

Overview

This vocabulary program is designed for implementation in individualized settings as well as in traditional, full-class environments. Within the framework of an organization carefully formulated to maximize the comprehension and retention of a beneficial core of words, students are exposed to an assortment of exercises that make vocabulary development a rich and rewarding experience.

Phew! Well, that's the jargon you expected, right? Now let's talk English.

Our Goals

The goals of the *Words to Go!* series are to help students

- learn new words well enough to both understand and use them.
- learn how these new words are (and are not) used in context.
- use basic word-attack strategies.

The series does *not*

- teach grammar or creative writing.
- include cross-curricular connections to geometry, biology, or social studies.
- ask students to keep a journal, construct a miniature adobe house, or chart the course of human history on index cards.

These may be fine things to do, but they are *not* what *Words to Go!* is about.

Our Numbers

What *is* *Words to Go!* about? Oh, eight-and-a-half by eleven inches . . . No, no, no. Sorry.

The series has three books—for Grades 6–8. At each grade level, the Student Book includes eight “Know-How” lessons (six on basic word-attack strategies and two dealing with test-format analogies) and thirty lessons, each teaching fifteen words.

In addition to answer keys for the Student Book, the Teacher Guide offers word histories, structural analyses, pronunciation hints, and comments on usage. There are also a few exercises for the class, jokes that we couldn't find room for in the Student Book, and a

few jokes that you may appreciate, though they're probably over students' heads.

The Test Book includes lesson tests, unit tests, section tests, and a final book test.

Okay, those are numbers. More important are the principles on which the series is based.

Our Approach

Usefulness

The *Words to Go!* series teaches vocabulary words that are above grade level but not *so* above level that there is little chance of their being encountered in academic, social, or general life situations for many years. While, for example, *perfect* is not taught in Grade 8, neither is *egregious*.

It might be argued that any literate person should know words such as *caryatid*, *fructify*, *philology*, *somnambulation*, and *unilingual*. Do you, however, want to spend valuable class time teaching *fructify*? Perhaps, but we assume that, since choices must be made, you would sacrifice it to allow time for *epitome*.

Introduction

Words are introduced in a clear format that presents basic elements of a dictionary entry. Most words are listed with the most frequently encountered pronunciation, part of speech, and meaning; where appropriate, words show two or more of these.

Pronunciation. One must know how to pronounce a word to recognize it, or use it, in speech. Instead of asking students to try to decode diacritical marks, *Words to Go!* “respells” words; for example, *maestro* becomes *MICE•troh*.

Part of Speech. Most words taught are nouns, verbs, and adjectives. In Lesson 20, we teach four adverbs that, unlike most, are not merely dressed-up adjectives.

Meaning. Definitions are as brief, simple, and accurate as possible and (unlike those found in most vocabulary programs) do not include words that are harder than those being defined.

Context. Each definition is accompanied by a brief context sentence.

Reinforcement

Each four-page lesson features fifty items in a variety of exercise formats. Each word is drilled a minimum of three times. Most exercises provide practice in writing and spelling the words by having students write out their answers. Some lessons include a brief writing exercise that involves using some of the words from the lesson.

Fun

Because learning can be fun and fun can inspire learning, each lesson features art, jokes, and riddles based on words from the lesson. Also, at the end of each unit, two “Word Fun” pages offer still more puzzles, word play, and light verse.

Assessment

These days, some sort of formal assessment is, of course, inescapable. *Words to Go!* lets you choose how much and how often to test. The Test Book includes lesson tests, unit tests covering five lessons each, section tests covering fifteen lessons, and a book test. The keys appear at the end of this Guide.

Ancillaries

Other than the Test Book, there are none. That’s right. There’s no ancillary product tying *Words to Go!* to grammar or writing. There’s no booklet on peer or self-evaluation. We don’t offer a packet of transparencies trying to relate our vocabulary words to the visual arts. And you won’t find audiocassettes, videocassettes, CDs, DVDs, or computer software.

More important, *Words to Go!* is not ancillary to any other product. The words it teaches were not selected because they happen to appear in a literature book that we’re trying to sell you.

Notes

Really Good Writing Exercises

What makes the following exercises so good is that they are educationally sound *and kids don’t hate to do them!* Everyone hates unnecessary work, and there’s a lot of “unnecessary” writing when students are directed to “write a context sentence for each word in the list.” Here are some options that are more fun, more challenging, and more efficient. They can be used with any word list in the book.

- Write as *few* sentences as possible, using every word in the list.

[This can result in sentences such as “In his *infancy*, my brother would *mimic* speech in such an *incomprehensible* way that he would *mystify* even the most *knowledgeable* listener.”]

- Write as *few* sentences as possible, using every word in the list in alphabetical order.

[This can result in sentences such as “It was *futile* to try to move the *immense* refrigerator with *insufficient* help, and the *laborious* effort filled the workers with *malice* toward their boss.”]

