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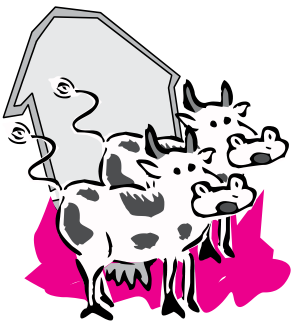
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MADGE: They teach cow in Lesson 10!
Isn't that sweet?

ISABEL: They told you not to peek ahead.

MADGE: Don't be silly! They can't frighten me or take away my spirit or make me timid!

ISABEL: In other words, they can't cow you.

MADGE: How can they? I'm *already* a cow.

ISABEL: Yes, Madge, a mad cow.



Good morning, class! Did you all have a nice vacation? I hope so, because we have words to learn. We have many words to learn. In fact, I don't know how I can possibly teach so many words! There's only so much time— (Stop, Molly! Take a breath. Remember what Grandma says! . . . There, I feel better.) Okay, now, here is how we're going to do it.

- **Neat words.** This book has many words you don't know and some you may know. For all of them, you'll see their most common meanings and sample sentences using them.
- **Easy Pronunciations.** The words are respelled in a way that's easy to understand. I don't know about you, but those symbols that most of the dictionaries use just seem silly.
- **Fun Exercises.** Yes, there are three pages of exercises in each lesson, but they're fun! There are also "Know-How" lessons to give you know-how for what you don't know, um, how.
- **Good Jokes.** They're really funny. Well, except for that one about teachers. And one or two that I didn't quite get. (*Breathe, Molly, breathe!*)

So take out a pen or pencil. Take out some lined paper. Line them up neatly on your desk. Neatness counts, as my grandmother always says.

Now, we've got . . . let's see, 30 lessons with 15 words apiece. So that's, um, 450,000 words. No, no, no, it's 45,000 . . . No, um . . . (*Relax, Molly. Some people just aren't good at multiplication. You're good at . . . being neat. You're nervous, but you're neat.*) Okay, who can tell me how many words are in this book?

- A. 30
- B. 450
- C. 1,530
- D. a whole bunch

Actually, that's a trick question because the answer depends on what *words* means. From now on, this book uses **Word** or **Words** when it means the words you're supposed to learn. For example, if it says "write the **Word** that best answers the question," you write the one that best answers the question. Um, got that? Good. Anyway, the answer is 450 **Words**.

Now, to see what's in store for you, read what a few of my former students said. (*It's okay, Molly. It's only your second year of teaching, but there's no way for these eighth-graders to know that.*)

Ulysses S. Granite, Student, 9th Grade
My teacher's acquisition of **Words to Go!** and her unswerving devotion to this invaluable program deserve high acclaim. You go, girl!

Frank S. Key, Student, 9th Grade
Vocabulary books had always left me apathetic, testy, disgruntled, or just plain bored. So when I first saw **Words to Go**, I winced. I cringed. I ranted. I recoiled. I chafed with indignation. I envisioned yet another heart-rending education fiasco. Now, subsequent to completing the book, I say with contrite humility, boy, was I wrong!

Harriet S. Truman, Student, 9th Grade
I liked **WTG AWB**. (That's "a whole bunch.")

Okay, let's all take a deep breath and **get going!**

Miss Molly Morgenstern teaches eighth grade at Salamander School in Okra, Oklahoma.

Know-How

Base Words and Roots

Some words, such as *move*, have only one part. Some, such as *removable*, have several. Every word, short or long, has a main part. This main part is either a “base word” or a “root.”

A **base word** is a whole word that can be used to make other words. For example, *agreement*, *disagreement*, and *agreeable* all contain the base word *agree*. Therefore, each word involves the meaning of *agree*. Not every short word that is seen in a longer one is a base word. For example, in *rebellion*, the base word is *rebel*. Although *bell* and *lion* can be seen, neither one is a base word in *rebellion* because it is not built from either one.

Adding a word part to the end of the base word may slightly change the spelling at the end of the base word. *Happy* is the base word in *happiness*, and *serve* is the base word in *servant*.

Exercise A

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

1. repayment _____
2. uncomfortable _____
3. precaution _____
4. international _____
5. governmental _____
6. misbehavior _____
7. classification _____
8. enjoyment _____
9. capitalization _____
10. infrequently _____

If the main part of a word is not a whole word, it is called a **root**. For example, the root of *ridicule* is the root *rid*, which means “to laugh.” English has roots that come from many different languages, but the two most common ones are Greek and Latin.

