

ENGLISH GENRE-SPECIFIC WRITING TASKS



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**ПРАКТИКУМ З АНГЛОМОВНОГО
ЖАНРОВОГО ПИСЬМА**

Луцьк–2024

УДК 811.111'373(07)

К 17

*Рекомендовано до друку науково-методичною радою
Волинського національного університету імені Лесі Українки
(протокол № 3 від 17 листопада 2023 р.)*

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К 17 **English Genre-Specific Writing Tasks = Практикум з англійського жанрового письма** : навч.-метод. матеріали. – Луцьк: ВНУ, 2024. – 56 с.

Навчально-методичні матеріали підготовлено з метою систематизації й удосконалення знань здобувачів вищої освіти денного і заочного відділень при вивченні вибіркового освітнього компоненту з англійського жанрового письма. Видання складається з п'яти тематичних розділів, які охоплюють особливості жанрового письма і сприяють розвитку використання певних мовних одиниць, моделей, структур в різножанрових текстах, формуванню навичок з писемного мовлення і комунікації англійською мовою.

Для студентів спеціальності 035 Філологія та 014 Середня освіта (Англійська мова та зарубіжна література) першого (бакалаврського) рівня, для аспірантів та всіх, хто цікавиться англійським жанровим письмом.

УДК 811.111'373(07)

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1. UNDERSTANDING ACADEMIC INTEGRITY. DEFINING GENRE-SPECIFIC WRITING

- 1. Values of academic integrity. Academic dishonesty types. Plagiarism**
- 2. Academic genres**
- 3. Defining genres. Using genres to write successfully**
- 4. Genres and the writing process**

Review questions

1. What are the key values associated with academic integrity, and why are they important in an educational setting?
2. Can you differentiate between intentional and unintentional plagiarism? Provide examples of each.
3. Identify three types of academic dishonesty and explain how they violate the principles of academic integrity.
4. How does a university honor code contribute to promoting academic integrity within a learning community?
5. Define the term “academic genres” and provide examples of different genres commonly used in academic writing.
6. Why is it crucial for writers to understand and adhere to specific genres when communicating in academic settings?
7. Explain the role of genres in the writing process. How does understanding genres enhance the effectiveness of written communication?
8. Discuss the importance of defining genres before starting the writing process. How does clarity in genre definition contribute to successful writing?
9. In what ways can knowledge of genres help writers tailor their communication to different academic audiences?
10. How can the understanding of academic genres be applied practically to improve the overall quality of written assignments? Provide examples.

Values of Academic Integrity. Academic Dishonesty Types. Avoiding Plagiarism

1. Select the most appropriate answer for each blank space in the following sentences:

1. Academic integrity promotes a culture of _____, fostering an environment where trust and honesty prevail.
 - A. Respect
 - B. Collaboration
 - C. Competition
2. A student's commitment to academic integrity extends beyond the classroom and into their _____.
 - A. Personal life
 - B. Social media presence
 - C. Extracurricular activities
3. The value of _____ encourages students to take responsibility for their actions and academic work.
 - A. Honesty
 - B. Recognition
 - C. Fairness
4. Taking _____ for one's actions and academic work is a key value in maintaining academic integrity.
 - A. Diligence
 - B. Responsibility
 - C. Honesty
5. Valuing academic integrity contributes to the development of a strong sense of _____ among students and faculty.
 - A. Community
 - B. Isolation
 - C. Independence
6. Academic integrity requires the _____ to present one's work truthfully, without deception or misrepresentation.
 - A. Integrity
 - B. Honesty
 - C. Diligence
7. Trust is an essential component of academic integrity, fostering a community where individuals can rely on each other's _____.
 - A. Efforts
 - B. Competence
 - C. Integrity
8. Fairness in academic integrity involves treating all individuals with _____, ensuring that everyone has an equal opportunity to succeed.
 - A. Equality
 - B. Superiority
 - C. Indifference
9. Upholding academic integrity requires the _____ to face challenges and make ethical decisions, even in difficult situations.
 - A. Responsibility
 - B. Courage
 - C. Diligence
10. The university honor code serves as a set of guidelines to promote ethical behavior and maintain _____ within the academic community.
 - A. Healthy competition
 - B. A culture of learning
 - C. A strict grading curve
11. Academic integrity is not only about avoiding cheating but also about _____ in academic works.
 - A. Creativity
 - B. Persistence
 - C. Honesty and originality
12. Academic integrity encompasses honesty, trust, fairness, respect, and responsibility in all _____.
 - A. Social interactions
 - B. Aspects of life
 - C. Academic activities

2. Study the following document, University of Waterloo Confidentiality Agreement and Statement of Honesty (Ontario, Canada). Are there any differences between how academic integrity is treated in Ukraine and Canada? Consult Lesya Ukrainka Volyn National University site: https://ra.vnu.edu.ua/akademichna_dobrochesnist/kodeks_akademichnoi_dobrochesnosti/.

**UNIVERSITY OF WATERLOO
CONFIDENTIALITY AGREEMENT
& STATEMENT OF HONESTY**

EXAMINATIONS

The University of Waterloo subscribes to the strictest interpretation of academic integrity. Faculty members and students bear joint responsibility in assuring that cheating on assignments or any examination is not tolerated.

Students who engage in academic dishonesty will be subject to disciplinary action under Policy 71.

This examination is protected by copyright. Reproduction or dissemination of this document or the contents or format of this document in any manner whatsoever (e.g., sharing the content with other students), without the express permission of the instructor, is strictly prohibited.

- I confirm that I will keep the content of this examination confidential.
- I confirm that I have not received any unauthorized assistance in preparing for or writing this examination.
- I confirm that I will not access the Internet or any other unauthorized resource in the writing of this exam.

Student Name (by signing or typing my name here I affirm my agreement to the foregoing statements)

Student I.D. Number

Date

3. Which of the words and phrases in bold would you be able to cut and paste into your own work without stating the source because they are sufficiently generic that they could apply to any situation?

In this research project I will consider bilinguals as (1) **“those who use more than one language or a dialect in their everyday life”** (Grosjean, 2010). The inclusion of dialects is particularly relevant here, (2) **as part of the project involved Italian participants.** (3) **In Italy, different dialects are spoken in different regions.** These dialects are not just mild inflections from the mother tongue, but proper languages that may significantly differ in syntactic, semantic and phonological properties. For example, (4) **someone from Sicily who speaks Sicilian and Italian should be considered as bilingual** as someone from Barcelona who speaks Catalan and Spanish. As in most of the Italian regions a dialect can be spoken for historical and cultural reasons, (5) **we may say that a considerable proportion of Italians, especially in older generations, are bilinguals.**

4. Which aspects of the original sources are plagiarized in the student's first draft?

Original sources	First draft of student writing
<ul style="list-style-type: none"> • ‘Students were less certain about the concept of using someone else’s ideas (Qu.Ib), with 40% of students not acknowledging that this was plagiarism’ (Dawson and Overfield, 2006). • ‘A similar point could be made about Chinese academic norms, which are the result in part of a long tradition of reproducing Confucian teachings in civil service exams. The philosopher’s words were known by and belonged to everyone’ (Sowden, 2005: 227). • ‘We need to strike a balance between being sensitive to students’ feelings, understanding potential cultural differences, and being clear and helpful in the messages we give through our feedback’ (Hyland, 2000: 381). 	<ul style="list-style-type: none"> • 40 % of students think that using someone else’s ideas without reference is acceptable. • Often, it is East Asian students who find this a particular problem, because in the Confucian system knowledge is seen as something which is shared by society (Sowden, 2005). • It may also be a challenge for teachers when giving feedback, as they are often unaware of how to strike a balance between being sensitive to students’ feelings, understanding potential cultural differences, and being clear and helpful in the messages they give.

5. How to recognise unacceptable and acceptable paraphrases. Study and state the differences between paraphrases:

The original text	An unacceptable paraphrase	An acceptable paraphrase
<p>The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth-century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.</p>	<p>The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth-century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.</p>	<p>Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1)</p>

6. Are there differences between how plagiarism is seen in Ukraine and the UK? Tick if the statement reflects normal practice, put a cross if not, and a question mark if you are unsure. How can you explain any differences?

Statement	Normal practice in the UK	Normal practice in Ukraine
<p>I can use other people’s original ideas without reference.</p>	<p><i>This is not normal practice</i></p>	

I need to reference ideas which are commonly known or accepted.	<i>This is not normal practice</i>	
I can use/adapt the research of my friends.	<i>This is not normal practice</i>	
I can copy and paste information from the Internet into my essay without saying where it is from.	<i>This is not normal practice</i>	
I can submit the same piece of work twice.	<i>This is not normal practice</i>	
I can pay someone to check through/proofread my essay to make minor improvements	<i>This is normal practice</i>	

7. Select the most appropriate answer for each blank space in the following sentences:

1. _____ is the act of presenting false information or credentials to gain an unfair advantage in academic settings.
 - A. Cheating
 - B. Impersonation
 - C. Academic fraud
2. Using unauthorized materials during an exam, such as notes or electronic devices, is considered _____.
 - A. Resourcefulness
 - B. Academic misconduct
 - C. Ethical behavior
3. The consequences of academic dishonesty may include _____.
 - A. Recognition and awards
 - B. Academic penalties
 - C. Special privileges
4. _____ involves using someone else's work or ideas without proper acknowledgment, even if unintentional.
 - A. Collusion
 - B. Plagiarism
 - C. Fabrication
5. _____ involves altering grades or academic records with the intent to deceive.
 - A. Cheating
 - B. Fabrication
 - C. Plagiarism
6. _____ occurs when a student intentionally hinders the academic performance of others.
 - A. Cheating
 - B. Sabotage
 - C. Collusion
7. Providing or receiving unauthorized assistance during an exam is commonly known as _____.
 - A. Cheating
 - B. Collaboration
 - C. Academic honesty
8. Submitting the same assignment to multiple courses without permission is an example of _____.
 - A. Time management
 - B. Academic honesty
 - C. Self-plagiarism
9. _____ involves taking an exam or completing an assignment on behalf of another person.
 - A. Cheating
 - B. Plagiarism
 - C. Impersonation
10. _____ occurs when a student presents someone else's work as their own without proper attribution.
 - A. Cheating
 - B. Impersonation
 - C. Plagiarism
11. Submitting a paper purchased from an online service as one's own work is an example of _____.
 - A. Outsourcing
 - B. Contract cheating
 - C. Academic collaboration
12. Copying and pasting directly from online sources without proper citation is a form of _____.
 - A. Plagiarism
 - B. Research skills
 - C. Effective note-taking

Genres in Academic Sphere

8. Match the names of the English academic genres in the left column with their definitions (descriptions) in the right column. Translate the names of the genres into Ukrainian. Do you see any English-Ukrainian mismatches? Can you translate into English the word “реферат”?

- | | |
|------------------------|---|
| 1. Summary | 1. An article that critically examines a new book or any other piece of writing. |
| 2. Abstract | 2. A research project proposed for funding. |
| 3. Review | 3. A short account of a research paper placed before it. |
| 4. Conference abstract | 4. A relatively short piece of research usually published in a journal or a volume. |
| 5. Research | 5. A shortened version of a text aimed at giving the paper most important information or ideas of the text. |
| 6. Grant proposal | 6. A short account of a conference paper. |

9. Match the type of writing (on the left) to its description (on the right). Then look again at the titles in part A and decide which title relates to each type of writing.

- | | |
|-------------------------|--|
| An argumentative essay | ... is writing which you do yourself (not for assessment) to remember information and develop your own learning skills. |
| A critique ... | ... is a piece of writing, often used in the sciences, which tests your knowledge about a particular concept. |
| A descriptive essay ... | ... is a much longer piece of writing (usually >3,000 words) which tends to be used at Master's level. |
| A dissertation ... | ... both summarizes and offers critical analysis of an academic article or book. |
| An exam essay ... | ... tends to be relatively short and very focused, testing your ability to recall key information. |
| An evaluative essay | ... is often set by teachers to test your understanding of a particular topic – e.g., a process, idea or theory. |
| Reflective writing ... | ... tries to persuade the reader that a particular point of view (i.e., your opinion) is correct. |
| A short-answer question | ... compares and contrasts the different sides of a topic. It may support one side or another, or else take a balanced overview. |

Defining Genres. Using Genres to Write Successfully

10. Look at this list of genres. Can you see any similarities and differences among them? Try to group them into categories in different ways, for example, spoken vs. written, similar purposes, type of audience, formality, etc. You will find that genres often have things in common but are distinct in various ways.

- | | | | |
|-----------------|--------------|-----------|----------|
| sales letter | biography | editorial | toast |
| essay | abstract | poem | postcard |
| notice | prescription | chat | label |
| menu | anecdote | song | note |
| informal letter | report | will | novel |
| advertisement | lecture | film | seminar |
| manual | telegram | review | article |

11. Imagine you were a member of university newspaper club, and your lecturer had assigned you a writing task (an article for the newsletter) related to a recent event in the university, that is organizing a charity event to support Ukrainian army. Match the appropriate type of writing (descriptive, narrative, expository, or persuasive) with the purpose of your writing and how you want to engage the readers.

