



DESCRIPTIVE WRITING WORKSHOP

By Zahraa Abdullah

E.L.T Supervisor :
Ms. Lamia AlGhareeb

Descriptive Writing Workshop

Workshop overview

- Types of writing
- Descriptive writing definition
- Writing Skills
- Descriptive Essay outline
- Discussion

Types of writing

- Expository: to inform or explain the subject.
- Persuasive: state the opinion and to influence.
- Narrative: to tell a story (fact or fiction)
- Descriptive: a type of expository incorporates imagery and specific detail to paint picture for the reader.

What is Descriptive Writing?

An attempt to give a clear or creative description of people, places, objects, or events using appropriate language and informative details.

- Requires:
 - *a broad knowledge of vocabulary, particularly adjectives.*
 - *the ability to use words imaginatively.*
- It helps to feel as if the reader is part of the scene being described.
- Creates emotional response.
- Evokes images through rich description.
- Helps visualize the character, place or thing.

Exercise 1: Types of writing

Write above each paragraph the type of the writing:

(Expository – narrative – persuasive – descriptive)

.....

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

.....

IPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing comes in a whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

.....

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

.....

I remember when I first arrived in the United States. Even before the plane landed, the little windows in the airplane revealed snow and ice-covered houses and buildings. As I walked off the plane, cold air crept though the corrugated ramp that led to the airport terminal.

WHY teach descriptive writing?

- It will help your students' writing be more interesting and full of details
- It encourages students to use new vocabulary words
- It can help students clarify their understanding of new subject matter material

Writing Skills: HOOK

- A good writer grabs or hooks the reader's attention with an interesting beginning by a sentence which is called grabber or hook.

A hook can be:

- A provoking question

Did you ever wonder why do Kuwaiti people celebrate Hala February festival?
(Topic: Festival)

- Quotation

“Happiness is homemade” (Topic: My holiday)

- Anecdote

It is a short story about something that happened which illustrates the point you want to make in your essay. It can start with:

I recall the time when....

I'll never forget the time when....

This reminds me of....

I'll always remember....

This makes me think of....

- Statistical data

Did you know that...

Statistics show that...

Research show that...

Ex: Can you believe that the temperature can reach above 55°C in Kuwait during summer.
(Topic: summer)

Examples Grabber / hook

Where is the hook sentence?

The average coffee drinker spends on coffee every year is 165,000\$ from cafés. Although they are just small shops, they have a special atmosphere. You can smell the aroma of coffee and they are often located in a green part of the university surrounded by trees. The best cafes are air-conditioned inside but they have a deck outside which is where bigger groups like to hang out and chat. Inside where it is cool other students read books, work on computers or check their messages on their smart phones. The service is usually quick and friendly. Moreover, if you are tired from studying, you can usually find a café wherever you are in the university. The cafes are not just shops; they are an important part of university culture.

university culture
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If you have to choose one thing that is important in your life, what would it be? For me it is my notebook computer. It is an Acer notebook running Windows 7. It's a fairly cheap notebook that I bought about four years ago. It's black and thin and has rounded edges that are soft and smooth when you pick it up. It's also light enough for me to carry in my backpack. Moreover, it can do nearly everything I need it to do. For example, I can create documents, design new pages on my website, make recordings and download TV shows. In addition to many files I have saved for my work, it contains a lot of photos and music. However, it's not a perfect computer. It crashed a few years ago and since then it's been much slower. Furthermore, it has downloaded some programs that I hate. I don't know how to get rid of them. Overall though, this computer is pretty reliable, convenient and allows me to work anywhere I go.

Writing Skills: WORD POWER

*Descriptive writing means using words to **paint a picture** for the reader, but doing so in way to **surprise** and make the reader interested.*

*Good writing is about well-chosen **nouns** and **strong verbs**, not **adjectives** and **adverbs***

Word power can be:

- *Sensory words*
- *Simile*
- *Metaphor*
- *Adjectives*
- *Adverbs*
- *Strong Verbs*

Sensory words:

Words that describe how we experience the world.

It is how we smell, see hear, feel or taste something.

