Prepare news stories from the reporters' notes below, using the inverted-pyramid arrangement to present the facts in descending order of news value. Use all the facts; do not add any not given here. Begin with a correctly written lead and pay careful attention to paragraphing and making clear transitions from one thought to another.

1. Panel discussion on current events
   Given by students from Miss Dorothy Folsom's American Studies class
   Before members of Centra's Delphian Club
   Last Tuesday after lunch
   Each panel member presented topic
   Followed by questions, comments, criticisms by other panel members
   After presentation of final topic, questions from audience
   Each talk about 7 min.; entire program 1 hr.
   All subjects had been discussed in American Studies classes recently
   Kent Fox, moderator
   Panelists and topics: Rick Comstock—Election reform; Keith Dennis—Soviet education; Bob Nelson—Space exploration; Karen Stevenson—Politics and problems of Caribbean area; Linda Reeder—Problems of Middle East
Day 33

**Topic:** Inverted Pyramid

**Objective:** Students will arrange notes and type a story using the inverted pyramid structure.

**Materials needed:** text, handout (44)

**Outline of activities:**

1. Give assignment and let students work.

**Assignment:**

None.

**Evaluation:**

This activity will show me once again how students work with a deadline.
2. New French and English teacher
Mr. John Mead starts 2nd semester
Replaces Miss Evelyn Jones
She has been here 5 yrs.
Leaving for job in publishing industry
Will work on French textbooks
Says she’ll miss Central High
Mr. Mead is 22
Recent graduate of Northwestern State Teachers’ College
Majored in French
Spent last summer in Paris
Will teach 3 French classes, 2 sophomore English
Day 34
Topic: Inverted Pyramid

Objective: Students will evaluate each other's work and will offer constructive criticism.

Materials needed: text, overhead projector, copies of papers.

Outline of activities:
1. Put 2 stories on overhead (Discuss structure/lead) The names will not appear on the copies.
2. Give students copies of 3 stories and have them evaluate them. (Noting particularly the lead/structure).

Assignment:
- Prepare for news quiz.
- Bring in newspaper article or magazine article to discuss for current events/news day.

Evaluation:
This will be the students' first experience with peer evaluation. This will show me how students react to this responsibility and will begin to introduce them to the idea of editing.
Day 35

**Topic:** Current Events Day

**Objective:** Students will express their awareness of current news events.

**Materials needed:** Clippings of news events.

**Outline of activities:**

1. Give news quiz.
2. Exchange papers to grade.
3. Discuss current events (each student brought in newspaper or magazine article to discuss).

**Assignment:** None.

**Evaluation:**

Students haven't had a news quiz for a couple of weeks. This will show me if they are keeping up on the news. It also will provide a break in book work. Students' participation will be noted.
Day 36

**Topic:** Basic news story patterns

**Objective:** Students will become aware of basic news story patterns.

**Materials needed:** text, examples from local paper

**Outline of activities:**

1. Return all stories (in-class typing that I've graded) and discuss.
2. Return peer graded stories and discuss.
3. Discuss pgs. 142-147.
5. Examine examples from local paper.

**Assignment:**

Handout from workbook-pg. 47 (Assembling composite news stories).

**Evaluation:**

The handout will show me if students understand the concepts discussed in class.
Assembling Composite News Stories

The principles of the inverted-pyramid arrangement apply to the writing of a composite news story as well as to a simple news story. A composite story usually begins with a summary lead, followed by the individual substories in separate paragraphs arranged in accordance with their relative news value.

1. To practice assembling composite news stories, work first with a story about four students—Diane Bell, Gary Merritt, David Turner, and Debby Wilson—who were honored at last week's all-school assembly because of their recent achievements in various contests.

(a) Write a summary lead for the composite story.

(b) Number the body paragraphs in the order in which they should appear after your lead. Be prepared to give your reasons for your decision as to the relative news value of each paragraph.

Gary's essay was entitled "Progress in the Chemical Separation of Sea Water." In it, he explained the current achievements in the drive to obtain suitable irrigation and drinking water from the inexhaustible supply of ocean water.

Gary, a senior, was awarded a $50 savings bond for his entry in an essay contest sponsored by the general planning committee of the Chemical Progress Observance Week.

Diane was named first-place winner in an oratorical contest sponsored by the Knights of Pythias.

Debby's essay will now be forwarded to Washington, D.C., where it will be entered in national competition.

Gary is now eligible to enter area competition. The winner of this contest will receive a $100 savings bond.

An award of $150 was presented to Debby for placing first in the state in the Hire the Physically Handicapped essay contest.

As a result of placing first in the high school, Diane advanced to regional competition, where she received second place and an award of $100.

David is the recipient of a national scholarship to Rutgers University. The scholarship covers tuition, room, and board for four years.

Scholarships of this type are awarded to prospective students who show outstanding qualities of character and leadership, excellence in academic work, and participation in school and community affairs.
Day 37

**Topic:** Basic news story patterns

**Objective:** Students will demonstrate their understanding of a composite news story.

**Materials needed:** text, workbook

**Outline of activities:**

1. Collect assignments.

2. Students will do activity from workbook (p.48).

3. Discuss students' finished leads and orders.

4. Give students the spelling list.

**Assignment:**

None.

**Evaluation:**

Practice will aid students in increasing their ability to arrange elements of a story. Students participation will be noted.
2. The second composite story to be assembled involves four student teachers who have begun their practice teaching sessions at Central High School. They will be at the school for three months.

(a) Write a summary lead for the composite story.

(b) Number the body paragraphs in the order in which they should appear after your lead. Be prepared to give reasons for your decisions.

When asked if he had any comments about Central, Mr. Netherton replied, "I think that the attitude—of both students and teachers—is just great. Really great! I'm sure that Central is going to go a long way."

Included in Mr. Karr's 14-week stay will be student observation, clerical duties, and teaching.

Ms. Myra Hart, a senior at State University, teaches three classes in world history. She is supervised by Ms. Norma Ellis. Ms. Hart plans to further her education and work for her Master's degree.

Mr. Donald Netherton, who is a senior at State University, helps with two classes in government and one eighth-grade history class.

Asked if he likes the local school system, Mr. Karr replied, "Yes. Central is a nice school. The kids are really great. Besides being wonderful people, the teachers are excellent instructors."

Ms. Hart would like to teach world history or geography in Minnesota or Wisconsin. She would also like to assist in athletics.

State University furnishes transportation for the student teachers.

Mr. Netherton's field of interest in teaching is social studies and business education.

Mr. Richard Karr, a senior at State University, is assisting Mrs. Elizabeth Beck with English 9 classes from 8 to 12.

Miss Donna Strant, a junior at State University, teaches two classes in biology each morning at Central. She returns to the university in the afternoons for classes.

Wilbur Junior High has two student teachers and the elementary grades five.
Spelling List-Week 8

baccalaureate
bachelor
ballet
bankruptcy
barricade
basically
beginning
behavior
believable
belligerent
beneficial
benign
biennial
boisterous
boulevard
bouquet
breath (noun)
breathe (verb)
brilliant
broccoli
brochure
bronchitis
bulletin
bureau
business
Day 38

Topic: Composite news story

Objective: Students will demonstrate their ability to combine the notes of 3 stories to write a composite news story.

Materials needed: text, workbook(49)

Outline of activities:
1. Return assignments.
2. Go over spelling list with students.
3. Give students story assignment to be completed by the end of class. (handwritten)

Assignment:
Study for spelling test tomorrow.

Evaluation:
Deadline pressure will be a factor in today's activity. I'll observe the students to see how they are handling the assignment.
Chapter 7

Lesson 24

Writing a Composite News Story

Combine the following three stories, as represented by reporters' notes, into a composite story, using as a connecting element the common interest of these groups in auditorium productions.

Story 1

Stage crew, an elective class
No special requirements except dependability and ability to follow directions
Taught by Ms. Erna Jones, drama teacher
Keep stage orderly, set up and change scenes for all stage productions
Make props and scenery for plays, handle curtains
Louis Tomkins, stage manager this semester
10 other students involved this year

Story 2

Booth crew, an elective class
Students must have had 1 yr. of electric shop
7 now in class
Mr. Stanley Jackson, shop instructor, is teacher
Project motion pictures, slides in auditorium
Handle all lighting for stage
Set up public-address systems in auditorium, elsewhere in school
Replace burned-out light bulbs around school
Work with Mr. Lee Woodward, custodian, on many electrical projects

Story 3

Ushers Club, an extracurricular activity
15 students, supervised by Miss Leona Pratt
Paul Clemens head usher; Joan Shields door supervisor
Usher all evening programs, take tickets at door, give out printed programs
Sometimes design and prepare printed programs
Often serve as hosts at other school activities
Why do they do it? "Personal satisfaction and the chance to see many interesting programs," says Paul.

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Day 39

Topic: Writing the news story

Objective: Students will learn how to construct good newspaper paragraphs.

Materials needed: text, examples from papers, overhead projector

Outline of activities:
1. Return assignment-discuss stories-put a few on the overhead and examine together.
2. Spelling quiz.
3. Discuss newspaper paragraphs (one topic, short, significant words-purpose/reason for these characteristics.).
4. Examine examples from local papers.

