

# Writer's Choice

COMPOSITION AND GRAMMAR

Morning sunlight reflects off  
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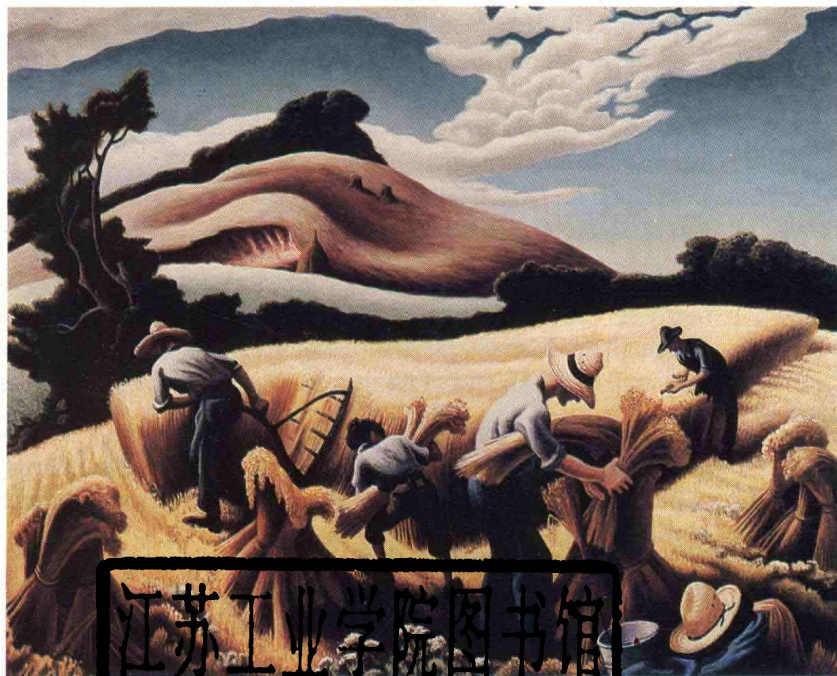
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Thomas Hart Benton, *Cradling Wheat*, 1938

*Consulting Author for Composition*

**Jacqueline Jones Royster**

*Grammar Specialist*

**Mark Lester**

*Visual-Verbal Learning Specialists*

**Ligature, Inc.**

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Back cover includes *The Greek Child of America* and ticket for a ship.

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## *Consulting Author for Composition*

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**Jacqueline Jones Royster** is Associate Professor of English and Director of the University Writing Center at The Ohio State University. She is also on the faculty at the Bread Loaf School of English, Middlebury, Vermont. Dr. Royster's professional interests, besides improving the teaching of writing, include literacy studies and black feminist literature.

As Consulting Author, Dr. Royster guided the development of focused, modular lessons to engage middle school students in the writing process. She contributed to the articulation of the contents and objectives across all three levels, 6–8. Dr. Royster also prepared extensive critiques of lessons and features from initial outlines through all stages of development. In addition, Dr. Royster advised on elements of the accompanying teaching material, with special attention to assessment.

## *Grammar Specialist*

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**Mark Lester** is Professor of English at Eastern Washington University. He formerly served as Chair of the Department of English as a Second Language, University of Hawaii. He is the author of *Grammar in the Classroom* (Macmillan, 1990) and of numerous professional books and articles.

As Grammar Specialist, Dr. Lester reviewed student's edition material from Part 2: Grammar, Usage, and Mechanics. He wrote the Grammar Hints that appear throughout this section. In addition, Dr. Lester contributed extensively to the *Teacher's Wraparound Edition* for Part 2.

## *Composition Advisers*

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**Philip M. Anderson** is Associate Professor in the Department of Secondary Education and Youth Services at Queens College, City University of New York, where he is also Director of the English Education Program.

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**Charleen Silva Delfino** is District English Coordinator for the East Side Union High School District in San Jose, California. She is also Director of the Writing Project at San Jose University.

The advisers helped develop the tables of contents and determine pacing, emphasis, and activities appropriate for middle school students. They reviewed and commented on the manuscript for complete units.

## *Acknowledgments*

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*Continued on page 694*



## *Humanities Consultant*

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**Ronne Hartfield** is Executive Director of Museum Education at the Art Institute of Chicago. Dr. Hartfield consults widely and is a nationally known expert in the areas of urban arts and multicultural education.

