Proofreading for unnecessary words

Name _____ Date _____

Why use 10 words when six will do **and** make your writing clearer?

http://www.flickr.com/people/45581782@N00 Paul Downey

a) Can you suggest how this sign could be made more effective by removing 4 words?

b) In each of the following sentences, there is one word which is unnecessary.
   Which word could be left out?

> *Ten people successfully passed their driving tests that day.*

> *This project was specifically designed to improve efficiency.*

c) In the following sentences a number of words can be left out. (The number is in brackets.) Can you identify the unnecessary words?

> *At 7.30am I start my journey to work, which takes half an hour to get there.* **(3)**

> *The firefighters entered into the burning house.* **(1)**

> *After work, I go to my mum's house and pick up my son from my mum's.* **(3)**

> *Both of the parents arrived for the school play.* **(2)**

d) Compare these two sentences:

> *We usually meet up every week to go swimming. Anyway, this week we stayed on to have a cup of coffee in the café after our swim.*

> *Even though the drivers accepted a cut in their wages and longer shifts, they were made redundant anyway.*

   In which sentence is *anyway* not necessary?

Do you need to proof read for any unnecessary words in your own writing?

Watch out for *anyway* and *well* – in formal writing, they should be used with care.

a) Visitors are warned to avoid accidents.
b) successfully; specifically
c) to get there; into; from my mum's; of the
d) 'anyway' is not necessary in the second sentence

Adult Literacy
Wt/L2.7 Proof-read and revise writing for accuracy and meaning

(a) understand that, as well as checking for errors or spelling, grammar and general sense, proof-reading enable the writer to spot: unintended ambiguity (where meaning can be taken in more than one way); long-windedness or repetition (where the same point could be made more concisely); compression (where too many points are pushed into too few words and the sense is muddled).
(b) understand that revising these might involve rewriting some sentences as well as adding or removing individual words

http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum

Functional English
Ideal for underpinning the following Coverage and Range statement.
Level 2
Present information on complex subjects clearly and concisely
Present information/ideas concisely, logically, and persuasively
Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning.

http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria