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From the Edanz "Academic English Writing" course



Writing with professionalism

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Commonly confused words

Below are commonly confused words, with their meaning and tips to distinguish the words. Please consult a good dictionary for full meanings and examples of how to use the words. If you have any questions or require language or publishing support, please email japan@edanz.com.

Confused words	Meaning	Memory aid
advice advise	noun: helpful comment verb: to give advice	advice: <u>ice</u> is a noun advise: to help <u>some</u> one
affect effect	verb: to influence verb: to bring about, cause to happen	affect: <u>change</u> the <u>status</u> ; <u>alter</u> effect: <u>enable</u> to reach the <u>end</u>
affect effect	noun: demeanor, affectation noun: result, outcome	affect: <u>appearance</u> of <u>face</u> effect: <u>end</u> <u>result</u>
boarder border	noun: pay to stay in lodgings/home noun: edge, demarcation line	boarder: <u>pay</u> to <u>stay</u> in <u>class</u> <u>a</u> <u>place</u> border: neat edges <u>bring</u> <u>order</u>
capital capitol	noun: uppercase letter, main city noun: main government building	capital: contains first letter a capitol: has a <u>dome</u> , looks like o
complement compliment	verb: to match verb: to say nice things	complement: <u>comple</u> tes compliment: <u>i'm</u> being nice
currant current	noun: dried berry noun: electricity; adjective: now	currant: looks like an <u>ant</u> current: electricity <u>enters</u> now
desert dessert	noun: dry place noun: sweet course of meal	desert: <u>sand</u> dessert: <u>sweets</u> / <u>spoons</u> / <u>sugars</u>
discreet discrete	adjective: unobtrusive, unnoticed adjective: separate units	discreet: the two es are together and not exposed; <u>keep</u> confidential discrete: the two es are separated by t; think of <u>distinct</u> <u>concrete</u> blocks
emigrate immigrate	verb: to leave a country to live elsewhere verb: to enter to live in another country	emigrate: <u>leave</u> country for <u>elsewhere</u> immigrate: come <u>into</u> a country <u>immediately</u> to <u>live</u>
eminent imminent immanent	adjective: famous adjective: likely/about to happen, soon adjective: inherent, inborn, within	eminent: <u>eminem</u> is famous imminent: <u>immediately</u> <u>in</u> the future immanent: <u>permanent</u> feature
farther further	adjective/adverb: greater distance away adjective/adverb*: greater degree, extent, or quantity <i>*can also be verb</i>	farther: go more <u>far</u> <u>away</u> further: grow more <u>fur</u> ; furthermore

hear here	verb: to listen adverb: this place	hear: use your <u>ear</u> here: not <u>there</u>
its it's	pronoun: belonging to "it" (possessive) contraction: it is / it has	its: the s belongs to "it"; no apostrophe it's: it + is/has
lay lie	verb: to put <u>someone/thing</u> horizontal verb: to become/be horizontal (on floor)	lay: place <u>flat</u> on <u>table</u> (past tense, <i>laid</i>) lie: i <u>lie</u> down, i <u>recline</u> (past tense, <i>lay</i>)
lead led	noun*: type of metal (pronounced "led") verb: past tense of verb "to lead", directed or guided from front <i>*can also be verb (rhymes with "bead")</i>	lead: metal, poisonous if used in <u>paint</u> ; pencil lead is really <u>graphite</u> led: the a in "lead" has been led away in the past tense
lose loose	verb: opposite of find/win adjective: not tight	lose: lost the extra o of 'loose'; you can find only one o loose: oo are like two <u>loops</u> of rope; a <u>noose</u> to catch a <u>moose</u>
oral aural	adjective: related to mouth/speech adjective: related to ear/hearing	oral: <u>mouth</u> , <u>shouting</u> aural: <u>audio</u> for <u>ears</u>
precede proceed	verb: to come before verb: to go forward, continue	precede: 'pre' means 'before', and letters go before all three es: <u>pre</u> <u>cede</u> proceed: 'pro' means 'forward'; the es <u>suc</u> <u>ceed</u> to stay together, with one e following another
principal principle	noun: main person; adjective: main noun: theory/law, truth	principal: your main <u>pal</u> and friend principle: <u>please</u> see the truth
right rite write Wright	adverb*: appropriate or not left noun: custom, ceremony verb: to record text on paper/screen noun: person who builds (eg, with wood) <i>*can also be noun/verb/adjective</i>	right: hold right <u>hand</u> , not too <u>tight</u> rite: event in <u>religious site</u> write: draw letters on <u>white</u> paper Wright: the Wright brothers made airplanes
stationary stationery	adjective: still noun: writing supplies	stationary: <u>stay</u> where you <u>are</u> stationery: <u>pens</u> , <u>pencils</u> , <u>envelopes</u>
there their they're	adverb: away from here pronoun: belonging to them (possessive) contraction: they are	there: not <u>here</u> their: belongs to an <u>heir</u> they're: <u>they</u> are
weather whether	noun: atmospheric conditions conjunction: choice between alternatives	weather: check the <u>weather</u> at <u>sea</u> whether: <u>whether</u> <u>he</u> or <u>she</u>
your you're yore yaw	pronoun: belonging to you (possessive) contraction: you are noun: long time ago noun/verb: side-to-side movement	your: you + r; the r belongs to you you're: <u>you</u> are yore: <u>your</u> old times of <u>before</u> yaw: i saw <u>you</u> move like a see- <u>saw</u>

