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50 Journalism Skill Builders

by Michael Wiener

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The Writing Company

a division of *SOCIAL STUDIES SCHOOL SERVICE*

10200 Jefferson Blvd., P.O. Box 802, Culver City CA 90232-0802

(800) 421-4246

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INTRODUCTION

These exercises are designed to help the English and journalism teacher do a better job of teaching. They can be used in a variety of courses, both on the junior high and senior high levels. They can be used with classes of all ability levels.

For the journalism teacher, these exercises provide a set of drills covering all facets of a typical beginning journalism course.

For the English teacher, these exercises use the newspaper as a springboard for the teaching of writing skills. They provide an approach that is different and lively; and what class wouldn't delight in such an approach?

The exercises themselves are each designed to be completed in a normal class period. For the most part, they allow students to learn by filling in answers and discussing their work as a class. Many of the drills will provoke lively and exciting class discussion involving such topics as censorship and libel. How do I know all of this? Because I have tried these drills in my classrooms, in both English and journalism, and I have seen them work!

The Teacher Guide provides lesson hints and answers for most drills. The lesson hints are based on what I've learned by doing these drills over and over, with various types of classes. They will help you avoid a "classroom disaster," that all-too-familiar situation that occurs when we fail to set up a lesson properly.

TEACHER GUIDE

I. CHOOSING AN EDITORIAL TOPIC

LESSON HINTS:

The key to this lesson is that the class draws a conclusion as to which of the four types of editorials is the most interesting. In order to reach this conclusion, it is necessary that you have someone tally the results. For a particular item, you may allow two points for an “A” answer, one point for a “B” answer, and no points for a “C” answer. Examine the half dozen items that get the top scores, and have the class make a conclusion. Now examine the items with the lowest scores. Does this reinforce your conclusion? Whatever the results—and they might surprise you—they should provide the basis for a lively class discussion. The results should also be forwarded, in a letter to the editor, to your school’s newspaper.

2. SAMPLE EDITORIAL

LESSON HINTS:

Although most drills in this series are self-contained, a few require teacher participation. These are the “sample” drills: sample editorial, sample news story, sample review, and so on. Once students have an annotated “guide” story, they will be better prepared to write stories of their own. Students should, therefore, keep this model editorial for guidance when they write their own editorials. Review this sample, paragraph by paragraph, and have students make notes in the margin as you go. Here are some points you should make about form: (a) the first paragraph is a statement of the problem and a brief statement of the author’s solution; (b) the second paragraph details the solution; (c) the third paragraph refutes anticipated arguments of the opposition; and (d) the fourth paragraph is an optional summary paragraph. Also, discuss the editorial “we,” making sure students understand that they are writing on behalf of an editorial board, hence the “we.” Some other things you can point out are that the writer should make the first sentence as interesting as possible; that the proposed solution should be both legal and reasonable; and that the writer should give the readers and the philosophical opponents credit for being fairly intelligent, while endeavoring to describe the situation so that all readers can understand and relate to it. As in all samples, this structure is suggested, not required.

3. THE EDITORIAL—A DYNAMIC BEGINNING

LESSON HINTS:

This exercise attempts to get students thinking about effective ways to begin writing an editorial. Thus, reviewing the answers to this drill is only the preliminary step for the teacher. A lively discussion should follow, in which students reconstruct the given beginnings into strong, interesting sentences. Some students may even argue with the given answers; this should be welcomed.

ANSWERS:

1) a 2) f 3) d 4) f 5) f 6) c 7) d 8) e 9) b 10) g 11) d 12) a 13) c

4. SAMPLE CRITICAL REVIEW

LESSON HINTS:

The students should use this sample review as a model for writing their own critical review of a current TV show. It is best if they pick a TV series that is fairly new, not one that’s been on the air for years. As you discuss this sample review with the class, have them place notes in both margins. Among the things to discuss: The first paragraph gives the name of the show, the time, channel, and day of the week it is shown, and a summary of opinion about the show. The second paragraph gives the background of the series (remember, the class should review a series, not a one-shot special show) for those readers who may not be familiar with the show. The third paragraph gives more general details about the series: by the end of this paragraph, all major stars should be identified. The next paragraph gives more details of the writer’s opinion of the program—both positive and negative. Then comes a short—and emphasize short—description of one particular episode. Finally, there is an optional summary paragraph. (The class should understand that this structure is to aid a beginner only; seasoned writers create their own structure.) Other things to mention are the variation of the word “show” (have the class list at least half a dozen synonyms, such as program, presentation, episode, and comedy); the need for both positive and negative criticism in a review (except in unusually excellent programs); and the need to give the reader the flavor of the entire series rather than concentrate on one particular episode.

5. TARZAN TALK

LESSON HINTS:

Once you've taught headline writing, something strange happens. Some students forget how to write sentences. You will especially notice this when you do drills in writing news leads. The Tarzan Talk errors will appear over and over, and you will be exasperated. This drill works wonders on most students and should be used just before you do news leads.

ANSWERS:

- 1) A former school record holder in the mile run will be a teacher here next year.
- 2) Former mayor Sam Jackson will open a law office across the street from Oak High.
- 3) Jaws was seen by students in a special showing yesterday.
- 4) The student body has elected Kerry Lambert president.
- 5) Senior Mary Franklin is also a part-time actress.
- 6) A junior has found \$1000 in an envelope on the school's lawn.
- 7) Oak High teachers have donated \$100 to the United Crusade.
- 8) A fund-raising drive for a new stadium has opened at school.
- 9) Joe Thoms, a former astronaut, will lecture here next week.
- 10) Former teacher Harry Dickson has lost his bid to become a state assemblyman.
- 11) "Our team will win the championship this year," says the Oak High football coach.
- 12) The average athlete of today is stronger than the average athlete of 1950, says the coach of the Oakdale University track team.
- 13) Can a girl play football with the boys? Jan Traymore will find out next week.
- 14) A senior lost his wallet containing \$150 in cash yesterday.
- 15) An English teacher has been given an award for writing a TV show.
- 16) Our football games will be played Saturdays next year, said the coach yesterday.
- 17) Custodian John Granger has been promoted to supervisor by the school district.

6. IMPROVING WEAK NEWS LEADS

LESSON HINTS:

Take at least one entire period to do this drill, since it is vital that students understand all of it. After they fill in their answers, have a half dozen or so students put each of their seven answers on the board. (Of course, you may have to do this in shifts, as board space permits.) Review each of the answers on the board, having the class spot all errors (and there will be many errors, not only in structure, but in spelling and punctuation, too). It is important here that each student be given some chance to evaluate and correct his or her own answers to this drill. It may be necessary to remind students that Rule 3 does not prohibit sentences from beginning with "a" or "an" or "the" or "there"; it merely reminds students to vary their sentence beginnings and to avoid beginning with the given four words all the time.

SUGGESTED ANSWERS:

- 1) The Spanish Club will elect new officers at noon tomorrow. (Note that it is unimportant that the sponsor made this announcement, and this minor detail should not be included in the first sentence of the story.)
- 2) A new psychology club will be organized here in the fall.
- 3) Tonight's dance will begin at 8 and will feature the group "Super Heroes."
- 4) Senior Larry Milliken will appear on Channel 4 tonight at 8. (Note that students will provide their own details of time and channel.)
- 5) (a) This year's baseball team trophy has been (or will be) awarded to catcher Norby Oakes. (b) Psychology will be a required class at Oak High beginning next fall.
- 6) Oak High's antiquated library will be torn down early next year and replaced with a \$1 million, air-conditioned structure.
- 7) Finals Week should be abolished, says Senior Class President Mary Pratt.

7. TYPES OF NEWS LEADS

LESSON HINTS:

Most students will make many mistakes on this drill and will have to do much rewriting. Let them know in advance that such errors are common at this stage of the learning process; otherwise, some students will get very discouraged and will tend to “quit” on you. It is vital here that you arrange to check students’ work and make them rewrite as much as necessary. One method is to have the students come to your desk after numbers 2, 4, and 7, so you can check each paper individually.

SUGGESTED ANSWERS:

- 1) Construction of an \$80,000 theater arts center will begin at our school next month.
- 2) Governor James Plesent will speak to a special assembly at our school next Tuesday.
- 3) The owner of a gas station across the street from our school has been named Oakdale Businessman of the Year.
- 4) In an effort to keep our school clean, 50 additional garbage cans will soon be put into use.
- 5) Scoring three times in the final inning, Oak High’s baseball team defeated Cumberland 8-7 yesterday.
- 6) Our anthropology class will take a field trip to Eastman’s Cave next Friday, where they will dig for fossils.
- 7) Running with a badly bruised ankle, Oak High’s Dick Jenkins won the mile run and led our school to an 80-55 victory over Taft High.

8. SAMPLE NEWS STORY

LESSON HINTS:

Directions are similar to those for Sample Editorial and Sample Critical Review. Here are some elements to discuss as you review the story, paragraph by paragraph, with the class: (1) the inverted pyramid style of writing, where the most important details are at the beginning of the story, and the less important details are further down in the story; (2) the summary news lead, which tells the facts of a story at a glance; (3) the use of quotes to make the story livelier; (4) attribution, whereby the journalist endeavors to tell you which “expert” gave the information; (5) variations of the word “said”; (6) the use of short paragraphs, where regular English compositions tend to use longer paragraphs; (7) the ability to strike off the last two paragraphs if necessary to shorten the story; (8) variety in sentence structure and in the way paragraphs begin (avoiding repetition of the word “the,” for instance). You may ask the class what details they would add to the story if an editor told them to make it 200 words longer. One approach would be to interview a victim of the flood or a person whose property was barely spared by the flood waters.

9. ARRANGING NEWS STORIES IN INVERTED PYRAMID STYLE

LESSON HINTS:

It is suggested that you begin by assigning story 1 only. The answers are at least partially subjective, and there may be lively and lengthy class discussion. Depending upon the nature of that discussion, you should adjust the “pace” of assigning stories 2 and 3. The following are “suggested” answers, but they may differ somewhat from class to class.

SUGGESTED ANSWERS:

Story 1: 7-10-1-4-6-5-3-2-9-8.

Story 2: 1-5-3-7-2-9-8-10-6-4.

Story 3: 6-2-8-7-1-3-5-9-4.

10. FEATURE LEADS I

LESSON HINTS:

Some classes find it difficult to understand the difference between a news lead and a feature lead. Do not proceed with the drill until you are sure they’ve mastered the basic concepts involved. In some classes, additional examples may be necessary. You might do 1 only, as a quick drill. Have answers put on the board. You can judge how well the class grasps this lesson by the quality of the answers to 1.

ANSWERS:

They may vary, but should be something like this: (1) If you don’t get good grades in a hurry, Uncle Sam will send you away for six months! (2) Ditching class will be legal— sort of—next year at our school. (3) Football players had better find something else to do next fall. (4) One way to be a success in the outside world is to fail a course in general business here!

I I. FEATURE LEADS II: QUOTATIONS

LESSON HINTS:

Review some of the basics in using quotation marks (like the rule that commas and periods always go inside the quotation marks). Make sure students understand the differences between direct and indirect quotes: another example or two written on the board might help. (“I like hamburger,” Joe said. Joe said he likes hamburger.) Either look at each student’s answers individually (make them correct errors) or have many answers put on the board for evaluation by the class.

SUGGESTED ANSWERS:

- (1A) “Looking back, most of us think this is a really good school,” Senior Class President John Gracio said yesterday.
- (1B) Although seniors complain a lot, they really like school, says Senior Class President John Gracio. (Note that the direct quote was shortened to get to the point more quickly.)
- (2A) “Among economy moves being considered by our school board is the closing of Oak High and the transfer of our students to nearby Northside High,” Principal Norman Jones told the student body yesterday.
- (2B) Oak High may be closed down by our school board next year, Principal Norman Jones warned students yesterday.
- (3A) “Nine out of ten young actors are not making a decent living. The tenth is a millionaire,” according to the head of State University’s Drama Department.
- (3B) Most people who entered acting to get rich are not even earning a decent living, claims the head of State University’s Drama Department.

I 2. FEATURE LEADS III: OTHER TYPES

LESSON HINTS:

Students have already studied quotation leads and leads that answer a question. Here are some more types of feature leads, mastery of which will help add variety to their writing.

SUGGESTED ANSWERS:

- (1) The “sailing six” have landed!
- (2) Should a female be allowed to join Oak High’s previously all-male swimming team?
- (3) Ditching class can be a bone-breaking experience, Sally Klein has found out.
- (4) Vacation is here!
- (5) Is the Science Building haunted?
- (6) There’s nothing unusual about getting a traffic ticket...unless you get it for skiing!

I 3. SAMPLE INTERVIEW

LESSON HINTS:

Try to let the class determine why the top interview is weak and why the bottom one is strong. Weak and strong points should be written in the wide margins and used as notes by students. Some observations about the top interview: The writer should keep himself or herself out of the story; never use the expression “when asked” or “I asked”; the word “said” should be varied, but should also be used correctly (“reasoned” is not correct); usually, every other paragraph should contain a quote that is somehow connected to the explanatory paragraph immediately preceding it. Note with the class how the top story does the wrong things and how the bottom story does the right things.

I 4. STRUCTURE OF AN INTERVIEW STORY

LESSON HINTS:

Obviously, the contents of this drill must be approached with tongue in cheek. But if students can understand the structure, they will find it easy to write interview stories from that point on. The most difficult part of this lesson is the evaluation; develop, in advance, your own method of checking each student’s work.

I 5. SAMPLE SURVEY STORY

LESSON HINTS:

Survey stories are extremely popular in student newspapers. And, as the drill says, they are fun to write. This drill, and the one following, will prepare students to write a survey story. In analyzing this sample with the class, point out, among other things, the following: the first paragraph should give the most important conclusion of the survey; the second paragraph should give some other important results; by the third paragraph, the writer should tell how the survey was conducted (how many respondents, who they were, and so on). Following that, there should be several paragraphs of secondary results. A “quotation paragraph,” giving a reaction by some authority to your survey, is also interesting. The final paragraph is of lesser importance and may be cut (review inverted pyramid style of writing). Students should use this sample as a model in writing their own survey stories.

I 6. SURVEY WRITING DRILL

LESSON HINTS:

After concluding this lesson, (1) ask each student to write a survey topic on a piece of paper; (2) have the class choose the most interesting topic; (3) develop a list of questions; (4) give the survey to exactly 100 students (for easier conversion of the answers into percents); (5) compile the results; (6) have the class write leads only for the survey story; (7) choose the best lead; (8) with every student using the chosen lead, assign each student to finish the story; (9) select the best story and submit it to the student newspaper.

ANSWERS:

- 1) More than half of the students who smoke don’t really enjoy it, an Oak High survey has revealed. (Note: Obviously, the name of your school should be in this lead instead of “Oak High.”)
- 2) *All in the Family* is the most popular TV show of Oak High students. (Note: This is a suggested lead only. Students will also rewrite the remainder of the given exercise.)
- 3) Despite a wide variety of exotic ice cream flavors, the vast majority of Oak High students still stick to the basic three: vanilla, chocolate, and strawberry.

I 7. SPORTS FACT SHEET

LESSON HINTS:

The most difficult things to do in writing a sports story are to keep good notes on what’s happened, to spell everyone’s name correctly, and to come up with a good lead. Divide the class into teams of two. Have each team create a lead and write it on the board. Let the class choose the best lead; then assign each team (or each individual) to finish the story. If there are students who are not knowledgeable about the basics of baseball, team these students with people who are very knowledgeable. The following is just one of many possible approaches to this story.

SUGGESTED ANSWERS:

A two-run homer by right fielder Ed Appel powered Oak High to a rain-shortened 2-1 victory over Lawndale Friday night. An Oak High Stadium crowd of 550 gladly headed for shelter as the umpires called the game after four and one-half innings had been played.

Appel’s winning blast scored left fielder Lyly Pratt, who had opened the third by reaching first on an error by Lawndale short-stop Jerry Dickson.

Lawndale had taken a 1-0 lead in the second inning, when catcher Rig Aaronson’s two-out double scored Jesus Gonzalez.

Paul Iker pitched a two-hitter for Oak High, striking out nine in five innings. Iker also batted cleanup and got one of Oak’s three hits.

The victory was Oak’s third in four games this year. Lawndale’s record drops to 3-2.

I 8. FIXING HEADLINE ERRORS

LESSON HINTS:

For purposes of this exercise, ignore headline counting, a skill that is taught in some journalism classes. In two-line heads, the lines should be of approximately equal length. This allows the student to concentrate on spotting errors, correcting these errors, and getting used to headline style. Have many answers put on the board for class evaluation; each student should have at least one or two chances to put his or her efforts on the board. For slower classes, you might want to divide the class into teams of two.

