

WRITER'S CHOICE

GRAMMAR AND COMPOSITION



EMPLOYMENT DATA

Do you work? Part time Full time Unemployed Your job title _____

Does your employer assist with tuition? yes no Employer's name _____

Employer's street, city, state, zip code _____

ACADEMIC DATA

HIGH SCHOOL

Check one

College Application Essay, page 2

... nine. I can hear people screaming; they're counting on me to have to do well.

I've spoken in front of hundreds of my peers in school assemblies, talked to the entire teaching staff, and led cheers before an audience of thousands. I shouldn't be nervous having a friendly swim competition with five girls with fewer than 200 people watching, but I am. This type of stress to win goes way beyond the amount of practice time one puts in... it has to do with a type of not physical, but mental.

I am one of the few people the coaches choose to beg to swim the 500. This is not because I'm an exceptional swimmer (my times are well below our league). It is because I've never taken this

Ross High School

Having completed the requirements as prescribed by the State Department of Education

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Principal

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of Style
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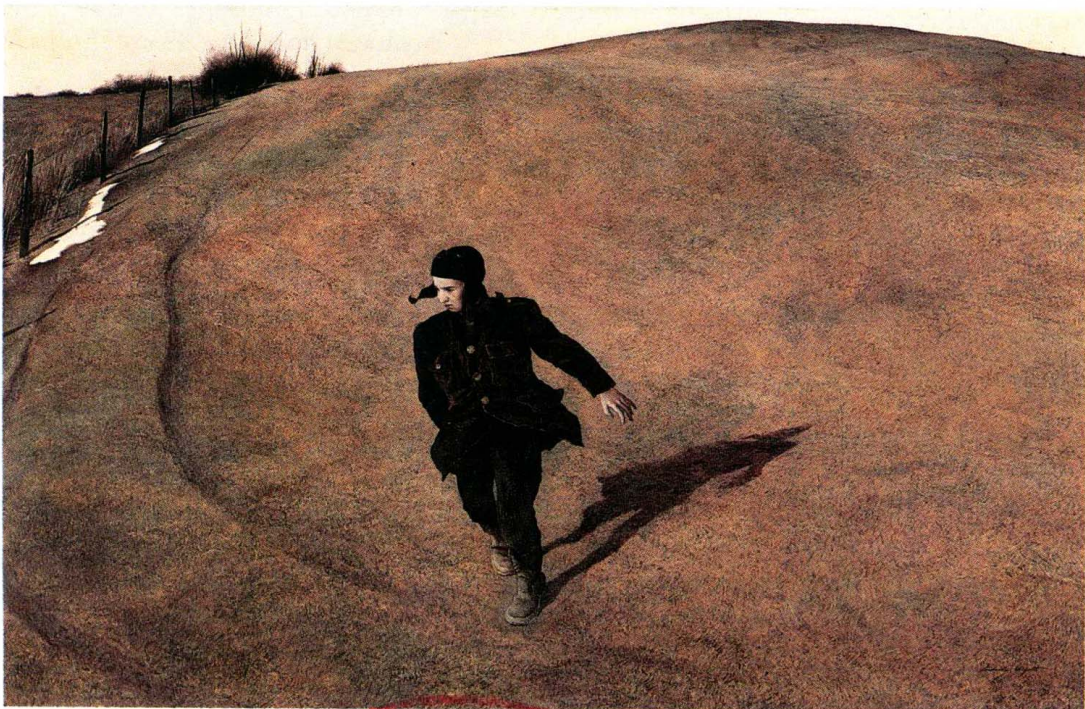
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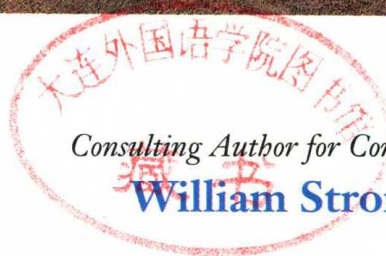
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WRITER'S CHOICE

GRAMMAR AND COMPOSITION



Andrew Wyeth, *Winter*, 1946



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William Strong

Grammar Specialist

Mark Lester

Visual-Verbal Learning Specialists

Ligature, Inc.