Commonly confused words

Below are some commonly confused words, using US English. Look up the meanings in a good dictionary and try to learn the differences. If you have any questions or require language or publishing support, please email japan@edanz.com.

accept/except	definite/definitive	moral/morale
advice/advise	dependant/dependent	mucous/mucus
adverse/averse	desert/dessert	moot/mute
adoptive/adopted	discreet/discrete	naval/navel
aid/aide	disinterested/uninterested	notable/noticeable
aisle/isle/I'll	dual/duel	oral/aural
affect/effect	economic/economical	obligated/obliged
allowed/aloud	elude/allude	palette/palate/pallet
allusion/illusion	emigrate/immigrate	passed/past
alternative/alternate	eminent/imminent/immanent	patience/patients
altar/alter	ensure/insure	peace/piece
amoral/immoral	elicit/illicit	peak/peek/pique
angel/angle	elude/allude	pedal/peddle
appraise/apprise	emigrate/immigrate	personal/personnel
assistance/assistants	enquiry/inquiry	plain/plane
assure/ensure/insure	envelop/envelope	populace/populous
awe/oar/or/ore	farther/further	pore/pour/poor/paw
bare/bear	fair/fare/fayre	precede/proceed
bazaar/bizarre	flair/flare	precedent/president
bloc/block	flier/flyer	premise/premises
boarder/border	foul/fowl	prescribe/proscribe
bought/brought	forth/fourth	principle/principal
brake/break	hanger/hangar/hunger	prescribe/proscribe
breathe/breath	hanged/hung	quiet/quite/quit
broach/brooch	hear/here	rain/rein/reign
callous/callus	heal/he'll/heel	raze/rays/raise/rise
canvas/canvass	heroin/heroine	rational/rationale
capital/capitol	idle/idol/idyll	right/write/rite/wright
casual/causal	illusion/allusion	role/roll
censor/censure/sensor	imply/infer	saw/soar/sore
chili/chilly/Chile	incidents/incidence	stationary/stationery
choose/chose/choice	incite/insight	story/storey
cite/site/sight	instance/instant	than/then
climactic/climatic	interesting/interested	there/their/they're
coarse/course	its/it's	to/too/two
collectable/collectible	law/lore	tortuous/torturous
compliment/complement	lay/lie	vain/vane/vein
compose/comprise	led/lead	waist/waste
confident/confidant(e)	lend/borrow	wait/weight
conscience/conscious	lightening/lightning	ware/wear/where/were/we're
council/counsel	liquor/liqueur	waver/waiver
course/coarse	lose/loose	weather/whether
currant/current	male/mail	which/witch
decent/descent/dissent	lose/loose	whose/who's
defuse/diffuse	male/mail	your/you're/yore/yaw

Commonly misspelled words

Below are some commonly misspelled words, using US English. If needed, look up the meanings of the words and find examples of sentences using the words in a good dictionary. Practice recognizing the correct spelling and keep a list of which words you still need to learn. If you have any questions or require language or publishing support, please email japan@edanzgroup.com

abscess	fluoride	persistent
accelerate	foresee	personnel
accessible	foreign	persuade
accessory	fulfill	piece
accidentally	gauge	phenomenon
accommodate	government	pneumonia
accumulate	grammar	Portuguese
achieve	grateful	possession
acknowledgment	grievous	possible
acquaint	guarantee	preeminent
acquire	guard	prerogative
across	handiwork	privilege
address	handkerchief	pronunciation
aggressive	harass	protein
amateur	heinous	proverbial
anecdote	hemorrhage	publicly
anesthetic	hierarchy	pursue
anomaly	homogeneous	pursuit
Antarctic	humorous	quandary
apartment	hygiene	questionnaire
apparent	hypocrisy	queue
aqueduct	idiosyncrasy	quiet
archeology	ignorance	rarefied
Arctic	immediately	receive
argument	inadvertent	recommend
artefact	incidentally	refrigerator
assessment	independent	relevant
asterisk	indispensable	relief
attach	inedible	religious
auxiliary	innocuous	remuneration
bachelor	inoculate	rendezvous
believe	insistent	renowned
besiege	installment	repertoire
biased	intercede	restaurateur
blatant	interrupt	resuscitate
brief	introvert	rhyme
caffeine	invigorate	rhythm
camaraderie	iridescent	rigorous
cappuccino	irrelevant	sacrilegious
Caribbean	irresistible	seize
ceiling	island	seizure
category	itinerary	separate
collaborate	judgement (judgment [legal])	sergeant

