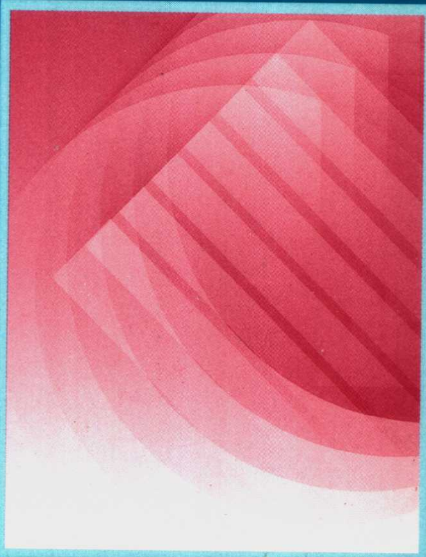
Transparency Masters for

The Gregg Reference Manual

Eighth Edition



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TRANSPARENCY MASTERS FOR

THE GREGG REFERENCE MANUAL

EIGHTH EDITION

WILLIAM A. SABIN

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I want to express a deep sense of gratitude to Judy Sanchez (of the Leary Technical Center in Tampa, Florida), for helping me plan the transparencies, and to Nina Watson, for helping me create a set of strategies for the effective use of these transparencies in the classroom.

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Transparency Masters for
The Gregg Reference Manual, Eighth Edition

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Strategies for Using Transparencies With *The Gregg Reference Manual* and the *Worksheets*

Transparencies H-1 to H-6. Use these transparencies to introduce (or reteach) *how to look things up* in *The Gregg Reference Manual.* These transparencies use a problem-and-solution approach to explain how to look things up.

Display Transparencies H-1 and H-2 to emphasize using *the index* of *The Gregg Reference Manual.* After you have led your students through Transparency H-1, have them consult ¶103 to determine that a question mark is the right punctuation for this sentence. In the same way, have them consult pages 257–258 to determine that *among* is the right word to use in the example depicted on Transparency H-2.

Display Transparency H-3 to present *consulting lists of topics* in *The Gregg Reference Manual* for solutions to problems. Obscure ¶328 at the bottom of the transparency until your students have determined for themselves that *federal* is the correct form.

Display Transparencies H-4 and H-5 to present *playing the numbers.* For the first problem, ask your students to consult ¶¶421–422 to determine that *Forty* is the correct form. For the second problem, ask your students to explain why ¶¶429–431 and 535–538 are irrelevant. Then ask them to consult ¶620 to determine that *lb* is the correct plural form.

Display Transparency H-6 to present *looking for specific words.* When discussing the index entries under *Comma,* point out grammatical terms they may not understand (for example, *transitional expressions*). Ask them to consult Appendix A to find the definition of such terms.

Transparencies 1-1 to 1-11. Use these transparencies to introduce (or reteach) the basic rules for the *major punctuation marks.*

Display Transparencies 1-1 and 1-2 to introduce (or reteach) the three marks of *terminal punctuation* (the period, the question mark, and the exclamation point). Display Transparency 1-1 to discuss ¶¶101, 110, 104, 119, and 103. Note that the first example of ¶101 makes a statement about the writer's views, even though it begins with the words *I question.* Use the second example to point out when a sentence ends with an abbreviation, the period that marks the end of the abbreviation also serves to mark the end of the statement. In the examples of direct and indirect questions for ¶110 and ¶104, point out the difference in word order. In a direct question, the verb typically precedes the subject; in this case, *is* precedes the subject *policy.* In an indirect question, the verb follows the subject; in this case, *is* follows *policy.* In the example for ¶119, an exclamation expresses strong feeling and requires an exclamation point. In the final pair of examples for ¶103, point out that both make polite requests. However, the first example asks someone a favor and requires that person to give a yes-or-no response. The second example does not call for a yes-or-no answer; it requires someone to take action (in this case, letting someone know whether you are planning to attend the seminar or not). Finally, note that a period, a question mark, or an exclamation point at the end of a sentence is followed by 2 spaces before the start of the next sentence.

Display Transparency 1-2 to introduce (or reteach) ¶¶102, 111, 119, and 107. In the examples for ¶¶102, 111, and 119, underlining is used to highlight the elliptical expressions. Ask students to explain why a period, a question mark, or an exclamation point is used in each case. In the first example for ¶107, point out that the three numbered elements are needed to complete the introductory statement, whereas in the second example of a displayed list the introductory statement is complete by itself. Also note that numbers (or letters) used to enumerate the displayed elements are followed by a period and 2 spaces, whereas bullets are simply followed by 2 spaces.

Display Transparencies 1-3 and 1-4 to introduce (or reteach) ¶122, the basic rule for using *commas that set off nonessential expressions,* and to present examples of various types of nonessential expressions.

Display Transparencies 1-5 and 1-6 to introduce (or reteach) ¶¶123–124, the basic rules for using *commas that separate elements within a sentence* to clarify their relationship to one another. Discuss the examples that require a comma to separate elements within a sentence.

Display Transparency 1-7 to introduce (or reteach) ¶¶126–132, the basic rules for using *commas within a sentence.*

Display Transparency 1-8 to introduce (or reteach) ¶¶176 and 178, the basic rules for using the *semicolon.* Explain that a period may be preferable to a semicolon when the independent clauses are long and would make an extremely long sentence. Also explain that a period is preferable when the clauses are not closely related. (See ¶176b for an example.) Also point out that a comma follows the transitional expression when it introduces the second independent clause.

Display Transparency 1-9 to introduce (or reteach) ¶187, the basic rule for using the *colon.* If your students have difficulty grasping when to use a colon or a semicolon in sentences like those provided on this transparency, encourage them to take the sure way out and treat the clauses as independent sentences.

