

Marlins™

English for Seafarers

Study Pack 1

Allister Nisbet

Anna Witcher Kutz

Catherine Logie

speaking



listening



pairwork



reading



writing



information



Published by Marlins

1st floor, The Skypark, 8 Elliot Place, Glasgow, G3 8EP, UK

ISBN 0 9531748 0 86

© Copyright 1997

First published 1997

Reprinted 2000, 2002, 2005, 2008, 2010, 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written consent of the publisher and copyright owners, except for quotation of brief passages in reviews.



Authors' acknowledgements

We are grateful to many people and organisations for their invaluable assistance in producing this study pack.

Our thanks to:

- Videotel Marine International Ltd., London, UK, for providing visuals
 - Kelvin Hughes, Glasgow, UK, for assistance in sourcing charts
 - Mary Rigby for proofing and linguistic advice
 - John P. Witcher and numerous marine superintendents whose photographs appear in these pages
- Fotoflite, Ashford, UK for permission to use photographs of vessels
 - Geoff Holder, Speakeasy, Perth, UK, for sound advice
 - Companies whose products appear in these pages
- David McFarlane; Ranald Macinnes; Joe Maclay; Craig Noble; Captain S. Messerle; Captain A. Panov; Captain H. Eusebio; Captain W. Kenda; Sergey Zakharov; Natasha Osmakova; Julia Yakovleva; C/Engr Edwin C. Solidum and Innes Svalba



Design & Layout: Rocket Visuals Ltd., Edinburgh, UK
Printed by: Core 3 Partners Ltd, UK
Illustrations: Rachael Kewley, Paul Mudie and Lars Stenberg

Admiralty charts 4010 & 5385 on pages 5.1, 15.1 and 15.7 are reproduced by permission of the Controller of Her Majesty's Stationery Office and the hydrographic offices of Norway and the United Kingdom



'Marlins' is a Registered Trademark

The writers and publishers have used their best efforts to ensure accuracy in preparing Marlins Study Pack 1. They do not assume, and hereby disclaim, any liability for any actions taken by any person as a result of systems or procedures depicted in this Study Pack.

Purchasers and users of Marlins Study Pack 1 are advised to make themselves aware of systems, procedures and facilities on their own vessels as they may vary from those depicted herein.



All situations, persons and dialogues depicted in Marlins Study Pack 1 are, to the best of the writers' knowledge, entirely fictional. Any such situation, person or dialogue which bears any resemblance to any actual situation, person or dialogue is purely coincidental.

Contents

	Foreword	I	
	Introduction	II	- III
	Course Overview	IV	- VI
	Translated Instructions	VII	- VIII
Unit 1	The Seafarer	1.1	- 1.7
Unit 2	The Job	2.1	- 2.8
Unit 3	The Vessel	3.1	- 3.8
Unit 4	Where Are The Life Jackets?	4.1	- 4.7
Unit 5	Maps And Charts	5.1	- 5.7
Unit 6	How Do I Get There?	6.1	- 6.10
Unit 7	Free Time	7.1	- 7.10
Part 1	Review	R1.1	- R1.10
Unit 8	What's Happening On Board?	8.1	- 8.7
Unit 9	In The Messroom	9.1	- 9.9
Unit 10	Emergency!	10.1	- 10.11
Unit 11	Supplies	11.1	- 11.9
Unit 12	A New Vessel	12.1	- 12.9
Unit 13	Visitors	13.1	- 13.9
Unit 14	Weather	14.1	- 14.9
Part 2	Review	R2.1	- R2.7
Unit 15	Past Voyages	15.1	- 15.7
Unit 16	Incidents At Sea	16.1	- 16.10
Unit 17	Personal Injuries	17.1	- 17.8
Unit 18	Have You Checked The Machines?	18.1	- 18.7
Unit 19	Send A Telex	19.1	- 19.10
Unit 20	The Right Message	20.1	- 20.9
Unit 21	My Next Voyage	21.1	- 21.9
Part 3	Review	R3.1	- R3.6
Appendix	Answer Key and Tapescripts	1	- 35
Appendix	Verb Tables	36	- 39

Foreword

Current legislation emphasises the importance of English language proficiency in relation to safety at sea. Seafarers must now demonstrate a knowledge of English adequate for professional and safety purposes. Although many seafarers bring some understanding of maritime English to the workplace, their language skills may not be sufficient for communicating instructions and commands. This deficiency is most apparent among multi-national crews in emergency situations when language accuracy is critical.

When inability to communicate in a common language affects performance, pro-active language training becomes a necessity. Language training for seafarers has traditionally focused on technical vocabulary and navigational phraseology while practice in the basic communication skills necessary for fluency and confidence is often neglected. Training in these basic language skills enables the seafarer to activate and build upon his existing knowledge.

The Marlins Study Pack has been produced in response to the need for improved standards of communication at sea. This self-study course is the result of four years of research and teaching involving hundreds of seafarers of all ranks from around the world. It is designed to meet the learning needs of seafarers and to help companies implement effective English language training policies.

- The Marlins Study Pack focuses on general English within a familiar maritime context.
- The Marlins Study Pack is an accessible tool which allows the seafarer to take control of his own learning through independent study.
- The Marlins Study Pack provides companies with the means to comply with legislative requirements by offering crews a proven system of English language training.



Introduction

Background

Learners using the Marlins Study Pack are expected to have an elementary level of English. They should be able to read the Roman alphabet, be familiar with some basic vocabulary and recognise simple spoken English.

While the material can be used on shore, the seafarer is encouraged to use the Marlins Study Pack at sea. It is assumed that the seafarer will not have access to a language teacher or native English speakers on board. The material is therefore designed to give the learner sufficient support to complete the study pack independently.

The Learner

One of the main advantages of self-study is that the learner has direct access to the material at any time. Self-study also allows the student to use the material at his own pace, direct his own learning by focusing on difficult language areas and monitor progress with other learners using the study pack.

It is important to follow the units in the study pack in the order they appear. The Marlins Study Pack is most comprehensible and effective if the learner begins at Unit 1 and completes all of the exercises in a consecutive order throughout the pack. The material has been designed to build upon itself, integrating grammar, new vocabulary and functional language.

To assist the learner, an accompanying audio cassette has been provided. The audio material is an integral part of the course and is used in conjunction with a variety of exercise types. If the learner is having difficulty with listening comprehension, the tapescripts are conveniently located in the Answer Key.

A notepad has also been provided to keep an ongoing record of work. The learner can use the notepad to practise writing, to draft or repeat answers, or to make notes about new grammar concepts and vocabulary from other textbooks. It is strongly recommended that learners use a good bilingual dictionary in conjunction with the Marlins Study Pack.

The learner should pay special attention to the pairwork activities indicated in each unit. The role of a study partner is crucial in developing all language skills while aiding language acquisition. Working with a partner promotes fluency and accuracy and improves communication strategies.

Structure and Organisation

The Marlins Study Pack has been divided into three parts. There are seven units in each part with a subsequent review that consolidates the material to that point.

Division of Parts

The intention of each part is to develop a set of communicative functions that include essential vocabulary, grammar and practice. Each part has a distinct focus:

- Part 1 (Units 1-7) reinforces previous knowledge of initial grammar concepts and functional vocabulary within a familiar maritime context.
- Part 2 (Units 8-14) builds and extends the application of basic English in familiar contexts by incorporating a wider range of language functions and introducing more complex themes.
- Part 3 (Units 15-21) expands language structures and encourages manipulation of these structures in new contexts.

Composition of Units: Presentation, Practice, Production

The overall framework of each unit is:

- realistic presentation of integrated grammar, vocabulary and pronunciation
- structured practice of language and skills through relevant exercises
- extended production activities which review and consolidate the language learned

Symbols

Six symbols are used to guide the learner:



This symbol indicates speaking practice and often refers to pronunciation exercises.

The use of ▲ in pronunciation exercises indicates word stress patterns while ∪ shows how sounds are linked in connected speech.



This symbol indicates that the learner should listen to the relevant audio extract. Corresponding tapescripts are printed at the back of the book.



This symbol indicates that the learner should work with another person. These exercises often involve sharing new information and building upon what has already been learned in the unit.



This symbol indicates that the learner needs to read an extended dialogue or realistic maritime text.



This symbol indicates that the learner needs to write an extended response to the exercise which may be in the form of a descriptive paragraph or a written communication.



This symbol indicates that the learner needs to focus on the information that appears alongside. The information is usually grammatical or semantic in nature.

Support Material

The support material is designed to provide information which would normally be covered in the classroom.

Answer Key

Answers are usually given in their complete form with any essential text from the unit included. Possible answers are listed for exercises where there is no single, correct response. Models of extended responses are provided where required. Students should use the Answer Key to check responses *after* they have completed an exercise.

Audio Cassette and Tapescripts

The audio cassette allows the learner to hear native and near-native speakers of English engage in realistic dialogues relating to a wide range of maritime situations. It also allows the learner to hear native English language pronunciation, an important factor in learning how to communicate effectively. The tapescripts are a useful reference for learners who have difficulty with listening comprehension.

Verb Charts

The regular and irregular verbs included in the verb charts are those which most commonly appear in the Study Pack. They include the tenses that have been introduced: Present Simple, Past Simple and Present Perfect.

Course Overview

Topic/Functions	Key Language Focus	Key Activity Focus
1. The Seafarer Asking for and giving personal information; identifying nationalities	Vocabulary: adjectives of nationality Grammar: Present Simple (to be, to have)	Listening: recognising key questions Phonology: question intonation Speaking: personal information exchange Writing: personal interview
2. The Job Describing crew positions; practising ordinal numbers; telling the time; talking about daily routines	Vocabulary: basic verbs of routine; months, dates and times Grammar: Present Simple questions using 'when' and 'what time'; third person form; negative form	Listening: distinguishing words/phrases Phonology: ordinal numbers/word stress Speaking: discussion of daily routines Writing: 24 hour clock; dates
3. The Vessel Identifying places on board; describing location	Vocabulary: places on board Grammar: there is/there are; prepositions of place; articles; possessives	Listening: identification of places Phonology: word stress Reading: description of places on board Speaking: information exchange about places on board
4. Where Are The Life Jackets? Identifying safety equipment; distinguishing safety commands; describing the location of safety equipment	Vocabulary: safety equipment; safety commands Grammar: prepositions of place	Listening: discriminating between words; identifying location of equipment on board Phonology: word stress Speaking: checking the location of safety equipment
5. Maps And Charts Describing geographic location; practising large numbers; giving approximate distances; identifying direction	Vocabulary: geographical reference words Grammar: prepositional phrases for geographic location; prepositions that describe distance	Listening: identifying places and numbers Reading: transfer of numerical information Speaking: information exchange about geographic location Writing: approximate distances; detailed description of native cities and countries
6. How Do I Get There? Expressing agreement and understanding; asking for and giving directions; finding your way around the vessel and in town	Vocabulary: places around town Grammar: prepositional phrases that identify location; commands; question phrases used for directions	Listening: identification of places Phonology: question intonation Reading: detailed directions Speaking: information exchange about native towns; directions Writing: detailed directions based on map interpretation; ways of asking for directions
7. Free Time Expressing likes and dislikes; describing leisure activities; describing the frequency of daily activities	Vocabulary: films; adjectives of like and dislike; free time activities Grammar: gerunds (-ing); adverbs of degree; adverbs of frequency	Listening: word recognition Phonology: intonation Reading: comprehension and verification; interpretation of chart information Speaking: information exchange about leisure activities Writing: frequency of daily activities; detailed letter

Part 1 Review

Topic/Functions	Key Language Focus	Key Activity Focus
8. What's Happening On Board? Describing activities on board in action; distinguishing between routine activities and current actions	Vocabulary: verbs that describe work activities; duties on board; verbs that describe routine Grammar: Present Continuous; distinction between Present Simple and Present Continuous	Listening: word recognition; describing activities from sounds Speaking: information exchange about current and routine activities Writing: description of actions in progress
9. In The Messroom Choosing food and drinks; expressing preferences; asking for food	Vocabulary: food; adjectives that indicate preferences Grammar: 'some' and 'any'; ways of asking for things	Listening: understanding attitude through intonation; comprehension of dialogues Phonology: intonation Reading: menu Speaking: dialogue practice Writing: dialogue completion
10. Emergency! Identifying emergency situations; recognising emergency procedures; producing accurate commands	Vocabulary: emergency situations; common emergency commands Grammar: demonstrative adjectives; imperatives; must/must not	Listening: command distinction Phonology: sentence stress Reading: sequencing stages in a procedure; verification of procedural steps Speaking: describing steps in a specific procedure
11. Supplies Checking food supplies; giving details of quantities and weights; calculating prices	Vocabulary: types of cargo and containers Grammar: countables and uncountables; quantifiers; how much/how many	Listening: identification of amounts, weights and prices of food Phonology: linking words Speaking: dialogue practice Writing: dialogue completion
12. A New Vessel Comparing and contrasting sizes, speeds, age; using communication equipment; discussing work-related equipment	Vocabulary: adjectives that describe vessel specifications; verbs of operation Grammar: comparatives and superlatives; verbs that contain prepositions	Listening: identification of equipment Reading: vessel specification data Speaking: information exchange about vessel specifications; discussion of work-related equipment Writing: detailed comparison of vessels
13. Visitors Describing people; comparing physical appearances; describing personalities; asking for descriptive information	Vocabulary: adjectives that describe physical and character traits; clothing Grammar: 'look like' vs. 'is like'	Listening: identifying a person from a description; distinction between T/F statements Phonology: contracted sounds Reading: personal letter Speaking: describing physical appearances Writing: detailed comparisons of two people
14. Weather Identifying and describing current and future weather conditions; interpreting weather maps; completing chart information	Vocabulary: months and seasons; adjectives that describe weather conditions; wind directions; abbreviations for points of compass Grammar: 'going to' in future statements	Listening: transfer of information from sea area forecast to chart Speaking: discussion of current and future weather conditions Writing: interpretation of map symbols to describe weather conditions

Part 2 Review

Topic/Functions	Key Language Focus	Key Activity Focus
15. Past Voyages Describing past events	Vocabulary: review of basic verbs; common verbs used to describe past events at sea Grammar: introduction to Past Simple (positive regular and irregular forms)	Listening: extracting key information from short narratives; distinction between T/F statements Phonology: past tense endings Reading: interpretation of log book entries; completion of short reports Writing: detailed description of a voyage
16. Incidents At Sea Reporting statistical information; asking for and describing details of past events	Vocabulary: types of incidents; verbs used to describe accidents; question words Grammar: development of the Past Simple (forming questions and negative statements)	Listening: extraction of main ideas Phonology: linking in connected speech Reading: interpretation of graphs; comprehension of reports; confirmation of information from listening Speaking: discussion of an accident
17. Personal Injuries Describing injuries resulting from accidents; describing causes and means of prevention	Vocabulary: anatomy; protective clothing; verbs that describe injury Grammar: basic conjunctions	Listening: identification of causes and injuries from short dialogues Reading: extraction of main ideas from a modified magazine article Writing: sentence joining with conjunctions; descriptions of causes and results of accidents
18. Have You Checked The Machines? Checking task completion; describing completed procedures	Vocabulary: verbs used to describe maintenance duties and safety procedures; components of the vessel Grammar: Present Perfect (regular and irregular forms)	Listening: checking task completion; describing situations from sounds Phonology: past participle endings Reading: responding to information on a procedural checklist Speaking: discussion of recent activities Writing: description of task completion
19. Send A Telex Interpreting and producing abbreviated written communications; asking for and giving advice	Vocabulary: common telex abbreviations Grammar: content vs. structure words	Listening: verification of advice statements Phonology: sentence rhythm and stress Reading: identification of telex layout; comprehension of a letter Speaking: dialogue practice Writing: transfer of information from letter to telex; responses to problem situations
20. The Right Message Describing continuous actions in the past	Vocabulary: review of verbs that describe activities on board Grammar: Past Continuous; distinction between Past Simple and Past Continuous; reported speech	Listening: comprehension of main information from a dialogue Reading: confirmation of information from listening; comparing texts; extracting key information Speaking: discussing recent activities Writing: making notes; detailed description of differences in narrative accounts
21. My Next Voyage Describing arrangements for future voyages; discussing schedules; predicting future events	Vocabulary: indicators of time Grammar: 'going to' and 'will' in future statements; distinction between 'going to' and 'will'	Listening: extracting key information from dialogues Phonology: sentence stress Reading: interpretation of a timetable Speaking: discussion of future plans Writing: list of preparations; dialogue completion; description of future plans

Part 3 Review

Marlins Study Pack 1

Course Information

The Marlins Study Pack contains course material, an audio cassette and writing paper.

The course is divided into 3 parts. Each part has 7 units plus a review unit. The review unit consolidates the course material to that point. It is important that you follow the units and exercises in the order they appear.

At the back of the study pack is a reference section. This contains an answer key, verb tables and tapescripts. Use the answer key only after you have attempted an exercise.

You will also need a good bilingual dictionary.

Study Information

The Marlins Study Pack focuses on practical English for everyday communication. You will learn more quickly and effectively if you practise with other people. Some of the exercises are designed for 2 people to practise speaking but you can work with a study partner at any point. Learn from each other and don't be afraid to make mistakes. The more you communicate in English, the better you learn.

Exercises and Instructions

Symbols at the start of each exercise indicate the key activity:



(In pronunciation exercises, stress is indicated by . Linking of sounds is indicated by .)

Instructions for each exercise are indicated by

These are the most common instructions:

- Look at the picture.
- Read the dialogue.
- Listen to the cassette.
- Repeat the phrases.
- Write a description.
- Complete the sentences.
- Tick/Circle the words.
- Match the phrases with the pictures.
- Work with a study partner.

Pakete sa pag-aaral ng Marlins, Big.1 (Marlins Study Pack 1)

Impormasyon tungkol sa Kurso

Ang Pakete sa Pag-aaral ng Marlins ay may materyales tungkol sa kurso, isang kasetteyp, at papel na susulatan.

Ang kurso ay nahahati sa 3 bahagi. Bawat bahagi ay may 7 yunit, at may kasama pang yunit na pangrebyu. Sinusuma ng yunit na pangrebyu ang buong materyales ng kurso hanggang sa puntong iyon. Mahalagang sundan nang mabuti ang mga yunit at pagsasanay ayon sa kanilang pagkakasunod-sunod.

Sa likod ng pakete sa pag-aaral ay may bahaging maaaring sangguniin. Mayroon itong listahan ng mga sagot, listahan ng mga pandiwa, at iskrip ng teyp. Sangguniin ang listahan ng mga sagot pagkatapos na masubukan ang isang pagsasanay.

Kakailanganin din ang isang mainam na diksyunaryo ng dalawang lengguwahe.

Impormasyon sa pag-aaral

Ang Pakete sa Pag-aaral ng Marlins ay nakatuon sa praktikal na Ingles para sa pang-araw-araw na komunikasyon. Mas mabilis at mabisa ang pagkatuto kung laging magsasanay kasabay ang ibang tao. Ang ilan sa mga pagsasanay ay sinadya para sa dalawang tao upang makapagsanay ng kumbersasyon, ngunit maaaring makipagsanay sa isang kasamahan sa pag-aaral sa anumang oras. Matuto miula sa isa't isa, at huwag matakot na magkamali. Habang lalong nagsasalita sa Ingles, mas mabilis na matututo nito.

Pagsasanay at Gabay

Mga simbolo sa simula ng bawat pagsasanay ay nagpapahiwatig ng isang mahalagang gawain:



(Sa mga eherisyo sa pagbigkas, ang diin ay ipinapahiwatig ng . Ang pagkakabit-kabit ng tunog ay ipinapahiwatig ng .)

Ang mga gabay sa bawat pagsasanay ay ipinapahiwatig ng

Ang mga sumusunod ang mga pinakakaraniwang mga gabay:

- Tingnan ang larawan.
- Basahin ang dayalogo.
- Pakikinig ang kaset.
- Ulitin ang mga saknong.
- Sumulat ng paglalarawan.
- Buuin ang mga pangungusap.
- Markahan/bilugan ang mga salita.
- Itugma ang mga saknong sa mga larawan.
- Maasana nang may kabsab.

マーリンス・スタディ・バック 1

学習課程のご案内

マーリンス・スタディ・バックには、学習課程で使用する教材、オーディオ・カセットと記入用紙が入っています。

学習課程は3つのパートに分けられます。各パートには7つのユニットと、1つの復習ユニットがあります。復習ユニットの講座教材は、ユニットごとのポイントに絞られています。ユニットと練習問題には、かならずでくる順に取りかかってください。

スタディ・バックの裏面は、参考セクションとなっています。これは否えの鍵となるもの、動詞活用表やテープの台本で構成されています。否えの鍵は、練習問題に取りかかってから見るようにしてください。

しっかりとした二か国語辞書も必要です。

学習のご案内

マーリンス・スタディ・バックでは、日常のコミュニケーションに実際に役に立つ英語に焦点を絞っています。他の人と学習をすると、さらに速く、効率的に英語を身に付けることができます。練習問題のなかには2人でスピーキングの練習をするためのものもありますが、それ以外の問題でもパートナーと組んで学習できます。間違えを恐れず、お互いから学びましょう。英語でコミュニケーションをすればするほど、多くのことが身に付きます。

練習問題と指示

各練習問題のはじめにある記号は主な学習内容を示します:



(発音練習では、ストレスの位置は で示されています。音の連結は で示されています)

各練習問題の指示は、 で示されています。

もっともよく使用されている指示を以下に示します。

- 図又は写真を見てください
- ダイアログを読んでください
- カセットを聞いてください
- フレーズを繰り返してください
- 記述してください
- 文を完成させてください
- 単語にチェックするかまたは丸で囲ってください
- フレーズと図/写真を一致させてください
- パートナーと一緒に学習してください

Marlins Study - Paquete 1

Información sobre el Curso

El Paquete Marlins Study contiene material didáctico, un casete de audio y papel para escribir.

El curso se divide en tres partes. Cada parte consta de 7 unidades, más una unidad de repaso. La unidad de repaso sirve para consolidar los conocimientos del material didáctico de este punto. Es importante que siga el orden en que se presentan las unidades y ejercicios.

Al final del paquete de estudio, hay una sección de consulta. Ésta contiene la clave de las respuestas, tablas de verbos y la transcripción de la cinta. Utilice la clave de las respuestas sólo después de haber realizado un ejercicio.

También necesitará un buen diccionario bilingüe.

Información para el estudio

El Paquete Marlins Study centra su atención en la práctica del inglés de uso corriente para la comunicación de todos los días. Aprenderá de una manera más rápida y eficaz si practica con otras personas. Algunos ejercicios han sido concebidos para que 2 personas practiquen la conversación, pero puede trabajar con un compañero de estudio en cualquier punto. Aprendan uno del otro y no tengan miedo de cometer errores. Cuanto más se comunique en inglés, más aprenderá.

Ejercicios e Instrucciones

Los símbolos que se encuentran al principio de cada ejercicio indican la actividad clave:



(En los ejercicios de pronunciación, el énfasis viene indicado por . El enlace fonico en la pronunciación se indica por medio de .)

Las instrucciones para cada ejercicio se indican con

Las instrucciones que aparecen con más frecuencia son:

- Observe la ilustración.
- Lea el diálogo.
- Escuche el casete.
- Repita las frases.
- Escriba una descripción.
- Complete las oraciones.
- Marque/Trace un círculo alrededor de las palabras.
- Relacione las frases con las ilustraciones.
- Trabaje con un compañero de estudio.

Marlins Study Pack 1

Course Information

The Marlins Study Pack contains course material, an audio cassette and writing paper.

The course is divided into 3 parts. Each part has 7 units plus a review unit. The review unit consolidates the course material to that point. It is important that you follow the units and exercises in the order they appear.

At the back of the study pack is a reference section. This contains an answer key, verb tables and tapescripts. Use the answer key only after you have attempted an exercise.

You will also need a good bilingual dictionary.

Study Information

The Marlins Study Pack focuses on practical English for everyday communication. You will learn more quickly and effectively if you practise with other people. Some of the exercises are designed for 2 people to practise speaking but you can work with a study partner at any point. Learn from each other and don't be afraid to make mistakes. The more you communicate in English, the better you learn.

Exercises and Instructions

Symbols at the start of each exercise indicate the key activity:



(In pronunciation exercises, stress is indicated by ▲. Linking of sounds is indicated by ∪.)

Instructions for each exercise are indicated by →

These are the most common instructions:

- Look at the picture.
- Read the dialogue.
- Listen to the cassette.
- Repeat the phrases.
- Write a description.
- Complete the sentences.
- Tick/Circle the words.
- Match the phrases with the pictures.
- Work with a study partner.

Πακέτο Μελέτης 'Marlins Study Pack 1'

Στοιχεία για το Μάθημα

Το Πακέτο Μελέτης 'Marlins Study Pack' περιέχει την ύλη του μαθήματος, μία ηχογραφημένη κασέτα και χαρτιά για να γράφετε.

Το μάθημα χωρίζεται σε 3 μέρη. Κάθε μέρος αποτελείται από 7 κεφάλαια και από ένα επαναληπτικό. Το επαναληπτικό κεφάλαιο στοχεύει στην αφομοίωση της ύλης του μαθήματος ως εκείνο το σημείο. Έχει μεγάλη σημασία να μελετήσετε τις ενότητες και τις ασκήσεις με τη σειρά που εμφανίζονται.

Στο τέλος του πακέτου μελέτης υπάρχει ένα παράρτημα αναφοράς. Εκεί θα βρείτε μία ενότητα με τις λύσεις των ασκήσεων, πίνακες ρημάτων και απομαγνητοφωνημένα τα κείμενα που ακούγονται στις κασέτες. Χρησιμοποιήστε τις λύσεις αφού πρώτα προσπαθήσετε να λύσετε μόνοι σας την εκάστοτε άσκηση.

Θα χρειαστείτε επίσης ένα καλό δίγλωσσο λεξικό.

Στοιχεία για τη Μεθοδολογία Μελέτης

Το 'Marlins Study Pack' επικεντρώνεται στη διδασκαλία πρακτικών γνώσεων της Αγγλικής με στόχο την καθημερινή επικοινωνία. Θα μάθετε πιο γρήγορα και πιο αποτελεσματικά αν εξασκηθείτε με κάποιον άλλον. Ορισμένες ασκήσεις είναι ειδικά σχεδιασμένες για 2 άτομα έτσι ώστε να εξασκηθούν στον προφορικό λόγο, μπορείτε όμως να δουλέψετε με κάποιον άλλον σε οποιοδήποτε σημείο του μαθήματος. Μάθετε ο ένας από τον άλλον και μη φοβάστε να κάνετε λάθη. Όσο περισσότερο μιλάτε Αγγλικά, τόσο περισσότερα πράγματα μαθαίνετε.

Ασκήσεις και Οδηγίες

Τα σύμβολα στην αρχή της κάθε άσκησης φανερώνουν τον κεντρικό της άξονα:



(Στις ασκήσεις προφοράς, ο τονισμός των λέξεων επισημαίνεται με το σύμβολο ▲. Η συμπεριφορά των διαφόρων ήχων επισημαίνεται με το σύμβολο ∪.)

Οι οδηγίες για την επίλυση των ασκήσεων επισημαίνονται με το σύμβολο →

Ακολουθούν οι πιο συνηθισμένες οδηγίες:

- Κοιτάξτε τη φωτογραφία.
- Διαβάστε το διάλογο.
- Ακούστε την κασέτα.
- Επανάλαβετε τις φράσεις.
- Γράψτε μια περιγραφή.
- Συμπληρώστε τις προτάσεις.
- Τσεκάρτε/Βάλτε σε κύκλο τις λέξεις.
- Αντιστοιχίστε τις φράσεις με τις εικόνες.
- Δουλέψτε μαζί με κάποιον άλλον.

Marlins 成套英语教材

课程简介:

Marlins 成套教材包括学习材料、录音带和书写纸。

本课程分为 3 部份。每部份有 7 个单元及一个复习单元。复习单元加强课程材料的作用。按照单元和练习的顺序学习十分重要。

每套教材的最后部份为参考部份。该部份包括关键答案、动词表和录音带讲稿。请在做练习题之后才查阅关键答案。

你还需要一本好的双语词典。

学习要点

Marlins 成套教材注重日常交流实用英语。和其它人一起学习。会使你学得更快。效果更佳。有些练习是为两个人对话练习而设计的。但你在任何时候都可以和一个学习伙伴一起学习。互相学习。不要怕犯错误。你越多用英语交流就学得越好。

练习和使用说明:

每个练习开始时都有符号表明该练习的主要活动:



(在发音练习中, 重音以 ▲ 标明, 音节的连接以 ∪ 标明。)

每个练习的使用说明以 → 标明。

下列是最常见的说明:

- 看图片
- 读对话
- 听录音带
- 重复词句
- 写叙述
- 完成句子
- 给单词打勾或划圈
- 使图、文对照
- 和学习伙伴一起做

Комплект учебных пособий 1 'Марлинс'

Информация о курсе

Комплект учебных пособий 'Марлинс' состоит из курсового материала, звуковой кассеты и письменной работы.

Курс разделен на 3 части. Каждая часть состоит из 7 разделов плюс обзорный раздел. В обзорном разделе обобщается весь пройденный на данном этапе курсовой материал. Важно, чтобы вы занимались и практиковались по материалам данных разделов в той очередности, в которой они следуют.

На задней обложке комплекта учебных пособий помещен справочный раздел. В нем вы можете найти ответы на вопросы, таблицы глаголов и тексты записей на кассете. Пользуйтесь ответами на вопросы только после того, как сделаете упражнение.

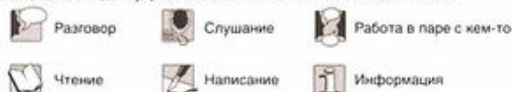
Вам также понадобится хороший словарь перевода с одного языка на другой и обратно.

Учебная информация

В комплекте учебных пособий 'Марлинс' особый упор делается на изучении практического английского языка для повседневного общения. Вы быстрее и эффективнее выучите язык, если будете практиковаться в нем в разговоре с другими людьми. Некоторые упражнения рассчитаны на 2 человека, практикующихся вместе в разговоре, однако в любой момент вы можете работать вместе с партнером по изучению языка. Учитесь друг у друга и не бойтесь делать ошибки. Чем больше вы разговариваете с кем-либо по-английски, тем лучше вы выучите язык.

Упражнения и инструкции

Символы в начале каждого упражнения означают основные виды занятий:



(В упражнениях по произношению ударение обозначается символом ▲. Сочетание звуков обозначается символом ∪.)

Инструкции для каждого упражнения обозначаются символом →

Ниже приводятся наиболее распространенные инструкции:

- Посмотрите на картинку.
- Прочтите диалог.
- Послушайте кассету.
- Повторите фразу.
- Напишите описание.
- Закончите предложение.
- Поставьте галочку/обведите кружочком слова.
- Поставьте соответствующие фразы под картинками.
- Занимайтесь вместе с вашим партнером по изучению языка.

Unit 1: The Seafarer

1 Welcome on board!



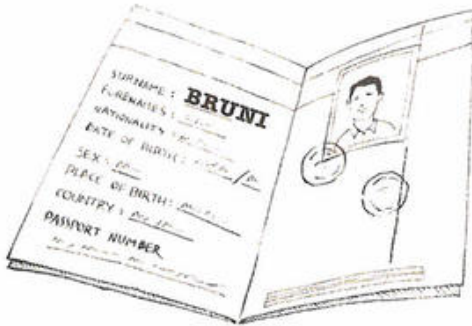
Look at the pictures. Listen to the cassette.



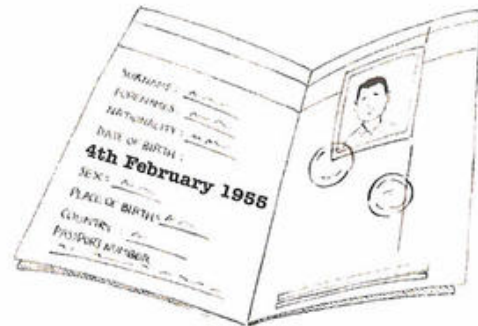
1 Good morning! Welcome on board.



2 Do you have your seaman's book and passport?



3 What is your family name?



4 What is your date of birth?



5 Do you have children?



6 What is your seaman's book number?

2



Listen to the cassette. The Chief Engineer meets the Captain. Listen for the phrases in **Exercise 1**.



3



Listen to the cassette. Repeat the questions.



What is your family name?

What is your first name?

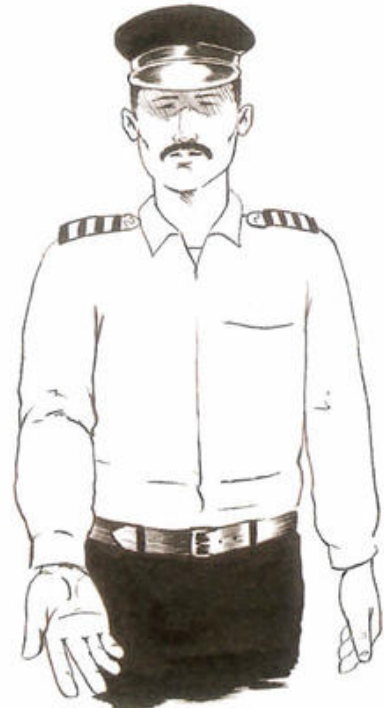
Where are you from?

What is your date of birth?

Are you married?

Do you have children?

What is your seaman's book number?



4 The Captain asks you. . .



Write answers to the questions. Write about yourself.

1	What is your name?	My name is ...
2	What is your job?	
3	Where are you from?	
4	What is your date of birth?	
5	How old are you?	
6	Are you married?	
7	Do you have children?	
8	What is your seaman's book number?	

5 I'm a seafarer

→ Look at the full forms of the verb to be.



I	am	we	are
you	are	you	are
he	is		
she	is	they	are
it	is		

→ Now look at the short forms.

I am a seafarer. = I'm a seafarer.

You are a seafarer. = You're a seafarer.

→ Write the short forms.

1	I am	=	I'm
2	you are	=	you're
3	he is	=	
4	she is	=	
5	it is	=	
6	we are	=	
7	you are	=	
8	they are	=	

→ Now look at the question forms.
(Note: Do not use short forms in questions.)

Are you married?
Is he the Captain?
Are they the cadets?



6



Complete the sentences with the correct forms of **to be**. Use full or short forms.

1	I <i>am</i> 27 years old.	6	..... she married?
2	I the Chief Engineer.	7	..... he the Captain?
3	You from Italy.	8	..... they cadets?
4	You 25 years old.	9	..... you engineers?
5	He from Japan.	10	..... you from France?

7 I have three children



Look at the full forms of the verb **to have**.



I	have	we	have
you	have	you	have
he	has		
she	has	they	have
it	has		

We can also say **have got**.

Example: I have got two children. = I have two children.
 He has got his seaman's book. = He has his seaman's book.



Look at the **question forms**.

Do you have children?
Does he have a passport?
Do they have seaman's books?



Complete the sentences with the correct form of **to have**.

1	I <u>have</u> the charts.	6	<u>Do</u> you <u>have</u> binoculars?
2	The ship a cargo of crude oil.	7	..... he a seaman's book?
3	We three children.	8	..... the ship lifeboats?
4	The port six tugboats.	9	..... you the fire extinguisher?
5	They bags.	10	..... we visas?

8 Countries and nationalities



Complete the chart.

	Country	Nationality
1	Italy	Italian
2		Indian
3	Russia	
4		Norwegian
5	Sweden	
6	Poland	Polish











Now listen to the cassette. Repeat the countries and nationalities.



9 Where is he from?



Complete the sentences.

- 1  The surveyor is from .
He is .
- 2  The superintendents are from .
They are .
- 3  The Captain is from .
He is .
- 4  The engineers are from .
They .
- 5  The 2nd Officer .
He .
- 6  The agents .
 .
- 7  The owners .
 .
- 8  The Pilot .
 .

10 Personal information



Work with a study partner. Ask questions. Complete the form.



NAME :	AGE :
NATIONALITY :	
NAME OF VESSEL :	
MARRIED? : YES / NO	CHILDREN? : YES / NO
JOB :	
SEAMAN'S BOOK NUMBER :	


11



Work with a study partner. Look at the four information cards. Ask and answer questions about each man.




1



IDENTITY CARD

name Yiannis Giorgiadis
 date of birth 17th April 1975
 marital status married
 vessel Cold Star
 rank 4th Engineer


2



IDENTITY CARD

name Rafik Ruus
 date of birth 23rd May 1966
 marital status married
 vessel Ocean Cormorant
 rank Pumpman


3



IDENTITY CARD

NAME Valery PAVALOV
 DATE OF BIRTH 3rd June 1972
 MARITAL STATUS single
 VESSEL Milamar
 RANK A.B.

4



IDENTITY CARD

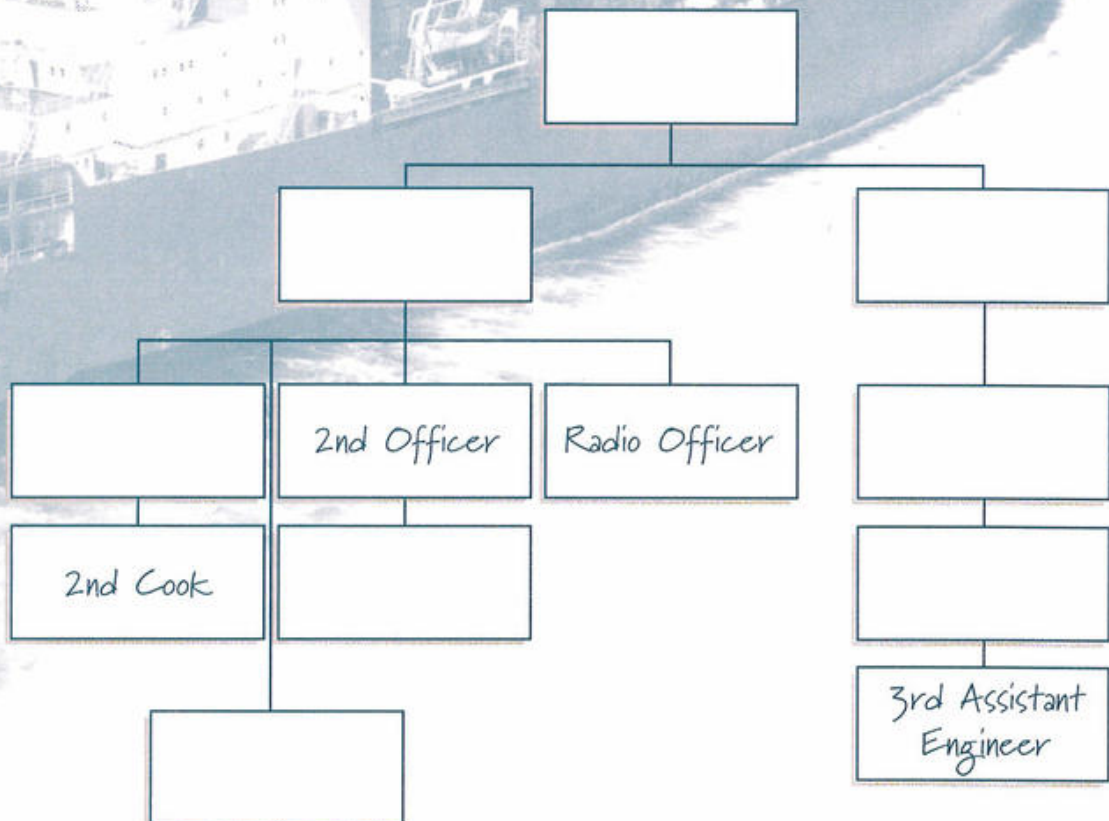
name: Jens FRAHM
 date of birth: 1st July 1951
 marital status: Married
 vessel: MV Eildon
 rank: Chief Officer

Unit 2: The Job

1 The crew

Write the jobs in the correct position on the chart.

3rd Assistant Engineer	<input checked="" type="checkbox"/>	2nd Assistant Engineer	<input type="checkbox"/>
Radio Officer	<input checked="" type="checkbox"/>	1st Assistant Engineer	<input type="checkbox"/>
2nd Cook	<input checked="" type="checkbox"/>	3rd Officer	<input type="checkbox"/>
2nd Officer	<input checked="" type="checkbox"/>	Chief Cook	<input type="checkbox"/>
Master	<input type="checkbox"/>	Chief Engineer	<input type="checkbox"/>
Chief Officer	<input type="checkbox"/>	The ratings	<input type="checkbox"/>



2 Good morning



Listen to the cassette. Circle the words you hear.



Captain: Good morning / Good afternoon. This is Captain Uris.

Agent: Hello, Sir. Blue Ocean agents. Do you have the crew list / telex ?

Captain: Yes, I do. / No, I don't.

Agent: OK. Please read the names and nationalities to me.

Captain: Certainly. Stand by.

<input type="radio"/> NAME	<input type="radio"/> RANK	<input type="radio"/> NATIONALITY	<input type="radio"/>
<input type="radio"/> EUSEVIO, S.	<input type="radio"/> Pumpman	<input type="radio"/> Portuguese / Chinese	<input type="radio"/>
<input type="radio"/> MARQUEZ, M.	<input type="radio"/> Bosun	<input type="radio"/> Italian / Venezuelan	<input type="radio"/>
<input type="radio"/> MOLLER, C.	<input type="radio"/> Motorman	<input type="radio"/> Swedish / Danish	<input type="radio"/>

Agent: Repeat the second name, please.

Captain: Marquez. Mike, Alpha, Romeo, Quebec, Uniform, Echo, Zulu.

Agent: Thank you. That's all. Goodbye / Good day.

3 1st, 2nd, 3rd. . .



Look at the ordinal numbers.

Number	Word	Ordinal	Word
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
21	twenty-one	21st	twenty-first
32	thirty-two	32nd	thirty-second



Now listen to the cassette. Repeat the ordinal numbers.

4



Listen to the cassette. Circle the phrase you hear.



1	<input type="text" value="2nd Officer"/>	or	<input type="text" value="3rd Officer"/>
2	<input type="text" value="4th Engineer"/>	or	<input type="text" value="4 engineers"/>
3	<input type="text" value="3 ships"/>	or	<input type="text" value="2 ships"/>
4	<input type="text" value="3rd Officer"/>	or	<input type="text" value="Radio Officer"/>
5	<input type="text" value="3rd Assistant Engineer"/>	or	<input type="text" value="1st Assistant Engineer"/>

5








Write the numbers.

1	<input type="text" value="eleven"/>	<input type="text" value="11"/>	<input type="text" value="eleventh"/>	<input type="text" value="11th"/>
2	<input type="text" value="fifteen"/>	<input type="text"/>	<input type="text" value="fifteenth"/>	<input type="text"/>
3	<input type="text" value="twenty"/>	<input type="text"/>	<input type="text" value="twentieth"/>	<input type="text"/>
4	<input type="text" value="twenty-three"/>	<input type="text"/>	<input type="text" value="twenty-third"/>	<input type="text"/>
5	<input type="text" value="thirty"/>	<input type="text"/>	<input type="text" value="thirtieth"/>	<input type="text"/>

6 Months of the year

→ Listen to the cassette. Repeat the months.



 January	 April	 July	 October
 February	 May	 August	 November
 March	 June	 September	 December

7 What's the date?

→ Write the dates. Use numbers.

Example (British system):

day	month	year	
the third of	January	nineteen ninety-seven	3/1/97

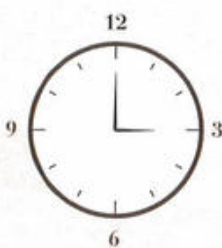
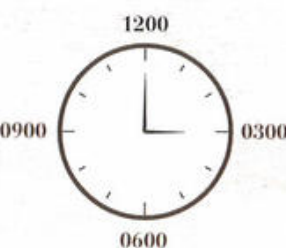
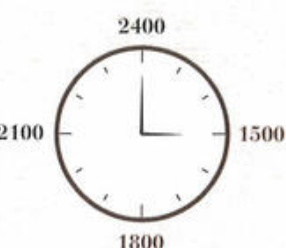
- | | | |
|---|--|--|
| 1 | the fifth of March nineteen eighty-two | |
| 2 | the eleventh of September nineteen seventy-seven | |
| 3 | the twentieth of December nineteen forty-two | |
| 4 | the seventeenth of July nineteen sixty-eight | |
| 5 | the seventh of May nineteen ninety | |

→ Now write:











- | | | |
|---|-----------------------|--|
| 6 | your date of birth | |
| 7 | the date today | |
| 8 | the date of departure | |

8 What's the time?

→ Look at the different ways of telling the time on shore and at sea.

On shore	At sea from midnight to noon	At sea from noon to midnight
		

→ Complete the times.

		you write	you say	
1	8.00 am	0800	zero eight hundred hours	
2	7.25 pm	1925	nineteen twenty-five	
3	10.20 am			
4	2.00 pm			
5	5.00 pm			
6	8.30 pm			
7	10.15 pm			
8	11.40 pm			
9	1.55 pm			
10	1.00 am			

9 Routines



Listen to the cassette. Look at the pictures. The 3rd Officer talks about his day.



1	0700	2		3		4	
	get up		have breakfast		go to		drink
5		6		7		8	
	hand over		eat		listen to		sleep



Listen again. Write the times above each picture.

10 The 3rd Officer gets up at 0700



Present Simple: Positive

I	get up	at 0700.
You	get up	at 0800.
He/She	gets up	at 0900.
We	get up	at 0600.
They	get up	at 0730.



Look at the pictures in Exercise 9 again. Write a sentence for each one.

1	He gets up at 0700.
2	
3	
4	
5	
6	
7	
8	

11 He does not get up at 1000



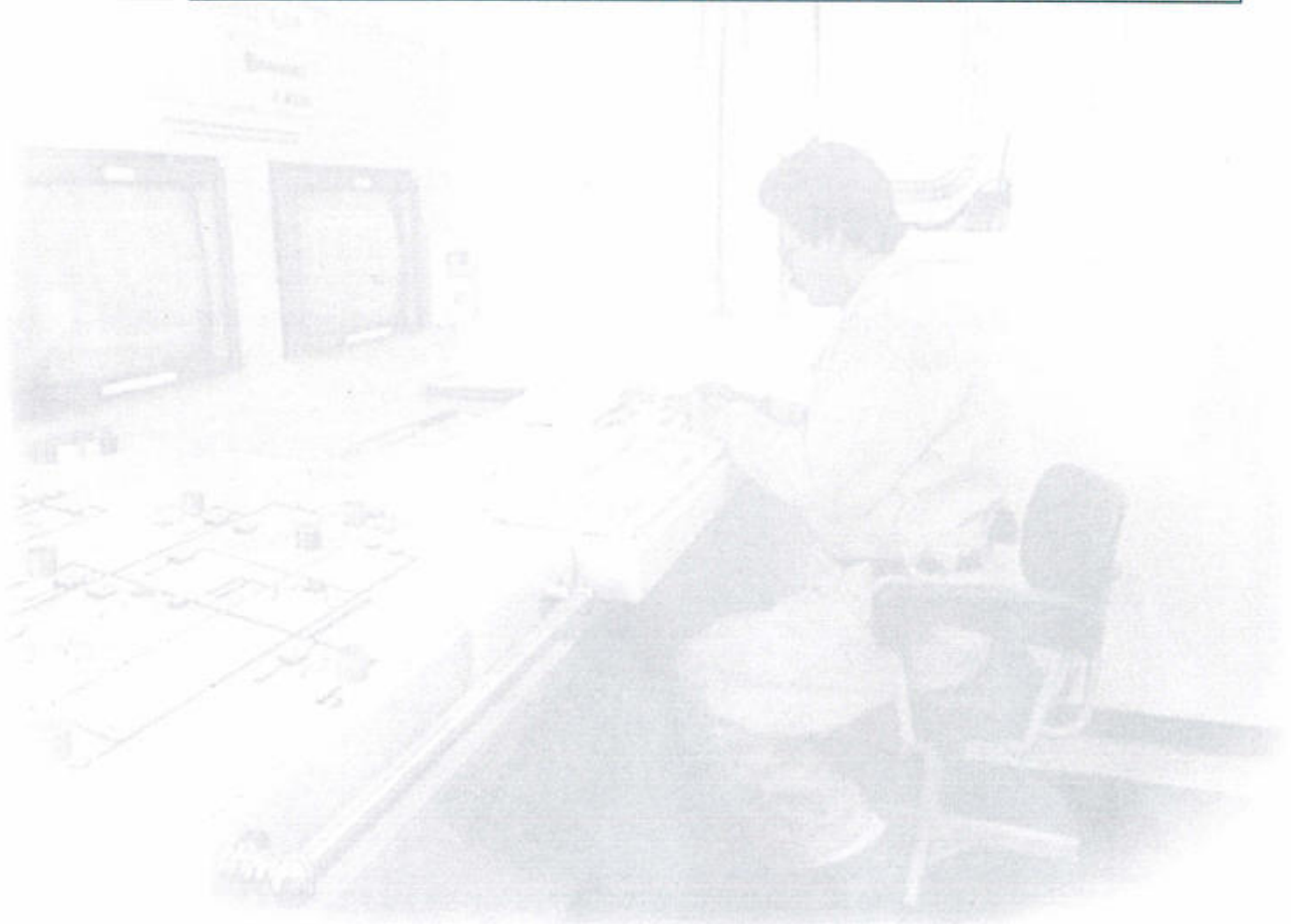
Present Simple: Negative

I	do not	get up	at 0700.
You	do not	get up	at 0800.
He/She	does not	get up	at 0900.
We	do not	get up	at 0600.
They	do not	get up	at 0730.



Complete the sentences. They are all negative. Use **do not** or **does not** with the verb.

- 1 The 3rd Officer does not get up at 0800. He gets up at 0700.
- 2 I coffee. I drink tea.
- 3 The Bosun lunch at noon. He eats lunch at 1300.
- 4 The ratings after breakfast. They sleep after lunch.
- 5 The Chief Engineer to the bridge. He goes to the engine room.
- 6 We at 0900. We hand over at 0800.



12 What time does the Captain have dinner?



Present Simple: Questions

What time	does	he	get up?
When	do	you	have breakfast?



What are the questions? Begin each question with **when** or **what time**.

1	What time do you go to bed	?	I go to bed at 2230.
2	When does he have dinner	?	He has dinner at 1800.
3		?	I watch TV in the evening.
4		?	We get up at 0900.
5		?	I start work at 1600.
6		?	They hand over at 1500.
7		?	He drinks coffee at 1100.
8		?	I listen to music in the afternoon.

13 When do you. . .?



Ask your study partner about his daily routine. Use the questions in this unit.



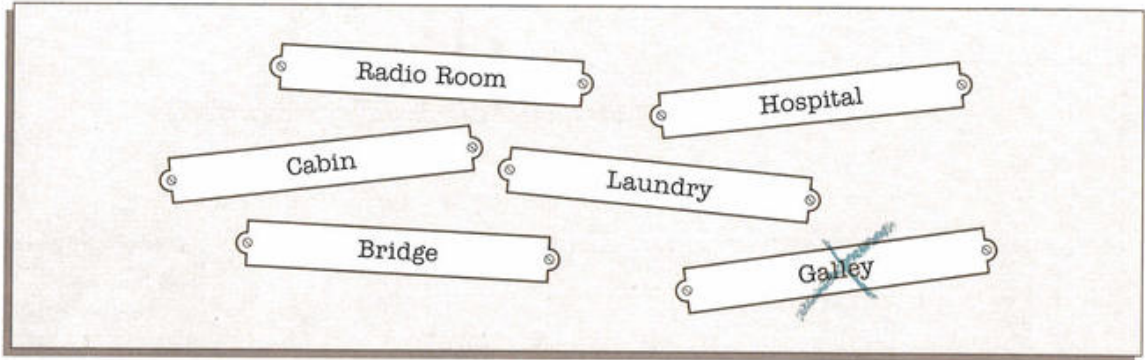
When do you listen to music?

What time do you get up?


Unit 3: The Vessel

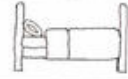
1 Places on board


→ Choose the correct word for each place. Write the word on the door.