Sensory description (Examples)

Exaples for sensory words;

Sight	Sound	Smell	Touch	Taste
Smooth	Quiet	Acidic	Hairy	Bitter
Fluffy	Snoring	Fruity	Soft	Sour
sharp	Slamming	Perfumed	Warm	Spicy
Thick	Crying	Rotten	Damp	Tangy
Furry	Hissing	Scented	Pointed	Rich
Bulky	Crunching	Fresh	Rocky	Raw

Exercise 2:

Read the sentences with the pair of underlined common nouns. Think about how you could describe the nouns, then rewrite the sentence with a sensory adjective for each noun.

Example: The dog sat on the pillow.
The **fluffy** dog sat on the soft pillow.

- 1 Caitlyn rode her bike through the grass.

.....

- 2 Reece ate cookies from the bag.

.....

- 3 The raccoons were pawing through the garbage.

.....

- 4 Chris sat on the bench eating popcorn.

.....

Exercise 3: For each subject list below, fill in details for each of the five senses. Be sure to use details that really appeal to the senses. Your goal is to help the reader actually feel, see, smell taste, or hear what you are describing. When you have finished, pick your favourite subject and include your details in a descriptive paragraph.

<i>Subject</i>	<i>Touch</i>	<i>Sight</i>	<i>Smell</i>	<i>Taste</i>	<i>Sound</i>
Baking cookies					
Haunted house					
Swimming in the ocean					
A circus					
The mall					

Simile

Definition: Comparison using the words “like” or “as”

Simile (Examples)

- I felt as nervous as a fish out of water
- He was as mad as a hatter
- As clear as crystal

Metaphor

Definition: stating something is something else

- My tears were a river
- I died with embarrassment
- Her heart was on fire
- He hit the wall of exhaustion

Adjectives

Words which describe or modify nouns

Adjectives (Examples)

- The tall, thin man entered the spooky room with measured steps. Inside the room deep shadows crouched in wait for him.

Adjectives (Wow Words)

The goal here is to replace these common/weak/ tired adjectives with these wow words. Wow words are advanced adj., verbs and nouns which are used to improve a piece of writing by making it vivid and interesting.

Here are some examples of powerful adjectives. What to use instead of !



Adverbs

Definition: Words which describe or modify verbs

Adverbs (Examples)

- The jets dived steeply out of the sky, tumbling rapidly as they maneuvered gracefully past each other.

Strong Verbs

What is a strong verb?

It replaces the verbs to be by changing the noun or adjective in the same sentence. For example; be, is, was, been, being, were, has, have, having, had.

- Weaker:** The philanthropist is careful to give only to organizations that have low administrative costs.
- Stronger:** The philanthropist gives only to organizations with low administrative costs.

Do the sentences mean exactly the same thing? No. There is a subtle difference. The first sentence underscores the care with which the philanthropist gives. However, unless you mean to emphasize this care, the second sentence conveys the message more strongly than the first. The second sentence is also shorter by four words. Shorter is usually better. Length matters sometimes, but sometimes it doesn't.

- Weaker:** William was late to the meeting.
- Stronger:** William arrived late to the meeting.

These two sentences use the same number of words, six. However, note how the verb in the second sentence, arrived, sounds more vigorous, describes the act of attending the meeting more clearly, than the verb in the first, was, which merely describes a state of being.

The main culprits include the verbs “to be” and “to have.” These verbs may hide in the forms listed below. Any time you use one of these verbs (Be, Is, Are, Was, Been, Being, Were, Has, Have, Having, Had) ask yourself if the sentence should be rewritten.

To rewrite sentences using strong verbs:

1. Underline any use of Be, Is, Are, Was, Been, Being, Were, Has, Have, Having, Had.
2. Look for a noun or adjective that you can convert to a strong verb.
3. Rewrite the sentence using that strong verb.

Rewrite to make the main verb stronger:

1. John is the manager of the produce department.
2. John is the manager of the produce department
3. John manages the produce department.

There are other strong verbs which replace tired/weak verbs as Walked for example: We teach the students (What can we use instead of walk.)



What to use instead of said?



What to use instead of saw?



Exercise 4: Grammar Worksheet: Using Strong Verbs**Rewrite each sentence to make the main verb stronger:**

1. Janet Smith is the supervisor of the customer service department

2. Walt Disney was the initiator of a mass movement in family entertainment

3. The whole house was stressed and angry with one another over my parents' fighting over the bills.

4. In the distance there is a giant eruption from the water, as a 100 pound sailfish jumps out

5. Jenny Millhouse is the owner of two gas stations in Florida City.

6. The sugar cane refinery is the employer that is the driving force for employment in south central Florida.

Exercise 4: Grammar Worksheet: Using Strong Verbs

7. The student who is responsible for conducting the survey and reporting the results to the school administration is James Archer.

