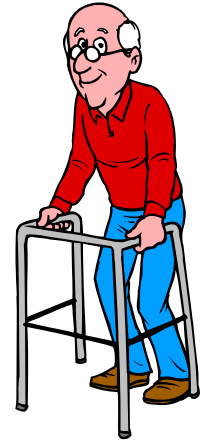


Narrative Writing

Section 17.3

Adding Descriptive Details



Details and examples are important in any type of writing, but details are especially important in narrative writing. Writing a narrative paragraph is not difficult since it is simply writing a story, but an effective narrative paragraph must include strong, descriptive verbs and specific, descriptive details. It must also contain logical transitions to flow smoothly. You have already seen some of this information in Section 16.3, but now concentrate on how these details specifically apply to narrative writing.

Strong Verbs

Verbs show action. Strong verbs in narrative writing paint a clear picture for the reader. It is better to use a strong verb instead of a weaker one with an adverb.

Chart 1 below gives examples of stronger, more descriptive verbs that can be used for the two common verbs *run* and *walk*.

| Chart 1: Examples of Weak Vs. Stronger Verbs | |
|---|---|
| common, weak verb | stronger, more descriptive verb |
| run | sprint, scamper, scramble, gallop, dash, dart, hustle |
| walk | stride, stroll, tramp, shuffle, creep, stalk, strut, march, waddle, stagger |

Example 1 : The elderly man walked slowly down the hall with his walker.

Weak verb with an adjective

Walked slowly uses a general, weak verb with an adjective.

The elderly man shuffled down the hall with his walker.

Stronger verb

The verb *shuffled* is a stronger, more descriptive verb and is more effective than *walked slowly*. Notice that it gives a better picture of how the man moved.

Specific and Descriptive Details

When writing, you need to be specific, rather than general. Use specific nouns instead of general ones. For example, instead of saying *a dog*, you could say *a poodle*, which is the specific kind of dog. Adjectives and adverbs should also be descriptive and vivid. Avoid overused adjectives and adverbs that are too general and offer little description, such as *good, great, nice, bad, big, little, slow, fast*.

Persuasive Writing

Section 18.2

Business Letters and Proposals



Key Terms

- **Business letter** – a letter usually written to a business or an organization often with the purpose to persuade
- **Proposal** – a persuasive letter written to ask permission or to seek approval

In persuasive writing, the supporting details determine the effectiveness of the persuasion. In other words, the persuasion is only as good as the details or examples given to support the position.

As mentioned in 18.1, persuasive writing can be in the form of letters. These include **business letters**, which can be written to a company, newspaper readers, a specific person, or a group of people. A business letter is written in formal language often with the purpose to persuade. Chart 1 below gives some examples of persuasive business letters.

Chart 1: Examples of Persuasive Business Letters

- A customer writes to a company to request a replacement for a defective product.
- A student writes to her family and friends to ask for help with a fundraiser.
- A politician writes to the readers of a newspaper to ask for their votes.

A business letter that is meant to persuade will have examples that support a position. Look at an example.

Example 1: Read part of a letter Ayana wrote to nominate her teacher for Teacher of the Year.

I would like to nominate my last year's teacher Ashley Threatt for Teacher of the Year. Ms. Threatt made learning social studies interesting because she didn't just have us memorize dates and places. Instead, she made history come alive to make us understand how it really happened. For example, one month we divided into groups, and each group wrote a play about an important moment in history. We acted it out and recorded it. Then we watched all the videos and discussed them. We learned more from this approach and enjoyed it as well.

Does Ayana's example support her position?

Ayana's letter is meant to persuade readers that Ashley Threatt should be Teacher of the Year. Ayana's states her position that Ms. Threatt should be Teacher of the Year because she made learning social studies interesting and didn't just have students memorize dates and places. Ayana gives an example of how Ms. Threatt makes history come alive to support this position. Since Ayana's example shows how Ms. Threatt made social studies interesting, her example supports her position. The answer to this question is "yes."

Spelling

Section 19.6

Word Endings, Group 3



Spelling List 6

| | | | | |
|------------|-------------|-----------|-------------|-------------|
| accessible | consequence | eligible | hospitable | politician |
| adjacent | consistent | emigrant | incapable | respectable |
| advisable | defendant | enjoyable | incompetent | reverence |
| amiable | edible | flexible | maintenance | sequence |
| applicant | electrician | hindrance | musician | vengeance |

Words Ending in ABLE, IBLE

Both *-able* and *-ible* are suffixes that often mean “capable of” or “able.” For example, *breakable* means “able to be broken.” In some cases, they can mean “having the quality of,” as in *comfortable*, which means “having the quality of comfort.”

Like many other word endings, *-able* and *-ible* do not follow any strict rules, but a few patterns may help you to remember which ending to use.

ABLE

More words end in *-able* than *-ible*, so if in doubt, *-able* is more likely to be correct. In many cases, *-able* is added to base words that can stand alone. For example, *afford* + *able* = *affordable*. Of course, not all *-able* words have a base word that can stand alone, as you can see in Chart 10 below.

IBLE

The suffix *-ible* is often found in words that do not have stand-alone base words. In other words, if you remove the *-ible*, you are not left with a valid word that can stand on its own. An example is the word *possible*. However, see Chart 10 below for exceptions to this rule as well.

In most cases, but not all, *-ible* is used following *-ss* even when the base word can stand on its own.

Chart 10:
Examples of Words Ending in ABLE and IBLE

| ABLE Words | | IBLE Words | |
|-------------|------------|------------|----------|
| advisable | amiable | accessible | eligible |
| enjoyable | hospitable | edible | flexible |
| respectable | incapable | | |

Practice 1

Use Chart 10 to answer the following questions.

Which two *-able* words from Chart 10 have base words that can stand alone?

1. _____
2. _____