GLENCOE

McGraw-Hill

New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

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William Strong is Professor of Secondary Education at Utah State University, Director of the Utah Writing Project, and a member of the National Writing Project Advisory Board. A nationally known authority in the teaching of composition, he is the author of many volumes, including, most recently, *Writing Incisively: Do-It-Yourself Prose Surgery* (McGraw-Hill, 1991).

As Consulting Author, Dr. Strong helped to develop the structure and content of Part 1: Composition. He reviewed and edited all Composition units. Dr. Strong also conceived and wrote Unit 8: Style Through Sentence Combining. He collaborated on *Sentence Combining Blackline Masters*, which accompanies *Writer's Choice*.

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Willis L. Pitkin Jr. is Professor of English at Utah State University. Dr. Pitkin is the writer of *Sentence Combining Blackline Masters*, which accompanies *Writer's Choice*.

Visual-Verbal Learning Specialists

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*.

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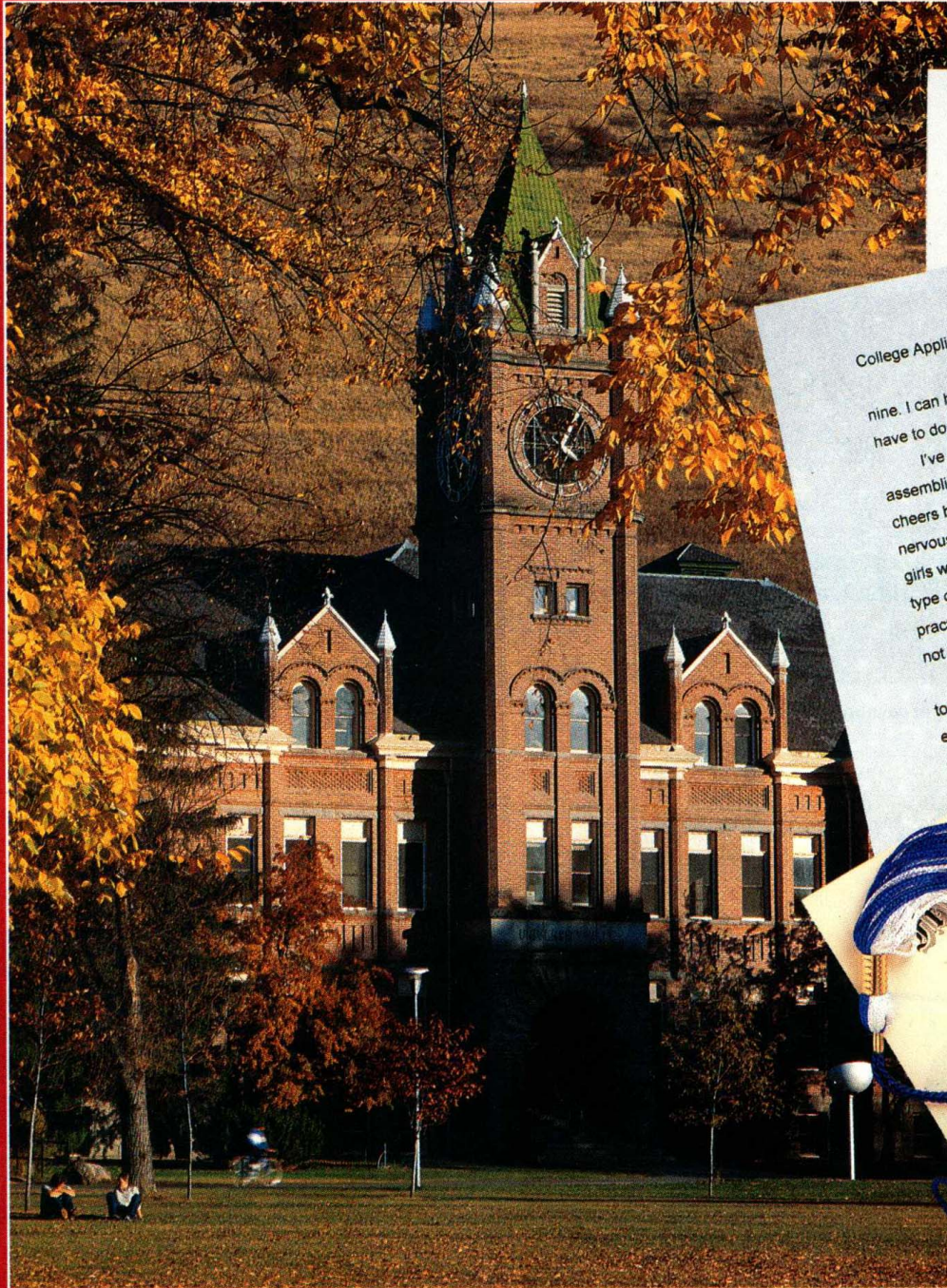
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HIGH SCHOOL _____