8. If a manager is thinking about changing a policy statement, she has the responsibility of informing both her immediate supervisor and her employees.

9. The shipped product was different from the one that was advertised in the catalog.

10. The Foster family has a fruit stand near Krome Avenue.

11. After a questionable call at home plate, the manager had an argument with the umpire.


12. Last week, the class had a discussion about Kate Chopin's novel *The Awakening*.

Here is good method to help students revise their new vocabulary words

Which will encourage them in their writing essays. Any new wow words can be added to the list at every English lesson.

Student Wow Word Sheet

Name:



MY WEEKLY CATCH OF WOW WORDS

Class activity (Examples)

Practice writing descriptive sentences of given pictures. Students look at the pictures and try to write between two and five sentences.



Class activity**(Examples)**

This is my favourite stall at the local market. A farmer's wife and her daughter are standing behind a colourful counter displaying produce from their farm. The apples are big and red, the pumpkins are orange and the bread looks delicious. Everything is so fresh!

Class activity (What do they look like?)

Another way is to teach the students how describe a person by asking them (what do they look like?)



Students will need to know the list of words that can help them describe a person's appearance. In addition, they will need to use other wow words given to them as we discussed such as adjectives and strong verbs, similes and metaphors.

The following word lists will help students improve their descriptive paragraphs as they think of more concrete ways to describe a person's appearance.

HEIGHT	HAIR
tall	length: long, medium, short
average	color: dark, light, black, brunette (brown), blonde (fair), red-head (red), grey, white
short	straight
	curly
BODY SHAPE	pulled back (ponytail, braid, bun)
slender (thin)	no hair: bald, partly bald, has a receding hairline
average build	
heavy (overweight, fat)	EYES
	color: black, brown, blue, green, grey, hazel
GENDER	big
man (male)	beady (small)
woman (female)	narrow (close-set)
boy	wide-set
girl	
	FACIAL FEATURES
AGE	general: pretty, beautiful, handsome, good-looking, ugly, plain
young	freckles, freckled
child (baby, infant, toddler)	mole, wart
adolescent (teenager)	scar, scarred
adult (young adult, middle-aged)	bruise, bruised
old (older, senior, senior citizen)	birthmark
RACE	OTHER
Asian	glasses
black (African-American)	tattoo
Hispanic	braces on teeth
Native American	earrings
white (caucasian)	wheelchair, crutches

How to describe a person | Using descriptive words

In *The Prince and the Pauper*, Mark Twain **paints a word picture of King Henry VIII** using descriptive language:

Before him, at a little distance, reclined a very large and very fat man, with a wide, pulpy face, and a stern expression. His large head was very grey; and his whiskers, which he wore only around his face, like a frame, were grey also. His clothing was of rich stuff, but old, and slightly frayed in places. One of his swollen legs had a pillow under it, and was wrapped in bandages. This stern-countenanced invalid was the dread Henry VIII.

And in *The Bronze Bow*, Elizabeth George Speare **describes a young Roman soldier**:

When he straightened again, the Roman was pulling off his helmet, revealing crisp fair hair. He wiped the back of his hand across his wet forehead where the metal had left an uncomfortable-looking crease. With a shock, Daniel saw that he was very young... The beardless cheeks and chin scarcely needed a razor. His skin was white, mottled and peeling from exposure to the sun, so that he could not have seen service long under the Galilean skies. The eyes that stared back at Daniel were a clear bright blue. He looked as though he might be about to speak.

Use the following tips as **teaching tools** in one of two ways:

1. Discuss the many ways to describe a person **before letting students loose to brainstorm**; OR
2. Once the rough draft has been written and edited, give this list of ideas to stimulate creativity and to **help them write a meatier revision**.

Either way, whether you work on better brainstorming or focus on more polished revisions, *improved description will result*.

How to Describe a Person

It's good to let your kids struggle with the initial writing process. As they wrestle with ideas and words, it will remind them of the importance of thorough and effective brainstorming. The following word lists will **help them improve their descriptive paragraphs** as they think of more concrete ways to describe a person's appearance.