SUGGESTED ANSWERS:

1. (e) Student assembly Thursday/will hear about motorcycles
2. (h) Five Oak High students/get leadership awards
3. (f) Kramer leads basketball team/to close win over Toreadors
4. (g) Booster Club donates/500 books to school
5. (c) Board of Education/tells OHS principal/to cut school staff
6. (b) Air Force ROTC/to be offered here
7. (a) Dickson, Ellison share/speech contest win
8. (d) Supt. Jacobsohn requests/school tax raise
9. (b) 15 named to attend/special rock concert
10. (e) Drama class presents/very funny play

19., 20. PAGE LAYOUT—Parts One and Two

LESSON HINTS:

Have students cut out all headlines and “photos” from Part Two. By placing these heads and photos on the “dummy sheet” (Part One) they will learn to create mock pages. This drill works best when the class works in teams of two. Create a series of six to eight problems for each group. In the first problem, you might place a two-column photo at top right; students then complete the page and call you for comment. In the second problem you might place a three-column photo at top left; in the third problem you might place one-column photos at the top of columns one and five; and so on. It should take at least a period and perhaps close to two periods for a group to cut out heads and photos and also complete eight problems. Things to watch out for are: tombstoning (two headlines bumping into one another); gutters (either horizontal or vertical alleys not interrupted by a headline or photo); areas of type without headlines on top (perhaps the most common error made by new journalism students); gray areas that need photos or heads to make them more eye-appealing; the use of smaller size heads near the top of the page (most important stories are at the top, and therefore take largest size heads); failure to alternate, as much as practical, italic heads with vertical heads.

21. STYLE GUIDE

LESSON HINTS:

Whether you operate a student newspaper or teach non-journalism English, you and your class should develop an understanding (style guide) about the use of numbers, abbreviations, capitalization, and so on. There are no “correct” or “incorrect” answers for many of the questions in this exercise, except as directed in your style guide. Suggested answers are therefore just that. You can obtain a sample style guide—from various journalism texts, from the local office of Associated Press or United Press International, or from the National Scholastic Press Association, c/o University of Minnesota Journalism School, Minneapolis, Minnesota.

SUGGESTED ANSWERS:

1) b 2) a 3) c 4) a 5) a 6) b 7) b 8) b 9) a 10) b 11) c 12) a 13) a 14) b 15) c 16) b 17) a 18) b 19) a 20) a 21) b 22) a 23) a 24) b 25) b 26) d 27) a 28) a 29) d 30) yes 31) no 32) yes 33) yes 34) yes 35) no 36) yes 37) no 38) no 39) yes 40) yes 41) no 42) yes 43) no 44) no 45) no 46) yes 47) no 48) no 49) yes

22. COPY EDITING

LESSON HINTS:

Formal copy editing requires the use of editing symbols. Informal editing inserts punctuation as needed, crosses out unheeded punctuation or words, and writes in corrected words between the typed lines. The needs of your class will dictate whether you have them use the formal or informal approach. For most classes, the informal approach is probably best, since the vast majority of students will never become editors. Most newspapers require triple-spaced copy; to save space, we have double spaced.

ANSWERS:

The corrected exercises should read as follows:

Exercise A

A paper drive to raise money for Oak High's student body fund will be held next week.

Principal Norman Jones claims, "We must raise \$10,000 or else we might have to postpone purchase of new athletic equipment."

Among the other things this money will pay for, he says, are after-school intramurals, clubs, and Friday night dances.

Exercise B

Six ROTC scholarships have been awarded to Oak High students, Head Counselor Betty Cramer has announced.

Senior Hal Johnson will use his scholarship to go to Yale University to study French. The other five winners will go to State University. They are Henry Granson, Hillary Jacobsen, Kim Love, George Lim, and Frank Mann.

Each award is worth \$24,000, claims ROTC Commandant Colonel James Grant.

Jacobsen and Love are the first women from Oak High to receive ROTC scholarships, says Colonel Grant. Winners are chosen on the basis of written examinations and also as a result of two separate interviews, says the Colonel.

23. PROOFREADING EXERCISES

LESSON HINTS:

Once again, you will have to decide whether the class will make formal or informal corrections. In any case, the "wiggle" described in the drill is a useful symbol to know.

ANSWERS:

The corrected exercises should read as follows:

Exercise A

Oak High's Drama Club will perform Thornton Wilder's "Our Town" next Wednesday and Thursday in our school's auditorium.

Two performances will be given each day: one at 2 p.m. and one at 8 p.m.

Admission will be 75 cents for students and \$1 for adults.

A capacity crowd is expected, says drama teacher Mamie Glatt.

Part of the cost of the production is being subsidized by Ajax Corporation of Oakdale, which is buying all the costumes and scenery.

"I was a drama student myself when I was in senior high school," notes Ajax president Alan Dennis.

Exercise B

After losing its first four games of the season, Oak High's varsity basketball team beat Dennison High, 40-35, for its first win of the year.

Center Larry Lewis scored 20 points to lead the Oakies. Five of his points came in the final four minutes to help break open a 33-33 tie.

"This was our best game in the past five years," coach Al Alberts said after the game.

Although its overall record is 1-4, the varsity can still make the area playoffs by winning the rest of its games, according to the coach.

Wednesday, the team will travel to Hollings to meet the Highlanders at 8 p.m.

"Hollings has the number one team in our area, so if we beat them we're in pretty good shape," says coach Alberts.

The Highlanders are undefeated in six games, including an impressive ten-point victory over last year's state champion, Midvale High.

24. COMMON WORD ERRORS

LESSON HINTS:

Any teacher who's corrected thousands of compositions should recognize the "common" errors in this drill. Extra stress should be placed on the "fearsome four-some": you're (your), its (it's), there (their, they're), and to (two, too).

ANSWERS:

Part One

(1) its, yours, too (2) their, there (3) you're (4) It's, they're (5) a tot, all right (6) Who's, than (7) breath, too (8) forth, here, there (9) You're, your (10) accept, except (11) whether (12) chose, emigrate (13) through, thorough (14) effect, principal (15) advise, advice (16) Dessert, desert

Part Two

(17) forty-four (18) Wednesday, Thursday (19) business (20) truly (21) practically (22) definitely (23) accidentally (24) nickel (25) algebra, athletics (26) opposite (27) bargain (28) sophomore, senior (29) surprise

Part Three

(30) foreign (31) believe (32) ceiling (33) seize (34) neither (35) weight (36) weird (37) receive, thief (38) niece (39) handkerchief (40) leisure, piece (41) conceit

25. IDENTIFICATION

LESSON HINTS:

Place the following on the board: ____ (1) ____ will appear on the Channel 2 News tonight at 8. ____ (2) ____ will discuss school financing. ____ (3) ____ will be interviewed by John Lemaster. The numbers in parentheses refer to the first, second, and subsequent references to somebody in a story. Now ask the class to fill in the blanks if the subject was (a) a student, John Kelly; (b) a social studies teacher, Mr. Dick Winters; and (c) the principal, Mrs. Susan Upshaw. According to the style adopted by the vast majority of school newspapers today, answers are (a) John Kelly; John or Kelly; he (b) social studies teacher Dick Winters; Winters; he (c) Principal Susan Upshaw; Upshaw; she. Remember that these answers apply to journalism style, not to English composition style. Deference is made on the drill to the fact that the second reference is sometimes repeated later in a story, and to the fact that some schools still adhere to the old style of using "Mr." or "Mrs." in front of adults' names.

SUGGESTED ANSWERS:

- 1) Science teacher Isabel Levin; Levin; she
- 2) Senior Frank Settle; Frank or Settle; he
- 3) Professor Dick Alans; Professor Alans; He
- 4) Ed Ring; Ed; He (for the very young—under junior high age—we usually stick to the first name in the second reference)
- 5) English Department Chairman Ken Lobas; Lobas; He
- 6) Loretta Plant; Plant; She
- 7) Sgt. Ron Stewart; Sgt. Stewart; him
- 8) President Jimmy Carter; President Carter; He (titles in front of a name, such as Sgt. or Dr. or President are repeated in the second reference)
- 9) Dr. Henry Parker; Dr. Parker; He
- 10) Girls' Vice Principal Doris Slate; Slate; she

26. VARYING THE WORD “SAID”

LESSON HINTS:

In writing interviews and other stories, students have a tendency to overuse the word “said.” This does not mean that they should go wild with fancy variations all the time, but they should get used to some variations of “said” in their writing. Have the class list every variant it can; then list them all on the board. You should come up with at least 25 (if you get stuck, use the examples on the drill sheet or refer to a thesaurus). Make sure the class understands that each variant has its own shade of meaning. The drill should be done in two parts. The top is rather cut-and-dried. The bottom can be fun if answers are put on the board and the class is cautioned in advance not to get silly about it.

ANSWERS:

Part One

1) declared 2) claimed 3) noted 4) continued 5) predicted 6) asserted 7) boasted 8) noted 9) insisted 10) shouted 11) sighed 12) protested (Part Two answers will vary greatly.)

27. RUN-ON SENTENCES AND SENTENCE FRAGMENTS

LESSON HINTS:

Lives there a teacher who hasn’t run into these? No one drill will cure a student’s problems in this area, but it sure can’t hurt. Do not ask students to rewrite this drill; instead, have them copyread it, as if it were a typed story.

ANSWERS:

Final exams are no fun for me. They tie my stomach into knots for weeks at the end of every semester. I dread the last 48 hours before each test. I get especially nervous and excited during that time.

It’s difficult to explain the feeling to anyone who hasn’t experienced it. It’s like I drank a bottle of soda pop, a glass of milk, and a few ounces of hot chili sauce all at once.

One cause of all this is that I goof off a lot during the school year. I always find something else, other than studying, to do on week-day nights. When the weekend comes around, I always have someplace to go with my friends.

Because I am so lazy, I have to study like crazy during the weeks before finals time. I gather some snacks and curl up on the couch. Then I turn on some music. After that I force myself to begin, and before I know it, several hours have passed!

One of my techniques is especially successful. I imagine myself in the teacher’s place and guess what question I would ask if I were the teacher. This method usually works to some extent so that I am well prepared for at least part of the exam.

One of my problems is that I cram too much. Because my mind is filled with so many facts, I can’t seem to remember a lot of what I studied. During the test I am left confused. I sweat and sweat and sometimes I can’t remember the answer.

At the beginning of each school year, I make a resolution that I will follow a regular study schedule. I promise myself that this year will not be like last year. However, my resolve always lasts but a few weeks before I’m back at my lazy habits.

28. APOSTROPHE DRILL

LESSON HINTS:

Do this lesson in three steps. *First*, give the class a pretest with the following questions:

- (1) The game was played in the girls’ gym. Spell girls’.
- (2) It is Mr. Jones’ house. Write Jones’.
- (3) Two cows share some grass. It is the _____ grass.
- (4) The man had a home. It is the _____ home.
- (5) Write the following sentence:

Gus gets gas for his bus. *Second*, review for the class when the apostrophe goes before or after the “s.” *Third*, remind the class that just because a word ends in the letter “s” does not mean it takes an apostrophe (see question 5 above). And *fourth*, have the class do the drill.

ANSWERS:

Part One

1) class' (see Special Note below) 2) its 3) Fords 4) rabbits' 5) lots 6) Jones' 7) buses 8) county's 9) grass' 10) Charleses 11) o'clock 12) sandwiches 13) Smiths' 14) A's 15) t's 16) schools 17) she's 18) Chris' 19) boys' 20) theirs 21) men's, ladies' 22) yours 23) hers 24) theirs 25) ring's 26) rings' 27) classes' 28) class'

Part Two

Contractions: don't; weren't; can't; won't; isn't; he's; we'd; doesn't; they'd; aren't; she'll; they're; you're; it's.

SPECIAL NOTE:

If a singular word ends in "s," does its possessive take just an apostrophe, or does it take an apostrophe followed by another "s". We've seen texts that take both sides, and we've seen texts that say either way is correct. The answers above assume that, to form the possessive of a singular word ending in "s," you allow just the addition of an apostrophe. If this is not the case in your school, you may have to adjust some of the above answers.

29. CLICHÉS I

LESSON HINTS:

Make sure the class understands the directions. It will challenge them to eliminate the cliché without repeating words from the original cliché. After these drills are completed, the class can suggest many additional clichés in each category.

POSSIBLE ANSWERS:

Part One

1) jealous of my "A" 2) very pale 3) feeling down 4) great chance 5) very glad 6) faithful 7) is a warm person 8) and got mad 9) until he ran out of breath 10) want to hand John a higher grade without John's earning it

Part Two

11) very smart 12) Mrs. Dickens has sharp eyes 13) she can't see well 14) Mrs. Dickens was overweight 15) she yearned for food 16) very ill 17) quite powerful 18) delighted 19) can be obstinate 20) I'm always doing something

Part Three

21) the test was simple 22) through it easily 23) Joe is sharp 24) he naps 25) he's very relaxed 26) very quickly 27) he's hardly tired 28) I'm nervous 29) weak 30) try not to do it

30. CLICHÉS II

ANSWERS:

Part Four

31) downhearted, but will gain from the experience of losing the game 32) prepared in every way 33) we were willing to try anything 34) threw everything we knew 35) scrappily 36) loosely 37) didn't last long 38) lost our momentum 39) got aggressive 40) very close

Part Five

41) have risen too fast 42) now pay a lot 43) is glad to see you 44) all the sales techniques 45) is know what you're looking for 46) he'll fool you 47) think positive 48) a complaint, speak up 49) is way too high, tell the man to quit kidding around 50) and you'll feel lousy

Part Six

51) Life is more interesting when you don't do the same thing all the time. 52) Examine something or someone carefully before you form an opinion. 53) What's done is done. 54) If something doesn't work out, you should have something else in reserve. 55) Don't act hastily. 56) Don't give up too quickly. 57) Nothing is ever certain until it actually happens. 58) Don't criticize others' faults if you have similar faults.

31. SPORTS CLICHÉS

LESSON HINTS:

Obviously, some students will not be knowledgeable about sports. Form teams of students, with at least one person in each team knowledgeable about athletic terminology. This drill could form the basis of a class contest or game.

ANSWERS:

1) home run 2) scored first 3) football players 4) to the end of the game 5) a difficult game 6) begin the rally 7) close game 8) barely win 9) could go either way 10) winning easily 11) ended the other team's rally 12) signed his contract 13) a different team started rallying 14) inning 15) football players 16) scored 17) 50 yard line 18) coached by 19) missed the kick 20) became the center of attention instead of 21) stopped 22) score 23) was knocked down 24) have a tough match 25) widened their lead 26) kicked the football 27) made a basket 28) didn't score 29) basket 30) home run 31) free throw 32) basketball team 33) football team 34) baseball team 35) slide 36) the team has to score 37) coached the team 38) clinched the victory 39) won easily 40) couldn't stop the other team from scoring 41) risked the game 42) play very conservatively 43) get ahead early 44) have the game won 45) at the beginning 46) gamble 47) score 48) opened the season 49) at night 50) was the strength of the team 51) caught the pass 52) climaxed the scoring 53) overpower 54) third base 55) made many baskets (or goals) 56) wrestlers 57) track performers 58) tennis players 59) members of swim team 60) cross country runners 61) football 62) baseball players 63) basketball players 64) gave up 65) remained in first place 66) pitch a flawless game 67) basketball players

32. SHIFTS IN TENSE, NUMBER, AND PERSON

LESSON HINTS:

Many students find it difficult to grasp the concepts of this drill, so be prepared to do some private explaining. If you have time, review the examples carefully with the class. Again, if you have time, first assign questions 1-3 and review them with the class. Only then assign the remainder of the exercise.

SUGGESTED ANSWERS:

1) When I was five, I was eager to go to school. 2) I love school clubs and get excited at football games. 3) The only club I belonged to last year was the Chess Club. 4) I left school caring only for myself and not being interested in anyone else. 5) One should tolerate all kinds of people. One should not try to change people. 6) A dropout usually does not get a good job. Therefore, a dropout's salary is usually low. 7) I went through three bicycles before I earned enough money for a car. 8) Most people like cars, although they must pay a lot for a new car. 9) A person must groom himself (or herself) to look his (or her) best. 10) The principal questioned the boy and punished him. 11) The crowd roared its approval and it voted for Bruce. 12) The class was studying when suddenly Norma coughed loudly. 13) Joe visited New York and spent much of his time at the theater. 14) The Rolls-Royce is a type of car; it is very expensive. 15) The club has decided it will not meet today. 16) I like root beer, for it relieves my terrible thirst. 17) The baseball team won its third game in a row. 18) I wish Mary would run for Student Body President and win. 19) The boy ran and ran and got very tired.

33. ELIMINATING SEXISM FROM WRITTEN WORK

LESSON HINTS:

The examples speak for themselves. Stress to the class that students should avoid the "easy way out"—that is, the his-or-her approach on every answer (see the sample answers labeled "Better"). Constant use of this approach can make reading tedious.

SUGGESTED ANSWERS:

1) By playing ball every day, a teenager can keep in good shape. 2) He wanted to be a nurse. 3) Sometimes authors will autograph their books. 4) If you're concerned about taxes, write to your congressional representatives. 5)...Baker and Zuckerman will be guests of Mayor Jim Klein tomorrow at City Hall. 6) George is the best person for this position, we've been told. 7) Most doctors are married and have children. 8) It's the type of basket in which homemakers put their laundry. 9) While washing dishes, a youngster must be careful to avoid cutting a finger on glass. 10) Synthetic fiber is said to be as good as wool or cotton. 11) On rainy days, most kids have one of their parents drive them to school. 12) Accountants and their spouses attended the convention. 13) More and more students say they want to be police officers. 14) Attorneys have been advised to use the rest rooms on the third floor. 15) John Jacobsohn and Bette Hinkley are the From King and Queen. 16) A sixth grade teacher should be especially careful to spell correctly. 17) The executive assured us that the secretary would type the letter. 18) Everyone would be better off by studying harder.

