**Commonly Confused Words**

Accept, Except

* *Accept* (verb). Means to take or agree to something offered.

They **accepted** our proposal for the conference.

* *Except* (conjunction). Means only or but.

We could fly there **except** the tickets cost too much.

Affect, Effect

* *Affect* (verb). Means to create a change.

Hurricane winds **affect** the amount of rainfall.

* *Effect* (noun). Means an outcome or result.

The heavy rains will have an **effect** on the crop growth.

Are, Our

* *Are* (verb). A conjugated form of the verb *to be*.

My cousins **are** all tall and blonde.

* *Our* (pronoun). Indicates possession, usually follows the pronoun *we*.

We will bring **our** cameras to take pictures.

By, Buy

* *By* (preposition). Means next to.

My glasses are **by** the bed.

* *Buy* (verb). Means to purchase.

I will **buy** new glasses after the doctor’s appointment.

Its, It’s

* *Its* (pronoun). A form of *it* that shows possession.

The butterfly flapped **its** wings.

* *It’s* (contraction). Joins the words *it* and *is*.

**It’s** the most beautiful butterfly I have ever seen.

Know, No

* *Know* (verb). Means to understand or possess knowledge.

I **know** the male peacock sports the brilliant feathers.

* *No*. Used to make a negative.

I have **no** time to visit the zoo this weekend.

Loose, Lose

* *Loose* (adjective). Describes something that is not tight or is detached.

Without a belt, her pants are **loose** on her waist.

* *Lose* (verb). Means to forget, to give up, or to fail to earn something.

She will **lose** even more weight after finishing the marathon training.

Of, Have

* *Of* (preposition). Means *from* or *about*.

I studied maps **of** the city to know where to rent a new apartment.

* *Have* (verb). Means to possess something.

I **have** many friends to help me move.

* *Have* (linking verb). Used to connect verbs.

I should **have** helped her with that heavy box.

Quite, Quiet, Quit

* *Quite* (adverb). Means *really* or *truly*.

My work will require **quite** a lot of concentration.

* *Quiet* (adjective). Means not loud.

I need a **quiet** room to complete the assignments.

* *Quit* (verb). Means to stop or to end.

I will **quit** when I am hungry for dinner.

Right, Write

* *Right* (adjective). Means proper or correct.

When bowling, she practices the **right** form.

* *Right* (adjective). Also means the opposite of left.

The ball curved to the **right** and hit the last pin.

* *Write* (verb). Means to communicate on paper.

After the team members bowl, I will **write** down their scores.

Set, Sit

* *Set* (verb). Means to put an item down.

She **set** the mug on the saucer.

* *Set* (noun). Means a group of similar objects.

All the mugs and saucers belonged in a **set**.

* *Sit* (verb). Means to lower oneself down on a chair or another place

I’ll **sit** on the sofa while she brews the tea.

Suppose, Supposed

* *Suppose* (verb). Means to think or to consider

I **suppose** I will bake the bread, because no one else has the recipe.

* *Suppose* (verb). Means to suggest.

**Suppose** we all split the cost of the dinner.

* *Supposed* (verb). The past tense form of the verb suppose, meaning required or allowed.

She was **supposed** to create the menu.

Than, Then

* *Than* (conjunction). Used to connect two or more items when comparing

Registered nurses require less schooling **than** doctors.

* *Then* (adverb). Means next or at a specific time.

Doctors first complete medical school and **then** obtain a residency.

Their, They’re, There

* *Their* (pronoun). A form of *they* that shows possession.

The dog walker feeds **their** dogs everyday at two o’clock.

* *They’re* (contraction). Joins the words *they* and *are.*

**They’re** the sweetest dogs in the neighborhood.

* *There* (adverb). Indicates a particular place.

The dogs’ bowls are over **there**, next to the pantry.

* *There* (pronoun). Indicates the presence of something

**There** are more treats if the dogs behave.

To, Two, Too

* *To* (preposition). Indicates movement.

Let’s go **to** the circus.

* *To*. A word that completes an infinitive verb.

**to** play, **to** ride, **to** watch.

* *Two*. The number after one. It describes how many.

