

UNIT THREE

MARINE PROTECTION

1a The facts about pollution

Read these questions about marine pollution. Only one of the answers for each question is correct. Circle the answers that you think are correct.

- 1 How many kilos of domestic waste are generated by the average seafarer per day?

12 kilos 25 kilos 40 kilos

- 2 Although it is forbidden to dump plastic at sea, approximately how many plastic containers come ashore each year?

1500 5000 15000

- 3 What percentage of oil pollution at sea is attributable to industrial waste?

40% 60% 80%

- 4 What percentage of oil pollution at sea is caused by general shipping?

25% 50% 75%

- 5 What are 'Special Areas' under the Marine Pollution Convention of 1973/78?

places that provide special waste treatment facilities
places where no dumping of waste is allowed
places where it is permitted to dump waste over a specified distance from shore

- 6 What is the success rate of dealing with oil spills by containment?

10-15% successful 30-40% successful 50-60% successful

- 7 At what distance is it possible to dispose of food waste at sea outside Special Areas?

over 12 nautical miles from shore
12 nautical miles from the nearest port
3 nautical miles from shore

- 8 One bag of garbage thrown into US waters could result in a Coastguard fine of up to how many dollars?

US \$500 US \$750 US \$25,000

Work with a study partner and compare your answers.

b

Scan read this article about marine pollution and check your answers to the questions in Exercise 1a.

Marine Professional



a global responsibility

(1) PICTURE THE SCENE: you are ashore between contracts so you take your kids to the beach but when you get there the coastline is littered with rubbish; the water glistens with an unnatural sheen – no one is fishing and the beach is empty of tourists. No great environmental disaster has been reported, it is just the accumulated result of years of poor waste management and neglect.

(2) WHAT IS THE SOURCE OF ALL THIS GARBAGE? On average, a single seafarer generates 3.9 kilos of rubbish a day. Although it is illegal to throw any type of plastics into the sea, reports state that 450 000 plastic containers find their way ashore every year in the form of cartons, bags and wrappings. Plastic does not degrade and light plastic does not sink. As well as turning the coastline into an eyesore, marine litter is a serious environmental hazard for man and nature: coral reefs and mangrove swamps provide fragile habitats for many endangered species of marine life; marinas, beaches and fish farms provide livelihoods and income for many people. Pollution is a real threat to them all. Then there are the hidden effects of pollution on seabirds and mammals, which are prone to swallowing small plastic objects and ingesting toxins that can be passed up the food chain.

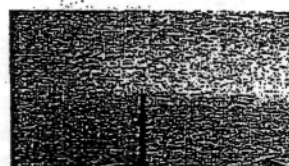
(3) THE INTERNATIONAL MARITIME ORGANISATION has responded to these problems by attempting to minimise the amount of shipping-generated garbage in the sea. Since July 1 1997 all vessels certified to carry 15 persons or more are required to have a garbage management plan. In addition, all seafarers must be made aware of the correct procedures for collecting, storing, processing and disposing of garbage.

(4) HOWEVER, THE PROBLEM OF DUMPING at sea is not confined to litter, nor is it the sole responsibility of the shipping industry. According to figures

(5) IN ANOTHER STEP TO PROTECT sensitive marine environments, MARPOL named certain Special Areas where it is totally forbidden to dispose of refuse by dumping it at sea. (Marine life is especially fragile in these areas of the Baltic, the Red and Black Seas, the Gulf area, the Mediterranean, the North Sea area, the Antarctic area and the Wider Caribbean Region.) To deal with ships' waste, all ports are required to provide adequate reception facilities while seastaff around the world must know the correct procedures for dealing with spills.

(6) EVERY COMPANY, EVERY CAPTAIN and every crew member is responsible for minimising the effects of marine pollution. A small spill may not seem significant but even tiny amounts can pollute, especially when multiplied by the world fleet. Large-scale clean-up operations are costly, potentially dangerous and of limited efficiency. Containment and recycling methods of clean-up have a low success rate of only 10-15% and dispersants can be more toxic than the spill itself.

(7) AS THE SHIPPING INDUSTRY KNOWS only too well, prevention is better than cure. Containing a spill on board saves decades of damage to the environment and garbage which is properly separated and incinerated keeps the world's beaches trash free. Remember that if a vessel doesn't have an incinerator, sealed and labelled plastic bags can be disposed of in port. If storing waste on board is a problem, check the dumping restrictions: outside Special Areas food can be discarded after grinding or incinerating, unless you are within 12 miles of the shore. Over 25 miles, dunnage, lining and packing materials



is attributed to tanker operations. The issue was addressed by MARPOL in 1973 and 1978 when strict regulations were introduced not only to minimise the potential for spills but also to reduce amounts of oily discharges into the sea. Consequently, operational systems such as the clean ballast system and the 'Load-on-Top' system have become standard practice within the industry while new tankers are now designed with segregated ballast tanks. These measures have been enhanced by voluntary initiatives undertaken by shipowners at their own expense, with the result that the level of pollution caused by discharges has been successfully reduced.

Marine Pollution Research and Control Act 1987, the US Coastguard is empowered to fine a ship up to US\$25 000 for every bag of garbage dropped in American waters. Pollution is ever present issue: one and a half million seafarers make a difference.



1c



Read the text about marine pollution again. Find the answers to these questions.

- 1 What are some of the environmental effects of marine pollution?
- 2 Why is marine pollution a threat to humans as well as to the environment?
- 3 In which areas is it permitted to dump plastic into the sea?
- 4 How has the amount of pollution caused by discharges been lowered?
- 5 What are the problems associated with cleaning up oil spills using dispersants?
- 6 What should you do with rubbish if your vessel doesn't have an incinerator?

1d



Read these questions and note down your answers.

- 1 Why does the writer of the text in Exercise 1b say one and a half million seafarers make a difference?
- 2 What systems are in place on your vessel to regulate waste disposal?
- 3 What action should be taken in the event of a minor oil spill on board?



Work with a study partner and discuss your answers.

2a



Look at these words and phrases. Which words and phrases from the text in Exercise 1b have similar meanings to the words and phrases below? Read the text again to find the answers.

- | | |
|--|----------------------|
| 1 prohibited | (Paragraphs 2 and 5) |
| 2 threatened | (Paragraph 2) |
| 3 break down naturally | (Paragraph 2) |
| 4 refuse | (Paragraphs 1 and 2) |
| 5 an extremely ugly thing to look at | (Paragraph 2) |
| 6 independent efforts to solve a problem | (Paragraph 4) |
| 7 is said to be caused by | (Paragraph 4) |
| 8 get rid of | (Paragraph 5) |
| 9 completely burned | (Paragraph 7) |
| 10 remedy | (Paragraph 7) |



Check your answers in the key before doing the next exercise.

2b



Complete these sentences using your answers to Exercise 2a.

- 1 The company's to combat piracy are proving successful.
- 2 What's the best way to used batteries?
- 3 The confidential documents had to be
- 4 There is no single for the common cold.
- 5 Reports show that personal injuries at sea are mainly to carelessness.
- 6 It is to bring illicit drugs on board.
- 7 If vegetable matter is left alone, it will naturally.
- 8 The world population of Siberian tigers is by hunters.
- 9 The old wreck has been broken up at last. It was such
- 10 Consumers are encouraged to separate domestic for recycling.

3a Speaking about statistics



Look at these statistics from Exercise 1b. How do you think they are said?



450 000 plastic containers

US \$25 000

60% of oil pollution



Read these numbers and practise saying them.



4,520

300,000

160 567

2 498 900

45 250

500,000

116 567

5 675 876

3b

Numbers I

There are specific ways to say numbers in English. In Unit 8 Exercise 7a you learned that a can replace one in group numbers, for example a **thousand**. A can also be used with some fractions, for example a **half** and a **third**.

Long numbers

In specific numbers, the words **hundred**, **thousand** and **million** are said as singular nouns, not plural nouns.

400 tonnes = four **hundred** tonnes (four ~~hundreds~~ tonnes)

And is usually said between hundreds and tens.

219 = two hundred **and** nineteen

However, **and** is not said between millions and thousands or between thousands and hundreds.

5,610 = five **thousand**, six hundred **and** ten

10,700,430 = ten **million**, seven **hundred thousand**, four **hundred and thirty**

Singular verbs are used to talk about an amount because we see it as one quantity.

Sixty kilos is too much to lift on your own.

Ten litres of cleaning agent is all we need.

3c

Numbers II

Here are some more ways to say different types of numbers.

Percentages

When discussing statistics, we often talk about the percentage of a total amount. % is said **percent** and the number before the % symbol is said in full.

72% of seafarers are Filipino. = **seventy-two percent** of seafarers...

When talking about a range of percentages, a dash is used and is said as to.

a 10-15% success rate = **a ten to fifteen percent** success rate

Do not use **the** before a percentage.

25% of all seafarers... ~~the~~ 25% of all seafarers...

