STEP 1: SELECT YOUR TOPIC.
Choose a topic that interests you enough to focus on it for at least a week or two. If your topic is broad, narrow it.
Instead of writing about how to decorate your home, try covering how to decorate your home in country style on a shoestring budget. That’s more specific and, as such, easier to tackle.

Then write a rough, rough draft, including everything you can think of. Stay loose, avoid getting analytical, and enjoy the process of sharing what you know. When you’re done, you’ll have the bare bones of an article that only you could write. Then put it aside for a while.

STEP 2: ADDRESS YOUR AUDIENCE’S NEEDS.
Now, come back to your piece. Switch gears and imagine you’re the reader of this article. Pick three words to describe the audience you want to address (e.g., professionals, single men). As this reader, what questions would you like answered? You might not know the answers yet, but list the questions anyway; you’ll find answers in the next step.

STEP 3: RESEARCH.
Research will ground your article in fact. Good details to include with your how-to are:

- Statistics
- Quotes by well-known people
- Definitions
- Anecdotes (short, illustrative stories about yourself or someone else)
- Quotes and examples from people like the reader or from popular books on the subject
- References to other media (film, television, radio)
- Helpful tools, resources or products (if many, consider creating a sidebar)
- References to local venues or events (if for a regional/local publication).

Collect everything you have gathered and put it in a folder, an electronic document, a notebook or whatever you like. Don’t forget to keep track of sources in case you are later asked by an editor to verify them. You may want to sift through your research at a separate sitting from gathering it. Or just go ahead and sprinkle your research in right when you find it. It’s a lot like cooking—play around until you feel you have it “just right.”

STEP 4: TIGHTEN YOUR DRAFT.
Keeping your audience in mind, write a tighter draft incorporating the new supporting information you’ve collected. Sometimes what you’ve learned in Steps 2 and 3 may compel you to start over with a completely fresh draft. Or you may just want to revise what you have as you proceed, retaining a nice conversational tone by directly addressing your audience.

This time when you read your draft, ask yourself: Is it working? Is it too general, too lightweight, uninteresting, unclear or choppy? If so, comb some of your favorite publications for how-to articles. What techniques are those writers using that you might employ?

STEP 5: MAKE IT SPECIFIC.
Double-check to see that you’ve included every pertinent step in the process. How-to articles have to be thorough. You want your reader to walk away knowing exactly how to make that Thanksgiving dinner on a shoestring budget, execute that rugby tackle or locate great accommodations.

If your narrative goes on and on, or off in too many directions, break it down into key points indicated with subheads (as in this article). Synthesizing complicated information and breaking it down into steps is especially crucial for online writing, and is also a trend in print.

STEP 6: READ, REVISE, REPEAT.
Read the draft of your how-to article out loud to a supportive friend. Then, ask her a series of questions: Does she now understand the process? Are there any steps missing? Is there anything else she would like to know about the subject? Could she do the task herself? With your friend’s suggestions in mind, use your best judgment in deciding what changes, if any, need to be made.
Sample Collocations

There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below you can see seven main types of collocation in sample sentences.

1. adverb + adjective

- Invading that country was an utterly stupid thing to do.
- We entered a richly decorated room.
- Are you fully aware of the implications of your action?

2. adjective + noun

- The doctor ordered him to take regular exercise.
- The Titanic sank on its maiden voyage.
- He was writhing on the ground in excruciating pain.

3. noun + noun

- Let's give Mr Jones a round of applause.
- The ceasefire agreement came into effect at 11am.
- I'd like to buy two bars of soap please.

4. noun + verb

- The lion started to roar when it heard the dog barking.
- Snow was falling as our plane took off.
- The bomb went off when he started the car engine.

5. verb + noun

- The prisoner was hanged for committing murder.
- I always try to do my homework in the morning, after making my bed.
- He has been asked to give a presentation about his work.

6. verb + expression with preposition

- We had to return home because we had run out of money.
- At first her eyes filled with horror, and then she burst into tears.
- Their behaviour was enough to drive anybody to crime.
7. verb + adverb

- She placed her keys gently on the table and sat down.
- Mary whispered softly in John's ear.
- I vaguely remember that it was growing dark when we left.
Why is writing an apology letter so hard?

Apologizing is an art form few of us seem to master. We don’t want to admit our mistakes because we think that making mistakes reflects badly on our character. But the truth is, not apologizing, or making a feeble non-apology, is often worse.

There are a few reasons you may struggle with apologies:

- **You assume that making mistakes means you’re a bad person.** When you feel ashamed, you have a hard time recognizing that one goof doesn’t reflect on your character as a whole.

- **You get defensive.** No one wants to feel ashamed. But a defense is not an apology.

- **You worry that you’ll have to own all the responsibility, or that you’ll open the floodgate for more accusations.** It could happen, sure. But not apologizing builds resentment over time, and that’s toxic to personal and workplace environments.

The good news is that when you put your apology in writing, you have the luxury of polishing and editing your thoughts so that they say precisely what you mean to convey.

The Elements of a Good Apology Letter

Sorry does seem to be the hardest word, but if you can master these steps in the apology process, you’re sure to make a good impression. These guidelines apply
whether you’re apologizing for a personal error, or you’re writing an apology on behalf of a team or business.

- **Say you’re sorry.** Not, “I’m sorry, but . . .” Just plain ol’ “I’m sorry.”

- **Own the mistake.** It’s important to show the wronged person that you’re willing to take responsibility for your actions.

- **Describe what happened.** The wronged person needs to know that you understand what happened and why it was hurtful to them. Make sure you remain focused on your role rather than deflecting the blame.

- **Have a plan.** Let the wronged person know how you intend to fix the situation.

- **Admit you were wrong.** It takes a big person to own up to being wrong. But you’ve already reminded yourself that you’re a big person. You’ve got this.

- **Ask for forgiveness.** A little vulnerability goes a long way toward proving that you mean what you say.

—**If You Want to Know How to Apologize, First Do This...**

It’s as easy (and as hard) as that. No minimizing, no shifting blame, no defenses. Now, let’s take a look at some apology letter examples that follow this format.

### Apology Letter Examples

Before you begin writing, there are a few pointers to keep in mind. First, keep your letter brief and to the point. Don’t ramble on about what happened—distill it to the
essentials. Don’t exaggerate, either. There’s no need to fall on your sword. But do keep your language respectful, sincere, and professional.

**The Third-Party Apology**

If you supervise an employee who made a mistake and find yourself apologizing to a customer or client, it’s important that you take responsibility without dumping all the blame on the employee. After all, what your employees do reflects your leadership.

Dear Ms. Jones,

On behalf of ABC Office Equipment, I extend our sincerest apologies for the bad experience you had with our sales associate, James. I understand that James made unprofessional remarks when you visited our storefront to inquire about a new copier. You came to us in search of information, and instead were subjected to a pushy salesperson.

At ABC, it’s our goal to help you make an informed purchase decision without having to deal with aggressive sales tactics. James is a new employee that I’ve been training. I take full responsibility for his behavior. He has received a written reprimand and will be shadowing one of our senior sales associates until he has a better understanding of the ABC Office Equipment approach to customer service.

I’m grateful that you brought this issue to my attention and I ask your forgiveness. We’d love to earn your business. I’ve included a voucher for 20 percent off your next purchase in our store as a thank-you, should you decide to give us a second chance. We hope to see you again soon!

Kind regards,

Jennifer Smith Equipment Sales Manager

**The Personal Apology Letter**

Sometimes, you have to own up to something you did that hurt or inconvenienced another person. We’ve all been there. Keep it simple. Don’t make excuses. Show that you’re trying to improve.
Dear Dylan,
I apologize for not arriving on time to pick you up from the airport yesterday afternoon. I have no excuse for keeping you waiting and wondering when your ride would show up.

It’s important to me not to let people down when they’re depending on me. Next time, I’ll make better use of calendar alerts so I’ll be sure to leave in plenty of time to arrive as scheduled, or even ahead of schedule.

I humbly ask your forgiveness. I hope my mistake won’t prevent you from seeking my help in the future. I’m always happy to be of service.

