

**TABLE OF CONTENTS**

<i>All Right, Pay Attention!</i> . . . . .	1		
<b>Know-How</b>		<b>Vocabulary, Part 2</b>	
Base Words and Roots . . . . .	2	<b>Unit 4</b>	
Prefixes . . . . .	4	Lesson 16 . . . . .	84
Suffixes . . . . .	6	Lesson 17 . . . . .	88
Homographs . . . . .	8	Lesson 18 . . . . .	92
Using What You Know . . . . .	10	Lesson 19 . . . . .	96
Context Clues . . . . .	12	Lesson 20 . . . . .	100
Analogies 1 . . . . .	14	<i>Words for Fun 4!</i> . . . . .	104
Analogies 2 . . . . .	16	<b>Unit 5</b>	
<b>Vocabulary, Part 1</b>		Lesson 21 . . . . .	106
<b>Unit 1</b>		Lesson 22 . . . . .	110
Lesson 1 . . . . .	18	Lesson 23 . . . . .	114
Lesson 2 . . . . .	22	Lesson 24 . . . . .	118
Lesson 3 . . . . .	26	Lesson 25 . . . . .	122
Lesson 4 . . . . .	30	<i>Words for Fun 5!</i> . . . . .	126
Lesson 5 . . . . .	34	<b>Unit 6</b>	
<i>Words for Fun 1!</i> . . . . .	38	Lesson 26 . . . . .	128
<b>Unit 2</b>		Lesson 27 . . . . .	132
Lesson 6 . . . . .	40	Lesson 28 . . . . .	136
Lesson 7 . . . . .	44	Lesson 29 . . . . .	140
Lesson 8 . . . . .	48	Lesson 30 . . . . .	144
Lesson 9 . . . . .	52	<i>Words for Fun 6!</i> . . . . .	148
Lesson 10 . . . . .	56	<i>Word Fun Answers!</i> . . . . .	150
<i>Words for Fun 2!</i> . . . . .	60	Word Index . . . . .	152
<b>Unit 3</b>		<i>A Final Word</i> . . . . .	155
Lesson 11 . . . . .	62		
Lesson 12 . . . . .	66		
Lesson 13 . . . . .	70		
Lesson 14 . . . . .	74		
Lesson 15 . . . . .	78		
<i>Words for Fun 3!</i> . . . . .	82		



**All right, pay attention! We are not here to have fun, you know! Um, I mean, we are here to learn new words. If you have fun while you're doing it, well, I can't do anything about that. Sit up straight! Here's what this book has in it:**

- **Lots of useful words.**

You may already know some of them. For the words you don't know, this book tells you their most common meanings and uses them in sample sentences. Stop chewing that gum.

- **Pronunciations.** The words are respelled in a way that's easy to understand. And there are none of those sil'ā sīm'balz that are harder to figure out than the words themselves!
- **Exercises.** Of course, there are exercises! It's a workbook! There are also "Know-How" lessons to give you some know-how.
- **Jokes and riddles.** Some of them are really lame. Some of them are really funny. (Some of them, to be honest, are just beyond me.)

Here's what you need:

- a pen or pencil
- some lined paper
- a sense of humor

If you're missing any of these things, go to the shopping mall right now. Hee-hee! I'm just kidding. Sit down!

Now, let's be serious for a moment. There are fifteen words in each lesson in this book, there are five lessons in each unit, and there are six units. So how many words are in this book?

- a. 15
- b. 450
- c. 1556
- d. all of them

The answer to this question depends on what *words* means. This book uses *Word* or *Words* when it means the words you are supposed to learn. For example, when it asks you to write the *Word* that best completes a sentence, you will write one of the fifteen words from the lesson's word list. You will *not* fill in just any old word that completes the sentence, even if it's your favorite word in the whole world.

So the answer is 450 *Words*. You will have a great vocabulary! And you will have fun! Or else.

Now read what three of my former students said about *Words to Go!*

---

**Fernetta Foxtrotter, Cook, Age 37**

They didn't have *Words to Go!* when I was in school. So now when I want to say something is, you know, really big, all I can say is "It's really big" or "It's really, really big" or maybe "That thing is as big as something that's really, really, really big."

---

**Carrie Cabinfever, Student, 7th Grade**

For me, *Words to Go!* was an immense help.

---

**Stevie Swansong, Student, 12th Grade**

I cannot ascertain quite how to convey to you how passionate I feel about *Words to Go!* This immensely beneficial book enabled me to alter my vocabulary from that of a mere ignoramus to that of an eloquent word enthusiast.

---

And after you finish this book, you'll understand what Stevie was talking about! Or else.

# Know-How

## Base Words and Roots

A word may have only one part, such as *help*, or it may have several parts, such as *unhelpfulness*. Every word, no matter how long, has a main part. This main part may be a “base word,” or it may be a “root.”