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

ROOT	MEANING	EXAMPLES
aud	hear	auditorium, audience
cert	sure	certain, certificate
mand	order	command, demand
pend, pens	hang	suspend, pendulum
sens, sent	feel	sensitive, sentimental

Exercise B

Use the table to answer these questions.

- ___ 11. One animal with *pendulous* ears is
A. a hawk. B. a horse. C. an elephant.
- ___ 12. A person's *auditory* nerves are found in his or her
A. nose. B. ears. C. backbone.
- ___ 13. To *ascertain* a fact, you might
A. repeat it. B. look it up. C. write it down.
- ___ 14. An example of something that is *sentient* is a
A. rock. B. daisy. C. moose.
- ___ 15. One thing people do because it is *mandatory* is
A. pay taxes. B. watch TV. C. give birthday presents.

Exercise C

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

- 16. demand _____
- 17. audition _____
- 18. unlikeable _____
- 19. appendix _____
- 20. partial _____

Exercise D

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

- 21. The soldiers wondered what the general's mandate would be.

- 22. Mallory's report of what had happened was credible.

- 23. The speech referred to Norman's meritorious actions.

- 24. Lily had a combative attitude that surprised us.

- 25. Trevor declared with certitude that Lydia was dishonest.

Know-How

Prefixes

A **prefix** is a word part that is added to the beginning of a base word or a root and that changes its meaning in some way. For example, adding *en-* to *courage* creates *encourage*. Adding *dis-* creates *discourage*. Prefixes are often easy to recognize when they are added to whole words that you know.

Exercise A

Write the prefix contained in each word on the line next to the word.

- | | | | |
|---------------|-------|---------------|-------|
| 1. untie | _____ | 6. impure | _____ |
| 2. prepay | _____ | 7. transplant | _____ |
| 3. enlarge | _____ | 8. enable | _____ |
| 4. defrost | _____ | 9. antiwar | _____ |
| 5. semicircle | _____ | 10. monotone | _____ |

By thinking about how *semi-* changes the meaning of *circle*, you can get a pretty good idea of what *semi-* must mean. You can then use that knowledge when you come across *semi-* at the beginning of other words.

Thinking about what prefixes mean in familiar words such as those above can help you figure out the meanings of unfamiliar words.

Exercise B

Use prefix meanings that you know to figure out what these words mean. Write a meaning for each word.

- | | |
|-------------------|-------|
| 11. unburden | _____ |
| 12. preexisting | _____ |
| 13. enfeeble | _____ |
| 14. devalue | _____ |
| 15. semiconscious | _____ |

A prefix that is attached to a root instead of a base word works the same way—it modifies the meaning of the root. Many prefixes, such as *trans-* (which means “across or over”), may be attached to either a base word or a root.

Exercise C

For each word, decide whether *trans-* is attached to a base word or a root. Circle the correct answer.

- | | | |
|-----------------|------------------|-------------|
| 16. transplant | <i>base word</i> | <i>root</i> |
| 17. transfer | <i>base word</i> | <i>root</i> |
| 18. translation | <i>base word</i> | <i>root</i> |
| 19. transform | <i>base word</i> | <i>root</i> |
| 20. transmit | <i>base word</i> | <i>root</i> |

Some prefixes have only one meaning, but many prefixes have more than one. For example, *im-* can mean “not” or “in or into.”

Exercise D

Circle the meaning that *im-* has in each word.

- 21. imprison “not” “in or into”
- 22. impure “not” “in or into”
- 23. immature “not” “in or into”
- 24. immigrate “not” “in or into”
- 25. import “not” “in or into”

More often than not, prefixes are attached to roots, not to base words.

Here are a few roots that often have prefixes attached to them.

ROOT	MEANING
pel	to drive
tract	to pull; to drag
ject	to throw

Here are a few common prefixes that are found in many words.

PREFIX	MEANING
dis	apart; away
ex	from; out
pro	forward; ahead; forth
re	back

Exercise E

Form a word for each meaning by attaching one prefix to one root.

