

Writing Workshop

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Our Goals Today

Types of Writers

Quick Tutorial on Microsoft Word

How I Write a Book Using Word

Editing

Setting Your Writing Goal

Goal Accountability

Time Management Skills

Extra Stuff and Questions

TYPES OF WRITERS

Free-Thinking

For people who _____

Method: _____

Will probably like this type of writing if you like _____

Good for

- _____
- _____

EXAMPLE

Purpose Driven

For people who _____

Method: _____

Will probably like this type of writing if you like _____

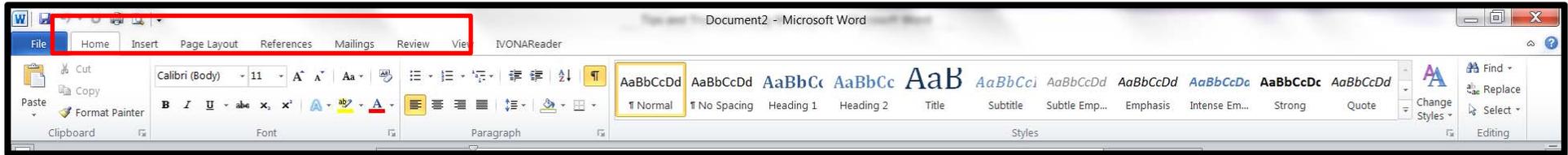
Good for

- _____
- _____

EXAMPLE

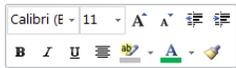
QUICK TUTORIAL ON MICROSOFT WORD

Basic Toolbar (For Word 2007 & 2010)



HOME	INSERT	PAGE LAYOUT	REFERENCE	REVIEW	VIEW
<ul style="list-style-type: none"> • Copy/paste • Font styles • Paragraph styles • Document styles • Find/replace 	<ul style="list-style-type: none"> • Tables • Illustrations • Links • Insert and format headers & footers • Insert text box and fields • Insert symbols 	<ul style="list-style-type: none"> • Themes • Page setup • Page style • Object arrangement 	<ul style="list-style-type: none"> • Insert TOC • Insert footnotes • Insert citations • Insert cross reference • Insert index (backmatter) 	<ul style="list-style-type: none"> • Spelling, Thesaurus • Track changes • Insert comments • Reviewing track changes • Document compare 	<ul style="list-style-type: none"> • Document views (I use Print Layout for document creation.) • Show guides • Zoom

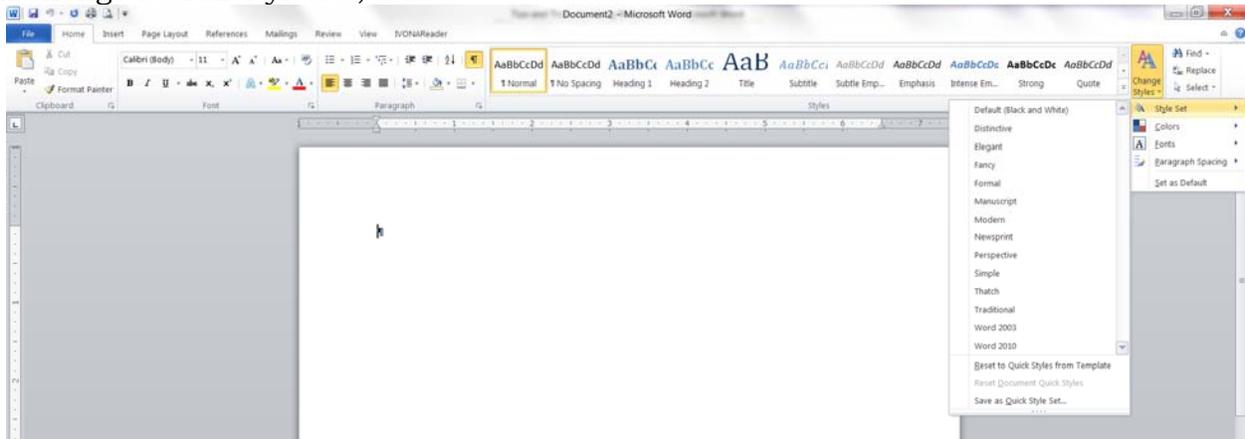
Right Click in 2007 & 2010



Styles (located on Home tab)

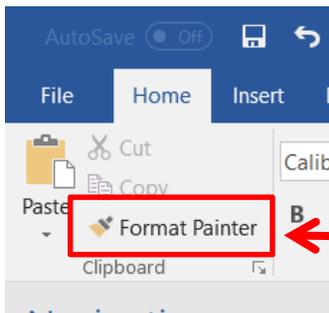


- Main styles to use
 - Title style
 - Heading styles 1 to 3
 - Normal style
 - Quote style
- To change style, select text and then click the desired style.
- Can change overall style set, too.



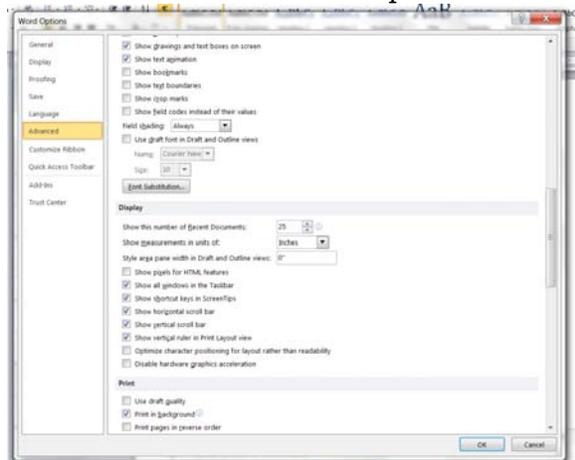
Copying Styles Using Format Paste

To copy one style of text to other text, put cursor on text with desired style, click *Format Painter*, then use your cursor to either click on or paint over the text you want to have that style.



Seeing Styles

I write using the *Print Layout* view, but when I want to see the styles, I will use the *Draft* layout view. NOTE: If style column does NOT show in the *Draft* view, go to File-Options-Advanced and put "0.5" for the "Style area pane width in Draft and Outline views" option.

