

# Lesson 20

## Word List

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

- alienate**  
āl' yən āt  
*v.* 1. To cause to feel unfriendly where friendliness once existed.  
[Unfortunately, the U.S. economic embargo against Cuba has *alienated* Canada.]  
2. To cause to feel alone and cut off from.  
[Her year out of school had *alienated* Ruby from her classmates.]
- fervent**  
fər' vənt  
*adj.* Having or showing great warmth or deep feeling; intensely eager.  
[Staring intently at the jury, Clarence Darrow made a *fervent* plea for his client's life.]  
**fervor** *n.* Great warmth and intensity of feeling.  
[Romeo addressed Juliet with such *fervor* that her eyes filled with tears.]
- forbearance**  
fɔr' bār' əns  
*n.* A showing of self-control or patience.  
[With unusual *forbearance*, the principal asked the unruly student to explain the reason for his anger.]  
**forbear** *v.* To hold back; to keep from doing or saying something.  
[Mayor Lundgren asked the reporter to *forbear* revealing the information she had just heard until the news conference the next day.]
- gullible**  
gul' ə bəl  
*adj.* Easily tricked or cheated; too trusting.  
[I was *gullible* enough to believe him when he said he would call me.]
- hindrance**  
hin' drəns  
*n.* Any person or thing that is an obstacle.  
[Heavy traffic on the expressway is always a *hindrance* to my getting to work on time.]
- inflammatory**  
in flam' ə tɔr ē  
*adj.* Causing anger or trouble.  
[Even though his rhetoric was *inflammatory*, the Supreme Court upheld his right to freedom of speech.]  
**inflame** *v.* (in flām') 1. To excite or anger.  
[The management's refusal to hear them *inflamed* the striking electrical workers.]  
2. To make or become swollen and sore.  
[Try not to rub your eye; it will just *inflame* it.]
- ordain**  
ɔr' dān'  
*v.* 1. To order or prearrange.  
[The U.S. Constitution *ordains* three separate branches of government: the executive, the legislative, and the judicial.]  
2. To install as a minister, priest, or rabbi, often in a special ceremony.  
[She hopes to work in the villages in Chiapas once she is *ordained*.]
- ovation**  
ō vā' shən  
*n.* An enthusiastic reception; long and loud applause.  
[When the pianist Leon Fleisher stepped onto the stage, the audience rose with a spontaneous *ovation*.]
- overt**  
ō vɜrt'  
*adj.* Not hidden; public.  
[After years in hiding, members of the underground began to engage in *overt* acts of opposition to the Nazi regime.]

**recant**  
rē kant'

*v.* To take back an opinion or statement; to confess to being wrong.  
[After he talked to a lawyer, the young man *recanted* his confession and pleaded "not guilty."]

**rejoinder**  
rē join' dər

*n.* A reply to what has been said.  
[The late comedian and actor Groucho Marx, one of the Marx Brothers, was famous for his funny, sharp *rejoinders*.]

**reproach**  
rē prōch'

*v.* To find fault with; to blame.  
[My mother *reproached* me for forgetting my little brother's birthday.]  
*n.* Blame, disgrace, or discredit.  
[When my grandmother died at the age of ninety-four, she had lived a life that was above *reproach*.]

**servile**  
sər' vil

*adj.* Like a slave; excessively humble.  
[Mark's *servile* attention to the boss made his coworkers very angry at him.]

**surpass**  
sər pas'

*v.* To exceed or go beyond.  
[The fact that Martha finished her first marathon *surpassed* her wildest dreams.]

**vilify**  
vil' ə fi

*v.* To make insulting remarks about; to slander.  
[The candidates for governor agreed not to *vilify* each other in their commercials.]

## 20A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 20. Write each sentence in the space provided.

1. (a) A servile person  
(b) is easy to like.

- (c) is easy to deceive.  
(d) A gullible person
- 

2. (a) said as a response.  
(b) that stands in the way.

- (c) A hindrance is something  
(d) An ovation is something
- 

3. (a) An inflammatory gesture  
(b) An overt gesture

- (c) causes a smile.  
(d) is one that is made openly.
- 

4. (a) If you recant something,  
(b) If you ordain something,

- (c) you try to prevent it.  
(d) you take back your previous statement.
- 

5. (a) an answer to something said.  
(b) a feeling of loneliness.