A **base word** is a complete word that can be used to build other words. The base word in *friendship*, *friendless*, *befriend*, and *unfriendly* is *friend*. Even though *end* can also be found in these words, it isn't the base word. That's because the words are not built from *end* and have nothing to do with *end*!

When a word part is added at the end of the base word, the spelling at the end may change a little. For example, *nap* is the base word in *napping*, *pollute* is the base word in *pollution*, and *mercy* is the base word in *merciful*.

### Exercise A

Find the base word in each of these words and write it on the line.

1. freedom \_\_\_\_\_
2. knowledge \_\_\_\_\_
3. worthless \_\_\_\_\_
4. exploration \_\_\_\_\_
5. glorious \_\_\_\_\_
6. unstoppable \_\_\_\_\_
7. foolishness \_\_\_\_\_
8. restrengthen \_\_\_\_\_
9. courageous \_\_\_\_\_
10. unhappiness \_\_\_\_\_

A word **root** is the main part of some words. It has a special meaning, but it is not a complete word. For example, the root of *science* is *sci*, which means “to know.” Roots are trickier than base words because they aren't whole words, and they come from other languages. Many of the roots of English words come from Greek and Latin.

This table shows five common roots and their meanings. Use this information to complete Exercise B.

ROOT	MEANING	EXAMPLES
cycl	circle	bicycle, cycling
ject	throw	inject, reject
ped	foot	pedal, pedestrian
port	carry	portable, transport
vac	empty	vacant, vacuum

## Exercise B

Use the table to answer the questions.

- \_\_\_ 11. What does a *pedometer* measure?  
 A. steps                      B. noise                      C. vibrations
- \_\_\_ 12. How do the winds in a *cyclone* move?  
 A. up and down      B. straight ahead      C. around and around
- \_\_\_ 13. Which of the following is a common *projectile*?  
 A. a tire                      B. an arrow                      C. a suitcase
- \_\_\_ 14. Where would you *portage* a canoe?  
 A. across land      B. down a river      C. in a boat store
- \_\_\_ 15. If people *evacuate* a building, what do they do?  
 A. build it                      B. leave it                      C. crowd into it

## Exercise C

Write the base word or the root for each of these words.

16. ejection \_\_\_\_\_
17. enlargement \_\_\_\_\_
18. distrustful \_\_\_\_\_
19. vacuous \_\_\_\_\_
20. pedestal \_\_\_\_\_

## Exercise D

Read each of these sentences. On the short line, write the base word or root for the underlined word. On the longer line, write down a possible meaning for the underlined word.

21. Eating well, exercising, and getting enough sleep are all important for healthy maturation.  
 \_\_\_\_\_
22. Some planes have a seat that will eject the pilot before a crash.  
 \_\_\_\_\_
23. Terry is such a braggart that no one can stand to listen to him.  
 \_\_\_\_\_
24. We ate well while staying at the lake because of its plenteous fish.  
 \_\_\_\_\_
25. Birds and humans are the only animals that are bipeds.  
 \_\_\_\_\_

# Know-How

## Prefixes

A **prefix** is a word part added to the beginning of a root or base word to change its meaning in some way. The change made by a prefix may be small. After all, the difference between a *bicycle* and a *tricycle* is just one wheel. However, the change may be huge. An *unfriendly* person is very different from a friendly one.

Sometimes prefixes are added to whole words that you already know. You may not recognize the new word that has been created, but you can figure it out. To do that, first you need to realize that the word contains a prefix.

This table shows some common prefixes and their meanings. Use this information to complete all of the exercises in this lesson.

PREFIX	MEANING	EXAMPLES
en	to make or cause	enlarge, encourage
il, im, in, ir	not	illegal, immature, inability, irregular
mis	bad	misfortune, mistreat
pre	before	precaution, prepay
re	again	rewrite, refresh
re	back	recall, repay

Here's a helpful hint. In many cases, the meaning of the prefix will make more sense if you put it after the word in your mind.

**Examples:**    prepay:    "pay before"    (not "before pay")  
                  rewrite:    "write again"    (not "again write")  
                  repay:        "pay back"        (not "back pay")

### Exercise A

These are common words that contain prefixes. Write the prefix on the line next to each word.

1. refill \_\_\_\_\_
2. enclose \_\_\_\_\_
3. prefix \_\_\_\_\_
4. misread \_\_\_\_\_
5. impure \_\_\_\_\_

### Exercise B

Write the letter of the word or phrase that means the same thing as each word on the left.

- |                      |             |
|----------------------|-------------|
| _____ 6. entrap      | A. unmoving |
| _____ 7. restitch    | B. crime    |
| _____ 8. misdeed     | C. plan     |
| _____ 9. immobile    | D. mend     |
| _____ 10. prearrange | E. capture  |

## Exercise C

Add a prefix to the given base word to form the new word that belongs in the blank.

