


ΑΕΝ ΑΣΠΡΟΠΥΡΓΟΥ
ΣΧΟΛΗ ΠΛΟΙΑΡΧΩΝ

Δ' ΕΞΑΜΗΝΟ

ENGLISH FOR SEAFARERS
(PART I)

Επιμέλεια: Μήτσα Σοφία

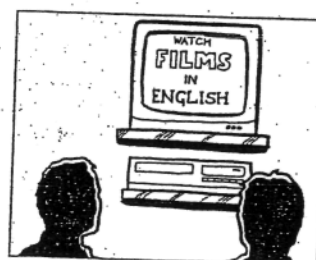
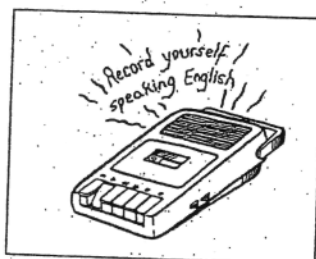
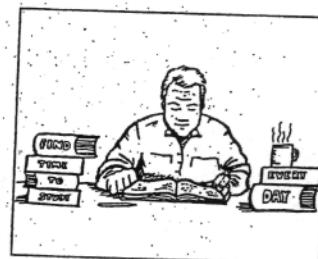
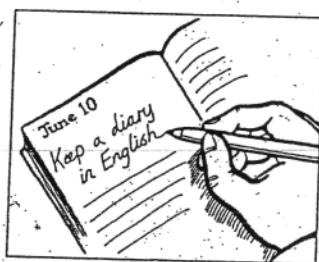
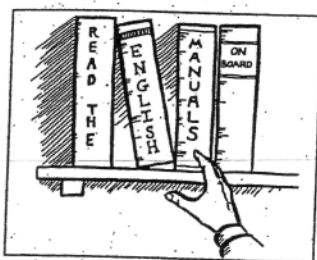


Unit 1: English At Sea

1a English for seafarers



How can you practise and improve your English? Read these suggestions.
Which activities could you do on your vessel?



1b



What other things could you do to improve or practise your English at sea?
Discuss your ideas with a study partner.

2a Strengths and weaknesses



Listen to the cassette. Six seafarers are talking about their language-learning experiences. What does each seafarer have the most problems with? What does each seafarer feel confident about?

Choose your answers from these language areas.

listening

speaking

reading

grammar

pronunciation

vocabulary

writing

1



Sergey has most problems with reading but feels confident about speaking.

2



Junichi has most problems with but feels confident about

3



Carlos has most problems with but feels confident about

4



Boris has most problems with but feels confident about

5



Hans has most problems with but feels confident about

6



Davide has most problems with but feels confident about

2b



Listen again. What specific problem does each seafarer have? How does each seafarer solve his problem? Complete the table.

	Sergey	Junichi	Carlos
specific problem	reads slowly		
solution	times himself reading short articles and writes down main points		

	Boris	Hans	Davide
specific problem			
solution			

3a Present Simple and Present Continuous



Look at these pairs of examples. Are both examples in each pair grammatically possible? If not, can you explain why?

- 1

(a) I'm attending a two week English course at the moment.
 (b) I attend a two week English course at the moment.
- 2

(a) I'm practising English with my study partner every week.
 (b) I practise English with my study partner every week.
- 3

(a) I know lots of English words but I can't put them together.
 (b) I'm knowing lots of English words but I can't put them together.
- 4

(a) I don't have much confidence speaking at meetings.
 (b) I'm not having much confidence speaking at meetings.
- 5

(a) John always talks to himself.
 (b) John's always talking to himself.

Present Simple and Present Continuous

The Present Simple is used to describe actions which are always, generally or repeatedly true.

I always **get up** when the sun rises.

Don't you **remember** my telephone number?

Simon **doesn't play** a musical instrument.

Why **does he go** to New York so often?

The Present Continuous is used to describe actions which are temporary or incomplete. The actions are happening at or around the time of speaking.

I'm **doing** a First Aid course at the moment.

Are you **looking** for a new job?

Those stevedores **aren't working** quickly enough!

Why **isn't he mending** the leak?

Some verbs are not usually used in the continuous form. These verbs describe states, not actions.

like	love	hate	prefer	want	need
mean	realise	suppose	believe	remember	understand
contain	belong	seem	conquer	know	depend

He **doesn't believe** that story.

He ~~isn't believing~~ that story.

That barrel **contains** oil!

That barrel ~~is containing~~ oil!

The verb **have** can be used in different ways. When it is used to describe states, it is not used in the continuous form.

He can't come to the meeting because he **has** a bad cold.

I **have** a very large family.

The 2nd Officer **has** a good sense of humour.

They **don't have** a car.

When **have** is used to describe actions, it can be used as a normal verb in the simple or continuous forms.

I **have** a shower every morning.

Wait a minute! I'm **having** a shower.

Sometimes we use the Present Continuous with always to complain about an irritating habit.

Compare:

He's always forgetting to lock the door.

(This means: He forgets to lock the door many times but not every time. This irritates the speaker.)

He always forgets to lock the door.

(This means: He forgets to lock the door every time.)

Spelling Changes

Be careful when adding 3rd person singular -s to the verb in the Present Simple.

Verbs ending in a consonant + -y usually change to -ies.

carry ⇨ carries

Verbs ending in -ss, -sh, -ch, -tch and -x usually add -es.

fix ⇨ fixes

Verbs ending in a single -o usually add -es.

go ⇨ goes

Be careful when adding -ing to the verb in the Present Continuous.

Verbs ending in vowel + consonant + -e usually drop the -e.

invite ⇨ inviting

Verbs ending in a short vowel + a single consonant usually double the consonant.

win ⇨ winning

Verbs ending in -y usually add -ing with no spelling change.

Verbs ending in -ie usually change to -y.

marry ⇨ marrying

die ⇨ dying

Complete the sentences. Write the correct form of the verb in brackets. Use either the Present Simple or the Present Continuous.

- 1 'The Chief Engineer (come) from Germany.'
- 2 'What (you / do) just now?'
'I (listen) to the BBC, but I (not / understand) very much!'
- 3 'Where (your brother / work)?'
'He (usually / work) Head Office but because the company (move) to a new building, he (work) from home at the moment.'
- 4 Paul is a keen swimmer. He (normally / go) to the swimming pool every morning but he (not / go) this morning because it is closed.
- 5 The sun (always / set) in the west.
- 6 He's so untidy! He (always / leave) his clothes and books lying all over the cabin. It really (annoy) me.
- 7 Come over here and look at this. The sun (set) and the sky is an amazing colour!
- 8 (he / watch) the television? No, I think he (sleep).

How often do you...?

Read the sentences. The words and phrases in colour are adverbs of frequency. They tell us how often something happens. What do you think affects the position of the adverbs of frequency in a sentence?

- 1 I sometimes write down all the words I know connected to a topic.
- 2 As long as I get the main idea, it's usually enough.
- 3 He has often helped me in difficult situations.
- 4 I can normally understand people speaking on the telephone.
- 5 He talks to me in English every now and again.
- 6 I write to her once a month.

1a Which team do you support?



Read the dialogue. Three seafarers are discussing football teams. Decide if the statements are true or false.



- 1 Chris thinks Italy is the most consistent team.
- 2 Chris is disappointed with England's recent performance.
- 3 All three seafarers were impressed with Brazil's 1970 World Cup team.
- 4 Chris and Giuseppe prefer football as it is today.

True	False

- Giuseppe: *I've got this great video about the Italian World Cup team. Don't you think that Italy is the most exciting football team in the world?*
- Chris: *I don't agree at all. The Italians might be exciting but they certainly aren't consistent! If you ask me, Germany is the team to watch for consistency.*
- Giuseppe: *Germany! Do you really think so? I thought you would be an England supporter.*
- Chris: *Well, yes, but don't you think that since the 1970 World Cup Finals they haven't performed so well?*
- Pablo: *1970? I think if you're talking about consistent genius, the 1970 Brazil team was unrivalled.*
- Chris: *That's true. Pele, Jarzinho, Revelinho. They were brilliant.*
- Giuseppe: *Yes, I remember watching them on TV. They made it look so easy. It would be interesting to watch those players in today's game.*
- Pablo: *Absolutely! Defenders are so much quicker these days. Having said that, attackers get more protection from the referees.*
- Chris: *I reckon that, as a spectacle, the game isn't as exciting as it used to be.*
- Giuseppe: *I totally agree. I mean, take the tackle from behind, for instance. Players are either too cautious or they end up getting sent off. These new rules have taken the thrill out of the game.*

3 Giving your opinion, agreeing and disagreeing

Here are some phrases for giving your opinion, agreeing and disagreeing.

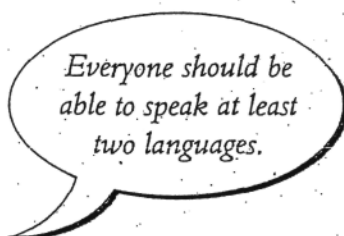
Giving your opinion	Agreeing	Disagreeing
In my opinion, ... I'm sure (that) ... convinced certain	Yes, you're right. I think so too.	That's true, but... I'm not so sure about that.

Read the dialogue again. Find more phrases for giving your opinion, agreeing and disagreeing. Write them in the correct section of the box.

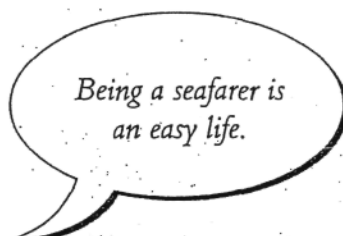
4 Do you agree?

Work with a study partner. Exchange opinions about these statements, saying if you agree or disagree.

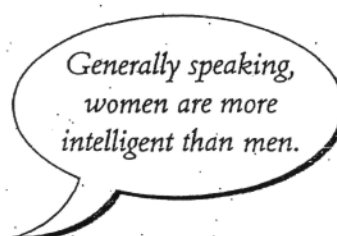
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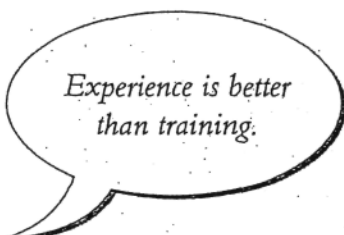
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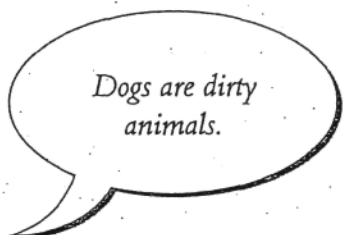
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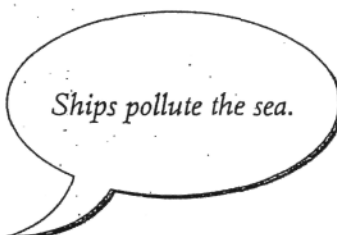
4




5



6





a What is the secret of language learning?

-  You are going to read a magazine article about language learning by Dr Emma Carson. Before reading it, discuss these statements with a study partner and note your ideas in the shaded sections of the table.


	yes / no / not necessarily	What do you think?
1 English is more difficult to learn than other languages.		
2 To be good at English, you must learn to sound like an English person.		
3 Some people are better than others at learning languages.		
4 Confident people are more successful at learning languages than shy people.		

5b Scan reading

-  If you need to find a specific piece of information quickly from a lot of written information, it is not necessary to read every word. Run your eyes over the text until you find the information you need. This way of reading is called scan reading.

-  Try this scan reading exercise.

What is the secret of language learning?

-  Scan read the magazine article about language learning as quickly as you can and find the answer to this question. Don't attempt to read every word, just look for the answer.

The secret of ... Language Learning

by Roy Lynch

HAVE YOU EVER tried to learn a foreign language and come to the conclusion, like me, that you are just 'not the type'? I spoke to Dr Emma Carson, a language-learning specialist, who put my mind to rest.

Is English more difficult to learn than other languages?

The nature of a student's first language certainly plays a part in how easy or difficult English is to learn. Some English sounds, for example, may create difficulties for a student if they do not exist in his first language. In comparison to some other languages, English is rich in idioms,* which may cloud understanding. However, I believe that motivation is the key factor to understanding. If students are motivated to learn English, they are less likely to be put off by potential difficulties.

To be good at English, do you have to sound like an English person?

Sounding like an English person does not necessarily mean you are good at English. And being good at English does not necessarily mean you have to sound like an English person. In my opinion, the most crucial factor is being understood by whoever is listening. If people have trouble understanding you

because of your accent, it is wise to do something to improve it. It is important to

remember that your accent is part of your identity. Because English is spoken around the world, there are many varieties of it. Just think of Indian English, Scottish

English, American English, Australian English. The list goes on. These days, a foreign accent is perfectly acceptable.

Are some people better than others at learning languages?

My personal view is that people who appear to be good language learners are those who make an effort to use the language in their own time. I mean, people who actively look for opportunities to practise, for example by reading a newspaper or listening to songs in their free time. Successful learners tend to be people who can identify their individual strengths and weaknesses and develop ways of studying to suit themselves. Different people prefer to learn in different ways: by studying alone, by watching

videos, by playing games, by listening to the teacher, and so on. It is important to recognise which way suits you best. No one way is better than another. Of course, there are many other reasons why some people might pick up languages more quickly than others. As often as not, it's a question of attitude: people generally learn better if they feel positive about learning. A positive attitude means: liking the language; tolerating the differences between your language and the language you are learning; being motivated and determined to learn; creating opportunities for yourself to practise; being confident in your abilities; and accepting your mistakes.

Does that mean that confident people are more successful at learning languages than shy people?

On the surface, it may look like this is the case. It cannot be denied that confidence does play a part in being successful in learning a new language. However, my own view is that being successful at learning a language does not depend on your personality type. More important than personality is the ability to recognise, firstly, what you are good at then to capitalise on it and, secondly, what you are poor at then to work on improving it. I know many shy, introverted people who are in fact highly competent and effective communicators. At the end of the day, there is no one way to learn a language. The only secret is to find the way that suits you and to practise: it's all up to you!

* idiom = a phrase which cannot be understood by simply knowing the individual words in it

Unit 2: At The Crewing Office / WEATHER

Part I

1a Greetings



People from different cultures greet each other in various ways. Look at these examples. Are there any other ways to greet people? Add some ideas of your own.

hug

wave

nod

kiss

bow

shake hands

slap hands

use someone's full name

use someone's first name

..... ?

..... ?



Work with a study partner and discuss these questions.



- 1 How do people usually greet each other in your country?
- 2 How do you greet someone who you are meeting for the first time?
- 3 How do you greet someone who you know well?
- 4 How does the situation affect the way you greet someone?
- 5 Which of the greetings in Exercise 1a do you never use?

1b Do you know each other?



Listen to the cassette. A secretary is speaking to two seafarers at a crewing office in Latvia. Answer these questions.



- 1 Why are Boris and Igor at the crewing office?
- 2 What does Captain Popov want to discuss with them?

Read these statements then listen to the dialogue again. Decide if the statements are true or false.

