CHAPTER 8

Clear and Emphatic Sentences

Technical Report writing



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group # 7

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# **Clear Sentences:**

Generally Clear Sentences means sentences easy to read and understand. Sentences are made clear by writing them in Verbal style instead of Noun style.Clear Sentences are more effective than others because they have strong verbs that are easy to understand.

**To make Clear Sentence:**

* Read your essay or paragraph and look for noun endings like –ion, -ance/-ence,-ment. Change that nouns to a verb by removing these prefixes.

e.g.

Their discussion was about a tax cut. (Noun style)

They discussed a tax cut. (Verbal style)

* Look for the forms of verb “be”( is, are, was, were) as the sentence verb and remove them.

And change noun to a verb.

e.g.

The medicine will have a soothing effect on patient. (Noun style)

The medicine will soothe the patient. (Verbal style)

* If there are more than one prepositions in a sentence then the sentence is probably in Noun style, so change it to Verbal style.

 e.g.

There was precision in their preparation of the data. (Noun style)

They prepared the data precisely. (Verbal style)

**Note:** By using one of these strategies and changing sentence to a Verbal style, the newer sentence becomes a clearer, concise and more effective sentence.

To be clear and complete, a sentence must have a subject, a verb and express a clear and complete idea.

For example:

“My homework is taking every waking hour” is a clear sentence. It includes a subject (My homework), a verb (is taking) and expresses a clear or complete idea (I’m tired!).

**Fragments:**

Some unclear sentences are as:

My math homework

 No Verb: Doesn’t express the action

Taking every waking hour

 No Subject: Doesn’t explain who or what

Because my math homework is taking every waking hour

 No clear idea: Because of this, what?

**Why we worry about making sentence clear?**

* To communicate effectively
* To show credibility as a writer
* To make writing interesting

# **Principles of clear sentences:**

Some principles of writing clear sentences are:

* **Use active voice instead of passive voice.**

For example

Active: He writes a letter

Passive: A letter is written by him

* **Use Simple Words instead of difficult words.**

Difficult Simple

Commence Begin

Terminate End

Transmit Send

* **Keep the sentence short**

Use the sentence, “Ali failed the class because of his irresponsibility” Instead of

“The lack of responsibility of Ali made him fail the class”.

* **Try to avoid unnecessary phrases**

This sentence “Student in the present time have to work to pay for college” can be written as “Today, Student have to work to pay for college.”

* **Avoid saying the same thing twice**

“The computer is a new innovation” can be replaced as, “The computer is an innovation.”

* **Eliminate unnecessary words**

“The movie was kind of disturbing.”

VS

“The movie was disturbing.”

# **Affirmative Sentences as Clear Sentences:**

Sentences can also be made clear and easier to understand by writing affirmative sentences instead of negative sentences.Affirmative sentences are clearer than negative sentences. Look for “not”, “no” or for contractions like “didn’t” in sentence, remove them and change sentence to affirmative.

Some common Negatives and Affirmatives are following:

 **Negatives** **Affirmatives**

 not able unable

 not certain uncertain

 not different alike/similar

 not many few

 not possible impossible

**Examples:**

Negative: He did not fail the exam.

Affirmative: He passed the exam.

Negative: The committee did not consider the facts.

Affirmative: The committee ignored the facts.

# **Emphatic Sentences:**

An empathic expression is one that is said with emphasis and stress to indicate importance.  This type of expression is used to show you have strong feelings about what you are saying.  Often emphatic expressions that are written have an exclamation point (!) at the end of the sentence. While spoken emphatic phrases have stress on the word that is used to emphasize or intensify your feelings.

Emphatic sentences can be used in expressing opinions, disagreeing, making strong suggestions, expressing annoyance, etc.Any sentence can be made emphatic by emphasizing on a particular subject, object or verb.There are a number of ways to add emphasis to your sentences in English.

Creating an emphatic expression involves adding an adverb intensifier to existing sentence or expression to make feelings even stronger.  In an emphatic phrase the adverb intensifier is always added before the verb.  The most common emphatic intensifiers in English are “really” and “very much.

I **really**don't believe him.

He **literally**wrecked his mother's car.

She **simply**ignored me.

I love my mother **very much.**

They're going to be late, **for sure**.

"In spoken English, words can be emphasized by being pronounced with a heavier stress than usual. This type of emphasis is usually indicated in written Englishbymeansofitalics orunderlining."

"Emphatic statements are often used in conversation; for instance, when one speaker is contradicting another." e.g. "I don't believe he works very hard." "Yes, he does work hard."

# **Forms of Emphatic sentences:**

These forms are used to emphasize a statement.

