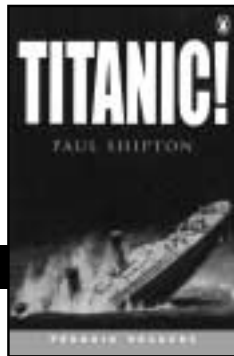


## Teacher's notes

## Titanic!

by Paul Shipton



## SUMMARY

**R**eaders are invited to do a quiz before they read the book, to find out how much they already know about the *Titanic*. The answers are in the book.

*Titanic* was thought to be unsinkable and nobody was concerned that it only had lifeboats for half the passengers. It set sail with 2,207 passengers. There were three classes of passengers who slept, lived and ate on different decks. First class accommodations were lavish. On April 14, the radio operators began to receive ice warnings. Lookouts suddenly saw an iceberg ahead. The ship tried to miss it, but the iceberg hit the side of the ship underwater and five of the compartments were flooded. The *Titanic* began to sink. Lifeboats were lowered and the order was given for women and children to go first. Fighting broke out when people realized there weren't enough lifeboats for all the passengers.

The *Titanic* sank. As the front part of the ship sank, the back came up out of the water. The ship broke in two and both parts sank. Hundreds of passengers fell into the icy water. More than 1,500 people lost their lives.

The world was shocked at the tragedy and there have been many stories about it. In 1985 the wreck of the *Titanic* was found. A movie of the disaster was written by James Cameron. The movie was a love story, starring Leonardo DiCaprio and Kate Winslet. The movie came out in 1997 and won eleven Oscars.

## ABOUT THE AUTHOR

Paul Shipton was born in Manchester, England in 1963. He attended Emmanuel College, Cambridge and Manchester University. He completed a degree in Philosophy and an MA in Classics, and then went on to teach English as a second language, living in Istanbul for a year. In 1991, he published his first book, *Zargon Zoo* – a science-fiction story written for people learning English. Four years later came Shipton's breakthrough book, the hilarious *Bug Muldoon and the Garden of Fear* (1995). This is a spoof detective story and takes place in the yard of a house. The detective is an insect! Another successful book is *The Mighty Skink* (1996). Paul and his family now live in Wisconsin in the USA.

## BACKGROUND AND THEMES

Before the invention of the jet, ships were the only way to cross the Atlantic and other seas and oceans. The first

steamship crossed the Atlantic in 1819. Bigger and faster ships were developed and by the beginning of the twentieth century, the ocean liner had established its place in the world. Now they were not only means of transportation but great symbols for their country.

*Titanic* was designed and built by William Pirrie's Belfast firm, Harland and Wolff. It had a double-bottomed hull that was divided into sixteen, presumably watertight, compartments. Because four of these could be flooded without endangering the liner's buoyancy, it was considered unsinkable. A short time before midnight on April 14, 1912, the ship collided with an iceberg; five of its watertight compartments broke open, causing the ship to sink at 2:20 a.m. on April 15. The arrival of the *Carpathia*, 1 hour and 20 minutes after the *Titanic* went down, prevented further loss of life in the icy waters.

Many of those who died in the *Titanic* disaster came from prominent American, British, and European families. Among the dead were the British journalist William Stead, and heirs to the Straus and Astor fortunes. The glamor associated with the ship and its important passengers made the tragedy become one of great interest to the public. Legends arose almost immediately around the night's events, those who had died, and those who had survived. Heroes and heroines, such as the American Molly Brown, were identified and made famous by the press.

As a result of the disaster, the first International Convention for Safety of Life at Sea was called in London in 1913. The convention set rules requiring that every ship have lifeboat space for each person on board; that lifeboat drills be held during each voyage; and, because the *Californian* had not heard the distress signals of the *Titanic*, that ships maintain a 24-hour radio watch. The International Ice Patrol was also established, to warn ships of icebergs in the North Atlantic.

The wreck of the *Titanic* was discovered on September 1, 1985. It was found lying upright in two pieces on the ocean floor at a depth of about 4,000 m. The scientists suggested that the collision's impact had produced a series of thin gashes as well as fractures and separation of seams in the adjacent hull plates, thus allowing water to flood in and sink the ship.

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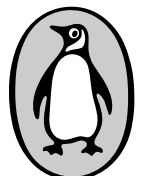
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## Teacher's notes

### Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the Reader, and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of discussion and pair/groupwork questions, can also be used by students working alone in a self-access center.

#### ACTIVITIES BEFORE READING THE BOOK

- Find out which students have seen the movie *Titanic* and ask them to tell the other students about it. Did they enjoy the movie? What special effects did they like? How did they feel when they saw the ship sink?
- Put students into small groups to discuss these questions.  
What are the different jobs of the crew on a big ship like *Titanic*?  
What would life be like for the different classes of passengers on the ship?  
Then have a whole-class discussion.

