

**Writer's Choice**  
Grammar and Composition

# **Composition Enrichment**

**Grade 7**



New York, New York   Columbus, Ohio   Woodland Hills, California   Peoria, Illinois

**Glencoe/McGraw-Hill**  
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Printed in the United States of America.

Send all inquiries to:  
Glencoe/McGraw-Hill  
8787 Orion Place  
Columbus, Ohio 43240

ISBN 0-07-823238-4

1 2 3 4 5 6 7 8 9 024 04 03 02 01 00

# Contents

## Unit 1

### Personal Writing

1.1	Writing About What's Important to You . . . . .	1
1.2	Collecting Information . . . . .	2
1.3	Writing to Celebrate . . . . .	3
1.4	Writing About Yourself . . . . .	4
1.5	Responding to a Character . . . . .	5
1	Writing Process in Action . . . . .	6

## Unit 2

### The Writing Process

2.1	Using the Writing Process. . . . .	7
2.2	Prewriting: Finding and Exploring a Topic . . . . .	8
2.3	Prewriting: Determining Purpose and Audience . . . . .	9
2.4	Prewriting: Ordering Ideas . . . . .	10
2.5	Drafting: Getting It in Writing . . . . .	11
2.6	Revising: Evaluating a Draft . . . . .	12
2.7	Revising: Making Paragraphs Effective. . . . .	13
2.8	Revising: Creating Sentence Variety . . . . .	14
2.9	Editing/Proofreading: Making Final Adjustments . . . . .	15
2.10	Publishing/Presenting: Sharing Your Writing. . . . .	16
2	Writing Process in Action . . . . .	17

## Unit 3

### Descriptive Writing

3.1	Writing to Show, Not Tell . . . . .	18
3.2	Combining Observation and Imagination . . . . .	19
3.3	Choosing Details to Create a Mood . . . . .	20
3.4	Organizing Details in a Description . . . . .	21
3.5	Describing a Person. . . . .	22
3.6	Relating a Poem to Your Experience. . . . .	23
3	Writing Process in Action . . . . .	24

## Unit 4

### Narrative Writing

4.1	Telling a Good Story . . . . .	25
4.2	Exploring Story Ideas . . . . .	26
4.3	Using Time Order in a Story. . . . .	27
4.4	Writing Dialogue to Develop Characters . . . . .	28
4.5	Drafting a Story. . . . .	29
4.6	Evaluating a Story Opening . . . . .	30
4.7	Responding to a Story. . . . .	31
4	Writing Process in Action . . . . .	32

# Contents

## Unit 5 Expository Writing

5.1	Giving Information and Explanations . . . . .	33
5.2	Organizing Informative Writing. . . . .	34
5.3	Writing About Similarities and Differences . . . . .	35
5.4	Explaining How Something Works. . . . .	36
5.5	Identifying Cause and Effect. . . . .	37
5.6	Reports: Narrowing a Topic . . . . .	38
5.7	Reports: Turning to Helpful Sources . . . . .	39
5.8	Reports: Conducting an Interview . . . . .	40
5.9	Reports: Organizing and Drafting . . . . .	41
5.10	Reports: Revising and Presenting . . . . .	42
5.11	Comparing Two People. . . . .	43
5	Writing Process in Action . . . . .	44

## Unit 6 Persuasive Writing

6.1	Using Persuasive Writing . . . . .	45
6.2	Forming an Opinion. . . . .	46
6.3	Gathering Evidence. . . . .	47
6.4	Developing an Argument . . . . .	48
6.5	Polishing an Argument . . . . .	49
6.6	Writing Publicity. . . . .	50
6.7	Writing a Letter of Complaint . . . . .	51
6.8	Writing a Movie Review . . . . .	52
6	Writing Process in Action . . . . .	53

<b>Answers</b>	. . . . .	<b>54</b>
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# Composition Enrichment

Name ..... Class ..... Date .....

## 1.1 Writing About What's Important to You

### ■ Writing About Yourself

Everyone's life involves certain important people, places, and events. Think about the most significant people, places, and events in your own life.

**People** Identify one important person in your life. Write about that person's effect on your life and your feelings about him or her.

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**Places** Identify a significant place in your life. Write about why you chose that place. Mention memories attached to that place.

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**Events** Think of a past event or one yet to come that you feel is significant for you personally. Describe your feelings when you picture yourself in that situation.

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**On Your Own**  
Picture yourself in ten years. How will you have changed? What people, places, or events will be important in your life then? Write a journal entry from your perspective ten years from now.

Name ..... Class ..... Date .....

## 1.2 Collecting Information

### ■ A. Remembering a Special Day

Some days in our lives are more memorable than others. Look at this list of special days. For each, write a few words to describe your feelings on that day.

1. your first day at this school

\_\_\_\_\_

2. a special holiday or celebration

\_\_\_\_\_

3. the day of an important sporting event

\_\_\_\_\_

4. the day you met your best friend

\_\_\_\_\_

### ■ B. Describing a Special Day

Choose a special day in your life and write a journal entry for it. Be sure to include details about what happened that day. Also include your feelings. You may want to describe the important people who were part of the day and their conversations with you. You may use one of the above suggestions, or you may choose another day not on the list. Be sure you are willing to share what you write with your teacher.

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**On Your Own**

Talk to a person who was with you on a special day. Get that person's reaction to the day. Write a journal entry that explains his or her point of view and how it differs from yours. Include why you think your memories of the day differ from the other person's.



Name ..... Class ..... Date .....

## 1.4 Writing About Yourself

### ■ Recalling a Special Place

Think of a place where you had a memorable experience—exciting, scary, happy, or sad. Write notes about the place using the following questions as guidelines.

Where is the place? \_\_\_\_\_

What happened there? \_\_\_\_\_

\_\_\_\_\_

What feelings does the place bring out? \_\_\_\_\_

\_\_\_\_\_

Now pull your ideas together and write a paragraph about the place, your experience, and your feelings. What do your feelings about this place reveal about you?

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**On Your Own**

How well do you know yourself? Are you the type of person who likes to tell others about your experiences? Or do you prefer to think them over by yourself? Write a note to a friend or family member explaining when and why you like to share experiences and when and why you prefer to keep them to yourself.

Name ..... Class ..... Date .....

WRITING ABOUT LITERATURE

## 1.5 Responding to a Character

### ■ Talking Back to a Character

Characters in books and stories often say or do things that make you say, “Why in the world did you do that?” At other times, you might say, “You did the right thing. That’s just what I would have done.” Think of three characters you remember well. Write a short description of each character. Then write a few sentences to the character responding to something he or she did or said.

