

PART 1 | Organization

“How To” Paragraphs

In this chapter, you will learn to write a paragraph that gives instructions. This kind of paragraph is sometimes called a “how to” paragraph because it explains how to do something or how to make something—how to change a flat tire or how to perform a science experiment, for example.

There are four keys to writing clear “how to” paragraphs.

1. Begin with a topic sentence that names the topic and says the paragraph will give instructions about it.
2. Divide the instructions into a series of steps. For some topics, you will put the steps in order by time and use time-order transition signals to show the order.

First, do this. **Next**, do that.

For other topics, you can use listing order.

3. Explain each step one by one.
4. Use transition signals to introduce each new step.

Keep these four keys in your mind as you read the model paragraph.

MODEL

“How To” Paragraph

How to Have a Successful Garage Sale

1Prepare ahead in order to have a successful garage sale. 2First, collect used items in good condition. 3These items can be clothes, toys, books, dishes, lamps, furniture, TVs, pictures, and sporting goods. 4Clean everything well and store it in your garage until the day of the sale. 5Next, decide on a day and time for your sale. 6Third, decide on the prices, and mark a price on each item. 7If you are not sure how much to charge, check the prices at other garage sales in your community.

(continued on next page)



⁸Fourth, make signs advertising the date, time, and address of your sale, and put them up around your neighborhood. ⁹Then get some change from the bank. ¹⁰Get at least twenty dollars in one-dollar bills, a roll of quarters, and a roll of dimes. ¹¹Finally, get up early on the morning of the sale, and arrange the items on tables in your driveway and in your garage. ¹²After that, sit back and wait for your customers to arrive. ¹³Be prepared to bargain! ¹⁴If you follow all of these steps, your garage sale will be a great success.

Questions on the Model

1. What is the topic of the model paragraph?
2. Which sentence tells you the topic? What is this sentence called?
3. How many main steps does the paragraph explain?
4. Circle the transition signals that introduce each main step.
5. Does this paragraph use time order or listing order to organize the steps?

Writer's Tip

Notice that many of the verbs in the model are commands: *collect*, *clean*, *store*, *decide*, *mark*, and so on. Use the command verb form to give instructions.

Topic and Concluding Sentences for “How To” Paragraphs

The topic part of a topic sentence for a “how to” paragraph names the topic. The controlling idea part tells your readers that they will learn how to do or make something. In the model paragraph, the topic sentence names the topic: *a garage sale*. It also tells what your paragraph will tell your reader about garage sales: *how to prepare in order to have a successful one*.

Here are other examples of topic sentences for “how to” paragraphs. Notice that they use expressions such as *by taking these steps*, *if you follow my advice*, and *follow these instructions*. These expressions tell your reader that this is a “how to” paragraph.

Anyone can change a flat tire by taking these steps.

It's easy to soothe a crying baby if you follow my advice.

Follow these instructions to make delicious pizza.

The concluding sentence of a “how to” paragraph mentions the topic again to remind the reader what the paragraph was about.

In no time at all, your flat tire will be repaired, and you will be on your way again.

If you follow these four steps, your baby will fall asleep within five minutes.

You now have a delicious pizza to enjoy.

PRACTICE 1

Topic Sentences for “How To” Paragraphs

Work with a partner or a small group.

A. Complete topic sentences for “how to” paragraphs by filling in the blanks.

1. It's easy to write a paragraph if you follow the four steps in the writing process.
2. It is simple to _____ if you _____.
3. Anyone can learn to _____ if he or she _____.
4. Follow these instructions to _____.
5. Make/Draw/Write/Cook a perfect _____ by following these steps.

B. Now write three original topic sentences for “how to” paragraphs. Use some of the topic suggestions that are listed, or think of other topics that you might want to use later when you write your own “how to” paragraph.

1. _____

2. _____

3. _____

Topic Suggestions

- | | |
|----------------------------|--|
| Get an A in English | Raise a happy child |
| Get an F in English | Raise a spoiled child |
| Meet people in a new place | Catch a fish |
| Learn a new language | Train a falcon/hunting dog/parrot |
| Get the job of your dreams | Make pizza/baklava/borscht/nachos
(or any special food) |
| Check the oil in a car | Make a piñata |
| Change a flat tire | Decorate an egg |
| Study for a test | Use chopsticks |
| Avoid studying for a test | Play a children’s game |
| Get on a horse | |

Time-Order Signals

In a “how to” paragraph, you can use either **listing-order signals** or **time-order signals**. You learned about listing-order signals in Chapter 2. Notice that many listing-order and time-order signals are the same.