- (c) An ovation is  
(d) A rejoinder is
-

6. (a) rebuke that person. (c) To reproach someone is to  
(b) gain that person's support. (d) To alienate someone is to
- 
7. (a) A servile remark is one that (c) A fervent remark is one that  
(b) shows excessive humility. (d) is irrational.
- 
8. (a) say insulting things about that person. (c) To surpass someone is to  
(b) To vilify someone is to (d) fear that person.
- 
9. (a) To alienate a group is to (c) give it support.  
(b) To inflame a group is to (d) lose its support.
- 
10. (a) Forbearance is (c) a belief that one cannot make mistakes.  
(b) Fervor is (d) a willingness to live and let live.
- 

## 20B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 20.

1. My cut is becoming *swollen and sore* because I did not clean it well enough.
2. After Galileo said the earth revolves around the sun, church authorities forced him to *confess he was wrong*.
3. Ms. Hamilton's *expression of dissatisfaction* made me feel guilty that I hadn't practiced more.
4. "Programming a VCR *goes beyond* my understanding," my grandfather confessed.
5. Nelson Mandela's speech received an *enthusiastic reception* from the huge South African audience.
6. I'm much less *easy to deceive* now that I'm older and have more experience.

7. Coach Levine's half-time pep talk was so *deeply felt and expressed with such feeling* that it rallied the team and we went on to victory.
8. Whenever I read that column I have to try to *exercise self-control and keep myself* from writing an angry letter to the editor.
9. Senator Joseph McCarthy *made insulting remarks about* many innocent Americans.
10. Since Melissa has moved in with her grandmother, she doesn't seem to *go out of her way to be unfriendly to* people the way she used to.

## 20C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following *surpasses* a "good" rating?  
(a) superb (c) excellent  
(b) mediocre (d) poor
2. Which of the following might be a *hindrance* to a fast trip?  
(a) a full tank of gas (c) a tune-up  
(b) stopping for lunch (d) a flat tire
3. Which of the following can be *inflamed*?  
(a) a wound (c) an interrogation  
(b) a menu (d) a congregation
4. Which of the following can be *ordained*?  
(a) a winter storm (c) a rule  
(b) an execution (d) a rabbi
5. Which of the following might act in a *servile* manner?  
(a) a sage (c) a patriarch  
(b) a dignitary (d) a slave
6. Which of the following is an *overt* action?  
(a) digesting dinner (c) keeping a secret  
(b) ordering dinner (d) handing out tracts
7. Which of the following adjectives might be used to *vilify* a person?  
(a) conscientious (c) exemplary  
(b) indefatigable (d) inane
8. Which of the following statements could express *fervor*?  
(a) "I know you can do it!" (c) "I adore Schubert."  
(b) "Tell me about it later." (d) "I'll never make that mistake again."

## 20D Word Relationships

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. REBUKE      | SURPASS   |   |   |
| REPROACH       | ANNOY     | S | A |
| 2. DOMINATING  | SERVILE   |   |   |
| EXHAUSTED      | FEASIBLE  | S | A |
| 3. ALIENATE    | ORDAIN    |   |   |
| BEFRIEND       | SCOLD     | S | A |
| 4. SWELLING    | REJOINDER |   |   |
| OVATION        | REPLY     | S | A |
| 5. SUSPICIOUS  | OVERT     |   |   |
| GULLIBLE       | INDELIBLE | S | A |
| 6. FORBEARANCE | HINDRANCE |   |   |
| PATIENCE       | ABILITY   | S | A |
| 7. INFLAME     | OUTDO     |   |   |
| ARRANGE        | SURPASS   | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. ORDAIN : PRIEST ::  
 (a) hide : recluse  
 (b) donate : philanthropist  
 (c) inaugurate : president  
 (d) advise : patriarch
9. OVATION : APPROVAL ::  
 (a) brevity : distance  
 (b) endorsement : support  
 (c) banter : suspicion  
 (d) dissension : agreement
10. ENTHUSIASTIC : FERVENT ::  
 (a) simple : intricate  
 (b) calm : restive  
 (c) interesting : absorbing  
 (d) useless : ineffectual

## 20E Narrative

Read the narrative below; then complete the exercise that follows.

### PAUL ROBESON: ALL-AMERICAN

In his 1958 autobiography, Paul Robeson tells of bringing home from school a test on which he had scored ninety-nine out of a possible one hundred. When his father **reproached** him for not getting a perfect score, Paul tried to explain that “no one ever gets one hundred.” His father’s **rejoinder** was a simple question: “Then why do they have it?”

Robeson’s father had encountered and overcome great difficulties in his life. Born a slave in 1845, he escaped to freedom at the age of fifteen and joined the Union army at the outbreak of the Civil War. Later, he attended Lincoln University near Philadelphia, and was **ordained** a minister. At a time when African-Americans were expected to be **servile**, Mr. Robeson was a strong advocate of racial justice and equality.

