader's attention and makes the reader want to keep reading.

13.   **Write an effective CONCLUDING SENTENCE**. Second in importance only to the opening sentence is a good opportunity to induce some action on the part of the reader is by writing an effective concluding sentence.

14.   **Use HEADING, LISTS, TABLES and GRAPHS**. Concrete language and personal details are two way of being specific, but nothing helps the images these words create in our minds as much as a good heading, list, table or graph.
Lists serve the same function as headings. They draw the reader's eyes onto the page and can suggest that there are a finite number of points to consider.

PARAGRAPHS

Paragraphs are like rest stops. They give our eyes and mind a break. They tell us we've just come to the end of something and can take a breath before going on to the next matter.

Paragraphs can be any length. They can be as short as one sentence or even one word. One-word paragraphs make very powerful paragraphs.

Construct your paragraphs with a good eye as well as a good mind. Breaking a long paragraph in two, even if it isn't necessary, can be an important visual aid. On the other hand, a whole bunch of short paragraphs one right after the other can be distracting. The safest policy is to vary the length of your paragraphs without, of course, making the breaks seem forced or unnatural. However, the shorter the paragraphs and the fewer the number of ideas contained in them, the easier they are to read and understand.

There are three kinds of paragraphs:

> A NARRATIVE paragraph tells a story or tells about something that happened.
> A DESCRIPTIVE paragraph creates a word picture that appeals to the senses.
> An EXPLANATORY paragraph may explain how to do something, why something should be done, or what something is.

A good way to narrow a general topic is to ask questions about it. Such questions might begin with: who, what, when, where, why, and how.

> Who?   Mona
> What?   found old silver coins
> When?   one afternoon last September
> Where?   in her grandmother's attic
> How?   by opening the false bottom of a trunk
> Why?   he she looking for a pirate costume in the trunk

GOOD PARAGRAPHS MUST HAVE:

1. <u>UNITY</u>: Try to stick to one idea to each paragraph and place that idea in the opening sentence. This lets your reader know what your paragraph is about and the attitude he or she should have toward your subject. The concluding sentence of your paragraph should lead your reader into the opening sentence of the paragraph that follows.

2. <u>COHERENCE</u>: "Coherence" (to stick together). Paragraph coherence means that the sentences in the paragraph connected. Each is in some way tied to the one that came before it.

Guidelines to create coherent paragraphs:

Arrange the sentences in a logical pattern or order. The order may be one of time, space, size, importance, general to specific, or similarity and difference.

Arrange ideas effectively. Determine what you want to say and to whom you are saying it. In some cases, a chronological order is called for; in others, a step-by-step process. If you have a choice in determining your letter's order, consider this: people remember best what they read first; they remember second best what they read last.

Keep a consistent point of view. Avoid shifting from one person to another, from one tense to another, or from singular to plural without good reason. Consider beginning a new paragraph for every shift in person, tense and number.

Repeat key words or phrases. Or use synonyms. This keeps the reader's attention focused where you want it.

Use transitional words or phrases. Transitional words help the reader get from one idea to the next. Words that indicate different situations include:

-   <u>ORDER</u> :   first, second, third, next, finally, simultaneously, successively, concurrently, at the same time, beyond, adjacent to, here, hereby, hereto, herein, hereinafter.

-   <u>CONTRAST</u>:   however, because, nevertheless, yet, unlike, but, despite, in spite of, notwithstanding, in contrast, on the contrary, otherwise, opposite to, still, nor.

-   <u>TIME</u>:   afterward, immediately, meanwhile, soon, now, at last, later, presently, shortly, in the meantime, recently.

-   <u>RESULT</u>:   as a result, consequently, therefore, then, thus, so, for this reason, hence, after all, for this purpose, thereof.

-   <u>ADDITION</u>:   besides, also, and, moreover, again, additionally, furthermore, then.

-   <u>COMPARISON</u>:   similarly, more than, less than, in like manner, in such a manner, comparing to.

-   <u>EXAMPLE</u> :   for example, for instance, in particular.

-   <u>SUMMARY</u>:   in brief, in short, in conclusion, in fact, indeed, to summarize.

3. <u>EMPHASIS</u>. Begin and end each paragraph with important pieces of information and well-written sentences. This will make your reader want to continue from one paragraph to the next.

The following are examples of the kinds of opening sentences that help to arose a reader's interest:

- Name the person or audience you are addressing. This almost always catches the reader's attention and directs it to the words that follow.

- Begin with an answer to a question or opposing point of view that may be raised in the reader's mind by something you said in your previous paragraph.

- State the main idea of the paragraph in the opening sentence. Follow with the reasons why it should or should not be supported.

- Ask a question. When the reader answers it, he or she becomes involved in your subject.

- Make a prediction. You can point to the consequences of a present situation by telling your reader what will happen if he or she doesn't act now.

- Open with an appealing or amusing incident that will arouse your reader's curiosity.

The closing sentence of each paragraph is the best place to form a link with the opening sentence of the next paragraph, but ask yourself if you need one. If each paragraph in your memo or letter develops a point in a series, you don't need to sum up what you've said before going on to the next paragraph. Unless the information is so important it merits repetition, end each paragraph with a transition that makes the reader want to hurry on to the next paragraph.

The following are examples of the kinds of closing sentences that help to maintain a reader's attention:

- Summarize the main point of the paragraph and introduce the reader to the point that will begin the next paragraph.

- Restate the paragraph's thesis if it was about something you hoped to prove.

- Direct the reader's attention to the possible consequences of a situation already presented in the paragraph.

- Call upon the reader to act, or tell the reader what action you will take.

- End with a quotation that confirms the views presented in the paragraph.

- The last line of the last paragraph of any memo or letter is almost as important as the opening one. Well-written endings give readers a sense of completeness. Their interest, which was aroused in the opening line and maintained in the opening lines of the subsequent paragraphs, should be satisfied in the concluding line of the last paragraph.

WRITING STYLE

THE BEST WRITING COMES FROM REWRITING.

By writing frequently in your natural speaking voice, you will develop your own writing style. By rewriting what you write, you will retain the energy and power of your natural voice with all the hems, haws and digressions cut out. After you've finished writing a memo, report or a letter, ask yourself these questions and rewrite as appropriate:

1.   <u>**IS IT EASY TO UNDERSTAND?**</u>   **Does it say what I want to say in a simple, clear, straightforward way?**

2.   <u>**DOES IT GET TO THE POINT?**</u> **Most of the time, the sooner we get to the point, the better.**

 The most important principle for organizing your reports effectively is: <u>TO GET TO THE POINT</u>.

 DON'T start with an introduction, background material or chronological account of your activities. If you do, you're not writing a report; You're writing a diary. Start with the conclusion then give the background.

 Tell the most important information right UP FRONT. UP FRONT may be the only place you will have the reader's attention and interest, therefore: always give your reader the ESSENTIAL MESSAGE IMMEDIATELY and BEFORE you go into detail.

 If you're asking for something, ask for it immediately and say why. If you're recommending something, recommend it immediately and say why. If you're telling your reader something important, summarize it immediately and say why it's important.

3.   <u>**DOES IT STICK TO AND DEFINE THE EXACT PURPOSE OF THE POINT?**</u>   **Does the memo or letter remain faithful to my stated purpose? Have I kept the reader's needs continually in view? Are all my points clearly illustrated?**

4.   <u>**IS IT ORGANIZED IN A NATURAL AND A LOGICAL WAY?**</u> **Does my opening sentence focus the reader's attention in the direction I want him or her to go? Does each sentence build in some way on the one that came before it? Are there any illogical surprise? Does material need to be added, moved or omitted?**

5.   <u>**DOES IT USE THE SAME VOCABULARY YOU USE FOR TALKING?**</u> **does your writing preserve the naturalness, ease, and spontaneity of good talk? doesn it prefere the everday word to the fancier Latin?**

6.   <u>**DOES IT CONTAIN ANY UNNECESSARY WORDS?**</u> **The more words we can eliminate in our writing, the more power we preserve. Never use a long word if a short word will do.**

7.   **IS YOUR VERBS ACTIVE?**   **Never use a passive verb if an active verb will do. A verb is active if the subject does the acting. Passive verbs use the past participle plus (usually) some form of "to be." Use strong verbs. The verb "to be" is the weakest in the English language. "is" and "are" stand still.**

   Change nouns into verbs.   "Refusal" becomes "refuse;" "judgement" - "judge;" "reference" - "refer."

   Beware of six dangerous verbs; make, take, give, have, hold, be.

   Example:

   Rather than "make application, write "you can apply." Rather than "give consideration, write "you can consider."

8.   **IS IT POSITIVE?**   **Many times we disagree not with the opinion but with the way it is presented. Try not to be patronizing or condescending to your reader. See if you can present the negative in a positive or at least a neutral light. Instead of focusing on what you reject, emphasize what you approve of.**

9.   **IS IT ACCURATE?** **Have you exaggerated anything, been unfair in any way, or failed to distinguish between fact and interpretation? If you do anything to break your reader's trust, your reader will never trust you again.**

10.   **IS IT CORRECT?** **Although words and the ways they are used can change, most standards of meaning and usage remain the same. Even if your writing is clear, logical, precise and attention-grabbing, you will undermine your credibility with the reader if your choice of words is not consistently correct and appropriate.**

11.   **IS IT COMPLETE?** **Does it contain all the information the reader needs to know?**

12.   **DOES IT FLOW?** **Is it easy to read even if the subject is complex? Does the information get in the way of understanding? The more complicated the information, the shorter the sentences should be.**

13.   **DOES THE OPENING SENTENCES GRAB MY ATTENTION?**   **If you don't have your readers' attention in the first five to 10 seconds, their attention will drift. To grab your readers' attention and make them want to continue:**

- **Make a point up front. Tell the reader what your message is about in the opening line.**

- **State the good news. Tell the reader what he or she wants to hear most. Put what benefits the reader right at the beginning.**

Ask a question. When your reader answers it, he or she will be participating in your letter right from the start.

- **Present a gripping fact, visualize your reader. Don't just state the information; present it in a way that's meaningful to the reader.**

- **Do not introduce a new idea into the concluding line of your memo or letter. If it is important, incorporate it into the main body of what you've written.**

- **Do not begin your last sentence with "In conclusion" or "To summarize."** Well-written endings are self-evident.

- **Do not apologize for your opinions.** You're entitled to them and, if they are substantially supported and carefully presented, won't require an admission of whatever inadequacies you might feel.

- **Use the word "PLEASE" before any command.**

14. <u>**IS IT WRITTEN IN A WAY THAT DRAWS THE READER'S ATTENTION TO THE SENCE AND SUBSTANCE OF THE WRITING, RATHER THAN TO THE MOOD AND TEMPER OF THE WRITER?**</u> **If the writing is solid and good, the mood and temper of the writer will eventually be revealed. Therefore to achieve style, begin by affecting none--that is, place yourself in the background. A careful and honest writer, as he becomes proficient in the use of the language, his style will emerge, because he himself will emerge, and when this happens he will find it increasingly easy to break through the barrier that separate him from other minds, other hearts--which is, of course, the purpose of writing, as well as its principal reward.**

15. <u>**IS IT OVERWRITTEN?**</u> **Rich ornate prose is hard to digest, generally unwholesome, and sometimes nauseating. If the sickly-sweet word, the overblown phrase are a writer's natural form of expression, he will have to compensate for it by a show of vigor, and by writing something as meritorious.**

16. <u>**IS IT OVERSTATED?**</u> **When you overstate, the reader will be instantly on guard, and everything that has preceded your overstatement as well as everything that follows it will be suspect in his mind because he has lost confidence in your judgment or your poise. Overstatement is one of the common faults. A single overstatement, wherever or however it occurs, diminishes the whole, and a single carefree superlative has the power to destroy, for the reader, the object of the writers' enthusiasm.**

17. <u>**DOES IT CONTAIN QUALIFIERS?**</u> **Avoid words such as rather, very, little, pretty--these are the leeches that infect the pond of prose, sucking the blood of words. The constant use of the adjective <u>little</u> (except to indicate size) is particularly debilitating.**

18. <u>**DOES IT EXPLAIN TOO MUCH?**</u> **It is seldom advisable to tell all. Be sparing, for instance, in the use of adverbs after "he said," "she replied grumblingly." Let the conversation itself disclose the speaker's manner or condition. Dialogue heavily weighted with adverbs after the attributive verb is cluttery and annoying.**

19. <u>**IS YOUR OPINION INJECTED?**</u> **Unless there is a good reason for its being there, do not inject opinion into a piece of writing. We all have opinions about almost everything, and the temptation to toss them in is great. Opinions scattered indiscriminately about leave the mark of egotism on a work. Similarly, to air one's views at an improper time may be in bad taste.**

A FINAL CHECKLIST

Before sending out anything (memo, letter, report or proposal) ask yourself these questions, and rewrite as necessary:

1.   **Have I clearly stated the purpose?**

2.   **Have I said what I'am trying to say?**

3.   **Have I made the message look good on the page?**

4.   **Have I made my writing mechanically correct or at least consistent?**

5.   **Have I checked any spellings, divided words, capitalization, abbreviations and punctuation that I'am not sure of?**

6.   **Have I varied the length of the paragraphs and sentences to help keep the reader awake?**

7.   **Have I stated and presented my ideas in a clear, simple and logical order that is easy to understand?**

8.   **Have I limited myself to one idea to each paragraph?**

9.   **Have I written the letter or memo as short as I can get it?**

10.   **Have I written my sentences as short as possible (Less than 17 words)?**

11.   **Have I eliminated any unnecessary words.?**

12.   **Have I eliminated unnecessary adverbs and adjectives?**

13.   **Have I chosen the best words to say what I want to say?**

14.   **Have I corrected any dangling or misplaced modifiers?**

15.   **Have I written in a manner that is "reader-centered" as opposed to "author-centered"?**

16.   **Have I tried to turn my negatives into positives?**

17.   **Have I maintained my respect for the reader?**

18.   **Have I eliminated all cliches, jargon, buzz words and bureaucratic phrases?**

19.   **Have I written in my natural tone of voice?**

20.   **Have I written a closing sentences that leave the reader with the main idea and inspire him or her to act?**

THE COMMA (,)

1. **Use a comma after every item in a series except the last.**
   The items in a series may be single words, or phrases, or clauses.
   Example:
   - **Words: Turtles, frogs, and dragonflies live by the pond.**
   - **Phrases: Ann unpacked the van, locked it, and carried the boxes inside.**
   - **Clauses: The professor explained what a recession is, why it happens, and how the economy can recover from it.**

2. **Use commas to set off words or groups of words that interrupt the flow of thought in a sentence.**
   Example:
   - **The show, <u>I believe</u>, has been canceled.**
   - **Mona, <u>however</u>, was sure of the answer.**
   Some other examples of interrupters are : moreover, I suppose, I think, nevertheless, on the other hand, to tell the truth.