- If the steps in your instructions must be in a specific order (such as in the model paragraph about how to have a successful garage sale), use time-order signals.
- If the order doesn’t matter, use listing-order signals.

Listing-Order Signals	Time-Order Signals
1. First, First of all, Second, Third, In addition, Also, Finally,	1. First, First of all, Second, Third, Next, After that, Then Finally, 2. before a test in the morning during a flight

1. These transition signals usually appear at the beginning of a sentence, followed by a comma. *Then* is an exception. Do not put a comma after *then*.

First, make the pizza dough.

Then add 2 cups of flour.

2. You can use any time expression as a time-order signal. You can put time expressions such as these almost anywhere in a sentence.

Before a big test, get a good night's sleep.

In the morning, be sure to eat breakfast.

Drink a lot of water **during a flight**.

Writer's Tip

Do not put a transition signal at the beginning of every sentence in a "how to" paragraph. A paragraph with too many transition signals is just as confusing to the reader as a paragraph with none! Use a transition signal with important steps, not with every step.

PRACTICE 2

Listing Order or Time Order?

In a small group or with the whole class, think about each of the following topics for "how to" paragraphs. Which topics require time order, and which topics can use listing order? Write *TO* (Time Order) or *LO* (Listing Order) in the space next to each topic.

- TO 1. How to study for a test
- LO 2. How to get fit
3. How to change the oil in a car
4. How to meet people in a new place
5. How to impress your boss

(continued on next page)

- _____ 6. How to learn a new language
- _____ 7. How to shop economically
- _____ 8. How to write a paragraph
- _____ 9. How to get a driver's license
- _____ 10. How to prepare for an earthquake

PRACTICE 3

*Transition
Signals*

Each of the following groups of sentences includes a topic sentence and several steps.

Step 1 Decide which sentence is the topic sentence. Give it the number "1."

Step 2 Decide which three of the four groups should be in time order. Number the steps in these three paragraphs in the correct time order. (The remaining group of sentences will be listing order.)

Step 3 Choose two groups of sentences and write each group as a paragraph. Write the paragraphs on a separate piece of paper.

- Copy the title and topic sentence. The topic sentence is the first sentence of the paragraph, so remember to indent it.
- Copy the remaining sentences in order.
- Add a transition signal to some (not all) steps.

1. How to Prevent Jet Lag¹

- _____ **1** Frequent flyers recommend these steps to prevent jet lag.
- _____ Don't drink alcohol or coffee during the flight.
- _____ Go to bed early your first night in the new time zone.
- _____ **2** Eat a high-carbohydrate² meal before your flight.
- _____ Don't nap³ during the day when you arrive.

Paragraph

How to Prevent Jet Lag

Frequent flyers recommend these steps to prevent jet lag. First of all,

eat a high-carbohydrate meal before your flight. Second, . . .

¹jet lag: tiredness caused by travel through several time zones

²carbohydrate: foods such as rice, potatoes, and breads

³nap: sleep for a short time

2. How to Drive Your Teacher Crazy

- _____ It's easy to drive your teacher crazy if you follow these simple directions.
- _____ Yawn and look at your watch as often as possible during the class.
- _____ Make a lot of noise when you enter the classroom.
- _____ At least five minutes before the end of class, slam your books shut and stare at the door.
- _____ Always come to class at least five minutes late.

3. How to Plan a Family Vacation

- _____ Consider the interests and abilities of everyone in the family.
- _____ Decide how long you can be away from home.
- _____ Decide how much money you can spend.
- _____ Planning a family vacation takes careful thought.
- _____ Find out when everyone can take time off from school and jobs.
- _____ When you have the answers to all of these questions, visit a travel agency.

4. How to Wax a Car



Note: In this group, some sentences belong together as part of the same step. When you write this paragraph, do not use transition signals with every sentence. Use them only in front of a new step, which are marked with an asterisk (*).