Check _____

College Application Essay, page 2

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I am one of the few people the coaches do not have to beg to swim the 500. This is not because I'm an exceptional swimmer (my times are faster than any on our league). It is because I have the mental toughness to take this

Russ High School
Ohio

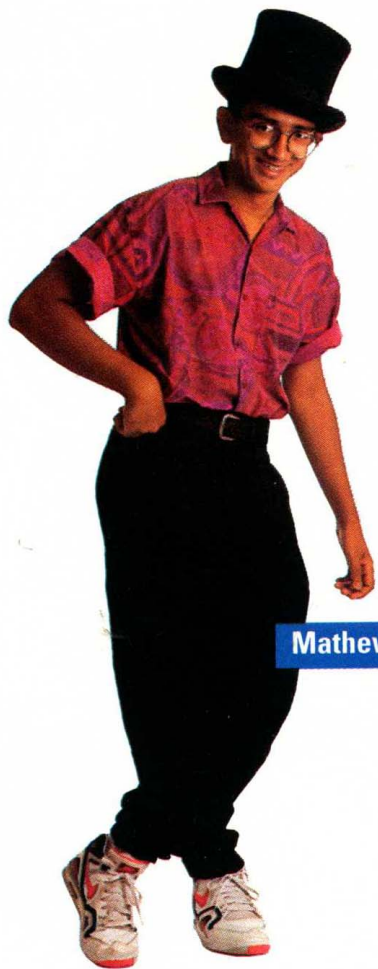
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Given at Fremont, in the State of Ohio, this _____ day of _____, 20____.

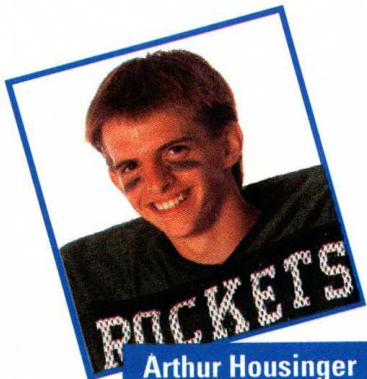
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Principal

Margaret J. [Signature]
Class Teacher

Student Advisory Board



Mathew Isaac



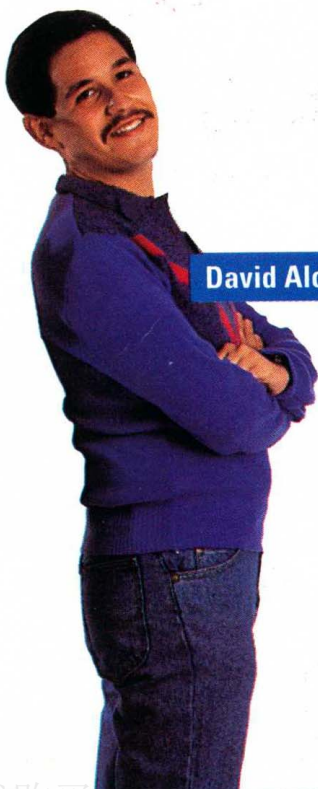
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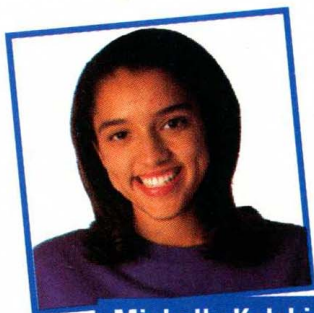
Susannah Levine



