

• ΑΕΝ ΑΣΠΡΟΠΥΡΓΟΥ.

ΣΧΟΛΗ ΠΛΟΙΑΡΧΩΝ


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Ε' ΕΞΑΜΗΝΟ

ΝΑΥΤΙΚΑ ΑΓΓΛΙΚΑ

UNITS 4 & 5

ΕΠΙΜΕΛΕΙΑ

ΔΗΜΗΤΡΙΑΔΗ ΕΛΠΙΔΑ
(Unit 5) 

ΠΕΡΝΕΡΙΔΟΥ ΣΤΑΥΡΟΥΛΑ
(Unit 4) 

APTITUDE AND APPRAISAL

READING & SPEAKING

1a



Skim read this form. What do you think it is used for?

Performance Assessment Form				
Name:			Rank:	
Certificate:		Vessel:		Period:
SECTION 1: Performance Assessment – circle the most appropriate category				
Quality of work	poor / frequently careless	generally acceptable but occasionally inaccurate	good / pays attention to detail	consistently accurate / thorough
Initiative	lacks initiative / needs constant support	able to proceed with guidance	shows initiative / resourceful	highly resourceful
Reliability	irresponsible / untrustworthy	sometimes unreliable / fails to carry out duties on occasions	reliable and responsible	organised and highly conscientious / has a sense of responsibility beyond own duties
Personality	anti-social / makes no effort to get on with people	can be moody / impatient / tactless at times	sociable / good-humoured / patient	extremely congenial / diplomatic
Attitude	reluctant / unmotivated	needs frequent motivating	willing / motivated / disciplined	highly committed / motivates others

VOCABULARY PRACTICE

b

Read the expressions below describing people's aptitude at work. Match each underlined word or phrase with a word in the form which has a similar meaning.

- 1 He works very hard: it shows how dedicated he is.
- 2 He's very good at solving problems on his own.
- 3 He's very careful and systematic about all his work.
- 4 His training sessions always run smoothly because he's efficient and well-prepared.
- 5 He's always precise when he does the calculations.
- 6 He's a good trainer because he's calm and he gives you time to do the work.
- 7 He's a friendly person and very popular with his colleagues.
- 8 He's trustworthy. If he's in charge, you know you can depend on him.

c Self-assessment

How would you describe yourself? Assess your own aptitude at work by circling the sections of the appraisal form in Exercise 1a which apply to you.

Id Opposites

Look at these adjectives from the form in Exercise 1a. Notice that the adjective with a positive meaning can be changed into an adjective with a negative meaning by adding some letters at the beginning of the word. This is called a prefix.

accurate ⇨ inaccurate reliable ⇨ unreliable

Look at the appraisal form again. Find three more examples of adjectives and their opposite meanings.

FIXES

The most common prefix for making opposites of adjectives negative is **un-**. Other prefixes include **in-**, **im-**, **ir-**, **il-** and **dis-**.

reliable ⇨ **unreliable** honest ⇨ **dishonest**

There are not many rules for prefixes but it helps to remember some general tendencies:

un- can be used with many more adjectives than other prefixes

im- is often used if an adjective begins with **m-** or **p-**

patient ⇨ **impatient** moral ⇨ **immoral**

ir- is often used if an adjective begins with **r-**

relevant ⇨ **irrelevant**

Prefixes cannot be used with all adjectives. There are other ways of making opposites of adjectives. You will need to use your dictionary to check the correct form.

If an adjective with a positive meaning ends in **-ful**, the suffix **-less** can sometimes replace **-ful** to make an adjective with a negative meaning.

tactful ⇨ **tactless** careful ⇨ **careless**
useful ⇨ **useless**

With some adjectives, it is not possible to use a prefix or a suffix to make an opposite.

~~un~~moody

Instead, use **not** or a different adjective.

He is **not** moody, he's cheerful.

He is **not** reluctant, he is enthusiastic.

FFIXES



Look at the adjectives you wrote in Exercise 1b. What is the opposite form of these adjectives? Add a prefix or not to each adjective, using a dictionary to help you.

