

CHAPTER 3

GIVING INSTRUCTIONS

OBJECTIVES

Writers need certain skills.

In this chapter, you will learn to:

- Use listing to get ideas for writing
- Organize a “how-to” paragraph using time order or listing order
- Edit a list of ideas to create an outline
- Work with complex sentences with time clauses
- Correct sentence fragments
- Use additional rules for capitalization and commas
- Write, revise, and edit a “how-to” paragraph



The woman is interviewing the man for a job. What steps do you think each of them took to prepare for the interview?

INTRODUCTION

In this chapter, you will learn how to write a clearly organized 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: for example, how to change a flat tire or how to perform a science experiment.

You will learn how to organize your ideas using time order and time-order transition signals. You will also learn about complex sentences with time clauses so that you can use them to help your reader better understand the process you are writing about.

To help you get ideas for writing, you will first do some prewriting.

PREWRITING

In Chapters 1 and 2, you practiced several prewriting techniques to help you get ideas for your writing, including asking questions and taking notes, freewriting, clustering, and outlining. In this chapter, you will explore another technique: listing. Later in the chapter you will learn how to create an outline by editing the ideas you get from listing (see pages 83–85).

LISTING

Just as you might make a shopping list before you go to the supermarket or a “to do” list to help you organize a busy day, you can also make a list of ideas to help you generate ideas for writing. Like freewriting and clustering, **listing** is a brainstorming activity. You simply begin by thinking about your topic. Then you make a list of every word or phrase that comes into your mind. Don’t stop to wonder if an idea is good or if your spelling or grammar is correct. Just keep writing down words and phrases in list form until you run out of ideas.

How to Make a Delicious Pizza

List of ingredients for dough and toppings



“HOW-TO” PARAGRAPHS

A “how-to” paragraph explains how to do something or how to make something. In order to give a clear explanation, a “how-to” paragraph must be carefully organized. There are four keys to writing a clear “how-to” paragraph.

- Begin with a topic sentence that names the topic and says the paragraph will give instructions about it.
- Divide the instructions into a series of steps or tips. For some topics, you will need to use **time order** and **time-order transition signals** to present each step of a process from beginning to end. For example, you would use time order to give step-by-step instructions on how to check the oil in a car.

First, turn off the engine. **Next**, open the hood of the car.

After you’ve done that, locate the . . .

For topics where it is not important to do steps in a certain order, you can use **listing order** and **listing-order transition signals** to present a series of tips. (You studied listing-order paragraphs in Chapter 2.) For instance, you could use listing order to present a series of tips on how to improve your speaking skills.

First, use every opportunity to practice. . . . **Second**, don’t worry about making mistakes. . . . **In addition**, . . .

- Explain each step or tip one by one.
- Use transition signals to introduce each important step or tip.

LOOKING AT THE MODEL

The writing model explains how to have a successful yard sale.

Work with a partner or in a small group. Read the model. Then answer the questions.

Writing Model

How to Have a Successful Yard Sale

1 In order to have a successful yard sale, you need to prepare well by following these simple steps. **2** First, decide on a day and time for your sale. **3** Make sure it's several weeks in the future so that you have time to get ready. **4** Next, look through your family's belongings and collect used items in good condition. **5** These can be anything that you no longer want, such as clothing, toys, books, dishes, lamps, furniture, and even TVs. **6** Then clean everything thoroughly, and clearly label each item with a price. **7** If you are not sure how much to charge, check the prices at other yard sales in your community. **8** If you price your items cheaply, people will be more likely to buy them. **9** After that, you should store your items carefully until the day of the sale. **10** About a week before, get some change from the bank. **11** You should get at least \$20 in one-dollar bills, \$50 in five-dollar bills, \$100 in 10-dollar bills, and one or two rolls of quarters. **12** A day or two before the sale, make signs advertising the date, time, and address of your sale. **13** Then put the signs up in places where they will easily attract people's attention. **14** Finally, on the morning of the sale, get up early and arrange the items attractively on tables in front of your home. **15** It's important to be ready on time because smart shoppers often arrive early. **16** If you work hard and organize the details, your yard sale will be a great success.

Questions about the Model

1. What is the topic?
2. Which sentence tells you the topic? What is this sentence called?
3. Does the writer use time order or listing order?
4. What transition signals and time phrases does the writer use? Put a dotted line under them. (HINT: There are eight in all ranging from one to seven words.)
5. Writers often use commands in "how-to" paragraphs. Sentence 2 is a good example ("First, *decide* . . ."). Can you find eight more?

Looking at Vocabulary: Descriptive Adverbs

When you write a “how-to” paragraph, you will often want to describe the way or manner in which your readers need to do something. For instance, when you instruct readers to clean something, it helps to add a descriptive word that tells *how* to do this:

You don't want to break the glass, so clean the mirror **gently**.

Clean everything **well** because nobody wants to buy dusty items.