Narrative	Create an engaging and detailed portrayal of the upcoming charity event. Highlight the atmosphere, activities, and emotions involved.
Descriptive	Share a personal or fictional story related to the charity event. It could be a recount of a previous successful fundraiser or a story that inspires others to participate.
Persuasive	Provide clear and factual information about the charity event, such as its purpose, date, time, and how students can get involved. Use a structured and informative approach.
Expository	Convince your groupmates to actively participate in the charity event. Use persuasive language to highlight the importance of supporting the army and the positive impact their involvement can make.

12. Scan the following table of genres and their social purpose. Group the genres according to the purpose of writing: descriptive, narrative, expository and persuasive.

Genre	Social Purpose	Social Location
<i>Recount</i>	To reconstruct past experiences by retelling events in original sequence	Personal letters, police reports, insurance claims, incident reports
<i>Procedure</i>	To show how something is done	Instruction manuals, science reports, cookbooks, DIY books
<i>Narrative</i>	To entertain and instruct via reflection on experience	Novels, short stories
<i>Description</i>	To give an account of imagined or factual events	Travel brochures, novels, product details
<i>Report</i>	To present factual information, usually by classifying things and then describing their characteristics	Brochures, government and business reports
<i>Explanation</i>	To give reasons for a state of affairs or a judgment	News reports, textbooks
<i>Exposition</i>	To give arguments for why a thesis has been proposed	Editorials, essays, commentaries

Source: Butt, Fahey, Feez, Spinks & Yallop, 2000; Martin, 1989.

Descriptive	Narrative	Expository	Persuasive

13. Use the information below about purpose, intended audience and features of their format, style and language to complete the genre table (write numbers 1, 2, 3,...).

Purpose 1. to give instructions 2. to inform 3. to inform and persuade

Intended audience 4. a manager 5. a person who cooks 6. a friend

Style 7. informal, direct and concise 8. direct, clear steps to follow 9. fairly formal, polite
Format 10. pictures and numbered points 11. two addresses at the top, date, salutation and closing
 12. may include symbols J
Language 13. Mainly content words such as nouns or verbs, few function words such as articles or auxiliary verbs. Sometimes words are shortened or abbreviated, for example, gr = great, or txt = text 14. Use of present perfect to show experience and few contractions, so cannot rather than can't 15. technical terms for cooking, imperatives and use of signposting language such as, first... then ...

	Application letter	Recipe	Text message
Purpose			
Intended audience			
Style			
Format			
Language			

14. There are many genres that exist to achieve various aims/purposes. There are many situations that you may wish to achieve a purpose, but they must fit the audience and that audience's needs for medium and interests. Thus, we have various genres. A genre differs from a purpose. "Genre" is a category of writing... a situation and type. Purpose is a goal, aim, or objective for the effect of the writing.

- Select the words that identify genres **ONLY** below.
 - Letters, analyze, reviews, critiques, persuasive
 - Letters, essays, critiques, blogs, journals, news articles
 - Analyze, persuade, reflect, observe, inform
- Select the words that identify purposes **ONLY** below.
 - Letters, analyze, reviews, critiques, persuasive
 - Letters, essays, critiques, blogs, journals, news articles
 - Analyze, persuade, reflect, observe, inform
- A personal diary and a blog are both examples of what purpose?
 - Persuasive
 - Descriptive
 - Narrative
- An opinion column in the news, an advertisement, and a college argument may have a common purpose. Select the most likely common purpose below:
 - Persuade
 - Inform
 - Reflect
 - Analyze
- Which of the following genres of writing are included in the examples of the purpose (aim) "Writing to reflect?"
 - Rhetorical analysis
 - Journals
 - Blogs
 - Memoirs
 - Essays

2. UNDERSTANDING DESCRIPTIVE WRITING

- Defining descriptive writing and its purpose
- Common features of descriptive writing
- Descriptive writing process
- Developing techniques in descriptive writing
 - Exploring sensory images
 - Choosing words that work (vivid nouns, verbs, adjectives, adverbs)
 - Using sentence structures (compound, complex, compound-complex sentences)
 - Using synonyms, antonyms
 - Figurative language
- Applying descriptive writing

Review questions

1. What is the primary purpose of descriptive writing, and how does it differ from other types of writing?
2. Identify and explain at least three common features of descriptive writing that contribute to creating sensory images.
3. Outline the descriptive writing process, highlighting key stages from planning to finalizing a descriptive piece.
4. How can writers develop their descriptive writing techniques to engage readers' senses and emotions effectively?
5. Explain the importance of exploring sensory images in descriptive writing. Provide examples of how different senses can be invoked in writing.
6. How do vivid nouns, adjectives, adverbs and verbs contribute to the richness of descriptive writing? Provide examples to illustrate your explanation.
7. Define figurative language and its role in descriptive writing. Give examples of commonly used figures of speech in this context.
8. Describe the significance of choosing the right words in descriptive writing. How does word choice impact the overall tone and atmosphere of a piece?
9. Provide techniques for incorporating figurative language into descriptive writing to enhance the reader's experience.
10. Apply descriptive writing techniques to describe a specific scene, object, or experience. Focus on using vivid nouns, adjectives, verbs, and sensory imagery.
11. How can writers effectively convey abstract concepts or emotions through descriptive writing? Provide examples.
12. Discuss the challenges writers may face in maintaining balance when using descriptive language. How can writers avoid excessive details?
13. Explore how descriptive writing techniques can be adapted for different genres, such as fiction, non-fiction, or poetry.
14. Reflect on a personal experience where descriptive writing could be applied effectively. Outline the key elements you would incorporate to make the description engaging and immersive.

Theoretical Outline Test

1. Select the most appropriate answer for each blank space in the following sentences:

1. Descriptive writing aims to _____ vivid images and evoke sensory experiences for the reader.
 - A. Suppress
 - B. Convey
 - C. Discourage
2. In descriptive writing, the process involves careful _____ from planning to the final revision of a piece.
 - A. Elimination
 - B. Consideration
 - C. Ignorance
3. Choosing _____ words, such as vivid nouns, adjectives, and verbs, is essential for creating a rich and immersive descriptive piece.
 - A. Generic
 - B. Specific
 - C. Unnecessary
4. Figurative language in descriptive writing includes the use of _____ to enhance the overall expression and create a more profound impact.
 - A. Literal expressions
 - B. Symbols and metaphors
 - C. Direct statements
5. Exploring _____ imagery is a key aspect of descriptive writing, aiming to engage the reader's senses and emotions.
 - A. Abstract
 - B. Sensory
 - C. Analytical
6. The _____ of descriptive writing involves creating a mental picture for the reader through detailed and expressive language.
 - A. Ambiguity
 - B. Purpose
 - C. Essence
7. Effective descriptive writing requires a careful balance to avoid _____ the reader with excessive details or overloading the senses.
 - A. Engaging
 - B. Overwhelming
 - C. Inspiring
8. Descriptive writing often utilizes _____ language, which goes beyond the literal meaning to create a more profound and imaginative effect.
 - A. Conventional
 - B. Figurative
 - C. Plain
9. Writers can enhance their descriptive writing by _____ their vocabulary and experimenting with different expressions.
 - A. Limiting
 - B. Expanding
 - C. Ignoring
10. In descriptive writing, the choice of words directly impacts the _____ and atmosphere of the narrative.
 - A. Tone
 - B. Grammar
 - C. Punctuation
11. _____ language, including vivid nouns, adjectives, and verbs, contributes to the richness and depth of descriptive writing.
 - A. Ordinary
 - B. Elaborate
 - C. Bland
12. Descriptive writing allows the reader to visualize and experience a scene through the skillful use of _____ details.
 - A. Excessive
 - B. Random
 - C. Evocative
13. Effective descriptive writing not only appeals to the sense of sight but also engages the reader's _____.
 - A. Taste
 - B. Hearing
 - C. Intuition

14. The _____ of descriptive writing involves creating a strong connection between the reader and the subject being described.

- A. Objectivity
- B. Subjectivity
- C. Neutrality

15. Descriptive writing is often used in various _____, such as poetry, travel writing, and character descriptions in fiction.

- A. Genres
- B. Styles
- C. Tones

Developing techniques in descriptive writing

Sensory descriptions

It may be impossible to write descriptively without appealing to at least one of the senses. Many things, in fact, can be described in terms of more than one sense. For example, you can appreciate an apple with all five senses. You can see that it is *red* or *shiny* or *round*. You can hear a *crisp, crunching sound* as you bite into it. You can taste a *juicy sweetness* or *tartness*. You can also smell the apple, and touch it to feel its smooth surface.

2. Complete the chart with words that appeal to the senses. A few have been done for you. If a particular sense is not used in any given case, write "none."

	sight	hearing	smell	taste	touch
fire		<i>crackling</i>			
orchids			<i>sweet</i>		
fish					
computer					
rainbow	<i>colourful</i>				
ocean				<i>salty</i>	
forest					
snow					<i>cold</i>

Using vivid nouns

Nouns are words that name persons, places, things, or events. Good writers choose nouns that are specific rather than general. The word *dog*, for example, does not give the reader an exact mental picture. A specific noun such as *greyhound*, *dalmatian*, or *cocker spaniel* would create a much more precise image.

3. Rewrite each sentence, replacing the underlined word with a more specific noun that creates a clearer picture.

1. Please pass the vegetables.

2. We went to a restaurant for dinner on Saturday.

3. After dinner, we split a dessert.

4. Patrick bought a new car.

5. Jean lives in a place with an ocean view.

6. The game started at 3 o'clock.

7. We saw an interesting animal at the zoo.

8. Tom and Bob fished from a boat.

9. Gloria's pet is cute and friendly.

10. The machine made a lot of noise.

Using vivid verbs

Good writers use strong, specific verbs to express action. Why? Precise verbs make it easier for the reader to imagine the action. Sometimes, strong verbs can give clues about a character's motivations or feelings. To see how a vivid verb can clarify meaning and bring a picture into focus, compare these two sentences:

The football team *came* onto the field for their final game.

The football team *bolted* onto the field for their final game.

Notice that the verb *bolted* gives the reader a sense of the players' determination. It also helps you imagine how emotionally charged up the team was.

4. Rewrite each of the following sentences, replacing the underlined word with a more vivid verb.

1. The couple moved on the dance floor.

2. Allan went out the front door.

3. Barbara got out of bed at 6 o'clock in the morning.

4. The child walked through the rain puddles.

5. The lioness looked for a meal for her family.

6. Chris drank a glass of ice water.

7. The fat cat slept by the fire.

8. All of a sudden, the police came in the door.

9. The out-of-control car went into the concrete wall.

10. The hungry man ate a sandwich.

Using vivid adjectives

Adjectives are words that give more information about nouns or pronouns. Writers use adjectives to describe colors, shapes, and sizes as well as tastes, sounds, smells, and feelings. Read the two example sentences. Notice how adjectives help the reader visualize what is being described:

Isabel purchased *a thick green* blanket.

Myron served a *hearty vegetable* stew.

5. Read each sentence. First, circle all adjectives that describe colors, shapes, or sizes. Then rewrite each sentence, changing the adjectives to create a very different visual picture. The first one has been done for you.

1. Daria wore a *shimmery pastel* shawl. – Daria wore a *tattered brown* shawl.

2. Dennis painted a large red flower on the round canvas.

3. The bright blue butterfly hovered over the delicate white orchids.

4. Rocko is a tiny white puppy.

6. Read each sentence. First, circle all adjectives that describe sounds, tastes, smells, or feelings. Then rewrite each sentence, changing the adjectives to create a very different visual picture.

1. The noisy children played in the fragrant garden.

2. The hungry man wolfed down the spicy enchiladas.

3. Maria was too tired to enjoy the festive celebration.

4. A quiet hush fell over the mournful crowd.

Using vivid adverbs

Adverbs are words that describe verbs, adjectives, and other adverbs. Writers use adverbs to describe actions and to tell *how*, *when*, or *why* something happened. Adverbs are also used to tell how often or how much. Read the three example sentences. Notice how adverbs help the reader visualize what is being described.

The waves crashed *loudly* on the shore.

Dina walks on the beach *late* in the afternoon.

The canary sang *sweetly*.

7. Read each sentence. First, circle the adverbs that tell *how*, *when*, or *why*. Then rewrite each sentence, changing the adverbs to create a very different visual picture or meaning.

1. Jean gracefully skated across the ice.

2. Afterwards, we all enjoyed a cup of cocoa.

3. Breathlessly, Mona arrived at the station five minutes late.

4. Jeff was broke; consequently, he could not join the club.

8. Read each sentence. First, circle the adverbs that describe sounds, tastes, smells, and feelings. Then rewrite each sentence, changing the adverbs to create a very different visual picture.

1. Patrick writes checks biweekly to pay his bills.

2. Amber is extremely patient with her little sister.

3. Dennis hardly recognized his old friend.

4. Roxy performed her dance routine skillfully.

Using sentence structures

Sentences that are varied in length, structure, and word order add interest and emphasis to writing. Study these examples of different sentence structures.

A **simple sentence** consists of one independent clause and no additional clauses. → *We went out for pizza.*

A **compound sentence** consists of two or more independent, or main, clauses.

→ *We went out for pizza and they watched a movie.*

A **complex sentence** consists of one independent clause and one or more dependent, or subordinate, clauses.

→ *Before we went out for pizza, we finished our homework.*

A **compound-complex** sentence consists of at least two independent clauses and one or more dependent clauses.