- _____ Keep your car looking great by following these easy steps to wax it.
- _____ After you have put wax on the entire car, start to remove it, section by section.
- _____ *Wash and dry the car thoroughly.
- _____ Use a soft towel to remove the wax in the same order that you applied it.
- _____ Work on one section at a time, and rub the wax into the car in small circles.
- _____ *Park your car in a cool, shady spot.
- _____ *Polish the car with a soft cloth to remove any remaining wax and to bring out the shine.
- _____ *Dip a damp sponge into a can of wax.

Listing and Outlining

In Chapter 1, you got ideas by freewriting. In Chapter 2, you got ideas by clustering. The **listing** activity that you did at the beginning of this chapter is another way to get ideas. In listing, you make a list of every word or phrase that comes into your mind when you think about a topic. As with freewriting and clustering, you don't stop to wonder if an idea is good or if your spelling or grammar is correct. You just keep writing down words in a list until you run out of ideas.

Here is the list made by the writer of the model paragraph on how to have a successful garage sale.

MODEL

Listing

How to Have a Successful Garage Sale	
collect used things in good condition	people don't buy broken or dirty things
—clothes	get change from the bank
—toys	ask your friends to help
—books	decide on the prices
—old dishes	put a price on each item
store them in the garage	buy price tags
clean everything	make sure everything is clean
clean the garage	wash and iron the clothes
arrange items on tables	advertise
borrow tables	try to have it on a sunny day
make signs	decide on a day and time
put them around the neighborhood	be prepared to bargain

After you have made a list, the next step is to edit the list. Decide what you want to include in your final paragraph and what you want to omit.

Notice how the writer edited his list.

1. He crossed out unimportant and repeated items.
2. He numbered the main steps in order by time.

MODEL*Edited List*

How to Have a Successful Garage Sale	
1. collect used things in good condition	people don't buy broken or dirty things
—clothes	9. get change from the bank
—toys	ask your friends to help
—books	5. decide on the prices
—old dishes	6. put a price on each item
3. store them in the garage	buy price tags
2. clean everything	make sure everything is clean
clean the garage	wash and iron the clothes
10. arrange items on tables	advertise
borrow tables	try to have it on a sunny day
7. make signs	4. decide on a day and time
8. put them around the neighborhood	11. be prepared to bargain

The next step is to make an outline. To make a simple outline, change the numbers to capital letters (A, B, C, D, and so on), write a topic sentence at the beginning, and add a concluding sentence at the end.

Here is the student's completed outline.

MODEL*Simple Outline*

TITLE
TOPIC SENTENCE

How to Have a Successful Garage Sale

It's easy to have a successful garage sale if you prepare for it ahead of time.

- A. Collect used things in good condition
- B. Clean the items and store them in the garage
- C. Decide on a day and time for your sale
- D. Decide on the prices and mark a price on each item
- E. Make signs to advertise
- F. Put signs around the neighborhood
- G. Get change from a bank
- H. Arrange items on tables in your driveway or yard
- I. Be prepared to bargain

CONCLUDING SENTENCE

If you follow all of these steps, your garage sale will be a great success.

PRACTICE 4**Simple
Outlining**

Write an outline from the list you made at the beginning of this chapter on how to clean up after a party.

Step 1 Edit the list by crossing out repeated ideas or ideas that don't fit.

Step 2 Decide whether to use time order or listing order.

Step 3 Put the steps in order.

Step 4 Add a title, a topic sentence, and a concluding sentence.

Try It Out! Write a paragraph about how to clean up a house after a party. You have already completed Step 1 (Prewriting). Now continue with the writing process.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Follow your outline.
- Use transition signals to introduce some steps.
- If you wish, add other sentences to explain each step in more detail.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in previous chapters. Use the Reader's Response 3A and Writer's Self-Check 3A on pages 198 and 199.

Step 4 Write the final copy.

- Write a neat final copy of your paragraph to hand in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your other drafts.

PART 2 | Sentence Structure

In Chapters 1 and 2, you learned about simple and compound sentences. A third kind of sentence is a **complex sentence**. Before we study these, let's learn about clauses.

Independent and Dependent Clauses

A **clause** is a group of words that contains a subject and a verb. There are two kinds of clauses in English: **independent clauses** and **dependent clauses**.

Independent Clause

S V
It rained.

Dependent Clause

S V
... because it rained ...

1. An **independent clause** has one SV pair and expresses a complete thought. *Independent clause* is just another name for a simple sentence.

S V
Paris has excellent art museums.

S V
We finished our homework.

2. A **dependent clause** is an independent clause with a subordinating word, such as *because*, *after*, and *when*, added to the beginning of it.

