

# TITANIC FOR VELLS ENGLISH AND FOR ADULT LEARNERS

## Curriculum links

ESL Frameworks Certs II - IV

CGEA Certs II & III

CSWE 2 & 3

English VELLS 4 - 6

## Broad learning outcomes

- Design, plan, develop and review projects (from simple to complex).
- Research, analyse and produce spoken and/or written texts (from simple to complex).
- Develop ICT skills – on-line research, document formatting and writing (from simple to complex).
- Develop teamwork skills in a community of inquiry.

## Themes

- The impact of science and technology on social development and practices.
- Understanding current issues by exploring the past.
- Search for truth through multiple perspectives.
- The value of human life.
- Human behaviour – biological and cultural forces.
- Social histories – everyone has a story to tell.
- The development of Occupational Health and Safety.
- The world of work.

## Notes to the teacher

*Titanic* for VELLS English and for Adult Learners aims to give teachers and students the basis for working on group projects that explore key themes and address key competencies in one of the four frameworks (ESL Frameworks, CGEA, CSWE and VELLS). The projects require students to conduct online research in order to answer questions and explore ideas. Links to websites are provided. Suggestions are offered regarding possible language, grammar focus and study focus.

## Activities

1. “Artefact”: ‘facts from art’.
2. Lives on board.
3. I saw it with my own eyes: journey traces.
4. How do people behave in disasters?
5. *Titanic* and work: a focus on the Royal Mail Service.
6. Why so many died: exploring safety issues.
7. Learn the ropes: idioms at work.



# ARTEFACT: 'FACTS FROM ART'

## Teacher notes

### Curriculum links

ESL Frameworks/CSWE/CGEA focus:

All certificates, from Levels 2 and above  
VELS English and History Levels 5-6

What is an 'artefact'? (also **artifact**)

Definition: An object made or used by human beings.  
These objects can tell us about the people who use them,  
their way of life and the social and cultural systems they belong to.

The word artefact is associated with archaeology, but in fact contemporary objects also tell stories about the ways people live and the meanings they give to their lives.

*Titanic: The Artefact Exhibition* is an interesting way to explore history. By looking at artefacts recovered from the seabed around the wreck, we are able to piece together a vision of *Titanic* as a microcosm of society in 1912.

We can also find clues that help to explain why the Ship ripped apart after it hit the iceberg.

Activities that explore artefacts encourage students to become observant – to notice objects around them and to analyse their setting and juxtaposition, and to use found objects as stimuli for creative tasks. These activities therefore help students to develop analytical and critical thinking skills. They highlight the importance of objects as evidence of particular cultural practices at home or at work.

These activities also emphasise the valuable role of each person's story in creating a whole world picture framed in time and space. Students can apply the process of inquiry they use in the Exhibition to explore artefacts significant to the lives of their ancestors or their own lives.

### Learning outcomes

Students will:

- understand the meaning and significance of artefacts.
- develop observational skills by identifying artefacts as reflections of class or historical function.
- analyse objects that relate to one of the characters on the boarding passes.
- read and write texts that involve artefacts.

### Web links

RMS *Titanic* Inc.: <http://www.Titanic-online.com/>

The *Titanic* Historical Society: <http://www.TitanicHistoricalSociety.org/museum/museumcollection.asp>

Key word search: *Titanic artefact* and *Titanic artifact*



Cup and plate with White Star Line logo





# ArteFact: 'facts from art'



Saucer, Chocolate, 1st Class Dining Saloon Service

## Student instructions

### Task: Mind map – ArteFact

1. Where does the word artefact come from? What language?
2. What does it mean?
3. What other words carry these meanings?

<p><b>Arte:</b> from (language)</p> <p>Meaning: What other words have 'art' in them?</p>	<p><b>Factum:</b> from (language)</p> <p>Meaning: What other words have 'fact' (to make) in them?</p>
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4. Make a **mind-map** around the words *Titanic* ARTEFACTS. These are objects you will expect to see in *Titanic: The Artefact Exhibition*:

Examples (vocab development):

- tools such as spanners, kitchen utensils and cutlery, rivets, bolts
- parts of the ship,
- crockery, furniture, luggage/bags,
- ornaments such as jewellery, vases, photo frames, tiles,
- musical instruments, clothing and accessories, mail, menus, etc.

## Task: Artefact as reflection of class

### Before the Exhibition

At *Titanic: The Artefact Exhibition*, you will get a boarding pass in the name of one of the passengers on board *Titanic*. You will 'become' a 1st, 2nd or 3rd class passenger.

1. What does **class** mean?

For example:

- How do we talk about class on airplanes?
  - How do we talk about class on trains?
  - How do we talk about class and places?
  - What about people?
2. Can an object have a 'class'? What things (factors) give it a class?
3. Form three groups – 1st class, 2nd class and 3rd class. Your group will brainstorm TEN objects or artefacts your class of passenger might:
- own (bring on board themselves).
  - use on board the Ship (provided by the Ship for their class of passenger).

Write the names of the TEN objects in the following table:

<b>1. Titanic Passenger Class:</b>			
<b>Object</b>	<b>Made from (material e.g. ceramic)</b>	<b>I saw it [√] (to be filled in at the Exhibition or after)</b>	<b>Class check:</b>
(1st, 2nd, 3rd or crew?)			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<b>2. My boarding pass character is a 1st/2nd/3rd Class passenger. S/he would use/touch/enjoy: (to be completed after the Exhibition)</b>			
1.			
2.			
3.			

## During the Exhibition

You have THREE tasks:

1. Look at the Exhibition through the eyes of your 'character'.
2. Tick off your list of objects on the checklist.
3. Choose THREE more objects you see at the Exhibition that your character would use, touch or enjoy.

## After the Exhibition

1. Review your list of artefacts with your group. Add or delete items, or change the 'class' or the material. Put your edited list on display for other groups to read and comment.
2. In your character as a *Titanic* passenger, get into a group with different classes of passengers. Introduce the three artefacts you have chosen. Why did you choose them? Your group will listen and ask questions. They will help you to build vocabulary or develop ideas.
3. **Writing, presenting or roleplay**  
Using the character on your boarding pass, tell your story in writing or in a monologue presentation, or in a roleplay with one or two other students. Use the THREE objects as props or as subjects of conversation.

## Discussion points

1. Your 'character' sailed on the biggest passenger ship in the world. What impressions do you think s/he had of *Titanic*?
2. For some passengers who boarded *Titanic* in 1912, it was the ultimate travel experience. What is your ultimate travel experience in 2010?
3. Can the 'class' of an object change over time? How?

## Extension activities: Bringing the past/present/future to life

1. Bring an artefact from home (or a picture of one). It could be an object that tells us about the past, present or future.
2. Work with a group of 'critical friends' and develop a spoken or written or graphic work that highlights the cultural significance of the object.
3. Text types could include:
  - Memoir.
  - Song/poem.
  - Advertisement.
  - Fact Sheet e.g. Did you know?
4. Project: Work together to publish, exhibit or perform your work for a specified audience.



3rd Class Floor Tile



Floor Tile



Sugar Bowl, Brownware



# LIVES ON BOARD

## Teacher notes

### Curriculum links

ESL Frameworks/CSWE/CGEA focus:  
Listening, Reading, Speaking, Writing at Levels 2-4.  
VELS English and History Levels 5-6.

The following tasks are scaffolded to develop language skills. Use them according to class and individual needs.

### Lives on board *Titanic*



Molly Brown (the 'unsinkable')



William McMaster Murdoch



Ruth Becker (12) and sister Marion (4)

*All images © Premier Exhibitions Inc.*

### Learning outcomes

Students will:

- learn about the different people aboard *Titanic*,
- analyse photos to establish class, job roles and behaviours, and to predict fates,
- confirm analysis by researching biographies on-line,
- learn about shipboard rules and conventions,
- discuss, mindmap and write about people, appearances and stereotypes.

### Web links

Find more information about passengers at:

<http://www.encyclopedia-Titanica.org/>

<http://www.discovery.com/> (Type in 'Titanic' in the search engine)





## Lives on board

### Student instructions

On 14 April 1912, *Titanic*, the biggest and most expensive passenger ship in the world, hit an iceberg and sank into the freezing Atlantic Ocean. About 1500 people died. Only around 700 survived. Here are some photos of people who sailed on *Titanic*. Some of these people survived. Some died. What can we learn from photos?

### Task: Investigate the people on *Titanic* pre-visit activities

- **Guess.** Look at these photos of people who sailed on *Titanic*, and fill in the table **in pencil**. What do the pictures tell you?



Edward J. Smith



Madeleine and John Astor



Frederick Fleet

*All images © Premier Exhibitions Inc.*

Profession/ Work	<i>In the photo, Edward Smith looks like a ...</i>	<i>Perhaps Madeleine was a... I think John was a ...</i>	<i>Maybe Frederick was a ...</i>
1st, 2nd, 3rd Class passenger or crew member?			
What activities did s/he do on the Ship?			
Guess: Did s/he survive? Why/Why not?			



Molly Brown



William M. Murdoch



Ruth & Marion Becker

All images © Premier Exhibitions Inc.

	Molly Brown	William M. Murdoch	Ruth and Marion Becker
Profession/ Work			
1st, 2nd, 3rd class passenger or crew member?			
What activities did s/he do on the Ship?			
Guess: Did s/he survive? Why/Why not?			

**Clues: In 1912, what did a Captain do when his/her ship was sinking?**

**If a ship was sinking, who was put into the lifeboats first? Why?**

- **Confirm.** In groups, select one person from the photos above.  
Find out: Who was s/he? Why was s/he on the Ship?  
Go to this website: <http://www.encyclopedia-Titanica.org/>  
Type the name of the person into the search box (top right).  
Collect the following information:

<b>Name</b>	
<b>Age in 1912</b>	
<b>Occupation</b>	
<b>Why was s/he on <i>Titanic</i>?</b>	
<b>What happened to him/her?</b>	
<b>Why did s/he survive?</b>	
<b>Why did s/he die?</b>	

- **Share.** Fill in the tables with information presented by each group. Rub out errors, and write in pen.



## Discussion points

1. If you were on *Titanic* in 1912, would you **most likely** have lived or died? Why?
2. What does the *Titanic* story tell you about **class** and **attitudes** of the time?  
For example, many 3rd Class passengers died because:
  - 3rd Class cabins were on the lower decks, far from the lifeboats,
  - 3rd Class passengers did not know where the lifeboats were,
  - perhaps some of these passengers were led away from the lifeboats,
  - perhaps the crew forgot to unlock some of the gates to the 3rd class cabins. According to US law, immigrants – people going to live in America – were not allowed to move around the Ship.
3. Are things different today? Have our attitudes to class changed? Can you give examples?
4. How would you design *Titanic* to give all classes an equal chance of survival?

## Extension activities

### Australians on board *Titanic*

#### Research

In groups, find out about the six Australians on board *Titanic*:

- Arthur Gordon McCrae.
- Donald S. Campbell.
- Charles Dahl.
- Leonard Lisle Oliver White.
- Evelyn Marsden.
- Alfred Nichols.

Go to the Encyclopedia Titanica website and type the surnames into the search box.

<http://www.encyclopedia-Titanica.org/>

#### Share

What information did you find?

What impressions or feelings do you have about the fates of these people?

If you were on *Titanic*, would there be media coverage about you? What would it say?

These Australians seemed to have a 'distant' relationship with Australia. Why, do you think? What is your relationship with Australia?

#### Create

Work with a partner in your group.

Write a biography for your partner. Note: it can be *real* or *imagined*.

Create a portrait to accompany the biography (a photo or sketch or cartoon).

You can tell a lot just by looking...

### Brainstorm

When you look at people, can you tell if they are rich or poor?

Can you tell what job they do?

Can you tell if they are happy with their lives?

What clues do you look for?

In groups, draw a **mind map** of all the clues you can think of.

With your teacher, identify key ideas for writing.

### Discuss

Are we always right about people?

We make **assumptions** about other people because of our life experience. We often **generalise**.

For example: My aunt wears a blue suit. My aunt is a successful business person. Therefore, all successful business people wear blue suits.

BUT... do you know any successful people who do not wear suits, not even blue suits?

### Write

Write a paragraph or short essay (your teacher will instruct you) about:

**People in Melbourne** or **People in a place you know well**.



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This man was on board *Titanic*.

His name is BYLES.

What **assumptions** can you make about his daily work and general behaviour?

Check your assumptions on the Encyclopedia Titanica website.

<http://www.encyclopedia-Titanica.org/>



# I SAW IT WITH MY OWN EYES: JOURNEY TRACES

## Teacher notes

### Curriculum links

ESL Frameworks/CSWE/CGEA focus:

Listening, Reading, Speaking, Writing at Levels 2, 3 & 4 (match task with level).

VELS English Levels 5-6

Many people were present at the sinking of *Titanic*. Their stories differ. Why?

Possible reasons:

- We see things and interpret them from different angles/perspectives (e.g. the literal interpretation of the six blind men describing an elephant from head, ears, tail, side, leg and trunk). Most people who watched *Titanic* sink from the lifeboats (which were very low in the water) believed that the Ship went down with the stern high in the air, almost perpendicular (vertical).
- Our perspectives are influenced by the way we see ourselves as a part of culture, class, workplace, age and gender. We have different expectations or attitudes. We may expect to be safe or happy or comfortable if we usually have a safe, happy and comfortable life.
- Strong emotions such as fear, anger or jealousy can influence the way we see things.
- We want to protect people, so we change our stories.

Sometimes two or more survivors use the same words to describe something that happened.

Why? Possible reasons:

- We trust or like the words of others and 'borrow' them to tell our own story.
- We describe events using our common prior knowledge and experiences as a base.

