

Ευαγγελία Μανίκα - Δασκαλάκη

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Ναυτικά Αγγλικά



Α΄ Τάξη



ΤΟΜΕΑΣ ΝΑΥΤΙΚΟΣ - ΝΑΥΤΙΛΙΑΚΟΣ



Ναυτικά Αγγλικά

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Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας
Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας.

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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The sea is the road.

Start off the voyage now.

ΠΡΟΛΟΓΟΣ

Το διδακτικό υλικό που βρίσκεται στο εγχειρίδιο αυτό απευθύνεται στους μαθητές που έχουν επιλέξει να εξειδικευτούν στο Ναυτικό Τομέα.

Οπωσδήποτε ένα βιβλίο ειδικότητας διαφέρει από ένα βιβλίο Γενικών Αγγλικών σε ό,τι αφορά στον προσανατολισμό του γνωστικού υλικού του. Η επιλογή των θεματικών ενοτήτων έγινε με βάση το ισχύον Αναλυτικό Πρόγραμμα του ΥΠΕΠΘ για τον τομέα των Ναυτικών Αγγλικών, ενώ τα επιμέρους κείμενα στοχεύουν στο να παράσχουν στο μαθητή τη δυνατότητα να κατανοήσει και να χρησιμοποιήσει σωστά την αγγλική ναυτική ορολογία, τόσο σε προφορικό όσο και σε γραπτό επίπεδο, στο πλαίσιο των σπουδών του και της άσκησης του επαγγέλματός του.

Ειδικότερα, αφού συμβουλευτήκαμε και τη θεματολογία που εμπεριέχεται στα ελληνικά μαθήματα ειδικότητας, στην Ενότητα 1 θεωρήσαμε σκόπιμο να ενθαρρύνουμε το μαθητή προς ένα ταξίδι στην αυτογνωσία και τη διερεύνηση του επαγγέλματός του, πριν τον ανεβάσουμε «επί του πλοίου» (on board), όπου παίρνει τα απαραίτητα μαθήματα ναυσιπλοΐας (Ενότητα 2). Στη συνέχεια ο μαθητής μαθαίνει τα διάφορα μέρη ενός πλοίου (Ενότητα 4) και εξοικειώνεται με τα μέτρα ασφαλείας, τόσο τα προσωπικά όσο και εκείνα των επιβατών και του εμπορεύματος (Ενότητα 5). Η καθημερινή ζωή πάνω στο πλοίο με τις ώρες χαλάρωσης, ψυχαγωγίας και διασκέδασης παρουσιάζονται στην Ενότητα 7, ενώ το ουσιώδες θέμα του καιρού, από το οποίο εξαρτάται κάθε ταξίδι, μελετάται στην Ενότητα 8. Τώρα πια ο μαθητής είναι σε θέση, σε συνδυασμό με την πληροφόρηση που έχει λάβει από τα άλλα γνωστικά αντικείμενα στα Ελληνικά, να εξοικειωθεί με όλα τα είδη πλοίων και να διερευνήσει λεπτομέρειες που αφορούν στις μηχανές τους, στη συντήρησή τους, στις επισκευές και στην είσοδο στο ναυπηγείο (Ενότητα 9). Το εγχειρίδιο κλείνει με μια αναδρομή στην ιστορία της ναυσιπλοΐας και της επικοινωνίας «εν πλώ» μέχρι τις μέρες μας (Ενότητα 11).

Για την εμπέδωση των γραμματικοσυντακτικών φαινομένων και την κατάκτηση των εννοιών και της εξειδικευμένης ορολογίας, το κάθε αυτοτελές κείμενο συνοδεύεται από δραστηριότητες / ασκήσεις οι οποίες καλύπτουν τις επικοινωνιακές ανάγκες του μαθητή και την ανάγκη του να ελέγξει τη λογική αλληλουχία των δεδομένων και να εξερευνήσει το αντικείμενό του πάντοτε διαδραστικά σε σχέση με το διδάσκοντα, το συμμαθητή του ή την ομάδα του στην τάξη του ή σε επικοινωνία με άλλη τάξη, και σε περιπτώσεις συνθετικών εργασιών (projects) με τον κοινωνικό του περίγυρο. Τα επαναληπτικά κεφάλαια που συνοδεύουν τις Ενότητες (3, 6, 9, 12) και ο κατάλογος των ανωμάτων ρημάτων συμβάλλουν στην αβίαστη επανάληψη των κεφαλαίων στα οποία αναφέρονται. Τέλος, η αλφαβητική παράθεση του λεξιλογίου ανά κεφάλαιο με τη μετάφρασή του στα Ελληνικά είναι ένα εύχρηστο εργαλείο το οποίο αποσκοπεί στην αποτελεσματική κατανόηση του περιεχομένου.

Πιστεύουμε ότι η προσπάθεια που έγινε να καλυφθεί επαρκώς το γνωστικό αντικείμενο των Ναυτικών Αγγλικών, αλλά και να ενισχυθούν οι δεξιότητες κατανόησης και χρήσης του προφορικού και γραπτού λόγου της Αγγλικής θα συμβάλει ουσιαστικά στην κατάκτηση της γλώσσας αυτής που ο είναι διεθνής κώδικας επικοινωνίας στη ναυσιπλοΐα.

Η συγγραφική ομάδα

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UNIT TITLE	SUBUNIT TITLE	LANGUAGE	SKILLS
1. A VOYAGE TO SELF-DISCOVERY	A. Skills and abilities (p 20-31)	<p>Vocabulary: hobbies; adjectives; means of transport; countries; nationalities</p> <p>Grammar: <i>to be</i> (affirmative, interrogative, negative); simple present (affirmative, interrogative, negative); Yes-No / Wh-questions; personal pronouns; reflexive pronouns; possessive adjectives</p> <p>Function: asking for / giving personal information; describing particulars of a cadet.</p>	<p>Reading: an advertisement; a formal letter; a profile. Reading strategies: prediction; scanning; guessing the meaning of unknown words from context. Listening: presenting oneself to class. Listening strategies: listening for specific information. Speaking: presenting oneself to class; describing procedures (sequencing connectors: <i>first, then, after that, finally</i>); discussing differences between formal and informal letters. Writing: a paragraph; a grid; note-taking; procedures (sequencing connectors: <i>first, then, after that, finally</i>); questionnaires; a formal letter; a short CV.</p>
	B. Leisure time (p 32-38)	<p>Vocabulary: hobbies; leisure time; sports; sports equipment; adjectives</p> <p>Grammar: simple present (affirmative, interrogative, negative); adverbs of frequency; Yes-No / Wh-questions</p> <p>Function: asking for / giving personal information; talking about likes; describing routine leisure activities on board.</p>	<p>Reading: magazine articles; a questionnaire. Reading strategies: reading for specific information; guessing the meaning of unknown words from context. Listening: peers presenting fellow students to class; an interview. Listening strategies: listening for specific information. Speaking: asking about personal information (hobbies); presenting a fellow student to class (talking about likes, hobbies). Writing: note-taking; a report; completing a questionnaire.</p>
	C. Get to know your career (p 39-43)	<p>Vocabulary: crew-members; duties; adjectives; prepositions (<i>from, to, on, out, as, during, after</i>)</p> <p>Grammar: simple present (3rd person singular- affirmative, interrogative, negative)</p> <p>Function: giving information about crew-members; describing job routines.</p> <p>Pronunciation: /æ/, /ʌ/</p>	<p>Reading: an extract from an interview; a maritime magazine article; an informal letter. Reading strategies: skimming - reading for verification. Listening: an interview Listening strategies: listening for specific information. Speaking: presenting oneself to class (talking about likes, hobbies). Writing: an e-mail</p>

2. YOU ARE ON BOARD NOW	A. Marine communication: Global matter (p 48-51)	<p>Vocabulary: maritime communication alphabet; numbers; offering; accepting; refusing</p> <p>Grammar: simple present (affirmative, interrogative, negative)</p> <p>Function: offering / accepting / refusing an invitation</p>	<p>Reading: lists of maritime communication symbols. Reading strategies: skimming; scanning. Writing: messages in the international maritime language. Listening: presenting e-mail responses in class. Listening strategies: listening for specific information. Speaking: presenting e-mail responses in class.</p>
	A. Navigation in and out of port (p 52-58)	<p>Vocabulary: navigation aids</p> <p>Grammar: present continuous (affirmative); definite / indefinite article; <i>must</i></p> <p>Function: describing vessel navigation in and out of port; describing the function and use of navigation guidepost; noting and giving vessel call signs.</p>	<p>Reading: articles from maritime magazines. Reading strategies: skimming; guessing the meaning of unknown words from context. Writing: completing charts; describing a picture; completing a cloze paragraph. Listening: articles from maritime magazines. Listening strategies: gap-filling. Speaking: negotiating; asking for information.</p>
	A. Understanding shipping (p 59-66)	<p>Vocabulary: shipyard; shipping</p> <p>Grammar: adverbs</p> <p>Function: finding out about job offers and working conditions in a shipyard.</p> <p>Pronunciation: /ə/, /e/</p>	<p>Reading: text from maritime magazine. Reading strategies: skimming; guessing the meaning of unknown words from context. Listening: description of pictures from shipyard / an interview. Speaking: describing pictures of jobs in the shipping industry; talking about jobs and working conditions in shipyards; role-play. Writing: note-taking; informal letter.</p>
3. REVISION	(p 69-77)	<p>Grammar Vocabulary Pronunciation Functions</p>	<p>Maritime issues: Test your knowledge!</p> <p>Listening Speaking Writing</p>

4. CUT - SHAPE - MIX & MATCH	A. Types of ships (p 79-87)	<p>Vocabulary: types of ships (nouns)</p> <p>Grammar: plural of nouns (regular - irregular nouns); simple present (revision)</p> <p>Function: describing different types of ships</p>	<p>Reading: an article Reading strategies: scanning; recognizing clues to paragraph sequence; identifying the main idea at paragraph level; guessing the meaning of unknown words from context; predicting. Listening: peers presenting favourite type of ship; talk. Listening strategies: listening for specific information. Speaking: describing pictures; presenting one's favourite type of ship. Writing: a report on classmates' favourite types of ships</p>
	B. Where is what (p 88-95)	<p>Vocabulary: parts of a ship (nouns); shapes (adjectives)</p> <p>Grammar: prepositions of place</p> <p>Function: describing parts & compartments of a ship; talking about their location on a ship; duties</p>	<p>Reading: articles Reading strategies: scanning Listening: peers describing parts of a ship; radio interview on ship compartments and their location. Listening strategies: listening for confirmation; listening for specific information. Speaking: describing parts and compartments of a ship; talking about their location on a ship. Writing: e-mail (parts and compartments of ships); informal letter describing a ship (work place and duties on board).</p>
	C. Navigation of ships (p 96-102)	<p>Vocabulary: navigation aids (nouns)</p> <p>Grammar: genitive case (simple & saxon); articles (revision)</p> <p>Function: talking about navigation aids Pronunciation: /e/ /ɛ:/</p>	<p>Reading: an article Reading strategies: scanning; guessing the meaning of unknown words from context; predicting; choosing a title. Listening: interview on navigation aids Listening strategies: predicting Speaking: presenting navigation aids. Writing: presenting a navigation aid.</p>

5. SAFETY COMES FIRST	A. Dangers on board (p 108-115)	<p>Vocabulary: <i>prevent; fight; put off; spread fire; combustion; protection; flammable gases; oils; ignition; welding</i></p> <p>Grammar: 1st conditional</p> <p>Function: describing dangers on board; ways of dealing with fire</p>	<p>Reading: an article Reading strategies: scanning; guessing the meaning of unknown words from context. Listening: a talk Listening strategies: listening for specific information. Speaking: describing pictures; reporting. Writing: a grid; an informal letter; a paragraph.</p>
	B. Safety equipment (p 116-122)	<p>Vocabulary: safety equipment: <i>lifejackets; lifeboats; life-rafts.</i></p> <p>Grammar: prepositions of place</p> <p>Function: describing life-saving equipment; talking about their location on board.</p>	<p>Reading: an article; a brochure. Reading strategies: scanning; relating text to pictures. Listening: description of life-saving equipment; interview. Listening strategies: listening for confirmation; predicting. Speaking: describing life-saving equipment, role-play. Writing: e-mail</p>
	C. Safety instructions, signs and drills (p 123-129)	<p>Vocabulary: Life / Fire and Boat Drill (<i>dismantle, remove, swing</i>); Abandon Ship</p> <p>Grammar: the imperative mood</p> <p>Functions: giving orders; talking about drills; describing signs</p> <p>Pronunciation: /i/, /i:/</p>	<p>Reading: an article Reading strategies: guessing the meaning of unknown words from context; predicting; choosing a title. Listening: an interview Listening strategies: listening for specific information. Speaking: giving orders; talking about drills; signs. Writing: an e-mail</p>
6. REVISION	(p 135-144)	<p>Grammar Vocabulary Pronunciation Functions</p>	<p>Maritime issues: Test your knowledge!</p> <p>Listening Speaking Writing</p>

7. EATING AND DRINKING ON BOARD	A. The art of eating (p 146-155)	<p>Vocabulary: duties of chefs, kitchen (galley) equipment; dining facilities on board</p> <p>Grammar: <i>like / don't like+-ing</i>; adjectives (comparative degree)</p> <p>Function: describing duties of chefs and service attendants on board; describing kitchen, dining facilities (purpose); expressing likes and dislikes in relation to their duties on board.</p>	<p>Reading: a dialogue; an interview Reading strategies: scanning Listening: an interview Listening strategies: prediction; listening for specific information. Speaking: expressing references; describing pictures (places where chefs and service attendants work). Writing: an informal letter (describing a chefs duties on board).</p>
	B. What's on the menu? (p 156-166)	<p>Vocabulary: meals; food items and drinks</p> <p>Grammar: <i>some / any</i>; suggestions (<i>let's / what about / we can</i>); agreeing / making decisions</p> <p>Function: describing food supplies; ordering food and drink; making / rejecting suggestions; making decisions about food and drinks.</p>	<p>Reading: lists of ingredients; tables; menus Reading strategies: scanning Listening: a dialogue between chefs about food preparations Listening strategies: listening for specific information. Speaking: role-play (expressing personal taste in relation to food, ordering food and drink); describing pictures (kitchen equipment, food items). Writing: a dialogue; food supplies, a weekly menu</p>
	C. Moments of celebration (p 167-174)	<p>Vocabulary: collocations</p> <p>Grammar: making plans: <i>be going to + infinitive / present continuous / be planning to + infinitive / be thinking of + -ing</i></p> <p>Function: talking about plans Pronunciation: /s/, /ʃ/</p>	<p>Reading: a text Reading strategies: scanning the meaning of unknown words from context. Listening: an interview; dialogues Listening strategies: listening for specific information. Speaking: describing pictures. Writing: notes (food preparations)</p>

8. WEATHER CONDITIONS AND TRAVELLING	A. Sea weather conditions (p 180-188)	<p>Vocabulary: weather; winds; sea; months; seasons</p> <p>Function: describing the weather, the sea and wind conditions</p>	<p>Reading: weather descriptions; a text</p> <p>Reading strategies: scanning; guessing the meaning of unknown words from context; recognizing clues to paragraph sequence; identifying the main idea at paragraph level.</p> <p>Listening: peers' description of weather and sea conditions</p> <p>Speaking: describing pictures showing different weather and sea conditions.</p> <p>Writing: informal letter (describing weather and sea conditions).</p>
	B. Knowing about the weather (p 189-198)	<p>Vocabulary: winds (direction); sea areas</p> <p>Grammar: simple future</p> <p>Function: making weather predictions</p>	<p>Reading: a wind map; weather and sea bulletins</p> <p>Reading strategies: scanning</p> <p>Listening: weather forecast; peers' presenting position of sea areas on the map.</p> <p>Listening strategies: listening for specific information.</p> <p>Speaking: presenting position of sea areas on the map.</p> <p>Writing: a letter (making weather predictions).</p>
	C. Weather forecast and shipping (p 199-204)	<p>Vocabulary: Meteorological Service</p> <p>Grammar: passive voice (simple present)</p> <p>Function: describing the importance of weather forecasts; inquiring about meteorological services in foreign countries</p> <p>Pronunciation: /u/, /u:/</p>	<p>Reading: a text</p> <p>Reading strategies: scanning: guessing the meaning of unknown words from context.</p> <p>Listening: peers' description of importance of weather forecasts</p> <p>Listening strategies: listening for specific information.</p> <p>Speaking: describing the importance of weather forecasts.</p> <p>Writing: an e-mail (describing the services offered by meteorological services; inquiring about meteorological services in other countries).</p>
9. REVISION	(p 208-219)	<p>Grammar</p> <p>Vocabulary</p> <p>Pronunciation</p> <p>Functions</p>	<p>Maritime issues: Test your knowledge!</p> <p>Listening</p> <p>Speaking</p> <p>Writing</p>

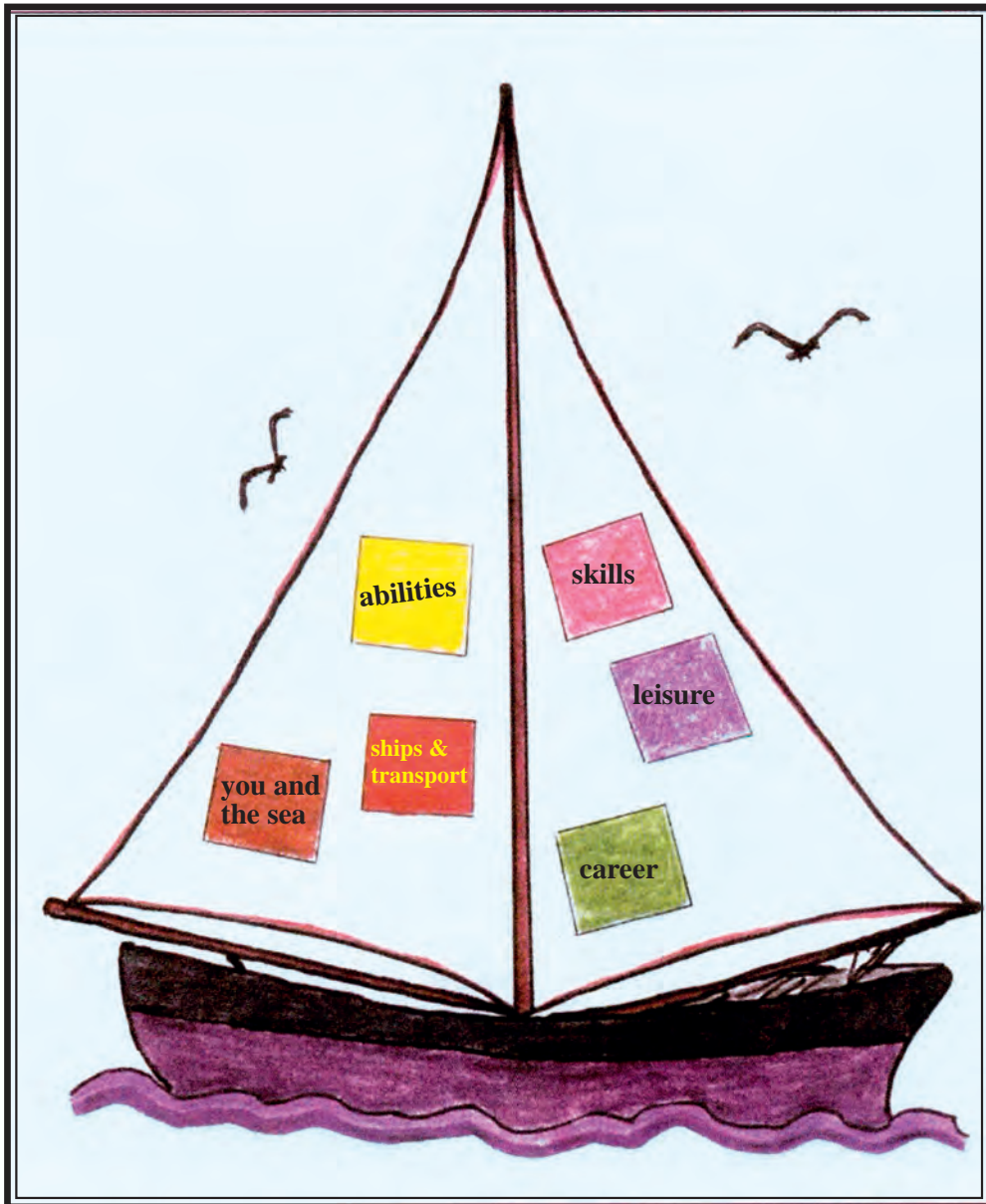
10. VESSELS AND CARGOES: COMPARE AND DESCRIBE	A. The right ship for the right cargo (p 221-229)	<p>Vocabulary: types of ships (<i>cruise yachts, expedition ships, coastal liners</i>); size of ships (<i>light / loaded, register, gross / net, deadweight tonnage</i>)</p> <p>Grammar: adjectives (superlative degree), comparative degree (revision)</p> <p>Function: describing types of ships; expressing preferences concerning types of ships and jobs on board.</p>	<p>Reading: a text about types of ships</p> <p>Reading strategies: scanning; reading for specific information.</p> <p>Listening: a text; peers' description of types of ships</p> <p>Listening strategies: listening for confirmation; listening for specific information.</p> <p>Speaking: describing pictures of different types of ships for guessing purposes; expressing and justifying preferences concerning types of ships and jobs on board.</p> <p>Writing: definitions of different types of ships; report on fellow students' preferences for types of ships and jobs on board.</p>
	B. Ship engines and machines (p 230-239)	<p>Vocabulary: ship engines (<i>diesel engine, steam engine</i>); machines; parts / components (<i>turbines, turbocharger; pistons; valves; pumps; connecting rod; gears</i>)</p> <p>Grammar: expressing purpose: <i>to + infinitive; for + - ing</i></p> <p>Function: describing the purpose of different components of ship engines</p>	<p>Reading: a text</p> <p>Reading strategies: scanning; guessing the meaning of unknown words from context; recognizing clues to sentence/paragraph sequence; matching phrases.</p> <p>Listening: a talk; peers' description of diesel engine</p> <p>Listening strategies: listening for confirmation; listening for specific information.</p> <p>Speaking: describing the main parts of diesel engine; describing the main parts of diesel cooling systems.</p> <p>Writing: the main parts of diesel engine; the main parts of diesel cooling systems; report about the purpose different gears in the control systems are used for.</p>

	<p style="text-align: center;">C. Workshop and shipyard (p 240-247)</p>	<p>Vocabulary: <i>shipyard; workshop; repair-work; synchrolift; dry-docking; floating dock; graving dock; basin; watertight</i></p> <p>Grammar: passive voice (simple present and simple future); changing active into passive</p> <p>Functions: describing shipyards / jobs in a routine dry-docking / jobs for safety purposes during dry-docking / jobs of crew-members during dry-docking</p> <p>Pronunciation: /əʊ/, /aʊ/</p>	<p>Reading: a text Reading strategies: scanning; guessing the meaning of unknown words from context. Listening: peers' description of pictures showing shipyards, repair-work, different places in shipyard; interview about routine jobs in shipyard and about different jobs of crew-members during nmdry-docking. Listening strategies: listening for confirmation; listening for specific information. Speaking: describing shipyards; talking about repair-work in shipyards, safety routine jobs during dry-docking. Writing: diagram-completion; e-mail describing pictures of repair-work in shipyard.</p>
<p style="text-align: center;">11. SHIPS THROUGH THE AGES</p>	<p style="text-align: center;">A. From the Bronze Age to the Romans (p 257-263)</p>	<p>Vocabulary: types of ships (<i>pentekontor; trireme / bireme</i>); development; geography; history</p> <p>Grammar: simple past (affirmative; regular / irregular verbs)</p> <p>Function: describing different types of ships from the Bronze Age to the Romans; inquiring about the development of ships through the ages</p>	<p>Reading: a text with historical information Reading strategies: scanning; recognizing clues to paragraph sequence; identifying the main idea at paragraph level. Listening: a lecture; picture descriptions of different types of ancient ships. Listening strategies: listening for confirmation Speaking: picture descriptions of different types of ancient ships Writing: sentence construction</p>

	<p>B. From Byzantium and the Turkish Domination to the 20th c. (p 264-270)</p>	<p>Vocabulary: types of old ships (<i>dromon, kaiki, karavi, trechantiri, steamship</i>), history; geography; way of propelling (<i>paddle, oar, sail</i>); ship engines (steam and ship construction: wood, iron)</p> <p>Grammar: passive voice (simple past - affirmative)</p> <p>Function: describing types of ships, way of propelling, ship construction from Byzantium and the Turkish Revolution to the 20th c.; talking about the most important dates in the history of ship engines and ship construction.</p>	<p>Reading: a historical text Reading strategies: scanning; reading for specific information Listening: a lecture; an interview; peers' description of pictures showing ships from different time periods for guessing purposes. Listening strategies: listening for specific information (table completion; matching dates and events). Speaking: description of pictures showing ships (appearance, way of propelling) from different time periods; guessing game; asking and answering questions about the most important dates in the history of ship engines and ship construction. Writing: an e-mail with historical information on the development of ships through the ages</p>
	<p>C. Communication at sea through the ages (p 271-281)</p>	<p>Vocabulary: means of communication at sea (written messages, Morse Code, radio, satellite, Inmarsat, Internet)</p> <p>Function: communication of (encoded) messages between ships, between ships and the shore, on board a ship</p> <p>Pronunciation: /ai/, /ei /</p>	<p>Reading: a text; (encoded) messages Reading strategies: reading for specific information; guessing the meaning of unknown words from context. Listening: a lecture; messages; peers' description of pictures showing different means of communication through the ages; peers talking about preparations for a visit to a museum. Listening strategies: listening for specific information. Speaking: messages; description of pictures showing different means of communication through the ages; preparations for a visit to a museum. Writing: a title; messages in Morse code; messages in maritime language.</p>
<p>12. REVISION</p>	<p>(p 294-302)</p>	<p>Grammar Vocabulary Pronunciation Functions</p>	<p>Maritime issues: Test your knowledge!</p> <p>Listening Speaking Writing</p>

UNIT 1

A VOYAGE TO SELF - DISCOVERY



A. Skills and abilities

Task 1 (speaking-writing)

It is the beginning of the school year. Exchange information to get to know each other. Choose words/phrases about yourself from the lists A, B, C, D below. Fill in the boxes. Then speak about yourself to the class. There is an example for you in each box.

<p>A. Hobbies</p> <ul style="list-style-type: none"> volleyball football basketball tennis skiing sailing fishing swimming computer games playing the guitar listening to music going for walks reading 	<p>B. Character</p> <ul style="list-style-type: none"> serious polite patient pleasant creative funny greedy forgetful well-organized tactful risky adventurous grumpy careless carefree 	<p>C. Means of travelling</p> <ul style="list-style-type: none"> car coach motorcycle airplane ship train
<p style="text-align: center;">D. Jobs</p> <ul style="list-style-type: none"> marine engineer officer teacher mechanic worker wireless operator 		

<p style="text-align: center;">My hobbies</p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <ul style="list-style-type: none"> • tennis • • </div>	<p style="text-align: center;">My character</p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <ul style="list-style-type: none"> • friendly • • </div>
<p>Name</p> <hr style="width: 50%; margin: 0 auto;"/>	
<p style="text-align: center;">My favourite means of travelling</p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <ul style="list-style-type: none"> • ferry boat • • </div>	<p style="text-align: center;">Jobs I would like to do</p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <ul style="list-style-type: none"> • Safety Officer • • </div>

Example: I'm George Karras, my friends call me Georgie. They say I'm friendly and ... My hobbies are fishing and....My family likes to travel by car, but I prefer... This year I hope to learn a few things about how to become a First Officer on a ship... I also expect to get to know some other interesting things from other classes

Your turn (speaking):

Task 2 (speaking-writing)

Use the questions below to find out more about the person sitting next to you. Write your answers in the space provided.

Example: 1. *I'm sixteen years old.*

Questions

1. How old are you?
2. Where are you from?
3. What are your plans for the future?
4. How many members are there in your family?
5. Is any member of your family a seaman?
6. Are you interested in working on a ship?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Report on your partner. Start like this.

(Your partner's name) is sixteen years old. He / She is from
He / She is planning to / wants to be a There are
members in

Task 3 (writing)

Your school principal has asked you to give him a list of the jobs your classmates want to do, so that he / she can organize lectures about these jobs. As you listen to your classmates' reports, jot down in your notebooks the jobs they want to do in the future. Then write a short paragraph saying how many students in your class want to do particular jobs in the maritime industry. Start as follows.

In my class students want to be, students
want to be.....
.....
.....
....

Task 4 (pre-reading)

Imagine your dream ship for a summer voyage and then answer the questions.

1. What is important for you while travelling at sea?

.....

2. Can you think of two responsibilities of a Safety Officer on board?

.....

Task 5 (reading)

This is an advertisement from a nautical magazine. Read it carefully and answer the questions that follow on the next page.

Deck Officer wanted for Millennium.
We require
a Safety Officer
for our ship
which is modern, hospitable, luxurious,
equipped with all kinds of leisure facilities and conveniences.



He or she must be experienced and capable to offer services of the highest standard. It is a full-time position in its own right.

The Safety Officer is responsible not only for implementing all safety procedures at sea, but also for training the rest of the crew-members.

Knowledge of English is necessary. Nationality: preferably from English-speaking countries or from countries with maritime tradition. Age between 20 and 50. Education: graduation certificate from a technical vocational high school with specialization in maritime studies.

Salary is according to experience and ability, while there are possibilities for higher pay and further training and development.

Please send an application along with your CV to:

PO BOX

10680 Athens

GREECE

or e-mail Piraeus@shipnet.gr

The Monthly Nautical Review

Questions

1. What kind of job is advertised?
2. What makes this job unusual?
3. What are the main responsibilities of this job?
4. How many working hours does the job require?
5. Is this job well-paid? If yes, why? If not, why not?

1.
2.
3.
4.
5.

Task 6 (vocabulary)

Match the English word with the Greek translation. The first one is done for you.

Example: 1. hospitable = j. φιλόξενος

- | | |
|-----------------|-----------------|
| 1. hospitable | a. ανάλογος |
| 2. equipped | b. επίπεδο |
| 3. facilities | c. εφαρμόζω |
| 4. capable | d. διαδικασία |
| 5. standard | e. εφοδιασμένος |
| 6. implement | f. ευκολίες |
| 7. procedure | g. εκπαίδευση |
| 8. according to | h. εξέλιξη |
| 9. training | i. ικανός |
| 10. development | j. φιλόξενος |

1. j 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____

Task 7 (post-reading: speaking + note-taking)

You read the advertisement and you wish to become a Safety Officer. What are you going to do next? Talk with your partner. Then make a list of your steps.

First
Then
After that
Finally

Task 8 (1st reading)

a. Read the following two letters and say which one you think is a more suitable application letter for the job of the Safety Officer on board the Millennium.

1

April 25th, 2003

Dear friends,

I want to work as a Safety Officer on board Millennium (advertisement in Monthly Nautical Review, issue of April 2003). I'm really very good for this job. I'm a high school certificate holder (graduation in 2002). My uncle is an assistant captain, and two years ago he asked me to accompany him in his voyages, so that I could have a taste of the life on a ship. Travelling is great. I enjoy seeing different countries and doing different things every day. Now that I have this experience, I know that living on a ship and doing hard work on it is very good for me. I speak three foreign languages, I play the guitar, I like to organize things, I can give and take orders, I am quick to react in emergencies and carry out difficult tasks. It's fun for me to learn new things and get better.

Contact me for an interview at any time. Here's my telephone number: 00440392267234.

Yours,
Peter Dobson

2

51 Cedars Rd
Exeter EX4 4GH
Devon
U.K.
April 25th, 2003

PO BOX 1536
10680 Athens
GREECE

Dear Sir/s,

I am writing to you about the Safety Officer's post on board Millennium (advertisement in Monthly Nautical Review, issue of April 2003).

I think that I am the right person for this job.

First of all, I am a high school certificate holder (graduation in 2002).

I also have experience from working on board big ships. My uncle is an assistant captain, and two years ago he asked me to accompany him in his voyages so that I could have a taste of the life on a ship. Now that I have this experience, I know that living on a ship and doing hard work on it is the right thing for me. I like travelling very much. I want to see different countries and do different things every day.

I can speak three foreign languages, I play the guitar, I like to organize things, I can give and take orders, I am quick to react in emergencies and carry out difficult tasks. Generally, I like learning new things and improving myself.

If you think that I am suitable for the job, you can contact me for an interview at any time. Here is my telephone number: 00440392267234.

Yours sincerely,
Peter Dobson

b. Discuss the differences between the layout of a friendly / informal letter and that of an application / formal letter.

Letter to a friend

-
-
-
-
-
-

Application letter

-
-
-
-
-
-



Task 9 (2nd reading)

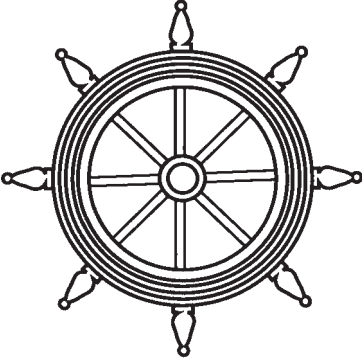
Read the application letter again and complete the graph that follows explaining the role of each part of the letter with the help of your teacher.

Example:

(Right top corner)
Your address/sender's address

The form consists of a large outer rectangle with a light gray background. Inside, there are several smaller white rectangles with black outlines, arranged as follows:

- Two small rectangles stacked vertically in the top right corner.
- Two small rectangles stacked vertically on the left side.
- A long horizontal rectangle in the middle left.
- A long horizontal rectangle below it.
- A long horizontal rectangle below that.
- A long horizontal rectangle below that.
- A long horizontal rectangle below that.
- A small horizontal rectangle in the bottom right corner.



Task 10 (writing)

Your class wants to know more about posts in the Greek maritime industry. Write a letter to the Naval Ministry asking for a leaflet with the relevant information by using the above diagram.

Task 11 (grammar: possessive adjectives - pronouns)

- a. Peter Dobson (second letter on page 24) talks about himself and his family using possessive and reflexive pronouns. Read it again and circle all the possessive adjectives and reflexive pronouns. The following lists will help you spot them.

possessive adjectives	reflexive pronouns
my	myself
your	yourself
his	himself
her	herself
its	itself
our	ourselves
your	yourselves
their	themselves

- b. Complete the gaps with the right words from the lists above.

Example: My crew-members are very independent. They all take care of *themselves* and know *their* duties very well.

1. Before you start work, you need to prepare _____ application form and talk about _____ and _____ qualifications.
2. In _____ organization _____ employees get good salaries. We are proud of _____.
3. My father likes _____ job as a senior Cabin Attendant and enjoys the company of _____ colleagues.
4. My sister has many difficult duties in _____ job. She must take care of _____ passengers when they get sick.
5. Many of my classmates are worried about _____ career. They try to get _____ language certificates before they leave school.
6. I plan to take an English course. _____ course will be short.
7. The crew gathers in the ferry's kitchen. _____ furniture is comfortable and cozy. _____ atmosphere is friendly.
8. I am the Captain of the City of Rhodes. _____ cabin is big and clean. _____ crew visits _____ cabin often and plays cards with me.



Task 12 (1st reading)

In the following text a young lady talks about herself in a nautical magazine. Scan it to get useful information in order to answer the questions on the next page. Write your answers in the space provided.

My name is Kate Jackson, and I am 25 years old. I am a crew-member on board a fast ferry service in the Aegean. I have two years of experience from working in a travel agency as a travel consultant and also from working in reservations for trains. My hobbies are traveling and sailing.

Working on a ferry is very different from working in the city. I can see what the weather is like every day. I get to see great scenery. It's so much more relaxing because you're dealing with lots of tourists and people who are happy to see you. Besides Greek passengers, there are also tourists of other nationalities like English, German, Italian, French and Japanese. So I have the opportunity to practise English and German with them. It is nice to help people have a pleasant journey. I also enjoy the preparation of social events on board, especially around Christmas time and summer holidays.

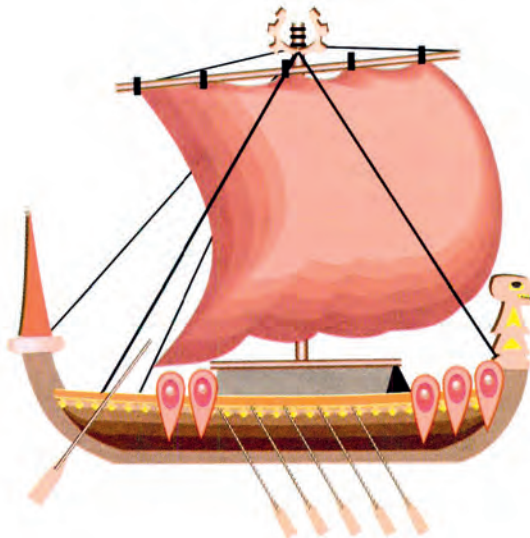


The main difference between this and a normal hospitality job on land is that you need to know a lot more about what to do in an emergency, because anything could happen at any time. When the weather is bad, you can be working with people who become ill, or do not feel well. You also need to know the location of fire extinguishers, the sea signals, for example the signal for man overboard, and how to use lifejackets.

In this job you can move up to a more supervisory role, to the area of reservations work and even to a different area altogether. My dream is to get the qualifications that could help me become a skipper. In this industry, you can move around a lot, so any qualification you get is helpful. If you need to talk to me, here is my home and e-mail address:

PO BOX 5387
33 Lincoln St
Plymouth PL9 3DS
UK

Kate@skynet.uk



Questions

1. What is Kate Jackson’s job?
2. How is working on a ferry different from working in the city? (advantages, disadvantages)
3. What are the prospects of her job?

Task 13 (2nd reading - vocabulary)

Read the text about Kate Jackson again. Match the words below with their definitions. The first is done for you as an example.

Example: 1. crew = d. people working on a ship

- | | |
|------------------|---|
| 1. crew | a. a person who gives expert advice |
| 2. qualification | b. inspecting people while they work |
| 3. consultant | c. everything you can see around you |
| 4. location | d. people working on a ship |
| 5. industry | e. the place where you can find something |
| 6. reservation | f. something difficult that comes up suddenly |
| 7. skipper | g. the act of booking a ticket on a ferry |
| 8. scenery | h. the leader of a ship |
| 9. hospitality | i. offering things to visitors and guests |
| 10. supervisory | j. a pass certificate in an examination |
| 11. emergency | k. people working together in a service |

1 **d** 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10 ____ 11

Task 14 (vocabulary)

Kate Jackson works on a fast ferry, on which tourists of different nationalities travel. Read the text again, find the nationalities mentioned and complete the following table. Your teacher will help you with words you don’t know.

COUNTRY	NATIONALITY	COUNTRY	NATIONALITY
1 Greece	Greek	6 Germany	
2 England		7 Italy	
3 France		8 Egypt	
4 Spain		9 Holland	
5 Japan		10 Canada	
		11 Russia	

Task 15 (grammar: simple present)

In the article, Kate Jackson is talking about her job, her experience and her hobbies. What verb forms and tense does she use? Complete the box below.

Examples:
Tense:

Task 16 (grammar practice: simple present)

Some friends of Kate Jackson's work with her too. There are many duties on board they have to do. Fill in the blanks with the verbs in parentheses and make any other necessary changes.

(Remember: We use the simple present to talk about routines and things that usually happen.)

Example: Everyday Kate Jackson *gets up* at 6.30 a.m. (get up)

1. I _____ food to passengers, but Steve _____ the drinks. (serve)
2. _____ you _____ the vessel sometimes? (clean)
3. No, I _____ not _____ the vessel. I _____ it many times, (clean, tidy)
4. Mary and Ann _____ fun activities for the passengers. Mary _____ better parties than Ann. (organize)
5. The strong members of the crew _____ and _____ cargo. (load, unload)
6. We _____ our stay on board, but we _____ not _____ the food so much. (enjoy, like)
7. The Aegean Sea sometimes _____ very rough, but it _____ often calm in summer. (get, be)
8. _____ you _____ how to use a life jacket? (know)
9. Isn't it funny? John _____ not _____ very well, but he's mad about fishing! (swim)
10. _____ the job of the Marine Engineer _____ you? (interest)

Task 17 (writing)

You are not ready yet to get a job in the maritime industry. This summer you are planning to look for a part-time job. In all jobs they want to know who you are and what you can do. Use the Curriculum Vitae below as a model to fill in yours at this time of your life. Write your CV in your notebook.

CURRICULUM VITAE

NAME : Peter
SURNAME : Dobson
TEL. NUMBER : 004430392267234
DATE OF BIRTH : July 1st 1983
PLACE OF BIRTH : Liverpool
NATIONALITY : English
MARITAL STATUS : single

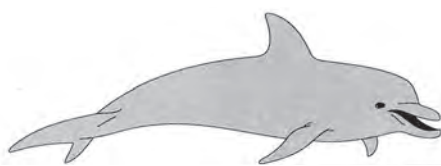
EDUCATION AND SKILLS

1988-1994 : Primary education
1994-2000 : Secondary education
2000-2001 : Touring around the world - assistant truck driver
2001-2003 : Unofficial assistant captain

FOREIGN LANGUAGES : Italian, Spanish and German

SPECIAL INTERESTS : Travelling, sports of all kinds, playing the guitar
socializing, dancing, surfing the Internet.

REFERENCES : 1. Ms Sarah Robinson (my school Principal)
17 Maxwell St
Liverpool 5SN SD
2. Robert Dobson (my uncle)
address as mine



B: Leisure time

Task 1 (pre-reading)

This is what some people do in their free time to relax and have fun. Do you think it is difficult to engage in such activities on board a ship? If not, what equipment do you need to do so? Talk about it with your partner and then with the whole class.



Task 2 (1st reading)

Here follows a text (next page) from a nautical magazine. Read it and say which of the activities shown in the pictures below are mentioned in it.



Task 3 (2nd reading)

Read the text again and say whether the statements below are true (T) or false (F). Circle your choice.

If it is true that “Music is food for the Soul”, then while on board you can bring your musical instrument and practise. Portable musical instruments can be easily carried on a ship. Whenever there is a social event or a festival, the whole ship will celebrate with a party, even with live music.

Those of the crew-members who are artistic can, for example, turn a useless piece of wood into a work of art. Real work of art can be produced on board a ship. Crew-members can get water colours, pencils or crayons and draw what attracts their attention or expresses their dreams.

The variety of pastimes depends on the size of the ship. Large ships can even have swimming pools. Sometimes, indoor games like darts and table tennis can be easily played for physical exercise. A table tennis game could be very challenging during rough weather when the ship rolls and everything falls down. There are common rooms where the crew can relax. The furnishing, flooring and decoration makes the place friendly and cosy. Depending on how active the crew is, competitions can be organized to make the games interesting.

Some people can go jogging on the deck in the early morning, when the deck is free. Those who like to read can find magazines and other reading material, while movies and videos can be shown regularly. Nowadays, one can spend time on computers and either have a good time playing games or give time to self-study. Sometimes, however, the duties are so many that it is difficult to do practise a hobby, not because there are not any facilities, but because the time is taken up by working on watches, sleep, meals and other duties.

- | | |
|---|-----|
| 1. It is difficult to bring your musical instrument on board. | T/F |
| 2. One can produce real work of art on board. | T/F |
| 3. The variety of pastimes does not depend on the size of the ship. | T/F |
| 4. Bad weather makes playing tennis difficult. | T/F |
| 5. People go jogging at any time they like. | T/F |
| 6. Duties on a ship are sometimes too many to let seamen do practise their hobbies. | T/F |

Task 4 (3rd reading-skimming)

Look at the following titles (a, b, c) and choose the right one for the text. Justify your answer.

- a) Pastimes and large ships b) Pastimes on a ship c) Games and competitions on a ship

Task 5 (4th reading)

Read the text again and fill in the table with information about the pastimes mentioned.


pastime	necessary equipment	time you practise it	place you practise it
1. playing music	musical instrument	any time, except when people sleep!	preferably on deck
2.			
3.			
4.			common room
5.		in the afternoon	
6. reading			
7. watching TV, videos, films			

Task 6 (1st listening)

You will hear a dialogue between a reporter and the 2nd Officer of an ocean-going ship. They are talking about free time on board and the activities the 2nd Officer does in his free time. Listen to the dialogue as many times as necessary in order to answer the following questions. Write your answers in the space below.


Questions

1. How do seamen spend their free time on board an ocean-going ship?
2. What does the 2nd Officer do in his free time?
3. How often does he listen to music?
4. Does he play any musical instrument?
5. What other activities does he like?
6. How often does he exercise?
7. Where does he exercise?
8. Does he exercise alone?



- 1.
- 2.
- 3.

4.
5.
6.
7.
8.

 **Task 7** (2nd listening)

Listen to the dialogue once more and complete the following sentences.

- 1. I _____ listen to classical music.
- 2. Other crew-members very _____ come to my cabin, and we listen to music together.
- 3. The other crew-members _____ miss a chance to come and hear us.
- 4. I'm _____ tired from my watch work.
- 5. _____ I just stay in my cabin and read a book.
- 6. So when we're off duty we _____ go jogging together.

Task 8 (grammar: adverbs of frequency)

a. Here follows a box with adverbs of frequency. Write them in the correct order according to the degree of frequency they express.

often always sometimes never usually rarely

_____ always
0% _____ 100%

b. Look at the sentences in Task 7. What tense are the verbs in?

c. Where do we usually put adverbs of frequency in a sentence?

Task 9 (grammar practice: adverbs of frequency)

Look at the list of activities below. Write sentences about yourself. Use adverbs of frequency.

- watch television in the evenings
- play computer games at school
- talk on the mobile phone in class / at the movies / at home
- send messages through the mobile phone at school breaks
- surf the internet at home
- have breakfast
- have something to eat at school breaks

Example: *I always / usually / (very) often / sometimes / rarely / never watch TV in the evenings.*

-
-
-
-
-
-
-
-

Task 10 (class-work)

a. Take it in turns to interview your partner in order to find out about his/her favourite activities, how often and where he or she practises them and what equipment he or she needs. Ask him or her about all the activities in the following table. Use adverbs of frequency.

Example: *A: How often do you swim /go swimming?*

B: I usually swim / go swimming twice a week.

A: Do you ever cycle /go cycling?

B: No, I never cycle / go cycling.

A: Where do you go swimming?

B: I usually swim /go swimming in the swimming pool at the athletic complex near my place.

A: What equipment do you need?

B: My bathing suit, a bonnet and a towel.

Your partner's name:			
H o b b i e s	Frequency	Place	Equipment
1. swimming	<i>usually twice a week</i>		
2. cycling	<i>never</i>		
3. playing football			
4. cooking			
5. taking photos			
6. reading			
7. playing computer games			
8. listening to music			
9. collecting.....			
10. watching TV			
11. going to the cinema			
12. drawing			
13. sailing			
14. climbing			
15. skiing			
16. playing tennis			

b. Report your partner's habits to the class as in the example below.

Example: *Marie likes swimming. She usually goes to the swimming pool twice a week. She needs her bathing suit, a bonnet and a towel. She never goes cycling. She sometimes goes climbing.*

c. Listen to your fellow students' reports and complete the table below with information about their favourite activities, how often they practise them, where they do so, what equipment they need. Write their names in the first column.

Name of student	Favourite activity	How often he/she practises it	Where he/she practises it	Equipment he / she needs
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Task 11 (writing / a guessing game: who does what, where, when?)

Choose a fellow student and write a short paragraph in the space below about his or her favourite activity/ies. Then read it out in class and let the other students guess the name of the student you are presenting in your paragraph. You may start as follows.

Example: *Her favourite pastime is music. She needs a radio or walkman. She listens to it almost every day, when she wants to relax. She can listen to it almost everywhere, even in public transport. Who is she?*

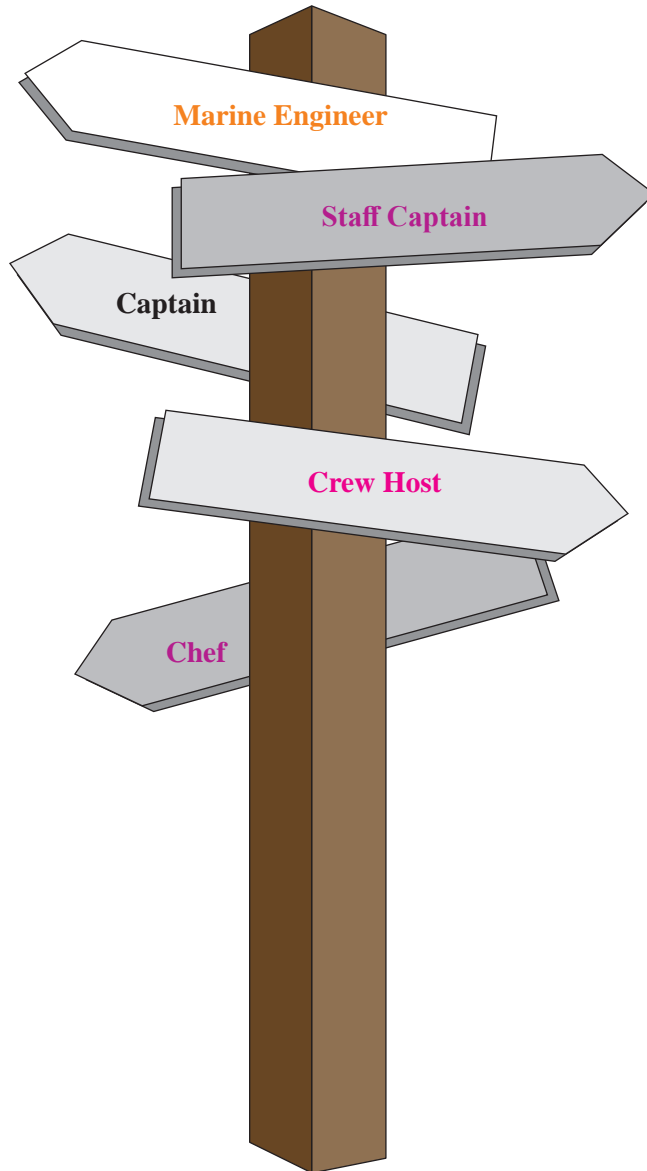
Task 12 (speaking)


Talk about this picture of leisure / celebration time on a ship (people - nationality, activity - frequency, necessary equipment).



C. Get to know your career

Can you think of the main duties of the following crew-members on board a ship?



 **Task 1** (1st listening)

Ray Smithers works in the shipping industry. He is describing on the radio in more detail each one of the five different crew-members (Captain, Chief Officer, Marine Engineer, Crew-Host and Chef). Listen to each description separately and find out which crew-member he is talking about each time. Write your answers in the spaces provided.

Paragraph 1 _____


Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____



 **Task 2** (2nd listening)

Listen to the five descriptions for a second time and fill in the gaps below with the right adjectives. The first letters are given for you.

Example: A Captain must have considerable **1) maritime** experience.

A Captain must have considerable **1) maritime** experience and training. He is expected to manage **2) s** sums of money.

A marine Engineer must be **3) s** and **4) e**

A Staff Captain must be **5) q** in order to legally do his/her job.

A Crew Host/ess is **6) s** to a 'house' keeper or host/ess.

A Chef must be **7) c** ... of operating on their own and also be **8) u** to working under pressure.

Task 3 (speaking)

a. Here follows a list of 10 duties. Use the information on the tape to help you match them with the right crew-members.

1. to serve passengers food and drink
2. to inspect the maintenance of the ship
3. to do repair work on board a ship or in a shipyard
4. to have control of everybody on board
5. to prepare food for crew and passengers
6. to manoeuvre the ship in and out of port
7. to do paperwork, inspection tours
8. to clean and tidy the ship
9. to be responsible for second and third officers
10. to operate equipment for food

- Captain ()
- Staff Captain ()
- Marine Engineer ()
- Crew-Host/ess ()
- Chef (5,10)

b. Report to the class. Use connectors (*and, also, as well as, not only - but*).

Example: The Crew-Host/ess *not only serves* passengers food and drink, *but he also cleans and tidies* the ship.

Task 4 (homework: writing)

Your friend Michael wants to be a Marine Engineer. Use the list below to e-mail him a short note with information about this job.

- Maintain the machinery in good running condition
- Receive fuel oil, machinery without help from outside
- Manoeuvre the ship during arrival or departure from port
- Have specific roles to play during an emergency, like 'Abandon Ship' and 'Fire Fighting'

You may start as follows.

Dear Taso, hi!
This is a short note about the
A Marine Engineer first of all *maintains* the machinery in good running condition
.....
.....
.....
.....
.....
.....

Task 5 (pre-reading)

You may find the following Deck Officers on board larger ships. Can you put them in order of seniority? (4=the highest in order and 1= the lowest in order)

1. Staff Captain ____ 2. First Officer ____ 3. Master ____ 4. Chief Officer ____

Task 6 (reading)

You wish to apply for the post of the Safety Officer you read about in the advertisement (p 22), but you need information about the other Deck Officers. Your friend Michael, who is a cadet on board a cruise liner, is writing a letter to tell you a few things about their duties. Read it and check your answers in task 5.

15th November, 2003

Dear George,

Hi! How are you? I'm fine, but very busy. This is a short note to tell you a few things about the duties of Deck Officers.

Usually, on board a middle-sized ship there are four deck officers: the Captain, the Staff Captain, the Chief Officer and the First Officer.

The Captain or Master is the head of the whole ship. Everybody on board, crew and passengers, are under his control. He is not only responsible for the navigation of the ship, but also spends most of his time doing paperwork, inspection tours, attending social events and meeting with the various heads of departments. Are you still with me? The second in command is the Staff Captain. He is responsible for much of the daily running of the ship, as well as for the discipline of the crew. The Chief Officer comes third in command. Basically, his job is to oversee the maintenance of the body of the ship. Sometimes, he arranges for the disposal of sewerage and garbage. Finally, the First Officer spends most of his time on the bridge doing watch duty. He makes sure that there is always an Officer on the bridge.

I have to go now. My shift starts in ten minutes. I hope you'll find this information useful. Let me know about your decisions. If you need anything else, I'll be glad to help. Good luck!

See you soon,
Michael



Task 7 (reading-filling in)

The following text is about training a sea cadet. Read it and fill in the gaps (1-14) with the right preposition from the box below. Some of them can be used twice.

after as during from into on out to under

Training a sea cadet

Sea training is done when the Marine Engineer has enough knowledge to be able to go to sea. This is the time when he can live the life of a seaman. The Cadet Marine Engineer receives his uniform 1) _____ an officer. He is usually 2) _____ the 2nd Engineer, who will give him duties. Because various engineers have specific duties and responsibilities, the cadet sometimes has to help other engineers 3) _____ his tour 4) _____ board ship.

The sea training can be anything 5) _____ six months 6) _____ one year, depending 7) _____ the College the Cadet Engineer attends and the requirements of the various Country's Government which write 8) _____ Marine Certificates of Competency.

The training is tough. The Cadet Engineer has to learn the skills from experienced seamen. He usually has to work 9) _____ the crew-members, while at the same time he has to maintain his position 10) _____ the most junior officer 11) _____ board a ship.

12) _____ the cadetship, a young officer progresses 13) _____ the post of junior engineer. 14) _____ more study and sea time he will finally become Master or Chief Engineer.

Task 8 (pronunciation)

a. Listen to and repeat the following words.

/æ/	/ʌ/
can	enough
passenger	much
hand	cut
pack	come

b. Put the words in the following table according to the sound of the underlined vowel(s).

rough, under, land, back, manage, study, relax, standard, does

/æ/	/ʌ/

UNIT 1 APPENDIX

B. Transcript of dialogue (Task 6), p 34

Reporter: Welcome to “Marine Lifestyles”, our weekly programme on how seamen live. Today we have Michael Kareta with us to give us an idea about leisure activities on board.... Well, Mr. Kareta, how do seamen spend their free time on board?

Mr. Kareta: Actually, there is much to do, like reading, listening to music, watching films on the T.V or the video, playing computer games, surfing the Internet, exercising, playing darts, painting

Reporter: What about you?

Mr. Kareta: Er, I like very much listening to music.

Reporter: How often do you listen to music?

Mr. Kareta: Hm.. .when I’m off duty, of course. I have a lot of cassettes and CDs in my room. So when I’m in the mood, I listen to my favourite music, that is rock. I **sometimes** listen to classical music. I think this kind of music is very relaxing. Other crew-members very **often** come to my cabin and we listen to music together.

Reporter: Do you play any musical instrument?

Mr. Kareta: Oh, yes! I play the guitar. The 2nd Engineer also plays the guitar. At the weekends and on holidays we get together in the common room and we have small parties. We play the guitars. We sing, laugh and we always have fun. The other crew- members **never** miss a chance to come and hear us.

Reporter: Do you do anything else in your free time?

Mr. Kareta: Eh ...I really like exercising!

Reporter: ...but can you exercise on board a ship?

Mr. Kareta: Oh, yes! When the weather is good, I go jogging on the deck to warm up. Then I go to the ship’s gym and do some weight-lifting.

Reporter: And what if it rains?

Mr. Kareta: Well....., then I go to the gym only.

Reporter: How often do you exercise?

Mr. Kareta: Three or four times a week. I try to keep fit, but you see I don’t have a lot of free time. I’m **usually** tired from my watch work. **Sometimes**, I just stay in my cabin and read a book.

Reporter: One final question, Mr. Kareta. Does anybody from the crew-members join you in exercising?

Mr. Kareta: **Usually** the 3rd Officer. He likes jogging too. So when we’re off duty we always go jogging together.

Reporter: Thank you very much, Mr. Kareta, for answering my questions.

Mr. Kareta: It was my pleasure.

Reporter: We’ll break now for a few minutes, and when we come back we’ll play some of the music you recommended.

