

# 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 The 46,328-ton *Titanic* sailed under hopelessly outdated safety **regulations**.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. chivalrous	_____	_____	attentive	proof
2. errant	_____	_____	careless	reassure
3. regulation	_____	_____	countermand	recipe
4. heedless	_____	_____	data	rule
5. absurd	_____	_____	disproof	senseless
6. statistics	_____	X	gallant	sensible
7. appall	_____	_____	horrify	similarity
8. formula	_____	X	ill-mannered	straying
9. distinction	_____	_____	inequality	
10. evidence	_____	_____	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.

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## • 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.