34. MAGAZINES

LESSON HINTS:

Most students have not been exposed to the wide variety of magazines sold in our country. They should be made aware that, no matter what their hobbies and interests, there are magazines published to suit their needs. It is suggested that this assignment be worked so that students visit their community libraries to do it; otherwise, there will be too many people using the same reference material in the school library at the same time. To avoid the problem of students copying from one another, tell students that examples of magazines should be different on every paper. Give the class several days to do this assignment. A lively and interesting discussion should follow. Perhaps you can ask students to bring examples of unusual magazines (I've developed quite a collection for my room reference library). Discussion on the bottom two questions should prove particularly interesting. The almanac has a listing of top-selling magazines.

ANSWERS:

1) A house organ is a newspaper or magazine published by a particular firm containing mostly news of that firm for employees and interested community members. 2) A trade magazine deals with news of a particular type of industry, such as advertising, building, or agriculture. 3) A professional journal deals with news of a particular profession, such as psychologist, physician, or attorney. 4) A special interest magazine caters to people with a common hobby or interest, such as model airplanes, stamp collecting, or hot rodding. 5) A news magazine deals with happenings in the world. 6) A women's magazine deals with any topic that the publisher thinks might interest the female sex. The scope of these magazines is changing rapidly. 7) A general interest magazine prints articles on a wide range of topics, chosen because the readers would be interested in reading them.

35. WRITING NEWS ITEMS FOR RADIO AND TELEVISION

LESSON HINTS:

This drill can be extremely difficult for many classes, so approach it with caution. Go over the example carefully; then assign question 2 only. Have students read their answers to the class to see if the answers sound "natural." (Or you can have the students work in teams of two.) Depending on the results you get, proceed full speed ahead, or beat a strategic retreat. This type of writing is new for most students, and, to repeat, the results you get may be disappointing.

SUGGESTED ANSWERS:

- 2) Are students treated like prisoners? Senior Ted Glasser says yes. And Glasser says he'll do something about it if he's elected Student Body President. In his words: "I'll get our campus opened up."
- 3) Oak High may have played its last football game. There's just not enough money to field a team any more, says Oak High Financial Manager Sloan Slater. There's no money for other sports, either, she says. Or for extracurricular clubs.
- 4) At least one legislator thinks 16-year-olds are mature enough to drink alcoholic beverages. Senator Alan Resnik has introduced a constitutional amendment that would allow 16-year-olds to drink.
- 5) For 17 years, Principal Howard Miles has been a fixture at Oak High. Now comes the news that he will be transferred to nearby Brentwood High next month. His replacement has not yet been named.
- 6) There's going to be lots more writing at school soon. A new course called Freshman Composition has been added to the curriculum and it will be required of all incoming students.

36. CREATING A RADIO COMMERCIAL

LESSON HINTS:

This is a "fun" version of the preceding exercise, "Writing News Items for Radio and Television." Some teachers, in fact, may prefer to do this before, rather than after, the other exercise. Have the class work in teams of two or three. If you have access to cassette recorders, have the group record its efforts. Caution students not to get silly; this is a serious exercise in selling a product by means of a clear and effective sales talk. Nevertheless, the class will have fun with the assignment, and students will continue to learn that clear writing takes concentration and effort.

37. PUBLIC RELATIONS I

LESSON HINTS:

This exercise is for all classes. Its purpose is to introduce students to the concepts of PR, publicity, and advertising. Public Relations II is a more sophisticated drill for sharper classes. You must make sure the students understand what public relations, publicity, advertising, and news people are and what they do. It might help for the class to come up with some sample jobs that each would handle. From a newspaper or magazine, you might have students clip out examples of each of the four. Make sure students understand that PR, publicity, and advertising involve a lot more than writing.

ANSWERS:

Public relations are various activities of an organization—only one part of which involves writing—by which the public is supposed to form a good image of that organization. Publicity involves the dissemination of information about something or someone in order to get exposure in the media. Advertising is a paid message by someone who is selling goods or services. A news story is an objective account of some happening.

1) adv. 2) publicity 3) news 4) PR 5) PR 6) adv. 7) PR 8) news 9) publicity 10) PR 11) publicity 12) adv. 13) news 14) PR

38. PUBLIC RELATIONS II

Answers here will vary greatly and are limited only by the imagination of your students.

39. PROPAGANDA TECHNIQUES

LESSON HINTS:

First discuss what propaganda is, and how it can be used for good or evil, depending upon who uses it. To repeat: make sure students understand that propaganda can be used for good (lobbying, advertising, publicity, and so on). Explain each of the following techniques and have students create examples: (a) guilt by association; (b) either-or reasoning; (c) bandwagon; (d) generalization; (e) post hoc reasoning; (f) plain folks; (g) testimonial; (h) empty sentences; and (i) name calling. Some of these techniques are frequently used in advertising.

ANSWERS:

1) a 2) d 3) b 4) c 5) e 6) i 7) g 8) h 9) i 10) e 11) h 12) e 13) h 14) d 15) f 16) i 17) b.

Post hoc reasoning (confusing cause and effect) is probably the most difficult concept for students to grasp. After this drill is discussed, you might assign each student (or teams of two) to create a Propaganda Speech on such subjects as “Ban Democracy”; “Make War, Not Love”; “Raise the Voting Age to 30”; “Put More Commercials on TV”; or “Rock Music’s Just Loud Noise.” Challenge the class to “prove” its position by using propaganda techniques. (EXAMPLE: Given freedom, kids nowadays booze it up, take narcotics, are truant, play offensive music, and commit other sinful acts. Such irresponsibility should not be rewarded with the right to vote...etc., etc.)

40. CREATING AN ADVERTISEMENT

LESSON HINTS:

You’ll be amazed at what creative products and copy students can create! Make sure each student takes this project seriously; the product should be something sensible (not silly) and should not copy an existing product by merely changing the brand name. Such products as Freddie’s Freckle Remover are okay; products such as Tom’s Creme Soda are not. By critiquing these ads and making students correct mistakes, you can teach a lot of writing skills.

41. EMPLOYMENT AS A WRITER

LESSON HINTS:

Before you begin this drill, make sure students understand what the various jobs are all about. In the drill they will be asked to make guesses about such things as pay, advancement, job interest, and job availability, and about their own feelings toward that particular line of work. The answers will, of course, vary with the student and with the area and the year. However, this drill should provide the basis for a profitable class discussion that should get each student thinking about the future.

42. STUDYING THE CONTENTS OF A PROFESSIONAL NEWSPAPER

LESSON HINTS:

This project is best approached on a team basis, with two students per team. It is important to discuss each question carefully and slowly to make sure students understand what they are supposed to do (what does “proportion” mean, for example—see question 18). Most community newspapers will deliver a class set of one issue to your students at no charge. Most students are shocked at the results of this series of measurements.

43. STRUCTURE OF A LARGE-CIRCULATION, BIG-CITY NEWSPAPER

LESSON HINTS:

With a few exceptions, the words in this drill are fairly common and should be part of every student’s vocabulary. This assignment works well as a homework assignment, provided you take precautions to avoid the almost inevitable copying of answers.

ANSWERS:

The *publisher* owns the newspaper. The *editor in chief* runs the various departments of the newspaper operation. A *reporter* is a worker hired to gather information and write stories. The *advertising department* solicits, sells, and prepares the ads. The *managing editor* sees that the various subdivisions of the news-gathering operation function smoothly. *Columnists* write regular pieces that are printed with their by-lines in standard places within the paper. The *wire editor* examines copy received via teletype or other electronic gathering equipment. *Correspondents* are reporters who work in locations away from the main office (other cities or countries). *Stringers* are people who provide spot news for publications, on a commission basis, where no full-time correspondent is available. (In effect, a stringer functions as a part-time correspondent.) The *photo* and *news editors* are in charge of those departments. The *mechanical department* deals with the presses and other machinery needed to print the newspaper. The *circulation department* handles distribution of the newspaper. The *makeup editor* controls the arrangement of headlines, photos, and stories on most pages. The *copy desk* reads typed stories, makes corrections, and writes headlines. The *business department* runs the money-and-taxes end of the newspaper. The *slot man* is the head copy editor. The *sports desk* handles sports stories. The *composing room* is where type is set. The *city editor* handles local news. The *copy editor* reads typed stories, corrects them, and writes headlines. *Nightside* is a mini-staff that is on duty in the early morning hours when most newspaper offices are fairly inactive. *Proofreaders* examine printed stories and pages for errors. *Photographers* take pictures whose defects are painted over by *retouchers*. The *distributor* of a newspaper delivers the paper from the printing plant to the retailer or to the distribution boxes or to the consumer.

44. LIBEL—Part One

LESSON HINTS:

Libel laws differ from state to state, but certain general principles apply almost universally. These principles are covered in Part One. Discuss with the class how each applies to your state laws.

ANSWERS:

1) (answered on drill sheet) 2) Retraction is a printed apology. In many states with retraction laws, a retraction will usually minimize the threat of huge monetary awards. 3) If the accused loses a libel case, he rarely goes to jail; rather, he pays a money award, or damages, to the accuser. 4) Such words as accused, alleged, supposed, and suspected used with thief, felon, murderer, and so on are qualifying words wherein you avoid accusing the person of actually committing a crime. 5) If the accused can prove the words were true, the accused is free from libel. 6) Certain material, such as public documents, can be reprinted without subjecting the newspaper to a suit because of its contents. 7) A writer can criticize plays, movies, TV shows, books, songs, and so on without being guilty of libel. 8) A person in the news, or a person known by the community, is a public figure. The more public the figure, the more a writer can criticize that person in print. 9) If in doubt, leave it out; be sure what you print is provably true; print a retraction if you goof; know your state’s libel laws.

45. LIBEL—Part Two

SUGGESTED ANSWERS:

1) a 2) a 3) c 4) b 5) a 6) c 7) c 8) c 9) c 10) a 11) a 12) c 13) a 14) b

46. CENSORSHIP

LESSON HINTS:

Be prepared with knowledge of local and state laws in your community governing censorship of student newspapers. If there is NO law that you know of, or if there is a law that is open to various interpretations, then the right-hand column answers depend upon the attitudes toward censorship of the journalism teacher and of the principal. Students in the 1960s were extremely liberal; those in the 1970s became more conservative. Perhaps this trend will be reflected in your class' reaction to this drill.

47. THE RIGHT OF PRIVACY

LESSON HINTS:

Because privacy laws are so different in each state, and because there is such a large gray area between what is and what is not an invasion of privacy, there are two ways to approach this lesson: (1) do careful legal research, be ready with the answers, and see if the class can grasp main concepts; or (2) let the class vote; while they will not arrive at a legally correct answer, they will nevertheless grasp the importance of "the right of privacy."

48. NEWS VALUES

ANSWERS:

These answers are suggested and not absolute, since news values do differ somewhat from community to community: 1) c 2) a 3) a 4) c 5) a 6) c 7) a 8) c 9) a 10) a 11) a 12) a 13) c 14) a 15) c. It is suggested you allow the class to vote and then suggest your own answer. A typical class will "overturn" your answers on one or two of the above, but don't fret: it shows students are thinking!

49. EDITORIAL CARTOONS

LESSON HINTS:

This assignment lends itself to group work. Distribute the "artists" into groups of two, three, or four students each. Encourage students to draw their answers, but in case nobody volunteers to be an artist in a particular group, accept descriptions of cartoons in lieu of drawings. Have a contest where the best of each cartoon is submitted to the student newspaper for possible publication.

50. THE VOCABULARY OF NEWSPAPERS

LESSON HINTS:

Students can fill in some answers from their general knowledge, some from the dictionary, and the remainder from the word list at the end of most journalism texts. This should be treated as a vocabulary-and-spelling lesson, because the words should be part of every young adult's vocabulary.

ANSWERS:

The *publisher* owns the newspaper. The *First Amendment* guarantees freedom of speech and the press. A *trade magazine* deals with a particular type of business. *Circulation* refers to the number of people who buy a newspaper or magazine. *Advertising* is paid messages trying to sell something to the reader. A *tabloid* is a smaller-size newspaper (most school newspapers are tabloids). An *interview* is a talk with someone with the idea of later writing a story. A *feature* is a type of story whose main focus is generating reader interest rather than dealing with timely, factual, and concise accounting of the news. A *column* is a by-lined, regular commentary, carried in a publication. An *editorial* is the opinion of the editorial board. *Head* (headline) is a large-lettered label at the top of the story. *Quotes* are words attributed to a particular speaker. A *review* is a recounting and opinion of a book, movie, TV show, etc. A *survey* asks questions of large numbers of people to reach a general conclusion. A *proof* is a printed copy of something that's been set in type. A *press release* is a news story written by someone other than a reporter and mailed to newspapers and other media. The *staff* of a newspaper consists of its various employees. *Volume* refers to a collection of issues of a newspaper over a particular period of time, usually a year. A *by-line* is a printed line at the top of a story that gives the author's name. A *dateline* appears at the beginning of some stories and tells when and where the story originated. A *wire service* sends stories via electronic means to newspapers all over a given area. A *lead* is the beginning of a story, usually the first sentence. An *editor* is the person in charge of producing one or more sections of the newspaper. A *deadline* is a time when a story must be finished. A *press* is a machine on which printing jobs are accomplished.

NAME _____

DATE _____

CLASS _____

TEACHER _____

CHOOSING AN EDITORIAL TOPIC

Most editorial topics fall into one of four categories: (1) state, national, and international affairs; (2) community problems; (3) school problems; or (4) problems of young people in general. The topics listed below fall into one of these categories. In the space provided next to each topic, rate it as follows:

- (A) you think it is very important and should be printed as an editorial in your student newspaper
(B) you think it is mildly important and might be considered
(C) you think it is not of general interest to your student body and therefore should not be printed

- _____ The deteriorating political conditions in emerging nations.
- _____ Necessity for stricter federal laws protecting the environment.
- _____ Need for more counselors at your school.
- _____ Need for additional state aid to schools in your area.
- _____ Problems created by student smokers.
- _____ Need for more elective courses in your school.
- _____ Lack of school spirit and suggestions for improving it.
- _____ Need for tax reform in your state.
- _____ Opposition to opening of "adult bookstore" near your school.
- _____ Suggestions for combating increased student boredom in school.
- _____ Growing use of alcohol by young people.
- _____ Programs to find jobs for students.
- _____ Dropping the A-B-C-D-F grading in favor of pass-fail grading.
- _____ Lack of town parks and other recreational facilities.
- _____ United States should improve relations with Canada and Mexico.
- _____ How parents can better relate to their kids.
- _____ Banning the sale of "junk food" (candy, soda pop) on school grounds.
- _____ Open Campus: should students be allowed to come and go on and off school grounds as they please?
- _____ Graffiti on school grounds.
- _____ The rising crime rate in your community.

NAME _____

DATE _____

CLASS _____

TEACHER _____

SAMPLE EDITORIAL

Below, you will find a sample editorial. The margins have purposely been made wide, so you can make notes to the left and right of the text, as directed by your teacher.

NEEDED: A SMOKING ROOM AT OAK HIGH

Like it or not a fair percentage of our students smoke. And, regardless of school rules against smoking, many of our student smokers pursue their habit during school hours. This results in dirty, smelly bathrooms; increased security problems; ditching of classes; and a loss of community goodwill caused by negative publicity given to the smoking problem. What we need is an official smoking area, so our student smokers can peacefully do their thing while the non-smokers can likewise do theirs.

Our proposed smoking area would be open before and after school, and also during lunch and brunch. Students would not be able to use it any other time, such as in between classes. Those who did use it would be on their honor to keep it clean. Under our proposed system, there would be severe penalties if a student misused the smoking area, or if a student smoked anywhere else on school grounds.

Whenever this idea has been mentioned before, opponents have argued that it would somehow legitimize smoking, and encourage more students to take up the habit. We think this is nonsense. Non-smokers are that way by choice, and are not about to become chain smokers merely because some of their friends smoke at school.

A smoking room is not an ideal situation, but we believe it will solve more problems than it creates. Legislation should be passed by the state legislature and the Oakdale Board of Education so that Oak High can give the idea of a smoking room a try.

NAME _____

DATE _____

CLASS _____

TEACHER _____

THE EDITORIAL—A DYNAMIC BEGINNING

The effectiveness of an editorial is often determined by the effectiveness of its first paragraph. In a typical persuasion editorial, the first paragraph should tell what the problem is, and what solution is proposed. Weak beginnings either (a) don't give a solution; (b) rely on gossip instead of facts; (c) make generalizations—that is, say that something is *always* true, based on only a few examples; (d) make demands or offer solutions that are unreasonable; (e) insult the intelligence of readers in some way; (f) deal with a topic that is too broad, too overused (cliche) or of little general interest to the readers; or (g) use the word "I" or "Me." Since an editorial expresses the opinion of an editorial board, it should refer to its writers in plural ("we" or "us"). This is called the "editorial we." Each of the editorial beginnings below is weak. Choose one or more of the above reasons and write the letter of that reason in the space provided at the right.

