

# 3

## Vocabulary in Context

### THIS CHAPTER IN A NUTSHELL

- You don't always have to use a dictionary to learn the meanings of new words in your reading. You can often use context clues to figure out the meaning of a word.
- There are four kinds of context clues:
  - Examples of the new word
  - Synonyms (words that mean the same as the new word)
  - Antonyms (words that mean the opposite of the new word)
  - The rest of the sentence or the passage

Do you know the meaning of the word *consolidate*? Look at the following *Frank and Ernest* cartoon and see if the context helps you choose the correct answer:

#### Frank and Ernest



FRANK AND ERNEST: © Thaves / Dist. by Newspaper Enterprise Association, Inc.

\_\_\_\_\_ *Consolidate* (kən-sōl'ī-dāt') means

A. separate.

B. cancel.

C. combine into one.

Frank and Ernest are seeking a large single loan for their financial worries. (Of course, the joke is that all their small debts will now be replaced by “one giant nightmare” of a loan.) The **context**—the words surrounding the unfamiliar word—tells us that *consolidate* means “combine into one.” In this chapter, you will learn how to use context to figure out the meanings of words.

## UNDERSTANDING VOCABULARY IN CONTEXT

Do you know the meaning of the word *queries*? How about the word *tedious*? Or the word *transmit*?

You may be having trouble coming up with the meanings of these words. However, you will be more likely to know what they mean when you see them in complete sentences. Read each sentence below and see if you can understand the meaning of the word in *italics*. In the space provided, write the letter of the meaning you think is correct. Then read the explanation.

- \_\_\_\_\_ 1. Julia was nervous about answering the detective’s *queries*. Why was he asking so many questions, anyway?

*Queries* (kwîr’ēz) are

- A. charges.                      B. questions.                      C. statements of fact.

- \_\_\_\_\_ 2. Most of my history teacher’s lectures were *tedious*, but the one about what really happened on Paul Revere’s famous ride was very interesting.

*Tedious* (tē’dē-əs) means

- A. interesting.                      B. long.                      C. boring.

- \_\_\_\_\_ 3. Mosquitoes *transmit* sleeping sickness through biting.

*Transmit* (trăns-mīt’) means

- A. spread.                      B. enjoy.                      C. cure.

### **Explanation:**

In each sentence above, the context provides clues to the word’s meaning. You may have guessed from the context that *queries* means “questions,” that *tedious* means “boring,” and that *transmit* means to “spread.”

Using context clues to understand the meaning of unfamiliar words will help you in two ways:

- 1** It will save you time when reading. You will not have to stop to look up words in the dictionary. (Of course, you won’t *always* be able to understand a word from its context, so you should have a dictionary nearby as you read.)
- 2** It will improve your “working vocabulary”—words you recognize as you read and will eventually be able to use when you speak and write.

## TYPES OF CONTEXT CLUES

Here are four common types of context clues:

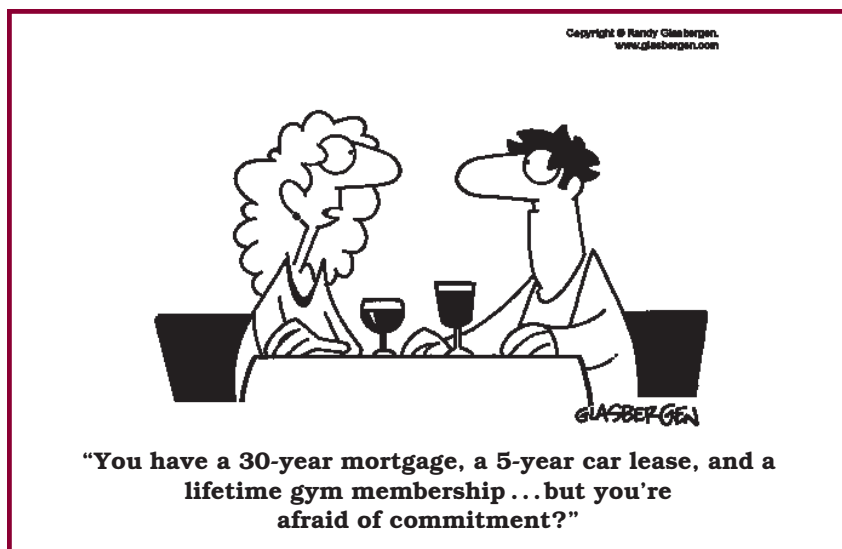
- 1 Examples
- 2 Synonyms
- 3 Antonyms
- 4 General Sense of the Sentence or Passage

In the following sections, you will read about and practice each type of clue. The practices will sharpen your skills in using context clues and help you add new words to your vocabulary.