Display Transparencies 1-10 and 1-11 to introduce (or reteach) ¶¶181 and 182, the basic rules for using a *semicolon or a colon with transitional expressions.* Here again, point out that a comma follows these transitional expressions when they introduce the second clause in the sentence.

TRANSPARENCIES 2-1 TO 2-5. Use these transparencies to introduce (or reteach) the basic rules for *other marks of punctuation.*

Display Transparency 2-1 to introduce (or reteach) ¶¶183, 201, and 219, the basic rules for using *dashes, parentheses, and commas to set off expressions introduced by* for example, namely, *and* that is.

Display Transparencies 2-2, 2-3, and 2-4 to introduce (or reteach) the basic rules for using *quotation marks.* Display Transparency 2-2 and the example for ¶227 to point out that when a quoted statement falls at the end of a larger statement, the period goes *inside* the closing quotation mark. Also note that a comma typically separates the introductory words from the quoted material that follows. Use the example for ¶253 to explain that when a quoted statement falls at the beginning of a sentence, the period that normally ends a statement is in this case replaced by a comma. Then use the example of ¶254 to highlight the difference when a quoted question falls at the beginning of a statement. In this case the quoted question retains the question mark.

Display Transparency 2-3 to explain that when a quotation falls at the end of a sentence, a period always goes inside the closing quotation mark.

Display Transparency 2-4 to explain that the placement of a question mark depends on whether the quotation is a question embedded in a statement or a statement embedded in a question. When the quoted material is a question at the end of a statement, the question mark goes *inside.* If the quoted material is a statement at the end of a question, the question mark goes *outside.* If students should ask what happens when a quoted question falls at the end of a question, explain that the question mark in that case would fall *inside* and refer the students to ¶257.

Display Transparency 2-5 to introduce (or reteach) the basic rules for using *quotation marks, italics, and underlining.* Refer students to ¶287 in the manual for a list of the most commonly used foreign expressions that are now considered part of the English language. If students ask what the term *macro* means (in the example for ¶285), refer them first to the glossary in Appendix B for the definition and then to the index so that they can see how the word is used in context within the manual.

TRANSPARENCIES 3-1 TO 3-4. Use these transparencies to introduce (or reteach) the basic rules for *capitalization.*

Display Transparency 3-1 to explain the *function of capitalization*—namely, to give distinction, importance, and emphasis to words (see the introduction to Section 3). That is why the first word of a sentence is capitalized: to indicate distinctively and emphatically that a new sentence has begun.

Display Transparency 3-2 to introduce (or reteach) ¶303, the basic rule for *capitalization of proper nouns.* Note that here again these terms are capitalized to convey the special importance and distinction of the persons, places, and things that they refer to. Point out that the term *federal government* is not typically capitalized except by federal employees, who as insiders would assign the term a special significance that outsiders would not. Make use of the insider-outsider concept to explain why the rules of capitalization vary from one style manual to another. The differences arise because the authors of these manuals assign or withhold importance, emphasis, and distinction depending on where they stand in relation to the thing being named.

Display Transparency 3-3 to introduce (or reteach) ¶¶307–309, the basic rules for *capitalization of common nouns.* To help your students grasp the difference between proper and common nouns, you might explain that the expression *the White House* (the home of the U.S. President) is capitalized to indicate its special importance and to distinguish it from *the white house next door* or *any white house.* You might also warn your students about the Tarzan Syndrome, the tendency to capitalize words that do not deserve this special distinction or emphasis. Explain that when Jane gave birth to a son, she told Tarzan that they were now the parents of a *boy* (using a common noun). Tarzan, misunderstanding, thought she was giving a formal name to the child and thereafter called him *Boy.* Urge your students to be more like Jane and less like Tarzan.

You might also point out that short forms such as *company* and *university* are capitalized in formal or legal writing when the short form is intended to evoke the full authority of the full official name.

Display Transparency 3-4 to introduce (or reteach) the basic rules for *capitalization of titles.* Explain that the titles of local officials (such as *mayor*) are often capitalized in internal documents and even in the local newspaper, because within that limited context *the Mayor* is viewed as a very important person. Similarly, the titles of company officials are often capitalized in internal documents because of the importance that these people have within their organization. By the same token, organizational terms such as *the board of directors* or *the advertising department* are usually capitalized in internal documents because of the importance they have from an insider's perspective; they would be lowercased when viewed from an outsider's perspective.

Transparencies 4-1 to 4-3. Use these transparencies to introduce (or reteach) the basic rules for *expressing numbers.* Explain that two sets of basic rules are in wide use: the *figure style* (which uses figures for most numbers above 10) and the *word style* (which uses figures for most numbers above 100). Students need to be familiar with both styles and be prepared to use each appropriately as the situation demands.

Display Transparencies 4-1 and 4-2 to introduce (or reteach) the *figure style of numbers.* Stress that the figure style is most commonly used in business documents and technical material. In this kind of writing, most numbers represent significant quantities or measurements that need to stand out for emphasis or quick comprehension. If students inquire why the numbers *1* through *10* are expressed in figures in ¶401 (see Transparency 4-2), refer them to ¶401a in the manual and explain that these numbers should be expressed in figures when they need to stand out for quick comprehension.

