

Grammar in Context

In the opening sentence "During the Great Depression of the 1930s, the domestic economy was all but destroyed" (lines 1-3 on page 105), the author of the passage has made sure that the **singular subject** "economy" has the **singular verb** "was." There are two basic rules of **subject-verb agreement**: A **singular subject** must have a **singular verb**. A **plural subject** must have a **plural verb**.

All verbs must agree with their subjects even when words come between them. Verbs must agree with compound subjects (linked by *and*, *or*, or *nor*) and with subjects that are collective nouns (such as *team* and *class*). They must agree with indefinite pronouns (such as *each*, *anyone*, or *several*), with nouns that are singular in meaning although plural in form (such as *acoustics* or *politics*), and with measurements and amounts. Verbs must also agree with their subjects when those subjects are confusing, as is the case when the subject follows the verb in a sentence.

Choose the verb in parentheses that agrees with the subject of each sentence, and write it on the line provided.

1. Would you agree that the New Deal programs (**was, were**) very important for improving the American economy and lifting people's spirits?

2. Along with food and clothing, thirty dollars a month (**was, were**) what a CCC worker earned.

3. Many Americans today (**has, have**) relatives who once worked for the CCC.

4. Neither the CCC nor the WPA, the Works Progress Administration, (**is, are**) in existence today.

5. Would either of these federal programs (**passes, pass**) through Congress today?

6. Politics (**plays, play**) a key role in the passage of legislation authorizing government projects.

7. Roosevelt's efforts on behalf of the jobless and the poor (**sets, set**) a high standard for future administrations.

8. Today men and women often (**works, work**) side by side on huge public construction projects.

- Which of the following would make the best title for this passage?
- a. FDR's New Deal Programs
 - b. \$30 and Three Meals a Day
 - c. High Marks for the CCC
 - d. Saving the Environment
 - e. A History of the Great Depression
- The meaning of **domestic** (line 2) is
- a. national
 - b. foreign
 - c. household servant
 - d. agricultural
 - e. industrial
- i. **Catastrophe** (line 7) most nearly means
- a. problem
 - b. disaster
 - c. success
 - d. instability
 - e. debate
1. **Notable** (line 18) is best defined as
- a. competent
 - b. mammoth
 - c. well-known person
 - d. attentive
 - e. impressive
5. **Decrease** (line 19) most nearly means
- a. reduce
 - b. increase
 - c. assist
 - d. employ
 - e. recruit
6. **Downtrodden** (line 27) is best defined as
- a. uplifted
 - b. needy
 - c. oppressed
 - d. homeless
 - e. sickly
7. The function of paragraphs 1 and 2 is to provide
- a. a historical context for the founding of the CCC
 - b. detailed information about the CCC
 - c. biographical information about Franklin D. Roosevelt

- d. an analysis of Roosevelt's New Deal policies
 - e. a complete history of the Great Depression
8. The CCC was founded mainly to benefit
- a. unemployed fathers
 - b. unemployed young men
 - c. college students needing a summer job
 - d. women and men in rural areas
 - e. engineers and experts in forestry
9. From paragraph 3 (lines 28-50), you can infer that the main reason for joining the CCC was
- a. to have a job
 - b. to leave home
 - c. to see the country
 - d. to join the army
 - e. to be outdoors
10. The meaning of **ordeal** (line 52) is
- a. pleasant experience
 - b. challenging game
 - c. new adventure
 - d. easy time
 - e. hardship
11. The writer's attitude toward the subject can best be described as
- a. disinterested
 - b. sarcastic
 - c. critical
 - d. respectful
 - e. ironic
12. The CCC had all of the following beneficial effects EXCEPT
- a. providing jobs for unemployed young men
 - b. promoting conservation by planting trees and improving the environment
 - c. giving the U.S. Army experience managing large numbers of recruits
 - d. giving young men experience with military discipline
 - e. creating several new national parks in the West

Two-Word Completions

Circle the pair of words that best complete the meaning of each of the following passages.

As we _____ violently to the right to avoid some rocks that suddenly sprang into view, our canoe _____ and pitched us headlong into the churning waters of the river.

- a. flourished . . . flustered
- b. canvassed . . . ejected
- c. swerved . . . capsized
- d. brawled . . . nurtured

If you want to stop your automobile, apply the brakes. If you want it to gain _____, step on the _____.

- a. momentum . . . accelerator
- b. salvo . . . nub
- c. wrath . . . flaw
- d. incentive . . . paradox

When prices go up, the value of our money _____. The higher the cost of living climbs, the more deeply inflation _____ the purchasing power of the dollar.

- a. accelerates . . . entices
- b. decreases . . . erodes
- c. persists . . . perjures
- d. flourishes . . . parches

My throat became so _____ during that long trek over dusty trails on the hottest day of summer that I firmly believed nothing would ever _____ my thirst!

