

# Analogies



# Table of Contents

<i>Analogies: A World of Relationships</i> . . . . .	4	Part-Part . . . . .	38
<b>Part One: Identifying Relationships</b> . . . . .	5	Part-Whole. . . . .	39
Labeling Groups . . . . .	6	Cause-Effect . . . . .	40
Identifying Categories . . . . .	7	Sequence. . . . .	41
Analogy Form. . . . .	9	Symbol . . . . .	42
Completing Word Pairs . . . . .	10	General Association . . . . .	43
Explaining Relationships . . . . .	12	<b>Practice 3—Mixed Analogies</b> . . . . .	44
Steps in Solving Analogies. . . . .	14	<b>Part Three: Review</b> . . . . .	46
Whole Analogies. . . . .	17	Review Exercise 1 . . . . .	47
<b>Part Two: Analogy Categories.</b> . . . . .	21	Review Exercise 2 . . . . .	48
Object-Use. . . . .	22	Review Exercise 3 . . . . .	49
Object-Location . . . . .	23	Review Exercise 4 . . . . .	50
Object-Description . . . . .	24	Review Exercise 5 . . . . .	51
Worker-Tool . . . . .	25	Review Exercise 6 . . . . .	52
Worker-Place. . . . .	26	Review Exercise 7 . . . . .	53
Geographical . . . . .	27	Review Exercise 8 . . . . .	54
<b>Practice 1—Mixed Analogies</b> . . . . .	28	Review Exercise 9 . . . . .	55
Synonym. . . . .	30	Review Exercise 10. . . . .	56
Antonym. . . . .	31		
Male-Female . . . . .	32		
Adult-Young . . . . .	33		
Grammar . . . . .	34		
Degree . . . . .	35		
<b>Practice 2—Mixed Analogies</b> . . . . .	36		

# Analogies: A World of Relationships

Historians use them. So do poets, politicians, and advertisers. In fact, analogies are to language what spice is to food. And that's an analogy in itself.

As you can see from the example in the sentence above, **an analogy is a special type of comparison**. A comparison is usually just between two objects or ideas. An analogy compares two *pairs* of objects or ideas.

Analogies are useful for seeing and expressing relationships. But they can be tricky for a beginner because they require a special way of thinking. This book will show you a step-by-step process for understanding analogies. That process will take some of the mystery out of solving analogies while leaving the challenge.

But why bother with analogies at all? There are several good answers to that question.

- **Analogies build your vocabulary.**

Looking for relationships between pairs of words can teach you new meanings for familiar words. The analogy can also acquaint you with new words. Recalling the meaning of a word is usually easier after you have seen how it relates to other words.

- **Analogies can introduce you to new information.**

For example, suppose you were given an analogy involving Thomas Edison, the light bulb, and Guglielmo Marconi. You might have to go to an encyclopedia to discover that just as Edison invented the light bulb, Marconi invented the telegraph. By the time you're finished with this book, you will likely be more knowledgeable about many things.

- **Working through analogies can strengthen your thinking abilities.**

Analogies invite you to compare objects, actions, and ideas. They help you recognize categories and relationships. They also give you plenty of practice sorting out important information from the unimportant.

- **Analogies often appear on standardized tests.**

After completing this book, you should feel more comfortable and self-confident when taking such tests.

If all this sounds too practical and boring, take heart. Because the truth is, most people enjoy working with analogies.

# Part One: Identifying Relationships

An analogy is a word problem with two pairs of words. One word pair is complete and the other pair is incomplete. You must determine the relationship of the words in the complete pair, then choose the answer that gives the incomplete pair the same relationship. Look at the example below.

**Pair #1**

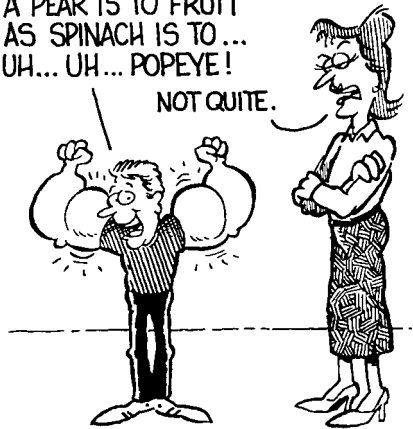
pear is to fruit as spinach is to

- A. plant
- B. Popeye
- C. vegetable
- D. salad

**Pair #2**

A PEAR IS TO FRUIT  
AS SPINACH IS TO ...  
UH... UH... POPEYE!

NOT QUITE.



To solve the analogy, you must first figure out how the two words in the completed pair are related to one another. For example, a pear belongs to the fruit food group.