1 
 Galley

2 

3 

4 

5 

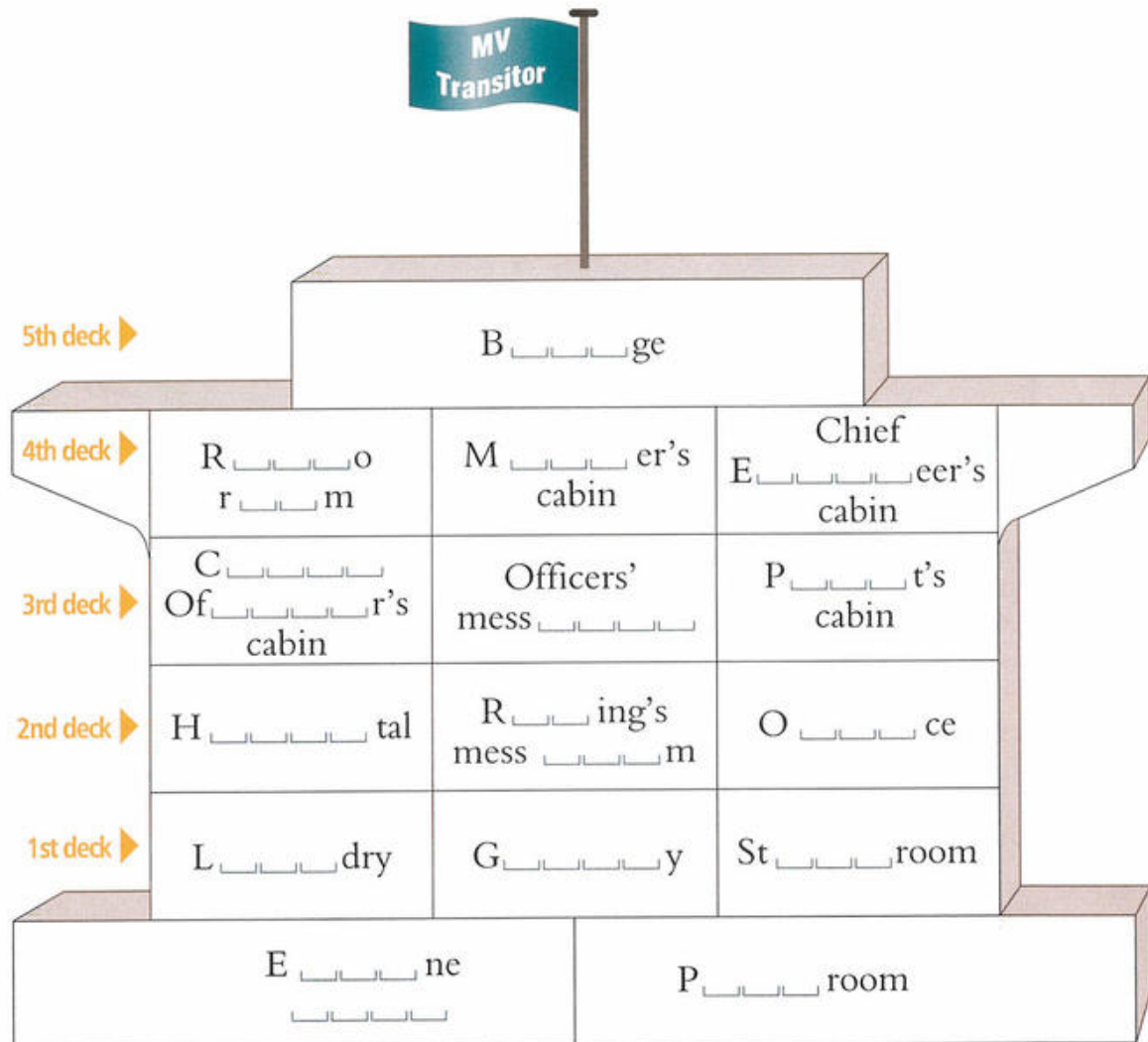
6 

→ Listen to the cassette. Repeat the words.





Look at this diagram. What are the places on the vessel? Complete the words.



Remember the apostrophe ('). This shows possession.

Example:

Singular

the Master's cabin = the cabin belongs to the Master
 the Chief Officer's identity card = the card belongs to the Chief Officer

Plural

the ratings' cabins = the cabins belong to the ratings (more than one rating)
 the officers' messroom = the messroom is for all the officers.

3 The MV Transitor



Listen to the cassette. The Captain describes places on the ship. What are the places he talks about?

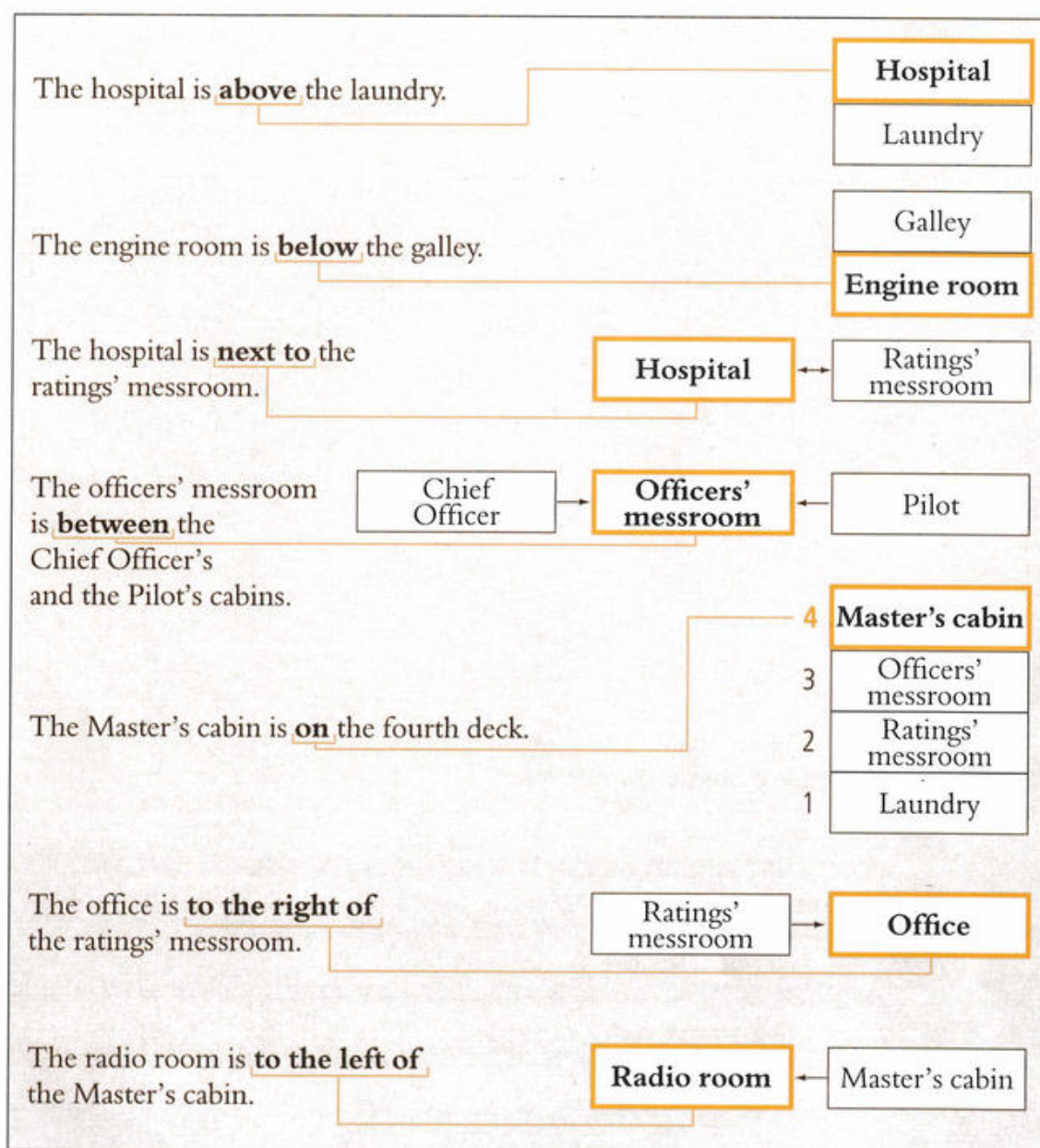


1	<input type="text"/>	3	<input type="text"/>
2	<input type="text"/>	4	<input type="text"/>

4 Location and position



Read these sentences. Look at the location of the rooms in Exercise 2.



5



Look at Exercise 2 again. Describe the position of places on the MV Transitor. Use the words in the boxes.

- ~~above~~
- to the left of
- to the right of
- on the first deck
- between
- next to

- 1 The bridge is above the Master's cabin.....
- 2 The Chief Engineer's cabin is
- 3 The Pilot's cabin is
- 4 The Chief Officer's cabin is
- 5 The laundry is
- 6 The Master's cabin is

6



Where are these places on your ship?

- 1 The galley
- 2 The pumproom
- 3 The 2nd Officer's cabin
- 4 The ratings' messroom
- 5 The office

7 There are three rooms on the second deck

When we talk about places and location, we often use **there is** and **there are**.

Example: **There is** a hospital on the ship. (singular)
There are cabins on the 4th deck. (plural)



Read this. The Captain describes the MV Transitor in detail.
Pay attention to **there is / there are**.



On the MV Transitor there are five decks. The engine room is below the first deck. There are three rooms on the first deck: the galley, the laundry and the storeroom. Above the laundry there is a hospital. It is on the second deck next to the ratings' messroom. To the right of the ratings' messroom is an office. There are no cabins on this deck but there are cabins on the third deck. There is one cabin for the Pilot and one for the Chief Officer. Between them is the officers' messroom. There is a cabin for the Master on the fourth deck between the radio room and the Chief Engineer's cabin. The radio room is to the left of the Master's cabin. The bridge is on the fifth deck.



Write sentences using **there is** or **there are**.

- 1 storeroom / first deck: *There is a storeroom on the first deck.*
- 2 three rooms / first deck:
- 3 messroom / second deck:
- 4 two cabins / fourth deck:
- 5 galley / first deck:
- 6 two cabins / third deck:

8 A or the?



a cabin

a cabin = one of many cabins (not specific)

the cabin

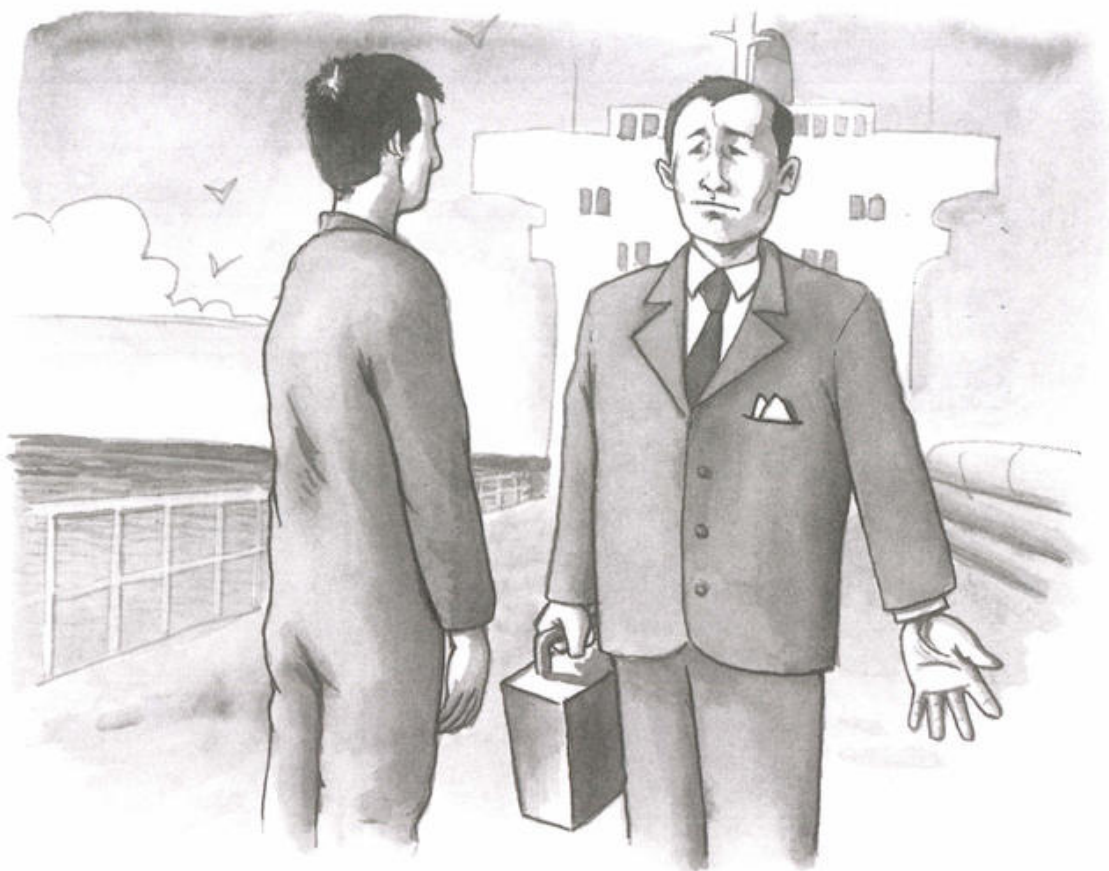
the cabin = one cabin (specific)



Put a or the in these sentences.

- 1 What is the name of your ship?
- 2 Manila is big city.
- 3 There is a computer in radio room.
- 4 The Amazon is long river.
- 5 Kenya is country in Africa.
- 6 I want to speak to Captain please.
- 7 The Helmsman is on bridge.
- 8 There is a swimming pool on ship.

9 A visitor arrives on the MV Transitor



Look at Exercise 2 again. Answer these questions.

1 *Excuse me, where is the hospital?*

The hospital is on the second deck next to the ratings' messroom.

2 *Excuse me, what deck is the bridge on?*

3 *Excuse me, where is the galley?*

4 *Excuse me, where is the storeroom?*

5 *Excuse me, what deck is the ratings' messroom on?*

10 Your ship



Ask your study partner questions about your vessel.



1

Where is the Pilot's cabin?

2

Is the Master's cabin next to the Chief Engineer's cabin?

3

Where is the radio room?

4

Is the bridge on the fifth deck?

5

What deck is the Chief Officer's cabin on?





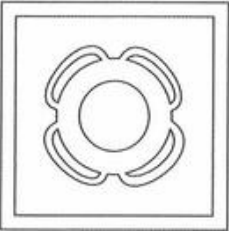


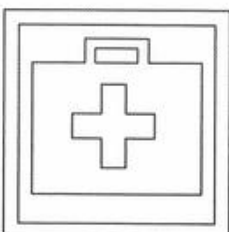
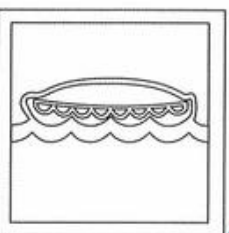

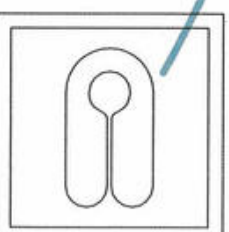

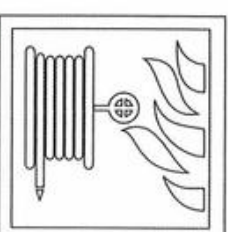



Now ask more questions.

Unit 4: Where Are The Life Jackets?

1 Safety

→ Match the words with the pictures.

1		2		3		4	
14		<p>life jacket</p> <p>fire hose</p> <p>eye rinse station</p> <p>fire extinguisher</p> <p>life boat</p> <p>immersion suit</p> <p>fire alarm</p> <p>breathing apparatus</p> <p>First Aid box</p> <p>life raft</p> <p>life buoy</p> <p>clean up equipment</p> <p>emergency telephone</p> <p>muster station</p>				5	
13		6					
12		7					
11		10		9		8	



Listen to the cassette. Repeat the words.



life raft



fire extinguisher



emergency telephone



life buoy



breathing apparatus



First Aid box



life boat



clean up equipment



life jacket



eye rinse station



fire alarm



fire hose

3

The fire extinguisher or the fire alarm?



Listen to the cassette. Circle the words you hear.



1 I see smoke. Get the fire alarm / fire extinguisher.

2 Lifeboat drill is at 0900. Bring your emergency suit / immersion suit.

3 There are five life jackets / life rafts.

4 Meet in front of the muster station / eye rinse station.

5 There's a problem in the engine room.
Where's the operations manual / safety manual?

6 What's that noise? It's the smoke alarm / fire alarm!

7 Launch the life bouys / life boats!

8 Are the headphones / telephones working?

4 Location of safety equipment



Match the sentences with the pictures.

The life jacket is on the chair.

The emergency telephone is on the wall.

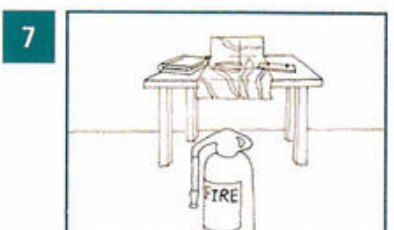
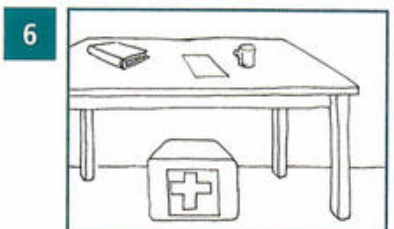
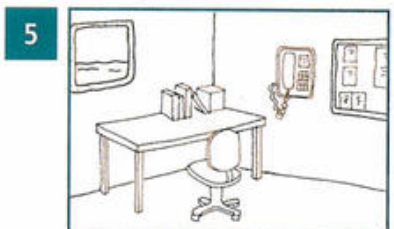
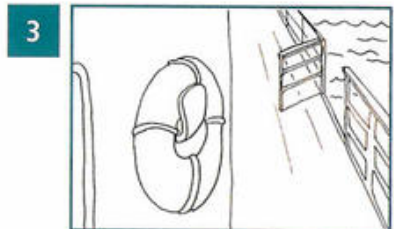
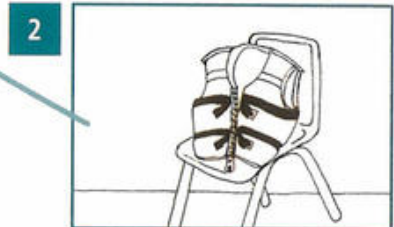
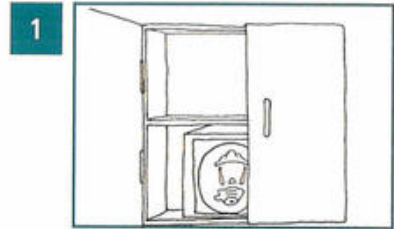
The breathing apparatus is in the cupboard.

The First Aid box is under the table.

The fire extinguisher is in front of the chart table.

The immersion suit is behind the door.

The life buoy is near the gate.

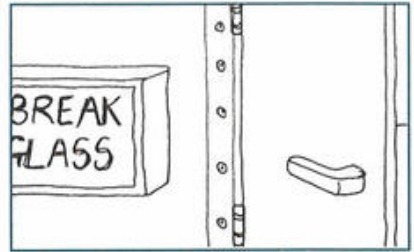


5 Where is the safety equipment?

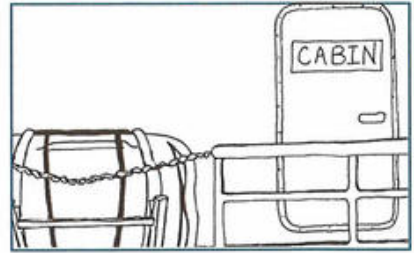


Write complete sentences. Use on, in, behind, in front of, under, near.

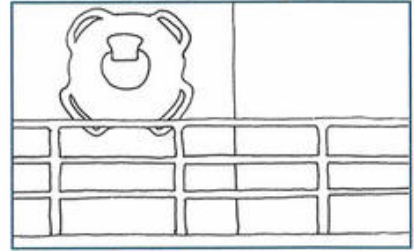
1 The fire alarm is next to the door.



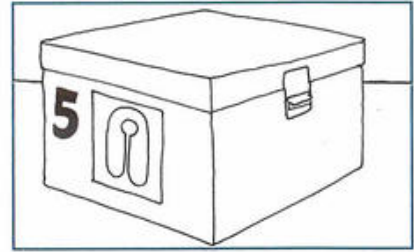
2



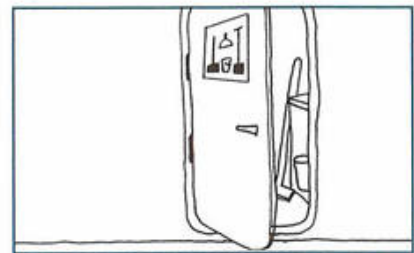
3



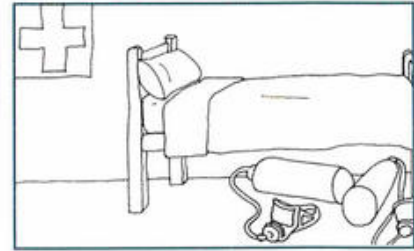
4

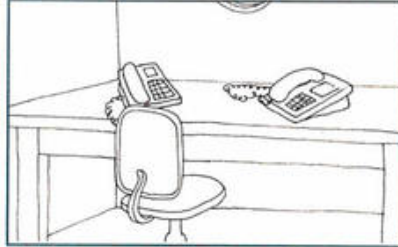
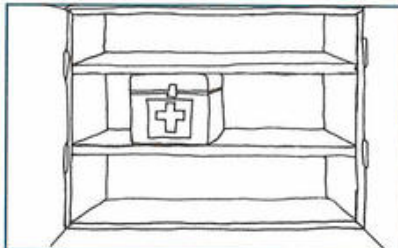
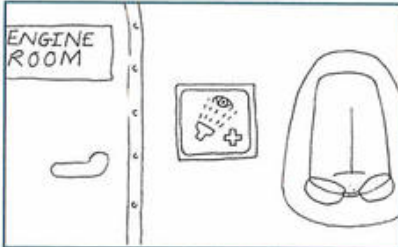
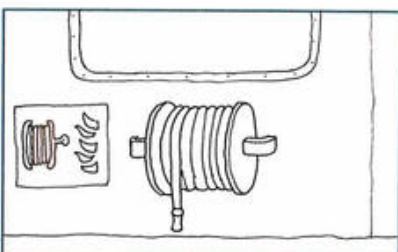


5



6



7		
8		
9		
10		

6 Safety equipment on the vessel



Listen to the cassette. The Captain wants to check that the rating knows the location of the safety equipment. Does the rating know where everything is?

7



Look at the key in the picture. Listen to the cassette again.
Tick (✓) when you hear the word.



Key		
1	Fire alarm	<input checked="" type="checkbox"/>
2	Fire extinguisher	<input type="checkbox"/>
3	First Aid equipment	<input type="checkbox"/>
4	Life jacket	<input type="checkbox"/>
5	Life buoys	<input type="checkbox"/>
6	Life boats	<input type="checkbox"/>

8



Look at the picture and the key in **Exercise 7**. Listen to the cassette again. Write the number of the equipment in the correct place on the picture.



9 On your vessel



Where is the safety equipment on your vessel? Write complete sentences.

1	Where is your life jacket?	
2	Where is your muster station?	
3	Where is your immersion suit?	
4	Where is your life boat station?	
5	Where are the fire alarms?	

10 Your safety equipment checklist



Ask a study partner where the safety equipment is on board your vessel. Use the checklist below. Tick (✓) each item your partner describes.



Where is the eye rinse station?

SAFETY EQUIPMENT CHECKLIST

- eye rinse station
- life raft
- breathing apparatus
- First Aid box
- fire extinguisher

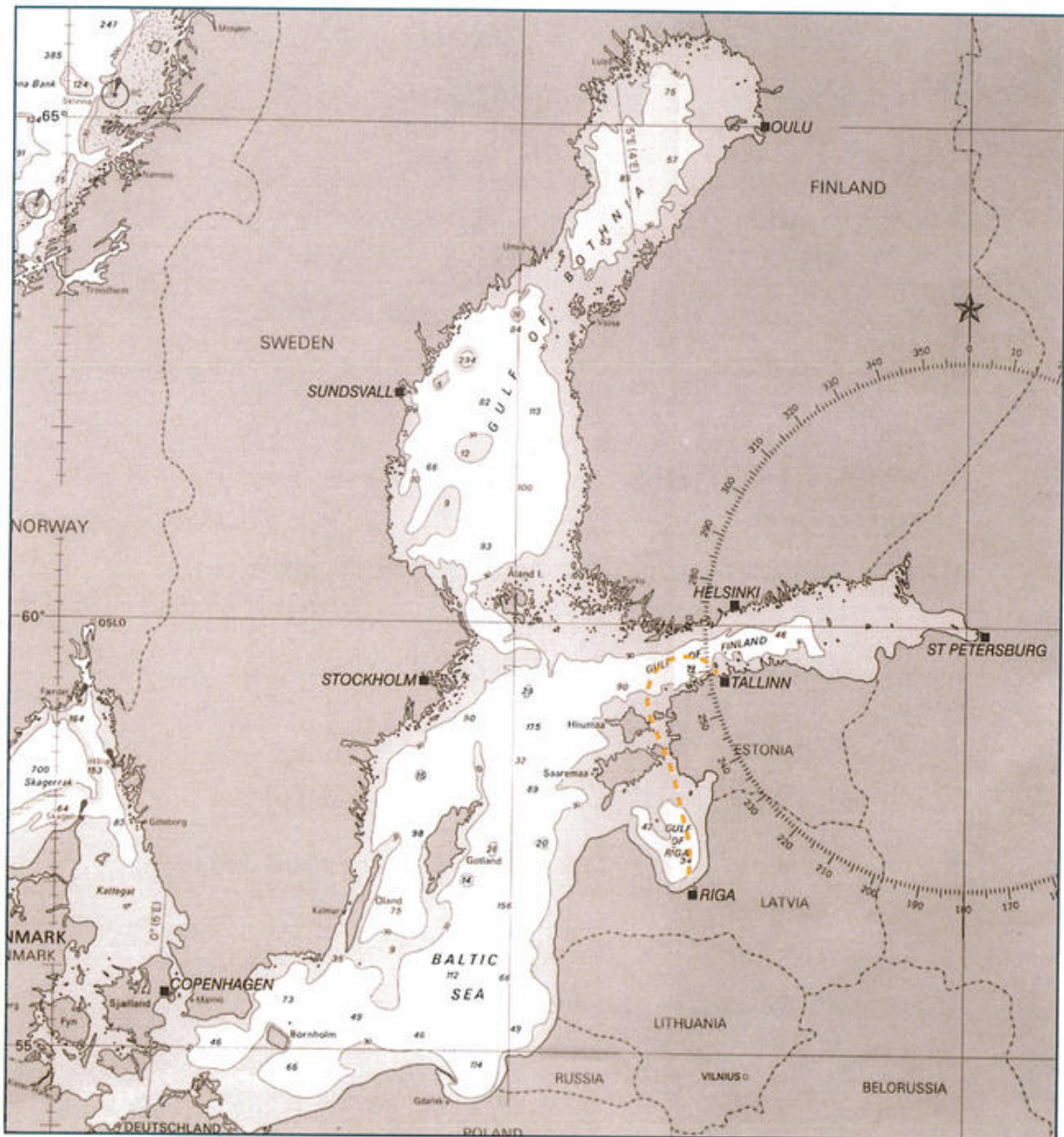
It's next to the pumproom.

Unit 5: Maps and Charts

1 The Baltic route



Look at the places on the map. Listen to the cassette.
The Captain talks about the Baltic route with the Chief Officer.
Complete the route on the map.



For training purposes only - not to be used for navigation.

2



Read the information in the chart. Listen to the cassette again.
Circle the correct distance.



Passage Plan		
From	To	Distance (N miles = nautical miles)
<input type="radio"/> Riga	Tallinn	291 / 219 N miles
Tallinn	St Petersburg	178 / 187 N miles
St Petersburg	Helsinki	171 / 191 N miles
Helsinki	Oulu	285 / 582 N miles
<input type="radio"/> Oulu	Sundsvall	219 / 290 N miles
Sundsvall	Stockholm	227 / 327 N miles
Stockholm	Copenhagen	427 / 477 N miles

3 Large numbers



Listen to the cassette. Look at how we say large numbers.



291	=	two hundred and ninety-one
187	=	one hundred and eighty-seven
2170	=	two thousand , one hundred and seventy
33,290	=	thirty-three thousand , two hundred and ninety



Listen to the cassette. Repeat the numbers.



350 1820 1150 223 455 1968 7600 9334

4



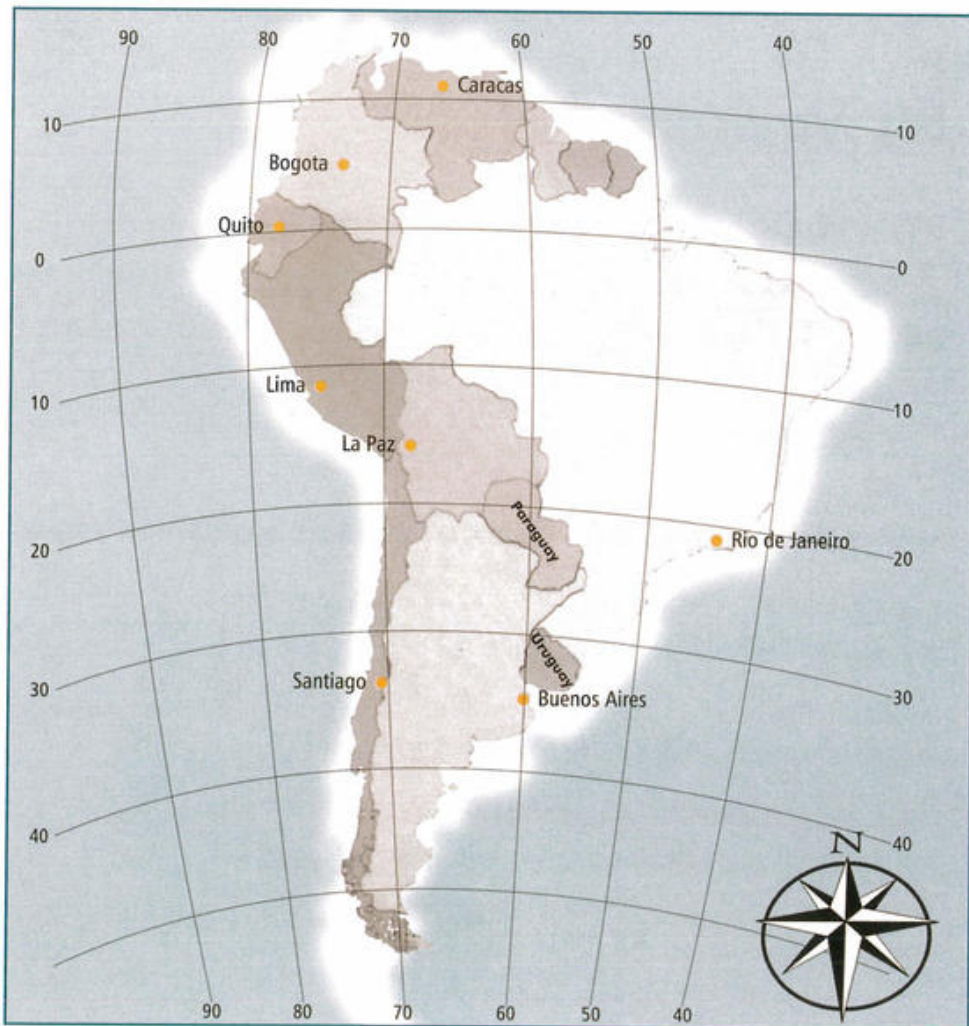
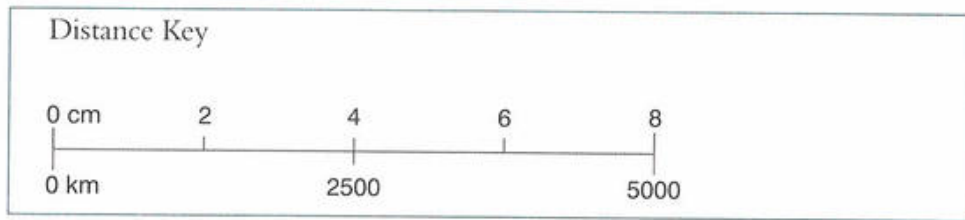
Write some more large numbers. Work with a study partner. Ask him to write the numbers you say.



5 Where is it?



Look at the map. Which countries are the cities in?



6 Cities in South America



Listen to the cassette. Complete the chart.



	City, Country	Latitude	Longitude
1	Santiago, Chile	33 °S	70 °W
2	Quito, Ecuador	°	°W
3	Rio de Janeiro, Brazil	°S	°W
4	Buenos Aires, Argentina	°S	°W
5	Lima, Peru	°S	°W
6	Bogota, Colombia	°N	°W
7	Caracas, Venezuela	°N	°W
8	La Paz, Bolivia	°S	°W

7 It's approximately. . .

We can ask about distances between places like this:

How many kilometres / miles is it from ... to ... ?
How far is it from ... to ... ?



Look at the examples below. What does the word **approximately** mean?

London ————— 351.2km —————> Paris

It's approximately 350 km from London to Paris.

Moscow ————— 1819km —————> Berlin

It's approximately 1800 km from Moscow to Berlin.

Hong Kong ————— 1149km —————> Manila

It's approximately 1150 km from Hong Kong to Manila.



Look at the map and the distance key in Exercise 5. Answer the questions about the distances between cities in South America. Use *It's approximately...*

- 1 How many kilometres is it from Rio de Janeiro to Caracas?
- 2 How many kilometres is it from Lima to Quito?
- 3 How many kilometres is it from Buenos Aires to Santiago?
- 4 How many kilometres is it from Quito to Bogota?
- 5 How many kilometres is it from Caracas to Bogota?

8 How far is it from...?



Look at the map of South America again. Work with a study partner. Ask and answer questions about the distances between the cities.



- Rio de Janeiro ? Bogota
- Lima ? La Paz
- Buenos Aires ? Caracas
- Caracas ? Lima
- La Paz ? Rio de Janeiro



Now ask more questions.

9 North, south, east or west?



Look at the map of South America again. Where are the countries? Complete the sentences.

1	Where is Chile?	It's to the south of Peru.
2	Where is Peru?	It's to the of Chile.
3	Where is Venezuela?	It's to the of Colombia.
4	Where is Bolivia?	It's to the west of
5	Where is Colombia?	It's to the north of
6	Where is Argentina?	It's to the east of
7	Where is ?	It's to the west of Argentina.
8	Where is Ecuador?	.....
9	Where is Brazil?	.....
10	Where is ?	It's to the east of Argentina and to the south of Brazil.

10 Talk about your country



Work with a study partner. Ask and answer the questions.



What are the major cities in your country?

What is the capital city?

*What **city/town/village** do you live in?*

How many kilometres is your city/town/village from the capital?

What cities/towns are
to the north of the capital?
to the south of the capital?
to the east of the capital?
to the west of the capital?



city



town

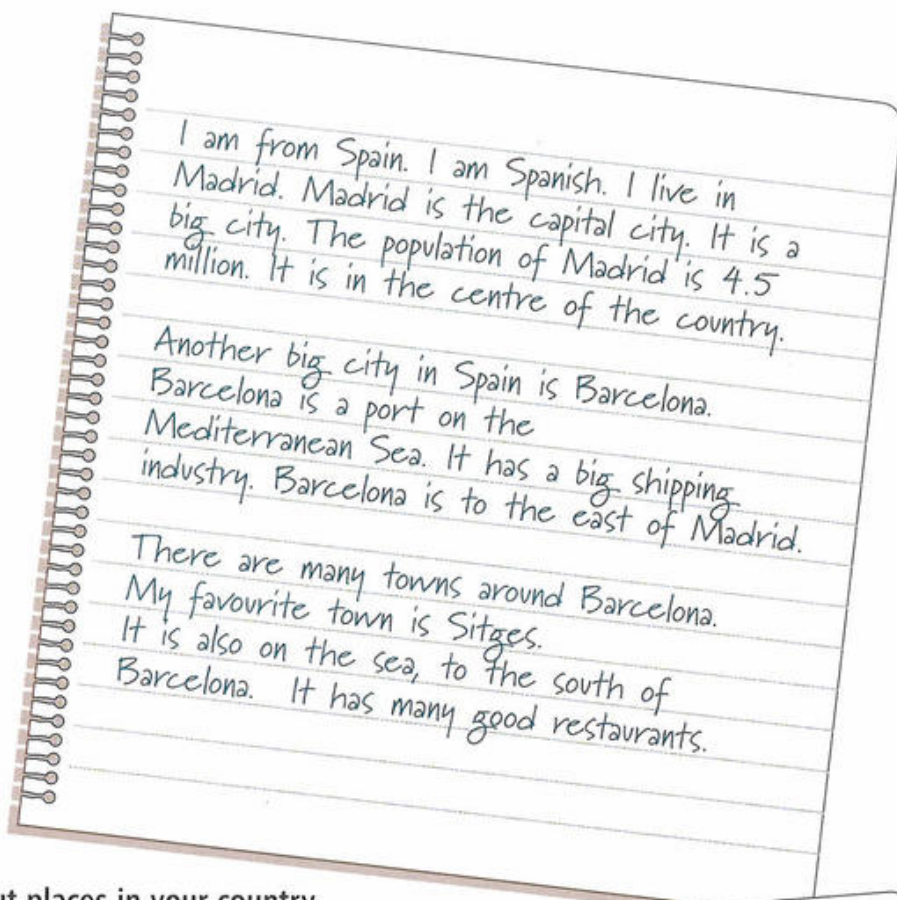


village

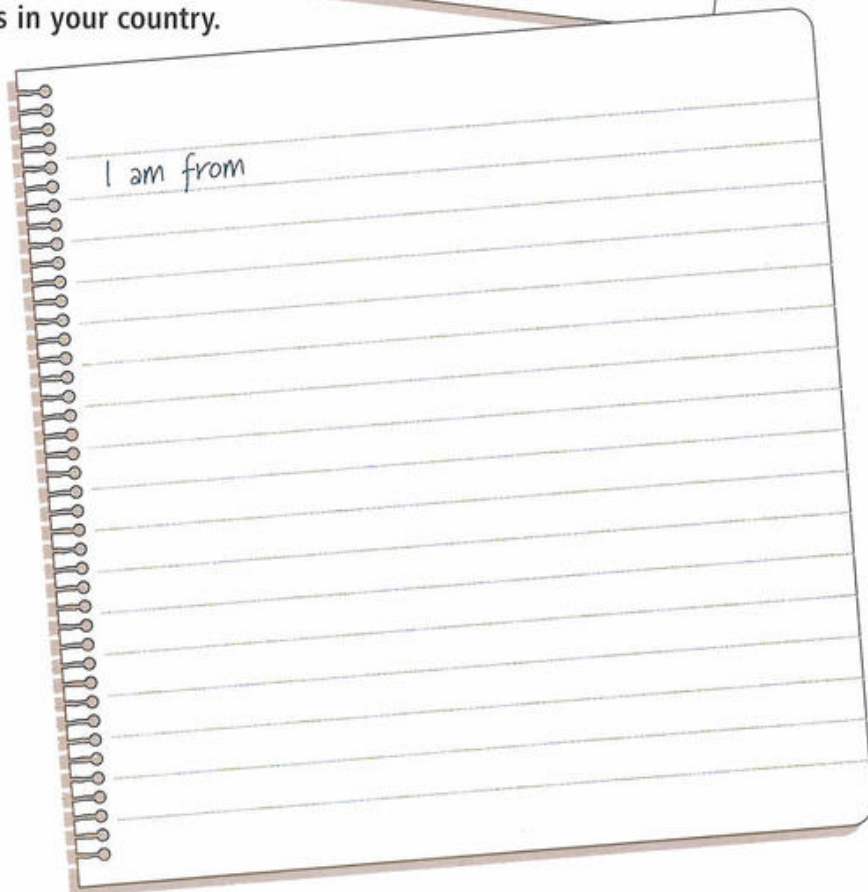
11 Places in your country



Read this.



Write about places in your country.



Unit 6: How Do I Get There?

1 Which way?

→ Match the phrases with the pictures.

- | | | |
|-----------------------|-------------------------|-----------------------|
| through | in there | on the starboard side |
| on the port side | the end of the corridor | one deck/level down |
| two decks/levels down | one deck/level up | |
| turn right | go straight | turn left |

1		2		3		4	
5		6		7		8	
9		10		11			

2 Show me around the ship



Listen to the cassette. A visitor wants to see the ship. The Chief Officer takes him on a tour. What places do they talk about?

1	The Bridge
2	
3	
4	
5	
6	
7	



Read the dialogue from Exercise 2.



- Chief Officer: *Ah Mr. Hansen, it's a pleasure to meet you. I'm the Chief Officer. I believe you want to see some places on the ship?*
- Mr Hansen: *Ah yes, hello there. That's correct.*
- Chief Officer: *OK, let me show you the way. First, we can look at the bridge. Please turn right and go up these stairs one level... it's in front of you there.*
- Mr. Hansen: *Yes, I see. Very good. Everything seems to be in order. Which way to the radio room?*
- Chief Officer: *The radio room is on the right - and the chart room is behind us.*
- Mr. Hansen: *I see. Is the Radio Officer in there?*
- Chief Officer: *No, he isn't. Let me show you the hospital.*
- Mr. Hansen: *Certainly.*
- Chief Officer: *OK, go straight ahead to the end of the corridor. It's on the starboard side.*
- Mr. Hansen: *All right, then. And where are the cabins?*
- Chief Officer: *The officers' cabins are one level below us. The ratings' cabins are two levels down.*
- Mr. Hansen: *OK.*
- Chief Officer: *So here we have the hospital. Do you want to see inside?*
- Mr. Hansen: *No, that's not necessary. There is somebody in there.*
- Chief Officer: *In that case Captain MacMillan is ready to see you. Please come this way. We can turn left here and his office is on the port side.*
- Mr. Hansen: *Very good. Thank you for showing me around.*

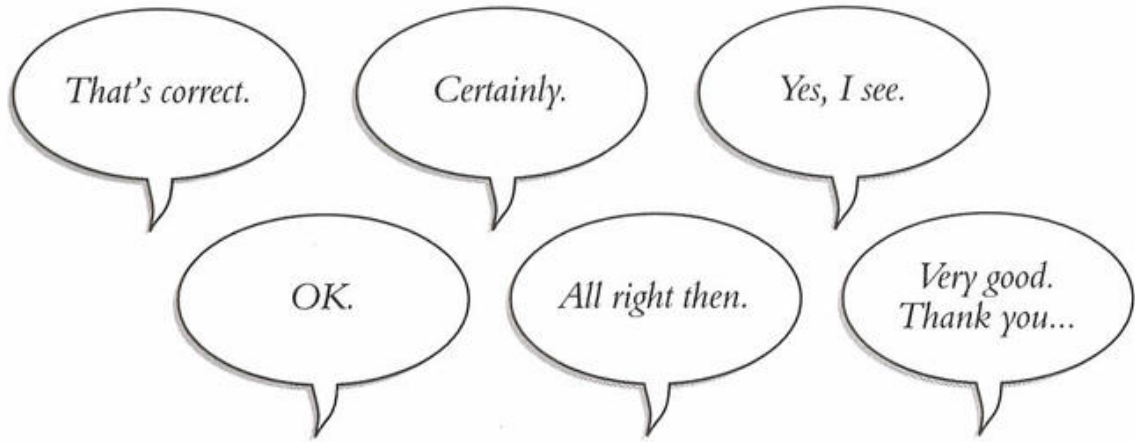


Match the questions with the answers.

- | | |
|--------------------------------------|-----------------------------|
| Where is the hospital? | Behind the bridge. |
| Where is the Captain's office? | At the end of the corridor. |
| Where is the ratings' accommodation? | Up the stairs. |
| Where is the chart room? | On the port side. |
| Where is the bridge? | Two decks/levels down. |

4 Yes, I see. . .

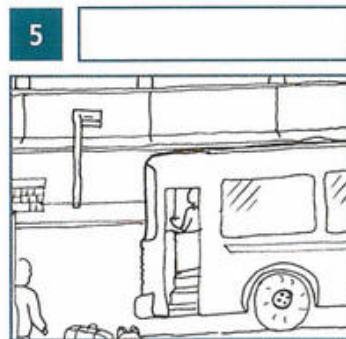
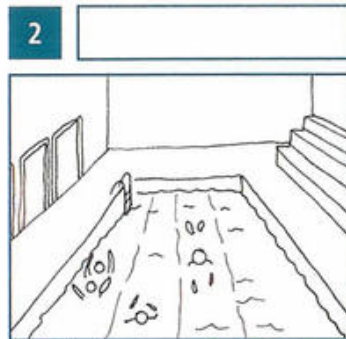
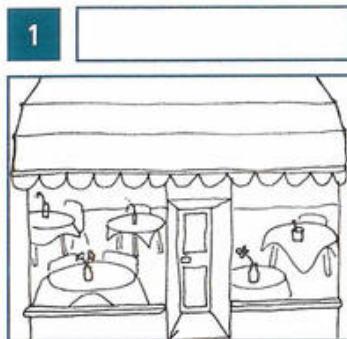
→ Read the phrases below. They show you understand or agree. Find the words and phrases in the dialogue in Exercise 3.



→ Listen to the cassette. Repeat the phrases.

5 Places in town

→ What places are in a town? Match the words with the pictures.



6 Your town

→ What other places are in a town? Write more words. Use a dictionary.

→ Work with a study partner. Ask and answer questions about your towns.



*Does your town
have a swimming
pool?*

No, it doesn't.

*Does your town
have a bus station?*

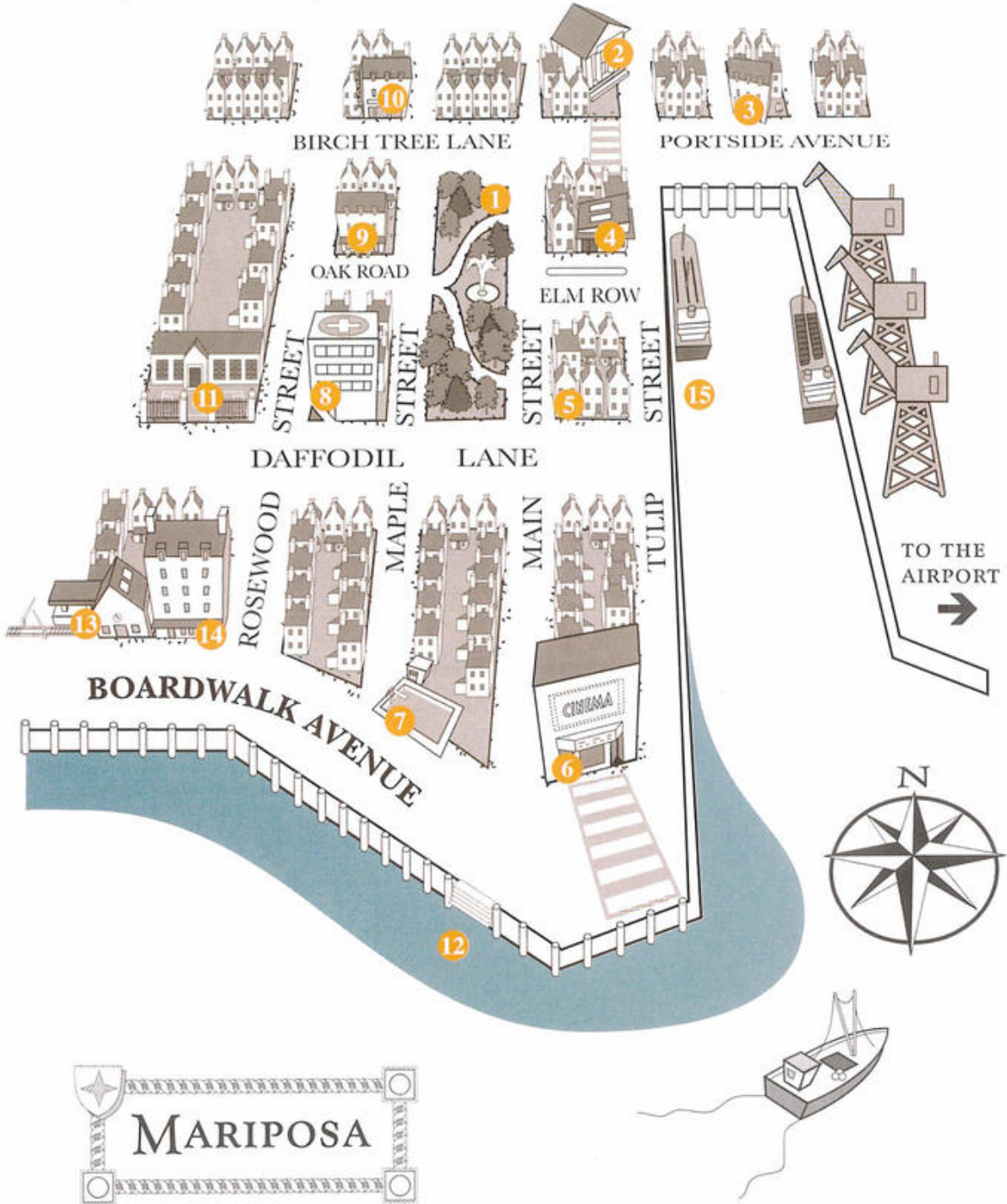
Yes, it does.



7 Mariposa



This is a map of Mariposa. Look at the key. Use a dictionary to check new words. Find the places on the map.



KEY:

- | | | | | | |
|---|-----------------|----|-------------------|----|---------------------|
| 1 | the park | 6 | the cinema | 11 | the school |
| 2 | the bank | 7 | the swimming pool | 12 | the beach |
| 3 | the post office | 8 | the hospital | 13 | the railway station |
| 4 | the bus station | 9 | the restaurant | 14 | the hotel |
| 5 | the bakery | 10 | the bar | 15 | the port |

8 Find your way around Mariposa



Look at the map again. Follow the directions. Answer the questions.

1

*Start at the park.
Turn south.
Go straight on Main Street.
Turn left on Boardwalk Avenue.*

What is on the left?

2

*Start at the post office.
Turn west.
Go straight on Portside Avenue.
Turn left on Tulip Street.
Go straight and turn right
on Daffodil Lane.*

What is on the right
after the park?

3

*Start at the hospital. Turn north.
Go straight on Rosewood Street for
two blocks. Turn right on Birch Tree Lane.
Go straight and turn left on Tulip Street.*

What is on the left?

4

*Start at the swimming pool.
Turn east. Go past the cinema.
Then turn left onto Tulip Street*

What is on the right?

5

*Start at the restaurant.
Turn west.
Go to the end of Oak Road.
Turn south. Go straight down
Rosewood Street to Boardwalk Avenue.
Turn right.*

What is after the hotel?

9 Give directions



Read the words. Look at the map again. Use the words to write directions.



first	then	go straight
turn right	turn left	blocks
on the corner	on the right	on the left

1 from the railway station to the hospital:

First, go straight on Boardwalk Avenue. Then turn left on Rosewood Street. The hospital is on the corner of Rosewood Street and Daffodil Lane.

2 from the restaurant to the bar:

3 from the bank to the cinema:

4 from the park to the port:

5 from the port to the school:

6 from the beach to the post office:

10 Excuse me, how do I get to the port?



You can ask for directions with these questions:



Where is the port?
How do I get to the bus station?
How do I get from the post office to the bank?
Can you tell me the way to the park?
Which way to the swimming pool?



Now listen to the cassette. Repeat the phrases.

11 The Bosun visits Mariposa



The Bosun asks for directions. Read the travel agent's answers. Where does the Bosun want to go? Write his questions. Use a phrase from Exercise 10.

1 Bosun: *Excuse me, how do I get from the school to the beach?*

Travel Agent: *OK. Start at the school. Turn east. Go straight on Daffodil Lane. Turn right on Main Street. Go south until Boardwalk Avenue. It's in front of you.*

2 Bosun:

Travel Agent: *OK. Start at the cinema. Turn east then turn north on Tulip Street. Go two blocks. It's on the left, opposite the port. You can't miss it!*

3 Bosun:

Travel Agent: *OK. Start at the hotel. Go north straight up Rosewood Street. Turn right onto Oak Road. It's there on the left.*

4 Bosun:

Travel Agent: *OK. Start at the railway station. Go straight on Boardwalk Avenue. Pass the cinema. Then turn left on Tulip Street. Go north past Portside Avenue. It's on the left.*

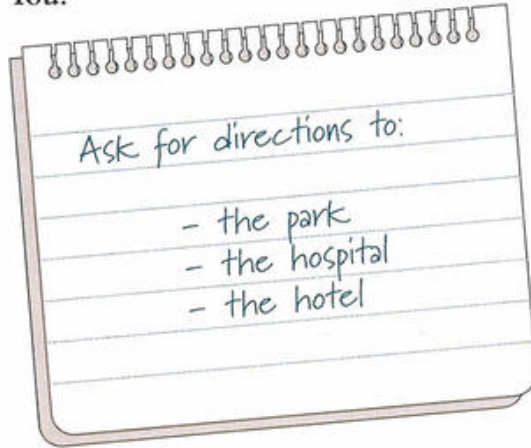
12 Where do I go?



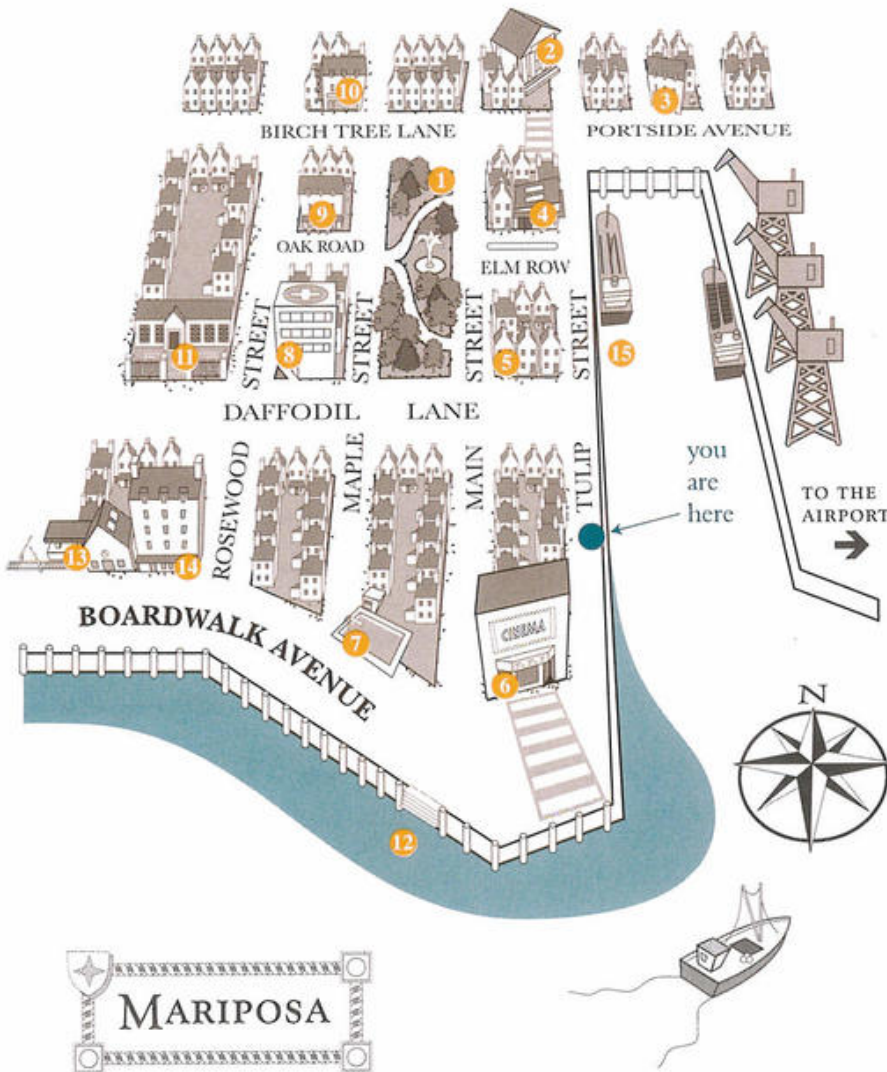
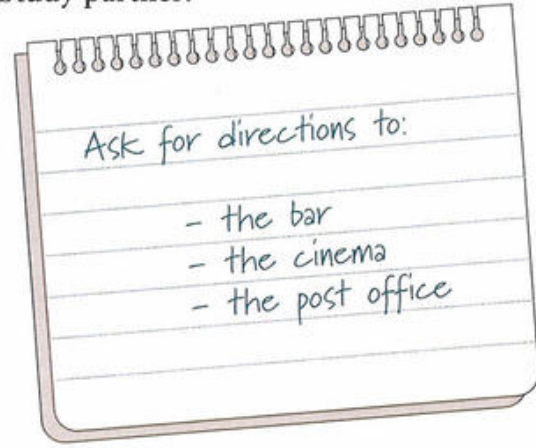
Look at the map of Mariposa again. Ask a study partner to give you directions. Start from the port.



