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Buku

# Maritime English





**BUKU MARITIME ENGLISH**



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## **UU No 28 tahun 2014 tentang Hak Cipta**

### **Fungsi dan sifat hak cipta Pasal 4**

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

### **Pembatasan Pelindungan Pasal 26**

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. Penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv. Penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

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1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).



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## KATA PENGANTAR

*Maritime English* (Bahasa Inggris Maritim) merupakan salah satu mata kuliah yang disyaratkan oleh *International Maritime Organisation* (IMO) dalam pendidikan dan pelatihan di bidang pelayaran. Dengan mempelajari bahasa Inggris maritim, para peserta didik diharapkan dapat mengimplematisasikan *General Maritime English* (GME). Hal ini tentunya akan bermanfaat bagi mereka dalam dunia kerja kelak.

Buku ini ditulis untuk membekali para peserta didik dalam penguasaan *General Maritime English*. Pokok bahasan yang meliputi *grammar, vocabulary, phonology, listening, speaking, reading* dan *writing* yang tertuang dalam buku ini adalah sesuai dengan *IMO Model Course 3.17*. Penulis melihat pentingnya pokok bahasa tersebut sebagai isi dari buku ini yang nantinya diharapkan dapat dikuasai oleh peserta didik sebagai pelaut yang akan bekerja di kapal domestik maupun asing. Komunikasi di atas kapal menjadi hal krusial dalam menunjang keselamatan pelayaran. Buku ini dapat memfasilitasi mereka dalam mempelajari bahasa Inggris maritim.

Akhirnya, ucapan terima kasih dan penghargaan penulis sampaikan kepada pihak-pihak yang telah memberikan kontribusinya dalam mewujudkan buku ini. Penyempurnaan maupun perubahan buku di masa mendatang senantiasa terbuka



dan dimungkinkan mengingat akan perkembangan teknologi dan pengetahuan di bidang maritim. Harapan penulis tidak lain bahwa buku ini dapat memberikan manfaat.

Tim Penulis

Agus Sulistiono, S.Pd., M.Pd.

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# UNIT I

## WELCOME ON BOARD

### Learning Objectives:

- Using be, do and have in simple present
- Applying English Alphabet
- Writing personal data

### Introduction

It is mandatory for all seafarers serving on board Ship, who are required according to the Minimum Safe Manning Certificate, to hold a Continuous Certificates and Identity Documents also commonly known as a Certificate of Proficiency (COP) and Certificate of Competency (COC) or Seaman's book that has been issued by Directorate General of Sea Transport. All others must hold a Seaman's Book to record their training & sea service.

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### Task 1

Label each picture of seafarer documents.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_





## Task 2

Write answer to the question. Write about yourself.

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1. What is your name?             | My name is ...           |
| 2. What is your first name?       | My first name is ...     |
| 3. What is your last name?        | My last name is ...      |
| 4. What is your family name?      | My family name is ...    |
| 5. What is your nick name?        | My nick name is ...      |
| 6. How old are you?               | I am.....years old       |
| 7. Where are you from?            | I am from.....           |
| 8. Where do you live?             | I live ....              |
| 9. Do you have Passport?          | Yes/No, .....            |
| 10. What is your Passport number? | My passport number is... |



## Task 3

Ask your friend next you and complete these form.

Name :

Nickname :

Last name :

Family name :

Age :

Address :

Passport Number :

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**Task 4****Language Focus****Radio Conventions and Transmissions Letters**

The alphabet is a marine nautical basic that is also used in the military and aviation industries. It is a spelling alphabet used to spell parts of a message containing letters and numbers to avoid confusion, because many letters sound similar, for instance "n" and "m" or "b" and "d"; the potential for confusion increases if static or other interference is present. The Phonetic Alphabet must be used in giving call sign when spelling a word or when saying individual letters.

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

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### Task 5

**Write and spell your full name using phonetic alphabet.**

Example:

My name is Joko. J is for Juliet. O is for Oscar. K is for Kilo. O is for Oscar.

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### Task 6

**Write the phonetic alphabet and spell these words.**

- B-R-I-D-G-E
- C-A-P-T-A-I-N
- O-F-F-I-C-E-R
- V-E-S-S-E-L
- E-N-G-I-N-E-E-R
- R-A-T-I-N-G-S
- I-N-D-O-N-E-S-I-A



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### Task 7

#### Structures

**Be, do, have** and modal verbs in the Simple Present

How to use special verbs in the *Simple Present*

- ✓ **Be** as a main verb

  - ***I am from Britain.***
  - ***I am chief officer.***
  - ***He is a captain***
  - ***She is from Makassar***
  - ***It is a motor vessel***
  - ***You are on board.***
  - ***We are cadets.***
  - ***They are ratings.***

We often use the *short/contracted forms* with this verb, such as *I'm chief officer It's a motor vessel, we're cadets, she's from Makassar.*



### Task 8

Put in: ***am, is, are.***

1. What ship \_\_\_\_\_ she?
2. Soekarno Hatta \_\_\_\_\_ (not) big port.
3. \_\_\_\_\_ Samalona an island? Yes, it \_\_\_\_\_.
4. They \_\_\_\_\_ officers. They \_\_\_\_\_ (not) cadets.
5. \_\_\_\_\_ you the Master? Yes, I \_\_\_\_\_.
6. The Captain and the Mate \_\_\_\_\_ on the bridge.

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7. \_\_\_\_\_ he the Electrician? No, he \_\_\_\_\_.
8. The helmsman and the Mate \_\_\_\_\_ on the bridge.  
Where \_\_\_\_\_ the others?



### Task 9

#### Write the short form

1. He is \_\_\_\_\_      3. It is not \_\_\_\_\_      5. I am not \_\_\_\_\_  
2. We are \_\_\_\_\_      4. You are not \_\_\_\_\_      6. That is \_\_\_\_\_



### Task 10

#### Write complete sentences.

#### Example:

(That/a cargo ship) That is a cargo ship

1. (She / not / a passenger-ship)  
\_\_\_\_\_

2. (The container-ships / in port)  
\_\_\_\_\_

3. (The deck-officers / not / on board / now)  
\_\_\_\_\_

4. (The Captain / on the bridge)  
\_\_\_\_\_

5. (These / sailing-boats)  
\_\_\_\_\_

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### Task 11

Make questions. Use *is* and *are*.

**Example:**

(The Master / on the bridge)?

Is the master on the bridge?

1. (the Bosun and the Third Mate / aft)

\_\_\_\_\_

2. (These passengers / from Palopo)?

\_\_\_\_\_

3. (Those islands / Indonesia)?

\_\_\_\_\_

4. (The ship in the distance / a tanker)?

\_\_\_\_\_

5. (The Pilot / on board)?

\_\_\_\_\_

✓ Do as a main verb

• *I do afternoon sport.*

• *He/she/it does exercises.*

• *They/we do morning muster.*



### Task 12

Complete these sentences using *do/does*

1. I do math exercises. Julia \_\_\_\_\_ (not) the math exercises.

2. \_\_\_\_\_ Chief officer do watchkeeping? Yes, \_\_\_\_\_



3. The instructors \_\_\_\_\_ inspections.
4. I \_\_\_\_\_(not)\_\_\_\_\_my assignments. \_\_\_\_\_they \_\_\_\_\_?
5. Rahmat and I \_\_\_\_\_morning sport after praying subuh.  
\_\_\_\_\_she \_\_\_\_\_morning sport, too?  
No, \_\_\_\_\_.

✓ **Have as a main verb**

- I have passport.
- You have seaman"s book.
- He/she/it has charts.
- They have record books.