**Two** clowns squirted the elephants with water.

* *Too* (adverb). Means *also* or *very*.

The tents were **too** loud, and we left.

Use, Used

* *Use* (verb). Means to apply for some purpose.

We **use** a weed whacker to trim the hedges.

* *Used*. The past tense form of the verb *to use*

He **used** the lawnmower last night before it rained.

* *Used to*. Indicates something done in the past but not in the present

He **used to** hire a team to landscape, but now he landscapes alone.

Who’s, Whose

* *Who’s* (contraction). Joins the words *who* and either *is* or *has.*

**Who’s** the new student? **Who’s** met him?

* *Whose* (pronoun). A form of *who* that shows possession.

**Whose** schedule allows them to take the new student on a campus tour?

Your, You’re

* *Your* (pronoun). A form of *you* that shows possession.

**Your** book bag is unzipped.

* *You’re* (contraction). Joins the words *you* and *are.*

**You’re** the girl with the unzipped book bag.

Accept/Except

***Accept*** is a verb which means to "agree or receive favorably."

I accept the invitation to the party.

***Except*** is most often used as a preposition that means "excluding, leaving out, but."

I would go except it's too far.

We can also say:

I would go, but it's too far.

Adapt/Adopt

Used as a verb, ***adapt*** means to "make fit or adjust."

The current production process needs to be adapted to the new technological requirements.

***Adopt*** means to "accept as one's own or choose."

The parliament voted unanimously to adopt new changes to the constitution.

Advice/Advise

***Advice*** is a noun; it's an opinion given on something or someone.

A mother's advice is always invaluable.

***Advise*** is a verb which means "to give or offer advice" or "notify."

I would advise you to take a closer look at the situation.

Affect/Effect

***Affect*** is more commonly used as a verb that means "to influence or have an effect on."

The player's knee injury affected his performance in the play.

***Effect***, on the other hand, is more often used as a noun that means "influence."

The player's knee injury had a negative effect on his performance in the play.

***Effect*** is also used as a verb with a meaning of "bring about or cause."

An accident at Indiana oil refinery effected the rise in gas prices.

Allusion/Illusion

An ***allusion*** is an indirect reference to something.

The president made an allusion to a possible wage increase after the state decides on a budget.

An ***illusion*** is a perception.

He is very soft spoken and that creates an illusion that he won't stand up to defend his opinion.

Already/All ready

***Already*** is an adverb meaning "by or before a certain time", "by now", or "by then."

We have already completed our project.

***All ready*** is a phrase that has a meaning of "being prepared."

The students were all ready for their final exam.

Alright/All right

***Alright*** is a version of "all right" that in many cases is still considered nonstandard in English.

***All right*** is a phrase that means "correct" or "yes, very well."

The game plan was all right to him.

Alternate/Alternative

***Alternate*** is an adjective that means "substitute."

John has been part of the team as an alternate player for six months now.

***Alternative*** is often used as a noun or as an adjective which has a meaning of "one of several choices."

The traffic downtown is always bad; our alternative is to take the highway.

Beside/Besides

***Beside*** is a preposition which means "next to."

She stood beside me.

***Besides*** is an adverb with a meaning of "also" or "in addition to."

There was no one here besides John and me.

Besides the group project, students also need to turn in their review papers next week.

Borrow/Lend

You ***borrow*** or take money/things from someone, but you ***lend*** or give someone money/things.

If you borrow more money than you can repay, your credit score may suffer.

By lending money to people banks earn a good return.

Complement/Compliment

***Complement*** is a noun or verb that means "to make something whole or complete."

The purse she was wearing was a perfect complement to her dress.

***Compliment*** is a noun or verb meaning "praise."

Guests were complimenting the bride on her beautiful gown.

Couldn't care less

The common mistake is to use the phrase "could care less." If you want to express the meaning of not caring about something, then remember to use the phrase in the negative form, as in:

I couldn't care less about these rumors.>

Could have/Should have/Would have

Use these forms instead of the non-existing forms such as "could of/should of/would of" or "coulda/shoulda/woulda."

Nobody could have predicted the impact of this accident on the environment.

