

# LESSON 1

From **A Night to Remember** (informational)  
by Walter Lord

As the sea closed over the *Titanic*, Lady Cosmo Duff Gordon in Boat 1 remarked to her secretary Miss Francatelli, “There is your beautiful nightdress gone.”

A lot more than Miss Francatelli’s nightgown vanished that April night. Even more than the largest liner in the world, her cargo, and the lives of 1,502 people.

Never again would men fling a ship into an ice field, **heedless** of warnings, putting their whole trust in a few thousand tons of steel and rivets. From then on Atlantic liners took ice messages seriously, steered clear, or slowed down. Nobody believed in the “unsinkable ship.”

Nor would icebergs any longer prowl the seas untended. After the *Titanic* sank, the American and British governments established the International Ice Patrol, and today Coast Guard cutters shepherd **errant** icebergs that drift toward the steamer lanes. The winter lane itself was shifted further south, as an extra precaution.

And there were no more liners with only part-time wireless. Henceforth every passenger ship had a 24-hour radio watch. Never again could the world fall apart while a Cyril Evans lay sleeping off-duty only ten miles away.

It was also the last time a liner put to sea without enough lifeboats. The 46,328-ton *Titanic* sailed under hopelessly outdated safety **regulations**. An **absurd formula** determined lifeboat requirements: all British vessels over 10,000 tons must carry 16 lifeboats with a capacity of 5,500 cubic feet, plus enough rafts and floats for 75 percent of the capacity of the lifeboats.

For the *Titanic* this worked out at 9,625 cubic feet. This meant she had to carry boats for only 962

people. Actually, there were boats for 1,178—the White Star Line complained that nobody appreciated their thoughtfulness. Even so, this took care of only 52 percent of the 2,207 people on board, and only 30 percent of her total capacity. From then on the rules and formulas were simple indeed—lifeboats for everybody.

And it was the end of class **distinction** in filling the boats. The White Star Line always denied anything of the kind—and the investigators backed them up—yet there’s overwhelming **evidence** that the steerage took a beating: Daniel Buckley kept from going into First Class ... Olaus Abelseth released from the poop deck as the last boat pulled away ... Steward Hart conveying two little groups of women topside, while hundreds were kept below ... steerage passengers crawling along the crane from the well deck aft ... others climbing vertical ladders to escape the well deck forward.

Then there were the people Colonel Gracie, [Charles] Lightoller and others saw surging up from below, just before the end. Until this moment Gracie was sure the women were all off—they were so hard to find when the last boats were loading. Now, he was **appalled** to see dozens of them suddenly appear. The **statistics** suggest who they were—the *Titanic’s* casualty list included four of 143 First Class women (three by choice) ... 15 of 93 Second Class women ... and 81 of 179 Third Class women.

Not to mention the children. Except for Lorraine Allison, all 29 First and Second Class children were saved, but only 23 out of 76 steerage children.

Neither the chance to be **chivalrous** nor the fruits of chivalry seemed to go with a Third Class passage.

## Exercise 1: Context Clues

Read the passage above, paying special attention to the words in dark type. These are the Master Words you will study in this lesson. As you read, look for context clues in the sentences and paragraphs around each Master Word. Circle any words and phrases that give clues to the meaning of the Master Words.

Master Words				
Place a check by words you feel you know; underline words you don't know.				
absurd	chivalrous	errant	formula	regulation
appall	distinction	evidence	heedless	statistics

## • • • Exercise 2: Using Context Clues

Fill in the form for each of the Master Words listed below with context clues (if any), your definition, and the dictionary definition. If you have difficulty writing a definition, try using the word in a sentence instead.

1. **absurd** Part of Speech: *adj.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

2. **appall** Part of Speech: *v.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

3. **chivalrous** Part of Speech: *adj.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

4. **distinction** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

5. **errant** Part of Speech: *adj.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

6. **evidence** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

7. **formula** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

8. **heedless** Part of Speech: *adj.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

9. **regulation** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

10. **statistics** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

### Exercise 3: Synonyms and Antonyms

Use the synonyms and antonyms in the word list to fill in the blanks except where you see an X.

