



# TITANIC

19

12

**Learning Objective:**  
To use descriptive language when  
describing a setting.



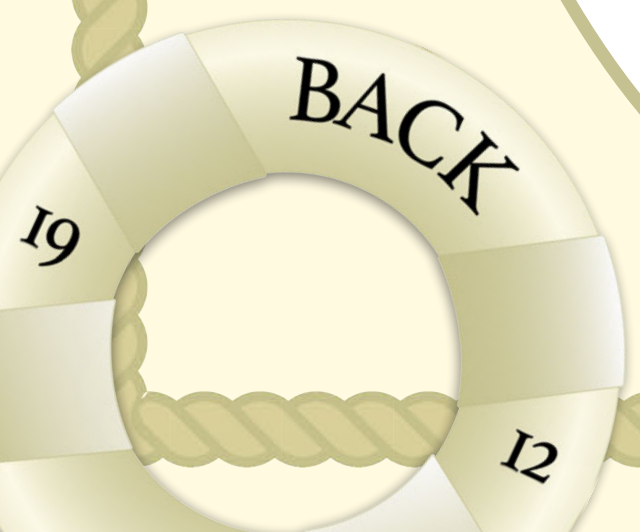
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We will be writing a recount of a surviving passenger's journey aboard the Titanic.

It will be written in three chapters: boarding the ship, the disaster and being rescued.

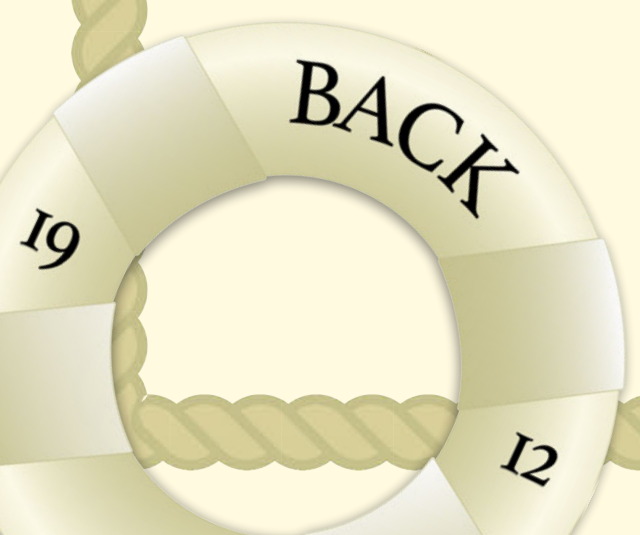




You will be writing the recount in role as a passenger.



Let's design a character to use in our recounts.  
What is some important information about your character's personality?





Is your character...

...male or female?

...an adult or a child?

...excited or nervous?

...first, second or third class?

...English, Irish or another nationality?






A recount re-tells an event. What are some grammatical and language features that you might find in this kind of writing?



What tense might it be in?

What person will your recount be written in?

What could you use to help you write in chronological order?



# Titanic recount features

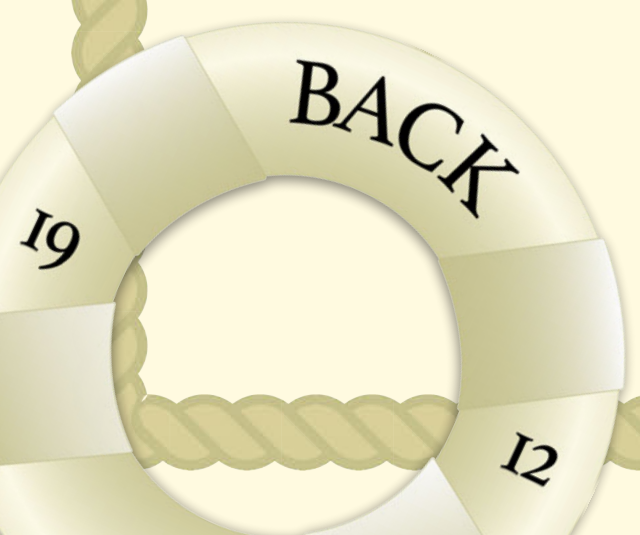





## Features of a recount

- First person
- Past tense
- Chronological order
- Adverbials of time
- Possible dialogue

