BUSINESS & CORPORATE ENGLISH

EMPOWERING OUR STUDENTS AND PREPARING THEM TO BE BUSINESS LEADERS

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Course Outline

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PUNCTUATION RULES

PERIOD

1. Use a period at the end of a sentence.

   Example: I enjoyed the movie.

2. Use a period after an initial.

   Example: M. E. Kerr is a wonderful author.

3. Use a period after an abbreviation.

   Example: We welcomed Mrs. Simmons to our team.

4. Use a period as a decimal point.

   Example: The workers received a 2.1 percent raise.

5. Use a period to separate dollars and cents.

   Example: The book cost $4.95.

6. Use a period after each number in a list printed vertically.

   Example: For the example, look at the lists on this page.

EXCLAMATION POINT

1. Use an exclamation point at the end of sentence, phrase, or word to indicate strong emotion. (Never use more than one exclamation point.)

   Example: Wow! I never thought Mom would let us go to the concert!

   Unacceptable: Wow!! I never thought Mom would let us go to the concert!!!!!!

QUESTION MARK

1. Use a question mark at the end of a question.

   Example: Did Steven go with you?

2. Use a question mark at the end of a declarative statement that you want to emphasize as not believing the statement.

   She's our new teacher?

3. Use a question mark with parentheses to indicate that you are not sure of a spelling or other fact.

   I have to visit an orthopeadic (?) doctor next week.

COMMA

1. Use a comma after each item in a series of at least three items. (It has become acceptable to omit the comma before the conjunction in a series. However, it is important to remain consistent.)

   Example: I still need to take a test, write an essay, and check out a book.

   Example: I dislike spinach, broccoli, and cauliflower.

Acceptable: I dislike spinach, broccoli and cauliflower.

2. Use commas after the street address and city in an address. (Do not use a comma after the state.)

    Example: The address is 1234 Apple Street, Midtown, Kansas 98765.

3. Use a comma after the day and the year in a date. (No commas are used in dates when using the MLA style.)

    Example: Connie's birthday is February 20, 1965.

    MLA version: Connie's birthday is 20 February 1965.

4. Use a comma to clarify large numbers. Counting from right to left, a comma is needed after every 3 digits. This rule does not apply to years, where no commas are used at all.

    Example: In 1998 the population of Claremont was 23,899.

5. Use a comma to set off an interruption in the main thought of a sentence.

    Example: Rosa, of course, will bring her folding chairs.

6. Use a comma to separate two or more adjectives that equally modify the same noun. (If you aren't sure whether to use a comma to separate the adjectives or not, say the sentence with the word ***and*** in place of the comma. If it makes sense, then use the comma.)

    Example: Jill was having problems with the unruly, disruptive children.

7. Use a comma after a dependent clause that begins a sentence. (Never use a comma before a dependent clause at the end of a sentence.)

    Example: If Mr. Wilson complains, we'll invite him for a snack.

    Example: We'll invite Mr. Wilson for a snack if he complains.

8. Use a comma before the conjunction in a compound sentence. However, if the two independent clauses are very short, you do not need the comma.

    Example: We had a lot of fun, so I'll have another party soon.

    Example: She spoke and I took notes.

9. When quoting, put a comma to the **left** of a quotation mark that does not already have a period, question mark, or exclamation point. (It is much easier to remember this rule than to worry about "inside" and "outside".)

    Example: Ariel said, "I knew you would win the contest."

10. Use a comma after a mild interjection, such as ***oh*** or **well**.

    Example: Oh, the test was not that difficult.

11. Use a comma after a noun of direct address.

    Example: Kodi, didn't I ask you to clean your room?

12. Use a comma after the greeting in a personal letter.

    Example: Dear Aunt Sheila,

13. Use a comma after the closing of a letter.

Example: Sincerely,

14. Use a comma to indicate where a pause is necessary in order to avoid confusion. (Sometimes rewriting the sentence is a better choice.)

    Example: After Kelly, Jennifer gets a turn.

    Example: Maria came in, in quite a hurry.

15. Use a comma after an appositive. (An appositive is a noun or noun phrase that gives additional information about the noun that it follows. Do not use a comma after a restrictive appositive, which is one that cannot be removed from the sentence without changing the meaning of the sentence.)

    Example: Wesley, my brother, is an optician.

15. Use a comma to set off the abbreviation *etc*.

    Example: I went to the store to get napkins, plates, cups, forks, etc.

SEMICOLON

1. Use a semicolon to join two independent clauses. (This eliminates the need for a comma and a conjunction.)

    Example: Casey read a book; then he did a book report.

2. Use a semicolon to separate items in a series when those items contain punctuation such as a comma.

    Example: We went on field trips to Topeka, Kansas; Freedom, Oklahoma; and Amarillo, Texas.

COLON

1. Use a colon between numerals indicating hours and minutes.

    Example: School starts at 8:05 a.m.

2. Use a colon to introduce a list that appears after an independent clause. (Introductory words such as *following* go somewhere before the colon to help introduce the list.)

    Example: You need the following items for class: pencil, pens, paper, ruler, and glue.

3. When mentioning a volume number and page number, use a colon between the two items.

    Example: You will find information about Mexico in *Grolier Encyclopedia* 17:245.

4. Use a colon after the greeting of a business letter.

    Example: Dear Sir:

5. Use a colon between the title and subtitle of a book.

    Example: *Reading Strategies That Work: Teaching Your Students to Become Better Readers* is an excellent resource.

6. Use a colon between the chapter and verse numbers for parts of the Bible.

    Example: Please read Genesis 1:3.

APOSTROPHE

1. Use an apostrophe in a contraction to show where letters have been omitted, or left out.

   Example: I don't think I can do this. (The apostrophe shows that the letter

2. Use an apostrophe when you leave out the first two numbers of a year.

   She was in the class of '93.

3. For a singular noun that does not end in *-s*, add *'s*.

   Example: The lady's hands were trembling.

4. For a one syllable singular noun that ends in possessive.

   Example: It is my boss's birthday today.

5. If a singular noun has more than one syllable and ends in *-s* it is acceptable to use *'s* OR to use only an apostrophe after the *-s*. (It is important to remain consistent.)

   Example: The metropolis's citizens were very friendly during our visit.

   Acceptable: The metropolis' citizens were very friendly during our visit.

6. To form the possessive of a singular proper noun ending in -s, it is acceptable to add *'s* OR to add only an apostrophe. (It is important to remain consistent.)

   Example: Mr. Ness's classroom is very inviting.

   Acceptable: Mr. Ness' classroom is very inviting.

7. If a plural noun ends in *-s*, add an apostrophe after the *-s*.

   Example: The ladies' restroom was a mess.

8. If a plural noun does not end with an *-s*, form the possessive by using an apostrophe before an *-s*.

   Example: The mice's tails were caught in a trap.

9. For a compound noun, place the possessive ending after the last word.

   Example: My mother-in-law's car was in the garage during the hail storm. (singular)

   Example: My brothers-in-law's cars were damaged in the hail storm. (plural)

10. To show possession of the same object by more than one noun, only make the last noun in the series possessive.

    Example: I'm looking for Mrs. Garcia, Mrs. Lee, and Miss Carter's office. (They all share the same office.)

    Example: I'm looking for Mrs. Garcia's, Mrs. Lee's, and Miss Carter's offices. (Each person has her own office.)

11. Use an apostrophe to form the plural of a number, letter, sign, or word used as a word.

    Example: Check to see that you used the +'s and -'s correctly.

QUOTATION MARKS

1. Use quotation marks before and after a direct quote. If the speaker tag interrupts the quoted material, then two sets of quotation marks are needed. However, do not put quotation marks around the speaker tag.

Example: "I think my leg is broken," Jesse whimpered.

Example: Did Mrs. Steele just say, "We are going to have a test today"?

Example: "I can't move." Maria whispered, "I'm too scared."

2. Put quotation marks around the titles of short works, such as articles, songs, short stories, or poems.

Example: Have you heard the song "Love Me Tender," by Elvis Presley?

3. Place quotation marks around words, letters, or symbols that are slang or being discussed or used in a special way. (Underlining can be used for the same purpose.)

Example: I have a hard time spelling "miscellaneous."

Example: I have a hard time spelling miscellaneous.

4. Use single quotation marks for quotation marks within quotations.

Example: "Have your read the poem, 'The Raven,' by Edgar Alan Poe?" I asked Chris.

5. Any punctuation used goes to the **left** of a quotation mark. However, if the punctuation is used to punctuate the whole sentence and not just what is inside the quotation marks, then it goes to the right.

Example: Have you read the poem, "Anabel Lee"?

ELLIPSIS

1. Use an ellipsis to indicate a pause.

Example: You mean ... I ... uh ... we have a test today?

2. Use an ellipsis to indicate omitted words in a quotation.

Example: "Then you'd blast off ... on screen, as if you were looking out ... of a spaceship."

3. If the ellipses comes at the end of your sentence, you still need end punctuation, even it is a period.

I listened carefully as the teacher read Lincoln's inaugural address. "Four score and seven years ago ...."

HYPHEN

1. Use a hyphen in compound numbers from twenty-one to ninety-nine.

Example: The final score was seventy-eight to sixty-two.

2. Use a hyphen between the numbers in a fraction.

Example: I only used three-fourths of the flour you gave me.

3. Use a hyphen to form some compound words, especially compound adjectives that appear for the nouns they modify.

Example: The court took a ten-minute recess.

4. Use a hyphen to join a capital letter to a word.

Example: I had to have my arm X-rayed.

5. Use a hyphen to show a family relationship, except "grand" and "half."

Example: My sister-in-law helps take care of my great-aunt.

Example: We are going to go visit my grandparents while we are in town.

Example: Connie just found out that she has a half sister.

DASH

1. Use a pair of dashes to indicate a sudden interruption in a sentence. (One handwritten dash is twice as long as a hyphen. One typewritten dash is one hyphen followed by another.)

Example: There is one thing--actually several things--that I need to tell you.

2. Use a dash to attach an afterthought to an already complete sentence.

Example: Sarah bought a new pet yesterday--a boa constrictor.

3. Use a dash after a series of introductory elements.

Example: Murder, armed robbery, assault--he has a long list of felonies on his record.

PARENTHESES

1. Use a set of parentheses around a word or phrase in a sentence that adds information or makes an idea more clear. (Punctuation is placed inside the parentheses to mark the material in the parentheses. Punctuation is placed outside the parentheses to mark the entire sentence. When the material in parentheses is longer than one sentence [such as this information], then the punctuation for the final sentence is placed inside the parentheses.)

Example: Your essay (all nine pages of it) is on my desk.

2. Do not use parentheses within parentheses. Use brackets in place of the inner parentheses.

Example: Please refer to Julius Caesar (Act IV, scene i [page 72]).

BRACKETS

1. Use brackets around around words of your own that you add to the words of someone you are quoting.

Example: The news anchor announced, "It is my sad duty to inform our audience that we are now at war [with Iraq]."

UNDERLINING (OR ITALICS)

It is more acceptable to use italics when available.

1. Underline titles of long works such as books, magazines, albums, movies, etc. (Do not underline end punctuation.)

Example: We use The Language Handbook to study grammar.

Example: We use *The Language Handbook* to study grammar.

2. Underline foreign words which are not commonly used in everyday English.

    Example: If you look closely, you'll see <u>e pluribus</u> on most U.S. currency.

    Example: If you look closely, you'll see *e pluribus* on most U.S. currency.

3. Underline a word, number, or letter which is being discussed or used in a special way. (Quotation marks can be used for the same purpose.)

    Example: Remember to dot every <u>i</u> and cross every <u>t</u>.

MLA FORMAT

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers (7th ed.) and the MLA Style Manual and Guide to Scholarly Publishing (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

Please use the example at the bottom of this page to cite the Purdue OWL in MLA.

To see a side-by-side comparison of the three most widely used citation styles, including a chart of all MLA citation guidelines, see the Citation Style Chart.

General Format

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental unaccredited use of source material by other writers.

If you are asked to use MLA format, be sure to consult the *MLA Handbook for Writers of Research Papers* (7th edition). Publishing scholars and graduate students should also consult the *MLA Style Manual and Guide to Scholarly Publishing* (3rd edition). The *MLA Handbook* is available in most writing centers and reference libraries; it is also widely available in bookstores, libraries, and at the MLA web site. See the Additional Resources section of this handout for a list of helpful books and sites about using MLA style.

Paper Format & General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as Morality Play; Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

Here is a sample of the first page of a paper in MLA style:

Smith 1

John Smith

Professor Williams

American Studies 104

14 March 2008

Found Voices: Carl Sagan

Carl Sagan was perhaps one of the most influential scientific minds that the world has ever experienced. When he learned that stars were actually extremely distant suns, his world was changed and the magnitude of the universe opened up to him. Another strong motivator into science came with his reading of a popular science fiction book of the time, *The Burroughs Tales*. The stories were not extremely sound scientifically, but still presented ideals of adventure and the unknown. The idea that life could exist elsewhere in the universe fascinated Sagan and remained with him for the rest of his life (Eicher).

Perhaps one of Sagan's most famous individual accomplishments was his involvement with the *Pioneer 10 Space Probe*. The probe was created to be the first object to exit our galaxy. Sagan acknowledged that the chances of anything actually discovering the probe were astronomical, but believed that it was important to promote public appreciation for science and thought the project to be "all in good fun" (McDonough 50).

Public appreciation for science was, in fact, what made Sagan the "superstar scientist" that we have for today. His ability to portray complex

science as attainable was what made him such a sensational figure. The greatest example of this was his *Cosmos Series.* In this thirteen part television series Sagan presented and explained a large variety of scientific topics ranging from the origin of life to our place in the universe. It was the most watched series in the United States for ten years after its release in 1980 (Cohen).

Another work of his similar to *Cosmos* was his book *Pale Blue Dot*. In the book Sagan instills a sense of perspective and wnde r it o m an's position in the universe (Carl Sagan - Pale Blue Dot). This is one of the most widely known works by Sagan and many believe it to be his greatest work.

Along with this interest and promotion of science, Sagan also tried to push people away from pseudo science. His work in exobiology made it inevitable that he would eventually have to address the growing belief in UFOs that was so prevalent in the 60s era. Sagan investigated and acknowledged extraordinary claims but remained extremely skeptical in his approach. He believed that investigating and disproving popular paranormal claims would raise scientific awareness (Morrison, Sagan 30).

Sagan was a strong proponent of ending the arms race. This may have been motivated in part by his study of exobiology. While considering the probability of other life in the universe he surmised that industrial societies would bring about their own extinction rather quickly (Morrison, Carl 57).

Some o Sagan's iea s were nt as poi cly dspl ayed. In 171 Sagan published an essay considering the use of marijuana under the pseudonym of Mr. X. He had had experience with the drug, and claimed that it had provided him with valuable life experience. He summarized his opinion by saying:

> When cannabis is legalized, I hope to see this ratio as one of the parameters printed on the pack. I hope that time isn't too distant; the illegality of cannabis is outrageous, an impediment to full utilization of a drug which helps produce the serenity and insight, sensitivity and fellowship so desperately needed in this increasingly mad and dangerous world (Sagan).

All of these ideas and opinions together constitute a consistent message. Sagan was an example of what a scientist and intellectual should be. He was a rational, skeptical and curious individual whose voice is severely underrepresented in all aspects of culture and life today. His work in promoting scientific literacy has had lasting affects and contributed greatly to the collective human knowledge. He will be remembered as an intelligent and thoughtful scientist and human being.

If a quotation runs more than 4 lines indent an additional ½ inch with no quotation marks.

MLA Style Works Cited

Arrange sources alphabetically by the author's last name, or if no author, by the first word in the citation.

Your last name, and page # on upper right corner of each page ½ inch from top border.

Include the medium of each source: **print, web, CD, DVD, television, radio, film, e-mail, film, performance** etc.

Indent each source 1 inch from border, double space, and indent second and consecutive lines.

Online reference source

Date you accessed article

Include the URL only if the instructor requires it, or the source cannot be found without it.

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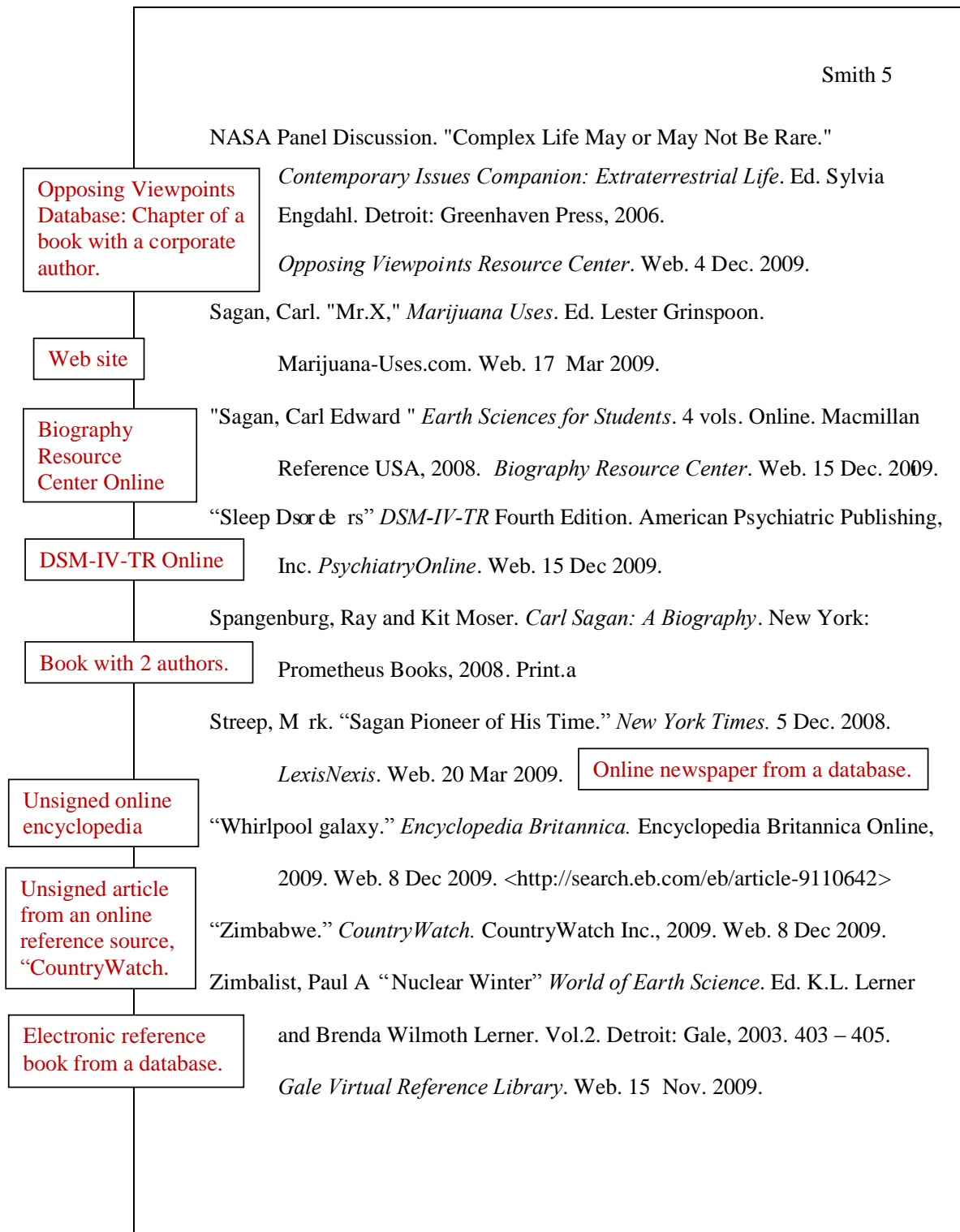
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DSM-IV-TR Online

Book with 2 authors.

Online newspaper from a database.

Unsigned online encyclopedia

Unsigned article from an online reference source, "CountryWatch.

Electronic reference book from a database.

RESUME WRITING

A resume is a summary of your experiences and skills relevant to the field of work you are entering. It highlights your accomplishments to show a potential employer that you are qualified for the work you want. It is not a biography of everything you had done. Its purpose is to get you an interview.

OVERVIEW

•A resume is a summary of your experiences and skills relevant to the field of work you are entering.

•It highlights your accomplishments to show a potential employer that you are qualified for the work you want. It is not a biography of everything you have done.

•Its purpose is to get you an interview.

•A resume can (and often should) reflect more than just your paid work experience. Current students, in particular, should consider including the details of your more important extracurricular, volunteer and leadership experiences.

•Tailor separate resumes to fit each career field in which you are job searching. Some people create slightly different resumes tailored to each job opening.

•Remember that you can attend a resume workshop or have your resume critiqued here at the Career Center.

STEP 1 - Make a list of your various activities over the years.

•Student should list paid work, volunteer positions, extracurricular activities, (especially those in which you had a leadership role) and internships.

•Students should go as far back as four or five years. Even graduating seniors will often have one or, occasionally, two items from high school on their resume. However, they may also so many experiences from college that they may not need to include experiences from high school.

•Alumni may also list volunteer, leadership and civic activities, especially those in which you had a leadership role or those that indicate skills relevant to the career field you are pursuing.

STEP 2 - Write a paragraph about each important item in your list.

•"Important items" would include most paid work, internships, extended volunteer activities, and activities in which you had a leadership role.

•Don't worry about the wording of your paragraphs at this point - for now, they don't need to fit the standard "resume language."

•Describe accomplishments as well as duties. An example of a duty might be "I maintained ten computers, loading new software and resolving problems as needed," while an example of an accomplishment might be "I created two self-paced Powerpoint presentations to train people in our office on the new company software, and it was so successful that my manager asked me to present it to five other managers in the company."

NOTE: You will eventually change your wording into "resume language," dropping any "I's" and making your phrases more concise. For now, use whatever language you want.

STEP 3 - Pick the items that you will highlight or emphasize on your resume.

Give this some thought! Consider two factors here:

1) What are your greatest strengths, and how can you demonstrate those strengths through your experience?

All employers value certain qualities: team player; good communication skills; leadership abilities. In addition, you have particular skills that you consider your strong points, you would generally try to bring those to light, as well. (If you want help understanding your skills, we recommend you speak with a career advisor.)

2) What are the requirements and needs of this particular industry, this particular employer, and this particular job?

Here's an example of the needs of an industry and a job:

Advertising industry - account executive:

•the industry tends to value creativity, high energy, and the ability to work in a hectic, deadline-driven environment.

•the job of account executive demands that you be detail-oriented, good with people, and able to handle many projects at once.

Your task, then, would be to demonstrate those qualities through the activities described on your resume.

NOTE: You may want to create somewhat different resumes for different jobs.

STEP 4 - Create the sections of your resume.

NOTE: What follows is the format for a chronological resume, by far the most common form of resume in use today. Occasionally, alumni who are changing careers or re-entering the work force after a prolonged absence may find that a functional resume is more appropriate. Visit our sample resumes to see examples of both styles.

•Name and Address

•Objective / Keywords / Summary

•Education

•Experience

•Activities / Volunteer Work / Interests

•Skills

•References

Name and Address

•Put your name in at least 14-point. Recruiters often must look through stacks of resumes in search of a particular one. Make it easy for them to see your name.

•If you are still in school, be sure to include both your school address and phone number, as well as the address and phone number where you can be reached during school vacations or after you graduate.

•Include your e-mail address. If you check your e-mail during school vacations, you may want to center the address on your resume in a way that implies it is not just associated with your school address. Be sure to have a professional email address for your job/internship search. Employers may be turned off by your

greatguy@gmail.com email address. Also avoid the email hyperlink under your email address. The line under your email should not be included.

•Avoid unnecessary personal information such as marital status and date of birth.

Objective / Keywords / Summary

OBJECTIVE: An objective is optional. If you have worked out a clearly targeted job objective, then definitely include it.

•Avoid pronouns and flowery language.

•Focus on what you have to offer rather than on what the job can offer you. This may sound backwards, but employers are not so much interested in what you hope to get out of a job with them, so much as they want to know whether you fit their needs.

•Example: OBJECTIVE: Editorial assistant position in publishing industry, utilizing my academic background in literature and my three years of experience writing for campus and local newspapers.

If you are not clear on your career goals, you probably should not include an objective on your resume. You should work with a career advisor to focus you interests and objectives.

If you are applying for an internship, you probably should not include an objective on your resume.

KEYWORDS/SUMMARY

IMPORTANT - Resumes that are sent to an employer by e-mail or that are entered onto a form on the Web may end up on a resume database. When recruiters seek resumes from these databases, they try to match certain keywords appropriate to a particular career field.

Particularly for job seekers with experience in that career field, it is important that your resume contain some of those keywords. Click here to learn more about resume keywords.

Experienced job seekers, especially those with two-page resumes, sometimes include a Summary of Qualifications section at the beginning of their resume. IF you choose to include a Summary, it should be concrete (e.g. "five years management experience in the health care industry," etc.), and it should include as many appropriate keywords as possible.

Education

•This section always goes first on your resume, as long as you are in school.

•If you are still an undergraduate and applying for an internship, list your high school below Boston College in this section (freshmen and sophomore students).

NOTE: Your significant activities from high school can be listed in this section, though many students benefit more from listing those in more detail in their Experience or Activities sections.

•If you have graduated from college, your education section goes first on your resume from one to three years after you graduate, depending on such factors as whether your education was relevant to your career field and how impressive your work experience has been in the intervening years. If you have recently received a graduate or professional degree, your education would usually go at the top of your resume.

•As a graduating senior, your GPA should always be mentioned, as long as it is above 3.0. Most recruiters will assume that it is below 3.0 if they do not see it on your resume. (The phrase "3.2/4.0" indicates that you have a 3.2 GPA on a scale that runs up to 4.0. Some schools use a 5.0 scale.) Your GPA is printed on your most recent BC transcript. Do not round up your GPA. If you have a 3.90, put that down. Do not round up to a 4.00. Employers want to see accurate information and may compare your resume GPA with your official transcript.

•"Courses studied" or "Relevant Coursework" is an optional section. If you have taken courses outside your major that are relevant to the job (or if you simply want to emphasize your academic training relevant to the job or internship), you would definitely benefit from including this section. For example, if you were a Philosophy major trying to find work in the computer industry, and you had taken three courses in the Computer Science department, you would definitely include them in a "Relevant Courses" section."

•Significant honors and awards can be included as a sub-category of your Education section.

Experience

What should you include in this section?

•Don't feel that you must limit this section to paid work experiences, especially if you are still in college or a recent graduate. Employers understand that the most valuable or most challenging experiences often occur in internships, volunteer work or other extracurricular activities.

•Nursing Clinical Experience - List placements in reverse chronological order, including dates. Describe type of setting, responsibilities, and knowledge gained.