Due to/Because of

***Due to*** has a meaning of "caused by." It usually modifies a noun and is used after the verb "to be." The substitute phrase "caused by" can be used to check if the sentence makes sense.

Her loss of appetite was due to a severe cold.

Her loss of appetite was caused by a severe cold.

The rise in gas prices was due to oil refinery problems.

The rise in gas prices was caused by oil refinery problems.

***Because of*** also expresses causality, but it typically modifies a verb.

Because of a severe cold she lost her appetite.

Gas prices rose because of oil refinery problems.

Emigrate/Immigrate

***Emigrate*** has a meaning of "going from a country" to settle somewhere else.

She emigrated from a country in Africa in search of a better life in another land.

***Immigrate*** means to "come to a country" to settle.

Many skilled professionals with advanced degrees have immigrated into this country in the last few years.

Fewer/Less

***Fewer*** is used with objects that can be counted; it refers to a number.

Last year our orchard produced fewer apples.

***Less*** is used to refer to quantity of uncountable things.

Last year our orchard produced less fruit.

Farther/Further

***Farther*** is used to compare distances only.

We are going to run two miles farther today than we did yesterday.>

***Further*** is used for all other comparisons. It can also mean "additional" or "more."

This assignment needs further clarification.

Historic/Historical

***Historic*** means "famous in history."

The book comprises written histories of more than 35,000 historic structures and sites dating from the early seventeenth century to present time.

***Historical*** means "concerned with history" or "established by history."

A historical novel covers a story set among historical events.

Hopefully

***Hopefully*** should be used as an adverb that describes how someone acts, as in:

She spoke hopefully of the interview she had scheduled for tomorrow.

It should not be used in a conditional phrase or to begin a sentence.

Hopefully, I will pass this exam.

Use instead:

I hope I will pass this exam.

Ingenious/Ingenuous

***Ingenious*** means "clever, inventive."

Ingenious inventions of such tools as a radio, or a telephone, or a steam engine have solved many mysteries and improved people's lives.

***Ingenuous*** means "noble, frank."

A less open and less ingenuous person would have taken advantage of this unfortunate situation, but not he.

Irregardless

This word is not part of standard English. Instead, the word is "**regardless**."

It's/Its

***It's*** is a contracted form of "it is." ***Its*** is a possessive form of ***it*** meaning "belonging to it."

It's such an easy project. Its due date is October 10, 2007.

Lay/Lie

***Lay*** is a transitive verb (lay, laid, laid) that means to "place something down."

When students were finished with the exam, they laid their pencils down and handed in their scantron sheets.

***Lie*** is an intransitive verb (lie, lay, lain) that means to "recline."

I couldn't sleep and just lay wide awake all night in bed.

Of/Off

***Of*** is a preposition used to indicate part of the whole, origin, relation, cause, motive, or reason.

Can I have a cup of water please?

My friend is of Irish descent.

***Off*** is a preposition indicating physical separation or distance.

He likes to walk off the beaten path.

I took a jar of apple butter off the shelf.

Raise/Rise

***Rise*** (rose, risen) means to "go up."

Because of recent rains, the water level in the river has been steadily rising.

***Raise*** (raised, raised) means to "cause something to move up."

The candidate promised not to raise taxes when elected.

Supposed to

Don't omit the letter "d" in ***supposed***.

The media are supposed to cover events objectively.

Than/Then

***Than*** is a conjunction.

Our last group project was much better than the first one.

***Then*** is an adverb meaning "at that time" or "next in time."

For our last paper, we need to submit a proposal and then an outline of what the project will include.

That/Which

Please see the [Relative Clauses](https://www.niu.edu/writingtutorial/grammar/relative-clauses.shtml) section.

Their/There/They're

***Their*** is a possessive pronoun meaning "belonging to them."

***They're*** is a contracted form of "they are."

***There*** is a place adverb.

They're planning to go to the game right after their classes. They will buy their lunch there.

Used to

Do not omit the letter "d" in ***used***.

We used to live in this house.

Who/Whom

Please see the [Relative Clauses](https://www.niu.edu/writingtutorial/grammar/relative-clauses.shtml) section.

Who's/Whose

***Who's*** is a contracted form of "who is."

Who's in charge of this project? (Who is in charge of this project?)

