

# Lesson 6

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**apropos**  
ə pə pō'

*adj.* Fitting the occasion; suitable or apt.

The governor's red, white, and blue blouse seemed quite **apropos** for her post-election celebration.

**ascendancy**  
ə sen' dən sē

*n.* Controlling influence; domination.

The **ascendancy** of the United States as a world power coincided with the decline of the British Empire.

**assess**  
ə ses'

*v.* To analyze and determine the nature, value, or importance of.

After I **assessed** the difficulties we faced in repairing the storm damage, I proposed a three-part plan.

**assessment** *n.*

Our **assessment** of the water quality of the bay shows that there has been a significant improvement over the last five years.

**aver**  
ə vēr'

*v.* To declare positively; to state as the truth.

The lawyer **averred** that her client was innocent.

**concede**  
kən sēd'

*v.* 1. To admit to be true, often reluctantly.

Bungee jumpers **concede** that the sport can be dangerous.

2. To grant or let have.

When her queen was placed in an indefensible position, Marla **conceded** the chess game to her opponent.

**deficient**  
dē fish' ənt

*adj.* Lacking

A diet **deficient** in fruits and vegetables won't provide enough vitamins for good nutrition.

**deficiency** *n.*

Teachers argued that students experienced a serious **deficiency** when schools could not provide music and art education.

**dogma**  
dōg' mō

*n.* An unproven principle or belief held to be true.

The economic theory that the wealth of large companies will trickle down to others in the society was **dogma** to many in the 1980s.

**dogmatic** *adj.* Overly positive and assertive about something that cannot be proved.

While we are enthusiastic about our method of teaching dance, we try not to be **dogmatic** in our approach.

**embody**  
em bād' ē

*v.* 1. To put an idea into a form that can be seen.

The Bill of Rights **embodies** the basic freedoms of all Americans.

2. To make part of a system; incorporate.

Picasso's great painting *Guernica* **embodies** his ideas about the barbarity of war.

**impart**  
im pārt'

*v.* 1. To make known; disclose.

He **imparted** his views in such a humorous manner that we were unsure whether to take them seriously.

2. To bestow.

The capers **impart** just the right amount of piquancy to the fish sauce.

**oratory**

or' ə tôr' ē

*n.* The art of public speaking.Ms. Wade's inspired **oratory** made her address the high point of the convention.**orator** *n.* A public speaker.Patrick Henry, a contemporary of George Washington, was a brilliant **orator**.**oratorical** *adj.*Attending a workshop on public speaking can help sharpen one's **oratorical** skills.**propagate**

prəp' ə gāt

*v.* 1. To reproduce.The scientists were puzzled when the frogs that **propagated** in the fall had unusually few offspring.

2. To cause to reproduce.

Begonias are easy plants to **propagate** by cuttings.

3. To foster the spread of.

The professor wrote several articles to **propagate** his theory explaining the causes of sudden climate change.**propagation** *n.*The **propagation** of information has been facilitated by the use of computers.**proponent**

prə pō' nent

*n.* Someone who proposes or supports an idea; an advocate.The bill passed easily since its **proponents** were in the majority.**rudimentary**

rū' də men' tər ē

*adj.* 1. Not yet fully developed.The **rudimentary** train system of the United States developed rapidly during the second half of the nineteenth century.

2. Elementary.

Juan speaks four languages perfectly and has a **rudimentary** knowledge of several others.**sojourn**

sō' jurn

*n.* A visit or temporary stay.Our summer **sojourn** with our cousins ended after six wonderful weeks in Puerto Rico.*v.* To stay for a while.We usually **sojourn** for a week or so at our grandparents' cabin as we make our way north.**vociferous**

vō sif' ət əs

*adj.* Making one's feelings known in a loud way.The community's **vociferous** opposition to a stadium in their neighborhood led the governor to abandon the plan.

## 6A Understanding Meanings

Read the sentences below. If a sentence correctly uses the word in bold, write *C* on the line below it. If a sentence is incorrect, rewrite it so that the vocabulary word in bold is used correctly.

1. To **impart** something is to have an effect on it.

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2. To **propagate** is to increase by producing offspring.

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3. **Oratory** is the cultivation of fruits and vegetables.

4. A **dogma** is a brief, usually witty, saying.

5. To be in the **ascendancy** is to have power or influence.

6. To **concede** something is to hide it.

7. A **rudimentary** plan is one that is not expressed politely.

8. If a remark is **apropos**, it fits the situation perfectly.

9. To **assess** damage is to escape responsibility for it.

10. To be **deficient** is to be without certain things.

11. To **embody** a principle is to add details that may not be true.

12. A **proponent** of a scheme is one who is in favor of it.

13. To **sojourn** is to go on a long journey.

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14. A **vociferous** supporter is one who cannot be trusted.

15. To **aver** something is to deny it happened.

## 6B Using Words

If the word (or a form of the word) in bold fits in a sentence in the group below it, write the word in the blank. If the word does not fit, leave the space empty.