All the best,

Jillian

The Mass Apology

It’s horrifying to think about, but sometimes you end up upsetting a group of people rather than just one person. As with all apology letters, it’s important not to say, “I’m sorry if anyone felt offended.” (That’s like saying, “It’s too bad some of you don’t know how to handle my personality.”) Instead, say, “I’m sorry that I offended anyone.”

Hello Everyone,
I owe you all an apology. When I planned my costume for our annual company Halloween bash, I clearly wasn’t thinking. I now realize that what I wore was offensive to some of you, as well as to your families.

It was never my intention to cause anyone distress. Looking back, however, I can clearly see that I didn’t think things through before I decided on what to wear. Next time, I’ll be sure to weigh my warped sense of humor against my sense of propriety and choose something that isn’t controversial.

I hope you’ll forgive me for making you uncomfortable. Please accept the cupcakes in the breakroom as a sincere peace offering.

All the best,

Jamie
Request an Explanation For a Denial of Credit

Sample Letter #1

I just received your letter denying my application for credit due to "late payment history" and "insufficient income." I have never been late on any payments and I just received a raise. Either there was a mistake in your evaluation or the credit information you used was incorrect. Would you please reconsider my application? If there is any additional information you need, please let me know.

Sample Letter #2

Yesterday, I received your letter denying our request for a credit account. We are puzzled by your decision as we have an excellent credit history. Will you please tell us why you denied the application? We can only assume that one of our credit references has made an error. We will be happy to supply you with the correct information with appropriate documentation, so that you can reconsider our application.

Sample Letter #3

I have just received your letter refusing my request for a credit line. Will you please tell me what factors specifically lead to your decision to deny me credit? I am concerned that one of my references must have misreported my credit history information, as I have been meticulous in maintaining a spotless credit record, and my debt load is very modest relative to my income. Please tell me which of my references reported negative information on me, so that I may resolve this matter with them. I have reviewed copies of all the forms I submitted to you and found them to be correct. I hope that you will promptly reconsider my credit request and inform me of the result as soon as possible.

Sample Letter #4

Your denial of our recent credit application has caught us off guard. As we were very confident of acceptance, we are hoping you will provide us with an explanation of your decision. We are aware that John's name has been confused with another H. Doe in the past, and fear that this may have been the case once more. We will be happy to resubmit our income and debt information if this will help in your re-evaluation of our file. Please contact our office when you have reviewed our application and arrived at a decision.

Sample Cover Letter (Text Version)

John Donaldson
8 Sue Circle
Smithtown, CA 08067
909-555-5555
john.donaldson@emailexample.com

September 1, 2018
George Gilhooley  
Times Union  
87 Delaware Road  
Hatfield, CA 08065  

Dear Mr. Gilhooley,  

I am writing to apply for the programmer position advertised in the Times Union. As requested, I enclose a completed job application, my certification, my resume and three references.  

The role is very appealing to me, and I believe that my strong technical experience and education make me a highly competitive candidate for this position. My key strengths that would support my success in this position include:  

- I have successfully designed, developed and supported live-use applications.  
- I strive continually for excellence.  
- I provide exceptional contributions to customer service for all customers.  

With a BS degree in Computer Programming, I have a comprehensive understanding of the full lifecycle for software development projects. I also have experience in learning and applying new technologies as appropriate. Please see my resume for additional information on my experience.  

I can be reached anytime via email at john.donaldson@emailexample.com or by cell phone, 909-555-5555.  

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.  

Sincerely,  

John Donaldson  

---  

Sample Email Letter of Application (Text Version)  

Subject: Colleen Warren - Web Content Manager Position  

Dear Hiring Manager,
I'm writing to express my interest in the Web Content Manager position listed on Monster.com. I have experience building large, consumer-focused health-based content sites. While much of my experience has been in the business world, I understand the social value of this sector and I am confident that my business experience will be an asset to your organization.

My responsibilities have included the development and management of: website editorial voice and style; editorial calendars; and the daily content programming and production for various websites.

I have worked closely with healthcare professionals and medical editors to help them to provide the best possible information to a consumer audience of patients. I have also helped physicians to use their medical content to write user-friendly and easily comprehensible text.

Experience has taught me how to build strong relationships with all departments in an organization. I have the ability to work within a team as well as cross-team. I can work with web engineers to resolve technical issues and implement technical enhancements.

I am confident working with development departments to implement design and functional enhancements, and to monitor site statistics and conduct search engine optimization.

Thank you for your consideration.

Colleen Warren
collen.warren@noemail.com
555-123-1234
www.linked.com/colleenwarren
TECHNICAL REPORT WRITING FOR
MATERIALS SCIENCE LABORATORY REPORTS
FOR
MECHANICAL ENGINEERING STUDENTS

David Malicky

January, 2001
INTRODUCTION

One of the objectives of this lab is to improve your writing skills. In engineering, writing is the most important means of communicating experimental findings. The format and style of a technical report can vary widely in engineering and research organizations. The following outline is commonly used for engineering and scientific journals.

A scientific paper usually includes the following parts:

- Title Page: statement of the problem or aim
- Abstract: short summary of the paper
- Introduction: background and significance of the problem
- Methods: report of the procedures used
- Results: presentation of data
- Discussion: interpretation and discussion of results
- Appendix: data files and lab notes

A more detailed description of each section of a scientific paper follows.

REPORT ORGANIZATION AND CONTENT

Title Page

The title includes the title, your name, the course title, the lab day or section, other members on your experimental team, the instructor's name, the due date for the paper, and the honor code. Aim for a descriptive, but compact title, e.g., “Tensile Test of 1020 and 1090 Steel.” A good way to develop a title is to list about 10-15 words that are most relevant to the experiment, then pick enough of them to capture the important points, and arrange those in a logical order.
Abstract

The Abstract, on a separate page following the Title Page, is a short paragraph which summarizes the entire report:

- Aims: what does this experiment intend to accomplish? (1 sentence)
- Methods (optional): how was it accomplished? (0-1 sentence)
- Results: what were the major findings (directly measured or observed)? (1-3 sentences)
- Conclusions: what implications do these findings have? (1-2 sentences)

Abstracts should be the densest section of the report, yet contain the most important aspects of the study. Read each sentence to trim all but essential information. Experimental methodology is normally included for scientific abstracts, but it need not be included here because it is already defined in the instructions. An abstract should be approximately 100-150 words (1/3 of a page, double-spaced). Although the Abstract is located at the beginning of a report, it should be the last item written.

Here are two examples of good abstracts:

Abstract 1

The aim of this experiment was to determine the influence of carbon content on the tensile material properties of steel. Specimens of 1020, 1045, and 1090 steel were tensile tested until failure. Of the three types of steel examined, 1020 had the lowest yield strength but the highest elongation, at 52kpsi and 62%, respectively. 1090 had the highest yield strength and lowest elongation, achieving 75kpsi and 7.8%, respectively. It appears that higher carbon content increases strength and decreases ductility in steel.

Abstract 2

...
This experiment examined the mechanical properties of 1020, 1045, and 1090 steel. One specimen each of the three steels were tensile tested until fracture. The ultimate strengths of 1020, 1045, and 1090 steel were 75kpsi, 95kpsi, and 140kpsi, respectively, while the elongations were 7.8%, 26%, and 61%. Moduli of elasticity were within 2% of the published value of 30.0 $10^6$ psi. In the 10XX steels, carbon increases strength and decreases ductility, while having little influence on the modulus of elasticity.

**Introduction**

The Introduction of a technical report serves the following purposes:

- It provides the background and significance of the topic or problem.
- It explains the aim or goal of the report.
- It provides a brief overview of the report and experiment.

Begin the Introduction by providing background on the study and the significance of the problem, relating the problem to the larger issues in the field, as appropriate. Include only information that directly addresses the aim under investigation.

Next, describe the aim, intent, or goal of this particular experiment. Ideally, this should be in one sentence. E.g., “The aim of this experiment was to measure the yield strength of 4130 steel as a function of temperature.”

In no more than three sentences, describe the experiment performed and, if applicable, the outcome predicted for the experiment.

Write the introduction in past tense when referring to your experiment; when relating the background information, use present.

**Methods**
Normally the methods section describes the experiment in detail, such that it may be repeated exactly. However, this would be redundant as this information is already specified in the Instructions. Include only deviations from the Instructions, special cases, and error analyses as appropriate. Write the Methods section in paragraph format in past tense.