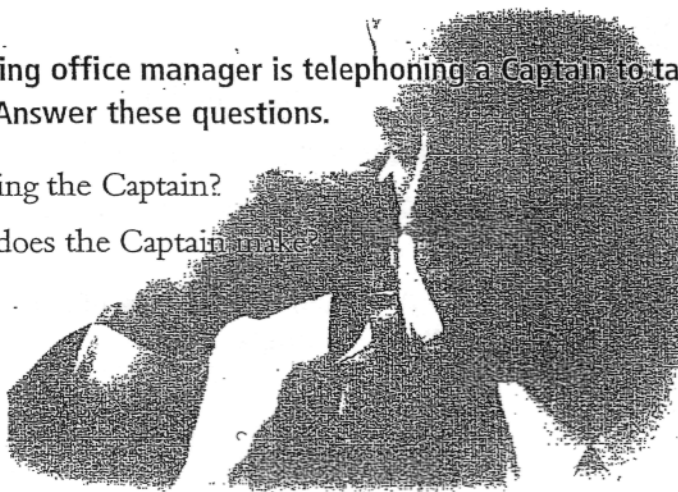
LISTENING

2a



Listen to the cassette. A crewing office manager is telephoning a Captain to talk about a seafarer in his crew. Answer these questions.

- 1 Why is the manager calling the Captain?
- 2 What recommendation does the Captain make?



VOCABULARY PRACTICE

2c



Read the phrases for describing people's aptitude.

I've found him to be (+ adj).

He lacks (+ noun).

It's not that he's (+ adj), he's just (+ adj).

He comes across as being (+ adj).

You can't fault his (+ noun).

I get on well with him.

He's (not so) good at (+ verb + -ing).

He wouldn't (+ verb).

He tends to be (+ adj).

When you get to know him, you realise he ...

He's proven himself to be (+ adj).



Read the sentences below. The underlined part in each sentence has a similar meaning to one of the phrases above. Decide which phrases can replace the underlined words.

- 1 He's not the type of person to let you down.
- 2 In my experience, he's reliable.
- 3 He is often moody.
- 4 I have a good relationship with him.
- 5 He gives an impression of being moody at first.
- 6 You can't criticise his attention to detail.



Listen to the dialogue again and tick the phrases that the Captain used for talking about the 2nd Officer's aptitude.

GUIDED WRITING - DESCRIPTIONS

2d



Write brief descriptions of some people you know using adjectives from Exercise 1 and phrases from Exercise 2c. Choose one of these topics.

- 1 An appraisal for the team you work with on board. Describe the personal qualities of some individual members and comment on how you work together.
- 2 A description of a crew you worked with on a previous vessel. Describe how you all got on together professionally and socially and mention different people's qualities.



On my previous vessel I worked with a crew of twenty-four
people from four countries. We worked well together as a team
and we also got on quite well together socially. I worked closely
with an engineer from China who was very good at his job.
Because he was patient, I was able to learn a lot from him.

The Present Perfect Simple

4a From past to present



Look at these sentences. Which tense is underlined? Why do you think this tense is used?

- a** He's worked on this vessel for six weeks now.
- b** He's done this job before.
- c** He still hasn't arrived to start his watch.
- d** Have you heard? Giorgio's been promoted.
- e** It's the third time he's caused an accident.
- f** Look! He's fallen asleep.



Read sentences (a) – (f) again and match each sentence with a definition in the grammar box.

Present Perfect I

The **Present Perfect** tense connects the past with the present. It shows how the present situation is influenced by the past. With this tense, the emphasis is on the present situation, not the details of the past event. It is used:

- 1** to talk about experiences
(we don't know when the experience occurred)
- 2** to talk about the present results of past events
(we can still see the result)
- 3** to talk about recent events such as news
(we don't know exactly when the event occurred)
- 4** to talk about states or ongoing situations
(the time when it started is not important)
- 5** to talk about things that have not happened yet
- 6** to comment on the number of times that an event has occurred

TIME EXPRESSIONS

Different **time expressions** are used with the Present Perfect and the Past Simple. In Unit 5 you practised using **just, still, already, yet** and **always**. Here are some more phrases that are also used with the Present Perfect.