C. Transcript of listening text (Task 1), p 40

a. He is in charge of the yacht, and everybody answers to him. His or her annual salary can range from around £30,000 to £90,000, all found, plus perks. A captain must have considerable maritime experience and training and has had to pass some gruelling exams to reach his position of responsibility. He not only has to have an excellent sea faring

knowledge, he must also have a good grasp of accounting, as he will be expected to manage significant sums of money. He must also be highly skilled at dealing with people, both crew and owner/guests. **(Captain)**

b. He is second in command to the captain and also has to be qualified in order to legally do his/her job. He/she is in charge of the exterior crew, namely second and third officers and deckhands. **(Staff Captain)**

c. He is one of the most sought after crew-members and can earn as much as a captain. He must be skilled, experienced and is legally obliged to have recognized qualifications to enable him to hold a professional position. Although rare, you can find women in this post. **(Marine Engineer)**

d. This crew-member on board a ship does not have to be qualified, but he or she does have to be experienced, utterly capable of operating on their own and must also be used to working under pressure. He can earn up to £48,000 + a year, all found. **(Chef)**

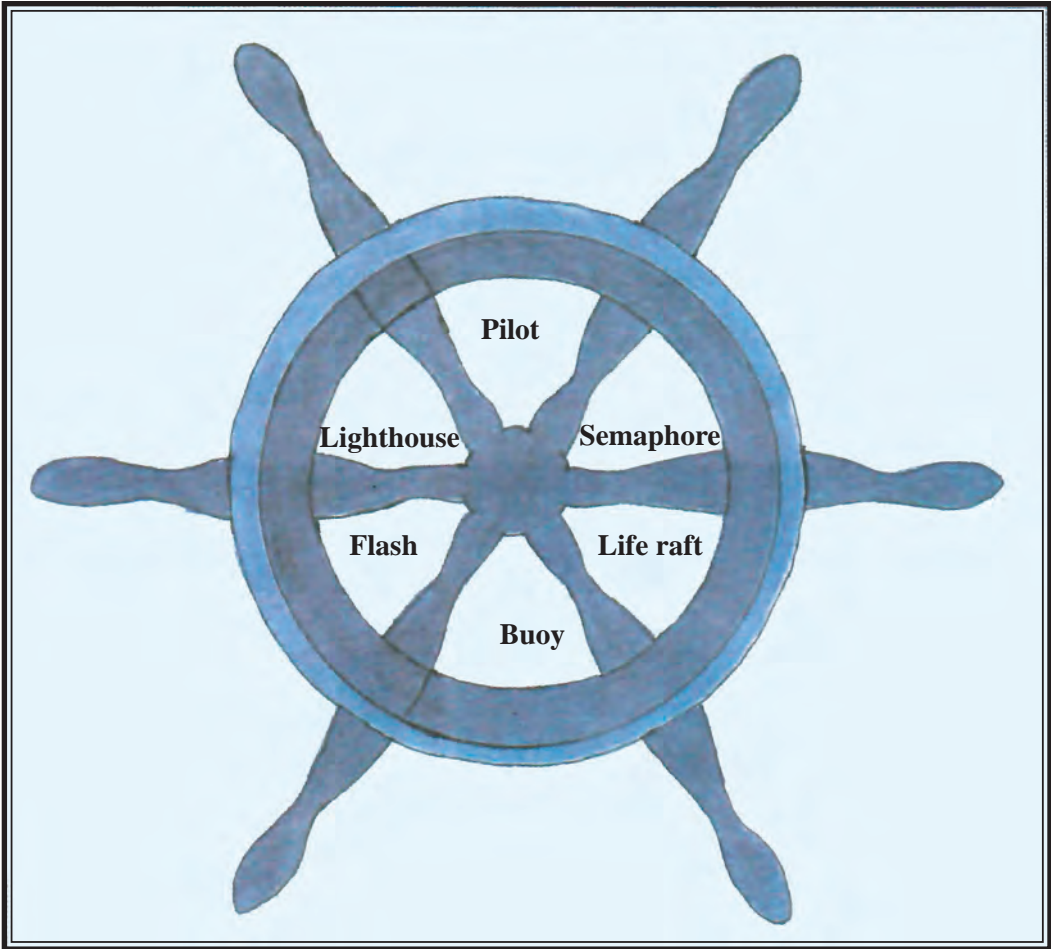
e. He or she is in charge of the interior of the yacht and is similar to a 'housekeeper' or host/ess. He or she does not have to be qualified, although there are a number of professions that are very advantageous to those wanting to do this job. **(Crew-host/ess)**

UNIT 1 GLOSSARY

Accounting λογιστική	indoor games παιχνίδια εσωτερικού χώρου
adjust προσαρμόζω, ρυθμίζω, διορθώνω	industry βιομηχανία
adventurous περιπετειώδης	Legally νόμιμα
anchor (ουσ.) άγκυρα	length μήκος
angle γωνία	life-jacket σωσίβιο (γιλέκο)
appendix παράρτημα, συμπλήρωμα βιβλίου	life-raft σωσίβια σχέδια
appetite όρεξη	load φορτίο μηχανής
apprenticeship μαθητεία, εκπαίδευση	location τοποθεσία
artistic καλλιτεχνικός	look out προσέχω, παρατηρώ
axis άξονας	Maintain διατηρώ, συντηρώ
Blow φυσώ, παρασύρω	man overboard άνθρωπος στη θάλασσα
boarding επιβίβαση	marine engineer μηχανικός πλοίου
bridge γέφυρα πλοίου	movement κίνηση
Cable καλώδιο	Officer αξιωματικός
cadet δόκιμος	on board πάνω στο κατάστρωμα, πάνω στο πλοίο
capable ικανός	operate λειτουργώ, χειρίζομαι
carefree ανέμελος	oversee επιβλέπω
careless απρόσεκτος	Patient υπομονετικός
celebrate γιορτάζω	personnel προσωπικό, πλήρωμα
challenging προκλητικός, ενδιαφέρων	pleasant ευχάριστος, απολαυστικός
creative δημιουργικός	polite ευγενικός
common rooms κοινόχρηστοι χώροι	portable φορητός
competition διαγωνισμός	pressure πίεση
considerable σημαντικός	Qualification προσόν
contract συμβόλαιο	Range κυμαίνομαι, ποικίλλω
cozy ζεστός, ευχάριστος	rank βαθμίδα
Darts βελάκια	reduce μειώνω, ελαττώνω
deal with ασχολούμαι	required επιθυμητός
deck κατάστρωμα, κουβέρτα	Safety officer αξιωματικός ασφαλείας
deckhand ναυτόπαιδο, μούτσος, ναύτης καταστρώματος	scenery τοπίο
detect εντοπίζω	significant σημαντικός
drag τραβώ (άγκυρα)	skill δεξιότητα
drift away απομακρύνομαι, ξεφεύγω, αποκλίνω	skilled εξειδικευμένος
duty καθήκον, υπηρεσία	skipper καπετάνιος, κυβερνήτης (μικρού εμπορικού, ιστιοπλοϊκού ή αλιευτικού σκάφους)
Emergency κατάσταση έκτακτης ανάγκης	slippery γλιστερός
encounter συναντώ, αντιμετωπίζω	steering rams οριζόντιοι άξονες για τη μετάδοση κίνησης στο τιμόνι
engage in ασχολούμαι	sum ποσό, άθροισμα, σύνολο
engine room μηχανοστάσιο	surface επιφάνεια
engineer on duty εφημερεύων μηχανικός	sustain διατηρώ
equipment εξοπλισμός, όργανα	Tactful διακριτικός
extinguisher πυροσβεστήρας	Uniform στολή
Facilities ευκολίες, ανέσεις	Vertical κάθετος, κατακόρυφος
forgetful ξεχασιάρης	Wave κύμα
funny αστείος	wind άνεμος
Greet χαιρετώ	wireless operator ασυρματιστής
grumpy γκρινιάρης	
guest καλεσμένος	
Icy παγωμένος	
in charge υπεύθυνος, επικεφαλής	

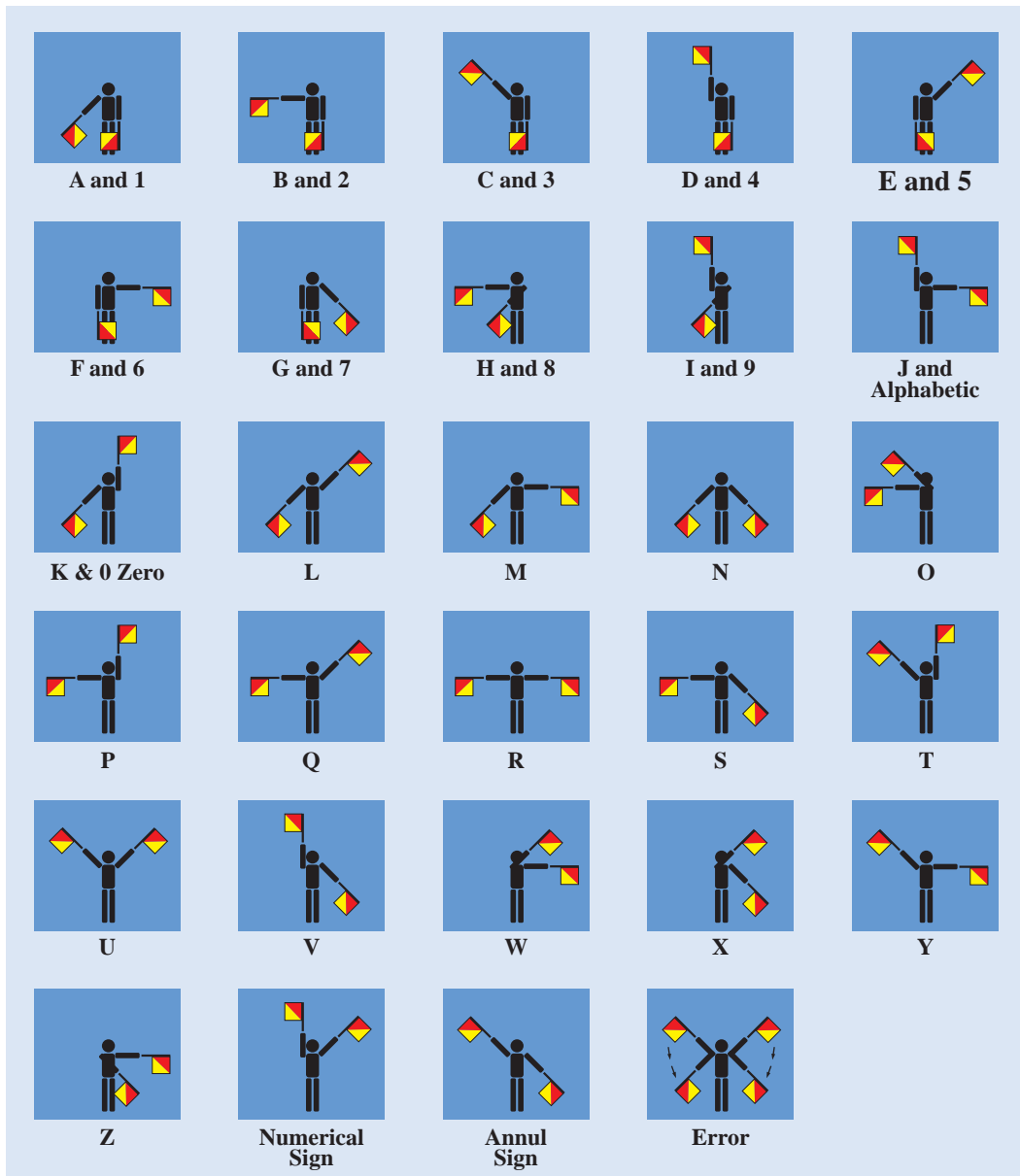
UNIT 2

YOU ARE ON BOARD NOW



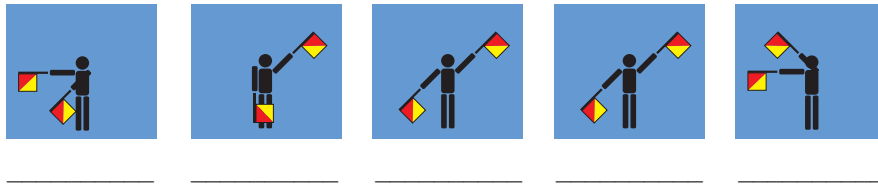
A. Marine communication: A global matter

Hello!



Task 1 A quiz (reading)

You have decided to become a Marine Engineer. Marine Engineers communicate in what is called the International Maritime Language. Are you ready to start learning it? There is a message for you in the next page. Use the above list of semaphore flags to decode it.



Task 2 (arts and crafts + writing)

Form groups. Photocopy the previous page. Cut the semaphore flags. Get some glue from the laboratory in your school. Choose the right flags and stick them on the spaces below to “write”:

a) your first name

b) the type of the school you are attending (TEE)

The group that finishes first and their work is neat and attractive are the winners!

Task 3 (reading - table completion)

Here is a short dialogue between two TEE students. In some parts the speakers offer, accept, refuse an invitation or do something else. Fill in the table below by indicating what the speakers do. Put the number of the exchange in the right column as in the example.

- Boy:** Shall we go to the cinema tonight? 1
Girl: Sorry, I can't. 2
Boy: Why not? 3
Girl: I haven't finished my homework yet. 4
Boy: Tomorrow night then? 5
Girl: I'd like to, but I'm afraid I've got a computer lesson. 6
Boy: What about going to the cafeteria after your class? 7
Girl: That's a nice idea. Give me a ring then at about 9.00. 8
Boy: Fine. Bye! 9
Girl: See you! 10

Offering	Accepting	Refusing	Other
1			

Task 4 (speaking)

Look at the language summary below. See the difference between inviting and offering, as well as accepting/refusing an invitation in a friendly and formal manner. Choose the right way to invite your teacher to a class party. How does he or she answer?

	Formal	Friendly
Offering	Would you care for a drink? Would you like a sandwich?	Do you want a drink? A sandwich?
Accepting	Yes, please. I'd love to. Yes, please.	Thanks. Yes.
Refusing	That's very kind of you, but I could not possibly... No, thank you.	No, thanks. No.

Your invitation:

Your teacher's answer:

Task 5

The third flag from the bottom (p 48) refers to the numerical signs. Can you count up to a million? Have a look at the examples below and complete the table. You cannot learn the international maritime language but be unable to count in English!

334	three hundred thirty four	20271	twenty thousand two hundred seventy one
457	four hundred fifty seven	83942	eighty three thousand nine hundred forty two
889	eight hundred eighty nine	756443	seven hundred fifty six thousand four hundred forty three.
1010	one thousand ten		
1250	one thousand two hundred fifty		
3075	three thousand seventy five		
9846	nine thousand eight hundred forty six		

456:	40000:
777:	79508:
824:	
1078:	622337:
5055:	
3597:	897552:

Task 6 (Class project - all skills involved)

Divide in four groups. Each group uses the international maritime language and sends an e-mail to a different TEE class from a neighbouring town to invite them to a dance/party you are organizing. Scan the proper flags with the help of your computer teacher. When your group gets a response, talk about it in class and try to find and write the most formal one in the space below.

Your e-mail:

The response:

B. Navigation in and out of port

Task 1 (pre-reading)

Look at the picture. Think about it and answer the questions. Take notes in the space below.

1. Have you ever watched a ship entering or leaving a port?
2. Does it keep the same speed? If yes, why? If not, why?
3. What do 'current' and 'patch of smooth / rough weather' make you think of?



Task 2 (1st reading)

Read the following article from a maritime magazine and answer the questions underneath.

ENTERING AND LEAVING PORT

The area between the port and the open sea often contains many dangers, like currents, that a Captain who is visiting a port for the first time cannot necessarily know. Even if he has a detailed map of the sea floor, he cannot possess the knowledge a local mariner has. This is the reason why port authorities hire local mariners who are shore-based to guide ships through this area. Port authorities give these mariners a license, and the visiting ships employ them to help the ships go safely through the dangerous area.

Once these mariners-pilots have helped the ship go out of the port, they have to be 'dropped'; in poor weather this is a real exercise in ship handling and seamanship ¹.

¹ seamanship = being a skillful seaman

The ship is stopped with the wind at its bow. This creates a lee² on the other side of the ship.

The pilot's boat can then safely come alongside the foot of the ladder by which the pilot disembarks³. In very bad weather it may be impossible to create a good enough lee for the pilot to disembark, in which case the poor pilot finds himself sailing on to the next port without any luggage!



Questions

1. What is a pilot's job in entering and leaving a port?
2. What does 'they' refer to in line 1, paragraph 2?
3. Describe what happens when the weather is bad.
4. Why is it possible for a pilot to find himself travelling to another port without suitcases in bad weather?

Answers

- 1.
- 2.
- 3.
- 4.

Task 3 (2nd reading - vocabulary)

Read the text again and find the words and expressions that match the following definitions.

1. pay money to use something for a period of time =
2. an official document that gives one permission to do something =
3. get off a ship =
4. the side of the ship which is away from the wind =
5. suitcases, bags, everything you have with you while travelling =
6. the land along the end of the sea =

² lee = patch of smooth weather

³ disembark = leave the ship

Task 4 (grammar)

a. Here are some messages which a ship entering a port is sending to the port authorities.

- a) I am slowing down.
- b) I am keeping present speed.
- c) I am slowing down to the minimum speed.
- d) We are sending a boat to you.
- e) We are sending you a pilot.
- f) The pilot is approaching your ship.

b. Underline the verbs that tell us what is happening at the moment of speaking, and use the appropriate form (present continuous) to report what the ships below say.

1. "I ahead of you." (pass)
2. "We course to port." (alter)
3. "I for a ship to cross ahead of us."
(wait)
4. "A ship to your assistance." (come)
5. "Our radar" (not work)
6. "They are towards the port." (head)
7. "We a signal to you." (send)
8. "A ship oil over the sea." (spread)
9. "Another ship our way." (get in)
10. "The weather problems to us." (cause)

Task 5 (grammar)

Certain rules must be kept for safety reasons, and certain things must not be done when entering a port. Use *must* or *must not* in the sentences below. Also, ask questions with *must*.

1. A ship hire a local mariner-pilot.
2. Pilots live away from the shore, but be shore-based.
3. port authorities give licenses to pilots?
4. Pilots guide the ship safely into the port.
5. In bad weather pilots be very careful.
6. Ships enter a port at full speed.
7. ships use pilots when visiting ports for the first time?
8. Pilots get off the ship from the side the wind is strong.

Can we use *do/does* and *do not/does not* with *must*? Write the rule below.

Task 6 (pre-reading + speaking / writing)

Work with your partner on these tasks.

- What do you know about lighthouses? Are they important in navigation¹?
- Do you know other ways that guide ships while travelling?
- What title would you give to the text that follows?

a)

b)

c)

Lights and marks are the guideposts of the sea that help the Captain navigate coasts and ports he is not familiar with. These are lighthouses, buoys and other local shapes built for this purpose. It is necessary that all of them have light at night so that the Captain and all seamen can see them. Each light has special characteristics of colour, duration², range³, type and number of flashes. The local authorities look after these lights and marks. Visiting ships pay light dues⁴.



With the help of sea charts⁵, the navigator can recognize which light he is looking at. A chart may describe a lighthouse as: GpFl (3) 15sec 24M. This message means that the light gives a group of three flashes every 15 seconds, and that the Captain can see the lighthouse for 24 miles in clear weather. By day mariners can still take light messages from lighthouses. By the way, they are rarely more than 60m high because their light could be lost in the clouds if the weather is bad.

Buoys are of two kinds: lateral marks and cardinal marks. Lateral marks mark each side of the channel. Cardinal marks relate to compass direction and show possible danger. Post-side buoys are red and have the shape of a can and a flashing red light on top. Starboard buoys are green and have the shape of a cone and a flashing green light.

¹ navigation = the skill of travelling safely at sea

² duration = length of time it is on

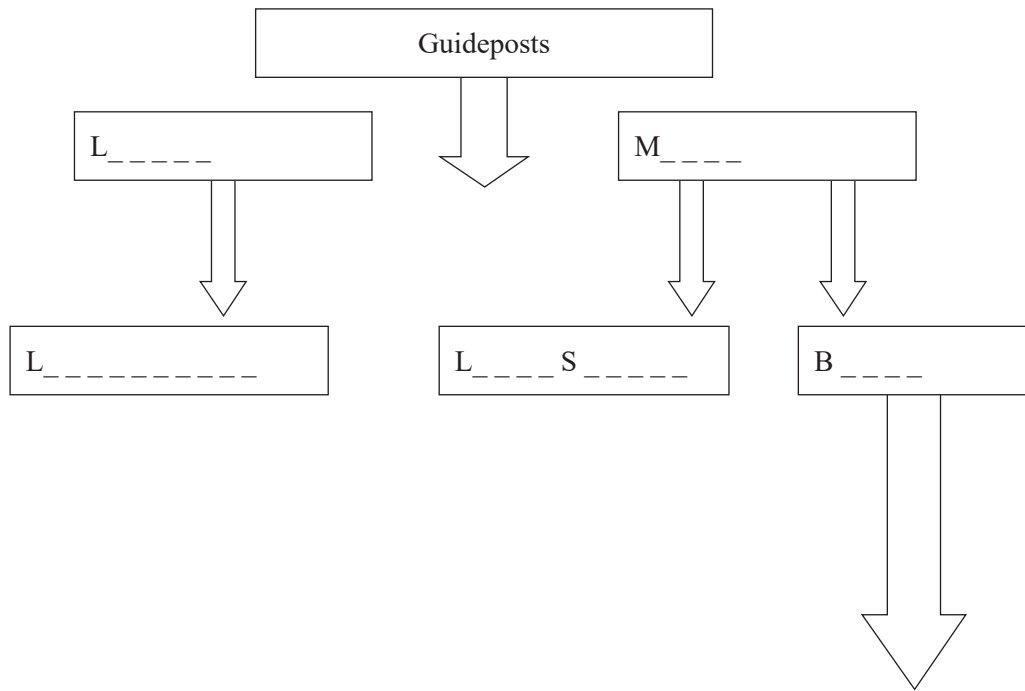
³ range = length of miles within which a Captain can see it

⁴ light dues = money to maintain lights and marks

⁵ charts = maps

Task 7 (reading + writing)

Read the text more carefully and complete the diagram below in pairs.



Characteristics

L _ _ _ _ _ M _ _ _ _	C _ _ _ _ _ M _ _ _ _	P _ _ _ S _ _ _ Buoys	S _ _ _ _ _ Buoys
--------------------------	--------------------------	--------------------------	----------------------

Characteristics

--	--	--	--

 **Task 8** (listening - process writing)

Here is a picture of one of the buoys mentioned in the text above. Write a simple description of it in the box. Then listen to a text about buoys and improve your writing.



.....

.....

.....

.....

.....

.....

.....

 **Task 9** (1st listening - gap-filling)

Read the paragraph on *Cardinal marks*. Then listen carefully to the text and fill in the missing words. Check your answers in the Appendix.

Cardinal marks are yellow and black, and are placed according to the 1) _____ direction of a danger. Each has a different shaped top-mark and light 2) _____. The light signals all 3) _____ of a very quick 4) _____ white light, but if you are to the south of a danger, the light signal is six 5) _____ and one long flash, to the north a 6) _____ quick flashing light, to the east three very 7) _____ flashes followed by a 8) _____ and to the west nine very quick flashes followed by a break.

Task 10 (post-listening - syntax/word order)

Because of an electricity problem the paragraph on *Lateral marks* got mixed up. Form groups and try to put it right. Then check your work by listening to it. Which group had no mistakes?

Lateral marks: These, approaching, strait, a, channel, and, used, mark, of, side, each, narrow, any, or, are, when, harbours. There are, buoys, port, starboard, and, hand, (the hand is, by, of, tide, the, incoming, the, direction, determined). Port-hand, are, flashing, a, red, can-shaped, buoys, are, by, topped, red, and, light.

Task 11 (grammar: articles)

a. Go back to task 6 (p 55) and read the second paragraph again. Notice the way 'a' (indefinite article), 'the' (definite article) or *zero article* are used. Can you say, for example, why there is no article in front of 'sea maps' and why there is one in front of 'help', why the word 'lighthouse' in line 2 gets 'a', 'the' in line 4 and zero article in line 5 (paragraph 2)? Try to write out in the space provided some general rules on the use of the articles with the help of your teacher.

b. Now fill in the gaps with *a/an* or *the* where necessary in the following paragraph.

_____ ships carry _____ lights not because they need this aid, but because it is important for _____ other mariners to notice them at _____ night. It is necessary to know what other ships sailing in _____ area are doing and which direction they are heading in. _____ ships' lights are placed in _____ way to give _____ experienced navigator all _____ information he needs. _____ ship by _____ law must carry five _____ lights. _____ red light on _____ port side, and _____ light on the starboard side, one white light on _____ foremast and one on _____ aftermast. _____ fifth light is a white light on _____ stern.

Task 12 (cross-curricular activity / project work)

Some of you visit the nearest port and take photographs of marks, lights, buoys, etc. Some others visit the local library, some others the municipality, and some others the Internet. Ask for information on the history of the port, lighthouses, etc. Prepare a poster with your photographs with the help of your teachers and give information about each one of them. Display the poster in your school.



C. Understanding shipping

Task 1 (pre-reading)

Describe the following pictures. You may use the words provided.



deck = κατάστρωμα
tanker = δεξαμενόπλοιο



rudder = πηδάλιο
bottom = γάστρα
shipyard = ναυπηγείο



dry-docking = δεξαμενισμός
πλοίου
bow = μπροστινό μέρος
πλοίου



bridge control = γέφυρα
steering gear = μηχανισμός
πηδαλιουχίας

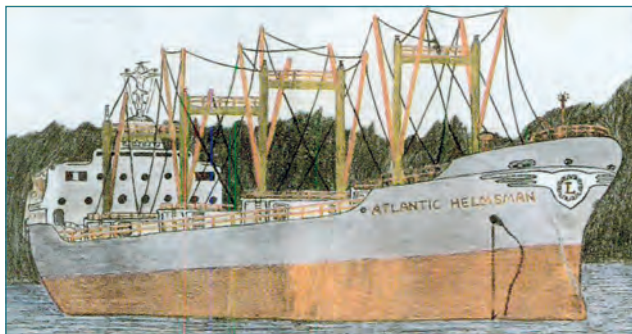
Task 2 (1st reading)

Read the following text from a maritime magazine and do the task below.

Although shipping is very important, usually not many know a lot about ships. This is because ships are far from what is happening on land, and we take what they bring to us for granted. Just as we take clean water and electricity for granted, we feel there is no need to teach children about the business of ships and shipping.



We should understand shipping better for many reasons. On the one hand, people working on them retire and need to be replaced. On the other, ships as the main movers of goods in the world will not be replaced. There are careers in shipping which are interesting and fascinating. Finally, the maritime skill must be maintained and taught.



The question is, where do we fit teaching young people about shipping in an already tight curriculum? There is definitely an opportunity to look at shipping through the history curriculum. The great voyages of discovery, the rise and fall of maritime empires and the development of trade have great

historical significance. Economics and economic geography both can surely profit from a study of the maritime history.

But it is perhaps the maritime environment which could be studied in the school curriculum. It is the sea that influences the weather, whether one lives on the shore or a thousand miles inland. It is actually the source of rich food. We could also use it as a source of energy when we run out of coal, oil and gas. There are whole ranges of sciences related to the sea, of which young people need to be informed.

Marine life is undoubtedly a fascinating study at every level, from the largest mammals to the smallest microscopic forms of life of an extraordinary system. Man is part of this system too. The whole seascape needs to be explained and should be studied at every level through school education.



Choose the answer that best completes each sentence.

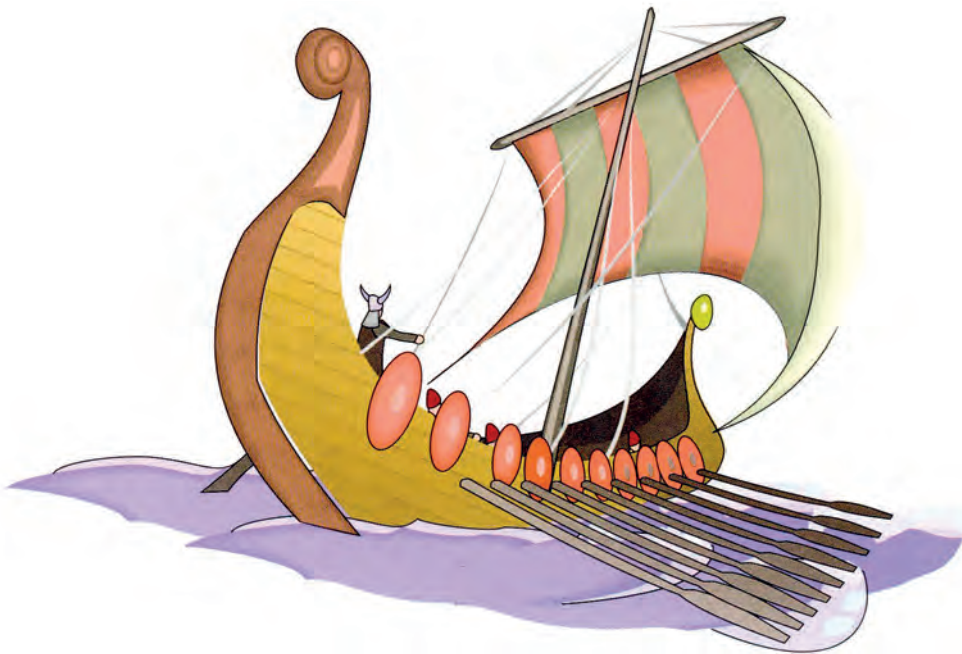
1. **Not many people know about shipping because**
 - a. the shipping people don't talk about it much.
 - b. ports are not near the big cities.
 - c. electricity and water are more important.

2. **Shipping**
 - a. is going to disappear.
 - b. needs more people.
 - c. offers great career opportunities.

3. **Teaching young people about shipping could be part of**
 - a. the history curriculum.
 - b. the economics curriculum.
 - c. the economic geography curriculum.

4. **It's better to fit in shipping in the maritime environment curriculum because**
 - a. the sea is a rich supplier of food to the poor.
 - b. the sea covers a larger area than the land on the surface of the earth.
 - c. a lot of important sea sciences are related to it.

5. **Maritime life is fascinating because**
 - a. a variety of creatures live in the sea.
 - b. man is a mammal.
 - c. small forms of life are more important than big creatures.



Task 3 (2nd reading - vocabulary)

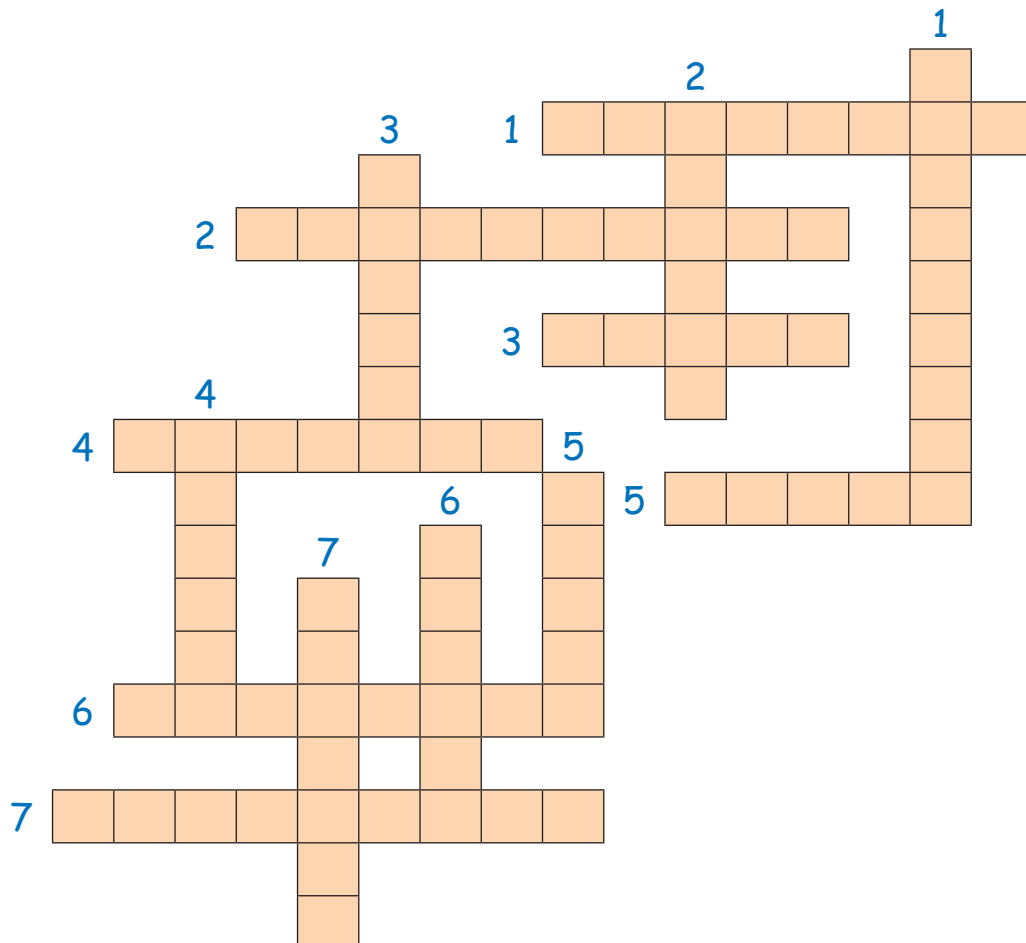
Read the text again, find the words that match the following definitions and complete the puzzle.

Across

1. all the ships of a country (par. 1)
2. course of study in a school, college (par. 4)
3. line or series of things (pl.) (par. 4)
4. take sth for _____: consider sth true or certain to happen (par. 1)
5. buying and selling of goods (par. 3)
6. picture of a scene at sea (par. 5)
7. the act of finding out sth new (place) (par. 3)

Down

1. have an effect on (par. 4)
2. situated towards or near the middle of a country far away from the coast (par. 4)
3. advantage one gains from sth (par. 3)
4. leave job, stop working (par. 2)
5. the land across the edge of a river, lake or sea (par. 4)
6. long journey on a ship (par. 3)
7. an account of events that belong to the past (par. 3)



Task 3 (3rd reading)

Read the text again and circle as many adverbs as possible. How do we form adverbs? Do they always end in *-ly*?

Task 5 (post reading - grammar: adverbs)

Fill in the gaps in the following sentences with the adverb derived from the right adjective in the box below.

Example: A captain's daily routine is largely taken up with paperwork. (large)

increasing sure harmonious early international

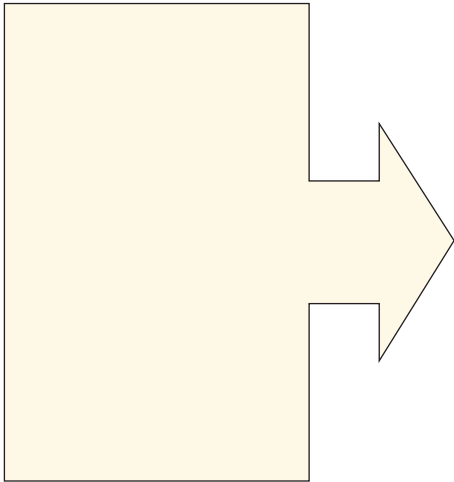
1. A sea career offers _____ responsibility and a challenging job with good prospects.
2. It also offers an opportunity to get qualifications that are _____ recognized.
3. Shipping is _____ specialized, and there are great differences between the operations of different types of ship and their patterns of trade.
4. This huge variety, however, of different trades must _____ be an attraction in itself.
5. A ship is a small society, and the successful seafarer needs to have patience and tolerance and mix _____ with people from different cultures.

Task 6 (post-reading)

Now that you have read the text, look at the following pictures and write about the different kind of professionals that can work there.



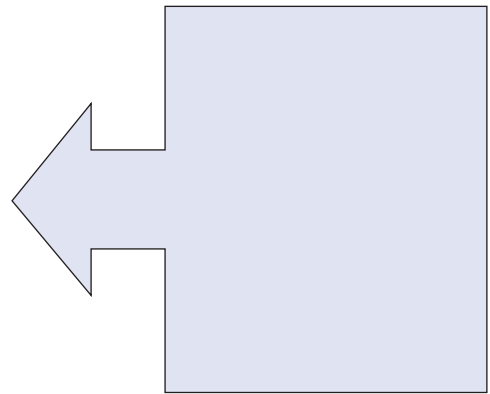
Example: *This picture shows a shipyard. Marine engineers, mechanics and various kinds of workers work in this place.*



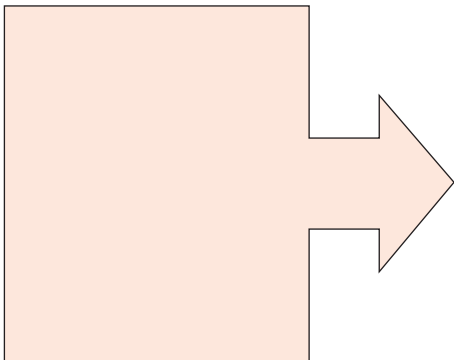
1



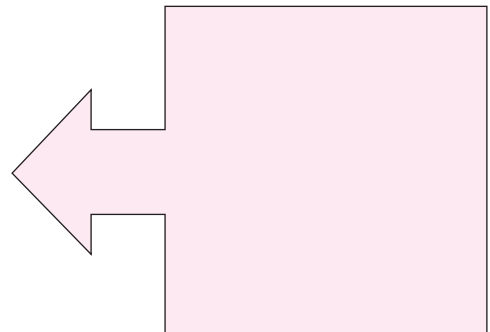
2



3

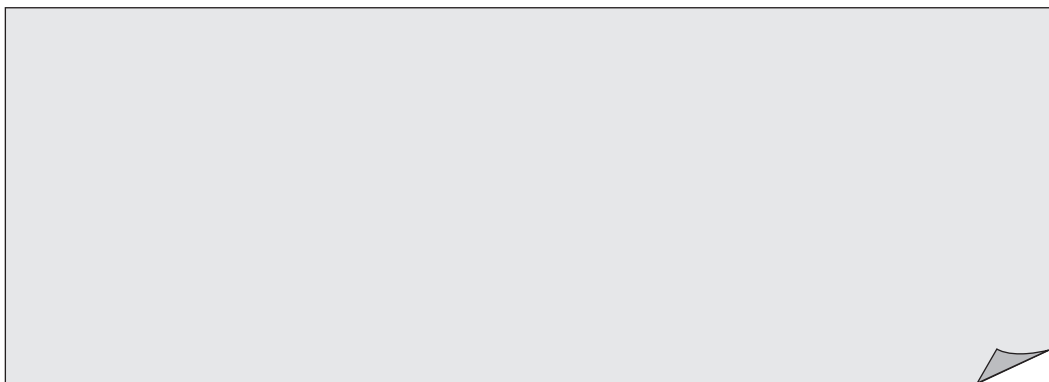


4



Task 7 (project)

- a. Divide in 3 groups and visit your nearest shipyard to collect useful information. Students of the 1st group interview the head of the shipyard about the kinds of jobs offered there. Students of the 2nd group interview him about the working conditions and students of the 3rd group interview him about the reasons why ships are brought to dry-docking. Ask about anything else you would like to know. Take down notes.
- b. If a visit to a shipyard is not possible, watch a film on the video presenting shipyards and interviews from people working there. Students again divide in three groups and follow the steps mentioned above.



Task 8 (Role -play)

When back in class (or after watching the video), each group notes down the questions they would like to ask the other groups. Then the spokesperson of the 1st group interviews the spokesperson of the 2nd about the working conditions in the shipyard. The spokesperson of the 2nd group interviews the spokesperson of the 3rd about the reasons why ships are brought to dry-docking. Finally, the spokesperson of the 3rd group interviews the spokesperson of the 1st about the jobs offered there. Students of all the groups listen to the interviews and take down notes.

A:
.....

B:
.....

A:
.....

B:
.....

A:
.....

B:
.....

Task 9 (writing)

Write a letter (of no more than 50 words) to a foreign friend, who wants to follow maritime studies. Give him the information you collected at the shipyard and in class. Use connectors e.g. *first, second, finally*. Start as follows.

Dear,

This is a short note to tell you a few things about shipyards.
First of all,

Task 10 (pronunciation)

a. Listen to the following words and repeat.

/θ/	/e/
mariner	yellow
ladder	message
danger	west
current	question

b. Put the following words in the right column of the table according to the sound in the underlined vowel.

member, experience, picture, deck, international, many, mover, enter, level, channel.

/θ/	/e/

UNIT 2 APPENDIX

B. Transcript of listening text (Task 9), p 57

Cardinal marks are yellow and black, and are placed according to the *compass* direction of a danger. Each has a different shaped top - mark and light *signal*. The light signals all *consist* of very quick *flashing* white light, but if you are to the south of a danger, the light signal is six *flashes* and one long flash, to the north a *continuous* quick flashing light, to the east three very *quick* flashes followed by a *break*, and to the west nine very quick flashes followed by a break.

B. Transcript of listening text (Task 10), p 57

Lateral marks: These mark each side of a channel and are used when approaching harbours or any narrow strait. There are port and starboard - hand buoys (the hand is determined by the direction of the incoming tide). Port - hand buoys are red and can - shaped and are topped by a flashing red light.

UNIT 2 GLOSSARY

Afloat εν πλω, κάτι που επιπλέει	licence άδεια
announcement ανακοίνωση	life-raft σωσίβια σχέδια
annul ακυρώνω, καταργώ	light dues φαρικά
ashore στη στεριά, στην ξηρά, στην ακτή	lighthouse φάρος
avoid αποφεύγω	lights φανοί
Beacon φάρος, σηματοδούρα	local τοπικός
bearing στίγμα	longitude γεωγραφικό μήκος
broadcast αναμεταδίδω, εκπέμπω	Magnetic μαγνητικός
bulletin δελτίο (ειδήσεων, καιρού)	marks ειδικές σημάνσεις
buoy σηματοδούρα	measure (ρήμα) μετρώ, εκτιμώ, υπολογίζω
burst εκρήγνυμαι	Navigate πλέω, διαπλέω, ταξιδεύω
Can-shaped σε σχήμα βαρελιού, δοχείου	navigation ναυτιλία, ναυσιπλοΐα
celestial navigation ναυτιλία δια των ουρανίων σωμάτων	Occasionally περιστασιακά
channel κανάλι	open sea ανοιχτή θάλασσα
chart (ναυτικός) χάρτης	operator χειριστής
comfort άνεση, κομψόρ	Pilot πλοηγός, πλοηγίδα
compass πυξίδα	piloting πλοήγηση
cone-shaped σε σχήμα κώνου, κωνοειδής	port λιμάνι, αριστερά
contribution συνεισφορά	portside (προς τα) αριστερά
convey μεταδίδω	profit ωφελούμαι
co-ordinates συντεταγμένες	Rapidly πάρα πολύ γρήγορα, ραγδαία
crucial σημαντικός, ζωτικός	regardless of ανεξάρτητα από
current ρεύμα	revolve περιστρέφομαι
Damage (ουσ.) ζημιά	rise (ουσ.) άνοδος, ακμή
dead reckoning κατά υπολογισμό	risk (ουσ.) κίνδυνος
deplete μειώνω, ελαττώνω	route διαδρομή
direction κατεύθυνση	Safety ασφάλεια
disembark αποβιβάζομαι	seafarer ναυτικός
distance απόσταση	semaphore σύστημα μετάδοσης σημάτων με σημαιάκια, οπτική σηματοδοσία
divider διαβήτη, διαστημόμετρο	shipyard ναυπηγείο
drift εκτρέπομαι από την πορεία μου, παρασύρω	simultaneously ταυτόχρονα
drop (pilot) αφήνω πλοηγό	slot (something) in εντάσσω
Empire αυτοκρατορία	starboard δεξιά πλευρά του πλοίου, (προς τα) δεξιά
Fall (ουσ.) πτώση, παρακμή	steadily σταθερά
familiar γνωστός, οικείος	storm καταιγίδα, σφοδρή θύελλα
flash (ουσ.) αναβόσβημα	summary περίληψη
flash (ρήμα) αναβοσβήνω	Take for granted παίρνω ως δεδομένο
formal επίσημος	tide παλίρροια
Gale θύελλα, θυελλώδης άνεμος	tool εργαλείο
genre λογοτεχνικό είδος	transparent διαφανής
global παγκόσμιος	transportation μεταφορά, μετακίνηση
goods προϊόντα, εμπορεύματα	Underwater (επίθ.) υποβρύχιος, βυθού
guidepost οδηγός	Violent ισχυρός, δυνατός, βίαιος
Hazard κίνδυνος	Warning προειδοποίηση
Imminent επικείμενος	wealth πλούτος
increasing αυξανόμενος	weather forecast μετεωρολογική πρόβλεψη
injury τραυματισμός	worth αξία
instruction διδασκαλία	
Latitude γεωγραφικό πλάτος	
lee υπήνεμα	

UNIT 3

Revise and consolidate



In this unit you will have to go back to units 1 and 2 and revise. The aim is to help you learn what you have done so far. You will also discover what you are good at and where you need more work.

A. Maritime issues: Test your knowledge! (8 points)

Circle the right answer (a, b or c).

1. A Staff Captain

- a) is responsible for everybody on board.
- b) is responsible for the operation of machinery.
- c) is responsible for 2nd and 3rd Officers.

2. A pilot

- a) navigates the ship when the Captain is ill.
- b) helps the Captain to navigate the ship in unknown and dangerous areas.
- c) navigates the ship when the weather is bad.

3. All lighthouses flash out light

- a) day and night.
- b) any time when the weather is bad.
- c) at night when the weather is bad.

4. Cardinal marks are

- a) kinds of lights.
- b) kinds of buoys.
- c) kinds of flashes from the shore.

5. The First Officer on board larger ships

- a) also does the job of a Safety Officer.
- b) mostly inspects the watches on the bridge.
- c) does watch duty in the Engine Room.

6. a) Chefs and Chief Officers

- b) Marine Engineers and Chief Officers
- c) Marine Engineers and chefs

can also work ashore.

7. Seamen need the International Maritime Language to communicate

- a) secret messages.
- b) with other ships or port authorities.
- c) when they are in foreign countries.

8. Practising a hobby on board a ship

- a) depends on the size of the ship.
- b) is not allowed.
- c) is possible at any time of the day.

B. Listening (12 points)

a. Listen to an extract about cadets and sea training and say whether the statements below are true (T) or false (F). (Check your answers on p 43, Task 7)

1. Marine Engineers start their sea-training when they have the necessary background knowledge and skill for sea life. T / F
2. Cadets don't wear a uniform. T / F
3. The Cadet Marine Engineer is usually under the 2nd Officer. T / F
4. Sea training usually lasts for 6 months, but a cadet can choose to stay longer. T / F
5. Sea training is always difficult. T / F
6. Cadets always become Marine Engineers when they have good grades at College. T / F

b. Listen to an extract about marks and lights and say whether the statements below are true (T) or false (F). (Check your answers on p 55, Task 6.)

1. Marks and lights are useful because they guide ships in difficult weather conditions. T / F
2. When ships enter a port, they pay a toll for the servicing of lights. T / F
3. Sea maps give information about lights. T / F
4. All lights flash out light day and night. T / F
5. Lighthouses are usually more than 60 m high so that ships can see their light in bad weather. T / F
6. Both portside and starboard buoys bear a flashing light. T / F

C. Speaking (10 points)

These are pictures of various pastimes. Say which of these you can practise on board a ship. Then talk about your favourite pastime (how often / when / where you practise it, necessary equipment).



D. Writing (10 points)

Imagine you are Kate Jackson, the crew-hostess. You may go back to Unit 1, Task 12, p 28 and read the text about her again. Read the following advertisement about posts offered on board Aegean Palace and write an application letter for the post advertised.

Maritime hospitality crew-members wanted for the Millennium
We require
hospitality crew-members for our ship
which is modern, luxurious
and equipped with all kinds of leisure facilities
and conveniences.



Candidates need to have good communication and organizational skills and basic mathematical skills. It is a full-time job (working in shifts). It is important to know not only about hygiene, cleaning methods and services our company provides (timetables, destinations), but also about safety at sea, first aid and emergency procedures. Knowledge of English is necessary. Nationality preferably from English speaking countries or from countries with maritime tradition. Age between 20 and 50. Education: school certificate. Knowledge of Mathematics is useful. Salary is according to experience and ability, while there are possibilities for higher pay and movement on to deckhand work. Please send your application along with your CV to:

POSEIDON LINES
19 Critis str.
710 01 Heraklion
Crete

or e-mail:

info@posidon.gr

A large gray rectangular area containing several white rectangular boxes for text entry. The boxes are arranged as follows:

- Top right: A vertical stack of two boxes.
- Middle left: A single box.
- Middle: A long horizontal box.
- Below middle: Another long horizontal box.
- Bottom right: A single box.



E. Grammar (18 points)

Here follows a text about Maggy Turner, a cabin attendant. Read it and fill in the gaps with the right verb form (simple present or present continuous).

Maggy Turner 1) (be) _____ a senior cabin attendant on board a fast ferry.



She 2) (oversee) _____ the other cabin attendants on the team. Basically, a cabin attendant 3) (serve) _____ passengers food and drink and 4) (keep) _____ the vessel clean and tidy. He or she also 5) (have) _____ specific responsibility for one area, such as meeting and greeting passengers during boarding or helping passengers out of their cars on the ferry. This is what she 6) (say) _____ to our reporter.

Right now 17) (go) _____ to the bridge.

The Captain 8) (wait) _____ for me to talk about a party tonight. My friend, Kate Jackson, 9) (be) _____ with me. She 10) (help) _____ me with the preparations for the party. We 11) (check) _____ the places around to make sure that everything is O.K. We 12) (not have) _____ a lot of time, but we 13) (try) _____ both to do our best.

The main duties of a cabin attendant are similar to other hospitality jobs on land, except here he or she 14) (have) _____ to know what to do in an emergency, because they could be a long way from emergency services. On this vessel one is 'type rated', which means he or she 15) (need) _____ to know a certain amount about the vessel, such as the location of fire extinguishers, the signal for man overboard and how to use lifejackets.

Maritime hospitality crew-members usually 16) (work) _____ shifts and 17) (earn) _____ a lot of money. There 18) (be) _____ also possibilities to move up the ranks from cabin attendant to a more supervisory role.

F. Pronunciation (20 points)

Listen to the following words and repeat. Put them in the right column of the table according to the sound of the underlined vowel(s).

cut, bed, picture, land, does, yellow, woman, flood, back, cadet,
level, marine, procedure, much, match, musical, cat, enter, development, rough.

/ə/	/e/	/æ/	/ʌ/

G. Time for fun! Puzzles (22 points)

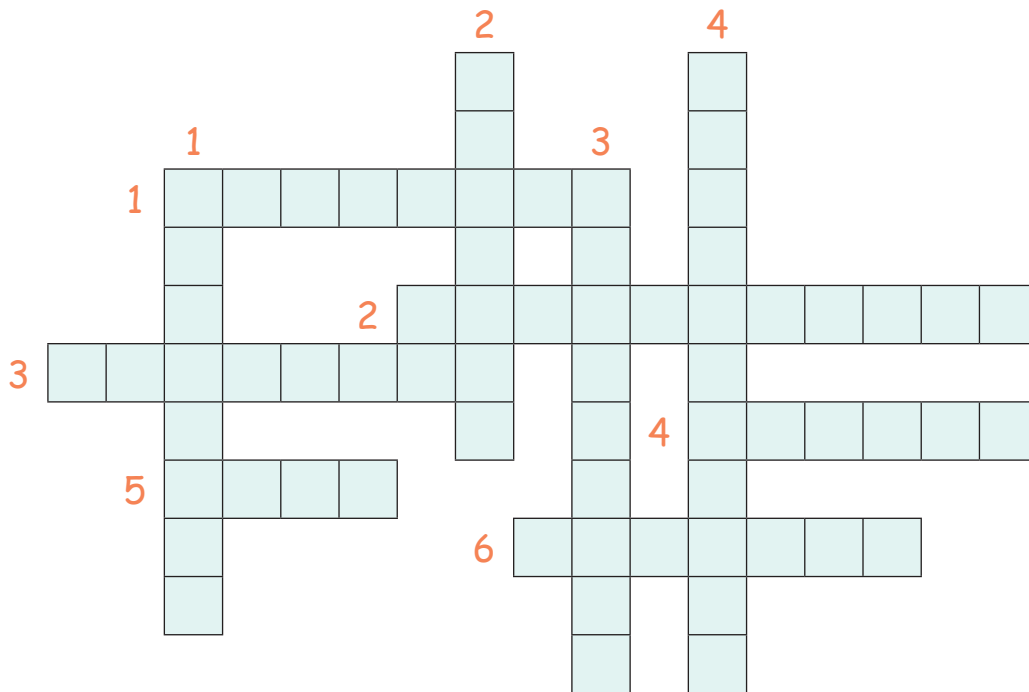
a. Go back to Unit 1 and find the words that match the following definitions to complete the puzzle. The answers are at the bottom of the page and should be read from right to left.

Across

1. of art or artists (adj.)
2. demanding (adj.)
3. something that is easily carried or moved (adj.)
4. something that happens inside a building (adj.)
5. comfortable and warm (adj.)
6. quality of not being the same (noun)

Down

1. pull (metaphorically) (verb)
2. periods for duty for part of the crew (noun)
3. do something enjoyable because of a special occasion (verb)
4. situation in which people take part in a contest, examination, race (noun)



Answers

Across: 1.citsitra, 2.gnignellahc, 3.elbatrop, 4. roodni, 5.ysoc, 6. yteirav.

Down: 1.tcartta, 2. sehctaw, 3. etarbelec, 4. noititepmoc.

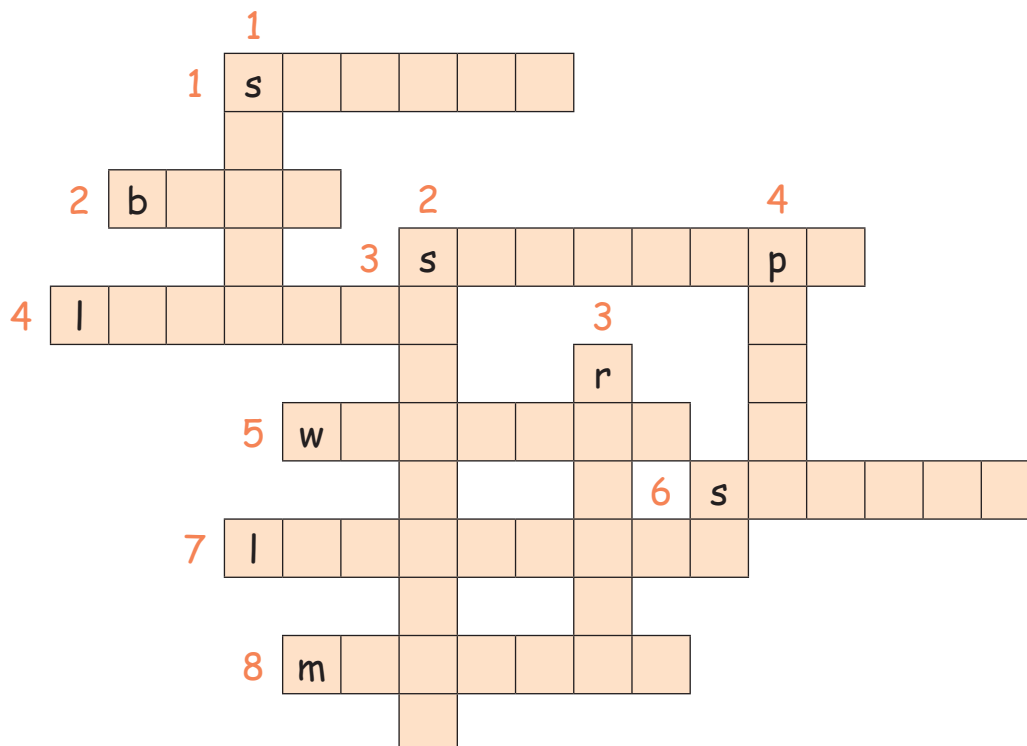
b. Go back to Unit 2 and find the words that match the following definitions to complete the puzzle. This time, we give you the first letter in each word.

Across

1. where something comes from (noun)
2. a floating object used to show ships, boats and swimmers where they can go and to warn them of danger (noun)
3. scene at sea (noun)
4. official permission to do or use something (noun)
5. condition of the atmosphere in an area at a particular time, for example if it is raining or is hot (noun)
6. narrow strip of sea which joins two larger areas of sea (noun)
7. very bright flashes of light in the sky during thunderstorms (noun)
8. seaman (noun)

Down

1. the land along the edge of a sea, river or lake (noun)
2. system of sending messages by using two flags (noun)
3. leave the job and stop working altogether (verb)
4. person who navigates a ship through a difficult stretch of water (noun)



Answers.
Across: 1. ecruos, 2. youb, 3. epacsaes, 4. ecnecil, 5. rehtaew, 6. tiarts, 7. gningthgil, 8. reniram
Down: 1. erohs, 2. erohpames, 3. eriter, 4. tolip

Check your progress. Record your test scores. Are you happy with your results? In which tasks were you 'very good', 'not very good', 'not good at all'?

Maritime issues 8	/8
Listening 12	/12
Speaking 10	/10
Writing 10	/10
Grammar 18	/18
Pronunciation 20	/20
Vocabulary 22	/22
Total 100	/100

Tasks	<i>Very good</i>	<i>Not very good</i>	<i>Not good at all</i>
Maritime issues			
Listening			
Speaking			
Writing			
Grammar			
Pronunciation			
Vocabulary			

UNIT 4

CUT-SHAPE-MIX & MATCH



A. Types of ships

Task 1 (pre-reading)

Look at the ships in the following pictures. Are they all the same type or not? How do they differ? Can you guess their type? Here are some words that may help you talk about these ships.

pump = αντλία
crane = γερανός
deck = κατάστρωμα
cargo = φορτίο



Task 2 (1st reading)

You are going to read a text from a maritime magazine about types of ships. There are three (3) sections in this text: *Cargo ship*¹, *Tanker Ship*², *Bulk Carrier*³. Below are the first (1st) paragraphs from each section. Read them and try to match them to the pictures in Task 1. Write your answers in the space below.

General Cargo Ship

(1st par) The general cargo ship is generally smaller than other types of ships. The cargo is dry, usually of many different kinds and varieties, like canned food, timber, steel bars, grain sacks, goods made in factories and packed in cardboard boxes and liquid cargo like latex and vegetable oils. Containers that carry these goods are secured on deck to avoid moving when the sea is rough.

Tanker Ship

(1st par) Tankers are ships that carry liquid cargo, like oil or vegetable oils, and chemicals, like caustic soda. The deck on these ships is usually full of pipelines because tankers carry their own cargo pumps, which help loading the liquids.

Bulk Carrier

(1st par) These ships carry cargo in bulk⁴. Examples of these cargoes are grain, wood chips⁵, coal and iron ore⁶. Usually these ships do not have their own loading systems, e.g. cranes. For the loading and unloading, they use the shore cranes and other loading machines. The ship's deck officers will load, keeping the ship's stability in mind.

The first picture shows a

The second picture shows a

The third picture shows a



¹ cargo ship = φορτηγό πλοίο

² tanker ship = τάνκερ (δεξαμενόπλοιο)

³ bulk carrier = φορτηγό πλοίο (bulk=φορτίο χύδην)

⁴ bulk = large mass

⁵ wood chips = small pieces

⁶ iron ore = metal

Task 3 (2nd reading)

Now that you know what type of ship each picture shows, read the rest of the text below. The paragraphs, however, are jumbled. Try to put them in the right order and then say which type of ship each paragraph talks about. Write the type of ship in the space at the top of each section.

TYPES OF SHIPS

Title:

1st paragraph (continued from page 80, Task 2)

For the seaman working on such a ship, life is quite good. Normally, a ship like this stays in port quite long. This means more leisure time on shore.

It is quite common to see this type of ship leaning to one side at one moment, and then leaning to another side the next, but it does not sink.

The general cargo ship has its own cargo loading machines (gear). This may be in the form of cranes or winches-derricks. Cargo loading is slow and tough.

Title:

1st paragraph (continued from page 80, Task 2)

For the control of oil pollution, the oil tanks sometimes have double containers.

While pumping liquids, it is very important to keep the cargo flowing in the pipes, especially with freezing temperatures during winter. If the cargo freezes in the pipes, it is very difficult to make the cargo flow again. Unloading of the cargo is by pumping from the ship to shore.

The loading and unloading of the cargo is usually very fast. So tankers stay in port for a short time. Those working on oil-vessels have to be careful not to cause any electrical spark on the deck or in the explosive zones.