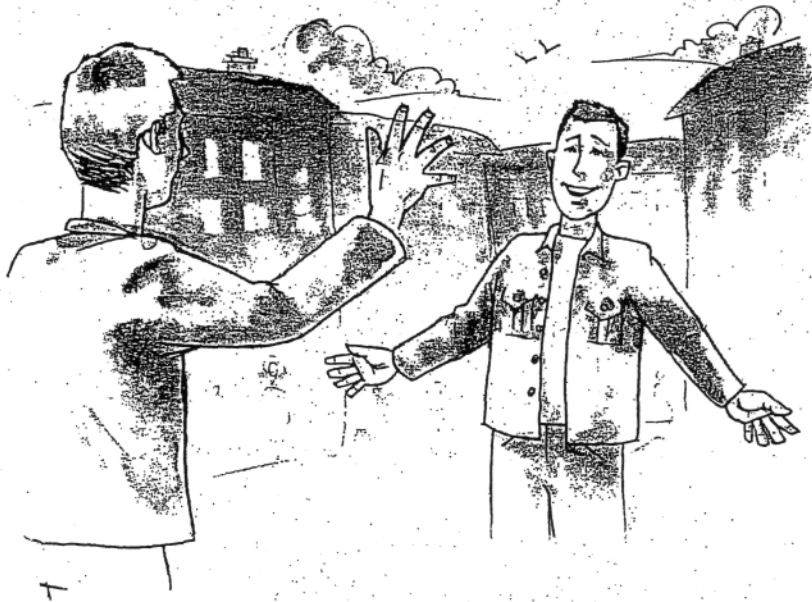
- 1 Tatiana knows Boris quite well.
- 2 Boris has never met Igor before.
- 3 Igor already knows Captain Popov.

True	False

Greeting people

Here are some phrases for greeting people. Answer these questions.

- 1 Which greeting is more formal than the others?
- 2 Which reply is more formal than the others?



Greetings

Hello, how are things?
 Good morning. How are you?
 Hi, how's it going?
 How's everything with you?
 Hi, how's life?
 Alright?
 How are you doing?

Replies

Not bad, thanks.
 Fine.
 I'm very well, thank you.
 Could be worse!
 Alright, thanks.
 Great!

2b Introducing people



Here are some different ways of introducing people who do not know each other. Answer these questions.

- 1 Which introduction is more formal than the others?
- 2 Which two exchanges are more formal than the others?

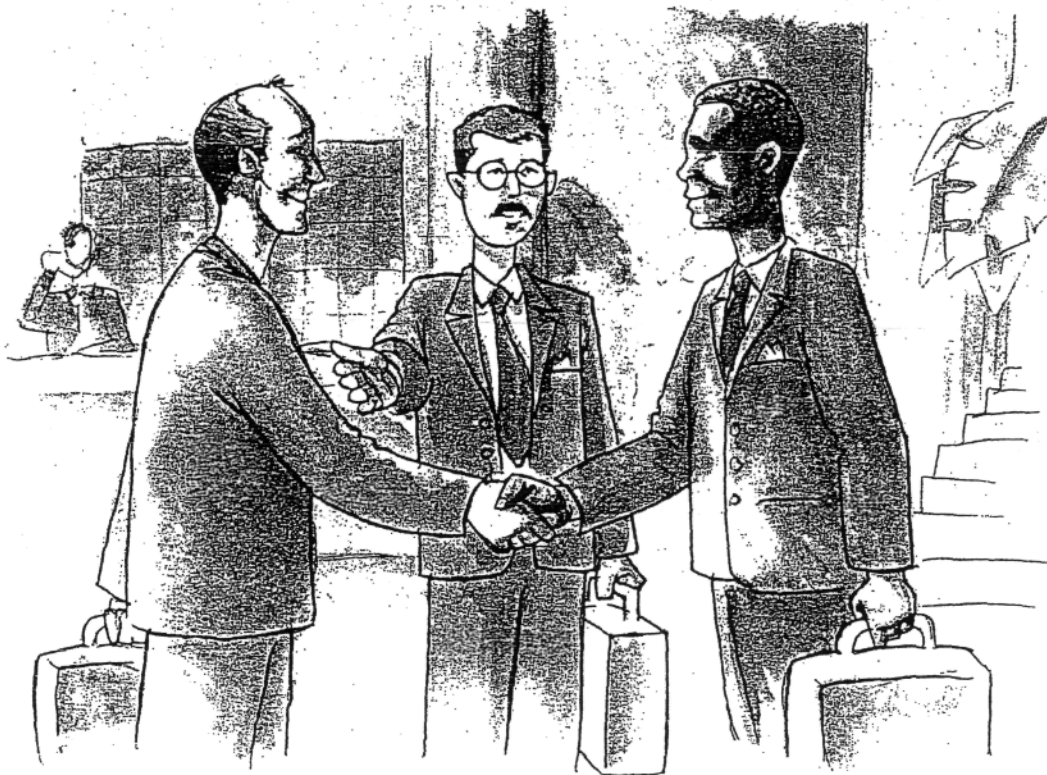
Introductions

Do you know each other?
Have you met (Igor) before?
(Boris), meet (Igor).
(Boris), this is (Igor).
I'd like to introduce you to (Igor).
Let me introduce (Igor).
Allow me to introduce (Igor).
I don't believe you've met (Igor).

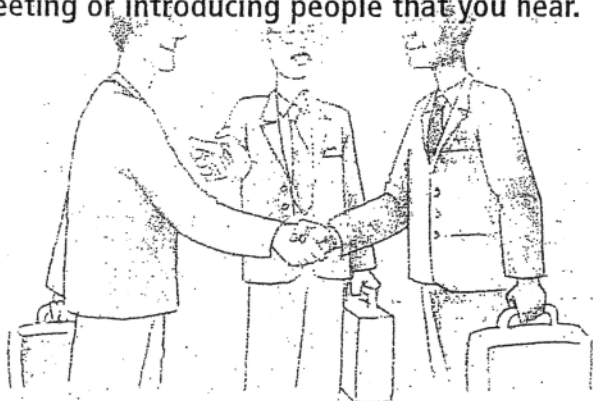
Exchanges

Hi, nice to meet you!
Pleased to meet you.
Hello.
How do you do? *
It's a pleasure to meet you.
Hi!

* Answer How do you do? with
How do you do?, not I'm fine.



Listen to the dialogue in Exercise 1b again. Write down any of the expressions for greeting or introducing people that you hear.



I What do you say?

What do you say in these situations? Choose appropriate expressions from the boxes in Exercises 2a to greet:

- 1 your shipmates in the messroom at breakfast time
- 2 the Captain of your vessel who you meet on the way to your watch
- 3 a teacher or trainer who is running a training course on your vessel
- 4 a senior executive of your company who is visiting your vessel
- 5 an ISM inspector who is on board
- 6 a group of visitors to your vessel who you have never met before
- 7 seafarers from another vessel who you meet in the Seamen's Club at a port

Choose appropriate expressions from the boxes in Exercise 2b to introduce a new joiner on your vessel to all of the people above.

Odd one out

Look at this group of words. They are connected with planning but one word does not belong to the group. It is the 'odd one out'. Which word is it? Use a dictionary if necessary.

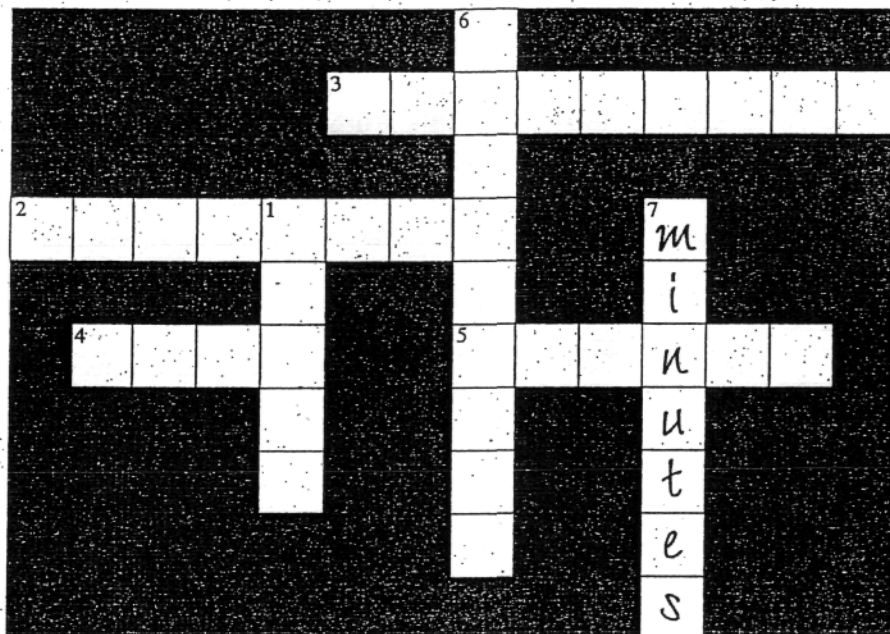
diary	agenda	timetable	schedule
itinerary	receipt	rota	minutes

3b



Read the clues. Complete the word puzzle with the appropriate words from Exercise 3a.

- 1** A place to note dates and times of future events.
- 2** A list of events with timings for loading operations.
- 3** Travellers receive this advance plan of their journey.
- 4** The crew looks at this to find out which watches they are working on.
- 5** A list of items to be discussed at a meeting.
- 6** A traveller uses this for train information.
- 7** A record of what people said at a meeting.



3c



Say the words from Exercise 3a. Which syllables are stressed? Write the words under the correct stress pattern.



rota

3d



Listen to the cassette and check your pronunciation of the words in Exercise



4a There's been a change of plan



Look at the document on page 2.7 quickly. What type of plan is it?

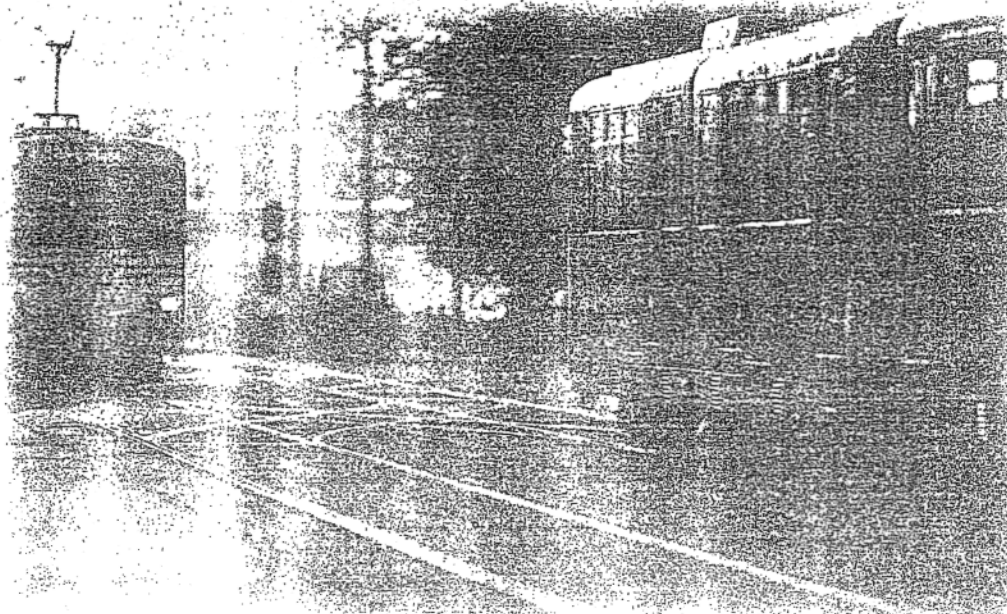


a diary	a rota	an itinerary	minutes
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Read these questions. Scan read the information in the document to find the answers. Don't attempt to read every word, just look for the answers.

- 1 Do the seafarers have to pay their own hotel bill?
- 2 How long is the train journey from Riga to Tallinn?
- 3 Where will the seafarers have breakfast?
- 4 When will the seafarers have free time on board the vessel?



Date	Time	Place	Information
16 March	1400	Crewing Office	Taxi to train station.
16 March	1450	Train station, Riga	Direct train to Tallinn.
16 March	1920	Train station, Tallinn	Met by agent. Transfer to hotel.
16 March / 17 March	overnight	Hotel Olympus	Hotel bill will be paid on account.
17 March	0545	Hotel Olympus	Agent collects at hotel. Drive to port.
17 March	0615	Tallinn Port Authority Office	
17 March	0700 - 0900	MV Marstrid, Port of Tallinn	Board vessel. Breakfast.
17 March	1200 - 1400	MV Marstrid, Port of Tallinn	Shipboard familiarisation. Lunch.
17 March	1400 - 1900	MV Marstrid, Port of Tallinn	Complete loading operations.
17 March	2000	MV Marstrid, Port of Tallinn	Depart. Evening Tide.

Listen to the next conversation between Captain Popov, Boris and Igor. The Captain is explaining that there has been a delay in departure leading to some changes in the travel arrangements. Listen and note the changes on the itinerary in Exercise 4a.

Future Plans

Read these phrases from the dialogue in Exercise 4c. All the phrases refer to future plans. Which plans were decided at the moment of speaking? Which were already arranged? Write each phrase in the appropriate part of the table below.

Speech bubbles containing the following phrases:

- You're both going to leave today.
- I'll order a taxi for 1700.
- You're going to meet the new joiners from St Petersburg on the 17th.
- Will we have to pay for the room ourselves?
- We'll walk there.
- You're catching the 1750 train to Tallinn.
- You're going to have a busy night.
- I'll get Tatiana to reserve a room for you there.
- The engines are going to take another day to repair.
- They're going to be at the same hotel.

Plans decided at the moment of speaking	Plans already arranged

Will, going to and Present Continuous

The phrases using **will** show us that the person decides to do something at the time of speaking. **Will** is often used to make spontaneous offers or instant decisions.

A: This bag is so heavy!

B: I'll carry it for you.

A: Did you know that Peter is in hospital?

B: No I didn't. I'll visit him this evening.

We can also use **will** to make predictions about the future.

It **will** be late by the time you arrive.

You **won't** have time to look around the town. (**won't** = **will not**)

The phrases using **going to** show us that the person decided to do something before speaking. **Going to** is often used to talk about arrangements that have already been discussed with another person.

I have already talked to the engineer about the problem. He's **going to** order the spare parts tomorrow.

Going to is also used to talk about personal plans when the person speaking is determined to do something or has previously thought about a plan of action.

As soon as I have enough money, I'm **going to** buy a motorbike.

The **Present Continuous** can also be used for future plans. It shows us that the person decided to do something before speaking. The meaning is not as strong as **going to**. The **Present Continuous** usually refers to a general plan for the future. It is often used with schedules.

Peter **is coming** to my house at 7 pm.

A: What are you **doing** tomorrow?

B: I'm **working** all day. Then I'm **playing** football in the evening.

Read these dialogues and complete the sentences about future plans. Use the verb in brackets with will, going to or in the Present Continuous.

1 A: I need to send these letters today but I don't have time to go to the post office.

B: I'm not busy. I (post) them for you.

A: Oh, thanks.

2 A: What time ? (leave)

B: About 5 o'clock. I confirmed it with Tony and he (drive) me there in his car.

3 A: Hey, Marek! Do you want to come ashore with Tony and me? We (visit) Yokohama when we're in port tomorrow.

B: I'd like to but I can't. I (help) with the loading all day.

A: Oh, that's too bad. Never mind, we (bring) you some sushi from town!

4 A: Oh no! I've left my wallet at home again! I don't have any money with me.

B: Don't worry. I (lend) you some.

A: That's great, thanks. I (pay) you back tomorrow.

5 A: Hello, Mr Jones' secretary speaking. How can I help you?

B: Hello. My name is Simon Todd. I (meet) Mr Jones at 3 pm this afternoon. I'd like to confirm the appointment, please.

A: I'm very sorry but Mr Jones has just been called away to an urgent meeting so he (not / be able to) see you today.

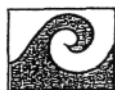
Can we reschedule your appointment? He (not do) anything on Friday morning.

B: Oh, OK. I (come) round on Friday at 10 am.

A: Fine. I (pass on) your message.

Lead-in: Check what you know.

- a. Can you explain the following message? Are there gale warnings for the particular day mentioned in the message or not?