The following variations can help students work on the notion of what constitutes a paragraph.

- Write a paragraph that uses every single word in the list in as few sentences as possible.
- Write a paragraph that uses every single word in the list in alphabetical order in as few sentences as possible.

Respellings

The point of respelling words is to simplify pronunciation by spelling sounds in an easily recognizable way. It would be nice to think our respellings needed no explanation, but a few things must be said.

We believe clarity is more important than rigid consistency, especially in respellings of vowel sounds. Thus, for example, the long *a* sound becomes *ay* in *alien*, *ai* in *vain*, and *a* in *quake*.

The various sounds of *ch* and *s* are easily understood when respelled as *ch*, *k*, *s*, *z*, and *zh*. But there's no good way to differentiate the soft *th* in *thing* from the hard *th* in *there*. We settled on th for the hard sound.

Antonyms and Synonyms

Before students begin the first lesson, make sure they understand what synonyms and antonyms are, including the fact that synonyms are words that mean the same thing or *nearly* the same thing.

The Guide

Answers to the Student Book exercises appear in two columns on the left half of each page, while the right half features information for you that you may or may not wish to share with students. Also, you will find three types of boxes:

Boxes with a solid border contain humor that is most likely beyond students' understanding. It's for you.

Boxes with a wavy border contain humor that we just couldn't fit into the Student Book but were reluctant to lose.

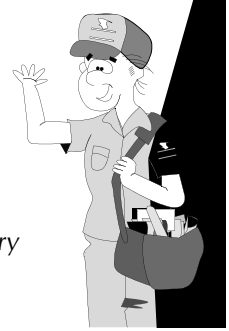
Boxes with a dotted border contain brief, simple exercises that you may wish to do with your entire class.

Endorsements

Sally Dallas-Houston

Mail Carrier
Idaho Beach, Idaho

"Now I can understand every word on every postcard!"



Wilbur "Bull" Wallace

Sanitation Worker
Minnota, Minnesota

"Words to Go! goes with me, ya know, everywhere!"

Mimi Morgenstern

6th Grade Teacher
Pezville, Pennsylvania

"It is *not* your grandmother's vocabulary program! I know. I taught your grandmother!"



Now, go teach! And have some fun.

**BASE WORDS
AND ROOTS**, pages 2–3**Exercise A**

1. free
2. know
3. worth
4. explore
5. glory
6. stop
7. fool
8. strength
9. courage
10. happy

Exercise B

11. A
12. C
13. B
14. A
15. B

Exercise C

16. ject
17. large
18. trust
19. vac
20. ped

Exercise D

Wording of meanings will vary; sample answers follow.

21. mature
getting older
22. ject
throw out
23. brag
someone who brags
24. plenty
many
25. ped
creatures that have two feet

PREFIXES, pages 4–5**Exercise A**

1. re
2. en
3. pre
4. mis
5. im

Exercise B

6. E
7. D
8. B
9. A
10. C

Exercise C

11. readmit
12. misstate
13. prejudge
14. repress
15. enable

Exercise D

Sentences will vary.

16. inaction
17. misinform
18. immoral
19. enrich
20. prewar

SUFFIXES, pages 6–7**Exercise A**

1. fy or ify
2. ity
3. ous
4. ant
5. ive
6. ify
7. ive
8. ous
9. ity
10. ant

Exercise B

11. D
12. A
13. E
14. B
15. C

Exercise C

16. A
17. B
18. A
19. C
20. C

Exercise D

Sentences will vary.

21. legalize
22. combatant
23. odorous
24. rapidity
25. expressive

HOMOGRAPHS, pages 8–9

Exercise A

1. A
2. B
3. A
4. B

Exercise B

5. game
6. list
7. minute
8. staple

Exercise C

9. B
10. C
11. F
12. A
13. E
14. D
15. A

**USING WHAT
YOU KNOW**, pages 10-11

Exercise A

Wording of meanings will vary; sample answers follow.

1. deed
bad thing to do
2. appoint
one who was appointed
3. climate
rain
4. color
being three colors

Exercise B

5. A
6. B
7. C
8. C
9. B
10. A
11. C
12. B

**USING CONTEXT
CLUES**, pages 12–13

Exercise

1. B
2. A
3. D
4. B
5. C
6. C
7. D
8. A

ANALOGIES 1, pages 14–15**Exercise A**

1. man
2. hoof
3. distance
4. herd
5. out

Exercise B

Wording will vary; sample answers follow.

6. An apple is a kind of fruit.
7. Happy is a synonym for glad.
8. I use eyes to see.
9. A hammer is used to pound things.
10. A boat moves on the water.