Decimals

If we are talking about parts of numbers, a **point** is used to separate the whole and the part. With any number over 1, the unit of measurement must be plural.

8.6 tonnes = **eight point six tonnes**

Numbers before the point are said together but numbers after the point are said separately.

70.67 litres = **seventy point six seven litres**

185.74 metres = **one hundred and eighty-five point seven four metres**

With numbers less than 1, it is also possible to use the plural. Alternatively, use of **a** before the unit of measurement.

0.6 m. = zero point six metres / zero point six **of a metre**

0.21 kilos = zero point two one kilos / zero point two one **of a kilo**

Money

We talk about money in a different way to talking about decimals. Do not say **point** when talking about an amount of money.

£3.50 = **three pounds fifty** (pence) (three ~~point~~ fifty pence)

US \$23.12 = **twenty-three dollars and twelve cents**

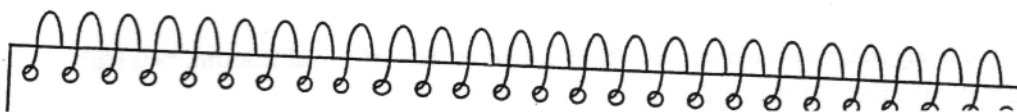
Remember that although currency symbols are written *before* the number, they are said *after* the amount.

DM 56 = **fifty-six Deutschmarks**

FF 150 = **one hundred and fifty French francs**



Listen to the cassette. A training officer is talking to a group of seafarers about oil spills. Look at the notes written by one of the trainees. Some of the statistics are not correct. Listen and change the statistics which are wrong.



Quantity of oil transported at sea per day:	35.1 billion gallons
Quantity of oil consumed by US per day:	700 million gallons
Percentage of spilled oil caused by tanker incidents:	6%
Dip in of an oil slick:	0.1mm
Rate of evaporation:	30% in 48 hours
Efficiency rate of cleaning oil by burning:	95-98%
Quantity of oil spilled by the Braer:	68,000 barrels



Read these Standard Marine Communication Phrases. They are responses to SMCP questions.

*No, the smoke
is not toxic.*

*Yes, the holds are clean,
dry and free of smell.*

*Yes, the oil spill
plan is available.*

Pumping slops started.

*Spill control gear
standing by.*

Scuppers plugged.

I require oil dispersants.

*The sea suction
valves are closed.*

Listen to the cassette. You will hear eight questions corresponding to the statements above. There is a pause after each question. Reply to each question with an appropriate response from above.

If / when

In Unit 3 you learned that a clause is part of a sentence. The sentence above has two clauses: a clause containing a condition (called an **if clause**) and a **result clause**.

if clause

result clause

If oil spills, up to 40% evaporates in 48 hours.

When talking about scientific facts or things that are guaranteed to happen, the verbs in both clauses are in the present tense because the facts are always true.

If _ + subject + verb, subject + verb

If oil spills in water, it floats.

It is possible to swap the two clauses without changing the meaning at all.

Oil floats if it spills in water.*

It is sometimes possible to use **when** instead of **if** to talk about facts.

When there is lightning, there is also thunder.

Fog occurs **when** warm air blows over cool sea water.*

* Notice that there is no comma when the **if** clause is in second position.



Complete the warnings and predictions by matching the clauses in each column.

- 1 A vessel will need an Oil Record Book Part 2 if
- 2 If clean ballast is discharged into sea,
- 3 You will be fined by the Coastguard if
- 4 If a tanker doesn't have certification,
- 5 Unless alternative energy sources are utilised,
- 6 The population of dolphins will be endangered if
- 7 If the correct topping-off methods are used,

oil overflows will be avoided

reserves will run out very soon

greenhouse gas emissions will keep rising

more staff are under an MARPOL training

he will need to make special arrangements with the harbour master

it is a tanker of more than 150 GRT

you knowingly pollute US waters

reduced further if

- 9 If a master wants to transfer oil at night,
- 10 If consumption of fossil fuels is not reduced,

it won't be allowed to sail

they continue to get on with fishing nets



Read these questions about scientific facts. Write your answers in complete sentences with two clauses.

- 1 What happens if ice is heated?
- 2 What happens to water if the temperature drops below 0°C?
- 3 What happens when water is heated to 100°C?
- 4 What happens when cool air rises in the sky?
- 5 When is it difficult to see the stars at night?
- 6 Why do ships pitch and roll at sea?



What facts are connected with your job? Write down some factual information that a non-seafarer might not know. Work with a study partner and exchange information.

6a

If clause + will

The if clause pattern is also used when we are predicting things that may happen, or for giving warnings.

If a very small quantity of oil is spilled into the sea, it will disperse by itself eventually.

If an oil spill is contained on board, the environment won't be at risk.

It is incorrect to use **when** in these examples because the sentences refer to events that are possible but not guaranteed to happen.

In these examples, **will** is used because the speaker is sure of the result of the action. Notice how the second clause uses **will / won't**.

If + subject + present tense; subject + will (not) + verb

If oil is contained, the environment won't be at risk.

As you saw in Exercise 2a, it is possible to change the order of the two clauses without changing the meaning. There is no comma when the if clause is in second position.

The environment won't be at risk if oil is contained.



Look at these signs and write an appropriate warning for each one using if.

1



You will damage your hearing if you don't wear ear defenders in noisy areas.

3



5



2



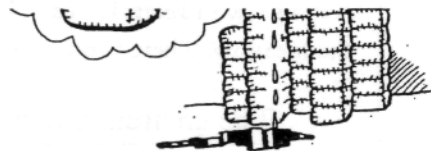
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6



7



Unless / provided / as long as

Certain other words can replace **if** without affecting the pattern of the clauses.

Unless sometimes replaces **if** when we give warnings to people. **Unless** means **if ... not**. It is often used to predict the reason why something might not happen.

That winch won't work **unless** you grease it first.

(This means: The winch won't work **if you don't** grease it first.)

An oil slick will spread **unless** it is contained.

(This means: An oil slick will spread **if it is not** contained.)

Provided or **provided that** sometimes replaces **if** when we want to make a condition clear.

Provided (that) means **on condition (that)**. It is often used when making deals or stating the conditions required to do something.

I'll work more overtime **provided** I'm paid more money.

The unloading will begin at 1600 **provided that** it isn't raining.

So long as or **as long as** are used with the same meaning as **provided** and **if**.

You'll pass your exam **so long as / as long as** you study hard.

Notice that it is more common for the condition clause (the **if** clause) to come in second position when **unless**, **provided** and **so long as** are used.

 Read these sentences and complete them with your own ideas.

- 1 The vessel won't reach port on time unless ...
- 2 You will damage your lungs unless ...
- 3 I'll lend you my book provided ...
- 4 You can use the video in the messroom so long as ...
- 5 You won't be able to do your job well unless ...
- 6 The pilot will arrive this afternoon provided ...
- 7 The ship will be out of dry dock tomorrow as long as ...
- 8 It's safe to enter an enclosed space provided that ...

UNIT FOUR



Work with a study partner and discuss these questions.



- 1 Which places have you had time to visit when on shore?
- 2 What type of things do you like doing when you visit a new place?
- 3 Is there a place you have never been to that you would like to see?
- 4 What is the best way to get to know a country you have never been to before?

1b



Listen to the cassette. Carlos and Guido work on a passenger ship which has just arrived in Sydney. Read these sentences. Only one sentence is true. Which one?



- 1 Carlos and Guido are tourists.
- 2 Carlos and Guido are imagining being tourists.
- 3 Carlos and Guido are going on a tour of Australia.
- 4 Carlos and Guido plan to hire a motorbike.