#### Character 1

Describe the character. \_\_\_\_\_

What did the character do? \_\_\_\_\_

What do you want to say to the character? \_\_\_\_\_

#### Character 2

Describe the character. \_\_\_\_\_

What did the character do? \_\_\_\_\_

What do you want to say to the character? \_\_\_\_\_

#### Character 3

Describe the character. \_\_\_\_\_

What did the character do? \_\_\_\_\_

What do you want to say to the character? \_\_\_\_\_

#### On Your Own

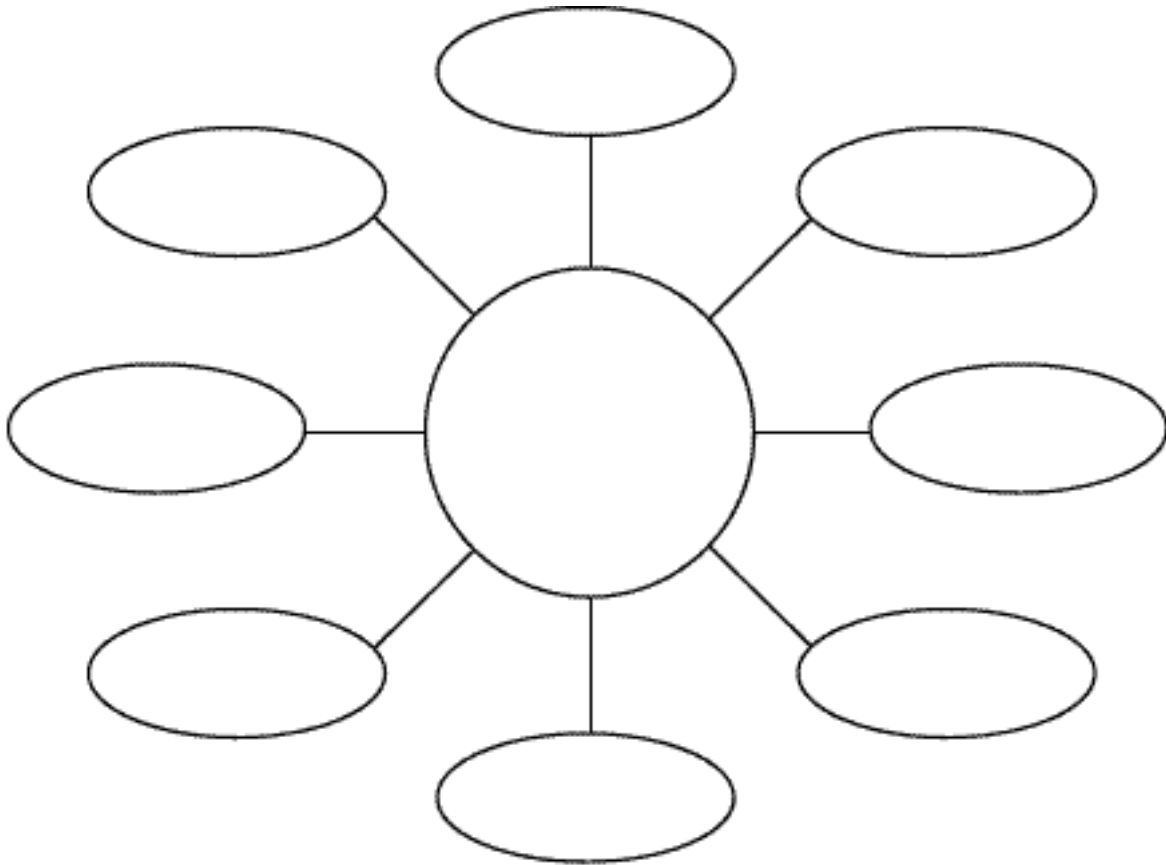
Choose an interesting character that you recall from a book or story. Imagine that you have told that character what you think about his or her behavior in the story. Predict the character’s reaction, and then write the response you think that character might give you. Would the character welcome your criticism? Would he or she appreciate your praise? Write the character’s response in the form of a friendly letter.

Name ..... Class ..... Date .....

## 1 Writing Process in Action

### ■ Writing About an Unforgettable Person

You have probably met hundreds of people in your life. However, only a few stand out as being particularly memorable. Write about one special person you have met. First, brainstorm to gather details about the person, the day you met, and your feelings. Write the name of the person in the center circle. Fill in the surrounding ovals with details. Then on another sheet of paper begin to organize your details by drafting a paragraph or two about the person.



### On Your Own

Imagine that someone is writing a biography of your unforgettable person. The biographer has asked you to write an article about a special moment that you shared with that person. The biographer will use the paragraphs you write to help characterize the subject of her book. Use the cluster diagram and the paragraphs you drafted to remind you of the details. Revise and edit your paragraphs to include your feelings about the person and the situation. Then prepare a final copy to share with your teacher or with a classmate.

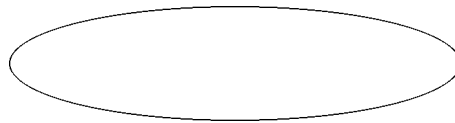


## 2.2 Prewriting: Finding and Exploring a Topic

### ■ A. Finding Related Ideas

Use a cluster diagram to help you explore and organize one of the topics listed below or a topic you choose. Place the original topic in the center and then branch out with four related ideas. Then write down three more ideas that derive from each of the four. Continue until you find a topic for a one-page essay.

1. music
2. friendship
3. school
4. sports
5. family relationships



### ■ B. Making Connections

Review your cluster diagram. Write at least three sentences that the diagram suggests to you.

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**On Your Own**  
Start with an idea—a word or phrase—and make a cluster diagram to generate writing ideas. See how far you can take the diagram. Save it in your journal for possible use in future writing.

## 2.3 Prewriting: Determining Purpose and Audience

### ■ A. Making Decisions Based on Purpose

The purpose of your writing affects all other choices you make in the writing process. Imagine that you have been invited to write an article for the school newspaper about Arbor Day. Select two of these purposes: to tell a story, to describe, to inform, to persuade. Answer each question below for both purposes.

1. What will be the purpose of your article? Choose a specific topic, and use one of the following phrases in your answer: *to tell a story, to describe, to inform, to persuade.*

Purpose 1: \_\_\_\_\_

Purpose 2: \_\_\_\_\_

2. What types of details—opinions, historical facts, descriptive details, or others—will you use in your article? How and where will you find the necessary information?

Purpose 1: \_\_\_\_\_

Purpose 2: \_\_\_\_\_

3. What response do you hope to get from your audience?

Purpose 1: \_\_\_\_\_

Purpose 2: \_\_\_\_\_

### ■ B. Making Decisions Based on Audience

Imagine that you learned that your article would be included in a magazine for students in other countries who are learning English. How would you change it? What would you have to think about as you revised your original article to make it more appropriate for your new audience?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### On Your Own

Choose a piece of writing from your own portfolio or from a published work (such as a newspaper editorial or a brief magazine article), and rewrite it for a different audience. Maintain the original purpose.



Name ..... Class ..... Date .....

## 2.5 Drafting: Getting It in Writing

### ■ Using Notes

Drafting is easier when you can rely on prewriting notes for direction and ideas. Develop notes by answering the questions below. Using your answers, write an essay of three or more paragraphs.

1. Who or what is your favorite character from cartoons and/or comic strips?  
\_\_\_\_\_
2. On a separate sheet of paper, brainstorm details about the character. Then group the details according to two or three main ideas. Write your main ideas below.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Decide why you enjoy this character more than others. Write two or three reasons, arranging them in order from least important to most important.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### My favorite cartoon character

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

**On Your Own**

For the next two days, keep notes on all the advertisements you see or hear, jotting down your opinion of each ad and some details about it. Then review your notes to look for characteristics common to the ads you like. Organize your ideas in a logical order, and write a paragraph on "Ads That Appeal."

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## 2.6 Revising: Evaluating a Draft

### ■ Peer Review

This paragraph was written by a seventh-grade student as a report for his ecology club. Act as the student's peer reviewer. Consider the following questions: Is the paragraph right for the audience and purpose? Is it organized well? Does the writer use clear words and interesting details? In your review point out strengths and weaknesses in the paragraph. If you agree with the sample comment below the paragraph, begin your review with it. Write your evaluation on a separate sheet of paper.