- 26. to throw back _____
- 27. to drive forward _____
- 28. to pull out _____
- 29. to drive away _____
- 30. to pull back _____
- 31. to drive out _____
- 32. to throw forward _____
- 33. to pull away _____
- 34. to drive back _____
- 35. to drag forward _____

Know-How

Suffixes

A **suffix** is a word part that is added to the end of a root or base word and that changes its meaning in some way. The change may be a big one, as when *-less* is added to *hope* or *fear*, but this is rare. Most suffixes just modify a word's meaning, often by changing the tense or part of speech. For example, *laugh* can become *laughed*, *laughter*, or *laughingly*.

A word's spelling may change slightly when a suffix is added. To make *love* into *lovable*, the *e* is dropped before *-able* is added. The *y* in *lovely* becomes an *i* to make *loveliness*. The *p* in *stop* is doubled to make *stopped* (to keep the short *o*). Also, some suffixes may or may not include an extra letter. To tame an animal is to *domesticate* it, but to stress a thing is to *accentuate* it (involving an extra *u*).

Exercise A

Each of these words contains a base word and a suffix. Write the suffix on the line next to each word.

1. national _____
2. productive _____
3. capitalize _____
4. friendship _____
5. mysterious _____

Suffixes are often added to roots instead of to whole words. For example, *purify* contains the base word *pure*. (The *e* is dropped when *-ify* is added.) But *qualify* adds *-ify* to *qual*, not to a root.

Exercise B

Circle the word in each group that contains a suffix attached to a root instead of to a base word.

6. relaxation accusation salvation
7. apologize utilize legalize
8. hospital fictional personal
9. fertility activity dignity
10. fugitive sensitive competitive

In order to understand words that have suffixes, you must recognize the suffixes. Even if you don't know exactly what they mean, it helps to realize that they are there. This allows you to look at the base word or the root, which can give you a good clue to a word's meaning. For example, if you know that *-ous* is a common suffix, you can guess that *scandalous* was formed by adding *-ous* to *scandal*.

Exercise C

Find the part of each word that is NOT part of the suffix. Write this word part on the line.

11. customary (minus *-ary*) _____
12. magnitude (minus *-tude*) _____
13. terrorize (minus *-ize*) _____
14. mystify (minus *-ify*) _____
15. minimize (minus *-ize*) _____

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

SUFFIX	MEANING	EXAMPLES
ary	relating to or connected with	imaginary, complimentary
ate	to cause to be	activate, decorate
ee	receiver of action or one who is	absentee, employee
istic	relating to	realistic, artistic
ition	act, condition, or result of	addition, competition

Exercise D

Write the letter of the word that matches each clue.

- A. simplistic
- B. cautionary
- C. supposition
- D. addressee
- E. differentiate

- ___ 16. This is the person who is supposed to receive a letter or package.
- ___ 17. This describes an approach that fails to see how complex a problem is.
- ___ 18. This describes a comment or story that contains a warning.
- ___ 19. This is what you do when you distinguish between things.
- ___ 20. This is something you don't know for sure but you think is true.

Exercise E

Use what you know about suffixes and base words or roots to complete each statement.

- ___ 21. A *momentary* pause is one that is
 A. brief. B. necessary. C. unexpected.
- ___ 22. An *examinee* is someone who
 A. needs help. B. tells a story. C. takes a test.
- ___ 23. An *individualistic* response is one that is
 A. wise. B. personal. C. required.
- ___ 24. To *liberate* an animal would be to
 A. free it. B. train it. C. protect it.
- ___ 25. When you act on your own *volition*, you act
 A. by choice. B. foolishly. C. in a sneaky way.

Know-How

Homographs

Some words, called **homographs**, have the same spelling although they have different meanings. (The word *homograph* comes from roots meaning “same” and “to write.”). When both or all of the meanings of these words are familiar to you, they usually don’t cause confusion.

Exercise A

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

1. Can fighters with spears defeat ones with superior arms?
A. weapons
B. limbs on the upper body
2. Before going out, please put on a fresh shirt.
A. rude, sassy, or too bold
B. not worn or soiled; clean
3. Dolores has a small mole on one side of her forehead.
A. a dark spot on the skin
B. a small, burrowing mammal
4. Pupils get larger in dim light and smaller in bright light.
A. dark openings in the center of the eyes
B. people learning from a teacher or expert

Sometimes a word that looks familiar doesn’t make sense in a particular sentence. For example, “I got ready to *tender* my apology.” Clearly, *tender* does not mean either “easily chewed” or “softly affectionate.” It isn’t even used as an adjective. It must have another meaning, and indeed it does. *Tender* can mean “to offer or present for acceptance.”