Exercise C

11. D
12. C
13. A
14. A
15. C

ANALOGIES 2, pages 16–17**Exercise A**

1. D
2. E
3. G
4. I or A
5. B
6. F
7. A
8. C

Exercise B

9. D
10. A
11. C
12. B

Exercise C

13. C
14. A
15. B

Answers

Exercise A

1. predicament
2. frugal
3. aggravate
4. immense
5. laborious
6. unanimous
7. comprehend
8. scoff
9. endure
10. trivial

Exercise B

11. A
12. B
13. C
14. B
15. B
16. A
17. C

Exercise C

18. frugal
19. predicament
20. malice
21. cower
22. comprehend
23. parasite
24. insufficient
25. laborious

Exercise D

26. futile
27. laborious
28. scoff
29. endure
30. parasite
31. insufficient
32. trivial
33. aggravate
34. frugal
35. immense

Exercise E

Paragraphs should use three or more words from the list.

Exercise F

36. trivial
37. parasite
38. immense
39. comprehend
40. frugal
41. unanimous
42. laborious
43. scoff
44. malice
45. insufficient
46. futile
47. predicament
48. aggravate
49. cower
50. endure

Over Their Heads

Both *grief* and *gravity* come from the same root as *aggravate*. To avoid unnecessary grief, always remember this: Gravity is not just a good idea; it's the law!

History: Aggravate

Aggravate comes from the Latin word *gravis*, meaning “to make heavier.” If something aggravates us, it weighs us down with worry or annoyance or sorrow.

Pronunciation & Usage: Futile

British people pronounce words that end in *-ile* with a long *i*, as in *file*. Americans do the same with some words, including *infantile* (Lesson 18), *gentile*, *senile*, *textile*, and, sometimes, *juvenile*. But for other *-ile* words we use the schwa or short *i* sound, as in *pupil* and *evil*. This is true for *futile*, *agile* (Lesson 18), *fertile*, *fragile*, *imbecile*, and *missile*, among others.

Although *futile* and *useless* are synonyms, they are not interchangeable. An effort to cook can be either futile or useless, but a pot with a hole in it is only useless.

Word Parts: Immense, Insufficient, Unanimous

These words look as if they contain negating prefixes. *Unanimous* (Lesson 1) does not; it combines the Latin *unus* (“one”) and *animus* (“the mind”). *Immense* does, but the prefix was attached to a Latin root, so it's hard to recognize. This leaves *insufficient*—a classic example of a negating prefix attached to an English base word.

Word Parts: Malice

Malice comes from the Latin *malus*, meaning “bad.” Knowing this will aid in decoding any word with the prefix *mal-*, which comes from the same word. Such words as *maladjusted*, *malfunction*, and *malnutrition* all become understandable when the meaning of the prefix is known. And students who want to impress someone can start using *malodorous* instead of *stinky*.

History: Parasite

The ancient Greeks considered it rude to turn anyone away from the dinner table, and a guest was called a *parasite*, from *para* (“beside”) and *sitos* (“food”). After some dinner guests began to roam from house to house just to get free meals, the word took on a less friendly meaning: “unwanted guest.” It can still mean that, whether the guest is human, animal, or insect.

UNIT 1 Lesson Tests

Test Booklet pages 6–10 • 20-question tests, 5 points each question

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Part A	Part A	Part A	Part A	Part A
1. G	1. G	1. D	1. H	1. E
2. I	2. F	2. H	2. A	2. J
3. B	3. A	3. A	3. F	3. A
4. A	4. B	4. G	4. G	4. G
5. H	5. C	5. B	5. C	5. H
6. D	6. E	6. C	6. I	6. B
7. C	7. H	7. E	7. E	7. C
8. E	8. D	8. I	8. B	8. I
Part B	Part B	Part B	Part B	9. D
9. B	9. C	9. B	9. C	Part B
10. B	10. A	10. C	10. B	10. B
11. C	11. C	11. A	11. A	11. C
12. C	12. B	12. B	12. C	12. A
13. B	13. A	13. A	13. A	13. C
14. A	14. B	14. C	14. C	14. B
15. B	15. C	15. B	15. B	15. C
Part C	Part C	Part C	Part C	Part C
16. A	16. B	16. A	16. C	16. D
17. D	17. D	17. C	17. D	17. C
18. A	18. C	18. D	18. A	18. B
19. D	19. D	19. B	19. B	19. B
20. C	20. B	20. A	20. C	20. A

Unit 1 Test

Test Booklet pages 38–39 • 50 questions, 2 points each question

Part A	Part B	Part C	Part D	
1. E	13. J	25. K	37. B	49. C
2. K	14. F	26. H	38. C	50. A
3. F	15. A	27. A	39. A	
4. L	16. K	28. E	40. C	
5. B	17. I	29. J	41. B	
6. C	18. H	30. D	42. A	
7. I	19. B	31. C	43. C	
8. J	20. D	32. F	44. C	
9. A	21. E	33. G	45. B	
10. D	22. C	34. I	46. A	
11. H	23. L	35. L	47. D	
12. G	24. G	36. B	48. D	