- | | |
|--|-----------|
| (1) Something must be done about the condition of the bathrooms at our school! | 1) _____ |
| (2) Every student here should join the fight against pollution! | 2) _____ |
| (3) We should be required to go to school six days a week instead of the present five days. | 3) _____ |
| (4) There just isn't enough spirit at this school. | 4) _____ |
| (5) Recent prison riots show that our state must appoint a commission to suggest specific reforms in those institutions. | 5) _____ |
| (6) Counselors are rude and never seem to help students who come in for much-needed assistance. | 6) _____ |
| (7) Students should be allowed to select all of their courses. There should be no required courses at all. | 7) _____ |
| (8) Those idiots who vote "no" on school tax overrides are just doing their own kids a disservice. | 8) _____ |
| (9) It has come to our attention that P.E. teacher John Smith slugged senior Kent Regent last week. | 9) _____ |
| (10) I think food prices in our school cafeteria are too high. A faculty-student committee should study the problem. | 10) _____ |
| (11) We're not prisoners! We should be allowed to leave school grounds whenever we please, without worrying about gate guards or passes. | 11) _____ |
| (12) School is boring. The classes are boring. The teachers are boring. Why can't it be more fun? | 12) _____ |
| (13) Student government in our school is a big joke. It accomplishes nothing and should be abolished. | 13) _____ |

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SAMPLE CRITICAL REVIEW

Whether you write a book review, a movie review, a review of a TV show, a play review, a music review, or any other kind of review, there are certain general guidelines on form and content that will help you do a better job. The sample review below is purposely printed with wide margins. Your teacher will discuss this review with you, and you should take notes in the margins as directed by your teacher.

ALL IN THE FAMILY

If there is one TV show that deserves its high ratings, it is *All in the Family*, seen Saturdays at 8 P.M. on Channel 2. The show is funny, topical, and different.

Carroll O'Connor stars as the famous Archie Bunker, a conservative hard-hat who is—if such a combination is possible—a lovable bigot. He uses such terms as “spic” and “kike” freely. He makes no secret of his dislike for reds, blacks, Poles, liberals, and most other groups except the American Legion. Jean Stapleton plays his wife, Edith, and she is devoted, bumbling, lovable, and devastatingly funny.

Most shows focus on debates between Archie and his liberal daughter Gloria (Sally Struthers) and son-in-law Mike (Rob Reiner). Remarks fly back and forth between the longhaired, modern generation kids and bug-eyed Archie. Only Edith (the dingbat) emerges unscathed. Archie's expression, when he is made to look bad, is classic.

Although the program says a lot about prejudice, its focus is laughter—genuine laughter, from a live audience, not a laugh track that goes hysterical at every word. And all this, even when the episode deals with such topics as homosexuality or menopause.

In one recent half hour, Archie went to rescue son-in-law Mike from a peace march, and got himself arrested. He had to share a jail cell with hippies and militant blacks. The dialogue, facial expressions, and laughs were superb.

All in the Family is currently a top-rated show in the polls, and rightly so. It is a must for any viewer.

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TARZAN TALK

In other drills, you will be writing news leads (beginnings of news stories). Tarzan Talk refers to a type of error made by careless writers in all types of situations, but particularly in news leads: they forget to write good English sentences and, instead, create something that sounds more like a newspaper headline or a statement Tarzan would make to Jane. They often omit key words like “a,” “an,” or “the.” They sometimes use “to be” instead of “will be,” “was,” or “were.” And they use the present tense (“eats”) in situations calling for “ate” or “has eaten.” Study the examples below, and then correct the sentences (news leads) that follow.

EXAMPLE: Mother of three arrested for stealing food.

EXAMPLE: Owner of local book store donates books to school.

EXAMPLE: Principal to be transferred next fall.

- 1) Former school record holder in mile run to be teacher here next year.
- 2) Former mayor Sam Jackson opens law office across street from Oak High.
- 3) *Harry Potter* is seen by student in special showing yesterday.
- 4) Student body elects Kerry Lambert president.
- 5) Senior Mary Franklin also part-time actress.
- 6) Junior finds \$1000 in envelope on schools lawn.
- 7) Teachers donate \$100 to United Crusade.
- 8) Fund-raising drive for new stadium opens at school.
- 9) Joe Thorns, former astronaut, to lecture here next week.
- 10) Former teacher Harry Dickson lost bid to become state assemblyman.
- 11) “Our team will win championship this year,” says Oak High football coach.
- 12) Average athlete today is stronger than average athlete of 1950, says coach of Oakdale University track team.
- 13) Can girl play football with boys? Jan Traymore to find out next week.
- 14) Senior lost wallet containing \$150 in cash yesterday.
- 15) English teacher given award for writing TV show.
- 16) Football games to be played Saturdays next year, says coach yesterday.
- 17) Custodian John Granger promoted to supervisor by school district.

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IMPROVING WEAK NEWS LEADS

Whether you are writing a news story, an English composition, or an informal letter, you do yourself and your readers a disservice if you get off to a weak start. Below are some specific ways to improve the beginnings (lead) of a news story, the principles below apply as well to many kinds of oral and written communication. Write your answers in the space provided at the right.

DISCUSSION

WEAK LEAD

IMPROVED NEWS LEAD

1) it is usually weak to begin with a word or phrase that answers the question "when."	Tomorrow at noon, the Spanish Club will elect new officers, says sponsor Henry Isaacs.	
2) The first few words of a story should usually tell what the story is about, and nothing else.	English teacher Jack Klein will sponsor a new psychology club beginning next fall.	
3) An endless stream of sentences beginning with "a," "an," "the," or "there" can be dull. Vary your sentence beginnings from time to time.	There will be a dance at Oak High tonight at 8, featuring the group "Super Heroes."	
4) Make sure no unnecessary details, vital to the lead, are omitted.	Oak High senior Larry Milliken will appear tonight on NBC television.	
5) If you must use a form of the verb "to be," remember: something <i>has been</i> done already; it <i>is being</i> done right now; and it <i>will be</i> done later.	(a) This year's baseball team trophy is awarded to catcher Norby Oakes. (b) Psychology to be a required class at Oak High beginning next fall.	
6) Use short, concise sentences instead of long, wordy ones.	The Oakdale Board of Education has decided, after long debate, to tear down Oak High's antiquated library early next year and replace it with a \$1 million, air-conditioned structure.	
7) If the story begins with a quotation, make sure it is a lively quote that tells the reader what the story is about. If you don't have a lively quote, begin some other way.	"I think it should be abolished." Senior Class President Mary Pratt told the student Government during yesterday's discussion of finals week.	

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TYPES OF NEWS LEADS

The beginning of a news story (the news lead) should tell the reader in one sentence or so what the story is all about. A WHAT LEAD begins with “what happened”: (A fire caused slight damage in the cafeteria yesterday). A WHO LEAD begins with a name: (Jamie Hernandez is the school’s new yell leader). An INDEFINITE WHO LEAD describes a person without giving the name: (A former All-American football player will coach at Oak High next fall). A WHY LEAD begins with the reason something happened: (Due to lack of interest, the fall dance has been canceled). A HOW LEAD begins with the method by which something was accomplished: (As a result of a week-long fund-raising drive, our school has collected \$10,000 for United Crusade). A LINK LEAD uses the word *as*, *where*, or *when* to connect two ideas: (Oak High’s band will visit the state capital next week, where they will compete in statewide band contests). An ING LEAD begins with a participle (word usually ending in *ing*) and usually contains a comma after the first few words: (Yielding to pressure from the community, Oakdale’s Board of Education removed soft drink vending machines from all schools).

For each set of facts below, create a one-sentence news lead of the type called for. This exercise is designed to help create variety in your writing style.

- 1) WRITE A WHAT LEAD: Principal James Lomax announced today. . . \$80,000 project. . . construction to begin next month. . . to be finished in two years. . . new theater arts center for our school. . .
- 2) WRITE A WHO LEAD: Visit to school. . . by Governor James Plesent. . . next Tuesday morning. . . to speak to special assembly . . . topic is money for education. . .
- 3) WRITE AN INDEFINITE WHO LEAD: Parley Richmond. . . owner of gas station. . . named Oakdale Businessman of the Year . . . by Chamber of Commerce. . . his gas station is across street from our school...
- 4) WHY LEAD: Vice Principal Harold Stanton announces. . . special purchase. . . 50 garbage cans. . . to be painted blue. . . spread around school grounds. . . effort to keep Oak High clean. . . to be added to 20 garbage cans now in use. . .
- 5) HOW LEAD: Baseball team. . . defeated Cumberland High. . . 8-7. . . exciting game yesterday. . . third win of season. . . team has lost one game. . . trailed 7-5 in last inning. . . scored three times to win. . .
- 6) LINK LEAD: Next Friday. . . anthropology class. . . field trip. . . to dig fossils. . . near Eastman’s Cave. . . led by teacher Paul Boris. . .
- 7) WRITE AN “ING” LEAD: Track meet. . . against Taft High. . . Oak High runner Dick Jenkins. . . wins mile run. . . Oak High wins meet, 80-55. . . Jenkins ran with badly bruised ankle. . .

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SAMPLE NEWS STORY

(NOTE: Margins are purposely wide so that you may make notes as directed by your teacher.)

Massive floods in the Oak Creek area five miles north of our school caused an estimated \$5 million damage yesterday.

No deaths or injuries have been reported by highway patrolmen on the scene.

Weather Bureau officials claimed that the floods, which began at 10 A.M., were caused by heavy winter snow suddenly melting because of our unseasonably warm weather.

“Because of the season, there were no campers in the area,” reported Ranger Dale Rankel.

Highway 137 is closed until further notice because of mud slides, according to the Highway Patrol.

The high damage figure is based on the cost of repairing Highway 137 and rebuilding recreation facilities in the area, reported Highway Patrol Information Officer Galen Pike.

This was the worst flood in our area since 1948, when Jansen Creek went on a rampage in nearby Carbonville and inundated 2000 acres, killing three residents.

The Oak Creek area was also the scene of a fire two years ago that blackened 120 acres of watershed.

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ARRANGING NEWS STORIES IN INVERTED PYRAMID STYLE

Most news stories are arranged in inverted pyramid style. This means that the most important paragraphs are placed at the beginning of the story, and the least important paragraphs are placed at the end of the story. In this way, a story can be cut from the end, as needed. Each of the stories below will contain ten paragraphs. A short summary of the contents of each paragraph is listed. You are to number the paragraphs “1” to “10” in inverted pyramid style, with the most important paragraphs being numbers 1, 2, 3, etc., and the least important being number 10. (The story lead is, of course, number “1” and has already been so marked).

STORY 1: STUDENTS PREPARE FOR NEXT WEEK’S PROM

- _____ Driving directions from school to site of prom.
- _____ Review of what happened at last year’s prom.
- 1 Lead
- _____ Quote from senior class sponsor regarding prom.
- _____ Quote from principal about the value of the prom to school spirit.
- _____ Brief review of candidates for Prom Queen.
- _____ Description of decorations being set up in prom ballroom.
- _____ Ticket information: price, where to buy.
- _____ How costs of proms have risen over the past ten years.
- _____ Suggested places to go after the prom for midnight suppers.

STORY 2: \$35,000 FIRE DAMAGES SCHOOL LIBRARY

- 1 Lead
- _____ Quote from principal about effects of the fire.
- _____ Quote from fire chief about how quickly blaze was put out.
- _____ Speculation from various sources on origins of fire.
- _____ Quote from librarian on how library service will be changed.
- _____ Review of several previous fires in 20-year history of the school.
- _____ Explanation of who pays to repair library after fire.
- _____ Brief history of library since it was built 20 years ago.
- _____ Reading teachers say library fire seriously damages school’s reading program.
- _____ Superintendent of Schools has no comment on when library will be rebuilt.

STORY 3: SELLOUT EXPECTED FOR ANNUAL SENIORS VS. ALUMNI BASKETBALL GAME

- _____ Quote from seniors’ coach on prospects for the game.
- _____ Summary of how the proceeds from game are used.
- _____ Review of results of student-alumni game for past 16 years.
- 1 Lead
- _____ Quote from principal noting how this is one of school’s honored traditions.
- _____ Request for as many students as possible to buy tickets.
- _____ Review of last year’s Varsity basketball season.
- _____ When and where tickets are on sale.
- _____ Parking information for the game.

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FEATURE LEADS I

The lead (beginning) of a news story is designed to tell the reader the facts in one or two sentences. A reader who only looks at the lead of a news story, and reads no farther, still knows what the story is about. The *feature lead*, by contrast, is designed to get the reader “hooked” into the story—to generate such interest that the reader winds up finishing the whole thing. Study the difference:

NEWS LEAD:

Oak High’s 50-year-old Arts Building was demolished yesterday to make room for a \$6 million ultramodern replacement that will open next fall.

FEATURE LEAD:

Walls buckled. Ceilings crashed. And 50 years of Oak High tradition crumbled to the ground, as hundreds of solemn students looked on.

Below, you will find the beginnings of four stories written in news style, with news leads. Take the situation described in each story and create a *one-sentence-long* feature lead.

- (1) The U.S. government today announced a new, universal draft law that would induct all men and women on their seventeenth birthday for six months of active duty training.

The only exemptions would be those students who are in their final year of senior high school and who have “B” averages or better.

FEATURE LEAD: _____

- (2) A limited “open attendance policy” will be attempted at Oak High next year, allowing each student five unexcused absences in each class without penalty.

FEATURE LEAD: _____

- (3) Due to budget cutbacks, the Board of Education has announced curtailment of night school, summer school, all gardening, all student bus transportation, and all after school clubs and athletics.

FEATURE LEAD: _____

- (4) A former student of Oak High, Joe Smith, has been elected president of the Oakdale Chamber of Commerce. Paradoxically, Smith failed a course in general business while a student here.

FEATURE LEAD: _____

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FEATURE LEADS II: QUOTATIONS

Feature leads (and news leads, too) sometimes begin with quotations. Care should be taken that the quotation is short (usually no more than one sentence), is interesting, and is accurate. A *direct quote lead* uses quotation marks to enclose the speaker's exact words. An *indirect quote lead* summarizes what the speaker said, but does not use the speaker's exact words, and hence does not use quotation marks.

DIRECT QUOTE LEAD:

"The graduation ceremony is obsolete and should be abolished," Senior Class President John Gracio told a meeting of Student Cabinet today.

INDIRECT QUOTE LEAD:

Our school should eliminate its graduation ceremony and allow seniors to take their diplomas and go home after their last class, suggested Senior Class President John Gracio yesterday.

Below are three sets of facts, written in "note form," not in sentences. For each set of facts, create both a *direct quotation lead* and an *indirect quotation lead*.

- (1) John Gracio, Sr. Class President. Speech to Student Cabinet yesterday. "We've all complained about the classes, the teachers, the homework, and the cafeteria food. But, looking back, most of us think this is really a good school."

DIRECT QUOTE LEAD: _____

INDIRECT QUOTE LEAD: _____

- (2) Principal Norman Jones. Speech before student assembly yesterday. "Since the tax override failed last week, our Board of Education is making drastic cuts at our school. Among economy moves being considered by our school board is the possible closing of Oak High and transfer of our students to nearby Northside High."

DIRECT QUOTE LEAD: _____

INDIRECT QUOTE LEAD: _____

- (3) George Smith. Head of State University Drama Department spoke to drama class at Oak High today. "I know lots of young actors. Believe me, it's tough to become a star. You have to work very hard and be very lucky. In fact, nine out of ten young actors are not making a decent living. The tenth is a millionaire."

DIRECT QUOTE LEAD: _____

INDIRECT QUOTE LEAD: _____

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FEATURE LEADS III: OTHER TYPES

The *punch lead* (also called an *astonisher*) consists of from one to five or six words followed by an exclamation point (see example below). The *question lead* (see example below) is the easiest type of lead to write, and hence is often overused by weaker journalists. The *suspense lead* (see example below) says something so unusual that the reader can't wait to get into the story.

PUNCH LEAD: We're number one!

QUESTION LEAD: Did you ever play chess against a computer?

SUSPENSE LEAD: A purple cow will visit Oak High next week. (Ed. Note: If you're curious about this story—and you should be—it's about an upcoming sale of grape-flavored snow cones, alias "purple cows.")

Using the facts below, write the type of lead indicated:

- (1) Write a *punch lead*: Group of men. Call themselves "the sailing six." Just returned. Crossed Atlantic Ocean in sailboat. Trip took four months. Landed in Oakdale Beach this morning.

- (2) Write a *question lead*: Jane Smith. State AAU women's backstroke champ. Senior at Oak High. Wants to join men's swim team. Says she can win. Coach says no.

- (3) Write a *suspense lead*: Sally Klein. Senior. Hit by car. Broke ankle. Was crossing street outside school. Had just ditched class to meet her boyfriend in nearby shopping center.

- (4) Write a *punch lead*: Today is June 25. Last day of spring semester. Summer vacation begins. First day of school in fall is September 17.

- (5) Write a *question lead*: Jim Thomas, head custodian. Reported strange tapping sounds. All night. Inside Science Building. Police called; are baffled. Tapping the last three nights.

- (6) Write a *suspense lead*: Bigsnowfall. Streets icy. Senior George Jensen. Could not get usual ride to school. Could not use bicycle. Skied three miles from his house to school. Picked up by police for obstructing traffic.