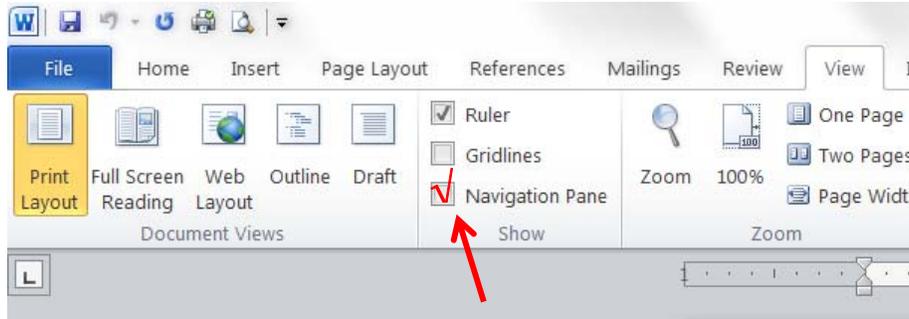


HOW I WRITE A BOOK USING WORD

1. Decide book's purpose.

In just a few words, what is the key message you want the reader to walk away with? Write this on a post-it note and stick it to your computer screen. Never write without it.

2. Outline the book using the Document Map (aka, Navigation Pane).



Styles allow you to easily navigate the document

- Shows you outline of document
- Can jump from section to section
- In 2010, can move entire sections at once.

Start with listing possible key headings and subheadings that will convey the overall message and intent of the book. I apply the appropriate heading styles so that I can see them in the Document Map.

My most important tips: Save often!!! Factory default is generally 10 minutes. I save manually every 2-3 minutes or after a major change.

3. Find scriptures.

Next (because I want everything I write to be supported by scripture), I will search an online Bible (<http://www.biblegateway.com/>) for scriptures that apply to each section. I just copy and paste them. Often, I will include several versions of the scripture in case one seems clearer. If the KJV is fairly clear, I will always pick it over the others for 2 reasons: 1) KJV version is not copyright protected and is public domain. 2) KJV is always welcome in Christian churches, and other versions are not always accepted. If I want to do a study on a specific word, I use The Blue Letter Bible (<http://www.blueletterbible.org/>). Type in the scripture address and click enter. Choose the verse of interest. Then click the blue square with the letter "C" in it. This will give you a breakdown of the scripture.

You will need to decide how you want to do scripture references. The three most popular choices are as follows:

Approach	Example	Comment
Include in text as quote or paraphrase	<i>For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life</i> (John 3:16 KJV). Or God the Father loves us so much that He sent Jesus to die for us (John 3:16).	This is good if you don't have a lot of reference. It also good for standalone scriptures. This approach can look cumbersome in the text.
Footnote	God the Father loves us so much that He sent Jesus to die for us. ¹ [citation will appear at the bottom of this page]	The superscripts are hyperlinked to the footnote so that if you click on the superscript, it will take you to the footnote. I don't recommend this approach because it makes it exponentially harder to format the manuscript for an e-book.
Endnote	God the Father loves us so much that He sent Jesus to die for us. ¹ [citation will appear at the end of this document]	The superscripts are hyperlinked to the endnote so that if you click on the superscript, it will take you to the endnote. To return, you can click on the endnote and it will take you back to the text. I tend to use this approach except for standalone scripture quotes.

IMPORTANT: If you only use one Bible version in the entire book, then you can make a statement to that effect and provide disclosure on the copyright page. If you use more than one version, you must indicate which version with each scripture citation. Also, all versions must be disclosed on the copyright page too.

4. Continue to develop the content of the book.

I always put a Heading 1 "MISC" chapter at the end of my document when I'm writing. If I come across something that I want to include in the document, but I'm unsure where, I will place it here. As the document evolves, the location for the info should become apparent.

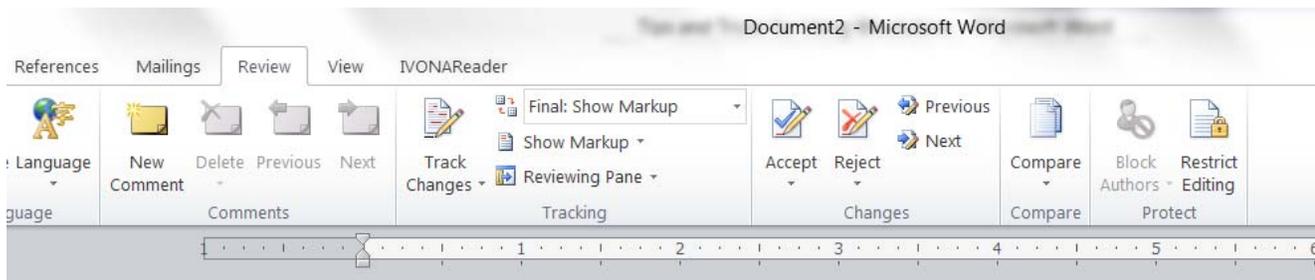
Many times, I will have something mapped as a Heading 1 and then realize that the info would be better as a subsection instead of a main section. My final document map rarely looks like the original one. Don't be afraid to move the info around to make your message clearer.