TIP: Students shouldn't be expected include every descriptive element listed below. Rather, a few well-chosen details will go a long way toward bringing their subject to life.

Face Shape

- *Square*
- *Oval*
- *Round*
- *Triangular*
- *Heart-shaped*
- *Thin*
- *Wide*
- *Chiseled*

Skin and Complexion

Complexion is the natural appearance and color of the skin, especially of the face. For example, "Mary has a soft, creamy complexion."

Skin and Complexion

- **Wrinkled:** *covered with lines or loose folds of skin; often associated with age*
- **Freckled:** *sprinkled or covered with light brown spots*
- **Ruddy:** *skin that has a reddish tint; may have the appearance of sunburn*
- **Sallow:** *skin that has a yellowish tint; may be associated with illness*
- **Tanned:** *skin with a warm, golden-brown tint*
- **Rosy or fresh-faced:** *pink-cheeked, fair complexion that glows with a hint of pink*

- **Other skin-related adjectives:** *pale, fair, spotless, silky, smooth, creamy, dewy, baby-soft, peaches-and-cream, glowing, paper-thin or translucent (as with a very old person), sunburned, peeling, rough, callused, weathered, weather, beaten, craggy, leathery, mottled, dry, brown, dark*

Eyes

TIP: Pay attention to the eyes, as they often reveal much about a person.

- **Shape, size, and appearance:** *large, small, almond-shaped, round, squinty, crinkly, bulging, heavy-lidded, hooded, deep-set, close-set, hollow, tear-filled*
- **Eye color:** *black, brown, hazel, green, blue, violet, gray, amber*
- **Eye expressions:** *piercing, mesmerizing, sad, sorrowful, haunted, gentle, sympathetic, warm, compassionate, expressive, bright, twinkling, lively, dancing, laughing, shifty, sly, distrusting, sleepy*
- **Other:** *brown-eyed boy, bright-eyed sister, wide-eyed child, gold-flecked eyes*

Mouth and Lips

- **Lip shape and size:** *thin, full, pouting, rosebud (baby's lips, often), pursed (puckered up, as when concentrating)*
- **Mouth expressions:** *laugh, smile, beam, grin, frown, grimace, scowl, sneer, curl, pout*
- **Adjectives describing the mouth or mouth expressions:** *toothy, toothless, gap-toothed, kind, sweet, dimpled, relaxed, firm, serious, cruel, snarling*

Hair

- **Hair color:** *black, brunette, brown, chestnut-brown, blond, honey-blond, golden-blond, ash-blond, fair, corn, silk, auburn, red, strawberry-blond, gray, silver, white, salt-and-pepper*
- **Texture or appearance:** *wispy, fuzzy, wavy, curly, kinky, frizzy, wild, untamed, unmanageable, straight, spiky, stiff, buzzed, shaved, trimmed, parted, neatly-combed, tamed, cascading, long, short, cropped, dull, shiny*

- **Hair styles:** braids, ponytail, pigtails, bun, messy bun, twist, bob, ringlets, flip, cornrows, extensions, bangs, buzz, layered, feathered, chopped, gelled, spiked, slicked down
- **Lots of hair:** thick, full, lustrous, bushy, coarse, wiry, stiff
- **Little hair:** thin, scraggly, fine, baby-fine, downy, wispy, limp, flat, balding, bald, bald spot, receding (gradual loss of hair at the front of the head)
- **Treated hair:** permed, dyed, bleached, highlighted, weaved, streaked, colored

Facial Hair

- **Hair:** beard, goatee, mustache, soul patch, sideburns
- **Beard growth:** stubble, fuzz, peach fuzz, bristles, five o'clock shadow (describes new beard growth that's shadowy in appearance. It's usually more noticeable late in the day on the jaw, chin, or cheek area, but some men purposely grow five o'clock shadows.)
- **Adjectives:** bearded, bushy, stubbly, bristly, scratchy, unshaven, shaggy, whiskered, beardless, clean-shaven, smooth, trimmed, neatly-trimmed, pencil-thin

Body

TIP: Choose strong verbs and adjectives.