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SAMPLE INTERVIEW

Below are two “interviews” with Superman. The top one is weak; the bottom one is much better. They are printed with wide margins so that you may take notes as directed by your teacher.

INTERVIEW NUMBER ONE

I was really nervous when my editor gave me this assignment, since the subject is world famous. We sat on a comfortable, modern sofa; this reporter trying to think of a way to begin the conversation.

Is it true, I asked him that he changes into his Superman costume in phone booths?

He smiled; a very warm smile. I was beginning to relax. No, he assured me; that was an invention of the Eastern press. He usually changed on the run, so to speak; so quickly nobody could see.

When asked if he ever got sick, Superman said no. Nor was he ever injured, except once or twice when he was exposed to Kryptonite and almost fainted.

While we were talking, he was in his Clark Kent dress. He wore suit and tie; and his ever-present glasses.

How can he see out of them, I inquired? He said the lenses were phoney, just plain glass.

“It’s really a hard life, being invulnerable,” he reasoned.

I ended the interview with the observation that Superman had problems like all of us.

INTERVIEW NUMBER TWO

He may be the Man of Steel, but Superman, despite his amazing powers, still has problems like the rest of us.

“It’s really difficult being so different,” he revealed during an interview in his penthouse apartment in Metropolis. “Everyone I meet wants favors. There’s no privacy. And those girls; they see me and go c-r-a-z-y.”

He sat there in his Clark Kent outfit—suit, tie, and glasses. He smiled frequently, never raising his voice. He came across as a nice guy with muscles.

“The Eastern press made up that silly story about me changing clothes in phone booths,” he claimed. “Actually, I do it on the run; so quickly that nobody can see.”

Clark—or Superman—says he’s never been sick or injured, except for two times he almost fainted after being exposed to Kryptonite.

“Just once,” he admitted, “I’d like to get a cold and stay in bed for a week, just reading a good book and watching television.”

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STRUCTURE OF AN INTERVIEW STORY

In transcribing an interview, a skillful writer will have an interesting opening paragraph; then he or she will usually alternate explanatory paragraphs with quotations. Each quotation should be related to the paragraph preceding it. In the fictitious interview with George Washington below, fill in the missing paragraphs, keeping in mind the above hints.

Looking back on it all, the “Father of our Country” probably would have done things a bit differently. And, if that had happened, the United States would still be a part of England.

“The Revolutionary War was a real drag,” said President Washington in a recent interview. “Not only am I pooped, hut I have this terrible arthritis I got while crossing the Delaware in that stupid boat.”

Washington revealed that he really does not want to be president—he was forced into it by his friends, Tom Jefferson and John Adams.

When his term of office is up, Washington insists he will retire to his estate and spend the remainder of his years raising horses.

Who will succeed him in office? Not Jefferson or Adams or any of that crowd, says Washington.

Getting back to the story about his crossing the Delaware, Washington says it was sensationalized in the newspapers.

“We commandeered everything from rowboats to yachts; half of them hardly floated. It was a miserable experience, and we almost surrendered on the spot when we reached shore.”

“Believe me, when my head sweats, this wig is the most uncomfortable thing imaginable. If I had any guts, I’d burn the thing and never wear a wig again.”

“I give our present setup ten years. Then, I’m sure we’ll get together with England again and form some kind of partnership. Maybe we’ll make England the fourteenth state. Something like that.”

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SAMPLE SURVEY STORY

You can survey your fellow students about virtually anything. The results are often interesting (and sometimes surprising!) and it is usually fun to write the story. Below, you will find a sample survey story. It has purposely been printed with wide margins so that you can take notes on the sides, as directed by your teacher.

Oak High students spend an average of three hours each day watching television—more time than they devote to any other activity except sleeping and going to school.

By far the most popular form of TV program is sports, accounting for almost half of student viewing time. The least popular type of TV program is the soap opera (usually aired during school hours). The quiz show is also not popular with students.

The survey was taken of 100 students in five classes dubbed “average” by their teachers. Respondents were split between males and females, and between all grade levels. All had TV sets at home.

All told, sports accounted for one half of the students’ television viewing, even though some students never watch sports at all! Professional and college football games were the most popular TV sports by a wide margin.

Other categories, in order, were crime shows, comedy programs, news broadcasts, music shows, children’s shows, quiz shows, and soap operas.

“It is interesting to note,” commented Principal John Jones on seeing the results of the survey, “that when you consider that school is in session five days a week for only nine months of the year, the typical student who spends three hours a day in front of the TV set day after day, week after week, is spending just about as much time watching the boob tube as he is spending in school.”

The survey also showed that 60 percent of the students had more than one TV set in their house; that half the sets were color sets; that one of three students had his or her own set in his or her room; and that the favorite TV show among students is *Welcome Back, Kotter*.

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SURVEY WRITING DRILL

- 1) Instead of saying, “we asked if students can swim and 80% said yes,” a good survey story will simply note, “four out of five students can swim.” The question is obvious once you reveal the answer. Correct the following paragraph in the space provided below. Use clear writing, and omit the use of “asked.”

WRONG: When asked if they smoke, 89% of the student respondents said yes. The 89% who do smoke were then asked if they really enjoy it, and 49% said yes and 51% said no.

IMPROVED: _____

- 2) A good survey story should start with a brief summary of the most significant results. The following story has a very weak lead, plus other errors. Rewrite it in the space below. (Remember what you learned in question 1 above!)

What do students watch on television? A survey was recently taken to find out.

The most popular show by far is *All in the Family*. Second is *Laverne and Shirley* and third is *Welcome Back, Kotter*. When asked their favorite TV actor, students said Telly Savalas.

We then asked which sport is watched most often and 68 of the 100 respondents said football. Answering the next question, 51% said the sport they liked least on TV was golf.

The survey revealed that 75 percent of students watch TV at least two hours daily.

- 3) Assume you poll 100 students about their favorite ice cream flavor and you get the following results: vanilla, 36%; chocolate, 34%; strawberry, 11%; chocolate chip, 7%; burgundy cherry, 4%; maple walnut, 3%; all other flavors, 3%; don't like ice cream, 2%. In the space below, write a FIRST PARAGRAPH ONLY for a good survey story. After you've checked the first paragraph with your teacher, write the remainder of the story on the other side of this paper.

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SPORTS FACT SHEET

This fact sheet describes a varsity baseball game between Oak High and Lawndale High. Study the facts and statistics; then write a 100-word sports story. Pay particular attention to your lead; make it interesting and factual.

OAK HIGH

John Kester, second base
Lenny Norbit, shortstop
Kyle Tomlinson, center field
Paul Iker, pitcher
Grant Franklin, catcher
Dick Gomez, first base
Lyly Pratt, left field
Ed Appel, right field
Will Williams, third base

LAWNDALE HIGH

Pat Klaus, center field
Steve Brass, first base
Ed Right, second base
Marlin Varon, right field
Jesus Gonzalez, left field
Len Klein, third base
Jerry Dickson, shortstop
Rig Aaronson, catcher
Zev Michaelson, pitcher

BACKGROUND:

- a) Records going into game: Oak High 2-1; Lawndale High 3-1
- b) Game played at Oak High stadium
- c) Played Friday night; attendance 550

PLAY BY PLAY:

Lawndale First: Klaus and Brass struck out. Right walked. Varon struck out. No runs, no hits, no errors. (Slight drizzle began to fall on field.)

Oak High First: Kester singled to center. Norbit hit into a double play. Tomlinson flied to left. No runs, one hit, no errors.

Lawndale Second: Gonzalez singled to right. Klein walked. Dickson hit into a double play, Gonzalez taking third. Aaronson doubled to left, scoring Gonzalez. Michaelson struck out. One run, two hits, no errors.

Oak High Second: Iker grounded to short. Franklin grounded to second. Gomez popped out to short. No runs, no hits, no errors.

Lawndale Third: Klaus walked. Brass struck out. Right hit into a double play. No runs, no hits, no errors. (Light rain continues.)

Oak High Third: Pratt reached first on bobble by Dickson. Appel hit home run over left field fence. Williams and Kester walked. Norbit struck out. Tomlinson hit into a double play. Two runs, one hit, one error.

Lawndale Fourth: Varon and Gonzalez struck out. Klein grounded to first. No runs, no hits, no errors.

Oak High Fourth: Iker singled to center. Franklin hit into a double play. Gomez flied to deep left. No runs, one hit, no errors.

Lawndale Fifth: Begins to rain. Dickson and Aaronson struck out. Michaelson popped to third. Umpire called game after 15 minute delay. No runs, no hits, no errors.

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FIXING HEADLINE ERRORS

This exercise will help you recognize and correct some of the most common errors in headline writing. Carefully read the explanation below and then do the exercise that follows. (See notes at bottom of page.)

- (a) *Fund Drive a Success* is a *dead head* because it does not tell *what* fund drive.
- (b) *Oak High's Drama Class to/Visit Television Studio* splits up words that should be on the same line, like "to visit" or "Beverly Hills."
- (c) *The School to Get a New Gym* includes little words (a, an, the) that are usually omitted from headlines.
- (d) *Scholarship Won by Jones*, where the "doer" of the action is preceded by the word "by," can usually, but not always,* be improved by placing the doer first: *Jones Wins Scholarship*.
- (e) *Jones Retires After/Five Years on Bench* is a two-faced headline because it can be taken two ways (doesn't he have lots of splinters by now?).
- (f) *Viking Spikers Whitewash Ducks* uses *sportese* instead of plain English.
- (g) *Yesterday's Dance Drew Full House* is *past tense*. Heads should use present tense.
- (h) *Seniors to Host "Senior Day"* is weak because it repeats a word, or a form of a word, in a headline.

ORIGINAL HEADLINE:	ERROR: (use letter of error above)	REVISED HEADLINE:
1. Students to hear motorcycle talk at assembly Thursday		
2. Five student leaders get leadership awards		
3. Hoopsters nose out Toreadors on Kramer's charity tosses		
4. Boosters donated 500 books to Oak High last week		
5. The principal is given an order to cut school staff by the Board of Education		
6. City to offer Air Force ROTC here		
7. Dickson, Ellison tie for first in contest		
8. School tax raise asked by Supt. Jacobsohn		
9. Fifteen named to attend special concert		
10. Drama class presents raucous, gay play		

Later on, some of you will learn to count headlines, to make each line the same length. For this exercise, however, just see that each line is approximately the same length.

Some newspapers print headlines in all capital letters; some in all small letters; some in various combinations. Find out the style in *your* school.

*The exception occurs when the action is so special that it, rather than the doer, must be emphasized. Example: *World War III Predicted/by Mayor Cavanaugh*.

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PAGE LAYOUT—PART ONE

0					16
1					15
2					14
3					13
4					12
5					11
6					10
7					9
8					8
9					7
10					6
11					5
12					4
13					3
14					2
15					1
16					0

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PAGE LAYOUT—PART TWO

**Red Cross
to open
campaign**

**Oak High
sophomore
on radio**

**5 classes go
to art museum**

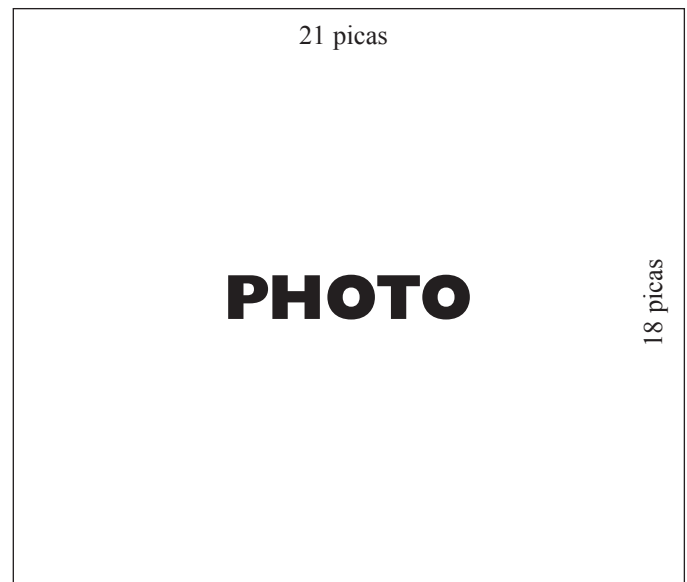
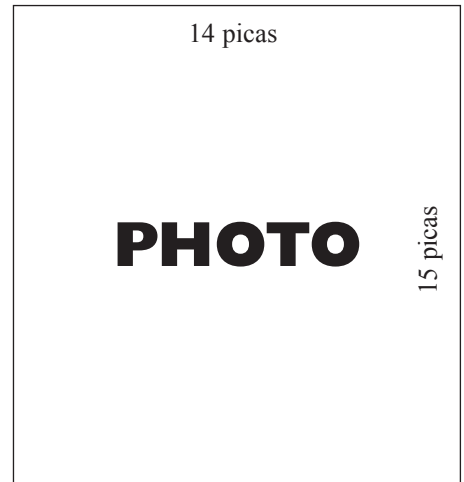
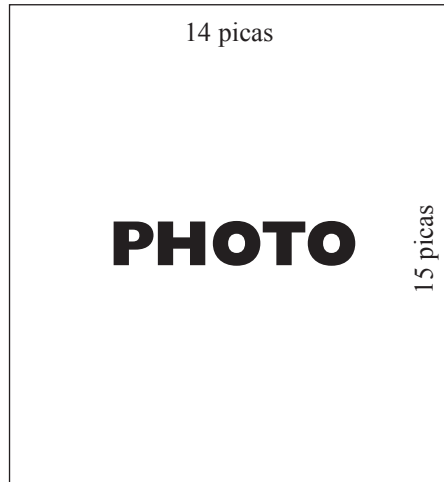
**OHS schedule
for fall listed**

***“Our Town”
is spring play***

**Homecoming Queen
to be named tonight**

**Counselors prepare
to move offices**

***Grad Night slated
for February 23***



**OHS “Open House” Thurs.
Governor to visit OHS**

NAME _____

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STYLE GUIDE

Should an address be written *85 York Ave.* or *85 York Avenue* or *85 York avenue*? The “correct” answer sometimes depends not on a rule of the English language but on a “style guide” developed by an individual newspaper or teacher or book publisher or school system. Work out the examples below in the context of the class you are now taking. Circle the letter of the “correct” answer.

DATES:

- 1) Today is (a) Oct. 10 (b) October 10 (c) October 10th (d) October tenth
 2) He was born in (a) January (b) Jan.

ADDRESSES:

- 3) He lives at (a) 25 Main street (b) 25 Main St. (c) 25 Main Street
 4) He lives on (a) Foster Avenue (b) Foster Ave.
 5) His home town is (a) Detroit (b) Detroit, Michigan (c) Detroit, Mich.

ABBREVIATIONS:

Classify each of the following according to whether it should be (a) abbreviated with periods (b) abbreviated without periods (c) not abbreviated

- | | |
|------------------------------|--|
| 6) UCLA | 11) Wednesday (as part of a date) |
| 7) YMCA | 12) AM |
| 8) TV | 13) UN |
| 9) Science <i>Department</i> | 14) California (in an address before zip code) |
| 10) PTA | 15) Percent |

NUMBERS:

- 16) There are (a) fifty (b) 50 students in this class.
 17) He scored (a) three (b) 3 touchdowns.
 18) He weighs (a) one hundred forty-two (b) 142.
 19) He is (a) 21 (b) twenty-one years old.
 20) (a) Thirty-one (b) 31 people were at the party.
 21) He lives at (a) fifty-two (b) 52 Main Street.
 22) There are (a) one million (b) 1,000,000 people in our city.
 23) He wound up with (a) 23 points (b) twenty-three points.
 24) He hit a home run in the (a) 2nd inning (b) second inning.
 25) The board is (a) 2 by 4 (b) two by four (c) 2x4 (d) two x four.
 26) The notebook costs (a) forty-nine cents (b) 49¢ (c) \$0.49 (d) 49 cents.
 27) It used to cost (a) \$1 (b) \$1.00 (c) one dollar.
 28) School begins at (a) 7:50 a.m. (b) 7:50 A.M. (c) 7:50 AM (d) seven fifty.
 29) The game starts tonight at (a) 8 p.m. (b) 8 P.M. (c) 8:00 p.m. (d) 8.

CAPITALIZATION:

Should you capitalize? Write “yes” or “no” after each item below.

- | | |
|---|--|
| 30) chess club | 40) senior class |
| 31) sophomore | 41) algebra |
| 32) bible | 42) caucasian |
| 33) biology 2 | 43) main office |
| 34) science building | 44) counseling office |
| 35) gymnasium | 45) <i>varsity</i> swim team |
| 36) jv | 46) <i>principal</i> John Jones |
| 37) Sam Smith, <i>registrar</i> of Oak High | 47) he attends <i>junior high school</i> |
| 38) winter | 48) turn to the <i>west</i> |
| 39) he read <i>gone with the wind</i> | 49) he said <i>dad</i> is sick |

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COPY EDITING

The copy editor will make corrections on double-spaced or triple-spaced typewritten copy, either between lines or within the typing itself. The editor uses a special set of symbols, which you can find in many dictionaries and in most journalism texts. Correct the two stories below. If you do not have access to the editing symbols referred to above, insert punctuation as needed; cross out incorrect copy as required; and rewrite as needed between the typed lines.