When I'm writing text and I know what I want to say, but I can't find the words, instead of fumbling for the words or scripture and wasting my time, I just write down my intentions and highlight the text for further development. For example:

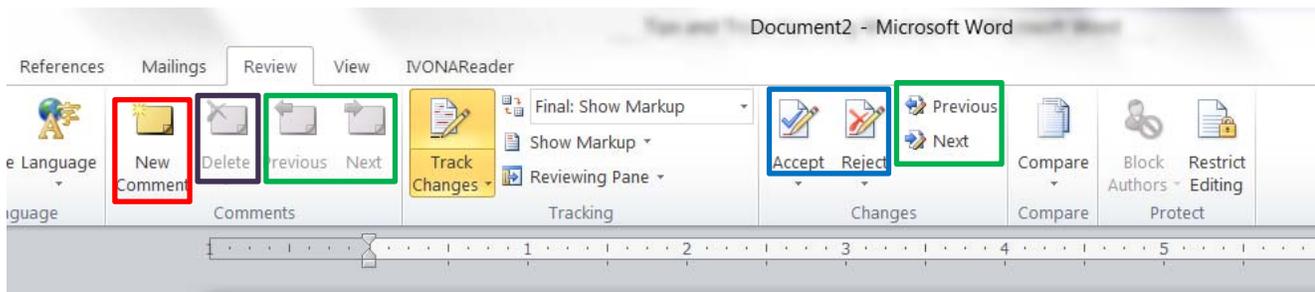
- We are living on borrowed time. Every day is a gift from the Creator, and the day of the Lord will come like a thief. Make a choice! And beware; by *not* making a choice, you are in fact *not* choosing Jesus. If you choose life in Christ, pray aloud this simple prayer: Dear Heavenly Father, write a short and to the point prayer
- God has given us a sound mind and not one filled with fear (verse?).
- Christ gave us several commands. For example, we are to forgive others or we will not be forgiven (verse?). We are to love our neighbors as ourselves (verse?). According to the Great Commission we are to xxx, xxx, and xxx (verse?).

- Use *Track Changes* to add comments or text that needs further development.

Off:



On:



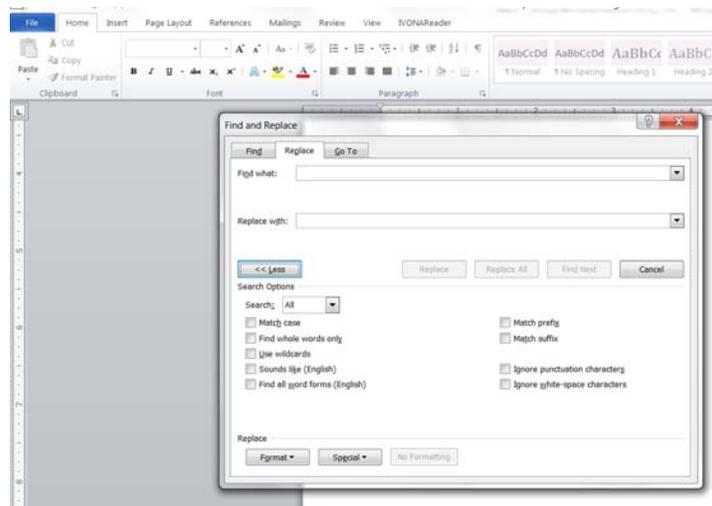
- Any change in the document is captured.
- Can insert a comment
- Can delete comments. (can right click & choose too)
- Can skip from one comment or change to the next.
- Can accept or delete the changes as needed. (can right click & choose too)

5. Assess the content and flow.

Make sure the flow from one chapter to the next flows well. Ideally, the last paragraph in a chapter should summarize that chapter and provide a transition to the next one.

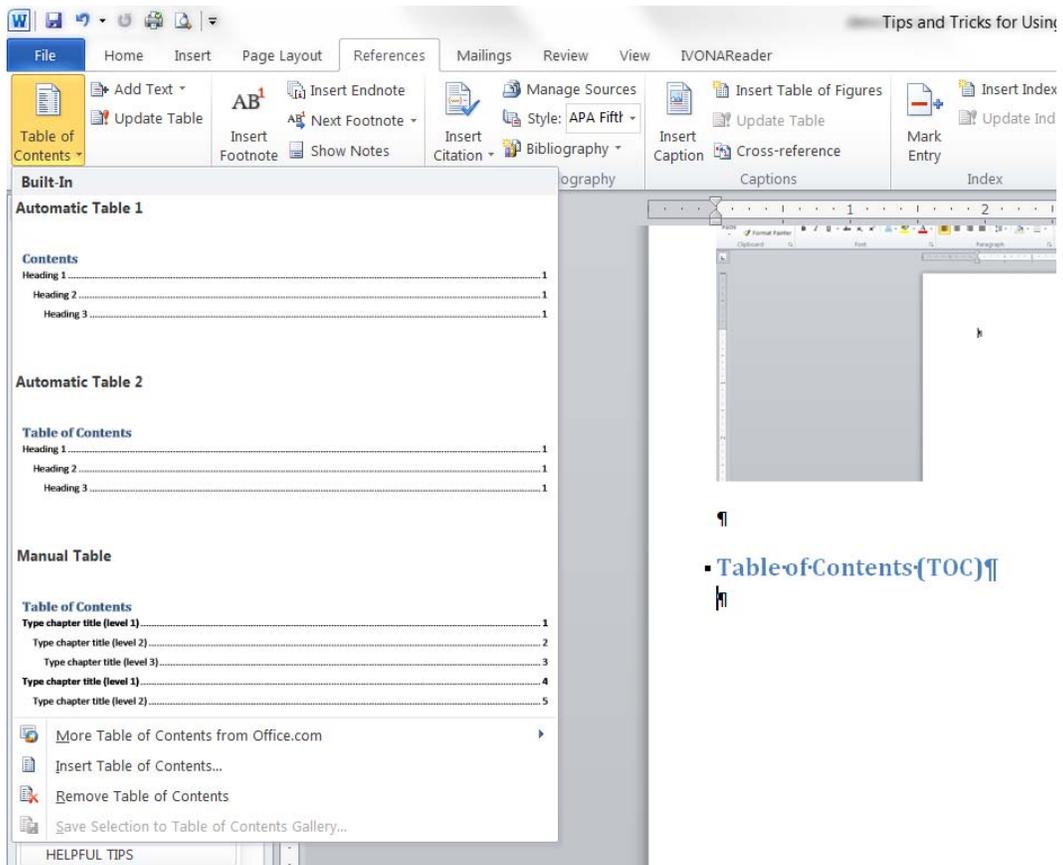
Look for holes and over-explanations.

Use Find/Replace to find all "xxx" or highlighted text and address missing info.