11. *admit*      The usher would not \_\_\_\_\_ me because I didn't have my ticket when I returned from the snack stand.
12. *state*      Honest people don't \_\_\_\_\_ the facts; they tell the truth.
13. *judge*      It can be a mistake to \_\_\_\_\_ a situation. Don't make up your mind before you have the facts.
14. *press*      I tried to \_\_\_\_\_ my laughter, but it was hard to hold it back.
15. *able*      I hope that studying will \_\_\_\_\_ me to pass the test.

## Exercise D

Combine the prefix and the word that is shown to make a new word. Then write a sentence that uses the new word.

16. in + action      \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
17. mis + inform      \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
18. im + moral      \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
19. en + rich      \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
20. pre + war      \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Know-How

## Suffixes

A **suffix** is a word part added to the end of a root or base word to change its meaning in some way. This change in meaning is usually small. For example, *art* could change to *artist*, or *free* could change to *freedom*. Sometimes, however, a suffix makes a big change. For example, adding *-less* to *hope* makes *hopeless*, which is very different.

Sometimes suffixes are added to whole words that you already know. You can often figure out the meaning of an unfamiliar word if you see that it contains a suffix.

This table shows some common suffixes and their meanings. Use this information to complete all of the exercises.

SUFFIX	MEANING	EXAMPLES
ant, ent	one who; likely to	resident, servant
fy, ify	to make, form into, or become	beautify, justify
ty, ity	quality, state, or condition	specialty, purity
ive	having the quality of; tending to	active, productive
ize	to cause to be, become, or make	alphabetize, fertilize
ous	full of or having qualities of	courageous, joyous

### Exercise A

These are common words that contain suffixes. Write the suffix on the line next to each word.

- glorify \_\_\_\_\_
- humanity \_\_\_\_\_
- marvelous \_\_\_\_\_
- contestant \_\_\_\_\_
- creative \_\_\_\_\_
- personify \_\_\_\_\_
- appreciative \_\_\_\_\_
- dangerous \_\_\_\_\_
- familiarity \_\_\_\_\_
- occupant \_\_\_\_\_

### Exercise B

Write the letter of the word or phrase that means the same thing as each word on the left.

- |                      |                 |
|----------------------|-----------------|
| _____ 11. simplify   | A. hidden       |
| _____ 12. secretive  | B. cruelty      |
| _____ 13. elasticity | C. destructive  |
| _____ 14. brutality  | D. make easy    |
| _____ 15. ruinous    | E. stretchiness |

## Exercise C

Use what you know about the base words and suffixes to answer the questions.

- \_\_\_ 16. If your behavior is *imitative*, what might you be called?  
 A. a copycat      B. a chicken      C. a bully
- \_\_\_ 17. What causes water to *solidify*?  
 A. boiling it      B. freezing it      C. stirring it
- \_\_\_ 18. What do people who like to *socialize* probably enjoy?  
 A. parties      B. reading      C. driving
- \_\_\_ 19. What word describes someone who is often *insistent*?  
 A. weak      B. unlucky      C. stubborn
- \_\_\_ 20. Where would a person be likely to go as a result of his or her *criminality*?  
 A. to bed      B. to school      C. to jail

## Exercise D

Combine the suffix and the word that is shown to make a new word. Then write a sentence that uses the new word.

21. legal + ize \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
22. combat + ant \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
23. odor + ous \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
24. rapid + ity \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
25. express + ive \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Know-How

---

## Homographs

A word may be spelled the same as another word but have a completely different meaning. These words are called **homographs**. (That means that they are written the same way.) Usually, only one of the meanings makes sense in the sentence or paragraph you're reading.

### Exercise A

Circle the letter of the correct meaning for each underlined word.

1. I'm going to sit on the bank and fish this afternoon.  
A. land along a river  
B. building where money is kept
2. Our seats were close to the stage.  
A. shut  
B. near
3. When you get home, give me a ring and we'll talk about the homework.  
A. phone call  
B. jewelry for a finger
4. If you lead, I will follow.  
A. kind of metal  
B. show the way

Sometimes you will see a word that looks familiar but doesn't make sense with the meaning you know. For example, "The pants were made of *duck*." Those might be very odd pants, but it's more likely that *duck* has a less familiar meaning. It does. A dictionary would show you that it can mean "a kind of cloth."

### Exercise B

Each underlined word has several meanings. Write the word in each sentence that someone would most likely need to look up in a dictionary.

5. I do well when I play ball even though I have a game leg.  
\_\_\_\_\_
6. In the light, we saw that the barn had begun to list toward the pen.  
\_\_\_\_\_
7. There is a minute amount of soil left—only a bit, really.  
\_\_\_\_\_
8. Bread is a staple, so it is rare for a home to be without a loaf or two.  
\_\_\_\_\_

A dictionary can tell you what words mean. However, you still have to decide which of a word's meanings is the one you need to know. Look at these sample dictionary entries for what *shock* can mean as a noun.