Title:

1st paragraph (continued from page 80, Task 2)

The deck of such ships does not normally have pipelines or loading machines. It is good for jogging in fine weather. Life on board this type of ship is generally simpler than life on other types of ship.

Many of these ships go wherever there is cargo and do not have a fixed programme as liners do. The seaman working on a bulk carrier can expect to travel to many different places during his service on board.

Bulk carriers stay in port for quite long, from 4 to 5 days. The cargo loading port is usually far away because the bulk cargo is taken from mining or farming areas.

Task 4 (3rd reading)

Read the complete text and say whether the statements that follow are true (T) or false (F).

Example: Cargo ships are usually larger than the other types of ships. **False**

TRUE / FALSE

- | | |
|--|-----|
| 1. Cargo ships and bulk carriers have their own loading machines on the deck. | T/F |
| 2. The tankers' deck is not as free as the deck of bulk carriers. | T/F |
| 3. Bulk carriers stay in port longer than tankers. | T/F |
| 4. Cargo ships are easy to sink because they lean to one side or to the other or to both very often. | T/F |
| 5. Tankers can have double containers to avoid polluting the sea. | T/F |
| 6. The deck of the bulk carriers is full of pipes. | T/F |
| 7. Unloading cargo in tankers is done by cranes. | T/F |
| 8. Bulk carriers do not have fixed programmes when travelling. | T/F |

Task 5 (4th reading-vocabulary: collocations)

Read the text again and match the words in column A with those in column B.

Example: 1.cargo ⇒ j. loading

- | A | B |
|---------------|-----------------|
| 1. cargo | a. gear |
| 2. freezing | b. pollution |
| 3. loading | c. spark |
| 4. bulk | d. zones |
| 5. pumping | e. time |
| 6. explosive | f. port |
| 7. leisure | g. carrier |
| 8. oil | h. liquids |
| 9. electrical | i. temperatures |
| 10. loading | j. loading |

- | | |
|-----------------|-----------|
| 1. <u> j </u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Task 6 (speaking)

The following pictures show different types of ships (cargo ship, tanker, bulk carrier).
Talk about their differences using the collocations in Task 5 above.



Task 7 (post-reading) (grammar: plural of nouns)

a. Read the text again and circle as many nouns in plural as possible. How do we form plurals? Are there any exceptions? Can you give examples? Write them in the box. Your teacher will help you.

Example: ship- ships
day-days
variety-varieties
(exception)

singular	plural

b. Complete the following table with the nouns from the text. Put them in the 1st column if they are in the singular or in the second if they are in the plural. Then write the form missing.

singular	plural

Here is also a list of nouns with irregular plurals.

singular	plural
man	men
woman	women
child	children
mouse	mice
foot	feet
tooth	teeth
knife	knives

Task 8 (grammar)

Form the plurals of the nouns in parentheses and complete the gaps in the sentences.

Example: Boxes and containers are ready for loading. (box, container)

1. We are ready to sail. All the _____ are on board. (crew-member)
2. Merchant ships also include _____. (ferry)
3. There are usually _____ in the hulls of cargo ships. (mouse)
4. Real _____ don't get sick in bad weather! (seaman)
5. There are _____ today for dessert. (apple)
6. Look at those bright _____ in the sky! (star)
7. The _____ in cruise liners are big and luxurious. (cabin)
8. Where are the _____? (deck officer)
9. Today many _____ work on ships. (woman)
10. There are six _____ on the *Sea Crown*. (crew-hostess)

Task 9 (class-work)

a. Interview your partner to find out which of the three types of ships he/she likes. Write his/her name in the following table and ask him/her the questions in columns 3 and 4.

Example: *A: What is your favourite type of ship?*

B: (My favourite type of ship is) the cargo ship.

A: Why do you prefer this one?

B: Because life on a cargo ship is good. Cargo ships stay in port for long.

1	2	3	4
Types of ship	Name of student	Why do you prefer this type of ship?	Number of students preferring each type of ship.
1. Cargo ship	George	Life is good; it stays in port for long.	5
2. Tanker			
3. Bulk carrier			

b. Report on your partner's preference in class as in the example below.

Example: *George's favourite type of ship is the cargo ship. He prefers this type because life on it is good, and because it usually stays in port for long.*

c. Listen to the information given in b above and complete columns 1,2,3 and 4.

Task 10 (writing)

Your class is preparing a visit to a port. Your teacher has asked you to write a short report about the number of students in your class preferring the same type of ship and the reasons why they do so, so that he can divide you in groups for this visit. In the port each group will collect information about their favourite type of ship.

Example: Five students in my class prefer working on cargo ships because life on them is good, and because these ships spend a long time in port for loading and unloading. One student prefers.../ No student likes.../ Very few students like.../ Most of the students like...

Start like this.

In my class

.....

.....

.....

.....

.....

Task 11 (listening-identifying-grid filling)

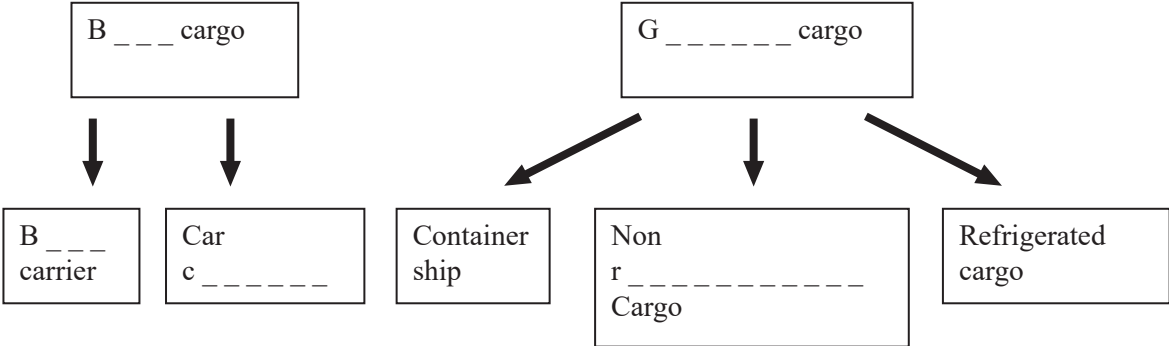
Paul Kelly, a shipping engineer, is describing on the radio some other types of ships. You can find the pictures of some of them below. Listen to the descriptions and write the names of the ships under the relevant pictures. Then fill in the following diagram with the types of ships, according to the category they belong to.



MERCHANT SHIPS

A. Passenger ships

B. Cargo ships



C. Special-purpose ships

Task 12 (2nd listening)

Look at your partner's work. Do you agree? Listen to the information for a second time and make corrections if necessary.



B. Where is what

Task 1: (pre-reading)

Look at the following pictures and talk about them. Do you know which parts of a ship they show? Try to match them with their Greek translations.



A. σκάφος _____

B. πλώρη _____

C. πρύμνη _____

Task 2: (1st reading)

In the following article from a nautical magazine you will find information about three parts of a ship.

a. Read it and check your answers in Task 1.

b. Then, write the name of each part in the space below.

THE SHIP

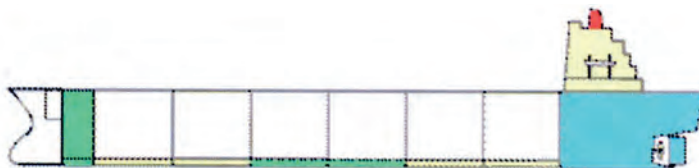
The hull is the main body of the ship that floats on the water. This must be big in order to store cargo. So it has a rectangular cross-section. The bottom of the hull has the shape of tanks for fuel oil, fresh water, and ballast¹ seawater. These tanks are called double bottom tanks. This type of construction reduces the chance of flooding in case of damage to the outer plates in this area.

The front part of the ship is called the bow. This has a wedge² shape to make forward motion easier. In some ship bows, the part under the water has a spherical shape. This is called bulbous³. This kind of construction streamlines the wave flow and gives the ship better efficiency. Inside the bow, there is the anchor chain and the forepeak tank. When we look at the bow, the right-hand side is the starboard side of the ship, and the left-hand side is the port side of the ship.

The back part of the ship is called the stern. The part under the water has a streamlined⁴ shape. The visible top section can be rounded or flat. Inside the stem there is the propeller, the propeller shaft, the stem tube and the rudder.

The main engine in the engine room rotates the propeller.

a. _____



b. _____



c. _____



¹ ballast = έρμα

² wedge = σφήνα

³ bulbous = βολβοειδής

⁴ streamlined = αεροδυναμικός

Task 3: (2nd reading)

Read the article for a second time and complete the following table. There is some help for you.

part of a ship	shape	use
<ul style="list-style-type: none"> • <i>hull</i> • of the hull 	<ul style="list-style-type: none"> • r • of tanks 	<i>to store</i> <ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • • <i>bulbous</i> 	<ul style="list-style-type: none"> • <i>wedge</i> • s 	<ul style="list-style-type: none"> • • <i>streamlines the wave flow and</i> •
stern <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • <i>streamline</i> • or flat 	<i>contains</i> <ul style="list-style-type: none"> • <i>the propeller</i> • • •

Task 4 (a guessing game) (speaking-listening)

Think of a part of a ship. Talk about its location, its shape and its use on a ship. Your classmates try to guess which part it is.

Example: Student A describes.

It is the back part of a ship. The portion under the sea has a streamlined shape. The top section is rounded or flat. Inside it there is the propeller, the propeller shaft, the stern tube and the rudder. Which part of the ship is it?

Student B guesses.

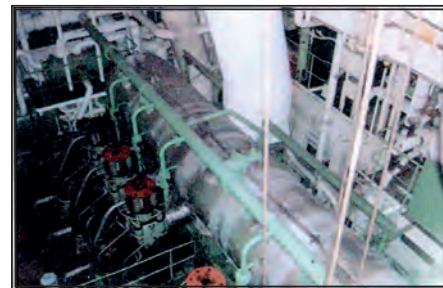
It's the

Task 5 (pre-listening)

Look at the following pictures. Which parts of the ship do they show? Do you know where they are on a ship?



1.



2.




3.




4.



5.

 **Task 6** (1st listening)

Paul Kelly, the shipping engineer, is giving information during a radio interview about some parts of the ship. Listen to his interview and check your answers in Task 5.

 **Task 7** (2nd listening)

Listen to the information for a second time and make complete sentences by matching the phrases in column A with those in column B. You may need to make some changes. The first one is done for you.

Example: 1 ⇒ C. The areas near the accommodation are covered with special materials.

A.

1. The areas near the accommodation
2. The bridge is the central look-out point
3. The cabins are
4. The lifeboats are one level
5. The cabins of the Captain, the Chief Engineer, the Radio Officers are usually
6. The engine room is

B.

- a. around the center engineer-room space.
- b. below the bridge.
- c. are covered with special materials.
- d. above the main deck.
- e. in the middle of a ship.
- f. on the ship.

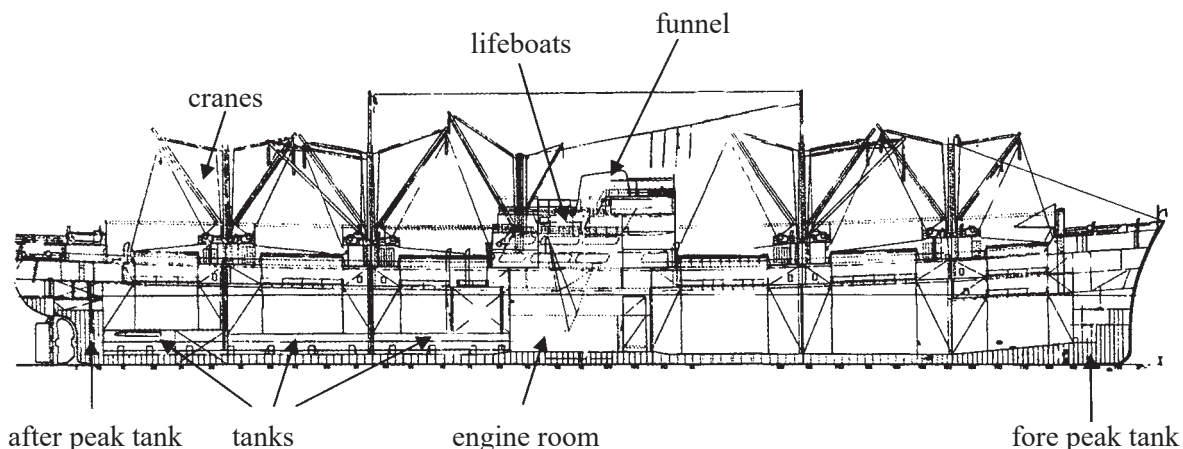
1. c 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Task 8 (grammar: prepositions of place)

Look at the general plan of a vessel and complete the sentences with a preposition from the list.

Example: The store-room is **above** the waterline.

above - below - in the middle of - on the starboard
around - at the bottom of - on - near - at the top of



1. The engine room is _____ of a ship.
2. The lifeboats are _____ the funnel.
3. The cranes are _____ the deck.
4. The fore and the after peak tanks are _____ the waterline.
5. The funnel is _____ level of the ship.
6. You can see the name of a ship _____ side of it.
7. The tanks are _____ of the hull.

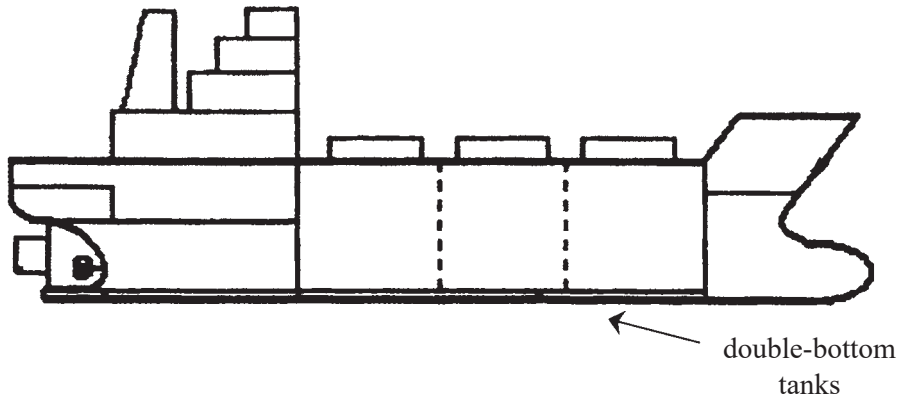
Task 9 (diagram filling - speaking)

On the next page you will find a picture showing the general structure of a ship. In it you can see the bow, the hull and the stern. There is also a list of some other parts. Talk with your partner and mark on the general structure where each of these parts is. If you need extra help, read the text in the Appendix.

1. double-bottom tanks
2. fore peak
3. propeller
4. rudder
5. funnel
6. bridge

Report to class. Use the general plan to show the position of the above parts.

Example: The double-bottom tanks are at the bottom of the hull, below the waterline.



Task 10 (writing)

A cousin of yours from another Technical Vocational School asked you to give him / her information about the parts of a ship. Send an e-mail with the general plan of a ship. Tell him / her about the various parts and compartments and their location on a ship (engine room, lifeboats, cranes, steering gear, rudder, funnel, propeller, bridge, fore peak, double-bottom tanks). Ask him / her to mark on the plan the parts of the ship using your notes. Start as follows.

This is a short note about the position of various parts on a ship.

First of all, a ship has a front part, the bow, a

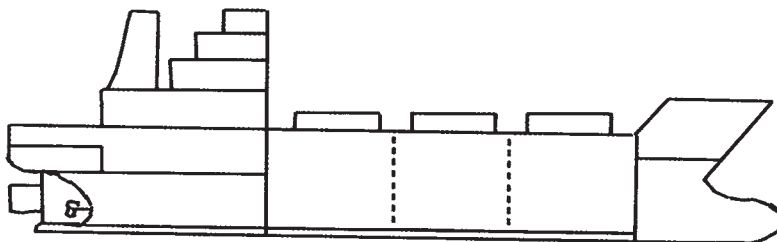
.....

.....

..... On board a ship there are also life-rafts. They are

.....

Look also at the general plan of a ship below and mark on it the parts I mentioned before. Good luck!



Task 11 (writing - speaking)

Write a few things about the following pictures. Which parts of a ship do they show? Where in the ship are they? What crew-members work in them?

Report to the class. Example: picture 1



This is the bridge of a container ship.
The Captain and the Officers work here.



Task 12 (writing)

You work on board a cargo ship/tanker/passenger liner or a cruise liner. Send one of the above pictures to a friend with a short letter describing this place. Tell him / her a few things about your duties on board this ship too. Start as follows.

Dear, hi.

How are you doing? I'm actually very well. I'm sending a picture of the place I work on board this

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



B. Navigation of ships

Task 1 (pre-listening)

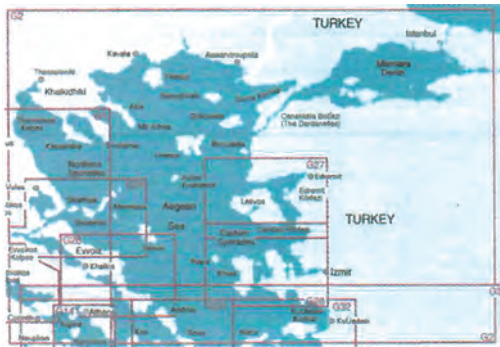
Look at the following pictures. What kind of instruments are these? What is their use? Here are some words and expressions to help you talk about them. If you need more relevant English words, you may find them by looking at the Greek translations in the Glossary of this unit.

1



devices / instruments / tools
 maps / charts / guideposts
 measure / mark / draw distances
 mark the position of a ship
 find direction
 navigate

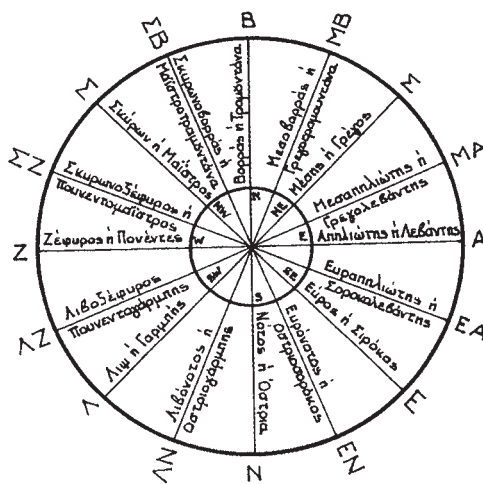
2



3




4




5




 **Task 2** (1st listening)

Here follows a short talk on the radio by Professor Luckings, who is teaching history at the College of Plymouth. While talking about some of the instruments in the pictures above (Task 1), he is using a term to refer to all these instruments together. Listen and write this term in the space below.

 **Task 3** (2nd listening)

Listen again and say which of the instruments in the pictures he is talking about. Write the answers in the space provided.

-
-
-
-

 **Task 4** (3rd listening)

Listen to the talk once more and write down as many navigation aids as possible.

-
-
-
-

Task 5 (reading-speaking-writing-listening)

a. In the following table you will find a list of uses of the different navigation aids. Can you say to your partner which navigation aids they are?

- find direction _____
- measure distances on charts _____
- transfer lines of direction from one part of a chart to another _____
- measure angles and distances and draw courses on a chart _____
- graphic representation of the water and land areas of region on the earth's surface _____

b. Listen to the talk again to check your answers. Write your answers in the spaces above.

Task 6 (pre-reading - writing) (grammar revision: articles)

Complete the gaps in the following text using the definite (*the*), the indefinite (*a, an*) or zero article. Check your answers in the Appendix.

1) _____ navigation is 2) _____ art of setting 3) _____ safe and 4) _____ economical course for 5) _____ ship and maintaining it. Until 6) _____ 20th century, 7) _____ term referred mainly to guiding 8) _____ ships across 9) _____ seas. Actually, 10) _____ word 'navigate' comes from 11) _____ Latin *navis* (meaning 'ship') and *agere* (meaning to 'move or direct'). In 12) _____ early days of 13) _____ seafaring, 14) _____ ships could see each other using 15) _____ familiar navigation landmarks.

Task 7 (pre-reading)

a. Before reading the following text think about the following questions.

1. Is it easy or difficult to direct a ship?
2. How is this possible?
3. In what ways do seamen find a ship's position or direct a ship at sea? Talk about it with your classmates and your teacher.

b. Read the following text to answer the above questions. Write your answers in the space provided below. (1st reading)

Apart from other skills, a marine navigator should know how to navigate a ship. There are four basic methods of navigation at sea - piloting, dead reckoning, electronic navigation and celestial navigation.

In piloting, the navigator directs a vessel from one place to another by observing such landmarks on the earth's surface as lighthouses, beacons, buoys, noticeable rocks and cliffs, and by measurements called soundings of water depths.

In dead reckoning, the navigator determines a ship's position by keeping a careful record of its movement. The initial point of departure for dead reckoning is usually the last fix the navigator has from objects on land at the start of a voyage. From that point the navigator can plot on a chart the course the ship steers, the distances it travels and the speed of the ship in relation to water, with the aid of the log and the sandglass.

In electronic navigation, the navigator determines a ship's position with the aid of such devices as radar. For example, the navigator whose ship has a radio direction finder can determine the bearings of radio transmitting stations on shore.

In celestial navigation, the navigator finds a ship's position by observing the sun, moon and stars. To put this theory into practice, a navigator uses a sextant to measure angles and fix the ship's position according to the course of the heavens.

1.
2.
3.

Task 8 (2nd reading)

Which of the following titles (a, b or c) is the most suitable for the text? Circle your choice.

- a) Navigation b) Marine navigation c) Methods of navigation

Task 9 (3rd reading-vocabulary)

Read the text once more and find the words and phrases that match the following definitions in order to complete the puzzle. We give you the first letter.

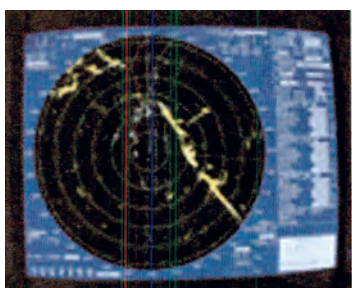
- c _____ navigation = calculating the position of a ship using the sun, moon or stars
- to lead a ship
- an object made of glass with two connected bulbs containing enough sand to take a definite time
- map used by sailors showing the coasts, depth of the sea, position of rocks, etc.
- send a message by radio
- sky
- forward movement in space or time
- an object that floats on water to show ships where it is safe and where dangerous
- a tool that sailors use for looking at the stars so that they can calculate the position of a ship
- d _____ reckoning = calculating the position of a ship by keeping a careful record of its movements
- a tower on a coast with a flashing light used to guide ships or to warn them of danger

			11								
1	C		L								
		2	P								
3	S										
		4	C								
				5	T						
				6	H						
				7	C						
				8	B						
						9	S				
				10	D						

Task 10 (reading)

a. Look at the following pictures, which show navigation instruments. Read the short texts that accompany them and try to find out which methods of navigation they are used in. Then go back to the text (p 98) to find their names. Write your answers in the boxes provided.

1



Helps Captain guide safely through a crowded harbour in dense fog. It also measures the distance to an object and the speed at which the object is moving toward or away from the observer.

Measures the speed of a ship through water.

4



2



3



Helps the Captain measure the altitude* of two celestial bodies.

Warns approaching ships of possible dangers, such as rocks below the surface of the sea.

Task 11 (speaking)

Think of one of the instruments in Tasks 1 and 8 and present it in your class without mentioning its name. Your classmates try to guess which instrument it is.

Example: This instrument is useful in (method of navigation). It measures / guides / warns What is it?

*altitude = υψόμετρο

Task 12 (post-reading - grammar: genitive case)

a. Read the text again and circle all the words and expressions that signal possession. Then write them in the box. Your teacher will help you.

e.g. methods of navigation

b. How many different ways of expressing possession are there in the text? What do you notice in them? How do we form them?



(simple genitive ⇒ *of* + noun, saxon genitive ⇒ noun + 's)

When do we use the genitive case? What happens in the plural?

Put the words in the box above in the plural. Your teacher will help you.

singular	plural

Task 13 (grammar: genitive case)

Rewrite the following sentences into the saxon genitive.

Example: The legs of the cat are short. ⇒ The cat's legs are short.

- Here are the suitcases of the Captain.
.....
- This is the engine room of the ship.
.....
- Where is the cabin of the First Officer?
.....
- The cabins of the crew-members on board a cargo ship aren't big.
.....
- The brother of the First Engineer is a cadet on board a tanker.
.....
- The uniforms of the Officers are beautiful.
.....
- The hull of this tanker is very big.
.....
- The transportation cost of these cargoes is very high.
.....

Task 14 (writing)

Your history teacher is going to present an article about navigation aids in an English maritime magazine and has asked you to help her with the relevant information required. Choose one navigation aid, look it up in your encyclopedia or on the Internet and then write a short paragraph about it (of not more than 40 words). Start as follows.

The (name of the navigation aid) is used to

Task 15 (pronunciation)

a. Listen and repeat the following words.

/e/	/ɛ:/
bed	journey
many	bum
ten	work
deck	bird

b. Put the following words in the table according to the sound of the underlined vowel(s).

head, member, serve, spread, dirty, measure, stern, earth, surface, dead

/e/	/ɛ:/

UNIT4 APPENDIX

A. Transcript of listening text (Task 11), p 86

Presenter: Welcome again to 'Shipping today'. We have with us in our weekly magazine a shipping engineer, Mr. Paul Kelly. He's going to talk about types of ships other than the general cargo-ship, the tanker and the bulk carrier. Well, Mr Kelly....

Paul Kelly: Thank you very much for inviting me. As you very well said, I'm going to tell you a few things about some other types of ships. To start....er.....there are actually many kinds of ships, from small fishing boats to big tankers for oils, chemicals, gases, etc. and passenger liners. Some people like to travel for pleasure and start a sea-voyage on board a cruise-ship. Others prefer ordinary passenger ships or ferries. Nowadays, there are many new types of passenger ships like speedboats, hydrofoils, catamarans. For short distances between islands one can hire a water taxi. Rich people own yachts, which they keep in private marinas.

If one visits a big port like Piraeus, one can see many kinds of cargo ships (bulk cargo or general), which are naturally divided into categories according to the type of cargo they carry (dry or liquid) and the equipment they have to carry the different goods with. A ship that carries cars belongs to a different category from the ship that carries sugar or grain or olive oil. The first one is a car carrier, the second is a bulk carrier. Cars are not loaded in containers but on car carriers, while packs of food are loaded on containers. Frozen food needs the ship to have refrigerators (refrigerated cargo). Other kinds of food do not need refrigerators.

In big ports of other countries, e.g. Alaska, one can see ships which are used for other purposes too, e.g. to break ice, hunt whales, and which have drilling rigs for oil, big tugs or survey vessels.

Presenter: Thank you, Mr. Kelly, for this interesting presentation. We'll break now for a few minutes. When we get back, we'll go on with the main part of the ship. Stay tuned.

B. Transcript of listening text (Task 6), p 91

Presenter: Hello, and welcome back. In the second part of our show we'll be talking with Mr. Kelly about the main parts of a ship.

Paul Kelly: Hello again.

Presenter: So, Mr. Kelly, could you please give us some idea about the main parts of a ship?

Paul Kelly: Well, as you know inside the ship there are different compartments. The part with all the machinery necessary for the forward move of the ship is the engine room. This area starts at the lowest tank top of the hull and finishes at the highest funnel part. In the engine room there are at least two escape ways. In case of fire, flooding or any other disaster, the engine room personnel can escape through any one of them.

Presenter: And what happens with noise? I suppose that when the engines are at full speed there must be a lot of noise in the engine room, mustn't there? How do you manage to protect the nearby areas from this noise?

Paul Kelly: Hm... you're quite right. Actually, the areas near the accommodation are covered with special materials to protect them from the noise coming from the engine room.

Presenter: Mmm...,well, now it makes sense. Apart from the engine room, what are the other main parts of a ship?

Paul Kelly: On board cargo ships there are cargo holds. These are spaces for carrying dry cargo. Each one of them is covered by an opening.

Presenter: Which means, Mr. Kelly, that other types of ships don't have holds?

Paul Kelly: Exactly! Tankers, for example, don't have holds. As the liquid cargo is pumped in and out, there is no cargo opening, but only manhole covers and vent openings. So the deck above the tanker is covered with pipes and valves.

Presenter: Now.... I wonder where the cabins of the crew-members are. They are among the main parts of a ship, aren't they?

Presenter: Absolutely! We call the whole area of the cabins 'accommodation'. This part of the ship has usually a different colour from the hull. Wherever there is a cabin, there are portholes. These are small, round windows.

Presenter: And where are they? Well, I mean...are they all together in a particular area of the ship.... or are they scattered all around in different places on board?

Paul Kelly: Well... all the cabins are around the center engine-room space, that is in the middle. Now the cabins of the Captain, Chief Engineer and Radio Officer are usually just below the bridge. The bridge is at the top of the ship. This is the central lookout point on the ship. And further down are the cabins of the other officers, as well as the dining saloon, officer lounge and others.

Presenter: Now, Mr. Kelly, tell us, please, about the funnel. This is a part we all know, at least from the smoke we see coming out of it. You said before that the engine-room area finishes at the highest part of the funnel.

Paul Kelly: Quite right! The funnel is that part where the exhaust smoke from the main engine, boiler and auxiliary engines comes out. On the funnel there is also the distinguishing mark of the shipping line.

Presenter: What about lifeboats? Well... we know, of course, they are on the deck..... but how many of them are there on board a ship and what is their capacity?

Paul Kelly: Well... actually the lifeboats are usually located one level above the main deck. On cargo ships, there are usually two lifeboats,... one on the portside and another on the starboard. In addition, there are life-rafts on this deck and some on the bridge deck. As for their capacity,....er... that depends on the size of the ship. Capacity is usually ten percent more than the total number of crew-members or crew- members and passengers altogether.

Presenter: Well, thank you, Mr. Kelly, for talking to us. Perhaps you would speak to one of our listeners, Mr. Seymour, who is calling from Bristol. He has a question for you.

C. Transcript of listening text (Task 2), p 97

My talk today is going to be an introduction to navigation aids or tools through the ages. The navigation of rivers, lakes and oceans began at prehistoric times. Navigation, because of its relationship and importance to transportation, has played a leading role in the progress of the human race.

One of the basic tools of the marine navigator is the nautical chart. This is a representation of the water and land areas of a particular region of the earth's surface. On it the navigator keeps a graphic record of the ship's progress.

A navigator also needs other basic instruments to determine a course and plot it on a chart. A compass indicates direction. Dividers are useful in measuring distances on charts. Parallel rulers are used to transfer lines of direction from one part of a chart to another. A transparent plotter is employed in the measurement of angles and distances and in drawing course lines on a chart.

Other navigation aids include floating objects like buoys. Here we see simple arrangements of colours, shapes, numbers and lights to indicate the side of a buoy on which a ship should pass when it moves in a certain direction.

C. Text (Task 6), p 98

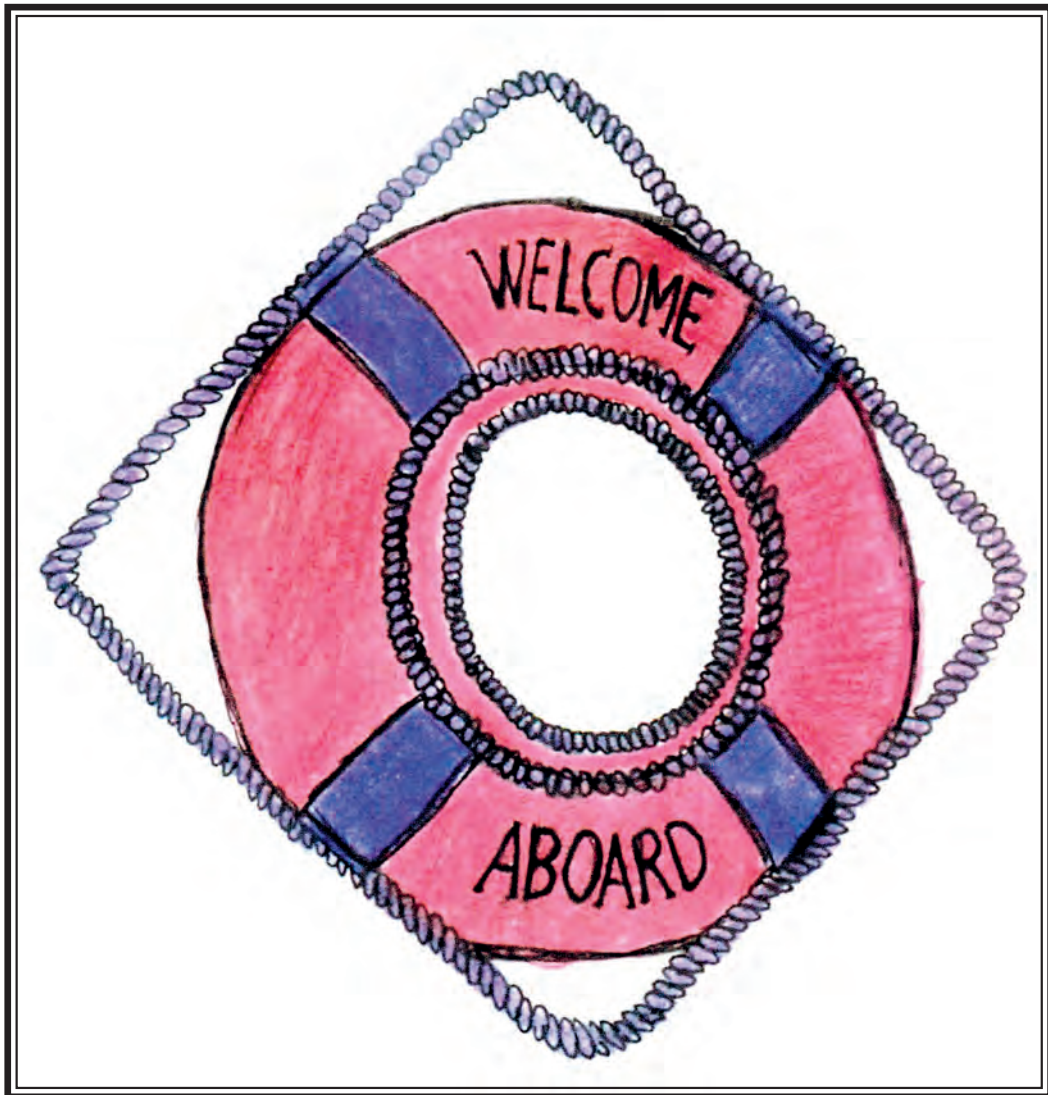
Navigation is the art of setting a safe and economical course for a ship and maintaining it. Until the 20th century, the term referred mainly to guiding ships across the seas. Indeed, the word 'navigate' comes from the Latin *navis* (meaning 'ship') and *agere* (meaning to 'move or direct'). In the early days of seafaring, ships could see each other using familiar navigation landmarks.

UNIT 4 GLOSSARY

Accommodation ενδιαιτήματα, κατάλυμα	hold (ουσ.) αμπάρι, κύτος
after-peak tank πυρμναία δεξαμενή για τη ζυγοστάθμιση	hull σκάφος, σκαρί, γάστρα
altitude υψόμετρο	Keel καρίνα, τροπίς
anchor chain αλυσίδα / καδένα άγκυρας	Lookout point παρατηρητήριο
Ballast έρμα	Officers' lounge καπνιστήριο
bearings ρουλεμάν, τριβείς ή καβαλέτα	Porthole φινιστρίνι
bilge keels παρατροπίδια	propulsion πρόωση
blade φτερό, πτερύγιο προπέλας	Radio officer ασυρματιστής
boiler λέβητας	rectangular ορθογώνιος
bow πλώρη, μάσκα, πρόρα	revolutions per minute στροφές ανά λεπτό [δες και <i>RPM</i>]
bulbous βολβοειδής	Shaft άτρακτος, άξονας
bulk carrier φορτηγό πλοίο με χύμα φορτίο	shafting άξονικό σύστημα
bulkheads φρακτές ή μπουλμέδες	shaft tunnel σήραγγα άξονα του έλικα, τουνέλι
buoyancy άνωση	sheer strake η τελευταία σειρά λαμαρινών πλοίου, η οποία συνδέεται με το κατάστρωμα, πρώτη σειρά επηγκενίδων
Cargo φορτίο	shore-crane γερανός στεριάς
cargo handling φόρτωση / εκφόρτωση (χειρισμός φορτίου)	skylight ανυψωτικές παραφωτίδες, σπιράγιο, φεγγίτης πλοίου
cargo ship φορτηγό πλοίο	slam χτυπό απότομα
cavitation σπηλαιώση	sound insulation ηχομόνωση
cross-section διατομή	steel plates λαμαρίνες
Dampen μειώνω, ελαττώνω	stern πρύμνη
double-bottom tanks διτύθμενα, διτύθμενες δεξαμενές	stern tube χοάνη τελικού άξονος
dry cargo ξηρό φορτίο	stern tube seals συστήματα στεγανότητας χοάνης
Erosion διάβρωση	streamlined αεροδυναμικό σχήμα
escape route έξοδος κινδύνου/διαφυγής	submerge ύφαλο μέρος
Floating πλωτός, που επιπλέει	Transversely εγκαρσίως
flooding πλημμύρα	Ventilation ducts αγωγοί αερισμού
fore peak tank προραία δεξαμενή για τη ζυγοστάθμιση	Watertight υδατοστεγής, στεγανός
frames νομείς	web-frames ενδυναμωμένοι, μεγαλύτεροι νομείς
funnel καπνοδόχος, τσιμινιέρα	wedge (ουσ.) σφήνα
General cargo ship πλοία γενικού εμπορίου που μεταφέρουν διάφορα εμπορεύματα	
Hatch cover κάλυμμα σιδερένιο για το κλείσιμο του αμπαριού	
hinged κρέμεται από	

UNIT 5

SAFETY COMES FIRST



A. Dangers on board

Task 1 (pre-reading)

Look at the picture. What does it show? Give it a title and say a few things about it.

Think about the following topics:

- Dangers on board
- Possibility of fire
- Ways of preventing/ dealing with/ fighting fire
- Necessary skills / training



Here is some useful vocabulary.

flammable = εύφλεκτος
fuel = καύσιμο
isolate = απομονώνω
vapour = ατμός

Task 2 (1st reading)

Read the text and choose the most suitable title for it (a, b, or c). Circle your choice.

- a. Training marine engineers
- b. Fire on board
- c. Fire and other dangers

One of the most important things that a marine engineer has to know is how to prevent and put out fires. If there is a big fire on a ship, the only place to go to is the sea.

Tankers carry flammable oils. Engines use fuel oils. Boilers use fuel oils or gas. Gas welding or cutting repair work uses flammable gases. If the crew-members are not careful, a fire may break out.

To understand how a fire can start, we have to know the concept* of the Fire Triangle. A fire can only start when there is fuel, heat and oxygen. The three sides of a triangle symbolize this fact. If you take away one of these, the fire does not exist anymore.

So to prevent fires, the best thing to do is to isolate either of them, or better, all of them. For example, if a place is hot, we must not keep there items that catch fire easily.

Fuel, solid or liquid can give off flammable vapors when heated.

Heat is transferred by:

- radiation from any heating appliance, flames or explosion,
- conduction through any suitable material such as steel or aluminium, and
- overheating via gases or hot air in ventilation routes.

Oxygen in the air helps fire to go on. A supply of this gas is necessary for a fire to take place. Oxygen gas in welding will quicken the spread of the fire.

So, in order to fight fire we need to remove one or two of the ingredients of the fire triangle. When we use a water hose to shoot at fire, we cool the fire so as to remove the heat. When we turn off the gas cylinder valve, we cut off the supply of fuel. When we cover up a fire with sand, we remove oxygen from the fire.

The fire triangle is the basis of all three: fire protection, fire fighting and staff training on board a ship. If we understand the idea of the Fire Triangle, we can prevent and control a fire situation.

Task 3 (2nd reading)

Read the text for a second time to answer the following questions. Write your answers in the space below.

1. Why is it important for a Marine Engineer to know how to deal with fires?
2. What is the 'Fire Triangle'?
3. Why is it important for seamen to understand the Fire Triangle?

1.....
2.....
3.....

*concept = idea

Task 4 (3rd reading: puzzle)

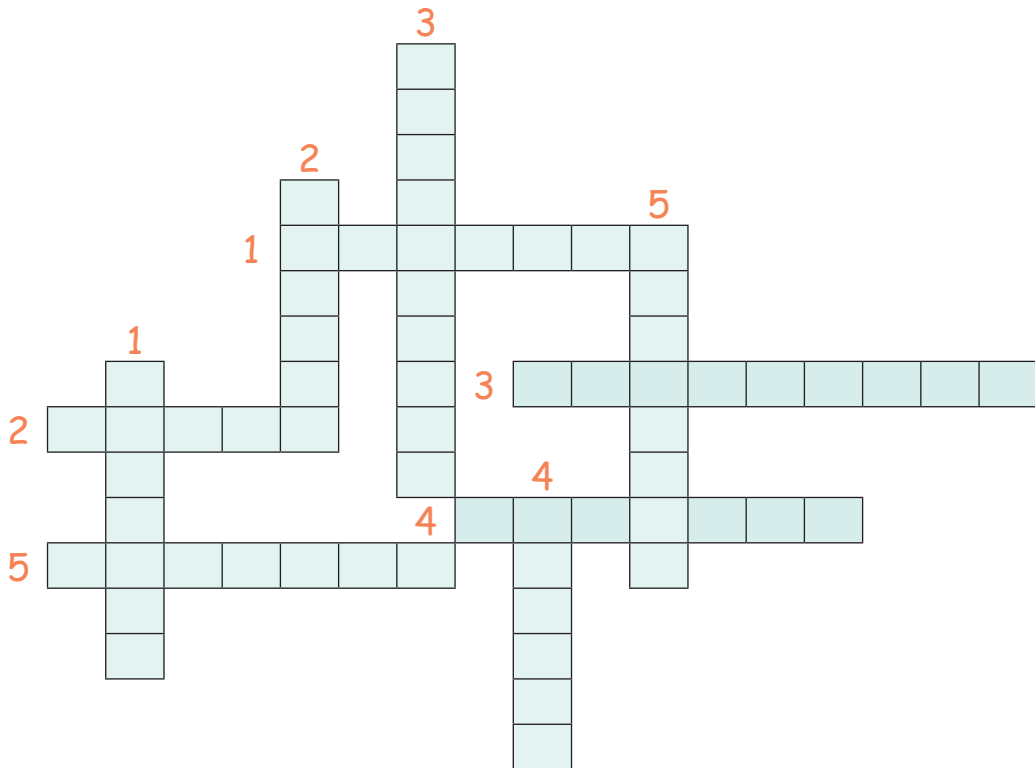
Read the text again to do the puzzle. Find the words that match the following definitions.

Across

1. To ensure that something does not happen. (1st par)
2. Something which is not liquid or gas and is hard or firm. (5th par)
3. Something that can catch fire and burn easily. (2nd par)
4. To separate somebody or something from other things or people. (4th par)
5. To join two pieces of metal by heating them and pressing them together. (7th par)

Down

1. An idea of something that exists or an idea of something new. (3rd par)
2. When something moves to cover a large area or affect a large number of people. (7th par)
3. Keeping somebody or something safe from harm, damage or loss. (8th par)
4. The act of providing something. (8th par)
5. A flat shape with three straight sides and three angles. (3rd par)



Task 5 (4th reading- vocabulary: collocations)

Read the text again to match the words / phrases in column A with the words in column B.

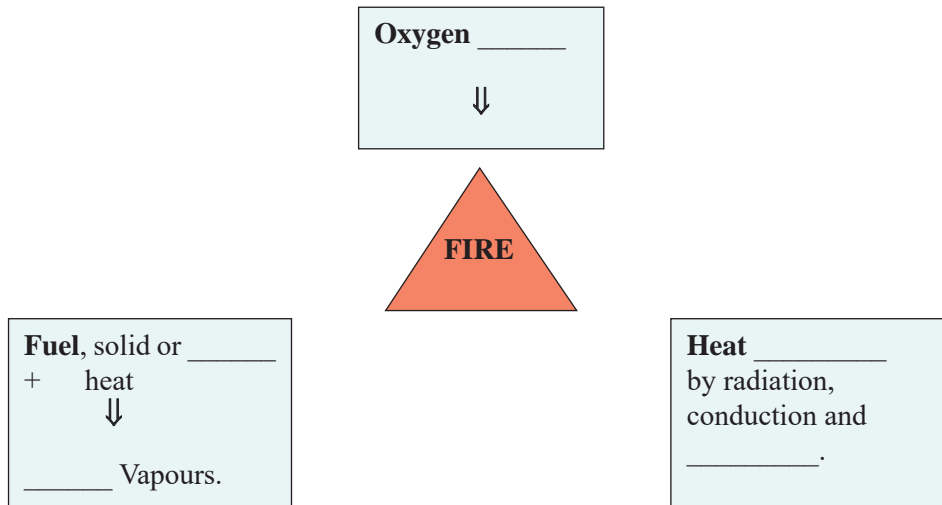
Example: 1. ⇒ h : put out fires

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1. put out 2. flammable 3. gas 4. fire 5. shoot at 6. high 7. fire 8. water | <p>B</p> <ol style="list-style-type: none"> a. oils b. hose c. pressure d. welding e. fighting f. fire g. vapors h. fires |
|--|--|

1. h 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8.

Task 6 (diagram-completion)

Read the text again and complete the diagram with information about the Fire Triangle.



Task 7 (diagram-completion - speaking)

Read the text again and complete the diagram with information about how the removal of any of the ingredients of the Fire Triangle can work in fire fighting.

Method	Necessary Equipment	Effect
.....	water	remove
turn off fuel supply
.....	sand oxygen

Report to the class.

Task 8 (writing)

Your little brother also wants to work in ships. In his last letter he asked you to explain to him briefly how the Fire Triangle works. Write a letter to him in which you explain this idea and its importance. Use the conventions of writing an informal letter (Unit 1) and start as follows.

Dear Yanni,

.....

.....

This is a short note to

.....

.....

.....

.....

Task 9 (grammar: conditional sentences)

Match the sentences in column A with the sentences in column B to make meaningful examples.

A

1. If the crew-members are not careful,
2. If you take away one of these,
3. When we use a water hose,

B

- a. the fire does not exist anymore.
- b. we cool the fire to remove the heat.
- c. a fire may break out.

1. _____ 2. _____ 3. _____

Task 10 (reading)

Read the text on page 109 to check your answers. Write the complete examples in the space below.

.....

- What do these examples express (cause - effect / result)?
- What does the *if / when* - sentence mean?
- What does the main clause mean?

If / When sentence ⇒	Main clause ⇒
----------------------	---------------

- What is the form of this conditional type?

- When do we use it? Write the rule. Ask for the help of your teacher.

Find all the examples of conditionals in the text and write them in the space below.

-
-
-
-
-
-
-
-
-

Task 11 (grammar)

Complete the gaps in the following sentences.

Example: If water boils, it *becomes* steam.

1. If the temperature goes below 0 degrees C, water _____ . (freeze)
2. If the ship is on fire, the alarm _____ off. (go)
3. The cargo _____ flowing if it freezes in the pipes. (stop)
4. When there is an alarm on a ship, all the crew-members _____ their life-jackets and _____ in the muster station. (wear / assemble)
5. If a seaman knows how to swim, he _____ confidence in an emergency. (have)
6. If the captain _____ an order, the crew-members obey him. (give)

Task 12 (pre-listening: speaking)

Look at the following picture. What kind of danger on board does it show? Can you guess? Write a few things about it in the space provided.



Task 13 (1st listening)

Paul Kelly is giving a short talk to Marine Engineering students about the kinds of dangers ships face when travelling. Listen to him and answer the following question.

What kind of dangers does Paul Kelly mention in his talk?

Report to the class.

Task 14 (2nd listening)

a. Listen to the text for a second time and complete the gaps in the following sentences.

Example: If later on he has to abandon ship, that *gives* him confidence. (give)

1. If there is a puncture in the hull or on the deck, flooding _____ take place.
2. If the flooding is bad, the ship _____ sink.
3. If a fire occurs, the crew-members _____ put it off immediately.
4. If it is necessary, first aid _____ be given to injured people.


b. What do you notice about the form and the use of the *Generic Conditional* in the above examples? Complete the form in the space below.

<i>If / when</i> + s. present \Rightarrow s. present _____ _____ _____

Task 15 (reading - vocabulary)

Here follows the last paragraph of the listening text (Task 13, p 114). There are some words missing. Can you guess which they are?

Fire can also occur because the ship moves using combustion of fuel. Leakages of 1) _____, overheating of machinery, accidental ignition of 2) _____ gas and many other factors can cause fire on board. If a fire occurs, the crew-members must put it off immediately and 3) _____ it from spreading. Failure to put off a small fire will 4) _____ the fire on the whole ship. There is no escape if the whole ship is on fire. Evacuation to the safety of 5) _____ and abandoning the ship is the only choice. All skilled seamen must be able to 6) _____ fires. If it is necessary, first aid must be given to injured people.

 **Task 16** (3rd listening)

Listen to the text to check your predictions. If you wish, check your answers in the Appendix.

Task 17 (writing)

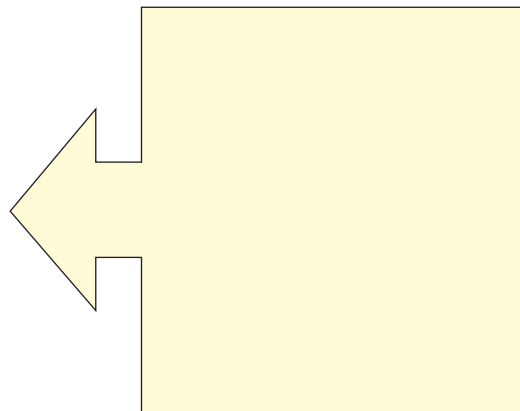
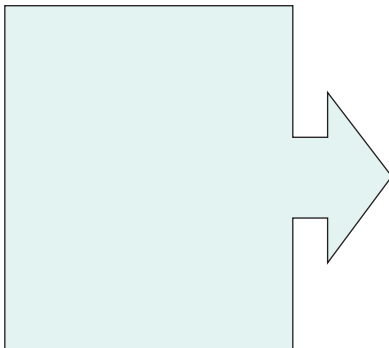
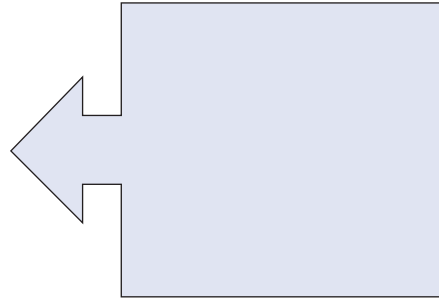
After Paul Kelly's talk, your teacher in the Marine Engineering course has asked you to write a short paragraph (of not more than 50 words) about dangers on board a ship. Mention the kinds of the most possible dangers on board and what steps skilled seamen must take to face them, if it is necessary. Try to use the vocabulary and the structures you learned in this section. Start as follows.

<i>The most possible kinds of danger on board a ship are</i>
--

B. Safety equipment

Task 1

Look at the following pictures. What do they show? What is the use of these objects? Where can you find them? Can you guess? Write a few things about where they are on a ship.



Task 2 (reading - pre-listening)

a. Describe the following pictures.



b. Here follows a text about lifejackets on board a ship. There are some gaps in it. Try to complete them with the right preposition from the box.

far away near close at forward under at the top of behind into on

Lifejackets

Lifejackets are important safety objects. You will find your lifejacket, 1) _____ your seat on board flying dolphins, in your cabin and in boxes or lockers with the notice 'lifejackets'. There are also lifejackets 2) _____ or 3) _____ the rescue-stations and in the radio room.

In case of lifeboat alarm, you must bring your lifejacket from your cabin if you are not 4) _____ from it. If you are not 5) _____ your cabin, you go directly to the muster-station, where you will take one.

Wear your lifejacket and place strap¹ 6) _____ your back. Pull straps down and make sure that you tighten² the straps well. If you do not, they may slide. Then the jacket will not stay in the right place. It is very difficult to tighten the straps when you are in the sea.

If you have to jump 7) _____ the sea, try to get as 8) _____ to the water as possible. Jump with your legs first and body straight. Press your elbows to your sides and take a grip of the jacket front and pull down to prevent the jacket from hitting your chin or neck when you hit the water.

The jacket will stay afloat even if it has a puncture. It will give you a stable floating position with the face up and the body inclined backwards.

The jacket has a whistle 9) _____ a lanyard³. It also has a retro-reflective⁴ tape 10) _____ the shoulders in order to make discovery with the aid of searchlight easier.

¹ strap = λουρί

² tighten = σφίγγω

³ lanyard = κορδόνι σφουρίχτρας

⁴ retro-reflective = αυτο-φωσφορίζων

 **Task 3** (listening for confirmation)

Now listen to the text and check your answers.

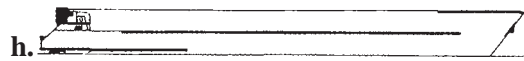
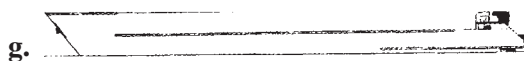
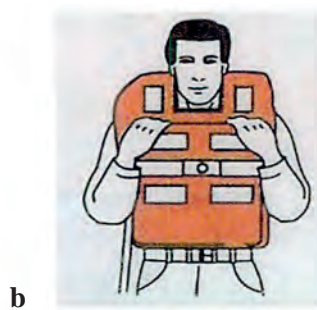
Task 4 (1st reading)

Read the text and say whether the following statements are true (T) or false (F).

- | | |
|---|-----|
| 1. In lifeboat alarms you must always take your lifejacket from the rescue station. | T/F |
| 2. There are lifejackets at different places on board a ship. | T/F |
| 3. It is important to tighten the straps of the lifejacket well. | T/F |
| 4. If you have to jump into the sea, jump first with your head and body straight. | T/F |
| 5. You can still float even if there is a puncture in the jacket. | T/F |

Task 5 (2nd reading)

Here follows a list of pictures showing jumbled safety instructions. Read the text again and put them in the right order.



1. Picture _____
2. Picture _____
3. Picture _____
4. Picture _____
5. Picture _____
6. Picture _____
7. Picture _____
8. Picture _____



Task 6 (grammar)

a. Here follows a list of safety instructions on board a flying dolphin. Complete the gaps with the right preposition.

Example: Evacuation station no 3 is **on** the bridge deck, **starboard side**.

1. Take lifejacket from _____ your seat.
2. Place jacket _____ head.
3. Put strap _____ your back.
4. Pull straps _____ firmly until lifejacket grips body.
5. Press your hand _____ the jacket.
6. Evacuation station no 2 is _____ the upper deck, port side.
7. The whistle is in the pocket on the _____ side.

b. Match the sentences from Task 6a with the pictures in Task 5. There is one extra picture. Which is it? Put the letter of this picture in the box below.

Example: picture g = sentence 6

Pic. a=	Pic. b=	Pic. c=	Pic. d=	Pic. e=	Pic. f=	Pic. g=	Pic. h=
---------	---------	---------	---------	---------	---------	---------	---------

Extra picture ____

c. Go back to the text to check your answers.

Task 7 (learning by doing)

Bring a lifejacket in class. Pair up with your partner to show how to wear it. You give the instructions and he or she performs. Take turns.

Task 8 (pre-listening)

Here follows an interview between the captain of a cruise-liner and a reporter. The reporter is interviewing him about safety matters. Before you listen to them write in the space on the next page the questions you would like to ask him.

1.
2.
3.
4.
5.
6.

Task 9 (1st listening)

Listen and check your predictions. Write down three of the reporter's questions.

1.
2.
3.

Task 10 (2nd listening)

Listen to the interview for a second time and write down as many questions as possible.

•
•
•
•

Are the reporter's questions the same as yours?

Task 11 (3rd listening)

Listen to the interview again and write down the Captain's answers. Play the cassette as many times as necessary.

1.
2.
3.
4.
5.

Task 12 (pre-reading)

Look at the following picture. It shows a big cruise liner. What do passengers on board such ships know about safety procedures? Talk with your partner.



Task 13 (reading: vocabulary)

The following text is from a brochure on safety on board a cruise liner. Passengers read this when they start their voyage. Some words are missing. Complete the gaps using your knowledge. Check your answers in the Appendix.

Safety on Board

We welcome you on board and hope you'll have a most pleasant voyage. For your own comfort and safety, we would like you to become familiar with the ship and read this brochure on our safety-on-board procedures and systems.

Please read the following:

1) _____ are in boxes or lockers in each 2) _____ and at the rescue station for lifeboats and life-rafts. You must wear them when the crew-members order you to do so. The ship's crew will help you.

In an emergency situation the ship's crew will lead you to the 3) _____, where you will find lifeboats and life-rafts. The 4) _____ in charge will lead the operation.

5) _____ are on the 'Boat deck' (evacuation deck). Their capacity is 25% more than the total number of persons travelling.

Task 14 (role-play)

Role-play with your partner. You are a reporter and your partner is the captain of a small cargo ship. Interview him/her on safety matters on board. Your teacher gives you two groups of cards (A: questions and B: answers). Use the points in the cards below to ask and answer questions. Add anything else you think is appropriate.

A. Questions

How many (crew-members)?

Who (responsible for safety)?

What (duties)?

Where (safety equipment: lifejackets/ lifeboats/life-rafts)?

How many (capacity)?

B. Answers

25 crew-members (4 deck officers, 4 marine engineers, 2 cadets, the purser, the chief-steward, the deck-hands)

one of the senior officers (responsible for safety)

His safety duties (inspects and maintains operational readiness of boats, life-rafts, life-saving and other safety equipment; trains crew-members in proper operation of ship-board life-saving and fire-fighting equipment)

Lifejackets (cabins; rescue station)

Lifeboats (2 on upper deck: 1 on each side of the ship)

Capacity (10% more than the total number of crew-members)

Task 15 (writing)

Write a small paragraph (of no more than 50 words) using the information you collected from interviewing the ship's captain. E-mail this to the students of another TEE and ask them to e-mail you a similar one with information about safety matters on board another type of ship. Start as follows.

Dear fellow students, we 're sending you some information about safety matters on board a middle-sized cargo ship. On board such a ship there are about 30 crew-members

.....

.....

.....

.....

.....

Please send us information about safety matters on board

.....

C. Safety instructions, signs and drills

Task 1 (pre-reading)

Do you know what 'a Fire and Boat Drill' is? Look at the following pictures and try to describe them. The teacher will help you talk about them.



Task 2 (1st reading)

Read the text to check your predictions and answer the following question. Write your answer in the space below.

What is a fire and boat drill?

Fire and Boat Drill

Once each week there is a Fire and Boat Drill on board a ship. The purpose of this weekly exercise is to make sure that each crew-member knows exactly what to do in case of a fire or other disaster in which a person must leave the ship. For **Fire drill** the crew-members go to the main lab. For **Abandon ship** they go to the main deck. In both cases they all bring their survival suits and wear their lifejackets.

The alarm for the drill comes from both the general alarm system and the ship's whistle. There are two kinds of sounds. The alarm for fire is one continuous bell or whistle lasting at least one minute. The Abandon-ship alarm is a series of short bells or whistle blasts (6 or more) followed by a prolonged¹ bell or whistle blast.