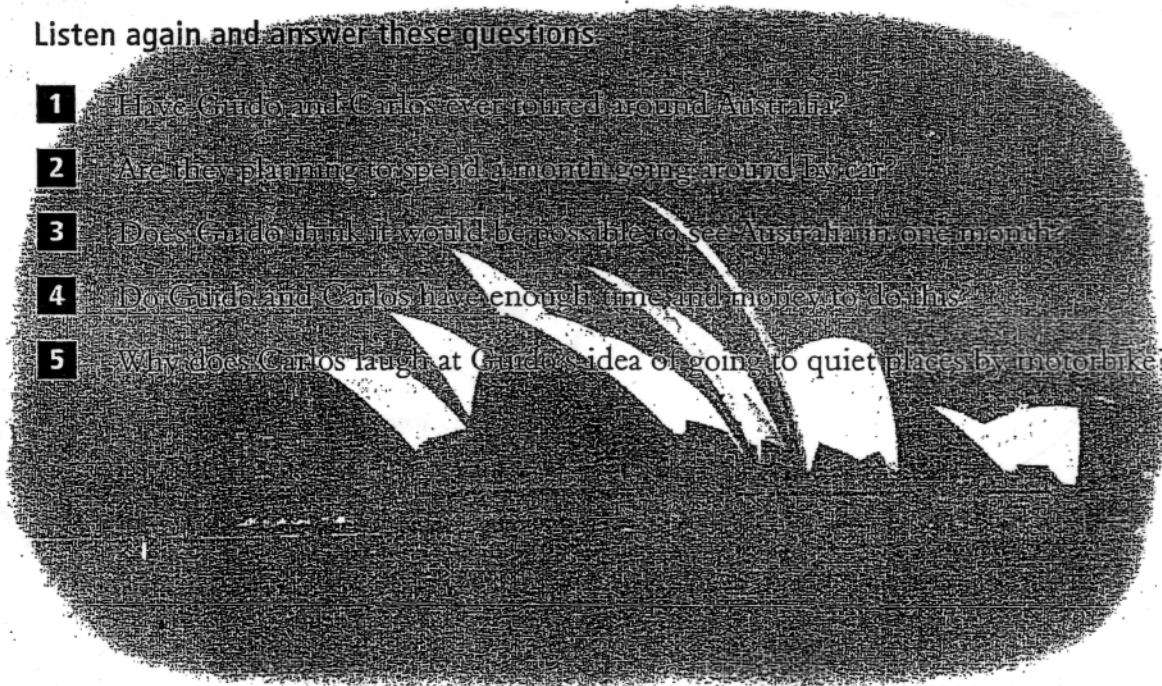
1c



Listen again and answer these questions



- 1 Have Guido and Carlos ever toured around Australia?
- 2 Are they planning to spend a month going around by car?
- 3 Does Guido think it would be possible to see Australia in one month?
- 4 Do Guido and Carlos have enough time and money to do this?
- 5 Why does Carlos laugh at Guido's idea of going to quiet places by motorbike?



1d



Listen again carefully. Complete Carlos' and Guido's sentences with the exact words they use.

1

If I had time, I love
to travel right around Australia.

2

If you a car, you
..... probably do it in
a month.

3

You only do it in
a month if you
stop anywhere.

4

..... time and money
..... no object, that's
what

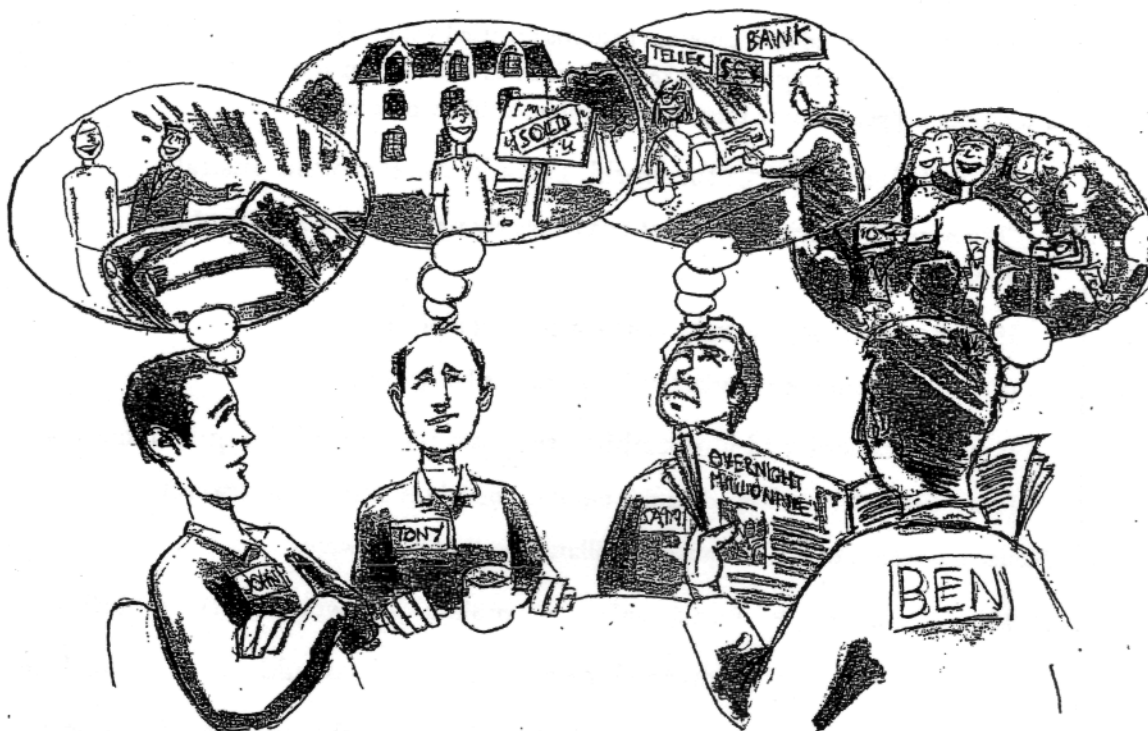
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Where you
.....?

6

... imagine what
..... if everyone
by motorbike.

Look at the picture and complete the dialogue. What would each person do if he had enough money?



Complete this dialogue using the information in the picture.

Tony: Look! This guy has won the lottery! What you do if you him, John?

John: That's easy. If I, I'd

Tony: Would you? I wouldn't buy a sports car, I'd buy a house. What if you won all that money, Sam?

Sam: Me? I buy anything! I'd

Ben: I wouldn't. If I rich, I some money to charity and then the rest to my friends.

Tony: Well, Ben, we all be your friends if you rich!

Listen to the cassette and check your answers.

If + Past Simple / would

In Unit 13 you learned how different patterns are used with **if clauses** to talk about scientific facts and to give warnings or to make predictions. **If clauses** can also be used to talk about things that cannot happen because they are impossible, unlikely or untrue.

If I had all the time in the world, I would travel around Australia.

(*This means:* It is very unlikely that I will have enough time to do this but I can think about it.)

If I was a tourist, I would visit some quiet places.

(*This means:* I am not a tourist but I can imagine being one.)

If everyone arrived by motorbike, they would spoil all the quiet places.

(*This means:* Not everyone does this but it is possible to consider the effects.)

Notice the pattern of this **if clause** for talking about unlikely events:

If + subject + Past Simple, subject + would (not) + infinitive

If I won the lottery, I wouldn't work again.

This pattern does not refer to past time. The **Past Simple** emphasises that the **if clause** is unlikely to happen. **Would** emphasises the possible result or consequence. Together, they indicate a hypothetical situation that is not connected to time.

As you saw in Unit 13, it is possible to change the order of the two clauses without changing the meaning.

I would never work again if I won the lottery.

2b



Complete these sentences with your own ideas.

- 1 If I won the lottery,
- 2 If I had all the time in the world,
- 3 If I had my life to live again,
- 4 I would be a fluent English speaker if
- 5 There wouldn't be any wars if
- 6 if I owned a fleet of vessels.
- 7 if we didn't have radar on ships.
- 8 if we had time to go ashore.
- 9 if we didn't have electricity.
- 10 if it rained all day.



Could and might in if clauses and result clauses

In Exercise 2a you saw that **would** is used in result clauses to talk about possible consequences of hypothetical situations. In the result clause, **would** can be replaced with **could** or **might**. As you saw in Unit 11 Exercise 5b, **could** and **might** emphasise the possibility of something happening.

If you were on holiday in Australia, you **could** go to Ayers Rock.

If I found money in the street, I **might** give it to the police or I **might** keep it.

A: Would you enjoy yourself if you went on holiday alone?

B: If I was alone, I **might** get lonely but I **could** talk to other tourists.

Could can also be used in if clauses to replace the Past Simple form of the verb.

If you **could** choose any location, where would you live?

(= If it was possible for you to choose...)

What do you think would happen if man **could** fly?

(= ... if man was able to fly)

However, it is not possible to use **might** to replace the Past Simple form of the verb in the if clause.

If man ~~might~~ fly ...

Read these questions and write your own answers. Use **would**, **could** and **might** in your answers:

- 1 Where would you go if you had the chance?
- 2 How could you find a place to stay if you were in a strange city?
- 3 If you saw a fight in the street, what would you do?

- 4 What would you do if your ship left port without you?
- 5 What could you do if you lost your airline ticket?
- 6 How might you celebrate if you were promoted?
- 7 What do you think animals might say if they could talk?

work with a study partner. Ask each other these questions. Do you have any of the same answers?



Look at these pictures. Write a question for each one.

1



Suppose you were lost in a
strange city: what would you do?

