

# Lesson 16

## Word List

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

### awe

ô

*n.* A feeling of fear or nervous wonder and respect.

The view of the earth from space filled the astronauts with **awe**.

*v.* To fill with awe.

The immensity of the whale breaking the surface **awed** the passengers on the boat.

**awesome** *adj.* Causing feelings of awe.

The herd of stampeding buffalo was an **awesome** sight.

### catastrophe

kə tas' trə fē

*n.* Something that causes great loss and suffering; a terrible disaster.

The earthquake was a **catastrophe** that claimed thousands of victims.

### collide

kə līd'

*v.* To come together with great force.

The two skaters were injured when they **collided** on the ice.

**collision** *n.* (kə līzh' ən) The act of **colliding**.

The **collision** occurred because neither of the drivers was paying attention.

### consequence

kān' sə kwens

*n.* 1. A result or outcome.

Receiving a scolding was the **consequence** of my rude behavior.

2. Importance.

The matter was of no **consequence** and was soon forgotten.

### deceive

dē sēv'

*v.* To cause to believe something that is not true.

The Wizard of Oz tried to **deceive** Dorothy by pretending to perform real magic.

**deceptive** *adj.* (dē sep' tiv) Intended to or likely to **deceive** or mislead.

Watch the mongoose carefully because its harmless appearance is **deceptive**.

**deception** *n.* (dē sep' shən) An act of deceiving.

He pretended he knew my son, and it was not until later that I discovered his **deception**.

### fatality

fə tal' ə tē

*n.* A death resulting from an accident or a disaster.

Fortunately there were no **fatalities** when the train ran off the track.

### improvise

im' prə vīz

*v.* 1. To compose or perform without preparation.

The actors occasionally **improvise** a scene based on suggestions from the audience.

2. To make do with whatever is on hand.

The survivors **improvised** a tent from bed sheets.

### loom

lōm

*n.* A machine or device for weaving cloth.

These blankets were woven on a small hand **loom**.

*v.* 1. To appear in a sudden and frightening way.

A sinister figure **loomed** out of the darkness, scaring us half to death.

2. To get frighteningly close.

As election day **loomed**, both parties scrambled for votes.

**lull**

lul

v. To cause to relax.

The sound of the ocean **lulled** us to sleep.

n. A temporary calm or quiet period.

There was usually a **lull** at the restaurant between the end of lunch and the start of the dinner rush.**placid**

plas' id

adj. Calm and peaceful.

The wind suddenly picked up, ruffling the **placid** surface of the lake.**predicament**

prē dik' ə mənt

n. A difficult or trying situation.

Running out of gas at night on a deserted road put the travelers in a **predicament**.**priority**

prī ōr' ə tē

n. The state or condition of being before another in importance or time.

The school board's first **priority** was to raise the students' test scores.**reinforce**

rē in fōrs'

v. To increase or strengthen.

Telling frightened children that there is nothing to worry about only **reinforces** their fear.**reinforcements** n. pl. Extra people such as soldiers or police sent to provide help.The soldiers were told to hold the fort until **reinforcements** arrived.**stern**

sturn

n. The rear part of a boat.

The front of the boat rose out of the water when everyone rushed to the **stern**.

adj. Unpleasantly severe.

The judge's **stern** expression suggested she was about to hand down a heavy sentence.**treacherous**

trech' ə r ə s

adj. 1. Not to be trusted.

A **treacherous** sentinel let the enemy pass through the gate.

2. Actually dangerous while seeming to be safe.

Hidden rocks make this part of the river **treacherous**.

## 16A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 16. Write each sentence on the line provided.

1. (a) A priority is  
(b) that which causes something.
- (c) A consequence is  
(d) that which is most important.

2. (a) A placid scene is one that  
(b) fills onlookers with fear and wonder.
- (c) An awesome scene is one that  
(d) can be seen only with difficulty.