Then you should look for the same relationship in the incomplete pair. To what food group does spinach belong? Since *spinach* is a type of vegetable, the correct answer is C.

The next four exercises will help you practice identifying relationships in word groups.

# Labeling Groups

Circle the one item that does not belong in each of the following lists. Then in the blank on the right, name the group to which the remaining words belong. Be ready to explain your thinking.

## Examples

Nancy, Brenda, William, Sarah \_\_\_\_\_ girls' names

Explanation: *William* is a boy's name, so it doesn't fit in the group.

grapefruit, hate, chair, car \_\_\_\_\_ concrete or tangible nouns

Explanation: A *grapefruit*, *chair*, and *car* are things you can touch. *Hate* is an abstract or intangible noun—something that can't be touched—so it doesn't match the others.

1. orange, apple, lemon, lime \_\_\_\_\_
2. Chile, Europe, Africa, Asia \_\_\_\_\_
3. cat, dog, squirrel, hamster \_\_\_\_\_
4. hair, heart, liver, lungs \_\_\_\_\_
5. quiet, hectic, calm, serene \_\_\_\_\_
6. wolves, oxen, mice, bird \_\_\_\_\_
7. boxing, surfing, sailing, diving \_\_\_\_\_
8. bull, stallion, hen, rooster \_\_\_\_\_
9. Florida, Texas, Ohio, Phoenix \_\_\_\_\_
10. knife, saw, scissors, stapler \_\_\_\_\_
11. kitten, puppy, cub, wolf \_\_\_\_\_
12. beret, sombrero, sandal, cap \_\_\_\_\_
13. Wednesday, May, January, March \_\_\_\_\_
14. mittens, coat, sweater, shorts \_\_\_\_\_
15. hooves, talons, beaks, feathers \_\_\_\_\_

# Identifying Categories

Read the following lists. On blank A, name a group into which all the items in that list would fit. Then on blank B, list another item that would fit into the group. Be ready to explain your responses. See the examples below.

## Examples

**milk, tea, coffee,**

A. drinks

B. orange juice

**telescope, telepathy, telephone,**

A. words with the prefix "tele"

B. television

**1. seconds, weeks, minutes,**

A. \_\_\_\_\_

B. \_\_\_\_\_

**4. math, science, history,**

A. \_\_\_\_\_

B. \_\_\_\_\_

**2. Pepsi, 7-Up, Coke,**

A. \_\_\_\_\_

B. \_\_\_\_\_

**5. Austin, Albany, Sacramento,**

A. \_\_\_\_\_

B. \_\_\_\_\_

**3. father, mother, brother,**

A. \_\_\_\_\_

B. \_\_\_\_\_

**6. Canada, Bolivia, France,**

A. \_\_\_\_\_

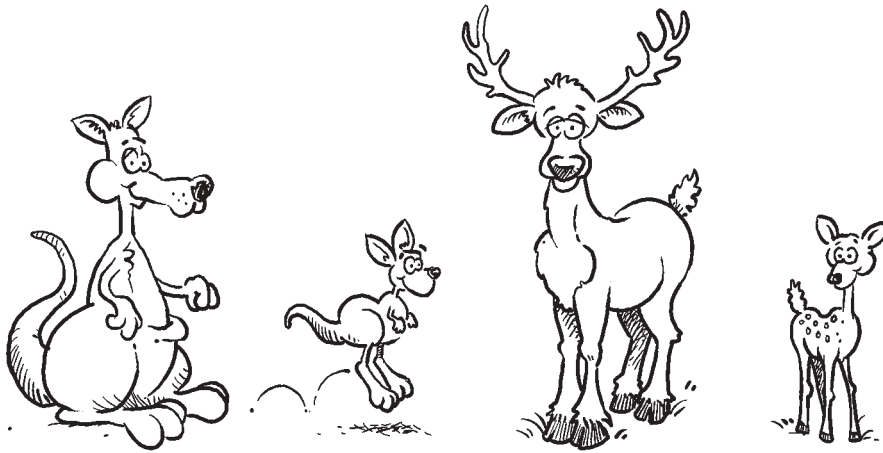
B. \_\_\_\_\_

*continued*

# Analogy Form

Analogies are written in a special form. This form makes an analogy look a little like a math equation. The analogy below shows the proper form.

**kangaroo : joey :: deer : fawn**



To read this analogy, you must first decode the symbols. The colon (:) means *is to* and the double colon (::) means *as*.

So the above analogy really says

**kangaroo *is to* joey as deer *is to* fawn.**

This means the same relationship exists between kangaroo and joey as exists between deer and fawn. Just what is that relationship? A young kangaroo is called a joey, just as a young deer is called a fawn.