#### ACTIVITIES AFTER READING A SECTION

##### Pages 1–11

- Put students into two teams. Ask them to write twelve questions based on the information on pages 1-11, and to make a separate answer list. Teams take turns asking each other questions. They should try to answer without looking at the book. Award 2 points for a correct answer (award only 1 point if students have to look at the book). The team with the most points is the winner.
- Put students into pairs. They write a diary for the first part of Jack Thayer's journey on *Titanic*, based on the picture story on pages 10-11.

##### Pages 12–29

- Put students into small groups. Write the following dates and times on the board:  
April 14: 1:45 P.M. 8:40 P.M. 9:40 P.M. 11:00 P.M.  
11:39 P.M. 12:00 P.M.  
April 15: 12:05 A.M. 12:17 A.M. 1:25 A.M. 2:10 A.M. 2:20 A.M.  
Students write down the events that happened at these times. The first group to finish is the winner. Write the answers on the board.
- Put students into groups of three. They imagine they are in one of the lifeboats and role play a conversation between a crewman, a passenger who wants to go back and help people in the water, and a passenger who doesn't think they should go back and help.

##### Pages 30–41

- Put students into small groups to discuss these questions.  
Why do you think that there have been so many

stories about the *Titanic*? Do you think the remains of the ship will ever be brought up from the bottom of the ocean? What lessons can be learned from the disaster?

Then have a whole-class discussion.

#### ACTIVITIES AFTER READING THE BOOK

- Put students into small groups. Ask them to create an illustrated newspaper article about the sinking of the *Titanic*.
- Put students into pairs. They imagine they are screenwriters and write a scene to take place in a new *Titanic* movie.
- Students imagine they are survivors from the *Titanic* and write a letter to a family member, describing their experience.

### Glossary

It will be useful for your students to know these new words. They are practiced in the 'Before You Read' sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

#### Pages 1–11

- captain** (n) someone who is in charge of a ship or plane  
**crew** (n) the people that work together on a ship or plane  
**float** (v) to stay or move on the surface of a liquid without sinking  
**iceberg** (n) a very large piece of ice floating in the sea  
**model** (n) a small copy of something, such as a car, plane or building  
**officer** (n) someone who has a position of authority in the army, navy, etc.  
**rope** (n) very strong thick string, made by twisting together many threads  
**servant** (n) someone who does jobs such as cleaning and cooking, especially in the past  
**sink** (v) to go down, or make something go down, below the surface of water  
**submarine** (n) a ship that can travel under water  
**survive** (v) to continue to live after an accident, illness, etc.

#### Pages 12–29

- ahead** (adv) in front of someone or something  
**disaster** (n) an event such as an accident, flood or storm that causes a lot of harm  
**gentleman** (n) a man who is polite and behaves well toward other people  
**lifebelt** (n) a large ring that you can throw to someone who is in danger in water, so that they will float  
**lookout** (n) someone who watches carefully for danger, or the place where they do this  
**operator** (n) someone who works on a telephone switchboard  
**rocket** (n) a tube-shaped object that is fired from a ship and explodes high in the air  
**upside-down** (adj) with the top at the bottom and the bottom at the top  
**warning** (n) something that tells you that something bad or dangerous may happen



## Student's activities

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Students can do these activities alone or with one or more other students. Pair/group-only activities are marked.

### Activities before reading the book

- 1 Work with some other students or write your answer. What do you know about the story of the *Titanic*?
- 2 Work with another student or write your answer. Look at the picture on the front of the book. Imagine you are a passenger on this ship. What do you do? How do you feel?

### Activities while reading the book

PAGES 1-11

#### Pages 1-3

Answer these questions.

- (a) When did the movie *Titanic* open?
- (b) How much did it cost to make?
- (c) Why was it more expensive than any other movie?
- (d) How much did it earn?
- (e) Who did Leonardo DiCaprio play in the movie?

#### Pages 4-7

- 1 Match the words (a-e) with the meanings (i-v).
 

(a) lifeboat	(i) one of the levels on a ship
(b) passenger	(ii) a boat used to help people in danger at sea
(c) compartment	(iii) the high part of a ship where people stand when they are controlling the ship
(d) deck	(iv) someone who is traveling on a ship
(e) bridge	(v) a small enclosed space inside something

Write a sentence for each word to show its meaning.

- 2 Talk with another student or write your answer. What do you know about these people?  
Morgan Robertson   William Stead  
Mrs. Adelman   Blanche Marshall

#### Pages 8-11

- 1 You are a third-class passenger on the *Titanic*. Write about who you are; where you are

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- traveling from; what your new life will be like in America; and your life on the *Titanic*.
- 2 Work with another student.  
*Student A:* You are Jack Thayer. Talk about yourself.  
*Student B:* You are Milton Long. Tell Jack about the ship that sank near Alaska.