Ever and **never** are used to talk about experiences. **Ever** means 'at any time in your life'.

Have you **ever** been to North America?

(**ever** is mainly used in questions. It comes before the main verb.)

No, I've **never** been there but I have travelled round Europe a lot.

Before is used to mean 'at any point in the past' with a similar meaning to **ever**.

Have you worked with an engine like this **before**?

No, I've **never** seen one like this **before**.

(**before** comes at the end of the sentence)

For is used to talk about the duration of time.

We've lived here **for four years**. (**for** + the length of time from past to present)

I haven't seen him **for a long time**. (we can also say **for ages** and **for a while**)

Since is used to talk about the time when something started.

I've worked on this vessel **since 1992**. (**since** + year / date / time)

How long is it **since** you last worked on a reefer?

Recently and **lately** are used to refer to the past few days.

Have you heard from your family **recently**?

No, not **lately**. (**lately** is used with negatives and questions, not affirmative statements)

So far is used to mean 'until now'.

It's been a good passage **so far**.

Some other time expressions are used with the **Past Simple** not the Present Perfect.

Ago is used to talk about a specific time in the past.

He completed the training course three months **ago**. (period of time + **ago**)

Once is used to talk about something that happened in the past, a long time ago. This is a special use that means 'at some point in the past' not 'on just one occasion'.

That building was **once** a warehouse. It was converted into offices years ago.

4b



Complete these sentences with an appropriate time expression.

- 1 'Have you been ashore?'
No, I haven't been ashore three months.'
- 2 'Did you know that this ship was owned by a Russian company?'
'Yes, apparently it was sold to our company eight years
- 3 'Have you seen the Northern Lights?'
'Yes, about a year when we were in Sullern Voe.'
- 4 'How long is it you left marine college?'
'I can't remember, it was such a long time !'
- 5 'They don't make those radars any more. I haven't seen one 1980.'
- 6 'Right, what have you done you started the watch?'
'We've just finished cleaning the holds. That's all we've had time to do
- 7 'Have you used the SATCOM ?'
'No, I've used it.'

6	7	8	9	10	11	12	3	4
13	14	15	16	17	18	19	10	11
20	21	22	23	24	25	26	17	18
27	28	29	30	31	-	-	24	25

Calendar

T W T F S S M

4c

Present Perfect II

The Present Perfect is often used to introduce or ask about new information. It is often followed by the Past Simple in order to supply more details about events in the past.

Read these questions that a crewing office manager is asking a seafarer during an interview. Decide which tense is needed. Write the questions in full.

- 1 (how long / be a seafarer?) *How long have you been a seafarer?*
- 2 (when / finish college?)
- 3 (work / present job / a long time?)
- 4 (what type of vessels / work on?)
- 5 (what training / do so far?)
- 6 (what / the most recent course / do?)
- 7 (what / do before this job?)
- 8 (why / apply for this position?)

Work with a study partner. Interview each other, answering the questions from your own experience.

5a Contractions

In the Present Perfect, like other tenses, it is usually the main verb which is stressed in spoken English. The auxiliary verbs *has* and *have* usually sound weak and are often made shorter. These are **contractions**. Contractions can be difficult to hear in spoken English because they are short, weak sounds.

He **has** finished work. → He's finished work.
We **have** been around the world. → We've been around the world.

6



Read the outline of the fax below. Imagine you are the manager of a marine recruitment agency and you are proposing the seafarer who you interviewed in Exercise 4c for selection. You are writing a fax to the management office to tell them about the seafarer you interviewed. Continue the fax with the following information.

- Give details of the training and qualifications that the seafarer has completed.
- Mention how much experience he has gained at sea.
- Describe his personal qualities, both positive and negative.
- Give your opinion of his aptitude and his ability to do the job, based on what you know about him.