Remember *not* to use a dictionary for these practices. Their purpose is to help you develop the skill of figuring out what words mean *without* using a dictionary. Pronunciations are provided in parentheses for the words, and a guide to pronunciation is on page 551.

### 1 Examples

An unfamiliar word may appear with examples that reveal what the word means. Look at the cartoon below and see if the examples help you choose the correct meaning of the word *commitment*:



\_\_\_\_\_ *Commitment* (kə-mīt'mənt) means

- |                                  |                                |
|----------------------------------|--------------------------------|
| A. a promise to do something.    | C. an opinion about something. |
| B. an opportunity for something. |                                |

The three examples of commitment—a 30-year mortgage, a 5-year car lease, and a lifetime gym membership—help you understand that *commitment* means “a promise to do something.”

### **Check Your Understanding**

Now read the items that follow. An *italicized* word in each sentence is followed by examples that serve as context clues for that word. These examples, which are **boldfaced**, will help you figure out the meaning of each word. On each line, write the letter of the answer you think is correct.

Note that examples are often introduced with signal words and phrases like *for example*, *for instance*, *including*, and *such as*.

- \_\_\_\_\_ 1. *Assets* (ăs'ěts') such as **good health**, **a loving family**, and **an enjoyable job** make life rewarding.

*Assets* are

- A. things of value.      B. rewards on the job.      C. helpful people.

**Hint:** Remember that in the exercises in this chapter, you can insert into each sentence the word you think is the answer. For example, substitute *things of value*, *rewards on the job*, or *helpful people* into sentence 1 in place of *assets* to see which one fits.

- \_\_\_\_\_ 2. A coyote's *prey* (prā) includes **squirrels**, **rabbits**, and **mice**.

*Prey* means

- A. friends.                      B. victims.                      C. replacement.

- \_\_\_\_\_ 3. The sports car had *defects* (dē'fěkts')—for example, **a dented fender** and **torn seats**—but I didn't care. I had wanted a Corvette for years, and I was going to buy it.

*Defects* are

- A. faults.                      B. out-of-date features.                      C. foreign qualities.

### **Explanation:**

- The correct answer is A. The examples given—good health, a loving family, and a job you enjoy—show that assets are “things of value.”
- The correct answer is B. The examples—squirrels, rabbits, and mice—reveal that prey are “victims.”
- The correct answer is A. The examples—a dented fender and torn seats—show that defects are “faults.”

## ➤ Practice 1: Examples

Read each item below and then do two things:

1. Underline the examples that suggest the meaning of the word in *italics*.
2. Write the letter of the word's meaning on the answer line.

\_\_\_\_\_ 1. We often communicate what we mean by using *gestures* such as the thumbs-up sign, hands on the hips, and a shrug of the shoulders.

*Gestures* (jēs'chərs) are

- A. motions of the body.      B. good feelings.      C. hand signals.

\_\_\_\_\_ 2. Newspaper reporters have been fired for *fictitious* reporting that included quotations which were never said and events that never occurred.

*Fictitious* (fīk-tīsh'əs) means

- A. true-life.      B. unknown.      C. not real.

\_\_\_\_\_ 3. *Obnoxious* behavior in a movie theater—for instance, burping, loud talking, or playing around—is considered childish by most people.

*Obnoxious* (ōb-nōk'shəs) means

- A. very unpleasant.      B. acceptable.      C. funny.

\_\_\_\_\_ 4. For better health and a longer life, doctors recommend *wholesome* activities, including exercising daily and eating nutritious foods.

*Wholesome* (hōl'səm) means

- A. boring.      B. skillful.      C. healthy.

\_\_\_\_\_ 5. Examples of *distractions* that always seem to occur during an important test include coughing, sighing, and scraping of chairs.

*Distractions* (dī-strākt'shənz) are things that

- A. are friendly.      B. take away  
your attention.      C. increase your  
ability to perform.