- **Build:** small, slim, slight, thin, lean, willowy, skinny, angular, bony, fine-boned, chunky, chubby, large, portly, plump, round, stout, pudgy, full-figured, ample, broad-shouldered, burly, solid, muscular
- **Posture:** stand, sit, slouch, flop, lean, recline, rest, stretch, sprawl, curl up, roost, squirm, arch, slump, stoop, bend, hunch, scoot, walk, run, race, jog

Clothing

- **Fabric:** denim, twill, wool, cashmere, cotton, linen, seersucker, gingham, lace, chiffon, tulle, velvet, velveteen, fleece, flannel, tweed, polyester, jersey, corduroy, spandex, leather
- **Bottoms:** jeans, skinny jeans, cargo pants, yoga pants, pleated pants, slacks, trousers, overalls, sweatpants, crop pants, capris, skirt, shorts, board shorts, bermuda shorts

- **Tops:** *sport shirt, dress shirt, polo shirt, button-down shirt, chambray shirt, tank top, blouse, tunic, long-sleeve, short-sleeve, sleeveless, collared, T-shirt, V-neck, scoop-neck, boat-neck, turtleneck, sweatshirt, hoodie, pullover, sweater, cardigan, sweater set*
- **Other clothing:** *dress, gown, frock, pinafore, uniform, coveralls, costume, pajamas, bathrobe, robe, vest, jacket, blazer, coat, apron*
- **Footwear:** *socks, stockings, shoes, slippers, sandals, flip-flops, mules, loafers, heels, pumps, boots, ankle boots, riding boots, slouch boots, athletic shoes, sneakers, tennis shoes, gym shoes, runners, trainers, Chucks*
- **Accessories:** *mittens, gloves, hat, cap, head wrap, bandana, scarf, muffler, necklace, choker, bracelet, ring, earrings, cuffs, cufflinks, purse, clutch, bag, tote, sunglasses, eyeglasses, glasses*
- **Adjectives (appearance):** *stylish, natty, smart, chic, classy, elegant, polished, draped, flowing, sheer, casual, relaxed, carefree, starched, crisp, sharp, dressy, lacy, shiny, shimmering, sparkling, glittery, sloppy, torn, ripped, tattered, disheveled, slovenly, tacky, unkempt, faded, scratchy, worn, frayed, nubby, rough, smooth, pliable, warm, soft, quilted, knit*
- **Adjectives (patterns):** *argyle, striped, solid, plaid, checked, gingham, paisley, dotted, polka-dotted, floral, herringbone, chevron, geometric*

Sentence Starters Describing Clothes (Encourage your students to write more maturely by using strong sentence openings.)

- *Smartly dressed in (name of garment), the attorney ...*
- *Casually clothed in (name of garment), the young woman ...*
- *Wrestling wildly, Tim and Ethan tore holes in their (name of garments) when they...*
- *Elderly but spry, my grandfather sported a (name of garment) and (name of garment) ...*
- *Wearing a (name of garment), the detective ...*
- *Quick as a flash, the acrobat whipped off his (name of garment) and began to ...*

There are so many ways to describe people! What other words would you include?

Class activity (Examples):

Here is an example of a descriptive paragraph describing a person's appearance.



He is chubby. He is wearing an orange shirt. His hair is brown. In addition, his white front teeth are cute.

Exercise 5:

Redo the previous description using: more details and wow words.

Writing skills

Class activity

(Examples)

The chubby boy is wearing an orange shirt **which is tight**. His hair is brown and **spiky**. In addition, his **snow-white** front teeth are apart and cute, **but will look better when he grows up**.

More detail

Description

Opinion



Writing skills

Class activity

(Examples)

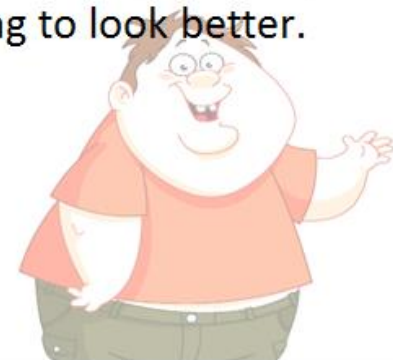
The **exceedingly** chubby boy is wearing a **sunset-orange** shirt which is **quite** tight on him. His **tree branch-brown** spiky hair **flows gently** with the wind. In addition, his snow-white front teeth are apart and **as cute as those of a rabbit**. However, as he grows up, his teeth are going to look better.

Description

Adverb

adjective

simile



Writing skills

Class activity

(Examples)

The exceedingly chubby boy is wearing a sunset-orange shirt which is quite tight on him. His tree branch-brown spiky hair flows gently as **the wind rushes**. In addition, his snow-white front teeth are apart and as cute as those of a rabbit. However, as he grows, up his teeth are going to look better.