EXERCISE A:

A paaper drive to riase money for oak highs' student body fu nd will held next week Principal, Norman Jones, claims that "We must raise 10,000 dollars or esle we might to have postpone the purchase of new atheletic equiptment.

Among the other things this money will pay for he said are after school intermurals clubs and friday nite dances."

EXERCISE B:

6 ROTC scholarships have been award to Oak High students, head counselor betty cramer has aNNounced.

Senior, Hal Jo-hnson, will use his scholership go to to Yale univeristy th study french. The other fve winers willgo to State Univ. They are; Henry Granson; Hillary Jacobsen; Kirn Love; George Lim; and Frank Mann.

Each award is reportedly worth \$24000", claims rotc commandant cornel James Grant. Jacobsen and Love are 2 of the frist woman from Oak High to every get an ROTC scholarshi says Sergeant Grant.

Winers are chosen on the bases of writen examinations andalso as a result of 2 seperate, inrerviews," said the Colonel.

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PROOFREADING EXERCISES

On a “proof”—a printed sheet of type that you are reading for errors—you have no room to make corrections between the lines. Below, circle *all* errors and bring them out to the margins, as shown. Do not cross out or insert punctuation marks. The “wobble” at right is used to indicate that something should be deleted.

High's Drama Club

EXERCISE A:

Oak High's drama club, will perform Thornton Wilders Our Town next wednesday and thursday in our school auditorium.

2 preformances will be given each day: one at 2:00 oclock and one at eight in the evening.

Admission will be \$0.75 cents for students and \$1 for adults.

A capaci ty crowd is expected, sa Ys drama adviser Marnie Glatt.

Part ofthe cost of the production is being subsidized by Ajax Corporation of Oakdale; which is bying all the custumes and seenerey.

“I was a drama student myself when I was in sr. high school” noted Ajax pres. Alan Dennis.

EXERCISE B:

After loosing it's first 4 games of the season Oak Highs varisty basket ball team beat Dennison High 40 to 35 for its first win of the yr.

Center, Larry LEWis, scored twenty pts. to lead the Oakies. 5 of his points came in the final 4 minutes to help brake opena 33 33 tie.

“This is our best game in the past five years”, coach, Al Alberts said after the fame.

Although it's overall is record 1 and 4 the varisty can still make the area play-offs by wining the rest of its games according to the coach.

Next wednesday the team will travel to Hollings to meet the Highlander's at 8 PM.

“Hollinks has the number oNe team in our area so if we beat them were in pretty good shape said coach, Lewis.

The highlander's are undefeated in six games includes an impressive ten point vistory over last years state champion Midvale High squad.”

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COMMON WORD ERRORS

PART ONE:

Circle the proper choice

- (1) The team won (its) (it's) game. Did you win (yours) (your's), (to) (too) (two)?
- (2) They left (their) (there) books (there) (their) (they're).
- (3) I hear (your) (you're) about to graduate.
- (4) (Its) (it's) nice that (there) (their) (they're) friendly.
- (5) Although I get (alot) (a lot) of colds, I feel (all right) (alright) now.
- (6) (Whose) (Who's) prettier (then) (than) you?
- (7) Are you tired? I'm out of (breathe) (breath), (too) (to) (two).
- (8) Run back and (fourth) (forth) from (hear) (here) to (their) (there).
- (9) (Your) (You're) about to lose (your) (you're) book.
- (10) Everyone will (accept) (except) the prize (accept) (except) you.
- (11) Do you know (weather) (whether) or not he will give me a prize?
- (12) Many people (choose) (chose) to (immigrate) (emigrate) from the United States to Canada last year.
- (13) Is the doctor (thorough) (through) (threw) with my (through) (thorough) exam?
- (14) What (affect) (effect) does the school (principle) (principal) have on you?
- (15) What did he (advise) (advice) you to do? Did you take his (advise) (advice)?
- (16) (Desert) (Dessert) is the finish to a meal; (desert) (dessert) is a place full of sand.

PART TWO:

Fill in the blanks.

- (17) If you add five to thirty-nine you get _____.
- (18) The day after Tuesday is _____; the day before Friday is _____.
- (19) It's none of your b _____.
- (20) Sign the letter "Yours t _____."
- (21) He lives pract _____ on the ocean.
- (22) He is def _____ ly going to the party.
- (23) He accid _____ sprained his ankle.
- (24) Five pennies make one n _____.
- (25) His favorite classes are alg _____ and ath _____ cs.
- (26) Black is the op _____ te of white.
- (27) Something cheap is a bar _____.
- (28) First you are a so _____ e, then a junior, then a s _____ r.
- (29) When something unexpected happens; it is a su _____ e.

PART THREE:

Fill in each blank with a word containing "ei" or "ie."

- (30) The opposite of domestic is f _____.
- (31) To think something is true is to b _____.
- (32) The top of the room is called the c _____.
- (33) To grab onto something is to s _____ ze it.
- (34) Not one of the two is referred to as n _____ ther.
- (35) The scale tells you your w _____.
- (36) Something kooky is called w _____.
- (37) When you re _____ ve something illegally, you're a th _____ f.
- (38) Your brother's daughter is your n _____.
- (39) Use your han _____ when you sneeze.
- (40) He's leading a life of l _____ ure, eating a p _____ of pie.
- (41) An inflated self-image is called c _____ t.

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IDENTIFICATION

The chart below shows how you should refer to various people in a story. Complete this exercise by filling in the blanks below.

Person	First Reference	Second Reference	Subsequent References
teachers (do not use Mr. or Mrs.)	math teacher Sam Jones art teacher Sara Smith	*Jones (not Mr. Jones) *Smith (not Mrs. or Ms.)	he** she**
adults	Frank Mandel Sloan Jacobson Dr. Grant Thoms	Mandel Jacobson Dr. Thoms	he** she** he**
students	John Klein Betty Winkler	*John or Klein *Betty or Winkler	he** she**

* This is a matter of style within your school publication.

** You also have the option of using the Second Reference more than once. For instance, if “Smith” sounds better to you than “she” in a particular spot, then use “Smith.”

- (Refers to a science teacher; unmarried; Isabel Levin) _____ will take a leave of absence next semester.
_____ will travel to Europe where _____ will visit relatives and take some college courses.
- (Refers to a senior, Frank Settle) _____ fell in front of school today. _____ was not hurt seriously, but _____ will wear a cast on his wrist for two weeks.
- (Refers to college professor Dick Alans) _____ of City University will speak to seniors here tomorrow.
_____ will talk about entrance requirements at CU. _____ will then answer questions from the audience.
- (Refers to 7-year-old Ed Ring) _____, younger brother of our Student Body President, is a movie star.
_____ will play in a new Walt Disney motion picture. _____ signed his contract yesterday.
- (Refers to Ken Lobas, head of English Dept.) _____ has announced that all English classes will take a state reading test next Monday. _____ has asked students to get to class on time that day. _____ notes that the test is quite long, and the entire period will be needed.
- (Refers to Loretta Plant, mother) _____ mother of one of our students, has been named “Woman of the Year” in our community. _____ age 38, graduated from our high school 20 years ago. _____ later attended State U.
- (Refers to Sergeant Ron Stewart) The local Army recruiter, _____, will visit campus tomorrow. Students wishing to see _____ must make an appointment to meet _____ via their counselor.
- (Refers to President of the United States) _____ will speak to local student leaders tomorrow at a meeting at City Hall. _____ will talk about the problems of our schools today. _____ will also pose for photos with the students.
- (Refers to famous research chemist, Dr. Henry Parker) _____ has won the Alumnus of the Year award.
_____ is currently doing cancer research at Harvard. _____ graduated from this school in 1950.
- (Refers to Girls’ Vice Principal Doris Slate) Female students are dressing more and more neatly, says _____.
_____ remembers the days, not too long ago, when sloppiness was the rule, but, _____ says, that is just not so anymore.

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VARYING THE WORD “SAID”

There are literally hundreds of substitutes for the word “said,” and effective journalists use them from time to time. It must be noted, however, that each of the substitutes listed below has a slightly different shade of meaning, so care must be taken that your use of these substitutes fits the meaning of the sentence. You would not, for example, say: “I want a hamburger,” he *argued*. Care must also be taken that you don’t overuse these substitutes. Such overuse can make your writing seem strained.

Part One: Each of the sentences below offers three substitutes for “said” as its final word. Choose the best of the three and be prepared to say why the other two are less effective.

- 1) “Oak High better watch out for our team,” the coach (reported) (added) (declared).
- 2) “We operate a wide-open offense,” he (stated) (claimed) (charged).
- 3) “Our cheering section is sure loud,” he (explained) (admitted) (noted).
- 4) “I hope we get a big crowd for the game,” he (continued) (announced) (asked).
- 5) “We should score 50 points tonight,” he (cautioned) (revealed) (predicted).
- 6) “Everyone is really up for this game,” he (warned) (asserted) (argued).
- 7) “We may go undefeated this year,” he (pointed out) (began) (boasted).
- 8) “The other team has some key injuries,” he (noted) (observed) (maintained).
- 9) “Our league is strong this year,” he (insisted) (explained) (reasoned).
- 10) “If I’m not named Coach of the Year I’ll be furious!” he (went on) (shouted) (moaned).
- 11) “We play all our toughest opponents away from home,” he (confessed) (urged) (sighed).
- 12) “Some nearby schools get twice as much money for equipment as we do,” he (protested) (reported) (explained).

Part Two: In the sentences below, assume your friend has just finished a piece of pizza in the school cafeteria, and is telling you about his lunch. Make up a short quotation that would “fit” with the ending provided.

EXAMPLE: “This pizza is better than I thought it would be,” he admitted.

- 1) “ _____,” he asked.
- 2) “ _____,” he groaned.
- 3) “ _____,” he noted.
- 4) “ _____,” he predicted.
- 5) “ _____,” he cautioned.
- 6) “ _____,” he revealed.
- 7) “ _____,” he observed.
- 8) “ _____,” he claimed.
- 9) “ _____,” he argued.
- 10) “ _____,” he concluded.

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RUN-ON SENTENCES AND SENTENCE FRAGMENTS

A *run-on* (He likes ice cream he likes pizza, too.) is two complete sentences written as one. A *fragment* (During the month.) is an incomplete sentence. Re-punctuate the words below to eliminate run-ons and fragments.

Final exams are no fun for me, they tie my stomach into knots for weeks at the end of every semester. I dread the last 48 hours before each test, I get especially nervous and excited. During that time.

It's difficult to explain the feeling. To anyone who hasn't experienced it. It's like I drank a bottle of soda pop, a glass of milk, and a few ounces of hot chili sauce all at once.

One cause of all this is that I goof off. A lot during the school year. I always find something else, other than studying, to do on weekday nights, when the weekend comes around I always have someplace to go. With my friends.

Because I am so lazy. I have to study like crazy. During the weeks immediately before finals time. I gather some snacks and curl up on the couch) then I turn on some music, after that I force myself to begin. And before I know it. Several hours have passed!

One of my techniques. Is especially successful. I imagine myself in the teacher's place and guess what question I would ask if I were the teacher, this method usually works to some extent so that I am well prepared for at least part of the exam.

One of my problems. Is that I cram too much. Because my mind is filled with so many facts. I can't seem to remember a lot of what I studied. During the test. I am left confused, I sweat and sweat and sometimes I can't remember the answer.

At the beginning of each school year. I make a resolution that I will follow a regular study schedule, I promise myself that this year will not be like last year, however my resolve always lasts but a few weeks. Before I'm back at my lazy habits.

NAME _____

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APOSTROPHE DRILL

PART ONE: Fill in the blanks below. The first letter of each answer is given.

- 1) The play was given by the drama class. It was the drama c_____ play.
- 2) When the school bus broke down, the driver had to change i_____ battery.
- 3) Kids in auto shop do their work on three old F_____ donated by our local Ford dealer.
- 4) Several rabbits are housed in our biology lab. Every day, Joan Smalley cleans the r_____ cage.
- 5) Our school used to have only one parking lot; now it has two more. Now we have three _____ ,
- 6) Ike Jones lost his math book last week. J_____ book is still missing.
- 7) Each morning, six yellow school b_____ bring students to our school.
- 8) Our ballfield is leased from the county. It is the c_____ ballfield.
- 9) The grass on our school's front lawn is well maintained. In fact, the g_____ year 'round.
- 10) There are three people named Charles in my social studies class. In fact, there are twenty C_____ in the school.
- 11) At seven o_____ tonight we have our annual Open House.
- 12) Our cafeteria serves salami on roll, peanut butter on white, and other s_____.
- 13) My friend, Kerri Smith, invited me over, so I spent the afternoon at the S_____ house.
- 14) Our highest grade is an "A." Kerri got three A_____ on his report card.
- 15) The word "settlement" has three t_____ in it.
- 16) In our town, there are three secondary s_____.
- 17) Our English teacher, Mrs. Sutton, said s_____ going to give a test tomorrow.
- 18) Chris Harmer let me ride his motorcycle. I really had fun riding C_____ bike.
- 19) My weightlifting class is held in the b_____ gymnasium.
- 20) This year, says our football team, the championship belongs to them. It is t_____.
- 21) Our principal says we need more rest rooms. He's right. The m_____ room and the l_____ are always crowded.
- 22) I found a ring that looked like it belonged to Mary Keller. "Is the ring y_____?" I asked her.
- 23) She said it was not h_____.
- 24) Two of her friends, however, insisted the ring was t_____.
- 25) I couldn't decide who the r_____ owner really was.
- 26) The two girls discovered that their two r_____ markings were identical.
- 27) Three classes will attend a special movie tomorrow morning. It is a new film, and our principal is wondering what the c_____ reaction will be.
- 28) My friend Chris is his auto shop c_____ best mechanic.

PART TWO: In the blank spaces provided, fill in the contractions as indicated:

- | | |
|----------------|------------------|
| do not _____ | does not _____ |
| were not _____ | they would _____ |
| can not _____ | are not _____ |
| will not _____ | she will _____ |
| is not _____ | they are _____ |
| he is _____ | you are _____ |
| we would _____ | it is _____ |

NAME _____

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TEACHER _____

CLICHÉS I

Clichés are overused expressions that once were original and clever, but now are considered trite. On the left, you will find a short sentence that includes a cliché. Rewrite the sentence at the right, omitting the cliché. To make this drill more challenging and to increase your vocabulary, you are asked to avoid using a word in your answer that was contained in the original cliché. Thus, answer 2 in the example below is superior to answer 1 because it does not repeat the word “purple” or “rage.” Other answers are given at the beginning of each section.

EXAMPLE: Cliché: John was purple with rage about his “D.”

Answer 1: John raged about his “D.”

Answer 2: John was angry about his “D.”

PART ONE: COLOR CLICHÉS

- 1) John was green with envy at my “A.”
- 2) He had been white as a sheet during the test.
- 3) At the time, he was feeling mighty blue.
- 4) This was a golden opportunity to do better.
- 5) He was tickled pink that he had studied.
- 6) His true blue friend Joe had helped.
- 7) Joe has a heart of gold.
- 8) John saw his grade and got red with anger.
- 9) He pleaded with the teacher until he was blue in the face, but to no avail.
- 10) The teacher didn’t want to hand John a higher grade on a silver platter.

John was JEALOUS OF MY “A.”

He had been _____

At the time, he was _____

This was a _____ to do better.

He was _____ that he had studied.

His _____ friend Joe had helped.

Joe _____

John saw his grade _____

He pleaded with the teacher _____

The teacher didn’t _____

PART TWO: ANIMAL CLICHÉS

- 11) Our teacher is as wise as an owl.
- 12) Some say Mrs. Dickens has eyes like a hawk.
- 13) Others say she’s blind as a bat.
- 14) Until she dieted, Mrs. Dickens was as fat as a horse.
- 15) During the diet, she was hungry as a bear.
- 16) Once, she was sick as a dog.
- 17) Now, she’s strong as a bull.
- 18) She’s also happy as a lark being thin.
- 19) Sometimes, she can be stubborn as a mule.
- 20) In her class, I’m always busy as a bee.

Our teacher is VERY SMART.

Some say _____

Others say _____

Until she dieted, _____

During the diet, _____

Once, she was _____

Now, she’s _____

She’s also _____ being thin.

Sometimes, she _____

In her class, _____

PART THREE: “LIKE” OR “AS” CLICHÉS

- 21) Joe thought the test was as easy as pie.
- 22) He went through it smooth as silk.
- 23) A guy like Joe is smart as a whip.
- 24) Before a test, he sleeps like a log.
- 25) During a test, he’s cool as a cucumber.
- 26) He finishes as fast as greased lightning.
- 27) When he’s done, he’s fresh as a daisy.
- 28) As for me, I shake like a leaf.
- 29) I feel limp as a dishrag.
- 30) Studying? I avoid it like the plague.

Joe thought THE TEST WAS SIMPLE.

He went _____

A guy like _____

Before a test, _____

During a test, _____

He finishes _____

When he’s done, _____

As for me, _____

I feel _____

Studying? I _____

NAME _____

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CLICHÉS II

The sentences on the left contain clichés (overused, trite expressions). Rewrite them in the space provided at the right. To develop your vocabulary, try to create answers that do not repeat words contained in the original cliché (see two sample answers in capital letters below).

