

«Α.Ε.Ν - ΑΣΠΡΟΠΥΡΓΟΥ»

«ΣΧΟΛΗ - ΠΛΟΙΑΡΧΩΝ»

«2010 - 2011»

Ε' ΕΞΑΜΗΝΟ

«ΝΑΥΤΙΚΑ - ΑΓΓΛΙΚΑ»

UNIT 2,3 & 100 PHRASES

ΕΠΙΜΕΛΕΙΑ

ΔΙΑΜΑΝΤΗ ΑΓΛΑΙΑ (unit 2)
ΠΕΡΠΕΡΙΔΟΥ ΣΤΑΥΡΟΥΛΑ (unit 3)

GRAMMAR

1a How are things changing?



Look at these topics. Which of them are changing in your country these days?



the cost of living

education

the job market

property costs

levels of unemployment

wages



Work with a study partner. Discuss how you think these things are changing.

1b



Read these newspaper reports about changing economic conditions in different places. Find the answers to these questions.



1 Which article reports a problem of unemployment for older people?

2 Which article says that prices are rising more than wages?

3 Which article mentions the cost of city-centre housing?

A

...comment...comment...

Property costs have increased dramatically in recent years. With house prices going up and up, more people are now living in rented accommodation. In contrast to previous years, it is now common for young married couples to stay with their parents while they are saving

money. While unemployment is fairly stable at the moment, wages still have not gone up much in the last year. There are signs of economic hardship for people on low incomes as the cost of living continues to increase significantly.

B

Comment from the City

A recent survey has shown that although levels of unemployment have fluctuated for the last two years, these swings have not affected the national

trend towards home ownership. The majority of working adults now own their homes and the survey shows that a growing number of people

are choosing to live in the countryside instead of the cities. This means that property prices in cities are going down slowly, leading to a surplus of city flats.

Current Affairs

Economists are predicting that economic instability is creating huge changes in the job market. The closure of traditional heavy industries is inevitably causing unemployment to spiral upwards.

In particular, the number of middle-aged people without jobs is rising steadily. This is because they are unable to compete against the increasing number of computer-literate graduates.



Read the articles again. In your opinion, which article reports the best place to live? Which article reports the worst place to live? Why? Work with a study partner and discuss your answers.



1c



Look at some verbs for describing change. Use a dictionary to check the meanings of any of the words you do not know.

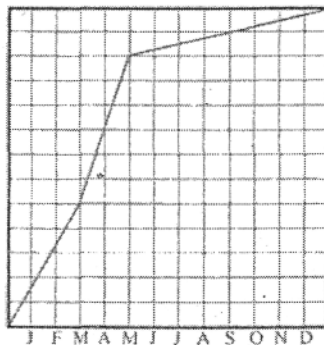
increase*	drop*	shoot up
change*	decrease*	reduce*
rise*	spiral upwards	go through the roof
plummet	be stable	rocket
be sky high	be steady	fall*
waver	fluctuate	dive
go through the floor	decline*	escalate

2a

Verbs and adverbs I

The meaning of the verbs marked with * in Exercise 1c can be qualified by using adverbs. Adverbs describe how a change is taking place.

Look at the graphs and read the examples below.

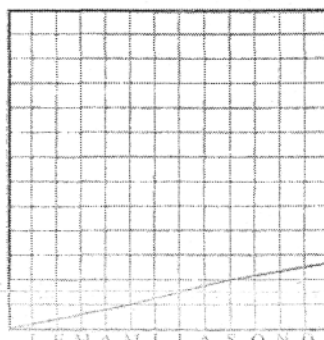


Prices are rising

sharply.

steeply.

dramatically.

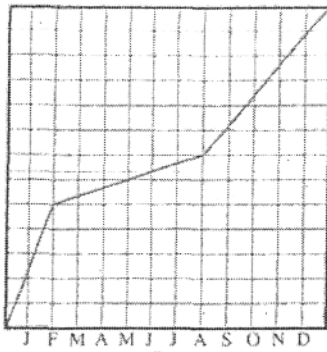


The population is rising

gradually.

slowly.

steadily.



Unemployment
is rising

quickly
rapidly
suddenly

Verbs and adverbs II

Some of the verbs in Exercise 1c describe how things stay the same. It is not possible to use the adverbs in Exercise 2a with these verbs.

be constant ~~dramatically~~ be stable ~~gradually~~

be steady ~~rapidly~~ be sky high ~~slowly~~

Some of the verbs in Exercise 1c already have the idea of rapid speed in their meaning. It is incorrect to use the adverbs gradually, slowly and steadily with these verbs.

spiral upwards
plummet
shoot up
escalate
dive
rocket
go through the roof
go through the floor

~~gradually~~
~~slowly~~
~~steadily~~

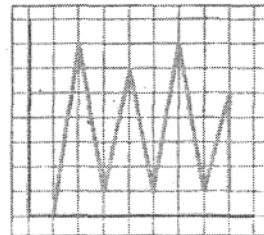
2b



Read the sentences below. An executive is giving a presentation about factors that influence the shipping industry. Draw a simple graph to represent each of the changes he describes.

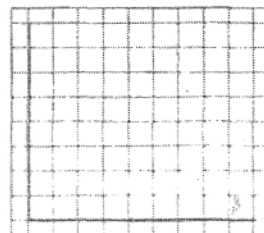
1

Oil prices are fluctuating
dramatically.



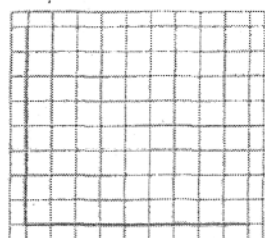
2

The number of qualified
officers is rising sharply
in this country.



