

**MERCHANT MARINE ACADEMY
OF ASPROPYRGOS**

THIRD SEMESTER

**MARITIME ENGLISH
COURSE MATERIAL**

+ 3rd semester Book

SPRING SEMESTER :

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What do you suggest?



Look at the questions and answers. Complete the conversations. Use the phrases for asking for and giving advice.

1 Engineer Cadet: *I don't know how to repair this machine.*

3rd Engineer: *Well,* *look at the manual.*

2 Junior Engineer: *There is air in the fuel line.*, Chief?

Chief Engineer:, *check the line for leaks first.*

3 Deck Cadet: *The Bosun told me to clean this rust, but I don't know which scraper to use.* ..?

3rd Officer:, *use the goose-neck scraper.*

4 A.B.: *We have to load these barrels, Sir, but I'm not sure if I should use the can hooks or the tray.* ..?

Chief Officer:, *use the tray for loading these barrels.*

5 2nd Officer:, Chief Officer? *The loudspeaker system appears to be faulty.*

Chief Officer:, *ask the electrician to check it.*



Practise these conversations with a study partner.



7 Asking for and giving advice

In the text the Master asks for advice in a very short way:

PLS ADVISE = please advise me

When we are speaking, we can ask for advice in other ways:

Can you advise me, please?

What should I do?

What do you think I should do?

What do you recommend?

What do you suggest?

In his letter, the doctor gives advice to the Master:

He must not move.

You should continue to give him medication.

Some more ways to give advice:

I would advise you to

I suggest (that) you

I recommend (that) you

send him ashore

send him ashore

send him ashore



Note the different spellings of advice and advise:

advice is a noun:

I need some advice.

advise is a verb:

Can you advise me, please?



Match the questions with the correct answers.

My leg hurts, what do you think I should do?

I suggest you take the coast road.

Which tool should I use?

I recommend the fish. It's great!

What route do you suggest?

You should use the spanner.

What do you recommend on the menu?

I'd advise you approach from the southeast.

Can you advise me of the best approach?

I think you should see a doctor.

10 What do you advise?

Read these situations. Write your advice.



1 Captain, this is the bridge. The approaching vessel is asking us to change our course. What do you advise?

.....
.....

2 HELP! The 3rd Engineer is lying in the hold! The air is toxic! What should I do?

.....
.....

3 I slipped on the deck yesterday and hurt my ankle. Now it's bruised and I can't walk very well. I have to go to work. What do you think I should do?

.....
.....

4 I need to lift these barrels. Which sling do you recommend? The canvas sling or the board sling?

.....
.....

5 Careful! There's oil on the floor of the engine room! What do you suggest I do?

.....
.....

Compare your answers with a study partner. Practise the conversations.



TELEX WRITING

2.2 Το τηλέτυπο (telex).

2.2.1 Γενικά.

Τα τελευταία χρόνια η χρήση *τηλετυπικών μηνυμάτων* (telex) στη ναυτιλία είναι πολύ διαδεδομένη, αφού όλα σχεδόν τα είδη επιστολών αποστέλλονται πλέον τηλετυπικά μέσω της συσκευής τέλεξ. Οι λόγοι είναι προφανείς:

- α) Το τέλεξ είναι γρήγορο, αξιόπιστο και οικονομικό.
- β) Η σύνταξη του περιεχομένου δεν είναι τόσο τυπική όσο σε μια συνηθισμένη επιστολή και απαιτείται λιγότερος χρόνος για την προετοιμασία του.
- γ) Πολλά μηνύματα μπορούν να σταλούν και να ληφθούν ημερησίως, ανεξάρτητα από την απόσταση.


2.2.2 Σύνταξη.

Η σύνταξη ενός τέλεξ είναι πολύ απλή. Όπως φαίνεται και στο υπόδειγμα που ακολουθεί (Πίνακας 2.2), πριν γράψουμε το κείμενο πρέπει πρώτα να συμπληρώσουμε κάποια απαραίτητα στοιχεία με τη σειρά που εμφανίζονται στο υπόδειγμα, δηλαδή:

- α) Την *ονομασία του αποστολέα* στη θέση FROM.
- β) Την *ονομασία του παραλήπτη* στη θέση TO.
- γ) Εάν ο παραλήπτης είναι κάποια εταιρεία μπορούμε να συμπεριλάβουμε στα στοιχεία και το άτομο προς το οποίο απευθύνεται. Τότε το όνομά του το γράφουμε στη θέση ATTN (Attention) που σημαίνει «*υπόψη*».
- δ) Την *ημερομηνία* στη θέση DATE, την οποία συνήθως γράφουμε ολογράφως, αλλά μπορούμε να τη γράψουμε και αριθμητικά.
- ε) Το *θέμα της επιστολής* στη θέση REF (Reference).

Μετά τη συμπλήρωση όλων αυτών των στοιχείων, γράφουμε το *κείμενο*, που συνήθως είναι πολύ σύντομο, και αφού ολοκληρώσουμε με ένα *χαιρετισμό* και το *όνομά μας*, το μήνυμά είναι έτοιμο για αποστολή. Η αποστολή ενός τέλεξ είναι επίσης πολύ απλή και άμεση. Ακολουθούμε τις οδηγίες χρήσεως της συ-

Πίνακας 2.2: Υπόδειγμα συντάξεως τέλεξ.

GA 245832+	←	GA (GO AHEAD): ΣΥΝΕΧΙΣΕ
*245832 DEDA US	←	ΑΡΙΘΜΟΣ ΤΕΛΕΞ ΚΑΙ ΤΑΥΤΟΤΗΤΑ ΤΟΥ ΠΑΡΑΛΗΠΤΗ
YCGS UK 619311	←	ΤΑΥΤΟΤΗΤΑ ΚΑΙ ΑΡΙΘΜΟΣ ΤΕΛΕΞ ΤΟΥ ΑΠΟΣΤΟΛΕΑ
FROM: BRONSON & SONS LTD, LONDON	←	ΑΠΟΣΤΟΛΕΑΣ
TO: FAST DEL. CORP. N.Y.	←	ΠΑΡΑΛΗΠΤΗΣ
ATTN: MICHAEL SAR...	←	ΥΠΟΨΗ
DATE: MARCH 3, 2002	←	ΗΜΕΡΟΜΗΝΙΑ
REF:	←	ΘΕΜΑ
	←	ΚΕΙΜΕΝΟ
KIND REGARDS,	←	ΧΑΙΡΕΤΙΣΜΟΣ
YCGS UK 619311*	←	ΤΑΥΤΟΤΗΤΑ ΚΑΙ ΑΡΙΘΜΟΣ ΤΕΛΕΞ ΤΟΥ ΑΠΟΣΤΟΛΕΑ
245832 DEDA US	←	ΑΡΙΘΜΟΣ ΤΕΛΕΞ ΚΑΙ ΤΑΥΤΟΤΗΤΑ ΤΟΥ ΠΑΡΑΛΗΠΤΗ

σκευής τέλεξ και με το πάτημα μερικών κουμπιών ξεκινάει η διαδικασία. Η λήψη του τέλεξ από τον παραλήπτη είναι ταυτόχρονη με την αποστολή του, δηλαδή πραγματοποιείται όπως μια τηλεφωνική συνδιάλεξη, με τη διαφορά ότι στην περίπτωση του τέλεξ δεν υπάρχει φωνητική, αλλά γραπτή επικοινωνία.

Προκειμένου η διαδικασία αποστολής να είναι έγκυρη, πριν και μετά το τέλος της αποστολής πρέπει να εμφανίζεται ο αριθμός και η ταυτότητα (answerback code) του παραλήπτη και του αποστολέα, όπως φαίνεται και στο υπόδειγμα του Πίνακα 2.2.

2.2.3 Σύνταξη τέλεξ στα πλοία.

Η σύνταξη ενός τέλεξ στα πλοία δεν διαφέρει ιδιαίτερα διαδικαστικά από αυτήν που αναφέραμε. Επειδή στο πλοίο δεν υπάρχει κάποιος γραμματέας επιφορτισμένος με αυτήν την εργασία, το άτομο εκείνο που γράφει και στέλνει τα τέλεξ είναι ο πλοίαρχος. Είναι λοιπόν ευνόητο ότι πρέπει να γνωρίζει τον τρόπο γραφής και αποστολής τους.

Χαρακτηριστικό γνώρισμα των τέλεξ, που συντάσσονται στα πλοία, είναι ότι ξεκινούν με τα γράμματα **ZCZC** που σημαίνουν **έναρξη μηνύματος**. Ακολουθεί η ημερομηνία και η ώρα αποστολής του μηνύματος και ακριβώς από κάτω γράφεται ο αύξων αριθμός του (π.χ. TLX NR 258). Στη συνέχεια συμπληρώνονται τα στοιχεία με τον ίδιο ακριβώς τρόπο που αναφέρθηκε στην προηγούμενη ενότητα, όπως φαίνεται και στο υπόδειγμα του Πίνακα 2.3.

α) Στη θέση FM γράφεται ο αποστολέας.

β) Στη θέση TO γράφεται ο παραλήπτης.

γ) Στη θέση ATTN γράφεται το όνομα του ατόμου, υπόψη του οποίου τίθεται η επιστολή.

δ) Στη θέση CC γράφεται ο παραλήπτης στον οποίο κοινοποιείται η επιστολή.

ε) Στη θέση SUB (Subject) γράφεται το θέμα της επιστολής.

Στη συνέχεια ο πλοίαρχος γράφει το κείμενο και αμέσως μετά κλείνει την επιστολή με ένα χαιρετισμό, το όνομά του και τον τίτλο του (Master).

Τέλος, ένα ακόμη χαρακτηριστικό γνώρισμα των τέλεξ που συντάσσονται στα πλοία είναι ότι τελειώνουν με τα γράμματα NNNN που σημαίνουν **τέλος μηνύματος**.