Results

The Results section consists of the following components, presented as logically and coherently as possible:

- Descriptions of the results
- Tables of key findings (bulk data should go in the appendix)
- Figures (graphs, diagrams, etc.)

Each figure and table should be introduced in the text. E.g., “Figure 1 shows the relationship between temperature and yield stress for 1045 steel.” However, omit descriptions of what you expected to happen in the experiment (move to the Introduction), or the trends or meaning of the figure (move to the Discussion).

Number figures and tables consecutively throughout the report. If possible, place each figure or table at the end of the paragraph in which it is cited, or, on the page following its first citation. Suggestion: copy figures from Excel and paste into Word. Alternatively, you may group all figures at the end of the Results section. Refer to figures in the text as “Fig. 1”, unless it is the first word of the sentence, in which case use “Figure 1”.

Tables in Results should only include the important and distilled data. E.g., if measuring stress, report stress data in Results, and force and area (and stress) in appendix.

Tables and figures containing data must include descriptive titles, proper units, and legends if necessary. A sample graph is included below.
Report your data as accurately *as appropriate*, only listing as many significant figures as can be justified; this applies to the figure axes digits as well.

Percent Difference is calculated as 100 x (observed - expected) / (expected).

Do not include tabular data if the same data is presented in a graph (move to appendix).

Use past tense for the Results section.
Discussion

The discussion section contains these parts:

- Interpretation of results
- Answers to questions
- Conclusions

The first part of this section is to interpret all important results as precisely and concisely as possible. For example, the above graph might lead to discussion of the following form:

The lower curve shown on the graph in Fig.1 shows that the tensile strength of Nonobtanium 5550 decreases non-linearly with corresponding increasing temperature in the range between 400°C to 2000°C. The graph of Fig. 1 also reveals that the addition of 5% Kryptonite alloy to Nonobtanium 5550 reduces the effect of elevated temperatures on tensile strength above 400°C as shown by the reduced slope of the upper curve.

The above paragraph helps the reader interpret the significance of results which, in this case, are presented in graphical form. An inadequate discussion of the graph might read:

The graph shown in Fig. 1 shows the effect of temperature on the material tested.

It is generally appropriate to list limitations/weaknesses which you have identified in this section. For example, describe any procedural difficulties that may have affected the data and thus the interpretations.

Do not dramatize the results: avoid words such as “obviously, very important, vital, drastic, dramatic, extremely significant”.

Do not include Methods information except as related to limitations/weaknesses.

Once the individual results are discussed, the prepared questions may be answered. It is beneficial to answer these questions prior to generating the overall conclusions (below) because many questions are
phrased to focus your attention on important relationships between test parameters. The figures and tables in the Results section will also be important as you begin to think about your discussion.

Finally, some overall conclusions are included, drawn directly from the experimental results (i.e. from data, graphs, etc.). Conclusions come in many forms; they may be quantitative (equations) or qualitative (observations). For example, you may have calibrated an instrument which outputs a voltage that is proportional to temperature. In this case the conclusion may take the form of an equation which describes the relationship. However, in other cases you can only make qualitative statements about a relationship between physical parameters. For example, “As the carbon content of steel is increased, the yield strength of the steel also increases.” This section is not simply a restatement of the results.

The tense for the discussion depends on the context: if results, then use past tense, if general conclusions, use present.

Having completed this list, integrate this information (except answers to questions) into several simple, clear, concise paragraphs. Keep each question answer as a separate paragraph.

**Appendix**

The appendix consists of two parts:

- Original data sheets
- Sample calculations which show the basis of computed values

Attach the original paper on which the experimental data has been recorded. You may provide a photocopy but do not re-record data onto a new sheet. Your entire report is based on the data sheet; it should be of a neat and organized nature that lends credibility to your report. Datasheets should include the time, date, name of the testing apparatus, materials tested, and any unusual observations. In industry or research, testing records need to be organized and include enough information that they could be understood many years in the future; aim for this goal on the datasheet. Do not include the lab handout Instructions.

Sample calculations may be done by hand or computer, but in either case they should be neat and your own work. They should demonstrate that you understand the calculations in the Results section. First write out
the general equation, then substitute numbers with units. Be sure to include the correct number of significant digits.

REPORT STYLE

Length

- Write carefully and concisely; there is no extra credit for long reports, and short reports are preferred so long as they are complete.
- After a first draft, read through the report to eliminate unnecessary phrases and words. Typical examples include, “It was observed that...”, “In this lab, we found that...”, “From the data collected...”, or “by the fact that...”. Such clauses can be dropped without loss of content. Examples of verbose sentences (paraphrased from actual student reports):
  
  “One advantage that widgets exhibit is that these types of devices are useful when dealing with blidgets.” --> CONDENSE --> “Widgets are useful when dealing with blidgets.”
  
  “Isotropic expansion can be determined by the fact that expansion occurs uniformly.” --> CONDENSE --> “Expansion occurs uniformly in isotropic expansion.”

Word Choice

- “Affect” is a verb: “Carbon affects ductility.”
  “Effect” is a noun: “Carbon has a detrimental effect on ductility.”

- Do not use the word “significant” unless using a statistical test, and do not use “proved” unless it is mathematical.
- Contraction should not be used: “can’t, isn’t,” etc.
- Technical writing is more formal than speaking; thus, casual language should not be used: “This looks like...”, “a lot”, “more or less”, “about”, “it is obvious”.

Structure and Meaning

- Structure each paragraph so that it is easily readable. Each paragraph should contain one central idea, summarized in the first sentence of a paragraph.
- Check each sentence for accuracy. Read through the report a day after you write it and be sure that each sentence conveys the intended meaning and no other.
Misc.

- Use past tense when discussing results and methods. Use present tense for general background, significance, or theory. Make sure tenses agree within a sentence.
- Generally, the third person is most commonly used for technical reports. However, the first person is becoming more common and may be used if desired and appropriate to the content of the sentence.

REPORT FORMAT

Assembly

Staple reports in the upper left corner (portrait pages) or upper right corner (landscape pages). Do not use a binder. Exception: if all pages are landscape, staple in upper left corner.

Margins

Top: 1.0”
Bottom: 1.25”
Left: 1.5”
Right: 1.0”

Font

Type: Any professional serif font (e.g., Times). Headings may employ a sans serif font (e.g. Arial).

Size: Minimum 12pt., but use the same font size throughout, including title page and headings. Professional reports generally do not increase the font size for titles and headings.

Title Page
Same font and size as text except the title itself may be in ALL CAPS and **bold**. Or, the entire title page may be in **bold** and Sentence Case. All text should be centered on the page.

**Headings**

Same font as text but in **bold**. Left Justify all headings. You need not page-break between headings, but avoid “widows” and “orphans” (headings or a single line of text sitting alone at the top or bottom of the page). Use the following formatting hierarchy, which is the same as this document:

**MAIN HEADING**

**First Subheading**

**Second Subheading**

**Spacing**

Double space throughout except:

- Bibliography is single spaced within each reference, and double spaced between references.
- Triple space before a main heading or first subheading.

**Page Numbering**

Each page except the title page is numbered with an arabic numeral centered 1/2" from the bottom. The title page is page number 1, but is not notated.

**Quotations**

Generally, directly quoting a source is inappropriate unless the information is controversial, under discussion, or “catchy”. If a source is quoted or paraphrased, though, it must be properly acknowledged:

- Short quotations are enclosed in quotation marks followed a bibliography citation. The in-text citation should take the form, e.g., “(Wilson, 1986)”, where Wilson is the first author’s last name, and 1986 is the year of publication. For the Lab Handouts, the author may be listed as “Instructor”.
- For quotations greater than three lines, indent the margins, change to single spacing, and omit the quotation marks.
- Paraphrased text is given without quotation marks, but with the (Author, Date) citation.
- Omissions in the quotations are indicated with three periods (...), unless the omission is at the end of the sentence, in which case four periods are used: (....).
• *Failure to properly reference quoted materials is considered plagiarism.*

**Figures**

• Graphs and Illustrations should be neatly drawn or produced with computer software (preferred).
• Fonts should be of similar size as the text of the report.
• Give each figure a descriptive title, centered over the figure, starting with “Figure 1:...”
• Figure axes should have descriptive labels, and units.
• Draw a smooth curve through the data points. This curve need not pass through all the data points themselves; rather, it should capture the trend of the data.
• Acknowledge any figures that are not your own work.