### Learning outcomes

Students will:

- inspect the layout of the Ship and trace actions of passengers and crew,
- analyse the reasons behind the high death toll aboard the Ship,
- analyse interviews for information,
- investigate multiple perspectives and beliefs,
- listen and read transcripts from BBC interviews with *Titanic* survivors,
- search for details about passengers and crew,
- write a text or produce a creative piece that presents two versions or perspectives of one event.

### Web links

BBC Interviews *Survivors of the Titanic* (see weblinks & transcripts at the end of these worksheets):

<ol style="list-style-type: none"><li>1. Edwina MacKenzie</li><li>2. FW Prentice/Prentis</li><li>3. Commander Lightoller</li><li>4. Eva Hart</li><li>5. Stewart FD Ray</li></ol>	Information about passengers: <a href="http://www.encyclopedia-Titanica.org/">http://www.encyclopedia-Titanica.org/</a> Australian biographies also at end of Integrated Activities
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## I saw it with my own eyes: journey traces



2nd Class promenade on board *Titanic*  
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### Student instructions

No-one knows exactly how many people were on board *Titanic* when it sank. Only about 700 passengers and crew survived out of approximately 2,200 (see *Tales of Titanic Web Quest– Passenger experts* in the Education Kit). Some of these survivors have told their stories to newspapers, TV and radio. They also gave their version of events to the British and US inquiries into the sinking of *Titanic*.

By listening to and reading the stories of passengers and crew, we can trace their movements around the Ship in its last hours. It is also interesting to analyse the similarities and differences between the stories of the survivors.

#### Task: Find your way around *Titanic*

Find these words in the *Titanic* diagram. Circle them and say them.

stern	Bridge	Crow's Nest	Grand Staircase
officers' quarters	Post Office/Mail Room		

Check the dictionary and find these words – label the correct part of the Ship using a **red pen**.

bow [bau]	mainsail	telegraph wires	poop deck
head	port	starboard	bulkhead
ship deck	wheelhouse	for'ard	aft
A Deck	B Deck	C Deck	D Deck
E Deck	F Deck		

You may also need to check the plans of *Titanic* at the following websites:

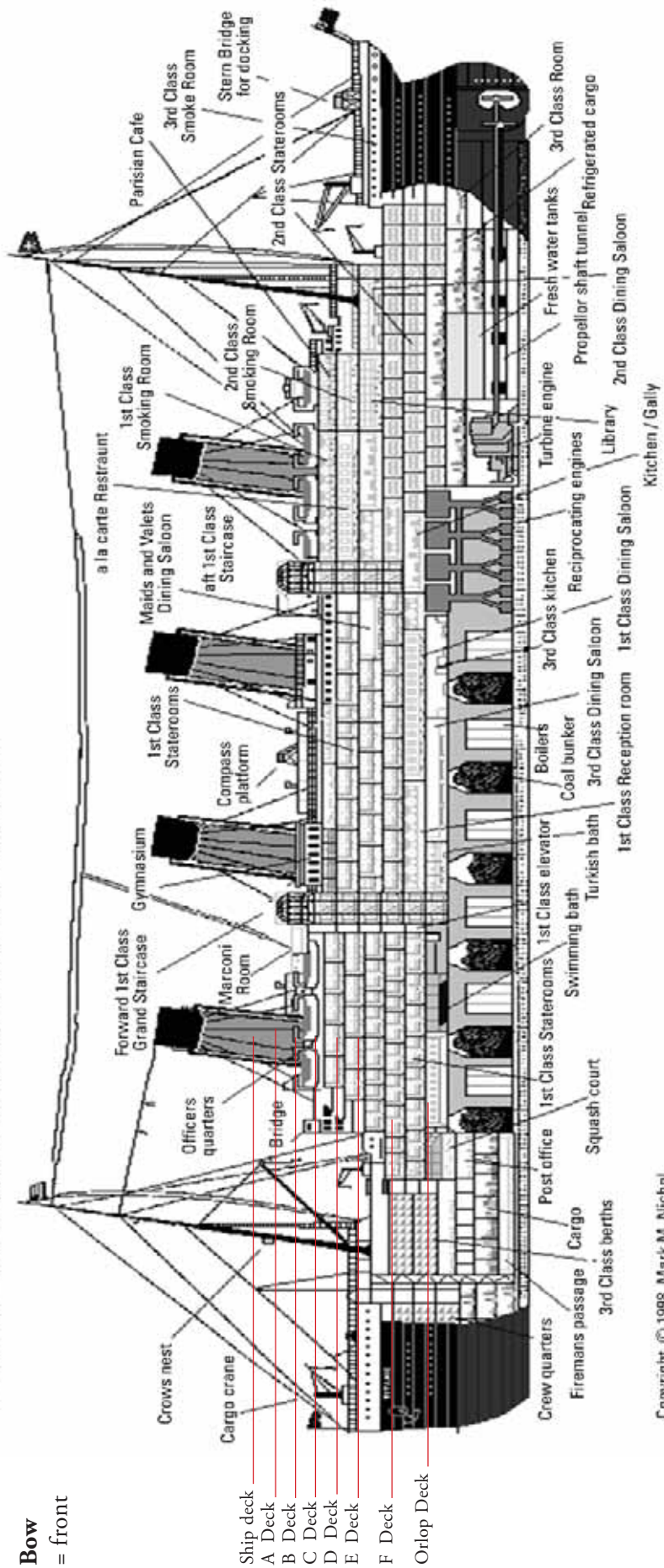
<http://www.encyclopedia-Titanica.org/deckplans/>

<http://dsc.discovery.com/convergence/titanic/explorer/explorer.html>

[http://www.ecophotoexplorers.com/images/Titanic\\_layout.gif](http://www.ecophotoexplorers.com/images/Titanic_layout.gif)

# White Star Line Triple Screw Royal Mail Steamship Titanic

**Bow**  
= front



- Ship deck
- A Deck
- B Deck
- C Deck
- D Deck
- E Deck
- F Deck
- Orlop Deck

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[http://www.ecophotoexplorers.com/images/titanic\\_layout.gif](http://www.ecophotoexplorers.com/images/titanic_layout.gif)

## Task: Practise talking the talk (familiarisation)

Each group will have:

- an A3 copy of the layout of *Titanic*,
- a set of cards (produced by the teacher),
- a set of tokens or coloured pens

Student A reads the card, and then calls on Student B to do something on the Ship.

Student B uses the token to trace the journey.

Student C gives instructions: First you go up the staircase, down in the elevator to Deck.... etc.

## Task: Prepare to listen

Your group will listen to ONE of the following BBC Archive interviews of *Titanic* survivors.

Edwina MacKenzie nee Winnie <b>Troutt</b>	2nd class passenger	<a href="http://www.bbc.co.uk/archive/titanic/5053.shtml">http://www.bbc.co.uk/archive/titanic/5053.shtml</a> (3 mins)
FW <b>Prentice</b> /Prentis	Kitchen storekeeper	<a href="http://www.bbc.co.uk/archive/titanic/5050.shtml">http://www.bbc.co.uk/archive/titanic/5050.shtml</a> (3 mins 39 secs)
Commander <b>Lightoller</b>	Second officer	<a href="http://www.bbc.co.uk/archive/titanic/5047.shtml">http://www.bbc.co.uk/archive/titanic/5047.shtml</a> (23 mins)
Eva <b>Hart</b>	2nd class passenger	<a href="http://www.bbc.co.uk/archive/titanic/5055.shtml">http://www.bbc.co.uk/archive/titanic/5055.shtml</a> (7 mins)
Stewart FD <b>Ray</b>	Saloon steward (main dining saloon)	<a href="http://www.bbc.co.uk/archive/titanic/5048.shtml">http://www.bbc.co.uk/archive/titanic/5048.shtml</a> (7.5 mins)

Before you listen, collect some information about these survivors from: <http://www.encyclopedia-Titanica.org/>  
Put the surname (in **bold** above) into the encyclopedia search box (top right).

Name	
Age in 1912	
Passenger	Reason for travel:
Crew	Job:
After <i>Titanic</i> ?	
Date of death	

### Task: Listen and read

Listen to the BBC interviews. As you listen, read the transcripts at the end of this file.

As you listen and read, circle key information about:

- where the person went on the Ship,
- what s/he did there.



Edwina Troutt and Eva Hart may have passed each other on the 2nd Class Promenade Deck.  
© Premier Exhibitions Inc.

### Task: Listen, read and trace

Develop a **KEY** to show the journey of each person. Using different coloured pens, trace their journeys on your diagram of the Ship.

Example

KEY

Edwina	— — — — —
Commander Lightoller	● — ● — ● — ● — ●

If you do not have enough information, what should you do?

Think about probability. E.g. X **might have run** through the café; Y **must have been** afraid when she said goodbye to her father on the boat deck.

### Task: Present and discuss

1. If you have a smart board or other digital technology, project the layout diagram of *Titanic* up on the screen.
2. Your group will trace the journey of the survivor on the diagram, and tell the story in your own words. You can use simple present or past tense.
3. Invite your class to ask questions and be ready to answer.

## Extension activities

### 1. Create Sub-titles

Use the transcript of Lightoller's account of the sinking of *Titanic*. Find the main point of each paragraph or paragraphs (there may be more than one) and create a **subtitle**.

### 2. Comparing accounts

In groups, find the information about these survivors and listen to/read their accounts of *Titanic*. Compare their versions of events by filling in the table below:

	Edwina McKenzie	FW Prentice	Commander Lightoller	Eva Hart	Stewart Ray
Why on the Ship?					
Problems that contributed to the loss of life	No-one understands the danger				
	Problems lowering the lifeboats	Iceberg warnings not passed to the Bridge. _____ _____ _____			
Worst moment					
Other?					



## Discussion points

1. Many people were present at the sinking of *Titanic*. Their stories differ. Why?
2. Sometimes the words or expressions we use to describe the same event are exactly the same. Why?

Example: Two survivors of the *Titanic* disaster

Eva Hart: *'She (my mother) felt this bump, which, her actual words were, which felt like a train pulling into the station, a jerk.'*

Stewart Ray *'I felt a shock similar to a train being pulled up in the station.'*

(But also see his earlier account <http://www.encyclopedia-Titanica.org/Titanic-survivor/frederick-dent-ray.html>)

3. No, it didn't happen that way!

Often people in a family have different stories to tell about the same event. They also interpret the meaning of the event in different ways. Think about an event that your family or friends experienced. Describe the different *versions* of events.

## Extension activities

### 1. It happened like this...

Write a short story from two different perspectives.

Example (ESL Frameworks 2)

<b>The family dog</b> Theary (12 years old) Our dog is cute and brown. Her name is Tricky. She can dance. She likes to sleep on my bed. Tricky eats vegetables and rice. She also likes to eat meat. We all love Tricky.	<b>Sopheap (30 years old)</b> Tricky is the family pet. She is very naughty. She eats our shoes. She jumps on the sofa. She thinks she is queen of the house. I try to teach Tricky but my daughter Theary spoils her.
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### 2. What's your version of the story?

Find a newspaper article or a short historical text that gives two or more versions of an event.

Article title:	
Author:	
Event	
Version 1	Version 2

### 3. Lightoller's version of events

Lightoller may have wanted to protect the captain and crew. Examine the transcript. Highlight parts that support this idea.

Further reading: United States Senate Inquiry: Testimony of Lightoller

<http://www.Titanicinquiry.org/USInq/AmInq01Lightollero1.php>



# HOW DO PEOPLE BEHAVE IN DISASTERS?

## Teacher notes

### Curriculum links

ESL Frameworks/CSWE/CGEA focus:

Listening, Reading, Speaking, Writing at Levels 2, 3 & 4

VELS English Levels 5-6

Few people panicked when *Titanic* was sinking into the icy deep Atlantic waters. In fact many did 'normal' things in the final moments, such as riding exercise bikes in the gym, or lighting up cigars and sipping brandy. Even the orchestra continued to play as the Ship sank. Only a few men tried to board the lifeboats before all the available women and children had been loaded.

In contrast, only three years later in 1915 (World War 1), when *Lusitania* was hit by a torpedo from a German U-boat, many men on board panicked and tried to save themselves first.

What factors influenced human behaviour in these two disasters?

A research team from Switzerland and Australia has published a paper that compares survivors and 'victims' on both ships. Their aim is to explain how social rules of behaviour (norms) hold up in a crisis.

<http://www.bus.qut.edu.au/faculty/schools/economics/documents/discussionPapers/2009/SurvivingtheTitanicDisaster.pdf>.

You will need to print off a copy of one of the articles about this study (see web links) for students to complete the activity on page 76 of *Titanic for VELS English and for Adult Learners*.

### Learning outcomes

Students will:

- explore ideas of heroism and social norms,
- develop skills to discuss probability based on limited information,
- scan articles for key points of comparison and contrast,
- discuss the role of communication in disaster management,
- explore recent disasters (e.g. earthquake in Haiti or Chile, Black Saturday bushfires in Victoria),
- create collages and/or fact sheets on a range of topics.

Higher levels can focus on e.g. formal and informal conventions of behaviour; using reference groups in research.

Grammar: Modals-degrees of certainty; comparative adjectives and adverbs e.g. '*Children aboard the Titanic, researchers say, were about 15 percent more likely to survive than adults...*' JetLib News

### Web links

Study on behaviour in disaster:

<http://www.time.com/time/health/article/0,8599,1969142,00.html>,

<http://jetlib.com/news/tag/benno-torgler/>,

<http://www.guardian.co.uk/science/2010/mar/02/titanic-lusitania-women-children-survival>,

<http://www.nytimes.com/2010/03/02/science/02ships.html>





## How do people behave in disasters?

### Student instructions?

- Have you ever had a car accident, or been in a fire or a war zone? How did you behave? How did you feel? What did you do?
- How did other people around you behave?
- Can a person control the way s/he behaves in a life-or-death situation?

### Task: Heroes, social norms and behaviour

#### 1. Heroes

We use the word 'hero' and 'heroine' to describe people who perform acts of bravery or courage.

