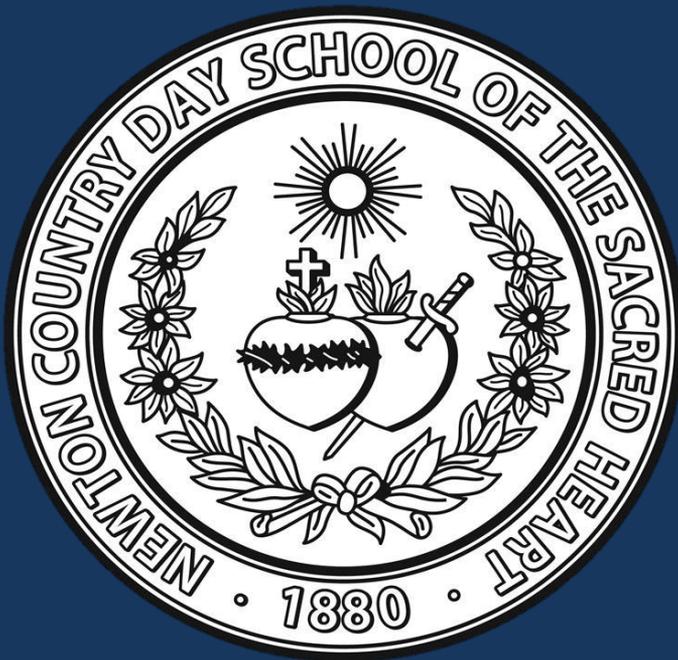


# The Newton Country Day Guide to Grammar





*The beginnings of all things are small.*  
-Cicero



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# Part I: Elements of a Sentence

## 1. Nouns

A noun is a word that names a person, place, thing, or idea. Examples include: Clara Barton, ocean, soccer, and happiness. Nouns can perform a variety of functions in a sentence.

Subject- The subject of the sentence is who or what performs the action of the verb. Every sentence must have a subject.

*The **mountain** towered over the town.*

***Maria** chose Physics as her science class.*

Direct Object- The direct object is the word or phrase that is being acted on by the verb.

*The field hockey team won their **game**.*

Subject complement- When a sentence uses a form of the verb *to be* (e.g. is, are, were, was, will be, etc.) or other **linking verb**, then it will have a subject complement instead of a direct object. Think of the verb *to be* as an equal sign.

*Sarah is a **doctor**.*

**LINKING VERB**- A linking verb connects the subject to a word that describes it. In these sentences, the subject is not acting on a direct object, it is the subject complement.

E.g. The doctor *felt* sick.

-The doctor isn't *doing* anything to sick, he *is* sick.

Indirect Object- An indirect object shows who or what is benefitting from the action of the sentence. Only sentences with direct objects can have indirect object.

*Santa Claus gives **children** gifts.*

*Kathleen is knitting **the dog** a sweater.*

Possession- Nouns in a sentence can also show possession, which is indicated by the word *of* or by an apostrophe. Possession shows to whom or what something belongs.

*I borrowed my **sister's** textbook.*

*The screen **of the TV** is broken.*

Object of a preposition- The noun that a preposition takes (see section on prepositional phrases for more information).

*I want to live in a big apartment.*

## 2. Pronouns

Pronouns take the place of a noun or group of nouns. There are many different types of pronouns, several of which are covered in the chart below.

Person	Number	Case		Reflexive/Intensive Pronouns	Possessive Pronouns
		Subject	Object		
First	Singular	I	me	myself	my, mine
	Plural	we	us	ourselves	our, ours
Second	Singular	you		yourself	your, yours
	Plural			yourselves	
Third	Singular (M)	he	him	himself	his
	Singular (F)	she	her	herself	her, hers
	Singular (N)	it		itself	its
	Plural	they	them	themselves	their, theirs

There are two other types of pronouns not covered in the chart.

### Demonstrative Pronouns

	Singular	Plural
Near	this	these
Far	that	those

Examples:

*This was great!*

*I'll never be able to do that!*

### Relative Pronouns

Relative pronouns are used to begin relative clauses. This type of pronoun has a relationship with its **antecedent** and its clause.

