

ESL, THE NEWSPAPER AND THE CLASSROOM

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PREFACE

The following ESL Activities include these topics: Ads, Page One News, Sports, Weather, Editorials, Political Cartoons, Photos, Comics, Obituaries, and Special Features. A majority of the cards treat news and ads, the two sections dominating most mid-size city papers today.

To encourage their broad use, the activities are not graded according to traditional ESL levels—beginning, intermediate, advanced —nor according to grade levels—elementary, intermediate, secondary. Rather, they are considered adaptable, intended for use in all these settings. For early elementary students, for example, the CIRCLE & LIST activities might be changed to CUT & PASTE. And, for very advanced students, the one-paragraph writing assignments might be easily expanded to multi-paragraph essay assignments.

The activities are labeled ESL because they were written with those students in mind. These are the kinds of activities that worked well for my students during the ten years that I taught ESL. Other features that distinguish the cards as ESL are their sensitivity to diversity; their immersion in American culture; their focus on specific language needs—vocabulary, idioms, sentence structure, paragraphing, rhetorical patterns, nuances within language (e.g., puns, symbols, abbreviations, metaphors, personification, analogy); and their rigorous expectations for students who already know another language and culture and therefore carry with them some sophisticated knowledge and skills.

CLASSIFIED ADS

1 Ads In the CLASSIFIED ADS you will find general categories of things people want to buy and sell—Automobiles, Books, Clothing, Computers, Furniture, Houses, and Pets, for example. On a piece of paper WRITE down the name of an item that you would like to buy or sell and the general category where you would find that item in the newspaper you are using. Then LIST at least 10 details about this item. Now among the classified ads in today's paper, try to find an ad for an item similar to the one you have described on paper. Using this ad as a model, WRITE your own ad for the exact item you want to buy or sell. List the item, its price, and any details you consider important, but limit yourself to the number of lines used in the ad that you are modeling. Now WRITE your ad on the chalkboard. Let your peers evaluate your ad by answering these 3 questions:

1. Would you buy this product?
2. Do you prefer the ad or the product?
3. What would make the ad more effective?

2 Look at all the general categories in the CLASSIFIED ADS. CIRCLE any new words in the general category titles. DISCUSS these aloud and DEFINE them. For example, here are some words that might be new to you from the general category titles in the paper we are consulting—Home Sitting, Administration, Professional, Miscellaneous, Telemarketing, Collectibles, Condominiums, Manufactured Housing, Satellite Dishes.

Also, look at the abbreviations in the general category titles. Do any of these puzzle you? Try to IDENTIFY the following underlined abbreviations in the general category titles from the paper we are

consulting: Livestock-Feed, Seed, Fert.; Pets-Kennels, Sup. & Brdng.; Pets-Misc. & Crossbreeds; Townhouses/Condos-Unfurn.

Now choose one general category, and SCAN all the ads in that group. CIRCLE all abbreviations. LIST these on chalkboard and as a class. DISCUSS their meanings.

Does your newspaper offer an index to abbreviations used in the classified ads?

3 Find the Real Estate section in the CLASSIFIED ADS. Choose 5 of these ads and identify the abbreviations in each. Then REWRITE each ad so that it reads as 1 or 2 complete sentences. Include all sentence parts—verbs and articles, for example—that might have been omitted in the ad. From among these 5 ads, choose the one with the most detailed description and DRAW a picture of the property described there. Would you say that detailed visual ads are the best, at least from a reader's or buyer's point of view?

4 Read the Lost and Found column in the CLASSIFIED ADS. Choose a lost animal or a lost object and WRITE a story about it. In your story you might pretend that you are the animal or the object that is lost and write from its point of view. Or, you might pretend that you are the owner who placed the ad, desperate to get your animal or object back. Or, you might pretend to be a person who has found the animal or object. Try to organize your story according to time, moving from past to present to future, or using some other time pattern, such as flashback. (With flashback you move from the present moment in your story to a past event, flashing to memory.) Include detailed description. Then, when your story is finished, you will have satisfied two important rhetorical patterns in English—narration and description.

Read the Lost and Found column in the CLASSIFIED ADS. Recall a thing of value that you once lost. WRITE an ad for this object, modeling your ad after one that you like in the Lost and Found column. If you are lucky enough to have never lost a thing of value, then write an ad for something dear that someone else has lost.

5 Read the Lost and Found column in the CLASSIFIED ADS. Choose 2 of the items listed as lost and create a conversation between them. For example, you might have a lost bird talk to a lost snake or cat, or you might have a lost diamond earring talk to a lost wallet. WRITE your dialogue on paper, starting a new line each time the speaker changes. Try to write at least a page. When you are done, ROLE-PLAY or read the conversation aloud, you're reading one part and a classmate taking the other.

6 Read the Lost and Found column in the CLASSIFIED ADS. Just for fun WRITE a silly ad for something that seldom gets lost and if it ever does get lost it might never be returned. Here are some possibilities—a city bus, a public telephone booth, a penny, a soft clear contact lens, a garden seed. If you wish, read your ad aloud. Gauge the success of your ad by your classmates' response. If they laugh, chuckle, or smile as they listen to your ad, then they probably appreciate your humor. Now ask them to pinpoint the funny part. Was it your outrageous choice of item, was it some descriptive word you used, or was it something else about your silly ad that made them laugh?

7 Look through the Employment column in the CLASSIFIED ADS for a job that you might like. WRITE a business letter applying for the job
PRACTICE INTERVIEWING for the job
WRITE on paper expected questions and answers
ROLE-PLAY with another student, first with you as applicant and your peer as employer, then with you as employer and your peer as applicant. Limit each role-play activity to 3 minutes.

8 Look through the Employment column in the CLASSIFIED ADS. CIRCLE all general category titles for jobs—for example, "Clerical" and "Sales." Then on a piece of paper or on the chalkboard, DRAW the chart below. As a class BRAINSTORM, DISCUSSING the skills, education, and salary for each general job category. Using that information, create a chart with:

JOBS

CATEGORY

SKILLS

EDUCATION

SALARY

- 1.
- 2.

9 Read the Employment column in the CLASSIFIED ADS. Are there any jobs listed there that are similar to jobs that you have done? DISCUSS as a class all the jobs that you have ever done, some for payment, some not. Here are a few possibilities: housesat, babysat, delivered paper, grocery shopped, cleaned house, did yard work, did homework, cooked, built a doghouse, sewed a shirt. Now on paper LIST at least 10 jobs that you have done. For each job WRITE a detailed description of what you actually did, using action verbs. Your description might be 1 or 2 sentences or a paragraph for each job listed. When you have completed this assignment, you will have practiced process writing, telling in an orderly, step-by-step way how you accomplished an activity.

10 DISCUSS as a class your CLASSIFIED AD experience. LIST the ads you have replied to, the ads you have placed, and the ads that you usually read. If you have no experience in these areas, LISTEN to other students tell about their experiences, and try to recall times that your parents or friends have replied to ads, placed ads, or read ads. Using this information, WRITE a paragraph discussing these classified ad experiences. Begin your paragraph with a topic sentence, a general statement, and follow that with details that prove your statement. This rhetorical pattern is called proof by example. Here is a sample paragraph:

11 I have had no personal experience with classified ads, but my friends have told me about their experiences. First, Joe replied to an ad for a computer and bought it but the computer needed repair. Second, Sally placed an ad for her lost cockatiel, which she got back two days later. As it turned out, a woman had found the cockatiel, wandering hungry and tired, on her back lawn. The woman fed, watered, and caged the bird and then began watching the ads. When she read about Sally's lost cockatiel, she called the number and Sally drove over to retrieve her bird. In the end, both my friends' experiences with classified ads turned out happy: Joe's computer cost only a little to repair and is now working well, and Sally got her bird back.

DISPLAY ADS

12 Choose a minimum of 10 DISPLAY ADS in today's paper. For each WRITE a sentence saying where this product can be bought. Include the name of the product, the name of the business, and its address in each of your sentences.

13 Look through the DISPLAY ADS in today's paper. Find an ad that includes not only the name and address of a store but also a map showing potential customers how to get there. Using the information in this ad, WRITE a paragraph giving detailed directions telling someone how to get from school or from your house to this store. Begin your paragraph by mentioning the product being advertised and the name and address of the store; then give orderly directions on how to get to this place to examine the product being sold there.

14 For all DISPLAY ADS in today's paper, mark each word in the ad as positive or negative. Put +s over all positive words and -s over all negative words. Mark neutral words with an o. For each ad count the number of pluses, minuses, and zeros, and fill in a chart like below with those total numbers.

Positive Words

Negative Words

Neutral Words

Ad 1

Ad 2

Ad 3

Based on this analysis, can you draw a conclusion about tone, or shade of sound, of the words used? Do they sound mostly positive, mostly negative, or mostly neutral?