Gale Warnings

25/04/11 (22:00) Gale Warnings in Effect

- b. Look at the following weather forecast. The arrows show three different pieces of information. What are they? Choose from the following: *humidity*, *wind direction*, *temperature*, *wind force*, *visibility* and write what is shown by each arrow.



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ΕΘΝΙΚΗ ΜΕΤΕΩΡΟΛΟΓΙΚΗ ΥΠΗΡΕΣΙΑ

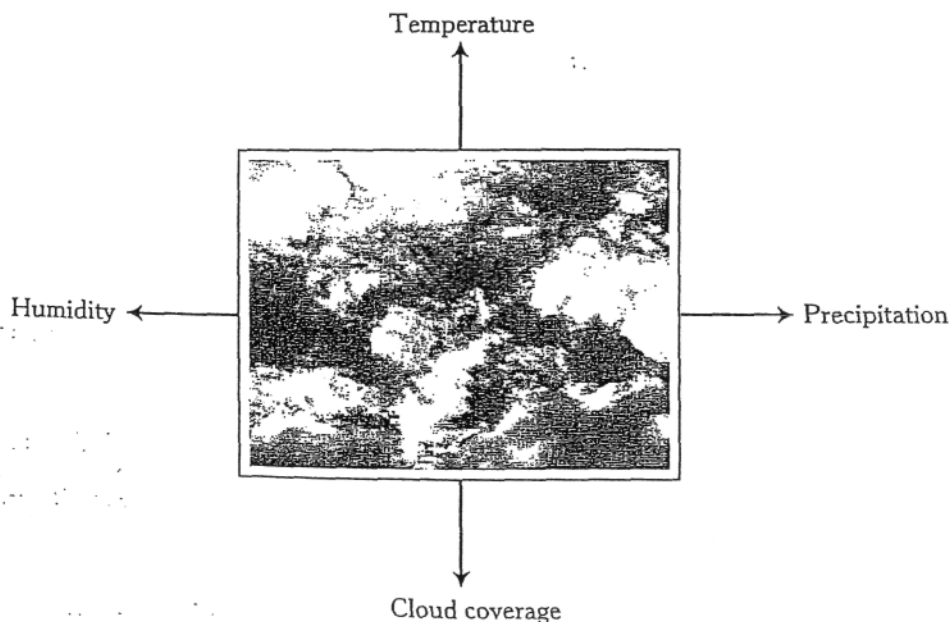
CENTRAL AEGEAN 25/04/2011 03:00 UTC

NORTH NORTHEAST 5 LOCALLY 6. MODERATE



- c. Look at the following words about the weather and put them in the right category.

rain	dry	clear	hot	snow	cold	wet	overcast
------	-----	-------	-----	------	------	-----	----------



d. What's the weather like? Match the sentences to the pictures and write the correct sentence under each picture.



a).....



b).....



c).....

d).....

e).....



e).....

f).....



g).....



h).....

It's snowy

It's rainy

It's foggy

It's windy

It's stormy

It's cloudy

It's sunny

It's partly cloudy

1. Weather conditions

1. Types of weather

a) Look at the words related to weather in the box below and fill in the chart.

summer	thunderstorm	autumn	wet season	spring	rain	hail
tornado	blizzard	winter	hurricane (tropical cyclone)	dry season	snow	drizzle

SEASONS	
spring	
TROPICAL SEASONS	
STORMS	
thunderstorm	
PRECIPITATION	
drizzle	

b) Look at the chart above and find the appropriate words which mean the following.

1. a storm with thunder and lightning and usually very heavy rain:
2. heavy violent snow storm with high winds:
3. violent storm with very strong winds, especially in the Western Atlantic Ocean:
4. fine, gentle, misty rain:
5. precipitation of spherical pellets (=small pieces) of ice and hard snow:

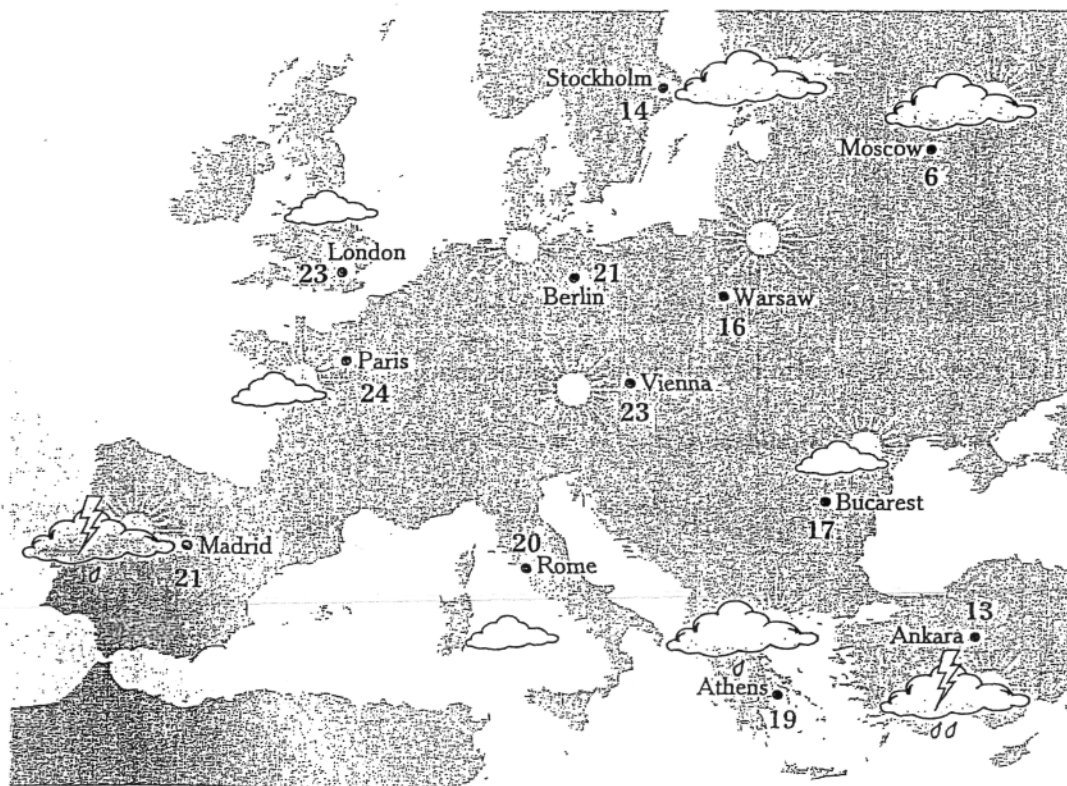
Look at the weather map below. What is the weather going to be like in Europe tomorrow?

i

This is how we ask and answer about the weather forecast:

Question: *What is the weather going to be like?*

Answer: *It's going to be rainy (or it's going to be windy, etc.)*



b) Answer the questions about the weather forecast for tomorrow.
Use the information on the map above.

- What is the weather going to be like in Rome tomorrow?
Tomorrow it's going to be mostly sunny and warm.
- What's the weather going to be like in London?
.....
- What's the weather going to be like in Madrid?
.....
- What's the weather going to be like in Athens?
.....
- What's the weather going to be like in Bucarest?
.....
- Where is it going to be the coldest?
.....
- Where is it going to be the hottest?
.....
- Is Ankara going to be hotter than Berlin?
.....
- Is Stockholm going to be hotter than Moscow?
.....
- Is Vienna going to be colder than Warsaw?
.....

II. Language Awareness: will / going to

Look at the following phrases, taken from weather forecasts:

Melbourne **is going to** be dry.
Showers **will** break out later in the evening.

We use both "going to" and "will" for weather forecast.

- "going to" is used for pre-determined prediction about the weather:

e.g. The weather forecast says it is going to rain tomorrow.

Generally, we can use both "will" and "going to" to predict the future.

- "going to" is used to predict the future when we have already got some evidence that something is certain or likely to happen. When we say "something is going to happen", we know (or think) this because of the situation now.

e.g. It's going to rain later. Look at those black clouds in the sky!
(I can see the clouds building up now, it is sure to happen)

- "will" tends to be used when this evidence is not present, or at least is not as concrete.

e.g. I think it will rain later.
(It often does at this time of year)

I. The climate

1) Read about the Climate in Western Australia² and do the exercises that follow.



The Climate in Western Australia

The Western Australian climate is the most diverse in the country, and it is divided into three main climatic zones: tropical, semi-arid and Mediterranean. The north is tropical, characterized by a sunny dry season (April to September) and a wet season (October to March) with its humidity, heavy rains and thunderstorms. The dry season has ideal temperatures, with hot days and mild evenings, and is perhaps the best time to travel to Western Australia. The central part of the state falls within the semi-arid zone and consists mostly of desert regions. A temperate, Mediterranean climate characterizes the south where the summers are warm and dry and the winters mild and wet. Perth lies within this zone and the hot summer days are cooled by the strong afternoon sea breeze. Perth has a very low rate of humidity. Winters (June to August) are mild, with the wettest month being July.



Glossary

diverse	showing a great deal of variety; very different
arid	having little or no rain, very dry
humidity	the amount of water in the air
ideal	perfect; most suitable
mild	(of weather) not very cold, and therefore pleasant; moderately warm
temperate	(of climate) having a mild temperature without extremes of heat or cold
sea breeze	a wind blowing from the sea/ocean towards the land

- ii. What are the characteristic weather conditions of each season in Western Australia? Put the words in the correct space.

rainy	hot	stormy	sunny	humid	mild
-------	-----	--------	-------	-------	------

- dry season:
- wet season:

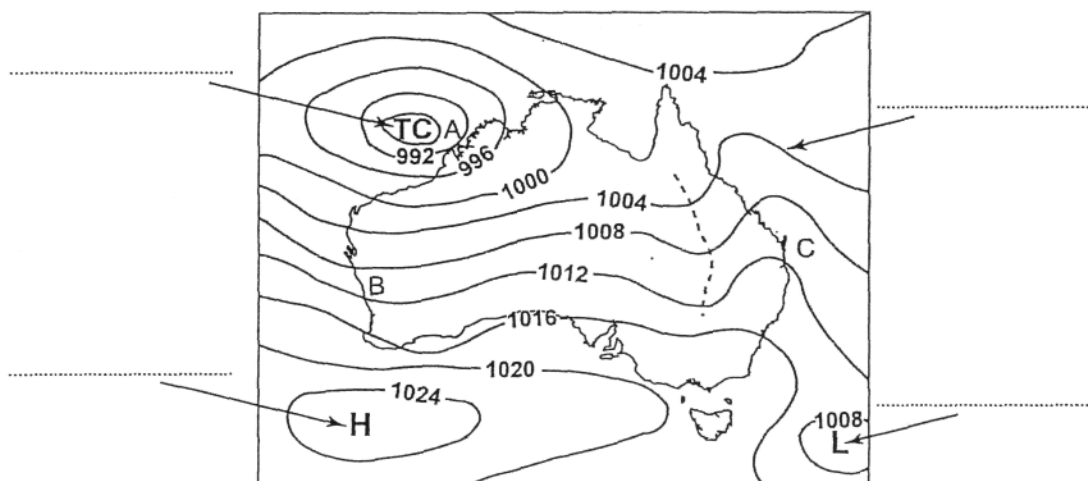
b) *The Climate in Greece*³. Fill in the gaps for a description of the climate in Greece.

freezing	coldest	mild	dry	mainland	sunshine
----------	---------	------	-----	----------	----------

The Climate in Greece
<p>The climate in Greece is typical of the Mediterranean climate: _____ and rainy winters, relatively warm and _____ summers and, generally, extended periods of _____ throughout most of the year.</p> <p>In terms of climatology, the year can be broadly divided into two main seasons. The cold and rainy period lasting from the mid of October until the end of March, and the warm and non-rain season lasting from April until September. During the first period the _____ months are January and February, with, on average, mean minimum temperature ranging between 5-10 degrees Celsius near the coasts and 0-5 over _____ areas, with lower values (generally below _____) over the northern part of the country.</p>

The following weather map features a tropical cyclone over north-western Australia. Try to find the following symbols on the map and write them next to the arrows.

Tropical cyclone	Isobar	High pressure cell	Low pressure cell
------------------	--------	--------------------	-------------------



● **Visibility definitions:** Write the correct description for the visibility. Use the following terms.

good	poor	very good	very poor	excellent	moderate
------	------	-----------	-----------	-----------	----------

Description	Range
	Less than 1 km
	Between 1-4 km
	Between 4-10 km
	Between 10-20 km
	Between 20-40 km
	More than 40 km

● **Write the correct units for each reading / measurement used in weather forecasts. Choose words from the box that follows.**

	Units
Wind Direction	
Temperature	
Visibility	
Sunshine	
Humidity	
Snow accumulation	
Rainfall	Millimetre (mm)
Pressure	

Kilometre (km)	Hectopascal (hPa)	S, SSW, SW, etc. (16-point compass)	Degrees Celsius (°C)
Percentage (%)	Hour (hr)	Centimetre (cm)	Millimetre (mm)

● **The following phrases are part of a sea area forecast. What does each phrase refer to?**

WIND	VISIBILITY
WEATHER	SEA STATE

- Moderate or good, occasionally very poor
- SE 4 or 5, veering NW 5 to 7 later
- Slight
- Occasional rain

j) Put the following vocabulary into the appropriate categories (some words may fit into more than one category).

moderate	fog patches	southeasterly	poor
cyclonic	variable	rough	showers
backing	slight	veering	good

WIND	SEA STATE	WEATHER	VISIBILITY

III. What's a tsunami?



a) What is a tsunami?⁴ Do you know how it is caused and if it can be predicted? Read the sentences below and try to guess the correct alternative for each gap. Then listen and circle the correct answer. Fill in the gaps.

Definition	
1. A tsunami or _____ is a series of ocean waves caused by the displacement of a large volume of water.	tidal wave / ocean wave
Causes	
2. Tsunamis are commonly generated by _____ in coastal and marine regions.	volcanic activity / earthquakes
3. Tsunamis frequently occur in the _____ Ocean.	Atlantic / Pacific
The Indian Ocean Tsunami in 2004	
4. The catastrophic Indian Ocean Tsunami in 2004 was generated when a magnitude _____ earthquake struck the coastal region of Indonesia.	7,0 / 9,0 (on the Richter scale)
5. The Indian Ocean Tsunami was over _____ meters high.	10 / 30
6. It killed 240,000 people in Indonesia and _____ people in Thailand, Sri Lanka and India.	30,000 / 60,000
Prediction	
7. Predicting when and where the next tsunami will strike is currently _____.	possible / impossible
8. We can forecast the tsunami _____ and roughly what we think the impact will be.	arrival time / speed
9. Warning signs just prior to a tsunami:	
<ul style="list-style-type: none"> • if you see the water receding from the shoreline • if you see or hear approaching water (tsunami survivors described the loud sound of an approaching tsunami as similar to _____) • if you feel a strong earthquake 	a freight train / heavy rain
10. If a tsunami is coming you should right away _____	evacuate the area / move to high ground



Glossary

displacement	the action of moving something from its place or position; also, the volume or weight of water displaced by a floating ship, used as a measure of the ship's size, e.g. a ship with a displacement of 10.000 tons
magnitude	the size of an earthquake
roughly	approximately, but not exactly
impact	the powerful effect that something has on somebody or something
prior to	before
receding	move gradually away from a previous position

Unit 3: In Transit / Log book entries

1a



Match one word from box A with one word from box B. Make new words connected with air travel.

A

connecting

excess

cabin

departure

passport

baggage

duty-free

metal

departure

boarding

check-in

aisle

B

control

seat

claim

crew

flight

desk

shop

pass

baggage

lounge

board

detector

Checking in

Read the text. Marco, a 2nd Officer from Italy, is on his way to Halifax to join his ship. Complete the details of his journey using your answers from Exercise 1a.

