



ABOUT SPELLINGS AND OTHER PITFALLS

SOURCES: CWSWR/WEB

SPELLINGS: THE ACHILLES HEEL



- There are 250 basic words in English language that are commonly misspelled.
 - ❖Solution : study them, learn their roots or memorize them.
- Learn Key Words in Major Subjects
 - ❖Capitalism, relativity, industrialization, anarchy, socio-psychological aspects,frustration, cognition, stimulus and so on.
- Study a Basic Word List: Following are some words that are often written wrong. You will receive a full list later on.

Commonly misspelled words



- Ache
- Achieve
- Autumn
- Aisle
- Ceiling
- Cigarette
- Fascinate
- Column
- existenSe
- fOrty
- goverNment
- BelEive
- Bureau
- Cafeteria
- loneLness
- maintain
- Conscience
- Deceit
- Hospital
- Handkerchief
- Mortgage
- Omission
- Exaggerate
- Leisure
- Pamphlet
- Restaurant
- Rhythm
- Scissors
- Through
- throw

Commonly misspelled words



- Transferred
- Precede
- Supercede
- Prefer
- PIC NIC
- Scarcely
- Tournament
- Twelfth
- Unanimous
- Separate
- Quiet
- Quite
- Relieve
- Deceive
- Conceive
- Deceive
- Yolk
- Weather
- Whether
- Villain
- Visitor
- Vacuum
- Valuable
- Temperature
- Succeed
- Succeeded
- Success
- Successful
- Dutiful
- Wednesday
- Siege
- Representative
- Similarly
- Recognize
- Receive
- Tale

RUN-ONS



- Run-ons are two complete thoughts that are run together with no adequate sign given to mark the break between them. In this text, the term “run-on” refers to both comma splices and fused sentences.

❖KEY TERMS

- ❖clause: a group of words having a subject and a verb.
- ❖dependent clause: a group of words having a subject and a verb that does not express a complete thought and is not able to stand alone; also called a subordinate clause.
- ❖independent clause: a group of words having a subject and a verb that expresses a complete thought and is able to stand alone.

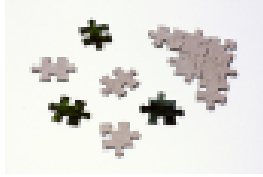
Run-ons



- ❖ comma splice: a comma incorrectly used to connect (“splice” together) two complete thoughts.
 - Example: Comma splice: I go to school, my brother stays home.
 - Correct sentences: I go to school. My brother stays home.

- ❖ fused sentence: a run-on with no punctuation to mark the break between thoughts.
 - Example: Fused sentence: I go to school my brother stays home.
 - Correct sentences: I go to school. My brother stays home.

FRAGMENTS



- A fragment is a word group that lacks a subject or a verb and/or one that does not express a complete thought.
 - ❖ FRAGMENT: Whenever I go to school.
 - “Whenever,” a dependent word, cannot introduce a complete thought, so it cannot stand alone.
 - CORRECT SENTENCE: Whenever I go to school, I take the bus.
 - The fragment does not introduce a complete thought.

FRAGMENTS



- Every sentence must have a subject and a verb and must express a complete thought. A word group that lacks a subject or a verb and fails to express a complete thought is a fragment. Here are the most common types of fragments:
 - ❖ 1. Dependent-word fragments
 - ❖ 2. -ing fragments

Dependent-Word Fragments



- Some word groups that begin with dependent words are fragments. When you start a sentence with a dependent word, be careful not to create a fragment.
 - ❖ WHEN, WHENEVER, WHERE, WHEREVER, WHETHER, WHILE,
HOWEVER, EVEN THOUGH, ALTHOUGH, WHILE, SINCE, UNTIL, AFTER,
AS BECAUSE, BEFORE