When you clean pots and pans, you may have to rub **hard** to remove all the old, built-up grease.

Words like this are known as **adverbs of manner** because they describe the way or manner that someone performs an action. They are useful because they make it clear how you want your readers to perform the actions you describe.

Like other adverbs, most adverbs of manner are formed by adding *-ly* to an adjective. Notice these examples from the model:

attractively	clearly
carefully	easily
cheaply	thoroughly

Note that some adjectives are irregular and do not add *-ly* to form the adverb. Here are two examples from the model:

well (adverb form of *good*)

hard (adverb form of *hard*)

PRACTICE 2 Looking at Words that Describe How to Do Things

- A** Look at these sentences from the writing model on page 74. Underline the adverbs of manner. Then circle the actions that they describe. (HINT: One sentence has two adverbs of manner.)

1. In order to have a successful yard sale, you need to prepare well by following these simple steps.
2. Then clean everything thoroughly, and clearly label each item with a price.
3. If you price your items cheaply, people will be more likely to buy them.
4. After that, you should store your items carefully until the day of the sale.
5. Then put the signs up in places where they will easily attract people's attention.

(continued on next page)

6. Finally, on the morning of the sale, get up early and arrange the items attractively on tables in front of your home.
7. If you work hard and organize the details, your yard sale will be a great success.

B Use the words in the box to complete the sentences.

attractively	cheaply	easily	thoroughly
carefully	clearly	hard	well

1. If you want to play the piano well, you will have to practice several hours a day.
2. Study hard, and you will pass the test _____.
3. Speak slowly and _____ so your listeners can understand each word.
4. Make sure the paint dries _____ before you apply a second coat.
5. Winter driving can be dangerous. The first rule to remember is to drive _____.
6. It isn't easy to live _____ in a big city, but here are some ways that you can save money.
7. Press down _____, and continue to press for at least a minute.
8. Here are some tips on how to decorate your apartment _____ but inexpensively.

ORGANIZATION

In this section, you will look at how to organize “how-to” paragraphs. You will learn how to write effective topic and concluding sentences and how to use time order and time-order transition signals.

TOPIC SENTENCES AND CONCLUDING SENTENCES

The 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 related to the topic. For example, the first sentence of the writing model names the topic: *a successful yard sale*. It also explains what the paragraph will say about it: *you need to prepare well by following a number of simple steps*.

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*. Expressions like this 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 quickly.

You now have a delicious pizza to enjoy.

PRACTICE 3

Writing Topic Sentences for “How-To” Paragraphs

Work alone or with a partner. Use a phrase from the box to fill in the first blank in each sentence. Then complete the second blank with your own idea.

create a website install new software ~~write a paragraph~~
email a photograph ride a bicycle

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. To _____, just _____.
5. You can learn to _____ by _____.

TRY IT OUT!

Write three topic sentences for “how-to” paragraphs. Use three of the suggestions from the box or think of your own topics. You will use one of these topics to write your own “how-to” paragraph on page 103.

TOPIC SUGGESTIONS

- Avoid studying for a test
- Catch a fish
- Change a flat tire
- Check the oil in a car
- Get an A in English
- Get an F in English
- Make a cup of coffee
- Make pizza (or any special food)
- Meet people in a new place
- Prepare for a job interview
- Raise a happy child
- Study for a test
- Train a cat/dog/parrot
- Use chopsticks

You can clean your room in ten minutes by following these simple steps.

1. _____
2. _____
3. _____

TIME-ORDER AND LISTING-ORDER TRANSITION SIGNALS

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

Keep these rules in mind when you write a “how-to” paragraph:

RULES	EXAMPLES
<p>1. Use time-order transition signals if the steps in your instructions must be in a specific order (such as in the writing model about how to have a successful yard sale).</p>	<p>First, decide on a day and time for your sale.</p> <p>Next, look through your family’s belongings and collect used items in good condition.</p>
<p>2. Use listing-order signals if your paragraph contains a number of tips that can be discussed in any order.</p>	<p>First, find out all that you can about the company before the job interview.</p> <p>Second, make a list of all of your strengths and weaknesses, and be prepared to talk about them.</p>

TRANSITION SIGNALS		
Time Order		Listing Order
First, First of all, Second, Third, Next, After that, Then Finally,	before a test in the morning during a flight	First, First of all, Second, Third, In addition, Also, Finally,

Note that most 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*.

Next, spread out the pizza dough. **Then** cover it with your favorite sauce and toppings.

The phrases in the chart in the second column under Time Order are just a few examples of a wide range of time expressions that you can use as time-order signals. You can put time expressions like these at the beginning of a sentence (usually followed by a comma) or at the end of a sentence. You do not need to add a comma before a time expression at the end of a sentence.

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

Get a good night's sleep **before a big test.**

In the morning, be sure to eat breakfast.

Be sure to eat breakfast **in the morning.**

Writing Tip

It is not necessary to 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!