Display Transparency 4-2 for additional rules and examples for the figure style. The examples that illustrate the treatment of numbers in dates can also be used to illustrate the use of commas in dates. Use the example *from $4.95 to $9* to point out that it is not necessary to add a decimal point and two zeros to *$9* except in a column of figures. Use the concluding examples to explain that numbers used in *technical* references to age, periods of time, and measurements are expressed in figures even when they are below 11, whereas numbers used in *nontechnical* references to these elements are expressed in words even when they are above 10. To make this point, compare the technical references to *2-year-olds* and *packages over 5 pounds* with the nontechnical reference to *over twenty years ago* and *need to lose five pounds.*

Display Transparency 4-3 to introduce (or reteach) the *word style of numbers.* Point out that the word style is used chiefly in nontechnical material and certain high-level executive communication where the writing is of a more formal nature and the use of figures would give numbers an undesired emphasis and obtrusiveness. Also use the examples to explain that numbers like *three hundred* and *ninety-five million* may be spelled out when they appear alone in a sentence but should be put in figures when they appear together with numbers like *350* and *125 million.* Refer to ¶¶407–470 in *The Gregg Reference Manual* for rules covering those situations that require special handling.

Transparencies 5-1 to 5-3. Use these transparencies to introduce (or reteach) several rules for *abbreviations.* Define abbreviation as a shortened form of a word or phrase used primarily to save space. Explain that abbreviations occur most frequently in technical writing, statistical material, tables, and notes. As you discuss each of the basic rules on these transparencies, ask the students to identify the meaning of each abbreviation. Ask students to identify other abbreviations for each rule. Stress the importance of following company standards and using a dictionary. To review spacing rules for abbreviations, refer students to ¶¶511–513. Ask students to critique realistic business documents to determine whether abbreviations were used appropriately. Refer students to the remaining rules in Section 5 for special rules on abbreviations (especially ¶541 regarding abbreviations for business expressions).

Transparencies 6-1 to 6-4. Use these transparencies to introduce (or reteach) basic rules for *forming plurals.* Refer to *The Gregg Reference Manual* for additional examples for each rule. Ask students to identify other examples as you discuss each rule. Stress the importance of referring to a dictionary whenever they are uncertain about the plural form of a word.

Refer to the remaining rules in Section 6 (¶¶601–626) for special cases for forming plurals. Ask students to critique realistic business documents for the correct forms of plurals.

Transparencies 6-5 to 6-7. Use these transparencies to introduce (or reteach) basic rules for *forming possessives.* Display Transparency 6-5 to discuss possessives of singular nouns, Transparency 6-6 to discuss possessives of plural nouns, and Transparency 6-7 to discuss possessive pronouns.

On Transparency 6-5 note that in the examples for ¶630 words like *Illinois* and *Arkansas* end with an *s* but not with an *s* sound. It is for that reason these words require an apostrophe plus *s.* With regard to the examples for ¶631, point out that some people spell *boss's* without the final *s*. Ask your students to try saying *your boss' approval* aloud (without the extra *s* sound), and they'll quickly understand why the correct form is *boss's*. Also ask your students to try pronouncing *goodness's, Massachusetts's, New Orleans's,* and *Los Angeles's* with the extra *s* sound, and they'll understand why these words require only an apostrophe to form the possessive.

On Transparency 6-6 call attention to the example in ¶632 where an apostrophe is used in *a few dollars' worth.* Omitting the apostrophe before *worth* is a common error. Note also that the two final examples for ¶635—*the editors in chief's judgments* and *my sons-in-law's business ventures*—are correct but extremely awkward. Ask students to revise the two examples to avoid the possessive form: *the judgments of the editors in chief* and *the business ventures of my sons-in-law.*

On Transparency 6-7 caution students to never use an apostrophe for possessive pronouns. Use Transparency 10-19 to help students identify the possessive forms for *I, you, he, she, it, we,* and *they.* To reinforce the difference between possessive forms and contractions that sound like them, display Transparency 10-20. For a discussion of the difference between *who's* and *whose,* display Transparency 10-25. Ask students to critique realistic business documents for correct versus incorrect possessive forms. Refer to ¶¶627–651 in the manual for other special rules for forming possessives.

Transparencies 6-8 to 6-9. Use these transparencies to discuss *forming plural and possessive forms of surnames.* Stress the importance of never changing the spelling of names. Ask students to compose sentences using the plural possessive forms for surnames.

Transparencies 7-1 to 7-4. Use these transparencies to introduce (or reteach) basic *spelling rules.* Emphasize that the authority for spelling in *The Gregg Reference Manual* is the *Merriam-Webster's Collegiate Dictionary,* Tenth Edition, and *Webster's Third New International Dictionary.* Point out that the rules in Section 7 are truly spelling guides and many exceptions to the rules do exist. Using an up-to-date dictionary is critical when in doubt regarding the spelling of a word.

Display Transparency 7-1 to introduce (or reteach) ¶¶701 and 702—spelling guides that indicate when a final consonant should or should not be doubled. Ask students to identify other words as examples or exceptions for these rules.

Display Transparency 7-2 to introduce (or reteach) ¶¶705, 707, 708, and 710. Ask students to identify other words as examples or exceptions for these rules.

Display Transparency 7-3 to introduce (or reteach) ¶712—spelling guides for *ie* and *ei* words. Refer students to the rhyme for the i-before-e rule on page 162 of *The Gregg Reference Manual.* Ask students to identify other examples or exceptions for this rule.

Display Transparency 7-4 to introduce (or reteach) ¶¶715 and 716—spelling guides for words ending in *ize, ise,* and *yze* and words ending in *cede, ceed,* and *sede.*

As a classroom exercise, ask students to critique realistic business documents for spelling errors. Discuss the nonverbal message of spelling errors in business documents and potential risks in terms of present and future business. Ask students to identify how spelling errors can be avoided: spell checkers, careful proofreading, verification against a dictionary, proofreading with the help of another person. Instruct students to always proofread documents carefully, even if they have used a spell checker to verify the spellings. Emphasize that spell checkers do not catch words that are spelled correctly but used incorrectly in context.

Ask students to review ¶719 for commonly confused words. Note that a spell checker would not catch an instance where the incorrect word was used. Ask students to review ¶720 for troublesome words that are often misspelled. Discuss ways students can use the two lists to reduce spelling errors.

