Get it Write!

Kim Epton
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INTRODUCTION

The following references have been used extensively in the preparation of this guide:


This is a guide only and it is recognised that other styles are equally valid. It is not claimed to be the definitive text on spelling, grammar or style.
GOOD WRITING

The *Australian Oxford Dictionary*, the *Style Manual For Authors, Editors and Printers*, and *Modern Australian Usage* are highly recommended.

The English language is dynamic. The aim of this work is consistency rather than pedantry.

**Sentences**

A sentence is a group of words that contain one idea. When you introduce another idea, start another sentence. If your writing lacks clarity, review it to see if a lengthy, bad sentence might make two short, good ones.

This is not to say that all sentences should be short. Long sentences add variety, and some ideas are too complicated to fit into just a few words. Remember, one idea, one sentence.

**Basic Sentence Construction**

Try to keep language simple. Think of full stops as when you stop for breath and commas when you pause. Do not use too many ‘ands’. Instead, start a new sentence.

**Sentence Fragments**

A sentence fragment is a group of words masquerading as a sentence but without a true subject and a verb. Like this. Which is bad writing. Picked up from poor advertising.

**Paragraphs**

A paragraph is a collection of related sentences dealing with a single topic. The paragraph should start with the topic sentence. The rest of the sentences in the paragraph amplify, clarify or explore the topic. When you change topics, start a new paragraph.

A paragraph may be as short as one sentence or as long as it has to be. Remember, each paragraph should contain only one developed idea.

**Split Infinitives**

The vast majority of the world do not know what a split infinitive is and if they did they would not care whether it remained whole or was split asunder.

Use this simple guide - if it sounds right, it is. Use your ear to judge the correct positioning of the infinitive. For instance, ‘to quickly bring’ is a split infinitive. However, if it sounds better to the ear than ‘to bring quickly’ then it is perfectly acceptable to use it.

**Double Negatives**

It should hardly be necessary to warn against the common double negative, such as, ‘I can’t get no satisfaction’. Deliberate double negatives need more care and are best avoided.

For example, saying that something is ‘not infrequent’ is not the same as saying that it is frequent.

**Using ‘they’ as a personal pronoun**

The use of ‘they’ to avoid using language that may be perceived as sexist (for instance, to avoid the use of ‘he’ when both ‘he’ and ‘she’ is meant) is noted by *The Australian Oxford Dictionary* as ‘particularly useful’.
Active Voice/Passive Voice

Sentences in active voice are more concise and usually easier to understand than those in passive voice. In sentences written in active voice, the subject performs the action expressed in the verb and the subject acts. Use active voice unless you have good reason to use the passive.

**ACTIVE**  
Captain Currie sailed the cutter into the bay.  
The early settlers made slow progress.

**PASSIVE**  
The boat was sailed into the bay by Captain Currie.  
Slow progress was made by the early settlers.

Do not to start a sentence in the active voice and finish in the passive voice.

Beginning a sentence with a conjunction

A conjunction is a 'joining word'—a word used to join phrases or clauses, for example, and, but, or, so. Beginning a sentence with a conjunction is not necessarily incorrect in contemporary usage but it should not be overdone. Consider whether the sentence would suffer if the conjunction were moved.

Ending a sentence with a preposition


That and Which

Use ‘that’ for defining clauses and ‘which’ for non-defining clauses. These are often referred to as restrictive or non-restrictive clauses.

A defining clause limits or restricts the meaning of the word or words it applies to, for example:

‘It is gold nuggets that are causing the excitement.’

A non-defining clauses gives further information about the word or words it applies to but does not limit or restrict the words.

‘The nugget, which was ninety per cent pure, was found by the side of the road.’

The words ‘which was ninety per cent pure’ could be removed from the sentence without changing its meaning.

Clichés and Figures of Speech

As they are evidence of literary laziness, clichés and figures of speech are best avoided. Do not excuse the use of clichés by prefacing it with ‘the proverbial', for example, ‘he was caught by the proverbial long arm of the law’.

Jargon

Your task is to convey a message or story to your readers, not to demonstrate how clever you are about your subject. Do not use jargon.

Noun Strings

Nouns combined into strings so that one noun modifies another in the string may be difficult to understand. Short strings are no problem but longer strings (three or four consecutive nouns) should be avoided.
Trendy, Vogue or Fashionable Words and Phrases

Such is the dynamism of the English language that the meaning of today’s vogue words and phrases may become defunct in just a few years. Equally, the passage of time may confer them with cliché status. Or they may enter the mainstream language (teenager was once a trendy word).

The following list includes some words and phrases that will definitely disappear and others that will prevail. But to what word or phrase lies what fate? Until that becomes evident it is best to avoid these (and other) trendy words and phrases unless you are confident in the application.

- at the end of the day
- backlash
- ball is in your court
- ballistic
- bonanza
- bottom line
-brainchild
- charisma
- consensus
-emotional roller coaster
- grow
- jury is still out
-lifestyle
- mother of all …
- no brainer
-outcome
- quantum leap
- rationale
-senior citizen
- steep learning curve
- the … from hell
-viable
- whole nine yards
- you don’t have to be a rocket scientist
-zero tolerance

Wasted Words

These clichéd phrases rarely add anything to your writing. Be cautious in using them.

- as it were
- at the present moment in time
- at the present time
- it can be seen that
- moreover
- it is imperative that
- it has been indicated that
- it should be remembered that
- it should be noted that
- therefore, thus

The following ‘modifiers’ are often incorrectly used or fail to achieve the desired effect. Review your use of them.

- basically
- completely
- essentially
- extremely
- fundamentally
- totally
- very
- virtually
Tautologies/Pleonasm

A tautology is saying the same thing twice in different words. A pleonasm is the use of more words than is needed to give the meaning. Avoid repetitions and superfluous words, such as:

- absolute guarantee
- advance planning
- attach together
- close proximity
- consensus of opinion
- definite conclusion
- endorse on the back
- falsely fabricated
- fishing trawler
- huddle together
- mix together
- new initiative
- original source
- present incumbent
- rate of knots
- results so far achieved
- serious danger
- strangled to death
- unite together
- vitally necessary
- young infant

actual fact
annoying pest
basic fundamentals
completely full
cooperate together
different options
exact replica
finally ended
free gift
join together
my personal choice
new innovation
PIN number
protrude out
raze to the ground
returned back
skirt around
temporary reprieve
usual customs
white in colour
young tyro

acute crisis
ATM machine
centred around
completely surrounded
dead body
end result
expedite quickly
first priority
hoist up
little bit
necessary prerequisite
new recruit
pitch black
radical transformation
repeat again
revert back
small in size
two twins
very unique
whole life
7.30 a.m. in the morning

‘More Unique’ and Other Absolutes

Certain words do not admit comparison. These ‘incomparables’ include:

- Absolute
- Eternal
- Final
- Supreme
- Unanimous

- Equal
- Fatal
- Perfect
- Total
- Unique

The reasoning for observing the inviolability of absolutes is illustrated in the following example.