1. Cleft Sentences
2. Exceptional Use of do or did

## a**. Cleft Sentences:**

Cleft means divided. In a cleft sentence, information which could be given in one clause is divided into two parts, each with its own verb.This way give extra emphasis to part of the sentence.

Three are two types of cleft sentences are used to emphasize a sentence:

1. It-Cleft Sentences
2. What-Cleft Sentences

### **1. It-Cleft sentences:**

Sentences introduced by **‘It is’** or **‘It was’** are often used to emphasize a specific subject or object. The introductory clause is then followed by a relative pronoun.

The pattern of It-Cleft sentences is: It + be + highlighted word/phrase + that/who clause

The highlighted word/phrase can be a subject, object, time or place.

For examples, if the sentences is, “John stole a book from the library last week”. In this sentence the subject is ‘John’, the object is ‘a book’, the time is ‘Last week’ and the place is ‘Library’.

**Subject as focus:**

If we want to emphasis to subject then the order of sentences will be:

It was John who/that stole a book from the library last week.

**Object as focus:**

If we want to emphasis to object then the sentences will look like this:

It was a book that John stole from the library last week.

**Time as focus:**

In above example last week is a time, if we want to emphasis to time then the sentences will be:

It was last week that john stole a book from the library.

**Place as focus:**

If we want to emphasis to place then thearrangment sentences will be:

It was from the library that John stole a book last week.

Some more examples are:

It was I who received the promotion.

It is the awful weather that drives him crazy.

### **2. What Cleft Sentences:**

Sentences introduced by a clause beginning with ‘What’ are also used to emphasize a specific subject or object. The clause introduced by ‘What’ is employed as the subject of the sentence is followed by the verb ‘to be’.

**Examples:**

What we need is a good long shower.

What he thinks isn’t necessarily true.

**Pattern:**

The pattern of what-cleft sentences depends on the word/statement which is to be emphasized.For example there will be a different pattern to focus on a word/phrase, to focus on an action and to focus on a whole sentence.

For example if we want to focus on a word/phrase the pattern of what cleft sentences will be:

What-clause + be + highlighted word/phrase

**Example**:**What** I ignore about him **is**his rudeness.

If we want to focus on an action then this pattern will be used:

What + subject + do + be + infinitive clause

**Example:WhatJohndid** yesterday **was**steal a book from the library.

To focus on a whole sentence, the pattern of what-cleft sentence will be:

What-happens + be + clause

**Example**:**What happensis**we always end up having a row.

There are someother cleft sentences which does not follow the pattern of it or what cleft sentences. Here is an example of these type of cleft sentences

The person who told me about it was Mike.

All I want is a cup of tea.

The place where he went for some business is Turkey.

## **b. Exceptional Use of ‘Do’ or ‘Did’:**

We have probably learned that the auxiliary verbs ‘do’ and ‘did’ are not used in positive sentences – for example: He went to the store. NOT He did go to the store. However, in order to emphasize something we feel strongly these auxiliary verbs can be used as an exception to the rule.Emphatic forms sometimes called the emphatic tenses or emphatic mood,
are made with the auxiliary verb do in the present or past tense + the base form of the verb.

The **present emphatic** tense is formed by adding the basic present form of the verb to the present tense of the verb **to do***(do* or *does).*

The **past emphatic** tense is formed by adding the basic present form of the verb to the past tense of the verb **to do***(did).*

**Present emphatic:** Does he run fast?

He does run fast.

He does not run slowly.

**Past emphatic:** He did come to work today.

Didn't he stay home?

He did not stay home today.

**Examples:**

No that’s not true. John did speak to Mary.

I do believe that you should think twice about this situation.

Note this form is often used to express something contrary to what another person believes.

## **Adding emphasis by stressing the auxiliary:**

When we want to add emphasis to a verb, we often stress the auxiliary (say it louder), shown here by underlining. We do this especially when we want to correct what somebody thinks, or contrast it with something else - (contrastive emphasis).

* Continuous - Why aren't you going to the party?
* - But I am going to the party!
* - I can't go to this one, but I am going to the one next week.
* Perfect - You haven't tidied your room!
* - I have tidied it! I did it this morning.
* - I know, but I have put my clothes away.
* Modal - Is it because you can't dance?
* - But I can dance! Just look!
* - I can't dance the pasodoble, but I can dance the tango.

Note about contractions - when using these emphatic forms we don't use contractions in positive forms, even when speaking informally.

# **Examples of Emphatic sentences**:

Some more examples of emphatic sentences are:

I do take medicine for an allergy."(Present emphatic tense)

I did take medicine for an allergy. (Past emphatic)

I will take allergy medicine. (Future emphatic)