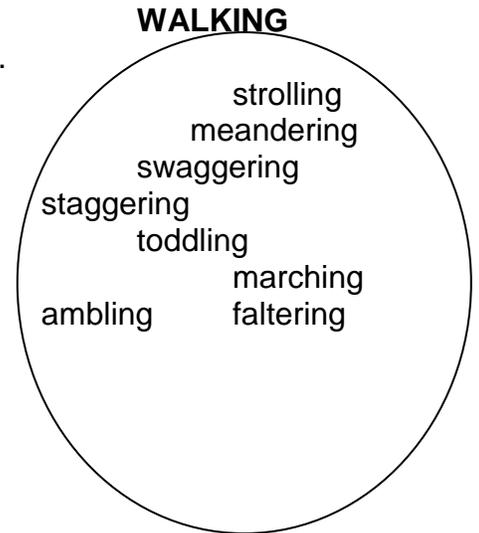


**SENIOR WRITING
EFFECTIVE WRITING**

**Selecting the Right Word
PART A**

Directions: After reading the four sentences at the left, refer to the figure at the right and answer the questions that follow.

- a. The boys had quit running and were walking into the cafeteria.
- b. The injured man was faltering down the sidewalk.
- c. Mr. And Mrs. Laub toddled down the street.
- d. The drill team marched to the beat of the band.

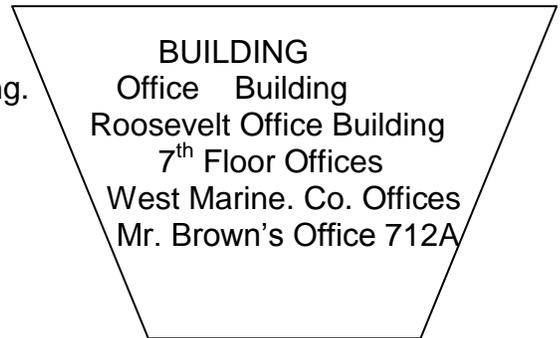


- 1. What is the relationship between the words in the circle and words outside of the circle?
- 2. Add three words to the inside of the circle.
- 3. Why is “walking” a more precise word than “moving”?
- 4. Why is “ambling” a more precise word than “walking”?
- 5. Which of the four lettered statements uses a word for walking that doesn’t fit? Why doesn’t it?
- 6. In the second statement, why is it more exact and more colorful to use the word “faltering” than the word “walking”?

PART B

Directions: After reading the four sentences to the left, refer to the figure on the right and answer the questions below.

- a. Mr. Brown's office is located on the seventh floor.
- b. They are taking down the old Roosevelt Office Building.
- c. There are many office buildings downtown.
- d. I will meet you in the Roosevelt Office Building.



1. What is the relationship between the top word in the shape and the bottom word?
2. According to the way the information is presented, where are the West Marine Company offices located?
3. In the second statement, why would you not say, "They are taking down the old office building"?
4. How could the third statement be more specific?
5. How is the last statement lacking in specifics?

PART C

Directions: For each of the three sentences, follow the directions at the of each column. The idea is to add specific language and information.

SENTENCE	Rewrite each sentence, and answer the question who or what. Use specific language.	Rewrite each sentence from the previous column, and answer the next two questions, when and where. Keep using specific language.	Rewrite each sentence from the previous column, and answer the last two questions, why and how. You may use two sentences if it is necessary. Make these sentences your most specific use of language.
EXAMPLE: She looked	Sarah stared.	At 2:00 in the afternoon, Sarah stared out the living room window.	At 2:00 in the afternoon, Sarah, wide-eyed with fear, stared out he living room window, looking for any sign of Mike’s arrival.
1. They walked.			
2. He stopped.			
3. They laughed.			