**Task 13**

**Complete these sentences using *have/has*.**

1. Roby \_\_\_\_\_ an identity card.
2. Merchant Marine Polytechnic of Makassar \_\_\_\_\_ 1.500 students.
3. \_\_\_\_\_you \_\_\_\_\_passport?
4. The Captain \_\_\_\_\_ 35 years experience at sea. The second officer \_\_\_\_\_(not) as much experience as him.
5. All seafarers \_\_\_\_\_seaman"s books and passports.
6. \_\_\_\_\_he \_\_\_\_\_certificates? Yes, \_\_\_\_\_.
7. \_\_\_\_\_we \_\_\_\_\_the route? No, \_\_\_\_\_.

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**Personal Pronouns, Possessive Determiners, Possessive  
Pronouns in English**

Personal pronouns		Possessive determiners	Possessive pronouns
as subject (nominative)	as object (accusative and dative)	as an adjective	as a noun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs
We have some books.	The books are for us.	These are our books.	The books are ours.

Note: **his** and **its** can be *possessive determiners* or *possessive pronouns*. Look at the complete sentences to find out which function the pronoun has.



**Task 14**

Replace the *italic word/words* with a personal pronoun.

Example: *The chief mate* is writing a letter to *his mother*.

*He* is writing a letter to *her*

1. *The Captain and the First Mate* entered the bridge

2. *Mrs. Smith* told the stewardess to bring some lemonade.

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3. *The Mate and I* went on deck to find Mr Smith.  
\_\_\_\_\_
4. *The passengers* asked the pilot and me to watch the rescue operation.  
\_\_\_\_\_
5. *The Boatswain* asked the ABs to hurry up with the work.  
\_\_\_\_\_



### Task 15

**Put the pronouns in parenthesis in the possessive form (mine, yours, his, hers, its, ours, theirs).**

1. This sextant is not (you) \_\_\_\_\_, it's (I) \_\_\_\_\_
2. This is (he) \_\_\_\_\_ bathing suit and that is (she) \_\_\_\_\_ over there
3. Those suitcases belong to the Japanese passengers; they are (they) \_\_\_\_\_.
4. No sir, these hand bags are not (you) \_\_\_\_\_, they are (we) \_\_\_\_\_
5. This house is Mary's, (we) \_\_\_\_\_ is farther up the hill.
6. The ship is leaving (it) \_\_\_\_\_ berth now.
7. Surprise! A friend of (you) \_\_\_\_\_ is coming on board at the next port of call.

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### Task 16

Read the text and answer the following questions.



Photo credit:

<http://www.marineacademy.org.uk>

I am Captain Joko Purnomo. My friends usually call me Capt. Jack. I am from Makassar, South Sulawesi, Indonesia. I am 50 years old. My wife is Rani Sudarsono. She is 35 years old. She

works as civil servant. I have one son. He is Tommy. He is 19 years old. He studies at Makassar Merchant Marine Polytechnic. He wants to be a captain in the future. I like reading, playing chess and playing music.

My ship is MV. Sakrina. She is a multi-purposes dry cargo of 12.000 DWT. I have complete responsibility for running the ship while at sea and for the safety of the crew, passengers and cargo. Whenever there is an emergency or a serious problem of any kind I will be called upon. I do not stand a watch but in reality I am on duty 24 hours a day. I'll be on the bridge, conning the ship in foul weather or fog until the danger is over, for however long it takes, be it 24, 38 or 72 hours, and no matter how tired or exhausted I am. I am also the last to abandon ship in case of a disaster.

1. Who is Tommy?



2. What is Capt. Jack"s responsibility?
3. What is the main idea of the text?
4. Do you know other types of ship? Mention!
5. Do you want to be a captain? What are criteria of a proper captain?
6. Do you know other jobs on board? Mention and describe their responsibility!



**Task 17**

**Write your own personal information.**

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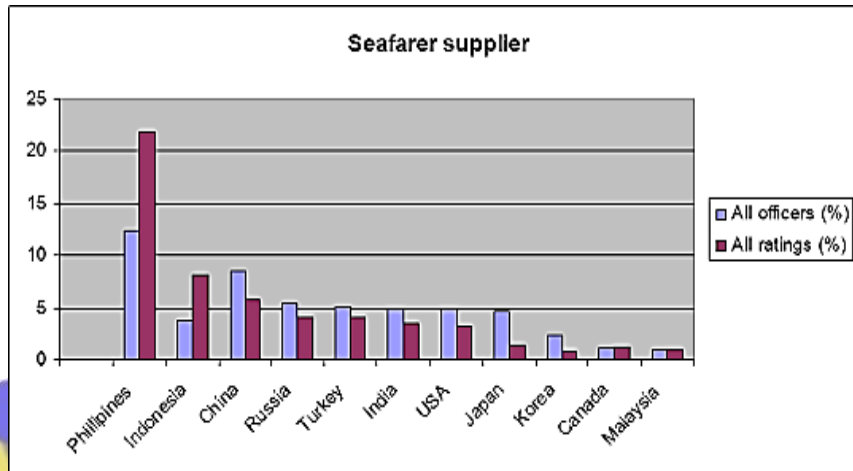
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**Task 18****Countries & Nationality**

Read the following text and complete the following table.



The worldwide population of seafarers serving on internationally trading merchant ships is estimated to be in the order of 466,000 officers and 721,000 ratings.

The OECD countries (North America, Western Europe, Japan etc.) remain an important source for officers, but growing numbers of officers are now recruited from the Far East and Eastern Europe. The majority of the shipping industry's ratings are recruited from developing countries, especially the Far East and South East Asia.

The Philippine and India are very significant maritime labour supply nations, with many seafarers from these countries enjoying employment opportunities on foreign flag ships operated by



international shipping companies. China has also seen a large increase in the number of seafarers, but at the moment most of these work on the Chinese fleet, meeting domestic requirements.

Eastern Europe has recently become an increasingly large supplier of seafarers with high numbers from countries including the Ukraine, Croatia and Latvia. Other major labour supply countries include Greece, Japan, Russia and the United Kingdom.



### Task 19

Choose whether the statement true or false.

No.	STATEMENTS	True/False
1.	The world population of seafarer need less than 466.000 officers.	
2.	China only focuses on meeting domestic seafarer needs.	
3.	Philippine is a country with the highest ratings supply.	
4.	India and USA equally supply officers.	
5.	Russia supplies more ratings than Turkey.	
6.	Indonesia supplies more officers than ratings.	
7.	Korea supplies least ratings than other countries.	
8.	Any ratings who wants to work on Chinese fleets needs to meet to fulfil their domestic requirements	
9.	The major seafarer supplier in eastern Europe are Ukraine, Croatia and Latvia	
10.	Most officers are recruited from developing countries.	



**Task 20**

**Find the Adjective for these country and name used for person from these countries.**

No.	Flags	Country	Adjective	Person
1.		Korea	Korean	Korean
2.				
3.				
4.				
5.				
6.				



No.	Flags	Country	Adjective	Person
7.				
8.				
9.				
10.				

**Task 21**

In pairs, take a look at the 10 countries in task 20 and make sentences.

Example:

She comes from France. She is French. Her nationality is French. She is a Frenchwoman. She drives a French car. She speaks French.

1. \_\_\_\_\_  
 \_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_



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## Task 22

Complete this form according to your personal information.

### CURRICULUM VITAE

#### 1. Personal data

Name : .....  
Place/Date of Birth : .....  
Sex/Status : .....  
Rank : .....  
Religion : .....  
Nationality : .....  
Address : .....  
Telephone Number : .....  
Email : .....  
Passport Number : .....

#### 2. Formal Education

University : .....  
Senior High School : .....  
Junior High School : .....  
Elementary School : .....

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## UNIT II

### CREW ROLES AND ROUTINE

Learning Objectives:

- Identifying the responsibility of crew on the ship
- Applying date and time at sea correctly
- Using simple present correctly
- Writing weekly and daily routines



#### Introduction

#### Task 1

Whether at sea or in port, shipboard activities continue twenty-four hours a day, seven days a week. The manning of ships and the related work schedule on board has evolved through centuries of tradition and continues to change with the increasing use of automation.