PRACTICE 4**Time Order or Listing Order?**

Work in pairs or a small group. Decide whether each topic requires time order or listing order. Write *TO* for time order and *LO* for listing order.

- TO 1. How to study for a test
- LO 2. How to get in shape
- _____ 3. How to change the oil in a car
- _____ 4. How to meet people in a new place
- _____ 5. How to impress your boss
- _____ 6. How to learn a new language
- _____ 7. How to clean a computer keyboard
- _____ 8. How to write a paragraph
- _____ 9. How to get a driver's license
- _____ 10. How to prepare for an earthquake

PRACTICE 5**Organizing "How-To" Paragraphs**

- A** Number the sentences in each group to show the correct order. Note that three of the sentence groups require time order and one group requires listing order.

GROUP 1**How to Prevent Jet Lag¹**

- _____ Don't drink coffee or energy drinks during the flight.
- _____ On your first night, try to go to bed at your normal hour in your new time zone.
- 2 Eat a high-carbohydrate meal² before your flight.
- _____ On the day you arrive, don't nap³ during the day.
- 1 Frequent flyers recommend these steps to prevent jet lag.



¹ **jet lag**: feeling of being very tired after traveling a long distance in an airplane

² **high-carbohydrate meal**: a meal that includes foods such as rice, pasta, potatoes, and breads

³ **nap**: sleep for a short time

GROUP 2

How to Drive Your Teacher Crazy

- _____ Yawn and check your cell phone as often as possible during the class.
- _____ Make a lot of noise when you enter the classroom.
- _____ It's easy to drive your teacher crazy if you follow these simple directions.
- _____ 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.



GROUP 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 thought about all these things, you are ready to visit a travel agency or begin researching your vacation online.

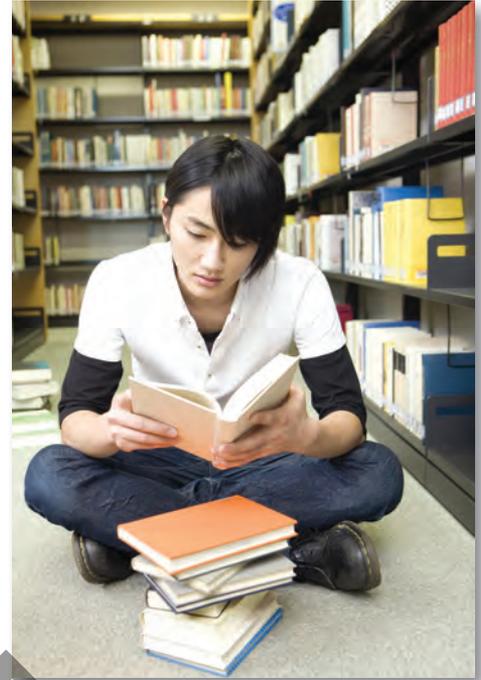


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GROUP 4

How to Write a Book Report

- _____ Choose an interesting book, and make a schedule for reading.
- _____ Before you begin, however, reread the assignment and your instructor's directions.
- _____ Start reading your book.
- _____ Read your book report assignment carefully, and make sure you follow the directions.
- _____ As you read, take notes about the characters and what happens to them.
- _____ To write a good book report, follow these simple steps.
- _____ Calculate how many pages per day you need to read and schedule several days to write your report.
- _____ Make an outline, write your first draft, and then edit your report.
- _____ You may want to write down a few quotes to use later in your report.
- _____ After you finish reading, it's time to write your report.



- B** Choose two groups from Part A and rewrite them as “how-to” paragraphs on a separate sheet of paper. Follow these steps for each paragraph:
- First, copy the title and topic sentence.
 - Next, copy the remaining sentences in order.
 - Then add transition signals where needed.
 - Finally, add a concluding sentence. (For ideas, look back at the examples on page 77.)

<i>How to Prevent Jet Lag</i>
<i>Frequent flyers recommend these steps to prevent jet lag.</i>
<i>First of all, eat a high-carbohydrate meal before your flight. . . .</i>

OUTLINING

In Chapter 2, you practiced using outlining to organize the ideas you got from clustering. In this section, you will practice using outlining to organize the ideas you get from listing.

In order to go from a list to an outline, there is another step you must perform: editing your list. To understand the process better, let's look at the steps the writer of the writing model on page 74 used to go from listing to outlining.

STEP 1: Use listing to get ideas.

First, the writer used the listing technique to get his ideas. Here is the list he started with:

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

STEP 2: Edit the list.

The writer's second step was to edit the list. He did this in two stages:

- First, he read through the list and crossed out repeated ideas and information that he felt was unimportant.
- Next, he decided what the main steps were, and then he numbered them using time order.

Here is what his edited list looked like:

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

STEP 3: Create the outline.