	People	Things
Subject	who	which, that
Object	whom	
Possession	whose	of which

Example:

*At the carnival I won a goldfish, **which** I named Sean Connereef.*

Relative clauses are dependent clauses which give extra information about a noun or pronoun in the main sentence, called the **antecedent**. The relative pronoun in the example tells us more about the goldfish. The case of the relative pronoun depends on its job in the relative clause.

#### Relative pronoun is the subject of the relative clause:

*This is my friend Sarah, **who** is the captain of the swim team.*

#### Relative pronoun is the object:

*This is my friend Sarah, **whom** the swim team chose to be the captain.*

**ANTECEDENT**- A pronoun refers back to a specific noun or nouns in the text, which it is replacing. This word is called its antecedent.

E.g, I want to talk to *David*. *He* has some great ideas about our class!

-The antecedent of *he* is *David*.

### 3. Verbs

#### Tense

The tense of the verb indicates the time of the action. The three basic tenses in English are past, present, and future, but there are subcategories to each of these:

	Past	Present	Future
Simple	I ate pizza.	I eat pizza.	I will eat pizza.
Continuous	I was eating pizza.	I am eating pizza.	I will be eating pizza.
Past Perfect	I had eaten pizza.	I have eaten pizza.	I will have eaten pizza.
Past Perfect Continuous	I had been eating pizza.	I have been eating pizza.	I will have been eating pizza.

#### Person and Number

Verb forms are connected to and determined by their subjects. In the present tense, the only unique ending is 3<sup>rd</sup> person singular, which adds –s. Irregular verbs, like the verb “to be,” can be very dissimilar in the present tense.

	Singular	Plural	Singular	Plural
1st Person	I eat	We eat	I am	We are
2nd Person	You eat	You (all) eat	You are	You (all) are
3rd Person	He/ She/ It eats	They eat	He/ She/ It is	They are

#### Voice

There are two voices: active and passive. A verb is active when the subject is performing its action. A verb is passive when its action is happening to the subject.

Active:

*The dragon **ate** the knight.*

Passive:

*The knight **was eaten** by the dragon.*

### Transitive vs. Intransitive

A verb is transitive if it has a direct object; intransitive if it does not. Some are always intransitive, others can be both.

Always Intransitive:

*Nora **arrived** safely.*

Intransitive:

*The players **eat** before every game.*

Transitive:

*The players **eat a snack** before every game.*

## 4. Special Verb Forms

Please note that the verb forms listed here are not **finite**.

### Participle

Participles are verb forms that can function like adjectives or nouns. They come in two forms: past and present tense. The present form ends in –ing. The past form usually ends in –ed. When the present participle is used as a noun, it is called a gerund.

Present participle acting as a noun (gerund):

***Dancing** has become one of my favorite activities.*

Past participle acting as an adjective:

*Our best player has a **broken** arm!*

### Infinitive

The infinitive form of the verb has “to” in front of it, as in *to run*, *to jump*, and *to win*. Infinitives can act as nouns, adjectives, and adverbs.

**FINITE VERBS**- A finite verb is a verb that can support a complete sentence. Non-finite verb forms include participles and infinitives, etc.

E.g. Finite: I **run** races.

Non-finite: **Running** races

Noun:

*To win* is the team's only goal.

Adjective:

I always have a book *to read*.

Adverb:

She's working very hard *to understand* this chapter.

## 5. Adjectives and Adverbs

Adjectives modify nouns. Adverbs modify adjectives, verbs, or other adverbs, and answer the questions: when, where, why, or how. Although they frequently end in -ly, adverbs have many forms.

### Adjectives

My *best* friend has always wanted a *blue French* horn.

### Adverbs

Modifying an adjective:

Michael has an *annoyingly* thick skull.

Modifying a verb:

Lana *rudely* answered the teacher's question.

Modifying another adverb:

Hailey ran *very quickly*.

## 6. Phrases

Phrases add extra information to a sentence. A phrase must have at least two words, and does not contain a verb. There are three main types of phrases:

### Participial and Gerund Phrases

These follow the rules for participles, but have nouns or prepositional phrases added to them. Participial phrases act as adjectives, and gerund phrases act as nouns.

Participial Phrase:

*Did you see that man **killed by a dinosaur**?*

Gerund Phrase:

***Dancing the tango** is my new favorite activity.*

### Infinitive Phrases

Infinitive phrases follow the rules for infinitives, but have nouns or prepositional phrases added to them to make them more specific (sound familiar?).

