

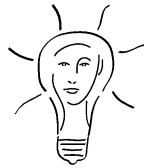
50 Brain Builders for English Classes

Second Edition

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What words are responsible for the tone or mood of a writer's work? First, fill in each of the bracketed top blanks below with the labeled parts of speech to give the paragraph a happy or positive tone. Then, go back and fill in the bottom blanks with words that will make this story read in a negative or critical way.

Last week, I attended a adj. concert. The name of the adj. group playing was noun. There were four noun in the group. When the concert began, noun came verbing onto the stage. Everyone yelled "exclamation!" They started to verb and the audience verbed and verbed. They were the adj. act I've seen this year. Their adj. song was name. One especially adj. member of the group was adverb. adj. I was adverb watching the audience verb through the whole concert. When the adj. concert was over, everyone verbed. We all agreed that this adj. group was the adj.est group to verb in a long while.





Being able to see relationships between words shows creative thinking. In working with **analogies**, you must begin by determining the relationship of the first word pair.

Example: NEW is to OLD as SMALL is to _____ .
 New is the opposite of old. Small is the opposite of big or large, so these are two possible correct answers.

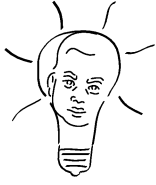
Some of the most common relationships in analogies are the following:

1. One word is the **opposite** of the other (as in the example above.)
2. One word means **the same as** the other, or almost the same. (*Example:* STRONG is to POWERFUL)
3. One word names a **part** of the other. (*Example:* SLEEVE is to BLOUSE)
4. One word names a **type** of the other. (*Example:* BEAR is to ANIMAL)
5. One word tells **what the other does** or is used for. (*Example:* TRACTOR is to PLOW)

There are other possible relationships. In each analogy below, decide first on the relationship. Then write one possible answer in the space provided.

-
-
1. SUBMARINE is to SHIP as COBRA is to _____ .
 2. STOVE is to COOK as KNIFE is to _____ .
 3. GARBAGE is to ROT as ICE is to _____ .
 4. LIGHT is to HEAVY as PRETTY is to _____ .
 5. BRANCH is to TREE as WING is to _____ .
 6. UNDER is to OVER as YOUNG is to _____ .
 7. NEEDLE is to SEW as SHOVEL is to _____ .
 8. PLAYER is to TEAM as MEAT is to _____ .
 9. BOXER is to ATHLETE as SOFA is to _____ .
 10. LEAVE is to GO as TALK is to _____ .
 11. TUNE is to MELODY as MOVIE is to _____ .
 12. HAPPY is to ANGRY as OPEN is to _____ .
 13. MEMBER is to GROUP as LAMB is to _____ .
 14. SINK is to SWIM as RISE is to _____ .
 15. DROP is to RAINSTORM as FLAKE is to _____ .





Sometimes the English language can be funny—accidentally. Such is the case with **dangling** or **misplaced modifiers**. When these occur, you need to rewrite the sentence or reorganize its word order to clarify the meaning. Read the example in the box; then clarify the next four sentences in the spaces provided.

Example: While enjoying lunch, the bell rang.
While we were enjoying lunch, the bell rang.

-
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1. Does someone live here with one eye named Jones? _____

 2. The watch was sold to the young astronomer with the great Swiss movement. _____

 3. The fire was extinguished before any damage was done by our local fire department.

 4. Ms. Rodriguez was injured while fixing her husband's dinner in a horrible manner.

◆ Now, just for fun, create some “funny” sentences using misplaced modifiers. Write a corrected version of each sentence after it.

1. _____
correct: _____
2. _____
correct: _____
3. _____
correct: _____
4. _____
correct: _____
5. _____
correct: _____