•Student Teaching Experience - Include name and location of placements, dates involved, and grade level of assignment. Major responsibilities in teaching area should be emphasized.

IMPORTANT - How should you describe your experiences?

•Consult the paragraphs you wrote about each of your jobs or activities - choose from one to eight sentences (depending on the extent of your responsibilities) that encapsulate the skills you used at this job or activity, your duties and your significant accomplishments.

•Include both your duties AND your accomplishments.

Duties tell the employer you can do the job. Accomplishments indicate that you will go above and beyond the call of duty:

◦Duties alone can sound bland: "Wrote articles, researched topics, filed documents"?

◦When you add your accomplishments and contributions, you set yourself apart from the other applicants -- "Researched and wrote weekly Music Notes for local arts newspaper. Created archival database that saved staff several hours of work per week. Chosen from among seven interns to represent newspaper at MusicFest 2001 festival; wrote feature story that ran on front page."

•Use action verbs ("wrote," "managed," "researched," "coached," "planned," etc.).

•Where possible, use keywords - Resumes that are sent to an employer by e-mail or that are entered onto a form on the Web may end up on a resume database. When recruiters seek resumes from these databases, they try to match certain keywords appropriate to a particular career field.

Particularly for job seekers with experience in that career field, it is important that your resume contain some of those keywords.

•Cite numbers to make a point (e.g. number of people supervised, number of children in classroom; size of event; budget you oversaw, etc.)

•Be concise. Avoid use of the pronoun "I".

•Include "buzz" words only if you are sure of their meaning.

Activities / Volunteer Work / Interests

•If you choose to separate your work experience from your extracurricular activities or volunteer work, they can go in a separate section. BUT they don't have to go in a separate section. REMEMBER, though, that some of these activities may demonstrate your skills just as well or even better than your paid work experience.

•You do not need to demote these activities to the bottom of your resume. Employers spend an average of 15 -30 seconds looking at each resume. What's left at the bottom of your resume may not get any attention.

•A note about "interests": listing your "interests" or hobbies on a resume is okay, but generally you should not do so at the expense of leaving out other, more important information. When should you list your interests?

- when your interests or hobbies are so unusual that they are bound to attract positive attention. (One recent alumna, applying for work in the investment industry, listed "sky diving" as a hobby. Every recruiter that interviewed her started the interview off with a question about her hobby.)
- when your interests or hobbies reflect positively on your job skills. For example, if you are applying for work as a paralegal and you love chess, the recruiter may equate your hobby with analytical abilities.

Skills

This is an optional section - if specific skills are necessary to the job, or if your skills help you stand out from the crowd, then include a skills section in your resume.

Computer skills:

•You may wish to list the systems (Macintosh, IBM, UNIX, etc.) and applications (Filemaker Pro, Microsoft Word, Pagemaker, HTML, Excel, Powerpoint, etc.) with which you are capable.

•If you know programming languages, list those as well.

•You may even want to use italicized sub-categories:

Languages:

•List languages in which you have more than just some basic ability. In other words, if you are able to carry on a conversation in that language, list it.

•Indicate your level of ability ("basic conversational ability," "proficiency," "near-fluency," "fluency") or the number of years of college-level study.

Laboratory skills:

•If you are applying for scientific or laboratory positions, you may want to create a list of your lab skills. A biology major might break those skills down into sub-categories such as "histology," "cell culture," and "staining." Of course, the sub-categories and skills mentioned should be relevant to the particular job.

•Always check your skills list with a professor or mentor, unless you have significant professional experience in that career field.

References

Don't write "References Available On Request" on your resume. This went out of style over a decade ago.

Do create a references list as soon as you can and have it available, in case an employer asks for references.

Click here for more information on creating a list of references.

STEP 5 - Format your resume.

THE KEY to a well-formatted resume - realize that most employers will only spend 20-30 seconds looking at your resume. You direct the employer's eye to the most important information:

1.Leave plenty of white space on your resume - don't make your resume look crowded.

2.Emphasize job titles by boldfacing them (except where the name of a prestigious organization you have worked for will grab their attention first).

3.Place the most important information closer to the top of your resume. (For example, if you are a student and your paid work has been fairly mundane, but you have great computer skills or excellent extracurricular leadership experience, then put the skills or the extracurriculars near the top of your resume.)

4.Where appropriate, descriptive category headings can attract an employers attention (for example, "Counseling and Tutoring Experience" or "Leadership Experience" instead of just "Experience").

5.Leave blank space between the separate sections and items on your resume.

Other formatting details:

•Condense to one page.

Exceptions: two-page resumes for nursing, for education and for those alumni who have over two years of experience in that field (however, before going with a two-page resume, check with others in your career field). Alumni with many years of experience in a broad range of jobs may be interested to look at When a Lengthy Resume Makes Sense for Executives (will open a new browser window).

•Center and balance your resume on the page, leaving approximately 1 inch margins.

•Design your resume for easy skimming: emphasize by boldfacing, capitalizing and italicizing.

•Use 8 1/2" x 11" white, off-white or very light-gray bond paper. Do not use colored paper.

•Proofread carefully and have a Career Center staff member review your final draft.

Emir A. Liguori

53 Richmond Ave
Paterson, New Jersey 07502
973-896-8471

eliguori@paterson.k12.nj.us
liguori72@msn.com
aliguori@fdu.edu

Objective

To acquire a challenging position where my skills can be utilized to their full potential with opportunities for advancement.

Areas of Expertise

Upper Management	Human Resources, Customer Care, Technical Support.
Contract & Agreements	Draft and analyze terms and conditions, ensure contractual obligations are fulfilled, renewals and extensions.
Project Supervision	Create and manage plan of work, market studies and research.
Vendor Interaction	Procurement and provisioning, negotiating, billing audits and service modifications.
Client Relations	Primary point of contact, facilitate presentations to clients, sales support.
Teaching & Facilitating	Classroom and Remote Learning Plans, Trained Customer Care, Technical Support and Virtual Private Networks staffs. Reporting -Cost Analysis.

Work Experience

Professor, Fairleigh Dickenson University, Teaneck, NJ

4/2010 – Present

- Prepare course materials such as syllabi, homework assignments, and handouts
- Prepare and deliver lectures to undergraduate and/or graduate students on topics such as poetry, novel structure, and translation and adaptation.
- Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction.
- Evaluate and grade students' class work, assignments, and papers.
- Maintain student attendance records, grades, and other required records.
- Compile, administer, and grade examinations, or assign this work to others.
- Collaborate with colleagues to address teaching and research issues

Fleet Manager, Paterson Board of Education, Paterson, NJ

5/2005 - Present

- Plan routes for special education and regular student transportation to & from 56 district schools.
- Implement District owned vehicle procedures for the to manage over 70 vehicles and 120 drivers.
- Responsible for all vendor relations, including negotiation of prices, bidding, quotes and RFPs.
- Draft contracts for maintenance and repair services, auto body repairs and award contract to lowest bidder.
- Manage fleet budget for fueling, vehicle maintenance and vehicle insurance and other specialized vendors.
- Supervise all maintenance and repairs of the entire district fleet and manage all gas accounts for the fleet, insurance contracts for the district owned vehicles.
- Manage driver license requirements and records and review abstracts periodically.

- Maintain database for maintenance and repairs and gas usage of all district owned vehicles.
- Responsible for all NJ DMV transactions.

Sr. Purchasing Analyst, Paterson Board of Education, Paterson, NJ

7/2003 - 5/2005

- Write and publish bids and RFPs for services and equipment needs of the Paterson School District.
- Analyze bidder's bids and RFPs and create actions to award contract to the lowest bidder.
- Negotiate vendor rates and prices and submit final cost report to the Supervisor of Purchasing.
- Responsible for the management of vendor contractual obligations.
- Processing of daily purchase orders and analysis of daily un-approved.
- Researching vendor price increases as they pertain to State Contract and rate vendors.
- Research Bid Compliance and determination of the need for open public bidding.
- Analysis of outstanding purchase order report on a continuous basis to ensure prompt vendor payment.
- Assistance to departments on proper requisitioning procedures.

Project Manager, Tyco International, Morristown, NJ

4/2001 - 10/2002

- Manage all TGN and Non- TGN project from concept to closeout.
- Create and manage OA&M Plans of Work for TGN and Non-TGN Systems.
- Manage Non- TGN OA&M lease contracts, cost models and sub-contracts and be the main customer interface.
- Manage the contract of all TGN and Non- TGN systems pertaining to Operation Administration and Management.
- Coordinate all permits and leases are acquired simultaneously for the civil build.
- Ensure all terms and conditions for potential leases are reviewed and all lease issues are addressed.
- Manage budget and equipment deployment for Cable Station and Tel-Exchanges.
- Monitor civil design requirements to assure our project deadlines are met.
- Review lease agreement concerning unique site requirements for Co-Location.
- Coordinate station staff hiring and training for proper testing of site acceptance diversity routing as well.
- Interfere with resources allocation by functional area if proper judgment not applied.
-

5/1996 William Paterson University, Wayne, New Jersey
- Bachelor's Degree - Business Marketing

5/2015 Fairleigh Dickenson University, Teaneck, New Jersey
- Master's Degree Candidate May 2016 - Administrative Science

Skills

Customer Service Excellence certified.

Bilingual/Bicultural, English Spanish.

Infinite Campus, Edumet, Alio, Fusion, Kronos, Transfinder, Docs Open, Lotus Notes, MS Project, MS Windows, Oracle Financial, Visio 4.0.

Yulia Ocampo
29 Mary Street, Dover NJ 07801
(862)555-1574
jhoanm@hotmail.com

To whom it may concern,

Enclosed is a copy of my resume for your consideration, which briefly outlines my accomplishments and work experience during the past years at Queens Limo, Wal-Mart and Christophe and Associates, P.C. listed in this resume are qualifications that certainly apply to this position, which are presented in a limited manner.

The experiences I posses cover all areas of management, customer service, human resources, accounting and much more as my resume indicates, I also posses experience supervising small groups such as customer service, prepared immigration and court documents. Finally, my work habits and communications skills are exemplary my desire and willingness to create a positive teamwork environment and exceed expectations are a direct result of my professional growth with previous employers.

Should my qualifications meet your needs in this field, I would be happy to discuss my background in greater depth.

Thank you for your time and consideration I hope to hear from you at your earliest convenience.

Sincerely,

Yulia Ocampo

EMAIL WRITING

If you work in an office, you probably write emails every day – to colleagues, to your boss, to clients. Even if you're still at college, you'll need to email your lecturers once in a while (maybe to plead for an essay extension, or to ask for help) – and many employers now expect resumes and cover letters to be sent by email.

So, being able to write a professional, business-like email is a crucial skill. Daily Writing Tips has already covered the email subject line, but the body of your message also matters.

1. Start with a salutation

Your email should open by addressing the person you're writing to. Sure, you can get away with leaving out the salutation when you're dashing off an email to your friend, but business-like messages should begin with:

- *Dear Mr Jones,* or *Dear Professor Smith,* (for someone you don't know well, especially if they're a superior)
- *Dear Joe,* or *Dear Mandy,* (if you have a working relationship with the person)

It's fine to use "Hi Joe", "Hello Joe" or just the name followed by a comma ("Joe,") if you know the person well – writing "Dear Joe" to one of your team-mates will look odd!

2. Write in short paragraphs

Get straight to the point – don't waste time waffling. Split your email into two to four short paragraphs, each one dealing with a single idea. Consider using bullet-points for extra clarity, perhaps if you are:

- Listing several questions for the recipient to answer
- Suggesting a number of alternative options
- Explaining the steps that you'll be carrying out

Put a double line break, rather than an indent (tab), between paragraphs.

3. Stick to one topic

If you need to write to someone about several different issues (for example, if you're giving your boss an update on Project X, asking him for a review meeting to discuss a payrise, and telling him that you've got a doctor's appointment on Friday), then don't put them all in the same email. **It's hard for people to keep track of different email threads and conversations if topics are jumbled up.**

4. Use capitals appropriately

Emails should follow the same rules of punctuation as other writing. Capitals are often misused. In particular, you should:

- Never write a whole sentence (or worse, a whole email) in capitals
- Always capitalise "I" and the first letter of proper nouns (names)
- Capitalise acronymns *(USA, BBC, RSPCA)*
- Always start sentences with a capital letter.

This makes your email easier to read: try retyping one of the emails you've received in ALL CAPS or all lower case, and see how much harder it is to follow!

5. Sign off the email

For short internal company emails, you can get away with just putting a double space after your last paragraph then typing your name. If you're writing a more formal email, though, it's essential to close it appropriately.

- Use *Yours sincerely,* (when you know the name of your addressee) and *Yours faithfully,* (when you've addressed it to "Dear Sir/Madam") for very formal emails such as job applications.
- Use *Best regards,* or *Kind regards,* in most other situations.
- Even when writing to people you know well, it's polite to sign off with something such as "All the best," "Take care," or "Have a nice day," before typing your name.

6. Use a sensible email signature

Hopefully this is common sense – but don't cram your email signature with quotes from your favourite TV show, motivational speaker or witty friend. Do include your name, email address, telephone number and postal address (where appropriate) – obviously, your company may have some guidelines on these.

It makes it easy for your correspondents to find your contact details: they don't need to root through for the first message you sent them, but can just look in the footer of any of your emails.

Putting it all together

Compare the following two job applications. The content of the emails are identical – but who would you give the job to?

I've attached my resume i would be grateful if you could read it and get back to me at your earliest convenience. i have all the experience you are looking for – i've worked in a customer-facing environment for three years, i am competent with ms office and i enjoy working as part of a team. thanks for your time

Or

Dear Sir/Madam,

I've attached my resume. I would be grateful if you could read it and get back to me at your earliest convenience. I have all the experience you are looking for:

- I've worked in a customer-facing environment for three years
- I am competent with MS office
- I enjoy working as part of a team

Thanks for your time.

Yours faithfully,

Joe Bloggs

Sometimes we want to be direct and brief in our emails (giving status updates, summarizing meeting minutes, describing technical issues, etc.). Other times, we want to be polite and indirect. The chart below provides examples of situations in which we normally write in an indirect, polite way.

	Situations	Language	Notes
Simple Requests (the reader has an obligation to comply with your request)	Asking an employee or coworker to do something that he/she normally handles	**Could/can you…please?** **Would you mind…?**	*"Would you mind "* is a bit more polite than *"can/could you…?"* Also, *"could"* is a little more polite than *"can."* Remember that "mind" is followed by the gerund (ing). For example, *"Would you mind taking ~~to take~~ a look at this."*
Favors and Big Requests (the reader does not have an obligation to comply with your request)	Getting help with something that you normally handle yourself "Special" requests	**I was hoping you could…** **I was wondering if you could…** **Do you think you might be able to…?**	Favors and big requests require "softer" language. One way to make language softer is by using past tenses (*"I was hoping," "I was wondering," "I wanted to,"* etc.) Another way we make language softer is by using modals (*"might," "could,"* etc.).
Permission	Vacation requests Time off requests Borrowing something	**I was hoping I could…** **I was wondering if I could…** **Would it be okay if I…?** **Do you think I might be able to…?**	Just like with favors and big requests, we use softer language to ask for permission (past tenses, modals, etc.)
Suggestions	Offering your point of view Suggesting a better way of doing something	**What about if…?** **Maybe we could…?** **I thought it might be a good idea to…**	Using these expressions sounds more polite than *"Well, I think we need to…"*
Rejecting/Refusing/Declining	Rejecting offers, suggestions, proposals/ideas	**I'm not sure that…** **I don't know if…**	Using tentative language like *"I'm not sure that…,"* and *"I don't know if"* sounds more polite than *"that won't work."*
Pointing out a Mistake	Billing mistake	**It looks like…** **It seems…**	These introductory statements help to make the message softer.
Checking on the Status of Something	Finding out if something is finished Gently reminders	**Have you had a chance to finish/work on…?**	*"Have you had a chance to finish/work on…"* is much more polite than *"Are you finished yet?"* or *"Is it ready yet?"*

Language we use to sound more polite:

Modals: might, can, could, would

Distancing phrases (not using the present tense):   I was hoping…, I was wondering…, I wanted to…

Tentative language: Maybe…, Perhaps…, I'm not sure if…, I don't know if…, might

Introductory phrases: It looks like…, It seems like…, Actually…,To be honest…Well…, I see what you're saying (but…),

Positive language (avoiding negative expressions like "bad," "won't work," "ineffective," etc.):   It might not be the best approach (NOT "it's a bad approach").

Writing Practice

Write emails for the situations below. Be polite and indirect. Use the language in the chart above (modals, distancing phrases, tentative language, introductory phrases, positive language)

1) You have some suggestions about how to get more business. You want to meet with one of the managers and talk about this business opportunity. Write a polite email requesting a 30-minute meeting.

2) You have some personal issues you need to take care of on Tuesday morning. You'd like to take Tuesday morning off and make up the time later in the week. Write a polite email to your supervisor explaining the situation. Ask for permission to take the time off and make it up later in the week.

3) *Your own situation*: Are there any situations you regularly deal with that require polite, indirect emails? Think of a situation and write a polite email.

BUSINESS LETTERS

Plan before you write.
Look up words you need before you start.
Note the points you want to make, and order them into logical paragraphs.

Tone
Write as you would speak in a business conversation.   The tone should be friendly and polite.

Names
Make sure you check the gender of the addressee (the recipient),   as well as the correct spelling of the person's name and title.
Use *Ms*. for women and *Mr*. for men.   You can use *Mrs*. for a woman if you are 100% sure that she is married.

Dates
To avoid any confusion, *write* the month instead of using numbers   (e.g. January 15th, 2012 or 15 January 2012).

Be concise and clear. The easier it is to read a letter the better.
Keep sentences and paragraphs short and simple.
Use straightforward vocabulary to avoid any misunderstanding.
Ask direct questions.
Rewrite any sentence that does not seem perfectly clear.
If the recipient is not a native English-speaker, it is preferable to avoid   words or expressions that are too technical or complicated.

Remember this word order principle

Subject	**Verb**	**Object**	**Manner**	**Place**	**Time**
Who	Does	What	How	Where	When

Example: Mr. Brown will travel by plane to London on Monday, June 5th.   A technician will install the equipment in your office on Tuesday.

Avoid old-fashioned words
Although they are used in legal documents and contracts, words like   'herewith', 'herein', 'aforementioned', etc. are rarely used in letters.   The following style of sentence is preferable :   *"You will find more information on our products in the enclosed brochure."*

Whatever you do – whether you're a student, employed in an office job, or working as a freelancer – I can guarantee that at some point in your life, you'll need to sit down and write a formal business letter.
It might be to a customer, to an employer with a job that you want, or to apply for university funding. Perhaps it'll even be to a literary agent or publisher who just might take on your undiscovered novel. Of course, you'll want the letter to be well-written – but almost as important is knowing how to format it correctly. This article is about US business letter format (for UK readers, don't worry, I'll be writing a follow-up one for you.)

The main formats for business letters in the US are called *full block format* and *modified block format*.
- Full block format means that all the elements of the letter are left-justified so that the start of each line is at the left-hand margin. This is the more formal style, so use it if you're unsure which to go for.
- Modified block format means that some elements of the letter are shifted over to the right. Nowadays, this style is appropriate in most contexts.

Samples found at: https://www.uww.edu/Documents/aso/formatting.pdf

Business Letter
Block Style with Open Punctuation

August 24, 2010

Date – Always type out in full. Begins at least ½" below the letterhead. For the purpose of this class we will begin at 2".

Ms. Kathryn M. Amsbury
Home Care Nursing, P.C.
6807 Crestridge Drive
Hopkins, MN 55343-1921

Address Block – Includes the name, organization, and address of the person receiving the letter. Should appear a QS below the date. One or two spaces are typed after the state abbreviation. We will use one!

Dear Ms. Amsbury

Salutation

As you requested, I shall be happy to meet with you on August 30 at 10 a.m. to review your copy needs. I am confident that we have just the right copier for you.

Please come to my office at our new address, which is shown in the letterhead above. Bring some figures relating to your volume of copying as well as information about size and color needs. After determining your needs, we can then visit our adjoining showroom so that you can select the model that will be best for you.

HiTech is dedicated to providing up-to-date office services in the greater Twin Cities area. Our new, expanded facilities will help us achieve that goal. I have enclosed a brochure about the company that may answer any questions you have.

Body – SS with a DS between paragraphs.

Sincerely yours

Closing

David G. Kramer
Customer Relations Associate

Signature Block – title either next to the name, separated by a comma or typed below the name as here. Which you use is determined by length. Name appears a QS below the closing.

dls

Reference Initials – the initials of the typist (not the writer)

Enclosure

Enclosure Notation – included if another item(s) is being sent along with the letter.

c: John Smith

Copy Notation – included if a copy of the letter is being sent to someone other than the stated recipient.

Business Letters
Modified-Block Style with Mixed Punctuation

August 24, 2010

Ms. Kathryn M. Amsbury
Home Care Nursing, P.C.
6807 Crestridge Drive
Hopkins, MN 55343-1921

Dear Ms. Amsbury:

As you requested, I shall be happy to meet with you on August 30
at 10 a.m. to review your copy needs. I am confident that we
have just the right copier for you.

Please come to my office at our new address, which is shown in
the letterhead above. Bring some figures relating to your
volume of copying as well as information about size and color
needs. After determining your needs, we can then visit our
adjoining showroom so that you can select the model that will be
best for you.

HiTech is dedicated to providing up-to-date office services in
the greater Twin Cities area. Our new, expanded facilities will
help us achieve that goal. I have enclosed a brochure about the
company that may answer any questions you have.

Sincerely yours,

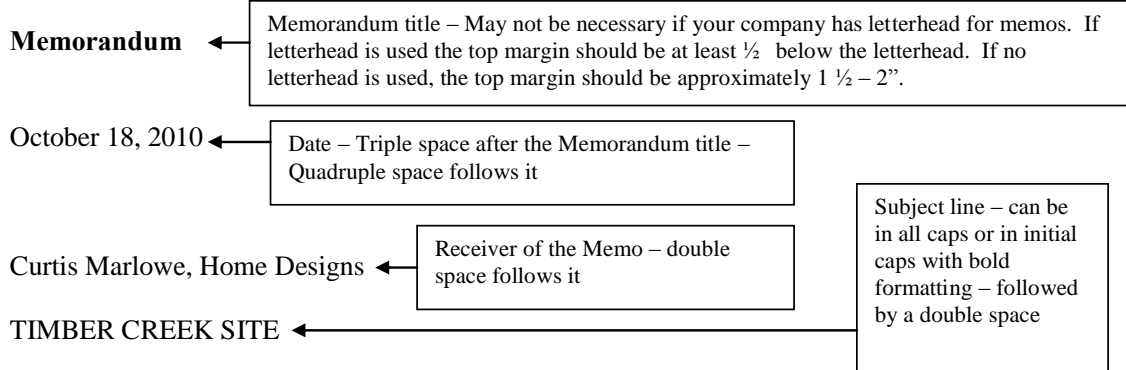David G. Kramer
Customer Relations Associate

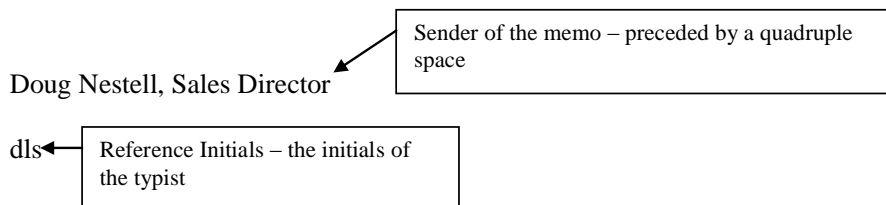dls

Enclosure

c: John Smith

Page 6

Memorandums
Simplified Memo in Block Style

Memorandum ◄——

Memorandum title – May not be necessary if your company has letterhead for memos. If letterhead is used the top margin should be at least ½ below the letterhead. If no letterhead is used, the top margin should be approximately 1 ½ – 2".

October 18, 2010 ◄——

Date – Triple space after the Memorandum title – Quadruple space follows it

Subject line – can be in all caps or in initial caps with bold formatting – followed by a double space

Curtis Marlowe, Home Designs ◄——

Receiver of the Memo – double space follows it

TIMBER CREEK SITE ◄——

Some observations seem appropriate now that the laying of wiring and conduits for Phase I of the Timber Creek site is being finalized. It is my understanding that a high percentage of Timber Creek residents likely will be first-time home buyers.

Cost will be an important criterion; but on the basis of our previous experience with this type of development, o her fbactors soul d in c onsidered. Our model homes shold re flect today's informal life-style. The use of a great room rather than both a family room and a living room is one way to reduce costs. Also, since both the husband and wife in most homes will work outside the home, there should be two-car garages. We have also found that many people like the option of leaving certain areas unfinished; these can be finished later as the family grows and as finance permit.

I shall be happy to meet with you to discuss these concerns.

Sender of the memo – preceded by a quadruple space

Doug Nestell, Sales Director

dls ◄——

Reference Initials – the initials of the typist

Personal Business Letters
Block Style with Open Punctuation

Date – Always type out in full. Top margin varies depending on the length of the letter. For the purpose of this

August 24, 2010

Ms. Kathryn M. Amsbury
Home Care Nursing, P.C.
6807 Crestridge Drive
Hopkins, MN 55343-1921

Address Block – Includes the name, organization, and address of the person receiving the letter. Should appear a QS below the date. One or two spaces are typed after the state abbreviation. We will use one!

Dear Ms. Amsbury

Salutation

As you requested, I shall be happy to meet with you on August 30 at 10 a.m. to review your copy needs. I am confident that we have just the right copier for you.

Please come to my office at our new address, which is shown in the letterhead above. Bring some figures relating to your volume of copying as well as information about size and color needs. After determining your needs, we can then visit our adjoining showroom so that you can select the model that will be best for you.

HiTech is dedicated to providing up-to-date office services in the greater Twin Cities area. Our new, expanded facilities will help us achieve that goal. I have enclosed a brochure about the company that may answer any questions you have.

Body – SS with a DS between paragraphs.

Sincerely yours

Closing

Signature Block – Name appears a QS below the closing.

Denise L. Schulz
259 West Ottawa Avenue
Dousman, WI 53118

Enclosure

Enclosure Notation – included if another item(s) is being sent along with the letter.

c: John Smith

Copy Notation – included if a copy of the letter is being sent to someone other than the stated recipient.

*Note: Reference initials are generally not keyed on a PBL. The assumption is that the person typing the letter is the one writing it as well.