Transparencies 8-1 to 8-6. Use these transparencies to introduce (or reteach) the basic rules for *compound words.* Explain that some compound words are written as solid words, some are written as separate words, and some are hyphenated. Remind your students that the only way to be sure of the spelling of a compound noun is to check a manual or a dictionary.

Display Transparency 8-1 to introduce (or reteach) ¶¶801, 802, and 811—basic rules for *compound nouns and verbs.* Demonstrate that compound nouns and verbs follow no set pattern in the way they are written. For ¶802, emphasize the need to distinguish a compound noun from a verb phrase that consists of the same elements. Note the slight difference in wording that distinguishes *a get-together* from *to get together.*

Display Transparency 8-2 to introduce (or reteach) ¶¶809 and 840—the basic rules for *gender-free nouns.* Ask students to identify other examples for the two rules. Ask students to critique realistic business documents for the use of gender-free nouns. You may also want to use this transparency in conjunction with a discussion of ¶¶1050–1053 (which deal with the agreement of pronouns with common-gender antecedents and indefinite-pronoun antecedents).

Display Transparencies 8-3 through 8-5 to introduce (or reteach) basic rules for *compound adjectives.* Display Transparency 8-3 to present ¶¶813, 814, and 815—three basic rules for compound adjectives. As you discuss each rule, ask students to identify other examples.

Discuss ¶813 and the accompanying examples to demonstrate what happens when an adjective phrase or clause is converted to a compound adjective. In many cases (like the first three examples), the phrase or clause is simply condensed to a few essential words *(long-term, well-known).* Sometimes they undergo a change in word order (*exempt from taxes* becomes *tax-exempt*). Sometimes they undergo a change in form (*for two weeks* becomes *two-week, who speaks softly* becomes *soft-spoken*). In the examples for ¶815, the first two display normal form and normal word order when they occur elsewhere in a sentence: *that lasts all day, part of the time.* However, in the final example *(I work part-time), part-time* retains the condensed form; as a result, it must also retain the hyphen.

Display Transparency 8-4 to introduce (or reteach) ¶¶816 through 820—additional basic rules for *compound adjectives.* As you discuss each rule, ask students to identify other examples. For ¶816 note that *high-speed* and *red-carpet* are not hyphenated in the *after* examples because they are in normal form and normal word order. Moreover, *three-hour* and *20-year* are not hyphenated in the *after* examples for ¶817 because they appear in normal form (*three hours* and *20 years*). When compound nouns (¶818) and proper names (¶819) are used as adjectives, they are not hyphenated because they can be readily grasped as a unit in each case. The *noun + adjective* examples for ¶820 are hyphenated *before* and *after* because in either position the elements are in inverted order.

Display Transparency 8-5 to introduce (or reteach) ¶¶821, 822, 823, 826, and 831—additional basic rules for *compound adjectives.* Explain that the *adjective + participle* examples for ¶¶821–823 are hyphenated *before* and *after* because in either position the elements are not in normal word order (*is friendly-looking* rather than *looks friendly*). Note that the *after* examples for ¶¶826 and 831 are not hyphenated because the elements are in normal word order. Ask students to identify other examples for these rules.

Display Transparency 8-6 to introduce (or reteach) ¶¶833 through 836—basic rules for *hyphenation with prefixes and suffixes.* Note the exception in ¶¶835 and 836 where a few *co* words and one *de* word require a hyphen. Ask students to identify other examples for these rules.

After discussing all the basic rules on Transparencies 8-1 through 8-6, ask students to critique realistic business documents for hyphenations with compound words.

TRANSPARENCIES 9-1 AND 9-2. Use these transparencies to introduce (or reteach) the basic rules for *word division.* Many word processing programs provide automatic hyphenation. As a result, some students may feel that word division at the end of a line will take care of itself. However, certain situations exist in which judgment is required. Emphasize the importance of referring to a dictionary. Ask students to identify other examples for each rule.

TRANSPARENCY 10-1. Use Transparency 10-1 to introduce (or reteach) the *principal parts of common* ***regular*** *verbs* (¶1030a). Explain that the principal parts of a verb are the four simple forms upon which all tenses and other modifications of the verb are based. Note that the first six words—*ask, confirm, need, reveal, maintain,* and *taxi*—simply add *ed* or *ing* to the root word (present form). Explain also that some verbs require a minor change in the ending of the present form before *ed* and *ing* (for example, *planned* and *shipped*).

Use *occur* and *compel* to explain that a *two-syllable* root word ending in a vowel plus a consonant *with the accent on the second syllable* must double the final consonant before *ed* and *ing.* Explain that similar words with the accent on the first syllable (like *offer* and *travel*) require no change in the root word. Use Transparency 7-1 to illustrate these points.

Use *receive, agree, die,* and *tie* to show that only *d* (rather than *ed*) is added, and note the change of *ie* to *y* (in *die* and *tie*) before *ing.* Use Transparency 7-2 to illustrate these points.

Use *carry* and *hurry* to show that *y* changes to *i* before *ed* (*carried, hurried*) but does not change before *ing* (*carrying, hurrying*). Use Transparency 7-2 to illustrate these points.

Use *obey* and *annoy* to show that there is no change in a root word ending in a vowel plus *y.*

TRANSPARENCIES 10-2 AND 10-3. Use these transparencies to introduce (or reteach) the *principal parts of common* ***irregular*** *verbs* (¶1030b). Point out that there is no rule for forming the past and the past participle for many verbs; that is why they are called irregular. The present participle is formed regularly except for the doubling of the final consonant in certain root words before *ing* (for example, *beginning, forgetting, getting, running, setting, sitting,* and *swimming*) and the dropping of the final *e* from other root words before *ing* (for example, *choosing, coming, driving, giving, losing, shaking,* and *writing*). Also note that the word *lie* (like *die* and *tie*) changes *ie* to *y* before *ing* (*lying, dying,* and *tying*).