During a fire and boat drill, the crew-members take out and test the fire fighting equipment on board the ship. They lower the lifeboats to make sure they are in proper working order and everyone knows how to operate them. Every crew-member and passenger knows that he has an assigned² place to report to on deck wearing their lifejacket. These drills are routine. They keep, however, ships and crew-members safe.

Report to the class.

Task 3 (2nd reading)

Read the text for a second time to answer the following questions. Write your answers in the space provided.

1. How often does a Fire and Boat Drill take place?
2. What is the purpose of a Life and Boat Drill?
3. What happens during a Life and Boat Drill?
4. What is the alarm for fire?
5. What is the abandon-ship alarm?

- 1.
- 2.
- 3.
- 4.
- 5.

¹ prolonged = last long

² assigned = specific

Task 4 (reading-vocabulary)

Read the text and find the words that match the following definitions.

1. the reason for which you make or do something (noun) (par. 1) p _ _ _ _ _
2. happening once a week (adj.) (par. 1) w _ _ _ _ _
3. get off the ship because it is sinking (verb) (par. 1) a _ _ _ _ _ ship.
4. great or sudden catastrophe (noun) (par. 1) d _ _ _ _ _
5. the sound that a wind-instrument makes (noun) (par. 2). b _ _ _ _ _
6. continuing for a long time (adj) (par. 2) p _ _ _ _ _
7. bring down (verb) (par. 3) l _ _ _ _
8. specific place where someone has to work (adj) a _ _ _ _ _

Task 5 (1st listening)

Listen to the first two paragraphs of a talk on a radio interview. Choose the right title for this talk. Circle a, b or c.

- a) Abandon ship! b) Fire drill c) Abandon ship drill

Task 6 (1st listening)

Listen to the rest of the talk and write in the table below (Part A) all the crew-members (senior and junior seamen) mentioned.

A	B
crew-members	duties
	Leading part:
	_____ blanket and other _____
	Go to _____ and _____ .

Task 7 (2nd listening)

Listen to the talk again and write in the table above (Part B) these crew- members' duties during a lifeboat drill. Report to the class.

Task 8 (guessing game)

You think of one of the crew-members. You mention something (e.g. a duty) he or she does during a boat drill. Your classmates try to guess who it is.

Example: A: *He / she calls the names of seamen to make sure that nobody is missing. Who is it?*

B: *It's the deck officer in charge of the lifeboat.*

Task 9 (writing-speaking)

During the drill the captain says: 'Lower the boat'. Choose a, b or c to show what he expresses.

- He is inviting the crew-members to lower the boats.
- He is ordering the crew-members to lower the boats.
- He is suggesting the crew-members should lower the boats.



The Captain gives orders during a drill. Match the words / phrases in columns A with the phrases in column B to form some of his orders.

Example: 1.-b: *Lower the lifeboats.*

- | A | B |
|--------------|-----------------------------------|
| 1. lower | a. the lifeboat is free to swing. |
| 2. dismantle | b. the lifeboats. |
| 3. remove | c. the turnbuckles and cables. |
| 4. check | d. the lifeboat up again. |
| 5. bring | e. the lifeboat tarpaulin cover. |
| 6. make sure | f. nobody is missing |

1. b 2. 3. 4. 5. 6.

Do we add anything to the verb when we give orders?

Task 10 (reading-writing)

Here follows a short description of the duties of a marine engineer during a fire and lifeboat drill. Read it and then write down three orders he gives during the drill.

Example: Check the lifeboat engine.

Crew-members check the lifeboat engine. This is a regular routine test, which marine engineers ask them to do. They try to start them as a regular routine for the marine engineers. They test the engine and the propeller to make sure that the propeller is clear to turn. They run them for a short while, since the boat is not floating on water. This is to prevent overheating and damages to the shaft seats. During cold weather, it is often difficult to start the engines. The engineers have to make sure that the engines will start in all kinds of weather if it is necessary.

- 1.
- 2.
- 3.

Task 11 (revision: prepositions - possessive adjectives)

Here follow two paragraphs from the talk with some words missing (prepositions and possessive adjectives). Complete them and then check your answers in the Appendix.

As they get together 1) _____ the two lifeboats, one group to port and another 2) _____ starboard, the deck officer in charge of that lifeboat will call 3) _____ names to make sure that nobody is missing. The 3rd Officer moves around 4) _____ group and inspects 5) _____ lifejackets. Do the seamen wear them properly? Are the whistles O.K.? Are the lifejackets in good condition? He makes sure that all of them are normal.

The orders come from the Captain through his walkie-talkie, "Lower the lifeboat 6) _____ the starboard!" All crew-members 7) _____ port-side go over 8) _____ the starboard to see the lowering of the starboard lifeboat.

Task 12 (pre-reading)

Before you read the text, look at the pictures on the next page and think about the questions below. Write your answers in the space on the next page.

1. What kind of signs are these? Can you guess their meaning and use on board a ship?
2. What other signs are there on a ship?
3. What do red, blue, yellow and green colours in signs mean?



1.

2.

3.

4.

Task 13 (1st reading)

Read the text to check your answers.

Signs, Notices and Colour Codes

Colours and symbols can provide information and warnings of danger, which are important for safety at work; in some cases no language may be used. Ships try to have a uniform system of signs. There is not yet a uniform system for all ships internationally. Therefore, there is more work to be done.

Signs and Notices

There are four kinds of signs and notices. These have different shapes and colours.

Signs of prohibition¹ have a red circular basis, and a red diagonal bar is running through the left upper part to the lower right part, with white backing. The symbol for the prohibited action is in black behind the red diagonal bar, e.g. a cigarette for ‘No smoking’.

Signs about an important precaution² include a blue disc. Upon this disk there is a symbol of the precaution that somebody must take, e.g. a man’s head with goggles for ‘Goggles to be worn’. Sometimes, only appropriate phrases are used, e.g. ‘Keep Clear’.

Warning signs are inside a yellow triangle. On the border there is a black band. The symbol for the danger is in black; e.g. poisoning risk is symbolized with a black skull and crossed bones on the yellow background.

Information of safety nature uses words or a symbol in white upon a green square or rectangle; e.g. a white arrow on a green background points to an emergency exit. For fire-fighting equipment the background colour is red.

A supplementary sign with words, e.g. ‘Not drinking water’, below the sign makes it more clear.

¹ prohibition = απαγόρευση

² precaution = προφύλαξη

Task 14 (2nd reading)

Read the text again to complete the following table.

signs, notices	colour / shape	example

Task 15 (post-reading)

Talk about the following signs. What are they about? Talk with your partner.



Task 16 (project work)

Form groups and visit some ships. Take pictures of signs and make posters. Display them in class. If you have a computer lab, scan the photos and e-mail them to another TEE class. Ask them to guess the words under the signs and e-mail them back to you.

Task 17 (pronunciation)

a. Listen to and repeat the following words.

/i/	/i:/
ship	each
drill	keep
drink	lead

b. Put the following words in the right column of the table according to the sound of the underlined vowel(s).

sea, sit, seat, each, sink, grip, these, this, heat, fill

/i/	/i:/

UNIT 5 APPENDIX

A. Transcript of listening text (Task 13), p 114

Presenter: Today we have the pleasure and honour to have Mr. Paul Kelly with us. He is going to talk about dangers on board, a really very serious subject for ships and travelling.

Paul Kelly: Well, you're absolutely right. Actually, foreign-going ships travel on any ocean in the world and in all kinds of weather. The weather is especially bad during the winter months. Modern ships are made of steel, and they depend on the integrity of the watertight compartments in order to float. If there is a puncture in the hull or on the deck, flooding will take place. If the flooding is bad, the ship may sink.

At college, the student for a marine engineering course will go through training in the handling of the lifeboat. This gives him confidence if later on he has to abandon ship. Training on calm waters is a good start for the beginner. After enough training, he can try rough water. It is also good to learn how to swim.

Fire can also occur on board because the ship moves using combustion of fuel. Fuel leakages, overheating of machinery, accidental ignition of combustion gas and many other factors can cause fire on board. If a fire occurs, the crew-members must put it out immediately and prevent it from spreading. Failure to put out a small fire will spread the fire on the whole ship. There is no escape if the whole ship is on fire. Evacuation to the safety of lifeboats and abandoning the ship is the only choice. All skilled seamen must be able to fight fires. If it is necessary, first aid must be given to injured people.

B. Transcript of listening text (Task 3), p 118

Lifejackets

Lifejackets are important safety objects. You will find your lifejacket **under** your seat on board flying dolphins, in your cabin and in boxes or lockers with the notice 'lifejackets'. There are also lifejackets **forward** or **at** the rescue-stations and in the radio room.

In case of lifeboat alarm, you must bring your lifejacket from your cabin if you are not **far away** from it. If you are not **near** your cabin, you go directly to the muster-station, where you will take one.

Wear your lifejacket and place strap **behind** your back. Pull straps down and make sure that you tighten the straps well. If you do not, they may slide. Then the jacket will not stay in the right place. It is very difficult to tighten the straps when you are in the sea.

If you have to jump **into** the sea, try to get as **close to** the water as possible. Jump with your legs first and body straight. Press your elbows to your sides and take a grip of the jacket front and pull down to prevent the jacket from hitting your chin or neck when you hit the water.

The jacket will stay afloat even if it has a puncture. It will give you a stable floating position with the face up and the body inclined backwards.

The jacket has a whistle **on** a lanyard. It also has a retro-reflective tape **at the top of** the shoulders in order to make discovery with the aid of searchlight easier.

Transcript of listening text (Task 9), p 120

Reporter: Good-morning, Captain. Welcome to our morning edition *Hello from the Ocean*. We would like to ask you a few questions about the beautiful *Princess of the Mediterranean*. First of all, how many crew-members are there on your ship?

Captain: There are twenty five: five deck officers, three marine engineers, three cadets and fourteen junior crew-members including the crew-hosts, hostesses and chefs.

Reporter: Who is responsible for the safety equipment?

Captain: One of the Senior Officers in smaller ships or the Safety Officer in big cruise liners.

Reporter: What exactly are his 'safety' duties?

Captain: Well., he maintains the operational readiness of boats, life-rafts, life-saving, fire-fighting and other shipboard safety equipment; he trains other seamen in the proper operation of shipboard life-saving and fire-fighting equipment; he also tests equipment for operational readiness.

Reporter: Now, please, tell us about the life-saving equipment. What exactly does it include?

Captain: Mm...First of all, lifejackets. They are in boxes or lockers in each cabin. There are also lifejackets at the rescue station for lifeboats and life-rafts. Everybody must wear them in an emergency.

Reporter: What else do passengers on board passenger-liners have to do in an emergency?

Captain: Hmm... they have to listen to the orders of the crew-members, of course, who will lead them to the rescue station. There they will find lifeboats and life-rafts. They also have to listen to the Officer in charge who leads the operation.

Reporter: How many lifeboats are there on board this ship?

Captain: Six lifeboats and two life-rafts. The lifeboats are on the boat deck. Three on the starboard and three on the port side. The life-rafts are on the upper deck. One on the starboard and one on the portside again.

Reporter: And one final question. What is their capacity?

Captain: The capacity of lifeboats and life-rafts is twenty five percent more than the total number of people travelling on this ship.

Reporter: Thank you, Captain. Anyone wanting to know more about safety on board should call us on our phone-in line and speak to Captain Jenkins directly after the break. The number is 0181- 263484. Back in a few minutes...

B. Text (Task 13), p 121

Safety on Board

Lifejackets are in boxes or lockers in each cabin and at the rescue station for lifeboats and life-rafts. You must wear them when the crew-members order you to do so. The ship's crew will help you.

In an emergency situation the ship's crew will lead you to the muster station, where you will find lifeboats and life-rafts. The officer in charge will lead the operation.

Lifeboats are on the 'Boat deck' (evacuation deck). Their capacity is 25% more than the total number of persons travelling.

C. Transcript of listening text (Task 5), p 125

Toottoot...toot...toot....toot....toot.....toooooooooot. Six short blasts on the horn followed by a long blast. All of us on board know this very well. It means 'Abandon Ship'! People move out from their cabins towards the main deck. They all wear their own lifejackets.

Luckily, this is not the real thing! It is just a drill. Seamen working on foreign-going ships often have lifeboat and fire drills. The voyages are long and very often the ship is the only larger object in the vast ocean for hundreds of miles.

C. Transcript of listening text (Task 6), p 125

Generally, deck officers, with the Captain, will take the leading role in this drill. The engineers will test the lifeboat engines, or help out with the machinery. The catering department will be in charge of blankets and other necessary things for survival.

As they get together underneath the two lifeboats, one group to port and another to starboard, the deck officer in charge of that lifeboat will call their names to make sure that nobody is missing. The 3rd Officer moves around his group and inspects their lifejackets. Do the seamen wear them properly? Are the whistles O.K.? Are the lifejackets in good condition? He makes sure that all of them are normal.

The orders come from the Captain through his walkie-talkie, "Lower the lifeboat on the starboard!" All crew-members from portside go over to the starboard to see the lowering of the starboard lifeboat.

The gravity davit, which is a type of machine, is the hanging device for the lifeboat. It uses gravity to lower the boat. In real use, this is the position where all the people will board the lifeboat. Then the boat will be lowered onto the water below. When the crew-members make sure that the boat can be lowered smoothly, they bring it up again. To do this they use an air-driven motor.

Another lifeboat drill was successful!

UNIT 5 GLOSSARY

Abandon ship εγκαταλείπω το πλοίο
accidental συμπτωματικός, από απροσεξία, τυχαίος
across οριζόντια
alarm συναγερμός (πυρκαγιάς)
aluminium αλουμίνιο
anymore πια, άλλο, πλέον
appliance συσκευή
assemble συγκεντρώνομαι, συναθροίζομαι
Basis βάση
blast έκρηξη, σφύριγμα σειρήνας
boil βράζω, κοχλάζω
break out (start) ξεσπάω
briefly σύντομα
brochure προσπέκτους, μπροσούρα, διαφημιστικό φυλλάδιο
Capacity χωρητικότητα
carry μεταφέρω
catch fire αρπάζω φωτιά, φουντώνω, λαμπαδιάζω, κορώνω
cause προκαλώ, προξενώ
chief steward αρχιθαλαμηπόλος, πρώτος καμαρότος
collocations λεξικές συνάψεις (συνήθως λέξεις που χρησιμοποιούνται μαζί και αποκτούν ξεχωριστή έννοια όπως game over, παιδί θαύμα, ιερό τέρας κτλ).
combustible καύσιμος, εύφλεκτος
concept ιδέα, αφηρημένη έννοια
conduction μετάδοση με επαφή, αγωγιμότητα
confidence εμπιστοσύνη, πίστη
confirmation επιβεβαίωση
control (ρήμα) ελέγγω, ασκώ έλεγχο, χειρίζομαι, διευθύνω
cool the fire ψύχω τη φωτιά
course πορεία
cover up καλύπτω
cruise liner κρουαζιερόπλοιο
cut off διακόπτω, αποκόπτω
cutting repair work εργασίες κοπής και επισκευής
Danger κίνδυνος
davit βαρούλκο, επωτίδα, καπόνι (δηλαδή βραχίονας για την ανύψωση φορτίου, βοηθητικής λέμβου και άγκυρας)
deck officer αξιωματικός καταστρώματος
disaster καταστροφή
down κάθετα
duty καθήκον, υπηρεσία

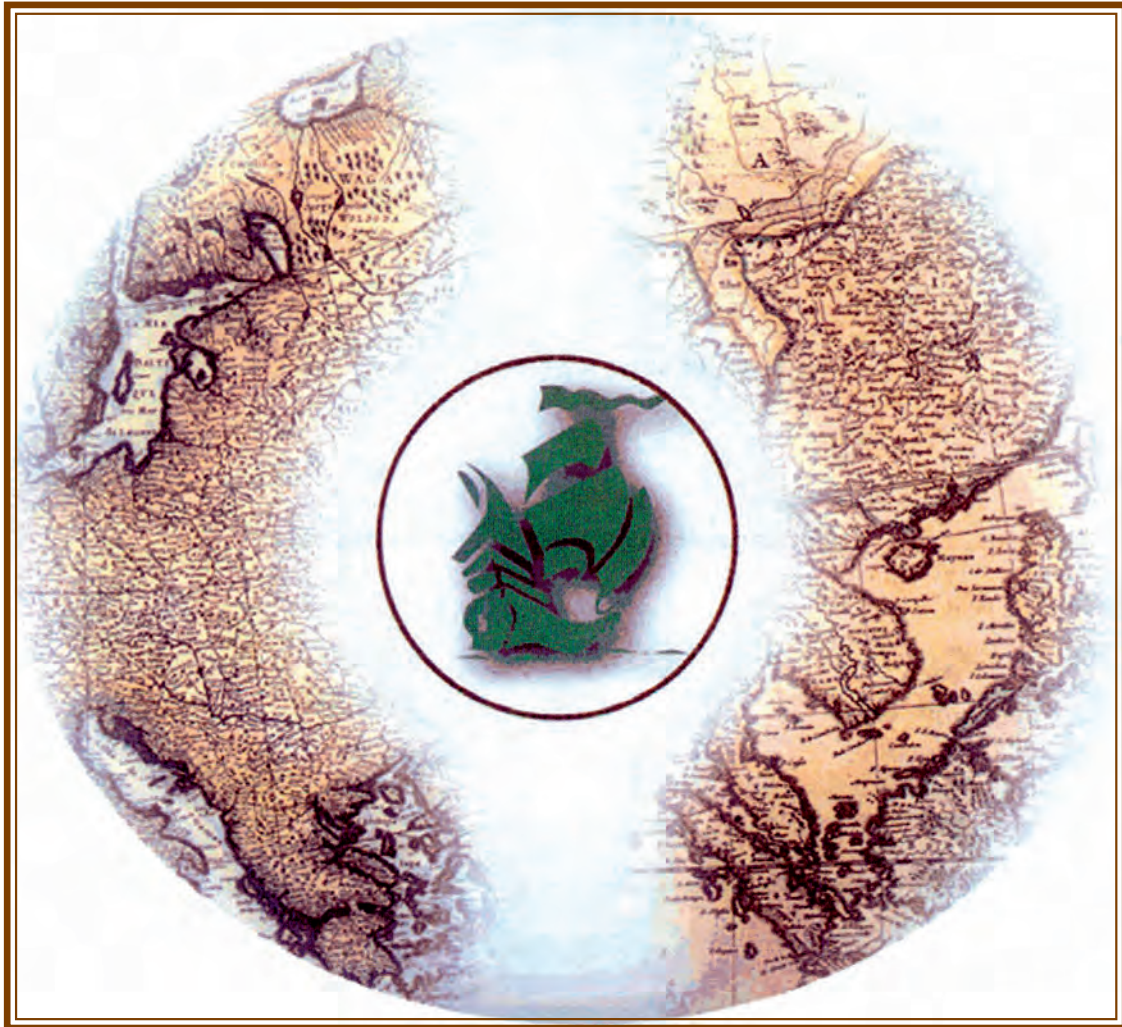
Easily εύκολα
effect συνέπεια, επίδραση, αποτέλεσμα
emergency έκτακτη ή επείγουσα ανάγκη
engine μηχανή
equipment εξοπλισμός, όργανα
escape σημείο διαφυγής / εξόδου, διέξοδος
exactly ακριβώς
exist υπάρχω, υφίσταμαι
explosion έκρηξη
express εκφράζω, εκδηλώνω
evacuation εκκένωση
Fact γεγονός
failure αποτυχία
fight fire καταπολεμώ φωτιά / πυρκαγιά
fire φωτιά, πυρκαγιά
fire and boat drill άσκηση / γυμνάσιο φωτιάς και εγκατάλειψης σκάφους
fire protection προστασία κατά της φωτιάς
fire situation κατάσταση πυρκαγιάς
fire triangle τρίγωνο της φωτιάς
firmly γερά
first aid πρώτες βοήθειες
flame φλόγα
flammable εύφλεκτος
flammable gases εύφλεκτα αέρια
flammable vapours εύφλεκτες αναθυμιάσεις
flowing που ρέει
formal επίσημος
freeze παγώνω
fuel καύσιμο, καύσιμη ύλη
fuel oils υγρά καύσιμα
fuel supply τροφοδοσία καυσίμων
Gap κενό διάστημα
gas αέριο, φυσικό αέριο, αέριο θέρμανσης
gas cylinder φιάλη αερίου
gas cylinder valve βαλβίδα φιάλης αερίου
gas welding αεριοσυγκόλληση (με ασετιλίνη)
give off εκπέμπω, αναδίδω
go on διατηρείται, συνεχίζεται
gravity βαρύτητα
grip αρπάζω, γραπώνω, κρατάω
Heat (ουσ.) θερμότητα
heated (be ~) θερμαίνομαι, ζεσταίνομαι
heating appliance θερμαντική συσκευή
hose λάστιχο, μάνικα, ελαστικός σωλήνας
hot air θερμός αέρας

Ignition ανάφλεξη
important σημαντικός, σπουδαίος
in case σε περίπτωση
in charge υπεύθυνος, επικεφαλής
inclined σε κλίση
ingredients συστατικά
injured τραυματισμένος
inspect επιθεωρώ
isolate απομονώνω
items αντικείμενα
Lanyard κορδόνι σφουρίχτρας
leakage διαρροή
lifejacket σωσίβιο (γιλέκο)
life-raft σωσίβια σχεδία
liquid υγρό
locker ντουλάπι, ερμάριο, κιβώτιο
Machinery μηχανήματα, μηχανικός εξοπλισμός
main κύριος, βασικός
maintain διατηρώ, συντηρώ
marine engineer μηχανικός πλοίου
match ταιριάζω
material υλικό
meaningful γεμάτος νόημα
muster station σημείο συγκέντρωσης
Necessary απαραίτητος, αναγκαίος
Obey υπακούω
occur σημειώνεται, συμβαίνει
oil πετρέλαιο
on fire καιγόμενο, φλεγόμενο
operational readiness υπηρεσιακή ετοιμότητα
order διαταγή
overheating υπερθέρμανση
oxygen οξυγόνο
Pipe σωλήνας, αγωγός
possibility πιθανότητα, ενδεχόμενο
predictions προβλέψεις
pressure πίεση
prevent προλαμβάνω, αποτρέπω, παρεμποδίζω
procedures διαδικασίες
prolonged (last long) παρατεταμένος
proper κατάλληλος
protection προστασία
pull τραβάω
puncture τρύπα, διάτρηση
purpose σκοπός, στόχος, επιδίωξη
put off σβήνω
Quicken επιταχύνω
Radiation ακτινοβολία
remove απομακρύνω, αφαιρώ, αποσπώ
rescue station σημείο διάσωσης

responsible υπεύθυνος
retro-reflective αυτο-φωσφορίζων
Safety comes first πρώτα απ' όλα η ασφάλεια
sand άμμος
seaman ναυτικός
searchlight προβολέας εντοπισμού
senior ανώτερος, αρχαιότερος
senior officers ανώτεροι αξιωματικοί
shoot at fire ρίχνω κατά της φωτιάς
short bells σύντομοι κωδωνισμοί
short note σύντομη επιστολή, σημείωμα
skills ικανότητες
slide γλιστρώ
solid στερεό
space χώρος, κενό, διάστημα
spread (ουσ.) εξάπλωση
staff προσωπικό
steam ατμός, υδρατμός
steel ατσάλι, χάλυβας
strap λουρί
suitable κατάλληλος
supply (ουσ.) παροχή, προμήθεια, εφοδιασμός
survival suits στολή επιβίωσης
swing αιώρηση, ταλάντευση
symbolize συμβολίζω
Take place λαμβάνει χώρα, συμβαίνει
tanker δεξαμενόπλοιο, γκαζάδικο, τάνκερ
tarpaulin χοντρός μουσαμάς
temperature θερμοκρασία
through μέσω
tighten σφίγγω, τεντώνω
title τίτλος
topic θέμα
training εκπαίδευση, εξάσκηση
transferred μεταφέρεται, μετακινείται
translation μετάφραση
turnbuckles εντατήρας, συσφιγκτήρας (μάντες που στερεώνουν τα καλύμματα στις βάρκες)
turn off κλείνω
Upper deck πάνω κατάστρωμα
useful χρήσιμος
Vapour ατμός, αναθυμίαση
ventilation route δίοδος εξαερισμού
via δια μέσου, μέσω
vocabulary λεξιλόγιο
voyage ταξίδι στη θάλασσα
Water hose μάνικα νερού
weekly εβδομαδιαία
welding συγκόλληση, κόλληση
whistle σφύριγμα

UNIT 6

Revise and consolidate



In this unit you will have to go back to units 4 and 5, and revise. The aim is to help you learn what you have done so far. You will also discover what you are good at and where you need more work.

A. Maritime issues: Test your knowledge! (13 points)

Circle your answer (a, b or c).

1. The _____ is the main part of the ship that floats on the water.
 - a. hold
 - b. hull
 - c. bow

2. The bow is the _____ part of a ship.
 - a. front
 - b. back
 - c. central

3. The stern has a _____ shape.
 - a. streamlined
 - b. rectangular
 - c. spherical

4. _____ are spaces for carrying cargo.
 - a. Hulls
 - b. Engine rooms
 - c. Holds

5. _____ do not normally have pipelines or loading gears.
 - a. Cargo ships
 - b. Tankers
 - c. Bulk carriers

6. Cargo ships carry _____.
 - a. cars
 - b. goods
 - c. passengers

7. The part of the ship under the water has a _____ shape.
 - a. streamlined
 - b. rectangular
 - c. wedge

8. In _____ the navigator determines a ship's position by keeping a careful record of its movement.
 - a. piloting
 - b. dead reckoning
 - c. celestial navigation

9. A _____ helps the captain measure the altitude of two celestial bodies.
- log
 - plotter
 - sextant
10. A fire can start when there is fuel _____.
- heat and oxygen
 - and heat
 - and oxygen
11. The phrase 'Not drinking water' is below a _____.
- warning sign
 - sign of safety nature
 - sign of prohibition
12. During a life boat drill crew-members _____.
- board the boats
 - lower the boats onto the water below
 - board the boats while they are swinging
13. The purpose of a life boat drill is to help marines _____.
- keep safe in an emergency
 - learn to swim
 - learn how the Fire Triangle works

 **B. Listening Comprehension: True / False (14 points)**

a. Listen to the following extract about compartments on board a ship and say whether the following statements are true (T) or false (F). (Transcript of Task 6, P 91)

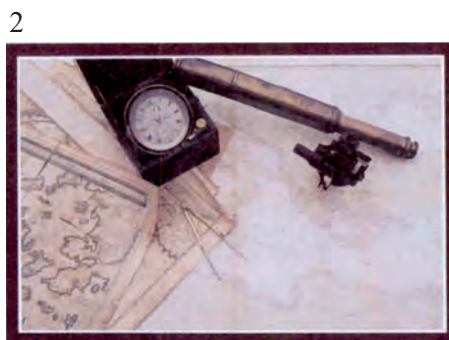
- The engine room covers some space from the bottom of the ship to the top of it. T/F
- In case of an emergency the engine room crew-members can escape through two escape ways. T/F
- Cargo ships have cargo holds and tanks. T/F
- The cabins of the Captain, Chief Officer, Chief Engineer and Radio Officer are usually around the bridge. T/F
- Smoke from the main engine, boiler and auxiliary engines comes out from the top of the ship. T/F
- Portholes are windows in the cabins. T/F
- Lifeboats are usually on the portside or on the starboard side of a ship. T/F

b. Listen to the following extract about signs and notices on board a ship and say whether the following statements are true (T) or false (F). (Transcript of Task 13, p 128)

1. Colours and symbols with information about dangers on board a ship always use language. T/F
2. Ships all over the world are trying to have the same system of signs. T/F
3. Signs and notices differ in their type, shape and colour. T/F
4. 'No smoking' is a sign of prohibition with three colours, red, white and blue. T/F
5. Signs of prohibition can use symbols or appropriate phrases. T/F
6. Warning signs have yellow and black colour. T/F
7. All safety signs, including those showing fire-fighting equipment, have a red colour. T/F

C. Speaking (10 points)

a. Describe the following pictures (use, location).



b. Role-play with your partner. You are a reporter and your partner is the captain of a passenger liner. Interview him/her on safety matters during a lifeboat drill. Use the points in boxes A and B to help you ask and answer. Add anything else you think is appropriate.

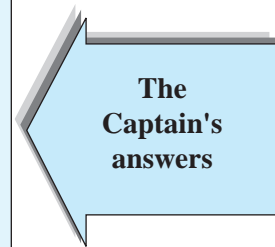


B

- How many (crew-members)?
- Who (responsible during lifeboat drills)?
- What / duties of other crew-members?
- Where (safety equipment: lifejackets / lifeboats / life-rafts)?
- How many (capacity)?

A

- 100 crew-members (5 Deck Officers, 16 Marine Engineers, two cadets, the purser, the chief-steward, the deck-hands)
- The Captain, Deck Officers (responsible)
- Engineers test lifeboat engines, help out with machinery (hoisting motor, gravity brake); catering department responsible for blankets and other necessities of survival; lifejackets (cabins; rescue station); lifeboats (six on deck: three on each side of the ship)
- Capacity (about 150 persons each lifeboat; 10% more than the total number of crew-members and passengers together)



D. Writing: 10 points

Your teacher in the Marine Engineering course has asked you to write a short paragraph (of not more than 50 words) with information about crew-members (number, duties during lifeboat drill), safety equipment (where and what, capacity) on board the above passenger liner (Task C. b.).

E. Grammar (33 points)

a. Circle your answer (a, b or c) to check your knowledge on the plural of nouns and on the genitive case.

1. Grain, wood chips and iron are examples of _____ of bulk carriers.

- a. cargoes b. cargos c. cargo

2. There are six _____ at the port right now.

- a. ferry b. ferry's c. ferries

3. Where is your _____?

- a. Captains' cabins b. Captain's cabins c. Captain's cabin

4. _____ life is hard because in the winter they travel in bad weather conditions.

- a. A seaman's b. Seamen's c. Seamen

5. The cabins of _____ are in the middle of the ship.

- a. crew-members' b. crew-members c. crew- member's

6. _____ spend a long time alone.

- a. Marines' wives b. A marine's wife c. Marines' wife

b. Circle your answer (a, b or c) to check your knowledge of the prepositions of place.

1. The Engine room is _____ the ship.

- a. at the top of b. in the middle of c. at the front part of

2. Lifeboats and life-rafts are usually _____ the main deck (evacuation deck).

- a. on b. near c. below

3. The tanks are _____ the ship.

- a. at the top of b. at the bottom of c. in the middle of

4. The steering gear is _____ the waterline of the ship.

- a. above b. below c. on

5. The main engine _____ the engine room rotates the propeller.

- a. near b. in c. on

6. The cabins of the captain and the officers are _____ the bridge.

- a. above b. below c. on

7. The funnel is _____ the waterline.

- a. above b. below c. on

c. Gap-filling

Read the following paragraph and complete the gaps with the right form of the verbs in parentheses (use the present simple, the present continuous and the imperative).

Shipboard Safety

There 1) _____ (be) several things that the Coast Guard¹
2) _____ (ask) ships to carry on board. If they 3) _____ (not have)
this safety equipment, ship owners can have serious law problems.

At the beginning of each scientific² cruise there is a safety meeting in the ship's conference room. The meeting 4) _____ (take) place soon after the ship sails, and all personnel in the scientific group 5) _____ (have) to be there.
6) _____ (bring) your lifejacket and your survival³ suit. Your lifejacket is in your cabin. If there 7) _____ (be) a problem with your lifejacket, or if it 8) _____ (miss), notify the Officer on watch. He will make the necessary arrangements to take care of the problem.

When the weather conditions are bad, the Captain 9) _____ (decide) to apply special weather rules on board. Crew-members cannot go outside without permission from the Bridge. If it 10) _____ (be) absolutely necessary to go outside 11) _____ (wear) a lifejacket and 12) _____ (have) a partner to check your activity. When your work is over, 13) _____ (notify) the Bridge so that they know you are safely back inside.

If someone 14) _____ (have) the misfortune to fall overboard, first 15) _____ (pass) the phrase to the Bridge 'MAN OVERBOARD' and 16) _____ (say) which side, if it 17) _____ (be) possible.
The sound signals for 'MAN OVERBOARD' are 3 long blasts on the general alarm and the ship's whistle.

¹ Coast Guard = Ακτοφυλακή

² scientific = επιστημονικός

³ survival = επιβίωση

General Matters

The ship 18) _____ (carry) eight life-rafts. There are four on each side. There is also a rescue-boat on the starboard side. If you have any questions about any of the equipment, 19) _____ (ask) a crew-member.

20) _____ (be) careful with heavy watertight doors. It is easy to lose control when you pass through.

F. Time for fun! Puzzle (10 points)

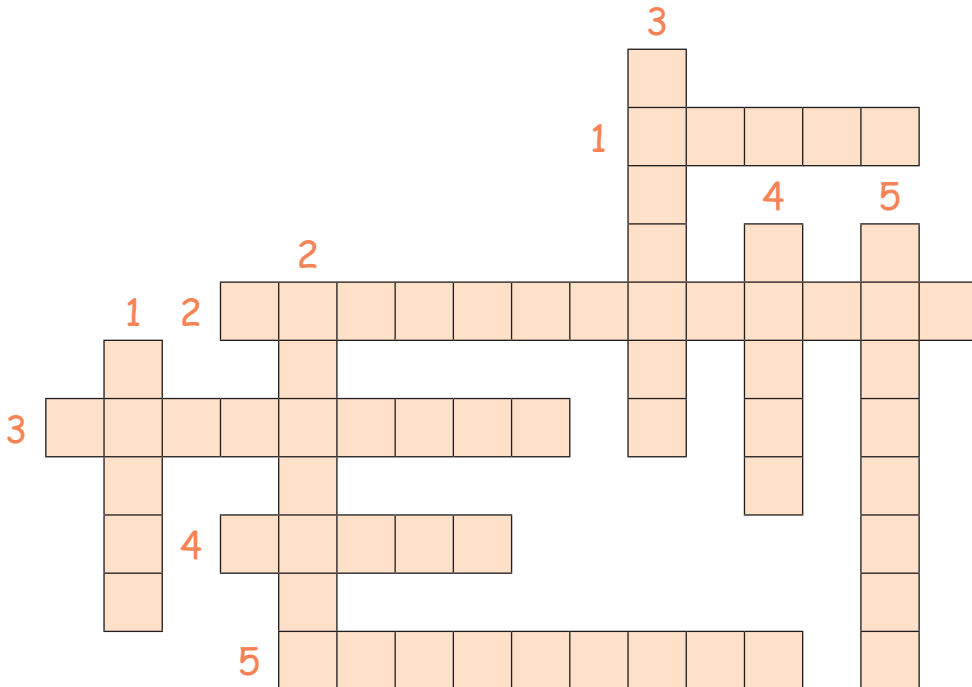
Go back to Units 4 and 5 in order to find the words that match the following definitions to complete the puzzle. The answers are at the bottom of the page and can be read from right to left.

Across

1. The sound that the horn of the ship makes.
2. The place of the ship where you can find the cabins.
3. A type of passenger ship.
4. Places for storing oil in tankers.
5. The right side of the ship in maritime language.

Down

1. A navigation aid used in electronic navigation.
2. A navigation aid showing direction.
3. Get off the ship because it is sinking.
4. The back part of the ship.
5. The left side of the ship in maritime language.



Answers
Across: 1.tsalb, 2.noitadommocca, 3.naramatac, 4.sknat, 5. draobrats
Down: 1.radar, 2.ssapmoc, 3.nodnaba, 4.nrets, 5.edistrop

G. Pronunciation (10 points)

Put the following words from units 4 and 5 in the right column of the table, according to the sound of the underlined vowel(s).

head, fill, member ea, spread, these, sink, dirty, serve, measure,
sit, heat, eat, stem, grip, earth, surface, dead, each, this.

/e/	/ɛ:/	/i/	/i:/



Check your progress. Record your test scores. Are you happy with your results? In which tasks were you 'very good', 'not very good', 'not good at all'?

Maritime issues /13	/13
Listening 14	/14
Speaking 10	/10
Writing 10	/10
Grammar 33	/33
Vocabulary 10	/10
Pronunciation 10	/10
Total 100	/100

Tasks	<i>Very good</i>	<i>Not very good</i>	<i>Not good at all</i>
Maritime issues			
Listening			
Speaking			
Writing			
Grammar			
Vocabulary			
Pronunciation			

UNIT 7

EATING AND DRINKING ON BOARD



A. The Art of Eating

Task 1 (pre-listening)

Look at the following pictures. They present two galleys (i.e. kitchens), that of a cruise liner and that of a bulk carrier. Do they look the same? Talk about similarities and differences (space, number of people working there, cooking equipment, foods, time necessary for preparation).

1



2



Task 2 (1st reading)

Paul Kavalieros, the chef of a cruise liner, is talking on the radio about his job on board. Read the interview below (parts 1 and 2) and answer the following questions. Write your answers in the box on the next page.

Part 1

Reporter: Good morning, our friends. Today we have Mr. Paul Kavalieros with us, one of the chefs of Saint Catherine. He is going to tell us a few things about his job on this big cruiser. Welcome, Mr. Kavalieros.

Chef: Good morning. I'm very happy to be here.

Reporter: Is the job of a chef on board a cruise liner different from that on board a smaller ship, a cargo ship for instance?

Chef: Very different! First of all, it's more demanding and more stressful. Cruise liners, as you know, are very big ships, bigger than passenger liners. Some of them are really vast. Chefs on board such vessels have to prepare food for 200 or even 300 passengers. Their passengers are usually wealthy, people with expensive taste and high demands. So, there's a much greater variety of foods on board big cruise liners than on board small ships. The foods have to be not only tasty, but also exotic. The recipes here are more sophisticated, more complex and need more time to prepare than those on smaller ships. That's why such ships need more than one chef, three, sometimes four. Smaller ships carry fewer passengers. On board cargo ships, for instance, there are usually 30 or 35 crew-members all in all. So, they need only one chef or maybe two. Meals on them are usually simpler and take less time to prepare than meals on big cruise liners.

Reporter: Do you mean that the job of a Chef on small ships is easier?

Chef: Oh yes.. you can definitely say so!



Part 2

Reporter: Hmm...tell us now, please, about the people who work in the galley of a cruise liner. How many chefs, sous-chefs and assistants work there?

Chef: It depends. On big cruise liners you can find the Head-Chef, usually three or four Sous-Chefs, the First Chefs, the Second Chefs, the Third Chefs and then the service attendants and the galley crew-members, who are responsible for the cleaning.

On small cargo ships there is only one chef and his assistant who does the cleaning.

Reporter: And what are the duties of a chef on board big cruisers?

Chef: The Chef is the head of the whole kitchen. He's responsible for the daily and weekly menus. He inspects the Sous-Chefs and decides about the menus on board. He also has to work with the ship's Steward in food supplies. The Sous-Chefs plan and prepare lists of menus, assess the portions, make up lists of food provisions and then calculate their cost.



They also supervise service attendants, who set the tables, serve the food and clean up afterwards. The Head-Chef checks them and gives them to the ship's Steward. The Steward will then tell the Captain about the provisions they have to make and about their cost.

Reporter: Mr Kavalieros, what are the qualities of a good chef?

Chef: Well, anyone who wants to work as a Chef on board a ship must know that hard work and discipline are necessary ingredients for the 'recipe' to be successful. First of all, he has to be comfortable in living and working with people all the time. Then a good chef certainly needs to be imaginative, patient, knowledgeable in his field, quick and efficient. Last, but not least, he must be prepared to work under pressure.

Reporter: What about qualifications?

Chef: Hm He definitely must speak two foreign languages, French and English, and have professional experience from big hotels or other big ships.

Reporter: Mr Kavalieros, I'm sure you enjoy your job very much. Are there any things you don't like so much about it? Tell us about the things you like and those you don't like.

Chef: Certainly. I like very much learning and making new foods, especially exotic ones. I quite like training junior chefs. I don't like at all making food arrangements. However, these are all part of the job. So you need to do them.

Questions

1. How is the job of a Chef on board a cruise liner different from that on board a small cargo ship?
2. What kinds of Chefs and kitchen staff work on board cruise liners and cargo ships?
3. What are the qualities of a good Chef?
4. What qualifications does a Chef need?
5. Which tasks does Mr. Kavalieros like / quite like / doesn't like at all?

1.

2.

3.

4.

5.

Task 3 (2nd reading)

Read the dialogue again and write down the differences between the work of a chef on board a cruise liner and that on board a small cargo ship. The following points are going to help you.

Number of passengers
 Time necessary for preparing foods
 Complexity of recipes (simple or complicated)
 Variety of food
 Supervision of junior chefs

cruise liner	small ship

Task 4 (3rd reading)

Read the interview once more and write down the duties of a chef on board a cruise liner.

	Chef	Sous-Chef	Steward	Service Attendant
DUTIES				

Task 5 (4th reading)

Read the interview again and complete the table in Task 4 with the duties of the Sous-Chefs, the Steward and the Galley Assistants).

Report to the class.

Example: The Chef is responsible for the whole kitchen.

Task 6 (vocabulary: puzzle)

Is cooking an art? Do the following puzzle to find out.

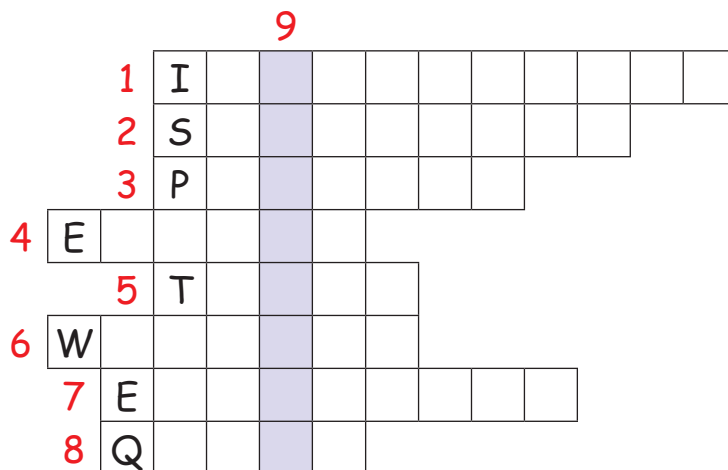
Go to the interview in Task 2 (p 147) and find the adjectives that match the words and definitions below. When you complete the eight words across, you will see one more quality a Chef usually has (9: Down).

Across

1. Somebody who has imagination and uses the power of his mind is
2. Something that makes you be under pressure and feel worried is
3. When you stay calm and you do not get annoyed, for example when something takes a long time, you are
4. Something unusual or interesting because it comes from a distant country is
5. When food has a fairly strong and pleasant flavour, which makes it good to eat, it is
6. Somebody who has a large amount of money, property or valuable possessions is
7. Somebody who is able to do things successfully is
8. Fast.

Down

9. Something that you do with skill and good taste, especially in the arts, is



Task 7 (grammar: *like* + *-ing* form)

a. Complete the following table with information from Task 2 (question 5).

Tasks (Mr. Kavalieros)	Likes very much	Quite likes	Doesn't like at all

b. What form does Mr. Kavalieros use to talk about what he likes and what he doesn't like?

c. Do you agree with Mr. Kavalieros's likes and dislikes? Fill in the table below with information about yourself.

I like very much	I quite like	I don't like at all



Task 8 (grammar: comparative degree of adjectives)

a. Go to the dialogue (Part 1), p 147 and find all the adjectives in it. Write them in the box below. What do you notice? Do all the adjectives have the same form?

simpler,

b. How do we form the comparative degree of adjectives?

comparative degree			
Number of syllables	adjectives with one or two syllables	simple	
	adjectives with more than two syllables	demanding	

c. How do we make comparisons? Give examples from the dialogue in the space below.

Example: Cruise liners are **bigger than** passenger liners.

-
-
-

d. Complete the table below. Put the adjectives from Part 1 in the right column.

adjectives	comparative degree
small	
	bigger

Task 9 (grammar: comparative degree-listening)

Read Part 2 of the interview and complete the table below with all the adjectives in it. Then form their comparative degree.

adjectives	comparative degree
responsible	more responsible

Task 10 (writing-speaking)

Do you want to know if the Chef's job on board big cruise liners is good for you? Look at the list of duties at the following table and say which tasks you like very much doing, which tasks you quite like doing and which tasks you don't like doing at all.

duties	like very much	quite like	don't like at all
prepare food for 200 people			
prepare food for 30-50 people			
prepare complicated foods			
prepare simpler foods			
work and live with people all the time			
work under pressure			
take orders from senior chefs			
clean the foods			
make food arrangements			
train all the time and learn new recipes			
supervise service attendants			

Report to the class. Say which of the Chefs duties you like a lot, which ones you like less, and which ones you don't like doing at all.

Example: I like preparing exotic food(s). I quite like working and living with other people all the time. I don't like cleaning the foods at all.

Task 11 (speaking)

Look at the following pictures. They show different places on board a ship where a Chef works. Say a few things about them. We give you some words and expressions for help.

round table


furniture

napkins

It's got a...
There's.../
There are...

prepositions / adverbs
of place

- In front of...
- In the background...
- In the foreground...



Dining place


saucepans

frying pan

galley

soup-ladles

plates



Galley


passenger

tray

check out

adjectives

- cheap
- clean
- comfortable
- convenient
- well-organized
- friendly / kind
- well-trained
- spacious
- modern



Self-service

B. What's on the menu?

Task 1 (pre-reading)

a. Look at the following pictures. What do they show? How do the people in the second picture look? Can you give the pictures a title?

1



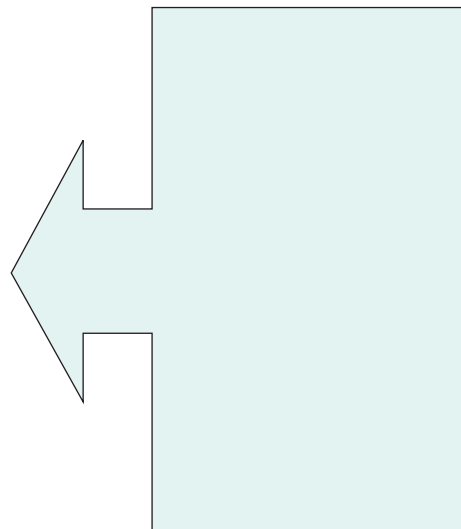
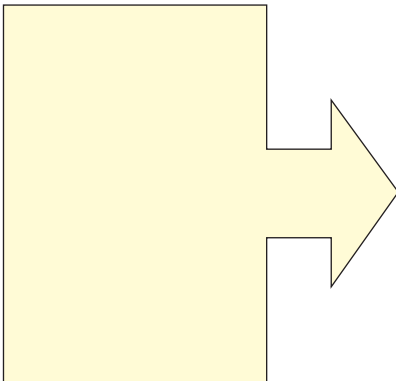
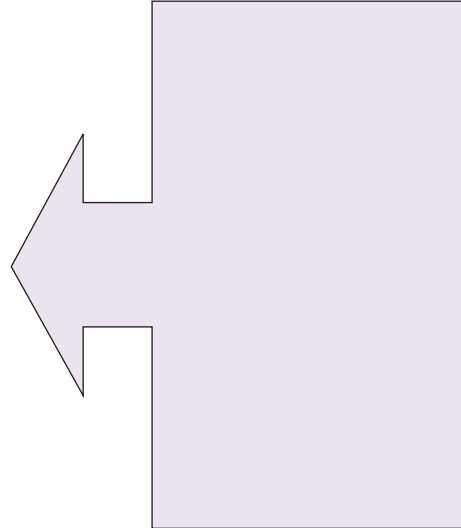
Title: _____

2



Title: _____

b. Write a few things about the following pictures (place, people, activity taking place, plates, time necessary for preparing them). Your teacher will help you with words you don't know.



Task 4 (pre-listening)

Read the following list of food supplies. What ingredients do you think that you need for the following three dishes (a, b, c)? If you have unknown words, look them up in the glossary section.

Fresh fruit	fresh vegetables	fresh meat(s)	poultry	fresh fish	groceries	spices
apples	beets	beef for stew	broilers	lobster	baking powder	allspice
bananas	brussel sprouts	fresh ham	chicken	oysters	butter	celery salt
grapefruit	cabbage	hamburger steak	duck	scallops	canned milk	cloves
lemons	carrots	lamb, leg	goose	fish, all kinds	cheese	ginger
oranges	cauliflower	lamb, chop	turkey		white flour	mustard (dry and mixed)
peaches	celery	steaks			eggs	paprika
Pears	lettuce	rib, roast beef			vinegar	parsley
pineapple	onions	pork			garlic	pepper
watermelon	parsley	veal, roast			lard	salt
plums	peas				rice	thyme
pumpkin					mayonnaise	
tomatoes					potatoes	
					sugar	
					tea	

a.



b.



Beef
with
onions
salad

c.

Caramel
onions

Beef
with
onions



Task 3 (1st listening)

It's Sunday on board a cargo ship. The two chefs in the picture are talking about the dishes shown in Task 2. They are trying to decide what dish to make for lunch. Listen to their conversation and answer the following questions. Write your answers in the space provided below.



Questions

1. Why do they decide to make a meat dish?
2. Why aren't they finally making beef with onion salad?
3. Why does Paul need to know about the exact amount of flour they have in the supplies?
4. Which recipe is simpler and takes less time to prepare?
5. What are they going to have for salad?

1.
2.
3.
4.
5.

Task 4 (2nd listening)

Listen to the dialogue for a second time and write the answers to the following questions in the table parts suggested (see table on next page).

1. What ingredients do the Chefs **need** for the beef with onion salad and for the beef with onions? (complete part A)
2. What ingredients do they **have** for the beef with onion salad and for the beef with onions? (complete part B)
3. What ingredients don't they have? (complete part C)

	a. ingredients they need	b. ingredients they have ✓	c. ingredients they don't have ✕
Beef with onion salad			
Beef with onions			
Caramel onions			

Task 5 (post-listening - grammar: *some-any*)

Look at your answers to the questions in task 4. When do we use *some* and when do we use *any* with food(s)? Is the rule in the box right? Try to use *some* and *any* with the food(s) in the box above.

some	→ affirmative sentences
any	→ negative sentences, questions

Example: some potatoes (**countable**)
some beef (**uncountable**)

Task 6 (grammar practice: *some-any*)

Complete the gaps in the following sentences with *some* or *any*.

Example: There aren't **any** potatoes left in the supplies.

1. There are _____ biscuits on the plate.
2. Are there _____ onions in the storing room?
3. We need _____ eggs for the omelette.
4. There isn't _____ ham left to make the omelette.
5. Is there _____ lemon juice for the salad?
6. We need _____ parsley for the beef.
7. Do you need _____ help with the beef?
8. It takes _____ more time to prepare beef with onions than beef with onion salad.

Task 7 (speaking: guessing game)

Work with your partner. Student A thinks of one of the five following pictures and student B tries to guess this picture by asking questions about the kitchen and food equipment using some and any.

Example: Student B: *Are there any food items?*

Student A: *No, there aren't.*

Student B: *Are there any ladles?*

Student A: *No, there aren't.*

Student B: *Are there any saucepans?*

Student A: *Yes, there are some.*

Student B: *Is it picture 3?*

Student A: *Yes, it is.*

1.



2.



3.



5.



6.



 **Task 8** (3rd listening-functions)

Listen to the dialogue once more and complete the table below with the expressions the two chefs use to suggest ideas for meals, to counter-suggest, i.e. to suggest something different, to agree with a suggestion and to make a decision.

suggest	counter-suggest	agree	make a decision

Task 9 (writing)

Two Sous-Chefs on board a cruise liner, Jeff and Colin, are planning dinner for 425 people for next Monday. Jeff suggests making beef. So he's asking Colin about the ingredients to see if there are the necessary amounts on board. Colin answers and counter-suggests making pepper steak. Write the dialogue between them in the space on the next page. Use the information in tables A and B overleaf and the expressions for 'suggesting', 'counter-suggesting', 'agreeing' and 'making decisions', as well as 'some' and 'any'.

Example: Colin: *What shall we make for dinner next Monday?*

Jeff: *What about making beef?*

A**Beef (425 servings)**

minced meat (beef)	(enough)
minced meat (pork)	(not enough)
bread-crumbs	(enough)
olive oil	(enough)
onions	(no onions at all)
salt & pepper	(enough)
oregano	(enough)
tomatoes (fresh)	(few)
parsley	(some)
garlic	(enough)
eggs	(no eggs at all)

B**Pepper steak**

beef (fillet)	(enough)
red and black pepper	(enough)
brussel sprouts	(enough)
olive oil	(enough)
carrots	(enough)
wine sauce	(enough)

Jeff:**Colin:****Jeff:****Colin:****Jeff:****Colin:****Jeff:****Colin:****Jeff:****Colin:****Jeff:**

Task 10 (pre-listening)

It's Saturday night on board Saint Catherine, a cruiser liner. You see some of the dishes and drinks offered in the buffet on board in the pictures that follow. Describe each one.



a.



b.



c.



d.




e.

Task 11 (1st listening)

Here follows a dialogue between two passengers, Mr. and Mrs. Dimitriou. They are talking about the menu in front of the buffet and they are trying to decide what to take. In the pictures of Task 10, you can see some of the choices they can make. Listen to and complete the table with their choices.

	Mr Dimitriou	Mrs Dimitriou
dish		
drink		

 **Task 12** (2nd listening)

Listen to the dialogue for a second time. Write down the expressions Mr. and Mrs. Dimitriou use to ask each other about food choices, to make decisions, to make or reject suggestions about the food and drink they can have for dinner.

asking	making decisions	making suggestions	rejecting suggestions

Task 13 (reading - speaking: role-play)

You are on board Saint Catherine, a large cruiser, on a three-day cruise around the Mediterranean. Look at the 3 menus for lunch and supper on the following page. You can see some of them in the pictures below. Role-play with your partner and choose the lunch you like better. Then call the waiter to order. Try to use the expressions Mr. and Mrs. Dimitriou used in the previous dialogue.



Menus

- Roast stuffed ham or pork trout with dill
- Salad (apples, pineapples, walnuts, lemon, mayonnaise)
- Mediterranean salad (lettuce, eggs, tomatoes, onion, green beans, cucumber, green olives, mixed herbs)
- Summer fruit dessert

1

- Salad (assorted cheese and fruit)
- Ham
- Red wine
- Coffee

2

- Chicken soup
- Steak with rice and salad
- Sweet boiled potatoes with cheese sauce
- Mixed salad with spicy dressing

- Spring rolls
- Coffee
- Red wine
- Strawberry - vanilla strudel

3

Task 14 (writing)

You are the Chef on board a tanker with crew-members of different nationalities. Write the week's menu.

Monday:

.....

Tuesday:

.....

Wednesday:

.....

Thursday:

.....

Friday:

.....

Saturday:

.....

Sunday:

.....

.....



C. Moments of celebration

Task 1 (pre-reading)

Say a few things about the following pictures. Are these crew-members Officers or deckhands? How do they look (happy or sad)? Is there any special reason for feeling like this?

1.



2.



3.



4.



Task 2 (1st reading)

Read the text to answer the following questions. Write the answers in the space on the next page.

1. Why is the 6th December a special date for the Greek sailors?
2. Where is Golden Spirit this year on the 6th December?
3. Who is going to come on board Golden Spirit? Why?
4. Who is Harry Sotiriou? What are his duties?
5. How does Hany Sotiriou feel about cooking?
6. Why is he happy today?
7. What food are the Chefs going to make?

December the 6th is a special date for the Greek Navy. Every year on this day the Greek seamen around the world commemorate Saint Nicholas, the patron saint of ships and crews. To honour his memory, sailors organize festivities aboard their ships.

This year, on the 6th of December, Golden Spirit, a cargo ship with a lot of Greek crew-members, is in the port of Marseilles. France is the home of gastronomy. Captain Angelou makes the necessary arrangements for a culinary master to come on board. He is going to help the Mess Management Specialist, Hany Sotiriou, prepare French soups and sweets to go with a very special Greek dish for the party: lamb on the spit!

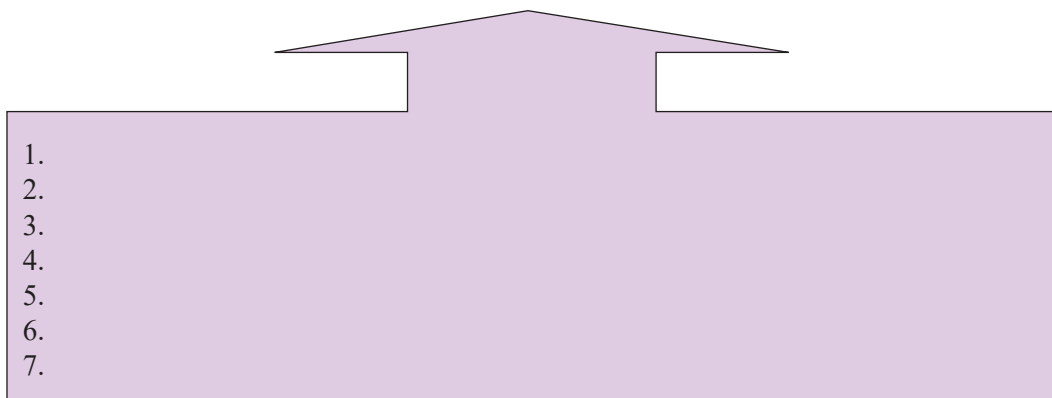
Sotiriou, a 25-year-old from Evia, runs the wardroom or officers' dining facility aboard Golden Spirit. He plans and prepares meals for the 24 officers and supervises the three food service attendants. These service attendants serve the food and then clean up.

He's happy because he's going to work with the French chef. "It's a dream to work with a master chef. I always enjoy cooking," Sotiriou says. "I have a passion for it. I just love it."

Sous-Chef (Chef Assistant) Michael Buffont is finally on board. He is going to spend several hours to prepare French soups and sweets on board Golden Spirit.

The two men get into the kitchen, into the 'galley' in the navy language, and get down to work. Each of them will prepare his dishes for the 32 lucky guests. The sweet Michael Buffont has chosen is a chocolate brownie cheesecake. He's going to whip up the eggs first.

"This is a big challenge", Sotiriou says. "The presentation is especially important." Michael Buffont agrees with him. It's certain that the party for Saint Nicholas will be great!



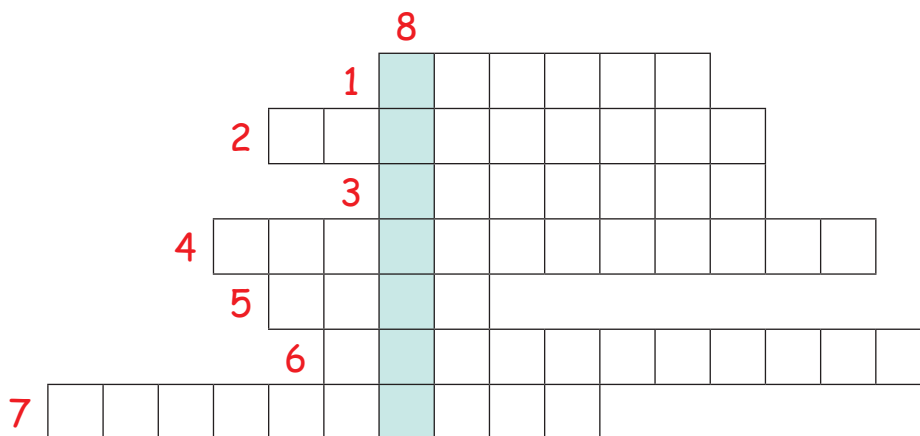
Task 3 (2nd reading-vocabulary)

a. Read the text for a second time and find the words that match the following definitions.