As he instilled a strong sense of purpose and principle in his eight children, he demanded much of them. Paul, the youngest, born in 1898, especially rose to the challenge. In 1915, he won a four-year scholarship to Rutgers College. However, as the third African-American student ever to attend and the only one enrolled at that time, he felt **alienated** from his classmates. His presence on campus provoked both verbal and physical abuse from the more **overtly** racist students, but Robeson showed great **forbearance** in the face of these attacks. His response was to excel in everything he attempted. He won prizes for public speaking and served on the student council. He earned twelve varsity letters in football, baseball, basketball, and track. In 1917 and 1918, he earned a place on the All-American football team. He ended his final year with the highest grades of his graduating class.

Although he worked at various jobs, playing professional football and acting in plays on weekends to finance his education at Columbia Law School, Robeson practiced law only briefly, after graduation. He was hired by a white law firm in New York City, but the pervasive racism he encountered led him to abandon a career in which he believed he would be prevented from being effective. Instead, Robeson began devoting his time to acting in plays and giving concerts in which he sang spirituals, the traditional folk songs of African-Americans. His rich, deep, expressive singing voice, along with the friendly, warm rapport he developed with his audiences, made him a successful and popular performer.

Within a few years Robeson’s fame was worldwide. His performance as Othello marked the first Broadway appearance by an African-American actor in the role. The production’s 296 performances **surpassed** the record of any previous Broadway Shakespearean drama. Later, in *Show Boat*, when he sang “Ol’ Man River” on

opening night, the **ovation** he received was overwhelming; the song became forever associated with Robeson.

As he toured countries around the world, performing in concerts and the theater, Robeson recognized similarities between the struggles of poor working people in America with those of people in other countries. Along with his regularly scheduled concerts, he often gave additional performances with a low admission price, so that any who wished to hear him sing could attend. He refused to perform in theaters that had segregated seating. Through both song and speech he conveyed a message of peace, freedom, and racial equality for all peoples.

Throughout the 1930s and 1940s, Robeson was lionized wherever he went; tens of thousands of people attended his concerts. However, after World War II, Robeson was deeply disturbed by unfair treatment that he saw in his own country. Returning African-American soldiers, who had fought for the freedom of European citizens, found themselves still experiencing injustice in the country they had served. Robeson spoke out **fervently** against this, both in the United States and in other countries.

The United States government, regarding both his views and his words as **inflammatory**, acted. In 1950, his passport was confiscated. Robeson was **vilified** in the press as a Communist because of his political beliefs; he was called **gullible** for his continuing support of and friendship with the Soviet people. After these attacks, his popularity with American audiences declined sharply. He was forbidden to leave the country unless he **recanted** his political views. This he would not do. Concert halls, record companies, and television stations refused to have anything to do with him. These **hindrances** prevented him from continuing his life as an artist.

In 1958, his passport was returned, in part, as a result of pressure exerted by his supporters in countries throughout the world. Robeson was able to return to performing in concerts and to speaking his mind. He called his autobiography *Here I Stand*, and no one was ever in doubt where Robeson stood on the issues of racial equality and freedom.

*Answer each of the following questions in a sentence. If the question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. What was Paul Robeson's father's **rejoinder** meant to suggest?

---

2. What is the meaning of **ordained** as it is used in the narrative?

---

3. Why did the United States government object to Robeson's views in 1950?  
\_\_\_\_\_
4. What overt step did the United States government officials take against Robeson?  
\_\_\_\_\_
5. Would it be accurate to say the United States government and press treated Robeson with **forbearance** in the 1950s? Explain.  
\_\_\_\_\_
6. How do you know that Robeson was a great success in *Show Boat*?  
\_\_\_\_\_
7. Why would it be inaccurate to describe Robeson as uninterested in social issues?  
\_\_\_\_\_
8. What is one adjective that could not be used to describe Robeson? Explain.  
\_\_\_\_\_
9. Why was Robeson banned from foreign travel between 1950 and 1958?  
\_\_\_\_\_
10. For what did Robeson **reproach** the United States after World War II ended?  
\_\_\_\_\_
11. Why didn't Robeson practice law for very long?  
\_\_\_\_\_
12. How did the rapport between Robeson and his admirers change during the 1950s?  
\_\_\_\_\_
13. Why was Robeson **vilified** when he was a student at Rutgers?  
\_\_\_\_\_
14. Why would it be inaccurate to describe Robeson's father as **gullible**?  
\_\_\_\_\_
15. What might Robeson's father have thought of his son's accomplishments?  
\_\_\_\_\_



## WORDLY WISE

Don't confuse *forbear*, which is a verb in which the accent falls on the second syllable, with *forebear*, which is a noun in which the accent falls equally on both syllables and which means "an ancestor." To complicate matters, the noun *forebear* is sometimes spelled *forbear*. No one ever said the English language was simple or logical!

The adjective *gullible* is formed from the verb and noun form *gull*. To *gull* someone is to deceive or trick that person; someone who is easily deceived is a gull. Both verb and noun forms are passing out of use, but there are still enough people capable of being easily deceived to keep the adjective form current.