→ *We went out for pizza and they watched a movie as heavy rain pelted the city streets.*

9. Use any of the four sentence structures to combine each group of sentences into one. Then name the sentence structure you used.

1. The cat was chasing the mouse. The mouse ran into a hole in the wall. The cat was frustrated.

STRUCTURE: _____

2. The telephone rang. Bill answered it. The caller was his girlfriend.

STRUCTURE: _____

3. Nicole and Brad plan their vacation. They decide to visit Japan. They will go in April.

STRUCTURE: _____

4. The store was very crowded. One customer was irate. She'd been waiting in line for 20 minutes.

STRUCTURE: _____

Using synonyms, antonyms

10. Find a word or phrase that is more precise than the underlined words.

1. She was always giving stuff away. (generous, unselfish, big-hearted)
2. My coat was real wet. (damp, soggy, soaking, drenched)
3. The diamond ring looked great! (perfect, flawless)
4. They stared at the ET in a scared way. (horror, shock)
5. We'd like him better if he weren't so stuck-up. (vain, conceited, arrogant, egotistical)
6. Maybe you were too fast in making that choice. (impulsive, hasty, careless, hurried)
7. He had to get behind the tree to avoid the oncoming truck. (dodge, duck, escape)
8. I could eat that sandwich in about two seconds! (devour, gobble)
9. She's too sort of quiet to read her story aloud. (modest, shy, timid)
10. He gave his report card a sad look. (gloomy, somber)
11. The lights were so shiny that they hurt my eyes. (bright, dazzling)
12. She was whistling a happy tune. (cheerful, merry, lively)

11. Use this list, and add to it, as you do your descriptive writing.

round, circular	flat, level, straight
mute, silent, soundless	roaring, blasting, clattering
glance, peek,	stare, gape, gaze

rough, coarse, scratchy	soft, silky, smooth
hurt, ache, painful	painless, pleasant, comfortable
brilliant, intelligent,	witless, dense,

glimpse	
sweet, fragrant, spicy	fetid, reeking, putrid
hazy, fuzzy, faint	distinct, clear, visible
blazing, burning, firey	cool, icy, chilly

wise	shortsighted
gullible, trusting	doubtful, mistrusting, skeptical
tasty, flavorful, appetizing	bitter, offensive, sour
solid, thick, dense	light, delicate, feathery

Add your own antonyms below:

Figurative language

In figurative language, the words used are not meant to be taken literally. Usually, figurative language states or implies a comparison of two unlike things. Using some figurative language is a good way to make your writing more colorful and interesting. Here are the four most common kinds of figurative language:

- | | |
|--|--|
| 1. A simile directly states a comparison between two unlike things, using the word <i>like</i> or <i>as</i> . | 1. The sunlight sparkled <i>like diamonds</i> on the cool blue lake. |
| 2. Personification applies human qualities of behavior to nonhuman things. | 2. The sparkling <i>lake danced</i> to the song of the wind. |
| 3. A metaphor implies a comparison between two unlike things by equating one with the other. | 3. The <i>sunlight</i> was a sparkling <i>diamond</i> on the cool blue lake. |
| 4. Hyperbole uses exaggeration. | 4. <i>A million points of light</i> sparkled on the lake. |

12. Identify the type of figurative language that is used in each of the following sentences.

1. _____ Melissa gained a ton of weight over the holidays.
2. _____ The well-oiled motor hummed happily along.
3. _____ The snow covered the ground like a warm comforter.
4. _____ The waves murmured sleepily.
5. _____ Sylvia runs like a gazelle.
6. _____ The young soldier fired the shot heard 'round the world.
7. _____ Dave's greeting was music to Susan's ears.
8. _____ The mirror had been Angela's friend up until now.
9. _____ Our friendship is as comfortable as an old bathrobe.
10. _____ Danielle was a rose among the thorns of Fred's acquaintances.
11. _____ I cried a river over you.
12. _____ The autumn of Jim's life began with his sixtieth birthday.

Personification

Pets depend on their owners for all the necessities of life – food, shelter, health care, hygiene, and companionship. Imagine getting into the mind of a pet to find out its thoughts. It would be interesting to know what a pet thinks of its owner.

13. To loosen up your imagination, envision yourself in each animal's place. What would you be thinking? Write your thoughts on the lines.

1. A dog notices that his food bowl is still empty when it's an hour past his usual feeding time.

2. A cat is having her coat brushed by her owner.

3. A goldfish senses that the filter in the aquarium isn't working properly.

4. A dog takes his leash to its owner, hoping to be taken out for a walk.

5. As if watching his private TV set, a cat stares at the caged birds.

Applying descriptive writing
Story

14. Choose an item from each column to make three different descriptive openings for stories. Write your openings on the lines below the chart.

sullen	girl	crept	bright	cold	room
frightened	cat	climbed	empty	warm	building
cautious	detective	peered	clammy	disorderly	office
unhappy	boy	fled	dark	musty	house
courageous	doctor	strolled	tremendous	ancient	forest

1. _____
2. _____
3. _____

Describing a product in a catalog

You can buy just about anything from a catalog. From furniture to vitamins, from baby clothes to kitchen supplies, from books to flower bulbs – the list is endless. In a catalog, the text is just as important as the pictures. The written descriptions of the products give the consumer the information he or she needs to make a decision. Think about the catalogs you have read. What kind of information were you looking for? Most likely, you wanted details about the products, such as sizes, dimensions, and prices.

Here is an example of a catalog entry:

This is the most durable, and best-made hammock available. Unlike ordinary hammocks, it is handwoven instead of knotted. Only the highest-grade, softest cotton twill rope is used. In fact, this hammock contains twice as much rope as most. The two-person hammock uses a full 1,100 feet of rope. Handcrafted seasoned oak supports provide maximum stability. Hooks and chains are provided with instructions for hanging.

15. Catalog writers have two purposes: to give the buyer essential information and to sell the product. Imagine that you are a catalog writer. What information would be most important to include in a catalog entry for each of the following products?

1. a laptop computer: _____

2. a hairdryer: _____

3. a table lamp: _____

Describing a mood

We express our moods, feelings in many ways, including body language, facial expressions, and sounds. When describing someone's mood, a good writer describes the way that person looks or acts. In other words, a good writer shows the reader how the person feels rather than simply telling how the person feels. Notice the difference:

Telling about a mood: *Julie was delighted.*

Showing a mood: *A smile slowly formed on Julie's face as she opened the brightly wrapped package and saw a new party dress. When she tried it on, her eyes sparkled with delight.*

16. Improve on each of these descriptions by showing how the person looked or behaved. Write two sentences for each item.

1. Dave was frightened.

2. Carla was nervous.

3. Anna felt ill.

4. Jerome was joyful.

5. Diane felt embarrassed.

17. Choose three of the moods listed in the box. Write two sentences for each one, describing how someone expressed that mood.

proud

lonely

bored

unhappy

neglected

flirtatious

playful

suspicious

apprehensive

excited

curious

generous

hungry

unsure

gloomy

stingy

playful

fearful

Travel blog

How could you best describe a city your readers have never seen? If your description was limited to one paragraph, you'd have to choose your words carefully. Which details would be most interesting to your reader? Which details would you decide to leave out?

18. Study these facts about Paris, France. Underline five key details that, in your judgment, would give your readers the most enjoyable "armchair travel" experience. Then write your short descriptive paragraph on the lines below.

- The Seine River crosses the city from east to west.
- The 984-ft. Eiffel Tower is a truly spectacular sight.
- Flower stands dot the city's wide, tree-lined boulevards.
- Once the residence of French kings, the Louvre now houses the world's largest art museum.
- The Arc de Triomphe symbolizes national honor to all Frenchmen.
- Paris is one of the most crowded cities in the world.
- Tourists take boat trips through the city's ancient underground sewers.

19. Now do some research of your own on any foreign city of your choosing. Consult an encyclopedia or use the Internet to help you gather some facts about that city. Write your list of facts on the lines below.

A vacation is always a welcome change of pace. It doesn't matter if you go on a trip or stick close to home. The main thing is that you get away from your regular routine and do something new. **Imagine a dream vacation. It might be one you've actually taken or one you've only dreamed about. Answer these questions about it.**

1. Where did you go?
2. Who went with you?
3. Where did you stay?
4. What did you do?
5. What new things did you eat?
6. What museums or other points of interest did you visit?
7. What did you buy or wish you could buy?
8. What advice would you give to someone who wanted to go there?
9. What was the highlight of your trip?

20. Now, write a postcard describing your vacation or special moments during your vacation.

3. UNDERSTANDING NARRATIVE WRITING

- Defining narrative writing and its purpose
- Common features of narrative writing
- Basic structure of narratives
- Grammatical features of narrating
- Developing techniques in narrative writing
- Applying narrative writing

Review questions

1. What is narrative writing, and what is its purpose?
2. Identify common features of narrative writing that distinguish it from other forms of writing.
3. How does narrative writing differ from expository or persuasive writing in terms of structure and purpose?
4. How can writers develop their narrative writing techniques to engage readers and create compelling stories?
5. Describe the essential elements in narrative writing.
6. Outline the basic structure of a narrative, including its introduction, rising action, climax, falling action, and resolution.
7. Explain the difference between different types of characters and settings in narrative writing. Provide examples.
8. Describe the role of character development and plot progression in narrative writing. How do these elements contribute to the overall narration?
9. Explore the significance of setting and atmosphere in narrative writing. How does the choice of setting impact the story's mood and tone?
10. What are some grammatical features commonly found in narrating? How do these features contribute to the narrative flow?
11. What are the types of narrative writing depending on your goals?
12. Discuss the applications of narrative writing in various genres, such as novels, screenplays, mythology, anecdotes, and historical accounts.
13. Provide examples of how narrative writing techniques can be adapted for different genres, such as short stories and biographies.
14. Discuss narrative writing tips.
15. Reflect on a personal experience and rewrite it as an engaging narrative, focusing on capturing the reader's attention and emotions.

Theoretical Outline Test

1. Select the most appropriate answer for each blank space in the following sentences:

1. Narrative writing is a type of writing that ..., and its main purpose is to
 - a) tells a story, entertain or inform the reader
 - b) presents facts, persuade the reader
 - c) argues a point, convince the reader
2. Writers can create a sense of ... in narrative writing by introducing conflicts, obstacles, or challenges that characters must overcome.
 - a) tranquility
 - b) suspense
 - c) predictability
3. Narrative writing aims to ... stories that entertain, inform, or evoke emotions in readers.
 - a) explore
 - b) tell
 - c) hide
4. Some common features that distinguish narrative writing from other forms of writing include...
 - a) characters, plot, and setting
 - b) facts, statistics, and evidence
 - c) thesis statement, arguments, and conclusion
5. Unlike expository or persuasive writing, narrative writing ... in terms of structure and purpose.
 - a) tells a story and aims to entertain or inform
 - b) presents facts and aims to educate
 - c) argues a point and aims to convince
6. Writers can develop their narrative writing techniques to engage readers and create compelling stories by ...
 - a) using descriptive language and varying sentence structure
 - b) presenting facts and statistics
 - c) making logical arguments
7. The essential elements in narrative writing include ...
 - a) characters, setting, plot, conflict, and resolution
 - b) introduction, body, and conclusion
 - c) thesis statement, arguments, and evidence
8. Character development and plot progression are essential elements in narrative writing to create ... and engage the reader.
 - a) tension
 - b) confusion
 - c) boredom
9. The basic structure of a narrative includes ...
 - a) introduction, rising action, climax, falling action, and resolution
 - b) introduction, body, and conclusion
 - c) thesis statement, arguments, and evidence
10. In narrative writing, ... types of characters and settings can be used. For example, ...
 - a) static and dynamic, a bustling city or a quiet countryside
 - b) facts and opinions, a scientific lab or a debate hall
 - c) pros and cons, a courtroom or a boardroom
11. Grammatical features commonly found in narrating include the use of past tense, ..., and narrative voice.
 - a) future tense
 - b) present tense
 - c) conditional tense
12. Narrative writing differs from expository or persuasive writing in its focus on ... and storytelling rather than factual information or argumentation.
 - a) analysis
 - b) description
 - c) persuasion
13. The choice of ... and atmosphere in narrative writing plays a significant role in setting the mood and tone of the story.
 - a) characters
 - b) setting
 - c) plot
14. Writers can adapt narrative writing techniques to various genres by adjusting the ... and narrative structure to suit the specific storytelling requirements.
 - a) characters

- b) setting
- c) plot

15. The ... of a narrative refers to the person or entity through which the story is narrated, such as first-person, third-person limited, or omniscient.

- a) narrator
- b) protagonist
- c) antagonist

17. Anecdotes and historical accounts are examples of narrative writing used to ... real-life events or experiences.

- a) relate
- b) invert
- c) disguise

18. The choice of setting in narrative writing impacts the story's

- a) mood and tone
- b) facts and statistics
- c) arguments and evidence

19. Some grammatical features commonly found in narrating include ..., which contribute to the narrative flow.

- a) use of past tense, first-person point of view, and direct speech

- b) use of facts, statistics, and third-person point of view
- c) use of logical arguments, evidence, and third-person point of view

20. Depending on your goals, the types of narrative writing can include

- a) personal narratives, novels, short stories, and biographies
- b) reports, essays, and articles
- c) debates, speeches, and editorials

21. Narrative writing can be applied in various genres such as _____.

- a) novels, screenplays, mythology, anecdotes, and historical accounts
- b) reports, essays, and articles
- c) debates, speeches, and editorials

22. Some tips for narrative writing include _____.

- a) presenting facts, using logical arguments, and citing sources
- b) stating the problem, proposing a solution, and providing evidence
- c) using descriptive language, showing rather than telling, and creating relatable characters

Developing techniques in narrative writing

A good vocabulary is a basic requirement for good writing. One of the best ways to increase your vocabulary is by using a dictionary to look up unfamiliar words. Dictionary entries also include word pronunciations and, often, origins of words. Many dictionaries also suggest synonyms and antonyms.