Dependent-Word Fragments



- Below, the word group beginning with after is a fragment:
 - ❖ After I cashed my paycheck. I treated myself to dinner.
- To correct the fragment, simply complete the thought:
 - ❖ After I cashed my paycheck, I treated myself to dinner.
- As you can see, dependent statements by themselves are fragments. They must be attached to a statement that makes sense standing alone.
 - ❖ I won't leave the house. Until I hear from you.

ing and *to* Fragments



- When an -ing word appears at or near the start of a word group, a fragment may result. Such fragments often lack a subject and part of the verb.
 - ❖ 1. Ellen walked all over the neighborhood yesterday. Trying to find her dog Bo. Several people claimed they had seen him only hours before.
 - ❖ 2. We sat back to watch the movie. Not expecting anything special. To our surprise, we clapped, cheered, and cried for the next two hours.
 - ❖ 3. I telephoned the balloon store. This being the day before our wedding anniversary. I knew my wife would be surprised to receive a dozen heart-shaped balloons.

ing and *to* Fragments



- People sometimes write -ing fragments because they think that the subject of one sentence will work for the next word group as well. Thus, in item 1 the writer thinks that the subject Ellen in the opening sentence will also serve as the subject for Trying to find her dog Bo. But the subject must be in the same sentence.
 - ❖ Attach the fragment to the sentence that comes before it or the sentence that comes after it, whichever makes sense. Item 1 could read “Ellen walked all over the neighborhood yesterday trying to find her dog Bo.”
 - ❖ 2. Add a subject and change the -ing verb part to the correct form of the verb. Item 2 could read “We didn’t expect anything special.”
 - ❖ 3. Change being to the correct form of the verb be (am, are, is, was, were). Item 3 could read “It was the day before our wedding anniversary.”

How to Correct *to* Fragments



- When *to* appears at or near the start of a word group, a fragment sometimes results:
 - ❖ At the Chinese restaurant, Tim used chopsticks. To impress his mate. He spent one hour eating a small bowl of rice.
- The second word group is a fragment and can be corrected by adding it to the preceding sentence:
 - ❖ At the Chinese restaurant, Tim used chopsticks **to** impress his mate.

<i>Apos</i>	Correct the apostrophe mistake (557–563)
<i>Bal</i>	Balance the parts of the sentence so they have the same (parallel) form (111–112)
<i>Cap</i>	Correct the mistake in capital letters (544–551)
<i> Coh</i>	Revise to improve coherence (81–94, 154–157)
<i>Comma</i>	Add a comma (573–582)
<i>CS</i>	Correct the comma splice (479–491)
<i>DM</i>	Correct the dangling modifier (535–539)
<i>Det</i>	Support or develop the topic more fully by adding details (62–66)
<i>Fr ag</i>	Attach the fragment to a sentence or make it a sentence (465–478)
<i>lc</i>	Use a lowercase (small) letter rather than a capital (544–551)
<i>MM</i>	Correct the misplaced modifier (531–534)
<i>¶</i>	Indent for a new paragraph
<i>No ¶</i>	Do not indent for a new paragraph
<i>Pro</i>	Correct the pronoun mistake (514–517)
<i>Quot</i>	Correct the mistake in quotation marks (565–572)
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<i>R O</i>	Correct the run-on (479–491)
<i>Sp</i>	Correct the spelling error (588–593)
<i>Trans</i>	Supply or improve a transition (87–91)
<i>Und</i>	Underline (569–570)
<i>Verb</i>	Correct the verb or verb form (492–501, 508–511)
<i>Wor dy</i>	Omit needless words (121–122)
<i>WW</i>	Replace the word marked with a more accurate one
<i>?</i>	Write the illegible word clearly
<i>/</i>	Eliminate the word, letter, or punctuation mark so slashed
<i>^</i>	Add the omitted word or words
<i>;; : ; - -</i>	Add semicolon (584), colon (583), hyphen (586), or dash (584)
<i>✓</i>	You have something fine or good here: an expression, a detail, an idea