

For this exercise, we need to ask ourselves what each showing sentence does differently from its telling counterpart. In the box below each pair write two to three sentences identifying the techniques of the showing sentence. Ask yourself, 'How does it **evoke** more than **inform**?' Does it use active language? Is it in its use of detail? Is there a simile or another figure of speech? A sensory image? An absolute phrase? A participial phrase? Extended elaboration? Vivid verb? Precise modification?

Due in class Friday, September 16.

Examples from Justin Cronin, *Showing / Telling*

Peter hated asparagus. (a conclusion)	Peter sipped the soup, made a distracted and unhappy face, and quietly spit the contents of his mouth into a handkerchief monogrammed with his initials. "Asparagus," he explained.
Eunice was a senior citizen in poor health. (an interpretation)	So many things she could not do: cross the street before the light changed again, bend at the waist to pick up a nickel, remember her husband's face. Some days, when she left the house, she wanted to write a note and pin it to her chest: My name is Eunice Martinez. My address is 694 West Naomi Street. Please help me.
The bus station smelled bad. (a judgment)	The air of the station had the tang of day-old orange juice left out on the kitchen counter.
All day, it rained, and the children were bored. (a summary)	Rain, rain, rain. When would it end?
Mary had the most lovely eyes, and she knew it. (a little of each)	Mary's eyes sparkled like jewels in a stream bed. Someone had told her that once.