***CLEAR AND EMPHATIC SENTENCES; UNCLEAR SENTENCES; REVISING FOR CLEAR VARIETY AND EMPHASIS***

***Chapter 9***

* ***Clear sentences***

*The word clear means that anything that is easy to understand and don’t cause any confusion at all. Anything which is visible and prominent is easy to understand. Clarity plays a very important role in proper understanding of a particular message. So, we can say that clear and concise messages are more likely to bring about the desired response. Sentence is a group of words which makes the complete sense. It has three parts*

* *Subject*
* *Verb*
* *Object*

*For example.*

*Ali eats an apple.*

*The sun shines brightly.*

*In first example ‘Ali’ is a subject, eat is a verb and an apple is object.*

*In second example ‘Sun’ is a subject, shine is a verb and brightly is adverb.*

*Clear sentences are those sentences which are easy to understand and interpret. And they don’t create any confusion at all. For clarity it is important to keep a check on sentence length. If your sentences are too short, your writing will sound childish. And similarly if they are too long the reader will lose track.*

 *Writing clearly and concisely means choosing your words deliberately, constructing you sentences carefully and using grammar properly. By writing clearly and concisely you will get straight to your point in a way your audience can easily comprehend.*

*In order to succeed in your communication task, you need to keep your audience’s attention. Writing clearly and concisely is one way to capture the motivation of audience.*

*Several techniques can help you learn to write clearly and concisely in order to motivate your audience to read and respond favorably to your communication.*

*Some examples are:*

* Unclear: peter’s hair needs cutting badly.
* Clear: peter’s hair badly needs cutting.
* Unclear: he telephoned asking me to come next Sunday today.
* Clear: he telephoned today asking me to come next Sunday.
* Unclear: the basket was carried by a girl full of flowers.
* Clear: the basket full of flowers was carried by a girl.
* ***Choose your words deliberately***

*The words you choose can either enhance or interfere with your meaning and your audience’s comprehension. Follow these guidelines to develop a strategy for choosing the most effective words for your communication task.*

* ***Use simple words***

*Using simple words can make your sentences clear and concise.*

***Use because instead of:***

*Due to fact that*

*In light of the fact that*

*Owing to the fact that*

***Use about instead of:***

*Concerning the matter of*

*In reference to*

*With regard to*

***Use can instead of:***

*Is able to*

*Is in a position to*

*Has the capacity to*

* ***Eliminate unnecessary words:***

*Unnecessary words come in many forms. Like vague words, they can conceal instead of reveal your meaning. Avoid excessive detail and extra determiners and modifiers in your sentences. You should also avoid using repetitive and redundant words.*

* ***Vague:*** *apple is developing a new consumer device that allows users to communicate vocally in real time.*
* ***Clear:*** *apple is developing a new cell phone.*
* **Emphatic Sentences:-**

**Emphatic mean:-**

 Emphatic means “forceful”, “clear” and “strong”.

**Definition:-**

The definition of emphatic is something that is said or done with strong emotion re action.

Emphatic sentence is a sentence in which the verb gives special stress on its action.

Emphatic sentence is one that is said with emphasis and stress to indicate importance.

This expression used to show you have strong feelings about what you are saying.

**For example;**

if a cricket team defeat a match from 100 runs the victory is emphatic because like strong speech and emphasis the victory is clear and strong.

**Creating Emphatic Sentences:-**

 It can be done by adding do, does or did to the main verb of the sentences.

**Example:**

Simple sentence: We speak the truth.

Emphatic sentence: We do speak the truth.

Simple sentence: I exercise daily.

Emphatic sentence: I do exercise daily.

Simple sentence: We worked hard for our exams.

Emphatic sentence: We did work hard for our exams.

Simple sentence: He helps the poor.

Emphatic sentence: He does help the poor.

**Use of Do, Did, Does in Emphatic Sentence:-**

1. Do and Does is used if the action is in the present.

e.g.: He does go to school.

 She does look happy.

1. Did is used if action is in the past.

e.g.: She spoke the truth.