The writer's next step was to make an outline from the edited list. To do this, he used a new sheet of paper and wrote down his title and his main points so he could see them clearly. Notice that he changed the numbers to capital letters (A, B, C, D, and so on). As he did this, he also took the opportunity to combine some of the steps on his list that were closely related (see steps D, G, and H). Finally, he added a topic sentence at the beginning and a concluding sentence at the end.

Here is his completed outline:

TITLE	<i>How to Have a Successful Yard Sale</i>
TOPIC SENTENCE	<i>In order to have a successful yard sale, you need to prepare well by following these simple steps.</i>
MAIN POINTS	<i>A. Decide on a day and time. B. Look through belongings and collect used items in good condition. C. Clean the items. D. Decide on the prices and mark a price on each item. E. Store the items in the garage. F. Get change from a bank. G. Make signs and put them around the neighborhood. H. Get up early and arrange items on tables in your driveway or yard.</i>
CONCLUDING SENTENCE	<i>If you follow all of these steps, your yard sale will be a great success.</i>

PRACTICE 6

Creating an Outline

Use the list you made in Practice 1 on pages 72–73 to make an outline. Follow the directions.

1. Edit your list.
 - Edit the list by crossing out repeated ideas or ideas that you don't think are important.
 - Decide whether to use time order or listing order.
 - If you use time order, identify the main steps and number them in order. If you use listing order, number the points in the order you want to discuss them.
2. Create the outline.
 - On a separate piece of paper, write down your title and leave the next 2–3 lines blank. (These are for the topic sentence that you will add at the end.)
 - Consider the numbered steps or tips in your edited list to see if there are any that you can combine.
 - Write your main points in order and label them *A, B, C*, and so on.
 - Add a topic sentence under the title and a concluding sentence at the end.

TRY IT OUT!

On a separate sheet of paper, write a paragraph using the outline you created in Practice 6. Follow these directions:

1. Follow your outline as you write your draft.
2. Use transition signals to introduce the most important steps.
3. If you wish, add other sentences to explain each step in more detail.
4. Review the words in Looking at Vocabulary (on pages 75–76). Consider adding these or other adverbs of manner to make it clear how you want your readers to perform the actions you describe.
5. Proofread your paragraph and correct any mistakes.

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 look at this sentence type, it's important to understand some basic concepts 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**.

An **independent clause** is a group of words that has a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself.

S **V** Paris has excellent art museums. **S** **V** We finished our homework.

A **dependent clause** is also a group of words that has a subject and a verb. Unlike an independent clause, however, a dependent clause always begins with an introductory word known as a **subordinator**.

SUBORDINATOR **S** **V**
because Washington, D.C., has excellent museums

SUBORDINATOR **S** **V**
after Mrs. Martinez explained the homework

A dependent clause does not express a complete thought. It is not a complete sentence, so it cannot stand alone. To be correct, it must appear in a sentence with an independent clause. Together, the two clauses express a complete thought and form a complex sentence.

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.

Look at each group of words from a student paragraph. If it is an independent clause, write *IC* and put a period at the end. If it is a dependent clause, write *DC* and circle the subordinator.

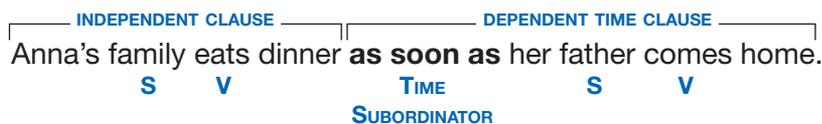
- DC 1. (Before) I go to work
- IC 2. I take a walk around the block.
- _____ 3. The exercise wakes up my body and clears my mind
- _____ 4. It's hard to do this in the winter
- _____ 5. When I go to work
- _____ 6. It is still dark
- _____ 7. After I get home from work
- _____ 8. It is dark again
- _____ 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 WITH TIME CLAUSES

A **complex sentence** has one independent clause and one (or more) dependent clauses. In this chapter, you will explore complex sentences with time clauses. In Chapter 5, you will look at complex sentences with clauses of reason and condition; and in Chapter 6, you will look at complex sentences with adjective clauses.

Complex Sentences with Time Clauses

In this section, you will look at complex sentences that contain an independent clause and a special kind of dependent clause known as a **time clause**. A time clause is a dependent clause that has a subject and verb and begins with an introductory word known as a **time subordinator**. Time clauses are easy to identify because they answer the question *When?*

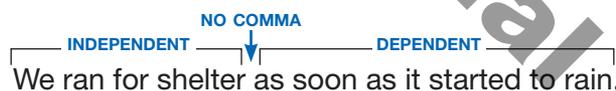


Here are examples of common time subordinators and how you can use them in complex sentences:

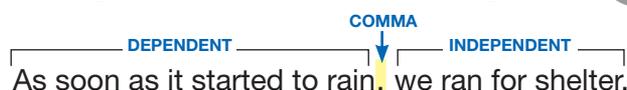
TIME SUBORDINATORS	
after	I will go straight to bed after I finish writing this paragraph.
as soon as	She felt better as soon as she took the medicine.
before	Wait for a green light before you cross a street.
since	It has been a year since I left home.
until	We can't leave the room until everyone finishes 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.