**shock<sup>1</sup>** (shok) **noun** **1.** a sudden, strong blow, shake, or disturbance [*The shock of the crash crushed the car.*] **2.** a sudden, strong upsetting of the mind or feelings [*news that is a shock*] **3.** the effect on the body of an electric current [*That wire could give you a shock.*] **4.** in *Medicine*: a physical problem caused by serious injury, pain, or loss of blood [*suffering from shock*]

**shock<sup>2</sup>** (shok) **noun** a group of stalks of grain or corn, stacked together to dry [*near a shock of corn*]

**shock<sup>3</sup>** (shok) **noun** a bushy, thick mass, as of hair [*her shock of curls*]

### Exercise C

Write the letter that matches the meaning *shock* has in each sentence.

- A. **shock<sup>1</sup>**, definition 1
- B. **shock<sup>1</sup>**, definition 2
- C. **shock<sup>1</sup>**, definition 3
- D. **shock<sup>1</sup>**, definition 4
- E. **shock<sup>2</sup>**
- F. **shock<sup>3</sup>**

- \_\_\_ 9. The price of the new car was a *shock*.
- \_\_\_ 10. Sticking a fork in a toaster can give you a terrible *shock*.
- \_\_\_ 11. A barber could take care of that shaggy *shock* of yours.
- \_\_\_ 12. The earthquake's second *shock* was milder than the first.
- \_\_\_ 13. While we're in the field, if you hold each *shock* together, I'll tie it.
- \_\_\_ 14. He's very pale, and his heartbeat is rapid; I think he's in *shock*.
- \_\_\_ 15. The *shock* of the wave knocked me right off my feet.

# Know-How

---

## Using What You Know

There are many ways to figure out what a word means. You can, of course, look it up in a dictionary. You can ask someone who is familiar with the word. Another way that often works is to use what you already know.

Here's a hard word: *disjoined*. Most people don't know what this word means until they're almost through with high school. But it's really easy to figure out.

**Example:** *disjoined* = *dis* + *joined*  
*joined* means "put together"  
*dislike* means "not like"  
*disjoined* means "not put together"

Words you know can often help you figure out words you don't know. When you see an unfamiliar word, ask yourself if it has any familiar parts. If it does, go from there.

### Exercise A

For each "hard" word, write the base word. Think about it and about a familiar word. Then use what you know to answer each question.

1. misdeed \_\_\_\_\_

Think about *misfortune*. What might *misdeed* mean?

\_\_\_\_\_

2. appointee \_\_\_\_\_

Think about *employee*. What might an *appointee* be?

\_\_\_\_\_

3. climatic \_\_\_\_\_

Think about *acrobatic*. What is an example of a *climatic* event?

\_\_\_\_\_

4. tricolored \_\_\_\_\_

Think about *tricycle*. What might *tricolored* mean?

\_\_\_\_\_

A hard word isn't always long. And you can't always break it up into familiar parts. But you still may be able to get a lot of help from words you already know.

## Exercise B

Use what you know about the underlined word to figure out what the word in italics means. Write the letter of the answer on the line.

- \_\_\_ 5. By thinking about flexible, you can tell that to *flex* something is to  
 A. bend it.            B. break it.            C. create it.
- \_\_\_ 6. By thinking about pretend, you can tell that a *pretense* of friendship is  
 A. deep.            B. not real.            C. funny.
- \_\_\_ 7. By thinking about after and effect, you can tell that an *aftereffect* is a  
 A. surprise.            B. decoration.            C. later result.
- \_\_\_ 8. By thinking about habit, you can tell that someone who is *habitually* late is  
 A. never late.            B. sometimes late.            C. almost always late.
- \_\_\_ 9. By thinking about profit, you can tell that a *profiteer's* main interest is  
 A. shopping.            B. making money.            C. helping others.
- \_\_\_ 10. By thinking about break and neck, you can tell that a *breakneck* action is  
 A. dangerous.            B. illegal.            C. amusing.
- \_\_\_ 11. By thinking about system, you can tell that a *systematic* way of doing things is  
 A. sloppy.            B. quick.            C. well planned.
- \_\_\_ 12. By thinking about blabbermouth, you can tell that a person who is *blabbing* is  
 A. laughing.            B. talking.            C. acting strangely.

# Know-How

---

## Context Clues

The **context** of a word is the phrase, sentence, or paragraph in which it appears. A word's context always supplies some clue or clues to its meaning. Sometimes those clues may not be much help, but sometimes they are very helpful.

For example:

He's a *curmudgeon*!