3. **Use commas to set off most appositives. An appositive is a word or group of words used directly after another word to explain it.**
   Example:
   - **The tree, a dogwood, was in full blossom.**
   - **Mary McLeod Bethune, the founder of the hospital, has been a teacher.**
   Nouns used a appositives are called nouns in apposition. When the noun in apposition is a short name, it is not usually set off by commas.

4. **Use a comma before the conjunction that joins the two main clauses in a compound sentence.**
   Example:
   > **Pat baked some bread, and Ron took it to the bake sale.**

   Sometimes very short compound sentences have clauses joined by <u>and</u>. It is not necessary to use a comma if there is no change in the thought. Always use a comma before <u>or</u> and <u>but</u>.
   Example:
   - **The show ended and the audience cheered.**
   - **The show ended, but no one applauded.**

   Do not use a comma before <u>the</u> and <u>that</u> which joins a compound subject or a compound predicate with only two parts.
   Example:
   > **Waseem checked the bike's spokes and oiled the gears.**

5. **Use commas after the adverbs first, second, third, and so on, when these adverbs introduce a series of parallel items.**

6. **Use commas to set off the explanatory words of a direct quotation.**
   Example:
   - The forecaster said, "It's not my fault."
   - "It's not my fault," the forecaster said.

   If the explanatory words come after the quotation, place a comma within the quotation marks after the last word of a quotation.

   In a divided quotation, a comma is used after the last word of the first part. Another comma is used after the last explanatory word.
   Example:
   "Last year," said Jean, "the picnic was canceled."
   Indirect quotations are not set off from the rest of the sentence by commas:
   Example:
   The forecaster said that it wasn't his fault.

7. **Use commas to set off nouns of direct address. The name of somebody directly spoken to is a noun of direct address.**

8. **When two or more adjectives come before a noun, use a comma after each adjective except the last one.**
   Example:
   Larry chose a small, safe, and economical mop.

9. **Use a comma to separate an introductory word, phrase, or clause from the rest of a sentence.**
   Example:
   - No, I did not see him.
   - When playing basketball, wear suitable shoes.
   - Because John could type, he was hired.

10. **In dates, use a comma between the day of the month and the year.**
    Example:
    December 27, 1980   July 9, 1925

    In a sentence, a comma follows the year.
    Example:
    Alaska became a territory on August 24, 1912, and became a state on January 3, 1959.

11. **Use a comma between the name of a city and the name of its state or country.**
    Example:
    Atlantic City, New Jersey   Athens, Greece

12. **In writing an address as part of a sentence, use a comma after each item.**
    Example:
    Her address is 3237 Sherwin Road, Evanston, Illinois, 60202.

Use a comma after the salutation of a friendly letter and after the complimentary close of a friendly letter or a business letter.
Example:
       Dear John,   **Sincerely yours,**

13. **To set off nonrestrictive clauses. Nonrestrictive clauses are a lot like appositives:**
Example:
- They repeat, and usually clarify, what was said.
- The two budgets, which and been checked, were approved.

14. **After a dependent clause that precedes the main clause:**
Example:
If there is any error, please let us know.

15. **To set off parenthetical expressions, whether words, phrases, or clauses:**
Example:
Our host, Bill Martin, is an excellent cook.

16. **To set off transitional words and expressions (as in short, of course) or conjunction adverbs (as however, consequently, therefore):**
Example:
- We found, in short, many errors in his work.
- Your question, however, remained unanswered.

17. **After expressions that introduce an example or illustration (as namely, i.e., for example):**
Example:
Some of the presidential candidates, i.e., Jackson, Church, Bush

18. **To indicate the omission of a word or words:**
Example:
Then we had much, now nothing.

19. **After a statement followed by a direct question:**
Example:
You are sure, are you not?

20. **When no specific rule applies, but there is danger of misreading, use a comma.**
Example:
After the storm, windows were broken all over the house.

THE APOSTROPHE (')

1. Show possession with an 's for singular nouns and an s' for plural nouns.

<u>singular nouns</u>   <u>plural nouns</u>
manager's   managers'
president's   presidents'
worker's   workers'

2. Show possession with nouns that form their plural in ways other than by adding an s' to the plural of the noun.

<u>singular nouns</u>   <u>plural nouns</u>
man's   men's
woman's   women's
child's   children's

3. Show possession of singular nouns ending in s by adding an apostrophe or by adding an 's.

<u>singular nouns</u>   <u>plural nouns</u>
boss's car   dress's button
boss' signature   dress's seam

4. Another way to show possession of singular nouns ending in s although less widely acceptable, is by adding an apostrophe.
waitress' sandwich   actress' skit
press' notebook   address' page

5. To show possession of plural nouns ending in s add an apostrophe to the end of the word.
boys' frame   executives' club
writers' notebook   bosses' decision

6. To form the possessive of pairs of nouns, add 's to the second noun in instances of joint possession:
John and Mary's office
the brother and sister's car
the men and women's pool

7. Add 's to each member of the pair in instances of individual possession:
John's and Mary's computers.
the brother's and sister's cars
the men's and women's pools

8.	To show possession for group nouns or compound nouns, add **'s** to the end of the unit.

group nouns	compound nouns
association's	editor-in-chief's
team's	someone else's
committee's	president-elect's

9.	To show possession for compounds that form their plural by adding **s** to the first word, add **'s** to the end of the unit.
	editors-in-chief's
	sons-in-law's
	writers in residence's

10.	Avoid confusion when adding an apostrophe to some plural words.
	Jackson received two Es on his scorecard.
	He now stirs drinks for Oakland As.

11.	Use an apostrophe to show the omission of numbers in a date.
	The gold rush of '49	The class of '81	1930's

12.	Use an apostrophe and **s** to form the plurals of letters, figures, and words used as words.
	two's, four 2's, no's

13.	Use an apostrophe and an **s** to form the possessive of indefinite pronouns.
	nobody + 's = nobody's	anyone + 's = anyone's

	Never use an apostrophe in a persona pronoun: ours, yours, its, hers, theirs.
	The fox defended its den.	Is this jacket yours?

THE COLON (:)

1. Use the colon to announce an important statement, a list of items, or a long quotation.

2. The colon is used after the salutation in a formal letter.
   Example:
   (Dear Sir:)

3. The colon is used between the hour and minute in a statement of time.
   Example:
   (8:01 a.m.)

4. The colon is used to introduce a list and must be preceded by a complete statement.
   A colon should not be used after an incomplete thought.
   Example:
   Wrong: These important school activities are: the musical, the spring play and the junior-senior prom.
   Right: Many students participate in three important activities: the spring play, the musical and the junior-senior prom.

5. The colon is used after a formal statement to mean "note what follows."
   Example:
   A citizen has a major responsibility: to vote.

6. The colon is used between independent clauses (when no coordinating conjunction is used), where the second clause explains the first clause.
   Example:
   Our adjective was obvious: we wanted to win.

7. To introduce formally any material that forms a complete sentence, question, or quotation.
   Exmple:
   A topic came up for discussion: Which monetary policy should be pursued?

8. In ratios.
   Exmple:
   Mix oil and vinegar in the ratio 3:1.

THE SEMICOLON (;)

1.   **Use a semicolon to join the parts of a compound sentence when no coordinating conjunction is used.**
    Example:
        I tried the water fountain; it was not working.

2.   **When there are many commas in the parts of a compound sentence, separate the clauses themselves with a semicolon for added emphasis.**
    Example:
        Scott Myers, an extremely talented high-school player, had been besieged with offers from colleges; but he finally chose his state   university, which had just hired his former coach.

3.   **When there are commas within items in a series, use semicolons to separate the items.**

4.   **Use a semicolon before a word that joins the clauses of a compound sentence. Such joining words, as conjunctive adverb and adverbs are therefore, however, hence, so, then, moreover, besides, nevertheless, yet, still and consequently, otherwise, likewise, furthermore, accordingly, anymore and indeed.**

5.   **A semicolon is used instead of a comma between main clauses joined by such coordinating conjunctions as <u>and</u> <u>or</u>, <u>but</u> if either clause includes commas.**
    Example:
        While coming down the aisle, Carol lost her contact lens, ran into the usher, and dropped her purse; but she managed to survive toe ordeal, find her lens, and see part of the play.

6.   **To separate statements that are too closely related to be written as separate sentences, and also contrasting statements.**
    Example:
        -      Yes; that is right.
        -      War is destructive; peace is constructive.

7.   **A semicolon can take place of the word <u>"Because"</u> in a complete sentence.**

QUOTATION MARKS("")

1.   For interrupted quotations, use quotation marks only around the words being quoted.
        Example: "It doesn't surprise me," said Mark," "that you're among the company's top performers."

2.   Use single quotation marks to enclose a quote within a quote.
        Example: "I overheard him say "I'll join you", "noted Mary.

3.   Use quotation marks for direct quotation of words that do not make a complete sentence, although   do not use a comma.

4.   Use a quotation marks to set off unusual phrases or words.
        Example: the "X factor" is concept devised by Dr. Stern.

5.   Periods and commas fall within quotation marks.
        Example:
                - "I like him, "she said.
                -   She said he was "nice."

6.   Semicolons and colons fall outside of quotation marks, unless they are part of the actual quote.

7.   Question marks and exclamation marks should be placed inside quotation marks is they are part of the quote and outside if they are not part of the quote.
        Example:
                - He asked, "will you be joining me."
                - Did she really say "don't bother me"?

8.   Quotation marks are not used with indirect quotations.
        Example: Lee said that he enjoys old John Ford westerns.

9.   Explanatory words at the beginning of a sentence are followed by a comma before the quotation marks.

10.   In divided quotations, each part of the quotation is enclosed in quotation marks. The second part of the divided quotation starts with a small letter. The only exception is when the second part is the beginning of a new sentence or starts with a proper noun or adjective.
        Example:
                "In that case," said Rita, "we will help you."

THE HYPHEN (-)

Hyphens Join two or more words to create a single unit.

1.   **Hyphenate two or more words functioning as a single unit.**
                Example:
                -       **His never-say-die attitude (adjective)**.
                -       **His grip was about a bone-crusher (noun)**.
                -       **The muggers pistol-whipped him (verb)**.

                Note that, unlike the dash, hyphens are not separated from the words they connect by a space on either side.

2.   **Hyphenate two-word numbers when they are written out.**
                Example:
                Twenty-one days from now, she will be here.

3.   **Hyphenate words that are combined with the prefixes "ex-" and "self-."**
                Example:
                The <u>ex</u>-president felt very <u>self</u>-conscious.

4.   **Hyphenate prefixes like "anti-," "pro-" and "pre-" when the first letter of the next word begins with a capital letter.**
                Example:
                She was anti-Establishment, but she was also pro-American.

5.   **Hyphenate words when not to do so would cause confusion.**
                Example:
                re-cover (the chair)   recover (the lost wallet)
                re-assign (the contract)   resign (from office)

6.   **Hyphenate words that are suspended in a sentence.**
                Example:
                He will take a two-to four- year leave of absence.

7.   **Hyphenate to divide a word of more than one syllable at the end of the line. Such divisions must be made between syllables.**

THE EXCLAMATION POINT (!)

1. Use an exclamation point at the end of an exclamatory sentence.
    Example: What a great haircut that is!

2. Use an exclamation point after an interjection or after any other exclamatory expression.
    Example: Really!   Oh no!   Great!

3. Used after complete sentences to express extreme pleasure, excitement, enthusiasm or surprise.
    Example:
    -    **He really did it!**
    -    **You can't mean that! We won!**

THE QUESTION MARK (?)

Use a question mark at the end of an interrogative sentence (direct inquiry.) An interrogative sentence asks a question.
    Example:
    Do you like pizza? (This is a direct question. It gives the exact words of the person who asked the question.)
    Do not use a question mark with an indirect question. Instead, use a period.
    Example:
    Casey asked whether I liked pizza. (This is an indirect question. It does not give the exact words of the person who asked the question.)

THE PERIOD (.)

1. Use a period at the end of a declarative sentence, the end of an imperative sentence.
    Example:
    -**The custodian swept up the sawdust. (This is a declarative sentence. It makes a statement.)**
    -    **Please wait for me. (This is a imperative sentence. It makes a request or gives an order.)**

2. Use a period in numerals between dollars and cents and before a decimal.
    Example: $27.08   8.18   91.3

3. Use a period after an abbreviation or after an initial. An abbreviation is shortened form of a word. An initial is a single letter that stands for a word.
    Example: 6:00 A.M.   Charleston, S.C.   Sgt. Roy Gale, Sr.

THE DASH (-)

The dash is used to express an abrupt break in thought. If the dash is overused, it loses its effectiveness.

Three kind of dashes are commonly used.

1.   The <u>en</u> dash (-): is used between numbers, dates, and places, to denote extent, duration, etc. It represent the word <u>to</u>.
> Example: 1935-37,   the New York-London flight,   9-5:30.

2.   The <u>em</u> dash (--): is used to mark a sudden break or abrupt change in thought in a sentence.
> Example: She said--and no one contradicted her--"The windows need washing."

Before and after parenthetical material for the sake of clarity or emphasis:
Example: Two of the other players--Connors and Nastase
    watched the first match.

Before a summarizing statement:
 Example: Gravel, sand, and clay--these are important shore deposits.

Before the name of an author or source at the end of a quotation:
Example: "to be or not to be"--Shakespeare.

3.   The two-em dash (---): is used to indicate the omission of a word, letters in a word, numbers etc :
> Example: "Such an idea can hardly be called---.

THE ELLIPSIS (...)

The Ellipsis (three spaced periods) indicates that a series of words have been omitted from a direct quotation:
> Example: The manager said, "Our customers...are unhappy."

To show the deletion of whole sentences, add another period to the ellipsis:
 Example: The results are irrelevant....a similar document could be produced to conclude the exact opposite.

Use ellipses to indicate an abrupt pause or halting speech in a sentence to set off a group of words for emphasis.
Ellipsis loses effectiveness if overused.
 Example: He would rather not say...and who could blame him...that he is not going to be involved.