 She did speak the truth.

**Emphatic Tense:-**

The emphatic tenses of a verb are used to add emphasis

**Present emphatic:**

 Present emphatic is formed by adding the first principle part (present tense) of the main verb to the helping verb “do” or “does”.

e.g.: They do leave early.

 Ali does swim daily.

**Past emphatic:**

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

e.g.: They did leave early.

 Ali did swim daily.

* ***Unclear sentences***

*Unclear means poorly stated or poorly described or confused. So, unclear sentences are those sentences which are not clear to the mind and they are not easily understandable. The biggest issue of unclear sentences is using incorrect grammar when writing.*

*For example,*

***Incorrect grammar*** *I don’t want nothing from you.*

***Correct sentence****: I don’t want anything from you.*

Revising for a clear sentence:

* Drafting
* Revising
* Editing

Drafting

Definition:

A stage of the writing process during which a writer organize information and ideas into sentence and paragraph.

Introduction:

Drafting is vital part of successful writing.Once you have planned out your ideas the next step is to start drafting or writing.Organize your information logically and developing your topic with enough detail for your audience and purpose. You should never send off a draft to your audience without at least some sort of revision or editing. The more complicated your writing require more time for drafting. As you write keep referring back to your note and the plane that you determined in pre-writing.

In pre-writing there are three stages:

Brainstorming:

The first step is brainstorming in pre-writing .This means putting down all your ideas on the paper associated with the topic that you want to write. There are many ways to do this. Here examples of three most popular ways of generating ideas.

1. Listing
2. Tree Diagram
3. Idea Map.

Free-writing:

Free-writing can also be pretty fun if you let it. Once you have the main topic of your argument them it is time to begins getting your ideas on paper. For free-writing before paper writing you should need to write for several (8-10) minute about on your topic.

Out-line:

The out-line serve as a way to organize your thought into comprehensive process that flow smoothly from one point to another point.

During drafting stage, you should concentrate on getting your ideas on paper. Organize your information logically and developing your topic with enough detail for your audience and purpose.You should never send off a draft to your audience without at least some sort of revision or least editing. The more complicated your writing task is require more time you should allow yourself for drafting.

Nobody gets it right the first time!

If a professional writer says that he/she never write more than one draft you can pretty much but they are joking or not telling truth.

Types of Draft:

There are three types of draft:

Rough Draft:

It is very important step in the writing process. Writing more than one draft give you opportunity to catch problem and see where the paper may not be working. So, it is very good ideas to leave yourself with enough time to write at least two or three draft of your paper. While you write your rough draft you may not feel completely satisfied about the paper but that’s ok, because it is rough draft.

Intermediate Draft:

The process between drafts is kind of overlapping with two of the other section, they are “Revising and Editing”. Actually, the intermediate-draft is a process of revising your former draft again and again.

Final-Draft:

Now we are coming to the final draft! However, this is not end of your final paper yet!The overall structure of writing construction has been already done.So, we could say that you have achieved a half-success! But keep up the hard work and you will be glade you went through so many drafts. All the hard work just might eventually pay off in a big way.

**Revising :**

1. ***Revision***literally means “re-seeing”—looking anew at ideas and details, their relationships and arrangement, the degree to which they work or don’t work for the thesis/paragraph.

 In revising, you look out to your readers, trying to anticipate how they will see your Work and adopt a critical perspective toward your work. It involves analyzing the global level and paragraph level organization of the document, and making changes to your draft on a global, paragraph, and sentence level to ensure that:

* The document addresses its purpose.
* The document supports any claims its makes
* The structure of the document is logical and supports the purpose and main claim
	1. If your group has drafted parts of the document separately, merge your ideas together into a single document first, then focus on meshing the styles. The first concern is to create a coherent product with a logical flow of ideas. Then the stylistic differences of the individual portions must be smoothed over.
	2. Revise the ideas and structure of the paper before worrying about smaller, sentence-level errors (like problems with punctuation, grammar, or word choice). Is the argument clear? Is the evidence presented in a logical order? Do the transitions connect the ideas effectively?
1. **Proofreading:** Check for typos, spelling errors, punctuation problems, formatting issues, and grammatical mistakes. Reading the paper aloud is a very helpful strategy at this point.