Personal Business Letters
Modified-Block Style with Mixed Punctuation

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                                    259 West Ottawa Avenue
                                    Dousman, WI  53118
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                                    Denise L. Schulz

Enclosure

c:  John Smith
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BUSINESS LETTER WORDS & PHRASES

Salutation	• Dear Mr. Brown • Dear Ms. White • Dear Sir • Dear Madam • Dear Sir or Madam • Gentlemen
Starting	• We are writing - to inform you that ... - to confirm ... - to request ... - to enquire about ... • I am contacting you for the following reason... • I recently read/heard about ..... and would like to know .... • Having seen your advertisement in ..., I would like to ... • I would be interested in (obtaining / receiving) ... • I received your address from ----- and would like to ...
Referring to previous contact	• Thank you for your letter of March 15. • Thank you for contacting us. • In reply to your request, ... • Thank you for your letter regarding ... • With reference to our telephone conversation yesterday... • Further to our meeting last week ... • It was a pleasure meeting you in London last month. • I enjoyed having lunch with you last week in Tokyo. • I would just like to confirm the main points we discussed on Tuesday.
Making a request	• We would appreciate it if you would ... • I would be grateful if you could ... • Could you please send me ... • Could you possibly tell us / let us have ... • In addition, I would like to receive ... • It would be helpful if you could send us ... • I am interested in (obtaining / receiving) ... • I would appreciate your immediate attention to this matter. • Please let me know what action you propose to take.
Offering help	• Would you like us to ...? • We would be happy to ... • We are quite willing to ... • Our company would be pleased to ...
Giving good news	• We are pleased to announce that ... • I am delighted to inform you that .. • You will be pleased to learn that ...
Giving bad news	• We regret to inform you that ... • I'm afraid it would not be possible to ... • Unfortunately we cannot / we are unable to ... • After careful consideration we have decided (not) to ...

Complaining	• I am writing to express my dissatisfaction with ...
	• I am writing to complain about ...
	• Please note that the goods we ordered on (date)
	  have not yet arrived.
	• We regret to inform you that our order n° ----- is now
	  considerably overdue.
	• I would like to query the transport charges which seem
	  unusually high.	

Apologising (US: Apologizing)	◦ We are sorry for the delay in replying to ... ◦ I regret any inconvenience caused (by) ... ◦ I would like to apologise for the (delay, inconvenience)... ◦ Once again, please accept my apologies for ...
Orders	◦ Thank you for your quotation of ... ◦ We are pleased to place an order with your company for.. ◦ We would like to cancel our order n° ..... ◦ Please confirm receipt of our order. ◦ I am pleased to acknowledge receipt of your order n° ..... ◦ Your order will be processed as quickly as possible. ◦ It will take about (two/three) weeks to process your order. ◦ We can guarantee you delivery before ...(date) ◦ Unfortunately these articles are no longer available /　are out of stock.
Prices	◦ Please send us your price list. ◦ You will find enclosed our most recent catalogue and price list. ◦ Please note that our prices are subject to change　without notice. ◦ We have pleasure in enclosing a detailed quotation. ◦ We can make you a firm offer of ...
Referring to payment	◦ Our terms of payment are as follows ... ◦ Our records show that we have not yet received　payment of ... ◦ According to our records ... ◦ Please send payment as soon as possible. ◦ You will receive a credit note for the sum of ...
Enclosing documents	◦ I am enclosing ... ◦ Please find enclosed ... ◦ You will find enclosed ...
Closing remarks	◦ If we can be of any further assistance, please let us know. ◦ If I can help in any way, please do not hesitate to　contact me. ◦ If you require more information ... ◦ For further details ... ◦ Thank you for taking this into consideration. ◦ Thank you for your help. ◦ We hope you are happy with this arrangement. ◦ We hope you can settle this matter to our satisfaction.
Referring to future business	◦ We look forward to a successful working relationship in the future. ◦ We would be (very) pleased to do business with your company. ◦ I would be happy to have an opportunity to work with　your firm.
Referring to future contact	◦ I look forward to seeing you next week. ◦ Looking forward to hearing from you, ... ◦ Looking forward to receiving your comments, ◦ I look forward to meeting you on the (date). ◦ I would appreciate a reply at your earliest convenience. ◦ An early reply would be appreciated.

Let's break those down into the main elements, in top-to-bottom order:

Your Address

Your address, also known as the "return address", should come first. *(Note that this applies when using standard plain paper. If you have letter headed paper, you should omit this.)*
123 Acacia Avenue
Newtown
Anywhere
AN 98765
Your return address should be positioned:
- On the left-hand side if you're using full block format
- On the right-hand side (tab across, rather than right-aligning) if you're using modified block format

Why put your address? Even if the recipient has your details in their address book, you want it to be as hassle-free as possible for them to reply – you're likely to receive a speedier response.

The Date

Directly beneath your address, put the date on which the letter was written:
May 15, 2008
To avoid any confusion, especially if you are writing to a business abroad, it is best to put the date in word rather than number form, and you should omit the "th".
The date should be positioned on the left-hand side, for full block format *and* for modified block format

Why put the date? It's standard practice to include the date on which the letter was written. Correspondence is often filed in date order. It makes it much easier for the recipient to send a timely reply, and easier for you to chase up an answer if necessary. Eg. "In my letter of May 15…"

Reference Line

I've not included this on the diagram as guidance varies on where it should be placed. You *may* include a reference line, starting with "Re:" This is often used when corresponding with large companies, or when applying for a job. The reference line can either appear beneath the date, OR beneath the recipient's address.
If you use a reference line, you should usually omit the subject line (see below).
The reference line should be left-aligned for both full and modified block formats.

Why put a reference line? You should use a reference line if the recipient has requested specific information, such as a job number or invoice number, or if you're replying to a letter. This makes it easier for the recipient to get a speedy response to you.

Recipient's Name and Address

Beneath this, you should put the name and address of the person you're writing to, just as it would appear on the envelope. If you're using a window envelope, this should be aligned on the page to show through the window – but even if it won't be visible until the letter is opened, it should still be included.
The recipient's name and address should be positioned on the left-hand side, for both formats.

Why put their address? If you're writing to someone in an office, it probably won't be them who opens the post. An administrator is likely to do so – and letters may be separated from their envelopes at this stage. Particularly if there are multiple departments within one building, or if you are starting your letter "Dear Bob", a name and address ensures your letter reaches the correct recipient.

The Greeting

After their address, you should leave a line's space then put "Dear Mr Jones", "Dear Bob" or "Dear Sir/Madam" as appropriate. Follow this with a colon.
The greeting, sometimes called the "salutation", should always be left-aligned.

Why put a greeting? Business letters are a formal type of writing, and it's considered polite to start with a greeting. Although you can get away with starting emails "Hi" or "Hello", letters follow more conservative conventions.

The Subject

Optionally, you may wish to include a subject for your letter. This is becoming more common, perhaps as people have become used to the subject lines of emails. If you do put a subject line, it should be in uppercase, directly below the "Dear *name*:"
The subject (if you include one) should be left-aligned for full block format, but can be either left aligned or centred for modified block format.

Why put the subject? It's a good idea to include a subject so that the recipient can see at a glance what the letter refers to. Try to be succinct but include as much information as possible, eg. "Funding application from Joe Bloggs, candidate 222-456".

The Text of Your Letter

Now, finally, you can write the main body of your letter. Your text should have:
- Single-spacing between lines
- A blank line (NOT an indent) before each new paragraph

(And, of course, you should conform to all the usual rules of grammar, punctuation and spelling: for example, ensuring that you start each sentence with a capital letter, and finish with a full stop.)

Why leave blank lines? In the business world, it's standard practise to put a blank line between paragraphs. This helps to break up the text on the page and make it more readable.

The Closing

After the body of text, your letter should end with an appropriate closing phrase and a comma. The safest option is "Yours faithfully" (when you don't know the name of the person to whom you are writing, ie. when you began "Dear Sir/Madam") or "Yours sincerely" (when you do know their name). If you are already acquainted with the recipient, it may be appropriate to use a phrase such as "Best regards", "With warmest regards", or "Kind regards".
The closing should be:
- Left-aligned for full block format
- On the right (tab across so it matches up with your address) for modified block format

Why use these phrases? Although "Yours sincerely" and "Yours faithfully" might sound archaic, they are time-honoured ways to close a formal letter.

Your Name and Signature

Put several blank lines after the "Yours sincerely," or "Yours faithfully," then type your name. You can optionally put your job title and company name on the line beneath this.

Joe Bloggs
Marketing Director, BizSolutions

Your name and signature should be:
- Left-aligned for full block format
- On the right (tab across so it matches up with your address) for modified block format

Why leave a blank space? The blank space is so that, when you've printed the letter, you can sign it with your name. This is taken as proof that the letter really is from the person whose name is typed at the bottom. Sometimes, another person may sign the letter on your behalf. If this is the case, they should put the letters "p.p." before their name, which stands for the Latin *per procurationem* meaning "by agency".

TRANSITIONAL WORDS & PHRASES

These words and phrases helps papers read more smoothly, and at the same time allows the reader to flow more smoothly from one point to the next. Transitions enhance logical organization and understandability and improve the connections between thoughts. They indicate relations, whether within a sentence, paragraph, or paper. This list illustrates categories of "relationships" between ideas, followed by words and phrases that can make the connections:

Addition:
also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly

When there is a trusting relationship coupled with *positive reinforcement, the partners will be able to overcome difficult situations.*

Consequence:
accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore

Highway traffic came to a stop as a result of *an accident that morning.*

Contrast and Comparison:
contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast

The children were very happy. On the other hand*, and perhaps more importantly, their parents were very proactive in providing good care.*

Direction:
here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance.

She scanned the horizon for any sign though in the distance *she could not see the surprise coming her way.*

Diversion:
by the way, incidentally

He stumbled upon the nesting pair incidentally *found only on this hill.*

Emphasis
above all, chiefly, with attention to, especially, particularly, singularly

The Quakers gathered each month with attention to *deciding the business of their Meeting.*

Exception:
aside from, barring, beside, except, excepting, excluding, exclusive of, other than, outside of, save

Consensus was arrived at by all of the members exclusive of *those who could not vote.*

Exemplifying:
chiefly, especially, for instance, in particular, markedly, namely,
particularly, including, specifically, such as

Some friends and I drove up the beautiful coast chiefly *to avoid the heat island of the city.*

Generalizing:
as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

There were a few very talented artists in the class, but for the most part *the students only wanted to avoid the alternative course.*

Illustration:
for example, for instance, for one thing, as an illustration,
illustrated with, as an example, in this case

The chapter provided complex sequences and examples illustrated with *a very simple schematic diagram.*

Similarity:
comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with

The research was presented in a very dry style though was coupled with *examples that made the audience tear up.*

Restatement:
in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently

In their advertising business, saying things directly was not the rule. That is to say*, they tried to convey the message subtly though with creativity.*

Sequence:
at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind,

The music had a very retro sound but at the same time *incorporated a complex modern rhythm.*

Summarizing:
after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally

She didn't seem willing to sell the car this week, but in any case *I don't get paid until the end of the month.*

BUSINESS & CORPORATE LANGUAGE

Business English Resources: http://www.businessenglishresources.com/31-2/student-section/business-vocabulary/most-common-business-idioms/

IDIOM	WHAT IT MEANS	EXAMPLES
24/7	"24/7" means 24 hours a day, seven days a week.	The convenience store on the corner is open 24/7.
a tough break	When something unfortunate happens, it can be called a "tough break."	It was a tough break for us when Caroline quit. She was one of our top performers.
ahead of the curve	To be "ahead of the curve" means to be more advanced than the competition.	We're investing a lot of money in research and development so we can stay ahead of the curve.
ahead of the pack	To be "ahead of the pack" means to be better or more successful than the competition.	If we want to stay ahead of the pack, we're going to have to work hard and continue to innovate.
ASAP	"ASAP" is an acronym for "as soon as possible."	I need to finish these reports. My boss needs them ASAP.
at stake	"At stake" means at risk.	I'm a little nervous about giving this presentation. There's a lot at stake.
back to square one	To go "back to square one" means to start something over again.	Our programmers identified what they thought the problem was with the software. After working for several hours, it turns out that the problem is something totally different, so it looks like we have to go back to square one.
back to the drawing board	To go "back to the drawing board" means to start something over again and go back to the planning stage of something.	The prototype wasn't successful. We have to go back to the drawing board.
backroom deal	A "backroom deal" is an agreement or decision that is made without the public knowing about it.	I think they got the government contract because of a backroom deal.
ballpark number	A "ballpark number" is a very inexact estimate.	I'm not sure what a Super Bowl commercial costs, but to give you a ballpark figure, I´d say about three million dollars.
behind someone's	To do something "behind	She didn't think it would be fair to go behind his back

back	someone's back" means to do something without someone's knowledge and in an unfair way.	and talk to management, so she confronted him directly.
behind the scenes	What happens in secret or not in front of the general public is said to happen "behind the scenes."	They make it look so effortless, but they do a lot of hard work and planning behind the scenes.
big picture	Everything that is involved with a particular situation is called "the big picture."	Even though we all have very specific tasks to do, our manager makes sure we don't lose sight of the big picture.
blue collar	A "blue collar worker" is someone who works with his or her hands (manufacturing, construction, maintenance, etc.). The opposite is a "white collar worker." A white collar worker is someone who works in an office (customer service, management, sales, etc.) "Blue collar" (and "white collar") can also be used to describe a job, position, or a place.	It's a blue collar town with a lot of farmers and factory workers.
by the book	To do things "by the book" means to do things according to company policy or law. It means to follow the rules 100%.	We are regularly audited by several regulatory agencies. It's important that we do everything by the book.
call it a day	To "call it a day" means to decide to stop working for the day.	Well, John, it's 7:00 and I'm getting hungry. How about we call it a day?
catch someone off guard	To "catch someone off guard" means to surprise someone by doing something that he or she was not expecting.	Mike was caught off guard when they asked him to direct the meeting.
cave (or cave in)	If someone "caves" or "caves in" it means that the person gives in to something or agrees to something that he or she previously did not want to accept.	The employees complained about the change in policy, but the supervisor refused to cave in.
change of pace	"A change of pace" is something different from a normal routine or schedule.	It's nice to go on business trips because it's a change of pace.
come up short	To "come up short" means to try to achieve something but fail. We often say that someone has "come	The charity fund raiser was supposed to raise three million dollars, but they came up short.

	up short" when someone fails to achieve a goal, but not completely.	
corner a market	To "corner a market" means to dominate a particular market.	Apple has cornered the market on mp3 players. They have a large percentage of market share.
cut corners	To "cut corners" means to take shortcuts and find an easier or cheaper way to do something.	We don't cut corners on our luxury products.
cut one's losses	If you stop doing something that is unproductive and won't ever generate results, you "cut your losses."	Our advertising campaign was expensive and not showing results, so we cut our losses.
cut-throat	"Cut-throat" is used to describe something that is very intense, aggressive and merciless.	In business school, the competition was cut-throat.
diamond in the rough	A "diamond in the rough" is something or someone that has a lot of potential but first requires a lot of work.	He was a diamond in the rough. He was intelligent and had great ideas, but his management and English skills weren't very good.
easy come, easy go	"Easy come, easy go," is an expression used to communicate that something gained easily is also lost easily. We often use this expression after something has been lost.	A lot of people who inherit money waste it on stupid things. I guess it's easy come, easy go.
fifty-fifty	"Fifty-fifty" means something is divided equally -- 50% for one person, 50% for the other person.	My business partner and I split everything fifty-fifty.
from the ground up	If you start a business, project, or something else from zero, you start it "from the ground up."	Bill Gates built Microsoft from the ground up.
game plan	A "game plan" is a strategy or plan.	They're not sure what their game plan is for the upcoming election.
get back in/into the swing of things	To "get back in/into the swing of things" means to get used to doing something after you have had a break from that activity.	Our company shuts down operations for three weeks during the holiday season. When I go back to work in January, it's difficult to get back in the swing of things.
get down to business	To "get down to business" means to stop making small talk and start talking about serious topics related	Now that everyone's here, let's get down to business and talk about the proposal.

	to business.	
get something off the ground	To "get something off the ground" means to start a project or business.	We're very glad that the planning process is over. We're looking forward to getting the project off the ground.
get the ball rolling	To "get the ball rolling" means to start something (a project, for example).	We need to get the ball rolling on this project. The deadline is in June, and it's already April.
get/be on the good side of someone	If someone likes you, you are "on the good side" of that person.	I always remember my coworkers' birthdays and get them a card or small gift. I like to get on people's good side.
get/have foot in the door	To "get or have your foot in the door" means to take a low-level position with a company with the goal of eventually getting a better position with the same company.	My son just took a low-paying internship position with a large company. He was happy to get his foot in the door at a well-known, respected company.
give someone a pat on the back	To "give someone a pat on the back" means to tell someone that he or she did a good job.	The boss gave Brian a pat on the back for coming up with such a good idea.
give the thumbs down	To "give something or someone the thumbs down" means to deny approval.	I can't believe she gave us the thumbs down. I thought it was a great idea.
give the thumbs up	To "give something or someone the thumbs up" means to give approval.	They gave our new proposal the thumbs up. We're going out to celebrate tonight.
go broke	To "go broke" means to go bankrupt or to lose all the money a person or business had.	There was too much competition and their expenses were too high. They eventually went broke.
go down the drain	When you waste or lose something, it is said to "go down the drain."	He dropped out of college in his third year and never continued his studies. All of his hard work and money went down the drain.
go the extra mile	To "go the extra mile" means to do more than what people expect of you.	We go the extra mile for our customers. If someone is dissatisfied with a purchase, we refund their money and offer them a discount on their next purchase.
go through the roof	If something is "going through the roof," it means it is increasing very quickly.	We're really happy that our number of Facebook followers has gone through the roof.
gray area	If something is in a "gray area" it means that it is something undefined and not easily	I asked our lawyers if it was legal, and they said it wasn't clear. It's in a gray area.

		categorized.
ground-breaking	If something is "ground-breaking" it means it is new and innovative.	The iPhone was a ground-breaking piece of technology when it was released in 2008.
hands are tied	If you do not have any control over a situation, your "hands are tied."	I would love to get you a job at my company, but my hands are tied. Management isn't hiring any additional employees this year.
have someone's work cut out	If you have a lot of work to do or a particularly difficult assignment, you "have your work cut out for you."	She has to sell $35,000 worth of products by the end of the month. She has her work cut out for her.
hit the nail on the head	To "hit the nail on the head" means to do or say something 100% correctly.	I agree with John 100%. I think he really hit the nail on the head.
in a nutshell	"In a nutshell" means in a few words.	In a nutshell, this book is about how to motivate employees.
in full swing	If a project is "in full swing," it means that it has been completely started and that it is progressing or moving as fast as it ever will.	Construction on the new site is in full swing now.
in the black	If a company is "in the black," it means that they are making a profit.	We're not having a great year, but at least we're in the black.
in the driver's seat	To be "in the driver's seat" means to be in control.	I'm not used to being in the driver's seat. I should probably buy some management books.
in the red	If a company is "in the red," it means that they are not profitable and are operating at a loss.	When I started my own business, we were in the red for the first two years. We didn't see a profit until the third year.
keep your eye on the ball	To "keep your eye on the ball" means to not lose focus on what you want to achieve.	I know we can do it. We just need to keep our eye on the ball and not lose focus.
last straw	The "last straw" means the last annoyance, disturbance, or betrayal which causes someone to give up, lose his or her patience, or become very angry.	Our boss had been unhappy with Brian's performance for a while, but it was the last straw when he came to work three hours late without calling.
learn the ropes	To "learn the ropes" means to learn the basics of something.	I like my new position.

I'm starting to learn the ropes. |

long shot	A "long shot" is something that has a very low probability of happening.	Winning the lottery is a long shot, but millions of people still buy lottery tickets.
loophole	A legal "loophole" occurs If a law is unclear or omits information. This lack of legal clarity allows people or corporations to take advantage of the situation and pay less in taxes or gain some other advantage.	Some people complain that millionaires avoid paying taxes by finding loopholes in tax laws.
lose ground (opposite is to "gain ground")	To "lose ground" means to lose some type of an advantage (market share, for example) to a competitor.	Apple lost some ground to Samsung last quarter.
lose-lose situation (also called a "no-win situation")	A "lose-lose situation" is when there will be a negative outcome regardless of what decision is made.	It's a lose-lose situation. If they lay off more workers, they'll get bad press. If they don't lay off more workers, they won't be able to compete.
nine-to-five	A "nine-to-five" is a job during normal working hours. The term came into existence because many work days start at 9 AM and end at 5 PM.	She was tired of working a nine-to-five job, so she took her savings and started a restaurant.
no brainer	If a decision is really obvious or really easy to make, the decision is a "no brainer."	Taking the new job was a no brainer. They offered me more money, a better schedule, and more vacation days.
no strings attached	If something is given without expecting anything in return, it is given with "no strings attached."	They will let you try the product for free with no strings attached. If you don't like it, there is no pressure to buy it or give them anything in return.
no time to lose	If there is "no time to lose," it means that there is a lot of pressure to complete something quickly.	I told them I'd send the email by the end of the day and it's already 4:45. I need to get to work. There's no time to lose.
not going to fly	If a solution isn't effective, people say that it "isn't going to fly."	I don't think that's going to fly. Let's keep generating ideas.
off the top of one's head	If someone says something "off the top of his or her head," it means that he or she gives a response without thinking about it much or doing any research on the subject.	I have no idea how many branches they have. Off the top of my head, I'd say about 20.

on a roll	If someone is "on a roll," it means that he or she has had several successes in a row.	Our profits have been above our projected numbers for five months in a row. We're really on a roll.
on the ball	To be "on the ball" means to be alert and aware of things.	My new personal assistant is working out well. He's really on the ball.
on the same page page	If two people are "on the same page," they are in agreement about something.	Let's go over the details of what we agreed on to make sure we're on the same page.
on top of something	To be "on top of something" means to be in control of a situation and aware of changes.	I read a lot to stay on top of the latest changes in my industry.
on your toes	To be "on your toes" means to be alert.	Stay on your toes. Anything can happen.
out in the open	If something is "out in the open" it is public knowledge and not hidden from people.	I think it's a good policy to do things out in the open because people get suspicious if you do things in secret.
out of the loop (opposite: in the loop)	To be "out of the loop" means to not know something that a select group of people knows. The opposite, "to be in the loop," means to be part of a select group with knowledge that others do not have.	I felt like I was out of the loop after being on vacation for two weeks.
pink slip	If someone gets the "pink slip," it means they have been fired.	They gave him the pink slip. He wasn't performing very well.
play hardball	To "play hardball" means to be competitive in a cruel and merciless way. Playing hardball means doing anything possible to win.	He played hardball to get where he is, so I would be careful what you say and do around him.
put all someone's eggs in one basket	To "put all someone's eggs in one basket," means to rely on only one thing to bring you success.	It's not good to only invest in the stock market. You don't want to put all your eggs in one basket.
put the cart before the horse	To "put the cart before the horse" means to do or think about things in the wrong order.	They were trying to find investors without even having a business plan. They were putting the cart before the horse.
raise the bar	To "raise the bar" means to set the standards or expectations higher, usually by achieving or creating something better than what had	The new software is getting great reviews. It looks like they've really raised the bar for the competition.

previously existed.

read between the lines	To "read between the lines" means to understand something that wasn't communicated directly. Reading between the lines involves understanding what someone is implying or suggesting but not saying directly.	He didn't say that he wants to leave the company, but I can read between the lines. He's thinking of getting a new job.
red tape	"Red tape" refers to excessive rules, procedures, and regulations that make it difficult to accomplish something. We usually use "red tape" to talk about government requirements that create difficult, time-consuming barriers for people and businesses.	The new law is going to create a lot of red tape and we're going to have to pay our lawyers a lot more money.
rock the boat	To "rock the boat" means to cause problems or disrupt a peaceful situation.	He thought about demanding a raise, but then he decided he didn't want to rock the boat.
round-the-clock	"Round the clock" means 24 hours a day.	We have round-the-clock production at all our manufacturing facilities.
run/go around in circles	To "run (or go) around in circles" means to do the same thing over and over again without getting any results.	I've made phone calls all day and haven't made a single sale. I feel like I've been running around in circles all day.
safe bet	A "safe bet" means something that will probably happen.	It's a safe bet that smartphones will be much more advanced in 10 years.
same boat	If people are in the same situation, they are in the "same boat."	We're all worried about losing our jobs. We're in the same boat.
second nature	When someone learns how to do something so well that it appears that he or she was born knowing how to do it, we say that the activity is "second nature" to him or her.	He's been a computer programmer for ten years. At this point, programming is second nature to him.
see eye to eye	To "see eye to eye" with someone means to agree with that person.	We don't always see eye to eye, but I respect her opinions and appreciate her honesty.
see something through	To "see something through" means to do something until it is finished.	I told my boss that I really wanted to see this project through before taking on another project.

sever ties	To "sever ties" means to end a relationship.	We had to sever ties with several of our suppliers due to late shipments.
shoot something down	To "shoot something down" means to deny something, such as a proposal or idea.	It's best not to shoot down people's ideas during a brainstorming session. The goal is to generate ideas, not to criticize them.
sky's the limit	"The sky's the limit" if there is no limit to what can be achieved.	With their commission structure, the sky's the limit to what you can make.
small talk	"Small talk" is conversation about unimportant topics that do not offend people (the weather, for example).	We typically spend about 15 minutes making small talk before we start our meetings.
smooth sailing (or clear sailing)	"Smooth sailing" is a term used to describe a situation where success is achieved without difficulties.	Once our largest competitor went out of business, it was smooth sailing.
snail mail	"Snail mail" is the term used for the traditional mail that goes through the post office.	If you want to fill out form 52-E and send it to the government, you have to do it using snail mail. They don't allow you to scan the document.
stand one's ground	If you "stand your ground," it means that you will not change your opinion or position.	We tried to change the dress code, but Human Resources stood their ground.
start off on the right foot	To "start off on the right foot" means to start something in a positive way.	We offered them a very generous price on their first order and everything shipped on time. We really started off on the right foot.
start off on the wrong foot	To "start off on the wrong foot" means to start something in a negative way.	I just switched cable companies. They overcharged me for the first month's service. They really started off on the wrong foot.
state of the art	Something that is "state of the art" is modern and technologically advanced.	Bill Gates lives in a state-of-the-art home with a lot of modern technology.
take something lying down	To "take something lying down" means to accept something unpleasant without fighting back.	The proposed law would kill our industry, but we're not going to take it lying down. We're going to fight back and try to make sure the law doesn't get passed.
take the bull by the horns	To "take the bull by the horns" means to directly confront a difficult situation.	One of our mid-level managers wasn't very popular and was causing some problems, so we took the bull by the horns and replaced him with somebody else.
talk someone into something	To "talk someone into something" means to convince someone to do something.	I was hesitant to redesign our website, but my employees talked me into it. I'm glad they did. The new site looks great.

talk someone out of something	To "talk someone out of something" means to convince someone not to do something.	I wanted to make a real estate investment, but my financial adviser talked me out of it.
the elephant in the room	"The elephant in the room" refers to an obvious problem or controversial issue that no one wants to talk about.	We should have been talking about our huge debt but no one wanted to talk about the elephant in the room.
think big	To "think big" means to have high goals and big plans for the future.	I'm not content with just opening one or two more stores. I'm thinking big -- I think we can open 10 stores in the next five years.
think outside the box	To "think outside the box" means to think of creative solutions instead of common ones. Thinking outside the box involves thinking of unconventional ideas.	Creating a completely new product that no one has ever sold before is an example of thinking outside the box.
throw in the towel	To "throw in the towel" means to quit.	I was trying to learn Portuguese, but I got frustrated and threw in the towel.
time's up	"Time's up" means that the time for something or someone has ended.	I think his time's up as the CEO. They're going to replace him as soon as they find a suitable candidate.
touch base	To "touch base" means to make contact with someone.	Let me make a few phone calls to try to get an answer to your question. I'll touch base with you later today.
twist someone's arm	To "twist someone's arm" means to persuade or convince someone to do something that he or she does not want to do.	The owner thought the budget was a little high. We had to twist his arm to get him to agree to it.
under the table	Something done secretly (and usually illegally) in the business world is done "under the table."	To avoid paying taxes, they paid some of their employees under the table.
up in the air	If something is undecided, it is "up in the air."	We're looking for a test market right now, but nothing has been decided yet. Everything's still up in the air.
uphill battle	Something that is difficult to achieve because of obstacles and difficulties is an "uphill battle."	Winning the election is going to be an uphill battle. He doesn't have a lot of support at the moment.
upper hand	If someone has an advantage over someone else, he or she has the "upper hand."	He was more experienced and well respected, so he had the upper hand in the argument.
white collar	A "white collar worker" is someone who works in an office	There are mostly manufacturing positions here. There

	(customer service, management, sales, etc.) The opposite of a white collar worker is a "blue collar worker." A blue collar worker is someone who works with his or her hands (manufacturing, construction, maintenance, etc.) "White collar" (and "blue collar") can also be used to describe a job, position, or place.	aren't many white-collar jobs.
win-win situation	A "win-win situation" is a situation where everyone involved gains something.	We were happy to get the contract, and they were happy to get such a good price. It was a win-win situation.
word of mouth	If something spreads by "word of mouth," people hear about it by informal conversation with friends, family members, acquaintances, etc.	Many local restaurants rely on word of mouth to get new customers.
writing on the wall	The "writing on the wall" refers to the evidence and clues that something (usually negative) is going to happen.	I'm going to get my resume ready. I can see the writing on the wall.
yes man	A "yes man" is someone who always agrees with his or her superiors.	The company isn't looking to hire someone who is going to try to make a lot of changes. They're just looking for a yes man.