***To win the championship** is the team's only goal.*

### Prepositional phrases

A prepositional phrase is comprised of a preposition, a noun, and anything modifying the noun. Here is a list of prepositions:

Common Prepositions						
About	Around	Between	Following	Near	Past	Until
Above	As	Beyond	For	Of	Since	Up
Across	At	By	From	Off	Than	Versus
After	Before	Despite	In	On	Through	Via
Against	Behind	Down	Including	Onto	To	With
Along	Below	During	Inside	Opposite	Toward	Within
Amid	Beneath	Except	Into	Out	Under	Without
Among	Beside	Excluding	Like	Over	Unlike	Worth

*We do not know what waits for us **beyond our galaxy**.  
Among Kaylee's things we found a hamster.*

## **7. Dependent or Subordinate Clauses**

A clause is a group of words that has a subject and a verb (at least). Complete sentences are independent clauses. A dependent or subordinate clause has a subject and a verb, but is not a complete sentence, often because of a subordinating conjunction at the beginning. There are three types of dependent clauses: adverb, adjective, and noun clauses.

### Adverb

Answers questions like how, when, where, and why.

***When she arrives**, we'll jump out and yell, "Surprise!"  
**Since you asked so nicely**, you can have a cookie.*

### Adjective

Modifies a noun

*I can't wait to see my grandmother **who is visiting from Rome**.  
He didn't like the brownies **that I made** .*

### Noun

Takes the place of a noun (subject, direct object, etc)

*You should pursue **whatever makes you happy**.  
**Whoever shows up first** will get the prize.*

## **8. Conjunctions**

A conjunction is a word that connects parts of a sentence. There are two types of conjunctions: coordinating and subordinating.

### Coordinating

Coordinating conjunctions connect two or more equal things in a sentence. For example:

Two subjects: Michael **and** Michelle like pizza.

Two verbs: Lauren decided to take Algebra 2, **but** drop French.

Two adjectives: They don't like pizza that is greasy **or** burnt.

Two complete thoughts: Angela decided to run for class president,  
so Martin decided to run for vice president with her.

Coordinating conjunctions can be remembered by the regrettable acronym FANBOYS:

Coordinating Conjunctions						
For	And	Nor	But	Or	Yet	So

### Subordinating

Subordinating conjunctions set off a dependent clause, which can occur at any point in the sentence.

After Jackie finished her exam, she went out to get ice cream.  
Meghan, because she had resolved to make the soccer team,  
trained all summer.

Common Subordinating Conjunctions				
After	Before	Now that	Than	When
Although	Even if	Once	That	Where
As	Even though	Rather	Though	Whereas
As long as	If	Since	Unless	Wherever
Because	In order that	So that	Until	While

# Part II: Types of Sentences

*In this section we will review the three basic types of sentences: simple, compound, and complex. Vary your use of all three types of sentences in your writing.*

For clarity's sake, all sample sentences will be marked up in the following way:

Subject

*Verb*

**Coordinating Conjunction**

***Subordinating Conjunction***

[Dependent Clause]

## 1. Simple

*“Simple” does not mean “easily understood”!*

Basic: Sarah *ran*.

Extra details: Sarah *ran* faster than all of the other runners.

Multiple subjects: Abby, Kelly, **and** Monica *decided* to participate.

Multiple verbs: The doctor *checked* his blood pressure **and** *tested* his reflexes.

## 2. Compound

*A compound sentence contains at least two complete and related sentences (each having its own subject and verb) joined by a coordinating conjunction, semicolon, colon, or dash. Compound*

*sentences are used to communicate pieces or information that are connected in some way—some simple sentences may be combined into compound sentences.*

Conjunction: I always *wanted* to join the school choir, **but** the director *is* very intimidating.

Semicolon: Hamlet *is* one of Shakespeare's most well-known plays; most students in the US *read* it at some point in their academic careers.

Colon: The snow committee reluctantly *announced* their conclusion: there just *wasn't* enough snow to justify another day off.

### 3. Complex

*A complex sentence contains a main sentence and a dependent clause which are related in some way. Often the subordinating conjunction will provide information about how they are connected.*

DC at the beginning: [**Whenever** Ms. O'Brien *walks* into class smiling,] we *expect* a pop quiz..