3. (a) is one that is important.  
(b) An act of deception
- (c) is one that is amusing.  
(d) A matter of consequence

4. (a) To improvise a shelter is to  
(b) make it with whatever is at hand.
- (c) To reinforce a shelter is to  
(d) replace it with something better.
- 
5. (a) A stern reply  
(b) is one that is meant to mislead.
- (c) A deceptive reply  
(d) is one that is meant to soothe.
- 
6. (a) strengthen it.  
(b) To lull an army is to
- (c) vanquish it.  
(d) To reinforce an army is to
- 
7. (a) When things collide, they  
(b) disappear without a trace.
- (c) appear suddenly in a frightening way.  
(d) When things loom, they
- 
8. (a) A placid look is one that  
(b) A stern look is one that
- (c) is very severe.  
(d) shows fear or apprehension.
- 
9. (a) Predicaments are  
(b) deaths resulting from an accident.
- (c) Fatalities are  
(d) results that could not have been foreseen.

awe  
catastrophe  
collide  
consequence  
deceive  
fatality  
improvise  
loom  
lull  
placid  
predicament  
priority  
reinforce  
stern  
treacherous

## 16B Just the Right Word

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 16.

- The two cars **came together with great force** in the parking lot.
- Because of icy conditions the roads are **dangerous even though they may look safe**.
- The sentinels were filled with **a mixture of wonder, respect, and fear** when they saw the size of the approaching army.
- The police cannot put down the riot without **extra security forces sent to strengthen them**.
- Because I was apprehensive about riding, I was given a horse that was quite **calm and not easily excited**.

6. Only the pilot's skill prevented a(n) **event that would have caused great suffering and loss of life**.
7. You cannot **say things that aren't true in an effort to fool me**.
8. There was a **brief period of silence** in the discussion while we thought about the question.
9. Think carefully about the **things that will happen as a result** of your action.
10. Receiving invitations for two functions on the same day put me in a **very difficult situation**.
11. The final exams were **getting frighteningly close**, so it was time for serious study.

## 16C Applying Meanings

Circle the letter of each correct answer to the questions below. Each question has from one to four correct answers.

1. Which of the following could **collide**?
  - (a) two stationary objects
  - (b) a single stationary object
  - (c) two objects in motion
  - (d) a single object in motion
2. Which of the following could be made on a **loom**?
  - (a) a wool scarf
  - (b) a wooden box
  - (c) a leather jacket
  - (d) a silk scarf
3. Which of the following can be **reinforced**?
  - (a) a roof
  - (b) a wall
  - (c) an army
  - (d) a hole
4. Which of the following might **lull** a person?
  - (a) a lullaby
  - (b) soft music
  - (c) gunfire
  - (d) a fire alarm
5. Which of the following could be a **catastrophe**?
  - (a) a tornado
  - (b) a plane crash
  - (c) a forest fire
  - (d) a funeral

6. Which of the following might be **improvised**?

- (a) a raft (c) a knack  
(b) a fad (d) a song

7. Which advertising claims sound **deceptive**?

- (a) "Lose ten pounds overnight." (c) "Win millions of dollars."  
(b) "Tastes delicious." (d) "Look twenty years younger."

8. Which of the following might **awe** a person?

- (a) meeting a famous movie star (c) seeing a commercial on TV  
(b) seeing the Grand Canyon (d) seeing a space shuttle launch

## 16D Word Study

Turn each of the nouns below into an adjective by changing or adding the correct suffix.

1. affection \_\_\_\_\_  
2. resource \_\_\_\_\_  
3. woe \_\_\_\_\_  
4. awe \_\_\_\_\_  
5. catastrophe \_\_\_\_\_

Turn each of the adjectives below into a noun by changing or adding the correct suffix.

awe

catastrophe

collide

consequence

deceive

fatality

improvise

loom

lull

placid

predicament

priority

reinforce

stern

treacherous

6. splendid \_\_\_\_\_  
7. humid \_\_\_\_\_  
8. tranquil \_\_\_\_\_  
9. discreet \_\_\_\_\_  
10. versatile \_\_\_\_\_

## 16E Passage

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

## The “Unsinkable” Titanic

On the night of April 14, 1912, in the Atlantic Ocean about 360 miles off the coast of Newfoundland, the *Titanic* blazed with lights as it headed for New York, four days out from England on its very first voyage. Almost nine hundred feet long, it was the biggest passenger ship afloat. Because its steel hull, the main body of the ship, had been **reinforced** with a second hull fitted inside it, the *Titanic* was believed to be unsinkable. This belief **lulled** everyone on board into a false sense of security, which was to have tragic **consequences**.

