

Name: \_\_\_\_\_

# Using colourful speech

The words you use can help you deliver your thoughts and ideas accurately and interestingly. Here are some use of words to help you organize your thought and ideas so the readers do not misunderstand your message, but also enjoy reading it.

## USE SIMILES

Similes are figures of speech used to directly compare two seemingly unlike things or ideas.

**Example:**

Martha was slow to complete her project. She was **as slow as a snail** when it came to writing; but **as graceful as a gazelle** when she danced. How graceful she danced! Mrs. Thorpe wanted her in the Christmas school play; but, she had to complete her project on time.

## USE METAPHORS

Metaphors are figures of speech used to draw attention to the similarities between two things or ideas.

**Example:**

Martha was slow to complete her project. **She was a snail** when it came to writing; but **a gazelle when she danced**. How graceful she danced! Mrs. Thorpe wanted her in the Christmas school play; but she had to complete her project on time.

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## USE IDIOMS AND COLLOQUIALISM

An idiom is a phrase or expression with a figurative or literal expression. Used correctly it can awaken the readers senses. Make sure you understand the idioms before you use them in your writing. It's use adds depth to conversations. Colloquialism is phrases or expressions that is not formal or literary. It is also used in conversations.

### Example (idioms):

It was most unexpected! The siblings had all won the car in the raffle, but they were “**all up in the air**” as to who would own the vehicle. Vincent declared, “**I lost an arm and a leg** fishing in the deep blue sea just to earn the \$150 so we can buy that raffle book.” Sarah laughed at him and corrected him.

“Vincent, you still have your arms and legs, and that \$150 dollars was a contribution. I, a single mother with two jobs, also match it.” Josh felt ashamed of his sibling. He stopped the two before an argument ensured.

“Guys, don't be **thick in the head** [colloquial meaning stupid]. We all had a long tiresome day. Why don't we **hit the hay** and discuss this tomorrow over lunch.”

## USE DIALOGUE

Here are some things you should note when using dialogue: use quotation marks for speech; begin the words for a new speaker in a new line; and put dialect or slangs in a single inverted commas. Lastly, you can use words derived from sounds or movements of persons, animals, or things.

### Example:

“O Andy!” said little Jenny Murdock, “I'm so glad you came along this way. I can't get over.”

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“Can’t get over?” said Andrew. “Why what’s the matter?”

“The bridge is gone,” said Jenny. “When I came across after breakfast it was there, and now it’s over on the other side, and how can I get back home?”

“Why, so it is,” said Andrew. “It was all right when I came over a little while ago, but old Donald pulls it on the other side every morning after he has driven his cows across, and I don’t think he has any right to do it. I suppose he thinks the bridge was made for him and his cows.”

## ACTIVITY

In your book, practice writing sentences using similes, metaphors, idioms, and dialogue.



Uncle Bernard was as strong as

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Mark was the best swimmer in class. He swam like a \_\_\_\_\_  
so he became a lifeguard.

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The girls were alike as \_\_\_\_\_ in a pod.

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It was summer, the grass was green, the buds were blooming, and the children were as playful as \_\_\_\_\_

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The baby was finally asleep, and Mr. Brown warned the children to be as quiet as \_\_\_\_\_ For if trees were sleeping, they would be very quiet.

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