



ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО РЫБОЛОВСТВУ

Федеральное государственное бюджетное образовательное учреждение
высшего образования

«Калининградский государственный технический университет»

Балтийская государственная академия рыбопромыслового флота

Л.Н. Ковтун

**РАЗВИТИЕ УМЕНИЙ
И НАВЫКОВ КУРСАНТОВ
ПО ИЗУЧЕНИЮ МОРСКОГО
АНГЛИЙСКОГО ЯЗЫКА
ПО МАТЕРИАЛАМ УЧЕБНОГО ПОСОБИЯ
МАРЛИНС «АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ МОРЯКОВ»**

L.N. Kovtun

**THE DEVELOPMENT OF CADETS' SKILLS
IN LEARNING MARITIME ENGLISH
ON THE MATERIAL OF THE MARLINS
“ENGLISH FOR SEAFARERS”**

Учебное пособие
для курсантов судоводительского
и судомеханического факультетов
младших курсов

Калининград
Издательство БГАРФ

2020

БГАРФ

УДК 811.11 – 26 (075)

Ковтун, Л.Н. Развитие умений и навыков курсантов по изучению морского английского языка по материалам учебного пособия Марлинс «Английский язык для моряков»: учебное пособие / Л.Н. Ковтун. – Калининград: Изд-во БГАРФ, 2020. – 117 с.

Настоящее учебное пособие способствует систематизации знаний, умений и навыков курсантов в овладении английским морским разговорным языком для осуществления всех видов профессиональной коммуникативной деятельности на судне в объеме функциональных обязанностей.

Пособие предназначено для обучения курсантов младших курсов судоводительского и судомеханического факультетов.

Печатается по решению редакционно-издательского совета Балтийской государственной академии рыбопромыслового флота.

Библиогр. – 4 назв.

Рецензенты: **Фадеева С.А.**, канд. филол. наук, доцент секции английского языка БГАРФ кафедры иностранных языков КГТУ;

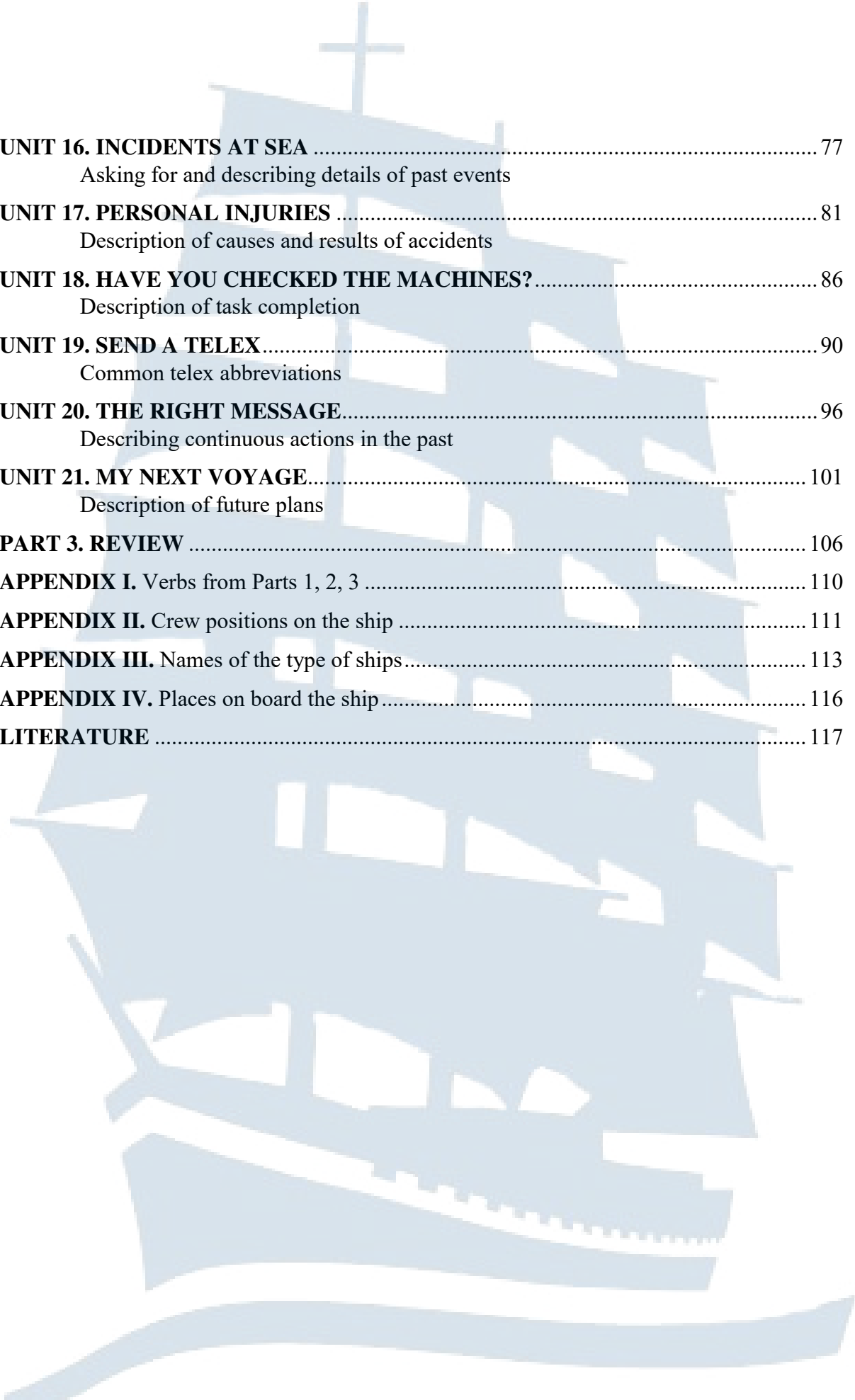
Верба Г.И., канд. пед. наук, доцент, профессор кафедры иностранных языков ВУНЦ ВМФ «Военно-морская академия» (Калининград)

© БГАРФ ФГБОУ ВО «КГТУ», 2020

БГАРФ

CONTENTS

| | |
|-----------------------------------------------------|----|
| UNIT 1. THE SEAFARER | 5 |
| Asking for and giving personal information | |
| identifying nationalities | |
| UNIT 2. THE JOB | 10 |
| Ordinal and cardinal numbers | |
| Daily routines | |
| UNIT 3. THE VESSEL | 18 |
| Describing location and position | |
| UNIT 4. WHERE ARE THE LIFE JACKETS? | 23 |
| Safety equipment and safety commands | |
| UNIT 5. MAPS AND CHARTS | 26 |
| Describing geographical location | |
| Identifying direction | |
| UNIT 6. HOW DO I GET THERE? | 30 |
| Asking for and giving directions | |
| UNIT 7. FREE TIME | 34 |
| Expressing likes and dislikes | |
| Describing the frequency of daily activities | |
| PART 1. REVIEW | 37 |
| UNIT 8. WHAT IS HAPPENING ON BOARD? | 42 |
| Describing activities on board | |
| UNIT 9. IN THE MESSROOM | 46 |
| Choosing food and drinks | |
| UNIT 10. EMERGENCY! | 51 |
| Identifying emergency situations | |
| UNIT 11. SUPPLIES | 54 |
| Giving details of quantities and weights | |
| UNIT 12. A NEW VESSEL | 58 |
| Comparing and contrasting sizes, speeds, age. | |
| UNIT 13. VISITORS | 62 |
| Describing people, personalities | |
| UNIT 14. WEATHER | 66 |
| Discussing of current and future weather conditions | |
| PART 2. REVIEW | 70 |
| UNIT 15. PAST VOYAGES | 73 |
| Describing past events | |



| | |
|-------------------------------------------------------|-----|
| UNIT 16. INCIDENTS AT SEA | 77 |
| Asking for and describing details of past events | |
| UNIT 17. PERSONAL INJURIES | 81 |
| Description of causes and results of accidents | |
| UNIT 18. HAVE YOU CHECKED THE MACHINES? | 86 |
| Description of task completion | |
| UNIT 19. SEND A TELEX | 90 |
| Common telex abbreviations | |
| UNIT 20. THE RIGHT MESSAGE | 96 |
| Describing continuous actions in the past | |
| UNIT 21. MY NEXT VOYAGE | 101 |
| Description of future plans | |
| PART 3. REVIEW | 106 |
| APPENDIX I. Verbs from Parts 1, 2, 3 | 110 |
| APPENDIX II. Crew positions on the ship | 111 |
| APPENDIX III. Names of the type of ships | 113 |
| APPENDIX IV. Places on board the ship | 116 |
| LITERATURE | 117 |

UNIT 1. THE SEAFARER

ASKING FOR AND GIVING PERSONAL INFORMATION IDENTIFYING NATIONALITIES

Exercise 1. Read and translate the following phrases:

1. Good morning! Welcome on board!
2. Do you have your seaman's book and passport?
3. What is your family name?
4. What is your date of birth?
5. Do you have children?
6. What is your seaman's book number?
7. Where are you from?
8. Are you married?
9. What is your father's name?
10. What is your job?

* * *

11. Where do you live?
12. When and where were you born?
13. What is your address?
14. What is your place of birth?
15. What is your citizenship?
16. Where did you study?
17. Did you take any professional courses?
18. Do you have any diplomas and certificates?
19. How long have you been studying English?
20. What is your English proficiency (basic level/ intermediate/advanced)?

Exercise 2. Read and translate the dialogue and be ready to speak on the personal information exchange:

The chief engineer meets the captain

Chief Engineer: Good morning, Captain. I am the new Chief Engineer.

Captain: Ah, good morning! Welcome on board!

Chief Engineer: Thank you.

Captain: Do you have your seaman's book and passport?

Chief Engineer: Yes, here you are.
 Captain: *Good. What is your family name?*
 Chief Engineer: Bruni.
 Captain: *OK. And what is your first name?*
 Chief Engineer: Pietro.
 Captain: *Where are you from, Pietro?*
 Chief Engineer: I'm from Genoa in Italy.
 Captain: *Of course. We have another Italian on board: the Pumpman. His name is Depetri.*
 Chief Engineer: Yes, I know him – he is a good worker.
 Captain: *What is your date of birth?*
 Chief Engineer: The 4th of February, 1985.
 Captain: *Uh huh, Are you married?*
 Chief Engineer: Yes, I am. My wife is at home in Italy.
 Captain: *Do you have children?*
 Chief Engineer: Yes, I have three: two boys and a girl
 Captain: *What is your seaman's number?*
 Chief Engineer: It's R65 7681.
 Captain: *Oh, that is all just now. The Second Engineer is in the office. Speak to him as soon as possible, please.*
 Chief Engineer: Ok, no problem.

Exercise 3. Read and translate the following sentences into Russian:

1. The surveyor is from India. He is Indian.
2. The superintendents are from Greece. They are Greek.
3. The Captain is from Canada. He is Canadian.
4. The engineers are from South Africa. They are South African.
5. The 2nd Officer is from Brazil. He is Brazilian.
6. The agents are from Japan. They are Japanese.
7. The owners are from America. They are American.
8. The Pilot is from Britain. He is British.

COUNTRIES AND NATIONALITIES

Exercise 4. Identify countries and nationalities:

| Countries | Nationalities |
|-----------|---------------|
| America | American |
| Argentina | Argentinean |

| Countries | Nationalities |
|-----------|---------------|
| Malaysia | Malaysian |
| Mexico | Mexican |

| | | | |
|-----------|------------|-------------|------------|
| Australia | Australian | Morocco | Moroccan |
| Brazil | Brazilian | Norway | Norwegian |
| Britain | British | Pakistan | Pakistani |
| Canada | Canadian | Philippines | Philippine |
| China | Chinese | Poland | Polish |
| Egypt | Egyptian | Portugal | Portuguese |
| England | English | Russia | Russian |
| France | French | Scotland | Scottish |
| Germany | German | Spain | Spanish |
| Greece | Greek | Sweden | Swedish |
| India | Indian | Switzerland | Swiss |
| Ireland | Irish | Turkey | Turkish |
| Italy | Italian | | |

GRAMMAR: THE VERB “TO BE” IN PRESENT SIMPLE

(БЫТЬ, НАХОДИТЬСЯ, ЯВЛЯТЬСЯ...)

| | |
|----------------------|-----------------------|
| I am | We are |
| You are | You are |
| He is | They are |
| She is | |
| It is | |

Look at the examples:

I am a seafarer.

You are a cadet.

He is the Chief Engineer.

She is 25 years old.

It is easy.

We are from Italy.

You are from Japan.

They are engineers.

Look at the question forms:

Are you a seafarer?

Is she a cadet?

Is he the Chief Engineer?

Is she 25?

Is it easy?

Are we late?

Are you from China?

Are they engineers?

Look at the negative forms:

I am not late.

You are not the Captain.

He is not a seafarer.

She is not from Canada.

It is not difficult.

We are not married.

You are not from Sweden.

They are not from Greece.

Exercise 5. Translate the sentences from Russian into English:

1. Лоцман из Германии, он немец.
2. Судовладельцы из Британии, они англичане.
3. Агенты из Франции, они французы.
4. Старший механик из Греции, он грек.
5. Суперинтендант из Ирландии, он ирландец.
6. Второй помощник из Марокко, он марокканец.
7. Первый помощник из Норвегии, он норвежец.
8. Судоводители из Польши, они поляки.
9. Судомеханик из Шотландии, он шотландец.
10. Первый помощник из Швейцарии, он швейцарец.

GRAMMAR: THE VERB "TO HAVE" IN PRESENT SIMPLE

I **have**

You **have**

He **has**

She **has**

It **has**

We **have**

You **have**

They **have**

Look at the examples:

I have two children.

You have your passport.

He has his seaman's book.

She has many friends.

We have much time.

You have many mistakes in your test.

They have good maps.

Look at the question forms:

Do you have an identity card?

Does he have a good watch?

Does she have a day off to-day?

Do you have much free time?

Do they have a life-boat?

Look at the negative forms:

I don't have a large family.

You don't have any questions.

He doesn't have any relatives in Britain.

She doesn't have any pets.


We don't have any news.

You don't have life – jackets.


They don't have any exams today.

Exercise 6. Work with a study partner. Look at the four information cards. Ask and answer questions about each man

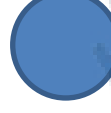
1.

| IDENTITY CARD | |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | name: Yiannis Giorgiadis date of birth: 17 th April 1995 marital status: married vessel: Cold Star rank: 4 th Engineer |


2.

| IDENTITY CARD | |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | name: Rafik Ruus date of birth: 23 rd May marital status: married vessel: Ocean Cormorant rank: Pumpman |

3.

| IDENTITY CARD | |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | name: Valery Pavalov date of birth: 3 rd June 1997 marital status: single vessel: Milamar rank: A.B. |

4.

| IDENTITY CARD | |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | name: Jens Frahm date of birth: 1 st July 1991 marital status: married vessel: MV Eildon rank: Chief Officer |

ID = Identification card – удостоверение личности

Marital status – семейное положение

Pumpman – донкерман

A.B. = Able seaman – матрос первого класса

Remember the synonyms: seaman, sailor, mariner, seafarer.

UNIT 2. THE JOB

ORDINAL AND CARDINAL NUMBERS DAILY ROUTINES

THE CREW

Exercise 1. Translate the jobs of the crew members into Russian:

the ratings; The Third Engineer; Radio Officer; The Cook; The Second Officer; Master; Captain; Chief Officer; Electrical Engineer; The First Engineer; The Third Officer; Chief Cook; Chief Engineer; Pumpman; The First Mate; The Second Mate; Boatswain; Electrical Engineer; Motorman.

Exercise 2. Learn the special phonetic alphabet

| | |
|-------------|--------------|
| A – Alfa | N – November |
| B – Bravo | O – Oscar |
| C – Charlie | P – Papa |
| D – Delta | Q – Quebec |
| E – Echo | R – Romeo |
| F – Foxtrot | S – Sierra |
| G – Golf | T – Tango |
| H – Hotel | U – Uniform |
| I – India | V – Victor |
| J – Juliet | W – Whiskey |
| K – Kilo | X – X-ray |
| L – Lima | Y – Yankee |
| M – Mike | Z – Zulu |

Exercise 3. Spell the following words:

Watch Officer, Chief Engineer, First Mate, Able seaman, Boatswain, Electrical Engineer, Motorman, The ratings, The Third Officer, The Cook, The Second Officer, Radio Officer, Master, Captain, Pumpman.

Exercise 4. Read and translate the dialogue and be ready to have a dialogue practice with your study partner

Captain: Good morning. This is Captain Uris.

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

Captain: Yes, I do.

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

Captain: Certainly. Stand by.

| NAME | RANK | NATIONALITY |
|-------------|----------|-------------|
| EUSEVIO, S. | Pumpman | Portuguese |
| MARQUEZ, M. | Bosun | Venezuelan |
| MOLLER, C. | Motorman | Swedish |

Agent: Repeat the second name, please.

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

Agent: Thank you. That's all. Goodbye.