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. All period, we discussed the content of the chapter, so now I know about the British practice of impressing American sailors.

6. A row of fans waited to fawn over the movie star.

7. Did the rock just graze you, or did you get knocked down?

8. It was a lie and a base attempt to hide the truth.

Although a dictionary will provide the meanings for homographs, you still have to decide which word and which meaning is the one you need to know. Look at these sample dictionary entries for what the word *mean* can mean.

mean¹ verb 1. to intend; to have in mind [*I mean to leave immediately.*] 2. to express; to stand for or indicate [*What did you mean by giving me that look?*] 3. to say truly; to speak or act sincerely [*When you hugged her, did you mean it?*] 4. to have a certain amount of importance [*My family means a great deal to me.*]

mean² adjective 1. unkind [*Don't be mean to your little brother.*] 2. stingy [*to be mean with one's money*] 3. skillful; expert [*She can play a mean game of tennis.*]

Exercise C

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

- A. **mean¹**, definition 1
- B. **mean¹**, definition 2
- C. **mean¹**, definition 3
- D. **mean¹**, definition 4
- E. **mean²**, definition 1
- F. **mean²**, definition 2
- G. **mean²**, definition 3

- ___ 9. How much does freedom *mean* to you?
- ___ 10. Don't be *mean* in how much of a donation you give.
- ___ 11. Rocco *means* to be a doctor someday.
- ___ 12. Deborah's *mean* remark hurt Sheila's feelings.
- ___ 13. That gesture from the umpire *means* the runner is out.
- ___ 14. Are you kidding, or do you *mean* it?
- ___ 15. Their best player has a *mean* jump shot from the three-point line.

Know-How

Using What You Know

When you come across an unfamiliar word, there are several ways to find out its meaning. Two of the best are to ask someone who knows or look it up in a dictionary. Those methods are not always available, but something else is—your own knowledge. You can often get at least a good idea of a word’s meaning by using what you already know.

If you had to learn every single word one at a time, it would take forever. Luckily, most words have connections to other words. You can use those connections.

Example: *disallow* = *dis* + *allow*
allow means “permit”
disagree means “not agree”
disallow means “not allow”

So, if a judge *disallows* some piece of evidence during a trial, the judge refuses to allow it to be used. Sometimes, even if parts of a word are familiar, you won’t be able to figure out exactly what the word means. However, you may be able to get a good idea about its meaning. Look at it carefully to see if you recognize any parts of it.

Example: *circumspect* = *circum* + *spect*
circum is found in *circumference*—the distance around a circle
spect is . . . a root. It’s in *inspect*, *spectacles*, and *spectator*, and it has to do with seeing or looking.
circumspect . . . “around looking?” That doesn’t make sense. How about “looking around”?

If you read the sentence, “A banker must be *circumspect*,” the idea of “looking around” would make some sense. A banker—or anyone else—who is looking around is cautious and careful, and that’s exactly what *circumspect* means.

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. dethrone _____

Think about *defrost*. What might *dethrone* mean?

2. interstate _____

Think about *international*. What might *interstate* mean?

3. unmask _____

Think about *untie*. What might *unmask* mean?

Unfamiliar words aren't always long, and they can't always be broken up into familiar parts. Still, you can often get a lot of help by thinking about words that 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.

- ___ 4. By thinking about combat, you can tell that a *combatant* is someone who is
 A. running. B. fighting. C. pretending.
- ___ 5. By thinking about ammunition, you can tell that *munitions* could include
 A. rifles. B. shovels. C. pots and pans.
- ___ 6. By thinking about error, you can tell that to *err* is to make
 A. a list. B. a mistake. C. an effort.
- ___ 7. By thinking about impossible and penetrate, you can tell that something that is *impenetrable* cannot be
 A. seen. B. imagined. C. cut through.
- ___ 8. By thinking about desire, you can tell that someone who is *desirous* of food feels
 A. full. B. hungry. C. disgusted.
- ___ 9. By thinking about saliva, you can tell that if something makes you *salivate*, your
 A. eyes sting. B. head hurts. C. mouth waters.
- ___ 10. By thinking about endure, you can tell that something that has *durability* will
 A. last. B. break. C. disappear.
- ___ 11. By thinking about penalty, you can tell that a *penal* institution is a
 A. prison. B. hospital. C. university.
- ___ 12. By thinking about nonsense and existence, you can tell that a thing that is *nonexistent* is
 A. huge. B. brand new. C. only imaginary.