25-AUG-98 16:55 0131 550 3761 P.01

To: Mr Williams, Management Office
 From: Marine Recruitment Services
 Fax: 0131 226 23178
 Phone: 0131 225 59954
 Re: Selection of new crew member

Dear Mr Williams

I am now able to pass on details of the person we propose for the rank of on your vessel. After interviews this morning, I am pleased to inform you that (name) will be able to meet you in two days' time.

We have recommended Mr for the job because

I trust you will agree that he is suitable for the position. I will contact you again soon regarding further interviews at your office.

Best regards

25/08/98 14:56 TX/RX NO. 1530 P.001

2a Listening skills



In **Unit 8 Exercise 1c** you learned about different ways of reading. Some of the techniques you use for reading can also be used for listening. The way you listen varies according to your purpose. For example, if the radio is playing in the background while you are studying, you may be **half-listening**. This means you are not concentrating on every word but you know what the topic is and you understand the general sense. This is called **listening for gist**. On the other hand, you may need to listen to a talk or an announcement to find out some particular information. In this case, you filter through all the information, focusing only on the parts that are relevant to you. This is called **listening for specific information**. Alternatively, it may be important for you to understand all the information you hear, for example, when writing down a message or following detailed instructions. This type of **intensive listening** usually applies to small amounts of information only. The listening exercises in this book usually have two types of task. The first task is designed to help you practise **listening for gist**. The second task is designed to help you practise **listening for specific information**.

2b Listening for gist




You are going to hear four short telephone conversations. Read the question for each conversation. Answer after listening only once, if possible.

- 1 A seafarer is making a phonecall from his ship which is in port. What is the reason for his call?
- 2 Why is Captain Ogawa phoning Transglobe Management Office?
- 3 A Chief Officer is making a phonecall from his ship which is in port. What is the reason for his call?
- 4 Why is the seafarer phoning Klein & Sons Ship Managers?

2c Listening for specific information

Listen again and write the details of each telephone conversation.

1

 booking form

NAME: _____

PICK-UP POINT: _____

DESTINATION: _____

TIME: _____

PRICE QUOTED: _____

2

DEFECT REPORT	MV ORION
DATE	7th July
PROBLEM	
REPORTED TO	
ACTION TAKEN	

3

Crew Medical Notes: *Serge Boisset (Rating)*

Problem: _____

Cause: _____

Action taken: _____

4

Klein & Sons MEMO

TO: _____

MESSAGE: _____

_____ PHONED WHILE YOU WERE OUT.

ACTION: _____

3a Useful phrases for telephoning



Here are some useful phrases for telephoning. Some of them are from the conversations in Exercise 2b. Match each function with the appropriate phrases.

What the caller says:	
Stages	Phrases
Saying who you are	<i>I'll (call him back later).</i> <i>I'll (give him a ring later).</i>
Asking to speak to someone	<i>This is (Alexander).</i> <i>(Alexander) speaking.</i> <i>(Alexander) here.</i> <i>My name is (Alexander).</i>
Giving your reason for calling	<i>Can / Could you (ask him to call me back)?</i> <i>(tell him I called)?</i>
Asking to leave a message	<i>I'm calling about (the crew change).</i> <i>to (find out about the crew change).</i> <i>It's about (the crew change).</i>
Leaving a message	<i>Can / Could I speak to (Bob), please?</i> <i>Is (Bob) there?</i> <i>I'm trying to get hold of (Bob) (informal)</i>
Saying what you'll do	<i>Thank you / Thanks. Goodbye.</i>
Ending the conversation	<i>Can / Could I leave a message (for him)?</i>

What the person answering says:

Stages	Phrases
Answering the phone	Can I take a message? Would you like to leave a message?
Asking someone to wait	I'll (get / ask him to call you). I'll (just put you through). I'll (give him the message). I'll (pass the message on).
Apologising	Good morning, (Transglobe Management). How can I help you? Good morning, (Laura) speaking.
Saying what you'll do	Can / Could you hold the line, please? Can / Could you hold on, please? Just a moment, please.
Offering to take a message	Thank you / Thanks. Goodbye.
Ending the conversation	I'm afraid (he isn't here at the moment). I'm sorry, but (he's gone out).