Exercise 5. Learn the following crew positions on the ship:

| | |
|-----------------------------|--------------------------------------------------------|
| Капитан | Captain, Master |
| Штурман (судоводитель) | Navigator |
| Механик | Engineer |
| Радист | Radio Operator |
| Старпом | Chief Mate |
| Первый помощник капитана | First Mate |
| Второй помощник капитана | Second Mate |
| Третий помощник капитана | Third Mate |
| Четвертый помощник капитана | Junior Mate; Fourth Mate |
| Старший механик | Chief Engineer |
| Второй механик | Second Engineer (GB); First Assistant Engineer (US) |
| Третий механик | Third Engineer (GB); Second Assistant Engineer (US) |

| | |
|--------------------|--------------------------------------------------------|
| Четвертый механик | Fourth Engineer (GB); Third Assistant Engineer (US) |
| Электромеханик | Electrician (electrical) Engineer |
| Моторист | Motorman |
| Донкерман | Donkeyman |
| Рядовой состав | Rating |
| Вахтенный командир | Watch officer |
| Вахтенный | Watchman |

ORDINAL AND CARDINAL NUMBERS

Exercise 6. Practice cardinal numbers:

| 1-12 | 13-19 (+ teen) | 20-99 (+ ty) | 100 and more |
|-------------|-------------------|------------------|------------------------------------------------|
| 1 – one | | | 100 – a (one) hundred |
| 2 – two | | 20 – twenty | 101 – a (one) hundred and one |
| 3 – three | 13 – thirteen | 30 – thirty | 200 – two hundred |
| 4 – four | 14 – fourteen | 40 – forty | 354 – three hundred and fifty-four |
| 5 – five | 15 – fifteen | 50 – fifty | 1,000 – a (one) thousand |
| 6 – six | 16 – sixteen | 60 – sixty | 2,450 – two thousand four hundred and fifty |
| 7 – seven | 17 – seventeen | 70 – seventy | |
| 8 – eight | 18 – eighteen | 80 – eighty | |
| 9 – nine | 19 – nineteen | 90 – ninety | |
| 10 – ten | | 95 – ninety-five | |
| 11 – eleven | | | 1,000,000 – a (one) million |
| 12 – twelve | | | |

Exercise 7. Put down the following cardinal numerals and pronounce them:

1. 136, 128, 13, 243, 841, 567, 429, 12, 99, 728, 63, 201, 33, 28, 97, 56, 769, 395, 548, 777, 633, 1236, 872, 921, 193, 220, 977.

2. 954, 672, 1268, 9632, 6901, 3458, 155, 783, 45, 9841, 95, 209, 893, 1265, 576.

Exercise 8. Practice reading chronological dates:

1988 – nineteen eighty-nine; 1900 – nineteen hundred; 1225 – twelve twenty-five; 1970 – nineteen seventy; 2000 – **the year two thousand**; 2012 – the year two thousand – twelve; 2019 – the year two thousand nineteen; 2005 – the year two thousand and five; 31st December, 1999 – the thirty first of December, nineteen ninety nine; 31st December, 2019 – the thirty first of December, the year two thousand nineteen.

Exercise 9. Practice reading ordinal numerals:

| 1-12-й (the....) | 13-19-й (the....) | 20-99-й (the....) | 100-й и более (the....) |
|---------------------|----------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – the first | | | 100 th – one hundredth |
| 2 – the second | | 20 – the twentieth | 200 th – two hundredth |
| 3 – the third | 13 – the thirteenth | 30 – the thirtieth | 487 th – four hundred and eighty-seventh 3,000 th – three thousandth 1,000,000 th – one millionth |
| 4 – the fourth | 14 – the fourteenth | 40 – the fortieth | |
| 5 – the fifth | 15 – the fifteenth | 50 – the fiftieth | |
| 6 – the sixth | 16 – the sixteenth | 60 – the sixtieth | |
| 7 – the seventh | 17 – the seventeenth | 70 – the seventieth | |
| 8 – the eights | 18 – the eighteenth | 80 – the eightieth | |
| 9 – the ninth | 19 – the nineteenth | 90 – the ninetieth | |
| 10 – the tenth | | 95 – the ninety-fifth | |
| 11 – the eleventh | | | |
| 12 – the twelfth | | | |

Exercise 10. Put down the following ordinals and pronounce them:

1-й, 31-й, 18-й, 34-й, 12-й, 15-й, 25-й, 21-й, 4-й, 88-й, 101-й, 59-й, 16-й, 77-й, 62-й, 50-й, 99-й, 33-й, 8-й, 13-й, 44-й, 73-й, 24-й, 22-й, 19-й, 80-й, 47-й, 56-й, 52-й, 68-й, 123-й, 672-й, 37-й, 65-й, 42-й, 82-й, 14-й, 38-й, 57-й, 73-й, 29-й, 88-й, 40-й, 39-й, 67-й, 78-й, 28-й.

WHAT'S THE DATE?

Exercise 11. Read the following dates:

Model: 15.04.1996 = **the fifteenth of** April, nineteen ninety six;

12.12.2011 = **the twelfth of** December, **the year** two **thousand eleven**

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 4.10.1254 | 10.01.2012 | 01.08.2019 | 21.01.1773 | 13.02.1988 | 17.08.2015 |
| 19.02.1751 | 02.03.2017 | 04.12.1904 | 08.05.1991 | 23.08.2013 | 27.08.2010 |
| 27.08.2010 | 22.11.1229 | 18.05.1975 | 05.06.1423 | 15.07.1994 | 08.10.1831 |
| 07.12.1904 | 08.05.1991 | 23.08.2013 | 03.10.1941 | 27.08.2010 | 19.05.1976 |
| 19.09.1997 | 27.04.1469 | 26.09.1852 | 07.07.2011 | 02.03.2018 | 27.08.2010 |
| 29.11.2002 | 03.06.2013 | 23.10.2014 | 25.12.1999 | 05.07.1995 | 16.07.1779 |

MONTHS OF THE YEAR

Exercise 12. Repeat the months and answer the questions below:

Winter months: December, January, February.

Spring months: March, April, May.

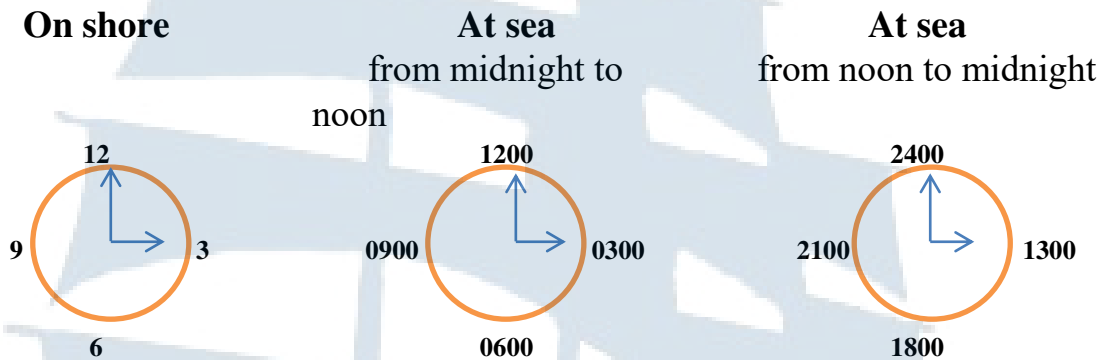
Summer months: June, July, August.

Autumn months: September, October, November.

1. How many seasons are there in a year?
2. How many days are there in a year?
3. How many days are there in a leap year?
4. How many months are there in a year?
5. How many days are there in a week?
6. What are weekdays?
7. What are days off?
8. What's your favourite season? Why do you like it?
9. What are winter months?
10. What's the shortest day of the year?
11. What's the day today?
12. What are summer months?
13. Do you know the weather forecast?
14. Do you know the weather forecast for the next week?

WHAT'S THE TIME?

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



Exercise 13. Complete the times:

| | | <i>You write</i> | <i>You say</i> |
|----|----------|------------------|--------------------------|
| 1 | 8.00 am | 0800 | zero eight hundred hours |
| 2 | 7.25 pm | 19.25 | nineteen twenty-five |
| 3 | 10.20 am | | |
| 4 | 2.00 pm | | |
| 5 | 5.00 pm | | |
| 6 | 8.30 pm | | |
| 7 | 10.15 pm | | |
| 8 | 11.40 pm | | |
| 9 | 1.55 pm | | |
| 10 | 1.00 am | | |

DAILY ROUTINES

Exercise 14. The 3rd Officer talks about his day. Discuss his daily routine with your classmate

Every morning I get up at 0700. I have breakfast at 0730, then at 0750 I go to the bridge and take over the watch from the Chief Officer. At 1030 I drink a cup of coffee. Then I hand over to the 2nd Officer at noon. At 1215 I can eat lunch. At 1300 I usually listen to music and then I sleep at 1400.

GRAMMAR: PRESENT SIMPLE NEGATIVE

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

Exercise 15. Complete the sentences. They are all negative.

Use *do not* or *does not* with the verb:

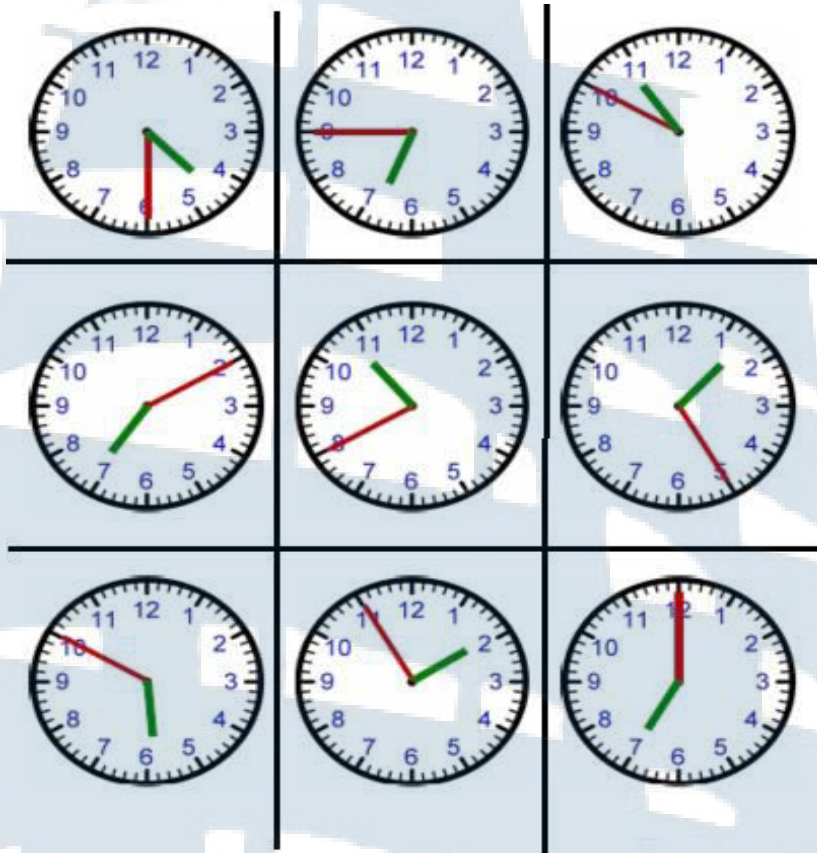
1. The 3rd Officer does not get up at 0800. He gets up at 0700.
2. Icoffee. I drink tea.
3. The Bosun..... lunch at noon. He eats lunch at 1300.
4. The ratings after breakfast. They sleep after lunch.
5. The Chief Engineer to the bridge. He goes to the Engine room.
6. We at 0900. We hand over at 0800.

Exercise 16. What are the questions?

Begin each question with *when* or *what time*

1. I go to bed at 22.30.
2. He has dinner at 1800.
3. I watch TV in the evening.
4. We get up at 1600.
5. I start work at 1600.
6. They hand over at 1500.
7. He drinks coffee at 1100.
8. I listen to music in the afternoon.
9. I keep watch early in the morning.
10. The Chief Engineer gets up at 0700.
11. The Bosun is on the deck at 0800.
12. The Pumpman goes to the Engine room after lunch.

Exercise 17. Tell the time:



**Exercise 18. Ask your study partner about his daily routine.
Use the questions in this unit**

1. What time do you get up?
2. What time do you eat breakfast?
3. What time do you hand over?
4. When do you drink coffee?
5. What time do you eat lunch?
6. When do you watch TV?
7. When do you listen to music?
8. What time do you go to sleep?

UNIT 3. THE VESSEL

PLACES ON BOARD

Exercise 1. Copy the following words identifying places on board a ship:

galley, hospital, cabin, radio room, laundry, navigating bridge, wheel house, chart room, main deck, cargo space, officer's mess room, sick bay/ship's hospital, crew mess room, boiler room, engine room, crew accommodation, engine workshop, barber shop, central control room.

Remember the apostrophe ('). This shows possession.

Example:

Singular

the **Master's cabin** = the cabin belongs to the Master

the **Chief Officer's identity card** = the card belongs to the Chief Officer

Plural

the **ratings' cabins** = the cabins belong to the ratings (more than one rating)

the **officers' messroom** = the messroom is for all the officers.

Exercise 2. Read and translate the text where the Captain describes places on the ship. What are the places he talks about?

Welcome on board the MV Transitor. I have a little information for you about the ship. As you know, there are five decks. The hospital is on the second deck. Please make sure you know where it is. On the first deck you will find the galley. There is a laundry next to the galley. The steward will show you how to use the washing machines.

OK, gentlemen, I see it's time for lunch. You'll find the messroom next to the hospital. That's on the second deck, remember. Right – enjoy your lunch. I'll see you back here in an hour.

DESCRIBING LOCATION AND POSITION

Exercise 3. Read and translate the following sentences:

1. The hospital is **above** the laundry.
2. The engine room is **below** the galley.
3. The hospital is **next to** the ratings' messroom.
4. The officers' messroom is **between** the Chief Officer's and the Pilot's cabins.
5. The Master's cabin is **on** the fourth deck.
6. The office is **to the right of** the ratings' messroom.
7. The radio room is **to the left of** the Master's cabin.

Exercise 4. Describe the position of places on the MV Transitor.

Use the following words: *above, to the left of, to the right of, on the first deck, between, next to*

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

Exercise 5. Where are these places on your ship?

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

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

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

Exercise 6. The Captain describes the MV Transitor in detail.

Pay attention to *there is/there are*

On the MV Transitor there are five decks. The engine room is below the first deck. There are three rooms on the first deck: the galley, the laundry and the storeroom.

Above the laundry there is a hospital. It is on the second deck next to the ratings' messroom. To the right of the ratings' messroom is an office. There are no cabins on this deck but there are cabins on the third deck. There is one cabin for a pilot and one for the Chief Officer. Between them is the officers' messroom.

There is a cabin for the Master on the fourth deck between the radio room and the Chief Engineer's cabin. The radio room is to the left of the Master's cabin. The bridge is on the fifth deck.

Exercise 7. Write sentences using *there is* or *there are*:

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

A or THE?

a cabin = one of many cabins (not specific)
the cabin = one cabin (specific)

Exercise 8. Put a or the in these sentences:

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

A VISITOR ARRIVES ON THE MV TRANSITOR

Exercise 9. Answer the following questions:

1. Excuse me, where is the hospital?
2. Excuse me, what deck is the bridge on?
3. Excuse me, where is the galley?
4. Excuse me, where is the storeroom.
5. Excuse me, what deck is the ratings' messroom on?

Exercise 10. Ask your study partner questions about your vessel:

1. Where is the Pilot's cabin?
2. Is the Master's cabin next to the Chief Engineer's cabin?
3. Where is the radio room?
4. Is the bridge on the fifth deck?
5. What deck is the Chief Officer's cabin on?
6. Where is the ratings' messroom?
7. What deck is the Master's cabin on?
8. Where is the laundry?
9. Is the galley between the dining room and the laundry?
10. Where is the engine room?

Exercise 11. Learn the following names of the types of ships:

| | |
|-----------------------------|-------------------------------------------|
| Аварийно-спасательное судно | Salvage and rescue |
| Балкер | Bulk carrier |
| Баржа | Barge |
| Буксир | Tug |
| Бункеровщик | Refueling; Bunkering |
| Водолазное судно | Diving vessel |
| Водолей, водоналивное судно | Water boat; Water-carrier; Water barge |
| Газовоз | Liquefied gas carrier |
| Грузовое судно | Cargo; Freighter |

| | |
|-----------------------------|------------------------------------------------------------------|
| Катер | Boat; Launch |
| Китобойное судно | Whaler; Whaling |
| Китобойная база | Whale factory |
| Контейнеровоз | Container |
| Ледокол | Icebreaker |
| Лихтер | Lighter |
| Лоцманский бот | Pilot boat |
| Мусорная баржа | Ash boat; Garbage scow; Gash boat; Refuse lighter; Rubbish barge |
| Паром | Ferry |
| Парусное судно | Sailing vessel |
| Плавбаза | Tender; Floating base; Depot |
| Пожарное судно | Fire-fighting ship |
| Поисково-спасательное судно | Search and rescue vessel |
| Рефрижераторное судно | Refrigerator |
| Ролкер (ро-ро) | Ro-ro (Roll-on/roll-off) |
| Рыболовное судно | Fishing boat |
| Судно океанского плавания | Sea-going; Ocean-going vessel |
| Сухогрузное судно | Dry cargo; Freighter |
| Спасательное судно | Salvage; Rescue vessel |
| Танкер | Tanker |
| Траулер | Trawler |
| Швартовный катер | Mooring boat |

UNIT 4. WHERE ARE THE LIFE JACKETS?

Exercise 1. Copy the following words identifying safety equipment:

breathing apparatus – индивидуальный дыхательный аппарат
chart table – стол для ведения прокладки
clean up equipment – оборудование для уборки помещений
deck railings – леерное ограждение
emergency suit – аварийно-спасательный костюм
emergency telephone – телефон экстренной связи
eye rinse station – установка для экстренного промывания глаз
fire alarm – пожарная тревога
fire extinguisher – огнетушитель
fire hose – пожарный шланг
First Aid box – аптечка первой помощи
headphones – наушники
immersion suit – гидрокостюм
life boat – спасательная шлюпка
life buoy – спасательный круг
life jacket – спасательный жилет
life raft – спасательный плот
muster station – место сбора по тревоге
operations manual – руководство/инструкция по эксплуатации
safety manual – руководство по технике безопасности
smoke alarm – прибор тревожной сигнализации о появлении дыма
(дымовой пожарный извещатель)

Exercise 2. Translate the following sentences into Russian:

1. I see smoke. Get the fire extinguisher.
2. Life boat drill is at 0900. Bring your immersion suit.
3. There are five life jackets.
4. Meet in front of the muster station.
5. There's a problem in the engine-room. Where's the operations manual?
6. What's that noise? It's the fire alarm!
7. Launch the life boats!
8. Are the telephones working?

Exercise 3. Translate the following word-combinations into Russian:

fire alarm, fire extinguisher, emergency suit, immersion suit, life jackets, life rafts, muster station, eye rinse station, operations manual, safety manual, smoke alarm, fire alarm, life buoys, life boats, headphones, telephone.