Marco was booked on the 1230 flight from Amsterdam to Halifax. He entered the airport and walked straight to the **1**.

'A window seat or an **2**, sir?'

'A window seat, please. A non-smoking one, thanks.' Marco put his luggage on the scales.

'I'm afraid you'll have to pay **3** on that, sir. You're 15 kilos over the limit.'

After checking in, Marco made his way to **4**, where his documents were checked. Security was tight and everyone had to walk through a **5** before proceeding to the

..... **6**. Here, he settled himself into a seat and periodically glanced at the

..... **7** to see when he should board the plane or if the flight was delayed. Before his flight was called, he bought a few items at the **8**.

When his flight was eventually called, he went to the gate where his **9** was checked. He proceeded along the corridor, boarded the plane and one of the

..... **10** directed him to his seat.

The first leg of Marco's journey took him to New York, where he waited in the transit lounge for his **11**. Four hours later,

he touched down in Halifax and picked up his suitcases from the **12**.

Having nothing to declare, he cleared customs quickly and waited for the agent at the meeting point.

1c

Compound words

The words you used in Exercise 1b are called compound words because they are made up of more than one word. The last part of a compound word is the base (like the words in box B). The first part of a compound word (like the words in box A) describes the base.

(base word)	(compound word)
a board	a departure board (a board showing departures)

The parts of a compound word are usually written separately although short compound words are sometimes written as one word; for example, messroom. Occasionally, parts of a compound word are joined with a hyphen; for example, check-in desk. You will need to check your dictionary for the correct written form.

If a compound word is made up of two nouns, the stress is usually on the first part, not on the base.

a seat	an aisle seat	the room	the messroom
--------	---------------	----------	--------------



Listen to the cassette and repeat the phrases you hear. Pay attention to the stress on the compound words.



2a Skim reading

It is possible to understand the general meaning of a text without reading every word. Try to get the general idea of each paragraph without stopping at words you don't know. This way of reading is called skim reading.



You are going to read a travel magazine article about Schiphol airport. Skim read the article and decide if these statements are true or false. Correct the false statements.

- 1 The author of the article, Patrick Woods, works in a duty-free shop at Schiphol airport.
- 2 The impressions of both Patrick Woods and passengers at Schiphol airport are included in the article.
- 3 The article describes the positive aspects of the airport.



The Wrong Side of the METAL DETECTOR

ON ANY GIVEN DAY at any international airport you can see the world in motion. People of all nationalities, ages and professions pass through these global gateways proving that these days, there is no such thing as the typical traveller. Business people rushing between meetings, tourists heading for the sun, families, back-packers, pilgrims and immigrants all merge momentarily en route to their final destinations.

So, how can airports cater for everyone's needs? And how do the passengers themselves feel about the airport experience? In this edition of *Travelwatch* our reporter, Patrick Woods, transits at Schiphol Airport, one of Europe's busiest flight centres, and finds out how it meets the demands of today's travellers.

QUEUING for a coffee in a packed transit lounge seemed like as good a place as any to start my research on airport services. The coffee bar attendant had plenty to say on the subject: "I've worked here for six years now and the number of passengers seems to increase by the day! Did you know that 28 million people passed through Schiphol in 1997? Sometimes I feel that I served all of them individually!"

A busy day at Schiphol can see around 100,000 passengers in transit. Given that over 80

airlines operate from terminals which are all under one roof, you might expect this buzzing gateway to the world to be swamped by the sheer volume of people. My experience there showed that, like coins of any currency, there are two sides to Schiphol: a calm exterior and a sometimes chaotic interior. And the deciding factor is which side of the metal detector you're on.

My journey was from London Heathrow to Amsterdam with BA, then on to Montreal with KLM. Being a transit passenger in Amsterdam, I did not have

to go through customs or immigration on arrival.

Passengers without a boarding card can pick one up from one of the many transfer desks.

However, I had already picked up the boarding pass for my connecting flight at London so, with two hours to spare, I had plenty of time to look around before heading to the departure gate.

There are dangers going walkabout in large airports. It's possible to get disorientated especially if, like me, you are easily distracted by duty-free shops. Fortunately, Schiphol has plenty of clearly laid out maps and signs to steer even the most avid shopper back on track. And the duty-free shops are among the finest around.

With one eye on the departure boards, I cruised around the smart shopping area, resisting the urge to spend all my holiday cash on luxury goods. The fact that you can pay in any currency makes this even more difficult. One thing I couldn't resist was the mixed aroma of seafood, spices and sweetmeats from around the world.

Choosing from the range of delicious international food on offer, I reflected how much airport fare has improved of late.

When the departure board indicated that my flight was ready to board, I made my way to the security check only to discover a huge swarm of disgruntled people jostling to get through a single metal detector. Waiting for the bottleneck to clear was good training for keeping patient,

however. Once past the security check, I glanced up at the departure board again, and was dismayed to see that my flight was delayed for two hours. There was no going back. With the duty-free shops just out of reach, there was little to distract me but my newspaper and my fellow passengers. You can't deny that Schiphol is a great place for people-watching.

Bonded by common experience, people were only too happy to chat about their views on the airport services. Despite the fact that two other flights were facing similar delays, the general impression was upbeat.

A young couple heading home from a tour of Europe were impressed by the cleanliness of the place. They had taken advantage of the shower facilities, a godsend, they said, after hours on the road. A mum with two kids in tow was rather less satisfied with the sanitation arrangements. 'Where do you take a three and a five year old when the nearest toilet is on the wrong side of the security gate?' she protested.

Unable to help, I stepped up my mission to find a seat. Finally I spotted one piled high with dozens of bulging duty-free bags. A gentle shake was enough to waken the owner who immediately moved the bags, confessing that he had exhausted himself on a last-minute souvenir spree. Realising that he was in the company of a fellow shop-a-holic, he confided that he wished he had saved some extra guilders for just a few more jars of smoked

herring.

Eventually the Montreal flight was called and with it two other departures. I couldn't believe my eyes as confusion broke out for the second time that day. In an effort to find the right gate for my flight, I

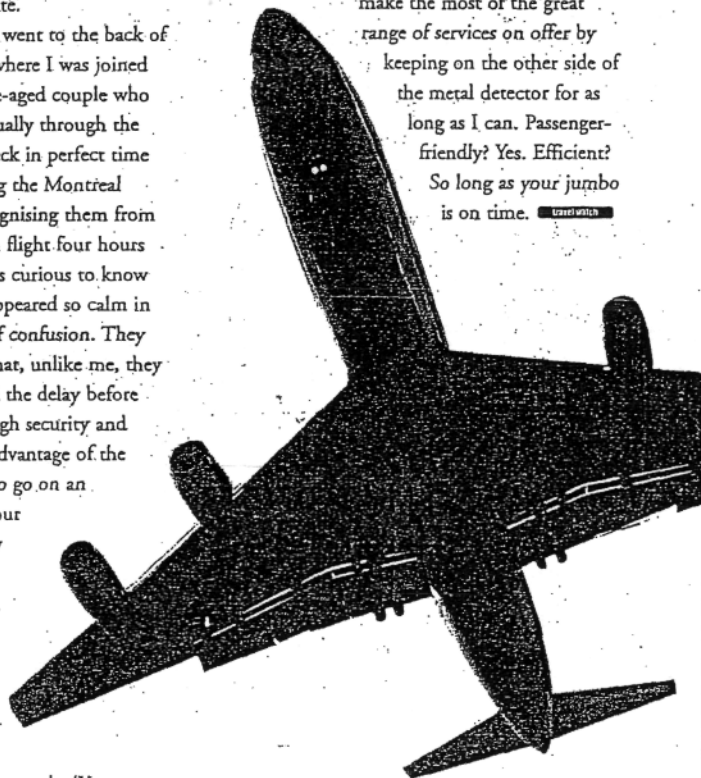
"Where do you take a three and a five-year-old when the nearest toilet is on the wrong side of the security gate?"

asked an attendant where to go. She pointed to the impatient throng of passengers, all clamouring to get through the single exit. It appeared that all three flights were leaving from the same gate.

Sighing, I went to the back of the queue where I was joined by a middle-aged couple who strolled casually through the security check in perfect time for boarding the Montreal flight. Recognising them from my London flight four hours earlier, I was curious to know how they appeared so calm in the midst of confusion. They explained that, unlike me, they had noticed the delay before going through security and had taken advantage of the extra time to go on an organised tour into the city of Amsterdam. 'We found out about it in the airport guide,' the woman said smugly. 'You mean

you didn't see them? They're all over the place, in several languages.' 'But if you just want to go into Amsterdam, you don't have to do the tour,' added her husband helpfully. 'You can just catch a train from the railway station. It's right here in the airport, at Schiphol Plaza. You're in central Amsterdam in only twenty minutes.' Kicking myself, I smiled graciously and tried not to let my frustration show.

Looking down on Amsterdam half an hour later, I imagined strolling around the canals and cafes instead of struggling to find a seat in the crowded departure lounge below. I vowed that if I ever face another delay at Schiphol, I'll make the most of the great range of services on offer by keeping on the other side of the metal detector for as long as I can. Passenger-friendly? Yes. Efficient? So long as your jumbo is on time.



Read the article again, this time more slowly, and answer these questions.

- 1** Do passengers have to catch a bus to move between terminals at Schiphol airport?
- 2** What things did the writer like about the airport?
- 3** Why was there a bottleneck at the security check?
- 4** What was the main problem for people waiting in the departure lounge?
- 5** What did the writer have to do to get a seat?
- 6** Name two ways of visiting Amsterdam from the airport.
- 7** How does the writer feel when he talks to the middle-aged couple?
- 8** According to the writer, is Schiphol a good airport?

Read these summaries of the article about Schiphol airport. A good summary is a brief account of a text which gives the main points but not the details. Choose the best summary of the text. Explain why it is the most appropriate one.

Summary 1

Schiphol is a very large airport with many passenger services. These include duty-free shops, clear signs, showers, good food, brochures and tours of Amsterdam from the railway station which is within the airport itself.

Summary 2

Thousands of passengers go through Schiphol airport every day. It's a good place for people-watching and you can talk to a lot of people in the departure area. I spoke to both airport staff and passengers to get information for this article. The comments were generally positive.

Summary 3

Schiphol airport handles huge volumes of people every day. Passenger services such as duty-free shops, maps and signs, restaurants, washroom facilities and transport connections are good. However, multiple flights leaving from a single gate can cause problems of overcrowding, especially in the event of a delay.

Choose ten words or phrases from the article in Exercise 2a. How will you remember them? Look back at the strategies for recording vocabulary in Unit 1 for ideas.

Relative Clauses I

Relative clauses

A clause is part of a sentence. A relative clause is part of a sentence that tells us which person or thing the speaker is describing. We can make relative clauses by joining simple sentences together using **who**, **that** or **which**. The words **who**, **that** and **which** act as a link between the two clauses.

We use **who** for people.

The passenger is French. **She** is sitting next to me.

⇒ The passenger **who** is sitting next to me is French.

In spoken English we also often use **that** for people.

'Who's Paul?'

'He's a friend from marine college. **He** still visits me regularly.'

⇒ 'He's a friend from marine college **that** still visits me regularly.'

We use **which** or **that** for things.

The oil was spilled on the deck. **It** has been cleaned up now.

⇒ The oil **which** / **that** was spilled on the deck has been cleaned up now.

We can use **where** for places.

I went back to the duty-free shop. I had bought the perfume **there**.

⇒ I went back to the duty-free shop **where** I had bought the perfume.



Complete the sentences.

- 1 The transit lounge is the place **where**
passengers wait for their connecting flight.
- 2 The cabin crew is the group of people **who**
.....
- 3 The check-in desk is the place **where**
.....
- 4 A passenger is someone **who**
.....
- 5 A metal detector is the machine **which**
.....
- 6 A boarding pass is the thing **that**
.....

Listen to the cassette. A group of visitors has come on board your ship. You are showing the visitors around. Answer their questions with explanations containing **who, that, which** or **where**.

Link these sentences together using **who, that, which** or **where**.

1 A flight attendant checked my boarding pass. She was very friendly.

The flight attendant who checked my boarding pass was very friendly.

2 One baggage claim was surrounded by passengers. It was temporarily broken.

The

3 The check-in assistant weighed my suitcase. She charged me excess baggage.

4 The town is very industrial. I was born in that town.

5 The ship sailed out of the port. It was a cargo vessel.

6 The cranes are rarely used in the port. My brother worked as a stevedore there for many years.

Relative Clauses II

Sometimes we do not need to use **who**, **that** or **which** in the relative clause. If **who**, **that** or **which** is the object of the verb, we can use it or leave it out.

The shopkeeper said I could have a refund. I spoke to **her** on the phone.

⇒ The shopkeeper **who** I spoke to on the phone said I could have a refund.

or: The shopkeeper I spoke to on the phone said I could have a refund.

The ticket was very expensive. I wanted to buy it.

⇒ The ticket **which / that** I wanted to buy was very expensive.

or: The ticket I wanted to buy was very expensive.

However, sometimes we must use **who**, **that** or **which** in relative clauses. If **who**, **that** or **which** is the subject of the verb, we cannot leave it out.

She's a lecturer. **She** taught us economics at college.

⇒ She's the lecturer **who** taught us economics at college.

not: She's the lecturer ~~taught~~ us economics at college.

I lost the ticket. **It** was very expensive.

⇒ I lost the ticket **which / that** was very expensive.

not: I lost the ticket ~~was~~ very expensive.

Decide if **who**, **that** or **which** is missing from these sentences. Write in the appropriate word where necessary.

- 1 Where are the paint brushes you were using yesterday?
- 2 I have written to the crew members were involved in the rescue.
- 3 The ropes we use are made of nylon.
- 4 Lifeboats have drain valves close automatically in the water.
- 5 Men are working on deck must wear protective clothing.
- 6 Oil and grease are spilled on the deck should be cleaned up immediately.
- 7 The men I saw were working aloft.
- 8 That's the person I met at the crewing office.

Read these sentences. Put brackets round **who**, **that** or **which** if you can leave it out.

- 1 The vessel (that) I work on is relatively modern.
- 2 The steward who shares my cabin is Indonesian.
- 3 Do you know any of the men who joined the ship today?
- 4 Can I borrow the cassette which you bought yesterday?
- 5 He can't find the hammer that was in the workshop this morning.
- 6 Let me introduce you to the people that I work with.
- 7 The cargo that became contaminated must be destroyed.
- 8 The dolphins which we saw earlier appear to be following the ship.

Relative Clauses III

Relative clauses with prepositions (in, on, at, for, about, with, to)

It is important to note the position of prepositions in relative clauses.

That man was on the wrong flight. She is talking about him.

⇒ The man **who** she is talking **about** was on the wrong flight.

or: The man **that** she is talking **about** was on the wrong flight.

or: The man she is talking **about** was on the wrong flight.

The train was delayed. Those people were waiting for it.

⇒ The train **which** those people were waiting **for** was delayed.

or: The train **that** those people were waiting **for** was delayed.

or: The train those people were waiting **for** was delayed.

You may occasionally see these forms. They are rare and are used in formal written language.

The man **about whom** she is talking was on the wrong flight.

or: The man **whom** she is talking **about** was on the wrong flight.

The train **for which** those people were waiting was delayed.



Put these words in the correct order to make sentences.

1 old worked ship on the I was that

2 to museum interesting the which went
very was I

3 what stayed the at the was we
hotel of name ?

4 won match the I team you told
the about

5 with you that the flying is airline
are ?

5a



Listen to the dialogue between Takeshi, a 2nd Engineer from Japan, and Marco, an Italian 2nd Officer. They were booked on the same flight out of Schiphol airport and planned to meet each other before boarding the plane. Unfortunately, they didn't meet until they were on the plane. Listen and answer the questions.