Assignment:

   Page 150 Activity 3 (Write out entire story).

   News quiz tomorrow.

Evaluation:
Day 40

**Topic:** Use of direct quotations

**Objective:** Students will learn when and how to use direct quotations.

**Materials needed:** text.

**Outline of activities:**

1. Collect assignment/return spelling quiz.
2. Give news quiz.
3. Discuss editorializing, misquoting, and attribution.

**Assignment:**

None.

**Evaluation:**
Day 41

**Topic:** Putting the news story together

**Objective:** Students will learn the importance of emphasizing the future and explaining the past and will learn when to stop writing.

**Materials needed:** text

**Outline of activities:**

1. Return quizzes.
2. Discuss ideas on pg. 153-156.
3. Divide students in groups of 3 to examine school and area papers to complete activity 5 on pg. 154.
4. Discuss findings with class—each group will select a reporter.

**Assignment:**

None.

**Evaluation:**

I'll walk around the room and observe the group work. Participation will be noted.
Day 42

**Topic**: Reviewing the stories—Inverted Pyramid

**Objective**: Students will demonstrate their ability to construct a good news story by using reporter's notes in the book.

**Materials needed**: text

**Outline of activities**:

1. Students will use the entire period to construct a story using the inverted pyramid structure. (notes—pg. 156—Act. 6 #1)

**Assignment**: None.

**Evaluation**: Students will be graded on structuring the story in the proper format and creating a good lead.
Day 43

**Topic:** Reviewing the stories-chronological

**Objective:** Students will demonstrate their ability to construct a good news story by using reporter's notes in the book.

**Materials needed:** text

**Outline of activities:**

1. Students will use the entire period to construct a story using the chronological order format. (Notes p. 157-Act. 6 #2 a,b).

**Assignment:**

None.

**Evaluation:**

Students will be graded on structuring the story in proper format and creating a good lead.
Day 44

**Topic:** Reviewing the stories-Composite news story

**Objective:** Students will demonstrate their ability to construct a good news story by using reporter's notes in the book.

**Materials needed:** text

**Outline of activities:**

1. Students will use the entire period to construct a story using the composite news story format. (Notes p. 157-Act. 6 #3).

**Assignment:**

Prepare for news quiz. Bring in an article from newspaper or magazine for Current Events Day.

**Evaluation:**

Students will be graded on structuring the story in proper format and creating a good lead.

The past 3 days have placed emphasis on working under pressure and meeting deadlines. It was an approach to aiding the students in disciplining themselves to come in organize their notes and write the story.
Day 45

**Topic:** Current Events Day

**Objective:** Students will express their awareness of current events.

**Materials Needed:** quizzes

**Outline of activities:**
1. News quiz/exchange to grade.
2. Discuss students' current events articles.
3. Play current events game with 2 teams.

**Assignment:**

Unit test will be Tuesday. Begin reviewing over the weekend and prepare questions for review day on Monday.

**Evaluation:**

Today is a break from the heavy writing format of this week. It is a time to increase the students' awareness of news/current events.

Participation will be noted.
Day 46

**Topic:** Review Day

**Objective:** Students will review for the test tomorrow.

**Materials needed:** text, stories

**Outline of activities:**

1. Return 3 stories-discussion if needed.
2. Review period (leads/putting the news story together).

**Assignment:**

Study for the test.

**Evaluation:**

Review questions will aid me in determining where students are unclear about concepts.
Day 47

**Topic:** Test Day—leads/ the story

**Objective:** Students will demonstrate their understanding of the objectives from the past 4 weeks.

**Materials needed:** tests

**Outline of activities:**

1. Students will have the entire class time to take the test.

**Assignment:**

   Read Chapter 8 p. 161-172.

**Evaluation:**

   A second test score will be recorded.
1. Explain and diagram the structure of the inverted pyramid?

2. What are the 5 W's and one H?

3. What is the WOW! element?

4. When should a person stop writing a news story?

5. What is meant by editorializing in a story?

6. What does this symbol mean? -30-

7. What are the requirements for a good newspaper paragraph?

8. Consider the steps for writing a good lead-explain how these steps can help a reporter organize the rest of the story?
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, 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.
Selecting Important Facts for Leads

1. Read the reporters' notes for the three stories that follow. In each story, select only one fact to answer each of the five \( W \) and one \( H \) questions. List them opposite the questions. Be sure you select the really important facts in each story from the many included in the notes. (The "notes" are in the abbreviated form a reporter might use for jotting down information being given by a news source.)

(a) All-school party—Fri., Nov. 15, 7–11 p.m.
Booths to be in gym, cafeteria
Miniature golf, turtle races, hot dogs featured in some booths
Sponsored by student council to raise money for student activities
Admission tickets $1, booth tickets 25¢
Party committee—Jane Anderson, Judy Miller, co-chairs
Student talent show—auditorium, 10 p.m.

(b) Vocations Club visited Inland Steel Co. plant, Indiana Harbor
33 members went Wed., Nov. 13
Inland Steel one of largest steel companies in U.S.
Workers combine coke, limestone, iron ore to make steel
Group saw huge furnaces and rolling mills
Guide outlined job opportunities in steel industry
Return by chartered bus, home at 6:30
Mr. Charles Morrison, club sponsor, in charge of trip

(c) Holiday assembly—boys' gym, Thurs., Dec. 20
7 candidates for Holiday Queen to be presented to student body
Dramatic sketch by drama classes
Chorus, under direction of Mrs. Nancy Anderson, to sing medley of holiday songs
Dick Fallon, head of student assembly committee
Band to feature instrumental holiday music, accompany chorus

Test material:

2. In each of the following leads, the reporter found the important facts but neglected to place the key thought (the most important idea) first. Choose the words that express this essential idea in each lead and underline them.

(a) Bright and early Saturday morning, November 9, members of the Science and Biology Clubs arose to attend the Science-Math Forum at State University.

(b) Mr. James Thurman, director, chose the cast for the senior class play, "Blind Alley," Tuesday, February 26.
(c) Thursday morning, March 7, Dr. Nicasio Petay, born in the Philippines, spoke in assembly on "The Fate of the Far East." Dr. Petay is a noted authority on the Far East.

(d) The date for the annual Fun Night has finally been announced. This event, high point of the year's social activities, will take place March 12.

(e) Band and chorus members paid a visit to Boston February 9. They were invited to Symphony Hall to take part in a special concert presented by student performers.

(f) The English department of Central High School has selected 87 students for special commendation as a result of fine work in English composition last term.

(g) Attention all students! There will be no school Friday, October 28. There will be a meeting for all district teachers at Memorial Auditorium.

(h) The first six-week period of the school year has proven that the school has many fine students. Seven sophomores, two juniors, and three seniors earned all A's, and 37 other students are on the honor roll.

(i) Attention was focused on Miss Mary Lyons as she announced positions to the school newspaper staff at a preschool meeting in the library. Coeditors are to be Jimmy Reese and Donna Noble.

(j) On Saturday, May 13, the school picnic will be held. The student council is happy to announce that, for the first time, students will use the picnic facilities at Memorial Park.
Day 48

**Topic:** The language of newswriting

**Objective:** Students will learn how to improve their writing by following the 8 principles of journalism style.

**Materials needed:** text

**Outline of activities:**
2. Discuss "starting sentences with key thought".
3. Do Activity 1-as a class.
4. Discuss "keeping sentences short and simple".
5. Do Activity 2-as a class.

**Assignment:**

Review spelling words-test Friday.

**Evaluation:**

Participation will be noted.
Spelling List-Week 10

calendar
character
choir
circulation
cliff
coliseum
college
column
columnist
coming
committee
competition
congratulate
consecutive
convention
corps
council
counsel
curriculum
defeat
defense
definitely
development
disappoint
distinguished
Day 49

**Topic:** Language of newswriting

**Objective:** Students will continue to learn how to improve their writing by following the 8 principles of journalism style.

**Materials needed:** text

**Outline of activities:**

1. Return tests/give correct answers and discuss.
2. Discuss "using familiar, definite words".
3. Do Activity 3-as a class.
4. Discuss "stating each idea briefly".
5. Do Activity 4-as a class.
6. Go over spelling list.

**Assignment:**

Study for spelling test.

**Evaluation:**

Participation will be noted.
Day 50

**Topic:** Language of newswriting

**Objective:** Students will continue to learn how to improve their writing by following the 8 principles of journalism style.

**Materials needed:** text

**Outline of activities:**

1. Give spelling quiz/exchange to grade.
2. Discuss "using nouns as modifiers".
3. Do Activity 5- as a class.
4. Discuss "writing with colorful words".
5. Give assignment.

**Assignment:**

Do Activity 6 p. 169.

Examine the story on pg. 168-jot down the colorful and vivid words. Which words are based on sense impressions.

**Evaluation:**

The exercises will demonstrate whether the students are able to recognize and to write in colorful or vivid terms.
Day 51

**Topic**: Language of newswriting

**Objective**: Students will continue to learn how to improve their writing by following the 8 principles of journalism style.