1. In groups, brainstorm SIX (6) different **types** of heroes, e.g. a **national** hero/ine such as...?
2. Tell the group about a person you believe is a hero/ine. Say why.

Example: *I believe that [...] is a hero/ine because...*

*My number one hero/ine is [...] because...*

#### 2. Social norms

Every society makes rules about right ways to behave and appropriate things to believe. Most people in a society agree on the rules. These are called social norms.

For example, it is a social norm to greet and farewell friends. It is a norm to try your best to help your team to win. It is the norm for girlfriends to say supportive things to each other, for example:

A: "I look awful in this dress!"

B: "It's not that bad, *really!*"

It is the norm *and* a part of maritime (sea) law that **the captain must stay with the Ship** until everyone on board has been rescued.

[http://www.law.washington.edu/Directory/docs/Allen/Publications/Article\\_1994\\_CaptainsDutySinkingShipTake2.pdf](http://www.law.washington.edu/Directory/docs/Allen/Publications/Article_1994_CaptainsDutySinkingShipTake2.pdf)

1. In 1912 it was a norm for women and children to be saved before men. Why?
2. Do you think that norm still exists? Give reasons.
3. Eva Hart's father put his wife and daughter into a lifeboat to save them, and then he drowned. Is he a hero? Why/why not? Discuss.

### 3. Behaviour in a crisis: *Titanic* vs *Lusitania*

It is strange that many passengers and crew aboard *Titanic* did not panic when the Ship was sinking in the icy deep waters of the Atlantic. In fact in the final moments, people did ‘frighteningly normal’ things, such as cycling in the gymnasium or smoking a cigar. Even the orchestra was playing as the ship sank. Only a few men tried to board the lifeboats before all the available women and children.

In contrast, only three years later in 1915 (World War 1), when *Lusitania* was hit by a torpedo from a German U-Ship, many young adults tried to save themselves first.

A research team from Switzerland and Australia have published a paper that looks at who survived and who died aboard the two ships. They wanted to see if social norms (rules of behaviour) hold up in a crisis.

1. In your groups, read the table below, comparing *Titanic* and *Lusitania*.  
What information are you looking for?
2. Your teacher will choose an article for your group to read.
3. Read and highlight main points. Share your information with other groups to fill in the table below.

	<i>Titanic</i>	<i>Lusitania</i>
How many people was the Ship carrying?	2207 (approx.)	
<b>Percentage</b> of people who died.		
Use calculators and establish the <b>number</b> who died.	68.7% Ship total – percentage of deaths =	
What year did it sink?		
What caused the Ship to sink?		
Chances of survival		
Children survival rate		
Male survivors, 16-35		
Female survivors, 16-35		
Older passengers		
1st class passengers		
2nd class passengers		
3rd class passengers		
How long did it take to sink?		
Passenger behaviour on board		
Officers and crew behaviour of on board		
Panic (High or Low)		
People on board know of a previous disaster involving a ship of the same size (Yes/No)		

## Discussion points

### 1. Communication systems

Emergency experts know that **rapid communication of accurate information** is critical in emergencies. A ship sent a message to say icebergs were near *Titanic* but the wireless operator was very busy and did not send the message to the captain. In addition, the wireless room was not near the Bridge and there was no telephone link between the wireless room and the Bridge.

After *Titanic* was hit by an iceberg, was communication of information rapid and accurate?

Communication systems are more advanced now, but disasters still happen.

Radio National *Life Matters*: 'Fatal Words':

<http://www.abc.net.au/rn/lifematters/stories/1998/11751.htm>

How can we make sure that our communication systems are rapid and accurate?

### 2. Mob behaviour

Sometimes when there are a lot of people gathered together, dangerous incidents can happen. Give examples and discuss reasons for this change in behaviour. How can this behaviour be 'regulated' or controlled?

## Extension activities

### 1. Black Saturday bushfires

In the 2009 Victorian bushfires, 173 people died and 414 were injured. People had to choose to stay and fight the fire or try to escape. Why did people stay? Why did people leave?

They had to assess the risks of staying based on their knowledge and understanding of fires. However the fires on this day were fast and **unpredictable**, so the level of risk was very difficult to know.

- **Scan** newspapers and websites for reports (see below).
- **Make a collage** of images and words to show how different people reacted to the fires:

General – ABC stories about Black Saturday

<http://www.abc.net.au/innovation/blacksaturday/#/stories/mosaic>

Academic Study – *Anticipating human behaviour in disasters: myths, exaggerations and realities*,

Wiley Education: [http://media.wiley.com/product\\_data/excerpt/47/04717897/0471789747.pdf](http://media.wiley.com/product_data/excerpt/47/04717897/0471789747.pdf)

How people react after the disaster, or how to help these people

<http://www.abc.net.au/news/stories/2010/02/07/2812505.htm>

<http://www.psychology.org.au/bushfire/public/>

- In your groups, **research** bushfires or house fires and **develop a Fact Sheet** for your community/age group etc. using appropriate language and images.

Essential Question: How can your community prepare for fire (house fires or bushfires)?

*Preparing your mind to deal with the bushfire season:*

[http://www.dhs.vic.gov.au/health/bushfire/downloads/mental\\_health.pdf](http://www.dhs.vic.gov.au/health/bushfire/downloads/mental_health.pdf)

CFA Study on attitudes to bushfire preparation:

[http://www.cfaconnect.net.au/index.php?option=com\\_k2&view=item&id=1486:&Itemid=42](http://www.cfaconnect.net.au/index.php?option=com_k2&view=item&id=1486:&Itemid=42)

Fire – in the home or bushfires <http://www.cfa.vic.gov.au/>

## 2. Emergencies at home (Certs 2 & 3, II & III)

- **Share stories** about emergencies that have happened in your home or community. What happened? How did family/friends react? What was the result? What would you do in the future? What would you recommend others to do?
- **Write** a set of instructions to explain how to deal with a health/other emergency or problem.
- **What Ambulance Victoria says...**
  - In your groups, **read** about one topic on the Ambulance Victoria website.
  - Make a **summary** to present to class.
  - Say **why you agree or disagree** with the advice. Do you have alternative methods? Invite the class to discuss.

### Example of topics

The Ambulance Victoria website:

<http://www.ambulance.vic.gov.au/>

First aid tips e.g. falls, burns, poisons:

<http://www.ambulance.vic.gov.au/Education.html>

Drug issues for young people:

<http://www.ambulance.vic.gov.au/Education/Drug-Education.html>

Using CPR to save lives in your community:

<http://www.ambulance.vic.gov.au/Education/Community-Activities/CPR-Program.html>

## 3. What's it like to be a refugee? (Certs 2 – 4, II - IV)

- **Discuss**  
Why do people become refugees? Why do people look for security and safety in another town or another country? Do you know anyone who has had to run away from their own home? What does it feel like to be a refugee? What happens to people in detention centres?
- **Interview** someone who has been a refugee. **Share** their story with your class.
- Check out the photo essays and music from the Scattered People Choir  
<http://www.safecom.org.au/scattered.htm> .
- Create your own **photo essay** as a group or **write a song**.
- Visit the Immigration Museum website <http://museumvictoria.com.au/immigrationmuseum/>

### Other sources

Sonja Dechian, Heather Millar and Eva Sallis (eds) 2004, *Dark Dreams: Australian Refugee Stories* by young writers aged 11-20 years, Wakefield Press.

Triple J's real Appeal for Young Refugees:

<http://www.abc.net.au/triplej/realappeal/refugeestories/default.htm>

Google video sources of refugee stories:

[http://www.google.com.au/search?q=refugee+stories+australia&hl=en&rlz=1T4SUNA\\_en\\_\\_AU240&tbs=vid:1&tbo=u&ei=MvmvS4bLC5Pm7APu\\_v3JDw&sa=X&oi=video\\_result\\_group&ct=title&resnum=10&ved=0CDEQqwQwCQ](http://www.google.com.au/search?q=refugee+stories+australia&hl=en&rlz=1T4SUNA_en__AU240&tbs=vid:1&tbo=u&ei=MvmvS4bLC5Pm7APu_v3JDw&sa=X&oi=video_result_group&ct=title&resnum=10&ved=0CDEQqwQwCQ)



# TITANIC AND WORK: A FOCUS ON THE ROYAL MAIL SERVICE

## Teacher notes

### Curriculum links

ESL Frameworks/CSWE/CGEA focus:

Listening, Reading, Speaking, Writing at Levels 2 and 3

VELS English and History Levels 5-6

*I urged them to leave their work. They shook their heads and continued at their work. It might have been an inrush of water later that cut off their escape, or it may have been the explosion. I saw them no more.*

– Albert Theissinger Steward aboard *R.M.S. Titanic* and survivor

<http://www.postalmuseum.si.edu/Titanic/Titanic.html>

*Titanic* was not just a grand passenger liner. She was contracted by the Royal Mail Service to carry mail to the US. In 1912, airmail services were rare, so nearly all international mail was delivered by ship.

According to the US National Post Museum, *Titanic* was carrying 3,423 mail sacks with over 7 million pieces of mail, including an estimated 1.6 registered letters and packages. Postal money orders amounting to \$150,000 were also on board.

The five postal clerks on *Titanic* died trying to save the mail. Their story highlights the importance of mail in the 20th Century and the role ships played as mail carriers up until the 1960s. It also raises issues of responsibility and service.

Students work in groups to research a topic and prepare a presentation in Powerpoint, poster or wiki formats. Possible topics are:

1. The postal clerks (profiles).
2. The job of the postal clerks on board *Titanic*.
3. The daily routines of the postal clerks on the Ship – map their journey.
4. The position of postal clerks on board Ship. Who did they mix with? Who did they live with? What status/class did they belong to? What was their attitude to others on board?

### Learning outcomes

Students will:

- conduct online research in teams,
- develop a presentation (image and text based),
- explore the history of communication.

### Web links

[http://www.ecophotoexplorers.com/images/Titanic\\_layout.gif](http://www.ecophotoexplorers.com/images/Titanic_layout.gif)

<http://www.encyclopedia-Titanica.org/Titanic-victim/john-richard-jago-smith.html>

[http://postalmuseum.si.edu/resources/6a2a\\_Titanic.html](http://postalmuseum.si.edu/resources/6a2a_Titanic.html)

<http://www.postalmuseum.si.edu/Titanic/Titanic.html>

[http://www.encyclopedia-Titanica.org/manifest.php?q=23&v1=l\\_job&v2=89&t=Postal+Clerk](http://www.encyclopedia-Titanica.org/manifest.php?q=23&v1=l_job&v2=89&t=Postal+Clerk)

[http://www.Titanic-Titanic.com/Titanic\\_mail\\_clerks.shtml](http://www.Titanic-Titanic.com/Titanic_mail_clerks.shtml)

<http://postalheritage.wordpress.com/2009/04/14/the-post-office-aboard-the-Titanic/>

<http://www.Titanic-online.com/index.php4?page=207>

<http://200years.auspost.com.au/#>



## *Titanic* and work: a focus on the Royal Mail Service

### Student instructions

#### The Royal Mail Service

*Titanic* was not only a passenger ship. She was also a mail Ship. She carried mail from Europe to New York. In 1912, the wireless service was new, and telegrams were the latest method of communication. Airmail services were still rare. Millions of letters and packages were sent between Europe and the United States every month and they all travelled by the Ship.

The job of the mail clerk (or postal clerk) was very important. They had a lot of work to do when they were on board the Ship.

#### Task

- Your group will research ONE of the topics below. (Discuss with your teacher the topic of your presentation. Each group will research a different topic.)
  - Make a visual presentation in Powerpoint or poster form.
  - Your group will deliver the presentation and invite the class to ask questions.
1. The postal clerks (Who were they and what happened to them? What do we know about them and how?)  
[http://postalmuseum.si.edu/resources/6a2a\\_Titanic.html](http://postalmuseum.si.edu/resources/6a2a_Titanic.html)  
<http://www.postalmuseum.si.edu/Titanic/Titanic.html>  
<http://www.Titanic-Titanic.com/>  
[http://www.encyclopedia-titanica.org/manifest.php?q=23&v1=\\_job&v2=89&t=Postal+Clerk](http://www.encyclopedia-titanica.org/manifest.php?q=23&v1=_job&v2=89&t=Postal+Clerk)
  2. The job of the postal clerks on board *Titanic*.  
<http://postalheritage.wordpress.com/2009/04/14/the-post-office-aboard-the-Titanic/>  
<http://www.Titanic-Titanic.com/>  
<http://www.Titanic-online.com/index.php4?page=207>
  3. Trace the daily routines of the postal clerks around the Ship.  
[http://www.ecophotoexplorers.com/images/Titanic\\_layout.gif](http://www.ecophotoexplorers.com/images/Titanic_layout.gif)  
<http://www.encyclopedia-titanica.org/titanic-victim/john-richard-jago-smith.html>  
Use the blank diagram below to label places and trace their journeys around the Ship.
  4. The position of postal clerks on board the Ship. Who did they mix with? Who did they live with? What status/class did they belong to? What was their attitude to others on board?  
<http://www.Titanic-Titanic.com/>  
<http://www.encyclopedia-titanica.org/titanic-victim/>



## Discussion points

1. The postal clerks on board *Titanic* did everything they could to save the Royal Mail. They were ready to die for the mail. Do you think postal workers in Australia would die to save the mail?
2. In what situations would you be willing to die?