15 Read the DISPLAY ADS for Travel in today's paper. Choose an ad for a place that you have never heard of or that you know little about. On a piece of paper, WRITE the name of this place and any facts that the ad might include. GO TO THE LIBRARY AND FIND A REFERENCE BOOK that gives more facts about this place. WRITE down those facts and the page number and name of the reference book you have used. Using the facts from the ad and from the reference book, WRITE a paragraph describing this place in detail. Read your paragraph to your classmates. LISTEN as your peers read their paragraphs. Jot down questions, if you do not comprehend some detail in a peer's presentation. When your peer is finished reading, ask your question and LISTEN as others ask theirs. WRITE a list of any new words you encounter during this activity.

16 Read the DISPLAY ADS for Travel in today's paper. Choose one as a model. Then DESIGN AN AD of your own for your favorite spot. DRAW a one-page scene set in this place. When you are done, READ your ad ALOUD and present your scene. If any student does not comprehend any part of your ad, WRITE your ad on the chalkboard and DISCUSS the words that puzzle your peer.

17 Read the DISPLAY ADS for Movies. Choose an ad that gives a lot of information about the movie. Use this information to WRITE a series of simple sentences that make positive statements about the movie. In each sentence mention the movie by name and specify the compliment. Underline the movie title each time you refer to it. Let a peer EDIT your sentences for structure, spelling, and other mechanics before you READ your sentences ALOUD.

18. Read the DISPLAY ADS for Movies. Choose an ad that gives a lot of positive information about the movie. Using this information, WRITE a paragraph trying to persuade someone that this particular movie probably is worth seeing. Or, in your paragraph try to persuade your peers of the opposite opinion—that this movie probably is not worth their time. Use any information from the ad to support your thesis, or main idea—for example, photo, title, testimonials or quotations, facts, moviehouse location.

19. Read the DISPLAY ADS for Movies. Find an ad for a movie that you have seen or one that you know enough about to summarize the story. WRITE a one-page sequel to this movie. READ your invention ALOUD.

20. Read through the DISPLAY ADS for Books. From among these ads, look for a book with an enticing title. Using only the title of the book as a guide, WRITE a new story. For example, we recently read a display ad for a book titled *The Deep End of the Ocean*, which, according to the ad, "will make your jaws ache with anxiety and haunt your heart." If you wish, use this title rather than one you find in today's paper, to write a new story. Make your narrative dramatic, forcing your reader's teeth to clench and jaws to ache and heart to hurt as your story is read.

21. Find a DISPLAY AD with some sentences in it. For each sentence create a chart like below, labeling each word according to the part of speech or function it plays in the sentence. Your choices here include noun, verb, pronoun, adjective, adverb, preposition, conjunction, and interjection.

Sentence 1: NOUN VERB PRON. ADJ. ADV. PREP. CONJ. INTERJ.

Sentence 2:

Sentence 3:

22 Find a DISPLAY AD with some sentences in it. For each sentence create a chart like below, listing all adjectives and adverbs and the words they modify. Hint: Adjectives usually modify nouns; adverbs usually modify verbs, adjectives, prepositions, and other adverbs.

Sentence 1:	ADJECTIVE	ADVERB	WORD MODIFIED
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Sentence 2:

Sentence 3:

Now see if you can identify the part of speech of each word in the Word Modified column. Do you see a pattern for the kinds of words that adjectives modify and the kinds of words that adverbs modify?

23. Find a DISPLAY AD with some sentences in it. Create a chart like below, identifying these functions: subject, verb, direct object, indirect object, and prepositional phrase.

	SUBJECT	VERB	D.O.	I.O.	P.P.
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Sentence 1:

Sentence 2:

24 DISPLAY ADS often use logos, symbols for company names to give ready recognition. CIRCLE all logos in today's display ads. Then create a chart like below to include logo, company, and company category—that is, grocery store, restaurant, filling station, cinema, school, hospital, charity, church, newspaper, or some other category.

LOGO	COMPANY	COMPANY CATEGORY
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DISCUSS whether each logo represents the company well. Can you think of a more appropriate symbol?

Now go beyond the display ads, CIRCLING logos that appear anywhere else in today's paper. Add these to your chart, as well as any other logos that you can think of—current or historical.

25. DISPLAY ADS sometimes target specific consumer groups—children, teenagers, women, men, families. Look carefully at each display ad in today's paper—at words and photos, for example—and decide who the target audience is. For each ad, create a chart like below.

TARGET AUDIENCE	PRODUCT/SERVICE	STORE	PAGE #
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CHILDREN

TEENS

WOMEN

MEN

FAMILIES

EVERYONE

OTHER:

26. DISPLAY ADS usually follow these rules of design: simple layout, dominant element, prominent headline, logo or other identifier, good use of white space, and call to action. The simple layout gives the reader an easy, orderly message. The dominant element, such as a photo or

headline, grabs the reader's attention. The prominent headline says how the consumer benefits. The logo instantly identifies the business for the consumer. Good use of white space focuses the reader's attention. A call to action tells the reader about deadlines, bonuses, and coupons, for example.

Create a chart like below for your favorite display ad in today's paper.

AD 1

EXAMPLE

SIMPLE LAYOUT
DOMINANT ELEMENT
PROMINENT HEADLINE
LOGO
GOOD USE OF WHITE SPACE
CALL TO ACTION

Did your favorite ad omit any of these 6 features of good design and still succeed? Could you have improved this ad in any way? DISCUSS your suggestions with your peers. Is creativity or surprise a criterion we should add to the list of rules for good design in display ads?

Now DESIGN A DISPLAY AD for your favorite product. Try to use the 6 criteria of good design. DISCUSS your ad with your peers, pointing out the 6 features of good design. Do your peers agree that you satisfied each criterion?

27. DISPLAY ADS use a variety of consumer appeals to entice the reader. For example, they might appeal to a consumer's desire for adventure, ambition, economy, beauty, health, safety, luxury, creativity, convenience, vanity, style, humor, conformity, or some other attraction. Choose 5 large display ads in today's paper and WRITE on the ad itself the name of the appeal when you spot it. DISCUSS your results with your peers. Which of the 5 ads has the most consumer-appeal words written on it? Was this ad the most effective, making you want to go out and buy that item? Look at the ad with the least number of consumer-appeal words written on it? Was this ad effective?

DESIGN A DISPLAY AD focusing on one or more consumer appeals. Show your ad to the class, ASKING your peers to identify the appeals you intended.

28. DISPLAY ADS often include discount coupons. Cut out all discount coupons in today's paper and as a class DISCUSS the following information:

Discount coupons first appeared in this country in 1895. In 1995, the year the discount coupon celebrated its 100th anniversary, nearly 330 billion coupons were issued, worth more than \$4 billion dollars. At that time about 70% of all consumers used coupons regularly. Grocery coupons alone were saving shoppers as much as 10% on their bills.

For the coupons you have in your hand, do you see approximately 10% savings? Do you or your family use discount coupons when shopping? Where? WRITE one tight sentence telling about your personal use of discount coupons.

Go back to the italicized paragraph above. UNDERLINE all prepositional phrases. PUT PARENTHESES AROUND an appositive, a little definition set off by commas. CIRCLE all adjectives. BOX all adverbs.

29. CIRCLE all adjectives in the DISPLAY ADS in today's paper. READ ALOUD one ad, omitting all the circled adjectives. LISTEN as your peers read aloud other ads with the adjectives omitted. How would you grade these ads that have no adjectives. Would you say that adjectives are essential to ad writing?

30. Choose a DISPLAY AD that includes at least 5 things such as a word, a photo, a drawing, an abbreviation, an address, a logo, a headline. WRITE a sentence for each of these things using a preposition to say where the thing is located in the ad. Use words like above, below, over, under, next to, beside, near. When you are done, LIST on the chalkboard all the prepositions the class used for this activity. Then as a group, add any others that you might have used to describe position in the ad.

31. Scan DISPLAY ADS in today's paper for references to geography. Search for the names of cities, states, and countries. Check the Travel ads and ads for items that might be imported or made locally. Each time you see a place-name reference, WRITE it in a chart like below. Then on a map, LOCATE each place you have listed on the chart.

CITY	STATE	COUNTRY
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32. DISPLAY ADS often include both fact and opinion. For several display ads in today's paper, WRITE examples of fact and opinion in a chart like below.

	FACT	OPINION
AD 1		
AD 2		

Do you find more examples of fact or more examples of opinion?

33. DISPLAY ADS often use telegraphic sentences, omitting structural elements such as nouns or verbs or articles. In a chart like below WRITE any such abbreviated sentences that you find in the display ads in today's paper. Then WRITE complete sentences, supplying the missing parts.

	TELEGRAPHIC SENTENCE	COMPLETE SENTENCE
AD 1		
AD 2		

34. This chart lists 12 words that a Yale University study found to be the most persuasive. Look through the DISPLAY ADS in today's paper. Each time you find one of these words, CIRCLE it in the ad. Then MARK the chart for each word you circled. Which words were circled the most often? Are there any words you see in today's ads that you think should be added to the most-persuasive list?

PERSUASIVE WORDS

SAVE	SAFETY
NEW	PROVEN
EASY	YOU
DISCOVERY	RESULTS
MONEY	LOVE
HEALTHY	GUARANTEE

35. DISPLAY ADS for Groceries and Household Goods often refer to liquid or dry measurement for packaged items. In the ads as well as on the packages themselves, these units of measurement are usually abbreviated. CIRCLE and LIST all units of measurement that you find in today's display ads and identify all abbreviations. WRITE the items you find in the chart below, adding to the list of abbreviations for units of measurement that we began. Do you end up with more dry or liquid units in the final list?