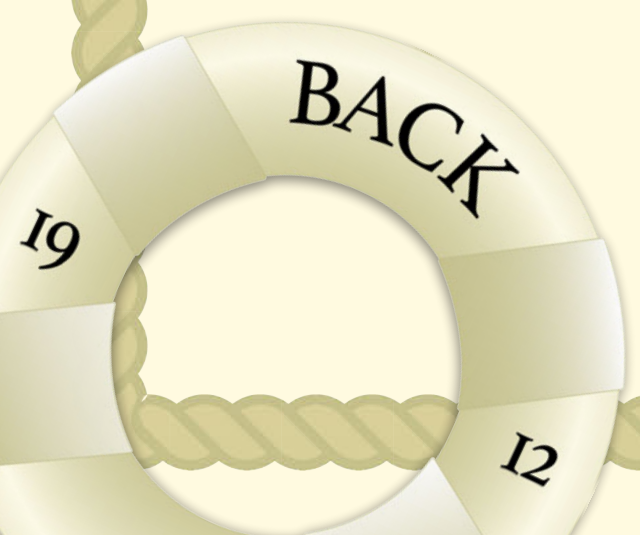
Did you think of any of these features?





In this first chapter we will be focusing on the first time your character sees the Titanic and boards the ship.

As we write, we will be using descriptive language to describe the setting around your character as they arrive at Southampton port and see the ship for the first time.





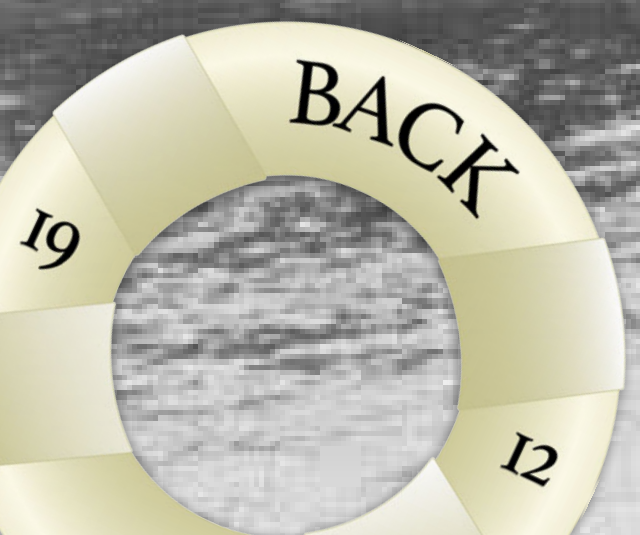


Imagine being your character as you walk up to the Titanic for the first time.  
What can you see, hear, smell or feel?  
What actions or movements come to mind as you experience this moment?

Tell your partner all the words, phrases and ideas you just had.









# Descriptive writing features



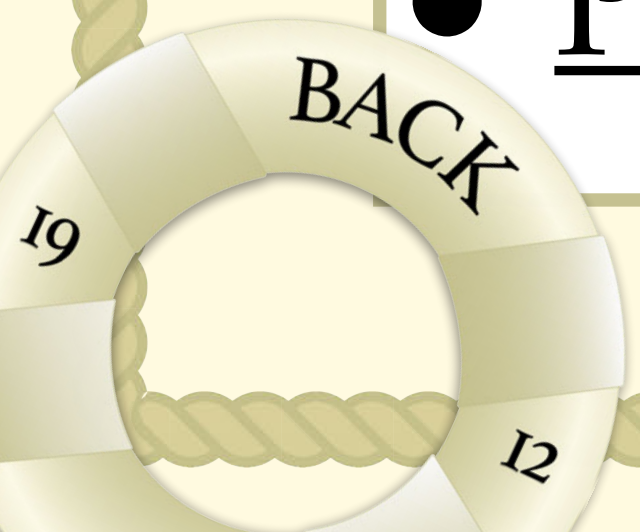


## Descriptive writing features

- Interesting verbs
- Adjectives
- Expanded noun phrases
- Adverbs & fronted  
adverbials
- Similes
- Metaphors
- Personification

Did you think of any of these  
features?

Click on each  
of them to  
find out  
more.





