**Assignment: English.**

**Topic: spelling and punctuation.**

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**Assignment no: 01**

**Spelling.**

**Definition:**

The process or activity of writing or naming the letters of a word. •

**OR** write or name the letters that form (a word) in correct sequence. •

**OR** Spelling is defined as the proper way to write a word, using 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 you actually say or write the letters of the word "cat. “

**OR** Set of conventions to represent words in writing. Why is spelling important. Here are six reasons why spelling is important:

**1. Communication:** good spelling facilitates communication. By following the same rules for spelling words, we can all understand the text we read.

**2. Comprehension:** good spelling avoids confusion. In a way spelling is a bit like sports. It’s up to the person passing the ball to make sure the receiver actually catches it. The same goes for spelling. If you write with intent and proper spelling, the receiver of that text will understand it.

**3. Future:** let’s face it, university applications and job resumes littered with spelling errors don’t make it very far.

**4. Computer error:** we can’t rely on computers to check our spelling. They get it wrong too. **5.Distraction:** poor spelling distracts the reader and they lose focus. It’s hard to read a text for comprehension when it’s full of spelling errors.

**6.Impressions last:** when you have people read something you’ve written and that text is full of spelling errors, it does not leave a good impression. We should care about the fundamental part good spelling plays in our language.

**Spelling**

Set of conventions to represent words in writing Spelling is a set of conventions that regulate the way of using graphemes to represent a language in its written form. In other words, spelling is the rendering of speech sound (phoneme) into writing (grapheme). Spelling is one of the elements of orthography, and highly standardized spelling is a prescriptive element.

This article contains IPA phonetic symbols. Without proper rendering support, you may see question marks, boxes, or other symbols instead of Unicode characters. For an introductory guide on IPA symbols, see Help: PA.

Spellings originated as transcriptions of the sounds of spoken language according to the alphabetic principle. They remain largely reflective of the sounds, although fully phonemic spelling is an ideal that most languages' orthographies only approximate, some more closely than others. This is true for various reasons, including that pronunciation changes over time in all languages, yet spellings as visual norms may resist change. In addition, words from other languages may be adopted without being adapted to the spelling system, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually.

Spelling standards and conventions. Standardization of spelling is connected with the development of writing and the establishment of modern standard dialects. Languages with established orthography are those languages that enjoy an official status and a degree of institutional support in a country. Therefore, normative spelling is a relatively recent development linked to the compiling of dictionaries, the founding of national academies and other institutions of language maintenance, including widespread education and literacy, and often does not apply to minority and regional languages. In countries where there is an authoritative language academy; such as France, the Netherlands, and Germany, reforms are regularly made so that spelling better matches the changing pronunciation.

**Examples include:** German orthography reform of 1996

\*Portuguese spelling reform.

\*French rectifications orthographies of 1990.

\*English-language spelling reform proposals have been regularly made since the 16th century, but have made little impact apart from a few spellings preferred by Noah Webster having contributed to American and British English spelling differences.

**Methodology:**

Learning proper spelling by rote is a traditional element of elementary education and divergence from standard spelling is often perceived as an indicator of low intelligence, illiteracy, or lower class standing. Spelling tests are commonly used to assess a student's mastery over the words in the spelling lessons the student has received so far. They can also be an effective practice method. Spelling bees are competitions to determine the best speller of a group. Prominent spelling bees are even televised, such as the National Spelling Bee in the United States.

**Alteration**

Divergent spelling is a popular advertising technique, used to attract attention or to render a trademark "suggestive" rather than "merely descriptive." The pastry chains Dunkin' Donuts and Krispy Kreme, for example, employ non-standard spellings.

**Misspellings**

A misspelling of purchased on a service station sign. While some words admit multiple spellings, some spellings are not considered standard. These are commonly called "misspellings". A misspelled word can be a series of letters that represents no correctly spelled word of the same language at all (such as "leak" for "like") or a correct spelling of another word (such as writing "here" when one means "hear", or "no" when one means "know"). Misspellings of the latter type can easily make their way into printed material because they are not caught by simple computerized spell checkers. A well-known Internet scam involves the registration of domain names that are deliberate misspellings of well-known corporate names to mislead or defraud. The practice is commonly known as "typo squatting."

