

**OLYMPIADS SCHOOL/GRADE 7 AND 8 WRITING/HOMEWORK 7****NAME (FIRST AND LAST):**\_\_\_\_\_ **GRADE:**\_\_\_\_\_**Differences between a first and second draft of a story**

You've written a short story, and now you want to polish it, make it shine. What are the strategies writers use to edit their stories? As you continue writing, you'll develop your own editing process, but here are some important steps for writers to use when revising fiction.

**1. Take Time Away**

It's not possible to edit a story right after you write it. You'll edit more effectively after taking some time off, so you can be properly distanced from the text. It doesn't have to be long – a day or so might be enough – but make sure to give yourself some time away. In our class you have had more than a week not to think about your story.

**2. Consider Changing the Beginning**

The beginning of a short story is arguably its most important part. This is where many writers spend most of their time when rewriting. Consider starting your story in medias res - in the middle. Start with an engaging scene that immediately introduces the characters, conflict, and ideas of the story. If the beginning is too slow and too long, readers will stop reading.

**3. Perfect the First Sentence**

Your first sentence should immediately grab the reader's attention. Ways of doing this: introduce a problem; introduce an unusual character; or introduce a really weird situation. Spend time making sure the first sentence is perfect.

**4. Read Dialogue Aloud**

Dialogue can be tricky to get right. Reading your dialogue aloud can help you determine whether your dialogue sounds realistic and effective. Make sure it has correct punctuation and appropriate dialogue tags: John said, Betty asked etc. Avoid pronouns.

**5. Sympathetic Characters**

Make sure your characters are sympathetic, people we want to like. They don't have to be perfect – in fact, they shouldn't be, or they'll probably seem unrealistic – but they should be minimally likeable, or at the least, understandable. Do their motives make sense? *Perhaps you need to explain why they do what they do a*

*little more.* Are their personalities consistent throughout the story? Are all of their actions in character? Also add some little physical trait that better describes a character. It can be small, like a boy who wears glasses that are taped together and stutters.

## 6. Point of View Consistency

There's nothing more jolting than a story that suddenly switches into a different point of view. Make sure your story is written in the same point of view throughout, and examine your reasons for using that point of view. It can be an interesting exercise to rewrite stories, or even just scenes, in different points of view to see how they are changed. Also make sure the story occurs in **one tense**, look for verbs that are in present tense in one sentence and the move to past in the next sentence.

## 7. Check Every Scene

Is every scene absolutely necessary to your story? Are there any unnecessary moments? It can be difficult to delete things you've written, but condensing your story can make it much more powerful and effective. A story is the same as life but with all the boring bits left out. Show the interesting parts as scenes and tell in brief sentences anything else that happens between scenes.

## 8. Choose a Great Title

A title can lure readers and confer additional meaning upon the story. Spend time choosing a unique and interesting title.

9. Have fun. Second drafts are usually more fun to work on, because you already have the basic idea, so you are able to be creative and play around with the story.

## Rewrite each boring sentence using a simile.

1. Our house is now vacant.

*Use the following words in your sentence: empty, old*

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2. My best friend is a very good person.

*Use the following words in your sentence: good, gold*

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3. Allison's room was neat.

*Use the following words in your sentence: neat, pin*

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4. Selma is peculiar.

*Use the following words in your sentence: crazy, loon*

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5. Mrs. Henry is a sweet lady.

*Use the following words in your sentence: sweet, honey*

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6. Carlos' father is very strong.

*Use the following words in your sentence: ox, strong*

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7. You've grown very tall.

*Use the following words in your sentence: tall, ostrich*

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8. Victoria is very smart.

*Use the following words in your sentence: tack, sharp*

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**Circle the object that is being given human qualities.**

1. Jackie's lunch tray somersaulted through the air after she tripped.

2. The sun winked through the trees.

3. The plane flirted with the runway when the pilot landed the plane.

4. The dishwasher's open mouth waited to be fed.

5. The low clouds were dyed a brilliant orange, pink, and purple by the sunset.

6. The car's headlights blinked in the rain.

7. The ten page exam glared at him from the top of his desk.

8. Raindrops sang a song as they fell into the puddle.

9. The chocolate cake at the bakery was calling my name.

10. Paola's scarf did pirouettes in the wind as it blew down the street.

11. The combination lock on his locker had a mind of its own.

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| 12. The plants begged for a drink.                  |
| 13. The pages of the book waved in the breeze.      |
| 14. The trees clenched the ground with their roots. |

**Circle the concept that is being given human qualities.**

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| 1. Happiness danced across their faces.   |
| 2. Pride swelled in his chest.  |
| 3. Freedom catapulted me through the school doors; summer vacation was finally here!                  |
| 4. The truth crept out, even when Damien tried to keep it hidden.                                     |
| 5. Joy sang in his heart.   |
| 6. Sadness is a friendless day.   |
| 7. Jealousy hurtled from Becky's lips.  |
| 8. The hours flew by this afternoon.  |
| 9. Reading invites you into a new world.  |
| 10. As the soldiers marched by, a feeling of patriotism wrapped itself around me like a warm blanket. |
| 11. Hope made his heart playful.  |
| 12. Greed played in the corners of the banker's mind.   |
| 13. Pain sprung to Bob's broken leg.  |
| 14. Independence Day screams, "I love the U.S.A."   |
| 15. Curiosity knocked on my door.   |

