Recoding



Simplifying Sentences Exercise



Exercise

I am 6 years old and the bell rings for recess on my first day at school causing all my classmates to run gleefully away. But unlike them I cannot see, at least not with my eyes, and instead, I click my tongue, listening for echoes from the wall to my left, walking with my hands slightly outstretched to keep me from running into chairs that may have been left askew. I hear kids laughing and shouting through the open door and, by clicking, I also hear the presence of the sides of the doorway in front of me as I go through it to the playground for the first time. After a few steps, I stop to listen, standing on a crack in the pavement that runs parallel to the building behind me and then click my tongue loudly and turn my head from side to side, noticing that the way is open, shot through with scurrying voices and shoes scampering to and fro. What is around me, how do I get there and how do I get back?

I am 6 years old.

The bell rings for recess

It's my first day at school.

All my classmates run gleefully away.

I am not like them.

I cannot see.

At least, not with my eyes.

I click my tongue.

I listen for echoes from the wall to my left.

I walk with my hands slightly outstretched.

This keeps me from running into chairs.

The chairs may have been left askew.

I hear kids laughing through the open door

I hear kids shouting too

By clicking I also hear the presence of

the sides of the doorway

The doorway is in front of me.

I go through it to the playground

It is my first visit to the playground.

I take a few steps.

I stop to listen.

I stand on a crack in the pavement

The pavement runs parallel to the building behind me.

I click my tongue loudly.

I turn my head from side to side.

The way is open

There are scurrying voices

Shoes scamper to and fro.

What is around me?

How do I get there?

How do I get back?



I am 6 years old and it's my first day at school. The bell rings for recess and all my classmates run gleefully away. But unlike them I cannot see. At least, not with my eyes. Instead, I click my tongue, listening for echoes from the wall to my left. I walk with my hands slightly outstretched to keep me from running into chairs that may have been left askew. I hear kids laughing and shouting through the open door, and by clicking I also hear the presence of the sides of the doorway in front of me. I go through it to the playground for the first time.

After a few steps, I stop to listen. I stand on a crack in the pavement that runs parallel to the building behind me. I click my tongue loudly and turn my head from side to side. The way is open, shot through with scurrying voices and shoes scampering to and fro. What is around me? How do I get there? How do I get back?

"Seeing with sound" New Scientist, 11 April 2009



I am 6 years old and the bell rings for recess on my first day at school causing all my classmates to run gleefully away but unlike them I cannot see, at least not with my eyes, and instead, I click my tongue, listening for echoes from the wall to my left, walking with my hands slightly outstretched to keep me from running into chairs that may have been left askew. 71 words



Here we report that the stellar masses of brightest cluster galaxies, which are the most luminous objects emitting stellar light, some 9 billion years ago are not significantly different from their stellar masses today. 51 words



Here we report that the stellar masses of the brightest cluster galaxies, which are the most luminous objects emitting stellar light, some 9 billion years ago are not significantly different from their stellar masses today.



Brightest cluster galaxies are the most luminous objects emitting stellar light.

Here we report that the stellar masses of brightest cluster galaxies some 9 billion years ago are not significantly different from their stellar masses today.



Brightest cluster galaxies are the most luminous objects emitting stellar light. Here we report that the stellar masses of these objects some 9 billion years ago are not significantly different from their stellar masses today.



Brightest cluster galaxies are the most luminous objects emitting stellar light. Here we report that the stellar masses of these objects have not significantly changed in the last 9 billion years.



Using a modified Hummer's method and tip sonification for graphene synthesis, here we show graphene-based supercapacitors with high stability and significantly-improved electrical double layer capacitance and energy density with fast charging and discharging time at a high current density, due to enhanced ionic electrolyte accessibility in deeper regions.



The electrons ionised the gas



The electrons supplied by powdered copper ionised the gas



The electrons supplied by powdered copper ionised the rapidly expanding halogen gas



The electrons supplied by powdered copper ionised the rapidly expanding halogen gas in a short period of time



The electrons supplied by powdered copper ionised the rapidly expanding halogen gas in a short period of time



Using a modified Hummer's method and tip sonification for graphene synthesis, here we show graphene-based supercapacitors with high stability and significantly-improved electrical double layer capacitance and energy density with fast charging and discharging time at a high current density, due to enhanced ionic electrolyte accessibility in deeper regions.



We synthesised graphene using a modified Hummer's method and tip sonification. Here we show graphene-based supercapacitors with high stability and significantly-improved electrical double layer capacitance and energy density with fast charging and discharging time at a high current density, due to enhanced ionic electrolyte accessibility in deeper regions.



We synthesised graphene using a modified Hummer's method and tip sonification. Using this graphene, we built highly stable supercapacitors with improved double-layer capacitance and improved energy density. with fast charging and discharging time at a high current density, due to enhanced ionic electrolyte accessibility in deeper regions



We synthesised graphene using a modified Hummer's method and tip sonification. Using this graphene, we built highly stable supercapacitors with improved double layer capacitance and improved energy density. These devices also charge and discharge rapidly at high current density due to enhanced ionic electrolyte accessibility.



We synthesised graphene using a modified Hummer's method and tip sonification. Using this graphene, we built highly stable supercapacitors with improved double-layer capacitance and improved energy density. These devices also charge and discharge rapidly at high current density due to enhanced ionic electrolyte accessibility.

45 words



Recoding



Brightest cluster galaxies are the most luminous objects emitting stellar light. Here we report that the stellar masses of these objects have not significantly changed in the last 9 billion years.



We synthesised graphene using a modified Hummer's method and tip sonification. Using this graphene, we built highly stable supercapacitors with improved double-layer capacitance and improved energy density. These devices also charge and discharge rapidly at high current density due to enhanced ionic electrolyte accessibility.



Combining sentences



Example

Post traumatic stress disorder (PTSD) can be triggered by a wide variety of events. Combat is a typical cause. Similarly, natural disasters can result in PTSD. Some people experience PTSD after a hostage situation.



Example

Post traumatic stress disorder (PTSD) can be triggered by a wide variety of events. Combat is a typical cause. Similarly, natural disasters can result in PTSD. Some people experience PTSD after a hostage situation.

Post traumatic stress disorder (PTSD) can be triggered by a wide variety of events such as combat, natural disasters and hostage situations.





The boy ran quickly across the road



The boy ran quickly across the road

The boy ran across the road



The boy ran quickly across the road

The boy ran across the road

The boy darted across the road



The boy ran quickly across the road

The boy ran across the road

The boy darted across the road The boy raced across the road



The boy ran quickly across the road

The boy ran across the road

The boy darted across the road The boy raced across the road The boy sped across the road



The boy ran quickly across the road

The boy ran across the road

The boy darted across the road The boy raced across the road The boy sped across the road The boy zipped across the road



WOFUA:



WOFUA: Watch Out For Unnecessary Acronyms



Redundant words and phrases



Summary

- Use units of thought in series, not in parallel
- No more than ~7 chunks per unit of thought
- Use recoding to combine units of thought





The Process of Writing