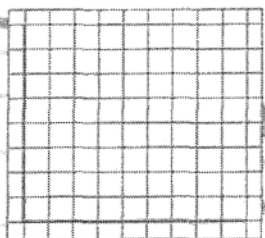
3

The number of available ratings is declining slowly.



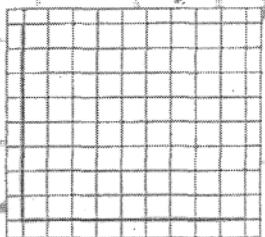
4

The duty on imported goods is going through the roof in some countries.



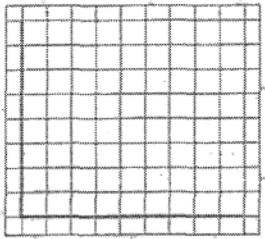
5

Transportation costs are going up steeply.



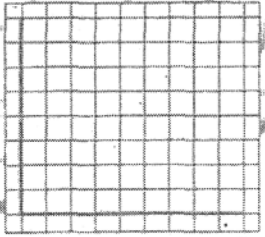
6

The quantity of world trade is plummeting.



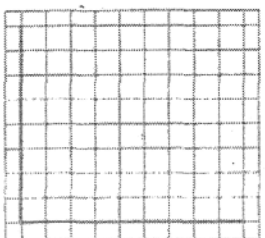
7

The number of new buildings is falling steadily.



8

The number of holidays taken on cruise ships goes up and down every year.



3

Adjectives and nouns

In Exercise 2a you practised using verbs and adverbs to describe changes. It is also possible to describe changes using adjectives and nouns.

verb + adverb

adjective + noun

Prices are falling steadily.

⇒ There has been a steady fall in costs.

Technology changed rapidly.

⇒ There was a rapid change in technology.

- 1 The price increased significantly.
There was _____ in the price.
- 2 The number of skilled seafarers has risen gradually.
There has been _____ in the number of skilled seafarers.
- 3 Last year, the number of people living in rural areas decreased suddenly.
Last year there was _____ in the number of people living in rural areas.
- 4 The rate of exchange dropped sharply.
There was _____ in the rate of exchange.
- 5 The number of people who smoke has declined steadily over the last few years.
There has been _____ in the number of smokers over the last few years.

LISTENING

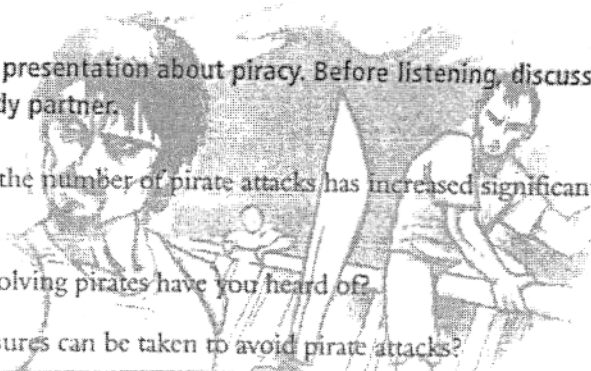
4a



You are going to hear a presentation about piracy. Before listening, discuss these questions with your study partner.



- 1 Do you think that the number of pirate attacks has increased significantly in recent years?
- 2 What incidents involving pirates have you heard of?
- 3 What security measures can be taken to avoid pirate attacks?



4b Protecting against piracy



Listen to the cassette. Captain Anderson is giving a presentation on the problem of piracy at a shipping conference. You will hear the introduction to his presentation in which he explains what he is going to talk about. In what order does he mention these key points? Complete the outline of his introduction by putting these points in order.



details: specific pirate attack

solutions to problems of piracy

welcome

statistics of pirate attacks

introduce topic of presentation

Annual Shipping Conference
Protection Against Piracy
Presentation Outline: Capt. M. Anderson

-
-
- Section 2:
- Section 3:
- Section 4:
- CONCLUSION

Look at the main part of Captain Anderson's presentation notes. Before listening, write the section headings from Exercise 4b in the notes below.

Listen to the cassette. You are going to hear the rest of Captain Anderson's presentation. Complete the points in each section.

Section 2:

Key Points

- Armed robbery is still a real threat.
- 1994: serious attacks
- 1996:
- 1997:

Section 3:

Key Points

- Place:
- Time:
- Vessel was boarded by pirates
- Master and two crew members restrained
- They stole \$... in cash
- Attack took only ... minutes

Section 4:

Key Points

- increase awareness of danger at night
- maintain constant vigilance
- establish ... between watch and bridge
- don't rely on security patrols
- block entry to
- don't carry

CONCLUSION

Key Points

- A concerted approach is needed at all levels
- at government level
- at operational level

4d What do you think?



Work with a study partner and discuss your answers to these questions.



1 What measures have been taken on your vessel to protect against pirate attacks?

2 What other measures do you think could be taken?



Write a memo to your crew. Remind them of the dangers of pirate attacks and explain what they should do to prevent attacks.



5a Giving a public talk



Giving a public talk in a foreign language can be made easier by being well prepared. A good talk should be divided into stages. There are some useful phrases you can use at each stage to help the people listening to follow your talk. If you memorise a phrase for each stage, you will have time to think of what to say next.



Read these phrases and match them with the stages.