As Humanities Consultant, Dr. Hartfield suggested and critiqued works of fine art and folk art, pointing out esthetic matters (mentioned in the *Teacher's Wraparound Edition*) and suggesting activities for engaging the student's attention.

## *Visual-Verbal Learning Specialists*

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**Ligature, Inc.**, is an educational research and development company with offices in Chicago and Boston. Ligature is committed to developing educational materials that bring visual-verbal learning to the tradition of the written word.

As visual-verbal and curriculum specialists, Ligature collaborated on conceiving and implementing the pedagogy of *Writer's Choice*.

## *Educational Reviewers*

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The reviewers read and commented upon manuscripts during the writing process. They also critiqued early drafts of graphic organizers and page layouts.

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St. Thomas More School  
Houston, Texas

## *Student Advisory Board*

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The Student Advisory Board was formed in an effort to ensure student involvement in the development of *Writer's Choice*. The editors wish to thank members of the board for their enthusiasm and dedication to the project.

The editors also wish to thank the many student writers whose models appear in this book.

Thanks are also due to *Merlyn's Pen* and *Cricket* for cooperation in providing student models.



# Writer's Choice


COMPOSITION AND GRAMMAR

**W**elcome to Writer's Choice! Your writing and your choices are what this book is all about. This book allows you to choose quickly the lesson that will help you with a writing problem or task. You can use any lesson at any time—even if you haven't read earlier lessons. Now, take a few minutes to get to know each of the main parts of the book, which are illustrated on the upcoming pages.

## Part 1 Composition

UNIT 1  
**Personal Writing**

### A Mirror of Myself



Paul Klee, *Mirror*, 1917

3

Case Study Memoir

### Yep, PIECES TOGETHER His Past



"I think writers take bits and pieces of the world around them—things they see, things they remember, feelings they feel—and start assembling them in ways to create a world you can walk through and inhabit."  
—Laurence Yep

**L**aurence Yep, award-winning writer of *Lanterns*, *When in a town*, and *When the Last Garden*. This personal story, or memoir, of growing up in San Francisco, challenged him to piece together his past. He began writing the book shortly after his father's death. "In a way, *The Last Garden* was therapy," he explains. "It was my way to get back to those various places I used to go to with my father, and in some cases I tried to do it physically, but most of the time it was in my imagination and in my memory."

Unit 1 Personal Writing: A Mirror of Myself

Unit Opener

1.4 Writing One's Own Story

### A Moment to Remember

An association of the Southern Christian Leadership Conference (SCLC) in New Orleans had never met the group's leader, Martin Luther King Jr. He had only heard his name. When the group did meet him, they gained a different view. In the model below, read how Atkisson, now a well-known writer, describes the moment.

**Literature Model**

I walked into my office and a man sitting at my desk, with his back turned, spun around, stood up and smiled. Martin King said, "Good afternoon, Miss Atkisson. You are right here!"

The surprise was so great that it took me a moment to react to his sudden two faces.

I had worked two months for the SCLC, and out of some thousands of letters and envelopes signed by Rev. King, many hundreds of statements, notices, forms, but I had never seen him up close. For me, always (and I expected that for many others), he was a name, a title, a symbol, which was correct. Being, looking, all that in my office, alone, was the seeing a man sitting there in my chair, even taller than I, a giant of a man.

—Miss Atkisson, "The Heart of a Man"

## Part 2 Grammar, Usage, and Mechanics

Troubleshooter

xviii

7.1 Sentence Fragment

**PROBLEM 1**  
Fragment that lacks a subject

She went to the airport. (Placed to leave today.)  
Drove people to school. (She late for class.)  
My car broke down today. (COULDN'T start it.)

**SOLUTION**

Byline played the violin. (In the symphony orchestra.)  
Drove people to school. (She was late for class.)  
My car broke down today. (I couldn't start it.)  
Aunt brought some milk. (From the sports store.)

ADD a subject to the fragment to make a complete sentence.

**PROBLEM 2**  
Fragment that lacks a predicate

She thought a pizza yesterday. (The pizza left at noon.)  
Celine looked a cake today. (The cake is in the oven.)  
Tabella likes to eat. (The tennis court in the park is the one she likes.)

**SOLUTION**

Byline played the violin in the symphony orchestra.  
I couldn't make his bike to the arena today.  
Alec brought new skis from the sports store.

Check the fragments with capital letters.

**Help! (When Help!)**

If you need more help avoiding sentence fragments, turn to pages 326-329.