SUBORDINATING
WORD S V
... **because** Paris has excellent art museums ...

SUBORDINATING
WORD S V
... **after** we finished our homework ...

A dependent clause does not express a complete thought, so it is not a sentence by itself. It is only half of a sentence. It **MUST** be joined to an independent clause. Together, the two clauses express a complete thought.

INDEPENDENT CLAUSE DEPENDENT CLAUSE
Art students should visit Paris because it has excellent art museums.

DEPENDENT CLAUSE INDEPENDENT CLAUSE
After we finished our homework, we watched TV for a while.

Adverb Subordinators

There are many subordinating words that can make a dependent clause. In this chapter, we will study **adverb subordinators**. We call them adverb subordinators because they introduce dependent clauses that act like adverbs. That is, they answer the questions *when?*, *why?*, *where?*, and so on.

Certain adverb subordinators introduce time clauses. Here are some common time subordinators.

Time Subordinators	
after	I will go straight to bed after I finish writing this paragraph.
as soon as	She felt better as soon as she took the medicine.
before	Wait for a green light before you cross a street.
since	It has been a year since I left home.
until	We can't leave the room until everyone finishes the test.
when	Where were you when I called?
whenever	Whenever I don't sleep well, I feel sick the next day.
while	My neighbors were having a party while I was trying to sleep.

Caution!

A few time subordinators are also prepositions. Prepositions are followed by nouns. Subordinators are followed by subject-verb combinations

after my accident (*preposition*)

after I had an accident (*subordinator*)

before class (*preposition*)

before class begins (*subordinator*)

until ten o'clock (*preposition*)

until the bell rings (*subordinator*)

Writer's Tip

In addition to time-order transition signals, such as *first*, *next*, *after that*, and so on, you can use time clauses to show time order.

Before you start writing, look over the test.

After you have answered the easy questions, go back and work on the hard ones.

PRACTICE 5**Independent
and Dependent
Clauses**

Identify independent and dependent clauses.

Step 1 Write *IC* (independent clause) or *DC* (dependent clause) in the space to the left of each group of words.

Step 2 If it is an *IC*, add a period. If it is a *DC*, circle the time subordinator.

- IC 1. I take a walk around the block.
- DC 2. (Before) I go to work
- ___ 3. The exercise wakes up my body and clears my mind
- ___ 4. It's hard to do this in the winter
- ___ 5. When I go to work
- ___ 6. It is still dark
- ___ 7. After I get home from work
- ___ 8. It is dark again
- ___ 9. I can always take a walk on weekends, even in the winter
- ___ 10. When it is raining, of course
- ___ 11. I never go out
- ___ 12. On rainy days, as soon as the alarm clock rings
- ___ 13. I turn over and go back to sleep

**Complex
Sentences**

Now that you know about dependent and independent clauses, let's learn about complex sentences.

A **complex sentence** has one independent clause and one (or more) dependent clauses.

- When the dependent clause begins with an adverb subordinator, the clauses can usually be in any order.

We ran for shelter as soon as it started to rain.

As soon as it started to rain, we ran for shelter.

- If the independent clause is first, don't use a comma.
- If the dependent clause is first, put a comma after it.

PRACTICE 6**Complex Sentences with Time Subordinators**

A. Analyze these complex sentences.

Step 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

Step 2 Draw a circle around the time subordinator.

Step 3 Add a comma if one is needed.

1. (After) we won the lottery last year, my wife and I decided to take a trip.

2. We were very excited when we won.

3. After we got our first payment we started planning a trip to Italy.

4. Before we left on our trip we wrote to our cousins in Rome and told them our plans.

5. As soon as they received our letter they called and invited us to stay with them.

6. They were waiting at the airport when we arrived.

7. They waited outside while the Italian officials checked our passports and luggage.

8. Finally, after we got our suitcases they drove us to their home.

9. As soon as we arrived at their apartment they wanted to feed us.

10. We ate one delicious home-cooked dish after another until we were stuffed.¹

11. We fell asleep as soon as our heads hit the pillows.

12. Almost twenty-four hours had passed since we left home.

B. Write complex sentences.

Step 1 Match a clause from column B with a clause from column A to make a complex sentence.

Step 2 Write the story on the lines provided. The clauses in column A are in the correct order. Be sure to punctuate the sentences correctly.