- a. flawed . . . nurture
- b. puny . . . decrease
- c. parched . . . quench
- d. flagrant . . . pervade

"An experienced worker doesn't usually have trouble handling a new job with _____," the personnel manager observed. "A beginner, however, will normally _____ around until he or she learns the ropes."

- a. prudence . . . quibble
- b. proficiency . . . flounder
- c. incentive . . . flourish
- d. vigilance . . . swerve

"It isn't _____ to spend more than you make," I observed. "Only a fool would allow expenses to _____ income."

- a. vital . . . fluster
- b. amiss . . . stifle
- c. abnormal . . . nurture
- d. prudent . . . outstrip

Choosing the Right Meaning

Read each sentence carefully. Then circle the item that best completes the statement below the sentence.

Heavy losses during the Battle of Britain sometimes forced the Royal Air Force to send fledglings up against the German formations. (2)

1. In line 2 the word **fledglings** is best defined as
 a. young birds b. novice pilots c. veteran flyers d. damaged fighters

According to the principle of Manifest Destiny, first advanced in the 1840s, the United States was ordained to expand westward to the Pacific. (2)

2. In line 2 the word **ordained** is used to mean
 a. ordered b. appointed c. enacted d. fated

I think that the chairperson is doing me an injustice by dismissing my contribution to the project as "puny." (2)

3. The word **puny** in line 2 most nearly means
 a. sickly b. unimportant c. undersized d. off the wall

Far from being only casual acquaintances, as they claimed, the two had secretly been in cahoots for years. (2)

4. The word **casual** in line 1 most nearly means
 a. occasional b. personal c. unconcerned d. accidental

"There will be no response to the proposal," remarked the diplomat, "until my government has had an opportunity to canvass the terms and conditions." (2)

5. The best definition for the word **canvass** in line 2 is
 a. gather b. solicit c. examine d. poll

Antonyms

In each of the following groups, circle the word or expression that is most nearly the **opposite** of the word in **boldface** type.

- | | | | |
|--|---|---|---|
| 1. foremost
a. chief
b. last
c. first
d. most popular | 3. decrease
a. shrivel
b. dwindle
c. change
d. grow | 5. ratify
a. honor
b. cancel
c. write
d. endorse | 7. detest
a. adore
b. notice
c. avoid
d. loathe |
| 2. abnormal
a. strange
b. new
c. interesting
d. commonplace | 4. fledgling
a. veteran
b. wealthy
c. painless
d. clumsy | 6. nurture
a. beguile
b. esteem
c. neglect
d. foster | 8. notable
a. experienced
b. up-to-date
c. unimpressive
d. demanding |

- | | | | |
|---|--|---|--|
| 9. vital
a. unimportant
b. interesting
c. difficult
d. life-or-death | 11. prudent
a. sensible
b. wealthy
c. demanding
d. foolish | 13. melancholy
a. sleepy
b. sad
c. happy
d. weird | 15. proficient
a. fast
b. unskilled
c. expert
d. fearless |
| 10. puny
a. brawny
b. wise
c. intelligent
d. small | 12. flagrant
a. youthful
b. petty
c. serious
d. unexplained | 14. legible
a. elegant
b. unreadable
c. childish
d. neat | 16. wrath
a. favor
b. intelligence
c. position
d. anger |

Word Families

A. On the line provided, write the word you have learned in Units 7–9 that is related to each of the following nouns.

EXAMPLE: persistence—**persist**

- | | |
|---|-------|
| 1. proficiency, proficientness | _____ |
| 2. priority, prioress, priory | _____ |
| 3. flagrancy, fragrance | _____ |
| 4. ratification, ratifier | _____ |
| 5. detester, detestation, detestability, detestableness | _____ |
| 6. vigil, vigilance, vigilantness, vigilante, vigilantism | _____ |
| 7. presumption, presumer, presumptuousness | _____ |
| 8. erosion, erodibility, erosiveness, erosivity | _____ |
| 9. enticement | _____ |
| 10. abnormality, abnormalness, abnormalcy | _____ |
| 11. ejection, ejector, ejection, ejecta | _____ |
| 12. insubordination | _____ |
| 13. legibility | _____ |
| 14. prudence | _____ |
| 15. simultaneity, simultaneousness | _____ |

B. On the line provided, write the word you have learned in Units 7–9 that is related to each of the following verbs.

EXAMPLE: pervade—**pervasive**

- | | |
|-----------------|-------|
| 16. note | _____ |
| 17. perjure | _____ |
| 18. domesticate | _____ |
| 19. vitalize | _____ |
| 20. dispute | _____ |

Word Associations

In each of the following groups, circle the word that is best defined or suggested by the given phrase.