Stages	Phrases
1 Introducing yourself	<i>I'd like to start bying, then I'll go on to and finally I'll</i>
2 Establishing the subject of your talk	<i>The main point I'd like to make is that</i>
3 Outlining the structure of your talk	<i>This is due to</i>
4 Establishing the main point	<i>Let me give you an example of this.</i>
5 Going into detail	<i>I'm here to talk about</i>
6 Giving reasons	<i>So, how do we solve this problem?</i>
7 Proposing solutions	<i>To sum up,</i>
8 Giving extra information	<i>Good morning. For those of you who don't know me, I am</i>
9 Concluding / summarising	<i>I hope this has been informative and would like to thank you all for coming.</i>
10 Closing	<i>Furthermore, In addition,</i>

5b Organising your introduction

In Exercise 4b you listened to the introduction to a presentation. The introduction is an important way of telling listeners about the organisation of information in a talk. Here are some more phrases you can use in an introduction.

Greeting the audience

- It's nice to see so many of you here today. Thank you all for coming.
- It's good to see a few new faces.
- I'm glad so many of you could make it today.

Introducing yourself

- For those of you who don't know me, my name is and I am in charge of
- By way of introduction, I am and I work for
- You won't all know me so I'll tell you a bit about myself

Introducing the main topic

- Today I'd like to talk about
- I'm going to explain a bit about
- I've been asked to speak to you about

Describing the organisation of information

- I'll begin by explaining the background to then I'll move on to and finally I'll
- I'd like to start by giving an outline of After that, I'll tell you more about and I'll conclude with
- Before going into the detail, let me put the situation in context.

Managing questions

- If you have any questions, I'll try to answer them at the end.
- I'll be happy to answer any questions you may have as we go along.
- Please feel free to interrupt if there's something you'd like to ask about.

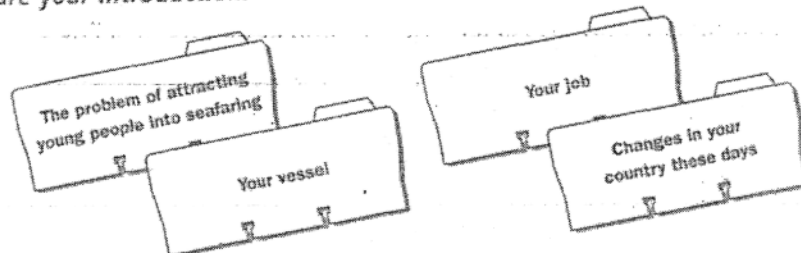


Practise saying these phrases.

7



Practise making an introduction to a talk. Choose one of these topics and note down the key points you want to mention. Think about how you will organise the information in your introduction. Use phrases from Exercise 5b to help you structure your introduction.



8a Seafaring today

10

You have received this memo from the International Institute for Research in Industry. Skim read the memo. What is the purpose of the memo?

memo

to: All crew members
from: The International Institute
for Research in Industry
re: Young people in seafaring today



Does seafaring appeal to young people today? We need your views in order to find out whether the industry can continue to recruit the number of new seafarers it needs.

Our researcher will visit your vessel to record seafarers speaking about the issue of attracting young people into seafaring in their countries. Crew members who are interested in the survey should be prepared to give a short talk based on their own experiences. We would like you to include some of the following points in your talk:

- Does your country have a history of seafaring?
- What is the public's image of seafaring in your country?
- Is seafaring an attractive career option for school leavers? (why/why not?)
- Would you recommend seafaring as a career? (why/why not?)
- What other industries do most young people in your country choose to work in? (why?)
- What recommendations would you make for increasing the number of young people in seafaring?

This information will be a key part of our survey. Thank you for your interest.

8b



In Unit 4 you learned that in order to write an article well, you need to plan it first. The same is true for giving a talk. Organise your information into stages. Then make a plan like the one in Exercise 4c with section headings and notes for each key point.



Prepare to give a short talk in response to the memo. Which of the points do you want to include in your talk about seafaring in your country?



8c A guide to good public speaking



Before you give your talk, read these hints for public speaking. Practising these will help you to put across your information clearly while helping your listeners to follow your key points.



Use everyday words and short sentences. Long, complex sentences are difficult for listeners to follow.

To sound natural, memorise the sequence of key points you want to make and use notes to help you remember information. Try not to read every word from a script.

Learn some useful phrases for each stage of your talk to give you time to think about what comes next.

Don't speak too fast. Pausing briefly after a key point will help the listeners take in the information.

Avoid talking about things that are not in your plan.

8d How did I do?



Record yourself giving your talk. Then use this checklist to assess your performance.



Checklist for giving talks

Listen to your talk again. As you listen, ask yourself these questions.

Does your introduction give a clear idea of what the talk is about?

☐

Are your points easy to follow?

☐

Do you use appropriate phrases to structure your talk?

☐

Are you able to use linking and merging sounds?

☐

Is your speed too fast?

☐

This is an abstract from the Marine accident casebook concerning armed attacks upon vessels. Read it and do the exercises.

23.03.2008: 0055 LT: Tema anchorage, Ghana.

Three robbers boarded a chemical tanker at anchor. Duty crew noticed the robbers. Bridge informed. D/O raised alarm, sounded ship's whistle and crew mustered. Robbers jumped into the water and escaped. Nothing stolen. Port control informed. A security boat came and conducted a full search of the area.

19.03.2008: 0312 UTC: 10:46.8N - 066:44.5E, Arabian sea.

A tanker, underway detected a suspicious boat about 6nm ahead. As the tanker altered to keep clear of the boat, the boat kept altering to remain in front of the vessel. Alarm raised, crew mustered and anti-piracy measures initiated. Master increased speed and crew activated fire hoses. At a distance of 3 cables, the boat finally stopped and the tanker moved away. The crew noticed 6 persons onboard the boat.