2. Use a dictionary to find the meaning of each word. Write the definition on the first line. Then, use the word in a sentence of your own on the second line.

1. astute _____

2. commodity _____

3. effigy _____

4. grandiose _____

5. inducement _____

6. consensus _____

Another tool for improving your vocabulary is a **thesaurus**. Instead of definitions, word origins, and pronunciations, a thesaurus lists synonyms for words. In some cases, a thesaurus will also list antonyms for words.

3. Here are two thesaurus entries for the word increase. Choose three of the synonyms given for increase, and write a sentence using each one.

increase n. development, spread, swell, enlargement, expansion, escalation, boost, elaboration, swelling, addition, incorporation, merger, inflation, heightening, extension, dilation, multiplication, deepening, hike, amplification, progression, improvement, jump, boom.
Ant. reduction, decline, decrease.

increase v. extend, enlarge, expand, dilate, broaden, widen, thicken, deepen, heighten, build, lengthen, magnify, add on, augment, escalate, let out, branch out, further, mark up, sharpen, build up, raise, enhance, amplify, reinforce, supplement, annex, double, triple, stretch, multiply, intensify, prolong, exaggerate, redouble, boost, step up, rev up.
Ant. decrease, reduce, abridge.

1.

2.

3.

A transition is the process of moving or changing from one thing to another. When you write a paragraph, you move from one sentence to the next. Skillful writers use transitional words and phrases to join their sentences. Of course, you won't be using transitional words and phrases in every sentence. You use them only when they are necessary for a smooth flow of ideas.

Here's a list of some transitional words and phrases you can use in your writing. You might be able to think of many more.

TO SHOW LOGICAL RELATIONSHIPS

another	thus	on the other hand	for this reason	in addition
as a result	but	most importantly	for example	however
even so	also	in comparison	furthermore	although
in fact	unlike	nevertheless	in like manner	similarly
at least	despite	in the same way	in conclusion	therefore
indeed	because	most of all	on the contrary	consequently

TO SHOW TIME RELATIONSHIPS

at first	then	next	some time later	at last
shortly	as	a little later	that afternoon	afterward
earlier	later	as long as	at the same time	as soon as
until	now	meanwhile	during that time	one morning
finally	soon	after that	immediately	before long

4. Rewrite each pair of sentences, using a transitional word or phrase to make the meaning clearer. You may combine the sentences into one or keep them separate. If you need to, add or change some words to make the sentences flow smoothly.

1. Danielle decided to become physically fit. She joined a gym.

2. George did not really enjoy gyms. He joined Danielle's gym.

3. The gym offered aerobics classes. It offered yoga classes.

4. Danielle was interested in yoga. She attended a few classes.

5. Danielle practiced yoga for several months. She lifted weights.

6. George signed up for yoga. He didn't enjoy it.

7. He thought yoga was boring. He thought basketball was fun.

8. Danielle enjoyed swimming. George did not.

9. Lynne was an excellent yoga instructor. She emphasized the importance of concentration.

10. George thought Lynne's class was silly. He thought the weight room was much more useful.

A fragment is part of a sentence. It does not express a complete thought, as a sentence does. A fragment might lack a subject or a predicate, or it might be a dependent clause.

The girl with the purple necklace. (lacks a predicate)

Wore a pair of sparkling red shoes. (lacks a subject)

Because she wanted to attract attention. (dependent clause)

To correct a fragment, simply add the part that is missing.

Possible corrections:

The girl with the purple necklace laughed.

The dancer wore a pair of sparkling red shoes.

She dressed in bright colors because she wanted to attract attention.

A run-on is two or more sentences written as one sentence.

The girl with the purple necklace danced a jig she wore sparkling red shoes she attracted some attention.

To correct a run-on, join the ideas, being careful to separate them with proper punctuation.

Possible corrections:

The girl with the purple necklace attracted some attention as she danced a jig in her sparkling red shoes.

The girl with the purple necklace danced a jig. She wore sparkling red shoes and attracted some attention.

5. Write fragment or run-on to identify each example below. Then write a corrected version of each partial sentence.

1. _____ A huge teepee.

2. _____ Hundreds of paintings are on the walls the artist would have been proud.

3. _____ The show, which highlights the work of George Catlin.

-
4. _____ Was exhibited at the Smithsonian American Art Museum in Washington, D.C.
-
5. _____ An incredible record of Native American culture.
-
6. _____ Catlin portrayed American Indians as fellow human beings rather than as savages he was one of the few artists to do so.
-
7. _____ Catlin's own mother had been abducted by the Iroquois in 1778 she was released unharmed.
-
8. _____ Often told her son about her experience.
-
9. _____ Catlin showed his early portraits to General William Clark he asked for Clark's help in contacting Indians in the West.
-
10. _____ At first was skeptical.
-

Paraphrasing

When you **paraphrase**, you restate an author's ideas in different words. The purpose of paraphrasing is to share information by clarifying the meaning for readers.

Here is an example:

ORIGINAL SENTENCE: *A conceited hare boasted loudly about her ability to run fast.*

PARAPHRASE: *A stuck-up rabbit bragged about how fast she could run.*

6. Read these lines from one version of a famous fable about two travelers and a bear. Then write a paraphrase of each sentence. The first one has been done as an example:

1. A man and his friend made their way through the forest on a narrow path.

The two men were walking together through the woods on a lonely trail.

2. They heard the sound of heavy feet trampling through the underbrush up ahead.

3. One of them whispered in alarm, "It could be a bear!"

4. As quickly as he could, he scrambled up a tall tree, leaving his friend behind.

5. He had barely reached the first branch when a huge brown bear pushed aside the bushes and appeared on the path.

6. Holding onto the tree with both arms, the first traveler refused to help his frightened companion.

7. The second traveler, terrified, threw himself on the ground and prepared to die.

8. The bear lowered its huge head and sniffed at the man, mussing his hair with his nose.

9. Then, to the astonishment of both men, the wild animal walked away.

10. The first traveler came down from the tree.

11. In a wondering tone, he said, "It almost looked as if the bear whispered a secret into your ear."

12. "It did," said the second traveler.
"It told me that for my next journey,
I should choose a better companion."

13. The moral of the story is this: *Misfortune is the true test of friendship.*

Writing the plot

The unknown plays an important role in every mystery story. Who did it? What was that strange noise in the night? Will the detective find the scoundrel? Who (or what) has been pursuing our hero so relentlessly – and why?

As you might guess, mystery writers know the answers to such questions before they begin writing. As they write, they drop clues to the reader.

An observant reader can sometimes figure out the mystery before finishing the story. In fact, if the ending is a complete surprise, the writer has not done a good job! After finishing a mystery, the reader should be able to go back through the story and find clues that hinted at the solution.

7. Read the following beginning of a mystery story.

Sylvia was early for her weekly lunch date with her friend Marcy. In the hotel lobby where they planned to meet, she sat on a comfortable, deep sofa. She would enjoy the 45 minutes she had to wait by reading her book.

When she opened the book, the pencil she'd been using as a bookmark slipped out. It bounced off her leg and rolled into the crack between the sofa's arm and cushion. Sylvia squeezed her fingers into the crack to retrieve the pencil. She felt something cold and smooth, like a marble. Pulling it up, she discovered that it was a pearl ring. She examined it, delighted at its beauty.

Just as she was getting ready to turn it in at the lost-and-found desk, an old woman came up and spoke to her.

"Give me back my ring!" the woman said in a gravelly voice.

"This ring? Does it belong to you?" asked Sylvia.

"It belongs to anyone who can handle its magic," the woman said. "If you can't handle it, then give it back to me."

"What are you talking about?" Sylvia asked.

"That is a very unusual ring," the woman went on. "Why, that ring came from . . ."

Now think about how you would solve the mystery. Remember to give the reader a few hints along the way, so the ending isn't a complete surprise. Answer these questions before you actually write the rest of the story.

1. Who is the old woman? _____

2. What does she tell Sylvia about the origins of the ring?

3. Is she telling the truth about the ring? _____

4. Will Sylvia give the ring to her? _____

If so, what happens next? _____

If not, what happens next? _____

5. Will Sylvia's friend Marcy have anything to do with the rest of the story? _____

If not, why not? _____

If so, what will Marcy do? _____

Setting – a story’s time and place – is an important literary element. Details about setting often determine details about the characters and plot. For example, if a story is set in the mid-1800s, the characters won’t be using cars or computers. Similarly, if a story is set in Alaska, the characters won’t be spending time in bathing suits at the beach.

9. Read the following passages from well-known novels. Then, after each one, answer the questions about setting.

FROM THE MARTIAN CHRONICLES BY RAY BRADBURY

Outside, the immense blue Martian sky was hot and still as a warm deep sea water. The Martian desert lay broiling like a prehistoric mud pot, waves of heat rising and shimmering.

There was a small rocket ship reclining upon a hilltop nearby. Large footprints came from the rocket to the door of this stone house. . . .

After fifteen minutes the Earth men began walking in and out the kitchen door, with nothing to do.

1. Where does this story take place? _____

2. Is it the past, the present, or the future? _____

How do you know this? _____

FROM THE SADDLEBACK ADAPTATION OF SWISS FAMILY ROBINSON
BY JOHANN WYSS

Shipwrecked! But looking around, I saw that our position was by no means hopeless. The part of the ship that held our cabin was jammed between two high rocks. Luckily, it was partly raised above the waves. Through clouds of mist and rain, I could see a rocky, rugged coast. I told my frightened family that as soon as the storm ended, we would make our way to the shore. . . .

The storm finally ended at dawn. . . . The animals on the ship needed to be fed. They were frightened and hungry, having been neglected during the storm. The two large dogs in the captain’s cabin were thrilled when Jack let them out at last. The following useful animals were also on the ship: a cow, a donkey, two goats, six sheep, a ram, and a fine pig. Then we found that we also had ten hens and two roosters, as well as some ducks, geese, and pigeons.

3. Describe the setting of this scene. _____

4. What details suggest that this story takes place in the past? _____

FROM THE SADDLEBACK ADAPTATION OF SWISS FAMILY ROBINSON
BY JOHANN WYSS

Outside, the immense blue Martian sky was hot and still as a warm deep sea water. The Martian desert lay broiling like a prehistoric mud pot, waves of heat rising and shimmering. There was a small rocket ship reclining upon a hilltop nearby. Large footprints came from the rocket to the door of this stone house. . . .

After fifteen minutes the Earth men began walking in and out the kitchen door, with nothing to do.

3. Describe the setting of this scene. _____

4. What details suggest that this story takes place in the past? _____

Good writers make their **characters** seem like real people. To accomplish this goal, they often write character descriptions based on actual people. Then, by using adjectives that appeal to all the senses, writers artfully bring their fictional characters to life.

10. Read the following example of a character description.

He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and a fixed from-under stare which made you think of a charging bull. His voice was deep, loud, and his manner displayed a kind of dogged self-assertion which had nothing aggressive in it. It seemed a necessity, and it was directed apparently as much at himself as at anybody else. He was spotlessly neat, apparelled in immaculate white from shoes to hat, and in the various Eastern ports where he got his living as ship-chandler's water-clerk, he was very popular.

Notice the adjectives that appeal to your sense of sight and hearing. You can create characters just as interesting as Lord Jim. How? Develop descriptions that make it easy for the reader to visualize the character. You might begin by writing lists of adjectives from which to choose. Try it!

To complete the chart, write three adjectives to describe each character.

- yourself
- a family member
- a good friend
- a neighbor
- a co-worker
- a pet

Dialogue is conversation between story characters. The way characters speak and the words they use make them “real” to the reader. When you write dialogue, you can reveal a lot about a character’s personality, attitudes, and level of education.

11. As you read the dialogue in the box to the right, notice the following points:

- Quotation marks set off a speaker’s exact words.
- The first word of a quotation is capitalized.
- Each new speaker gets a new paragraph.
- Words that explain who is speaking go outside the quotation marks.

“I’m having a party on Friday,” Marsha said, “and I’d like you to come.”
Jacob looked sadly at Marsha and said, “I already have plans for Friday. I’m so sorry I’ll have to miss the event.”
“Oh, Jacob, I’m so disappointed,” Marsha replied. “Maybe next time?”
“I’ll look forward to it,” Jacob said. “Your parties are always so much fun.”

Try writing your own dialogue, making sure to use correct form. For ideas, choose from the suggestions in the following.