Today there are about 250 kinds of turtles, but many kinds are being killed off because of other animals, humans, and pollution. Turtles are reptiles and cold-blooded. *Cold-blooded* means that their body temperature matches the temperature of the air around them. So they can't live where the weather is cold all year. Otherwise, turtles live all over the world. Some of them live on land all the time, some live in the sea all the time, and some live part of the time in freshwater and part of the time on land. The other thing that's true about all turtles is that they have a shell. They're the only reptiles with shells. Most kinds of turtles can pull their head, legs, and tail into their shell for protection. Sea turtles can't. But sea turtles are among the turtles that move quickly, which means they can escape some dangers. The dangers that threaten turtles include animals that eat turtles and turtle eggs. But humans are a much bigger problem. Not only do humans eat turtles and their eggs, but they also kill some turtles to use their shells for jewelry and other decorations. Even worse, people pollute the water in which turtles live, and they destroy the homes of land turtles when they build. Scientists are worried about saving endangered turtle species.

**Sample Comment** The purpose of this paragraph is to tell about turtles, and that's too much to cover in one paragraph.

### On Your Own

From your portfolio choose a piece of writing that you think could be improved. Ask two or more classmates to review it, having each work separately. Then evaluate their responses. Which comments seem likely to improve the work? Which do you understand clearly, so that you can implement the suggestions? Which are thorough but not overdone? Decide which of the reviewers will be most helpful to you, and ask that person to be your writing partner or adviser on future writing projects.

## 2.7 Revising: Making Paragraphs Effective

### ■ Paying Attention to Details, Order, and Transitions

The kinds of details you select for a paragraph, the order you give them, and the transition words you use all depend on the purpose of your paragraph. Below is a paragraph that needs revision. Answer the questions to identify information to be used in revising the paragraph.

Jill was much smaller than the monster. For a fire-breathing dragon, Glorp did not look particularly awe-inspiring. His body was sort of grayish. He was over twelve feet tall. Jill's father was six feet tall. At the top of his head there were two large, droopy, orange ears. The dragon had blue scales on his legs and feet, but they were covered with mud. Glorp was bent over, like a person with a backache. Jill had never seen a dragon before. There was a red ridge down Glorp's back. His neck and face were a light gray. There were orange streaks in his tail. The dragon's eyes were big and black. It had rained just before Jill saw the dragon.

1. If the purpose of this paragraph is to describe, what kinds of details should be used—events, sensory details, reasons, facts? \_\_\_\_\_
2. Usually, a topic sentence is most effective as the first or the last sentence in a paragraph. Find the topic sentence in this paragraph and underline it. Which position should it take? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Are all the sentences about the main idea? \_\_\_\_\_ If not, draw a line through each sentence you think should be deleted.
4. Assuming that the main character in the story is Jill, her point of view is important. In what order would she notice the details in the paragraph? In what order should they be arranged? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. On a separate sheet of paper, revise the paragraph. Rearrange useful details, and leave out any that do not belong. Revise sentences as needed, and include transition words.

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### On Your Own

Look at home or in your school library for a book written for young children. Select a paragraph and rewrite it, adding or combining sentences and adding transitions to make the writing appropriate for a more mature reader.

## 2.8 Revising: Creating Sentence Variety

### ■ A. Combining Sentences

Revise the paragraph below. Change the length of sentences or the order of words or phrases to achieve sentence variety. You may want to combine sentences that have similar ideas.

Unemployment was severe during the Great Depression. Many people feared they would lose their homes. People searched for months. They still could not find work. President Franklin D. Roosevelt was a conscientious leader. He tried to help the unemployed. Several government programs were set up. They provided jobs for thousands of workers. The economy finally began to improve. Experts saw a gradual decline in unemployment figures.

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### ■ B. Improving on the Professionals

Find a series of choppy sentences in a newspaper or magazine article or advertisement. Copy the poorly written sentences, and identify the source. Then improve each passage by combining sentences or adding details for sentence variety.

**Problem Passage** \_\_\_\_\_

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**Revision** \_\_\_\_\_

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### On Your Own

Analyze a passage of several paragraphs by your favorite writer. Count the number of words in each sentence to discover variations in sentence length. Note in how many different ways the sentences of the passage begin. Read the passage aloud and listen for variations in rhythm. You may wish to copy the passage in your journal as a model. Write a paragraph that explains your analysis and any conclusions you draw.

## 2.9 Editing/Proofreading: Making Final Adjustments

### ■ Creating a Personal Checklist

Collect two or more writing assignments you have completed for your classes, and proofread them for errors in grammar, spelling, punctuation, and capitalization. If possible, exchange papers with a classmate so that each set of papers will be checked by two pairs of eyes. Then analyze your mistakes, looking for patterns. For example, do you have trouble forming certain verb tenses? Do you use *ei* when you should use *ie*? Do you put in commas where they are not needed? Are your mistakes a result of rushing or sloppy handwriting? Use the space provided to draw up a personal checklist of points to keep in mind when proofreading your work in the future.

#### Points of Grammar and Usage

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#### Spelling—Individual Words, General Rules

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#### Punctuation

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#### Capitalization

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#### Handwriting and Other Mechanics

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#### On Your Own

Proofread a daily newspaper. See how long it takes you to find three errors in spelling, punctuation, grammar, or word usage. Doing this activity on a regular basis could be a way to sharpen your proofreading skills.





## 3.1 Writing to Show, Not Tell

### ■ Writing About Myself

Details paint a picture of a person, place, or thing in the reader’s mind. Details describing what you can see, hear, smell, taste, and touch are necessary for creating a complete picture.

Write a description of a person, place, or thing. For now, don’t identify what you are describing. These details will become clues that will help your reader discover what your subject is. On a separate sheet of paper, write the answers to your descriptive riddles.