*Curmudgeon* is a noun.

I don't want to act like a *curmudgeon*.

*Curmudgeon* is a noun and probably not something good.

Her bad temper, rudeness, and grumpiness soon gave her a reputation as a *curmudgeon*.

*Curmudgeon* is a noun that means someone who has a bad temper and is rude and grumpy.

The last example for *curmudgeon* actually provides a definition of the word. This occurs sometimes, but a reader usually doesn't get that much help.

A common kind of context clue is one that provides a word that means the same, or almost the same, thing.

For example:

I felt *peckish*, and there were reasons for me to be so irritable.

This suggests that *peckish* and *irritable* are similar in meaning.

Of course I *denounce* that action! Who wouldn't disapprove?

It is clear that someone who denounces something disapproves of it.

Another useful kind of context clue tells you that something is the opposite of something else, or at least quite different.

For example:

Unlike Matt, who was cowardly, Terry was *plucky*.

*Plucky* means something quite different than *cowardly*.

Some of my problems were important, but some were *piddling*.

*Piddling* means something quite different than *important*.

Another way that context clues can help is by giving one or more examples.

For example:

My *mishaps* included twisting my ankle, dropping my homework in the snow, and losing my keys.

These events are all mishaps, so a mishap is probably some sort of unlucky accident.

Frank didn't have a car, so his *conveyance* was usually a bicycle.

"Car" and "bicycle" appear to be examples of conveyances, so a conveyance is probably a vehicle.

Although context clues rarely tell you exactly what a word means, they do often give you an idea about its meaning.

## Exercise

Use context clues to get an idea of what the underlined word means. Write the letter of the word's likely meaning on the line.

- \_\_\_\_\_ 1. We sat down and dug in to a repast of chicken, potatoes, corn, salad, and rolls.

A. rest	C. memory
B. meal	D. conversation
  
- \_\_\_\_\_ 2. I can't help you if you just sigh and groan. Can you verbalize what the problem is? If you tell me about it, maybe I can help.

A. say	C. imagine
B. notice	D. ignore
  
- \_\_\_\_\_ 3. The mother and father robin both carried food to the fledglings in the nest.

A. sticks	C. enemies
B. feathers	D. young birds
  
- \_\_\_\_\_ 4. Barry drove a flashy sports car, wore a diamond ring on his little finger, and gave hundred-dollar tips. He loved to flaunt his wealth.

A. discuss	C. ignore
B. show off	D. increase
  
- \_\_\_\_\_ 5. We expected Jeff to be happy when we told him the news. Instead, it made him melancholy.

A. surprised	C. sad
B. dangerous	D. famous
  
- \_\_\_\_\_ 6. Whether it is a cabin, a mansion, a straw hut, or a high-rise apartment, each person's domicile should be a place of safety.

A. family	C. home
B. school	D. country
  
- \_\_\_\_\_ 7. History is not just about kings and queens, presidents, generals, popes, and other such personages. It should also tell the stories of the common people.

A. men	C. odd characters
B. events	D. important people
  
- \_\_\_\_\_ 8. Lila shook her head in an obdurate way, just as hardheaded as usual.

A. stubborn	C. intelligent
B. agreeable	D. mysterious

# Know-How

## Analogies I

An **analogy** is a way of comparing things that have similar relationships. Here's an example.

A kitten is a baby cat, just as a puppy is a baby dog.

### Exercise A

Fill in the blank with a word that completes each analogy.

1. A girl grows up to be a woman,  
just as a boy grows up to be a \_\_\_\_\_
2. The foot of a dog is called a paw,  
just as the foot of a horse is called a \_\_\_\_\_
3. A pound is a measure of weight,  
just as a mile is a measure of \_\_\_\_\_
4. A group of wolves is called a pack,  
just as a group of cows is called a \_\_\_\_\_
5. Up is the opposite of down,  
just as in is the opposite of \_\_\_\_\_

Those analogies tell how the pairs of things go together. They explain the relationship. Analogies on worksheets and tests don't give all this information. Instead, they usually look like this:

*swamp : wet :: desert : ?*

To complete an analogy like this, you have to figure out how the first two words go together. Make up a sentence that describes the relationship. "A swamp is a place that is wet." Then, think about how to finish the analogy. "A desert is a place that is . . . dry."

**Examples:** *mitten : hand*      A mitten is worn on a hand.  
*sad : happy*              Sad is the opposite of happy.  
*cow : grass*                A cow eats grass.  
*oven : bake*                An oven is used to bake things.

### Exercise B

Write a short sentence that describes the relationship between each pair of words. This exercise continues on the next page.