Note that in complex sentences with time clauses, the independent and dependent clauses can be in any order.

- If the independent clause comes first, don't use a comma.



- If the dependent clause comes first, put a comma after it.



PRACTICE 8 Analyzing Complex Sentences with Time Clauses

Underline each independent clause once and each dependent clause twice. Circle each time subordinator and add a comma as needed.

1. After we won the lottery last year, my wife and I immediately 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 carefully 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 very full.
11. We fell asleep as soon as our heads hit the pillows.
12. Almost 24 hours had passed since we left home.

PRACTICE 9

Writing Complex Sentences with Time Clauses

- A** Look at Practice 7 on page 87. Write complex sentences with time clauses by combining the word groups shown. Add commas as needed.

1. Combine 1 and 2: *Before I go to work, I take a walk around the block.*

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

COMMON 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. It is not a complete sentence. These are examples of fragments:

INCORRECT: Before the test began.

INCORRECT: As soon as you get home.

Why are they fragments? Because they are dependent clauses, and as we learned on page 86, a dependent clause is not a complete sentence. Therefore it cannot stand alone.

To fix the error, you have to add an independent clause either before or after the fragment. If you add the independent clause after the fragment, remember to change the period to a comma.

CORRECT: *The teacher passed out paper*, before the test began.

OR

Before the test began, *the teacher passed out paper*.

CORRECT: *Call me*, as soon as you get home.

OR

As soon as you get home, *call me*.

PRACTICE 10 Identifying and Correcting Fragments

- A** Read the groups of words. Decide if they are fragments or sentences. Write *F* for fragment and *S* for sentence.

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

- B** Correct each fragment from Part A by adding an independent clause. Write your new sentences on the lines.

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

SUMMARY: SIMPLE, COMPOUND, AND COMPLEX SENTENCES

Good writers add interest and variety to their writing by using a mixture of simple, compound, and complex sentences. Here is a summary of what you have learned about these sentence types so far.

SENTENCE TYPE	EXAMPLES
1. A simple sentence has one independent clause.	It was a sunny day. Raise your hand to ask a question.
2. 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.
3. A complex sentence has one independent and one or more dependent clauses. In complex sentences with time clauses, a comma is needed when the dependent time clause comes before the independent clause.	While the meat is cooking, prepare the sauce. Prepare the sauce while the meat is cooking.

PRACTICE 11 Identifying Simple, Compound, and Complex Sentences

- A** Analyze the sentences. Underline each independent clause once and each dependent clause twice. Then write *simple*, *compound*, or *complex* on the line at the right.

- Some people like to relax and do nothing when they take a vacation.
- Other people like to travel, and still others like to have an adventure.
- Unusual vacations are becoming popular.

SENTENCE TYPE

complex

4. For example, people go hiking in Nepal or river rafting in Ecuador. _____
5. Some people spend their vacations learning, and some spend their vacations helping others. _____
6. A friend of mine likes to help people, so he spent his summer helping to build a school in Bangladesh. _____
7. After he returned home, he wanted to go back to help build a medical clinic. _____
8. People may find life at home a little boring after they have climbed volcanoes or ridden camels. _____

B Read the paragraph. Then use the sentence numbers to complete the sentence analysis.

How to Succeed in a U.S. College

1 Succeeding in a U.S. college may require new strategies for students from other cultures. 2 I survived my first year of college in the United States, so I feel qualified to suggest a few tips about colleges here. 3 First, attend every class. 4 Professors talk about the most important material in class. 5 When you aren't there, you miss important information. 6 Second, take good notes. 7 Then review or recopy your notes as soon as you can. 8 Third, don't be afraid to ask questions whenever you don't understand something. 9 Professors want their students to succeed, so they want them to ask questions. 10 Fourth, get to know your professors personally. 11 Go to their office during office hours, and introduce yourself. 12 Finally, get involved in a campus activity, or get a job in the bookstore. 13 Go to football and basketball games, and join a club. 14 Be friendly, and talk to everyone—other students, professors, secretaries, cafeteria workers, and janitors. 15 Active, involved students are successful students.

SENTENCE ANALYSIS

Simple: 1 _____

Compound: _____

Complex: _____

PRACTICE 12

Combining Details

A Discuss the meaning of the words in the box. Then use the nouns marked with an asterisk (*) to label the images.

NOUNS

*belt loop

denim

*nail file

*thigh

bleach

*~~distressed jeans~~

*spray bottle

*cheese grater

*hem

thread

VERBS

afford

bleach

dip

rub

spray

ADJECTIVES

faded

ripped

1. distressed jeans

a. _____

b. _____

c. _____



2. _____



3. _____



4. _____

- B** On a separate sheet of paper, combine the sentences in each group to make a simple, compound, or complex sentence. For some, there may be more than one answer.