***Whose*** is the possessive form of the pronoun ***who***.

Whose project is this?

Your/You're

***Your*** is a possessive pronoun meaning "belonging to you."

***You're*** is a contracted form of "you are."

If you're planning to go to the concert with us, then don't forget your ticket.

# **What Are Anagram Words? (With Examples)**

You may have heard of an anagram or anagram words. They may appear in puzzles and quiz questions, as well as on the occasional game show. So what are they and how do they work?

Anagrams are words or phrases that can be formed from the letters of other words. For example, both night and thing are made from the same letters. That makes them anagrams

## Examples of Simple Anagrams

Many anagrams of simple words are random, new words that are not relevant to the original.

|  |  |  |
| --- | --- | --- |
| angel = glean | arc = car | brag = grab |
| bored = robed | cat = act | cider = cried |
| dusty = study | elbow = below | inch = chin |
| night = thing | peach = cheap | players = parsley |
| sadder = dreads | save = vase | state = taste |

## Clever Anagram Examples

A creative way to use anagrams is to make them relevant to the original word or phrase. A great example is debit card and its anagram, bad credit. Additional examples of relevant (yet funny) anagrams are:

|  |  |  |
| --- | --- | --- |
| a gentleman = elegant man | astronomer = moon starer | Christmas = trims cash |
| conversation = voices rant on | dormitory = dirty room | eleven plus two = twelve plus one |
| Fourth of July = joyful Fourth | listen = silent | schoolmaster = the classroom |
| slot machines = cash lost in 'em | snooze alarms = alas, no more Z's | the detectives = detect thieves |
| the eyes = they see | the Morse Code = here come dots | vacation time = I am not active |

## What is Dialogue Writing?

If you want to write a story, dialogues are a very important part of the story. Writing a good dialogue requires a set of rules to follow because a bad dialogue can change the story and the dialogue’s meaning as well. Dialogue writing is a very important part of English writing.

Dialogue is basically a conversation between two or more people. In fiction, it is a verbal conversation between two or more conversations. Sometimes it is a self-talking dialogue, they are known as a Monolog.

If the dialogue is bad the reader will put the book down. Without effective dialogues, the whole plot of the story will collapse on its own structure. Therefore, writing dialogue in a way that attracts the reader to be more involved in the story is not a daunting task. We will guide you to write impactful dialogue with correct rules.

### Points to be Remember

1. The students need to read the preceding and the following dialogues.

2. They must understand the topic well and make points.

3. The tenses should be accurate according to the dialogue.

4. It should seem like a natural conversation.

5. The words used should not be vague and should convey the message.

### Tips to Write Dialogue

1. Speak out the Dialogue loudly as it will help you resonate on your own dialogue and make you understand how it will sound to the reader.
2. Keep your dialogue brief and impactful as adding extra details will only deviate the reader’s mind from the main point.
3. Give each character a unique way of talking or voice. It will add an extra character trait and readers can identify the character just by reading his dialogue.
4. While writing the dialogue always remember whom the dialogue is being addressed to.
5. Dialogues should not be lengthy and confusing for the readers as through the dialogue only the story moves.

### Format of Dialogue Writing

1. **New Paragraph for Every Speaker**

Every speaker gets a new paragraph. Each time a speaker says something, you have to put in a fresh paragraph, even if it is just one word.

1. **Punctuations Come under Quotation Marks**

All the punctuations used with dialogue must be put under the quotes.

1. **Remove End Quote if the Paragraph is Long**

If the paragraph of dialogue is too long and you need to change the paragraph, then there is no need to put end quotes.

1. **Dialogue Tags**

Dialogue tags i.e. He says/she says are always written outside the dialogue and is separated by a comma. When dialogue ends in a question or exclamation mark, tags that follow start in lower case.

For eg- He says, “We should start our own business.”

1. **Use Single Quotation Mark to Quote Something with a Dialogue**

If you have to quote something within a dialogue we should put single quotes as double quotes are already enclosing the main dialogue.

For eg- Bill shouted, “ ‘boo!’ you lost the game.

