

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 or meanings 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 Student Book includes eight “Know-How” lessons (six on basic word-attack strategies and two dealing with test-format analogies) and thirty word lessons, each teaching fifteen words. Lessons 10 and 20 teach “Words You Thought You Knew,” which include homographs of familiar words and more difficult meanings of words students already know.

In addition to answer keys for the Student Book, the Teacher Guide offers word histories, structural analyses, comments on usage, and pronunciation hints. There are also a few exercises for the class, a few

jokes we couldn't find room for in the Student Book, and a few jokes 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

Words to Go! teaches words and meanings 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*, *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*. Respellings are not given for the words in Lessons 10 and 20.

Part of Speech. Most words taught are nouns, verbs, or adjectives. Lessons 24 and 25 each teach five adverbs that 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. Occasional “Other Forms of Words” exercises help them become more efficient in word acquisition; having learned a particular adjective, for example, they find that have also learned the noun formed from it. Some lessons include a brief writing exercise that involves using words from that 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. What might be ancillary is, instead, part and parcel of the product. More important, *Words to Go!* is not itself ancillary to any other product. Words are included because they are widely applicable and particularly worth knowing, not because they happen to appear in any other specific product.

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; in fact, forms of these exercises appear as writing assignments in two of the lessons.

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

[This could result in a sentence such as “Because my *adversary* kept hinting that an attack was *imminent*, we had *plenteous* reasons not to *tarry*.”]

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

[This could result in a sentence such as “It was *impulsive* of the girl to challenge such an *invincible* foe, but even a *lowly* servant enjoys the *novelty* of making an *outrageous* statement now and then.”]

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*. There is no good way, however, to differentiate the soft *th* in *thing* from the hard *th* in *there*; we settled on th for the hard sound. In Lesson 6, the long *i* in *livelihood* defeated us, and we added a note below the respelling to explain that it has the same sound as in *life*.

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 that you may or may not wish to share with students. You will also 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

Marilyn Kay Johnson

*Waitress and Beauty Queen
Tomtom, Texas*

Honey, when I was in the Miss Texas pageant in '88, I was so gosh darned glad I'd studied **Words to Go!** in night school.



George G. George III

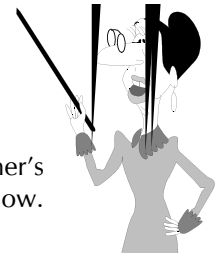
*President and CEO
Milicon Valley, Maine*

Words to Go! made me the success I am today, and the vast fortune I inherited had nothing to do with it!

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. cover
2. king
3. value
4. beauty
5. trust
6. annoy
7. care
8. love
9. view
10. notice

Exercise B

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

Exercise C

16. dict
17. sight
18. real
19. mot
20. taste

Exercise D

Wording of meanings will vary; sample answers follow.

21. pop
people
22. bold
give courage to
23. stop
a stopping
24. dict
saying
25. cure
ability to cure

PREFIXES, pages 4–5

Exercise A

1. multi
2. dis
3. trans
4. semi
5. inter

Exercise B

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

Exercise C

11. B
12. A
13. B
14. C
15. C
16. A
17. C
18. A
19. B
20. B

Exercise D

21. B
22. B
23. C
24. A
25. C

SUFFIXES, pages 6–7

Exercise A

1. ic
2. age
3. ation
4. ative
5. ry

Exercise B

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

Exercise C

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

Exercise D

- Sentences will vary.*
16. breakage
 17. informative
 18. experimentation
 19. individualism
 20. fakery

HOMOGRAPHS, pages 8–9

Exercise A

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

Exercise B

5. flags
6. junk
7. mail
8. waxed

Exercise C

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

**USING WHAT
YOU KNOW**, pages 10–11

Exercise A

Wording of meanings will vary; sample answers follow.

1. permanent
not lasting
2. trap
to put in a trap
3. false
to make false

Exercise B

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

**USING CONTEXT
CLUES**, pages 12–13

Exercise

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

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

1. foot
2. feathers
3. happy
4. fruit
5. dollar

Exercise B

Wording will vary; sample answers follow.