2



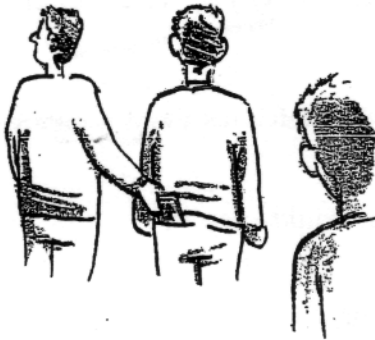
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4



5



6



7



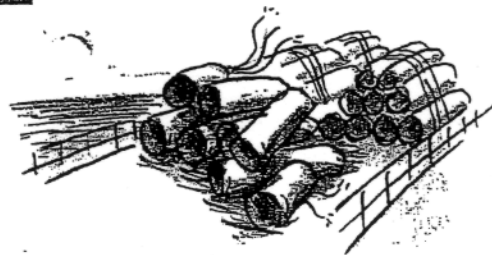
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9



10



Changes in if clauses

As you learned in Unit 13, certain other words can replace if. When the pattern is if + Past Simple for talking about imaginary situations, if can be replaced with **supposing**. It is possible to change the order of the two clauses without changing the meaning.

What job would you want to do **supposing** you weren't a seafarer?

Supposing you weren't a seafarer, what job would you want to do?

In order to emphasise the hypothetical meaning, if can also be replaced with **suppose (that)**, **imagine (that)** and **what if**.

Suppose (that) you weren't a seafarer: what job would you want to do?

Imagine (that) you were a millionaire. Do you think you would be happy?

What if the sun didn't rise tomorrow. What might happen?

When the **if clause** is emphasised in this way, it is not possible to change the order of the two clauses.

~~Do you think you would be happy, **imagine (that)** you were a millionaire?~~

When you use **suppose (that)**, **imagine (that)** and **what if**, it is not always necessary to include the result clause, provided that the topic is already clear.

A: If I found some money in the street, I would keep it.

B: But **suppose someone saw you?**

(This means: what would happen if someone saw you?)

A: If I owned my own company, I wouldn't ever work.

B: **What if your company went bankrupt?**

(This means: what would you do if your company went bankrupt?)

5b



Work with a study partner. Discuss each of the pictures in Exercise 5a, starting with the questions you wrote. Imagine different possibilities and what you would do in each situation.

A: *Suppose you were lost in a strange city: what would you do?*

B: *I would ask someone for directions.*

A: *What if you didn't speak the language?*

B: *Then I would buy a map to find where I was.*

A: *But imagine that you didn't have enough money to buy a map?*

B: *Well, if I couldn't buy a map, I would walk around until I found a tourist information place.*



6a An island in the sun



Read these questions relating to the situation on a small island. Scan read the texts to find the answers.

- 1 What type of activities can tourists enjoy on the island?
- 2 Why is the Coastguard under pressure?
- 3 Which group is concerned about the sea turtles and why?
- 4 Is unemployment a problem on the island?

Island Ferries

Did you know that paradise is only half an hour away? Island Ferries are now operating a fast new link to the secluded island of Sorga with boats leaving every 30 minutes. If you're a nature-lover, sun-worshipper or water sports enthusiast, Sorga is your ideal holiday destination. Stroll along the unspoiled beaches; splash out on lessons in diving, snorkelling, surfing or canoeing at the new water sports complex; take a trip on a luxury speed boat from the purpose-built marina; hire a boat to sail out around the island or follow the coastal nature trail to see Sorga's sea turtles and birdlife.

Sample Sorga – you won't want to leave!



SORGA COASTGUARD ANNUAL REPORT

SUMMARY

problem areas have been incidents involving rescue operations and pollution control.

SAR operations tripled during the past year due to the number of holiday makers with minimal seagoing experience hiring small boats for island tours.

Pollution control has become a major problem caused by additional

increasingly problematic if contingency measures and clean-up plans are not coordinated with local authorities.

The Director
Sorga Tourist Information Board

Dear Sir/Madam

My wife and I recently visited Sorga while on a cruise holiday. We visited the island many years ago and were looking forward to returning, however, we were extremely disappointed by the effects of recent developments there. The island has changed beyond all recognition since we first visited: the beach area was over-crowded and the coastal walks, which used to be so quiet, have been ruined by crowds of people. Local people were unfriendly towards us and the prices in shops were sky high. I understand that there are plans for a large hotel to be built on the island. I, for one, will not be recommending a holiday there to my friends. I am sorry to say that it was a relief to leave the island and get back to the comfort and peace of our cruise ship.

Yours sincerely

Tourist Boom

Financial reports have shown a record boom for the island economy of Sorga this year. The upsurge in tourist numbers has come as a relief to high-risk investors following concerns that a multi-million dollar marina and water sports complex might fail to draw sufficient numbers of visitors. However, competitive ferry services and a new advertising campaign have succeeded in attracting thousands of holiday-makers. Local traders have reported an unprecedented rise in profits in the service sector with a corresponding increase in employment opportunities. Plans for a large-scale hotel development are now underway.



The Sorga Environmental Network (SEN) is alarmed at the effects of tourism on the island's ecosystems. The breeding pattern of certain seabirds has been disrupted by the level of noise from speed boats and birds have been found stranded on beaches with oil-coated feathers. Divers have reported that certain species of fish and underwater plants appear to be affected by spills of oil and diesel into the water. The island's small population of sea turtles has been turned into a tourist attraction and SEN is concerned that the turtle eggs may be stolen by visitors.

[illegible]

1

1997

3

4

Would you like to go on holiday to Sorga? Why / Why not?

6c Points of view



Read these questions and make notes about your answers.



1 If you lived on Sorga, which of these people would you want to be?

- the manager of the water sports complex
- the head of the conservation group, SEN
- a representative of the Coastguard
- the Master of one of the ferries
- a hotel owner
- a local resident
- the owner of a private yacht

2 If you were this person, what would you think of tourism on the island?

3 If you were this person, which other people on the island would you support and why?

4 Who might you disagree with and why?

5 What changes would you want to see on the island?

6 What might you want to do to tackle the problems on the island?

7 How would you feel if the number of tourists kept increasing?

8 What do you think might happen if tourism continued to grow?



Work with a study partner. Using the notes you made, tell each other what you would think about the situation on Sorga if you lived there.



6d



Did you and your partner have similar opinions? Write a summary to compare and contrast your ideas. Include these points in your summary:



- Explain what your partner would do if he lived on Sorga.
- Give your opinion of his ideas.
- Mention what you would do if you lived there.

IMO PHRASES

B 1/1 n B 1/2 OPERATIVE SHIP HANDLING (pp. 146-157)

General Guidelines

Tenses: Simple Present: The Pilot station requires...

Present Continuous: We are passing buoy...

Simple Future: I will complete the manoeuvre.

Simple Past: I changed to manual steering (at hours UTC).

Present Perfect: The vessel has given way.

Passive: Simple Present: Navigation lights are switched on.

Simple Past: Following was received on.. at... hours UTC.

Imperative: Take notice of changes in the standing orders.

Do not exceed a pressure of ...bars.

There is/There are: There are fishing boats in the area.

Conditionals: 1st > Call the Master if any vessel passes with a CPA of less than ...miles.

Modals: must > We must restow containers from... to... to improve stability.

Need > The vessel need not give way.

Adjectives used:

Constant	(bearing)
Dangerous	(targets)
Good/poor	(stability)
Steady	(barometer)
Critical	(pressure)

EXERCISES

A. Use the words in the box to complete the sentences.

measures	exceed	latest	unreliable	emptied
transfer	look-out	call sign	filled	by the head

1. The echo-sounder is
2. The Pilot station requires
3. The following were taken.
4. We must fuel to improve stability.
5. The ship is ...metres down
6. Do not a minimum temperature of ...degrees.
7. We the ballast tanks.
8. Forepeak tank was to change the trim.
9. The is standing by.
10. The security patrol was at ...hours UTC.

B. Rewrite the following sentences using standard navigational phrases.

1. The vessel will keep out of the way of the other vessel.
2. The vessel is keeping the same course and speed.
3. You have to tell the Master if any vessel approaches us in less than ...miles.
4. GPS is not working.
5. Do not trust the echo sounder recordings.
6. There are no dangerous echoes generated on the radar screen.
7. A lot of vessels are sailing in the area.
8. We are drifting ...degrees leeward of the desired course.

9. We cannot see because of fog.
10. We were warned about a tropical storm for the area... at ...hours UTC.
11. Everything is OK.
12. We must pay attention to the following.
13. We changed course at ...hours UTC because of the storm.
14. We slowed down at ...hours UTC due to heavy mist.
15. We are facing problems with the main engine.
16. I intend to finish the manoeuvre.
17. Do you realize what the standing orders mean?
18. Everything is going smoothly.
19. The automatic fog signal is turned on.
20. We don't have any list.
21. Fuel has been transferred from No... tank to No... tank to make the stability better.
22. We are expecting a tsunami by ... hours UTC.

C. Translate into English.

1. Τα ημερολόγια συμπληρώθηκαν και υπογράφηκαν.
2. Επαναστοιβάχθηκε το φορτίο στο ... κύτος για να βελτιωθεί η ευστάθεια.