19.03.2008: 0300 LT: Tanga anchorage, Tanzania.

A robber from a fishing boat boarded an anchored container ship. The robber jumped overboard as soon as the anti-piracy crew spotted him. Alarm raised, crew mustered and searched the ship. Nothing stolen. The watch keepers noticed seven more people in the boat.

18.03.2008: 0350 UTC: 12:53.2N-050:14.7E: Gulf of Aden.

Two speedboats, length 5 meters, with five persons in each boat, dressed in camouflage cloths and armed with automatic weapons approached a VLCC in ballast. Master raised alarm, crew alerted, evasive manoeuvres taken and speed increased. The boats fired shots in the air. Later, the boats aborted the attempted boarding. All vessels in the vicinity warned.

17.03.2008: 0230 LT: Enroute Cagbalite, Mituban and Balisen, Polilio Island, Philippines.

A passenger boat with ten passenger including five crewmembers was returning to Polilio Island after discharging her cargo on the mainland. Two passengers who had earlier boarded after asking for a ride to Polilio Island took control of the boat and shot dead three crewmembers including the captain. The pirates then tied them to the anchor and threw them overboard. The pirates shot the remaining two-crew members and injured them. One of the injured jumped into the sea and is still missing. The other injured crew is recuperating in the hospital. Three other passengers including a child were unharmed. The coast guard has mounted a search for the missing and dead crewmembers and the pirates who fled in a motor boat.

Answer the questions.

1. In which cases did the robbers manage to steal something?
2. In which cases did the robbers/pirates manage to board the vessel?
3. How did the robber react when the anti-piracy crew spotted him in the Tanga anchorage?

4. In the incident of the Gulf of Aden how did the members of the VLCC manage to prevent the pirates from boarding the vessel?

5. How did the pirates manage to board the vessel in Polillo Island?

Find the words or phrases in the passages which mean:

1. collected or gathered together : _____
2. controlled, directed : _____
3. came nearer to : _____
4. set : _____
5. picked out, recognised _____
6. terminated _____
7. becoming strong again after illness _____
8. ran away _____
9. (for vessels) carrying no cargo _____
10. (for vessels) not at anchor, or made fast to the shore, or aground. _____

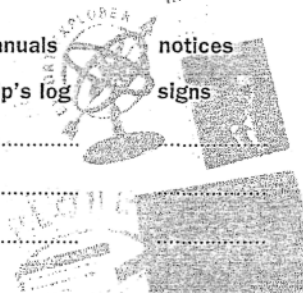
Unit-3

Oral Communication

1a



What kind of English language texts are there on your vessel? Look at the categories and add some examples of reading texts that you could find on board.

Operations	Training	Communications	Leisure	Other
manuals ship's log 	notices signs 	telexes e-mail 	personal letters magazines 	lists dictionaries

1b



Answer these questions. Note your ideas in the shaded section of the table.

	you	your partner
Which of these types of texts do you read regularly in English?		
Which of them do you have to read for your job?		
What do you read for pleasure?		
If you have a technical problem at work, which texts do you read to find the information you need?		
Which of the texts do you write as well as read?		



Work with a study partner and interview each other about your reading habits.

1c Reading skills



People read in different ways for different purposes. For example, you may flick quickly through a magazine or you may concentrate on every word of a section in an operations manual. Whatever the text, your reason for reading affects the way you read. Read this information and answer the questions after each section.

- 1** What features of the texts in **Exercise 1a** can you look at to identify the topic before reading?

Preparing to read is a skill that people do automatically in every language. The layout of a text alone can give you clues about the content. For example, without reading an entire fax, you can find out what the topic is by looking at the name of the sender, the subject, the first sentence of each paragraph and the first and last sentences. This will also help you to identify the most relevant sections.



- 2** Which of the texts in **Exercise 1a** could you scan read in order to find a particular piece of information?

Scan reading is an important skill that enables you to search a lot of information quickly for a particular fact. For example, to find a telephone number in a phone directory, you do not start reading the directory at the beginning. Instead, you turn to the approximate section and scan read the list quickly to find the name and number you are looking for. In this way you leave out all irrelevant information.



- 3** Which of the texts in **Exercise 1a** could you skim read for gist?

Skim reading is a technique for reading texts quickly to get a general idea of the content. Doing this will help you decide if part or all of a text is relevant to you. It is not necessary to read and understand every word. Focus only on the gist (the general meaning) by picking out some key words and phrases. For example, it would take a long time to read every item in a newspaper very carefully. Skim read the newspaper quickly first to find articles that you want to read more carefully.



- 4** Which of the texts in **Exercise 1a** could you read intensively for detail?

Intensive reading is important for understanding the detail of a text. This may mean reading the text more slowly several times, possibly looking up key words you do not understand. For example, you might need to read just one section of a manual very carefully in order to check the precise operating instructions.

Reading effectively means being able to combine reading skills. For example, if you need to look up a technical manual to solve a problem, you might scan read the contents page to find the appropriate section, skim read the relevant chapter in order to find the information you need then read it again in greater detail. Many people are not aware that they do this automatically in their first language. Next time you read something, try to assess which skills you are using.

2a Regarding ...



Look at the outline of the text below. Answer these questions before reading the complete text.



- 1 What type of text is it?
- 2 What is the subject of the text?
- 3 What do you think the purpose of the text could be?
- 4 What do you think the Captain will have to do after reading the text?