- | | | | |
|--|----------------|------------------|-----------------|
| 1. fit for a king
a. vital | b. regal | c. proficient | d. disputatious |
| 2. be ever watchful
a. flagrant | b. persistent | c. vigilant | d. domestic |
| 3. the heart of the problem
a. ordeal | b. onslaught | c. nub | d. remnant |
| 4. to outdo the competition
a. outstrip | b. eject | c. erode | d. nurture |
| 5. a sudden or violent attack
a. onslaught | b. incentive | c. ordeal | d. paradox |
| 6. what is left over
a. bystander | b. nub | c. remnant | d. incentive |
| 7. something essential
a. abnormal | b. vital | c. prudent | d. puny |
| 8. could not find a defect
a. flaw | b. perjury | c. paradox | d. quibble |
| 9. trial by fire or water
a. incentive | b. quibble | c. ordeal | d. paradox |
| 10. a noisy quarrel or fight
a. ordeal | b. incentive | c. catastrophe | d. brawl |
| 11. to wear away one's confidence
a. swerve | b. erode | c. stifle | d. fluster |
| 12. to permeate the house with cooking smells
a. entice | b. pervade | c. flourish | d. quench |
| 13. to take their innocence for granted
a. presume | b. pervade | c. quench | d. persist |
| 14. to suppress a yawn
a. detest | b. stifle | c. entice | d. capsize |
| 15. to douse the flames with water
a. parch | b. eject | c. outstrip | d. quench |
| 16. a burst of laughter, cheers, or applause
a. salvo | b. fledgling | c. catastrophe | d. brawl |
| 17. the oppressed masses
a. fledgling | b. downtrodden | c. insubordinate | d. melancholy |
| 18. has gone awry
a. abnormal | b. prudent | c. amiss | d. vital |
| 19. an inducement to make one work harder
a. salvo | b. momentum | c. nub | d. incentive |
| 20. to bring up and care for a child
a. ratify | b. nurture | c. ordain | d. flourish |

Building with Classical Roots

graph, graphy—to write

This root appears in **graphic** (page 99), literally “having to do with writing.” The word now means “lifelike or vivid,” “relating to graphs or diagrams,” or “having to do with the visual arts.” Some other words based on the same root are listed below.

autobiography	biography	graphite	pictograph
autograph	geography	graphology	seismograph

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below each definition.

1. an account of a person's life written by another person; such writings, collectively
Carl Sandburg wrote a famous _____ of Abraham Lincoln.
2. to write in one's own handwriting; to write one's signature on or in; a signature
Fans hounded the actor for his _____.
3. the study of handwriting
Police investigators often rely on _____ to help them unlock clues to a criminal's personality.
4. an instrument that records the direction, force, and duration of earthquakes and other earth tremors
A _____ measures the intensity of an earthquake.
5. the story of one's own life written by oneself
Helen Keller's _____ is entitled *The Story of My Life*.
6. the study of the earth's surface, climate, plants, animals, natural resources, people, and industries; the physical features of a place or region
Maps are important tools in the study of _____.
7. a picture or symbol used to represent an idea in a system of picture writing; a diagram using pictures to represent data
The Lakota used _____ to record important events from their past.
8. a soft, black form of carbon
The “lead” in lead pencils is actually _____.

From the list of words above, choose the one that best completes each of the following sentences. Write the word in the blank space provided.

1. On Career Day our teacher's handwriting was analyzed by a guest speaker who had studied _____.

2. The _____ of Frederick Douglass, covering his early years, became an instant bestseller.
3. The university's _____ detected that a moderate earthquake had occurred in the Pacific Ocean.
4. _____ can be used as a lubricant when mixed with oil.
5. The young woman begged the star of the musical to _____ her program.
6. A good _____ of Ulysses S. Grant or Robert E. Lee can provide valuable information about the important battles of the Civil War.
7. Our teacher advised us to draw a _____ to help us chart the latest information about population growth in Asia.
8. The _____ of Central America includes rugged mountains.

Circle the **boldface** word that more satisfactorily completes each of the following sentences.

1. Certain ancient peoples, such as the Egyptians, used (**pictographs, autographs**) in their written messages.
2. Although vacationers might not realize it, they are studying our country's (**autobiography, geography**) when they take to the roads in the summer.
3. (**Autographs, Graphologies**) of famous people such as Abraham Lincoln can fetch high prices at auctions.
4. Networks of (**pictographs, seismographs**) can sometimes help to warn of approaching tidal waves, which are caused by earthquakes.
5. “This (**biography, geography**) gives an accurate history of Leo Tolstoy's life,” the librarian said.
6. Old school desks often had a groove into which hot liquid (**graphite, seismograph**) could be poured and then used for writing when cooled.
7. An expert in (**graphology, geography**) once told me that my signature showed me to be a very generous person.
8. *The Diary of a Young Girl* is an example of a(n) (**biography, autobiography**) because it was written by Anne Frank herself.