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## Choosing Effective Examples and Analogies

### SOLUTIONS

1. Provide analogies for the given topics.
  - a. “Knee deep”
  - b. “Polar opposites”
  - c. “All over the map”
  - d. “Faster than a speeding bullet”
  - e. “A handful”
  - f. “As heavy as an elephant”
  - g. “Going through the roof”
  - h. “Like it fell off a cliff”
  - i. “Like a broken record”
  
3. Devise short phrases conveying the concept of small size to the given audience.
  - a. “Pea-sized”
  - b. “Like a grain of sand or a seed”
  - c. “Like a speck of paint”
  - d. “Like a drop of water in an Olympic-sized swimming pool”
  
5. Consider whether information from Illinois in 1990 would be useful for the specified comparison.
  - a. Useful for a comparison of the state and its largest city in the same year
  - b. Useful for analysis of trends over time in the entire state
  - c. Useful for comparison of one age group to the total population
  - d. A poor choice, as too many dimensions differ (time, place, and age)
  
7. State whether a one-unit increase is a useful contrast for the specified topics and if not, give alternatives.
  - a. Too low to be of substantive interest. Use increments of \$1,000 instead.
  - b. Reasonable.
  - c. Too low to be clinically meaningful or measured precisely. Use an increment of 10 mg/dL.
  - d. Too high. An increase of one unit would span the entire theoretically possible range. Use an increase of 0.05 or 0.10.
  - e. Reasonable.