SAFETY EQUIPMENT AND SAFETY COMMANDS

Exercise 4. Read and translate the following sentences into Russian:

1. The breathing apparatus is in the cupboard.
2. The life jacket is on the chair.
3. The life buoy is near the gate.
4. The immersion suit is behind the door.
5. The emergency telephone is on the table.
6. The First Aid box is under the table.
7. The fire extinguisher is in front of the chart table.

Exercise 5. Write complete sentences. Use *on, in, behind, in front of, under, near*

1. The fire alarm isto the door.
2. The life raft is..... the cabin.
3. The life buoy isthe railing.
4. The life jackets are the box.
5. The clean up equipment is.....the storeroom.
6. The breathing apparatus isthe bed.
7. The telephones arethe table.
8. The First Aid box isthe cupboard.
9. The eye rinse station isthe engine room.
10. The fire hose isthe window.

SAFETY EQUIPMENT ON THE VESSEL

Exercise 6. Does the rating know where everything is?

(The Captain wants to check that the rating knows the location of the safety equipment)

Captain: *Good morning.*

Rating: *Good morning, sir.*

Captain: *I have some questions about the safety equipment.*

Rating: Yes, sir.
Captain: *First, the fire equipment. Is there a fire alarm on the second level?*
Rating: Yes, there is.
Captain: *OK, where is it?*
Rating: It's in the laundry on the wall near the door.
Captain: *Good. Do you know where the fire extinguisher is for the galley?*
Rating: Mmmmm ... is it outside the galley in the corridor?
Captain: *No – it is in the galley near the refrigerator.*
Rating: Yes, of course.
Captain: *Do you know where the hospital is?*
Rating: Oh, yes. Sir. It's on the second level next to the laundry.
Captain: *That's right. So, where is the First Aid equipment?*
Rating: It's in the box behind the door.
Captain: *No! It's in the box under the table!*
Rating: Oh.... Yes, Sir. Sorry, Sir...
Captain: *Hmmmm... Right, then. Every crewman has a life jacket. Where is yours?*
Rating: My life jacket is in my cabin in the cupboard.
Captain: *That's good. And next ... where are the life buoys?*
Rating: The life buoys? They're on the deck railings, Sir.
Captain: *Yes, that's right. Do you know where the life boats are?*
Rating: They are on the deck as well.
Captain: *Yes, but where on the deck?*
Rating: Oh! In front of the accommodation, Sir.
Captain: *OK, but you don't know where everything is, so go to the hospital and galley now. Check the location of the First Aid equipment and the fire extinguisher again.*
Rating: Yes, Sir, right away.

Exercise 7. Where is the safety equipment on your vessel? Write complete sentences:

1. Where is your life jacket?
2. Where is your muster station?
3. Where is your immersion suit?
4. Where is your life boat station?
5. Where are the fire alarms?
6. Where is the eye rinse station?
7. Where is the life raft?
8. Where is your breathing apparatus?
9. Where is the First Aid box?
10. Where is the fire extinguisher?

UNIT 5. MAPS AND CHARTS

THE BALTIC ROUTE

Exercise 1. Read and translate into Russian the dialogue between the Captain and the Chief Officer about the Baltic route

- Captain:* Hi there, Chief.
- Chief Officer: Good afternoon, Sir.
- Captain:* Is the route charted?
- Chief Officer: Yes, Sir.
- Captain:* It looks like we're in the Baltic for a while.
- Chief Officer: That's right. About two weeks.
- Captain:* Is there ice anywhere?
- Chief Officer: Not much, Sir. May be up in Finland.
- Captain:* OK, so which ports do we visit?
- Chief Officer: You can see here on the chart. Riga, Tallinn, St. Petersburg and Helsinki. Then Oulu and Sundsvall. Then back to the Baltic for Stockholm and Copenhagen.
- Captain:* Right. So, how many ports?
- Chief Officer: ... three...four...six...eight in all, Sir.
- Captain:* In five countries.
- Chief Officer: No, it's six, Sir.
- Captain:* Ah, yes. OK. What about the distances?
- Chief Officer: Let me see... Riga to Tallinn:291 nautical miles; Tallinn – St. Petersburg: 187; St. Petersburg – Helsinki:171; up to Oulu: 582.
- Captain:* So Helsinki to Oulu is 582?
- Chief Officer: Yes, then to Sundsvall: 290; Sundsvall to Stockholm is 227 and then it's 42 nautical miles to Copenhagen.
- Captain:* Right. And the total?
- Chief Officer: Ehh... approximately 2200 nautical miles.
- Captain:* OK. Right, now we need to check the fuel bunkers ...

Exercise 2. Read the information in the chart and point out the correct distance:

| PASSAGE PLAN | | |
|---------------|---------------|------------------------------|
| From | To | Distance (nautical miles) |
| Riga | Tallin | 291 / 219 N miles |
| Tallinn | St Petersburg | 172 / 187 N miles |
| St Petersburg | Helsinki | 171 / 191 N miles |
| Helsinki | Oulu | 285 / 582 N miles |
| Oulu | Sundsvall | 219 / 290 N miles |
| Sundsvall | Stockholm | 227 / 327 N miles |
| Stockholm | Copenhagen | 427 / 477 N miles |

Exercise 3. Look at how we say large numbers:

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

Exercise 4. Say the following numbers:

350 1820 1150 223 455 1968 7600 9334 459 81032 1236

Exercise 5. Look at the chart with the cities in South America and read the information about them

| № | City | Country | Latitude | Longitude |
|---|----------------|-----------|----------|-----------|
| 1 | Santiago | Chili | 33° S | 70°W |
| 2 | Quito | Ecuador | 0° | 79°W |
| 3 | Rio de Janeiro | Brazil | 23°S | 43°W |
| 4 | Buenos Aires | Argentina | 34°S | 59°W |
| 5 | Lima | Peru | 12°S | 77°W |
| 6 | Bogota | Colombia | 4°N | 74°W |
| 7 | Caracas | Venezuela | 11°N | 67°W |
| 8 | La Paz | Bolivia | 17°S | 67°W |

IT'S APPROXIMATELY...

We can ask about distances between places like this:

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

Exercise 6. Read and translate the examples from English into Russian.
What does the word approximately mean?

It's approximately 350 km from London to Paris.

It's approximately 1800 km from Moscow to Berlin.

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

Exercise 7. Work with a study partner. Ask and answer questions about the distances between the cities

How many kilometres is it from Rio de Janeiro to Caracas? (appr. 4500 km).

How many kilometres is it from Lima to Quito? (appr. 1400 km).

How many kilometres is it from Buenos Aires to Santiago? (appr. 1200 km).

How many kilometres is it from Quito to Bogota? (appr. 700 km).

How many kilometres is it from Caracas to Bogota? (appr. 1100 km).

How far is it from Rio de Janeiro to Bogota? (appr. 4400 km).

How far is it from Lima to La Paz? (appr. 1100 km).

How far is it from Buenos Aires to Caracas? (appr. 5100 km).

How far is it from Caracas to Lima? (appr. 2800 km).

How far is it from La Paz to Rio de Janeiro? (appr. 2700 km).

NORTH, SOUTH, EAST, WEST?

Exercise 8. Where are the countries? Read and translate the sentences from

English into Russian

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

8. Where is Ecuador? – It's to the north of Peru.
9. Where is Brazil? – It's to the east of Peru.
10. Where is Uruguay? – It's to the east of Argentina and to the south of Brazil.

Exercise 9. Read the texts about Spain:

(1)

The major cities in my country are Madrid, Barcelona, Seville, Valencia and Bilbao. The capital city is Madrid. I live in Sitges. Sitges is approximately 500 km from the capital. Madrid, Burgos and Santander are to the north of Madrid. Granada and Cordoba are to the south of Madrid. Valencia and Barcelona are to the east of Madrid. Salamanca and Avila are to the west of Madrid.

(2)

I am from Spain. I am Spanish. I live in Madrid. Madrid is a capital city. It is a big city. The population of Madrid is 4.5 million. It is in the centre of the country.

Another big city in Spain is Barcelona. Barcelona is a port on the Mediterranean Sea. It has a big shipping industry. Barcelona is to the east of Madrid.

There are many towns around Barcelona. My favorite town is Sitges. It is also on the sea, to the south of Barcelona. It has many good restaurants.

TALK ABOUT YOUR COUNTRY

Exercise 10. Work with a study partner. Ask and answer the questions

What are the major cities in your country?

What is the capital city?

What city/town/village do you live in?

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

What cities/towns are to the north of the capital?

– to the south of the capital?

– to the east of the capital?

– to the west of the capital?

Do you like city/village life? Why?

What are your favourite places in the city?

Is there a sea nearby?

Is there an airport in your city/town?

Is there a metro/subway in your town?

Do you use the public transport in your native place? Is it expensive?

UNIT 6. HOW DO I GET THERE?

WHICH WAY?

Exercise 1. A visitor wants to see the ship. The chief Officer takes him on a tour. What places do they talk about?

Chief Officer: Ah Mr. Hansen, it's a pleasure to meet you. I'm the Chief Officer. I believe you want to see some places on the ship?

Mr. Hansen: Ah yes, hello there. That's correct.

Chief Officer: OK, let me show you the way. First, we can look at the bridge. Please turn right and go up these stairs one level... it's in front of you there.

Mr. Hansen: Yes, I see. Very good. Everything seems to be in order. Which way to the radio room?

Chief Officer: The radio room is on the right - and the chart room is behind us.

Mr. Hansen: I see. Is the Radio Officer in there?

Chief Officer: No, he isn't. Let me show you the hospital.

Mr. Hansen: Certainly.

Chief Officer: OK, go straight ahead to the end of the corridor. It's on the starboard side.

Mr. Hansen: All right, then. And where are the cabins?

Chief Officer: The officers' cabins are one level below us. The ratings' cabins are two levels down.

Mr. Hansen: OK.

Chief Officer: So here we have the hospital. Do you want to see inside?

Mr. Hansen: No, that's not necessary. There is somebody in there.

Chief Officer: In that case Captain MacMillan is ready to see you. Please come his way. We can turn left here and his office is on the port side.

Mr. Hansen: Very good. Thank you for showing me around.

Exercise 2. Translate the prepositional phrases that identify location:

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

Exercise 3. Match the questions with the answers:

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

YES, I SEE...

Read the phrases below. They show you understand or agree:

That's correct; Certainly; Yes, I see; OK; All right then; Very good. Thank you...

PLACES IN YOUR TOWN

Exercise 4. Look at the model and ask your study partner about his/her native town

Model: Does your town have a swimming pool? – No, it doesn't.
Does your town have a bus station? – Yes, it does.

Exercise 5. Read and translate the following directions:

1. Start at the park. Turn south. Go straight on Main Street. Turn left on Boardwalk Avenue.
2. Start at the post office. Turn west. Go straight on Portside Avenue. Turn left on Tulip Street. Go straight and turn right on Daffodil Lane.
3. Start at the hospital. Turn north. Go straight on Rosewood Street for two blocks. Turn right on Birch Tree Lane. Go straight and turn left on Tulip Street.
4. Start at the swimming pool. Turn east. Go past the cinema. Then turn left onto Tulip Street.
5. Start at the restaurant. Turn west. Go to the end of Oak Road. Turn south. Go straight down Rosewood Street to Boardwalk Avenue. Turn right.
6. Go east on Oak Road. Then turn left on Maple Street. Go straight on Maple Street. The bar is on the corner of Birch Tree Lane and Maple Street.

7. Go south on Tulip Street. Go three blocks and turn right on Boardwalk Avenue. The cinema is on the right.
8. Go south on Main Street. Then turn left on Elm Row. Go straight to Tulip Street. The port is in front of you.
9. Go south on Tulip Street. Then turn right on Daffodil Lane. Go three blocks and cross Rosewood Street. The school is on the right.
10. Go east on Boardwalk Avenue. Then turn left on Tulip Street. Go three Blocks until Portside Avenue and turn right. Go one block. The post-office is on the left on the corner.

EXCUSE ME, HOW DO I GET TO THE PORT?

You can ask for directions with these questions:

Where is the port?

How do I get to the bus station?

How do I get from the post office to the bank?

Can you tell me the way to the park?

Which way to the swimming pool?

Exercise 6. Translate the following questions into Russia:

1) Excuse me, how do I get from the cinema to the bus station?

Excuse me, where is the bus station?

Excuse me, can you tell me the way to the bus station?

Excuse me, how do I get to the bus station?

2) Excuse me, how do I get from the hotel to the restaurant?

Excuse me, where is the restaurant?

Excuse me, can you tell me the way to the restaurant?

Excuse me, how do I get to the restaurant?

Excuse me, which way to the restaurant?

3) Excuse me, how do I get from the railway station to the bank?

Excuse me, where is the bank?

Excuse me, can you tell me the way to the bank?

Excuse me, how do I get to the bank?

Excuse me, which way to the bank?

THE BOSUN VISITS MARIPOSA

Exercise 7. The Bosun asks for directions. Read the travel agent's answers. Where does the Bosun want to go? Write his questions

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

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

Bosun:

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

Bosun:

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

Bosun:

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

Exercise 8. Ask a study partner to give you directions. Use the following questions

Excuse me, can you tell me the way to the ... ?

Excuse me, how do I get to the ... ?

Excuse me, which way to the ... ?

Excuse me, where is the ... ?

Ask for directions to: *the park, the bank, post office, the bus station, the bakery, the cinema the swimming pool the hospital the restaurant the bar the school the beach, the railway station, the hotel, the port, the airport.*

UNIT 7. FREE TIME

WHAT TYPES OF FILMS DO YOU LIKE?

Exercise 1. What types of films do you like?

Comedy, Western, Horror, Action, Science Fiction, Romance, War, Musical.

Who likes Westerns?

- Westerns are good.
- Yeah, they're OK.
- No they're not, they're awful!

These adjectives will help you to describe things:

great/excellent; very good; good; quite good; OK; not bad; bad; really bad; terrible/awful.

Exercise 2. What films do two seafarers talk about?

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

2nd Officer: At 1600.

Helmsman: OK, let's watch a movie.

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

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

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

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

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

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

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

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

2nd Officer: OK, see you.

FREE TIME ACTIVITIES

Exercise 3. What kind of activities do you prefer?

Going to the beach; playing cards ; watching movies; swimming; playing chess; eating in restaurants; going to bars; fishing; reading books; shopping; repairing cars; watching TV; listening to music.

I REALLY LIKE PLAYING FOOTBALL

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

| | |
|----------------------------|-------------------|
| I <i>really like</i> | playing football. |
| I <i>like</i> | playing football. |
| I <i>don't like</i> | playing football. |
| I <i>really don't like</i> | playing football. |

Exercise 4. Repeat the sentences and then tell about your likes and dislikes:

I really like playing football.

I like playing chess.

I don't like swimming.

I really don't like shopping.

Exercise 5. Ask a study partner what he likes

What do you like doing?

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

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

What do you do every day?

What do you do once every week?

I always drive my car.

I usually watch movies.

I often go swimming.

I sometimes go to the theatre.

Exercise 6. Translate the following sentences:

1. Juan often eats in restaurants.
2. Juan always listens to music.
3. Juan sometimes plays football.
4. Juan never plays chess/repairs cars / goes fishing.
5. Juan sometimes goes shopping.

Exercise 7. Write sentences about yourself. Use *always, usually, often, sometimes, never*

use the telephone; eat breakfast; work on the bridge; work in the engine room; speak to the Captain; read books; go ashore; work overtime ;write letters.

Exercise 8. Ask a study partner about his activities and write his answers

Do you often listen to music? – Yes, I usually listen to music in the evenings.
Do you often go to bars? – No, I never go to bars.

Exercise 9. Read the letter:

*M/V Milamar
Genoa
Italy*

Dear (name)

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

Every morning The Chief Engineer gives me a list of jobs to do. I have some free time after works so I often play chess with my friend Andy. He's very good at chess – I never win! I sometimes read a book before going to sleep.

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

That's all for now. Please write soon. I often think of you.

*Best regards
(your name)*

PART 1. REVIEW

WHAT'S YOUR NAME?

**Task 1. Read the dialogue. A new engineer arrives on your vessel.
Imagine you are talking to him**

- You: Hi, How are you? Welcome on board. My name is (your name).
What is your name?*
- Engineer: Hi, I'm Alan Lewis. Pleased to meet you.*
- You: Where are you from?*
- Engineer: I'm from Australia. What about you?*
- You: I'm from (your country).*
- Engineer: Right. Good to meet you. What is your job?*
- You: I'm (your job). What do you do?*
- Engineer: Oh, I'm an engineer. This is my first vessel.*
- You: I see. So how old are you?*
- Engineer: I'm 21.*
- You: Really? I am (your age). Are you married?*
- Engineer: Yes, I am. I have a young son at home. How about you? Are you married?*
- You: (Yes, I am. No, I am not). OK, Alan, let me show you where everything is. Come this way.*

Task 2. Read and translate the report:

Ship Management Company: Annual Crewing Report

This information shows the number of seafarers who work for the Oceanside Ship Management Company. The company employs approximately 2000 seafarers from around the world. Many seafarers come from Asia: approximately 500 are Filipino; 250 are Indonesian and 150 are Chinese. This year, approximately 1000 European seafarers work for the company: there are 460 Russian seafarers; 300 are Croatian and approximately 250 are Polish. From Africa, there are only 50 Nigerian seafarers and from South America, there are 70 Brazilian seafarers.

Task 3. Look at the Chief Officer's schedule. What does he do at different times of the day? Choose a verb. Complete the schedule

| Chief Officer's schedule | | |
|--------------------------|-------------------------|--------------|
| <i>Time</i> | <i>Activity</i> | <i>Place</i> |
| 0800 |the forenoon watch | bridge |
| 1000 | the Master | office |
| 1200 |the watch | bridge |
| 1230 | lunch | messroom |
| 1800 |TV | lounge |
| 2230 |to bed | cabin |

Task 4. Read and translate sentences about the Chief Officer's schedule into Russian:

1. At 0800 he starts the forenoon watch on the bridge.
2. At 1000 he meets the Master in the office.
3. At 1200 he hands over the watch on the bridge.
4. At 1230 he eats lunch in the messroom.
5. At 1800 he watches TV in the lounge.
6. At 2230 he goes to bed in his cabin.