UNITS OF MEASUREMENT

Abbreviated in Display Ads

ITEM	MEASUREMENT	ABBREVIATIONS IDENTIFIED
detergent	427 fl oz (1.33 qt)	1.26 L
detergent	14 oz (396 g)	dry det.
baking soda	10 lb (4.55 kg)	

36. CIRCLE all Food Pictures you find in the DISPLAY ADS in today's paper. On a piece of paper LIST these items according to general food category—for example, beans, corn, peas, bread, milk. Take your list home with you. There in your kitchen pantry, find 5 items matching those on your list. Read the labels on each packaged item to discover nutritional facts, units of measurement, and any other useful abbreviated information. WRITE on your list any package label abbreviations that are unclear to you. DISCUSS your list with your peers. As a class try to identify each abbreviation. Add these to the chart below, which lists a couple of abbreviations that we found on food package labels in our kitchen pantry.

FOOD	PACKAGE LABEL ABBREVIATIONS	MEANINGS
green chile	Nut. Facts Serv. size 2 Tbsp (26 g)	Fat cal. 0
bottled water	8 fl oz (240 ml) Total Fat 0 g	Sodium 0 mg

37. Look through the DISPLAY ADS in today's paper for Furniture and Household Goods. For any item that is unfamiliar to you, CIRCLE the word and the picture to go with it. DRAW A LINE connecting the two. On a piece of paper LIST these new words. On another piece of paper MAKE A BLUEPRINT for your ideal 4-room apartment. Include a kitchen, living room, bedroom, and bathroom. LABEL each room on your blueprint. Furnish your apartment by WRITING on the space for each room the names of 10 items that you would like to have there. These items might be small, like a washcloth, or large like a sofa or a computer. You should be able to find these 40 items pictured in today's display ads.

38. Find a DISPLAY AD with some sentences in it. For each sentence UNDERLINE the main subject and CIRCLE the main verb. DRAW A BROKEN LINE under any subordinate subjects, and DRAW A BROKEN CIRCLE around any subordinate verbs. In English, whenever a main subject combines with a main verb, you have an independent clause. And, whenever a subordinate subject combines with a subordinate verb, you have a dependent clause. The independent clause is a sentence: it can stand alone. The dependent clause cannot stand alone: rather it must be attached to an independent clause in order to become a complete sentence.

For each sentence that you marked in the display ads, transfer the following information to the chart below: main subject, main verb, subordinate subject, subordinate verb.

	MAIN SUBJECT	MAIN VERB	S.S.	S.V.
Sentence 1:				
Sentence 2:				
Sentence 3:				

39. Find some DISPLAY ADS with sentences. For each sentence UNDERLINE the main subject and CIRCLE the main verb. DRAW A BROKEN LINE under any subordinate subjects, and DRAW A BROKEN CIRCLE around any subordinate verbs. Remember that the main subject and the main verb combine to form an independent clause, and that the subordinate subject and the subordinate verb combine to form a dependent clause. Using this information, LABEL the sentences you have just marked in the ads, referring to each as one of the four types of sentences in English: simple, compound, complex, or compound-complex. Here are the formulas for the four sentence types:

FORMULA

SENTENCE TYPE

1 Independent Clause	=	Simple Sentence
1 Independent Clause + 1 Independent Clause	=	Compound
1 Independent Clause + 1 Dependent Clause	=	Complex
2 Independent Clauses + 1 Dependent Clause	=	Compound-Complex

40. DISPLAY ADS often use contractions, shortened forms of words or groups of words, with the omitted letters replaced in written English by an apostrophe. Contractions make an ad feel folksy or friendly: that's often how we talk or write to our family or friends—using contracted language.

CIRCLE all contractions that you find in today's display ads. Add those to the chart below, LISTING the contractions that you circled and also providing their long form.

	CONTRACTIONS		LONG FORM
1.	it's		it is
2.	they're		they are
3.			

Notice that the first two contractions on the list are formed by combining a pronoun with a verb. For fun, WRITE all the pronouns that you can think of that use this formula, adding yours to the list below.

CONTRACTION	=	PRONOUN	+	VERB
1. it's	=	it	+	is
2. they're	=	they	+	are
3.	=		+	

41. Each time you see them in today's DISPLAY ADS, CIRCLE these two words: its and it's. Then WRITE the sentences or phrases in which the words are used, adding what you find to our list, which comes from a movie display ad.

1. It's in a league with Oscar-winning movies.
2. It's full of wit.
3. It's worth its price.
- 4.

Based on these examples, decide which form is the contraction and which form is the possessive:

_____ is the contraction of it is.
 _____ is the possessive of it.

LIST all the pronoun and noun possessives you can think of to find a pattern.

PRONOUN POSSESSIVE (Pattern)	NOUN POSSESSIVE (Pattern)
its price	the computer's price 's
your car	the policeman's car 's

42. DISPLAY ADS often use idioms to draw in the reader. Idioms are useful, everyday phrases that make no sense when taken literally or analyzed in parts; however, because they are commonly used, they are often worth memorizing.

Here are some idioms that we recently spotted in display ads:

- It's yours for keeps.
- Time is running out.
- This coupon is good for 25% off.

CIRCLE any idioms that you find in today's display ads. LIST those on the chalkboard. As a class BRAINSTORM, adding to the list as many idioms as you can think of.

WRITE on paper any idioms from the list on the chalkboard, which you would like to keep for your own use in speaking or writing, listening or reading.

43. CIRCLE all symbols and abbreviations that you find in DISPLAY ADS in today's paper. Add these to the list of symbols and abbreviations that we have started here. Most of the words on our list came from a books and music ad and from a movie ad. Can you give the meaning of each item on the list below?

* (asterisk)	=	_____	thru	=	_____
& (ampersand)	=	_____	approx.	=	_____
TM	=	_____	%	=	_____œÄ
©	=	_____	TTY users	=	_____
# 1	=	_____	C.O.D.	s	= _____
WW II	=	_____	'n	=	_____
ea.	=	_____			

In display ads the asterisk is especially important. Often it points to exceptional information that is nearly hidden in small print. Go back and find the asterisks that you circled in the display ads. Read the small print. Is the information there important? Is it exceptional, saying: But here are some exceptions and limits to the ad? In what other situations have you seen the asterisk used?

Note: Here are 2 idioms you might hear when discussing asterisks in display ads: fine print and exception to the rule. Do you know what these idioms mean?

44. DISPLAY ADS like to use personification to wake up and win over the reader. Personification is a figure of speech that gives an inanimate object some of the traits of a person. This effort often makes the reader smile. Below are two examples of personification from a recent display ad for cosmetics:

Is your skin acting out?
Do you have upset skin?

Here skin is personified in two ways—it is acting out, the way a person might act out the part in a play; and it is upset, the way a person might be upset, or physically distressed or disturbed. For most readers, to see skin referred to as a person is a bright new idea, so interesting and unusual that they are compelled to read the rest of the ad (and maybe even to go out and buy the product).

Can you find other examples of personification in the display ads in today's paper? Look especially at the Furniture ads. Recently we saw an ad referring to a chair as handsome and tailored with a rolled arm, and to a complete set of furniture as smart and quiet. WRITE on the chalkboard all the examples of personification you find in today's paper.

Choose one item you see in today's display ads and personify it. WRITE at least 5 sentences giving this inanimate object the features of a person.

45. DISPLAY ADS sometimes use analogy to surprise and attract the reader. Analogy is a figure of speech that compares or points out similarities between two very different items. For example, a recent display ad for cosmetics showed a band-aid wrapped around a jar of face cream the way a band-aid might usually be wrapped around a skinned or scratched knee. This visual analogy was suggesting the following comparison: our cosmetic cream will help heal a blemished face as effectively as a band-aid will help heal a hurt knee. Thus the analogy from this display ad might be set up as follows:

face cream : blemishes as band-aid : scratches

(To read the analogy formula, substitute is to or is for in place of the colon, saying, Face cream is for blemishes as a band-aid is for scratches.)

CIRCLE all analogies that you see in today's display ads. WRITE these in traditional analogy form, using colons, and also in sentence form as we have done above. SHARE your results with your peers.

46. DISPLAY ADS often use word play, such as puns, to catch the reader's attention. A pun is the humorous use of a word or phrase with different meanings, all of which might be called to mind when we see the word in an ad. Or a pun might be made of words that are alike or nearly alike in sound but different in meaning. When we see a pun-word or a pun-phrase in an ad, we think of its several meanings and laugh, because some of the meanings are inappropriate or surprising when used in this way. Or we laugh because we think of the word that the pun-word nearly sounds like but differs from in meaning, again finding this new idea clever and amusing.

Here is an example of a pun we recently found in a display ad for a discount store:

Just the store you've been shopping for.

What double-meaning do you find in the above underlined phrase?