COMMON PHRASAL VERBS

Phrasal Verb	Definition	Example
to ask around	to ask many people the same question	I need a good real estate agent. Could you ask around the office and see if anyone knows one?
to back * up	to support	Thanks for backing me up in the meeting.
to call * back	to return a phone call	We have a bad connection. I'll call you back in a few minutes.
to call * off	to cancel	Management is going to call the meeting off because so many people are out sick today.
to not care for	to not like (formal)	I don't care for team building activities. I think they are a waste of time.

to check in	to arrive and register at a hotel or airport	We checked in at 5 PM and then went to get something to eat.
to check out	to leave a hotel	We checked out a few hours late and had to pay an extra fee.
to check * out	to look at carefully, investigate	I'm not sure why the copier isn't working. I'll check it out.
to chip in (also to pitch in)	to help	We should be able to finish quickly if everyone pitches in.
to come across	to find unexpectedly	I was reading last night and I came across a couple of phrasal verbs I had never seen before.
to count on	to rely on	We have a great team. I can count on everyone to do their best.
to cut back on	to consume less	It's a tough economy. We're trying to cut back on unnecessary expenses.
to cut in	to interrupt	Can I cut in and say something, please?
to do * over	to do again	I can't believe I closed the document without saving. Now I'm going to have to do the whole thing over.
to do away with	to discard; to put an end to	They did away with bonuses last year because their profits were so low.
to drop by	come without an appointment; to visit briefly	John dropped by my office to talk about last month's figures.
to drop * off	to take someone/something somewhere and leave them/it there	My car was in the shop, so Kevin dropped me off at my house.
to end up	to eventually reach, do, or decide	At first I thought I wanted to be an accountant. Then, I studied finance. I ended up getting my degree in management, though.
to figure * out	to understand; to find the answer	I can't figure out why the printer isn't working. I've tried everything, and it still won't work.
to fill * out	to write information in blanks	There were a lot of forms to fill out when I got my new job.
to find out	to gain knowledge about something	I finally found out how to forward my mail from one email account to another.
to get * back	to receive something that you had before	You can borrow my stapler, but make sure I get it back when you're done with it.

to get back at	to retaliate; to take revenge on someone	He might get back at you for asking him so many tough questions during his presentation.
to get in	1. enter 2. arrive	1. Get in the car. I'll give you a ride. 2. I worked late last night and didn't get in until after 9 PM.
to get over	to recover	I was upset that I didn't get the promotion, but I got over it after a while.
to get together	to meet (but not for the first time)	This weekend I'm going to get together with some friends from college.
to get up	1. to get out of bed 2. to stand	1. I get up late on the weekends because I have to get up really early on weekdays. 2. He got up and walked to the podium to give his speech.
to give in	to reluctantly stop fighting or arguing	Management didn't want to give in to the union's demands, but in the end they didn't have a choice.
to give * up	to quit a habit or quit doing a certain activity	I gave up checking Facebook at work. I'm trying to be more productive.
to give up	to stop trying	Just because we failed the first time doesn't mean we should give up. We just need to change a few things.
to go after	1. to follow someone 2. to try to achieve something	1. Pam will give her talk first, and Scott will go after her. 2. If we got the account, they would be our biggest client. I'm really going to go after the account.
to go against	to compete; oppose	We're going against three or four other contractors. Be sure to bid low.
to go over	to review	I want to go over last month's numbers with you.
to hand * in	to submit (a report, a paper, etc)	I forgot to hand in my expense reports. Now I won't get reimbursed until next month.
to hand * out	to distribute the same thing to a group of people	I'll start explaining the changes while Jason hands out a copy of the new policy.
to hang on	to wait for a short time (informal)	Could you hang on for a second, please? I'll be right there.

to keep * up	to continue doing something	You've been doing really well lately. Keep it up!
to let * down	to disappoint; to not help or support	I was really depending on him to expedite the shipping on that order. The products are still in the warehouse. He really let me down.
to let * in	to allow to enter	I forgot my badge again. Hopefully someone else is in the office and can let me in.
to look forward to	to be excited about something in the future	I'm really looking forward to having an extended weekend next week.
to look into	to investigate	Please look into some ways we can cut costs. Every penny counts.
to look out for	to be careful, vigilant, and take notice	You must always look out for new business opportunities.
to look * over	to check; examine	Could you look over this report to make sure there are no mistakes?
to look up to	to have a lot of respect for someone	I really look up to her. She has been with the company for a long time and is really knowledgeable.
to make up	to resolve an argument or quarrel	Are they still fighting about that? I thought they had made up a while ago?
to make * up	1. to invent (a story, lie, excuse, reason, etc.) 2. to compensate for something	1. I don't believe their story. I think they made it up. 2. I didn't get anything accomplished yesterday. I'm going to have to work extra hard to make up for it today.
to mix * up	to confuse two or more things	I always mix their names up. Which one is Bob, and which one is Brad?
to pass * out	to give the same thing to many people	Carly is passing out a schedule of today's events.
to pass * up	to decline (usually something good)	Don't pass up on this great opportunity. Place your order today.
to put * off	to postpone	I haven't done my taxes yet. I've been putting it off for a long time.
to put * together	to assemble	How long will it take to put the scale model together?
to run into	to meet someone unexpectedly	I ran into Stacey from Accounting in the supermarket yesterday.

to send * back	to return	The product was defective. We'll have to send it back.
to set * up	to arrange;organize	I'll set up the conference call and send you an invite.
to shop around	to compare prices	We should bid low on this one. They always shop around.
to sort * out	to organize or resolve a problem	There was some confusion with the new work schedule. No one is sure who works on Sunday. We're calling a meeting to sort it out.
to take * back	1. to return an item 2. to retract a statement	1. She always shops there because she knows that she can take anything back that she isn't happy with. 2. I didn't mean it. I take it back.
to think * over	to consider	Honestly, I don't know what I'm going to do. The job offer is great, but I'm not sure if I want to leave my current position. I'll have to think it over.
to turn * down	1. to decrease the volume or strength of something (volume, heat, etc) 2. reject an offer	1. Could you turn your music down so I can take this call? 2. They turned down our proposal.
to try * out	to test or use something experimentally	We're going to try it out for a few weeks and let you know what we think. If we like it, we'll place an order.
to use * up	to finish the supply	I can't believe it's only May and I've used up all my sick days already.

WORDS & PHRASES BY BUSINESS AREA

EMPLOYMENT; This is a list of words typically used for human resources or hiring staff.

Word	Meaning
assessment	Evaluation of one's abilities
background	Education - qualifications - experience
bonus	Additional payment to an employee as an incentive or reward
curriculum vitae	Summary of one's education and experience to date; resume
dismiss	Discharge from employment (to fire, to sack, to let go)
employee	Person who works for a firm or company.
employer	Person or firm who employs people.
fire	To dismiss from a job.
fringe benefits	Advantages offered in addition to salary (life insurance, retirement scheme, company car, etc.). Also called 'perks', abbreviation for 'perquisites'.
hire	Employ or take on personnel in a company.
interview	Oral examination of a candidate for employment.
make redundant	Dismiss for economic reasons.
maternity leave	Period of absence for a female employee when having a baby.
notice	Advance warning of intention to leave one's job - to give or hand in one's resignation.
personnel	People who work for a firm or company (employees).
personnel officer	Manager responsible for recruitment, training and welfare of personnel (employees).
promotion	Advancement in rank or position in a company.
prospects	Opportunities for success or promotion in a career.
recruit	Look for and hire personnel.
resign	Leave a job voluntariily.
retire	Leave employment because of age.
sick leave	Absence because of illness - to be on sick leave.
staff	People who work for a firm or department; employees.
strength	Strong characteristic or particular ability.
strike	To go on strike : to stop working in protest against something.
take on	Employ or hire.
trainee	Person being trained for a job e.g. a trainee salesman.
training course	A course of study to prepare for a job e.g. a computer course.
unemployment benefits	Payments made by the state to an unemployed person.
vacancy	A position to be filled.
weakness	A lack of ability or a shortcoming in character.

MEETING; This is a list of word related to meetings or conferences at the work place.

Word	Meaning
A.G.M.	Annual General Meeting
absentee	Person not at the meeting, not present.
agenda	Written list of points to be discussed at a meeting.
alternative	Choice of two or more possibilities.
attendee	Participant or person attending a meeting.
ballot	System of secret voting;

	voters place their ballot-papers in a ballot-box;
casting vote	Deciding vote, usually by the Chairman, when votes are in equal number.
chairman / chairperson	The person who conducts the meeting.
clarify	Make something clearer by giving more information.
conference	Formal meeting for discussion or exchange of views.
conference call	Telephone call between three or more people in different places.
consensus	General agreement.
deadline	Future date at which something must be done.
decision	Reach a conclusion or resolution concerning future action.
i-conference	A meeting or discussion between two or more people via the internet.
interrupt	Stop a person who is speaking in order to say or do something.
item	A separate point for discussion on an agenda.
main point	What is most essential.
minutes	A written summary of the proceedings at a meeting.
objective	What is aimed at, what one wants to achieve or obtain.
point out	Draw attention to something e.g. point out an increase in demand.
proposal	A course of action put forward for consideration; to make a proposal.
proxy vote	A vote cast by one person for another.
recommend	Advise a course of action; make a recommendation.
show of hands	Raised hands to express agreement or disagreement in a vote.
summary	A brief statement of the main points.
task	A piece of work to be done; to assign a task to someone.
unanimous	In complete agreement.
video conference	Conference linking people in different locations by satellite, TV, etc.
vote	Express one's agreement or disagreement; to cast a vote.

COMPUTER & INFORMATION TECHNOLOGY; This is computer and technology words used at the business place by IT departments.

Word	Meaning
adware	A software application which displays unwanted pop-up advertisements on your computer while in use. Adware is often installed at the same time as free software or shareware.
application	Any program designed to perform a specific function directly for the user. Microsoft Word, Outlook or Adobe Photoshop are examples of application programs.
bloatware/fatware	Pre-installed software that occupies a lot of space, leaving little memory for storing personal data.
browser	A program or tool such as Internet Explorer, Mozilla Firefox or Google that enables you to browse or surf the World Wide Web and view internet sites.
bug	A defect or fault in a program that prevents it from working correctly. Bugs are caused by mistakes or errors made by those who write the program.
cache	A sort of fast memory used for temporary storage of recently accessed web pages, which enables the browser to display them more quickly on the next visit.
cookies	Small piece of information on the times and dates you have visited web sites. A web server can temporarily store this information within your browser. The main purpose is to identify users and possibly prepare customized web pages for them.
crash	What happens when a program or the entire operating system, unexpectedly stops working.
cursor	A blinking symbol on the screen that shows where any new text will next be entered.

driver	A special program which enables a computer to work with a particular piece of hardware such as a printer.
e-business	Business done over the internet or any internet-based network.
e-mail	Electronic mail : messages sent from one computer to another over the internet.
FAQ	**F**requently **A**sked **Q**uestions.
firewall	Specialized hardware or software designed to prevent unauthorized access into or out of a computer or network.
font	A particular kind of lettering (e.g. Arial, Verdana, etc.)
hardware	The physical equipment or touchable parts of a computer system (the CPU (central processing unit), monitor, keyboard, mouse, external speakers, scanner the printer, etc.)
hit	A visit to a website.
home page	The main page or opening page of a website. It usually contains links to other pages.
login	Process by which a user enters a name and password to access a computer.

NEGOTIATION; This is a list of words that relates to business negotiations and or potential deals.

Word	Meaning
agent	Person or company that acts for another and provides a specified service.
agreement	Arrangement between two or more people or companies.
bargain price	Reduced price
bedrock price	Lowest possible price.
commitment	Engagement or undertaking; to commit oneself.
compromise	Each party gives up certain demands in order to reach an agreement.
condition	A stipulation or requirement which must be fulfilled.
contract	Written agreement between two or more parties.
counter-offer	Offer made in response to an offer by the other party.
counter-productive	Having the opposite effect to that intended.
deal	A business transaction.
discount	Reduction in price.
estimate	Approximate calculation of the cost.
facilities	Equipment (e.g. parking facilities).
feasible	Possible, something that can be done.
figure out	Find a solution; estimate the cost.
know-how	Practical knowledge or skill.
joint venture	A way of entering a foreign market by joining with a foreign company to manufacture or market a product or service.
negotiate	Discuss a business deal in order to reach an agreement.
point out	Draw attention to something (e.g. the advantages of your proposal).
proposal	Course of action, or plan, put forward for consideration; to make a proposal.
quote	Give an estimated price (a quotation).
range	A selection of products sold by a company.
rebate	Reduction or discount.
supply	Provide customers with goods or services.
supplier	Person or company that supplies goods or services.
tender	A written offer to execute work or supply goods at a fixed price
turnkey	Equipment ready for use or operation (e.g. a plant or factory).
underestimate	Make too low an estimate of something (cost, danger, difficulty).
work out	Calculate (e.g. price of something); find a solution.

TELEPHONE EDUCATE

Introducing yourself

◦ *Good morning/afternoon/evening. This is Mike at* (company name)/*Mike from* (department name). *Could I speak to* (person you're calling for)?
◦ *Good morning/afternoon/evening. This is Mike at* (company name)/*Mike from* (department name). *I'm calling about/because…*

When the person you want to speak to is unavailable

◦ *Can I leave a message for him/her?*
◦ *Could you tell him/her that I called, please?*
◦ *Could you ask him/her to call me back, please?*
◦ *Okay, thanks. I'll call back later.*

Dealing with bad connections

◦ *I think we have a bad connection. Can I call you back?*
◦ *I'm sorry, we have a bad connection. Could you speak a little louder, please?*
◦ *I'm sorry, could you repeat that please?*

Ending the call

◦ *Thank you very much. Have a good day.*
◦ *Thanks for your help. Have a good day.*

Answering the phone

◦ *Company ABC, this is Mike. How may I help you?*
◦ *Good morning/afternoon, Company ABC. How may I help you?*
◦ *Purchasing department, Frank speaking.*

Note: If we are taking an external call and talking to a customer, "How may I help you?" is common. If we are taking an internal call, we normally do not say "How may I help you?" For internal calls, saying your name and your department is usually sufficient. Getting the name of the caller if he/she doesn't give it to you

◦ *May I have your name please?*
◦ *Who am I speaking with?*
◦ *May I ask who's calling?*

Responding to a caller's request

◦ *Sure, let me check on that.*
◦ *Let me see if she's available.*
◦ *Sure, one moment please.*

Asking someone to wait on the line

◦ *Can I put you on hold for a minute?*
◦ *Do you mind holding while I check on that* (or "handle that for you," "check to see if he's available," etc)

Taking a message

◦ *He's/she's not available at the moment. Would you like to leave a message?*
◦ *He's/she's out of the office right now. Can I take a message?*

Dealing with bad connections/wrong numbers

◦ *I'm sorry, we have a bad connection. Could you give me your number and I'll call you right back?*
◦ *I think we have a bad connection. Could you speak a little louder, please?*
◦ *I'm sorry, could you repeat that?*
◦ *I'm sorry, you have the wrong number.*

Ending the call

◦ *Is there anything else I can help you with?....Okay, thanks for calling. Have a great day.*
◦ *Is there anything else I can do for you?...Okay, have a good day.*

SPANISH TO ENGLISH

As English learners, we Spanish speakers use or translate into English words that may sound adequate but are being misused. In this section we are going to highlight those mistakes and show the proper use of the English version.

actual ≠ *actual* **actually** ≠ *actualmente* I used to live in New York, but I ~~actually~~ live in Colorado. I used to live in New York, but I *currently* live in Colorado. I used to work for the government, but my ~~actual~~ job is in the private sector. I used to work for the government, but my *current* job is in the private sector. **actual** means *real* or *verdadero* in Spanish **actually** means *de hecho*

to assist ≠ *asistir* I always ~~assist~~ my classes. I always *attend* my classes. **assist** means *ayudar*

to attend ≠ *atender* She ~~attended~~ many customers today. She *assisted/took care of/helped* many customers today. **attend** means *asistir*

bland ≠ *blando* Cesium is the ~~blandest~~ metal in the world. Cesium is the *softest* metal in the world. **bland** means *insípido*, *soso* or *poco estimulante* in Spanish *Blando* is usually translated as "soft," or "smooth" depending on the context.

career ≠ *carrera* What was his ~~career~~ in college? What was his *major* in college? **Career** does mean *carrera* if we are talking about *una trayectoria profesional* or *una profesión*. However, to talk about someone's specialization in college, we use the word "major."

carpet ≠ *carpeta* Kevin saved the document in a ~~carpet~~ on his desktop. Kevin saved the document in a *folder* on his desktop. **carpet** means *alfombra*

college ≠ *colegio* They really liked 9th grade, but they didn't like the rest of their ~~college~~ experience. They really liked 9th grade, but they didn't like the rest of their *high school* experience. **college** means *universidad*

claim ≠ *clamar* They ~~claimed~~ about the bad service at the restaurant. They *complained* about the bad service at the restaurant. **claim** means *asegurar*

compromise ≠ *compromiso* Having children is a big ~~compromise~~. Having children a big *commitment*. **compromise** means u*n mutuo acuerdo en que los dos lados hacen concesiones* (it can also be used as a verb)

deception ≠ *decepción* They were expecting to have a great time on vacation, but it was a big ~~deception~~. They were expecting to have a great time on vacation, but it was a big *disappointment*. **deception** means *engaño*

demand ≠ *demandar* Did you hear about the woman who found a mouse in her soup and ~~demanded~~ the restaurant? She won $200,000! Did you hear about the woman who found a mouse in her soup and *sued* the restaurant? She won $200,000! **demand** means *exigir*

explode ≠ *explotar* They ~~exploded~~ the workers and didn't pay them for the hours they worked. They *exploited* the

workers and didn't pay them for the hours they worked.   **Explode** is translated as *explotar* if we are talking about an explosion. However, if you want to say *sacar provecho* or *abusar de alguien*, the word in English is "exploit."

fabric ≠ *fabrica*   His first job was working in a chemical ~~fabric~~.   His first job was working in a chemical *factory*.   **fabric** means *tela* or *tejido*

familiar ≠ *familiar*   Is it a ~~familiar~~ movie? I want to know if I can bring my kids.   Is it a *family* movie? I want to know if I can bring my kids.   **Familiar** can sometimes be translated as *familiar* if we are talking about something *conocido*. However, we do not use "familiar" to talk about things related to a family.

globe ≠ *globo*   We bought ~~globes~~ for the party and filled them with helium.   We bought *balloons* for the party and filled them with helium.   **globe** means *globo terráqueo*

grass ≠ *grasa*   You shouldn't eat fast food because it has a lot of ~~grass~~.   You shouldn't eat fast food because it has a lot of *fat*.   **grass** means *zacate*

idiom ≠ *idioma*   Everyone says that Mandarin is a really difficult ~~idiom~~.   Everyone says that Mandarin is a really difficult *language*.   **idiom** means *modismo* or *refrán*

inhabitable≠ *inhabitable*   This house is dirty and there is no electricity. It's totally ~~inhabitable~~.   This house is dirty and there is no electricity. It's totally *uninhabitable*.   These words are complete opposites in English and Spanish. In English "inhabitable" means *habitable* in Spanish. To talk about *un lugar inhabitable*, we say "an uninhabitable place."

introduce ≠ *introducir*   She ~~introduced~~ the dirty dishes in the dishwasher.   She *put* the dirty dishes in the dishwasher.   **introduce** means *presentar*

lecture ≠ *lectura*   Our teacher assigned the ~~lecture~~ on page 37. We have to read it and answer the questions.   Our teacher assigned the *reading* on page 37. We have to read it and answer the questions.   **lecture** means *lección* or *sermón*

library ≠ *librería*   I need to go to the ~~library~~ to buy my textbooks for this semester.   I need to go to the *bookstore* to buy my textbooks for this semeseter.   **library** means *biblioteca*

molest ≠ *molestar*   Loud noise ~~molests~~ me when I'm trying to study.   Loud noise *bothers* me when I'm trying to study.   **molest** means *abusar sexualmente*

parent ≠ *pariente*   Many of my ~~parents~~ were at my cousin's birthday party.   Many of my *relatives* were at my cousin's birthday party.   **parent** means *padre* (*mamá o papá*)

plant ≠ *planta*   Do you want to take the elevator or the stairs? We're going to the fourth ~~plant~~.   Do you want to take the elevator or the stairs? We're going to the fourth *floor*.   **Plant** cannot be used to talk about *un piso de un edificio*. We use "plant" to talk about flowers, trees, grass, etc.

professor ≠ *profesor*   My third grade ~~professor~~, Ms. Osborne, was excellent.   My third grade *teacher*, Ms. Osborne, was excellent.   **Professor** is only for a teacher at the university level.

realize ≠ *realizar*   They are going to ~~realize~~ the movie next year.   They are going to *make* the movie next year.   *Realizar* can be translated many different ways. When you want to use *realizar* to mean *ejecutar*, we use the verbs "make" or "carry out."   **realize** means *darse cuenta*

recipient ≠ *recipiente*   Do you have a ~~recipient~~ to put this leftover food in?   Do you have a *container* to put this leftover food in?   **recipient** means *receptor* or *destinatario*

record ≠ *recordar*   I can't ~~record~~ much of what happened to me when I was a young child.   I can't *remember* much of what happened to me when I was a young child.   **record** (as a verb) means *grabar*

remove ≠ *remover*   Can you get her a spoon so she can ~~remove~~ her coffee?   Can you get her a spoon so she can *stir* her coffee?   **remove** means *sacar* or *quita*

resume ≠ *resumir*   Could we ~~resume~~ what we've agreed on so far today?   Could we *summarize* what we've agreed on so far today?   **resume** means *continuar*, *seguir* or *reanudar*

retire ≠ *retirar*   If you see the waiter, ask him to ~~retire~~ these plates.   If you see the waiter, ask him to *take away* these plates.   **Retire** is usually only used to mean "to stop working" (*jubilarse*).

sane ≠ *sano*   We try to eat ~~sane~~ foods that are not processed.   We try to eat *healthy* foods that are not processed.   **sane** means *cuerdo* or *sensato*

scientific ≠ *científico*   Albert Einstein was a great ~~scientific~~.   Albert Einstein was a great *scientist*.   **Scientific** is an adjective in English. For example, *un descubrimiento científico* is "a scientific discovery" in English. The person is a "scientist."

sensible ≠ *sensible*   Her eyes are very ~~sensible~~ to the light.   Her eyes are very *sensitive* to the light.   **sensible** means *sensato*

support ≠ *suportar*   My girlfriend and I broke up because she couldn't ~~support~~ a long-distance relationship.   My girlfriend and I broke up because she couldn't *tolerate/stand/put up* with a long-distance relationship.   **support** can mean *apoyar*, *respaldar*, or *mantener*

sympathetic ≠ *sympathetic*   Everyone likes being around her. She's so ~~sympathetic~~.   Everyone likes being around her. She's so *nice/kind/friendly*.   **sympathetic** means *compasivo* or *empático*

últimamente ≠ *ultimamente*   Jacky has been going to the gym ~~ultimately~~.   Jacky has been going to the gym *recently*.   **ultimately** can mean *basicamente*, *finalmente*, or *por ultimo*

To practice, try this Spanish to English false friends practice activity.

Directly Translated Phrases

We say *at work*, not ~~in the job~~   I sometimes use Facebook when I'm ~~in the job~~.   I sometimes use Facebook when I'm *at work*.

We say *I'm not sure about…* or *I have a question about…*, not ~~I have a doubt~~   ~~I have a doubt~~ about the homework.   *I have a question* about the homework.   Saying "I have a doubt" isn't necessarily incorrect, but it sounds unnatural.   It's better to say "I'm not sure about…," or "I have a question about…" instead.