## 2 Synonyms

Context clues are often found in the form of **synonyms**: one or more words that mean the same or almost the same as the unknown word. Look again at the sentences on page 210: “Julia was nervous about answering the detective’s *queries*. Why was he asking so many questions, anyway?” Here the synonym “questions” tells you the meaning of *queries*.

Now look at the cartoon below about a boy talking to his mother.



Notice that the synonym for *humiliate*—expressed in the words of the young man who says “I feel worthless enough already”—helps you understand that *humiliate* (hyōō'mīl'ē-āt') means “to make feel ashamed.”

### Check Your Understanding

Each item below contains a word or phrase that is a synonym of the *italicized* word. Underline the synonym in each sentence. Then read the explanation that follows.

1. Hal was a *mediocre* (mē'dē-ō'kər) student. He was an average baseball player, as well.
2. It is hard to believe that my millionaire cousin was once *indigent* (in'dī-jənt), so poor that he walked the streets without knowing where his next meal would come from.
3. Most companies have a *regulation* (rĕg'yə-lā'shən) allowing new mothers to take three months off from work. Some firms also have a rule allowing fathers the same time off.

**Explanation:**

In each sentence, the synonym probably helped you understand the meaning of the word in italics:

1. Someone who is *mediocre* at something is “average.”
2. Someone who is *indigent* is “poor.”
3. A *regulation* is a “rule.”

**➤ Practice 2: Synonyms**

Each item below includes a synonym of the *italicized* word. Write each synonym in the space provided.

- \_\_\_\_\_ 1. Some people hate to admit an error. My boss, for instance, will never *concede* (kən-sēd') that he might be wrong.
- \_\_\_\_\_ 2. You may be *reluctant* (rĭ-lŭk'tənt) to give a speech now, but the more speaking practice you get, the less unwilling you will be.
- \_\_\_\_\_ 3. The *absurd* (əb-sŭrd') idea that people from outer space live among us is as ridiculous as the belief that the Earth is flat.
- \_\_\_\_\_ 4. Students are often *apprehensive* (əp'rĭ-hĕn'sĭv) of final exams, but with the right study skills, they don't have to be fearful.
- \_\_\_\_\_ 5. The belief that you can drink and then drive safely is a *fallacy* (făl'ə-sē); unfortunately, this false idea is held by many people.

**3 Antonyms**

**Antonyms**—words and phrases that mean the opposite of a word—are also useful as context clues. For example, *soft* is the opposite of *hard*, and *worried* is the opposite of *relieved*. Antonyms are often signaled by words such as *unlike*, *but*, *however*, *instead of*, *in contrast*, or *on the other hand*.

Look again at the sentence on page 210: “Most of my history teacher’s lectures were *tedious*, but the one about what really happened on Paul Revere’s famous ride was very interesting.” Here the word *but* helps suggest that *tedious* must be the opposite of *interesting*.



**Explanation:**

1. The correct answer is B. *Adverse* weather conditions are the opposite of “nice” ones—they are bad.
2. The correct answer is A. To *ascend* is the opposite of “climbing down”—when you ascend, you climb up.
3. The right answer is C. *Defying* one’s parents is the opposite of “agreeing with them.” When you defy people, you oppose what they say.

**➤ Practice 3: Antonyms**

Each item below includes a word or phrase that is an antonym of the *italicized* word. Underline each of those antonyms. Then, on the line, write the letter of the meaning of the italicized word.

- \_\_\_\_\_ 1. Your science project is much more *elaborate* than mine. In fact, mine looks very simple compared with yours.

**Hint:** What would be the opposite of *elaborate*?

*Elaborate* (ĭ-lăb'ər-ĭt) means

- A. plain.                      B. large.                      C. complicated.

- \_\_\_\_\_ 2. Gordon’s family worried that he would remain an *obscure* author all his life. However, he believed that someday he would be famous.

*Obscure* (ŏb-skyŏŏr') means

- A. unknown.                      B. well-known.                      C. good.

- \_\_\_\_\_ 3. The attorney introduced facts she felt were *relevant* to the case. But the judge said the facts were unrelated to the trial.

*Relevant* (rĕl'ə-vənt) means

- A. legal.                      B. related.                      C. known.

- \_\_\_\_\_ 4. When providing directions, give the steps *in sequence*. If they are out of order, those trying to follow the directions will become confused.