Unique means ‘one of a kind’. There are no degrees of uniqueness. Something is unique or it is not. It cannot be very unique or really unique. To indicate degrees, use special or unusual.
Plain English
Avoid convoluted, flowery and pompous language, and cut down superfluous words.

<table>
<thead>
<tr>
<th>Not Preferred</th>
<th>Preferred</th>
<th>Not Preferred</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>absence of</td>
<td>no, none</td>
<td>remuneration</td>
<td>pay</td>
</tr>
<tr>
<td>in the event of</td>
<td>if</td>
<td>during</td>
<td>in</td>
</tr>
<tr>
<td>advantageous</td>
<td>useful</td>
<td>rendered assistance</td>
<td>helped</td>
</tr>
<tr>
<td>in the direction of</td>
<td>towards</td>
<td>draw the attention of</td>
<td>remind/show</td>
</tr>
<tr>
<td>a large proportion of</td>
<td>many</td>
<td>sustained injuries</td>
<td>was hurt</td>
</tr>
<tr>
<td>in the event of</td>
<td>if</td>
<td>expeditiously</td>
<td>quickly</td>
</tr>
<tr>
<td>a total of twelve people</td>
<td>twelve people</td>
<td>take action on</td>
<td>act</td>
</tr>
<tr>
<td>in the majority of cases</td>
<td>usually</td>
<td>facilitate</td>
<td>help</td>
</tr>
<tr>
<td>ahead of schedule</td>
<td>early</td>
<td>take into consideration</td>
<td>consider</td>
</tr>
<tr>
<td>in view of the fact that</td>
<td>because</td>
<td>filled to capacity</td>
<td>full</td>
</tr>
<tr>
<td>approximately</td>
<td>about</td>
<td>under the circumstances</td>
<td>in this case</td>
</tr>
<tr>
<td>is of the opinion</td>
<td>believes</td>
<td>gainfully employed</td>
<td>working</td>
</tr>
<tr>
<td>at an early date</td>
<td>soon</td>
<td>utilisation</td>
<td>use</td>
</tr>
<tr>
<td>not too distant future</td>
<td>later eventually</td>
<td>give consideration to</td>
<td>consider</td>
</tr>
<tr>
<td>as a consequence</td>
<td>so</td>
<td>with a view to</td>
<td>to</td>
</tr>
<tr>
<td>occasioned by</td>
<td>caused</td>
<td>imperative</td>
<td>must</td>
</tr>
<tr>
<td>at your convenience</td>
<td>when you can</td>
<td>was of the opinion</td>
<td>believed</td>
</tr>
<tr>
<td>on account of the fact that</td>
<td>because</td>
<td>in conjunction with</td>
<td>and/or</td>
</tr>
<tr>
<td>currently</td>
<td>now</td>
<td>was suffering from</td>
<td>had</td>
</tr>
<tr>
<td>provided that</td>
<td>if</td>
<td>in spite of the fact that</td>
<td>despite/although</td>
</tr>
<tr>
<td>discontinue</td>
<td>stop</td>
<td>with the exception of</td>
<td>except</td>
</tr>
<tr>
<td>prior to</td>
<td>before</td>
<td>in the course of</td>
<td>in/during/while</td>
</tr>
<tr>
<td>despite the fact that …</td>
<td>although</td>
<td>with the result that</td>
<td>so, so that</td>
</tr>
</tbody>
</table>
SPELLING

Use of *The Australian Oxford Dictionary* and the *Australian Writers’ Dictionary* is recommended.

Do not rely on the spell checker in your word processing program. After reading this guide you should realise that there are enough homonyms, homophones, homographs and other complications to confuse your spell checker.

Preferred Usages

Aborigine/Aboriginal

Aborigine is the noun and Aboriginal is the adjective. Both are capitalised. Although Aboriginal is now widely accepted as a noun it is preferable that the distinction be maintained.

The preferred way to describe specific groups of Aboriginal people is by their language groups, for example, Nyoongar, Yammatji, and Wongi.

Among/Amongst

Though both words are of the same meaning, among is preferred.

& (Ampersand)

Do not use it. Spell out the word ‘and’.

Celsius/Centigrade

Celsius is preferred. Note that it always used with a capital ‘C’.

Cheque/Check

Check is an Americanism. Cheque is preferred.

e.g. and i.e.

The abbreviation for the Latin ‘exempli gratia’ meaning ‘for example’ is ‘e.g.’. The abbreviation for ‘id est’ meaning ‘that is’ is ‘i.e’. Use the words in full except in tables where space is limited.

eetc

Et cetera and its abbreviation ‘etc’ means ‘and other things of the same kind’. Should you use etc it gives the impression that you are too lazy to supply the missing items or unsure what they are. Do not use et cetera or etc.

Gray/Grey

The only acceptable word is grey. Gray is an Americanism.

ise/ize

The reason for insisting on ise rather than ize is that there are no exceptions with ise, however, with the American style ize one is continually making exceptions.

Its/It’s

It's means ‘it is’ whereas ‘its’ is possessive.

As this may be seen as the opposite of normal possessive cases, use this simple rule – never use it’s. Should you wish to write it is then write it in full as it is. Do not contract it to it’s.
Therefore, the only time ‘its’ should appear is in the possessive case and it will be correct. Should you tempted to insert an apostrophe remember this rule and stay the hand.

**Jail/Gaol**

Both words are acceptable, however, jail is preferred if for no other reason than to avoid confusion with goal. Jail is not an Americanism.

**Names of Places and Features**

Names of places and features of Australia are spelled to accord with the Gazetteer of the Geoscience Australia, the national mapping agency.