You:



Study partner:



KEY:

- 1 the park
- 2 the bank
- 3 the post office
- 4 the bus station
- 5 the bakery
- 6 the cinema
- 7 the swimming pool
- 8 the hospital
- 9 the restaurant
- 10 the bar
- 11 the school
- 12 the beach
- 13 the railway station
- 14 the hotel
- 15 the port

Unit 7: Free Time

1 What types of film do you like?

→ Match the words with the pictures.

Types of film:

- Comedy
- Western
- Horror
- Action**
- Science Fiction
- Romance
- War
- Musical

2 Do you like westerns?

→ Look at the pictures. Who likes westerns?

Westerns are good.



Edy

Yeah, they're OK.



Baljeet

No they're not, they're awful!



Dan



Good, OK and awful are adjectives. Adjectives are words which describe things.

→ Put the adjectives in the correct place.

not bad very good really bad
 quite good OK bad good

	great / excellent
	OK
	terrible / awful



Listen to the cassette. Two seafarers talk about films.
Tick (✓) the films they talk about.



science fiction	<input type="checkbox"/>	war	<input type="checkbox"/>
western	<input type="checkbox"/>	action	<input type="checkbox"/>
romance	<input type="checkbox"/>	musical	<input type="checkbox"/>
horror	<input type="checkbox"/>	comedy	<input type="checkbox"/>



Now read the dialogue. What type of film does the Helmsman like?



Helmsman: *What time do you finish your watch this afternoon?*

2nd Officer: *At 1600.*

Helmsman: *OK, let's watch a movie.*

2nd Officer: *Yeah, OK. What do you want to watch?*

Helmsman: *Well...Captain Landucci wants everyone to watch a safety video.*

2nd Officer: *What? I'd prefer to watch a comedy. I'm in the mood for a good laugh.*

Helmsman: *Uh huh, some comedies are OK, but I really like action movies!*

2nd Officer: *No way! They're awful! Those Rambo movies are really bad!*

Helmsman: *OK, let's watch the safety film first, then choose a good video.*

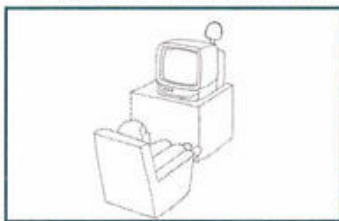
2nd Officer: *Yeah, I'm sure there's a new horror film that's very good.*

Helmsman: *Well, anything except musicals - they're terrible! OK, see you at four o'clock.*

2nd Officer: *OK, see you.*



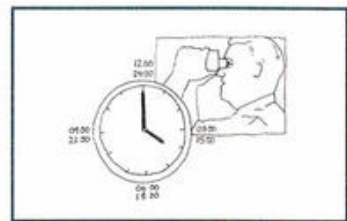
Sometimes a word has more than one meaning:



watch (verb)



watch (noun)



watch (noun)

4 Free time activities

→ Match the activities with the pictures.

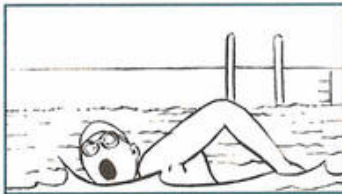
1 playing football



14



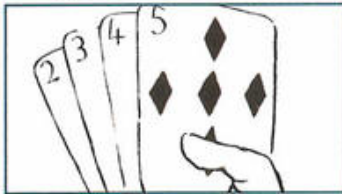
13



12



11



10



2



going to the beach

playing cards

watching movies

~~playing football~~

swimming

playing chess

eating in restaurants

going to bars

fishing

reading books

shopping

repairing cars

watching TV

listening to music

9



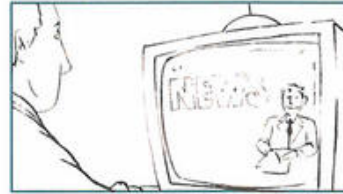
3



4



5



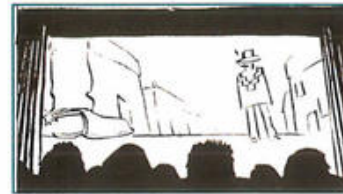
6



7



8



5 I really like playing football



We use these words to say how much we like or dislike something:

I	really like	playing football.
I	like	playing football.
I	don't like	playing football.
I	really don't like	playing football.



Listen to the cassette. Repeat the sentences.



*I really like playing football.
I like playing chess.
I don't like swimming.
I really don't like shopping.*



What do you like doing in your free time? Write sentences about yourself.

I really like
I like
I don't like
I really don't like

6



Ask a study partner what he likes.



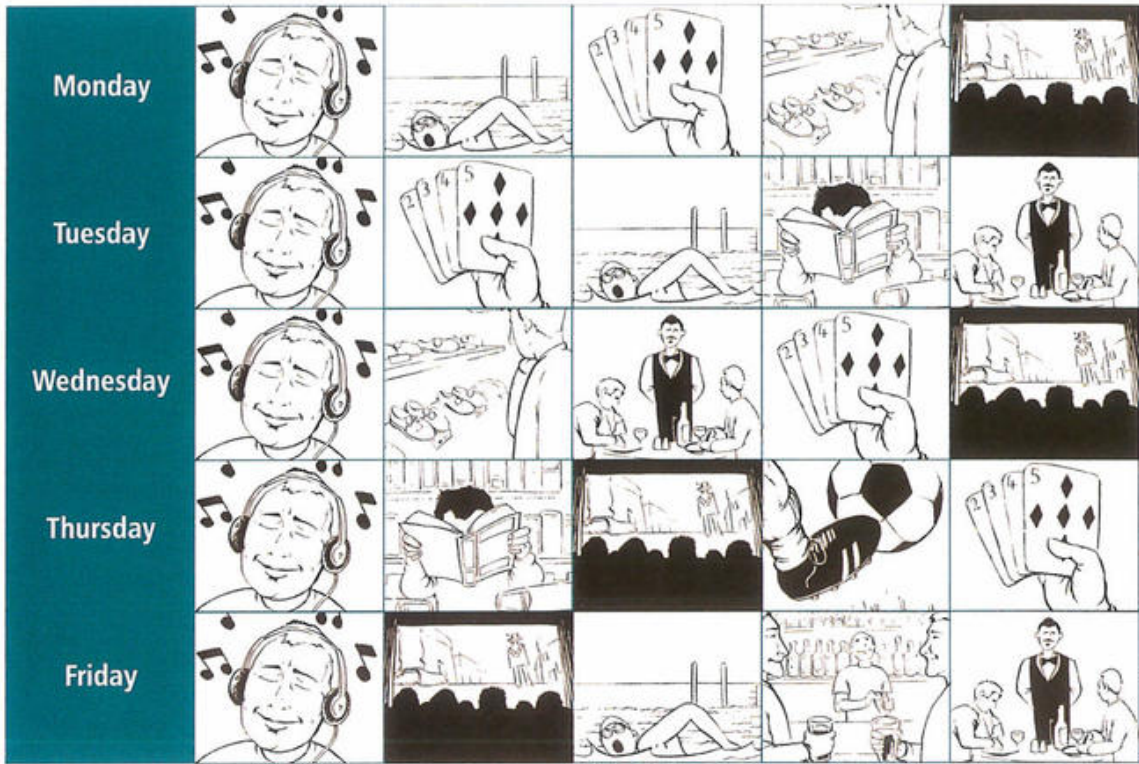
What do you like doing?

*I like fishing but I really don't like swimming!
And you?*

Oh, I like swimming but I don't like reading books.

7 Juan's diary

→ What does Juan do every day? What does Juan do once every week?



Juan always drives his car.
 Juan usually watches movies.
 Juan often goes swimming.
 Juan sometimes goes to bars.
 Juan never goes fishing.



always
 usually
 often
 sometimes
 never



Always, usually, often, sometimes and never are adverbs.
 Adverbs are words which describe verbs.

→ Complete the sentences about Juan.
 Use one of the adverbs and a verb in the Present Simple.

- 1 Juan sometimes goes shopping.
- 2 Juan in restaurants.
- 3 Juan cards.
- 4 Juan to music.
- 5 Juan football.
- 6 Juan never.....



Write sentences about yourself. Use **always, usually, often, sometimes, never.**

- 1 (use the telephone) *I sometimes use the telephone.*
- 2 (eat breakfast)
- 3 (work on the bridge)
- 4 (work in the engine room)
- 5 (speak to the Captain)
- 6 (read books)
- 7 (go ashore)
- 8 (play cards)
- 9 (work overtime)
- 10 (write letters)

9 How often do you play cards?



Ask your study partner about his activities.

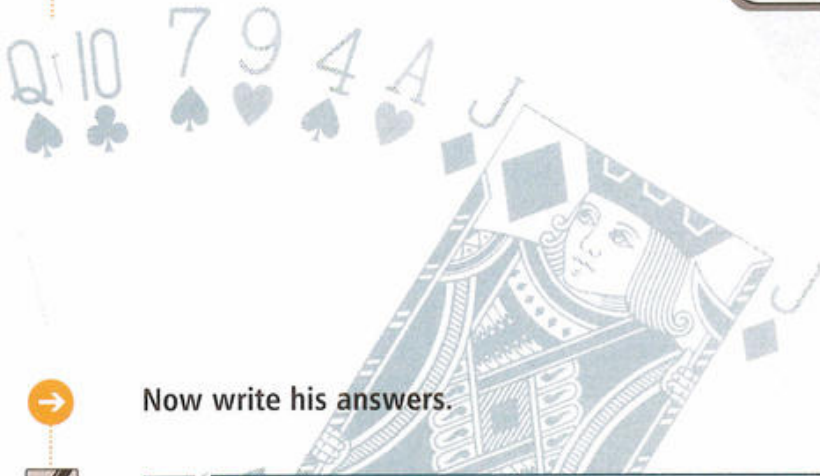


Do you often listen to music?

Yes, I usually listen to music in the evenings.

Do you often play cards?

No, I never play cards.



Now write his answers.



1	He
2	He
3	He
4	He
5	He

10 Life on board



Read the letter. Use the words to complete the sentences.



like
gives
listen

play
read
often

never
Korean
likes

M/V Milamar
Genoa
Italy

Dear

How are you? I am fine. I really like my new job on this vessel. The work is difficult but I enjoy it.

Every morning the Chief Engineer me a list of jobs to do. I have some free time after work so I often chess with my friend, Andy. He's very good at chess - I win! I sometimes a book before going to sleep.

I share my cabin with another cadet. He's He listening to music. We sometimes to music together.

That's all for now. Please write soon. I

think of you.

Best regards

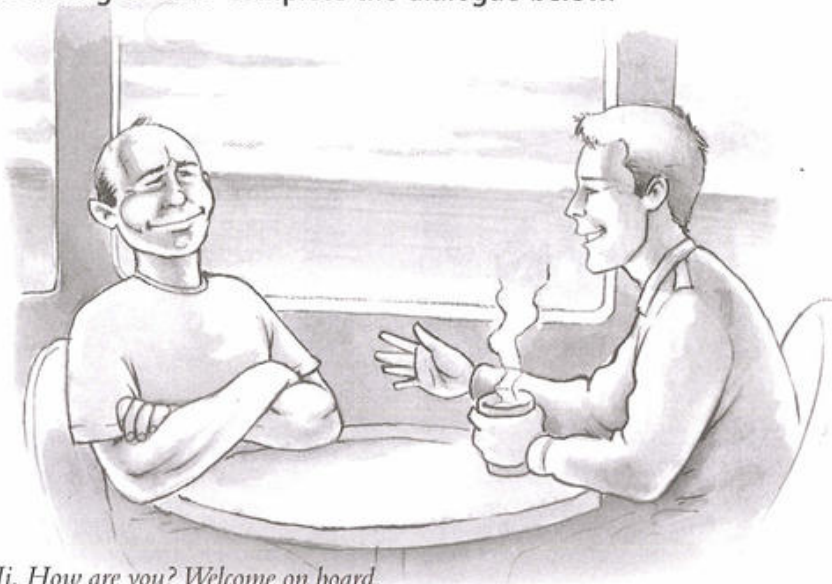
.....

Part 1: Review

1 What's your name?



Read the dialogue. A new engineer arrives on your vessel.
Imagine you are talking to him. Complete the dialogue below.

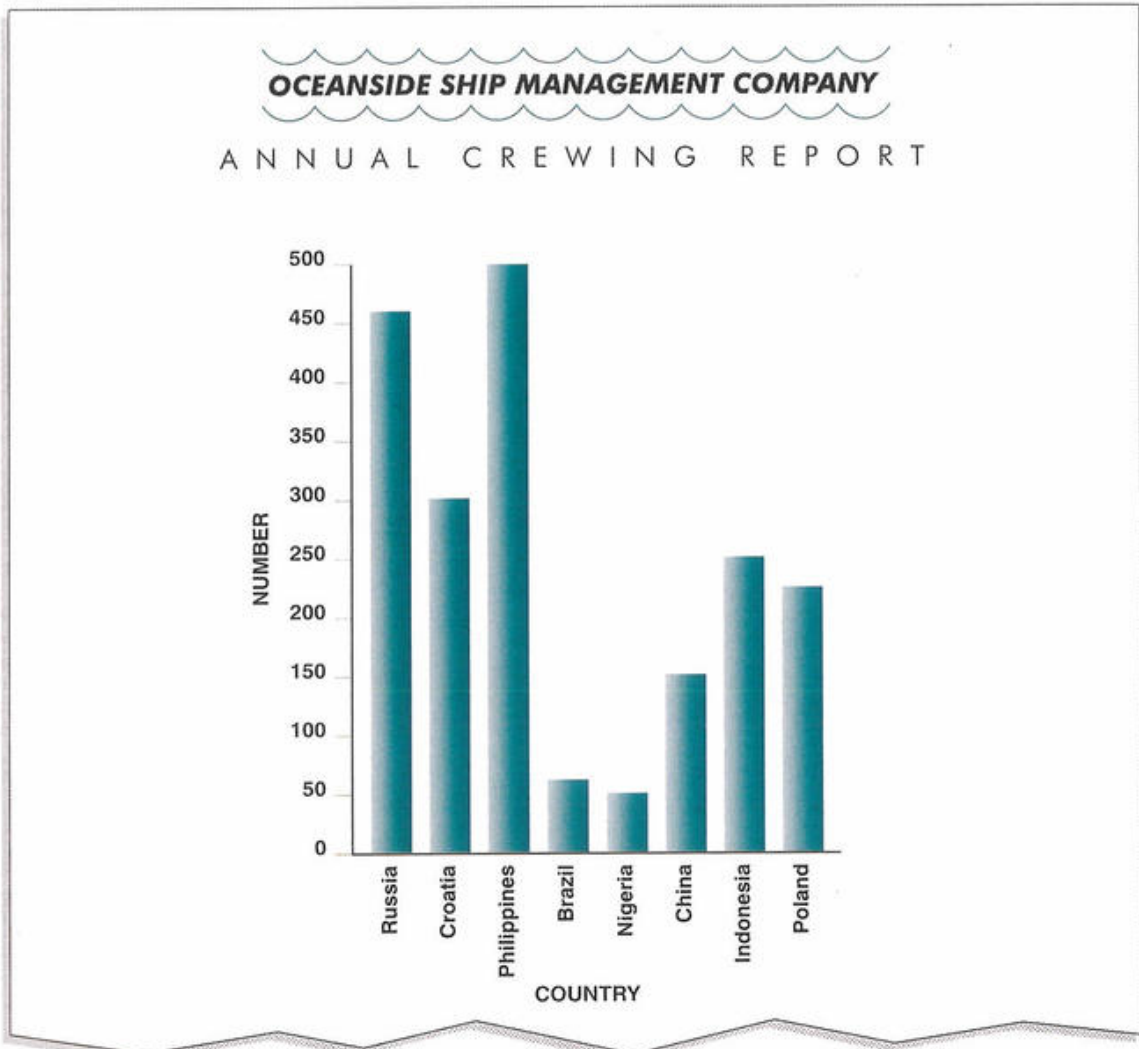


- You: *Hi. How are you? Welcome on board.*
My name is What name?
- Engineer: *Hi. Alan Lewis. Pleased to meet you.*
- You: *Where you?*
- Engineer: *..... Australia. What about you?*
- You: *I'm from*
- Engineer: *Right. Good to meet you. job?*
- You: *I'm What you?*
- Engineer: *Oh, I'm an engineer. This is my first vessel.*
- You: *I see. So how are you, Alan?*
- Engineer: *..... 21.*
- You: *Really? I'm married?*
- Engineer: *Yes, I am and I a young son at home.*
How about you? Are you?
- You: *....., I*
OK, Alan, let me show you where everything is. Come this way.

2 Where are they from?



Look at the graph. It shows the number and nationality of seafarers who work for the Oceanside Ship Management Company.



Read the report. Complete the sentences with the correct information from the graph.

This information shows the number of seafarers who work for the Oceanside Ship Management Company. The company employs approximately 2000 seafarers from around the world. Many seafarers come from Asia: approximately are Filipino; 250 are and are Chinese.

This year, approximately 1000 European seafarers work for the company: there are 460 seafarers; 300 are and approximately are Polish.

From Africa, there are only Nigerian seafarers and from South America, there are 70 seafarers.

3 Times, routines and places



Look at the Chief Officer's schedule. What does he do at different times of the day? Choose a verb. Complete the schedule.

start	eat	meet
go	watch	hand over

Time	Activity	Place
0800	..... the forenoon watch	bridge
1000	..... the Master	office
1200	..... the watch	bridge
1230	..... lunch	messroom
1800	..... TV	lounge
2230	..... to bed	cabin

Write sentences about the Chief Officer's schedule. Remember to add -s or -es to the verb.



- 1 At 0800 he starts the forenoon watch on the bridge.
- 2
- 3
- 4
- 5
- 6

4 Schedules



Work with a study partner. One person looks at Table A, the other at Table B. You and your partner have different information. Cover your partner's table. Use question words and the Present Simple tense to ask each other questions. Complete the table with your partner's answers.

Table A

Time	Pumpman	Place	Bosun	Place
0800	start work		speak to the deck ratings	duty messroom
	check the ballast pumps	engine room	check the deck stores	storeroom
1200	lunch	messroom		messroom
1400	clean the tanks	deck	meet the Chief Officer	
1600		office	supervise the painting team	

What time does the Pumpman start work?

Where does the Pumpman work at 0800?

What does the Bosun do at 1200?

Table B

Time	Pumpman	Place	Bosun	Place
	start work	pumproom	speak to the deck ratings	
1000	check the ballast pumps		check the deck stores	storeroom
1200	lunch	messroom	lunch	
		deck	meet the Chief Officer	poop deck
1600	report to the Chief Engineer		supervise the painting team	paint store

5 Where is it?



Complete the sentences with **in**, **on**, **at**, **for**, or **near**.

- 1 The management office is the fifth floor.
- 2 All seafarers are to report to the bridge 0900.
- 3 The documents are the table. Please get them.
- 4 Is there a fire alarm your cabin?
- 5 There are two vessels the photograph.
- 6 I need to buy souvenirs my children.

6 The vessel



Listen to the cassette. The Chief Officer is speaking to a new crew. What does he talk about? Tick (✓) a, b or c.

- | | | |
|---|--------------------------------------|--------------------------|
| a | the crew's schedules | <input type="checkbox"/> |
| b | an emergency evacuation plan | <input type="checkbox"/> |
| c | safety equipment on board the vessel | <input type="checkbox"/> |



Listen again and complete the chart.

Vessel Details	
Ship name	Call sign
<input type="text"/>	<input type="text"/>
Type of ship	Port of registration
<input type="text"/>	<input type="text"/>
Number of crew on board	Year built
<input type="text"/>	<input type="text"/>

7 Your ship



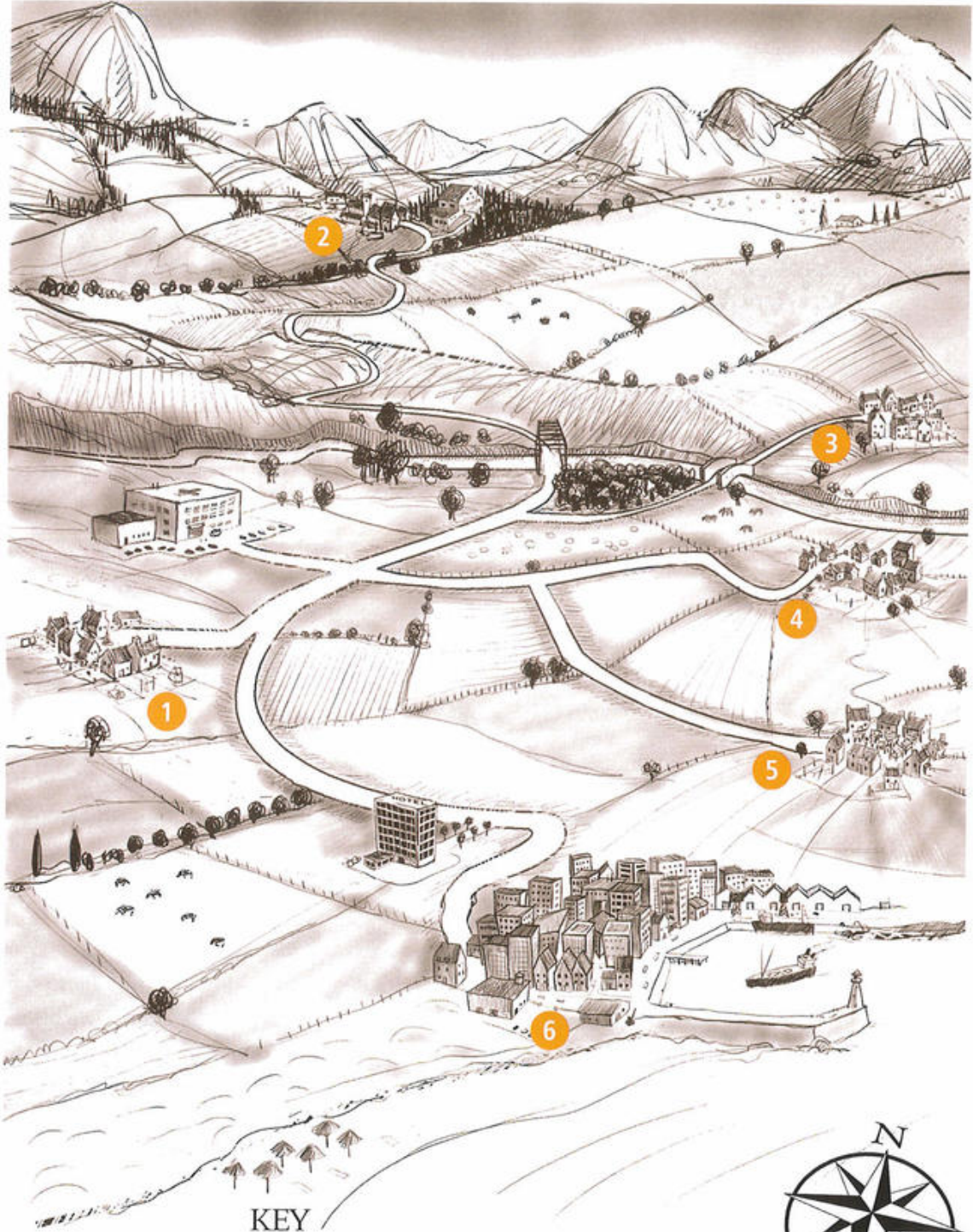
Describe your ship. Write sentences about the location of rooms and safety equipment on board.

Handwriting practice area with horizontal dotted lines for writing.

8 New Dale



Look at the map of the area of New Dale. Look for: a hotel, a hospital, a river, a hill town, the beach, two bridges, four villages.



KEY

1	<input type="text"/>	4	<input type="text"/>
2	<input type="text"/>	5	<input type="text"/>
3	<input type="text"/>	6	<input type="text"/>



0 2 4
0 2 4
Kilometres
Centimetres



Read the tourist information about the area of New Dale. Write the names of the towns and villages on the key on the map.



TOURIST INFORMATION

New Dale is a beautiful area. There are many places to see and many things to do. The port of Marlay is a good place to begin your visit. This busy port has many shops and restaurants. The beach is to the south of the town. Here, you can rent equipment for surfing and fishing or you can go swimming. To the west of Marlay is the Grand Hotel. Many visitors like to stay here because the rooms are large and clean with good views. The Grand Hotel is a good place to stay if you want to explore the area.

The villages around Marlay are very interesting. There is a market every Tuesday and Saturday in Lington, to the north of the port. Here, you can buy food and clothes or shop for souvenirs. There is also a nice country walk to the next village of Ebian, approximately one kilometre from Lington.

The new hospital is west of Lington, approximately one kilometre from the road. Darbin Hospital takes its name from Marco Darbin, the famous seafarer and explorer. Darbin is also the name of the nearby village, just one kilometre south of the hospital. In the village square there is a statue in honour of this famous man.

Another nice village to visit is Maguan. To get there, take the main road out of Marlay, turn right at the forest, go over the small bridge and continue for approximately one kilometre. Maguan is a good centre for river sports and hill walking. There is a small hotel there and the owners, Mr. and Mrs. Sands, have free maps for visitors who like walking.

If you like outdoor sports, go to the mountains. The hill town of Sierra is 20 kilometres from Marlay. It is a nice journey by bus from the port over the river and up to the hills. The Hotel Sierra has a good restaurant with a famous chef and local people also like to eat there. In winter, tourists enjoy skiing. In summer, they like to walk in the mountains.

Enjoy your visit!





Look at the map of New Dale again. Imagine that you live in the area. A seafarer arrives in Marlay and asks you for information. He has some free time and he wants to see around New Dale. Complete the dialogue.

Seafarer: *Excuse me, can you help me, please?*

You: *Yes, what is it?*

Seafarer: *Can you tell me the way to Maguan, please?*

You: *Sure.*

Seafarer: *I see. Do you know how far it is, approximately?*

You: *.....*

Seafarer: *OK. I like walking. Where can I go to do that?*

You: *.....*

Seafarer: *Right. And is there a place to stay in the mountains?*

You: *.....*

Seafarer: *Oh that's good. I would also like to buy some souvenirs to take home.
Can you tell me a good place to shop?*

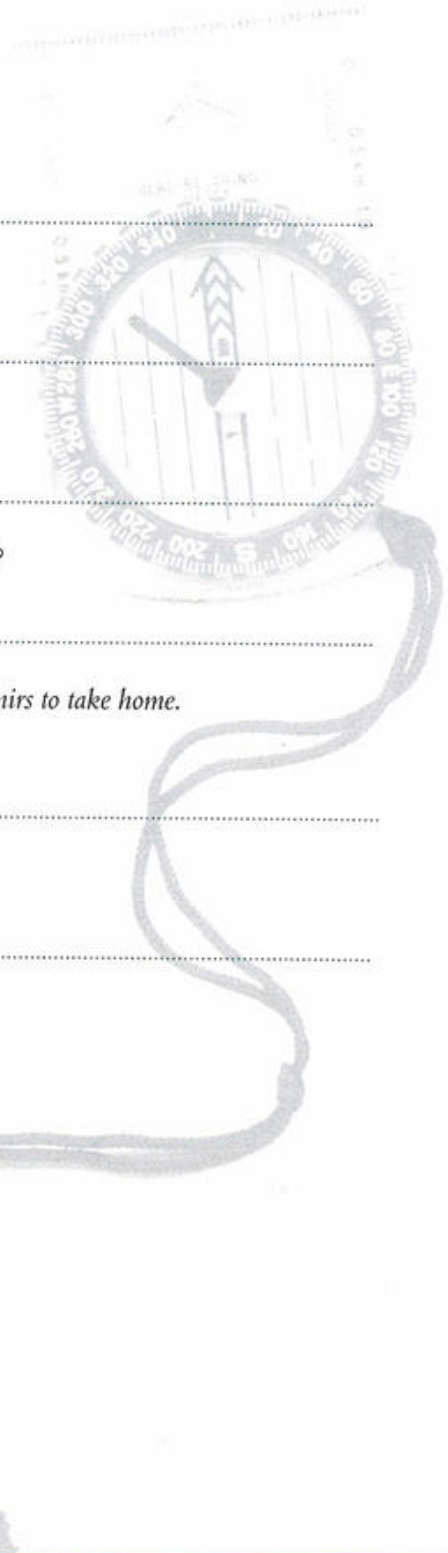
You: *.....*

Seafarer: *That sounds good. How do I get there from Sierra?*

You: *.....*

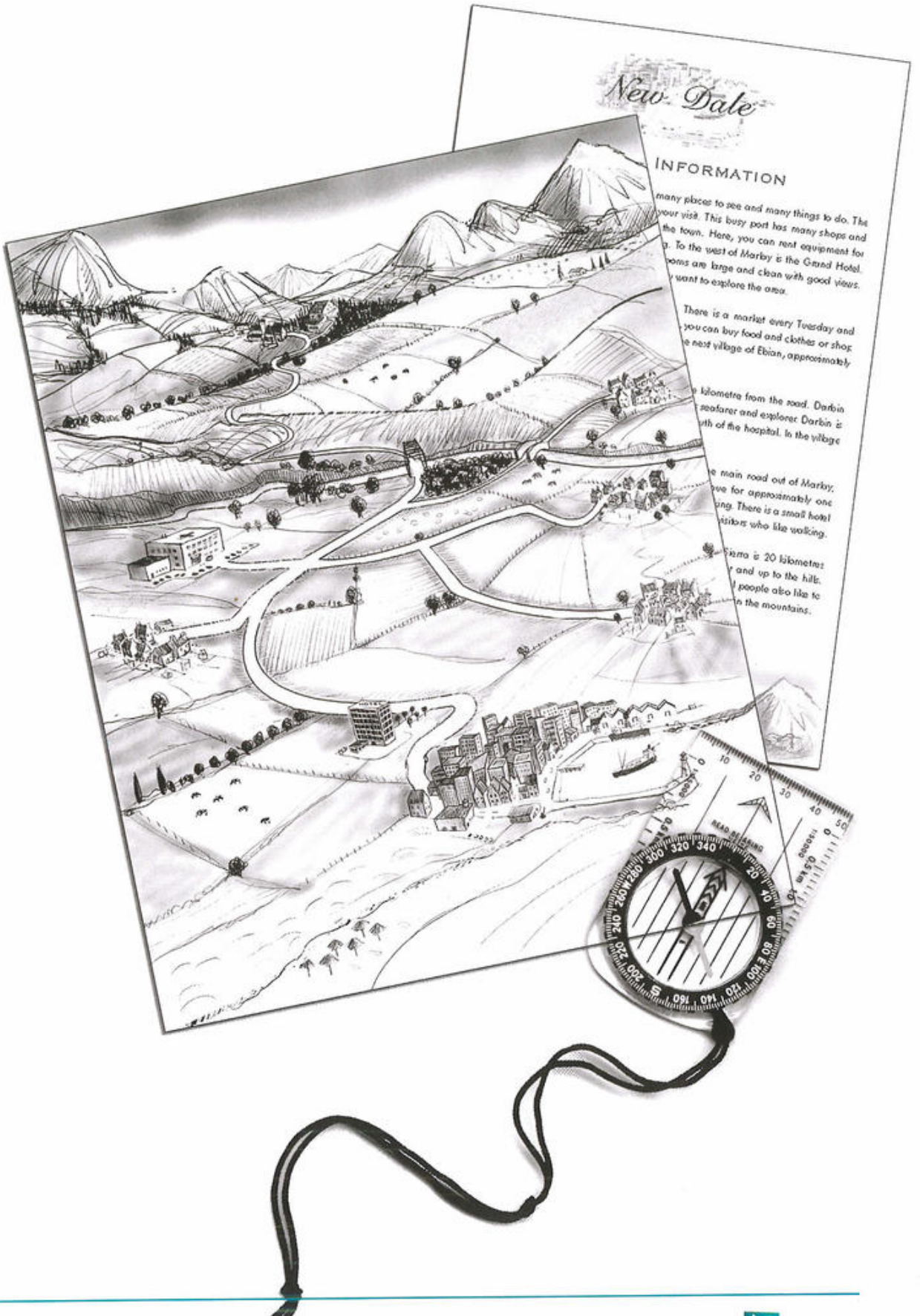
Seafarer: *Great! Thanks for your help!*

You: *You're welcome - enjoy your visit!*





Practise the dialogue with your study partner. Ask for information and directions to other places in New Dale.



New Dale

INFORMATION

There are many places to see and many things to do. The town is very busy. This busy port has many shops and a harbor. To the west of Marby is the Grand Hotel. The rooms are large and clean with good views. If you want to explore the area.

There is a market every Tuesday and you can buy food and clothes or shop in the next village of Ebian, approximately 15 kilometres from the road. Darbin is a seafarer and explorer. Darbin is north of the hospital. In the village.

The main road out of Marby goes for approximately one hour. There is a small hotel for visitors who like walking.

The village is 20 kilometres from the town and up to the hills. People also like to go to the mountains.

Unit 8: What's Happening On Board?

1 What is he doing?

→ Match the phrases with the pictures.

cleaning the cabin

~~painting the wall~~

steering the vessel

boarding the vessel

reading a manual

writing a letter

checking the charts

carrying a pot

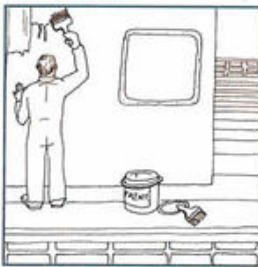
repairing the radio

sweeping the deck

testing the alarms

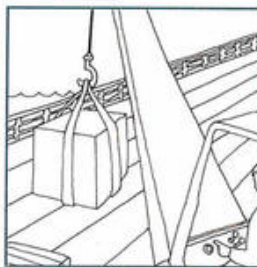
~~loading the cargo~~

1 A.B.



He is *painting* the wall.

2 Bosun



He is *loading* the cargo.

3 Electrician



He is

4 Surveyor



He is

5 Steward



He is

6 Chief Engineer



He is

7 Deck Rating



He is

8 2nd Officer



He is

9 Master



He is

10 2nd Assistant Engineer



He is

11 Helmsman



He is

12 Cook



He is

2 What's happening, Bosun?



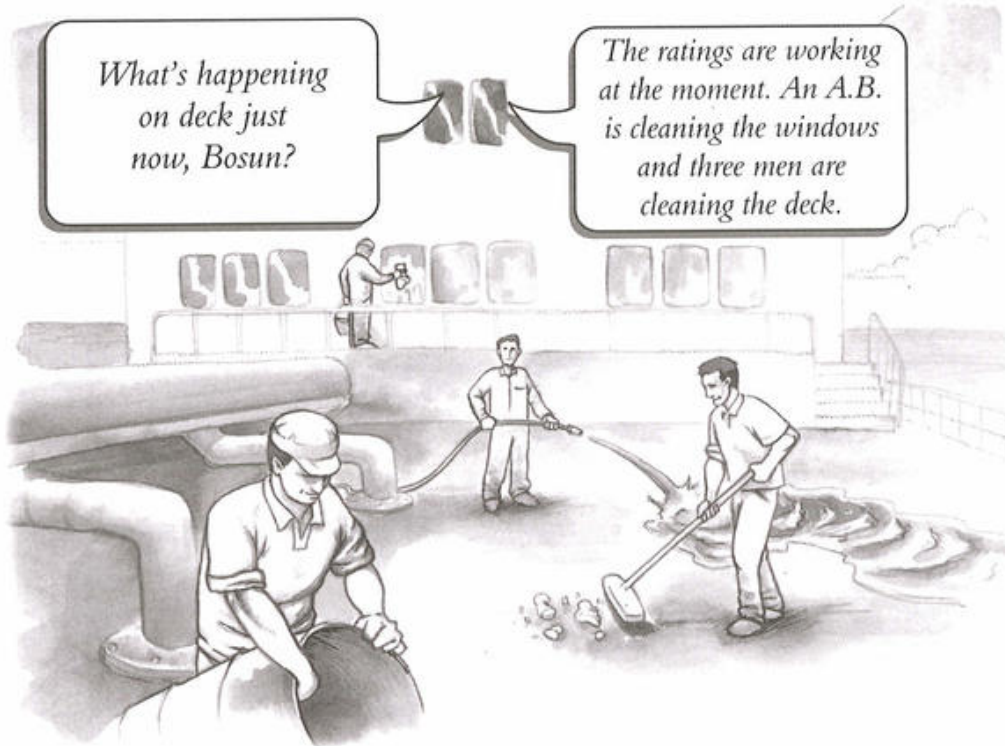
Look at Exercise 1 again. Listen to the cassette. The Chief Officer is talking to the Bosun. What activities do they talk about? Tick (✓) the activities you hear in Exercise 1.



Example:

1 A.B.

3 What's happening now?



We use the Present Continuous to describe events happening now.

I	am	cleaning.	We	are	cleaning.
You	are	cleaning.	You	are	cleaning.
She	is	cleaning.	They	are	cleaning.
He	is	cleaning.			

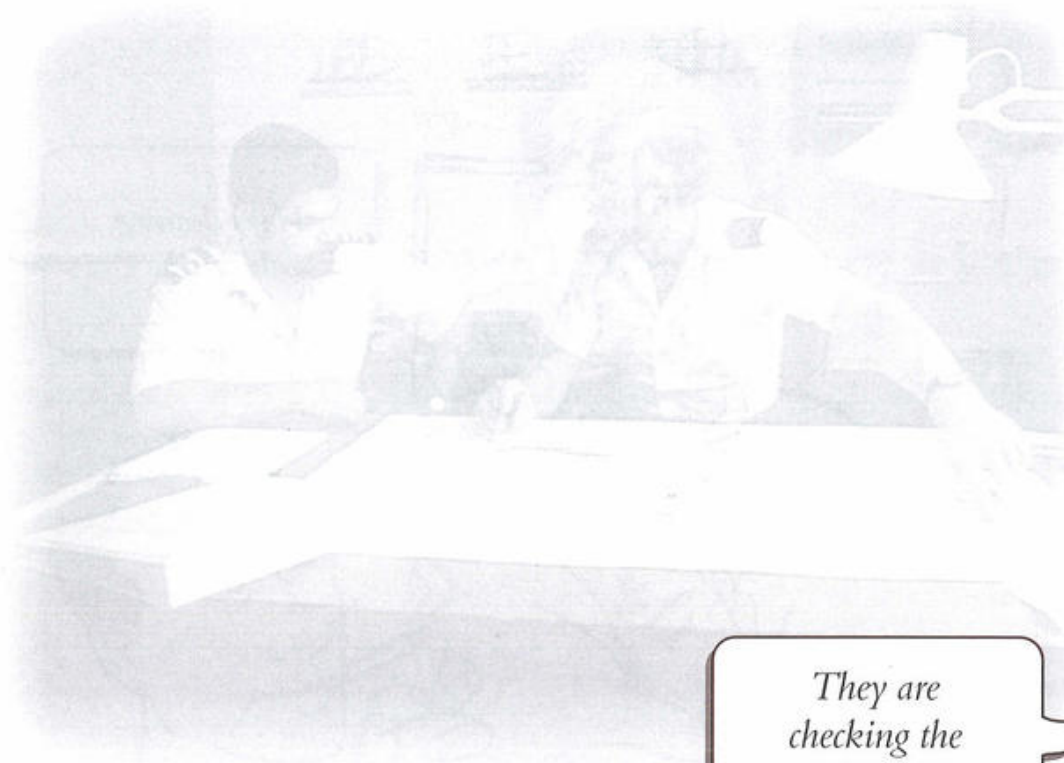
at the moment, right now, just now = now



Complete the sentences.

I am studying English.
 You studying English.
 He is English.
 We English.
 You English.
 They English.

4 What are they doing?



They are checking the charts.



Complete the sentences.

1	The steward <i>is</i> <i>cleaning</i> the floor.	clean
2	The Master with the superintendent.	talk
3	The Radio Officer to the radio.	listen
4	The ship into Hong Kong harbour.	sail
5	The cadets the vessel.	board
6	We ashore.	go
7	They for the Chief Mate's instructions.	wait
8	The ratings the deck crane.	repair
9	The engineer the radar.	test
10	The engineers the engine room.	check



Listen to the cassette. What is happening?



6 I am reading or I read?

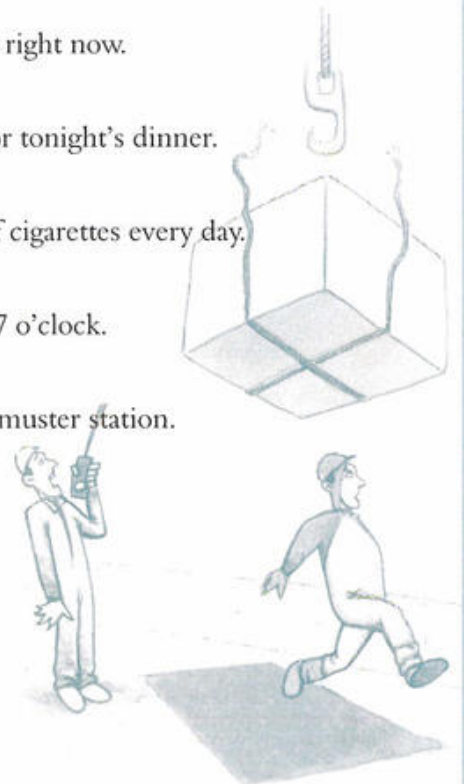


Present Continuous	Present Simple
The Present Continuous is used for activities that are happening now.	The Present Simple is used for activities that are regular or always happen.
I am reading a book just now.	I often read a book in the evening.
At the moment the Helmsman is steering the ship.	The Helmsman usually steers the ship in port.
The reefer is carrying a shipment of bananas.	LPG tankers carry gas.



Circle the correct verb tense.

- 1 The Chief Mate (**watches** / **is watching**) the radar at the moment.
- 2 The Cook always (**goes** / **is going**) ashore for supplies.
- 3 The engineers usually (**meet** / **are meeting**) in the office on Fridays.
- 4 The 2nd Officer (**steers** / **is steering**) the vessel at the moment.
- 5 The steward (**cleans** / **is cleaning**) the officers' cabins right now.
- 6 The Chief Cook (**prepares** / **is preparing**) chicken for tonight's dinner.
- 7 The Surveyor (**smokes** / **is smoking**) three packets of cigarettes every day.
- 8 We (**listen** / **are listening**) to the radio every night at 7 o'clock.
- 9 When you (**hear** / **are hearing**) the alarm, go to your muster station.
- 10 Look out! The cargo (**falls** / **is falling**)!



7 What's happening on board?



Answer the questions. Use the Present Continuous or the Present Simple.

1	What are you doing?	I am studying English.
2	What does the Helmsman do?	
3	Are you working at the moment?	
4	What is your job?	
5	Is the vessel moving?	
6	Does your vessel operate in the Atlantic?	
7	What cargo is the ship carrying?	
8	What cargo does the ship usually carry?	
9	Are you smoking?	
10	Do you smoke?	

8



What are you doing now? Write answers about yourself.

1	At the moment	I am writing
2	At the moment	
3	At the moment	

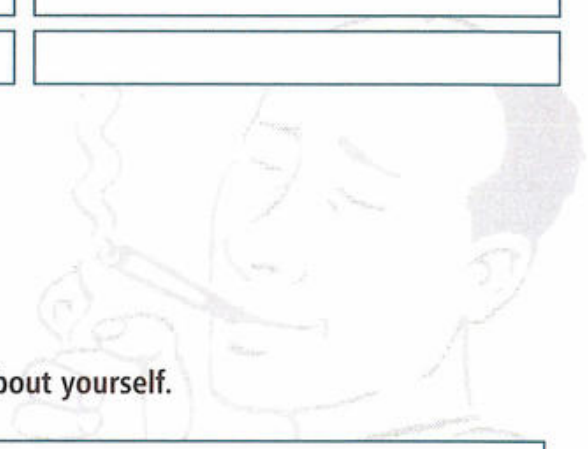


What do you do regularly?

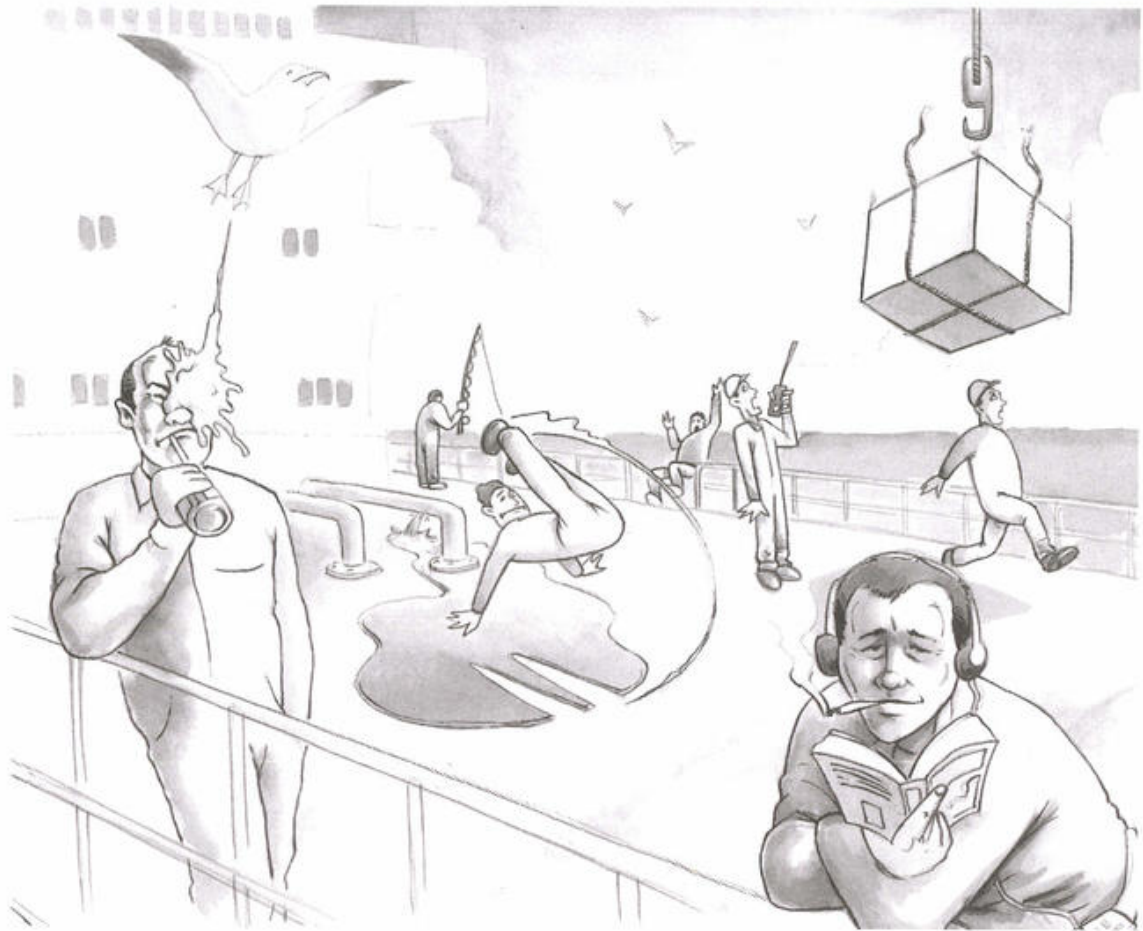
4	Every day I get up at	
5	I often	
6	Every week	



Now ask a study partner these questions.



9 What's happening on the MV Cape?



Write sentences about the picture.



On the MV Cape someone is . . .

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Unit 9: In The Messroom

1 Find the food

→ Look at the word grid. Find the words.

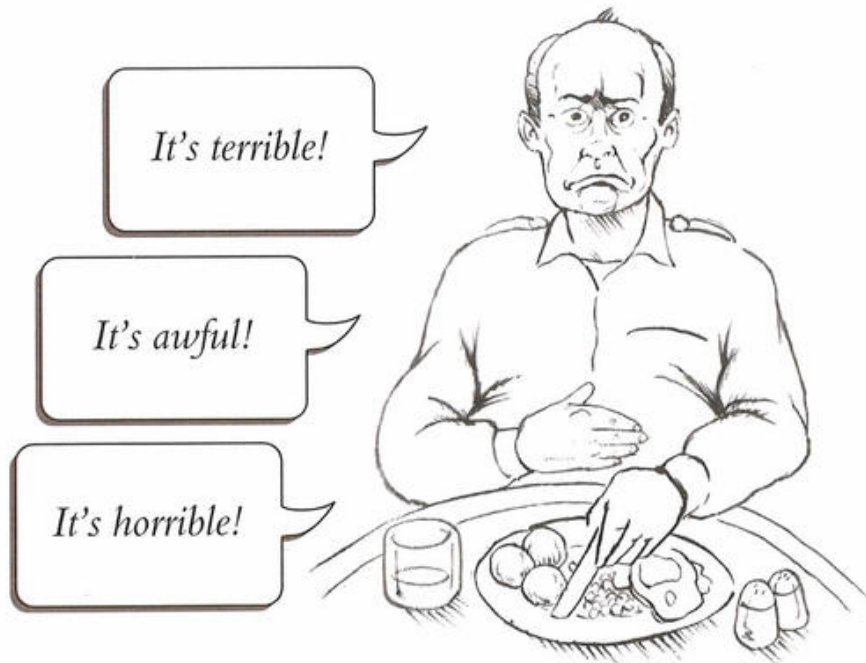
ham sausage fish mushroom
pie egg tea orange
cheese
coffee
soup
rice
steak
milk sugar cake ice cream flour
chicken tomato corn juice potato banana apple

m	u	s	h	r	o	o	m	c	r	c	i
a	f	l	o	u	r	n	o	i	t	o	c
h	l	t	f	s	a	r	c	e	l	f	e
c	m	u	i	v	n	e	s	a	r	f	c
s	a	u	s	a	g	e	w	f	k	e	r
d	p	r	h	t	e	g	g	o	r	e	e
a	p	m	r	h	e	t	t	d	t	o	a
e	l	i	c	o	e	a	o	e	h	e	m
r	e	l	e	c	t	l	k	m	z	a	a
b	q	k	i	o	c	b	a	n	a	n	a
s	o	u	p	g	s	u	g	a	r	t	i
u	j	h	n	e	k	c	i	h	c	y	o

2 How's your food?



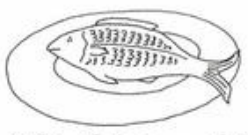

















Listen to the cassette. How's your food? Repeat the phrases.





Listen to the cassette. Does the man like his food? Circle the picture which shows what he thinks.



1	 <i>This fish is awful!</i>		
2			
3			
4			
5			
6			



Listen again. Repeat the sentences.





Listen to the cassette. Answer the questions you hear. Use the phrases in Exercise 2.



Example:

*Do you like
chocolate?*

*Yes,
it's delicious!*



5 What's for lunch?



Listen to the cassette. The Cook and the Bosun are talking about lunch. What food do they talk about? Circle the words you hear.



orange juice

steak

sugar

potatoes

flour

coffee

tea

rice

bread

fish

tomato soup

cheese

chicken

carrots

apple juice



Listen to the cassette again. Answer these questions.



- 1 Does the Bosun like chicken? *Yes, he does.*
- 2 What type of soup is it?
- 3 Where is the juice?
- 4 How much chicken does the Bosun want?
- 5 Which vegetable does the Bosun want?
- 6 Is the cutlery on the table?

7 Some and any



Some and **any** can be used in questions:

Is there **any**...?

Can I have **some**...?

Some is usually used in positive sentences (+):

There is **some** milk.

Any is usually used in negative sentences (-):

There isn't **any** bread.



Complete the following sentences. Use **some** or **any**.

- 1 The Cook doesn't have milk.
- 2 The Bosun wants cutlery.
- 3 There aren't carrots.
- 4 I would like soup, please.
- 5 There are knives and forks but there aren't spoons.
- 6 We haven't got beer but we have juice.
- 7 Is there rice?
- 8 Can I have bread?

8 Asking for things

We can ask for things in different ways:

Do you have **any**...?
some...?

Do you have any more fish?

Have you got **any**...?
some...?

Have you got some coffee?

Can I have some...?
Could I have some...?

*Can I have some potatoes, please?
Could I have some more salad, please?*

I would (I'd) like some...

I'd like some tea, please.

9 In the messroom



Listen to the cassette. Three seafarers are having lunch. They are talking about the food. How do they ask for things? Listen and complete the dialogue.