### 1. **embody**

- (a) Russo attempted to \_\_\_\_\_ the document where no one could find it.
- (b) The architecture of these cathedrals \_\_\_\_\_ the religious beliefs of the age.
- (c) The words "My country right or wrong" \_\_\_\_\_ the senator's philosophy.

### 2. **concede**

- (a) We reluctantly \_\_\_\_\_ victory to the team from Brockton.
- (b) I refuse to \_\_\_\_\_ that I made an error in my calculations.
- (c) Each of us \_\_\_\_\_ a quart of water after the game.

### 3. **ascendancy**

- (a) By 49 B.C.E., Rome's \_\_\_\_\_ over the Gaulish tribes was complete.
- (b) My first \_\_\_\_\_ in a hot-air balloon was a thrilling experience.
- (c) The \_\_\_\_\_ of Mount Whitmore took us almost three hours.

### 4. **vociferous**

- (a) The painter's early works are noted for their \_\_\_\_\_ use of color.
- (b) A \_\_\_\_\_ crowd gathered outside city hall demanding to see the mayor.
- (c) My cousin Tom is known for his \_\_\_\_\_ appetite.

### 5. **apropos**

- (a) What is the \_\_\_\_\_ of your paper?
- (b) For a vegetarian picnic, soyburgers would be \_\_\_\_\_.
- (c) Greed is an \_\_\_\_\_ title for this book on how to get rich quick.

### 6. **rudimentary**

- (a) Luz fashioned a \_\_\_\_\_ fishing rod out of a long branch she found on the ground.
- (b) It was very \_\_\_\_\_ of you to tell Mrs. Longworth that she was gaining weight.
- (c) Ken's knowledge of cooking is so \_\_\_\_\_ he can barely boil an egg.

## 7. dogma

- (a) Try to be a little more \_\_\_\_\_ when you talk to the principal.  
 (b) Carla is so \_\_\_\_\_ that I don't enjoy conversing with her.  
 (c) Scientific \_\_\_\_\_ asserts that water is made up of oxygen and hydrogen.

## 8. deficient

- (a) The thermometer shows a \_\_\_\_\_ temperature, so wear a warm coat.  
 (b) Bruce has shown many times that he is \_\_\_\_\_ in good judgment.  
 (c) Anemia is a medical condition caused by blood that is \_\_\_\_\_ in iron.

## 6C Word Study

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |               |             |   |   |
|---------------|-------------|---|---|
| 1. noisy      | rudimentary |   |   |
| vociferous    | sedentary   | S | A |
| 2. impart     | assist      |   |   |
| withhold      | assess      | S | A |
| 3. evaluate   | assess      |   |   |
| enunciate     | embody      | S | A |
| 4. increase   | venerate    |   |   |
| wane          | regale      | S | A |
| 5. secular    | flamboyant  |   |   |
| trusting      | cynical     | S | A |
| 6. hollow     | sagacious   |   |   |
| callow        | secular     | S | A |
| 7. precise    | haphazard   |   |   |
| sedentary     | voluntary   | S | A |
| 8. lament     | exhort      |   |   |
| implicate     | urge        | S | A |
| 9. careful    | voracious   |   |   |
| punctilious   | wry         | S | A |
| 10. deficient | temporal    |   |   |
| lacking       | pensive     | S | A |

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 vociferous

## 6D Images of Words

Circle the letter of each sentence that suggests the numbered bold vocabulary word. In each group, you may circle more than one letter or none at all.

### 1. **deficiency**

- (a) Nancy is unable to account for the missing sixty dollars.
- (b) Scurvy, a once common disease, can be cured with doses of vitamin C.
- (c) Here is the nail that caused your flat tire.

### 2. **aver**

- (a) I'm a firm believer in free markets.
- (b) Oh, please take me with you!
- (c) Automobiles have caused significant damage to the environment in less than a century.

### 3. **propagation**

- (a) The Spanish imposed their religion on the conquered peoples of Mexico.
- (b) Coconuts drift for thousands of miles before taking root on island beaches.
- (c) Information is accessible on the Internet to anyone with a computer and a modem.

### 4. **oratorical**

- (a) And in conclusion, ladies and gentlemen, I would like to say this.
- (b) Thank you for inviting me to speak to you today on this important topic.
- (c) Do you mind if I sit next to Kelly?

### 5. **assessment**

- (a) The Mets' batting has deteriorated, but their bullpen remains strong.
- (b) The deal is just too risky for me to put money into.
- (c) The chances of an earthquake's happening here are a million to one.

### 6. **impart**

- (a) After we said goodbye at the railroad station, Marisol went straight home.
- (b) "The secret of success," he said, lowering his voice, "is hard work."
- (c) Alice is sure she caught chicken pox from her friend Marie.

### 7. **sojourn**

- (a) For eight years Miss Emily never set foot outside her house.
- (b) With no time to waste as we crossed the desert, we took turns driving through the night.
- (c) After a week in Nagoya, the musicians moved on to Taipei.

8. **proponent**

- (a) I see that I'm playing against last year's champion in the first round.
- (b) The distributor cap is cracked and will have to be replaced.
- (c) The policy of our company is "Haste makes waste."