6. Build table of contents

Styles allow you to automatically build a TOC



The screenshot displays the Microsoft Word interface with the 'References' tab selected. The 'Table of Contents' task pane is open on the left, showing three categories: 'Automatic Table 1', 'Automatic Table 2', and 'Manual Table'. Each category lists 'Table of Contents' and 'Heading 1', '2', and '3' with corresponding page numbers. Below the task pane, a document page is visible, showing a blue heading 'Table of Contents (TOC)' with a cursor positioned at the end of the line.

7. Rewrite and edit yourself.

8. Send manuscript to professional editor.

EDITING (3 types in order)

Substantive Editing (aka rewriting or macroediting)

Purpose (more about the content)

- To find the big errors.
- To see the writing from a reader's perspective.
- To read through it quickly without stopping often, so that you will get the flow, see the holes, catch the loose threads, and see the entire picture from beginning to end.
- To assess the document's concept and intended use, content, organization, design, and style.

Play by play

1. Look at the table of contents and assess whether each chapter subject supports the title and take-home message of the book. Anything missing? Anything extra that's not needed or doesn't fit?
2. Look at the subheadings of the chapter and assess whether the subheadings support the title and take-home message of the chapter. Anything missing? Anything extra that's not needed or doesn't fit?
3. Read the text in the first subsection and assess whether each paragraph supports the subsection title and take-home message of the subsection. Anything missing? Anything extra that's not needed or doesn't fit?
4. Continue reading the book as described in #3 and assess each subsection.
5. After reading the entire book, answer the following questions:
 - Do all the pieces of information (subsections) fit together into a coherent whole?
 - Is the order of presentation logical (from the reader's point of view)?
 - Is all the necessary information included and unnecessary information deleted?
 - Where was the book too slow and heavy or too light and fast?
 - Was the tone of the writing consistent throughout and appropriate?
 - How did the book leave you feeling?

Line Editing (aka, microediting)

Purpose (more about the execution)

- To ensure clear and logical development of ideas.
- To eliminate "fluff" and make writing more concise.
- To ensure variety in sentence structure and word use.

Play by Play

Read each paragraph and assess the following:

1. Is the topic of the paragraph clear?
2. Are the sentences in the best order possible to convey the message?
3. Are the sentences varied in length and complexity?
4. Is the cadence of the paragraph smooth or choppy? (Read paragraph aloud to assess this. Read it as if you were reading to a child and see whether you stumble with words or phrases.)
5. Did you use passive voice? If so, eliminate as much as possible because it bestows a weakness to the writing.
6. Do the sentences say exactly what you meant to tell? Read them literally.
7. Is there any repetition of words or phrases? If so, use a thesaurus as needed.

8. Is there any jargon, technical, or “religious” language? If so, eliminate as appropriate for your audience.
9. Are you using too many adjectives or adverbs?
10. Are you using lots of “-ly” words? Remove all that you can.
11. Watch for absolute words such as “only”, “no”, “never”, and “always.”

Copyediting (aka proofreading)

Purpose (more about typos)

- To check for the minutest details including spelling, grammar, formatting, typos, continuity errors, detail accuracy, and other small-scale problems.

Play by Play

This type of editing is very rule-based. While Microsoft Word or similar word processing programs can catch grammar and spelling mistakes, the onus is still on the writer/editor to identify all the errors. (See the *EXTRA GRAMMAR AND MISC STUFF* handout for details.)

1. Check punctuation
2. Check basic grammar
3. Check spelling and word use (watch homonyms)

Top Mistakes Writers Make

“, but”

351 “, but” in 169 pages

They searched the places farthest away from the clearing first, trying to avoid the forbidden ground, **but** because of the deer, they pressed on against their better judgment. Finally, Eden noticed that she had ventured right up to the edge of the clearing where the King had warned them not to go. As she walked along calling out to the deer, Eden noticed smoke rising up from the prison walls. She didn’t want to look at it, **but** the temptation was too great. As she looked down at the filthy, gray prison, she began to tremble. The thought of having to spend eternity there was unimaginable. Eden gasped and then turned away, **but** as she turned back to search for the deer, out of the corner of her other eye she noticed a strange animal just beyond the edge of the forest. At first she thought it might be one of the deer, **but** upon closer observation she saw that it was unlike any animal she had ever seen before. This creature was strange. Its body was long and slender like a serpent’s, **but** yet it had four legs. Its head resembled a lion’s, **but** it had no fur. In place of the fur it had leathery brown colored skin. This animal was so unique and so enchanting that it mesmerized Eden. Suddenly she noticed that this creature was well beyond the boundaries of the wood line, it was deep in the forbidden zone. Eden looked at the creature fearing for its life, knowing that it could be in danger, or worse, it could bring danger to the entire garden.

Apostrophes

CEO’s vs CEOs

YMCA’s vs YMCAs

Word Choice

- Lie vs Lay (You *lie* down, but you *lay* something down.)
- Any way, Anyway, Anyways (*Any way* means in any manner or by any means. *Anyway* means nonetheless or regardless. *Anyways* is slang.)
- If vs Whether (Use *if* when you have a conditional sentence and *whether* when you are showing that two alternatives are possible.)
- That vs which (Use *that* with restrictive clauses and *which* with nonrestrictive clauses. Use a comma with *which*.)

Faulty Parallelism

- Examples of This Trouble:

Wrong: In our society, the elderly feels alienated, because they are confined in retirement homes, their unattractive representation in the media, and the capitalist economy deems them unproductive.

Corrected: In our society, the elderly feels alienated, because they are confined in retirement homes, they are represented unfavorably in the media, and they are deemed unproductive by the capitalist economy.

- Parallel Words: My favorite activities are swimming, skating, and dancing.
- Parallel Phrases: Books enable me to see the world and to imagine better worlds.
- Parallel Clauses: My friends attend school, because they like to make new friends, because they want to play new sports, or because they love to learn new things.

Misplaced Modifiers

- At five years old, my father taught me to ski.
- Strip-mining the hillsides, many acres were left bare.
- Kids Make Nutritious Snacks
- Local High School Dropouts Cut in Half
- Juvenile Court to Try Shooting Defendant

Homonyms and Other Spelling Issues

Alter	Altar	Lose	Loose	
Your	You're	Then	Than	
Its	It's	There	They're	Their
To	Too	Two		

Action Verbs vs Passive Verbs

Which sentences are more interesting to read?