**Materials needed**: text

**Outline of activities**:

1. Discuss the assignments. Have students put sentences from Act. 6 on the board. Examine the story on p.168-have students discuss the colorful and vivid terms used.
2. Share with students a few sentences from "The Open Boat" by Stephen Crane:

   A gull has landed on an open boat:
   "The cook and the correspondent swore darkly at the creature. The captain naturally wished to knock it away with the end of the heavy painter, but he did not dare do it, because anything resembling an emphatic gesture would have capsized this freighted boat..."

   Which words convey impending violence?
   (darkly, creature, knock, heavy, painter, did, not, dare, emphatic, gesture, capsized, freighted, boat)

   "and so, with his open hand, the captain gently and carefully waved the gull away."  Crane—"The Open Boat"

   What feeling is conveyed by these words?  (gentleness)

5. Give assignment.

**Assignment**:

For each sentence, list 5 different verbs that could be used in place of the chosen one.

The groom came down the aisle.

1.
2.
3.
4.
5.
The girl went to the candy store.

The boy on the bicycle went over the cliff.

Evaluation:
The discussion of Crane will demonstrate whether students can recognize the words which "show" instead of "tell." The assignment will demonstrate whether students can choose words which enhance the sentence.
Day 52

**Topic:** Language of newswriting

**Objective:** Students will continue to learn how to improve their writing by following the 8 principles of journalism style.

**Materials needed:** text

**Outline of activities:**
1. Collect assignments.
2. Discuss "making greater use of verbs and verbals".
3. Do Activity 7-as a class.
4. Discuss "including names".
5. Give assignment.

**Assignment:**

Do Activity 8 p. 171 1-10. Rewrite these sentences, using active verbs, concrete details. Try showing rather than telling.

We left for the beach early in the car and arrived by late afternoon.

After the rain, everything in the yard was wet and soggy.

**Evaluation:**

Exercises will demonstrate the students understanding of the concepts.
Day 53

**Topic**: Speaker

**Objective**: Students will continue to learn how to improve their writing by listening to a writer/reporter discuss his/her experiences.

**Materials needed**: equipment for speaker - if needed

**Outline of activities**:
1. Collect assignment.
2. Introduce speaker.
3. Speaker.
4. Question/answer session.

**Assignment**:

Story assignment: Homecoming-2-3 pages- aspects of preparation (the game, the activities, alumni, etc.-angle is up to you). Put everything together in this story-the interview, the lead, the inverted pyramid, and the 8 principles.

**Evaluation**:

The story will show if students can pull everything together effectively.
Day 54

**Topic:** The language of newswriting

**Objective:** Students will demonstrate their ability to use suggested principles to improve writing.

**Materials needed:** handout from workbook (p. 51)

**Outline of activities:**

1. Answer questions concerning assignment due Friday.
2. Give student re-write assignment and have students type it.

**Assignment:**

Study for news quiz.

**Evaluation:**

The in class assignment will show me if students are able to use suggested principles to improve writing.
One step to better "news English" is to state ideas briefly and clearly. Long, involved sentences have no place in newspaper writing. When you see a sentence loaded with adjectives, adverbs, prepositional phrases, and subordinate clauses, you may be sure it is a poor news sentence.

To improve sentences, you may

- Shorten the sentences, making subordinate clauses into separate sentences where feasible.
- Eliminate adjectives and adverbs except those essential to your meaning.
- Use descriptive nouns and colorful verbs to create the desired impression.
- Replace clauses with phrases and phrases with single-word modifiers, such as nouns that modify other nouns.

1. Rewrite the following news story, using the methods suggested above to simplify its complicated sentences.

Changes that have recently been adopted in the voting system at Central High are scheduled to take place on Thursday and Friday of this week, featuring the casting of ballots by pupils, who have already registered to vote, at booths around the campus, each of which will serve an alphabetical segment of the student body.

All the students who registered on May 6 for the purpose of voting will be able to cast their ballots in special voting booths, which will be run by members of the Central High School Knights organization.

Each so-called precinct is to be supplied with a list, in alphabetical order, comprising all the voters who have registered and are thus enabled to cast their ballots at that particular booth, and the names of students who cast their ballots will be checked off at the time they do their voting, thus making possible an accurate tabulation of the votes that are cast.

Each of the candidates for offices in the student body, the four classes, and the athletic league was able to start his or her campaign for office in an important election assembly, which was held during a double period four on Friday, the sixteenth of May, for students from both the junior high and senior high divisions, at which the candidates were introduced for the purpose of acquainting all voters who are registered with the various students who were running for office.

All the ballots that are cast by the voters will be opened and counted by members of the Leadership Club, which is under the supervision of Mrs. Ruth Morris, social studies instructor and sponsor of student activities, with the results to be announced over the public-address system sometime on Friday afternoon.
Day 55

**Topic:** Presenting opinions and facts clearly

**Objective:** Students will learn the importance of reporting fairly and accurately and will learn how to use direct and indirect quotations.

**Materials needed:** text, workbook

**Outline of activities:**

1. News quiz-exchange to grade.
2. Collect stories.
3. Discuss editorializing, direct/indirect quotations, accuracy and completeness-p. 172-177. Review activities with discussion.

**Assignment:**

Workbook-pg. 53 parts 1 and 2.

**Evaluation:**

The homework will exhibit whether students understand the principles presented in today's discussion.
Chapter 8  Lesson 26

Eliminating Editorializing

The personality or opinion of the reporter has no place in a news story. His or her job is to report the facts.

1. Underline each word, phrase, or sentence that offers an example of editorializing. Be careful not to confuse properly used descriptive words, which are obviously the result of the reporter's observation, with opinions. Be prepared to explain why you consider each item you have underlined an example of editorializing.

   Central's excellent band, directed by Mr. Arthur Nichols, is the first ever to represent Midtown in the Band Day at State University Memorial Stadium. This colorful event took place last Saturday afternoon. Your reporter was privileged to make the exciting 100-mile trip with the band.

   During half time of the hard-fought football game between the valiant State University team and the less exciting French City College team, State University's top-ranked marching band gave an exhilarating exhibition of precision marching and toe-tapping music. Following this, 66 high school bands from all over the state played five songs, filling the stadium with loud, if not beautiful, music. These 66 uniformed bands on the field together, circled by their majorettes, made a spectacular array of color and music.

   Central had a 70-piece band, four majorettes, and our wonderful new drum major, Joe Reed, present at this event.

   The band left at 7 a.m. Saturday on two chartered buses, returning that evening at 8:30, tired but filled with delightful memories. The bus trip was noted for its strong feeling of companionship.

   Bob McClure, a graduate of Central in 1983, was on the starting lineup for the football game. A husky guard, he appeared to be everywhere on the field at once, frustrating the opposition with his sneaky tackles.

   You should plan to attend this event if we have the opportunity to take part again next year. Mr. Nichols said that perhaps a chartered bus can be arranged for spectators as well as participants.

2. While editorializing is considered improper in news stories, the opinions and comments of authoritative news sources are highly desirable. Frequent use of direct and indirect quotations adds interest to any story. Obviously, direct quotations may be used only when they have been copied word for word as stated by the news source.

   From the following statement by a news source, prepare a news story, using the lines on the next page. Avoid editorializing but introduce opinion and comment wherever practical. Do not rely solely on quotations. A good “rule of thumb” is to use direct or indirect quotations in every other paragraph.

   Sally Brooks, head cheerleader at Central High, said:

   “This year's cheerleading clinic was held at Washington High School in North City last Saturday. Mr. Lawrence R. Blair was in charge of the clinic. Mr. Blair was a cheerleader at State University for three years and is now sales representative for the A-I Sports Equipment Company. He has been teaching at cheerleading schools for the past seven years.

   “On arriving, we went to the auditorium to meet everyone. Mr. Blair showed us many new cheers. We learned why some cheers were effective and others not and which ones get the most response. Mr. Blair told us where we could obtain cheerleading equipment.

   “After lunch we were taken out on the campus, where we practiced acrobatics, learned new cheers, and reviewed old ones.

   “As Mr. Blair discussed cheers, he spoke of the ‘Go Team’ cheer and how well it was done at Central High. We were proud to be representing a school with such good school spirit.

   “All of us felt we learned a lot at the clinic, and we hope to go again next year.”
Day 56

Topic: Newspaper style

Objective: Students will continue to gain an understanding of newspaper style.

Materials needed: text, AP Stylebook, The Elements of Style

Outline of activities:
1. Return stories/discuss.
2. Go over pg. 177-181.
3. Introduce students to the AP Stylebook and its various sections.
4. Introduce students to The Elements of Style.
5. Introduce students to a high school style sheet from The Mass Media and The School Newspaper.

Assignment:

Prepare questions for press conference with the principal tomorrow. He will be answering questions concerning the shortening of pass periods between classes from 5 minutes to 3 minutes.

Evaluation:

None.
HIGH SCHOOL NEWSPAPER STYLE SHEET

Many otherwise excellent school newspapers are marred by inconsistencies in the use of titles, numbers, capitalization, etc.