In the next three activities, you'll practice using correct analogy form as you learn more about finding relationships in word pairs.

# Completing Word Pairs

Complete the word pairs. In part A, write two words that will complete the phrase. Then in part B, write the word pair in correct analogy form. See the examples below.

## Examples

A. a fawn is a baby deer

B. fawn : deer

A. tall is the opposite of short

B. tall : short

1. A. \_\_\_\_\_ causes \_\_\_\_\_

B. \_\_\_\_\_ : \_\_\_\_\_

2. A. \_\_\_\_\_ is a type of \_\_\_\_\_

B. \_\_\_\_\_ : \_\_\_\_\_

3. A. \_\_\_\_\_ is a stronger word for \_\_\_\_\_

B. \_\_\_\_\_ : \_\_\_\_\_

4. A. \_\_\_\_\_ is famous for \_\_\_\_\_

B. \_\_\_\_\_ : \_\_\_\_\_

5. A. \_\_\_\_\_ is a homonym for \_\_\_\_\_

B. \_\_\_\_\_ : \_\_\_\_\_

6. A. \_\_\_\_\_ is male, \_\_\_\_\_ is female

B. \_\_\_\_\_ : \_\_\_\_\_



# Explaining Relationships

Read the word pairs. Then briefly explain how the two words are related. Be sure to pay careful attention to the order of the words in the pair when giving your explanation. See the examples below.

## Examples

**wrench : plumber**

A wrench is used by a plumber. (Not "A plumber uses a wrench.")

**see : eyes**

You see with your eyes. (Not "Your eyes help you see.")

**1. colt : horse**

---

**2. Houston : Texas**

---

**3. carelessness : accident**

---

**4. robin : bird**

---

**5. warm : hot**

---

**6. Romeo : Juliet**

---

# Steps in Solving Analogies

Analogies aren't as mysterious as they look. If you follow three logical steps, you should have much less trouble finding the correct answer.

Let's solve the analogy below using a three-step process.

judge : \_\_\_\_\_ :: principal : school

- A. sentence
- B. courtroom
- C. lawyer
- D. criminals

**Step 1** | Look for the relationship in the completed pair of words. Then, state that relationship in a phrase or sentence.

For the problem above you might say, "A principal works in a school."

**Step 2** | Find the answer that gives the incomplete pair the same relationship as the complete pair.

Remember, the words in both pairs should have the same relationship. So you are looking for a word that will make the incomplete word pair like the complete word pair.

Look at the example again. In Step 1, you decided that a principal works in a school. Therefore, you should look for a word that states where a judge works. The only possible answer is *courtroom*. "A judge works in a courtroom."

**Step 3** | Double-check your answer by making sure none of the other choices correctly complete the analogy.

In the example, the alternate answers are *sentence*, *lawyer*, and *criminals*. A judge does sentence people and he or she might be a lawyer. A judge also deals with criminals.

However, none of these words identify where a judge works. So *courtroom* is the only word that relates to judge *in the same way* that principal relates to school.

# Whole Analogies

Practice solving whole analogies by completing the problems below. Circle the letter of the correct answer. You may need to use a dictionary or encyclopedia for more information.

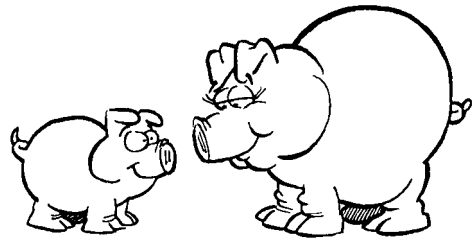
Then in the space provided, write a phrase that explains the relationship in both word pairs.

## Example

piglet : pig :: gosling : \_\_\_\_\_

- A. goat
- B. owl
- C. duckling
- D. goose

A piglet is a baby pig as a gosling is a baby goose.



1. mammal : lungs :: fish : \_\_\_\_\_

- A. fins
  - B. gills
  - C. water
  - D. mouth
- 

2. Mozart : music :: Houdini : \_\_\_\_\_

- A. baseball
  - B. magic
  - C. art
  - D. sculpture
- 

*continued*

# Part Two: Analogy Categories

As you have seen, analogies can be based on many different kinds of relationships. It's easier to recognize relationships in analogies if you can identify which category they fit into.

In Part Two of this book, you'll learn about the analogy categories listed below. These are by no means the only types of analogies, but they are some of the more common kinds.

**object-use**

**adult-young**

**object-location**

**grammar**

**object-description**

**degree**

**worker-tool**

**part-part**

**worker-place**

**part-whole**

**geographical**

**cause-effect**

**synonym**

**sequence**

**antonym**

**symbol**

**male-female**

**general association**

# Object-Use Analogies

Objects and their common use or function are the subject of these analogies. Look for the same relationship and the same order in each pair of words.