We say *I think…*, not ~~For me…~~ when giving personal opinions   ~~For me~~, the idea is okay.   *I think* the idea is okay.   It's not necessarily wrong to say "For me…" before giving opinions, but we don't use "For me…" nearly as often as Spanish speakers use *Para mi…* when giving opinions.

We say *I think so*, *not* ~~I think yes~~.   Is John the guy in the blue shirt? ~~I think yes~~.   Is John the guy in the blue shirt? *I think so.*   For the negative, we say *I don't think so*, not ~~I think no~~.   Are you going to go out with us tonight? ~~I think no~~.   Are you going to go out with us tonight? *I don't think so.*

We say *I said yes/no*, not **I said that yes/no** to communicate *decir que sí/no*.   They asked me to work overtime today, but ~~I said that no~~.   They asked me to work overtime today, but *I said no.*   I asked for a raise and ~~they told me that yes~~.   I asked for a raise and *they told me yes.*

We say *How long…?*, not ~~For how much time…?~~ to ask a question about a duration of time.   ~~For how much time~~ have you lived in San Jose?   *How long* have you lived in San Jose?

We say *know how (+ infinitive verb)*, not ~~know (+ infinitive verb)~~ to talk about things someone can and can't do.   I ~~know to swim~~.   I *know how to swim.*   Does your child ~~know to read~~ yet?   Does your child *know how to read* yet?

We say *I have no idea*, not ~~I don't have an idea~~ to communicate *no tengo idea*.   What should we have for lunch? ~~I don't have an idea~~.   What should we have for lunch? *I have no idea.*

When we introduce people, we say *This is…* or *These are…*, not ~~He is…~~, ~~They are…~~, etc.   Hey, Mike. Let me introduce you to everyone. ~~She is my sister~~, Alison, and ~~they are my parents~~.   Hey, Mike. Let me introduce you to everyone. *This is my sister,* Alison, and *these are my parents.*   If we are talking about someone in the distance, we say "that" or "those." "Those are my parents over there," for example.

We say *leave me alone*, not ~~leave me in peace~~.   ~~Leave me in peace~~. I don't want to talk right now.   *Leave me alone.* I don't want to talk right now.

We say *now is the time*, not ~~now is when~~.   I'm not sure if ~~now is when~~ to change jobs.   I'm not sure if *now is the time* to change jobs.

We say *no wonder*, not ~~with reason~~ to communicate *con razón*.   ~~With reason~~ you got a bad grade on the test. You didn't study at all.   *No wonder* you got a bad grade on the test. You didn't study at all.

We say *from now on*, not ~~since now~~ to communicate *desde ahora en adelante*.   ~~Since now~~ he is going to be more careful.   *From now on,* he is going to be more careful.

We say *from (point in time) to (a point in time)*, not ~~since (a point in time) to (a point in time)~~.   I work ~~since 8 AM to 6 PM~~.   I work *from 8 AM to 6 PM*.

We say *less and less* and *more and more*, not ~~each time less~~ or ~~each time more~~.   I am ~~each time less~~ interested in watching this TV show.   I am *less and less* interested in watching this TV show.   This TV show is getting ~~each time more~~ interesting.   This TV show is getting *more and more* interesting.   If the adjective is one syllable (good, bad, big) or a two-syllable adjective ending in "y" (funny, busy) we would say "bigger and bigger," "better and better," "worse and worse," "funnier and funnier," etc.

We say *it's the way she is*, not ~~it's her way of being~~   She works really hard and has trouble relaxing. It's ~~her way of being~~.   She works really hard and has trouble relaxing. It's *the way she is.*

We say *get a new job/car*, etc. not ~~change my job/car~~.   He said he was learning English so he could ~~change his job~~.   He said he was learning English so he could *get a new job.*   We're saving money so we can ~~change our car~~.   We're saving money so we can *buy a new car.*

We say *out of work*, not ~~without job~~   Edgar was ~~without job~~, so he was preparing his resume and looking for job opportunities.   Edgar was *out of work*, so he was preparing his resume and looking for job opportunities.

We say *the (adjective) thing/part*, not ~~the (adjective)~~ to communicate things like *lo bueno*, *lo malo*, *lo importante*, etc.   ~~The good~~ about my new job is that I have a flexible schedule.   *The good thing/part* about my new job is that I have flexible schedule.   ~~The difficult~~ about being a parent is making time for yourself.   *The difficult thing/part* about being a parent is making time for yourself.

We say *there are five of us*, not ~~we are five,~~ etc.   ~~We are five~~ in my English class.   *There are five* of us in my English class.   Similar Examples: We can't beat your team. ~~We are only three and you are five.~~   We can't beat your team. *There are only three of us and five of you.*   ~~How many are you?~~   *How many of you are there?*

We say *Who are you rooting for?* or *Who do you want to win?*, not ~~Who are you going with~~? when we ask someone which team he or she wants to win a game.   ~~Who are you going with~~, Real Madrid or Barcelona?   *Who are you rooting for,* Real Madrid or Barcelona?   *Who do you want to win,* Real Madrid or Barcelona?

Word Order

We don't normally start a sentence with *probably*. We normally use *probably* before the main verb or after the verb *to be*. ~~Probably, we have~~ a test this week.   *We probably have* a test this week.   ~~Probably, they are~~ twins.   *They probably are* twins.   *They're probably* twins.

We don't use *always* to start a sentence. We use *always* before the main verb or after the verb *to be*.   ~~Always, he goes~~ to the beach.   *He always goes* to the beach.   ~~Always, they're~~ late for class.   ~~They always are~~ late for class.   *They're always* late for class.

We don't place an adverb between the verb and its object.   ~~I study frequently English~~ on the weekend.   *I frequently study English* on the weekend.   ~~Kate goes usually to work~~ at 7:30 AM.   *Kate usually goes to work* at 7:30 AM.

We place the adverbs *a lot* and *very much* after the object of a sentence. They ~~like a lot pizza.~~ They *like pizza a lot*. She ~~loves very much her cats.~~ She *loves her cats very much.*

We usually put frequency statements (*once a week, three times a year, once in awhile*, etc.) at the end of the sentence. ~~I drink every morning a strong cup of coffee.~~ I drink a strong cup of coffee *every morning.* ~~You should go twice a year to the dentist.~~ You should go to the dentist *twice a year.*

We say **like (something) more**, not ~~like more (something).~~ Gary ~~likes more baseball~~ than soccer. Gary *likes baseball more* than soccer.

We say **number + more + noun**, not ~~number + noun + more~~. We only have ~~three days more~~ of class. We only have *three more days* of class. Jack has worked here for ~~two years more~~ than anyone else. Jack has worked here for *two more years* than anyone else.

Articles

We don't use the article "the" when we are talking about a non-specific group. If we are talking about a specific group, we use "the." In general, I like ~~the dogs.~~ In general, I like *dogs.* (non-specific) ~~Dogs~~ outside my house were barking last night and I couldn't sleep. *The dogs* outside my house were barking last night and I couldn't sleep. (specific group)

We don't use the article "the" before sports if we are speaking about the sport in general I love ~~the baseball.~~ I love *baseball*. What is your favorite sport? Mine is ~~the soccer.~~ What is your favorite sport? Mine is *soccer*. It is possible (but not common) to use "the" before sports if we are talking about something very specific. *The baseball they play in the Dominican Republic is a little different from what I'm used to,* for example.

We don't use the article "the" before academic subjects if we are speaking about the subject in general. I love ~~the science~~, but I hate ~~the history.~~ I love *science*, but I hate *history*. It is possible to use "the" before an academic subject if we are talking about something specific. *I'm reading about the history of the Incan civilization,* for example.

We don't use the article "the" before expressions like *last week, last January,next week,next Thursday,* etc. I won't be here ~~the next weekend~~. I won't be here *next weekend*. ~~The last January~~ it snowed a lot in the United States. *Last January* it snowed a lot in the United States.

If we are talking about where someone is going, we use "the" before some places, but not others. *go to the park go to the gym   go to the pool   go to the mall   go to the supermarket   go to the beach   go to the bank   go to the post office   go to work   go to school   go to class   go to court   go to church* I don't feel well. I don't know if I'll ~~go to the work~~ tomorrow. I don't feel well. I don't know if I'll *go to work* tomorrow. They ~~went to the school~~ yesterday even though it was snowing. They *went to school* yesterday even though it was snowing. Note that if we are talking about a *specific* school, class, court, or church, we might use "the." For example, *I have history on Friday mornings, but I've only been to the class once*.

We use "the" before certain countries. *the United States   the United Kingdom   the Czech Republic   the Dominican Republic   the Netherlands   the Philippines   the Bahamas   the Maldives   the United Arab Emirates   the Sudan* General rules for when we use "the" for a country. 1. If the country or area is a collection of islands (*the Maldives, the Canary Islands*). 2. If we are using the complete name of the country with the word "of." *The People's*

Republic of China, for example.

We use possessives (*my, your, his, her, their, our, Mike's, Kate's*, etc.), not "the" for body parts.   Open ~~the mouth~~.   Open *your mouth*.   John ~~broke the arm~~.   John broke *his arm*.

We don't use the article "the" before percentages if we are talking about an exact number.   Almost ~~the 60%~~ of Americans disagree with the president's decision.   Almost *60%* of Americans disagree with the president's decision.   If we do not say the exact number, we use "the." *The percentage of people who don't have a car is increasing*, for example.

We don't use the article "the" before *double, triple, quadruple,* etc.   I can't see you my car for that price. Someone already offered me ~~the double~~ that price.   I can't see you my car for that price. Someone already offered me *double* that price.

We don't use the article "the" before *both*.   I like ~~the both~~ options.   I like *both* options.

We don't use the article "the" before numbered items in a list or series.   Did you do the math homework? I had trouble with ~~the number 11~~.   Did you do the math homework? I had trouble with *number 11*.   I was surprised ~~by the number five~~ on People Magazine's list of the sexiest people alive.   I was surprised *by number five* on People Magazine's list of the sexiest people alive.

We don't use the article "the" before *heaven* or *hell*.   She told me to go to ~~the hell~~.   She told me to go to *hell*.   Did you read the book about the kid who almost died and had a vision of ~~the heaven~~?   Did you read the book about the kid who almost died and had a vision of *heaven*?

We use the article "the" before abbreviations of organizations in which each letter is said separately (*the FBI, the FDA*, etc.). If we pronounce the organization as a word instead of saying each letter, we don't use the article "the" (*NASA, FEMA, PETA*, etc.).   ~~The NASA~~ is doing some impressive things with nanotechnology.   *NASA* is doing some impressive things with nanotechnology.   Many people are members of ~~the PETA~~, which is an organization that fights for animal rights.   Many people are members of *PETA*, which is an organization that fights for animal rights.   ~~FBI~~ is a powerful organization.   *The FBI* is a powerful organization.

We need to use an article before professions in English (if it's singular).   ~~I am chef~~.   I am *a chef*.   ~~Jan is architect~~.   Jan is *an architect*.

We say ***when someone was a child***, not ~~when someone was child~~.   I had blond hair when ~~I was child~~.   I had blond hair when *I was a child*.   When ~~she was child~~, she was very quiet.   When *she was a child*, she was very quiet.

In general, when we talk about meals we don't use the article "a" or "an." However, if we include an adjective, then we use the article "a" or "an."   Did you ~~eat a breakfast~~ this morning?   Did you *eat breakfast* this morning?   I finish work at five o'clock, and then I'm going to go home and ~~eat a lunch~~.   I finish work at five o'clock, and then I'm going to go home and *eat lunch*.   I had ~~big breakfast~~ this morning.   I had *a big breakfast* this morning.   We've been eating a lot of junk food lately, so let's eat ~~light dinner~~.   We've been eating a lot of junk food lately, so let's eat *a light dinner*.

Prepositions

We say ***depends on***, not ~~depends of.~~   I don't know what I'm going to do tomorrow. It ~~depends of~~ the weather.   I don't know what I'm going to do tomorrow. It *depends on* the weather.

We say ***think about/of***, not ~~think in.~~   I'm ~~thinking in~~ my future and deciding what I want to do.   I'm *thinking about* my future and deciding what I want to do.   If we are imagining or envisioning something, we use *think of* or *think about*. If we are considering something, we use *think about*.

We say ***married to***, not ~~married with.~~   He is ~~married with~~ a woman from Argentina.   He is *married to* a woman from Argentina.   With the verb "to marry" we don't use a preposition.   I ~~married to~~ my wife when I was 20 years old.   They *married* my wife when I was 20 years old.

We say ***worry about***, not ~~worry for.~~   Her mother ~~worries for her~~ a lot.   Her mother *worries about* her a lot.

We say ***dream about***, not ~~dream with.~~   What does it mean if you ~~dream with flying~~?   What does it mean if you *dream about flying*?

We say ***similar to***, not ~~similar than.~~   John is very ~~similar than~~ his older brother.   John is very *similar to* his older brother.

We say ***near*** or ***close to***, but we don't say ~~near to.~~   The hotel I'm staying at is ~~near to~~ the airport.   The hotel I'm staying at is *near* the airport.   The hotel I'm staying at is *close to* the airport.

When we are talking about the creator of something we say *written by, painted by, directed by, created by,* etc. not ~~written for, painted for~~, etc.   One Hundred Years of Solitude was ~~written for~~ Gabriel Garcia Marquez.   One Hundred Years of Solitude was *written by* Gabriel Garcia Marquez.   Clockwork Orange was ~~directed for~~ Stanley Kubrick.   Clockwork Orange was *directed by* Stanley Kubrick.   Starry Night was ~~painted for~~ Vincent Van Gogh.   Starry Night was *painted by* Vincent Van Gogh.

We say ***related to***, not ~~related with.~~   This is a problem ~~related with~~ drug abuse.   This is a problem *related to* drug abuse.

We say ***arrive in/at a place***, not ~~arrive to a place.~~   I ~~arrived to work~~ at 9 AM.   I *arrived at* work at 9 AM.   We use *arrive in* when we are talking about large places such as cities and states (*London, the UK, New Jersey*, etc.). We use *arrive at* when we are talking about specific locations (*the bank, the store, work*, etc.).

We say ***go home***, not ~~go to home.~~   Instead of ~~going to home~~ right after work, let's go get something to eat.   Instead of *going home* right after work, let's go get something to eat.

We say ***listen to + something/someone***. Omitting the preposition "to" is incorrect.   She wants to know what kind of music you are ~~listening~~.   She wants to know what kind of music you are *listening to*.   Can I borrow your notes? I wasn't ~~listening the teacher~~ during class.   Can I borrow your notes? I wasn't *listening to* the teacher during class.

We say ***good/bad at something***, not ~~good/bad in something.~~   He's ~~good in basketball~~ but bad in baseball.   He's *good at basketball* but bad at baseball.   If we use the comparative and superlative forms of good and bad, the same rule applies.   He's ~~good in basketball~~, but he's ~~better in football.~~   He's *good at basketball*, but he's better at football.   No, I don't want to go golfing. I'm the absolute ~~worst in golf.~~   No, I don't want to go golfing. I'm the absolute *worst at golf*.

We say ***opposite of***, not ~~opposite to.~~   "Light" is the ~~opposite to~~ "dark."   "Light" is the *opposite of* "dark."

We say ***talking on the phone***, not ~~talking by phone.~~   Please be quiet. I'm ~~talking by phone~~.   Please be quiet. I'm *talking on the phone.*

We say ***attend an event***, not ~~attend to an event~~ to communicate *asistir a un evento.*   I have ~~attended to every single class~~ this year.   I have *attended every single class* this year.

With many verbs (*answer, ask, call, choose, tell, visit*), we don't place "to" between the verb and the object.   I couldn't ~~answer to~~ the teacher.   I couldn't *answer* the teacher.   The reported ~~asked to~~ him a question.   The reported *asked* him a question.   Salespeople always ~~call to~~ the house during dinner.   Salespeople always *call* the house during dinner.   I hope they ~~choose to~~ me for the job opening.   I hope they *choose* me for the job opening.   I ~~told to~~ John the story about what happened last weekend.   I *told* John the story about what happened last weekend.   There are other examples, but the verbs above tend to cause problems for Spanish speakers.

We say ***been to***, not ~~been in~~ for cities, states, and other places.   I've never ~~been in~~ New Jersey.   I've never *been to* New Jersey.   Before that, she had never ~~been in~~ Europe.   Before that, she had never *been to* Europe.   Have you guys ~~been in~~ that new Italian restaurant?   Have you guys *been to* that new Italian restaurant?

We say ***smile at someone***, not ~~smile to someone.~~   A cute guy ~~smiled to me~~ on the bus.   A cute guy *smiled at* me on the bus.

We say ***despite + noun/gerund***, not ~~despite of + noun/gerund.~~   ~~Despite of being~~ tired, he came to class   *Despite being* tired, he came to class.

We say ***on the bus/train/plane***, not ~~in the bus/plane/train.~~   Sometimes I read when I'm ~~in the bus~~.   Sometimes I read when I'm *on the bus*.   Let's get ~~in the plane~~.   Let's get *on the plane*.   We use "on" with types of public transport and "in" with cars, vans, trucks, etc.

We say waiting for someone*/something*, not ~~waiting someone/something.~~   We are ~~waiting John~~ to get here.   We are *waiting for* John to get here.

We say ***trust someone***, not ~~trust in someone.~~   I ~~trust in my employees~~ to do a good job when I'm not in the office.   I *trust my employees* to do a good job when I'm not in the office.

We say ***according to someone***, not ~~according someone.~~   ~~According many experts~~, the economy is going to improve.   *According to many experts*, the economy is going to improve.

If we are talking about completing paperwork (forms, government documents, etc.) we say ***fill out***, not ~~fill.~~   I ~~filled the~~

immigration form when I was on the plane.   *I filled out the immigration form* when I was on the plane.

We say ***put music on*** or ***put on music***, not ~~put music~~ to communicate *poner música*.   Let's ~~put music~~. It's too quiet.   Let's *put on some music*. It's too quiet.   Let's *put some music on*. It's too quiet.

We say ***contact someone***, not ~~contact with someone.~~   I'm going to ~~contact with her~~ when I find out more information.   I'm going to *contact her* when I find out more information.

We say ***pay for something***, not ~~pay something~~ to talk about purchasing something tangible.   They ~~paid the book~~ and then left the store.   They *paid for the book* and then left the store.   When talking about something intangible (*bills, taxes, rent*, etc.) we don't use "for."   Everyone has to ~~pay for their taxes~~ by April 15th.   Everyone has to *pay their taxes* by April 15th.

We say ***the same as***, not ~~the same than~~ or ~~the same to.~~   He's the ~~same than~~ his father. They both like the same things and have similar personalities.   He's the *same as* his father. They both like the same things and have similar personalities.

We say ***because of***, not ~~for~~ to emphasize the cause or reason of something.   I can't go running right now ~~for~~ my knee injury.   I can't go running right now *because of* my knee injury.   Getting to work can be difficult ~~for~~ the traffic.   Getting to work can be difficult *because of* the traffic.

We say ***insist that***, not ~~insist in that.~~   She ~~insisted in that~~ we stay for dinner.   She *insisted that* we stay for dinner.

We say ***in the world***, not ~~of the world~~ to communicate *del mundo*.   Lionel Messi is one of the best soccer players ~~of the world~~.   Lionel Messi is one of the best soccer players *in the world*.

Verb Choice

We use the verb ***to be*** for ages, not ~~to have.~~   She ~~has 25 years.~~   *She is 25 years old*.   *She's twenty-five*.   Many expressions with *tener* in Spanish take the verb *to be* in English.   *tener hambre* is ***to be hungry***   *tener miedo* is ***to be scared/afraid***   *tener sed* is ***to be thirsty***   *tener sueño* is ***to be tired***   *tener verguenza* is ***to be ashamed/embarrassed***   *tener frio* is ***to be cold***   *tener prisa* is ***to be in a hurry***   *tener razón* is ***to be right***   *tener la culpa* is ***to be guilty***   *tener celos* is ***to be jealous***

We say ***make money*** or ***earn money***, not ~~gain money.~~   I hope to get a new job soon so I can ~~gain more money.~~   I hope to get a new job soon so I can *make/earn more money*.   *Win money* would also be incorrect. We use *win money* to talk about prizes or gambling winnings.

We say ***make mistakes,*** not ~~have errors~~ or ~~have mistakes.~~   My English is okay, but I ~~have a lot of errors.~~   My English is okay, but I ~~have a lot of mistakes.~~   My English is okay, but I *make a lot of mistakes*.

We say ***have a party***, not ~~make a party~~ or ~~do a party.~~   Do you think we should ~~make a party~~ this weekend?   Do you think we should ~~do a party~~ this weekend?   Do you think we should *have a party* this weekend?

We say *play a sport*, not ~~practice a sport~~ if it is for fun or recreation.   I like to ~~practice soccer~~ with my friends after work.   I like to *play soccer* with my friends after work.

We say *spend time*, not ~~share time~~ to communicate *compartir tiempo*.   On the weekend, she usually ~~shares time~~ with her husband.   On the weekend, she usually *spends time* with her husband.

We normally say *go to a place*, not ~~visit a place~~. We typically use "visit" for people.   I might ~~visit the beach~~ this weekend.   I might *go to the beach* this weekend.

We say *take pills*, not ~~drink pills~~. We only use "drink" for liquids.   I always ~~drink a pill~~ if I have a headache.   I always *take a pill* if I have a headache.

We say *wear*, not ~~use~~ to talk about clothes, jewelry, makeup, or anything else that goes on someone's body.   John is the one ~~using the red shirt~~. Tom is the one ~~using glasses~~.   John is the one *wearing the red shirt*. Tom is the one *wearing glasses*.

We say *come in*, not ~~pass~~ when we tell someone to enter a room.   He knocked on the door, and I told him to ~~pass.~~   He knocked on the door, and I told him to *come in.*

We say *pay attention*, not ~~put attention.~~   I don't remember what they said. I ~~wasn't putting attention.~~   I don't remember what they said. I wasn't *paying attention*.

We say *to take care of* or *to look after*, not **to care** to communicate *cuidar a alguien*.   Jessica ~~cares~~ her little brother when her mom is at work.   Jessica *takes care of* her little brother when her mom is at work.   Jessica *looks after* her little brother when her mom is at work.

We say *support*, not **maintain** to communicate *mantener a alguien*.   It's really difficult to ~~maintain~~ three kids.   It's really difficult to *support* three kids.

We say *tell the truth*, not **say the truth.**   They were such honest kids. They always ~~said the truth.~~   They were such honest kids. They always *told the truth*.

We say *to go for the first time*, not ~~to meet~~ or ~~to know~~ to communicate *conocer un lugar.* We only use "meet" for people.   I ~~met New York~~ in 2009.   I *went to New York for the first time* in 2009.

We say *see*, *visit*, *experience*, etc. for places, not ~~know~~.   Let's leave the hotel so we can ~~know the city.~~   Let's leave the hotel so we can *see/experience/check out* the city.

We say *pay*, not ~~cancel~~ to talk about making a payment.   Can you go up to the counter and ~~cancel~~?   Can you go up to the counter and *pay*?

We say *lead*, not ~~conduct~~ to communicate *enseñar el camino* or *conducir a un lugar*.   They ~~conducted~~ the horses to the stable.   They *led* the horses to the stable. (*lead* becomes *led* in the past.)

We say *waste time*, not ~~lose time~~ to communicate *perder el tiempo*.   Sara ~~loses~~ a lot of time watching TV.   Sara *wastes* a lot of time watching TV.

We say *brush (someone's) teeth*, not **wash (someone's) teeth.**   I'm going to ~~wash my teeth~~ and go to bed.   I'm going to *brush my teeth* and go to bed.

We say *keep a secret*, not ~~save a secret~~ or ~~guard a secret~~.   You can tell me what's bothering you. I can ~~save a secret.~~   You can tell me what's bother you. I can ~~guard a secret.~~   You can tell me what's bothering you. I can *keep a secret*.

We use the verb *turn out*, not **result** to communicate *resultar que*.   It ~~results~~ that we are both from the same town.   It *turns out* that we are both from the same town.

We say *to sunbathe* or *to get a tan*, not **to take sun.**   I'm going to ~~take sun~~ today.   'm going to *sunbathe* today.   I'm going to *get a tan* today.

We almost always say *hire*, not ~~contract~~ to communicate *contratar a alguien*.   Things have been going really well. Management is thinking about ~~contracting~~ more people.   Things have been going really well. Management is thinking about *hiring* more people.

We say *take place*, not ~~have place~~ to talk about where events happen in a movie, book, play, etc.   The novel ~~has place~~ in Brooklyn in the 1920's.   The novel *takes place* in Brooklyn in the 1920's.

Animals *lay eggs*. They do not ~~put eggs.~~   Our chicken still hasn't ~~put any eggs~~ this week.   Our chicken still hasn't *laid any eggs* this week. (*lay* is *laid* in the past)

We say *make (someone/something) disappear*, not ~~disappear (someone/something).~~   Joseph Stalin ~~disappeared many people~~ when he was the leader of the Soviet Union.   Joseph Stalin *made many people disappear* when he was the leader of the Soviet Union.

Verb Tense

We use the present continuous, not the simple present to talk about things happening *en el momento*.   Right now, ~~I cook~~ dinner.   Right now, *I'm cooking* dinner.

We don't use the structure ~~maybe + going to + verb~~. We use *maybe + subject + will* or *might* instead.   ~~Maybe we are going~~ to the beach this weekend.   *Maybe we'll go* to the beach this weekend. (the speaker is thinking about it now)   *We might go* to the beach this weekend. (the speaker is communicating a future possibility)

We use one of the present perfect tenses, not the simple present to talk about actions that started in the past and continue in the present.   ~~He has three years~~ at this company.   *He has worked here for three years.*   *He has been working here for three years.*   ~~How long do they have~~ being married?   *How long have they been married?*

We use *will*, not ~~going to~~ when we make a decision about the future at the same time we are speaking.   Your car broke

down? No problem, ~~I'm going to pick you up~~ at your house.   Your car broke down? No problem, *I'll pick you up* at your house.   Would you like a copy of this presentation? Okay, ~~my secretary is going to send it~~ to you.   Would you like a copy of this presentation? Okay, *my secretary will send it* to you.

In Spanish, some verbs are followed by "que" and then the second verb in the subjunctive. *Quiero que tenga…   Quisiera que me regale…   Espero que tenga…   Le pedi que llegaran…*   In English, these verbs (*want, would like, expect, ask,* and *tell*) are followed by the object and the second verb in the infinitive.   I ~~want that you call~~ me later. *I want you to call me* later.   I ~~would like that you help~~ me with something.   *I would like you to help me* with something.   They always ~~expected that we were~~ on time.   *They always expected us to be* on time.   He ~~asked that I got~~ here at 8 AM.   *He asked me to get here* at 8 AM.   He ~~told that I got~~ here at 8 AM.   *He told me to get here* at 8 AM.