Passive

The car was washed by Ned.

The chicken was eaten by Jan.

The tree was hit by the car.

The candle was lit by Tom.

Action

OR Ned washed the car.

OR Jan ate the chicken.

OR The car hit the tree.

OR Tom lit the candle.

Run-ons and Comma Splices

Run-on sentence: My friend Bob is a genius he's especially good at math.

Comma splice: My friend Bob is a genius, he's especially good at math.

Correct: My friend Bob is a genius. He's especially good at math.

Correct: My friend Bob is a genius; he's especially good at math.

Correct: My friend Bob is a genius, and he's especially good at math.

The Wandering "only"

If "only" wanders into the wrong position, confusion often follows. The whole meaning of a sentence changes if you accidentally put it in the wrong spot.

1. **Only** the new manual confused the worker.
2. The **only** new manual confused the worker.
3. The new manual **only** confused the worker.
4. The new manual confused **only** the worker.
5. The new manual confused the **only** worker.

Other wandering adverbs can also be troublesome, for example *just*, *still*, and *even*.

SETTING YOUR WRITING GOAL

Name: _____

List three writing-related things you would like to accomplish over the next 12 months.

-
-
-

Rank these while considering the follow: (be honest)

- Which is most important to me?
- Which is the most reasonable goal to reach in 12 months?
- Which will give me the most sense of accomplishment?

Of the three, choose the one that will be your primary goal for this class over the next 12 months.

I will _____.

Things I need to do to accomplish this goal:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

GOAL ACCOUNTABILITY

Name: _____

Start Date: _____ Finish Date: _____

My goal is to _____

Date	My task and deadline	Initials**	Did I complete it? If not, then why?

** By initialing, you are formally accepting the responsibility of this task.

TIME MANAGEMENT SKILLS

Prayer.

Effectiveness.

Make time.

Start small.

Accountability.

Efficiency.

Unplug.

Alarms.

Multi-task writing.

Distractions.

EXTRA GRAMMAR AND MISC STUFF

Punctuation

Punctuation Mark	Examples
Period .	<ul style="list-style-type: none"> • The cat ran up the tree. • Bill said, "I could be late." • .22-caliber handgun
Question mark ?	<ul style="list-style-type: none"> • What time will we get home? • "What time will you get home?" she asked.
Exclamation point !	<ul style="list-style-type: none"> • "Watch out!" he shouted.
Comma ,	<p><i>Separate things in a series of three or more. Note: Use comma before "and".</i></p> <ul style="list-style-type: none"> • Red, white, and blue <p><i>Use a comma to separate two adjectives when the word and can be inserted between them</i></p> <ul style="list-style-type: none"> • He is a strong, healthy man. <p><i>Set off expressions that interrupt sentence flow</i></p> <ul style="list-style-type: none"> • I am, as you have probably noticed, very nervous about this. <p><i>When starting a sentence with a weak clause</i></p> <ul style="list-style-type: none"> • If you are not sure about this, let me know now. <p><i>Separate two strong clauses joined by a coordinating conjunction--and, or, but, for, nor</i></p> <ul style="list-style-type: none"> • I have painted the entire house, but he is still working on sanding the doors. <p><i>Surrounding words such as therefore and however when they are used as interrupters</i></p> <ul style="list-style-type: none"> • I would, therefore, like a response. • I would be happy, however, to volunteer for the Red Cross. <p><i>Introduce or interrupt direct quotations</i></p> <ul style="list-style-type: none"> • He said, "I loved that movie." <p><i>Separate a statement from a question</i></p> <ul style="list-style-type: none"> • I can go, can't I? <p><i>Others</i></p> <ul style="list-style-type: none"> • San Francisco, California • January 1, 2014 • Al Mooney, M.D., knew Sam Sunny Jr. and Charles Starr III • Will you, Alex, do that assignment for me?
Semicolon ;	<p><i>Connect two clauses that can stand alone. Note: Cannot separate two standalone clauses with a comma (comma splice error).</i></p> <ul style="list-style-type: none"> • Twelve workers started the project; only five remain. <p><i>As a Super-comma</i></p> <ul style="list-style-type: none"> • The trio's birthdays are November 10, 1946; December 7, 1947; and October 31, 1950. <p><i>Before introductory words such as namely, however, therefore, that is, i.e., for example, e.g., or for instance</i></p> <ul style="list-style-type: none"> • You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing. I love to camp; however, I don't love it in the winter.
Colon :	<p><i>Setting up a list</i></p> <ul style="list-style-type: none"> • Include the following: paper, pencils, and folders. • She had it all: looks, intelligence, wit, and charm. <p><i>Others</i></p> <ul style="list-style-type: none"> • While in Venice, he did something he had never done before: He took a gondola ride. • The answer is simple: read this book and learn all about it. • She also had a piercing gaze, and it was aimed at one place, and one place only: my heart.