**Notable English misspellings in history**

Cleveland, Ohio – the leader of the crew that surveyed the town's territory was General Moses Cleveland, and the region was named in his honor; reportedly the town's first newspaper, the Cleveland Advertiser, could not fit the town's name in its masthead without removing the first "a" from the name. Google – accidental misspelling of googol. According to Google's vice president, as quoted on a BBC The Money Programmed documentary, January 2006, the founders – noted for their poor spelling – registered Google as a trademark and web address before someone pointed out that it was not correct. It's possible Google took this spelling from Steve Martin's "Google phonics" track from his 1979 album "Comedy Is Not Pretty." In it, he described Google phonic as being "...the highest number of speakers before infinity." Zenith – Arabic zamt was misread; in Latin letters, at the time, the letter i was never dotted, so "m" looked like "ni". Arab, Alabama – This town in north Alabama was named Arad, after its founder, Arad Thompson, but the name was misspelled on a US Post Office map as "Arab", and the misspelled name stuck.

**Spelling Rules**

Here are the first spelling rules that students should know.

**\*** Every word has at least one vowel.

**\*** Every syllable has one vowel.

**\*** 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).

**\*** 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).

**\*** Q is always followed by a u (queen).

**\***Double the consonants f, l, and s at the end of a one-syllable word that has just one vowel (stiff, spell, pass).

**\*** 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).

**\*** Capitalize names.

**\*** After your student has mastered the above spelling rules and applies them consistently, go on to this next set of rules.

**\*** A, e, o, and u usually say their name at the end of a syllable (me, go, u-nit).

**\*** Words do not end in v or j. We add a silent e at the end of the word (have).

**\*** Contractions replace letter(s) with an apostrophe to shorten a phrase (I’ve represents I have).

**\*** I and o may say /ī/ and /ō/ before two consonants (kind, sold). /j/ is spelled dge after a short vowel (edge).

**\*** Capitalize the names of places (Florida).

**Kind of spelling.**

The Four Kinds of Spelling Knowledge for students to become proficient spellers, there are 4 different kinds of spelling knowledge they require. Using Sound Waves ensures children have the opportunity to develop all four areas of spelling knowledge.

**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 sounds in written form. They can segment words into individual sounds and syllables, blend sounds to form words, manipulate sounds, and recognize onset and rime. The activities and games in Sound Waves allow students to develop both their phonemic and graph emic awareness.

**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 recognize spelling patterns and also to identify deviations from regular patterns. The Sound Waves activities and games encourage students to play with words and discover patterns and visual cues that assist a proficient speller.

**3.Morphemic Knowledge:**

As students continue to explore the words of our language, they start to discover more patterns and generalizations. As they look at the meaning of words and how words are formed, they discover that words conform to certain patterns and can also deviate from these patterns. Sound Waves helps students to explore the formation of compound words and the use of prefixes and suffixes to change word meanings. Word building is explored and students look at how changes to a word create changes to the word’s meaning and grammatical use of the word.

**4.Etymological Knowledge**:

In Sound Waves students are also provided with the opportunity to explore word origins and history. Students explore the roots of words and word meanings and learn to recognize the relationships between words. They develop an understanding of how some words are derived and how the meaning of unfamiliar words may be determined by examining parts of a word and similar related words. Spelling Rules Vs Spelling Patterns:

**PHONICS RULES:**

When a particular spelling is mentioned as a "rule," it means that there is a logical reason behind it and that all or most words are spelled in a certain way when that particular configuration appears. To illustrate: In a single-syllable short-vowel word, the ending "k" sound is spelled "-ck." And so whenever we hear a single-syllable short-vowel word that ends in the "k" sound, we can almost count on its being spelled with a "-ck" ending. There is a logical reason why it is spelled that way--and so we call it a "spelling rule." (Naturally there are a few exceptions, such as "yak" and "doc." But this is true most of the time.) PHONICS PATTERNS Sometimes there are multiple spellings for the very same sound, with no logical reason behind it (unless one digs deeply into word and language origins, and that is beyond the scope of Phonics Pathways). A rather extreme example of this would be all of the spellings that can make up the long-u sound: u-e June oo moon o do ew new ue blue ui fruit ou soup These configurations are called "spelling patterns" if there are a number of words with the same sound that are spelled a particular way, but there is no logical reason why that sound is spelled in that way.

**☆. English-language spelling reform**

For centuries, there has been a movement to reform the spelling of English. It seeks to change English spelling so that it is more consistent, matches pronunciation better, and follows the alphabetic principle. Common motives for spelling reform include quicker, cheaper learning, thus making English more useful for international communication. Reform proposals vary in terms of the depth of the linguistic changes and by their implementations. In terms of writing systems, most spelling reform proposals are moderate; they use the traditional English alphabet, try to maintain the familiar shapes of words, and try to maintain common conventions (such as silent e).

**History**

Modern English spelling developed from about 1350 onwards, when—after three centuries of Norman French rule—English gradually became the official language of England again, although very different from before 1066, having incorporated many words of French origin (battle, beef, button, etc.). Early writers of this new English, such as Geoffrey Chaucer, gave it a fairly consistent spelling system, but this was soon diluted by Chancery clerks who re-spelled words based on French orthography. Examples include the silent h in ghost (to match Dutch guest, which later became guest), aghast, ghastly and gherkin. The silent h in other words—such as gospel, gossip and gizzard—was later removed.