Πίνακας 2.3: Υπόδειγμα συντάξεως τέλεξ στα πλοία.

635144 NSSA US BARB X 455233		
→ ZCZC 17.06.02 1942UTC	←	ΕΝΑΡΞΗ ΜΗΝΥΜΑΤΟΣ, ΗΜΕΡΟΜΗΝΙΑ, ΩΡΑ
TLX NR 1059	←	ΑΥΞΩΝ ΑΡΙΘΜΟΣ ΜΗΝΥΜΑΤΟΣ
FM: M/V PRI...	←	ΑΠΟΣΤΟΛΕΑΣ
TO: SUN INTL	←	ΠΑΡΑΛΗΠΤΗΣ
ATTN: MR TOM BICKNEL	←	ΥΠΟΨΗ
CC: DOUN MARITIME	←	ΚΟΙΝΟΠΟΙΗΣΗ
SUB: NOTICE OF READINESS	←	ΘΕΜΑ
M/T PRI ARRIVED AND ANCHORED AT BIGSTONE ANCHORAGE ON JUNE 17TH, 2002 AT 1400 HRS LT AND THIS IS NOTICE OF READINESS AS SHE IS IN ALL RESPECTS READY TO DISCHARGE HER CARGO.	←	ΚΕΙΜΕΝΟ
BRGDS	←	ΧΑΙΡΕΤΙΣΜΟΣ
MASTER	←	ΑΠΟΣΤΟΛΕΑΣ
NNNN	←	ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ
BARB X 455233X 635144 NSSA US		

Σημειώσεις.

- Τα τέλεξ γράφονται στην αγγλική γλώσσα· άλλωστε στις συσκευές τέλεξ δεν παρέχεται η δυνατότητα χρήσεως της ελληνικής αλφαβήτου. Μπορεί όμως κάποιος να γράψει ένα μήνυμα στα ελληνικά αλλά με λατινικούς χαρακτήρες.
- Δεν είναι απαραίτητο να εμφανίζεται το όνομα του αποστολέα, της εταιρείας ή του πλοίου και στην αρχή και μετά το τέλος ενός μηνύματος. Συνήθως εμφανίζεται στην αρχή.
- Οι πιο συνηθισμένοι χαιρετισμοί που χρησιμοποιούνται στα τέλεξ είναι "Regards", "Best Regards", ή "Kind Regards" που σημαίνουν «Με (θερμούς) χαιρετισμούς». Οι συντετμημένοι όροι -RGDS, BRGDS και KRGDS αντίστοιχα- χρησιμοποιούνται πιο συχνά στα τέλεξ των πλοίων.

2.2.4 Προβλήματα.

Αρκετά προβλήματα μπορεί να παρουσιαστούν κατά τη διαδικασία διαβίβασης ενός τέλεξ. Σε τέτοιες περιπτώσεις τα προβλήματά αυτά εμφανίζονται στην οθόνη της συσκευής τέλεξ με κωδικοποιημένες ενδείξεις, που αποτελούνται από δύο ή τρία γράμματα. Στον Πίνακα 2.4 περιέχονται οι ενδείξεις αυτές, η ανάλυση και η μετάφρασή τους.

Πίνακας 2.4: Ενδείξεις των προβλημάτων κατά τη διαβίβαση ενός τέλεξ.

ΕΝΔΕΙΞΗ	ΑΝΑΛΥΣΗ	ΜΕΤΑΦΡΑΣΗ
ABS	Absent Subscriber	Ο αποδέκτης δεν είναι πλέον εγγεγραμμένος.
ACB	Access Barred	Η πρόσβαση στο σύστημα δεν είναι δυνατή.
ANL / ANU	Annul / Deleted	Το μήνυμα δεν επιδόθηκε και διεγράφη.
ATD	Attempting To Deliver the message	Προσπάθεια επιδόσεως του μηνύματος.
BK	Cutting the Text / Message Aborted	Διακοπή μηνύματος.
BUS	Busy	Απασχολημένος.
CI	Communication Impossible	Η επικοινωνία είναι αδύνατη.
CNS	Call Not Started	Η κλήση δεν ενεργοποιήθηκε.
COL	Collating	Γίνεται παραβολή.
DER	Out Of Order	Εκτός λειτουργίας - διάυλος κλειστός ή χαλασμένος.
EEE/ERR	Error	Λάθος.
FAU	Faulty	Λανθασμένο.
FMT	Format Error	Λανθασμένος τύπος.
IAB	Invalid Answerback from Destination	Η ταυτότητα του παραλήπτη δεν είναι έγκυρη.
IAM	Invalid Address of the Message	Η διεύθυνση του μηνύματος δεν είναι έγκυρη.
IDS	Invalid Data from Ship	Τα δεδομένα από το πλοίο δεν είναι έγκυρα.
IMS	Invalid Message Size	Το μέγεθος του μηνύματος δεν είναι έγκυρο.

συνεχίζεται

2.2.5 Συντομογραφίες. ⁵⁰³

Σε εξειδικευμένους τομείς, υπάρχουν συγκεκριμένες συντομογραφίες ή συντμήσεις (abbreviations and acronyms), οι οποίες έχουν ιδιαίτερη και ακριβή σημασία και χρησιμοποιούνται για να υπάρχει ταχεία και αμοιβαία κατανόηση. Ο τομέας της ναυτιλίας δεν αποτελεί εξαίρεση. Εφόσον η τηλεφωνία και τα τέλεξ είναι οι συσκευές καθημερινής επικοινωνίας στο ναυτιλιακό τομέα, όπου υπάρχει υψηλός ανταγωνισμός, ο χρόνος αποτελεί παράγοντα ζωτικής σημασίας.

Η χρήση συντομογραφιών στα τέλεξ είναι πλέον πολύ συνηθισμένη. Για πρακτικούς λόγους, κάθε λέξη μπορεί να συντμηθεί, αλλά δεν υπάρχουν κανόνες όσον αφορά στο πώς και πότε θα γίνει αυτό. Ο αποστολέας θα πρέπει να είναι πολύ προσεκτικός, καθώς δεν πρέπει να υπάρχει καμία περὶπτωση παρερμηνείας του μηνύματός του. Οι συντομογραφίες μπορούν να εμφανισθούν με διάφορους τρόπους σε ένα τέλεξ, όπως π.χ.:

α) Λέξεις που γράφονται μαζί:

AVSPEED	AVERAGE SPEED
BOFFER	BEST OFFER
DDOCK	DRY DOCK

ε) Ονόματα κρατών, πόλεων και ηπείρων:

GRC	GREECE
NY	NEW YORK
SA	SOUTH AMERICA / AFRICA

β) Γραφικές συντομογραφίες:

ABT	ABOUT
BTWN	BETWEEN
NWS	NEWS

στ) Λέξεις χωρίς καταλήξεις:

ANAL	ANALYSIS
CAPT	CAPTAIN
LONG	LONGITUDE

γ) Ναυτικοί όροι:

ETD	ESTIMATED TIME OF DEPARTURE
POC	PORT OF CALL
VTS	VESSEL TRAFFIC SERVICE

ζ) Ονομασίες εγγράφων:

B/L	BILL OF LADING
C/P	CHARTER PARTY
T/C	TIME CHARTER

δ) Λέξεις που χρησιμοποιούνται συχνά:

ADV	ADVISE
RGDS	REGARDS
TKS	THANKS

Σημείωση.

Αναλυτικός αλφαβητικός Πίνακας Συντομογραφιών και Συντμήσεων παρατίθεται στο Παράρτημα Α (σελ. 182).

2.2.6 Παραλείψεις λέξεων ή γραμμάτων.

Οι παραλείψεις λέξεων ή γραμμάτων είναι πολύ συνηθισμένες στα τέλεξ, αρκεί να μην προκαλείται ασάφεια ή παρερμηνεία του κειμένου. Εάν υπάρχει έστω και μικρή πιθανότητα να γίνει κάτι τέτοιο, είναι προτιμότερο να μην παραλείπεται τίποτα. Συνήθως παραλείπονται τα εξής:

α) Οριστικό και αόριστο άρθρο (Definite and Indefinite Articles: a / an / the).

β) Αντωνυμίες (Pronouns).

γ) Προθέσεις (Prepositions).

δ) Το ρήμα "to be".

ε) Μπορούν να παραλειφθούν φωνήεντα εκτός εάν είναι τα πρώτα γράμματα μιας λέξεως:

π.χ. ARND → AROUND DSGN → DESIGN MRNG → MORNING

στ) Οι καταλήξεις μπορούν να περικοπούν ως εξής:

-ed → D	-al → L	-ness → NS
-ing → G	-tive → TV	-able → BL
-ful → FL	-ize → Z	-ance → NC

-less → LS
-ment → MT

-tion → TN / N
-ant → NT

-or/-er → R
-est → ST

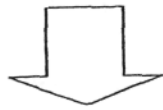
ζ) Κάποιες λέξεις μπορούν να γραφούν για συντομία με τα πρώτα γράμματά τους, π.χ.:

BARO → BAROMETER CERT → CERTIFICATE

2.2.7 Θέμα.

Από τα πιο σημαντικά στοιχεία ενός τέλεξ είναι το θέμα, επειδή ο παραλήπτης μπορεί με μια ματιά να καταλάβει το περιεχόμενο του τέλεξ πριν το διαβάσει λεπτομερώς. Επί πλέον, ο αποστολέας μπορεί να παραλείψει αρκετές σειρές κειμένου περιλαμβάνοντας μια παραπομπή στο θέμα, π.χ.:

WE HAVE RECEIVED COPY OF THE CHARTER PARTY
CONCERNING DEAL DATED JUNE 8.



RE: C/P - JUN 8 RCVD COPY OF ABOVE.

2.3 Το τηλεμοιότυπο (telefax).

6 From letter to telex



Read the letter. It is a reply from Dr. Domingo to the Master of the Ocean Cormorant. The doctor wrote his reply as a letter. What advice does he give the Master?