A

1. The trip began badly

2. It was almost noon

3. As soon as I threw out my fishing line

B

a. before we could put on our rain jackets

b. when we had a flat tire on the way to the lake

c. until I go fishing with my brothers again

¹stuffed: very full

- | | |
|--|--|
| 4. I spent most of the afternoon untangling ² my line | d. I immediately took a hot shower |
| 5. After we had been fishing for a couple of hours | e. while my brothers were catching fish after fish |
| 6. We were totally wet | f. it got caught in some underwater weeds |
| 7. When we got back home | g. before we started fishing |
| 8. It will be a long, long time | h. it started to rain |

A Miserable Fishing Trip

The trip began badly when we had a flat tire on the way to the lake.

C. Turn back to Practice 5 on page 79. Write complex sentences by combining independent clauses with dependent time clauses as follows.

1. Combine 1 and 2: _____
2. Combine 5 and 6: _____
3. Combine 7 and 8: _____
4. Combine 10 and 11: _____
5. Combine 12 and 13: _____

²untangling: removing knots, making straight

Sentence Errors: Fragments

In Chapter 2, you learned about the sentence errors called run-ons and comma splices. Another kind of sentence error is called a **fragment**. The word *fragment* means a part of something. A sentence fragment is only part of a sentence or half of a sentence. It is not a complete sentence. These are fragments:

FRAGMENT: Before the test began.

FRAGMENT: As soon as you get home.

Why are they fragments? They are fragments because they are dependent clauses. A dependent clause cannot be a sentence by itself.

To fix this kind of fragment, add an independent clause to it.

COMPLETE SENTENCE: The teacher passed out pencils and paper before the test began.

COMPLETE SENTENCE: Call me as soon as you get home.

PRACTICE 7

Fragments

Identify and correct fragments.

Step 1 Read each sentence. Decide if it is a fragment or a sentence. Write *F* for fragment and *S* for sentence.

Step 2 Then correct each fragment by adding an independent clause. Write your new sentences on the lines provided.

- F 1. Before I learned to speak English well.
- 2. Every night, after I finish my homework.
- 3. As soon as we heard the crash.
- 4. The bicycle racers stopped to rest before they started up the mountain.
- 5. Wait until you hear the bell.
- 6. Whenever my children have a school holiday.
- 7. I work at night while my husband stays home with the children.

1. Before I learned to speak English well, I was afraid to use the telephone.

Summary: Three Types of Sentences

Let's summarize what you have learned about the three types of sentences. Good writers add interest and variety to their writing by using all three types.

A **simple sentence** has one independent clause.

It was a sunny day.

Raise your hand to ask a question.

A **compound sentence** has two or more independent clauses joined by a comma and a coordinating conjunction.

It was a sunny day, so we went to the beach.

Talk quietly, or don't talk at all.

A **complex sentence** has one independent and one or more dependent clauses. A comma is needed when a dependent clause comes before an independent clause.

While the meat is cooking, prepare the sauce.

Prepare the sauce while the meat is cooking.

PRACTICE 8

Simple, Compound, and Complex Sentences

A. Identify the different types of sentences.

Step 1 Underline all independent clauses with a solid line and all dependent clauses with a broken line.

Step 2 In the space at the left, write the words *simple*, *compound*, or *complex* to identify each sentence type.

Unusual Vacations

- | | |
|---|---|
| <p>_____ complex</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>1. <u>Some people like to relax and do nothing when they take a vacation.</u></p> <p>2. Other people like to travel, and still others like to have an adventure.</p> <p>3. Unusual vacations are becoming popular.</p> <p>4. For example, people go hiking in Nepal or river rafting in Ecuador.</p> <p>5. Some people spend their vacations learning, and some spend their vacations helping others.</p> <p>6. A friend of mine likes to help people, so he spent his summer helping to build a school in Bangladesh.</p> |
|---|---|

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- _____ 7. After he returned home, he wanted to go back to help build a medical clinic.
- _____ 8. People may find the local scenery a little boring after they have climbed volcanoes in Guatemala or ridden camels in Egypt.

B. The following “how to” paragraph uses a combination of simple, compound, and complex sentences. Find five compound sentences and three complex sentences. Then answer the questions that follow.