DC at the end: We should *go* to the baseball game tonight [**if** you *finish* your project.]

### 4. Compound-Complex

*A compound-complex sentence contains at least two main sentences and one dependent clause.*

Mozart and Haydn *are* classical composers **but** Beethoven, [**although** he *was* heavily influenced by both of them,] *is* considered part of the Romantic era.

Michelle *had planned* to major in journalism, **but** she later *changed* her mind after her amazing internship at Google, [which *had been* a life-changing experience.]

# *Part III: Perennial Punctuation Problems*

*In this section we will review some common punctuation issues.*

## **1. Its vs. It's**

There are many problems with apostrophes turning up where they don't belong, but this is the most common one. Please remember:

Its: possessive

*The dog won't leave the house without **its** chew toy.*

It's: the contraction of 'it is.'

***It's** too bad that we can't leave the house because we can't find the chew toy.*

## **2. Comma Splice**

A comma splice is two complete sentences connected by a comma, as in this example:

*The dog keeps barking, I find the sound very annoying.*

A comma is not sufficient to separate two sentences. A compound sentence requires a coordinating conjunction, semicolon, colon, or dash.

E.g. *The dog keeps barking, and I find the sound very annoying.*

### 3. Misusing the Semicolon

Semicolons separate two complete and related sentences. The second sentence should in some way explain or expound on the first sentence.

Incorrect- not two complete thoughts:

*I know what we should get; a turtle.*

Incorrect- unrelated thoughts:

*Some people don't think turtles should be kept as pets; I like pretzels.*

Correct:

*Some people don't think turtles should be kept as pets; they believe that keeping animals in captivity is cruel.*

### 4. Omitting the Oxford Comma

The Oxford comma, also known as the serial comma, is the last comma you write in a list of things. Technically, the Oxford comma isn't necessary, so both of these sentences are correct:

*We decided to get donuts, bagels, and coffee for our study session.*

*We decided to get donuts, bagels and coffee for our study session.*

However, failing to use the Oxford comma can result in confusing sentences:

*I am inspired by my parents, Barak Obama and Taylor Swift.*

The omission of the comma leads to two very different possible readings of this sentence.

## 5. Dash vs. Hyphen

Many writers confuse dashes and hyphens. A hyphen separates elements of words or compound words:

*My six-year-old cousin's birthday party was a princess free-for-all.*

All of the marks in that sentence are hyphens. Dashes, however, separate elements of sentences:

*One thing is certain—no one will try to steal my sandwich again.*

Dashes may replace semicolons, colons, or parentheses. On most computers, the dash is formed by writing two hyphens back to back, no spaces.

## 6. Ellipses

Ellipses indicate that words have been omitted in a quotation. In order to quote an author faithfully, you must use ellipses if you skip any words in his or her writing:

*One example of irony in The Great Gatsby is Jordan's declaration: "And I like large parties... At small parties there isn't any privacy."*

This is the only way ellipses should be used in formal writing.

## 7. Quotation marks

Many students struggle with the punctuation at the end of quotations. Here is a list of example sentences for several different punctuation scenarios:

Punctuation	Rule	Example
. and ,	Periods and commas go inside quotation marks.	<i>Dickens could have been describing high school when he said, "It was the best of times, it was the worst of times."</i>
Period rule	Don't end a quote in a period unless it also ends the sentence.	<i>Tolstoy says, "All happy families are alike," but I do not believe that's true.</i>
! and ?	If the sentence ends in ! or ?, the punctuation goes outside of the quotation mark. If the quote ends in ! or ?, or they both do, the punctuation goes inside the quotation mark. The sentence doesn't need any other punctuation.	<i>Juliet asks, "Wherefore art thou Romeo?"</i> <i>What is Orwell's intended message in the party slogan, "Ignorance is strength"?</i> <i>Who first asked, "What is love?"</i>
:, ;, and –	:, ;, and – always go outside of quotation marks.	<i>Anne Frank said, "How wonderful it is that nobody need wait a single moment before starting to improve the world" – what an inspiring quote!</i>
End rule	Avoid punctuation, quotation mark, punctuation.	<i>Who just screamed, "Free cake!"?</i>

## 8. Scare quotes

When writers want to indicate that something is special or unusual about a word, they can use double quotation marks around them called scare quotes.

