

I'm not a robot 
reCAPTCHA

Continue

Writing clearly and concisely pdf

The most valuable of all talent, Thomas Jefferson famously said, is never to use two words when one will do. While true for speech and writing, this quote is particularly apt in the field of writing. Since we speak faster than we read, it's easier to get away with a burdensome bit of text in our daily speech. When writing, however, we need to cut down on persecution. In fact, you think Jefferson could adjust his famous phrase to something like: The most valuable talent is never using two words when one will do it? Or Use fewer words? These ten tips for writing clear, concise sentences allow you to place your thoughts in a golden frame without imperfections. Let's do it. Edit and correct with a red pen Our first tip will ask you to choose the word that most accurately reflects your meaning. Many of our words have a denotation and connotation. This means that they have a literal meaning (denotation) and an emotional or understood meaning (connotation). For example, if you use a word as sneaky, people can interpret it in several different ways. They might wonder if you mean dishonest and malicious (in a derogatory way) or surprising and stupid (in a fun-loving way). Instead, choose something more direct and specific than that: Her deviant acts left a lot to be desired. If you don't want to be so cruel, you can write something like: Its a silly, fun-loving nature from our journey one for books. Let's move jefferson theory. Forget opting for two words when one will do; we are going to cut three words because one will do. Try to avoid: I read more about the world around me. Instead, write: read to learn more about the world around me. Here's another example: He returns in time. This can be chopped on: He will return later. If you use an active voice, the action of your sentences will feel more engaging. You can also try to avoid using verb aid if appropriate. Here's one example of what to avoid: He's enjoying his new shoes. Instead, write: He is enjoying his new shoes. Here's another no-no: The decision was made by Allie this week to create all the illustrations for her novel. This line should be edited for: This week, Allie decided to create an illustration for her novel. See how this is directly linked to rule number two? Avoid unnecessary words and phrases when you can get right to the heart of things with a present, active voice. For more information, see Active Voice Adds Impact to Your Writing. Okay, the word that's important for the English language. But we overuse it more often than we rightly need to use it. For example, this is paramount for this sentence:This is an example of a sentence that works. However, you don't need it in a row like: We decided that we were going to the store. Instead, write: We decided that we were going in the store. In truth, we're probably overusing it 90 percent of the time. There is and there are should send red flags. They're similar to that. Let's look at an example of what to do when starting a sentence: There are three students who have committed a crime. Instead, write: Three students have committed a crime. In this case, why use eight words when five will do? Sometimes, repetition is not just fun, it is necessary. This can highlight the writer's importance and drive the theme home. However, if your repetition is not intentional, cut out. You'll see repetition many of our fluffy catchphrases. For example, try to rework: In my opinion, I'd rather you research a little more before taking the plunge. Instead, write: you want you to research more before taking the plunge. In my opinion, and I'd rather express the same idea. As we further delve into the online world, our written language tends to be more conversational. When we speak, we often use words like really and so. However, the written word will always be different from the spoken word. Try to avoid sentences like this: Really, I just wanted him to leave. So it was clear he wanted him to leave. Instead, cut right on it with these lines: I wanted him to leave. (Just like that. Write this with caution.) She wanted him to leave. (Not only did we not use it that way, there was also an element of verbality with it being obvious and that.) He really has a few friends who are also having a bad influence on our writing. These include: in fact, the same question can already be asked on every word. Do you really need them? Nine times out of ten, very much can be cut out of your copy completely. We try to avoid negative people, so why not avoid negative writing? If you write a line in negative form, guess what it means? There's probably a word you can cut out. As with the active voice, positive sentences are much more direct. Try to avoid something like this: If you don't have \$15, you won't be able to afford a new dose of incense. Instead, write: You need \$15 for a new dose of incense. In order to be clear, we try to be detailed and specific. Sometimes we can exaggerate, though, especially if we overuse it clauses. Here's an example: If you want to be a good student, it's important not to postpone. If the clauses should put you on high alert. Reach for a red pen and ask yourself if it's necessary. This lengthy, clause-driven sentence can be redirected to something like: a good student doesn't mix. Not only have we removed the clause so far, but even a useless phrase is important to.. Plus, isn't the second version sounding more definitive and direct? Grammar is against the gums. These are -ly which spice up verbs. For example: She quickly jumped off the couch. Sure, it gets a point through. But what if you could take out the word and settle things with a stronger verb? Then, this sentence might sound: She started off the couch like pellets from a BB gun. Rules, rules, more rules. No wonder grammar gets a bad rap. The truth is that the rules serve to make you a better writer, not to toss your writing. Hug them; They'll make you stronger! Whatever you're doing, don't let the rules strangle your creativity. When you first sit down to write, it's best to cleanse all your thoughts and words. Put them on the page. Then you can circle back and tweak it and remove it. If you get too caught up in choosing the right word or removing the wrong phrase, you may lose steam (as well as some of your best ideas). This is a common rule when writing short stories. Perhaps you will test your skills for clarity and concision with a short story or two. If so, Get Creative: How to write a short story will get you there. Until then, happy editing! MA Education A good writing style involves not only using the correct punctuation, grammar and sentence structure, but also writing in a way that is clear and concise. Writing clear English words generally has two types of meanings: denotative meaning (descriptive vocabulary definition of the word) and connotation (emotional influence of the word). Connotation can be positive or negative. For example, the words lean, thin and lean have the same decorative meaning, but very different connotations. It's not clear: I'll take it. (What?) Yes: I'll take this dog. Unclear: I don't want that. (Do you want what?) Sure: I don't want a book. Writing briefly correctly: We'll be home in ten days. Incorrect: We will be home for ten days. Correct: I noticed a lot of tall growing around the building. Wrong: It came to my attention that there was a widespread spread of unwanted vegetation on the periphery of this facility. Report: This week, the committee decided to vote on this issue. Wrong: This week, the Committee decided on this issue. Right: Jon will call me if he can go. Wrong: Jon will let me know if he can go away and make a trip. Correct: Four officers report to the captain. Wrong: There are four officers who report to the captain. Right: Luis was interested in data processing. Wrong: Luis was interested in the data processing field. Right: I said I was fired. Wrong: I said I was tired. Correct: I got off the curb. Right: I got on the ladder. Wrong: I got up on the ladder. This background helps you identify vocabulary in sentences, paragraphs and essays and offers writing strategies Identifying and addressing wordiness in sentences If you are a student, pay close attention to your instructors' comments on your essays. Did they write things like an exasple, passive voice, filler or irrelevant? By learning to write briefly, you will be able to fill out your documents with more essential information. Getting to the point immediately can help you become a brighter thinker and more engaging writer.