Across

1. saint regarded as a special protector (church, town, travellers, etc.) (par.1)
2. invitation or call to play a game, run a race, etc. to see who is better or stronger (par.7)
3. particular, not common, usual or general (par.1)
4. act of showing, revealing (par.7)
5. beat eggs or cream with a fork or other utensil to mix thoroughly or to make stiff (par.6)
6. keep or honour the memory of a person, event (par.1)
7. art and science of choosing, preparing and eating good food (par.2)

Down 8. strong feeling or enthusiasm, esp. of love, hate or anger



Task 4 (3rd reading-vocabulary: collocations)

Read the text once more to match the words in column A with the words in column B.

Example: 1- c: run the wardroom

A

1. run
2. organize
3. make
4. culinary
5. dining
6. service

B

- a. master
- b. facility
- c. wardroom
- d. attendant
- e. festivities
- f. arrangement

1. c 2. 3. 4. 5. 6.

Task 5 (grammar: *be going to*)

a. What does the following sentence express? Circle a or b.

The French Chef is going to help Harry Sotiriou.

- a. The French Chef is helping Harry Sotiriou.
- b. The French Chef is planning to help Harry Sotiriou.

b. What is the rule of using *be going to* + infinitive?

We use *be going to* + infinitive to express a(n) _____ / an intention

c. Can you make the two sentences in the table below interrogative and negative?

affirmative	interrogative	negative
The Chef is going to prepare a dish.		
The crew-members are going to eat the dish.		

d. Find in the text all the examples of this grammatical form. Write them in the space below.

-
-
-

Task 6 (grammar practice)

Complete the gaps in the following sentences with the right form of *be going to*.

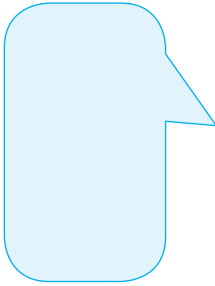
Example: Harry Sotiriou is happy because he **is going to cook** with the French Chef.

1. Sotiriou _____ the lamb first. (wash)
2. Then he and his assistant _____ in it and put salt and pepper. (make holes)
3. Both Sotiriou and the chef _____ hard on the presentation of the food. (work)
4. _____ the lamb on the spit _____ tasty? (be)
5. _____ the guests _____ the party? (enjoy)
6. 'I'm sure', says Sotiriou, 'my lamb _____ anybody on board'. (not disappoint)
7. 'I'm sure too', says Michael, 'my chocolate cake _____ Greeks'. (not displease)

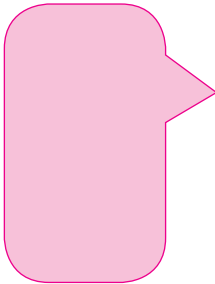
 **Task 7** (listening - grammar)

a. You will hear two dialogues between the people in the pictures below. They are talking about plans. Listen to them as many times as necessary and write their exchanges in the bubbles.

1.

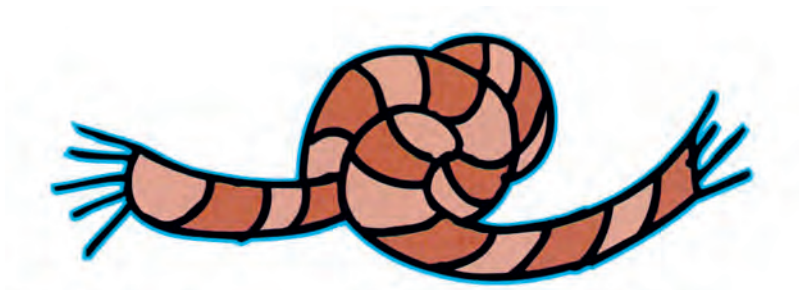


2.



b. In the space below write the alternative expressions for plans that you heard in the dialogues.

-
-
-



Task 8 (grammar practice: alternative ways of expressing plans)

Rewrite the sentences in Task 6 using the alternative expressions for plans.

- 1 a.
 b.
 c.
- 2 a.
 b.
 c.
- 3 a.
 b.
 c.
- 4 a.
 b.
 c.
- 5 a.
 b.
 c.
- 6 a.
 b.
 c.
- 7 a.
 b.
 c.

Task 9 (reading - diagram completion)

You are one of the Sous-Chefs on board a tanker with 150 crew-members. You are planning dinner for next Monday. You take the prices of foods from the steward to calculate the total cost of a recipe. Here follows a recipe for ten people and a price list. Read them to calculate: a. the cost of the ingredients for one serving, b. the cost of the ingredients for ten servings, and c. the quantity of ingredients for 150 servings.

Beef (10 servings)

minced meat (beef)	1600 gr.
minced meat (pork)	400 gr.
bread crumbs	300 gr.
olive oil	100 gr.
onion	100 gr.
salt & pepper	40 gr.
oregano	5 gr.
tomatoes (fresh)	400 gr.
parsley	
garlic	4 pieces
eggs	3

minced beef	7.5€	1 kgr *
minced pork	4.5€	1 kgr
bread crumbs	1.5€	1 kgr
olive oil	3.80€	1 kgr
onion	0.60€	1 kgr
salt & pepper	0.15€	
oregano	0.15€	
tomatoes	1.40€	1 kgr
parsley	0.15€	
garlic	0.15€	
egg	0.12€	1

* Kgr = κιλό

nos	ingredients	quantity for one serving	price for one serving
Cost for one serving			€
Cost for ten servings			€
Quantity of ingredients for 150 servings			

Task 10 (writing)

You're working as a chef on board a tanker. Your ship is now in the port of Rotterdam. The Greek ambassador in Holland is going to visit you tonight to celebrate the national holiday of the 28th October. You are going to prepare the beef dish for him and the salads shown in the pictures below.

a. Write a short note to one of the service attendants. Tell him or her that you are going to prepare beef and salads for about 160 people. You need the food items in the list below. For the beef you also need those in Task 9. Ask him or her to check the supplies to see if you have the necessary items on board.

b. Write a short note to the ship's steward, mention how much the food items are going to cost and the amounts of food you need for 160 people. Start as follows.



- vine leaves
- yogurt
- mushrooms
- beetroots
- tomatoes
- cucumber
- onions
- lettuce
- pasta
- fish roe
- garlic

a

Tomas, the Greek ambassador, is

b

Bret, this is a list of the prices of the food items. I'm going to

 **Task 11** (pronunciation)

a. Listen to and repeat the following words.

<i>/s/</i>	<i>/ʃ/</i>
salad	ship
supply	chef
spices	fish
celery	wash

b. Put the following words in the right column of the table below according to the sound of the underlined consonant(s).

sure, service, successful, pressure, patient,
refreshments, choices, saint, groceries, passion

<i>/s/</i>	<i>/ʃ/</i>

UNIT 7 APPENDIX

B. Transcript of dialogue (Task 3), p 159

Tony: What shall we make for lunch today?

Paul: It's Sunday, so we can make something with meat. What about beef with onion salad? It's simple and it takes little time to prepare.

Tony: Good idea! What do we need for this recipe?

Paul: Beef, oil, black pepper, some red onions and fresh onions. Do we have enough fresh onions? Check the supplies.

Tony: How many do we need?

Paul: About 40 fresh and 20 red ones.

Tony: Well, we have many fresh onions, but unfortunately we don't have any red ones. We can use fresh instead, can't we?

Paul: It's not the same, but I guess we can. Let's check the other ingredients.

We also need some vinegar, sugar, parsley and spinach.

Tony: Spinach? I'm afraid we don't have any spinach.

Paul: Then we can't make beef with onion salad.

Tony: Let's make beef with onions instead. For this recipe we don't need red onions nor spinach.

Paul: Is it very different? I think it needs flour. Check the supplies and make sure there is enough flour for the cheese pie we're going to make later.

Tony: It's almost the same. We only need 4 packets of flour. Actually, we have many in our supplies. We also need wine, lemon juice and some bay leaves.

Paul: O.K. Then we can start. There's no time to waste. We need to pre-heat the oven.

Tony: What about salad? Shall we have caramel onions?

Paul: No. I would fancy something different and exotic. A salad with apples, pineapple and celery, for example!

B. Transcript of dialogue (Task 11), p 164

Mr. Dimitriou: Look at the buffet tonight. There's so much choice! What would you like to have?

Mrs. Dimitriou: Hmm! They all look delicious. I don't know what to have. What about you?

Mr. Dimitriou: Well, I want something light for tonight. This pepper steak looks attractive, and light.

Mrs. Dimitriou: Yeah. You're right. There are vegetables, brussel sprouts and butter carrots. And the sauce is quite unusual.

Mr. Dimitriou: It's Madera, a wine sauce. I think I'll have this with a glass of wine. I'm not quite sure what wine goes with this food. I'll ask the chef... Excuse me, I'd like to have pepper steak. What wine goes with it?

Chef: Certainly red, sir. The 1945 Beaujolais is a very good choice.

Mr. Dimitriou: I would like to have a glass, please. What about you, Mary? Would you like steak too?

Mrs. Dimitriou: It's a good choice, but I don't fancy fillet tonight. It's quite common. I'd like a plate with more variety.

Mr. Dimitriou: This hot dessert looks rich. It has beef with bacon, ham and cheese croquettes, spring rolls, cheese pastry pockets and pizza. It also has vegetables, radish and parsley.

Mrs. Dimitriou: Er, it's good, but it has only meat. I prefer something with fish as well. I think that plate over there has fish. Can you see it? Er... Is there any fish in it?

Mr. Dimitriou: I can't see very well. There are people in front of me. I'll try to get closer O.K ... Yes, now I can see better. Well, it has tuna salad, spicy salad, salmon eggs and some kind of fish. I think it's smoked trout. It also has ham, turkey, lobster, tomato and cucumber peel garnish.

Mrs. Dimitriou: Great! I'll have this with a lot of white wine.

Mr. Dimitriou: Are you sure? Isn't this too much for you? Don't forget it's night.

Mrs. Dimitriou: Oh, rubbish! I'm not on a diet!

C. Transcript of dialogues (Task 7), p 171

1. A: What are you doing tomorrow?

B: I'm going hunting. Would you like to come with me?

2. C: What are you planning to do this weekend?

D: I'm thinking of visiting my parents in Evia if the weather is good.

UNIT 7 GLOSSARY

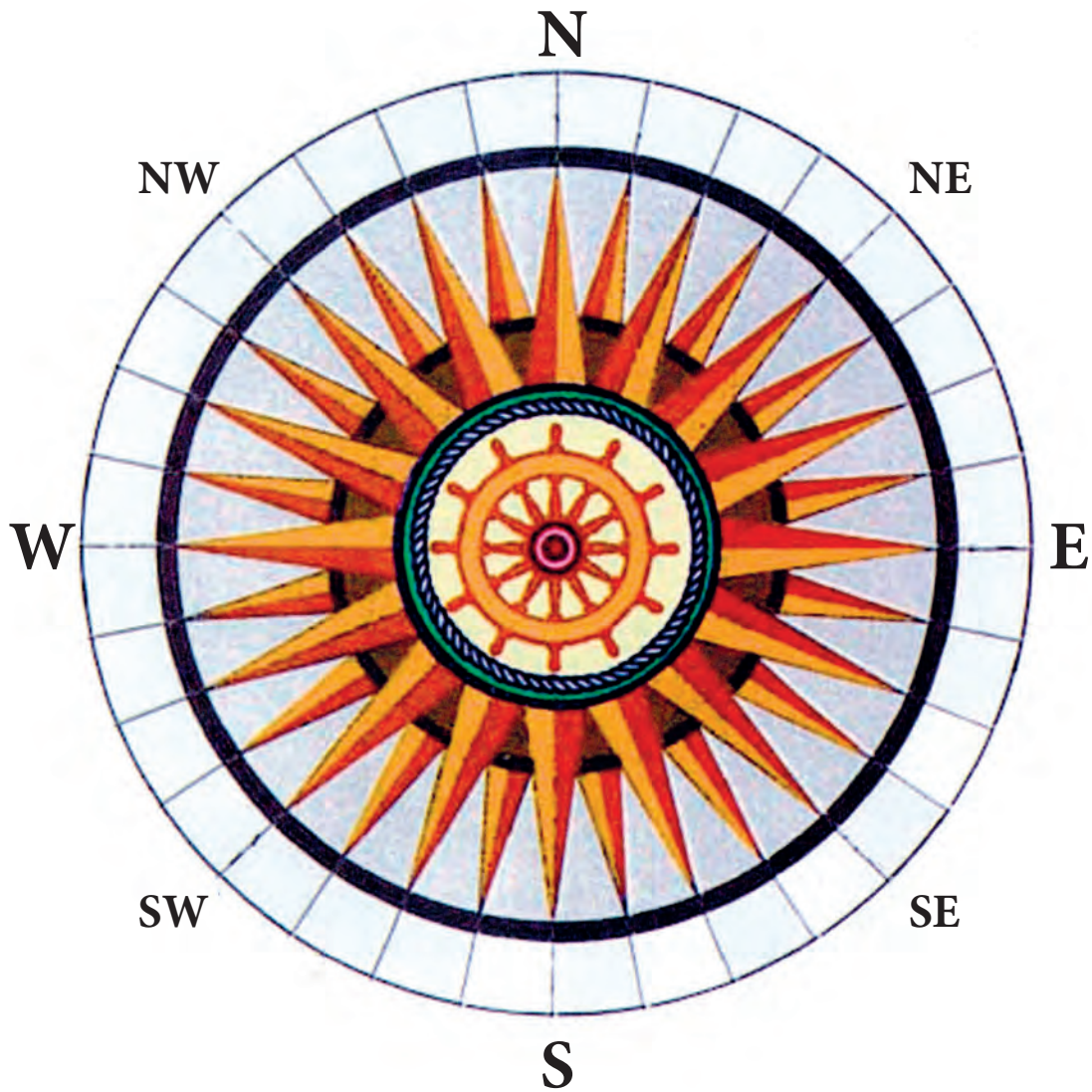
Activity δραστηριότητα, δράση	Exception εξαίρεση
allspice μπαχάρι	exotic εξωτικός
arts and crafts τέχνες και επαγγέλματα, εκφραστικά μέσα	expressions εκφράσεις
artwork καλλιτέχνημα, καλλιτεχνική εργασία	Fairly strong αρκετά δυνατός
assess ορίζω το μέγεθος, εκτιμώ	farina φαρίνα, αλευρώδης ουσία
Baking powder μπέικιν-πάουντερ (σκόνη που χρησιμοποιείται για να φουσκώνει η ζύμη όταν ψήνουμε γλυκίσματα)	festivity εορταστική εκδήλωση, γιορτή
beef for stew μοσχάρι κατσαρόλας, στιφάδο	fish roe ταραμάς
beets παντζάρια	flavour γεύση
bread crumbs ψίχα, ψίχουλα	flour αλεύρι
broilers κοτόπουλα στη σχάρα	food arrangements θέματα προμήθειας τροφίμων
brownie κέικ σοκολάτας με ξηρούς καρπούς	fresh φρέσκος
Brussels sprouts λαχανάκια Βρυξελλών	Galley μαγειρείο πλοίου
buffet μπουφέ	galley assistants βοηθοί μάγειρα
bulk carrier φορτηγό πλοίο με χύμα φορτίο	galley crew-members ναύτες που καθαρίζουν στην κουζίνα του πλοίου
Cabbage λάχανο	gastronomy γαστρονομία
calculate υπολογίζω, λογαριάζω	ginger πιπερόριζα, τζίντζερ
canned milk γάλα σε κονσέρβα	goose κρέας θηλυκής χήνας
cauliflower κουνουπίδι	groceries είδη παντοπωλείου
celery σέλινο	Ham ζαμπόν, χοιρομέρι
celery salt μπαχαρικό που παράγεται από αλεσμένο σπόρο σέλινου και αλάτι	hamburger steak μπιφτέκι χάμπουργκερ
challenge πρόκληση	head-chef αρχιμάγειρας, ο ανώτερος μάγειρας
cheesecake τσιζ-κέικ (τούρτα από μπισκότα, μαλακό τυρί τύπου <i>PHILADELPHIA</i> και φρούτα)	honour τιμώ
chef αρχιμάγειρας, επικεφαλής μαγείρων	Imagination φαντασία
chef assistant βοηθός μάγειρα	ingredients συστατικά
choices επιλογές	interview συνέντευξη
cloves γαρύφαλλο μπαχαρικό	Junior chefs μαθητευόμενοι μάγειρες
combine συνδυάζω	Kitchen staff προσωπικό κουζίνας
commemorate εορτάζω τη μνήμη	Lamb αρνί
complexity πολυπλοκότητα, περιπλοκή	lamb chops παϊδάκια
complicated περίπλοκος, μπερδεμένος	lamb on the spit αρνί σούβλας
cruise liner κρουαζιερόπλοιο	lard λαρδί, χοιρινό λίπος
cruiser θαλαμηγός, γιοτ	lemon juice χυμός λεμονιού
cruise ship κρουαζιερόπλοιο	lettuce μαρούλι
culinary master δεξιότηνης της μαγειρικής	list of duties κατάσταση (λίστα) υπηρεσιών
Decide αποφασίζω	lobster αστακός
demanding απαιτητικός	loin φιλέτο, κόντρα (μοσχάρι)
differences διαφορές	Macaroni μακαρόνι
disappoint απογοητεύω	make up a list φτιάχνω λίστα
dish φαγητό, πιάτο	marine πεζοναύτης, ναυτικός
dislike δεν μου αρέσει, αντιπαθώ	master chef καθηγητής μαγειρικής
distant μακρινός	mayonnaise μαγιονέζα
dry ξηρός	meal γεύμα
duck πάπια	memory μνήμη
	minced meat κιμάς
	mixed ανάμικτος
	mustard μουστάρδα

Notice board πίνακας ανακοινώσεων
Onion κρεμμύδι
oregano ρίγανη
oyster στρείδι
Parsley μαϊντανός
passenger liner επιβατικό πλοίο, πλοίο γραμμής
passion πάθος
patron προστάτης
peach ροδάκινο
pear αχλάδι
peas αρακάς, μπιζέλια
pineapple ανανάς
plum δαμάσκηνο
portion μερίδα
possessions περιουσιακά στοιχεία, περιουσία
poultry πουλερικά
preference προτίμηση
preparation ετοιμασία, προετοιμασία, προπαρασκευή
project έργο, σχέδιο εργασίας
property περιουσία, ιδιοκτησία, υλικό
provisions εφοδιασμός, τροφοδοσία
pumpkin νεροκολοκύθα, γλυκοκολοκύθα
Qualities χαρακτηριστικά, ιδιότητες, ικανότητες
quite αρκετά
Recipe συνταγή
refreshment αναψυκτικό
responsible υπεύθυνος
revise αναθεωρώ, επαναλαμβάνω
ribs παιδάκια
rice ρύζι
roast ψητό
roast beef ροζμπίφ (κοκκινιστό μοσχαρίσιο κρέας με μπαχαρικά)
Saint άγιος
scallop χτένι, θαλασσινό οστρακοειδές
service attendant ναύτης που σερβίρει, φροντιστής
serving μερίδα

set the table στρώνω το τραπέζι
similarities ομοιότητες
simple απλός
sophisticated εξεζητημένος, υπερεκλεπτυσμένος
sous-chef δεύτερος μάγειρας / ο δεύτερος στην ιεραρχία μάγειρας
spices μπαχαρικά
steak μπριζόλα
steward θαλαμηπόλος, καμαρότος, ναύτης υπεύθυνος για την τροφοδοσία του πλοίου
storing room δωμάτιο αποθήκευσης
stressful με ένταση, με άγχος
sum ποσό, άθροισμα, σύνολο
supervise επιβλέπω
supervision επίβλεψη
supper δείπνο
supply (ουσ.) προμήθεια, εφοδιασμός, παροχή
sweet γλυκό
Take orders παίρνω εντολές / διαταγές
task δουλειά, εργασία, καθήκον
taste γούστο, καλαισθησία
the art of eating η τέχνη του φαγητού
third chef τρίτος μάγειρας
thyme θυμάρι
total συνολικός
train all the time εκπαιδεύομαι συνεχώς
turkey γαλοπούλα
Under pressure υπό πίεση
Valuable μεγάλης αξίας
variety ποικιλία
vast τεράστιος, απέραντος
veal μοσχαρίσιο κρέας
vinegar ξύδι
Wardroom διαμέρισμα αξιωματικού
watermelon καρπούζι
wealthy εύπορος, πλούσιος
whip up (egg) χτυπάω (αυγό)

UNIT 8

WEATHER CONDITIONS AND TRAVELLING



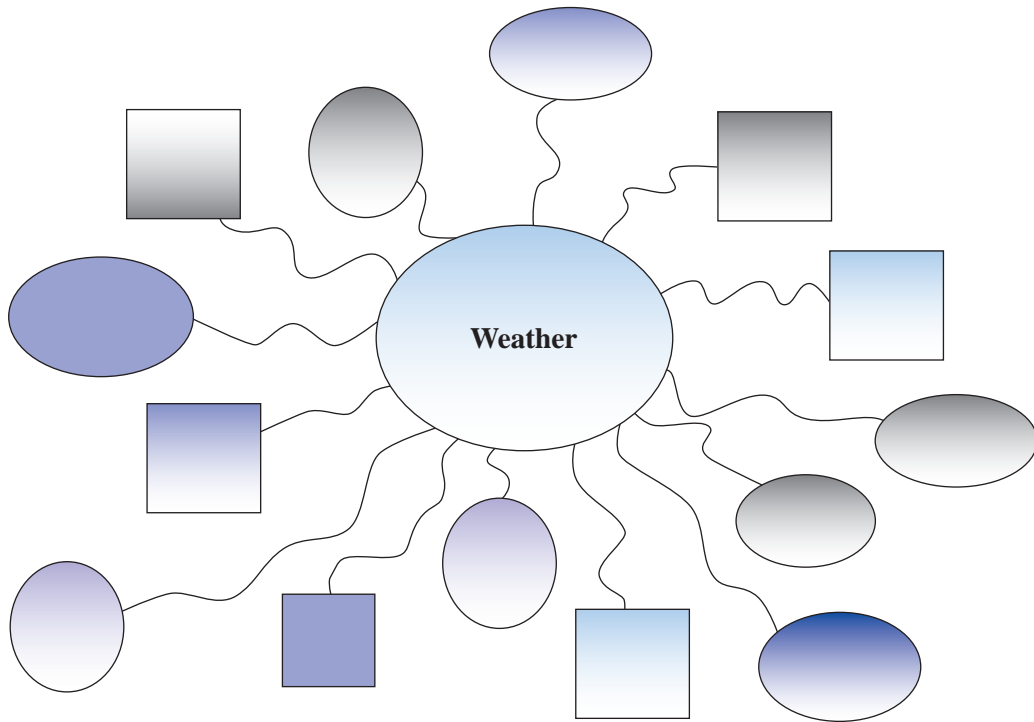
A. Sea weather conditions

Task 1 (pre- reading)

Look at the pictures of these ships. Isn't the weather terrible? Would you like to be on board these ships? Talk with your partner about them. Then respond to the following.



1. Fill in the diagram on the next page with:
 - words related to **weather** (fill in the circles), and
 - words / expressions related to **weather** and the **sea** (fill in the boxes).
2. In the wavy box on the next page write:
 - when the weather is very bad and when very good,
 - when the winds are very strong, and
 - whether it is important for ships to know where the winds blow from and what their speed is.



•
•
•

Task 2 (1st reading)

Here follows a text from a maritime magazine about poor weather conditions at sea like the ones in the above picture. The six paragraphs, however, are jumbled. Read them carefully and try to put them in the right order.

Rough Sea

a. Some experienced seamen still get seasick during severe weather. They lose their appetite for food. For a new cadet, it feels terrible. However, once the weather becomes calmer, the seasickness automatically disappears.

b. Sometimes, the personnel in the engine room get a surprise. Hail stones, the size of small pebbles, get into the ventilators and get blown into the engine room. The engine room itself is cold. The engine room personnel get warm by staying near warm heaters.

c. A person getting out to sea will most certainly meet rough seas. A foreign-going ship travels in all kinds of weathers and seasons. The most severe sea conditions occur during winter months. Below is a text on the experiences of a seaman on board a foreign-going ship.

d. Winter is when the big waves come. Waves as high as 50 feet are found in the North Pacific Ocean during the winter months. During those times, the sea and the sky become gray in colour. At times, the visibility is bad. The distance between wave crests can be around 100 feet. Imagine a ship of about 600 feet length. You can only see from 5 to 6 crests of giant waves supporting the ship.

e. Despite modern improvements, the ship is still a floating object in the vast ocean. It is affected by the waves and the winds. The most commonly known movements of a ship are the rolling and pitching movements. Rolling can happen even during mild weather. Rolling and pitching are movements about the axis of the ship to different directions. There are also other movements to different directions besides rolling and pitching. If all these movements happen together, then people get very seasick.

f. During this time winds can be very strong, ranging from gales to violent storms or even hurricanes. With such strong winds blowing against the ship, it will not be surprising to find that the position of the ship has not moved very much in one day. Of course, during bad weather the engines have to be slowed down. The pitching of the ship causes the propeller at the back to move up and down with the ship. The propellers meet strong resistance in deep waters and little resistance when they move towards the water surface. The engine that drives the propeller automatically senses the different loads and adjusts its speed accordingly. Bringing the engine speed down makes the ups and downs less strong in the controls.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Task 3 (2nd reading)

Read the text again and match the following headings with the right paragraph.

- | | |
|---------------------------------|-------------------|
| a) Adjustments to face the wind | Paragraph 1 _____ |
| b) In search of warmth | Paragraph 2 _____ |
| c) Getting seasick | Paragraph 3 _____ |
| d) Facing winter | Paragraph 4 _____ |
| e) Between waves and winds | Paragraph 5 _____ |
| f) All-weather ships | Paragraph 6 _____ |



Task 4 (reading - writing)

Tables A, B and C below present the Beaufort scale, kinds of winds, speed of winds and different states of weather and visibility. There are some words missing. Go back to the text (p 181) and complete the tables.

A

Beaufort scale	Kind of wind	Speed of wind			Sea description scale	
		In knots	Average speed in knots	In* km/h	Scale	Description of sea
0	calm	less than 1	00	1	0	calm (glassy) sea like mirror
1	light air	1-3	02	1-5	1	calm (rippled)
2	light breeze	4-6	05	6-11	2	smooth (small wavelets)
3	gentle breeze	7-10	09	12-19	3	slight (large wavelets); perhaps scattered white horses
4	moderate breeze	11-16	13	20-28	4	small waves, fairly frequent white horses
5	fresh breeze	17-21	19	29-38		moderate waves, many white horses
6	strong breeze	22-27	24	39-49	5	* sea large waves begin to form; white foam crests
7	near gale	28-33	30	50-61	6	very rough sea
8	*	34-40	37	62-74	7	moderately * waves
9	strong gale	41-47	44	75-88	 waves
10	storm	48-55	52	89-102	8	very high waves; visibility affected
11	violent *	56-63	60	103-117		exceptionally high waves; visibility affected
12	*	64 and more		118 and more	9	phenomenal; sea completely white; visibility seriously affected

* km/h (kilometres per hour) = χιλιόμετρα ανά ώρα

B

State of weather
blue sky (sunny)
sky partly blue
cloudy (* sky)
drizzle
fog
gale
hail
lightning
mist
overcast sky
rain
rain and sleet
snow
thunder
thunderstorm with rain
dew
haze

C

Visibility	*.....
	moderate
	good
	very good

Task 5 (reading - writing)

Read the text again and use the vocabulary and information presented above to complete the following table with words/terms describing the weather and the kind(s) of winds we expect to have in each season.

Seasons	Weather description (rainy, cloudy, foggy, sunny, snowy, etc.)	Kind(s) of winds (cold, warm, hot, strong, mild, moderate, gentle, light, etc.)	Wind speed*
Spring <i>March</i> <i>April</i> <i>May</i>			
Summer <i>June</i> <i>July</i> <i>August</i>	sunny		
Autumn <i>September</i> <i>October</i> <i>November</i>			
Winter <i>December</i> <i>January</i> <i>February</i>			

* a. A knot = unit of speed (of ships, aircrafts and winds) = κόμβος E.g thirteen knot winds

b. Beaufort's scale (Beau 'fort's scale - meteorology) A scale of wind force in which the force of the wind is shown by numbers from 0 to 12 = μτωφόρ

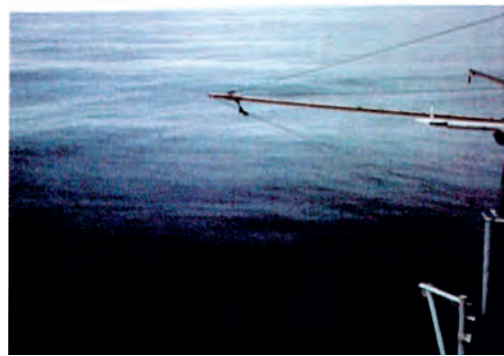
Task 6 (matching)

The following pictures (1-12) show the states of the sea. Try to match them with the corresponding wind force on the Beaufort scale and the words that describe the condition of the sea in each one of them. For your convenience we have divided the pictures and the wind forces underneath them in two groups (1-6 / a-f and 7-12/ g-l).

1



2



3



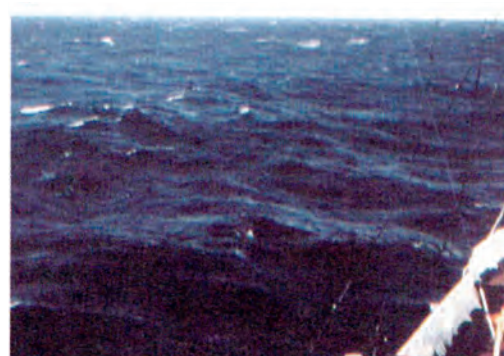
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5



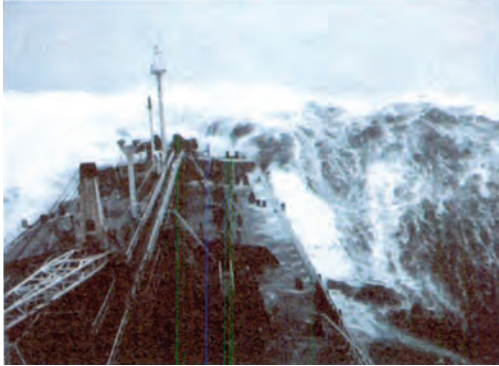
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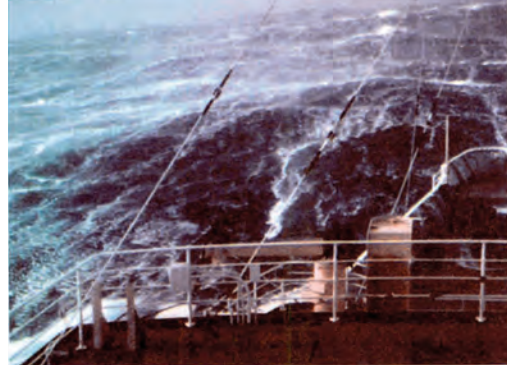
Example: pic. 1 → f (wind force 5)

- a. wind force 0 / calm (glassy) _____
- b. wind force 2 / smooth (small wavelets) _____
- c. wind force 3 / slight (large wavelets) _____
- d. wind force 4 / small waves _____
- e. wind force 5 / moderate waves _____
- f. wind force 6 / rough sea _____

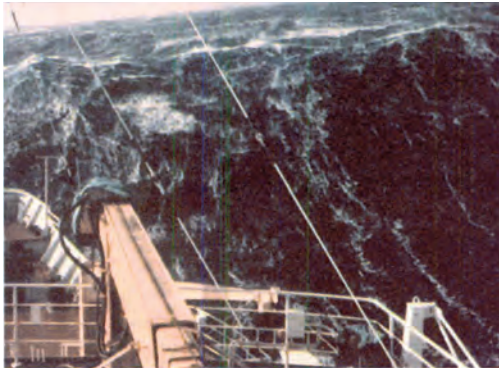
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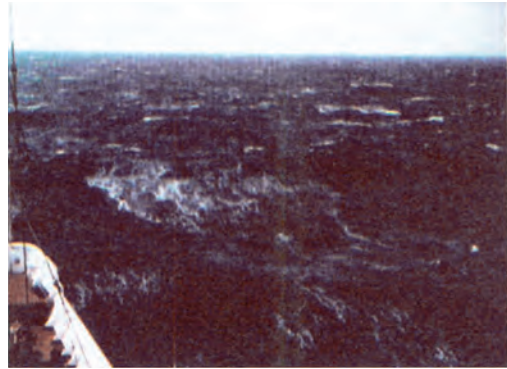
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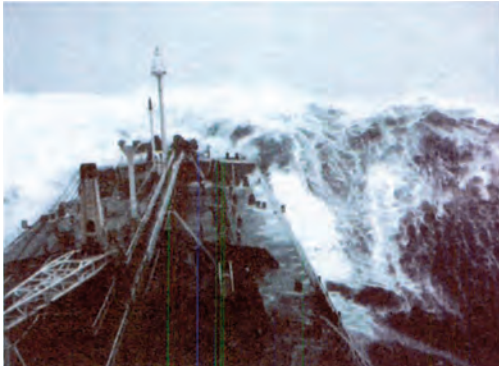
9



10



11



12



- g. wind force 7 / very rough sea _____
- h. wind force 8 / moderately high waves _____
- i. wind force 9 / high waves _____
- j. wind force 10 / very high waves _____
- k. wind force 11/ exceptionally high waves _____
- l. wind force 12 / phenomenal _____

Task 7 (group work: guessing game)

Work in groups of four. Each group chooses one of the following pictures to present to the class. Each person in the group talks to the other groups about a different part of the picture (student A: weather, student B: sea, student C: winds, student D: visibility). The students of the other groups listen to the presentation and try to guess which picture the particular group is presenting. The group which manages to make the most correct guesses is the winner.

Example:

Group 1: *In this picture the sky is gray. The sea is calm with ripples without foam crests. Visibility is good. Which picture is it?*

Group 2: *It's picture 4.*

2

1



3



4



5



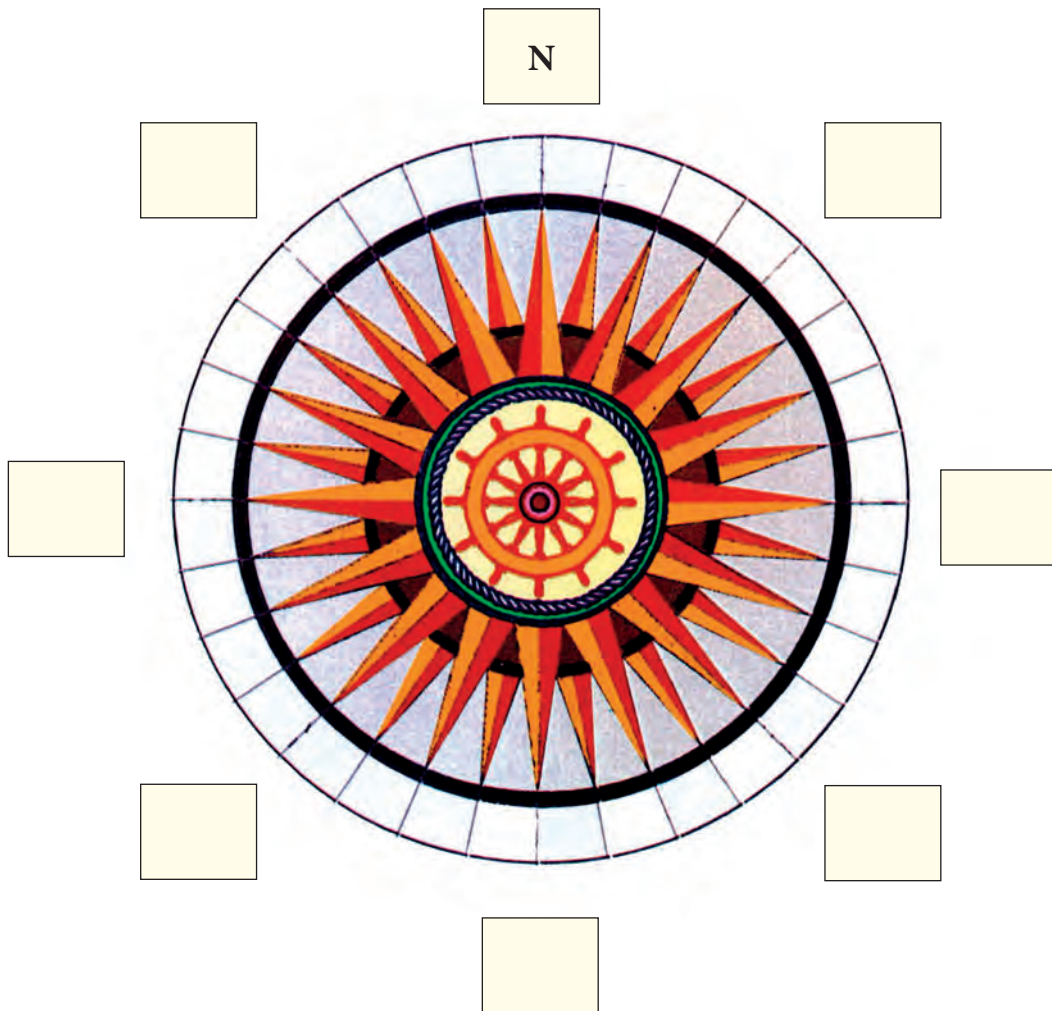
6




B. Knowing about the weather

Task 1 (pre-listening)

Here are the names of different winds. Arrange them in their proper order. Start from the most important point in navigation: North (N). Check your answers in the Appendix.



south, east, west, southwest, northeast, northwest, southeast

 **Task 2** (listening)

Listen to the weather forecast for Greece today (Friday 11th April, 2003) and respond to the following in the space below.



1. Describe the weather in Greece today.
2. Describe the weather in Attica (winds, temperatures).
3. Describe the weather in Thessaloniki (winds, temperatures).

1.

2.

3.

Task 3 (grammar: simple future)

a. Look again at your responses in the previous task (2). What do they express? Choose a or b from the following.

- a. a prediction about the future
- b. an arranged plan for the future

b. What tense are the verbs in?

c. How do we form the future tense? Complete the following sentences.

To form the future tense we need:

the personal _____ (I/you/he/she/it/we/they) + _____ + the verb without any ending.

Example: After you finish TEE, you will become a Marine Engineer.

Task 4 (grammar practice: future tense)

Talk about the weather on the following dates. Use the future tense of the verbs in the parentheses. Write your answers in the numbered gaps.

Saturday April 5th, 2003

Clear skies. They 1) _____ (turn) cloudy by the afternoon in the west and north. It 2) _____ (rain) possibly in the evening. Winds 3) _____ (be) mild and northerly, moderate in the Aegean. Temperatures 4) _____ (increase) slightly.

Sunday April 6th, 2003

Cloudy skies. It 5) _____ (get) worse with sporadic rain and storms, especially by the afternoon. Northerly winds, mild to moderate, strong in the Aegean. Temperatures 6) _____ (not change).

Monday April 7th, 2003

Cloudy with rain, especially in Thrace and Eastern Macedonia. Partly cloudy in the rest of the country. Winds 7) _____ (be) northerly, mild to moderate in the west, moderate to strong in the east, very strong in the Aegean. Temperatures 8) _____ (drop).

Task 5 (writing)

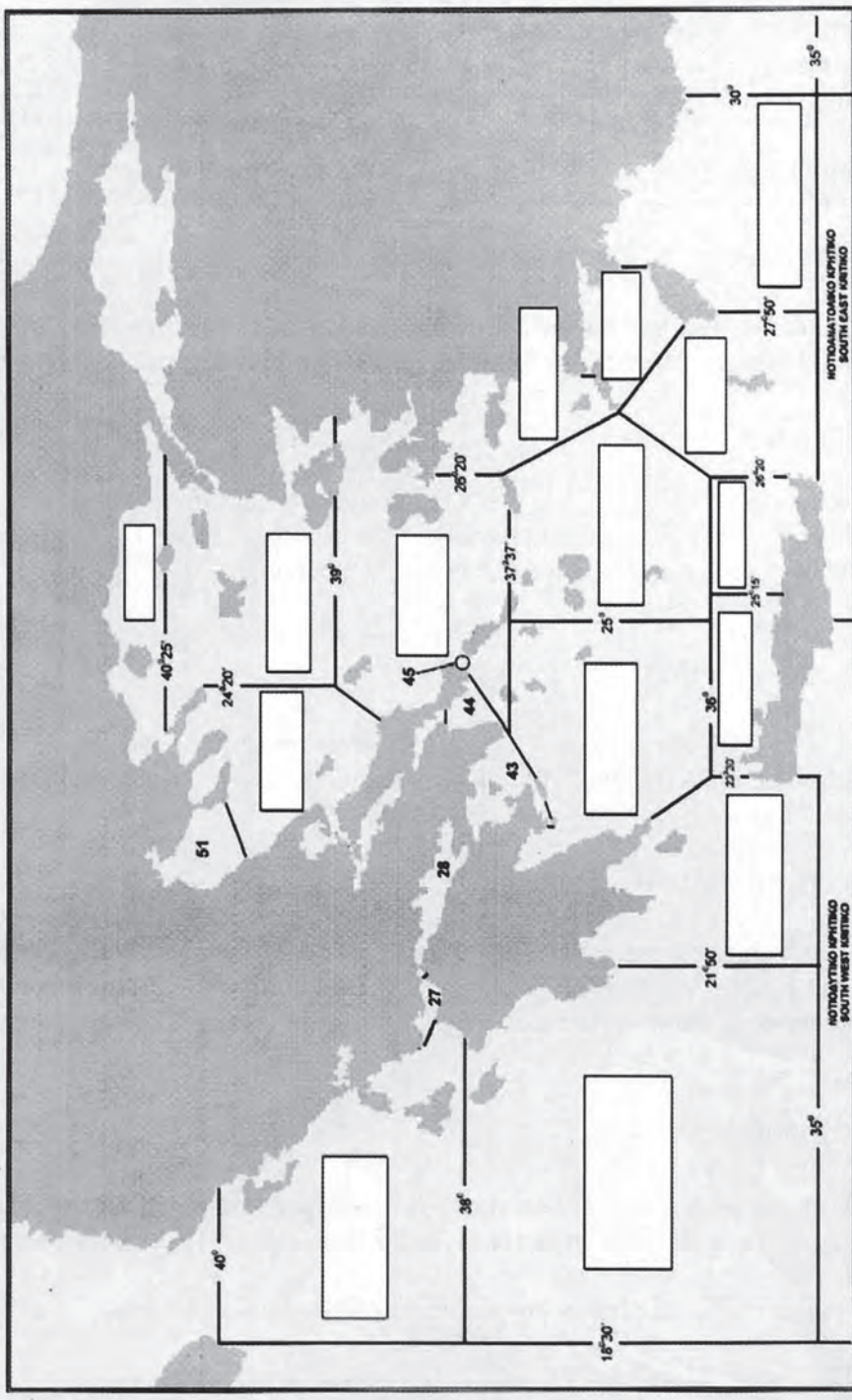
a. Look at the map of Greece on the following page and mark all the inlands and sea areas that are mentioned in the weather forecasts of Tasks 2 and 4.

b. Put the names of the following sea areas on the map of Greece.

SOUTH IONIO - KITHIRA SEA - RODOS SEA - CENTRAL AEGEAN –
WEST KRITIKO - NORTHWEST AEGEAN - SAMOS SEA - NORTH IONIO -
KASTELLORIZO SEA - NORTHEAST AEGEAN - SOUTHWEST AEGEAN -
KARPATHEIO - EAST KRITIKO - THRAKIKO - SOUTHEAST AEGEAN

HELLENIC NATIONAL METEOROLOGICAL SERVICE
WEATHER FORECAST AREAS FOR SHIPPING

ΕΘΝΙΚΗ ΜΕΤΕΩΡΟΛΟΓΙΚΗ ΥΠΗΡΕΣΙΑ
ΠΕΡΙΟΧΕΣ ΠΡΟΓΝΩΣΕΩΝ ΚΑΙΡΟΥ ΓΙΑ ΤΗ ΝΑΥΤΙΛΙΑ



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Task 6 (identifying / matching information - guessing game)

a. Look at the map on page 194. Can you guess what the numbers stand for?

In navigation and weather forecasts, numbers are used instead of names for the different sea areas. This map shows the numbered sea areas for Greece and for neighbouring countries in the Mediterranean sea (zero point is Alboran, in the Strait of Gibraltar). Study it.

b. Form 5 groups. Each group gets 10 numbers:

Group 1 → numbers 1-10, Group 2 → numbers 11-20, Group 3 → numbers 21-30, Group 4 → numbers 31-40, Group 5 → numbers 41-50. Your group's task is to place the names of the seas next to the numbers on the map. The map that is more clear and neat gets a Bravo!

c. All groups collate their information on the map with the help of their computer teachers. The aim is to produce a complete map of the Mediterranean Sea, of Marmara and the Black Sea with numbers and places, which will be hung in class for everybody to look at and learn.

d. Go back to your groups. Each group chooses 10 new sea areas to present to the other groups. Students take it in turns in their groups to present each sea area and talk about its position on the map using the cardinal points, i.e. points of the compass. They give as much information as possible about the point on the map the particular sea area is at. The other groups try to guess the sea area. The group which manages to guess most of the sea areas is the winner.

Example:

Student A: *It is in the west of Italy, southeast of Elbe, east of Madalena, north of Lipari and northeast of Carbonara. Which sea area is it?*

Student B: *It's Circeo.*

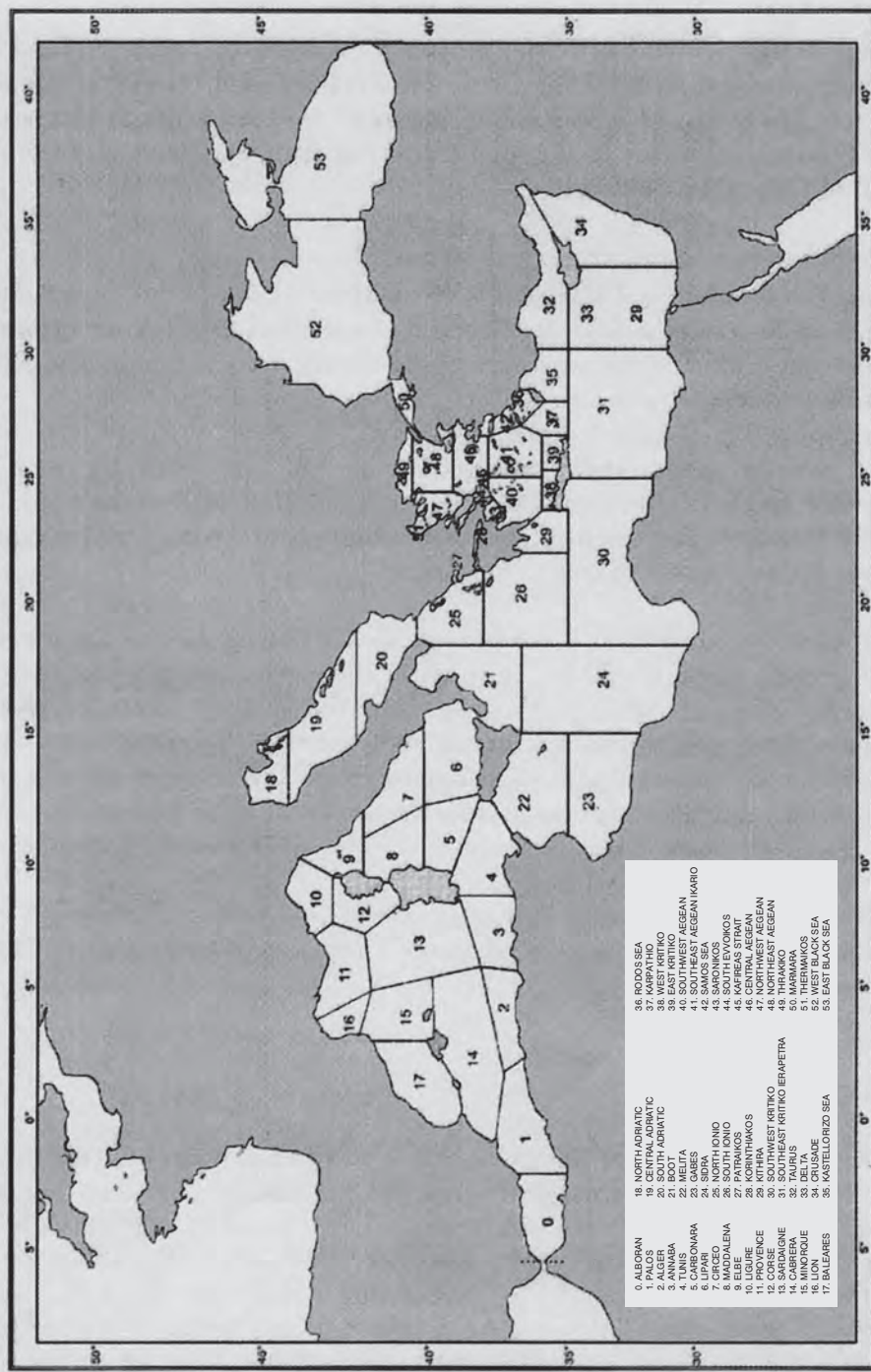
Task 7 (gap-filling)

Your Geography teacher has given you a weather and sea bulletin for shipping from the Hellenic Meteorological Service (p 195 numbers in it indicate Beaufort). Some information on it (i.e. sea areas, winds, Beaufort, visibility) is not very clear. He has also given you a map (p 196) with notes about the missing information. SW, SE, NW, NE stand for *Southwest, Southeast, Northwest, Northeast* and arrows indicate change in winds and Beaufort. The letters G, M, and P stand for good, moderate and poor visibility. Look at the map and the information about weather and sea conditions and complete the gaps in the bulletin on page 195.

Example: sea area 18: W 4 → NE 6 (P) = NORTH ADRIATIC NORTH ADRIATIC VARIABLE 3 LOCALLY WEST 4 LATER NORTHEAST 6 MODERATE LOCALLY POOR

**ΕΘΝΙΚΗ ΜΕΤΕΩΡΟΛΟΓΙΚΗ ΥΠΗΡΕΣΙΑ
ΠΕΡΙΟΧΕΣ ΠΡΟΓΝΩΣΤΩΝ ΚΑΙΡΟΥ ΓΙΑ ΤΗ ΝΑΥΤΙΛΙΑ**

**METEOFRANCE - HELLENIC NATIONAL METEOROLOGICAL SERVICE
WEATHER FORECAST AREAS FOR SHIPPING METAREA III (INMARSAT-C)**



- | | |
|-----------------------|----------------------|
| 0. ALBORAN | 36. IODOS SEA |
| 1. PALOS | 37. ΚΑΡΠΑΘΙΟ |
| 2. NORTH ADRIATIC | 38. EAST KRITIKO |
| 3. ANNABA | 39. SOUTH ADRIATIC |
| 4. TUNIS | 40. SOUTHWEST AEGEAN |
| 5. ANNABA | 41. NORTHWEST AEGEAN |
| 6. LIPARI | 42. SAMOS SEA |
| 7. CERCEO | 43. SARONIKOS |
| 8. CALABRIA | 44. NORTH AEGEAN |
| 9. ELBE | 45. SAEPEAS STRAIT |
| 10. LIGURE | 46. CENTRAL AEGEAN |
| 11. PROVENCE | 47. NORTHWEST AEGEAN |
| 12. CALABRIA | 48. NORTHWEST AEGEAN |
| 13. SARDAIGNE | 49. THRAKIKO |
| 14. CARRERA | 50. MARMARA |
| 15. CARRERA | 51. WEST BLACK SEA |
| 16. LION | 52. WEST BLACK SEA |
| 17. BALEARIC | 53. EAST BLACK SEA |
| 18. NORTH ADRIATIC | |
| 19. CENTRAL ADRIATIC | |
| 20. SOUTH ADRIATIC | |
| 21. BOOT | |
| 22. MELTA | |
| 23. SYDRA | |
| 24. SYDRA | |
| 25. NORTH IONIO | |
| 26. SOUTH IONIO | |
| 27. PATRARKOS | |
| 28. KORINTHAKOS | |
| 29. NORTHWEST KRITIKO | |
| 30. SOUTHWEST KRITIKO | |
| 31. SOUTHWEST KRITIKO | |
| 32. TALIRUS | |
| 33. TALIRUS | |
| 34. CRUSADE | |
| 35. KASTELLORIZO SEA | |

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FQME22 LGAT 052000
NATIONAL METEOROLOGICAL SERVICE
ATHENS MARINE METEOROLOGICAL CENTRE

WEATHER AND SEA BULLETIN FOR SHIPPING
DATE AND TIME OF ISSUE 05-12-2003 / 2000 UTC

PART 1
NO GALE

PART 2
SYNOPSIS OF SURFACE WEATHER CHART 051500 UTC
HIGH PRESSURES 1026 COVER THE NORTHWEST BALKANS AND RELATIVELY LOW
1014 THE EAST MEDITERRANEAN SEA AND THE NORTH BLACK SEA.

PART 3
FORECAST FOR 24 HOURS FROM 052200 UTC UP TO 062200 UTC

NORTH ADRIATIC
VARIABLE 3 LOCALLY _____ LATER _____ . MODERATE LOCALLY
POOR

SOUTH ADRIATIC
NORTHWEST 5 LATER 6. MODERATE

BOOT
_____. MODERATE IN THE MORNING LOCALLY _____

MELITA
SOUTH SOUTHEAST 4 LATER NORTHWEST 5. MODERATE LOCALLY POOR

GABES
EAST 4 LOCALLY 5 LATER NORTHWEST 5. MODERATE LOCALLY POOR

SIDRA
_____ LATER _____ LOCALLY 6. MODERATE LOCALLY POOR

NORTH IONIAN
NORTHWEST 5. MODERATE IN THE MORNING LOCALLY POOR

SOUTH IONIO
_____ TEMPORARILY LOCALLY 6. _____

PATRAIKOS
WEST NORTHWEST 4 TO 5. MODERATE IN THE MORNING LOCALLY POOR

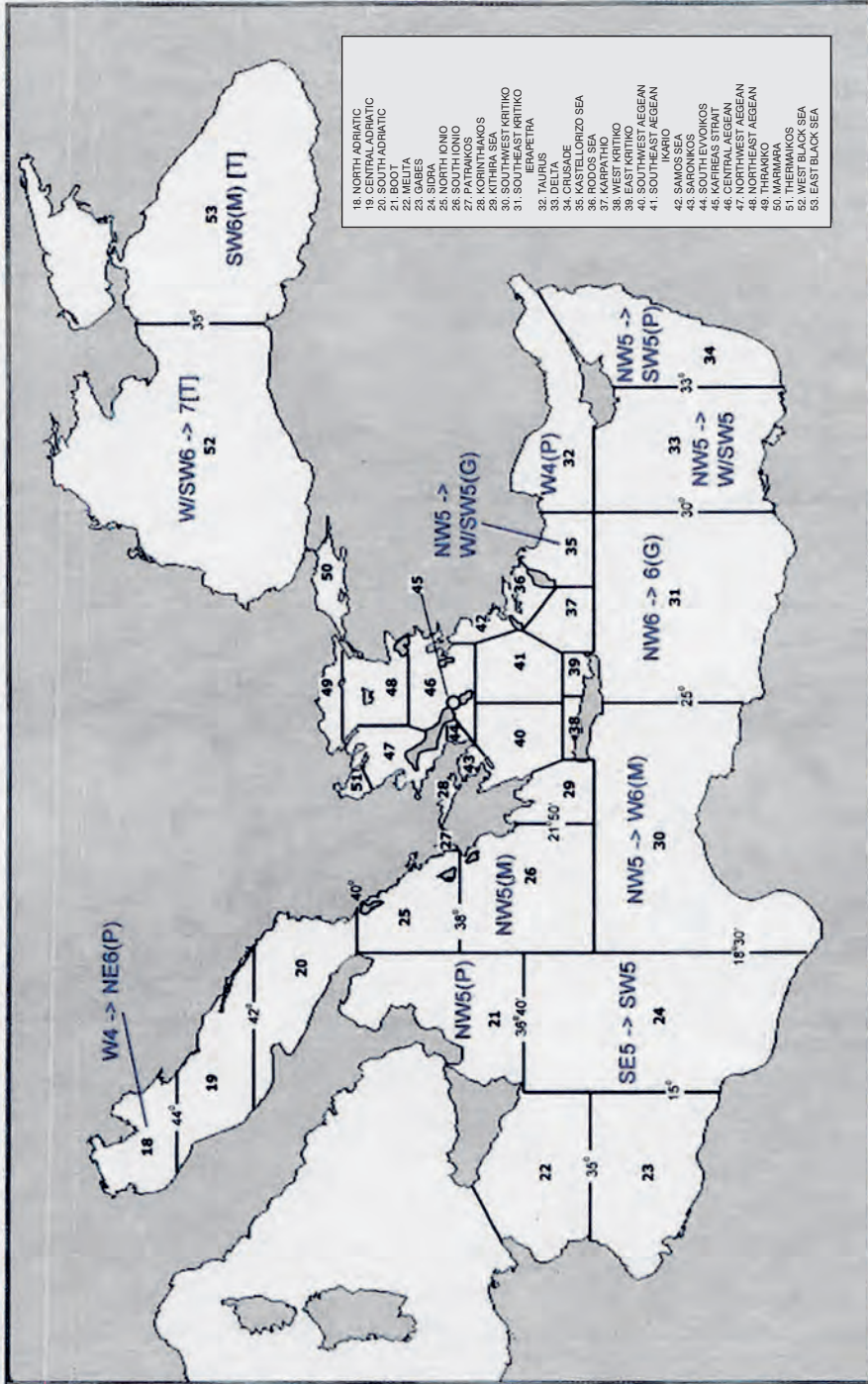
KORINTHIAKOS
WEST NORTHWEST 4 TO 5. MODERATE IN THE MORNING LOCALLY POOR

KITHIRA SEA
NORTHWEST 5 LOCALLY 6 LATER WEST 6. GOOD

SOUTHWEST KRITIKO
_____ LOCALLY 6 LATER _____ LOCALLY 7. _____ .