**Names of Ships**

The name of a ship is italicised but not rendered bold. Some preferred descriptions of ship types are:

<table>
<thead>
<tr>
<th>Type</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>His/Her Majesty's</td>
<td>HMS</td>
</tr>
<tr>
<td>Motor Ship</td>
<td>MS</td>
</tr>
<tr>
<td>Steamship</td>
<td>SS</td>
</tr>
<tr>
<td>His/Her Majesty's</td>
<td>HMAS</td>
</tr>
<tr>
<td>Australian Ship</td>
<td>MV</td>
</tr>
<tr>
<td>United States Ship</td>
<td>USS</td>
</tr>
</tbody>
</table>

These type descriptions are not italicised.

**Our/Or**

The trend is for words like ardour, armour, candour, colour, endeavour, favour, glamour, honour, labour, neighbour, odour, rigour, rumour, splendour, vapour and valour to be spelled without the u (in the American style).

Note that the Australian Labor Party eschews the ‘u’ in its title.

**Plough/Plow**

Plow is an Americanism.

**Program/Programme**

Program was the original spelling for the word (from the Greek programma). Programme is an affectation introduced from the French in the 19th century. Program is the preferred usage. It is not an Americanism.

**Try and/Try to**

Try means ‘attempt’. You do not say ‘attempt and do it’. No, you say ‘attempt to do it’.

When a statement is considered like this you'll see what a nonsense ‘try and do it’ is – or, for that matter, any use of the words ‘try and’.

Try is the present tense. Tried is the past, trying is the future. You do not say ‘He tried and did it’. No, you say ‘He tried to do it’. Similarly, you do not say ‘He is trying and do it’. No, you say ‘He is trying to do it’. Use ‘try to’.

**viz.**

Viz is the abbreviation for the Latin videlice’ meaning ‘namely’. Do not use.

**While/Whilst**

Though of the same meaning, while is preferred.
Commonly Misspelled Words

<table>
<thead>
<tr>
<th>Accidentally</th>
<th>Accommodation</th>
<th>All Right</th>
<th>Alleged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary</td>
<td>Battalion</td>
<td>Buoy</td>
<td>Calendar</td>
</tr>
<tr>
<td>Category</td>
<td>Cemetery</td>
<td>Collectible</td>
<td>Colonel</td>
</tr>
<tr>
<td>Colossal</td>
<td>Committee</td>
<td>Continuous</td>
<td>Definitely</td>
</tr>
<tr>
<td>Embarrass</td>
<td>February</td>
<td>Forty</td>
<td>Gauge</td>
</tr>
<tr>
<td>Harass</td>
<td>Irresistible</td>
<td>Independent</td>
<td>Liaise</td>
</tr>
<tr>
<td>Liquefy</td>
<td>Necessary</td>
<td>Niece</td>
<td>Occasionally</td>
</tr>
<tr>
<td>Occurrence</td>
<td>Parallel</td>
<td>Perseverance</td>
<td>Pigeon</td>
</tr>
<tr>
<td>Prevalent</td>
<td>Privilege</td>
<td>Receive</td>
<td>Recommend</td>
</tr>
<tr>
<td>Relevant</td>
<td>Separate</td>
<td>Siege</td>
<td>Souvenir</td>
</tr>
<tr>
<td>Supersede</td>
<td>Tomorrow</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Collective Nouns

A collective noun generally takes a singular verb.

Police (the individual members) **were** poorly paid. The Police Force (the entire organisation) **was** understaffed.

None of us **is** perfect.

The key is consistency. Do not mix in the one sentence.
EMPHASIS

Capitals

Use a capital for the initial letter of:

- Personal names, nicknames, and epithets;
- Geographic areas, for example, North West of Australia;
- Names of countries and towns;
- Brands, for example, Holden;
- Names of ships, aircraft and other vehicles;
- Formal titles and status designations;
- Acts of Parliament;
- Days of the week and names of months;
- Time zones;
- Compass points only when abbreviated;
- Organisations, agencies, committees and similar entities;
- Nationalities and race, for example, English, Aboriginal;
- Publications.

Italics

Italics are used for titles of books, films, newspapers and periodicals. They are also used for the names of ships, aircraft and other vehicles. The abbreviations preceding these names, such as ‘HMAS’, ‘USS’ or ‘SS’, are not italicised.

Scientific names, Latin and other foreign words and phrases (unless regarded as anglicised) should be italicised.

Words or letters cited as such are italicised or may be enclosed in single quotation marks:

- The term ultimo means last month. The term instant means the current month.
- The term ‘ultimo’ means ‘last month’. The term ‘instant’ means ‘the current month’.

Brand names are not italicised.

The use of italics to add emphasis should not be overdone.
PUNCTUATION

Apostrophes

Note that there is a difference between a possessive apostrophe and an apostrophe used to indicate the joining of two words where part of the second is omitted (can’t, don’t, you’re, they’re, and others).

If these omissions are not used the only place an apostrophe should appear is in the possessive case.

The employment of the redundant possessive apostrophe is proliferating, generally after a vowel (video’s, sofa’s, area’s, spa’s, gazebo’s). Do not fall into the trap. It is illiterate.

Possessive Apostrophe

Singular form of a word - add an apostrophe and an 's' ('s):
  - the expedition's aim;
  - the earth's circumference.

Singular form of a word ending in 's' - add an apostrophe and an s ('s):
  - James's house.

Plural forms of words that do not end in 's' (examples are, men, women, children, people, geese, mice) - add an apostrophe and an ‘s’ ('s):
  - men's socks;
  - people's choice.

Plural nouns that end in ‘s’ - add an apostrophe ( ' ):
  - boys' hats;
  - deserts' secrets.

Compound words - add an apostrophe and an ‘s’ ('s):
  - his father-in-law's property.

Joint possession of an object - add an apostrophe and an ‘s’ ('s) to the last noun:
  - Bayley and Ford's discovery.

Brackets

( ) = parentheses or round brackets. Used to indicate a parenthetical statement – one that is not essential to the meaning of the sentence but amplifies or clarifies, or may be considered to be an aside. A common mistake is to include material in parenthesis that is irrelevant to the sentence.

[ ] = square brackets. Used to indicate author input.

{} = braces or curly brackets. Generally only used in mathematical formulae.

The hierarchy of brackets is normally parentheses within square brackets within braces:{[()]}. 

Semicolons

Semicolons perform the same role as commas, but are used when a stronger break is needed, such as breaking up phrases, or in a list.
**Bullets/Dot Points**

When items or short phrases are being listed, they should start with a lower case letter (including the first item) and end with a semi-colon, except for a full stop after the last item.

When bulleted items are full sentences or paragraphs, they should start with a capital letter and end with a full stop.

**Hyphens and Dashes**

Hyphens are used in complex words, compound words and for dividing words.

