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Assignment: Spelling and Punctuation

Subject: Functional English

Spelling

Definition:- The word "spell" comes from the Proto-Germanic "spellan", meaning "to tell", which in turn gave rise to the Old English "spellian" and then "spell". The first recorded instance of spell, being used to indicate writing or reciting the individual letters of a word, was in the early 15th century.

Spelling is defined as the proper way to write a word, using the the correct order of letters. An example of spelling is the spelling of the word "cat" as "C" "A" "T." An example of spelling is when is when you actually say or write the letters of the word "cat."

Introduction:- Many people think spelling consists of memorizing all the words in a dictionary and that spelling comes naturally to some and not to others. This is a misconception. Good spellers aren't born, they are taught!

Nearly 90 percent of English words can be spelled if a student knows basic patterns, principles and rules of spelling.

There is a strong relationship between spelling and word reading, because many of the same abilities — phonemic awareness, knowledge of letter patterns, an understanding of morphology and word meanings — underlie both reading and spelling. Good spellers make for better readers and writers.

Dr.Lousia Moats, an expert in illetracy instructions, says that spelling is a visible record of a child's language processing, and gives us a window into what a child understands about word word structure, and speech sounds., and how we use letters to represent those sounds.

Types of Spelling:- There are four types of spelling which are given below:

1. **Phonological knowledge:-** A Sound Waves speller develops a deep awareness of the sounds in our language and their relationship with the letter combinations that represent the the sounds in written form.
2. **visual knowledge:-** Sound Waves encourages students to look at words as a whole, as well as syllables and as individual graphemes. They learn to recognise spelling patterns and also to identify deviations from regular patterns.

3. **Morphemic knowledge**:- Morphographs are the smallest part of a word that has any meaning. The word spend is one morphograph. The real power of the morphographic approach to spelling is that it provides the ability to use parts of words which are not recognizable as words by themselves (e.g., cept) to spell many words.
4. **Etymological knowledge**:- Etymological knowledge refers to how the history and origins of words relates to their meaning and spelling. Many words in modern English come from or have their roots in other languages, particularly Latin and Greek.

Spelling Rules

1. Every word has at least one vowel.
2. Every syllable has one vowel.
3. C can say /k/ or /s/. C says /s/ before an e, i, or y (cent, city, cycle). It says /k/ before everything else (cat, clip).
4. G can say /g/ or /j/. G may say /j/ before an e, i, or y (gem, giant, gym). It says /g/ before everything else (garden, glad).
5. Q is always followed by a u (queen).
6. Double the consonants f, l, and s at the end of a one-syllable word that has just one vowel (stiff, spell, pass).
7. To spell the sound of /k/ at the end of a word, we use ck or k. Use ck after a short vowel (sick). After everything else, use a k (milk).

8. Capitalize names.
9. A, e, o, and u usually say their name at the end of a syllable (a-pron,me, go, u-nit).
10. Words do not end in v or j. We add a silent e at the end of the word (have).
11. Contractions replace letter(s) with an apostrophe to shorten a phrase (I've represents I have).
12. I and o may say /ɪ / and / ɔ / sold). /j/ is spelled dge after a short vowel (edge).
13. Capitalize the names of places (Pakistan).

Importance of spelling

- a). "Spelling is the process of representing language by means of a writing system" (National Council of Teachers of English,1996 p.5)
- b). "Students need to learn to spell words conventionally so that they can communicate effectively through writing"
(Tompkins,G Cambell,R .Green,D,2012 p. 169)
- c). Poor spelling skill associated with poor writing skills.
- d). Bad spelling also give others a bad impression about you.No matters what you say,if the spelling is poor the reader will notice this before anything else.

- e). Spelling is a prominent component of standardized tests.
- f). Good speller are usually are better readers and writers than those students who have weak spelling skills.
- g). The ability to spell is a basic skill,closely linked to reading and writing.

References

<https://en.wikipedia.org/wiki/Spelling>

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Punctuation

Definition:- Punctuation is derived from the Latin word "punctum" which means "a point", means the right use of putting in points or stops in writing.

The marks, such as full stop, comma and brackets, used in writing to separate sentences and their elements and to clarify meanings.

The practice, action, or system of inserting points or other small marks into texts, in order to aid interpretation; division of text into sentences, clauses, etc., by means of such marks.

For example:-

Woman, without her man, is nothing.

Woman: without her man, is nothing.

Introduction:- Punctuation is important to all writers. Without proper punctuation writing can become completely indecipherable or misinterpreted.

Think of Punctuation as breathing. Long breaths indicate a period, shorter breaths require a comma.

In speaking we can make a pause, stop, change our tone of voice. That's why in writing, we make use of punctuation marks as signals to our readers.

Punctuation Marks

The following are the principal stops:

- 1). Full stop or period (.)
- 2). Comma (,)
- 3). Colon (:)
- 4). Question Mark (?)
- 5). Exclamation Mark (!)
- 6). Dash (-)
- 7). Parentheses ()
- 8). Inverted commas and Quotation Marks " ".
- 9). Semicolon (;)
- 10). Ellipsis Points (...)
- 11). Underline (_____)
- 12). Apostrophe (')
- 13). Virgule (/)
- 14). Underlines (_____)

1. Full Stop or period (.)

The full stop represents the greatest pause and separation. It is used to mark the end of a declarative or an Imperative sentence; as,

For example:-

M.A or MA

M.P or MP

2- Comma (,)

The comma represents the shortest pause, and is used:

1. To separate a series of words in the same construction ; as

For example:-

England, France and Italy formed an alliance.
He lost lands, money, reputation and friends

A Comma is generally not placed before the word preceded by and; as,

2. To separate each pairs of words connected by and ; as,

For example:-

We should be devout and humble, cheerful and serene.
High and low, rich and poor, wise and foolish, must all die.