PAGES 12-29

#### Pages 12-17

- 1 What happens first, second, third, fourth ...? Write 1-8 next to the sentences.
  - (a) Lightoller told the lookouts to watch for icebergs.
  - (b) Boxhall went to check the lower decks.
  - (c) Phillips received a message about ice from the *Californian*.
  - (d) Captain Smith ordered the crew to prepare the lifeboats.
  - (e) The iceberg hit the side of the ship.
  - (f) Phillips received an ice warning from the *Baltic* and it was taken to the bridge.
  - (g) Murdoch turned the ship left.
  - (h) Fleet saw an iceberg and telephoned the bridge.
- 2 Underline the words that are wrong. There may be more than one wrong fact in each sentence. Then write the correct sentences.  
Some of the first lifeboats were almost full. There were sixty people in one boat for seventy people. Third-class passenger Molly Smith was put into the last lifeboat.  
The *Carpathia* was traveling from Southampton to Norway.  
The *Titanic* was the first ship to send a CQD message.  
The *Carpathia* was 45 kilometers away and could reach the *Titanic* in two hours.

#### Pages 18-23

- 1 Complete these sentences.
  - (a) An officer pointed a gun at a boy because ...
  - (b) A crewman cut a lifeboat's ropes because ...

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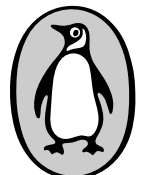
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## Student's activities

- (c) It was hard to help the third-class passengers because ...
  - (d) It was impossible to stand because ...
  - (e) The new noise was the loudest of all because ...
- 2 You are Jack Thayer. Write to a friend. Describe the last minutes before the *Titanic* sank. How did you get off the ship?
  - 3 Talk with another student or write your answer. What do you think about the treatment of the third-class passengers when *Titanic* was sinking?

### Pages 24-29

- 1 Complete these sentences with one word, then check your answers in the book.
  - (a) Officer Lowe ordered a ..... for survivors.
  - (b) Only twelve people were ..... from the water.
  - (c) "You can't come on. One more will ..... us."
  - (d) Captain Rostron received the *Titanic's* SOS .....
  - (e) The *Carpathia* saw a ..... from one of the lifeboats.
- 2 Put the people with the descriptions.
 

(a) Molly Brown	(i) president of the White Star line
(b) Thomas Andrews	(ii) Second Officer
(c) Charles Lightoller	(iii) musician
(d) Jack Phillips	(iv) passenger
(e) Bruce Ismay	(v) builder of the ship
(f) Wallace Hartley	(vi) radio operator

Write a sentence about each person, saying what happened to them after the *Titanic* sank.
- 3 Talk with some other students or write your answer.
 

Were the people on the lifeboats right not to go back and help the people in the ocean?  
Why/why not?

### PAGES 30-41

#### Pages 30-35

- 1 Write questions for these answers.
 

A nurse, traveling on the *Titanic* with a family in first class.  
Three hundred and twenty-eight.  
Because they knew important secrets about the *Titanic*.

- Ten thousand.  
To the best hotels in New York.  
Michel Navratil.
- 2 Look at the picture of the Navratil boys on page 32. Write a story about their new life in France.
  - 3 Work with another student.
 

*Student A:* You think the *Titanic* should be brought up from the bottom of the ocean. Say why.  
*Student B:* You think the *Titanic* should be left at the bottom of the ocean. Say why.

### Pages 36-41

- 1 Answer these questions.
 

What did James Cameron think was the most important part of the movie *Titanic*? Why?  
When does the movie's story begin?  
What is Jack Dawson's job?  
What is 'the Heart of the Ocean'?  
Which people in the movie really existed?  
Write a sentence about the mistake in the *Titanic* movie.
- 2 Talk with some other students or write your answer.
 

Rose came from a rich family and Jack was a poor artist. Imagine that they both survived the *Titanic* disaster. What problems did they face in their life together?

### Activities after reading the book

- 1 Imagine that it is your job to write a report on the sinking of the *Titanic*. List the reasons why the accident happened. Write some rules for ships to follow in the future.
- 2 Work with two other students.
 

*Student A:* You are a TV presenter. Ask questions about the night the *Titanic* sank.  
*Student B:* You are Harold Bride (radio operator). Talk about what happened when you tried to free the last lifeboats.  
*Student C:* You are Molly Brown. Talk about your escape from the *Titanic*.
- 3 Talk with other students or write your answer.
 

Why do you think that people are still interested in the *Titanic*?

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