Metaphor

Flows gently with the wind.

Flows gently as **the wind rushes**.



It's all in the **DETAILS**

Details make anything more interesting.

For example: ***The man went for a walk.***

We know the subject is a man and we know he went for a walk.

Let's add a few details without changing the idea of the sentence.

The old man put his heavy coat, lashed his black dog, grabbed a flashlight and a poop bag, and went out into the cold for a walk.

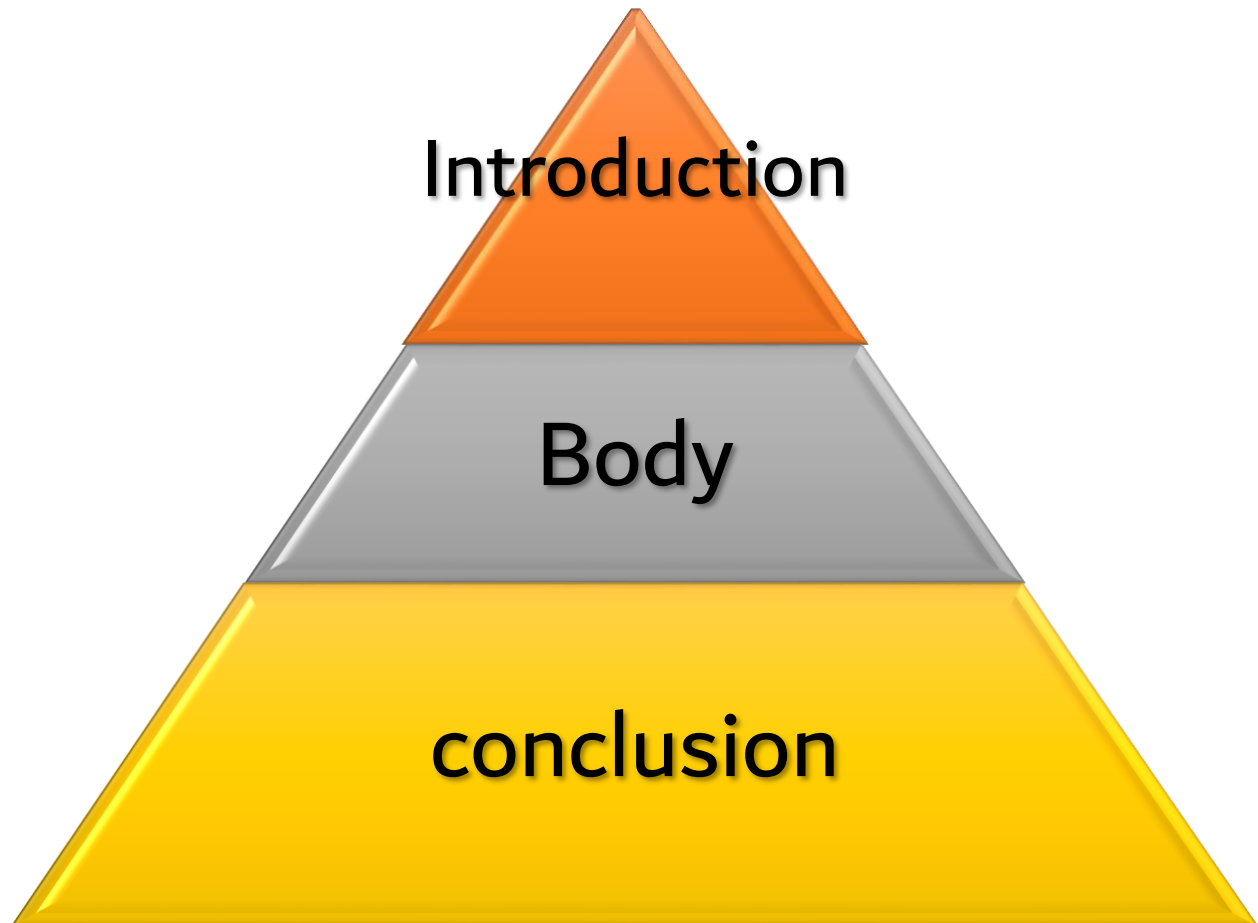
The main idea remains the same, but now we know the age of the man, that his pet is black dog, it's cold and dark outside and he thinks the dog has to go to the bathroom. WOW! It's all in the DETAILS!