**Tables**

• Tables should be produced with computer software.
• Fonts should be similar in size as the text of the report.
• Give each table a descriptive title, centered over the table, starting with “Table 1:...”
• Acknowledge any tables that are not your own work.

**Bibliography**

Any sources should be listed in the Bibliography, the last item in the report. List references in alphabetical order, according to the last name of the first author. Use the following format (ASME standard; this information from ASME web page):

Book:


Journal Article:


Web Page (access date is given):

Written or spoken communication:

Clark, J. A., 1986, Private Communication, University of Michigan, Ann Arbor, MI.

HONOR CODE

It is expected that students will work together in the lab and when calculating results. Since each group shares the same experimental data, it is expected that most graphs will look similar (depending upon default settings chosen to plot the graph). However, you should select your own title, labels, etc. for each graph. Each individual should write his or her own report and should strive for independent thinking. Two reports that contain identical or near identical materials (a measure to be judged by the instructor) or reports which correspond to previous years’ handouts will be referred to the Honor Council.
REPORT GRADING

When any item listed below is not required for a specific laboratory report, points for that category are omitted from the total. Not all reports will require all sections listed below.

**Abstract and Title Page**

- Descriptive title
- Includes motivation for experiment
- Provides a summary of important findings
- Includes numerical results (where applicable)
- Correct grammar/sentence structure/spelling/etc.
- Brevity, clarity, content

**Introduction (and Methods)**

- Introduces subject matter
- Explains motivation and relevance for experiment
- Correct grammar/sentence structure/spelling/etc.
- Brevity, clarity, content

**Results**

**Text**

- Describes data
- Introduces all graphs and tables

**Graphs**

- Descriptive title
- X and Y axis label and units
- Legend (if applicable)
- Line drawn through data points with smooth curve

**Tables**

- Descriptive title
Caption and units above each column of data

Correct data

**Discussion** 30 pts

Correct interpretation

Each conclusion substantiated by reference to results

Correct grammar, sentence structure, spelling, etc.

Questions: correct and clear answers (typically 15 pts of the 30)

Brevity, clarity, content

**Appendix**

**Sample Calculations** 10 pts

Neat

Correct equations and substitution of data

Units specified with each answer

**Miscellaneous** 5 pts

Overall Organization

Sketches

**TOTAL _____/100**


Palumbo, R., 19XX, “Technical Report Writing for Cooperative Education Work Reports for Mechanical Engineering Students,” Valparaiso University, Valparaiso, IN.

1. a meaningful morphological unit of a language that cannot be further divided (e.g. in, come, -ing, forming incoming).

Types of Morphemes

In linguistics, we would further classify morphemes as either as phonemes (the smallest units of grammar recognizable by sound) or graphemes (the smallest units of written language). For our purposes, we will focus on graphemes.

Let’s examine the word nonperishable, analyze it, and then discuss terms associated with it.

Nonperishable is comprised of three morphemes: non-, perish, and -able. It actually has five syllables though, which is a good example of why morphemes and syllables are not synonymous.

- non- is an example of a prefix, or a morpheme that precedes a base morpheme
- perish is an example of a base morpheme, as it gives the word its essential meaning
- -able is an example of a suffix, or a morpheme that follows a base morpheme

Both non- and -able are examples of an affix, a morpheme attached prior to or following a base that cannot function independently as a word.

A Morpheme as a Word

When we can take a morpheme independently and use it as a stand-alone word in a sentence, it is known as a base. As the chart indicated, these can be nouns, verbs, adjectives, conjunctions, prepositions, or determiners. We also classify a morpheme that can function as a stand-alone word as free.

In the sentence:

*The bird-like man hardly touched his food at dinner.*

There are a total of twelve morphemes, and ten of the twelve are free:

- the (article)
- bird (noun)
- like (adjective)
- man (noun)
- hard (adjective)
- touch (verb)
- his (determiner)
- food (noun)
- at (preposition)
- dinner (noun)

The other two morphemes, -ed and -ly, are types of affixes, which brings us to our next topic.

A Morpheme as an Affix

An affix is a bound morpheme, which means that it is exclusively attached to a free morpheme for meaning. Prefixes and suffixes are the most common examples.

- Common prefixes are: re-, sub-, trans-, in-, en-, ad-, dis-, con-, com-
- Common suffixes are: -s, -es, -able, -ance, -ity, -less, -ly, -tion
In this unit, you will learn:

- What a paragraph is
- How to write topic sentences
- How to write supporting sentences
- How to recognise irrelevant sentences
Understanding Paragraphs

In Unit 2, you learned that a paragraph is a group of sentences about **one main idea**. This means that each paragraph has a topic (what you are writing about) and a **focus** (what you want to say about that topic). In a good paragraph all of the sentences will be connected to the topic and focus.

What does a good simple paragraph look like? Most simple paragraphs will include: a **topic sentence**, several **supporting sentences** and, sometimes, a **concluding sentence**.

The **topic sentence** is often (but not always), the first sentence in the paragraph. The topic sentence tells the reader what the main idea of the paragraph is, i.e., the topic and focus of the paragraph.

Look again at the example paragraphs you have seen in this book. Look at the topic sentences.

Unit 1:  
**My best ever vacation was in Egypt two years ago.**

The **topic** is the writer’s **trip to Egypt**, and the **focus** is that it was **his or her best ever vacation**.

Unit 2:  
**I am lucky because I have a wonderful family.**

The **topic** is the writer’s **family**, and the **focus** is **why the family members are wonderful**.

The **supporting sentences** give examples, explanation, information and opinion to support the main idea of the paragraph. Therefore, all **supporting sentences** should help the reader to understand the topic and focus of the sentence.

Look again at the example paragraphs you have seen in this book. Look at the supporting sentences.

In Unit 1:  
**We spent the first three days in Cairo and from there we visited the Pyramids and the Sphinx. The Pyramids were amazing.**

In Unit 2:  
**I love everyone in my family very much. My mum is very kind and looks after all of the family.**

All of these example sentences support the main idea of the paragraph.
The **concluding sentence** is the last sentence in the paragraph. It is often similar to the topic sentence and reminds the reader of the topic and focus of the paragraph, but it should use different words, if possible. Here are some examples:

In Unit 1:  
**It was a fantastic vacation.**

This concludes the paragraph about the writer’s best ever vacation.

In Unit 2:  
**I guess I am lucky to have such a wonderful family.**

This concludes the paragraph about the writer’s family.

---

**Topic sentences**

**Exercise 1** – Choose a topic sentence

Look at the supporting sentences in these short paragraphs and choose the best topic sentence.

(1) **Mine is ten years old, and it is always breaking down when I need it. It costs a lot of money for repairs each year. Also, the heater doesn’t work any more, so it is cold in the winter. I really wish I could change it.**

Choose the best topic sentence:

A. My car is very old.  
B. I wish I could buy a new car.  
C. My car costs a lot of money.

(2) **The teachers are all very old and boring. The courses are not good. The buildings are old and dirty and there is no heating in them. Worst of all, it takes me two hours to get there. I wish I had gone to a different college.**

Choose the best topic sentence:

A. My college is too old.  
B. I don’t like the teachers at my college.  
C. I really hate my college.

**Exercise 2** – Try it yourself

Imagine that your teacher has asked you to write a paragraph about the following topics:

A. Movies  
B. Computers

Think of three different topic sentences for each topic. Each topic sentence should focus on the topic in a different way.
Movies
1. ____________________________________ 1. ____________________________________
2. ____________________________________ 2. ____________________________________
3. ____________________________________ 3. ____________________________________

Check your ideas with your teacher.

Exercise 3 – Write a paragraph

Now choose one of your topic sentences about movies or computers and write a short paragraph.

Computers
1. ____________________________________
2. ____________________________________
3. ____________________________________

Quiz 1 – Find the topic sentence

Look at Quiz 1 on the DVD. For each task you will see four sentences. One sentence is the topic sentence and the other three sentences are supporting sentences. You must decide which sentence is the topic sentence.

Note for teachers

If you are not able to use the DVD, you can download the quiz questions from the teacher’s area of the web site.
Supporting sentences

Read again what you learned above about supporting sentences.