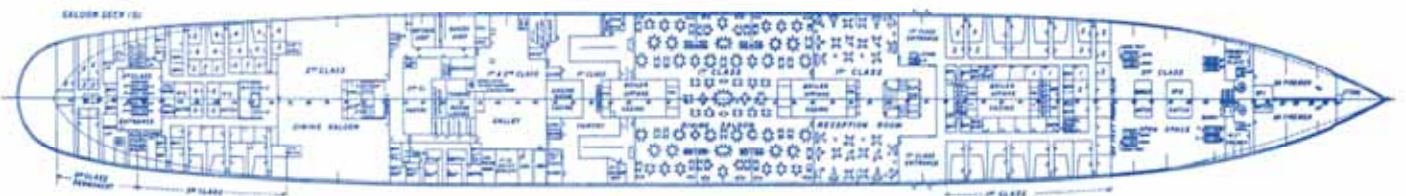
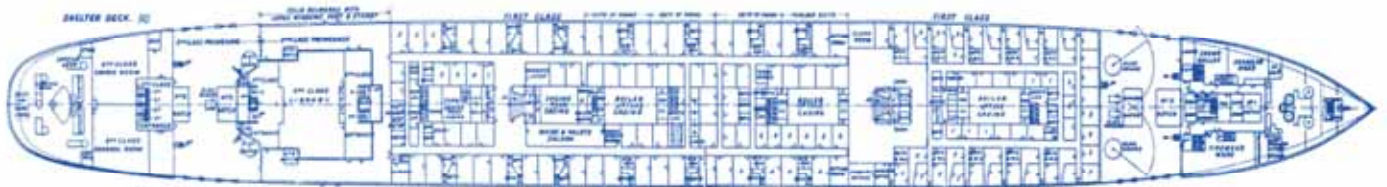
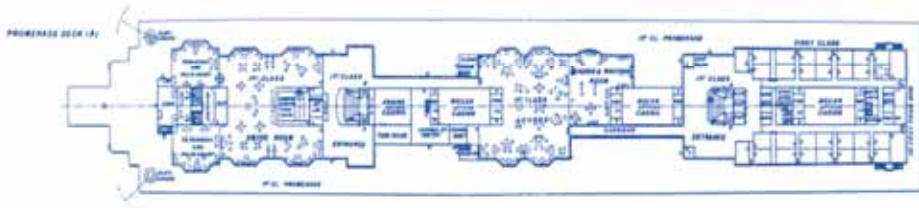
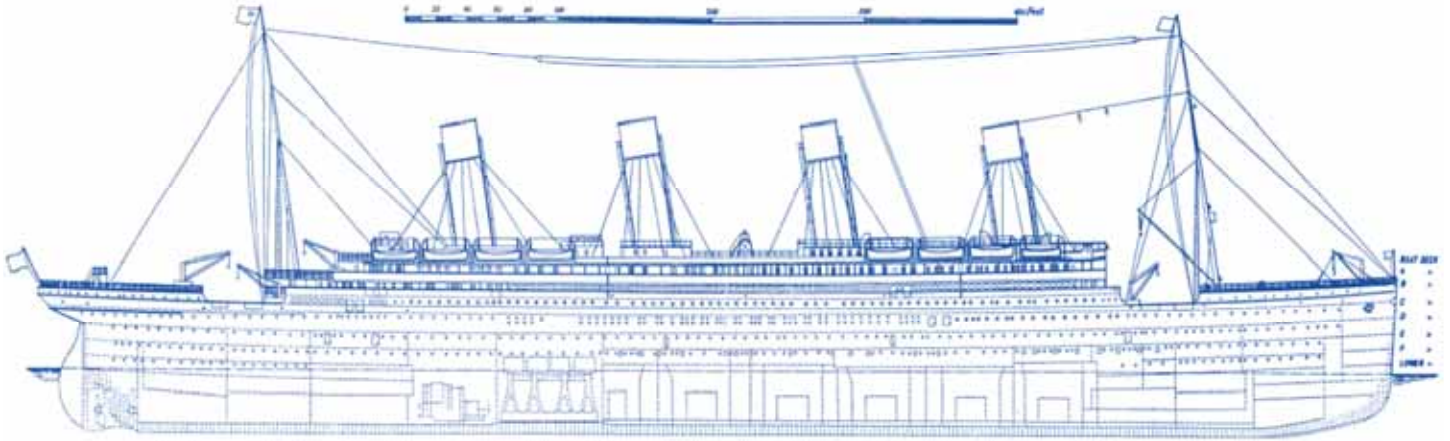
## Extension activities

1. Find out about the different jobs at Australia Post.
  - Your group will research one job: postal delivery officer, night sorter, mail officer, parcel post officer, driver, postal sorter, postal transport officer, video coder (data entry).
  - Prepare to tell your class:
    - the job,
    - the tasks you do in this job,
    - the hours you have to work,
    - the skills you need,
    - other requirements,
    - employment benefits,
    - job vacancies in your state, e.g. Victoria: <http://auspost.com.au/jobsatpost/vic.htm>
2. How does Australia Post see its role in 2010?  
<http://auspost.com.au/about-us/corporate-responsibility.html>
3. Australia Post history – education resources:  
<http://auspost.com.au/about-us/community.html>  
Australia Post bicentenary (1809-2009) website  
<http://200years.auspost.com.au/#>
4. The history of communication
  - Create a timeline to show the history of communication.
  - Brainstorm modes of communication:  
Examples in no particular order – facsimile (fax) smoke signals, bells, message sticks, drums, pigeons & human couriers/storytellers, telegrams, newspapers, TV, mail by ship, airmail, email, SMS, telephone etc.  
History: [http://inventors.about.com/library/inventors/bl\\_history\\_of\\_communication.htm](http://inventors.about.com/library/inventors/bl_history_of_communication.htm)  
20th century communication: <http://inventors.about.com/od/timelines/a/twentieth.htm>  
Airmail history: <http://en.wikipedia.org/wiki/Airmail>



Postcard - Advance Australia  
© Premier Exhibitions Inc

TRIPLE SCREW **RMS TITANIC** 46,328 TONS  
 Combination of Turbine and Reciprocating Engines  
 Length 882.5 Feet ~ Breadth 92.6 Feet



# WHY SO MANY DIED: SAFETY ISSUES

## Teacher notes

### Curriculum links

ESL Frameworks/CSWE/CGEA focus:

Listening, Reading, Speaking, Writing at Levels 3 and 4

VELS English Levels 5-6

This activity is related to Occupational/Workplace Health and Safety. It provides an opportunity for students to investigate why so many people aboard *Titanic* died. It highlights:

- primary resources – eye witness accounts – as evidence,
- reactive implementation of safety measures,
- multiple causes rather than a single cause,
- safety as a political and social issue.

### Learning outcomes

By the end of the activity students will:

- be aware of the multiple reasons for the high death rate,
- know how to read primary texts for specific details,
- be able to make inferences from implied meaning,
- be able to summarise key information,
- develop skills to present findings to class,
- build skills in questioning and answering on a specific topic,
- build skills in engaging in a community of inquiry.

### Skill building

- Read for specific information,
- Note taking and summarising,
- Giving an example to support evidence,
- Reporting in the past tense,
- Research on the Internet,
- Appropriate selection of images/diagrams,
- Asking and answering questions on topic,
- Giving a considered opinion based on evidence,
- Working in a community of inquiry.

### Web links

*Survivors of the Titanic*, BBC radio interviews: <http://www.bbc.co.uk/archive/titanic/>

Transcripts of five survivor accounts (pdf) from <http://www.bbc.co.uk/archive/titanic/>

*Wikipedia history*: [http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

*US Inquiry recommendations*:

<http://query.nytimes.com/gst/abstract.html?res=9EoDE7D81E3CE633A25753C3A9609C946396D6CF>

*British inquiry recommendations*: <http://www.anesi.com/mersey1.htm>

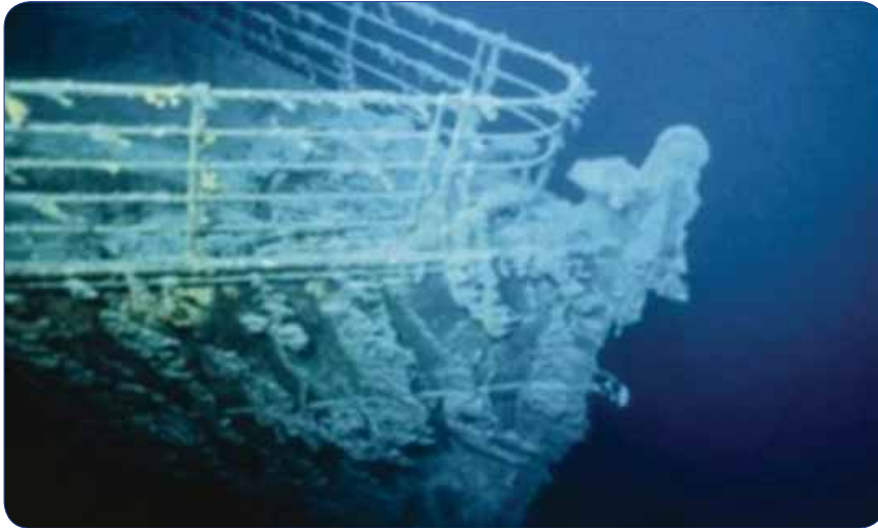
<http://www.historyonthenet.com/Titanic/blame.htm> (lower levels)

*Titanic ship layout*: [http://www.ecophotoexplorers.com/images/Titanic\\_layout.gif](http://www.ecophotoexplorers.com/images/Titanic_layout.gif)



## Why so many died: safety issues

### Student instructions



Bow of *Titanic*, 3925 metres under the sea  
© Premier Exhibitions Inc

When *Titanic* sank in 1912, so many people died because there was not enough attention to safety. You are going to investigate some of the reasons.

### Task

- Your class is a team of experts hired to investigate the reasons why so many died on board *Titanic* when it sank.
- In groups investigate ONE of the possible causes. Look through websites for information and you will read extracts from eye witness accounts below. As you read, **highlight key points**.
- Present your findings at a general meeting. Drawings and diagrams will help to make your findings clear.
- Also recommend changes to laws and regulations for future ships.
- Be ready to ask and answer questions.

### Support materials

The inquiries into the sinking of *Titanic* identified several key safety failures that contributed to the high loss of life.

Form a Community of Inquiry. Your group will take on ONE of the following topics:

Group 1: Lifeboats.

Group 2: Iceberg warnings and wireless messaging.

Group 3: High number of 3rd class passenger deaths.

Group 4: Rocket distress signals.

Group 5: Excessive speed.

Group 6: Complacency: the unsinkable.

## Group 1: Lifeboats

1. How many lifeboats was the Ship designed to carry?
2. How many lifeboats were on board for the maiden voyage?
3. What reasons are given for this difference in number?
4. How many lifeboats were launched?
5. What happened to the others?
6. Was there a lifeboat deployment plan? Were crew members designated to specific lifeboats before the accident occurred? Why/why not? Did they follow the same rules for loading the lifeboats? Why/why not?
7. The first two lifeboats were not full when they were launched? Why not?
8. What laws/rules were put in place after the sinking of *Titanic*?

## Transcript extracts

*You could not get people to go on lifeboats, you could not. They felt safer on the Titanic than in the lifeboats. But as we were rowing away, we could see the Titanic gradually sinking. All her lights were lit, and this row of lights would disappear, the next row of lights disappeared, and I tell you I could see, well, it was goodbye for everybody.*

Edwina MacKenzie (nee Troutt) BBC Interviews of *Titanic* survivors (see Transcript 1)

*Up to the time of getting away the first few ships, no-one believed that the ship was actually in any danger. I'm afraid my own confidence that she wouldn't or couldn't sink rather conveyed itself to others, for there were actually cases where women absolutely refused to be put in a ship. I remember one young couple, evidently not long married, walking up and down the ship deck. I asked the girl – she was only a girl, from the western states I should say – if I should put her in a ship, but no, she wouldn't be parted from her husband.*

*'Not on your life,' she said, 'We've started together and we'll finish together.' Brave girl, but she didn't know how near that finish was. Certainly I didn't.*

Commander Lightoller, BBC Interviews of *Titanic* survivors (see Transcript 3)

*[My father] put us right by a lifeboat, the lifeboats were on the 2nd class desk, and said to my mother, 'Now stay there and don't move, and I will go and see if I can find out what's happening.' And oh it was so cold I remember, and I was wrapped in a blanket.*

*And he came back and said 'Yes, the ship has struck an iceberg', because it was the other side of the ship and with the high superstructure we couldn't see anything, 'but it's quite all right, you know. We've got 15 watertight compartments. There's nothing to worry about.'*

*In fact I believe some people did go back to bed...*

Eva Hart BBC Interviews of *Titanic* survivors (see Transcript 4)

*The ship was lowered, a very jumpy business. First we were tipping up this way and then you were tipping up that way, and I thought if we get in the water all right we should be very lucky. And eventually we did get in the water, and the next problem was to get the ship loose from the ship so that we didn't go down with the ship.*

Stewart Ray, BBC Interviews of *Titanic* survivors (see Transcript 5)

*The first ships that got away were only half filled, and then the ships that were swinging up in the davits on the starboard side were packed, and people were trying, they were trying to get in, oh and they were being pushed-pulled back and knocked back... and there was a bit of chaos there.*

*We got all the women and children we possibly could away first, and some of the women wouldn't leave their husbands and we couldn't get them away. But the ships were really truly filled up. But nobody realised then that she would sink, you know.*

Frank Prentice, BBC Interviews of *Titanic* survivors (see Transcript 2)

#### Other sources:

*The first lifeboat launched was Lifeboat 7 on the starboard (right) side with 28 people on board out of a capacity of 65. Lifeboat 6 and Lifeboat 5 were launched ten minutes later. Lifeboat 1 was the fifth lifeboat to be launched with 12 people. Lifeboat 11 was overloaded with 70 people. Collapsible D was the last lifeboat to be launched. The *Titanic* carried 20 lifeboats with a total capacity of 1,178 people. While not enough to hold all of the passengers and crew, the *Titanic* carried more ships than was required by the British Board of Trade Regulations. At the time, the number of lifeboats required was determined by a ship's gross register tonnage, not her human capacity.*

*Titanic sank with only a few degrees list (leaning to the side)... Furthermore the electric power plant was operated by the ship's engineers until the end. Hence *Titanic* showed no outward signs of being in imminent danger, and passengers did not want to leave the apparent safety of the ship to board small lifeboats. As a result, most of the ships were not full; one ship for 40 people left the *Titanic* with only 12 people on board.*