Consistency in style is the mark of a well-edited newspaper. Each paper should have a style sheet containing rules that are memorized and carefully observed by all who write for the paper.

To help the staffs of those papers that do not already have a well-worked-out style sheet, this style sheet has been prepared. The staff of each paper, with this sheet as a model, should make whatever changes may be desirable to adjust the style sheet to their school.

General Instructions to Reporters

1. Stress accuracy in all stories. Be sure of the facts before writing them into the story.

2. Verify the spelling of all names used in the story, whether they be the names of teachers, students, or visitors.

3. Verify all dates and all numbers used in the story.

4. Secure all the facts necessary to make a good story. Be thorough in gathering news. Many an otherwise good story has been ruined by the omission of one important fact that the reporter should have secured. Do not hesitate to return to a source of information for additional facts.

5. In reports of meetings, ordinarily play up in the first two or three sentences the events that took place at the meeting rather than the fact that the meeting was held or when it was held or the name of the organization holding the meeting. The same rule would apply to advance stories on meetings that are to be held after the publication of the paper.

6. Be definite and specific. Do not write in this manner: "Several high school students were injured when an automobile turned over near town last week."

   Instead, give definite information: "Four high school students were injured at 3:15 o'clock Friday afternoon when an automobile
in which they were riding turned over on the Manor Road a mile from town. The students were . . . ”

7. Use the active voice instead of the passive except when the person or thing acted upon is of more importance than the agent of action.

8. Do not run the opening sentence of a story into a list of names. Avoid writing a lead such as the following one, which appeared in a high school paper: “The following students have earned a place on the honor roll for the second six weeks of the term: . . .” And then followed a list of names of the students.

Make the first sentence of every story a complete statement: “Twelve seniors and seven juniors earned places on the honor roll for the second six weeks of the term. James Harris, principal, announced Thursday. The students were . . .”

9. Avoid beginning sentences with “It is.” “It was.” “There is.” “There are.” “There was.” or “There were” when “it” and “there” are used merely as substitutes for the real subject. The first part of a sentence in a news story is the most important part and ought to contain some important element.

Poor: There were five persons injured in a two-car collision at First and Colorado streets Thursday at 10:15 a.m.

Better: Five persons were injured in a two-car collision at First and Colorado streets Thursday at 10:15 a.m.

10. In writing a story, express only the facts of the story or the quoted opinion of others. Do not “editorialize” in a news story.


12. Write stories neatly. If you make corrections in your story, make sure the corrections are clear; if necessary, copy the story over rather than submit a story made sloppy by numerous pencil corrections.

Use of Titles

(Note: Among high school newspapers there is a variation in the acceptable use of titles. The rules of style listed below are those most commonly in use: the staff of each school paper should adapt these rules to fit patterns acceptable in the individual school.)

1. Use “Miss” with the names of all unmarried women teachers, other women workers at the school, and other mature women, unless another title is more appropriate. In first reference it is preferable, even in a small school, to use the teacher’s first name as well as the last. For example, at first mention in a story write: Miss Mary Jones. For succeeding mentions of the teacher in the story write: Miss Jones. (Many of the professional newspapers have now adopted the use of “Ms.” in reference to mature women, whether married or single. Your school newspaper staff may prefer this title to “Mrs.” or “Miss.”)

2. Do not use “Miss” or “Mr.” in the first mention of a girl student or a boy student: use the student’s first name and last name. In further reference to a student in the story, use only the first name unless more than one student with the same first name is mentioned in the story. Commonly known nicknames may be acceptable in place of the first names of students in feature stories.

3. In first reference to mature men, use “Mr.” with the name and last name, unless another title such as “Dr.” or “Superintendent” or “Sergeant” is more appropriate. In further references to a mature male in the same story, use the appropriate title and the last name.

5. Always capitalize a title when it precedes a name: Superintendent Canfield.
Do not capitalize titles that follow the name: P. T. Canfield, superintendent of schools.

6. In reference to a pastor, use at first mention the form, "the Rev. J. L. McDougal."
On second or succeeding references, use "the Rev. Mr. McDougal" or "Dr. McDougal" or simply "Mr. McDougal." In reference to officials of the Episcopal Church and the Catholic Church, use whatever title they prefer.

7. Upon first mention of a person in a story, unless that person's position in the school or the community is very well known, it is best to follow the name with a short descriptive phrase or title that will identify the person:
Example: Herman Adams, president of the Senior Class, etc.
Mr. John Hudson, who has served for fifteen years as custodian in this high school, etc.
Mary Kimball, sophomore, was hurt when . . . etc.

8. Use the title "Mrs." before the name of a married woman, unless another title is more appropriate. (For example, a woman judge or an officer in the military may prefer a title related to the position. Some married women may prefer "Ms."

9. Avoid using a single initial; use both initials or the first name:
Write: A. J. Logan, or Albert Logan.
Do not write: A. Logan.

Spelling

1. Avoid all abbreviations except a few standard ones that are understood by the average reader of your paper. Draw up a list of all abbreviations that are acceptable in your paper, and post this list where copyreaders and reporters will always find it available. Abide by the list and accept no other abbreviations.

2. Always spell out the names of days of the week.

3. In giving an exact date, spell out the names of months that have less than five letters; abbreviate the names of months spelled with five letters or more. (Examples: June 15 and Nov. 10. When the name of the month stands alone without a day, spell it out:

4. The following titles may be abbreviated: "Mr.," "Dr.," "Mrs.," "Ms.," "Messrs.," and "the Rev." In news stories always use "the" before "Rev." when the abbreviation precedes a proper name: the Rev. J. L. Smith.

5. Spell out "fort.," "port.," and "mount.;" Fort Smith, Port Arthur, Mount Vernon.

6. Spell out the names of states, whether or not they follow the name of a town: Chicago, Illinois.

7. Spell out all Christian names such as "John," "George," "Charles," instead of using abbreviations.

8. Spell out "street," "avenue," when used with the name of the street: Ninth Street.

Quotations

1. Quote (i.e., use quotation marks for) the names of books, short stories, plays, songs, television programs, poems, motion pictures, and operas; also capitalize the first word and other important words in the title.

2. Do not quote the names of newspapers or magazines or yearbooks; the titles of pictures, statues, or other works of art; the names of ships; the names of horses, dogs, or other animals; the nicknames of students when used in feature stories or sports stories (nick-
names should seldom be used in straight news stories).

3. Repeat the quotation marks at the beginning of each paragraph in a story where a quotation from one person or book runs from one paragraph into the next; do not put quotation marks at the end of a paragraph until the end of the whole quotation is reached.

4. In general, place the comma and the period inside the quotation marks, whether the comma or the period belongs to the whole sentence or to the part quoted.

Formerly, the comma and the period were placed either inside the quotation marks or outside in accordance with the meaning of the sentence. Modern usage has decreed that, regardless of the meaning, these two marks go inside: and the standard works of English composition, such as Woolley and Scott's New Handbook of Composition, teach this usage.

Example: "I am going home," he said.

The Junior Class went to see "My Fair Lady.

Mary Jones sang "Old Black Joe," and then John Smith played "In Old Vienna.

5. Place the question mark or the exclamation point inside the quotations if the mark of punctuation belongs to the material included within the quotation marks: if it belongs to the entire sentence rather than to the part quoted, then place the mark outside the quotations.

Example: Have you seen "The Deer Hunter"? He asked. "Have you been to town?"

6. When a semicolon or a colon comes at the end of quoted matter, the mark of punctuation always goes outside the quotation marks.

Use of Numbers

Note: For each newspaper there must be some point set as the dividing line between numbers that shall be written with figures and those that shall be spelled out. Some newspapers choose 10 as this point; others prefer 100; some select 50. It makes little difference which point is selected by your paper. The important thing is that a definite point be chosen, whatever that point may be, and that your reporters and other staff members abide consistently by that dividing line. We have selected 10 as the dividing line. If you prefer some other number, substitute the number you prefer wherever you find 10 mentioned in the following rules.)

1. Never begin a sentence with a figure. (Note difference in meaning between figure and number.) If the number is the most important element in the sentence, then begin the sentence with the number, but spell it out.

Example: Ninety-three persons were drowned.

In the flood 93 persons were drowned.

None of the following rules are intended to set aside this rule.

2. Spell out numbers less than 10 except:

a. In giving the hour of the day:

Write: 8 o'clock, 7:30 o'clock; or 8 p.m., 7:30 a.m.

Do not write: eight o'clock (except at the beginning of a sentence).

Never use ciphers when giving an exact hour:

Do not write: 8:00 o'clock

Instead, write: 8 o'clock or 8 p.m. or 8 a.m.

b. In the statement of a definite sum of money:

Write: $5.

Do not write: five dollars (except at the beginning of a sentence).

Do not use ciphers to show an even amount of dollars with no cents: omit the ciphers: $6.
To express a sum of money less than $1, use figures and the word, "cents": 10 cents.

In the statement of ages: always use figures, except when the age comes at the beginning of a sentence.

Example: He was 7 years old.

In stating the days of the month:

Write: Jan. 5.

Never use "th" "rd," "nd," and similar expressions after a date.