Simon: *Could I have some..... salt, please?*

Richard: *Here you are. Yeah, this soup needs it. It's awful!*

Simon: *How's the fish today?*

Alan: *It's delicious! I'd like some more..... fish?*

Cook: *Yeah, coming up.*

Richard: *..... salad, please?*

Alan: *Here you go. It's good today..... oil with it?*

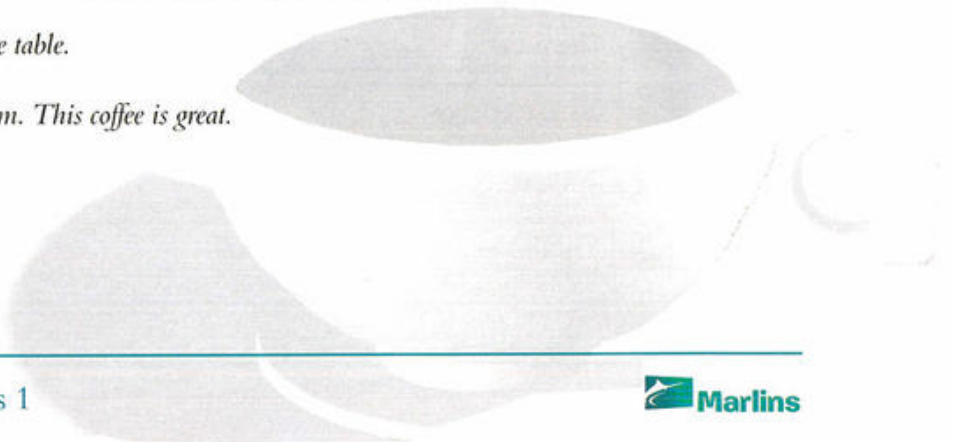
Richard: *No. I'm fine, thanks.*

Cook: *Would anyone like some coffee?*

Simon: *I'd like some, please..... sugar?*

Cook: *Yeah, it's on the table.*

Alan: *So it is. Mmmm. This coffee is great.*





Read the answers. Write the questions.

1



Do you have any bread

Of course. Here you are.

2



.....?

Yes. Here you are.

3



.....?

Sorry. We don't have any.

4



.....?

Yes. Would you like one or two pieces?

5



.....?

No, I think it's horrible!

6



.....?

Yes, they're on the table.

7



.....?

Yes, it's great!

11 What would you like?



Read the menu. You have \$12 to spend. What do you want to order?

MENU	
<i>Chicken Soup</i>	\$2.50
<i>Tomato Soup</i>	\$2.00
<i>Chicken with mushrooms</i>	\$4.00
<i>Fish</i>	\$4.50
<i>Steak</i>	\$5.50
<i>Pasta</i>	\$3.00
<i>Rice</i>	\$2.00
<i>Potatoes</i>	\$1.00
<i>French Fries</i>	\$2.50
<i>Carrots</i>	\$1.50
<i>Salad</i>	\$2.50
<i>Fruit</i>	\$1.00
<i>Ice Cream</i>	\$2.00
<i>Apple Pie</i>	\$1.50
<i>Bread</i>	\$0.50
<i>Cheese</i>	\$3.00
<i>Apple Juice</i>	\$1.00
<i>Orange Juice</i>	\$1.00
<i>Milk</i>	\$0.50
<i>Coffee</i>	\$1.50



Read the waiter's questions. Complete the conversation. Tell him what you want to eat.

Waiter: *Hello. Are you ready to order ?*

You:

Waiter: *Right. What would you like?*

You:

Waiter: *Certainly. Would you like some vegetables?*

You:

Waiter: *OK - anything to drink?*

You:

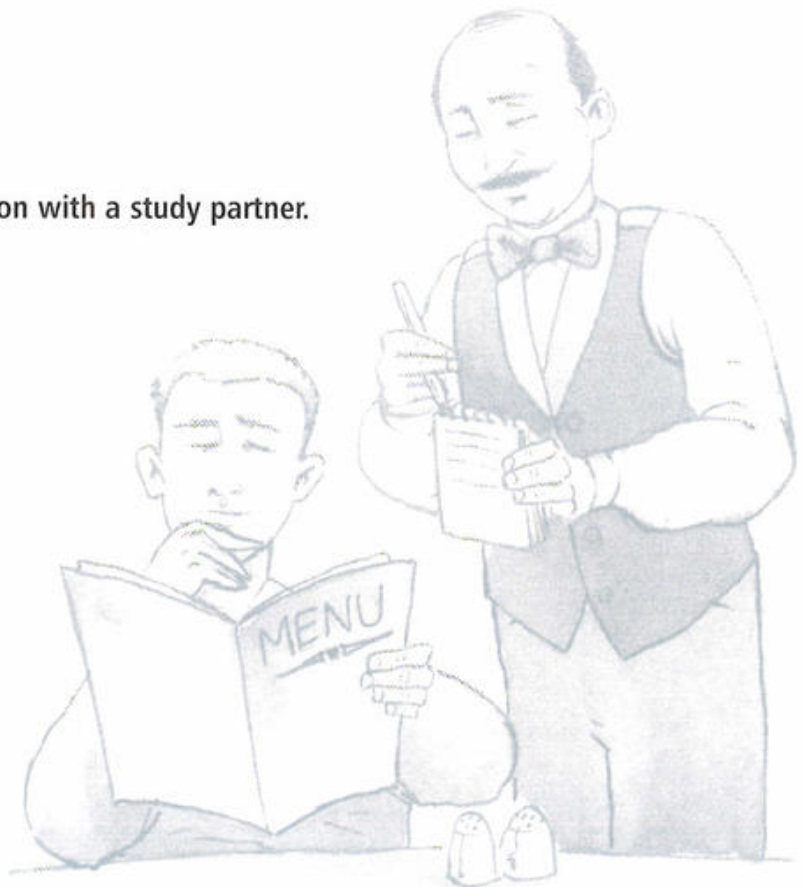
Waiter: *Of course. Is that everything?*

You:

Waiter: *Fine. Thank you.*



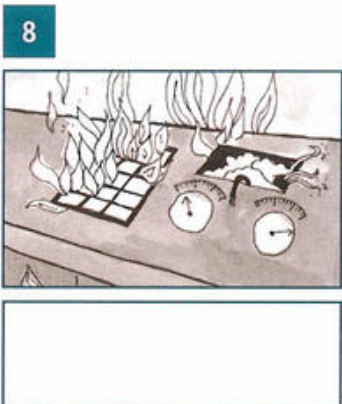
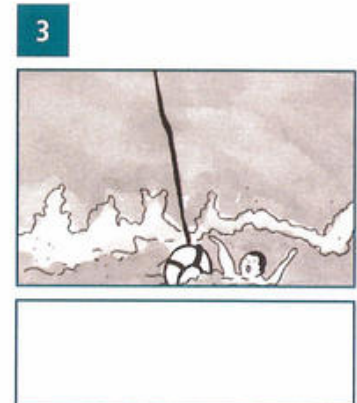
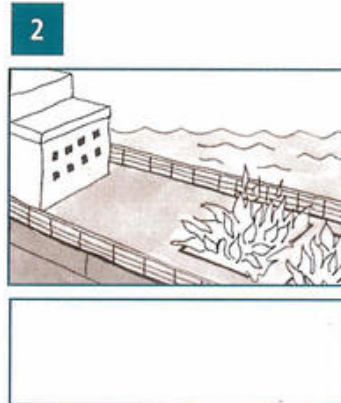
Now practise the conversation with a study partner.



Unit 10: Emergency!

1 Emergency situations

→ Match the words with the pictures.



~~accident in an enclosed space~~

fire in the galley

electrical fire

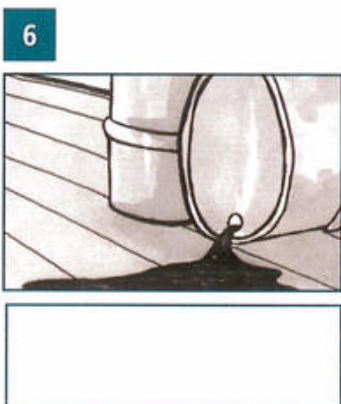
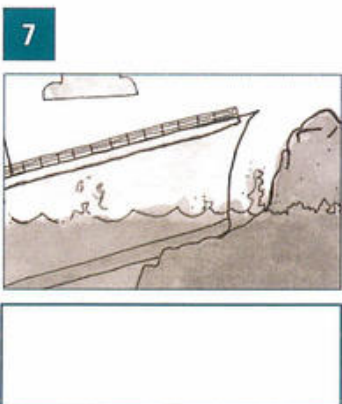
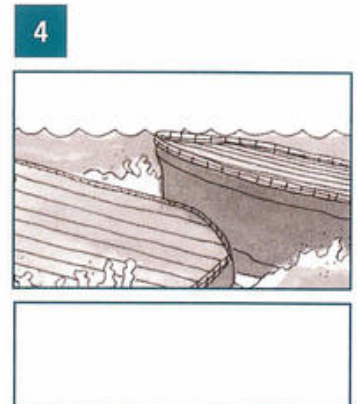
collision

fire in the cargo holds

grounding

oil spill

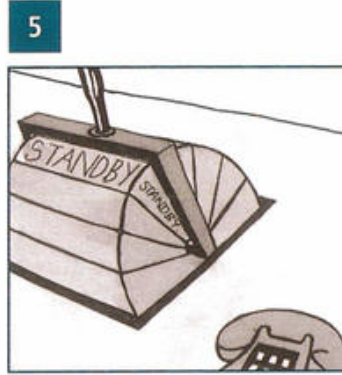
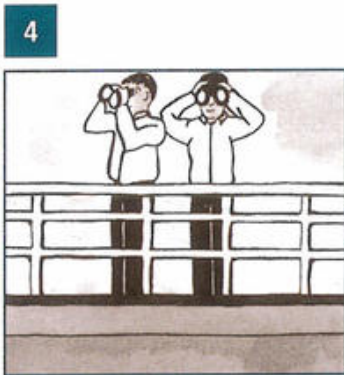
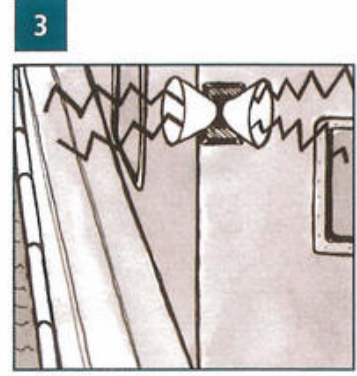
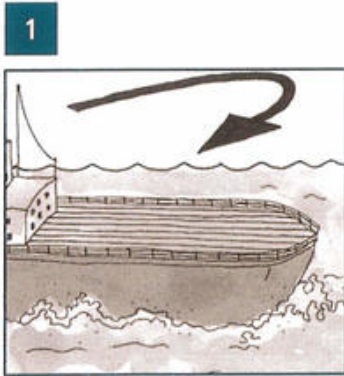
man overboard



2 Man overboard!



Look at the pictures and the commands. Match the picture with the correct command.



Picture Number

Man overboard! Release a life buoy.

 1

Begin the 60-60 Turn.

Instruct the emergency party to go to the rescue boat stations.

Put the engines on standby and inform the engine room.

Post two lookouts with binoculars.

Sound the emergency alarms!

3 Commands



It is very important that everyone understands commands in an emergency. Commands are usually very short. When we give commands we use the verb in the infinitive form. We do not use *I, you, he, she...*

Example: Sound the alarms!
 Don't open the door!



Look at the verbs. Complete the sentences. Choose a verb for each command.

~~get~~
enter

call
close

lower
proceed

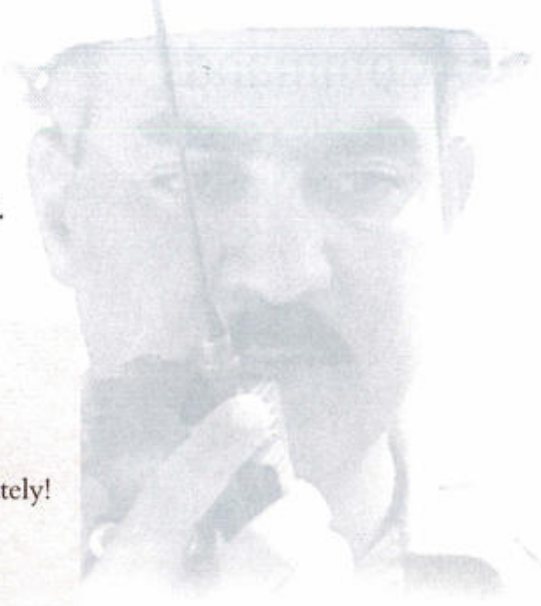
smoke
stop

- 1 Fire in the kitchen! Get a fire extinguisher!
- 2 They are loading the fuel. Don't on deck!
- 3 Man overboard! the life boat!
- 4 Emergency! to your muster stations immediately!
- 5 Flooding in the engine room! the Master!
- 6 The oil is leaking! the pumps!
- 7 Fire in the cabins! all fire doors!
- 8 The air is toxic! Don't that area!

4



Listen to the cassette. Repeat the commands.



▲ ▲
Sound the alarms!

▲ ▲ ▲
Go to your muster station immediately!

▲ ▲
Put on your life jacket!

▲ ▲ ▲
Get into the life boat now!

▲ ▲ ▲
Don't touch that machine!

▲ ▲ ▲
Get the fire extinguisher!

5 Emergency on board!



Listen to the cassette. There is an emergency on board. What is it?





Now read these commands. Only five are in the dialogue. Listen again. Tick (✓) the commands you hear.

Get the fire extinguisher!

Call the Captain!

Put out the fire!

Do not attempt to extinguish the fire!

Post two lookouts!

Sound the alarms immediately!

Lower the life boats!

Man overboard!

Proceed to your muster stations immediately!

Go to your emergency stations!

Prepare to abandon ship!

7 This rope or that rope?



Complete the phrases. Choose **this** or **these**.

- 1 life buoy
- 2 alarms
- 3 face mask
- 4 immersion suits



Complete the phrases. Choose **that** or **those**.

- 5 muster station
- 6 binoculars
- 7 telephone
- 8 rescue boats



Look at the pictures. Complete the commands. Use this, that, these or those.

1 Give me
that brush.



2 Push
button.



3 Grab
life buoy!



4 Use
goggles.



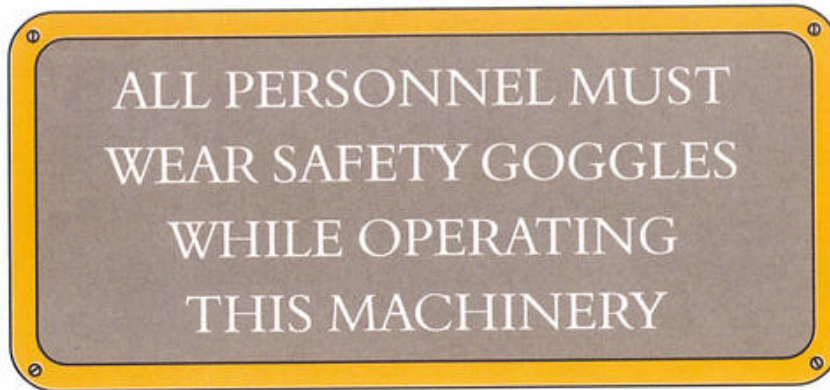
5 Don't enter
space!



6 Get
fire extinguishers!



9 You must be careful!



Must means it is very important to do something.

Example:

There is a leak! You must switch off the pump immediately!

There is gas in the space! You must not enter!

With must the pattern is:

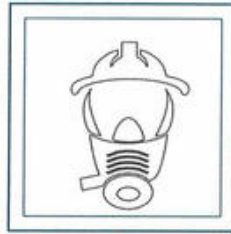
You	must	use	safety equipment.
We	must not	smoke	in the holds.



Read the sentences. Look at the pictures. Write a command for each situation.
Use **must** / **must not**.

1

There is a smell
of gas in the hold.



You must wear your breathing apparatus.

2

There is an
electrical fire.



.....

3

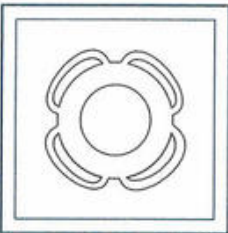
The fire alarms
are ringing.



.....

4

There is a man
overboard.



.....

5

A hatch cover
is open.

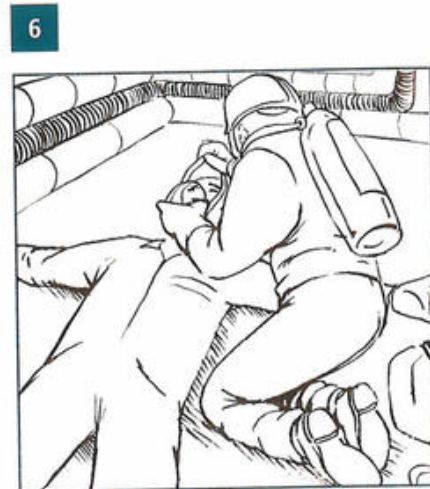
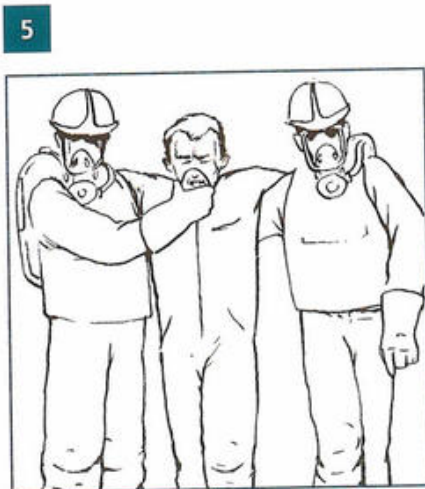
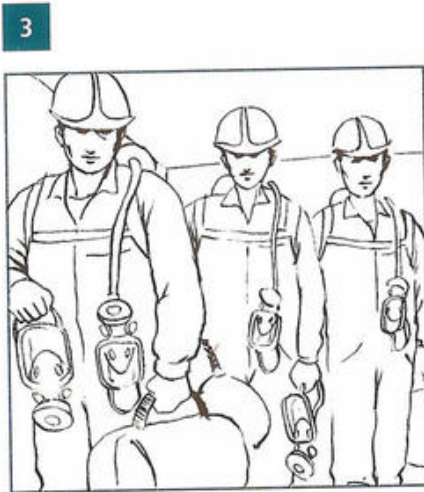


.....

10 Accident in an enclosed space



Look at the pictures. They show an enclosed space rescue. What must you do?
Talk about each picture.





Read the text from a safety manual. Check your answers from Exercise 10.



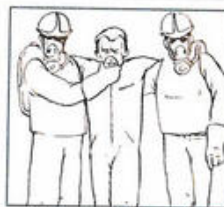
Rescue Procedure: Enclosed Spaces

A member of the emergency party must call the Officer of the Watch. All members of the emergency party must wear breathing apparatus when they enter an enclosed space. They must also carry an extra face mask. One person must carry the resuscitation equipment.

If the victim is breathing, the emergency party must help him leave the space.

If the victim is not breathing normally, the emergency party must not remove him from the space. They must apply a face mask and monitor his breathing.

If the victim is not breathing at all, the emergency party must begin resuscitation. A doctor must see the victim immediately.



Unit 11: Supplies

1 Cargo

→ Look at the words for different types of cargo. Write them on the word grid.

gas cotton cars juice
 oil timber tea
 wheat iron ore coffee

			j	u	i	c	e			
						o				
			i	r	o	n		o	r	e
						t				
						a				
						i				
						n				
						e				
						r				
						s				

2 Which container?



Look at the pictures. They are different types of containers. Match the name and the type of cargo with the correct container.

Type of container

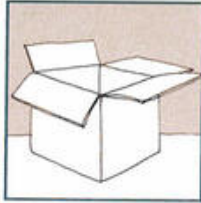
Type of cargo

chest



coffee

bale



vegetable oil

sack



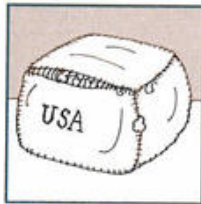
electrical goods

barrel



cotton

box



tea

3 In the galley



Listen to the cassette. The Cook is speaking to the supplier. What food does he order?



4



Now read the Cook's list. Listen to the cassette again and complete the list.



Food Order List

25 kilos of onions
 _____ *of potatoes*
25 kilos of _____
Chicken/ _____
 _____ *of juice*
 _____ *of tea*
10 kilos of _____

Total: \$

5



Listen to the cassette. The Cook and the Steward are ordering supplies. Complete the chart.



Vessel:		Milamar	
Account Number:		0042569877444	
Food Supply Order Form			
Item	Amount	Price	Total
1. Butter		\$3 / kilo	\$15
2. Lamb		\$6 / kilo	\$150
3.	45 loaves	\$1 / each	\$
4.			
5.			

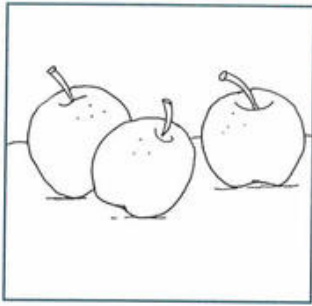


Listen to the cassette. Notice how we link words when we speak. Repeat the phrases from the dialogue in Exercise 5.

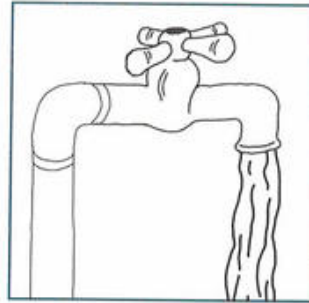


a lot of
That's a lot of butter
kilos of
twenty-five kilos of lamb
twenty kilos of bananas
twenty-eight kilos of oranges
dollars a kilo
six dollars a kilo

7 How much butter?



How many apples are there?
(we can count apples)



How much water is there?
(we can't count water)



Can you count these things? Tick (✓) the things that you can count:

coffee

oil

onions

potatoes

eggs

cotton

barrels

life jackets

For items we can count we ask:
how many?

For items we can't count we ask:
how much?



Ask questions using **how many** or **how much** with the following words.

gas *How much gas is there?*

cars

ships *How many ships are there?*

soup

ice

fire extinguishers

containers

pressure

time

hours



To talk about quantities of items we can't count, we measure in containers or by weight:

How much oil is there?

How much cotton is there?

How much water is there?

How much butter is there?

There are 5 barrels of oil. / There are 50 gallons of oil.

There are 20 bales of cotton. / There are 2 tonnes of cotton.

There are 40 litres of water. / There are 40 bottles of water.

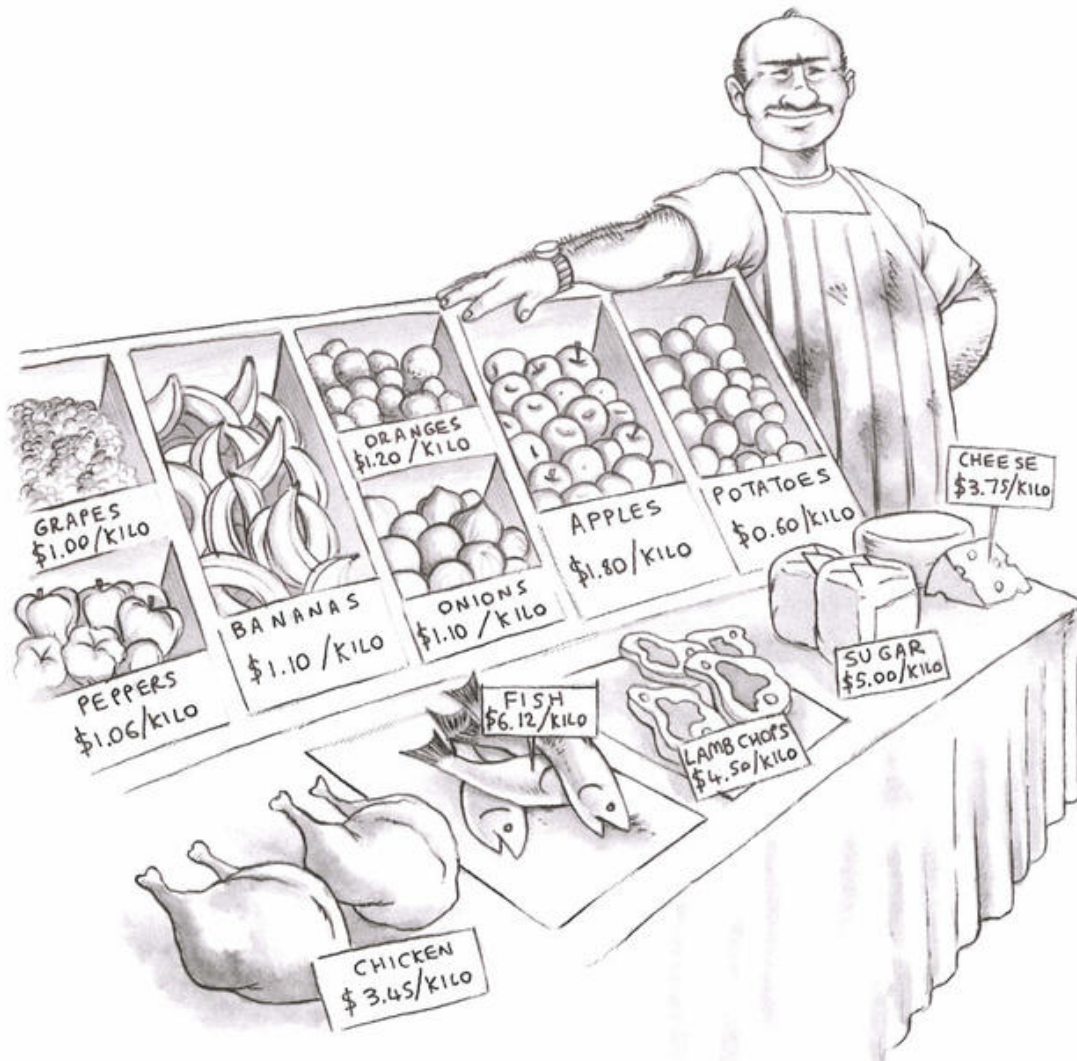
There are 2 kilos of butter. / There are 8 packs of butter.

8 At the market

To ask the price of something we say:

How much does it cost?

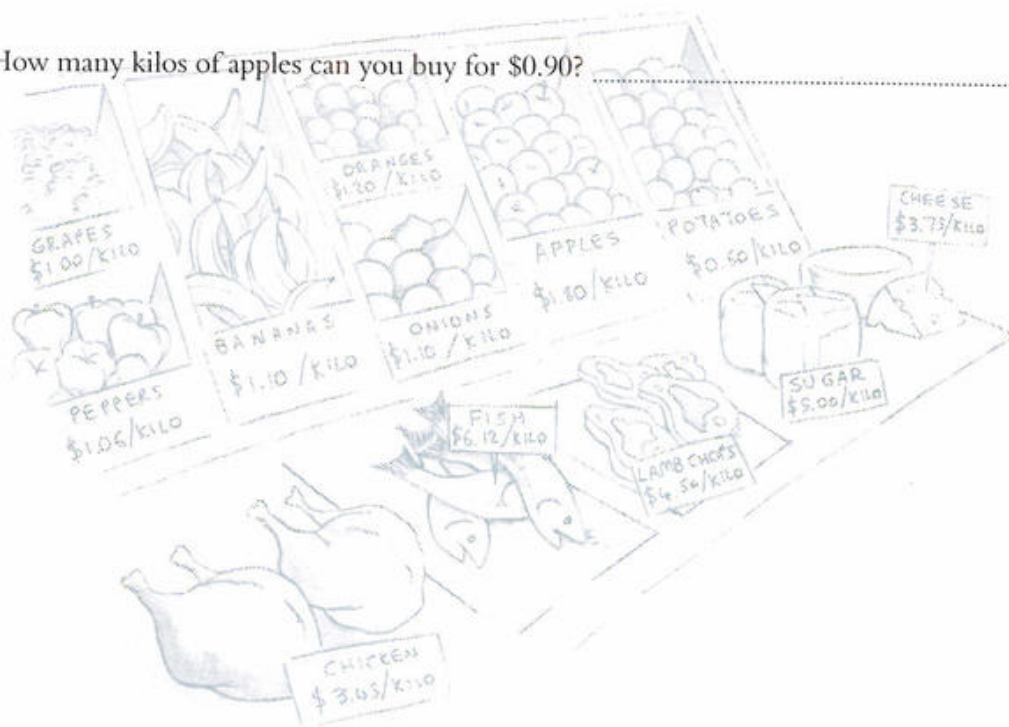
How much do they cost?





Look at the picture. Answer the questions. Write complete sentences.

- 1 How much does 1 kilo of apples cost? *One kilo of apples costs \$1.80.*
- 2 How much does 1 kilo of cheese cost?
- 3 How much does 2 kilos of lamb chops cost?
- 4 How much does 1.5 kilos of sugar cost?
- 5 How much does 0.5 kilo of bananas cost?
- 6 How much does 3 kilos of potatoes cost?
- 7 How many kilos of potatoes can you buy for \$1.20?
- 8 How many kilos of lamb chops can you buy for \$13.50?
- 9 How many kilos of sugar can you buy for \$20.00? *You can buy 4 kilos of sugar.*
- 10 How many kilos of apples can you buy for \$0.90?



9 There is too much cargo



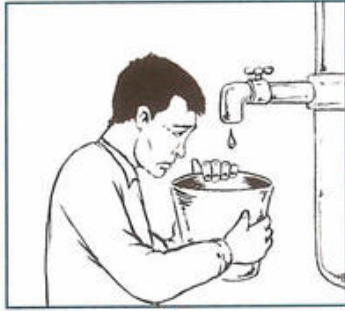
Look at the pictures. What is the situation in each picture? Match a sentence with each picture.

There are too many sacks.

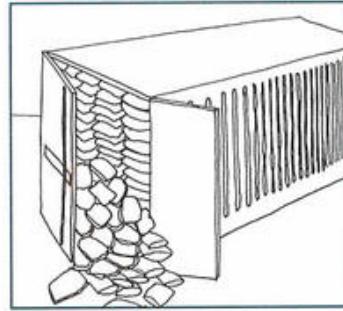
He has enough wine.

There is not enough water.

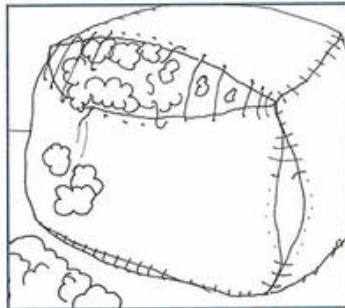
There is too much cotton.



1



2



3



4



Complete the sentences. Use **too much**, **too many**, **enough** or **not enough**.

- 1 Watch out! There's pressure in that line. (too much / too many)
- 2 We can't see ahead. There's fog. (too much / too many)
- 3 Do we have fuel for the trip? (enough / not enough)
- 4 There are people on board. (too much / too many)
- 5 I want to go ashore. Is there time? (enough / not enough)
- 6 We need to buy more paint. There's paint in the store. (enough / not enough)

10 Shopping on shore



Look at the pictures. A seafarer is on shore. He wants to buy a jacket in a shop. Complete the dialogue.



Seafarer:

Excuse me, I want to buy a jacket. ?



Shop Assistant:

Oh, that jacket, Sir.



Seafarer:

*Three hundred dollars? That's very expensive! I haven't got
..... How cost?*



Shop Assistant:

That jacket, Sir. Would you like to try it on?



Seafarer:

*One hundred dollars? Hmmm . . . well, I have
money, but I don't like it! There are zips!*



Shop Assistant:

*There's another jacket here. It \$120.
Do you like it?*



Seafarer:

Oh yes. It's great! Thank you. I'll buy it!



Now practise the dialogue with a study partner.

Unit 12: A New Vessel

1 Two new vessels

→ Look at the pictures of the two ships. Are they the same?



MV Kennedy



MV Freedom

→ Read the table. Compare the information about the 2 ships.

Vessel details	MV Kennedy	MV Freedom
Type of vessel	General Cargo Carrier	Container Carrier
Flag	Swedish	Korean
Date of build	July 1995	August 1996
Length overall	149.45m	168.60m
Width	21.68m	29.00m
Depth	8.65m	12.40m
Cargo on board	6500 mt	13,400 mt

KEY: m = metres mt = metric tonnes

The MV Kennedy *is older than* the MV Freedom.

The MV Freedom *is longer than* the MV Kennedy.

The MV Freedom *is wider than* the MV Kennedy.

The the MV Freedom *is higher than* the MV Kennedy.

The cargo on board the MV Freedom *is heavier than* the cargo on board the MV Kennedy.

2 The Swedish ship is older than the Korean ship



When we talk about the differences between objects, we **compare** them. The adjective usually ends in **-er (+ than)**. This is the **comparative form**.

With most short adjectives, add **-er**.

The MV Freedom is **longer than** the MV Kennedy.

If the adjective ends in **-e**, simply add **-r**:

The MV Freedom is **wider than** the MV Kennedy.

If the adjective ends in **-y**, change the **-y** to **-i** and add **-er**:

heavy - **heavier**

The cargo on board the MV Freedom is **heavier than** the cargo on board the MV Kennedy.

With long adjectives, put **more** in front:

The MV Kennedy is **more** expensive to charter **than** the MV Freedom.

Good and bad change completely:

good - **better**
bad - **worse**

The new engine is **better than** the old engine.

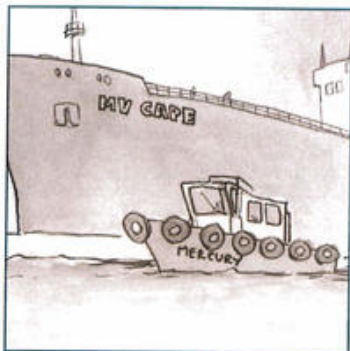


Write the comparative form of these words:

1	high	<i>higher</i>	5	cheap	
2	light		6	slow	
3	heavy		7	powerful	
4	tall		8	efficient	



Write sentences that compare the two objects in the pictures.

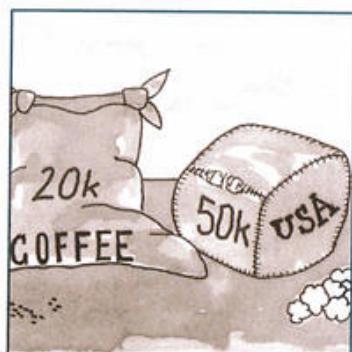


small

The Mercury is smaller than the MV Cape.



expensive

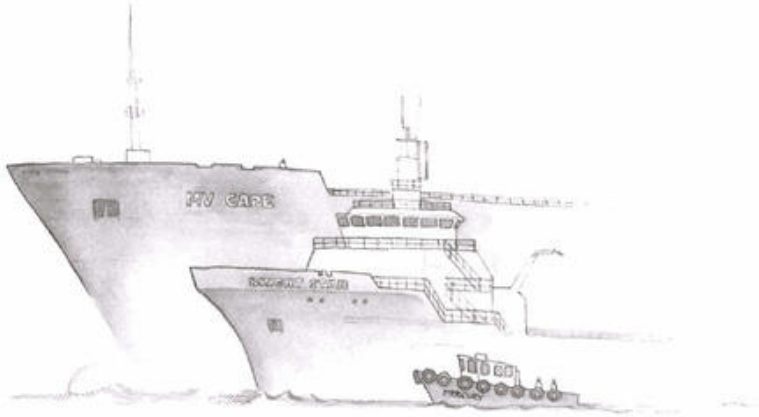


heavy



powerful

5 Which vessel is the fastest?



The Mercury
is the smallest
(of all the vessels).

The MV Cape
is the largest
(of all the vessels).



When we talk about one object which is different from all the others, the adjective usually ends in **-est** with the **in** front: **the slowest** and **the heaviest**. This is the **superlative** form.

With most short adjectives, add **-est**:

This vessel is the **slowest** in the port.

If the adjective ends in **-e**, simply add **-st**:

This vessel is the **widest** in the port.

If the adjective ends in **-y**, change the **-y** to **-i** and add **-est**.

heavy - **heaviest**

With long adjectives, add **most**:

This vessel is the **most** expensive to charter in the port.

Good and bad change completely:

good - better - **best**
bad - worse - **worst**

This vessel is **the best** in the port

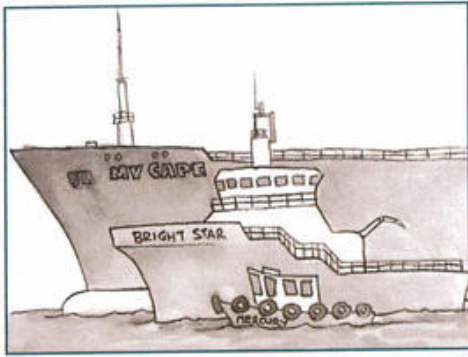


Write the superlative form of these:

1	high	the highest	5	cheap	
2	light		6	slow	
3	heavy		7	powerful	
4	tall		8	efficient	

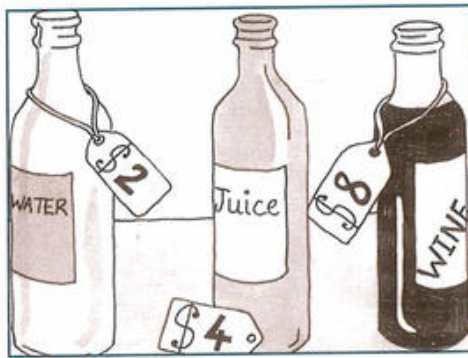
6 Which is the largest?

Write sentences that compare the objects in the pictures. Use the superlative form.



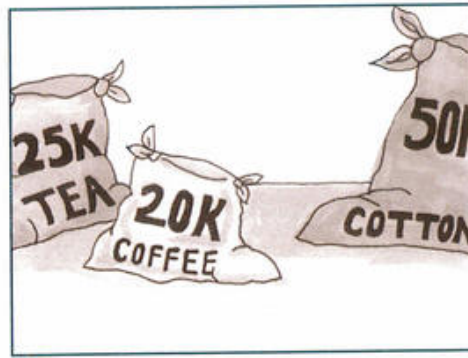
large

.....
.....



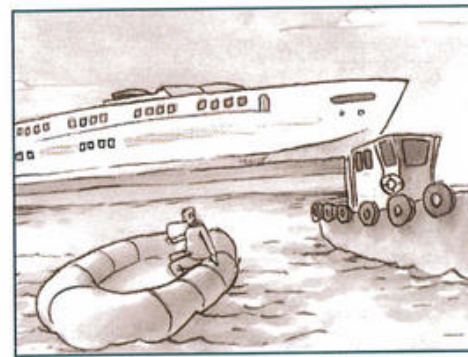
cheap

.....
.....



light

.....
.....



powerful

.....
.....

7



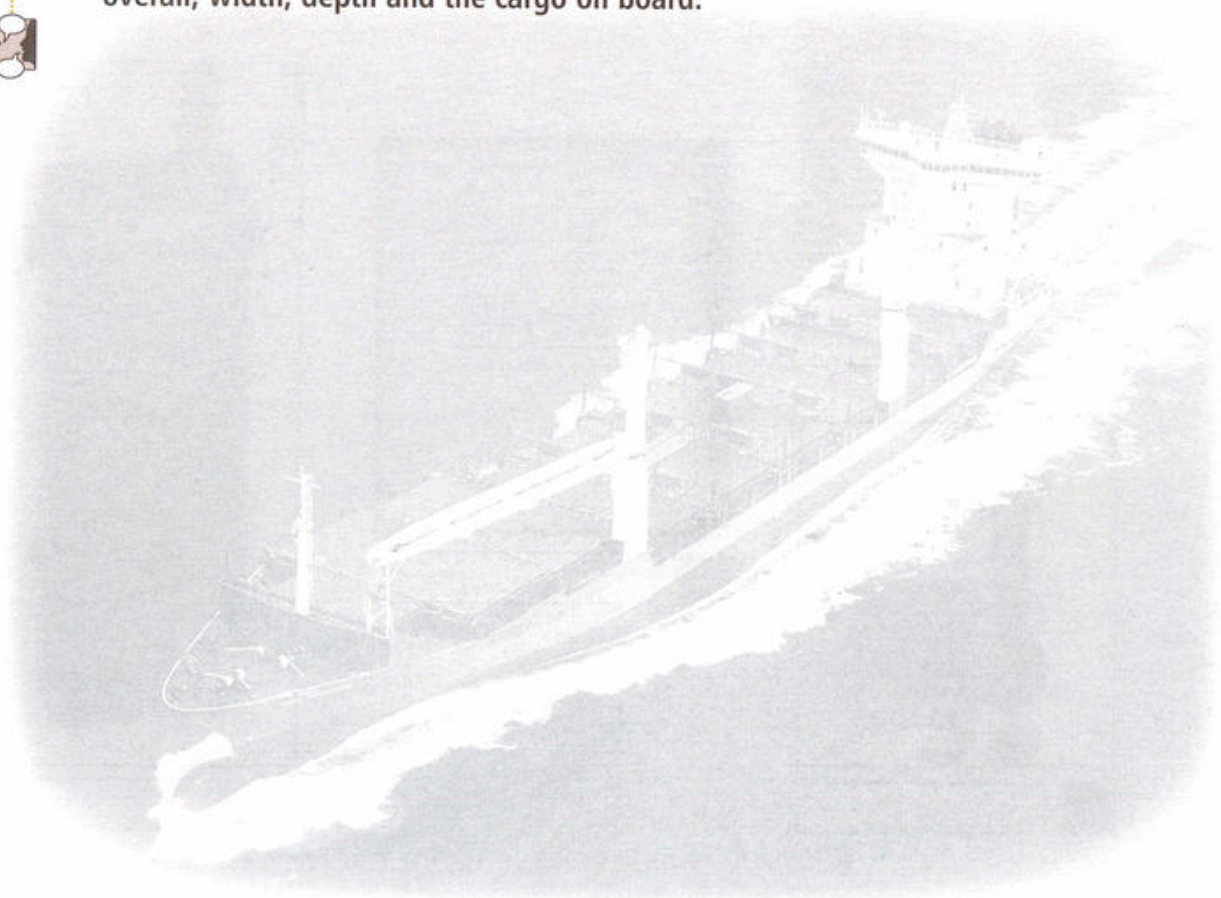
Look at the chart below. Complete the chart with the information about your vessel from Exercise 4.

Vessel details	MV Kennedy	MV Freedom	Your Vessel
Type of vessel	General Cargo Carrier	Container Carrier	
Flag	Swedish	Korean	
Date of build	July 1995	August 1996	
Length overall	149.45m	168.60m	
Width	21.68m	29.00m	
Depth	8.65m	12.40m	
Cargo on board	6500 mt	13,400 mt	

KEY: m = metres mt = metric tonnes



How are the 3 vessels different? Ask a study partner. Compare the age, length overall, width, depth and the cargo on board.



8 A vessel with new communication equipment



Look at the pictures. Match the words with the pictures.

radar system

manual

walkie-talkie

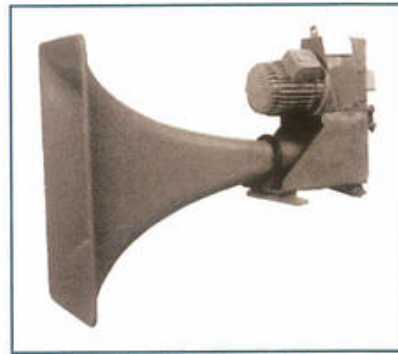
satellite system

handset

loudspeaker



1



2



3



4



5



6

9



Listen to the cassette. The Chief Officer and the 3rd Officer are talking about the new communication equipment on board. Tick (✓) the words in Exercise 8 when you hear them.

10



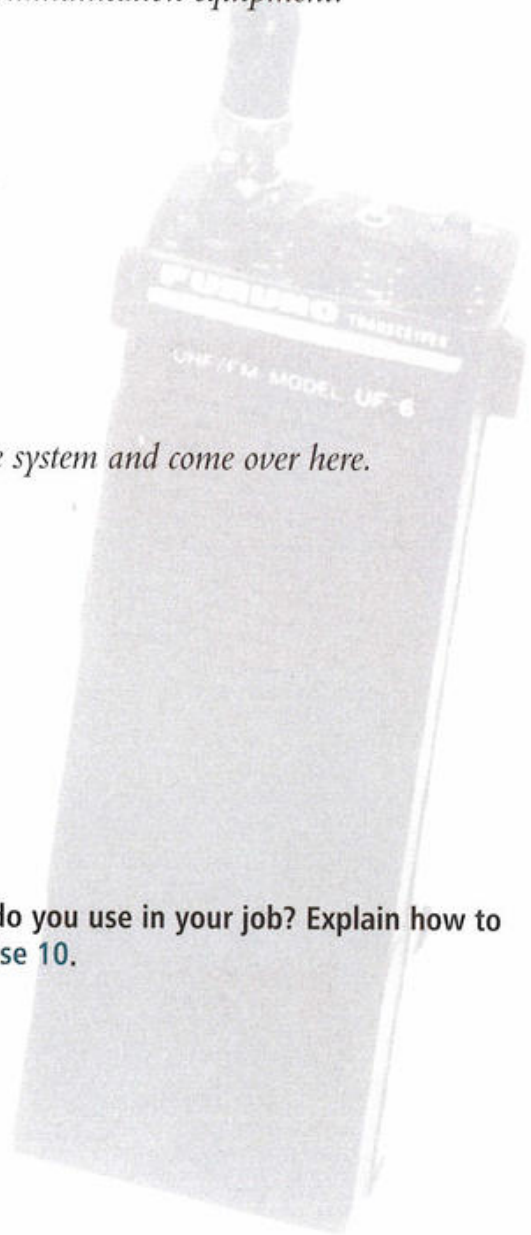
Listen to the conversation from Exercise 9 again. Circle the verb you hear.

- 1 Are you ready to press / test the new communication equipment?
- 2 Let's check / connect it.
- 3 Simply pull / push that handle down.
- 4 How do I test / adjust the range, sir?
- 5 Turn on / Turn that dial.
- 6 Now switch off / switch on the satellite system and come over here.
- 7 Pull / Push the button to speak...
- 8 ...press / release the button to listen.

11



Work with a study partner. What equipment do you use in your job? Explain how to use the equipment. Use the verbs from Exercise 10.



Unit 13: Visitors

1 What does he look like?

→ Look at the photograph of the superintendent.



→ Complete the sentences about the superintendent in the photograph. Use the pictures and words to help you.



Hair types: He has hair.
straight curly long short

Hair colour: He has hair.
black brown grey white red blond

Skin colour: He is
fair dark

Build: He is
fat medium build thin

Height: He is
short medium height tall

Features: He has a
beard moustache glasses



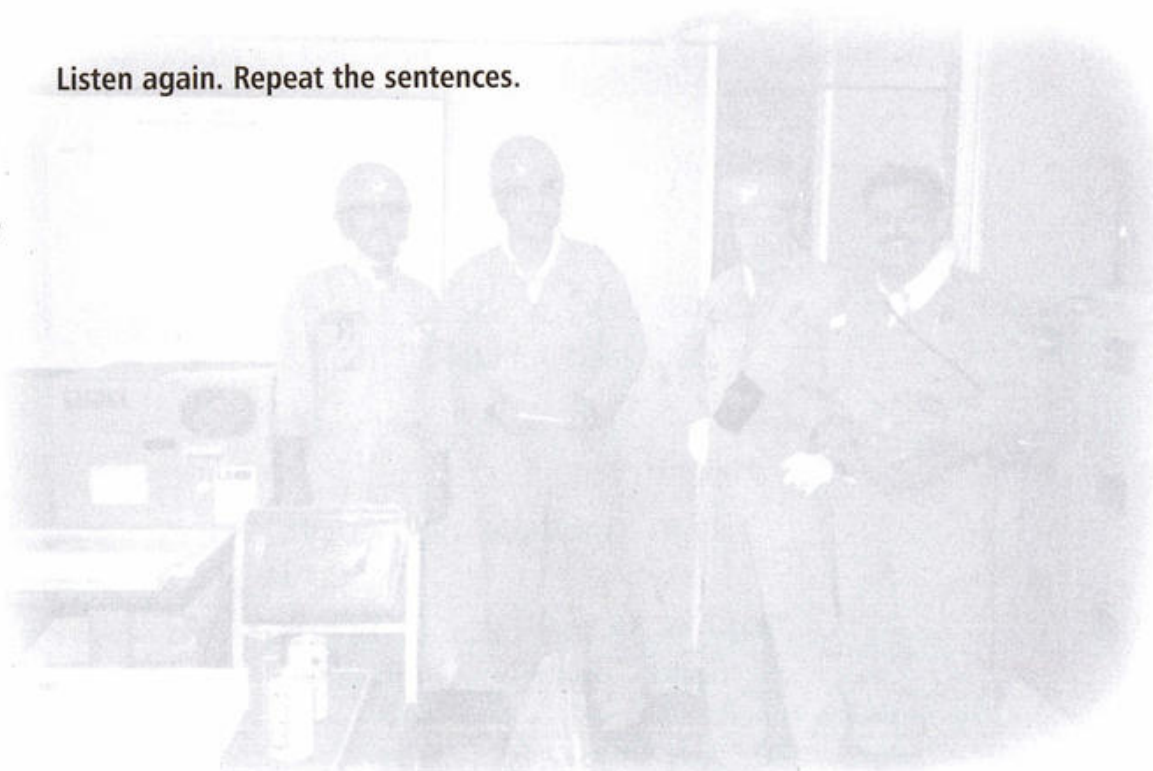
Listen to the cassette. Do the sentences use **he is . . .** or **he has . . .**?
Tick (✓) the correct phrase.



	He is...	He has...	
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	straight hair.
2	<input type="checkbox"/>	<input type="checkbox"/>	fair.
3	<input type="checkbox"/>	<input type="checkbox"/>	thin.
4	<input type="checkbox"/>	<input type="checkbox"/>	grey hair.
5	<input type="checkbox"/>	<input type="checkbox"/>	medium height.
6	<input type="checkbox"/>	<input type="checkbox"/>	a beard.
7	<input type="checkbox"/>	<input type="checkbox"/>	short.
8	<input type="checkbox"/>	<input type="checkbox"/>	curly, blond hair.
9	<input type="checkbox"/>	<input type="checkbox"/>	a moustache.
10	<input type="checkbox"/>	<input type="checkbox"/>	medium build.



Listen again. Repeat the sentences.



3

The words in Exercise 1 describe a person's appearance. To talk about a person's appearance, we say:

What does he look like? He is short and he has glasses.

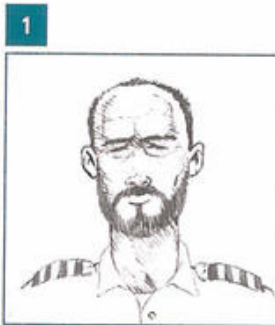
Look at the difference between the question and answer:



What does he look like? He is tall and he has brown hair.
What does she look like? She is short and she has blue eyes.



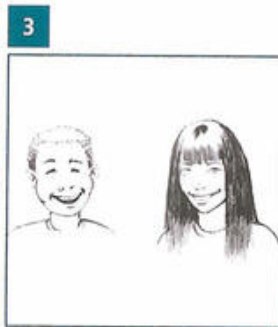
Work with a study partner. Look at the photographs. Use the words in Exercise 1 to talk about each person.



What does the Chief Officer look like?



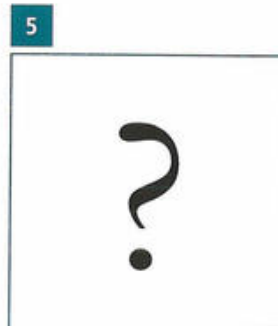
What does the Cook look like?



What do the children look like?



What does she look like?



What do you look like?

4 What is he wearing?



Look at the picture. The words below the picture are all **clothes**. Check the words in a dictionary. Write the correct words in the spaces. Note: You do not need to use all of the words.