commemorate	kernel	shoulder
commitment	knowledge	siege
committee	laboratory	sieve
comparative	language	skillful
competent	library	silhouette
concede	leisure	slaughter
conceive	liaison	solely
consensus	lightning [storm]	soliloquy
conscience	liquefy	speech
conscientious	maintenance	strength
consensus	maneuver	subtle
contemporary	mayonnaise	success
correspondence	medicine	successful
corollary	medieval	supersede
curriculum	Mediterranean	suppress
deceive	memento	surprise
definite	millennium	susceptible
descendant	millionaire	synonymous
desiccate	miniature	tariff
despair	minuscule	temperature
detach	miscellaneous	threshold
diarrhea	mischievous	tomorrow
dilapidated	misspell	tortuous
dilemma	moreover	tragedy
diphtheria	necessary	truly
diphthong	negotiate	underrate
disappear	niece	undertake
disappoint	non sequitur	unforeseen
discipline	noticeable	unnecessary
dissension	nuptial	until
duly	occasion	unwieldy
dysfunction	occurrence	usage
ecstasy	offered	vaccinate
embarrass	omission	vacillate
environment	ophthalmology	vacuous
exaggerate	opportunity	vacuum
excellent	pageant	vague
except	parallel	vegetable
excerpt	parliament	veterinary
exercise	pastime	Wednesday
exhilarate	pejorative	weigh
experiential	penultimate	weird
extrovert	people	which
familiar	perceive	wield
February	perennial	willful
fiery	permanent	withhold
fluorescent	perseverance	yield

Common spelling/typing errors

Below are some commonly misspelled words, showing typical wrong spellings, the correct spelling, spelling features to note, and tips for remembering the correct spelling. Make a list of words you tend to misspell and practice spelling them using a memory aid. If you have any questions or require language or publishing support, please email japan@edanz.com.

Incorrect	Correct	Memory aid/s
x acheive	achieve (note: 'ie')	Use I before E, except after C* Hi <u>E</u> ve, <u>a</u> chieve all you can!
x acomodate, accomodate, acommodate	accommodate (note: double 'c', double 'm')	My home can <u>a</u> cc <u>o</u> mm <u>o</u> date my two <u>c</u> ats and two <u>m</u> ice
x acuire, aquire, acquire	acquire (note: c then q)	I see (C) the queue (Q) to <u>a</u> cc <u>u</u> ire the new phone model
x amatur, amature, amater, ameture	amateur (note: ending 'eur')	<u>A</u> <u>m</u> ate <u>u</u> <u>r</u> (you are), but still an amateur
x artic	arctic (note: middle 'c')	The <u>A</u> rtic is the southern <u>a</u> rc <u>t</u> ip of the globe
x arguement, arguemant, argumant	argument (note: no 'e' from 'argue', ending 'ment')	' <u>A</u> rgue" lost its 'e' in the <u>a</u> rg <u>u</u> ment among the <u>m</u> en
x assesment, assesmant, asesment, assessmant, asesment, asesmant, assessmant	assessment (note: two double 's's, ending 'ment')	In an ' <u>a</u> ss <u>e</u> ss <u>m</u> ent', assess all four s's are <u>p</u> re <u>s</u> ent
x axterisk, axterix asterick, asterix, astrix	asterisk (note: 'st', ending 'sk')	<u>A</u> sterisk is a <u>s</u> tar with a high <u>r</u> isk of being seen
x beleive	believe (note: 'ie')	Use I before E, except after C* Don't <u>b</u> el <u>i</u> ve the <u>l</u> ie
x caribbean, carribean, carribbean	caribbean (note: single 'r', double 'b')	In the Caribbean, you <u>c</u> an eat <u>r</u> ibs with <u>b</u> eans
x cieling	ceiling (note: 'ei')	Use I before E, except after C* Ceiling starts alphabetically: C-E-I-L
x committment, committmant comittment, comittmant comitment, comitmant	commitment (note: double 'm', single 't', ending 'ment')	Commitment means <u>C</u> onstantly <u>o</u> ffering <u>M</u> & <u>M</u> s in the <u>m</u> orning, <u>e</u> vening, <u>n</u> ight <u>t</u> ime

x comite, comitte, comitee, committee commite, committe, commitee	committee (note: double 'm', 't', 'e')	Come to <u>my</u> <u>meeting</u> : I'll <u>try</u> <u>to</u> <u>end</u> <u>early</u> There are three empty (M-T-E) couples on the committee
x concensus, concencus, consencus	consensus (note: middle 's')	The <u>consensus</u> made <u>sense</u> to <u>us</u>
x dilema, dillema, dilemma	dilemma (note: single 'l', double 'm')	<u>Emma</u> has a <u>dilemma</u> about one ' <u>L</u> '
x definately, definatly, definitly	definitely (note: two 'i's')	' <u>Definitely</u> ' has two ' <u>i</u> 's <u>in</u> <u>it</u>
x dispair, dispare, despare	despair (note: 'e', ending 'air')	<u>Des</u> will despair if there's no <u>air</u>
x embarass, embarras, embaras	embarrass (note: double 'r' and 's')	You'll be <u>really</u> <u>red</u> <u>as</u> <u>strawberries</u> if you can't spell <u>embarrass</u>
x enviroment	environment (note: silent 'n')	The <u>environ</u> ment contains ' <u>iron</u> '
x exagerate, exagerrate	exaggerate (note: double 'g', single 'r')	<u>Gigi</u> loves to <u>exaggerate</u>
x exelent, exellent, excelent	excellent (note: 'c', double 'l')	Be ' <u>excellent</u> ', and see (C) the extra L
x government	government (note: silent 'n')	<u>Govern</u> ments should <u>govern</u> well
x inoculate, inooculate, innoculate	inoculate (note: single 'n', single 'c')	<u>In</u> oculate with a single <u>in</u> jection Inoculate: drug goes <u>in</u> ; <u>oh</u> (O), <u>see</u> <u>you</u> (CU) <u>later</u>
x maintainence, maintainance	maintenance (note: middle 'e', ending 'ance')	The <u>main</u> <u>tenants</u> can spell <u>maintenance</u>
x meditteranean, mediteranean, mediterranean	mediterranean (note: single 't', double 'r')	In the <u>Mediterranean</u> , you <u>edit</u> <u>errors</u>
x miniscule	minuscule (note: middle 'u')	<u>Minuscule</u> should be <u>minus</u> any hint of minis
x misspell, misspel, misspell	misspell (note: double 's')	<u>Miss Pell</u> taught me never to misspell ' <u>misspell</u> '

