

## 4-69. SAY IT WITHOUT SAYING IT

Good writers are clear and exact. They do not overstate the obvious, and they can tell you how to think without *directly* telling you how to think. When a writer states, "The senator scowled at his opponent," the reader understands the extent of the senator's anger because of the simple word scowl. Hence, the writer—without overstating—is clear, exact, and persuasive.

Directions: For each emotion or mood or characteristic below, write a sentence that illustrates that emotion. Use effective verbs, adjectives, and adverbs. Use a dictionary, if necessary.

1. joy: \_\_\_\_\_  
\_\_\_\_\_
2. confusion: \_\_\_\_\_  
\_\_\_\_\_
3. amazement: \_\_\_\_\_  
\_\_\_\_\_
4. indifference: \_\_\_\_\_  
\_\_\_\_\_
5. reflection: \_\_\_\_\_  
\_\_\_\_\_
6. playfulness: \_\_\_\_\_  
\_\_\_\_\_
7. hostility: \_\_\_\_\_  
\_\_\_\_\_
8. concern: \_\_\_\_\_  
\_\_\_\_\_
9. arrogance: \_\_\_\_\_  
\_\_\_\_\_
10. friendliness: \_\_\_\_\_  
\_\_\_\_\_
11. anxiety: \_\_\_\_\_  
\_\_\_\_\_
12. eagerness: \_\_\_\_\_  
\_\_\_\_\_
13. immaturity: \_\_\_\_\_  
\_\_\_\_\_
14. pain: \_\_\_\_\_  
\_\_\_\_\_
15. fright: \_\_\_\_\_  
\_\_\_\_\_

## 4-70. DETAILS AND MOOD

Effective writings, particularly narratives and descriptions, include clear and concise details that help the reader understand the author's intention. Rather than the simple "house" image, the "battered sea shanty" is a more exact image.

Improve each of the following vague images with a more precise image that connotes a mood or impression. After each new image, write the mood you wanted the reader to feel. Thus, the "battered sea shanty" evokes images of strength or age. Use a dictionary, if you wish.

1. the country highway \_\_\_\_\_
2. his football helmet \_\_\_\_\_
3. the car \_\_\_\_\_
4. Mrs. Santini's classroom \_\_\_\_\_
5. the flag \_\_\_\_\_
6. their radio \_\_\_\_\_
7. the woman \_\_\_\_\_
8. the tree \_\_\_\_\_
9. our store \_\_\_\_\_
10. his hand \_\_\_\_\_
11. my grandmother's rug \_\_\_\_\_
12. my uncle's house \_\_\_\_\_
13. Mike's backpack \_\_\_\_\_
14. Li's sweater \_\_\_\_\_
15. a train \_\_\_\_\_
16. her hair \_\_\_\_\_
17. my bedroom \_\_\_\_\_
18. my sister's clock \_\_\_\_\_
19. Dad's uniform \_\_\_\_\_
20. Mom's pocketbook \_\_\_\_\_

## 4-81. BEING THERE

An important type of writing is the descriptive paragraph. A writer must make the reader feel he or she is there taking in the scene. Use your five senses to describe each location. If you have not been physically present at such a location, imagine that you are there. The answers can be factual or fictional, but they should be reasonable. They should be notes instead of complete sentences. Write your answers on the appropriate lines. Use the back of the sheet for extra space.

### 1. A relative's house

see: \_\_\_\_\_

hear: \_\_\_\_\_

touch: \_\_\_\_\_

taste: \_\_\_\_\_

smell: \_\_\_\_\_

### 2. A classroom just before a very challenging test is to start

see: \_\_\_\_\_

hear: \_\_\_\_\_

touch: \_\_\_\_\_

taste: \_\_\_\_\_

smell: \_\_\_\_\_

### 3. A train station during rush hour

see: \_\_\_\_\_

hear: \_\_\_\_\_

touch: \_\_\_\_\_

# 4-81. BEING THERE (cont'd)

taste: \_\_\_\_\_  
smell: \_\_\_\_\_

## 4. A movie theater in the middle of a scary movie segment

see: \_\_\_\_\_  
hear: \_\_\_\_\_  
touch: \_\_\_\_\_  
taste: \_\_\_\_\_  
smell: \_\_\_\_\_

## 5. A hospital's emergency room

see: \_\_\_\_\_  
hear: \_\_\_\_\_  
touch: \_\_\_\_\_  
taste: \_\_\_\_\_  
smell: \_\_\_\_\_

## 6. A nursery school birthday party

see: \_\_\_\_\_  
hear: \_\_\_\_\_  
touch: \_\_\_\_\_  
taste: \_\_\_\_\_  
smell: \_\_\_\_\_