Genoa, 16 February

The Master
Ocean Cormorant

Dear Sir,

Thank you for your telex which I received today. We have discussed the situation regarding Third Officer Victor and would advise you to alter course for Genoa as soon as possible.

You should get the injured man ashore as soon as possible. He needs to see a doctor. In the meantime, I advise you to make the patient comfortable. He must not move. You should continue to give him painkillers until we see him.

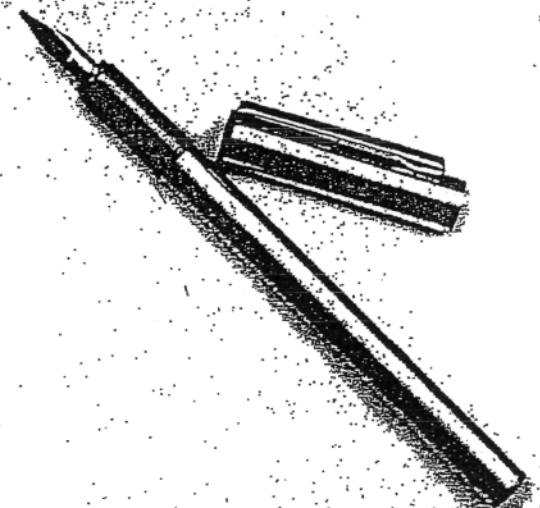
I can meet you when the vessel is alongside in Genoa. I have arranged for an ambulance to meet us for transfer to the nearest hospital.

Please advise the agent in Genoa to contact me with the estimated time of arrival.

Best regards,

D. Domingo

Dr. D. Domingo



3 Abbreviations in a telex

Sometimes we use abbreviations (short forms of words) in telexes. Look at these abbreviations and read the full forms. Write the full form for each abbreviation.

pls	ETA	tlx
fm	recd	est
dist	ETD	LW
HT	bhp	yr
msg	hr	arr
km	t	temp
No.	UTC	a/s
NM	abt	dep
ASAP	C/P	FAO
tk	approx	amt
rgds	LT	rpt

please | alongside | tonne | about | distance | number
 estimated | amount | charter party | low tide
 hour | long wave | estimated time of departure | temperature
 your | Universal Time Corrected | received from | kilometre
 for the attention of | high tide | regards | message | arrive
 telex | estimated time of arrival | thanks | as soon as possible
 brake horsepower | departure | nautical mile
 approximately | repeat

5 Using abbreviations in a telex



The message in a telex is very short and simple. Words are made shorter by using abbreviations. Sentences are made shorter by using only important words. This means that certain types of words are missing.

Types of Words	Full Form	Possible Short Form
articles (the, a, an)	an injury to a crewman	injury to crewman
personal pronouns (I, you, he, she)	I suspect a serious back injury	suspect serious back injury
verb to be	a crewman is badly injured	crewman badly injured



Write these sentences again in telex form. Use only important words, short sentences and abbreviations where possible.

1 There is a problem with the engine.
Problem with engine

2 Please advise a doctor as soon as possible.

3 The ship's estimated time of arrival is at 3 o'clock in the afternoon on Saturday the 23rd.

4 Thanks. Your message has been received.

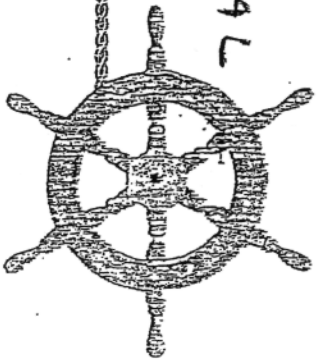
5 We estimate the delivery amount to be 700 tonnes.

6 Our departure time was at 8 o'clock in the evening.

7 The estimated distance travelled on Monday the 16th of November was 240 nautical miles.

8 Please advise us of the high tide times and the number of the berth.

1 HIKD SEMISSION
PART II
COURSE MATERIAL



SAFETY OF LIFE AT SEA

When a vessel meets with any danger to navigation, the success of a search and rescue (SAR) operation depends upon the speed with which it is planned and carried out.

A successful SAR operation also depends upon the availability and acquisition of information in order to evaluate the situation and act promptly.

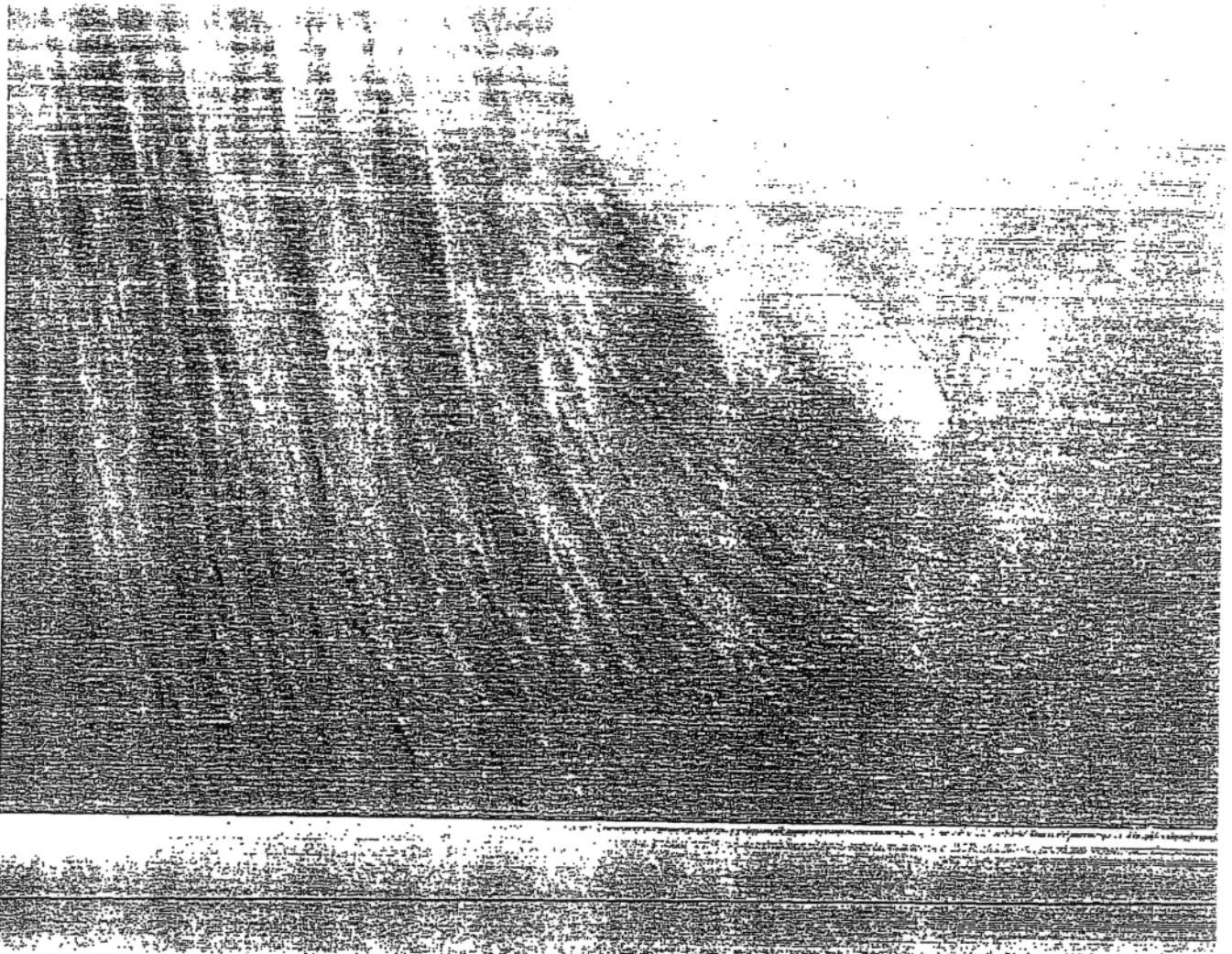
In each operation there will presumably be survivors who need assistance and whose chances of survival diminish with the passage of time.

- SAR operations are activated in order to:
- locate, sustain and rescue persons in distress in the shortest possible time
 - make use of any contribution persons in distress can make for their rescue while they are still capable of doing so.

Another essential aspect of a successful SAR operation is the evaluation of reports on missing or overdue vessels which should take into account the following:

Communication delays which may prevent prompt reports on positions and arrivals.
Weather conditions as adverse weather may contribute to communication delays or deviations from the intended route.

Waves



the practice of the captain since the knowledge of the captain's practice may provide guidance on the evaluation of an incident and the planning of search operations.

Incidents are classified, according to the gravity of the danger, into three phases of emergency:

- a. uncertainty phase when there is doubt concerning the safety of a ship or the persons on board
- b. alert phase when there is apprehension concerning the safety of a ship or the persons on board
- c. distress phase when positive information is received that a ship or a person on board is in grave and imminent danger and in need of immediate assistance.

EXERCISE 1

Read the text and answer the following questions.

1. What kind of danger do you think a master might face?
2. What factors does a successful SAR operation depend on?
3. Why does a successful SAR operation depend upon the speed with which it is planned and carried out?
4. What is the purpose of SAR operations?
5. What should one take into account in order to evaluate the reports on a missing or overdue vessel? Explain the reasons.
6. What do the three phases of emergency aim at?
7. Distinguish between the alert and the uncertainty phases.
8. Define the distress phase.

EXERCISE 2

Discussion

Work with your partner and use your knowledge to answer the following questions. Then report your answers to the class.

1. What do you think a distress message should include?
2. What other information which might facilitate the rescue, do you think, should be included?
3. Suppose you write an accident report and you'd like to include the following information. What questions would you ask?

— the position where the accident took place



Rescue of the passengers.