Ideas for People	Ideas for Topics
a brother and a sister	a school project
a grandparent and a grandchild	a situation at home
a teacher and a student	future plans
a parent and a child	the weather
two friends	a news event
an employer and an employee	an argument
you and your favorite performer	an athletic event
two enemies	an upcoming test

Every story has a **conflict** (problem or struggle) of some kind. Without a conflict, there is no story. Watching the characters work out that conflict keeps a reader interested. A story conflict can be between two people, between a person and some outside force, or within a single character's mind. Read this example of conflict:

Claire spends weekends at her dad's house, sharing a room with her stepsister Jane. The two girls don't get along at all. Claire is a serious student who works hard to stay on top of her school assignments. All Jane thinks about is keeping up with the latest styles in clothing and music. Jane thinks Claire is boring, and Claire thinks Jane is empty-headed.

12. Read the following situations. Decide whether or not each one is a conflict. Write conflict or no conflict after each situation.

1. Joyce buys a new pair of boots, and Sunny buys a cool pair of jeans. Later, the two friends have lunch and admire each other's purchases.

2. Albert and Frankie are both interested in Selena. Each boy tells Selena bad things about the other. Selena doesn't know what to think.

3. Stuart needs better grades to get into college. He heard he can get an "easy A" in music appreciation. But that class won't help him pass the college entrance exam.

The **climax** of a story is the point at which the conflict is resolved. All the action in the story builds toward this moment. The part of a story leading up to the climax is called the rising action. The part after the climax is called the falling action.

Sometimes a story's climax is a surprise to the reader. But remember that a story with a surprise ending should not come as a complete surprise. Hints should appear somewhere in the story to give the reader clues. The ending has to be consistent with the characters and how they would act.

King Midas was a kind but foolish man who lived in Greece long ago. One day, in exchange for a kindness, he was granted a wish. Without thinking of the consequences of his wish, King Midas asked that everything he touched would turn to gold. The "golden touch," as it was called, made him very rich.

Unfortunately, however, even his food and drink turned to gold. He could not eat or drink. But the worst thing was what happened when his daughter ran to hug him. She, too, turned to gold! Finally, King Midas begged to have his golden touch removed. When he was granted this second wish, his daughter was restored to life.

13. Read the story above and then answer the following questions:

1. Who is the main character?

2. What is the conflict in this story? _____

3. What is the climax of the story? _____

Now, take notes for an original story.

1. Write a sentence describing the conflict. _____

2. List the characters, and give a brief description of each one.

3. Write a brief outline of the events (both before and after the climax).

4. Write a sentence telling how the conflict will be resolved. _____

Tone and **mood** are related terms. When you write a narrative, your voice expresses a certain tone, or attitude, toward your subject. Your tone might be formal or informal, serious or playful. It may be somber, ironic, condescending, intimate, sad, thoughtful, or one of many other possible attitudes. The writer's tone creates an overall feeling or atmosphere in the story.

The following paragraphs are about the same subject – a young person leaving home.

Notice the different tone and mood as you read each paragraph.

Full of bitterness and dark thoughts, young Samuel trudged on and on. The diner up ahead made only a dim glow against the gray background of twilight. Beyond the diner, almost as far as the horizon, he could see the railway station on a small hill. He wept with sorrow and regret to be leaving this place, his home for the past seven years.

Her heart fluttering with excitement, Arielle skipped, nearly dancing, toward the diner. Its cheerful light gleamed in the dusk. Somehow it seemed like a symbol of hope for her future. Farther on, she could see the railway station on the hill. How delighted she was to be leaving this place, her home for the past seven years.

14. Write five words from the first paragraph that contribute to the sorrowful tone.

2. Write five words of your own that the author could have used to create a sorrowful tone.

3. Write five words from the second paragraph that contribute to the joyful tone.

4. Write five words of your own that the author could have used to create a joyful tone.

Good writing has **style**. Like style in clothing fashions, writing style expresses a person's individuality. Word choice, sentence structure and variety, and rhythm are all part of a writer's style. Imagery, emphasis, and arrangement of ideas are also contributing factors.

Notice the different styles in these two passages:

FROM THE CALL OF THE WILD

BY JACK LONDON

From every hill slope came the trickle of running water, the music of unseen fountains. All things were thawing, bending, snapping. The Yukon was straining to break loose the ice that bound it down. It ate away from beneath; the sun ate from above. Air holes formed, fissures sprang apart, while thin and spread sections of ice fell through bodily into the river. And amid all this bursting, rending, throbbing of awakening life, under the blazing sun and through the soft-sighing breezes, like wayfarers to death, staggered the two men, the woman, and the huskies.

FROM THE CALL OF THE WILD

BY JACK LONDON

They had not been riding very long when up came Gandalf very splendid on a white horse. He had brought a lot of pocket-handkerchiefs, and Bilbo's pipe and tobacco. So after that the party went along very merrily, and they told stories or sang songs as they rode forward all day, except of course when they stopped for meals. These didn't come quite as often as Bilbo would have liked them, but still he began to feel that adventures were not so bad after all.

Both passages are based on the travels of a group of characters. In the first example, the author emphasizes the surroundings, describing nature in quite poetic terms. In the second, the author emphasizes what the characters are doing and how they feel about it.

Applying narrative writing

A **memoir** is a narrative based on personal experience. What events from your past are especially memorable? When you write a memoir, you usually recall details about a specific event. Perhaps these are sensory details: how something looked, sounded, or tasted. Or perhaps the details involve what other people said or did.

15. Write a sentence that you might include in a memoir about each of the following topics:

1. a beloved pet _____

2. a favorite relative _____

3. a dear friend _____

4. learning a new skill _____

5. a turning point _____

Now, choose one of the topics 1-5 and develop it into a short memoir.

My topic is _____.

Before you begin, make a list of words and phrases that might answer each of the following questions about the topic:

1. What sights, sounds, or smells do I associate with this topic? _____

2. What happened? Describe the action involved. Is my recollection a single event or a series of events? _____

3. Who played a role in this memory? Describe the person or persons. _____

A **biography** is the story of someone's life, as written by another person. Usually, events in a biography are written in chronological order, beginning with the subject's childhood. The biographer's main goal is to give an accurate impression of the subject's personality.

A biography might include information about any of the following:

- the subject's ancestors
- the social climate of the time
- political events that took place during the subject's life
- letters written to and by the subject
- anecdotes, or short narratives about amusing or interesting incidents

Shedding light on your subject's personality is the sole purpose of a biography. Any information that does not contribute to this goal should be excluded. Suppose you're writing a biography of someone who lived during the war in Ukraine, for example. The only information about the war that you would include would be those facts that directly affected your subject.

16. Choose a subject for a biography from the list below, or name anyone you like.

- | | |
|---------------------|----------------------|
| a relative of yours | a famous writer |
| a pioneer | an athlete |
| a famous artist | a political activist |
| a president | a scientist |

Answer these questions about your subject:

1. What is the name of your subject? _____
2. What insight into that person's character will be the focus of your biography?

3. Will information about the person's ancestors help your reader understand your subject? (yes or no) _____ If so, what is that information and how does it help?

4. How was your subject educated? _____
5. How would you describe your subject's greatest accomplishment?

17. Write a paragraph describing the seasonal changes that take place in nature. Try to use a poetic style, full of sensory imagery, as in the first example.

Many people have what they call a "five-year plan." That means they picture where they want to be in five years and then make plans to achieve that goal. It's also useful for young people to picture where they will be in 25 years!

18. Answer these questions about yourself, 25 years in the future.

1. How old will you be then? How will your appearance have changed?

2. What will you be doing for a living? _____
3. Will you be married or single? What will your partner be like?

4. Will you be a parent? _____ If so, what are your children's names and how old are they? _____
5. Where will you be living? Describe your residence and tell where it is located.

6. Outside of work, what will be your main interests or hobbies? _____
7. What about your parents, siblings, and other family members? Describe your future relationship with them. _____

8. What will your friends be like? Name and describe two friends in your future.

9. What will you be doing for exercise? Describe your activities.

4. UNDERSTANDING EXPOSITORY WRITING

- Defining expository writing and its purpose
- Common features of expository writing
- Expository writing process
- Developing techniques in expository writing
 - The five Ws
 - Adding details
 - Precise word choice
- Applying expository writing
 - Writing messages, filling out forms
 - Writing resume, cover letters
 - Writing “how-to” directions
- Nouns
- Pronoun-antecedent agreement
- Paraphrasing and summarising
- Writing directions
- Writing invitations

Review questions

1. What is expository writing, and what is its primary purpose in communication?
2. Identify common features of expository writing that distinguish it from other types of writing.
3. How can writers develop their techniques in expository writing to effectively convey information and ideas?
4. Discuss the features commonly found in expository writing. How do these features contribute to clarity and coherence?
5. Outline the basic structure of an expository piece, including its introduction, body paragraphs, and conclusion.
6. Describe the process of applying expository writing techniques to craft clear and concise instructions for a specific task or process.
7. How does expository writing differ from narrative or descriptive writing in terms of structure and purpose?
8. Compare and contrast expository writing with persuasive writing. How do the purposes and techniques differ between the two?
9. Analyze the grammatical structures commonly used in expository writing, such as declarative sentences, transitions, and logical connectors.
10. Provide examples of how expository writing techniques can be applied to fill out various forms, such as application forms, surveys, or questionnaires.
11. Discuss the importance of clarity and organization in expository writing. How can writers effectively structure their content to facilitate understanding?
12. Explore the role of research and evidence in supporting explanations in expository writing. How can writers incorporate credible sources to strengthen their content?
13. What are some examples of detail generating questions writers can ask themselves and each other to develop their expository pieces?
14. Reflect on a personal experience where expository writing skills were required. How did you approach the task, and what strategies did you use to ensure clarity and coherence?
15. Discuss the applications of expository writing in various contexts, such as academic essays, technical reports, business communication, and instructional manuals.

Theoretical Outline Test

1. Select the most appropriate answer for each blank space in the following sentences:

1. Expository writing aims to ... information or explain a topic in a clear and concise manner.
 - A. Hide
 - B. Present
 - C. Withhold
2. Common features of expository writing include ... language, logical organization, and a focus on facts rather than personal opinions.
 - A. Descriptive
 - B. Persuasive
 - C. Analytical
3. Developing techniques in expository writing involves mastering the art of ... complex ideas into easily understandable concepts.
 - A. Complicating
 - B. Simplifying
 - C. Confusing
4. Grammatical features commonly found in expository writing include the use of ... sentences, transitions, and logical connectors to enhance clarity and coherence.
 - A. Complex
 - B. Fragmented
 - C. Declarative
5. The basic structure of expository writing typically consists of an introduction, ..., and conclusion.
 - A. Climax
 - B. Body paragraphs
 - C. Resolution
6. Applying expository writing techniques involves providing clear and step-by-step instructions for a specific task or process, such as ... a form or assembling a product.
 - A. Writing
 - B. Filling out
 - C. Ignoring
7. Expository writing focuses on ... information and explaining concepts rather than telling a story or describing a scene.
 - A. Concealing
 - B. Clarifying
 - C. Disregarding
8. The tone of expository writing is often ... and objective, aiming to inform rather than persuade or entertain.
 - A. Subjective
 - B. Neutral
 - C. Biased
9. In expository writing, it is essential to provide evidence and examples to support ... and enhance credibility.
 - A. Opinions
 - B. Arguments
 - C. Beliefs
10. Effective expository writing requires writers to anticipate and address the needs and concerns of their ...
 - A. Peers
 - B. Audience
 - C. Colleagues
11. The clarity and organization of expository writing can be enhanced through the use of ... structures and clear topic sentences.
 - A. Complicated
 - B. Complex
 - C. Logical
12. Expository writing differs from creative writing in its focus on ... and factual information rather than imagination or storytelling.
 - A. Emotion
 - B. Logic
 - C. Creativity
13. The conclusion of an expository piece should summarize the main points and reiterate the ... without introducing new information.
 - A. Arguments
 - B. Thesis
 - C. Hypothesis
14. Transitions and ... words play a crucial role in guiding the reader through the flow of ideas in expository writing.
 - A. Interrupting
 - B. Disjointed
 - C. Cohesive
15. Expository writing is commonly used in various contexts, such as ..., technical reports, business communication, and academic essays.
 - A. Poetry
 - B. Fiction
 - C. Manuals

2. Identify if the statement is True or False. Give your reasons.

1. The purpose of expository writing is to convince someone to agree with your viewpoint or cause.
2. It is important for students to find topics they know about when beginning expository writing.
3. Graphic organizers are an effective way to plan expository writing.


3. Multiple Choice. Choose the correct answer.

1. Which of the following is a purpose of expository writing?
 - a. tells a story.
 - b. provides factual information to describe, sequence or compare.
 - c. put forward a point of view or justify a position.
 - d. none of the above
2. Why is it important to engage in expository writing?
 - a. Share expertise with others and develop self-confidence and self-esteem.
 - b. Develop an understanding of a topic of study.
 - c. Enhance vocabulary, visual literacy, and the use of technology.
 - d. Demonstrate ability to write in different text forms.
 - e. all of the above
3. All of the following are useful skills for writing an expository piece except:
 - a. The writer provides supporting details.
 - b. The writer includes engaging dialogue between characters.
 - c. The writer organizes the body of the text.
 - d. The writer crafts clear main ideas.
4. Which of the following is not a purpose of expository writing?
 - a. tell a story
 - b. explain
 - c. describe
 - d. instruct


Developing techniques in expository writing

The five Ws – who, what, when, where, and why – are important guidelines when you're writing to inform. Why? These key words remind you to include all the essential facts.

4. Read this bulletin board notice. Then answer the questions that follow.



ATTENTION PROM COMMITTEE!