	Synonyms	Antonyms	Word List	
1. <b>chivalrous</b>	_____	_____	attentive	proof
2. <b>errant</b>	_____	_____	careless	reassure
3. <b>regulation</b>	_____	_____	countermand	recipe
4. <b>heedless</b>	_____	_____	data	rule
5. <b>absurd</b>	_____	_____	disproof	senseless
6. <b>statistics</b>	_____	X	gallant	sensible
7. <b>appall</b>	_____	_____	horrify	similarity
8. <b>formula</b>	_____	X	ill-mannered	straying
9. <b>distinction</b>	_____	_____	inequality	
10. <b>evidence</b>	_____	_____	on course	

### Exercise 4: Sentence Completion

From the Master Words, choose the appropriate word for the blank in each of the following sentences. Write the word in the space provided at the right.

- Scratches around the lock on the door were ...?... of the break-in. \_\_\_\_\_
- My mother was ...?...(d, ed) by the mess we left in the kitchen. \_\_\_\_\_
- The latest ...?... show that texting while driving is a major cause of accidents. \_\_\_\_\_
- ...?... of the danger, Bruce jumped into the water to save the child. \_\_\_\_\_
- The hardworking dog rounded up the ...?... sheep. \_\_\_\_\_
- In (a, an) ...?... act, Dylan turned down a chance to go to the Sox game because he had promised his little brother he'd watch a movie with him. \_\_\_\_\_
- The main ...?... between bacteria and viruses is that viruses need a living host, while bacteria can grow on non-living things. \_\_\_\_\_
- The ...?... for an eco-friendly all-purpose cleaner is ½ cup vinegar, ¼ cup baking soda, and ½ gallon of water. \_\_\_\_\_
- Eliza told Carly that the rumors were ...?...; she would never talk like that behind her friend's back. \_\_\_\_\_
- To protect free speech, the United States refused to sign an international treaty that would impose ...?...(s) on the Internet. \_\_\_\_\_

## Exercise 5: Shades of Meaning

The bold words in the chart below are Master Words. Beneath each is a synonym. Although their denotations (dictionary definitions) are nearly the same, the Master Word and its synonym have different shades of meaning, or connotations. Based on the context, decide whether a Master Word or its synonym would better complete each sentence. Use a dictionary if necessary.

<b>absurd</b>	<b>evidence</b>	<b>heedless</b>	<b>appall</b>
unreasonable	clue	reckless	dismay

1. Michael was ...?... of the effects of his words. He cared, but he just didn't always think before he spoke. \_\_\_\_\_
2. The ...?... driver was swerving all over the road. \_\_\_\_\_
3. There is a great deal of ...?... confirming that a good night's sleep is essential to good health.. \_\_\_\_\_
4. Marisa didn't have a ...?... that we were planning the surprise party. \_\_\_\_\_
5. He was ...?...(d, ed) to see the car ahead of him drive into the river. \_\_\_\_\_
6. The waiter was ...?...(d, ed) to see that the large group that stayed for over an hour didn't leave a tip. \_\_\_\_\_
7. Given that you and Gary don't always get along, it is understandable that you might distrust him. But it is ...?... to blame him for all your problems. \_\_\_\_\_
8. The plot of the play is ...?... ; in fact, there is no action at all. \_\_\_\_\_

## Exercise 6: Analogies

Determine the relationship between the first pair of words below. Then write the Master Word on the blank that would create a similar relationship with the second pair of words. The types of analogies used in this activity are synonyms, antonyms, part/whole, tool/occupation, and adjective/related noun. (See page 158 for a guide to analogy types.)

1. x-ray : doctor :: \_\_\_\_\_ : lawyer
2. recipe : baker :: \_\_\_\_\_ : chemist
3. cool-headed : astronaut :: \_\_\_\_\_ : knight
4. words : facts :: numbers : \_\_\_\_\_
5. honest : truthful :: ridiculous : \_\_\_\_\_

## Write About It: Sea Travel Safety

The passage from *A Night to Remember* discusses many things that have changed in sea travel as a result of the *Titanic* disaster. **Write a summary** of these changes. Remember that a summary includes only key ideas and leaves out many details. Use at least five Master Words in your summary.