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## **Organisation on Board Ship**



### **Master**

The Master of the ship, or the Captain, is in command of the ship. He has the overall responsibility for the safe navigation of the ship, the safety and protection of the crew and passengers, the safe delivery of the cargo, and the efficient maintenance of the ship's equipment. He ensures discipline and smooth operations on the ship by delegating responsibility to qualified officers and members of the crew and by monitoring their performance.

### **Chief Officer**

The Chief Officer is in charge of the deck and cabin departments. He is responsible for loading, discharging and care of the cargo in port and at sea; the general maintenance of the deck and accommodation areas; and maintaining the navigation and safety equipment. He also assists the Master in the general



administration on the ship. While at sea the Chief Officer normally keeps the 4-8 morning and evening navigation watch.

### **Second Officer**

The Second Officer is often called the Navigating Officer and is responsible for the upkeep of navigational charts, navigational equipment and publications. He plans the voyage under the guidance of the Master and plots the course on the chart before the ship sails. At sea he keeps the navigational watch from 12-4 morning and night. In port he keeps alternate cargo watch to assist the Chief Officer in cargo operations.

### **Third Officer**

The Third Officer is responsible for the maintenance of the ship's safety equipment, including the fire-fighting and the life- saving equipment, under the guidance of the Chief Officer. He keeps the 8-12 mornings and evening navigational watch at sea. In port he keeps the cargo watch, alternating with the Second Officer to ensure smooth cargo operations.

### **Deck Cadet**

The trainee or Deck Cadet works under the guidance and command of the Chief Officer. All ships have a specialized training program and work schedule for hands-on job experience for the cadets.



### **Bosun**

The Bosun, or Boatswain, is in charge of the Deck Ratings or crew. The Bosun takes orders from the Chief Officer for the maintenance work on deck and allocates work to the Deck Ratings.

### **Chief Engineer**

The Chief Engineer is the Head of the Engine Department. He has the overall responsibility for the maintenance and smooth operation of all machinery including the engine room and deck machinery, electrical and electronics systems, mooring equipment, deck pumps and cranes. He is also responsible for the ordering and storing of spares and stores required for the upkeep of the machinery. The Chief Engineer estimates the fuel oil consumption of the main engine during the voyage and ensures sufficient 'bunker' or fuel oil is available for the forthcoming voyage.

### **Second Engineer**

The Second Engineer is in charge of engine room machinery and personnel and assists the Chief Engineer in the maintenance of all machinery in the engine room and critical machinery on deck. He delegates various jobs to the Engineers and Engine Ratings and monitors their performance. He keeps the 4-8 morning and evening Engine Room watch in a manned ship and Day work (8 - 17) in an Unmanned Machinery Space (UMS) ship along with other engineers.



### **Third Engineer**

The Third Engineer is responsible for auxiliary engines and other electrical equipment. He also keeps the Engine Room Watch from 12-4 morning and night and assists in the general maintenance of the Engine Room.

### **Fourth Engineer**

The Fourth Engineer is responsible for auxiliary machinery such as purifiers, pumps and related equipment. He is responsible for daily bunker calculations. He usually keeps the 8-12 morning and evening Engine Room Watch

### **Electrical Officer**

The Electrical Officer is responsible for the maintenance of electrical equipment on board the ship, including radio, navigation and safety equipment.

### **Fitter**

The Fitter assists in the general maintenance of the Engine Room. The various repair jobs including welding and gas work are usually carried out by the Fitter.

### **Engine Ratings**

Engine Ratings assist in general maintenance and cleaning and contribute to smooth operations in the Engine Room.



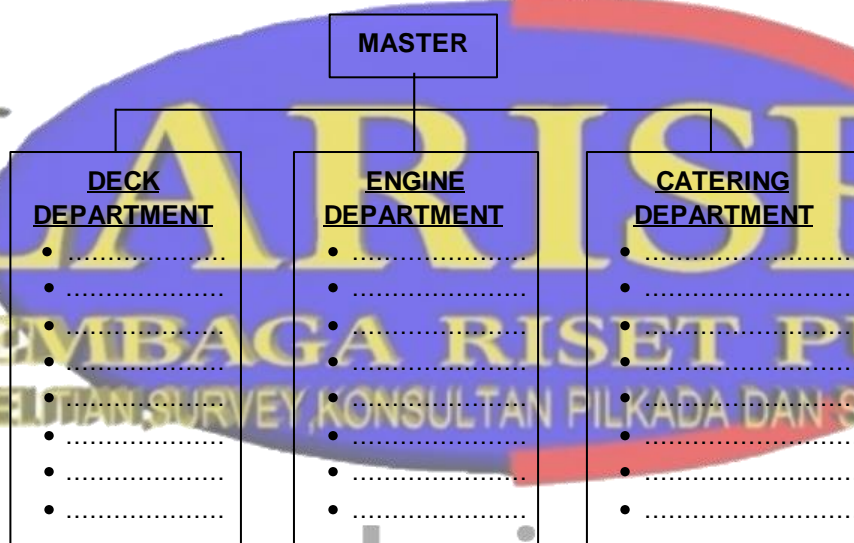
### Catering Department

On cargo ships, the Chief Cook and the Stewards form part of a Catering Department team with the responsibility for food preparation and service and general accommodation area cleanliness. They work under the guidance of the Master. On Passenger Ships the Catering Department will have more personnel to meet the requirements of the passengers.



#### Task 2

Based on the text above, complete the following table.







### Task 3

Complete the table below.

✓ **Deck Department**

No	Crew	Responsibilities	Schedule of Watchkeeping

✓ **Engine Department**

No	Crew	Responsibilities	Schedule of Watchkeeping

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#### Task 4

**Match the words with their meanings.**

- |                |  |
|----------------|--|
| 1) to delegate | a) to assign or distribute duties to.  |
| 2) to assist   | b) to request something to be made, supplied, or served.   |
| 3) to ensure   | c) the process of keeping something in good condition.   |
| 4) to plot     | d) to entrust (a task or responsibility) to another person.  |
| 5) to allocate | e) to form a calculation of.   |
| 6) to order    | f) to make plans to carry out.   |
| 7) to store    | g) enough; adequate.   |
| 8) to estimate | h) to help by doing a share of work or by providing information  |
| 9) to weld     | i) to join together (metal parts) by heating the surfaces to the point of melting and pressing or hammering them together. |
| 10) upkeep     | j) to make certain that something will occur or be so.   |
| 11) sufficient | k) to keep or accumulate for future use.   |
| 12) to monitor | l) to observe and check over a period of time.   |
| 13) hands-on   | m) involving or offering active participation.   |



**Task 5**

**Complete the sentences using words in the box.**

<b>order</b>	<b>ensure</b>	<b>delegate</b>	<b>plot</b>	<b>store</b>
<b>weld</b>	<b>assist</b>	<b>sufficient</b>	<b>monitor</b>	<b>upkeep</b>

1. Master must \_\_\_\_\_ that all reasonable measures are taken to protect crew and passenger health.
2. The duties of Ordinary Seaman (OS) are to \_\_\_\_\_ the able seaman. He is the deck utility man and may be called upon to do any one of many tasks.
3. The second mate \_\_\_\_\_ courses and takes celestial and terrestrial fixes.
4. The chief steward \_\_\_\_\_ the supplies for the department and plans the meal.
5. Edward was \_\_\_\_\_ to meet new crews.
6. The Chief Engineer reports that the fuel is \_\_\_\_\_ for next voyage.
7. Warehouse is a place at port to \_\_\_\_\_ cargo before it's loaded.
8. The two metals are \_\_\_\_\_ together under heat and pressure.
9. The officers alternately do watchkeeping for the \_\_\_\_\_ of ship during her voyage.
10. The engineers always \_\_\_\_\_ the machinery running well.