1

2

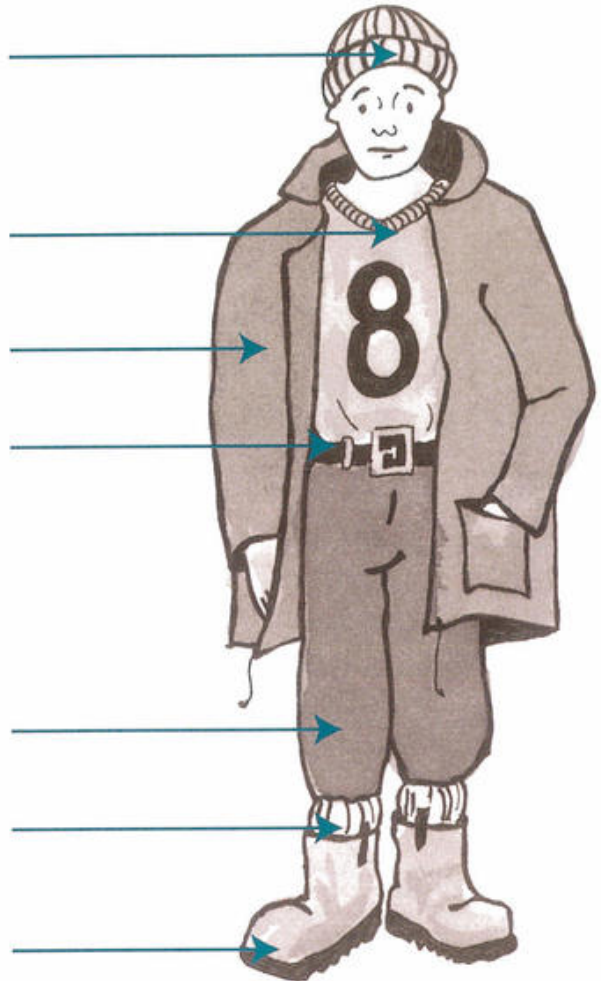
3

4

5

6

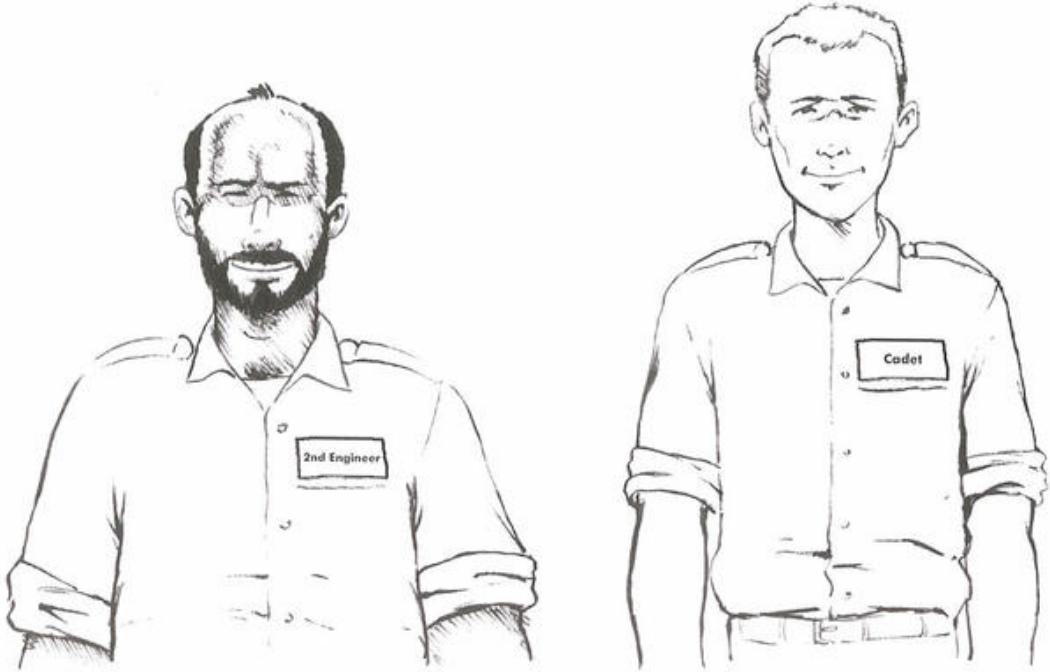
7



- trousers
- shirt
- jacket
- swimsuit
- shorts
- sweatshirt
- suit
- sweater
- boots
- hat
- socks
- vest
- oilskin
- ~~T-shirt~~
- belt
- tie



Compare the two seafarers. Write sentences.



Example :

They both have short hair.

They have different colour hair.

The engineer is shorter than the cadet.

.....

.....

.....

.....

.....

.....

6



Look at the pictures. Listen to the cassette. Which man is the Captain?



7



Listen to the cassette again. Are the sentences True (T) or False (F)? Circle T or F.



- | | | | |
|----------|--|---|---|
| 1 | Mr. Antonides wants to speak with the Chief Officer. | T | F |
| 2 | The 2nd Officer takes him to the bridge. | T | F |
| 3 | Mr. Antonides speaks with the Captain. | T | F |
| 4 | The Captain is tall and has dark hair. | T | F |
| 5 | Mr. Antonides wants a look around the ship. | T | F |

8 What is he like?



The adjectives in the box describe character or personality. Check the words in a dictionary.



To talk about a person's character we say:

What **is** he **like**?
What **is** she **like**?

He **is** **grumpy**.
She **is** **serious**.



Compare these questions:

What **is** he **like**? (asking about character)
What **does** he **look like**? (asking about appearances)



Now answer these questions. Use the adjectives to describe character.



1 What is your study partner like?

He is...

.....

.....

2 What are you like?

.....

.....

3 Choose three people you know. What are they like?

.....

.....

.....

.....

.....

9



Work with a study partner. Look at the pictures of the four seafarers. Describe them.



1



2



3



4



Who do you think is the Captain? The Chief Engineer? The Bosun? Marcus?



Read the letter. Paul is writing to his friend, Alex, about the ship's crew. Check your answers for Exercise 9.



MV Columbus
Port Said
January 1997

Dear Alex,

I am happy to hear you are going to join me on this ship next week. It is a new ship and the other ratings are all very friendly.

On the day you arrive, the Captain and the Chief Engineer will check your papers. Then at 0800 hours the Bosun gives us the day's orders.

The Captain is Scottish. He is quite serious, but he is friendlier than our last captain! He has a beard and red hair, and he is very tall.

The Chief Engineer is from Ukraine. You will recognise him because he is bald but he has a moustache. He's clever and I think most of the crew like him.

I don't like the Bosun very much. He sometimes shouts at us when there's a problem. He has dark hair and he's small and thin. He's not very nice but he's good at his job. My cabin mate, Marcus, is a really good friend. We work the same watch. He always makes me laugh. Everyone likes him because he's very funny.

When you come, stop by my cabin. I hope I have time to show you around the ship. Have a good trip!

See you soon,
Paul



Now write descriptions of people in your family (your mother / father / brother / sister / wife / children . . .). What do they look like? What are they like? Compare them.



Unit 14: Weather

1 Seasons



Work with a study partner. Discuss these questions:



What is the hottest month in your home area?

How many seasons are there in your country?

When is there the most rain?

Tropical countries have two seasons. What are they?



Complete the chart. Write the correct months for each season.

~~June, July, August~~

September, October, November

December, January, February

March, April, May

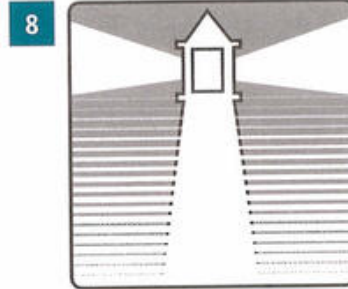
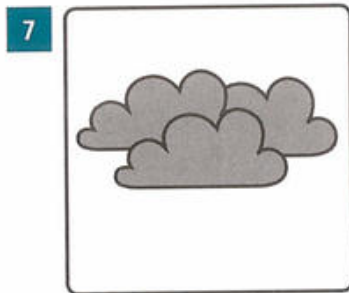
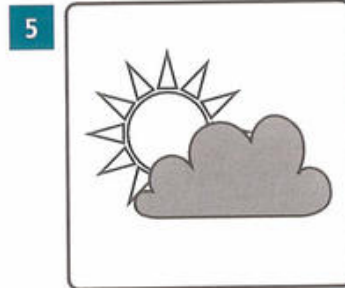
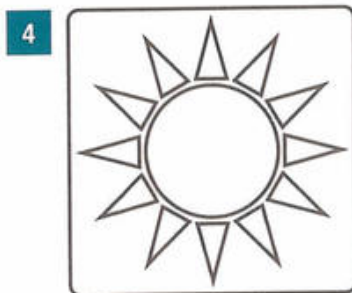
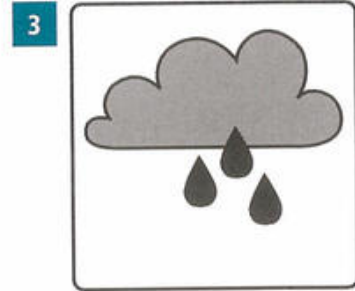
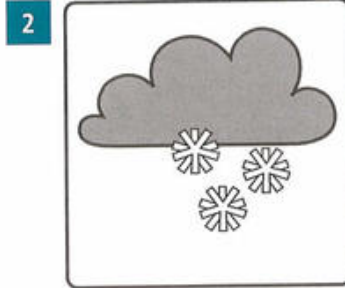
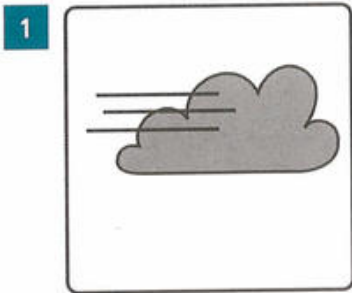
SEASON	SOUTH AUSTRALIA	FRANCE
Summer includes:		<i>June, July, August</i>
Autumn includes:		
Winter includes:		
Spring includes:		

2 What is the weather like?



Match the sentences with the pictures.

- It's sunny. It's snowy. It's partly cloudy.
 It's rainy. It's foggy.
 It's windy. It's stormy. It's cloudy.



Answer questions about the weather in your area.

- 1 What's the weather like in July in your home area?
- 2 What's the weather like in October in your home area?
- 3 What's the weather like in January in your home area?
- 4 What's the weather like in April in your home area?
- 5 What's the weather like where you are today?

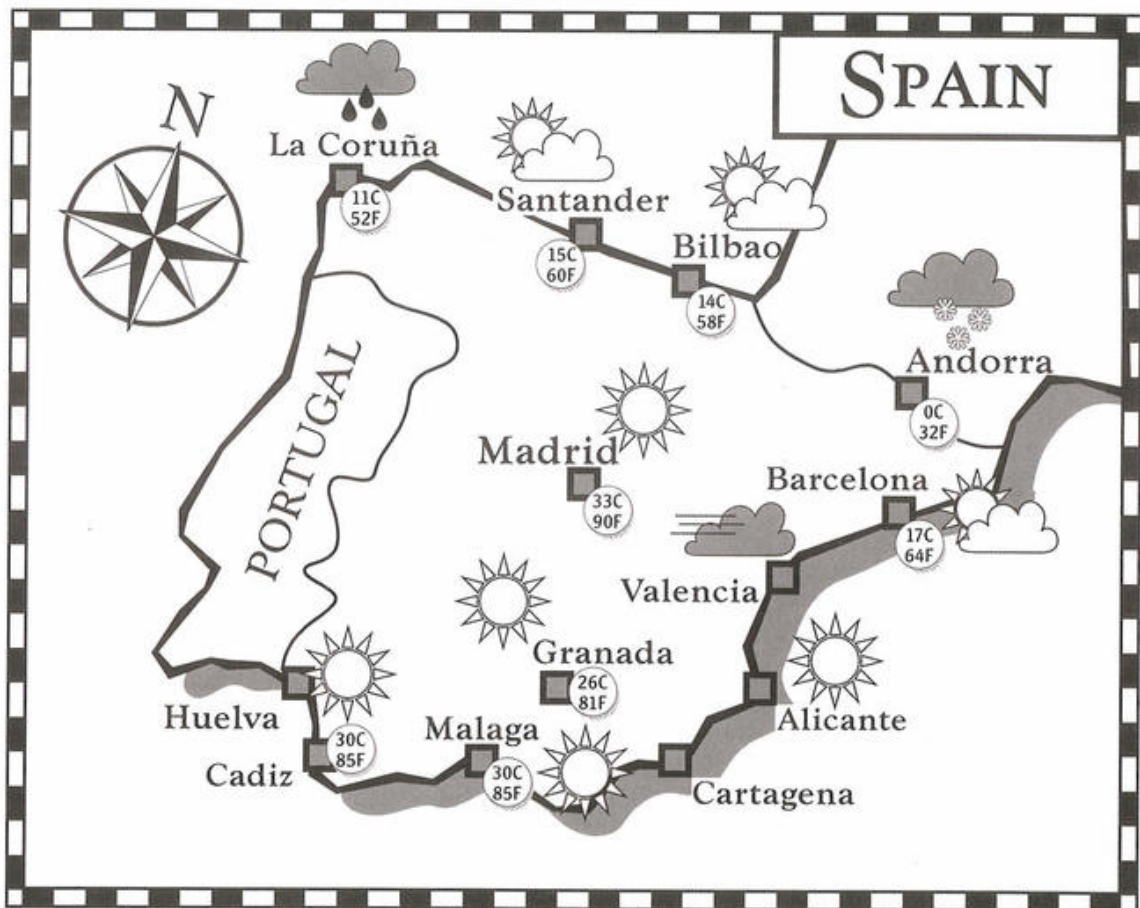
3 What is the weather like in Spain?

To ask about the weather, we say:
What is the weather like?

To respond, we say:
It's sunny. or It's cold. or It's windy.



Look at the map. What is the weather like in Spain today?



KEY:

33C = thirty three degrees centigrade

90F = ninety degrees Fahrenheit



Answer the questions about today's weather and temperature. Use the information on the map.

1 What is the weather like in Madrid? *It's sunny and hot today.*
The temperature is 33 degrees centigrade.

2 What is the weather like in Cadiz?

3 What is the weather like in Bilbao?

4 What is the weather like off the coast of Bilbao?

5 What is the weather like off the coast of La Coruña?

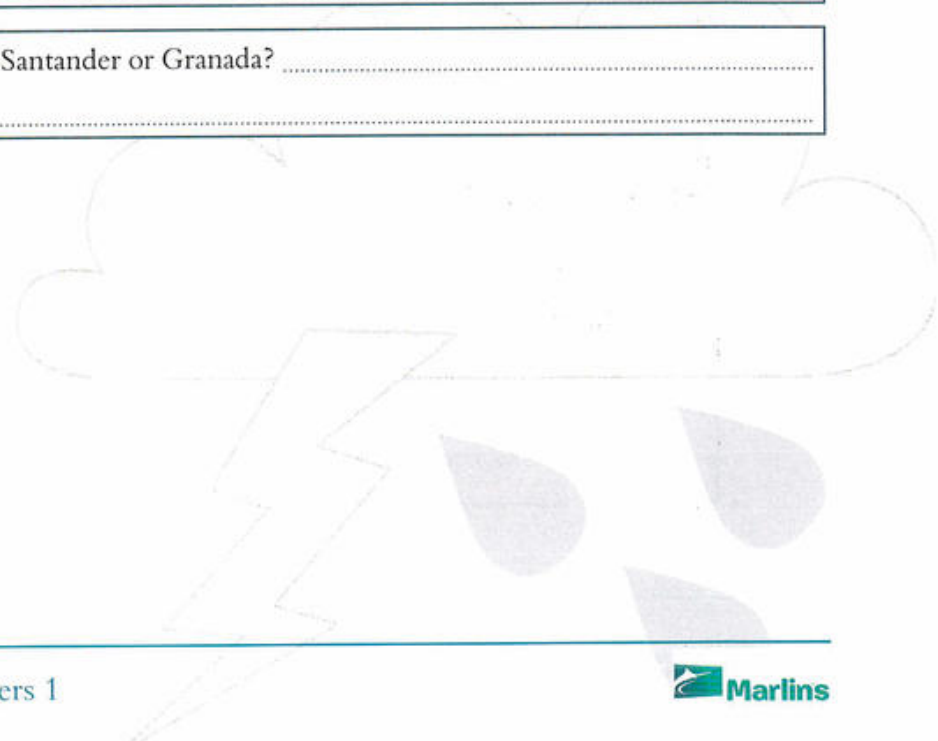
6 Is Bilbao hotter than Malaga?

7 Which is the hottest place in Spain?

8 Where is it the coldest?

9 Where is it the windiest?

10 Which is sunnier: Santander or Granada?



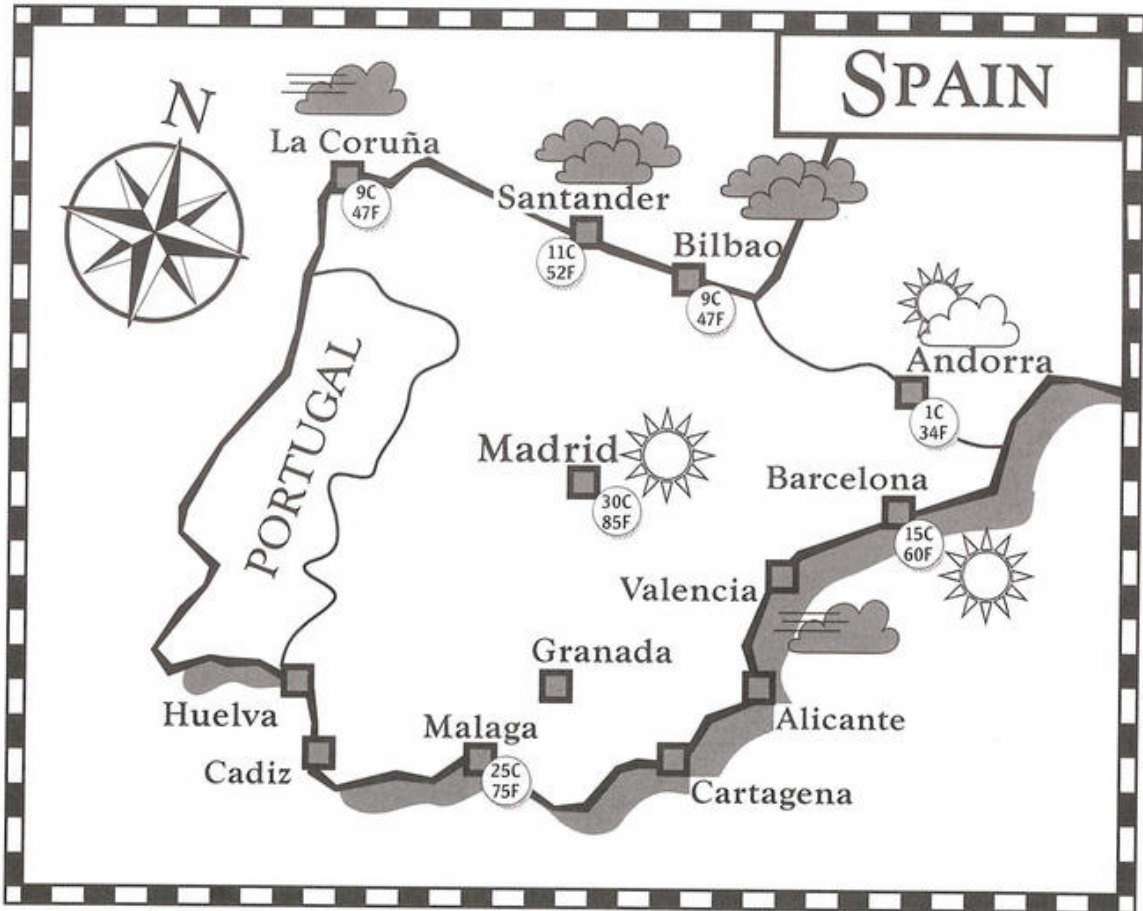
4 What is the weather going to be like tomorrow?

To ask about the future forecast, we say:
What is the weather going to be like?

To respond, we say:
It's going to be sunny. or
It's going to be windy.



Look at the next map of Spain. It is a weather forecast for tomorrow. What is the weather going to be like tomorrow?





Answer the questions about the weather forecast for tomorrow. Use the information on the map. Begin with **Tomorrow it's going to be...**

1 What's the weather going to be like in Madrid? *Tomorrow it's going to be sunny and hot.*

2 What's the weather going to be like in Santander?

3 What's the weather going to be like in Andorra?

4 What's the weather going to be like in Malaga?

5 What's the weather going to be like off the coast of Valencia?

6 Where is it going to be the hottest?

7 Where is it going to be the coldest?

8 Is Barcelona going to be hotter than Bilbao?

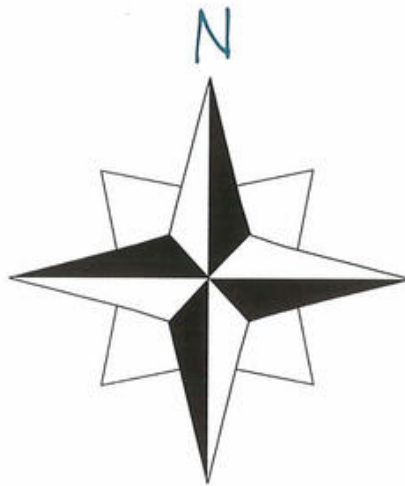


5 Wind direction



Look at the abbreviations. Write the abbreviations at the correct places on the compass.

S NE ~~N~~ W SW SE NW E



To describe wind direction, we say:

*It's a southerly wind.
There's going to be a northerly wind.*



Now match the abbreviations with the correct words.

Abbreviation	Direction	Adjective
S	East	Westerly
NE	Northwest	Southerly
N	North	Southeasterly
W	Southwest	Northerly
SW	South	Northeasterly
SE	Northeast	Easterly
NW	Southeast	Southwesterly
E	West	Northwesterly

6 Wind force



We can also measure wind strength:

Force 8 = very strong wind (a gale)

Force 2 = light wind

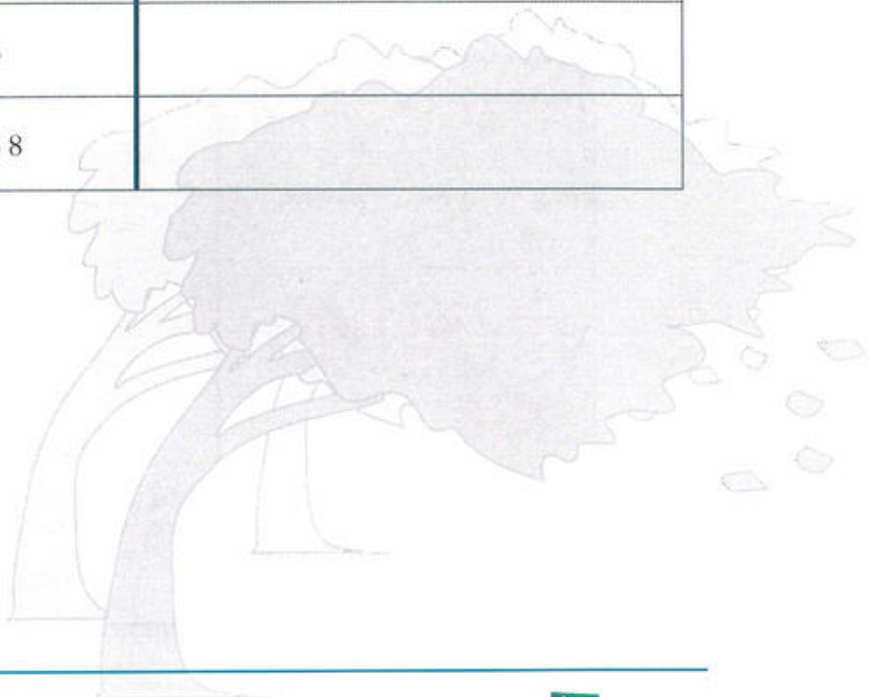
A sea area forecast tells us what the wind is going to be like. We learn about the direction and the wind force:

Example: Wind: easterly, force 8
Wind: southerly, force 2



Look at the abbreviations for the type of wind. Complete the chart.

Wind	Abbreviation
Easterly Force 8	E8
Southerly Force 2	S2
Northwesterly Force 4 to 6	NW 4/6
Westerly Force 5	
Northwesterly Force 3 to 5	
Southwesterly Force 6	
Southeasterly Force 6 to 8	



7 Sea area forecast



Listen to the cassette. It is a sea area forecast for 17th April. Complete the chart with the information for each area.



Area	Gales	Wind	Weather	Visibility
Castle Rock	✓	NW 6/8	rain	moderate
Newington		SE 2		good
Viewforth			heavy rain	
Abercorn			cloudy	good
Ferrol		NW 6/8		
Minnow		variable 2	rain	
Turtle Cove				good



Good visibility



Moderate visibility



Poor visibility

8 Today at sea



Work with a study partner. Discuss today's weather. Use these questions:



What is the weather like now?

Describe the wind and visibility.

What is it going to be like later?

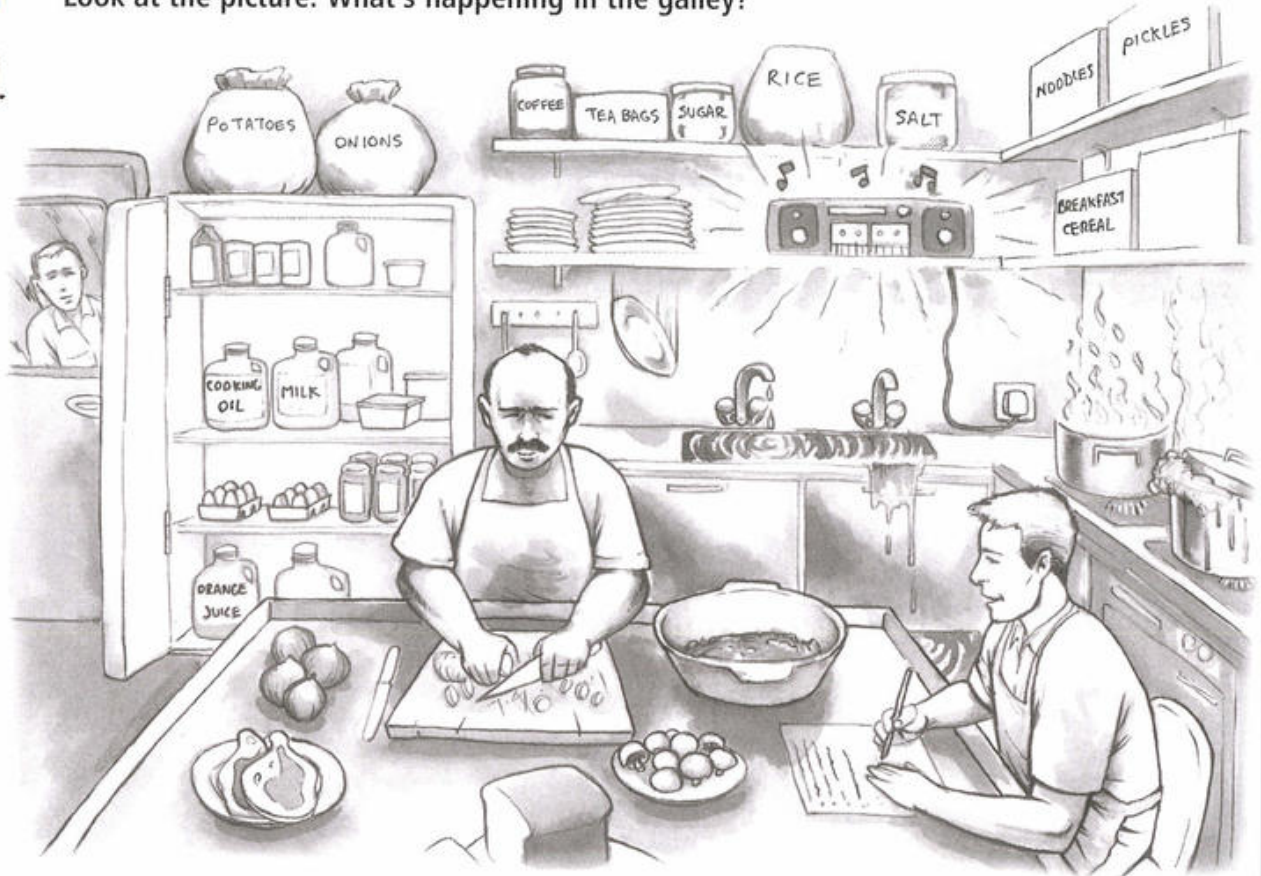
Do you like the weather today?

Part 2 Review

1 What's happening?



Look at the picture. What's happening in the galley?



- 1 Two cooks are working in the galley.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

2 Food supplies



Look at the picture in Exercise 1. What food do you see? Write a list.



3 Checking the supplies



Look at the picture in Exercise 1. The Chief Cook is asking the 2nd Cook to check the supplies. Complete the dialogue.

Chief Cook: *I need to check the supplies. Are you ready?*

2nd Cook: *Sure. Let's see what we have.*

Chief Cook: *OK. Do we have oil?*

2nd Cook: *Yes. But very little. We have only*

Chief Cook: *How rice is there?*

2nd Cook: *There is rice for one more week.*

Chief Cook: *Good. And finally how eggs are there?*

2nd Cook: *Only*

Chief Cook: *OK. Then we need some more. Now then. . .*



5 World weather forecast



Listen to the cassette. The reporter is giving the forecast for tomorrow for some of the world's major ports. Complete the chart with the information you hear.

PORT	WEATHER	TEMPERATURE
Sydney, Australia	..... and	23 °C
Jakarta, Indonesia	..... and humid	..... °C
Dalian, China	..... and	12 °C
Bombay, India	warm and .....	..... °C
Istanbul, Turkey	..... and dry	..... °C
Lisbon, Portugal	..... and breezy	..... °C
Cape Town, South Africa	..... and	18 °C
Helsinki, Finland	..... and	-1 °C

6 Emergency procedures

→ Write a list of some emergency situations.



..... *man overboard*

.....

.....

.....

→ Write about two of the situations. Describe the correct emergency procedure.

Use must not

Accident in an enclosed space

1. _____

2. _____

3. _____

4. _____

Use must

Man overboard

1. _____

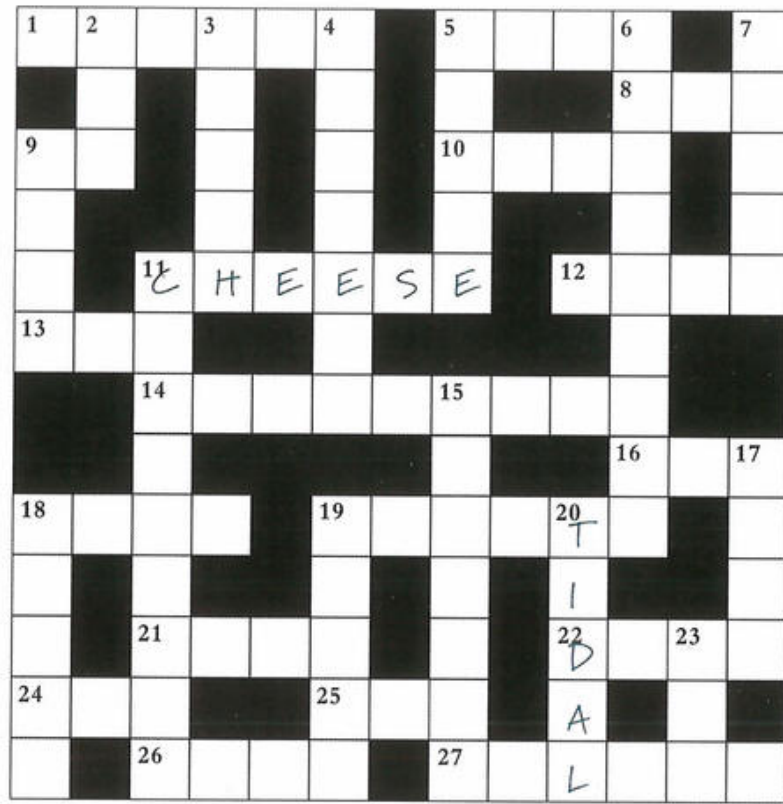
2. _____

3. _____

4. _____



Complete the crossword puzzle.



Across →→→→

1. Motor _____ (m/v) [6 letters]
5. Automatic Radar Plotting Aid [4]
8. Apple ___ [3]
9. Breathing Apparatus [2]
10. Machinery for loading oil [4]
11. Dairy food [6]
12. Hair colour [4]
13. ___ much, ___ many [3]
14. NW [9]
16. Country in North America [3]
18. ___'s your job? [4]
19. The ratings wear T-_____ [6]
21. A river in Egypt [4]
22. 24 March 1987 [4]
24. Make a knot [3]
25. I ___ three miles every day [3]
26. Wet weather [4]
27. Ship's kitchen [6]

Down

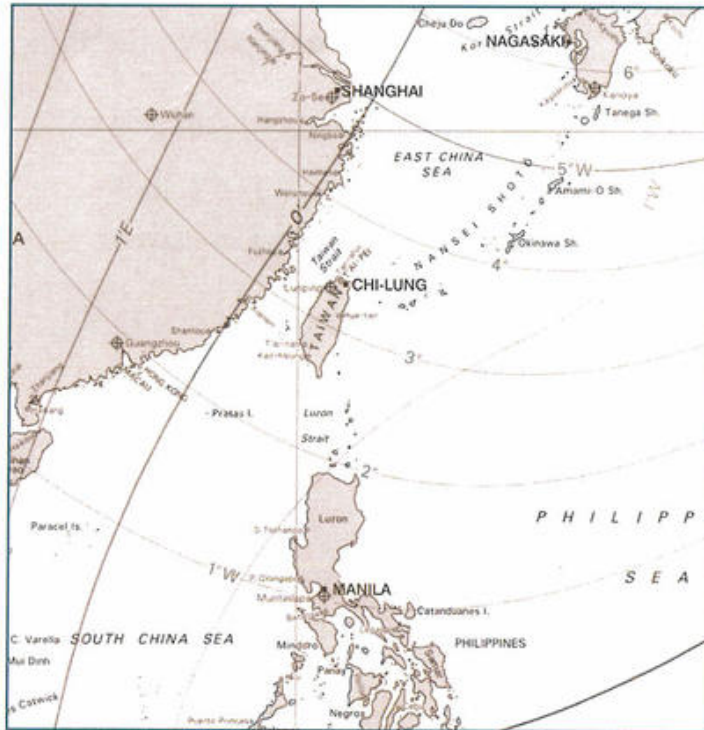
2. Estimated Time of Arrival [3]
3. _____ west (SW) [5]
4. long, longer, _____ [7]
5. _____ juice [5]
6. Emergency Life Saving _____ (ELSA) [9]
7. _____, heavier, heaviest [5]
9. Small ship [4]
11. A box [9]
15. I am _____ a letter [7]
17. _____ - bodied (A.B.) [4]
18. The colour of snow [5]
19. Rear of a vessel [5]
20. A large wave [5]
23. Here is ___ Master's cabin [3]

Unit 15: Past Voyages

1 A ship's voyage



Look at the map. It shows the area of operation of the MV Karrier on a voyage last year.



For training purposes only - not to be used for navigation.



Now read the ship's log book. Draw the route on the map.

SHIP NAME	LOG BOOK Nº	MASTER'S ADDITIONAL LOG ENTRIES	0007
Karrier			
15 September		20 September	
Left Nagasaki at 1100		Docked at Chi-lung at 0800	
Sailed southwest across East China Sea		Loaded 400 cars	
Carried ballast		Loaded 286 containers of electrical goods	
		Repaired forward life raft	
17 September		21 September	
Arrived in Shanghai at 0900		Left for Manila at 0900	
Loaded 10,000 tonnes of rice		Headed south through the South China Sea	
18 September		22 September	
Sailed for Chi-lung at 0800		Arrived in Manila at 1200	
There was a tropical storm at 1300.		Unloaded 6000 tonnes of rice and 286	
The storm passed at 1400.		containers of electrical goods	

FORM 117

2 The ship sailed to Manila

Past Simple: regular verbs



We use the Past Simple tense to talk about events in the past.
The verb changes to show the past.

Example:

The MV Karrier sailed**ed** from Japan to the Philippines last year.

With most regular verbs, add **-ed**:

sail + **ed** = sailed
start + **ed** = started

If the verb ends in **-e**, add **-d**:

like + **d** = liked

If the verb ends with a **consonant + vowel + consonant**,
repeat the consonant and add **-ed**:

stop + **p + ed** = stopped

If the verb ends with a **consonant + y**, change the **-y** to **i** and add **-ed**:

carry~~y~~ + **ied** = carried



Write the Past Simple forms of these regular verbs.

check ⇒	repair ⇒	board ⇒
talk ⇒	clean ⇒	load ⇒
look ⇒	steer ⇒	start ⇒
dock ⇒	carry ⇒	paint ⇒
like ⇒	occur ⇒	hate ⇒

3



Listen to the cassette. Repeat the Past Simple forms.





Read the report of the MV Karrier's voyage. Complete the sentences. Choose the correct verb and write the Past Simple form.

load
damage

repair
load
sail

arrive
continue
carry

unload
stop

MV KARRIER

VOYAGE REPORT

Last September the MV Karrier from Japan to the Philippines. It three times: at Shanghai, Chi-lung and Manila. The vessel ballast from Nagasaki to Shanghai. At Shanghai the crew 10,000 tonnes of rice. On 18 September a tropical storm part of the ship so a fitter the life raft at Chi-lung. The ship 286 containers of electrical goods and 400 cars. The vessel to Manila and at 1200 on 22 September. In Manila the ship 6000 tonnes of rice and 286 containers of electrical goods.

5 The ship went to Manila

Past Simple: irregular verbs



Some verbs do not end in **-ed** in the Past Simple form. These are called **irregular verbs**.

Example:

In September last year the MV Karrier **went** to Manila.
It **left** Yokohama on 15th September and **was** at sea for three days.

Study these past forms:

go ⇨ **went**
leave ⇨ **left**
be ⇨ **was**
⇨ **were***

* Note: The verb to be has two past forms.

I	was	we	were
you	were	you	were
he	was		
she	was	they	were
it	was		



6



Match the infinitive forms and the Past Simple forms of the irregular verbs. Use a dictionary to check the meaning of each verb.

Infinitive	Past Simple	Infinitive	Past Simple
catch]	[lost	give]	[held
hit]	[went	see]	[put
go]	[wrote	take]	[gave
lose]	[did	get]	[was
have]	[hit	break]	[got
do]	[had	be]	[burst
come]	[came	put]	[broke
write]	[spoke	burst]	[saw
speak]	[caught	hold]	[took

7



Look at the verbs. Complete the sentences with the correct verb. Write the verb in the Past Simple.

- There was an incident at sea last month.
- A hose and some oil leaked on deck.
- The A.B. the helm while I checked the charts.
- The ratings the pirates on board the vessel.
- A bad storm us in the South Atlantic.
- Because of the weather, we a lot of the cargo.

8 An incident at sea



Listen to the cassette. Three seafarers are describing their journeys. Complete the chart.



NAME OF VESSEL	TYPE OF VESSEL	ROUTE	CARGO	INCIDENT
MV Fulmar Wave	oil tanker		crude oil	
MV Milamar		Suez Canal		pirates on board
MV Cold Star	refrigerator vessel		fruit	

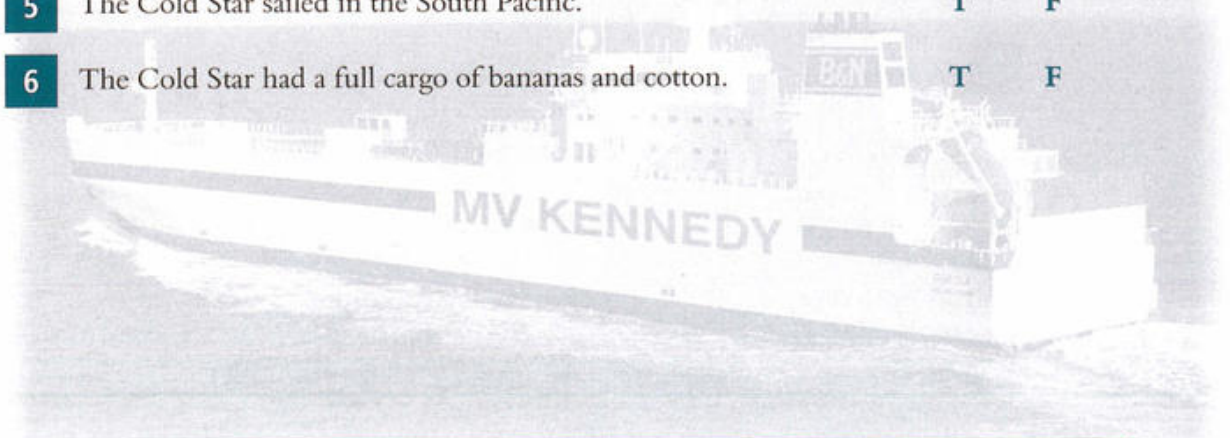
9 What actually happened?



Read the sentences. Then listen to the cassette again. Circle T (True) or F (False).



- 1 The Fulmar Wave sailed between Europe and South America. T F
- 2 In the US the Fulmar Wave unloaded crude oil. T F
- 3 The A.B. on the Milamar checked the charts. T F
- 4 The Milamar carried over 50,000 cars from Italy to Dubai. T F
- 5 The Cold Star sailed in the South Pacific. T F
- 6 The Cold Star had a full cargo of bananas and cotton. T F



10 A previous voyage



Write a paragraph that describes one of your past voyages. Work with a study partner.



Describe:

- the route
- the cargo
- the weather
- an incident



Handwriting practice lines consisting of 20 horizontal dotted lines for writing.

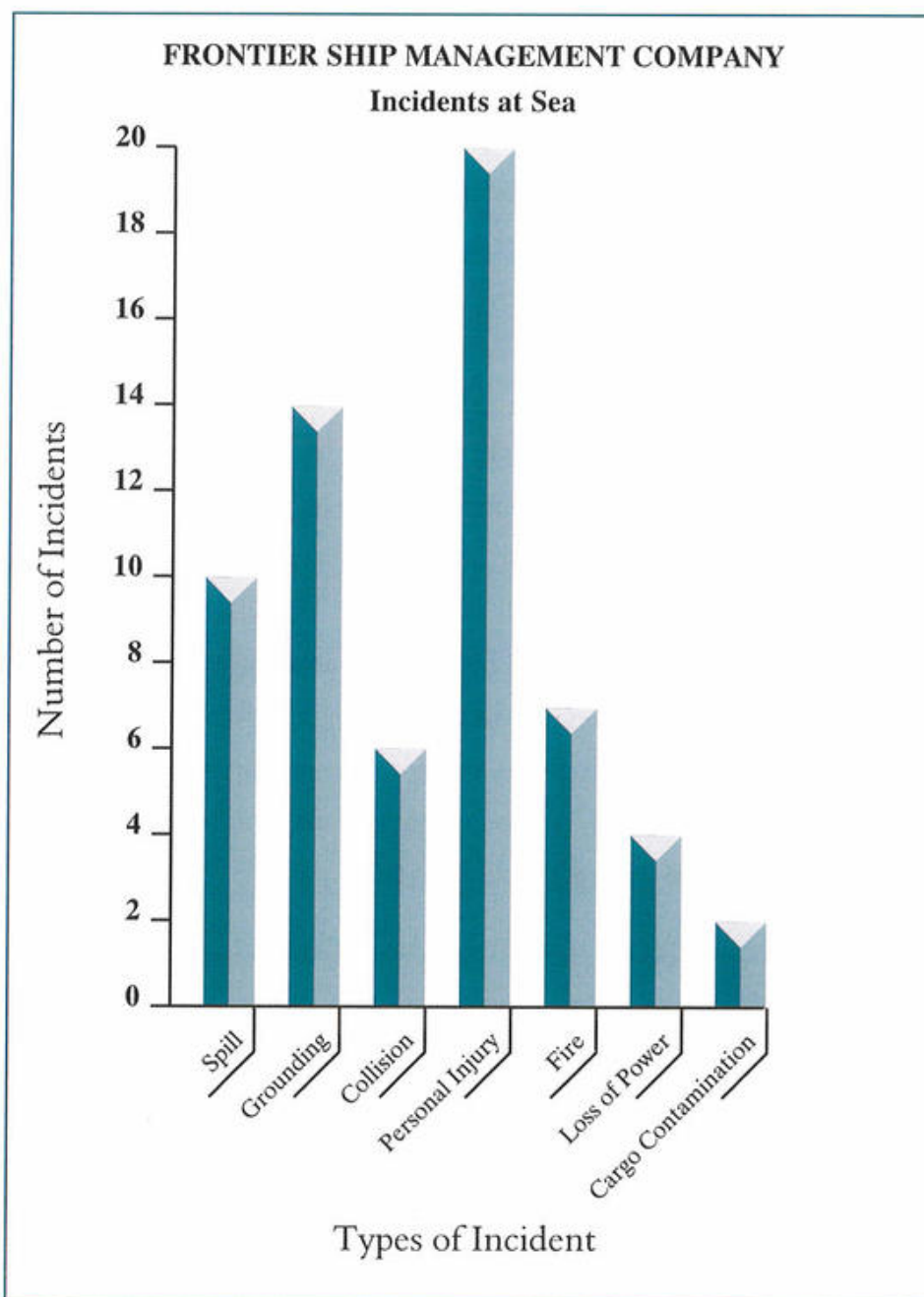
For training purposes only - not to be used for navigation.

Unit 16: Incidents At Sea

1



Look at the graph. It shows the number and types of incident that occurred at sea last year. Use a dictionary to check that you know each type of incident.





Read the report. Complete the report with numbers from the graph.



FRONTIER SHIP MANAGEMENT COMPANY

Summary of Incidents at Sea

Last year there were 63 incidents at sea. This included 10 spills, 2 of which resulted in pollution. Fourteen vessels grounded and vessels collided in bad weather conditions.

There were reports of personal injury. These injuries usually occurred because seamen did not take care with machinery or because they did not wear the correct type of protective clothing.

..... ships reported fires on board during the year: in 2 incidents, the fires started in the galley; in another 2 incidents, fires started when chemical containers exploded; and in 3 incidents, the fires occurred because of electrical faults.

On occasions vessels lost power because the crew did not follow correct procedures during manoeuvring. There were accounts of cargo contamination: 1 cargo of grain suffered from heat damage, and in the other case, water leaked into the hold and damaged a cargo of fruit.

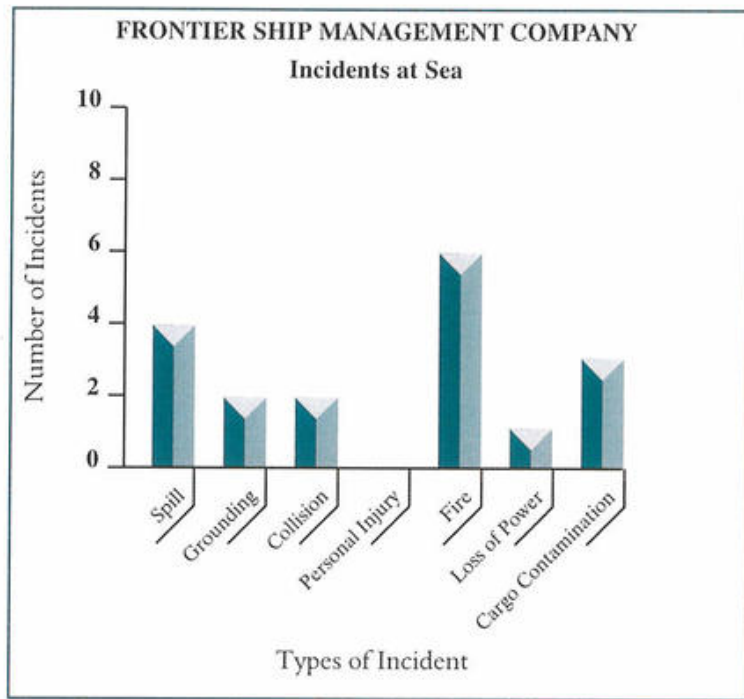
2



Use a dictionary to check that you know all the verbs underlined in the report in Exercise 1. These are all regular verbs in the Past Simple. Find two irregular verbs in the Past Simple (positive).



Look at the next graph. It shows the incidents that occurred at sea last month.



Read the report. Complete the sentences in the report with the verb. Change each verb to the Past Simple.

~~suffer~~
explode
damage

lose
collide
include

report
ground
leak

~~be~~
start
be

FRONTIER SHIP MANAGEMENT COMPANY
Summary of Incidents at Sea

Last month there were 18 incidents at sea. These 4 spills. There were no reports of personal injury.

Two vessels because of low water in port and another 2 ships in foggy conditions. Six ships fires on board: in 5 incidents the fires in the engine room and in 1 incident the fire started when chemical containers There 1 incident of a vessel which power during ship manoeuvring. Three vessels suffered cargo contamination when water into the hold and the cargo.

4 Fire on board



Listen to the cassette. The Captain is asking the Cook about an accident that occurred on the vessel yesterday. Complete the Captain's report form.



ACCIDENT REPORT FORM

Type of accident :

Location :

Time :

Cause : *The Cook forgot to turn off the stove.*

Crew Members involved :

Action : *He extinguished the fire with the fire blanket.*

Safety Equipment used :

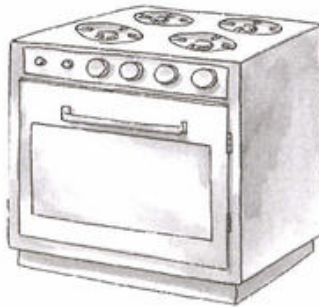
Injuries :

Damage :

Risk Classification : serious moderate minor



fire blanket



stove



frying pan



Now read the dialogue. Check your answers to Exercise 4.



Captain: *May I speak to you for a moment please, Cook?*

Cook: *Of course. What is it, Sir?*

Captain: *It's about the fire in the galley yesterday. I'm going to write the report form and I need to check the details with you.*

Cook: *Fine.*

Captain: *What time did the fire start?*

Cook: *Around 1700, Sir.*

Captain: *And what happened exactly?*

Cook: *Well, I forgot to turn off the heat on the stove. I went out of the galley for one minute and when I came back, the frying pan was on fire.*

Captain: *That's very dangerous! What did you do?*

Cook: *I took the nearest fire blanket and extinguished the fire.*

Captain: *Was anyone injured?*

Cook: *No.*

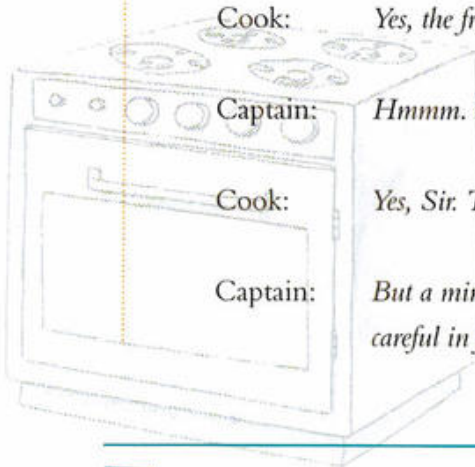
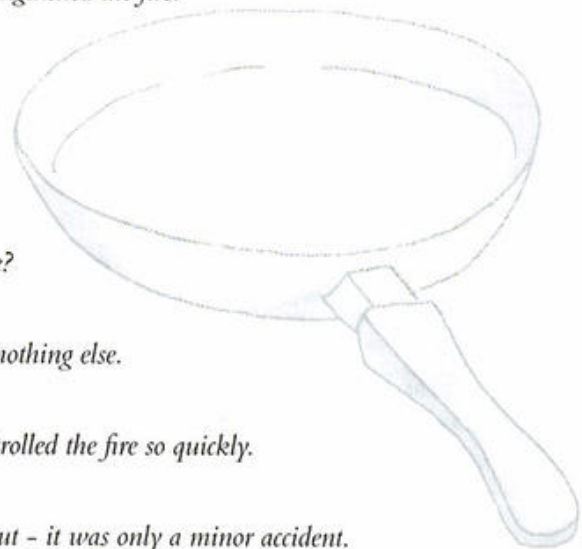
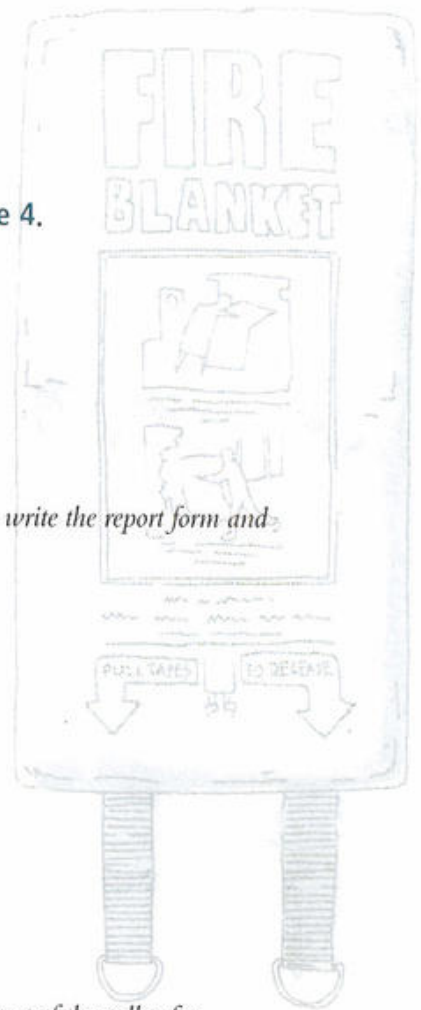
Captain: *Well, I'm glad. Was there any damage?*

Cook: *Yes, the frying pan was damaged but nothing else.*

Captain: *Hmmm. Well, it's lucky that you controlled the fire so quickly.*

Cook: *Yes, Sir. There's nothing to worry about - it was only a minor accident.*

Captain: *But a minor accident can quickly become a major accident. Please be more careful in future.*



6 The fire did not damage the galley

Past Simple: Negative



I	did not	see the accident.
You	did not	extinguish your cigarette.
He	did not	wear safety shoes.
The fire	did not	damage the galley.
We	did not	check the manual.
They	did not	report the fire.

I did not see the accident. = I didn't see the accident.



Complete these sentences. Use the verb in the negative form.

- 1 He didn't shout for help. (shout)
- 2 He the incident immediately. (report)
- 3 The fire in the engine room. (start)
- 4 The water in the hold the cargo. (damage)
- 5 The chemical containers were near the fire but they (explode)



Complete these sentences. Change the verb into the negative form.

- 6 They **extinguished** the fire in the kitchen but they didn't extinguish the fire in the cabin.
- 7 We **lost** two life buoys in the storm but the life boats.
- 8 She **injured** her arm but her leg.
- 9 The water **leaked** into the hold but into the containers.
- 10 The report **included** all serious incidents but minor incidents.

7 What happened yesterday?



Look at how we make questions in the Past Simple. Complete the questions.

Past Simple: Questions



Did	you	complete	the form?
Did	the pirates	go	to jail?
Did	we	repair	the engine properly?

- 1 *Did you see* the fire? Yes, I saw the fire.
- 2 the fire immediately? Yes, I reported it immediately.
- 3 the fire? Yes, I extinguished the fire.
- 4 at 1800? No, the accident happened at 1700.

Questions with what, how, where:



What	did	the Cook	do?
How	did	he	put out the fire?
Where	did	the incident	happen?

- 5 Why? The hose burst because the pressure was too high.
- 6 What? The storm damaged the lifeboat.
- 7 What time? He started his watch at 0800.
- 8 How? They travelled by passenger ship.

Questions with to be:



Was he the Captain of your ship last year?	Yes, he was. / No, he wasn't.
Were you on shore yesterday?	Yes, I was. / No, I wasn't.
Was there a problem with the engine?	Yes, there was. / No, there wasn't.