Do not write: Jan. 5th.

In expressing dimensions and measurements in which two or more units of measurement are mentioned:

Example: He drove the distance in 5 hours, 20 minutes, 15 seconds.
The closet is 9 feet by 15 feet.

In expressing a series of numbers, some of which are more than 10 and some of which are less, it is preferable to use figures for all of the numbers.

Example: From his pockets he drew forth 4 nails, 3 rusty pocketknives, 28 soiled name cards, and 5 pieces of string.

In the use of percentages and degrees:

Example: The interest charged was 8 percent.
The thermometer registered 5 degrees above zero.

In statistical or technical matter.

3. Spell out approximate numbers: "Approximately one hundred persons were present at the banquet."
   But use figures for sums of money, even when these sums are approximate: "Approximately $100 was collected."

4. Spell out numbers of centuries: Twentieth Century.

5. Use figures for sessions of Congress and of the legislature: 47th Congress; 142nd Legislature.

6. Use figures for numbers of military bodies: 121st Infantry.

7. Spell out numbers of political divisions: Fourth Ward.

8. Use figures for all numbers of ten or more the usage of which is not governed by one of the preceding rules.

Examples: 19th Street, Fifth Street.

Capitalization

Capitalize:

1. The names of days of the week.

2. The names of months.

3. The names of centuries: Tenth Century; Nineteenth Century.

4. All proper names of persons, animals, objects, or places: John Smith, Numa the Lion, Kilauea Volcano, Yellowstone Park.

5. All titles when they precede the name: Superintendent John Boles; Captain Buddy Rogers.

Do not capitalize any title when it follows the name: Henry Macon, superintendent of the Fort Worth Public Schools; Mary Conner, editor of the Bluejacket; Charles Robinson, president of the Spanish Club, etc.

6. The names of streets, avenues, and boulevards: Fifth Street, Vickery Boulevard, 75th Street.

   Capitalize the word, "street," "avenue," or "boulevard," as above, except when the reference is plural: At the corner of Fifth and Madison streets.

7. The first word of a sentence, the first word
of a complete line of poetry, and generally the first word after a colon if the material that follows the colon is an independent clause.

8. The principal words in the titles of books, plays, lectures, stories, etc., and the first word in such titles. Capitalize in such titles prepositions of more than four letters: "The Man Without a Country"; "The Man with the Hoe."

9. The exact name of any club, association, fraternity, sorority, organization, school bureau, library or branch library, school, church, company, society, league, union, scholastic organization, corporation, mine, mill, and bank:

First Methodist Church
Girl Reserves
Press Club
Board of Education
Board of Trustees
Scholastic Press Association
Teachers Institute
Pep Squad
Students Association
Des Moines Public Schools
Parent-Teachers Association

Make sure that the exact title of each organization is used on first reference to that organization in the story. Do not write "Quill and Scroll Association" if the exact title is "Quill and Scroll Society." If the second or succeeding references to an organization are general and do not make use of the exact title, do not capitalize. For example, if in the first paragraph of a story reference is made to "Quill and Scroll Society," capitalize; but if in the next paragraph the story states, "The society, etc.," do not capitalize "society."

10. References to specific courses: History I, Commercial Law, etc. Do not capitalize a general reference to a broad subject, as in: He specializes in the study of history, mathematics, and chemistry. (Exception: when the academic subject comes from a proper noun. Example: He enjoyed his studies in Spanish.)

11. References to one of the four classes of students, when the word "class" is used; do not capitalize when the word "class" is not used:

Example: "The Sophomore Class will hold a picnic."
"The sophomores will hold a picnic."

12. References to school buildings or other buildings when the official name of the building is used: Crane High School; Kansas City High School Gymnasium (when a separate building); City Hall; County Courthouse; Amicable Building (in reference to an office building).


In general do not capitalize references to other rooms within the school building: high school auditorium, cafeteria, manual training room, assembly hall, locker room, etc.


15. Names of holidays and special weeks: Armistice Day, Thanksgiving Day, Good Friday, Education Week, Book Week, etc.

16. Names of races and nationalities: Indian, Chinese, Caucasian, etc.

17. Names of football teams and other athletic clubs: the Panthers, the Yellow Jackets, etc.

18. References to the Bible or books of the Bible or the Deity.

19. References to sessions of Congress or the Legislature, to military bodies, and to political divisions:

25th Congress
135th State Legislature
95th Cavalry
Fifth Precinct
To aid in building this style sheet in regard to capitalization and proper spelling, the editor of each paper should compile a list of names, properly capitalized, of the following:

Departments and other divisions of the school.
Offices of the school.
Clubs and other student organizations.
Faculty organizations.
Buildings of the school.
Buildings of the community mentioned frequently in the paper.
Important rooms in the school.
Exhibits and displays.
Student committees and councils.
Faculty committees and councils.

Use of Punctuation

(Note: Review "Quotations" for rules regarding use of punctuation with quotation marks. Only the more common usages of punctuation marks are considered in these rules.)

1. Use a comma as described below:
   a. To set off a proper name used in direct address:

   Example: “You will get good grades, Ralph Perkins, when you earn them.”

   b. To set off a title when it follows a name.

   Example: Mr. Clifford Horton, chief of police, will retire on August 1.

   c. To set off appositives—identifying or descriptive words or phrases following a noun:

   Example: The Senior Class vacationed in Hawaii, the land of eternal summer. Accompanying the class was their geography teacher, Miss Emily Hitchcock.

   d. To separate units in a geographical location or date, when expressed as follows:

   Examples: The University of California is located at Berkeley, California.

   He arrived home after his trip from Asia on Wednesday, June 13, 1976.

   e. Generally, to set off a dependent clause that comes at the beginning of a sentence:

   Example: When the clock strikes twelve, the noon-hour bells will ring.

   f. To set apart elements in a series, including use of a comma before and in separating the last two elements in the series.

   Example: In the fruit basket were two oranges, three apples, and a dozen bananas.

   (Note: Under pressure of common usage, some publications have established the practice of omitting the comma before and. Adapt this style sheet rule to fit the practice accepted for your publication.)

   g. When two adjectives modify the same noun, they should be set apart by a comma if they are coordinate in thought.

   Example: Malcolm proved to be a hardworking, conscientious student.

   h. To set apart a nonrestrictive clause:

   Example: She confided her critical problems to Elvira Preston, who is known to be a helpful counselor.

   The old Municipal Auditorium, which is to be demolished next week, was constructed during World War I.

   i. To indicate separation between any sentence elements that might be misinterpreted if read together without punctuation.

   Example: Mr. Silver moved to Clairvale in 1945. Ever since, he has been running his own business.

   Outside, the house appeared sturdy and strong. Inside, the walls were crumbling.

2. Use a semicolon as described below:

   a. Between clauses of a compound sentence
that are joined by however, nevertheless, moreover, accordingly, in fact, otherwise, and therefore.

**Examples:** Millions of dollars have been spent on fertilizing the vast farmlands in the valley; however, fertilizing, apparently, has done nothing to increase the yield of corn per acre.

In the last two years, television movies have steadily decreased the portrayal of violence; moreover, paperback novels on the best seller lists have also demonstrated that public taste is turning away from violence.

b. Ordinarily, to separate two clauses of a compound sentence joined by and when the clauses are internally punctuated by commas.

**Example:** Members of the audience, children as well as adults, will be given a free illustrated booklet; and this booklet will contain a list of toys representing characters in the play.

c. To separate elements in a series when one or more of those elements are internally punctuated by commas.

**Example:** Students serving on the committee are Helen Marks, sophomore; John Naylor, junior; and Naomi Yates, freshman.

3. Use a period as described below:

a. After a complete declarative or imperative sentence.

**Example:** The first regularly issued newspaper to be printed in the British colonies in America was the *Boston News Letter*.

b. After elements in most abbreviations.

**Examples:** Ph.D. degree, M.D., Mr., Mrs.

But do not use the period after initials that stand for well-known organizations, companies, sports teams, government services.

**Example:** IRS, CBS, HEW, YMCA, FCC, and many of the youth organizations well known to high school students. (Make a list of the organizations for which your publication prefers initials to the spelled-out name.)

4. Use a colon as described below:

a. After a word, phrase, or sentence introducing a list or a long quotation or a summary of statements.

**Examples:** Included in the will was a list of the assets of the corporation, as follows: following is a list of various properties.

(Note the use of colons throughout this Style Sheet.)

5. Use a question mark as described below:

a. To mark the end of a direct inquiry, but not at the end of an indirect question.

**Example:** He asked, "Where did the man go?"

He asked where the man went.

b. To follow a word or phrase intended as an inquiry.

**Example:** The teacher was sure that something could be done to stimulate the interest of her students in their class. But what?
Day 57

**Topic:** Press Conference

**Objective:** Students will demonstrate their ability to utilize concepts learned in the course, especially the techniques of asking questions.

**Materials needed:** None

**Outline of activities:**

1. Give students spelling list.
2. Press Conference with principal.
3. If time allows, students should begin organizing their notes and writing.

**Assignment:**

Write a 2-3 page story based upon today's press conference.