- the number/ names of the ships involved
- the time and date when the accident took place
- the weather/ sea conditions at the time of the accident
- the name/ address/ age/ experience of the master (of the reporting vessel)
- the names/ addresses of the ship owners, witnesses/ persons injured/ killed
- the nature and extent of injuries
- a description of the accident/ damage to the vessel
- opinion about the cause of the accident
- the length, type of engine, construction (of the reporting vessel)

EXERCISE 3

Refer back to the text and find words that mean the same as the following.

1. getting (line 3)
2. quickly (line 4)
3. probably (line 5)
4. the ones who continue to live after coming close to death (line 5)



Aboard the lifeboat.

- | | |
|------------------------------------|-----------|
| 5. reduce, decrease | (line 6) |
| 6. take action | (line 7) |
| 7. assist, help | (line 8) |
| 8. point, side | (line 11) |
| 9. delayed | (line 12) |
| 10. bad | (line 14) |
| 11. changes, alterations | (line 15) |
| 12. experience | (line 16) |
| 13. seriousness | (line 18) |
| 14. warning to be ready for danger | (line 22) |
| 15. fear, worry | (line 22) |
| 16. close, threatening | (line 25) |

EXERCISE 4

Decide whether the following sentences are true or false.

- SAR operations intend to provide help and sustenance to survivors and to facilitate their rescue.

- The type of operations to be carried out depend on the circumstances and the conditions at the scene of the distress.
- The more the time of assistance required, the more the chances of survival.
- The loss of contact with a ship should be reported to the authorities the soonest possible.
- Reports received prior to a SAR operation must be carefully evaluated.
- Upon initial notification of an incident, the degree of emergency is considered.
- The distress phase implies that there is doubt regarding the safety of the ship.
- The three phases of emergency have been established in order to determine the actions to be taken for each incident.
- Persons in distress can always help in their own rescue.
- No matter what the circumstances are, the same SAR procedures must be followed.

EXERCISE 5

A. In which phases can you classify these incidents? Tick appropriately.

- Phases:
 a: Uncertainty
 b: Alert
 c: Distress

Phases

Incidents	a	b	c
1 There is a need of tug assistance. The engine broke down 60 miles southeast of Crete.			
2 Vessel "Alex", overdue on voyage from Port Guinea to Caracas, left Guinea on 20th November.			
3 There is a dangerous wreck in position 15° 34' North 61° 29' West. Ship movement within a radius of 600 metres prohibited until further notice.			
4 A fire in the engine room. Sinking. Request immediate assistance.			

In the Seaspeak Reference Manual, which gives essential English for VHF use, messages are divided into only seven types based on their function. These seven types are listed below with examples:

1. **Question** e.g. (a) What is your position?
(b) Is visibility expected to change?
2. **Instruction** e.g. (a) You must stay clear of the fairway.
(b) Do not overtake.
3. **Advice** e.g. (a) Advise you pass astern of me.
4. **Request** e.g. (a) I require a tug.
(b) Please send medical assistance.
5. **Information** e.g. (a) The pilot is waiting now at position
(b) My ETA at East Pier is one-six-three-zero local.
6. **Warning** e.g. (a) I am manoeuvring with difficulty.
7. **Intention** e.g. (a) I intend to reduce speed, new speed: five knots.

Note: Here **Instruction** refers to commands, and **Advice** to suggestions. A **Warning** contains information of critical importance to the safety of the vessel, and an **Intention** indicates immediate operational intentions.

Exercise 1. In order to understand a message completely it is necessary to know its function. See if you can identify the function of these messages by writing: question, instruction, advice, request, information, warning or intention in the space provided, as appropriate.

- (a): Buoy number two-six is unlit.
- (b): What are my berthing instructions?
- (c): No vessels are at the anchorage.
- (d): Go to berth number eight.
- (e): What is your draught aft?
- (f): Advise you keep your present course.
- (g): I expect to be underway within period: two hours.
- (h): Please provide fire-fighting assistance.
- (i): Push on my port bow.
- (j): The vessel ahead of you is stopping.

In the Seaspeak system a message should always be initiated by a 'message marker', i.e. one of the seven words above denoting message type. This will increase the probability of the message being understood. The system also uses 'reply markers', which correspond as follows: **question/answer**, **instruction/instruction-received**, **advice/advice-received**, etc.

e.g. **question:** What is your ETA at the harbour entrance?
answer: My ETA at the harbour entrance is: time: one-four-zero-zero GMT.

With the other markers, the message is quoted back in full after the 'reply marker' with any necessary changes made.

e.g. **intention:** I intend to reduce speed, new speed: five knots.
intention-received: You intend to reduce speed, new speed: five knots.

A. Approaching arrangements

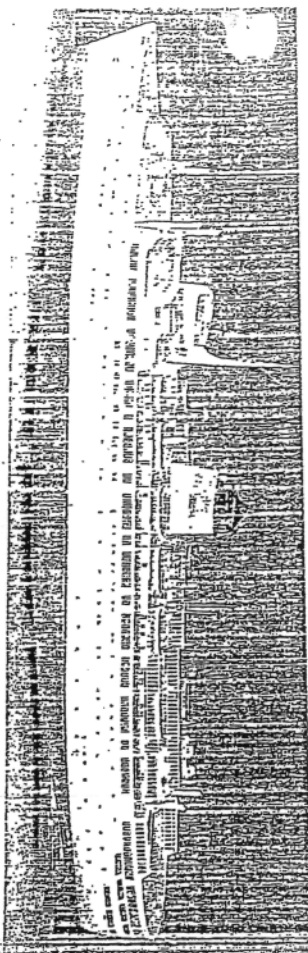
The „Baltic Eagle” is now steaming towards the Kiel Canal. The II engineer has been operated on and is awaiting transfer to hospital in Brunsbüttelkoog. The vessel radios her ETA, asks for a pilot and passes information about the case of the second engineer asking for an ambulance to be waiting on her arrival at the locks.

<p>1. Canal Pilot, this is „Baltic Eagle” BXXX on VHF channel one-four. Position BK buoy. How do you read? Over.</p>	<p>2. „Baltic Eagle” BXXX, this is Canal Pilot on VHF channel one-four. READ: five. QUESTION: What is your ETA at the locks? Over.</p>
<p>3. Canal Pilot, this is „Baltic Eagle” BXXX. ANSWER: our ETA at the locks is 0400 local time. QUESTION: what time will the pilot be available? Over.</p>	<p>4. „Baltic Eagle”, Canal Pilot here. ANSWER: the pilot will be at the locks at 0400 hours local time. Over.</p>
<p>5. Canal Pilot, this is „Baltic Eagle”. INFORMATION RECEIVED: pilot will be at the locks at 0400 local. REQUEST: ambulance on our arrival to take the II engineer from the fishing boat Seagull to hospital. Over.</p>	<p>6. „Baltic Eagle”, Canal Pilot here. ROGER REQUEST: we shall arrange for an ambulance to wait on your arrival at the locks. Over.</p>
<p>7. Canal Pilot, this is „Baltic Eagle”. Read-back is correct. Nothing more. Out.</p>	

se

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

1. ADVICE	1		a) Vessels must keep watch on the VHF channel one-six.
2. INSTRUCTION	2		b) Wait at the dock entrance, reason: m.v. "X" is leaving now.
3. REQUEST	3		c) Tugs will meet you at buoy number five.
4. INFORMATION	4		d) I need two tugs. Indicate where the tugs will meet me.
5. ENQUIRE	5		e) Icing is expected in the roads north of the fairway.
6. WARNING	6		f) Is fresh water available at berth number two?
7. ADVICE RECEIVED	7		g) I intend to overtake you on port side.
8. INTENTION	8		h) Positive: I will wait at the dock entrance.



(3) The Imperative

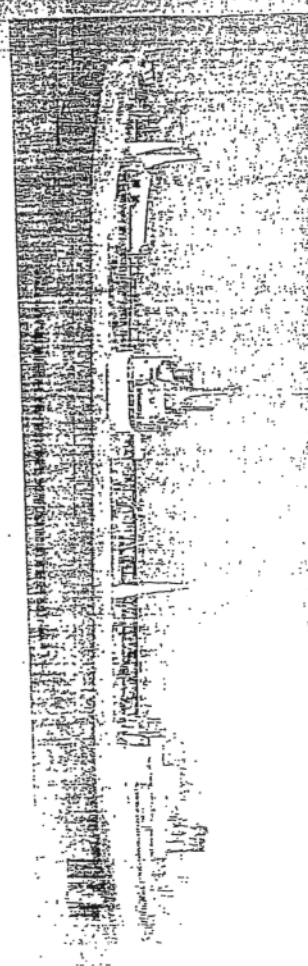
Study the table and underline the imperative forms in the examples including Standard Maritime Navigational Vocabulary.

imperative form is always used when orders, instructions, requests, advice, warnings are given.
When giving advice, the imperative may be preceded by "please".
Please use channel 6.
Go astern 3 metres.
Go to Emergency Anchorage.
Do not pass ahead of me.
Keep a distance of 5 miles.
The expression must is also used to give instructions or warnings.
You must close up on vessel ahead of you.
You must keep radio silence in this area unless you have messages about the casualty.
Vessels must navigate with caution.
"Advise" is used when advice is given. It is sometimes used for warnings.
Advise you alter course to port.
Advise you change to smaller range scale.
Advise you keep clear of the sea area. There are oil clearance operations.

EXERCISE

Use orders from the table that best complete the following messages.

- I have lost a man overboard
- You are obstructing the fairway
- You are proceeding at a dangerous speed



1. Liner Queen Anna Maria, Hellenic Maritime Museum.
2. Model of the tanker SAXONSEA. Buller Kolkums-Malmo, of Sweden. Deadweight 20,200 tons. speed 15 knots. Bull in 1953. Hellenic Maritime Museum.