Exercise 6: Rewrite the following sentences with more details and wow words:

1- The artist made a painting.

2- The clown made a face.

Descriptive Essay outline



Introduction

Beginning paragraph, introduces the topic in an exciting way by:

- A. Grab attention / Hook
- B. Background
- C. Thesis statement
 - Main idea controls content of the entire essay.

Introduction (Example) (Hook: anecdote)

When I was younger through my early teen years. My grandmother's house seemed to have something special about it that set it apart from all the rest. It's just the little things that make grandma's special house my favourite place.

(Topic: My Favourite Place)

Introduction (Example) (Thesis)

When I was younger through my early teen years. My grandmother's house seemed to have something special about it that set it apart from all the rest. It's just the little things that make grandma's special house my favourite place.

(Topic: My Favourite Place)

Body

Clear, interesting, well organized picture of two scenes which announce points to be made to support thesis statement:

Scene1



• Topic sentence 1

Scene2



• Topic sentence 2

Body (Notes)

Choose the topic sentences and put in mind:

- A. You are in the description/in the scene.
- B. Where you were..!
- C. What you were doing..!
- D. How you felt..!

Body (Scene 1)

My grandma's house is a spacious, comfortable and cozy place of family gathering. On holidays it is always full of laughter and cheers. Uncle Ahmad can be heard from miles around with his deep, signature laugh. Aunt Fatma never passes the opportunity to joke about his unique laughter.

(Topic: My Favourite Place)

Body (Scene 2)

My grandma can always be seen sitting in her living room, next to the old front door gazing out of her window. This is where she reads her daily newspaper and drinks her hot black coffee with no added sugar. The old fashion way she calls it. However, in the cool summer she will sit out on the back porch for hours and talks about anything and everything imaginable. She's known as the neighborhood gossip queen.

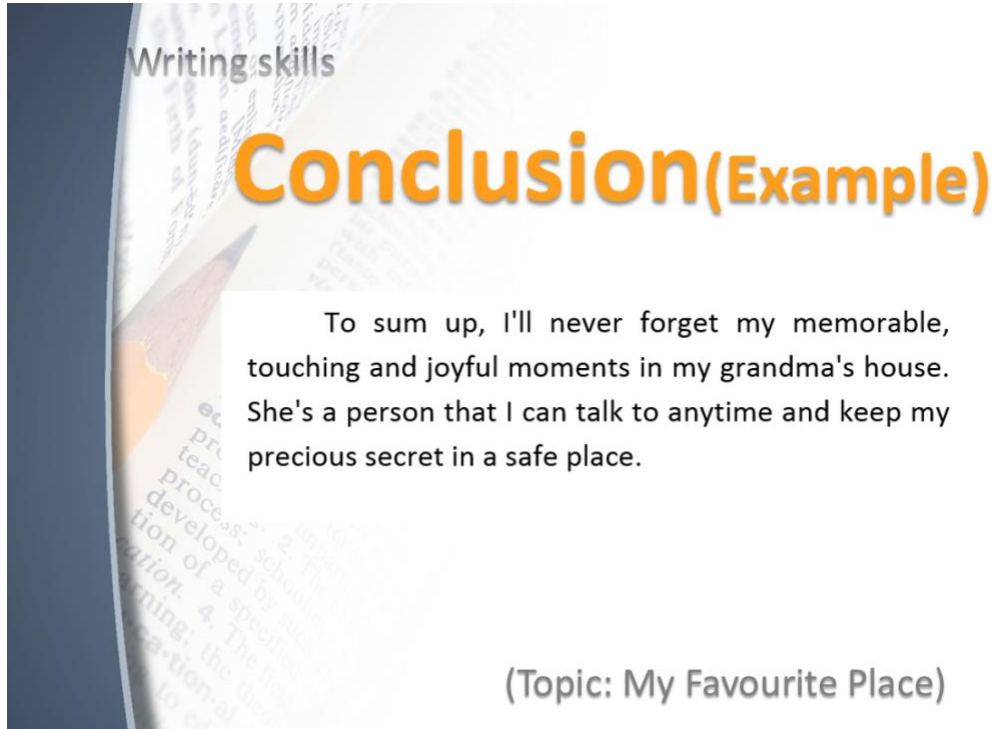
(Topic: My Favourite Place)

Conclusion

Wrap things up!

