

Lesson 3

Word List

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

atrophy
a' trə fē

v. To waste away or fail to develop.
Paralysis of a person's limbs causes the muscles to **atrophy**.

efficacy
ef' i kə sē

n. The power to bring about the desired result; effectiveness.
The **efficacy** of aspirin as a pain reliever has been proven beyond a doubt.

efficacious *adj.* (ef i kā' shəs)
Mediation has proven an **efficacious** way of settling disputes.

emolument
i māl' yə mənt

n. Salary or fees for work done; compensation.
The **emoluments** the poet received for her readings provided a modicum of income.

icon
i' kən

n. 1. A religious painting, especially one revered by the Eastern Christian churches.
The exhibition of early Russian art included an **icon** of Saint Sergius of Radonezh, painted in the fifteenth century.

2. A symbol or image whose form suggests its meaning.
On a computer screen, a small image of a sheet of paper folded at the corner is the **icon** that represents a document.

3. One who is idolized.
The Beatles became **icons** of pop music in the 1960s.

incipient
in sip' ē ənt

adj. Beginning to exist or appear; in the first stage.
At the **incipient** stage of my cold, Clara insisted that I use some of her zinc lozenges to prevent it from developing further.

inculcate
in kul' kāt

v. To impress upon or teach by frequent repetition.
My father **inculcated** in me the value of comporting myself with modesty at all times.

inestimable
in es' tə mə bəl

adj. Too valuable or great to be measured.
The value of a friend you can really rely on is **inestimable**.

lackluster
lak' lus tər

adj. Lacking brightness or vitality; without spirit or enthusiasm.
The oboe soloist was not pleased with her **lackluster** performance and promised to practice more so she could do better next time.

martinet
mārt'n et'

n. A strict disciplinarian.
Summer camp was not at all relaxing because the director was a **martinet** who did not believe in free time.

prodigious
prə dij' əs

adj. 1. Extremely large in bulk, quantity, or degree.
The runners ate **prodigious** amounts of pasta at dinner the night before the marathon.
2. Causing amazement or wonder.
At the carnival, we took in everything, including a performance by Mr. Muscles, whose **prodigious** feats of strength were, indeed, amazing.

regimen
rej' ə mən

n. A regulated program, especially one designed to improve or maintain health.
After injuring his knee, Paul faithfully followed the **regimen** of daily exercises recommended by his physical therapist.

stellar
stel' ə r

adj. 1. Of or related to a star.
The Big Dipper, being made of stars, is known as a **stellar** configuration.
2. Outstanding or brilliant.
The audience raved over DiCaprio's **stellar** performance.

stoic
stō' ik

n. One seemingly indifferent to pleasure or pain.
He comported himself like a **stoic** throughout his long and painful ordeal.
adj.
To observers, Beth's **stoic** demeanor revealed little of either her happiness or her sorrow.

vibrant
vī' brənt

adj. 1. Full of life or vigor.
The raconteur's **vibrant** personality helped make the performance a lively one.
2. Bright or vivid.
Reds and oranges are more **vibrant** than greys or browns.
3. Quivering or vibrating.
The **vibrant** strings of the guitar transmit sound through the body of the instrument.

zealous
zel' ə s

adj. Very enthusiastic; fervent; passionate on behalf of someone or something.
The candidate's **zealous** supporters convened in the hotel ballroom to pledge their wholehearted support.

3A 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. An **icon** is a painting of a religious subject.

2. To **inculcate** an idea is to teach it by frequently repeating it.

3. A **regimen** is a military unit.

4. A **zealous** person is one who shows an eager desire to achieve a goal.

5. An **emolument** is a soothing cream or ointment.

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6. A **stellar** performance is one that cannot be improved upon.