*"Women and children first" was the rule for loading lifeboats, but officers had different ideas about the rule. Second Officer Lightoller, who was loading ships on the port (left) side, allowed men to board only if oarsmen were needed, even if there was room. In contrast, First Officer Murdoch who was loading ships on the starboard (right) side let men on board if women were absent. When the ship's list increased, people started to become nervous, and some lifeboats began leaving fully loaded. By 02:05, the entire bow (front) was under water, and all the lifeboats had been launched, except for two.*

Adapted from [http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

*...the ship did not carry enough lifeboats for all her passengers and crew. This is partially due to the fact that the law, dating from 1894, required a minimum of 16 lifeboats for ships of over 10,000 tons. Since then the size of ships had increased rapidly. As a result, according to law *Titanic* must carry enough lifeboats for less than half of the people on board. Actually, the White Star Line also added four more collapsible lifeboats—this gave a total capacity of 1,178 people (still only around one third of *Titanic*'s total capacity of 3,547).*

*In the busy North Atlantic sea lanes it was expected that in the event of a serious accident to a ship, help from other vessels would quickly arrive, and that the lifeboats would ferry passengers and crew from the stricken vessel to its rescuers. Enough lifeboats for every passenger was not considered necessary for this.*

*The *Titanic* was designed to carry up to 64 ships. Lifeboat davits capable of handling up to four ships per pair of davits were designed and installed, to give a total potential capacity of 64 ships. However, the extra ships were never fitted. It is often alleged that Bruce Ismay, the President of White Star, refused to install the extra ships because he wanted passengers to have more promenade area on the ship deck. Harold Sanderson, Vice President of International Mercantile Marine, rejected this allegation during the British Inquiry.*

Source: [http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

## Group 2: Iceberg warnings and wireless messaging

1. What was special about the weather in the Atlantic in April 1912?
2. Locate the iceberg region on a map. Why are there icebergs in this region?
3. What kinds of icebergs are there?
4. How many ice warnings did the wireless room receive?
5. The iceberg warning from Mesaba was not sent to the bridge. Why not? Where is the wireless room and bridge? How did messages go from the wireless room to the bridge? Were there problems with the wireless? What did the operators do?
6. Apart from iceberg warnings, what other messages did the wireless operators send and receive?
7. What laws/rules/actions were put in place after the sinking?

### Transcript extracts

*On that night of April 14, we all, that is, the captain and officers knew perfectly well that we were just about entering the region where ice might be sighted at that particular time of the year, and had taken all necessary precautions.*

*Now throughout the day there had been the usual wireless messages from different ships reporting the weather, on icebergs and so forth, but as none of these bergs reported lay on our course, well, they didn't directly concern us.*

*But when the evidence came to be sifted out at the inquiry held in London afterwards, it then came out that one very vital message received in the Titanic's wireless room that night had never been delivered to the bridge. That message came from a ship called the Mesaba warning all ships of heavy pack ice, icebergs and field ice in an area then lying right ahead of the Titanic, and what was still worse, not far away. Those immense quantities of ice were abnormal for almost any time of the year and the significance we should have attached to that report can hardly be exaggerated. In my opinion it was a warning of the most vital importance. You see, I was officer of the watch and in charge of the ship when that Mesaba message came over, and I know perfectly well what I should have done if it had come to my hands. Without a shadow of doubt, I should have slowed her down at once – that would have been imperative – and sent for the captain. More than likely, in fact almost certainly, he would have stopped the ship altogether and waited for daylight to feel his way through.*

*Anyhow, the long and short of it is neither he nor I nor any other officer of the ship got that message.*

*[Then, when Lightoller was in the lifeboat] ... the senior wireless operator was standing just behind me... It was then I first heard of the Mesaba message, and when I said I didn't remember it, he told me he'd put it under a paperweight at his elbow and never sent it to the bridge.*

Commander Lightoller, BBC Interviews of *Titanic* survivors (see Transcript 3)

*The reason why she [Californian] didn't answer our wireless calls, which other ships heard halfway round the Earth, was because she only carried one wireless operator and when we struck the iceberg he'd just gone off watch. So it was no fault of his.*

Commander Lightoller, BBC Interviews of *Titanic* survivors (see Transcript 3)

*Just before he went to bed at around 23:00 the Californian's radio operator attempted to warn the Titanic that there was ice ahead, but he was cut off by an exhausted Jack Phillips [Titanic head wireless operator], who had fired back an angry response, "Shut up, shut up, I am busy; I am working Cape Race", referring to the Newfoundland wireless station.*

[http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

### Group 3: High number of 3rd class passenger deaths

1. Compare percentages of 1st, 2nd and 3rd class passenger deaths
  - Work out the percentages of death for each class and the crew.
  - Formula:  $\text{No of deaths} \div \text{Total no of passengers in class} \times 100 = \text{___}\%$
  - E.g. Crew:  $685 \div 905 \times 100 = 75.7\%$

Class	Total no. of passengers	Total no. of deaths	%
1st class	324	130	
2nd class	286	153	
3rd class	708	536	
Crew	905	685	75.7%

2. Where were the 3rd class cabins? Where were the lifeboats?
  - Find them on the *Titanic* layout (see p. 13).
  - Label them.
  - Mark the trails from cabins to lifeboats on the Ship diagram above (p.3).
  - If 3rd class passengers were not allowed to go to 1st Class areas, what would have happened to the passengers?

[http://www.ecophotoexplorers.com/images/Titanic\\_layout.gif](http://www.ecophotoexplorers.com/images/Titanic_layout.gif)

**Note:** single men were in the **bow** of the Ship; married men, women and children in the **stern**.

*The investigators also learned that the Titanic had sufficient lifeboat space for all first-class passengers, but not for the lower classes. In fact, most 3rd Class passengers had no idea where the lifeboats were, much less any way of getting up to the higher decks where the lifeboats were stowed.*

Source: [http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

3. What changes were made to maritime laws and regulations after the sinking?



Lifeboat from *Titanic* being drawn up to the rescue ship *Carpathia*  
This photograph was taken by a passenger on board *Carpathia*  
© Premier Exhibitions Inc



#### Group 4: Rocket distress signals

1. Crew on board *Titanic* could see a ship, *Californian*, in the distance. They sent up rocket flares from the bridge, 'shells that are fired hundreds of feet up into the air to explode with a cascade of stars' (Lightoller), but the ship did not come to help them. It sailed away. Why?
2. What did Captain Lord of the *Californian* do?
3. What did the inquiries find?

*That ship was the Californian and though her lights were plain to everyone on board the Titanic, she seemed to pay not the slightest heed either to our wireless calls or to the distress signals [rockets] we were firing every minute. The reason why she didn't answer our wireless calls, which other ships heard halfway round the Earth, was because she only carried one wireless operator and when we struck the iceberg he'd just gone off watch. So it was no fault of his.*

*But why no notice was taken of our distress signals, shells that are fired hundreds of feet up into the air to explode with a cascade of stars, heaven only knows. What a chance her captain missed. He could have laid his ship right alongside the Titanic and taken practically every soul on board. Ah, he didn't and the two ships gradually drifted further and further apart.*

*And, according to the officer of the watch of the Californian, the Titanic's lights disappeared at 2.40 a.m. They did, and with his own eyes he personally witnessed one of the greatest tragedies of the sea.*

Commander Lightoller, BBC Interviews of *Titanic* survivors (see Transcript 3)

*When the Californian's officers first saw the ship, they tried signalling her with their Morse lamp, but also never appeared to receive a response. Later, they noticed the Titanic's distress signals over the lights and informed Captain Stanley Lord. Even though there was much discussion about the mysterious ship, which to the officers on duty appeared to be moving away, the master of the Californian did not wake her wireless operator until morning.*

[http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)



Trans-Atlantic Designs (2009) *Her Last Hour*  
Source: <http://www.transatlanticdesigns.com/prints.html>

## Group 5: Excessive speed

1. What was *Titanic's* top speed?
2. How fast was the Ship travelling when she hit the iceberg?
3. Was this fast for a ship that was travelling through ice fields?
4. Who set the speed of the Ship?
5. Why was the crew comfortable with this speed?

*The conclusion of the British Inquiry into the sinking was "that the loss of the ship was due to collision with an iceberg, brought about by the excessive speed at which the ship was being navigated". At the time of the collision it is thought that the Titanic was at her normal cruising speed of about 22 knots, which was less than her top speed of around 24 knots. At the time it was common practice to maintain normal speed in areas where icebergs were expected.*

*It was thought that if an iceberg was large enough to damage the ship, the crew would see it and be able to avoid it.*

*After the sinking the British Board of Trade introduced regulations instructing vessels to moderate their speed if they were expecting to encounter icebergs. It is often alleged that J. Bruce Ismay instructed or encouraged Captain Smith to increase speed in order to make an early landfall. However, there is not enough evidence to say this happened, and many people dispute it.*

Adapted from: [http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

### What would First Officer Lightoller have done if he knew icebergs were close by?

*Without a shadow of doubt, I should have slowed her down at once – that would have been imperative – and sent for the captain. More than likely, in fact almost certainly, he would have stopped the ship altogether and waited for daylight to feel his way through.*

Commander Lightoller, BBC Interviews of *Titanic* survivors (see Transcript 3)



Was *Titanic* aiming to be the fastest ship across the Atlantic?  
© Premier Exhibitions Inc

## Group 6: Complacency: the unsinkable

1. *Titanic* was sinking, but for quite a while no-one seemed to worry. Why was this?

*When the crew started to launch the lifeboats, Titanic did not appear to be in imminent danger and passengers were reluctant to leave the apparent safety of the ship. The idea that the ship was unsinkable is unlikely to be the reason for the first lifeboats not being full.*

Adapted from [http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

### Eva Hart recalls her father's words

*And he [my father] came back and said 'Yes, the ship has struck an iceberg', because it was the other side of the ship and with the high superstructure we couldn't see anything, 'but it's quite all right, you know. We've got 15 watertight compartments. There's nothing to worry about.'*

*In fact I believe some people did go back to bed. But he said, 'Stay here and I'll see if I can find one of the officers', and away he went again. And he came back and said,*

*'They are going to launch the ships, purely a precaution. You will all be back on board for breakfast.'*

Eva Hart BBC Interviews of *Titanic* survivors (see Transcript 4)

*Passengers...started asking me 'Why are you getting the ships out?' and 'Why are you putting women and children in them?' I told them it was merely a precaution and that very likely they'd all be taken on board again at daylight, or at the worst taken on board the ship everyone could clearly see only a few miles away. We could see all her lights quite plainly.*

Commander Lightoller, BBC Interviews of *Titanic* survivors (see Transcript 3)

*Up to the time of getting away the first few ships, no-one believed that the ship was actually in any danger. I'm afraid my own confidence that she ... couldn't sink rather conveyed itself to others, for there were actually cases where women absolutely refused to be put in a ship. I remember one young couple, evidently not long married, walking up and down the ship deck. I asked the girl ... if I should put her in a ship, but no, she wouldn't be parted from her husband.*

*'Not on your life,' she said, 'We've started together and we'll finish together.' Brave girl, but she didn't know how near that finish was. Certainly I didn't.*

Commander Lightoller, BBC Interviews of *Titanic* survivors (see Transcript 3)

*...I was awakened by the ceasing of the vibration of the ship.*

*And I thought, 'Well something has happened.' So I got out of the bed and finally got into the lounge where some men were smoking... I said, '...I want to know what's the matter with the ship.' And he said, 'Oh there isn't anything, we just scraped an iceberg.'*

*You could not get people to go on lifeboats... They felt safer on the Titanic than in the lifeboats. But as we were rowing away, we could see the Titanic gradually sinking.*

Edwina MacKenzie (nee Trout) BBC Interviews of *Titanic* survivors (see Transcript 1)

*...But nobody realised then that she would sink, you know.*

*She was supposed to be unsinkable?*

*Absolutely. She had a double bottom, but unfortunately when we hit that berg it tore her from for'ard right aft the engine room, and the water simply went straight up into her. The bulkheads couldn't save the ship. She was torn right out, just like a knife cutting right through her.*

Frank Prentice, BBC Interviews of *Titanic* survivors (see Transcript 2)

*I got through the doorway onto the main staircase. There I met a Mr Rothschild walking up the main staircase and we joined company... And he started talking about the accident. He said he didn't think it was serious enough to trouble...*

*'Well,' I said, 'I've got to get along...they'll want me for rowing.' And so I went up.*

*On the way up I saw the purser with five of the staff... They were putting the jewels and jewel boxes into the mailbags, laughing and talking, chatting one to the other.*

*...On my way up to the ship deck, I heard a fiddle...it was the band. They were tuning up on the fiddle.*

Stewart Ray, BBC Interviews of *Titanic* survivors (see Transcript 5)



## ALL GROUPS

### Inquiry results – new rules and regulations

[http://en.wikipedia.org/wiki/RMS\\_Titanic#Ship\\_history](http://en.wikipedia.org/wiki/RMS_Titanic#Ship_history)

US Inquiry recommendations:

<http://query.nytimes.com/gst/abstract.html?res=9E0DE7D81E3CE633A25753C3A9609C946396D6CF>

British inquiry recommendations: <http://www.anesi.com/mersey1.htm>

<http://www.historyonthenet.com/Titanic/blame.htm> (lower levels)

### Discussion points

1. If the 3rd class passengers had been able to get to the lifeboats in time, what might have happened? Think about the numbers of people, and the number of lifeboats. Therefore, is it possible that the crew deliberately found ways to keep these passengers away from the lifeboats? Discuss.
2. Most incidents or accidents have more than one cause. Give examples from your experience. In groups, analyse the causes, using question-answer techniques.
3. Evaluate your presentation and involvement in the community of inquiry. How successful was your presentation? What did you learn about research, presentation and listening? What would you like to do better next time? What other skills do you need to do this?