- 9 injured? No, I wasn't injured.
- 10 any damage? No, there wasn't any damage.
- 11 full? Yes, the cargo holds were full.
- 12 yesterday? Yes, the weather was good yesterday.



Look at the accident report form. Write a question for each part. Use the Past Simple.

Type of accident :	What was the accident?
Location :	it happen?
Time :	it happen?
Cause :	How ?
Crew Members involved :	involved?
Action :	you do?
Safety Equipment used :	you use?
Injuries :	anyone injured?
Damage :	any damage?



Listen to the cassette. Check your answers to Exercise 8.



Notice how we connect words when we speak. Listen again and repeat the questions.



What was the accident ?

Where did it happen?

What time did it happen?

How did it happen?

Who was involved?

What did you do?

What did you use?

Was anyone injured?

Was there any damage?

*What was
the accident?*





Choose one of these situations. Imagine the details of the accident.



Work with a study partner. Use the questions from Exercise 8 to exchange information. Write your partner's answers on the report form.

ACCIDENT REPORT FORM

Type of accident :

Location :

Time :

Cause :

Crew Members involved :

Action :

Safety Equipment used :

Injuries :

Damage :

Risk Classification :

serious

moderate

minor

Unit 17: Personal Injuries

1 Personal safety

→ Read the words. Match the body part with the type of protective clothing.

feet

head

eyes

hands

ears

whole body

safety gloves

safety goggles

overalls

safety boots

ear defenders

hard hat



Look at the words. They are verbs that describe personal injury. Use a dictionary to check the meanings.

burn cut break bruise strain injure

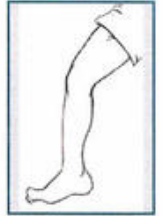


Complete the sentences. Change the verb to the Past Simple tense and write the body part.

- 1 The Cook burned his arm in the fire.
(burn)



- 2 The Chief Engineer his when he fell.
(break)



- 3 The Mechanic his when he lifted some equipment.
(strain)



- 4 The Radio Operator his when he bumped into the table.
(bruise)



- 5 The Motorman his when the chisel slipped.
(cut)



- 6 The Electrician his when he dropped the tool box.
(injure)



3 Was the crewman careless?



Many accidents at sea happen because people are careless.
Remember these important words:

careless (adjective): describes someone who does not take care or does not pay attention.

Example: The A.B. was very careless when he dropped his cigarette in the paper bin.

carelessness (noun): describes the problem in general.

Example: Many accidents at sea are the result of carelessness.



Listen to the cassette. There are four dialogues between medical officers and injured seafarers. What was the injury? What was the cause of each injury?



The crewman didn't wear protective clothing.

The crewman didn't know how to use the equipment properly.

The crewman was careless.



1 Injury: *Backstrain*

Cause: *The crewman was careless.*

2 Injury:

Cause:

3 Injury:

Cause:

4 Injury:

Cause:

4 Preventing personal injury



Read this article from a safety manual. Find words from Exercise 2 that describe body parts and injuries.



There are five common kinds of injury on vessels:



1) Seafarers sometimes break their arms and legs when they slip or fall. These accidents happen when they don't wear safety boots or when decks are wet and oily. Seafarers also fall when ladders are not secure. To prevent broken arms and legs, it is important to wear safety boots.

usually happens when seafarers lift objects alone or when they don't use lifting equipment properly. To prevent back strain, it is important to lift properly.

3) Seafarers sometimes suffer from burns when there is a fire, explosion or chemical spill.



Seafarers need to be careful when they smoke or when they work with chemicals. To prevent burns, it is important to obey "No Smoking" signs and to handle chemical cargos safely.

4) Seafarers sometimes suffer from cuts. They



often cut their fingers when they are careless with sharp machinery. To prevent cuts, it is important to use safety guards and to wear gloves.

5) Seafarers sometimes injure their eyes when they work with machinery. Dust, sparks, and chemicals are very



dangerous when they enter the eye. To prevent eye injuries, it is important to wear protective goggles.



2) Seafarers sometimes strain their backs when they lift heavy objects. Back strain



Read the article from the safety manual in Exercise 4 again. Complete the information in the table below.

Injury	Cause	Prevention
cuts	<i>sharp machinery</i>	1) 2)
burns	1) 2) 3)	1) 2) <i>handle chemical cargos safely</i>
back strain	1) <i>lifting heavy objects</i> 2) <i>not using lifting equipment</i>	.....
eye injuries	1) 2) 3) .....	.....
broken arms and legs	1) <i>not wearing safety boots</i> 2) .....	.....



6 He fell because he didn't wear his safety shoes



Read these sentences from the dialogues in **Exercise 3**. All the sentences use **connecting words**.

I strained my back **because** I lifted a steel plate.

I cut my finger half an hour ago **and** it is still bleeding.

The hoist broke **but** I didn't repair it.

Were you alone **or** was someone there?

It was hot **so** I took off my gloves.

Connecting words. Check the meanings in a dictionary



because tells us the reason

and connects two ideas

but shows contrast

or gives alternatives

so tells us the result





Connect the sentences. Choose the best connecting word.

(Note: You can use a word more than once.)

- 1** He fell off the ladder. The ladder wasn't secure.
He fell off the ladder because it wasn't secure.
- 2** The load was too heavy for the crane. The cargo fell.
.....
- 3** There is a danger of toxic gases in enclosed spaces. You must always check the air before you enter.
.....
- 4** The lightening hose was not secured at the manifold. The crewman was not injured when he disconnected the hose.
.....
- 5** Many seafarers slip on deck. They don't wear safety shoes.
.....
- 6** There was a storm at sea. A pallet truck broke free in high winds.
.....
- 7** Accidents at sea happen because of carelessness. They happen because equipment is not maintained.
.....
- 8** The fire started in the pumproom. It spread to the engine room.
.....
- 9** A seafarer broke his arm. A steel pipe fell on him.
.....
- 10** Fires can start if electrical equipment is faulty. They can start if cigarettes are not extinguished properly.
.....

7 What happened?



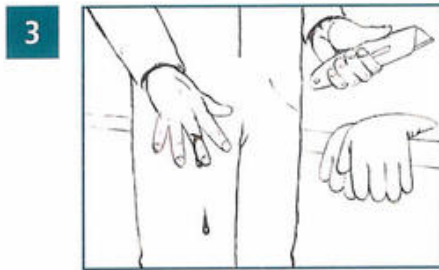
Look at the pictures. Use the verbs to describe what happened in each situation. Change the verbs to the Past Simple. Use a negative and **because** in each sentence.



1 slip / wear



2 start / extinguish



3 cut / wear



4 hurt / wear



5 strain / lift

1 He slipped on the deck because he didn't wear his safety boots.

2

3

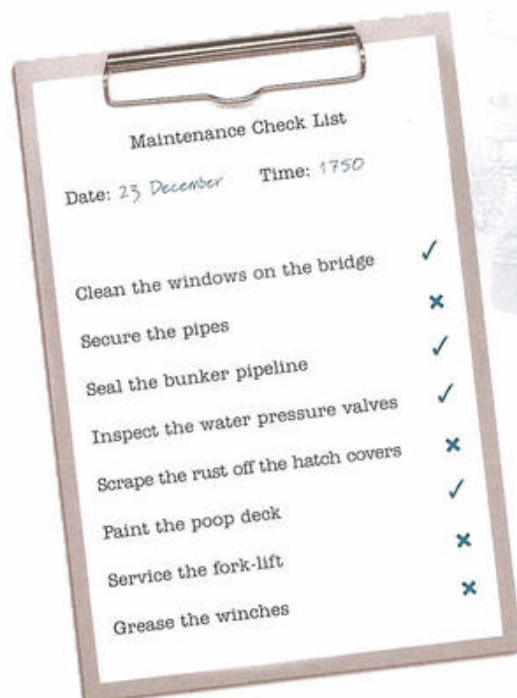
4

5

Unit 18: Have You Checked The Machines?

1 Maintenance check list

→ Look at the Bosun's daily maintenance list. The ratings have not completed all the tasks. A tick (✓) means the ratings have completed the task. A cross (✗) means the ratings have not completed the task.



→ Read the questions. Have the ratings completed all their duties? Write the answers. If there is a tick (✓) on the list, write **Yes, they have**. If there is a cross (✗), write **No, they haven't**

- Have they cleaned the windows on the bridge? *Yes, they have*
- Have they secured the pipes? *No, they haven't*
- Have they sealed the bunker pipeline?
- Have they inspected the water pressure valves?
- Have they scraped the rust off the hatch covers?
- Have they painted the poop deck?
- Have they serviced the fork-lift?
- Have they greased the winches?

2 He has cleaned the window



Look at these pictures. What have the crew members done?



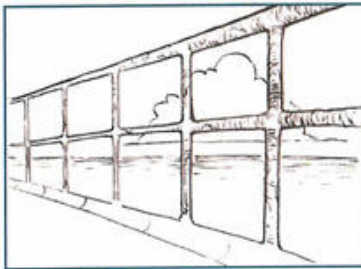
The window is dirty.



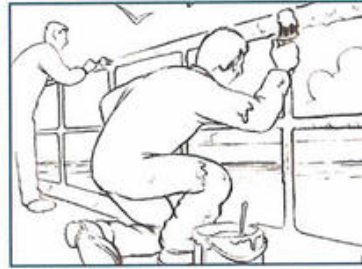
He is cleaning the window.



He has cleaned the window.



The railings are rusty



They are painting the railings.



They have painted the railings.



He has cleaned and they have painted use the **Present Perfect tense**. This tells us that someone has completed the activity recently. Often we can still see the result of the action.

(past participle)

I	have	cleaned	the windows.
You	have	serviced	the fork lift.
He	has	scraped	the rust.
We	have	greased	the winches.
They	have	painted	the railings.



Look at the regular verbs. Complete the table.

Note: With regular verbs, the past participle is the same as the Past Simple form.

Infinitive	Past Simple	Past Participle
pass	..... <i>passed</i>	..... <i>passed</i>
enter	..... <i>entered</i>	.....
close	.....	.....
paint	.....	.....
walk	.....	.....



Look at the **irregular verbs**. With irregular verbs, the past participle changes.

Example: have ⇨ had
 do ⇨ done

I have had breakfast.
He has done the work.



Complete the list of past participles for these irregular verbs. (Use the lists at the back of the book to help you).

Infinitive	Past Simple	Past Participle
take	took	..... taken
speak	spoke	.....
forget	forgot	.....
eat	ate	.....
buy	bought	..... bought
catch	caught	.....
lose	lost	.....
be	was/were	..... been
see	saw	.....
go	went	..... gone
drink	drank	.....



Listen to the cassette. Repeat the past participles.



3



Complete the sentences. Use the verb in brackets to make a sentence with the Present Perfect.

- 1 The engineer *has repaired* the engine. (repair)
- 2 The cadet *has swept* the deck. (sweep)
- 3 The 2nd Officer the charts. (check)
- 4 The Chief Officer the cargo. (load)
- 5 The 3rd Assistant Engineer the fire alarms. (test)
- 6 The Radio Officer to send the telex. (forget)
- 7 the vessel ? (dock)
- 8 you your safety manual? (read)
- 9 the ratings the fire drill? (practise)
- 10 The Cook not the dinner yet.* (prepare)
- 11 The vessel not in port yet. (arrive)
- 12 The ratings not their duties yet. (finish)

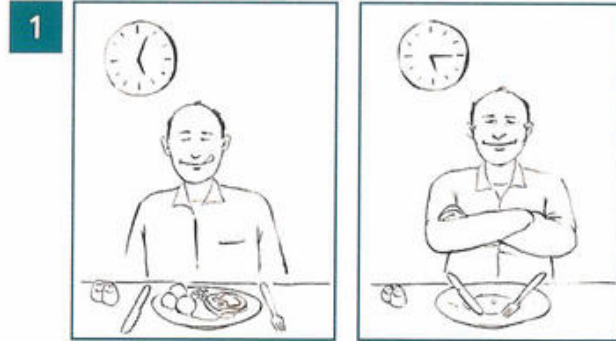


*We often use yet or not yet with the Present Perfect. Yet means until now.

4 What has he done?



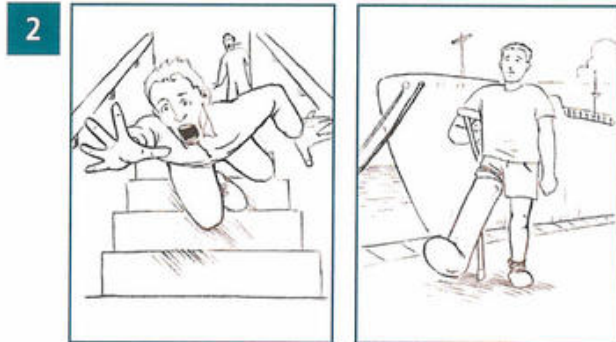
Look at the pictures. Write sentences. Use the Present Perfect.



eat

.....

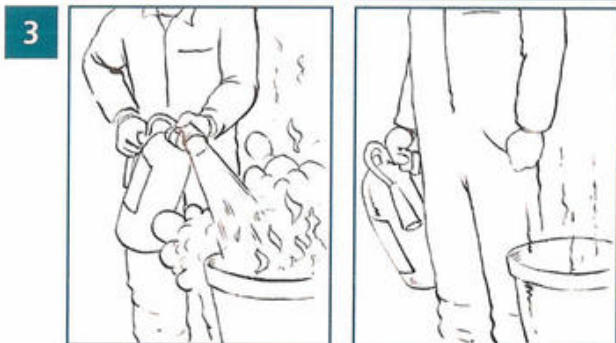
.....



break

.....

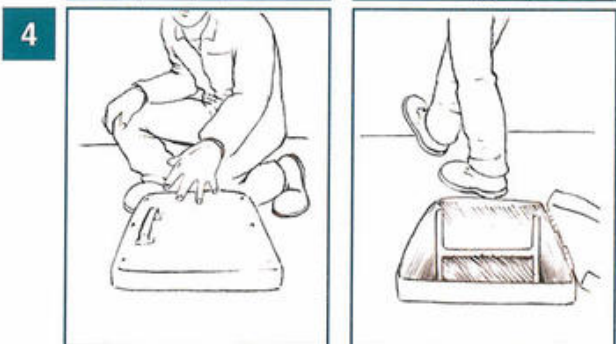
.....



extinguish

.....

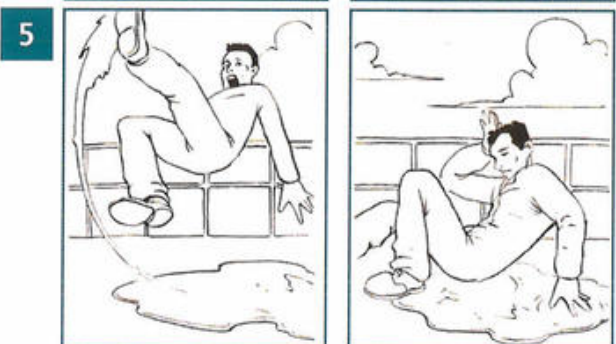
.....



open

.....

.....



slip

.....

.....



Look at the procedure check list for bunkering. Listen to the cassette. The Bargeman is speaking to the Chief Engineer on the telephone. He wants to check that the crew has completed all procedures before bunkering. Put a tick (✓) next to the duties that the crew has completed.

**SAFETY CHECK LIST FOR
BUNKERING PROCEDURE**

The Bargeman and the Chief Engineer must check that the crew has completed the following procedures before bunkering can start.

Check the crew has . . .

secured all moorings	<input type="checkbox"/>
confirmed the fenders are in position	<input type="checkbox"/>
put the main engines on standby	<input type="checkbox"/>
checked the scuppers	<input type="checkbox"/>
sounded the tanks	<input type="checkbox"/>
positioned the hoses	<input type="checkbox"/>
turned on the fire water pumps	<input type="checkbox"/>

Sign this form when the crew has completed all these procedures.

Bargeman _____

Chief Engineer _____

Unit 19: Send A Telex

1 The telex

→ Look at the telex. Circle:

the date

the subject

the message

the sign off

<input type="radio"/>	28 FEB 1130: INCOMING CALL. Msg No: 00123	<input type="radio"/>
<input type="radio"/>	887201 DEEP UK G 2134425 TRAN X	<input type="radio"/>
<input type="radio"/>	TO: DEEP SEA SHIPPING	<input type="radio"/>
<input type="radio"/>	FM: TRANSIT MARINER	<input type="radio"/>
<input type="radio"/>	ATTN: MR ROBERT KELLY	<input type="radio"/>
<input type="radio"/>	SUBJECT: ETA GIBRALTAR	<input type="radio"/>
<input type="radio"/>	TKS FOR YR TLX TODAY. ETA GIBRALTAR 1730.	<input type="radio"/>
<input type="radio"/>	BEST RGDS	<input type="radio"/>
<input type="radio"/>	CAPT. S. SINGH	<input type="radio"/>
<input type="radio"/>	TRANSIT MARINER	<input type="radio"/>
<input type="radio"/>	887201 DEEP UK G	<input type="radio"/>
<input type="radio"/>	2134425 TRAN X	<input type="radio"/>

2

→ Read the questions. Read the telex in Exercise 1 again. Answer the questions.

- 1 Who wrote the telex?
- 2 Where was the telex sent from?
- 3 Which person is the telex for?
- 4 Which company is the telex for?
- 5 What is the date and time on the telex?
- 6 What is the subject of the telex?

3 Abbreviations in a telex

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

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

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

4 Purpose of a telex



Read the telex. There is a problem on board the MV Enterprise. The Master is sending a message to the nearest port. Tick (✓) the statement that describes the purpose of the Master's telex:

The Master is:

- asking for information
- asking for a weather report
- asking for advice
- asking for directions

<input type="radio"/>	START-----	<input type="radio"/>
<input type="radio"/>	14 FEB 97 OUTGOING CALL. Msg No: 2312	<input type="radio"/>
<input type="radio"/>	135344 OCEA X	<input type="radio"/>
<input type="radio"/>	8770 DEEP GN	<input type="radio"/>
<input type="radio"/>	135344 OCEA X	<input type="radio"/>
<input type="radio"/>	0800 OCEAN CORMORANT 14-02-97	<input type="radio"/>
<input type="radio"/>	FM: OCEAN CORMORANT	<input type="radio"/>
<input type="radio"/>	TO: DEEP SEA SHIPPING GENOA	<input type="radio"/>
<input type="radio"/>	ATTN: GIOVANNI ROCCO / DR D DOMINGO	<input type="radio"/>
<input type="radio"/>	SUBJECT: INJURED CREWMAN	<input type="radio"/>
<input type="radio"/>	3/O BADLY INJURED.	<input type="radio"/>
<input type="radio"/>	SUSPECT SERIOUS BACK INJURY BUT EXTENT	<input type="radio"/>
<input type="radio"/>	OF INJURY UNKNOWN. INJURY RECD	<input type="radio"/>
<input type="radio"/>	DURING HEAVY SEAS TUES 13/2 ABT 2200.	<input type="radio"/>
<input type="radio"/>	3/O UNABLE TO MOVE AT ALL AND IN	<input type="radio"/>
<input type="radio"/>	GREAT PAIN. HAVE GIVEN MEDICATION.	<input type="radio"/>
<input type="radio"/>	PLS ADVISE ASAP.	<input type="radio"/>
<input type="radio"/>	REGARDS	<input type="radio"/>
<input type="radio"/>	MASTER	<input type="radio"/>
<input type="radio"/>	OCEAN CORMORANT	<input type="radio"/>
<input type="radio"/>	135344 OCEA X	<input type="radio"/>
<input type="radio"/>	8770 DEEP GN	<input type="radio"/>
<input type="radio"/>	135344 OCEA X	<input type="radio"/>
<input type="radio"/>	END-----	<input type="radio"/>

5 Using abbreviations in a telex



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

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



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

1 There is a problem with the engine.

Problem with engine

2 Please advise a doctor as soon as possible.

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

4 Thanks. Your message has been received.

5 We estimate the delivery amount to be 700 tonnes.

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

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

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

6 From letter to telex



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



Genoa, 16 February

The Master
Ocean Cormorant

Dear Sir,

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

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

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

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

Best regards,

Dr. D. Domingo





Now change the letter into a telex. Remember to use short sentences and abbreviations.

<input type="radio"/>	----- OUTGOING CALL -----	<input type="radio"/>
<input type="radio"/>	FM:	TO:
<input type="radio"/>	SUBJECT:	DATE:
<input type="radio"/> REGARDING	<input type="radio"/>
<input type="radio"/> ADVISE ALTER COURSE GENOA.....	<input type="radio"/>
<input type="radio"/>	SHOULD GET 3/0 ASHORE	<input type="radio"/>
<input type="radio"/> ADVISE YOU MAKE HIM COMFORTABLE.	<input type="radio"/>
<input type="radio"/>	MUST NOT PAINKILLERS.	<input type="radio"/>
<input type="radio"/>	CAN MEET YOU WHEN VESSEL	<input type="radio"/>
<input type="radio"/>	HAVE ARRANGED AMBULANCE FOR	<input type="radio"/>
<input type="radio"/> AGENT CONTACT ME WITH	<input type="radio"/>
<input type="radio"/>,	<input type="radio"/>
<input type="radio"/>	DR. DOMINGO	<input type="radio"/>

7 Asking for and giving advice

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

PLS ADVISE = please advise me

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

Can you advise me, please?
What should I do?
What do you think I should do?
What do you recommend?
What do you suggest?

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

He must not move.
You should continue to give him medication.

Some more ways to give advice:

I would advise you to	send him ashore.
I suggest (that) you	send him ashore.
I recommend (that) you	send him ashore.



Note the different spellings of advice and advise:

advice is a noun:	<i>I need some advice.</i>
advise is a verb:	<i>Can you advise me, please?</i>



Match the questions with the correct answers.

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

I suggest you take the coast road.

Which tool should I use?

I recommend the fish. It's great!

What route do you suggest?

You should use the spanner.

What do you recommend on the menu?

I'd advise you approach from the southeast.

Can you advise me of the best approach?

I think you should see a doctor.



Listen to the cassette. Check your answers to Exercise 7.



8



Look at the important words in each phrase in Exercise 7. Listen again and repeat the phrases.



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

I think you should see a doctor.

What route do you suggest?

I suggest you take the coast road.

Which tool should I use?

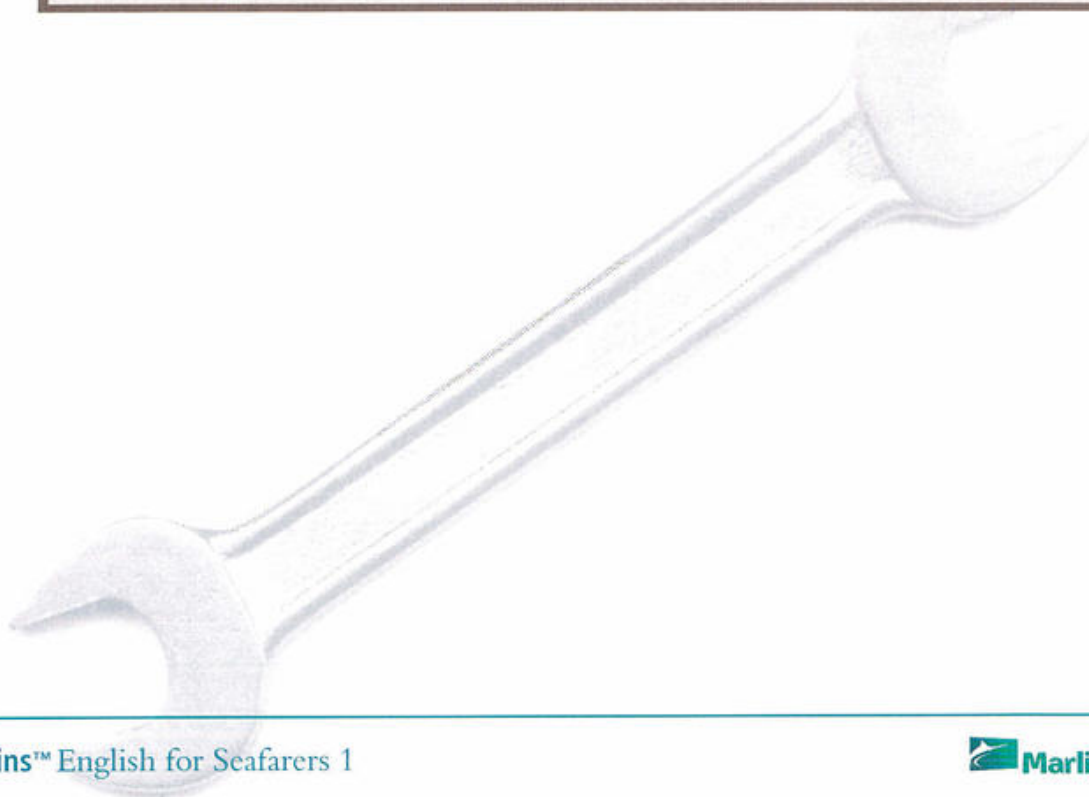
You should use the spanner.

What do you recommend on the menu?

I recommend the fish. It's great!

Can you advise me of the best approach?

I'd advise you approach from the southeast.



9 What do you suggest?



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

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

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

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

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

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

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

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

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

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

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



Practise these conversations with a study partner.

10 What do you advise?



Read these situations. Write your advice.



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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....



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



Unit 20: The Right Message

1 How are you feeling?



Listen to the cassette. Adam is visiting his workmate, Roland. Roland has had an accident. What was the accident?



2 What was happening?

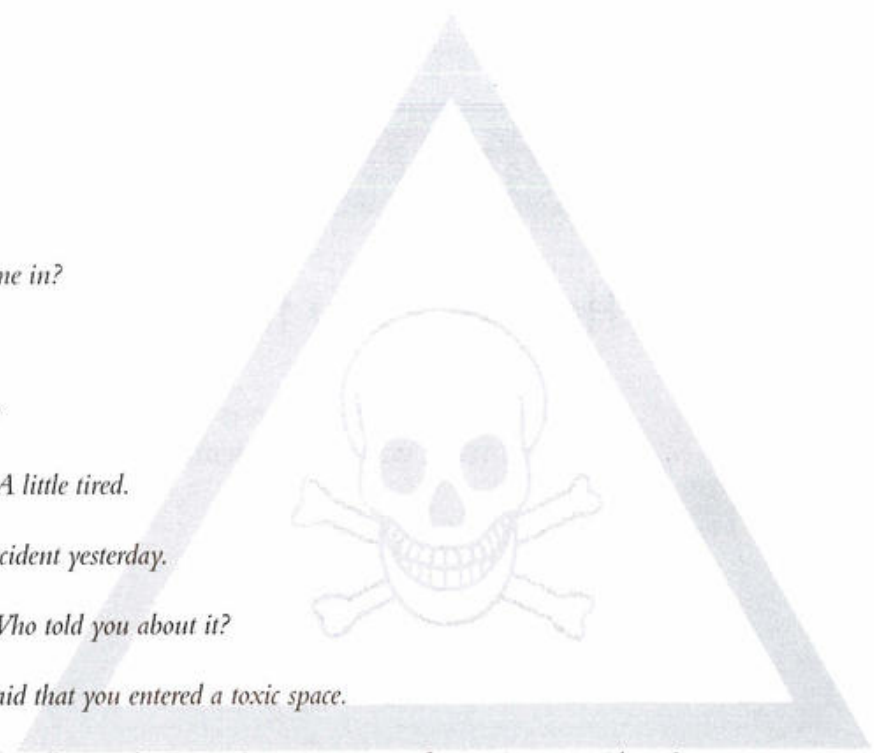


Read the sentences. Are they true or false? Read the dialogue on the next page and circle T (True) or F (False).

- | | | | |
|---|---|---|---|
| 1 | Roland was carrying breathing apparatus when he entered the enclosed space. | T | F |
| 2 | Roland was expecting the area to be safe when he entered. | T | F |
| 3 | Carl was collecting the tools when Roland fell unconscious. | T | F |
| 4 | Roland was sleeping when Adam came in. | T | F |
| 5 | Chris said the enclosed space was safe to enter. | T | F |



- Adam: *Roland?*
- Roland: *Yeah?*
- Adam: *It's Adam. Can I come in?*
- Roland: *Sure.*
- Adam: *How are you feeling?*
- Roland: *Fine at the moment. A little tired.*
- Adam: *I heard about your accident yesterday.*
- Roland: *Yeah, it was awful. Who told you about it?*
- Adam: *Oh, Chris did. He said that you entered a toxic space.*
- Roland: *Yeah, I did. But did he tell you why I wasn't carrying any safety equipment with me?*
- Adam: *No, he didn't. He said that you didn't have your breathing apparatus. That's all.*
- Roland: *Well, the Bosun told me that the area I entered was safe.*
- Adam: *So what was the problem if he told you it was safe?*
- Roland: *It was the wrong area! He thought I was entering a different hatch.*
- Adam: *Uh oh. . . bad mistake!*
- Roland: *Right. I was very lucky. I can't even remember going past the hatch.*
- Adam: *Carl found you immediately after you went in, didn't he?*
- Roland: *Yeah. He was behind me. He was collecting the tools when I entered the toxic area. Then I immediately fell unconscious.*
- Adam: *That's frightening because you were expecting it to be safe!*
- Roland: *Yeah, well, I've learned my lesson. I will always check the air before I work in enclosed spaces. I don't want that to happen again.*
- Adam: *Right. . . so, are you feeling better?*
- Roland: *Yeah, thanks. I was sleeping when you came in.*
- Adam: *Well, you should sleep more. You need to rest.*
- Roland: *Talk to you later. Thanks for coming by.*
- Adam: *No problem. I'm glad you're all right.*



3 What was he doing?



We use the Past Continuous to describe repeated or continuous actions in the past.

What was Roland doing yesterday between 1500 and 1600?

Example:



Roland was sleeping in his cabin.

I	was	painting.	We	were	boarding.
You	were	sleeping.	You	were	reading.
He	was	working.	They	were	cleaning.



What was happening yesterday between 1500 and 1600? Write sentences using the Past Continuous.

- 1 Chief Officer / check the charts *The Chief Officer was checking the charts.*
- 2 Cook / prepare the vegetables
- 3 3rd Officer / watch TV
- 4 Master / write reports
- 5 ratings / stow the ropes
- 6 ship / leave port
- 7 Helmsman / steer the vessel
- 8 surveyors / check the cargo
- 9 Pilot / board the launch
- 10 engineers / repair a valve

4



Ask a study partner these questions.



What were you doing yesterday between 1500 and 1600?

What was happening in the galley between 1700 and 1800?

What were you doing early this morning?



Now ask more questions.

5 What were you doing when it happened?



Sometimes we use the Past Continuous with the Past Simple in one sentence. Here are two examples from the dialogue. Notice how one action is already in progress when the other action happens.



He was collecting the tools when I entered the toxic area.



I was sleeping when you came in.

Continuous actions = was collecting, was sleeping
Single actions = entered, came



Complete the following sentences with the **Past Continuous** (continuous actions) or the **Past Simple** (single actions).

- 1 The vessel was entering (enter) the port when the storm began (begin).
- 2 The steward (clean) the Captain's quarters when he (spill) the bucket of water.
- 3 The Captain (talk) to some crew members on the bridge when the steering system (fail).
- 4 The crew (load) bales of cotton when it (start) to rain.
- 5 The officers (eat) lunch when the alarm (sound).
- 6 The Chief Engineer (shout) when the explosion (happen).
- 7 The Radio Officer (sleep) when the ship (receive) the telex.
- 8 The ship (cross) the North Atlantic when it (lose) power.
- 9 The pirates (board) the vessel when the Master (hear) the noise.
- 10 The light (fade) when we (leave) Karachi.

6 He said that. . .

Look at how we use say and tell:

He said (that) you had an accident.
He said to me (that) you had an accident.
He told me (that) you had an accident.

Note:

say	to	someone
tell	someone	



Find examples of sentences with **say** and **tell** from the dialogue in **Exercise 2**. Write the examples below.

.....

.....

.....

.....

.....

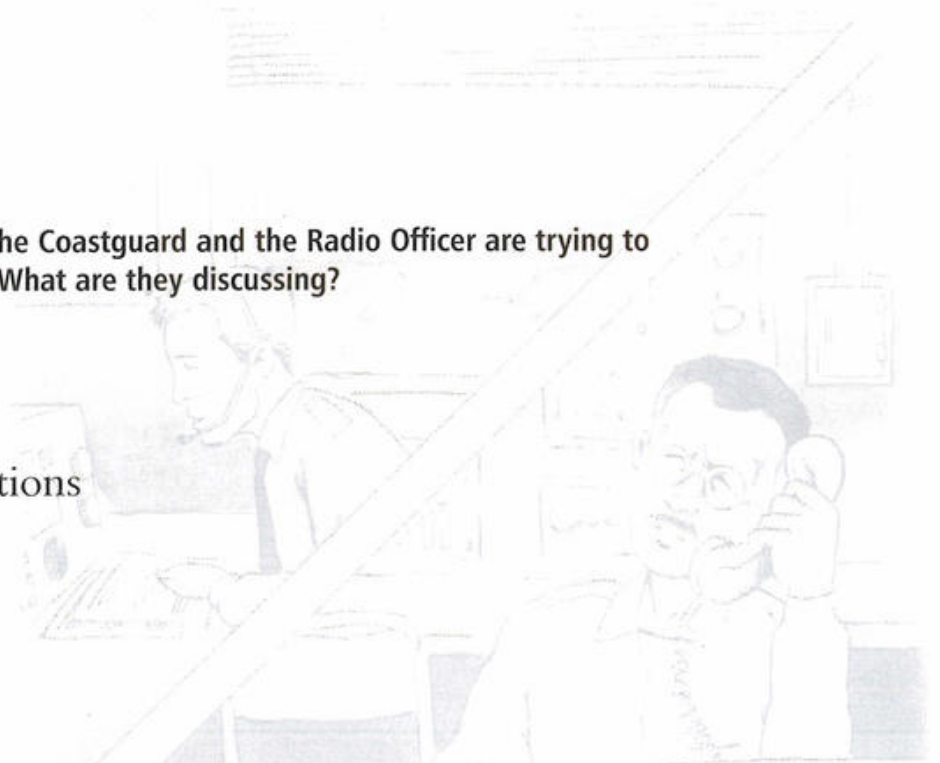
7



Listen to the cassette. The Coastguard and the Radio Officer are trying to communicate by radio. What are they discussing?



- a** the radio
- b** the sea conditions
- c** the ETA



8 Dialogue 1: Coastguard to Milamar



Read the dialogue from Exercise 7. Check your answer.



Coastguard: *Milamar, Milamar! This is Cape Town Coastguard, this is Cape Town Coastguard! How do you read me? Over.*

Radio Officer: *Coastguard, Coastguard. This is Milamar. I read you poor 2 with signal strength 2 weak. Advise try channel 24. Over.*

Coastguard: *Milamar, Milamar. This is Cape Town Coastguard. Change to channel 24. Repeat. Change to channel 24. Over.*

Radio Officer: *Coastguard, Coastguard. This is Milamar on channel 24. I am ready to receive your message. Over.*

Coastguard: *Milamar, Milamar. This is Cape Town Coastguard. There is a severe localised storm with wave height of 40 feet 25 miles southwest of your present position. Expected to close in the next 2 hours. Advise course three two zero. Repeat. Advise course three two zero to avoid high seas. Over.*

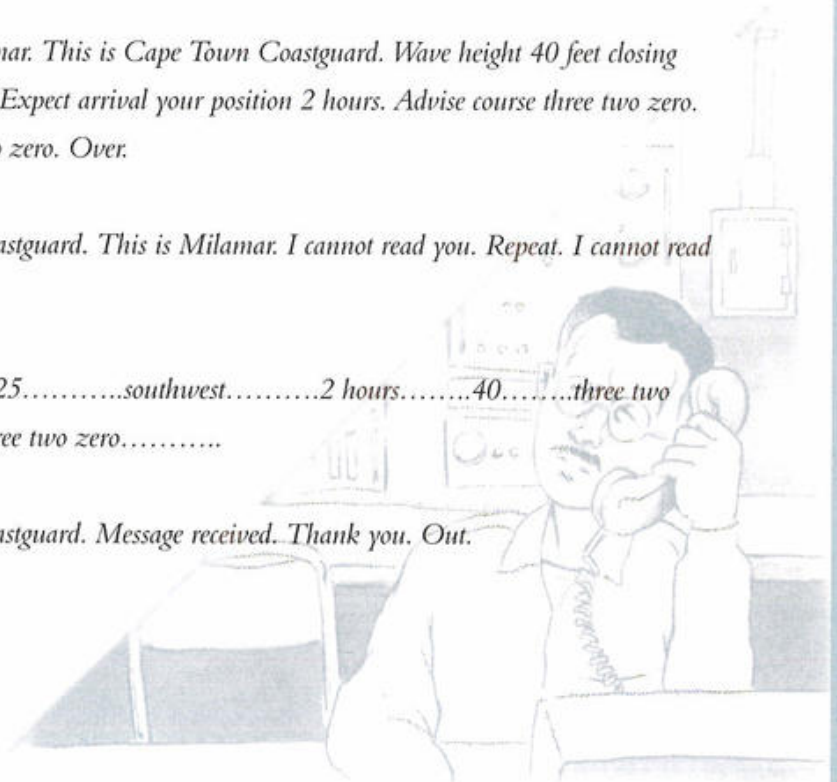
Radio Officer: *Coastguard, Coastguard. This is Milamar. Say again. Say again. Over.*

Coastguard: *Milamar, Milamar. This is Cape Town Coastguard. Wave height 40 feet closing from southwest. Expect arrival your position 2 hours. Advise course three two zero. Repeat three two zero. Over.*

Radio Officer: *Coastguard, Coastguard. This is Milamar. I cannot read you. Repeat. I cannot read you. Over.*

Coastguard: *Milamar.....25.....southwest.....2 hours.....40.....three two zero..... three two zero.....*

Radio Officer: *Coastguard, Coastguard. Message received. Thank you. Out.*



Dialogue 2: Radio Officer to bridge



Read the dialogue. The Radio Officer is passing the information to the Officer of the Watch on the bridge. What information is different from Dialogue 1?

Radio Officer: *Bridge, this is the Radio Room. I have a sea warning from the Coastguard. The reception was bad but I got all the information.*

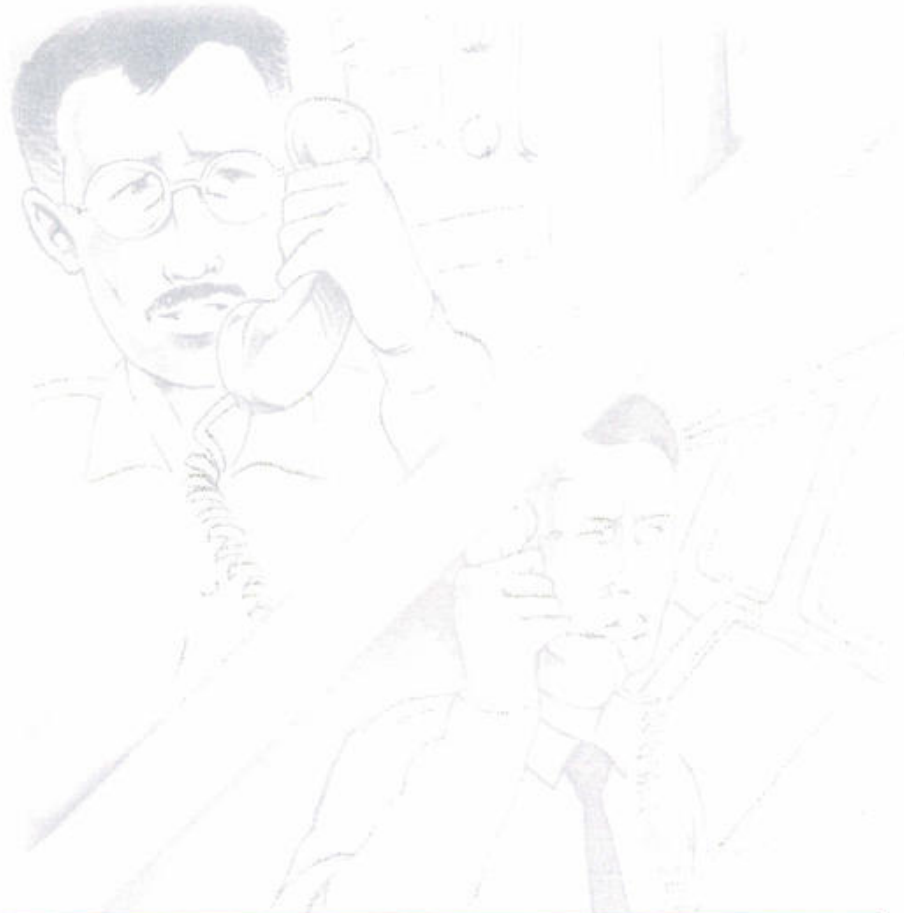
Officer of the Watch: *OK. Go ahead.*

Radio Officer: *25 metre high waves expected present position in 3 hours.*

Officer of the Watch: *Did you say 25 metres?*

Radio Officer: *Yeah, two five metres. And they're about 40 miles away and closing from the northwest. The Coastguard suggests we alter to course two two zero.*

Officer of the Watch: *Right. Thank you.*





Complete the table with the information from the two dialogues.

	What the Coastguard said in Dialogue 1	What the Radio Officer said in Dialogue 2
Wave height	40 feet	
Distance		40 miles
Time		
Direction		
Course setting		

9



Compare what the Coastguard said to what the Radio Officer said. Write at least 5 sentences.



The Coastguard said that the waves were 40 feet high, but the Radio Officer

said that . . .

.....

.....

.....

.....

.....

.....

.....

Unit 21: My Next Voyage

1 Where is he going to go?



Look at the picture. Marcus, an engineer, is thinking about his next voyage. Answer the questions.



Where is he going to go?

When, is he going to leave?

How is he going to travel?

What is he going to take?

2



Listen to the cassette. Marcus is going to go to sea. He is talking to his friend, Peter, about his plans. Is anyone going to help him?

3

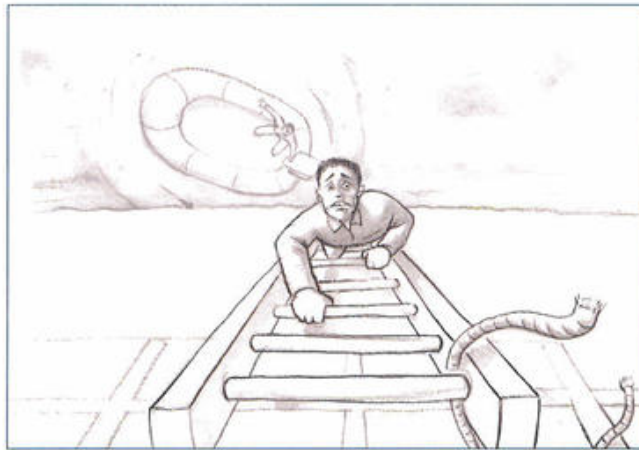


Listen to the cassette again. Marcus is making a list of all the things to do before his voyage. Write what each person is going to do.



- 1 Laura is going to pack his clothes.
- 2 The office manager is going to
- 3 The children are going to
- 4 Tom is going to
- 5 Marcus is going to

4 What is going to happen?



He is going to fall.

I	am	going to	go ashore.
You	are	going to	load the cargo.
He/She	is	going to	pack my things.
We	are	going to	sweep the deck.
They	are	going to	visit friends.

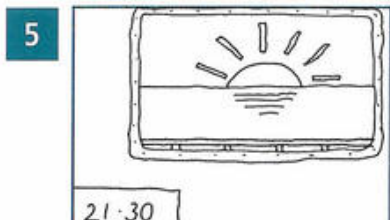
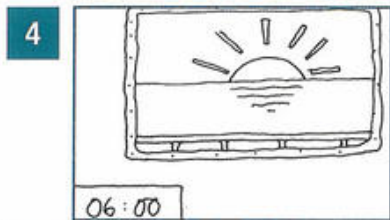
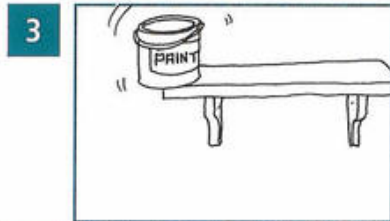
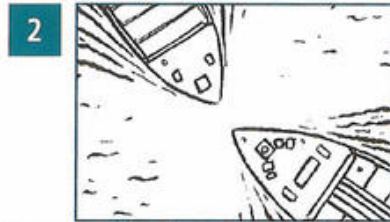


Look at the pictures. Write sentences about what is going to happen. Use the verbs in the box.

eat	fall	collide	rise
set	stop	board	leave



He is going to eat breakfast.



5 What are you going to do?



Imagine that you are going to sea. What are you going to do before you leave? Begin your sentences with I'm going to.



I'm going to . . .

.....

.....

.....

.....

.....

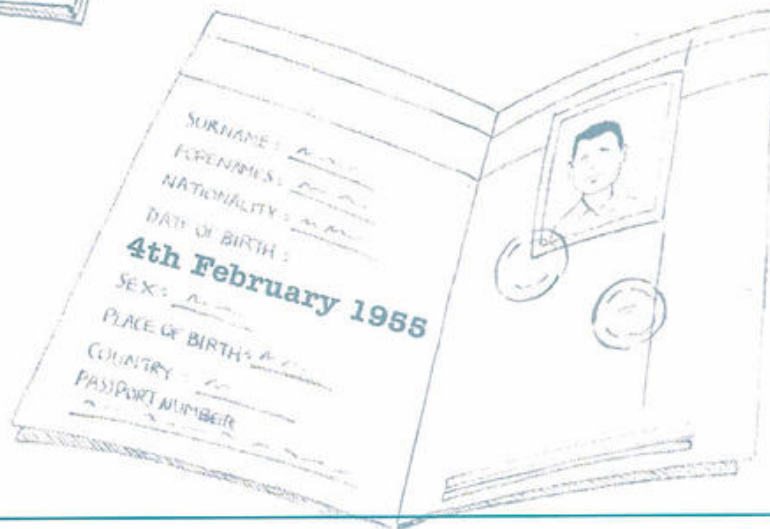
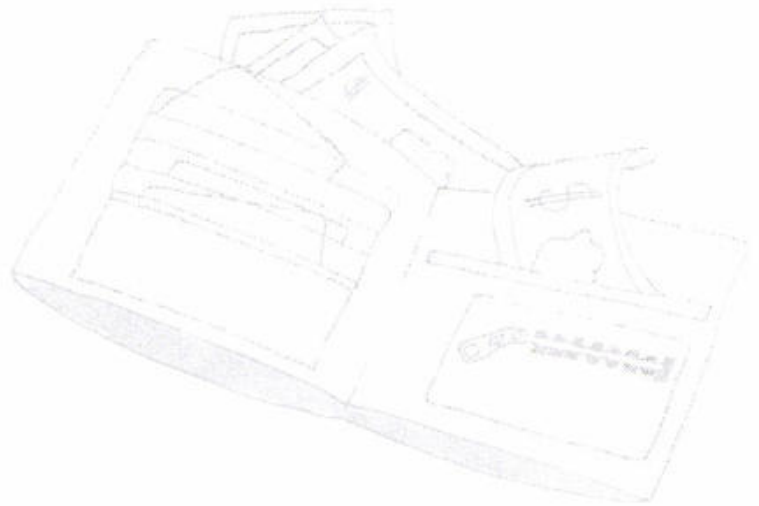
.....

.....

.....



Work with a study partner. Discuss what you are going to do.





Imagine that you are preparing for your next voyage. You meet your friend, Miguel, in a cafe. Write your answers to Miguel's questions.

Miguel: *Hi! How are you?*

You:

Miguel: *Fine. When are you going to go to sea?*

You:

Miguel: *You don't have much time, do you?*

You:

Miguel: *Where are you going to go?*

You:

Miguel: *How long are you going to be away?*

You:

Miguel: *Are you going to take a lot with you?*

You:

Miguel: *When are you going to come back?*

You:

Miguel: *Okay. Until then. Have a safe voyage!*

You:

Miguel: *Bye!*



7 A day ashore



Imagine that you are going to go ashore tomorrow. Look at your timetable.

TIMETABLE	
Visit Ashore, June 27th	
0730	Breakfast on ship
0830	Crew meeting
0930	Leave the vessel
1000	Bus leaves for city centre
1030	Arrive in city centre / go to cafe
1115	Visit crew supply office / meet management staff / see new computer system
1230	Lunch in local restaurant
1330	Bus tour of city
1500	Visit shops
1900	Dinner at Toni's Restaurant
2130	Cinema
2300	Return to ship / report to the Master



Answer the questions.

- 1 What is going to happen at 0730? *I am going to have breakfast.*
- 2 What time is the meeting going to start?
- 3 What are you going to do first in the city?
- 4 What are you going to see at the office?
- 5 Where are you going to have lunch?
- 6 What are you going to do at 1330?
- 7 When are you going to see a film?
- 8 What are you going to do after you return to the ship?

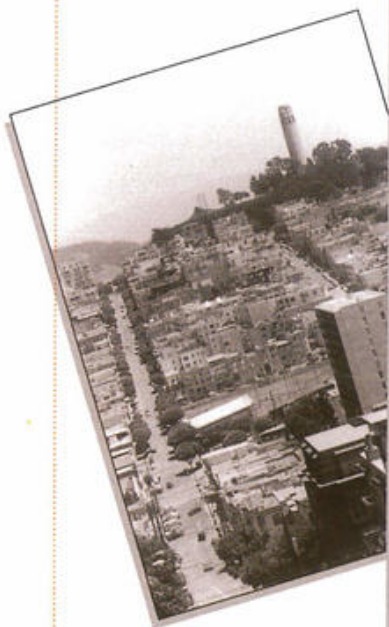
8 A day in San Francisco



Listen to the cassette. Chris and Jeff are preparing to leave the vessel for the day. They are going to see San Francisco. What are they talking about?



Look at the list of places. Listen to the cassette again. Circle the places Chris and Jeff think they will have time to see.



Sights of San Francisco

GOLDEN GATE BRIDGE

BAY BRIDGE

UNION SQUARE

GHIRARDELLI SQUARE

COIT TOWER

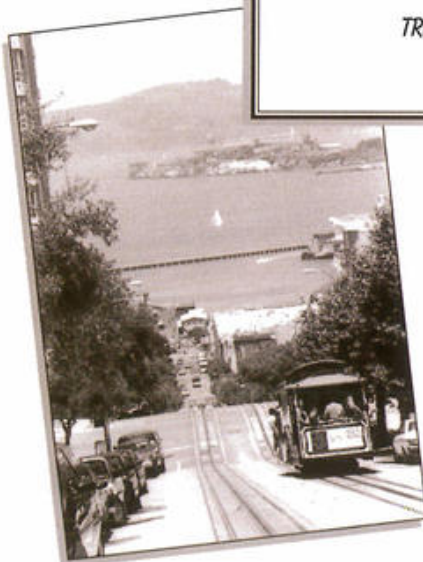
RUSSIAN HILL

ALCATRAZ

CHINATOWN

FISHERMAN'S WHARF

TRANSAMERICA PYRAMID



9 I think I'll go ashore tomorrow. . .



Going to and **will** are both used to discuss future events. We use **going to** to describe future events that we have planned or arranged. We can use **will** to describe future events that are uncertain.

Compare:

When are you **going to** visit the crew supply office?

We are **going to** visit the crew supply office **at 1115 tomorrow**.

Where **will** you be in five months?

I don't know. **Maybe** I **will** be at home or maybe I **will** be at sea.

Will is used before verbs in the infinitive form.

I	will	board the ship.
You	will	eat breakfast.
He/She	will	watch TV .
We	will	have lunch.
They	will	see many sights.

Sometimes we use the short form:

I **will** see you tomorrow. = I'll see you tomorrow.

In negative sentences, will not often changes to won't:

He **will not** have time. = He **won't** have time to go ashore tomorrow.



Listen to the cassette. Repeat the phrases from the dialogue. Notice which words are stressed.



Where will we go?

Where will we eat?

Do you think we'll have enough time?

We'll get something good there.

We'll have to wait.

We'll come back to the ship.

10 Two weeks from now



To talk about a time in the future, we can say:

two days / weeks / months / years from now

OR

in two days / weeks / months / years



Where will you be two weeks from now? At sea? At home? On shore?
Answer the questions about yourself.

- 1 Where will you be in two days? *In two days I will be.*
- 2 Where will you be in one week?
- 3 Where will you be two months from now?
- 4 Where will you be one year from now?
- 5 Where will you be in ten years?



Work with a study partner. Discuss your answers.



11 My next shore visit



What is the next port you are going to visit? Write a paragraph that describes your next visit on shore. When will you arrive? What are you definitely going to do? What do you think you will do?



My next shore visit will be.

.....

.....

.....

.....

.....

Part 3 Review

1



Read the story about pirates who came on board the Milamar. What did the pirates steal?

Pirates on board the Milamar

One evening after sunset when the Milamar was in port, three men came on board. They were pirates who intended to steal personal belongings from the crew. They knew that the Milamar was in port for four days and that many of the crew members were visiting the town for the evening. In fact, fifteen of the twenty-five crew were not on board the vessel that evening.