Unit 2 Troubleshooter

15.2 Infinitives and Infinitive Phrases

Another verb form that functions as a noun in a sentence.

**To select correct writing**

before the word is together with the infinitive's action in a sentence.

which to select here are as follows: that is a noun. It is an action that the person who can take care of the person who would be an adult that will

with the five rules of the verb form work

to select an infinitive in a sentence or a part of an sentence that, does not work

to select an infinitive in a sentence or a part of an sentence that, does not work

**PROBLEM 1**

Identifying Infinitives Write each sentence. Then circle the infinitive phrase and underline the infinitive in a prepositional phrase.

1. To help in the event of every World Series game.
2. The two boxes of each chess set are in the bag.
3. The two boxes of each chess set are in the bag.
4. To select an infinitive phrase.

**PROBLEM 2**

Identifying Infinitive Phrases Underline each infinitive phrase. Underline the infinitive in a prepositional phrase.

1. To select an infinitive phrase.
2. The two boxes of each chess set are in the bag.
3. The two boxes of each chess set are in the bag.
4. To select an infinitive phrase.

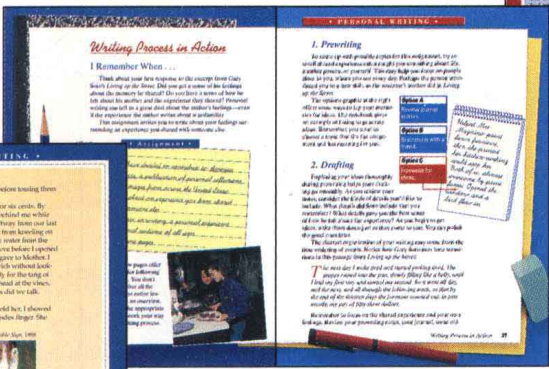
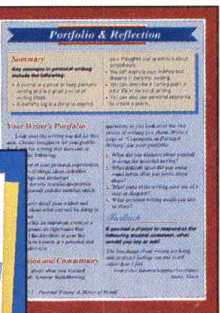
**Writing Tip**

Infinitives that are not prepositional phrases are not infinitive phrases. Circle the infinitive in a prepositional phrase and underline the infinitive in a sentence.

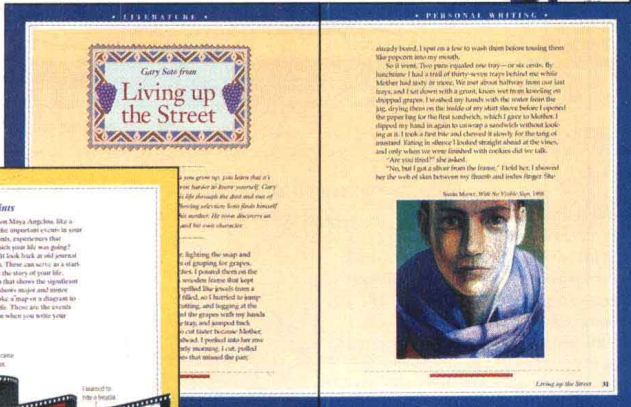
Richard and Anthony Pizzano 477

Grammar Lesson





Portfolio & Reflection



Writing Process in Action

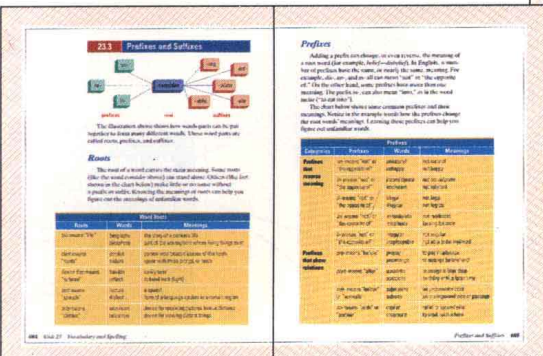
Literature

Composition Lesson

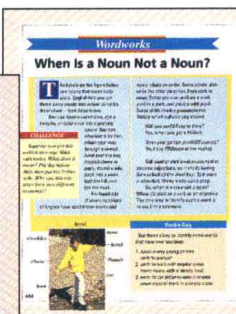
**Part 3 Resources and Skills**



Unit Review



Resources and Skills Lesson



Wordworks



Workshop



# Inside Composition

**T**he basic building block of the Composition units is the four-page lesson. Each lesson clearly focuses on a specific writing problem or task. You will always find clear and specific instruction, models of effective writing, and a variety of writing activities.