*In sequence* (sĕ'kwəns) means

- A. all at once.                      B. in order.                      C. in a confusing way.

- \_\_\_\_\_ 5. The teacher *commended* two students on the outstanding work they were doing. Then he criticized the rest of class for doing so poorly.

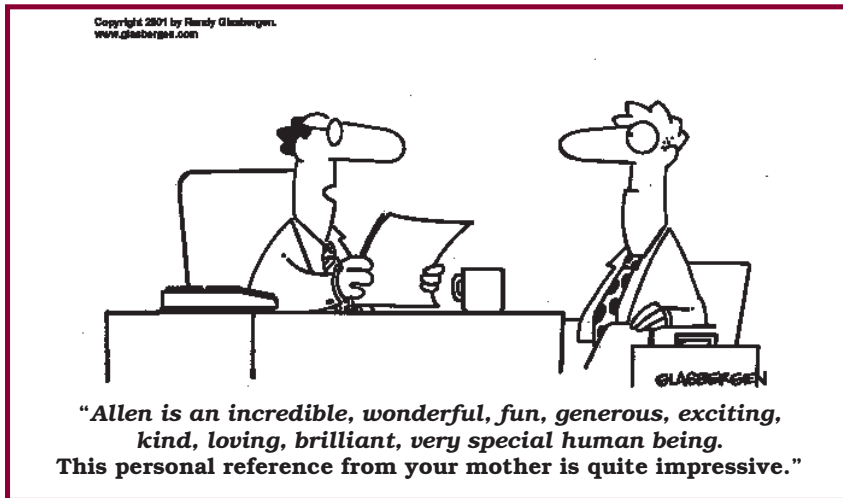
*Commended* (kə-mĕnd'ed) means

- A. blamed.                      B. graded.                      C. praised.

## 4 General Sense of the Sentence or Passage

Often, the context of a new word contains no examples, synonyms, or antonyms. In such cases, you must do a bit of detective work and try to make a guess based on any clues provided.

Look at the cartoon below about a job interview.



The glowing reference (from the job applicant’s mother!) helps you realize that *impressive* (im-prēs’iv) means “very favorable.”

### Check Your Understanding

In each sentence below, look for general clues to the meaning of the word in *italics*. Then write the letter of the answer you feel is the meaning of the italicized word.

- \_\_\_\_\_ 1. Elena thought she had *ample* time to review her notes before the afternoon exam. Then she discovered her watch was incorrect—she was actually late for the test!

*Ample* (ăm’pəl) means

- A. no.                                      B. plenty of.                                      C. little.

- \_\_\_\_\_ 2. At the animal shelter, Rita fell in love with a poodle, but Dan couldn’t resist a collie. So they felt that there was no *alternative* but to keep both animals.

An *alternative* (âl-tûr’nə-tîv) is a

- A. choice.                                      B. reason.                                      C. mystery.

- \_\_\_\_\_ 3. As a *consequence* of his bad report card, my brother could not watch TV until his grades improved.  
A *consequence* (kǒn'sǐ-kwěns') is a  
A. right.                      B. result.                      C. chance.

**Explanation:**

1. The correct answer is B. *Ample* means “plenty of.” Rita mistakenly thought she had plenty of time to think about the exam.
2. The right answer is A. An *alternative* is a “choice.” Rita and Dan felt they had no choice but to take both dogs home.
3. The correct answer is B. A *consequence* is a “result.” The result of the brother’s bad report card was not being able to watch TV until his teachers reported that he had improved.

➤ **Practice 4: General Sense of the Passage**

Figure out the meaning of the word in *italics* by looking for general clues. Then, on the line, write the letter of the meaning you think is correct.

- \_\_\_\_\_ 1. My brother felt it would be *futile* to try to make the basketball team. The other players were all at least eight inches taller than he was.  
*Futile* (fyōōt'1) means  
A. easy.                      B. useless.                      C. expensive.
- \_\_\_\_\_ 2. The *impact* of the crash was so great that you couldn't tell the make of either car. Both were totally destroyed.  
*Impact* (ĩm'păkt) means  
A. force.                      B. time.                      C. place.
- \_\_\_\_\_ 3. The young eagle was clearly a *novice* at flying. As he tried to land, he got himself caught in a thornbush.  
A *novice* (nǒv'ıs) is a  
A. bird.                      B. success.                      C. beginner.
- \_\_\_\_\_ 4. At a party given by a company for its clients, employees are expected to *minge* with the guests to make the guests feel more comfortable.  
*Minge* (mǎng'gəl) *with* means  
A. bother.                      B. mix with.                      C. sell things to.