PART FOUR: “AND” AND “BUT” CLICHÉS

31) Our team is sadder but wiser after losing the game.

Our team is DOWNHEARTED, BUT WILL GAIN FROM THE EXPERIENCE OF losing the game.

32) The boys were ready, willing, and able to win.

The boys were _____

33) First and foremost, we decided to play wide open football.

First and foremost, _____

34) We threw everything but the kitchen sink at our opponents.

We _____

35) We began the game alive and kicking.

We began the game _____

36) We played with a free and easy style.

We played _____

37) However, our happiness was short and sweet.

However, our happiness _____

38) Slowly but surely we began losing.

We _____

39) The opponents became wild and woolly.

The opponents _____

40) It was nip and tuck until the end.

It was _____

PART FIVE: CLICHÉS NAMING PARTS OF THE BODY

41) Car costs have gotten out of hand.

Car costs HAVE RISEN TOO FAST.

42) You must now pay through the nose.

You must _____

43) The dealer welcomes you with open arms.

The dealer _____

44) He knows all the tricks like the back of his hand.

He knows _____

45) My advice to you is never play it by ear.

My advice to you _____

46) If you do, he'll pull the wool over your eyes.

If you do, _____

47) Keep your chin up while you're listening to the prices.

While you're listening, _____

48) If you have a complaint, get it off your chest.

If you have _____

49) If the price is way too high, tell the man to stop pulling your leg.

If the price _____

50) Make a bad deal and you'll feel down in the mouth.

Make a bad deal _____
_____**PART SIX:** The following sayings are overused. In the space to the right, rewrite each one in plain, everyday English.

51) Variety is the spice of life.

52) Don't judge a book by its cover.

53) Don't cry over spilled milk.

54) Don't put all your eggs in one basket.

55) Look before you leap.

56) If at first you don't succeed, try, try again.

57) Don't count your chickens before they hatch.

58) People in glass houses shouldn't throw stones.

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SPORTS CLICHÉS

Clichés are overused and often corny expressions. Sometimes, sportswriters resort to such clichés as “keystone sack” when they should stick to plain English (second base). See if you can provide the “plain English” version of each of the sports clichés listed below.

1) circuit clout _____

2) drew first blood _____

3) pigskin warriors _____

4) down to the wire _____

5) tough sledding _____

6) start the ball rolling _____

7) hotly contested tilt _____

8) pull it out of the fire _____

9) up for grabs _____

10) in the driver’s seat _____

11) put out the fire _____

12) inked his pact _____

13) the tide shifted _____

14) stanza _____

15) gridders _____

16) hit pay dirt _____

17) midfield stripe _____

18) team was guided by _____

19) his toe failed the test _____

20) stole the thunder of _____

21) broke the back of _____

22) bring home the bacon _____

23) hit the canvas _____

24) have work cut out for them _____

25) put icing on the cake _____

26) booted the pigskin _____

27) caged the spheroid _____

28) laid a goose egg _____

29) swisher _____

30) four bagger _____

31) charity toss _____

32) five (referring to a team) _____

33) eleven _____

34) nine _____

35) hit the dirt _____

36) the chips are down _____

37) mentored the squad _____

38) iced the contest _____

39) won in a cakewalk _____

40) couldn’t stem the tide _____

41) put it all on the line _____

42) play it close to the vest _____

43) get off on the right foot _____

44) have the game in hand _____

45) right off the bat _____

46) throw caution to the wind _____

47) tally _____

48) raised curtain on the season _____

49) under the arcs _____

50) formed the nucleus of _____

51) snagged the aerial _____

52) capped the drive _____

53) run roughshod over _____

54) coffin corner _____

55) burned the nets _____

56) grapplers _____

57) spikers _____

58) netters _____

59) aquamen _____

60) harriers _____

61) pigskin _____

62) diamondmen _____

63) cagers _____

64) threw in the towel _____

65) kept atop the pack _____

66) hurl airtight ball _____

67) hoopsters _____

NAME _____

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SHIFTS IN TENSE, NUMBER, AND PERSON

Study the examples. Then correct the sentences below, each of which has at least one shift in tense, number, or person.

TENSE SHIFT: Wrong: First eat your salad and then you should eat your soup.
Right: First eat your salad and then eat your soup.

NUMBER SHIFT: Wrong: If a person is healthy, they are lucky.
Right: If a person is healthy, he or she is lucky.

PERSON SHIFT: Wrong: When one has money, you should feel fortunate.
Right: When one has money, one should feel fortunate.

- 1) When I was five, I used to be eager to go to school.
- 2) I love school clubs, and football games bring out my spirit.
- 3) The only club I belonged to last year is the Chess Club.
- 4) I left school caring only for myself and not interested in anyone else.
- 5) One should tolerate all kinds of people. They should not try to change people.
- 6) A dropout usually does not get a good job. Therefore, a dropout's salary would be low.
- 7) I went through three bicycles before I could earn enough money for a car.
- 8) Most people like cars, although you must pay a lot for a new car.
- 9) A person must groom themselves to look one's best.
- 10) The principal questioned the boy and he was also punished.
- 11) The crowd roared its approval and they voted for Bruce.
- 12) The class was studying when suddenly Norma coughs loudly.
- 13) Joe visited New York and much of his time was spent at the theater.
- 14) The Rolls-Royce is a type of car; they are very expensive.
- 15) The club has decided they will not meet today.
- 16) I like root beer, for they relieve my terrible thirst.
- 17) The baseball team won their third game in a row.
- 18) I wish Mary would run for Student Body President and wins.
- 19) The boy ran and ran, and then would get very tired.

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ELIMINATING SEXISM FROM WRITTEN WORK

Three common types of “sexism” in writing are the following:

- A) Using words containing “man” when the person can be of either sex.
Example: If you’re a businessman this offer is for you!
Better: If you’re a businessman or businesswoman, this offer is for you!
Best: If you’re in business, this offer is for you!
- B) Use of “his” or “her” where person can be male or female.
Example: A driver should always fasten his seat belt.
Better: A driver should always fasten his or her seat belt.
Best: A person should always use a seatbelt while driving.
- C) Stereotyping certain tasks as male or female.
Example: Baking a cake is easy for most girls to do.
Better: Baking a cake is easy for most people to do.
Best: Baking a cake is easy to do.

In correcting the sentences below, avoid getting into the rut of using “his or her” or “men and women” for your answers. Use the above samples for guidance.

- 1) By playing ball every day, a teenager can keep himself in good shape.
- 2) He wants to be a male nurse.
- 3) Sometimes an author will autograph his book.
- 4) If you’re concerned about taxes, write to your Congressman.
- 5) Sam Baker and Gladys Zuckerman were named our school’s Top Students of the Year today. Baker and Ms. Zuckerman will be guests of Mayor Jim Klein tomorrow at City Hall.
- 6) George is the best man for this position, we’ve been told.
- 7) Most doctors are family men.
- 8) It’s the type of basket in which housewives put their laundry.
- 9) While washing dishes, a youngster must be careful lest she cut her finger on glass.
- 10) Man-made fiber is said to be as good as wool or cotton.
- 11) On rainy days, most kids have their mothers drive them to school.
- 12) Accountants and their wives attended the convention.
- 13) More and more students say they want to be policemen.
- 14) Attorneys have been advised to use the men’s room on the third floor.
- 15) John Jacobsohn and the lovely Betty Hinkley are the Prom King and Queen.
- 16) A sixth grade teacher should be especially careful of her spelling.
- 17) The executive assured us that his girl would type the letter.
- 18) Everyone would be better off if he studied harder.

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TEACHER MAGAZINES

The following information can be gleaned from your class notes, from encyclopedias, from the almanac, or from appropriate chapters in journalism or mass media textbooks. Your school librarian will help you to find the information you need.

1) Define a HOUSE ORGAN: _____

Give three examples of house organs: _____

2) Define a TRADE MAGAZINE: _____

Give three examples of trade magazines: _____

3) Define a PROFESSIONAL JOURNAL: _____

Give three examples of professional journals: _____

4) Define a SPECIAL INTEREST MAGAZINE: _____

Give three examples of special interest magazines: _____

5) Define a NEWS MAGAZINE: _____

Give three examples of news magazines _____

6) Define a WOMEN'S MAGAZINE: _____

Give three examples of women's magazines: _____

7) Define a GENERAL INTEREST MAGAZINE: _____

Give three examples of general interest magazines: _____

8) On the back of this page, list as many magazines as you can that you think are in the top 20 in sales in the United States. You can then get the real list either from your teacher or from the almanac in the school library. There will be some real surprises, as you will see!

9) Complete these sentences: My main hobby or interest is _____. Two magazines that deal with this hobby or interest are _____ and _____.

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WRITING NEWS ITEMS FOR RADIO AND TELEVISION

Newspaper leads are written for the *eye*. Leads for radio or television news are written for the *ear*. Thus, when you write a lead for one of the electronic media, you must use a somewhat different approach. The trick is to “talk” the item to yourself before you write. The words should flow smoothly. They should deliver your message with the utmost clarity, and in the shortest possible time. The listener should be able to lean back, relax, and understand perfectly what the story’s all about. The listener should feel as if you’re *talking* the story in natural, conversational style; not that you’re *reading* the story from a newspaper.

Study the example below. See that you understand the difference between the *newspaper lead* on the left and the *radio-TV lead* on the right. Then do the remaining exercises. (Note: If you type your answers, you may want to use all capital letters, which is the usual radio-TV style.)

NEWSPAPER LEAD	RADIO-TV LEAD
1) Senior John Barton has been named one of three finalists in the annual Finley Foundation Art Contest. The winner, to be announced next week, will receive a check for \$10,000.	1) ONE OF OUR SENIORS WILL RECEIVE A VERY SPECIAL LETTER NEXT WEEK. IN THE ENVELOPE MAY BE A CHECK FOR \$10,000. THAT’S WHAT JOHN BARTON WILL WIN IF HE’S NAMED NATIONAL WINNER OF THE FINLEY FOUNDATION ART CONTEST. BARTON FOUND OUT TODAY THAT HE’S ONE OF THE THREE FINALISTS.
2) Claiming that students are treated like “prisoners,” senior Ted Glasser vowed to “get our campus opened up” if he were elected Student Body President.	
3) Our student body fund is broke, and can’t pay its bills, says Oak High Financial Manager Sloan Slater. What’s more, she says, all clubs and athletic activities may have to be cancelled for lack of funds.	
4) A Constitutional amendment allowing 16-year-olds to drink alcoholic beverages was introduced today by local Senator Alan Resnik.	
5) Principal Howard Miles has been transferred to nearby Brentwood High School, effective next month. His replacement has not been named. Miles has been at this school for 17 years.	
6) A new course—Freshman Composition—has been added to the curriculum by the Board of Education. It will be required of all incoming students from now on.	

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CREATING A RADIO COMMERCIAL

Below are the beginnings of two commercials for radio. In the space provided, you are to complete these commercials. (1) Be prepared to read your commercial to the class; (2) It should be no more than 60 seconds long; (3) In your writing, remember that “conversational style” of spoken language is different from the “news style” of written journalistic language; (4) Put sound effects and other directions in your commercials; (5) Don’t be ashamed to inject a bit of humor, as long as it’s not silly; and (6) Create the product yourself, out of your imagination.

COMMERCIAL NUMBER ONE:

(Sound effects of store doing much business. . .)

MATURE MALE VOICE: A pain in your shoulder, you say?

VOICE OF TEENAGE MALE: Yeah, you know. I thought you could recommend something.

FIRST MALE: Well. . .I’m only a pharmacist, and you really should see a doctor. . .

TEENAGER:

COMMERCIAL NUMBER TWO:

(Sound of auto engines running.)

MALE ADULT VOICE: I can’t afford a breakdown on my car. . .so I use it.

FEMALE ADULT VOICE: I need my car on the job, so it must run right. I use it, too.

YOUNG ADULT VOICE (either male or female): This car has to last me through four years of college. So I also use it.

ANNOUNCER:

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PUBLIC RELATIONS I

Public Relations is one of several ways that a company, product, or individual is brought to the attention of the community. Three other ways we will deal with here are advertising, publicity, and news story coverage. So that you will better understand how these are interrelated (and how they differ), fill in the definitions below:

Public Relations: _____

Advertising: _____

Publicity: _____

News Story: _____

In each example below, a slogan, a situation, or a headline is used to represent public relations, advertising, publicity, or news story writing. If more than one answer seems to apply, choose the answer you think is more applicable. (For purposes of this exercise, a newspaper feature story is to be considered publicity, rather than news.)

- 1) Buy Bow-Wows, the new bite-size dog food! _____
- 2) Photograph shows TV personality Dick VanFrankel dedicating new children's wing of local hospital. _____
- 3) Story describes how local businessman became president of Chamber of Commerce. _____
- 4) Gas Company describes how they are trying to hold down prices. _____
- 5) School Board holds Open House in each local school. _____
- 6) In recent tests, six out of ten people preferred Coola Cola to any other brand of soft drink. _____
- 7) A local factory donates ten acres of land to the city for a park. _____
- 8) The mayor's daughter has a baby girl. _____
- 9) A candidate for city council is photographed listening to the views of a truck driver. _____
- 10) The town's largest company opens a new employee lounge. _____
- 11) In an interview with author Jan Klimer, he describes his just-published book. _____
- 12) Read *How to Sail* by Jan Klimer! _____
- 13) Sales of boats and boating equipment have doubled locally since the publication of *How to Sail* by Jan Klimer. _____
- 14) Oakdale State College holds an Alumni Reunion, with the governor as guest speaker. _____

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PUBLIC RELATIONS II

EXERCISE A: Assume you work for the Public Relations Department of a large company in your community. Listed below are various “publics” you have to deal with. Create one idea, story, or project that will improve the “relations” between your company and each “public.” Two answers are given to guide you.

Employee Relations: YOUR COMPANY SPONSORS AN ANNUAL EMPLOYEE PICNIC.

Customer Relations: _____

Stockholder Relations: _____

Community Relations: _____

EXERCISE B: Assume you are principal of your school. Create one story, idea, practice, or project that would improve relations with each of the following publics:

Students: YOU HOLD A MONTHLY “TOWN MEETING” WHERE ANY STUDENT CAN ASK

YOU ANY QUESTION OR MAKE ANY COMPLAINT ABOUT SCHOOL.

Parents: _____

Board of Education: _____

Alumni: _____

Teachers: _____

Taxpayers: _____

EXERCISE C: Assume you are editor of your student newspaper. In one sentence each, how would you characterize the “image” that each of the following publics has of your school?

You and your fellow students: _____

Parents in the community: _____

The Board of Education: _____

Nearby businesspeople: _____

Teachers: _____

Students of nearby schools: _____

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PROPAGANDA TECHNIQUES

Each of the statements below uses one of the following propaganda techniques for advertising, often distorting the truth. Fill in the blank with letter identifying the name of the technique:

- (a) Guilt by Association—If you're near a person or group, all its evils rub off on you. "Wearing those love beads, ehrrrrrr?"
- (b) Either-Or Reasoning—Wrongly assumes there are only two ways to think on a complicated issue: "How can you criticize the police?"
- (c) Bandwagon—Everybody's doing it: "Join the Pepsi generation."
- (d) Generalization—Says something is *always* true, based on a few cases: "The school librarian is always bad tempered."
- (e) Post Hoc Reasoning—Takes a cause and an effect and incorrectly ties them together: "Taxes have tripled since Jones went into politics. . ."
- (f) Plain Folks—Says that "Ordinary" people agree with an idea: "Frosted Crispies is preferred by folks like you and me. . ."
- (g) Testimonial—Uses a famous name to endorse an idea: "The Rolling Stones use Dentu-Mint toothpaste."
- (h) Empty Sentences—State or imply illogical conclusions from a given set of facts: "Women are better drivers than men, since men have more accidents."
- (i) Name Calling—If you're not a "good guy," you're a "bad guy": "Patriots who want law and order will vote for Johnson."

- 1) Growing a mustache will make you look like one of those grubby kids we always see hanging around. _____
- 2) All Oakdale students want a smoking lounge at school, so there should be one. _____
- 3) Unless we double taxes, we'll have to reduce school programs. _____
- 4) All the kids are driving over the speed limit, so why shouldn't I? _____
- 5) Brent is doing a poor job as Police Commissioner. Why, since he's been in office, the rate of burglary has gone up 20 percent! _____
- 6) Kiley is a member of one of those radical clubs that was constantly in trouble at school last year. _____
- 7) These are the same brand shoes worn by Russell Crowe and Robert Redford. _____
- 8) Why would an innocent person want to avoid having his photo taken? _____
- 9) Decent citizens who value their rights will support Grambling for mayor! _____
- 10) Our nation's weather has been unpredictable in the years since we've been fooling around with atomic energy. _____
- 11) More than half of all adult Americans smoke. What can be bad about a habit endorsed by a majority of Americans? _____
- 12) Why wear seat belts when driving? Lots of people who do wear belts are injured in accidents anyway. _____
- 13) If the Good Lord wanted us to fly, he would have given us wings. _____
- 14) Teachers are too strict and assign too much homework. _____
- 15) Everyday people, the heart of America, are switching party allegiance. _____
- 16) Look at those long-haired freaks who oppose capital punishment! _____
- 17) By cutting our defense budget, our nation shows weakness and cowardice! _____

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CREATING AN ADVERTISEMENT

A typical ad begins with an illustration of a product. It includes an eye-catching headline, usually near the top; body copy (which tells the virtues of the product); a signature or logo (the product or company's name in eye-catching type or design); sometimes a catchy slogan; and sometimes a coupon or a trademark.