#### Riddle A

Detail 1: \_\_\_\_\_

Detail 2: \_\_\_\_\_

Detail 3: \_\_\_\_\_

#### Riddle B

Detail 1: \_\_\_\_\_

Detail 2: \_\_\_\_\_

Detail 3: \_\_\_\_\_

#### Riddle C

Detail 1: \_\_\_\_\_

Detail 2: \_\_\_\_\_

Detail 3: \_\_\_\_\_

#### Riddle D

Detail 1: \_\_\_\_\_

Detail 2: \_\_\_\_\_

Detail 3: \_\_\_\_\_

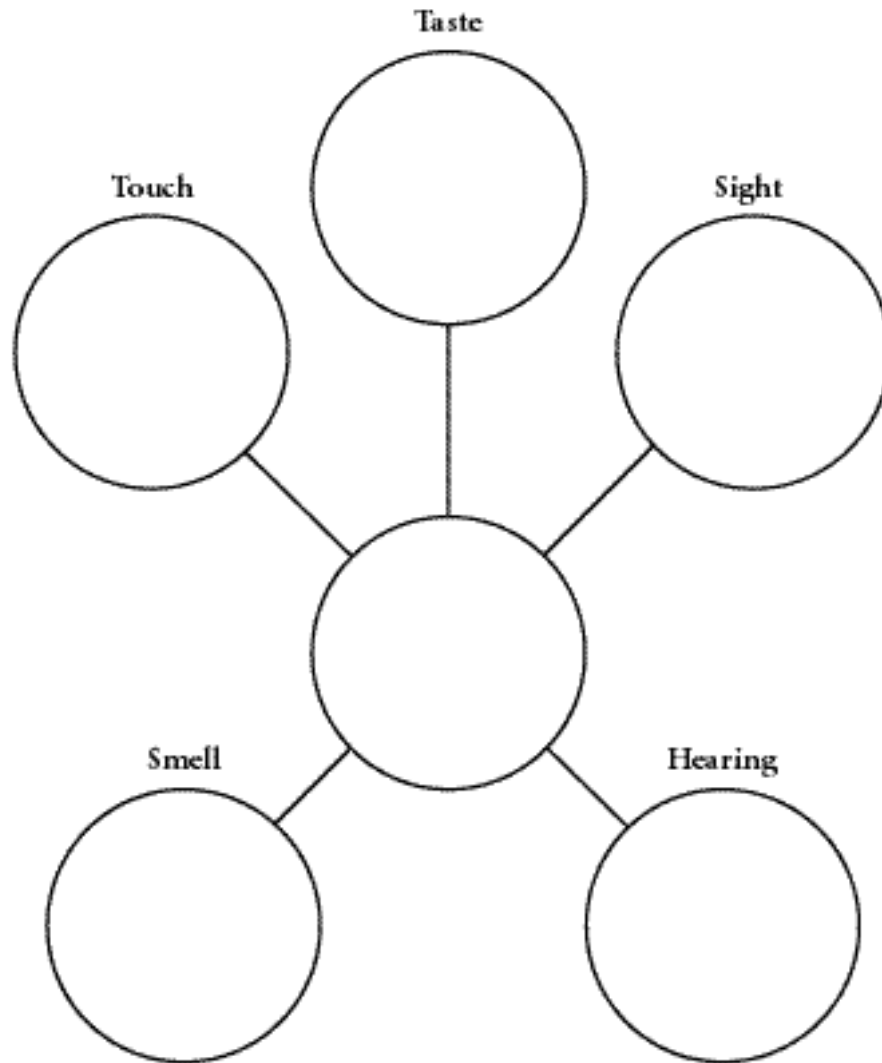
### On Your Own

Share your descriptive riddles with several classmates or family members. Observe which details were the most useful for identifying each subject. Based on your observations, write a short paragraph in your journal identifying the senses that you and your readers seem to rely on. Discuss what senses you think are most commonly used by most people. Taking note of these observations may help you with a future writing project.

## 3.2 Combining Observation and Imagination

### ■ Describing the World of Imagination

Use your imagination to think of a make-believe person, place, or thing. To make the subject seem believable, base your imaginings on real persons, places, or things. Take familiar details and apply them to your creation in surprising ways. Record details about your vision in the cluster diagram below. Identify your make-believe person, place, or thing in the center circle. List details in the surrounding circles, grouped by sense.



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such as  
sight or smell. Explore those details thoroughly, perhaps by brainstorming or using a cluster diagram. Then write a short poem on the subject using only those "single-sense" details. Did you feel limited by focusing on just one sense?

Name ..... Class ..... Date .....

## 3.3 Choosing Details to Create a Mood

### ■ Creating Different Kinds of Moods

Mood is a feeling readers get when they read your writing. You can create different kinds of moods, depending on which details you choose. Think of four settings. Write them below. Then list details that would create two different kinds of moods for each.

	Mood 1	Mood 2
<b>Setting A</b> _____	_____ _____ _____ _____	_____ _____ _____ _____
<b>Setting B</b> _____	_____ _____ _____ _____	_____ _____ _____ _____
<b>Setting C</b> _____	_____ _____ _____ _____	_____ _____ _____ _____
<b>Setting D</b> _____	_____ _____ _____ _____	_____ _____ _____ _____

**On Your Own**

For your school newspaper, write a review of a movie or TV show in two different ways. The first time, describe the movie or TV show positively. The details you choose should create a mood of happiness, excitement, or fun. The second review should create the opposite mood. This review should discourage readers from seeing the movie or show.

## 3.4 Organizing Details in a Description

### ■ Arranging Details

Details in a description should be arranged in a logical order to help create a clear mental picture for your readers. Some arrangements simply work better than others, depending on what you are describing. Think of a person, place, or thing that would be best described by using each of the following organizational methods. Then list three details in the order in which you would present them.

1. What could best be described moving from top to bottom? \_\_\_\_\_

List three details in the order in which you would arrange them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What could best be described moving from near to far? \_\_\_\_\_

List three details in the order in which you would arrange them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What could best be described moving from inside to outside? \_\_\_\_\_

List three details in the order in which you would arrange them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What could best be described moving from left to right? \_\_\_\_\_

List three details in the order in which you would arrange them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### On Your Own

Draw a picture of a setting—for example, a doctor’s office, the school parking lot, or your bedroom. Then write a description of your picture, paying special attention to the location of each object in relation to other objects. Give the description to a friend, and ask him or her to draw a sketch or picture from your description. Together, compare your picture and your friend’s drawing. Was your description clear enough? Did you describe the placement of each object correctly? Decide how you could improve your description.



WRITING ABOUT LITERATURE

**3.6**

## Relating a Poem to Your Experience

### ■ Understanding a Poem

The poem “Lightning” by Haniel Long describes a common experience in a vivid way. Read the poem, and then answer the questions that follow.

All evening I have watched the lightning:  
it crests an unseen cloud with snow and foam,  
veins it with fire, like a human hand, or a leaf,  
flushes it sulphur and rose.  
And through my own body  
a vague trembling goes,  
as though I too were vapor.

1. What experience is the poet describing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What sensory images does the poem contain? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Is anything in the poem familiar to you? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How does this poem relate to an experience you have had in your life? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### On Your Own

Choose an everyday experience about which you have feelings. List as many sensory details as you can, appealing to all the senses. Try to think of comparisons that help to make the experience vivid or that help to express your feelings about the experience. Write a poem, using your notes.



## 4.1 Telling a Good Story

### ■ Selecting Favorite Characters and Settings

A good story shows how believable characters face a problem in a certain place and time. Because of your own personal preferences, the stories you write are usually similar to the stories you like to read. Use these questions to investigate your personal preferences.

1. Think about your favorite characters—heroes, villains, humans, animals, aliens. Identify three characters, each from a different story. Describe each character, and tell why he, she, or it appeals to you.

Character 1 \_\_\_\_\_

\_\_\_\_\_

Character 2 \_\_\_\_\_

\_\_\_\_\_

Character 3 \_\_\_\_\_

\_\_\_\_\_

2. When you decide whether you want to read a library book, you probably browse through it and look at any pictures to get an idea of where and when the story takes place. Imagine that a book you were examining told about the times and places listed below. Would you choose to read the book? Why or why not?

Story 1 is set in the West a hundred years ago. \_\_\_\_\_

\_\_\_\_\_

Story 2 is set on Venus in the year 3050. \_\_\_\_\_

\_\_\_\_\_

Story 3 is set in a French village in the present. \_\_\_\_\_

\_\_\_\_\_

Story 4 is set in Antarctica in the present. \_\_\_\_\_

\_\_\_\_\_

3. Recall several of your favorite stories from books or movies. Do the plots have anything in common—for example, do most relate to outdoor adventures, battles between heroes and villains, or problems of students like you? On another sheet of paper, describe the type of plot you like.

### On Your Own

Create a new story that combines your favorite character, your favorite kind of setting, and your favorite kind of plot. Write an outline of your new story, listing your characters, the time and place, and the major events of the plot.

## 4.2 Exploring Story Ideas

### ■ Developing the Elements of a Story

Many writers begin a story by thinking up a central problem, choosing characters, and then having the characters solve the problem. Use this process to plan a story.