### Extension activities

#### Safety in the workplace: compare and contrast

1. Victims of *Titanic* or poor OHS?

Five workers died on the construction of *Titanic* in the Belfast shipyards of Harland & Wolff.

- Who were they? What were their jobs? How did they die?

<http://www.encyclopedia-Titanica.org/discus/messages/5919/619.html?1159297576>

<http://www.belfast-Titanic.com/> Go to **Local people**

- What OHS measures are now in place in Australia to protect construction workers?

<http://www.rta.nsw.gov.au/doingbusinesswithus/downloads/contractor-ohs/workingatheights.pdf>

- Serious safety incidents (an accident that is not 'accidental') still occur in the workplace. Why? Do some research and present your findings

[http://www.marcbowles.com/courses/adv\\_dip/module5/chapter6/amc5\\_ch6\\_one2.htm](http://www.marcbowles.com/courses/adv_dip/module5/chapter6/amc5_ch6_one2.htm)

2. Describe a workplace you know.

- Is it a healthy and safe workplace? Why/why not?

- Do some research – did this kind of work or something similar exist 100 years ago?

If so, describe the working conditions in the past.

- What do you predict will happen to this workplace and the work in the next 50 years? Explain.

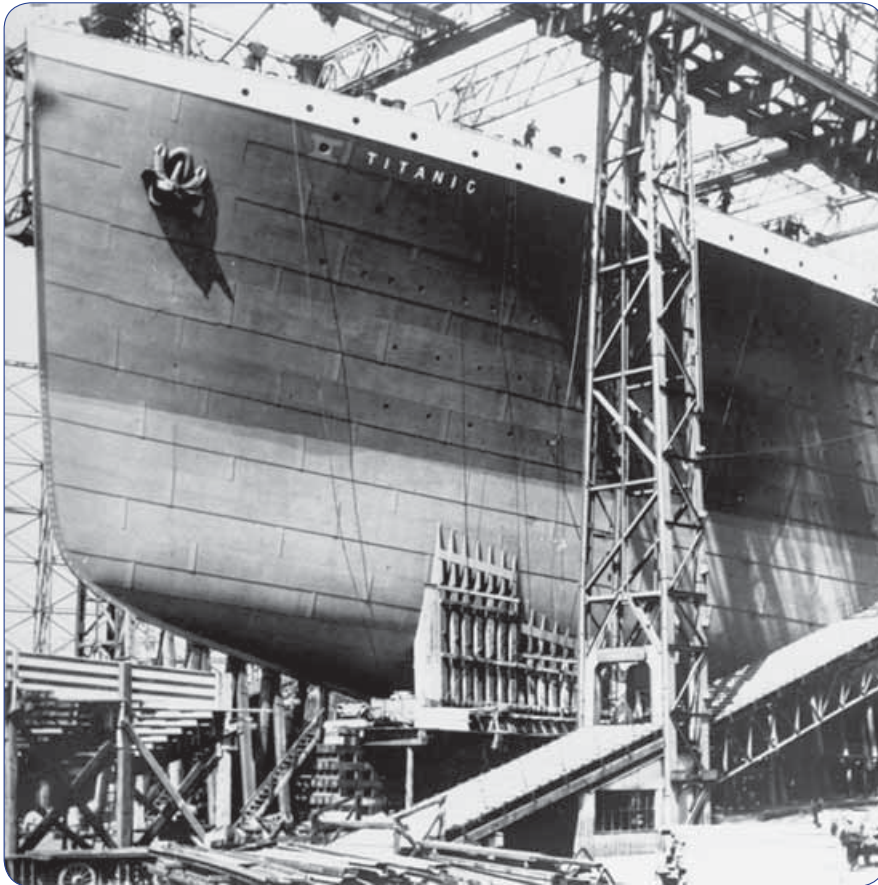
### 3. Taking Responsibility

**Listen** to RN Life Matters Talkback: Taking responsibility

*Many types of work involve risk to others, and a reasonable chance that someone might be hurt or even die if something goes wrong: think of the police, health care workers, aircraft engineers.*

<http://www.abc.net.au/rn/lifematters/stories/2010/2835721.htm>

**Create a short text** about taking responsibility.



The bow of *Titanic* under the enormous gantry at Harland & Wolff's Belfast shipyard. Falls from height were a big hazard.  
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# LEARN THE ROPES: IDIOMS AT WORK

## Teacher notes

### Curriculum links

ESL Frameworks/CSWE/CGEA focus:

Listening, Reading, Speaking, Writing at Levels 2-4

VELS English Levels 4-6

There are quite a few idiomatic expressions in English that come from shipboard language.

### Learning outcomes

By the end of the activity students will:

- research and understand the meanings of ship-related idioms,
- use these idioms in dialogues of their own creation.

### Web links

<http://idioms.thefreedictionary.com/ship>

<http://www.yourdictionary.com/idioms/ship>

<http://sportsidioms.com/page/9.htm>

<http://idioms.thefreedictionary.com/boat>

<http://www.phrases.org.uk/meanings/>

Students can write an idiom in the search box of an online dictionary in order to find its meaning.





## Learn the ropes: idioms at work

### Student instructions

Many English idioms and expressions come from life and work at sea. Here is a list:

- Miss the boat
- Full steam ahead
- Tip of the iceberg
- Get on board
- Sink or swim
- Walk the plank
- Maiden voyage
- Like rearranging the deckchairs on *Titanic*
- All hands on deck
- Learn the ropes
- A girl in every port
- Ahoy there
- Like rats abandoning a sinking ship
- Jump ship
- Loose lips sink ships
- Shape up or ship out
- Like ships that pass in the night
- When my ship comes in
- To be shipped off [somewhere]
- To ship out
- To run a tight ship
- From stem to stern
- Everything is ship-shape
- To bail out
- To make waves
- Be in the same boat
- Rock the boat
- Full to the gunnels (gunwales)

### Task

1. In groups of four, select **EIGHT** idiomatic expressions above (or find your own).
2. **Guess** what they mean.
3. Use an on-line or print dictionary to **check the meaning**.
4. **Create a table** as below in LANDSCAPE format and fill it in.
5. **Create a roleplay** or dialogue that uses all eight expressions, and perform it.

Idiom	Your Meaning	Dictionary meaning	Your example
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

### Discussion points

Share with your group some idioms or expressions from your first or other language that use boat or ship language.



# SURVIVORS OF *TITANIC*: BBC INTERVIEW TRANSCRIPTS

	Name	Status	Interview Length	Interview and Biography Websites
1.	Edwina 'Winnie' Troutt (MacKenzie by 3rd marriage)	2nd class passenger	3.0'	<a href="http://www.bbc.co.uk/archive/titanic/5053.shtml">http://www.bbc.co.uk/archive/titanic/5053.shtml</a> Biography <a href="http://www.encyclopedia-titanica.org/titanic-biography/edwina-troutt.html">http://www.encyclopedia-titanica.org/titanic-biography/edwina-troutt.html</a>
2.	FW Prentice/Prentis	Kitchen storekeeper	3' 39'	<a href="http://www.bbc.co.uk/archive/titanic/5050.shtml">http://www.bbc.co.uk/archive/titanic/5050.shtml</a> Biography <a href="http://www.encyclopedia-titanica.org/titanic-biography/frank-winnold-prentice.html">http://www.encyclopedia-titanica.org/titanic-biography/frank-winnold-prentice.html</a>
3.	Commander Charles Lightoller	Second Officer	23'	<a href="http://www.bbc.co.uk/archive/titanic/5047.shtml">http://www.bbc.co.uk/archive/titanic/5047.shtml</a> Biography <a href="http://www.encyclopedia-titanica.org/titanic-biography/charles-herbert-lightoller.html">http://www.encyclopedia-titanica.org/titanic-biography/charles-herbert-lightoller.html</a>
4.	Eva Hart	2nd class passenger	7'	<a href="http://www.bbc.co.uk/archive/titanic/5055.shtml">http://www.bbc.co.uk/archive/titanic/5055.shtml</a> Biography <a href="http://www.encyclopedia-titanica.org/titanic-biography/eva-hart.html">http://www.encyclopedia-titanica.org/titanic-biography/eva-hart.html</a>
5.	Stewart Ray	Saloon steward – waiter in main dining saloon	7.5'	<a href="http://www.bbc.co.uk/archive/titanic/5048.shtml">http://www.bbc.co.uk/archive/titanic/5048.shtml</a> Biography <a href="http://www.encyclopedia-titanica.org/titanic-survivor/frederick-dent-ray.html">http://www.encyclopedia-titanica.org/titanic-survivor/frederick-dent-ray.html</a>

Note: words marked with square brackets [ ] are not clear.

**Activities link:** *Titanic* for English and Adult Learners (TEAL) 2, 4 & 6



# SURVIVORS OF THE *TITANIC*: BBC INTERVIEW TRANSCRIPTS

Survivors of the tragedy tell their stories of that fateful night

## TRANSCRIPT 1

### EDWINA MACKENZIE (NEE TROUTT)

Broadcast: 15 April 1975

2 minutes 56 seconds

<http://www.bbc.co.uk/archive/titanic/5053.shtml>

Evening came and it's time to have your supper and after supper we had community singing and it was very nice, but awfully cold.

So I said ... I excused myself and I said, 'Well I'm going to bed. It's too cold.' It's about 10.30.

And I was in bed for a little while, and all of a sudden I fell asleep and I was sound asleep, when I was awakened by the ceasing of the vibration of the boat.

And I thought, 'Well something has happened.'

So I got out of the bed and finally got into the lounge where some men were smoking. And they said, 'What's the matter with you?' to me.

Well I said, 'What's the matter with me? I want to know what's the matter with the boat.' And he said, 'Oh there isn't anything, we just scraped an iceberg.'

***As time went by though, it became apparent the Titanic was in serious trouble. Soon lifeboats were being loaded.***

You could not get people to go on lifeboats, you could not. They felt safer on the *Titanic* than in the lifeboats. But as we were rowing away, we could see the *Titanic* gradually sinking. All her lights were lit, and this row of lights would disappear, the next row of lights disappeared, and I tell you I could see, well, it was goodbye for everybody. Finally when the boat did touch water, that scream of death was worse than any siren.

And our master – the man who was manning our boat is the Master of Arms Bailey –

he got us all to scream as loudly as we could, and then when he finally made her [dip], he got us all to sing 'Pull for the shore sailors pull for the shore'.

***What was it like coming back on the Carpathia?***

Very very bad. It took us 4 days to get to New York. And I tell you, it was an awful trip.

***It must have been a happy arrival though in New York.***

Oh, how could it be happy, you know, it was a sad arrival, you know. You don't get happy when you know 1500 were drowned. How could you be happy? No, it's sad.

*Unlike other survivors, the traumatic effects have not stayed with Mrs. Mackenzie. The memories though haven't completely vanished.*

I've had vivid dreams of the *Titanic* and every time I see the ship she's way up in the sky, which I don't understand. I see the *Titanic* [full brass] always up in the sky, but I never dream of her going down or anything. I've never had any nasty dreams of her.

*Perhaps the most remarkable thing about Mrs MacKenzie is how clearly she recalls an event that occurred more than 60 years ago. About the voyage she says, some things she remembers as if they took place yesterday. One of those is that song she sang aboard the lifeboat.*

Sings: Pull for the shore, sailor, pull for the shore  
Heed not the roaring waves but bend to the oar  
Safe in the lifeboat, sailor, La la la la la  
Leave the poor old stranded ship  
and pull for the shore.

---

For the full lyrics: <http://www.laurasprairiehouse.com/music/littletown/pullfortheshore.html>

## TRANSCRIPT 2

# MAJOR FW PRENTICE (PRENTIS)

Interviewed 1966

3 minutes 39 seconds

<http://www.bbc.co.uk/archive/titanic/5050.shtml>

The first boats that got away were only half filled, and then the boats that were swinging up in the davits on the starboard side were packed, and people were trying, they were trying to get in, oh and they were being pushed-pulled back and knocked back... and there was a bit of chaos there.

***Were women and children getting on the boats first?***

We got all the women and children we possibly could away first, and some of the women wouldn't leave their husbands and we couldn't get them away. But the boats were really truly filled up. But nobody realised then that she would sink, you know.

***She was supposed to be unsinkable.***

Absolutely. She had a double bottom, but unfortunately when we hit that berg it tore her from for'ard right aft the engine room, and the water simply went straight up into her. The bulkheads couldn't save the ship. She was torn right out, just like a knife cutting right through her.

***Then you got the port lifeboats away. What happened to the starboard ones eventually?***

The starboard boats were swinging in the davits packed up, and until she gradually went down with her head and righted herself, then we were able to get those boats away, but not all of them unfortunately – they were, they hurried the first two and they were tipped. They hit the boat, and all the occupants were tipped into the water.

***And what happened to yourself? You were still on board.***

I was still on board and I couldn't do much more then. It was ah, see we only and she was struck at twelve [midnight] and she was away, she was down by half past one, and I couldn't do any more then, so I began to think of myself a little bit. And then I was um, I had hid a lifejacket and I thought I'd go and find it. Well we couldn't do any more, so, the place was packed then. Oh, everybody was on deck milling around. Some were crying, some were praying.

I felt rather sad myself. And so I went right aft, right up on the poop. And when I got up there, before I got up there, she was going down with her head very fast then.

And um, I could hear everything that was moveable was crashing through the ship, and in the well where the water was, you could see the water and the stern was right out, and there were people there struggling and crying and doing all sorts of things and some jumping overboard.

And eventually I was hanging onto the rail and one or two up there with me had already slipped down into the water, that is, in the well of the ship, you see. So I thought then, see I felt her go down and then she came up again, like a cork, like a float you see, sort of going down and bobbing up and thought it was time to leave her, so I dropped overboard then.