How to Succeed in a U.S. College¹

¹Succeeding in a U.S. college may require new strategies² for students from other cultures. ²Here are a few tips from a U.S. college professor. ³First, attend every class. ⁴Professors talk about the most important material in class. ⁵When you aren’t there, you miss important information. ⁶Second, take good notes. ⁷Then review or recopy your notes as soon as you can. ⁸Third, don’t be afraid to ask questions whenever you don’t understand something. ⁹Professors want their students to succeed, so they want them to ask questions. ¹⁰Fourth, get to know your professors personally. ¹¹Go to their office during office hours, and introduce yourself. ¹²Don’t waste professors’ time, but make sure they know your name and face. ¹³Finally, get involved in a campus activity, or get a job in the bookstore. ¹⁴Go to football and basketball games. ¹⁵Join a club. ¹⁶Be friendly, and talk to everyone—other students, professors, secretaries, cafeteria workers, and janitors. ¹⁷Active, involved students are successful students.

1. Which sentences are compound? Sentence numbers _____, _____, _____, _____, and _____.
2. Which sentences are complex? Sentence numbers _____, _____, and _____.

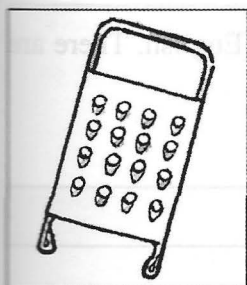
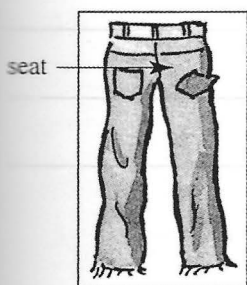
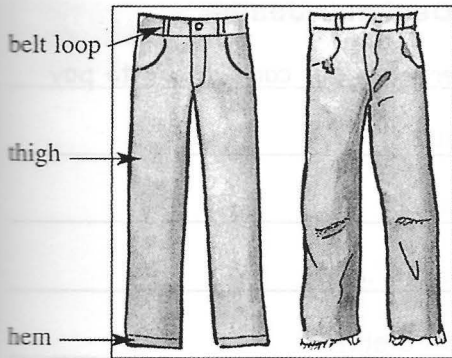
Try It Out! **Step 1** Study the pictures, and discuss the meaning of unfamiliar words.

Step 2 Combine the sentences in each group to make one sentence. Some of your new sentences will be simple, some will be compound, and some will be complex. There may be more than one possible correct way to combine each group.

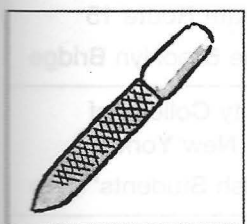
Step 3 Write the eleven sentences as a paragraph. Add time-order signals to some sentences, but don’t start every sentence with a time-order signal.

¹Adapted from Clark Ford, “How To Succeed in College Without falling into the usual traps” [sic], <http://www.public.iastate.edu/~cford101/howtosucceed.htm> (accessed December 24, 2006).

²strategies: tactics, approaches



cheese grater



nail file



Word List

Nouns

pair (of jeans)	nail file	hem	sandpaper
denim fabric	thread	spray bottle	thigh
cheese grater	bleach	belt loop	seat

Verbs

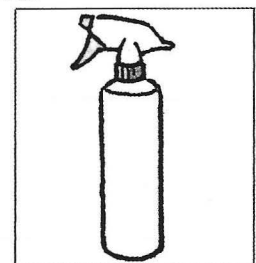
afford	spray	dip
rub	fray	bleach

Adjectives

ripped	faded
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How to Make Your Own Designer Jeans

1. a. Would you like to own a pair of designer jeans?
b. You can't afford to pay designer prices.
2. a. Follow these instructions to make your own pair of jeans.
b. The jeans are stylishly ripped.
c. The jeans are stylishly faded.
3. a. Buy a pair of inexpensive new jeans.
b. Use a pair that you already own.
4. a. Find the direction of the lines in the denim fabric.
b. Rub a knife back and forth in the opposite direction.
5. a. You can also use a cheese grater.
b. You can also use a nail file.
6. a. Keep rubbing.
b. White threads appear. (*Use until.*)
7. a. You want the white threads to stay there.
b. Don't cut them.
8. a. Dip an old toothbrush into bleach.
b. Run the old toothbrush around the edges of the back pockets.
c. Run the old toothbrush over the belt loops.
9. a. Mix a little bleach with water in a spray bottle.
b. Spray the thighs and seat of the jeans.
10. a. Rub sandpaper on the hems of the legs to fray them.
b. Rip one corner of a back pocket.
11. a. Wash and dry the jeans several times.
b. Your new jeans will look stylishly old! (*Use after.*)



spray bottle

(continued on next page)

How to Make Your Own Designer Jeans

Would you like to own a pair of designer jeans but can't afford to pay designer prices?