Exercise 1 – Choose the sentences

Part 1 – Look at the topic sentences below and choose the best 4 supporting sentences for each one. Check ✔ the first box of the ones you choose.

1. Learning English is very difficult. Firstly, ________________________________
   ____________________________________. In addition, ___________________________
   __________________________. Also, __________________________________________
   ___________. Finally, _____________________________________________________
   ________________. I think it will take a long time to learn English well.
   a) I don’t like speaking English.
   b) we don’t have the chance to practise with native speakers.
   c) many people in the world learn English.
   d) the grammar is very different from my native language.
   e) the pronunciation is difficult to get right.
   f) it is easy to learn English vocabulary.
   g) I have only one English class a week.

2. I hate my job. For one thing,  _____________________________________
   ____________________________________. Another thing is that ____________________
   __________________________. Also,  __________________________________________
   ___________. However, the worst thing is that ________________________________
   ________________. I think it’s time to look for a new job.
   a) my colleagues are friendly.
   b) the salary is very low.
   c) my boss is always getting angry and shouting at me.
   d) the office is in a great location.
   e) I want to work there forever.
   f) I have to work until about nine o’clock every night.
   g) our office building is old and dirty.

Part 2 – Now number your supporting sentences 1 – 3 (in the second box ) in the order you want to write them in the paragraph. HINT: We often write our most important point last.

When you have finished, check your answers with your teacher.
Irrelevant sentences

Look again at the sentences in Exercise 1. The sentences you did not choose should all be irrelevant sentences. The sentences may be about the same topic, but they do not support the idea in the topic sentence. They are irrelevant to the focus of the paragraph.

Exercise 3 – Sort it out

Below are two separate paragraphs about London. All of the sentences are jumbled. You must decide: a) which are the two topic sentences, b) which are the correct supporting sentences for each paragraph, and c) which sentences are irrelevant.

Write T1 and T2 in the boxes for each topic sentence. Write S1 in the boxes for each of the sentences that support T1. Write S2 in the boxes for all of the sentences that support T2. Write IR in the boxes for all of the irrelevant sentences.

a) There are many excellent bars and restaurants.
b) Millions of foreign tourists visit London for sightseeing every year.
c) The city has many world-famous galleries and museums.
d) Students from all over the world study at London’s schools and colleges.
e) There are many interesting markets and shopping centres.
f) The city is home to the world’s first subway system.
g) London is probably the best place in the world to go to the theatre.
h) People from all over the world live in the city.
i) London is a wonderful city to visit for entertainment.
j) London can be cold in the winter.
k) London is perhaps the most cosmopolitan city in the world.
l) You can hear many different languages being spoken on any London street.
m) The city is in South East England.

Check your answers with your teacher.

Now write the paragraphs below, choosing the order of the sentences as you wish.

---

The English Course - Writing Book 1
Quiz 2 – Find the irrelevant sentence

Look at Quiz 2 on the DVD. You must decide which sentence is irrelevant.

Finale – My house is awful

Note for teachers

This exercise can be done in the textbook, as an assignment on paper, or online.

Your teacher will show you a slideshow. You will see photos of someone’s house. You can make notes. After you have seen the slideshow, write a paragraph about the house. Imagine you live in that house. Your paragraph should have a topic sentence and several supporting sentences.

Take it away

Now go to the web site and complete the exercises for Unit 4.
**A Very Unusual Day**

**Directions:** On the line in front of each sentence, write the letter of the meaning that matches the underlined word.

1. Sally was having a very unusual day.
   
   __________

2. When she got to school, she was unable to open her locker. “What’s wrong?” her friend Jean asked.
   
   __________

3. “I can’t unlock my locker,” Sally told her.
   
   __________

4. “Maybe the janitor can cut off this lock,” Jean said. “And then you can replace it.”
   
   __________

5. Later, Sally took a math test that was really disagreeable.
   
   __________

   
   __________

7. When she got home, her mother was baking cookies. “Please preheat the oven for me,” her mother said.
   
   __________

8. Sally did so gladly. She was so thankful to be home!
   
   __________

---

A. full of thanks  
B. not agreeable  
C. not usual  
D. not lock  
E. place again  
F. not able  
G. consider again  
H. heat before
A Bump in the Night!

Read the definition underneath each blank. Add -full or -less to the bold word to make a new word that matches the definition. Write the new word on the line.

1. Milly woke with a start, feeling __________.  
   full of fear

2. What was that sound? __________ not to make  
   full of care
any noise, she crept out of bed.

3. Her parents’ room was on the other side of the house. Milly felt  
   __________ as she crept down the hall.  
   without help

4. Was there a burglar in the house? When she got to her parents’  
   room she was __________.  
   full of thanks

5. Her father went to check the house. He made being brave look  
   __________.  
   without effort

6. He was __________ when he got back. “It is not a  
   full of cheer
burglar,” he said. “It was the wind making the screen door thump!”
1. Born on Jan 12, 1863 in an affluent Bengali family, Narendra Natha Datta was a precocious child who was what we call nowadays, an all-rounder, excelling in music, studies and athletics. His father Vishwanatha Datta was a well-known attorney. However, he took the spiritual route instead and introduced Hinduism to the world in 1893 when he spoke at the World's Parliament of Religion (probably one of the most epic things any Indian has done abroad!).

The historic speech was given on September 11, 1893 by Swami Vivekananda. Here's the full text of his opening and closing address:

Sisters and Brothers of America,

It fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the name of the mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects.

My thanks, also, to some of the speakers on this platform who, referring to the delegates from the Orient, have told you that these men from far-off nations may well claim the honor of bearing to different lands the idea of toleration. I am proud to belong to a religion which has taught the world both tolerance and universal acceptance.

We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell you that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny. I am proud to belong to the religion which has sheltered and is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee."

The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita:
"Whosoever comes to me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me." Sectarianism, bigotry, and its horrible descendant, fanaticism, have long possessed this beautiful earth.

Q1. What was Vishwanatha Datta’s profession?
1. Attorney
2. Spiritual leader
3. Teacher
4. None of the above
Ans – The first option is correct, as the passage mentions that he was an attorney.

Q2. Who spoke at the World’s Parliament of Religion?
1. Narendra Nath Datta
2. Swami Vivekananda
3. Both
4. None
Ans – Swami Vivekananda spoke at the conference

Q3. Give the opposite of the word “Occident” from the second passage of the speech
1. Delegate
2. Universal
3. Orient
4. Toleration
Ans – “Orient” is the opposite of Occident

Q4. In the phrase: “all lead to Thee”, to whom does the word ‘Thee’ refer?
1. All religions
2. The delegates present
3. Universal brotherhood and peace
4. God
Ans – It refers to God.

Q5. In the phrase: “I am proud to belong to a nation” – what nation is the speaker referring to?
1. India
Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie’s feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

**Q.1. Marie had a bright mind and a_____personality.**
(A) Strong (B) lighthearted (C) Humorous (D) Strange

**Q.2. When she learned that she could not attend the university in Warsaw, she felt___.**
(A) Hopeless (B) Annoyed (C) Depressed (D) Worried

**Q.3. Marie_____by leaving Poland and travelling to France to enter the Sorbonne.**
(A) Challenged authority (B) Showed intelligence
(C) Behaved (D) Was distressed

**Q.4 _____she remembered their joy together.**
Q.5 Her _______ began to fade when she returned to the Sorbonne to succeed her husband.
   (A) Misfortune    (B) Anger    (C) Wretchedness    (D) Disappointment

Q.6 Even though she became fatally ill from working with radium, Marie Curie was never __________.
   (A) Troubled    (B) Worried    (C) Disappointed    (D) Sorrowful

Answers:

<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>Answer</td>
<td>(B)</td>
<td>(B)</td>
<td>(A)</td>
<td>(A)</td>
</tr>
</tbody>
</table>
Making Words with Roots

**DIRECTIONS:** Read the word parts below. Find the meaning of each part in the Word Bank and write it on the line after each word part. Then combine each part to make a real word. Write the word. Then write a definition for the word, using the meanings in the Word Bank.