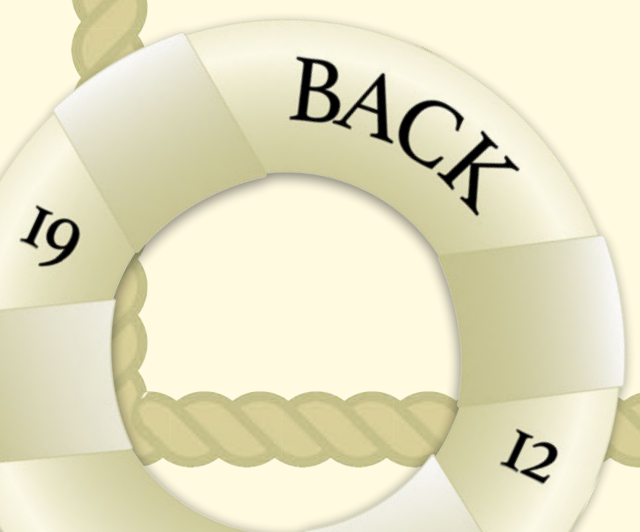
## Interesting verbs

Every sentence needs to have a verb in it somewhere. Verbs are action words. Remember: words like is, was and are are verbs.

The ship towered above me.

For our descriptive writing, we need to make choices for the verbs we use to help convey an effect on the reader. Which actions sound more exciting, scary or calm?

We can use a thesaurus to help us find synonyms for verbs we feel need to be improved. Can you think of some synonyms for the verb 'walked'?





## Interesting verbs

Once you have found some synonyms, you can organise them on a scale of intensity. This helps you assess the effect of the verbs you want to use.

Synonyms for 'walked'



wandered  
traipsed

strolled

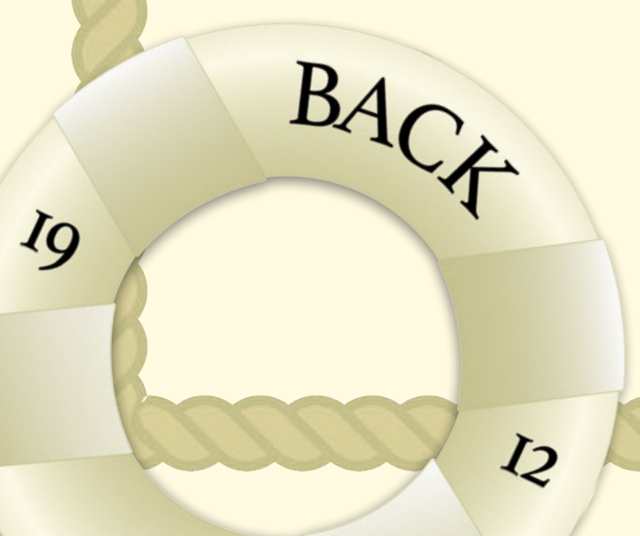
walked

hiked

bounded  
marched

Less intense

More intense





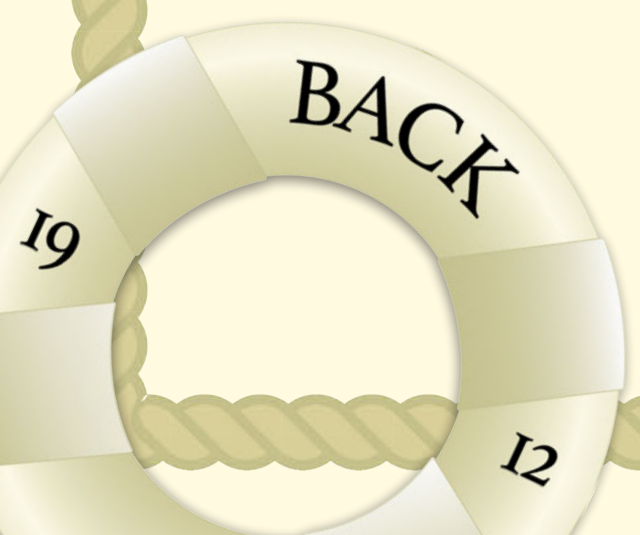
# Adjectives

Adjectives describe the noun(s) in a sentence. They can be used in a list before or after the noun, using a comma to separate the different adjectives.

For our descriptive writing, we need to make choices for the adjectives we use to help convey an effect on the reader. Do you want the reader to feel nervous, excited or bored as you describe the setting?



The dense,  
deafening crowd  
pressed forward,  
eager to board the  
famous ship.