**Task 6****Language Focus**

CARDINAL NUMBER		ORDINAL NUMBER	
1	One	1st	First
2	Two	2nd	Second
3	Three	3rd	Third
4	Four	4th	Fourth
5	Five	5th	Fifth
6	Six	6th	Sixth
10	Ten	10th	Tenth
11	Eleven	11th	Eleventh
12	Twelve	12th	Twelfth
13	Thirteen	13th	Thirteenth
14	Fourteen	14th	Fourteenth
15	Fifteen	15th	Fifteenth
20	Twenty	20th	Twentieth
21	Twenty one	21st	Twenty first
22	Twenty two	22nd	Twenty second
23	Twenty three	23rd	Twenty third

**Task 7****Write the dates. Use number**

Example:

(4/6/05)      The Fourth of June two thousand and five.

23/3/78	
11/7/89	
15/5/65	
22/4/79	
30/12/85	
17/8/53	
13/1/11	

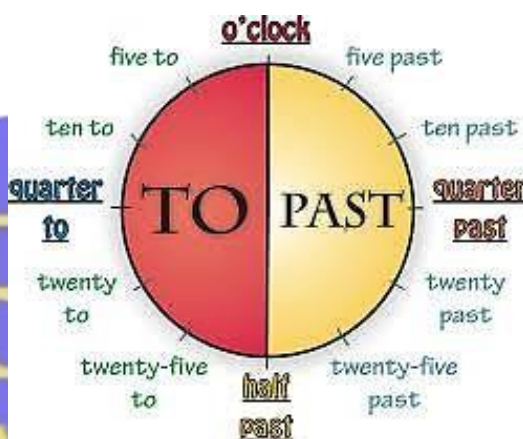


14/9/14	
25/11/17	
11/12/12	

**Task 8**

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

✓ **Time on shore**



What time is it? / What's the time?

12.00 AM → It is twelve o'clock

08.15 AM → It is (a) quarter past eight/eight fifteen (in the morning)

06.30 PM → It is half past six / six thirty (in the evening)

11.45 PM → It is (a) quarter to twelve/eleven forty-five (at night)

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## ✓ Time at sea



What time is it? / What's the time?

Time on shore	Time at sea	
	You write	You say
12.00 AM	1200	It is twelve hundred hours.
08.00 PM	2000	It is twenty hundred hours.
08.15 AM	0815	It is eight fifteen.
06.30 PM	1830	It is eighteen thirty.
11.45 PM	2345	It is twenty-three forty-five.



## Task 9

Complete the times.

No	Time on shore	You write	You say
1.	07.00 AM		
2.	09.00 PM		
3.	07.30 AM		
4.	09.30 AM		
5.	02.00 PM		
6.	01.00 AM		



No	Time on shore	You write	You say
7.	11.00 AM		
8.	11. 40 PM		
9.	07.28 AM		
10.	08.55 PM		

**Task 10****Structures****The use of Simple Present**

- Repeated Actions  
The students often do afternoon sport.
- Things in general  
The sun rises in the east.
- Fixed arrangements and scheduled events  
The ship sails to Singapore every month.
- Sequence of Actions in the Present  
First we get up, then we do morning sport.
- Instructions  
Open your book at page 34
- Special verbs  
I understand English

**Signal Words:  
(Adverb of Time)**

- every day
- often
- always
- sometimes
- never

**Special Form:**

- Infinitive
- *he, she, it:*  
infinitive + -s/-es  
look → looks  
watch → watches

✓ **Affirmative sentences in the *Simple Present***

Example:

- The second officer *makes* the route.
- I *have* leisure time every weekend.



- Sometimes we *practice* in the simulator.
- They never *come* late in Maritime English class.

✓ **Negative sentences in the *Simple Present***

You must not negate a full verb in English. Always use the auxiliary *do* for negations and the infinitive of the verb.

Example:

- They *do not / don't* attend Physics class.
- She *does not / doesn't* sail to Europe.
- That AB *does not / doesn't* speak English well.

✓ **Questions in the *Simple Present***

You need the auxiliary *do/does* and the infinitive of the verb.

Example:

- *Does* this vessel *sail* to Baltic area?
- *Does* the Bosun *report* to the bridge every day?
- *Do* the ratings *stay* in this mess?
- *Do* you *join* to this voyage?
- Where *do* you *live*?
- Where *does* he/she *live*?
- How *does* it (the machine) *work*?
- What *do* you *do*?

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### Task 11

#### Use Simple Present.

1. An electric drill (have) \_\_\_\_\_ a power cord, a switch, a motor, a gearbox and a chuck. The power cord (supply) \_\_\_\_\_ electricity to the switch. The switch (connect) \_\_\_\_\_ the electricity to the motor. The motor (drive) \_\_\_\_\_ the gearbox. The gearbox (drive) \_\_\_\_\_ the chuck. The chuck (hold) \_\_\_\_\_ the bit.
2. When a vessel (not get) \_\_\_\_\_ under way under her own engine power, a tug boat (take) \_\_\_\_\_ her in tow.
3. It \_\_\_\_\_ (take) the Flying Dolphin one and a half hours to get to Tinos.
4. Fast liners \_\_\_\_\_ (sail) at 20 knots an hour, but hydrofoils \_\_\_\_\_ (be) much faster.
5. What time \_\_\_\_\_ (Ferry, call) at port? I \_\_\_\_\_ (think) she (put in) \_\_\_\_\_ at six.
6. Ask the Mate! He \_\_\_\_\_ (speak) three languages.
7. Tugboats \_\_\_\_\_ (tow) ships that \_\_\_\_\_ (have) an engine problem.

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## Task 12

**Ask what these professionals do.**

1. (arbitrator) What does an arbitrator do?  
He makes a decision between two parties that do not agree.
2. (deck-hands) \_\_\_\_\_?  
They do all the odd jobs on board a ship (e.g. scrub the decks, operate the windlass, etc.)
3. (Purser) \_\_\_\_\_?  
He keeps the accounts, pays wages, is responsible for stores etc.
4. (Boatswain) \_\_\_\_\_?  
He is in charge of the crew, boats, rigging etc.
5. (Chief Steward) \_\_\_\_\_?  
He is in charge of the galley and the stewards.
6. (Coxswain) \_\_\_\_\_?  
He is the person who steers a small boat.
7. (Cadets) \_\_\_\_\_?  
They \_\_\_\_\_

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### **Task 13**

**Read the shipboard routine at sea and in port carefully.**

#### **A. Weekly Routine**

1. Sanitary Inspection of food handlers.
2. Field day (Friday afternoon).
3. Captain Inspection of lower decks, holds store rooms and Engineering spaces (Thursday/ Friday).
4. Captain Inspection of crew, messing and berthing spaces (Friday/Saturday).
5. Divine services.
6. Sunday (Forenoon).
7. Holiday (Saturday Afternoon/Sunday).