x necessary, necesery necessary, neccessery necessary, neccessery	necessary (note: single 'c', double 's', ending 'ary')	It's <u>necessary</u> for one <u>coat</u> to have two <u>sleeves</u> for the <u>arms</u> <u>Never eat chocolate</u> ; <u>eat six</u> <u>strawberries</u> <u>and remain</u> <u>young</u>
x occassion, ocasion, ocassion	occasion (note: double 'c', single 's')	You might need to sail over two seas (CC) for one <u>special occasion</u>
x occurrence, occurance, occurence, ocurrance, occurrence, ocurance, ocurence,	occurrence (note: double 'c', double 'r', ending 'ence')	Finding two <u>cats</u> and two <u>rats</u> either side of you (U) is an <u>endearing</u> <u>occurrence</u>
x passtime, pasttime	pastime (note: single 's', single 't')	My pastime is eating <u>pasta</u> in <u>Mexico</u>
x peice	piece (note: 'ie')	Use I before E, except after C* A <u>piece</u> of <u>pie</u>
x peple, pepel, peopel, poepel, poepel	people (note: silent 'o', ending 'le')	<u>People</u> <u>eat</u> <u>omelets</u> ; <u>people</u> <u>like</u> <u>eggs</u>
x priviledge, privelige, privelege	privilege (note: two middle 'i's, no 'd', ending 'ege')	Use your two eyes (I) to spell ' <u>privilege</u> ' on your <u>leg</u>
x pronounciation	pronunciation (note: middle 'u', not 'ou')	In ' <u>pronunciation</u> ', you (U) don't find 'ou'
x publically	publicly (note: ending 'ly')	' <u>Publicly</u> ' is the adverb of <u>public</u> , not 'publical'
x recieve	receive (note: middle 'ei')	Use I before E, except after C* If I ' <u>receive</u> ', I've also got to <u>give</u>
x rythm, rhthm, rhthym	rhythm (note: first silent 'h', middle 'y')	<u>Rhythm</u> <u>helps</u> <u>your</u> <u>two</u> <u>hips</u> <u>move</u>
x seperate, separete, seperete	separate (verb or adjective) (note: two 'a's)	<u>See Pa rate</u> the two As with an R
x supercede, superceed	supersede (note: middle 's', not 'c')	Supersede your <u>super</u> <u>sedentary</u> lifestyle with an active one
x suprise, suprizе, supprise, supprize, surprize	surprise (note: 'r in 'sur'', ending 's' not 'z')	Be <u>sure</u> to <u>rise</u> and surprise me

x tommorrow, tommorow	tomorrow (note: single 'm', double 'r')	Tomorrow, should I visit <u>Tom</u> or <u>row</u> ?
x unnecessary, unecessery	unnecessary (note: double 'n', single 'c', double 's', ending 'ary')	It's <u>unnecessary</u> and <u>not</u> <u>nice</u> to throw my <u>coat</u> and two <u>shoes</u> <u>away</u>
x untill	until (note: single 'l')	Write <u>until</u> you've written one 'l', not two
x Wensday	wednesday (note: silent 'd')	Wednesday is <u>We</u> <u>Do</u> <u>Not</u> <u>Eat</u> <u>Soup</u> <u>Day</u> <u>Wednesday</u> is for <u>weddings</u> , <u>not</u> <u>engagements</u> , <u>separations</u> , <u>divorces</u>
x wiegh	weigh (note: 'ei', silent 'g')	Use I before E, except after C, unless it sounds like A* <u>We</u> weigh <u>eight</u> eggs
x wich	which (note: 'wh')	<u>Which</u> <u>hat</u> is <u>Candy's</u> <u>hat</u> ?

***Note:**

"Use i before e, except after c,

Or when sounded like a, as in **neighbor** and **weigh**;

Also **their**, **height**, and **seizure**, **weird**, **seize**, and **seizure**."

Basic spelling rules

Below are some basic spelling rules in the English language, mainly for when endings (suffixes) added. There are many other rules. However, note that there are also many exceptions to the rules. If needed, check spelling in a good dictionary. Practice recognizing the correct spelling, and keep a list of which words you still need to learn. If you have any questions or require language or publishing support, please email global@edanzgroup.com.