1 Why was Takeshi late arriving at the airport?

2 Why was Marco late for the plane?



Listen again and decide if these statements are true or false.

- 1 Takeshi spent his shore leave with his family in Osaka.
- 2 Takeshi arrived at the airport at 1000.
- 3 The airport was not busy.
- 4 Marco had time to sit down and relax at the airport.
- 5 Takeshi had nothing to do while he was waiting at the airport.
- 6 Marco fell asleep while he was listening to music.
- 7 The plane is due to leave at 1230.



Listen again. Complete these sentences with the exact words from the dialogue.

- 1 My brother lives in the centre of Osaka so, while I with him, we to a couple of concerts.
- 2 As I out of the taxi, the train out of the station!
- 3 And while I all that, I for you, Marco!
- 4 I asleep while I my book.

6a

Past Continuous

The Past Continuous is used to talk about actions which were in progress at a specific time in the past.

I **was watching** a film at ten o'clock last night.

(This means: I started watching the film **before** ten o'clock and continued watching until some time **after** ten o'clock.)

At around two o'clock yesterday we **were preparing** to enter the void space.

(This means: We started preparations **before** two o'clock and continued preparing until some time **after** two o'clock.)

There may be two or more actions happening at or around the same time.

While I **was phoning** clients, my colleague **was speaking** to the visitors.

While we **were sailing** into the port, our sister ship **was sailing** out.

Sometimes one action interrupts another action. We use the **Past Continuous** to talk about the action which was already in progress. We use the **Past Simple** to talk about the interruption.

He **was cleaning** the deck when the storm **started**.

I **was eating** my dinner when you **called** last night.



Look at your answers to Exercise 5c. Which actions were already in progress? What were the interruptions?

b Past Continuous or Past Simple?

Complete these sentences with the correct form of the verb in brackets.

- 1 'Have you seen Carl?'
'The last time I (see) him, he (clean)
the swimming pool.'
- 2 While the divers (search) the wreck, they
(find) the ship's log.
- 3 Bob (cut) his hand while he (mend)
the engine.
- 4 'Where were you when the auditor (arrive)?'
'I (show) the visitors around the ship.'
- 5 While the first passengers (board), the crew
..... (make) final preparations.
- 6 (be) there any problems while you
(load) the cargo?
'No. Everything (go) according to plan.'
- 7 'What (they / do) at 0930?'
'They (berth) the vessel.'
- 8 When I (enter) the galley, I (notice)
that the pipe (leak).
- 9 It (rain) so heavily when we (arrive)
in port that the Master (decide) to delay unloading.
- 10 'When the problem with the generator
(happen)?'
'It (start) about an hour ago while you
(sleep).'



Listen to a seafarer talking about an event that happened during a sea passage. Complete the information below.

Name of vessel:

Type of vessel:

Route:

Cargo:

Incident:

Area / position where incident happened:

Date when incident happened:

II. Deck log book entries

a) Look at the deck log book extract below. What is the event recorded in the log?
Circle the correct event.

engine failure discharging operation anchoring attempted pirate boarding

b) Fill in the gaps of the deck log book with the words in the box below.

Time	Log	Course	(1) _____	REMARKS
0000	6533	065	N 4	(2) _____, moderate breeze, moderate sea, good (3) _____.
0020				(4) _____ New York Pilot Station. Stand by engine. End of sea (5) _____. Proceeded to take sea pilot as per NY Pilot Station instructions.
0040				Pilot (Mr. Sean Craig) (6) _____. We (7) _____ towards anchorage area.
0055				Reached the anchoring position. Engines stopped.
0100				(8) _____ port anchor 6 shackles.
0115				Pilot (9) _____. Finished with engines.

sailed	disembarked	approached
dropped	overcast	passage
wind	embarked	visibility

c) These are log book entries reporting past incidents. Match the phrases to the appropriate incident.

made stability calculations	sounded fire alarm	activated flooding response team
stranded in shallow waters	oil leaked into the sea	released CO ₂
jettisoned cargo	evacuated ER	regained stability
tank overflowed while transferring fuel	performed oil clearance	refloated vessel

LIST

- made stability calculations
-
-

GROUNDING

-
-
-

SEA POLLUTION

- tank overflowed while transferring fuel
-
-

FIRE IN THE ENGINE ROOM

-
- evacuated ER
-



d) Listen to the captain reporting an incident from a past voyage. Fill in the missing verbs in the deck logbook entries about the particular incident.

Time	Log	Course	Wind	REMARKS
1720	1022	245	NW 6-7	At this time, while sailing in position Lat 23°30'21" N
				Long 120°25'34" E we (1) _____ that the
				vessel was listing heavily to port. After measuring fuel
				tanks, fresh water tanks, ballast tanks and calculating
				vessel's stability it was established that the metacentric
				height of the vessel (GoM) was zero because the deck
				cargo had absorbed seawater. (2) _____ to
				jettison cargo.
1730				(3) _____ owners and charterers.
1745				Standby engine. Preparation for jettison of cargo.
1830				Commenced jettisoning in position Lat 23°42'21" N Long
				120°25'34" E
1840				(4) _____ about 200 cubic meters of deck
				cargo (timber) and the vessel (5) _____
				positive stability.
1930				Completed jettisoning. Sailing normally.
2000				(6) _____ initial incident report and
				(7) _____ it to owners as per S.M.S.

e) Write a paragraph that describes a past voyage. Describe the following.



- The route
- The weather
- The cargo
- An incident

Circle the correct alternative.

1. A person who hides on a vessel is called a **charterer** / **stowaway**.
2. A place outside a harbour where ships can lie at anchor is called a **roadstead** / **berth**.
3. To sail into a harbour and stay there is to **dock** / **strand**.
4. When something that is normally protected is no longer secure, there is an **innovation** / **a breach of security**.
5. To illegally seize a vessel while in transit and force it to go to a different destination is to **hijack** / **commence** it.

D. Complete the following sentences. Use one of these verbs in the past simple:

lose	go	enjoy	drink	stay
start	finish	stop	expect	put

1. We _____ out last night to a nice restaurant. I _____ a lot of red wine, that's why I have a terrible headache this morning.
2. I _____ my keys yesterday. I can't remember where I _____ them.
3. The rock concert last night _____ at 2200 and _____ at 2300. Everybody in the audience were really disappointed because they _____ more.
4. I _____ my holidays last summer. We _____ at a very nice hotel.
5. The police _____ me on my way home last night.

UNIT 4 : SAFETY ABOARD

READING COMPREHENSION

(A) Collision Regulations 1977 (extracts)

Read through the following extracts, which have been taken from the Collision Regulations 1977 as laid down by The Intergovernmental Maritime Consultative Organization (IMCO).

The Regulations are in four parts embodying thirty-eight Rules and four annexes. Part (B) covers steering and sailing rules.

Section II. Conduct of vessels in sight of one another

RULE 11

Application

Rules in this Section apply to vessels in sight of one another.

RULE 13

Overtaking

(a) Notwithstanding anything contained in the Rules of this Section any vessel overtaking any other shall keep out of the way of the vessel being overtaken.

(b) A vessel shall be deemed to be overtaking when coming up with another vessel from a direction more than 22.5 degrees abaft her beam, that is, in such a position with reference to the vessel she is overtaking, that at night she would be able to see only the sternlight of that vessel but neither of her sidelights.

(c) When a vessel is in any doubt as to whether she is overtaking another, she shall assume that this is the case and act accordingly.

(d) Any subsequent alteration of the bearing between the two vessels shall not make the overtaking vessel a crossing vessel within the meaning of these Rules or relieve her of the duty of keeping clear of the overtaken vessel until she is finally past and clear.

RULE 14

Head-on situation

(a) When two power-driven vessels are meeting on reciprocal or nearly reciprocal courses so as to involve risk of collision each shall alter her course to starboard so that each shall pass on the port side of the other.

(b) Such a situation shall be deemed to exist when a vessel sees the other ahead or nearly ahead and by night she could see the masthead lights of the other in a line or nearly in a line and/or both sidelights and by day she observes the corresponding aspect of the other vessel.

(c) When a vessel is in any doubt as to whether such a situation exists she shall assume that it does exist and act accordingly.

RULE 15

Crossing situation

When two power-driven vessels are crossing so as to involve risk of collision, the vessel which has the other on her own starboard side shall keep out of the way and shall, if the circumstances of the case admit, avoid crossing ahead of the other vessel.

RULE 16

Action by give-way vessel

Every vessel which is directed to keep out of the way of another vessel shall, so far as possible, take early and substantial action to keep well clear.

RULE 17

Action by stand-on vessel

(a) (i) Where one of two vessels is to keep out of the way the other shall keep her course and speed.

(ii) The latter vessel may however take action to avoid collision by her manoeuvre alone, as soon as it becomes apparent to her that the vessel required to keep out of the way is not taking appropriate action in compliance with these Rules.

(b) When, from any cause, the vessel required to keep her course and speed finds herself so close that collision cannot be avoided by the action of the give-way vessel alone, she shall take such action as will best aid to avoid collision.

(c) A power-driven vessel which takes action in a crossing situation in accordance with sub-paragraph (a)(ii) of this Rule to avoid collision with another power-driven vessel shall, if the circumstances of the case admit, not alter course to port for a vessel on her own port side.

(d) This Rule does not relieve the give-way vessel of her obligation to keep well clear.

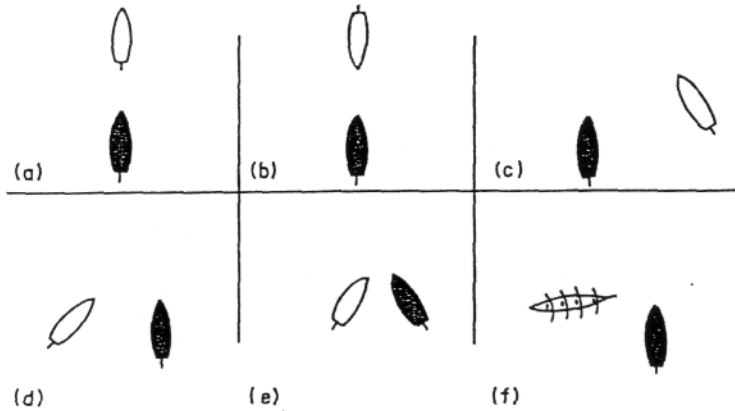
RULE 18

Responsibilities between vessels

Except where Rules 9, 10 and 13 otherwise require:

- (a) A power-driven vessel underway shall keep out of the way of:
- (i) a vessel not under command;
 - (ii) a vessel restricted in her ability to manoeuvre;
 - (iii) a vessel engaged in fishing;
 - (iv) a sailing vessel.
-

Exercise 1. From your understanding of the rules above, what should the black vessel do in each situation?



GRAMMAR

Before, after, when and while

The words before, after, when and while are often followed by a verb that ends in -ing. This pattern is useful when instructing or reminding someone to do something. Look at the pattern of the sentences from the dialogue in Exercise 2b.

Before	moving off	you must look over your shoulder
While	driving	you should keep checking your speed
When	pulling over	you need to brake gradually
After	checking the mirrors	you can start to signal

Notice how we can also swap the two parts of the sentence.

You need to brake gradually when pulling over.

When pulling over, you need to brake gradually.

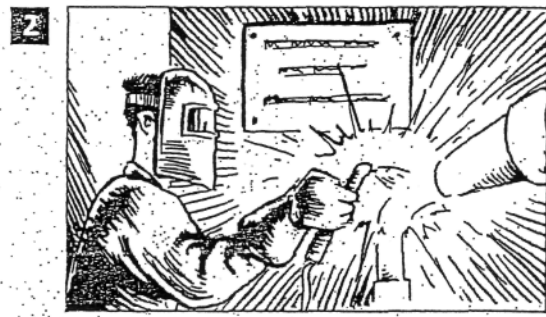
You must look over your shoulder before moving off.

Before moving off, you must look over your shoulder.

Look at the pictures. In each situation there is a sign to remind people to do something. What does each sign say? Complete the sentences with before, after, when and while + -ing.



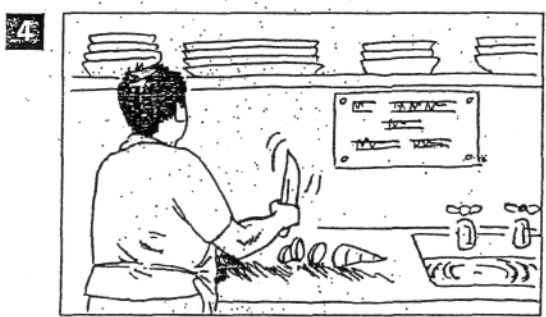
Please remember to take all your belongings



Wear a mask at all times



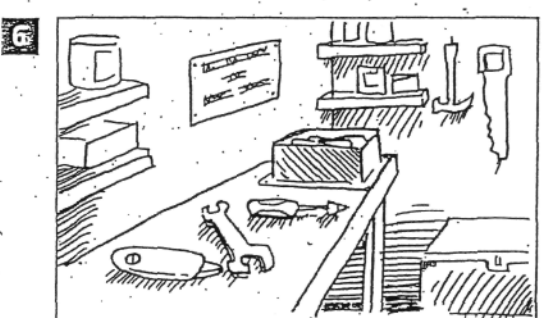
Guests are required to hand in their room keys



Remember to wash your hands food.



Warning: It is dangerous to use mobile phones



..... the tools, please remember to put them away

Giving orders

We use **must** and **have to** to say that something is very important. Usually there is little difference in meaning.

We **have to** work harder to finish the job in time.

We **must** work harder to finish the job in time.

However, **have to** is often used to talk about regulations or laws imposed by authority.

In the UK you **have to** wear a helmet when riding a motorcycle.

(It's the law.)

Must is often used to talk about things you personally feel are important.

I'm always late for work. I **must** get up earlier.

(You are ordering yourself to do something.)

Negatives

Be careful of the difference in meaning when using the negative form. **Must not** means something is not permitted. It is a serious command.

You **mustn't** drink and drive. It's against the law.

Don't have to means 'it's not necessary' or 'you can choose'.

You **don't have to** finish the job today. There's still time tomorrow.

A: Do staff members wear a uniform here?

B: No, it's quite informal. Some people wear ties but you **don't have to** if you don't want to.

Notice the different position of **not** in these negative sentences.

Crew **must not** bring drugs on board.

You **don't have to** ask permission to use the phone.

Questions

In questions **have to** is more common than **must**.

A: Do you **have to** wear seatbelts when driving in France?

B: Yes, you do. It's compulsory.

giving advice

should, ought to and had better to say that it is a good idea to do something.

should and ought to are often used for giving advice, not for talking about rules. Ought to can be used in place of should with little difference in meaning.

You **should** see a doctor.

You **ought to** see a doctor.

Had better is often used for giving a personal opinion or strong advice. We often contract had better to 'd better.

The decks are wet. You'd better wear your safety boots.

negatives

shouldn't, oughtn't and had better not: the position of not in these examples.

You **shouldn't** try to lift heavy boxes alone.

You **ought not** to run on wet decks.

You'd better **not** leave those ropes lying there.

Read these dialogues. Circle the phrase you think is correct. Circle both phrases if you think both are possible.