When we put two verbs together, some verbs are followed by the infinitive and some verbs are followed by the gerund. A common mistake is to always combine two verbs by putting the second verb in the infinitive.   I ~~avoid to go~~ to the mall on weekends.   I *avoid going* to the mall on weekends.   She ~~enjoys to run~~.   She *enjoys running*.   Verbs followed by the gerund include *avoid*, *consider*, *deny*, *enjoy*, *finish*, *keep*, *miss*, *recommend*, *suggest*, and *understand*.

Noun Choice

We have the words *main* and *principal* in English. With many nouns, *main* is a better choice and *principal* can sound awkward.   The ~~principal problem~~ is a lack of data.   The *main problem* is a lack of data.

We usually say *flood,* not ~~inundation.~~   After the storm, there was an ~~inundation~~ in the valley.   After the storm, there was a *flood* in the valley.

We say *parking lot*, not ~~parking~~ to talk about a specially designed area in which to park cars.   The ~~parking~~ was full, so we parked on the street.   The *parking lot* was full, so we parked on the street.

We say *permit*, not ~~permission~~ to talk about an official document that gives us permission to do something.   We had to show the government officials our ~~permission~~.   We had to show the government officials our *permit*.

Only married people have a *mother-in-law, father-in-law,* etc.   Paul likes his girlfriend a lot, but he doesn't like his ~~mother-in-law.~~   Paul likes his girlfriend a lot, but he doesn't like his *girlfriend's mother*.

We say *coworkers*, not ~~partners~~ to talk about the people we work with.   We say *classmates*, not ~~partners~~ to talk about the people we go to school with.   It's hard to get work done because my ~~partners~~ talk too much.   It's hard to get work done because my *coworkers* talk too much.   Brandon's high school ~~partners~~ always made fun of him.   Brandon's high school *classmates* always made fun of him.

Most Spanish words ending in "ion" have an equivalent in English. However, some do not. *actualización* is *update*, not ~~actualization~~   *calificación* can be *grade*, *mark*, *score*, or *rating*, not ~~calification~~   *explicación* is *explanation*, not ~~explication~~   *grabación* is *recording*, not ~~grabation~~   *decepción* is *disappointment*, not ~~deception~~ ("Deception"= *engaño*, see section on false friends) *filmación* is *filming* or *shooting*, not ~~filmation~~   *habitación* is *room* or *bedroom*, not ~~habitation~~   *presión* is *pressure*, not ~~pression~~   *recopilacion* can be *collection*, *set*, *summary*, *review*, or *compilation*, not ~~recopilation~~   *ubicación* is *location*, not ~~ubication~~

Plural Nouns

~~Homeworks~~ is not a word. *Homework* is a non-count noun.   Kate couldn't come to the party because she had ~~many homeworks~~ to do.   Kate couldn't come to the party because she had *a lot of homework* to do. (or *too much homework to do*)

~~Furtnitures~~ is not a word. *Furniture* is a non-count noun.   We just bought a house and we have to buy new ~~furtnitures~~.   We just bought a house and we have to buy new *furniture*.

~~Advices~~ is not the plural of *advice*. *Advice* is a non-count noun.   My father always gave me very good ~~advices~~.   My father always gave me very good *advice*.

~~Popcorns~~ is not a word. *Popcorn* is a non-count noun.   Let's make some ~~popcorns~~ and watch a movie.   Let's make some *popcorn* and watch a movie.

~~Evidences~~ is not the plural of *evidence*. *Evidence* is a non-count noun.   There were ~~many evidences~~ against the defendant. He was convicted of the crime.   There was *a lot of evidence* against the defendant. He was convicted of the crime.

~~Proofs~~ is not the plural of *proof*. Unless we're speaking about mathematical proofs, *proof* is a non-count noun.   He had to provide ~~proofs~~ of his legal status in the country.   He had to provide *proof* of his legal status in the country.

Jewelry is normally a non-count noun.   Her husband has given her ~~many jewelries~~ over the years.   Her husband has given her *a lot of jewelry* over the years.

We say ***election***, not ~~elections~~ to talk about one event.   The next presidential ~~elections~~ will be in 2018.   The next presidential *election* will be in 2018.   We say *elections* to talk about multiple events.

We say ***go on vacation*** or ***take a vacation***, not ~~to go on vacations~~ or ~~take vacations.~~   I'm going to ~~take vacations~~ next May.   I'm going to *take a vacation* next May.   Stewart is ~~on vacations.~~ He'll be back on Monday.   Stewart is *on vacation*. He'll be back on Monday.   We say *vacations* to talk about multiple trips on multiple occasions.

News is always plural (except to communicate *nuevo*).   Have you heard the ~~new~~ about Stacy?   Have you heard the *news* about Stacy?

Scissors is always plural.   Pass me the ~~scissor~~, please.   Pass me the *scissors*, please.

Pajamas is always plural.   My son opened his Christmas presents without changing out of his ~~pajama~~.   My son opened his Christmas presents without changing out of his *pajamas*.

To talk about multiple people in a family, we add an "s" to the last name.   ~~The Thompson~~ live next to us.   *The*

Thompsons live next to us.   She likes to watch ~~the Simpson~~.   She likes to watch *the Simpsons*.

Words like *candy*, *chocolate*, and *beer* are both count and non-count nouns. We use the singular form to talk about something abstract and the plural form to talk about a specific number.   He eats ~~too many candies~~.   He eats *too much candy*.   They ate ~~12 chocolate.~~   They ate *12 chocolates*.   He's probably going to get up late tomorrow. He drank ~~a lot of beers~~ last night.   He's probably going to get up late tomorrow. He drank *a lot of beer* last night.   He drank ~~six beer~~ last night.   He drank *six beers* last night.

 Adjectives

Fun and *funny* are two different adjectives with different meanings.   *Fun* = something enjoyable (*divertido*)   *Funny* = something that causes laughter (*chistoso*)   Playing video games is ~~funny~~.   Playing video games is *fun*.   My friend Frank always makes me laugh with his ~~fun~~ stories.   My friend Frank always makes me laugh with his *funny* stories.   The comparative of *fun* is *more fun,* not ~~funner~~   I think going dancing is ~~funner~~ than staying home.   I think going dancing is *more fun* that staying at home.

We only use *ugly* to describe the physical appearance of something.   You were ~~ugly~~ with me yesterday.   You were *mean* to me yesterday.   I had a very ~~ugly~~ day.   I had a *very bad* day.

We normally use *humble* to talk about people, not things.   He has a lot of money, but his house is very ~~humble~~   He has a lot of money, but his house *isn't very big*.   He has a lot of money, but his house *is very modest*.

We say that people are ***close***, not ~~united~~ to communicate *son muy unidos.*   Kate and her father are very ~~united~~. She calls him every day.   Kate and her father are very *close*. She calls him every day.

COLLOCATION

What is a collocation?

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

natural English...	unnatural English...
the fast train **fast food**	the ~~quick~~ train ~~quick~~ food
a quick shower **a quick meal**	a ~~fast~~ shower a ~~fast~~ meal

Why learn collocations?

◦ Your language will be more natural and more easily understood.

◦ You will have alternative and richer ways of expressing yourself.

It is easier for our brains to remember and use language in chunks or blocks rather than as single words.

	brand awareness	business model
Noun-Noun Collocations	brand identity	business partner
advertising agency	brand name	business people
advertising campaign	brand recognition	business plan
age discrimination	budget increase	business trip
balance sheet	budget reduction	company policy
bank loan	budget surplus	conference call
benefits package	business ethics	conference room

cost reduction	trade secrets	consider the fact
customer base	web page	consider the possibility
customer satisfaction		consider the risk
customer service	**Verb-Noun Collocations**	cut costs
employee benefits	accept an apology	deliver an order
government regulation	accept a job	develop a strategy
human resources	accept a meeting request	exchange ideas
interest rates	accept an offer	exchange a product
labor market	accept a position	fire someone
labor union	accept responsibility	fix a problem
market leader	admit fault	gain access
market share	admit a mistake	gain experience
mission statement	apply pressure	gain ground
operating costs	attract investors	gain knowledge
performance review	boost confidence	hire staff
price controls	borrow money	invest money
price range	break a law	invest resources
price tag	break into a market	invest time
price war	build trust	join forces
product launch	calculate risk	join an organization
product line	call attention	join a union
product placement	cancel a meeting	keep someone's word
profit margin	cancel an order	launch a product
sales figures	chair a meeting	lend a hand
sales team	change one's mind	lend money
stock exchange	choose sides	lower prices
stock market	close a deal	lower taxes
stock options	complete a task	manage a business
time management	confirm suspicion	manage a company

manage a store

manage stress

measure progress

meet criteria

meet a deadline

open an account

pay attention

pay bills

pay dividends

pay a fee

pay an invoice

pay taxes

place an order

present a problem

provide assistance

provide support

raise awareness

raise money

raise an objection

raise prices

raise questions

raise taxes

reach an agreement

reach a compromise

reach a consensus

reach a decision

reach a point

recall a product

receive compensation

receive a discount

receive payment

run a business

save money

save time

sell a business

sell shares

send a copy

send a message

send a letter

sign a contract

take out a loan

waive a fee

waste time

waste money

write an email

write a letter

write a note

Collocations with *Make*

make an appointment

make an attempt

make a change

make a choice

make a comparison

make a complaint

make a connection

make a decision

make a demand

make a difference

make an effort

make ends meet

make an exception

make an excuse

make a fortune

make a living

make a mistake

make money

make an offer

make payments

make plans

make a point

make a profit

make progress

make a promise

make a request

make sense

make something clear

make a suggestion

make sure

make a telephone call

make the best of something

make the most of something

make time

Collocations with *Do*

do business

do a crime

do damage

do an experiment

do a favor

do good/bad

do harm

do research

do right/wrong

do something/anything

do well

do your best

do your duty

do your part

do your share

Collocations with *Take*

take advantage

take a course

take notes

take action

take a break

take a decis*on (British, ma*ke a decision in American English)

take a message

take part in

take responsibility

take a test/quiz

take your time

Collocations with *Have*

have an appointment

have an argument

have a conversation

have a meeting

have problems

have a talk

have time

have trouble

have coffee/tea

have breakfast/lunch/dinner

have work

Collocations with *Get*

get a job

get a certification

get angry

get better/worse

get excited

get going

get the message

get motivated

get paid

get permission

get ready

get somewhere/nowhere

get started

get used to

Collocations with *Go*

go ahead

go bankrupt

go forward

go home

go out of business

go to work

go well

Collocations with *Prepositions*

accused of

adapt to

agree on something

agree with someone

apply for

approve of

argue about something

argue with someone

aware of

believe in

blame for

by accident

by mistake

cause of

comment on

complain about

concentrating on

consist of

contributed to

count on

credit for

decide on

decrease/increase in

demand for

depend on

fear of

from scratch

good at

graduate from

in charge of

insisted on

matter to

object to

on purpose

participate in

pay for (something)

plan for

plan on

prepare for

proud of

reason for

relationship with

reply to

respond to

responsible for

return to

satisfied with

smile at

take advantage of

tax on

trouble *with*

Collocations with *in*

believe in

in a car/taxi

in a fight/argument

in a group

in advance

in charge

in conclusion

in control

in denial

in depth

in detail

in private

in return for

in the mail

in the process of

in trouble

Interested in

involved in

partici*pa*te in

Collocations with *on*

ban on something

blame something on someone

decide on

depends on

focus on

on a committee

on a plane/bus/train

on a team

on average

on call

on display

on duty

On one hand…/On the other hand…

on purpose

on sale

on someone's side

on the phone

on the radio

rely on

restrictions on

vote on

Adjective-Noun Collocations

big break

big chance

big decision

big disappointment

big improvement

big mistake

big surprise

bright future

competitive advantage

daily commute

daily routine

deep thought

deep trouble

false advertising

friendly reminder

good faith

good news

good time

golden opportunity

great admiration

in great detail

gray area

great pride

great respect

great skill

harsh criticism

heated debate

heavy rain

heavy traffic

hidden agenda

high/low costs

high/low degree

high/low level

high/low price

high/low profile

high/low quality

high/low standards

high/low risk

high salary

honest answer

hot topic

huge loss

huge problem

immediate impact

large amount

large number of

large quantity

perfect example

positive attitude

private sector

public sector

raw materials

rising costs

slight chance

sound advice

stiff competition

straight answer

strong belief

strong feeling

strong opinion

top priority

wise choice

Collocations Exercises

Collocations are word combinations that sound natural to native speakers. For example, *pay attention* is a collocation, but *put attention* isn't. Using correct collocations will make your English sound more natural. Test your knowledge of collocations by trying the exercises below. Also try these advanced collocations exercises.

Adjective-Noun and Adjective-Adverb Collocations

Choose the adjective or adverb that collocates with the words in **green**. The questions will be displayed in a random order every time the quiz is taken.

Question **1** of **30**   I was expecting a brief overview, so I was surprised when they went into everything **in _____ detail**.

> deep
>
> utter
>
> great
>
> thorough

Verb-Noun Collocations

Fill in the blanks with a verb that forms a collocation with the noun in **green**. You will need to conjugate the verbs, and in some cases, you may need to use a phrasal verb (e.g. "fill out," "take off," etc.). The questions will be displayed in a random order every time the quiz is taken.

He _____ us a **story** about how he met his wife.

Preposition Collocations

Fill in the blanks with a preposition that forms a collocation with the word(s) in **green**. The questions will be displayed in a random order every time the quiz is taken.

Our success **depends** ___ hiring the right people.

In and *On* **Collocations**

Fill in the blanks with either "in" or "on" to form a collocation with the word(s) in **green**. The questions will be displayed in a random order every time the quiz is taken.

I think he might be ___ **denial** about what happened.

Make and *Do* Collocations

Choose the correct form of "make" or "do" to form a collocation with the word(s) in **green**. The questions will be displayed in a random order every time the quiz is taken.

I'm not _____ a **fortune**, but I'm content with my salary.

> making
>
> doing

Mixed Collocations

Choose the option word that forms a natural-sounding collocation with the word(s) in **bold**. Please note that the questions are displayed in a random order every time the quiz is taken.

Mark told me that he _____ **hoped** that we weren't sacrificing quality for quantity.

> in good faith
>
> deeply
>
> frankly
>
> sincerely

Choose the option that forms a natural-sounding collocation with the word(s) in **bold**. The questions will be displayed in a random order every time the quiz is taken.

You should talk to Human Resources to try to _____ this **dispute**.

> untangle
>
> clear up
>
> solve
>
> settle

SIGNPOSTS FOR PRESENTATIONS

Signposts are words or phrases that guide the listener during a presentation. They let the listener know what has happened so far, and what is going to happen next. Below is a guide for using signposts during a presentation. It is divided into three sections: signposts for the introduction of a presentation, signposts for the middle of a presentation, and signposts for the conclusion of a presentation. The first column contains signposts for a formal presentation, and the second column contains signposts for an informal presentation.

Signposts for the Introduction of a Presentation

	Formal	Informal
Introducing yourself:	•Good morning/afternoon/evening. On behalf of (company, department, etc.), I'd like to welcome you. My name is (name) and I am (position).	•Hi everyone, I'm (name and title). Thanks for coming.
Introducing the topic:	•I'm going to give you an overview of... •The focus of today's presentation is…	•I'm going to talk to you about… •I'm going to be talking a little bit about… •I'm here today to talk to you about…
Outlining your presentation:	•The presentation today is divided into three parts. First, I'll… Following that I'll... Finally, I'll…	•I'm going to talk about three things today. I'll start with … Then I'll talk a little bit about … I'll finish with…
Inviting questions:	•Please don't hesitate to interrupt me if you have any questions.	•If you have any questions during the presentation, please ask.

Signposts for the Middle of a Presentation

	Formal	Informal
Introducing the first section of your presentation:	•I'd like to start/begin by…	•Let's start/begin by looking at…
Finishing a section and starting a new one:	•Well, we've looked at... Now, I'd like to discuss… •Having discussed… I'd like to move on to….	•Well, I've told you about… Now I'll move on to… •Well, we've looked at…. Now, let's talk about…. •So, that was….Now, let's…
Expanding or	•I'd like to expand more on…	•Let me tell you a little more about…

elaborating:	•I'd like to elaborate a little… •Let's consider this is more detail.	•Let me give you some more details/information….
Talking about earlier or later points in your presentation:	r: ill elaborate on this later in the presentation. provide you with a more detailed lanation later in the presentation. ier: repeat what I said earlier… I mentioned earlier…	r: ore on this later. going to talk more about this later. ier: you remember I said..? I said earlier…
Recognizing your listeners' prior knowledge:	•As you may be aware of… •As you may know… •I know many of you are familiar with…	•You might already know that… •I'm sure a lot of you know that… •I'm sure a lot of you know about… •I'm sure a lot of you have heard…
Focusing audience's attention on visuals:	•May I focus your attention on the… You will notice that… •Please direct your attention to the slide/chart/etc.	•Take a look at this slide/chart/graphic etc. You can see that… •Okay, here we can see that…

Signposts for the Conclusion of a Presentation

	Formal	Informal
Summarizing and concluding the presentation:	•Finally, let's summarize some of the main points… •To conclude, I'd like to summarize…	•Let's summarize/recap what we looked at today. •Finally, let's look back at what we covered today. •So, to remind you of what we looked at…
Inviting final questions:	•Does anyone have any questions or comments before we conclude today? •If you'd like me to elaborate or clarify anything we covered today, please ask.	•Does anyone have any final questions? •Okay, does anyone have any questions or comments?
Responding to tough questions:	a question you don't have the answer to: •I want to answer your question	a question you don't have the answer to: •I don't have that information with me. Can

completely, but I don't have all the information with me right now. Could you give me your email after the presentation so I can send you a complete response?

a question you didn't understand:

•Could you repeat that, please?

•Could you rephrase that, please?

•Let me make sure I understand you completely. Do you mean that…?

you give me your email and I'll send you an answer later today?

a question you didn't understand:

•Could/Can you repeat that, please?

•I didn't catch that. Can you repeat it?

•Are you saying that…?

Finishing and saying goodbye:	•If there are no further questions, I'd like to thank you very much for your attention. If you think of any additional questions, please feel free to contact me.	•Well, I think that's about it. Thanks for listening. Please contact me later if you have any additional questions or want more information.

CONCISE WRITING EXERCISES

Good business writing is concise, direct, and unambiguous. The exercises below will help you eliminate wordiness in your writing. Before trying the exercises, it may be helpful to read these tips.

Exercise 1

Make the wordy sentences more concise. The potential answers are listed after the activity.

1. In spite of the fact that our budget for advertising is now higher, our sales figures have not gotten any better.

2. In the event of an emergency, such as a fire or earthquake, please exit the building as soon as you possibly can.

3. We currently have several available job openings for a variety of positions in our Sales department.

4. The reason I'm having trouble with my computer is because the antivirus has not been updated at all recently.

5. We consider the candidate to be a very good fit for either of the two positions.

6. As we discussed during our previous phone call, the shipping charges on your next order with us will be waived.

7. We are now in the process of evaluating how to address the issue that exists regarding the performance of our team members.

8. Our researchers carried out interviews with several people who are professionals in the health care industry.

9. Please change the information on your employee profile to include the most recent information.

10. We would like to offer congratulations to all the people who participated in and completed the training program.

Potential Answers

1. Despite increasing our advertising budget, sales have not improved.

2. In case of emergency, please exit the building immediately.

3. We have several job openings in our Sales department.

4. I'm having trouble with my computer because its antivirus is out of date.

5. We think the candidate would be a good fit for either position.

6. As we discussed, we will waive the shipping charges on your next order.

7. We are addressing our team's performance issues.

8. Our researchers interviewed several health care professionals.

9. Please update your employee profile.

10. Congratulations to everyone who completed the training program.

Exercise 2

Make the wordy sentences more concise. The potential answers are listed after the activity.

1. We certainly hope this decision won't have a negative impact on the reputation of our firm.

2. Basically, what the training program is going to do is prepare each and every one of the participants for their certification test that they will take soon.

3. Could you recommend to us someone in the area who works as a contractor?

4. There is a possibility that I might get together with some of the people in my MBA program this weekend.

5. She is professional, courteous, and she always comes to work on time.

6. The problem was addressed at our meeting that we have every week.

7. Please talk to John and tell him about the benefits of the deal and that he should accept it.

8. The primary role of our recruiters is to search for and locate professionals with good qualifications who live in our area.

9. Carlos speaks English fluently, and can also speak Portuguese at an intermediate level, and in addition he is capable of conversing in German.

10. It's a really excellent opportunity and one that you should definitely take advantage of.

Potential Answers

1. We hope the decision won't damage our reputation.

2. The training program will prepare the participants for the upcoming certification test.

3. Could you recommend a local contractor?

4. I might get together with my MBA classmates this weekend.

5. She is professional, courteous, and punctual.

6. We addressed the problem at our weekly meeting.

7. Please try to persuade John to accept the deal.

8. Our recruiters find highly qualified professionals in our area.

9. Carlos speaks fluent English, intermediate Portuguese, and conversational German.

10. You should take advantage of this excellent opportuni

BUSINESS ACRONYMS

Below is a list of the most common business acronyms that are used at the work place. Some of these are actually used when sending emails or on memorandums.

Learn English Today: http://www.learn-english-today.com/business-english/abbreviations-acronyms.html

Word	Meaning
@	at
a/c	account
AGM	annual general meeting
a.m.	ante meridiem (before noon)
a/o	account of (on behalf of)
AOB	any other business
ASAP	as soon as possible
ATM	automated teller machine (cash dispenser)
attn	for the attention of
approx	approximately
cc	copy to
CEO	chief executive officer
c/o	care of (on letters: at the address of)
Co	company
cm	centimetre
COD	cash on delivery
dept	department
e.g.	exempli gratia (for example)
EGM	extraordinary general meeting
ETA	estimated time of arrival
etc	et caetera (and so on)
GDP	gross domestic product
GNP	gross national product
GMT	Greenwich mean time (time in London)
i.e.	id est (meaning : 'that is')
Inc	incorporated
IOU	I owe you
IPO	initial public offer
Jr	junior
K	thousand
lb	pound (weight)
£	pound (money/currency)

This is a list of work-related acronyms that always provides an instant, pithy advice on a wide range of business and work situations. These acronyms are virtually checklists for all kinds of purposes.

ABC
Always Be Closing. Traditional selling process acronym which emphasizes the need to be continually moving the customer towards action and agreement within sales discussions

APE
Attentive, Peripheral, Empathic. The three main types of listening. Empathic listening is the skill of understanding meaning and motive in another's words, a considerably powerful ability.

ALF
Always Listen First. Obviously great for training sessions generally, also counseling, customer service, selling, etc, and relationships overall.

AIDA
Attention, Interest, Desire, Action.

ADDIE
Analysis, Design, Development, Implementation, Evaluation. The process of innovation, any field at all.

BEER
Behavior, Effect, Expectation, Results. The headings by which to assess performance of anything, particularly a new initiative. A great discipline when working with a team or delegating another to conduct a review, when it's important to keep the review focused.

BENDWIMP
Beliefs, Evidence, Needs, Desires, Wounds, Interests, Mentors, Proud of. A model, typically used as a table or template or matrix for identifying motivations and issues of stakeholders within a project plan.

BHAG
Big Hairy-Assed Goal.

BID
Break It Down. When training anything to anybody never teach the whole thing all at once. Break the skill or process down to digestible parts. This will avoid destroying confidence, and enable gradual progress to the point that the whole thing can be practiced.

BOOSTER
Balanced, Observed, Objective, Specific, Timely, Enhancing, Relevant. Useful acronym for coaching and giving feedback to people. If anyone knows the origins please tell me.

BOSCARDET
Background, Objectives, Scope, Constraints, Assumptions, Reporting, Dependencies, Estimates, Timescales. Very useful acronym for inception of projects, committees, investigations (inquiries), studies, reports, etc, where purpose, parameters and ground-rules etc., have to be established.

CLAMPS
Challenge, Location, Advancement, Money, Pride (or Prestige), Security. Employment and recruitment industry acronym: the six acceptable reasons for leaving your job if asked why in a job interview.

DIKWIAD?
Do I Know What I Am Doing? Useful reminder to check readiness before starting anything which might cause problems if under-prepared.

DREAM

Dedication, Responsibility, Education, Attitude, Motivation. The DREAM acronym seems to feature particularly on rubber wrist bands,

EDIP
Explain, Demonstrate, Imitate, Practice.
A simple teaching and learning model.

GOSPA
Goals, Objectives, Strategies, Plans, Activities. A simple blueprint and order of thinking for business planning of any sort, even for large complex challenges and entire businesses.

GROW
Goals, Reality, Options, Will. A maxim from the life-coaching industry, which makes a lot of sense, and is relevant to any situation that requires realistic objectives to be established, and then the planning and determination to achieve them.

IDEA
Identify, Design, Execute, Augment. Process for changing anything. Identify the issues, priorities, constraints, resources; Design the plan; Execute the plan; Augment, refine, adjust and improve activities to consolidate change.

IDEAL
Identify, Define, Explore, Action, Lookback. Process for solving problems: Identify the problem, Define it, Explore possible solutions and effects, Action the chosen solution, and Look back at the SNAFU you've brought about (not really - Look back at a 100% successful outcome and a job well done).

IMCIS
Identify, Manage, Change, Improve, Show. The basis of the Japanese approach to TQM, as in: Identify customer-supplier relationships, Manage processes, Change culture, Improve communications, Show commitment. (Acknowledgments to John Oakland.)

IMHO
In My Humble Opinion. Often used in web-messaging, emails and texting.

KISS
Keep It Simple Stupid. One of the all time great acronyms, and so true. A motto and reminder that simplicity works - in communications, design, philosophy, relationships, decision-making, meetings, management and life generally. Apply and promote KISS to any situation to deter unnecessary complication, excuses, bureaucracy, red-tape, and to encourage practical positive outcomes, no-nonsense communications, integrity, truth, beauty, and honesty. Variations on the KISS theme include Keep It Short and Sweet, Keep It Simple Sunshine, Keep It Simple and Straightforward, Keep It Simple Sister, Keep It Simple Sweetheart, etc.