ΕΘΝΙΚΗ ΜΕΤΕΩΡΟΛΟΓΙΚΗ ΥΠΗΡΕΣΙΑ
ΠΕΡΙΟΧΕΣ ΠΡΟΓΝΩΣΕΩΝ ΚΑΙΡΟΥ ΓΙΑ ΤΗ ΝΑΥΤΙΛΙΑ

HELLENIC NATIONAL METEOROLOGICAL SERVICE
WEATHER FORECAST AREAS FOR SHIPPING



- 18. NORTH ADRIATIC
- 19. CENTRAL ADRIATIC
- 20. SOUTH ADRIATIC
- 21. IONIAN
- 22. MELITA
- 23. GABES
- 24. SIDRA
- 25. NORTH IONIO
- 26. SOUTH IONIO
- 27. PATRARKOS
- 28. KORINTHAKOS
- 29. KITHIRA SEA
- 30. NORTH WEST AEGEAN
- 31. SOUTH EAST KRITIKO
- 32. TAURUS
- 33. SERRAIO
- 34. CRUSADE
- 35. KASTELLORIZO SEA
- 36. RODOS SEA
- 37. KARPATHIO
- 38. EAST KRITIKO
- 39. EAST KRITIKO
- 40. SOUTH WEST AEGEAN
- 41. SOUTH EAST AEGEAN
- 42. SAMOS SEA
- 43. SARONIKOS
- 44. SOUTH EVOIKOS
- 45. NORTH EVOIKOS
- 46. KORBAS SEA
- 47. NORTH WEST AEGEAN
- 48. NORTH EAST AEGEAN
- 49. THRAKIKO
- 50. THRAKIA
- 51. THERMAIKOS
- 52. WEST BLACK SEA
- 53. EAST BLACK SEA

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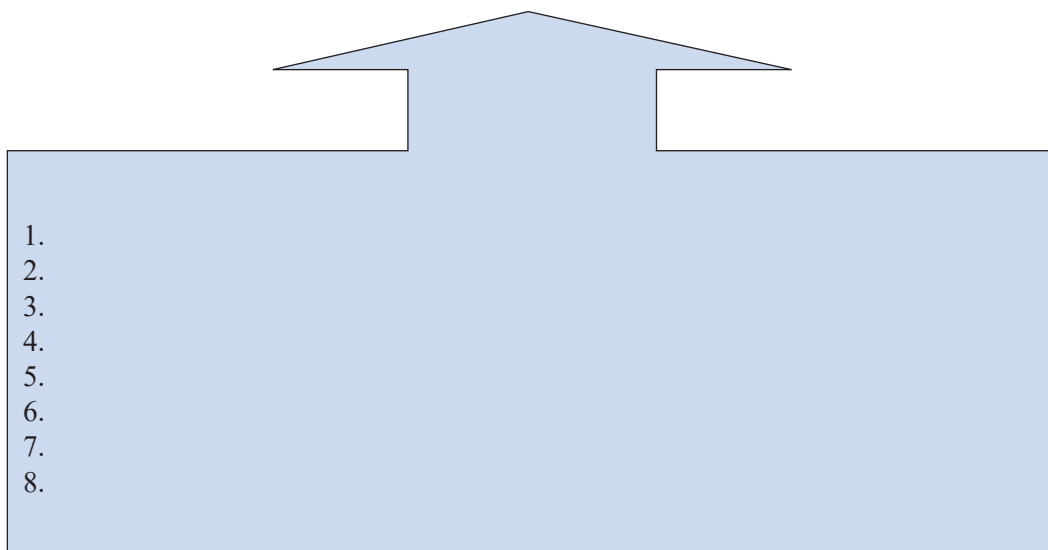
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Task 8 (reading)

Get information from the complete weather and sea bulletin for shipping (p 195) in order to answer the following questions in the space provided.

Questions

1. What will the weather be in the Northwest Balkans?
2. How will the weather develop in the South Adriatic?
3. Will visibility be good in Patraikos?
4. What about visibility in Korinthiakos?
5. What is the difference in weather in Kithira sea and Southwest Kritiko?
6. How different is the weather in the North Adriatic in comparison with the South Adriatic?
7. What is the difference in weather between the North Ionian and the South Ionian?
8. In which sea areas is visibility good?



1.
2.
3.
4.
5.
6.
7.
8.

Task 9 (weather and sea bulletin-completion)

Use the notes on the map (p 196) to complete the weather and sea bulletin for the following areas. The letter T in the notes stands for Thunderstorm.

SOUTHEAST KRITIKO IERAPETRA

_____ LATER _____ LOCALLY 7. _____

TAURUS

_____ LOCALLY 5. MODERATE IN THE MORNING LOCALLY
POOR. _____

DELTA
_____ LOCALLY 6 LATER _____
LOCALLY 6. _____ RAIN

CRUSADE
_____ SOON _____ LOCALLY 6. _____
LOCALLY _____ RAIN

KASTELLORIZO SEA
_____ LATER _____

WEST BLACK SEA
_____ SOON _____

EAST BLACK SEA
_____ SOON LOCALLY 7. _____

Task 10 (writing)

Find out about the weather tomorrow in your city or town. Use the weather reports on p 191, Task 4 as a model, and e-mail the information you have collected to TEEs in another city or town. Ask them to e-mail you information about the weather in their city or town tomorrow. Start as follows.

Example: In our city/town tomorrow it will be sunny/cloudy/foggy. Winds will be southerly/northerly, strong/mild Temperatures will change/not change.



C. Weather forecast and shipping

Task 1 (pre-reading)

Look at the badge below. Can you make out what it says? It's in Greek, Modern and Ancient. What is its importance in relation to weather?



Task 2 (1st reading)

Read the text carefully to answer the questions on the following page.

A lot of help is given to ships by the Meteorological Services while travelling. Each country has its National Meteorological Service from which information on weather conditions is broadcast. Not only travelling ships need information on weather, but also airplanes, farmers and people of other professions like builders, fishermen, etc. Ordinary people need it as well. We all want to know what the weather will be like today, tomorrow, this week, next week, etc. Predictions on the weather are important, and this information is offered by the Meteorological Service.

The Hellenic National Meteorological Service (EMY), in order to be more effective, operates a network of meteorological stations all over Greece. Information on the weather is provided by the meteorological centers in the Greek provinces and meteorological offices at ports and airports. EMY is manned by personnel with many qualifications. Some of them are ordinary people. Others come from the army. In order to make the predictions more exact, EMY is equipped with the latest technological devices such as powerful central computers and work-stations. Radars and satellites, which collect meteorological data, are included in EMY's equipment too.

The Hellenic National Meteorological Service (EMY) represents Greece in three international organizations:

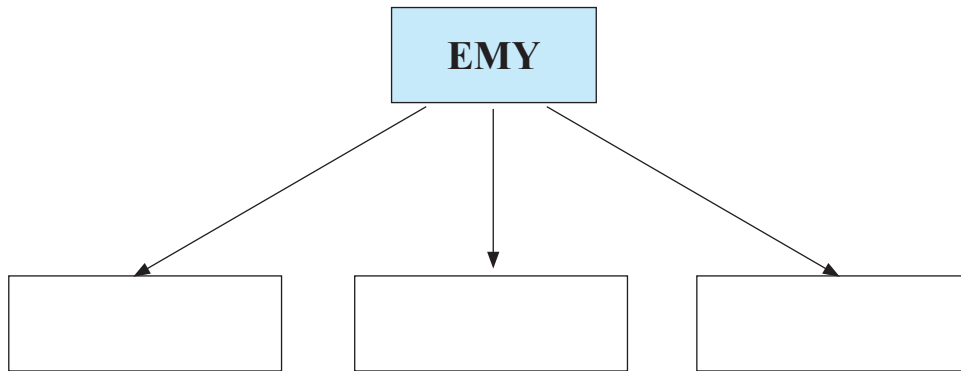
- The World Meteorological Organization (WMO), which was founded in 1947. It is based in Geneva. This organization is responsible mainly for the planning of the meteorological system of weather observation on world level.
- The European ECMWF Organization, which was founded in 1973. It is responsible for the research and development of mathematical methods for weather forecasts.
- The European EUMETSAT Organization, which was founded in 1986. It is responsible for the development and the exploitation of meteorological satellite systems.

Questions

1. Where do ships get information on the weather from?
2. Who else, besides ships, is information on weather useful for?
3. Is information on weather useful for you? Why?
4. Why is it necessary for every country to have its own meteorological service?
5. Why is it necessary for a country's meteorological service to have stations in different parts of the country?
6. Where else does the meteorological service of a country get information on the weather?
7. Who works for EMY?
8. What kind of equipment does EMY have?
9. How does EMY collect its information?

Task 3 (2nd reading)

Read the text once more and fill in the diagram with information about the three international organizations the Greek EMY is involved with.



Task 4 (3rd reading: Vocabulary)

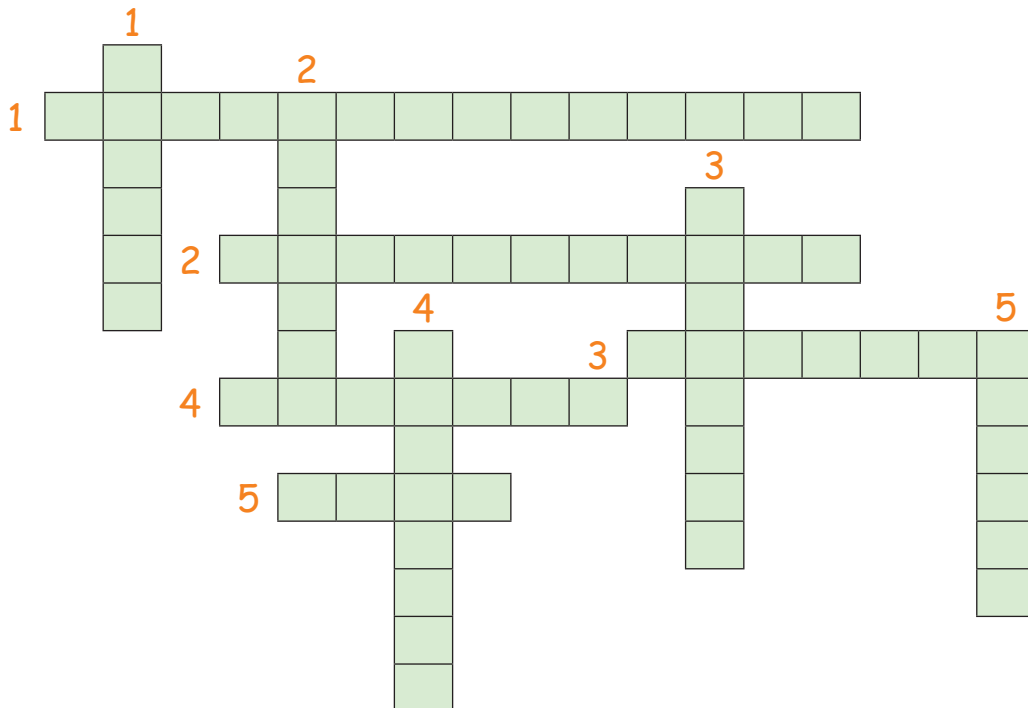
Read the text once more, find the words that collocate with the following words and do the puzzle.

Across

1. services
2. exact
3. technological
4. conditions
5. meteorological

Down

1. mathematical
2. a network
3. weather
4. work
5. satellite



Task 5 (grammar: passive voice)

The sentences in the space below come from the text about EMY, p 199. Read them carefully and then choose a or b to answer the questions.

A lot of help is given to ships while travelling.
Information on the weather is provided.

What is of more interest in the above sentences?

- a. The doer (i.e. the person who does the action)?
- b. The action itself, e.g. the help, the information, the data, etc. given to the ships?

When we think more about **what is done** and not about who does an action, we use a form called **passive voice**. If you look carefully at the rest of the sentences underlined in the text, you will be able to say how we form it.

We form the **passive voice** with the **verb** _____ and _____

Task 6 (grammar practice: passive voice)

Fill in the blanks in the sentences below with the correct form of the passive voice. An example is given for you.

Example: Computers are used by EMY to predict the weather. (use)

1. Colours and symbols ___ _____ to provide information about storms and gales. (use)
2. During a lifeboat drill lifejackets _____ by the Safety Officer. (inspect)
3. Many works of art _____ by seamen on board a ship. (produce)
4. Magazines and other reading material _____ on board. (read)
5. Indoor games like darts and cards _____ in the Mess Room on board. (play)
6. A lot of time _____ on watches, sleep, meals, tidying up the cabins and other duties. (spend)
7. Lifejackets _____ with a whistle on a string. (equip)
8. On board big ships rescue boats _____ on the starboard side. (locate)
9. A fire situation _____ if everybody understands the fire triangle. (prevent)
10. If the crew-members know the rules, fires on board _____. (control)
11. Modern ships _____ of steel. (make)
12. Marines _____ how to face emergency situations. (train)

Task 7 (speaking)

Is the weather forecast important to you? If yes, why? If not, why? How often do you read and/or listen to the weather forecast, e.g. in the papers, on the TV or on the radio? Report to the class.

Task 8 (project)

a. Visit the Hellenic Meteorological Service and collect information about the following:

- How many people work there?
- How often are weather forecasts broadcast?
- How often are weather and sea bulletins for shipping broadcast?
- What technological devices/systems are used for broadcasting weather and sea bulletins for shipping?
- Under what circumstances (i.e. weather and sea conditions) are ships prevented from sailing off?
- In which Greek sea areas blow the strongest winds in the winter? What direction do these winds blow from?

b. Write a short paragraph with the information you collected from the Hellenic Meteorological Service. E-mail the paragraph to some TEE students specializing in maritime studies in another Mediterranean country. Ask them to e-mail you a similar paragraph with information about their National Meteorological Service, as well as a weather and sea bulletin for shipping. Start as follows.

Dear fellow students,

We are students in the Technical School of _____ . We're sending some information about

.....
.....
.....
.....
.....

Please send us some information about

 **Task 9** (pronunciation)

a. Listen to and repeat the following words.

/u/	/u:/
good	move
situation	rescue
during	duty
influence	include

b. Put the following words in the table according to the sound of the underlined vowel(s).

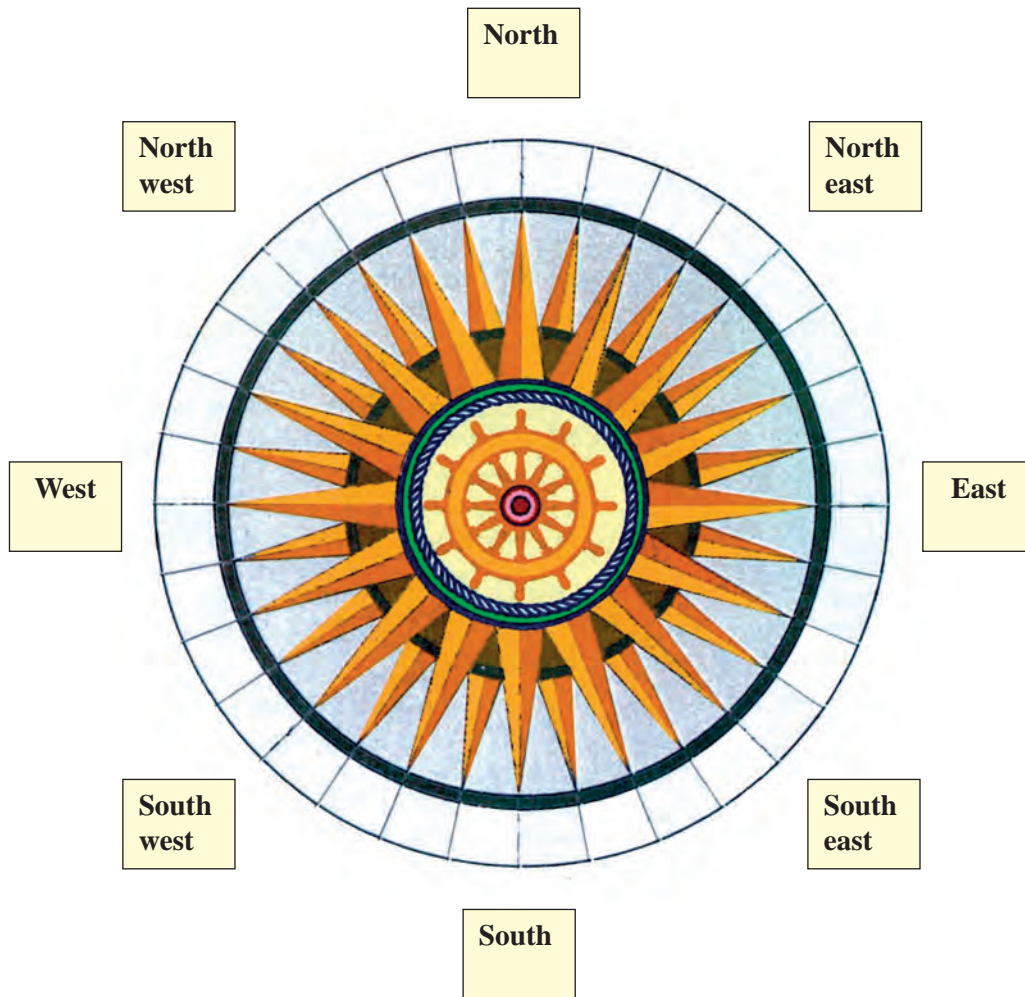
lose, sugar, dew, full, produce, rule, put, woman, crew, poor

/u/	/u:/



UNIT 8 APPENDIX

B. Task 1 (p 189)



B. Transcript of listening text (Task 2), p 190

This is our weather forecast for today, Friday 11th April, 2003. In the morning skies will be cloudy with rain, clearing later from the west by the afternoon. Winds will be southeasterly, moderate to strong in the west, very strong in the Ionian and mild to moderate in the east. Temperatures will range from 3 to 15 Celsius in the north, 6 to 19 Celsius in the rest of the country and 9 to 18 Celsius in the islands.

In the area of **Attica** the skies will be cloudy with rain. The winds will be southeasterly, mild to moderate. Temperatures will range between 10 and 19 Celsius. In **Thessaloniki** skies will be cloudy with possibility of rain in the early hours. The weather will improve quickly. Winds will be northerly, mild. Temperatures will range between 9 and 15 Celsius.

UNIT 8 GLOSSARY

Adjust προσαρμόζω, ρυθμίζω, διορθώνω	mist ομίχλη με ορατότητα λιγότερη από 2 χιλ., όχι τόσο πυκνή ομίχλη όσο στη λέξη <i>fog</i>
air αέρας	moderate μέτριος
appetite όρεξη	moderate gale σφοδρός άνεμος
area περιοχή	moderate breeze μέτριος άνεμος
Badge έμβλημα, σήμα	navigation ναυτιλία, ναυσιπλοΐα
blue sky ηλιοφάνεια	Near gale σφοδρός άνεμος
breeze αύρα	net (ουσ.) δίχτυ
Calm γαλήνιος, ήρεμος, ατάραχος	network δίκτυο
Celsius Κελσίου	north Βορράς, βοριάς, βορινός, τραμμουντάνα
cloud σύννεφο, συννεφιάζω	northeast βορειοανατολικός (άνεμος), γρέγος
cloudy συννεφιά, νέφωση, νεφελώδης	northerly από το Βορρά
crest κορυφή κύματος	northwest βορειοδυτικός (άνεμος), μαΐστρος
Dew δροσιά, δρόσος	Observation παρατήρηση
drizzle ψιλή βροχή, ψιχάλα	operate λειτουργώ, χειρίζομαι
East ανατολή, λεβάντες	ordinary συνηθισμένος, κοινός
effective αποτελεσματικός	overcast συννεφιασμένος, νεφελώδης
equip εξοπλίζω, εφοδιάζω	own (e.g. my own) δικός (π.χ. δικός μου)
exploitation εκμετάλλευση	Pebble βότσαλο
Fluctuation ταλάντευση	personnel προσωπικό, πλήρωμα
fog ομίχλη	pitch (ρήμα) σκαμπανεβάζω, η κίνηση που κάνει η πλώρη του καραβιού καθώς μπαίνει μέσα στα κύματα και ξαναβγαίνει
found (ρήμα) ιδρύω	poor (visibility) μικρή / κακή (ορατότητα)
fresh breeze δροσερή αύρα, δροσερό αεράκι τεσσάρων ή πέντε βαθμών της κλίμακας Μπωφόρ	predictions προβλέψεις
Sale θύελλα, θυελλώδης άνεμος	provide παρέχω, δίνω
gentle breeze λεπτός άνεμος	province επαρχία
Hail χαλάζι	Qualification προσόν
haze ελαφρά ομίχλη (η ορατότητα είναι μεγαλύτερη από 2 χιλ.)	Rain βροχή
hurricane τυφώνας, θύελλα	represent εκπροσωπώ
Ice πάγος	resistance αντίσταση
improve βελτιώνω	roll (ουσ.) διατοιχισμός
include περιλαμβάνω	roll (ρήμα) κουνάω από πλευρά σε πλευρά, κάνω μπότζι
increase αυξάνω	rough κυματώδης
informal ανεπίσημος	Satellite δορυφόρος
involve εμπλέκομαι, ανακατεύομαι	seasickness ναυτία
Join συνδέω	severe δύσκολος, αυστηρός
Km/h (kilometers per hour) χιλιόμετρα ανά ώρα	sky partly blue μερική ηλιοφάνεια
knot κόμβος, ναυτικό μίλι	sky partly clouded μερική νέφωση
Level επίπεδο	sleet χιονόνερο
light air υποπνέων άνεμος	slightly ελαφρά
light breeze ασθενής άνεμος	slow down ελαττώνω ταχύτητα
lightning αστραπή	snow χιόνι
Man (ρήμα) επανδρώνω	south νότος, νοτιάς, νότιος, όστρια
Meteorological Service Μετεωρολογική Υπηρεσία	
mild μαλακός, ήπιος, γλυκός, ελαφρύς	

southeast νοτιοανατολικός (άνεμος),
σιρόκος
southeasterly από νοτιοανατολικά
southwest νοτιοδυτικός (άνεμος), γαρμπής
sporadic σποραδικός
strong breeze ισχυρός άνεμος

strong gale ισχυρή θύελλα
storm καταιγίδα, σφοδρή θύελλα
Temperature θερμοκρασία
terrible τρομερός
thunder κεραυνός

UNIT 9

Revise and consolidate



In this unit you will have to go back to units 7 and 8 and revise. The aim is to help you learn what you have done so far. You will also discover what you are good at and where you need more work.

A. Maritime issues (20 points)

a. Here follows Part 3 of a weather and sea bulletin, which comes from the Hellenic Meteorological Service (numbers in it dictate Beaufort). Read it and then go to the map on the following page to mark the sea areas this weather and sea bulletin is about.

FQME22 LGAT 052000
NATIONAL METEOROLOGICAL SERVICE
ATHENS MARINE METEOROLOGICAL CENTRE

WEATHER AND SEA BULLETIN FOR SHIPPING FOR METAREA 3
DATE AND TIME OF ISSUE 26-1-04 /0800 UTC

PART 3
FORECAST FOR 24 HOURS FROM 261000 UTC UP TO 271000

SOUTHWEST AEGEAN
NORTH NORTHEAST 4 LOCALLY 5 LATER SOUTHWEST 5 TO 6.

SOUTHEAST AEGEAN IKARIO
NORTH NORTHWEST 4 LOCALLY 5 LATER SOUTH. MODERATE.

SAMOS SEA
NORTH 4 TO 5 SOON 5 TO 6. MODERATE.

SARONIKOS
NORTH 3 LOCALLY 4 LATER SOUTH 5. MODERATE

SOUTH EVOIKOS
NORTH NORTHEAST 4 TO 5 LATER SOUTH 5. MODERATE

CENTRAL AEGEAN
NORTH NORTHEAST 4 TO 5 LATER SOUTH 5. MODERATE

NORTHWEST AEGEAN
NORTH NORTHWEST 4 LATER SOUTH 4 TO 5. MODERATE

NORTHEAST AEGEAN
NORTHEAST 4 TO 5 LATER SOUTH 5. MODERATE

THRAKIKO
EAST NORTHEAST 4 TO 5 LATER SOUTH 5. MODERATE

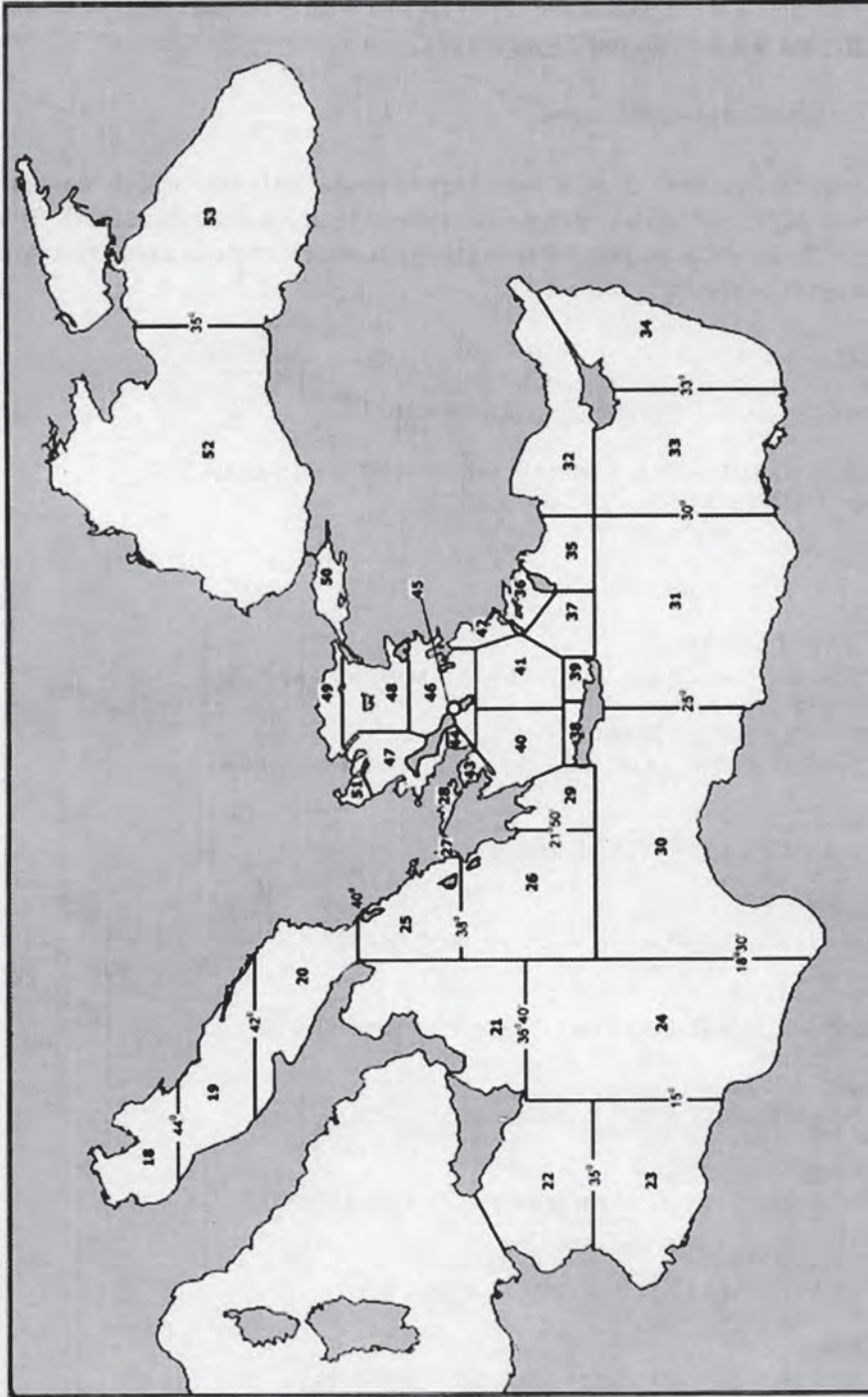
THERMAIKOS
NORTH NORTHWEST 3 TO 4 LATER VARIABLE 3. MODERATE

WEST BLACK SEA
NORTH 5 TO 6 LATER NORTH NORTHWEST 4 TO 5. POOR. SNOW

EAST BLACK SEA
OVER WEST WEST 5 TO 6 OVER EAST SOUTH 5 TO 6 SOON WEST 5 TO 6. POOR. RAIN

ΕΘΝΙΚΗ ΜΕΤΕΩΡΟΛΟΓΙΚΗ ΥΠΗΡΕΣΙΑ
ΠΕΡΙΟΧΕΣ ΠΡΟΓΝΩΣΕΩΝ ΚΑΙΡΟΥ ΓΙΑ ΤΗ ΝΑΥΤΙΛΙΑ

HELLENIC NATIONAL METEOROLOGICAL SERVICE
WEATHER FORECAST AREAS FOR SHIPPING



Edition 2000

A.3072

b. Answer the following questions about weather conditions in certain sea areas. Get the information from the weather and sea bulletin of the previous task (p. 209). Write your answers in the space below.

Questions

1. What will the weather be like in Thermaikos?
2. Will visibility be good in the West Black Sea?
3. What about visibility in Kafireas Strait?
4. How will the weather develop in the East Black Sea?
5. How is the weather different in the Southwest Aegean and in the Southeast Aegean Ikario?
6. In which sea areas is there snow?
7. How is the weather different in Samos Sea and in South Evoikos?
8. In which sea areas will the weather be the same in the next 24 hours?

1. 2. 3. 4. 5. 6. 7. 8.
--

B. Listening Comprehension (6 points)

a. Listen to the experiences of a seaman onboard a foreign-going ship. Say whether the following statements are true (T) or false (F). See the transcript in the Appendix (p 219)

- | | |
|--|-----|
| 1. Seasickness takes a long time to disappear even when the weather gets better. | T/F |
| 2. Modern ships are not affected by waves and winds. | T/F |
| 3. In the winter the sea gets very wavy. | T/F |
| 4. During bad weather the ships go slower. | T/F |
| 5. Even when the speed of the ship is reduced, the ups and downs are still strong in the controls. | T/F |
| 6. The engine room personnel sometimes find hail-stones in the engine room. | T/F |

C. Speaking (10 Points)

a. Look at the following pictures and describe the weather and sea conditions.

1



2



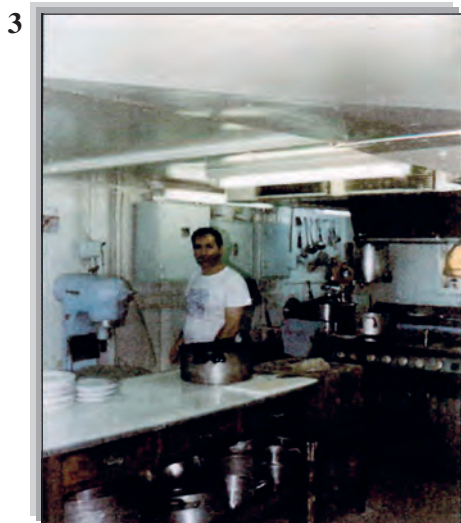
3



4



b. Think of one of the following pictures. The other students try to guess the picture by asking questions about the people, the activities, the food items, the kitchen equipment and utensils, using *some* and *any*.



D. Look at the following sets of pictures 1-2, 3-4, 5-6 and say *what is going to or will happen* in them (arrangements / plans or predictions). Some expressions are given below for help.

1



2



3



4



5



6



**Pic. 1-2 serve lunch / dinner / - have lunch / dinner
Pic. 3-4 weather change / improve
Pic. 5-6 ship drop anchor**

E. Writing (15 points)

a. You are the Chef on board a cargo ship. Write a note to the Steward with the weekly menu for the crew-members. Include a list of the food supplies you are going to need. Start as follows.

Dear Jason,

This is the menu for next week:

We are the following food supplies:

b. Choose an area on the map of Greece (p 192) and write a weather forecast for the next 24 hours. Include information about the sky, the winds (i.e. direction and force), the sea (if it is a coastal place-description), the temperatures (i.e. range) and visibility.

c. Send an e-mail to the students of another TEE, in which you describe the weather and sea conditions in your area during the four seasons of the year. Write about average temperature, winds and visibility too. Ask them to e-mail you information about the weather and sea conditions in their area throughout the year.

F. Grammar (19 points)

a. Listen to the dialogue between Mr. and Mrs. Dimitriou and write all the adjectives you hear in it. Then complete the table below accordingly. (See the transcript in the Appendix of Unit 7, p 175)

adjectives	comparative degree

b. Complete the following sentences with the verbs in the parentheses in the right form.

1. Harry Sotiriou and the French Chef _____ (prepare) French potatoes and a Greek soup.
2. Harry Sotiriou is happy because he _____ (work) with the French master.
3. Michelle Buffont _____ (not mix) the chocolate and sugar first.

c. Complete the gaps in the following paragraph using the verbs in the box below. Put them in the simple present (active or passive).

man collect include equip operate provide come

The Hellenic National Meteorological Service (EMY), in order to be more effective, 1) _____ a network of meteorological stations all over Greece. Information about the weather 2) _____ by the meteorological centers in the Greek provinces, and meteorological offices at ports and airports. EMY 3) _____ by personnel with many qualifications. Some of them are ordinary people. Others 4) _____ from the army. In order to make the predictions more exact, EMY 5) _____ with the latest technological devices such as powerful central computers and work-stations. Radars and satellites, which 6) _____ meteorological data, 7) _____ in EMY's equipment too.

G. Vocabulary (20 points)

Find in the table below 20 words related to weather, sea conditions and wind force.

D	P	H	E	N	O	M	E	N	A	L
O	R	A	I	N	T	S	E	B	R	D
M	I	S	T	O	W	L	F	C	O	A
P	C	R	H	A	Z	E	W	O	U	G
M	L	R	A	Z	O	E	A	L	G	L
B	O	O	I	M	D	T	V	D	H	A
R	U	R	L	P	G	S	Y	I	K	S
E	D	O	F	S	P	O	T	U	M	S
E	Y	L	G	G	A	L	E	O	I	Y
Z	M	I	S	N	O	W	E	E	R	S
E	T	H	U	N	D	E	R	D	T	M

H. Pronunciation (10 points)

Put the following words in the right column of the table below according to the sound of the underlined vowel(s) or consonant(s).

lose, sugar, dew, full, produce, rule, put, woman, crew, poor, sure, service, saint, successful, pressure, patient, refreshments, choices, groceries, passion

/u/	/u:/	/s/	/ʃ/

Check your progress. Record your test scores. Are you happy with your results? In which tasks were you 'very good', 'not very good', 'not good at all'?

Maritime issues 20	/20
Listening 6	/6
Speaking 10	/10
Writing 10	/15
Grammar 19	/19
Pronunciation 10	/10
Vocabulary 20	/20
Total 100	/100

Tasks	<i>Very good</i>	<i>Not very good</i>	<i>Not good at all</i>
Maritime issues			
Listening			
Speaking			
Writing			
Grammar			
Pronunciation			
Vocabulary			

APPENDIX

Transcript of listening task, p 211

Rough Sea

A person getting out to sea will most certainly meet rough seas. A foreign-going ship travels in all kinds of weathers and seasons. The most severe sea conditions occur during the winter months. Below is a text on the experiences of a seaman on board a foreign-going ship.

Despite modern improvements, the ship is still a floating object in the vast ocean. It is affected by the waves and the winds. The most commonly known movements of a ship are the rolling and pitching movements. Rolling can even happen during mild weather. Rolling and pitching are movements about the axis of the ship to different directions. There are also other movements to different directions, besides rolling and pitching. If all these movements happen together, then people get very seasick.

Some experienced seamen still get seasick during severe weather. They lose their appetite for food. For a new cadet, it feels terrible. However, once the weather becomes calmer, the seasickness automatically disappears.

Winter is when the big waves come. Waves as high as 50 feet are found in the North Pacific Ocean during the winter months. During those times, the sea and sky become grey in colour. At times, the visibility is bad. The distance between wave crests can be around 100 feet. Imagine a ship of about 600 feet length. You can only see from 5 to 6 crests of giant waves supporting the ship.

During this time winds can be very strong, ranging from gales to violent storms or even hurricanes. With such strong winds blowing against the ship, it will not be surprising to find that the position of the ship has not moved very much in one day. Of course, during bad weather the engines have to be slowed down. The pitching of the ship causes the propeller at the back to move up and down with the ship. The propellers meet strong resistance in deep waters and little resistance when they move towards the water surface. The engine that drives the propeller automatically senses the different loads and adjusts its speed accordingly. Bringing the engine speed down makes the ups and downs less strong in the controls.

Sometimes, the personnel in the engine room get a surprise. Hail stones, the size of small pebbles, get into the ventilators and get blown into the engine room. The engine room itself is cold. The engine room personnel get warm by staying near warm heaters.

UNIT 10

**VESSELS AND CARGOES:
COMPARE AND DESCRIBE**



A. The right ship for the right cargo

Task 1 (pre-listening)

a. Look at the pictures on page 220 and at the following ones. What types of ships do they show? What are they used for? Talk with your partner and write your answers in the table below.

4



5



6



type of ship	purpose
picture 1	
picture 2	
picture 3	
picture 4	
picture 5	
picture 6	

b. You are going to listen to the 1st Part of a talk on the radio, which is about types of merchant ships. Before you listen, add as many types of merchant ships as you can remember to the table on page 221. Write down the purpose they are used for too.

 **Task 2** (listening for confirmation)

Listen to the 1st Part of Ray Smith's talk and check your answers.

Task 3 (pre-listening)

Look at the following pictures. They show ships of the same type. Can you identify each one of them? Are they used for the same purpose? Think about the following questions and talk with your partner.

1. What can you say about their size? Are they the same size or not?
2. How is the size of a ship measured?
3. Is the size of a ship important? If yes, why? If no, why not?
4. What about their design/outer appearance?

1

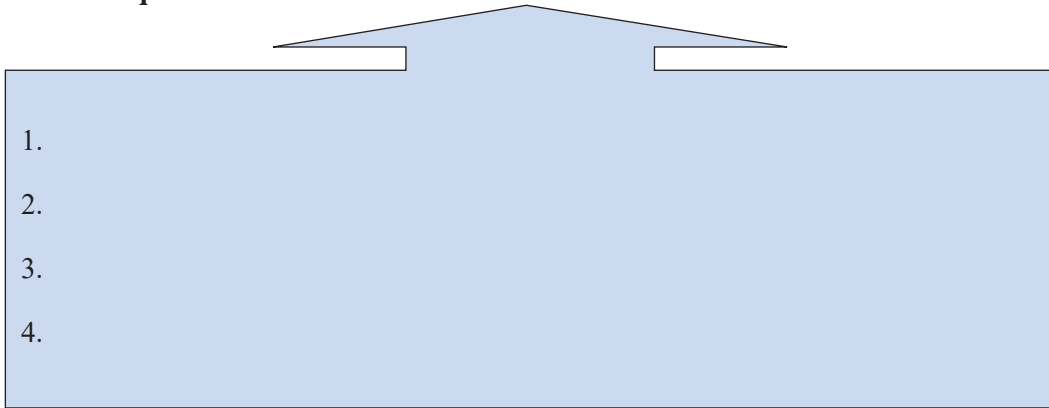


2




 **Task 4** (1st listening- writing)

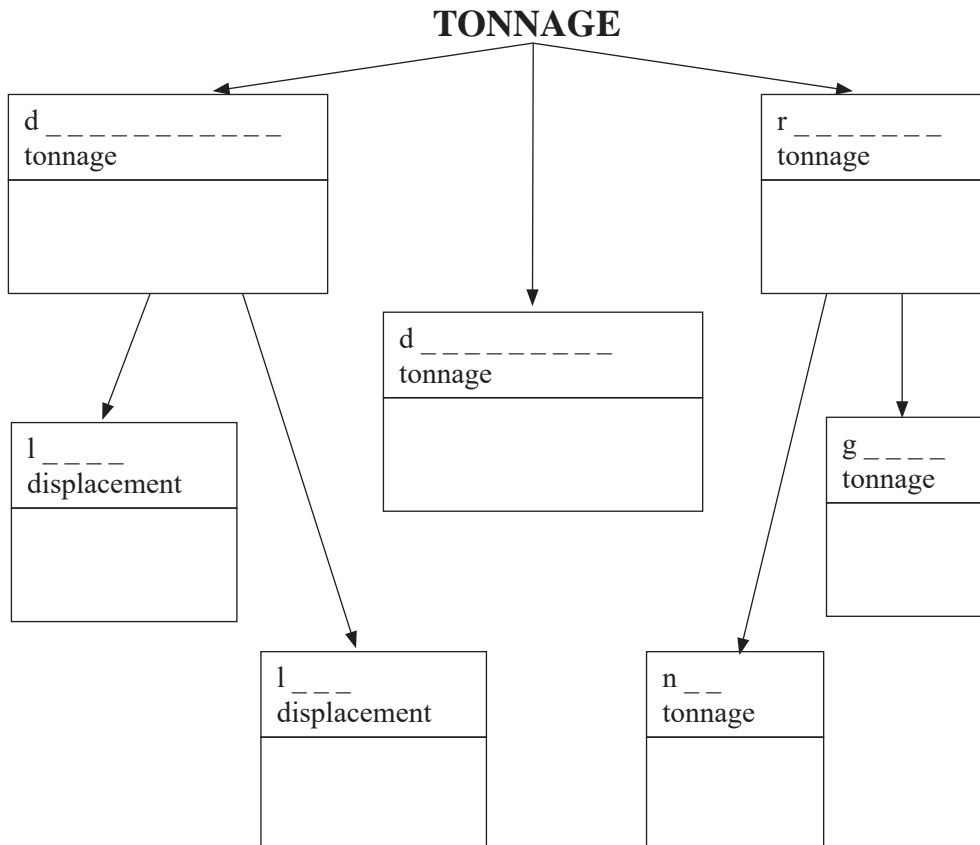
Listen to the 2nd Part of Ray Smith's talk, which is about the size of ships and answer the above questions.



1.
2.
3.
4.

 **Task 5** (2nd listening - diagram-completion)

Listen to the talk for a second time. Complete the following diagram with the different kinds of tonnage with your partner. Keep notes in your notebook if you like. There is some help for you.



Task 6 (post-listening - writing)

Listen to the talk as many times as necessary. Write a short definition for each kind of tonnage in the diagram above.

Task 7 (3rd listening for specific information)

Read the following questions, listen to the talk once more and answer them in the space below. Then check your answers in the Appendix.

1. What other kinds of tonnage is deadweight tonnage compared to ?
2. What does the ship builder try to achieve?

1
2

Task 8 (pre-reading - definitions)

Write what you know about the following types of ships in groups.

a. cruise yachts

--

b. expedition ships

--

c. coastal liners

--

Task 9 (reading - matching)

Read the 3 short paragraphs with information about the three types of vessels mentioned above. Match the type of ship with the paragraph that talks about it.

Vessels of this type are designed to reach into the most far away corners of the world. Shallow drafts let them navigate up rivers, close to coastlines and into shallow caves. Hulls may be hardened for sailing in the Antarctic ice. Passengers can put ashore almost anything by using 'Zodiacs'. Zodiacs are landing craft made of rubber and are kept on board. However, because the main purpose of these ships is to assist learning and exploring, they do not have casinos, showrooms and other typical ocean-liner activities. Instead, as entertainment they have theatres for lectures, libraries and enrichment programs led by experts. The smallest expedition ships carry fewer than 100 passengers and register just over 2,000 tons. The largest carry nearly 200 people and register 9,000 tons.



Completely different from the mega-ship is the cruise yacht, a tiny ship with such big-ship luxuries and conveniences as fitness centres, casinos, lounges and swimming pools. Cabins are all outside suites equipped with all kinds of comfort, from VCRs (i.e. videos) and mini-bars to marble baths. Platforms which can be moved back into and out of the stem are built into some of these vessels. These platforms are lowered for water sports when the ship is at anchor in calm waters. Such vessels carry from 100 to 300 passengers and register between 4,000 and 15,000 tons.

The modern version of the riverboat is the coastal cruiser. These vessels, which look more like yachts, are designed more for exploring than entertaining. They are able to sail to distant waterways and ports. Some have forward gangways for bow landings or carry a fleet of Zodiac landing craft. Coastal cruisers do not have ice-hardened hulls like larger expedition ships. Registering no more than 100 tons and carrying only about 100 passengers, coastal cruisers offer few onboard facilities and public spaces, perhaps just a dining room and a multipurpose lounge.

Task 10 (post-reading - diagram-completion)

Read the paragraphs again and complete the following diagram.

type of vessel	areas it sails to	purpose it is used for	equipment	facilities	number of passengers

Task 11 (guessing game - speaking)

Student A thinks of one of the vessels mentioned in Task 1 (cruise yachts, expedition ships and coastal cruisers). He or she says where this type of vessel sails, the purpose it is used for, its facilities and the number of passengers it carries. Student B tries to guess the type of vessel.

Example:

Student A: *It sails in very distant areas. It is used for exploring. It offers few onboard facilities and public spaces, such as a dining room and a multi-purpose lounge. It carries about 100 passengers. What type of ship is it?*

Student B: *It's a coastal liner.*

Task 12 (integrated skills activity)

a. Work in groups of five. You are the spokesperson. Fill in the following questionnaire with the preferences of your group members: their favourite job on board a cruise yacht, an expedition ship, a coastal liner, an oil tanker and a ferry, and their favourite type of ship, as well as the reasons for their preferences.

1

your group (names of students)	favourite job	reason	favourite type of ship	reason
1.				
2.				
3.				
4.				
5.				

b. Report to the class. The rest of the group listen carefully and complete tables 2 and 3 below with the students' preferences in the other groups.

Example:

Two students want to be captains because they like to control the crew-members. They prefer oil tankers because these ships are the largest. Two students would like to work as chefs because they like cooking and making people happy with their foods. They prefer.....

2

jobs on board a ship	number of students in groups	reason
captain		
chef		
marine engineer		
crew-host/ess		
safety officer		
deckhand		

3

types of ships	number of students	reason
oil tankers		
ferries		
cruise yachts		
expedition ships		
coastal liners		

Task 13 (post-reading - writing)

Write a report (of not more than 60 words) to the Ministry Department of Technical Vocational Education about your class's favourite jobs on board a ship. Start as follows.

In my school TEE, class cycle, student(s) would like to work as Captain (s) on board (an) oil tanker because.....

Task 14 (grammar: superlative degree of adjectives)

Look at the answers to the questions of Task 7 (p 224). What degree are the adjectives in? How do we form the superlative degree of adjectives? Talk with your teacher and fill in tables A and B below.

A

superlative degree			
number of syllables	adjectives with one or two syllables		
	adjectives with more than two syllables		

B

adjectives	comparative	superlative
		the frequent
		the larg....
	 smallest

Task 15 (grammar practice: adjectives)

Here follows a short text with information about three types of ocean liners: classic liners, cruise liners, mega-ships. Read it and fill in the sentences below with the right degree of the adjectives in the parentheses.

It is a fact that all ocean liners have swimming pools, spas, nightclubs, theatres and casinos. There are, however, three different types of liners: classic liners, cruise liners and mega-ships.

Classic ships carry between 600 and 1,000 passengers and register between 20,000 and 30,000 tons. A couple of them, however, are among the largest passenger ships afloat.

The smallest cruise liners carry 500 passengers and are no bigger than 10,000 tons, while the largest accommodate 1,500 passengers, exceed 50,000 tons and are stuffed with diversions, similar to mega-ships.

Vessels known as mega ships, the biggest cruise ships ever built, first appeared in the late 1980s. These ships can accommodate between 1,500 and 2,500 passengers. Their tonnage ranges from 70,000 to 100,000 or more.

Example: The largest of cruise liners carry 1,500 passengers. (large)

1. Classic liners are _____ ocean liners of all the three. (small)
2. Cruise liners are _____ than classic liners and _____ than mega-ships. (large/small)
3. Mega-ships are _____ of all ocean liners. (large)
4. Classic liners carry _____ passengers of all ocean liners. (few)
5. Classic liners register _____ tonnage of all ocean liners. (small)
6. Cruise liners carry _____ passengers than classic liners and _____ passengers than mega-ships. (few / many)
7. Cruise liners register _____ tonnage than classic liners and _____ tonnage than mega-ships. (small / large)
8. Megaships carry _____ passengers of all ocean liners. (many)
9. Megaships register _____ tonnage of all ocean liners. (large)

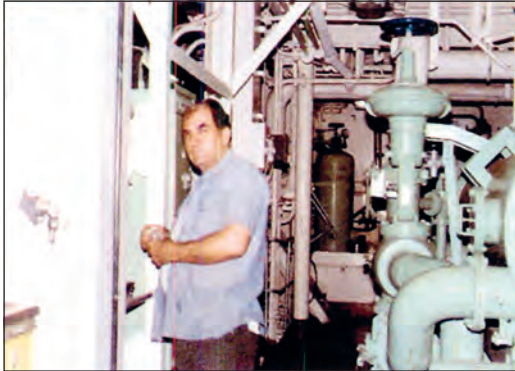


B. Ship engines and machines

Task 1 (pre-listening)

Look at the following pictures. What do they show? What kind of engines do ships use today? Report to the class.

1



2



Task 2 (pre-listening - gap-filling)

Here follows a short text on ship power plants. There are some words missing in it. Before you listen, try to complete the gaps with the words in the box below.

also firstly(2) however furthermore but so

Ship Power Plants

🔊 Task 3 (listening for confirmation)

Automation in ships today is almost everywhere. 1) _____ modern engine rooms are highly automated, and most are not attended for long periods of time.

2) _____ control from the Bridge is increased by alarm systems that go off when anything goes wrong. 3) _____ most new ships today have **diesel engines**.

4) _____, a few older ships still have steam turbines;

5) _____ the costs of running such engines are far greater than the costs of running a diesel engine. 6) _____ diesel-electric propulsion systems are common today; even on the *Queen Elizabeth II* the old steam turbines were finally removed and replaced by nine medium-speed diesel engines. The advantages of such systems are many.

7) _____ they can be accelerated, decelerated and reversed much more rapidly than any other type of engine.

Now listen to the text and check your answers.

Task 4 (post listening - writing)

Here follows a list of the advantages and disadvantages of diesel engines. Arrows in it indicate result. Read it and write two paragraphs (i.e. one about the advantages and one about the disadvantages) using the connectors in the box underneath. You may start as follows.

advantages	disadvantages
Have relatively high efficiency at partial load and much higher efficiency at very low partial load than steam turbines.	Necessary to repair, clean and check the engines thoroughly periodically.
Have greater efficiency at high speeds than any other fossil-fuelled plants. ⇒ They need the least weight of fuel for a long period of time.	Progressive maintenance is needed.
Low initial cost and relatively low RPM (Revolutions Per Minute). ⇒ There is small reduction gears.	The amount of time the ship has full power at sea becomes less.
Can be made to work from cold conditions quickly.	Have a high rate of lube oil consumption. ⇒ Large quantities of lube oil must be carried.
Reliable and simple to operate and maintain.	
Occupy relatively little space compared with steam engines.	

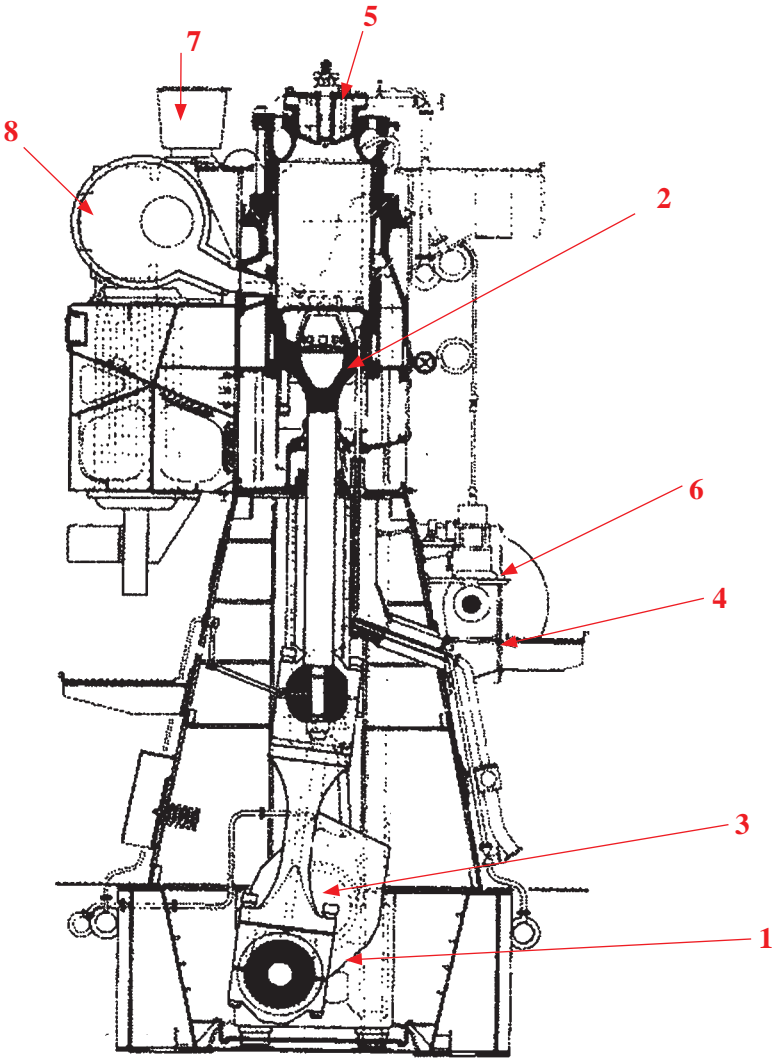
connectors

Firstly,... / First of all,...
 Secondly,... / Second,...
 Then...
 Finally,...
 Also,... / Furthermore,... / Moreover,... / Additionally,...
 However,... / But...
 So... / As a result,...

Diesel engines have many advantages.

Task 5 (pre-reading)

Look at the picture below. It's a cross-sectional view of a diesel engine. Can you name its parts? Write as many words related to diesel engines as you can think of in the space below.



Task 6 (1st reading - matching)

Here follows a text about diesel engines. In the text some of their various components are mentioned. Write them in the numbered spaces of the picture above following the order you find them in the text.

How diesel engines work

A marine diesel engine is designed to work non-stop. From the time the ship leaves a port until it reaches another port, the main engine has to run. This could last several months.

A diesel engine works on the principle of internal combustion of fuel oil. Such an engine can be contrasted with external combustion engines which burn their fuel outside the engine. The moving parts of the diesel engine are used for controlling the elements necessary for combustion and the transformation of combustion to mechanical shaft energy. The major moving components are the crankshaft, the piston, the connecting rod, the camshaft, the operating gear, etc. Also, important components are the starting air valve, the fuel pump, the exhaust trunk and many more. The pistons of the engine are driven by the controlled explosion of the fuel-air mixture and by the corresponding rapid increase in pressure inside the cylinders. In particular, this explosion causes the gas in the chamber to expand, driving the piston down with great force and creating power in a vertical direction. The connecting rod transmits this motion to the crankshaft, which is forced to turn, delivering rotary power at the output end of the crankshaft. Scavenging of the engine (i.e. pushing the exhausted gas-charge out of the cylinder and drawing in a fresh draught of air) is done either by openings or valves.



Continuous cooling of the engine is necessary. The heat from the combustion of fuel has to be taken away continuously, otherwise the metal components will become damaged. The material properties of the engine parts can change when the engine reaches high temperatures. They must not be too hot or too cold. Thermal stress can happen leading to cracks, deformation and weaknesses in the material.

Task 7 (2nd reading - vocabulary)

Match the words in column A with their English explanations in column B.

Example: 1. internal → e. something that happens inside a thing.

A	B
1. internal	a) become greater, bigger
2. combustion	b) the act of burning
3. transformation	c) give
4. moving	d) power produced
5. explosion	e) something that happens inside a thing
6. expand	f) that goes straight up
7. vertical	g) bursting of energy
8. transmit	h) be able to move
9. output	i) the act of changing to something else
10. deliver	j) the act of changing the shape of something unnaturally
11. rotary	k) moving in circles
12. component	l) pass, send something (to a place)
13. compression	m) start burning
14. ignite	n) one of the parts something is made of
15. deformation	o) the act of making something take less space

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____
8. ____ 9. ____ 10. ____ 11. ____ 12. ____ 13. ____ 14. ____ 15. ____

Task 8 (3rd reading - writing)

Read the text once more and answer the following questions. Write your answers in the space below.

Questions

1. How long do marine diesel engines run?
2. On what principle do they work?
3. What are their major moving components?
4. Explain the role of the following components:
 - a. piston,
 - b. connecting rod,
 - c. crankshaft
 - d. starting air valve.
5. Why is continuous cooling of the engine necessary?

1.....

 2.....

 3.....

 4. a. The piston

 b. The connecting rod

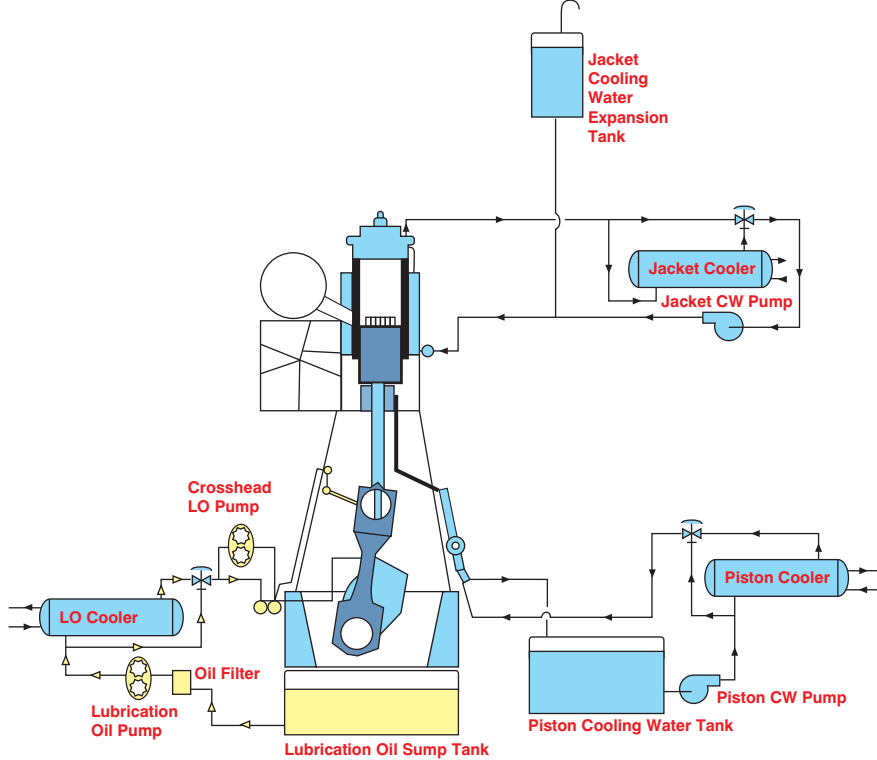
 c. The crankshaft

 d. The starting air valve

 5.....

Task 9 (pre-reading - speaking)

In the diagram below you can see the main diesel engine cooling system. Ask each other about the 4 main cooling engine systems of a diesel engine.



Task 10 (reading)

Here follows a text from a Marine Engineering coursebook about the 4 parts of the diesel engine cooling system. There are four problems in it.

a. Jumbled paragraphs

The paragraphs about the first cooling system (the Jacket Cooling Water System) are jumbled. Read them and put them in the right order.

- a. Finally, the outlet valve opening can control individual cylinder cooling water outlet temperatures, while the controller for the Jacket Cooler can control the incoming temperatures.
- b. Water plays a very important role in the function of the Jacket Cooling Water System. First, the water circulates inside the engine compartment surrounding the cylinder liner and also the cylinder head. Some of the water will also be circulated through the turbochargers and exhaust valves, if there are any.
- c. Then, because the circulating water is in a closed loop, an expansion tank is installed to cater for expansion and contraction of the water at different conditions of operation.

1. _____ 2. _____ 3. _____

b. Jumbled sentences

The sentences about the second cooling system (the Piston Cooling Water System) are jumbled. Read them and put them in the right order. The first one is done for you as an example.