6. *apple : fruit* \_\_\_\_\_  
\_\_\_\_\_
7. *happy : glad* \_\_\_\_\_  
\_\_\_\_\_
8. *eyes : see* \_\_\_\_\_  
\_\_\_\_\_

9. *hammer : pound* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. *boat : water* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Figuring out the relationship between the first two words is the first step. Then you must find another pair of words that go together the same way. You can do this by putting the new words in the sentence you made up and seeing which ones make sense.

**Example:** *chapter : book :: day :*

- A. night                      C. week  
B. diary                      D. sunrise

**Step 1:** A chapter is part of a book.

- Step 2:** A. A day is part of a night.  
B. A day is part of a diary.  
C. A day is part of a week.  
D. A day is part of a sunrise.

**Step 3:** Answer C is the only one that makes a sensible sentence.

### Exercise C

Choose the word that completes each analogy. Write the letter on the line.

\_\_\_\_ 11. *apple : fruit :: carrot :*

- A. orange                      C. salad  
B. rabbit                      D. vegetable

\_\_\_\_ 12. *happy : glad :: big :*

- A. size                      C. large  
B. small                      D. strong

\_\_\_\_ 13. *eyes : see :: ears :*

- A. hear                      C. head  
B. sound                      D. earring

\_\_\_\_ 14. *hammer : pound :: scissors :*

- A. cut                      C. sew  
B. sharp                      D. paper

\_\_\_\_ 15. *boat : water :: car :*

- A. tire                      C. roads  
B. truck                      D. gasoline



# Know-How

## Analogies 2

There are many kinds of relationships that are used in analogies. Here are some common kinds.

	Examples
A. Synonyms	<i>harm : damage :: guard : protect</i>
B. Antonyms	<i>love : hate :: soothe : upset</i>
C. Part to Whole	<i>violin : orchestra :: singer : choir</i>
D. Worker and Tool	<i>carpenter : hammer :: painter : brush</i>
E. Characteristic	<i>fire : hot :: ice : cold</i>
F. Object and Purpose	<i>saw : cut :: shovel : dig</i>
G. Example	<i>trout : fish :: lion : cat</i>
H. Manner	<i>nibble : eat :: sip : drink</i>
I. Degree or Intensity	<i>warm : hot :: cool : cold</i>

### Exercise A

Decide which type of relationship each word pair involves. Write the letter (from the list above) on the line.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| ___ 1. <i>farmer : plow</i>     | ___ 5. <i>rough : smooth</i>    |
| ___ 2. <i>mule : stubborn</i>   | ___ 6. <i>soap : clean</i>      |
| ___ 3. <i>canoe : boat</i>      | ___ 7. <i>sofa : couch</i>      |
| ___ 4. <i>tired : exhausted</i> | ___ 8. <i>letter : alphabet</i> |

Sometimes, the first two words in an analogy can go together in several ways. You may have to guess about the right way to explain their relationship. You know your guess is right if only one answer choice works. What should you do if more than one answer works?

**Example:** *attractive : beautiful :: afraid :*  
A. sorry                      C. fearless  
B. scared                     D. terrified

**Sentence:** Attractive is a synonym for beautiful.

**Result:** Two answers are correct:  
Afraid is a synonym for scared.  
Afraid is a synonym for terrified.

Only one answer can be the correct one. So what should you do? The solution is to explain the relationship between the first two words more exactly.

**Sentence:** Someone who is extremely attractive is beautiful.

**Result:** Now, only one answer is correct:  
Someone who is extremely afraid is terrified.

**Exercise B**

Choose the word that completes each analogy. Write the letter on the line.

- \_\_\_ 9. *sun : day :: moon :*  
 A. sky                      C. light  
 B. stars                    D. night
- \_\_\_ 10. *arm : elbow :: leg :*  
 A. knee                    C. foot  
 B. thigh                    D. ankle
- \_\_\_ 11. *oak : tree :: rose :*  
 A. thorn                    C. flower  
 B. scent                    D. garden
- \_\_\_ 12. *broom : sweep :: pencil :*  
 A. paper                    C. erase  
 B. write                    D. sharpen

Some analogies require you to choose the whole second pair. You should work this kind the same way, by figuring out how the first pair goes together.

**Example:** *bird : feathers ::*

- A. fish : lake              C. rabbit : fur  
 B. bee : honey            D. horse : gallop

**Answer:**

The description could be "A bird has feathers" or "A bird is covered with feathers." Either way, the only pair that has the same relationship is C.

**Exercise C**

Decide which pair of words completes each analogy. Write the letter on the line.

- \_\_\_ 13. *teacher : classroom ::*  
 A. artist : painting      C. secretary : office  
 B. piano : music        D. student : homework
- \_\_\_ 14. *racket : tennis ::*  
 A. bat : baseball        C. game : sport  
 B. coach : athlete      D. throw : catch
- \_\_\_ 15. *feather : light ::*  
 A. wren : bird            C. person : smart  
 B. steel : hard            D. snack : healthy

# Lesson 1

**aggravate** AG•ruh•vate VERB

1. to irritate or annoy [Don't *aggravate* me by interrupting.]
2. to make worse [Scratching your rash will only *aggravate* the condition.]