DATE: 1845 Tuesday 2 June
FROM: lopezshipmanagers@wharf.com
TO: solstraii@mar.com
CC: All vessels
ATTN: Captain Xiao
SUBJECT: Lifeboat davit pivot points

Recent technical reports on two sister ships in the fleet have revealed faults in the pivot points of lifeboat davits.

Crews are reminded that all lifeboats must be swung out during drill once a week.

Best regards

2b



Give yourself 30 seconds to skim read the complete text. Check your answers to Exercise 2a. Were your predictions correct?

DATE: 1845 Tuesday 2 June
FROM: lopezshipmanagers@wharf.com
TO: solstraII@mar.com
CC: All vessels
ATTN: Captain Xiao
SUBJECT: Lifeboat davit pivot points

Recent technical reports on two sister ships in the fleet have revealed faults in the pivot points of lifeboat davits.

It is vital that all pivot points on lifeboat davits are rust-free and in good working order. We require all vessels to check the pivot points prior to the next scheduled lifeboat drill. Please inform us of the condition of the pivot points on your vessel within three days of receiving this message, regardless of whether they need replacing. If your vessel does require new pivot points, please complete the standard order form and send it back to us along with your report. New pivot points will be sent immediately to those vessels requiring replacements.

Crews are reminded that all lifeboats must be swung out during drill once a week.

Best regards

2c



Read the document again intensively. Answer these questions.

1

Which of these messages are contained in the text?

- an instruction
- an apology
- a request
- a warning
- an explanation
- an invitation
- a reminder

Yes	No

2

Underline parts of the text which support your answers.

3

If the pivot points on the vessel are not rusty, what does the Captain have to do?

4

If the pivot points on the vessel are rusty, what will the company do?

5

When does the Captain have to carry out the check?

6

When does he have to send his report?

LISTENING

3a How can we deal with this?



Listen to the cassette. The Captain is having a meeting with the Chief Engineer to discuss the e-mail in Exercise 2b. Answer these questions.

1

Is it convenient to do the check within three days?

2

Who has time to do the check?

3b



Read the notes that the Chief Engineer wrote after his meeting with the Master. There are four mistakes in the notes. Listen again and correct the errors.

Meeting with Captain - Wed. 3 June

- Head Office has instructed all vessels to check davit pivot points
- problem with pivot points on seven sister ships
- Captain thinks davit check is urgent
- change of five crew members in port
- two men are ill
- safety inspection before we set sail at 1400 hours
- do check before inspection
- Captain wants solution by early afternoon today

3c SPEAKING



Work with a study partner. What do you think that the Chief Engineer should do to solve the problem? Discuss your ideas together. (Use the phrases for giving opinions that you learned in Unit 1.)

In my opinion...

I'm not so sure about that. I think...

4a Re your message ...



Skim read the e-mail. It is Captain Xiao's reply to the managers giving the Chief Engineer's solution to the problem of scheduling the davit check. Does the solution match your own ideas?



DATE: 1500 Wednesday 3 June
FROM: solstrali@mar.com
TO: lopezshipmanagers@wharf.com
SUBJECT: Lifeboat davit pivot point inspection

I have received your e-mail regarding the problem of rust on the lifeboat davit pivot points. I have been informed that there was no apparent problem with the davits during a routine drill last week although I acknowledge the need for an immediate and thorough check, given the age of this vessel.

The situation concerns me as we are due to have a safety audit in the next three days. I am aware that any defect in this area could lead to a detention order but I assure you that we have the matter in hand.

Unfortunately, we are unable to schedule the check within the stipulated time period for the following reasons:

- We are preparing to enter port with a turn-around time of 48 hours. All hands are required for berthing and cargo operations during this period.

- We cannot second any crew members to carry out the check as four men are leaving the vessel and two are ill, leaving us short-staffed as it is.

The Chief Engineer is looking into the problem and he proposes that we postpone the safety audit for one week. This will give us sufficient time to conduct a proper check of the pivot points and to obtain replacements from you, if necessary. We should be able to arrange the check as soon as we are at sea again before the regular lifeboat drill.

I trust that this is acceptable to you.