- a. In the piston cooling water system temperatures rise high. 1
- b. Some engines use telescopic and stand pipe arrangements to supply water for cooling the piston crowns. _____
- c. If the engine uses oil for cooling, then the oil is allowed to drop into the engine oil sump tank. _____
- d. Others may use the lubrication oil as a coolant, although the cooling effect is not as good. _____
- e. Because of the intended heat from the combustion of fuel oils, it is necessary to cool the piston crown. _____
- f. The water, after passing through the piston compartments, is allowed to flow out to a collection tank outside the engine. _____
- g. As the piston moves up and down, some means of supplying the water to the internal compartments of the piston must be available. _____

c. Matching

Match the phrases in column A with the phrases in column B and construct the paragraph about the third cooling system (the Lubrication Oil Cooling System).

Example: In the Lubrication Oil Cooling system the lubrication oil, after lubricating the moving parts of the bearings, will finally drop down to the sump tank of the engine.

- | A | B |
|---|--|
| 1. In the Lubrication Oil Cooling system the lubrication oil, after lubricating the moving parts of the bearings,.... | a. that the oil becomes cooled to the required temperatures. |
| 2. From the sump tank,..... | b. sends small quantities of oil into the cylinder liners. |
| 3. The controller will ensure.... | c. it must not mix. |
| 4. Depending on the engine, there may also be a turbocharger cooling oil system.... | d. between the piston rings and the cylinder liner. |
| 5. As the oil is different from the main engine.... | e. will finally drop down to the sump tank of the engine. |
| 6. There will also be a cylinder lubrication system that.... | f. so there is no necessity for cooling. |
| 7. This is for lubricating the rubbing surfaces.... | g. that uses its own cooling system. |
| 8. The oil is not circulated,... | h. the oil is pumped to the oil cooler for cooling. |

1. e 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

d. Gap-filling

In the fourth paragraph (the Fuel Valve Cooling Water System) there are some words missing. Complete the gaps with the words from the box below.

so that	so as	however
because of (2)	other than	also

The Fuel Valve Cooling Water System is small. It is, 1) _____, important for the engine. The fuel valve, or injector, is the component where fuel is injected through nozzles from. This component of the engine 2) _____ the intense heat needs to be cooled. Passages are drilled into the nozzles to enable water to be circulated within the nozzle. The water is maintained at 92 degree Centigrade 3) _____ not to flash into steam. 4) _____ the close loop, this cooling system 5) _____ has an expansion tank. There are cooling systems 6) _____ those for the main engine. There will be another set of Jacket Cooling Water System for the Electrical Generator Sets. Automatic control systems are installed 7) _____ the temperatures can be maintained in a close range.

Task 11 (reading - grammar: expressing purpose)

a. Read the four texts about the 4 cooling systems again. Then complete the following table with the components of the diesel engine cooling system mentioned and their use.

Example: Some engines use telescopic and stand pipe arrangements to supply water for cooling the piston crowns.

components	use
telescopic and stand pipe arrangements	to supply water for cooling the piston crowns

b. How is purpose expressed? Write examples of the different ways you have found in the space below. Ask your teacher for help.

<i>to</i> +	<i>for</i> +	
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Task 12 (grammar practice)

The following pictures show different equipment on board a ship (bridge control, derricks, steering gear, rudder). Use the prompts provided to write about their purpose/use in the box below.

Example: angle of the rudder at the stem / use / determine the direction of the ship
The angle of the rudder at the stem is used to determine the direction of the ship.



steering engines / use / turn/



derricks / use / lift weights



rubber / use / steer a ship



steering gear / use / control the direction of the ship

1. The rudder.....
2. Steering engines.....
3. The steering gear.....
4. Derricks.....

Report to the class.

Task 13 (writing)

Your Marine Engineer Course teacher has asked you to write a short report (of not more than 40 words) on the tasks of a Marine Engineer which are related to control systems of machines and engines on board a ship. Here follow 2 pictures of control systems and a list of the tasks of the Marine Engineer.

1



2



- know control systems → maintain the operation condition of his machinery well
- handle controllers, measuring elements, set points and transmitters → skilful operation of his machinery
- know how to tune engines for the best performance → achieve steady pressures, temperatures or level conditions

C. Workshop and shipyard

Task 1 (pre-reading)

Look at the pictures below. Think about the following questions and report to the class. We give you some words to help you.

1. What do the pictures show?
2. What kind of work takes place in them?
3. What professionals work there?
4. Why is it necessary for ships to go to shipyards?

floating dock



synchrolift



graving dock



Task 2 (1st reading)

Read the following text from a maritime magazine to answer the above questions (Task 1). Write your answers in the space below. Were your guesses correct?



Because ships stay in a corrosive environment of cold, heat and salt water, like cars, they need regular servicing. While the ships' crews do whatever they can for their maintenance, it will be necessary from time to time to send the vessel to a specialist repair yard. Here are graving or floating docks where the underside of the ship will be examined and worked on in safety.

Although the underwater hull is protected by anti-fouling paint, it will be necessary to be cleaned from weeds and barnacles and recoated. While in dock, the propeller, the tail shaft, the bearings, all the underwater openings such as sea valves and the rudder will be examined.



A repair yard will have every sort of specialist trade that might be required aboard a ship doing voyage repairs. Corroded parts will be cut out and new steel welded on. Pipework and electrical installations will be repaired if necessary, while the ships' machinery will be overhauled. Specialist sub-contractors will be brought in to work on navigation equipment or electronics.

The yard will also be able to deal with the unexpected. There may be massive steelwork replacement which has been damaged in a collision. A major engine breakdown will see the yard's engineering staff coming into their own. As with everything else in shipping, time is important. The shipowners want to have their ship back, earning as quickly as possible.

Ship repair is a highly competitive industry with yards all over the world competing for work. While shipowners may not wish to move their ship half way around the world for repairs, if the price is right, they may be willing to do so. New yards are entering the market, while traditional big repair bases are having to face this new competition.



Ship repairing is hard, stressful and needs skilled work. It is done every five years and may take weeks to finish. Older vessels need detailed inspection more often than their younger sisters.

Task 3 (2nd reading)

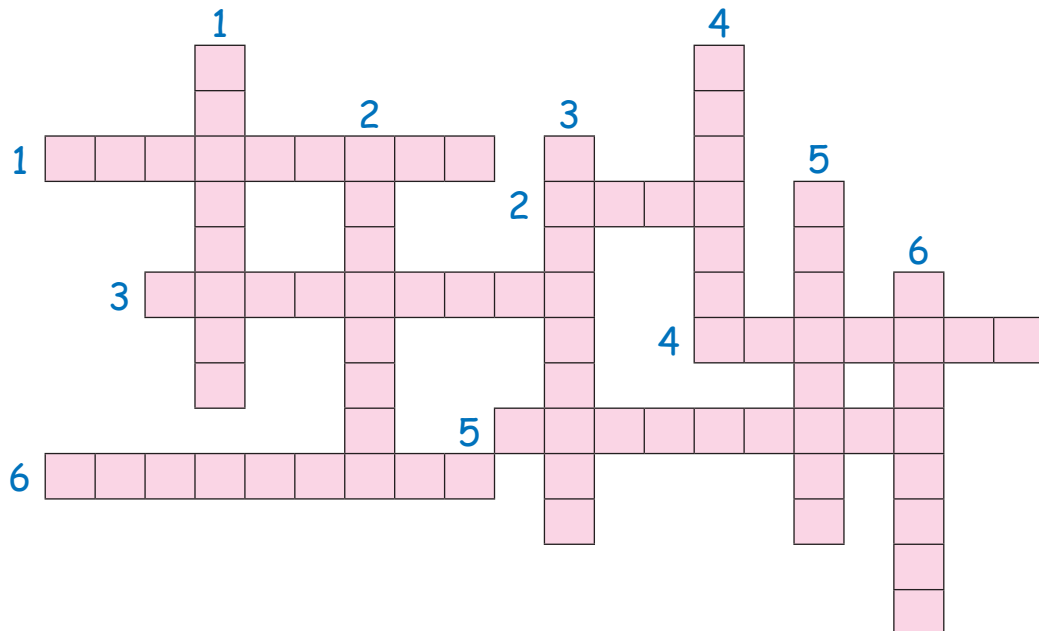
Read the text once more to find the words that match the following definitions and complete the puzzle.

Across

1. a situation in which a machine stops working (par. 4)
2.shaft: a rotating rod that provides motion or power for a machine (par. 2)
3. the bottom side or lower side of the ship (par.1)
4. an enclosed dock from which the water can be removed so that construction or repairs can be carried out below the waterline of a boat or ship (par.1)
5. a liquid such as an acid that can destroy or damage metal or plastic slowly by chemical action (par. 1)
6. small sea animals that stick firmly to rocks and to the bottom of ships (par. 2)

Down

1. small metal balls placed between moving parts of a machine to make them move smoothly and easily over each other (par. 2)
2. clean, check thoroughly and repair (par. 3)
3. parts made of a very strong metal called steel (par. 4)
4. a situation in which barnacles grow on the bottoms of ships (par. 2)
5. a large structure that can be submerged to let a ship enter and then raised with the ship inside to be used as a dry dock (par. 1)
6. the pipes that are part of a machine or building and carry water, gas, etc. (par. 3)



Task 4 (3rd reading – grammar revision: passive voice)

a. Read the text once more. Find all the verbs in the passive voice (simple present and simple future). Write them in the space below.

b. Complete the table below with the passive voice of the verbs you found in the simple present and the simple future tense.

simple present	simple future

c. When do we use the passive voice? Go back to unit 8 if necessary.

d. How do we change a sentence from passive to active?

passive	
active	

Task 5 (grammar practice)

Change the following passive sentences of the text into active.

Example: Corroded parts will be cut out and new steel welded on.

They will cut out corroded parts and weld on new steel.

1. Ship repair is done every five years.

_____.

2. Pipework and electrical installations will be repaired.

_____.

3. Specialist sub-contractors will be brought in to work on navigation equipment or electronics.

_____.

Task 6 (pre-listening)

You are going to listen to Part 1 of an interview between a reporter and the superintendent* of a shipyard. Before you listen, look at the following pictures. What do they show? Write some questions you would like to ask him in the space below.



-
-
-
-

Task 7 (1st listening: Part 1)

Now listen to Part 1 of the interview and write 3 of the reporter's questions in the space below.

- 1.
- 2.
- 3.

* superintendent = responsible for the work

 **Task 8** (2nd listening: Part 1)

Listen to Part 1 of the interview for a second time and in the space below describe the dry-docking arrangement first for large ships and then for small ships.

Large ships
.....
.....
Small ships.....
.....
.....

Task 9 (pre-listening)

In usual dry-docking there are certain things to be done. Can you guess any of them? Exchange information with your partner.

 **Task 10** (1st listening: Part 2)

In Part 2 of the interview the superintendent mentions the routine things to be done in usual dry-docking. Listen to it and write 3 routine things in the space below. Were your guesses in Task 9 correct?

 **Task 11** (2nd listening: Part 2)

Listen to Part 2 of the interview as many times as necessary in order to complete the list of all the routine things to be done in usual dry-docking.

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Task 12 (grammar: passive voice)

Put the usual things to be done in a routine dry-docking in the passive voice, simple present tense.

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 **Task 13** (1st listening: Part 3)

Listen to Part 3 of the interview, which is about the jobs of crew-members during a usual dry-docking. Complete the first column of the table below with the various crew-members mentioned.

crew-members	jobs

 **Task 14** (2nd listening: Part 3)

Listen to Part 3 of the interview for a second time and complete the second column of the table (Task 13) with the various jobs of the crew-members during usual dry-docking. Take it in turns to ask your partner about crew-members and jobs.

Task 15 (post-listening - writing)

Your teacher in the Marine Engineer course has asked you to write a paragraph (of about 40 words) about the things to be done for safety purposes during a usual dry-docking. Use the cues below and write sentences in the passive voice, simple present tense.

- fire hoses / lay down and pressurize
- precautions / take to avoid tools or other materials from falling from the sides of the ship
- safety helmets / wear
- cables or hoses / take away from passageways
- fire extinguishers / make available near welding sites
- water in engines or pipes / drain away to prevent freezing

•
•
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•
•
•

Task 16 (writing)

E-mail the pictures of the shipyard below to the students of another TEE and tell them what is going on. Ask them to e-mail you their pictures of a shipyard as well and tell you about the repair-work there.



Task 17 (project work)

a. Organize a class visit at a shipyard. Divide in groups. Each group is given an area to visit. They take pictures before and after the repairs. They interview the workers. When back at school, each group processes their work and presents it in class.

b. If a visit to a shipyard is not possible watch a film on the video about shipyards and repair works done there. Students divide in groups again, watch the interviews and take notes about specific areas and repairs. Then each group processes their work and presents it in class.

 **Task 18 (pronunciation)**

a. Listen and repeat the following words.

/əʊ/	/ au /
know	output
blow	crown
glow	down
whole	however

b. Put the following words in the table according to the sound of the underlined vowel(s).

cargo, floating, allow, without, growth, overhaul,
fouling, shallow, foundation, surround

/əʊ/	/ au /

UNIT 10 APPENDIX

A. Transcript of listening text

Part 1: Kinds of merchant ships (Task 2), p 222

Broadcaster: Welcome to our show, Mr. Smith. It's a pleasure to have you with us today. As we have agreed, you're going to talk about the different kinds of merchant ships in the first part of our show. Do you mind if listeners call us to ask questions?

Mr. Smith: No, not at all. Actually, some terms may need explanation.

Broadcaster: Thank you very much, indeed.

Mr. Smith: O.K. Let me start with the fact that different nations have different kinds of merchant ships, which are classified according to the type of material they carry. Now, is it all right if I describe first oil tankers, ore and bulk carriers, bulk and oil carriers, then move on to container ships, general cargo ships, ferries and passenger ships and, finally, talk about miscellaneous vessels, that is, ships quite different from each other?

Broadcaster: By all means, go ahead.

Mr. Smith: Crude oil is carried in oil tankers or in bulk and oil carriers. Petroleum products such as gasoline, kerosene and lubricating oil are carried in specialized product tankers, while chemicals are transported in chemical tankers that have coated or stainless-steel tanks. Other specialized tankers may carry orange juice, wine, beer, vegetable oils and liquefied gases. Shall I go on?

Broadcaster: Yes, please do.

Mr. Smith: Now, general cargo ships carry all kinds of manufactured materials. Fully cellular container ships are specially designed and carry containers stacked sometimes nine deep in the holds and four or five high on deck hatches. An increasing amount of cargo is carried on roll-on / roll-off ships. These ships are designed with large, clear vehicle decks to transport trucks and trailers. All clear so far?

Broadcaster: Fine!

Mr. Smith: Finally, among miscellaneous craft are such specialized ships as car carriers, livestock carriers, heavy lift ships, offshore supply ship, hydrofoils and hovercraft. Heavy lift ships can transport huge parts of process equipment around the world. Icebreakers with extra-strong hulls open lanes for other ships through frozen waters.

Broadcaster: Thank you very much. We're looking forward to the second part of our show. Don't go away. Stay tuned.

Part 2: Expressing the Size of Ships (Task 4), p 223

Broadcaster: We're back for the rest of our show. We're going to listen to the second part of Mr. Smith's talk on kinds and size of ships. Let me remind you that in the first part we only talked about kinds of ships. Now, we'll talk about size. Mr. Smith, please continue.

Mr. Smith: It's quite natural that the size of a ship depends on the kind of job it does. To start with, ocean-going ships vary greatly in size. Fishing vessels may be less than 100 feet (30 meters) in length; ocean liners and tankers may be more than 1,000 feet (300 meters). An average merchantman might be 500 feet (150 meters) in length, 70

feet (21 meters) in beam or width and 25 feet (8 meters) or more in draft or depth, from waterline to keel.

Broadcaster: How do we measure ships? Is there a special kind of unit?

Mr. Smith: Yes, of course. A ship's size is commonly expressed in **tonnage**. This is a measurement which is carefully designed into the vessel by its naval architect. It is important chiefly because the tonnage of the vessel will be a figure that will be used to charge dues and fees throughout the ship's life. Also, those who may charter the ship will be interested in it as a measurement of the ship's cargo capacity, as it tends to dictate her earning power.

Broadcaster: And how do you measure the ships? Do you weigh them? Where?

Mr. Smith: Certainly not in the ordinary way. A more technical way is used. There are several systems to measure tonnage. **Displacement tonnages** express the weight of the ship. **Light displacement** is the weight of the ship and its permanent equipment. It's the actual weight of a ship, which is only significant when the ship goes for recycling and the weight of material in her is calculated. **Load displacement** is the weight of the ship when it is filled with fuel and cargo to its designed capacity; that is, when it is immersed to its load line. The difference between the light and loaded displacement is the **deadweight**, which is a measure of the weight she is able to carry as cargo. In other words, deadweight tonnage is the weight, in metric tons, of the cargo, stores, fuel, passengers, and crew carried when the ship is immersed to its maximum summer load line.

Broadcaster: It is, indeed, very technical the way a ship's size is measured, but at least I understand it is necessary to make all these measurements.

Mr. Smith: Quite right. For professionals, however technical, these details are necessary.

Broadcaster: I see, please continue.

Mr. Smith: Now I'm going to talk about **gross tonnage** and **net tonnage**. In particular, **gross tonnage** is the capacity of the spaces in the ship's hull and of the enclosed spaces above the deck, available for cargo, stores, fuel, passengers and crew. The capacity is measured in cubic feet and divided by 100 to give gross tonnage (100 cubic feet = 1 ton). **Net tonnage**, on the other hand, is the gross tonnage less the spaces used for the accommodation of the ship's **Master, Officers and Crew**, and the navigation and propulsion machinery. Gross and net tonnage are also called **register tonnage**.

Broadcaster: One final question, Mr. Smith. How do ship designers work out tonnage?

Mr. Smith: Well, this is really complex. It's almost an art form, but a ship designer will strive for a ship that will offer the largest possible deadweight against the smallest possible gross and net tonnage.

Broadcaster: Thank you very much, Mr. Smith. We really learned very interesting things today. Now, it's time for questions from our audience. Let's hear the first one.

B. Transcript of listening text (Task 3), p 230

Ship Power Plants

Automation in ships today is almost everywhere. **Firstly**, modern engine rooms are highly automated, and most are not attended for long periods of time.

Furthermore, control from the Bridge is increased by alarm systems that go off when anything goes wrong. **Also**, most new ships today have **diesel engines**. **However**, a

few older ships still have steam turbines; **but** the costs of running such engines are far greater than the costs of running a diesel engine. **So** diesel-electric propulsion systems are common today; even on the *Queen Elizabeth II* the old steam turbines were finally removed and replaced by nine medium-speed diesel engines. The advantages of such systems are many.

Firstly, they can be accelerated, decelerated, and reversed much more rapidly than any other type of engine

C. Transcript of listening text

Part 1 (Task 7), p 244

Reporter: Welcome to our show, Mr. Ioannou. Tell us a few things about your work in the shipyard. Am I right when I say that the dry-docking is the repair or service yard for the ship?

Mr Ioannou: Absolutely! The whole ship is brought to dry land so that the submerged part of the hull can be cleaned or inspected.

Reporter: Fine. How often is a ship brought to dry-docking?

Mr Ioannou: Every 12 or 24 months. Of course, because there will be machinery and systems that cannot stop while the ship is in use, these are also serviced, repaired or replaced at the same time.

Reporter: Do you think you could tell us how ships are brought to docks?

Mr Ioannou: Actually, there are two arrangements for large ships. In the first one, ships are brought in to a graving dock that consists of a large basin with a gate that can be closed watertight.

Reporter: Oh, I see. Please, do continue.

Mr Ioannou: After the ship is positioned over carefully arranged resting blocks, the water from the basin is pumped out. As the water level drops, the ship gradually rests on the blocks. Wooden wedges are then knocked in to take up any clearances between the hull of the ship and the resting blocks.

Reporter: Ah, that's how it works then. And... in the second arrangement?

Mr Ioannou: In this, the whole basin can be floated and submerged at will, like a submarine. The basin is first submerged, and the ship is brought into position as before. Once the ship is in position, the basin is floated up, and the ship is brought above the water level. This is called a floating dock.

Reporter: It all sounds quite clear to me. Now what about smaller ships?

Mr Ioannou: You are familiar with the technique of lifting up a car in the garage, aren't you?

Reporter: Yes, of course.

Mr Ioannou: Once the ship is lifted up, there may be some roller and track arrangements to transport the whole thing to a different place in the shipyard. Slipways are also used when there is enough space. In that case, the synchrolift makes use of a sloping ramp where a small ship resting on a carriage can be pulled up using wire ropes.

Part 2 (Task 10), p 245

Reporter: Well, I'm really impressed. Now, Mr Ioannou, what are the usual things to be done in a routine dry-docking?

Mr Ioannou: Well, there are a number of things to be done in a routine dry-docking, like cleaning the hull of marine growth, then painting it with anti-corrosive and anti-fouling paints and, finally, renewing sacrificial anodes.

Reporter: Er, although I'm not very familiar with all this terminology, er... I think I can understand more or less. Please go on.

Mr Ioannou: As I was saying, then comes cleaning and surveying of tanks, examining of rudder, carrier ring, pintles and locking devices clearances, repairing propeller damage, doing nut looseness and blade polishing, checking tail shaft, bearing wear down, removing and inspecting tail shaft, coupling bolts and holes deformation, examining anchor chain, cleaning and remarking it, repacking all underwater stuffing, etc.

Reporter: What a hard work! But you made it quite clear for me. Do you think we could move to a different subject?

Mr Ioannou: Yes, with pleasure!

Part 3 (Task 13), p 246

Reporter: Can you tell us now about the duties of crew-members during a routine dry-docking?

Mr Ioannou: Well, as you can realize, this is a busy time for them. There are, of course, shipyard workers. However, a lot of the repair and servicing work will be assigned to the ship's crew-members. This is indeed a time to be extra careful on safety.

Reporter: I was just going to ask you about safety measures.

Mr Ioannou: Right. You do understand that many people are working in the same place at the same time, don't you?

Reporter: Mmm.

Mr Ioannou: OK, I'll try to give you an example of what's going on. Some rigging workers are lifting heavy materials... Some welders are cutting pipes. Engine mechanics are dripping lubrication oil on the floor while removing the main bearings.

Reporter: It must be easy for somebody to slip on it, I guess.

Mr Ioannou: You're quite right. Then people on the next level are cleaning the boiler tubes and are spitting soot on the floor. The whole ship, especially the engine room, is in a mess.

Reporter: Good Lord! I can imagine the scene, Mr Ioannou. You've been very descriptive, Mr Ioannou. Thank you very much indeed!

UNIT 10 GLOSSARY

Accommodate φιλοξενώ, εξυπηρετώ, στεγάζω	container ship πλοίο που μεταφέρει κοντέινερς
achieve επιτυγχάνω, κατορθώνω	continuous συνεχής
activate ενεργοποιώ	contrast συγκρίνω, αντιπαραβάλλω, εμφανίζω αντίθεση
add προσθέτω	control (ουσ.) έλεγχος, χειρισμός, καθοδήγηση
advantage πλεονέκτημα	control (ρήμα) ελέγχο, χειρίζομαι, διευθύνω
anchor chain αλυσίδα / καδένα άγκυρας	control bridge γέφυρα ελέγχου
angle of the rudder γωνία περιστροφής πηδαλίου, κλίση πηδαλίου	convenience άνεση, ευκολία
anti-fouling paint μπογιά κατά των μικροοργανισμών που προσκολλώνται στην καρίνα (ύφαλα) του πλοίου	cooling ψύξη
appear εμφανίζομαι	corroded διαβρωμένος
appearance εμφάνιση, όψη, παρουσιαστικό	corrosive διαβρωτικός
approach προσεγγίζω, πλησιάζω	crack ράγισμα, ρωγμή
arrangement μηχανισμός, διάταξη	crankcase κάρτερ, στροφαλοθάλαμος
assembly συναρμολόγηση	crankshaft στροφαλοφόρος άτρακτος
assist βοηθώ	crosshead ζύγωμα, σταυρός
at anchor αγκυροβολημένο	cross-sectional (εγκάρσια) διατομή, τομή
Barnacles πεταλίδες, στρείδια	crude oil αργό πετρέλαιο, ακάθαρτο πετρέλαιο
basin προθάλαμος δεξαμενής, νηοδόχος	cruiser θαλαμηγός, γιοτ
bearings ρουλεμάν, τριβείς ή καβαλέτα	cruise yacht θαλαμηγός για κρουαζιέρες
bed plate πλάκα θεμελιώσεως	cooling water (CW) Νερό Ψύξης
below πιο κάτω	CW [δες <i>cooling water</i>]
blades φτερά, πτερύγια προπέλας, ζεύγος ομόζευκτων ελίκων	cylinder head πώμα κυλίνδρου
block τροχίλος, μακαράς	cylinder liner χιτώνιο κυλίνδρου
bow landing αποβίβαση καταπακτής, κατέβασμα σκάλας	Deadweight νεκρό βάρος
bridge γέφυρα πλοίου	deadweight tonnage πραγματική χωρητικότητα, τόνος φόρτου
builder κατασκευαστής, δες <i>ship builder</i>	definition ερμηνεία, ορισμός έννοιας
bulk cargo ομοειδές φορτίο χύμα	deformation παραμόρφωση
bulk loading φορτίο χύμα	degree βαθμός επιθέτου, π.χ. συγκριτικός, υπερθετικός
burn καίω, χρησιμοποιώ ως καύσιμο	delivery παρογή, διανομή, παράδοση
Camshaft κωδακοφόρος άτρακτος / άξονας	describe περιγράφο, χαρακτηρίζω
careening site τροπιστήριο, καρνάγιο	design (ουσ.) εξωτερικό σχήμα, σχέδιο, εμφάνιση, ντιζάιν
cave σπηλιά	design (ρήμα) σχεδιάζω
classic liner σύνηθες πλοίο γραμμής	determine προσδιορίζω, καθορίζω, ορίζω
classify κατατάσσω, ταξινομώ	επακριβώς
coastal παράκτιος, κατά μήκος της ακτής	diagram διάγραμμα, σχέδιο, σχεδιάγραμμα
coastal liners πλοία ακτοπλοϊκών γραμμών (εσωτερικού)	diesel κινητήρας ντίζελ, πετρελαιοκινητήρας
colleague συνάδελφος	dining room τραπεζαρία, αίθουσα συνεστίασης
combustion καύση, ανάφλεξη	disadvantage μειονέκτημα
comfort	displacement εκτόπισμα, ογκομετρικό εκτόπισμα πλοίου
άνεση, κομφορ	draft (ΗΠΑ) [δες <i>draught</i>]
compare συγκρίνω, παραβάλλω	draught (BPET) βύθισμα πλοίου
component συστατικό στοιχείο, εξάρτημα	dry dock δες [<i>graving dock</i>]
compression συμπίεση, σύνθλιψη	Efficiency ικανότητα, αποδοτικότητα, αποτελεσματικότητα
conditions καταστάσεις, συνθήκες	
confirmation επιβεβαίωση	
connecting rod μπιέλα, διωστήρας	
consumption κατανάλωση	

engine room μηχανοστάσιο
engine κινητήρας, μοτέρ, κινητήρια μηχανή
καραβιού
enrichment programme προγράμμα
πνευματικού εμπλουτισμού
equip εξοπλίζω, εφοδιάζω
exceed υπερβαίνω, ξεπερνώ
exhaust port οπή εξαγωγής
exhaust trunk σωλήνα εξάτμισης
expansion tank δεξαμενή εκτόνωσης
expedition (εξερευνητική) αποστολή
Facility ευκολία, άνεση
far away μακρινός, μακριά
ferry φέρι-μποτ
fitness centre γυμναστήριο
floating dock πλωτή δεξαμενή
flywheel σφόνδυλος, βολάν, στρόφαλος
forward μπροστινός, εμπρός
fossil-fuel ορυκτό καύσιμο
fossil-fueled που λειτουργεί με ορυκτό
καύσιμο
fuel καύσιμο, καύσιμη ύλη
fuel pump αντλία καυσίμων
full power πλήρης δύναμη
Gangway πόρτα επιβίβασης πλοίου
gangway ladder σκάλα επιβίβασης πλοίου
gasoline βενζίνη
gear μηχανισμός, εξάρτημα
gland συσκευή στεγανότητας, στυπιοθλίπτης
glow plug μπουζί
governor ρυθμιστής
gradually βαθμιαία, σταδιακά, προοδευτικά
graving παλάμισμα, ματσακονιά,
καλαφάτισμα, καθάρισμα καρίνας από
σκουριά και μικροοργανισμούς
graving dock μόνιμη δεξαμενή
gross tonnage ολική χωρητικότητα πλοίου
Handle controller λαβή ελέγχου
harden σκληραίνω, υφίσταμαι σκλήρυνση
hatch κουβούσι, κάθοδος, στόμιο
heat (ρήμα) θερμαίνω, ζεσταίνω
high speeds υψηλές ταχύτητες
hold αμπάρι, κύτος
host άνδρας πλοιοσυνοδός
hostess γυναίκα πλοιοσυνοδός
hovercraft αεροστρωματόχημα, χόβερκραφτ
hydrofoil ιπτάμενο δελφίνι, ιπτάμενο
πλευούμενο
Identify αναγνωρίζω, προσδιορίζω την
ταυτότητα
ignite αναφλέγω, αναφλέγομαι
initial αρχικός
injector μπεκ ψεκασμού

inspect επιθεωρώ
insufficient ανεπαρκής
internal εσωτερικός
Jacket cooler υδροθάλαμος, υδροχιτώνιο
Least (the least) ελάχιστος
lecture ομιλία, διάλεξη
light displacement εκτόπισμα άφορτου
πλοίου
limit (ρήμα) περιορίζω, θέτω όρια
livestock εκτρεφόμενα ζώα, ζωντανά
load displacement εκτόπισμα
προδιαγραφής, το εκτόπισμα μαζί με το
φορτίο
looseness χαλάρωση, λασκάρισμα
lounge σαλόνι πλοίου
lower χαμηλώνω, καταβαίνω
lube oil λιπαντέλαιο
lubricating pipe σωλήνας λίπανσης
lubrication oil λιπαντικό λάδι
luxury πολυτέλεια
Major κύριος, βασικός
marble μαρμάρινος
material properties υλικά μέρη, υλικά
αντικείμενα
measure μετρώ, εκτιμώ, υπολογίζω
medium-speed μέσης ταχύτητας
mega-ships τεράστια κρουαζιερόπλοια
merchant (επίθ.) εμπορικός
merchantman εμπορικό πλοίο
miscellaneous πολυποίκιλος
multipurpose πολλαπλών χρήσεων
Net tonnage καθαρή χωρητικότητα πλοίου
net (weight) (επίθ.) καθαρό (βάρος), δηλ. το
βάρος χωρίς το δοχείο ή το σκεύος
nut περικόχλιο, παξιμάδι βίδας
Occupy καταλαμβάνω, κατέχω, πιάνω
oceangoing ωκεανοπόρο ή ποντοπόρο
σκάφος
ocean-liner υπερωκεάνιο
oil tanker δεξαμενόπλοιο, γκαζάδικο,
πετρελαιοφόρο
on-line σε λειτουργία
operate λειτουργώ, χειρίζομαι
ore μέταλλευμα
overhaul εξετάζω προσεκτικά και
επισκευάζω
Partial load μερικό φορτίο
performance απόδοση, (επίδοση)
pintle θαιρός, βελόνι, περόνη
pipework σωληνώσεις
piston πιστόνι
piston cooling telescopic tube
τηλεσκοπικός σωλήνας ψύξης πιστονιού

piston cooling water pipe σωλήνας νερού που ψύχει το πιστόνι / έμβολο
piston-crown κεφαλή πιστονιού, κεφαλή εμβόλου
piston rod βάκτρον εμβόλου (μπαστούνι / ράβδος πιστονιού, κυλινδρικός άξονας που κινεί το πιστόνι)
plant μηχανή, εγκατάσταση, συσκευή, εργοστάσιο
platform πλατφόρμα, εξέδρα
polish λουστράρω, γυαλίζω
power plant εγκατάσταση παραγωγής ηλεκτρικής ενέργειας / ρεύματος
principle κανόνας, αρχή
professional (ουσ.) επαγγελματίας
progressive σταδιακός, βαθμιαίος
propeller έλικας, προπέλα
pump αντλία, τρόμπα
pump out αντλώ έξω
purpose σκοπός, στόχος, επιδίωξη
Rate αναλογία, ποσοστό
reach φθάνω
recoat επιστρώνω
register (ρήμα) καταγράφω (χωρητικότητα)
regular τακτικός
relatively σχετικά, αναλογικά
reliable αξιόπιστος
relief valve βαλβίδα ασφαλείας, ανακουφιστική βαλβίδα
repair επισκευή
repair yard επισκευαστική ζώνη
result (ρήμα) έχω ως αποτέλεσμα, καταλήγω
reversed όπισθεν
reversing αναστροφή
rigging workers εργάτες ναυπηγείου
right (the right) σωστός, κατάλληλος
riverboat ποταμόπλοιο
rod ράβδος, μανιβέλα, διωστήρας, στέλεχος
roller έλκυστρο
roller and track arrangements μηχανισμός έλξης και ρυμούλκησης πλοίου
rudder πηδάλιο, τιμόνι, πηδάλιο διεύθυνσης
rudder angle γωνία περιστροφής πηδαλίου, κλίση πηδαλίου
run λειτουργώ, δουλεύω
Sacrificial anodes προστατευτικό αντιδιαβρωτικό υλικό στο σκαρί του πλοίου
safety officer αξιωματικός ασφαλείας
scavenging ford πόροι καθαρισμού, πόροι σάρωσης
servomotor σερβοκινητήρας, σερβομοτέρ, βοηθητικός κινητήρας
several αρκετοί, κάμποσοι, μερικοί

shaft άτρακτος, άξονας
shallow ρηχός, αβαθής
ship builder ναυπηγός πλοίων
shipway ναυπηγική κλίνη
shipyard ναυπηγείο
showroom κατάστημα, αίθουσα εκθεμάτων
size διάσταση, μέγεθος
spa ιαματικά λουτρά, ιαματική πηγή
space χώρος, διάστημα, κενό
specific συγκεκριμένος, επακριβής
spokesperson εκπρόσωπος, αντιπρόσωπος
stainless-steel ανοξείδωτος χάλυβας
stand pipe κατακόρυφος αγωγός
starting air-valve αεροβαλβίδα εκκινήσεως
steady σταθερός, αμετάβλητος (Steady! Αυτού! Στη ρότα σου!)
steam ατμός, υδρατμός
steam turbine ατμοστρόβιλος
steelwork κομμάτι χάλυβα, μεταλλικό κομμάτι που απαρτίζει το κυρίως μέρος του πλοίου
steering gear σύστημα διεύθυνσης, μηχανήμα κυβέρνησης / πηδαλιουχίσεως, γρανάτζι τιμονιού,
stern πρύμνη
stress ένταση, τάση
stuff (ρήμα) γεμίζω, φουσκώνω
stuffed γεμάτος, γεμισμένος
submerge βυθίζω
suite σουίτα
sump tank δεξαμενή αποστραγγίσεως, λεκάνη του κάρτερ
supply (ουσ.) προμήθεια, παροχή, εφοδιασμός
survey επισκόπηση
swimming pool πισίνα
synchrolift ανεγκυστήρας πλοίων που σύρει το πλοίο πάνω στη ναυπηγική κλίνη
Tail shaft ελικοφόρα άτρακτος
tank δεξαμενή, ντεπόζιτο
telescopic πτυσσόμενος, τηλεσκοπικός
text κείμενο, απόσπασμα
thermal θερμικός
thoroughly απολύτως, εντελώς
tiny μικροσκοπικός
tonnage χωρητικότητα, εκτόπισμα πλοίου, τονάζ
track πλατφόρμα, ράγες
transmitter μεταβιβαστής διαταγών, πομπός
tune ρυθμίζω (τον κινητήρα)
turbine τουρμπίνα
turbocharger τούρμπο, στροβιλοσυμπιεστής, δηλαδή κινητήρας ή μηχανήμα που λειτουργεί με τουρμπίνα

type είδος, τύπος
typical αντιπροσωπευτικός, χαρακτηριστικός
Unattended χωρίς επιτήρηση, αφύλακτος
underside καρίνα
Valve βαλβίδα
version εκδοχή
vessel πλοίο, σκάφος
vibration dampener αποσβεστήρας κραδασμών
vital ζωτικός
vocational επαγγελματικός
Watertight υδατοστεγής, στεγανός
waterway θαλάσσια οδός
weakness έλλειψη δύναμης, αδυναμία
weed φύκι
weight βάρος
Zodiac φουσκωτή βάρκα (Zodiac =όνομα εταιρίας που κατασκευάζει φουσκωτά σκάφη, TRADEMARK)

UNIT 11

SHIPS THROUGH THE AGES



A. From the Bronze Age to the Romans

Task 1 (reading – pre-listening)

Here follows Part 1 of a text about seafaring in Ancient Greece. There are some words missing in it. Try to complete the gaps using the words in the box below.

sailed - pushed - became (x2) - played - linked - started -
continued - appeared - began - was - made - needed

Boating and sailing 1) _____ very important to the Greek way of life at ancient time. Seafaring people 2) _____ in Greece long before the first farmers and shepherds. The mountainous land of Greece 3) _____ sailing the easiest way. According to archeological discoveries, some 10,000 years ago these seafarers 4) _____ to explore the Aegean. The Greeks 5) _____ ways to import and export trade goods both within Greece and to other countries.

The fact that the islands were so close and visibility between them was so clear 6) _____ probably an invitation and a challenge to sail across and explore the neighbouring lands. The needs of survival together with curiosity to know the islands nearby 7) _____ the ancient inhabitants of the Aegean to travel. This is probably how they 8) _____ their first short explorations across the sea, and then they 9) _____ with dangerous voyages to far away lands. During the Bronze Age, ships 10) _____ to every corner of the Aegean.

The climate and geography of the region also 11) _____ a part in the formation of the sea-loving character of the Aegean inhabitants. The short spring, long hot summer, wonderful autumn and mild winter make the Greek climate the pleasantest in the Mediterranean. As a result, the sea very early on 12) _____ a bridge, which 13) _____ Europe and Asia.

Task 2 (listening)

Now listen to the text about seafaring in Ancient Greece and check your answers in the previous task. Exchange information with your neighbour as well.

Task 3 (reading)

Here follows the rest of the text about seafaring in Ancient Greece. The paragraphs, however, are jumbled. Read them and try to put them in the right order.

a. Another important event in the first millennium was the Persian Wars. The naval Battle of Salamis (480 B.C.) decided the fate not only of Greece, but of the whole of the Western Civilization. At this period Athens became the most important naval sea power in the Aegean, and Athenian trade and merchant shipping saw an extraordinary development (Pericles's "Golden Age").

b. In the Roman period, the Greek maritime trade continued to exist and progress. The nautical tradition of the Greeks continued, and Aegean sailors kept on travelling across the seas. Their merchantmen were smaller than the Roman, some of which were up to 1200 tons, but they were fast and easy to manoeuvre. Greek sailors were also employed by the Romans to man Roman-owned vessels.



c. For the 1st millennium B.C. our information of the development of the ship and of the sailors' work in the Aegean at this time comes from valuable sources like written records and the representations of ships on coins, vases and in paintings, as well as from explorations on the seabed and the raising of wrecks like that of the Kyrenia ship (4th C. B.C.).

One of the most important developments of the 1st millennium B.C. was the period of the Great Colonization (8th to 6th c.). During that time the Greeks founded many colonies, all along the shores of the Mediterranean. There was now a need to build better ships. A difference also began to appear between war and merchant ships (the warships were long, the merchantmen round).

d. The Peloponnesian War (431- 404 B.C.) followed Pericles's "Golden Age". This war brought with it a period of loss of power. Then came the period of Philip II of Macedon and his son, Alexander the Great. He turned the Mediterranean into a Greek sea. During this period the merchant ship knew a fresh development. After Alexander's death, however, the Greek sea power gradually became less. As a result, the Romans conquered Greece.

e. Towards the end of the 2nd millennium (12th century B.C.), the Trojan War took place. Homer described this war in his two epic poems, the "Iliada" and the "Odyssey". In the Odyssey, especially, there is a lot of nautical information about types of ships and methods of construction of the period. The warship that Ancient Greeks used during the Trojan War was the 'bireme'.

Par. a _____ b _____ c _____ d _____ e _____

Task 4 (2nd reading)

Read the texts (Task 1 and 3) again and answer the following questions. Write your answers in the space on the next page.

Questions

1. Which were the factors that pushed the Ancient Greeks to travel by sea?
2. What are the sources of information for the 1st millennium B.C.?
3. What kind of information do Homer's epics offer?
4. Why was the battle of Salamis important?
5. Which are the events that go together with the following dates?
 - a) 12th c. B.C.
 - b) 4th c. B.C.
 - c) 8th to 6th c. B.C.
 - d) 480 B.C.
 - e) 431-404 B.C.
6. Explain the needs that led to building different kinds of ships. When did this happen?

- 1.
- 2.
- 3.
- 4.
5. a.
- b.
- c.
- d.
- e.
- 6.

Task 5 (reading)

Read the text again and complete the following diagram.

period in history	type of ship

Task 6 (grammar: simple past tense)

Look at the events that match the dates in question 6 (Task 4). Try to write complete sentences about these events in the space below. Your teacher will help you. What do you notice about the verbs in these sentences? What tense are they in?

- a.
- b.
- c.
- d.
- e.

How do we form the simple past tense of regular verbs?

simple past affirmative

Go back to the text and find all the examples of regular simple past forms. Write them in the space below.

Are there any exceptions? Find examples of the exceptions in the text. Write them in the space below. What do you notice? Finish off the sentence.

Irregular verbs

How do we form the simple past of the verb ‘to be’?

Here are some more sentences from the text in Task 3 (p 257). Read them and say when we use the simple past. Choose a or b.

1. One of the most important developments of the 1st millennium B.C. was the period of the Great Colonization (8th to 6th c.).
2. The naval Battle of Salamis (480 B.C.) decided the fate not only of Greece, but of the whole of the Western Civilization.
3. The Peloponnesian War (431-404 B.C.) followed Pericles’s “Golden Age”.
4. In the Roman period, although the Greeks were no longer independent, the Greek maritime trade continued to exist and prosper.

a. to describe an action that happened at an indefinite time in the past; we don’t know the time it happened.
b. to describe an action that happened at a definite time in the past; we know the time it happened.

Task 7 (grammar practice: simple past)

Complete the table below with the present infinitive and the simple past tense of all the verbs in the text. Use the list of irregular verbs in the Appendix.

present infinitive	simple past
	became
have	

Task 8 (reading - grammar practice - gap-filling)

Read the following text about wars and battle ships in Ancient Greece and complete the gaps with the verbs in parentheses in the simple past. Use the list of irregular verbs at the end of the book.

Wars also 1) _____ (cause) countries to learn about sailing. Navies 2) _____ (become) a must in these wars. For instance, the Athenians 3) _____ (win) the battle of Salamis (480 B.C.) because their navy 4) _____ (be) superior to the Persian navy. Numerous improvements over time 5) _____ (make) it possible for the Greeks to become very efficient in their sailing techniques. This is one reason why they 6) _____ (be) so powerful in their time.

Task 9 (grammar: gap-filling)

There were two main types of ships during this time, which played a big role in Ancient Greece: the military ship and the cargo ship. Here follows a gapped text about cargo ships. Try to complete it with the simple past of the verbs in the box. Some of these verbs are used more than once.

begin travel save take transport try make average be use help have cause

CARGO SHIPS



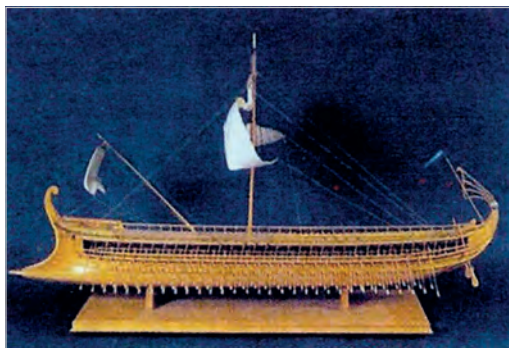
The second most common ship in ancient Greece 1) _____ the cargo ship. Ancient Greeks 2) _____ these ships to transport imports and exports. These boats 3) _____ Ancient Greece rich. It 4) _____ a lot of time to transport goods by water rather than by land, which 5) _____ full of mountains and not easy to travel across. These ships 6) _____ sails instead of oars and rowers. Sailing 7) _____ more technically difficult than rowing since you 8) _____ to learn about the wind and how to adjust your sail to meet the wind. These ships 9) _____ at an average

speed of 5 knots. In order to sail in contrary winds, the cargo ships would sail in a zig-zag pattern. This 10) _____ the ships to travel twice the distance they would have travelled with a good wind, and so it 11) _____ twice as long as being able to sail direct. Naturally, people 12) _____ to sail when the wind 13) _____ in the right direction!

Cargo ships were also made of wood and 14) _____ about 150 tons around 400 B.C. Later, in 240 B.C., boats were weighing 350 to 500 tons. Ships 15) _____ adding sails with the increase in size. Two to three masts 16) _____ common. Some cargo ships were called trading ships or haulers. These ships 17) _____ very deep hulls and broad beams, which 18) _____ them sail close to the wind. Haulers 19) _____ usually around 60 feet long.

Task 10 (speaking)

Look at the following pictures. They show two types of ancient battle ships, a ‘pentekontor’ and a ‘trireme’. Work with your partner and try to compare them. We give you some words to help you. Be prepared to report to the class in pairs.



The pentekontor

The trireme

blow a vessel off course = εμβολίζω
 enemy = εχθρός
 fighting ship = πολεμικό πλοίο
 oarsman = κωπηλάτης, πηδαλιούχος
 ram into = συγκρούομαι
 soldier = στρατιώτης
 single tier = μονή σειρά κουπιών

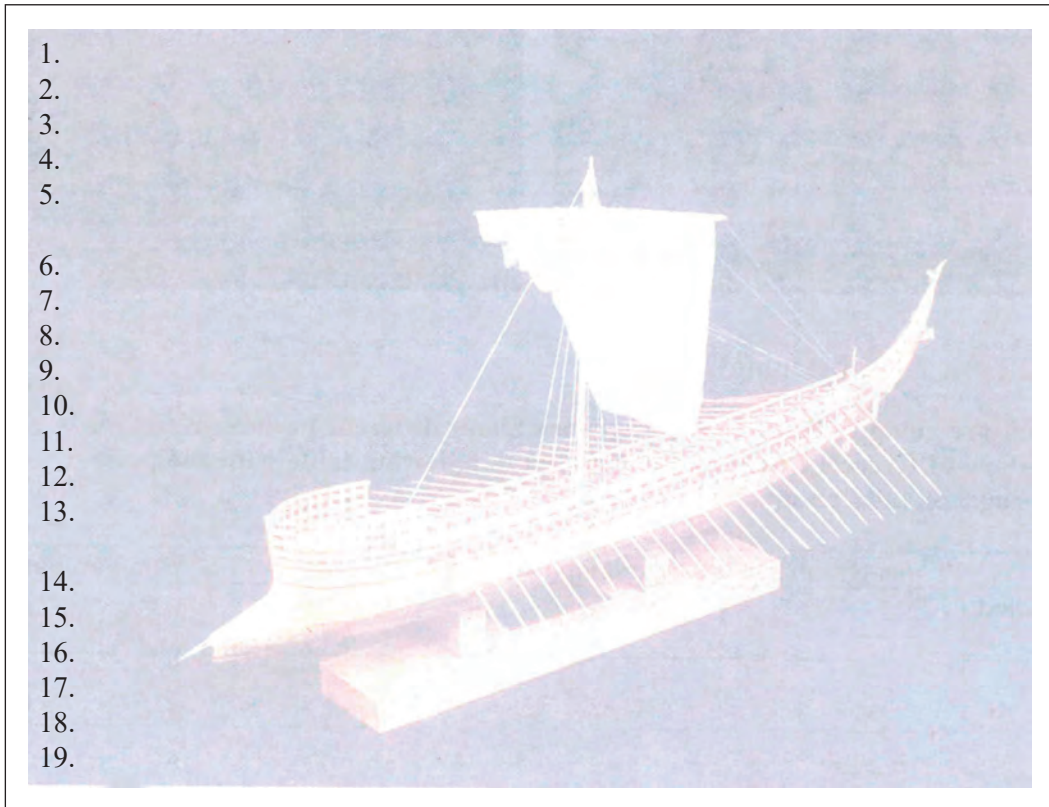
Task 11 (writing)

Your history teacher has asked you to write a short paragraph in English about the ‘trireme’, the most prominent ship of ancient times. Use the prompts below to make sentences about it.

Example: 1. The / important fighting ship of this time / be / the trireme.
 The **most important** fighting ship of this time **was** the trireme.

BATTLE SHIPS

1. The most prominent fighting ship of this time was the trireme.
2. The trireme / be / early than the pentekontor.
3. The Greeks / start using the trireme around 500 B.C.
4. The pentekontor / be / a single tier ship and / have 25 oarsmen on each side.
5. The trireme / be / good than the pentekontor because it / have three times as many oarsmen.
6. The trireme / have two tiers of oars with one man to an oar.
7. They / be 15 feet long and 8.5 feet tall.
8. The trireme / be a very quick warship.
9. In good weather conditions these boats / can travel around 14 knots an hour.
10. Since 170 oarsmen / propel the trireme, it / carry only 14 soldiers.
11. The Greeks / use this military vessel to crash into the enemy's hull.
12. So the enemy's ship / sink.
13. They / call this tactical manoeuver 'diekplous', or in English "break through and crash."
14. The main weapon for ramming into enemy ships / be the beak of the ship.
15. There / be one problem with the trireme.
16. It / be rather light and when high winds / arise / they / blow it off course.
17. This / lead the Greeks to make three and four tier boats, the 'quinqueremes'.
18. These / have three to four tiers of oars with two men to an oar.
19. This / make the boat a lot heavier and less easy to blow off course.

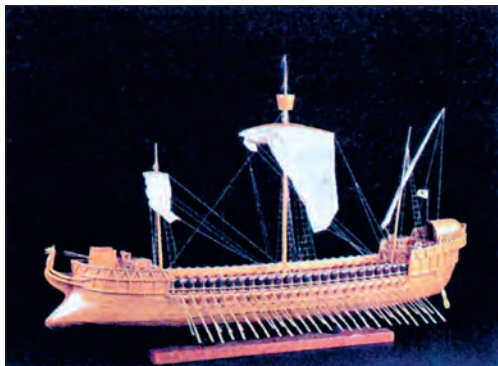


B. From Byzantium and the Turkish Domination to the 20th Century

Task 1 (pre-listening)

Look at the following pictures. They show ships that Greeks used in different periods (Byzantine period, period of Turkish Domination, Greek War of Independence, 20th c.). Form groups and choose a ship to describe. Then exchange your information.

1



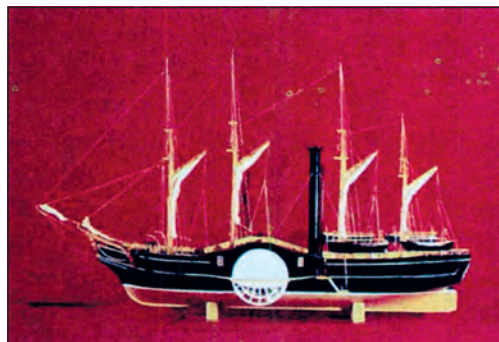
2



3



4



Task 2 (1st listening)

You are going to listen to 4 paragraphs about different periods in the maritime history of Greece. Listen and complete the following table with the period each paragraph talks about.

period	1 st paragraph	2 nd paragraph	3 rd paragraph	4 th paragraph
ships				

Task 3 (2nd listening)

Listen to the paragraphs for a second time and complete the table above (Task 2) with the ships mentioned in each paragraph.

Task 4 (3rd listening)

Listen to the paragraph as many times as necessary and write what happened on the following dates.

1. 6th c.:
2. 1453:
3. end of 18th - early 19th c.:
4. 1808-1814:
5. 1821:
6. 1828:
7. early 19th c.:
8. 1856:
9. 1866-1868:
10. beginning of 1980's:

Task 5 (pre-reading)

Look at the following ships and say in what ways they differ. Talk about their appearance and their way of propelling. The teacher will help you with unknown words.

1



2



Task 6 (reading)

Here follows the 1st part of a text about developments of ships through the ages. Read it and answer the following questions. Write your answers in the space below.

In the years that followed the ancient time, the ships continued to be made of small parts. The best-known ships of the period around A.D. 1000 were built in northern Europe. Among them are several well-preserved Viking ships. They were open with high pointed

bows and stems. Oak planks were used in their construction. Both sails and oars propelled the Viking ships, which were steered with an oar fixed to the starboard.

In the Age of Discovery ships were made of wood. The smooth-planked construction technique reached northern Europe about 1450. This was called carvel building. At about the same time, ships began to carry as many as three masts. Soon another sail was spread beneath the bowsprit, which extended forward from the bow, and smaller topsails were set above the mainsail and foresail. Christopher Columbus, Vasco da Gama and other explorers of their time sailed in ships like the above.



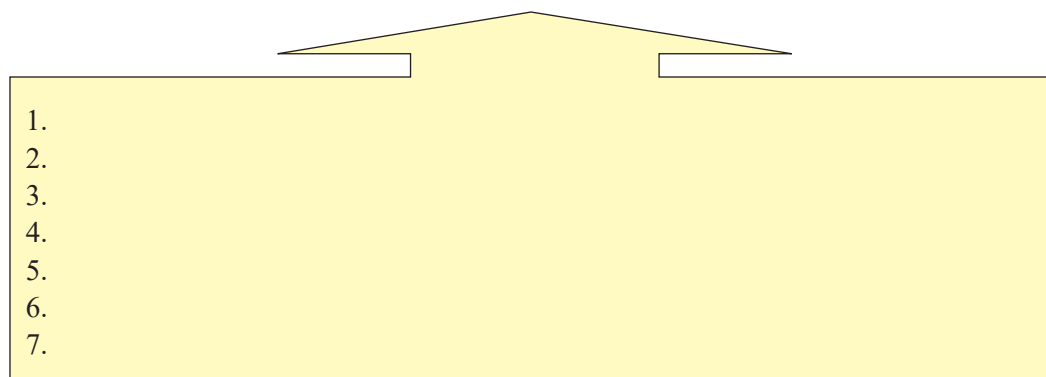
Wooden ships, carvel-planked, were built all over the world by European settlers. They reached their highest level of development between 1840 and 1905.

Meanwhile, iron gradually began to replace wood in ship construction. Iron only became a significant shipbuilding material after 1830. Around 1855 it displaced wood in British shipbuilding. The new technology soon spread to other nations.

Since copper is poisonous to marine growths, wooden hulls were often covered with thin sheets of copper to prevent the accumulation of barnacles, which otherwise would cling to the hull and reduce speed. Iron hulls were kept free of barnacles only by scraping them off periodically. They could not be covered with copper, because the iron was soon destroyed by the electrolysis between the iron and the copper in salt water. After the opening of the Suez Canal in 1869, however, iron-hulled steamships could travel from Europe to China in a few weeks. They were dry-docked and cleaned often enough to eliminate fouling as a major problem.

Questions

1. What periods are mentioned in the text?
2. What material was used in the construction of the Viking ships?
3. How were the Viking ships propelled and steered?
4. What material was used in the construction of ships in the Age of Discovery?
5. What was their construction technique called?
6. Why were wooden hulls covered with thin sheets of copper?
7. Why were iron-hulled steamships often dry-docked and cleaned?



1.
2.
3.
4.
5.
6.
7.

Task 7 (grammar: passive voice, simple past)

Look at the answers to questions 2, 3, 4 and 5 in the previous task. Are the verbs in the passive or in the active voice? What tense are the verbs in?

How do we form the simple past tense in the passive voice?

simple past (passive voice)	
Simple past of the verb	Past participle

When do we use the passive voice? Go back to Unit 8.

When do we use the simple past tense in the passive voice?

Go to the Appendix, to the transcript of the text (Task 2), and find all the verbs in the passive voice (simple past). Write them in the space below.

Task 8 (reading - grammar practice: passive voice / simple past)

Here follows the 2nd part of the text about the developments of ships through the ages. Read it and complete the gaps with the simple past tense (active or passive) of the verbs in parentheses.

Steam Replaces the Sail

Steam-powered vessels 1) _____ (appear) experimentally in the 18th century. The first commercially successful steamer, however, 2) _____ (be) Robert Fulton's North River Steamboat of 1807. It is better known today as the Clermont, after its home-port of Clermont, N.Y. Henry Bell. The first successful British steamboat 3) _____ (build) in 1812 by a Scot. Within a few years,

steamboats 4) _____ (sail) in protected waters throughout Europe. As forests easy to reach 5) _____ (destroy), coal replaced wood as fuel. Most early steamships 6) _____ (drive) by paddle wheels. In about 1840, however, Francis P. Smith of England and the Swedish-American inventor John Ericsson 7) _____ (develop) screw propellers. The first iron-hulled steamer, which 8) _____ (enter) transatlantic service, was the Great Britain, in 1845. Early ocean steamers also 9) _____ (carry) sails, as steam engines were fully reliable only after about 1880.



Hundreds of thousands of people 10) _____ (encourage) to emigrate from Europe to North America in the quick steamships. In a sailing ship, immigrants had to provide food for themselves and their families for 40 to 60 days. Steamers, however, 11) _____ (take) them to New York City or Montreal within two weeks.

Task 9 (reading - diagram - completion)

Read all the texts in Task 6 and Task 8 again and complete the following table with the missing information.

	type/ purpose	construction	way of propelling
ships made of small parts	v	• made of	• propelled by and • steered with
ships of the Age of Discovery	c	• built of • replaces • covers wooden hulls	• three • later another • was used of
steamers		• hulled steamships	• early steamers also had • at first, they were driven by • propellers were used later

Task 10 (guessing game)

Student A thinks of a ship from the different historic periods mentioned in the previous tasks (Task 6 and 8). He or she describes it (type / purpose, construction, way of propelling). Student B tries to guess which ship of what period the other student is describing.

Example:

Student A: It was a wooden ship. It was used by Northern people. It had oars and sails. Which ship was it?

Student B: It was the Viking ship.

Task 11 (listening - matching)

Here follows an interview between a reporter and Professor Luckings, who is teaching maritime history at the Nautical College in Plymouth. The interview is about developments in engines and construction. Listen to it and match the years in column A with the events in column B.

- | A | B. |
|-------------------------------|---|
| 1. 1807 | a. use of diesel engines on seagoing vessels |
| 2. 1870 | b. steamers adopt oil as fuel |
| 3. 1887 | c. introduction of welding |
| 4. 1892 | d. introduction of compound engines |
| 5. end of 19 th c. | e. sailing vessels tonnage reaches a peak |
| 6. 1902 | f. first successful appearance of steamboat |
| 7. 1912 | g. steamships tonnage exceeds sailing vessels tonnage |
| 8. 1930 | h. adapting diesel engine to ship propulsion |

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____

Task 12 (listening - writing)

Listen to the interview as many times as necessary in order to write complete sentences about the events and the years mentioned in Task 11. Check your answers in the Appendix.

1.
2.
3.
4.
5.
6.
7.
8.