**16th and 17th centuries**

The first of these periods was from the middle of the 16th to the middle of the 17th centuries AD, when a number of publications outlining proposals for reform were published. Some of these proposals were: An Orthographies in 1569 by John Hart, Chester Herald. Logonomia Anglican in 1621 by Dr. Alexander Gill, headmaster of St Paul's School in London. English Grammar in 1634 by Charles Butler, vicar of Wootton St Lawrence. William Shakespeare satirized the disparity between English spelling and pronunciation. In his play Love's Labor’s Lost, the character Holocene’s is "a pedant" who insists that pronunciation should change to match spelling, rather than simply changing spelling to match pronunciation.

**19th century**

An 1879 bulletin by the US Spelling Reform Association, written mostly using reformed spellings (click to enlarge). An 1880 bulletin, written wholly in reformed spelling (click to enlarge). By the 1870s, the philological societies of Great Britain and America chose to consider the matter. After the "International Convention for the Amendment of English Orthography" that was held in Philadelphia in August 1876, societies were founded such as the English Spelling Reform Association and American Spelling Reform Association. That year, the American Philological Society adopted a list of eleven reformed spellings for immediate use. These were are→ar, give→giv, have→hav, live→liv, though→tho, through→thru, guard→gard, catalogue→catalog, (in)definite→(in)definit, wished→wisht. One major American newspaper that began using reformed spellings was the Chicago Tribune, whose editor and owner, Joseph Medill, sat on the Council of the Spelling Reform Association. In 1883, the American Philological Society and American Philological Association worked together to produce 24 spelling reform rules, which were published that year. In 1898, the American National Education Association adopted its own list of 12 words to be used in all writings: tho, altho, thoro, thorofare, thru, thruout, catalog, decalog, demagog, pedagog, prolog, program. 20th century onward President Theodore Roosevelt was criticized for supporting the simplified spelling campaign of Andrew Carnegie in 1906 The Simplified Spelling Board was founded in the United States in 1906. The SSB's original 30 members consisted of authors, professors and dictionary editors. In August 1906, the SSB word list was adopted by Theodore Roosevelt, who ordered the Government Printing Office to start using them immediately. However, in December 1906, the U.S. Congress passed a resolution and the old spellings were reintroduced. Nevertheless, some of the spellings survived and are commonly used in American English today, such as anaemia/anæmia→anemia and mould→mold. Others such as mixed→mixt and scythe→sithe did not survive. In 1920, the SSB published its Handbook of Simplified Spelling, which set forth over 25 spelling reform rules.

**Arguments for reform.**

It is argued that spelling reform would make it easier to learn to read (decode), to spell, and to pronounce, making it more useful for international communication, reducing educational budgets (reducing literacy teachers, remediation costs, and literacy programs) and/or enabling teachers and learners to spend more time on more important subjects or expanding subjects. For example, music was spelled music until the 1880s, and fantasy was spelled phantasy until the 1920s. For a time, almost all words with the -or ending (such as error) were once spelled -our (error), and almost all words with the -er ending (such as member) were once spelled -re (member). In American spelling, most of them now use -or and -er, but in British spelling, only some have been reformed.

**Assignment no: 02**

**Punctuation**

**Introduction**

Writing is an important skill to convey meaning. In their writing, people may write well but struggle from the fear of punctuation and grammar. They know how to pre-write, organize, and revise, but proofreading for punctuation and grammar causes them difficulties. There is no need to fear these conventions of standard written English. In fact, these conventions can help writers become more effective communicators. As Truss (2003) puts it Many people believe that punctuation rules are rigid commandments, and that only the experts know all the rules. Students may be surprised to learn, however, that it is not the experts but rather educated speakers and writers, such as ourselves, who have established the practices have to know the rules of punctuation. In other words, over the years, good writers have used punctuation in ways that have made their messages clear to their readers. Writers have agreed to follow these practices because they have proven to be so effective. The rules of punctuation are not static; they have changed throughout the years, and will continue to change (Gary,1996:87).

The rules of punctuation are created and maintained by writers to help make their prose more effective, and their exact meaning changes over time. This research discusses the most useful punctuation marks that are used in writing. Instead of listing many rules, as a grammar book does, these various marks are presented and discussed in general to get a sense of how to use them in prose.