6. A clock tells the time.
7. Guilty is the opposite of innocent.
8. A train goes on tracks.
9. A home for a bee is a hive.
10. A chair is something you sit on.

Exercise C

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

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

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

Exercise B

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

Exercise C

13. B
14. C
15. A

Answers

Exercise A

- 1. I
- 2. G 6. B
- 3. E 7. D
- 4. A 8. F
- 5. H 9. C

Exercise B

- 10. commonplace
- 11. queue
- 12. shameless
- 13. lure
- 14. slander
- 15. wholesome

Exercise C

- 16. commonplace
- 17. infallible
- 18. shameless
- 19. attentive

Exercise D

- 20. antiseptic
- 21. queue
- 22. befuddle
- 23. wholesome
- 24. revive
- 25. infallible
- 26. flamboyant
- 27. jaunt

Exercise E

- 28. wholesome
- 29. disruption
- 30. antiseptic
- 31. jaunt
- 32. revive
- 33. slander
- 34. attentive
- 35. laden

Exercise F

- 36. jaunt
- 37. lure
- 38. revive
- 39. commonplace
- 40. antiseptic
- 41. disruption
- 42. shameless
- 43. attentive
- 44. queue
- 45. befuddle
- 46. wholesome
- 47. slander
- 48. infallible
- 49. laden
- 50. flamboyant

Word Parts: *Befuddle*

See Lesson 11, *Berate*.

Word Parts: *Disruption*

When one learns that the Latin root *rupt* means “to break” and *dis-* means “apart,” it becomes clear why a disruption is bothersome. It causes a break in the orderly course of things. This root is also found in *abrupt*, *corrupt*, *erupt*, *interrupt*, and *rupture*.

History: *Flamboyant*

Flamboyant comes from the French *flambe*, meaning “flame.” Originally, it was used to describe anything with a flame-like appearance, such as objects decorated with a design resembling flames or having the colors of autumn leaves.

History: *Queue*

Question 1: Is it redundant to say that one is at the tail end of a queue? Answer: At one time, perhaps, when *queue* meant “a tail.” Our current meaning developed in the 1700s when the word began to be used figuratively. Question 2: Isn’t that second *ue* redundant? Answer: Yes. Blame the French.

Word Parts: *Revive*

Attaching the *re-* prefix to the Latin root *vive* (“to live”) provides the meaning “to live again.” The root is also found in *vivid* (taught in Lesson 12), *convivial*, *survive*, and *vivacious*. Further, it’s closely connected to *vit* (“life”), which is found in *vital*, *vitality*, *vitamin*, and *revitalize*.

Usage: *Shameless*

Shameless is a good example of the power of connotation. One who is shameless is not simply without shame; he or she is without the shame that should be, but isn’t, felt. As a result, the use of the word is negatively judgmental. Thus, the clichéd “shameless hussy” is twice condemned.

UNIT 1 Lesson TestsTest 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. D	1. B	1. L	1. B	1. C
2. A	2. I	2. C	2. H	2. G
3. I	3. G	3. J	3. E	3. E
4. F	4. C	4. E	4. I	4. I
5. B	5. F	5. B	5. G	5. B
6. H	6. D	6. N	6. C	6. D
7. C	7. A	7. I	7. A	7. H
8. E	8. E	8. D	8. F	8. F
Part B	Part B	Part B	Part B	Part B
9. B	9. C	9. O	9. A	9. B
10. A	10. C	10. K	10. C	10. A
11. A	11. B	11. H	11. A	11. B
12. A	12. A	12. G	12. A	12. A
13. B	13. C	13. F	13. C	13. C
14. C	14. C	14. A	14. B	14. B
15. A	15. A	15. M	15. B	15. A
Part C	Part C	Part C	Part C	Part C
16. A	16. C	16. D	16. D	16. B
17. D	17. D	17. D	17. C	17. D
18. A	18. A	18. A	18. A	18. C
19. B	19. C	19. C	19. B	19. D
20. B	20. D	20. A	20. D	20. B

Unit 1 TestTest Booklet pages 38–39 • *50 questions, 2 points each question*

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