- 1 'Is it normal to tip waiters in restaurants in the UK?' 'In general people leave tips if they've enjoyed their meal but ~~you mustn't / you don't have to~~.'
- 2 'In order to operate this machine ~~you should / you have to~~ have a licence. Without a licence you are not allowed to use this machine.'
- 3 'How old ~~do you have to / must you~~ be before you can hire a car in the UK?' 'In order to hire a car ~~you should / you must~~ be at least 21 years old.'
- 4 '~~You ought not to / you don't have to~~ leave tools lying on a workbench because they could fall off in high seas.'
- 5 'Is it compulsory to show your passport if you are travelling within the EC?' 'If you are European, ~~you must / you have to~~ have some form of identification but ~~it mustn't / it doesn't have to be your passport~~. However, ~~non-Europeans have to / non-Europeans must~~ show their passports.'
- 6 '~~You mustn't / you shouldn't~~ attempt to repair electrical equipment if the power supply is still on. Always disconnect the equipment before starting repairs.'
- 7 'I'm confused about the amount of duty-free goods I can carry. If I have just one bottle of spirits, ~~do I have to / must I~~ go through the red channel?' 'No. If you have under one litre of alcohol ~~you don't have to / you mustn't~~ declare it.'
- 8 'There could be sharp objects in the sink. ~~You'd better / you must~~ empty the water before you put your hands in.'

Verb + -ing

Some verbs, like risk, can be followed by a verb + -ing. These verbs can also be followed by a noun but not by an infinitive.

He finished eating his meal then left the messroom. (verb + verb + -ing)

or: He finished his meal then left the messroom. (verb + noun)

not: He finished to eat his meal.

Here are some more verbs that function in the same way.

admire	defeat	include	recollect
appreciate	dislike	keep	recall
avoid	enjoy	mention	rejoin
confess	escape	miss	rejoin
consider	finish	miss	rejoin
delay	finish	postpone	spend
deny	imagine	practise	suggest

Other verbs can be followed by -ing or to + infinitive. There is little difference in the meaning.

start	like	attempt
begin	love	prefer
continue	hate	intend

He started working at 0800.

He started to work at 0800.

They intend taking a holiday when they go ashore.

They intend to take a holiday when they go ashore.

The verbs marked* can also be followed by *that*:

He suggested going to a cafe.

He suggested that we go to a cafe.

They confess stealing the money.

They confess that they stole the money.

Do you recollect telling me about the meeting?

Do you recollect that you told me about the meeting?

I really regret eating too much at lunchtime!

I regret that I ate too much at lunchtime!

Complete the sentences by choosing a verb from the box and writing it in the correct form.

wait **run** be **relax**
delay be able work
 move clean **act** **load**
set up take **encounter**

I dislike early on vacation.

I don't mind for you if it's only for five minutes.

We intend a break after lunch.

If you feel tired, you don't have to continue I'll take over.

I can't imagine a millionaire.

Do you miss to go for walks in the countryside when you're on board?

After spending six months at sea, he liked at home.

When we have finished the tanks, we'll begin the cargo.

The Captain of the ferry regrets the departure but he says it's a risk a storm if we leave now.

Emergency drills involve fast: you must keep but avoid at all costs.

Read the magazine article in Exercise 5b again. Underline more examples of the verb + verb + -ing.

It's not worth taking risks

Look at the picture showing the dangers of working in an unsafe environment. If the seafarer does not improve his safety practice, what does he risk? Add some more potential dangers to the safety poster.

IS THIS YOU?



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- You risk setting the ship on fire.
- You risk causing an explosion.
-
-
-

DON'T TAKE RISKS. TAKE CARE.



Read the text in Exercise 5b again and find a word or phrase in the text which means

1 a very strong desire to do something (*paragraph 1*)

.....

2 a sudden idea for solving a problem (*paragraph 3*)

.....

3 a guiding principle (*paragraph 3*)

.....

4 to make a careless mistake (*paragraph 4*)

.....

5 not as obvious as it seems (*paragraph 5*)

.....

6 to be extremely observant (*paragraph 5*)

.....

7 difficult situations (*paragraph 5*)

.....

8 to be very courageous (*paragraph 5*)

.....

9 to have enough to deal with (*paragraph 5*)

.....

10 making a problem worse (*paragraph 6*)

.....

Read this magazine article, and compare your ideas about the job with the
~~author's own example. Are any of your ideas included in the text?~~

CAR TIMES

In the Driving Seat

by Elizabeth Seymour

LOOKING back, it seems ironic that my job involves teaching when I always detested going to school. I was fascinated by cars and used to drive my parents up the wall because I preferred spending time in my uncle's garage to going to school. It came as no surprise to anyone when I was expelled at the age of seventeen for playing truant once too often. It was my burning ambition to run my own garage although at that time no one would consider taking on a female apprentice.

After countless rejections, I gave up trying for an apprenticeship and the future looked bleak. I couldn't imagine doing anything that didn't involve working with cars. It was my uncle who, one day, came up with the idea that changed my life: he suggested becoming a driving instructor. At first I wasn't sure. Teaching reminded me of school. My uncle pointed out, however, that as a driving instructor I would be my own boss so, after thinking it through, I decided I had nothing to lose. After all, a sound knowledge of car maintenance is an essential requirement of the job.

The idea was a brainwave. I find that I really enjoy working not only with cars but also with people. The best bit about this job is undoubtedly the variety of people you meet. You have to be able to get on with anyone and everyone from overzealous teenagers to shaky pensioners. I'm proud to say that most of my customers succeed in passing their test first time and I put this down to a simple golden rule: don't take your test until you're ready. It's better to postpone sitting your driving test until you feel confident than to attempt doing it too soon. But there are always one or two who just keep failing. I put it down to nerves on the day and don't mind confessing that I know the feeling well. It took me four attempts until I finally passed my driving test!

Lots of people think I have an easy life spent driving round the countryside all day but they couldn't be more mistaken. The job has its problems. For one thing, the hours can be anti-social because I have to work when other people have free time which usually means giving up evenings and weekends. I also have to be constantly alert because I can't afford to slip up for a moment. Losing concentration could mean losing a life. Even though

someone else is in the driver's seat, I mustn't forget for an instant that I'm the one who has to avoid causing accidents. Having full responsibility for other people's mistakes can be very stressful. If I let myself get overloaded and then become ill, it means cancelling my appointments which is bad for business and then, of course, I don't get paid. It's vital that I have enough time to relax so I never take more than five lessons a day.

There's more to this job than meets the eye: you need a good combination of skills. For example, concentrating isn't only about watching the road ahead; it also means having eyes in the back of your head. You have to keep concentrating as every moment presents a potential problem. The ability to keep calm in a crisis while having fast reactions is crucial for getting out of tight corners. It helps if you have nerves of steel too.

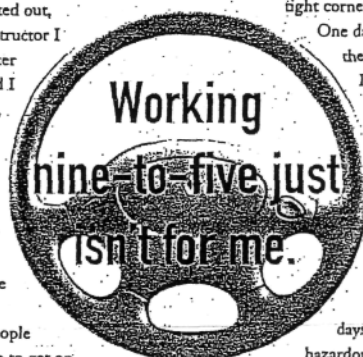
One day when I was out with a pupil we passed the scene of a nasty road accident.

Distracted for a moment, I didn't realise that my pupil had suddenly frozen at the sight and was in fact accelerating straight for the police road block! I had to seize the wheel and only just managed to pull the car over in the nick of time. Luckily the police were sympathetic, having enough on their hands as it was.

There's a lot of talk of 'road rage' these days and unfortunately this is an increasingly hazardous part of my job. It seems that the more

vehicles there are on the road, the more impatient drivers become. People are sometimes very impatient with learners who are driving slowly. They try to overtake in dangerous places meaning that the risk of collision is more due to other drivers' impatience than learners' inexperience. I keep telling my pupils to ignore aggressive responses from other road users. There is, of course, the argument that I am only adding fuel to the fire by helping increase the number of drivers on the road. But I justify my job by saying that if people want to learn to drive then they have to learn properly. My motto is 'think safety', and that applies to me too.

Despite the stress, hazards and anti-social hours, there isn't much I dislike about my job other than the disappointment of hearing that a student has failed their test. Working nine-to-five just isn't for me. With this job no two days are the same – you certainly never know what's just around the corner! ■



Read the questions. Then read the article again to find the answers.

- 1** Why was it difficult for the writer to get a job after leaving school?
- 2** What two pieces of advice does the writer give all of her students?
- 3** What skills do driving instructors need, according to the writer?
- 4** Why do other drivers create problems for learner drivers?
- 5** What is the main appeal of the job, according to the writer?

Idiomatic expressions

Fluent speakers of English often use unusual words or phrases to make their language more descriptive. Often it is not possible to translate these phrases directly into your own language. You should try to guess the meaning by thinking about the meaning of the whole sentence.

I used to **drive my parents up the wall** by telling them that I was going to school when in fact I was going to the garage.

The phrase **drive someone up the wall** means annoy someone intensely.

APPLIED TERMINOLOGY

(A) Terms relating to compass cards

Study the compass card below. It is divided up clockwise into 360 degrees. It also shows eight of the points of the compass (N, NE, E, etc.).



Exercise 1. Write out in full the eight points of the compass shown above (the first two have been done for you):

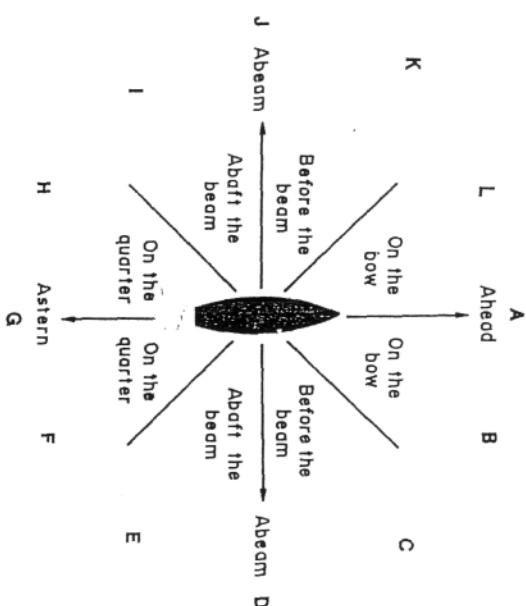
- (a) N = North (e) S =
- (b) NE = North-East (f) SW =
- (c) E = (g) W =
- (d) SE = (h) NW =

Exercise 2. What would the following points be in degrees?

- (a) S (b) NE (c) NW (d) E
- (e) SW (f) N (g) W (h) NW

Terms describing position in relation to a ship

Study the diagram below



In order to describe the position of ships in relation to the tanker, they can be used as follows:

1. Ship A is (dead) ahead./Ship A is ahead of the tanker.
2. Ship B is on the starboard bow.
3. Ship C is before the starboard beam.
4. Ship D is abeam./Ship D is on the starboard beam.

Exercise 3. Now continue describing the position of the other ships:

- (a) Ship E is
- (b) Ship F is
- (c) Ship G is
- (d) Ship H is
- (e) Ship I is
- (f) Ship J is
- (g) Ship K is
- (h) Ship L is

APPLIED TERMINOLOGY

(A) Terms relating to position in a ship

At the fore end of a ship is known as **forward**

At the after end of a ship is known as **aft**

At the midships part is known as **amidships**

e.g. The forecastle is situated forward.

The main engines in a tanker are aft.

Port side and **starboard side** can be added to these:

e.g. port side forward, starboard side amidships, port side aft.

The extreme fore end is known as **right forward**

The extreme after end is known as **right aft**

e.g. The ensign is right aft.

~~Exercise 1. Draw a diagram of a ship's hull and label it to illustrate the meanings of the words described above. Your diagram should be the plan view of a hull, i.e. from above looking down.~~

Here are some more terms relating to position:

In front of is known as **before** or **forward of**

Behind is known as **abaft** or **aft of**

Across the ship from side to side is **athwartships**

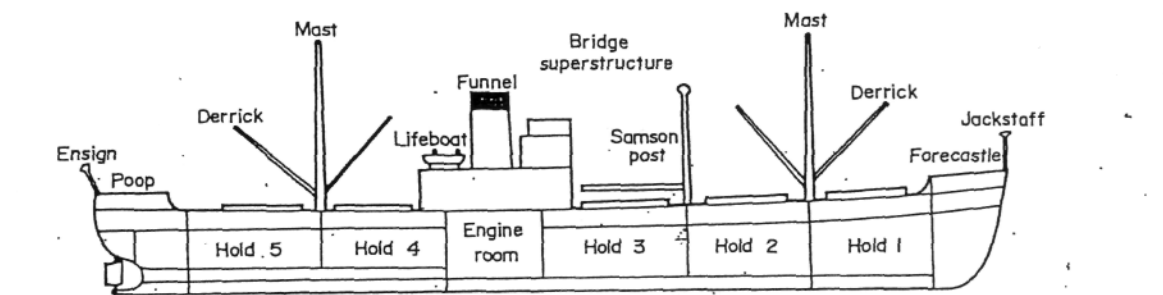
Along the length of the ship from stem to stern is **fore and aft**

e.g. Number 1 hold is forward of Number 2 hold.

The funnel is always abaft the bridge.

Life rafts can be stowed athwartships or fore and aft.

Now study this diagram of a traditional general cargo ship ^{and complete} the description below:

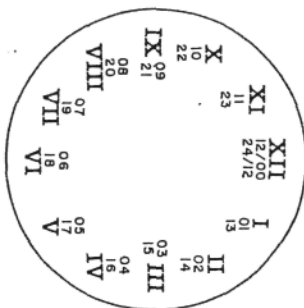


A traditional general cargo ship has her engine room and bridge superstructure ~~amidships~~. She may have three holds forward of the bridge and two holds ~~astern~~ of the bridge. ~~The first of these~~. 1 hold is the forecastle and ~~the last of these~~ is the jackstaff. Derricks are supported by masts and samson posts. They are stowed fore and aft when the ship is at sea. There are two lifeboats, one on the port side amidships, another on the starboard side amidships, ~~near~~ abaft the funnel. The poop is situated ~~at~~ at the stern and there is an ensign staff ~~at the stern~~.

(B) Measurement

(iv) Time at sea

Time at sea is expressed in the 24-hour notation:



therefore	on land	7.00 a.m.	6.25 p.m.	midnight	2.30 p.m.
	at sea	0700	1825	0000	1430

Exercise 1. How are these times referred to at sea?

- (a) 9.00 a.m. (b) 1.30 p.m. (c) 6.25 p.m. (d) 5.45 p.m. (e) midday

Introduction

A large number of different types of rope are used on board ship, and it is important for every sailor to know their characteristics so that the right rope can be used for the right job. Ropes can be divided into three basic types: natural fibre rope, which is made from the fibres of different plants; synthetic fibre rope, which is made from materials such as nylon; and wire rope, which is made from strands of steel wire.

First let us look at the different types of natural fibre rope. A well-known rope of this type is Manila. Manila rope is made from the fibres of a plant which grows in the Philippine Islands of the Pacific. It is strong and flexible, but rather expensive. It is used for a number of jobs connected with cargo-handling and mooring. Because manila rope is expensive, sisal rope is often used in its place. Sisal comes from a plant which grows in the USA and Russia. It is less strong and less flexible than manila rope, but it is cheaper. It is used for moorings and lashings. Another type of rope is hemp rope. Hemp comes from a plant which grows in the USSR, Europe and North America as well as in China and India. It is strong and flexible and does not shrink or swell after contact with water. Because of this it is used on sailing boats. Coir ropes are made from coconut fibres. They are very buoyant and very elastic, but they rot easily when they are wet. They are sometimes used for mooring and towing lines. The cotton plant grows in the southern part of North America. Cotton rope is both strong and flexible, but it is very expensive and therefore not used on merchant ships. Because it looks nice, it is often used on yachts and pleasure boats.

Natural fibre ropes have now largely been replaced by synthetic fibre ropes. Synthetic ropes have many advantages. They are strong and elastic and they are resistant to the action of water. Nylon rope is the strongest and the most elastic of all the synthetic fibre ropes. It is used for mooring and handling cargo. Terylene rope has the highest melting point. It melts at a temperature of 260°C. It is also strong and elastic. It is mainly used on yachts. Another type of synthetic fibre rope is polypropylene rope. It has the lowest melting point of all synthetic ropes and is used for log lines and halyards.