1. homo + nym = __________________
2. auto + graph = __________________
3. biblio + graphy = __________________
4. deci + meter = __________________
5. demi + graph = __________________
6. litho + graph = __________________
7. manu + script = __________________
8. pedo + meter = __________________

**Word Bank:**
- auto (self)
- homo (same)
- graph (something written or drawn)
- biblio (book)
- decem (ten)
- onym (name)
- lithos (stone)
- manus (hand)
- script (to write)
- pedis (foot)
- meter (measure)
- demos (people)

**BONUS:** How many more words can you make using the roots in the Word Bank? Write a definition for each word. You may combine them with other roots, affixes and suffixes with which you are familiar. Write your words below.
There are many different types of reports. This information is a basic outline only. Before you attempt to write a report, you should check the particular requirements for the subject.

A formal report should have the following arrangement.

1. TITLE PAGE — The Title Page must include the subject of the report, who the report is for, who the report is by and the date of submission.

2. ABSTRACT — An Abstract is usually 100 to 200 words and should include the following:
   - why the report has been written (i.e. what question or problem is it addressing?)
   - how the study was undertaken
   - what the main findings were
   - what the significance of the findings is.

Be specific and precise so that the reader can get a good understanding of the main points without having to read the whole report.

The abstract should be on a separate page with the centred heading ABSTRACT in capitals. It is usually written in a single paragraph with no indentation.

3. TABLE OF CONTENTS — The Table of Contents should be on a separate page. It helps the reader to find specific information and indicates how the information has been organised and what topics are covered. The table of contents should also include a list of figures and a list of tables if any are used in the report.

4. INTRODUCTION — The Introduction has three main components.
   1. The Background which describes events leading up to the existing situation, what projects have been done previously, and why the project or study is necessary.
   2. The Purpose which defines what the project or study is to achieve, who authorised it and the specific terms of reference.
   3. The Scope which outlines any limitations imposed on the project such as cost, time etc.

5. BODY — The Body varies according to the type of report. Basically, it answers the questions — Who? Why? Where? When? What? How? In an investigative report, it would consist of all the information required to convince the reader that the conclusions and recommendations are valid/reliable. This information must be presented in a systematic way.

6. CONCLUSION — The Conclusion should be as brief as possible. They should be presented in descending order of importance and should not suggest action. Conclusions should be free from speculation (i.e. ideas for which you have presented no evidence), have no new thoughts or references introduced and contain no further discussion of points raised.

7. RECOMMENDATIONS — The Recommendations should follow naturally from the conclusions. They should be offered in descending order of importance and may be in point form when several recommendations are being made.

8. REFERENCES — The list of References is an accurate listing, in strict alphabetical order, of all the sources referred to.
9. APPENDIX/APPENDICES — The Appendix/Appendices contain important data, explanatory and illustrative material not included in the text.

**Fonts and Spacing**

In general, use a ‘serif’ font (such as ‘Times New Roman’). They are more comfortable to read. Fonts should be a minimum of 12 point and 1.5 line spacing is recommended unless otherwise specified. Titles and headings may be in a bold ‘sans serif’ font (such as ‘Arial’). A blank line, but no indentation, is used between paragraphs.

**Tables and figures**

Tables, graphics and photos are placed immediately after where they are first referred to in the text. The reader should also be referred (by number) to the diagrams at the appropriate time in the text and the most important features pointed out to them. Tables, and graphics and photos (called figures), should be sequentially numbered. In large reports with many chapters, they are sequentially numbered in each chapter (i.e. for Chapter 2 you will begin from Table 2.1, Figure 2.1). Titles for tables are centred above the table. Titles for figures are centred below the graphic.

The source of the table or figure should also be included. The source is usually in a smaller font (e.g. 10 point) and aligned on the left hand margin under a table, and under the title of a figure.
SPEECH WRITING

The basic speech format is simple. It consists of *three parts*:

1. an opening or introduction
2. the body where the bulk of the information is given
3. and an ending (or summary).

**STEP-I**

4. Begin with the most important idea/point on your outline.
5. Consider **HOW** you can explain (show, tell) that to your audience in *the most effective way for them* to easily understand it. A good speech is *never* written from the speaker's point of view.

**STEP-II**

*Writing oral language*

Write down what you'd say as if you were *talking directly to them*.

If it helps, say everything *out loud* before you write and/or use a recorder. After you've finished, take notes.

You do not have to write absolutely everything you're going to say down* but you *do* need to write the *sequence of ideas* to ensure they arelogically followed.

**STEP-III**

Rework "Step Two" (your first main point) until you've made yourself clear.

Do not assume because you know what you're talking about the person (Joe) you've chosen to represent your audience will too. Joe is not a mind-reader.

**STEP-IV**

Between each of your main ideas you need to provide a pathway. This *links* them for your listeners. The clearer the path, the easier it is to make the transition from one idea to the next.

If your speech contains more than three main ideas and each is building on the last, then consider using a "*catch-up*" or *summary* as part of your transitions.

**STEP-V**

*The ideal ending is highly memorable.* You want it to live on in the minds of your listeners long after your speech is finished. Often it combines a *call to action* with

a summary of major points.
Once you've got the filling (main ideas) the linking and the ending in place, it's time to focus on the introduction.

The *introduction comes last as it's the most important part* of your speech. This is the bit that either has people sitting up alert or slumped and waiting for you to end.

Ask yourself, if I were him/her what would appeal?

- Is it humor?
- Would shock tactics work?
- Is it formality or informality?
- Is it an outline of what you're going to cover, including the call to action?
- Or is it a mix of all these elements?

Go through your speech carefully.

On the **first** read through check you've got your main points in their correct order with supporting material plus an effective introduction and ending.

On the **second** read through check the linking passages or transitions making sure they are clear and easily followed.

On the **third** reading check your sentence structure, language use and tone.
## ENGINEERING VOCABULARY WORD LIST (157)

<table>
<thead>
<tr>
<th>A</th>
<th>Abutment, Acceleration, Activation, Advice, Advise, Amplitude, Analysis, Angle, Assembly, Automation, Axis, Axle</th>
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<td>Balance, Battery, Bearing, Blueprint, Building</td>
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<td>Calculation, Cantilever, Cell, Circumference, Combustion, Communication, Component, Consultation, Control, Conversion, Conveyance, Conveyor belt, Cooling, Coupling, Crane</td>
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Fill in the correct form of the verb – All tenses

1. They ___________________ in Chicago for 20 years (be).
2. I ___________________ a wonderful film in the cinema last night. (see)
3. The sun ___________________ at 6:38 yesterday morning (rise)
4. The sun ___________________ when the climber reached Mount Everest. (shine)
5. I promise that I ___________________ this secret to anyone (not tell)
6. Unfortunately, just as we got to the airport their plane ___________________ off (take).
7. They ___________________ to the movies only once in a while (go)
8. I was tired yesterday because I ___________________ well the night before (not sleep).
9. Sh! Someone ___________________ to our conversation (listen)!
10. When I left the house this morning, it ___________________ (already rain)
11. I think Bob ___________________ for London this very moment. (leave)
12. The plane ___________________ off in a few minutes. (take)
13. I ___________________ up at 7 every morning but this morning I ___________________ long and I ___________________ up until 8. (get, sleep, not get)
14. I ___________________ my watch because it is being fixed (not wear).
15. This ___________________ an easy quiz so far (be).
16. They ___________________ in an apartment right now because they can’t find a cheap house. (live)
17. Everyone ___________________ when the earthquake hit the small town. (sleep)
18. He ___________________ by herself since her divorce (live)
19. I was angry that I ___________________ such a stupid mistake (make).
20. I predict that by 2020, man ___________________ on Mars (land)
21. He ___________________ his job a couple of years ago. (quit)
22. Our daughter ___________________ from the university yet (graduate).
23. They ___________________ any Christmas cards last year (not send)
24. She ___________________ to a doctor once a year for an examination (go)
25. They ___________________ about me when I interrupted their conversation. (talk)
26. Nothing much ___________________ when I got to the meeting (happen).
27. My parents ___________________ in New York two weeks from today (be).
28. I ___________________ two mistakes in the last quiz. (make)
29. Unfortunately, our team ___________________ any games last year. (not win)
Fill in the correct form of the verb – All tenses