HOW TO MAKE YOUR OWN DISTRESSED¹ JEANS

1.
 - a. Would you like to own a pair of distressed jeans?
 - b. You can't afford to pay designer prices.
 1. *Would you like to own a pair of distressed jeans but 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 over the lines.
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. (HINT: Use *until*.)
7.
 - a. You want the white threads to stay there.
 - b. Don't cut them. (HINT: Use *so*.)
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. Wash and dry the jeans several times. (HINT: Use *after you*.)
 - b. Your new jeans will look stylishly old!

¹ **distressed:** (of fabric) made or processed to look faded and worn-out as if by age or hard use

- © On a separate sheet of paper, write the ten sentences in Part B as a “how-to” paragraph. Add time-order transition signals as needed before the main steps.

How to Make Your Own Distressed Jeans

Would you like to own a pair of designer jeans but can't afford to pay designer prices? Follow these instructions to . . . First of all, . . .

MECHANICS

CAPITALIZATION: FOUR MORE RULES

In Chapter 1, you learned six rules for capitalizing words in English (see pages 18–19). Here are four additional rules:

RULES	EXAMPLES
Capitalize:	
1. names of specific structures such as buildings, roads, and bridges	the White House Highway 395 the Hilton Hotel State Route 15 the Kremlin the Brooklyn Bridge
2. names of specific organizations, such as businesses, schools, and clubs	American Express the United Nations Stanford University Outdoor Club
3. names of the days, months, holidays, and special time periods BUT NOT: the names of seasons	Monday New Year's Day January Ramadan spring fall (autumn) summer winter
4. geographic areas BUT NOT: compass directions	the Middle East the Southwest Southeast Asia Eastern Europe Drive south for a mile and turn west.

Work with a partner or a group. Write your own examples of Rules 1–4.