9. **concede**

- (a) The car was going at least forty miles an hour in a school zone.
- (b) Caroline certainly has a very high opinion of herself.
- (c) The members are in complete agreement that they will not raise fees.

10. **rudimentary**

- (a) If you look very carefully, you can see that a tadpole does have legs.
- (b) My knowledge of math doesn't go much beyond adding and subtracting.
- (c) The first boats were probably made from hollowed-out logs.

## 6E Passage

Read the passage below; then complete the exercise that follows it.

## Silent World?

Imagine living in a totally silent world, one in which no words are spoken and no sounds are heard. Would you be entirely unable to communicate with others, and therefore feel very isolated? Probably not if you could express your thoughts in a **rudimentary** manner by using simple gestures. Pointing to yourself, for example, would mean "me"; pointing to another person would mean "you."

In 1755, Abbé Michel de l'Épée used this idea to develop a simple language with its own vocabulary and grammar. At the school he founded in Paris, he taught people whose profound loss of hearing had left them speechless to communicate through hand and arm movements (later known as the "manual" method). During the same time period, a different system was developed in England and Germany; its **proponents** rejected the French method and favored teaching deaf people to enunciate words and to lip-read (later known as the "oral" method).

At this time, the United States had no school for deaf people. Concerned about this **deficiency**, a group of Connecticut citizens sent Thomas Gallaudet, a young minister, to Europe in 1815 to make an **assessment** of both the manual and the oral approaches. For some reason, the people running the English school were unwilling to **impart** their teaching methods to Gallaudet; perhaps they feared he would lure away their students, depriving them of their livelihood. So Gallaudet went to France. After a lengthy **sojourn** in Paris, he returned to Connecticut to **propagate** the French method in the United States. His advocacy of the French approach might have had something to do with his treatment by the English.

Within a year, Gallaudet had opened the first free school for the deaf, which later became the American School for the Deaf, in Hartford, Connecticut. Here, he used a system known as American Sign Language (ASL), in which signs are word-like units made with one or both hands to form obvious shapes and make distinctive movements. Spatial relations, direction, and orientation of hand movements comprise the grammar of ASL, which shares some elements with spoken English. Gallaudet's method caught on quickly; other schools opened, and for the next few decades ASL held the **ascendancy** in the United States.

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Then in the 1840s, the alternative (oral) method, using actual speech and lip-reading, was introduced at the Clarke School for the Deaf in Worcester, Massachusetts. Both methods, and the different approaches they **embody**, have continued to generate **vociferous** debate. Opponents of the speech/lip-reading method claim that students who have never heard speech cannot duplicate it well enough to be understood properly. Also, lip-reading can be misleading: the lip movements when pronouncing the words *mat*, *bat*, and *pat*, for example, all look the same. Opponents of ASL, on the other hand, **aver** that deaf students who communicate with gestures can do so only among themselves and are thus cut off from contact with the rest of the population.

In 1969, a large residential school in Maryland introduced the concept of total communication. This philosophy, increasingly influential today, does not follow a single approach **dogmatically**; instead, it uses a combination of whatever works for a particular individual. Options include speech, lip-reading, signing, mime, gestures, finger spelling, art, reading, writing, and use of electronic media.

Since the mid-twentieth century, significant gain has been made in removing the barriers that separate people with disabilities from the rest of the population. Progress toward this end continues with the passing of federal and state legislation, the advocacy of parents and educators, and the challenges of individual citizens. One such challenge was made by Shannon Merriman, who in 1992 was a sixteen-year-old Rhode Island high school student. At that time, she tried to enter the high school Voice of Democracy contest, a national **oratorical** competition, which attracts over 200,000 entrants annually.

Merriman, having lost her hearing when she was two, communicates through ASL. When the sponsors of the competition rejected her application, she challenged the legality of their act, causing them to **concede** her the right to participate. She didn't win the competition, but she opened up one more opportunity for hearing-impaired people to participate in mainstream American life. The topic of the contest that year was particularly **apropos**; it was "My Voice in America's Future."

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from this lesson's word list, use one in your answer. Use each word only once.

1. Why would it be inaccurate to describe the education for hearing-impaired people in the United States before 1815 as **rudimentary**?

2. How do you know that Gallaudet's **sojourn** in France was successful?

3. Why did Gallaudet become a **proponent** of the method taught in France?

4. How was Gallaudet's reception in France different from that in England?

5. As a means of communication, does American Sign Language have any **deficiencies**, in your opinion?



6. Why was American Sign Language in the **ascendancy** after it was introduced in the U.S.?

7. What is a problem with lip-reading that supporters of the oral method might **concede**?

8. Why do you think the debate over the competing methods was **vociferous** at times?

9. How is the total communication approach related to American Sign Language and lip-reading?

10. Why would it be inaccurate to describe the total communication approach as **dogmatic**?

11. Describe Merriman's **assessment** of the rejection of her application to enter the Voice of Democracy contest.

12. Why was the topic of the contest so **apropos** for Merriman?

13. Why do you think Merriman **averred** that she had a right to compete in the contest?

14. How did Merriman expand the meaning of the word *oratory*?

THE  
root  
of a  
one  
truth  
is a c  
innoc  
thing