Know-How

Context Clues

Except in something like a spelling list, a word almost always appears in a paragraph, sentence, or phrase. These other words that are used with the word are its **context**. The context of a word always supplies some sort of clue to its meaning. At the very least, a reader can tell what part of speech the word is by the way it's used. And sometimes a great deal more information is provided.

For example:

Was that a *prevarication*?

Prevarication is a noun.

I will be upset if I hear a *prevarication* from him.

A *prevarication* is something that probably isn't good.

His remark was designed to hide the truth, and this *prevarication* angered me.

Prevarication is a noun that means "a statement made to hide the truth."

The last example for *prevarication* actually provides a definition of the word. Context clues do not often provide this much help, but they do occasionally.

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

For example:

Time will *efface* the sign as wind and rain slowly erase the words.

This suggests that *efface* and *erase* are similar in meaning.

Ramsey's *exertion* left him gasping, for he was not used to making such a considerable effort.

This makes it clear that an *exertion* is a considerable effort.

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

For example:

Michelle tried to *dissuade* me, but everyone else encouraged me.

To *dissuade* someone is very different from encouraging someone.

Matsuo doesn't *loathe* cats; on the contrary, he loves them!

Loathe and *love* must have opposite meanings.

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

For example:

The way they lied, cheated, stole, and bullied smaller children made me wonder if they had any *ethics* at all.

Lying, cheating, stealing, and bullying are all bad things to do, so *ethics* are probably similar to morals.

The *maladies* included measles and chicken pox in the children; arthritis and heart problems in the elderly; and colds and flu in all groups.

The things mentioned are illnesses, so a *malady* is almost certainly an illness.

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. Nowadays, dentists are able to desensitize the area of your mouth they need to work on, so drilling and filling teeth doesn't hurt.
 A. numb C. identify
 B. examine D. thoroughly clean
- ___ 2. Most club members went along with the plan, but Claire dissented.
 A. voted C. disagreed
 B. joined D. left quickly
- ___ 3. Please apprise Ms. Welch as soon as possible; Mr. Okada also wants to be notified.
 A. hire C. relieve
 B. inform D. interview
- ___ 4. Noah took the paper in a surreptitious way so that no one else would notice.
 A. selfish C. dramatic
 B. sneaky D. annoying
- ___ 5. Gardening, painting watercolors, making birdhouses, and collecting stamps were Casey's avocations.
 A. fears C. chores
 B. goals D. hobbies
- ___ 6. Reese was indigent as a young man, but his cleverness and hard work eventually made him wealthy.
 A. poor C. foolish
 B. stubborn D. spoiled
- ___ 7. He was most interested in the fauna of the region; its bears, deer, birds, rabbits, and raccoons all fascinated him.
 A. climate C. history
 B. customs D. animals
- ___ 8. The two nations had been adversaries for more than a hundred years—working against each other's goals and, from time to time, exploding into war.
 A. friends C. enemies
 B. neighbors D. democracies

Know-How

Analogies 1

An **analogy** is a way of comparing things that have similar relationships.

Example: A baby deer is called a fawn, just as a baby sheep is called a lamb.

Exercise A

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

1. A maple is a type of tree,
just as a tulip is a type of _____
2. A cup is half of a pint,
just as a nickel is half of a _____
3. Dry is the opposite of wet,
just as short is the opposite of _____
4. Hamburger comes from a cow,
just as bacon comes from a _____
5. Gold is a precious metal;
just as a diamond is a precious _____

The above analogies tell what the relationship is. The analogies you will see on worksheets and tests usually do not provide this information. Instead, they usually look like this:

bird : flock :: horse : ?

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 group of birds is called a flock." (Sometimes you will need to add an *s* to a word, as with *birds*.) Then think about how to finish the analogy. Use the same "explanation" words. "A group of horses is called a herd."