Best regards

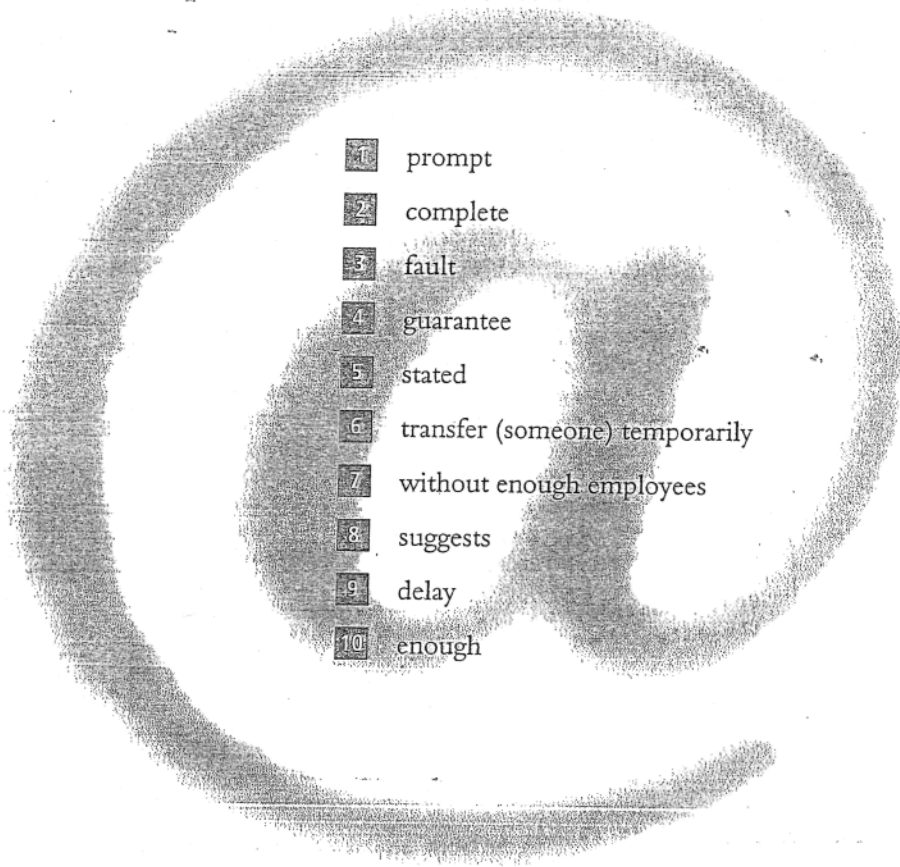
Captain Xiao

VOCABULARY PRACTICE

4b



Read the e-mail again. Find words or phrases which have similar meanings to the words and phrases here. Use a dictionary to help you.



- 1 prompt
- 2 complete
- 3 fault
- 4 guarantee
- 5 stated
- 6 transfer (someone) temporarily
- 7 without enough employees
- 8 suggests
- 9 delay
- 10 enough

4c



Look at the words above and your answers to Exercise 4b. What word class is each one? Read the whole sentence and decide if the words above are adjectives, adverbs, nouns or verbs.

5a Formal communications



The language used in the e-mail in Exercise 4a is more formal than spoken English. A more formal style is often used when writing business letters, faxes and other formal communications. Here are some words and phrases from the e-mail. Match each one with a corresponding word or phrase which could be spoken.

(a) *Someone told me...*

(b) *We've got the problem under control.*

(c) *I know...*

(d) *Hope this is OK.*

(e) *about*

(f) *I got...*

(g) *I am a bit worried about this.*

(h) *I realise we have to...*

(i) *in the time you said*

- 1 I have received...
- 2 regarding
- 3 I have been informed...
- 4 I acknowledge the need for...
- 5 The situation concerns me.
- 6 I am aware...
- 7 We have the matter in hand.
- 8 within the stipulated time period
- 9 I trust that this is acceptable to you.

READING COMPREHENSION

5b



Read the dialogue. The Steward is telling the Catering Officer about some news he has just heard on the radio. Answer these questions.



- 1 Why are the Steward and Catering Officer worried?
- 2 What does the Catering Officer decide to do about the problem?

Steward: *Hey! Did you hear the radio just now?*

Catering Officer: *What? No, I haven't got the radio on in here. What is it?*

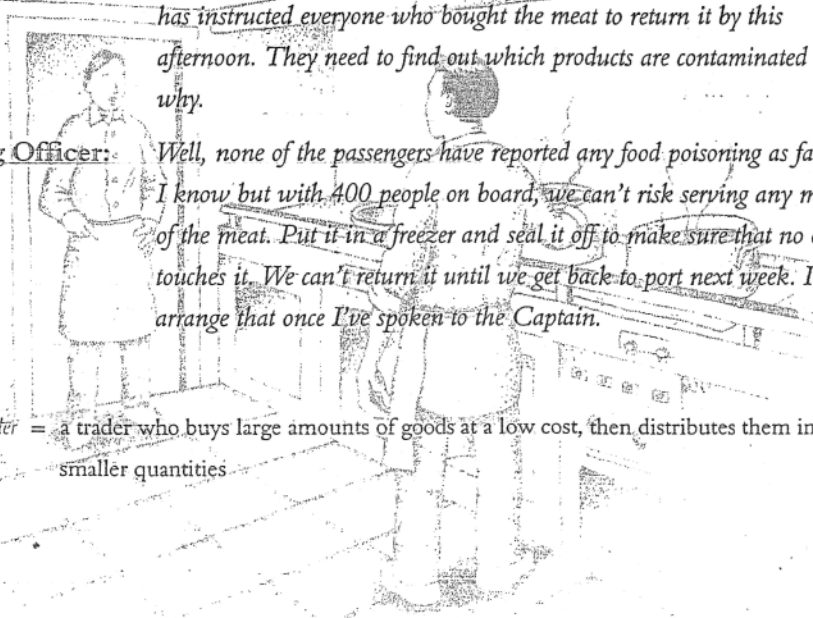
Steward: *I've just heard a public health warning on the local radio station: they said that there's a problem with frozen meat products bought at the wholesaler's*. Apparently, there's been an outbreak of serious food poisoning in the town caused by contaminated meat.*

Catering Officer: *Oh no, I don't believe this. We had some frozen meat delivered from that wholesaler's only yesterday and we served some of it to the passengers last night. Are you sure it's true?*

Steward: *Absolutely. They said that some people who ate the meat at restaurants in town have even been taken to hospital. The Department of Health has instructed everyone who bought the meat to return it by this afternoon. They need to find out which products are contaminated and why.*

Catering Officer: *Well, none of the passengers have reported any food poisoning as far as I know but with 400 people on board, we can't risk serving any more of the meat. Put it in a freezer and seal it off to make sure that no one touches it. We can't return it until we get back to port next week. I'll arrange that once I've spoken to the Captain.*

* *Wholesaler* = a trader who buys large amounts of goods at a low cost, then distributes them in smaller quantities



WRITING

5c



Complete the e-mail which the Captain sent to the Department of Health to explain his solution to the problem. Use some of the more formal expressions in Exercise 5a.