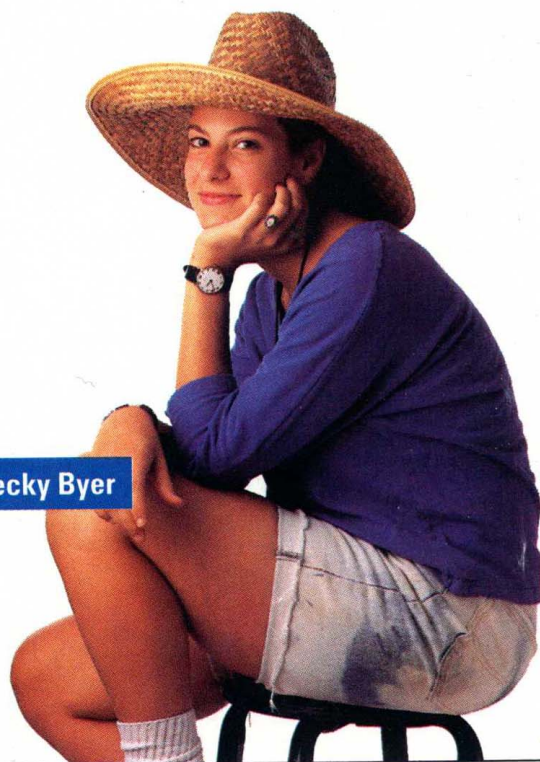
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The advisers reviewed Composition lesson prototypes. Their contributions were instrumental in the development of the Writing Process in Action lessons.

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Student Advisory Board

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 Miami University of Ohio for help in the selection of models from student portfolios.

Literature Models

Composition Models

Each literature selection is an extended example of the mode of writing taught in the unit.

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Case Studies: Writers at Work

Each case study focuses on a real writer working on a real-life writing project. Come on backstage!



Oliver Komar and Alfred Wilson

Entrepreneurs

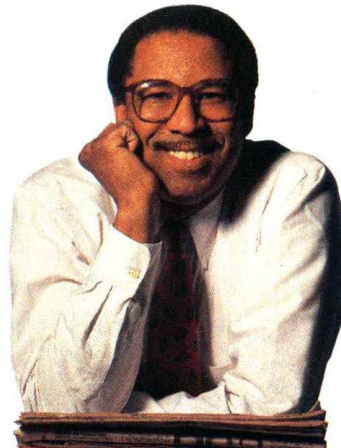
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Poet

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N. Don Wycliffe

Editorial Page Editor

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Curator

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Humorist

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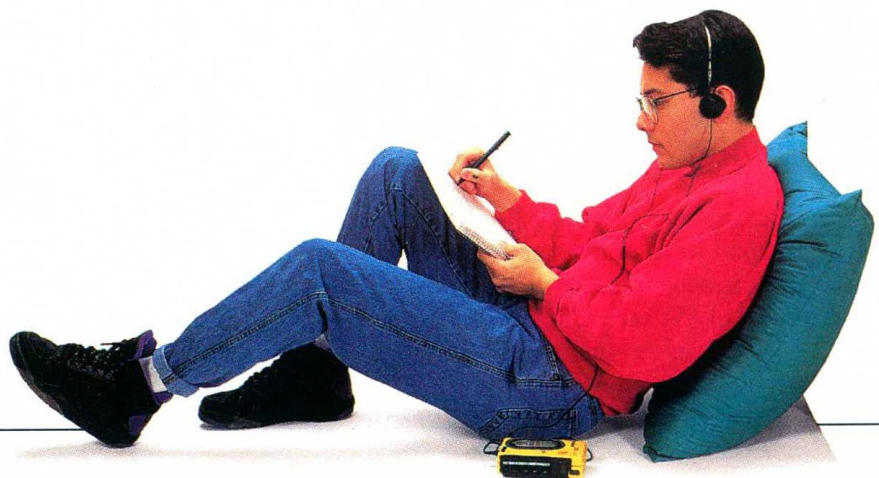
Grammar Link

Use the personal pronouns *I* and *me* correctly.