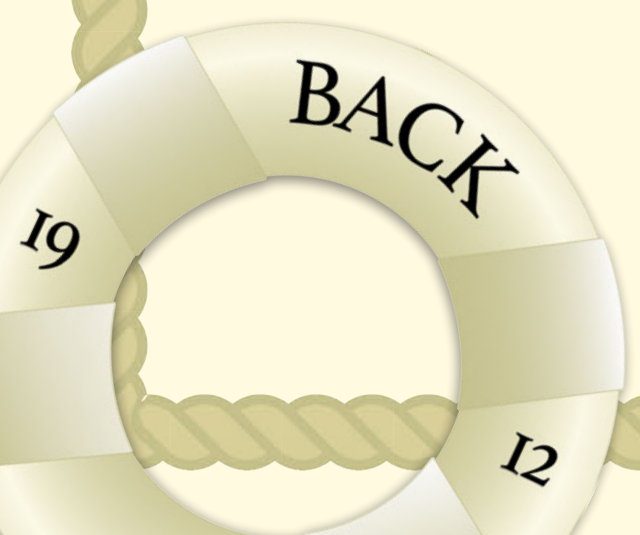
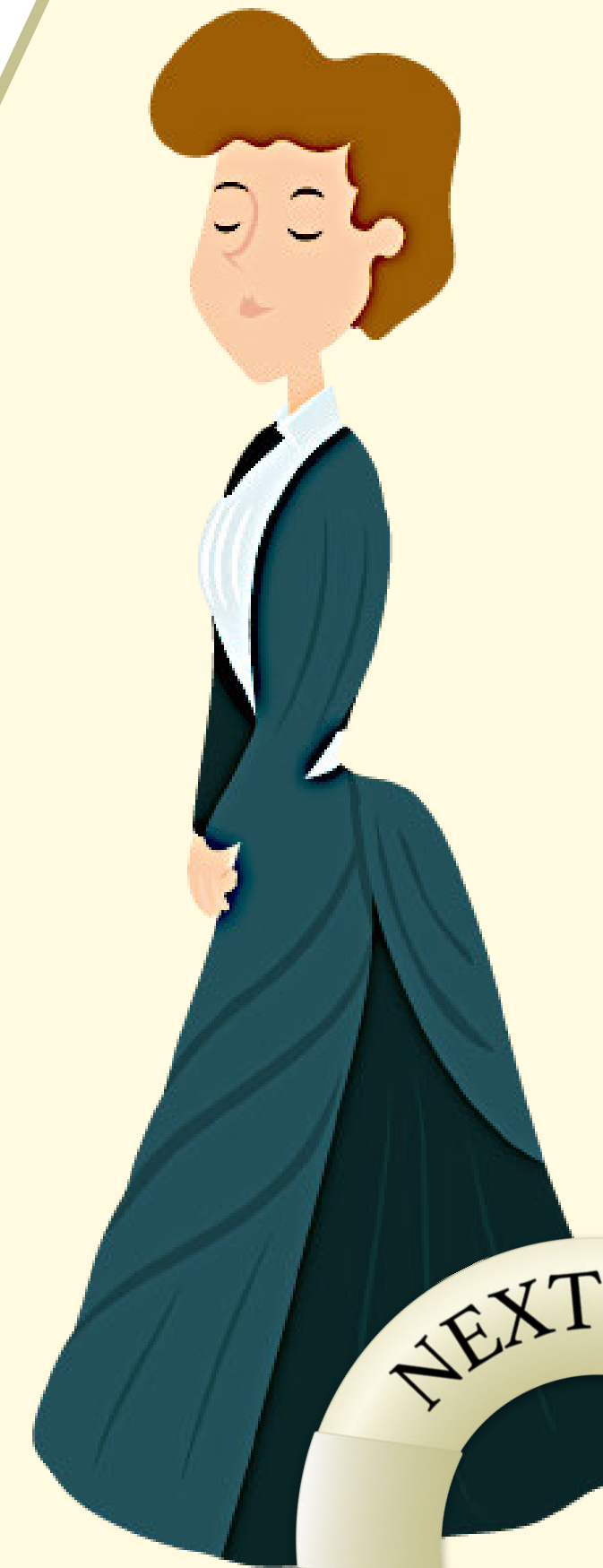
## Expanded noun phrases

A noun phrase is a word or group of words in a sentence with a noun in it, along with any other words which help distinguish it. It can be the subject or object within the sentence.

If the phrase can be replaced by a pronoun, it is a noun phrase.

The man threw the grey suitcase.

He threw it.