1. They have been in Chicago for 20 years (be).
2. I saw a wonderful film in the cinema last night. (see)
3. The sun rose at 6:38 yesterday morning (rise)
4. The sun was shining when the climber reached Mount Everest. (shine)
5. I promise that I will not tell this secret to anyone (not tell)
6. Unfortunately, just as we got to the airport their plane was taking off (take).
7. They go to the movies only once in a while (go)
8. I was tired yesterday because I had not slept well the night before (not sleep).
9. Sh! Someone is listening to our conversation (listen)!
10. When I left the house this morning, it was already raining (already rain)
11. I think Bob is leaving for London this very moment. (leave)
12. The plane will be taking/ will take off in a few minutes. (take)
13. I get up at 7 every morning but this morning I slept long and I didn’t get up until 8. (get, sleep, not get)
14. I am not wearing my watch because it is being fixed (not wear).
15. This has been an easy quiz so far (be).
16. They are living in an apartment right now because they can’t find a cheap house. (live)
17. Everyone was sleeping when the earthquake hit the small town. (sleep)
18. He has been living by herself since her divorce (live)
19. I was angry that I had made such a stupid mistake
20. I predict that by 2020, man will have landed on Mars (land)
21. He quit his job a couple of years ago. (quit)
22. Our daughter has not graduated from the university yet (graduate).
23. They didn’t send any Christmas cards last year (not send)
24. She goes to a doctor once a year for an examination (go)
25. They were talking about me when I interrupted their conversation. (talk)
26. Nothing much was happening when I got to the meeting (happen).
27. My parents will be in New York two weeks from today (be).
28. I made two mistakes in the last quiz. (make)
29. Unfortunately, our team didn’t win any games last year. (not win)
Fill in the correct form verb – All Tenses

1. I __________________ a great film yesterday. (see)
2. __________________ a new car? (you ever buy)
3. I __________________ him last Monday. (meet)
4. The band __________________ while I __________________. (play, write)
5. She __________________ the new car in 2005. (buy)
6. Her mother __________________ in Victoria for the past five years. (live)
7. They __________________ in Germany when we arrived a few days ago. (already be)
8. __________________ to get married? (you plan)
9. I __________________ so much fun since I was a kid. (have)
10. When I got up I __________________ out of the window and __________________. (look, see, rain)
11. Janet __________________ for Smith and Brothers before she came to work for us. (work)
12. I __________________ three movies so far this week. (see)
13. How long __________________ for me? (you wait)
14. I __________________ over Loch Ness last week. - __________________ the Loch Ness monster? (fly, you see)
15. I’m afraid I’m not hungry. I __________________. (already eat)
16. Peter __________________ football in the afternoon when he got the call. (play)
17. “What __________________ between 9 and 12 yesterday morning”, the detective said. (you do)
18. He kept looking at her, wondering where he __________________ her before. (see)
19. The doctor’s waiting room was full of people. Some __________________ a magazine, a woman __________________ a child and a child with a doll. Suddenly the door __________________ and a nurse __________________ out. (read, knit, play, open, come)
20. Travelling __________________ much easier and more comfortable in the past hundred years. (become)
21. I __________________ cake. That’s why my hands are full of flour. (bake)
22. When I first came to this house it __________________ quite a noisy area. (be)
23. He twisted his ankle while he __________________. (ski)
24. __________________ the doors before you leave the house? (you ever lock)
25. My best friend and I __________________ each other for 15 years. (know)
26. Jack usually __________________ but he __________________ when his father comes. (smoke, not smoke)
27. __________________ breakfast yet? – Yes I had it together with Sue at 7. (you have)
28. I __________________ this kind of work when I was a small boy. (do)
29. He __________________ the paper when his wife came home. (read)
30. He __________________ for an hour now. I’ll be finished soon. (speak)
31. How long __________________ John and Maria? - We met the couple over thirteen years ago. (you know)
32. He __________________ in Oxford for two years and when his mother died he moved to London. (live)
33. After Harry __________________ his work he __________________ Jude from the office. (finish, call)
34. You __________________ your homework for two hours. Haven’t you finished yet? (do)
35. He always __________________ to the supermarket alone, but today he __________________ his son with him. (go, take)
36. He never __________________ in the evening, only on Sundays. (work)
37. I __________________ to South America but I have been to New York several times. (never, be)
38. I __________________ Jean? – No, she probably went to her friend’s place. (anyone, see)
39. I __________________ to the bank yesterday but when I got there it was closed. (go)
40. She __________________ in school all day. (be)
41. Lee __________________ late every day since Tuesday. (be)
42. Herbert’s father __________________ his son’s birthday (never forget)
43. I __________________ my report because I had a problem with my computer. (not finish)
Fill in the correct form verb – All Tenses

1. I saw a great film yesterday.
2. Have you ever bought a new car?
3. I met him last Monday.
4. The band was playing while I was writing.
5. She bought the new car in 2005
6. Her mother has been living in Victoria for the past five years.
7. They had already been in Germany when we arrived a few days ago.
8. Are you planning to get married?
9. I haven’t had so much fun since I was a kid.
10. When I got up I looked out of the window and saw that it was raining.
11. Janet had been working for Smith and Brothers before she came to work for us.
12. I have seen three movies so far this week.
13. How long have you been waiting for me?
14. I flew over Loch Ness last week. - Did you see the Loch Ness monster?
15. I’m afraid I’m not hungry. I have already eaten.
16. Peter was playing football in the afternoon when he got the call.
17. “What were you doing between 9 and 12 yesterday morning”, the detective said.
18. He kept looking at her, wondering where he had seen her before.
19. The doctor’s waiting room was full of people. Some were reading a magazine, a woman was knitting and a child was playing with a doll. Suddenly the door opened and a nurse came out
20. Travelling has become much easier and more comfortable in the past hundred years.
21. I have been baking cake. That’s why my hands are full of flour.
22. When I first came to this house it was quite a noisy area.
23. He twisted his ankle while he was skiing.
24. Do you ever lock the doors before you leave the house?
25. My best friend and I have known each other for 15 years.
26. Jack usually smokes but he doesn’t smoke when his father comes.
27. Have you had breakfast yet? – Yes I had together with Sue at 7.
28. I did this kind of work when I was a small boy.
29. He was reading the paper when his wife came home.
30. He has been speaking for an hour now. I’ll be finished soon.
31. How long have you known John and Maria?- We met the couple over thirteen years ago
32. He had been living in Oxford for two years and when his mother died he moved to London.
33. After Harry had finished his work he called Jude from the office.
34. You have been doing your homework for two hours. Haven’t you finished yet?
35. He always goes to the supermarket alone, but today he is taking his son with him.
36. He never works in the evening, only on Sundays.
37. I have never been to South America but I have been to New York several times.
38. Has anyone seen Jean? – No, she probably went to her friend’s place.
39. I went to the bank yesterday but when I got there it was closed.
40. She has been in school all day.
41. Lee has been late every day since Tuesday.
42. Herbert’s father has never forgotten his son’s birthday
43. I didn’t finish my report because I had a problem with my computer.
All Tenses: Fill in the correct form