EXAMPLE OF AN OFFICE LETTER:

<div align="center">

Name of Organization
Address

Date:

</div>

TO: _____
_____
_____

SUBJECT: _____
_____
_____

Dear Mr./Ms. :

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

<div align="center">

Very truly yours,

</div>

Initial:

Attachments:

EXAMPLE OF AN OFFICE MEMO:

Name of Organization
OFFICE MEMO

Date:

TO: _____
_____
_____

THRU: _____
_____
_____

FROM: _____
_____
_____

SUBJECT: _____
_____
_____

Dear Sir

_____
_____
_____
_____
_____
_____

Initial:

cc:

SPELLING

COMMON WORDS THAT OFTEN MISPELLED:

[A]

Absence - nt
Accept - ed - tability
Access - ed
Accommodate - ed
Accurate - racy - tely
Achieve - ed
Acquire - ed - isition
Admit - tted - ission
Advise (v) - Advice (n)
Affect - ed
Ambiguous - uity
Annual - lly

Appear - ed
Apply - lied
Approach - ed
Approve - ed
Appropriate
Arrange - ed
Arrive - ed
Assesse - ed
Assign - ed
Assist - ed
Attach - ed
Auxiliary

[B]

Bear - Bore - born
Begin - nning
Benefit - ed - ficial
Beyond

Blue
Bureau
Busy - ier - yness
Business

[C]

Capable
Cause - ed
Cease - ed
Certify - fied - fying
Character - ristic
Concur - rred - rrence

Consecutive - vely
Consequent - ntly
Continue - ed - uous
coordinate - ed
Correct - ed
Criteria

[D]

Decide - ed - cision
Definite - tely
Describe - ed - iption
Determine - ed
Diaphragm
Differ - ed - rence
Difficult

Disburse - ed - sement
Discrepancy - cies
Discuss - ssion
Distinguish
Document
Draw - rew - rawn
Duration

[E]

Effect - tively

Efficient - tely - ciency

Endeavor

Enough

Environment

Equip - pped

Essential - lly

Especial - lly

Exercise

Excess - ed - ssive

Exceed - ed

Execute - vely

Exhibit - ed

Exist - ed

Experience

Extinguish

[F]

Facilitate - ed - lity

Fail - ed - lure

Fall - fell - llen

Fill - ed - lling

Forfeit - ture

Foreign

Freuent - ncy - nies

Furnish - ed

[G]

General - lly

Gradual - lly

Gradient

Guarantee - ty - ed

Gully - llies

Guide - ed - dance

[H]

Happen - ed

Haul - ed - lage

Height

Hydraulic

Homogenous

Horizontal - lly

[I]

Identify - fied - fying

Illuminate - ed

Immediate - tely

Implement - ed

Inaccessible

Indemnify - fied - nity

Independent

Individual - lly

Infinite - ty - tely

Infrequent

Initial - led - lly

Initiate - ed

Inquire - ed - ry - ries

Issue - ed - uance

[K]

Keen - nness

Know - knew - knowledge

[L]

Lack - ed

Legislature

Liaison

License - sees

Lieu

Liquid

Longitudinal - lly

Luminair

68

[M]

Maintain - ed - tenance
Majority
Manage - ed
Maximum
Minimum
Minority - ties

Miscellany - neous
Mitigate - ed
Mobilize - ed
Modify - fied - fying
Monitor
Municipal

[N]

Natural - lly
Necessitate - ed - ssary
Neither

Negotiate
Notify - fied - fying
Nuisance

[O]

Occure - ed - rrence

Opportunity

[P]

Paragraph
Participate
Peculiar
Pedestrian
Performance
Period - cal - lly
Permit - tted - ission
Permanent

Perpendicular
Personnel
Physical - lly
Piece - ed
Possess - ed
Precise - sion
Prerequisite
Proficient

[Q]

Quality
Quantity - ties
Quick

Quiet
Quit - tted
Quote - ed

[R]

Ratio
Recommend - ed
Receive - ed - recipient
Redundance
Reference
Rehabilitate
Reimburse - ed
Rejuvenate
Remedy - died - dial
Require - ed

Requisite
Reservoir
Respective
Resident - dence
Resource
Retrieve - ed
Restrict
Revise - ed
Review - ed - wal
Rough

[S]

Salvage - ed	Status
Sanitary - tation	Straight
Satisfy - fied - fying	Structure - ral - lly
Science	Substitute - ed
Submit - tted - ttal	Subsidiary
Scene - nic - nery	Success - cceed
Schedule - ed	Successive - vely
Seize - ed	Sufficient
Sequence - nt - tial	Summary
Significant	Supersede - ed
Social - lly - ciety	Supervise - ed
Sophisticate - ed	Supply - lies - lied
Special - lize - lly	Surround
Spontaneous	Susceptible

[T]

Technique - nician	Thorough - hly
Temporary - rily	Tolerate
Temperature	Triangular
Terrain	Type - ical

[U]

Unify - fied - fying	Until
Unique	Usually
Unless	Utilize - ed

[V]

Validate - valid	Viceversa
Vary - rying - riant - riety	Vicinity
Versus	Visual - lly
Vertical - lly	Voucher

[W]

Waive - ed	Weigh - ed - ght
Warrant - ed - ty	Withdraw
Whether	Write - rote - ritten

ENGLISH DICTIONARY

Dear Reader,

    This is a unique English dictionary. Its purpose is to support and enhance the ability of students, professionals and common people for better and accurate use of the English language words. It consists approximately of 2100 words, that I have carefully selected through everyday reading, over the past five years. These words are the most common, used or misspelled. The reader will best utilize and benefit from this dictionary by overall studying and memorizing its content, thus accomplishing a great proficiency, and understanding and proper usage of the English language words in a very short period.

        Sincerely
      TALAL AHMED KAMAL

(A)

Abatement: Elimination or annulment
Abbreviate - d: To make shorter (a word or a phrase)
Abide - d or abode: To live up to (promises, etc.)
Abnormal: Not normal, irregular
Abolish - ed: To do away with, annul, destroy completely
Abrasive - rade (v) - sion - adable: To rub or wear off
Abreast: Side by side
Abrupt: Sudden, very steep
Absence - ntee - enteeism - nt
Abundant - nce: Plenty, more than enough
Abut - abutment - tted: To border, support bridge, etc, lie adjacent
Accelerate - d: To increase the speed of
Accept - able - ability: Receive
Access - ed: Approach, the right to enter
Accessory - rises: Additional, extra
Accident - al - tally
Accommodate - d - tion: Modify, adjust, to provide, to have space
Accompany - nied: To go with, to add to
Accomplish - ed - ment: Do, complete
Accord - accordance - dingly - ed: Agreement for, to be suitable to
Account - ed - able - ant: Worth standing or importance
Accumulate - d: To pile up, collect
Accurate - racy - tely
Achieve - d - ment: Accomplish
Acknowledge - ement - ed: Admit, to recognize
Acquaint - ed: To make familiar, to inform
Acquire - d - isition: To gain by one's own effort
Activate - d: To set in motion, purify
Actual - lly: Existing in fact or reality
Acute - uity - tely: Crucial, extremely severe or sharp, keeness
Adapt - ed - able: To adjust
Addenda - ndum: Thing added
Additional - lly
Additive: Addition, something added
Address - ed: To speak, to write, to direct
Adhere - d - nt - hesive - hesion: Cling or stick fast
Adiabatic: Occurring without gain or loss of heat
Adjacent - ency: To lie near or close to
Adjoin - ed - ing: To be next to, to be in contact
Adjourn - ed: Put off
Administer - ed - rative: To manage
Admit - tted - ttance - ission: Permit to enter
Admix - ed - ture: Thing added in mixing, to mix or blend
Ads: Advertise
Advantage - ed - geous: Benefit or profit
Adverse - sity - ly: Opposed, unfavorable
Advise (v) - d Advice (n): Suggestion; to notify, to counsel
Aerate - d: To supply or charge (liquid) with gas

Aesthetic: Philosophy that provides theory of the beautiful
Affect - ed: Influence, affected
Affidavit: Written statement made on oath
Affiliate - d: To associate
Affinity - ties: A force causing atoms to combine
Affirm - ative: Conform, an expression of assent
Affix - ed: To secure an object to another
Afford - ed: To spare (money, etc.,) without much inconvenience
Aforementioned: Mentioned previously
Agency - cies: A business authorized to act for others
Agenda: A list of things to be dealt with at a meeting
Aggravate - d: Provoke, annoy, to exasperate
Aggregate - d: Mineral material such as sand or stone
Aggressive: Act in hostile fashion, assertive
Agitate - d: Stir up, shake up
Agree - d: To grant consent, accede
Agriculture - ral: The science of cultivating the soil
Alert - ed: Watchful
Align - ed - ment: To bring or arrange into a straight line
Alkyd: Durable synthetic resin
Alleviate - d: Mitigate, to make easier to be endured, reduce
Allocate - d: Set apart
Allotted: To give or assign one's portion
Allow - s - ed - ance - ably - edly:
Alphabet: Letters
Alter - ed - ration: To change, to modify
Alternate - d - native: Every other one
Ambient: Desired (temperature)
Ambiguous - uity: Error, gross error, doubtful, uncertain, confusion
Ambitious - tion: Eager to achieve something
Amend - ed - ment: To rectify, to change for the better improvement
Analogue - gous: Similar
Analyse - d - ytical - yst - sis: Variant of analyze
Anchor - ed - age: Hold
Animate - d: To give life to, to inspire, to action
Announce - d: To bring to public notice
Annoy - ance: To irritate, to bother by repeated action
Annual - lly: Performed every year
Anonymous: Of unknown name
Anticipate - d: To look forward, to forestall
Apparatus: Assembly of devices to achieve a specified result
Apparent: Evident, obvious
Appear - ed: To come into existence
Appease - d: To calm or pacify, to satisfy or relieve
Append - ed: To add as a supplement
Appendix: Household electrical device
Appertain - ed: Belong as a function or part
Apply - lied - licable - liability - lies
Appraise - d: To give notice for, inform; Sell, evaluate, to estimate quality, size, amount, etc.
Appreciate - ed: To recognize gratefully
Apprentice - d: One who is legally bound to serve another in order to learn a trade or businesses
Approach - ed: To come near or nearer
Approve - d - val: Confirm
Approximate - ed: Proper, fit, suitable (Almost exact, correct,

complete, or perfect; very similar, closely resembling; close together, near)

Appurtenance - nant: Accessory, equipment

Apron - ed: An extending or protecting part, a paved area as where
a driveway broadens to meet the road

Apt - ed - ly: Exactly suitable, appropriate

Arable: Fit for cultivation

Arbitrary: Determined by whim, not limited by law

Arbitrate - d: To judge, not specific laws

Archaeology or Archeology

Architect - ly - tural

Archive: An organized body of record

Area

Argument: Disagreement in a discussion

Arid: Lacking moisture

Arise - Arose - isen: To get up, move upward

Armor - ed: Defensive covering

Arouse - d: To stir up, to awaken from sleep

Arrange - d: To put into a specific order or relation

Arrest - er: hold, seize, stoppage

Arrive -d - val

Arrow: A straight thin shaft

Artery - ries: Major route of transportation

Articulate - d: Capable of, speaking in expressive language

Artificial - ally: Made by human not nature

Ascend: To go up, to succeed

Ascertain: To find out with certainty

Ascribe - d: Attribute to a specified course

Assail - s: To attack verbally

Assemble - d - lage - bly - blies: Fitting together of parts to
make a whole. Process of fitting together parts of machine

Assert - ed - tive: Affirm, express positively

Assess - ed - ment: To set estimated value of, to evaluate, appraise

Asset: Advantage, valuable quality or thing

Assiduous - duity: Constant on application or attention, persistent

Assign - ed: To place, designate

Assist - ed - tance

Associate - d: Join in relationship

Assume - d - mption: Suppose, to take on, to put on

Assure - d - rance: Made certain, guaranteed

Astride: With legs wide apart, on both sides

Attach - ed: To fasten on, affix to

Attain - ed - ment: To reach, to gain, to achieve

Attempt - ed - s: Try to do, make or achieve

Attend - ance - ntion - ed: To be present at, heed

Attentive - ness: Paying attention, observant

Attenuate - tor - uation: To reduce in value, strength, etc., to make thin, small or fine

Attest - ed: To certify in official capacity

Attire - d: To dress or clothe

Attribute - d: To assign to a particular cause or source, ascribe

Audible - dience: Capable of being heard

Audit: Formal checking of financial records accuracy of quantities

Auditorium: Large building for public meeting

Auger: Tool for boring holes

Augment - ed: To make greater, increase

Authentic - ate - ated: Conforming to fact, genuine
Authorize - d - rity - rities - zation: To grant power, to approve
Autogenous: Self-generated, self-produced
Automatic - ally: Acting independent of external influence
Auxiliary: Supplementary, used as reserve
Awkward: Clumsily or unskillfully performed
Awry: With a twist to a side
Ax: Wheels supporting shaft

Baffle - d: To frustrate or check by confusing, stymie
Bag - gged: Container
Balance - d: To adjust into equilibrium
Ballast: Heavy material (sand or stone) to keep equilibrium steady
Ban - nned: Barred, to prohibit
Band: Thin strip of flexible material to bind things
Bar - rred: To obstruct or impede
Barbing: Cutting remark, hooked bristle
Barricade - d: Obstruct, defend
Barrow: Rectangular tray or cart
Basin: Hollow place (below waterfall)
Basis: Ground work
Batch: Amount produced as a result of one operation
Batten - ed: Fasten with batten (narrow strip of wood)
Batter - s - ed: To strike with blow after blow, slope
Bead: Small round objects
Bear - bore, born or ne - ring: Hold, support part, to move while supporting.
Bed - dding: Any flat surface used as foundation
Befall - s - fell - fallen: To come to pass or happen by chance
Begin - gan - begun - nning:
Behalf: Interest, support, benefit
Bend - nt: To cause to assume curved or angular shape
Beneath: Below
Benefit - ted or tted - ficial: Advantage
Bentonite: Alum. silicate clay
Berm: Narrow path on top or bottom or slope
Bevel - lled - or led: Inclination of two surfaces
Bewilder - ed: Confuse, befuddle with conflicting situations,
                  objects or statement
Beyond: The far side of, past, later than
Bid - dder - dding: To offer a price one will pay
Big - ggest:
Bind - Bound: Box for storing to fasten with bank or bond
Biotic: Pertaining to specific life conditions
Bitumen - inize - inous - ed: Various natural substances as asphalt
                  consisting mainly of hydrocarbons
Blast - ed: Shatter, destroy
Blemish - ed: To impair or spoil appearance by flaw or defect
Blend - ed: Mix together
Blinding: Subconcrete, layer of material for surface gap filling
Blister: Raised sac
Block: Solid piece of wood, store, etc.
Blockade: Shutting off
Blockout: Obstacle, obstruction
Blotter: Absorbent material to dry surface freshly wet