**S**tudent Models present writing by students like you to help you achieve your own writing goals.

**S**pecial Illustrations combine words with images to help you see ideas and master the skills of writing. We call these illustrations visual/verbals.

## To Make Yourself Clear

Before you write about a process, gather information through research, observation, or interviews. List the steps of the process in chronological order. Then write your draft. Use transition words, such as *first*, *next*, and *later*, to connect the steps. The chart shows a plan one student followed to write the explanation that appears below.

Relating a Process	
Organizing Your Writing	Example
Topic	How to make a pizza
Audience	Friends
What the audience needs to know	The steps in making the pizza
Gathering information	Watch the video I taped. Read a pizza cookbook.
Listing steps	1. Spread dough. 2. Spread cheese. 3. Add vegetables. 4. Top with fresh tomatoes.

### Student Model

The writer lists the four steps in chronological order.

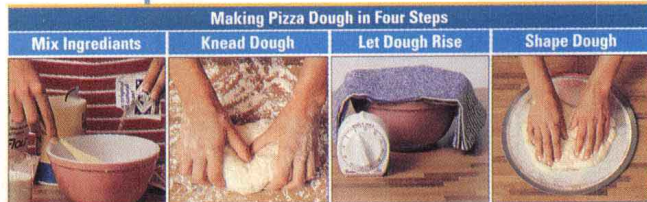
**F**irst, spread the dough so that you have an inch-wide rim around the sides. The rim keeps the filling from leaking out while the pizza's cooking. Now it's time to put in the fillings. Place the cheese on the dough to keep it from getting soggy. Then add peppers, onions,

## 5.4 Writing About a Process

### Perfect Pizza Dough in Four Easy Steps

How does he do it? He makes it look so easy. The chef whips the ingredients together and kneads the dough. He lets the dough rest so it can rise. Then it's time for the show stopper. He shapes the dough and flings it into the air. Then he catches it without a hitch.

Everyday life is full of processes. Explaining how to do them poses a challenge. Suppose that you want to explain how pizza dough is prepared—the steps leading up to all the flinging and catching. The diagram below breaks down the steps for you.



### To Do and to Understand

Knowing how to do something does not guarantee that you can easily share that knowledge with others. Some people find it more difficult to explain a step-by-step process than to actually do it. Fortunately, you can learn to write about a process so that others can understand. The instructions on the next page explain how to prepare chilies that are almost too hot to handle.



• WRITER'S CHOICE •

Activities

Here are some activities to help you apply what you have learned.

1. Guided Assignment

The steps below explain the process for making a leaf print, but the steps are given in the wrong order. Read the steps, and arrange them in chronological order. Then use the steps to write a clear explanation of the process for your science teacher and classmates. Be sure you identify the process in your introduction and include transition words.

1. With the inked side facing up, put the leaf on a clean piece of paper. Tape a piece of rice paper over the leaf.
2. Let the leaf print dry.
3. Select a leaf with distinct veins.
4. Use a clean, dry paint roller to roll over the rice paper from top to bottom.
5. Carefully remove the rice paper from the leaf.
6. Place the leaf, vein side up, on a piece of paper.
7. Put a small amount of printer's ink on a smooth surface, such as glass.

2. Open Assignment

Select one of the following ordinary tasks or one of your own. Write a one-page process explanation for someone who knows little or nothing about the task.

- How to tie your shoes
- How to find a library book on making pizza

3. Cooperative Learning

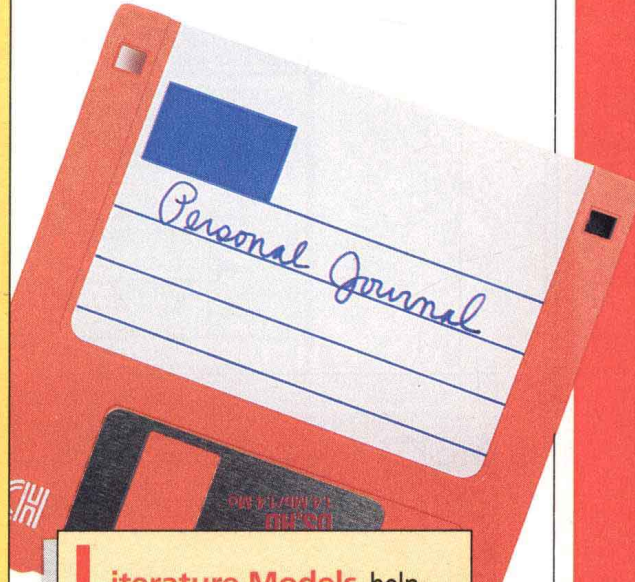
In a small group brainstorm different kinds of foods you can make or can easily find out how to make. From the list of suggestions, have each member of the group sign up for a food to write a process explanation about. The group leader can record the suggestions and the assignments. Have each member draft a brief but clear step-by-step explanation of how to make the food. Individually read your explanations to the group and discuss how to make the explanations clearer and more informative. Ask a member of the group to assemble the final drafts into a "How to Make It" booklet.

