

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) Free markets are necessary for a thriving economy.
- (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. Then answer the questions that follow 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.

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Gallaudet's method caught on quickly; other schools opened, and for the next few decades ASL held the **ascendancy** in the United States.

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 question in the form of a sentence. If a question does not contain a word from the lesson, 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?

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

FUN & FASCINATING FACTS

The Latin word *verus*, meaning "true," forms the root of several English words. To question the *veracity* of a statement is to question its truthfulness. When one speaks of "eternal *verities*," one is referring to truths that continue to be true for all time. A *verdict* is a decision, especially one by a jury as to guilt or innocence, that is believed to be true. To *verify* something is to establish that it is

true. Finally, to **aver** something is to declare it firmly, believing strongly in its truth.

The Latin *vox* means "voice" and is combined with the Latin word *ferre*, "to carry," to form **vociferous**. Because a *vociferous* speech is one made in a loud voice, it carries for some distance.