Spelling	General rule	Examples
1. Adjective -ic or -ical ending	<p>-ic:</p> <p>for nouns ending in: -d/de/dy (drop the final -e or -y) -ot/ote (drop the final -e) -et/ete (drop the final -e) -pathy (drop the final -y)</p> <p>-esia/esis (-es changes to -et; drop the final -ia or -is)</p> <p>-os/osis (-os changes to -ot; drop the final -is)</p> <p>-ical:</p> <p>for nouns ending in: -ology (drop the final -y)</p> <p>-ic (replace with -ical)</p> <p>For some words, both -ic and -ical adjective forms can occur, possibly with different meanings</p>	<p>acid→acidic, episode→episodic despot→despotic, zygote→zygotic poet→poetic, athlete→athletic myopathy→myopathic</p> <p>anesthesia→anesthetic kinesis→kinetic</p> <p>chaos→chaotic hypnosis→hypnotic</p> <p>psychology→psychological</p> <p>cynic→cynical</p> <p>rhythmic(al): having rhythm</p> <p>electric: powered by electricity / electrical: related to electricity</p> <p>historic: important, making history / historical: related to history</p> <p>classic: quality, valued, traditional / classical: related to art and culture of ancient Greece or Rome or 18th/19th centuries</p>
2. Adverb -ly ending	Add -ly to an adjective but:	<p>real→really, grateful→gratefully, surprising→surprisingly</p> <p>happy→happily, busy→busily,</p>

	<p>change final -y to -ily</p> <p>change final -le to -ly if there is a preceding consonant, but simply add -ly if there is a preceding vowel</p> <p>change -ic to -ically</p> <p>change final -ll to -lly</p> <p>change final -ue to -uly</p>	<p>day→daily (<u>but</u> shy→shyly, sly→slyly)</p> <p>able→ably, humble→humbly, simple→simply sole→solely, agile→agilely (<u>but</u> whole→wholly)</p> <p>phonetic→phonetically (<u>but</u> public→publicly)</p> <p>full→fully</p> <p>true→truly, due→duly</p>
<p>3. Words ending with -e when adding suffixes -ing, -able, -ous, -ist, -ism, -ed, -er, -est</p>	<p>Drop final -e of the base word because the suffix begins with a vowel</p> <p>Keep final -e if words end in -ee, -oe, -ye, -e with "ee" sound</p> <p>Keep final -e when adding -able or -ous if words end in -ge ("j" sound) or -ce ("s" sound)</p>	<p>hope→hoping, charge→charging (<u>but</u> UK spelling: ageing) note→notable (<u>but</u> UK spelling: likeable) fame→famous race→racist, racism like→liked, argue→argued write→writer, white→whiter white→whitest, blue→bluest</p> <p>see→seeing, agree→agreeable canoe→canoeing dye→dyeing be→being</p> <p>manage→manageable courage→courageous replace→replaceable notice→noticeable</p>
<p>4. Words ending with -e when adding suffixes -ment, -ness for nouns and -ly for adverbs</p>	<p>Keep final -e of the base word because the ending suffix begins with a consonant</p> <p>Drop final -e if words end in -ue or -ge ("j" sound)</p>	<p>agree→agreement excite→excitement complete→completeness, completely definite→definitely</p> <p>due→duly, true→truly argue→argument acknowledge→acknowledgment (<u>but</u> UK spelling: acknowledgement)</p>
<p>5. Words ending in -le when adding -ity for nouns</p>	<p>Change -le to -il</p>	<p>able→ability possible→possibility</p>

6. Words ending in -t when adding -ion for nouns	Change -t to -ss	permit→ permission omit→ omission
7. Words ending in a consonant when adding suffixes -ing, -able, -ed, -er, -est	<p>Double the final consonant if word is one syllable and ends in <u>one vowel + one consonant</u>: -b, -d, -g, -l, -m, -n, -p, -r, -t (1:1:1 rule: 1 syllable, 1 vowel, 1 consonant)</p> <p>Double the final consonant if multisyllabic base word ends in a <u>stressed syllable of one vowel + one consonant</u>: -b, -d, -g, -l, -m, -n, -p, -r, -t</p> <p>Do not double the final consonant if:</p> <ul style="list-style-type: none"> ○ there are <u>two vowels before the consonant</u> ○ there are <u>two final consonants</u> ○ the final syllable is <u>not stressed</u> 	<p>sit→sitting cut→cutting, cuttable, cutter log→logged, logging, logger big→bigger, biggest</p> <p>begin→beginning, beginner occur→occurring, occurred forget→forgettable control→controlled, controlling, controller drop→dropped, dropping</p> <p>neat→neatest, pool→pooling, pooled, soil→soiled, soiling</p> <p>fast→faster, sell→selling, sort→sorted</p> <p>target→targeted open→opening develop→developer travel→traveled (<u>but</u> UK spelling: travelled) <u>Note</u>: focus→focussed/focused, focussing/focusing</p>
8. Words ending in -c when adding suffixes -ing, -able, -ed, -er	Add a -k	mimic→ mimicked picnic→ picnicker traffic→ trafficking, traffickable
9. Words ending in -y when adding suffixes	<p>Change the -y to -i for suffixes such as: -es, -ed, -age, -ness, -ous, -er, -est, -ly, -ful</p> <p>Do not change -y to -i if:</p>	<p>story→stories, berry→berries marry→marries, married, marriage fury→furious carry→carrier beauty→beautiful ugly→uglier, ugliest easy→easier, easiest, easiness, easily busy→business, heavy→heaviness happy→happiness, happier, happily fly→flier (also flyer) dry→drier, driest, dried, drily (<u>but</u> dryness, dryer [machine]; also dryly) (<u>but</u> sly→slyer, slyest, slyly, slyness)</p> <p>try→trying, bury→burying,</p>