#### **B. Watches**

The term watch is defined as any one of the periods into which the day is divided. It may also denote a guard or a period of duty of a guard:

<b>0000 - 0400</b>	Mid Watch
<b>0400 - 0800</b>	Morning Watch
<b>0800 - 1200</b>	Forenoon Watch
<b>1200 - 1600</b>	Afternoon Watch
<b>1600 - 1800</b>	First Dog Watch
<b>1800 - 2000</b>	2nd Dog Watch
<b>2000 - 2400</b>	First Watch

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### C. Daily Routines

0330	Call the morning watch
0344	Relieve the mid watch
0400	Relieve the Duty Cooks
Sunrise	Hoist pennants and flags, turn off - lights
0500	Reveille for Mess Deck MAA and Mess men
0530	Reveille for MAA, DPO, Stewards and Mess men
0600	Reveille; Up all hands, light the smoking lamp
0615	Pipe sweepers, clean decks, Muster restricted men
0630	Breakfast
0700	Up late Hammocks
0730	Relieve the morning watch
0745	Muster, Call the guard of the day
0750	Officers Call
0755	First call to Colors
0800	Colors
0815	Turn to, commence ship's work, Sick Call
1100	Lunch for mess men and other required personnel
1115	Pipe Sweepers; knocked-off
1130	Lunch of all hands
1145	Relieve the forenoon watch
1300	Turn to; commence ships work
1530	Knock of ship's work; Pipe sweepers
1545	Relieve the afternoon watch
1600	Supper for mess men and other required personnel
1630	Supper for watch standers
1700	Supper for all hands
1730	Colors; Hail down pennants and Flags, Turn on lights
1745	Muster restricted men; Sick Call
1930	Accomplish the eight O'clock report
1945	Relieve the watch
2000	Movie Call
2130	Muster restricted personnel
2155	Tattoo (Beat of drum/warning soldier to quarters)
2200	Taps; switch off unnecessary lights
2330	Call (Alert) the mid-watch
2345	Relieve the evening (First) watch



Each „Watch“ is 4 hours long

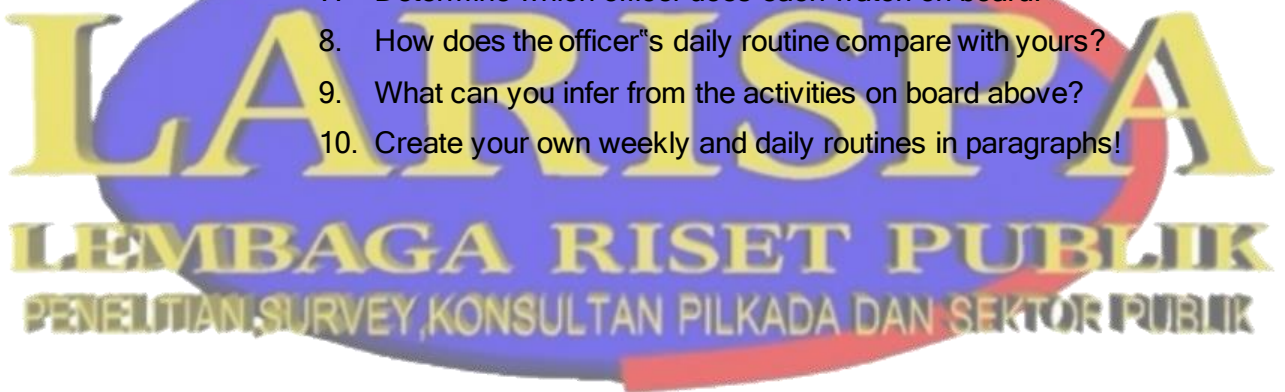
Each „Dog watch“ is 2 hours long



#### **Task 14**

**Answer these following questions based on the shipboard routine at sea and in port.**

1. When do the officers have leisure time?
2. What do the officers do on Friday afternoon?
3. When does an officer do first watch?
4. When is mid watch?
5. What time do the officers have breakfast?
6. Write a paragraph that explains officers' weekly routine!
7. Determine which officer does each watch on board!
8. How does the officer's daily routine compare with yours?
9. What can you infer from the activities on board above?
10. Create your own weekly and daily routines in paragraphs!



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## UNIT III

### MY SHIP

#### Learning Objectives:

- Identifying types of ship
- Understanding part of the ship
- Applying preposition of place properly

#### Introduction

Generally speaking a vessel can be classified according to the purpose she serves. The common purposes are:

1. Transportation of cargo or/and passenger;
2. Assistance and service (by so called “special purpose vessel”);
3. The catching fish (fisherman);
4. Peace keeping (warship).

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### Task 1

Discuss in pair what kind of vessel in these pictures.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



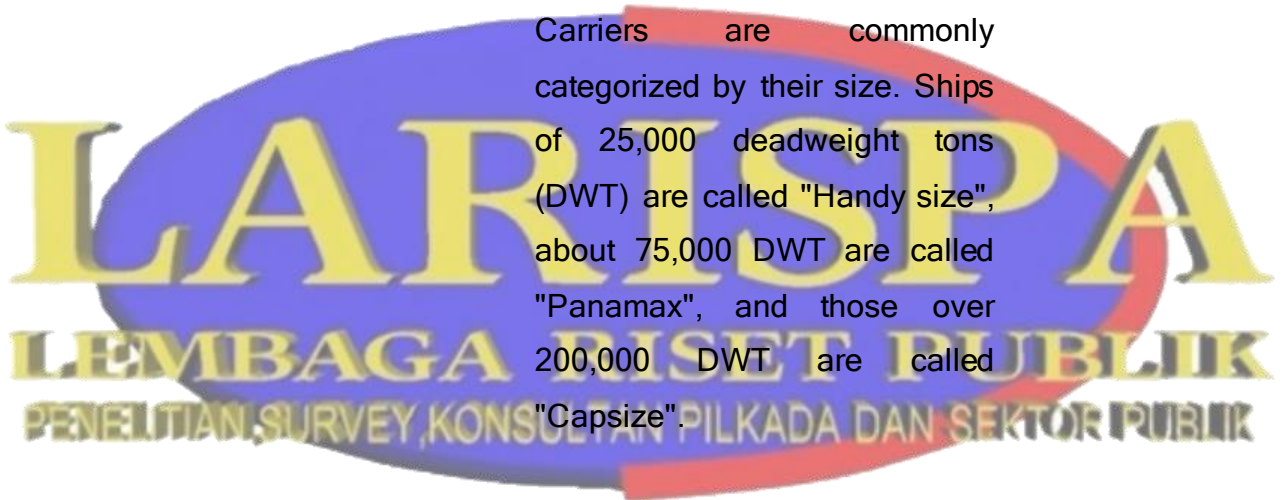


## Task 2

Read the text below and underline the new words below and look up in your dictionary!



**Bulk Carriers:** Bulk Carriers are ships specially designed to carry homogenous unpacked cargo in bulk. Cargo such as coal, iron ore, grain, light minerals and other dry products is carried, in bulk, in large cargo holds. Bulk Carriers are commonly categorized by their size. Ships of 25,000 deadweight tons (DWT) are called "Handy size", about 75,000 DWT are called "Panamax", and those over 200,000 DWT are called "Capesize".



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**Tankers:** Tankers carry liquids such as crude oil, petroleum products, various oils and liquid chemicals in bulk. This type of cargo is loaded in specialized tanks. A network of pipelines and pumps is provided to load and discharge the cargo. Depending on the type of cargo, tankers are further classified, for example: Crude oil tanker, Product tanker, Gas tanker and Chemical tanker.



**Crude Oil Tankers:** Crude Oil Tankers are ships that carry crude oil and other dirty liquid cargoes. The cargo is carried in large covered tanks. The capacity of these ships can vary from a few thousand tonnes to almost half a million tonnes. Large Crude Oil Tankers are often referred to as VLCC (Very





Large Crude Carrier) and ULCC (Ultra Large Crude Carrier)

**Product Tankers:** Liquid cargoes such as gasoline, naphtha, kerosene, aviation fuel or similar clean petrochemical products are carried on Product Tankers. They also carry cooking oils such as tallow, vegetable, palm and corn oil.

Compared to Product Tankers these ships are smaller and they usually have a larger number of tanks to segregate the different types of cargoes.



**Gas Tankers:** Gas Tankers are ships that carry liquefied gases.

Some of the most common gases are propane, butane, ammonia and methane. These gases are kept in a liquid state in specially designed tanks maintained at very high



pressure or very low temperature, or a combination of both. There are broadly two types of Gas Tankers depending on the type of cargoes they carry: LPG Tankers carry Liquefied Petroleum Gases (LPG) such as butane, propane or similar gases. They are designed to carry their cargo in pressurized and refrigerated states. LNG Tankers are specially designed to carry Liquefied Natural Gas (mostly methane) at temperatures of -160 degrees Celsius and below.