TRANSPARENCIES 10-4 TO 10-9. Use these transparencies to introduce (or reteach) the formation of *verb tenses,* using *to see* as a model (¶¶1031–1034 and 1036). As you discuss the conjugation of *to see,* you may want to display Transparencies 10-1 and 10-2 again and ask your students to use the principal parts of some of these regular and irregular verbs to form the tenses under discussion (following the pattern of *to see*).

Display Transparency 10-4 to introduce (or reteach) the *present, past, and future tenses* (¶¶1031–1032). After you review the conjugation of *to see* in the present, past, and future tenses, note that the use of *shall* in the first person *(I, we)* is limited these days to the most formal speech and writing. (Under ordinary circumstances, *will* is used with all three persons.) For full discussion of the use of *shall* and *will*, refer your students to the entry *Shall-will* in Section 11.

Display Transparency 10-5 to introduce (or reteach) the *perfect tenses* (¶1033). Present the conjugation of *to have* (the helping verb) in the present, past, and future tenses. Also note that the past participle of the main verb *(seen)* remains unchanged in all three perfect tenses.

Display Transparencies 10-6 and 10-7 to introduce (or reteach) the *progressive tenses* (¶1034). Use Transparency 10-6 to present the conjugation of *to be* (the helping verb) in the present, past, and future progressive tenses. Note that the present participle of the main verb *(seeing)* remains unchanged in all three tenses. Use Transparency 10-7 to present the conjugation of *to be* in the present perfect, the past perfect, and the future perfect progressive tenses. Also note that the present participle of the main verb *(seeing)* remains unchanged in all six progressive tenses.

Display Transparencies 10-8 and 10-9 to introduce (or reteach) *passive* and *perfect passive tenses* (¶1036). Review the conjugation of *to be* (the helping verb) in the present, past, and future passive tenses as well as in the three perfect passive tenses. You may also want to emphasize that these passive forms use *to be* plus the *past* participle, whereas the progressive forms use *to be* plus the *present* participle.

TRANSPARENCIES 10-10 TO 10-16. Use these transparencies to introduce (or reteach) the basic rules of *subject-verb agreement.*

Display Transparency 10-10 to introduce (or reteach) ¶¶1001 and 1002. If your students are not familiar with the concepts of number and person, use Transparency 10-4 (showing the conjugation of a verb) and Transparency 10-17 (showing personal pronouns in all three persons in the singular and plural).

Display Transparency 10-11 to introduce (or reteach) ¶¶1003 through 1005. In discussing the last three examples on this transparency, point out that sentences of this type usually sound better if the second subject is plural; then the verb can be made plural as well.

Display Transparency 10-12 to introduce (or reteach) ¶¶1006 through 1008. Encourage your students to read the examples without the intervening phrases or clauses so that they can make sure the subjects and verbs agree.

Display Transparency 10-13 to introduce (or reteach) ¶¶1009, 1010, 1012, and 1013.

Display Transparency 10-14 to introduce (or reteach) ¶¶1018 and 1019. Point out that *The jury have not yet agreed* is grammatically correct but sounds funny nonetheless. For that reason, inserting a phrase such as *the members of* before *the jury* better conveys the idea that the jury is not acting as a unit.

Display Transparency 10-15 to introduce (or reteach) ¶¶1023, 1025, and 1027.

Display Transparency 10-16 to introduce (or reteach) ¶¶1028 and 1029.

As a classroom exercise, ask students to critique realistic documents, especially noting the subject-verb agreement.

TRANSPARENCIES 10-17 TO 10-20. Use these transparencies to introduce (or reteach) the basic rules for *personal pronouns* (¶¶1054–1056).

TRANSPARENCIES 10-21 TO 10-22. Use these transparencies to introduce (or reteach) ¶1049, the basic rule for *pronoun-antecedent agreement.* If a question comes up concerning how to choose a pronoun when the antecedent consists of two nouns—one singular and one plural—that are joined by *or* or *nor,* refer your students to ¶1049c, note. Also use Transparency 10-22 to discuss ways to avoid an awkward sentence that results from the use of *he or she* (or a similar expression). Refer your students to ¶1053, note, in the manual for further details.

TRANSPARENCIES 10-23 TO 10-25. Use these transparencies to introduce (or reteach) ¶¶1060, 1061, and 1063, the basic rules for *compound personal pronouns* and *interrogative and relative pronouns.*

TRANSPARENCIES 10-26 TO 10-31. Use these transparencies to introduce (or reteach) the basic rules for *adjectives and adverbs.*

Display Transparency 10-26 to define an *adjective.* In discussing adjectives, point out that a compound modifier such as *power-hungry* is a stripped-down version of a relative clause (as in the example above—*who hungers for power*).

Display Transparency 10-27 to define an *adverb.*

Display Transparency 10-28 to introduce (or reteach) ¶¶1065 through 1067. Use the example *Joe seemed friendly* to make an observation embodied in ¶1069a: although the *ly* ending usually signifies an adverb, a few adjectives also end in *ly*—for example, *friendly,* *costly, lively, lovely, lonely.* With respect to the incorrect example *I feel badly,* explain that the only way you can feel badly is to have your fingertips cut off.