The prom committee will meet in Room 314 on Thursday, March 4, at 3:30 in the afternoon. All those interested in helping us get organized are welcome to attend. At the first meeting, we will decide on a theme for the dance. We will also establish subcommittees for decorations, entertainment, chaperones, refreshments, and election of the king and queen and their court. Meetings will be held every Thursday at the same time and place until the last week of May.

PLEASE DON'T SIGN UP IF YOU CAN'T SERVE ON THE COMMITTEE UNTIL PROM NIGHT!

1. Who is invited to come to the meeting?
-

2. What is on the agenda for the first meeting?

3. When is the first meeting going to be held?

4. When are subsequent meetings?

5. Where will the meetings be held?

6. Why are the meetings being held? (What is their purpose?)

Adding details

Details make your writing clearer and more interesting. Descriptive adjectives and adverbs are useful details.

5. Compare the example sentences to get an idea of the difference a few details can make.

- *Maria has a dog.*

- *My friend Maria has a golden retriever whose fur is the same beautiful color as her own hair.*

Try your hand at adding details to make these boring sentences more interesting.

1. Maureen ordered a sandwich for lunch.

2. Jack's grandfather gave him a car.

3. Barbara wore an interesting outfit to the club.

4. Roger inherited a desk from his aunt.

5. Janice prepared dessert for her family.

Precise word choice

Have you ever noticed that some words and phrases are overused? If someone tells you that he had a "nice time" at a party, what does he mean? If someone else says that the party was "good," what does she mean? Your communication will be much more effective if you use words that have precise meanings.

6. Replace each underlined word with a more precise synonym. Refer to a dictionary or a thesaurus if you need to. Be careful with connotations (the suggested meanings of words).

1. Rebecca bought a very (cute) _____ dress for the dance.

2. Marlene was such a (good) _____ Web site designer that she got a raise after just six months.

3. No one wants to babysit there because those children are so (bad) _____.

4. George (said) _____ to the operator that his neighbor's house was on fire.

5. The last movie Robert saw was especially (scary) _____.

6. After their long separation, Rosa was (happy) _____ to see her old friend again.

7. When Stanley's parents saw his poor report card, they were very (sad) _____.

8. The (pretty) _____ sunset was a fitting end to a perfect day.

9. Sara and Erin (went) _____ to the neighbors' house to report the emergency.

10. The gardener did a (nice) _____ job in the backyard.

Nouns

Proper nouns, which name specific persons, places, or things, must be capitalized.

Common nouns are not capitalized. The number of the noun (singular or plural) used as a subject determines the number of the verb used with it. It also determines the number of any pronoun that refers to it. Here are some examples:

Proper nouns: *Abigail, California, Brooklyn Bridge*

Common nouns: *woman, state, bridge*

Singular noun with singular verb: *Abigail wants to visit New York soon.*

Plural noun with plural verb: *The two friends want to visit New York soon.*

Singular noun (antecedent) with singular pronoun: *Jane lost her umbrella.*

Plural noun (antecedent) with plural pronoun: *The boys bought their own tickets.*

7. Write nouns or simple sentences as described below.

1.
 - a. proper noun naming a relative: _____
 - b. common noun naming a relative: _____
2.
 - a. proper noun naming a city: _____
 - b. common noun naming a place: _____
3.
 - a. proper noun naming a building: _____
 - b. common noun naming a building: _____
4. sentence using *apple* as the subject: _____

5. sentence using *grandparents* as the subject: _____

Pronoun-antecedent agreement

Remember that each pronoun in your writing must agree with its antecedent in number and gender.

(An antecedent is the noun or nouns to which the pronoun refers.) Here are a few examples:

Sandra carried a bright pink umbrella as she took a stroll in the park.

Bobby and Ted walked through puddles, getting their boots and socks all wet.

A word's gender shows whether it is masculine, feminine, or neuter.

8. Draw an arrow from the underlined pronoun to its antecedent. Then, if the sentence shows pronoun-antecedent agreement, write "correct" on the line. If not, rewrite the sentence correctly. The first one has been done for you.

1. When the museum opened, crowds of people swarmed through their doors.

2. A young woman sat before an easel, her eyes fixed on the canvas.

3. A large crowd gathered around the woman as he painted.

4. Ms. Stevens has a hobby that she thoroughly enjoys.

5. She chooses paintings she likes and makes copies of it.

6. Artists who copy the masters improve your own techniques.

7. Many artists have made copies of great masterpieces, selling it to clients.

8. Not everyone wants to sell the copies they have made.

9. Sally copies great paintings because she cannot afford to buy it.

10. To prevent forgeries, a copy cannot be the same size as the original they represent.

Paraphrasing and summarising

Paraphrasing and summarizing – what’s the difference between the two?

Read these definitions:

Paraphrasing is the act of restating an author’s idea in different words. The purpose of paraphrasing is to clarify the author’s meaning for the reader.

Summarizing is the act of briefly stating the main ideas and supporting details presented in a longer piece of writing.

Here is an example of an author’s original words followed by a paraphrase:

“Down the mountain, moving beyond a curtain of quivering air, she saw the stage coming, perhaps with letters.” (Wallace Stegner, *Angle of Repose*)

paraphrase: She saw the stage coming from below, possibly carrying mail.

Here is the entire original paragraph and a summary of it:

“Down the mountain, moving beyond a curtain of quivering air, she saw the stage coming, perhaps with letters. If she started in five minutes, she would arrive at the Cornish Camp post office at about the same time as the stage. But the post office was in the company store, where there were always loiterers – teamsters, drifters, men hunting work – whom Oliver did not want her to encounter alone. And Ewing, the manager of the store, was a man she thought insolent. She must wait another two hours, till Oliver came home, to know whether there was mail. If the truth were known, these days she always looked at his hands, for the gleam of paper, before she looked at his face.”

summary: She saw the stage coming, possibly with mail. She could go to the Cornish Camp post office to find out, but she didn’t like the men who loitered there. She’d have to wait two hours for Oliver to come home. Then she could find out if there was any mail.

9. Following the examples above, write paraphrases or summaries for the following quotations.

1. “He felt apprehension so strongly that at one point it seemed to tighten his throat and nearly caused him to choke on a bite of cornbread.”(Larry McMurtry, *Lonesome Dove*)

PARAPHRASE: _____

2. “I trust that the reader has been enabled, by the preceding chapters, to form some conception of the magnificence of the streets of Venice during the course of the thirteenth and fourteenth centuries.” (John Ruskin, *The Stones of Venice*)

PARAPHRASE: _____

3. “There is no shortage of good days. It is good lives that are hard to come by. A life of good days lived in the senses is not enough. The life of sensation is the life of greed; it requires more and more. The life of the spirit requires less and less; time is ample and its passage sweet. Who would call a day spent reading a good day? But a life spent reading – that is a good life. A day that closely resembles every other day of the past ten or twenty years does not suggest itself as a good one. But who would not call Pasteur’s life a good one, or Thomas Mann’s?” (Annie Dillard, *The Writing Life*)

SUMMARY: _____

Applying expository writing Messages

Have you ever received a written message about a telephone call you missed? Did it give you enough information to return the call – or were some important facts left out? If you’ve ever received an incomplete message, you know how frustrating that can be.

Here’s an example of a poorly written message about a telephone call. Determine what information is missing.

Ann – A guy calle you about Friday night. He said something about a dance. He wants you to call him back.

10. Practice taking a telephone message. Underline the important information as you read the following telephone conversation. Then write a message for Jake. Be sure to include all the information Jake needs to return the call.

YOU: Hello?

CALLER: Hello. Is Jake there?

YOU: No, he isn’t. May I take a message?

CALLER: Yes. This is Barry Watson. I’m the manager of the new ice cream store on Birch Street. Jake applied for a part-time job here, and I want him to come in for an interview. Would you ask him to call me to arrange an appointment?

YOU: Of course, Mr. Watson. What would be a good time for him to call?

CALLER: Well, I’m here from noon to nine every day but Sunday. The phone number of the store is 555-3972.

YOU: Thank you, Mr. Watson. I’ll give him the message.

CALLER: Thank you. Goodbye.

YOU: Bye.

Filling out forms

Businesses and organizations often require the use of informational forms. If you want to apply for a credit card, for example, you must fill out a special form. You will also fill out certain forms when you file tax reports, apply for a library card, or visit a doctor’s office. What about buying insurance, applying for jobs, sending for rebates, or taking out loans? All these transactions require special forms.

11. Here’s a form used by the United States Post Office. Suppose you’re moving to a different house or apartment. Use the information below to fill out the form.

- You will move on the tenth of next month.

- Your new address will be 489 Erickson Avenue.
- You will live in the same city and have the same ZIP code that you have now.

OFFICIAL MAIL FORWARDING CHANGE OF ADDRESS FORM					
U.S. Postal Service CHANGE OF ADDRESS ORDER		Instructions: Complete Items 1 thru 10. You must SIGN Item 9. Please PRINT all other items including address on face of card.			OFFICIAL USE ONLY
1. Change of Address for: (See instruction #1 above) <input type="checkbox"/> Individual <input type="checkbox"/> Entire Family <input type="checkbox"/> Business		2. Start Date: Month Day Year		Zone/Route ID No.	
3. Is This Move Temporary? (Check one) <input type="checkbox"/> No <input type="checkbox"/> Yes, Fill in		4. If TEMPORARY move, print date to discontinue forwarding: Month Day Year		Date Entered on Form 3982 M M D D Y Y	
5. Print Last Name (include Jr., Sr., etc.) or Name of Business (If more than one, use separate form for each).					
6. Print First Name (or Initial) and Middle Name (or Initial). Leave blank if for a business.					
7a. For Puerto Rico Only: If OLD mailing address is in Puerto Rico, print urbanization name, if appropriate.					
7b. Print OLD mailing address: House/Building Number and Street Name (include St., Ave., Rd., Ct., etc.).					
Apt./Suite No. or PO Box No.		or <input type="checkbox"/> RR/ <input type="checkbox"/> HCR (Check one)		RR/HCR Box No.	
City		State		ZIP Code ZIP+4	
8a. For Puerto Rico Only: If NEW mailing address is in Puerto Rico, print urbanization name, if appropriate.					
8b. Print NEW mailing address: House/Building Number and Street Name (include St., Ave., Rd., Ct., etc.).					
Apt./Suite No. or <input type="checkbox"/> PO Box No. / <input type="checkbox"/> PMB No. (Check one)		or <input type="checkbox"/> RR/ <input type="checkbox"/> HCR		<input type="checkbox"/> PMB No./ <input type="checkbox"/> RR/HCR Box No.	
City		State		ZIP Code ZIP+4	
9. Sign and Print Name (see conditions on reverse) Sign: _____ Print: _____		10. Date Signed: Month Day Year		OFFICIAL USE ONLY Verification Endorsement	

PS FORM 3575, September 2001 See <http://www.usps.com/moversnet> for more information. 0091

12. Many employers require you to keep track of your working hours on a time card. Use the information below to complete the time card.

- For the date, use last week.
- Your usual working hours are 8:00 A.M. to 5:00 P.M. You get paid for eight hours of work (regular pay) and take a one-hour lunch (unpaid). In column 2, do not include your lunch hour. You get paid time-and-a-half for overtime, which is anything over eight hours a day.
- Monday was a holiday. It is paid as if it were a regular day.
- On Tuesday, you worked a regular day.
- Wednesday was a busy day. You worked from 8:00 A.M. to 7:00 P.M. You took a 30-minute lunch break.
- On Thursday, you worked a regular day.
- On Friday, you worked from 8:00 A.M. to 5:00 P.M. You went to the doctor from 2:00 P.M. to 3:30 P.M. This time is covered by sick pay.

TIME CARD					
Week of: _____					
Employee: _____					
DAY OF WEEK	TOTAL HOURS WORKED	REGULAR PAY	SICK PAY	VACATION PAY	OVERTIME
MON.					
TUES.					
WED.					
THURS.					
FRI.					

Résumé / Cover letter

A **résumé** is a written statement of your own background. Serving as an introduction, it lists personal information such as your address and phone number. It also outlines your education and lists your work experience, duties, and skills. The usual purpose of a résumé is to impress a future employer enough to give you a job interview. An effective résumé isn't too long or wordy. Your goal is to supply pertinent information as clearly and concisely as possible.

13. Read these groups of sentences or phrases that might appear on a résumé. Put a check mark (✓) by the one you think is most likely to get you an interview. (Hint: Look for specific details.) Then explain why you chose that sentence.

1. I was in charge of sandwiches.
 I made many sandwiches each day.
 Prepared 15 sandwiches per hour.
2. My duties included filing correspondence.
 Filed correspondence for three attorneys.
 I was the only file clerk in a busy law office.
3. Greeted clients, answered the phone, and made appointments.
 Was the receptionist at Johanssens's Hair Salon.
 Worked at Johanssens's Hair Salon.
4. I decided to open a bike-repair shop.
 Owned and operated a busy bike-repair shop for two years.
 Was the owner of a bike-repair shop.
5. Among other duties, closing the shop at night was a job assigned to me.
 I was the one who had to close the shop at night.
 Closed the shop and secured the building at the end of each workday.

When you send a résumé to a potential employer, you need to send a **cover letter** as well. The best cover letters are short and to the point. Here is an example of an appropriate cover letter.