CIRCLE any puns you find in today's display ads. LIST these on the chalkboard. DISCUSS the puns, finding all the meanings or all the words that sound alike but differ from the one you see in print.

WRITE 5 sentences using puns. Remember that the pun-word or pun-phrase must have 2 or more meanings or must call to mind a second sound-alike word.

47. CIRCLE all the adjectives and adverbs in the DISPLAY ADS in today's newspaper. Then LIST these words on a piece of paper. Below your list, use some of these words to WRITE a description of something you really like—but do not identify this item by name. READ your description and let your classmates GUESS what your favorite object is.

Look again at the list of adjectives and adverbs that you found in today's display ads. COUNT the number of adjectives. Then COUNT the number of adverbs. Which do you find more of—adjectives or adverbs? Try to find a display ad that does not have an adjective.

48. DISPLAY ADS might use all three points of view—first, second, and third—but often they focus on second person point of view, the most familiar of the three. For example in a recent bookstore ad, we found references to all three points of view—we (first person), you (second person), and they (third person)—but only second person point of view was emphasized: it was underlined in this way: Your Bookstore.

CIRCLE all references to point of view in today's display ads. Then LIST in the chart below the words that you circled. COUNT how many of these point of view references are second person point of view, directed to you, the reader, or you, the customer.

Look at each ad again, trying to decide why a particular point of view was used at a certain place in the ad. Do you think that the advertiser's choice of point of view was deliberate each time?

POINTS OF VIEW

FIRST PERSON

SECOND PERSON

THIRD PERSON

AD 1

AD 2

49. Choose a DISPLAY AD with a lot of description. CIRCLE all the adjectives and adverbs. LIST these words at the top of a piece of paper. Below your list, use 10 to 20 of the words to WRITE AN AD for a completely different product. For example, if the words on your list came from a fashion ad,

try to use many of these same words to advertise a car, a computer, a beverage, a book, or some other very different item. Of course, you are welcome to use some of your own words too.

And, to write your ad for a very different product, you might also use some of the following adjectives and adverbs taken from a cosmetics ad: glistening, glossy, perfect, sleek, real-time, fantastic, definitely, here, finally, enriched, time-released, soft, velvety, truly, extra-long, specially, absolute, refreshing, gently, advanced, special.

50. Look through the DISPLAY ADS in today's paper for what you consider to be an example of bad or ineffective advertising. CIRCLE all the things that you dislike about the ad. Now on a separate piece of paper REDO THE AD, omitting what you dislike and adding features that you think will make the ad effective. DISCUSS these two ads with your peers, asking for their feedback.

51. Look through the DISPLAY ADS for an item that you would like to buy. WRITE a dialogue of your expected face-to-face conversation with a salesperson offering that item. ROLE-PLAY this scene with a peer, having the rest of the class LISTEN TO AND EVALUATE your dialogue. Is the conversation understandable? Is it natural-sounding?

If you prefer, WRITE YOUR DIALOGUE as a telephone conversation in which you SPEAK with someone at a shop regarding an item announced in the DISPLAY ADS. ROLE-PLAY this scene. Do your peers consider your dialogue authentic and idiomatic?

Or, WRITE A DIALOGUE as a telephone conversation, this time using the CLASSIFIED ADS. In your dialogue, refer to a particular ad, asking specific questions about the item you are interested in—maybe a pet that's offered at no cost, or a car that you might buy, or a watch or some other lost item that you would like to retrieve. Again, ROLE-PLAY and have your peers EVALUATE for comprehension, authenticity, and effectiveness.

52. As you read through the DISPLAY ADS in today's paper, LIST 20 or 30 things that you would buy if you had all the money in the world. Do these things describe you or hint about your personality? If so, what aspect of your personality do they reveal? For example, if you list a washer and dryer, does that say that you are efficient, clean, or something else? Using the chart below, WRITE the item, price, and personality trait revealed by each choice. If your choice of item reveals nothing about your personality, leave that space blank.

ITEM	PRICE	PERSONALITY TRAIT
1.		
2.		
3.		
4.		

53. Punctuation often plays a key role in DISPLAY ADS. Look through the display ads in today's paper and CIRCLE the following punctuation marks: exclamation marks, dashes, hyphens, question marks, parentheses, ellipses, slashes, colons, and periods. COUNT the number of times each mark is used, and LIST that information in the chart below. Also, GUESS the purpose of each mark in these ads.

PUNCTUATION IN DISPLAY ADS

PUNCTUATION MARK	NUMBER OF TIMES USED	PURPOSE
Exclamation Mark		
Dash		
Hyphen		
Question Mark		
Parentheses		
Ellipses		

Slash
Colon
Period
Other

54. DISPLAY ADS need a friendly tone to win the reader over. Many devices might be used to achieve this attitude of neighborliness: idioms, slang, puns, coinages, humor, familiar points of view, contractions, dialogue, questions, dramatic punctuation, pictures, comparisons, starbursts, surprising print, and so on. Find an especially friendly display ad in today's paper, and CIRCLE all examples of friendliness. Now WRITE a paragraph proving that the ad is friendly by referring to each item that you circled.

55. DISPLAY ADS frequently try to grab attention by appealing to the reader's sense of sight. What you see in a glance must be dramatic enough to grab your attention and then powerful enough to make you glance again at the ad, read it, and maybe even take action based on what you see there.

Recently as we were browsing through display ads, the following visual techniques caught our attention: a close-up photo of two people kissing in a movie ad; huge starbursts that looked like lightning and explosions advertising an automobile; a large black word written vertically down the side of a fashion ad—here, we had to look twice in order to read the word because vertical print is hard to read; the word "Wow!" written across the top of a grocery ad, and lots of odd marks (like +, -, =, /, :) in a cosmetics ad, suggesting mathematical and scientific equations.

Look through the display ads in today's paper and CIRCLE all visual techniques that succeed as attention-getters.

Now go back and look at the ads again. Do you find that the ad that uses the most visual techniques is the most successful in getting your attention?

56. DISPLAY ADS often catch our attention by relying on our sense of hearing. Special sounds are presented to enchant us, the reader and potential customer. Usually these special sounds are smooth and pleasing, as with the use of alliteration, assonance, rhyme, and repetition. Alliteration, you will recall, is the repetition of initial consonant sounds, and assonance is the repetition of vowel sounds. Other special sounds might appear in the form of sensory words, foreign words, dialogue, songs, and so on.

Here are a couple of examples of sound techniques that we recently encountered in display ads:

Diamonds for Mom, Dad & Grad	=	rhyme
"Brrr!"	=	dialogue

WRITE examples of special sounds that you find in the display ads in today's paper. LABEL these as alliteration, assonance, rhyme, repetition, sensory words, foreign words, dialogue, songs, or some other technique.

57. DISPLAY ADS might use metaphors or similes to interest the reader. Often these comparisons are merely implied. For example, a recent furniture ad displaying a butcher block table and arrowback chairs set our minds on sturdy, colonial objects, while lowbeds made us think of the sea and ship furniture that endures salt and storms. Another ad appeared in the shape of a holiday card with a picture of three coyotes singing, "Deck the halls with boughs of holly." The metaphor here was unstated but vivid: This ad is a happy holiday card sent to you, our dear friend, the reader. The coyotes are carolers singing for you.

And, simile might be exemplified in the toy store ad that invites you to a sale of hundreds of stuffed animals: It's like going to the ZOO.

CIRCLE any metaphors and similes that you find in today's display ads. In the chart below, LIST the words you circled.

COMPARISONS

EXAMPLES

METAPHORS

SIMILES

58. Look through the PULL-OUT DISPLAY ADS in today's paper. Among these ads, SELECT ten pictures of objects. COMPARE each object to something that is different from yet similar to this object in at least one way. For example, in the pull-out grocery store ads we recently saw a large baking potato that reminded us of a human face. In the chart below, WRITE the comparisons that you have imagined for the 10 objects you have chosen.

CREATING COMPARISONS

OBJECT IN DISPLAY AD PICTURE

COMPARISON

(example) baking potato

human face

1.

2.

Now WRITE two sentences for each of the 10 comparisons that you listed in the chart above. In the first sentence, express the comparison as a metaphor. In the second sentence, express the comparison as a simile. Here are some examples:

a. The baking potato is a dried-up human face. (Metaphor)

b. The baking potato is like a dried-up face. (Simile)

59. Look through the DISPLAY ADS for quotations. Sometimes movie ads include quotations from television reviews or magazine reviews praising a particular movie. Also, some display ads for books and music CD's are likely to include quotations from reputable sources to try to help sell those items. If you find any quotations in today's display ads, look at the punctuation at the end of each quotation. Does the period sit inside or outside the quotation marks? Can you think of a circumstance in which a period would sit outside the quotation marks? If so, try to WRITE AN EXAMPLE.

In a school paper, if your references were magazines and TV show quotations, how would you mark these sources when mentioning them—underline, italicize, capitalize, or use some other marks for their titles?