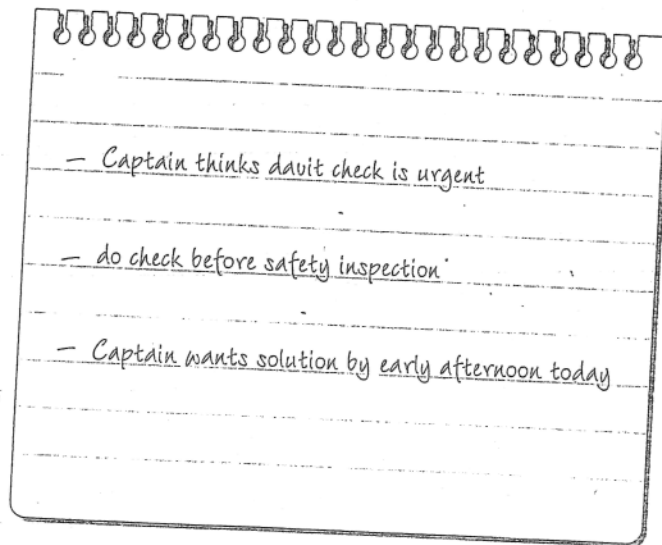
DATE: 23 June
FROM: AURELIE@OCEANCRUISE.med.com
TO: HEALTH&HYGIENE@.council.com
SUBJECT: SUSPECTED CONTAMINATION OF FROZEN MEAT PRODUCTS

I am writing to you...

6a From shorthand to longhand



If you are in a hurry, it is quicker to make notes than to write full sentences. Look at these extracts from the Chief Engineer's notes in Exercise 3b again. Answer the questions.



1

In these sentences, what type of words are missing from the notes?

2

What is the full form of each of the notes?

GRAMMAR

6b When do we use the?

The

The is used before nouns. It is used if

- both the speaker and the listener already know what the noun is

'I hear that **the radar** is faulty.' 'Yes, there's a problem with **the screen**.'

- the speaker is talking about a particular place

She's going to **the hospital** for an x-ray. / Please buy some stamps for me at **the post office**. / Shall we go to **the cinema** tonight?

- the noun has already been referred to

There's a video and a pool table in the messroom. **The video** is sometimes used in training sessions.

- the noun is unique

The Master is on the bridge. / I saw **the President** speaking to the Dalai Lama on TV.

- the noun is a specific place

the Kremlin; the Taj Mahal; the Cape of Good Hope

- before the names of rivers, oceans, seas and areas

the Zambesi; the Bering Sea; the Atlantic Ocean; the Antarctic

- the noun is a feature of the physical environment

'There's going to be a storm: **the sea** is getting rough and **the sky** is very black.'

- a country name contains a plural noun

the United States of America; the West Indies; the Solomon Islands

- the noun is a type of musical instrument

'Can you play **the piano**?' 'No, but I can play **the guitar** quite well.'

- a superlative adjective is used to describe the noun

'This is **the most modern vessel** I've seen.'

'Yes, it's also **the newest** in the fleet.'

- before same

If two vessels in a fleet are **the same**, we call them sister ships.

- the speaker is referring to many people as one group

The Chinese are hard workers. / **The crew** are all from Poland. / **The Coastguard** is concerned about the accident.

Sometimes we do not need to use **the**. It is not used if

- the noun is uncountable (instead **some** or **any** is used)

'Do we have **any juice** in the fridge?'

'No, I need to buy **some juice** and **some tea**.'

- the noun is general or plural

He doesn't like **pop music**. / The children are afraid of **spiders**.

- the noun is abstract

All you need is **love**. / Not everyone likes **poetry** but most people like **art**.

- the noun is a proper name (except in the case of rivers, oceans, seas and areas)

Saleh is from **Turkey**. / My birthday is on **Wednesday**. / We're going away in **December**.

- the noun refers to transport in a general sense

They're coming by **bus**.

- the noun refers to a place which is a type of institution. This is only in a general sense when it is not important to know the particular place.

Do you go to **church**? / He's in **prison** now. / They graduated from **college** last year. / I went to visit him in **hospital**.

- the noun already has a determiner

That's **my bag** on the chair. / Do you know **his address**?

CONSOLIDATION AND PRACTICE



Read this extract from a student's notebook. The has not been used at all. Write the where you think it is needed.

Over three-quarters of world's surface is covered by water. Four great oceans account for this: Pacific, Atlantic, Indian and Arctic. Largest and deepest of these is Pacific Ocean. It is over 11 000 feet in Mariana Trench off island of Guam which lies east of Philippines and north of Papua New Guinea. Famous navigator, Ferdinand Magellan, gave it name 'Pacific' in 1520. Name means peaceful.

In past, people thought that Earth was centre of solar system and that sun revolved around it. Some people also thought that world was flat. Sailors believed that if they sailed too far they would fall off edge of world. First explorations from Europe were regarded with fear because many people thought sailors would never return.

7a A, an or the?



Look at these sentences. Why is a or an used instead of the? Try to work out the rules.

- 1 Ignacio is a ~~seafarer~~ and his brother is an ~~engineer~~.
- 2 Can I have a ~~cup~~ of coffee and two cups of tea, please?
- 3 Is there a ~~marine college~~ in your town?
- 4 We have a ~~dozen boxes~~ to send. The heaviest box weighs ten and a ~~half~~ kilos but most of the other boxes are four and a ~~quarter~~ kilos. The lightest box is one and three-quarter kilos.
- 5 The police caught him driving at ninety miles an ~~hour~~.
- 6 There's a lot of fruit so if you're hungry, just help yourself to an ~~apple~~ or a ~~banana~~.