Task 5. Complete the sentences with *in, on, at, for, or near*:

1. The management office is the fifth floor.
2. All seafarers are to report to the bridge0900.
3. The documents are the table. Please get them.
4. Is there a fire alarmyour cabin?
5. There are two vessels the photograph.
6. I need to buy souvenirsmy children.

SCHEDULES

Task 6. Work with a study partner. One person looks at Table A, the other at Table B. You and your partner have different information. Cover your Table B. Cover your partner's table. Use question words and the Present Simple tense to ask each other questions. Complete the table with your partner's answers

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

What time does the Pumpman start work?

Where does the Pumpman work at 0800?

What does the Bosun do at 1200?

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

THE VESSEL

Listen everyone. This is important information. I want you to note these particulars and then familiarize yourselves with the ship's safety features. This

ship's name is Varni: Victor, Alpha, Romeo, November, India – and her call sign is ALNI 9: Alpha, Lima, November, India, nine. You all know she is a gas carrier,

And we have 21 crew members on board. She is five years old and port of registration is Cape Town.

I want you all to locate your emergency muster station and check your life boats. The same goes for life jackets, life buoys and life rafts.

As usual, there is fire-fighting equipment all over this vessel.

Spend the rest of the day checking where it is. That's all just now.

Task 7. Answer the following questions:

1. What does the captain talk about?
2. What is the type of ship?
3. What is the call sign of the ship?
4. What is the port of registration?
5. What is the number of the crew on board?
6. What is the year built of the ship?

NEW DALE

Task 8. Read the tourist information about the area of New Dale.

Write the names of the towns and villages mentioned in the text

TOURIST INFORMATION

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

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

The new hospital is west of Lington, approximately one kilometre from the road. Darbin Hospital takes its name from Marco Darbin, the famous seafarer and explorer. Darbin is also the name of the nearby village, just one kilometre south

of the hospital. In the village square there is a statue in honour of this famous man.

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

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

Enjoy your visit!

Task 9. Imagine that you live in the area of New Dale . A seafarer arrives in Marlay and asks you for information. He has some free time and he wants to see around New Dale. Read the dialogue and translate it into Russian

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

You: Yes, what is it?

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

You: Sure. Go north out of town. Continue past the hotel, the village of Darbin and the hospital. Turn right when you see the forest. Cross the small bridge and go straight.

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

You: It is approximately 10 km.

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

You: Maguan is a good place to begin with. There is a small hotel that has maps for walkers.

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

You: Yes. In the hill town of Sierra there is the Hotel Sierra.

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

You: Yes. There is a market every Tuesday and Saturday in Lington. You can buy souvenirs there.

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

You: Go south from Sierra and cross the bridge. Turn left at the second road and then turn right. Go straight for approximately 3 km.

Seafarer: Great! Thanks for your help!

You: You're welcome – enjoy your visit!

UNIT 8. WHAT IS HAPPENING ON BOARD?

WHAT IS HE DOING?

Exercise 1. Translate the following sentences into Russian:

| | |
|-------------------------------|--------------------------------|
| 1. He is painting the wall. | 7. He is sweeping the deck. |
| 2. He is loading the cargo. | 8. He is checking the charts. |
| 3. He is repairing the radio. | 9. He is writing a letter. |
| 4. He is boarding the vessel. | 10. He is testing the alarms. |
| 5. He is cleaning the cabin. | 11. He is steering the vessel. |
| 6. He is reading a manual. | 12. He is carrying a pot. |

WHAT'S HAPPENING, BOSUN?

Exercise 2. The Chief Officer is talking to the Bosun. What activities do they talk about?

Chief Officer: How are things going, Bosun?

Bosun: Fine. Everything is going well.

Chief Officer: What's happening on deck?

Bosun: Well, the ratings are sweeping the deck at the moment.

Chief Officer: And the A.B.?

Bosun: He's painting right now.

Chief Officer: Right. Who is testing the alarms today?

Bosun: I think the 3rd Engineer is doing it.

Chief Officer: OK, good. I'm going to the bridge to see the electrician. He's repairing the radio.

Bosun: OK, Sir.

WHAT'S HAPPENING NOW?

What's happening on deck just now, Bosun?

– The ratings are working at the moment.

– An A.B. is cleaning the windows and three men are cleaning the deck.

at the moment, right now, just now = now

We use the Present Continuous to describe events happening now.

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

Exercise 3. Complete the sentences:

I am English.
You English.
He is..... English.
We English.
You.....English.
TheyEnglish.

Exercise 4. What are they doing? Translate the sentences into Russian:

1. The steward is cleaning the floor.
2. The Master is talking with the superintendent.
3. The Radio Officer is listening to the radio.
4. The ship is sailing into Hong Kong harbour.
5. The cadets are boarding the vessel.
6. We are going ashore.
7. They are waiting for the Chief Mate's instructions.
8. The ratings are repairing the deck crane.
9. The engineer is checking the engine room.

Exercise 5. Read the sentences. What is happening?

| | |
|---------------------------|----------------|
| He is cleaning his teeth. | He is walking. |
| He is drinking. | He is running. |
| He is sleeping. | He is smoking |
| He is cooking. | He is eating. |

I AM READING or I READ?

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

Exercise 6. Present Continuous or Present Simple?

Choose the correct verb tense:

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

WHAT'S HAPPENING ON BOARD?

Exercise 7. Answer the questions. Use the Present Continuous or Present Simple

| | | |
|----|-------------------------------------------|------------------------|
| 1. | What are you doing? | I am studying English. |
| 2. | What does the Helmsman do? | |
| 3. | Are you working at the moment? | |
| 4. | What is your job? | |
| 5. | Is the vessel moving? | |
| 6. | Does your vessel operate in the Atlantic? | |

| | |
|-----|-----------------------------------------|
| 7. | What cargo is the ship carrying? |
| 8. | What cargo does the ship usually carry? |
| 9. | Are you smoking? |
| 10. | Do you smoke? |

| |
|--|
| |
| |
| |
| |

Exercise 8. What are you doing now? Write answers about yourself

At the moment

At the moment

At the moment

What do you do regularly?

Every day I get up at

I often

Every week.....

WHAT'S HAPPENING ON THE MV CAPE?

Exercise 9. Read and translate the sentences into Russian:

On the MV Cape someone is drinking. Someone is reading a book, smoking a cigarette and listening to music. Water is leaking from a pipe and someone is slipping and falling. Someone is falling off the deck. Someone is fishing. Someone is holding a walkie-talkie and shouting. Someone is running and the cargo is falling.

UNIT 9. IN THE MESSROOM

FIND THE FOOD

Exercise 1. Translate the following words into Russian:

ham, sausage, fish, mushroom, pie, egg, tea, orange, cheese, coffee, soup, rice, stake, milk, chicken, sugar, cake, tomato, ice-cream, corn, flour, juice, carrot, apple, banana, potato, bread.

HOW'S YOUR FOOD?

Exercise 2. Repeat the phrases expressing preferences:

It's delicious!

It's good!

It's great!

It's terrible!

It's awful!

It's horrible!

Exercise 3. Translate the phrases expressing preferences:

The fish is awful!

The bread is good!

The chicken is horrible!

The coffee is terrible!

I like this ice-cream – it's great!

Can I have some more juice? It's delicious!

Exercise 4. Answer the following questions:

Do you like chocolate? – Yes, it's delicious!

Do you like fish?

Do you like cheese?

Do you like ice cream?

Do you like chicken?

Do you like milk?

Do you like coffee?

Do you like lamb chops?

WHAT'S FOR LUNCH?

Exercise 5. The Cook and the Bosun are talking about lunch. What food do they talk about?

- Bosun: Hi, Cook. What's for lunch today? Anything good?
Cook: *What do you mean? It's always good.*
Bosun: Yeah, yeah. I know.
Cook: *Do you like chicken?*
Bosun: Yeah, I do. What else have you got?
Cook: *Some potatoes, some carrots, and some bread.*
Bosun: Right. Have you got any soup?
Cook: *Sure, there's some tomato soup right here.*
Bosun: OK, give me a bowl. Thanks. Have you got any juice? I'm thirsty.
Cook: *The juice is on the table. There's apple or orange. Help yourself.*
Bosun: Good. It's so hot today.... May be some apple juice. Do you have hot water for tea?
Cook: *Of course. Now, how much chicken would you like?*
Bosun: Umm ... two pieces, please.
Cook: *Do you want potatoes and carrots?*
Bosun: Only potatoes, please. OK, that's enough.
Cook: *Here you are. Oh, and take a glass.*
Bosun: Have you got a knife and fork? There isn't any cutlery on the table.
Cook: *Of course. Here you are.*
Bosun: Thanks a lot.
Cook: *Bon appetit!*

Exercise 6. Answer these questions:

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

SOME and ANY

Some and **any** can be used in questions: Is there **any**. . . ?
Can I have **some**. . . ?
Some is usually used in positive sentences (+): There is **some** milk.
Any is usually used in negative sentences (-): There isn't **any** bread.

Exercise 7. Complete the following sentences. Use *some* or *any*

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

ASKING FOR THINGS

We can ask for things in different ways:

| | |
|---------------------------------|-----------------------------------|
| Do you have any ? | Do you have any more fish? |
| Do you have some? | |
| Have you got any? | |
| Have you got some? | Have you got some coffee? |
| Can I have some? | Can I have some sugar? |
| Could I have some? | |
| I would like some | I'd like some tea, please. |

IN THE MESSROOM

Exercise 8. Three seafarers are having lunch. They are talking about the food. How do they ask for things?

- Simon: Could I have some salt, please?
Richard: Here you are. Yeah, this soup needs it. It's awful!
Simon: How's the fish today?
Alan: It's delicious! I'd like some more. Do you have any more fish?
Cook: *Yeah, coming up.*
Richard: Can I have some salad, please?
Alan: Here you go. It's good today. Would you like some oil with it?
Richard: No, I'm fine, thanks.
Cook: *Would anyone like some coffee?*
Simon: I'd like some, please. Do you have any sugar?
Cook: *Yeah, it's on the table.*
Alan: So it is. Mmmm. This coffee is great.

Exercise 9. Read the questions and answers:

1. Do you have any bread? – *Of course. Here you are.*
2. Could I have the juice, please? / Do you have any juice? – *Of course. Here you are.*
3. Do you have any milk?/ Have you got any milk? – *Sorry, we don't have any.*
4. Could/Can I have some chicken? – *Yes. Would you like one or two pieces?*
5. Do you like ice cream? – *Yes, I do.*
6. Have you got any apples?/ Do you have any apples?/ Are there any apples? – *Yes, they are on the table.*
7. Do you like fish? – *No, I think it's horrible!*

Exercise 10. Read the waiter's questions. Complete the conversation. Tell him what you want to eat. Practise the conversation with a study partner

- Waiter: Hello. Are you ready to order ?
You:
Waiter: Right. What would you like?
You:
Waiter: Certainly. Would you like some vegetables?

You:

Waiter: OK – anything to drink?

You:

Waiter: Of course. Is that everything?

You:

Waiter: Fine. Thank you.

WHAT WOULD YOU LIKE?

**Exercise 11. Read the menu. You have \$12 to spend.
What do you want to order?**

MENU

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

UNIT 10. EMERGENCY!

EMERGENCY SITUATIONS

Exercise 1. Translate the following phrases into Russian:

accident in an enclosed space; fire in the cargo holds; man overboard; collision; fire in the galley; oil spill; grounding; electric fire.

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

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

Exercise 2. Translate the following commands into Russian:

1. Begin the 60-60 turn.
2. Man overboard! Release a life buoy.
3. Sound the emergency alarms!
4. Post two lookouts with binoculars.
5. Put the engines on standby and inform the engine room.
6. Instruct the emergency party to go to the rescue boat station.
7. Fire!
8. Sound the alarms!
9. Don't open the door!

Exercise 3. Learn these commands:

Fire in the kitchen! – Get a fire extinguisher!
They are loading the fuel. Don't smoke on deck!
Man overboard! Lower the life boat!
Emergency! Proceed to your muster stations immediately!
Flooding in the engine room! Call the Master!
The oil is leaking! Stop the pumps!
Fire in the cabins! Close all fire doors!
The air is toxic! Don't enter that area!

Exercise 4. There is an emergency on board. What is it?

- Seafarer 1: There's been an explosion in the engine room! Quick!
There's a fire!
- Seafarer 2: Call the Captain!
- Seafarer 1: Engine room to bridge! Emergency! Explosion in the engine room!
- Captain: *Captain speaking. What's the damage?*
- Seafarer 1: It's bad, Sir – there's fire and a lot of smoke!
- Captain: *Can you contain the fire?*
- Seafarer 1: I don't think so, Sir – it's out of control!
- Captain: *Get everyone out now! Do not attempt to extinguish the fire! Repeat. Do not attempt to extinguish the fire! Sound the alarms immediately!*
- Seafarer 1: Yes, Sir!
- Loudspeaker: Attention! Attention! This is your Captain speaking. Fire in the engine room! This is an emergency! Proceed to your muster stations immediately!
- Loudspeaker: Attention! Attention! Fire is spreading! Prepare to abandon ship! Prepare to abandon ship!

Exercise 5. Now read these commands. Only five are in the dialogue. What are they?

- | | |
|----------------------------------------------|--------------------------------|
| Call the captain! | Get the fire extinguisher! |
| Do not attempt to extinguish the fire! | Put out the fire! |
| Sound the alarms immediately! | Post two lookouts! |
| Proceed to your muster stations immediately! | Lower the life boats! |
| Prepare to abandon ship! | Man overboard! |
| | Go to your emergency stations! |

THIS ROPE or THAT ROPE?

This life buoy – These life buoys
That fire extinguisher – Those fire extinguishers

Exercise 6. Translate the demonstrative adjectives with nouns:

this life buoy, *these* alarms, *this* face mask, *these* immersion suits, *that* master station, *those* binoculars, *those* rescue boats.

1. Give me that brush.
2. Push that button.
3. Grab this life buoy!
4. Use these goggles.
5. Don't enter that space!
6. Get those fire extinguishers!

YOU MUST BE CAREFUL!

Must means it is very important to do something.

Example: There is a leak! You **must** switch off the pump immediately!
There is gas in the space! You **must** not enter!

Exercise 7. Remember common emergency commands:

All personnel must wear safety goggles while operating this machinery.

You must use safety equipment.

We must not smoke in the holds.

There is a smell of gas in the hold. You must wear your breathing apparatus.

There is an electric fire. You must not use the water fire extinguisher. You must use the CO2 fire extinguisher.

The fire alarms are ringing. You must go to your muster station.

There is a man overboard. You must release/throw a life buoy.

A hatch cover is open. You must not leave the hatch cover open. You must close the hatch cover.

ACCIDENT IN AN ENCLOSED SPACE

Exercise 8. Read the text from a safety manual:

RESCUE PROCEDURE: ENCLOSED SPACES

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

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

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

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

UNIT 11. SUPPLIES

CARGO

Exercise 1. There are different types of containers. Match the name and the type of cargo with the correct container

Types of container: chest, bale, box, barrel, sack, packages, containers

Types of cargo: coffee, electrical goods, vegetable oil, tea, cotton, rice, sugar, semi-manufactured goods, machinery, heavyweights, timber cargo, metals.

IN THE GALLEY

Exercise 2. The Cook is speaking to the supplier. What food does he order?

Cook: Good afternoon, Sir. I'd like to order some food for the ship, please.

Supplier: All right. Let's see your list. OK. First item: 25 kilos of onions.....

Cook: Yes.

Supplier: And 50 kilos of potatoes?

Cook: Yes. And also 25 kilos of carrots.

Supplier: OK. Potatoes and carrots. What about meat?

Cook: Let's see... enough for 25 men. So that's 50 kilos of frozen chicken and 100 kilos of fish.

Supplier: Very good. Tea, coffee, juice?

Cook: Yes. All three. I'd like 500 litres of juice, 5 kilos of tea and 10 kilos of coffee.

Supplier: No problem. Anything else?

Cook: No. That's all for now, thank you.

Supplier: OK, then. Are you going to pay in cash?

Cook: Yes.

Supplier: Right. That'll be \$610.

Cook: \$610 – OK. Thank you. Bye now.

Supplier: Goodbye. See you in a few weeks.

Exercise 3. Read and translate the dialogue into Russian:

Steward: Hi, Cook. Are you ready to order the supplies now?

Cook: Yes. Do you have the order form?

Steward: Sure. It's right here.
Cook: *OK, then. Looks like we need more butter.*
Steward: OK. How much?
Cook: *Oh, let's say at least 5 kilos.*
Steward: Five kilos? That's a lot of butter.
Cook: *Yeah. Well, that's how much I use!*
Steward: OK, so at \$3 a kilo, that's \$15.
Cook: *Next we need some more lamb. Let's say 25 kilos.*
Steward: OK. Twenty-five kilos of lamb at \$6 a kilo comes to \$150.
Cook: *Then we need bread.*
Steward: Fine. Now that's by the loaf. They're \$1 each.
Cook: *Right. Let's say 45 loaves. That's \$45 total, isn't it?*
Steward: Yep, sure is. Anything else?
Cook: *Yeah. How about some fruit. Say 20 kilos of bananas?*
Steward: Bananas 20 kilos ... that's \$15.
Cook: *All right. And about 28 kilos of oranges.*
Steward: OK. That's a total of \$21 for the oranges.
Cook: *Right. I think that's it for now. Thanks for your help.*
Steward: OK. Not at all.

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

Examples: How many apples are there?
 How much water is there?

Exercise 4. Name countables and uncountables:

coffee, eggs, oil, potatoes, onions, cotton, barrels, life jackets, ice, tea, ideas, soup, milk, snow, rain, garlic, butter, knowledge, iron, steel, heavyweights.

Exercise 5. Ask questions using *how many* or *how much* with the following words: How much gas is there? How many ships are there?

Ice, containers, time, cars, soup, fire extinguishers, pressure, hours, snow, butter.

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

How much oil is there?

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

How much cotton is there?

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

How much water is there?

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

How much butter is there?

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

AT THE MARKET

To ask the price of something we say:

How much does it cost?

