

Word Processing

# Writer's Choice

COMPOSITION AND GRAMMAR







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**GLENCOE**

Macmillan/McGraw-Hill

New York, New York

Columbus, Ohio

Mission Hills, California

Peoria, Illinois

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Mission Hills, CA 91346-9609

ISBN 0-02-635703-8  
Word Processing

Printed in the United States of America.

2 3 4 5 6 7 8 9 MAZ 97 96 95 94

## To the Teacher

These word-processing exercises are designed to provide students with opportunities to practice and sharpen the word-processing skills they use in their writing. The exercises are designed for practice of existing skills, not instruction of skills to word-processing newcomers. Because the instructions for the exercises are general rather than specific, the exercises may be used with any word-processing program. As students practice these exercises, they become comfortable using word processing throughout the five writing stages. As they become more proficient with word processing, students will begin to appreciate the increased freedom word processing gives them to explore each stage of the writing process.

Individual exercises contain three major elements. **Context** establishes a “real-life” situation in which a particular word-processing function might be performed. Context shows students how the word-processing function will support the writing process. **Exercise** explains how the word-processing function will be practiced and informs students of the steps they need to perform. The sample text, which students use as the basis of the word-processing exercise, simulates texts students might actually write in each situation described in Context. In addition, most word-processing exercises include **Extension**, which is designed to allow students additional practice with the word-processing function in independent writing situations.

The word-processing exercises reflect the five stages of the writing process as well as practical application of word-processing skills. Exercises in prewriting and drafting emphasize the importance of getting ideas onto “paper”—that is, the computer screen. Exercises in revising emphasize the time-saving features of word processing as well as the creative benefits of using word processing—the ease of moving ideas around or trying out different versions of the same piece of work. Exercises in editing focus on the finer mechanical concerns of spelling and styling. Exercises in presenting allow students to practice the word-processing functions they would use in preparing a finished work. Individual exercises focus on a specific word-processing skill, but all exercises allow students to combine skills they have practiced in previous exercises. The exercises give students a real classroom-assignment situation in which to apply what they have been practicing.



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## Extension

You may wish to keep a daily or weekly journal on your computer. Create a document and record information about events in your life as well as your reactions to those events. Use the word processing skills described above.

# 1 Entering Text and Clearing the Screen

## ► Context

Your teacher has suggested that you start a daily journal to keep a record of the events in your life as well as your thoughts and

ideas on these events. Your journal will be a place to try out writing styles and will provide a sourcebook for writing ideas.

## ► Exercise

If necessary, review with your teacher the procedures for operating your computer system as well as the instructions for accessing your word-processing program. Then enter the text shown below. Note how using a computer for keeping a journal entry is different from writing out your thoughts longhand. Ask yourself these questions: Which form is faster? Which one is easier to read? After you have entered the text, proofread it for typographical errors you may have made, as well as errors in punctuation, spelling, and capitalization. Finally, use the Exit or Quit function of your word-processing program to clear the screen and exit from the computer system.

Tuesday, Sept. 4

This is my first journal entry for the year. I'm not sure what I'm supposed to write. Guess I'll start with this morning. I overslept, again. I need to get to bed earlier. I was almost late for history class, again. This isn't a good way to start the school year!

Sarah and I watched a movie last night about a young girl who wanted to be an Olympic gymnast. The movie really showed what hard work it is to train for the Olympics. And some things that can happen, like when she pulled one of her muscles in a fall. The movie made me wonder if I could ever be that dedicated to anything. So far I haven't found anything that I really, really want to do in life, except maybe train horses or become a veterinarian.

## ► Extension

You may wish to keep a daily or weekly journal on your computer. Create a document, and record information about events in your life as well as your reactions to those events. Be sure to apply the word-processing skills described above.



## • WORD PROCESSING •

## 2 Printing a Document

### ► Context

You have decided to use one of your journal entries as the basis for a descriptive essay. You want to share your entry with your peer

editors to get their feedback on your ideas. You will want each group member to have a copy of the journal entry to read and to write comments on before the peer editing session.