# Unit Word Study

## Classic Roots and Affixes (*vis-*, *-ible*)

The Master Word **visage** is composed of the Latin root *vis-* (also *vid-*), which means "to see," and the suffix *-age*, which, in this case, creates an abstract noun that means "appearance" or "face." Use this information to complete the exercises.

### Matching

Write the letter of the definition after the correct word on the left. Use a dictionary if necessary.

- |                      |       |   |
|----------------------|-------|---|
| 1. <b>invisible</b>  | _____ | a. see in the mind                                    |
| 2. <b>vision</b>     | _____ | b. make changes after looking at it again             |
| 3. <b>visibility</b> | _____ | c. recording of images                                |
| 4. <b>envision</b>   | _____ | d. someone able to imagine future possibilities       |
| 5. <b>video</b>      | _____ | e. sight  |
| 6. <b>vista</b>      | _____ | f. unable to be seen                                  |
| 7. <b>visionary</b>  | _____ | g. distance one is able to see; being able to be seen |
| 8. <b>revise</b>     | _____ | h. expansive scene                                    |

The suffix *-ible* or *-able* added to a verb creates an *adjective*. For example *drive* + *-able* forms *drivable*, which is an adjective that means "able to be driven." The suffix can also be added to certain nouns. *Misery* + the suffix *-able* becomes the adjective *miserable*.

### Writing Definitions

Write the part of speech and a definition for each of the words below. Then use the word in a sentence. Use a dictionary if necessary. An example has been done for you.

**visible** (adj.) able to be seen.

*The stop sign was clearly visible, so the driver had no reason not to stop.*

1. **searchable**

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2. **reliable**

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3. **impressionable**

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4. **comfortable**

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5. **edible**

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# Unit Word Study

## Idioms and Sayings

An idiom is an expression whose meaning is not immediately apparent from the denotation of the words that make it up. For example, a task that is a *piece of cake* is very easy to accomplish and something that costs *an arm and a leg* is very expensive. If you don't know the meaning of an idiom or saying, you will have to use context clues. You can also refer to specialized idiom dictionaries or search the Internet for definitions.

### Matching

Write the letter of the definition on the right that matches the idiom in bold type on the left.

- |       |   |   |
|-------|---|---|
| _____ | 1. The child <b>lapped up</b> the attention from her grandparents.  | a. to surpass; to be better than  |
| _____ | 2. Marie was determined to do her <b>level best</b> at the tryout.  | b. not completely normal  |
| _____ | 3. Joe's smartphone app <b>put mine in the shade</b> .  | c. situation in which avoiding one bad result leads to another bad result |
| _____ | 4. Many think Marissa is <b>half a bubble off plumb</b> because of her silly behavior.  | d. not be aware of actual events  |
| _____ | 5. Aki's family had to <b>pare down</b> its expenses when her father lost his job.  | e. accept with great pleasure   |
| _____ | 6. Randy didn't believe the special offer was <b>on the level</b> .   | f. for real   |
| _____ | 7. He got so deep into his role that he seemed to <b>lose touch with reality</b> .  | g. left a lasting memory  |
| _____ | 8. Marko was in a <b>double bind</b> . If he told who was really responsible, he would be regarded as a squeal. If he didn't, he himself would be falsely blamed. | h. very best  |
| _____ | 9. Wearing two different shoes, Keiran <b>made quite an impression</b> on his new classmates.   | i. reduce   |

### Using Idioms

See if you can guess the meaning of the idioms below. Use each in a sentence. Check your work by looking up the meaning in a phrase and idiom dictionary or on the Internet.