Punctuation Mark	Examples
	<ul style="list-style-type: none"> This I know: Do or do not. There is no try.
Parentheses ()	<ul style="list-style-type: none"> The patterns were significant (see Figure 5). Pit bulls can be brutal (as my own dog found out when he tried to take a football from one at the dog park). Vacuums suck (pun intended). Some injuries (like when I bit my lip during football) aren't as bad as others (like when I broke my arm while knitting).
Quotation marks “ ”	<ul style="list-style-type: none"> She said, “Shelly sells seashells by the seashore.” “Shelly sells seashells by the seashore,” according to today's newspaper. In a live interview, Mayor Candor admitted that “our politicians are failing to represent their constituents.” Song titles: “Amazing Grace” Short stories: “Do Androids Dream of Electric Sheep?” Book chapters: Chapter I, “The Period,” by Charles Dickens Essays: “The Art of Procuring Pleasant Dreams” by Benjamin Franklin Journal, magazine, or newspaper articles: “Get the Old Off the Road,” by David Frum One-act play: “The Dumb Waiter,” by Harold Pinter TV episodes: “The Trouble With Tribbles” Star Trek
Single quotation marks ‘ ’	<i>Quotes inside quotes</i> <ul style="list-style-type: none"> Shelby asked, “Hey Shelly did you say the other day, ‘I sell seashells by the seashore?’”
Brackets []	<i>Inside quotation marks</i> <ul style="list-style-type: none"> “Three years ago [2006] we moved from Kentucky.” <i>Inside parentheses</i> <ul style="list-style-type: none"> All safety parameters (adverse events [AEs], laboratory results, and vital signs) were measured throughout the study.
Apostrophe ’	<i>Ownership</i> <ul style="list-style-type: none"> Mary's lemons <i>Contractions</i> <ul style="list-style-type: none"> Don't, isn't, wouldn't, etc. <i>NOT for plurals</i> <ul style="list-style-type: none"> 5 CDs NOT 5 CD's
Virgule /	<ul style="list-style-type: none"> 12 breaths/minute miles/hour 3/17/08 $(x^2-1)/x^3$
Ellipses ...	<i>Omission of words or phrases in quotations</i> <ul style="list-style-type: none"> Johnson said that “every person ... should put his or her resolve to the test.”
Hyphen -	<ul style="list-style-type: none"> ten-liter container twenty-one through ninety-nine long-term therapy anti-American demonstration two-thirds majority (as adjective) three fourths of the votes (as noun)
En dash —	<i>Prefix before proper noun</i> <ul style="list-style-type: none"> pre-World War II <i>Indicate missing letters in a word</i> <ul style="list-style-type: none"> G-d <i>Indicate a range of numbers</i> <ul style="list-style-type: none"> August 13–August 18, or pages 29–349

Punctuation Mark	Examples
Em dash —	<i>Indicate a break in thought or to set an appositive off from the rest of the sentence (especially when phrase has other punctuation that would preclude use of commas)</i> <ul style="list-style-type: none">• Since 2007, the consensus of the economic establishment—bankers, policymakers, CEOs, stock analysts, pundits—has been catastrophically wrong

Spelling and Word Use (watch homonyms)

affect - change effect - result or consequence
aid - to help or assist aide - assistant
air - atmosphere (the stuff we breathe) err - to make a mistake
aisle - walkway I'll - I will isle - island
allowed - permitted aloud - out loud
alter - change altar - place of offerings
ant - picnic pest aunt - relative, as in your mom's sister
arc - curve ark - Noah's boat
ate - chewed up and swallowed eight - number after seven
bare - uncovered bear - grizzly animal
base - bottom part bass - deep or low
be - to exist bee - buzzing insect
beach - sandy shore beech - type of tree
beat - to pound beet - type of edible plant
berry - fruit from a bush bury - to put underground
berth - tie up birth - to be born
bite - nibble byte - 8 bits (computer data)
blew - past of blow blue - color of ocean
boar - pig bore - not interesting bore - to drill
borough - area or district burrow - dig through burro - small donkey
bough - branch bow - bend or curtsy
brake - stop pedal break - smash
bread - bakery food bred - form of breed

broach - mention brooch - pin
brows - eyebrows browse - look around
buoy - floater boy - young man
buy - purchase by - beside by - originating from bye - short for goodbye
cell - compartment sell - vend
cent - penny coin sent - did send
cereal - breakfast food serial - sequential
Chile - country in South America chili - bean stew chilly - frosty
chord - musical tone cord - rope
cite - quote site - location sight - view
close - opposite of open clothes - clothing
complement - enhance; go together compliment - praise
council - committee counsel - guidance
creak - squeak creek - stream of water
crews - gangs cruise - ride on a boat
dear - darling deer - woodland animal
dew - morning mist do - operate due - payable doo - hair-doo or poop
die - cease to exist dye - color
doe - female deer dough - uncooked bread
dual - double duel - battle
ewe - female sheep you - second-person personal pronoun
except - exception accept - to receive

eye - sight organ I - me
fair - equal fare - price
fairy - elflike creature with wings ferry - boat
faze - impact phase - stage
feat - achievement feet - plural of foot
fir - type of tree fur - animal hair
flea - small biting insect flee - run
flew - did fly flu - illness
flour - powdery, ground up grain flower - blooming plant
for - on behalf of fore - front four - one more than three
forth - onward fourth - number four
foreword - opening of book forward - in onward direction
gorilla - big ape guerrilla - warrior
grease - fat Greece - country in Europe
groan - moan grown - form of grow
hair - head covering hare - rabbit-like animal
hall - passageway haul - tow
halve - cut in two parts have - possess
hay - animal food hey - interjection to get attention
heal - mend heel - back of foot
hi - hello high - up far
hoarse - croaky horse - riding animal
hole - opening whole - entire
holey - full of holes holy - divine wholly - entirely

hour – sixty minutes our – belonging to us
its – belonging to it it's – it is
knead - massage need - desire
knew – did know new – not old
knight – feudal horseman night - evening
knot – tied rope not - negative
know – have knowledge no – opposite of yes
lead – metal led - was the leader
lessen – make smaller lesson - class
loan - lend lone - solitary
lose – misplace loose – not tight
made – did make maid - servant
mail - postage male – opposite of female
marry – to wed merry – very happy
meat – animal protein meet - encounter
moot – no longer valid mute - silent
none – not any nun – woman who takes special vows
oar – boat paddle or - otherwise ore - mineral
oh – expression of surprise or awe owe – be obligated
one - single won – did win
overdo – do too much overdue – past due date
pail - bucket pale – not bright
pain - hurt pane – window glass
peace - calm piece - segment

peak – highest point peek - glance
plain - ordinary plane – flight machine plane - flat surface
pole - post poll - survey
poor – not rich pour – make flow
pray – implore god prey - quarry
principal – most important principle - belief
rain – water from sky rein - bridle
rap - tap wrap – drape around
real - factual reel - roll
right – correct; not left write - scribble rite - ritual
ring - encircle wring - squeeze
role - function roll - rotate
rose - flower rows - lines
sail – move by wind power sale – bargain price
scene - landscape seen - viewed
sea – ocean segment see – observe with eyes
seam – joining edge seem - appear
sew – connect with thread so – as a result sow - plant
soar - ascend sore – hurt place
sole - single soul - essence
some – a few sum - amount
steal - swipe steel - alloy
tail – animal's appendage tale - story
their – belonging to them there – at that place they're – they are

