**Style and Concision:**

*Instructions: Read the following sentences. In your group, discuss how they may or may not be effective. Then, work as a group to rewrite them–focusing on clarity, concision, and style. If you have time at the end, reread what you wrote and try to make more changes. However, be sure not to lose the meaning of the sentence.*

The overriding theme of the novel is discontent with the monarchy, which is probably in part due to the fact that the king had imprisoned him without adequate evidence of his supposed treason.

Fire represents a chance of rescue.  It is hope, a way of getting home.  Ralph holds onto the notion of the fire strongly, and places its importance over their lives. With the smoke from the fire, they will be able to signal passing ships of their presence and be saved.  It is the one thing that they can hope for.

The style, simple and seemingly straightforward, further illuminates the concept of the continual effects of romanticizing and of manipulating New Zealand into the settlers’ desires of another England.

Raleigh’s life was full of many diverse experiences and he is rather well known in history.

**Dashes:**

*Instructions: As a group, rewrite the following sentences using dashes. Discuss where the em dash would be most effective in these sentences (i.e. don’t necessarily just replace every comma with a dash). Then, invent your own sentences using the em dash. Try to write one example of each use of the em dash (in place of parentheses, colons, and commas). Feel free to make any other changes to the sentences as well!*

“Now, hours later, I gather my thoughts together, my nerves still raw and jangled, the pen still unsteady in my trembling hand.” (*Ella Minnow Pea*, Mark Dunn)

All of her clothes came from Paris (this was after Paris) and she had superb taste. (*The Princess Bride*, William Goldman)

The crowd, which by now was at the danger size, slowly quieted. (*The Princess Bride*, William Goldman)

**Passive vs Active:**

*Instructions: As a group, decide if the sentence is active or passive. Discuss how effective/ineffective the sentence may be because of this choice. Then, make any changes based on what you discussed. (i.e. change it from passive to active voice/ think about what necessary information might be missing)*

The police were notified.

Additionally, Sir Walter Raleigh was also granted forty thousand acres of land in Ireland where he was the first to cultivate tobacco and the potato in Britain

He was convicted of treason by the king and sentenced to death in 1603.

Delirium may also be known as acute confusional state and acute brain syndrome.

**Nominalizations and Unnecessary Adverbs:**

*Instructions: As a group, identify and discuss the use of nominalizations in the following sentences. Then, rewrite them based on your discussion. Feel free to make changes beyond nominalizations and adverbs.*

The article begins with a summary of the argument for the existence of a crisis.

Simon’s defiance to not tell them about his sanctuary causes the boys to misinterpret and mock him, since they believe he was “taken short”

The teacher made another assignment; this essay was needlessly excessive.