Display Transparencies 10-29 through 10-31 to introduce (or reteach) ¶1071. On Transparency 10-29 note that a word like *thin* doubles the *n* before adding *er* and *est.* Also note that a word like *happy* changes the *y* to *i* before adding *er* and *est.* Warn students about not making *double comparisons;* for example, *more better, less thinner.* In the second Trudy example on Transparency 10-31, explain that without the word *else* it would appear that Trudy is not on the staff. Similarly, in the second Chicago example, without the word *other* it would appear that Chicago is not in Illinois. In the second Jim example, explain that the comparative form *taller* is correct because Jim is being compared with his two brothers one at a time.

TRANSPARENCIES 10-32 TO 10-33. Use these transparencies to introduce (or reteach) the basic rules for *prepositions.*

Display Transparency 10-32 to present a list of common prepositions. Note that the object of a preposition needs to be in the objective case. By way of example, point to *between you and me* and indicate why *between you and I* is wrong. You could also display Transparency 10-18. Point to the third example (*They gave free tickets to Jim and me*) and note that the preposition *to* requires a pronoun in the objective case (*me*).

Use Transparency 10-33 to introduce (or reteach) ¶¶1078 and 1079. Ask your students to say these sentences out loud. In that way they may develop some real sense of why the prepositions in the first set of examples are unnecessary and why prepositions need to be inserted in the second set of examples.

TRANSPARENCY 10-34. Use this transparency to introduce (or reteach) parallelism in *sentence construction* (¶1081). In the first wrong example, point out that *stimulating* is an adjective and *challenge* is a noun. The corrected version uses two adjectives—*stimulating* and *challenging.*

The second wrong example uses two adjectives (*easy* and *efficient*) and an independent clause (*it is relatively inexpensive*). The corrected version uses three adjectives—*easy, efficient,* and *inexpensive.*

In the third wrong example, the enumerated items consist of an infinitive phrase (*how to deal . . .*), a participial phrase (*coping with . . .*), and a dependent clause (*what the . . .*). The corrected version uses three nouns—*ways, techniques,* and *role.*

TRANSPARENCY 10-35. Use this transparency to introduce (or reteach) *dangling constructions* (¶1082). To help your students understand what makes a phrase dangle, make the following points. In the first wrong example, it would seem that the *questions* had studied the cost estimates. In the corrected version, the doer of the action of *studying* is the subject of the sentence—*I.*

In the second wrong example, it would seem that the *coupon* was obtaining the booklet. In the corrected version, the doer of the action of *obtaining* is the subject of the sentence—*you.*

In the third wrong example, the *errors* seem to be analyzing the data. In the corrected version, the doer of the action of *analyzing* is the subject of the sentence—*I.*

TRANSPARENCIES 11-1 TO 11-2. Use these transparencies to introduce (or reteach) *usage* (¶1101). For reasons of space these two transparencies provide only examples without explanatory text. Thus, for example, when discussing the entry for *between-among,* explain that *between* is used when referring to two things and *among* when referring to three or more things.

TRANSPARENCY 12-1. Discuss the definition of *proofreading* (¶1201a). Point out that a spell checker will not catch all errors; ask students to identify the types of errors that a spell checker will not catch. (Refer them to pages 281–282 in the manual.) Remind students that they must read carefully and thoughtfully. Discuss the different types of mistakes to watch for in the proofreading process. Use Transparency 12-1 to illustrate ¶1202b.

TRANSPARENCY 12-2. Discuss the definition of *editing* (¶1201b). Use Transparency 12-2 to introduce (or reteach) the factors to consider in the editing process (¶1203a–g). Use this transparency in conjunction with Transparencies 12-3 through 12-6, which show the most commonly used proofreaders' marks. You could also ask your students to look at the charts on pages 286–287 (which show the same proofreaders' marks) as you discuss each correction on this transparency.

TRANSPARENCIES 12-3 TO 12-6. Use these transparencies to introduce (or reteach) the *proofreaders' marks.* Emphasize the importance of using proofreaders' marks in the editing and proofreading process. When you introduce the worksheets, display Transparencies 12-3 through 12-6 so that your students will know how to correct the errors they find in the editing exercises. You may also want to prepare transparencies showing an edited document and a final version of the same document.

TRANSPARENCIES 13-1 TO 13-4. Use these transparencies to illustrate four *letter styles:* modified-block letter style—standard format (Transparency 13-1), modified-block letter style—with indented paragraphs (Transparency 13-2), block letter style (Transparency 13-3), and simplified letter style (Transparency 13-4).

You may also want to discuss letter templates available with word processing programs (see the introduction to Section 13).

Display Transparency 13-1 to introduce (or reteach) the *modified-block letter style–standard format,* the most commonly used letter style. Ask students to identify the features of this style: (1) the date line, the complimentary closing, the company signature, and the writer's identification all begin at center; (2) all other lines begin at the left margin. Ask students to identify the letter parts illustrated in this letter (and discussed in the specified paragraphs):

A	Letterhead (¶¶1311–1312)
B	Date Line (¶1314)
C	Inside Address (¶¶1317–1343)
D	Salutation (¶¶1346–1351)
E	Message (¶¶1354–1357)
F	Complimentary Closing (¶¶1358–1360)
G	Company Signature (¶1361)
H	Writer's Identification (¶¶1362–1369)
I	Reference Initials (¶¶1370–1371)
J	File Name Notation (¶1372)
K	Enclosure Notation (¶¶1373–1374)
L	Delivery Notation (¶1375)
M	Copy Notation (¶¶1376–1380)

Display Transparency 13-2 to introduce (or reteach) the *modified-block letter style with indented paragraphs.* Ask students to identify the features of this style: (1) the date line, the complimentary closing, the company signature, and the writer's identification all begin at center; (2) all other lines begin at the left margin except the first line of each paragraph, which is indented 0.5 inch (5 spaces on a typewriter). Ask students to identify the letter parts illustrated in this letter (and discussed in the specified paragraphs):

