Words To Go! is a fun and lively way to learn new vocabulary words. Using a light and playful tone, Words To Go! increases vocabulary and improves word recognition skills.

- Each book in the series teaches 450 words!
- New words are presented in memorable contexts through appealing visuals and an interesting, often humorous, text.
- Writing prompts provide practice for using new words.
- Special skills lessons teach vocabulary strategies such as using analogies to reinforce meaning, recognizing root and base words, identifying prefixes and suffixes.

Test Booklets are available for each title.

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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!**
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.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>MEANING</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>aud</td>
<td>hear</td>
<td>auditorium, audience</td>
</tr>
<tr>
<td>cert</td>
<td>sure</td>
<td>certain, certificate</td>
</tr>
<tr>
<td>mand</td>
<td>order</td>
<td>command, demand</td>
</tr>
<tr>
<td>pend, pens</td>
<td>hang</td>
<td>suspend, pendulum</td>
</tr>
<tr>
<td>sens, sent</td>
<td>feel</td>
<td>sensitive, sentimental</td>
</tr>
</tbody>
</table>
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

___ 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.
   ____________________ ____________________
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 **base word** **root**
17. transfer **base word** **root**
18. translation **base word** **root**
19. transform **base word** **root**
20. transmit **base word** **root**
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.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>pel</td>
<td>to drive</td>
</tr>
<tr>
<td>tract</td>
<td>to pull; to drag</td>
</tr>
<tr>
<td>ject</td>
<td>to throw</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>apart; away</td>
</tr>
<tr>
<td>ex</td>
<td>from; out</td>
</tr>
<tr>
<td>pro</td>
<td>forward; ahead; forth</td>
</tr>
<tr>
<td>re</td>
<td>back</td>
</tr>
</tbody>
</table>

**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 __________________________
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.

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<thead>
<tr>
<th>SUFFIX</th>
<th>MEANING</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ary</td>
<td>relating to or connected with</td>
<td>imaginary, complimentary</td>
</tr>
<tr>
<td>ate</td>
<td>to cause to be</td>
<td>activate, decorate</td>
</tr>
<tr>
<td>ee</td>
<td>receiver of action or one who is</td>
<td>absentee, employee</td>
</tr>
<tr>
<td>istic</td>
<td>relating to</td>
<td>realistic, artistic</td>
</tr>
<tr>
<td>ition</td>
<td>act, condition, or result of</td>
<td>addition, competition</td>
</tr>
</tbody>
</table>

**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.

**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.
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?
Words to Go!

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.

4. By thinking about **combat**, you can tell that a **combatant** is someone who is

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

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

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.

**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.
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.

*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
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:

- car : garage A shelter for a car is a garage.
- chapter : book A chapter is part of a book.
- angry : furious Someone extremely angry is furious.
- stapler : fasten A stapler is used to fasten 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
## Analogies 2

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms</td>
<td>help : assist :: desire : want</td>
</tr>
<tr>
<td>Antonyms</td>
<td>straight : crooked :: bumpy : smooth</td>
</tr>
<tr>
<td>Part to Whole</td>
<td>verse : song :: course : meal</td>
</tr>
<tr>
<td>Place</td>
<td>oven : kitchen :: dresser : bedroom</td>
</tr>
<tr>
<td>Characteristic</td>
<td>parrot : beak :: elephant : trunk</td>
</tr>
<tr>
<td>Object and Purpose</td>
<td>hammer : pound :: saw : cut</td>
</tr>
<tr>
<td>Example</td>
<td>canoe : boat :: biography : book</td>
</tr>
<tr>
<td>Manner</td>
<td>shuffle : walk :: mumble : talk</td>
</tr>
<tr>
<td>Degree or Intensity</td>
<td>bad : terrible :: old : ancient</td>
</tr>
<tr>
<td>Grammatical</td>
<td>run : ran :: see : saw</td>
</tr>
</tbody>
</table>

### Exercise A

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

1. soap : wash
2. finger : hand
3. add : subtract
4. she : her
5. unhappy : miserable
6. peek : look
7. love : emotion
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
- B. march
- C. stroll
- 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
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-nul*

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.]

opportunite  
*op-ur-TOON*

Adjective  particularly convenient or suitable in time; coming at just the right time  
[When Dad mentioned his raise, it seemed an *opportunite* 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-voo-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*.]

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**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**
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.  
   ______________________________________________________

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**

**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 __her more.

32. If loud noises ___ a flock of sheep, the herder must ___ 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 ___.

35. Charities are ___ from taxes, but businesses are **responsible** for paying them.
**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.