- 1. The problem:** Brainstorm about several possible problems involving each of the items below. Note your ideas on a separate sheet. Then select the most promising problem for each item, and write a sentence explaining it.

an animal (or animals) in danger \_\_\_\_\_  
\_\_\_\_\_

someone getting lost or losing a valuable object \_\_\_\_\_  
\_\_\_\_\_

wishes that come true but have bad effects \_\_\_\_\_  
\_\_\_\_\_

a problem of your choice \_\_\_\_\_  
\_\_\_\_\_

- 2. The characters:** Select one of your possible problems. Decide who should be involved in the problem, either causing or solving it. Will your characters be normal people, superheroes, animals? Describe them. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3. The plot:** How will the characters discover the problem? What will they do? Will the problem get better—or worse? How? Remember that a story can be funny rather than serious. Outline the events of the story (you may want to address item 4 before fully outlining your plot). Use additional paper if necessary. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4. The solution:** Decide how the problem will eventually be solved at the end of the story. Write a sentence describing the solution. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### On Your Own

Write the story you outlined in the above exercise. Be sure to give it a title.

Name ..... Class ..... Date .....

## 4.3 Using Time Order in a Story

### ■ Finding Related Ideas

When writing a story, you help readers follow your plot by telling the events in time order and using transition words to show the connections between them. Use the questions below to explore a series of events in a story.

1. Choose a short story or novel you have read recently, such as *The Gathering* by Virginia Hamilton or “User Friendly” by T. E. Bethancourt. List five events from the story.

Write them in the order used by the author. \_\_\_\_\_

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2. Was the story’s order easy for you to follow? Did two or more actions take place at the same time? How did the writers help you recognize what was happening? \_\_\_\_\_

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3. In a piece of writing, transition words help you follow the time order of the story. List transition words used in the story. Give examples that helped you know that time had elapsed during the story.

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4. If the story included time-order techniques such as flashbacks, explain how you were able to distinguish time order in the story. \_\_\_\_\_

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### On Your Own

Write a story similar to the one you analyzed above. If you like, use yourself as the main character. Tell your story in time order, and remember to use transition words.

## 4.4 Writing Dialogue to Develop Characters

### ■ Getting Characters to Express Themselves

In writing dialogue, make sure that each character's words reflect his or her personality. Use the questions below to plan a scene involving two characters whose dialogue reflects distinct personalities.

1. Begin by identifying two characters. Are your characters animal, human, or imaginary? Describe their appearance.

**Character 1** \_\_\_\_\_  
\_\_\_\_\_

**Character 2** \_\_\_\_\_  
\_\_\_\_\_

2. Now select personality traits for each character. For example, is the character brave, foolish, greedy, curious, or cheerful? What is he, she, or it like?

**Character 1** \_\_\_\_\_  
\_\_\_\_\_

**Character 2** \_\_\_\_\_  
\_\_\_\_\_

3. What event can bring out the personalities of the two characters? For example, could they join their strengths to meet a challenge? Or could they argue over what is to be done? Describe a scene in which the two characters are talking together about the problem. Use additional paper if necessary.
4. What descriptive phrases could you use with the characters' statements? For each character, write three descriptive phrases that would help the reader picture him, her, or it. Select from those below and add your own.

she threatened      he laughed      she teased      he said gloomily

**Character 1** \_\_\_\_\_  
\_\_\_\_\_

**Character 2** \_\_\_\_\_  
\_\_\_\_\_

**On Your Own**  
Write the scene described in the notes in the exercise. Remember to use quotation marks to set off each character's exact words, and begin a new paragraph each time the speaker changes.

Name ..... Class ..... Date .....

## 4.5 Drafting a Story

### ■ Planning a Story

Like many other writers, you may find it easier to draft a story after outlining it. Below are the plot from one story, characters from a second story, and the setting of a third story. Select one of the elements and fill in the chart, adding details to the given element and creating the missing elements.

**Plot (story 1):** A girl finds a magic carpet, but it takes her to the wrong place. She keeps trying to get back to where she started, but first she must figure out the trick for giving the carpet its directions.

**Characters (story 2):** Feathers, a songbird with an injured wing, and Kevin, a boy who has a hearing impairment

**Setting (story 3):** A pirate ship and an uninhabited island

Outline for My Story	
<b>Plot:</b>	_____
	_____
	_____
	_____
	_____
<b>Characters:</b>	_____
	_____
	_____
	_____
	_____
<b>Setting:</b>	_____
	_____
	_____
	_____
	_____
	_____

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**On Your Own**  
Draft the story you outlined above. Try to get the major events down on paper without stopping to worry about punctuation, grammar, and spelling.

## 4.6 Evaluating a Story Opening

### ■ Revising for a Strong Start

To grab a reader's interest immediately, your story needs a strong beginning. Like many other writers, you can complete a draft before you concentrate on the opening. Review stories you have written recently; select one to revise. Use these questions to discover ways to improve the beginning of your story.

1. Are you satisfied with how fast the reader discovers what is happening? If not, what changes will help? \_\_\_\_\_  
\_\_\_\_\_

2. Does the story begin with an event or dialogue that will arouse the reader's interest? Can you change description or explanation into action or dialogue? Jot down notes for possible revisions.  
\_\_\_\_\_  
\_\_\_\_\_

3. Would it be better to begin at a different moment in the story? Describe a weakness in your opening, if any. Discuss another possible beginning point.  
\_\_\_\_\_  
\_\_\_\_\_

4. Can you cut out unnecessary details? Have you left out necessary information, confusing your reader?  
\_\_\_\_\_  
\_\_\_\_\_

5. Can you replace dull words, such as *went*, with more expressive and precise words, such as *stomped*, *sidled*, and *pranced*? Copy three words or phrases and list at least two expressive replacements for each.  
\_\_\_\_\_  
\_\_\_\_\_

6. Consider how changes to the beginning will affect the rest of your story. Do you need to revise the whole story, or can you limit your changes to the first few paragraphs?  
\_\_\_\_\_  
\_\_\_\_\_

### On Your Own

Choose among the ideas you developed above, and apply them to your story. Rewrite your story as needed.

WRITING ABOUT LITERATURE

**4.7**

## Responding to a Story

### ■ Planning Your Response

While a good story keeps your interest as you read, it also will make you think about it when you have finished. The story may even inspire you to respond in writing. Select a favorite story. Use the following questions to explore ideas about the purpose, audience, and form of a written response to a story.

1. What is the title of the story? \_\_\_\_\_
2. What is the purpose of your response? Is it simply to express your own emotions or opinions about the story? Is your purpose to persuade others to read the story or to influence another's opinion? Is it to suggest different ways the story could have developed? Describe the result you would like your response to have.

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3. Identify the audience for your written response. Do you wish to speak to the author, to characters, to people who have read the story, or to those who have not read the story?

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4. With your audience and purpose in mind, what would be an effective format for your response—essay, letter, review, interview, journal entry, or your own fictional story? Select two possible formats, and describe for each what you would discuss or present.

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### On Your Own

Select one of the two forms you outlined above, and write your response. If you have chosen to write to the author, prepare a clean copy of your letter and send it. Because an author may receive a great many letters, do not be disappointed if you do not receive a personal reply.

Name ..... Class ..... Date .....

## 4 Writing Process in Action

### ■ Writing a Story

Some good stories are realistic. Others are totally fantastic. Get some practice in writing fantasy. After all, some people have a gift for writing science fiction and other kinds of fantasy, and you may be one of them. First decide what kind of fantasy you will write. Will your story tell about space or time travel? Will the characters have superhuman powers? Will some characters come from another planet or galaxy?

1. After you have decided on a kind of fantasy, think more specifically about the characters in your story. Describe them in the space provided.