Due Tomorrow!

**Evaluation:**

I'll note the questions students ask and will evaluate their stories primarily on the successful use of concepts discussed in class.
Spelling List-Week 12

edition
eligible
embarrassed
emphasize
enrollment
ensemble
entertain
environment
error
escort
except
existence
experience
faculty
familiar
February
finally
foreign
formally
formerly
fourth
government
graduate
grammar
gratuitous
Day 58

**Topic:** Reviewing the basics of English grammar

**Objectives:** Students will demonstrate their knowledge of the basics of English grammar through review exercises.

**Materials needed:** exercises, overhead projector for showing answers.

**Outline of activities:**

1. Review spelling list with students.
2. Collect story.
3. Explain that the next couple of days will involve extensive work with grammar. Journalists must understand and be able to use proper grammar. Give exercise on nouns and pronouns and verbs.

**Assignment:**

Study for spelling quiz.

**Evaluation:**

The review exercises will show me the students understanding of basic grammar rules and will allow me to see where additional work is needed.
NOUNS AND PRONOUNS

Mark out the incorrect form of the pronoun.

1. Joe, Paul and (me, I) are going to St. Louis next week.
2. I thought that you, (he, him) and (she, her) would work more.
3. The woman in the car was thought to be (I, me).
4. (She, Her) who wins the contest will receive the certificate.
5. The suspect said that it was not (she, her) who committed the crime.
6. The guilty persons, (she, her) and (he, him), confessed readily.
7. Did you enjoy (him, his) playing the guitar?
8. Give the report to (whoever, whomever) comes to the door.
9. Ask (whoever, whomever) you will. the answer is still the same.
10. I talked to the winners, (he, him) and (she, her).
11. It most certainly was not (he, him) or (I, me).
12. Award the certificate to (whoever, whomever) you believe to be deserving.
13. John Smith is 100; can you imagine (his, him) jogging?
14. The dean asked the chairman and (I, me) to come to his office.
15. He thought the young woman in the last row to be (I, me).
16. Don’t you recall (him, his) asking us to do this?
17. No one recalls (who, whom) she said should work first.
18. (Who, Whom) did he say called him last night?
19. They have no objections to (you, your) going with them.
20. Both John Warren and (she, her) enjoyed the (instructor, instructor’s) laughing at the remark.
21. Award the prize to (whoever, whomever) asks for it.
22. Award the prize to (whoever, whomever) she says should receive it.
23. The managing editor is making (we, us) writers a set of instructions.
24. (We, Us) early arrivals will have first choice of assignments.
25. Can you imagine (me, my) doing such a foolish thing?
26. Neither (he, him) nor his brothers are so short as (I, me).
27. The reporters were asked to meet (he, him) and (she, her) at the airport.
28. Was it (she, her) and (he, him)?
29. No one enjoyed (his, him) talking on that subject.
30. It is not (I, me) who am needed; it is (she, her).
VERBS

Mark out the incorrect form within the parentheses.

1. The reporter spent her day off just (lying, laying) about the apartment.
2. He (lay, laid) the book on the desk.
3. She had (laid, lain) the report on the table.
4. John (lay, laid) down on the couch.
5. I saw your stylebook (lying, laying) on the desk.
6. The woman had just (lain, laid) down when the baby cried.
7. The doctor was (lying, laying) on the beach.
8. The writer (laid, lay) the story aside and answered the telephone.
9. The old dog likes to (lie, lay) in the shade.
10. The woman shouldn’t have (lain, laid) in the sun so long.
11. The oil (lays, lies) near the surface.
12. The youngster’s clothes were (lying, laying) about the house.
13. The nurse has been (sitting, setting) with the patient.
14. Police said the suspect just (set, sat) still.
15. The candidate decided to (set, sit) quietly and await the results of the vote.
16. Two children (setting, sitting) in the back seat of the car were not hurt.
17. The boy was told not to (sit, set) on the table.
18. The ushers (set, sat) extra chairs in the aisles.
19. The utility company (sat, set) the poles in concrete.
20. Fifty students (set, sat) waiting for the test to begin.
21. The children are (sitting, setting) in the trees.
22. The printers are (sitting, setting) type for the special section.
23. As a hospital volunteer, he often (sets, sits) up late with a patient.
24. If you (sit, set) on that chair, you may fall on the floor.
25. The Colorado River has been (rising, raising) all week.
26. The effect of the OPEC vote was to (rise, raise) oil prices again.
27. The players’ hopes (raised, rose) and fell during the last quarter.
28. If gasoline prices (raise, rise) any higher, we shall have to sell the automobile.
29. The sun (raises, rises) at about 6 o’clock.
30. The cost of living is (raising, rising) rapidly.
32. The crew (raised, rose) the stage 5 feet.
33. The caller said he saw smoke (raising, rising) from the old building.
34. With its extra passenger, the helicopter would not (rise, raise).
35. According to market reports, stocks have been (raising, rising) rapidly.
36. The mayor expected his decision to quit as chairman of the committee and (accepted, excepted) his letter of resignation.
37. Did the reporter (lose, loose) all his keys?
38. Please (lend, loan) me your grammar book.
39. The noise from the construction project (aggravates, annoys, irritates) the students.
40. Some find that certain foods (aggravate, annoy, irritate) the skin.
Day 59

**Topic:** Reviewing the basics of English grammar

**Objective:** Students will demonstrate their knowledge of the basics of English grammar through review exercises.

**Materials needed:** exercises, overhead projector

**Outline of activities:**

1. Give spelling quiz/exchange to grade.
2. Give students exercises on adjectives and adverbs and prepositions.

**Assignment:**

No news quiz tomorrow.

**Evaluation:**

Again, the review exercises will show me the students understanding of basic grammar rules and will allow me to see where additional work is needed.
ADJECTIVES AND ADVERBS

Mark out the incorrect form within the parentheses.

1. Neither the mayor nor (he, him) (seem, seems) (happy, happily).
2. The landlord looked (angry, angrily) at Smith and (I, me).
3. The player looks (bad, badly) because of his injury.
4. Each woman (look, looks) (beautiful, beautifully) wearing (her, their) new outfit.
5. This drink tastes (sour, sourly) to (she, her) and (I, me).
6. From where we were working, the train’s whistle sounded (loud, loudly).
7. The flowers (smell, smells) (sweet, sweetly) to (he, him).
8. The cook was told to cook the meat (tender, tenderly) so that it would taste (good, well).
9. The teacher in carpentry told (we, us) students to make a piece of furniture (strong, strongly).
10. (His, Him) taking another job (make, makes) (we, us) journalists feel (sad, sadly).
11. Boil the eggs (hard, hardly) while (she, her) sets the table.
12. Mary looked (happy, happily) because I believed (she, her).
13. The engine runs (smooth, smoothly) because (she, her) and (I, me) repaired it.
14. While Smith and (I, me) (was, were) camping, the thunder sounded (loud, loudly).
15. The editor looked (proud, proudly) as the panel honored both (she, her) and (he, him).
16. Each of the graduate students (is, are) (happy, happily) about passing (his, their) comprehensive examinations.
17. The soldier (seem, seems) (happy, happily) to return to the United States.
18. She (doesn’t have but, has but) one television set.
19. (This, These) kind of apples is worth the price.
20. Bill is the (older, oldest) of the two students.
21. The teacher chose a (real, really) fine day for the trip.
22. The disc jockey has (a lot of, many) albums.
23. To publish a (more perfect, perfect) paper, we must work together.
24. Does he feel (sure, surely) that the reporter will keep his word?
25. (Sure, Surely) he feels that the reporter will keep his word.
26. The injured player feels (some, somewhat) better now.
27. The city editor (cannot help but laugh, cannot help laughing) when she recalls what the official said.
28. The news department (only has, has only) one video display terminal in operation.
29. See whether the reporter has (most, almost) completed the story.
30. The sportswriter said he has (quite a few, a number of) sources.
31. The copy editor edited the story (other, otherwise) than she was instructed.
32. Make the pizza crust (crisp, crisply).
33. The workers complained of feeling (poor, poorly).
34. The band played (poor, poorly) during halftime.
35. The children went to bed, but they (never, did not) (sleep, slept).
36. The new reporter is younger than (anyone, anyone else) on the staff.
37. The president looked (happy, happily) at his family as he took the oath of office.
38. The coach watched (proud, proudly) as his team received the trophy.
39. She (seldom ever, rarely) uses her bicycle.
40. The chief spoke (harsh, harshly) to the delinquent officers.
41. While camping, the group's supplies ran (low, lowly).
42. He is the most able of (any other, all) reporters on the newspaper staff.
43. The collector has stamps from (most, almost) all nations.
44. The managing editor seemed (rather, sort of) disgusted with the photography staff.
45. (Sure, Surely) the photographer was pleased to receive the honor.
46. The football players slept (sound, soundly) after the trip.
47. Prepare the steaks (rare, rarely) for Paula and (he, him).
48. Usually, the committee meetings are (real, really) dull.
49. The instructor looked (hopeful, hopefully) at the student.
50. A person should drive (careful, carefully).
PREPOSITIONS

Provide the correct preposition in each sentence. In some cases there may be more than one correct choice.