COMPUTER OPTION

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**Writer's Choice Pages** give you a choice of writing activities to help you apply what you have learned. You'll also find fine art or a special feature on using computers in writing.



**Literature Models** help you learn from the pros. You'll see how published authors have met the writing challenges you face.

**Writing Process Tips** help you connect the skills you're learning to other stages of the writing process.

**Journal Activity**, at the bottom of the second page of every lesson, gives you a chance to reflect and respond to the lesson material.

Literature Model

**W**earing rubber gloves is a wise precaution, especially when you are handling fresh hot chilies. Be careful not to touch your face or eyes while working with them.

To prepare chilies, first rinse them clean in cold water. (Hot water may make fumes rise from dried chilies, and even the fumes might irritate your nose and eyes.) Working under cold running water, pull out the stem of each chili and break or cut the chilies in half. Brush out the seeds with your fingers. In most cases the ribs inside are tiny, and can be left intact, but if they seem fleshy, cut them out with a small, sharp knife. Dried chilies should be torn into small pieces, covered with boiling water and soaked for at least 30 minutes before they are used. Fresh chilies may be used at once, or soaked in cold, salted water for an hour to remove some of the hotness.

Recipes: Latin American Cooking

The word "first" helps identify what step to begin with.

What are the steps in preparing fresh chilies?

Grammar Editing Tip

As you edit your essay, notice that some of your transitions can or do appear in adverb clauses. For information see pages 103-105.

To explain a process, choose a topic that you understand well and can research if necessary. Then identify your audience and what they may already know. Consider terms they'll understand and those you'll have to explain. You may have either of two purposes in explaining a process. You may be helping readers make or do something themselves, for example, how to make tacos. On the other hand, you may be explaining how something works or happens, such as how a Mexican chef makes tacos.

• JOURNAL ACTIVITY •

Think It Through

In your journal use a cluster map to explore topics for a process explanation. You might choose a hobby or another activity you enjoy. Circle your three best ideas.



# Inside Grammar

**T**his grammar handbook works for you, not the other way around. You'll learn how to find and fix errors in your writing. Two special sections—the Troubleshooter and the Workshops—help you expand your grammar skills.

**T**he Troubleshooter presents in one place the solutions to the nine errors most frequently made by student writers. Your teacher may refer you to the Troubleshooter by marking errors in your writing with the abbreviations shown down the far left side of the page.

**Unit 7 Troubleshooter**

This Troubleshooter is designed to help you correct the common errors that your teacher is likely to mark. Use the Table of Contents below to locate quickly a lesson on a specific error. Your teacher may mark errors with the handwritten code in the left-hand column.

frag	7.1 Sentence Fragment	304
run-on	7.2 Run-on Sentence	306
ag	7.3 Lack of Subject-Verb Agreement	
tv	7.4 Incorrect Verb Tense or Form	
pr	7.5 Incorrect Use of Pronouns	
adj	7.6 Incorrect Use of Adjectives	
com	7.7 Incorrect Use of Commas	
ap	7.8 Incorrect Use of Apostrophes	
cap	7.9 Incorrect Capitalization	

Each of the nine errors is explained in detail in the Troubleshooter.

**7.1 Sentence Fragment**

**PROBLEM 1**

*Fragment that lacks a subject*

frag Sol went to the airport. Wanted to leave today.  
frag Dora jogged to school. Was late for class.  
frag My car broke down today. Couldn't start it.

**SOLUTION**

Sol went to the airport. He wanted to leave today.  
Dora jogged to school. She was late for class.  
My car broke down today. I couldn't start it.  
Add a subject to the fragment to make a complete sentence.

**PROBLEM 2**

*Fragment that lacks a predicate*

frag Jo caught a plane yesterday. The plane at noon.  
frag Colin baked a cake today. The cake in the oven.  
frag Tatiana likes that court. The tennis court in the park.