<p>1132 Erickson Avenue Fountain Valley, CA 92728 May 6, 2004</p>
<p>Jasmine E. Martinez, Manager Martinez Framing Shop 483 Elmhurst Drive Fountain Valley, CA 92728</p>
<p>Dear Ms. Martinez:</p>
<p>Having seen your ad for an assistant in Saturday's newspaper, I would like to apply for the job.</p>
<p>I will be graduating from high school in June and will then be available for full-time work. I am an avid amateur photographer, and I have some experience framing my own photographs for various exhibits and contests. I am eager to learn more about framing photographs, posters, and fine art.</p>
<p>My résumé is enclosed.</p>
<p>Sincerely, <i>Janet Summers</i> Janet Summers</p>

“How-to” directions

“How-to” directions explain the steps involved in completing a process from start to finish. Effective step-by-step directions are written in the order in which the steps should be carried out. A good way to organize such directions is to use a list marked by bullets (•), numbers, or letters.

14. Rewrite the steps below in chronological order.

1. Arrange lettuce and tomato on the other slice of bread.
2. Arrange turkey slices and cheese on one slice of bread.
3. Assemble these supplies on the counter: loaf of bread, sliced turkey, sliced cheese, lettuce leaves, sliced tomato, mayonnaise.
4. Place the bread slices side by side on a plate.
5. Put a thin layer of mayonnaise on each slice of bread.
6. Slice sandwich in halves or quarters.
7. Put the two halves of the sandwich together.
8. Remove two slices of bread from the package.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Write step-by-step directions for any one of the following processes. Break the job into at least nine steps.

- how to cook your favorite recipe
- how to paint a room
- how to play your favorite game
- how to set a table
- how to wrap a birthday present

How to _____

1. _____
2. _____
3. _____
4. _____
5. _____

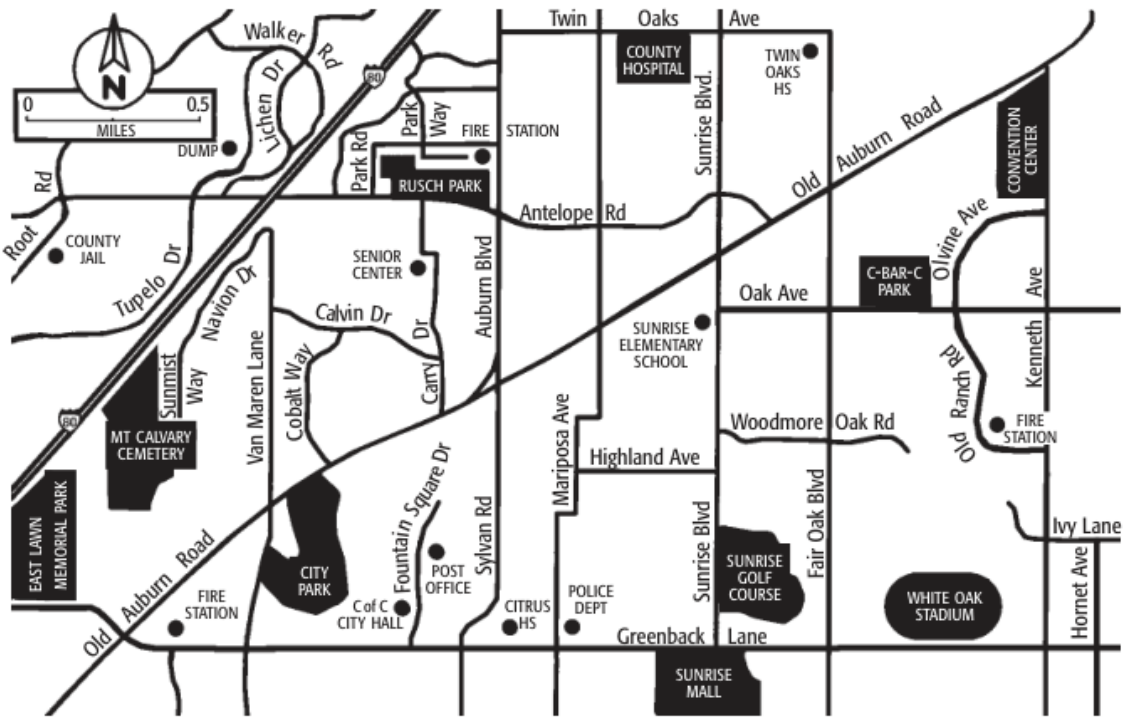
Directions

Suppose someone asks you for directions from one place to another. You can be sure that he or she wants those directions to be as simple as possible. Information about landmarks such as “the big oak tree” is not very helpful. The most useful information is clear, direct, and specific. Suppose you asked someone for directions. Which of these two sentences would you rather hear? Put a check mark (✓) in the box next to the better answer.

- When you get to the corner of Fifth and Maple, turn left and go four blocks to Quince.
- When you see the house with the English garden in front, you’re almost there.

No doubt you’d prefer the first. It gives exact information that is easy to verify.

15. Study this map. Then read the directions that follow. Use your finger to trace the route on the map.



To get from Sunrise Mall to Rusch Park:

- Go west on Greenback Lane until you get to Sylvan Road.
- Turn right and go about 1 1/2 miles to Antelope Road. (Notice that Sylvan Road becomes Auburn Boulevard when you cross Old Auburn Road.)
- Keep going straight until you get to Antelope Road.
- You'll see Rusch Park at the northwest corner of Antelope Road and Auburn Boulevard.

Using the map above, write directions from City Hall to Mt. Calvary Cemetery.

Invitations

Suppose you were about to graduate from high school or college. You'd be eager to announce the good news to family and friends, wouldn't you? Graduations, weddings, births, birthdays, anniversaries – all these events prompt us to send out announcements and invitations.

Study this example of a wedding invitation:

Carla and Stephen Applewood
cordially invite you to the wedding of their daughter

Sharon Marie

to William Grandfield, son of Ed and Rita Grandfield



The ceremony will take place on
Saturday, April 17, 2004, at 3:00 P.M.
at the First Congregational Church,
4832 Oak Street, Roseville.
A reception will immediately follow.
R.S.V.P. by March 31.

16. Write your own announcement or invitation on the lines below. Be sure to include important details such as who, what, when, where, and why.

5. UNDERSTANDING PERSUASIVE WRITING

- Defining persuasive writing and its purpose
- Common features of persuasive writing
- Persuasive writing process and structure
- Developing techniques in persuasive writing
- Applying persuasive writing

Review questions

1. What is persuasive writing, and what is its primary purpose in communication?
2. Identify common features of persuasive writing that distinguish it from other types of writing.
3. Compare and contrast persuasive writing with expository writing. How do the purposes and techniques differ between the two?
4. Compare and contrast persuasive writing with descriptive writing. How do the purposes and techniques differ between the two?
5. How can writers develop their techniques in persuasive writing to effectively convince the audience of their viewpoint?
6. How can writers establish credibility and authority in persuasive writing? Provide examples of strategies for building trust with the audience.
7. Discuss the importance of understanding the target audience in persuasive writing. How does audience analysis influence the persuasive strategy?
8. Provide examples of rhetorical devices commonly used in persuasive writing, such as ethos, pathos, and logos.
9. Discuss the role of emotional appeals in persuasive writing. How can writers effectively evoke emotions to influence the audience's attitudes and behaviors?
10. Analyze the use of language and tone in persuasive writing. How does the choice of words and tone impact the persuasiveness of the argument?
11. Discuss the ethical considerations involved in persuasive writing. How can writers ensure their persuasive arguments are truthful and ethical?
12. Analyze the role of evidence and examples in persuasive writing. How can writers use evidence to strengthen their arguments?
13. Describe the use of counterarguments in persuasive writing. How can acknowledging and addressing counterarguments enhance the writer's credibility?
14. Explore the applications of persuasive writing in various contexts, such as advertising, political speeches, opinion articles, and marketing campaigns.
15. Reflect on a personal experience where persuasive writing skills were required. How did you approach the task, and what strategies did you use to persuade the audience?

Theoretical Outline Test

1. Select the most appropriate answer for each blank space in the following sentences:

1. Persuasive writing aims to ... the reader's opinion or behavior on a particular issue.
 - A. Maintain
 - B. Influence
 - C. Ignore
2. The persuasive writing process typically involves ... research, drafting arguments, and organizing evidence to support the writer's viewpoint.
 - A. Minimal
 - B. Thorough
 - C. Superficial
3. Effective persuasive writing often follows a structured format, including an ..., body paragraphs presenting arguments, and a conclusion summarizing key points.
 - A. Climax
 - B. Introduction
 - C. Epilogue
4. Developing techniques in persuasive writing requires writers to master the use of ... appeals, logical reasoning, and credible evidence.
 - A. Emotional
 - B. Biased
 - C. Unethical
5. Applying persuasive writing skills involves crafting compelling arguments and using rhetorical devices to ... the audience's beliefs or actions.
 - A. Confirm
 - B. Challenge
 - C. Ignore
6. Persuasive writing often relies on the use of ... to establish credibility and authority on the topic.
 - A. Anecdotes
 - B. Expert opinions
 - C. Speculations
7. Writers can enhance the persuasiveness of their arguments by anticipating and addressing potential ... to their viewpoint.
 - A. Counterarguments
 - B. Concessions
 - C. Agreements
9. Persuasive writing is commonly employed in various contexts, including ..., political campaigns, and opinion pieces.
 - A. Fiction
 - B. Marketing
 - C. Poetry
10. The credibility of a persuasive argument is often enhanced by the use of ... evidence and statistics.
 - A. Biased
 - B. Anecdotal
 - C. Empirical
11. The persuasive writing process involves ... the target audience's attitudes, beliefs, and values to tailor the argument effectively.
 - A. Disregarding
 - B. Ignoring
 - C. Understanding
12. Emotional appeals in persuasive writing aim to evoke ... in the reader, influencing their decision-making process.
 - A. Rationality
 - B. Emotions
 - C. Neutrality
13. The conclusion of a persuasive piece should restate the main arguments and provide a ... for action.
 - A. Call
 - B. Withdrawal
 - C. Indifference
14. Persuasive writing often utilizes rhetorical devices such as ..., pathos, and logos to strengthen the argument.
 - A. Ethos
 - B. Irony
 - C. Metaphors
15. Writers can establish their ... in persuasive writing by citing credible sources and demonstrating expertise on the topic.
 - A. Bias
 - B. Authority
 - C. Indifference

Developing techniques in persuasive writing

Kinds of writing. Tone of writing

2. Use words from the box to complete the sentences about four kinds of writing with different goals.

expository	narrative	persuasive	descriptive
------------	-----------	------------	-------------

1. _____ writing attempts to convince the reader that a particular idea has merit.
2. _____ writing tells a story, usually relating events in chronological order.
3. _____ writing creates a picture in the reader's mind of an object, event, or person.
4. _____ writing explains an opinion, process, or idea, often by using a definition or a cause and effect.

The tone of your writing reflects your attitude toward the subject. Depending on your purpose, the tone of your composition changes. It might, for example, be *straightforward*, *sarcastic*, *outraged*, or *mysterious*. Tone is a major ingredient of style. It sets the mood of your composition.

3. Write persuasive, narrative, descriptive, or expository after each item. Then identify tone by writing *straightforward*, *sarcastic*, *outraged*, or *mysterious*.

1. The bright orange flames rose higher and higher in the inky midnight sky. The exhausted firefighters were nearly overcome by acrid fumes and intense heat. The shrill wail of shrieking sirens filled the air. The chief was sure it was arson. But who had set the blaze . . . and why?

TYPE OF WRITING: _____ TONE: _____

2. Take the Greenbelt Freeway north to the second downtown exit. Go right on Market Street until it dead ends at Polk. Then turn left and stay in the left-hand lane for about half a block. Turn left at Valleyview and pull up at the first brick house on the right-hand side of the street. I'll be watching for you.

TYPE OF WRITING: _____ TONE: _____

3. "Oh, sure I believe you," Andrea snarled. "Why wouldn't I believe you? Just because you 'forgot' your promise never to use my car without permission? Just because you told everyone the secret you'd sworn never to tell? Of course I believe you. Not."

TYPE OF WRITING: _____ TONE: _____

4. Mayor Pocketstuffer should be prosecuted rather than reelected! Even his own staff members were stunned to discover evidence of his brazen misuse of public funds. Because of him, our once prosperous city is now bankrupt! I urge all concerned citizens to speak out at tonight's town hall meeting.

TYPE OF WRITING: _____ TONE: _____

Writing to persuade

When you write to persuade, your goal is to influence the reader's point of view. Perhaps you want the reader to reconsider an opinion. Or perhaps you're trying to convince the reader to do something (vote) or to stop doing something (littering).

4. Think about the different purposes of various kinds of writing. Then study the items below and circle only examples of persuasive writing.

- wedding announcement
- dialogue for a play
- gardening manual
- lost-and-found ad
- political speech
- army recruitment brochure
- movie review
- anti-smoking poster
- employee handbook
- car repair instructions
- newspaper editorial
- narrative poem

5. *Demand* and *beg* are two quite different verbs that describe persuasive action. There are many others. Think about the verbs in the box. Then number them from 1 to 4 to rank the intensity of persuasion from weakest to strongest. Now read the statements below. Then write T (threaten), P (plead), E (entice), or R (recommend) to identify the different forms of persuasion.