En rules (short dash, from the width of the letter ‘n’) are used:

- as a replacement for ‘to’ when indicating places, for example, Perth – Kalgoorlie pipeline; Coolgardie – Esperance Highway;
- for spans of numbers, for example, pp. 23–4, 1872–79;
- as a replacement for ‘to’ in expressions of time, for example, Monday–Friday; January–December;
- to express an association between words that retain their separate identity, for example, Commonwealth–State relationships.

Em rules (long dash, the name of which derived from width of the letter ‘m’) are used in parenthetical statements.

Their use of hyphens and dashes (en rules and em rules) can be complicated. Refer to the *Style Manual For Authors, Editors and Printers*, Chapter 6 for guidance.

**Quotations**

Quotations of more than fifty words should be indented from the left margin, with an extra line of space above and below. Indented quotes do not require opening and closing quotation marks.

Short extracts of less than fifty words may appear within the text, enclosed in single quotation marks.

Use double quotation marks only for quotes within quotes.

A historical quotation should be reproduced verbatim. Words or phrases that may be perceived as pejorative or offensive by current standards should not be deleted, altered or edited in any way.

The words most commonly encountered are ‘nigger’ and variations of it, ‘chink’, ‘chow’ and ‘celestial’. While unacceptable today they should be retained if used in the context of a historical quotation.

Do not alter spellings and punctuation within quotations. If the spelling is incorrect or the meaning seems strange or nonsensical, and the original has been copied correctly, place the word ‘sic’ in italics and within square brackets after the doubtful material, thus [sic].

Any comments that need to be placed into the quotation should also be enclosed within square brackets.

For example, if you use italics to emphasise part of the quote, at the end of the quote add [author’s emphasis].

Indicate any omission from the quotation by the use of an ellipsis. An ellipsis is three full stops . . . with a single space before and after.

Do not insert an additional full stop if the ellipsis occurs at the end of a sentence. An ellipsis may be used at the beginning of a sentence.
If a whole sentence is a quotation, the full stop should be placed inside the closing quotation mark.

If any part of the sentence contains words not quoted then the full stop is placed outside the closing quotation mark.

This will avoid two full stops separated by a quotation mark.
SHORTENED FORMS

As a general rule it is preferred that words are presented in their full form. In other words, do not shorten words.

Abbreviations

Abbreviations consist of the initial letter and other letters of the word shortened but not the last letter. They are followed by a full stop. They include:

- ed. (editor, edited)
- pp. (pages)
- p. (page)
- vol. (volume)

The names of the Australian States and Territories should be spelled out in full. Should an abbreviation be needed use the following shortened forms:

- ACT
- NT
- SA
- Vic
- NSW
- Qld
- Tas
- WA

Do not italicise the abbreviations of the States.

When referring to the ‘State’ of Western Australia use a capital ‘S’. The ‘state’ of Western Australia refers to its condition not its political status.

The description of a type of ship may be abbreviated (see Names of Ships, page 10).

Contractions

A contraction includes at least the first and last letters of a word and is not given a full stop, for example:

- Dr (Doctor)
- Jr (Junior)
- Mr (Mister)
- St (Saint)

Clipped Words

Some common clipped words are ‘ad’ for ‘advertisement’, ‘phone’ for ‘telephone’, ‘photo’ for ‘photograph’, and ‘gym’ for ‘gymnasium’.

Use the full word.

Acronyms

Do not use acronyms. In the age of the word processor there is no need. Learn how to use the Auto Correct function – you type in the acronym, it will spell out the full title.

Personal Initials

Include a full stop after each of the initials and insert a space between the initials and the last name, for example, P.P. King.
NUMBERS and MEASUREMENT

Numbers

Follow the *Style Manual For Authors, Editors and Printers*, Chapter 10, except in a few cases. *Modern Australian Usage* is very helpful in dealing with numbers.

For clarity use commas rather than spaces in four-digit or greater numbers (for example, 7,500, 1,250,000).

Numbers up to ninety-nine should be spelled out in the text, except where figures will aid clarity (if several numbers are presented comparatively, for example). Numbers over ninety-nine should be spelled out when approximations are involved (about two thousand sheep, nearly five hundred cattle). If a figure seems inappropriate to a narrative text it should be spelled out.

Where a number begins a sentence always use words, including dates or percentages but avoid this construction if possible.

Spell out a person’s age, for example, ‘He was in his sixties’. However, use figures in the hyphenated form, for example ‘a 65-year-old man’.

The modern convention is that 1,000,000,000 is one billion and 1,000,000,000,000 is one trillion.

Use figures for temperature with a superscript ‘o’ and a capital C to indicate degrees Celsius, for example, 23°C.

For percentages use figures followed by ‘per cent’ in text and ‘%’ in notes, tables and illustrations.

When decimal numbers are less than unity, zero should be placed before the decimal point. For example, ‘0.75’ not ‘.75’.

Years, Dates and Times

<table>
<thead>
<tr>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1880s</td>
<td>1880’s</td>
</tr>
<tr>
<td></td>
<td>'80’s</td>
</tr>
<tr>
<td></td>
<td>eighties</td>
</tr>
<tr>
<td>1856-59</td>
<td>1856-9</td>
</tr>
<tr>
<td>1890–1892 (in chapter titles, captions, contents)</td>
<td>1890–92</td>
</tr>
<tr>
<td>23 February 1854</td>
<td>23 February, 1854</td>
</tr>
<tr>
<td></td>
<td>23.2.1854 or 23.2.54</td>
</tr>
<tr>
<td></td>
<td>23/2/1854 or 23/2/54</td>
</tr>
<tr>
<td>12.30 p.m.</td>
<td>12.30pm; 12.30 p.m.</td>
</tr>
<tr>
<td></td>
<td>12.30PM; 12.30P.M.; 12.30 P.M.</td>
</tr>
<tr>
<td></td>
<td>Do not write ‘at about 12.30 p.m.’ (see Misused Words, Appendix One)</td>
</tr>
</tbody>
</table>

Do not change years, dates or times into this format if used in the form of a quotation from an original source.
Currency
Use figures for sums of money. Use the form $65 not $65.00 unless cents need to be indicated.

Should you need to indicate pre-decimal currency use the form £5 2s 9d.

Do not convert amounts to decimal currency. It is preferred to use comparisons such as ‘The weekly wage was 15s and a loaf of bread cost 3d’ and not ‘a loaf of bread cost 5c’.