**SOLUTION**

Sylvia played the violin in the symphony orchestra.  
My cousin rode his bike to the store today.  
Alex bought new skis from the sports store.  
Combine the fragment with another sentence.

**Need More Help?** If you need more help avoiding sentence fragments, turn to pages 328–329.

304 Unit 7 Troubleshooter

Sentence Fragment 305

For each common error, the Troubleshooter shows you the solution. If you need more help, the Troubleshooter also refers you to the appropriate lesson.



**G**rammar Lessons present instructions on the left-hand page and practical exercises on the right-hand page.

**15.3** Infinitives and Infinitive Phrases

Another verb form that may function as a noun is an infinitive.

**To referee** requires training.  
Trainers learn **to referee**.

An **infinitive** is formed from the word *to* together with the base form of a verb. It is often used as a noun in a sentence.

The word *to* is not a preposition when it is used immediately before a verb.

The player **has to run**.



She runs **to home base**.

**PREPOSITIONAL PHRASE**

Those young players want **to win**.  
The coach is pointing **to the pitcher**.

In the first sentence the words in dark type form an infinitive. The two words work together as a noun. *To win* names what the players want. In the second sentence the words in dark type form a prepositional phrase. The phrase is used as an adverb that tells *where* the coach is pointing.

Because the word *to* and the base form of the verb can work together as a noun, the two words may appear as the subject of a sentence or as a direct object of an action verb. The direct object receives the action of the verb.

**To referee** demands patience. [subject]  
Athletes often try **to argue**. [direct object]

An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

A player may try **to influence the call**.

**Exercise 5**

**Identifying Infinitives** Write each sentence. Then write whether each underlined group of words is an infinitive or a prepositional phrase.

- To win is the dream of every World Series player.
- The top team in each division goes to the play-offs.
- The two winners are invited to the World Series.
- To excel is each team's goal at these games.

**Exercise 6**

**Identifying Infinitive Phrases** Underline each infinitive or infinitive phrase. Indicate whether it is used as a subject or as a direct object.

- To play on a team in the American League or the National League is an accomplishment.
- Most players prefer to play home games.
- To leave means losing the support of all the home town fans.
- To play baseball requires knowledge of the structure of the game.
- The players want to improve their strategies.
- We've decided to root for the American League team in the World Series.
- To attend a World Series game is one of my goals.
- I want to go to Dodger Stadium.
- Have you learned to pitch a fast ball?

**Writing Link**

Imagine that you are a sportscaster. Describe an Olympic event that you are interested in. Use infinitives and prepositional phrases in your description.

**V**isuals such as computer-generated art and photographs work for you, showing important grammar concepts visually and verbally.

**T**he Workshop at the end of each unit presents exercises based on a selection from a novel or other work of literature.

*Grammar* Workshop

**Verbs**

In 1960 Wilma Rudolph became the first American woman to win three gold medals in track and field at the Olympic games. Shortly before she competed in her first Olympics, however, Rudolph was defeated at a regional high school track meet in Tuskegee, Alabama. In the following passage from "Wilma," an autobiographical essay, Rudolph describes how the defeat at Tuskegee motivated her to win in the future. The passage has been annotated to show some of the types of verbs covered in this unit.

**Literature Model**

from **WILMA**  
by Wilma Rudolph

I ran and ran and ran every day, and I acquired this sense of determination, this sense of spirit that I would never give up, no matter what else happened. That day at Tuskegee had a tremendous effect on me inside. That's all I ever thought about. Some days I just wanted to go out and die. I just moped around and felt sorry for myself. Other days I'd go out to the track with fire in my eyes and imagine myself back at Tuskegee, beating them all. Losing as badly as I did had an impact on my personality. Winning all the time in track had given me confidence. I felt like a winner. But I didn't feel like a winner any more after Tuskegee. My confidence was shattered, and I was thinking the only way I could put it all together was to get back the next year and wipe them all out.

Participial phrase

Gerund phrase

Infinitive phrase

**Grammar Workshop Exercise 1**

**Using Participles** Rewrite each sentence, inserting the participle or participial phrase in parentheses.

**SAMPLE** Rudolph gained confidence. (running hard)  
**ANSWER** Running hard, Rudolph gained confidence.

- The track meet at Tuskegee shocked the runner. (previously unbeaten)
- Rudolph felt like quitting. (shattered by her defeat)
- She dreamed of winning the meet. (imagining herself back at Tuskegee)
- The athlete never gave up. (fiercely determined)
- Rudolph realized that a champion can pick herself up and try again, even after a defeat. (crushing)

**Grammar Workshop Exercise 2**

**Using Gerunds** Write a sentence that answers each question, using the word or words in parentheses.

**SAMPLE** What is Wilma Rudolph best known for? (winning three gold medals at the Olympics)  
**ANSWER** Wilma Rudolph is best known for winning three gold medals at the Olympics.