*The other kids name the smart boy "Piggy" to make fun of him.*

Single quotation marks should be used only for a quote inside a quote:

The reporter told me, “When I asked the team captain, all he said was, ‘We’ll try harder next time.’ ”

# *Part IV: Megablunders*

*This section covers 15 common grammar mistakes, organized into three categories: consistency, clarity, and conciseness.*

## **Consistency**

Writing should have grammatical consistency. Common mistakes like errors in subject-verb agreement and changing verb tense can be hard to spot because they often involve words that are far apart from each other and may not be picked up by the computer's grammar check.

### **1. Verb agreement errors**

#### Nearest noun agreement errors

When the subject of the sentence is far away from the verb, sometimes a writer will make the verb agree with a noun that is closer to it. Consider this example:

*The pressure to excel not only in classes but also in activities create a lot of stress for students.*

The subject *pressure* should take the singular verb *creates*. In this case, the writer lost track of the subject and made the verb agree with the closer noun, *activities*.

## There is/are errors

	Singular	Plural
Present	There is	There are
Past	There was	There were
Future	There will be	

In “there is...” sentences, the subject comes after the verb, which is some form of the verb “to be” (see the chart above). In these sentences, the subject comes after the verb:

*There was dozens of books piled on the bed.*

*There was* is singular, but the word *dozens* is plural, so they do not agree. The sentence should have the plural *were* instead.

## Compound subjects

Some subjects are obviously plural, like *pizzas*, *pencils*, and *problems*. However, a plural subject can also be made up of two or more singular subjects, making a compound subject. In that case, there should be a plural verb:

*The director and the stage manager wants to put on The Sound of Music this year.*

The writer made the verb singular because it was close to the singular subject *stage manager*. However, *director* and *stage manager* are the subject, so the verb needs to be the plural *want*.

## Relative clause verb errors

The verb in a relative clause should agree with the relative pronoun’s antecedent.

*Christmas is one of those holidays that makes people happy.*

The relative clause in this sentence is providing more information about the noun *holidays*, which is plural, so the verb should be the plural *make*.

## 2. Pronoun antecedent agreement errors

Pronouns must agree with their antecedents in number:

*Every teacher should explain their homework assignments carefully.*

The pronoun *their* is plural, but its antecedent *teacher* is singular.

You can either change the pronoun to singular:

*Every teacher should explain his or her homework assignments carefully.*

Or change the antecedent to plural:

*All teachers should explain their homework assignments carefully.*

## 3. Misuse of reflexive/ intensive pronouns.

Another common pronoun mistake is the misuse of reflexive or intensive pronouns like *myself*, *herself*, and *ourselves*. Sometimes writers mistakenly use these pronouns to sound more formal, but this usage is incorrect. Reflexive and intensive pronouns can be used when the person or thing to which they refer has already appeared in the sentence.

Reflexive pronouns are used when the subject is acting upon itself:

*You should buy the pie for yourself.*

Intensive pronouns are used to emphasize a person or thing:

*I made the pie myself.*

Incorrect examples:

*The principal chose Allison and myself for the snow committee.*

*This matter only concerns him and myself.*

#### **4. Pronoun case errors**

Pronouns have three cases—subject, possessive, and object. Subject case should be used for the subject of the sentence, possessive to show possession, and object case is used for everything else:

*Laura and him are going to the mall later.*

Both *Laura* and *him* are the subjects, so *him* should be *he*, the subject case. A good way to check is to get rid of the other subject. It can't be: *Him* is going to the mall later.

*Between you and I, we should try to get to the concert early.*

This is a very common mistake. *You* and *I* are objects of the preposition *between*. The only question that matters, however, is whether or not they are subjects or possessives, which they aren't. *I* should be the object case pronoun *me*. When in doubt, switch the words to check. *Between I and you* is obviously wrong.

#### **5. Shifting present and past tense**

It is important to choose a tense in which to write. Shifting back and forth between the present and past tenses makes writing difficult to read and understand:

*I always try to finish my homework before I left school.*

*Try* is present tense, and *left* is past tense, so the sentence contains a tense shift. One of the verbs needs to be changed. Both of these sentences would be correct:

*I always **tried** to finish my homework before I **left** school.*

*I always **try** to finish my homework before I **leave** school.*

There is an important exception to this rule. If you are writing in the past tense, facts can still be expressed in the present tense, like in this example:

*Phoebe decided to go to Pomona College, which is in California.*

The first part of the sentence is in the past tense because it happened in the past, but if you were to say that Pomona College was in California, it would imply that it was no longer there.