WRITE AN AD for your school or for some particular class or activity at your school. USE quotations in your ad. These might be fabricated or actual quotations from students and teachers, for example. Also, consider using several of the many other persuasive devices that we often see in newspaper display ads: metaphor, simile, analogy, personification, alliteration, assonance, rhyme, repetition, dramatic punctuation, familiar points of view, positive words, action words, dialogue, pictures, contractions, coinages, questions, foreign words, idioms, and so on. Have your peers EVALUATE your ad, judging the effectiveness of your use of quotations and other persuasive devices.

60. Find some DISPLAY ADS with pictures or photos of people. Movie, book, and music ads sometimes include photos of people. From among these pictures, CHOOSE one person to describe in detail. WRITE A LIST of at least 10 adjectives describing that person. USE a dictionary or thesaurus if you like. SHARE YOUR LIST ALOUD with your classmates.

WRITE A LIGHTHEARTED STORY about the person you have just described or about some other person you see portrayed in the display ads. Or, if you prefer, WRITE A TRUE STORY about someone you know who in some way resembles this person in the display ad. READ YOUR STORY ALOUD, or SUMMARIZE IT for your peers.

61. Look through the DISPLAY ADS in today's paper. CIRCLE any words that describe objects in an unusual or interesting way. Recently, for example, we were struck by use of these modifiers in display ads—slightly imperfect, sleek, scintillating.

On the chalkboard LIST the modifiers that you circled. From this list CHOOSE one word or phrase that you consider most arresting. This word, which has captured your attention more than any other today, might be called an apt modifier. At the top of a sheet of paper, WRITE THE WORD you have chosen. Below that word, LIST 10 - 20 OBJECTS in your life that fit the description of your apt modifier. TALK ABOUT your list with your peers.

62. For one of the objects that you listed in the previous exercise, WRITE A 5-SENTENCE PARAGRAPH discussing the item. You might write a paragraph of narration, description, definition, or example.

Remember that an English paragraph expresses one main idea, a topic sentence, which is then proved by details in the rest of the paragraph. The topic sentence might appear at the beginning or end of the paragraph, occasionally in the middle (usually in math or science), sometimes at both the beginning and end of a paragraph, and sometimes not at all—that is, the topic sentence is not stated but it is clearly implied.

READ your paragraph aloud, and have your peers LOCATE your topic sentence. Then have your peers COMPARE and CONTRAST the object you have discussed in your paragraph with the object displayed in the newspaper. Does the apt modifier describe both objects well?

63. Look through the DISPLAY ADS in today's paper for schools, movies, restaurants, sports events, travel opportunities or some other activity. For one of these situations, choose an ad that interests you most. WRITE A DIALOGUE for a telephone conversation involving this situation. In your dialogue SUMMARIZE the information from the ad and then MAKE FURTHER INQUIRIES regarding the event.

For example, if your dialogue concerns a restaurant ad, you might first refer to some remarks in the ad, and then you might ask the person on the other end of the line about special items featured on the menu that day, or about dress requirements, or about directions to the restaurant.

64. For the situation in the previous exercise, WRITE A SECOND DIALOGUE set at the event or scene itself. In this dialogue, allow two or more people to experience the event. One of these people should be you. For example, if your scene is set at a movie theater, the dialogue might involve your talking with other movie-goers as you stand in a line to buy a ticket, some conversation with an attendant at the popcorn counter, and finally your chatting with an acquaintance about the quality of the movie as your walk out of the theater together.

ROLE-PLAY THESE TWO DIALOGUES with your peers. EVALUATE the authenticity and effectiveness of the dialogues.

65. Using information from the previous exercise, LIST on the chalkboard all the situations where you and your classmates have set dialogues. Below each situation, WRITE all the character parts that you and your peers have included in your dialogues. Now BRAINSTORM as a class, adding to this list of character parts as many roles as you can conceive of for the situations listed. Use the chart below to help you with this exercise.

CHARACTER PARTS FOR DIALOGUE SITUATIONS

SITUATION

CHARACTER PARTS

TRAVEL AGENCY
 SCHOOL ART EXHIBIT
 HOCKEY GAME
 BOOKSTORE
 OTHER:

66. In our discussion of DISPLAY ADS, we have looked at many techniques used by ad writers to try to capture the reader's attention. Below is a list of these advertising techniques. ALPHABETIZE this list of words.

alliteration	metaphor	personification
rhyme	simile	unusual print
repetition	familiar point of view	odd marks
assonance	abbreviation	pun
sensory word	idiom	slang
foreign word	analogy	humor
dialogue	lively punctuation	friendly tone
song	coinage	question

67. Referring to the words listed in the previous exercise, CIRCLE examples of these techniques used in DISPLAY ADS in today's paper. LABEL each example as a specific technique. Transfer this information to the chart below.

ADVERTISING TECHNIQUES

Example from Display Ad

Specific Technique

PAGE ONE NEWS

68. Find the Index on the front page of your newspaper. Often the Index appears in the shape of a small box housing a brief alphabetical list. This list serves as a guide to the contents of the newspaper.

Below is a copy of the alphabetized section guide that appears in the lower right-hand corner of one of the issues of a newspaper.

Bridge	B5	Food	B1
Business	D5-8	Lottery	A2
Classified	C4-12	Metropolitan	C1
Comics	B7	Movies	B3
Crossword	B5	New Mexico	C3
Dear Abby	B5	Sports	D1-4
Deaths	B6	Stocks	D6
Editorials	A10-11	TV	B4

Notice that the Index provides both letter and number locaters. This arrangement tells us that the system for finding something in a newspaper is based on both alphabetical and numerical order. Thus, for any topic listed in the Index, first you find the Section Letter, and then—having found that—you proceed to the Page Number.

In the same way that we copied the Index from our newspaper above, COPY THE ALPHABETIZED SECTION GUIDE from the front page of your newspaper to the space below.

69. Referring to the data in the previous exercise, COMPARE AND CONTRAST THE 2 INDEXES, the one from your newspaper and the one from ours. DISCUSS the following points:

- Which contents categories are the same in both papers?
- Which categories does your paper offer that ours doesn't?
- Which categories does our paper offer that yours doesn't?
- How many categories are there in each paper?
- How wide is the range of section letters and page numbers given?
- Is your paper's Index presented in 2 columns, like ours?

In the chart below, WRITE DOWN the ways that the 2 indexes are similar and different.
COMPARISON & CONTRAST OF ALPHABETIZED SECTION GUIDES FROM 2 NEWSPAPERS

SIMILARITIES	DIFFERENCES
1.	1.
2.	2.

70. Locate the Index on the front page of your newspaper. For each item listed there in the alphabetical section guide, FIND that page, READ one article or entry, and WRITE a 1-sentence summary of what you read. Use the chart below to complete this exercise. Follow the example given.

USING THE ALPHABETICAL SECTION GUIDE

Section/Location	Entry Title	Summary Sentence
(Ex.) Comics B6	"Garfield"	Garfield decides to sleep off a stomachache.

- 1.
- 2.
- 3.

71. Sometimes the Index to a newspaper offers much more than simply the alphabetized section guide. In fact, the Index can be so extensive that it acts like a separate, clever entity (not just a pedestrian table of contents), bearing its own attention-getting title. For example, ours is called "Inside."

LOOK FOR an extended Index to your newspaper. Do you see a separate title? What other bits of popular information—aside from the alphabetized section guide—do you find in your paper's extended index?

"Inside," the extended Index to our paper, includes—in addition to the title and alphabetized section guide—these other features: a 1 or 2-sentence "Good Morning" Message, a brief Weather Report, Phone Numbers for Sports and Weather, and an Internet Address that tells you where to read parts of the newspaper on the computer.

On a separate sheet, WRITE OUT THE FORMAT FOR THE EXTENDED INDEX that you find on the front page of your newspaper.

72. Referring to the data in the previous exercise, COMPARE AND CONTRAST the format for the front page extended Index in your paper with that in ours. DISCUSS these questions:
Is the extended Index in your paper boxed or framed, as ours is?

Does the extended Index in your paper have a clever title?

Does your paper's extended Index include a greeting, weather report, phone numbers for sports and weather, and internet address, as well as the alphabetized section as ours does?

What other items does your extended Index include?

Is your paper's extended Index, multi-columned, as ours is?

Is your paper's extended Index, multi-colored, as ours is?

Is your paper's extended Index located at the bottom of Page One, as ours is?

What other similarities and differences do you note?

For convenience, WRITE your discoveries in the chart below.

COMPARISON & CONTRAST OF EXTENDED INDEX FORMATS FROM 2 NEWSPAPERS

SIMILARITIES

DIFFERENCES

- 1.
- 2.

- 1.
- 2.

73. Based on the analysis in the previous exercise, WRITE A COMPARISON/CONTRAST PARAGRAPH discussing the extended Index format in your paper as seen against the extended Index format in ours. Refer to the information in the chart above to establish the similarities and differences between the 2 formats. Then formulate a topic sentence, followed by an outline showing how you will support your main idea.

Depending on the data in your chart, your main idea, or topic sentence might sound something like this: The extended index formats in the two papers are both similar and different. Or, The extended index formats in the two papers are mostly similar. Or, The extended index formats in the two papers are mostly different.

Try to WRITE a 3-level sentence outline before you write your paragraph.