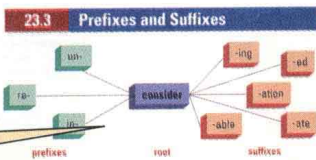
- By what means did Rudolph first achieve fame? (competing in the 1956 Olympic games)
- What is another of Rudolph's achievements? (setting world records in the 100-meter and 200-meter races)
- What might have prevented Rudolph from pursuing a career in track? (having polio as a young girl)
- By what means did Rudolph strengthen her muscles after her illness? (running)
- What is Rudolph's current challenge? (working with young people in sports and educational programs)



# Inside Resources

The lessons in this unit give you the skills necessary to prepare and deliver an oral report, take a test, use a dictionary, and find books in the library. Each lesson is complete, concise, and easy to use.

Graphics help you understand complex information at a glance.



The illustration above shows how words parts can be put together to form many different words. These word parts are called roots, prefixes, and suffixes.

### Roots

The root of a word carries the main meaning. Some roots (like the word *consider* above) can stand alone. Others (like *lect*, shown in the chart below) make little or no sense without a prefix or suffix. Knowing the meanings of roots can help you figure out the meanings of unfamiliar words.

Word Roots		
Roots	Words	Meanings
<i>bio</i> means "life"	biography biosphere	the story of a person's life part of the atmosphere where living things exist
<i>dent</i> means "tooth"	dentist trident	person who treats diseases of the teeth spear with three prongs, or teeth
<i>flex</i> or <i>flex</i> means "to bend"	flexible reflect	easily bent to bend back (light)
<i>lect</i> means "speech"	lecture dialect	a speech form of a language spoken in a certain region
<i>tele</i> means "distant"	television telescope	device for receiving pictures from a distance device for viewing distant things

### Prefixes

Adding a prefix can change, or even reverse, the meaning of a root word (for example, *belief*—*disbelief*). In English, a number of prefixes have the same, or nearly the same, meaning. For example, *dis-*, *un-*, and *in-* all can mean "not" or "the opposite of." On the other hand, some prefixes have more than one meaning. The prefix *in-* can also mean "into," as in the word *insect* ("to cut into").

The chart below shows some common prefixes and their meanings. Notice in the example words how the prefixes change the root words' meanings. Learning these prefixes can help you figure out unfamiliar words.

Categories	Prefixes	Words	Meanings
Prefixes that reverse meaning	<i>un-</i> means "not" or "the opposite of"	unnatural unhappy	not natural not happy
	<i>in-</i> means "not" or "the opposite of"	inconsiderate intolerant	not considerate not tolerant
	<i>il-</i> means "not" or "the opposite of"	illegal illogical	not legal not logical
	<i>im-</i> means "not" or "the opposite of"	immoderate imbalance	not moderate lacking balance
Prefixes that show relations	<i>ir-</i> means "not" or "the opposite of"	irregular irreplaceable	not regular not able to be replaced
	<i>pre-</i> means "before"	prepay prearrange	to pay in advance to arrange beforehand
	<i>post-</i> means "after"	postdate postpone	to assign a later date to delay until a later time
	<i>sub-</i> means "below" or "beneath"	submarine subway	an underwater boat an underground way or passage
	<i>co-</i> means "with" or "partner"	copilot cooperate	relief or second pilot to work with others

### Wordworks

#### When Is a Noun Not a Noun?

The labels on the figure below are nouns that name body parts. English lets you put these same words into action as verbs. Here's how—from head to toe.

You can *head* a committee, *eye* a bargain, or *nose* a car into a parking space. You can *shoulder* a burden, *elbow* your way through a crowd, *hand* over the key, *knuckle* down to work, *thumb* a ride, *back* into a room, *foot* the bill, and *toe* the mark.

#### CHALLENGE

Suppose you got this written message: Ship sails today. What does it mean? Put the before ships then put the before sails. Why can this sentence have two different meanings?