**Chemical Tankers:** Chemical Tankers are ships that carry different liquid chemicals in specially built tanks. These tanks are mainly made of stainless steel and specially





coated to withstand chemical reactions and corrosion from diverse cargoes such as acids, alcohol, edible oils and petrochemical products. They are smaller ships designed to carry small quantities of different types of cargo at the same time in various compartments.



**Container Ships:** Container Ships are ships designed to carry standard sized containers.

Containers are stacked in the ship's holds as well as on the deck and secured to the ship using a locking mechanism. Two of the most common standard sizes of containers are the Twenty Foot (TEU) and Forty

Foot (FEU) units. The capacity of a Container Ship is usually expressed by the

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number of Twenty Foot Equivalent Units (TEU) that can be carried by the ship.



**Passenger Ships:** These ships are used by passengers either for the purpose of travel between two ports or for pleasure cruising. Passenger Ships used for short inter-sea trade and travel are called ferries and are capable of carrying cars, commercial vehicles and small quantities of containers or palletised cargoes along with the passengers. Others are designed as luxury hotels and are capable of transporting "holidaymakers" relatively long distances in great comfort.

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**Ro-Ro Ships:** RO-RO or Roll-On/Roll-Off Ships have large ramp doors at the bow or stern to allow vehicles to drive in and out of the ship from the jetty. These ships have many long and wide decks to allow cars and commercial vehicles to be loaded and secured safely. Ro-Ro Ships used for short inter-sea trade are sometimes called Ro-Ro Ferries.



**General Cargo Ships:** General Cargo Ships are capable of carrying a diverse range of cargo in bales, drums or in palletized form. They are usually small ships with a capacity of up to 35,000 metric tonnes. Some, known as 'tween deckers', have multiple decks inside the cargo holds for segregation purposes.





**Reefer Ships:** Refrigerated Cargo Ships (Reefers) are designed to carry cargo that needs to be kept frozen or chilled; this includes fruits, meat, juices or other perishable foodstuffs. The insulated cargo holds have specially designed refrigeration and air-cooling systems to maintain a specific range of low temperatures.



**Heavy Lift Vessels:** Ships that can load very heavy cargoes on the deck or in the cargo hold are known as Heavy Lift Vessels. They can carry a variety of unusual cargoes including heavy machinery, yachts, drilling rigs, barges and bridges. Their decks and hold tank tops are designed to withstand the high load density of cargoes and they sometimes



have their own integral specialised cranes



**LASH:** LASH (Lighter aboard Ships) carry large barges loaded with cargo. These barges are loaded and unloaded on to the ship using huge gantry cranes onboard the ships, alongside a jetty, or at anchorages. This method allows access to places with shallow waters or transportation of cargo by barges to inland areas using rivers and canals.



**Livestock Carriers:** Livestock Carriers are designed for transportation of animals and livestock like sheep, goats and cows. They have specially designed compartments for the carriage and care of the animals.



**Task 3**

- A. Give a short description of the purpose that the vessel serves. Begin your answer with (to). In this way a verb will be used to indicate the vessel's purpose. Example: to transport.....; to assist .....
- B. Give a short description of particular details of the vessel.

Type of Vessel	A	B
1. General Cargo	to <u>carry various range of cargo like bales, drums, or pallets.</u>	<u>small ship with a capacity of up to 35,000 metric tonnes.</u>
2. Dry Bulk Carrier	to _____	_____
	_____	_____
	_____	_____
3. Tanker	to _____	_____
	_____	_____
	_____	_____
4. Container Ship	to _____	_____
	_____	_____
	_____	_____
5. Ro-Ro Ship	to _____	_____
	_____	_____
	_____	_____
6. Reefer	to _____	_____
	_____	_____
	_____	_____
7. Lash-vessel	to _____	_____
	_____	_____
	_____	_____
8. Livestock	to _____	_____
	_____	_____



Type of Vessel	A	B
Carrier	_____	_____
	_____	_____
9. Heavy Lift Vessel	to _____	_____
	_____	_____
	_____	_____
10. Passenger Ship	to _____	_____
	_____	_____
	_____	_____



#### Task 4

#### Vocabulary

Match the words with their meanings.

- |         |       |            |        |
|---------|-------|------------|--------|
| - crude | ( F ) | - gasoline | (....) |
| - coal  | (...) | - dry bulk | (....) |
| - iron  | (...) | - ramp     | (....) |
| - ore   | (...) | - molases  | (....) |
| - grain | (...) | - jetty    | (....) |

- (A). black substance dug from underground, burnt as fuel.
- (B). small hard seeds of food plants such as wheat and rye.
- (C). a structure built from a shore out into the water for boats or ships (usually tankers) to berth, a loading pier, dock.
- (D). loose cargo e.g. sand.
- (E). a strong, hard magnetic silvery-grey metal, the chemical element of atomic number 26, used in construction and manufacturing (especially as steel). (Symbol: Fe)



- (F). in a natural or raw state; not yet processed or refined.
- (G). any natural substance from which metals and non-metallic materials can be extracted.
- (H). petrol.
- (I). a sloping surface connecting two levels, as on ro-ro ships and ferries.
- (J). thick, dark brown juice obtained from raw sugar during the refining process.



### Task 5

Put the cargoes under correct headings.

#### GENERAL CARGO

- .....
- .....
- .....
- .....
- .....

#### DRY BULK

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

#### LIQUID BULK

- .....
- .....
- .....
- .....
- .....



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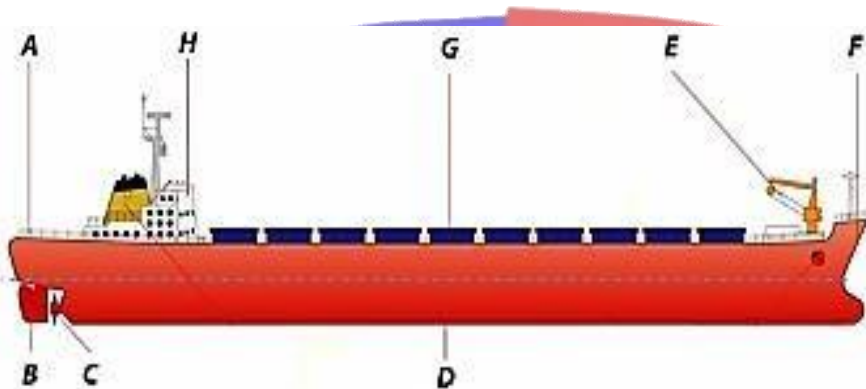


chemicals	gas	fertilisers	electronics	oil	machinery parts	scrap metal
cereals	timber	coal	petroleum	ore	piece goods	
sand	Paper rolls	molasses	soya bean	grain	sodium carbonate	

**Task 6****Part of the ship**

Use these words to name the parts of the ship (A-H)

- ( ) stern      ( ) rudder      ( ) davit      ( ) bridge  
 ( ) keel      ( ) bows      ( ) container      ( ) propeller

**Task 7****Read Carefully.**

There are two main parts of a ship: the hull and the machinery. The hull is the actual shell of the ship including her superstructure. The machinery includes not only the main engines required to drive her but also the auxiliary machinery (boilers,



generators, etc.) used for maneuvering purposes, steering, mooring, cargo handling and for various other services, e.g. the electrical installations, winches and refrigerating plant.

The rear portion of the ship is called the after end or stern. When moving stern first, the vessel is said to be moving astern. The front portion of the ship is called the fore end, whilst the extreme forward end is called the bow. When moving bow first, the vessel is said to be moving ahead. Fore and aft are generally used for directional purposes. The area between the forward and aft portions of the vessel is called amidships.