Examples:

<i>car : garage</i>	A shelter for a <u>car</u> is a <u>garage</u> .
<i>chapter : book</i>	A <u>chapter</u> is part of a <u>book</u> .
<i>angry : furious</i>	Someone extremely <u>angry</u> is <u>furious</u> .
<i>stapler : fasten</i>	A <u>stapler</u> is used to <u>fasten</u> things

Exercise B

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

6. *attic : top* _____

7. *old : young* _____

8. *boat : water* _____

9. *robin : worm* _____

10. *shoe : foot* _____

Analogies involve two relationships, not just one, and those two relationships must be the same. So, after you figure out the relationship between the first two words, 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: *violin : orchestra :: shirt :*
 A. cloth C. pants
 B. button D. wardrobe

Step 1: A violin is part of an orchestra.

Step 2: A. A shirt is part of a cloth.
 B. A shirt is part of a button.
 C. A shirt is part of a pants.
 D. A shirt is part of a wardrobe.

Step 3: Answer D 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. *painter : brush :: carpenter :*
 A. house C. wall
 B. hammer D. worker

____ 12. *tiptoe : walk :: whisper :*
 A. talk C. giggle
 B. sneak D. scream

____ 13. *lettuce : head :: bread :*
 A. flour C. loaf
 B. butter D. bakery

____ 14. *hide : reveal :: scold :*
 A. frown C. like
 B. criticize D. praise

____ 15. *beagle : dog :: canary :*
 A. bird C. cage
 B. song D. feathers

Know-How

Analogies 2

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

	Examples
A. Synonyms	<i>help : assist :: desire : want</i>
B. Antonyms	<i>straight : crooked :: bumpy : smooth</i>
C. Part to Whole	<i>verse : song :: course : meal</i>
D. Place	<i>oven : kitchen :: dresser : bedroom</i>
E. Characteristic	<i>parrot : beak :: elephant : trunk</i>
F. Object and Purpose	<i>hammer : pound :: saw : cut</i>
G. Example	<i>canoe : boat :: biography : book</i>
H. Manner	<i>shuffle : walk :: mumble : talk</i>
I. Degree or Intensity	<i>bad : terrible :: old : ancient</i>
J. Grammatical	<i>run : ran :: see : saw</i>

Exercise A

Decide which type of relationship each word pair involves. On the line, write the letter from the list above.

- | | | | |
|-----|-------------------|-----|------------------------|
| ___ | 1. soap : wash | ___ | 5. unhappy : miserable |
| ___ | 2. finger : hand | ___ | 6. peek : look |
| ___ | 3. add : subtract | ___ | 7. love : emotion |
| ___ | 4. she : her | ___ | 8. rabbit : fur |

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: run : jog :: walk :
A. hop C. stroll
B. march D. hurry

Sentence: Run and jog have similar meanings.

Result: Two answers are correct:
Walk and march have similar meanings.
Walk and stroll have similar meanings.

Only one answer can be the correct one, so you have to come up with a sentence that explains the relationship between the first two words more exactly.

Sentence: To run in a slow manner is to jog.

Result: Now, only one answer is correct:
To walk in a slow manner is to stroll.

Exercise B

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

- ___ 9. *stem : flower :: trunk :*
A. bark C. tree
B. forest D. roots
- ___ 10. *mansion : house :: ship :*
A. boat C. sailor
B. ocean D. voyage
- ___ 11. *ice : cold :: rock :*
A. hard C. small
B. smooth D. sharp
- ___ 12. *ask : reply :: hold :*
A. grab C. take
B. divide D. release

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:** *squirrel : nut ::*
A. bee : hive C. tree : leaf
B. rabbit : carrot D. sheep : wool

Answer: A logical sentence that describes the first pair is "A squirrel likes to eat nuts." The only pair that has the same relationship is B.

Exercise C

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

- ___ 13. *harm : destruction ::*
A. regret : apology C. pleasure : enjoyment
B. kindness : cruelty D. goodness : perfection
- ___ 14. *car : wheel ::*
A. boat : water C. train : caboose
B. sled : runner D. bike : handlebar
- ___ 15. *trout : fish ::*
A. lion : tiger C. wasp : insect
B. uncle : nephew D. teacher : student

Lesson 1

alternative *all•TUR•nuh•tiv*

NOUN something that is one of two possible choices [I don't feel like studying, but the *alternative* is doing poorly on tomorrow's test.]