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2. Is your story set in the past, present, or future? Does it take place on another planet or in a mysterious setting? Describe the place and time of your story.

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3. Plan the events that will take place—the plot of your story. What problem will your main character face? List several possible events in the story, in any order. Then number them in the order they will happen. Cross out any that you decide do not fit well with the others.

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### On Your Own

Now write a fantasy, using the notes you recorded above. Use specific details to make the story come alive for your readers. Do not worry if the plot is not believable. Just concentrate on making it easy to follow.

Name ..... Class ..... Date .....

## 5.1 Giving Information and Explanations

### ■ Explaining Your World

Imagine that time travel is possible and that a teenager from two hundred years ago has decided to visit you for a day. Modern machines that you take for granted, like the telephone, would probably amaze your visitor. Think of six other modern wonders that a time traveler from the past would be interested in. For each topic list two questions the visitor might ask you.

**Topic 1:** \_\_\_\_\_

Question 1 \_\_\_\_\_

Question 2 \_\_\_\_\_

**Topic 2:** \_\_\_\_\_

Question 1 \_\_\_\_\_

Question 2 \_\_\_\_\_

**Topic 3:** \_\_\_\_\_

Question 1 \_\_\_\_\_

Question 2 \_\_\_\_\_

**Topic 4:** \_\_\_\_\_

Question 1 \_\_\_\_\_

Question 2 \_\_\_\_\_

**Topic 5:** \_\_\_\_\_

Question 1 \_\_\_\_\_

Question 2 \_\_\_\_\_

**Topic 6:** \_\_\_\_\_

Question 1 \_\_\_\_\_

Question 2 \_\_\_\_\_

**On Your Own**  
Choose one of the topics from the above exercise, and write a paragraph that explains the machine to your traveler from the past. Be sure to answer the questions you listed for your topic.



## 5.3 Writing About Similarities and Differences

### ■ Comparing and Contrasting

Comparing means finding ways in which things are similar. Contrasting means finding ways in which they are different. Compare and contrast two sports. Fill in the chart below. First, label Sport 1 and Sport 2. Then, under “Sport 1” and “Sport 2,” list three to five characteristics that make each sport different from the other. Under “Both Sports” list things that both sports have in common. Some characteristics you might consider are the athletic abilities required by the sport, equipment used in the sport, whether it is a team or individual sport, and whether it is an indoor or outdoor sport.

Sport 1: _____	Both Sports:	Sport 2: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write a paragraph comparing and contrasting the two sports. Be sure to point out both the similarities and the differences between them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**On Your Own**

Write an advertisement for a product you use and like. To encourage buyers to choose it over the competition, contrast your product with another similar product. Try to model your ad after ones that you see in magazines or on television. Catch the reader’s or listener’s attention with a lively introduction, and support your argument with details.

Name ..... Class ..... Date .....

## 5.4 Explaining How Something Works

### ■ Analyzing a Process

Every process can be broken down into a series of small steps. To explain the process, a writer should arrange the steps in the order in which they should be done.

Do you have a special dish, such as a sandwich, a salad, or a dessert, that you have helped to prepare? Think about the steps used to create your specialty. Write the steps in the order you think of them on the lines below. Then write a paragraph explaining the process. Arrange the steps in the order that you normally do them. Begin with a topic sentence to let readers know what you are making. Be sure to include transition words to help your readers understand what should be done first, next, and last.

**Steps:**

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**Paragraph:**

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**On Your Own**

Ask an adult to explain the steps involved in a process he or she knows well, such as changing a tire, baking a pie, or balancing a checkbook. Record the steps as they are explained to you. Then write a paragraph explaining the process.

## 5.5 Identifying Cause and Effect

### ■ Recognizing True Cause and Effect

Below are several pairs of events. Read each pair. If the second event could be the effect of the first, underline Cause and Effect. If the second event is not the effect of the first, make up an event that could be an effect of the first and write it in the space provided.

1. A careless camper forgot to put out a campfire completely.

A forest fire destroyed acres of forest.

Cause and Effect

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2. Stricter water pollution laws have been passed and enforced.

The river water is cleaner now.

Cause and Effect

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3. Today is warm and sunny.

Tomorrow it will rain.

Cause and Effect

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4. More people are buying organically grown fruits and vegetables.

The grocery store is stocking organically grown produce.

Cause and Effect

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5. Twenty inches of snow fell over the weekend.

My favorite winter sport is cross-country skiing.

Cause and Effect

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6. More people are wearing seat belts when they drive their cars.

There have been fewer auto accidents this year.

Cause and Effect

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### On Your Own

You know that some events set off a chain of other events, each one the effect of the event that came before it. Think of a memorable event in your life. Write one or more paragraphs about the chain of events. For more details you might want to discuss the event with your parents, friends, or other people who were involved.

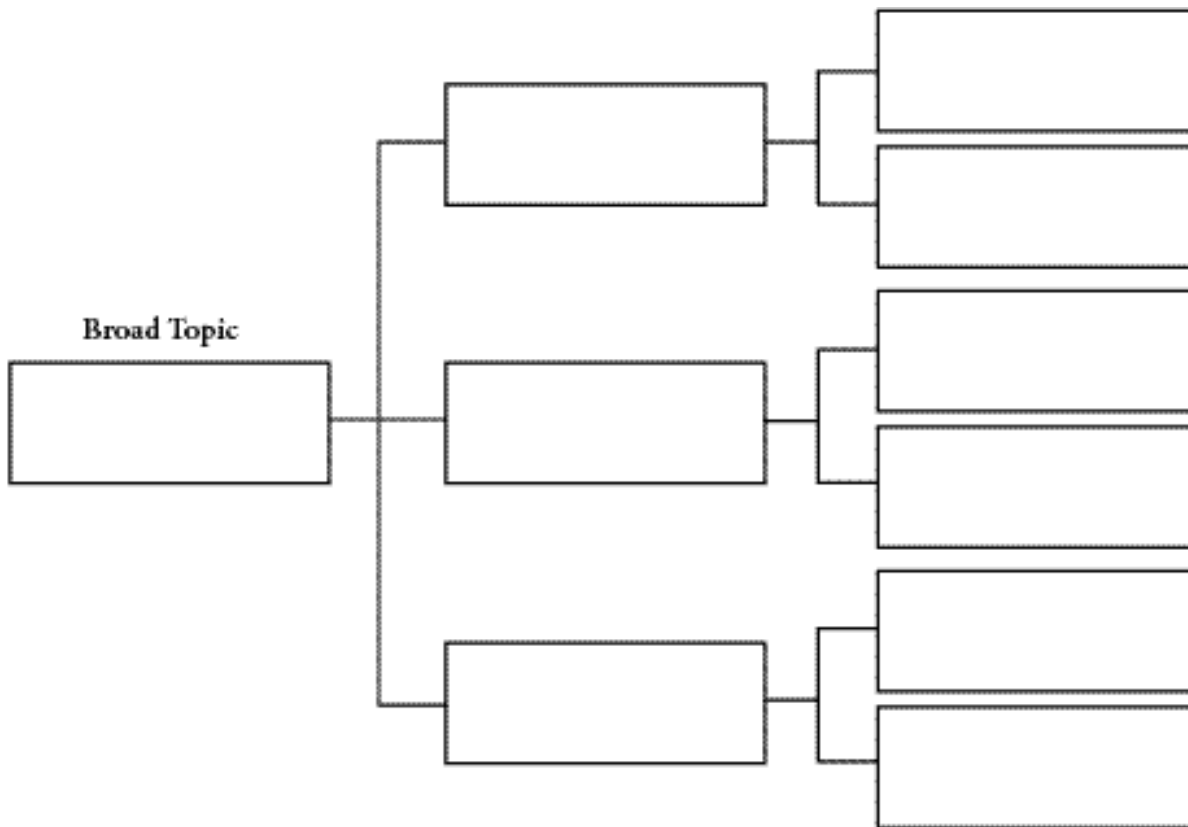
## 5.6 Reports: Narrowing a Topic

### ■ Focusing on a Manageable Topic

Some topics in which you are interested are too broad to be covered adequately in a short research report. To write good research reports, you need to narrow broad topics until they are focused and manageable.