How much do they cost?

Exercise 6. Read and translate into Russian the following sentences of quantities and weights:

1. How much does 1 kilo of apple cost?
– *One kilo of apples costs \$1.80.*
2. How much does 1 kilo of cheese cost?
– *One kilo of cheese costs \$3.75.*
3. How much does 2 kilos of lamb chops cost?
– *Two kilos of lamb chops costs \$9.00.*
4. How much does 1,5 kilos of sugar cost?
– *One and a half kilos of sugar costs \$7.50.*
5. How much does 0,5 kilo of bananas cost?
– *Half a kilo bananas costs \$.55.*
6. How much does 3 kilos of potatoes cost
– *Three kilos of potatoes costs \$1.80.*
7. How many kilos of potatoes can you buy for \$1.20?
– *You can buy half a kilo of potatoes.*
8. How many kilos of lamb chops can you buy for \$13.50?
– *You can buy 3 kilos of lamb chops.*
9. How many kilos of sugar can you buy for \$20.00
– *You can buy 4 kilos of sugar.*

10. How many kilos of apples can you buy for \$0.90?
– *You can buy half a kilo of apples.*

THERE IS TOO MUCH GARGO

Exercise 7. Read and translate into Russian the following sentences:

There is not enough water.
There are too many sacks.
There is too much cotton.
He has enough wine.

Exercise 8. Complete the sentences.

Use *too much, too many, enough or not enough*

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

SHOPPING ON SHORE

Exercise 9. A seafarer is on shore. He wants to buy a jacket in a shop.

Read and translate the dialogue into Russian

Seafarer: Excuse me, I want to buy a jacket. How much does this jacket cost?

Shop Assistant: Oh, That jacket costs \$300, Sir.

Seafarer: Three hundred dollars? That's very expensive! I haven't got enough money. How much does this jacket cost?

Shop Assistant: That jacket costs \$100, Sir. Would you like to try it on?

Seafarer: One hundred dollars? Hmmm... well, I have enough money, but I don't like it! There are too many zips!

Shop Assistant: There is another jacket here. It costs \$120. Do you like it?

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

UNIT 12. A NEW VESSEL

TWO NEW VESSELS

Exercise 1. Read the table. Compare the information about the 2 new ships

| Vessel details | MV Kennedy | MV Freedom |
|----------------|--------------------|-------------------|
| Type of vessel | General Cargo Ship | Container Carrier |
| Flag | Swedish | Korean |
| Date of built | July 1995 | August 1996 |
| Length overall | 149.45 m | 168.68 m |
| Width | 21.68 m | 29.00 |
| Depth | 8.65 m | 12.40 m |
| Cargo on board | 6500 mt | 13.400 mt |

Key: m = metres mt = metric tons

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

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

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

With most short adjectives, add -er.

The MV Freedom is longer than the MV Kennedy.

The Swedish ship is older than the Korean ship.

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

The MV Freedom is wider than the MV Kennedy.

If the adjective ends in -y, change the -y to -i and add -er: heavy – heavier.

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

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

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

***Good** and **bad** change completely: good – better; bad – worse.*

The new engine is better than the old engine.

Exercise 2. Read and translate the following sentences into Russian:

The dress is more expensive than the shirt.

The sack of coffee is heavier than the bale of cotton.

The supply boat is more powerful than the bale of cotton.

Exercise 3. Find out information about your vessel (possible answer)

My vessel is older than/younger than the MV Kennedy. My vessel is longer than/shorter than the MV Kennedy. My vessel is higher than/lower than the MV Kennedy. The cargo on board my vessel is heavier than/lighter than the cargo on board the MV Kennedy.

THE SWEDISH SHIP IS OLDER THAN THE KOREAN SHIP

Exercise 4. Write the comparative form of these words:

high, light, heavy, tall, cheap, slow, powerful, efficient, good, bad, easy, difficult.

WHICH VESSEL IS THE FASTEST?

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

the slowest and the heaviest.

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

This vessel is the slowest in the port.

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

This vessel is the widest in the port.

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

heavy – the heaviest: This bag is the heaviest.

*With long adjectives, add **the most**:*

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

Good and bad change completely:

good - better - the best; bad - worse - the worst

Exercise 5. Read the sentences that compare the ships in the superlative degree:

The Mercury is **the smallest** (of all the vessels).
The MV Cape is **the largest** (of all the vessels).
This vessel is **the slowest** in the port.
This vessel is **the widest** in the port.
This vessel is **the most** expensive to charter in the port.
This vessel is **the best** in the port.
The passenger ship is **the most powerful**.

A VESSEL WITH NEW COMMUNICATION EQUIPMENT

Exercise 6. Read and translate the following words and word-combinations:

radar system, manual, loudspeaker, handset, satellite system, walkie-talkie.

**Exercise 7. The Chief Officer and the 3rd Officer are talking about the new communication equipment on board.
Translate the dialogue into Russian**

Chief Officer: Good morning. Are you ready to test the new communication equipment?

3rd Officer: Yes, Chief. I see we have a new radar system on the bridge.

Chief Officer: Yes, it is more powerful than the old one. Let's check it.

3rd Officer: Ah, yes. It has a wider range, and the signal looks much stronger, too.

Chief Officer: That's right. The satellite system is also more modern.

3rd Officer: Excellent. Do I need the operator's manual?

Chief Officer: Yes, but read it later. The system is similar to the old one. But it's a lot easier and more efficient to repair. Simply pull that handle down.

3rd Officer: How do I adjust the range, Sir? Is it this dial?

Chief Officer: Yes. Turn that dial... That's right. Now switch off the satellite system come over here.

3rd Officer: Ah, the internal communication system. Is it new, too?

Chief Officer: We still have the same loudspeaker system, but the walkie-talkies are better now. Look.

3rd Officer: Good. And the handsets?

Chief Officer: Oh, they are still the same. Watch. Push the button to speak and release the button to listen.

3rd Officer: OK. Push to speak. Release to listen. Yeah, that's the same.

Chief Officer: Right.

3rd Officer: And the ...

**Exercise 8. These are the sentences from the previous conversation.
Choose the correct verbs**

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

UNIT 13. VISITORS

WHAT DOES HE LOOK LIKE?

Exercise 1. Translate the adjectives describing people:

Hair types: straight, curly, long, short.

Hair colour: black, brown, grey, white, red, blond.

Skin colour: fair, dark.

Built: fat, medium built, thin.

Height: short, medium height, tall.

Features: beard, moustache, glasses.

Exercise 2. Translate the adjectives describing physical appearances:

1. He has straight hair.
2. He is fair.
3. He is thin.
4. He has grey hair.
5. He is medium height.
6. He has a beard.
7. He is short.
8. He has curly, blond hair.
9. He has a moustache.
10. He is medium built.

What does he look like?

He is tall and he has brown hair.

What does she look like?

She is short and she has blue eyes.

Exercise 3. Work with a study partner

1. What does the Chief Officer look like?
 - The Chief Officer is dark. He has short, black hair. He has a beard and a moustache. He is thin.
2. What does the Cook look like?
 - The Cook has long, blond hair. She is fair. She is medium built.
3. What do the children look like?
 - The children are short and thin. The boy has short, blond hair. The girl has long, black, straight hair.
4. What does she look like?
 - She has short, brown hair. She is thin. She has glasses.

5. What do you look like?
– I have hair.

WHAT IS HE WEARING?

Exercise 4. Check the words in a dictionary:

jacket, swimming suit, trousers, shirt, shorts, sweatshirt, sweater, boots, hat, T-shirt, socks, vest, oilskin, belt, tie.

Exercise 5. The cadet and the engineer have both common and different features in their appearance. Read about them

They both have short hair.

They have different colour hair.

The engineer is shorter than the cadet.

The cadet is taller and thinner than the engineer. The engineer is fatter and shorter than the cadet. The cadet is younger than the engineer. The engineer is darker than the cadet. The cadet has blond hair, but the engineer has black hair. The engineer has a beard and a moustache, but the cadet doesn't. They both have straight hair.

Exercise 6. Look through the dialogue below and tell if the sentences are false or true:

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

Exercise 7. Read the description of the Captain. Translate it into Russian

2nd Officer: Good morning, Sir. Can I help you?

Mr. Antonides: Yes. I want to speak to the Captain, please. Do you know where he is?

2nd Officer: I think he's in his office. What's your name, please?

Mr. Antonides: John Antonides. I'm the ship's agent.
2nd Officer: *Ah, Mr. Antonides. Welcome aboard. Is this your first time on the ship?*
Mr. Antonides: Yes, it is.
2nd Officer: *Then I need to see some identification.*
Mr. Antonides: Of course.
2nd Officer: *Thank you. Please, come with me.*
Mr. Antonides: Certainly.
2nd Officer: *I'm sorry. He doesn't seem to be here on the bridge at the moment.*
Mr. Antonides: Well, then. Perhaps I can find him later after I take a look around the ship.
2nd Officer: Do you know Captain Osmakova?
Mr. Antonides: I'm not sure. I meet many ship's masters. Is he tall?
2nd Officer: *Yes. About 1m 90 cm.*
Mr. Antonides: And he has dark hair and green eyes?
2nd Officer: *That's right.*
Mr. Antonides: Right. And what's he wearing?
2nd Officer: *Dark trousers and a white shirt. He's not wearing a hat today.*
Mr. Antonides: Good. I think I'll recognize him. Now for a look around the ship?
2nd Officer: *Yes, of course. Come with me. This way, Sir.*
Mr. Antonides: Thank you.

WHAT IS HE LIKE?

**Exercise 8. The following adjectives describe character or personality.
Check the words in a dictionary**

grumpy, funny, clever, shy, worried, serious, lazy, talented, friendly, ambitious

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

**Exercise 9. Choose three people you know. What are they like?
(possible answers)**

1. He has short blond hair. He is young and funny.
2. He has short straight black hair. He is grumpy.

3. He is old. He has white hair and a beard and a moustache. He is serious.
4. He has no hair but he has a moustache.

Exercise 10. Paul is writing to his friend, Alex, about the ship's crew.

Read this letter

MV Columbus

Port Said
January 1997

Dear Alex,

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

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

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

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

I don't like the Bosun very much. He sometimes shouts at us when there's a problem. He has dark hair and he's small and thin. He's not very nice but he's good at his job.

My cabin mate, Marcus, is a really good friend. We work the same watch. He always makes me laugh. Everyone likes him because he's very funny.

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

*See you soon,
Paul*

Exercise 11. Now write descriptions of people in your family (your mother / father / brother / sister / wife / children ...).

What do they look like? What are they like? Compare them

UNIT 14. WEATHER

SEASONS

Exercise 1. Work with a study partner. Discuss these questions

What is the hottest month in your home area?

How many seasons are there in your country?

When is there the most rain?

Tropical countries have two seasons. What are they?

WHAT IS THE WEATHER LIKE?

Exercise 2. Translate the following sentences describing weather:

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

It's cloudy. It's foggy.

Exercise 3. Answer questions about the weather in your area:

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

WHAT IS THE WEATHER LIKE IN SPAIN?

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

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

Exercise 4. Work with a study partner discussing the weather

1. *What's the weather like in Madrid?*
 - It's sunny and hot today. The temperature is 33 degrees Centigrade.
2. *What's the weather like in Cadiz?*
 - It's sunny and hot today. The temperature is 30 degrees Celsius.

3. *What's the weather like in Bilbao?*
– It's partly cloudy and cool. The temperature is 14 degrees Celsius
4. *What's the weather like off the coast of Bilbao?*
– It's partly cloudy.
5. *What's the weather like off the coast of La Coruna?*
– It's rainy.
6. *Is Bilbao hotter than Malaga?*
– No. Malaga is hotter than Bilbao.
7. *Which is the hottest place in Spain?*
– Madrid is the hottest place.
8. *Where is the coldest?*
– It is the coldest in Andorra.
9. *Where is the windiest?*
– It is the windiest in Valencia.
10. *Which is sunnier: Santander or Granada?*
– It is sunnier in Granada.

WHAT IS THE WEATHER GOING TO BE TOMORROW?

Exercise 5. Work with a study partner discussing the weather forecast for tomorrow. Begin with *Tomorrow it's going to be*

1. *What's the weather going to be like in Madrid?*
– Tomorrow it's going to be sunny and hot.
2. *What's the weather going to be like in Santander?*
– Tomorrow it's going to be cloudy and cool (11 degrees Celsius).
3. *What's the weather going to be like in Andorra?*
– Tomorrow it's going to be partly cloudy and cold (1 degree Celsius).
4. *What's the weather going to be like in Malaga?*
– Tomorrow it's going to be warm (25 degrees Celsius).
5. *What's the weather going to be like in Valencia?*
– Tomorrow it's going to be windy.
6. *Where is going to be the hottest?*
– Tomorrow it's going to be the hottest in Madrid.
7. *Where is going to be the coldest?*
– Tomorrow it's going to be the coldest in a Coruna.
8. *Is Barcelona going to be hotter than Bilbao?*
– Yes, Barcelona it's going to be hotter than Bilbao.

WIND DIRECTION

To describe wind direction we say:

It's a southerly wind.

There's going to be a northerly wind.

Exercise 6. Learn the abbreviations for the type of wind:

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

We can also measure wind strength:

Force 8 = very strong wind (a gale)

Force 2 = light wind

A sea area forecast tells us what the wind is going to be like.

We learn about the direction and the wind force:

Wind: easterly, force 8

Wind: southerly, force 2

Exercise 7. Look at the abbreviations for the type of wind:

| Wind | Abbreviation |
|----------------------------|--------------|
| Easterly Force 8 | E8 |
| Southerly Force 2 | S2 |
| Northwesterly Force 4 to 6 | NW 4/6 |
| Westerly Force 5 | W5 |
| Northwesterly Force 3 to 5 | NW 3/6 |
| Southwesterly Force 6 | SW 6 |
| Southeasterly Force 6 to 8 | SE 6/8 |

SEA AREA FORECAST

Exercise 8. Read the *Sea Area Forecast for the 17th of April*:

Gale warnings are in operation in sea areas Castle Rock and Ferrol.

The sea forecast is as follows:

Castle Rock and Ferrol: Wind northwesterly force 6 to 8, rain, moderate visibility.

Newington: Wind southeasterly force 2, cloudy, good visibility.

Viewforth: Wind westerly force 6, heavy rain, poor visibility.

Abercorn: Wind northerly force 4 to 6, cloudy, good visibility.

Minnow: Wind variable force 2, rain, moderate visibility.

Turtle Cove: Wind northwesterly force 3 to 5, cloudy, good visibility.

That ends the sea area forecast for the 17th of April.

| Area | Gales | Wind | Weather | Visibility |
|-------------|-------|------------|------------|------------|
| Castle Rock | + | NW 6/8 | rain | moderate |
| Newington | | SE 2 | cloudy | good |
| Viewforth | | W 6 | heavy rain | poor |
| Abercorn | | N 4/6 | cloudy | good |
| Ferrol | + | NW 6?8 | rain | moderate |
| Minnow | | variable 2 | rain | moderate |
| Turtle Cove | | NW 3/5 | cloudy | good |

TODAY AT SEA

Exercise 9. Discuss today's weather. Use these questions:

What is the weather like now?

Describe the wind and visibility.

What is going to be like later?

Do you like the weather today?

Possible answers

It's sunny and partly cloudy now.

It's going to be cloudy and windy later.

There is a southerly, force 3 wind and the visibility is good.

Yes, I like the weather today because it's sunny and warm.

PART 2. REVIEW

WHAT'S HAPPENING?

Exercise 1. What's happening in the galley? Read and translate into Russian

1. One cook is cutting vegetables.
2. Another cook is writing a list.
3. Music is playing on the radio.
4. Two pots are burning on the stove.
5. Water is spilling on the floor.
6. A plate is falling.
7. A man is looking through the window.
8. Food is cooking on the stove.
9. The cooks are listening to the radio.

FOOD SUPPLIES

Exercise 2. There is some food in the galley. Read and translate into Russian

a sack of potatoes, a sack of onions, a box of tea, a bag of rice, a box of noodles, two boxes of eggs, some oil, some milk, some juice, some meat, four onions, some mushrooms, some bread ...

CHECKING THE SUPPLIES

Exercise 3. The Chief Cook is asking the 2nd Cook to check the supplies. Work with a study partner to discuss the situation:

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

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

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

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

Chief Cook: *How much rice is there?*

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

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

2nd Cook: *Only 2 boxes.*

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

MAKING COMPARISONS

Exercise 4. This is the text comparing two vessels, the cargo they carry and their captains. What are the differences between them?

The MV Eildon is older than the MV Karreba Melo. It is also rustier. The MV Karreba Melo is cleaner and more modern than the MV Eildon.

The cargo on the MV Karreba Melo is heavier than the cargo on the MV Eildon.

The MV Karreba Melo is better equipped than the MV Eildon.

Captain Vasiliyev is taller and thinner than Captain Rombeallo. Captain Rombeallo has a white beard and moustache. He is older and fatter than Captain Vasiliyev. Captain Rombeallo has dark hair and a moustache but he doesn't have a beard. Captain Vasiliyev is wearing a tie, a jacket and a hat. Captain Rombeallo is wearing a shirt.

WORLD WEATHER FORECAST

Exercise 5. The reporter is giving the forecast for tomorrow for some of the world's major ports. Translate this information into Russian

This is the world weather forecast for tomorrow. Starting down under, it's going to be a warm and sunny day in Sydney, Australia, at 23 degrees centigrade. Southern Asia will stay the same in most areas. In Jakarta, Indonesia, it's going to be another hot and humid day with a temperature of 32 degrees centigrade. But there's going to be a change of weather in China tomorrow: Dalian is going to be cool and cloudy and only 12 degrees centigrade. Looks like that's the end of the sunshine from last week in China.

Further west, India continues to have mixed conditions: Bombay is going to have a temperature of 25 degrees so the weather will be warm but also partly cloudy. Moving west to Turkey, the weather is getting better. Istanbul is going to be hot and dry and the temperature will be up to 29 degrees centigrade. Meanwhile, in Portugal the cold spell continues.