4. There has been a collision in position 137° 2.4 miles from the lighthouse
5. Visibility is reduced by fog
6. Stop
7. There is open water ahead
8. I cannot understand you
9. It is dangerous to remain in present position

Alter course to starboard
Stand by to give assistance
Proceed by yourself
You must reduce speed
Vessels must navigate with caution
Please help with search and rescue
Do not follow me
Please use the standard Maritime Navigational Vocabulary
You must anchor in a different position

Navigation and Communications

The sciences of *navigation* and communications are essential for conducting a ship safely from port to port. With accurate navigation, the ship's master and crew can speed the safe ocean passage of the vessel, thus minimizing costs and maximizing profit for the shipping company. Communications will keep all hands thoroughly advised of the progress of the voyage and of future plans once the vessel arrives in port.

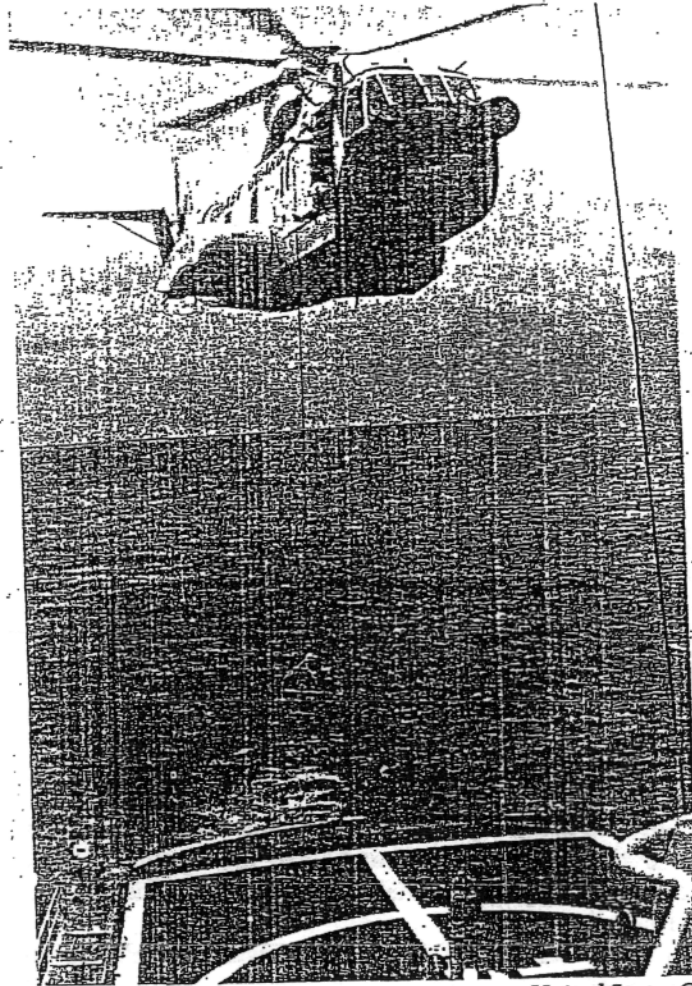


U.S. Department of Commerce, Maritime Administration

Most oceangoing ships are now equipped with radar. The radar screen is located on the navigating bridge (above).

Communication at sea is vital to merchant marine ships not only for commercial reasons but also because the merchant marine fleet is a naval auxiliary for use in the event of a military emergency. Originally, ships reported their positions to shore only within sight. With the advent of radio and the *Morse code*, vessels in the middle of an ocean passage were able to communicate essential information to shore. Today, a merchant marine ship will advise its position by marine communication systems on an almost daily basis.

As the ship gets closer to port, it is even more critical for the shipping company to be aware of its accurate position and its estimated time of arrival. In addition, the master can advise shore personnel of other information in advance of the ship's arrival. Items to be radioed in advance may concern fuel requirements, supplies, personnel replenishments, requests for tugboats and/or pilots to



United States Coast Guard.

A United States Coast Guard helicopter picks up a sick crewman for transfer at sea to another ship.

guide the ship into port. When time in port is limited, it becomes vitally important for shoreside personnel to be aware of the ship's requirements as far in advance of its actual arrival as possible.

The health of the crew aboard ship depends to a great extent on effective communications between ship and shore medical facilities. Most ships in the merchant marine do not carry doctors or highly trained medical personnel. When a crew member is severely injured or becomes seriously ill at sea, it is vital to obtain medical

advice by radio. In some cases, it may be essential to contact another ship with a doctor aboard to arrange for a transfer at sea for the stricken crew member. Communications save lives every day at sea.

Morse code wireless is now being supplemented or replaced by more modern means of communications. Radio teletype and satellite communication systems ensure almost instantaneous contact on a worldwide basis. Modern communications systems now enable ship-to-shore telephonic transmission which, in the past, was limited primarily to passenger liners. *Facsimile systems*, spreading throughout the maritime industry, provide ships with updated weather maps by means of radio transmission.

The intricate sciences of modern navigation and communications at sea are crucial to the contemporary performance of the merchant marine fleet.

CHAPTER FOURTEEN

Safety of the crew

THE "PASTORIA'S" CADETS GO SAILING

Mr. Gradon was able to do his sailing after all. The cargo for Bombay was discharged within two days but on the second day, which was a Wednesday, the Agent came aboard to say that a consignment for Singapore, the next port of call, was to be loaded on the Friday. The harbour was busy, and ships were waiting to be discharged, so on Thursday the "Pastoria" left her berth and anchored north of the Naval Anchorage. The cargo would be brought to her by lighters.

The Chief Officer thought that this delay would be usefully filled by a complete check of all life-saving and fire-fighting gear, and by a boat drill.

"Jenning," he ordered, "I want you and the other Cadets to look over the lifeboat gear, but before you do that, check the line-throwers, inspect the lifebuoys and have a look at the smoke helmets."

Mr. Guinness went off to see the Boatswain. "We'll be all day doing that," said Jenning when the Chief was well out of hearing.

"Oh, well, let's get started."

The regulations of the International Convention for the Safety of Life at Sea must be followed by all vessels when engaged on international voyages. They are enforced by means of survey and the issue of certificates. The ship would not be allowed to sail if her Master could not satisfy the port authorities that she was fully equipped for fire-fighting, communicating with the shore or with other ships, and had enough small boats to take off all the crew.

Because the "Pastoria" is over 4,000 gross tons she carries three *smoke helmets*, two of which are of the *air-hose* type; that is, a stream of fresh air can be pumped into them from a distance while the wearer is fighting a fire in thick smoke. One

of these is stowed forward, one amidships, and one aft, so that no matter where the fire breaks out, at least one of them will be accessible. As well as these there is a complicated system of built-in apparatus for dealing with outbreaks of fire. This is called the *fixed fire-extinguishing system* and consists of a battery of cylinders of carbon dioxide gas which is attached to a series of pipes leading to various holds and compartments. If a fire is suspected or confirmed in any of these places, carbon dioxide is introduced by turning one of the many valves, so as to smother the fire. Sometimes this is replaced by a *steam supply*, but the "Pastoria" is a motor vessel, and could not produce sufficient steam to satisfy the regulations. There are many kinds of fire which are dealt with by different kinds of appliances. Oil fires, for example, must be sprayed or covered with froth, so the "Pastoria" has special nozzles to put on the hoses for spraying and carries a number of *foth fire extinguishers*, each of 10 gallons' capacity, for the second operation. Other fires are best attacked by a powerful jet of water. Thus there are hydrants in all parts of the ship, for the rules state that at least two powerful jets of water must be available in all parts of the "Pastoria" at all times. In addition to the main equipment, auxiliary outfits are compulsory. A large number of portable fire extinguishers, using either carbon dioxide or carbon tetrachloride, are available for use in all the compartments of the crew space and passenger accommodation. In addition, safety lamps and firemen's axes are kept in widely separated places.

On the bridge, Jenning was examining the *line-throwing appliance*. In this ship it consists of a gun, four rockets and four lines, and is capable of throwing one of these lines a minimum distance of 250 yards. Both rockets and lines are kept in a watertight box, and the Cadet is checking the waterproof tapes around it. The contents must not be touched unless the apparatus is going to be used. As well as this there are at least twelve *parachute signals* which, when used, display a bright red star at a height of 750 feet. This is suspended by parachute and burns for over 40 seconds.

"Good to have them there," said Mr. Fox, who

was sorting out his charts. "Hope we don't have to use them."

"Have you ever, sir?"

"Don't start me on sea yarns," replied the Second, "I've got too much to do."

During this time Manley had been around the ship counting and examining the various *lifebuoys*. He has already marked three of them as being in need of repair or repainting. Lifebuoys are made of cork, covered with cloth which is securely sewn on, and equipped with grab lines of uninkable rope. They are tested by being put into fresh water with a 32 lbs. weight hanging from them, and must stay afloat like this for more than 24 hours.

As well as lifebuoys, which are placed at various points about the ship, the "Pastoria" must carry more *lifejackets* than the total number of the crew and passengers. There are two kinds, those made of cork and those made of kapok, and both must conform to regulations. They must support the wearer even if they have been put on inside out, or back to front, for instance. Another regulation is that kapok lifejackets must be protected by a plastic covering, because kapok is affected by oil. A number of lifejackets are stored permanently on the bridge, in lockers, and these are inspected regularly to make sure that there has been no deterioration.

"All right," said Mr. Guinness to the Third Officer. "You can take Number One Boat if you like. I might even come myself if I have time."