PART 3 | Capitalization and Punctuation

Capitalization: In Chapter 1, you learned six rules for capitalizing words in English. There are **Four More Rules** four additional rules in the chart on page 87.

Rules	Examples	
Capitalize:		
7. Names of specific structures such as buildings, roads, and bridges.	the White House the Hilton Hotel the Kremlin	Highway 395 State Route 15 the Brooklyn Bridge
8. Names of specific organizations such as businesses, schools, and clubs.	Sears, Roebuck & Co. United Nations	City College of New York Irish Students' Club
9. Names of the days, months, holidays, and special time periods. BUT NOT the names of seasons.	Monday January spring summer	New Year's Day Ramadan fall (autumn) winter
10. Geographic areas. BUT NOT compass directions.	the Middle East the Southwest Drive south for two miles and turn west.	Southeast Asia Eastern Europe

PRACTICE 9
Capitalization

A. Work with a partner or a group. Write your own examples of Rules 7–10.

Rule 7

a building _____

a road _____

a bridge _____

Rule 8

a business _____

a school or
college _____

a club _____

Rule 9

a day _____

a month _____

a holiday _____

Rule 10

a geographic area
in your country _____

a geographic area
in another part
of the world _____

- B. Work by yourself or with a partner. Change the small letters to capital letters wherever necessary in this letter from Heather to her friend Stacie.



A
April 23, 20__

Dear Stacie,

¹I am so happy that you are coming to visit me this summer. ²I hope that you will be able to stay until July 4. ³We are planning a big picnic on that day to celebrate independence day here in the united states.

⁴You asked for directions to my house from the airport, so here they are. ⁵Drive out of the airport and turn north on u.s. 380, then u.s. 680, then california 1. ⁶california 1 is also called nineteenth avenue. ⁷You will pass san francisco state university and a large shopping center.

⁸Continue on nineteenth avenue through golden gate park. ⁹Soon you will come to the famous golden gate bridge. ¹⁰Drive across the bridge and continue north for about ten more miles. ¹¹You will pass the towns of sausalito, mill valley, and larkspur. ¹²In larkspur, take the sir francis drake boulevard exit from the highway.

¹³Drive west for three blocks, and then turn left. ¹⁴Pacific national bank is on the corner where you turn, and across the street is a shell oil company gas station. ¹⁵You will be on elm avenue. ¹⁶Finally, go one block on elm and turn right. ¹⁷My apartment is in the marina towers. ¹⁸The address is 155 west hillside drive.

¹⁹Be sure to bring warm clothes because it is cold in june and july in northern california. ²⁰I can't wait to see you!

Love,

Heather



Commas: Four Rules

There are many rules for using commas. You have already learned three of them:

Rules	Examples
Use a comma:	
1. After listing-order and time-order signals (EXCEPT <i>then</i>).	First, put four cups of rice into a pan. After that, fold the paper in half again. After the test, go out and celebrate.
2. Before coordinating conjunctions in a compound sentence. <i>Exception:</i> Sometimes writers omit this comma in very short sentences.	Some people like to travel, and others like to have an adventure. Cook the steak over high heat for six minutes, but don't let it burn. Dogs bark and cats meow. Turn left and drive one block
3. In a complex sentence when a dependent adverb clause comes before an independent clause.	While you are waiting for the pizza dough to rise, make the sauce. After you take the pizza out of the oven, cut it into eight pieces.

Here is a fourth comma rule.

Use a comma:	
4. To separate items in a series. A series is three or more things. These may be words or phrases (groups of words).	One dog, one cat, two goldfish, a bird, and four humans live at our house. Every morning I get up early, run a mile, take a shower, eat breakfast, and feed my pets. Turn left at the stoplight, go one block, and turn right.

Notice that there is always one less comma than items. If there are four items, there are three commas; if there are five items, there are four commas; and so on.

Writer's Tips

1. If there are three items in a series, some writers omit the last comma. However, it is a good idea to use all the commas because commas make your meaning clearer.