74. Occasionally on Page One, the Index box will be expanded much more than we have already described so that it makes up an entire column, top to bottom on the left side of the page, or framed in a big box at the bottom of the page. For example, a recent thick issue of our paper included—in addition to all the features that we've already described (e.g., Title, Alphabetical Section Guide, "Good Morning" Message, Weather Report, Sports and Weather Phone Numbers, and Internet Address)—a Spotlight Section focusing on high interest items appearing on other pages of the newspaper. In our paper, the Spotlight Section provides these 3 items—an action photo, a headline, and a sentence summary.

Here is an example of one such Spotlight Section from our paper:

Action Photo: Native American child in costume dancing

Headline: Powwow at the Pit

Summary Sentence: The Gathering of Nations powwow is expected to attract thousands of singers and dancers, like 3-year-old Navajo grass dancer Seth Daw of Albuquerque, today and Saturday in the University of New Mexico Arena.

LOOK FOR an extended index on Page One of your newspaper. If you find one, COMPARE AND CONTRAST it with the Spotlight Section we describe above. SCAN the rest of Page One for references to information on interior pages of the newspaper. DISCUSS what you discover.

75. Front page news might be local, state, national, or world. Fill in the chart below to see which area is most featured on Page One of the newspaper that you are reading.

Page One NEWS

CITY

STATE

NATION

WORLD

No. of Photos

No. of Headlines
No. of Articles
No. of Other References

TOTAL

DISCUSS your findings with your peers. How does this particular issue present the front page news? Is there a balance of city, state, national, and world news? Or instead, is the focus on only one or two of these areas?

On the basis of this brief analysis and your discussion, WRITE a paragraph stating how this one issue presents front page news.

76. SCAN the news articles in all of today's paper. In the chart below, TALLY the number of articles for each area—city, state, nation, world. Which area gets the most coverage? CALCULATE the approximate percentage of coverage that each area gets.

NEWS COVERAGE	CITY	STATE	NATION	WORLD
TALLY MARKS				
TOTAL NUMBER				
PERCENTAGE				

77. In this country, news in mid-size city dailies usually ranges from local to state to nation to world. In the paper you now have before you, READ one article for each of these areas.

WRITE A 1-SENTENCE SUMMARY for each of the articles that you read. In each sentence, try to include the answers to who, what, when, where, why, and how.

78. Find a news article on Page One that covers an accident or a problem. After reading the article, WRITE A PARAGRAPH describing the accident or problem in your own words. Then WRITE A SECOND PARAGRAPH suggesting how the accident could have been prevented or how the problem might be solved.

Before or after writing, as a class DISCUSS the following questions:

- Is this kind of accident common in most cultures?
- From what you have observed, is this kind of accident common here?
- Would your home-culture newspaper print this item on Page One?
- Would people from your culture approach or solve this problem in a way different or similar to the way people here approach it?

79. The lead sentence or lead paragraph of a news article usually answers who, what, when, where, why, and how. These are the 6 basic questions that reporters ask when gathering information about an event. Sometimes you might see these 6 questions referred to as the 5 W-How Questions. Other times they are called the 5 W's and 1 H. Often they become simply the W-H Formula. To discover how these 6 questions are answered in a news story, complete the following exercise:

- READ one article on the front page of the newspaper.
- SAY who, what, when, where, why, and how about the event.
- WRITE A SUMMARY SENTENCE giving all 6 pieces of information.

80. The W-H Formula helps our reading comprehension. If each time that we read a news article we remember to apply this formula, always we will find in the first paragraph or so answers to the 6 questions, and at once understand much of the story. Sometimes it helps to actually write out the 6 questions and the 6 answers. Try this exercise below.

READ an extended news article. Then WRITE OUT the answers to the questions in the blanks to the right.

5W & H FORMULA

QUESTIONS

ANSWERS

- Who did it?
- What did that person do?
- When did that person do it?
- Where did that person do it?
- Why did that person do it?
- How did that person do it?

81. Referring to the 6 questions in the previous exercise, consider verbs in questions. Notice that in each question pattern, the helping verb is separated from the verb by the subject.

CIRCLE THE VERBS in questions on Page One of today's paper. WRITE the question patterns that you discover there.

Now practice using verb tenses by WRITING all verbs in questions that you circled on Page One as present, past and future tenses.

82. Headlines, often called heads, appear in large type above each news article. They summarize content. But unlike story titles in some other media, headlines must have verbs, stated or implied. For each headline on Page One of the paper that you are now reading, CIRCLE the stated verb, and WRITE the implied verb, placing an insertion mark at the point in the headline where you think the verb belongs. Then transfer this information to a chart with the information below.

VERBS IN HEADLINES

HEADLINE

STATED VERB

IMPLIED VERB

83. CUT OUT SEVERAL HEADLINES from your newspaper. Then CUT UP each headline and PUT each cut-up headline in an envelope. GIVE the envelope to a friend to UNSCRAMBLE each headline. (Hint: To begin unscrambling a headline, try finding first the stated or implied main verb and the subject, then the possible direct object and then the modifiers.)

84. Label the headlines on the front page as positive or negative, marking them with either a plus (+) or a minus (-). After reading the articles with negative headlines, try to WRITE A NEW HEADLINE that is positive.

85. For each headline on the front page, CIRCLE the subject and UNDERLINE the verb. If a headline needs a subject or verb, add it, using the proofreader's insertion mark—^ . Then on a piece of paper WRITE all headlines as complete sentences. COMPARE your sentences with those of your classmates.

86. Headlines do two things: (1) grab our attention, enticing us to read on, and (2) summarize the story that follows.

Because they summarize content, headlines act as clues, allowing us to predict the story ahead. Thus, headlines need to be true to the story that follows. They should not deceive or mislead in their desire to entice the reader. When a headline misleads us so that we predict incorrectly about the content of the article, we feel tricked and annoyed.

CHOOSE 5 HEADLINES in today's paper. PREDICT the story that follows. SAY if your prediction is correct. STATE which clues led to your prediction. For convenience, WRITE your responses in a chart like below. In the chart, T means TRUE and F means FALSE.

HEADLINE	PREDICTION	T/F	CLUES
1.			
2.			
3.			

87. If headlines have a main subject and verb, they make complete sentences. If not, they are incomplete sentences. Fill in a chart like below for the headlines on Page One in today's paper.

COMPLETE SENTENCES	INCOMPLETE SENTENCES
--------------------	----------------------

In the chart, COMPLETE all the incomplete sentences, by providing the missing subject or verb. First, SCAN or READ the article to discover the subject or verb, and then WRITE the missing element in the proper place, using the proofreader's insertion mark.

88. Whether they are written as complete or incomplete sentences, headlines often appear in telegraphic English. Function words such as articles and conjunctions are clipped off so that what remains is a message written in the sparest of prose; nothing more can be shortened, omitted, or abbreviated without losing meaning.

The chart below lists a couple of headlines written in telegraphic English. ADD to this list all headlines that you find in today's paper that appear in telegraphic English. CONVERT these concise messages to sentences written in regular, easy-flowing, conversational English.

HEADLINES	TELEGRAPHIC ENGLISH	REGULAR ENGLISH
	Events Link Traffic Death, Slain Woman	
	Deputies' Demands Called Unreasonable	

89. On a piece of paper COPY each headline from Page One of today's paper. Say how each word functions by WRITING above the word one of these signals:

Noun	Verb	Pronoun	Adverb
Adjective	Preposition	Conjunction	Interjection

Transfer the results to the chalkboard, and as a class DISCUSS your answers.

90. For one of the headlines in today's paper, WRITE a bumper sticker slogan. Try to incorporate rhyme, humor, or some other positive attention-getting device.

READ your slogans aloud. WRITE any that are difficult to comprehend on the chalkboard and EXPLAIN the attention-getting device.

91. Newspaper headlines often include a subject, verb, and a direct object. A direct object is a complement, an expression that completes the meaning begun by the subject and verb. (Other complements include an indirect object, a predicate nominative, and a predicate adjective.) The direct object completes a thought by receiving the action of the verb or by naming the result of the action.

Read through the headlines in today's paper. Whenever you find one that includes these 3 elements—subject, verb, and direct object—WRITE them in the chart below.

HEADLINES

	SUBJECT	VERB	DIRECT OBJECT
1.			
2.			
3.			

92. As with most publications, newspapers carry with them a special vocabulary. Here are some words identifying parts of the newspaper found on Page One: banner, byline, column, cutline, dateline, ears, flag, headline, index, lead, logotype, subhead.

As a class, DISCUSS these words. PRONOUNCE them. IDENTIFY for your peers any of these words that you already know. LOOK UP IN A DICTIONARY any words that are new to everyone. CIRCLE the spot on Page One of your newspaper that exemplifies each word and WRITE the matching word close to the circle.

93. SCAN the headlines in today's paper and READ an article that sounds interesting. In one brief paragraph, SUMMARIZE the article. In your paragraph IDENTIFY the article, referring to its title and to the newspaper by name. (Remember that when you are writing a paragraph out in longhand, article titles go in quotations marks, and newspaper names are underlined.) Have a peer EDIT your paragraph. Make corrections, REWRITING if you wish. Before turning in your paragraph, READ IT ALOUD or PRESENT IT IMPROMPTU to the class.