Begin with the illustration below. Use your imagination to create a product. Label the jar, think of a headline, and you're on your way! Remember to create a product that's new.



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EMPLOYMENT AS A WRITER

If you like to write, there are many different occupations you can pursue. Of course, each has its own advantages and disadvantages, and it may be difficult for you to decide. Below are 17 occupations that involve writing; in the space provided, assume you are considering entering each one, and list what, *to you*, would be the advantages and disadvantages of each. Consider how the particular work interests you, the pay, the chance for advancement, the job availability in your area, and so on. If you need more information, ask your school librarian, or ask anyone you know who works in any of these fields.

JOB	ADVANTAGES	DISADVANTAGES
Newspaper reporter		
Advertising copywriter		
Copyreader for book publisher		
Trade magazine writer		
House organ editor		
Industry PR person		
Government PR person		
PR agency writer		
Freelance publicity or PR person		
Radio or TV news writer		
Technical writer		
Writing teacher		
Freelance article writer		
Fiction writer		
TV script writer		
Founder of own newspaper		
Founder of own magazine		

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STUDYING THE CONTENTS OF A PROFESSIONAL NEWSPAPER

FILL IN THE BLANKS BELOW:

- 1) Name of newspaper and how often published _____
- 2) Purchase price (newsstand price) _____ Subscription price _____
- 3) Number of pages in this particular issue _____

MEASURE THE NUMBER OF COLUMN INCHES DEVOTED TO THE FOLLOWING:

- 4) The entire newspaper _____
- 5) Advertisements (including classified ads) _____
- 6) Letters to editor _____
- 7) Editorials _____
- 8) Opinion articles or opinion columns _____
- 9) Entertainment articles or columns _____ (includes feature stories)
- 10) Sports news or columns _____
- 11) News stories about local (community) happenings _____
- 12) News stories about state happenings _____
- 13) News stories about national happenings _____
- 14) News articles about international happenings _____

ANSWER THE QUESTIONS BELOW IN THE SPACE PROVIDED:

- 15) What proportion of the newspaper is ads? What is your reaction to the answer you got to this question? Were you surprised?

- 16) What proportion of the newspaper is news (include local, state, national, and international news)? How do you react to your answers to this question? Were you surprised?

- 17) Give a brief definition of "liberal," "middle-of-the-road," and "conservative." After reading the editorials in your newspaper, try to decide which label applies to that particular newspaper.

- 18) Determine the proportion of space devoted to news in your school newspaper. Comment on this answer compared with your answer to number 15 above.

- 19) Using the answers from 4 to 18 above, what did you learn about the contents of a professional newspaper that you hadn't realized before? See how many things you can mention below.

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STRUCTURE OF A LARGE-CIRCULATION, BIG-CITY NEWSPAPER

The following jobs or functions are part of many large-circulation newspapers. As a newspaper gets smaller in terms of circulation and budget, some of the positions below are combined or eliminated. Define the job of each of the departments or individuals listed below:

PUBLISHER: _____

EDITOR IN CHIEF: _____

REPORTER: _____

ADVERTISING DEPARTMENT: _____

MANAGING EDITOR: _____

COLUMNISTS: _____

WIRE EDITOR: _____

CORRESPONDENTS: _____

STRINGERS: _____

PHOTO EDITOR: _____

NEWS EDITOR: _____

MECHANICAL DEPARTMENT: _____

CIRCULATION DEPARTMENT: _____

MAKEUP EDITOR: _____

COPY DESK: _____

BUSINESS DEPARTMENT: _____

SLOT MAN: _____

SPORTS DESK: _____

COMPOSING ROOM: _____

CITY EDITOR: _____

COPY EDITOR: _____

NIGHT SIDE: _____

PROOFREADERS: _____

PHOTOGRAPHERS: _____

RETOUCHERS: _____

DISTRIBUTOR: _____

NAME _____

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LIBEL-PART ONE

Libel is a, false, *written* statement that exposes a person or business to hatred, ridicule, hurt feelings, loss of job, loss of business, or loss of reputation. You can commit libel via a story, a photo, or a cartoon. If the communication is *spoken* (such as on a radio or television newscast) you are talking of *slander*, rather than libel.

Libel is a complex subject that can best be handled by attorneys. It is essential, however, that every journalist understand the *basics* of libel so that he or she can exercise every precaution against getting involved in an unwanted lawsuit. Mastery of the terms below will give the student journalist such a basic understanding of libel.

Answer the following questions in the space provided. For reference, you may use (a) class notes, if your teacher has covered the subject; (b) a classroom or library copy of virtually any journalism text (look up “libel” in the index); or (c) other material that will be supplied by your school or community librarian.

1. Define libel and differentiate it from slander (do not peek at top of page).

2. Define “retraction” and explain how this affects a possible libel action.

3. Explain what “damages” are and how they relate to libel cases.

4. One way to avoid libel is to use “qualifying words.” Tell what these are and give at least a half-dozen examples.

5. How does “telling the truth” affect a possible libel action?

6. Define “qualified privilege” and describe its relationship to libel.

7. What is “fair comment”? Give at least a half-dozen types of stories to which the “fair comment” concept can apply.

8. What is a “public figure” and how does this concept relate to libel?

9. Give at least three rules each editor can follow to help avoid libel.

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LIBEL-PART TWO

Based on your results from “LIBEL—Part One” and on your intuition as an amateur attorney, determine whether each of the statements below (a) should not be printed in its present form because it is possibly libelous; (b) should not be printed, even though it is probably not libelous, but because it is either in bad taste or is corny or is poor journalism; or (c) should be printed. After classifying each sentence, tell why you made your choice.

Note that when you deal with decisions involving such things as libel and bad taste, there are bound to be borderline cases. Therefore, a few of the examples below might spark classroom debate because their classification is not cut-and-dried. In dealing with borderline cases, many editors employ the old rule: “If in doubt, leave it out!”

EXAMPLE ONE:

Our campus security man witnessed a bicycle theft, but did not report it.

Classification: a Reason: exposes security man to loss of reputation

EXAMPLE TWO:

(ending of sports story) Go get ‘em, Tigers!

Classification: b Reason: corny; an example of immature journalism

1) Cafeteria worker Jane Smith, we are told, rarely washes her hands.

Classification: _____ Reason: _____

2) Our principal, John Jones, is incompetent.

Classification: _____ Reason: _____

3) Student Body President Mary Carlson was wrong when she voted to discontinue the “Homecoming Queen” contest.

Classification: _____ Reason: _____

4) Carlos Hanks’ graduation speech was delayed, as he got nervous and threw up.

Classification: _____ Reason: _____

5) While senior Henry Franks stood there with a bloody nose, the school nurse ignored him and continued her coffee break.

Classification: _____ Reason: _____

6) Harry Thomas’ acting in the school play was very poor.

Classification: _____ Reason: _____

7) According to records on file at City Hall, a car dealer, Will King, was once convicted of false advertising.

Classification: _____ Reason: _____

8) The latest Rock Rogers movie, *Under Blue Skies*, proves he’s a lousy actor.

Classification: _____ Reason: _____

9) Governor Hendricks’ veto of the recent Aid-To-Education Bill marks him as a mean, old penny pincher who hates kids.

Classification: _____ Reason: _____

10) Our rooms are cleaned only once a week, a result of the policy of our lazy head custodian, John Jones.

Classification: _____ Reason: _____

11) Looking a little typsy, student Ken Griffith was sent to the vice principal yesterday.

Classification: _____ Reason: _____

12) The mayor’s trip to Italy at taxpayers’ expense strikes us as an unnecessary and illegal use of our public funds.

Classification: _____ Reason: _____

13) A survey of 50 seniors reveals that Deana Jenkins is considered the best teacher in the school and Marvin Barnhall is considered the worst.

Classification: _____ Reason: _____

14) Having fallen from a second story window, sophomore Maria Hart was covered with blood and screaming hysterically as she was carried to a waiting ambulance.

Classification: _____ Reason: _____

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CENSORSHIP

Assume you are editor of your student newspaper. The left column below lists a variety of stories submitted to you. Assume they are all well written and reasonably interesting. In the middle column, write YES or NO depending upon whether or not you think you *should* be allowed to print the story, as is. In the right-hand column, write YES or NO depending upon whether or not you would be *permitted* to print the story, based on federal, state, and local laws, and/or school policy. Be prepared to discuss your answers with the class.

STORY	SHOULD YOU BE ALLOWED TO PRINT STORY?	WOULD YOU BE PERMITTED TO RUN STORY?
1) Editorial critical of school's attendance regulations.		
2) Photograph of trash in hallways.		
3) Story about student assaulted in rest room.		
4) Editorial on abortion laws.		
5) Article claiming student body funds are being spent illegally.		
6) Endorsement of candidate for state senator.		
7) Article containing several "profane" words.		
8) Sports editorial claiming football coach is incompetent and should be fired.		
9) Editorial calling for one-day boycott of classes.		
10) Article claiming all teachers are bad at your school.		
11) Review of X-rated movie.		
12) Ad for liquor.		
13) Opinion article claiming there are not enough counselors.		
14) Editorial critical of recent action of Board of Education.		

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THE RIGHT OF PRIVACY

Determine in each of the situations below if there has been an invasion of privacy according to the laws of your community. In the blank space after each example, write VIOLATION or NO VIOLATION or EITHER. (The last choice would indicate that, if tried in a courtroom, the decision could go either way.*)

- 1) You are a famous actress. For weeks, a young photographer has been following you around wherever you go, snapping photos of you shopping, eating in restaurants, talking with friends, watching a football game, etc. _____
- 2) You are in an auto accident. While you are lying injured on the pavement, a news photographer takes a picture which is printed. _____
- 3) You are a well-paid baseball player. A friend writes a book that contains some very personal revelations about your life. _____
- 4) You have been paroled from prison after having served ten years for armed robbery. Your community newspaper prints a story recounting the case and relating your present, free lifestyle. _____
- 5) You are a bystander during a bank holdup. A newspaper notes that you were present, and does an in-depth story on you, disclosing private details of your life. _____
- 6) You are sued, and during the trial a reporter is present in the courtroom. He prints a detailed story of the events taking place during the trial. _____
- 7) You invite a photographer friend to dinner, and she photographs your newly remodeled den. The photograph appears in a home decorating magazine. You'd never given permission. _____
- 8) You sample a new brand of coffee at the supermarket. Three months later, to your surprise, you find that a hidden camera had taken TV photos of you, and you're part of a commercial! _____
- 9) You watch the taping of a TV show on your street corner. When the episode is shown on television, you see yourself clearly in the background in several scenes. _____
- 10) You attend a football game wearing a very unusual hat. The TV camera focuses on your face and hat for fifteen seconds, sending your image all across America, without your permission. _____
- 11) You see a movie, written by an acquaintance of yours, and notice that one of the characters in the movie experiences some adventures taken from your life! _____
- 12) You and a friend kiss between classes. A photographer takes a picture that is printed in the school newspaper. _____

*If you do not have access to the laws of privacy, then guess at the answers and be prepared to give your reasons to your teacher.

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NEWS VALUES

Newspaper editors often have more stories than they can print. How do they determine the stories with the most “news value”? In choosing the most important story out of each set of three below, pretend you are news editor of your school newspaper. Your choice should be made on the basis of which stories will interest and/or affect the most number of students. Other factors influencing your decision will be timeliness, nearness, size, conflict, human interest, and unusualness.

- 1) (a) Famous actor will visit campus next month; (b) Famous actor will visit campus next week; (c) Famous actor will visit campus tomorrow
- 2) (a) Governor Smith to visit campus next week; (b) State Senator Jones to visit campus next week; (c) Mayor Patrick to visit campus next week
- 3) (a) Blind student will graduate next week; (b) Senior wins state journalism contest; (c) Freshman gets Red Cross award for heroism
- 4) (a) State symphony orchestra to give concert on campus; (b) Harlem Globetrotters to play exhibition at school; (c) Soviet gymnasts to visit campus
- 5) (a) Preview of football game to be played tonight; (b) Review of last week’s game; (c) Interview with star quarterback
- 6) (a) New governor elected; (b) New freeway to be built for town; (c) School plans Valentine’s Day dance
- 7) (a) Student’s father becomes state assemblyman; (b) Senior gets appointment to Air Force Academy; (c) Gas station robbery across the street from campus
- 8) (a) \$250 fire in library; (b) \$350 fire in bookroom; (c) \$500 fire in school cafeteria
- 9) (a) Senior finds \$100 bill on campus; (b) Red Cross drive raises \$350; (c) Student places fifth in city essay contest
- 10) (a) School wins state drill team title; (b) Student wins state math competition; (c) School wins city agriculture competition
- 11) (a) Senior wins \$100 on quiz show; (b) Junior wins \$100 on quiz show; (c) Teacher wins \$100 on quiz show
- 12) (a) Mary Smith chosen Homecoming Queen; (b) Principal wins faculty golf tournament; (c) Senior girl to compete in Miss America contest
- 13) (a) Ten microscopes purchased for science lab; (b) Phototypesetting computer purchased for journalism class; (c) Two new cars given to school’s driver training program
- 14) (a) Cafeteria prices raised 13%; (b) Student store profits up 13%; (c) Truancy at school climbs 13%
- 15) (a) Art club holds exhibition tomorrow; (b) Photo club has first meeting tomorrow; (c) Cheerleader tryouts tomorrow

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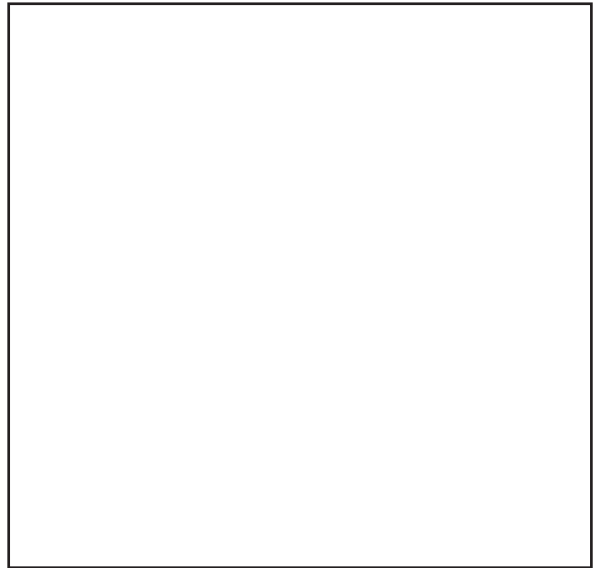
TEACHER _____

EDITORIAL CARTOONS

Below each of the four boxes is described an editorial idea or concept. In the upper left box, the concept has been transformed into an editorial cartoon, to show you how it's done. You are to do the same with the other three boxes. (If you can't draw *at all*, then imagine what your drawing would have been and describe the scene in words in the space provided.)



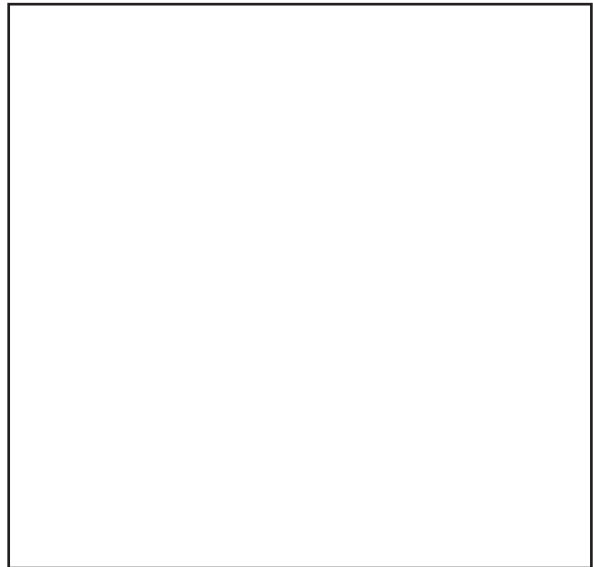
(Being a senior has become too expensive)



(Christmas has become too commercial)



(Students are "buried" with too many assignments in college-preparatory courses)



(Only half the students voted in the recent student government election)

NAME _____

DATE _____

CLASS _____

TEACHER _____

THE VOCABULARY OF NEWSPAPERS

Since most people read newspapers, the following words should become part of your vocabulary. Fill in a short definition in the space provided.

PUBLISHER: _____

FIRST AMENDMENT: _____

TRADE MAGAZINE: _____

CIRCULATION: _____

ADVERTISING: _____

TABLOID: _____

INTERVIEW: _____

FEATURE: _____

COLUMN: _____

EDITORIAL: _____

HEAD: _____

QUOTES: _____

REVIEW: _____

SURVEY: _____

PROOF: _____

PRESS RELEASE: _____

STAFF: _____

VOLUME: _____

BY-LINE: _____

DATeline: _____

WIRE SERVICE: _____

LEAD: _____

EDITOR: _____

DEADLINE: _____

PRESS: _____