Listen to the four conversations in Exercise 2a again. Tick the phrases you hear.



3b



Complete the dialogues using appropriate phrases from Exercise 3a.

1

Receptionist: Good afternoon, Transatlantic Shipping. How can I help you?

Mr Reala:

Receptionist: I'm sorry, Mr Reala, but Mr Lagar is not at his desk at the moment.

Mr Reala: Yes, I would. Is it possible? It's an urgent matter.

Receptionist: Of course. Oh, just a moment, please. Mr Lagar has just walked in. I'll

Mr Reala: Thanks.

Mr Lagar: Good afternoon, Hernando Lagar.

Mr Reala: I have the cargo paperwork for the MV Hawthorn. The Captain requires the paperwork urgently. Can you tell me if it's ready?

Mr Lagar: Ah, we're just preparing the documentation now. Mr Reala, it will be despatched to the ship within the next hour.

Mr Reala: Good. I'll tell the Captain right away. Thank you.

Mr Lagar: Not at all. Goodbye.

2

Staff member: Good afternoon, Marine Catering Supplies Incorporated. Marie

Caller: Hello. Is this Mr Brown? Is this the right extension number?

Staff member: Yes, this is the right number but Mr Brown is out for lunch. I'm his colleague. Can I help you?

Caller: Oh, I really need to speak to him in person. When will he be back?

Staff member: He'll be back in an hour, I think. You could call back then.

Caller: I'm afraid I won't be able to: I have a meeting now.?

Staff member: Of course.

Caller: My name is Fabio Vittori. our order. Could you tell him there's been an alteration? I need to discuss it urgently but I'll explain more when I call again tomorrow.

Staff member: OK. to him.

Caller: Thanks.

5a Checking information



Read these parts of the dialogue from Exercise 4a. Notice how the Captain checks some details about the training session.

- 1 Captain: You can still make it on the 6th of July, **can't you?**
Training Manager: Oh, yes, no problem.
- 2 Captain: Er ... the sessions are aimed at all ranks, **aren't they?**
Training Manager: Yes, I think they will be useful for everyone.
- 3 Training Manager: ... there isn't usually an overhead projector in the meeting room, **is there?**
Captain: No, I'm afraid not. But there's a flip chart if you need to use it.

The short questions in colour are called **question tags**. Question tags are placed at the end of positive or negative statements. They are usually spoken, not written, and they show that you expect a reply. Question tags are used to check if information is correct or not and to ask for confirmation. When the speaker is not sure if the information he is checking is correct, his voice goes up on the question tag. When the speaker is fairly sure that the information is correct, his voice goes down on the question tag.

Notice that the auxiliary verb in the question tag is stressed. However, the auxiliary verb in the statement is not stressed.



Listen to the cassette. You will hear the examples from the dialogue. Pay attention to the rise and fall of the Captain's voice on the question tags.

Message markers Practice

3. Match the two columns according to the Seaspeak principles:

- 1. ADVICE
- 2. INSTRUCTION
- 3. REQUEST
- 4. INFORMATION
- 5. ENQUIRE
- 6. WARNING
- 7. ADVICE RECEIVED
- 8. INTENTION

1	
2	
3	
4	
5	
6	
7	
8	

- a) Vessels must keep watch on the VHF channel one-six.
- b) Wait at the dock entrance, reason: m.v. "X" is leaving now.
- c) Tugs will meet you at buoy number five.
- d) I need two tugs. Indicate where the tugs will meet me.
- e) Icing is expected in the roads north of the fairway.
- f) Is fresh water available at berth number two?
- g) I intend to overtake you on port side.
- h) Positive: I will wait at the dock entrance.