LEAR
Listen, Empathies, Ask, Resolve.
A fine mnemonic for customer service and other problem-solving communications. Here is more detail of the model represented by the LEAR acronym:
Listen - You must show serious and honest concern for the customer seriously, which you will begin to do by listening. By listening actively you also take the first step towards diffusing customer upset or anger.
Empathies - Put yourself in the customer's shoes and see the situation from their perspective. Showing genuine concern and understanding is vital for empathy. Understanding is not necessarily the same as agreeing, which can be important where the issue needs investigating before finally resolving.
Ask - Ask Questions: ask open questions (what, how, etc) to diagnose the situation or request, and never attempt to interrupt, or justify your point or argue. The customer is not interested in your point of view - the other person wants you to understand them, not present a defense or a counter-argument.
Resolve - Resolve the problem to the customer's satisfaction as quickly as possible. Consider the value of the customer and not the cost of resolving this particular issue.

LEDO
Listen, Empathies, De-personalize, Offer. Mainly for customer service, and also good for any conciliation or conflict resolution: listen to the complaint, empathize with the customer, de-personalize the situation (both of you stand back and look at it objectively), and then offer a solution. Brilliant and simple.

MMM or 3M
Measurable, Manageable, Motivational. A great tri-pod or three-legged stool analogy - the three essential struts for any contracted arrangement or understanding, or delegated task. Remove any of the three legs and the structure falls over. Alternatively: Mrs, Mother, Martyr, with an optional fourth M for Mistress if appropriate.

MOFMOF
Minimum Of Fuss, Maximum Of Flavour. The MOFMOF maxim is extremely transferable to work, management, business, and to life generally, since it essentially emphasises the concept of focusing your effort on what matters most. 'Minimum of Fuss' equates to minimum effort, investment, time, resources, etc. 'Maximum of Flavour' equates to maximum return, result, reward or effect, etc. This is the secret of productivity, sustainable success, and effectiveness in all fields, not just cooking, and is one of the most widely neglected simple rules of achieving anything.

MBWA
Management By Walking About (or Wandering Around). Depending on who is doing the walking about and whether you are in the vicinity this could be either a good thing or a bad thing. If you are a manager and like to manage by walking about make sure you do it with humility and genuine interest. Better still why not actually do the job on the factory floor for a week and you'll really find out what's going on. Indirectly referred to as the 'HP Way'.

MBWAL
Management By Wandering Around and Listening. Extension of the MBWA management technique.

MEGO
My Eyes Glazed Over. Watch for this sign from your audience at your next presentation. If spotted you could need more acronyms.... See PEARL and LANO also.

MELVIN
Mediocrity, Ego, Limits, Vanity, Incompetence, Name-calling. Non-productive aspects of workplace behavior and attitude. Various MELVIN terms (eg 'NO MELVIN', 'Don't be a MELVIN', 'No MELVIN's here', etc) help remind people of the behaviors to avoid, especially in blame cultures or negative-thinking environments. (Ack P Lubbers) Sits well alongside other motivational and positive attitude maxims, many examples on the quotes and leadership sections, and links well with the philosophies of Covey's seven habits, Carter-Scott's rules of life and Ruiz's Four Agreements.

MILE
Maximum Impact, Little Effort. Acronym to express the principle of optimizing productivity, and the value of identifying 'high-yield' areas on which to apply 'high-yield' methods and techniques. Especially helpful in sales and marketing training. See also PAY and MOFMOF.

MBA
Master of Business Administration. Not everyone knows what this actually stands for, and when you think about it, 'Master of Business Administration' arguably gives a somewhat lop-sided impression of what modern business management is all about. Too late to change it now though..

MBO (or MBO's)
Management By Objectives. The classic management, delegation and development technique, but which people's activities and aims - and the coaching support given - can be geared to organizational targets and priorities.

4P (also PPPP)

Piss-Poor Prior Planning. Military abbreviation

POSTAD TV
Priorities, Outcomes, Sequence, Timings, Attendees, Date, Time, Venue. Nothing to do with Eastern Bloc broadcasting, these are the essentials for a good meeting, and what must appear on the agenda. ('Outcomes' meaning required outcomes, i.e. discussion, decision, etc.)

PRIC
Problem, Rectification, Investigation, Correction. Known as the corrective action loop. The essential four stages for good quality management practice, customer service development, quality of service, and general personal development. The main point is that rectifying the problem is only half the story; you need to ensure there is no recurrence.

PEST
Political, Economic, Social, Technological. Classic situational analysis headings, guaranteed to prompt nods of approval when used in business presentations. You may see 'Environmental' used instead of 'Economic' depending on the context. Either version is actually a very useful analysis and interpretation tool for business and marketing situations. PEST is sometimes extended to 'PESTELI' in which the headings: Ecological (or Environmental), Legislative (or Legal), and Industry Analysis are added.

PEP
Paternalistic, Economic, Participative. The three main motivational styles found in organizations and management.

PRIDE
Personal Responsibility In Delivering Excellence.

RTQ2
Read The Question Twice. A very useful reminder for text-based exams of all sorts, notably multiple choice tests, to help avoid making silly mistakes when the answer is known but given incorrectly due to rushing and misreading the question. (Thanks D Ward)

SMART
Specific, Measurable, Agreed, Realistic, Time-bound. If you're setting a standard, or an objective for yourself, or agreeing an objective with another person, the task or standard must meet these criteria to be effective. Other interpretations of the SMART acronym exist, for example Specific, Measurable, Achievable, Relevant, Time-bound. The version which includes 'agreed' is arguably more powerful because this represents the emotional contract with whomever is expected to meet the objective or standard. The SMARTER version below is more powerful and relevant for the modern world because it includes the essential philosophical aspect. Avoid interpretations that include both Achievable and Realistic because the words effectively mean the same so is a waste of a word.

SMARTER
Specific, Measurable, Agreed, Realistic, Time-bound, Ethical, Recorded. The deluxe version of the SMART acronym, a blueprint for all objectives and responsibilities, especially delegation, for oneself or when agreeing objectives, tasks and projects with others. Traditional interpretations of the SMARTER acronym use 'Exciting' or 'Enjoyable' instead of 'Ethical', but in a delegation context, let's face it, it is not always possible to ensure that all delegated work is 'exciting' for the recipient. Whereas the 'Ethical' aspect is fundamentally important for everything that we do, assuming you subscribe to such philosophy.

SLEPT
Social, Legal, Economic, Political, Technological. 'SLEPT analysis' is a business review method similar to PEST or SWOT for assessing factors enabling or obstructing the business's performance, and typically its development potential.

7S

Skills, Strategy, Structure, Style, Systems, Staff, Shared values. The McKinsey organization's famous 7S model for organizational culture, analysis and development. The idea is that the first six S's combine to form the seventh: 'shared values'

SONTTAP
Say Only Nice Things To All People.
Devised originally for school-children, this acronym touches on a fundamental principle for peace of mind and a happy fulfilled life.

SPIN®
Situation, Problem, Implication, Need. One of the most enduring selling acronyms.

SOSTAC®
Situation analysis, Objectives, Strategy, Tactics, Action, Control. SOSTAC® is a business marketing planning system developed by writer and speaker PR Smith in the 1990s.

SQ3R
Survey, Question, Read, Recall, Review. Impossible to pronounce, but nevertheless a great discipline for the learning-through-reading process. It basically means quickly Survey the whole thing (ie look but not in detail), next note down your Question areas, then Read it in detail, Recall your questions and Review the material you've read.

STEPPPA
Subject, Target, Emotion, Perception, Plan, Pace, Adapt/Act. The STEPPPA acronym represents a coaching (notably life-coaching in a business context) model devised and advocated by expert coach Angus McLeod. T he STEPPPA process entails:

Subject - validate the subject (the issue or matter) for the person being coached (coachee).
Target - validate or help to establish the specific target (or goal) of the coachee - called target identification.
Emotion - ensure emotion is addressed and resolved relating to the coachee, the issue, and the target, which if appropriate should be re-evaluated.
Perception - widen the perception and choice in the mind of the coachee.
Plan - help the coachee establish a clear plan (process with steps, not choices).
Pace - include pace (timescale and milestones) in the plan - (the two elements of plan and pace can be combined, and are sometimes expressed as P2).
Adapt or Act - review plan, adapt if necessary, before committing to act on the plan (equating to action).

SUCCESS
Sense of direction, Understanding, Courage, Charity, Esteem, Self-confidence, Self-acceptance. Qualities featured in the attitudes and thinking of successful personalities.

SUMO
Shut Up Move On.
Now a trademark associated with motivational speaker and author Paul McGee ('The SUMO Guy'), the SUMO acronym is a powerful maxim for a positive successful approach to life and work. SUMO has strong connections with the Transactional Analysis and NLP principles of self-reliance, emotional maturity, and focus on future not blame.

SWOT
Strengths, Weaknesses, Opportunities, Threats. Famous marketing analysis headings acronym, and actually a very useful framework for interpreting and explaining business situations. See the free SWOT analysis template and examples, and free SWOT exercise team building game. See also the PEST acronym. Use either or both in business presentations to impress and convince your audience that you know a bit about marketing.

TED

*Tell me, Explain to me, Describe to m*e.. Selling and communications (specifically questioning) acronym reminding sales people to ask customers open questions, which gather helpful information about the customer's requirements and needs. Open questions typically begin with what, how, which, when, who, why, and the TED phrases, and are used for gather information and building rapport (which is dependent on good listening).

Closed questions, which generally prompt yes or no answers, typically begin with phrases such as: Is it..?, Do you..?, Have you..?, Are they..?, etc., and are used for filtering (determining the relevance or 'fit' of customer/offering) and for closing (for example, 'Would you like to go ahead...?') and for gaining commitment ('Do you the xyz aspect...?') and for clarification ('Do you mean in the next week or the next month...?').

*Sales peopl*e (and many other professional communicators) often use closed questions when they should be using open questions, and so TED is a very useful reminder. The TED questions, which for politeness can be prefaced with the words 'Can you please...' are especially effective when questioning senior capable people who are happy and comfortable to speak at length in giving a long explanation to a very short question. See questioning on the sales training page. See empathy also, for help with listening and building rapport and trust, and for diffusing conflict.

TOTB (thus TOTBoxer and TOTBoxing)
Think Outside The Box/Thinking Outside The Box. A TOTBoxer is a person who thinks outside the box - i.e., very creatively. TOTBoxing is thinking outside the box. Cleverer than a straightforward TOTB acronym, the expression elegantly describes a creative thinker, or the creative act.

WIIFM
What's In It For Me?
The essential element of all successful communications and organizational initiatives, and the principle of persuasion and influence. If there's nothing in it for the other person, they may hear but they won't really listen, and without the WIIFM factor they'll never commit to action.

For business abbrebiations see link below:

http://www.abbreviations.com/acronyms/BUSINESS

MODAL AUXILIARIES

A verb characteristically used with other verbs to express mood or tense.

Modal Verb	Meaning	Expressing	Example
must	to have to	100 % obligation	I must stop when the traffic lights turn red.
	to be very probable	logical conclusion (deduction)	He must be very tired after such enormous work
must not	not to be allowed to	prohibition	You must not smoke in the hospital.
can	to be able to	ability	I can swim
	to be allowed to	permission	Can I use your phone please?
	it is possible	possibility	Smoking can cause cancer!
could	to be able to	ability in the past	When I was younger I could stay up all night and not get tired..
	to be allowed to	more polite permission	Excuse me, could I just say something?
	it is possible	possibility	It could rain tomorrow!
may	to be allowed to	permission	May I use your phone please?
	it is possible, probable	possibility, probability	It may rain tomorrow!
might	to be allowed to	more polite permission	Might I use your phone please?
	it is possible, probable	weak possibility, probability	I might come and visit you in America next year, if I can save enough money.
need	necessary	necessity	Need I say more?
need not	not necessary	lack of necessity/absence of obligation	I need not buy any tomatoes. There are plenty in the fridge.
Should & ought to	used to say or ask what is the correct or best thing to do	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	to suggest an action or to show that it is necessary	advice	You should / ought to revise your lessons

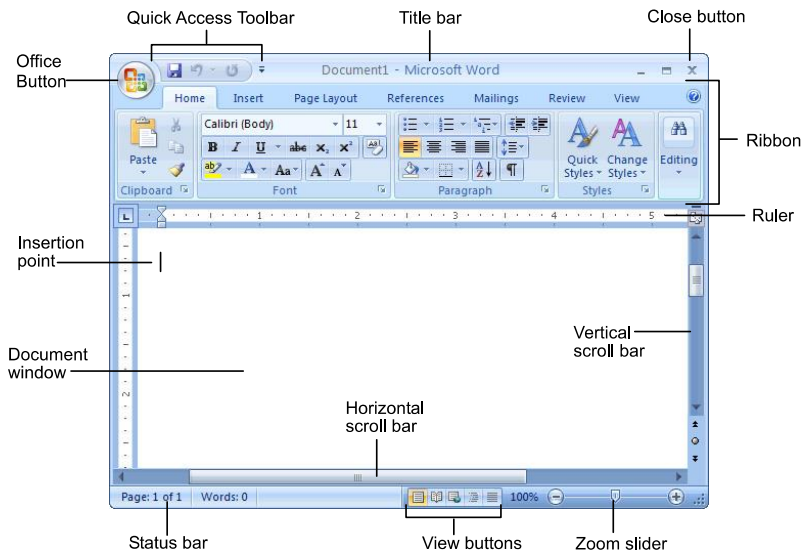|	to be very probable	logical conclusion (deduction)	He should / ought to be very tired after such enormous work
had better	to suggest an action or to show that it is necessary	advice	You 'd better studied for you exam
Shall	Suggest a future 1st person usage	future prediction	I shall regret this for the rest of my life. Shall I go first?
will	Suggest a future prediction and used to ask questions	future prediction	I will graduate next summer. Will you be here tomorrow?
would	To make an offer or for proper questions	offer	Would you like a cup of coffee

MICROSOFT TUTORIALS

Microsoft®
Word 2007 Training
Word Quick Reference Card

CustomGuide
Learn on Demand

Share this Word Cheat Sheet with others or post it on your Website!

Word 2007 Screen

Quick Access Toolbar   Title bar   Close button

Office Button

Ribbon

Ruler

Insertion point

Vertical scroll bar

Document window

Horizontal scroll bar

Status bar   View buttons   Zoom slider

Keyboard Shortcuts

General
Open a Document	**<Ctrl> + <O>**
Create New	**<Ctrl> + <N>**
Save a Document	**<Ctrl> + <S>**
Print a Document	**<Ctrl> + <P>**
Close a Document	**<Ctrl> + <W>**
Help	**<F1>**

Editing
Cut	**<Ctrl> + <X>**
Copy	**<Ctrl> + <C>**
Paste	**<Ctrl> + <V>**
Undo	**<Ctrl> + <Z>**
Redo or Repeat	**<Ctrl> + <Y>**

Formatting
Bold	**<Ctrl> + <B>**
Italics	**<Ctrl> + <I>**
Underline	**<Ctrl> + <U>**
Align Left	**<Ctrl> + <L>**
Center	**<Ctrl> + <E>**
Align Right	**<Ctrl> + <R>**
Justify	**<Ctrl> + <J>**

Navigation and Layout
Up One Screen	**<Page Up>**
Down One Screen	**<Page Down>**
Beginning of Line	**<Home>**
End of Line	**<End>**
Beginning of Document	**<Ctrl> + <Home>**
End of Document	**<Ctrl> + <End>**
Open the Go To dialog box	**<F5>**

Text Selection
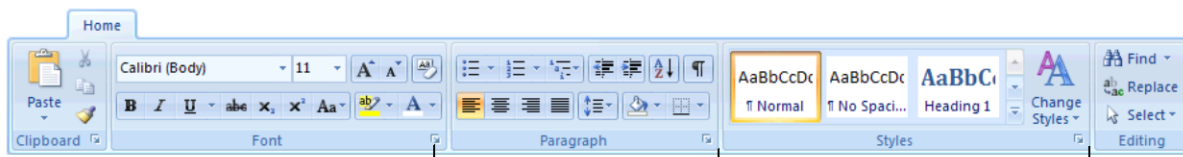| To Select:	Do This:
A Word	Double-click the word
A Sentence	Press and hold **<Ctrl>** and click anywhere in the sentence
A Line	Click in the selection bar next to the line
A Paragraph	Triple-click the paragraph
Everything	**<Ctrl> + <A>**

The Fundamentals

The **Office Button**, located in the upper left-hand corner of the program window, replaces the File menu found in previous versions of Microsoft Word. The Office Button menu contains basic file management commands, including New, Open, Save, Print and Close.

Office Button
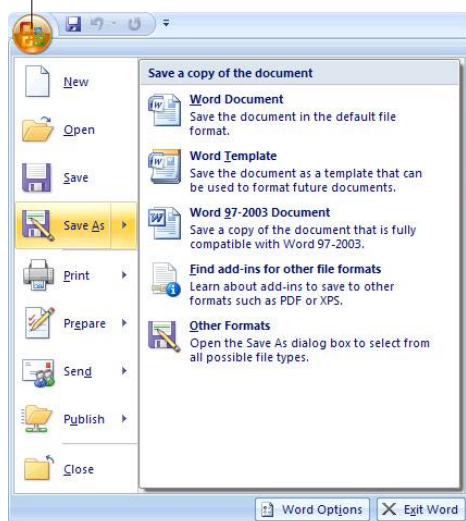
- **To Create a New Document:** Click the **Office Button**, select **New**, and click **Create**, or press **<Ctrl>** + **<N>**.
- **To Open a Document:** Click the **Office Button** and select **Open**, or press **<Ctrl>** + **<O>**.
- **To Save a Document:** Click the **Save button** on the Quick Access Toolbar, or press **<Ctrl>** + **<S>**.
- **To Save a Document with a Different Name:** Click the **Office Button**, select **Save As**, and enter a new name for the document.
- **To Preview a Document:** Click the **Office Button**, point to the **Print** list arrow, and select **Print Preview**.
- **To Print a Document:** Click the **Office Button** and select **Print**, or press **<Ctrl>** + **<P>**.
- **To Undo:** Click the **Undo** button on the Quick Access Toolbar or press **<Ctrl>** + **<Z>**.
- **To Close a Document:** Click the **Close** button or press **<Ctrl>** + **<W>**.
- **To Get Help:** Press **<F1>** to open the Help window. Type your question and press **<Enter>**.
- **To Exit Word:** Click the **Office Button** and click **Exit Word**.

Formatting

Home

Paste | Clipboard

Calibri (Body) | 11 | B I U abe x₂ x² Aa | Font

Paragraph

AaBbCcDc ¶ Normal | AaBbCcDc ¶ No Spaci... | AaBbCc Heading 1 | Change Styles | Styles

Find · | Replace | Select · | Editing

Dialog Box Launcher   Group

- **To Cut or Copy Text:** Select the text you want to cut or copy and click the **Cut** or **Copy** button in the Clipboard group on the Home tab.
- **To Paste Text:** Place the insertion point where you want to paste and click the **Paste** button in the Clipboard group on the Home tab.
- **To Format Selected Text:** Use the commands in the Font group on the Home tab, or click the **Dialog Box Launcher** in the Font group to open the Font dialog box.
- **To Copy Formatting with the Format Painter:** Select the text with the formatting you want to copy and click the **Format Painter** button in the Clipboard group on the Home tab. Then, select the text you want to apply the copied formatting to.
- **To Change Paragraph Alignment:** Select the paragraph(s) and click the appropriate alignment button (**Align Left**, **Center**, **Align Right**, or **Justify**) in the Paragraph group on the Home tab.
- **To Indent a Paragraph:** Click the **Increase Indent** button in the Paragraph group on the Home tab.
- **To Decrease an Indent:** Click the **Decrease Indent** button in the Paragraph group on the Home tab.
- **To Add a Tab Stop:** Click the **Tab alignment** box on the Ruler until you see the type of tab you want to insert. Then, click on the Ruler where you want to insert the tab stop.
- **To Adjust or Remove a Tab Stop:** Click and drag the ⌐ tab stop to the desired position on the Ruler. Click and drag the ⌐ tab stop off the Ruler to remove it.

- **To Change Paragraph Line Spacing:** Click the **Line Spacing** button in the Paragraph group on the Home tab and select an option from the list.
- **To Create a Bulleted or Numbered List:** Select the paragraphs you want to bullet or number and click the **Bullets** or **Numbering** button in the Paragraph group on the Home tab.
- **To Change a Document's Margins:** Click the **Page Layout** tab on the Ribbon, click the **Margins** button in the Page Setup group, and select a setting.
- **To Change Page Orientation:** Click the **Page Layout** tab on the Ribbon, click the **Orientation** button, and select an option from the list.
- **To Insert a Header or Footer:** Click the **Insert** tab on the Ribbon and click the **Header** or **Footer** button in the Header & Footer group.
- **To Insert a Manual Page Break:** Click the **Insert** tab on the Ribbon and click the **Page Break** button in the Page Setup group.
- **To Insert a Section Break:** Click the **Page Layout** tab on the Ribbon, click the **Breaks** button in the Page Setup group, and select the type of break you want to insert.
- **To Correct a Spelling Error:** Right-click the error and select a correction from the contextual menu. Or, press **<F7>** to run the Spell Checker.
- **To Find Text:** Click the **Find** button in the Editing group on the Home tab.
- **To Replace Text:** Click the **Replace** button in the Editing group on the Home tab.
- **To Move Text with the Mouse:** Select the text you want to move, drag the text to a new location, and release the mouse button.

Tables

- **To Insert a Table:** Click the **Insert** tab on the Ribbon, click the **Table** button in the Tables group, and select **Insert Table** from the menu.
- **To Insert a Column or Row:** Click the **Layout** tab under Table Tools and use the commands located in the Rows & Columns group.
- **To Delete a Column or Row:** Select the column or row you want to delete, click the **Layout** tab under Table Tools, click the **Delete** button in the Rows & Columns group, and select an appropriate option from the menu.
- **To Adjust Column Width or Row Height:** Select the column or row you want to adjust, click the **Layout** tab under Table Tools, and use the commands located in the Cell Size group.
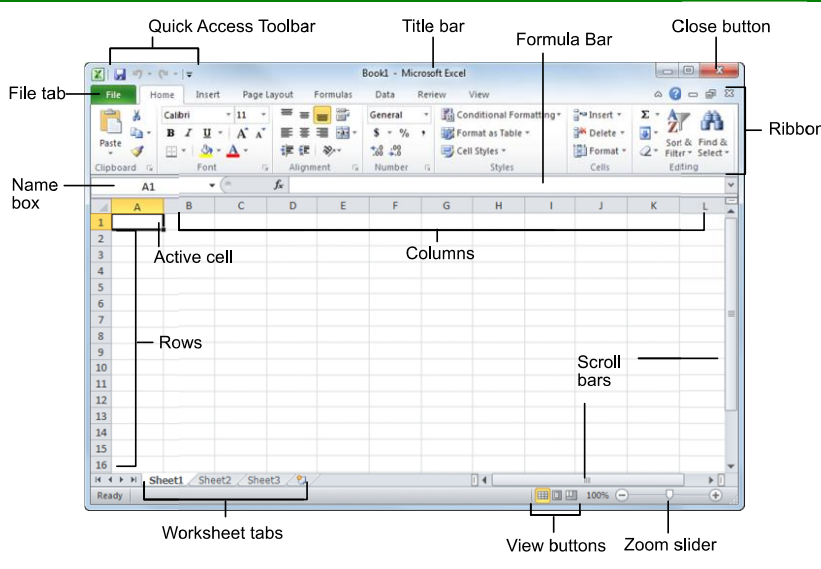
Mail Merge

1. **Select a document type:** Click the **Mailings** tab on the Ribbon, click the **Start Mail Merge** button in the Start Mail Merge group, and select the type of document you want to create.
2. **Connect the document to a data source:** In the Start Mail Merge group on the Mailings tab, click the **Select Recipients** button.
3. **Refine recipients:** In the Start Mail Merge group on the Mailings tab, click the **Edit Recipient List** button.
4. **Insert merge fields:** Position the insertion point where you want to insert the merge field(s) and use the commands found in the Write & Insert Fields group on the Mailings tab.
5. **Preview your letters:** In the Preview Results group on the Mailings tab, click the **Preview Results** button.
6. **Complete the merge:** In the Finish group on the Mailings tab, click the **Finish & Merge** button and select an option from the list.

Drawing and Graphics

- **To Insert a Clip Art Graphic:** Click the **Insert** tab on the Ribbon and click the **Clip Art** button in the Illustrations group. Type the name of what you're looking for in the "Search for" box and click **Go**.
- **To Insert a Picture:** Click the **Insert** tab on the Ribbon and click the **Picture** button in the Illustrations group. Find and select the picture you want to insert and click **Insert**.
- **To Adjust Text Wrapping:** Double-click the object, click the **Text Wrapping** button in the Arrange group, and select an option from the list.
- **To Draw a Shape:** Click the **Insert** tab on the Ribbon, click the **Shapes** button in the Shapes group, and select the shape you want to insert. Then, click where you want to draw the shape and drag until the shape reaches the desired size. Hold down the **<Shift>** key while you drag to draw a perfectly proportioned shape or straight line.
- **To Move an Object:** Click the object and drag it to a new location. Release the mouse button when you're finished.
- **To Resize an Object:** Click the object to select it, click and drag one of its sizing handles (■), and release the mouse button when the object reaches the desired size. Hold down the **<Shift>** key while dragging to maintain the object's proportions while resizing it.
- **To Delete an Object:** Select the object and press the **<Delete>** key.
- **To Format an Object:** Double-click the object and use the commands located on the Format tab.
- **To Insert a WordArt Object:** Click the **Insert** tab on the Ribbon, click the **WordArt** button in the Text group, and select a design from the WordArt Gallery. Enter the text you want WordArt to format and adjust the font type and size, if necessary. Click **OK**.