For hundreds of years, speakers of English have used these nouns and

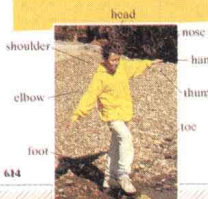
many others as verbs. Some words shifted in the other direction, from verb to noun. Today you can *walk* on a walk, *park* in a park, and *pitch* a wild pitch. Some shifts involve pronunciation. Notice which syllable you accent:

Will you *perMIT* me to drive? Yes, when you get a *PERmit*.

Does your garden *proDUCE* carrots? No, I buy *PROduce* at the market.

Still another shift involves nouns that became adjectives, as in the following: Sara unlocked the *steel door*. Tom wore a *straw hat*. Marty made *onion soup*.

So, when is a noun not a noun? When it's used as a verb or an adjective. The only way to identify such a word is to use it in a sentence.



#### Double Duty

Use these clues to identify some words that have two functions.

1. noun: a very young person  
verb: to pamper
2. verb: to walk with regular steps  
noun: music with a steady beat
3. verb: throw pictures onto a screen  
noun: special work in science class

Wordworks pages like this one provide a light-hearted look at the origins of the English language as well as some of the quirks. These features appear in the vocabulary and spelling unit and will help you master the concepts taught there.



# Writer's Choice

COMPOSITION AND GRAMMAR

Writer's Choice was written for you, the student writer. You're the writer in the title, and real students like you contributed to the materials you'll study.

The book is organized into three main parts: (1) Composition; (2) Grammar, Usage, and Mechanics; and (3) Resources and Skills.

## Part 1 Composition

The lessons in Composition are designed to give you help with specific writing tasks. You can use the units and lessons in order from beginning to end or select just the ones that help with your own writing needs.

- |               |                                                                     |            |
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| <b>Unit 3</b> | <b>Writing to Describe:</b> <i>A Closer Look</i>                    | <b>99</b>  |
| <b>Unit 4</b> | <b>Writing to Tell a Story:</b> <i>Bringing History<br/>to Life</i> | <b>141</b> |
| <b>Unit 5</b> | <b>Writing to Inform and Explain:</b><br><i>Finding Meaning</i>     | <b>189</b> |
| <b>Unit 6</b> | <b>Writing to Persuade:</b><br><i>Making a Difference</i>           | <b>253</b> |





## Part 2 Grammar, Usage, and Mechanics

*In the unique Troubleshooter you'll learn to identify and correct the most common student writing problems. In later units you'll find plenty of practice to reinforce what you learn. A special unit, entitled Grammar Through Sentence Combining, will help you see the relationship between grammar and your writing.*

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## Part 3 Resources and Skills

*You can use these resources and skills not just in English class but wherever you need to communicate effectively. The tone and approach are user-friendly, with many opportunities to practice and apply the skills you learn.*

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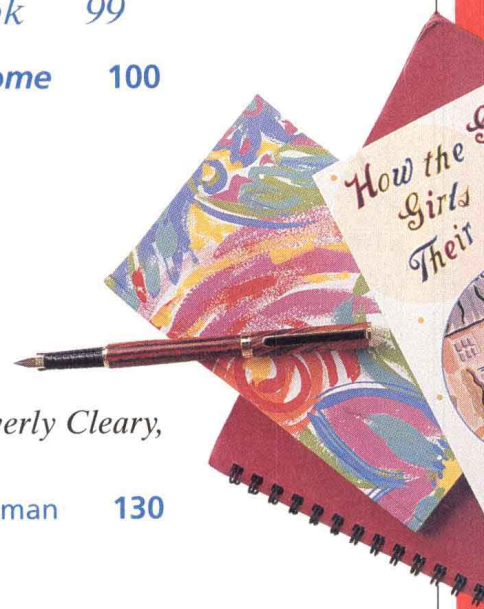
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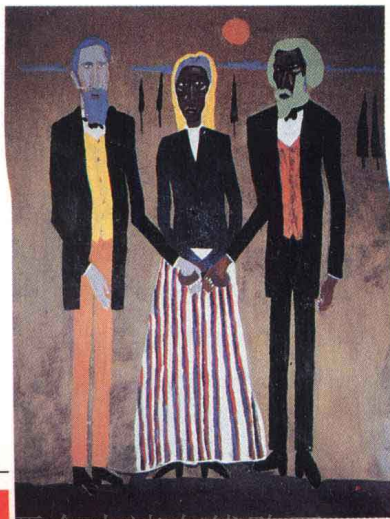


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