3. Δεν πραγματοποιείται άντληση προς το παρόν.
4. Δεν χρειάζεται να παραχωρήσουμε προτεραιότητα.
5. Ζητάμε μία επιπλέον γεννήτρια για να θέσουμε σε λειτουργία μία πρόσθετη αντλία.
6. Ένα ισχυρό ρεύμα κατευθύνεται ... μοίρες.
7. Αναμένεται βαρεία αποθαλασσία ... μέτρων από ... εντός ... ωρών.
8. Η παρούσα απόδοση της κύριας μηχανής είναι ... κιλοβάτ.

C. Give the terms for the definitions.

1. A position a vessel has to pass or at which she has to alter course according to her voyage plan.
2. Maintain course and speed.
3. A mark or position at which a vessel is required to report to the local VTS station to establish its position.
4. Distance a vessel should advance with one turn of propeller if there is no slip.
5. Difference or relationship between the forward and after drafts of floating vessel.
6. Inclination of vessel to port or starboard side.

UNIT FIVE

MYSTERIES OF THE SEA

PART A: LISTENING COMPREHENSION

You are going to hear a radio programme about superstitions of the sea in Exercise 1c. Here are some words that you will hear.

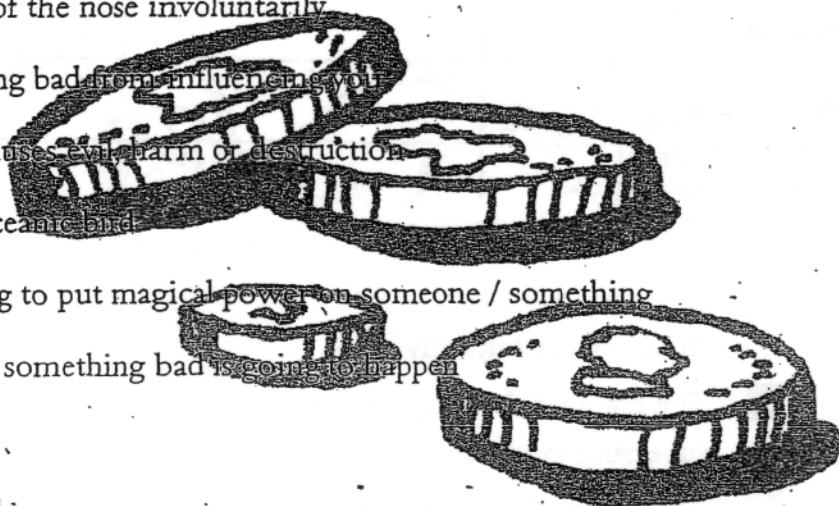
positive	lucky		auspicious	
negative		unfortunate		unprosperous
positive	favourable			rational
negative		bad fortune		

Complete the table with the opposites of these words. Use a dictionary to help you.

Here are some more words connected with the radio programme in Exercise 1c. Match the words and phrases in the box with their definitions below. Use a dictionary to help you.

an omen	superstition	an albatross	ill-fated
a catastrophe		sneeze	
cast a spell on	a premonition	a curse	benevolent
			ward off

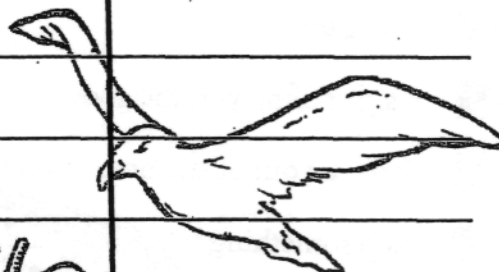
- 1 belief in signs of good and bad luck
- 2 a disaster
- 3 a sign telling you the good and bad things that are going to happen
- 4 force air out of the nose involuntarily
- 5 stop something bad from influencing you
- 6 a wish that causes evil, harm or destruction
- 7 a powerful oceanic bird
- 8 say something to put magical power on someone / something
- 9 a feeling that something bad is going to happen
- 10 unlucky
- 11 good, helpful



Superstitions of the sea

Work with a study partner. Read the list of superstitions of the sea from long ago. Do you think they were lucky or unlucky? Why do you think so? Discuss your ideas with a study partner.

superstition	lucky or unlucky?	why do you think so?
whistling		
losing a mop or bucket overboard		
losing the ship's flag overboard		
handing someone a flag through the rungs of a ladder		
sneezing		
setting sail on December 31st		
having a man of the church on board		
having a tailor on board		
having a lawyer on board		
having rats on board		
having a black cat on board		
carrying salt in your pocket		
hiding a coin under the mast		



to see a black butterfly at sea.

- 2 The guest on the programme is a very superstitious man.
- 3 For the Spanish, Friday was a lucky day to set sail
- 4 It was believed that sewing or mending clothes on board made strong winds and adverse weather conditions even worse.
- 5 It was believed that the albatross protected the ship from danger.
- 6 It was believed that there was nothing the individual mariner could do to protect himself



PART B: READING COMPREHENSION

You are going to read two true stories about strange mysteries of the sea in Exercise 3b. In both stories, a ship's crew discovers an abandoned vessel. Before reading the complete texts, read the paragraphs below. Which paragraphs are about the same story?

- 1 The crew on this vessel discovered an abandoned, drifting ship with no lifeboat and towed her to safety. Crew members were rewarded with part of the salvage money.
- 2 This vessel was found abandoned in an unseaworthy condition. There was evidence that some of the crew had taken cover under a makeshift shelter on the deck. There is still no logical explanation for the crew's disappearance.
- 3 Despite still being seaworthy, this vessel was found abandoned on the open sea. The crew had taken to the rowing boat in a hurry. No trace was ever found of the rowing boat or the crew.
- 4 This vessel discovered a waterlogged ship with no crew on board many miles off her original course. The discovery was reported to the nearest port.

Marie Celeste

The story of the *Marie Celeste* is one of the most puzzling maritime mysteries.

In the winter of 1872, the *Marie Celeste* left New York under the captaincy of Captain Briggs, who was an experienced master and highly regarded among his seafaring contemporaries. In December of the same year she was towed, minus her crew, into Gibraltar by the British sailing ship, the *Dei Gratia*. The *Dei Gratia*, which had left New York at around the same time as the *Marie Celeste*, had noticed something unusual about the *Marie Celeste* while at sea and had received no reply despite attempts to contact her. It was understood that the captains of both ships had enjoyed dinner together the previous evening. On reaching the vessel, the crew of the *Dei Gratia* discovered that the *Marie Celeste* had been abandoned in haste: a half-written letter was lying on the table in the forecabin and an unfinished platter of food lay mysteriously in the captain's cabin. The vessel, however, had not been in danger of sinking. Surprisingly, none of the crew's belongings had been stolen and the cargo was still intact. The only thing missing from the vessel was the rowing boat. For returning the *Marie Celeste* safely to Gibraltar, crew members of the *Dei Gratia* received a percentage of the \$1,700 salvage sum.

Speculation about what actually happened has excited many a maritime historian although the real reasons for the disappearance of the crew of the *Marie Celeste* will remain a mystery, given that no new evidence is likely to be found over a century after the

Joyita

In October 1955, the *Joyita* set out from Western Samoa on a voyage to the Tokelau Islands. The journey, which was expected to take around two days, was never completed. Five weeks after departure the *Joyita* was found, flooded in parts, about a thousand miles off course by the Fijian steamer *Tuvalu*. There was evidence of a hand-built shelter on the deck and the port side of the vessel had been destroyed. The 25 people on board, 9 passengers and 16 crew, had abandoned the *Joyita*. To this day, the reason for the entire crew, including the master, abandoning ship at the same time remains a mystery. Her seaworthiness was perhaps questionable: it is true that prior to the ill-fated voyage, the *Joyita* had been sitting idle. The master, Dusty Miller, who did not always have enough money to keep her in good repair, had been using the *Joyita* for nothing much more than tuna fishing. The ship's accommodation was particularly comfortable. Weather conditions had, however, been good.

As soon as the *Tuvalu* had communicated the news of the missing crew to the nearest port, speculation grew as to why the crew had abandoned ship. Collision and fire were ruled out in the subsequent investigation. Did a tidal wave strike suddenly? Did pirates board and dispose of the crew? Was the crew murdered by a vengeful fishing fleet, as was suggested in the *Fiji Times* and the *Herald*? Unfortunately, a rational answer to explain the disappearance of the *Joyita* is still lacking.

Work with a study partner. Read the stories again and discuss possible answers to these questions.

- 1 Why do you think the Captain of the *Marie Celeste* was writing a letter?
- 2 Do you think that pirates came aboard the *Marie Celeste*?
- 3 What do you think happened to the crew of the *Marie Celeste*?
- 4 In your opinion, why did the crew of the *Joyita* build a shelter on the deck?
- 5 Do you think that the weather was a factor in the mystery of the *Joyita*?
- 6 Are there any other possible explanations for either of the two mysteries?

Read the texts again. In both texts there is one sentence which does not seem to belong to the story. While you are reading, consider these questions in order to find the two extra sentences.