\_\_\_\_\_ 5. Big band music was popular during the 1940s. It then disappeared from the music scene, but has been *revived* in recent years.

*Revived* (rĭ-vĭvd') means

- A. lost.                      B. brought back to life.                      C. destroyed.

## An Important Point about Textbook Definitions

You don't always have to use context clues or the dictionary to find definitions. Very often, textbook authors provide definitions of important terms. They usually follow a definition with one or more examples to make sure that you understand the word being defined.

Here is a short textbook passage that includes a definition and an example. Note that the term to be defined is set off in **boldface** type, and the definition then follows.

<sup>1</sup>**Phobias** are fears that are out of proportion to the actual danger in a situation. <sup>2</sup>Some people, for example, have a fear of riding in elevators. <sup>3</sup>But there is almost no chance that a cable could break and that the elevator would suddenly plunge to the ground. <sup>4</sup>Other people may have a phobia about spiders, dogs, driving over a bridge, or being trapped in a confined space. <sup>5</sup>In all such cases, there is an unreasonable desire to avoid the feared activity or object.

Textbook authors, then, often do more than provide context clues: they set off their definitions in *italic* or **boldface** type, as above. When they take the time to define and give examples of a term, you should assume that the material is important enough to learn.

More about textbook definitions and examples appears on pages 374–376 in the “Signal Words II” chapter.

## CHAPTER REVIEW

In this chapter, you learned the following:

- To save time when reading, you should try to figure out the meanings of unfamiliar words. You can do so by looking at their *context*—the words surrounding them.
- There are four kinds of context clues: **examples** (marked by words like *for example*, *for instance*, *including*, and *such as*); **synonyms** (words that mean the same as unknown words); **antonyms** (words that mean the opposite of unknown words); and **general sense of the sentence** (clues in the sentence or surrounding sentences about what words might mean).
- Textbook authors typically set off important words in *italic* or **boldface** type and define those words for you, often providing examples as well.

The next chapter—Chapter 4—will introduce you to the most important of all comprehension skills, finding the main idea.



**On the Web:** If you are using this book in class, you can visit our website for additional practice in understanding vocabulary in context. Go to [www.townsendpress.com](http://www.townsendpress.com) and click on “Online Exercises.”

 **Review Test 1**

To review what you've learned in this chapter, answer the following questions by writing the letter of each correct answer.

- \_\_\_\_\_ 1. The context of a word is
- A. its meaning.
  - B. its opposite.
  - C. the words around it.
- \_\_\_\_\_ 2. Which type of context clue often follows signal words like *including*, *such as*, and *for instance*?
- A. Example
  - B. Synonym
  - C. Antonym
- \_\_\_\_\_ 3. In the sentence below, which type of context clue is provided for the italicized word?
- A. Example
  - B. Synonym
  - C. Antonym
- Students often prefer a *lenient* teacher to a strict one, but they may learn more from the strict teacher.
- \_\_\_\_\_ 4. Often, when textbook authors introduce a new word, they provide a definition and help make the meaning of the word clear by including one or more
- A. examples.
  - B. synonyms.
  - C. antonyms.

## ► Review Test 2

A. Look at the cartoon below and then answer the question that follows.



\_\_\_\_\_ 1. Using the context clues in the cartoon, write the letter of the best meaning of *cope* (kōp) in the space provided.

- A. deal effectively      B. fail to relate      C. try harder

B. Using context clues for help, write the letter of the best meaning for each italicized word.

\_\_\_\_\_ 2. Judges are supposed to be *impartial*, but the judge in the trial didn't seem fair to me.

*Impartial* (im-pär'shəl) means

- A. not listening.      B. not honest.      C. not favoring one side or the other.

\_\_\_\_\_ 3. After standing empty for fifteen years, the old mansion had *deteriorated*. The wood was decaying, the plaster was peeling, and most of the windows had been broken.