Although the sea looked **placid** that night, its appearance was **deceptive**. The *Titanic*, in fact, was in **treacherous** waters. In 1912 there was no radar to warn of an approaching object, so when a huge iceberg suddenly **loomed** out of the darkness, there was little time to act. The *Titanic* made a desperate attempt to avoid a **collision**, but it was too late. The ship's right side struck the iceberg, and both its inner and outer hulls were ripped open below the waterline. Water began pouring in, flooding the front of the ship. Since it was 11:40 p.m., many of the passengers were sleeping or getting ready for bed. The slight bump, which was all they felt, caused no alarm.

When Captain Edward Smith received a report of the damage, he knew at once that a **catastrophe** had occurred. He realized that his “unsinkable” ship could stay afloat for little more than an hour or two. Even as he gave the order to abandon ship, he faced a terrible **predicament**: there were not enough lifeboats for everyone on board. Furthermore, there had been no practice drills, and crew members were confused because there were no clear orders from their superiors.

There would have been enough time to **improvise** rafts, but in the panic that followed as passengers and crew were alerted, no attempt was made to do so. Women and children were given **priority** as the crew hastily prepared the lifeboats, but in the confusion many of them were lowered into the water half empty. Fifteen hundred people died that night, and only seven hundred survived. The **fatalities** included the captain, who chose to go down with his ship, and Ida Straus of New York, who is remembered for gallantly refusing a place in one of the lifeboats to stay with her husband.

Those fortunate enough to have escaped in the lifeboats were filled with **awe** as they witnessed the final moments of the *Titanic*. The ship's bow sank first, leaving the **stern** sticking out high above the water. Then its lights suddenly went out, and at 2:20 a.m., less than three hours after striking the iceberg, the great ship slid silently beneath the waves.

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. Questions and answers will then contain all fifteen words (or forms of the words).

1. Why is a **collision** with an iceberg unlikely to occur today?

2. Why must the *Titanic* have seemed an **awesome** sight to people who saw it at night from passing ships?

3. What was the purpose of the *Titanic's* inner hull?
4. Why were those on board not apprehensive about possible danger?
5. What is the meaning of **treacherous** as it is used in the passage?
6. How were those keeping watch **deceived** by the sea's appearance that night?
7. What is the meaning of **loom** as it is used in the passage?
8. How serious was the damage caused by the accident?
9. Why might the passengers have remained **placid** when the *Titanic* first struck the iceberg?
10. What was the **predicament** that Captain Smith found himself in?
11. What is the meaning of **improvise** as it is used in the passage?
12. What was the order of passengers leaving the sinking ship?
13. What happened to Ida Straus?

14. Why would passengers who remained on board have tried to go to the rear of the boat?

15. What might have been an important **consequence** of the loss of the *Titanic*?

### FUN & FASCINATING FACTS

The Vikings were a warlike people who lived over a thousand years ago in what is now Norway, Denmark, and Sweden. They were superb boat builders and sailors, and they traveled in their famous long-boats as far as Greenland and the northern shores of North America. The language they spoke is called Old Norse, and the English words *steer* and **stern** both come from the Old Norse word *stjorn*, which means "to steer." The two words are connected because the *stern* is the rear of a boat, the place from which the vessel is steered.

The *stem* is the front end of a ship; it is a wooden or metal part to which the sides of the vessel are attached, rather as leaves are attached to the stem of a plant. To inspect a boat "from stem to stern" is to examine every part of it.

The noun form of the verb **collide** is *collision*. A *collision course* is one that is being followed by moving objects that will result in their colliding unless there is a change of course by either or both. (The small two-seater plane was on a *collision course* with a large jetliner.)