Blue: Color

Body - dily:

Bolt: Threaded metal rod used with a nut

Bonafide: Done in good faith, without fraud

Bond - ed - unbonded: Closely connected

Booth: Light structure, stall compartment

Born: Natural, as if from birth

Borrow: To take or receive intending to return it

Bottom:

Bound - dary - ries: Indicate or provide border or limit to

Brace - d: To clamp, connect, bind

Bracket: Any angle, shaped support wall, anchored fixture

Brackish: Distasteful, unpalatable, briny (i.e., brackish water)

Brand: Trademark or distinctive name

Braze - d - zing: To solder with a metal having high melting point

Breach - ed: Breaking of a promise

Breadth: Width, measure of second largest dimension

Brief: (v): Advise, inform, (adj):Short in time or duration

Bright: Shining

Bristle - d: To react with agitation to anger, fear or excitement

Bristle: short coarse, stiff hair like part

Brittle: Easily broken or shattered

Bubble - d - ler: Small globule of gas

Built-up (area): Gradual accumulation of, increase

Bulk - y: Size, mass, volume, copies of large

Bulldoze - d: To clear, level, or reshape the contours

Bulletin: Broadcast, statement

Bump - ed: Hit against, to knock, light jolt

Buoyant: Capable of floating

Burden: Something difficult to bear physically or emotionally

Bureau: Office of large organization

Burlap: Coarsely woven cloth

Burr - ed: Protruding, ragged edge on metal surface due to cutting,
               a washer that fits around the smaller end of a rivet

Business - es: One's work, occupation

Busy - ier - iest - iness: Occupied, crowded with activity

Butt - ed: Strike with, to touch, to pump again

Button up - ed: Fastened up

Bypass (n) (traffic): Road joining two parts of an older road to
               avoid a town or village

Cabinet: Compartment
Cage - d: Enclosure
Caisson: Water tight box for underwater construction work, or footing piles
Calibrate - d: To determine correct quantity
Camber: A slight convex curve of surface
Cancel - ed or lled: Notion
Cantilever - ed: Projecting structure anchored at one end to pier, beam wall, etc.,
Canvas: Coarse cloth of cotton used for tent
Cap - pped: Cover, header, top
Capable: Competent
Capacity - tance: The ability to receive, hold or absorb
Capillary attraction: Liquid in contact with solids rise or fall
Caption - ed: Title, short explanation accompany photo
Care - ful - fully: Caution
Carriage: Process of transporting
Carry - rried - ing - rries:
Cart - ing:
Cartesian coordinate: Two dimensional coordinate system
Cartridge: Small container, (cylinder case)
Cascade: Small waterfall
Casing: Covering (copper wire with casing of rubber)
Cast - cast - s: To deposit or give, to direct or turn
Cast-in-situ: Cast in place
Category - ries - rize: Class
Caulk - ed: To make watertight by filling
Cause - d: Reason
Caution - ary - ed: A warning
Cave - d - ving: To fall in, collapse from being undermine
Cavity - ties: A hollow or hole as meeting standard
Cease - d: To end, to stop
Ceiling:
Cell - ed: Small structural unit
Celotex: Joint filler material
Centerfuge - d - gal: To separate materials of different density
Certain - ly - ty - nties: Undoubtedly
Certify - fied - ying: To confirm formally as true in writing
Cessation: Halt
Chainage: Station
Chalk - s:
Chamfer - ed: To cut the edge or corner of, level
Channel - ed: Tubular passage for liquid
Character - ed - ristic: Distinguishing quality
Chart: Information sheet with tables, graphs, etc.,
Chevron: V strips meeting at an angle.
Chief: Most important
Chip - pped: Break or cut off small pieces from
Chisel: Metal tool with sharp, beveled edge, to cheat
Choose - sing - chose - chosen: To select
Chord: An emotional feeling or response
Chuck: To get rid of, to throw, toss

Chute: An inclined or vertical through or passage that things slide or drop down through

Cinder: Burned or partly burned substance, such as coal, ashes

Circumference: Line that makes out a circle or curved figure

Circumscribe - d: Encircle, to trace a line around

Circumstance - d - tail - ntiate - ed: Condition or fact attending
an event and having some bearing upon it.

Cite - d: Point out

Clad - dded: Clothed, dressed

Clarify -fication -rity -fied -ying: To make easier to understand

Claw: Sharp hooked nail

Clear - rance

Command - ed: Direct

Commemorate - d: To honor the memory of with a ceremony

Commence - d - cement: To begin

Commend - ed - dable: Recommends praise to express approval of

Commensurate: Of the same size, extent, duration, equal to

Comment - ary: A written note

Commerce - cial - cially: Trade on large scale

Commit - ed - ission: To do, perpetrate

Common - ly: Prevalent, general, usual

Communicate - d

Commute - d: To exchange, substitute to a less

Compare - d - rative - rison - rable - ratively

Compass - ed: Device used to determine geographical direction

Compatible - bility: Getting along or going well together, agreeable

Compel - lled: To force

Compensate - d - sation - satory: To make up for

Competence - cy - cies - tent: Capable, qualified

Compile - d - lation: To put together

Complete - d - ly - tive - teness

Complex - ity - ities: Composite

Comply -lied -liance -ying: To act in accordance with another command

Component: Constitute or form

Compose - d: Sure, to make calm, to form

Composite: Made up of distinct components, compound

Comprehend - nsive - sible: Understandable, wide on scope

Compress - ed - ive To make more compact

Comprise - d: To comprehend, include, contain

Compromise - d: A settlement by mutual concession

Compute - d: To determine by mathematics

Concede - d: Admit, to make a concession

Conceive - d - ably: To develop or form on the mind

Concentrate - d: Focus

Concentric: Having a common center with another circle

Concept - tion - ual: Conceive, general notion

Conclude - d - lusion - lusive: To decide

Concomitant - ly: Accompanying, occurring concurrently

Concur -rred -rrence -rrent: To occur or act at the same time, agree,

Condense - d: To compress, to reduce the volume of

Condescend - ed: To deal with people in superior manner

Condone - d: To forgive, overlook, disregard

Conduce - d - cive: To tend or lead

Conduit: A pipe in which smaller pipe inserted or to be inserted in

Confide - d - dent - dence - dential: Trust, secret

Configuration: Contour, outline
Confine - d - nement: To keep within limit
Confirm -ed -mity -mation -mance: To act in accordance with roles
Conflict: Disagreement
Conform - ed - ance - ity: Comply
Confuse - d - sion: Throw off, to make unclear
Congest - ed - ion: To overfill or overcrowd
Conjunct: United, concurrence, simultaneous occurrence
Conjunction: Coincidence, combination
Connect - ed - ion: To join or fasten together
Conscience - ntious - ciously
Consecutive - ly: Following successively without interruption
Consensus: General agreement or accord
Consequent - ly: Following as a result, therefore
Conserve - d - vancy - vancies - vation: To protect from loss or depletion, to preserve
Consign - ed - s: To give over to the care of another
Consistent - ly - ency - cies: Conformity, in agreement, compatible
Consolidate - d - dation: Make strong, compact, and stable
Conspicuous: Easy to notice, obvious
Constitute - tuent: To form, compose - ed
Constrain - ed - t: Confine, to compel by force
Construct - ed - ive
Construe - d: To explain, interpret
Consume - mption: Expend, waste, injest, destroy - ed
Contact - ed
Contaminate - d: Make dirty, impure
Contemplate - d: To ponder or consider thoughtfully
Contend - ed: To strive, compete
Content - ed: Willing, satisfied
Context: Given passage or word
Contiguous: Touching, in contact, in close proximity
Contingent - ncy - ncies: Possible, accidental
Continue - d - ual - nuity - nuous - sly - nually
Contort - ed: To twist or bend severely out of shape
Contra - dict - ary: Against, opposed to
Contract - ed - ion - ual: A written agreement enforceable by law
Contrast: To set in opposition, to show unlikeness
Contravene - d - vention: To counter, violate
Control - lled
Controvert - versy - sies - sial: Dispute
Convenient - nience - niently
Convention - al: Customary
Converge - d: To approach the same point from different direction
Converse - ly: Opposite, contrary
Convert - ed - rsion: Hidden, (disguished?), switch, change
Convey - convene - ying - vention - yance - verge - yed: To carry from one place to another
Coordinate - d: To bring to proper order, to adjust
Cop - pped: To seize, catch, to back down
Core - d - ring: The central most essential part
Corporation: A group of people acting as one body
Correct - ed - ness - ion
Correlate - tion: To bring into mutual relation
Correspond - ence - ed: To be in agreement or conformity
Corrode - d - dible - rosion: To dissolve or wear away gradually

Corrugate - d - tion: Shaped to an arrow folds or waves like a furrow
Counsel - ed: Advice or guidance
Counter - ed: Opposing, contrary
Coupling -ply: Mechanical devices for linking or connecting objects
Courtesy - teous: Polite or considerate
Crack - ed: Split slightly, fail, give out
Crank-up - ed: To start an engine
Craze - crazy - d: To impair or make small cracks in surface
Create - d: To cause to exist
Credence - ntial: Claim to acceptance, recommendation
Credible - dence: Reliable - dibility
Creep - crept: To grow along the ground or wall
Crest - ed: Helmet
Crew: Group of people working together
Crib - bbed: A rack of box for fodder, confine
Cripple - d: To disable, impair
Criteria: Standard rule or test by which other can be judged
Criticize - sm: Censure, critical comment
Crucial: Of supreme importance, critical
Crumble: To break into small parts
Crust - ed: The hard outer portion of
Cultivate - d - tion: Break up ground
Cumbersome: Difficult to handle or manage
Cumulate - d - tively: Accumulate, to gather in a heap
Cup - pped: To shape like a cup
Cut - tting
Current - ly: Now in progress
Curriculum: All the courses of study
Curse - or: To appeal for injury or evil to befall someone
Curtail: Make shorter than was at first planned
Curvature: Curving, or being curved
Cylinder

Dado: Concrete barrier on sides of bridge approach slab, the part
                of pedestal between cap and base
Damp - ed - en: Slight wetness
Datum: Proposition from which conclusions drawn
Debar - rred - rment: Barout, prevent, exclude, prohibit
Debris: Scattered broken pieces
Debut: First introduction or appearance into society
Deceive - d: Mislead
Decide - d - cision - cisive
Deck - Floor of wooden planks
Declare - d: To state, reveal
Decline - d: Refuse
Decrease - d: To reduce
Dedicate - d - ion: To commit (oneself) to a particular course of thought or action
Deduct - ed - ion - ible: Subtract
Deem- ed: Believe, consider
Deep - en - ly - ness
Deface - ment: To spoil the look of
Default - Failure to act, or to perform
Defect - ed - tion - ive - ficient - ficiency - ficiencies: Fault
Defer - rred - rence: Postpone
Define - d - nitive - nition: Describe exactly
Definite - tely - itive: Precise
Deform - ed: Not plan, misshape, deface, disfigure
Delaminate - d: Split into thin layers
Delay - ed: To put off, postpone
Delegate - terious: Agent, representative
Delineate - tor - tion: To draw or trace the outline of
Demolish - ition: Reduce to ruins
Demonstrate - d: To display,
Denominator: The common characteristic
Dent: A slight hollow made in a surface slight impression
Depict - ed: To represent on picture, word, etc.
Deplete: To reduce, lessen in quantity, value, effectiveness
Deposit - ed - tion: To place
Depress - ed - ion: To press down, hollow place in surface of ground
Derive - d: To arrive at by reasoning, to obtain from a source
Descend: To go down, decline
Describe - d:
Description: The act of describing
Design - ed:
Designate - d: Called for
Despite - d: To offend, contempt or defiance of, in spite of
Detach - ed: To unfasten and separate
Detail - ed: Particulars, considered separately
Detain - ed: Detention, confine
Detent - ion: A catch as in a lock, confine
Deteriorate - ration: To make or become worse
Determine - d: To decide, ascertain definitely
Detour - s: A road used when the regular route is closed
Detract - ed: To take away the desirable part, diminish

Detrimental: Damaging, harmful
Develop - ed: To bring into being
Deviate - d - tion: Depart, swerve
Diagonal:
Diaphragm: Legamentous wall separating two cavities
Diction: Choice and use of words in speech or writing
Differ - ent - ence - ential - entiate
Difficult - y
Dig - dug - gging: Push, poke a pointed thing into
Dike or Dyke: An embankment or dam made to prevent flooding
Diligent - ly: Working hard and sincerely
Dilute - d: To thin down by mixing with water, or to weaken
Diminish - ed: To taper, to make or become smaller
Dimmer: Faint, deficient in brightness
Dip - pped: To immerse briefly
Direct - ed - ory:
Disburse - d - ment: To pay out, expend
Discard - ed: Throw away
Discipline - d: Branch of knowledge, set of rules
Discreet - retion: Tactful, careful in what one say and do, prudent
Discrepancy - cies - ant: Difference
Discriminate - d: To make distinctions in favor of
Discuss - ion: Debate, examine by argument
Disintegrate - tion:
Dismantle - d: To pull down, take apart
Dismiss - ed - al: Discharge, dispel, repudiate
Dispense - d: Distribute
Disperse: To break up and scatter
Displace - d - ment:
Dispose -d -sal: To settle, to give away to place in particular order
Disrupt - ed: Disturb, interrupt
Disseminate - d - tion: To scatter widely, spread
Distill -ation: Reprocess of vaporization and subsequent condensation
Distinct - ive - tion: Not identical
Distinguish: To classify to show the difference in
Distort - ed: To misrepresent
Distress - ed: To stretch, to cause suffering
Distribute - tion: To divide and dispense in portions
District: Division of territory
Ditch - ed: Narrow trench dug in to hold off water
Diverge -d -ence -rsion -gent: To go or move in different directions
Divide - d - vision:
Document - ed - ation:
Domestic: Of or made in one's country
Domineer - ed: To rule over arbitrarily or arrogantly
Dowel: A rod fitting into a hole in an abutting piece to prevent motion or slipping
Drag - gged: To pull or draw forcefully along the ground
Drap - ed: To hand or cover with a cloth in loose folds
Draw - er - rawn: To pull up, attract
Drill - ed: To make a hole, to perform an exercise
Drip - pped or pt: To fall in drops
Drop - pped:
Dry - ried:
Dual: Double, composed or consisting of two parts