- | |
|---------------|
| ___ threaten |
| ___ plead |
| ___ entice |
| ___ recommend |

- ___ BIOHAZARDOUS ZONE. Do not enter! Violators will be prosecuted.
- ___ Free hot dogs and soft drinks at our Grand Opening Celebration!
- ___ Simple baking soda is an effective remedy for heartburn.
- ___ My behavior was inexcusable. Please forgive me!

Audience Viewpoint

Before you begin to write, spend some time thinking about your audience. Why? The more you know about your target audience, the more effective your message will be. Be aware that different audiences have different experiences, beliefs, and opinions. Their viewpoints are often based on different fears, wants, and needs.

6. Here's a chance to show what you already know about differences among audiences. Circle the word that correctly completes each sentence.

- Ads for (arthritis / acne) medicine are usually targeted to teenagers.
- Gun control is a primary interest of (police officers / big business owners).
- (Security / Popularity) is a major concern of senior citizens.
- (Adults / Teenagers) are more likely to object to loud music.
- (Merchandisers / Minorities) would probably support a candidate who fights against prejudice.
- (Army generals / Pacificists) usually believe that nuclear weapons should be banned.

7. Write a letter to match each audience in column one with its probable viewpoint in column two.

- | | |
|----------------------------|---|
| 1. _____ children | a. Every birthday gift requires a prompt thank-you note. |
| 2. _____ convicts | b. Part-time workers should get paid for national holidays. |
| 3. _____ police officers | c. Farmers should not be allowed to use pesticides. |
| 4. _____ teenagers | d. The death penalty should be abolished. |
| 5. _____ environmentalists | e. Curfews for young people should be strictly enforced. |
| 6. _____ grandparents | f. Cotton candy should be served in the school cafeteria. |

Writing Persuasive Topic Sentences

A topic sentence expresses the main idea in a paragraph. It gives the reader an immediate idea of what to expect. (It also helps the writer stick to the point!) When you're writing persuasively, it's especially important to make your first sentence crystal clear. Why? Because an excellent topic sentence will capture the reader's interest. What you don't want is for the reader to stop reading before you've "made your pitch"!

8. Cross out unnecessary words in the following topic sentences. Then rewrite the sentences on the lines, adding only words that contribute to meaning. The first one has been done as an example.

1. *This paragraph is about the benefits of physical exercise. – Physical exercise is has many benefits.*

2. We were assigned to write an ad for a new product, so I'm writing about Acneaway.

3. You may not agree with me, but honesty really is the best policy.

4. Some people think there are too many commercials on TV.

9. Improve the topic sentences below. Eliminate unnecessary words and add just enough interesting information to introduce your subject.

1. I urge you to vote for Vic Vargas, although I don't know much about him.

2. Even though its parking lot is inadequate, the museum is a good place to visit.

3. I'm fairly sure it takes more talent to ski than to ice skate.

4. The details are pretty boring, but you should know the facts about credit card debt.

5. The Revenge of the Earthworms was screened for the first time last night.

Writing Persuasive Paragraph

A paragraph is defined as a group of sentences about one idea. A good paragraph needs at least three sentences to support the topic sentence. These supporting sentences make up the body of the paragraph. A variety of details may be used to develop the idea presented in the topic sentence. Supporting details may be facts or examples. They may make comparisons or answer questions raised by the topic sentence.

10. Read the topic sentences. Then circle two letters to identify appropriate supporting details.

1. Good neighbors take good care of their yards.
 - a. Herbicides do an effective job of killing crabgrass.
 - b. It takes only about 15 minutes to mow a small lawn.
 - c. Trashy yards lower neighborhood property values.
 - d. Disrespect for your home shows disrespect for your neighbors.
2. Don't be afraid to try foods that are new to you!
 - a. The students cheer when the cafeteria serves brownies.
 - b. Ethnic foods often feature delicious spices.
 - c. Burned meat tastes better than undercooked meat.
 - d. A very limited menu gets repetitive and boring.
3. Sports fans are sometimes too "fanatic."
 - a. Thousands of hot dogs are consumed at major league games.
 - b. Riots sometimes break out after championship games.
 - c. Kids wait outside the park, hoping to catch a home run ball.
 - d. Pete goes to the game in spite of his high fever.

Connotation and denotation

Did you know that all words have both connotations and denotations? A word's dictionary meaning is its denotation. Connotation refers to the attitudes and feelings the word suggests. Words with similar dictionary definitions can have very different connotations. Persuasive writers choose words carefully. They make sure the connotations of their key words support their point of view.

POSITIVE	NEGATIVE
thrifty	cheap
proud	haughty
slim	skinny
unique	eccentric

11. In each item below, think about the viewpoint the writer wishes to promote. Circle the word that correctly completes each sentence.

1. You're writing a campaign speech for a candidate who is unusually frank and honest. You describe the candidate as (plainspoken / blunt).
2. You're writing ad copy for an expensive necklace. You describe the necklace as (flimsy / delicate).
3. You're writing an essay about a historical figure you admire. You describe her personality as (unsociable / shy).
4. You're writing a newspaper editorial urging that a new sports stadium be built in your town. You describe citizen support as (enthusiastic / fanatic).

12. Draw lines to match negative and positive connotations of words with similar meanings.

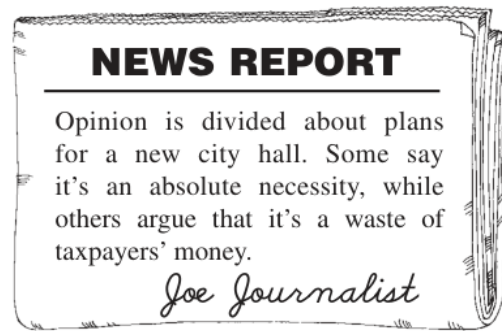
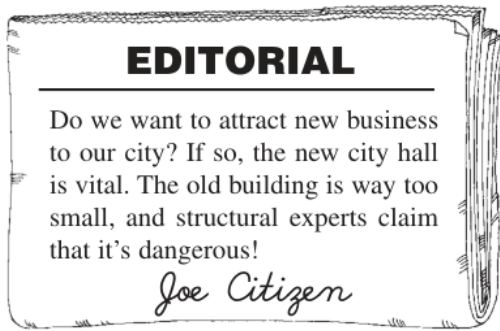
- | | |
|-------------|---------------|
| 1. argue | a. eavesdrop |
| 2. hoodwink | b. annoy |
| 3. flatter | c. coerce |
| 4. convince | d. fight |
| 5. overhear | e. compliment |
| 6. tease | f. outwit |

**Applying persuasive writing
Propaganda**

Are there any special ways to “sell” an idea or a product? Writers who want to influence others have developed a variety of methods to do just that. **Read about six common propaganda techniques in the chart below.**

NAME CALLING	<ul style="list-style-type: none"> Applying a prejudicial label to someone or something in order to discredit it 	<i>a pie-in-the-sky proposal</i>	<i>a big spender</i>
GLITTERING GENERALITY	<ul style="list-style-type: none"> Using a beloved or highly esteemed word or idea in order to win approval without close examination 	<i>the patriotic choice</i>	<i>like your mom's cooking</i>
BANDWAGON	<ul style="list-style-type: none"> Urging you to “join the crowd” by doing something that “everyone else” is supposedly doing 	<i>Join all your friends and neighbors!</i>	<i>Don't be the last to own one!</i>
TESTIMONIAL	<ul style="list-style-type: none"> Quoting a well-known person in favor of a certain product or policy 	<i>“Hollywood stars like me depend on Bald-No-More. You can, too!”</i>	<i>“My teammates and I eat Health-O-Meal before every game!”</i>
RED HERRING	<ul style="list-style-type: none"> Diverting attention from the real issue by focusing on secondary or irrelevant facts 	<i>The handsome candidate, a daily jogger, has been married for 24 years.</i>	<i>Our laundry product smells like lemons and comes in a pretty package.</i>
WITHHOLDING FACTS	<ul style="list-style-type: none"> Misleading by leaving out relevant facts that don't support the desired point of view 	<i>charged with jury tampering (no mention that the case was dismissed for lack of evidence)</i>	<i>removes rust stains from anything (no mention that it often causes skin to blister)</i>

Many people associate the word **propaganda** with dishonesty. But in itself, propaganda is neither good nor bad. It all depends on where and for what purpose it is used. Bias or preference is appropriate in a statement of editorial opinion. In a news story, however, only complete, unbiased facts should be reported.



13. Think about the different types and possible uses of propaganda. Then write T or F to tell whether each statement below is true or false.

1. ___ Language can mold a reader's thinking to a great extent.
2. ___ Words like barbarity and cruelty arouse unfavorable attitudes.
3. ___ Propaganda never encourages our desire to flatter ourselves.
4. ___ Most people know how to recognize the tricks of propaganda.
5. ___ Favorable publicity cultivates the good will of the public.
6. ___ Words like justice and health have a positive impact.

Movie review

Many newspapers, magazines, and TV stations hire professional reviewers to "prescreen" new movies. Why? To guide their readers and viewers as to which new films are worth seeing – and which are not. The reviewer has a threefold job: to inform, to evaluate, and to recommend. Some reviewers use a form like the one below to jot down basic information and their initial impressions.

-----INFORMATION-----	
What? _____ <small>(NAME OF MOVIE)</small>	What kind? _____ <small>(MUSICAL, MYSTERY, SCI FI, ETC.)</small>
Who? _____ <small>(THE MOVIE'S STARS)</small> _____ <small>(THE DIRECTOR)</small> <small>(THE AUTHOR, IF ADAPTED FROM A BOOK)</small>	
When? _____ <small>(DATE MOVIE OPENS)</small>	
-----EVALUATION-----	
Plot _____ <small>(GRIPPING/EXCITING, ETC. -OR- CONFUSING/WEAK, ETC.)</small>	
Characters _____ <small>(BELIEVABLE/CHARMING, ETC. -OR- UNREALISTIC/WOODEN, ETC.)</small>	
Dialogue _____ <small>(CLEVER/SNAPPY, ETC. -OR- STILTED/OUTLANDISH, ETC.)</small>	
Sets/Locations _____ <small>(TRUE-TO-LIFE/SPECTACULAR, ETC. -OR- FAKE/BORING, ETC.)</small>	
Wardrobe/Makeup _____ <small>(TRENDY, EXQUISITE, ETC. -OR- INAPPROPRIATE, ODD, ETC.)</small>	
Special Effects _____ <small>(BREATHAKING, ETC. -OR- NOT APPLICABLE -OR- SAME OLD, SAME OLD, ETC.)</small>	
Details Worth Mentioning _____ _____ _____ <small>(SPECIFIC EXAMPLES OF WHAT YOU LOVED OR HATED ABOUT THE FILM)</small>	
-----RECOMMENDATION-----	
Rate with one to five stars, from worst to best: ★ ★ ★ ★ ★	

14. Think of a movie you saw quite recently. If you haven't seen a movie in a while, review any movie that made a strong impression on you, one way or another. Perhaps it's a much-loved classic you've seen again and again. Or maybe it's a horror movie that scared you silly! All that matters is that you remember it well and have strong feelings about it. Use the form above to make notes for a movie review.

Advertising

Companies spend a lot of money to develop new products. Often, they spend even more money to promote those products to consumers. Advertising is big business. The spoken or written words used in ads are called ad copy. You've probably noticed that ad copy is usually a blend of fact and opinion.

EXAMPLES:

FACT	OPINION
<p>20% off every item in the store!</p> <p>Guaranteed satisfaction or your money back!</p>	<p>We offer the friendliest service in town!</p> <p>Magic Makeup will make you feel like a movie star!</p>

15. Think about your favorite soap, toothpaste, or hair care product. Then imagine that you're a copywriter assigned to write an ad. Begin brainstorming ideas by listing two facts and two opinions about that product.

FACT:

FACT:

OPINION:

OPINION:

What claims can you make that would encourage consumers to try a certain product? Specifically, in what ways does it stand out from other products of its kind? For example, is it less expensive, easier to use, or does it have a unique "extra ingredient"? Is the packaging (tube, bottle, jar, etc.) especially well-designed or attractive?

Product Comparisons

Why is _____
(PRODUCT NAME) distinctly different? Unlike
other _____,
(PRODUCT TYPE) it always _____,
(POSITIVE RESULT)
and never _____.
(NEGATIVE RESULT) You'll also appreciate its
_____ and _____.
(PRODUCT FEATURE) (PRODUCT FEATURE)

If you want _____
(ADJECTIVE) _____,
(SKIN, TEETH, OR HAIR)
you'll be glad you tried _____.
(PRODUCT NAME)

Adjectives (describing words) play a very important role in ad copy. Clever copywriters are very careful when they choose words to describe a product. To persuade consumers to buy, they use only words that create a positive image.

16. Rewrite the following lines of ad copy by replacing the negative words with positive ones. Select words from the box – or any other words you know – that create a positive image.

buttery	elite	supreme	cozy
brilliant	firm	thrifty	glow
ambitious	crisp	sturdy	snug

1. Pretentious cars for pretentious people

2. Cramped seaside cottage available for summer rental

3. Brittle, fatty-flavored fried chicken

4. The glare from our new light bulb is absolutely blinding!

5. Cheap shoppers will appreciate our low, low prices.

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