Measurement
Australia converted to the metric system in 1976. The majority of Australia’s population was educated under this system and to them feet and inches, yards and miles, and pounds and shillings are incomprehensible.

Measurements should be stated using current terms, unless a pre-metric measurement is stated in a quotation in which case it should be left as is. Conversion may cause confusion.

Use kilometres not miles, kmh not mph. Use metres and millimetres not feet and inches.

Use kilograms and grams not pounds and ounces. Use hectares not acres, square kilometres not square miles.

Nautical miles and knots are acceptable terms.
MILITARY HISTORY

Do not use full stops with the shortened forms RAN, AIF, RAAF or RAF.

The names of RAN ships are preceded by HMAS, without full stops and not italicised. The name of the ship is italicised. Do not write ‘the HMAS Perth’. The plural of ‘HMAS’ is ‘HMAS’, for example, ‘HMAS Melbourne and Voyager’.

ANZAC is always written in all capitals.

Place names are spelled as they are in the relevant official history of the campaign not as they might appear in an atlas.

The following variations may be used to describe the two World Wars, provided you are consistent throughout.

<table>
<thead>
<tr>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>World War 1</td>
<td>WW1</td>
</tr>
<tr>
<td>World War I</td>
<td>WWI</td>
</tr>
<tr>
<td>First World War</td>
<td>1st World War</td>
</tr>
<tr>
<td>Second World War</td>
<td>2nd World War</td>
</tr>
</tbody>
</table>

Italicise the names of enemy formations.

**Military Ranks**

<table>
<thead>
<tr>
<th>Commanded Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Royal Australian Navy</strong></td>
</tr>
<tr>
<td>RANK</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Admiral</td>
</tr>
<tr>
<td>Vice-Admiral</td>
</tr>
<tr>
<td>Rear-Admiral</td>
</tr>
<tr>
<td>Commodore</td>
</tr>
<tr>
<td>Captain</td>
</tr>
<tr>
<td>Commander</td>
</tr>
<tr>
<td>Lieutenant-Commander</td>
</tr>
<tr>
<td>Lieutenant</td>
</tr>
<tr>
<td>Sub-Lieutenant</td>
</tr>
<tr>
<td>Midshipman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non Commissionsed Officers and Other Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warrant-Officer</strong></td>
</tr>
<tr>
<td>WO</td>
</tr>
<tr>
<td><strong>Chief Petty Officer</strong></td>
</tr>
<tr>
<td>WO1</td>
</tr>
<tr>
<td><strong>Flight Sergeant</strong></td>
</tr>
<tr>
<td>WO2</td>
</tr>
<tr>
<td><strong>Sergeant</strong></td>
</tr>
<tr>
<td>S/Sgt</td>
</tr>
<tr>
<td><strong>Corporal</strong></td>
</tr>
<tr>
<td>Cpl</td>
</tr>
<tr>
<td><strong>Leading Aircrassman</strong></td>
</tr>
<tr>
<td>LAC</td>
</tr>
<tr>
<td><strong>Aircraftman</strong></td>
</tr>
<tr>
<td>AC</td>
</tr>
</tbody>
</table>
APPENDIX ONE
Misused Words

Aggravate  The use of ‘aggravate’ to mean ‘irritate’ in the sense of ‘annoy’ is informal and the word should be reserved for the meaning ‘to make worse’.

Agreement  Agreement is not a word. Use agreement.

All of the  Can usually be rewritten as ‘All the …’

Alright  Please use all right.

Also  Also is an over-used word and usually superfluous.

At about  It cannot be both. ‘At about’ is tautological.

Bring to a head  This phrase is rather repulsive. It means ‘to cause pus to form’ and is generally not what the writer meant.

Catholic  The meaning of catholic is ‘universal’. In religious contexts use Roman Catholic.

Comprise  Comprise means ‘to consist of’. ‘The exploration party comprised seven people’ not ‘comprised of’.

Contemporary  Contemporary does not mean ‘modern’ or ‘present day’. It means ‘existing at the same time’.

Criterion/criteria  You can have one criterion or many criteria.

Data  Although plural it is commonly treated as singular. However media, criteria and phenomena are plural only.

Decimate  Decimate is derived from the Roman word (decem) when one in ten soldiers in a rebellious group were killed as an example to the others. They were decimated. Its use is indefensible when used to mean ‘utterly wipe out’.

Dilemma  The etymology of the word indicates that it means ‘a situation that requires a choice between two alternatives’. Although current usage is giving it the meaning ‘to choose between any number of mutually exclusive options’ it is preferred that the original meaning be retained. Note the spelling – not ‘dilemna’.

Either/neither  These words should be used only when there is a choice between two.

Equally As  Something can be ‘equally important’ or it can be ‘as important’ but it cannot be ‘equally as important’.

Feasible  Feasible means ‘practicable’ or ‘possible’. It does not mean ‘likely’. Use probable.

Foul Swoop  It is fell swoop. It means ‘all at once suddenly’. Fell means ‘fierce ruthless’.

For Free  Free is not synonymous with ‘nothing’ but with ‘for nothing’ therefore ‘for free’ is semi-literate.

Fulsome  Fulsome means ‘excessive, gross or insincere to the point of being offensive to good taste’. If used in the context of ‘lavish’ it has disparaging connotations.

Harbinger  A harbinger is a ‘precursor or an omen’. It is not a ‘messenger’.


Irregardless  Irregardless is not a word. It is somewhere between irrespective and regardless. Use one of these.

Intriguing  Intriguing means ‘underhand plotting’. It does not mean ‘puzzling, enigmatic or ambiguous’.

Knots per Hour  A knot is a unit is speed that means ‘one nautical mile per hour’. Therefore an hour or per hour should never follow knot.

Last/Past  The last person out the door. The past (not last) year has been busy.
Latter
Latter refers to the second of two things, not the last of a number of things. Former is the first of two things.

Liable
Liable means ‘legally bound’ or ‘subject to’. It does not mean ‘likely’.

Listing
Do not use ‘listing’ as a noun where list will do. A phone book is a list of names and numbers, each of which is a listing.

Litany
The word is misused if a listing or history is meant. A litany is a ‘form of prayer or a repetitive recitation’.

Literally
Use the word literally with care and only where what you are saying is literally true. In most cases ‘figuratively’ is meant, which is just about the opposite of literally. ‘We were literally flooded with work’ is wrong because the flood is a metaphorical one, not an actual deluge. Do not use literally where really or extremely will do.