*Deteriorate* (dĭ-tĭr'ē-ə-rāt') means to

- A. become older.      B. become worse.      C. become empty.

\_\_\_\_\_ 4. Successful students have learned that if they *adhere to* a schedule, they accomplish more. When they don't stick to a set routine, they get less done.

*Adhere* (ăd-hĭr') to means

- A. faithfully follow.      B. avoid.      C. buy.

- \_\_\_\_\_ 5. At an accident scene, police must determine whose version of the accident *distorts* the events and whose tells it just as it happened.

*Distorts* (dĭ-stôrts') means

- A. explains.                      B. describes falsely.                      C. forgets.

- \_\_\_\_\_ 6. If you are pushed and have your books knocked to the floor, you may find it hard to *refrain* from yelling at the person who caused the accident.

*Refrain* (rĭ-frān') means

- A. continue.                      B. hold back.                      C. take.

- \_\_\_\_\_ 7. Olga always comes up with quick *retorts* to people's comments, but I can never think of a clever answer until it's too late.

A *retort* (rĭ-tôrt') is a

- A. clever reply.                      B. dumb remark.                      C. kind response.

- \_\_\_\_\_ 8. Experts say exercise makes the appetite *diminish*. So wanting to lose weight provides another good reason to exercise.

*Diminish* (dĭ-mĭn'ĭsh) means

- A. grow larger.                      B. get smarter.                      C. get smaller.

- \_\_\_\_\_ 9. Antonio made a *pretense* of writing the answers to the essay test, but he was just scribbling. He hadn't studied for the test at all.

*Pretense* (prĕ'tĕns') means

- A. intelligent attempt.                      B. false show.                      C. slow effort.

- \_\_\_\_\_ 10. Twins separated early in life often lead *parallel* lives. For instance, many study the same subjects, get similar jobs, and marry the same kind of person.

*Parallel* (părl'ə-lĕl') means

- A. vastly different.                      B. matching.                      C. boring.

### ► Review Test 3

Here is a chance to apply the skill of understanding vocabulary in context to a full-length reading. If you have ever been cheated by someone, you will probably understand the feelings that motivated the author to write her essay. After reading it, answer the vocabulary and reading questions that follow.

### Words to Watch

Below are some words in the reading that do not have strong context support. Each word is followed by the number of the paragraph in which it appears and its meaning there. These words are marked in the reading by a small circle (°).

*acute* (1): severe, extreme

*skeptical* (9): doubting

*scurried* (12): rushed

*deceit* (21): dishonesty

*cynical* (24): believing that people are motivated only by selfishness

## ONE LESS SUCKER LIVES

Jeanne R. Smith

1 The thing that struck me most about him was his acute° discomfort.

2 He approached the door of the newspaper office timidly, opened it, and stood on the threshold as if uncertain about the kinds of creatures he would face inside.

3 He wore regular work clothes. There was nothing extraordinarily distinguishing about him. He just looked nervous and uncomfortable.

4 He'd never done anything like this in his life, he told me as he timidly neared my desk.

5 He didn't even know how to go about it . . . but if I would just bear with him, maybe he could get his story out.

6 He was just so embarrassed.

7 He was a driver for the Arnold Baking Company, he said. His truck had broken down up the highway, filled

with his day's delivery of breadstuffs. He'd gladly give our office staff a few loaves of our favorite bread if only someone could lend him eight dollars to catch a bus back to his company to get a substitute truck.

Oh, this was just so embarrassing. 8

Seeing what might have been a slightly skeptical° look on my face, he produced a wad of credit and identification cards. One in particular, an Arnold ID card, had his picture on it. He was who he said he was. And he really did need help.

He just sat there looking woebegone 10 while I pondered whether or not to help my fellow man in distress. He seemed overjoyed when I pulled out my wallet, searched for eight bucks, and handed the money to him.

He was so grateful. After all, this 11 had been so embarrassing.