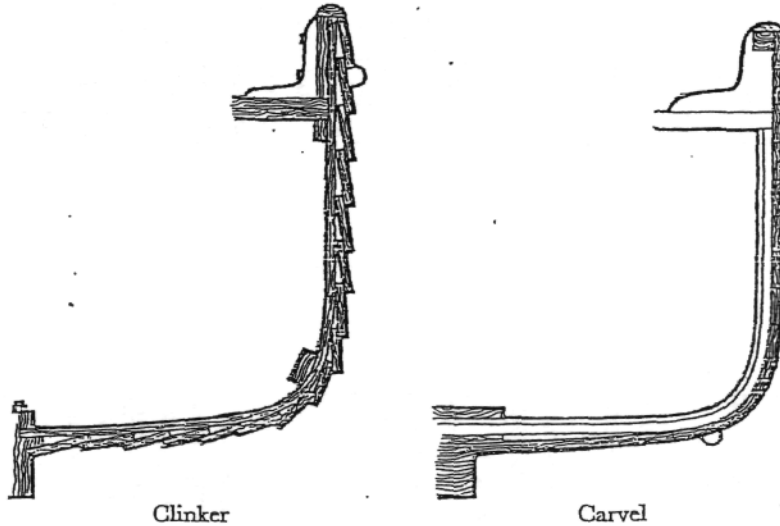
"I thought of sailing over to Karangga Island."

"Good, we might even take a trip up Dharamtar Creek to the Pen River. However, we'll make it part of the boat drill. I'll want all those lifeboat stores checked first, anyway. While you're about it, give the Cadets some idea of boat construction and the names of parts, and so on."

The lifeboats carried by the "Pastoria" are 30 feet long and *clinker*, or *clinker built*. In a clinker built boat the planks run fore-and-aft. The lower edge of the top plank overlaps outboard the upper edge of the plank below it, and so on. This type of construction has two main advantages: if the boat is

damaged a plank can easily be removed and replaced by fixing a new plank to the timbers with copper nails which are clenched over washers called *roves*. A clinker built boat is also usually steadier in the water, because the plank edges impede a side-to-side movement.

The last ship that Mr. Fox served in had lifeboats which were *carvel built*, and he preferred these for his favourite pastime, sailing. There are two kinds of carvel built boats: double and single skinned. In these boats the planks are placed edge to edge. The single-skin boat has planks which run fore and aft and are flush with one another. They are also nailed on to the timbers, and the seams are either backed with a piece of wood called an *edge strip* or caulked. The stronger, double-skinned carvel is a more complicated construction: the planks of the outer skin may run diagonally from the keel or else fore and aft, while the inner skin runs diagonally: if both run diagonally they cross each other at right angles). In between these two skins is glued a single thickness of calico which is also painted, and then the two skins are clenched together and to the timbers of the boat. This is a very strong construction and, being smooth on the outside, the boat sails



“Safety of the Crew” - Part I

(“Mr. Gradon ... accessible”) p. 18-20

1. Comprehension Questions

- a. How would the Chief Officer and the crew take advantage of the delay?
- b. What should Jenning check?
- c. When isn't a Master allowed to sail a ship?
- d. Where are smoke helmets stowed?

2. Think of a synonym for each of the following words.

- a. consignment =
- b. discharge =
- c. gear =
- d. inspect =
- e. to be engaged (on a voyage)

3. **Choose the most suitable word from the previous exercise and write it in the space provided. You might need to change the form of the word.**

- a. The couple _____ the flat before coming to a deal with the agent.
- b. The ship _____ the cargo and sailed to the next port of call.
- c. The firefighter's new _____ included a uniform and a helmet.
- d. The employee _____ in a serious conversation with his boss.
- e. There is a _____ for Piraeus that has to be unloaded by noon.

“Safety of the Crew” - Part II

(“As well as... 40 seconds” p.20)

1. Comprehension Questions

- a. What is used to extinguish the fire?
- b. How are oil fires aboard vessels put out?
- c. Where are lines and rockets kept?
- d. What are parachute signals used for?

2. Fill in the gaps with the appropriate collocation from the list.

built-in safety line-throwing supply froth fire
 auxiliary parachute tapes

- a. _____ appliance
- b. _____ extinguishers
- c. _____ signals
- d. _____ lamps
- e. _____ apparatus
- f. _____ outfits
- g. waterproof _____
- h. steam _____

3. Write the correct part of speech of the words in bold.

- a. You must check for _____ before booking a flight. **AVAILABILITY**
- b. The football stadium _____ 40.000 spectators. **ACCOMODATION**
- c. After booking an online flight you usually receive a _____ **CONFIRM**
- d. When the first locomotive was _____ more and more people made use of it on a daily basis. **INTRODUCE**

“Safety of the Crew” - Part II (“Good to have them there... timbers of the boat” p.20-21)

Comprehension Questions

1. Describe the lifeboats used by the vessel '*Pastoria*'.
2. How many and what kind of lifejackets must the '*Pastoria*' have on board?
3. What do the regulations say about the use of lifejackets?
4. Where are lifejackets stowed? How are they kept in good condition?
5. What are lifebuoys made of? How are they equipped?
6. In what way are lifebuoys tested for their durability?
7. What are the advantages in the construction of a clinker-built boat?
8. Mention the characteristics of a carvel-built boat?
9. Refer to the similarities/differences in the construction of a clinker and a carvel-built boat.
10. If you were to build a boat which construction would you choose, the clinker or carvel one? Justify your answer.

THIRD SEMESTER

IMO EXERCISES

THIRD SEMESTER**IMO BOOK pages 66, 76, 78****A. Translate the following sentences into IMO English.**

1. Τι είδους βοήθεια απαιτείται;
2. Το πλοίο έχει χαμένο επικίνδυνο φορτίο τάξεως IMO στο στίγμα
3. Προσπαθώ να συνεχίσω χωρίς βοήθεια.
4. Το πλοίο έχει μικρή διαρροή ακατέργαστου πετρελαίου.
5. Η μεταφορά ανθρώπων δεν είναι δυνατή.
6. Το πλοίο ... είναι επικίνδυνη πηγή εκπομπής ραδιενέργειας.
7. Έχω προβλήματα ευστάθειας λόγω εκτεταμένης παγοποίησης.
8. Κίνδυνος προσάραξης κατά τη ρηχία.
9. Υπολογίζω να επαναπλεύσω όταν μειωθεί το βύθισμα μου.
10. Δεν μπορώ να εντοπίσω ποιο τμήμα είναι προσαραγμένο.

B. Make the necessary corrections using IMO phrases.

1. Wait on VHF channel.
2. I ask the help of a tug.
3. Can you meet us in position ...?
4. I need help to clear the area – there is danger of pollution.
5. M/V is emitting radiation.
6. Do you have a doctor on the vessel?
7. M/V has lost control.
8. Stay away of me.
9. Sail with attention.
10. The water that is coming in is in control.

C. TRANSLATE the following sentences using IMO standard phrases. (page 66)

1. Το πλοίο ... έχει προσαράξει.

2. Προειδοποίηση. Αχαρτογράφητα βράχια σε στίγμα.

3. Η εισροή υδάτων έχει τεθεί υπό έλεγχο.

4. Όταν ανέβει η παλίρροια.

5. Το πλοίο χρειάζεται βοήθεια ρυμουλκών.

D. Produce standard IMO phrases with the cues provided.

1. M/V / proceed / without assistance.

2. Risk / grounding / low water.

3. When / M/T / expect / refloat?

4. I / damage / below / waterline.

5. What / assistance / required?

E. Replace the words in bold with standard IMO phrases.

1. I am in **serious** condition.

2. M/V can only **continue** at low speed.

3. Do not **throw** IMO class cargo **into sea**.

4. **Refer to** damage.

5. M/V has **crashed into another vessel**.

F. Translate the following sentences into IMO standard phrases. (p. 66)

1. Δεν μπορώ να εντοπίσω ζημιές.
.....

2. Θα εκβάλλω φορτίο για να επαναπλεύσω.
.....

3. Έχω προσαράξει στα μέσα του πλοίου.
.....

4. Το πλοίο χρειάζεται συνοδεία.
.....

5. Αριθμός θυμάτων.
.....

6. Το πλοίο έχει εισροή υδάτων.
.....

G. Match the halves (there are two extra).

1. M/V ...

2. I have ...

3. M/V can ...

4. Risk of ...

5. What ...

a. only proceed at slow speed.

b. part of your vessel is aground?

c. has collided with unknown vessel.

d. send pumps.

e. grounding at low water.

f. with iceberg.

g. dangerous list to port side.

H. Complete the following phrases by choosing the most suitable word from the list below (there are three extra words).

Draught

waterline

control condition
improves

seamark
tug assistance

aground

full length

1. M/V in critical _____

4. When _____ decreases.

2. I have collided with _____

5. I have damage above _____.

3. Aground _____

6. Flooding under _____.

THIRD SEMESTER

GRAMMAR APPENDIX

THE DEFINITE ARTICLE "THE"

(The = ο, η, το, οι, τα)

ΤΟ DEFINITE ARTICLE ΧΡΗΣΙΜΟΠΟΙΕΙΤΑΙ

Μπροστά από το ουσιαστικό, όταν μπορούμε να απαντήσουμε στην ερώτηση **ποιός; τί;** άμεσα ή έμμεσα, όταν δηλαδή μιλάμε **συγκεκριμένα** για κάτι και **όχι γενικά**.

e.g. **The garden of my house is beautiful.**

(Ποιός κήπος; **Ο** κήπος του σπιτιού μου.

Απαντιέται η ερώτηση «ποιός;» άμεσα)

Pass me the salt, please!

(Δώσε μου **το** αλάτι, παρακαλώ!)

(Ποιό αλάτι; Το αλάτι που είναι στο τραπέζι, εννοείται.)

(Απαντιέται η ερώτηση «ποιό;» έμμεσα)

Όταν δεν μπορούμε να απαντήσουμε στην ερώτηση **ποιός; τί;**, όταν δηλαδή μιλάμε **γενικά** για κάτι, τότε το **"the"** παραλείπεται.

e.g. **Gardens are sometimes very beautiful.**

(Ποιοί κήποι; = γενικά όλοι οι κήποι)

Water is necessary for our lives.

(**Το** νερό είναι απαραίτητο στη ζωή μας.)

(Ποιό νερό; = γενικά το νερό)

The water in that glass is dirty.

(**Το** νερό σ' εκείνο το ποτήρι είναι βρώμικο.)