N	Return Address (¶1313)
O	Reference Notation (¶1316)
P	Attention Line (¶¶1344–1345)
Q	Paragraph Indentions (¶1356a)
R	Postscript (¶1381)

Display Transparency 13-3 to introduce (or reteach) the *block letter style.* Ask students to identify the features of this style: all lines begin at the left margin. Ask students to identify the letter parts illustrated in this letter (and discussed in the specified paragraphs):

S	Confidential Notation (¶1315)
T	International Address (¶1343)
U	Subject Line (¶¶1352–1353)
V	Displayed Extract (¶1357a)

Display Transparency 13-4 to introduce (or reteach) the *simplified letter style.* Ask students to identify the features of this style: (1) all lines begin at the left margin, (2) the salutation is replaced by an all-capital subject line, (3) the complimentary closing is omitted, (4) the writer's identification is typed in all-capital letters on one line, and (5) open punctuation is always used. Ask students to identify the letter parts illustrated in this letter (and discussed in the specified paragraphs):

W	Subject Line (in place of a salutation) (¶1352)
X	Complimentary Closing (¶1358)
Y	Writer's Identification (¶1363)
Z	Justified Right Margin (¶1356b)

TRANSPARENCY 13-5. Use Transparency 13-5 to introduce (or reteach) the placement of the return address, the name of the writer, the confidential notation, and the mailing address on an *envelope.* Note the use of capital and small letters in the mailing address, the same style that is used for the inside address. Note the advantage for computer users of being able to use the envelope feature of a word processing program to reproduce the inside address on the envelope without any retyping.

TRANSPARENCY 13-6. Use Transparency 13-6 to introduce (or reteach) the *all-cap style for a mailing address on an envelope.* This style uses no punctuation and many abbreviations. Explain that this style was developed primarily for the use of mass mailers. While the U.S. Postal Service (USPS) encourages the use of this style for envelopes individually prepared, note that the OCR equipment used by the USPS can read the "inside address" style just as well. Since this all-cap style is not suitable for use in the inside address, computer users will have to type the envelope address anew.

TRANSPARENCIES 13-7 TO 13-9. Use these transparencies to illustrate three formats for *memos:* a memo with a block-style heading (Transparency 13-7), a memo with an alternative block-style heading (Transparency 13-8), and a memo with a two-column heading (Transparency 13-9). You may also want to discuss memo templates available on word processing programs (¶1392).

Display Transparency 13-7 to introduce (or reteach) a *memo with a block-style heading* format. In this format, *all* the elements in the memo heading and the memo itself are blocked at the left margin. Also note that the use of a typed signature line or initials is optional. If the writer of the memo intends to insert a handwritten signature or initials above the typed signature line, leave 3 blank lines for the insertion; otherwise, leave only 1 blank line.

Display Transparency 13-8 to introduce (or reteach) an *alternative memo format.* In this format, the word *MEMORANDUM* (or *MEMO*) appears on a line by itself; the first guide word in the heading simply reads *TO:* (instead of *MEMO TO:,* as on Transparency 13-7). Also note that the writer of this memo chooses to write her initials next to her typed name in the heading. In this case no typed signature line appears below the memo message.

Display Transparency 13-9 to introduce (or reteach) a *memo with a two-column heading format.* Note that this two-column heading arrangement is more commonly used with printed memo forms than with computer-generated memos. Note that the typed signature line (if used) aligns at the same point as the start of the fill-ins in the second column of the memo heading.

Transparencies 14-1 and 14-2. Use these transparencies to illustrate an informal business report and an academic report. Display Transparencies 15-2 and 15-4 to illustrate a displayed extract (¶1424d).

Display Transparency 14-1 to introduce (or reteach) the format of an *informal business report.* What distinguishes an *informal* report from a *formal* report is that the informal report has no front matter. The information that would go on a separate title page in a formal report appears at the top of the first page in an informal report and is immediately followed by the body of the report. Note that this transparency illustrates only two levels of text headings: side heads and run-in heads. However, other heading arrangements may be used. (See ¶1425).

Display Transparency 14-2 to introduce (or reteach) the format of an *academic report.* Ask students to identify the differences between the format of an academic report and the format of an informal business report: (1) the first page uses a top margin of 1 inch (rather than 2 inches) and (2) a block of copy (including the writer's name) goes in the upper right corner.

Transparencies 15-1 to 15-4. Use these transparencies to introduce (or reteach) functions of *notes:* (1) they provide *comments* and (2) they serve as *source references.* Emphasize that many variations for notes exist, but that the style in *The Gregg Reference Manual* employs the simplest punctuation and the most straightforward presentation of the necessary data without any sacrifice in clarity or completeness.

Display Transparency 15-1 to present two format styles of a *source reference note* for a *book title.* Note that the book title may be italicized or underlined. Point out that the only difference between the *business* and the *academic* styles occurs in the treatment of three elements: the name of the publisher, the place of publication, and the year of publication. Also note that the number at the start of the note must be on the line for endnotes, but a superscript (raised) figure is commonly used in academic-style footnotes. Mention that ¶¶1508–1522 discuss how to construct notes for all types of material. You may also want to discuss executing notes using the footnote and endnote features of word processing software (¶¶1503, 1505).

Display Transparency 15-2 to present the format for *footnotes.* Note the use of superscript (raised) figures in the text to refer to the numbered footnotes at the bottom of the page. Point out that the second footnote in this illustration reflects the format shown on Transparency 15-1 for a reference to a book title. Also note that when a state name is used to identify the place of publication, it is abbreviated in the traditional style (see ¶527b) and not in the two-letter style used in mailing addresses. You may also want to discuss executing footnotes using the footnote feature of word processing software (¶1503). You may also want to point out the format for a displayed extract (¶1424d) as illustrated in Transparencies 15-2 and 15-4.