then – when than - other
there – not here they're – they are their – belonging to them
threw – toss through – traverse thru - don't use
to - toward too - also two = 2
to - toward too - also
toe – foot appendage tow – pull along
vary - differ very - much
wail - howl whale – huge swimming mammal
waist – area below ribs waste - squander
wait – kill time weight – measurable load
wander – roam wonder - ponder
war - battle wore – did wear
warn - caution worn - used
way - path weigh – measure mass
we - us wee - tiny
weak – not strong week – period of seven days
weather - climate whether - if
which - that witch – sorcerer
whose – belonging to who's – who is
write – record on paper right – correct rite - ritual
your – belonging to you you're – you are

Definitions and Examples of Parts of Speech

	Definition	Examples Are Underlined
Noun	A word used as a person, place, or thing	<u>Tom</u> was on the <u>airplane</u> that landed in <u>Atlanta</u> scheduled to land in <u>New York</u> .
Verb	A word used to indicate action	Tom <u>was</u> on the airplane that <u>landed</u> in Atlanta <u>scheduled</u> to land in New York.
Pronoun	A word used to substitute the names of the people or things (for example: I, you, he, she, it, we, they)	Tom was on the airplane that landed in Atlanta. <u>He</u> was scheduled to land in New York.
Adjective	A word used to describe a person, place, or thing	The <u>small</u> , <u>brown</u> squirrel ran up the tree and into a <u>small</u> hole.
Adverb	A word used to describe an adjective, verb, or another adverb	The <u>extremely</u> bright light <u>painfully</u> burned his eyes.
Participle	A verb form used as an adjective	The <u>bellowing</u> cow was trying to get the attention of the farmer.
Gerund	A verb form used as a noun (noun + ing)	<u>Walking</u> can be good exercise.
Conjunction	A word that connects two words, phrases, or clauses	Our flag is red, white, <u>and</u> blue.
Correlative Conjunction	Conjunction that joins two items of equal importance (for example: for, and, nor, but, or, yet, so)	He remembered his jacket, <u>but</u> forgot his hat.
Correlative Conjunctions	Pairs of conjunctions that work together to coordinate two items (for example: both/and, either/ or, neither/nor, not only/but also)	<u>Not only</u> did he forget his hat, <u>but also</u> , he forgot his gloves.
Subordinating Conjunctions	Conjunction that introduces a dependent clause (for example: although, before, until, while)	<u>Because</u> it was not very cold outside, he really didn't need his gloves anyway.
Preposition	A word that introduces a prepositional phrase (anywhere a squirrel can go)	The small, brown squirrel ran <u>up</u> the tree and <u>into</u> a small hole.
Relative Pronouns	A word that links two clauses into a single complex clause and acts as the subject or object of the dependent clause (for example: that, which, who)	Tom was on the airplane <u>that</u> landed in Atlanta. He was scheduled to land in New York.
Reflexive Pronoun	A pronoun that is preceded by the noun or pronoun to which it refers (its antecedent) within the same clause (for example: myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves)	He typed the report <u>himself</u> .
Indefinite Pronoun	A word that replaces a noun without specifying which noun it replaces (for example: anybody, anyone, few, many, others, all, most, none, some)	<u>Anyone</u> who wants a drink or water should go to the fountain down the hall.
Infinitive	A verb form without a particular subject or tense (to + verb)	<u>To be</u> , or not <u>to be</u> – that is the question.
Direct Object	A noun or pronoun that receives the action of a transitive verb in an active sentence. It answers the questions what or whom	John hit the <u>ball</u> over the fence.

Example of Verb Tense and Conjugation

Tense (ie, present, past, future, etc), **Voice** (ie, active or passive), **Mood** (ie, indicative, imperative, interrogative, subjunctive, etc.)

Present Tense

Use the Present tense to show actions that happen in the present or are habitual.

Person	Singular	Plural
1st Person	I <i>eat</i>	we <i>eat</i>
2nd Person	you <i>eat</i>	you <i>eat</i>
3rd Person	he/she/it <i>eats</i>	they <i>eat</i>

Past Tense

Use the Past tense to show actions that happened before the present moment.

Person	Singular	Plural
1st Person	I <i>ate</i>	we <i>ate</i>
2nd Person	you <i>ate</i>	you <i>ate</i>
3rd Person	he/she/it <i>ate</i>	they <i>ate</i>

Future Tense

Use the Future tense to show actions that will happen in the future.

Person	Singular	Plural
1st Person	I <i>will eat</i>	we <i>will eat</i>
2nd Person	you <i>will eat</i>	you <i>will eat</i>
3rd Person	he/she/it <i>will eat</i>	they <i>will eat</i>

Present Perfect Tense

Use the Present Perfect tense to show that the action of the verb has been completed in the past but is linked to the present.

Person	Singular	Plural
1st Person	I <i>have eaten</i>	we <i>have eaten</i>
2nd Person	you <i>have eaten</i>	you <i>have eaten</i>
3rd Person	he/she/it <i>has eaten</i>	they <i>have eaten</i>

Past Perfect Tense

Use the Past Perfect tense to show an action that was completed prior to another action that took place in the past.

Person	Singular	Plural
1st Person	I <i>had eaten</i>	we <i>had eaten</i>
2nd Person	you <i>had eaten</i>	you <i>had eaten</i>
3rd Person	he/she/it <i>had eaten</i>	they <i>had eaten</i>

Future Perfect

Use the Future Perfect tense to show an action that will be completed prior to another action that will take place in the future.