(Ποιό νερό; = το νερό σ' εκείνο το ποτήρι)

Εξαιρέση: τα παραπάνω κανόνια

Όταν χρησιμοποιούμε αριθμητικό ουσιαστικό Ενικού αριθμού για να δηλώσουμε ολόκληρο το **είδος**, χρησιμοποιούμε **the** παρ' όλο που η ερώτηση **ποιός; τί;** δεν απαντά. Αυτό όμως δεν συμβαίνει και με τα **μη αριθμησιμα** ρουσιαστικά

e.g. **The horse is a beautiful animal.**

(Ποιό άλογο; = Η ερώτηση δεν απαντιέται. Παρ' όλα αυτά το **the** χρησιμοποιείται, διότι εννοούμε **όλα τα άλογα**, δηλαδή όλο το είδος.)

Light travels very fast.

(**Το** φως ταξιδεύει πολύ γρήγορα.

Ποιό φως; γενικά το φως (uncountable noun.)

ΤΟ DEFINITE ARTICLE ΧΡΗΣΙΜΟΠΟΙΕΙΤΑΙ ΕΠΙΣΗΣ

1

Με ό,τι είναι ή θεωρείται μοναδικό.

e.g. *the sun* *the earth*
the moon *the sky*
the polar star *the sea*

2

Με τα ονόματα θαλασσών / ωκεανών, ποταμών, ομάδων νησιών / πολιτειών, οροσειρών και ερήμων.

e.g. *the Aegean Sea* *the Canary Islands*
the Atlantic Ocean *the Sahara Desert*
the Amazon *the Soviet Union*
the Dodecanese *the United States*

3

Με μουσικά όργανα.

e.g. *Mary can play the piano well.*

4

Με τα ονόματα λαών και οικογενειών.

e.g. *the Greeks*
the Browns

5

Με τα ονόματα ξενοδοχείων, θεάτρων, κινηματογράφων, πλοίων, οργανισμών, εφημερίδων.

e.g. *the Hilton Hotel*
the Broadway (theatre)
the Odeon (cinema)
the City of Poros (ship)
the Times (newspaper)

6

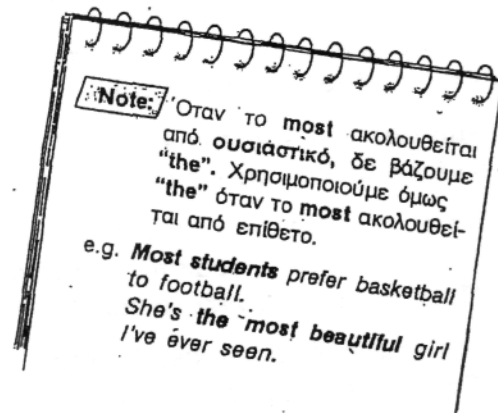
Με τίτλους προσώπων, όταν δεν αναφέρεται το όνομά τους.

e.g. *the Prime Minister*
the President
the Pope

7

Με τον υπερθετικό βαθμό επιθέτων/επιρρημάτων.

e.g. *This is the most interesting book I've read.*
He ran the fastest of all.



8

Με τα τακτικά αριθμητικά (*first, second, etc.*), όταν αυτά χρησιμοποιούνται σαν επίθετα.

e.g. *May is the fifth month of the year.*
 but: *He came first in his class.*

TO DEFINITE ARTICLE ΔΕΝ ΧΡΗΣΙΜΟΠΟΙΕΙΤΑΙ

- 1** Με κύρια ονόματα ανθρώπων, χωρών, πόλεων, δρόμων, λιμνών, ηπείρων.

e.g. *Jack is a boy.*
Greece is a country.
London is a city.
They work in Oxford Street.
Lake Michigan is in America.

- 2** Με κτητικά επίθετα και μετά από γενική πτώση.

e.g. *Give me your pen, please!*
Mary's bag.

- 3** Με τα ονόματα γευμάτων, όταν μιλάμε γενικά.

e.g. *They were having dinner* when I called them.

- 4** Με ουσιαστικά πληθυντικού αριθμού, όταν μιλάμε γι' αυτά γενικά.

e.g. *Dogs are very loyal to their masters.*
 (Τα σκυλιά είναι πιστά στα αφεντικά τους.
 ποιά σκυλιά; Γενικά όλα τα σκυλιά.)

- 5** Με τίτλους προσώπων, όταν ακολουθούνται από τα ονόματά τους.

e.g. *Queen Victoria*
President Kennedy
Lord Byron

- 6** Με τις λέξεις *Father*, *Mother* (όταν εννοούμε τους δικούς μας γονείς).

e.g. *Has Mother made the cake yet?*

- 7** Με τις λέξεις *this/that - these/those*.

e.g. *this map* = αυτός ο χάρτης
those shoes = εκείνα τα παπούτσια

- 8** Με μη αριθμήσιμα ουσιαστικά όταν μιλάμε γενικά γι' αυτά.

e.g. *Freedom is as precious as love.*
 (Which freedom? Any freedom)
Light travels very fast.
 (Which light? Any light)

But *The light of the candles is lovely.*
 (Which light? The light of the candles)

- 9** Με ονόματα γλωσσών, αν δεν ακολουθούνται αμέσως μετά από τη λέξη *language*.

e.g. *He is learning Spanish.*
The Greeks speak Greek.

But: *The English language is spoken all over the world.*
The Greek language is difficult.
Japanese is a difficult language too.

- 10** Με τις λέξεις *home, work, school, church, bed, hospital, prison, market*, όταν αυτές οι λέξεις χρησιμοποιούνται για τον σκοπό που υπάρχουν.

e.g. *He went to prison for 5 years.*
 (φυλακίστηκε)

But *She went to the prison to see him.*
 (πήγε στη φυλακή να τον δει, σαν επισκέπτρια)

He goes to work in the mornings.
 (εργάζεται τα πρωινά)

Helen's in hospital. (νοσηλεύεται)

But *Mother went to the hospital to see Helen.*
 (πήγε στο νοσοκομείο σαν επισκέπτρια για να δει την Ελένη)

- 11** Με ονόματα χρωμάτων και παιχνιδιών.

e.g. *She looks pretty in red.*
I find basketball more exciting than football.

D. Put the where necessary

1. We like listening to records and going to cinema.
2. In winter we prefer to stay at home and read books.
3. dogs are very friendly animals.
4. birds sat in tree and sang songs.
5. I get headaches in summer and colds in winter.
6. When we go to school on Monday, we will have lessons in English and Greek.
7. It was raining yesterday, so Mary came home by bus.
8. I play football, basketball and tennis.
9. I like pop music, but my parents like jazz.
10. My favourite colour is red but I always buy black shoes.
11. George is going on holiday to England.
12. She smokes cigarettes, but he smokes cigars.
13. bottle is full but cup is empty.
14. Do you like omelettes?
15. children went to shops to buy sweets.
16. bill was ten pounds and fifty pence.
17. I was listening to radio when I heard news. Greece had won basketball match.
18. plate is too big and meal is too small.
19. At weekend, we will leave Athens and go to sea.
20. ball broke window and boys ran away.

E. Put the where necessary

1. A thief stole money from bank.
2. A woman shouted "Stop thief".
3. Some men ran down street and tried to catch thief.
4. Someone telephoned police and told them to bring help.
5. thief had black hair, and blue eyes.
6. He was wearing yellow socks and shoes.
7. policeman said "I don't like thieves".
8. A woman was taking photographs.
9. August is month I like best.
10. They are living on Patisson Street.
11. He likes to study Mathematics.
12. What is weather like today?
13. sun is shining, but wind is cold.
14. She was so thirsty that she drank all tea and coffee.
15. I need love.
16. He wanted advice but all he got was money.
17. We would like steak chips and peas, please.
18. We always eat fish on Fridays.
19. train stops at London and Manchester.
20. Susan telephoned her friend Sarah and asked her to come to party on Saturday.

EXERCISES



A. Put "the" where necessary.

1. She plays piano very well.
2. Pass me bread and butter.
3. Have you done washing-up?
4. She loves clothes.
5. The children missed supper and went to bed hungry.
6. She hates whisky, she always drinks wine.
7. cat ate all fish.
8. I drink tea in the mornings, coffee in the evenings and milk at night.
9. In Greece, the weather is very hot in summer.
10. Who is that? That's George.
11. The baby is sleeping. She is in bed.
12. We are learning English at school.
13. Please, put milk in fridge.
14. The girl was late for school. At eight o'clock she was still eating breakfast.
15. Every Saturday I watch basketball on television.
16. You must go to work at nine o'clock.
17. I like singing songs.
18. I would like a sandwich with cheese, pickles, and onion.
19. I never buy vegetables because my husband will only eat meat.
20. I think men with beards and moustaches are very good-looking.

B. Put "the" where necessary.

1. What's on menu today?
2. I hope it isn't fish!
3. waiter, can you tell me where toilet is?
4. Oh, look! That's Peter isn't it? Is he alone or is he with Mary?
5. I've had lunch, thank you!
6. We would like coffee and brandy after meal.
7. Susan and Sarah are eating ice cream.
8. What is weather forecast today? Will sun shine or will it rain?
9. Athens is in Greece.
10. If weather is good, we will go to beach.
11. Do you like parties? I do, especially food and music.
12. She never wears skirts. She always wears jeans.
13. postman brought me two letters today, one from Janet and one from John.
14. train is at station.

15. Pass me salt and pepper!
16. Answer telephone please and if it is somebody for me
teli them I'm not at home.
17. You will find all books in library.
18. I want to send postcards to all my friends.
19. Can you have dinner with me tonight?
20. I like French restaurants because food is excellent.

