

Shape

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Where do readers get a sense of shapeless length from

- Wait too long to get to the verb in the main clause.
- They have to slog through a shapeless sprawl of tacked-on subordinate clauses.
- They are stopped by one interruption after another.

Revising Long Opening

- Get to the subject quickly
- Get to the verb and object quickly

Get to the subject quickly

- Move the very long introductory clause to the end.
- If it doesn't fit, try turning it into a sentence of its own.

Exception:

When a society spends more on its pets than it does on its homeless,
when it rewards those who hit a ball the farthest more highly than
those who care most deeply for its neediest,
when it takes more interest in the juvenile behavior of its richest
children than in the deficient education of its poorest,
it has lost its moral center.

Get to the verb and object quickly

- Avoid long, abstract subjects
- Avoid interrupting the subject-verb connection
- Avoid interrupting the verb-object connection

Avoid long, abstract subjects

Abco Inc.'s understanding of the drivers of its profitability in the Asian market for small electronics helped it pursue opportunities in Africa.

✓ **Abco Inc.** was able to pursue opportunities in Africa because it understood what drove profitability in the Asian market for small electronics.

Avoid long, abstract subjects

A company **that focuses on hiring the best personnel and then trains them not just for the work they are hired to do but for higher-level jobs** is likely to earn the loyalty of its employees.

✓ **When a company focuses on hiring the best personnel and then trains them not just for the work they are hired to do but for higher-level jobs**, it is likely to earn the loyalty of its employees.

Avoid long, abstract subjects

✓ A company is likely to earn the loyalty of its employees **when it focuses on hiring the best personnel and then trains them not just for the work they are hired to do but for higher-level jobs.**

✓ Some companies focus on hiring the best personnel and then train them not just for the work they are hired to do but for higher-level jobs later. **Such companies are likely to earn the loyalty of their employees.**

Avoid interrupting the subject-verb connection

Some scientists, **because they write in a style that is impersonal and objective**, do not easily communicate with laypeople.

✓ Some scientists do not easily communicate with laypeople because they write in **a style that is impersonal and objective**. It is a kind of style filled with passives and . . .

✓ Some scientists **deliberately** write in a style that is impersonal and objective.

Avoid interrupting the verb-object connection

- We must develop, **if we are to become competitive with other companies in our region**, a core of knowledge regarding the state of the art in effective industrial organizations.

✓ **We** must develop a core of knowledge about the state of the art in effective industrial organizations **if we are to compete with other companies in our region. Increasing competition . . .**

Avoid interrupting the verb-object connection

Exception:

In a long sentence, put the newest and most important information that you want your reader to remember **at its end**.

✓ In a long sentence, put **at its end** the newest and most important information that you want your reader to remember.

Starting with your point

- Begin a paragraph with a sentence (or two) expressing its point so that readers can understand what follows.
- Begin a section of a document with a paragraph or two stating its point.
- Do the same for a whole document: begin with an introduction that states its point and frames the rest.

Reshaping Sprawl

- Cut
- Turn subordinate clauses into independent sentences
- Change clauses to modifying phrases.
- Coordinate

1.Cut

The day is coming when we will all have numbers **that will identify** our financial transactions so that the IRS can monitor all activities **that involve** economic activity.

✓ The day is coming when we will all have numbers **identifying** our financial transactions so that the IRS can monitor all activities that **involving** economic activity.

2. Turn subordinate clauses into independent sentences

Of the many areas of science important to our future, few are more promising than genetic engineering, **which is a new way of manipulating the elemental structural units of life itself, which are the genes and chromosomes that tell our cells how to reproduce to become the parts that constitute our bodies.**

✓ Many areas of science are important to our future, but few are more promising than genetic engineering. **It is a new way of manipulating the elemental structural units of life itself, the genes and chromosomes that tell our cells how to reproduce to become the parts that constitute our bodies**

3. Change clauses to modifying phrases

1. **Resumptive Modifiers**

Resumptive modifiers refer to the structure that repeats after the main part in a sentence. This structure may be regarded as redundant or less formal in some contexts, but it is acceptable in some languages and styles.

Resumptive modifiers help to strengthen a concept or information, but use it with caution to ensure that sentences remain clear and easy to understand.

Change clauses to modifying phrases

1. Resumptive Modifiers

✓ It was American writers who found a voice that was both **true** and **lyrical**, **true** to the rhythms of the working man's speech and **lyrical** in its celebration of his labor.

Change clauses to modifying phrases.

2. Summative Modifiers

Economic changes have reduced Russian population growth to less than zero, **which will have serious social implications.**

✓ Economic changes have reduced Russian population growth to less than zero, **a demographic event that will have serious social implications.**

A summative modifier has the same effect as a resumptive modifier: it lets you bring a clause to a sense of closure, then begin afresh.

Change clauses to modifying phrases.

3. Free Modifiers

It refers to a modifier that can move in a sentence without affecting the basic structure or meaning of the sentence. These modifiers can be placed in different places in the sentence, but they will not change the basic meaning of the sentence.

Example:

The cat, hungry and tired, slept on the windowsill.

Hungry and tired, the cat slept on the windowsill.

The cat, hungry and tired, slept peacefully on the windowsill.

The cat slept on the windowsill, hungry and tired.

Here's the Reshaping Sprawl's point:

- When you have to write a long sentence, don't just add one phrase or clause after another. Particularly avoid tacking one relative clause onto another onto another. Try extending the line of a sentence with resumptive, summative, and free modifiers.

4. Coordinate

Coordination is the foundation of a gracefully shaped sentence. It's harder to create good coordination than good modifiers, but when done well, it's more graceful. It refers to combining two or more components, words, phrases or sentences with the same structure to form a parallel structure. The purpose of this structure is to make two or more components equal and can exist in parallel.

Example:

- You can add the words like And, Or, but to balance the sentence.
- She likes to swim **and** run.
- The car is fast **and** reliable.
- I want to go to the store, but she prefers to stay at home.

Unifying Principle

- It applies to the subject-verb sequence of individual sentences: the shorter the better to introduce the longer, more complex elements that follow.
- It applies to the principle of old-new: old information is usually objectively shorter than new information, but it is “psychologically” shorter, as well.
- It applies to ordering the logical elements of a long sentence: begin with its short point, then add the longer and more complex information that explains or supports it.
- It applies again here in balanced coordination: put shorter before longer ones

Here's the points of Coordinate :

- Coordination lets you extend the line of a sentence more gracefully than by tacking on one element to another. When you can coordinate,
try to order the elements so that they go from shorter to longer, from simpler to more complex.

Faulty Grammatical Coordination

Error in grammar coordination. This error usually involves structurally similar but mismatched grammatical elements, which may lead to unclear or unsmooth sentences.

Faulty Grammatical Coordination emphasizes the need to ensure that the components are syntactically consistent when using conjunctions to ensure the correctness and clarity of sentences.

Faulty Grammatical Coordination

She likes swimming in the morning and to hike in the afternoon.

She likes swimming in the morning and hiking in the afternoon.

Faulty Rhetorical Coordination

It refers to the miscoordination of rhetorical structure.

- The company emphasized quality in their products and the need for cost-cutting measures.
- The company emphasized both quality in their products and the importance of cost-cutting measures.

Ambiguous Modifiers

It refers to the position or structure of the modifier that appears in the sentence, which makes it impossible to determine which element to modify, causing the meaning of the sentence to become vague or ambiguous.

In order to avoid "Ambiguous Modifiers", it is necessary to ensure that the position and structure of the modifier are clear when writing, so that readers can clearly understand the object of the modifier.

END