**Punctuation Marks:**

Punctuation marks are pauses or gestures used to clarify the meaning of our words. "They are signals to the reader that indicate pause, place emphasis, alter the function or show the relationship between the elements of the text." (Jane, 2008:122)

**Importance of Punctuations Marks:**

There is no doubt about punctuation marks importance. It has a great importance in writing; it facilitates the reading of a reader, and prevent confusion and overlap between the sentence and words, and if a good writer uses them, and put them in their right positions, they will help the reader to understand what is written. If the writer neglected these signs, used or abused and did not put them in their right positions, it will be difficult to read for the reader, and may lead to misunderstand what is written.

Snooks (2002) states that marks of punctuation have a very important role in giving the intended meaning to the language. He adds that the use of the wrong placement of such marks can change the meaning of the sentence completely and sometimes even convert the sentence to complete nonsense.

**Punctuation Marks and their Usages:**

we will deal with fourteen punctuation marks that are considered mostly used in writing.

**1. comma (‚)**

1- When a subordinate (less important) clause comes before the principal clause.

e.g. If you do not go‚ help me.

2- To separate phrases in apposition (describing the same Person or thing mentioned

earlier) from the rest of sentence.

e.g. Mr. Brown‚ the doctor‚ said that he travelled to Canada.

3- To separate items in the same list.

e.g. She travelled to America ‚ Canada‚ and Australia.

**2. Full Stop(.)**

A full stop is used at the end of the sentence and the next sentence begins with a

capital letter.

e.g. Ali felt tired. He went to bed.

**3. Colon (:)**

1- The use of a colon indicates that what follows is an explanation of what precedes it.

e.g. They have some news about the story: John's father has arrived.

2- It is also used to introduce a list of the items.

e.g. To travel, you need the following items: a passport, a visa, an application and the

correct fee.

**4. Semi Colon (;)**

1- A semi colon is used to join two independent but related clauses or sentences.

e.g. She is a good writer; she has published several books.

2- It can also separate clauses of conjunctive adverbs such as however, therefore,

moreover...

e.g. We shouldn't go to the fair; however, I do hear that they have good funnel cakes.

**5. Quotation Mark (‘’)**

1- Quotation marks are used for material that is quoted or emphasized.

e.g. Ali said, ‘I cannot finish my quiz’

2- Quotation marks are used to set off the title of short works of writing.

e.g. the television show, ‘Cheers’ (Truss: 2003).

**6. Apostrophe (')**

1-An apostrophe is used to refer to possessive singular or plural.

e.g. The boy's books. (singular)

e.g. The boys' books. (plural)

2-An apostrophe is used always to be included when telling the time.

e.g. It is eight o'clock. \*short for: (eight of the clock)

3-An apostrophe is used to show letters are missing in words (omission).

e.g. You're→ You are

e.g. I'm→ I am (Truss:2003).

**7. Exclamation Mark (!)**

1- An exclamation mark is used to signal the expression of a strong emotions such as:

a-Excitement: e.g. I can't wait! b-Panic: Ex/ Help me!

2- An exclamation mark is used to add an emphasis to the sentence.

e.g. There's a fly in my Soup. There's a fly in my Soup! (Snooks:2002)

**8. Ellipsis (...)**

1-An ellipsis is used to show that the speaker has been cut off abruptly(interrupted).

e.g. ‘Whatever you do, don't...’

2-An ellipsis is used to indicate a trailing off in speech or thought.

e.g. We could do this ... or maybe that...

**9. Slash (/)**

1-Slash is used with fractions.

e.g. 1/2 = one-half

e. g. 2/3 = two-third

2- Use a slash to separate the day, month, and a year in dates.

e.g. He was born on 18/3/1987(Jane:2008).

**10. Question Mark (?)**

1-Ues question mark at the end of any direct questions.

e.g. Who is your teacher?

2-Use a question mark at the end of a tag question (a statement followed by a short

question).

e.g. You speak English, don't you? (Jane:2008)

**11. Hyphen (-)**

1-A hyphen may separate, in some cases, the prefix from the second part of words.

e.g. co-opt, T-shirt.

2-A hyphen may join some compound words.

e.g. twenty-one.

**12. Parentheses ( ( ) )**

1-parentheses or brackets are often used to include extra or additional information into

a sentence.

e.g. The library (which was built in the seventeenth century) needs to be repaired.

2-Parentheses give additional, but non-essential information in a sentence.

e.g. France, America, and Spanish (but not Chinese) may be studied here.

**13.Square Brackets ([ ] )**

1-Square brackets are used to clarification, to help the reader understands the

sentence.

e.g. She drove 60 [mile per hour] on the highway to town.

**14. Dash**

1-Em—Dash is used to indicate a break, often informally, or to add Parenthetical

information.

e.g. They received a prize —and a certificate as well.

2- An End–Dash is used to indicate a range.

e.g.1939–1945.

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