7. A **vibrant** sound is one that is too loud.

8. A **martinet** is an award for a winning performance.

9. An **efficacious** medicine yields a therapeutic result.

10. To **atrophy** is to commit a terrible act.

11. Something of **inestimable** worth is too valuable to be measured.

12. A **prodigious** enterprise is one that excites wonder.

13. An **incipient** plan is one that fails to excite any interest.

14. A **stoic** attitude is one that regards risk-taking as pleasurable.

15. A **lackluster** stock market is one that has little vitality.

3B 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. regimen

- (a) The _____ marched past the grandstand, the colonel at its head.
 (b) Her daily _____ includes a five-mile run and a low-fat, high-protein diet.
 (c) The military _____ that ruled Greece was overthrown in 1974.

2. vibrant

- (a) Your photograph captures perfectly the _____ colors of sugar maples in the fall.
 (b) The _____ young couple drew admiring glances from passers-by.
 (c) A long, pure, _____ note ended the soprano's solo.

3. inculcate

- (a) Plants _____ moisture through their root systems.
 (b) He is a teacher who is able to _____ a love of learning in his students.
 (c) Doctors _____ children against diseases by various vaccines.

4. lackluster

- (a) Her _____ response to the lecture suggests a lack of interest in geography.
 (b) Joe can improve his _____ grades with a little extra effort.
 (c) "Make your dog's _____ coat shine again with Shampoooch," the label read.

5. efficacy

- (a) Penicillin's _____ in treating infections has been known for several decades.
 (b) The _____ of peacekeeping forces was put to the test in Bosnia.
 (c) The _____ of television in aiding a political campaign is unquestioned.

6. inestimable

- (a) Her _____ remark just before she hung up the phone left me feeling puzzled.
 (b) The value of a painting like Vermeer's *The Goldweaver* is _____.
 (c) Think for a moment of the _____ distances between the galaxies.

7. prodigious

- (a) I was disconcerted by the _____ looks I received from my fellow passenger.
 (b) Picasso's _____ output amazes students of his work.
 (c) Baryshnikov's _____ leaps made him a favorite of ballet lovers.

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8. **zealous**

- (a) "The secret of success," the speaker asserted, "is the _____ pursuit of excellence."
 (b) Elizabeth Cady Stanton was a _____ advocate of women's rights.
 (c) The _____ colors of the waving banners were dazzling to the eye.

3C Word Study

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

1. **EMBARRASSED : MORTIFIED ::**

- (a) untrue : apocryphal
 (b) shy : imperturbable
 (c) vibrant : patrician
 (d) angry : choleric

2. **GESTICULATE : HAND ::**

- (a) report : martinet
 (b) uproot : weed
 (c) nod : head
 (d) make : request

3. **SUBTERFUGE : DECEIVE ::**

- (a) icon : play
 (b) legacy : inherit
 (c) obstacle : overcome
 (d) antic : amuse

4. **LEVITY : GRAVE ::**

- (a) serenity : anxious
 (b) happiness : incipient
 (c) fear : alarming
 (d) apathy : indifferent

5. **DISCONCERTED : COMPOSURE ::**

- (a) wealthy : money
 (b) hungry : appetite
 (c) angry : patience
 (d) modest : zealous

6. **PATRICIAN : CLASS ::**

- (a) triangular : shape
 (b) lackluster : sunset
 (c) brave : soldier
 (d) readable : book

7. **OPULENCE : IMPOVERISHED ::**

- (a) calm : imperturbable
 (b) levity : amusing
 (c) star : stellar
 (d) destitution : rich

8. **MARTINET : OBEY ::**

- (a) doctor : heal
 (b) clown : amuse
 (c) student : learn
 (d) leader : follow

9. **STOIC : PHLEGMATIC ::**

- (a) subterfuge : lackluster
 (b) sage : wise
 (c) raconteur : silent
 (d) lesson : arcane

10. STELLAR : STAR ::

- (a) apocryphal : truth
 (b) opulence : wealth

(c) solar : sun

(d) central : periphery

3D 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. **martinet**

- (a) The slightest inattentiveness brought a rap on the knuckles from Mr. Day.
 (b) The new recruits dreaded the drill sergeant's approach.
 (c) The house martin returned to the nest to feed her chicks.