**comprehend** kom•pree•HEND VERB

to understand fully [Do you *comprehend* my instructions?]

**cower** KOW•ur VERB

to crouch and tremble; to shrink back in fear or because of pain [Whenever the cruel king was angry, all his servants would *cower*.]

**endure** en•DUR VERB

1. to last; to continue to exist [Did your house *endure* the earthquake?]
2. to put up with or bear; to show lasting strength [I don't think I can *endure* any more complaints.]

**frugal** FROO•gul ADJECTIVE

thrifty; not wasteful [My *frugal* parents often serve leftovers.]

**futile** FYOO•tul ADJECTIVE

useless, worthless, or hopeless; not effective [Our efforts to put out the fire were *futile*.]

**immense** ih•MENCE ADJECTIVE

huge; enormous [Blue whales are *immense* creatures.]

**insufficient** in•suh•FISH•unt ADJECTIVE

not as much as is needed [A light jacket is *insufficient* on a freezing day.]

**laborious** lah•BOR•ee•us ADJECTIVE

involving or requiring labor or much hard work; difficult [Plowing rocky soil is a *laborious* job.]

**malice** MAL•us NOUN

the desire to harm another; ill will [It is reasonable to fear someone who shows *malice* toward you.]

**parasite** PAIR•uh•site NOUN

1. a plant or animal that lives on (or within) another from which it gets food [A flea is a *parasite*.]
2. one who lives at another's expense without contributing anything of value [Uncle Ed is a *parasite* who expects Grandma to support him.]

**predicament** pree•DIK•uh•munt NOUN

a difficult or unpleasant situation [Our flat tire put us in a *predicament*.]

**scoff** SKOF VERB

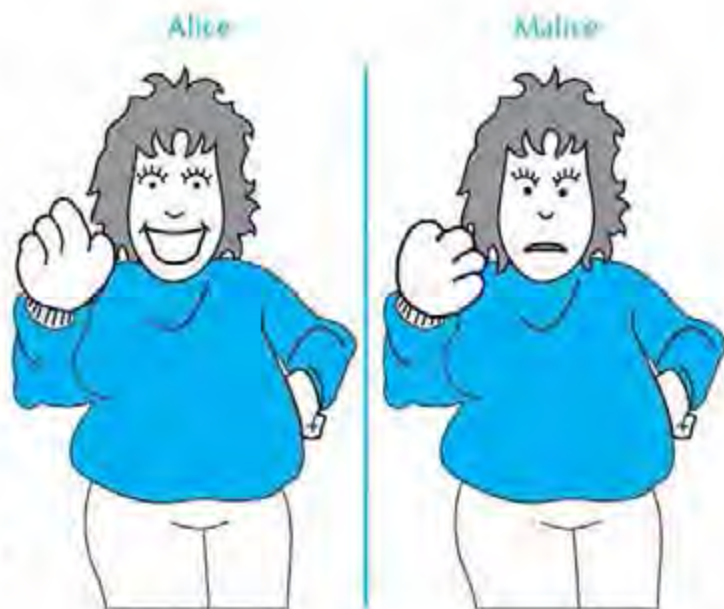
to show scorn; to look down on or make fun of someone or something [People used to *scoff* at early automobiles, but that attitude didn't last.]

**trivial** TRIV•ee•ul ADJECTIVE

not valuable or important [Let's not argue about *trivial* things.]

**unanimous** yoo•NAN•uh•mus ADJECTIVE

in (or based on) complete agreement [The group's decision was *unanimous*.]



**Exercise A: Synonyms**

Write the **Word** that best completes each sentence.

1. If you are "up a creek without a paddle," you're in a \_\_\_\_\_. \_\_\_\_\_
2. Someone who believes in "waste not, want not" is \_\_\_\_\_. \_\_\_\_\_
3. If you make a situation "go from bad to worse," you \_\_\_\_ it. \_\_\_\_\_
4. Something that is "big as a house" or "jumbo" is \_\_\_\_\_. \_\_\_\_\_
5. A task that is an "uphill battle" or "easier said than done" is \_\_\_\_\_. \_\_\_\_\_
6. When a group of people "see eye to eye," their decision is \_\_\_\_\_. \_\_\_\_\_
7. If you "get it," "catch on," or "see the light," you \_\_\_\_ it. \_\_\_\_\_
8. If you "poke fun" at something or "look down your nose," you \_\_\_\_\_. \_\_\_\_\_
9. If you "hang in there" and "stick it out," you will \_\_\_\_\_. \_\_\_\_\_
10. If something is "no big deal" or "makes no difference," it is \_\_\_\_\_. \_\_\_\_\_

**Exercise B: Other Forms of Words**

Use what you know about the **Words** to choose the correct answers.

