

Word Relationships and Nuance

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Focus on understanding word relationships and nuanced meanings. Strong test answers are precise, purposeful, and supported by the wording of the task.

PRACTICE

Answer each question. Choose the best answer for multiple-choice items and write complete short responses.

1. Which choice BEST demonstrates understanding word relationships and nuanced meanings?
 - A. A microscope is to sandwich as telescope is to cloud.
 - B. A microscope is to scientist as telescope is to astronomer.
 - C. A microscope is to tiny as telescope is to loud.
 - D. A microscope is to book as telescope is to page.
2. Which revision best applies understanding word relationships and nuanced meanings? Original: A drought causes crops to wither.
 - A. Cause and effect: drought is the cause, and withering crops are an effect.
 - B. A drought causes crops to wither.
 - C. A microscope is to sandwich as telescope is to cloud.
 - D. A microscope is to tiny as telescope is to loud.
3. A student is working on this task: A student compares cautious, timid, and cowardly. Which choice would be MOST effective?
 - A. A microscope is to sandwich as telescope is to cloud.
 - B. A microscope is to tiny as telescope is to loud.
 - C. Arrange the words by strength and connotation instead of treating them as identical.
 - D. A microscope is to book as telescope is to page.
4. Which explanation best describes why the stronger choice works?
 - A. It is longer than the other choices, so it must be better.
 - B. It uses complicated words even if they do not fit.
 - C. It avoids evidence so the reader can decide alone.
 - D. It is specific, relevant to the task, and controlled by understanding word relationships and nuanced meanings.



- 5. Which next step would most strengthen the student's work?
 - A. Add an unrelated personal story.
 - B. Identify analogy, cause-effect, part-whole, and degree relationships.
 - C. Replace precise words with vague ones.
 - D. Remove the clearest evidence.
- 6. Which mistake should the student avoid?
 - A. Assuming synonyms have exactly the same tone.
 - B. Checking that each choice fits the audience.
 - C. Using evidence that directly supports the point.
 - D. Rereading the sentence after revising it.
- 7. Which answer is too vague to earn full credit?
 - A. It works because it applies understanding word relationships and nuanced meanings to the exact task.
 - B. It is stronger because the evidence is relevant and sufficient.
 - C. It is better because it sounds good.
 - D. It improves clarity without changing the meaning.
- 8. Which habit best supports accuracy on this type of question?
 - A. Choose the first familiar word.
 - B. Ignore the audience and purpose.
 - C. Pick the longest answer every time.
 - D. Read the whole sentence or task before choosing an answer.
- 9. Explain the relationship between conductor and orchestra.

- 10. Put stroll, march, and stagger in order by connotation or manner.



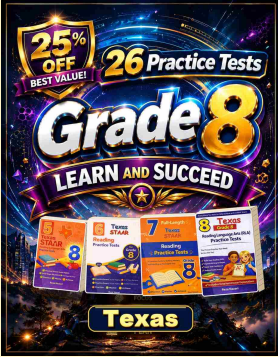
Answer Keys

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| <p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p> |
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| Explanations | |
|--------------|---|
| 1. B | The correct choice demonstrates understanding word relationships and nuanced meanings clearly and precisely. |
| 2. A | The revision improves the original while preserving its intended meaning. |
| 3. C | The correct choice fits the task and gives the writer or speaker a concrete move to make. |
| 4. D | Length and difficult vocabulary do not make an answer strong; relevance and control do. |
| 5. B | The best next step improves clarity, support, or control of the skill. |
| 6. A | The correct answer names a common error that weakens this skill. |
| 7. C | A test response must explain the reason, not merely praise the answer. |
| 8. D | Careful reading prevents attractive but wrong choices. |
| 9. | Answer: Strong answers should explicitly use understanding word relationships and nuanced meanings, stay specific, and explain the reason for the choice. Use exact wording from the text or task, then explain your reasoning. |
| 10. | Answer: Strong answers should include a corrected example or explanation that preserves meaning while improving understanding word relationships and nuanced meanings. Use exact wording from the text or task, then explain your reasoning. |



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