### ► Exercise

Enter the text shown below. Proofread it for typographical errors you may have made, as well as errors in punctuation, spelling, and capitalization. Then use the Print function of your word-processing program to make multiple copies of the page, one for you and the others for your peer editors. If you have access to a high-quality printer, experiment by printing out the copies in different type styles and sizes. Distribute the copies to your peer editors and ask them to comment both on the content and on the look of your journal entry.

Friday, October 22

The trees are gorgeous today. Every color you can imagine--scarlet red, flaming orange, brilliant yellow, deep burgundy. Some of the trees still have green leaves, making a striking contrast to the various other colors. The sun is just beginning to set. As I look out my window, I see a tree whose leaves are a glowing, shimmering orange. The sun shining on the tree makes it look like a candle flame.

### ► Extension

Enter another journal passage of your own invention in which you respond to the comments of your peer editors.

### 3 Storing a Document

#### ► Context

You have been given an assignment to write a personal narrative. You have made some prewriting notes, but you may want

to add more ideas to your prewriting notes in the next day or two. You will need to keep the notes for use when you begin your first draft.

#### ► Exercise

Enter the text shown below. If you plan to use your notes again, you will need some way to identify your computer file for retrieval. One way is to date your file. Or you might add a code word, such as *pets* or *animals*. Then you can use the Search function of your word-processing program to retrieve the file you have created.

I was 8--second grade  
went to animal shelter with dad  
a rainy, cold day, but warm inside  
smell inside was not pleasant but I didn't care  
many animals in cages--dogs, cats, puppies, kittens  
concrete floors, attendants in uniforms  
noisy--meowing, barking, doors slamming, people talking  
the cutest puppy of all--  
    wiggly, long floppy ears, brown with white spots  
    big brown eyes that said "please take me home"

#### ► Extension

Take some notes on a natural object, such as a tree or a plant. Enter and store the notes on a computer file that you have created. Then use the Search function of your word-processing program to retrieve the file and add more notes on the topic.



## • WORD PROCESSING •

## 4 Creating a New Version of a File

### ► Context

You have written a rough draft of a personal narrative, but you decide that you would like to try using a different opening

paragraph. However, you don't want to lose the original version until you have had a chance to compare it with the revised version.

### ► Exercise

Open an existing file. You might use any file you have previously created in these exercises, or some other file. Use the Insert feature of your word-processing program to enter the following text in the file you have opened. Then save the file under a new name, "Version 2."

Saturday was a cold, rainy day, but Dad had promised we would go to the animal shelter to look at puppies. He hadn't exactly promised we could get a new puppy, just look. On the drive there, Dad reminded me that he hadn't convinced Mom yet that we really needed a new puppy. Nevertheless, I was excited. I just knew this was the day!

### ► Extension

Write your own "Version 3" of the passage shown. Insert it and save it under a new name.

## 5 Deleting and Inserting Characters

### ► Context

You have finished a rough draft of your personal narrative, and you are ready to begin the first revision. You have printed a

copy of your draft and have made some changes and corrections on the hard copy. Now you are ready to enter the changes and print out a revised copy.

### ► Exercise

Enter the typed text exactly as shown below. Then use the cursor, along with the Insert and Delete functions of your word-processing program, to incorporate the handwritten corrections and additions that are shown. Proofread your work and print out a copy.

When we opened the door to the shelter, we were hit in the face by a blast of warm, moist, smelly air. The warm felt good, I wasn't bothered by the zoo-like smell. The attendants at the reception desk pointed the way down the hall to where the animals were kept. I ran down the hallway ahead of my dad. I came first to the room where puppies were kept. I peered through the glass doors, and saw puppies in small cages stacked one on top of the other.

### ► Extension

Think about an adventure in which you or someone you know has participated. Create a file, and enter the text for a one-page narrative about the adventure. Then print out a copy, and ask a peer editor to indicate any changes or corrections. Be sure to apply the word-processing skills described above when you incorporate the peer editor's corrections.



## 6 Searching and Replacing Words

### ► Context

You have submitted the first draft of a research paper for peer editing. Your peer editor has pointed out that you have

misspelled the name of your topic. You have used the word throughout the paper, and you need to make sure you locate the word and correct its spelling each time it is used.