94. SCAN the headlines and stories in today's paper. CHOOSE one article, and complete the following exercise.

READ the article.

SUMMARIZE the article, answering the 5 W's and 1 H.

ANSWER these questions—

1. Will this event be discussed in history books 100 years from now?
Why or why not?
2. If this event had been covered in your home newspaper, the story have
a. appeared differently or much the same?

95. SCAN Page One of today's paper. CIRCLE all new words and idioms. For each new word and idiom, COMPLETE THE FOLLOWING EXERCISE.

1. Write the word or idiom.
2. List any context clues.
3. Guess at the meaning, based on context clues.
4. Using a dictionary, define the word or idiom and state its origin.
5. Say if your guessed definition matches the dictionary definition.
6. Using a thesaurus, write synonyms for the word or idiom.
7. Write a sentence with each new word and idiom.
8. Read your sentences to your peers.
9. Make a special list of new words and idioms you plan to use. Call it
MY LIST.
10. Add to your special list daily any other new words and idioms that you
encounter that you want to use in your speaking and writing.

96. For fun, complete the following vocabulary exercise.
SCAN today's newspaper.
CIRCLE up to 20 new words.
WRITE these new words on a piece of paper.

CHOOSE one word with an interesting boxed shape.
 Using this shape, DRAW A PICTURE illustrating the idea that the word communicates.
 DISPLAY your picture to the class.
 EXPLAIN the connection between the picture and word if it is unclear.

97. For one or two news articles appearing on Page One, complete the following vocabulary and language structure exercise.

- SCAN the article.
- CIRCLE any suffix.
- PUT A BOX AROUND any prefix.
- UNDERLINE the root of each word.
- WRITE this information as a chart with:

PREFIX	ROOT	SUFFIX	WORD
--------	------	--------	------

DISCUSS as a class the meaning of any prefix, root, or suffix that is unclear to you.

98. Referring to the information in the previous exercise, consider how the suffix often signals the part of speech of a word. Simply by looking at the suffix, you might be able to say that the word is a noun, a verb, an adverb, or an adjective. Try this exercise using your suffix list from the previous chart. COPY each suffix and the word it comes from to the chart below, fitting each into one of the Part of Speech categories. Then in the OTHER WORDS column, WRITE other useful words that you know that follow this same pattern. When you are done, SHARE YOUR WORD LISTS.

SUFFIX SIGNALS

Part of Speech	SUFFIX	WORD	OTHER WORDS
NOUN			
VERB			
ADVERB			
ADJECTIVE			
OTHER			

99. Here is a language structure exercise for plurals to use with Page One news. (Of course, you might complete this and the other language structure exercises using Sports, Editorials, Advice columns, or other sections of the newspaper as well.)

UNDERLINE all plurals that you see on Page One. Now go back and CIRCLE those that are a regular plural form. BOX all other plural forms—those that are irregular.

In the chart below, WRITE all the plurals that you found on Page One. Enter them as regular or irregular and PROVIDE the final sound that they make: z, s, ez, or some other. For example, cows ends in z, snakes ends in s, horses ends in ez, but oxen, mice, deer, sheep, and fish have irregular endings.

PLURALS

REGULAR	IRREGULAR	FINAL SOUND
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100. UNDERLINE all the verbs on Page One. CIRCLE the regular verbs. BOX the irregular verbs. From this group of verbs, CHOOSE 3 that you want to make a part of your vocabulary. WRITE the principal parts of those verbs in the chart below. (Note: By using these principal parts and some helping verbs, you can conjugate all 6 tenses in English—present, past, future, present perfect, past perfect, future perfect.) In the chart, MARK the verbs as regular (R) or irregular (IRR), then WRITE the present infinitive, past tense, and past participle forms. Examples of regular and irregular verbs are given.

PRINCIPAL PARTS OF A VERB

PRESENT INFINITIVE	PAST TENSE	PAST PARTICIPLE	R/IRR
inflate	inflated	inflated	
begin	began	begun	IRR

101. CHOOSE one regular and one irregular verb from Page One of the newspaper. In the chart below, using the third person singular pronoun It as your imaginary subject, WRITE the six tenses for these 2 verbs next to the examples given. Then WRITE 12 sentences, one for each of the 6 tenses of the 2 verbs you chose. READ ALOUD your two favorite sentences to your peers.

VERB TENSES

	REGULAR	IRREGULAR
Present	plays	rings
Past	played	rang
Future	will play	will ring
Present Perfect	has played	has rung
Past Perfect	had played	had rung
Future Perfect	will have played	will have rung

102. CHOOSE an article on Page One that describes a dramatic event such as surviving a tornado, witnessing a bank robbery, or winning the lottery. WRITE a paragraph predicting what you would have done if this event had happened to you. READ your prediction to the class, and LISTEN to theirs. DISCUSS your choices and reflections.

103. CHOOSE a substantial Page One news article that is interesting to everyone. CIRCLE all prepositions, and BOX all articles. READ the article aloud, focusing on the prepositions and articles that you have marked. DISCUSS any surprises. First, BLACK OUT all prepositions, and try to REPLACE them. Then, BLACK OUT all articles, and try to REPLACE them. DISCUSS any differences.

104. Travel through the newspaper TALLYING all the pages that have news. Then COUNT the pages that have no news. ADD these 2 numbers and you should have the total number of pages in this issue of the paper. CALCULATE the percentage of news, and the percentage of the paper that has no news.

105. For one news article that you read, INVENT a word puzzle, such as a find-the-word grid, a crossword puzzle, or some other matching word game. Be sure to include in your puzzle the 5 W's and 1 H as well as other details. Have your peers read this article and then have them complete your word puzzle. DISCUSS the results.

106. WRITE a news article about an event that recently occurred at school, in your neighborhood, or at home. Model your article after one that you find in today's paper. READ your article to your classmates. Can they IDENTIFY the 5 W's and 1 H?

107. According to Robert Kaplan and Robert Bander, rhetorical patterns in English follow a direct line of development. Each paragraph is unified, covering one main idea or topic sentence, and each paragraph is coherent, the sentences tightly connected by use of transitions, pronouns, and occasional repetition. What results is a well-glued paragraph, essay, or news article.

In today's Page One news, FIND an article that exemplifies this orderly, direct rhetorical pattern in English. WRITE your findings in the chart below.

ENGLISH RHETORICAL PATTERN

Article Title:

EXAMPLES OF UNITY

Main idea stated:

EXAMPLES OF COHERENCE

Transitions:

Main idea supported:
Other:

Pronouns:
Other:

SPORTS

108. SCAN the Sports section. CIRCLE all the verbs. DRAW one line under action verbs. DRAW two lines under metaphorical verbs. BOX any new verbs. Using a thesaurus or a dictionary, WRITE synonyms for each new verb. Also, DRAW action pictures for each new verb. SHARE your pictures with your peers.

TRANSFER the verbs that you have marked in the paper to the chart below.

VERBS in SPORTS
ACTION

METAPHORICAL

NEW + Synonyms

109. READ an action article with strong human interest, involving at least two people. WRITE a dialogue, presenting the event as it might have occurred, giving conversation between two or more people. ROLE-PLAY the scene. For those student episodes that are based on the same article, how similar are the dialogues? How natural is the language in each conversation?

110. SCAN the Sports section. CIRCLE all slang words. DEFINE each word in class discussion. WRITE several Standard English synonyms for each word. If you plan to use any of these slang expressions, WRITE casual sentences with them. READ your sentences to your peers.

111. READ a personality profile of a sports figure, such as an athlete or a popular commentator. For it, WRITE an interview in dialogue form. Have your peers ROLE-PLAY the interview, with your giving a brief introduction to the scene.

112. CHOOSE one sport covered in today's newspaper. CIRCLE all words distinctive to this sport. WRITE these words on the chalkboard. As a class BRAINSTORM, listing on the chalkboard as many words as you can think of peculiar to the following sports—baseball, football, basketball, soccer, hockey, tennis, golf, skating, skiing, swimming, and track. Try to include references to players, positions, uniforms, equipment, scoring, and so on. TRANSFER these words to the chart below.

WORDS DISTINCTIVE to INDIVIDUAL SPORTS

SPORT

WORDS

Baseball
Football
Basketball
Soccer
Hockey
Tennis
Golf
Skating
Skiing
Swimming
Track

113. SCAN the Sports section, looking for major competitions now being played. WRITE in the chart below information about those competitions. SHARE your results with your peers.

MAJOR COMPETITIONS

SPORT**COMPETITION****PLACE****PLAYERS**

114. CHOOSE one sport covered in today's paper. Go to the library and FIND more information about this sport. Find out the history of the sport and some famous athletes associated with it. Using this information, WRITE a paragraph telling a little about the sport's past and a little about what's currently happening in this sport, based on what you read in today's paper. READ your paragraph to your peers.

