

Practice: In the following sentences, change small letters to CAPITAL letters where necessary.

1. farnaz is a student from iran. She speaks english, french, and farsi.
2. her major is business.
3. thanksgiving is a holiday in both canada and the united states, but it is celebrated on different days in the two countries.
4. it is celebrated on the fourth thursday in november in the united states and on the second monday in october in canada.
5. istanbul is a seaport city in turkey.
6. greenhills college is located in boston, massachusetts.
7. i am taking four classes this semester: american history, sociology 32, economics 40, and a computer science course.
8. i read a good book last weekend by ernest hemingway called the old man and the sea.
9. my roommate is from the south, so she speaks english with a southern accent.
10. the two main religions in japan are buddhism and shintoism.

Practice 2: Underline the subject in each sentence and choose the correct verb.

1. One of my classmates (is/are) from my country, El Salvador.
2. Some of the teachers (speak/speaks) my language.
3. Each of the gifts (was/were) carefully wrapped in gold paper.
4. One of the words on the test (was/were) misspelled.
5. A lot of my classes (was/were) cancelled last week.
6. A lot of my time (is/are) spent in the library.
7. In my country most of the people (want to go/wants to go) to college.
8. (Do/Does) anyone know the correct time?
9. There (is/are) several kinds of flowers in the bouquet.
10. There (wasn't/weren't) any electricity in our building last night.
11. The noise from the firecrackers (was/were) loud.

Supporting sentences for descriptive paragraphs.

Supporting sentences are the “meat” of a paragraph. They not only provide the details that prove the truth of your topic sentence, but they also make your writing rich and interesting. In a descriptive paragraph, the more details you include, the more clearly your reader will imagine what you are describing.

Your details should appeal to the **five senses**. They should tell your reader how something **looks, smells, sounds, feels, and tastes**. Write about colours, sizes, shapes, odours, noises, and textures.

As you read the following model, underline the descriptive details that appeal to the senses. Look for colours, sounds, and textures.

MODEL: Descriptive Details

My Banana Garden

Behind my childhood home, there is a large piece of land that is surrounded by banana trees growing in wild disorder. Crowds of banana trees grow freely everywhere. Their green leaves are so thick that sunlight cannot pass through. Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. In the centre is a wild field where the children of my village often fly kites. Every evening, just before sunset, some birds arrive

to look for a place to rest their tired wings. They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. The birds cry out and then fly away, seeking a better place to nest. During the rainy season, it rains for days and days, and the banana leaves become glossy and slick. The rain also makes the banana garden produce a very strange melody. On rainy days, I used to sit near my window and listen to this wonderful song. Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy apartment in the city, I remember the beautiful, wild banana garden of my childhood.

Work with a small group. Brainstorm together to think of descriptive details for the following topics. List as many sights, smells, sounds, etc., as you can.

1. A storm (*dark, cloudy, dark clouds, howling wind, wet sidewalk, slick streets*)
2. A subway station (or a bus stop) at rush hour:
.....
.....
3. A sunny day at the beach
.....
.....

Coordinating Conjunctions (yet, for, nor)

1. I was scared, **yet** I was also curious about the old lady.
 2. It is not easy to get there, for you have to hike down a long, hot trail.
 3. She didn't talk, **nor** did she move. (She didn't talk. She didn't move.)
- The book isn't very long, **nor** is it difficult to read (The book isn't long. It isn't difficult to read.)
- NOTE:** Use question word order after nor. Place helping verbs (*is, does, did, can, will, etc.*) before the subject.

Practice: Join the two sentences in each of the following pairs by using a comma and one of these coordinating conjunctions: yet, for, nor.

1. Muslims do not drink alcohol. They do not eat pork.
.....
2. Some Christians do not work on Sunday. Sunday is their day to worship.
.....
3. Muslim men are permitted to have four wives. Few of them have more than one.
.....

Varying Sentence Openings

I was afraid of many things *during my childhood*. **OR**
During my childhood, I was afraid of many things.

Try it out!

Practice the clustering technique to develop a topic.

- a place from my childhood
- my favourite room

- Begin with a topic sentence that names the place and *gives a general impression*.
- Use *spatial* order.
- Include *descriptive details* to make your description lively and interesting.
- Write a *concluding* sentence.
- Pay attention to your sentence structure. Write both *simple and compound sentences*, and punctuate them correctly.