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Microsoft®
Excel 2010
Quick Reference Card

The Excel 2010 Screen

Quick Access Toolbar · Title bar · Formula Bar · Close button · File tab · Ribbon · Name box · Active cell · Columns · Rows · Scroll bars · Worksheet tabs · View buttons · Zoom slider

Keyboard Shortcuts

General

Open a Workbook	**<Ctrl> + <O>**
Create New	**<Ctrl> + <N>**
Save	**<Ctrl> + <S>**
Preview and Print	**<Ctrl> + <P>**
Close a Workbook	**<Ctrl> + <W>**
Help	**<F1>**
Run Spelling Check	**<F7>**
Calculate worksheets	**<F9>**
Create an absolute, normal, or mixed reference	**<F4>**

Navigation:

Move Between Cells	**<↑>, <↓>, <←>, <→>**
Right One Cell	**<Tab>**
Left One Cell	**<Shift> + <Tab>**
Down One Cell	**<Enter>**
Up One Cell	**<Shift>+<Enter>**
Down One Screen	**<Page Down>**
Up One Screen	**<Page Up>**
To Cell A1	**<Ctrl>+<Home>**
To Last Cell	**<Ctrl> + <End>**
Go To Dialog Box	**<F5>**

Editing

Cut	**<Ctrl> + <X>**
Copy	**<Ctrl> + <C>**
Paste	**<Ctrl> + <V>**
Undo	**<Ctrl> + <Z>**
Redo	**<Ctrl> + <Y>**
Find	**<Ctrl> + <F>**
Replace	**<Ctrl> + <H>**
Select All	**<Ctrl> + <A>**
Edit active cell	**<F2>**
Clear cell contents	**<Delete>**

Formatting

Bold	**<Ctrl> + <B>**
Italics	**<Ctrl> + <I>**
Underline	**<Ctrl> + <U>**
Open Format Cells Dialog Box	**<Ctrl> + <Shift> + <F>**
Select All	**<Ctrl> + <A>**
Select entire row	**<Shift>+<Space>**
Select entire column	**<Ctrl>+<Space>**
Hide selected rows	**<Ctrl> + <9>**
Hide selected columns	**<Ctrl> + <0>**

The Fundamentals

The **File** tab menu and Backstage view contain commands for working with a program's files, such as Open, Save, Close, New, and Print.
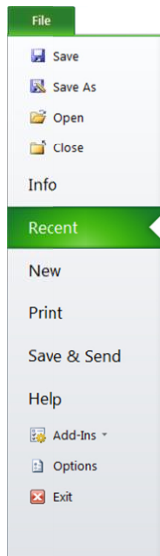
- **To Create a New Workbook:** Click the **File** tab and select **New**, and click **Create**, or press **<Ctrl>** + **<N>**.
- **To Open a Workbook:** Click the **File** tab and select **Open**, or press **<Ctrl>** + **<O>**.
- **To Save a Workbook:** Click the **Save** button on the Quick Access Toolbar, or press **<Ctrl>** + **<S>**.
- **To Preview and Print a Workbook:** Click the **File** tab and select **Print**, or press **<Ctrl>** + **<P>**.
- **To Undo:** Click the Undo button on the Quick Access Toolbar, or press **<Ctrl>** + **<Z>**.
- **To Redo or Repeat:** Click the Redo button on the Quick Access Toolbar, or press **<Ctrl>** + **<Y>**. The last command is repeated if Undo was not previously used.
- **To Close a Workbook:** Click the Close button, or press **<Ctrl>** + **<W>**.
- **To Get Help:** Press **<F1>** to open the Help window. Type your question and press **<Enter>**.

- **Cell addresses:** Cells are referenced by addresses made from their column letter and row number, such as cell A1, A2, B1, B2, etc. You can find the address of a cell by looking at the Name Box.
- **To Select a Cell:** Click a cell or use the keyboard arrow keys to select it.
- **To Select a Cell Range:** Click and drag to select a range of cells. Or, press and hold down the **<Shift>** key while using the **<arrow keys>** to move the mouse pointer to the last cell of the range.
- **To Select an Entire Worksheet:** Click the **Select All** button where column and row headings meet. Or, press **<Ctrl>** + **<A>**.
- **To Minimize the Ribbon:** Click the **Minimize Ribbon** button on the Ribbon. Or, press **<Ctrl>** + **<F1>**. Or, right-click a **tab** and select **Minimize Ribbon** from the contextual menu.
- **To Change Program Settings:** Click the **File** tab and select **Options**.
- **To Use Zoom:** Click and drag the zoom slider to the left or right. Or, click the **Zoom Out** and **Zoom In** buttons on the slider.
- **To Change Views:** Click a **View** button in the status bar. Or, click the **View** tab and select a view.

Editing

- **To Edit a Cell's Contents:** Select the cell and click the **Formula Bar**, or double-click the cell. Edit the cell contents and press **<Enter>**.
- **To Clear a Cell's Contents:** Select the cell(s) and press the **<Delete>** key.
- **To Cut or Copy Data:** Select cell(s) and click the **Cut** or **Copy** button in the Clipboard group on the Home tab.
- **To Paste Data:** Place the insertion point where you want to paste and click the **Paste** button in the Clipboard group on the Home tab.
- **To Preview an Item Before Pasting**: Place the insertion point where you want to paste, click the **Paste** button list arrow in the Clipboard group on the Home tab, and select a preview option to view the item.
- **To Paste Special:** Select the destination cell(s), click the **Paste** button list arrow in the Clipboard group on the Home tab, and select **Paste Special**. Select an option and click **OK**.
- **To Copy Using Auto Fill:** Point to the fill handle at the bottom-right corner of the selected cell(s), then drag to the destination cell(s).
- **To Complete a Series Using AutoFill:** Select the cells that define the series. Click and drag the fill handle to complete the series.
- **To Move or Copy Cells Using Drag and Drop:** Select the cell(s) you want to move or copy, position the pointer over any border of the selected cell(s), then drag to the destination cells. To copy, hold down **<Ctrl>** key while dragging.
- **To Insert a Column or Row:** Right-click to the right of the column, or below the row you want to insert. Select **Insert** from the contextual menu, or click the **Insert** button in the Cells group on the Home tab.
- **To Delete a Column or Row:** Select the row or column heading(s). Right-click and select **Delete** from the contextual menu, or click the **Delete** button in the Cells group on the Home tab.
- **To Insert a Comment:** Select the cell where you want to insert a comment and click the **Review** tab on the Ribbon. Click the **New Comment** button in the Comments group. Type a comment and click outside the comment box.

Formulas and Functions

- **To Total a Cell Range:** Click the cell where you want to insert the total and click the **Sum** button in the Editing group on the Home tab. Verify the selected cell range and click the **Sum** button again.
- **To Enter a Formula:** Select the cell where you want to insert the formula. Type **=** and enter the formula using values, cell references, operators, and functions. Press **<Enter>** when you're finished.
- **To Insert a Function:** Select the cell where you want to enter the function and click the **Insert Function** button on the Formula Bar.
- **To Reference a Cell in a Formula:** Type the cell reference (for example, B5) in the formula or click the cell you want to reference.
- **To Create an Absolute Cell Reference:** Precede the cell references with a $ sign or press **<F4>** after selecting cell(s) to make it absolute.
- **To Use Several Operators or Cell Ranges:** Enclose the part of a formula you want to calculate first in parentheses.

Charts

- **To Create a Chart:** Select the cell range that contains the data you want to chart and click the **Insert** tab on the Ribbon. Click a chart type button in the Charts group and select the chart you want to use from the list.
- **To Insert a Sparkline:** Select the cell range that contains the data you want to chart and click the **Insert** tab on the Ribbon. Select the sparkline you want to insert from the Sparkline group. Select the cell or cell range where you want to add the sparkline and click **OK**.
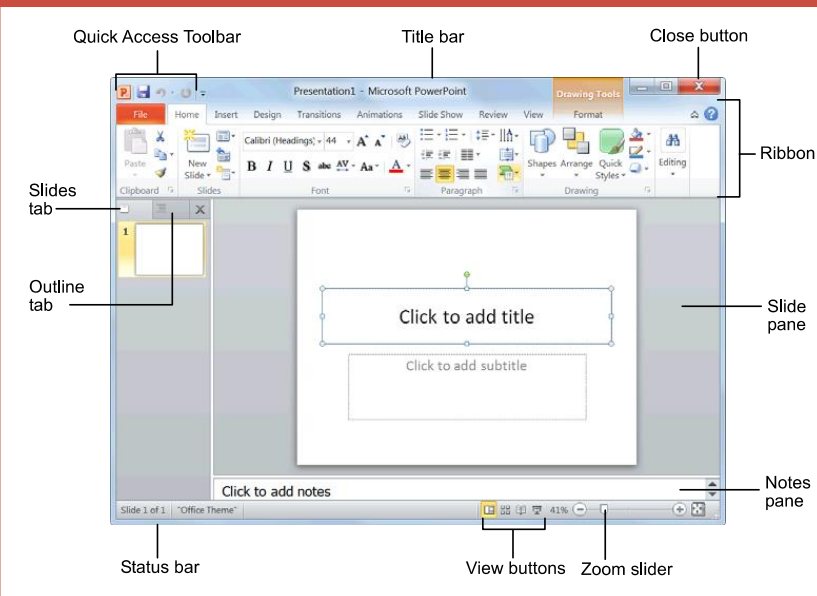
Formatting

- **To Format Text:** Use the commands in the Font group on the Home tab, or click the **Dialog Box Launcher** in the Font group to open the Format Cells dialog box.
- **To Format Values:** Use the commands in the Number group on the Home tab, or click the **Dialog Box Launcher** in the Number group to open the Format Cells dialog box.
- **To Copy Formatting with the Format Painter:** Select the cell(s) with the formatting you want to copy and click the **Format Painter** button in the Clipboard group on the Home tab. Then, select the cell(s) you want to apply the copied formatting to.
- **To Apply a Cell Style:** Select the cell(s) you want to apply a cell style to. Click the **Cell Styles** button in the Styles group of the Home tab on the Ribbon and select a style from the gallery.
- **To Format a Cell Range as a Table:** Select the cells you want to apply table formatting to. Click the **Format as Table** button in the Styles group of the Home tab on the Ribbon and select a table format from the gallery.
- **To Apply a Document Theme:** Click the **Page Layout** tab on the Ribbon, click the **Themes** button in the Themes group, and select a theme from the gallery.
- **To Apply Conditional Formatting:** Select the cells to which you want to apply conditional formatting. Click the **Conditional Formatting** button in the Styles group of the Home tab. Select the formatting scheme you wish to use, then set the conditions in the dialog box.
- **To Adjust Column Width or Row Height:** Drag the right border of the column header, or the bottom border of the row header. Double-click the border to AutoFit the column or row according to its contents.

Workbook Management

- **To Insert a New Worksheet:** Click the **Insert Worksheet** tab next to the sheet tabs at the bottom of the program screen. Or, press **<Shift>** + **<F11>**.
- **To Delete a Worksheet:** Select the sheet want to delete, click the **Delete** button in the Cells group on the Home tab, and select **Delete Sheet**. Or, right-click the sheet tab and select **Delete** from the contextual menu.
- **To Rename a Worksheet:** Double-click the sheet tab, enter a new name for the worksheet, and press **<Enter>**.
- **To Change a Worksheet's Tab Color:** Right-click the sheet tab, select **Tab Color**, and choose the color you want to apply.
- **To Move or Copy a Worksheet:** Click and drag a tab to move a worksheet. Hold down the **<Ctrl>** key while clicking and dragging to copy the worksheet.
- **To Split a Window:** Drag either the vertical or horizontal split bar (located near the scroll bars) onto the worksheet.
- **To Freeze Panes:** Place the cell pointer where you want to freeze the window, click the **View** tab on the Ribbon, click the **Freeze Panes** button in the Window group, and select an option from the list.
- **To Select a Print Area:** Select the cell range you want to print, click the **Page Layout** tab on the Ribbon, click the **Print Area** button in the Page Setup group, and select **Set Print Area**.
- **To Adjust Page Margins, Orientation, Size, and Breaks:** Click the **Page Layout** tab on the Ribbon and use the commands in the Page Setup group, or click the **Dialog Box Launcher** in the Page Setup group to open the Page Setup dialog box.
- **To Protect or Share a Workbook:** Click the **Review** tab on the Ribbon and use the commands in the Changes group.
- **To Recover Autosaved Versions:** Click the **File** tab on the Ribbon and select **Info**. Select an autosaved version from the Versions list. Or, click the **Manage Versions** button and select **Recover Draft Versions**.

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PowerPoint 2010 Screen

Quick Access Toolbar · Title bar · Close button · Ribbon · Slides tab · Outline tab · Slide pane · Notes pane · Status bar · View buttons · Zoom slider

Keyboard Shortcuts

General

Open a Presentation	**<Ctrl> + <O>**
Create New	**<Ctrl> + <N>**
Save a Presentation	**<Ctrl> + <S>**
Print a Presentation	**<Ctrl> + <P>**
Close a Presentation	**<Ctrl> + <W>**
Insert a New Slide	**<Ctrl> + <M>**
Help	**<F1>**

Editing

Cut	**<Ctrl> + <X>**
Copy	**<Ctrl> + <C>**
Paste	**<Ctrl> + <V>**
Undo	**<Ctrl> + <Z>**
Redo or Repeat	**<Ctrl> + <Y>**
Find	**<Ctrl> + <F>**
Replace	**<Ctrl> + <H>**
Select All	**<Ctrl> + <A>**

Navigation—Go To:

The Next Slide	**<Spacebar>**
The Previous Slide	**<Backspace>**

Slide Show Delivery

Begin Slide Show	**<F5>**
Resume Slide Show	**<Shift> + <F5>**
End Slide Show	**<Esc>**
Jump to Slide	**<Slide #> + <Enter>**
Toggle Screen Black	**<B>**
Toggle Screen White	**<W>**
Pause Show	**<S>**
Show/Hide Pointer	**<A>**
Change Arrow to Pen	**<Ctrl> + <P>**
Change Pen to Arrow	**<Ctrl> + <A>**
Erase Doodles	**<E>**

Formatting
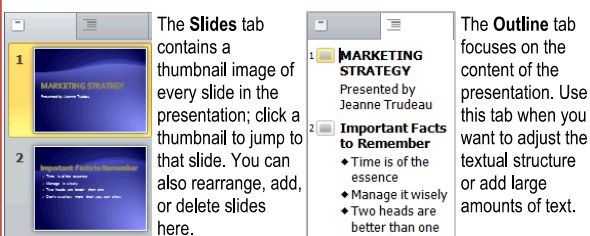
Bold	**<Ctrl> + <B>**
Italics	**<Ctrl> + <I>**
Align Left	**<Ctrl> + <L>**
Center	**<Ctrl> + <E>**
Justify	**<Ctrl> + <J>**

The Fundamentals

- The **File** tab menu and Backstage view contain commands for working with a program's files, including New, Open, Save, Print and Close.
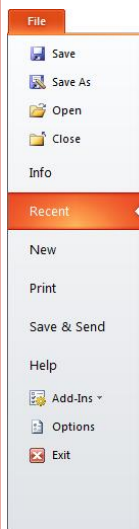
- **To Create a New Presentation:** Click the **File** tab, click **New**, and click **Create**. Or, press **<Ctrl>** + **<N>**.
- **To Open a Presentation:** Click the **File** tab and click **Open**, or press **<Ctrl>** + **<O>**.
- **To Save a Presentation:** Click the 💾 **Save** button on the Quick Access Toolbar, or press **<Ctrl>** + **<S>**.
- **To Save a Presentation with a Different Name:** Click the **File** tab, click **Save As**, enter a new name for the presentation, and click **Save**.
- **To Preview and Print a Presentation:** Click the **File** tab and click **Print**, or press **<Ctrl>** + **<P>**.
- **To Close a Presentation:** Click the **File** tab and click **Close**, or press **<Ctrl>** + **<W>**.
- **To Get Help:** Press **<F1>** to open the Help window. Type your question and press **<Enter>**.
- **To Exit PowerPoint:** Click the **File** tab and click **Exit**.

Slides

- **To Insert a New Slide:** Click the **Home** tab and click **New Slide** in the Slides group, or press **<Ctrl>** + **<M>**.
- **To Change the Slide Layout:** Click the **Home** tab, click the **Layout** button in the Slides group, and select a layout.
- **To Return a Slide to its Default Settings:** Click the **Home** tab and click the **Reset** button in the Slides group.
- **To Apply a Document Theme:** Click the **Design** tab on the Ribbon, click the ⌄ **More** button in the Themes group, and select a theme from the gallery.
- **To Change the Slide Background:** Click the **Design** tab on the Ribbon, click the **Background Styles** button in the Background group, and select a background.
- **To View the Slide Master:** Click the **View** tab on the Ribbon, click the **Slide Master** button in the Master Views group, and click the **Slide Master** or the appropriate **Layout Master** in the Outline pane.
- **To Insert a Header or Footer:** Click the **Insert** tab on the Ribbon and click the **Header & Footer** button in the Text group. Select the option(s) that you want and click **Apply** or **Apply to All**.
- **To Add a Section:** Click the **Home** tab on the Ribbon, click the **Section** button in the Slides group, and click **Add Section**.

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Formatting

- **To Cut or Copy Text:** Select the text you want to cut or copy and click the ✂ **Cut** or 📋 **Copy** button in the Clipboard group on the Home tab.
- **To Paste Text:** Place the insertion point where you want to paste and click the 📋 **Paste** button in the Clipboard group on the Home tab.
- **To Format Selected Text:** Use the commands in the Font group on the Home tab, or click the **Dialog Box Launcher** in the Font group to open the Font dialog box.
- **To Copy Formatting with the Format Painter:** Select the text with the formatting you want to copy and click the 🖌 **Format Painter** button in the Clipboard group on the Home tab. Then, select the text you want to apply the copied formatting to.
- **To Change Paragraph Alignment:** Select the paragraph(s) and click the appropriate alignment button (**Align Left**, **Center**, **Align Right**, or **Justify**) in the Paragraph group on the Home tab.
- **To Create a Bulleted or Numbered List:** Select the paragraphs you want to bullet or number and click the **Bullets** or **Numbering** button in the Paragraph group on the Home tab.
- **To Change Paragraph Line Spacing:** Select the paragraph(s), click the **Line Spacing** button in the Paragraph group on the Home tab, and select an option from the list.
- **To Correct a Spelling Error:** Right-click the error and select a correction from the contextual menu. Or, press **<F7>** to run the Spell Checker.
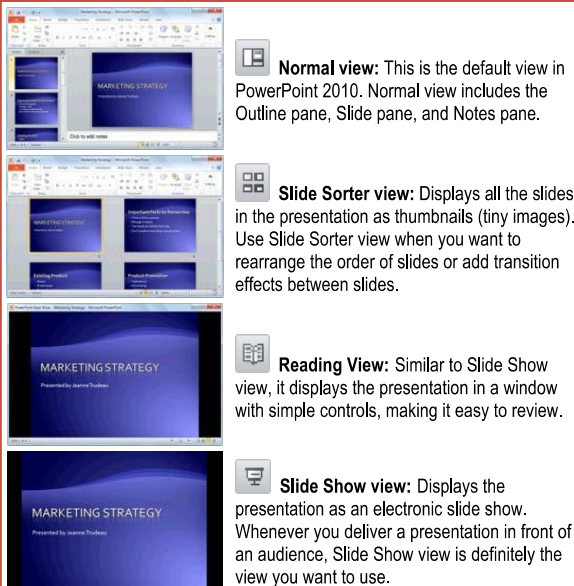
The Outline Pane

The **Slides** tab contains a thumbnail image of every slide in the presentation; click a thumbnail to jump to that slide. You can also rearrange, add, or delete slides here.

The **Outline** tab focuses on the content of the presentation. Use this tab when you want to adjust the textual structure or add large amounts of text.

Views

Normal view: This is the default view in PowerPoint 2010. Normal view includes the Outline pane, Slide pane, and Notes pane.

Slide Sorter view: Displays all the slides in the presentation as thumbnails (tiny images). Use Slide Sorter view when you want to rearrange the order of slides or add transition effects between slides.

Reading View: Similar to Slide Show view, it displays the presentation in a window with simple controls, making it easy to review.

Slide Show view: Displays the presentation as an electronic slide show. Whenever you deliver a presentation in front of an audience, Slide Show view is definitely the view you want to use.

Images, Multimedia, and Objects

- **To Insert a Picture:** Click the **Insert** tab on the Ribbon and click the **Picture** button in the Illustrations group. Find the picture you want to insert and click **Insert**.
- **To Insert a Clip Art Graphic:** Click the **Insert** tab on the Ribbon and click the **Clip Art** button in the Images group. Type the name of what you're looking for in the "Search for" box and click **Go**.
- **To Insert a Video file:** Click the **Insert** tab on the Ribbon and click the **Video** button in the Media group. Find the video you want to insert and click **Insert**.
- **To Insert a Video from the Web:** Click the **Insert** tab on the Ribbon, click the **Video** button list arrow in the Media group, and select **Video from Web Site**. Paste the video's **Embed** code into the Insert Video from Web Site dialog box and click **Insert**.
- **To Insert an Audio clip:** Click the **Insert** tab on the Ribbon, click the **Audio** button list arrow in the Media group, and select **Audio from File**. Find the audio clip that you want to insert and click **Insert**.
- **To Draw a Shape:** Click the **Insert** tab on the Ribbon, click the **Shapes** button in the Shapes group, and select the shape you want to insert. Then, click where you want to draw the shape and drag until the shape reaches the desired size. Hold down the **<Shift>** key while you drag to draw a perfectly proportioned shape or straight line.
- **To Insert SmartArt:** Click the **Insert** tab on the Ribbon and click the **SmartArt** button in the Illustrations group. Select the SmartArt you want to insert and click **OK**.
- **To Format an Object:** Double-click the object and use the commands located on the Format tab.
- **To Move an Object:** Click the object and drag it to a new location. Release the mouse button when you're finished.
- **To Resize an Object:** Click the object to select it, click and drag one of its sizing handles (○), and release the mouse button when the object reaches the desired size. Hold down the **<Shift>** key while dragging to maintain the object's proportions while resizing it.
- **To Delete an Object:** Select the object and press the **<Delete>** key.

Transitions and Animation Effects

- **To Add a Slide Transition:** Navigate to the slide you want to add a transition to. Click the **Transitions** tab on the Ribbon, click the **More** button in the Transition to This Slide group, and select a transition effect.
- **To Add an Animation Effect to an Object:** Select the object that you want to animate, click the **Animations** tab on the Ribbon. Click the **More** button in the Animation group, and select an animation effect.
- **To Copy Animation Effects from One Object to Another:** Select the object with the animation effect you want to copy, click the **Animations** tab on the Ribbon, and click the **Animation Painter** button in the Advanced Animation group. Then, click the object you want to apply the copied animation effect to.

Slide Show Delivery

- **To Present a Slide Show:** Click the **Slide Show** button on the status bar, or press **<F5>**.
- **To Use the Laser Pointer:** In Slide Show view, press and hold down the **<Ctrl>** key while clicking and holding the **left mouse button**.
- **To Use the Pen:** In Slide Show view, press **<Ctrl>** + **<P>** and then draw on the screen. Press **<Ctrl>** + **<A>** to switch back to the arrow pointer. Press **<E>** to erase your doodles.
- **To Advance to the Next Slide:** Press **<Spacebar>**. Or, click the **left mouse button**.
- **To Go Back to the Previous Slide:** Press **<Backspace>** or **<Page Up>**.
- **To Add Slide Timings:** Click the **Slide Show** tab on the Ribbon and click the **Rehearse Timings** button in the Set Up group. Navigate through the presentation, pausing on each slide for the amount of time you wish to display it during your show. Click **Yes** to save your timings.
- **To End a Slide Show:** Press **<Esc>**.

Tips for Effective Presentations

Presentations are mostly practiced by students and professionals, and they are a great way to convey ideas as well as educate and convince people. Giving a presentation is not an easy task; it requires substantial research, organization, public speaking skills, and self-confidence. A good presenter has the ability to engage his or her listeners from beginning to end and compel them to take action. Those who wish to learn presentation skills can get training from expert presenters through classes or courses, or they can follow presentation tips that are available on the Internet. Here are some great tips and tricks for effective presentations, as well as links to related websites.

Here are three of our blog posts for presenters.

Public Speaking

Presentation Exercises

Two Minutes

Organizing Your Presentation

Choose an appropriate presentation structure: topical, chronological, classification by categories, problem and solution, or cause and effect.

Divide the body of your presentation into three to five main points.

The conclusion should include a summary of the main points of the presentation and leave the audience with something that is worth remembering and pondering.

Include questions in your presentation, which should be asked once every 10 minutes to engage the audience.

The final slide should contain a message thanking the audience, your contact details, and information about the availability of speaker notes, materials, and feedback tools.

Public Speaking Tips

Avoid slang and jargon.

Use anecdotes and practical examples to make complicated concepts more comprehensible.

Speak in varying tones and pitches to give emphasis to certain words and ideas.

Deliver your speech slowly and clearly.

Make sure that the people sitting at the back of the hall can hear you clearly, but do not speak so loud that it appears as if you are shouting.

Maintain an upright but relaxed posture while you are speaking, and do not lean forward or backward.

Leave your arms on the podium or by your sides when you are not using them to make gestures.

When gesturing, make sure that it is natural and spontaneous.

Maintain eye contact with the audience.

Wear clothes with simple cuts and neutral tones, and make sure that they are comfortable.

Presentation Design

Do not overload slides with a lot of text.

Use the PowerPoint Notes to remind yourself what to say when a certain slide is being shown.

Prepare a Table of Contents slide with the "Summary Slide" feature.

Include a slide that shows your company logo.

Arrange slides according to topics.

Try to make the length of text lines similar throughout the slide.

Recommended font for slide title is San Serif, and font size should be 44.

Font size for subtitles should be 28 to 34, with bold font.

Use dark font over light background and light font over dark background to enhance clarity.

Use graphics only when appropriate.

You can press "W" or "B" to clear the screen temporarily during your presentation, and resume the presentation by pressing "Enter".

Charts, Facts, and Statistics

Use as few numbers as possible during your presentation, preferably, no more than 12 numbers, because they can cause confusion.

Try not to use more than one number in a sentence.

Round numbers up to the nearest whole number.

If you are showing sales statistics, you should concentrate on one market throughout your presentation.

Use a smaller font to cite sources for statistics.

Label all your charts clearly.

Use elements from drawing toolbar to create more attractive charts.

Numbers in charts can be difficult to view and understand.

Try to find ways other than columns and rows to present your data.

Take note that PowerPoint automatically deletes portions of charts imported from Excel, leaving only about 5 inches on the left.

Resources: **https://www.accuconference.com/resources/effective-presentations.html**

Create Better Presentations: Tips for creating better presentations from Microsoft.

Presentation Tips and Tricks: Follow these tips to make your presentation a big success.

How to Make Presentations: A comprehensive lesson on how to create and deliver the best presentations.

Giving Excellent Presentations: Document that contains tips for using various presentation visual aids.

Organizing Presentation: Make the right preparations for you presentation with these great tips.

Making Oral Presentations: Learn how to make oral presentations from this website.

Oral Presentation Tips: Things to consider before making an oral presentation.

Academic Presentations: Guidelines for delivering good presentations in school.

Emergent Manager Presentation Skills: Helpful presentation tips for emergent managers.

Designing Presentation Visuals: Excellent advice on how to design presentation visuals.

Presenting with PowerPoint: Valuable suggestions for PowerPoint presentation.

PowerPoint Presentation Advice: A collection of tips and tricks for making PowerPoint presentations.

Presentation Anxiety: Find out how you can overcome presentation anxiety.