Livid/Vivid/Lurid
Livid means ‘black and blue’. It does not mean ‘red’, a meaning it has erroneously acquired perhaps by association with vivid or lurid.

Majority
Use ‘majority’ only with countable nouns, for example, ‘a majority of people’ and not with mass nouns, for example, ‘a majority of the work’.

Marginal
Marginal is not a synonym for small.

Maximise
Maximise means to ‘increase to the utmost’. It should not be used to mean ‘make the most of’.

Media
Media is plural only. The singular is medium.

More than/Over
They are not interchangeable. ‘More than’ refers to a quantity. ‘Over’ refers to spatial relationships.

Nature
Decisions of a delicate nature would be better if they were just delicate decisions. Movies of a violent nature would be better described as ‘violent movies’.

Necessitate
If ‘require’ is meant, write require or rework the sentence so that necessitate is not needed.

Noisome
Noisome does not mean ‘noisy’. It means ‘offensive or evil smelling’.

Only
Put ‘only’ next to the word or phrase it modifies. The following phrase has eight different meanings depending on where the word only is placed: ‘I hit him in the eye yesterday.’

Orientate
Although this variant form has been in use since the mid 19th century, orient is preferred.

Percentage
A percentage of something is not necessarily a small part.

Perogative
There is no such word. The word required is prerogative meaning ‘right’ or ‘privilege’.

Plus
Try to limit ‘plus’ to mathematics, and use ‘and’ or ‘with’ where they are appropriate.

Prone
Prone means ‘face down’. A person lying face up is supine.

Proportion
Proportion means ‘comparative share or part’; it should not be used as a synonym for part.

Quality
‘Quality’ is a noun and means ‘a characteristic or a degree of excellence’. Do not use ‘quality’ as an adjective, as in ‘a quality product’. Use well made, good or useful. Never use ‘quality’ as an adverb, as in ‘a quality-built product’.

Quite
‘Quite’ is almost always a space-waster. It usually softens sentences that should not be softened.

Re
Avoid using ‘re’ when you mean ‘concerning’, ‘regarding’ or ‘about’. ‘Re your letter of 23 February’ imparts a feeling of jargon to your writing.

Straitjacket
A ‘straitjacket’ is not a jacket without curves or angles – it is not a ‘straightjacket’.

Suffer
The suggestion that inanimate objects cannot suffer smacks of pedantry.

Thanks to
Do not use ‘thanks to’ when no thankfulness is meant. ‘Thanks to dysentery the population of Coolgardie was greatly reduced’ should be recast to indicate blame not thanks.

Who/Which/That
‘Who’ is used for people. ‘Which’ and ‘that’ are used for things and organisations.
APPENDIX TWO
Word Confusion

Ability/Capacity  Ability can be acquired, capacity cannot. Ability is a more positive quality than capacity.

Advice/Advise  Advice is the noun. Advise is the verb.

Aerial/Antenna  An aerial is a device to send or receive radio transmissions. An antenna is the sensory organ on the head of an insect - also used to mean an aerial. Use either. Be consistent.

Affect/Effect  Affect is to influence something. Effect is the result (effects of change), but note that changes can be effected. When you affect something, you have an effect on it.

Afflict/Inflict  One is afflicted by or with something. One inflicts something on someone.

Altogether/All Together  Altogether means ‘in total’. All together means ‘in the one place’.

Allude/Elude  Allude means ‘to refer to indirectly’. Elude means ‘to avoid or slip away’.

Already/All Ready  Already means ‘by this time’. All ready means ‘prepared’.

Altar/Alter  An altar is a table for worship. Alter means ‘to change’.

Alternately/Alternatively  Alternately means ‘every second one’. Alternatively means ‘to find another way of doing something’.

Always/All ways  Always means ‘at all times’. All ways means ‘every respect or course’.

Anticipate/Expect  To anticipate is to be aware in advance of the possibility of something happening and taking steps to deal with it. Expect means ‘to regard as likely’.

Ascent/Assent  An ascent is an upward slope. Assent means ‘consent’.

Assume/Presume  Assume is to pose a hypothesis, to take something for granted. Presume is to suppose something to be true, to believe it to be a fact.

Assure/Ensure/Insure  You assure a person by making them confident. Do not use assure in the sense of ‘Assure that the wording is correct’; you can only assure somebody that it is correct. Ensure means make sure, as in ‘Ensure that the wording is correct’. Insuring is the business of an insurance company. It sets aside resources in case of a loss.

Auspicious/Propitious  These words are synonyms.

Avenge/Revenge  Avenge implies that the retribution is justified whereas revenge implies that the aim is to satisfy the resentment of the person taking the action.

Avert/Avoid  Avert means ‘prevent’ or ‘ward off’. Avoid means ‘keep clear’.

Bated/Baited  A person waiting with bated breath waits anxiously not with a breath smelling of worms.

Between/Among  Use between for two things, use among for more than two.

Biennial/Biannual  Biennial means ‘every two years’. Biannual means ‘twice a year’.

Boarder/Border  A boarder is a lodger who receives meals regularly at a fixed price. A border is a boundary.

Born/Borne  Born means ‘existing as a result of birth’. Borne means ‘carried or transported by’.


Break/Brake  If there is a break in your brake line your car will not stop properly.

Can/May  Use ‘can’ for ability and ‘may’ for permission to do it.

Chord/Cord  A chord is a combination of musical tones played simultaneously. A cord is a small rope.

Cite/Sight/Site  To cite is to quote. Sight is the faculty of vision. A site is a position or place.