### ► Exercise

Enter the typed text exactly as shown below. Then incorporate your peer editor's change to the title. After you have made the change, use the Search and Replace function of your word-processing program to correct the misspelling each time it appears in the text. In most word-processing programs, you will have to type in the word *exactly* as you want it—all capitals, all lower case, or initial capital.

#### <sup>7</sup> GETYSBURG: THE BATTLE THAT TURNED THE TIDE

The Battle of Getysburg was a turning point in the Civil War. The battle was fought at the little town of Getysburg, Pennsylvania, from July 1 through July 3, 1863. Ironically, although the Battle of Getysburg was not planned, it marked the most decisive defeat of the Southern forces, and that battlefield just outside the town of Getysburg became a national cemetery and the site of one of the most famous speeches in American history--Lincoln's Getysburg Address.

### ► Extension

Compose a one-page essay on a topic of your choosing, or open an existing file. Then replace one or more words with new words. Be sure to apply the word-processing skills described above.

## 7 Moving Text

### ► Context

As you revise your research paper, you decide that one paragraph doesn't seem to

logically follow the one before it. You want to move this paragraph closer to the beginning of the paper.

### ► Exercise

Enter the text shown below. After you have proofread your work, use the Move function of your word-processing program to place the second paragraph above the first paragraph. For additional practice, open any other file you have created. Reread the text to see if any sentence or paragraph would work better in another location. Use the Move function to move any sentence or paragraph that seems out of place.

Volcanoes can be classified as active, dormant, or extinct. Active volcanoes erupt regularly. Dormant volcanoes are quiet and have not erupted in recent times, but they could quite possibly erupt again. Extinct volcanoes have not erupted in recorded history and will probably never erupt again.

A volcano is an opening in the earth's crust from which melted rock and gases erupt. In ancient times, before scientists began to understand the volcanic process, people were frightened and awestruck by volcanoes. Some ancient peoples even worshiped volcanoes as gods.

### ► Extension

Write a short paragraph describing a volcano. Then move the paragraph around to be the first, second, and third paragraph.



## 8 Copying Text

### ► Context

You are writing song lyrics. You want the chorus to repeat after each verse, but you

don't want to enter the words to the chorus each time they are repeated.

### ► Exercise

Enter the text shown below. After you have proofread your work, use the Copy function of your word-processing program to copy the chorus and enter it after the second verse. Remember to copy the extra line space above the chorus. Then print out one copy of the song lyrics.

#### (VERSE 1)

From the moment we met,  
Our lives intertwined.  
We'd never forget--  
At least that's what we thought.

#### (CHORUS)

We thought we'd never change,  
That life would keep us safe and close.  
We dreamed our dreams together.  
We thought we'd never change.

#### (VERSE 2)

But friends aren't friends anymore,  
And the times that we shared,  
All the years gone before,  
Don't seem to count anymore.

### ► Extension

Find the lyrics to a favorite song, preferably one that has a chorus. Create a file, and enter the song lyrics. Be sure to apply the word-processing skills described above to copy any line or stanza that is repeated throughout the song.

## 9 Setting and Changing Tabs

### ► Context

You are writing a short play for your creative writing class. You want to use tabs and hanging indents (first line flush and

following lines indented) so that the dialogue will be easy for actors to identify and memorize.

### ► Exercise

Your word-processing program will be useful in organizing the script for your play. Used together, the Tab and Indent functions let you put the speaker's name on the left, while all the dialogue that the character speaks indents to the right of the name. Use the Tab and Indent functions to enter the text shown below. Then print out a copy of the script. Note how dialogue printed with hanging indents makes it easier for actors to identify and memorize their lines.

An hour later Jake, Jan, Sally, and Nancy meet to discuss their progress.

Jake: Okay, let's put our clues together and see what we can figure out. First, Andrea was the last one to use the keys, and she left school yesterday before the keys were discovered missing.

Jan: Right! But the keys could have been taken at any time.

Sally: Yes, but I saw them myself, on Mr. Butler's desk after Andrea had left. Besides, what motive would Andrea have for taking the keys?

Nancy: No kidding! Jerry is the only one who could have used the keys. He's the only one who knows how to use all of the equipment in the laboratory.