A / an

We use a

- to talk about jobs in general
- with single, countable nouns
- when the speaker refers to the noun for the first time
- before group numbers (a million, a dozen) and before **quarter** and **half** (but not **three-quarters**)
- when it means the same as **per**
- to describe one of many objects when it is not important which one

We use an in the same way as a if

- a noun begins with a vowel sound (an apple, an X-ray, an MBA).
- But an is not used if a noun sounds as if it begins with y- (a uniform, a unit).

7b



Read these sentences. Complete them with a, an or the.

- 1 I have sister and two brothers. My sister lives in Netherlands.
- 2 I met Algerian man yesterday. He is doctor.
- 3 Would you like to come to cinema with us? We're going to see film.
- 4 Vessels must not discharge oil into sea. Pollution is serious threat to environment.
- 5 Driving speed is restricted to 60 miles hour on highways in USA.
- 6 2nd Officer was talking to Coastguard about weather conditions in North Sea.
- 7 This isn't very big town but it has cinema, opera house and several parks.
- 8 There is cold wind blowing in from Atlantic. You'll need to wear jacket if you go outside.
- 9 Ever since he was child, he has had ambition to become Master of ocean-going vessel.
- 10 Learning second language is best thing I have ever done.

9a Problem solving



Imagine that you are the Captain on board a newly built container ship called the Meridian Star. You have just berthed and have a busy 24-hour period ahead in which all crew are required to assist in loading operations. You have to deal with the communications below. Read these questions. Then read the messages.

- 1 Can you act on all of these communications within the stipulated time period?
- 2 If it is not possible to deal with all of them, which ones will you prioritise?
- 3 What will you say in reply to the messages?

From: Managers
CC: All new vessels
Subject: Fire hydrant valves

It has come to our attention that some fire hydrant valves may have been incorrectly fitted in the accommodation units of new vessels. During a recent inspection, the Solstra III was found to have several badly fitting valves that could only be turned with a wheel spanner, rendering them useless in the event of a fire in the accommodation block.

Would all new vessels arrange for an immediate inspection of the fire hydrant valves and report any problems to us at once. Please also ensure that all fire hydrant valves are kept well greased and are inspected regularly.

TO: The Master, Meridian
SUBJECT: Superintendent's Visit

This is to inform you that there will be a marine superintendent's visit to your vessel tomorrow at 1100. Please make sure that all crew members know that Captain Hardie will be on board at this time. It is advisable to remind all men that he may question individuals directly in order to check their knowledge of safety and operational procedures.

In addition to this, the superintendent may want to test some crew members on their knowledge of Standard Marine Communication Phrases in accordance with USCG Port State Inspections.

	0900	Chief Officer inspected the cargo-handling gear
		in preparation for loading. Corrosion was
		noted on some of the wire ropes. Some ropes were
		also found to be dried out and are not considered
		safe for use in loading in their current condition.
		Suspect that lubricant applied during routine
		maintenance has not penetrated adequately. No
		problems found with derricks, winches or crane
		turntable equipment.



Work with a study partner. Decide how to deal with each situation, answering the questions above the texts.



WRITING 9b



Write a telegram or letter in reply to your manager, describing the situation on board and explaining your proposed course of action.



IMO PRACTICE: PAGES 146 – 154

A. TRANSLATE THE FOLLOWING INTO IMO ENGLISH

1. Οι καταγραφές του βυθόμετρου δεν είναι αξιόπιστες.

2. Το αριστερό / δεξιό ραντάρ είναι σε κλίμακα αποστάσεων μιλίων.

3. Δεν πραγματοποιείται άντληση προς το παρόν.

4. Ζητάμε μια επιπλέον γεννήτρια για να θέσουμε σε λειτουργία πρόσθετη αντλία.

5. Η (παρούσα) ισχύς (απόδοση) της (των) κύριας (ων) μηχανής (ων) είναι (κιλοβάτ).

B. REWRITE THE FOLLOWING SENTENCES USING STANDARD IMO PHRASES

1. There was complete darkness at ...UTC.

2. There was a mechanical failure (malfunction) of the basic engine.

3. Speed was decreased because of ...

4. Navigation lights are turned on / off.

5. You should not exceed a minimum temperature of ... degrees.

C. ANSWER THE QUESTIONS

1. What should an officer say if he had to reduce speed owing to bad weather conditions?

2. What should an officer say if there is nothing wrong with the main engine and auxiliary equipment?

3. What should an officer say when problems still exist?

4. What should the Master / Chief Engineer or an officer handing over the watch say?

5. What should an officer say if there are a lot of vessels in the vicinity?

D. GIVE THE TERMS FOR THE DEFINITIONS

1. Distance a vessel should advance with one turn of propeller if there is no slip.

2. Ready for immediate use.

3. A position a vessel has to pass or at which she has to alter course according to her voyage plan.

4. Maintain (course and speed).

5. Orders of the Master to the officer of the watch with which he / she must comply.

E. MAKE ALL THE NECESSARY CHANGES AND ADDITIONS TO PRODUCE COMPLETE IMO PHRASES.

1. We / transfer / ballast / ...tanks / ...tanks.

2. Call / Master / revolutions / main engine / below... / minute.

3. Echo-sounder / metres range scale.

4. Call / watch engineer / ... minutes / arrival / ...hrs UTC.

5. Attention. There / dangerous targets / radar.