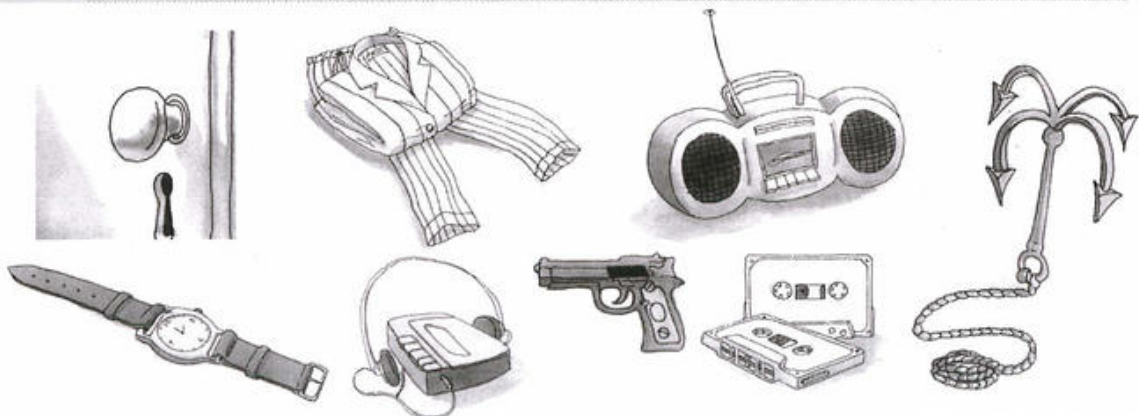
The pirates used grappling hooks to climb aboard the vessel. The two crew members on watch didn't hear the pirates jump over the railings because they were listening to the radio. The Captain was sleeping and didn't hear the three men as they ran past his cabin door. The pirates went straight to the ratings' cabins hoping to steal money, stereos, watches and other valuable items.

The pirates heard a seafarer snoring in the first cabin so they didn't enter. But they didn't hear anything in the second cabin. So two of the pirates broke the lock of the door and one kept watch outside. They didn't know that a young cadet was sleeping inside the cabin. . .

The cadet heard something strange. He was getting out of bed to check the noise when the two pirates opened his door and switched on the light. The cadet was shocked to see three men holding guns in his room and he shouted for help. The pirates were shocked to see him in the room and they pushed him to the floor. The cadet hit his head and fell unconscious.

Down the corridor, an engineer heard the call for help. He ran to the cadet's cabin wearing his socks and pyjamas. But when he got there, the door was open, the cadet was lying unconscious on the floor. . . and the pirates were running down the corridor.

The engineer tried to chase the pirates but he slipped on the stairs in his socks. He started shouting for help but it was too late. The pirates were already climbing down the rope, jumping into their boat and escaping back to the shore. One of the pirates was carrying a bag from the cadet's cabin.



2 What really happened?

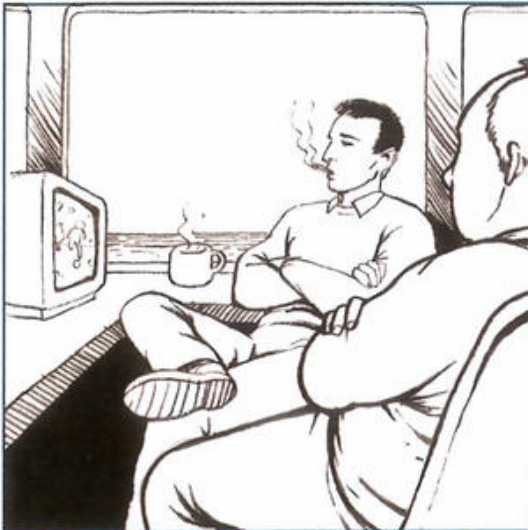


Now look at the pictures. Compare the pictures with the story in Exercise 1. What is wrong with each picture? Write a sentence to explain the difference.

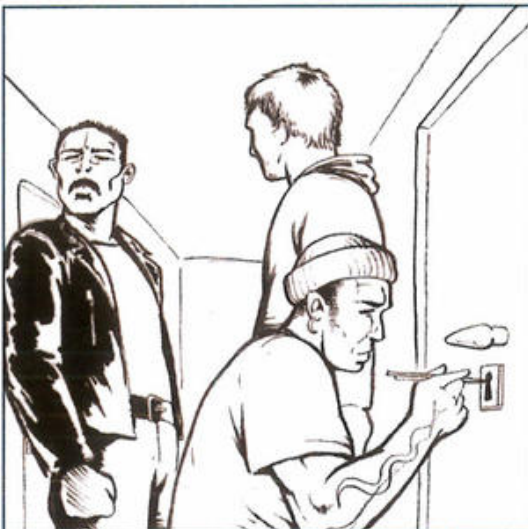


1

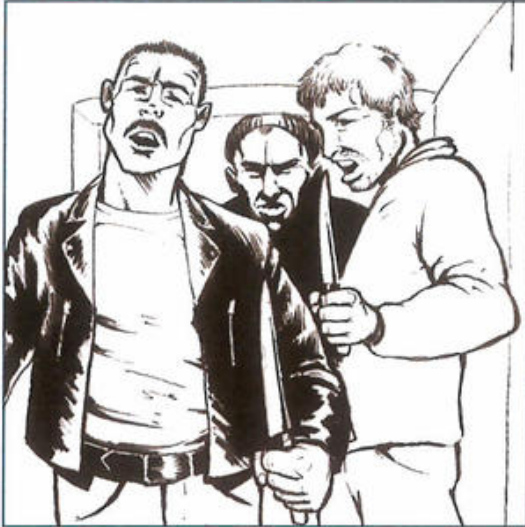
It wasn't a sunny day. It was after sunset when the pirates boarded the Milamar.



2



3



4

.....

.....

.....

.....



5

.....

.....

.....

.....



6

.....

.....

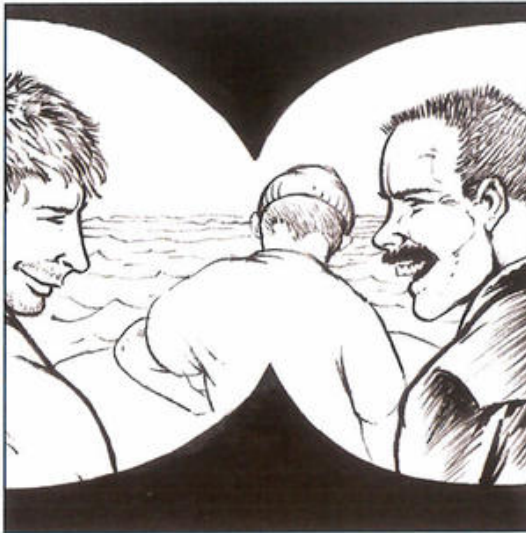
.....

.....

3 What happened to the pirates?

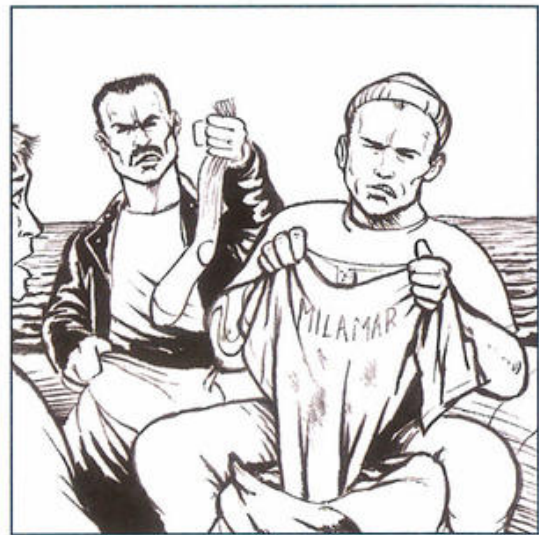


Look at the 3 pictures below. Write the end of the story yourself. Use the questions to help you.



What was in the bag?

How did the pirates feel when they opened the bag?



How did the police know about the pirates?

What do you think happened to the pirates?



.....

.....

.....

.....

.....

.....

.....

4 Can I ask you some questions?



Read the dialogue. A policeman is interviewing the Captain of the Milamar about the incident with the pirates. Use the information in Exercise 1 and Exercise 3 to complete the Captain's answers.

Policeman: *Good afternoon. I am pleased to report that we have now caught the three men who came on board your vessel early this morning. These men are dangerous criminals, and I need some information about what happened earlier. Can I ask you some questions?*

Captain: *Certainly, Officer.*

Policeman: *Good. Were you on the vessel when the incident occurred, Sir?*

Captain:

Policeman: *Good. But did you see or hear anything?*

Captain: *No, because I*

Policeman: *Right. Was anyone on watch when the pirates came on board?*

Captain: *Yes, two crew members.*

Policeman: *Did they see the pirates when they climbed on board?*

Captain: *No, because*

Policeman: *I understand that a cadet was injured. What happened?*

Captain: *The cadet was in his cabin when He shouted for help and then*

Policeman: *I see. I understand that an engineer found him on the floor. What did the engineer do?*

Captain: *He the pirates but*

Policeman: *OK. Now, did they steal anything from the vessel?*

Captain: *Yes,*

Policeman: *And what was in the cadet's bag?*

Captain:

Policeman: *Well, it was lucky that's all they took! Thank you for your help, Sir.*

5 How are you feeling?



Listen to the cassette. The doctor is speaking to the cadet from the Milamar. Does the cadet want to go to hospital?



Listen to the cassette again. What advice does the doctor give the cadet? Circle T (True) or F (False).

- | | | | |
|----------|----------------------------------|---|---|
| 1 | Work for two days. | T | F |
| 2 | Have an X-ray. | T | F |
| 3 | Go to hospital for an operation. | T | F |
| 4 | Take some medicine. | T | F |
| 5 | Try to sleep. | T | F |

6 Now that you have finished. . .



You have finished the study pack! What have you learned?



I have learned how to talk about places on board. . .

.....

.....

.....

.....

.....

.....

.....

7 What next?



Work with a study partner. How are you going to practise your English now? Talk about your ideas.



I am going to talk to my study partner in English every day. . .

Answer Key

UNIT 1



Exercise 1 (see text)



Exercise 2

- Chief Engineer: Good morning, Captain. I am the new Chief Engineer.
Captain: Ah, good morning! Welcome on board.
Chief Engineer: Thank you.
Captain: Do you have your seaman's book and passport?
Chief Engineer: Yes. Here you are.
Captain: Good. What is your family name?
Chief Engineer: Bruni.
Captain: OK. And what is your first name?
Chief Engineer: Pietro.
Captain: Where are you from, Pietro?
Chief Engineer: I'm from Genoa in Italy.
Captain: Of course. We have another Italian on board; the Pumpman. His name is Depedri.
Chief Engineer: Yes, I know him - he is a good worker.
Captain: What is your date of birth?
Chief Engineer: The 4th of February 1955.
Captain: Uh huh. Are you married?
Chief Engineer: Yes, I am. My wife is at home in Italy.
Captain: Do you have children?
Chief Engineer: Yes, I have three: two boys and a girl.
Captain: What is your seaman's book number?
Chief Engineer: It's R65 7681.
Captain: OK, that is all just now. The Second Engineer is in the office. Speak to him as soon as possible, please.
Chief Engineer: OK, no problem.



Exercise 3 (see text)

Exercise 4

- 1) My name is ...
- 2) I am a/an ...
- 3) I am from ...
- 4) (day/month/year)
- 5) I am ... years old.
- 6) Yes, I am married./No, I am not married.
- 7) Yes, I have ... children./No, I don't have children.
- 8) My seaman's book number is ...

Exercise 5

- 1) I am = I'm
- 2) you are = you're
- 3) he is = he's
- 4) she is = she's
- 5) it is = it's
- 6) we are = we're
- 7) you are = you're
- 8) they are = they're

Exercise 6

- 2) I am the Chief Engineer./I'm the Chief Engineer.
- 3) You are from Italy./You're from Italy.
- 4) You are 25 years old./You're 25 years old.
- 5) He is from Japan./He's from Japan.
- 6) Is she married?
- 7) Is he the Captain?
- 8) Are they cadets?
- 9) Are you engineers?
- 10) Are you from France?

Exercise 7

- 2) The ship has a cargo of crude oil.
- 3) We have three children.
- 4) The port has six tugboats.
- 5) They have bags.
- 7) Does he have a seaman's book?
- 8) Does the ship have lifeboats?
- 9) Do you have the fire extinguisher?
- 10) Do we have visas?

Exercise 8

- 2) India 3) Russian 4) Norway 5) Swedish



Italy	Italian
India	Indian
Russia	Russian
Norway	Norwegian
Sweden	Swedish
Poland	Polish

Exercise 9

- 2) The superintendents are from Greece. They are Greek.
- 3) The Captain is from Canada. He is Canadian.
- 4) The engineers are from South Africa. They are South African.
- 5) The 2nd Officer is from Brazil. He is Brazilian.
- 6) The agents are from Japan. They are Japanese.
- 7) The owners are from America. They are American.
- 8) The Pilot is from Britain. He is British.

Exercise 10

(possible answers)

NAME:	Pietro Bruni
AGE:	42
NATIONALITY:	Italian
NAME OF VESSEL:	Cheviot Star
MARRIED:	YES
CHILDREN:	YES
JOB:	Chief Engineer
SEAMAN'S BOOK NUMBER:	R65 7681

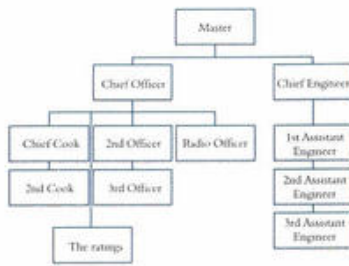
Exercise 11

(possible questions and answers)

- 1)
What is his name? His name is Yiannis Georgiadis.
What is his date of birth? His date of birth is the 17th of April 1975.
Is he married? Yes, he is married.
What is the name of his vessel? The name of his vessel is the Cold Star.
What is his rank? He is the 4th Engineer.
- 2)
What is his name? His name is Rafik Ruus.
What is his date of birth? His date of birth is the 23rd of May 1966.
Is he married? Yes, he is married.
What is the name of his vessel? The name of his vessel is the Ocean Cormorant.
What is his rank? He is the Pumpman.
- 3)
What is his name? His name is Valery Pavalov.
What is his date of birth? His date of birth is the 3rd of June 1972.
Is he married? No, he is not married.
What is the name of his vessel? The name of his vessel is the Milamar.
What is his rank? He is an A.B.
- 4)
What is his name? His name is Jens Frahm.
What is his date of birth? His date of birth is the 1st of July 1951.
Is he married? Yes, he is married.
What is the name of his vessel? The name of his vessel is the MV Eildon.
What is his rank? He is the Chief Officer.

UNIT 2

Exercise 1



Exercise 2

Captain: Good morning. This is Captain Uris.
 Agent: Hello, Sir. Blue Ocean agents. Do you have the crew list?
 Captain: Yes, I do.
 Agent: OK. Please read the names and nationalities to me.
 Captain: Certainly. Stand by.

EUSEVIO, S.	Pumpman	Portuguese
MARQUEZ, M.	Bosun	Venezuelan
MOLLER, C.	Motorman	Swedish

Agent: Repeat the second name, please.
 Captain: Marquez. Mike, Alpha, Romeo, Quebec, Uniform, Echo, Zulu.
 Agent: Thank you. That's all. Goodbye.



Exercise 3

first / second / third / fourth / fifth / sixth / seventh / eighth / ninth / tenth / twenty-first / thirty-second



Exercise 4

- 1) I am the 2nd Officer.
- 2) There are 4 engineers.
- 3) I see 2 ships.
- 4) Are you the 3rd Officer?
- 5) He is the 1st Assistant Engineer.

Exercise 5

- 2) 15 15th
- 3) 20 20th
- 4) 23 23rd
- 5) 30 30th



Exercise 6 (see text)

Exercise 7

- 1) 5/3/82
- 2) 11/9/77
- 3) 20/12/42
- 4) 17/7/68
- 5) 7/5/90
- 6) (your date of birth)
- 7) (the date today)
- 8) (the date of departure)

Exercise 8

- 3) 1020 ten twenty
- 4) 1400 fourteen hundred hours
- 5) 1700 seventeen hundred hours
- 6) 2030 twenty thirty
- 7) 2215 twenty-two fifteen
- 8) 2340 twenty-three forty
- 9) 1355 thirteen fifty-five
- 10) 0100 zero one hundred hours



Exercise 9

Every morning I get up at 0700. I have breakfast at 0730 then at 0750 I go to the bridge and take over the watch from the Chief Officer. At 1030 I drink a cup of coffee. Then I hand over to the 2nd Officer at noon. At 1215 I eat lunch. At 1300 I usually listen to music and then I sleep at 1400.

- 2) 0730
- 3) 0750
- 4) 1030
- 5) noon/1200
- 6) 1215
- 7) 1300
- 8) 1400

Exercise 10

- 2) He has breakfast at 0730.
- 3) He goes to the bridge at 0750.
- 4) He drinks coffee at 1030.
- 5) He hands over at noon/1200.
- 6) He eats lunch at 1215.
- 7) He listens to music at 1300.
- 8) He sleeps at 1400.

Exercise 11

- 2) I do not drink coffee. I drink tea.
- 3) The Bosun does not eat lunch at noon. He eats lunch at 1300.
- 4) The ratings do not sleep after breakfast. They sleep after lunch.
- 5) The Chief Engineer does not go to the bridge. He goes to the engine room.
- 6) We do not hand over at 0900. We hand over at 0800.

Exercise 12

(some answers have two possibilities)

- 3) When do you watch TV?
- 4) When do you get up?/What time do you get up?
- 5) When do you start work?/What time do you start work?
- 6) When do they hand over?/What time do they hand over?
- 7) When does he drink coffee?/What time does he drink coffee?
- 8) When do you listen to music?

Exercise 13

(possible questions and answers)

What time do you get up?	I get up at 0700.
What time do you eat breakfast?	I eat breakfast at 0730.
What time do you hand over?	I hand over at 1200.
When do you drink coffee?	I drink coffee in the morning.
What time do you eat lunch?	I eat lunch at 1230.
When do you watch TV?	I watch TV in the evening.
When do you listen to music?	I listen to music in the afternoon.
What time do you go to sleep?	I go to sleep at 2130.

UNIT 3

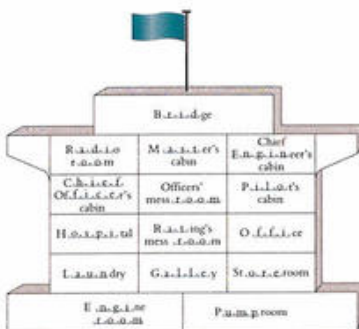
Exercise 1

- 2) Hospital
- 3) Cabin
- 4) Radio Room
- 5) Laundry
- 6) Bridge



(see text)

Exercise 2



Exercise 3

Welcome on board the MV Transitor. I have a little information for you about the ship. As you know, there are five decks. The hospital is on the second deck. Please make sure you know where it is. On the first deck you will find the galley. There is a laundry next to the galley. The steward will show you how to use the washing machines. OK, gentlemen, I see it's time for lunch. You'll find the messroom next to the hospital. That's on the second deck, remember. Right - enjoy your lunch. I'll see you back here in an hour.

Question: What are the places he talks about?
Answer: 1) the hospital
2) the galley
3) the laundry
4) the messroom

Exercise 5
(possible answers)

- 2) The Chief Engineer's cabin is to the right of the Master's cabin.
- 3) The Pilot's cabin is next to the officers' messroom.
- 4) The Chief Officer's cabin is to the left of the officers' messroom.
- 5) The laundry is on the first deck.
- 6) The Master's cabin is between the radio room and the Chief Engineer's cabin.

Exercise 6
(possible answers)

- 1) The galley is next to the storeroom.
- 2) The pumproom is on the first deck.
- 3) The 2nd Officer's cabin is above the hospital.
- 4) The ratings' messroom is to the left of the office.
- 5) The office is below the ratings' messroom.

Exercise 7

- 2) There are three rooms on the first deck.
- 3) There is a messroom on the second deck.
- 4) There are two cabins on the fourth deck.
- 5) There is a galley on the first deck.
- 6) There are two cabins on the third deck.

Exercise 8

- 2) Manila is a big city.
- 3) There is a computer in the radio room.
- 4) The Amazon is a long river.
- 5) Kenya is a country in Africa.
- 6) I want to speak to the Captain, please.
- 7) The Helmsman is on the bridge.
- 8) There is a swimming pool on the ship.

Exercise 9
(possible answers)

- 2) The bridge is on the fifth deck.
- 3) The galley is on the first deck.
- 4) The storeroom is above the pumproom.
- 5) The ratings' messroom is on the second deck.

Exercise 10
(possible answers)

- 1) The Pilot's cabin is next to the officers' messroom.
- 2) Yes, the Master's cabin is next to the Chief Engineer's cabin./No, the Master's cabin is not next to the Chief Engineer's cabin.
- 3) The radio room is next to the Master's cabin.
- 4) Yes, the bridge is on the fifth deck./No, the bridge is not on the fifth deck. It's on the sixth deck.
- 5) The Chief Officer's cabin is on the fourth deck.

(possible questions)

Where is the ratings' messroom?
 What deck is the Master's cabin on?
 Where is the laundry?
 Is the galley between the dining room and the laundry?
 Where is the engine room?

UNIT 4

Exercise 1

- 1) fire alarm 2) emergency telephone 3) life raft 4) eye rinse station 5) muster station 6) First Aid box 7) clean up equipment
 8) breathing apparatus 9) fire hose 10) fire extinguisher 11) life jacket 12) life boat 13) immersion suit 14) life buoy



Exercise 2
(see text)



Exercise 3

- 1) I see smoke. Get the fire extinguisher.
- 2) Life boat drill is at 0900. Bring your immersion suit.
- 3) There are five life jackets.
- 4) Meet in front of the muster station.
- 5) There's a problem in the engine room. Where's the operations manual?
- 6) What's that noise? It's the fire alarm!
- 7) Launch the life boats!
- 8) Are the telephones working?

Exercise 4

- 1) The breathing apparatus is in the cupboard.
- 2) The life jacket is on the chair.
- 3) The life buoy is near the gate.
- 4) The immersion suit is behind the door.
- 5) The emergency telephone is on the wall.
- 6) The First Aid box is under the table.
- 7) The fire extinguisher is in front of the chart table.

Exercise 5
(possible answers)

- 2) The life raft is in front of the cabin.
- 3) The life buoy is behind the railing.
- 4) The life jackets are in the box.
- 5) The clean up equipment is in the storeroom.
- 6) The breathing apparatus is under the bed.
- 7) The telephones are on the table.
- 8) The First Aid box is in the cupboard.
- 9) The eye rinse station is near the engine room.
- 10) The fire hose is under the window.



Exercise 6

Captain: Good morning.
 Rating: Good morning, Sir.
 Captain: I have some questions about the safety equipment.
 Rating: Yes, Sir.
 Captain: First, the fire equipment. Is there a fire alarm on the second level?
 Rating: Yes, there is.
 Captain: OK, where is it?
 Rating: It's in the laundry on the wall near the door.
 Captain: Good. Do you know where the fire extinguisher is for the galley?
 Rating: Mmmm. . . is it outside the galley in the corridor?
 Captain: No - it is in the galley near the refrigerator.
 Rating: Yes, of course.
 Captain: Do you know where the hospital is?
 Rating: Oh, yes, Sir. It's on the second level next to the laundry.
 Captain: That's right. So where is the First Aid equipment?
 Rating: It's in a box behind the door.
 Captain: No! It's in a box under the table!
 Rating: Oh. . . yes, Sir. Sorry, Sir. . .
 Captain: Hmmm. . . Right, then. Every crewman has a life jacket. Where's yours?
 Rating: My life jacket is in my cabin in the cupboard.
 Captain: That's good. And next. . . where are the life buoys?
 Rating: The life buoys? They're on the deck railings, Sir.
 Captain: Yes, that's right. Do you know where the life boats are?
 Rating: They are on deck as well.
 Captain: Yes, but where on deck?
 Rating: Oh! In front of the accommodation, Sir.
 Captain: OK, but you don't know where everything is, so go to the hospital and the galley now. Check the location of the First Aid equipment and the fire extinguisher again.
 Rating: Yes, Sir, right away.

Question: Does the rating know where everything is?
 Answer: No. He doesn't know the location of the fire extinguisher or the First Aid equipment.

Exercise 8

Key	
1	Fire alarm <input checked="" type="checkbox"/>
2	Fire extinguisher <input type="checkbox"/>
3	First Aid equipment <input type="checkbox"/>
4	Life jacket <input type="checkbox"/>
5	Life buoys <input type="checkbox"/>
6	Life boats <input type="checkbox"/>

Exercise 9
(possible answers)

- 1) My life jacket is in my cabin.
- 2) My muster station is outside my cabin next to the hospital.
- 3) My immersion suit is in my cupboard.
- 4) My life boat station is on deck.
- 5) The fire alarms are in many places on board (in the corridors, on deck, in the galley, on the wall next to the engine room. . .).

Exercise 10
(possible questions and answers)

- | | |
|---------------------------------------|--|
| 2) Where is the life raft? | The life raft is on deck in front of the cabins. |
| 3) Where is your breathing apparatus? | My breathing apparatus is in a box under the bed. |
| 4) Where is the First Aid box? | The First Aid box is in a cupboard in the hospital. |
| 5) Where is the fire extinguisher? | The fire extinguisher is on the wall next to my cabin. |

UNIT 5



Exercise 1

- Captain: Hi there, Chief.
Chief Officer: Good afternoon, Sir.
Captain: Is the route charted?
Chief Officer: Yes, Sir.
Captain: It looks like we're in the Baltic for a while.
Chief Officer: That's right. About two weeks.
Captain: Is there ice anywhere?
Chief Officer: Not much, Sir. Maybe up in Finland.
Captain: OK, so which ports do we visit?
Chief Officer: You can see here on the chart. Riga, Tallinn, St Petersburg and Helsinki. Then Oulu and Sundsvall. Then back to the Baltic for Stockholm and Copenhagen.
Captain: Right. So how many ports?
Chief Officer: . . . three . . . four . . . six . . . eight in all, Sir.
Captain: In five countries.
Chief Officer: No, it's six, Sir.
Captain: Ah yes, OK. What about the distances?
Chief Officer: Let me see. . . Riga to Tallinn: 291 nautical miles; Tallinn - St Petersburg: 187; St Petersburg - Helsinki: 171; up to Oulu: 582.
Captain: So Helsinki to Oulu is 582?
Chief Officer: Yes, then to Sundsvall: 290; Sundsvall to Stockholm is 227, and then it's 427 nautical miles to Copenhagen.
Captain: Right. And the total?
Chief Officer: Ehh. . . approximately 2200 nautical miles.
Captain: OK. Right, now we need to check the fuel bunkers. . .
- Route: Riga, Tallinn, St Petersburg, Helsinki, Oulu, Sundsvall, Stockholm, Copenhagen

Exercise 2

- | | |
|----------------------------|-------------|
| Tallinn to St Petersburg: | 187 N miles |
| St Petersburg to Helsinki: | 171 N miles |
| Helsinki to Oulu: | 582 N miles |
| Oulu to Sundsvall: | 290 N miles |
| Sundsvall to Stockholm: | 227 N miles |
| Stockholm to Copenhagen: | 427 N miles |



Exercise 3
(see text)

Exercise 5

- Question: Which countries are the cities in?
Answer: Santiago is in Chile.
Quito is in Ecuador.
Rio de Janeiro is in Brazil.
Buenos Aires is in Argentina.
Lima is in Peru.
Bogota is in Colombia.
Caracas is in Venezuela.
La Paz is in Bolivia.



Exercise 6

Santiago, Chile: latitude 33 degrees south, longitude 70 degrees west
 Quito, Ecuador: latitude 0 degrees, longitude 79 degrees west
 Rio de Janeiro, Brazil: latitude 23 degrees south, longitude 43 degrees west
 Buenos Aires, Argentina: latitude 34 degrees south, longitude 59 degrees west
 Lima, Peru: latitude 12 degrees south, longitude 77 degrees west
 Bogota, Colombia: latitude 4 degrees north, longitude 74 degrees west
 Caracas, Venezuela: latitude 11 degrees north, longitude 67 degrees west
 La Paz, Bolivia: latitude 17 degrees south, longitude 67 degrees west

- 2) 0, 79
- 3) 23, 43
- 4) 34, 59
- 5) 12, 77
- 6) 4, 74
- 7) 11, 67
- 8) 17, 67

Exercise 7

- 1) It's approximately 4500 km from Rio de Janeiro to Caracas.
- 2) It's approximately 1400 km from Lima to Quito.
- 3) It's approximately 1200 km from Buenos Aires to Santiago.
- 4) It's approximately 700 km from Quito to Bogota.
- 5) It's approximately 1100 km from Caracas to Bogota.

Exercise 8

(Possible questions and answers)

How far is it from Rio de Janeiro to Bogota?	It's approximately 4400 km.
How far is it from Lima to La Paz?	It's approximately 1100 km.
How far is it from Buenos Aires to Caracas?	It's approximately 5100 km.
How far is it from Caracas to Lima?	It's approximately 2800 km.
How far is it from La Paz to Rio de Janeiro?	It's approximately 2700 km.

(More possible questions)

How far is it from Santiago to Caracas?
 How far is it from Bogota to La Paz?
 How far is it from Lima to Santiago?

Exercise 9

2) Where is Peru?	It's to the north of Chile.
3) Where is Venezuela?	It's to the east of Colombia.
4) Where is Bolivia?	It's to the west of Brazil.
5) Where is Colombia?	It's to the north of Ecuador.
6) Where is Argentina?	It's to the east of Chile.
7) Where is Chile?	It's to the west of Argentina.
8) Where is Ecuador?	It's to the north of Peru.
9) Where is Brazil?	It's to the east of Peru.
10) Where is Uruguay?	It's to the east of Argentina and to the south of Brazil.

Exercise 10

(possible answers for Spain)

The major cities in my country are Madrid, Barcelona, Seville, Valencia, and Bilbao. The capital city is Madrid. I live in Sitges. Sitges is approximately 500 km from the capital, Madrid. Burgos and Santander are to the north of Madrid. Granada and Cordoba are to the south of Madrid. Valencia and Barcelona are to the east of Madrid. Salamanca and Avila are to the west of Madrid.

Exercise 11

(see example in text)

UNIT 6

Exercise 1

- 1) one deck/level down
- 2) on the starboard side
- 3) one deck/level up
- 4) in there
- 5) on the port side
- 6) through
- 7) two decks/levels down
- 8) the end of the corridor
- 9) turn left
- 10) turn right
- 11) go straight



Exercise 2

Chief Officer: Ah Mr. Hansen, it's a pleasure to meet you. I'm the Chief Officer. I believe you want to see some places on the ship?
 Mr Hansen: Ah yes, hello there. That's correct.
 Chief Officer: OK, let me show you the way. First, we can look at the bridge. Please turn right and go up these stairs one level... it's in front of you there.
 Mr. Hansen: Yes, I see. Very good. Everything seems to be in order. Which way to the radio room?
 Chief Officer: The radio room is on the right - and the chart room is behind us.
 Mr. Hansen: I see. Is the Radio Officer in there?
 Chief Officer: No, he isn't. Let me show you the hospital.
 Mr. Hansen: Certainly.
 Chief Officer: OK, go straight ahead to the end of the corridor. It's on the starboard side.
 Mr. Hansen: All right, then. And where are the cabins?
 Chief Officer: The officers' cabins are one level below us. The ratings' cabins are two levels down.
 Mr. Hansen: OK.
 Chief Officer: So here we have the hospital. Do you want to see inside?
 Mr. Hansen: No, that's not necessary. There is somebody in there.
 Chief Officer: In that case Captain MacMillan is ready to see you. Please come this way. We can turn left here and his office is on the port side.
 Mr. Hansen: Very good. Thank you for showing me around.

Question: What places do they talk about?
 Answer: 2) the radio room
 3) the chart room
 4) the hospital
 5) the officers' cabins
 6) the ratings' cabins
 7) Captain MacMillan's office

Exercise 3

2) Where is the Captain's office?	On the port side.
3) Where is the ratings' accommodation?	Two decks/levels down.
4) Where is the chart room?	Behind the bridge.
5) Where is the bridge?	Up the stairs.



Exercise 4 (see text)

Exercise 5

1) restaurant	2) swimming pool	3) bakery
4) school	5) bus station	6) bank

Exercise 6 (possible questions and answers)

Does your town have a bank?	Yes, it does./No, it doesn't.
Does your town have a school?	Yes, it does./No, it doesn't.
Does your town have a bakery?	Yes, it does./No, it doesn't.
Does your town have a restaurant?	Yes, it does./No, it doesn't.

Exercise 8

1) the cinema 2) the hospital 3) the bank 4) the port 5) the railway station

Exercise 9 (possible answers)

2) Go east on Oak Road. Then turn left on Maple Street. Go straight on Maple Street. The bar is on the corner of Birch Tree Lane and Maple Street.
 3) Go south on Tulip Street. Go three blocks and turn right on Boardwalk Avenue. The cinema is on the right.
 4) Go south on Main Street. Then turn left on Elm Row. Go straight to Tulip Street. The port is in front of you.
 5) Go south on Tulip Street. Then turn right on Daffodil Lane. Go three blocks and cross Rosewood Street. The school is on the right.
 6) Go east on Boardwalk Avenue. Then turn left on Tulip Street. Go three blocks until Portside Avenue and turn right. Go one block. The post office is on the left on the corner.



Exercise 10 (see text)

Exercise 11
(possible questions)

- 2) Excuse me, how do I get from the cinema to the bus station?
(Excuse me, where is the bus station?)
(Excuse me, can you tell me the way to the bus station?)
(Excuse me, how do I get to the bus station?)
(Excuse me, which way to the bus station?)
- 3) Excuse me, how do I get from the hotel to the restaurant?
(Excuse me, where is the restaurant?)
(Excuse me, can you tell me the way to the restaurant?)
(Excuse me, how do I get to the restaurant?)
(Excuse me, which way to the restaurant?)
- 4) Excuse me, how do I get from the railway station to the bank?
(Excuse me, where is the bank?)
(Excuse me, can you tell me the way to the bank?)
(Excuse me, how do I get to the bank?)
(Excuse me, which way to the bank?)

Exercise 12
(possible questions and answers)

- You: Excuse me, can you tell me the way to the park?
Study partner: Of course. Go north on Tulip Street. Then turn left on Elm Row. Cross Main Street and you are in the park.
- You: Excuse me, how do I get to the hospital?
Study partner: Go straight on Daffodil Lane for three blocks. The hospital is on the right on the corner of Daffodil Lane and Rosewood Street.
- You: Excuse me, which way to the hotel?
Study partner: First go south on Tulip Street. Then turn right on Boardwalk Avenue. Go straight on Boardwalk Avenue to Rosewood Street. The hotel is on the corner of Boardwalk Avenue and Rosewood Street.
- Study partner: Excuse me, which way to the bar?
You: Go north on Tulip Street. Then turn left on Birch Tree Lane. Go two blocks and cross Maple Street. The bar is on the right.
- Study partner: Excuse me, where is the cinema?
You: Go south on Tulip Street. Then turn right on Boardwalk Avenue. The cinema is on the right.
- Study partner: Excuse me, can you tell me the way to the post office?
You: Of course. Go north on Tulip Street. Then turn right on Portside Avenue. Go one block. The post office is on the left.

UNIT 7

Exercise 1

- 1) Horror 2) Science Fiction 3) Romance 4) Comedy 5) Western 6) War 7) Musical 8) Action

Exercise 2

- Question: Who likes Westerns?
Answer: Edy and Baljeet.

great/excellent
very good
good
quite good
OK
not bad
bad
really bad
terrible/awful



Exercise 3

- Helmsman: What time do you finish your watch this afternoon?
2nd Officer: At 1600.
Helmsman: OK, let's watch a movie.
2nd Officer: Yeah, OK. What do you want to watch?
Helmsman: Well... Captain Landucci wants everyone to watch a safety video.
2nd Officer: What? I'd prefer to watch a comedy. I'm in the mood for a good laugh.
Helmsman: Uh huh, some comedies are OK, but I really like action movies!
2nd Officer: No way! They're awful! Those Rambo movies are really bad!
Helmsman: OK, let's watch the safety film first, then choose a good video.
2nd Officer: Yeah, I'm sure there's a new horror film that's very good.
Helmsman: Well, anything except musicals - they're terrible! OK, see you at four o'clock.
2nd Officer: OK, see you.

The films the two seafarers talk about are: comedy, action, horror, musical.

- Question: What types of film does the Helmsman like?
Answer: He likes some comedies and he really likes action movies.

Exercise 4

- 2) reading books 3) listening to music 4) fishing 5) watching TV 6) repairing cars 7) shopping 8) watching movies
9) eating in restaurants 10) going to bars 11) playing cards 12) playing chess 13) swimming 14) going to the beach



Exercise 5 (see text)

(possible answers)

I really like swimming, watching movies and playing cards.
I like repairing cars and playing football.
I don't like fishing or reading books.
I really don't like shopping or playing chess.

Exercise 6 (see example)

Exercise 7

Question: What does Juan do every day?
Answer: Juan listens to music every day.

Question: What does Juan do once every week?
Answer: Juan plays football and goes to the bar once every week.

- 2) Juan often eats in restaurants.
3) Juan usually plays cards.
4) Juan always listens to music.
5) Juan sometimes plays football.
6) Juan never plays chess/repairs cars/goes fishing. . .

Exercise 8 (possible answers)

- 2) I always eat breakfast.
3) I sometimes work on the bridge.
4) I never work in the engine room.
5) I often speak to the Captain.
6) I sometimes read books.
7) I often go ashore.
8) I never play cards.
9) I usually work overtime.
10) I sometimes write letters.

Exercise 9 (possible answers)

- 1) He usually listens to music.
2) He always works at sea.
3) He sometimes goes on holiday.
4) He never eats breakfast.

Exercise 10

M/V Milamar
Genoa
Italy

Dear (name)

How are you? I am fine. I really like my new job on this vessel. The work is difficult but I enjoy it.

Every morning the Chief Engineer gives me a list of jobs to do. I have some free time after work so I often play chess with my friend, Andy. He's very good at chess - I never win! I sometimes read a book before going to sleep.

I share my cabin with another cadet. He's Korean. He likes listening to music. We sometimes listen to music together.

That's all for now. Please write soon. I often think of you.

Best regards
(your name)

Exercise 11 (see example in Exercise 10)

PART 1 REVIEW

Exercise 1

You: Hi. How are you? Welcome on board. My name is (your name). What is your name?
Engineer: Hi. I'm Alan Lewis. Pleased to meet you.
You: Where are you from?
Engineer: I'm from Australia. What about you?
You: I'm from (your country).
Engineer: Right. Good to meet you. What is your job?
You: I'm a (your job). What do you do?
Engineer: Oh, I'm an engineer. This is my first vessel.
You: I see. So how old are you, Alan?
Engineer: I'm 21.
You: Really? I'm (your age). Are you married?
Engineer: Yes, I am. I have a young son at home. How about you? Are you married?
You: (Yes I am/No I am not). OK, Alan, let me show you where everything is. Come this way.

Exercise 2

Oceanside Ship Management Company: Annual Crewing Report

This information shows the number of seafarers who work for the Oceanside Ship Management Company. The company employs approximately 2000 seafarers from around the world. Many seafarers come from Asia: approximately 500 are Filipino; 250 are Indonesian and 150 are Chinese.

This year, approximately 1000 European seafarers work for the company: there are 460 Russian seafarers; 300 are Croatian and approximately 250 are Polish.

From Africa, there are only 50 Nigerian seafarers and from South America, there are 70 Brazilian seafarers.

Exercise 3

start the forenoon watch
meet the Master
hand over the watch
eat lunch
watch TV
go to bed

- At 1000 he meets the Master in the office.
- At 1200 he hands over the watch on the bridge.
- At 1230 he eats lunch in the messroom.
- At 1800 he watches TV in the lounge.
- At 2230 he goes to bed in his cabin.

Exercise 4

Questions and answers for Table A

Where does the Pumpman start work? (pumproom)
What time does the Pumpman check the ballast pumps? (1000)
What does the Pumpman do at 1600 hours? (report to the Chief Engineer)
What does the Bosun do at 1200? (lunch)
Where does the Bosun meet the Chief Officer? (poop deck)
Where does the Bosun supervise the painting team? (paint store)

Questions and answers for Table B

What time does the Pumpman start work? (0800)
Where does the Pumpman check the ballast pumps? (engine room)
What time is the Pumpman on deck? (1400)
What does the Pumpman do on deck? (clean the tanks)
Where is the Pumpman at 1600? (office)
Where does the Bosun speak to the deck ratings? (duty messroom)
Where does the Bosun eat lunch? (messroom)

Exercise 5

- The management office is on the fifth floor.
- All seafarers are to report to the bridge at 0900.
- The documents are on the table. Please get them.
- Is there a fire alarm near your cabin?
- There are two vessels in the photograph.
- I need to buy souvenirs for my children.

Exercise 3

You are studying English.
He is studying English.
We are studying English.
You are studying English.
They are studying English.

Exercise 4

- 2) The Master is talking with the superintendent.
- 3) The Radio Officer is listening to the radio.
- 4) The ship is sailing into Hong Kong harbour.
- 5) The cadets are boarding the vessel.
- 6) We are going ashore.
- 7) They are waiting for the Chief Mate's instructions.
- 8) The ratings are repairing the deck crane.
- 9) The engineer is testing the radar.
- 10) The engineers are checking the engine room.



Exercise 5

Question: What is happening?
Answer: He is cleaning his teeth.
He is drinking.
He is sleeping.
He is cooking.
He is walking.
He is running.
He is smoking.
He is eating.

Exercise 6

- 2) The Cook always goes ashore for supplies.
- 3) The engineers usually meet in the office on Fridays.
- 4) The 2nd Officer is steering the vessel at the moment.
- 5) The steward is cleaning the officers' cabins right now.
- 6) The Chief Cook is preparing chicken for tonight's dinner.
- 7) The Surveyor smokes three packets of cigarettes every day.
- 8) We listen to the radio every night at 7 o'clock.
- 9) When you hear the alarm, go to your muster station.
- 10) Look out! The cargo is falling!

Exercise 7

- 2) The Helmsman steers the vessel.
- 3) No, I am not working at the moment.
- 4) I am a/an. . .
- 5) Yes, the vessel is moving./No, the vessel is not moving.
- 6) Yes, my vessel operates in the Atlantic./No, my vessel does not operate in the Atlantic.
- 7) The ship is carrying. . .
- 8) The ship usually carries. . .
- 9) Yes, I am smoking at the moment./No, I am not smoking at the moment.
- 10) Yes, I smoke./No, I do not smoke.

Exercise 8 (possible answers)

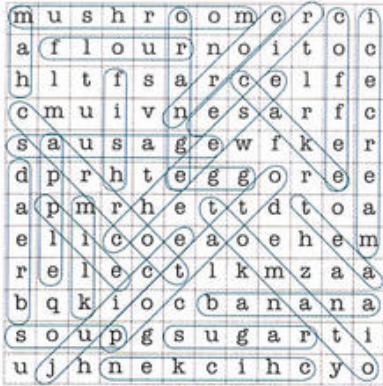
- 2) At the moment I am studying.
- 3) At the moment I am sitting in a chair.
- 1) Every day I get up at 0700.
- 2) I often go swimming.
- 3) Every week I play football.

Exercise 9 (possible answer)

On the MV Cape someone is drinking. Someone is reading a book, smoking a cigarette and listening to music. Water is leaking from a pipe and someone is slipping and falling. Someone is falling off the deck. Someone is fishing. Someone is holding a walkie-talkie and shouting. Someone is running and the cargo is falling.

UNIT 9

Exercise 1



Exercise 2 (see text)



Exercise 3

This fish is awful!
This bread is good!
This chicken is horrible!
This coffee is terrible!
I like this ice cream - it's great!
Can I have some more juice? It's delicious!



Exercise 4

Do you like chocolate? Yes, it's delicious!
Do you like fish?
Do you like cheese?
Do you like ice cream?
Do you like chicken?
Do you like milk?
Do you like coffee?



Exercise 5

Bosun: Hi, Cook. What's for lunch today? Anything good?
Cook: What do you mean? It's always good.
Bosun: Yeah, yeah. I know.
Cook: Do you like chicken?
Bosun: Yeah, I do. What else have you got?
Cook: Some potatoes, some carrots, and some bread.
Bosun: Right. Have you got any soup?
Cook: Sure, there's some tomato soup right here.
Bosun: OK, give me a bowl. Thanks. Have you got any juice? I'm thirsty.
Cook: The juice is on the table. There's apple or orange. Help yourself.
Bosun: Good. It's so hot today. . . maybe some apple juice. Do you have hot water for tea?
Cook: Of course. Now, how much chicken would you like?
Bosun: Umm. . . two pieces, please.
Cook: Do you want potatoes and carrots?
Bosun: Only potatoes, please. OK, that's enough.
Cook: Here you are. Oh, and take a glass.
Bosun: Have you got a knife and fork? There isn't any cutlery on the table.
Cook: Of course. Here you are.
Bosun: Thanks a lot.
Cook: Bon appetit!

Question: What food do they talk about?

Answer: chicken, potatoes, carrots, bread, tomato soup, apple juice, orange juice, tea

Exercise 6

- 2) tomato soup
- 3) on the table
- 4) two pieces of chicken
- 5) potatoes
- 6) No, it isn't.

Exercise 7

- 1) The Cook doesn't have any milk.
- 2) The Bosun wants some cutlery.
- 3) There aren't any carrots.
- 4) I would like some soup, please.
- 5) There are some knives and forks but there aren't any spoons.
- 6) We haven't got any beer but we have some juice.
- 7) Is there any rice?
- 8) Can I have some bread?



Exercise 9

Simon: Could I have some salt, please?
Richard: Here you are. Yeah, this soup needs it. It's awful!
Simon: How's the fish today?
Alan: It's delicious! I'd like some more. Do you have any more fish?
Cook: Yeah, coming up.
Richard: Can I have some salad, please?
Alan: Here you go. It's good today. Would you like some oil with it?
Richard: No, I'm fine, thanks.
Cook: Would anyone like some coffee?
Simon: I'd like some, please. Do you have any sugar?
Cook: Yeah, it's on the table.
Alan: So it is. Mmmm. This coffee is great.

Question: How do they ask for things?

Answer: Do you have any more?
Could I have some...?
Can I have some...?
Do you have any...?

Exercise 10 (possible questions)

- 2) Could I have the juice, please?/Do you have any juice?
- 3) Do you have any milk?/I have you got any milk?
- 4) Could/Can I have some chicken?
- 5) Do you like ice cream?
- 6) Have you got any apples?/Do you have any apples?/Are there any apples?
- 7) Do you like fish?

Exercise 11

Question: What do you want to order?
Possible answer: I would like to order chicken soup (\$2.50), fish (\$4.50), and carrots (\$1.50).
For dessert, I would like to order ice cream (\$2.00) and coffee (\$1.50).

Possible conversation:

Waiter: Hello. Are you ready to order?
You: Yes, I am.
Waiter: Right. What would you like?
You: I'd like chicken soup and fish, please.
Waiter: Certainly. Would you like some vegetables?
You: Yes, I'd like some carrots, please.
Waiter: OK - anything to drink?
You: Yes, can I have some coffee, please?
Waiter: Of course. Is that everything?
You: Yes, that's all.
Waiter: Fine. Thank you.

UNIT 10

Exercise 1

- 2) fire in the cargo holds
- 3) man overboard
- 4) collision
- 5) fire in the galley
- 6) oil spill
- 7) grounding
- 8) electrical fire

Exercise 2

- 2 Man overboard! Release a life buoy.
- 1 Begin the 60-60 Turn.
- 6 Instruct the emergency party to go to the rescue boat stations.
- 5 Put the engines on standby and inform the engine room.
- 4 Post two lookouts with binoculars.
- 3 Sound the emergency alarms!

Exercise 3

- 2) They are loading the fuel. Don't smoke on deck!
- 3) Man overboard! Lower the life boat!
- 4) Emergency! Proceed to your muster stations immediately!
- 5) Flooding in the engine room! Call the Master!
- 6) The oil is leaking! Stop the pumps!
- 7) Fire in the cabins! Close all fire doors!
- 8) The air is toxic! Don't enter that area!

**Exercise 4**
(see text)**Exercise 5**

- Searfarer 1: There's been an explosion in the engine room! Quick! There's a fire!
 Searfarer 2: Call the Captain!
 Searfarer 1: Engine room to bridge! Emergency! Emergency! Explosion in the engine room!
 Captain: Captain speaking. What's the damage?
 Searfarer 1: It's bad, Sir - there's fire and a lot of smoke!
 Captain: Can you contain the fire?
 Searfarer 1: I don't think so, Sir - it's out of control!
 Captain: Get everyone out now! Do not attempt to extinguish the fire! Repeat. Do not attempt to extinguish the fire!! Sound the alarms immediately!
 Searfarer 1: Yes, Sir!
 Loudspeaker: Attention! Attention! This is your Captain speaking. Fire in the engine room! This is an emergency! Proceed to your muster stations immediately!
 Loudspeaker: Attention! Attention! Fire is spreading! Prepare to abandon ship! Prepare to abandon ship!
- Question: What is the emergency?
 Answer: There is a fire in the engine room.

Exercise 6

Call the Captain! / Do not attempt to extinguish the fire!! / Sound the alarms immediately! / Proceed to your muster stations immediately! / Prepare to abandon ship!

Exercise 7

- 1) this life buoy
- 2) these alarms
- 3) this face mask
- 4) these immersion suits
- 5) that muster station
- 6) those binoculars
- 7) that telephone
- 8) those rescue boats

Exercise 8

- 2) Push that button.
- 3) Grab this life buoy!
- 4) Use these goggles.
- 5) Don't enter that space!
- 6) Get those fire extinguishers!

Exercise 9

- 2) You must not use the water fire extinguisher./You must use the CO2 fire extinguisher.
- 3) You must go to your muster station.
- 4) You must release/throw a life buoy.
- 5) You must not leave the hatch cover open./You must close the hatch cover.

Exercise 10
(possible answers)

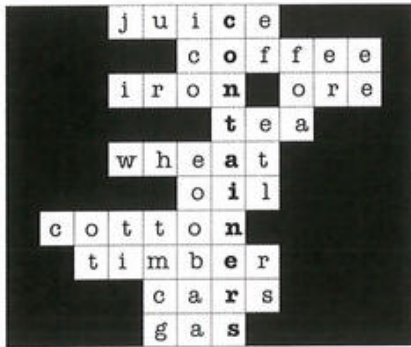
- 1) You must call the Officer of the Watch.
- 2) You must wear breathing apparatus.
- 3) You must carry an extra face mask.
- 4) You must carry resuscitation equipment.
- 5) If the victim is breathing, you must help him leave the space.
- 6) If the victim is not breathing normally, you must apply a face mask.

Exercise 11
(answers in text)

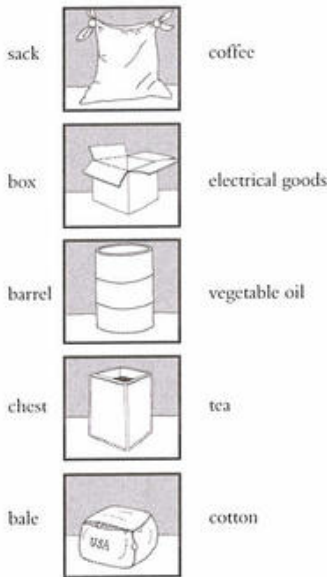
(A member of the emergency party) must call the Officer of the Watch.
 (All members of the emergency party) must wear breathing apparatus. . .
 (They) must (also) carry an extra face mask.
 (One person) must carry the resuscitation equipment.
 If the victim is breathing, (the emergency party) must help him leave the space.
 If the victim is not breathing (normally), (the emergency party) must apply a face mask. . .

UNIT 11

Exercise 1



Exercise 2



Exercise 3



Cook: Good afternoon, Sir. I'd like to order some food for the ship, please.
 Supplier: All right. Let's see your list. OK. First item: 25 kilos of onions. . .
 Cook: Yes.
 Supplier: And 50 kilos of potatoes?
 Cook: Yes. And also 25 kilos of carrots.
 Supplier: OK. Potatoes and carrots. What about meat?
 Cook: Let's see. . . enough for 25 men. So that's 50 kilos of frozen chicken and 100 kilos of fish.
 Supplier: Very good. Tea, coffee, juice?
 Cook: Yes. All three. I'd like 500 litres of juice, 5 kilos of tea, and 10 kilos of coffee.
 Supplier: No problem. Anything else?
 Cook: No. That's all for now, thank you.
 Supplier: OK, then. Are you going to pay in cash?
 Cook: Yes.
 Supplier: Right. That'll be \$610.
 Cook: \$610 - OK. Thank you. Bye now.
 Supplier: Goodbye. See you in a few weeks.

Question: What food does he order?
 Answer: Onions, potatoes, carrots, chicken, fish, tea, coffee, juice

Exercise 4

Food Order List
 25 kilos of onions
 50 kilos of potatoes
 25 kilos of carrots
 Chicken/fish
 500 litres of juice
 5 kilos of tea
 10 kilos of coffee

TOTAL: \$610

**Exercise 5**

Steward: Hi, Cook. Are you ready to order the supplies now?
 Cook: Yes. Do you have the order form?
 Steward: Sure. It's right here.
 Cook: OK, then. Looks like we need more butter.
 Steward: OK. How much?
 Cook: Oh, let's say at least 5 kilos.
 Steward: Five kilos? That's a lot of butter.
 Cook: Yeah. Well, that's how much I use!
 Steward: OK, so at \$3 a kilo, that's \$15.
 Cook: Next we need some more lamb. Let's say 25 kilos.
 Steward: OK. Twenty-five kilos of lamb at \$6 a kilo comes to \$150.
 Cook: Then we need bread.
 Steward: Fine. Now that's by the loaf. They're \$1 each.
 Cook: Right. Let's say 45 loaves. That's \$45 total, isn't it?
 Steward: Yep, sure is. Anything else?
 Cook: Yeah. How about some fruit. Say 20 kilos of bananas?
 Steward: Bananas. . . 20 kilos. . . that's \$15.
 Cook: All right. And about 28 kilos of oranges.
 Steward: OK. That's a total of \$21 for the oranges.
 Cook: Right. I think that's it for now. Thanks for your help.
 Steward: OK. Not at all.