- Are all the sentences in each text related to the topic?
- Does each sentence follow the previous one in a logical manner?

In Unit 3 Exercise 3a you learned about a type of relative clause that tells us which person or thing the speaker is describing. That type of relative clause is called a defining relative clause. It is made by joining two sentences together using the words who (for people), that (for people or things) or which (for things). In this unit, you are going to learn about a second type of relative clause.

Look at the relative clauses underlined in these sentences. What differences do you notice between the relative clauses?

- A) The passenger (who / that) is sitting next to me is French.

B) The other passenger in the compartment, who is sitting next to me, is French.
- A) He's a friend from marine college who / that still visits me regularly.

B) My friend from marine college, who still visits me regularly, is now a Chief Engineer on a gas tanker.
- A) The oil which / that was spilled on the deck has been cleaned up now.

B) The crude oil, which was spilled on the deck, has been cleaned up now.
- A) The ticket (which / that) I wanted to buy was very expensive.

B) The season ticket, which I wanted to buy, was very expensive.
- A) The shopkeeper (who / that) I spoke to on the phone said I could have a refund.

B) The new shopkeeper, who I spoke to on the phone, said I could have a

PART C: GRAMMAR

Relative clauses IV (extra information clauses)

Like the examples in Unit 3, the sentences labelled A in Exercise 4a tell us which person or thing the speaker is describing.

The passenger who / that is sitting next to me is French.

These type of sentences are called **defining relative clauses**. Remember that:

- commas are not used to separate the information in the defining relative clause from the main clause
- that can be used to replace who or which in a defining relative clause
- who, that or which can be left out of the defining relative clause if it is the object of the verb.

The sentences labelled B in Exercise 4a are different because they give us more information about the person or thing being described. It is clear who or what we are talking about ('the other passenger in the compartment'; 'my friend from marine college'). These are sometimes called extra information clauses.

The other passenger in the compartment, who is sitting next to me, is French.

Note that:

- commas are used to separate the information in the 'extra information' relative clause from the main clause
- that cannot be used to replace who or which in an 'extra information' relative clause
- who, that or which cannot be left out of the 'extra information' relative clause.

As in Unit 3, where can also be used to introduce an extra information clause.



Look at the texts in Exercise 3b again. Find two extra information clauses in each text.



Read the sentences below. In each case, the second sentence in each example gives extra information about a person or thing in the first sentence. Join the sentences together using who, which or where. Remember to use commas where necessary.

- 1 On this route we always stop in Barcelona, Gibraltar and Lisbon. Gibraltar is famous for its apes.
- 2 Captain Silvano has now retired from seafaring. He went to marine college with my father.
- 3 My cabin is very comfortable. It is the first door on the right.
- 4 My family lives in Kiev. It is the capital of the Ukraine.
- 5 The port of Leith used to be the hub of Scotland's shipping industry. We were dry-docked there for three months.

January.

- 7 Seattle is the largest city in the Pacific Northwest of the USA. I spent my shore leave there.
- 8 While I was in Nicosia, I bumped into my old friend Shaun. He used to be an ISM inspector.
- 9 My car has never broken down. I bought it five years ago.
- 10 The mystery of the Marie Celeste has never been solved. It is famous world-wide.

We can also use **whose** to introduce a relative clause. Look at these examples.

The auditor is visiting the ship next week. I know **his** son very well.

⇒ The auditor, **whose** son I know very well, is visiting the ship next week.

I work with some men from Latvia. **Their** fathers were also at sea.

⇒ I work with some men from Latvia **whose** fathers were also at sea.



Read the sentences. Only one of the underlined words is correct. Circle the correct one.

- 1 The food on board, which / that / whose is prepared by an Italian cook, is always delicious.
- 2 Mr Smith, who / which / whose car had broken down, decided to take the bus.
- 3 The Filipino Chief Officer, that / whose / who occasionally does onboard training, will take over the watch at 0400.
- 4 The crew members, that / whose / who lifeboat was damaged, got into a liferaft.
- 5 The information that / whose / who I was given was incorrect.
- 6 The company, that / whose / which has been in business for over forty years, specialises in bulk cargo handling.
- 7 I can't remember the name of the officer who / that / whose dictionary I borrowed.
- 8 It was Captain Briggs that / whose / who was in charge of the Marie Celeste.
- 9 The Tuvalu, that / which / who was a steamship, discovered the Joyita one thousand miles off course.
- 10 The police were unable to help the woman that / who / whose house had been broken into.



Read this text about an inventor. What did he design?



John Harrison was born in 1693 in Yorkshire, England. In 1714, the British government passed the Longitude Act to try to solve once and for all the problem of identifying a ship's longitudinal position. In 1761, Harrison perfected a method for identifying a ship's location more accurately than had ever been done before. The key to Harrison's discovery was a very accurate marine chronometer. This watch was placed carefully on board the ship to protect the delicate mechanism. It was the clockmaker's son, William, who set sail aboard the trial ship H.M.S. Deptford in November, bound for Port Royal, Jamaica. By setting the watch accurately at the Greenwich Meridian, Harrison was able to use the time difference during the journey to calculate the longitudinal position of the vessel. However, it needed a very accurate and stable timepiece in a notoriously unstable environment for the system to succeed. At the end of the journey across the Atlantic, Harrison discovered the watch had lost only five seconds. Despite fulfilling all the demands made by the British authorities, it wasn't until 1773 that John Harrison's achievement was officially recognised. He died three years later, in 1776.

5b



Read these sentences containing extra information about John Harrison.

- 1 John Harrison was a clockmaker.
- 2 The Longitude Act offered inventors a prize of £20,000.
- 3 Harrison's method for establishing a ship's position was not acknowledged by the British authorities for many years.
- 4 The watch was called H-4 in the sea trial of 1761.
- 5 William Harrison had worked closely with his father in the development of the marine chronometer.
- 6 The Greenwich Meridian lies at 0 degrees 0 minutes longitude.



Rewrite the text above, inserting the extra information in the appropriate places. You may have to use both types of relative clauses. Remember to add a subject.

IMO PHRASES

B/ 1.1 n B 1.4 CARGO HANDLING (pp. 204-208)

General Guidelines

GRAMMATICAL PATTERNS

Tenses: Simple Present of the verb *to be*: What is the deadweight?

Simple Future: The vessel will load ... containers.

Imperative: Open all hatches before loading.

How much/How many

- **Passive: Simple Present:** How many cubic metres of cargo space are required?
- **Modals: Can:** How many cars can the vessel load?

Adjectives used:

Available

Complete

Clean/dry

Operational

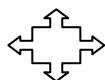
EXERCISES

A. Produce correct IMO phrases.

1. How many tonnes of grain can the vessel carry?
2. How big are the hatch openings?
3. How far can the crane load/discharge?
4. How much weight can the crane lift?
5. Only electric fork-lift trucks are to be used in the holds.
6. You should complete the plan of loading.
7. Tell the winchmen what to do.

B. Translate into English.

1. Πόσο φορτίο καταστρώματος μπορεί να φορτώσει το πλοίο;
2. Ποια είναι η ικανότητα χειρισμών της γερανογέφυρας;
3. Το πλοίο θα εφοδιαστεί ακόμα με ... μετρικούς τόννους.
4. Ποιο είναι το φορτίο ασφαλούς εργασίας των σαμπανιών;
5. Απασφαλίστε τα καλύμματα των κυτών.
6. Τοποθετείστε τα προστατευτικά κιγκλιδώματα στο υπ' αριθμόν ... κύτος.
7. Ελέγξτε τους ολκούς.



A. 1/3.3 Environmental protection communications (p. 88)

General Guidelines

Reduced Sentences: Located oil spill in tour wake.

Passive: Simple Present: What kind of assistance is required?

Tenses: Simple Present: I require floating booms.

Modals: Can: Can M/V... stop spillage?

EXERCISES

A. Produce correct IMO phrases.

1. I have located a vessel which is dumping chemicals ... in position.
2. Are you capable of identifying the polluter?
3. What is the heading of the polluter and how fast is she sailing?

B. Translate into English.

1. Το πλοίο έχει διαρροή πετρελαίου μετά από ατύχημα.
2. Εντόπισα ένα πλοίο το οποίο αποτεφρώνει χημικά σε στίγμα
3. Ο ρυπαντής έφυγε από την περιοχή.

3/1.3.1 n 1.3.5 (pp. 214-220)

General Guidelines

HANDLING LIQUID GOODS, BUNKERS AND BALLAST POLLUTION PREVENTION

General Guidelines

Grammatical Patterns

Tenses:

- **Simple Present:** Are you pumping?
- **Simple Future:** When will crude oil washing start?

Passive:

- **Simple Present:** Are your tanks inerted?

Imperative: Plug the scuppers and report.

Modals: Can: Can M/V... stop spillage?

Reduced sentences: Ballast pump started.