Classic/Classical  Classic is the pinnacle. Classical means pertaining to the ancient Greek or Romans.
<table>
<thead>
<tr>
<th><strong>Collaboration/Collusion</strong></th>
<th>Collaboration is working jointly or co-operating. Collusion has a notion of fraud or underhand dealing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complacent/Complaisant</strong></td>
<td>Complacent means ‘smugly self-satisfied’. Complaisant means ‘deferential’ or ‘acquiescent’.</td>
</tr>
<tr>
<td><strong>Compliment/Complement</strong></td>
<td>A compliment is when you say something nice about a person. Complement means ‘to complete’.</td>
</tr>
<tr>
<td><strong>Conscience/Conscious</strong></td>
<td>Conscience is a moral sense of right or wrong. Conscious means to be aware or awake.</td>
</tr>
<tr>
<td><strong>Continual/Continuous</strong></td>
<td>Continual means ‘very frequent’. Continuous means ‘without interruption’.</td>
</tr>
<tr>
<td><strong>Convince/Persuade</strong></td>
<td>Although there are slight, technical differences in meanings between these words they may be used as synonyms.</td>
</tr>
<tr>
<td><strong>Council/Counsel</strong></td>
<td>A council is a group that consults or advises. To counsel is to advise.</td>
</tr>
<tr>
<td><strong>Definite/Definitive</strong></td>
<td>Definite means ‘precise’ or ‘exactly delimited’. Definitive means ‘beyond argument’. A definite statement is one that is explicit; a definitive statement is one that is not challengeable.</td>
</tr>
<tr>
<td><strong>Delusion/Illusion</strong></td>
<td>A delusion is a false belief. An illusion is a false perception.</td>
</tr>
<tr>
<td><strong>Despatch/Dispatch</strong></td>
<td>Use either. Be consistent.</td>
</tr>
<tr>
<td><strong>Device/Devise</strong></td>
<td>A device is a noun meaning ‘apparatus’ or ‘machine’. Devise is a verb meaning ‘to create’ or ‘invent’.</td>
</tr>
<tr>
<td><strong>Differ/Vary</strong></td>
<td>Differ means to be unlike. Vary means to change.</td>
</tr>
<tr>
<td><strong>Different from/Different to</strong></td>
<td>Despite what the pedants may say either is acceptable although different from is generally regarded as the most acceptable. Different to is less formal. Different than is acceptable when followed by a clause.</td>
</tr>
<tr>
<td><strong>Disassemble/Dissemble</strong></td>
<td>Disassemble means to take apart. Dissemble means to disguise or conceal.</td>
</tr>
<tr>
<td><strong>Discomfort/Discomfit</strong></td>
<td>The meanings of these words have nothing in common. Discomfort means ‘a lack of comfort’. Discomfit means ‘disconcert or baffle’.</td>
</tr>
<tr>
<td><strong>Discreet/Discrete</strong></td>
<td>Discrete means ‘individual or separate things’. Discreet means ‘unobtrusive’.</td>
</tr>
<tr>
<td><strong>Distinctive/Distinguished</strong></td>
<td>Distinctive means ‘noticeably different’. Distinguished means ‘outstanding or eminent’.</td>
</tr>
<tr>
<td><strong>Disinterested/Uninterested</strong></td>
<td>You are a disinterested (as in neutral or not involved) party to discussions but uninterested (you do not care) in soccer.</td>
</tr>
<tr>
<td><strong>Dual/Duel</strong></td>
<td>Dual is an adjective describing the duality of something - dual nationality, for instance. A duel is a formal battle intended to settle a dispute.</td>
</tr>
<tr>
<td><strong>Eclectic/Esoteric</strong></td>
<td>Eclectic means selecting from various sources. Esoteric means ‘understood by a select few; recondite’.</td>
</tr>
<tr>
<td><strong>Elder/Older</strong></td>
<td>Elder is restricted to persons and is an indication of seniority. Older is used in a comparison of old things.</td>
</tr>
<tr>
<td><strong>Elicit/Ilicit</strong></td>
<td>Elicit means to ‘draw out’. Ilicit means ‘illegal or forbidden’.</td>
</tr>
<tr>
<td><strong>Eminent/Imminent</strong></td>
<td>Eminent means ‘prominent or famous’. Imminent, in phrases like ‘facing imminent disaster’, means ‘threatening or about to happen’.</td>
</tr>
<tr>
<td><strong>Empathy/Sympathy</strong></td>
<td>Empathy means ‘to have an understanding of a person’s feelings to the extent of participation in them’. Sympathy is ‘an understanding or sharing of one’s emotions’.</td>
</tr>
<tr>
<td><strong>Enquire/Inquire</strong></td>
<td>Though not wrong to use interchangeably, a useful distinction is that inquire means ‘investigate’ and enquire means ‘ask’.</td>
</tr>
<tr>
<td><strong>Every day/Everyday</strong></td>
<td>Every day means ‘each day without exception’. Everyday means ‘ordinary’.</td>
</tr>
<tr>
<td><strong>Faint/Feint</strong></td>
<td>Faint means ‘to lose consciousness’. Feint means ‘a sham attack’. Note that either word can mean ‘inconspicuous lines to guide writing’.</td>
</tr>
<tr>
<td>Pair</td>
<td>Explanation</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Farther/Further</strong></td>
<td>Farther applies to physical distance. Further refers to degree or extent. You travel farther, but pursue a topic further.</td>
</tr>
<tr>
<td><strong>Faze/Phase</strong></td>
<td>The news that the procedure was to be phased out didn’t faze him’.</td>
</tr>
<tr>
<td><strong>Fewer/Less</strong></td>
<td>There were fewer (not less) immigrants and less money to house them – fewer refers to numbers while less refers to quantity.</td>
</tr>
<tr>
<td><strong>Flammable/Inflammable</strong></td>
<td>Both these words mean the same thing but use flammable because inflammable can be mistaken for a negative.</td>
</tr>
<tr>
<td>** Flaunt/Flout**</td>
<td>To flaunt is to show off. Flout means ‘to treat with contempt’ some rule or standard. The cliché is ‘to flout convention’. Flaunting may be in bad taste because it is ostentatious but it is not a violation of standards.</td>
</tr>
<tr>
<td><strong>Foreword/Forward</strong></td>
<td>One writes a Foreword to a book. One moves forward.</td>
</tr>
<tr>
<td><strong>Forego/Forgo</strong></td>
<td>Forego means to ‘go before’. Forgo means to ‘give up’.</td>
</tr>
<tr>
<td><strong>Formally/Formerly</strong></td>
<td>Formally means ‘conforming to rules or propriety’. Formerly means ‘in the past’.</td>
</tr>
<tr>
<td><strong>Fortuitous/Fortunate</strong></td>
<td>Fortuitous means ‘happening by chance’. Fortunate means ‘marked by good luck’.</td>
</tr>
<tr>
<td><strong>Grate/Great</strong></td>
<td>A grate is a framework of iron bars. Great means ‘extraordinary’ or ‘outstanding’.</td>
</tr>
<tr>
<td><strong>Historic/Historical</strong></td>
<td>Something that is historic figures in history; it is worthwhile recording, it is famous. Something historical is part of history.</td>
</tr>
<tr>
<td><strong>Hoard/Horde</strong></td>
<td>Hoard means to stow away for future use. A horde is a multitude.</td>
</tr>
<tr>
<td><strong>Imaginary/Imaginery</strong></td>
<td>The confusion with imagery possibly results from ‘imagery’.</td>
</tr>
<tr>
<td><strong>Imminent/Impending</strong></td>
<td>These words are interchangeable despite what the pedants may say.</td>
</tr>
<tr>
<td><strong>Impedance/Impediment</strong></td>
<td>Impedance is the total electrical resistance of a circuit. Impediment is a hindrance or obstruction.</td>
</tr>
<tr>
<td><strong>Imply/Infer</strong></td>
<td>A speaker implies something by hinting at it; a listener infers something from what he or she hears. Do not use them interchangeably.</td>
</tr>
<tr>
<td><strong>Incidents/Incidence</strong></td>
<td>Incidents are things that happen; incidence is how often they occur.</td>
</tr>
<tr>
<td><strong>Incredible/Incredulous</strong></td>
<td>Incredible means ‘unbelievable’; incredulous means ‘unbelieving, sceptical’.</td>
</tr>
<tr>
<td><strong>Ingenious/Ingenuous</strong></td>
<td>Ingenious means ‘clever at inventing’. Ingenuous means ‘innocent’.</td>
</tr>
<tr>
<td><strong>Interment/Internment</strong></td>
<td>Interment means ‘burial’. Internment means ‘confinement’.</td>
</tr>
<tr>
<td><strong>Lessee/Lessor</strong></td>
<td>The lessee is the person to whom a lease is granted. The lessor is the person granting the lease.</td>
</tr>
<tr>
<td><strong>Licence/License</strong></td>
<td>Licence is the noun. License is the verb.</td>
</tr>
<tr>
<td><strong>Loose/Lose</strong></td>
<td>The pronunciation of loose (to rhyme with goose) tempts some to spell it as lose. Loose means ‘not tight’ and lose means ‘to mislay something’ or ‘not win’.</td>
</tr>
<tr>
<td><strong>Luxuriant/Luxurious</strong></td>
<td>Luxuriant means ‘growing profusely’ whereas luxurious is the adjective of luxury.</td>
</tr>
<tr>
<td><strong>Maybe/May be</strong></td>
<td>Maybe is an adverb meaning ‘perhaps’ or ‘possibly’. May be is a verb phrase meaning ‘might be’ or ‘could be’.</td>
</tr>
<tr>
<td><strong>Mean/Median/Average</strong></td>
<td>In a series the mean is the middle value. The median is the point at which half is to one side of it and half on the other side. The average is the sum of the series divided by the number in the series.</td>
</tr>
<tr>
<td><strong>Medium/Median</strong></td>
<td>Medium has numerous meanings but the one that gets confused with median is that of middle quality or degree. Median means situated in the middle. The division in the middle of a road, sometimes paved or landscaped, is a median strip.</td>
</tr>
<tr>
<td><strong>Militate/Mitigate</strong></td>
<td>Militate means to have effect against (or for). Mitigate means to moderate or soften.</td>
</tr>
<tr>
<td><strong>Moot/Mute</strong></td>
<td>Moot means ‘debatable or undecided’. Mute means ‘silent’.</td>
</tr>
</tbody>
</table>
Ordinance/Ordnance: An ordinance is an authoritative decree. Ordnance means military weapons.