1. When we reach Land’s End we ________________ 1,500 km. (walk)
2. I just remembered that I ______________________ the rent yet. I’m surprised that the landlord ____________________________ me up and reminded me. (not pay, not ring)
3. It’s a beautiful drive. I am sure you ________________ the scenery. (enjoy)
4. The car ______________________. If you get in Tom and I ______________________ you a push. (not start, give)
5. I put the five-pound notes into one of the books; but the next day it ______________________ me ages to find it because I ______________________ which book I ______________________ it in. (take, forget, put)
6. He ______________________ the bagpipes since six this morning. He ______________________. (play, just stop)
7. My son ______________________ work yet. He’s still at High School. – How long ______________________ at school? – He ______________________ there for six years. Before that he ______________________ five years at primary school. (not start, he be, be, spend)
8. Mary: I wonder what he ______________________ now. Ann: Well, his girlfriend ______________________ from Japan too, so I suppose he ______________________ Japanese. (say, come, speak)
9. When I first met him he ______________________ architecture. (study)
10. While we ______________________ someone ______________________ into the house and ______________________ us this note. (fish, break, leave)
11. It won’t be easy to get out of the country. The police ______________________ all of the ports. (watch)
12. If I catch some fish, ______________________ them for me? (you cook)
13. He ______________________ to come. (not forget)
14. It ______________________ for the last two hours so the game ______________________. (rain, be postponed)
15. When I ______________________ him he ______________________ a picture of his wife. – ______________________ it? (see, point, you like)
16. The car had nobody I it but the engine ______________________. (run)
17. Tom can’t have the newspaper now because his aunt ______________________ it. (read)
18. This shop ______________________ for good next Monday. (close)
20. At 3 a.m. Jane ______________________ up her husband and said that she ______________________ that someone ______________________ to get into the house. (wake, think, try)
21. When you see me next time I ______________________ my new sunglasses. (wear)
22. This bike ______________________ in our family for the last 14 years. My father ______________________ it for the first five years, then my brother ______________________ it and I ______________________ it since then. (be, use, ride, have)
23. Some time ago I ______________________ that our mayor ______________________ to go to Iceland. What ______________________ to do there? (read, want, he want)
24. You see, Doctor, she ______________________ ill two days ago and since then she ______________________ anything. I’m sure she ______________________ several kilos. (fall, not eat, lose)
25. Most people ______________________ at work when the fire ______________________. (be, start)
26. After five years of travelling through Asia I ______________________ back to Europe next week. I ______________________ the flight (go, already book)
27. I saw him when he ______________________ the house. I ______________________ at the corner when he ______________________ by. He ______________________ a word and I ______________________ a word either. (leave, just stand, pass, not say, not say)
All Tenses: Fill in the correct form

1. When we reach Land’s End we will have walked 1,500 km.
2. I just remembered that I have not paid the rent yet. I’m surprised that the landlord has not rung me up and reminded me.
3. It’s a beautiful drive. I am sure you will enjoy the scenery.
4. The car doesn’t start. If you get in Tom and I will give you a push.
5. I put the five-pound notes into one of the books; but the next day it took me ages to find it because I forgot which book I had put it in.
6. He has been playing the bagpipes since six this morning. He has just stopped.
7. My son has not started work yet. He’s still at High School. – How long has he been at school? - He has been there for six years. Before that he spent five years at primary school.
8. Mary: I wonder what he is saying now. Ann: Well, his girlfriend comes from Japan too, so I suppose he is speaking Japanese.
9. When I first met him he was studying architecture.
10. While we were fishing someone broke into the house and left us this note.
11. It won’t be easy to get out of the country. The police are watching all of the ports.
12. If I catch some fish, will you cook them for me?
13. He did not forget to come.
14. It has been raining for the last two hours so the game has been postponed.
15. When I saw him he was painting a picture of his wife. – Do you like it?
16. The car had nobody in it but the engine was running.
17. Tom can’t have the newspaper now because his aunt is reading it.
18. This shop is closing for good next Monday.
19. Where are you going tonight? – I am going out with Peter.
20. At 3 a.m. Jane woke up her husband and said that she thought that someone was trying to get into the house.
21. When you see me next time I will be wearing my new sunglasses.
22. This bike has been in our family for the last 14 years. My father used it for the first five years, then my brother rode it and I have had it since then.
23. Some time ago I read that our mayor wanted to go to Iceland. What does he want to do there?
24. You see, Doctor, she fell ill two days ago and since then she has not eaten anything. I’m sure she has lost several kilos.
25. Most people were at work when the fire started.
26. After five years of travelling through Asia I will go back to Europe next week. I have already booked the flight.
27. I saw him when he left the house. I was just standing at the corner when he passed by. He didn’t say a word and I didn’t say a word either.
Fill in the correct form of the irregular verb – All Tenses

1. What ____________________ of your new boyfriend (you think).
2. She ____________________ anything about his past yet (never hear).
3. We ____________________ them at a restaurant last week (meet).
4. I ____________________ the contents of the contract tomorrow (read).
5. Where ____________________ your last holidays? (you spend)
6. He ____________________ a glass on the floor (just throw).
7. In the past two years she ____________________ a very nice person (become).
8. The exercise book ____________________ 17 € (cost).
9. The used to ____________________ with furniture but now she ____________________ with cars (deal, deal)
10. He ____________________ his homework. He can go out now. (just do)
11. Our cows ____________________ more mild recently (give).
12. It was hot yesterday. The children ____________________ swimming. (go)
13. Since his departure to France I ____________________ any news from him (not hear).
14. The ball ____________________ me on the head and I went to the ground (hit).
15. Please ____________________ on the shirt! I don’t like it (keep).
16. She was lying in her bed when the phone ____________________ (ring).
17. During the war they ____________________ many people. (shoot)
18. I ____________________ you my new house some time next week (show).
19. Last night I ____________________ in my bed for the first time (sleep).
20. She never ____________________ about her future (speak).
21. My friend ____________________ me for many years when I ____________________ him last week (not see, meet).
22. The sun ____________________ before I ____________________ to bed (set, go).
23. As soon as he had done his homework he ____________________ out to play. (run)
24. ____________________ anyone? (your dog, ever, bite)
25. Shakespeare ____________________ a lot of plays and poems (write).
26. Denise ____________________ your uncle last Friday (meet).
27. Joan ____________________ four windows since she was born (break).
28. Jim ____________________ the car until he was 18. (drive)
29. The sun ____________________ the whole day yesterday (shine).
30. She ____________________ her keys. She has been looking for them since Monday but she ____________________ them yet. (lose, not find).
31. I ____________________ all afternoon but I can’t get any reply (ring).
32. How often ____________________ the grass this summer (you, cut).
33. Frank ____________________ the whole pizza before we arrived (eat).
34. They ____________________ her and trusted her for years (know).
35. Mrs. Johnson ____________________ a deep breath and then opened the door (take).
36. The girl ____________________ her mother to New York the day before yesterday (drive).
37. I think my nephew ____________________ six centimeters since last summer (grow).
38. The Titanic ____________________ in less than six hours (sink).
39. Hurry up! The symphony ____________________ (already, begin).
40. George ____________________ off the ladder yesterday (fall).
41. It was the biggest building they ____________________ (ever, build).
Fill in the correct form of the irregular verb – All Tenses

1. What do you think of your new boyfriend (think).
2. She has never heard anything about his past yet (never hear).
3. We met them at a restaurant last week (meet).
4. I will read the contents of the contract tomorrow (read).
5. Where did you spend your last holidays? (you spend)
6. He has just thrown a glass on the floor (just throw).
7. In the past two years she has become a very nice person (become).
8. The exercise book costs 17 € (cost).
9. The used to deal with furniture but now she is dealing with cars (deal, deal).
10. He has just done his homework. He can go out now. (just do).
11. Our cows have given more mild recently (give).
12. It was hot yesterday. The children went swimming. (go).
13. Since his departure to France I have not heard any news from him (not hear).
14. The ball hit me on the head and I went to the ground (hit).
15. Please keep on the shirt! I don’t like it (keep).
16. She was lying in her bed when the phone rang (ring).
17. During the war they shot many people. (shoot).
18. I will show you my new house some time next week (show).
19. Last night I slept in my bed for the first time (sleep).
20. She never speaks about her future (speak).
21. My friend hadn’t seen me for many years when I met him last week (not see, meet).
22. The sun had set before I went to bed (set, go).
23. As soon as he had done his homework he ran out to play. (run).
24. Has your dog ever bitten anyone? (your dog, ever, bite).
25. Shakespeare wrote a lot of plays and poems (write).
26. Denise met your uncle last Friday (meet).
27. Joan has broken four windows since she was born (break).
28. Jim had never driven the car until he was 18. (drive).
29. The sun shone the whole day yesterday (shine).
30. She has lost her keys. She has been looking for them since Monday but she hasn’t found them yet. (lose, find).
31. I have been ringing all afternoon but I cant get any reply (ring).
32. How often have you cut the grass this summer (you, cut).
33. Frank had eaten the whole pizza before we arrived (eat).
34. They knew her and trusted her for years. (know).
35. Mrs. Johnson took a deep breath and then opened the door (take).
36. The girl drove her mother to New York the day before yesterday (drive).
37. I think my nephew has grown six centimeters since last summer (grow).
38. The Titanic sank in less than six hours (sink).
39. Hurry up! The symphony has already begun (already, begin).
40. George fell off the ladder yesterday (fall).
41. It was the biggest building they had ever built (ever, build).