## **6. Perfect tense errors**

Another common tense shifting error has to do with the perfect tenses. The perfect and past perfect tense express relationships between events that happened in the past.

Errors with present perfect:

*We loved the new field hockey coach ever since she started working here.*

Using the past tense, *loved*, implies that there was a starting and stopping point to this action. To communicate that something that started in the past is still happening, use the present perfect tense:

*We **have loved** the new field hockey coach ever since she started working here.*

Errors with past perfect:

*When we moved into the new rink two years ago, the team was in desperate need of a new practice space.*

Here you have two events that happened in the past: 1) moving into a new rink and 2) needing a new practice space. To communicate that the latter happened before the former, use the past perfect tense.

*When we moved into the new rink two years ago, the team **had been** in desperate need of a new practice space.*

## **7. Who, whom, that errors**

There are two common errors concerning the use of the relative pronouns who, whom, and that. The first concerns using *that* when the antecedent is a person:

*The students that won the science fair are going on to the state competition.*

*That* should only be used for inanimate objects. Students are people, more or less, so *that* should be *who*.

The second error is the confusion of *who* and *whom*.

*That's the girl who I was telling you about!*

*Who* should be used for the subject of the relative clause, *whom* for everything else (direct object, etc.). In the sentence above, the relative clause is: *who I was telling you about*. In that clause *I* is the subject, so *whom* should be used instead of *who*.

## **Clarity**

Clarity is an important concern in your writing. Whatever you are writing, a paper, an essay, an email, you want the reader to understand what you're trying to say. These are four common errors to avoid.

## **8. Parallel structure errors**

In a list, every item should be the same grammatically:

Incorrect:

*We spent the hour in the waiting room reading old magazines, eating stale cookies from the vending machine, and we wiggled on*

*the hard plastic chairs.* (All end in –ing, but the writer added we in the last one).

Correct:

*Triathlons include swimming, biking, and running.* (Ending in –ing)

Also, make sure that you compare or contrast two equal things:

Incorrect:

*The art teacher was more impressed with her 5<sup>th</sup> grade class's work than her 8<sup>th</sup> grade.*

This comparison pits the work of the 5<sup>th</sup> graders against the 8<sup>th</sup> graders themselves, rather than their artwork. When you make comparisons, be wary of comparing one person's product to the other person, rather than the second product. Here are two possible corrections:

*The art teacher was more impressed with her 5<sup>th</sup> grade class's work than **that of** her 8<sup>th</sup> grade.*

*The art teacher was more impressed with her 5<sup>th</sup> grade class's work than her 8<sup>th</sup> **grade's**.*

## 9. Dangling modifiers

Participial phrases may occur at any point in a sentence, but they must be next to whatever noun or pronoun they're modifying.

Incorrect:

*Entering the classroom, the new poster caught my eye.*

Correct:

*Entering the classroom, I immediately noticed the new poster.*

The participial phrase *entering the classroom* modifies the person who is doing the entering, in this case *I* or *me*, and should be placed accordingly.

## 10. Misplaced and squinting adverbs

These are two common types of grammar mistakes involving adverbs.

### Misplaced adverbs

Your adverb needs to be next to what it's modifying.

*I got an A on the quiz, even though I **almost** did no studying!*

The writer is trying to communicate that she did very little studying, but by placing the adverb before the verb, she makes the sentence a double negative, implying that she did actually study.

*I got an A on the quiz, even though I did **almost** no studying!*

Moving the adverb next to *no studying*, the thing that it's modifying, clears up any ambiguity.

### Squinting adverbs

When an adverb is placed between two words that it could modify, the writer's meaning is unclear.

*The man dancing **slowly** began laughing.*

It is not clear in the sentence whether the man is *dancing* slowly, or he *began laughing* slowly. The adverb has to be moved elsewhere in the sentence, or the sentence rewritten, depending on which meaning is intended.