Choose a broad topic. Write it in the box labeled **Broad Topic**. Then narrow that first topic and write three narrower topics in the next column of boxes. Last, narrow each of these new topics by writing two even narrower topics in the third column.

Here are some suggestions for the broad topic: movies, television shows, summer jobs, famous cities of the world, sports, and favorite foods. You may use one of these topics, or you may think of a topic of your own.



### On Your Own

Clothing is a broad topic. Think of narrower topics related to clothing and list as many as you can on a sheet of paper. Then compare your list of topics with lists from classmates who also did this assignment. You will probably see that everyone approached the topic a little differently.

## 5.7 Reports: Turning to Helpful Sources

### ■ Identifying Sources for Information

You can gather information for a research report from a variety of sources. One source might be better suited to a particular topic than another. For example, for a report on your school's football team, your best source might be your own school newspaper.

Think of a topic that can be found in each of the following sources. Write it on the line.

1. Book of records \_\_\_\_\_  
\_\_\_\_\_
2. Encyclopedia \_\_\_\_\_  
\_\_\_\_\_
3. Biographies of famous world leaders \_\_\_\_\_  
\_\_\_\_\_
4. Almanac \_\_\_\_\_  
\_\_\_\_\_
5. A scientific journal \_\_\_\_\_  
\_\_\_\_\_
6. Atlas \_\_\_\_\_  
\_\_\_\_\_
7. Magazines about cars \_\_\_\_\_  
\_\_\_\_\_
8. Videotapes of presidential debates \_\_\_\_\_  
\_\_\_\_\_

### On Your Own

Choose and narrow a topic for a research report. Then visit the library to find some information on the topic. Create a sample note card. Begin with the topic you are researching. Include the source's title, publication date, and name of author. Be sure to write your notes in your own words. Copying other people's words exactly without giving them credit is unfair and illegal.

## 5.8 Reports: Conducting an Interview

### ■ Planning an Interview

A well-prepared interview with an expert can give you valuable information and insights for a research paper. Choose a career you are interested in. Imagine that you are interviewing a person with that occupation. Write ten questions for the interviewee. The purpose of your interview is to help you decide if you might want to pursue this person's career someday.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

**On Your Own**

Interview an adult about his or her job. Try to use the career and questions you wrote down from the above exercise. Be sure to take notes. After the interview write a paragraph describing your impressions, and tell whether you would like to join the interviewee in his or her career.

Name ..... Class ..... Date .....

## 5.9 Reports: Organizing and Drafting

### ■ A. Creating an Outline

Suppose that you have been assigned to write a two-page report about a composer or a musician for your music class. Choose a figure from classical, jazz, or pop music history. Do any research necessary to write about this person's contribution to music.

Write a preliminary thesis statement. Use it to create an outline for your report. Indicate major and supporting points by using roman numerals, letters, and indentations.

**Thesis Statement:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Outline:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ■ B. Drafting a Report

On a separate sheet of paper, draft the report. At this stage you should concentrate on turning your ideas into sentences and paragraphs. Remember to include the source or sources of your information.

**On Your Own**

You will find that your textbooks are written to convey information in an organized way. Choose a chapter from a textbook from another class. Draft an outline of the chapter using any given headings or subheadings. Include at least three details or pieces of information from the text for each heading or subheading.

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Name ..... Class ..... Date .....

## WRITING ABOUT LITERATURE

### 5.11

## Comparing Two People

### ■ Comparing a Character with a Real Person

Read the following excerpt in which the writer describes her mother. Then think of someone you know whose personality is basically like Mama's. Create a comparison chart like the one on page 241 or 242 of your text. Write at least three good questions that will help you compare Mama and the person you selected. Then write a brief comparison.

I remember that every Saturday night Mama would sit down by the scrubbed kitchen table and with much wrinkling of usually placid brows count out the money Papa had brought home in the little envelope.

There would be various stacks.

"For the landlord," Mama would say, piling up the big silver pieces.

"For the grocer." Another group of coins.

"For Katrin's shoes to be half-soled." And Mama would count out the little silver.

"Teacher says this week I'll need a notebook." That would be Christine or Nels or I.

Mama would solemnly detach a nickel or a dime and set it aside.

We would watch the diminishing pile with breathless interest.

At last, Papa would ask, "Is all?"

When Mama nodded, we could relax a little and reach for schoolbooks and homework. For Mama would look up and then smile. "Is good," she'd murmur. "We do not have to go to the Bank."

Kathryn Forbes, *I Remember Mama*

**Mama**

**Your real person**

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### On Your Own

Choose a fictional character whom you admire and a real person whom you admire. Create a Venn diagram to organize a comparison between the two. Then write two paragraphs in which you compare and contrast your real-life character with your fictional character.

## 5 Writing Process in Action

### ■ Writing a Research Report

Write a short research report about an endangered animal. Consult an encyclopedia or other reference for a list of animals considered to be endangered. Then select one particular animal to write about.

#### A. Prewriting

Take notes on your reading. Think about what you want to say in your report. You can use a cluster diagram or list to generate ideas about information you want to include.

#### B. Drafting

Organize your notes into main ideas and create an outline. Using your outline, begin a first draft on the lines below. Your report should have three paragraphs: an introduction, one body paragraph, and a conclusion. Make your report as accurate as possible. Use additional paper.

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#### C. Revising

Read your draft and revise it as necessary. Do your details support your main ideas? Do your ideas flow from one to another in a logical manner?

#### D. Editing/Proofreading

Edit your report, considering grammar, sentence variety, and correct punctuation.

#### E. Publishing/Presenting

Copy your report in legible handwriting. You may want to include a cover page with a title of the report in the center and your name, class, and teacher's name in the lower right corner. You may also include pictures of the animal or charts and diagrams representing any statistics or trends you might have used as information in your report.

#### On Your Own

Everyone knows about dinosaurs, but other animal species have also become extinct. Do some research to identify an unusual or little-known animal that once lived on earth. Write a one-page report explaining how and where this animal lived and why it became extinct.

## 6.1 Using Persuasive Writing

### ■ Thinking About Purpose and Audience

In persuasive writing you try to convince someone to agree with your thesis and, possibly, to act in a certain way. To write effectively, it helps to feel strongly about an issue. Select one of the following issues that you feel strongly about, or select your own topic. Use the questions below to identify your purpose and audience. Then write one or more persuasive paragraphs.

standardized tests

part-time jobs for students

graffiti

year-round school

violence on television

community curfews

1. What is your opinion about the issue? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Who is your audience? Do you want to affect public opinion or direct your message to policymakers? Do you want to speak to students or another group? Why did you select this audience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you want to make your audience indignant about something evil or proud of something good? Will you appeal to laziness or curiosity or some other feeling? What are some persuasive words you can use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Are you satisfied with getting readers to think seriously about the subject? Do you want them to change their minds or to do something specific? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Write one or more paragraphs about your issue on a separate sheet of paper.