Adjectives used:

Available

Operational

EXERCISES

A. Match.

- A. Plug
- B. Stand by
- C. Fit
- D. Maintain
- E. Inform
- F. Pump
- G. Dispose

1. Spill Control, gear and report
2. ... minutes before loading finishes
3. the slops into the slop tank
4. contact on VHF channels
5. drip-trays and report
6. the sludge into the sludge

B. Produce correct IMO phrases.

1. The sea valves must be closed.
2. Do we have the oil pollution prevention plan handy?
3. Have you already connected the cargo hoses?
4. The spillage has already been stopped.
5. A slop barge should be ordered.
6. Attention! There is a leak at the manifold connection.
7. All members of the crew must assist so as to remove the spill.

C. Translate into English.

1. Οι εξαγωγές κλείστηκαν.
2. Λειτουργεί το σύστημα αδρανούς αερίου;
3. Ποια είναι η αντίθλιψη για αποστράγγιση;
4. Απόβλητα περιέχονται στο συλλέκτη διαρροών...
5. Αντιμετωπίστε τη διαρροή.
6. Τα απορροφητικά υλικά είναι σε ετοιμότητα.
7. Πετρέλαιο διαρρέει στα νερά του λιμανιού.

1/1.1.1 n 1.1.11 DISTRESS COMMUNICATION (pp. 64-70)

1/1.2.1 n 1.2.4 SEARCH AND RESCUE COMMUNICATION (pp. 70-76)

General Guidelines

Grammatical Patterns

Tenses:

- **Simple Present:** I require pumps.
- **Present Continuous:** I am proceeding to your assistance.
- **Simple Future:** I will not abandon vessel.
- **Present Perfect:** Crew has abandoned vessel.
- **Simple Past of the verb *to be*:** Total number of persons on board was...
- **Simple Past:** Did you transmit DSC distress alert?

There is/There are: There is no hope to rescue more persons.

Passive Voice: Simple Present: What kind of assistance is required?

Modals:

- **Can:** Can you breathe?
- **Must:** Crew of M/V... must abandon vessel... after collision.
- **May:** You may stop search and proceed with your voyage.

Imperative: Continue search in position.

Reduced sentences: Did you transmit DSC distress alert?

EXERCISES

A. Fill in the missing word.

1. I am fire.
2. Is fire control?
3. What kind of assistance is ?
4. Report number of
5. I am floodingwaterline.
6. M/V ... is in critical
7. M/V cannot damage.
8. Warning. rocks in position.
9. When do you to refloat?
10. I can only proceed low speed.
11. I have damage to navigational
12. Proceed your voyage.
13. Is your SART ?
14. I act as On-Scene Coordinator.
15. Vessels are to proceed to position ... to start rescue.
16. We search in position.
17. track spacing to ... nautical miles.
18. Try to information from survivors.
19. There is no hope to more persons.
20. I will proceed assistance.

B. Translate into English.

1. Καίγονται επικίδυνα φορτία;
2. Δεν μπορώ να επισκευάσω τις ζημιές.
3. Κίνδυνος προσαράξεως κατά τη ρηχία.
4. Μπορείτε να προσαράξετε εκούσια;

5. Το πλοίο ... δεν μπορεί να συνεχίσει.
6. Το άτομο που περισυνελέγη είναι επιβάτης του πλοίου.
7. Πόσες σωσίβιες λέμβους θα καθαρίσετε;
8. Θα επιδεικνύω τα ακόλουθα σήματα.
9. Το πλοίο ... με κατανεμημένο (καθορισμένο) αριθμό πορείας.
10. Τηρείτε προσεκτική επιτήρηση για σωσίβιες λέμβους.
11. Όλα τα άτομα διασώθηκαν.
12. Περαιτώθηκαν οι επιχειρήσεις έρευνας και διάσωσης.
13. Εκτελέστε έρευνα με το ραντάρ.
14. Διακρίναμε πλοίο σε στίγμα.
15. Πόσα άτομα θα παραμείνουν στο πλοίο;

C. Answer the questions.

1. What kind of assistance can be required in case of fire?
2. When do you expect to refloat in case of grounding?
3. What can you collide with?
4. What kind of assistance can be required in case of armed attack/piracy?
5. What can you pick up in a SAR operation?

B 2/6.1 - 6.6. SEARCH AND RESCUE ON BOARD ACTIVITIES (pp. 196-202)

General Guidelines

Grammatical Patterns

Tenses:

- **Simple Past:** When was the last man-overboard drill?
- **Simple Present:** What is a retreat signal for rescue boat?
- **Simple Future:** I will act as On-Scene Coordinator.

Imperative: Transmit the following information...

Passive: Simple Present: Is the person in water located?

Reduced sentences: Person overboard rescued.

EXERCISES

A. Produce correct IMO phrases.

1. When did you last carry out the last man-overboard drill?
2. You should prepare a plan to recover somebody making a manoeuvre. (using a dummy)
3. Have you seen the person in water?
4. We cannot see any vessels around us.
5. Be ready to pick up from shipboard and let us know.
6. Pick up the person and let us know.
7. We are aware of the following distress signal in ...degrees.
8. Try to communicate with the vessels in the area of the danger and let us know.

9. As we have been informed by the vessel in distress.
10. I am going to perform as On-Scene Coordinator.
11. We are performing a pattern for search.
12. Team on the bridge! Be extremely careful for visual contact with the vessel in danger and let us know every ... minutes.
13. Notify ... coastal radio station of the situation of the vessel in danger.
14. We are going on with our voyage.

B. Translate into English.

1. Επιτηρείτε προσεκτικά για το άτομο στη θάλασσα και αναφέρατε.
2. Στείλτε σήμα συναγερμού PAN-PAN σε παράκτιο ραδιοσταθμό και αναφέρατε.
3. Κάνετε μία συγκέντρωση την ... (ημερομηνία)
4. Η θάλασσα είναι ταραγμένη.
5. Σε ετοιμότητα η λέμβος υπ' αριθμόν ... για καθαίρεση και αναφέρατε.
6. Ποιο είναι το σήμα υποχωρήσεως για λέμβο διασώσεως;
7. Έγινε βεβαίωση λήψεως του σήματος συναγερμού;
8. Σε ετοιμότητα η ορμιδοβόλος συσκευή και αναφέρατε.
9. Ανάψτε τους προβολείς έρευνας.
10. Ζητήστε από τους επιζώντες τις ακόλουθες πληροφορίες.
11. Το πλοίο που κινδυνεύει ανετράπη.

12. Εκπέμψτε το ακόλουθο μήνυμα ασφαλείας: Πλοίο που κινδυνεύει (σε στίγμα...)
(αποτελεί) κίνδυνο για τη ναυσιπλοΐα.
13. Επανερχόμαστε στη συνηθισμένη (πρότερη) κατάσταση στο πλοίο την ώρα ...
UTC.
14. Τοποθετείστε οπτήρες και αναφέρατε.
15. Ενημερώστε τον παράκτιο ραδιοσταθμό σχετικά με τη ματαίωση της επιχειρήσεως
έρευνας και διασώσεως.

B 4/1.1 - 1.2.6. BRIEFING AND INSTRUCTION (pp. 228-232)

B 4/2.1 - 1.2.6. EVACUATION AND BOAT DRILL (pp. 234-236)

EXERCISES

A. Answer the questions.

1. What spaces are not the passengers allowed to enter?
2. Must all passengers attend a drill which has to take place within 24 hrs of departure?
3. How many blasts are given in case of emergency?
4. What must you do if you see someone fall overboard?
5. What are the protective measures for children?
6. What must passengers put on in case of evacuation?
7. Are lifts/elevators to be used in case of evacuation?
8. What is a roll call?
9. How can a passenger learn how to put on a lifejacket?

B. Produce correct IMO phrases.

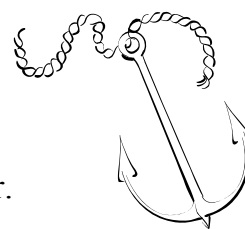
1. We are going to go along with the other lifeboats.
2. Do not stand in the entrance of the lifeboat.
3. All the instructions given by the lifeboat man must be strictly obeyed.
4. Listen carefully! I am your Captain and I have an important announcement to make.

C. Match the synonyms.

- | | |
|----------------------------------|--|
| 1. Be careful | ▪ please answer loudly 'Here' |
| 2. Never | ▪ your lifeboat stations |
| 3. Never hang | ▪ your head covering whatever the weather |
| 4. If you detect | ▪ should arrive within approximately ... hrs |
| 5. Put | ▪ to your cabin to collect your property |
| 6. Go to | ▪ used cigarettes in a container provided |
| 7. Assistance | ▪ a fire or smell fumes or smoke, act |
| 8. Do not return | immediately as follows: |
| 9. Discipline in the lifeboat | ▪ is of vital importance |
| 10. Do not take off | ▪ anything over or near an electric bulb |
| 11. When your name is called out | ▪ throw a cigarette overboard |
| | ▪ to extinguish cigarettes completely |

D. Decide whether the following are true or false.

1. The passengers are requested to act when they hear any sound signals.
2. In a roll-call the passengers write their names on a piece of paper.
.....
3. A knife can be useful in an evacuation.
4. If passengers have any questions, they should ask other passengers.
5. Drills are held to familiarize passengers with emergency procedures.