Duct: A tube, channel or pipe
Duff: Organic surface of matted peaty materials in forested soil
Duly: In due manner, properly, punctually
Dump - ed - ping: To throw down in a mass
Durable - bility: Lasting in spite of frequent use
Duration: The time that a thing continues or lasts
Dust: Fine, dry particles of matter

Early - Earlier:
Earnest: Showing deep sincerity
Earth - en:
Ease - d - ment: To reduce pain, strain or pressure
East - erly - wardly:
Easy - sily:
Eccentric - ity - ally: Not having same center
Economy - mical - lly:
Edge - d: Trimming along the edge
Edit - ed - ion: To prepare for publication, issue
Effect - ive - ively - uate - iveness: Result, outcome
Efficient - ly - ciency:
Effluent - ence: Flowing out or forth
Efflux: Flowing out, outflow of sewer or grout
Effort: Attempt
Egress: Exit, emergence
Eight: Number
Either: One or the other (of two)
Eject - ed: Discharge, throw or force out
Elapse - d: Slip by (said of time)
Elastomer: Elastic rubber like substance, neoprene, etc.
Electrical - ly - ricity:
Elevate - d: To raise
Eleventh hour: The latest possible time
Eliminate - d: To remove
Elliptical: Having shape of an ellipse
Embankment: Wall of earth or stone to hold back water or support road
Embed - dded - ment: To fix or set firmly in surrounding mass
Embrace - d: To hold or clasp to one with arm
Emit - tted: Give forth, discharge
Emphasis - sized: Stress, force of expression
Empirical - lly: Derived from observation or experiment
Emulsify - fied - lsion: Oily substance suspended in watery liquid
Enable: Make able
Enamel: Paint produce hard glossy surface
Encase - d - ment: Casing, enclose
Enclosure: Something enclosed as in by wall
Encompass - ed: Surround
Encounter - ed: To meet unexpectedly
Encourage - d: Actively committed, to inspire, to stimulate
Encroach - ed: To intrude gradually
Encumber - ed: To hinder or impede the action
Endeavor: A conscientious effort toward a given end or goal
Endorse - d: To give approval or support
Endure - d - rance: To carry on through, despite hardship or stress
Engage - d: Actively committed
Enough: Sufficient
Ensure - d - ring: To make sure, protect
Enterprise - sing: Business organization
Enthuse - d - enthusiastic - siasm: Great intense feeling, eagerness

Entire - rity - ly - ness: Whole
Entitle - d: To furnish with a right or claim to something
Entity - ties: The fact of existence, being
Entrain - ment - ed: To pull along
Entrap - ment - pped: To catch, to lure into danger
Entry - ries: Am item entered this way
Envelope: Wrapping
Environment - al: Surrounding
Equal - lly:
Equate - d: To state the quality, to reduce to an average
Equilibrium: Balanced condition
Equip - pped - ment: To supply
Equite - table - tation - tant: Fair, just straddling or overlapping
Eradicate - d: Pull up by the root, to remove or utterly destroy
Erase - d - sure: To remove
Erect - ed - ion: Construct
Erode - d - dible or dable: To wear away, corrode
Errata - erratum: An error in writing or printing
Erratic: Uneven
Error: Mistake
Escalate - d: To increase rapidly
Especial - lly: Exceptional
Essence: The basic nature (of something)
Essential - lly: Absolutely necessary, indispensable
Establish - ed: to introduce and put
Evaluate - d: Examine and judge carefully
Even - nness - ly - ed: Flat, equal, identical
Everyone: All person, everything, each one
Evidence: Proof
Evident - ly - iary: Obvious
Evolve - d: To develop or achieve gradually
Extract - ed: To draw or pull out forcibly
Exact - ly: Accurate and precise
Excavate - d - ting - tor: To remove by digging or scooping out
Exceed - ed - s: Surpass, to go beyond thru limit
Excel - lled: To be better, surpass
Excellent: Highest quality
Except - ed - tionable: But, with the exclusion of
Excess - ive - ively - ed - iveness: Surplus, extra
Exclude - d: Expel, to refuse to admit
Exclusive - ly: Not considering or including, sole
Execute - d - tive: To carry out, put into effect
Exemplary: Commendable
Exempt: Exclude, excepted, remove
Exercise - d: Use, practice
Exert - ed: To put forth, to make use of
Exhibit - ed - biting: Display, show
Exist - ed - ence: To continue to be, live
Exorbitant: Exceeding the appropriate limits or bounds
Expansive - sion - expand - ed: Stretchable
Expedite - d - dient - ditiously: To speed up
Expend - ed: To lay out, spend, to consume
Experience - d: Skill
Expertise: Expert advise or opinion

Explain - lanation - lanatory - ed: To define, expound
Explicit - ly: Clearly stated or shown, definite, expressed with clarity and precision
Exploit: To make use selfishly or unethically
Exponent - tial: One that interprets
Expose - d - sure: To take shelter away from, uncover
Express - ed - ion - ly: To show, depict, make known
Extend - ed - nsion: To make longer (in scope, limits)
Extent: Width, the range, magnitude
Exterior: Outer, external
Extinguish - er: To put an end to
Extraneous: Not related, not belong, not pertinent, irrelevant
Extrapolate - tion - d: Estimate
Extreme - ly - mity: Farthest, outermost
Extrovert - ed - version: Express self freely
Extrude - d - usion: To force out, as through small opening, to protrude
Exude - d: To pass out in drops, as through pores

(F)

(F)

Fabricate - d: Make construct, manufacture
Facilitate - d: To make easier, provide
Facility - ties: A building that facilitates
Facsimile: An exact copy or reproduction
Factual: Real, of the nature of fact
Fahrenheit:
Fail - ed - ure: Unsuccessful, to decline
Fair: Clear, impartial, lovely
Faith: Confident belief in the truth
Fall - fell - fallen: Drop, come down
False: Not true
Fasten - ed - s - ing: To fix or close firmly
Fault - y: Mistake, defect, rising of concrete paving slabs due to different settlement
Favor - ed - able - ite: Prefer
Feasible: Possible, capable of being accomplished
Feature: Appearance, distinct or outstanding
Fend - ed - er: To defend, to keep or ward off
Ferrous: Containing or derived from iron
Ferrule: A metal ring or cap put around end of a cane
Fiber: Plant tissue, thick elongated walled cells
Fickle: Changeable, unstable
Fictional: Imaginative
Fill - ed - ing - er:
Fillet: Column shamfer 3" to 6"
Final - ize: Last
Finance - d - cial - cier: The science of the management of money and other assets
Finite - ly: Limited
Fit - tted - tting - tters: To make suitable
Fix - ed - ture - ity: Make fast, attach, plan
Flag - gged - gging - gger:
Flak - y: Light, small, leaf like pieces
Flame - mmable - d: Blaze, fire
Flange: I
Flank - ed: To protect
Flap: Slag, flat thin piece
Flare: Become wider
Flat - ness - tten - ttened: To level surface
Flaw: Defect, an imperfection
Flex - ure: Bend, contract
Flimsy: Easily broken or damaged
Float: suspended in a fluid
Flocculate - d: To cause (soil) to form lumps or masses
Flow - ed - age:
Fluid - ity:
Flume: A narrow defile or gorge, artificial channel
Flush - ed: So as to be level, to flow and spread out, suddenly and abundantly
Fly - lew - lown - flies:
Focus - ed: Focal point
Fog - gged - ggy: Condensed water vapor
Fold - ed - s: To bend over or double up

Follow - ed: Go after
Forbid - bad or bade - dden - dding: To command not to do
Ford: A shallow place in a body of water where crossing can be made
Fore: prefix form of before meaning front, in front of
Forecast: To conjecture before hand, predict
Foregoing: Previous
Foreign: Alien, irrelevant
Foreman - Foremen: The overseer of a body of worker
Forestall - ed: To prevent, delay
Forfeit - ure: Surrender something as punishment
Forgery: Fraudulent, counterfeit
Formal: According to customary or conventional ways or forms
Format - tted - tting: Plan, specified form
Formulate - d: To state as a formula, express, construct, make
Forth: Forward
Fortnight - ly: Two weeks, fourteen nights
Forty: 40
Forum - s: Public meeting place
Forward - ed: Front, to send
Fraction - al: Very small part
Frangible: Breakable, easily broken
Frank - ed: Open and sincere, straight forward
Fraud - ulent: A deception, cheat for unlawful gain
Frequent - ly - ncy - ncies: Occurring quite often
Friable: Readily crumbled, brittle
Fringe: Secondary part, marginal
Friction: Conflict, rubbing against something
Fulfill - ed - ment: to carry out, satisfy
Full - y - est:
Function - ing: Specific role
Fungi - gus: Plants (yeast, mushrooms)
Funnel: Shaft
Furnish - ed: Provide
Furrow: A narrow groove made on the ground by a plow, wrinkle

Galvanize - d: Metal plated with zinc
Gantry: Overhead sign support structure
Gap: An opening
Gasket: Seal around pipe joints
Gauge - d: A standard or scale of measurement
General - lly
Generic: General
Generous - Generosity
Geometric
Girder: Multiple beam, long beam over piers
Glance - d: Deflection, gleam, quick flash of light
Gland: Sliding machine, part designed to hold something in place
Glare: To stare fixedly and (angerly)
Glaze: To become glassy or glossy shiny coating
Glimpse: A brief incomplete view or look
Global - lly: Worldwide
Gloss - ary: Brightness, to give a shiny surface to
Gore - d: Small triangle, piece of land, stab pierce
Gorge: Deep, narrow passage with steep rocky sides between two mountains
Goug - ed: Cutting grooves
Grade - ding: Make land nearly level by reducing slope
Gradient: Slope, incline, rate of inclination
Gradual - lly: Step by step
Grant - ed: To allow or consent
Granular
Grating: Framework of bars placed across an opening, (as in C.B.)
Gravel: Rock fragments
Grid: A pattern of horizontal and vertical lines forming squares of uniform size on a map
Grille - llage: An open grating
Grime: Black dirt
Grind - Ground: To crush, pulverize or powder
Grip - pped: Firm, secure grasp
Groove - d: Long narrow furrow cut with tool
Gross: Total
Grout: Thin mortar (cement and water)
Grub - bbed: Turn over the soil
Guaranty - tee - teed - ties: Insure
Guide - d - line - dance
Gully - ies: Narrow channel cut or formed by rain on hillside
Gunite: Type of shotcrete
Gusset: A triangular insert
Gutter: Channel at side of road to carry rain water

Habilitate - d: To qualify, to fit out or equip
Halt - ed: To cause to stop, arrest
Halves: Two or more half
Handle - d: To touch, lift or hold with hand
Happen - ed
Hard - en - ened - ness - ening:
Hardware: Machines
Harm - ful
Hatch: An opening in the roof or floor of a building
Haul - ed - age: Pull with force
Haunch: Hip, buttock
Hazard - ous: Risky, dangerous
Heat - ed
Heave - d: To lift or raise with great effort
Hedge: A row of closely planted shrubs forming a fence
Height: Summit, highest
Helical: Shaped like helix
Hence: Therefore
Herbicide: A substance used to destroy plants
Here
Hereabout: Around here, in this general vicinity
Hereby: By this means
Herein: In here, in this writing, in or into this
Hereinafter: Immediately following this in order, time or place,
                after this, in a following part on this book, document or statement
Hereinbefore: In preceding part of this document
Hereinto: Into this matter
Hereof: Pertaining to or concerning this
Hereunder:
Herewith: Along with this, by this means, hereby
Hide - hid - dden
Highlight: Outstanding events or occurrence
Hinder - ed - drance: Hamper, delay, obstruct
Hoist - ed: To raise or haul up
Hollow: Empty
Homogenous: Of the same nature or kind
Hoop - ed: Circular band of wood or metal put around barrel to bind
                the stoves together
Hooper: A freight car with a door in the floor
Hope - d - ful - fully
Horizontal - lly
Hump: A rounded mass or protuberance
Humus: A brown or black organic substance consisting of partially
                or wholly decayed vegetable matter
Hydraulic
Hyphen - ed - ate (-): A punctuation mark

Ideal - lly: Completely or highly satisfactory
Identify - fied - fies - fying: To ascertain the origin, nature or
                 characteristics
Idle: Unemployed, inactive
Illuminate - d: To provide light
Illustrate - d: To clarify by using examples or a comparison
Imitate - tion - ed: To copy exactly, resemble
Immeasurable: Vast, Limitless
Immediate - ly: Instantly
Immerse - d - sion: Submerged to cover completely in a liquid
Imminent - nce - cy: About to occur, impending
Impair - ment: To make worse, damage
Impart - ed: To make known, to grand a share of
Impartial: Not biased, unprejudiced, not favoring one over another
Impede - d - dance: To obstruct the progress of or retard the progress of, block
Impel - lled: Compel, urge to action
Impend - ed: To be about to take place
Imperative: Having power to command
Imperfection
Impervious: Incapable of being penetrated or affected
Implement - ed - ation: To carry into effect
Implict: Understood although not directly expressed
Imply - lied: Suggest by logical necessity, express indirectly
Impose - d: Advantage of, cheat, defraud
Impound - ed: To confine, to accumulate (water) in reservoir
Impractical - cable: Unwise to implement
Impress - ed - ssion: To compel, mark made on surface by pressure
Improve - d - ment: To advance to a better
Impure - rity - ties: not pure, contaminated
In lieu of: Instead of
Inaccessible
Inaccurate - racy - cies
Inadvertent - ly: Accidental, unintentional
Incentive: Motive, stimulus
Inception: Commencement
Incidental - tally: Secondary, minor
Incinerate - or - ed: To consume by burning
Incline - d: Slant, lean, to slope
Inclosure: Variant of enclosure
Include - ding - lusion
Inclusive: Comprehensive, wide in scope
Inconsistent - ency - tencies:
Incorporate - d - tion: To unite with, to admit as a member into corporation, to use in job
Increment - tally: Something added or gained, small increase in quantity
Inculate - d: To impress by frequent repetition
Incur - rred: To meet with or bring upon oneself something undesirable, to become liable
Indefinite: Unclear, not definite, undecided
Indelibly: Permanent, incapable of being removed
Indemnity - nify - fied - nification - ties: To ensure against lost, damage, etc., or to repay
Indent: To notch, to space
Independent