1. Beat around the bush

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2. Under the weather

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3. A chink in the armor

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# Unit Assessment

I. Read the passage below. Then answer questions 1–10.

## The Unsinkable Molly Brown

Just over one hundred years ago, on April 14, 1912, Margaret (Molly) Brown was comfortably reading her book aboard a luxury ocean liner when something crashed through her window and she was thrown to the floor. The ship she was on, the *Titanic*, was supposed to be unsinkable, since it was made with double **reinforced** steel. Brown did not panic. Instead she gathered warm clothing, put on seven pairs of socks, and strapped on a life jacket. As a seasoned traveller, she was accustomed to handling **misfortune**. What she may not have expected, however, was the grim **reality** of people selfishly protecting themselves at the expense of others.

Brown was actually placed in a lifeboat—she did not go voluntarily. She would have been happy to continue helping others board the lifeboats, as she had been doing before being placed in the boat. Once in the boat, though, she had no choice but to stay as it was lowered into the freezing ocean water. The lifeboat left the *Titanic* with only 23 people onboard, even though it could hold 65. The 21 women on the lifeboat demanded that the boat be turned around to take on more passengers and were **appalled** when the quartermaster, who was also in the lifeboat, refused. He just wanted to follow the orders they were given, to row toward the light. They soon realized, however, that no light was visible.

Brown's **prodigious** optimism kept up the spirits of the other passengers in the lifeboat during their **uncertainty** about whether they would live or die. She also shared with them what she had brought, keeping only one pair of socks, giving someone a blanket, giving someone else a warm coat. When they were finally rescued by another ship, Brown worked **continually** to help other survivors. While some of the first class passengers were **supercilious** toward the steerage passengers, Brown took a **provocative** position for the day and convinced many of them to donate money to help the less fortunate. By the time the rescue ship reached New York, she had managed to raise \$10,000.

What was it about Margaret Brown that made her refuse to **forsake** others? She might well have remembered her own upbringing and the years she spent in poverty before her husband, once a poor miner, made a fortune when he found a new vein of precious metal. Throughout her lifetime, she worked for women's rights and labor rights, and her commitment to these causes may have made her especially sensitive to the plight of the less fortunate aboard the *Titanic*. For her tireless efforts on behalf of women and the less fortunate, and for her determination and spirit, she earned a **distinction** that even the *Titanic* could not live up to: unsinkable.

**Questions 1–3:** Find the word most nearly opposite in meaning to the given word.

1. **reinforced** is most nearly **opposite** in meaning to

- (A) strengthened
- (B) supported
- (C) tarnished
- (D) weakened
- (E) sided

2. **misfortune** is most nearly **opposite** in meaning to

- (A) accident
- (B) blessing
- (C) illness
- (D) aggravation
- (E) adventure

3. **reality** is most nearly **opposite** in meaning to

- (A) nonfiction
- (B) truth
- (C) fantasy
- (D) deception
- (E) poetry

*continued*

# Unit Assessment

**Questions 4–6:** Find the word most similar in meaning to the given word.

**4. appalled** is most **similar** in meaning to

- (A) impressed
- (B) distressed
- (C) encouraged
- (D) discouraged
- (E) horrified

**5. prodigious** is most **similar** in meaning to

- (A) abundant
- (B) professional
- (C) cheerful
- (D) self-conscious
- (E) characteristic

**6. uncertainty** is most **similar** in meaning to

- (A) nervousness
- (B) fear
- (C) doubt
- (D) conviction
- (E) misfortune

**Questions 7–8:** Choose the answer about the part of speech of the given word as used in the sentence.

**7.** What is the part of speech of the word **continually** as used in the sentence?

When they were finally rescued by another ship, Brown worked **continually** to help other survivors.

- (A) verb
- (B) noun
- (C) adjective
- (D) adverb
- (E) preposition

**8.** What is the part of speech of the word **distinction** as used in the sentence?

... she earned a **distinction** that even the *Titanic* could not live up to: unsinkable

- (A) verb
- (B) noun
- (C) adjective
- (D) adverb
- (E) preposition

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**Questions 9–10:** Choose the answer with the words that best fit the blanks and complete the sentence.

**9.** While there is some ...?... about exactly how Brown ended up in a lifeboat, all accounts agree that she was determined not to ...?... anyone she could help.