### ► Extension

Continue the script, adding several more speakers or speeches and practicing the Tab and Indent functions.

## 10 Creating an Outline

### ► Context

You have finished your research on the honeybee, and now you are ready to organize material for your research paper. You want to develop an outline of the material,

which will help you organize the main ideas, the subordinate ideas, and the details. You also want to be able to easily revise the structure as you continue working.

### ► Exercise

Your word-processing program will be useful in organizing your outline. Use the Outlining feature of your word-processing program to enter the text shown below. If your program does not have an Outlining feature, use the Tab function to set tabs for the various points and subpoints on the outline.

- I. A Bee Colony
  - A. The Hive
    - 1. six-sided compartments made of beeswax
    - 2. two parts of the hive
      - a. at the center, the brood nest containing eggs
      - b. surrounding the brood nest, cells storing honey
  - B. The Queen
    - 1. only job is to lay eggs
    - 2. cared for by worker bees
  - C. Workers
    - 1. all female
    - 2. do all chores
      - a. gather nectar
      - b. build the comb
  - D. Drones--males whose only function is to mate with queen
- II. Life Cycle of Honeybee
  - A. Eggs laid by queen
  - B. Larvae emerge from eggs in three days
    - 1. fed on royal jelly first three days
    - 2. workers then feed beebread, mixture of honey and pollen

### ► Extension

Research a topic of your own choosing. Then develop an outline of the material. If you need help, look up "outlining" in your *Writer's Choice* textbook. Be sure to apply the word-processing skills described above.



## 11 Indenting Paragraphs

### ► Context

You have completed a rough draft of a literature report, and you have printed out the hard copy of the report. Now you are ready to begin revising for a peer editing session.

You have indicated by proofreading marks where each new paragraph begins. As you enter the text, you want to start a new line and indent at the beginning of each new paragraph.

### ► Exercise

Set a tab for paragraph indentation. Enter the text shown below, starting a new line and indenting where indicated by the handwritten proofreading marks.

¶ Edgar Allan Poe's short story "The Tell-Tale Heart" is a tale of horror with two levels of meaning. The first level of meaning is reality as it is interpreted by the first-person narrator, who is clearly a madman. The second level of meaning is how the reader interprets that same reality.¶ In the first paragraph of the story, the narrator claims, "I heard all things in the heaven and in the earth. I heard many things in hell." Immediately the reader realizes that the narrator is mad. Even though the narrator claims he is perfectly sane, the reader doesn't believe him.¶ The story immediately begins to unfold in the second paragraph, when the narrator reveals his plans to kill the old man. The reader is horrified because the narrator's reason for killing--the old man's "pale blue eye"--is clearly the delusion of a madman. The narrator, however, believes it is a perfectly justifiable reason for killing.

### ► Extension

Return to files that you have previously opened and, where appropriate, set tabs for paragraph indentation.

## 12 Using the Electronic Thesaurus

### ► Context

You have written a rough draft of a movie review for the school newspaper. You're rushing to revise the review to meet the

paper's deadline. As you begin the revision, you realize you have used the same adjective several times, and you need to find several synonyms to use in your review.

### ► Exercise

Enter the text shown below. Use your electronic thesaurus to locate synonyms for the word *fantastic*. Replace *fantastic* with several different synonyms from the thesaurus. Note that *fantastic* is used in several different ways in the text. Carefully examine the context to determine the most appropriate synonym. Remember that you don't always have to use the words suggested by the electronic thesaurus. However, this feature can help you become more aware of the words you choose and help you increase your choice of words.

The latest release from Couch Potato Studios is one of the most fantastic movies I've seen this year! The main character, Danny, played by the fantastic Adam Marks, is a shy high school senior who has just enrolled at Ridgemont High.

The story is a fantastic mixture of humor, adventure, and drama. As the story unfolds, you gradually begin to realize that Danny is not only new to Ridgemont, he's new to Earth as well! The humor comes when Danny tries to behave like a normal Earthling teen. In a series of flashbacks, which include some fantastic special effects, you learn how Danny found his way to Earth through a series of fantastic adventures, and why he so desperately needs some friends.

### ► Extension

Choose at least three other words in the movie review draft and replace them, using the electronic thesaurus for help.