12	He scurried <sup>o</sup> out the door, promising English muffins as a thank-you when he returned before our office closed at five.	That's really very sad.	18
13	I never saw him again.	We were brought up to believe in the virtue of helping one's neighbor. One of the greatest commandments given by the Almighty involves the way we should treat each other.	19
14	In fact, when I called the Arnold Baking Company the next day to inquire about their poor driver with all the truck trouble, I found that they never heard of him.	Just try it.	20
15	Indeed, someone from Arnold's called back to warn me that this same man had pulled the same scam on someone in Cherry Hill . . . the same story . . . the same ID cards . . . the same eight bucks.	After the incident, I pondered what it was about the whole thing that really stuck in my craw. Was it the money? Or was it the lie? . . . the deceit <sup>o</sup> ? . . . the con?	21
16	Everyone ribbed me about being too trusting. I got kind advice from the local police department when I reported the flim-flam so others could be alerted to the perpetrator's method.	It really wasn't the money. Had the guy come into the office, poured out his heart about being out of work, with sick kids and nowhere else to turn, I probably would have given him the money to help out. At least before yesterday I might have.	22
17	But no one taught me as valuable a lesson as the con artist himself. And, thanks to him, someday, some person who is really in need will find a deaf ear when he or she approaches me for help. At least when it comes to money, anyway.	It was the lie and the deliberate attempt to cheat me out of money that really angers me.	23
		It's probably true that there's a sucker born every minute. But yesterday, one sucker died. And a wiser, more cynical <sup>o</sup> person emerged.	24
		There's the pity of it all.	25

## Vocabulary in Context Questions

For each question, write the letter of your answer in the space provided.

- \_\_\_\_\_ 1. In the sentences below, the word *timidly* (tĭm'ĭd-lē) means
- |                 |                 |
|-----------------|-----------------|
| A. confidently. | C. loudly.      |
| B. shyly.       | D. on schedule. |

“He approached the door of the newspaper office timidly, opened it, and stood on the threshold as if uncertain about the kinds of creatures he would face inside. . . . He just looked nervous and uncomfortable.” (Paragraphs 2–3)

- \_\_\_\_\_ 2. In the sentence below, the word *wad* (wǒd) means
- |                  |                |
|------------------|----------------|
| A. story.        | C. lack.       |
| B. large number. | D. photograph. |

“Seeing what might have been a slightly skeptical look on my face, he produced a wad of credit and identification cards.” (Paragraph 9)

- \_\_\_\_\_ 3. In the sentences below, the word *woebegone* (wō' bĭ-gôn) means
- |             |               |
|-------------|---------------|
| A. pleased. | C. unhappy.   |
| B. healthy. | D. confident. |

“Oh, this was just so embarrassing. . . . He just sat there looking woebegone while I pondered whether or not to help my fellow man . . . and seemed overjoyed when I pulled out my wallet.” (Paragraphs 8 and 10)

- \_\_\_\_\_ 4. In the sentence below, the word *pondered* (pŏn'dərd) means
- |                   |                  |
|-------------------|------------------|
| A. thought about. | C. forgot about. |
| B. remembered.    | D. knew.         |

“He just sat there looking woebegone while I pondered whether or not to help my fellow man.” (Paragraph 10)

- \_\_\_\_\_ 5. In the sentence below, the word *scam* (skām) means
- |                    |                      |
|--------------------|----------------------|
| A. practical joke. | C. agreement.        |
| B. anger.          | D. dishonest scheme. |

“Indeed, someone from Arnold’s called back to warn me that this same man had pulled the same scam on someone in Cherry Hill . . . the same story . . . the same ID cards . . . the same eight bucks.” (Paragraph 15)

- \_\_\_\_\_ 6. In the sentence below, the word *flim-flam* (flĭm'flām') means
- |                   |                  |
|-------------------|------------------|
| A. truck trouble. | C. cheating.     |
| B. embarrassment. | D. credit cards. |

“I got kind advice from the local police department when I reported the flim-flam so others could be alerted to the perpetrator’s method.” (Paragraph 16)

- \_\_\_\_\_ 7. In the sentence below, the word *perpetrator* (pĕr'pĭ-trāt'ər) means
- |                                     |               |
|-------------------------------------|---------------|
| A. the one who committed the crime. | C. a citizen. |
| B. a beginner.                      | D. a witness. |

“I got kind advice from the local police department when I reported the flim-flam so others could be alerted to the perpetrator’s method.” (Paragraph 16)

- \_\_\_\_\_ 8. In the sentences below, the phrase *stuck in my craw* (krô) means
- A. delighted me.
  - B. destroyed me.
  - C. informed me.
  - D. troubled me.