Lisbon is going to be cool and breezy and only 12 degrees centigrade. Not such a nice day there. There's also a cold front over South Africa at present which means that tomorrow Cape Town will be rainy and windy – 18 degrees in Cape Town. And finally we move north to Finland which is going to be one of the coldest parts of Europe tomorrow! Helsinki will be cold and snowy, dropping to minus 1 degree Centigrade.

That ends the world weather forecast. Have a good day wherever you are.

Exercise 6. Complete the chart with the information from the text above

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

EMERGENCY PROCEDURES

Exercise 7. This is a list of some emergency situations. Translate them into Russian:

accident in an enclosed space, electrical fire, collision, grounding, fire in the galley, oil spill, fire in the cargo holds.

Exercise 8. Read the correct emergency procedures:

Accident in an enclosed space

1. You must not enter the space without breathing apparatus.
2. You must not forget to carry a spare face mask.
3. You must not forget the resuscitation equipment.
4. You must not remove the victim from the space if he is not breathing normally.

Man overboard

1. You must begin the 60-60 turn.
2. You must release a life buoy.
3. You must sound the emergency alarms.
4. You must post two lookouts with binoculars.

UNIT 15. PAST VOYAGES

A SHIP'S VOYAGE

Exercise 1. Read the ship's log book:

15 September

Left Nagasaki at 1100
Sailed southwest across East China
Sea
Carried ballast

17 September

Arrived in Shanghai at 0900
Loaded 10.000 tonnes of rice

18 September

Sailed for Chi-lung at 0800
There was a tropical storm at 1300

The storm passed at 1400

20 September

Docked at Chi-lung at 0800
Loaded 400 cars

Loaded 286 containers of
electrical goods

21 September

Left for Manila at 0900
Headed south through the South
China Sea

22 September

Arrived in Manila at 1200
Unloaded 6000 tonnes of rice
and 286 containers of electrical
goods

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

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

*With most regular verbs add **-ed**: sail+ed=sailed*

*If the verb ends in **-e**, add **-d**: like+d = liked*

*If the verb ends with a consonant + vowel+ consonant repeat the consonant and add **-ed**: stop + p+ ed = stopped*

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

carry + ied = carried

Exercise 2. Write the Past Simple of these regular forms:

check, talk, look, dock, like, repair, clean, steer, carry, occur, board, load, start, paint, hate, damage, sail, arrive, continue, unload, stop.

Exercise 3. Read the report of the MV Karrie's voyage and translate it into Russian:

Voyage report

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

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

Example: In September last year the MV Karrier **went** to Manila.

It **left** Yokohama on 15th September and **was** at sea for three days.

Study these past forms: **go – went; leave- left; be – was/were**
(two past forms)

| | |
|-----------------|------------------|
| I was | We were |
| You were | You were |
| He was | They were |
| She was | |
| It was | |

Exercise 4. Write the Past Simple of these irregular forms:

catch, hit, go, lose, have, do, come, write, speak, give, see, take, get, break, be, put, burst, hold, begin, choose, drive, eat, fall, find, know, leave, make, say, send, think, understand, win, cut, forget, get, learn, let, pay, run, show, spend, teach.

THE SHIP WENT TO MANILA

Exercise 5. Complete the sentences with the correct verb. Write the verb in the Past Simple: *There was an incident at sea last month.*

1. A hose burst and some oil leaked on deck.
2. The A.B. took the helm while I checked the charts.
3. The ratings caught the pirates on board the vessel.
4. A bad storm hit us in the South Atlantic.
5. Because of the rain, we lost a lot of the cargo.

Exercise 6. Three seafarer are describing their journeys.
Read the text and translate it into Russian:

Three seafarers are describing their journey

Last year I was the 2nd Officer on the Fulmar Wave. It was an oil tanker, and we sailed the North Atlantic route between Europe and North America. We occasionally visited Central America but not often. I remember on one occasion there was an unfortunate incident. We arrived in the US and unloaded crude oil. Unfortunately, a hose burst and a small quantity of oil leaked onto the deck. We discovered it in time and stopped the pumps immediately.

I sailed through the Suez Canal last month on the Milamar with a pilot on board. The A.B. took the helm and I checked the charts. It was a big car carrier and we shipped over 5000 cars from Italy to Dubai. Unfortunately, we had to stop at Suez because some pirates boarded and tried to steal money from the cabins. Some ratings caught them. We held them on board until the Coastguard arrived. The incident delayed us for about six hours.

Two years ago I had a terrible time in the South Pacific. I was on the refrigerator vessel, the Cold Star.

We had a full cargo of bananas and oranges, and we were on our way to South America. I enjoyed that route and everything was fine until about three days into the trip. A bad storm hit and damaged the vessel. The next day I discovered that some of the cargo was wet. We lost a lot of the fruit because of that storm.



WHAT ACTUALLY HAPPENED?

Exercise 7. Read the following sentences and say which statements are true or false?

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

UNIT 16. INCIDENTS AT SEA

Exercise 1. Translate the types of incidents into Russian:

spill, grounding, collision, personal injury, fire, loss of power, cargo contamination.

Exercise 2. Read and translate the report about incidents into Russian:

Frontier Ship Management Company Summary of Incidents at sea

(1)

Last year there were 63 incidents at sea. This included 10 spills, 2 of which resulted in pollution. Fourteen vessels grounded and 6 vessels collided in bad weather conditions.

There were 20 reports of personal injury. These injuries usually occurred because seamen did not take care with machinery or because they did not wear correct type of protective clothing.

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

On 4 occasions vessels lost power because the crew did not follow correct procedures during maneuvering. There were 2 accounts of cargo contamination: 1 cargo of grain suffered from heat damage, and in the other case, water leaked into the hold and damaged a cargo of fruit.

Exercise 3. Read and translate the second report about incidents into Russian:

Frontier Ship Management Company Summary of Incidents at sea

(2)

Last month there were 18 incidents at sea. These included 4 spills. There were no reports of personal injury. Two vessels grounded because of low water in port and another two ships collided in foggy conditions.

Six ships reported fires on board: in 5 incidents the fires started in the engine room and in 1 incident the fire started when chemical containers exploded. There was 1 incident of a vessel which lost power during ship maneuvering. Three vessels suffered cargo contamination when water leaked into the hold and damaged the cargo.

FIRE ON BOARD

Accident report form

| | |
|------------------------|---------------------------------------------------------------------------------------------------------------------|
| Type of accident: | Fire |
| Location: | Galley |
| Time: | 1700 |
| Cause: | The Cook forgot to turn off the stove |
| Crew members involved: | The Cook |
| Action: | He extinguished the fire with the five blankets |
| Safety Equipment used: | fire blankets |
| Injuries: | none |
| Damage: | the frying pan |
| Risk Classification: | <input type="checkbox"/> serious <input type="checkbox"/> moderate <input checked="" type="checkbox"/> <u>minor</u> |

Exercise 4. In the dialogue below the Captain is asking the Cook about the accident that occurred on the vessel yesterday. Look at the form above and compare the information

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

Cook: Of course. What is it, Sir?

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

Cook: Fine.

Captain: What time did the fire start?

Cook: Around 1700, Sir.

Captain: And what happened exactly?

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

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

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

Captain: Was anyone injured?

Cook: No.

Captain: Well, I'm glad. Was there any damage?
Cook: Yes, the frying pan was damaged but nothing else.
Captain: Hmmm. Well, It's lucky that you controlled the fire so quickly.
Cook: Yes, Sir. There's nothing to worry about – it was only a minor accident.
Captain: But a minor accident can quickly become a major accident. Please be more careful in future.

THE FIRE DIDN' T DAMAGE THE GALLEY

Past Simple: Negative

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

Exercise 5. Complete the sentences. Use the verb in the negative form

1. Hefor help. (*shout*)
2. He report the incident immediately. (*report*)
3. The fire start in the engine room.(*start*)
4. The water in the hold damage the cargo.(*damage*)
5. The chemical containers were near the fire but they(*explode*)
6. They extinguished the fire in the kitchen but theythe fire in the cabin.
7. We lost two life buoys in the storm but we the life boats.
8. She injured her arm but she her leg.
9. The water leaked into the hold but itinto the containers.
10. The report included all serious incidents but it the minor incidents.

WHAT HAPPENED YESTERDAY?

Past Simple: Questions

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

Exercise 6. Complete the questions:

1.the fire? – Yes, I saw the fire.
2.the fire immediately? – Yes, I reported the fire immediately.
3.the fire? – Yes, I extinguished the fire.
4. at 1800? – No, the accident happened at 1700.

Questions with **what, how, where:**

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

5. Why? – The hose burst because the pressure was too high.
6. What.....? – The storm damaged the life boat.
7. What time.....? – He started his watch at 0800.
8. How.....? – They traveled by passenger liner.

Questions with **to be:**

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

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

Exercise 7. Look at the questions to each point of the accidental report form:

| | |
|-------------------------------|---------------------------------|
| <i>Location:</i> | <i>Where did it happen?</i> |
| <i>Time:</i> | <i>What time did it happen?</i> |
| <i>Cause:</i> | <i>How did it happen?</i> |
| <i>Crew Member involved:</i> | <i>Who was involved?</i> |
| <i>Action:</i> | <i>What did you do?</i> |
| <i>Safety Equipment used:</i> | <i>What did you use?</i> |
| <i>Injuries:</i> | <i>Was anyone injured?</i> |
| <i>Damage:</i> | <i>Was there any damage?</i> |

UNIT 17. PERSONAL INJURIES

PERSONAL SAFETY

Exercise 1. Match the body with the type of protective clothing:

| | |
|------------|----------------|
| feet | ear defenders |
| whole body | safety goggles |
| eyes | safety boots |
| ears | safety gloves |
| hands | overalls |
| head | hard hat |

Exercise 2. Look at the verbs that describe personal injury and translate the sentences into Russian:

burn cut break bruise strain injure

1. The Cook *burned* his arm in the fire.
2. The Chief Engineer *broke* his leg when he fell.
3. The Mechanic *strained* his back when he lifted some equipment.
4. The Radio Operator *bruised* his knee when he bumped into the table.
5. The Motorman *cut* his finger when the chisel slipped.
6. The Electrician *injured* his foot when he dropped the tool box.

WAS THE CREWMAN CARELESS?

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

Careless (*adjective*): describes someone who does not take care or does not pay attention:

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

Carelessness (*noun*): describes the problem in general.

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

Exercise 3. There are 4 dialogues between medical officers and injured seafarers. What was the injury? What was the cause of each injury?

(1)

Medical Officer: Now, what's the trouble?

Seafarer: Oh, Doctor, I strained my back yesterday! It's very painful. In fact, I can hardly move!

Medical Officer: Right. Let's see. How did it happen?

Seafarer: I strained my back because I lifted a steel plate in the workshop. It was very heavy.

Medical Officer: Were you alone or was someone there?

Seafarer: I was alone.

Medical Officer: Did you use a hoist?

Seafarer: No, I didn't... the hoist broke but I didn't repair it.

Medical Officer: Well, that was careless. You see how easily it is to injure yourself! Take these painkillers and tell the Chief you must rest for 24 hours.

(2)

Seafarer: Excuse me, can I see you for a moment, please?

Medical Officer: Yes, come in. What's the matter?

Seafarer: Well, I don't think it's serious, but I cut my finger half an hour ago and it is still bleeding.

Medical Officer: OK, sit down – let me see your fingeryes, it's a deep cut alright What happened?

Seafarer: Well, I changed the blade on the drill but I didn't adjust the guard. When I used it, I cut my finger.

Medical Officer: Did anyone show you how to use the drill properly?

Seafarer: No, not that drill.

Medical Officer: That's terrible! I'll clean your finger now. Then I'll speak to the Chief Engineer. It's important this doesn't happen again.

(3)

Seafarer: Good morning, Doctor.

Doctor: Good morning. How is your ankle today?

Seafarer: Terrible. I can't walk at all! I'm sure my ankle is broken!

Doctor: No, no, no! You don't have a broken ankle! I told you yesterday. You bruised it, that's all.

Seafarer: How do you know it's not broken? It hurts!
Doctor: *Because there are no broken bones on the X-ray. When you slipped on the dock, you bruised it – it's not serious.*
Seafarer: Well, there was oil everywhere – that's why I slipped!
Doctor: *Yes, but what shoes did you have on?*
Seafarer: My training shoes.
Doctor: *You see, it was your own fault. When you are working, you must wear your boots. They protect your feet and ankles. Now rest for a day and don't complain!*

(4)

Medical Officer: *The Chief Engineer called me to see you. He said you have some bad burns?*
Seafarer: Yes, Sir. I have burns on my arms and hands. Look ...
Medical Officer: *Hmmm, yes ...not too serious ... what happened to you?*
Seafarer: Oh, I was in the engine room. A pipe leaked and some hot oil spilled on me.
Medical Officer: *Hmmm, so what did you do?*
Seafarer: I washed my arms immediately with lots of cold water.
Medical Officer: *That's good. But didn't you have gloves on?*
Seafarer: No, it was very hot down there, so I took my gloves off. I had on a shirt with short sleeves, too. I won't do that again!
Medical Officer: *I am not surprised you burned your arms. You must wear your gloves at all times when you work!*

PREVENTING PERSONAL INJURY

Exercise 4. There are five common kinds of injury on vessels.

Read about it:

1. Seafarers sometimes break their arms and legs when they slip or fall. These accidents happen when they don't wear safety boots or when decks are wet and oily. Seafarers also fall when ladders are not secure. To prevent broken arms and legs, it is important to wear safety boots.
2. Seafarers sometimes strain their backs when they lift heavy objects. Back strain usually happens when seafarers lift objects alone or when they don't use

lifting equipment properly. To prevent back strain, it is important to lift properly.

3. Seafarers sometimes suffer from burns when there is a fire, explosion or chemical spill. Seafarers need to be careful when they smoke or when they work with chemicals. To prevent burns, it is important to obey “no Smoking” signs and to handle chemical cargoes safely.

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

5. Seafarers sometimes injure their eyes when they work with machinery. Dust, sparks, and chemicals are very dangerous when they enter the eye. To prevent eye injuries, it is important to wear protective goggles.

HE FELL BECAUSE HE DIDN'T WEAR HIS SAFETY SHES

Exercise 5. Translate the following sentences into Russian:

I strained my back because I lifted a steel plate.

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

The hoist broke but I didn't repair it.

Were you alone or was someone there?

It was hot so I took off my gloves.

because – tells us the reason

and – connects two ideas

but – shows contrast

or – gives alternatives

so – tells us the result

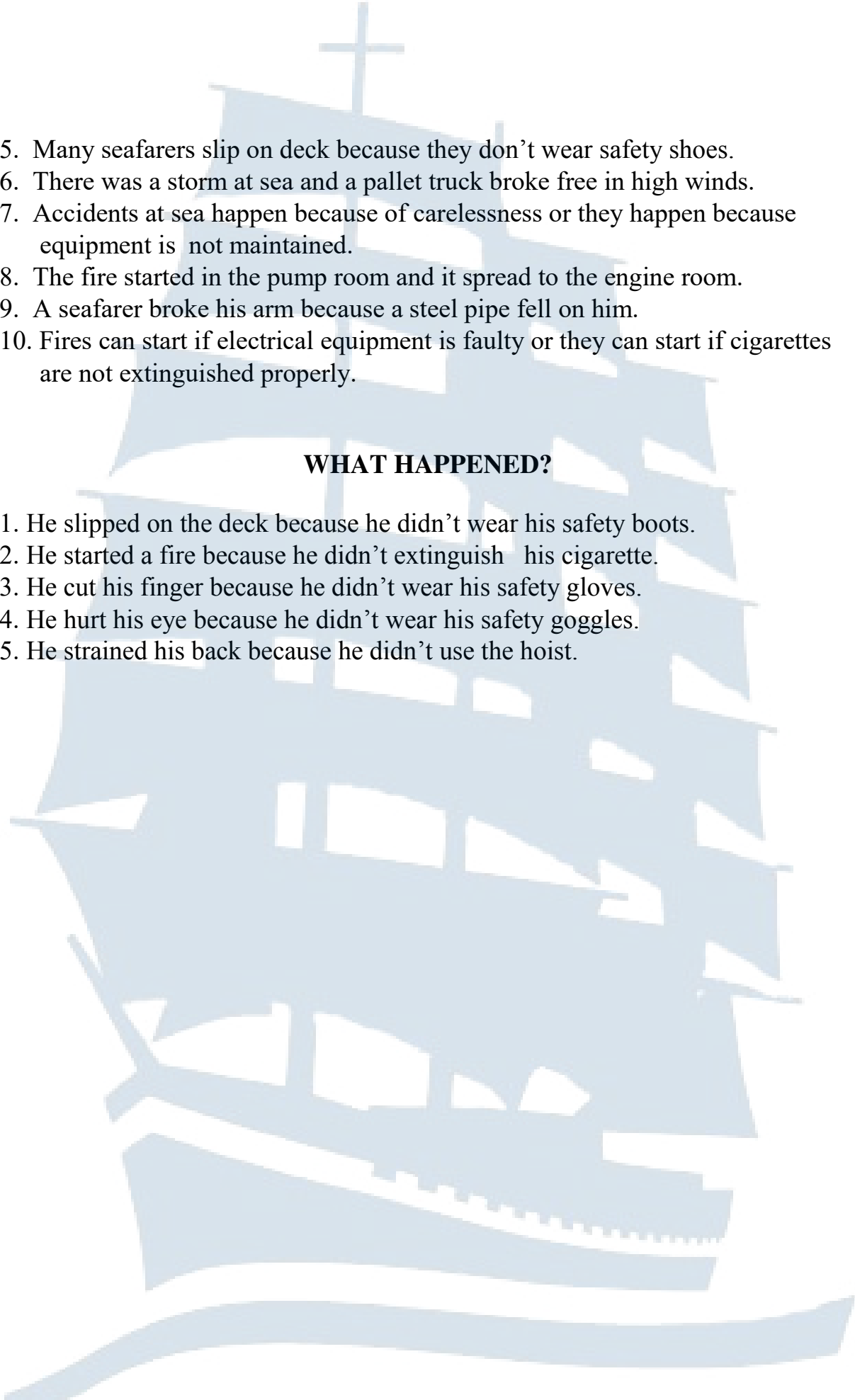
Exercise 6. Translate the sentences paying attention on the connecting words:

1. He fell off the ladder because it wasn't secure.

2. The load was too heavy for the crane so the cargo fell.

3. There is a danger of toxic gases in enclosed spaces so you must always check air before you enter.

4. The lightering hose was not secured at the manifold but the crewman was not injured when he disconnected the hose.

- 
5. Many seafarers slip on deck because they don't wear safety shoes.
 6. There was a storm at sea and a pallet truck broke free in high winds.
 7. Accidents at sea happen because of carelessness or they happen because equipment is not maintained.
 8. The fire started in the pump room and it spread to the engine room.
 9. A seafarer broke his arm because a steel pipe fell on him.
 10. Fires can start if electrical equipment is faulty or they can start if cigarettes are not extinguished properly.