Editing:

Editing involves looking at each sentence carefully, and making sure that it’s well designed and serves its purpose. Proofreading involves checking for grammatical and punctuation errors, spelling mistakes, etc. Proofing is the final stage of the writing process.

For example, you have submitted a manuscript of your research paper to an international research journal for publication. The reviewer will score the submitted manuscript according to the following codes:

* **Accept:** Manuscript is ready for publication as is.
* **Minor Revision:** Manuscript is almost ready for publication; the author should be required to make some small amendments. The amended manuscript may not be returned to the reviewers.
* **Major Revision:** Manuscript has significant scientific merits but requires some major changes or revisions by the author, and should be returned to the reviewers for a second review round.
* **Reject and Resubmit:** Manuscript has some scientific merits but some critical issues to be addressed. Most likely this will involve conducting substantial additional studies generating experimental or computational data to further validate the developed methods or demonstrate the values of the central idea.
* **Reject:** Manuscript should be rejected and should not be considered again by TBME for publication.
* ***Revising for variety and emphasis***
* What are variety and emphasis in writing?

When you write sentences of various lengths and structures within a paragraph or longer piece of writing, you create **sentence variety.**

Working in concert with sentence variety, **emphasis** allows you to add weight to ideas of special importance.

Using techniques of variety and emphasis adds style and clarity to your writing. Usually, the best time to apply the principles of variety and emphasis is while you are REVISING.

* How to create variety and emphasis?
1. Different sentence lengths
2. Occasional questions, commands, or exclamations
3. Modifiers
4. Repetition
* How do different sentence lengths create variety and emphasis?

To emphasize one idea among many others, you can express it in a sentence noticeably different in length from the sentences surrounding it. In the following example, a four-word sentence between two longer sentences carries the key message of the passage.

Today is one of those excellent January partly cloudy in which light chooses an unexpected landscape to trick out in gilt, and then shadow sweeps it away. **You know you’re alive.** You take huge steps, trying to feel the planet’s roundness arc between your feet.

 —Annie Dillard, *Pilgrim at Tinker Creek*

* How do occasional questions, commands, or exclamations create variety and emphasis?
* Occasional questions, placed appropriately, tend to involve readers.
* Occasional mild commands, appropriately used, gently urge a reader to think along with you.
* An occasional exclamatory sentence, appropriate to the context, can enliven writing.
* How can modifiers create variety and emphasis?

MODIFIERS can expand sentences to add richness to your writing and create a pleasing mixture of variety and emphasis. Your choice of where to place modifiers to expand your sentences depends on the focus you want each sentence to communicate, either on its own or in concert with its surrounding sentences.

* How does repetition affect variety and emphasis?

You can repeat one or more words that express a main idea when your message is suitable. This technique creates a rhythm that focuses attention on the main idea. Here’s an example that uses deliberate repetition along with a variety of sentence lengths to deliver its meaning.

Coal is **black** and it warms your house and cooks your food. The night is **black,** which has a moon, and a million stars, and is beautiful. Sleep is **black,** which gives you rest, so you wake up feeling **good.** I am **black.** I feel very **good** this evening.

 —Langston Hughes, “That Word *Black*”

* How else can I create variety and emphasis?
* Changing word order

The **mayor *walked*** into the room. [*Mayor* is the subject, which comesbefore the verb *walked.*] Any variation from standard word order creates emphasis.

* Changing a sentence’s subject

The subject of a sentence establishes the focus for that sentence. To create the emphasis you want, you can vary each sentence’s subject. All the sample sentences below express the same information, but the focus changes in each according to the subject.

**i.e: Our study *showed*** that 25 percent of college students’ time is spent eating or sleeping.

**i.e: College students *eat or sleep*** 25 percent of the time, according to our study.