The maximum breadth of the vessel, which is found in the amidships body, is known as the beam. Many modern cargo and passenger liners have a transverse propulsion unit or bow thruster in the bows. Its purpose is to give greater maneuverability in confined waters, e.g. ports, and so reduce or eliminate the need for tugs. The rudder, which enables the vessel to maintain her course, is situated right aft.

The bulbous bow can improve passenger and crew comfort, as it can reduce pitching in heavy seas and has been provided in tankers, bulk carriers, and modern cargo liners to increase speed when in ballast.

The modern tendency is to have large unobstructed holds with mechanically operated hatch covers, both for the speedy handling of cargo, and to reduce turn-round time to a minimum.





### Task 8

Find the definition of these words in text above.

Names	Definition
a) hull	actual shell of a ship
b) superstructure	.....
c) machinery	.....
d) stern	.....
e) bow	.....
f) amidships	.....
g) beam	.....
h) propulsion unit/bow thruster	..... ..... .....
i) rudder	.....
j) bulbous bow	.....
k) hold	.....
l) hatch cover	.....



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### Task 9

**Match the words with their suitable definitions on the right. Use arrow!**

bow	left side
stern	body of a ship
port side	towards the rear
starboard side	the rear
aft	kitchen
forward	point that most forward
hull	machine to lift heavy things
keel	command station
bridge	living area
hatch way	a projection below the hull
galley	right side
windlass	opening in the deck
quarter	towards the front






### Task 10

#### Preposition of Places





The chart demonstrates some of the most common prepositions of place in English. Prepositions of Place are used to show the position or location of one thing with another. It answers the question "Where?" Below we have some more examples of Prepositions of Place:

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PREPOSITION	EXAMPLES
<ul style="list-style-type: none"> <li><b>in front of</b></li> </ul> 	<ul style="list-style-type: none"> <li>- The life buoy is <i>in front of</i> the mess room.</li> <li>- The ratings are standing by in front of the office.</li> </ul>
<ul style="list-style-type: none"> <li><b>behind</b> <i>behind</i> is the opposite of <i>in front of</i>. It means at the back (part) of something.</li> </ul> 	<ul style="list-style-type: none"> <li>- The safety shoes are behind the cupboard.</li> <li>- Behind the chartroom is a meeting room.</li> </ul>
<ul style="list-style-type: none"> <li><b>between</b> <i>between</i> normally refers to something in the middle of two objects or things (or places).</li> </ul> 	<ul style="list-style-type: none"> <li>- There is a sea (the English Channel) <i>between</i> England <i>and</i> France.</li> </ul>
<ul style="list-style-type: none"> <li><b>Across from/ opposite</b> <i>across from</i> and <i>opposite</i> mean the same thing. It usually refers to something being in front of something else BUT there is normally something between them like a street or table. It is similar to saying that someone (or a place) is on the other side of something.</li> </ul>	<ul style="list-style-type: none"> <li>- I live <i>across from</i> a supermarket (= it is on the other side of the road).</li> </ul>

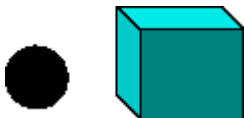


PREPOSITION	EXAMPLES
	
<ul style="list-style-type: none"> <li>• <b>next to/ beside</b>  <i>next to</i> and <i>beside</i> mean the same thing. It usually refers to a thing (or person) that is at the side of another thing.</li> </ul> 	<ul style="list-style-type: none"> <li>- The port is <i>next to</i> the bank.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>near / close to</b>  <i>near</i> and <i>close to</i> mean the same thing. It is similar to <i>next to / beside</i> but there is more of a distance between the two things.</li> </ul> 	<ul style="list-style-type: none"> <li>- The port is <i>near</i> the bank.</li> <li>- Our campus is <i>close to</i> the government office.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>on</b>  <i>on</i> means that something is in a position that is physically touching, covering or attached to something.</li> </ul> 	<ul style="list-style-type: none"> <li>- The clock <i>on</i> the wall is slow.</li> <li>- The emergency telephone is <i>on</i> the table.</li> </ul>



PREPOSITION	EXAMPLES
<ul style="list-style-type: none"> <li><b>above / over</b>  <i>above</i> and <i>over</i> have a similar meaning. The both mean "at a higher position than X" but <i>above</i> normally refers to being directly (vertically) <i>above</i> you.</li> </ul>  <p><i>Over</i> can also mean: physically covering the surface of something and is often used with the word <i>all</i> as in <i>All over</i>.  <i>over</i> is often used as a Preposition of Movement too.</p>	<ul style="list-style-type: none"> <li>- Planes normally fly <i>above</i> the clouds.</li> <li>- There is a ceiling <i>above</i> you.</li> <li>- I accidentally spilled oils <i>all over</i> the floor.</li> </ul>
<ul style="list-style-type: none"> <li><b>under / below</b>  <i>under</i> and <i>below</i> have a similar meaning. They mean at a lower level. (Something is above it).</li> </ul>  <p>sometimes we use the word <i>underneath</i> instead of <i>under</i> and <i>beneath</i> instead of <i>below</i>. There is no difference in meaning those they are less common nowadays.  <i>Under</i> is often used as a Preposition of Movement too.</p>	<ul style="list-style-type: none"> <li>- The breathing apparatus is <i>under</i> the table.</li> <li>- How long can you stay <i>under</i> the water?</li> <li>- Miners work <i>below</i> the surface of the Earth.</li> </ul>
<ul style="list-style-type: none"> <li><b>to the right of</b></li> </ul> 	<ul style="list-style-type: none"> <li>- The classroom is <i>to the right of</i> the yard.</li> </ul>

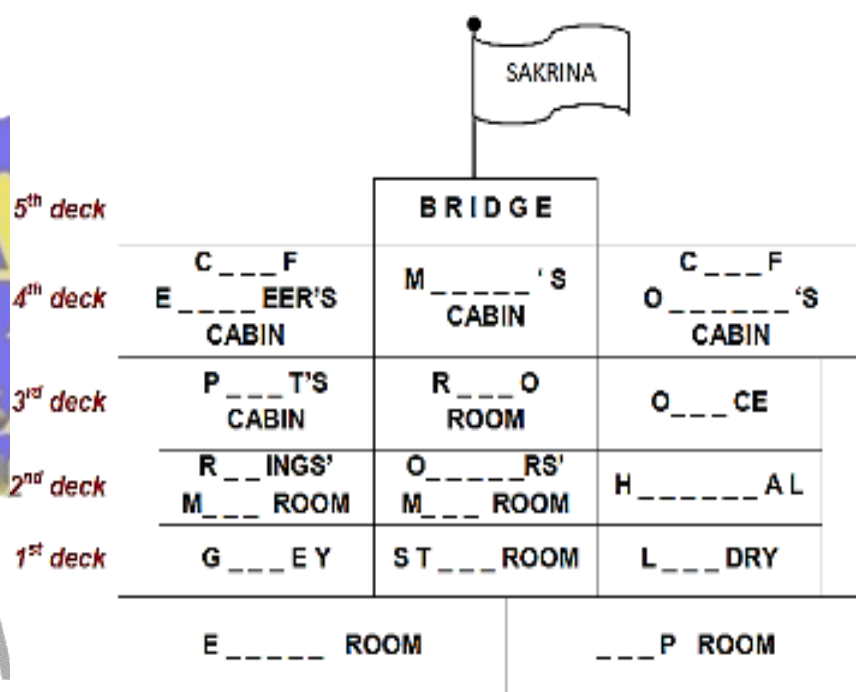


PREPOSITION	EXAMPLES
<ul style="list-style-type: none"> <li>to the left of</li> </ul> 	<ul style="list-style-type: none"> <li>The computer laboratory is <i>to the left of</i> audio visual studio.</li> </ul>



## Task 11

Label each room in MV Sakrina.