People always ask *me* how *I* manage to shift back and forth. . . .

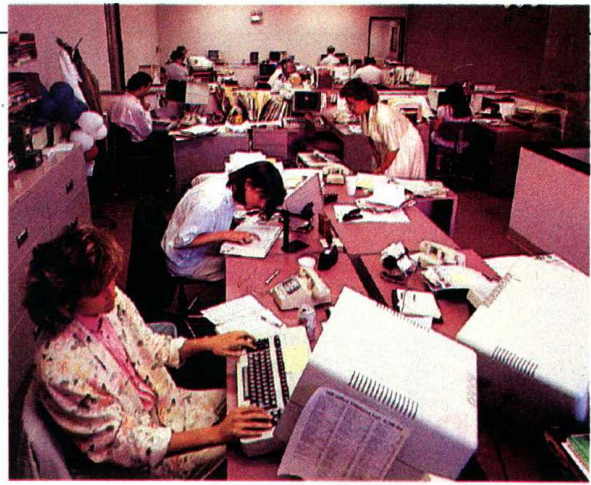
In these sentences, choose the pronoun that is correct in each use.

1. After he read a few pages of the journal, he decided to show them to Rebecca, Oscar, and (I/me).
2. After he saw some of my journal, he helped Anne and (I/me) with our grammar.
3. He told my friend Fred and (I/me) that journal writing had made him famous. Between you and (I/me), I thought my



UNIT
2

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Skills and Applications

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3 **Descriptive Writing**

Skills and Applications

Writing About Literature

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Literature Model

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from The Road from Coorain

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Reflecting Adding to Your Portfolio

Writing Across the Curriculum 152

Grammar Link

A pronoun must agree with its antecedent in number (singular or plural) and gender (masculine, feminine, or neuter).

Use pronouns to replace key words and remind readers of ideas mentioned earlier.

I did not remember a time when the salt-lick was as deserted as this. Always before it had been crowded with grantii, impala, kongoni, eland, waterbuck, and a dozen kinds of smaller animals.

Write the following sentences adding an appropriate personal pronoun. Then underline the antecedent of that pronoun.

1. Many students decided to send _____ college applications to state colleges.
2. Teachers and guidance counselors _____



UNIT
4

Narrative Writing

Skills and Applications

Writing About Literature

Narrative Writing Project

Literature Model

Unit 4 Review

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Skills and Applications

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Grammar Link

Use simple sentences in the imperative to communicate instructions clearly.

Lift lid located on the left side of recorder. Press TIMER SET button.

Rewrite each complex sentence as several simple sentences. Write imperative sentences when effective.

1. You should always read the manual before you try to operate any new device in the

Revising Checklist

- Have I supported my position with the best evidence I can find?
- Have I identified any logical fallacies that could compromise the credibility of my essay?
- Would using inductive or deductive reasoning strengthen my argument?
- Are irony, exaggeration, and understatement used where appropriate?