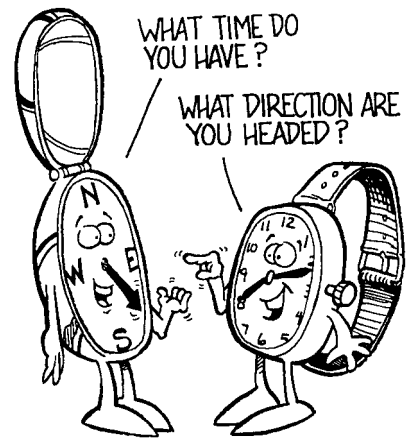
Decide which word best completes each analogy. Then circle the appropriate letter.

## Example

\_\_\_\_\_ : compass :: time : watch

- A. tool
- B. hiking
- C. sailor
- D. direction

Direction is found on a compass. Time is found on a watch.



1. **teeth : chew :: lungs : \_\_\_\_\_**
  - A. lungs
  - B. speak
  - C. breath
  - D. air
2. **light bulb : \_\_\_\_\_ :: fan : circulation**
  - A. lamp
  - B. illumination
  - C. night
  - D. electricity
3. **pen : write :: brush : \_\_\_\_\_**
  - A. artist
  - B. paint
  - C. canvas
  - D. picture
4. **hands : \_\_\_\_\_ :: feet : stomp**
  - A. typewriter
  - B. clap
  - C. gloves
  - D. noise
5. **cut : scissors :: \_\_\_\_\_ : axe**
  - A. wood
  - B. hatchet
  - C. woodsman
  - D. chop
6. **bus : transportation :: encyclopedia : \_\_\_\_\_**
  - A. reference book
  - B. library
  - C. set
  - D. researcher

# Practice 1—Mixed Analogies

Now practice completing and identifying this group of mixed analogies. First identify the analogy category—using those listed in the box—and write it on the line. Some categories will be used more than once.

Then choose the word that best completes each analogy. Circle the appropriate letter.

object–use	worker–tool
object–location	worker–place
object–description	geographical

- 1. architect : \_\_\_\_\_ :: playwright : script**  
A. blueprint  
B. wood  
C. lot  
D. building  

---
- 2. \_\_\_\_\_ : Copenhagen :: Ireland : Dublin**  
A. Switzerland  
B. Norway  
C. Belgium  
D. Denmark  

---
- 3. guillotine : beheading :: gallows : \_\_\_\_\_**  
A. sentencing  
B. hanging  
C. convicting  
D. executing  

---
- 4. President : \_\_\_\_\_ :: Defense Secretary : Pentagon**  
A. executive branch  
B. capitol  
C. White House  
D. legislature  

---

# Part Three: Review

Part Three reviews all the analogy categories introduced in this book. Though you are not required to identify the analogy type for each problem, you'll probably find it's easier to solve the problem if you do so.

Before beginning, you might want to review the types of analogies you've learned (see page 21 for a list). A review of the three-step process for solving analogies (page 14) could also prove helpful.



## Important Points to Remember

1. The blank space can appear anywhere in the analogy.
2. The order of the words gives a clue about the answer.
3. Keep the same word order in both word pairs.
4. Analogies are written with special symbols.

: = is to

:: = as

# Review Exercise 1

Decide which word best completes each analogy. Then circle the appropriate letter.

- \_\_\_\_\_ : confinement :: acrophobia : heights**
  - fear
  - claustrophobia
  - prison
  - hydrophobia
- magi : \_\_\_\_\_ :: airplane : hangar**
  - creche
  - school
  - stadium
  - park
- Batman : \_\_\_\_\_ :: Holmes : Watson**
  - Robin
  - Riddler
  - Batmobile
  - Superman
- rifle : pistol :: axe : \_\_\_\_\_**
  - wood
  - hammer
  - hatchet
  - tree
- choir : congregation :: backstrokers : \_\_\_\_\_**
  - breaststrokers
  - coach
  - fans
  - swim team
- ascend : \_\_\_\_\_ :: ebb : flow**
  - upward
  - rise
  - stop
  - drop
- \_\_\_\_\_ : condominium :: con : convict**
  - co
  - apartment
  - condo
  - condomin
- school : fish :: gaggle : \_\_\_\_\_**
  - whales
  - dolphins
  - porpoises
  - geese
- small : microscopic :: large : \_\_\_\_\_**
  - gigantic
  - substantial
  - modest
  - big
- money : \_\_\_\_\_ :: perfume : bottle**
  - wallet
  - dime
  - investment
  - dollar