

Self-Guided Logic Activities #8

Expressions, Analogies, Malaprops, and Patterns

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ELE90/103608

ISBN: 978-0-7877-2029-2

Release Date 2015

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Dayton, OH 45401-0802

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The pages in this packet were originally published in
Self-Guided Lessons for Thinking and Doing, (ELE90/1036).

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Unit 23

Pictures for Words

The American version of English is full of references to animals. We speak of a nasty person as a *dirty dog* or a soft-hearted individual as a *pussycat*. When something occurs that is quite pleasant, it was once popular to call it *ducky*. Sometimes we describe people and situations in terms of plants: *Dinah's a clinging vine*, *Arthur is a hayseed*, and *Tom was fresh as a daisy after the race*.

To a surprising degree we often ascribe animal characteristics to people and events. For example, we use similes such as *sly as a fox*, *quick like a rabbit*, *quiet as a mouse*, and *eats like a bird*. We also use metaphors such as *bulled through the crowd*, *hounding someone*, and *outfoxed you*. We have sayings such as *hangdog expression*, *ratted on a friend*, *horsing around*, *at a snail's pace*, *puppy love*, *birdbrain*, and the play (or person) was a *turkey*.

James Thurber, the great American humorist, was very fond of inventing word games, some of which had to do with our fondness for applying animal names to human endeavors. Here are some of the ones he might have rattled off:

jailbird

cat burglar

kangaroo court

clothes horse

road hog

social butterfly

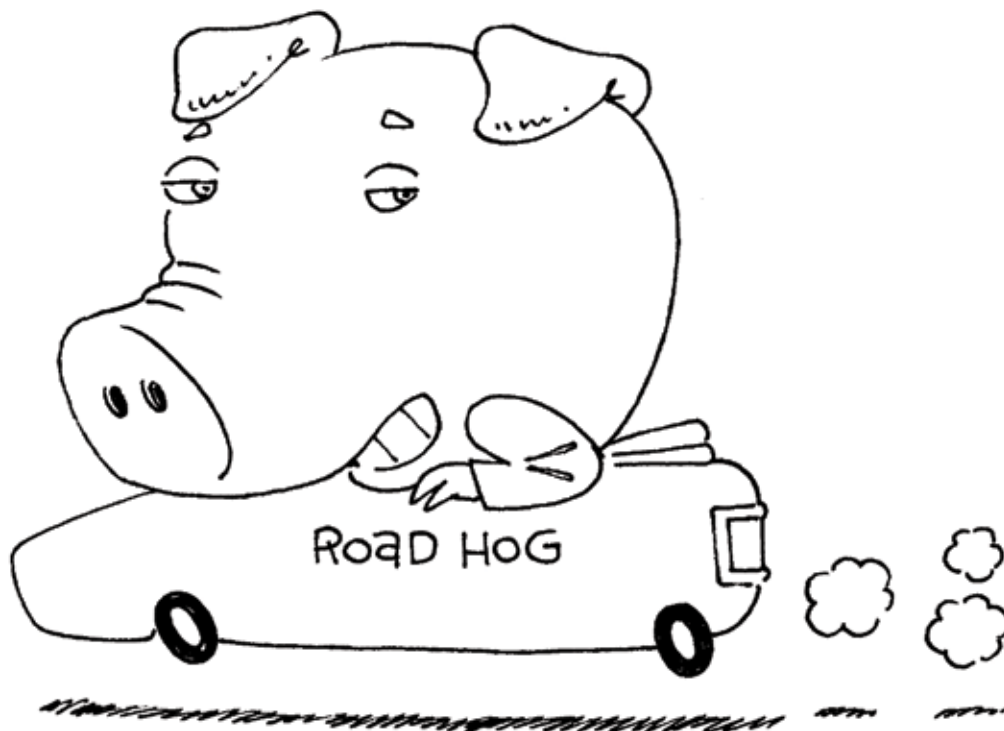
card shark

culture vulture

bookworm

legal eagle

stool pigeon



Cartoonists such as Thurber have taken a term like *jailbird* and turned it into a humorous drawing. The expressions actually make it relatively easy to visualize a road hog with porcine features or a stool pigeon perched somewhere, singing about someone's indiscretion.

Take one of the expressions on page 89 and draw a cartoon that incorporates the animal's characteristics but also gives an idea of what the person does. Use the space below to sketch out your ideas. If you like, you can select a classmate to help you express your ideas in pictures. Actually, cartoonists often do just that—one supplies the ideas and another does the drawing.

Student Self-Check

Pictures for Words

If you think your idea for a cartoon would be improved by having a classmate actually do the drawing, get your teacher's permission to have him or her collaborate with you in class. If you want to do this assignment outside of class, or if the one you want to work with someone who is not in your class, work with that person on your own time outside of class.

Unit 24

Do You See the Connection?

In trying to make sense of the things we experience, we often attribute a meaning or significance between two or more events, as when we see a boy eating out of a bag of donuts and later see him bending over, holding his stomach. The two events, we reason, are connected. All kinds of things are related to each other; sometimes it is quite important to know the nature of a relationship.

In this exercise, you will be looking for relationships between things. For example: *Light* is related to *dark* in the same way that *day* is related to (a) noon, (b) midnight, (c) morning, (d) night, or (e) twilight. An obvious answer, of course, is night (d). So you should underline *night*.

Work each of the problems below in the same manner as the example above. Think carefully about the connections between the italicized items.

1. An *author* is related to her *book* in the same way that a *painter* is related to her (a) brush, (b) paint, (c) painting, (d) easel, or (e) inspiration.
2. *Comedy* is related to *tragedy* as *laughing* is related to (a) shouting, (b) chortling, (c) sobbing, (d) snickering, or (e) mocking.
3. A *friend* is related to an *enemy* as a *companion* is related to (a) stranger, (b) an acquaintance, (c) a relative, (d) a neighbor, or (e) an accomplishment.
4. *Heat* is related to *perspiration* in the same way that *cold* is related to (a) snow, (b) ice, (c) shivering, (d) overcoats, or (e) shelter.
5. A *shower* is related to a *raindrop* as wind is related to (a) a storm, (b) the air, (c) the heavens, (d) lightning, or (e) movement.
6. A *forest* is related to a *tree* in the same manner that a *book* is related to (a) its pages, (b) printing, (c) pictures, (d) its author, or (e) its cover.
7. *Failure* is related to *success* as *trying* is related to (a) quitting, (b) helping, (c) forgetting, (d) participating, or (e) aspiring.
8. *Sand* is related to *beach* as *food* is related to (a) a mouth, (b) a meal, (c) a person, (d) a table, or (e) teeth.
9. A *conductor* is related to an *orchestra* in the same way that a *captain* is related to (a) sports, (b) his or her team, (c) exercise, (d) competition, or (e) the game.