WHAT HAPPENED?

1. He slipped on the deck because he didn't wear his safety boots.
2. He started a fire because he didn't extinguish his cigarette.
3. He cut his finger because he didn't wear his safety gloves.
4. He hurt his eye because he didn't wear his safety goggles.
5. He strained his back because he didn't use the hoist.

UNIT 18. HAVE YOU CHECKED THE MACHINES?

Exercise 1. The Bosun's daily maintenance list includes the tasks for the railings. Have the ratings completed their duties?

Maintenance Check List

Date: 23 December

Time: 1750

| | |
|--------------------------------------|---|
| Clean the windows on the bridge | + |
| Secure the pipes | - |
| Seal the bunker pipeline | + |
| Inspect the water pressure valves | + |
| Scrape the rust off the hatch covers | - |
| Paint the poop deck | + |
| Grease the winches | - |
| Service the fork-lift | - |

Exercise 2. Read the questions. Give short answers if the ratings have completed their tasks or not?

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

HE HAS CLEANED THE WINDOW

Exercise 3. Look at the sentences in Present Simple, Present Continuous and Present Perfect and translate them into Russian:

The window **is** dirty. He **is cleaning** the window. He **has cleaned** the window.
The railings **are** rusty. They **are painting** the railings. They **have painted** the railings.

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

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

Exercise 4. Complete the sentences. Use the verb in brackets to make a sentence with the Present Perfect

1. The engineerthe engine. (repair)
2. The cadetthe deck. (sweep)
3. The 2nd Officerthe charts. (check)
4. The Chief Officer..... the cargo. (load)
5. The 3rd Assistant Engineerthe fire alarm. (test)
6. The Radio Officerto send the telex. (forget)
7.the vessel.....? (dock)
8.youyour safety manual? (read)
9.the ratingsthe fire drill? (practice)
10. The Cooknotthe dinner yet. (prepare)
11. The vesselnotin port yet.(arrive)
12. The ratingsnottheir duties yet. (finish)

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

Exercise 5. Translate the following sentences in Present Perfect:

He has just eaten.
He has broken his leg.
He has extinguished the fire.
He has opened the hatch.
He has slipped.

Exercise 6. Look at the procedure check list for bunkering. The bargeman is speaking to the Chief Engineer on the telephone. He wants to check that the crew has completed all procedures before bunkering. Put a mark next to duties that the crew has completed

**SAFETY CHECK LIST
FOR BUNKERING PROCEDURES**

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

Check the crew has

- secured all moorings
- confirmed the fenders are in position
- put the main engines on standby
- checked the scuppers
- sounded the tanks
- positioned the hoses
- turned on the fire water pumps

Bargeman: Good afternoon, Chief. The bunker barge is now alongside. Five hundred tons of fuel oil ready to load. Are you ready to bunker?

Chief Engineer: Good afternoon, Bargeman. The crew is still finishing the preparations. We will be ready for bunkering in about fifteen minutes. We can start checking the bunkering procedure checklist now, though.

Bargeman: Sure. I have my list here. First, the deck inspection. Have you secured the moorings?

Chief Engineer: Yes, we have secured all moorings and we have confirmed the fenders are in position.

Bargeman: Good. Have the engineers put the main engines on standby?

Chief Engineer: Yes, they have. The main engines are now on standby.

Bargeman: Right. And has the Pumpman checked the scuppers?

Chief Engineer: No, not yet. He has just finished sounding the tanks.

Bargeman: OK – so he has sounded all tanks but we have to wait until he checks the scuppers. Fine. What about the fire hoses on board?

Chief Engineer: Well, we have checked the hoses but the water supply is not ready yet.

Bargeman: So the hoses are in position, but the Pumpman has not turned on the fire water pumps yet.

Chief Engineer: That's correct. Wait for ten minutes, please.

Bargeman: OK. Tell me as soon as he has checked the scuppers and turned on the fire water pumps. Then you can sign my checklist and we will be ready to start bunkering.

Chief Engineer: Understood.

Exercise 7. What have you done today? Write a paragraph describing your activities today (possible answers)

I have eaten breakfast and I have drunk two cups of coffee. I have repaired some machinery and I have cleaned the windows on the bridge. I have studied English for two hours and I have talked to my cabin mate

UNIT 19. SEND A TELEX

Exercise 1. Look at the telex and tell what is the date, the subject, the message itself and the sign off

The telex

28 FEB 1130: INCOMING CALL. Msg No: 00123

887201 DEEP UK G
2134425 TRAN X

TO: DEEP SEA SHIPPING
FM: TRANSIT MARINER

ATTN: MR ROBERT KELLY

SUBJECT: ETA GIBRALTAR

TKS FOR YR TLX TODAY.
ETA GIBRALTAR 1730.

BEST RGDS
CAPT. S. SINGH
TRANSIT MARINER

887201 DEEP UK G
2134425 TRAN X

Exercise 2. Read the telex in Exercise 1 again and answer the following questions:

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

ABBREVIATIONS IN A TELEX

| | | |
|-----------------------------------|------------------------------------------|-----------------------------------|
| pls – please | ETA – estimated time of arrival | tlx – telex |
| fm – from | recd – received | est – estimated |
| dist – distance | ETD – estimated time of departure | LW – long wave |
| HT – high tide | bhp – brake horsepower | yr – your |
| msg – message | hr – hour | arr – arrive |
| km – kilometer | t – tonne | temp – temperature |
| no. – number | UTC – Universal Time Corrected | a/s – alongside |
| NM – nautical mile | abt – about | dep – departure |
| ASAP – as soon as possible | C/P – charter party | FAO – for the attention of |
| tk – thanks | approx – approximately | amt – amount |
| rgds – regards | LT – low tide | rpt – repeat |

PURPOSE OF A TELEX

Exercise 3. Read the telex. There is a problem on board the MV Enterprise. The Master is sending a message to the nearest port. Mark the statement that describes the purpose of the Master's telex:

The Master is:

- asking for information;
- asking for a weather report;
- asking for advice;
- asking for direction.

START -----

14 FEB 97 OUTGOING CALL. Msg No: 2312

135344 OCEAN X
8770 DEEP GN
135344 OCEAN X

0800 OCEAN CORMORANT 14-02-97

FM: OCEAN CORMORANT
TO: DEEP SEA SHIPPING GENOA
ATTN: GIOVANNI ROCCO/ DR D DOMINGO

SUBJECT: INJURED CREWMAN

3/O BADLY INJURED.

SUSPECT SERIOUS BACK INJURY BUT EXTENT OF INJURY UNKNOWN. INJURY RECD DURING HEAVY SEAS TUES 13/2 ABT 2200. RECD DURING HEAVY SEAS TUES 13/2 ABT 2200.

3/O UNABLE TO MOVE AT ALL AND IN GREAT PAIN. GIVEN MEDICATION. PLS ADVISE ASAP.

REGARDS
MASTER
OCEAN CORMORANT

135344
8770 DEEP GN
135344 OCEAN X
END

USING ABBREVIATIONS IN A TELEX

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

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

Exercise 4. Write these sentences again in telex form. Use only important words, short sentences and abbreviations where possible

1. There is a problem with the engine = problem with engine.
2. Please advise a doctor as soon as possible ASAP.
3. The ship's estimated time of arrival is at 3 o'clock in the afternoon on Saturday the 23rd.
4. Thanks. Your message has been received.
5. We estimate the delivery amount to be 700 tonnes.
6. Our departure time was at 8 o'clock in the evening.
7. The estimated distance traveled on Monday the 16th of November was 240 nautical miles.
8. Please advise us of the high tide times and the number of the berth.

FROM LETTER TO TELEX

Exercise 5. Read the letter. It is a reply from Dr. Domingo to the Master of the Ocean Cormorant. The doctor wrote his reply as a letter. What advice does he give the Master?

Genoa, 16 February

*The Master
Ocean Cormorant*

*Dear Sir,
Thank you for your telex which I received today. We have discussed the situation regarding Third Officer Victor and would advise you to alter course for Genoa as soon as possible.
You should get the injured man ashore as soon as possible. He needs to see a doctor. In the meantime, I advise you to make the patient comfortable. He must not move. You should continue to give him painkillers until we see him.
I can meet you when the vessel is alongside in Genoa. I have arranged for an ambulance to meet us for transfer to the nearest hospital.
Please advise the agent in Genoa to contact me with the estimated time of arrival.*

*Best regards,
Dr. D. Domingo*

Exercise 6. Now change the letter into a telex. Remember to use sentences and abbreviations

.....OUTGOING CALL

FM: TO:

SUBJECT: DATE:

.....REGARDING

..... ADVISE ALTER COURSE GENOA.....

..... SHOULD GET 3/O ASHORE

.....

ADVISE YOU MAKE HIM COMFORTABLE.

MUST NOT PAINKILLERS.

CAN MEET YOU WHEN VESSEL

.....

HAVE ARRANGED AMBULANCE FOR

.....

..... AGENT CONTACT ME WITH

.....

.....

DR. DOMINGO

ASKING FOR AND GIVING ADVICE

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

PLS ADVICE = please advise me.

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

Can you give me advice, please?

What should I do?

What do you think I should do?

What do you recommend?

What do you suggest?

In his letter the doctor gives advice to the Master:

He must not move.

You should continue to give him medication.

Some more ways to give advice:

I would advise you to send him ashore.

I suggest (that) you send him ashore.

I recommend (that) you send him ashore.

Note the different spellings of advice and advise:

advice is a noun: I need some advice.

advise is a verb: Can you advise me, please?

Exercise 7. Match the questions with the correct answers:

My leg hurts. What do you think.

I should do?

Which tool should I use?

What route do you suggest?

What do you recommend on the menu?

Can you advise me of the best approach?

I suggest you to take the coast road.

I recommend the fish. It's great!

I'd advise you approach from the southeast.

You should use the spanner.

I think you should see the doctor.

WHAT DO YOU SUGGEST?

Exercise 8. Read the conversations with the phrases for asking and giving advice. Practise these conversations with a study partner

Engineer Cadet: I don't know how to repair this machine. What do you think I should do?

3rd Engineer: *Well, I think you should look at the manual.*

Junior Engineer: There is air in the fuel line. Can you advise me, please, Chief?

Chief Engineer: *I would advise you to check the line for leaks first.*

Deck Cadet: The Bosun told me to clean the rust, but I don't know which scraper to use. What do you suggest?

3rd Officer: *I suggest you to use the goose-neck scraper.*

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

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

2nd Officer: What should I do, Chief Officer? The loudspeaker system appears to be faulty.

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

Exercise 9. Read these situations and write your advice:

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

.....

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

.....

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

.....

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

.....

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

.....

UNIT 20. THE RIGHT MESSAGE

Exercise 1. Read the dialogue. Adam is visiting his workmate, Roland. Roland has had an accident. What was the accident?

Adam: Ronald?

Roland: Yeah?

Adam: It's Adam. Can I come in?

Roland: Sure.

Adam: How are you feeling?

Roland: Fine at the moment. A little tired.

Adam: I heard about your accident yesterday.

Roland: Yeah, it was awful. Who told you about it?

Adam: Oh, Chris did. He said that you entered a toxic space.

Roland: Yeah, I did. But did he tell you why I wasn't carrying any safety equipment with me?

Adam: No, he didn't. He said that you didn't have your breathing apparatus. That's all.

Roland: Well, the Bosun told me that the area I entered was safe.

Adam: So what was the problem if he told you it was safe?

Roland: It was the wrong area! He thought I was entering a different hatch.

Adam: Uh oh ... bad mistake!

Roland: Right! I was very lucky. I can't even remember going past the hatch.

Adam: Carl found you immediately after you went in, didn't he?

Roland: Yeah, well, I've learned my lesson. I will always check the air before I work in enclosed spaces. I don't want that to happen again.

Adam: Right ... so, are you feeling better?

Roland: Yeah, thanks. I was sleeping when you came in.

Adam: Well, you should sleep more. You need to rest.

Roland: Talk to you later. Thanks for coming by.

Adam: No problem. I'm glad you're all right.

Exercise 2. Read the sentences. Are they true or false? Look through the dialogue again

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

WHAT WAS HE DOING?

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

What *was* Roland *doing* yesterday between 1500 and 1600?
– Roland *was sleeping* in his cabin.

I *was* painting.
You *were* sleeping.
He *was* working.

We *were* boarding.
You *were* reading.
They *were* cleaning.

Exercise 3. What was happening yesterday between 1500 and 1600? Write sentences using Past Continuous

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

Exercise 4. Ask a study partner these questions:

1. What were you doing yesterday between 1500 and 1600?
2. What were you doing early this morning?
3. What was happening in the galley between 1700 and 1800?
4. What were you doing yesterday between 2000 and 2100?
5. What was the Chief Officer doing early this afternoon?

WHAT WERE YOU DOING WHEN IT HAPPENED?

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

He **was collecting** the tools when I **entered** the toxic area.
I **was sleeping** when you **came** in.

Exercise 5. Complete the following sentences with the *Past Continuous* (continuous actions) or the *Past Simple* (single actions):

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

HE SAID THAT

Look at how we use *say* and *tell*:

He **said** (**that**) you had an accident.

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

He **told me** (**that**) you had an accident.

Note: say to someone
tell someone

Exercise 6. Translate the sentences from English into Russian:

1. Who told you about it?
2. He said that you entered a toxic place.
3. But did he tell you why ...
4. He said that you didn't have your breathing apparatus.
5. Well, the Bosun told me that the area I entered was safe.
6. So what was the problem if he told you it was safe?

Exercise 7. The Coastguard and the Radio Officer are trying to communicate by radio. What are they discussing?

Dialogue 1: Coastguard to Milamar

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

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

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

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

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

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

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

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

Coastguard: Milamar 25 southwest2 hours 40 three two zero.....three two zero

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

Dialogue 2: Radio Officer to bridge

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

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

Officer of the Watch: OK. Go ahead.

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

Officer of the Watch: Did you say 25 metres?

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

Officer of the Watch: Right. Thank you.

Exercise 8. Complete the table with the information from the two dialogues

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

Exercise 9. Compare what the Coastguard said to what the Radio Officer said

1. The Coastguard said that the waves were 40 feet high, but the Radio Officer said that they were 25 metres high.
2. The Coastguard said that the distance from the vessel was 25 miles, but the Radio Officer said that they were 40 miles away.
3. The Coastguard said that the waves were expected in 2 hours, but the Radio Officer said that they were expected in 3 hours.
4. The Coastguard said that the direction of the waves was southwest, but the Radio Officer said that it was northwest.
5. The Coastguard said that the vessel should alter course to 320, but Radio Officer said that the course should be 220.

UNIT 21. MY NEXT VOYAGE

WHERE IS HE GOING TO GO?

Exercise 1. Translate into Russian the questions and the answers:

1. Where is he going to go? – He is going to go to sea.
2. When is he going to leave? – He going to leave on Monday, 6th July.
3. How is he going to travel? – He is going to travel by train.
4. What is he going to take? – He is going to take his passport.

Exercise 2. Marcus is going to go to sea. He is talking to his friend, Peter, about his plans. Is anyone going to help him?

Peter: Hi, Marcus!

Marcus: Hi, Peter!

Peter: Fine, thanks. And you?

Marcus: *Not bad. But I am very busy because I am going to go to sea very soon.*

Peter: Really? I didn't know you were leaving so soon. When are you going exactly?

Marcus: *Monday.*

Peter: Next Monday! Are you going to be ready by then?

Marcus: *Sure! Laura is going to pack my things.*

Peter: Are you going to take a lot with you?

Marcus: *No. I don't usually take much because many of my things are already on board.*

Peter: Of course. So what else do you need to do?

Marcus: *Oh, not much. The office manager is going to arrange my visa and other documents.*

Peter: Good. That can take a long time. So how are the children?

Marcus: *They're fine! They are going to help around the house some more.*

Peter: Wonderful. You have a lot of people helping you.

Marcus: *Yeah. Even Tom is going to get some books for me. I want to read more at sea.*

Peter: Great. So, what are you going to do?

Marcus: *I'm going to the bar for a drink! Do you want to come?*

Peter: Good idea. Let's go!

Exercise 3. Marcus is making a list of all the things to do before:

1. Laura is going to pack his clothes.
2. The office manager is going to arrange his visa and other documents.
3. The children are going to help around the house.
4. Tom is going to get some books for him.
Marcus is going to go to the bar for a drink

WHAT IS GOING TO HAPPEN?

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

Exercise 4. What is going to happen?

1. He is going to eat breakfast.
2. The ships are going to collide.
3. The paint is going to fall.
4. The sun is going to rise.
5. The sun is going to set.
6. The ship is going to stop.
7. The man is going to board the ship.
8. The man is going to leave the ship.

WHAT ARE YOU GOING TO DO?

Exercise 5. Imagine that you are going to sea. What are you going to do before you leave?

Possible answers.....

I'm going to pack my things.

I'm going to visit the management office and I'm going to meet the crew manager. Then I'm going to visit my friends.