- (A) reality – forsake
- (B) misfortune – appall
- (C) uncertainty – forsake
- (D) uncertainty – reinforce
- (E) reality – appall

**10.** Though fabulously wealthy herself, Brown was never ...?... toward those with less ...?... than herself.

- (A) appalled – distinction
- (B) supercilious – uncertainty
- (C) supercilious – distinction
- (D) appalled – misfortune
- (E) supercilious – misfortune

*continued*



# Unit Assessment

## II. Read the passage below and answer the questions that follow.

The idea of my being aristocratic and well-bred, and your being afraid to go anywhere alone! I don't know which is the most **absurd**. Well, I'll go if I must, and do my best. You shall be commander of the expedition, and I'll obey blindly, will that satisfy you?" said Jo, with a sudden change from perversity to lamblike submission.

"You're a perfect cherub! Now put on all your best things, and I'll tell you how to behave at each place, so that you will make a good **impression**. I want people to like you, and they would if you'd only try to be a little more agreeable."

—from *Little Women* by Louisa May Alcott

### 11. What word is most similar to the word **absurd**?

- Ⓐ quiet
- Ⓑ elusive
- Ⓒ improper
- Ⓓ ridiculous

### 12. Which dictionary definition below best matches the use of the word **impression** in the passage?

- Ⓐ *n.* a figure created with pressure
- Ⓑ *n.* the first effect made by someone
- Ⓒ *n.* an imitation of a well-known figure
- Ⓓ *n.* all the copies of a book made in the same print run

### 13. Which phrase from the passage best helps the reader understand the meaning of the word **impression**?

- Ⓐ how to behave
- Ⓑ I want people to like you
- Ⓒ if you'd only try
- Ⓓ I'll tell you

## III. Read the passage below and answer the questions that follow.

Though it seemed ...?..., the ...?... did point to someone other than Amy leaving the refrigerator open. The only other possible suspect, though, was a dog. Could a dog really open a refrigerator door?

### 14. Which pair of words best completes the blanks in the passage?

- Ⓐ sinister ... template
- Ⓑ sinister ... evidence
- Ⓒ absurd ... distinction
- Ⓓ absurd ... evidence

### 15. Which two words or phrases from the passage best help the reader answer question 14?

- Ⓐ open, door
- Ⓑ suspect, dog
- Ⓒ refrigerator, open
- Ⓓ seemed, possible

# Unit Assessment

## IV. Read the passage below and answer the question that follows.

...I had long tasks every day to do with Mr. Mell; but I did them, there being no Mr. and Miss Murdstone here, and got through them without disgrace. Before, and after them, I walked about—*supervised*, as I have mentioned, by the man with the wooden leg.

—from *David Copperfield* by Charles Dickens

16. The word *supervised* comes from a Latin root meaning “see” and a prefix meaning “over.” Based on this information and the text, what is the meaning of supervised?

- Ⓐ observed
- Ⓑ unseen
- Ⓒ seen before
- Ⓓ watched over

## V. Informative Reporting on Research: What Caused the Great Train Wreck of 1918?

In the same decade that the *Titanic* sank, a terrible train wreck occurred in Nashville when two passenger trains collided. It has become known as the Great Train Wreck of 1918. Use at least three sources, both print and digital, and write a brief report describing the accident, identifying its causes, and noting the changes in railroad transportation that resulted from the wreck. Organize your report logically and use transitions linking the various sections. The following words from Unit 1 may be especially helpful in your report. Use as many of them as you can.

errant	evidence	exact	framework	heedless
impression	misfortune	regulation	reinforce	statistics

### Collaborating Through the Writing Process

Work in small groups. Develop a list of 5–8 criteria you think a strong report should have, such as clear organization, plenty of supporting details, and good use of sources. Then share your first drafts of your report on the Great Train Wreck of 1918 with your group members and use the criteria to evaluate one another’s drafts. Review the comments about your report and revise your essay accordingly. When you are satisfied with your revision, edit your report for conventions. Ask a group member to look over your editing to see if you have missed anything, and make any necessary changes.