Person	Singular	Plural
1st Person	I <i>will have eaten</i>	we <i>will have eaten</i>
2nd Person	you <i>will have eaten</i>	you <i>will have eaten</i>
3rd Person	he/she/it <i>will have eaten</i>	they <i>will have eaten</i>

Basic Grammar

Subject-Verb Agreement	
False singulars and false plurals	<p>False singulars (these are plural and require plural verbs)</p> <ul style="list-style-type: none"> • agenda • media • data • phenomena <p>False plurals (these are singular and require singular verbs)</p> <ul style="list-style-type: none"> • measles • mumps • mathematic • genetics • politics
Indefinite pronouns	<p>The following indefinite pronouns always take singular verbs:</p> <ul style="list-style-type: none"> • each • either • neither • one • no one • everyone • someone • anybody • nobody • somebody <p>These always take the plural:</p> <ul style="list-style-type: none"> • several • few • fewer • both • many • others <p>And some take the singular or plural, depending on what they're referring to:</p> <ul style="list-style-type: none"> • some • any • none • all • most
Collective nouns	<p>Collective nouns are used to define more than one person, place, or thing. These nouns take either singular or plural verbs, based on whether the word refers to the group as a unit or to its members as individuals.</p> <p>If the group is referred to as a unit, the singular verb is used.</p> <ul style="list-style-type: none"> • The number of spelling errors was distressing. • A majority of the board wants the merger. <p>If the individual members of the group are emphasized, the plural verb is used.</p> <ul style="list-style-type: none"> • A number of employees were selected for the education committee. • A total of 12 products were offered to new customers. <p>If you're having trouble determining which verb to use, ask yourself whether the sentence is talking about something that acts as a singular entity or is talking about the individuals within the entity.</p>
Compound Subject Joined by Either-Or/Neither-Nor	<p>In such cases, the verb agrees with the subject closer to the verb.</p> <ul style="list-style-type: none"> • Neither staphylococci nor streptococci were responsible. • Neither the hospital nor the physicians were responsible for the... • Neither she nor they are involved. • You or he is the person who...

Verbs	
Passive vs. Active Verbs	<p>Avoid passive voice.</p> <ul style="list-style-type: none"> • Incorrect: The car was washed by Ned. Correct: Ned washed the car. • Incorrect: The chicken was eaten by Jan. Correct: Jan ate the chicken. • Incorrect: The tree was hit by the car. Correct: The car hit the tree. • Incorrect: The candle was lit by Tom. Correct: Tom lit the candle.
Verb Conjugation	<p>Use correct verb conjugation. A conjugation is a list of verb forms. It catalogues the person, number, tense, voice, and mood of a verb.</p>
Verb Tense	<p>Use correct verb tense. Tense tells the reader when the action of a verb takes place. English has six tenses: Present, Past, Future (the Simple Tenses), and Present Perfect, Past Perfect, and Future Perfect (the Perfect Tenses). Each of these tenses has another form, called the Progressive.</p>
Person	<p>Keep person consistent throughout writing and don't switch back and forth. Person is divided into three categories (first, second, and third person), and tells the reader whether the subject is speaking, is spoken to, or is spoken about. Each person is expressed using different subjects: first person uses <i>I</i> or <i>we</i>; second person uses <i>you</i>; and third person uses <i>he/she/it</i> or <i>they</i>.</p>
Misplaced Modifiers	
Misplaced adjectives	<ul style="list-style-type: none"> • Incorrect: The child ate a <u>cold</u> dish of cereal for breakfast. Correct: The child ate a dish of <u>cold</u> cereal for breakfast. • Incorrect: The <u>torn</u> student's book lay on the desk. Correct: The student's <u>torn</u> book lay on the desk.
Misplaced Adverbs	<ul style="list-style-type: none"> • Incorrect: We ate the lunch that we had brought <u>slowly</u>. Correct: We <u>slowly</u> ate the lunch we had brought.
Wandering words	<p>Placement of the words <u>only</u>, <u>just</u>, <u>nearly</u>, <u>merely</u>, <u>still</u>, <u>even</u>, and <u>almost</u> will completely change the meaning of a sentence.</p> <p><u>Only</u> the new manual confused the worker. The <u>only</u> new manual confused the worker. The new manual <u>only</u> confused the worker. The new manual confused <u>only</u> the worker. The new manual confused the <u>only</u> worker.</p>
Misplaced Phrases	<ul style="list-style-type: none"> • Incorrect: At five years old, my father taught me to ski. Correct: My father taught me how to ski when I was five years old. • Incorrect: Strip-mining the hillsides, many acres were left bare. Correct: Many acres were left bare due to strip-mining on the hillside.
Overall Bad Wording	<ul style="list-style-type: none"> • Kids Make Nutritious Snacks • Local High School Dropouts Cut In Half • Juvenile Court to Try Shooting Defendant

Pronouns	
Pronouns as indirect objects	<p>“Who” does the action “Whom” receives it</p> <ul style="list-style-type: none"> • Who hit the ball to me? • The ball was hit to whom? • The ball was hit to who could run the fastest.
Collective Noun Antecedents	<p>When the group members are considered individually, then the plural pronoun is used.</p> <ul style="list-style-type: none"> • Incorrect: The construction crew, some of them laughing, strolled onto the work site and gathered <u>its</u> tools. Correct: The construction crew, some of them laughing, strolled onto the work site and gathered <u>their</u> tools. <p>This problem is one of the most common mistakes with pronoun use and is often overlooked by students when proofreading their own papers.</p>
Singular Antecedents including: each, either, neither, one, no one, everyone, someone, anyone, nobody, everybody, somebody, and anybody	<p>The root of each word, such as -one or -body, is singular. Therefore, the pronoun must be singular.</p> <ul style="list-style-type: none"> • Incorrect: Everyone loves <u>their</u> baby. Correct: Everyone who is a mother loves <u>her</u> baby.
The Pronoun Gender Problem: Three Alternatives	<p>Sentence: Each person has to face his fear of sharks.</p> <p>Option 1. Make the sentence plural.</p> <ul style="list-style-type: none"> • All persons have to face their fear of sharks. <p>Option 2. Use he or she (his or her).</p> <ul style="list-style-type: none"> • Each person has to face his or her fear of sharks. <p>Option 3. Use the or avoid the singular pronoun.</p> <ul style="list-style-type: none"> • Each person must face the fear of sharks.

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