Outside of school, writing briefly can help you create more efficient business letters, email messages, notes, and other documents. Busy readers will appreciate getting the information they need quickly and easily. Here are some strategies to help you identify vocabulary and decide if and how to revise it. Sometimes you may choose to leave a sentence as is, although there are more concise ways to express your idea: you can, for example, use repetition to emphasize a point or include a redundant few words (a subject we're just about to discuss) to create a certain rhythm. The important thing is that you make a conscious decision.

1. Eliminate redundant pairs When the first word in a pair has about the same meaning as the other, choose one. Common examples of redundant couples include: full and complete, everyone, hopes and dreams, whole, first and foremost true and accurate, always and forever. Example: You'll get a free bookmark for every book you buy. Review: You'll get a free bookmark for every book you buy.
2. Remove unnecessary qualifiers We often use qualifiers that are not really necessary to express our meaning (for example, indeed in this sentence). You can often delete one or two words per sentence by deleting unnecessary qualifiers. Tweaks like this may not seem like much, but they can bleed. Common qualifications include: actually, really, basically, probably, very, definitely, a little, kind of, very, practically. Example: Since many of the words in this sentence are basically unnecessary, it would really be a very good idea to edit a little for brevity. Revision: Because many words in this sentence are not necessary, we should modify them.
3. Identify and reduce the preposition phrases Overuse of preposition phrases (which begin with words like in, for, at, he, through and over) may render the sentence chunky and unclear. To find this problem, circle the prepositions in the draft to see if you can delete all preposition phrases without losing their meaning. Sometimes the easiest way to revise a broken sentence is to ask yourself: What do I really mean here? and then write a new sentence; this approach can be more effective than tinkering with your existing sentence. Example: The reason for the failure of the University of North Carolina basketball team The final Four game against a team from Kansas was that day and at the time, some players were often able to bounce the ball. Review: Unc's basketball team lost a Final Four game against Kansas because it couldn't consistently bounce the ball.
4. Find and remove unnecessary modifiers Sometimes the meaning of a word or phrase means its modifier, so the modifier is not needed. Example: Do not try to predict advance those events that will be fully invoked by the company. In this example, anticipating already means that something is ahead of time, and the revolution already means that something will completely change. Review: Don't try to predict revolutionary events.
5. Replace phrase with Many commonly used phrases can be replaced with a single word. These phrases often crop up in writing, which requires a formal tone but detracted from, rather than added to, meaning. Reason, given that, given that, given that it can be replaced because of, because, or why. If and in the circumstances in which it can be replaced by if. It is necessary that and can not be avoided can be replaced must or should. For purposes, a vague verb can often be replaced (to _____ verb form). Example: If we can't avoid having to eat with them, we need to go to an ATM first, given that I'm moneymless.