1. The sailors were told to go to __________ the ship.
2. The reporter was initiated __________ the professional society.
3. The kangaroo is peculiar __________ Australia.
4. The soldiers had to contend __________ the problem of low morale.
5. The newspaper's survey compared the features of foreign automobiles __________ the features of American automobiles.
6. The new police reporter was frightened __________ the idea of writing about organized crime.
7. Each player must adhere __________ the rules.
8. The finder of the lost billfold was rewarded __________ cash.
9. They can subscribe __________ more than one daily newspaper.
10. The reporter lives __________ Springfield __________ Providence Road.
11. The patient died __________ Legionnaire's disease.
12. The waiter was told to wait __________ three tables.
13. Mary Brown now lives __________ an apartment.
14. The car collided __________ the truck.
15. She wrote the story in accordance __________ the editor's instructions.
16. The editor spoke for 30 minutes __________ the new copyeditor.
17. Every student should listen attentively __________ the professor.
18. The streets run parallel __________ the city park.
19. The reporter was told not to meddle __________ matters of the city department.
20. Two committee members abstained __________ voting on the proposal.
21. Antonio Valdez prefers living on campus __________ living off campus.
22. Each reporter should concentrate __________ his or her work.
23. The story is almost free __________ style errors.
24. Friends confide __________ each other.
25. The writer was reluctant to part __________ the old typewriter.
26. Some people are not allergic __________ poison ivy.
27. Seniors dislike parting __________ classmates.
28. The reporter's work compares favorably __________ the work of another writer.
29. The managing editor told the reporter to try __________ complete the story before deadline.
30. The feature writer was disappointed not getting the story.
31. The elderly man was accompanied a hospital volunteer.
32. The officer’s car was parked parallel the other cars.
33. The news editor looked while the repairman fixed the machine.
34. The commentator is careless his appearance.
35. The news operation is independent the advertising department.
36. According the fire chief, the blaze could have been prevented.
37. In that sentence, the pronoun he is the antecedent John Brown.
38. The car is parked the house near the back door.
39. The train’s passengers were deaf the elderly woman’s pleas for medical help.
40. The editor asked the reporter, “What do you infer the mayor’s comments?”
41. The copyeditor was told to substitute the second lead the first lead.
42. The reporter is capable writing the story.
43. The Police Department will keep the protesters marching.
44. The jury did not agree a verdict.
45. Mayor Smith said her aide is one whom she can confide.
46. American automobiles vary sizes.
47. The photographer was told to wait the reporter the newspaper’s state bureau.
48. The striking truck drivers will issue a protest the president’s plan.
49. The president will speak a joint session of Congress.
50. The professor arrived prior the students.
Day 60

**Topic:** Reviewing the basics of English grammar

**Objective:** Students will demonstrate their knowledge of the basics of English grammar through review exercises.

**Materials needed:** exercises and overhead projector

**Outline of activities:**

1. Return stories and discuss.
2. Give students exercises on subject-verb agreement and pronoun-antecedent agreement.

**Assignment:**

Story assignment: Write a 2-3 page news story (inverted pyramid) about the school's Halloween masquerade party this Saturday. Incorporate as many of the principles from Ch. 8 as you can. Proof read your story after writing, checking for proper use of basic grammar.

**Evaluation:**

Again, the review exercises will show me the students understanding of basic grammar rules and will allow me to see where additional work is needed. The story will give students the opportunity to demonstrate their ability in putting all the parts together to form a good story.
SUBJECT-VERB AGREEMENT

Mark out the incorrect form within the parentheses.

1. Smith, as well as Jones and (we, us), (was, were) late today.
2. Neither the chairman nor (she, her) (was, were) able to go to Washington.
3. (Has, Have) either Carter or (she, her) studied Latin?
4. Here (come, comes) the mayor and (they, them).
5. The editor and (I, me) thought it to be the coach and (she, her); however, neither (was, were) there.
6. (Was, Were) you and (she, her) in the restaurant when the reporter and (he, him) called?
7. Every one of the players (was, were) at the airport to meet Johnson and (I, me).
8. There (is, are) Hamilton and Fitzgerald, as well as (she, her), talking with the dean and (he, him).
9. (Has, Have) her sister and (he, him) decided to go with you, (she, her) and (they, them)?
10. The chairman, as well as the professors, (is, are) kind to Steve and (I, me).
11. Taylor, Jones and (I, me) (is, are) the committee.
12. A number of the members (has, have) visited Mary and (I, me).
13. Neither the chairman nor the professors (advise, advises) you and (I, me) to study Spanish next semester.
14. You, not (he, him), (is, are) the one (who, whom) the editor called.
15. Neither Joseph Watkins nor his son (was, were) able to assist (we, us) writers.
16. Susan, together with the rest of (we, us) juniors, (was, were) in Kansas, City, Mo., last weekend.
17. Every girl and boy (is, are) responsible to the teacher.
18. The jury (has, have) agreed upon a verdict.
19. The media (is, are) invited to the meeting.
20. Biscuits and gravy (is, are) on the menu.
21. Five percent of the workers (is, are) absent.
22. The number of persons present (is, are) large.
23. Five miles (is, are) a long distance to jog for someone (who, whom) you know to be unable to jog far.
24. The team (is, are) unable to reach a decision.
25. He is one of those persons (who, whom) (is, are) always late for class.
26. Many a one (has, have) been disappointed by another in (who, whom) he placed trust.
27. “Seven Beauties” (is, are) usually enjoyed by all (who, whom) understand Italian.
28. Magazines or books (is, are) an appropriate gift for (we, us) students.
29. Three fourths of the paper (has, have) been saved.
30. You and (she, her) (is, are) accountable to someone in authority.
31. Do you think $150 (is, are) too much for each of these speakers?
32. Here (come, comes) the reporters (who, whom) you wish to hire.
33. The team (is, are) going to Little Rock.
34. Steak and eggs (is, are) one of his favorite dishes.
35. This is one of those magazines that (is, are) popular with journalists (who, whom) you believe (is, are) well informed.
36. That she writes no better than (we, us) (is, are) an accepted truth.
37. Each graduate and undergraduate (is, are) insistent upon talking to an adviser (who, whom) the chairman believes can answer important questions.
38. That you were thought to be (he, him) (is, are) hard to prove.
39. Where (is, are) those students (who, whom) you called?
40. Today’s news (is, are) important to the advertising department.
41. Not only (she, her) but also (he, him) (think, thinks) that you should be the winner.
42. The committee (has, have) gone to Milwaukee.
43. Ham and cheese (is, are) his favorite sandwich.
44. Neither the reporter nor the editors (has, have) studied metaphysics.
45. He, not his brothers, (is, are) attending classes at the University of Rhode Island.
46. Each of the 20 reporters (was, were) at the staff party.
47. Each member of the class (is, are) to receive a grade.
48. The woman (who, whom) you saw talking to the editor (was, were) (she, her) (who, whom) you have long respected.
49. Three students — you, (he, him) and (she, her) — were named.
50. The panel (is, are) Smith, Jones, Roberts, and Brown.
PRONOUN-ANTECEDENT AGREEMENT

Mark out the incorrect form within the parentheses.

1. Every reporter and copyeditor (was, were) asked to give (his, their) aid to the special section.
2. Jacobs, as well as (we, us), (has, have) given (his, their) share.
3. Every one of you (is, are) responsible for (his, your, their) own copy.
4. Each writer must do (his, their) share.
5. No one wants to lose (his, their) books.
6. Not one of the clerks (has, have) had to decrease (his, their) work.
7. The students (has, have) lost (his, their) books.
8. Neither Taylor nor Ms. Blackman could find (his, her, their) books.
9. The police chief, as well as the officers, (was, were) willing to do (her, their) work.
10. No woman or man should praise (himself, themselves) too highly.
11. Everybody who seeks the job must send (his, their) résumé.
12. The panel (is, are) divided in (its, their) decision.
13. Not one of the reporters (think, thinks) that (he, him) can complete the story.
14. Every newspaper and magazine (has, have) (its, their) influence.
15. Each of the writers (has, have) put forth (his, their) best.
16. All persons should take care of (his, their) business.
17. Each person should take care of (his, their) business.
18. Either Brown or Smith will lend you (his, their) notes.
19. If anyone asks for me, tell (him, them) to call tomorrow.
20. Not one of the club members (is, are) doing (his, their) part.
21. No social worker cares to see (his, their) clients mistreated.
22. The man, as well as his brothers, (was, were) prepared to do (his, their) assignment.
23. Either Hancock or Ms. Reaves will offer you (his, her, their) advice.
24. Each of the scouts (has, have) completed (his, their) merit badge requirements.
25. The committee (is, are) not divided in (its, their) recommendation.
Day 61

**Topic**: Grammar rules

**Objective**: Students will review the basic grammar rules.

**Materials needed**: grammar books

**Outline of activities**:

1. Collect stories.
2. Spend class time discussing grammar exercises from past 3 days. Review rules.
3. Stress the importance of using proper grammar. Lends to credibility.
4. Question session.