RULE 1

a. a building: _____

b. a road: _____

c. a bridge: _____

RULE 2

a. a business: _____

b. a club: _____

c. a school: _____

RULE 3

a. a day: _____

b. a month: _____

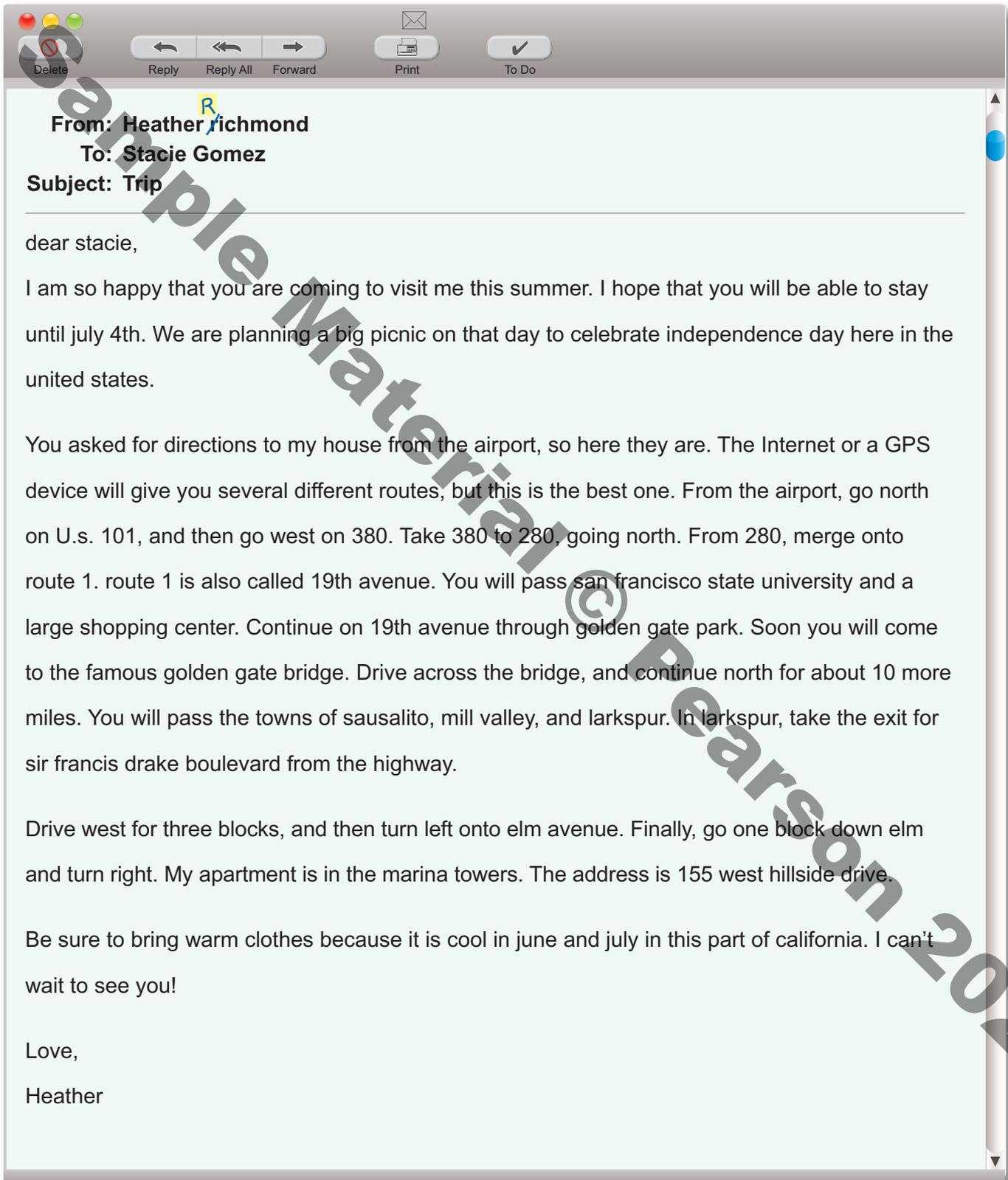
c. a holiday: _____

RULE 4

a. a geographic area in your country: _____

b. elsewhere in the world: _____

Work alone or with a partner. Read the email. Change the small letters to capital letters where necessary.



The screenshot shows an email client window with a toolbar at the top containing buttons for Delete, Reply, Reply All, Forward, Print, and To Do. The email header is as follows:

From: Heather Richmond
To: Stacie Gomez
Subject: Trip

The body of the email contains the following text:

dear stacie,

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

You asked for directions to my house from the airport, so here they are. The Internet or a GPS device will give you several different routes, but this is the best one. From the airport, go north on U.s. 101, and then go west on 380. Take 380 to 280, going north. From 280, merge onto route 1. route 1 is also called 19th avenue. You will pass san francisco state university and a large shopping center. Continue on 19th avenue through golden gate park. Soon you will come to the famous golden gate bridge. Drive across the bridge, and continue north for about 10 more miles. You will pass the towns of sausalito, mill valley, and larkspur. In larkspur, take the exit for sir francis drake boulevard from the highway.

Drive west for three blocks, and then turn left onto elm avenue. Finally, go one block down elm and turn right. My apartment is in the marina towers. The address is 155 west hillside drive.

Be sure to bring warm clothes because it is cool in june and july in this part of california. I can't wait to see you!

Love,
Heather

PUNCTUATION: COMMAS

There are many rules for using commas. You have already learned the first three. Rule 4 is new.

RULES	EXAMPLES
<p>Use a comma:</p> <p>1. after listing-order and time-order signals</p> <p>EXCEPTION: <i>then</i></p>	<p>First, put four cups of rice into a pan. After that, fold the paper in half again. After the test, go out and celebrate.</p> <p>Then turn left onto Oak Street.</p>
<p>2. before coordinating conjunctions in a compound sentence</p> <p>EXCEPTION: Sometimes writers omit this comma in very short sentences.</p>	<p>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.</p> <p>Dogs bark and cats meow. Turn left and drive one block.</p>
<p>3. in a complex sentence, when a dependent time clause comes before an independent clause</p>	<p>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.</p>
<p>4. to separate items in a series</p> <p>(A series is three or more related things, people, or actions that occur one after the other.)</p>	<p>One dog, one cat, two goldfish, a bird, and four humans live at our house. John, Mary, and I are classmates. 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.</p>

- A** Work alone or with a partner. Find the eight comma mistakes in Paragraph 1 and the 10 comma mistakes in Paragraph 2. Make corrections.

PARAGRAPH 1

How to Choose Your College Courses

There are many things to consider before you register for college courses. First, make a list of the required courses that you must take and then put a checkmark by the courses that you should take in this academic year. If you have questions about required courses ask your advisor your instructor or a classmate. Then think about your course load. How many courses can you take? Which courses will require the most study time? Choose a variety of courses and levels of difficulty. Finally check the times the days and the instructors for each course. After you make your final choices you'll be ready to register.

PARAGRAPH 2

How to Fail a Driving Test

It's easy to fail a driving test if you really try hard. First park your car with your two right wheels far up on the curb. When you do that your instructor will have trouble getting into the car. Second pull away from the curb really fast and don't look in the mirror or signal. After that drive your car into a road sign or a parked car. Don't stop at stop signs and speed up to get through intersections quickly. Then try to make your tires squeal loudly while you are turning corners. Next look for an opportunity to turn the wrong way down a one-way street. Finally don't stop for pedestrians in crosswalks and use your horn to frighten them out of your way. Just one of these techniques will probably get you an F on your driving test and two or more certainly will.



- B** Answer the questions. Use the instructions in parentheses and the sentence beginnings provided. Remember to separate three or more items in a series with commas.