	<ul style="list-style-type: none"> the suffix is -ing, -ism, -ish there is a preceding vowel 	crony→crony ism , dry→dry ish buy→buy er enjoy→enjoy ed , enjoy ment play→play ed , play er gray→gray ness
10. Words ending in -ie when adding -ing	Change -ie to -y	die→die ing lie→lie ing tie→tie ing
11. Words containing -ei or -ie with "ee" sound	Use -i before -e, except after -c	believe, belief, chief, field, yield, relief, relieve <i>After c:</i> ceiling, deceit, receive, receipt (<u>but</u> either, neither, seize, seizure, leisure, codeine, protein, caffeine, Raleigh, Keith)
12. Other words containing -ei or -ie	Use -i before -e, except after -c, Or when sounded like A, as in <i>neighbor</i> and <i>weigh</i> , Or when sounded like EYE, as in <i>height</i> and <i>sleight</i> , Or when sounded like IH, as in <i>foreign</i> and <i>forfeit</i> , Beware if -c sounds like SH, as in <i>species</i> and <i>ancient</i> , Or if the stem was -cy, as in <i>fancies</i> and <i>fancied</i> ; There's also: <i>their</i> , <i>heifer</i> , and <i>leisure</i> , <i>weird</i> , <i>seize</i> , and <i>seizure</i> .	<i>Exceptions to "-i before -e":</i> "A": neighbor, weigh, geisha, lei, veil, vein, eight, reign, rein, freight, beige "EYE": height, sleight, seismic "IH": forfeit, surfeit, foreign, counterfeit, sovereign "AIR": heir, their "EH": heifer, leisure (UK pronunciation) <i>-i before -e, but even after -c:</i> C as "SH": ancient, species, sufficient, conscience, efficient, glacier (US pronunciation) Stem was -cy: fancies, fancier, fancied, icier, policies, legacies Others: science, society, concierge <i>Other exceptions:</i> friend, weird
13. Plurals	Add -s for words ending in a consonant other than -y, -s, -z, -x, -ch, -sh, single -f Add -es for words ending in -s, -x, -ch, -sh; also double the last letter for -z Add -s for words ending in <u>vowel + y</u> Change -y to -ies for words ending in <u>consonant + y</u> Change -f or -fe to -ves	girl→girls cliff→cliffs boss→bosses, box→boxes, watch→watches, wash→washes, quiz→quizzes play→plays, holiday→holidays journey→journeys, key→keys boy→boys, alloy→alloys baby→babies, family→families study→studies, supply→supplies calf→calves

		loaf→loaves knife→knives (<u>but</u> chief→chiefs) <u>Note:</u> hoof→hoofs/hooves, scarf→scarf/scarves
14. Final –e after a consonant for one-syllable words	Silent ending –e usually lengthens the vowel and makes a new word	bit/bite, kit/kite, sit/site, spit/spite, spin/spine, rip/ripe, quit/quite, strip/stripe cut/cute, cub/cube, tub/tube bar/bare, mar/mare, far/fare mat/mate, plan/plane, scrap/scrape can/cane, cap/cape, mad/made, tap/tape, man/mane rod/rode, cod/code, not/note, hop/hope, rob/robe

Language to avoid in research writing

Below are some types of language to avoid in research writing, with explanations and examples. Practice recognizing such language and learn to edit and proofread your own work. If you have any questions or require language or publishing support, please email global@edanzgroup.com.

Language type	Explanation	Example
1. Spoken jargon	Informal special terms used to save time in specific professions	Got flu jabbed = injected with an influenza vaccine The patient coded name specific emergency or action, eg, <i>required cardiopulmonary resuscitation</i>
2. Colloquialisms	Informal conversation, including contractions and double negatives	The level went through the roof = increased markedly The interviewees didn't have no clue did not respond / said they did not know Above board = legitimate; Shoddy = low quality
3. Impoliteness 4. Wordiness	Too rude, personal; Using too many words	The authors of the study were clearly careless in their study design planning The study design was flawed
5. Spoken idioms	Creative, humorous, or exaggerated phrases without a literal meaning	Like watching paint dry = boring By any stretch of the imagination = unbelievable On the edge of their seat = interested, excited
6. Slang	Terms used by people who know each other well, including swearing	Yeah = yes; Cash = money; Cool = good The kids chilled = the children relaxed GOAT = greatest of all time (define abbreviations the first time, if needed)
7. Clichés	Overused imagery that has lost its effect	Avoid X like the plague = avoid X As brave as a lion = brave Better late than never = late
8. Euphemisms	Indirect, mild terms used in an effort to be polite	They were let go = fired; Kicked the bucket = died He was a little thin on top = balding
9. Connotation	Negative or condescending attitude, or insult implied	Wheelchair-bound handicapped wheelchair users The poor victim went nuts the patient developed a mental health problem
10. Bias	Discriminatory terms	Man-hours staff hours; Cleaning lady cleaner
11. Sarcasm	Saying the opposite to criticize or mock	The policy was so useful = was not useful That was a wise decision = an unwise decision
12. New technical terms	New words that have not been widely accepted yet	The sample was cohortized assigned to cohorts Covidity % population testing positive for COVID-19
13. Overusing metaphors	Imagery that is not necessary	Straight from the horse's mouth: no need to hold your horses = authorities have given the go-ahead