Display Transparency 15-3 to present the format for *endnotes.* Point out that endnotes are becoming more popular because they are easier to type than footnotes and leave the text pages looking less cluttered. However, until the reader turns to the endnotes page, the reader will not know whether the endnote contains a comment of substance (as in the first endnote on this transparency) or simply a source reference (as in the second endnote on this transparency). You may also want to discuss executing endnotes using the endnote feature of word processing software (¶1505).

Display Transparency 15-4 to present the format for a *textnote.* Note that the textnote in this illustration reflects the business style format for a reference to a book title (shown in Transparency 15-1) except in one respect: no number is needed to introduce the textnote since it appears in the text at the point where it is needed. You may also want to point out the format for a displayed extract (¶1424d) as illustrated in Transparencies 15-2 and 15-4.

Transparency 15-5. Use Transparency 15-5 to introduce (or reteach) the format for a *bibliography.* Ask students to identify how the style for the entries in a bibliography differs from the style for entries in a list of endnotes: (1) the name of the first author is inverted (last name first) and (2) page numbers are not used unless the work being cited is part of a larger work. Also note that the entries in Transparency 15-5 reflect the business style. For the academic style, see ¶1536c.

Display Transparency 15-3 to discuss the differences between a page of endnotes and a bibliography.

Transparencies 16-1 to 16-3. Use these transparencies to introduce (or reteach) types of *tables.* Note that in designing a table, you should aim (1) to present information in a compact form, (2) to assist your reader in locating specific information quickly, and (3) to assist your reader in detecting significant patterns or trends in data more quickly. You may also want to discuss executing tables using the table feature of a word processing program (¶1601f).

Display Transparency 16-1 to introduce (or reteach) the format for an *open (unruled) table.* Note that an open table has no horizontal or vertical rules (lines). This table uses column heads, but such heads are unnecessary when the preceding text makes it possible to understand the data in the table without any heads (see the illustration in ¶1601a in the manual).

Display Transparency 16-2 to introduce (or reteach) the format for a *boxed table.* Note that a boxed table uses horizontal rules above and below the column heads and at the foot of the table. It also uses vertical rules between columns (as shown on this transparency) and may also use vertical rules at the left and right margins to box the table completely. If the vertical rules are omitted from the illustration, it would simply be called a *ruled table* (see the illustration in ¶1601c in the manual). Call attention to the use of leaders in the first column (see ¶1631).

Display Transparency 16-3 to introduce (or reteach) the format for a *boxed table with other elements.* Call attention to the two-line arrangement for the table number and the table title, and note that these elements can be formatted on one line if they are relatively short. Discuss the special treatment of dollar amounts in the table text and in the subtitle, and refer to alternative treatments in ¶1630. Also discuss the format of a table note (¶¶1634–1636). To illustrate how the table on this transparency could be executed using the table feature of a word processing program, refer your students to ¶1601f and to the sequence of illustrations on pages 441–444.

TRANSPARENCIES 17-1 TO 17-5. Use these transparencies to introduce (or reteach) the overall content for a résumé and the various formats for résumés. Emphasize that there is no one correct format; individuals must select a format that best presents their qualifications for the job they want to get. You may also want to discuss résumé templates available with some word processing programs.

Display Transparencies 17-1 and 17-2 to introduce (or reteach) the *chronological-style résumé emphasizing dates.* The chronological style is the most widely used résumé style and presents a person's employment history sequenced by date, starting with the most current job and working backward. On Transparency 17-1 call attention to the following features on this opening page: the heading (A), the objective statement (B), and experience (C). Note in particular that in this sample résumé, the dates for each job are featured in the left column, starting with the most recent job. The listing of jobs continues on the second page of the résumé (see Transparency 17-2). Generate a class discussion on when this style would be most effective.

Display Transparency 17-2 to introduce (or reteach) the remaining sections of a *chronological-style résumé.* Note the continuation of the Experience section, with the jobs listed in reverse chronological order. Also call attention to the following features on this page: education (H), continuing education (I), special skills (J), and community service (K). Note that other sections can be added to this résumé (using such headings as professional affiliations, professional activities, military service, and special interests) if they will provide job-related information.

Display Transparency 17-3 to introduce (or reteach) a *chronological-style résumé emphasizing job titles.* Note the use of job titles (A) rather than dates in the first column. Also note the arrangement of specific achievements for each job in a single paragraph (C), and compare it with the bulleted format used on Transparency 17-1. Generate a class discussion on when this style would be most effective.

Display Transparencies 17-4 and 17-5 to introduce (or reteach) the *functional-style résumé.* Note on these transparencies that the achievements of this person have been grouped under four functional headings (B): marketing experience, administrative experience, writing skills, and computer skills. Note further that these four headings are closely tied into the wording of the objective statement *(in which marketing and administrative experience plus strong writing and computer skills can be used).* Generate a class discussion on when this style would be most effective.

TRANSPARENCIES 17-6 TO 17-8. Use these transparencies to introduce (or reteach) three other employment documents: *application letter, follow-up letter after an interview,* and *acceptance letter.* Mention that the general guidelines in ¶1714 in the manual apply to all employment communications.

Display Transparency 17-6 to introduce (or reteach) the *application letter.* Call attention to the two-column arrangement in the body of the letter (C) which relates the writer's qualifications to the job requirements stated in the ad for the organization. You may also want to discuss how an application letter and a résumé should be correlated: same type and color of paper, same font for heading on both documents, same font for text, most important details from résumé repeated on letter in appropriate manner. You may also want to discuss the importance of the application letter in terms of the initial contact with a potential employer.

Display Transparency 17-7 to introduce (or reteach) the *follow-up letter.* Ask students to identify the significance of a follow-up letter: (1) to thank the interviewer