1. What three foods do you like the most? (Use *and* before the last item.)

I like Japanese sushi, Middle Eastern falafel, and Mexican tacos.

2. What three foods don't you like? (Use *or* before the last item.)

I don't like _____.

3. What are three places you might go on your honeymoon? (Use *or* before the last item.)

On my honeymoon, I might go to _____

4. What are six useful items you should always take on a hike? (Use *and* before the last item.)

Whenever you go on a hike, be sure to take _____

5. What are two animals that don't get along with each other? (Use *and*.)

_____ don't get along with each other.

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 _____

8. What are three kinds of TV shows that you enjoy watching and two kinds that you dislike watching? (Use both *and* and *but*. Write a compound sentence.)

I enjoy watching _____

 **Applying Vocabulary: Using Descriptive Adverbs**

Before you begin your writing assignment, review what you learned about words that describe how to do things on pages 75–76.

PRACTICE 16 **Using Words that Describe How to Do Things**

Use each phrase to write a sentence about a person you know. Then use a word from the box to write a second sentence that gives an example or adds more information.

attractively	cheaply	easily	thoroughly
carefully	clearly	hard	well

1. dresses attractively

My aunt always dresses attractively. Her closet is full of clothes, so she can choose her outfits carefully.

2. doesn't speak clearly

3. studies very hard

4. plays a sport well

5. learns languages easily

6. treats animals gently

WRITING ASSIGNMENT

Your writing assignment for this chapter is to write a “how-to” paragraph using a topic from the Try It Out! activity on page 78. Organize your ideas by using time order or listing order. Follow the steps in the writing process.



Prewrite

STEP 1: Prewrite to get ideas.

- Use listing to get ideas. Follow the procedure on pages 71 and 83.
- When you are done, edit your list by crossing out any unimportant or repeated information.
- Decide whether you will use time order or listing order. Then number the steps or tips.
- Make an outline. Use the procedure and format on pages 84–85. Your outline should include a title, a topic sentence, main points, and a concluding sentence.
- Review the words in Looking at Vocabulary and Applying Vocabulary on pages 75–76 and 102. Look at your outline again and, if possible, add in some of these (or similar) words.



Write

STEP 2: Write the first draft.

- Write *FIRST DRAFT* at the top of your paper.
- Follow your outline to write your paragraph.
- Add time-order or listing-order transition signals to the main steps or tips.
- Try to include at least three complex sentences.



Edit

STEP 3: Revise and edit the first draft.

- Exchange papers with a partner and give each other feedback. Use Chapter 3 Peer Review on page 210.
- Consider your partner’s feedback and revise your paragraph. Mark changes on your first draft.
- Check your work against the Chapter 3 Writer’s Self-Check on page 211, and make more changes as needed.



Write

STEP 4: Write a new draft.

- Refer to the changes you made on your first draft and do a final draft of your paragraph.
- Proofread it carefully.
- Hand it in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your first draft.

SELF-ASSESSMENT

In this chapter, you learned to:

- Use listing to get ideas for writing
- Organize a “how-to” paragraph using time order or listing order
- Edit a list of ideas to create an outline
- Work with complex sentences with time clauses
- Correct sentence fragments
- Use additional rules for capitalization and commas
- Write, revise, and edit a “how-to” paragraph

Which ones can you do well? Mark them ✓

Which ones do you need to practice more? Mark them ✗

EXPANSION



TIMED WRITING

To succeed in academic writing you need to be able to write quickly and fluently. For example, you might have to write a paragraph for a test in class, and you only have 30 minutes. In this activity, you will write a paragraph in class. You will have 30 minutes. To complete the activity in time, follow the directions.

1. Read the prompt below (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then decide on the topic of your paragraph. (3 minutes)
2. Use listing to get ideas. Then read over your list and decide which ideas you will write about. Edit your list and then make an outline to organize your ideas. (5 minutes)
3. Write your paragraph. Be sure to include a title, a topic sentence, time-order or listing-order transition signals, supporting ideas, and a concluding sentence. (15 minutes)
4. Proofread your paragraph. Correct any mistakes. (7 minutes)
5. Give your paper to your teacher.

Prompt: Write a paragraph describing how to do well in a certain class. You can write about a class you are taking now or a class you took in the past. Imagine that you are giving advice to a new student.



YOUR JOURNAL

Continue making entries in your journal. If you cannot think of a topic for a journal entry, try one of these ideas:

- Do you remember learning how to do something special from a family member? Perhaps your parent or grandparent taught you how to do something when you were young. Describe what happened and what you learned.
- Do you have a special hobby or talent? For example, do you play the violin, or do you collect something? Explain how to do something. For example, you can explain how to tune a violin or how to find good bargains online.
- What do you know how to repair? Can you sew on a button, fix a leaking faucet, or replace the ink cartridge in your printer? Explain how to repair something.

For more ideas for journal entries, see Appendix A on page 193.