ADJECTIVE offering another possibility [Is there an *alternative* activity for those who don't like fishing?]

appease *uh•PEEZ* VERB

to make more peaceful and less angry, hateful, or upset [Betsy tried to *appease* the neighbors by offering to pay for the window she broke.]

disperse *di•SPURCE* VERB

1. to break up and scatter [The police tried to *disperse* the crowd that had gathered.]

2. to spread around; to distribute [The United Way *disperses* funds to a variety of charities.]

exempt *eg•ZEMPT*

VERB to release (someone) from something that applies to others [Miss Ito will *exempt* anyone with an A average from the final test.]

ADJECTIVE free from some requirement that applies to others [Arletta seems to think that she's *exempt* from the rules.]

induce *in•DOOCE* VERB

to lead (someone or something) to act in a certain way or to do something; to cause [A store may *induce* people to make purchases by putting items on sale.]

lackluster *LAK•luss•tur* ADJECTIVE

without brightness, liveliness, or excellence; lacking energy [Due to a bad headache, Gretchen gave a *lackluster* performance.]

nocturnal *nok•TUR•nul* ADJECTIVE

1. done or happening during the night [The cat's *nocturnal* search for mice kept me awake.]

2. active at night [Owls are *nocturnal* birds that sleep all day and hunt during the night.]

opportune *op•ur•TOON* ADJECTIVE

particularly convenient or suitable in time; coming at just the right time [When Dad mentioned his raise, it seemed an *opportune* moment to tell him I needed money for a field trip.]

pedestal *PED•us•tul* NOUN

a stand on which something is or could be placed [Each column was supported by a marble *pedestal*.]

receptive *ri•SEP•tiv* ADJECTIVE

ready or willing to receive; inclined to take a suggestion or consider a possibility [Nicole seems *receptive* to our plan, so I think we can count on her.]

spindly *SPIND•lee* ADJECTIVE

long and thin in a way that suggests a lack of strength [The legs of the chair looked too *spindly* to hold anyone's weight.]

status *STAT•us* or *STATE•us* NOUN

1. one's position in relation to others [Gene is very popular, and his *status* in the school will make him hard to beat in the election.]

2. the condition or state of something at a particular time [What is the *status* of your history report; are you almost finished with it?]

stipulation *stip•yoo•LAY•shun*

NOUN a demand or condition of an agreement [I can use the car with the *stipulation* that I fill the gas tank.]

traumatic *traw•MAT•ik* ADJECTIVE

seriously harmful, either emotionally or physically; having a lasting bad effect [Being accidentally locked in a closet was so *traumatic* that Katie still can't stand to be in a small space.]

unparalleled *un•PAIR•uh•leld*

ADJECTIVE having no equal; unmatched [We saw many lovely places, but the beauty of the Grand Canyon was *unparalleled*.]



ASK THE ZOOKEEPER

Dear Z:
What nocturnal animals are the funniest?

Brady

Dear B:
I can't say for sure, but I do know the owls are a real hoot!

Exercise A: Mini-Rhyme Time

USE A WORD ONLY ONE TIME IN EACH EXERCISE.

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

1. If a large fowl won't release your finger from its beak, you have to figure out a way to ___ the goose to let loose.
2. A requirement that every country take part in something is a ___ for the participation of each nation.
3. If an army officer wrote in a diary every evening, what he wrote might be called the colonel's ___ journal entries.
4. If you intend to send one of two poems to hundreds of people but, by mistake, send the one that isn't as good, you ___ the worse verse.

Dear Keeper:

My rabbit won't come out of my hat! As you might imagine, this results in a very lackluster trick. Got any ideas?

Gert the Great

Dear Great:

It's having a bad hare day. (By the way, I used to do that trick too, but my hat's gone missing.)

Exercise B: When...

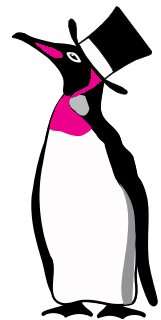
Write the **Word** that best completes each sentence.