Practical/Practicable: Practical means ‘suited to action rather than theory’. Practicable means ‘possible or feasible’.

Practice/Practise: Practice is the noun. Practise is the verb.

Prescribe/Proscribe: Prescribe means to advise, recommend’. Proscribe means ‘to forbid’.

Prevaricate/Procrastinate: Prevaricate means ‘speak or act evasively or misleadingly’. Procrastinate means ‘to defer or put off’.

Principal/Principle: Principal means ‘the first or foremost’. A principle is ‘a fundamental truth’ or ‘something by which we live’.

Radio/Wireless: Radio has superseded the old-fashioned wireless.

Railroad/Railway: Both mean the same thing. Railroad is chiefly a US term. Railway is preferred. It follows that railway station and not train station is preferred.

Rapt/Wrapped: Rapt means ‘deeply engrossed; enraptured’. Wrapped means ‘enclosed by something that is wound or folded about’. Oddly, wrapped may also mean rapt.

Recur/Reoccur: Both these words mean ‘occur again’, although reoccur has a sense of one-time repetition. Generally, use recur.

Refute/Repudiate: Refute means ‘to prove the falsity or error of a statement’. Repudiate means ‘disown; disavow; reject’.

Rend/Render: Rend means ‘to tear or wrench forcibly’. Render means to ‘cause to be; make’. A separation may be described as heart-rending not heart-rendering.

Repel/Repulse: These words are synonyms.

Role/Roll: A role is an actor’s part. A roll is something you eat or a document listing names.

Scot/Scotch: Scotch has many adjectival meanings but the description of a native of Scotland is not one of them. It is considered offensive by Scots, and others.

Seasonable/Seasonal: Seasonable means ‘appropriate to the season’ or ‘timely’. Seasonal means ‘of or relating to the seasons’.

Sewage/Sewerage: Sewage flows through the sewerage system.

Stationary/Stationery: You need to stand still to write on paper.

There/Their: There are four people in their crew.

Tortuous/Torturous: Tortuous means ‘winding or twisting’. Torturous involves torture.

Turbid/Turgid: Turbid means ‘muddy or clouded’. Turgid means ‘inflated, pompous’.

Valuable/Invaluable: Invaluable means ‘of such high value that it is beyond price’. The antonym of ‘valuable’ is valueless.

Venal/Venial: Venal means ‘able to be bribed; corrupt’. Venial means ‘pardonable’.

Venomous/Poisonous: Snakes are venomous but not poisonous, toadstools are poisonous but not venomous.

Waive/Wave: We waive our rights but wave flags.

Wether/Whether: A wether is a castrated sheep. Whether expresses doubt or choice.

Whose/Who’s: Who’s is a contraction of ‘who is’. Do not use. Write ‘who is’ in full. Adhere to this rule and you will never make a mistake with whose.

Who/Whom: A simple test to see which is proper is to replace who/whom with he/him. If he sounds right, use who; if him is right, use whom. For example: since ‘he did it’ and not ‘him did it’, use ‘who did it’; since we give something ‘to him’ and not ‘to he’, use ‘to whom’.

Your/You’re: You’re is always a contraction of ‘you are’. Do not use. Write ‘you are’ in full. Adhere to this rule and you will never make a mistake with your.
SELECT BIBLIOGRAPHY