Task 13 (speaking)

Work with your partner. Take it in turns to ask and answer questions about the most important dates in the history of engines and construction. Use the years and the events mentioned in Task 11. Use the passive voice where necessary.

Example: Student A: What happened in 1870?

Student B: Compound engines were introduced.

Task 14 (writing)

Ask your computer teacher to give you the e-mail address of a Technical School in another Mediterranean country. E-mail the students of this school a short paragraph (of not more than 60 words) including information about the most important events and dates in the maritime history of Greece. Ask them to e-mail you a short paragraph with information about the maritime history of their country. Start as follows.

Dear fellow students, is it of interest to you to exchange information about our countries? We take the first step by sending you a few things about the maritime history of Greece.



C. Communication at sea through the ages

Task 1 (pre-listening)

Look at the following cartoon. What is happening? Do you find it funny? If yes, why? If not, why not? What title would you give to it if you were to publish it in a magazine?



Task 2 (listening)

You will hear Professor Luckings again, giving a lecture at his college on the earliest naval signals. Listen and say what means of communication ships used in ancient times. Write your answer in the space below.

Task 3 (listening)

Listen to the talk once more and write what happened on the following dates.

a. 480 B.C.:

b. 26 September, 1066:

Task 4 (writing)

Discuss in groups what title would suit best the text you have already listened to.

Title

Task 5 (pre-listening)

Look at the following cartoons. What means of communication do they show? How and when are they used at sea? Be prepared to talk with your partner in class.



Task 6 (1st listening)

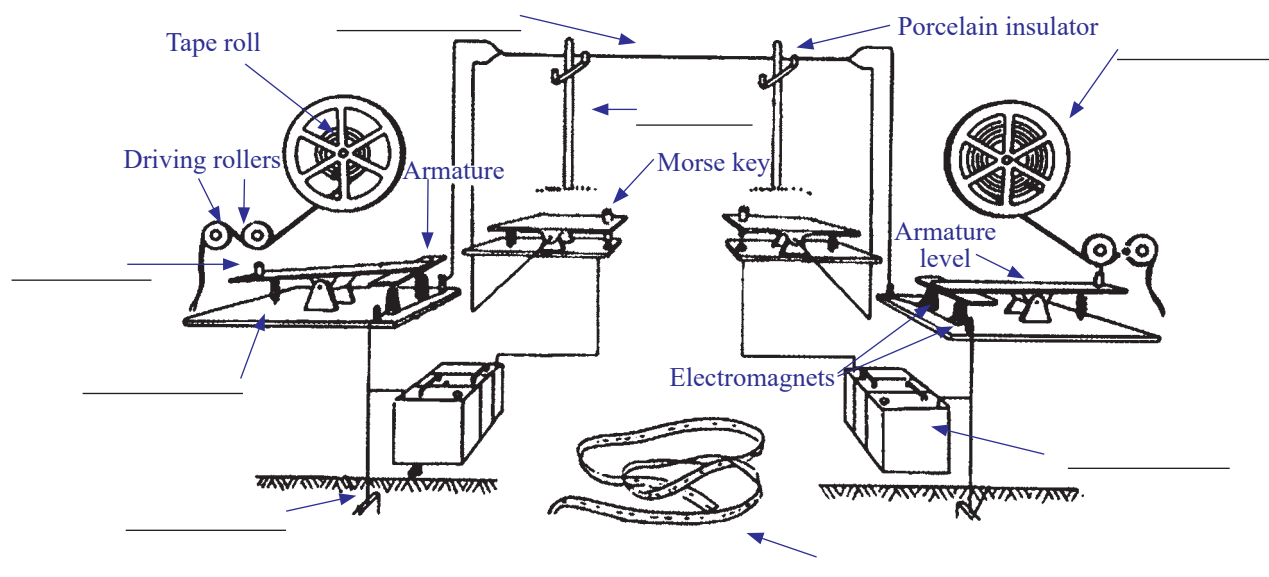
You will hear another part of Professor Luckings's lecture, in which he starts talking about developments in communication at sea. Listen and write in the space below which of the means of communication shown above (Task 5) he is mentioning.

Task 7 (2nd listening)

Listen to the talk once more and write in the space below all the means of communication at sea that Professor Luckings is mentioning in his lecture.

Task 8 (post-listening - matching)

Here follows a telegraph system for transmitting and receiving messages. 15 arrows on it show the position of its parts. You will find 7 of its parts marked on the picture. The positions of the rest (8) are described in the box below. Read the sentences, spot these 8 parts in the picture and provide the missing words / phrases. The complete diagram can be found in the appendix.



1. The Earth plates are underground.
2. The storage battery is on the ground.
3. The restraining spring is under the armature level.
4. The reel of paper is above the armature level.
5. The recording stylus is on the armature level.
6. The tape with the Morse code is on the ground.
7. The transmission line starts and finishes at the telegraph poles.
8. The telegraph poles support the transmission line.

Task 9 (1st reading)

The following text is about major changes in communication in the 20th c. Read it and say whether statements 1-8 on the following page are True (T) or False (F).

Radio

The twentieth century brought major changes to communication. In 1901 an Italian inventor named Marchese Guglielmo Marconi transmitted a radio signal across the Atlantic Ocean, and by 1910 the United States had passed a law requiring its passenger ships to have radio equipment on board. Radios did not immediately replace the traditional signalling systems. Even today, signal flags are carried aboard most large vessels and many smaller ones. Still, radio has a profound impact on the way sailors communicate. Today, it would be impossible for a sailor to set out without a radio, which has surpassed all means of traditional communication at sea.

VHF - SSB

Today, there are two basic kinds of radios found aboard ocean-going vessels. Marine VHF (very high frequency) radios are usually used to communicate over distances of a few nautical miles. To communicate over very large distances, vessels are equipped with the marine SSB (single side-band) radios. SSB has a much greater range than VHF. Transmitting on SSB requires a great deal of electricity compared to VHF, however, since its signal must be strong enough to travel over great distances through a lot of atmosphere.

Satellite communication



Satellite communication is a relatively new alternative for long-distance communication. It has many advantages over conventional point-to-point radio because a digital signal is transmitted upward to a satellite. The satellite then relays the signal to another satellite on the surface of the earth.

Satellite communication is private. When you use conventional SSB or VHF, everybody with a receiver in range can monitor your conversation. In the case of digital signals, data can be encoded making it extremely secure against a spy. SSB or VHF, both require an intermediary such as a ship-to-shore operator to make the appropriate connections ashore.

Satellite communication is not greatly affected by atmospheric or meteorological conditions. The signal passes through a relatively thin layer of the Earth's atmosphere. SSB and VHF transmissions, however, must push their way through a great quantity of atmosphere as they travel across the surface of the Earth.

Inmarsat system

Inmarsat, or International Maritime Satellite, provides mobile satellite communication services to the world. Inmarsat was established in 1979, it is headquartered in London and began providing services in 1982. Currently, Inmarsat uses four of its own satellites and leases maritime communication capacity on several other satellites.

The Internet

The Internet started to appear in the 1980s. In the 1990s, the World-Wide Web was formed. Further, with the advent of electronically written messages (i.e. e-mails), sailors on board now have direct and immediate access to their relatives, a facility missed by the previous generations of sailors.

True / False

1. Traditional signalling systems stopped being in use after the appearance of the radio. **T/F**
2. Transmitting on SSB requires more electricity than on VHF because the signal must be fast enough to travel through a lot of atmosphere. **T/F**
3. Messages sent through satellites are not easy to be stolen by spies. **T/F**
4. Poor weather conditions really make satellite communication difficult. **T/F**
5. Satellite communication requires a specialist to operate the equipment for making the connections ashore. **T/F**
6. The Inmarsat is one of the latest developments in satellite communication. **T/F**
7. E-mails are spoken messages sent electronically. **T/F**

Task 10 (2nd reading)

Read the text once more and complete the following table with the advantages and disadvantages of each one of the means of communication mentioned.

	advantages	disadvantages
written messages		
VHF radio		
SSB radio		
satellite communication		
Inmarsat		
Internet		

Task 11 (3rd reading - puzzle)

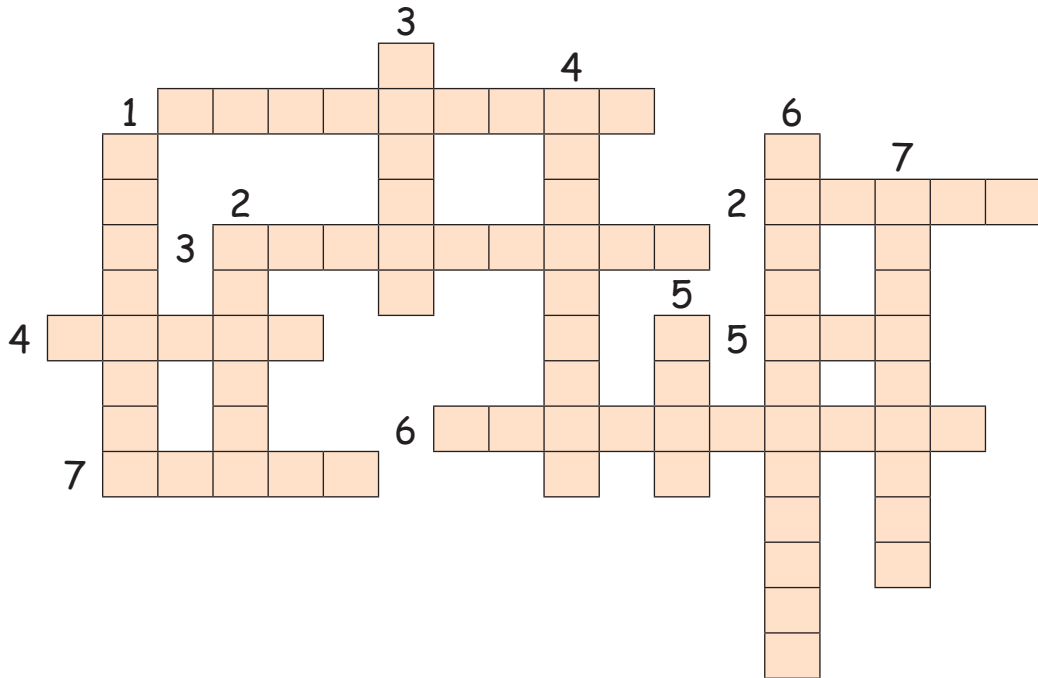
Read the text once more and complete the puzzle on the next page by finding the missing part of the following collocations and phrasal verb(s).

Across

- 1 ships (par. 1)
2. VHF, SSB (par. 3)
- 3 communication (par. 3)
- 4 great (par. 2)
- 5 out (par. 1)
6. meteorological
(par. 3)
- 7 a signal (par. 3)

Down

1. shore-to-ship
(par. 3)
- 2 flags (par. 1)
3. ocean-going (par. 2).
4. radio (par. 1)
5. e- (par. 5)
6. VHF and SSB (par. 3)
7. great/large (par. 2)



Task 12 (integrated skills activity)

a. The following examples describe different situations in which the transmission of messages is necessary. Think about the different ways of communication mentioned. In some cases the Morse code must be used (see the Appendix). Your teacher will give you some help.

situation	message	means of communication	codified message
Imagine you are a shipwrecked person on a desert island at the Byzantine Period.	'I need help.'		none

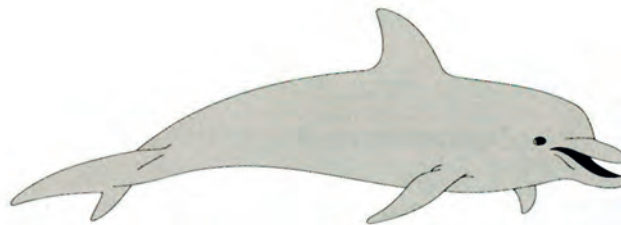
Imagine you are travelling on board a battleship during the Greek Revolution and you want to send messages to another Greek battleship.	'You are standing into danger.'		
	'Do not come near me.'		
	'Reduce speed.'		
	'Alter course. Enemy's ship ahead.'		

Imagine you are travelling on board a steamship at the end of the 19 th c. Use the Morse code for at least one of the messages.	'I am disabled. Communicate with me.'		
	'I am altering my course to starboard.'		
	'Do not pass ahead of me.'		

Which ship sent this authentic message? Describe the situation here.	'We struck an iceberg.'	Morse code only	
--	-------------------------	-----------------	--

Imagine you are on board a cruise yacht.	'Need a doctor. The skipper has lost consciousness.'		
--	--	--	--

b. Write a message in morse in the space below and ask the class to decode it.



Task 13 (integrated skills activity)

Stage 1

a. Now that you have finished practising the alphabet flags and the Morse code it is time to use more up-to-date means of communication like satellite communication, the INMARSAT system or computers.

b. When you are in need of sending a message on board a ship, you must use certain words before your message, like 'question', 'advice', 'warning', 'instruction' and 'request', to show what sort of message you are sending.

Example: Question: What is your cargo, rice or corn?

c. When you reply or read back the messages, you can use the word 'answer', or the phrases 'advice received', 'instruction received', etc.

Example: Answer: My cargo is rice.

d. When you show agreement on an instruction or a request, you can read it back using the word 'positive'. When you disagree, you can repeat it using the word 'negative'. Then you can explain why you disagree using the word 'reason' before the message.

Example: Instruction: Lower the boats.

Instruction received: Lower the boats, positive.

or Lower the boats, negative.

Reason: There is a fault at the gravity davit.

Stage 2

Divide in 4 groups of an even number of students (4, 6, etc.) if possible. Each group is given one set of instructions to work on: Group A gets set A, etc. (see following pages). Work in pairs. Student A reads the instructions and transmits the messages. Student B answers in writing and then reads back the messages he or she listens to. Take it in turns. Then show your work to another group and study all the written messages together.

Example:

Instruct a ship to move astern 3 meters.	Instruction received: Move astern 3 meters, positive. Or Instruction received: Move astern 3 meters, negative. Reason: There is another vessel.
--	---

A

Ask if the pilot boat is on station.	
Inform that pilotage is compulsory.	
Advise a vessel to slow down engines because of heavy traffic in the port.	
Advise a vessel to stay where she is because of oil-spillage ahead.	
Instruct a vessel to keep a distance of 10 meters.	

B

Warn a vessel not to proceed because of shallow water ahead of her.	
Inform a vessel to anchor until a pilot boat arrives.	
Ask if your course is correct.	
Advise to keep clear of this area because visibility is expected to decrease to 10 metres in 3 hours.	
Ask for tug assistance because of an engine breakdown 50 miles northeast of Kerkira.	

C

Ask if weather conditions are expected to change within the next 2 hours.	
Instruct a vessel to keep a distance of 10 meters.	
Ask a vessel to avoid this area because of poor visibility.	
Inform a vessel to keep clear of the fairway because a bulk carrier will leave soon.	
Warn a vessel not to proceed because of shallow water ahead of her.	

D

Ask ice-breakers to assist you in further navigation.	
Inform that the pilot will be available in one hour because of rush hour in the port.	
Advise a vessel to alter course to starboard and slow down to her minimum speed.	
Instruct a vessel to keep a distance of 10 meters.	
Ask a vessel to avoid this area because of poor visibility.	

Task 14 (project)**Stage 1**

Here is a ticket. Read it. Do you know where it comes from? What do you expect to see there? Why would it be important for a TEE student to visit the place the ticket comes from? Talk about it in class.

**Stage 2**

Your class has decided to visit the Hellenic Maritime Museum. You make some preparations. One of you calls the museum to ask if there are special ticket prices for school boys/girls and if it is possible to visit the museum at any day or time. Some of you write a letter asking for a brochure or leaflet with information about the different sections of the museum. After you collect all the necessary information, divide in groups according to the most important periods in the Greek maritime history. While visiting the museum, each group takes notes on the relevant exhibits. When back to school, each group makes a short presentation of the information they have collected from their visit. Where it is possible, they add photographs from the postcards the group has bought.

 **Task 15** (pronunciation)

a. Listen to and repeat the following words.

/ai /	/ei /
quite	sailor
line	radio
iron	trade
island	great

b. Put the following words in the table according to the sound of the underlined vowel(s).

fate, relay, climate, maritime, age, isolated, mainaland, remain, write, find

/ ai/	/ ei/



UNIT 11 APPENDIX

A. Transcript of listening text (Task 2), p 257

Boating and sailing **1) became** very important to the Greek way of life at ancient time. Seafaring people **2) appeared** in Greece long before the first farmers and shepherds. The mountainous land of Greece **3) made** sailing the easiest way. According to archaeological discoveries, some 10,000 years ago these seafarers **4) began** to explore the Aegean. The Greeks **5) needed** ways to import and export trade goods both within Greece and to other countries.

The fact that the islands were so close and visibility between them was so clear **6) was** probably an invitation and a challenge to sail across and explore the neighbouring lands. The needs of survival together with curiosity to know the islands nearby **7) pushed** the ancient inhabitants of the Aegean to travel. This is probably how they **8) started** their first short explorations across the sea, and then they **9) continued** with dangerous voyages to far away lands. During the Bronze Age, ships **10) sailed** to every corner of the Aegean.

The climate and geography of the region also **11) played** a part in the formation of the sea-loving character of the Aegean inhabitants. The short spring, long hot summer, wonderful autumn and mild winter make the Greek climate the pleasantest in the Mediterranean. As a result, the sea very early on **12) became** a bridge which **13) linked** Europe and Asia.

B. Transcript of listening text (Task 2), p 264

1. When the state of Byzantium was established, the Aegean stopped being under Roman domination and came under the rule of the Byzantines. Byzantium did not have much of a navy until the 5th c. The Byzantine Empire was very big, however, and in order to meet the needs of all its provinces, it needed a large merchant navy. Justinian (527-565 A.D.) understood this need, and the great importance of the sea for transport and communications. So he started organizing a fleet. Thus, Byzantium slowly became the most important sea power of the time. The new capital, Constantinople, became the biggest centre of commercial activity. The large ships of the past that transported cargoes of grain from Alexandria to Rome were no longer practical for the voyage through the Aegean to the Golden Horn. The new needs, as well as the treat of pirates, led to the construction of smaller, much more quick vessels. These ships came to play an important role in the maritime trade of the Aegean during the Byzantine period. At this time the fast, light mobile ship known as the dorkon appeared, a vessel of some 130-140 tons capacity with lateen sails, which was easier to steer and manoeuvre. In the same century (6th) the dromon appeared, a new type of fast, light vessel with lateen sails and a protective deck above the rowers. The dromon was chiefly a warship, but it was also used as merchantman on long voyages.

2. The fall of Constantinople in 1453 marked the end of the Byzantine Empire. The islands of the Aegean were gradually conquered. As a result, maritime trade in certain parts of the Aegean continued its course for a long period of time, mainly with small vessels, which the Greeks constructed under great difficulties.

The shipbuilding craft of the Greeks continued in certain parts to play an important role throughout the Turkish domination. At first, they built small kaikia, and later on large karavia, especially in the pre-revolutionary period (end of 18th - early 19th c.), which was a particularly favourable time for the Greeks in the maritime trade. The six years, 1808 -1814, were a “golden period” for Greek shipping. At that time, large Greek Merchant Houses were formed and developed in Syros, Chios, Constantinople, Odessa, Trieste, Marseilles and London, as well as in different Spanish and Italian ports.

The Revolution of 1821 for the Greek Independence from the Turkish rule found the Greek merchant fleet ready for the fight. The merchantmen were automatically changed into warships and began action against the Turkish conqueror. The 18,000 sailors who manned the merchant ships were ready for war when the revolution began, and threw themselves into the fight with great courage, writing pages of glory in the Greek Nautical History. Without the merchant fleet, the War of Independence would probably never have been able to succeed.

3. In 1828, Southern Greece and the islands of the central Aegean became officially free. Ioannis Kapodistrias came, the first Governor of the free half of the country. From the beginning Kapodistrias saw the great importance of a strong merchant marine for Greece. So he started organizing the mercantile marine.

The few worn-out merchantmen that remained after the war became the heart for the expansion of the Greek Merchant Marine until the end of the 19th c. During the first decades of the 19th c. steam propulsion for ships appeared. Although the Greek shipmasters were financially unable to follow the rapid developments taking place in the use of steam in ships, they continued to build new brigs and barks in the shipyards of various Greek islands (Hydra, Spetses, Samos, Syros , etc.).

Greece got its first steamships in 1856 with the founding of the Hellenic Steam Navigation Company. This company later offered its vessels to help the Cretan Revolution (1866-68). Among them was the famous “Enosis”, which was changed into a cruiser. This ship offered great help to the Cretans during their revolution. Syros grew into the most important mercantile shipping centre in the Aegean. In 1861 a steam-powered iron-work was opened on Syros.

During the 19th c., Greek sailing ships became fewer, while the number of steamships reached about 200. By the end of the century, sailing ships became fewer and they began to give place to mechanically propelled ships. The beginning of World War I found the Greek Merchant Marine with 475 steamships and some 1,100 sailing ships.

4. In the 20th c. the Greek Merchant Marine had its ups and downs. In the midst of them, however, the Greek’s close links with the sea, his natural seamanship, his stubbornness, courage and faith in the value of shipping remained unchanged, and these qualities helped the Greek merchant fleet at the beginning of the 1980’s to take first place in the world. Various types of Greek-owned vessels are sailing today in all the world’s seas. The traditional trechandiri still continues to cross the Aegean waters, following the maritime tradition.

B. Transcript of listening text (Task 11), p 269

Reporter: Good morning, ladies and gentlemen. We have the pleasure to have Professor Richard Luckings with us, who is teaching Maritime History at Nautical College in Plymouth. Professor, welcome to our show.

Prof. Luckings: Thank you for inviting me. It’s my pleasure to be with you.

Reporter: Today we'd like you to talk about engines and construction. Can you, please, tell us what the most important events in the history of engines and construction are?

Prof. Luckings: Well, after the first appearance of steamboats in 1807, steam engines continually grew more and more reliable. Then came compound engines. These were introduced in 1870.

Reporter: And sailing ships? Did they still continue to exist?

Prof. Luckings: Of course, they did. Only their tonnage started to become less.

Reporter: What do you mean? Can you be more specific?

Prof. Luckings: Well, by about 1887 sailing ship tonnage was overcome by the world's steamship tonnage.

Reporter: And the steam turbine? When was it first used in ship propulsion?

Prof. Luckings: That was around the end of the century. It was then that the steam turbine was adapted to ship propulsion by Charles Parsons of England.

Reporter: And when do we finally come to diesel engine? We'd really like to know when and how the diesel engine was first used.

Prof. Luckings: This was a breakthrough. Diesel engines were first used on seagoing vessels in 1912.

Reporter: How do they run?

Prof. Luckings: Powerful modern marine diesels are designed to run on low-grade, low-cost fuel oil. Actually, an increasingly popular form of propulsion is the diesel-electric system, in which diesel engines are linked to generators. In them, the electricity produced is fed to large electric motors that drive the propeller shafts.

Reporter: Quite interesting! What about construction? Please, tell us a few things about the construction of engines as well.

Prof. Luckings: As a matter of fact, hand-driven rivets joined the plating and other structural members of the first iron and steel ships. Later, however, hydraulic and pneumatic tools applied rivets with great force.

Reporter: Correct me if I'm wrong. Was it around 1930 there was an important change?

Prof. Luckings: You're absolutely right. After 1930 electric welding was introduced for joining hull members. Finally, during World War II welding replaced riveting in the construction of merchant ships.

Reporter: I believe this innovation has really made construction safer.

Prof. Luckings: Absolutely. There's no question about that.

Reporter: Well, thank you very much, Professor, for coming here and informing us about all these interesting things.

Prof. Luckings. Thank you very much for inviting me to your show.

C. Transcript of listening text (Task 2) p 271

Before the development of the radio, visual signals were essential for communication at sea, and despite advances in technology, remain important today. Not a great deal, however, is really known about how ships communicated in ancient times. The use of signals at sea, including flags, is first mentioned in Greek mythology and ancient history and confirmed in the ancient writings of Virgil and Polybius.

In the Battle of Salamis in 480 B.C., we have the first recorded naval signal. The Athenian Navy used a pre-arranged signal of a red cloak hoisted on an oar to order their fleet of triremes to turn and give battle to a superior enemy force. The Athenians won.

The importance of secure communication that cannot be understood by an enemy was recognized in ancient Greece and Rome, and has become essential to national security in the modern world.

Also, a look at traditional craft in the Middle East today gives us an idea. They can still be seen setting their sails in certain ways and receiving replies from other vessels in a similar fashion. Occasionally, one might show a lamp at night or, more rarely, light a brazier in some prominent part of the ship. What the meanings of these signals are is not known outside the vessels themselves, but it's quite certain that this sort of thing has been going on for many thousands of years.

On 28 September, 1066 we have the first recorded use of lamp for signalling. Duke William of Normandy had a lamp hoisted to the top of his ship's mast. When the other ships saw this, they set off to invade England.

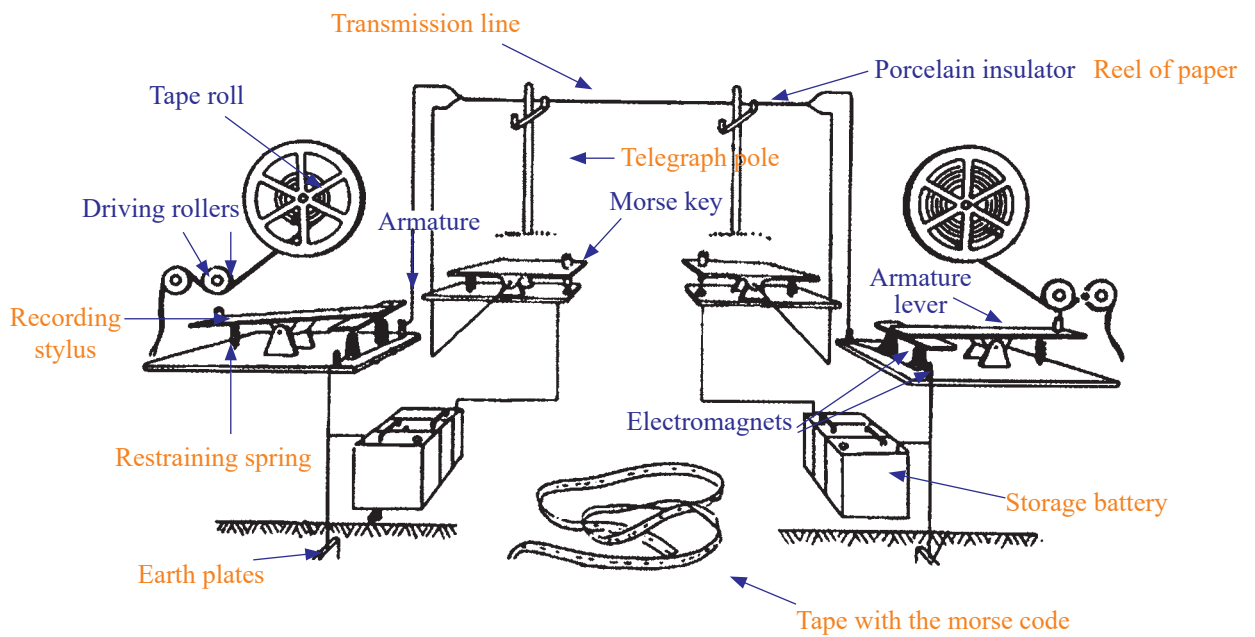
C. Transcript of listening text (Task 6) p 272

Vessels on long voyages are often away from land for weeks or months at a time. Even on short voyages, a sailor on a boat is isolated from the land, and it is often difficult to know what is happening only a short distance away. Unless one is close enough to simply yell to people on shore or aboard other vessels, questions must often go unanswered until one returns home. It was natural, then, that early mariners would be interested in technologies that allowed them to communicate across distances. Over the years, different forms of communication have been developed from signal flags and semaphore to morse.

One of the oldest methods of remote communication still exists today. One writes a message on a piece of paper and has it delivered to the recipient. For the sailor at sea, this meant receiving letters and important messages at ports where the vessel stopped, or from friendly vessels encountered along the way. In some cases, it could take months or even years for a message to reach the receiver.

An even slower and less reliable way to deliver a written note was to seal it inside an empty bottle and throw it overboard, letting wind and current carry it where they would. With time and luck, some person might actually find and read the note. For centuries, written correspondence remained the most reliable way to get messages across long distances. However, there were much faster ways for vessels to send simple messages while within sight of the shore or other vessels. Through the use of signal flags and semaphore, a message could be sent to anyone who could see it and understand it. Since these messages were visible to everyone nearby, elaborate codes were developed to identify the sender and recipient and to hide the meaning of the message. When Samuel F. B. Morse developed one of the first practical telegraph systems in 1837, he also designed a code for it in which different combinations of dots and dashes represented letters of the alphabet. Although the telegraph, which required a continuous wire linking the sender and the receiver, was useless to mariners, Morse Code was very useful: The heliograph was a bright lamp with a shutter that could be opened and closed to produce a sequence of long and short flashes corresponding to morse's dots and dashes.


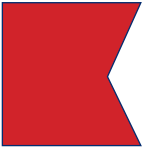
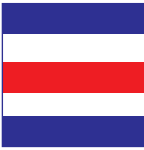

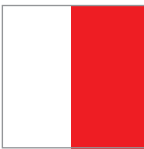
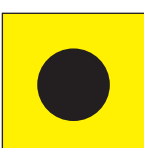
C. Telegraph (Task 8), p 273



Morse code

A	. _ _
B	_ _ . . .
C	_ . . _ .
D	_ _ . .
E	.
F	. . _ .
G	_ _ _ .
H
I	. .
J	. _ _ _ _
K	_ . _
L	. _ . .
M	_ _ _
N	_ .
O	_ _ _ _
P	. _ . _
Q	_ _ _ .
R	. _ _
S	. . .
T	_ _ _
U	. _ _ _
V	. . . _
W	. _ _ _
X	_ . . _
Y	_ . _ _ _
Z	_ _ _ . .

International Code Flags

Flag	Name & Phonetic Pronunciation	Meaning
	Alfa AL-fah	I have a diver down; keep well clear at slow speed.
	Bravo BRAH-voh	I am taking in, discharging, or carrying dangerous cargo.
	Charlie CHAR-lee	“Yes” or “affirmative”. Change of course (Sailing Regatta)
	Delta DELL-tah	I am manoeuvring with difficulty; keep clear.
	Echo ECK-oh	I am directing my course to starboard.
	Foxtrot FOKS-trot	I am disabled; communicate with me. On aircraft carriers: Flight operations underway.
	Golf GOLF	I require a pilot.
	Hotel hoh-TELL	I have a pilot on board.
	India IN-dee-ah	I am directing my course to port. (International) Coming alongside. (Navy) Round the Ends Starting Rule (Sailing Regatta)





	Juliet JEW-lee-ett	I am on fire and have dangerous cargo; keep clear.
	Kilo KEY-loh	I wish to communicate with you.
	Lima LEE-mah	You should stop your vessel immediately. Come Within Hail or Follow Me (Sailing Regatta)
	Mike MIKE	My vessel is stopped; making no way. Mark Missing (Sailing Regatta)
	November no-VEM-bur	No, or negative. Abandonment and Re-sail (Sailing Regatta)
	Oscar OSS-kur	Man overboard.
	Papa pah-PAH	All personnel return to ship; proceeding to sea (In port).
	Quebec kay-BECK	Ship meets health regs; request clearance into port. (International) Boat recall; all boats return to ship. (Navy)
	Romeo ROH-me-oh	None. (International) Preparing to replenish (At sea). Ready duty ship (In port). (Navy)
	Sierra see-AIR-ah	Moving astern. (International) Conducting flag hoist drill. (Navy) Shorten Course (Sailing Regatta)

	Tango TANG-go	Keep clear; engaged in trawling. (International) Do not pass ahead of me. (Navy)
	Uniform YOU-nee-form	You are running into danger.
	Victor VIK-tah	I require assistance.
	Whiskey WISS-kee	I require medical assistance.
	Xray ECKS-ray	Stop carrying out your intentions and watch for my signals. Individual Recall (Sailing Regatta)
	Yankee YANG-kee	I am dragging anchor. (International) Ship has visual communications duty. (Navy) Wear Life Jackets (Sailing Regatta)
	Zulu ZOO-loo	I require a tug. 20% Scoring Penalty (Sailing Regatta)
	Code/Answer Code or Answer	Message is understood. Also, numeric decimal point. (International) Flag that follows is from the International Code of Signals. (Navy) Postponement (Sailing Regatta)
	First substitute (First Repeater) First sub	Substitute for the first flag in this hoist. (International) Also “repeats” the first flag or series of flags in this hoist. Absence of flag officer or unit commander (in port). (Navy) General Recall (Sailing Regatta)
	Second substitute Second sub	Substitute for the second flag in this hoist. (International) Absence of chief of staff (in port). (Navy)

	Third substitute Third sub	Substitute for the third flag in this hoist. (International) Absence of commanding officer (in port). (Navy)
	One WUN	None. (International) Numeral one. (Navy)
	Two TOO	None. (International) Numeral two. (Navy)
	Three TREE	None. (International) Numeral three. (Navy)
	Four FOW-er	None. (International) Numeral four. (Navy)
	Five FIFE	None. (International) Numeral five. (Navy)
	Six SICKS	None. (International) Numeral six. (Navy)
	Seven SEV-en	None. (International) Numeral seven. (Navy)
	Eight ATE	None. (International) Numeral eight. (Navy)
	Nine NIN-er	None. (International) Numeral nine. (Navy)

	Zero ZEE-roh	None. (International) Numeral zero. (Navy)
	Pennant one PEN-ant WUN	Numeral one. (International) Pennant one. (Navy)
	Pennant two PEN-ant TOO	Numeral two. (International) Pennant two. (Navy)
	Pennant three PEN-ant TREE	Numeral three. (International) Pennant three. (Navy)
	Pennant four PEN-ant FOW-er	Numeral four. (International) Pennant four. (Navy) Postponement (Sailing Regatta)
	Pennant five PEN-ant FIFE	Numeral five. (International) Pennant five. (Navy)
	Pennant six PEN-ant SICKS	Numeral six. (International) Pennant six. (Navy)
	Pennant seven PEN-ant SEV-en	Numeral seven. (International) Pennant seven. (Navy)
	Pennant eight PEN-ant ATE	Numeral eight. (International) Pennant eight. (Navy)
	Pennant Nine PEN-ant NIN-er	Numeral nine. (International) Pennant nine. (Navy)
	Pennant zero PEN-ant ZEE-roh	Numeral zero. (International) Pennant zero. (Navy)

Miscellaneous Flags

 small craft warning up to 38 mph winds	 gale warning 39-54 mph winds	 storm warning 55-73 mph winds	 hurricane warning 74+ mph winds
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UNIT 11 GLOSSARY

Accumulation συσσώρευση	disable ship ακυβέρνητο πλοίο
adjust προσαρμόζω, ρυθμίζω	discovery ανακάλυψη
advent ερχομός	displace αντικαθιστώ, παίρνω τη θέση (άλλου), εκτοπίζω
advice received! οδηγία ελήφθη!	domination κυριαρχία, εξουσία
advise συμβουλευώ, προειδοποιώ, υποδεικνύω	Efficient ικανός, αποδοτικός
alter τροποποιώ, αλλάζω	employed απασχολούμενος
alter course αλλάζω πορεία	exceed υπερβαίνω, ξεπερνώ
anchor (ρήμα) αγκυροβολώ, αράζω	exhibit (ουσ.) έκθεμα
armature επαγωγίμο, σπλισμός (ηλεκτρομαγνήτη)	exhibit (ρήμα) εκθέτω
arrow βέλος	experimental πειραματικός
astern προς την πρύμνη	exploration εξερεύνηση
B.C. προ Χριστού	extraordinary εκπληκτικός, εξαιρετικός
battle ναυμαχία	Fairway διάυλος ναυσιπλοΐας
battleship θωρηκτό	fate μοίρα, πεπρωμένο
beak ακρόπρωρο	fellow students συμφοιτητές
beam δοκοί, ζυγά, καμάρια, μέγιστο πλάτος πλοίου	foresail ακάτιον, τρίγκος
beneath πιο κάτω, από κάτω, πιο χαμηλά από	formation διάταξη, διαμόρφωση, μορφοποίηση
bireme δίκωπο ακάτιο, διήρης (γαλέρα)	fresh νέος, καινούριος, φρέσκος
blow off course εμβολίζω	Golden Age Χρυσός Αιώνας
boating κωπηλασία, βαρκάδα, λεμβοδρομία	goods προϊόντα, εμπορεύματα, αγαθά
bow πλώρη, μάσκα, πλώρα	gradually βαθμιαία, σταδιακά
bowsprit πρόβολος, μπαστούνι, μπομπρέσο	gravity davit επωτίδα βαρύτητας
break through (ρήμα) διέρχομαι παραβιάζοντας κάθε εμπόδιο	gunpowder πυρίτιδα, μπαρούτι
Bronze Age Εποχή του Χαλκού	Hauler εμπορικό πλοίο μεταφοράς αγαθών
Carvel караβέλα	Hellenic Maritime Museum Ελληνικό Ναυτικό Μουσείο
carvel building κατασκευή λείας αρμολογίας (γάστρας)	home-port λιμάνι νηολογήσεως
challenge πρόκληση	Ice-breaker παγοθραυστικό
cling γαντζώνομαι, αρνούμαι να αποχωριστώ	improvement βελτίωση, καλύτερευση
codified κωδικοποιημένος	independent ανεξάρτητος
colonization αποικισμός, εποίκιση	inhabitant κάτοικος
communication επικοινωνία	integrated ενιαίος, ολοκληρωμένος
compulsory υποχρεωτικός	intermediary ενδιάμεσος
conquer καταλαμβάνω, κατακτώ (δια της βίας)	iron-hulled καρίνα κατασκευασμένη από σίδηρο
construction κατασκευή	isolated απομονωμένος
copper χαλκός	Keep clear κρατώ ελεύθερο
curiosity περιέργεια	Leaflet φυλλάδιο
Decode αποκωδικοποιώ	lease εκμισθώνω, νοικιάζω
decrease μειώνω, ελαττώνω	lower the boats χαμηλώστε τις βάρκες
diekplous διάσπαση αμυντικών γραμμών εχθρού	Mainland ηπειρωτική χώρα
disable αχρηστεύω (δες <i>disable ship</i>)	mainsail πανί της μάλιστα
	manoeuvre (ρήμα) πραγματοποιώ ελιγμό, ελίσσομαι, μανουβράρω
	marine growths θαλάσσιοι μικροοργανισμοί που κολλούν στο πλοίο
	mast ιστός, κατάρτι
	means μέσα

merchantman εμπορικό πλοίο
Morse code κώδικας σημάτων Μορς
Naval ναυτικός
nearby κοντά, πλησίον, σε κοντινή απόσταση
numerous πολυάριθμος
Oak δρυς, βελανιδιά
oar κουπί
oarsman κωπηλάτης
off course εκτός πορείας
opening άνοιγμα
opposing (επίθ.) αντίθετος, αντίπαλος
overtake προσπερνώ
Paddle-wheel τροχός με κουπιά
pattern διάταξη, σχήμα, διαμόρφωση, πρότυπο
pentekontor πεντάκωπος
pilotage πλοήγηση, πιλοτάρισμα
pilot boat πιλοτίνα, σκάφος μεταφοράς πιλότου
plank (ουσ.) χοντρό ξύλο, σανίδα, μαδέρι
plank (ρήμα) περιβάλλω με ξύλο, πετσώνω με ξύλο
plate πλάκα
pointed αιχμηρός
preparation ετοιμασία, προετοιμασία
preserve διατηρώ, συντηρώ
proceed προχωρώ
profound που εκτείνεται σε βάθος ή δίνει την αίσθηση βάθους
progress (ρήμα) προοδεύω, εξελίσσομαι
prominent περίοπτος, εξέχων, διαπρεπής
propel κινώ, ωθώ, παρέχω κίνηση
Quinqueremes πεντήρις, πλοίο προωθούμενο από πέντε σειρές κουπιών
Radio signal ραδιοφωνικό σήμα
ram εμβολίζω, χτυπώ βίαια
reel ρολό, κύλινδρος
region περιοχή, περιφέρεια
relay αναμεταδίδω
relevant συναφής, σχετικός
reliable αξιόπιστος
restrain καταστέλλω, συγκρατώ
rower κωπηλάτης
rush hour ώρα κυκλοφοριακής αιχμής

Sailing ιστιοπλοΐα, ιστιοδρομία
Scot Σκωτσέζος
scrap (ρήμα) πετώ, απορρίπτω, αχρηστεύω
screw propeller προπέλα, προωστική έλικα
seabed ο βυθός της θάλασσας
seafaring ναυτιλία, ναυτιλιακός
settler άποικος
shallow water ρηχά νερά
sheet επίστρωμα, στρώμα, λαμαρίνα, σεντόνι
shore-to-ship από την ακτή στο πλοίο
slow down ελαττώνω ταχύτητα
smooth-planked όμορφα / ίσια σανιδωμένο πλοίο, όμορφα πετσωμένο πλοίο (δες και *plank*)
source πηγή
spread (ρήμα) απλώνομαι, απλώνω, εκτείνομαι
square τετράγωνο
SSB (Single Side Band) απλή πλευρική ζώνη
steamer ατμόπλοιο
steamship [δες *steamer*]
steer ηδαιλιουχά, τιμονίζω, οδηγώ, κατευθύνω
strike χτυπώ
stylus γραφίδα
surpass ξεπερνάω, υπερβαίνω, υπερνικώ
survival επιβίωση
Tag ναυαγοσωστικό ή ρυμουλκό σκάφος
tier μονή σειρά κουπιών
topsails δόλωνες, γάμπιες (σε διαμήκη ξάρτια)
trade goods εμπορεύομαι αγαθά
trading ship εμπορικό πλοίο
transatlantic υπερατλαντικός
trireme τριήρης
Trojan War Τρωικός Πόλεμος
VHF (Very High Frequency) Πολύ Υψηλή Συχνότητα
Welding συγκόλληση, κόλληση
wreck ναυαγισμένο σκάφος, ναύαγιο

UNIT 12

Revise and consolidate



In this unit you will have to go back to units 10 and 11 and revise. The aim is to help you learn what you have done so far. You will also discover what you are good at and where you need more work.

A. Maritime issues: Test your knowledge! (10 points)

Circle the right answer (a, b or c).

- 1. Merchant ships are classified according to**
 - a. their type of engine.
 - b. the type of material they carry.
 - c. their size.

- 2. All kinds of manufactured material are carried by**
 - a. bulk carriers.
 - b. general cargo ships.
 - c. container ships.

- 3. Ships in frozen waters need the help of**
 - a. pilots.
 - b. ice-breakers.
 - c. hydrofoils.

- 4. The size of ships is commonly expressed by**
 - a. length.
 - b. width.
 - c. tonnage.

- 5. The actual weight of a ship is measured by**
 - a. light displacement.
 - b. load displacement.
 - c. deadweight tonnage.

- 6. The measure of the weight a ship is able to carry as cargo is expressed by**
 - a. deadweight tonnage.
 - b. gross tonnage.
 - c. net tonnage.

- 7. The ideal for a ship is to offer**
 - a. the largest possible deadweight against the smallest possible load and light displacement.
 - b. the largest possible deadweight against the smallest possible gross and net tonnage.
 - c. the smallest possible deadweight against the largest possible gross and net tonnage.

- 8. The main cooling systems of a diesel engine are**
 - a. two.
 - b. three.
 - c. four.

9. The suitable dry-docking arrangement for small ships is

- a. the graving dock.
- b. the floating dock.
- c. the synchrolift.



10. Ships are brought to dry-docking

- a. for regular servicing.
- b. for repairing damages.
- c. for examining the underside of the ship.

 **B. Listening Comprehension True/False (10 points)**

a. Listen to the extract about diesel engines and say whether the statements below are true (T) or false (F). (Transcript in Appendix)

- 1. Diesel engines cannot work for a long time. T/F
- 2. Diesel engines burn their fuel outside the engine. T/F
- 3. Combustion forces the pistons down from fast expansion of the gases. T/F
- 4. Very low or very high temperatures can damage the engine. T/F

b. Listen to the extract about steamboats and say whether the statements below are true (T) or false (F). (Transcript in Appendix)

- 1. Steamboats were used before the 19th c. T/F
- 2. Most early steamboats were paddled. T/F
- 3. Steamboats stopped using sails right after the appearance of steam engines. T/F
- 4. When steamboats appeared, they started sailing all over the world. T/F
- 5. Coal as fuel replaced wood because forests were difficult to reach. T/F
- 6. Steamboats made travelling to the USA easier. T/F

C. Speaking (20 points)

a. The following pictures 1-4 show different equipment in the engine room and the bridge. Name them and say a few words about their function.

1.



2.



3.

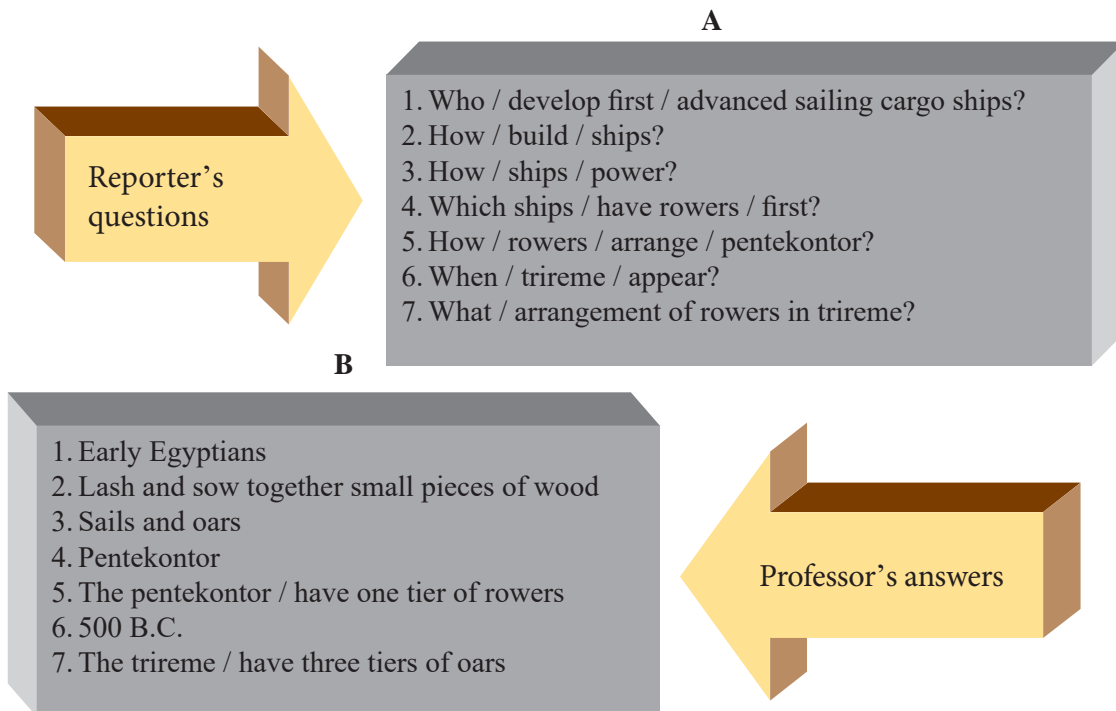


4.



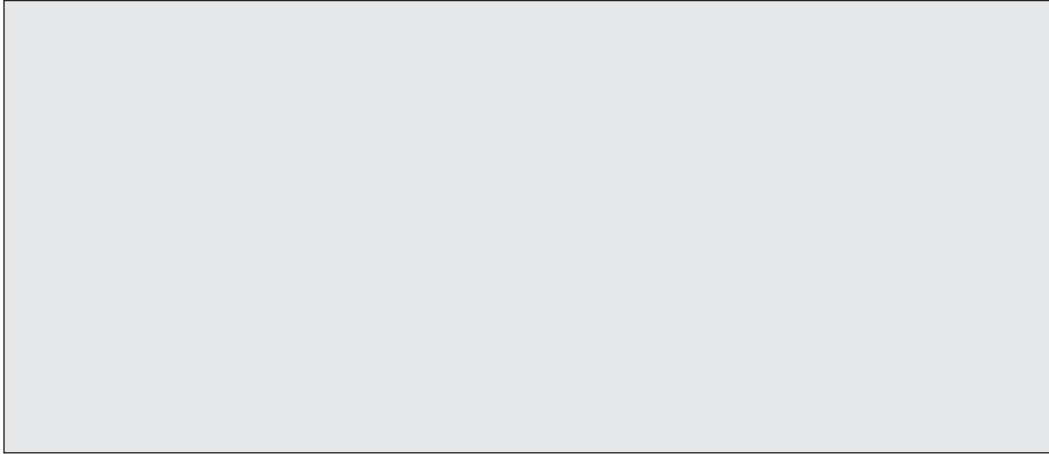
b. Role play

Work in pairs. Imagine you are interviewing Professor Luckings about the first ships made of small parts. Student A is the reporter. Student B is the Professor. Use the prompts in the boxes below to form the reporter's questions and the Professor's answers.



D. Writing (10 points)

One of your fellow students missed Professor Luckings' lecture on means of communication at sea. Send him an e-mail (of not more than 50 words) including information about the most important events in the history of sea communication.



E. Grammar (19 points)

a. Here follows a text about the evolution of ships through the ages. Read it and complete the gaps with the simple past active or passive form of the verbs in parentheses.

Among the first true boats 1) _____ (be) a fairly simple frame of sticks. This 2) _____ (lash) together with sewn hides. Such boats 3) _____ (carry) large loads.



People 4) _____ (propel) the earliest inflated skins by paddling with their hands. Poles, which 5) _____ (push) against the bottom, 6) _____ (move) rafts in shallow water. Poles, which 7) _____ (widen and flatten) at one end, 8) _____ (use) as a paddle in deep water.

Later 9) _____ (come) the oar, a paddle which 10) _____ (pivot) on the side of the boat.

The sail 11) _____ (be) one of the great inventions in history. It 12) _____ (let) the strength of the wind replace the action of human muscle. However, for many centuries ships often 13) _____ (combine) the sailing power of wind with the strength of rowers.

b. Put the adjectives in the following sentences in the right form (comparative or superlative degree). Then listen to the cassette and say whether the statements below are true (T) or false (F).

1. Sailing was _____ than farming in Ancient Greece. (important)
2. Farming was an _____ activity than sailing in Ancient Greece. (early)
3. There were so many mountains in Ancient Greece that farming became the easiest way of surviving. (easy)
4. The _____ reasons for travelling by sea in Ancient Greece were the needs of survival and curiosity to know the lands nearby. (possible)

5. The Greek climate was _____ in the Mediterranean sea. (pleasant)
6. The _____ link between Europe and Asia appeared in the Byzantine period. (early)

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____

F. Pronunciation (10 points)

Put the following words in the table according to the sound of the underlined vowel(s).

relay, climate, age, isolated, write, find
 cargo, allow, without, growth, ouling, shallo

/əu/	/au/	/ai/	/ei/

G. Time for fun! Puzzles (19 points)

a. Complete the puzzle with the words that collocate with the following.

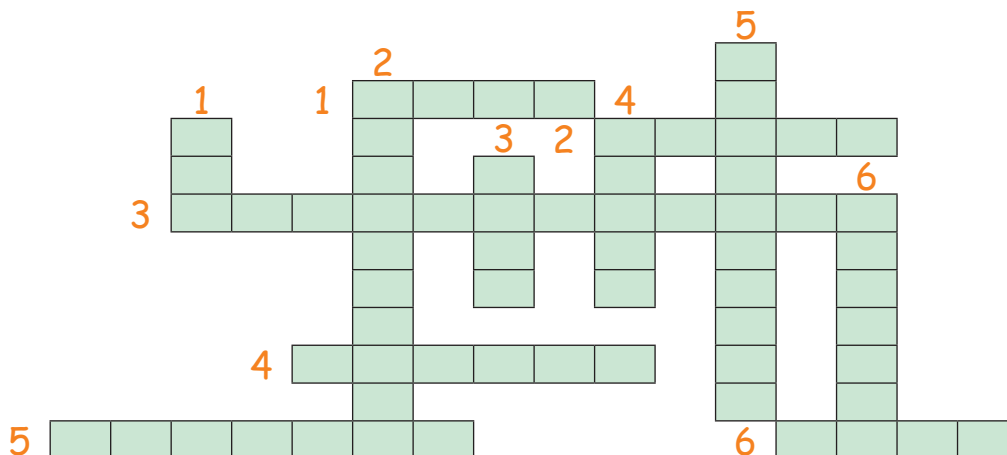
The answers are at the bottom on the next page and should be read from right to left.

Across

1. exhaust
2. tail
3. light / load
4. crowns
5. dry-
6. operating

Down

1. connecting
2. steam
3. collection
4. engines
5. gas exhaust
6. gross / net



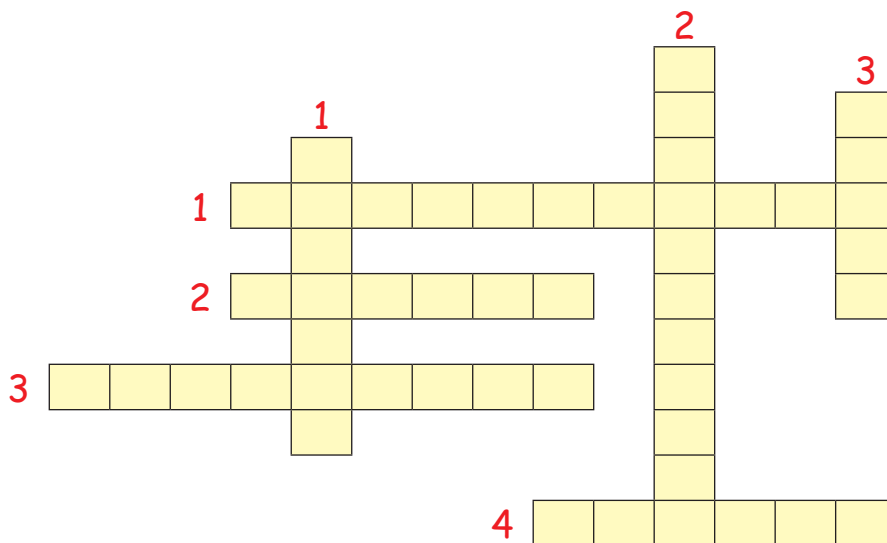
b. Complete the puzzle below with the names of different Greek ships during ancient times, the Byzantine period, the Turkish Domination and the 20th c. The answers are at the bottom of the page and should be read from right to left.

Across

1. Traditional type of Greek ship.
2. Fast, light ship with lateen sails, which sailed in the 6th c.
3. It first appeared in the 18th c.
4. This large type of ship played an important role in the pre-revolution period (end of 18th - early 19th c).

Down

1. This type of ship had rowers in Ancient Greece.
2. Early ancient Greek type of ship
3. This small type of ship played an important role during the Turkish Domination



a. Answers
Across: 1. pmup 2. tfahs, 3. tnemecalpsid, 4. notsip, 5. gnikcod, 6. raeg
Down: 1. dor, 2. noisluporp, 3. knat, 4. maets, 5. gnignevacs, 6. egannot

b. Answers
Across: 1.iritnahcert, 2. nomord, 3. pihsmaets, 4. ivarak
Down: 1. emerirt, 2. rotnoketnep, 3. ikiak, 4. ivarak

Check your progress. Record your test scores. Are you happy with your results? In which tasks were you 'very good', 'not very good', 'not good at all'?

Maritime issues 10	/10
Listening 12	/12
Speaking 10	/10
Writing 10	/10
Grammar 19	/10
Pronunciation 10	/10
Vocabulary 19	/19
Total 100	/100

Tasks	<i>Very good</i>	<i>Not very good</i>	<i>Not good at all</i>
Maritime issues			
Listening			
Speaking			
Writing			
Grammar			
Pronunciation			
Vocabulary			

APPENDIX

Transcripts of listening texts a and b, p 296

How diesel engines work

A marine diesel engine is designed to work non-stop. From the time the ship departs from a port until it reaches another port, the main engine has to run. This could last several months.

A diesel engine works on the principle of internal combustion of fuel oil. Such an engine can be contrasted with external combustion engines which burn their fuel outside the engine. The moving parts of the diesel engine are used for controlling the elements necessary for combustion and the transformation of combustion to mechanical shaft energy. The major moving components are the crankshaft, piston, connecting rod, camshaft, the operating gear, etc. Also, important components are the starting air valve, the fuel pump, the exhaust trunk and many more. The pistons of the engine are driven by the controlled explosion of the fuel-air mixture and the corresponding rapid increase in pressure inside the cylinders. In particular, this explosion causes the gas in the chamber to expand, driving the piston down with great force and creating power in a vertical direction. The connecting rod transmits this motion to the crankshaft which is forced to turn, delivering rotary power at the output end of the crankshaft. Scavenging of the engine (i.e. pushing the exhausted gas-charge out of the cylinder and drawing in a fresh draught of air) is done either by ports or valves.

Continuous cooling of the engine is necessary. The heat from the combustion of fuel has to be taken away continuously, otherwise the metal components will become damaged. The material properties of the engine parts can change when it reaches high temperatures. They must not be too hot or too cold. Thermal stress can happen leading to cracks, deformation and weaknesses in the material.

Steam Replaces the Sail

Steam-powered vessels **appeared** experimentally in the 18th century. The first commercially successful steamer, however, **was** Robert Fulton's North River Steamboat of 1807. It is better known today as the Clermont, after its home-port of Clermont, N.Y. Henry Bell. The first successful British steamboat **was built** in 1812 by a Scot. Within a few years, steamboats **sailed** in protected waters throughout Europe. As forests easy to reach **were destroyed**, coal replaced wood as fuel.

Most early steamships **were driven** by paddle wheels. In about 1840, however, Francis P. Smith of England and the Swedish-American inventor John Ericsson **developed** screw propellers. The first iron-hulled steamer which **entered** transatlantic service was the Great Britain, in 1845. Early ocean steamers also **carried** sails, as steam engines were fully reliable only after about 1880.

Hundreds of thousands of people **were encouraged** to emigrate from Europe to North America in the quick steamships. In a sailing ship, immigrants had to provide food for themselves and their families for 40 to 60 days. Steamers, however, **took** them to New York City or Montreal within two weeks.

IRREGULAR VERBS

arise	arose	arisen
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt, burned	burnt
burst	burst	burst
buy	bought	bought
can	could	(been able)
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived, dove (AME)	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forecast	forecast	forecast
freeze	froze	frozen
get	got	got, gotten (AME)
give	gave	given
go	went	gone
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned

leave	left	left
let	let	let
lie	lay, lied	lain
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
may	might	-
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overtake	overtook	overtaken
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn
say	said	said
see	saw	seen
shake	shook	shaken
seek	sought	sought
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown
sink	sank	sunk
sit	sat	sat
slide	slid	slid
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spell	spelt, spelled	spelt, spelled
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
swim	swam	swum
take	took	taken
throw	threw	thrown
wear	wore	worn
wind	wound	wound
write	wrote	written

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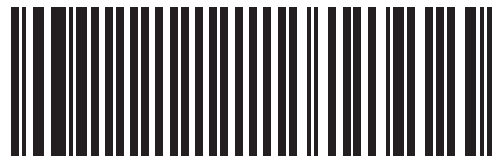
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