NORTH AMERICAN GRAIN BILL OF LADING

To be used with "Norgrain" Charterparty 1973

MINDO COMMODITIES TRADING CO., LTD.
WINNER BUILDING, ROOM F 8/F

Shipped SHIPPED, in apparent good order and condition by 27 D'ANGUILAR STREET, HONG KONG
Vessel on board the good ~~XXXXXX~~ motor vessel, called the "TAUROS"
Port of Loading Now lying in the Port of CONVENT, LOUISIANA
and bound for JAKARTA AND/OR SURABAYA
Port of Discharge Being stowed as herein, and to be delivered in like good order and condition at the aforesaid Port
of JAKARTA AND/OR SURABAYA
Consignee Unto ORDER OF: BANQUE PARIBAS, SINGAPORE
or to his or their Assigns BADAN URUSAN LOGISTIK
JL JEND GATOT SUBROTO 49
JAKARTA, INDONESIA
Notify Address

QUANTITY, DESCRIPTION AND STOWAGE

44,096,240 POUNDS U.S. SOLVENT EXTRACTED TOASTED SOYBEAN MEAL (20,000.795 METRIC TONS)

STOWAGE: HOLD NOS. 1,2,3,4,5,6.

ON BOARD

DATE: JULY 1, 1984

L/C NO. 15/930/00600/84

SIGNED: _____

**COPY
NON - NEGOTIABLE**

UNITED STATES LAW PROHIBITS DISPOSITION OF THESE COMMODITIES TO NORTH KOREA, VIETNAM, KAMPUCHEA OR CUBA, UNLESS OTHERWISE AUTHORIZED BY THE UNITED STATES."

Freight payable as per LONDON

Charter party dated JUNE 11, 1984

~~XXXXXXXXXX~~

FREIGHT PREPAID

For Conditions of Carriage See Overleaf

Shipper's weight, quality and quantity unknown

In Witness Whereof, the Master or Agent of said vessel has signed THREE (3)

Bills of Lading, all of this tenor and date, any one of which being accomplished, the others shall be void.
SUNRISE SHIPPING AGENCY, INC., AS AGENTS

By: _____

Dated at JULY 1, 1984

FOR THE Master

Set No. 1.

CODE NAME: "CONGENBILL". EDITION 1994

Shipper

BILL OF LADING

B/L No.

01

TO BE USED WITH CHARTER-PARTIES

Reference No.

VESSEL'S CARRIER NAME :
GRANT SHIPPING INC.

Consignee

TO THE ORDER OF SHIPPER

Notify address

NATSTEEL TRADE INTERNATIONAL PTE LTD.,
22 TANJONG KLING ROAD
SINGAPORE 628048.
TEL: 65 2651233.

THIRD ORIGINAL

Vessel

Port of loading

"MARE" PRAIA MOLE, BRAZIL

Port of discharge

JURONG WHARF, SINGAPORE

Shipper's description of goods

Gross weight

9,235.498 MT

NEWLY PRODUCED HOT ROLLED PRIME QUALITY BILLETS BY OXYGEN BLOWN PROCESS.
MILL'S NAME : ACO MINAS GERAIS S A - ACOMINAS

GRADE	QUANTITY (MT)	CONTRACTUAL MARKINGS	
	(NET WEIGHT)		
JIS G3505 SWRM 6R	4,073.204 MT	BLUE	'OR NIL MARKINGS'
JIS G3503 SWRY 11	3,133.022 MT	BROWN	'OR NIL MARKINGS'
JIS G3507 SWRCH 18A	2,027.632 MT	GREEN	'OR NIL MARKINGS'
TOTAL	9,233.858 MT		
TOTAL NUMBER OF BUNDLES :	1,640		
TOTAL NUMBER OF PIECES :	6,448		

CLEAN 'SHIPPED ON BOARD'
'FREIGHT PREPAID'

DATE OF CHARTER PARTY : OCTOBER 08, 1996

(of which on deck at Shipper's risk; the Carrier not
being responsible for loss or damage howsoever arising)

Freight payable as per
CHARTER-PARTY dated

FREIGHT ADVANCE.
Received on account of freight:

Time used for loading days hours.

SHIPPED at the Port of Loading in apparent good order and
condition on board the Vessel for carriage to the Port
of Discharge or so near thereto as she may safely get the goods
specified above.

Weight, measure, quality, quantity, condition, contents and value
unknown.

IN WITNESS whereof the Master or Agent of the said Vessel has signed
the number of Bills of Lading indicated below all of this tenor and date,
any one of which being accomplished the others shall be void.

FOR CONDITIONS OF CARRIAGE SEE OVERLEAF

Freight payable at

Place and date of issue

PRAIA MOLE, BRAZIL NOV 30 1996

Number of original Bs/L

Signature

03/03 (THREE)

FOR AND ON BEHALF OF
ANTONIO MANOLAKIS - MASTER

UNIPORT AGENCIA MARITIMA

BILL OF LADING

TO BE USED WITH CHARTER-PARTIES
CODE NAME: "CONGENBILL"
EDITION 1994
ADOPTED BY
THE BALTIC AND INTERNATIONAL MARITIME COUNCIL (BIMCO)

Conditions of Carriage

(1) All terms and conditions, liberties and exceptions of the Charter Party, dated as overleaf, including the Law and Arbitration Clause, are herewith incorporated.

(2) General Paramount Clause.

(a) The Hague Rules contained in the International Convention for the Unification of certain rules relating to Bills of Lading, dated Brussels the 25th August 1924 as enacted in the country of shipment, shall apply to this Bill of Lading. When no such enactment is in force in the country of shipment, the corresponding legislation of the country of destination shall apply, but in respect of shipments to which no such enactments are compulsorily applicable, the terms of the said Convention shall apply.

(b) *Trades where Hague-Visby Rules apply.*

In trades where the International Brussels Convention 1924 as amended by the Protocol signed at Brussels on February 23rd 1968 – the Hague-Visby Rules – apply compulsorily, the provisions of the respective legislation shall apply to this Bill of Lading.

(c) The Carrier shall in no case be responsible for loss of or damage to the cargo, howsoever arising prior to loading into and after discharge from the Vessel or while the cargo is in the charge of another Carrier, nor in respect of deck cargo or live animals.

(3) General Average.

General Average shall be adjusted, stated and settled according to York-Antwerp Rules 1994, or any subsequent modification thereof, in London unless another place is agreed in the Charter Party.

Cargo's contribution to General Average shall be paid to the Carrier even when such average is the result of a fault, neglect or error of the Master, Pilot or Crew. The Charterers, Shippers and Consignees expressly renounce the Belgian Commercial Code, Part II, Art. 148.

(4) New Jason Clause.

In the event of accident, danger, damage or disaster before or after the commencement of the voyage, resulting from any cause whatsoever, whether due to negligence or not, for which, or for the consequence of which, the Carrier is not responsible, by statute, contract or otherwise, the cargo, shippers, consignees or the owners of the cargo shall contribute with the Carrier in General Average to the payment of any sacrifices, losses or expenses of a General Average nature that may be made or incurred and shall pay salvage and special charges incurred in respect of the cargo. If a salvaging vessel is owned or operated by the Carrier, salvage shall be paid for as fully as if the said salvaging vessel or vessels belonged to strangers. Such deposit as the Carrier, or his agents, may deem sufficient to cover the estimated contribution of the goods and any salvage and special charges thereon shall, if required, be made by the cargo, shippers, consignees or owners of the goods to the Carrier before delivery.

(5) Both-to-Blame Collision Clause.

If the Vessel comes into collision with another vessel as a result of the negligence of the other vessel and any act, neglect or default of the Master, Mariner, Pilot or the servants of the Carrier in the navigation or in the management of the Vessel, the owners of the cargo carried hereunder will

The foregoing provisions shall also apply where the owners, operators or those in charge of any vessel or vessels or objects other than, or in addition to, the colliding vessels or objects are at fault in respect of a collision or contact.

For particulars of cargo, freight, destination, etc., see overleaf.



ΠΑΡΑΠΟΜΠΕΣ

Διαμαντή Αγλαΐα, Αντωνόπουλος Χρήστος, Γεώργιος Δούναβης, *Αλληλογραφία*, Ίδρυμα Ευγενίδου, Αθήνα, 2008.

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Vivers Logie, *English for Seafarers*, Nisbet, Glasgow, 1998.

Διαμαντή Αγλαΐα – Σημειώσεις & Ασκήσεις