### **Simile Poetry**

<sup>1</sup> You know what a simile is. It compares two things that aren't alike. The things could be people, places, or objects. The simile says that this thing is like that thing. One might say that the lady's hair is like a cloud. A simile may also say that one thing is as "something" as another thing. Let's say that the lady's hair is as fluffy and white as a cloud. Hair and clouds aren't alike at all. Similes are interesting that way.

<sup>2</sup> Did you know that a simile can be made into a poem? We can choose a subject and make similes to describe it.

<sup>3</sup> A globe represents Earth. The globe is round like a ball. It spins like a top. I've already formed two similes. Did you notice? Let's see if we can shape those ideas into a simile poem.

### *Earth*

My world is like  
A big blue ball  
Spinning like a top  
Through space

<sup>5</sup> Simile poetry doesn't need commas or periods unless the poet wants to include them. Also, simile poetry doesn't need to rhyme. What does a simile poem need? It needs similes, of course! It needs to look like a poem; it should have short lines and a title.

<sup>6</sup> Let's do another simile poem. I need your help with this one. I'll start each line, but you will have to finish it by filling in the blank. Our subject is summer. Think about ways to describe summer.

### *Summer*

The sun is as hot as \_\_\_\_\_.  
The grass is as short as \_\_\_\_\_.  
The water is as clear as \_\_\_\_\_.  
The dog is as lazy as \_\_\_\_\_.  
I am as \_\_\_\_\_ as \_\_\_\_\_.

<sup>8</sup> Now it's time to write your own simile poems. Both poems will be about the same subject. The first poem should use the word "like" to compare the subject to something else. The second poem should use the word "as" to describe your subject. Look at the examples above if you get stuck. Your subject is "friend."

<sup>9</sup> You may write your poems about one certain friend. You may choose to write poems about the idea of a friend. The first line of your first poem will begin with either "[Friend's name] is like ..." or "A friend is like ...." Make a list of things that describe a friend. You can use the ideas from your list to create your poems. Have fun creating *original* similes!

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## PRONOUN POINT OF VIEW

Pronouns should not shift their point of view unnecessarily. When writing a paper, be consistent in your use of first, second, or third person pronouns.

Type of Pronoun	Singular	Plural
First person pronouns	I (my, mine, me)	We (our, us)
Second person pronouns	You (your)	You (your)
Third person pronouns	He (his, him) She (her) It (its)	They (their, them)

NOTE: Any person, place or thing, as well as any indefinite pronoun like one, anyone, or someone is a third-person word.

For instance, if you start writing in the first-person **I**, don't suddenly jump to the second person **you**. Or if you are writing in the third-person **they**, don't shift unexpectedly to **you**. Look at the examples:

	Inconsistent	Consistent
1.	One reason that <u>I</u> like living in the city is that <u>you</u> always have a wide choice of sports events to attend. (The most common mistake people make is to let a <i>you</i> slip into their writing after starting with another pronoun)	One reason that <u>I</u> like living in the city is that <u>I</u> always have a wide choice of sports events to attend.
2.	<u>Someone</u> who is dieting should have the help of friends; <u>you</u> should also have plenty of willpower.	<u>Someone</u> who is dieting should have the help of friends; <u>he or she</u> should also have plenty of willpower.
3.	Students who work while <u>they</u> are going to school face special problems. For one thing, <u>you</u> seldom have enough time.	Students who work while <u>they</u> are going to school face special problems. For one thing, <u>they</u> seldom have enough study time.

## PRONOUN POINT OF VIEW PRACTICE

*Cross out inconsistent pronouns in the following sentences while writing the corrections in brackets behind the errors.*

Example        I work much better when the boss doesn't hover over ~~you~~ (me) with instructions about what to do.

1. As we drove through the Alberta countryside, you saw some of the horse-drawn buggies used by the Hutterites.
2. One of the things I like about the corner store is that you can buy homemade sausage there.
3. IN our family, we had to learn to keep our bedrooms neat before you were given an allowance.
4. No matter how hard we may be working, the minute you relax, the supervisor will be watching.
5. People shouldn't discuss cases outside of court if you serve on a jury.
6. As I read the daily papers, you get depressed by all the violent crime occurring in this country.
7. I never eat both halves of a hamburger bun, because you save calories that way.
8. If someone started a bakery or doughnut shop in this town, you could make a lot of money.
9. Fran likes to shop at the factory outlet because you can buy discount clothing there.
10. I can't wait for summer, when you can stop wearing heavy coats and itchy sweaters.

**THE END...for now....**