I have visited many countries in Europe, Asia, and America.

Shopping, relaxing, and visiting friends are my favorite weekend activities.

2. With only two items, don't use any commas.

I have visited many countries in Europe and Asia.

Sleeping and hanging out with friends are my teenage son's favorite weekend activities.

PRACTICE 10

Commas

- A. Add commas where necessary in the following paragraphs. Add twenty commas to Paragraph 1 and eight commas to Paragraph 2.

Paragraph 1

My Brother, the Sports Fan

¹My brother Bob is a sports fan. ²His favorite sports are golf tennis skiing and swimming. ³He skis in the winter swims in the summer and plays golf during the spring summer and fall. ⁴He also watches football and baseball on TV. ⁵His bedroom looks like a used sporting goods store. ⁶Bob owns skis tennis racquets golf clubs footballs basketballs baseballs tennis balls soccer balls a bicycle and weights. ⁷Whenever he comes home from a sports event he throws his equipment in a pile on his bed. ⁸When the pile gets too high you can't see his bed his desk or sometimes even him.

Paragraph 2

How to Fail a Driving Test



¹It's easy to fail a driving test if you really try.

²First park your car so close to the next car that the examiner cannot get into your car to begin the test.

³It also helps to have your two front wheels far up on the curb—blocking the sidewalk if possible.

⁴Second back out of the parking space really fast.

⁵After that try to hit something such as another car. ⁶Don't stop at stop signs but speed up to get through intersections quickly.

⁷Then try to make your tires squeal while turning corners. ⁸Next look for an opportunity to turn the wrong way on a one-way street.

⁹Entering a one-way street in the wrong direction will cause you to fail immediately.

¹⁰Finally don't stop for pedestrians in crosswalks but use your horn to frighten them out of your way. ¹¹Just one of these techniques will probably get you an F on a driving test and two or more certainly will.

B. Complete these sentences to practice the “items in a series” comma rule.

- What three foods do you like the most? (*Use and before the last item.*)
I like Japanese sushi, Middle Eastern falafel, and Mexican tacos.
- What three foods don't you like? (*Use or before the last item.*)
I don't like _____.
- What are three places you might go on your honeymoon. (*Use or before the last item.*)
On my honeymoon, I might go to _____
_____.
- What are six useful items to take on a hike? (*Use and before the last item.*)
Whenever you go on a hike, be sure to take _____
_____.
- What are two animals that don't get along with each other. (*Use and.*)
_____ don't get along with each other.

(continued on next page)

6. What are three things you do every morning? (*Use and.*)

Every morning, I _____

7. What are two things you always do and one thing you never do on weekends. (*Use both and and but. Write a compound sentence.*)

On weekends, I always _____

Try It Out! Write a paragraph giving directions from one place to another place in your city, in your neighborhood, or on the campus of your school.

- Practice using capitalization rules by giving the names of streets, buildings, stores, and other landmarks.
- Practice writing complex sentences. Try to include at least three complex sentences in your paragraph.

For fun, read your paragraph to a classmate. See if he or she can draw a map showing your directions.

PART 4 | Writing

Review Questions

Check your understanding of the important points in this chapter by answering the following questions.

Organization

1. What are the four keys to writing clear instructions?
2. What two orders can you use to organize a “how to” paragraph?
3. What are some time-order signals?

Sentence Structure

4. What is an independent clause?
5. What is a dependent clause?
6. What is a complex sentence, and how do you punctuate one?
7. What is a fragment?
8. How do you correct a fragment?

Capitalization and Punctuation

9. What are the four capitalization rules in this chapter?
10. What are four comma rules that you have learned in Chapters 1–3?

Writing Assignment

Choose one of the topics from Practice 1A or 1B on pages 69–70, and write a paragraph giving instructions. Use time order or listing order to organize the steps.

Step 1 Prewrite to get ideas.

- Use the listing technique.
- Edit your list.
- Put the steps in order (time order or listing order).
- Make an outline.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Begin with a topic sentence that names the topic and indicates that you will give instructions.
- Follow your outline.
- Add time-order or listing-order signals to some of the steps.
- Try to include at least three complex sentences in your paragraph.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in previous chapters. Use the Reader's Response 3B and Writer's Self-Check 3B on pages 200 and 201.

Step 4 Write the final copy.

Write a neat final copy of your paragraph to hand in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your other drafts.