State something to keep reader thinking about your topic.

Restate your impression!



Writing skills

Conclusion(Example)

To sum up, I'll never forget my memorable, touching and joyful moments in my grandma's house. She's a person that I can talk to anytime and keep my precious secret in a safe place.

(Topic: My Favourite Place)

Review Essay



revise

- The first time I held the All American Girl doll in my hands, with its porcelain skin and glassy blue eyes, I ~~vow~~^{swore} to protect it with my life. Up to this point, I had never ~~had~~^{owned} a doll before and while other little girls waved around their dolls in the playground, I had to wait until my fifth birthday to get my own. The doll was cold in my hands. It was like a baby powder. I pressed it

Descriptive Essay Example

My Favourite Place

When I was younger through my early teen years. My grandmother's house seemed to have something special about it that set it apart from all the rest. It's just the little things that make grandma's special house is my favourite place.

My grandma's house is a spacious, comfortable and cozy place of family gathering. On holidays it is always full of laughter and cheers. Uncle Ahmad can be heard from miles around with his deep, signature laugh. Aunt Fatma never passes the opportunity to joke about his unique laughter.

My grandma can always be seen sitting in her living room, next to the old front door gazing out of her window. This is where she reads her daily newspaper and drinks her hot black coffee with no added sugar. The old fashion way she calls it. However, in the cool summer she will sit out on the back porch for hours and talks about anything and everything imaginable. She's known as the neighborhood gossip queen.

To sum up, I'll never forget my memorable, touching and joyful moments in my grandma's house. She's a person that I can talk to anytime and keep my precious secrets in a safe place.

Students can review their own work by using a checklist

Writing Review Sheet

Students could also use a checklist, like the one below, to review their own work.

Features of writing	Did I do this?		
	Yes	No	A little
Text level			
My title and opening engage the reader's interest.			
I have included an effective ending.			
My ideas are sequenced into paragraphs in order to interest my reader.			
The theme and purpose of my writing is clear.			
I can create characters and relationships through description, dialogue and action.			
Sentence level	Yes	No	A little
Each paragraph has a topic sentence.			
I vary my sentences to develop ideas and detail (e.g. when, where) and use simple sentences for effect.			
I use imagery to develop character, mood and setting.			
I can use visual and sound effects to create an impact (e.g. alliteration).			
Word level	Yes	No	A little
My verbs create impact and add to the effect.			
I use 'Wow' words to create effect.			
Punctuation	Yes	No	A little
I use punctuation correctly.			
I use speech marks correctly.			

Grammar Worksheet: Using Strong Verbs - Suggested Answers

Rewrite each sentence to make the main verb stronger:

1. Janet Smith is the supervisor of the customer service department

Jane Smith supervised the customer service department.

2. Walt Disney was the initiator of a mass movement in family entertainment

Walt Disney initiated a mass movement in family entertainment.

3. The whole house was stressed and angry with one another over my parents' fighting over the bills.

The whole house seethed with stress and anger over my parents' fighting over bills.

4. In the distance there is a giant eruption from the water, as a 100 pound sailfish jumps out

In the distance a 100 pound sailfish erupts from the water

5. Jenny Millhouse is the owner of two gas stations in Florida City.

Jenny Millhouse owns two gas stations in Florida City.

6. The sugar cane refinery is the employer that is the driving force for employment in south central Florida.

The sugar cane refinery drives employment in south central Florida.

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7. The student who is responsible for conducting the survey and reporting the results to the school administration is James Archer.

James Archer will conduct the survey and report the results to the school administration.

8. If a manager is thinking about changing a policy statement, she has the responsibility of informing both her immediate supervisor and her employees.

If a manager changes (thinks about changing) a policy statement, she must inform both her immediate supervisor and her employees.

9. The shipped product was different from the one that was advertised in the catalog.

The shipped product differed from the one advertised in the catalog.

10. The Foster family has a fruit stand near Krome Avenue.

The Foster family owns a fruit stand near Krome Avenue.

11. After a questionable call at home plate, the manager had an argument with the umpire.

After a questionable call at home plate, the manager argued with the umpire.

12. Last week, the class had a discussion about Kate Chopin's novel The Awakening.

Last week, the class discussed Kate Chopin's novel The Awakening.