Index: Something serve to guide
Indicate - d - tive
Indigenous: Native, intrinsic, innate
Indiscriminate: Confused, motley, random
Individual - lly
Induce - d - ctive - ctance - cement: initiate, cause, to arouse by stimulation
Inefficient
Inept: Foolish, not suitable
Inert: Sluggish, unable to move or act
Inertia: Tendency of a body to resist acceleration
Inevitable: Incapable of being avoided or prevented
Infer - rred: To lead to as a consequence or conclusion
Infinite - nity - tely: Having no boundary or limit
Inflate - d: To fill and swell with a gas
Inflect - ed: Bend, alter
Infrastructure: The basic facilities, the underlying base
Infrequent - ly: Rare
Infringe - ment - d: To violate or go beyond the limits of
Ingredient: An element of mixture or compound
Inherent: Existing as an essential, constituent, intrinsic
Inhibit - ed - or: Repress, restrain
Initial - ed - lly
Initiate - d: To cause to begin, to introduce
Inject - ed: To force (fluid) into soil, etc.
Inquire - d - ry - ries: To request information
Insert: To put or fit (something) upon others
Insofar: To such an extent
Install - ed: To set in position and adjust for use
Instant - aneous
Instrument - ation - ed - al: Device, Implement
Insulate -d: The passage of heat, electricity or sound into or out to
Insure: Ensure, make sure
Intact: Unimpaired, uninjured
Integral: Essential, or necessary for completeness
Integrate: To unite, to join
Integrity: Completeness, honesty, sincerity
Intend - ed - dance: Plan, to have in mind
Intensity: Exceptionally great concentration of force
Intent: To plan, to mean, purpose, signify
Interchangeably: Can be switched into each other place
Interfere - ed - rence: impede, intervene, meddle
Interim: Temporary
Interior
Interlock - ed - ing: To unite firmly or join closely
Intermediate - diary: Lying or occurring in a middle position
Intermittent: On and off
Interpolate - d: To insert, to change or falsify, to find a value between two known values
Interpret - ed: To explain, elucidate
Interrupt - ed: To break the continuity or uniformity
Interstice - s: Narrow space between two things
Interval: Space between two objects, points, units
Interview - ed: Formal face to face meeting
Intrude - sion: To force (oneself) upon others, unwelcome
Invalid - ate - ated: Nullify, make invalid

Invariant: Constant, not varying
Invent - ed: To produce or contrive
Inventory - ries - ried - ryingy: periodic survey of all goods and materials on stock
Invert - ed: To reverse the position
Investigate - d: Examine
Invoice - d: A list of goods shipped to a buyer stating price, etc.
Invoke -d: Solicit, call upon for assistance, support or inspiration
Involve - d
Inwhole
Irrefutable: incapable of being disproved
Irregular - rity - rities - ly
Irrelevant - vance: Unconnected
Irrespective: Regardless
Irrigate - d - ation: To supply (dry land) with water by means of ditches, pipes or stream
Island
Issue - d - uance
It's: It is
Its: Belong to
Iterate - d - rant: To say or perform again

(J)

Jack - Jack up: To raise
January
Jar - rred: Pump or cause to move
Jet - tted: To move quickly, stream of (water) liquid or gas suddenly emitted
Jib: Small triangular sail
Jiggle - d: To move up or down or to and from in an unsteady motion
Joist: Any of the parallel beams that hold up the planks of a floor or lath of a ceiling
Juggle - d: To manipulate in order to deceive
Judicious: Having sound judgment
Judge - Judicial - ciary
Jurisdiction: The right and power to interpret and apply the law
Just - ify - fies - fied - tification
Junction: The act or process of joining or the condition of being
            joined, place where two things join or meet, common intersection of two or more lines

(K)

Keen - nness: Sharp, acute
Knob - bbed: A handle, usually round of a door, drawer, etc.
Knock: To strike or blow
Knockdown: Take apart
Knockout: very impressive or attractive
Knock off: To deduct, to stop working
Knot - knotty: Puzzling
Know - knew - known - wing - wingly - wledge - geable
Kink: Clever idea for doing something, a tight curl or a twist
Kinetic: Aspect of motion

Label: Symbol, descriptive term
Labor
Lack - ed: Deficiency, to be in need for
Ladder
Lag - gged - gger: Move slowly behind, less intense
Laminar: Nonturbulent (flow)
Lamp - s
Landscape - ping: To make a plot of land more attractive
Lantern: Structure built on top of a roof with open or windowed wall
Lap - pped: Part that overlaps
Latent: Present or potential but not evident or active
Lateral - rally: Sideways
Lather - y: Foam formed by soap and water
Latter: Last one of two
Lay - laid - ying - lays: To put or set down
Leak - ed - age
Lean: Thin, spare
Ledge: A horizontal projection or cut forming a shelf, cliff or rock wall
Legend: An explanatory caption
Legible: That can be read easily
Legislature
Less - en
Level - led or lled: Even, a flat horizontal surface, to place on the same level, equalize
Liable - bility - bilities: Legally obligated
Liaison: A channel or means of communication
License - sees: A person to whom a license is granted
Lie - d - lying: False statement
Lieu: Place, stead
Lift: Raise
Likewise
Lining: Interior covering or coating
Liquid - ation
Literature: Published material pertaining to a given subject
Litigate - d: To subject to legal proceeding
Lobby - bbied - yist
Lodge: A cottage or cabin
Log - gged: Recording of a progress, speed, etc.
Logic - al: Able to reason clearly
Longitudinal - lly: Running or placed lengthwise
Look - ed
Loop: Closed circuit
Loose - ly: Not fastened or restrained
Lose - st
Lot - s: Plot of ground
Lug - gged: A nut closed at one end to pull or drag with difficulty, rip
Lumen - inary: An objective that gives light
Lump: An irregularly shaped mass or piece
Lute

Machine - nery
Mail
Main - ly: Principal
Maintain - ed - tenance
Majority
Malfunction: Failure to function properly
Manage - d - nager
Mandatory: Required, obligatory
Maneuver - ed: To manipulate with skill
Manifest - ation - ed: Obvious, reveal, prove
Manner: Way, method
Manometer: Device to measure pressure difference
Manual: Done by hand, small book for information or instruction
Manure - d: Natural or artificial substance for fertilizing soil
Mar - rred: To damage or deface
Margin - al: An amount beyond what is actually necessary
Marshes: Low lying wet land, swamp
Masonary: Brick or stone work built by mason
Mast: Any upright pole
Mastic: A pastelike cement
Mat - tted: Floor pad
Match: Similar, equal, equivalent
Material - lly
Matter
Maximum
May be: May happen
Maybe: Perhaps
Mean - t: Signify
Measure
Mechanic - cally
Medium
Meet - met
Memory - randum
Menace - cing - cingly: Threat, or danger
Mental - lly
Mentor: Wise and trusted counselor
Mere - ly: Being nothing more than what is specified
Merge - d: To cause to be swallowed up or absorbed
Merit - ed: Deserve, claim to worth, excellence or commendation
Method - ical
Middle
Milestone: Significant, a stone set up to show the distance in miles from some place
Mill: Machine for grinding, to grind, treat, shape or crush
Mineral: A substance obtained by mining, ore
Minimum - Minimize
Minority - ties: Smaller in number
Minus
Miscellany - neous: Consisting of various kinks or qualities
Misconception
Mishap - s: Unfortunate accident, bad luck
Mist - ing: A very thin fog.

Miter - ed: Two pieces of identical cross section (equal angles)
Mitigate - d: Make less severe, moderate
Mixture
Mobilize - d: To assemble, prepare
Mode: Manner, way, method, form
Modify - fied - fying - fication
Moist - en - ened: Slight wet or damp, filled with moisture
Mold - ed: Hollow frame or matrix
Moment - arily
Money - nies - netary
Monitor: Watch, check
Monolithic - cally: Massive amount
Monument
Morter - ed
Mould: Variant of mold, hollow form
Mount - ed: To place oneself upon, build up
Mud
Mulch: Mixes of wet straw, leaves peat
Multiple: Consisting of more than one element, individual, part, etc.
Multiply - lied - plying - plies
Multitude: A great indefinite number
Municipal - pality: Political unit
Mutual - ally
Mylar - s: A trademark for a thin strong polyester film
              (Engineering drawing sheet)

Narrate - d - rrative: To relate or recount events
Narrow
Native: Being the place or environment in which one was born
Natural - lly
Neat - ly: Precise, pleasing, clean and tidy
Nebulous: Confused, hazy, vague, indistinct
Necessary - ssity - ssarily - ssitate - ed - ssitation:
Neglect - gence - ed - negligent - negligence: Ignore, disregard
Negotiate - d
Neighbor
Neither: Not one or the other
Neoprene: Synthetic rubber resistant to chemical compound, oil, etc.
Nevertheless: None the less, however
Nil: Nothing, zero
Nill - ed: Not to wish
Ninety
Noise - d - isy - sily - siness: Loud, disagreeable sound
Nominal - ly: Relatively very small
Normal - lly
North - erly
Notate - d: Brief note
Notch: "V" shaped cut in an edge or a surface
Notify - fied - fying
Novice: Beginner (person)
Nozzle: Nose
Nuisance: Highly obnoxious or annoying thing or person
Numerate - d - merous: To number, very many, consisting of many
Numerator
Numerical - lly - meral

Objective: An end toward which efforts are directed
Obligate - d: Being indebted for a favor
Oblique: Sloping, slating, any angle not 90°
Obliterate - d: To remove all signs of, destroy
Obscure - d: Not clear, uncertain (of language)
Observe - d: To see, perceive, or notice, to watch attentively
Obsolete: No longer in use, out of date
Obstacle: Obstruct, something standing in the way
Obstruct - ed: To block, hinder, impede, retard
Obvious - ly: Plan, evident, manifest
Occasion - nally: A favorable time, opportunity
Occupy - pied - pational
Occur - rred - rring - rrence: An event to take place
Odor
Official - lly
Offset - tting: To balance, to compensate, notify
Omit - tted - ssion: Neglect, leave, fail to include or do
Ongoing: Currently taking place
Open - ing
Opinion
Opportunity: Good chance
Oppose - d: Resist, drive against
Optimistic
Optimum: Most favorable condition, degree or amount
Option - al: The act or power of choosing
Oral: Verbal
Ordinance: Law
Ordinary - rily: Usual, common
Organize - d
Orifice: Vent, mouthlike opening or hole
Original - nally - ginate
Ornament - al: Decoration
Oscillate: Swing
Otherwise: Differently
Ought: Should
Outlay - laid - ying: To expend (as of money)
Outline - d - ning: The line which a figure is defined or bounded
Overall: Including everything, comprehensive
Overlap - pped: Extend over and cover apart of
Oversee: To direct, supervise, manage
Overture - d: Formal proposal or offer
Overturn - ing
Owe - d
Own - ed: Indebted to

Pack - age
Pad - dded - ddle
Pale: A fence enclosing an area
Palliate - tive: To lessen the severity of
Pamphlet
Panel
Parabola - lic
Paragraph
Parallel
Parameter - s: Bases, parts
Parapet: Any protective wall or barrier at the edge of bridge, roof, balcony or the like
Parcel - ed: Quantity of something wrapped together
Parenthesis: ( )
Partial - lly
Participate - d: To take or share or have a part
Particular - ize - ly: Especial, giving or showing great attention to detail, quiescent
Partition - ed: Division into parts
Passage: Way through, corridor
Passive - ly: Acted upon but not acting
Past: Beyond on time, later than
Patch - ed
Patent - ed: A grant made by a government to an inventor assuring
            him the sole right to make use and sell his invention for a
            certain period of time, exclusive right or title
Patience - ient
Pattern: Style, type
Pause - d: Linger, hesitate, suspend an action for time
Pavement
Peat: Plant material partly decomposed by action of water
Pebble - d: Small rounded stone
Peculiar: Particular, special, exclusive
Pedestal: Base, support
Pedestrian: A person traveling on foot
Peel: To strip off the skin
Peg
Pending: While awaiting
Penetrate - d - tion - ting: To pierce into or through, to enter
Perceive - d: Observe
Percentage: %
Percept - tible - bly - tive - tion: Cognizable, appreciable
Percolate - d: Filter, to pass through
Perforate - d: Pieced with a hole or holes
Performance: Execution or doing as of work acts or feats
Perimeter
Period - ically - ical: Intermittent, occurring or appearing at
                regular intervals
Periphery: The external boundary of any surface or area
Perish: To suffer destruction, to decay and disappear
Permanent - ly - nence: Lasting or intending to last indefinitely
Permeate: Spread, pass into every part of permeable, porous soil
Permit - tted - ission: Permissible

Perpendicular:
Perpetuate - d - tuity - tual: Continuing, enduring forever
Persistent - ence: To continue steadily or firmly
Personal: Private
Personnel - Personable: Employees
Pertain - ing - tinent
Pertinent: Relating to
Pessimist - ic - mism: Look in the gloomy side of things
Petroleum
Phasor - phasing
Phenomenon: Significant occurrence
Phrase - d: To express on words, made of expression
Physical - cally
Piece - d: To join pieces together
Pier: Pillar
Pigment - ed - s: A coloring matter or substance, dry substance usually pulverized
Pile - d - ling: To accumulate
Pinch - ed: To squeeze or bind
Pit - tting: Deep hole in ground
Pitch: To put, set on fixed or definite position
Plain - ed: Free from obstructions
Plan - nned: Plotted
Plan: Detailed scheme, method
Plane - d: Surface, flat or level surface, to travel by plane
Plank - ed: To put or set down with force
Plate - d: Smooth, flat
Platform:
Pleasant - ly
Plot - tted: to draw
Plow
Plug - s - gged - gging: Stop a hole or gap
Plumb - izer: The perpendicular out of plumb, in vertical direction
Plunge - d - r: To descent steeply
Ply - ied: To use diligently
Pneumatic: Filled with compressed air
Pole: long, thick rod of wood, metal
Policy - cies: writtenc ontract or certificate
Polish - ed: To make smooth or shiny by rubbing
Polyethylene: Polymerized ethylene resin
Polymer: Natural and synthetic compounds of high molecular weight
               consisting of up to millions of repeated linked units
Pond - ing: A body of standing water (smaller than a lake)
Pool
Porosity: (Water affinity)
Portable: Easily carried or moved, bearable
Portion: A section of quantity within a large thing
Positive: Explicitly express, certain
Possess - ed - ion: to have
Post - ed - tension: To put forward
Postpone - d: Delay
Pot
Potable: Drinkable, fit to drink
Potential - lly
Pour - ed:

Practical - cable: Of, relating to, governed by
Precaution:
Precede - d - dence: Go in advance of, priority
Precedent - ed: An act used as an example
Precise - precision: Exactness, definite
Preclude - d: To make impossible, to occur, especially in advance
Predecessor: One who precedes another in time
Predicate - d: To proclaim, declare, affirm
Predict - ed: To state, tell about, or make known in advance
Predominate - nant - ed - nance: Prevail, preponderate
Preference - preferably - rred: favor
Prefix: A word part added to the beginning of a base word
                        (i.e., re is prefix in recharge and recall)
Preliminary - arily:
Premature: Occurring too soon
Premise - d: A tract of land, building with the ground
Premium: Bonus gift or sum additional to price
Prepare - d
Prerequisite
Prescribe - d:
Present - ly - ed - enc_e_:
Preserve - d: To keep alive or in existance
Presolicitation:
Pressure - rize
Presumption: The act of presuming, belief, assumption or supposition
Pretension
Prevail - valence: Succeed, to become more widespread
Prevent
Previous - ly
Primary - rily:
Prime - d - r: First importance, excellence or value
Prior - ity:
Prism - atic: Body with triangular bases
Prize - d - zing - s   also Prise - ed - sing - s: Use of force to open box (Also see Pry)
Procedure: Manner, conduct, steps
Proceed - ed: To move or go forward or onward
Process - ing: The course of being done
Procure - d: To obtain, acquire
Produce - d - ctive:
Proficient - ciency: Skilled, expert
Profile - d: The outline or contour of anything
Proforma: Provided in advance
Programme - mmed: Variant of Program
Progress - ive - ively
Prohibit - ed: Forbid, prevent
Project - tion - ing:
Prolong - ed: To lengthen out in time, extend
Prominent - ncy - ly - nence: Important leading
Promote - d: Encourage, advance
Prompt - ly: Done at once
Prove (v) - ed - Proof (n): To validate
Prop - pped: Support as a pole placed under or against something
Propagate - gation - ed: To make known, to multiply
Propel - lled: Driving forward

Proper: Suitable

Proportion - tional - lity: Comparative

Propose - d - sal:

Proprietary: Exclusively owned, ownership

Prosecute - d - tion: To institute legal proceeding against

Prospect - ive - ively: Expected, something in view as a source
      of profit owned by a private individual or corporation under a trademark or patent

Protrude - usion - ding: Sticking out

Provide - d:

Provision: Something provided to meet needs, law

Proximate - mity: Closely adjacent, very near

Prudent - dence: Careful, acting after careful thought and planning

Prune - d: Remove, to cut off or remove dead or living parts of branches

Pry - pried - ying - pries: To raise, move, or force open with a lever, leverage

Public - ly:

Puddle - ling: The making of a wrought iron from pig iron
      melted and stirred in an oxidizing atmosphere

Pugmill: To knead (clay, etc.) with water to make it plastic

Pull - ed:

Pulley:

Pullulate - ed - tion: To spring up abundantly, to breed rapidly, to put forth sprouts, germinate

Pulverize - zation: Grind to powder

Punctual: Strictly observant of an appointed time

Punctuate - d: Marked with points or dots, etc.

Puncture - d: Act of pricking or perforating

Purchase - d: Buy

Purpose - d: Goal

Pursue - d - uant: To follow (specified course) or action, to strive for

Put - s - tting

Putty: Fine lime cement

Pylon - s: - all steel framework for supporting power cables

Quadratic: Equation AX 2 + BX + C = 0
Qualify - fication - fied - fying: Make competent
Quality - ties: The degree of excellence of a thing
Quantity - tities - titive: Requirement, amount, measure
Quarantine - d: To isolate politically or economically
Quarry - ries: Square stone or tile
Quarter - ly: Fourth part
Question - nnaire:
Queue - d: To form in a line while awaiting for something, file
        or line of person
Quick - ly - ness: Prompt, immediate
Quiescence - quiescent: Quite, still inactive
Quiet: Still
Quit - tting - tted: Leave, depart, give up
Quite: Completely, very, nearly
Quiz - zzed: Examine, question
Quote - d - tation: To repeat from a book, speech, etc., to
        state the current price of, saying

Rack: Framework of bars
Radii: plural of radius
Raffle: Rubbish
Rake - d: An implement with teeth
Ram - mmed: Strike and push heavily
Random - ly: Purposeless
Range -d: The extent of perception, knowledge, experience, or ability
Rapid:
Rare - ly - rity:
Ratio
Rational - irrational: Reasonable, sensible
Ravel - eled or elled - elling: To separate into its parts
Ravine: Deep, narrow cliff or gorge in the earth's surface
Readily: Promptly, quickly, easily, willingly
Ready - diness - dily: Prepare to act immediately
Reaffirm - ed: To assert again
Realistic - cally: Concern with what is real, pertaining to
Reasonable - bly - bleness - bility: Agreeable
Recapitulate - d - tion: To summarize
Receive - d - r - ceipt:
Recent - ly: Modern, new
Receptacle: Repository, container
Recess - ed: Hollow place on wall, indentation
Recession: Temporary halting of work
Recipient: Receiver
Reciprocal - city - cities: Equivalent
Reciprocating - ted: To move alternately backward and forward
Reciprocity: Mutual exchange
Recommend - ed: To advise, make favorable
Recruit - ed - ment:
Rectangle
Rectify - fied: Straighten, correct
Recycle - d: To put through a cycle again
Redeem - ed - demption: To fulfill, pledge, to make up for
Reduce - d: decrease
Redundance - cy - ant: Repetitive, excess
Reel: A spool with wire, film is wound, reel on, to sway, to stagger
Refer -rred -rence (n): To direct to a source for help or information
Refine - d: To bring to a fine or pure state
Refinery:
Reflect - ed - s - ive:
Refraction: The change of direction of a ray of light, heat, etc.
Refrain - ed: Restrain, hold back
Refute: To prove to be false, erroneous or mistaken
Refurbish - ed: Make like new, polish up
Register - ed - stration - strar:
Regulate - tion - tor:
Rehabilitate - d: to restore
Reimburse - d - sement: To repay, compensate
Reinstate - ment
Rejuvenate - ting: To make, look or feel young again

Relative - ly: Having relevance or pertinence to
Relevant - vance: Pertinent
Relieve - lief - ved: To ease, set free
Reluct - ed - tant - tance: To show repugnance
Rely - liable - lied - liability - ableness:
Remedy - died - dies - dial: Something that heals, cures or relieves
Render - ed: To submit for approval
Renew - ed: To make new again
Renovate - d - ting: Restore, to make as good as new
Repair - ed:
Repeat - ed - repetitive
Repel - lled - llent - llency: To drive, force back
Repercussion: Influence, indirect effect
Replenish - ed: Add a new stock or supply, make complete again
Repose: Poise, the act of resting, calmness
Reposition
Represent - ative:
Require - d - quest - questor - ring - rement - uisition - uisite
Resemble - d: To have similarity to
Reserve - d - vation: To keep back
Reservoir: A place to collect water
Resident - dence - ces:
Residue - dual:
Resilient - ience: Springing back into shape after being bent, etc.
Resin - ous: Clear to translucent yellow or brown solid or viscous
             substance of plant origin such as copal, rasin, and amber
Resolution: Formal determination or expression, opinion
Resolve-d: Determine, analyze or settle, to separate into constituent
Resonant: Pertaining to resonance
Resource - ful:
Respectful - lly - tive:
Respective - ly:
Respond - ed - sive: Answer, reply
Restore - d - ration:
Restrain - ed - raint - riction: Confine, control of emotion
Restrict - ed: Confine, restrain
Retain - er - tention: To hold on, to keep in possession
Retard - ed - dation: Slow or delay development or chemical reaction
Retrace - d: To trace again
Retrieve - d - val: To recover or regain
Reveal - ed: Make known
Reverse - d - sal: Opposite or contrary
Review - ed - al - er: Examine again, study
Revise - d - sal - sion: To change or modify
Revoke - d: To take back or withdraw annual, cancel, repeal
Ridge - d: Along narrow elevation of land
Rig - gged: Fit out
Rigid - ly - ity: Stiff or unyielding
Rinse - d: To wash lightly
Rip -pped: Cut or tear apart in a rough manner, tidal wave, worthless
Roll: To move along surface by turning over and over
Rotate - d: To turn or spin
Rough - en: Uneven from projections, irregularities or not smooth
Roundabout:

Routine - ly:

Rub - bbed: To move back and forth against an object surface

Rumble - d: To cause to make a deep, continuous rolling sound

Run - ran - run - nning:

Rupture - d: Act of breaking or bursting

Rural: Countryside away from cities and towns

Rusticate - d - cation - tic: Having the surface rough or chamfered

Rut- tted: A sunken track or groove made by the passage of vehicles

Rye: Cultivated cereal grass

Sack - ed: Large bag of stout woven material
Saddle: Seat
Safe - ty - ly:
Sag - gged: To sink on middle from weight
Saga: Story, history
Salient - ly: Strikingly conspicuous, prominent
Salvage - d: Save from destruction, any part of surplus material
Sanction: Authoritative permission or approval
Sanitary - tation: Clean, favorable to health
Sarcastic: Gibe, sneer, tout, the use of scornful remarks
Satisfy - fied - fying - factory - torily: To gratify the need
Saturate - d: Filled with most it can absorb
Saw - ed - sawn: Cut
Scab - bbed: The incrustation which forms over a sore during healing
Scaffold: Temporary platform used by workers
Scale - d: To weigh, to clear or strip
Scalp: Cut top of
Scarce - ly - city: Rare
Scarify - fied - ication: To scratch, to loosen the soil
Scatter - ed: To spearate and go in different direction
Scene - nic - nery: Picture
Schedule - d: Tabular form
Scheme - mati: Procedural diagram
Science:
Scour - ed: To clean, poliph, wash by scrubbing vigorously
Scrap - pped: Slag fight or quarrel
Scrape - d: Deprive of or free from outer layer, remove outer layer
Screed: A strip of wood, steel, etc., applied as a guide or gauge for the rest of the work
Screen: Frame with wire netting
Screw: To tighten, to fasten, cylindrical metal piece threaded in an advancing spiral
Script: Print, handwriting
Scroll - ing: A list or schedule of names
Scrub - bbed: To rub hard in order to clean
Scupper: Overwhelm, opening on side of a ship to let water run off the ship
Seal - ed: Close tightly, mark, impression
Seam: Any line between abutting edges
Sector - ed: Part of something
Sediment: Mineral or organic matter deposited by water, air, etc.
Seed: Propagative part of a plant, sow or to scatter seed
Seek-sought: Search for, attempt, try to find
Seem - ed - mingly: Appear to be
Seep - page: To leak through small opening
Segment: Apart, a division or section
Segregate - d: To separate or set apart
Seize - d: Grab, grab suddenly and forcibly
Select - ive - ively:
Semblence: An assumed or unreal appearance
Semi: Half, partial
Sense - d:
Sentence:
Sentiment: Specific view or attitude based on a feeling or emotion rather than reason

Separate - d: Disunite
Septic - tank: Sewage collecting tank in underground
Sequence - nt - tial: Following, successive, the order in which this occurs
Serial: In a row
Serious - ly - ness: Of grave aspect, thoughtful
Serrate - d: Having sharp teeth, having so like notch along the edge
Session: Single continuous sitting
Set - tting: To put in a certain place
Set aside: Separate, discard, reject
Set forth: Propose, to present for consideration
Set out: Start, undertake, to layout
Set up: Planned, arranged, to put
Settle - d - ment: To put in order, arrange
Severe -ly -rity: Divide or separate into parts, break off, dissolve
Sewer - age: Underground conduit for carrying off waste water
Shale: Soft rock splits easily
Shamber - s:
Shamfer:
Shatter: Damage severely into pieces suddenly
Sheaf: A bundle of cut stalks of grain
Shear - ed: Strip, remove
Sheath: An envelope or case, any structure that in folds or encloses, covering
Sheave: To collect and bind into a shelf
Shed - s:
Sheen - y: Brightness, luster
Sheet: Thin pieces of metal, wood, etc.
Shield: Protection
Shim - mmed: Thin wedge of wood
Ship - pped: Transport
Shore - d - ring: A prop beam used for support
Short - en - ening:
Shotcrete: A mix of sand, cement and water used to stabilize slopes
Shove - d - ving: To push roughly
Shrubs: Low woody plants with several stems
Shut - shutoff - tting: To close, to block
Shutter: Movable cover, one that shuts
Sieve - d:
Sight - ed: Act of seeing
Sign - ed - ing - age: An action or gesture, to convey an idea
Signal - signalized
Significant - nce - gnify - gfied: To make valuable, to make known
Silicone: Organic polymer
Sill: A horizontal piece of timber, or line of a masonry supporting a house wall
laminar - ly - ity: Point of resemblance
Simple - lify:
Simular - lation - lative: False
Simulate - d: To assume or have the appearance of
Simultaneously: Occurring, done, etc. at the same time
Sincere - ly - erity:
Sinusoidal: Devious, indirect, characterized by turns or curves
Situate - d: To place in a certain spot or position
Skeptical: Doubting, questioning
Skew - ed: Away, to slant or set at slant, twist
Slack: A mixture of small pieces of cool, dust, etc. left from screening coal