***How far down was that?***

Oh God I don't know, it seemed an awful long way, but I should think it was over 100 feet and um, I had a lifejacket on of course and that didn't ah, that knocked all the wind out of me. But I eventually recovered, and we were with a crowd of people then. They were all milling about in the water, saying 'Keep together and we'll have more chance of being picked up by lifeboats'. But anyway, I had an idea where the lifeboats were, after we sent up rockets from the bridge, and I sort of, my unconscious mind sort of sent me towards them and um, I was eventually picked up after about four hours.

---

## Nautical words:

port, starboard, aft, for'ard, bulkhead, davit, lifeboat, poop, stern, head, she/her, rockets, overboard, deck, lifejacket, rail, bridge, on board,

Others: well (noun), cork/float, to mill about, to bob up and down

Check your on-line dictionary for other nautical (sailing) terms.

## Grammar points:

1. *Prepositions/phrasal verbs/composite nouns:*

**into** the water, going **down** and bobbing **up**, **overboard**, sent up rockets, **picked up**, crashing/cutting **through** the ship, **towards** them, got **up there**, **on** board, hanging onto the rail, slip down into the water, straight **up** and **into** etc.

2. *What was going on? Past continuous:*

were milling, were struggling, were crying out, were jumping overboard, going down and bobbing up, everything...was crashing through the ship

## TRANSCRIPT 3

# COMMANDER CHARLES LIGHTOLLER

Interview: November 1936

Duration: 23 minutes

The most senior officer describes how *Titanic* sank.

<http://www.bbc.co.uk/archive/titanic/5047.shtml>

### ***I was there. Talks by men who saw the making of history.***

*Nowadays a passenger to America has no misgivings. But nearly a generation ago a terrible catastrophe in mid-ocean had to mark an era of peril in Atlantic transport. On the 15th of April 1912, the Titanic struck an iceberg and in a couple of hours a great liner had sunk on her maiden voyage at a cost in human life of 1500 souls.*

*Commander Lightoller was second officer, and when he had seen the last of the insufficient lifeboats pull away from the ship, he plunged into the sea and was ultimately rescued.*

*All the other officers who went down with the ship were drowned. Commander Lightoller.*

Altogether I've had four shipwrecks and a fire during my 30 odd years at sea.

But by far and away the worst of them all was the one I'm going to tell you about now, the loss of the *Titanic*.

I joined her in Belfast while she was still in the builder's hands, the biggest and finest ship in the world, and, given the normal life of a ship, I'm pretty sure she would have proved the fastest. But let me say right here and now, neither that night nor that voyage were we out for any records.

We ran our trials in Belfast Loch and then took her round to Southampton. On April 10, that's 1912, she sailed on her maiden and only voyage for New York. From the moment we left Belfast, we had marvellous weather, and even when we got out on the Western Ocean, or Atlantic as you probably know it, it was as smooth as the proverbial millpond, not a breath of wind and the sea like a sheet of glass.

In any other circumstances those conditions would have been ideal, but anyone with experience of ice at sea knows that those very conditions and a moonless night only render the detection of icebergs all the more difficult, and calls for additional alertness on the part of both officers and men.

Speaking for myself, I knew only too well that there were chances, if long ones, of sighting an iceberg, but as I reckoned in ample time to clear it with a turn of the wheel. On that night of April 14, we all, that is the captain and officers, knew perfectly well that we were just about entering the region where ice might be sighted at that particular time of the year, and had taken all necessary precautions.

Now throughout the day there had been the usual wireless messages from different ships reporting the weather, on icebergs and so forth, but as none of these bergs reported lay on our course, well, they didn't directly concern us. But when the evidence came to be sifted out at the inquiry held in London afterwards, it then came out that one very vital message received in the *Titanic's* wireless room that night had never been delivered to the bridge.

That message came from a ship called the *Mesaba* warning all ships of heavy pack ice, icebergs and field ice in an area then lying right ahead of the *Titanic*, and what was still worse, not far away. Those immense quantities of ice were abnormal for almost any time of the year and the significance we should have attached to that report can hardly be exaggerated. In my opinion it was a warning of the most vital importance. You see, I was officer of the watch and in charge of the ship when that *Mesaba* message came over, and I know perfectly well what I should have done if it had come to my hands. Without a shadow of doubt, I should have slowed her down at once – that would have been imperative – and sent for the captain. More than likely, in fact almost certainly, he would have stopped the ship altogether and waited for daylight to feel his way through. Anyhow, the long and short of it is neither he nor I nor any other officer of the ship got that message.

Now to go on. We were steaming that night at a good 22 knots. At ten o'clock I was relieved as officer of the watch by Murdoch, WM Murdoch. He and I had been shipmates on many of the ocean's greyhounds, and both of us had crossed this ice region times without number, both in clear weather and what's more in fog. After the usual formalities, I handed over, wished him joy of a few perishing cold hours, and went below.

I expect his watch went on as mine had done – nothing to see and nothing to hear except the distant roar of the water at her bows, that and the half hourly bells with the lookout man's cry of 'All's well.' Of course, he knew nothing of the death trap lying ahead of us any more than I did, and so five bells, six bells and seven bells went by. But barely ten minutes had passed after the sound of the last bell, when there were three sharp clangs on the crow's nest bell followed by a cry from the lookout cage 'Ice right ahead sir!'

Murdoch evidently saw the mass of ice practically at the same time as the lookout men and shouted 'Hard a'starboard, full speed astern!' His idea was to swing her bow clear and then put the helm [wheel] hard over the other way and so swing her stern clear, and given half a chance I believe he'd have done it, but going at that speed it was too late.

As it was, her bow swung a bit but not enough, and she struck. She took the blow along her starboard side, masses of ice actually falling on the foredeck. But what was worse, though we didn't know then until it came out at the inquiry, she was pierced below the waterline in no less than six compartments, and from that moment nothing could have saved her.

I was lying in my bunk when I felt the slight jar, not any sense of collision but more a kind of shiver that ran through the ship. Anyway it was enough to bring me out of my bunk in one jump. Out on deck, I ran over one side and then to the other, but there wasn't a trace of anything we'd struck. So back I went to my bunk and just waited. If I was wanted, naturally my cabin would be the first place where anyone sent for me would look. You see, apart from being nearly frozen, even an officer when off watch isn't exactly welcomed on the bridge, either in pyjamas or anything else.

Anyway, it wasn't long before Boxhall, the fourth officer, poked his head round my door and said, 'You know we've struck an iceberg?'

'I know you've struck something,' I told him, not thinking it anything serious and feeling none too pleased.

Then he said, 'The water's up to F deck in the Mail Room.'

There was no need for him to say anything more. I was into a pair of pants, sweater and bridge coat and out on deck almost as soon as he was.

Now we'd been running under a big head of steam, and the sudden stopping of the engines lifted every safety valve, and as a result the steam roared off at all exhausts. The row was absolutely deafening. Added to that, the engineer started to blow the boilers down. Shout as loud as you like, no-one could hear a word. At the same time that Boxhall had called me, the order had been given 'all hands on deck' and I met my watch tumbling up on the boat deck just as I got there, and the boat deck, just in case you don't know, is the top deck of all. I got hold of the boatswain's mate and sort of showed him with my hands that I wanted him to start the men stripping off the boat covers.

Now in the merchant service, men are taught to think and if necessary act for themselves. They don't wait for pipes or bugles and, I can tell you, the 700 odd survivors of that night can thank God they don't. Every man jack just went about his job, well, as if it were an everyday occurrence.

When the boats were stripped and cleared, they were swung out and lowered to the level of the boat deck. Just a little while before they were ready to swing out, I happened to meet the captain, and I asked him by cupping my hands over his ear, and yelling at the top of my voice, 'Shall I get the women and children away sir?' He just nodded, so I started to fill the first boat.

Just about now, thank goodness, the roar of escaping steam stopped, and passengers, now they could hear themselves think, started asking me 'Why are you getting the boats out?' and 'Why are you putting women and children in them?' I told them it was merely a precaution and that very likely they'd all be taken on board again at daylight, or at the worst taken on board the ship everyone could clearly see only a few miles away. We could see all her lights quite plainly.

But here again we were up against it. That ship was the Californian and though her lights were plain to everyone on board the *Titanic*, she seemed to pay not the slightest heed either to our wireless calls or to the distress signals we were firing every minute. The reason why she didn't answer our wireless calls, which other ships heard halfway round the Earth, was because she only carried one wireless operator and when we struck the iceberg he'd just gone off watch. So it was no fault of his.

But why no notice was taken of our distress signals, shells that are fired hundreds of feet up into the air to explode with a cascade of stars, heaven only knows. What a chance her captain missed! He could have laid his ship right alongside the *Titanic* and taken practically every soul on board. Ah, he didn't and the two ships gradually drifted further and further apart. And, according to the officer of the watch of the Californian, the *Titanic's* lights disappeared at 2.40 a.m. They did, and with his own eyes he personally witnessed one of the greatest tragedies of the sea.

Better go back again. Up to the time of getting away the first few boats, no-one believed that the ship was actually in any danger. I'm afraid my own confidence that she wouldn't or couldn't sink rather conveyed itself to others, for there were actually cases where women absolutely refused to be put in a boat. I remember one young couple, evidently not long married, walking up and down the boat deck. I asked the girl – she was only a girl, from the western states I should say – if I should put her in a boat, but no, she wouldn't be parted from her husband. 'Not on your life,' she said, 'We've started together and we'll finish together.' Brave girl, but she didn't know how near that finish was. Certainly I didn't.

As time went on I could see the bows of the ship getting steadily lower and lower in the water. Now between lowering one boat and another, I frequently took a run forward and a quick look down a long stairway that led from the boat deck three or four decks down.

Frankly I'm never likely to forget the sight of that cold greenish water creeping step by step up that stairway. Some of the lights were shining down on the water, and others already submerged were giving it a sort of ghastly transparency. But for my purpose, I could tell by that staircase measurement exactly what was happening, how far down she'd gone and how quickly she was going.

Just when I first realised how desperately serious things were I don't know, but I do know that before many boats were away I got to piling more and more people into them, partly because I now knew she was going and partly because the boats were not remaining by the ship to be filled to their full capacity when waterborne, a far easier job than lowering them with their full complement from that tremendous height. Another thing. It was plain to me that if we were going to avoid the unutterable disgrace of going down with boats still hanging at the davits, we'd got not only to take chances but we've got to work like blazes.

I've always admired the coolness and efficiency of merchant service sailors in a tight corner, and I've seen a few. But that night, well, the *Titanic's* men set up a standard that will never be beaten. Every single boat was filled and lowered from davit head to water, and got away without an accident of any kind, and that despite the pitch black night and the conditions we were working under.

The same tribute must be paid to the passengers for the courage they showed, for by the time little more than half the boats had gone, I knew and I'm pretty certain they knew that she was definitely going down. You've got to remember the Californian had drifted away. There weren't enough boats to take half the people and the chances of the other half in that icy cold water were absolutely nil. Yet there was never the slightest attempt to get into a boat out of turn. In fact with the last couple of boats, it was even difficult to find women to fill them, although of course there were still a good many on board. Then came the very last boat of all, and it was a sort of raft with collapsible canvas sides, stowed upside down on top of the officer's quarters. And that's above the boat deck.

A seaman named Hemming – he'd been with me on many of the mail boats – he and I cut this one adrift and threw it down on the water, which was now about two feet above the boat deck. Hemming, by the way, had earlier on given up his place in the boat after being told off to take charge of it, and unbeknown to me had followed round helping me with the lowering, a ticklish job even in daylight. Having dumped this collapsible, there was not a thing we could do on that side. So both of us went over to the starboard side. But we found all the boats were away from there too. Of course there were still hundreds of people around.



As Hemming and I looked down from the top of the officers' quarters where we were standing, the ship took a sudden dip and the sea came rolling up carrying everyone with it. Many were drowned there and then. Everyone that could just instinctively started to scramble up towards the after end of the ship. But that was only putting it off. In fact it was lessening their chances. The plunge had to come, and that I could see was pretty soon, and no-one's chances were going to be improved by getting mixed up in a struggling mass.

Hemming, as I found out afterwards, headed for one of the after-boat falls [ropes], slid down, dropped into the water, swam away and was eventually saved. For my part, I turned for'ard and took a header from the top of the wheelhouse. I started to swim away but got sucked down two or three times. In fact I got mighty near the edge of things before I finally came up alongside the collapsible we'd hove into the water from the top of the officers' quarters, and there I hung on.

A bit later, the for'ard funnel guides carried away, and the funnel, weighing perhaps 50 or 60 tons, fell down with a crash on the water. It missed the raft and some of us hanging onto it by inches and there were a good many it didn't miss. Next thing I remember, I was still hanging on to a bit of rope attached to the raft but some 30 or 40 yards away from the ship. The wash of the falling funnel had evidently picked us up, raft and all, and flung us clear of the ship altogether. Several of us scrambled up onto the slippery bottom of the raft and it was from there I saw the *Titanic* sink.

As I watched, I could see her bow getting deeper and deeper in the water, with the foremast sticking up above the surface whilst her stern lifted higher and higher 'til it was right out of the water. When she got to an angle of about 60 degrees, there was a solemn sort of rumbling roar as her massive boilers all left their beds and went crashing down through the bulkheads and everything that stood in their way. Up to that moment she had stood out as clear as clear with her rows of electric lights all burning. When the boilers broke away, she was of course plunged into absolute darkness, though her huge black outline was still perfectly distinct up against the stars and sky. Slowly she reared up on end 'til at last she was absolutely perpendicular. Then quite quietly, but quicker and quicker, she seemed just to slide away under the surface and disappear. As she vanished everyone around me on the upturned boat, as though they could hardly believe it, just said 'She's gone.'