3. After a Nominative absolute ; as,

For example:-

The wind being favourable, the squadron sailed

4. To mark off a Noun or phrase in Apposition ; as,

For example:-

Paul, the apostle, was beheaded in the reign of Nero
Milton, the great English poet, was blind.

5. To mark off words used in addressing people

For example:-

Come into the garden, Maud
How are you, Mohan?

6. To mark off two or more adverbs or adverbial phrases coming together ; as,

For example:-

Then, at length , tardy justice was done to the memory of Oliver.

7. Before and after a participial phrase, provided that the phrase might be expanded into a sentence, and is not used in a merely qualifying sense; as,

For example:-

Caesar, having conquered his enemies, returned to Rome.

8. Before and after words phrases or clauses, let into the body of a sentence; as,

For example:-

it is mind, after all, which does the work of the world.

His behavior, to say the least, was very rude.

He didn't , however, gain his object.

9. To indicate the omission of a word, especially a verb ; as,

For example:-

He will succeed ; you, never.

He was a Brahmin ; She, a Rajput.

3. Colon (:)

The colon marks a still more complete pause than that expressed by the semi-colon. It is used (Something with a dash after it)

1. To introduce a quotation ; as,

For example:-

Bacon says : "Reading makes a full man, writing an exact man, speaking a ready man."

2. Before enumeration, example, etc ; as,

For example:-

The principal parts of a verb in English are :the present tense, the past tense, and the past participle.

3. Between sentences grammatically independent but closely connected in sense;

For example:-

Study to acquire a habit of thinking : no study is more important.

4. Semi-colon (;)

The semicolon represents a pause of greater importance than that shown by the comma. It is used :

1. To separate the clauses of compound sentence, when they contain a comma; as,

For example:-

He was a brave, largehearted man, and we all honoured him.

2. To separate a series of loosely related causes; as,

For example:-

Her court was pure ; her life serene;
God gave her peace ; her land reposed.

5. Question Mark (?)

The Question mark is used, instead of the full stop, after a direct question ; as,

For example:-

Have you written your exercise?
If you prick us, do we not bleed?

But Question Mark is not used after an indirect question ; as,

For example:-

He asked me whether I had written my exercise.

6. Exclamation Marks (!)

The Exclamation mark is used after interjection and after phrases and sentences expressing sudden emotion or wish ; as,

For example:-

Alas! Oh dear !
What a terrible fire this is!

When the interjection O is placed before the Nominative of Address, the Exclamation Mark, if employed at all, comes after the noun ; or it may be placed at the end of the sentence; as,

For example:-

O father ! I hear the sound of guns.
O Hamlet, speak no more!

7. Inverted Commas (" ")

Inverted commas are used to enclose the exact words of a speaker, or a quotation; as,

For example:-

" I would rather die, " he exclaimed, " than join the oppressors of my country. "

If a quotation occurs within a quotation, it is marked by single inverted Commas; as,

For example:-

" You might as well say," added the March Hare, "that 'I like what I get is the same thing as I get what I like.'"

8. Hyphen (-)

The Hyphen - a shorter line than the Dash - is used to connect the parts of a compound words ; as,

For example:-

Passer-by
man-of-war
Jack-of-all-trades.

It is also used to connect parts of a word divided at the end of a line.

9. Dash (_)

The Dash is used:

1. To indicate an abrupt stop or change of thought ; as,

For example:-

If my husband were alive_but why lament the past?

2. To resume a scattered subject; as,

For example:-

Friends, Companions, relatives_all deserted him.

10. Parentheses ()

Parentheses or Double Dashes are used to separate from the main parts of the sentence a phrase or clause which doesn't grammatically belong to it; as,

For example:-

He gained from Heaven (it was all he wished) a friend.

11. Apostrophe (')

The Apostrophe is used:

1. To show the omission of a letter or letters; as,

For example:-

Don't, e'er , I've.

2. In the Genitive Case of Nouns.
3. To form the plural of letters and figures.

For example:-

Dot your i's and cross your t's.
Add two 5's and four 2's.

12. Ellipsis points (...)

Ellipsis is used for omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant.

For example:-

I was thinking about you today...

13. Virgule (/)

Virgule is a forward sloping line (/) that serves as a mark of punctuation. Also called an oblique, an oblique stroke, a diagonal, a solidus, a forward slash, and a separatrix. The slash is commonly used to: mark line divisions in poetry quoted within running text.

For example:-

Male/female, Yes/No, He/She/It

The virgule is also used to avoid taking a position in naming controversies, and allowing the juxtaposition of both names or titles without stating a preference

For example:-

Latino/Latin American/Hispanic on the United States census report.

14. Underline (_____)

An underline is a section of text in a document where the words have a line running beneath them. Underlined text is commonly used to help draw attention to text. Today, underlines are commonly used to represent a hyperlink on a web page.

For example:-

This restaurant is known for its variety of dishes.

Sources

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