14. Mixing metaphors	Confusing imagery	<i>There are plenty of fish in the sea, even though the ship has sailed and the horse has bolted</i> there are other opportunities
15. Anthro-morphism	Giving human qualities to non-human things	<i>The clouds were so upset that they cried</i> it rained The insects <i>flew eagerly to X</i> flew to X
16. Fillers and extensions	Spoken terms to allow more thinking time or to be vague	<i>It goes without saying... And so on and so forth... Etcetera etcetera... Blah blah blah</i> delete these
17. Overhedging	Being too careful, redundant	<i>It might possibly perhaps be that X could... = X may...</i>
18. Addressing readers	Directly referring to or questioning the reader	<i>You may already know that... Now turn to page 5... Why is this, you may ask?</i> delete these

Common mistakes

Below are some common grammar and punctuation errors, with corrections and explanations. Practice recognizing such errors in your writing and learn to edit and proofread your own work. If you have any questions or require language or publishing support, please email global@edanzgroup.com.

Mistake	Example	Correction
1. Missing/wrong articles	<u>Survey</u> was mailed to 500 households. <u>A survey</u> contained questions on...	A survey was mailed to 500 households. The survey contained questions on... <i>[Use “a” when introducing something new to your audience; then, use “the” when referring to the same thing again later.]</i>
2. “A” versus “An”	<u>An</u> university... <u>An</u> US government official... <u>A</u> umbrella...	A university... A US government official... An umbrella... <i>[Use “a” before a “you” sound; use “an” before an “uh” sound.]</i>
3. Count versus noncount nouns	<u>A</u> silver was used in this test.	Silver / A piece of silver / A silver coin was used in this test. <i>[No article is used if only the material is mentioned (silver); use an article if a quantity-noun is mentioned first (a piece/gram/sheet of...) or if the material is an adjective that comes before the name of a physical object (...coin/sample/sheet).]</i>
4. Dangling modifier	Being rare, <u>we</u> did not use gold.	Being rare, gold was not used. / Because it is rare , we did not use gold. / Because of its rareness , we did not use gold. <i>[The original sentence sounds like “we” are “rare”; place the correct subject after the comma of an introductory phrase or rewrite the sentence.]</i>
5. Misplaced modifier	We <u>only</u> tested the <u>gold</u> man’s watch.	We tested only the man’s gold watch. <i>[The original sentence says “only tested” and a “gold man”, so move “only” and “gold” closer to the word or phrase that they modify]</i>
6. Subject-verb disagreement	The history of the two main characters in the series <u>have</u> not been reported before.	The <u>history</u> of the two main characters in the series has not been reported before.

	<p>Either the team members or the leader <u>were</u> interviewed.</p> <p>The samples were mixed and their optical density <u>measured</u>.</p>	<p>Either the team members or the <u>leader was</u> interviewed. / Either the leader or the team <u>members were</u> interviewed.</p> <p>The samples were mixed and their optical density was measured. / The samples were mixed and their optical densities measured.</p> <p><i>[The verb must agree with the subject, even if it is far away in the sentence. In paired constructions (either/or, neither/nor), the verb agrees with the closest subject. In the last example, do not “share” verbs incorrectly (the original says “...their optical density [were] measured”); use separate singular/plural forms or make all subjects either singular or plural to agree with the shared verb.]</i></p>
7. Wrong tense or tense form/spelling	<p>The interviewee said she <u>attended</u> college.</p> <p>The children were aware that water usually <u>boiled</u> at 100°C.</p> <p>The patient <u>choosed</u> to end treatment early.</p>	<p>The interviewee said she had attended college.</p> <p>The children were aware that water usually boils at 100°C.</p> <p>The patient chose to end treatment early.</p> <p><i>[In reported speech, past events move back in time, so past simple verbs change to the past perfect (pluperfect) tense. For general truths, use the present simple tense. Note if verb forms are irregular for any tenses.]</i></p>
8. Unclear referents of pronouns	<p>The sample was placed in the tube. <u>It</u> was then boiled.</p>	<p>The sample was placed in the tube. The sample was then boiled. / The sample was placed in the tube and was then boiled.</p> <p><i>[In the original text, the “It” could refer to the sample or the tube; clarify by naming the subject or joining sentences so they share the same subject.]</i></p>
9. Nonparallelism	<p>People like reading, cooking and <u>to play</u> sports.</p>	<p>People like reading, cooking, and playing sports.</p> <p><i>[Make all items in a list the same grammatical form; in the corrected sentence, items have been made parallel, in the gerund form.]</i></p>
10. Fragments	<p><u>Although</u> dependent clauses cannot be stand-alone sentences.</p>	<p>Dependent clauses cannot be stand-alone sentences. /</p>