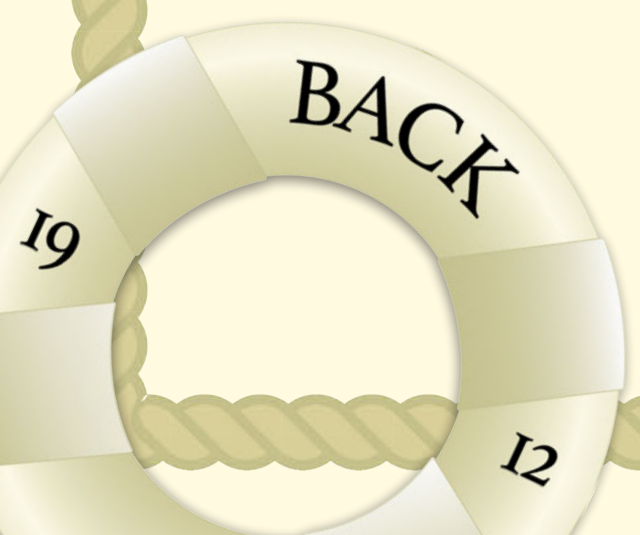


## Expanded noun phrases

A noun phrase can be expanded by adding adjectives and / or prepositional phrases.

Expanded noun phrases are a quick way of conveying information about an object. A successful author will think carefully about the information that they put into a noun phrase.

Excited passengers on board  
the ship began chatting as they  
explored their vast and  
luxurious surroundings.





## Expanded noun phrases

As an author, you must make decisions about the adjectives you put into the noun phrases. The adjectives you choose should add new information for the reader, rather than repeating things they already know.

Towering above me was the enormous, giant ship.



In the example above, we already know the ship is big because it is 'towering' above the narrator. The words 'enormous' and 'giant' are redundant here. What words would you replace them with to make a more effective expanded noun phrase?



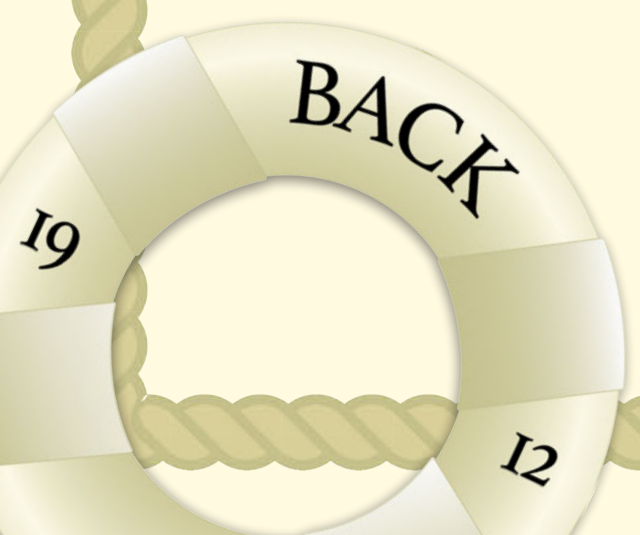


## Adverbs and fronted adverbials

Adverbs add information about a verb. Usually they tell us how, when, where or why the verb is being done.

An interesting way to use an adverb or adverbial phrase is at the beginning of a sentence. This becomes a fronted adverbial.

As soon as we had  
arrived, we could feel the  
excitement in the air.  
Quickly, we unloaded our  
bags from the carriage and  
made our way to  
Southampton port.





## Similes

A simile compares two things to one another to create an image. They describe one object as being 'like' or 'as' another.

The portholes were like glistening eyes, peering at the crowds who had come to see the Titanic set sail.

Effective similes will be chosen to suit the effect that you as an author want to create and the context of the writing.



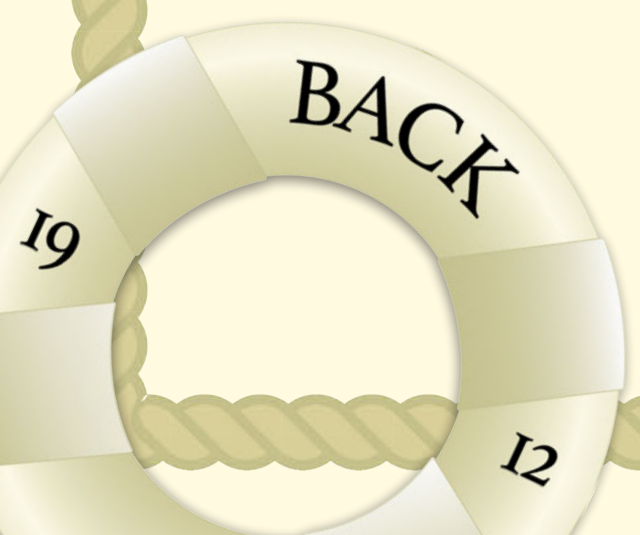


# Metaphors

A metaphor compares two objects with similar qualities. They directly compare them by referring to an object as if it were another.