C. Put "the" where necessary.

1. I shall paint walls of my room pink.
2. flowers are beautiful.
3. They went shopping in Oxford Street.
4. moon goes round earth.
5. Could I borrow your raincoat?
6. We're going to fly over Atlantic Ocean.
7. I usually have breakfast at seven o'clock.
8. She can play guitar well.
9. elephants weigh very much.
10. Have you ever met Smiths?
11. One should have honesty.
12. Why don't we go to Caravel Hotel?
13. Russian is a difficult language.
14. Prime Minister gave an interview yesterday.
15. Can you play golf?
16. lion is a fierce animal.

17. Has Father come back yet?
18. It's most beautiful sunset I've ever seen.
19. Lady Diana is very famous.
20. Sunday is first day
of week.
21. He has been arrested and sent to prison.
22. brochures you sent us are very helpful.
23. She went to school to see the headmaster.
24. She looks awful in black.
25. Greek language is not very widely spoken.
26. He came second in the race.
27. most people enjoy music.
28. Hasn't postman appeared yet?
29. children are playing in garden.
Call them for lunch, please!
30. Italians are said to be thieves.

ARTICLES

The, A, An and Zero Article

Nouns in English can be preceded by the **definite** article 'the' or by the **indefinite** articles 'a', 'an' or by **no article** at all.

1. The **definite** article 'the' is used when the noun being referred to (singular or plural, countable or uncountable) has a particular reference, that is, when we can identify what is being referred to.

Examples:

The master of M/V *Hurricane* is Captain Louis Johnson.

The ship over there is a bulk carrier.

2. The **indefinite** articles **a** or **an** are used before singular nouns when they are used as countable nouns and when the reference is general rather than particular.

Examples:

There is **an** engineer on board.

A ship is docking in the port.

3. When the noun is plural or when the noun is uncountable, **no article** is used.

Examples:

There are passengers in the mess hall.

There is air inside the breathing apparatus.

Exercises:

A. Circle the correct form of the verb in parentheses.

1. They (loaded, were loading) the cargo last week.
2. The cook (slept, was sleeping) when the master called.
3. The passengers (were eating, ate) when the fire broke out.

4. Chief Officer Legarda (reads, is reading) a letter from his family now.
5. I (repaired, was repairing) the engine when you came in.

B. Underline the correct article in parentheses.

1. Another new type of ship is (a, the, zero article) lash-ship
2. An ice-breaker is (a, the, zero article) special purpose ship.
3. You should see (a, the, zero article) chief mate of M/V Lorenzo.
4. Have they reported to (a, the, zero article) master of their vessel?
5. There is (a, the, zero article) oil floating in the water.
6. There are (a, the, zero article) old charts on board.
7. They are accommodated in (a, the, zero article) cabins.
8. The main structure of (a, the, zero article) ship is the hull.
9. The funnel is near (a, the, zero article) bridge.
10. Is there (a, the, zero article) cook in the galley?

C. Complete each sentence, using say, tell or speak.

1. Jim me that he was in the school's basketball team.
2. I To Helen, and she she would phone you.
3. 'You're lucky', Steve. 'I you that you would win!'
4. A translator the President what everyone was
5. 'Look,' I her, 'why don't you me what you mean?'
6. I my teacher that I Chinese, but she didn't believe me.
7. 'Please don't anything during the test', our teacher
8. I my friends about my party, and they they would come.

GRAMMAR

(A) Articles

(ii) The, zero article with geographical names

Study the lists below of when and when not to use the definite article (*the*) with geographical names and terms:

1. Generally *the* is *not* used with names of

Continents	Asia, Europe, South America (except: The Arctic, The Antarctic)
Countries	Greece, Kuwait (exceptions include: The Netherlands, The Lebanon)
Islands	When thought of as one island: Japan, Cuba, Hawaii
Cities	Alexandria, Ankara, New York, London
Towns	Dover, Brighton, Calais (except: The Hague)
Mountains	Mount Everest, Mont Blanc, Ben Nevis (exceptions include: The Jungfrau, The Eiger)
Lakes	Lake Michigan, Lake Como, Loch Ness
Bays	Raleigh Bay, Galway Bay (except when: The Bay of . . .)

(Note: Although there are exceptions, *the* is not used with the above except when referred to in the following way: The City of London, The Bay of Biscay. Countries with *the* were once thought of as areas (see below) rather than countries. They often have two names e.g. The Netherlands – Holland, The Argentine – Argentina.)

2. Generally *the* is used with the names of

Countries	<i>when abbreviated:</i> the USA, the USSR, the UAE, the UK
Areas	<i>of countries:</i> the North East; <i>of cities:</i> the West End
Deserts	<i>when large:</i> the Sahara, the Kalahari
Groups of islands	The Philippines, The Canaries
Ranges of mountains	The Alps, the Himalayas, the Rockies
Oceans/seas	The Pacific, the Atlantic, the Mediterranean Sea
Channels/straits	The English Channel, the Straits of Gibraltar
Gulfs	The Persian Gulf/the Arabian Gulf, the Gulf of Oman
Estuaries	The Amazon Estuary, the Nile Delta
Currents	The Agulhas Current, the North Atlantic Drift
Rivers/canals	The Nile, the Euphrates, the Suez Canal

EXERCISE 1

A. Study the following examples and tick V where the definite article "the" is used or X when omitted. Try to give an example.

The Greeks, the Alps, the Titanic, the Gulf of Mexico, the Red Sea, the Canaries, the Alps, the Sahara, the South of Greece, the United States, the Danube, the Suez Canal, the Straits of Gibraltar.

"The" used or omitted before		Examples
1. canals		
2. chains of mountains		
3. continents/countries		
4. days	X	Monday

5. deserts		
6. groups of islands		
7. gulfs		
8. islands		
9. lakes		
10. languages		
11. meals		
12. months		
13. mountains		
14. names of cities/towns		
15. plural names of cities/towns		
16. names of ships		
17. names of seas		
18. regions		
19. rivers		
20. the people of a country		
21. streets		

B: Write "the" where necessary.

- | | |
|---------------------|----------------------------|
| ___ Tuesday | ___ Asia |
| ___ French | ___ Iliki |
| ___ Mediterranean | ___ Nantes |
| ___ Olympus | ___ Gulf of Panama |
| ___ Andes | ___ Patras |
| ___ Swiss | ___ British Isles |
| ___ Channel | ___ United Kingdom |
| ___ Dinner | ___ Spain |
| ___ South of Greece | ___ Adriatic Sea |
| ___ Aliacmon | ___ Northern Greece |
| ___ Naxos | ___ Queen Elizabeth (Ship) |
| ___ Rockies | ___ German |
| | ___ Kalahari |

C. Study the following exceptions and try to formulate the rule where the definite article is used or not used.

the Hague the Sudan/ Congo Western Greece the High Street
--

Grammar

A. PRESENT PERFECT VS PAST SIMPLE

1. Present Perfect Simple

The *present perfect* is used to express action or state of being at some indefinite time in the past.

Examples:

We have heard of the incident many times.
Captain Giannakopoulos has seen the report.

The *present perfect* is also used to express action or state of being that began in the past and continues into the present.

Examples:

Mary has worked for the company since 2007.

The *present perfect* is formed by adding the auxiliary verbs *have* or *has* to the past participle form of the main verb.

2. Past Simple

The *past simple* expresses actions done or conditions existing at a definite time in the past and is NOT CONNECTED in any way to the PRESENT.

Examples:

Thunderbird sailed last week for China.

The typhoon damaged the masts.

B. ADVERBS OF TIME

The following *adverbs of time* are used with the present perfect:

1. since / fōr (the last)

Since indicates that an action or a state of affairs that began in the past continues to the present.

Examples:

Stephen has been on a passenger liner *since* last summer.
The oiler has been restless *since* this morning.

For indicates the duration of time that an action or state of affairs has continued from the time it began in the past to the present. The expression *the last* may be used with *for* to emphasize the idea that the time duration is up to the present.

Examples:

Captain Hook has worked for Sea Breeze Shipping *for (the last)* nine years.
The position for Chief Officer has been vacant *for* the last seven months.

2. already / yet

Already expresses the idea that an action was completed and that this state of affairs continues to the present.

Examples:

Chief Engineer Kevin has already completed the accident report form.
The vessel has left for Rotterdam *already*.

Yet is used in negative sentences. It expresses an action that has not taken place and which state of affairs continues to the present.

Examples:

We have not sailed to Hong Kong *yet*.
Peter has not taken the board examination *yet*.

3. ever / never

Ever is used in a question such as:

Have you ever sailed to Bosphorus?

Never is used in the negative answer:

No, I have never sailed to Bosphorus.

Already is used in the affirmative answer:

Yes, I have already sailed to Bosphorus.

Examples:

- Has Jorge *ever* steered a ship?
- Yes, Jorge has *already* steered a ship.
- No, Jorge has *never* steered a ship.
- No, Jorge has *not* steered a ship *yet*. 'Not yet' can be used instead of 'never'.

4. Other words and expressions often used with the present perfect include: *so far, finally, often, seldom, just, first time (second time etc.), till now, once (twice, etc) still, lately, before, several times, scarcely, until now, at last.*

Examples:

- The cargo has finally been stowed.
- Fernandez has seldom written his family.
- The new manager has been ill *twice*.
- They have finished the cleaning *at last*.

Exercises:

- A. Underline the correct form of the verb inside the parentheses.
- 1. The master (approved, has approved) the crew's request last week.
- 2. The sea (was, has been) calm yesterday.
- 3. The trainees (have violated, violated) curfew rules several times.

4. He (has submitted, submitted) her report a week ago.
5. They (lived, have lived) in Brazil for two years.
5. The Chief Cook (was, has been) ill since last night.
7. Pablo (worked, has worked) on board a cruise ship for five years.
3. The first trip to Casablanca (has not left, did not leave) yet.
9. I (have, had) never seen the manager.
10. She (waited, has waited) for her husband at the port last Sunday.

B. Use each of the following adverbs of time in a sentence. Write your answer on the space provided.

1. since

2. already

3. yet

4. so far

5. until now

6. finally

7. for

8. once

9. ever

10. at last