Some little time later I found that the senior wireless operator was standing just behind me, and from the wireless messages he told me he'd received from different ships, I figured up in my mind that the Cunard liner *Carpathia*, one that he said was coming to our rescue, should be up about daylight. It was then I first heard of the Mesaba message, and when I said I didn't remember it, he told me he'd put it under a paperweight at his elbow and never sent it to the bridge.

Many died from cold during the night, the wireless operator amongst them, and a mighty long time it seemed before daylight broke, standing wet through and up to our knees in icy water on that upturned boat. Frankly I don't think many of us expected to see daylight.

At one time during the night someone suggested we should say 'Our Father' and I don't think it was exactly scare that made everyone join in, but you'd need to be in somewhat the same fix, where a couple of minutes may mean all the difference between here and hereafter, to understand the feeling we put into it. I've heard that prayer ever since I was the height of six [...] but never with such intense earnestness as the surroundings lent to it that night.

However, when daylight did break, most of us were still heads up and we of the upturned boat transferred to one of the lifeboats. At full daylight there was the *Carpathia* steaming towards us. I needn't say just what sort of welcome sight it was, either. Cruising slowly round she collected the boats one by one. Mine I know was loaded down to the gunnels, and no easy job to keep afloat in the rising sea. At last everyone was safely on board, and with the 700 odd survivors of that night, she turned away from that tragic spot and headed for New York.

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## Vocab:

fall, collapsible, Our Father, wheelhouse, mail room, bridge, boat deck, wireless room, officers quarters, after-boat fall, helm, bow, stern, crow's nest, mainmast, funnel, funnel guide

## Colloquial expressions/Idioms:

be in a fix, heads up, loaded to the gunnels, as smooth as a millpond, work like blazes, a ticklish job, to take a header, not on your life!, Heaven only knows!, given half a chance, every man jack, in a tight corner

## Stress/emphasis:

Stress words/ phrases	Examples from transcript	Still used today? Have you heard it? Would you use it?
Mighty –	<ul style="list-style-type: none"> <li>mighty near</li> <li>a mighty long time</li> </ul>	
Good –	<ul style="list-style-type: none"> <li>a good 22 knots</li> </ul>	
Pretty –	<ul style="list-style-type: none"> <li>pretty soon</li> <li>pretty certain</li> <li>pretty sure</li> </ul>	
Absolutely – Absolute	<ul style="list-style-type: none"> <li>absolutely deafening</li> <li>absolutely refused to</li> <li>absolutely nil</li> <li>absolute darkness</li> </ul>	
Perfectly –	<ul style="list-style-type: none"> <li>knew perfectly well</li> <li>it was perfectly distinct</li> </ul>	
Desperately –	desperately serious	
Only too –	I knew only too well	
I needn't say	I needn't say what a relief it was...	
I can tell you...	... and, I can tell you, the survivors can thank God they don't...	
Without a shadow of doubt...	Without a shadow of doubt, I should have slowed her down at once...	
Frankly	Frankly I don't think many of us expected to see daylight. Frankly I'm never likely to forget the sight...	
Higher and higher... deeper and deeper	Then quite quietly, but quicker and quicker...	
Only too well	I knew only too well...	

## TRANSCRIPT 4

# EVA HART

Interview 1983

Duration: 7 minutes

<http://www.bbc.co.uk/archive/titanic/5055.shtml>

We were going to New York in a ship called the Philadelphia and there came a coal strike and a dock strike and the ship didn't sail, and my father was delighted when they offered him a 2nd class passage in the *Titanic*. The whole world was talking about the *Titanic*. So we were going to New York in the *Titanic* and then on to Canada, where we were going to live, by train.

*That was you and your mother and your father?*

That's right, yes.

*Your mother wasn't terribly happy about the voyage, was she?*

My mother was absolutely unlike herself in every way. She couldn't bear the thought of it but she didn't know why. And when she got aboard this ship and my father said to her, 'Well now, what are you afraid of? Such a beautiful ship! You can't be afraid!'

And she said 'But I don't know what I'm afraid of, but this I know. That I will not go to bed in this ship. I will sleep in the daytime. I will sit up at night, and whatever you may say nothing [moves] me.' And that's what she did. And so she was wide awake sitting up dressed as ever when this terrible thing did happen.

*You were asleep in the bunks?*

I was asleep and my father was asleep, of course.

*So what was the first alarm that she heard?*

She felt this bump, which her actual words were, which felt like a training pulling into the station, a jerk. And she instantly knew this was this something that she'd been so frightened of. She used to say to me, 'I didn't know it was the ship going to sink. I don't know, it was this terrible something.'

And she immediately awakened my father and made him go up on deck, which he wasn't very pleased about. And of course he came back straight away and just said to her, 'You put this thick coat on. I'll put another one on.' And got me up out of bed.

And years afterwards, I used to say to my mother, 'When he came back from investigating what was the matter, when he came back into the cabin you didn't say to him, "What is it?" I would have thought that, if you alerted someone and said "Would you go and see what that is?", when they came back, you would ask.' And she used to look very sad and she used to say 'No, I didn't have to ask. I didn't know what it was, but I didn't have to ask. But I knew it was this dread thing that had been over me for so long.' She didn't make a sound. She just got up and went up on the deck.

*What happened then? She carried you upstairs?*

My father carried me upstairs of course, and he put us quite close to a lifeboat. There were lots of people milling about. It wasn't very late, it was only midnight, and people were still enjoying themselves, and he put us right by a lifeboat, the lifeboats were on the 2nd class desk, and said to my mother, 'Now stay there and don't move, and I will go and see if I can find out what's happening.'

And oh it was so cold I remember, and I was wrapped in a blanket.

And he came back and said 'Yes, the ship has struck an iceberg', because it was the other side of the ship and with the high superstructure we couldn't see anything, 'But it's quite all right, you know. We've got 15 watertight compartments. There's nothing to worry about.'

In fact I believe some people did go back to bed. But he said, ‘Stay here and I’ll see if I can find one of the officers’, and away he went again. And he came back and said,

‘They are going to launch the boats, purely a precaution. You will all be back on board for breakfast.’ And away he went again and we stayed by this lifeboat. And then he came back and helped the sailors to launch the boat – and we were there, as I say, in plenty of time, we were up on deck so quickly – and he put my mother and I in the lifeboat and he didn’t make any attempt to get in himself. None whatever. He just put us in and said ‘Bye’. We were rowed away of course from the ship and my father, we never saw him again, of course. There was no-one who was left behind was ever saved.

***What about the Titanic?***

She was so beautiful and she was all alight from stem to stern and she looked wonderful. And we rowed fast as we could away from the sinking ship, which you have to, because when the ship sinks, tremendous suction! And we watched her and then we gradually saw the bows of the ship sinking – I expect you’ve seen pictures of it, haven’t you, she goes down bows first – and we could hear all the panic of the people on the decks rushing about looking for lifeboats and all the lifeboats had gone, and there were still 1500 odd people left on board with no possible means of being saved because there weren’t any lifeboats and we could hear the panic then, we could hear them rushing about on the deck. And then eventually I don’t know whether it was the cold hit the red hot boilers – that’s the amateur speaking, I don’t know but I’ve always thought that might be what it was – and there was this tremendous explosion Bang! Bang! Bang! and the fore part of the ship went down and her stern was stuck up in the air at a terrible angle for a while and then just settled, leaned over and went down, and so I am convinced that ship is not whole. I’m sure it’s in two halves.

***What was the emotion like on the lifeboat as you were being rowed away?***

Well I can’t answer that. It’s quite impossible for a seven-year-old to be capable of saying, of being anything but terrified. I was so frightened, and I wasn’t only frightened when I was seven. I was frightened for years afterwards too.

And then a terrible thing happened. There were too many people in our boat and they shifted some of us out into another boat that wasn’t so overcrowded, and I got separated from my mother, and that was absolutely dreadful.

And we saw her sink. We heard the noise. We heard the sound of people drowning, which to me is the most dreadful thing of all.

And then as the daylight came of course, we saw all these icebergs. The whole horizon was ringed with these icebergs. They looked quite beautiful, white sail yachts. And through a space between two of them came this little ship, the *Carpathia*, who as you know rescued us.

***What do you think about the Mission to go down, take pictures and look at the Titanic in its watery grave.***

To go down and photograph the *Titanic* I think is a wonderful thing. It must be a tremendous scientific achievement, and so long as Dr. Ballard assures us, which he has, that he has no intention of doing anything but photographing the ship, I think that’s fine.

***What would you think if there was an attempt to remove any of the contents of the ship?***

I would not approve that. I would call that vandalising a grave. If someone came to me next week and said, ‘We know where your mother is buried. We will go and dig up the grave, open the coffin. There might be something of value there that you would like’, well I would be horrified and so would you. Well that’s my father’s grave. I’m equally horrified.

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**Vocab:**

coal strike, dock strike, delighted, to be unlike herself, to bear the thought of, to be wide awake, terrible thing, a bump, a jerk, to alert someone, a dread thing, to be wrapped, blanket, superstructure, watertight compartments, launch the boats, a precaution, stem to stern, suction, boilers, amateur, explosion, halves, overcrowded, dreadful, horizon, to vandalise a grave, coffin, to be horrified

## TRANSCRIPT 5

# STEWART FREDERICK DENT RAY

Saloon steward

Interview: January 1958

Duration: 7.5 minutes

<http://www.bbc.co.uk/archive/titanic/5048.shtml>

***Mr Ray, could you tell me what you were doing on the night of the 14th of April 1912.***

I went to bed about 10.30.

***Yes...***

I was just dozing off when I felt a shock similar to a train being pulled up in the station. I laid awake some time, probably about 10 minutes, and was then called by a superior steward who told me to get up right away because the ship had struck an iceberg. It was very serious. 'We've got to get up to the boats'. I laid awake some time after that. I thought he was pulling my leg, and I dozed off again.

***And then what happened?***

Somebody else came and shouted out in the doorway, 'All hands to the boats!' And I thought it was time to get up.

***So you got that and what did you do then?***

I went up on deck from E deck to A Deck, stood about there on the deck, which is the boat deck, and things seemed to be dragging rather and it was very cold, so I decided I'd like to get an overcoat to put on. I went down from A Deck to E deck...

***Back to your cabin***

...back to my cabin and got my overcoat, opened my suitcase, took some handkerchiefs out, which my wife always supplied me so that I had a good supply of, and my two other things, my toothbrush and shaving gear – I thought wherever I was next morning I should require them – and came out. Nobody about. The deck was deserted, the alleyway was deserted.

I got through the doorway onto the main staircase. There I met a Mr Rothschild walking up the main staircase and we joined company and I walked up with him. And he started talking about the accident. He said he didn't think it was serious enough to trouble and 'Oh,' I said 'Well,' I said, 'I've got to get along,' I said, 'I'm one of the members of the crew and they'll want me for rowing.' And so I went up.

On the way up I saw the purser with five of the staff of the purser's office with the safes open, and they had a mailbag there. They were putting the jewels and jewel boxes into the mailbags, laughing and talking, chatting one to the other.

I continued on my way up to the boat deck, and on the way up I heard a fiddle. I wondered whoever was playing a fiddle at that time, and it transpired afterwards that it was the band. I thought it might have been a passenger playing the fiddle.

***Did you recognise what tune they were playing?***

No, they weren't playing any tune. They were tuning up on the fiddle.

And I went long to the boat, No. 13 boat. I saw that it was nearly full up. We were... I started putting other passengers and people in, helping them over the rail into the boat. There was one very fat lady there, and she was crying out she didn't want to go in the boat She says 'I've never been in an open boat in my life.' And she says, 'I don't want to go.' And I said, 'Well you've got to go, so you'd better keep quiet.'

It took about four men, two men in the boat and about two on the deck to hoist her over the rail, and get her into the boat. Eventually we got her in.

And then I saw another somebody else helping the people in. I recognised a man named Washington Dodge. He was a recorder in San Francisco, and I'd met him on the *Olympic* on a previous occasion, and I'd persuaded him to come back on the *Titanic*. And of course when we sailed from Southampton I recognised him and we had a chinwag and talked to one another, and he had a wife and a little boy about 4 years old, about 5, and um...

***They all got in the same boat?***

No they didn't. I said 'Where's your wife and little boy?'

He said, 'Well', he said, 'They've gone in another boat.'

I said, 'Well,' I said, 'Come on, you get in this boat.' I said to him, 'We want somebody to row.'

Later on, on the *Carpathia*, when his wife said 'How did you come to get in the boat?' he said, 'Well,' he said, 'I was ordered in by an officer.' I had my peaked cap on, which he'd never seen me in before, and he recognised me as an officer and took my order and got into the boat.

***There were at this time, I presume, no women or children left on the deck.***

No, there were no children or anybody as a matter of fact. Only the crew.

***Where would the other people have been at this time then?***

Well, they must have been inside the ship. I could see the whole length of the ship 'cause it was light. The lights were on on the ship at that time, and there was nobody in sight.

***So in fact they thought they were safer in their own cabins? They didn't realise that...***

The people who didn't get into the boats didn't want to get into the boats until it was too late.

***I see. Well then your boat was lowered...***

The boat was lowered, a very jumpy business. First we were tipping up this way and then you were tipping up that way, and I thought if we get in the water all right we should be very lucky. And eventually we did get in the water, and the next problem was to get the boat loose from the ship so that we didn't go down with the ship.

***So you succeeded in doing that and pulling away, and then you watched the ship go down.***

Oh it was sad. Portholes disappearing one after the other, you know. And of course everybody in the boat was anxious to get away before the ship went down, because they thought they would be, they said, 'We're not far from the ship and when she goes down we shall be sucked down with her and the boat will be upset.'

***How many people were in your boat?***

About 62. They counted them on the *Carpathia*, you see. When each boat came up they got the number of the boat and they counted them as we went up.

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**Vocab:**

superior steward, a shock, to drag, hands, purser, transpire, fiddle, you'd better, hoist, to have a chinwag, length, nobody in sight, to tip, jumpy, get loose, porthole, anxious, to be sucked down