The sea of faces  
cheered as the Titanic  
finally set sail.

My mother's hand  
was a vice around  
my wrist as she  
guided me through the  
crowds.



## Personification

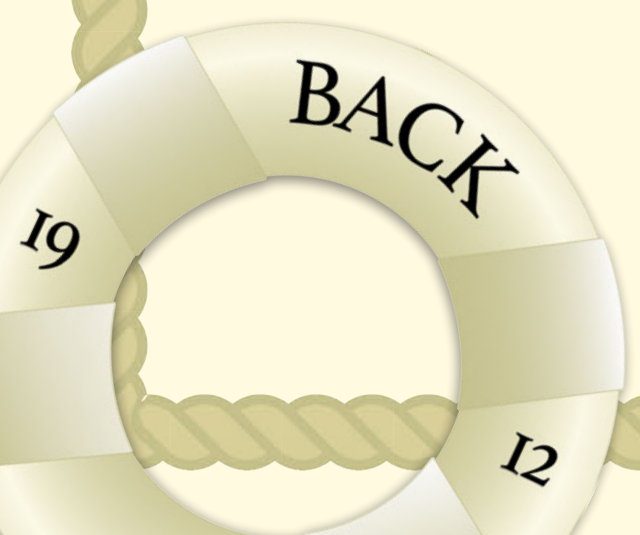
Personification is the act of giving an object human qualities or actions. It can be used to create powerful, relatable images in the reader's mind.

The Titanic welcomed us with a blast of her foghorn.

The top bunk in our cabin was calling my name.



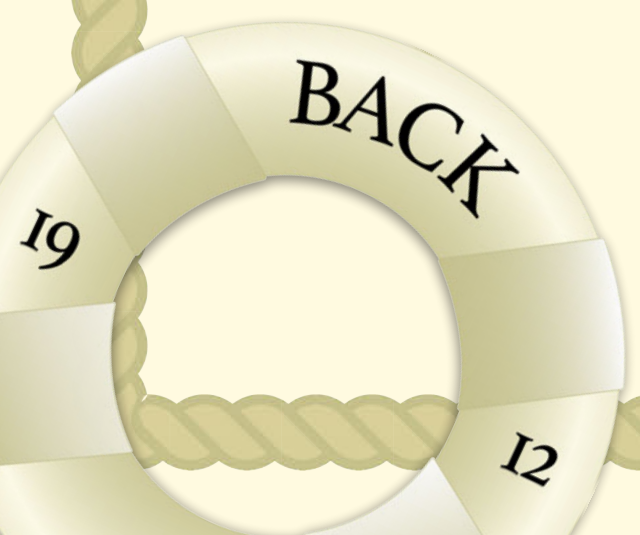
These human qualities might be actions, sensations, speech or physical movements.







Which descriptive writing feature(s) will you focus on in your writing today?  
What kind of mood do you want to create with your writing?

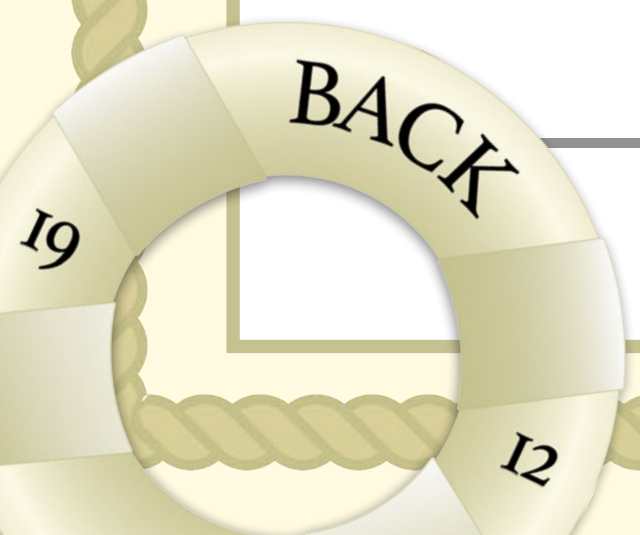


## FSD? Activity - Shared write

# FSD? Activity - Shared write

BACK

NEXT





# Plenary

Take some time to read your classmates' work.  
Are there any sentences that you think are particularly effective? Why? What makes them effective?