Slag - gged: Verified matter separated during metal reduction from its ore
Slant - ing: To give sloping direction to
Sleet: Partly frozen rain, mix of rain and snow
Sleeve: A tube like part fitting around another part
Slick - ed: Smooth, slippery
Slight - ly: Small in amount, lacking strength
Slip - pped - ppage:
Slot - tted: Narrow opening
Slug - gged: Small pieces of metal
Slur - rry: To pass quickly
Snag - gged - gging: Unforeseen obstacle
Snap - pped: To close, fasten, to bite or rasp suddenly
Snug: Tight in fit by manual way
Social - lly:
Society:
Socket: A cavity into which a corresponding part fits
Soffit: The under surface of beams, concrete, slab, etc.
Soft - en:
Sog - ggy - gginess: Socked, moist
Solder - ed: Metal alloy used when melted to join patch metal parts
Sole - d - ly: Single, the only one
Solicit - ed - or - ation: To speak for, to influence, incite, to accost
Sophisticate - d: To mislead, to make less natural or simple
Sort - ed: Manner, way, style
Spade: Sturdy digging tool
Spall: To break, or split off in chips or bits
Span: A part between two supports
Spare - d: To refrain, to use with restrain
Special - ize - ly: Distinct, particular kind of character
Specific - fied - fically - cation:
Specimen:
Sphere:
Spigot: Sand, etc.
Spill - ed: To allow liquid to fall from container
Spiral - ed:
Split - tting: To separate parts from end to end or between layers
Spontaneous: Self-generated, happening without apparent external cause
Spool: Cylinder in which thread, wire, etc. is wound
Spread: To stretch, flatten, overlay
Sprinkle: Throw shower of liquid
Sprout - ed: To begin to grow
Spud - dded: Sharp tool for digging weeds
Square:
Squeegee - d: Wipe, spread, sweep water from
Squeeze - d: To apply pressure in order to extract something (water, etc.)
Stable - d -bility -bilize -d -bleness -bilization: Firm, steady
Stage - d - ging: A raised and level floor or spanning
Stagger - ed: To make zigzag or alternating
Stagnant - nation: Not flowing or moving, foul from lack of movement as water
Stain - ing: To spoil by discolor
Stake - d - king: To mark boundaries, pointed rod of wood or metal for driving into ground
Stalk: Stiff, haughty stride, long jump
Standard: An approved model, anything taken by general consent as a basis of comparison
Status: State, rank, position, legal condition

Statute - s - tory - ture: Established rule, law
Steady: Firmly placed or fixed, constant, regular
Stem – mmed. The ascending axis of a plant
Stencil - ciled - ciling - cils: A sheet of celluloid, cardboard, or other material in which a desired lettering or design has been cut so that ink or paint applied to the sheet will reproduce the pattern on the surface;
 the lettering or design produced by stencil.
Step - pped:
Stiff - ening - ener: Hard to move or bend
Stipple - d: To draw, engrave
Stipulate - d: To specify
Stirrup: Steel tie
Stitch - ed: Link-loop, to hold things together
Stock - ed: To put or store in stockpile
Stop - pped - ppage:
Store - d:
Straddle - d: To be wide a part, be stride, to set astride
Straight - en: Without a bend, crook or curve
Strand: Post tensioning steel cable, any of the wires, etc., that are twisted together
Strap - pped: A narrow strip of leather to fasten with a strap
Strata: Layer of rock in earth
Stride - rode - dden: To walk with a long step
Strike - ruck:
Stringer - gent: Rigid, serves as regulation, convincing, forcible
Strip - pped: Uncover, to tie
Stripe - s - ping: Long narrow bond line
Strive - trove - triven: To set astride of, try hard, exert oneself vigorously
Structure - ral - rally:
Strut - tting: A brace fitted into framework to resist
Stubout - bbed: Projecting part, shrub, stump
Stud - s - dding: Steel bolt embedded on concrete
Study - died:
Stump: Part of tree been cut just above ground
Sturdy: Strong, solid
Styrofoam:
Sub - bbed: To act as a substitute
Subgrade: That portion of the road bed on which pavement is placed
Subject:
Submit - tted - ttal - mission: Yield, to state
Subordinate: Lower rank or order
Subscript:
Subsequent - ly: Coming after, following
Subside - d - dence: Abate, settle
Subsidiary: Auxiliary, supplementary, secondary
Substandard:
Substantial - lly: Real, true, important
Substitute - d: A person or thing serving in place of another
Subtend - ed
Subtract: To withdraw or take away
Success - ful - cceed: To accomplish, follow, replace
Succession: Coming in order
Successive - ly: Coming one after another
Suction: Sucking
Suffice: To be sufficient or adequate
Sufficient - ly - ncy:

Suffix: A word part added at the end of a word
Suggest - tion: Proposition
Suit - able - ability - ed:
Sum - mming: Total, conclusion
Summary - ries: A brief report covering main point
Sump: Any low area which receives drainage
Sunshade:
Superelevation - vated: Banked (of a curve in a road)
Superimpose - d: To lay, place or set upon, over or in something else, to put or join as an addition
Superintendent: Director, etc.
Supersede - d - ding: To replace or succeed
Supervise - d: Inspect the performance of
Supply - lement - plies - plied - lementary: Something added to complete a thing
Support - ed:
Suppose - d: To assume
Suppress - ed: Subdue, to hold back
Surcharge: An additional or excessive charge, load, etc.
Surety: Security against loss or damage
Surplus: Excess
Surround:
Survey - or - eyed: Inspect carefully, scrutinize, to look over
v**Susceptible**: Easily influenced or affected by
Suspend - ed - nsion: To hand, defer, postpone, to come to a stop
Sustain - ed: To keep in existence, support, endure
Swab - bbed: A large map
Swap - pped: To exchange
Sway: To move to and from
Swerve - d: To turn aside from a straight course
Symbol - ized - ed - s
Symmetry - ric - tries: Correspondence
Symptom: Sign, indication
Synonym - s - mous - mously: A word having the same meaning to that of another word
Synthetic - thesize - d: To make up by parts or elements through chemical reaction
Systematic: Having, showing or involving a system, method or plan

Til: Before, unless
Tab - bbed - bbing: (keep tab on, keep check on)
Tabulate - ular - ulation - ulated: To put or form into a table
Tack: Zigzag course (temporary weld)
Tackle
Tactful: Considerate, discreet
Taint: Spoil, unpleasant, a trace of contamination
Take in: To admit, to make smaller
Take on: To acquire, assume
Take up: To become interrupted in, to make tighter or shorter
Tamp - ed - ping: To pack or pound by a series of blows or taps
Tandem: Single, one behind another
Tangible: Real or actual
Tap - pping - pped: Plug, or stopper for closing an opening through which liquid is drawn
Taper - ed: A gradual decrease in width or thickness
Tar - rred: Dark, oily, viscid mixture
Tarpaulin: Canvas coated with waterproofing compound
Tattle - d: Informer, to reveal secret by
Taut - ly - ness: Tightly stretched as a rope.
Teach – taught
Tear - tore - torn: To pull apart into pieces by force
Technician - nical: One skilled in the technique of science
Technique: Systematic procedure
Teflon: Tough polymer (non-stick coating)
Telltale: Something that reveals information
Temper - ed - ing - s: To bring to the proper condition by some treatment, to moderate
Temperature
Template: A pattern for making an exact copy
Temporary – rily
Tenant - nancy: One who pays rent to occupy load
Tend - ency: To manage, operate, to be inclined
Tender: To offer formally
Tendon: Inelastic cable, strands of one cable
Tensile: Undergoing or exerting tension
Tension - ing: Stress by force causing extension
Tentative: An experimental nature, uncertain
Terminal: Edge of, end of
Terminate - d - ation: To put an end to, to stop
Termini: Plural of terminus
Terminology - gies
Terminus: The end of something, the final point
Terrain: Topography, character of land
Terrance - d: Platform extending outdoors
Territory: Any tract of land
Texture - d - ring: The arrangement of the constituent parts of anything
Thence: From that place or time, from there
Theory - retical – cally
Thereafter: From then on
Therefore: Hence, for this or that reason
Thereof: Concerning this, that or it, therefrom
Thereon: Thereupon, following that immediately

Thereover
Thereto: Furthermore, in addition to that
Therewith: Along with that, immediately thereafter
Thick - ened – ening
Thin - nning - nner
Thorough - ly - ness: sery exact, accurate complete
Thrie
Thrive - rove or rived: Flourish, to make steady progress, prosper
Throttle - d: Lever, handle pedal to regulate the flow of (fuel)in an engine
Throughout: In every part, all the way through
Thus: Therefore, consequently
Tidy: Neat in appearance, arrangement
Tie - d: Tying
Tig: Welded
Tight: Fastened
Tile: Cement block
Till: Glacial drift composed of an unconsolidated, heterogeneous mixture of clay, sand, gravel, and boulders.
Tilt - ed: To cause to slope
Tine - nning: A slender (long and thin, small in size projecting point, prong)
Tint: A gradation of color
Toe
Toggle: A switch consists of a lever moved back and forth to open or close on electric circuit
Tolerate - rance: The amount of variation allowed from standard
Tomorrow
Tone
Tonnage: Total amount of tons
Tool: Any hand implement, instrument used for work
Torque - d: The turning or twisting point
Torsion: The act of twisting or turning, condition of being twisted or turned, stress caused by an object twisted or turned
Total - lly:
Tour: Pull
Tracking: A mark left by the passage of a thing or etc.
Train - ing
Tranquil - ize - ized: Steady, even
Transcribe - d
Transferred:
Transition: Passing from one condition, place, etc. to another
Transmit - tted - tal: To send over or along, forward,
Transmitted - mission - mittance: To send, convey
Transpire - d: To become known, occur
Transverse - ly: Situated across, across through, crosswise
Traverse: To pass over, across or through
Tread: To walk on, to press or beat with a foot, in along, etc.
Treat - ed: To act or behave
Trench: A long narrow ditch with earth banked on front
Trestle: A beam braced by two pairs of divergent legs, a braced framework to support bridge, roadway
Triangular:
Tribute - tary:
Trigonometry:
Trim - mmed: To clip, cut top, make neat or tidy
Trowel - lled:
Truck: Large reinforced box to hold things in travel
Trumpet: Looped tube ending in flared bell

Trust: Framework for supporting a roof, bridge, etc.
Try - ried - rying:
Tube – tubular
Tumble - d: To roll or fall over or down
Tunnel - ed: Subterranian passage
Turbine:
Turbulent – lence
Turf - ing: A surface layer of earth containing a dense growth of grass
Typical: Pertaining to, symbolic
Tyre: Variant of tire

(U)

Ultimate - tum: Final, conclusive, beyond which it is impossible to go, greatest possible
Unable: Not able
Undergoing:
Underline: To draw a line beneath, to stress
Underlying: Laying under, beneath
Undermine - d - mining: To wear away at the foundation, to dig beneath so as to form a tunnel or mine
Underneath
Undersigned: Whose name signed at the end
Underscore: Underline, to mark with a line underneath
Undertake - n: A promise, guarantee
Underwriter: Insurance agent
Undoubtedly:
Undulate: To have or to cause to have a wavy form, appearance or surface
Unduly: Improperly, excessively, unjustly
Unequivocal: Clear
Uneven: Offset joint to balance, to compensate for
Unfit: Inappropriate
Unforeseen: Unexpected
Uniform: Always the same, unvarying
Unify - fied - fying: Consolidate
Unique: Sole
Unless: Except
Unpredictable - bility:
Unsightly: Ugly, not pleasant
UntilUpgrade - d: To raise to higher grade or standard
Upheld: Support, raise, to hold up, sustain, maintain
Upright:
Urban: Pertaining to or comprising a city or town
Use - sable - sage:
Usually:
Utilize - d - zing: To put into profitable use, to make use of
Utmost: Most extreme farthest
Utility: Public services
Utter - ed - ance - ly: Complete, total, absolute

Vacillate - d: Fluctuate, to swag to and from
Vacuum: A space empty of matter, void
Vague: Not clear
Valid - ity - ation - ated: Legally sound, logic
Vanish - ed: To disappear
Vary - ried - riant - rious - riation - riety - riable: To differ
Vault - ed: To jump or leap over with the aid of support
Vehicle - icular
Vend - ed - or: To sell
Vent - ed - ilate - ilator: ro provide fresh air in place of air which vitiated
Venture: A risky undertaking as business
Verbal - lly - balized: To express in word
Verge - d: The extreme edge of something
Verify - fied - fying To prove to be true evidence, confirm
Versatil - satility: Capable of doing many things competently
Version: A particular account of some matter
Versus: Against, in contrast with
Vertical - cally:
Vessel:
Viaduct: A series of spans or arches used to carry around
Viceversa: Conversely, with the order reversed
Vicinity: Nearness, near by region
Vindicate - d: To clear of accusations
Vines: Climbing plants (grape)
Virtual - lly: Being such in power or effect although not actually such
Virtue: Advantage, goodness
Viscosity: The resistance of a fluid to flowing freely caused by friction of its molecules
Visible: Capable of being seen
Visual - lly:
Vital - lly - lity - lize: Necessary
Vitiate - d: Spoil, corrupt, impair quality of
Vitrify - treous: To convert, change into glass or a glasslike substance by head
Vivid - ly: Stikingly bright, as color, vigorous, full of life
Volatile: Evaporating quickly, unstable, fickle
Volume:
Voucher: A document, receipt, stamp, which proves the truth of a claimed expenditure

(W)

Waive - d: To relinquish, to give up, to abandon
Wale - d: Heavy plank or strake extending along the side of wooden forms
Warn - ing: To admonish, to make aware of probable danger, harm, etc.
Warp - pped: Fold
Warrant - ed - y: Assurance
Washer: Flat ring of metal, rubber
Weak - en - ened - ness:
Wear - wore - n: Deteriorate, to have in the body or covering
Weather - ed: The state of the atmosphere
Weave - d: To move from one side to another or in and out
Weave - wove - woven: To interlace (threads, yarns, fibrous material so as to form a fabric)
Wedge: A piece of wood, metal, etc., tapering into thin edge to be used for leveling
Weep - wept: To drip or exude (water, etc.)
Weigh - ed - t - ted:
Weir: An opening on a dam, a river or a stream to stop or raise the water
Wet - tter - tted: Covered with liquid
Wherein: In what way
Whether: If
Who's: Who is
Whole - wholly: Complete, fully
Whose: To whom
Wide - n - ned - dth - dths:
Will - ing - ingly - ingness:
Winch: Crank with a handle for transmitting
Wind - wound: To turn, to coil into a ball or around something else, twine
Windfall: An unexcepted gain, or fortune
Wipe - d: To rub, to remove by rubbing
Withdraw - n: Reserved, shy, retreat, recall, remove
Withhold: Hold back, restrain
Withstand - stood: Oppose, resist motion, hold out
Witness - ed: To serve as evidence of
Wobble - d: To move unsteadily from side to side, to vacillate, tremble
Wrap - pped or t: To surround and cover by something folded or wound about
Write - rote - tten - ting
Wrong: Incorrect
Wrought: Shaped by hammering

(X)

Xylem: Woody tissue of a plant that serves as a passageway for water

(Y)

Yank: To jerk or pull suddenly
Yard: 36" = 1 yard; a tract of land adjacent to, surrounding, or surrounded by a building or group of buildings
Yellow
Yield - ing: To give away as to pressure or force, to give forth by a natural process, flexible, easily bent, the outcome, the product, productive

(Z)

Zigzag: One of a series of sharp turns or angles
Zone: Any continuous tract or area