Wire rope is made of steel. It is usually galvanized to stop it from rusting. It is very strong and elastic, but not as flexible as other types of rope. Large wire ropes are very heavy. Wire rope has many uses on board ship, particularly for standing rigging, mooring lines and for cargo-handling.

GRAMMAR

Present Perfect & Past Simple

The Present Perfect is used to talk about events that are related to now. We don't know exactly when these events happened but they are usually recent events.

We have developed a problem which we are **working on** at the moment.

The Past Simple is used to talk about events which are finished. It is often marked with words such as yesterday, in 1978, last month, twenty minutes ago. These words are time references, indicating when in the past the events took place.

I tried to contact the Coastguard about an hour ago but there was no response.

For these sentences. Circle the most appropriate tense, Present Perfect or Past Simple.

I have studied / I studied Spanish at school but I have forgotten / I forgot all of it now.

The rain has stopped / The rain stopped half an hour ago but the crew hasn't started / the crew didn't start loading yet.

Have you seen / Did you see the whales when you have been / you were on watch?

Have you met / Did you meet the superintendent before? 'I don't think so. Pleased to meet you.'

'And now some late news... Police located / Police have located the three cars which a group of youths apparently stole / have stolen last Friday night...'

The weather has become / The weather became milder recently. We can start using the swimming pool again.

'Why do you feel you could do this job?' 'Well, I have done / I did similar jobs before.'

'He has hurt / He hurt his back last month, so I heard.' 'Yes, he has fallen / fell off a ladder.'

4b



Listen again and answer the questions.

- 1 Why has the tanker issued a securite call?
- 2 How long will it take the MV Elga to reach the tanker's position?
- 3 What is the problem on board the MV Elga?
- 4 Can the MV Elga assist the tanker?

4c



Read these sentences from the dialogue. In all of these sentences someone is reporting news. Answer these questions.

- 1 Which sentence uses a different tense from the other sentences?
- 2 Why is a different tense used?

*Sir! I've just received
a securite call.*

*The tanker has
requested all other
vessels in the vicinity
to be on standby...*

*I tried to contact the
Coastguard about an
hour ago but there was
no response.*

*I've just noticed that
we've drifted
5 degrees off course in
this gale.*

*I've tried again but I
still haven't had any
response.*

yet, already, just, still & always

The Present Perfect is often used with the words *yet*, *already*, *just*, *still* and *always*. Choose the correct word to complete the definitions below.

1 has two meanings. It means *before now* and is usually used in positive sentences.

He has checked the fire fighting equipment.
(He checked it before.)

The ship has left the port.
(She left before now.)

It is also used in questions which express the speaker's surprise that something happened more quickly than expected.

Have you checked the fire fighting equipment ?
(I am surprised that you did it so quickly.)

Has he cleaned the galley ?
(He has finished earlier than I expected.)

2 means *a very short time ago*.

He has checked the fire fighting equipment.
(He checked it a short time ago.)

I've seen him in the messroom.
(I saw him a very short time ago.)

3 means *until now* and is usually used in questions and negative sentences.

Have you checked the fire fighting equipment ?
(The speaker hopes the action will happen soon.)

I haven't checked the fire fighting equipment
(The fire fighting equipment is still unchecked but the speaker intends to check it soon.)

yet, already, just, still & always

4 means *during a period of time* or *during one's life*.

He has been a keen fisherman.

(Fishing was one of his favourite pastimes, as it is now.)

Have you worked here?

(Is this the only job you have done since you started working?)

5 means *up to and including now* and expresses the speaker's surprise or annoyance. It is most often used in negative sentences.

He hasn't checked the davits.

(I am surprised or annoyed that he has not done it.)

They haven't sent us details of the training course.

(I am surprised or annoyed that the course details are not here.)

Check your answers before doing Exercise 5c.

Read this news bulletin and complete the gaps with **yet, already, just, still, or always**.

Heavy snow is causing chaos across the region this evening. We have (1)

received news of a serious road accident involving dozens of vehicles on the old bypass at Witchiter.

Exact numbers of casualties are not (2) known. Conditions are hampering

the rescue services and paramedic teams have (3) not managed to get through

to attend to casualties. A helicopter is being brought in to assist the rescue effort. This stretch of road

has (4) been an accident black spot in poor weather but the sudden

deterioration in conditions has caught people by surprise. Elsewhere on the roads, farmers have been

helping the emergency services. Reports say that they have (5) pulled many

motorists out of snowdrifts. Police have (6) issued a second warning to all

motorists to stay off the roads until conditions improve. The meteorological office has not

..... (7) issued a second statement regarding the situation although we do expect

an updated forecast very soon. And now it's over to Sally for today's sport...

IMO

ΤΥΠΟΠΟΙΗΜΕΝΕΣ ΝΑΥΤΙΚΕΣ ΦΡΑΣΕΙΣ ΕΠΙΚΟΙΝΩΝΙΑΣ

ΑΣΚΗΣΕΙΣ

(PART II)

Μηάρα Σοφία

1st Semester

A. Make the necessary corrections using IMO phrases.

1. We are expecting that the wind is going to change directions.
2. The wind is going to blow from south in position.....
3. What is the condition of the sea in your position?
4. Do you expect that the condition of the sea is going to change?
5. Visibility is limited by mist.
6. Ice condition is going to get worse in your position.
7. It is dangerous to sail in area around because there is floating ice.
8. Only high-powered vessels of strong construction can sail in area around.

B. Translate the following words.

Ορατότητα=

Προσωρινά=

Προειδοποίηση=

Πάχος=

Ανεμοί κινούμενοι αριστερόστροφα / δεξιόστροφα=

Μεταβλητός=

Σημεία ορίζοντα=

Ανεμοστρόβιλος=

Τυφώνας=

Ακτίνα=

Ατμοσφαιρική πίεση=

Εντοπίζω=

C. Translate the following IMO phrases.

1) Η παρούσα ομίχλη είναι μέτρα πάνω από την ένδειξη του χάρτη.

Το βύθισμα μου είναιμέτρα.

Το χαρτογραφημένο βάθος των υδάτων έχει αυξηθεί.....μέτρα λόγω της κατάστασης της θάλασσας.

Τσαμαδούρα στο στίγμα..... εκτός θέσης.

Η παλίρροια πέφτει / ανεβαίνει.

Τσαμαδούρα στο στίγμα.....έχει προσωρινά μετακινηθεί.

Αχαρτογράφητος ύψαλος αναφέρεται στο στίγμα.....

Ασυνήθεις ρηχίες αναμένονται σε.....την/περίπουώρα.

Υπάρχει ένα επικίνδυνο ναυάγιο/ βράχος /πάγος στο στίγμα.....(μαρκαρισμένο με.....που δείχνει.....).

Παρασυρόμενη νάρκη στη περιοχή.....

D. Make the necessary corrections using IMO phrases.

Navigate very carefully.

GPS is giving wrong information, don't pay attention to its "data" for one hour after its repair.

Racon station isn't working from....to....

There is an object that we cannot identify in position.

There is an abandoned, drifting vessel with no lights on in the area near you.

There is a reef in position ...which has not been marked on the chart.

There is a group of pipes which allow gas to get out wrongly.

Something that cannot be trusted.

For a short period of time.

Naval firing practice in the area.

I advise you to collect your fishing gear. You must not fish in the area.

Cargo is being shipped from one vessel to another.

E. Fill in the gaps.

1. A tide of.... metres above _____ is expected in position
2. Abnormally high tides are _____ in position
3. The tide is _____ in direction.
4. The _____ of water is not sufficient in position.
5. The _____ depth has increased by..metres _____ to winds.
6. Uncharted reef _____ in position.
7. Pipeline is _____ gas in position.
8. Fishing gear has _____ my propeller.

F. Translate the following phrases.

- ΜΗ ΧΑΡΤΟΓΡΑΦΗΜΕΝΟΣ ΣΗΜΑΝΤΗΡΑΣ ΣΤΟ ΣΤΙΓΜΑ...
- ΤΗΡΕΙΤΑΙ ΑΠΟΣΤΑΣΗ ΑΣΦΑΛΕΙΑΣ. ΟΙ ΣΩΛΗΝΩΣΕΙΣ ΔΙΑΡΡΕΟΥΝ ΠΕΤΡΕΛΑΙΟ ΣΤΟ ΣΤΙΓΜΑ...
- ΦΑΡΟΣ ΠΡΟΣΩΡΙΝΑ ΣΒΗΣΤΟΣ.
- ΤΣΑΜΑΔΟΥΡΑ ΕΚΤΟΣ ΘΕΣΗΣ.
- ΜΕΤΑΦΟΡΤΩΣΗ ΦΟΡΤΙΟΥ ΣΤΟ ΣΤΙΓΜΑ.
- ΜΙΚΡΑ ΨΑΡΑΔΙΚΑ ΣΤΗ ΠΕΡΙΟΧΗ. ΝΑ ΠΛΕΕΙΣ ΜΕ ΠΡΟΣΟΧΗ.
- Η ΛΕΚΑΝΗ... ΕΙΝΑΙ ΕΛΑΤΤΩΜΑΤΙΚΗ.
- ΔΥΣΚΟΛΟ ΡΥΜΟΥΛΚΙΟ ΑΠΟ...ΣΕ....

- ΕΠΙΚΟΙΝΩΝΙΑ ΜΕΣΩ ΤΟΥ VHF ΣΤΟ ΚΑΝΑΛΙ....
- Η ΟΡΑΤΟΤΗΤΑ ΣΤΗ ΠΕΡΙΟΧΗ ΕΧΕΙ ΜΕΙΩΘΕΙ.
- ΠΡΟΕΙΔΟΠΟΙΗΣΗ ΚΑΤΑΓΙΔΑΣ ΕΚΔΟΘΗΚΕ ΣΤΙΣ...
- Ο ΑΝΕΜΟΣ ΦΥΣΑΕΙ ΔΕΞΙΟΣΤΡΟΦΑ/ΑΡΙΣΤΕΡΟΣΤΡΟΦΑ.
- Η ΠΑΛΙΡΡΟΙΑ ΠΕΦΤΕΙ/ ΑΝΕΒΑΙΝΕΙ.
- Η ΠΑΛΙΡΡΟΙΑ ΕΙΝΑΙΜΕΤΡΑ ΠΑΝΩ ΑΠΟ ΤΗΝ ΠΡΟΒΛΕΨΗ.
- ΕΠΙΧΕΙΡΗΣΗ ΤΟΠΟΘΕΤΗΣΗΣ ΚΑΛΩΔΙΩΝ ΣΤΗ ΠΕΡΙΟΧΗ...

A. Make the necessary corrections using IMO phrases.

1. Be ready to throw the pilot ladder.
2. Turn your vesseldegrees to make a shelter.
3. Stop engines until pilot boat is free.
4. Change course to east – the pilot boat cannot leave.
5. The position of the vessel is not suitable for the pilot ladder.

B. Translate the following phrases.

1. Διορθώστε τη κλίση του πλοίου σας.
2. Η επιβίβαση δεν είναι δυνατή.
3. Το πηδάλιο όλο δεξιά.
4. Πρέπει να χρησιμοποιήσω τα σχοινιά ρυμούλκησης;
5. Ποιά είναι η σχετική διεύθυνση του ανέμου σε μοίρες και κόμβους;

C. Give a possible answer to the following questions.

1. What is your present speed and course?
2. In what position will the tugs meet me?
3. Helicopter: MV....., can I land on deck?
4. Helicopter: MV....., I will use hoist
5. Helicopter: MV....., are you ready for the helicopter?

D. Complete the gaps.

1.the pilot ladder clear of discharge.
- 2.....the lights on at the pilot ladder.
3. Have a heaving lineat the pilot ladder.
4. Boarding arrangements do notwith SOLAS regulations.
- 5.....a boarding speed of....knots.
- 6.....engines ahead/astern.
7. Manropes are not
- 8.....the pilot ladder alongside hoist.
9. What iswith the pilot ladder?
10.for the tug in position...
- 11.....the helm hard a port.
12. Helicopter is on theto you.

E. Translate the following words.

- ❖ ΚΛΙΣΗ
- ❖ ΕΞΑΡΤΙΣΜΟΣ ΕΠΙΒΙΒΑΣΗΣ
- ❖ ΟΡΜΙΔΙΟ
- ❖ ΕΠΙΜΗΚΗ ΣΚΑΛΟΠΑΤΙΑ
- ❖ ΥΠΗΝΕΜΗ ΠΛΕΥΡΑ
- ❖ ΕΞΑΓΩΓΕΣ-ΑΠΟΧΕΤΕΥΣΕΙΣ
- ❖ ΧΕΙΡΑΓΩΓΟΙ
- ❖ ΣΗΜΑΤΑ ΑΝΑΓΝΩΡΗΣΗΣ
- ❖ ΥΠΟΔΕΙΚΝΥΩ
- ❖ ΑΠΟΓΕΙΩΝΟΜΑΙ
- ❖ ΑΝΑΓΝΩΡΙΖΩ

Standard wheel orders – Engine orders – Propulsion system. (p.128-134)**A. Rewrite the following statements using I.M.O standard phrases.**

1. 15° of port rudder to be held. (order)
2. Reduce amount of rudder to 5° and hold. (order)
3. Check the swing of the vessel's head in a turn. (order)
4. Steer a steady course. (order)
5. There is an officer in the engine room.
6. Do we have extra power in case of an emergency?
7. Operation of engines no longer required. You may stop manoeuvring.

B. Translate the following sentences using I.M.O phrases.

1. Έχεις προπέλα μεταβλητού βήματος;
2. Έχεις πλώρα ωστήρα;
3. Πρόσω / όπισθεν ολοταχύς.
4. Ημιταχύς και οι δύο προπέλες.
5. Να είστε σε ετοιμότητα στο μηχανοστάσιο.

C. Produce standard IMO phrases using the following.

1. finish / wheel / no / steer.
2. engine / be / diesel.
3. twin propellers / turn / inward / go / ahead ?
4. how long / it / take / from / hard / port / hard / starboard?

D. Answer the following in the affirmative – use IMO standard phrases.

1. How long does it take to start the engines from stopped?
2. Do you have a right-hand or a left-hand propeller?
3. What is the maximum manoeuvring power astern?

Manoeuvring – Radar – Draft and air draft – Anchoring - Leaving the anchorage.(p. 134 - 140)

A Rewrite the following statements using IMO standard phrases.

1. I need manoeuvring information.
2. Keep a speed ofknots.
3. Does the radar work?
4. The radar cannot scan the areas from ..to.. degrees and from ... to.. degrees.
5. We will drop the port anchor.
6. How is the cable coming?
7. The cable is directed to portside.
8. How firm is the cable?
9. Engage the windlass.
10. The anchor has its cable twisted around.
11. Be ready and wait on the bridge.

B. Translate the following sentences using IMO phrases.

1. Ποιά είναι η προχώρηση και η μετατόπιση σε ένα απότομο σταμάτημα?
2. Γύρισε το ραντάρ σε σχετική κίνηση πορεία άνω.
3. Κράτει η δεξιά αλυσίδα.
4. Λασκάρισε την άγκυρα.
5. Πού καλεί η άγκυρα?
6. Οι αλυσίδες είναι νέτα.
7. Η άγκυρα είναι στη θέση της.
8. Προσοχή υπάρχουν στροφές στην αλυσίδα.
9. Κράτει το βίρα.
10. Πόσα κλειδιά είναι έξω?