## 11. Vague Pronouns

The pronouns *this*, *that*, and *it* are vague and must be used carefully. Consider this example:

*Caitlin decided to drop Model UN and participate in the play this year instead without consulting her parents. **This** was a great source of stress for her.*

The writer has not made it clear just what is causing Caitlin stress—was it deciding, dropping MUN, or not telling her parents? Never start a sentence with *this*, *that*, or *it* without making it clear to what they refer.

## Conciseness

Your writing should express your ideas as concisely as possible.

### 12. Passive voice

You should use the passive voice very rarely in your writing, since it is more wordy and convoluted than the active voice.

Incorrect:

*It was decided by the committee that the best course of action was to move the location of the building project elsewhere.*

Correct:

*The committee decided that the best course of action was to move the location of the building project elsewhere.*

### 13. Empty phrases

Often students will use overly wordy or complicated language in their papers, because they think that doing so sounds more formal. Here are a few examples of empty phrases to avoid:

EMPTY PHRASE	EQUIVALENT	EMPTY PHRASE	EQUIVALENT
a majority of	most	has the capability of	can
a number of	many	having regard to	about
as a consequence of	because	if conditions are such	if
due to the fact that	because	in all cases	always
in view of the fact	because	in close proximity to	near

## 14. Redundancies

Another way students write too wordily is by being redundant, repeating something that they already said, saying the same thing twice, or putting needless words in their writing (wasn't that redundant). This is different from reviewing your ideas in your conclusion, which is an integral part of writing an effective paper. Consider these examples of redundant writing:

### Words

Absolutely essential

Final conclusion

### Phrases

A problem that needs solving

Never at any time

The reason is because

### Sentences

Many uneducated people who have not had a lot of schooling have terrible grammar.

There were many causes of World War II. Several factors influenced the onset of the conflict.

## 15. Run-on sentences

A sentence doesn't have to be overly long to qualify as a run-on. A run-on sentence occurs when two complete thoughts are improperly connected, usually by a comma splice.

Incorrect:

*This next chapter is very difficult, you should start studying as soon as possible.*

Correct:

*This next chapter is very difficult, so you should start studying as soon as possible.*



# Proofreader's Marks

PROOFREADERS' MARK	DRAFT	PROOFREADERS' MARK	DRAFT
○ Delete space	art work	( ) Insert parentheses	arrives May 6 (tomorrow)
# Insert a space	# It was here.	_ Insert underscore	a <u>very</u> heavy package
✓ OR / Delete a word	numbers are <del>not</del> correct	✓/✓ Delete underscore	He's <del>always</del> on time.
^ Insert a word	It <sup>is</sup> simple.	¶ Start a new paragraph	¶ Provide quality service.
↺ Transpose	recommen <sup>d</sup> ed	no ¶ Remove paragraph break	no ¶ This is true.
↪ Move as shown	They are <sup>to</sup> here.	ss [ Single space	ss [ This is the most useful information.
^ OR ^ Insert a letter	refresments are provided	ds [ Double space	ds [ Those are manufactured at our headquarters.
✓ OR ✓ Delete a letter and close up	necess <sup>ary</sup> items	+1ℓ <sup>st</sup> Insert one line space	Cost: dependent upon quantity
✓ OR / Change a letter	effect	-1ℓ <sup>st</sup> Delete one line space	The requirements are specified.
✓ OR / Change a word	less <sup>two</sup> more than <del>one</del>	≡ Indent two spaces	Computer technology
○ Add on to a word	direct <sup>ly</sup> to you	⇒ Move to the right	\$4500 ⇒
^ Insert a comma	pencils, pens and paper	┌ Move to the left	┌ Turn off the power.
○ Insert a period	Mr. Frazer	✓ Raise above the line	4 x 10 <sup>6</sup>
∨ Insert an apostrophe	the auditor's records	^ Drop below the line	CO <sub>2</sub>
∨ Insert quotation marks	The <sup>easy</sup> jog <sup>s</sup> was really a ten-mile run.	.... Stet (don't change)	He <del>already</del> left.
= Insert a hyphen	full =time job	= Align horizontally	Re: = Cost Analysis
- - Insert a dash or change a hyphen to a dash	She's here <sup>finally!</sup>	Align vertically	To: Mr. Smith From: Ms. James
○ Spell out	⑤ people		
/ Use lowercase letter	First <sup>Q</sup> uarter		
≡ Capitalize	Wilbury <sup>av</sup> enue		