115. READ an article about the sport that you most enjoy playing. SUMMARIZE this article for your peers. Then TELL the class about your experiences playing this sport, answering the following and other questions. (Note: If you do not play sports, answer some of these questions about a sport you most enjoy watching.)

When did you begin playing the sport?

Where do you now play the sport?

How often do you play?

How well do you play?

How does your performance compare with that of professionals?

What do you like most about this sport?

What are your future plans for this sport?

WEATHER

116. SCAN the Weather section. From information given there, CHOOSE one place in the world that is experiencing your favorite weather today. Go to the library and, using an encyclopedia, book, magazine, or the Internet, gather a little more information about this place. Based on this information, WRITE a paragraph describing this place that has your ideal weather. READ your paragraph to your peers.

117. READ the Weather section. PRETEND that you are a television meteorologist. In a paragraph, WRITE today's local weather report. Include the extended forecast for the immediate area. In a second paragraph, WRITE the national and international weather reports, if the paper gives them. PRESENT your information to the class as a TV meteorologist would.

118. READ the Weather section. PRETEND that you are a radio meteorologist. In a sentence, WRITE today's local weather report, including the extended forecast for the immediate area. In a second sentence, WRITE the national and international weather reports, if the paper gives them. PRESENT your reports to the class as a radio meteorologist would.

119. CONSULT the Weather section of today's paper in order to FILL IN the chart below regarding extreme weather conditions.

TODAY'S EXTREME WEATHER**WEATHER****PLACE****PRECISE CONDITION**

Hottest

Coldest

Stormiest

Wettest

Driest

Other

120. LOOK AT today's weather map. LOCATE an exotic place. FILL IN the following blanks, using information from other sources if you wish.

NAME of your exotic place:

CHARACTERISTICS making it exotic:

WEATHER there today:

SHARE this information with your classmates.

121. SCAN the weather section for information on the sun, the moon, the stars, and the planets. Below, WRITE in a summary sentence what you can glean from the Weather Page about these areas, such as their current positions or activities. For convenience, use the chart below.

WEATHER and the SOLAR SYSTEM

PLACE

SUMMARY SENTENCE

Sun:

Moon:

Stars:

Planets:

Other:

122. Using information from the previous exercise, PRETEND that you are an astronomer working on a particular project. WRITE a story relating your work to today's weather report. Include information about the sun, moon, stars, and planets. Make your story a fantasy if you wish. READ your story aloud to your peers.

123. List all the topics covered in the Weather section in your newspaper. COMPARE AND CONTRAST the topics in your paper with those covered in ours: Forecasts—Local, State, Nation, World, Aviation, Solar/UV; Temperature Records; Pollution and Pollen Counts; Humidity and Rain Reports; Almanac Facts; Weather Extremes.

EDITORIALS

124. READ the letters to the editor. CHOOSE one to analyze and respond to. WRITE your analysis and response in the chart below.

LETTER to the EDITOR

ANALYSIS: Points of Argument

RESPONSE

1.

2.

3.

REPORT to your peers your response to each argument. Do most of your peers agree or disagree with your responses? Do most of your peers agree or disagree with the sentiments presented in the letter to the editor?

125. SCAN the editorials and the letters to the editor. CHOOSE one substantial item and for it COMPLETE the chart below. Each time that you encounter a fact RECORD it, and each time that you encounter an opinion WRITE that.

EDITORIAL ITEM

FACT

OPINION

1.

2.

3.

When you are done, DETERMINE what percentage of the editorial item is fact and what percentage is opinion. Do you prefer more fact or more opinion when you are reading editorials?

126. READ the editorials and letters to the editor. LIST the topics discussed there. SCAN the rest of the paper for other references to these controversial topics. Look especially in News, Political Cartoons, and Comics. IDENTIFY these items and their location. REPORT your findings in the chart below.

EDITORIAL TOPICS
TOPIC

OTHER REFERENCES

- 1.
- 2.
- 3.
- 4.

127. READ the editorials and letters to the editor. WRITE a letter to the editor discussing one of the controversial topics covered in today's Editorial section or discussing some other current topic that you feel strongly about. In your letter, GIVE three to five reasons or facts supporting your point of view.

FOLLOW THE RULES of business letter form, including a heading, inside address, salutation, body, closing, and signature. Have a peer EDIT your letter. Then READ your letter aloud to the class, asking students to DISCUSS your arguments. Make appropriate revisions, and MAIL your letter.

128. Referring to the previous exercise, WRITE a second letter—this one to a family member or a friend. In this letter, DISCUSS, among other topics, the letter that you have just mailed to your local newspaper. FOLLOW THE RULES of friendly letter form; include a heading, salutation, body, closing, and signature.

In this letter, try to VARY YOUR SENTENCE STRUCTURE. Begin some sentences with participles, and use an appositive or an absolute to tighten the writing.

READ your letter to your peers. Then as you LISTEN to your peers read their letters, try to IDENTIFY the participles, appositives, and absolutes they have used. WRITE these on the chalkboard for discussion.

129. CHOOSE a controversial topic that is discussed in today's Editorial section and that most students care about. On the chalkboard, WRITE five to ten arguments favoring the topic and five to ten arguments opposing the topic. Then WRITE counter-arguments to each of these points as you think of them. Divide the class into two teams. Using the information on the chalkboard as a starting point, have the teams DEBATE this topic. Include other information as the debate proceeds. Have a student or the teacher facilitate the debate.

POLITICAL CARTOONS

130. For each Political Cartoon in today's paper, COMPLETE the following steps.

1. WRITE the main idea in one sentence.
2. FIND any symbols.
 - a. NAME the symbol.
 - b. WRITE its meaning.
 - c. JUDGE its appropriateness, giving reasons.

131. FIND a Political Cartoon in today's paper. CIRCLE the following items if they are explicitly expressed: caption, symbol, dialogue, main idea, exaggeration.

BOX them if you find explicit examples of any of the following techniques: persuasion, sarcasm, humor, irony, satire.

As a class, DISCUSS your findings.

132. FIND a Political Cartoon in today's paper. DRAW a cartoon that expresses the opposite point of view. In your cartoon, try to include the following: caption, symbol, dialogue, main idea, exaggeration, and humor.

SHARE your cartoon with your peers.

133. Political Cartoons often use caricatures, drawings of people that exaggerate certain physical characteristics. CIRCLE all caricatures you find in the Political Cartoons in today's paper. Then FILL IN THE BLANKS below.

NAME of person caricatured:

FEATURES exaggerated:

DEFECTS alluded to:

DISCUSS whether you agree or disagree with the cartoonist's sentiment.

Caricatures are said to distort a character's physical features so that that person appears ludicrous, and the cartoon then becomes a kind of burlesque. Can you define those two words—ludicrous and burlesque?

134. SELECT a favorite Political Cartoon in today's paper. Using it as a model, CREATE your own cartoon about a topic that you value. SHARE your cartoon with your peers. Have them EVALUATE it for effectiveness. Are there qualities that make it publishable?

To help you carry out this assignment, FILL IN the chart below.

ANALYZING, CREATING, EVALUATING
POLITICAL CARTOONS

MODEL CARTOON

MY CARTOON

Main idea:

Caption:

Dialogue:

Symbol:

Caricature:

Humor:

Persuasion:

Other

135. BLACKEN all words, such as dialogue and captions, in and around the Political Cartoons in today's paper. WRITE new words in their place, discussing the original topic or a new point. SHARE your results with the class.

136. Here are some words commonly used when discussing Political Cartooning:

humor

irony

persuasion

sarcasm

satire

MATCH these words with the definitions below by WRITING the word in the appropriate blank.

urging a belief or course of action

ridiculing human vices and follies

expressing the ludicrous or absurdly incongruous

expressing the opposite of what you really mean
uttering a cutting, witty remark that gives pain

CIRCLE any examples of humor, irony, persuasion, sarcasm, and satire that you find among the Political Cartoons in today's paper. LABEL each example with one of these 5 words.

137. Political Cartoons often present abstract ideas as concrete objects. For example, a company might appear as a person or an animal. SCAN the cartoons in today's paper for examples of abstract ideas made concrete. LIST these. ADD to this list, five to 10 other abstract ideas and the same number of concrete objects that might be used successfully by political cartoonists to make a point more vivid.

PHOTOS

138. CUT OUT the photos but not the captions in today's paper. LOOK AT each picture. WRITE a new caption for each. Then TELL a detailed story about what might be happening in each photo. Let your peers EVALUATE your account on the following two points.

1. Is your story plausible?
2. Why or why not— based on evidence in the photo?

Then WRITE one of the stories that you told. Along with the photo, TURN IN your story for evaluation by your teacher.

139. CHOOSE a photo in today's paper, READ the caption, and then INVENT a new and possibly kinder tale. WRITE at least a 7-sentence paragraph for your invented tale. You might begin in the following manner.

The caption for the photo on Page One says that _____. But that's not what really happened. Here is what really happened.

READ your story to your peers.

140. For each of the photos in today's paper, WRITE on the photo itself words of emotion—such as, irate or bewildered—that you see depicted in the picture. LIST these words on the chalkboard and BRAINSTORM for synonyms. ADD any new words to your special list.