2. **regimen**

- (a) I start the day with three dozen push-ups and sit-ups.
 (b) The recently elected government negotiated a settlement to the labor dispute.
 (c) Every day at five o'clock, Delia took her seat at Tricolore Restaurant.

3. **icon**

- (a) Within a few years of his death, Elvis Presley's grave had become a shrine.
 (b) A cigarette with a diagonal line across it means "No Smoking."
 (c) A painting of a Russian Orthodox bishop was on the magazine cover.

4. **emolument**

- (a) Rubbing the cream into the aching joint brought much-needed relief.
 (b) I asked Arlene when she could repay the loan I had made her.
 (c) The position has a generous pension plan and full medical insurance.

5. **vibrant**

- (a) The red and yellow shapes in Morandi's still life rested on a pale green plate.
 (b) The studio lights were so strong they hurt my eyes.
 (c) A huge explosion rocked the building.

6. **zealous**

- (a) The manager scrutinized every report, searching for the slightest error.
 (b) The puppy leaped up and down with delight when we returned home.
 (c) My friend was nicknamed "Gusto Gretchen" for the way she played basketball.

7. **atrophy**

- (a) Ms. Robinsky's children take almost no interest in the family business.
 (b) Damaged nerves are slowly causing James to lose the use of his hand.
 (c) Political freedoms can be lost gradually, leaving a society vulnerable to dictatorship.

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8. **incipient**

- (a) Sniffles and sneezes may mean that you are coming down with the flu.
- (b) The isolated outbreaks of violence soon led to widespread civil unrest.
- (c) I was in the middle of my evening meal when the phone rang.

9. **stoic**

- (a) Phoebe didn't even grimace when the surgeon stitched her wound.
- (b) Walt stared blankly at the wall.
- (c) It was brave of Liza to order those bullies out of the room.

10. **stellar**

- (a) The light from a star can be analyzed to show the gases it contains.
- (b) Graf played great tennis, defeating her opponent 6–2, 7–5.
- (c) Jupiter has four large moons and a number of smaller ones.

3E Passage

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

No Excuses

When Wilma Rudolph was born on June 23, 1940, she weighed only four and a half pounds and had an **incipient** form of polio, a once-common disease that can cause paralysis and even death. As an infant, she was frequently ill. Her mother cared for her at home because there was only one doctor in their segregated town of Clarksville, Tennessee, who would treat black patients. By the time she was four, Wilma had contracted both double pneumonia and scarlet fever. In her weakened state, she was left vulnerable to the polio virus, which caused the muscles in her leg to **atrophy**. It seemed unlikely that she would ever walk normally again.

On the advice of her doctor, Rudolph began a weekly **regimen** of heat and water therapy at a Nashville hospital, some fifty miles from Clarksville. Mrs. Rudolph saw to it that her daughter exercised and received leg massages at home four times daily. Rudolph practiced her exercises **zealously**, despite constant pain. The treatments proved **efficacious**; at age five Wilma was fitted with a steel leg brace and took her first unsteady steps. With effort, she learned to walk; all the while despising the brace that set her apart from other children. While Wilma was **stoic** about her hardships, she was determined that someday she would walk without help.

As she worked toward this goal, the constant encouragement she received from her parents was of **inestimable** value. She was also fortunate in having a remarkable fourth-grade teacher, Mrs. Hoskins. Although something of a **martinet**, this woman was fair, treating everybody equally. She **inculcated** in her students the idea that they should think positively about their lives and their goals. "Do it, don't daydream about it," she would say. "No excuses!" Rudolph drew strength from this strong-minded teacher and her ideas. At age nine, she appeared in public without her brace for the first time. "From that day on," she later wrote, "people were going to . . . start thinking about me differently, start saying that Wilma is a healthy kid just like the rest of them." By the time she was eleven, she would no longer need to wear the brace.