### On Your Own

Read the letters to the editor in a daily newspaper. Sort the letters into two groups: those with which you agree and those that do not persuade you. Compare the two groups, and try to find reasons for the success of some and the failure of the others. Write a short explanation of your findings.

Name ..... Class ..... Date .....

## 6.2 Forming an Opinion

### ■ A. Looking for Arguments

Effective persuasive writing requires a topic about which opinions differ. The writing must provide reasons that overcome specific objections. Write a statement that you believe about pets. Interview four or more people of different ages and occupations to discover whether they disagree with your opinion, and why.

Statement: \_\_\_\_\_

Person Interviewed	Agree? Yes/No	Why?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### ■ B. Analyzing Results

Considering the responses in Part A, would your statement about pets make a good topic for a persuasive essay? Why or why not? Summarize your ideas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**On Your Own**

To identify issues that you feel strongly about, keep a record for one week of times when you get angry or excited. Do you feel strongly about certain ideas? For example, does gum-chewing irritate you? Should all children learn to play a musical instrument? Keep your record of ideas as possible topics for persuasive writing.

## 6.3 Gathering Evidence

### ■ Developing Evidence

To persuade an audience of anything, you must use evidence that appeals to that audience and is convincing. Follow these directions to state a position and support it with different kinds of evidence.

1. Complete the following sentences. Check the position you could best support.

The change that will most improve this school is \_\_\_\_\_

\_\_\_\_\_

Teenagers should be allowed to \_\_\_\_\_

To improve traffic safety, we should \_\_\_\_\_

Television would be much better if \_\_\_\_\_

In my opinion, \_\_\_\_\_

\_\_\_\_\_

2. Provide evidence to support your position. Try to include each type of evidence listed below. If necessary, research facts and statistics.

**Fact** (something known to be true) \_\_\_\_\_

**Statistic** (fact expressed in numbers) \_\_\_\_\_

**Example** (particular event) \_\_\_\_\_

**Opinion** (personal judgment) \_\_\_\_\_

**Reason** (sensible explanation) \_\_\_\_\_

3. Identify two audiences whose agreement you want on this issue. Identify two types of evidence that would appeal to each audience.

**Audience 1:** \_\_\_\_\_

**Types of Evidence:** \_\_\_\_\_

**Audience 2:** \_\_\_\_\_

**Types of Evidence:** \_\_\_\_\_

### On Your Own

Present your argument to one of the audiences you named above in activity 3. Draft one or more paragraphs using that type of evidence—and any additional evidence you choose—to convince that audience.



## 6.5 Polishing an Argument

### ■ Seeing with a Critical Eye

A careful writer reviews his or her writing not only to catch mistakes but also to look for ways to strengthen it. Use the questions below to help you suggest ways of improving this piece of persuasive writing.

Scholars guess that almost half of all English words come from Latin. All students in the United States should be required to take at least two years of Latin. Latin helps us understand other languages because it is the root of modern languages, such as French, Italian, and Spanish. It is not, however, related to Japanese, Arabic, Russian, or Chinese. It helps students learn English vocabulary. Latin was the principal language of western Europe for hundreds of years. Many scholars think the study of Latin teaches students to think precisely and to understand grammar.

- 1. Position:** Is the position clearly stated?
- 2. Topic Sentence:** Is the topic sentence in the best possible position?
- 3. Introduction:** Does the introduction get the reader's attention?
- 4. Evidence:** Is the evidence convincing? Is there enough evidence? Is it arranged well?
- 5. Vocabulary:** Is the vocabulary strong?

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Revise the paragraph. Make any changes suggested by your answers to the questions.

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### On Your Own

Find the letters to the editor in a local newspaper. Choose one that is not very persuasive. Reread it critically, looking for weaknesses in the evidence, organization, or vocabulary. Revise the letter to make it a polished, effective argument.

## 6.6 Writing Publicity

### ■ Writing an Ad

Advertising must not only present the facts about an event or product but must also persuade people to buy or support the thing advertised. Imagine that you are advertising a major sale at a store of your choice. Use the following questions to develop an effective newspaper ad.

1. Some people see themselves as out of the ordinary, and they look for products that are unusual or above average. What can you say about products at your store that would make them attractive to these shoppers? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Other people like to fit in with others. They want the same things that all their friends have. What can you say about products at your store that will appeal to these shoppers? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Some people shop only when they must. What can you say that will convince reluctant shoppers that this sale is a “must”? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Review these three approaches. Which of them do you think would be most effective in drawing customers to the sale? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Keeping one of the above audiences in mind, write your newspaper ad. Remember to use an attention-getter and to include all important information. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### On Your Own

Rewrite your newspaper ad as a thirty-second radio ad. Change the wording as needed to appeal to listeners. Add music or sound effects, if you like. Read your ad aloud, timing yourself to make sure your ad takes about thirty seconds.

## 6.7 Writing a Letter of Complaint

### ■ Getting Someone's Attention

A letter of complaint must be clear in stating a problem, explaining what happened, and proposing a reasonable solution. It stands a better chance of winning cooperation if the writer follows a standard business-letter form. Use the questions below to identify issues that might cause you to write a letter of complaint.

1. Have you bought a product that did not perform as it should have? Name the product, tell what you expected, and explain how the product failed. \_\_\_\_\_

\_\_\_\_\_

To whom would you address your complaint? \_\_\_\_\_

What solution would you request? \_\_\_\_\_

2. Could class or bus schedules, hall rules, or other nonacademic aspects of school be improved? Describe a problem caused by the present procedures. \_\_\_\_\_

\_\_\_\_\_

To whom would you address your complaint? \_\_\_\_\_

What solution would you request? \_\_\_\_\_

3. Have you been offended rather than entertained by song lyrics, movie violence, or sloppy performance? Describe what offended you and why. \_\_\_\_\_

\_\_\_\_\_

To whom would you address your complaint? \_\_\_\_\_

What solution would you request? \_\_\_\_\_

4. Are you concerned about crime, unemployment, health care, the environment, or another community issue? Identify a specific problem. \_\_\_\_\_

\_\_\_\_\_

To whom would you address your complaint? \_\_\_\_\_

What solution would you request? \_\_\_\_\_

**On Your Own**

Write a letter of complaint about a problem you identified above. Make sure your letter follows the standard business-letter form illustrated on page 287 of *Writer's Choice*.

## 6.8 Writing a Movie Review

### ■ A. Examining Your “Must Sees”

A good movie review discusses the elements of a movie and lets the reader decide whether to see it. List two of your favorite movies in the space provided. Discuss each of the four elements.

1. Movie title: \_\_\_\_\_

Characters: \_\_\_\_\_

Plot: \_\_\_\_\_

Acting: \_\_\_\_\_

Cinematography: \_\_\_\_\_

2. Movie title: \_\_\_\_\_

Characters: \_\_\_\_\_

Plot: \_\_\_\_\_

Acting: \_\_\_\_\_

Cinematography: \_\_\_\_\_

### ■ B. Looking at a Favorite

Select one of the movies you listed in Part A. On another sheet of paper, write a review of the movie for your school newspaper. Include a discussion of each of the four elements in the review. Make sure the review reflects your opinion about the movie.

#### On Your Own

Compare two or more newspaper or magazine reviews of the same movie. See how each reviewer responds to the same element. Are the reviewers in agreement about whether the movie is worth seeing—and why? Or do you wonder whether they are reviewing different films? Write a short essay about what you discover.