**Assignment**:

Review notes and exercises for grammar quiz tomorrow.

**Evaluation**:

The quiz will provide students the opportunity to demonstrate their ability to choose the proper forms.
Day 62

**Topic**: Correct Style

**Objective**: Students will learn how to use the style sheet/stylebook to correct style errors.

**Materials needed**: workbook, text, AP Stylebook

**Outline of activities**:
1. Give grammar quiz.
2. Students will work on exercises from the workbook and prepare to discuss them.

**Assignment**:

Complete lesson 30 and 31 in workbook. (15 min. will be given at the beginning of class to complete the exercises if needed)

**Evaluation**:

These exercises will familiarize students with the style sheet/stylebook and will show me if they can use reference materials provided for them.
PREPOSITIONS
Provide the correct preposition in each sentence.

1. The reporter was initiated _________ the professional society.
2. The kangaroo is peculiar _________ Australia.
3. The soldiers had to contend _________ the problem of low morale.
4. The new police reporter was frightened _________ the idea of writing about organized crime.
5. The finder of the lost billfold was rewarded _________ cash.
6. The waiter was told to wait _________ three tables.
7. She wrote the story in accordance _________ the editor's instructions.
8. Two committee members abstained _________ voting on the proposal.
9. The managing editor told the reporter to try _________ complete the story before deadline.
10. The elderly man was accompanied _________ a hospital volunteer.

NOUNS AND PRONOUNS
Mark out the incorrect form within the parentheses.

1. Joe, Paul and (me, I) are going to Detroit next week.
2. I thought that you, (he, him) and (she, her) would work more.
3. The woman in the car was thought to be (I, me).
4. (She, Her) who wins the contest will receive the certificate.
5. Did you enjoy (him, his) playing the guitar?
6. Give the report to (whoever, whomever) comes to the door.
7. No one recalls (who, whom) she said should work first.
8. They have no objections to (you, your) going with them.
9. Yes, it was (they, them) about (who, whom) I was speaking.
10. It was (we, us) staff writers (who, whom) you saw.

SUBJECT-VERB AGREEMENT
Mark out the incorrect form within the parentheses.

1. Smith, as well as Jones and (we, us), (was, were) late today.
2. Neither the chairman nor (she, her) (was, were) able to go to Washington.

3. (Has, Have) either Carter or (she, her) studied Latin?

4. Here (come, comes) the mayor and (they, them).

5. There (is, are) Hamilton and Fitzgerald, as well as (she, her), talking with the dean and (he, him).

6. (Has, Have) her sister and (he, him) decided to go with you. (she, her) and (they, them)?

7. Taylor, Jones, and (I, me) (is, are) the committee.

8. Neither the chairman nor the professors (advise, advises) you and (I, me) to study Spanish next semester.

9. Susan, together with the rest of (we, us) juniors. (was, were) in Kansas City, Mo., last weekend.

10. The media (is, are) invited to the meeting.

PRONOUN-ANTECEDENT AGREEMENT
Mark out the incorrect form within the parentheses.

1. Every reporter and copy editor (was, were) asked to give (his, their) aid to the special section.

2. Jacobs, as well as (we, us), (has, have) given (his, their) share.

3. Every one of you (is, are) responsible for (his, your, their) own copy.

4. Each writer must do (his, their) share.

5. No one wants to lose (his, their) books.

6. Not one of the reporters (think, thinks) that (he, him) can complete the story.

7. Every newspaper and magazine (has, have) (its, their) influence.

8. If anyone asks for me, tell (him, them) to call tomorrow.

9. Each of the scouts (has, have) completed (his, their) merit badge requirements.

10. The committee (is, are) not divided in (its, their) recommendation.

ADJECTIVES AND ADVERBS
Mark out the incorrect form within the parentheses.

1. Neither the mayor nor (he, him) (seem, seems) (happy, happily).

2. The landlord looked (angry, angrily) at Smith and (I, me).

3. The player looks (bad, badly) because of his injury.

4. This drink tastes (sour, sourly) to (she, her) and (I, me).

5. The cook was told to cook the meat (tender, tenderly) so that it would taste (good, well).

6. The soldier (seem, seems) (happy, happily) to return to the United States.

7. She (doesn’t have but, has but) one television set.

8. (This, These) kind of apples is worth the price.

9. Bill is the (older, oldest) of the two students.

10. (Sure, Surely) he feels that the reporter will keep his word.
VERBS
Mark out the incorrect form within the parentheses.

1. The reporter spent her day off just (laying, lying) about the apartment.
2. He (lay, laid) his book on the desk.
3. The woman had just (lain, laid) down when the baby cried.
4. The old dog likes to (lie, lay) in the shade.
5. The nurse has been (sitting, setting) with the patient.
6. The ushers (set, sat) extra chairs in the aisles.
7. The utility company (sat, set) the poles in concrete.
8. The Colorado River has been (rising, raising) all week.
9. The effect of the OPEC vote was to (rise, raise) oil prices again.
10. The players’ hopes (raised, rose) and fell during the last quarter.
Using the Correct Style—Dates, Time, Figures, Commas, Semicolons, and Colons

Correct the sentences that follow, making them agree with the rules given in the style sheet used by your school newspaper. Be careful! There may be several errors in some sentences and none in others.

1. **DATES, TIME, AND FIGURES**
   (a) He lives at 114 3rd Avenue.
   
   (b) The room is twelve feet long.
   
   (c) The meeting was held at eleven o'clock on October 23rd.
   
   (d) The score of the game was 21 to six.
   
   (e) He was born on the third of December, 1942.
   
   (f) The man was sixty-seven years old.
   
   (g) There are 7 boys in the class. This is 33% of the total class enrollment.
   
   (h) Her new dress cost $12.00. The dish cost ninety-eight cents. A candy bar sells for 35¢.
   
   (i) 17 boys passed the fifty-yard swimming test.
   
   (j) The club met at 4:00 p.m.

2. **PUNCTUATION—COMMAS**
   (a) He was studying English Spanish and algebra.
   
   (b) Mary White who won the tournament last year will take part again.
   
   (c) Dan Lamson a ninth grader and Susan Reynolds his cousin met at the picnic.
   
   (d) "Please come with us" said Susan.
(e) He lives at 1530 Bissell Avenue Richmond California.

(f) The little girl had saved 14256 boxtops.

(g) He was wearing gray pants and his uncle whom he hadn’t seen for eight years bought him another pair.

(h) If he hadn’t been watching the taxi would have hit him.

(i) The winners were Donna Jones Diana Peters and Ken Clark.

(j) The score was Central 6 West 0.

3. **PUNCTUATION—SEMICOLONS AND COLONS**

(a) The following were elected Sheila Crain, president Arnie Hughes, vice-president Sonny Wells, secretary and Lorna Stewart, treasurer.

(b) New officers are Martin Green, chairman Jeff Golding, vice-chairman and Betty Sawyer, sergeant at arms.

(c) It happened at 415 p.m.

(d) Johnson threw the ball Brown caught it.

(e) His time for the mile run was 524.6.
Chapter 8

Using the Correct Style—Apostrophes, Quotation Marks, Hyphens, and Titles

Correct the sentences that follow, making them agree with the rules given in the style sheet used by your school newspaper. Note that there may be several errors in some sentences and none in others.

1. **PUNCTUATION—APOSTROPHES**
   (a) The meeting was held in the girls gym.
   (b) It's been two hours since our dog lost its collar.
   (c) He was a member of the class that graduated in 79.
   (d) Xs, Ys, and Zs will be featured at the algebra class party.
   (e) John's book lost its cover.

2. **PUNCTUATION—QUOTATION MARKS**
   (a) Mrs. Stevens said that "she had a wonderful time at the party."
   (b) Come here, Tom, said the nurse. It's time for your medicine.
   (c) "Have you had time to watch your TV program?" she asked.
   (d) He said, "Let's go home now."
   (e) Joe said, I'm hungry. Let's eat, answered Jim.

3. **PUNCTUATION—HYPHENS**
   (a) Mrs. Edna S. White has been selected as the new vice principal.
   (b) The length of the field was 75 yards.
   (c) The ball was resting on the 75 yard line.
(d) John was named all state tackle.

(e) He also plays volley-ball.

4. **PUNCTUATION—TITLES**

(a) He has been reading a book called *The Adventures of Tom Sawyer*.

(b) The television program was called *Sagebrush Theater*.

(c) *Danger Ahead* is the title of the second chapter.

(d) The quartet sang *Good Night, Ladies*.

(e) The essay *Calculating Machine* first appeared in *The New Yorker* and has since been reprinted in the book *The Second Tree from the Corner*. 
Day 63

Topic: Correct Style

Objective: Students will learn how to use the style sheet/stylebook to correct style errors.

Materials needed: workbook, text, AP Stylebook

Outline of activities:
1. Give students time to complete assignments.
2. Go over assignments and discuss.
3. Return grammar quizzes.

Assignment:

None.

Evaluation:

These exercises will familiarize students with the style sheet/stylebook and will show me if they can use reference materials provided for them.