UNIT
6

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Skills and Applications

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Writing About Literature

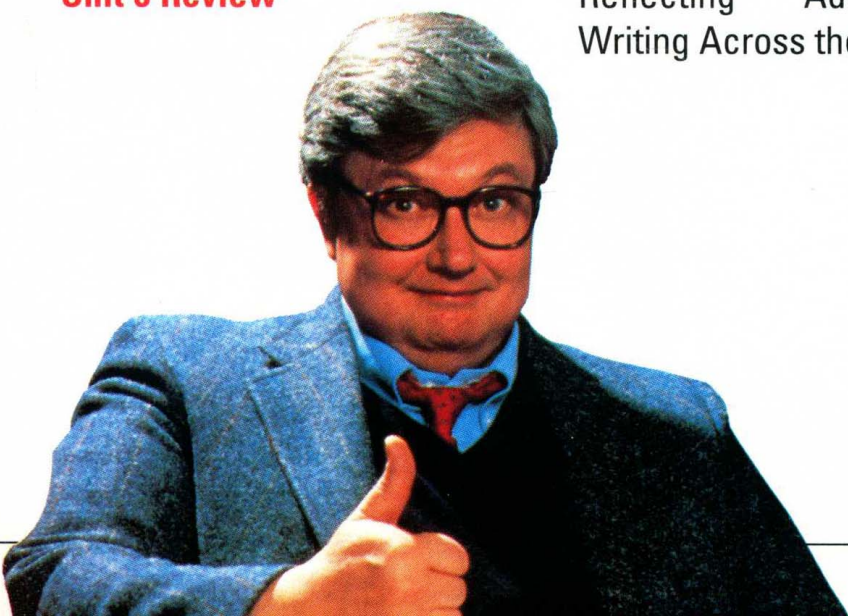
Persuasive Writing Project

Writing Process in Action
 Persuasive Writing **302**
 •Prewriting •Drafting •Revising
 •Presenting •Reflecting

Literature Model

Unit 6 Review

"Mother Tongue" by Amy Tan **306**
 Reflecting Adding to Your Portfolio
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UNIT
7

Research Paper Writing

Skills and Applications

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Unit 7 Review

Reflecting	Adding to Your Portfolio	
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Attitudes Toward Women Bib. 13
Peter declares women should not remain secluded, but should "be present with men at dinners and social occasions."
(paraphrase) page 403

Attitudes Toward Women Bib. 10
Raisa Gorbachev
campaigns against drug and alcohol abuse
confides her views on government to her husband
inspires hope among Soviet women for new status and power
sets standards for fashion
(summary) page 42

Attitudes Toward Women Bib. 16
Gorbachev encourages his own wife's education, high public profile, Western life style, and education.
(paraphrase) page 18

III. Attitudes toward women
A. Peter's time
1. Women in seclusion
2. Peter eases restrictions
3. Wife Catherine maintains high profile
B. Gorbachev's time
1. Advocate of women's rights
2. Wife in the public eye

Gorbachev is also a strong advocate of women's rights (Gorbachev 78). He condones and supports his wife's modern, Western life style. Raisa Gorbachev is a symbol of the emerging Soviet woman. She refuses to stay in the background as tradition requires and she successfully earns a name for herself alongside her husband. Just as Peter's wife Catherine broke the mold of a czar's wife by taking on the role of confidante and adviser, so has Raisa Gorbachev established a new model for the modern Russian woman (Avery and Daniloff 42).

Style Through Sentence Combining

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Exercise B: Exercise Matters

Directions Combine each cluster of numbered items into one or more sentences. Combine clusters, if you wish.

- 1.1 Regular exercise has many benefits.
- 1.2 The benefits are physiological.
- 1.3 These include reduced risk of heart disease.
- 1.4 These include lowered blood pressure.
- 1.5 These include lowered cholesterol levels.
- 2.1 Particularly helpful are aerobic activities.
- 2.2 They condition the heart to pump blood.
- 2.3 The blood is oxygen-rich.
- 2.4 They condition muscles to use oxygen.
- 3.1 Many activities create a “training effect.”
- 3.2 These activities include jogging.
- 3.3 These activities include swimming.
- 3.4 These activities include cycling.
- 3.5 These activities include aerobic dance.
- 3.6 The “training effect” strengthens the heart.
- 4.1 This training effect is developed over time.
- 4.2 Exercise sessions last from fifteen to sixty minutes.
- 4.3 Sessions occur from three to five days per week.
- 5.1 The heart gradually becomes stronger.
- 5.2 It actually pumps more blood per beat.
This decreases the heart rate while
decreases the heart rate