Food Supply Order Form

1. Butter	5 kilos	\$3/kilo	\$15
2. Lamb	25 kilos	\$6/kilo	\$150
3. Bread	45 loaves	\$1 each	\$45
4. Bananas	20 kilos	--	\$15
5. Oranges	28 kilos	--	\$21

**Exercise 6**
(see text)**Exercise 7**
(things you can count)

onions
 potatoes
 eggs
 barrels
 life jackets

How much ice is there?
 How many containers are there?
 How much time is there?
 How many cars are there?
 How much soup is there?
 How many fire extinguishers are there?
 How much pressure is there?
 How many hours are there?

Exercise 8

- One kilo of cheese costs \$3.75.
- Two kilos of lamb chops costs \$9.00.
- One and a half kilos of sugar costs \$7.50.
- Half a kilo of bananas costs \$5.55.
- Three kilos of potatoes costs \$1.80.
- You can buy 3 kilos of lamb chops.
- You can buy 4 kilos of sugar.
- You can buy half a kilo of apples.

Exercise 9

- 1) There is not enough water.
 - 2) There are too many sacks.
 - 3) There is too much cotton.
 - 4) He has enough wine.
-
- 1) Watch out! There's too much pressure in that line.
 - 2) We can't see ahead. There's too much fog.
 - 3) Do we have enough fuel for the trip?
 - 4) There are too many people on board.
 - 5) I want to go ashore. Is there enough time?
 - 6) We need to buy more paint. There's not enough paint in the store.

Exercise 10

- Seafarer: Excuse me, I want to buy a jacket. How much does this jacket cost?
Shop assistant: Oh, that jacket costs \$300, Sir.
Seafarer: Three hundred dollars? That's very expensive! I haven't got enough money. How much does this jacket cost?
Shop assistant: That jacket costs \$100, Sir. Would you like to try it on?
Seafarer: One hundred dollars? Hmmm. . . well, I have enough money, but I don't like it! There are too many zips!
Shop assistant: There's another jacket here. It costs \$120. Do you like it?
Seafarer: Oh, yes. It's great! Thank you. I'll buy it!

UNIT 12

Exercise 2

- 2) light - lighter
- 3) heavy - heavier
- 4) tall - taller
- 5) cheap - cheaper
- 6) slow - slower
- 7) powerful - more powerful
- 8) efficient - more efficient

Exercise 3

The dress is more expensive than the shirt.
The sack of coffee is heavier than the bale of cotton.
The supply boat is more powerful than the rowing boat.

Exercise 4 (possible answer)

My vessel is older than/younger than the MV Kennedy. My vessel is longer than/shorter than the MV Kennedy. My vessel is wider than/narrower than the MV Kennedy. My vessel is higher than/lower than the MV Kennedy. The cargo on board my vessel is heavier than/lighter than the cargo on board the MV Kennedy.

Exercise 5

- 2) light - the lightest
- 3) heavy - the heaviest
- 4) tall - the tallest
- 5) cheap - the cheapest
- 6) slow - the slowest
- 7) powerful - the most powerful
- 8) efficient - the most efficient

Exercise 6

The MV Cape is the largest.
The bottle of water is the cheapest.
The sack of coffee is the lightest.
The passenger ship is the most powerful.

Exercise 7 (possible answer)

My vessel is the oldest. The MV Kennedy is the shortest. The MV Freedom is the widest and the highest. The cargo on board my vessel is the heaviest. . .

Exercise 8

- 1) radar system
- 2) loudspeaker
- 3) satellite system
- 4) manual
- 5) handset
- 6) walkie-talkie



Exercise 9

- Chief Officer: Good morning. Are you ready to test the new communication equipment?
 3rd Officer: Yes, Chief. I see we have a new radar system on the bridge.
 Chief Officer: Yes, it is more powerful than the old one. Let's check it.
 3rd Officer: Ah, yes. It has a wider range, and the signal looks much stronger, too.
 Chief Officer: That's right. The satellite system is also more modern.
 3rd Officer: Excellent. Do I need the operator's manual?
 Chief Officer: Yes, but read it later. The system is similar to the old one. But it's a lot easier and more efficient to repair. Simply pull that handle down.
 3rd Officer: How do I adjust the range, Sir? Is it this dial?
 Chief Officer: Yes. Turn that dial. . . That's right. Now switch off the satellite system and come over here.
 3rd Officer: Ah, the internal communication system? Is it new, too?
 Chief Officer: We still have the same loudspeaker system, but the walkie-talkies are better now. Look.
 3rd Officer: Good. And the handsets?
 Chief Officer: Oh, they're still the same. Watch. Push the button to speak and release the button to listen.
 3rd Officer: OK. Push to speak. Release to listen. Yeah, that's the same.
 Chief Officer: Right.
 3rd Officer: And the. . .

Exercise 10

- 1) Are you ready to test the new communication equipment?
- 2) Let's check it.
- 3) Simply pull that handle down.
- 4) How do I adjust the range?
- 5) Turn that dial.
- 6) Now switch off the satellite system.
- 7) Push the button to speak.
- 8) Release the button to listen.

Exercise 11 (see Exercise 10)

UNIT 13

Exercise 1

He has curly hair.
 He has brown hair.
 He is fair.
 He is medium build.
 (possible answer) He is medium height.
 He has a beard and a moustache.



Exercise 2

- 1) He has straight hair.
- 2) He is fair.
- 3) He is thin.
- 4) He has grey hair.
- 5) He is medium height.
- 6) He has a beard.
- 7) He is short.
- 8) He has curly, blond hair.
- 9) He has a moustache.
- 10) He is medium build.

Exercise 3 (possible answers)

- 1) The Chief Officer is dark. He has short, black hair. He has a beard and a moustache. He is thin.
- 2) The Cook has long, blond hair. She is fair. She is medium build.
- 3) The children are short and thin. The boy has short, blond hair. The girl has long, black, straight hair.
- 4) She has short, brown hair. She is thin. She has glasses.
- 5) I have ... hair. I am ...

Exercise 4

1) hat 2) T-shirt 3) oilskin 4) belt 5) trousers 6) socks 7) boots

Exercise 5 (possible answer)

The cadet is taller and thinner than the engineer. The engineer is fatter and shorter than the cadet. The cadet is younger than the engineer. The engineer is darker than the cadet. The cadet has blond hair, but the engineer has black hair. The engineer has a beard and a moustache, but the cadet doesn't. They both have straight hair.



Exercise 6

- 2nd Officer: Good morning, Sir. Can I help you?
 Mr. Antonides: Yes. I want to speak to the Captain, please. Do you know where he is?
 2nd Officer: I think he's in his office. What's your name, please?
 Mr. Antonides: John Antonides. I'm the ship's agent.
 2nd Officer: Ah, Mr. Antonides. Welcome aboard. Is this your first time on the ship?
 Mr. Antonides: Yes, it is.
 2nd Officer: Then I'll need to see some identification.
 Mr. Antonides: Of course.
 2nd Officer: Thank you. Please come with me.
 Mr. Antonides: Certainly.
 2nd Officer: I'm sorry. He doesn't seem to be here on the bridge at the moment.
 Mr. Antonides: Well, then. Perhaps I can find him later after I take a look around the ship.
 2nd Officer: Do you know Captain Osmakova?
 Mr. Antonides: I'm not sure. I meet many ships' masters. Is he tall?
 2nd Officer: Yes. About 1m 90cm.
 Mr. Antonides: And he has dark hair and green eyes?
 2nd Officer: That's right.
 Mr. Antonides: Right. And what's he wearing?
 2nd Officer: Dark trousers and a white shirt. He's not wearing a hat today.
 Mr. Antonides: Good. I think I'll recognise him. Now for a look around the ship?
 2nd Officer: Yes, of course. Come with me. This way, Sir.
 Mr. Antonides: Thank you.

Picture 1) is the Captain.

Exercise 7

- 1) F - Mr. Antonides wants to speak with the Captain.
- 2) T
- 3) F - Mr. Antonides doesn't speak with the Captain.
- 4) T
- 5) T

Exercise 9

(possible answers)

- 1) He has short, blond hair. He is young and funny.
- 2) He has short, straight, black hair. He is grumpy.
- 3) He is old. He has white hair and a beard and a moustache. He is serious.
- 4) He has no hair but he has a moustache.

Exercise 10

The pictures in Exercise 9 are:

- 1) Marcus
- 2) The Bosun
- 3) The Captain
- 4) The Chief Engineer

Exercise 11

(possible answer)

My wife is tall and pretty. She has brown eyes and curly, blond hair. She is cheerful and friendly. My sister also has blond hair, but she is shorter than my wife. She is also older. My father is taller and darker than me, but he has the same colour eyes. He is also more serious. My children are...

UNIT 14

Exercise 1

(possible answers)

- What is the hottest month in your home area? ... is the hottest month.
 How many seasons are there in your country? There are ... seasons.
 When is there the most rain? There is the most rain in ...
 Tropical countries have two seasons. What are they? The dry season and the rainy season.

SOUTH AUSTRALIA

December, January, February
 March, April, May
 June, July, August
 September, October, November

FRANCE

June, July, August
 September, October, November
 December, January, February
 March, April, May

Exercise 2

- 1) It's windy.
- 2) It's snowy.
- 3) It's rainy.
- 4) It's sunny.
- 5) It's partly cloudy.
- 6) It's stormy.
- 7) It's cloudy.
- 8) It's foggy.

(possible answers)

- 1) In July in my home area it's sunny and hot.
- 2) In October in my home area it's windy and rainy.
- 3) In January in my home area it's snowy and stormy.
- 4) In April in my home area it's partly cloudy and sunny.
- 5) Today it's foggy.

Exercise 3

- 2) It's sunny and hot today. The temperature is 30 degrees Celsius.
- 3) It's partly cloudy and cool. The temperature is 14 degrees Celsius.
- 4) It's partly cloudy.
- 5) It's rainy.
- 6) No. Malaga is hotter than Bilbao.
- 7) Madrid is the hottest place.
- 8) It is the coldest in Andorra.
- 9) It is the windiest in Valencia.
- 10) It is sunnier in Granada.

Exercise 4

- 2) Tomorrow it's going to be cloudy and cool (11 degrees Celsius).
- 3) Tomorrow it's going to be partly cloudy and cold (1 degree Celsius).
- 4) Tomorrow it's going to be warm (25 degrees Celsius).
- 5) Tomorrow it's going to be windy.
- 6) Tomorrow it's going to be the hottest in Madrid.
- 7) Tomorrow it's going to be the coldest in La Coruna.
- 8) Yes, Barcelona is going to be hotter than Bilbao.

Exercise 5

S	South	Southerly
NE	Northeast	Northeasterly
N	North	Northerly
W	West	Westerly
SW	Southwest	Southwesterly
SE	Southeast	Southeasterly
NW	Northwest	Northwesterly
E	East	Easterly

Exercise 6

Westerly Force 5	W5
Northwesterly Force 3 to 5	NW 3/5
Southwesterly Force 6	SW 6
Southeasterly Force 6 to 8	SE 6/8

**Exercise 7**

Sea Area Forecast for the 17th of April.

Gale warnings are in operation in sea areas Castle Rock and Ferrol. The sea area forecast is as follows: Castle Rock and Ferrol: Wind northwesterly force 6 to 8, rain, moderate visibility. Newington: Wind southeasterly force 2, cloudy, good visibility. Viewforth: Wind westerly force 6, heavy rain, poor visibility. Abercorn: Wind northerly force 4 to 6, cloudy, good visibility. Minnow: Wind variable force 2, rain, moderate visibility. Turtle Cove: Wind northwesterly force 3 to 5, cloudy, good visibility. That ends the sea area forecast for the 17th of April.

Area	Gales	Wind	Weather	Visibility
Castle Rock	✓	NW 6/8	rain	moderate
Newington		SE 2	cloudy	good
Viewforth		W6	heavy rain	poor
Abercorn		N 4/6	cloudy	good
Ferrol	✓	NW 6/8	rain	moderate
Minnow		variable 2	rain	moderate
Turtle Cove		NW 3/5	cloudy	good

Exercise 8

(possible answers)

It's sunny and partly cloudy now.

It is going to be cloudy and windy later.

There is a southerly, force 3 wind and the visibility is good.

Yes, I like the weather today because it's sunny and warm.

PART 2 REVIEW

Exercise 1 (possible answers)

Two cooks are talking.
One cook is cutting vegetables.
Another cook is writing a list.
Music is playing on the radio.
Two pots are burning on the stove.
Water is spilling on to the floor.
A plate is falling.
A man is looking through the window.
Food is cooking on the stove.
The cooks are listening to the radio.

Exercise 2 (possible answers)

a sack of potatoes, a sack of onions, a box of tea, a bag of rice, a box of noodles, two boxes of eggs, some oil, some milk, some juice, some meat, four onions, some mushrooms, some bread. . .

Exercise 3

Chief Cook: I need to check the supplies. Are you ready?
2nd Cook: Sure. Let's see what we have.
Chief Cook: OK. Do we have any oil?
2nd Cook: Yes. But very little. We have only one bottle.
Chief Cook: How much rice is there?
2nd Cook: There is enough rice for one more week.
Chief Cook: Good. And finally, how many eggs are there?
2nd Cook: Only 2 boxes.
Chief Cook: OK. Then we need some more. Now then. . .

Exercise 4 (possible answer)

The MV Eildon is older than the MV Karreba Melo. It is also rustier. The MV Karreba Melo is cleaner and more modern than the MV Eildon.

The cargo on the MV Karreba Melo is heavier than the cargo on the MV Eildon. The MV Karreba Melo is better equipped than the MV Eildon.

Captain Vasiliyev is taller and thinner than Captain Rombeallo. Captain Rombeallo has a white beard and a moustache. He is older and fatter than Captain Vasiliyev. Captain Rombeallo has dark hair and a moustache but he doesn't have a beard. Captain Vasiliyev is wearing a tie, a jacket and a hat. Captain Rombeallo is wearing a shirt.

Exercise 5

This is the world weather forecast for tomorrow. Starting down under, it's going to be a warm and sunny day in Sydney, Australia, at 23 degrees centigrade. Southeast Asia will stay the same in most areas. In Jakarta, Indonesia, it's going to be another hot and humid day with a temperature of 32 degrees centigrade. But there's going to be a change of weather in China tomorrow: Dalian is going to be cool and cloudy and only 12 degrees centigrade. Looks like that's the end of the sunshine from last week in China. Further west, India continues to have mixed conditions: Bombay is going to have a temperature of 25 degrees so the weather will be warm but also partly cloudy. Moving west to Turkey, the weather is getting better. Istanbul is going to be hot and dry and the temperature will be up to 29 degrees centigrade. Meanwhile, in Portugal the cold spell continues. Lisbon is going to be cool and breezy and only 12 degrees centigrade. Not such a nice day there. There's also a cold front over South Africa at present which means that tomorrow Cape Town will be rainy and windy - 18 degrees in Cape Town. And finally we move north to Finland which is going to be one of the coldest parts of Europe tomorrow! Helsinki will be cold and snowy, dropping to minus 1 degree centigrade. You'll need to wrap up if you're in Helsinki tomorrow. That ends the world weather forecast. Have a good day wherever you are.

Sydney, Australia	warm and sunny	23 °C
Jakarta, Indonesia	hot and humid	32 °C
Dalian, China	cool and cloudy	12 °C
Bombay, India	warm and partly cloudy	25 °C
Istanbul, Turkey	hot and dry	29 °C
Lisbon, Portugal	cool and breezy	12 °C
Cape Town, South Africa	rainy and windy	18 °C
Helsinki, Finland	cold and snowy	-1 °C



Exercise 6
(possible answers)

accident in an enclosed space
electrical fire
collision
grounding
fire in the galley
oil spill
fire in the cargo holds

(possible answers)

Accident in an enclosed space

- 1) You must not enter the space without breathing apparatus.
- 2) You must not forget to carry a spare face mask.
- 3) You must not forget the resuscitation equipment.
- 4) You must not remove the victim from the space if he is not breathing normally.

Man overboard

- 1) You must begin the 60-60 Turn.
- 2) You must release a life buoy.
- 3) You must sound the emergency alarms.
- 4) You must post two lookouts with binoculars.

Exercise 7

Across:

1) VESSEL 5) ARPA 8) PIE 9) BA 10) PUMP 11) CHEESE 12) GREY 13) TOO 14) NORTHWEST 16) USA 18) WHAT 19) SHIRTS
21) NILE 22) DATE 24) TIE 25) RUN 26) RAIN 27) GALLEY

Down:

2) ETA 3) SOUTH 4) LONGEST 5) APPLE 6) APPARATUS 7) HEAVY 9) BOAT 11) CONTAINER 15) WRITING 17) ABLE
18) WHITE 19) STERN 20) TIDAL 23) THE

UNIT 15

Exercise 1

The route of the MV Karrier is: Nagasaki - Shangai - Chi-lung - Manila

Exercise 2

check	-	checked	repair	-	repaired	board	-	boarded
talk	-	talked	clean	-	cleaned	load	-	loaded
look	-	looked	steer	-	steered	start	-	started
dock	-	docked	carry	-	carried	paint	-	painting
like	-	liked	occur	-	occurred	hate	-	hated



Exercise 3

checked, talked, looked, docked, liked
repaired, cleaned, steered, carried, occurred
boarded, loaded, started, painted, hated

Exercise 4

Last September the MV Karrier sailed from Japan to the Philippines. It stopped three times: at Shanghai, Chi-lung and Manila. The vessel carried ballast from Nagasaki to Shanghai. At Shanghai the crew loaded 10,000 tonnes of rice. On 18 September a tropical storm damaged part of the ship so a fitter repaired the life raft at Chi-lung. The ship loaded 286 containers of electrical goods and 400 cars. The vessel continued to Manila and arrived at 1200 on 22nd September. In Manila the crew unloaded 6000 tonnes of rice and 286 containers of electrical goods.

Exercise 6

catch - caught hit - hit go - went lose - lost have - had do - did come - came write - wrote speak - spoke give - gave
see - saw take - took get - got break - broke be - was put - put burst - burst hold - held

Exercise 7

- 2) A hose burst and some oil leaked on deck.
- 3) The A.B. took the helm while I checked the charts.
- 4) The ratings caught the pirates on board the vessel.
- 5) A bad storm hit us in the South Atlantic.
- 6) Because of the rain, we lost a lot of the cargo.



Exercise 8

Last year I was the 2nd Officer on the Fulmar Wave. It was an oil tanker, and we sailed the North Atlantic route between Europe and North America. We occasionally visited Central America but not often. I remember on one occasion there was an unfortunate incident. We arrived in the US and unloaded crude oil. Unfortunately, a hose burst and a small quantity of oil leaked onto the deck. We discovered it in time and stopped the pumps immediately.

I sailed through the Suez Canal last month on the Milamar with a pilot on board. The A.B. took the helm and I checked the charts. It was a big car carrier and we shipped over 5000 cars from Italy to Dubai. Unfortunately, we had to stop at Suez because some pirates boarded and tried to steal money from the cabins. Some ratings caught them. We held them on board until the Coastguard arrived. The incident delayed us for about six hours.

Two years ago I had a terrible time in the South Pacific. I was on the refrigerator vessel, the Cold Star. We had a full cargo of bananas and oranges, and we were on our way to South America. I enjoyed that route and everything was fine until about three days into the trip. A bad storm hit and damaged the vessel. The next day I discovered that some of the cargo was wet. We lost a lot of the fruit because of that storm.

NAME OF VESSEL	VESSEL	ROUTE	CARGO	INCIDENT
MV Fulmar Wave	oil tanker	North Atlantic	crude oil	oil spill
MV Milamar	car carrier	Suez Canal	cars	pirates on board
MV Cold Star	refrigerator	South Pacific	fruit	damaged cargo

Exercise 9

- 1) F - The Fulmar Wave sailed between Europe and North America.
- 2) T
- 3) F - The A.B. on the Milamar took the helm.
- 4) F - The Milamar carried over 5000 cars from Italy to Dubai.
- 5) T
- 6) F - The Cold Star had a full cargo of bananas and oranges.

Exercise 10 (see key to Exercise 8)

UNIT 16

Exercise 1

Frontier Ship Management Company: Summary of Incidents at Sea.

Last year there were 63 incidents at sea. This included 10 spills, 2 of which resulted in pollution. Fourteen vessels grounded and 6 vessels collided in bad weather conditions.

There were 20 reports of personal injury. These injuries usually occurred because seamen did not take care with machinery or because they did not wear the correct type of protective clothing.

Seven ships reported fires on board during the year: in 2 incidents, the fires started in the galley; in another 2 incidents, fires started when chemical containers exploded; and in 3 incidents, the fires occurred because of electrical faults.

On 4 occasions vessels lost power because the crew did not follow correct procedures during manoeuvring. There were 2 accounts of cargo contamination: 1 cargo of grain suffered from heat damage, and in the other case, water leaked into the hold and damaged a cargo of fruit.

Exercise 2

Find two irregular verbs in the Past Simple (positive):
were (be) lost (lose)

Exercise 3

Frontier Ship Management Company: Summary of Incidents at Sea

Last month there were 18 incidents at sea. These included 4 spills. There were no reports of personal injury.

Two vessels grounded because of low water in port and another 2 ships collided in foggy conditions. Six ships reported fires on board: in 5 incidents the fires started in the engine room and in 1 incident the fire started when chemical containers exploded. There was 1 incident of a vessel which lost power during ship manoeuvring. Three vessels suffered cargo contamination when water leaked into the hold and damaged the cargo.



Exercise 4

- Captain: May I speak to you for a moment please, Cook?
 Cook: Of course. What is it, Sir?
 Captain: It's about the fire in the galley yesterday. I'm going to write the report form and I need to check the details with you.
 Cook: Fine.
 Captain: What time did the fire start?
 Cook: Around 1700, Sir.
 Captain: And what happened exactly?
 Cook: Well, I forgot to turn off the heat on the stove. I went out of the galley for one minute and when I came back, the frying pan was on fire.
 Captain: That's very dangerous! What did you do?
 Cook: I took the nearest fire blanket and extinguished the fire.
 Captain: Was anyone injured?
 Cook: No.
 Captain: Well, I'm glad. Was there any damage?
 Cook: Yes, the frying pan was damaged but nothing else.
 Captain: Hmmm. Well, it's lucky that you controlled the fire so quickly.
 Cook: Yes, Sir. There's nothing to worry about - it was only a minor accident.
 Captain: But a minor accident can quickly become a major accident. Please be more careful in future.

ACCIDENT REPORT FORM

Type of accident: fire
 Location: galley
 Time: 1700
 Cause: The Cook forgot to turn off the stove.
 Crew Members involved: the Cook
 Action: He extinguished the fire with the fire blanket.
 Safety Equipment used: fire blanket
 Injuries: none
 Damage: the frying pan
 Risk Classification: minor

Exercise 6

- 2) He didn't report the incident immediately.
- 3) The fire didn't start in the engine room.
- 4) The water in the hold didn't damage the cargo.
- 5) The chemical containers were near the fire but they didn't explode.
- 7) We lost two life buoys in the storm but we didn't lose the life boats.
- 8) She injured her arm but she didn't injure her leg.
- 9) The water leaked into the hold but it didn't leak into the containers.
- 10) The report included all serious incidents but it didn't include the minor incidents.

Exercise 7

- 2) Did you report the fire immediately?
- 3) Did you extinguish the fire?
- 4) Did the accident happen at 1800?
- 5) Why did the hose burst?
- 6) What damaged the life boat?
- 7) What time did he start his watch?
- 8) How did they travel?
- 9) Were you injured?
- 10) Was there any damage?
- 11) Were the cargo holds full?
- 12) Was the weather good yesterday?

Exercise 8

Location: Where did it happen?
 Time: What time did it happen?
 Cause: How did it happen?
 Crew Members involved: Who was involved?
 Action: What did you do?
 Safety Equipment used: What did you use?
 Injuries: Was anyone injured?
 Damage: Was there any damage?



Exercise 9 (see text)

UNIT 17

Exercise 1

feet - safety boots
 ears - ear defenders
 head - hard hat
 eyes - safety goggles
 hands - safety gloves
 whole body - overalls

Exercise 2

- 2) The Chief Engineer broke his leg when he fell.
- 3) The Mechanic strained his back when he lifted some equipment.
- 4) The Radio Operator bruised his knee when he bumped into the table.
- 5) The Motorman cut his finger when the chisel slipped.
- 6) The Electrician injured his foot when he dropped the tool box.



Exercise 3

Medical Officer: Now, what's the problem?
 Seafarer: Oh Doctor, I think I strained my back yesterday! It's very painful. In fact, I can hardly move!
 Medical Officer: Right. Let's see. How did it happen?
 Seafarer: I strained my back because I lifted a steel plate in the workshop. It was very heavy.
 Medical Officer: Were you alone or was someone there?
 Seafarer: I was alone.
 Medical Officer: Did you use a hoist?
 Seafarer: No - I didn't. . . the hoist broke but I didn't repair it.
 Medical Officer: Well, that was careless. You see how easy it is to injure yourself. Take these painkillers and tell the Chief you must rest for 24 hours.

Seafarer: Excuse me, can I see you for a moment, please?
 Medical Officer: Yes, come in. What's the matter?
 Seafarer: Well, I don't think it's serious, but I cut my finger half an hour ago and it is still bleeding.
 Medical Officer: OK, sit down - let me see your finger. . . yes, it's a deep cut alright. What happened?
 Seafarer: Well, I changed the blade on the drill but I didn't adjust the guard. When I used it, I cut my finger.
 Medical Officer: Did anyone show you how to use the drill properly?
 Seafarer: No, not that drill.
 Medical Officer: That's terrible! I'll clean your finger now. Then I'll speak to the Chief Engineer. It's important this doesn't happen again.

Seafarer: Good morning, Doctor.
 Doctor: Good morning. How is your ankle today?
 Seafarer: Terrible. I can't walk at all! I'm sure my ankle is broken!
 Doctor: No, no, no! You don't have a broken ankle! I told you yesterday. You bruised it, that's all.
 Seafarer: How do you know it's not broken? It hurts!
 Doctor: Because there are no broken bones on the X-ray. When you slipped on the dock, you bruised it - it's not serious.
 Seafarer: Well, there was oil everywhere - that's why I slipped!
 Doctor: Yes, but what shoes did you have on?
 Seafarer: My training shoes.
 Doctor: You see, it was your own fault. When you're working, you must wear your boots. They protect your feet and ankles. Now rest for a day and don't complain!

Medical Officer: The Chief Engineer called me to see you. He said you have some bad burns?
 Seafarer: Yes, Sir. I have burns on my arms and hands. Look. . .
 Medical Officer: Hmm, yes. . . not too serious. . . what happened to you?
 Seafarer: Oh, I was in the engine room. A pipe leaked and some hot oil spilled on me.
 Medical Officer: Hmm, so what did you do?
 Seafarer: I washed my arms immediately with lots of cold water.
 Medical Officer: That's good. But didn't you have gloves on?
 Seafarer: No, it was very hot down there, so I took my gloves off. I had on a shirt with short sleeves, too. I won't do that again!
 Medical Officer: I'm not surprised you burned your arms. You must wear your overalls and gloves at all times when you work!

- 2) Injury: Cut finger Cause: The crewman didn't know how to use the equipment properly.
 3) Injury: Bruised ankle Cause: The crewman didn't wear protective clothing.
 4) Injury: Burns Cause: The crewman didn't wear protective clothing.

Exercise 4

	Body part	Injury
1)	arms, legs	break
2)	backs	strain
3)	--	burns
4)	fingers	cuts
5)	eyes	injure

Exercise 5

INJURY	CAUSE	PREVENTION
cuts	sharp machinery	1) use safety guards 2) wear gloves
burns	1) fire 2) explosion	1) obey "No Smoking" signs 2) handle chemical cargos safely 3) chemical spill
back strain	1) lifting heavy objects 2) not using lifting equipment properly	lift properly
eye injuries		1) dustwear protective goggles 2) sparks 3) chemicals
broken arms and legs	1) not wearing safety boots 2) wet and oily decks	wear safety boots

Exercise 6

- 2) The load was too heavy for the crane so the cargo fell.
- 3) There is a danger of toxic gases in enclosed spaces so you must always check the air before you enter.
- 4) The lightering hose was not secured at the manifold but the crewman was not injured when he disconnected the hose.
- 5) Many seafarers slip on deck because they don't wear safety shoes.
- 6) There was a storm at sea and a pallet truck broke free in high winds.
- 7) Accidents at sea happen because of carelessness or they happen because equipment is not maintained.
- 8) The fire started in the pumproom and it spread to the engine room.
- 9) A seafarer broke his arm because a steel pipe fell on him.
- 10) Fires can start if electrical equipment is faulty or they can start if cigarettes are not extinguished properly.

Exercise 7

- 2) He started a fire because he didn't extinguish his cigarette.
- 3) He cut his finger because he didn't wear his safety gloves.
- 4) He hurt his eye because he didn't wear his safety goggles.
- 5) He strained his back because he didn't use the hoist.

UNIT 18**Exercise 1**

Have they sealed the bunker pipeline?	Yes, they have.
Have they inspected the water pressure valves?	Yes, they have.
Have they scraped the rust off the hatch covers?	No, they haven't.
Have they painted the poop deck?	Yes, they have.
Have they serviced the fork-lift?	No, they haven't.
Have they greased the winches?	No, they haven't.

**Exercise 2
(regular verbs)**

Infinitive	Past Simple	Past Participle
enter	entered	entered
close	closed	closed
paint	painting	painting
walk	walked	walked

(irregular verbs)

Infinitive	Past Simple	Past Participle
speak	spoke	spoken
forget	forgot	forgotten
eat	ate	eaten
catch	caught	caught
lose	lost	lost
see	saw	seen
drink	drank	drunk



taken, spoken, forgotten, eaten, bought, caught, lost, been, seen, gone, drunk

Exercise 3

- 3) The 2nd Officer has checked the charts.
- 4) The Chief Officer has loaded the cargo.
- 5) The 3rd Assistant Engineer has tested the fire alarms.
- 6) The Radio Officer has forgotten to send the telex.
- 7) Has the vessel docked?
- 8) Have you read your safety manual?
- 9) Have the ratings practised the fire drill?
- 10) The Cook has not prepared the dinner yet.
- 11) The vessel has not arrived in port yet.
- 12) The ratings have not finished their duties yet.

Exercise 4

- 1) He has eaten.
- 2) He has broken his leg.
- 3) He has extinguished the fire.
- 4) He has opened the hatch.
- 5) He has slipped.



Exercise 5

Bargeman: Good afternoon, Chief. The bunker barge is now alongside. Five hundred tonnes of fuel oil ready to load. Are you ready to bunker?
Chief Engineer: Good afternoon, Bargeman. The crew is still finishing the preparations. We will be ready for bunkering in about fifteen minutes. We can start checking the bunkering procedure checklist now, though.
Bargeman: Sure. I have my list here. First, the deck inspection. Have you secured the moorings?
Chief Engineer: Yes, we have secured all moorings and we have confirmed the fenders are in position.
Bargeman: Good. Have the engineers put the main engines on standby?
Chief Engineer: Yes, they have. The main engines are now on standby.
Bargeman: Right. And has the Pumpman checked the scuppers?
Chief Engineer: No, not yet. He has just finished sounding the tanks.
Bargeman: OK - so he has sounded all tanks but we have to wait until he checks the scuppers. Fine. What about the fire hoses on board?
Chief Engineer: Well, we have checked the hoses but the water supply is not ready yet.
Bargeman: So the hoses are in position, but the Pumpman has not turned on the fire water pumps yet?
Chief Engineer: That's correct. Wait for ten minutes, please.
Bargeman: OK. Tell me as soon as he has checked the scuppers and turned on the fire water pumps. Then you can sign my checklist and we will be ready to start bunkering.
Chief Engineer: Understood.

The crew has:

- secured all moorings
- confirmed the fenders are in position
- put the main engines on standby
- sounded the tanks
- positioned the hoses

(The Pumpman has not checked the scuppers and he has not turned on the fire water pumps.)



Exercise 6

(possible answers)

- Someone has entered the room.
- Someone has answered the phone.
- Someone has had an accident with a drill.
- Someone has fallen overboard.
- Someone has turned off the radio.

Exercise 7

(possible answer)

I have eaten breakfast and I have drunk two cups of coffee. I have repaired some machinery and I have cleaned the windows on the bridge. I have studied English for two hours and I have talked to my cabin mate. . .

UNIT 19

Exercise 1

the date: 28 FEB
the subject: ETA GIBRALTAR
the message: TKS FOR YR TLX TODAY. ETA GIBRALTAR 1730.
the sign off: BEST RGDS

Exercise 2

- 1) Captain S. Singh
- 2) Transit Mariner
- 3) Mr. Robert Kelly
- 4) Deep Sea Shipping
- 5) 28 February, 1130
- 6) the estimated time of arrival in Gibraltar

Exercise 3

pls - please	ETA - estimated time of arrival	tlx - telex
fm - from	rcd - received	est - estimated
dist - distance	ETD - estimated time of departure	LW - long wave
HT - high tide	bhp - brake horsepower	yr - your
msg - message	hr - hour	arr - arrive
km - kilometre	t - tonne	temp - temperature
no. - number	UTC - Universal Time Corrected	a/s - alongside
NM - nautical miles	abt - about	dep - departure
ASAP - as soon as possible	C/P - charter party	FAO - for the attention of
tk - thanks	approx - approximately	amt - amount
rgds - regards	LT - low tide	rpt - repeat

Exercise 4

The Master is: asking for advice

Exercise 5

(possible answers)

- 2) PLS ADVISE DOCTOR ASAP.
- 3) ETA 1500 SAT. 23
- 4) TKS. MSG RCD.
- 5) EST DELIVERY AMT 700 t.
- 6) DEP 2000.
- 7) EST DIST TRAVELLED MON 16 NOV 240 NM.
- 8) PLS ADVISE HT & NO. BERTH.

Exercise 6

Question: What advice does he give the Master?

Answer: The doctor advises the Master to get the injured man ashore, to make him comfortable and to give him painkillers.

(possible answers)

FM: DR. D. DOMINGO
SUBJECT: INJURED 3/O

TO: MASTER, OCEAN CORMORANT
DATE: 16 FEB

TKS FOR YR TLX RCD TODAY. DISCUSSED SITUATION REGARDING 3/O VICTOR. ADVISE ALTER COURSE GENOA ASAP SHOULD GET 3/O ASHORE ASAP. NEEDS DOCTOR. ADVISE YOU MAKE HIM COMFORTABLE. MUST NOT MOVE. CONTINUE PAINKILLERS.

CAN MEET YOU WHEN VESSEL A/S GENOA.
HAVE ARRANGED AMBULANCE FOR TRANSFER TO HOSPITAL.
PLS ADVISE AGENT CONTACT ME WITH ETA.
BEST RGDS,
DR. DOMINGO

**Exercise 7**

Which tool should I use?
What route do you suggest?
What do you recommend on the menu?
My leg hurts. What do you think I should do?
Can you advise me of the best approach?

You should use the spanner.
I suggest you take the coast road.
I recommend the fish. It's great!
I think you should see a doctor.
I'd advise you approach from the southeast.

**Exercise 8**
(see text)**Exercise 9**

(possible answers)

- 1) Engineer Cadet: I don't know how to repair this machine. What do you think I should do?
3rd Engineer: Well, I think you should look at the manual.
- 2) Junior Engineer: There is air in the fuel line. Can you advise me, please, Chief?
Chief Engineer: I would advise you to check the line for leaks first.
- 3) Deck Cadet: The Bosun told me to clean the rust, but I don't know which scraper to use. What do you suggest?
3rd Officer: I suggest you use the goose-neck scraper.
- 4) A.B. : We have to load these barrels, Sir, but I'm not sure if I should use the can hooks or tray. What do you recommend?
Chief Officer: I recommend you use the tray for loading these barrels.
- 5) 2nd Officer: What should I do, Chief Officer? The loudspeaker system appears to be faulty.
Chief Officer: You should ask the electrician to check it.

Exercise 10

(possible answers)

- 1) I would advise you to change course and ask the vessel to explain its request.
- 2) You should advise the Officer of the Watch. Then you should wear your breathing apparatus and carry resuscitation equipment to the victim.
- 3) I think you should ask the Captain for time off to rest.
- 4) I recommend you use the board sling.
- 5) I suggest you clean the spill as soon as possible with the proper equipment.



Exercise 1

Adam: Roland?
 Roland: Yeah?
 Adam: It's Adam. Can I come in?
 Roland: Sure.
 Adam: How are you feeling?
 Roland: Fine at the moment. A little tired.
 Adam: I heard about your accident yesterday.
 Roland: Yeah, it was awful. Who told you about it?
 Adam: Oh, Chris did. He said that you entered a toxic space.
 Roland: Yeah, I did. But did he tell you why I wasn't carrying any safety equipment with me?
 Adam: No, he didn't. He said that you didn't have your breathing apparatus. That's all.
 Roland: Well, the Bosun told me that the area I entered was safe.
 Adam: So what was the problem if he told you it was safe?
 Roland: It was the wrong area! He thought I was entering a different hatch.
 Adam: Uh oh. . . bad mistake!
 Roland: Right. I was very lucky. I can't even remember going past the hatch.
 Adam: Carl found you immediately after you went in, didn't he?
 Roland: Yeah. He was behind me. He was collecting the tools when I entered the toxic area. Then I immediately fell unconscious.
 Adam: That's frightening because you were expecting it to be safe!
 Roland: Yeah, well, I've learned my lesson. I will always check the air before I work in enclosed spaces. I don't want that to happen again.
 Adam: Right. . . so, are you feeling better?
 Roland: Yeah, thanks. I was sleeping when you came in.
 Adam: Well, you should sleep more. You need to rest.
 Roland: Talk to you later. Thanks for coming by.
 Adam: No problem. I'm glad you're all right.

Question: What was the accident?

Answer: Roland entered a toxic enclosed space.

Exercise 2

- 1) F - Roland was not carrying breathing apparatus when he entered the enclosed space.
- 2) T
- 3) T
- 4) T
- 5) F - The Bosun said the enclosed space was safe to enter.

Exercise 3

- 2) The Cook was preparing the vegetables.
- 3) The 3rd Officer was watching TV.
- 4) The Master was writing reports.
- 5) The ratings were stowing the ropes.
- 6) The ship was leaving port.
- 7) The Helmsman was steering the vessel.
- 8) The surveyors were checking the cargo.
- 9) The Pilot was boarding the launch.
- 10) The engineers were repairing a valve.

Exercise 4

(possible answers)

I was watching a video.

I was sleeping.

The Cook was preparing dinner.

What were you doing yesterday between 2000 and 2100? I was playing cards.

What was the Chief Officer doing early this afternoon? He was checking the charts.

Exercise 5

- 2) The steward was cleaning the Captain's quarters when he spilled the bucket of water.
- 3) The Captain was talking to some crew members on the bridge when the steering system failed.
- 4) The crew was loading bales of cotton when it started to rain.
- 5) The officers were eating lunch when the alarm sounded.
- 6) The Chief Engineer was shouting when the explosion happened.
- 7) The Radio Officer was sleeping when the ship received the telex.
- 8) The ship was crossing the North Atlantic when it lost power.
- 9) The pirates were boarding the vessel when the Master heard the noise.
- 10) The light was fading when we left Karachi.

Exercise 6

Who told you about it?

He said that you entered a toxic space.

But did he tell you why...

He said that you didn't have your breathing apparatus.

Well, the Bosun told me that the area I entered was safe.

So what was the problem if he told you it was safe?



Exercise 7

Coastguard: Milamar, Milamar! This is Cape Town Coastguard, this is Cape Town Coastguard! How do you read me? Over.
 Radio Officer: Coastguard, Coastguard. This is Milamar. I read you poor 2 with signal strength 2 weak. Advise try channel 24. Over.
 Coastguard: Milamar, Milamar. This is Cape Town Coastguard. Change to channel 24. Repeat. Change to channel 24. Over.
 Radio Officer: Coastguard, Coastguard. This is Milamar on channel 24. I am ready to receive your message. Over.
 Coastguard: Milamar, Milamar. This is Cape Town Coastguard. There is a severe localised storm with wave height of 40 feet 25 miles southwest of your present position. Expected to close in the next 2 hours. Advise course three two zero. Repeat. Advise course three two zero to avoid high seas. Over.
 Radio Officer: Coastguard, Coastguard. This is Milamar. Say again. Say again. Over.
 Coastguard: Milamar, Milamar. This is Cape Town Coastguard. Wave height 40 feet closing from southwest. Expect arrival your position 2 hours. Advise course three two zero. Repeat three two zero. Over.
 Radio Officer: Coastguard, Coastguard. This is Milamar. I cannot read you. Repeat. I cannot read you. Over.
 Coastguard: Milamar. 25. southwest. 2 hours. 40. three two zero. three two zero.
 Radio Officer: Coastguard, Coastguard. Message received. Thank you. Out.

Question: What are they discussing?
 Answer: b) the sea conditions

Exercise 8

Question: What information is different from Dialogue 1?
 Answer: the wave height, the distance, the time, the direction and the course setting

	What the Coastguard said in Dialogue 1	What the Radio Officer said in Dialogue 2
Wave height	40 feet	25 metres
Distance	25 miles	40 miles
Time	2 hours	3 hours
Direction	SW	NW
Course setting	320	220

Exercise 9

The Coastguard said that the waves were 40 feet high, but the Radio Officer said that they were 25 metres high. The Coastguard said that the distance from the vessel was 25 miles, but the Radio Officer said that they were 40 miles away. The Coastguard said that the waves were expected in 2 hours, but the Radio Officer said that they were expected in 3 hours. The Coastguard said that the direction of the waves was southwest, but the Radio Officer said that it was northwest. The Coastguard said that the vessel should alter course to 320, but the Radio Officer said that the course should be 220.

UNIT 21

Exercise 1

- Where is he going to go? He is going to go to sea.
- When is he going to leave? He is going to leave on Monday, 6th July.
- How is he going to travel? He is going to travel by train.
- What is he going to take? He is going to take his passport.



Exercise 2

Peter: Hi, Marcus!
 Marcus: Hi, Peter! How are you?
 Peter: Fine, thanks. And you?
 Marcus: Not bad. But I am very busy because I am going to go to sea very soon.
 Peter: Really? I didn't know you were leaving so soon. When are you going exactly?
 Marcus: Monday.
 Peter: Next Monday! Are you going to be ready by then?
 Marcus: Sure! Laura is going to pack my things.
 Peter: Are you going to take a lot with you?
 Marcus: No. I don't usually take much because many of my things are already on board.
 Peter: Of course. So what else do you need to do?
 Marcus: Oh, not much. The office manager is going to arrange my visa and other documents.
 Peter: Good. That can take a long time. So how are the children?
 Marcus: They're fine! They're going to help around the house some more.
 Peter: Wonderful. You have a lot of people helping you.
 Marcus: Yeah. Even Tom is going to get some books for me. I want to read more at sea.
 Peter: Great. So, what are you going to do?
 Marcus: I'm going to go to the bar for a drink! Do you want to come?
 Peter: Good idea. Let's go!

Question: Is anyone going to help him?
 Answer: Yes, many people are going to help him.

Exercise 3

The office manager is going to arrange his visa and other documents.
 The children are going to help around the house.
 Tom is going to get some books for him.
 Marcus is going to go to the bar for a drink.

Exercise 4

- 2) The ships are going to collide.
- 3) The paint is going to fall.
- 4) The sun is going to rise.
- 5) The sun is going to set.
- 6) The ship is going to stop.
- 7) The man is going to board the ship.
- 8) The man is going to leave the ship.

Exercise 5 (possible answer)

I'm going to pack my things. I am going to visit the management office and I am going to meet the crew manager. Then I am going to visit my friends. . .

Exercise 6 (possible answers)

Miguel: Hi! How are you?
You: Fine. And you?
Miguel: Fine. When are you going to go to sea?
You: I am going to leave next week.
Miguel: You don't have much time, do you?
You: No, I don't.
Miguel: Where are you going to go?
You: I don't know exactly. Maybe South America.
Miguel: How long are you going to be away?
You: For about four months.
Miguel: Are you going to take a lot with you?
You: Yes, I'm going to take some books because I want to study English at sea.
Miguel: When are you going to come back?
You: Perhaps in July or perhaps in August.
Miguel: Okay. Until then. Have a safe voyage!
You: Thanks. Bye!
Miguel: Bye!

Exercise 7

- 2) The meeting is going to start at 0830.
- 3) I am going to go to a cafe in the city centre.
- 4) I am going to see the new computer system.
- 5) I am going to have lunch in a local restaurant.
- 6) I am going to go on a bus tour of the city.
- 7) I am going to see a film at 2130.
- 8) I am going to report to the Master.

Exercise 8

Chris: Hey Jeff! Are you ready to leave?
Jeff: Oh, hi Chris. Yeah, I'm just about ready. Do you have a map?
Chris: No, but I think we'll get one from the agent.
Jeff: OK. So, where will we go?
Chris: I want to see the Golden Gate Bridge first. Then maybe Union Square to do some shopping.
Jeff: Do you think we'll have enough time to see Alcatraz?
Chris: I hope so. But we will have to wait until the afternoon. Tours start at 2 o'clock I think.
Jeff: Great! Where will we eat?
Chris: I don't know. Chinatown? Fisherman's Wharf? What do you think?
Jeff: OK, Chinatown. I prefer Chinese food. But no seafood. I'll be ill if I eat any more fish.
Chris: OK, I'm sure we'll get something good there.
Jeff: Right. Then after dinner we'll come back to the ship. Remember we are going to depart at 2200.
Chris: OK! Let's go.

Question: What are they talking about?
Answer: They are talking about the places they want to visit.

Places Chris and Jeff think they will have time to see:
Golden Gate Bridge, Union Square, Alcatraz, Chinatown

Exercise 9 (see text)

Exercise 10 (possible answers)

- 1) In two days I will be in Hong Kong.
- 2) In one week I will be in Singapore.
- 3) Two months from now I will be at home.
- 4) One year from now I will be in South America.
- 5) In ten years I will be at sea.



Exercise 11
(possible answer)

My next shore visit will be Singapore. We will arrive in approximately five days. I am going to see the city, go to a shopping mall and buy souvenirs. I think I will go to the cinema with my friends and then we will go to a restaurant. . .

PART 3 REVIEW

Exercise 1

Question: What did the pirates steal?

Answer: They stole a bag from the cadet's cabin.

Exercise 2

- 2) The crew members weren't watching TV when the pirates jumped on board. They were listening to the radio.
- 3) Only one pirate kept watch. The other two pirates broke the lock.
- 4) The pirates weren't holding knives. They were holding guns.
- 5) The engineer wasn't wearing his uniform. He was wearing socks and pyjamas.
- 6) Only one of the pirates was carrying a bag.

Exercise 3

(possible answer)

When the pirates escaped, a member of the crew was watching them through binoculars from the bridge. The pirates felt very happy to escape but they became angry when they opened the cadet's bag. There was no money or valuables in the bag, only dirty clothes! The pirates planned to escape at the port but the police were waiting for them. The police knew what the pirates looked like because they had a description from the engineer. They caught the pirates and arrested them at the port.

Exercise 4

Policeman: Good afternoon. I am pleased to report that we have now caught the three men who came on board your vessel early this morning. These men are dangerous criminals, and I need some information about what happened earlier. Can I ask you some questions?

Captain: Certainly, Officer.

Policeman: Good. Were you on the vessel when the incident occurred, Sir?

Captain: Yes, I was.

Policeman: Good. But did you see or hear anything?

Captain: No, because I was sleeping.

Policeman: Right. Was anyone on watch when the pirates came on board?

Captain: Yes, two crew members.

Policeman: Did they see the pirates when they climbed on board?

Captain: No, because they were listening to the radio.

Policeman: I understand that a cadet was injured. What happened?

Captain: The cadet was sleeping in his cabin when two pirates broke the lock and entered. He shouted for help and then the pirates pushed him to the floor.

Policeman: I see. I understand that an engineer found him on the floor. What did the engineer do?

Captain: He entered the cabin and saw the pirates but they were already running down the corridor.

Policeman: OK. Now, did they steal anything from the vessel?

Captain: Yes, they stole a bag from the cadet's cabin.

Policeman: And what was in the cadet's bag?

Captain: Fortunately, only dirty clothes!

Policeman: Well, it was lucky that's all they took! Thank you for your help, Sir.

Exercise 5



Doctor: Hello there, how are you feeling?

Cadet: Not so good, Doctor. My head hurts!

Doctor: Yes, you hit your head very hard when you fell. It's lucky that you didn't cut it. You were unconscious for about five minutes.

Cadet: Yeah - I can't remember what happened after they hit me. What should I do, Doctor? I still feel dizzy.

Doctor: You must rest. I advise you not to work for at least two days.

Cadet: Oh, I see. What about my nose? Do you think it's broken? It really hurts - that pirate hit me very hard!

Doctor: Well, I'm sorry to say that I think you have a broken nose. You should have an X-ray to check.

Cadet: Oh. Do you think I should go to hospital then?

Doctor: Yes, I recommend you go on shore to hospital for two days. I'm going to tell the Captain that you must go ashore this evening.

Cadet: Oh no! I don't like hospitals. And I really don't like operations!

Doctor: But you don't need to have an operation! You only need to have an X-ray and a complete check-up. Don't worry. It's only for two days.

Cadet: Maybe I can take some medicine and stay on board?

Doctor: No, you don't need medicine. Just rest in bed now. I'm going to organise your transfer on shore. You should try to sleep for a while.

Cadet: OK, then. Thanks.

Question: Does the cadet want to go to hospital?

Answer: No, he wants to stay on board.

- 1) F - The doctor told him not to work for two days.
- 2) T
- 3) F - The cadet doesn't need to have an operation.
- 4) F - The cadet doesn't need medicine.
- 6) T

Exercise 6

(open answer)

Exercise 7

(open answer)

Basic Verbs

1 to be

PRESENT SIMPLE

I am	we are
you are	you are
he/she/it is	they are

PAST SIMPLE

I was	we were
you were	you were
he/she/it was	they were

PRESENT PERFECT

I have been	we have been
you have been	you have been
he/she/it has been	they have been

2 to have

PRESENT SIMPLE

I have	we have
you have	you have
he/she/it has	they have

PAST SIMPLE

I had	we had
you had	you had
he/she/it had	they had

PRESENT PERFECT

I have had	we have had
you have had	you have had
he/she/it has had	they have had

3 to want

PRESENT SIMPLE

I want	we want
you want	you want
he/she/it wants	they want

PAST SIMPLE

I wanted	we wanted
you wanted	you wanted
he/she/it wanted	they wanted

PRESENT PERFECT

I have wanted	we have wanted
you have wanted	you have wanted
he/she/it has wanted	they have wanted

4 to work

PRESENT SIMPLE

I work	we work
you work	you work
he/she/it works	they work

PAST SIMPLE

I worked	we worked
you worked	you worked
he/she/it worked	they worked

PRESENT PERFECT

I have worked	we have worked
you have worked	you have worked
he/she/it has worked	they have worked

5 to go

PRESENT SIMPLE

I go	we go
you go	you go
he/she/it goes	they go

PAST SIMPLE

I went	we went
you went	you went
he/she/it went	they went

PRESENT PERFECT

I have gone	we have gone
you have gone	you have gone
he/she/it has gone	they have gone

7 to eat

PRESENT SIMPLE

I eat	we eat
you eat	you eat
he/she/it eats	they eat

PAST SIMPLE

I ate	we ate
you ate	you ate
he/she/it ate	they ate

PRESENT PERFECT

I have eaten	we have eaten
you have eaten	you have eaten
he/she/it has eaten	they have eaten

6 to do

PRESENT SIMPLE

I do	we do
you do	you do
he/she/it does	they do

PAST SIMPLE

I did	we did
you did	you did
he/she/it did	they did

PRESENT PERFECT

I have done	we have done
you have done	you have done
he/she/it has done	they have done

8 to give

PRESENT SIMPLE

I give	we give
you give	you give
he/she/it gives	they give

PAST SIMPLE

I gave	we gave
you gave	you gave
he/she/it gave	they gave

PRESENT PERFECT

I have given	we have given
you have given	you have given
he/she/it has given	they have given

Verbs from PART 1

to be	to get	to listen to	to sleep
to bring	to get up	to live	to start
to do	to go	to meet	to turn
to drink	to hand over	to play	to want
to eat	to have	to read	to watch
to fish	to like	to repair	to work

Verbs from PART 2

to adjust	to cost	to lower	to smoke
to begin	to enter	to move	to sound
to board	to extinguish	to order	to steer
to breathe	to fall	to paint	to stop
to buy	to give	to prepare	to sweep
to call	to grab	to proceed	to switch off
to carry	to hear	to pull	to switch on
to check	to help	to push	to talk
to clean	to instruct	to release	to test
to close	to leave	to sail	to use
to cook	to load	to see	to wear
			to write

Verbs from PART 3

to advise	to expect	to learn	to seal
to arrange	to explode	to lift	to secure
to arrive	to fade	to lose	to service
to break	to finish	to obey	to slip
to bruise	to forget	to observe	to store
to burn	to grease	to occur	to strain
to burst	to ground	to pack	to suffer
to catch	to happen	to position	to suggest
to collect	to hate	to practise	to take
to collide	to hit	to prepare	to tell
to come	to hold	to prevent	to travel
to continue	to hurt	to put	to turn off
to cross	to include	to recommend	to turn on
to cut	to injure	to report	to unload
to damage	to inspect	to say	to visit
to dock	to leak	to scrape	

Verbs with Irregular Past Forms

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
catch	caught	caught
come	came	come
drink	drank	drunk
eat	ate	eaten
forget	forgot	forgotten
get	got	got
give	gave	given
hit	hit	hit
hold	held	held
lose	lost	lost
put	put	put
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written