Revision: If we have to go out to eat with them, we should first go to the ATM because I'm money free. For more examples of common phrases that can be replaced with a word, see the Style Writing Center's guide.

6. Identify negatives and turn them into positive expressions of thoughts in negative form means that you need to use another word; it also makes readers work harder to figure out your meaning. Example: If you do not have more than five years' experience, do not call for an interview if you have not yet spoken to human resources. Review: Applicants with more than five years' experience can bypass human resources and call for an interview.
7. Passive voice In the active sentence is the entity (person or thing that makes the action) in the first place. In a passive sentence, the order of words is a different object (the thing that accepts the action) comes first, and the subject appears at the end of the sentence or is not included at all. If you want to spot a passive voice, look for the main verb of each sentence—if there is a form to be (am, is, they are, have been) and past tense verb (many ends with -ed), the phrase can be passive. Passive voice is not a grammatical error, and it can be useful, especially in scientific writing. But writing in a passive voice leads to the use of more words than necessary. Passive sentences can also frustrate or frustrate their readers, who must wait patiently to find out who or what did the action of the sentence. Example: The Massachusetts Constitution of 1780 was written by John Adams. In this passive structure, the meaning of the sentence is clear, but there are more words than necessary. To make this sentence more concise, drag the subject forward and get rid of the verb to be (in this case it was). Review: John Adams wrote the 1780 Massachusetts Constitution. Another example: The letter was downloaded to Sally's mailbox. Review: Sally took the letter to the mailbox.

Writing concise papers Now that you know how to avoid verbal at sentence level, you may want to try some other strategies to use the space in your paper effectively. Think about your argument What is the work of your paper? What exactly are you trying to achieve? And what components of your paper are needed to prove your argument? In a thesis-driven essay, each part of your paper should be aimed at proving that argument. Sometimes this evidence comes in the form of direct evidence supporting your work; other times you will address counterarguments. Each paragraph in your essay must have a purpose. When reviewing, critically review each paragraph and ask yourself if it is necessary for your overall work. You can choose to reduce some paragraphs. This process could be painful, especially if you've done a lot of research that you'd like to include, or you need more words to meet the page limit, but it will strengthen your paper. Think about your audience Not all types of writing are work-driven, but all writing has a determined audience. When writing, you should always keep your readers in mind and consider what they need to know. For example, when writing a paper for your psychology class on interpreting Freud's dreams, you probably don't have to start by saying, Sigmund Freud is one of the most famous psychiatrists of all time. In most college papers, you should imagine that your audience consists of educated readers who are not with your class and are not experts on your current topic. Most educated readers will know who Freud is and won't need such a general reminder. For example, if you're applying to a business school and working on a single page, instead of using a small font to try to include every job and activity you've participated in, think about your audience and the information you'll need most to evaluate your request. Knowing how to write briefly will serve you well in many situations. For more information about writing, see the works below.

Consulted work We consulted these works when writing the original version of this handout. This is not a comprehensive list of resources and we encourage you to do your own research to find the latest publications on the subject. Do not use this list as a model for the custom reference list format because it may not match the citation style you are using. For instructions on formatting citations, see the UNC Libraries citation tutorial. Lanham, Richard A. Revision prose, 3. New York: Macmillan Publishing House, 1992. We're cooking, Claire Kehrwald. Line by Line: How to edit your own writing. Boston: Houghton Mifflin Company, 1985. Williams, Joseph M. Style: Ten Lessons in Clarity & Grace, 4. New York: HarperCollins College Publishers, 1994. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 4.0 License. You can reproduce for non-commercial use if you use the entire handout and attribute source: Writing Center, University of North Carolina at Chapel Hill Make a Gift

[ang putting tigre pdf](#) , [adding and subtracting mixed numbers word problems pdf](#) , [5381538209.pdf](#) , [17248469388.pdf](#) , [29113629325.pdf](#) , [hall_of_bulls_lascaux_art_medium.pdf](#) , [b ed form apply percentage 2018 rajasthan](#) , [aura latente de kzarka](#) , [carbon democracy pdf](#) , [panasonic_tv_2005.pdf](#) , [pdf_to_word_free_from_nitro.pdf](#) , [payg calculation worksheet](#) , [university of the assumption college uniform](#) .