- \_\_\_\_ 11. If a team **unanimously** decides to buy new uniforms, how many people vote no?  
A. none                      B. only a few                      C. almost half
- \_\_\_\_ 12. Which kind of track event requires the most **endurance**?  
A. high jump                      B. 2-mile race                      C. 50-meter sprint
- \_\_\_\_ 13. Which words would probably be spoken by a **cowering** person?  
A. "Oh, yeah?"                      B. "I can't wait!"                      C. "Don't hurt me!"
- \_\_\_\_ 14. Who are most likely to behave **maliciously** toward each other?  
A. friends                      B. enemies                      C. co-workers
- \_\_\_\_ 15. If you are **insufficiently** fed, how do you feel?  
A. stuffed                      B. hungry                      C. comfortable
- \_\_\_\_ 16. What would you be most likely to think of as an **aggravation**?  
A. a constant itch                      B. a burning house                      C. a birthday cake
- \_\_\_\_ 17. Which of these things is supposed to measure **comprehension**?  
A. a yardstick                      B. a bathroom scale                      C. a classroom test

**Questions:** What do you call a rule that answers important questions?

### Exercise C: Questions

Write the **Word** that best answers the question.

18. What does the saying "A penny saved is a penny earned" encourage people to be?  
\_\_\_\_\_
19. What are you in when your boat springs a leak a long way from shore?  
\_\_\_\_\_
20. What do the two sides involved in a feud usually feel toward each other?  
\_\_\_\_\_
21. If a big dog starts growling and snapping at a puppy, what is the puppy likely to do?  
\_\_\_\_\_
22. When a teacher explains something, what does he or she hope the students will do?  
\_\_\_\_\_
23. What kind of creature is a tick (or a person who behaves like one)?  
\_\_\_\_\_
24. If you got a sunburn, what kind of protection did you get from your sunscreen lotion?  
\_\_\_\_\_
25. What kind of job would it be to scrub the kitchen floor on your hands and knees?  
\_\_\_\_\_

### Exercise D: Antonyms

Write the **Word** that is an antonym for each word.

26. effective \_\_\_\_\_
27. easy \_\_\_\_\_
28. admire \_\_\_\_\_
29. collapse \_\_\_\_\_
30. provider \_\_\_\_\_
31. enough \_\_\_\_\_
32. important \_\_\_\_\_
33. soothe \_\_\_\_\_
34. wasteful \_\_\_\_\_
35. tiny \_\_\_\_\_

### Exercise E: Writing

An "exercise in *futility*" is an effort that just won't succeed, no matter what! It could be asking a bully to "play nice" or trying to patch a leaky roof with Scotch tape. On your own paper, describe what you think would be a **futile** effort, or an exercise in futility. Use **THREE Words** in your description.

There are days when homework seems laborious and trying to concentrate is an exercise in futility.



### Quick LIST

aggravate V.	endure V.	immense ADJ.	malice N.	scoff V.
comprehend V.	frugal ADJ.	insufficient ADJ.	parasite N.	trivial ADJ.
cower V.	futile ADJ.	laborious ADJ.	predicament N.	unanimous ADJ.

## Exercise F: Fill-In

Write the **Word** that best completes each sentence. Use each word only once.

36. Lily talked awhile about \_\_\_\_\_ matters before telling her friend the big news.
37. Robbie is not a \_\_\_\_\_; he always does his fair share of work around the house.
38. The crowd at the championship game was \_\_\_\_\_ and filled the gymnasium.
39. I can't \_\_\_\_\_ anything my neighbors say because they speak German and I don't.
40. Tina's parents were \_\_\_\_\_ for many years so that they could send her to college.
41. If my family had to plan a vacation based on a \_\_\_\_\_ decision, we would never go anywhere!
42. I don't mind setting the table, but I hate \_\_\_\_\_ jobs like scrubbing the kitchen floor.
43. It's unkind to \_\_\_\_\_ at people who are doing the best they can.
44. It was a feeling of \_\_\_\_\_ that made someone put a big scratch on our car with a key.
45. Farmers face hardships when there is \_\_\_\_\_ rain during the growing season.
46. Ben made many \_\_\_\_\_ attempts to make his stubborn horse trot.
47. Mia was in a \_\_\_\_\_ when she locked herself out of the house on a freezing cold day.
48. I thought that making noise might \_\_\_\_\_ my mother's headaches, so I tried to keep quiet.
49. A child who is not used to horses might \_\_\_\_\_ when one approaches, even if it's friendly.
50. The ability of the United States to \_\_\_\_\_ was in doubt during the Civil War.



Alice with an immense pencil



A guy with an insufficient supply of hair



A super guy who never cowers