Wilma demonstrated just how healthy she was in the seventh grade as a member of the school basketball team. Her speed and long arms and legs reminded her coach of a mosquito. He nicknamed her Skeeter, saying, "You're little, you're fast, and you always get in my way." Later she joined the school track team, where her gift for running became apparent. In an Amateur Athletic Union meet in Philadelphia, Rudolph won all of her nine races. Her **stellar** accomplishments on the track soon attracted national attention. At age sixteen, Wilma Rudolph became the youngest member of the United States Olympic track team, competing in the 1956

Melbourne Games. She gave what she considered a **lackluster** performance, winning a bronze medal in the 400-meter relay. She vowed to do better in the 1960 Olympics, to be held in Rome.

At the Olympic trials for the 1960 Games, Rudolph set a world record in the 200-meter dash. She also qualified for the 100-meter dash and the 400-meter relay. Only a few years after discarding the leg brace, she had become a tall, **vibrant** woman on the verge of her greatest triumph. But shortly after arriving in Rome for the Games, she stepped in a hole and twisted her ankle; it became swollen and discolored. It was at this point that the **prodigious** willpower that had served her so well in the past was again called into service. Despite the injury, Wilma competed, winning gold medals in all three of her events. She became the first woman to do so in the history of Olympic track and field.

In 1962, she retired from track. She said that she quit because, "I couldn't top what I did, so I'll be remembered for when I was at my best." She became a teacher and a coach. In the early 1960s few big corporations offered the **emoluments** that would make millionaires of sports heroes in the decades to follow. Wilma Rudolph never became wealthy, but her achievements on and off the track made her an **icon** to other athletes, to women, to African Americans, and to people with physical disabilities. Everyone can draw strength from her example and find inspiration in her story.

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. What details in the passage suggest that Wilma Rudolph's mother was a **vibrant** woman?

2. How do you know that Wilma Rudolph was very interested in being able to walk?

3. What details from the passage suggest that Wilma Rudolph did not complain about her situation?

4. Why did Rudolph show no symptoms of polio as a baby?

5. How did polio affect Rudolph's ability to walk?

6. With what **regimen** did Rudolph's mother supplement the therapy provided by the hospital?

7. How do you know that the efforts people made to help Rudolph were **efficacious**?

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8. In what way might the lessons that Mrs. Hoskins **inculcated** in fourth grade have helped Rudolph in Rome?
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9. Why would it be inaccurate to describe Wilma Rudolph's performance in the 1960 Olympics as **lackluster**?
-
10. How might Rudolph's running career have been different if she had competed one or two decades later?
-
11. What do you think made Wilma Rudolph an **icon**?
-
12. The passage says Wilma Rudolph became a teacher and a coach. Do you think she would have been a **martinet** with her students? Explain your answer.
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FUN & FASCINATING FACTS

Few people have had the honor (or misfortune) of contributing their names to the English language. Among this select group is Jean Martinet, a seventeenth-century French army officer. He was a strict disciplinarian who demanded rigid adherence to army rules. French words passing into English often retain their original pronunciation, and proper names usually remain capitalized. However, **martinet** breaks these rules; it does not require a capital *m* and is pronounced märt 'n et' instead of the French märt 'n ä'.

Payments to millers for grinding corn in medieval England were called **emoluments**, from the Latin

molere, "to grind." This word was later extended to payments of other kinds. *Molars*, the word for teeth that grind up food, comes from the same root.

The Greek word *stoa* meant "porch" and forms the root of **stoic**. Why this seemingly odd connection? The Greek philosopher Zeno (334–262 B.C.) taught that people should be free from passionate attachments and should accept whatever befalls them, for good or ill, with equal detachment. Because he customarily addressed his followers from the porch of his house, they became known as Stoics and his philosophy as Stoicism.