		<p>Clauses can be independent or dependent, although dependent clauses cannot be stand-alone sentences. / Although dependent clauses cannot be stand-alone sentences, they can be combined with independent clauses.</p> <p><i>[Dependent (eg, relative and subordinating) clauses need an independent clause for completion or should be converted into independent sentences.]</i></p>
11. Comma splices	<p>Clauses can be independent, <u>commas</u> cannot join these together.</p>	<p>Clauses can be independent, but commas cannot join these together. / Clauses can be independent; commas cannot join these together. / Clauses can be independent. Commas cannot join these together.</p> <p><i>[Commas cannot join sentences; add a conjunction or semicolon, or start a new sentence.]</i></p>
12. Missing comma after introductory phrase	<p>After an introductory <u>phrase</u> a comma should be inserted to help the reader.</p> <p>Because the reagents had <u>degraded the</u> test needed to be repeated.</p>	<p>After an introductory phrase, a comma should be inserted to help the reader.</p> <p>Because the reagents had degraded, the test needed to be repeated.</p> <p><i>[Avoid unclear or misleading sentences by adding a comma after introductory phrases or dependent clauses.]</i></p>
13. Incorrect use of colon	<p>The students <u>liked:</u> reading, cooking, and playing sports.</p>	<p>The students liked the following: reading, cooking, and playing sports. / The students liked three activities: reading, cooking, and playing sports.</p> <p><i>[Colons can introduce lists, reasons, or explanations after an independent clause.]</i></p>
14. Incorrect punctuation with connecting adverbs	<p>Many people have hobbies, <u>however</u> many people do not.</p>	<p>Many people have hobbies; however,... / Many people have hobbies. However,.../ Many people have hobbies. Many people do not, however./ Many people have hobbies. Many people, however, do not.</p> <p><i>[Connecting adverbs need to follow a semicolon or start a new sentence, and be followed by a comma. The word "however" can also go at the end of a sentence after a</i></p>

		<i>comma or be embedded in a sentence within a pair of commas.]</i>
15. Missing commas in lists	She drew her <u>parents</u> , Superman and Wonderwoman.	She drew her parents, Superman, and Wonderwoman. <i>[Use commas after each item in a list of three or more items to avoid confusion; a single comma may be misinterpreted as indicating a definition (similar to a colon).]</i>
16. Unclear lists	The details included name, <u>home and work</u> telephone numbers. The recorded times were 8 minutes, 3 minutes <u>and</u> 30 seconds. The cities comprised <u>Tokyo, Japan, London, UK, and Paris, France.</u>	The details included name and home and work telephone numbers. The recorded times were 8 minutes and 3 minutes and 30 seconds. [=two list items] / The recorded times were 8 minutes, 3 minutes, and 30 seconds. [=three list items] The cities comprised Tokyo, Japan ; London, UK ; and Paris, France. <i>[Check the logic and hierarchy of lists, as well as the number of items or subitems; use semicolons to separate items if needed.]</i>
17. Unclear parallel lists	The proportions achieving grades of A, B, and C were <u>25%, 50%, and 75%</u> . The proportions of students achieving an A were <u>35.25%, ½, and seven-tenths.</u>	The proportions achieving grades of A, B, and C were 25%, 50%, and 75%, respectively . The proportions of students achieving an A were 35%, 50%, and 70% . <i>[Use the word “respectively” after a comma if you present two parallel lists; keep data formats parallel.]</i>
18. Unclear comparisons	The bacteria that were treated with A grew <u>faster</u> . The efficiency of process A was low <u>compared to</u> process B.	The bacteria that were treated with A grew faster <u>than</u> the untreated bacteria . / The bacteria that were treated with A grew faster <u>than</u> those treated with B . The efficiency of process A was low compared with that of process B. / The efficiency of process A was lower than that of process B. <i>[Always name the comparison group/s; compare parallel groups by using “compared with” or a comparative adjective + “than”,</i>

		<i>and insert “that of” or “those of” if needed.]</i>
19. Unclear use of time words	<p><u>While</u> many people read e-books, some still prefer real books.</p> <p>The patient had no appetite <u>since</u> she had eaten breakfast.</p> <p>The plants were harvested <u>as</u> they flowered.</p>	<p>Although/Whereas many people read e-books, some still prefer real books.</p> <p>The patient had no appetite because she had eaten breakfast.</p> <p>The plants were harvested because/after they had flowered.</p> <p><i>[Be careful of time words that can have two meanings (eg, while, since, as); clarify with appropriate conjunctions of contrast, reason, or sequence.]</i></p>
20. Wrong possessive form	The box and <u>it’s</u> contents were removed.	<p>The box and its contents were removed.</p> <p><i>["Its" does not take an apostrophe to indicate possession; "it's" means "it is" or "it has".]</i></p>