

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, *lucky* is not taught in Grade 8, neither is *propitious*.

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. Only nouns, verbs, and adjectives are taught. Adverbs are omitted because most are 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 they 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 several options that are more fun,

more efficient, and more challenging. They can be used with any word list in the book; in fact, a form of one of these exercises appears as a writing assignment in one lesson.

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

[This could result in a sentence such as “Joe’s *quirks*, *raucous* behavior, and *erratic* sleeping habits made me *leery* of trying to *coexist* in the same room with him.”]

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

[This could result in a sentence such as “If you *abstain* from writing *balderdash*, quit using *canny* ways of getting out of class, and take a *dogged* approach to studying, you may find that school *enlightens* you.”]

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.

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. Occasionally included are examples of words as they appear in proverbs, books, speeches, poems, and songs. 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

Alphonse Armitage

Bodybuilder
Nebriski, Nebraska

Words to Go! made me the burly extrovert you see before you. (They are printing a photo, right? Good.) And the books are so easy to lift!



Jack, Jackie, and J.J. Jackson

Happy Family
Carrot, California

This series revitalized our marriage, and we know it will nurture our little J.J. It is truly laudable. And so is J.J. (Yes, you are!)



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. pay
2. comfort
3. caution
4. nation
5. govern
6. behave
7. class
8. joy
9. capital
10. frequent

Exercise B

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

Exercise C

16. mand
17. aud
18. like
19. pend
20. part

Exercise D

Wording of meanings will vary; sample answers follow.

21. mand
order
22. cred
believable
23. merit
deserving praise
24. combat
ready to fight *or* looking for
a fight
25. cert
sureness

PREFIXES, pages 4–5**Exercise A**

1. un
2. pre
3. en
4. de
5. semi
6. im
7. trans
8. en
9. anti
10. mono

Exercise B

11. take away a burden *or*
make lighter or easier
12. existing before or already
13. make feeble or weaker
14. take value away
15. partly conscious

Exercise C

16. base word
17. root
18. root
19. base word
20. root

Exercise D

21. in or into
22. not
23. not
24. in or into
25. in or into

Exercise E

26. reject
27. propel
28. extract
29. dispel
30. retract
31. expel
32. project
33. distract
34. repel
35. protract

SUFFIXES, pages 6–7**Exercise A**

1. al
2. ive
3. ize
4. ship
5. ous *or* ious

Exercise B

6. salvation
7. utilize
8. hospital
9. dignity
10. fugitive

Exercise C

11. custom
12. magni
13. terror
14. myst
15. minim

Exercise D

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

Exercise E

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

HOMOGRAPHS, pages 8–9**Exercise A**

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

Exercise B

5. impressing
6. fawn
7. graze
8. base

Exercise C

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

**USING WHAT
YOU KNOW**, pages 10–11**Exercise A**

Wording of meanings will vary; sample answers follow.

1. throne
take away a throne or
overthrow a ruler
2. state
between states
3. mask
make not masked or
remove a mask

Exercise B

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

**CONTEXT
CLUES**, pages 12–13**Exercise**

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

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

1. flower
2. dime
3. tall
4. pig
5. stone or rock

Exercise B

Wording will vary; sample answers follow.

6. An attic is at the top of a house.
7. Old is the opposite of young.
8. A boat travels on water.
9. A robin eats worms.
10. A shoe goes on a foot.

Exercise C

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

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

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

Exercise B

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

Exercise C

13. D
14. B
15. C

Answers

Exercise A

1. induce
2. stipulation
3. nocturnal
4. disperse

Exercise B

5. alternative
6. unparalleled
7. opportune
8. traumatic
9. receptive
10. pedestal
11. nocturnal
12. status

Exercise C

13. receptive
14. exempt
15. status
16. alternative
17. unparalleled
18. spindly
19. disperse
20. induce
21. pedestal
22. opportune

Exercise D

23. F
24. T 27. T
25. F 28. F
26. T 29. T

Exercise E

30. spindly
31. appease
32. disperse
33. receptive
34. lackluster
35. exempt

Exercise F

36. receptive
37. lackluster
38. unparalleled
39. spindly
40. stipulation
41. nocturnal
42. induce
43. status
44. alternative
45. pedestal
46. exempt
47. traumatic
48. opportune
49. appease
50. disperse

Usage: *Alternative*

Strictly speaking, if there are alternatives, there are always two, and only two, of them. If there are three or more, they may be choices or options or possibilities but not alternatives. This rule takes the back seat only if one’s emphasis is on the necessity of choosing one of several possibilities. In such a case, they can be referred to as alternatives because only *alternatives* suggests this requirement.

History: *Exempt*

Exempt comes from the Latin *exemplum*, which means “example,” from a verb meaning “to take out.” An example is something “taken out” so that it can be considered; something or someone who is exempt is also “taken out,” although for a different purpose.

History and Word Parts: *Pedestal*

See Lesson 22, *Expedite*.

History and Word Parts: *Receptive*

See Lesson 12, *Deceptive*.

History: *Status*

English borrowed *status* directly from the Latin, in which it means “condition, position, or way of standing.” The Latin also gave us *state*, which originally had to do with the condition of the republic or body politic.

Pronunciation: *Traumatic*

Does the first syllable rhyme with *cow*, *law*, or *no*? Yes, it does. Authorities recognize all three pronunciations, making this word a good example of why learning English can be *traumatic*.

History and Word Parts: *Unparalleled*

The Greek *parallelos* combines *para*, meaning “beside,” and *allelon*, meaning “each other.” So, etymologically, *parallel* means “beside each other.” Things that are parallel, though not the same, are similar; they can be considered “beside each other.” Adding the negating prefix *un-* produces a word used to describe something that nothing else is like.

Two We Couldn't Induce to Fit

TEACHER: Use *appease* in a sentence.
STUDENT: There's no green quite like appease green.

TEACHER: Use *disperse* in a sentence.
STUDENT: Some lady left disperse on the counter.

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

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