Exercise 6. Work with a study partner. Discuss what you are going to do

Exercise 7. This dialogue describes arrangements for future voyages. Read and translate it into Russian

Miguel: Hi! How are you?
You: Fine. And you?
Miguel: Fine. When are you going to go to sea?
You: I am going to leave next week.
Miguel: You don't have much time, do you?
You: No, I don't.
Miguel: Where are you going to go?
You: I don't know exactly. Maybe South America.
Miguel: How long are you going to be away?
You: For about four months.
Miguel: Are you going to take a lot with you?
You: Yes, I'm going to take some books because I want to study English at sea.
Miguel: When are you going to come back?
You: Perhaps in July or perhaps in August.
Miguel: Okay. Until then. Have a safe voyage!
You: Thanks. Bye!
Miguel: Bye!

A DAY ASHORE

Exercise 8. Imagine that you are going to go ashore tomorrow. Look at your timetable. Find the answers for the questions below.

| | |
|-----------------------------------------------------------|-------------------------------------------------|
| 1. What is going to happen at 0730? | I am going to go to a café in the city. |
| 2. What time is the meeting going to start? | I am going to have breakfast. |
| 3. What are you going to do first in the city? | I am going to see a film at 2130. |
| 4. What are you going to see at the office? | I am going to go on a bus tour of the city. |
| 5. Where are you going to have lunch? | I am going to see the new computer system. |
| 6. What are you going to do at 1330? | I am going to report to the Master. |
| 7. When are you going to see a film? | The meeting is going to start at 0830. |
| 8. What are you going to do after you return to the ship? | I am going to have lunch in a local restaurant. |

TIMETABLE

Visit ashore, June 27th

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

A DAY IN SAN FRANCISCO

Exercise 9. Chris and Jeff are preparing to leave the vessel for a day. They are going to see San Francisco. What are they talking about

Chris: Hey Jeff! Are you ready to leave?

Jeff: *Oh, hi Chris. Yeah, I'm just about ready. Do you have a map?*

Chris: No, but I think we'll get one from our agent.

Jeff: *OK. So, Where will we go?*

Chris: I want to see the Golden Gate Bridge first. Then maybe Union Square to do some shopping.

Jeff: *Do you think we'll have enough time to see Alcatraz?*

Chris: I hope so. But we will have to wait until the afternoon. Tours start at 2 o'clock I think.

Jeff: *Great! Where will we eat?*

Chris: I don't know. Chinatown? Fisherman's Wharf? What do you think?

Jeff: *OK, Chinatown. I prefer Chinese food. But no seafood. I'll be ill if I eat any more fish.*

Chris: OK, I'm sure we'll get something good there.

Jeff: *Right. Then after dinner we'll come back to the ship. Remember we are going to depart at 2200.*

Chris: OK! Let's go.

I THINK I'LL GO ASHORE TOMORROW.....

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

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

– *We are going to visit the crew supply office at 1125 tomorrow.*

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

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

Exercise 10. Read and translate sentences predicting future events:

1. Where will you be in two days? – In two days I will be in Hong Kong.
2. Where will you be in one week? – In one week I will be in Singapore.
3. Where will you be two months from now? – Two months from now I will be at home.
4. Where will you be one year from now? – One year from now I will be in South America.
5. Where will you be in ten years? – In ten years I will be at sea.

Exercise 11. Read the following text and write a paragraph that describes your next visit on shore. *When will you arrive? What are you definitely going to do? What do you think you will do?*

My next shore visit

My next shore visit will be Singapore. We will arrive in approximately five days. I am going to see the city, go to a shopping mall and buy souvenirs. I think I will go to the cinema with my friends and then we go to a restaurant ...

PART 3. REVIEW

Exercise 1. Read the story about pirates who came on board the Milamar.
What did the pirates steal?

PIRATES ON BOARD THE MILAMAR

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

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

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

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

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

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

Exercise 2. Translate the sentences into Russian and say what information is wrong:

1. It wasn't a sunny day. It was after sunset when the pirates boarded the Milamar.
2. The crew members weren't watching TV when the pirates jumped on board. They were listening to the radio.
3. Only one pirate kept watch. The other two pirates broke the lock.
4. The pirates weren't holding knives. They were holding guns.
5. The engineer wasn't wearing his uniform. He was wearing socks and pyjamas.
6. Only one of the pirates was carrying a gun.

WHAT HAPPENED TO THE PIRATES?

Exercise 3. Write the end of the story yourself. Use the questions to help you

1. Who was watching them when they escaped?
2. How did the pirates feel when they escaped?
3. What was in the bag?
4. How did the pirates feel when they opened the bag?
5. How did the police know about the pirates?
6. What do you think happened to the pirates?

Exercise 4. Is such an end of the story possible?

When the pirates escaped, a member of the crew was watching them through binoculars from the bridge.

The pirates felt very happy to escape but they became angry when they opened the cadet's bag. There was no money or valuables in the bag, only dirty clothes! The pirates planned to escape at the port but the police were waiting for them. The police knew what the pirates looked like because they had a description from the engineer. They caught the pirates and arrested them at the port.

CAN I ASK YOU SOME QUESTIONS?

Exercise 5. Read the dialogue. A policeman is interviewing The Captain of The Milamar about the incident with the pirates

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

Captain: Certainly, Officer.

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

Captain: Yes, I was.

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

Captain: No, because I was sleeping.

Policeman: Right. Was anyone on watch when the pirates came on board?

Captain: Yes, two crew members.

Policeman: Did they see the pirates when they climbed on board?

Captain: No, because they were listening to the radio.

Policeman: I understand that a cadet was injured. What happened?

Captain: The cadet was sleeping in his cabin when two pirates broke the lock and entered. He shouted for help and then the pirates pushed him on the floor.

Policeman: I see. I understand that the engineer found him on the floor. What did the engineer do?

Captain: He entered the cabin and saw the pirates but they were already running down the corridor.

Policeman: OK. Now, did they steal anything from the vessel?

Captain: Yes, they stole a bag from the cadet's cabin.

Policeman: And what was in the cadet's bag?

Captain: Fortunately, only dirty clothes!

Policeman: Well, it was lucky that's all they took! Thank you for your help, Sir.

HOW ARE YOU FEELING?

Exercise 6. Read the dialogue. The doctor is speaking to the cadet from the Malimar. Does the cadet want to go to hospital?

Doctor: Hello there, how are feeling?

Cadet: Not so good, Doctor. My head hurts!

Doctor: Yes, you hit your head very hard when you fell. It's lucky that you didn't cut it. You were unconscious for about five minutes.

Cadet: Yeah – I can't remember what happened after they hit me. What should I do, Doctor? I still feel dizzy.

Doctor: You must rest. I advise you not to work for at least two days.

Cadet: Oh, I see. What about my nose? Do you think it's broken? It really hurts – that pirate hit me very hard!

Doctor: Well, I'm sorry to say that I think you have a broken nose. You should have an X-ray to check.

Cadet: Oh. Do you think I should go to hospital then?

Doctor: Yes. I recommend you go on shore to hospital for two days. I am going to tell the Captain that you must go ashore this evening.

Cadet: Oh no! I don't like hospitals. And I really don't like operations!

Doctor: But you don't need to have an operation! You only need to have an X-ray and a complete check-up. Don't worry. It's only for two days.

Cadet: Maybe I can take some medicine and stay on board?

Doctor: No, you don't need medicine. Just rest in bed now. I'm going to organize your transfer on shore. You should try to sleep for a while.

Cadet: OK, then. Thanks.



APPENDIX I

VERBS FROM PART 1

to be, to bring, to do, to drink, to eat, to fish, to get, to get up, to go, to hand over, to have, to like, to listen to, to live, to meet, to play, to read, to repair, to sleep, to start, to turn, to want, to watch, to work.

VERBS FROM PART 2

to adjust, to begin, to board, to breathe, to buy, to call, to carry, to check, to clean, to close, to cook, to cost, to enter, to extinguish, to fall, to give, to grab, to hear, to help, to instruct, to leave, to load, to lower, to move, to order, to paint, to prepare, to proceed, to pull, to push, to release, to sail, to see, to smoke, to sound, to steer, to stop, to sweep, to switch off, to switch on, to talk, to test, to use, to wear, to write.

VERBS FROM PART 3

to advise, to arrange, to arrive, to break, to bruise, to burn, to burst, to catch, to collect, to collide, to come, to continue, to cross, to cut, to damage, to dock, to expect, to explode, to fade, to finish, to forget, to grease, to ground, to happen, to hate, to hit, to hold, to hurt, to include, to injure, to inspect, to leak, to learn, to lift, to lode, to obey, to observe, to occur, to pack, to position, to practice, to prepare, to prevent, to put, to recommend, to report, to say, to scrape, to seal, to secure, to service, to slip, to store, to strain, to suffer, to suggest, to take, to travel, to turn off, to turn on, to unload, to visit.

APPENDIX II

CREW POSITIONS ON THE SHIP

| | |
|------------------------------------------|--------------------------------------------------------|
| Капитан | Captain, Master |
| Старпом | Chief Mate |
| Первый помощник капитана | First Mate |
| Второй помощник капитана | Second Mate |
| Третий помощник капитана | Third Mate |
| Четвертый помощник капитана | Junior Mate; Fourth Mate |
| Грузовой помощник капитана | Cargo officer |
| Старший механик | Chief engineer |
| Второй механик | Second engineer (GB); First assistant engineer (US) |
| Третий механик | Third engineer (GB); Second assistant engineer (US) |
| Четвертый механик | Fourth engineer (GB); Third assistant engineer (US) |
| Помощник капитана по хозяйственной части | Purser; Chief steward |
| Начальник радиостанции | Chief radio operator |
| Вахтенный командир | Watch officer |
| Медицинский персонал | Medical staff |
| Врач | Doctor |
| Бухгалтер | Purser |
| Радиооператор, радист | Radio operator |
| Вахтенный | Watchman |
| Палубная команда | Deck hands |
| Палубный рядовой состав | Deck rating |
| Штурман (судоводитель) | Navigator |
| Впередсмотрящий | Look-out |
| Лоцман | Pilot |
| Шкипер | Shipman; skipper |
| Подшкипер | Storekeeper |
| Старший рулевой | Quartermaster |
| Рулевой | Helmsman; wheelman |
| Рулевой на шлюпке; старшина шлюпки | Coxswain |
| Стивидор | Stevedore |

| | |
|---------------------------------|------------------------------------------------|
| Боцман | Boatswain |
| Докмейстер | Dock master |
| Лебедчик | Winchman |
| Крановщик | Crane operator |
| Тальман | Tallyman |
| Плотник | Carpenter; shipwright |
| Механик | Engineer |
| Ремонтный механик | Repairing engineer |
| Электромеханик | Electrician engineer |
| Моторист | Motorman |
| Машинист | Engineman; mechanic |
| Донкерман | Donkeyman |
| Кочегар; котельный машинист | Stoker; fireman |
| Токарь | Turner |
| Слесарь | Fitter; locksmith |
| Сварщик, электросварщик | Welder |
| Машинный рядовой состав | Engine room rating |
| Смазчик | Oiler; greaser |
| Электрик | Electrician |
| Рядовой состав | Rating |
| Старший матрос | Leading seaman; leading hand; senior seaman |
| Матрос первого класса | Able seaman, able-bodied seaman |
| Матрос второго класса | Ordinary seaman |
| Матрос | Sailor, seaman |
| Обслуживающий персонал | Catering staff |
| Дневальный (в столовой команды) | Messman |
| Повар | Cook |
| Шеф-повар | Chef |
| Пекарь | Baker |
| Буфетчик | Bartender; steward |
| Официант | Waiter |
| Стюард, стюардесса | Steward. Stewardess |
| Бельевая хозяйка | Linen keeper |
| Кастелянша | Linen manageress |
| Прачка | Laundress |

APPENDIX III

NAMES OF THE TYPES OF SHIPS

| | |
|-----------------------------|-------------------------------------------|
| Аварийно-спасательное судно | Salvage and rescue ship |
| Авианосец | Aircraft carrier |
| Балкер | Bulk carrier |
| Баржа | Barge |
| Буксир | Tug |
| Буксир-толкач | Pusher (tug) |
| Бункеровщик | Refueling / Bunkering ship |
| Водолазное судно | Diving vessel |
| Водолей, водоналивное судно | Water boat; Water-carrier; Water barge |
| Военный корабль | Warship / Man-of-war / Naval ship |
| Вспомогательное судно | Auxiliary / Service ship |
| Газовоз | Liquefied gas carrier |
| Гидрографическое судно | Hydrographical / Surveying ship |
| Грузовое судно | Cargo ship / Freighter |
| Грузопассажирское судно | Cargo and passenger ship |
| Железобетонное судно | Stone / Concrete / Ferroconcrete ship |
| Зверобойное судно | Sealer |
| Земснаряд, землечерпалка | Dredger |
| Кабелеукладчик | Cable ship |
| Катамаран | Catamaran |
| Катер | Boat / Launch |

| | |
|---------------------------------------|--------------------------------------------------------------------------|
| Китобойное судно | Whaler / Whaling ship |
| Китобойная база | Whale factory |
| Контейнеровоз | Container |
| Крейсер | Cruiser |
| Ледокол | Icebreaker |
| Лихтер | Lighter |
| Лихтеровоз | Lash; Lighter aboard ship; Seabee |
| Лоцманский бот | Pilot boat |
| Лоцманское судно | Pilot launch |
| Мусорная баржа | Ash boat / Garbage scow / Gash boat Refuse lighter / Rubbish barge |
| На воздушной подушке | Air-cushion ship |
| На подводных крыльях | Hydrofoil |
| Научно-исследовательское судно | Research vessel |
| Океанографическое судно | Oceanographic vessel / Ocean survey |
| Обслуживающее буровые установки судно | Rig tender |
| Паром | Ferry |
| Парусное судно | Sailing ship |
| Пассажирское судно | Passenger ship |
| Плавбаза | Tender / Floating base / Depot ship |
| Плавкран | Floating crane |
| Плавмастерская | Repair ship |
| Плавмаяк | Lightship |

| | |
|------------------------------------------|------------------------------------|
| Подводная лодка | Submarine |
| Пожарное судно | Fire-fighting ship |
| Поисково-спасательное судно | Search and rescue ship |
| Посыльный катер | Dispatch launch |
| Промысловое судно | Seal-hunter |
| Рефрижераторное судно | Refrigerator |
| Ролкер (ро-ро) | Ro-ro (Roll-on/roll-off) ship |
| Рыболовное | Fishing boat |
| Самоотвозящий дноуглубительный снаряд | Hopper dredger |
| Саморазгружающееся судно | Self-discharging vessel |
| Самоходное судно | Power-driven / Self-propelled ship |
| Судно с бортовыми гребными колесами | Side-paddle vessel |
| Сейнер | Fishing boat |
| Скотовоз | Cattle carrier |
| Судно океанского плавания | Sea-going / Ocean-going ship |
| Сухогрузное судно | Dry cargo / Freighter |
| Спасательное судно | Salvage / Rescue ship |
| Танкер | Tanker |
| Торговое судно | Merchant / Trade ship |
| Тральщик | Sweeper / Trawler |
| Траулер | Trawler |
| Швартовный катер | Mooring boat |
| Эжекционный земснаряд | Jet dredger |

APPENDIX IV

PLACES ON BOARD THE SHIP

| | |
|----------------------------|--------------------------------|
| accommodation spaces | жилые помещения |
| apprentice's accommodation | каюта практикантов |
| barber shop | парикмахерская |
| bunkering station | станция приема топлива |
| boiler room | котельное отделение |
| cargo space | грузовые помещения |
| central control room | центральный пост управления |
| chart room | штурманская рубка |
| CO-2 room | станция углекислотного тушения |
| crew accommodation | жилые помещения команды |
| crew messroom | столовая экипажа |
| engine room | машинное отделение |
| engine workshop | машинная мастерская |
| foam station | станция пенотушения |
| forecasle | полубак |
| galley | камбуз |
| laundry | прачечная |
| main deck | главная палуба |
| wheel house | рулевая машина |
| navigating bridge | ходовой мостик |
| officer's saloon | салон комсостава |
| radio room | радиорубка |
| sick bay / ship's hospital | лазарет |
| SWBD (switchboard) room | щитовая |
| store room | кладовая |
| W.C. / water closet | гальюн |



LITERATURE

1. Allister Nisbet, Anna Whitcher, Catherine Logie. Marlins. English for Seafarers / Study Pack 1. – Edinburg, UK: Marlins, 1997.
2. Bobin V. Master's Terminological Guide for conducting Affairs and Documentation in English. – Moscow: Translit, 2006.
3. The Oxford Companion to Ships and the Sea. 2nd edition, Edited by C.B. Dear and Peter Kemp. – Oxford University Press, 2006.
4. Штекель Л.И., Завьялова О.Ю. Словарь-справочник для судовых механиков и мотористов, работающих под иностранным флагом. – Одесса: Студия «Негоциант», 2003.



978980002217

Людмила Николаевна Ковтун

**РАЗВИТИЕ УМЕНИЙ
И НАВЫКОВ КУРСАНТОВ
ПО ИЗУЧЕНИЮ МОРСКОГО
АНГЛИЙСКОГО ЯЗЫКА
ПО МАТЕРИАЛАМ УЧЕБНОГО ПОСОБИЯ
МАРЛИНС «АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ МОРЯКОВ»**

**THE DEVELOPMENT OF CADETS' SKILLS
IN LEARNING MARITIME ENGLISH
ON THE MATERIAL OF THE MARLINS
"ENGLISH FOR SEAFARERS"**

Учебное пособие
для курсантов судоводительского
и судомеханического факультетов
младших курсов

*Ведущий редактор М.Б. Априянц,
Младший редактор Г.В. Деркач*

*Компьютерное редактирование
И.В. Леонова*

*Подписано в печать 26.06.2020 г.
Усл. печ. л. 7,4. Уч.-изд. л. 7,6.*

Лицензия № 021350 от 28.06.99.

Печать офсетная.

Формат 60 x 90 1/16.

Заказ № 1575. Тираж 225 экз.

Доступ к архиву публикации и условия доступа к нему:
<http://lib.bgarf.ru/>

БГАРФ ФГБОУ ВО «КГТУ»

*Издательство БГАРФ,
член Издательско-полиграфической ассоциации высших учебных заведений
236029, Калининград, ул. Молодежная, 6.*

БГАРФ