“After the incident, I pondered what it was about the whole thing that really stuck in my craw. Was it the money? Or was it the lie?” (Paragraph 21)

- \_\_\_\_\_ 9. In the sentence below, the word *deliberate* (dĭ-lĭb'ər-ĭt) means
- A. easy.
  - B. fair.
  - C. planned.
  - D. weak.

“It was the lie and the deliberate attempt to cheat me out of money that really angers me.” (Paragraph 23)

- \_\_\_\_\_ 10. In the sentences below, the word *emerged* (ĭ-mûrjd') means
- A. disappeared.
  - B. took advantage.
  - C. died.
  - D. appeared.

“It’s probably true that there’s a sucker born every minute. But yesterday, one sucker died. And a wiser, more cynical person emerged.” (Paragraph 24)

## Questions about the Reading

For each question, write the letter of your answer in the space provided.

- \_\_\_\_\_ 1. A central idea in “One Less Sucker Lives” is that the author
- A. realizes that most people are dishonest.
  - B. feels grateful to the con man for teaching her a lesson.
  - C. is glad that she reported the con man to the police.
  - D. regrets that she has lost her trust in people as a result of being cheated.
- \_\_\_\_\_ 2. The main idea of paragraphs 1–6 is that
- A. the author is not used to being approached by strange-looking men.
  - B. there is nothing extraordinarily distinguished about the man.
  - C. the author is most impressed by the man’s acute discomfort.
  - D. the author works in a busy newspaper office.

- \_\_\_\_\_ 3. The main idea of paragraph 9 is that
- A. the man had an Arnold Baking identification card.
  - B. the writer was skeptical of the man's story.
  - C. the man seemed to really be who he said he was.
  - D. the man had credit cards.
- \_\_\_\_\_ 4. The writer worked at
- A. a police station.
  - B. a newspaper office.
  - C. an office of the Arnold Baking Company.
  - D. a truck stop.
- \_\_\_\_\_ 5. In return for her help, the man promised the writer
- A. to pay back her money with interest.
  - B. to help someone in need himself someday.
  - C. to bring her some English muffins.
  - D. to write her a thank-you letter.
- \_\_\_\_\_ 6. The author realizes she has been cheated when
- A. the man does not call her later that day.
  - B. she reads a local newspaper story about a con man operating in the area.
  - C. she receives a call from the local police department warning her of a scam.
  - D. someone from the Arnold Baking Company calls to warn her about the con man.
- \_\_\_\_\_ 7. We can guess that the man
- A. wants others to feel sorry for him.
  - B. is genuinely needy.
  - C. regrets having to cheat other people.
  - D. is not very intelligent.
- \_\_\_\_\_ 8. The man probably
- A. was going from place to place pretending to be someone he wasn't.
  - B. was an employee of the Arnold Baking Company.
  - C. felt very bad about lying to the writer.
  - D. had never cheated anyone out of money before.
- \_\_\_\_\_ 9. We can assume that the writer
- A. is really grateful for what the man taught her.
  - B. feels bitter and sad about the lesson she learned.
  - C. thinks that the man who asked her for money should be arrested.
  - D. wishes she had given the man more money.

- \_\_\_\_\_ 10. The next time someone tells the writer a hard-luck story, she will most likely
- listen sympathetically.
  - call the police.
  - not give the person anything.
  - demand that the person give her eight dollars.

## Discussion Questions

- When people on the street ask you for money, do you ever give them anything? Why or why not? If you sometimes do, how do you decide which person to help?
- What was the “lesson” the writer learned from the incident? If the incident had happened to you, would you feel you had learned the same lesson? Why or why not?
- Have you ever had to ask a stranger for help? What were the circumstances? How did the stranger respond?

*Note:* Writing assignments for this selection appear on page 559.

### Check Your Performance

#### Activity

Review Test 1 (4 items)

Review Test 2 (10 items)

Review Test 3 (20 items)

### VOCABULARY IN CONTEXT

*Number Right*

*Points*

*Score*

\_\_\_\_\_ × 5 = \_\_\_\_\_

\_\_\_\_\_ × 4 = \_\_\_\_\_

\_\_\_\_\_ × 2 = \_\_\_\_\_

**TOTAL SCORE** = \_\_\_\_\_%

Enter your total score into the **Reading Performance Chart: Review Tests** on the inside back cover.