11. Η άγκυρα καλεί απίκο.
12. Σήκωσε τη μπάλα αγκυροβολίας.
13. Φούντο και οι δύο άγκυρες.
14. Ανάστρεψε την κίνηση του βαρούλκου ένα κλείδι στην αριστερή άγκυρα.
15. Βάλε το βαρούλκο σε εμπλοκή.

Tug assistance (p. 140)

A. Translate the following sentences using IMO phrases.

1. Έτοιμοι να δέσετε τα ρυμουλκά.
2. Χρησιμοποίησε τον κεντρικό οδηγό.
3. Λάσκα το ρυμούλκιο.
4. Τοποθέτησε τη γάσα του ρυμούλκιου στις μπίντες.
5. Απομακρυνθείτε απο το ρυμούλκιο.
6. Άφησε ελεύθερο (μόλα) το ρυμουλκό.
7. Ρίξε το ορμίδιο (ιβιλάι) στο ρυμουλκό.

Vocabulary

Anchorage=
 Shackle=
 Dredge=
 Slack / tight=
 Heave up =
 Hoist=
 Let go=
 Anchor ball=
 Lower=
 Fairlead=
 Walk out=
 Pipe=
 Air draft=
 Ahead / astern =
 Heaving lines=

Berthing and unberthing. (p. 140 – 143)

A. Translate the following sentences using IMO phrases.

1. Υπάρχουν μπαλόνια (παραβλήματα) στην προβλήτα?
2. Θα πλευρίσουμε καταμήκος.
3. Μείνε με τον πλαγιοδέτη πρύμα.
4. Θα δέσουμε στις δέστρες.
5. Είμαστε στη σωστή θέση.
6. Δώσε τον κάθετο κάβο.
7. Βίραρε αργά.
8. Έχεις βίντσια εφελκυσμού?
9. Κράτει οι πλαγιοδέτες.
10. Οι εργάτες ντόκου θα χρησιμοποιήσουν κλειδιά / μπότσους για να ασφαλίσουν την πρόσδεση.
11. Μάζεψε τα μπόσικα του πλαγιοδέτη.
12. Κράτα τους κάβους τεντωμένους.

B. Produce standard IMO phrases using the following.

1. we / berth / portside.
2. fenders / be / on / berth.
3. we / be / in position.
4. stand / anchors / by / bow.
5. stations / with / finished / manoeuvring.
6. we / be / to / underway / in / five / ready / minutes / get.
7. heaving / have / forward / aft / lines / ready / and.

REVISION (p. 128– 143)

A. Answer the questions.

1. What should the vessel in distress do upon receipt of a DSC Distress Alert acknowledgement?

2. How does a vessel commence the urgency traffic?

3. How is a safety message transmitted?

4. What should the helmsman do on receipt of an order to steer?

5. What should the helmsman do if the vessel does not answer the wheel?

B. Write the orders for the following meanings.

1. Rudder to be held fully over to port.
2. Reduce swing as rapidly as possible.
3. Check the swing of the vessel's head in a turn.
4. Reduce amount of rudder to 10° and hold.
5. Rudder to be held in the fore and aft position.

C. Make the necessary changes to produce correct IMO phrases.

1. Is your pitch propeller controllable or fixed?
2. How long do you take to change the engines from forward to backward?
3. Is there an automatic pilot on board your vessel?
4. Keep a speed of ...knots.
5. I am finished with the engines – there will be no more manoeuvring.
6. We are arriving at anchorage.
7. We are going to let go both anchors.

8. Have you brought up the vessel?
9. Could you check the anchor position by bearings?
10. Where is the cable heading?

D. Choose the correct word.

1. Give (**long / prolonged / protracted**) blasts on the whistle.
2. (**Heave / Lift / Hoist**) the anchor ball.
3. The cable is (**tight / firm / hard**).
4. The tugs will (**draw / pull / haul**).
5. Heave in (**slowly / carefully / easy**).

E. Fill in the blanks with the appropriate word or phrase.

1. _____ on the forecastle.
2. Does the radar have any _____.
3. _____ out the anchors.
4. _____ the anchors lights.
5. How much cable is _____?
6. Put the windlass in _____.
7. How much _____ is on the cable?
8. _____ away the towing lines.
9. Put the _____ of the towing lines on bitts.
10. Are you ready to get _____.

VARIOUS PORTS - ΔΙΑΦΟΡΟΙ ΛΙΜΕΝΕΣ

• Port of Destination	= Λιμένας προορισμού
Port of Call	= Λιμένας προσεγγίσεως
• Port of Touch	= Λιμένας προσεγγίσεως
Port of Approach	= Λιμένας προσεγγίσεως
Port of Arrival	= Λιμένας αφίξεως
Port of Departure	= Λιμένας αναχωρήσεως
Port of Sailing	= Λιμένας αναχωρήσεως
Port of Delivery	= Λιμένας παραδόσεως
• Port of Refuge	= Λιμένας καταφυγής
Port of Distress	= Λιμένας καταφυγής
• Port of Registry	= Λιμένας νηολογήσεως
Port of Repairs	= Λιμένας επισκευών
Port of Survey	= Λιμένας επιθεωρήσεως
Port of Supply	= Λιμένας ανεφοδιασμού
• Port of Bunkering	= Λιμένας καυσίμων
Port of Refuelling	= Λιμένας καυσίμων } <i>πιτρελωση</i>
Port of Loading	= Λιμένας φορτώσεως
Port of Unloading	= Λιμένας εκφορτώσεως
• Port of Discharge	= Λιμένας εκφορτώσεως
Repatriation Port	= Λιμένας επαναπατρισμού
• Laid-up Port	= Λιμένας παροπλισμού
Engagement Port	= Λιμένας προσλήψεως
Discharging Port	= Λιμένας εκφορτώσεως
Signing-on Port	= Λιμένας ναυτολογίσεως
Signing-off Port	= Λιμένας απολύσεως
Closed Port	= Λιμένας κλειστός
Free Port	= Λιμένας ελεύθερος
Safe Port	= Λιμένας ασφαλής
Unsafe Port	= Λιμένας επισφαλής
Effected Port	= Λιμένας μολυσμένος
• Blockaded Port	= Λιμένας αποκλεισμένος
Prohibited Port	= Λιμένας απαγορευμένος
Intermediate Port	= Λιμένας ενδιάμεσος
Quarantine Port	= Λιμένας καθάρσεως
Objectionable Port	= Λιμένας απαράδεκτος
Natural Port	= Λιμένας φυσικός
Artificial Port	= Λιμένας τεχνικός
• Transhipment Port	= Λιμένας μεταφορτώσεως
Optional Port	= Λιμένας προαιρετικός
Outer Port	= Λιμένας εξωτερικός
Inner Port	= Λιμένας εσωτερικός
• Bonded Port	= Λιμένας διακομιστικός

WEATHER WORDS & EXPRESSIONS

ΛΕΞΕΙΣ ΚΑΙ ΕΚΦΡΑΣΕΙΣ ΚΑΙΡΟΥ

Weather Station	= Βαρομετρικός Σταθμός	Wind resistance	= αντίσταση ανέμου
Sky	= ουρανός	Wind is backing	= αλλάζει η διεύθυνση προς τ' αριστερά
Cloud	= σύννεφο	Wind is veering	= στρέφει προς τα δεξιά
Cloudless	= ασύννεφος	Wind gusts	= ξαφνικές σύντομες αυξήσεις στη δύναμη
Cloudy	= συννεφώδης	Wind's eye	= διεύθυνση ανέμου
Gloomy	= σκυθρωπός	Wind storm	= θύελλα χωρίς βροχή
Star	= άστρο	Wind vane	= ανεμοδείκτης συσκευή
Starry	= αστερώδης	Wind-bound	= εμπασμένη λήξη ανέμου
Air	= αέρας	Wind-catcher	= ανεμόδοχος παραφωτιστών
Wind	= άνεμος	Compass-card	= ανεμολόγιο
Windy	= ανεμώδης	Wind-rode	= αναπρωρισμένο πλοίο αγ.
Cool	= δροσερός	Whirl pool	= υδατοστρόβιλος
Chilly	= ψυχρός	Whirl wind	= ανεμοστρόβιλος
Cold	= κρύος	Rain	= βροχή
Warm	= ζεστός	Drizzle	= ψυχάλα
Hot	= θερμός	Wet	= υγρός
Burning	= καυτερός	Humidity	= υγρασία
Hail	= χαλάζι	Dry	= ξηρός
Lightning	= αστραπή	Shower	= μπόρα
Thunderbolt	= κεραυντός	Mist	= ελαφρά ομίχλη
Thunder	= βροντή	Misty	= ομιχλώδης
Storm	= θύελλα	Haze	= κονιορτός
Dew	= πάχνη	Hazy	= ομιχλώδης (αραή ομίχλη)
Overcast	= μουντός	Fog	= ομίχλη
Squall	= λαίλαψ	Foggy	= ομιχλώδης
Syclone	= κυκλώνας	Thick fog	= πυκνή ομίχλη
Hurricane	= καταιγίδα	Dense fog	= πυκνή ομίχλη
Anti-cyclone	= αντικυκλώνας	Snow	= χιόνι <i>χιονοπτώση</i>
Sidereal Day	= αστρική μέρα	Sleet	= χιονόνερο
Astro-Compass	= πυξίδα (Ασρική)	Hoar-frost	= λεπτό στρώμα πάγου
Astronomy (πάχνη)	= αστρονομία	Observatory	= αστεροσκοπείο
True bearing	= αστρική διόπτρευση	Coronas	= δακτύλιοι ηλίου (ή σελήνης)
Nautical Almanac	= αστρική εφημερίδα	Constellation	= αστερισμός
Starlight	= αστροφειγιά	Egress	= ανάδυση
Trade-winds	= αληγείς άνεμοι	Twinkling of stars	= αστερών μαρμαρυγή
Antitrade winds	= ανταληγείς άνεμοι	Fixed star	= αστέρας απλανής
Permanent-winds	= μόνιμοι άνεμοι	Shooting star	= αστέρας διάττων
Periodical -winds	= περιοδικοί άνεμοι	Giant star	= αστ. μεγάλης λαμπρότητας
Adverse-winds	= ενάντιοι άνεμοι	Dwarf star	= αστ. μικρής λαμπρότητας
Tropical-wind	= τροπικός άνεμος	Nova	= μεταβαλομένης
Moderate gale	= σφοδρός άνεμος	Polar star	= πολικός αστέρας
Wind abeam	= πλάγιος άνεμος	Isobars	= περιοχές ίσης βαρομ. θερμ.
Wind abaft (aft)	= ούριος άνεμος	Isotherms	= περιοχές ίσης θερμότητας
Fair (leading) wind	= ευνοϊκός άνεμος	Star of first magnitude	= αστέρας πρώτου μεγέθους
Strong gale	= καταιγίζων άνεμος	Heavy rain	= ραγδαία βροχή
Strong breeze	= ισχυρός άνεμος		
Land wind	= απόγιος άνεμος		
Dead wind (ahead)	= αντίπρωρος άνεμος		
Baffling wind	= ασταθής άνεμος		
Prevailing winds	= επικρατούντες άνεμοι		
Changeable winds	= μεταβλητοί (ασταθής) άνεμοι		

- t. Thunder = βροντή
 t.l. Thunderstorm = θύελλα με βροντές
 u. Ugly appearance = άσχημη εμφάνιση
 A threatening weather = απειλών καιρός
 v. Unusual visibility = ασυνήθης ορατότης
 v. Variable weather = μεταβλητός καιρός
 w. Wet or heavy dew = υγρή ή πυκνή δροσιά
 x. Hoar frost = παγωνιά με παγωμένες σταγόνες νερού
 y. Dry air = ξηρός αέρας
 z. Haze or hazy weather = αχλός, ομιχλώδης καιρός

FOG AND VISIBILITY SCALE ΚΛΙΜΑΚΑ ΟΡΑΤΟΤΗΤΟΣ ΚΑΙ ΟΜΙΧΛΗΣ

0.	Prominent objects not visible at	50 yd dense fog	πυκνότεατη ομίχλη
1.	« « « « «	200 yd thick fog	πυκνή
2.	« « « « «	500 yd fog	ομίχλη
3.	« « « « «	1/2 mile moderate	μέτρια
4.	« « « « «	1 mile thin(mist)	λεπτή
5.	« « « « «	2 miles vis, poor	μικρή ορατότης
6.	« « « « «	4 miles vis. moderate	μέτρια ορατότης
7.	« « « « «	7 miles vis. good	καλή ορατότης
8.	« « « « «	20 miles vis. very good	πολύ καλή ορατότης
9.	Prminent objects visible above	20 miles vis. exceptional	εξαιρετική ορατότης

STATE OF SEA ΒΑΘΜΟΛΟΓΙΑ ΚΥΜΑΤΙΣΜΟΥ

Scale Κλίμακα	Description Περιγραφή	Height of wave, feet Υψος κύματος, πόδια
0.	Calm at sea	0 or less than 1 = ήρεμος, γαλήνη
1.	Smooth sea	1 to 2 = σχεδόν γαλήνιος
2.	Slight sea	2 to 3 = λίγο ταραγμένη
3.	Moderate sea	3 to 5 = μετρίως ταραγμένη
4.	Rough sea	5 to 8 = τεταραγμένη
5.	Very rough sea	8 to 12 = κυματώδης
6.	High sea	12 to 20 = πολύ κυματώδης
7.	Very high sea	20 to 40 = τρικυμιώδης
8.	Precipitous sea	40 and over = πολύ τρικυμιώδης
9.	Confused sea	Record chief direction = αγρία

BEAUFORT WIND SCALE - ΚΑΙΜΑΚΑ ΚΑΙΡΟΥ

(Velocities) = ταχύτητα

Nr	Description Περιγραφή	Miles per hour Μίλια ανά ώρα	
0	Calm	less than 1	άπνοια
1	Light air	1 to 3	υποπνέων
2	Light breeze	4 to 6	λεπτός
3	Gentle breeze	7 to 10	ολίγος
4	Moderate breeze	11 to 16	μέτριος
5	Fresh breeze	17 to 21	λαμπρός
6	Strong breeze	22 to 27	ισχυρός
7	Moderate gale	28 to 33	σφοδρός
8	Fresh gale	34 to 40	σκληρός
9	Strong gale	41 to 47	καταιγίζων
10	Whole gale	48 to 55	καταιγίδα
11	Storm	56 to 65	βίαια καταιγίδα
12	Hurricane	65	τυφώνας

WEATHER SYMBOLS - ΣΥΜΒΟΛΑ ΚΑΙΡΟΥ

- b. Blue sky = γαλάζιος ουρανός
- Cloudless = ασύννεφος
- bc. Blue sky with detached clouds = αποσυρ. σύννεφα
- c. Sky mainly cloudy = ουρανός κυρίως συννεφώδης
- d. Drizzling or light rain = ψυχάλιζον
- e. Wet air without rain = υγρός αέρας χωρίς βροχή
- f. Fog = ομίχλη
- A foggy weather = ομιχλώδης καιρός
- g. Gloomy = μουντός
- A dark, stormy-looking weather = σκοτεινός,
φαίνεται σαν θυελλώδης
- h. Hail = χαλάζι
- l. Lightning = αστραπή
- m. Misty weather = ελαφρώς ομιχλώδης καιρός
- o. Over cast = νεφοσκεπής
- p. Passing Showers of rain = περαστική μπόρα
- q. Squally weather or squalls = θυελλώδης καιρός
- Rg. Line squall = Ψηλός άνεμος αρχίζει απότομα και σταματά ξαφνικά
- R. Rainy weather or continuous rain = βροχερός, καιρός, συνεχής βροχή
- r.s. Sleet = χιονόνερο
- s. Snow, snowy weather or snow falling = χιόνι, χιονώδης ή πέφτει χιόνι