1. **The Dialogue Ends with an Ellipsis**

If the Dialogue ends with an ellipsis, we should not add a comma or any other punctuation. For eg- She stared at the sunset. “I guess you’ll go back to doing what you do and I will…” her voice drifted off.

 **Example**

**1. Write a Dialogue between You and Your Teacher about which Course to Study at Vacations.**

Child- Good Morning Sir, how are you?

Teacher- I am completely fine. What about you?

Student- I was wondering which course to learn in my vacation.

Teacher- It can be confusing with so many options online. You should make a list and narrow it down as per your interest.

Student- I have tried that but still I am left with three options- Artificial Intelligence, Machine learning or Data science.

Teacher- Well! All of them are very interesting courses, but as far as I remember you have always been interested in Artificial Intelligence.

Student- Yes! I do because I feel it is our future.

Teacher- Well then its no harm in pursuing it and later if you find it less interesting you can always switch.

Student- Yes it sounds like a great idea. Thanks!

## **Introduction to Paragraph Writing**

Paragraphs are the group of sentences combined together, about a certain topic. It is a very important form of writing as we write almost everything in paragraphs, be it an answer, essay, story, emails, etc. We can say that a well-structured paragraph is the essence of good writing. The purposes of the paragraph are to give information, to explain something, to tell a story, and to convince someone that our idea is right.

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Paragraphs are blocks of textual content that segment out a larger piece of writing—stories, novels, articles, creative writing, or professional writing portions—making it less complicated to read and understand. Excellent paragraphs are an available writing skill for plenty of types of literature, and proper writers can substantially beautify the clarity of their news, essays, or fiction writing whilst constructing nicely.

### Structure of a Paragraph

A paragraph has three major parts-

* Topic sentence
* Supporting sentences
* Concluding sentence

**1. Topic Sentence**

A topic sentence is a precise statement that reflects the main idea of the paragraph. It should be carefully written as it will show the reader what you are going to talk about. Words chosen for this should not be cluttered and ambiguous as readers will decide to read further based on this. It is not necessary to write the topic sentence at the beginning of the paragraph. It can be put anywhere, as long as it reflects the main topic. For instance, if you mention that you are going to talk about the advantages of using the hand sanitizer, then in supporting sentence you should only talk about advantages, not the features or anything else.

**2. Supporting Sentences**

Supporting sentences explain the topic sentence in detail. They expand the main topic and develops the main idea into the explanation. They explain the main topic using examples, facts, quotes, etc. They have to be related to the topic sentence.

There can be two types of Supporting sentences, First, The major supporting sentence; this sentence directly explains the main idea with some new fact or new idea. Second, a minor support sentence helps the major supporting sentence develop the controlling idea.

**3. Conclusion Sentence**

A good concluding sentence brings a paragraph to a polished end. It may give a summary of the main topic, a concluding sentence also gives a final take on the topic and leaves the reader with complete information.

A good conclusion can either be just reiterating the topic again or it could be concluded with a few main points which were not exclusively mentioned in the paragraph.

### What Makes a Paragraph Very Good

### A perfect and well-written paragraph comprises a key sentence, applicable supporting sentences, and a last (or transition) sentence. This structure is fundamental to maintaining your paragraph centred on the main concept and creating a clear and concise photo.

In order to add something interesting, and adding an interesting fact in your content does not necessarily follow the conventional paragraph structure, it’s more about scene building and continuing a story. Properly-written paragraphs are a staple of suitable flash fiction and short fiction writing, as short testimonies need to target a principal concept. When your sentences are unified and connected with other sentences, you can write a good paragraph.

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### Example of a Paragraph

|  |
| --- |
| "The room in which I found myself was very large and lofty. The windows were long, narrow, and pointed, and at so vast a distance from the black oaken floor as to be altogether inaccessible from within. Feeble gleams of encrimsoned light made their way through the trellised panes, and served to render sufficiently distinct the more prominent objects around; the eye, however, struggled in vain to reach the remoter angles of the chamber or the recesses of the vaulted and fretted ceiling. Dark draperies hung upon the walls. The general furniture was profuse, comfortless, antique, and tattered. Many books and musical instruments lay scattered about but failed to give any vitality to the scene. I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all." |