

OLYMPIADS SCHOOL/GRADE 7 AND 8 WRITING/HOMEWORK 10

NAME (FIRST AND LAST): _____ GRADE: _____

Identifying and Creating a Good Thesis Statement

A thesis is a controlling idea about a topic that the writer is attempting to prove.

Why do I have to write a thesis statement?

- to test your ideas by narrowing them into a sentence or two
- to better organize and develop your argument
- to provide your reader with a “guide” to your argument

How do I write a good thesis statement? Look at the characteristics for thesis statements presented below:

1. A strong thesis statement takes a stand on the topic.

- a. There are some negative and positive aspects to industrialization.
- b. Because industrialization damaged the environment and exploited workers, its effects were more negative than positive.

Which thesis is stronger? _____

Explain:

2. A strong thesis statement does not simply state a fact, but sets the stage for analysis of a topic.

- a. The Civil War took place between 1861-1865.
- b. The Civil War, which took place between 1861-1865, was the most devastating war in United States history.

Which thesis is stronger? _____

Explain:

3. A strong thesis statement is unified, and expresses one main idea.

- a. Although some people believe that George Washington was the best president, Abraham Lincoln was much better.

b. Abraham Lincoln was the best president because he fought to keep the country together and fought for the elimination of slavery.

Which thesis is stronger? _____

Explain:

4. A strong thesis statement is specific.

a. The Crusades were fought because of religion.

b. The Crusades were fought due to religious fanaticism and a struggle for power in the Holy Land.

Which thesis is stronger? _____

Explain

Summary:

A strong thesis statement:

1. takes a stand on the topic. Make a claim, take a position, don't just make a statement.
2. does not simply state a fact, but sets the stage for analysis of a topic.
3. is unified, and expresses one main idea.
4. is specific.

Your new thesis statement for your essay:

Directions: Carefully read the writing prompt and the Bad Thesis Statement. Then, rewrite a Good Thesis Statement. State the subject and tell the author's purpose for writing or the point to be proved. A good thesis statement will directly respond to each part of the writing prompt.

Writing Prompt: Describe how television commercials influence children.

Bad: Television commercials have an influence on children.

Good:

Writing Prompt: Explain why young people especially enjoy hobbies.

Bad: One hobby many young people especially enjoy is reading.

Good:

Writing Prompt: Discuss the benefits of playing team sports.

Bad: Playing team sports has many benefits.

Good:

Directions: Carefully read the writing prompt and the Bad Thesis Statement. Then, rewrite a Good Thesis Statement. State the subject and tell the author's purpose for writing or the point to be proved. A good thesis statement will directly respond to each part of the writing prompt.

Writing Prompt: Persuade the school board to lengthen summer vacation.

Bad: Many people think that summer vacation should be extended.

Good:

Complex sentences

Combine the following simple sentences into complex sentences. Omit repeated words. Use the dependent words who, which, or that.

- a. The word who refers to persons.
- b. The word which refers to things.
- c. The word that refers to persons or things.

Use commas around the dependent statement only if it seems to interrupt the flow of thought in the sentence.

Example: Larry is a sleepwalker.
 Larry is my brother.

Answer: Larry, who is my brother, is a sleepwalker. (the dependent clause is in the middle of the sentence)

1. The magazine article was about politics.
 The article made me very angry.

2. The woodshed has collapsed.
I built the woodshed myself.

3. The power drill is missing.
I bought the power drill at half price.

4. Richard Nixon was indicted for eavesdropping and wiretapping.
Richard Nixon was our president.

5. The chicken pies contained dangerous preservatives.
We ate the chicken pies.

Pronouns

Circle the word that best completes each sentence.

1. There were two red cars involved in the accident on (our, ours, we) street.
2. There are a lot of tall trees on our street, but (our, ours, we) is the tallest.
3. We have many daffodils in (our, ours, we) garden.
4. Tonight (our, ours, we) will sing, "America."
5. (Our, Ours, We) used the magnet to attract the nails.
6. Rachel's pious nature guaranteed that (she, her) would never lie to her parents.
7. Although (she, her) tried to be brave, Lisa let a soft groan escape when the doctor gave her an injection.
8. My best friend wants me to stay with (she, her) tonight.
9. (She, Her) pink hair looked ridiculous!
10. (She, Her) went to the mall with her companion.

11. (I, Me) need to discard the old clothes.
12. At home my mother gives (I, me) etiquette lessons.
13. Everybody in my family but (I, me) likes squash.
14. I kept the receipt for the groceries (I, me) bought.
15. The story began to puzzle (I, me) when it did not make sense anymore.
16. (It, Its, It's) time to switch classes.
17. A fig doesn't look tasty, but (it, its, it's) good to eat.
18. I've had a lot on my mind lately, so (it, its, it's) been hard to focus on my work.
19. The tiny little beetle couldn't roll off (it, its, it's) back.
20. The resort offers daily maid service to (it, its, it's) guests.

Pronoun Reference

In the following sentences there contains a vague or unclear pronoun reference. Correct by changing the pronoun to a specific noun that it is referring to or rewording the sentence. The problem pronouns are in bold.

1. When **she** was forty, Pearl Buck's novel *The Good Earth* won the Pulitzer Prize.

2. Bill bought a Norwegian canoe because he had heard that **they** make the best canoes.

3. Katie was an only child, and **it** was hard.

4. Jennifer's sister wondered if **she** were tall enough to be a model.

5. Dipping the spoon into the pot of simmering soup, Jean felt **it** slip out of her hand.

6. At a local restaurant, **they** provide each table with a bucket of peanuts.

7. Mary and Tom left their bags at the ticket counter, but then they weren't sure if **they** were safe.

If you had any issues, or questions: mr.heidarbozorg@gmail.com

THIS IS THE END!!