5. When there's a second road you can take to avoid traffic, that road is a handy
6. When a person is positively the best at doing something, his or her skill is
7. When new supplies arrive right before existing supplies run out, their arrival is
8. When a person is hurt so badly that he or she may not recover, the injury is
9. When you listen to what other people say and let their ideas affect you, you are
10. When a statue is displayed in a museum but not put on the floor, it often sits on a
11. When a person hears rustling in the woods at night, animals making those noises are
12. When you ask how far along the party preparations are, you want to know their

Exercise C: Synonyms

Write the **Word** that could be used in place of each underlined word or phrase. This exercise continues on the next page.

13. Athletes who tend to be accepting of and open to coaching are likely to improve.
14. A note from your doctor is needed to excuse you from gym class.



-
15. Sylvia's social level is very important to her. _____
 16. Is there any other method of accomplishing this? _____
 17. My grandmother's brownies are superior to any others. _____
 18. A heron's legs look too frail to support such a large bird. _____
 19. The student council will hand out funds from the bake sale. _____
 20. Syrup of Ipecac is a medicine that will bring on vomiting. _____
 21. The birdbath has a bowl section and a two-foot-tall base. _____
 22. Our accidental meeting turned out to be timely. _____

Exercise D: True or False

Circle TRUE or FALSE for each statement.

23. Rude remarks from a clerk are likely to **appease** an irritated shopper. TRUE FALSE
24. Driving in a car is an **alternative** to flying from Boston to Chicago. TRUE FALSE
25. Sudden rain as a picnic begins would be considered **opportune**. TRUE FALSE
26. Rewards may be used to **induce** people to do something. TRUE FALSE
27. Being in a bad car accident would be a **traumatic** event. TRUE FALSE
28. **Lackluster** efforts usually earn a worker high praise. TRUE FALSE
29. A detailed contract contains **stipulations**. TRUE FALSE



Dear Señor:
Why does a giraffe have such a long neck?
Manuel

Dear Amigo:
A giraffe's body is so far away from its head that there's no alternative.

Exercise E: Antonyms

Write the **Word** that means the opposite of each underlined word or phrase.

30. Weightlifting can turn ___ arms into sturdy and strong ones. _____
31. I tried to ___ Mrs. Foster, but my remarks just seemed to anger her more. _____
32. If loud noises ___ a flock of sheep, the herder must gather them again. _____
33. A ___ mind can consider new ideas, but a closed one just rejects them. _____
34. I'll need to work on this ___ speech a great deal if I want it to be brilliant. _____
35. Charities are ___ from taxes, but businesses are responsible for paying them. _____

Quick LIST

alternative N., ADJ.

appease V.

disperse V.

exempt V., ADJ.

induce V.

lackluster ADJ.

nocturnal ADJ.

opportune ADJ.

pedestal N.

receptive ADJ.

spindly ADJ.

status N.

stipulation N.

traumatic ADJ.

unparalleled ADJ.

Exercise F: Fill-in

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

36. Don't try to give Edmund advice; he won't be _____ to it at all.
37. This new shampoo claims it can add shine to _____ hair; I hope it works.
38. Babe Ruth's record number of home runs was _____ for many years.
39. It is a bad idea to hang the tire swing from a _____ tree branch; it may break.
40. I can go out tonight, but my parents made the _____ that I be home by 10:00.
41. Extremely loud banging at our front door by a _____ visitor awakened us at one in the morning.
42. A two-for-one discount was good enough to _____ us to try the new restaurant.
43. Dylan thinks that a car indicates its owner's _____ and that people will look up to him if he drives a fancy one.
44. Humphrey tried to think of some _____ plan in case his first one didn't work.
45. I accidentally kicked a _____ that a plant was sitting on, and the plant crashed to the floor.
46. Some men were _____ from the military during World War II because of poor health or other reasons.
47. A dog that has _____ experiences as a puppy may grow up to be fearful its whole life.
48. It was quite _____ for the police car to drive by just as the robber fled the convenience store.
49. Parents who try to _____ a child who has frequent temper tantrums may end up with a spoiled child.
50. It took the guests a long time to _____ after the party because no one wanted to leave.

Dear Zook:

Once I saw you in the elephant pen, hopping around like the ground was on fire. What was that?

Hester

Dear Hest:

If a pen hasn't been cleaned after animals have . . . Well, um, walking in certain areas can be a little traumatic.



"Gotta go try to appease the great apes. Hat trick used to do it. Guess I'll try the old saw-the-gorilla-in-half trick instead. Wish me luck!"