### Task 12

Describe the rooms on board using prepositions in task

10.

Example: The Bridge is *on* the fifth deck.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



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### Task 13

#### Language Focus

##### Direction

When you are on a ship looking forward towards the

**Port** bow, the side of the ship on your left is called Port.

When you are on a ship looking forward towards the

bow, the side of the ship on your right is called

**Starboard** Starboard.

**Aft or Stern** The Aft, or Stern, is the rear end of the ship.

**Forward or Bow** The Forward, or Bow, is the front end of the ship.

**Midships** Midships is the area in the centre of the ship.

**Port Bow** The forward part of the ship on the port side.

**Starboard Bow** The forward part of the ship on the starboard side

**Port Quarter** The aft part of the ship, usually from the stern to the accommodation, on the port side

**Starboard Quarter** The aft part of the ship, usually from the stern to the accommodation, on the starboard side

Abeam is the direction at right angles to the forward

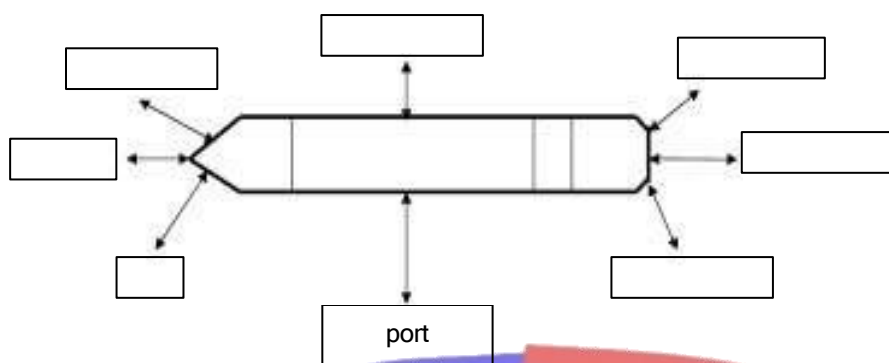
**Abeam** aft line of the ship, usually from the centre of the ship





#### Task 14

Based on the explanation above, give remarks to the suitable arrows below.



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## UNIT IV

### SAFETY EQUIPMENTS

#### Learning Objectives:

- Identifying various safety equipments
- Applying *there is* and *there are* correctly
- Using *present continuous* properly



#### Introduction

##### Task 1

When coming on board for the first time, it is important that you become familiar with the vessel's safety procedures, especially the alarm instructions, lifesaving and fire-fighting equipment, hazardous areas etc. as soon as possible

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Identify and name the safety equipments.

1



First aid box

2



.....

3



.....

4



.....

5



.....

6



.....

7



.....

8



.....

9



.....

10



.....

11



.....

12



.....

13



.....

14



.....

15



.....



**Task 2****Language Focus*****there is – there are*****1. Use of *there is, there are* in sentences and questions**

	<b>Singular</b>	<b>Plural</b>
<b>Affirmative sentences</b>	There is a safety helmet in the office.	There are two safety helmets in the room.
<b>Negative sentences</b>	There is not a lifebuoy in front of the bridge.	There are not safety shoes in the cupboard.
	There is no lifebuoy in front of the bridge.	There are no safety shoes in the cupboard.
<b>Questions</b>	Is there a fire alarm on the wall?	Are there life jackets in the store room?

**2. Contracted forms of *there is, there are***

- Contractions are only possible from **there is – there's**
- The form **there're** is not used.
- Do not form contracted forms in questions with *is there/are there*.

	<b>Singular</b>
<b>Affirmative sentences</b>	There's a safety helmet in the office.
<b>Negative sentences</b>	There's not a lifebuoy in front of the bridge.
	There isn't a lifebuoy in front of the bridge.
	There's no lifebuoy in front of the bridge.

- in informal English you may hear the contracted form *there's* used with plural nouns. This is grammatically not correct.





### Task 3

**Make sentences with there is/ there are.**

Example:

(in the Aegean/a lot of islands)

There are a lot of island in the Aegean Sea.

1. in the chartroom / a lot of maps  
\_\_\_\_\_
2. in a Scotch boiler / combustion chamber  
\_\_\_\_\_
3. in a boiler / some safety valve  
\_\_\_\_\_
4. in this boiler / a main stop valve  
\_\_\_\_\_
5. in a water-tube boiler / fire proof casing  
\_\_\_\_\_



### Task 4

**Put in *there is, there are, it's, there isn't, there aren't, is there, are there.***

Example:

Well, there are twelve months in a year, but I work only six.

1. Look ! \_\_\_\_\_ a free bollard on the quay? No, \_\_\_\_\_.
2. How many masts \_\_\_\_\_ on your sailing ship? \_\_\_\_\_ three.



3. \_\_\_\_\_ a container ship in the harbour. No, \_\_\_\_\_.
4. \_\_\_\_\_ a fast ship sailing at 10.00 \_\_\_\_\_ a flying dolphin?
5. What's wrong? \_\_\_\_\_ a war ship in the harbour \_\_\_\_\_ Turkish!
6. I don't want to buy the boat \_\_\_\_\_ too expensive.



### Task 5

Ask questions as in the examples considering the answers.

Examples:

- (furnace/boiler)

Is there a furnace in a boiler? Yes, there is.

- (steering wheels/cargo ship)

How many steering wheels are there, on a cargo ship? Just one.

1. (water drums / water-tube boiler)

\_\_\_\_\_ ? Usually three.

2. (steam drum / water-tube boiler)

\_\_\_\_\_ ? Yes, there is.

3. (Coast Guard station / this fishing village)

\_\_\_\_\_ ? No, there isn't.

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4. (impeller / centrifugal pump)  
\_\_\_\_\_ ? Yes, there is.
5. (gear-wheels / gear wheel pump)  
\_\_\_\_\_ ? Yes, there are.
6. (smoke box/Scotch boiler)  
\_\_\_\_\_ ? Just one.



### Task 6

Read the text carefully.

#### 10 Main Personal Protective Equipments (PPE) Used On board Ship

Safety of self and co-workers is the prime priority kept in mind by a professional seafarer while working on board ship. All shipping companies ensure that their crew follow personal safety procedures and rules for all the operation carried on board ships. To achieve utmost safety on board ship, the basic step is to make sure that everybody wears their personal protective equipment made for different types of jobs carried out on ship. Following are the basic Personal Protective Equipments (PPE) that are always present on board a ship to ensure safety of the working crew:

1. **Protective Clothing:** Protective clothing is a coverall which protects the body of the crew member from hazardous substance like hot oil, water, welding spark etc. It is popularly known as “dangri” or “boiler suit”.



2. **Helmet:** The most important part of the human body is the head. It needs utmost protection which is provided by a hard plastic helmet on the ship. A chin strap is also provided with the helmet which keeps the helmet on place when there is a trip or fall.
3. **Safety Shoes:** Maximum of the internal space of the ship is utilized by cargo and machinery, which is made of hard metal and which make it clumsy for crew to walk around. Safety shoes ensure that nothing happens to the crew member's feet while working or walking on board.
4. **Safety Hand gloves:** Different types of hand gloves are provided onboard ship. All these are used in operations wherein it becomes imperative to protect ones hands. Some of the gloves provided are heat resistant gloves to work on hot surface, cotton gloves for normal operation, welding gloves, chemical gloves etc.
5. **Goggles:** Eyes are the most sensitive part of the human body and in daily operations on ship chances are very high for having an eye injury. Protective glass or goggles are used for eye protection, whereas welding goggles are used for welding operation which protects the eyes from high intensity spark.
6. **Ear Muff/plug:** Engine room of the ship produces 110-120 db of sound which is very high for human ears. Even minutes of exposure can lead to head ache, irritation and sometimes partial or full hearing loss. An ear muff or ear plug is used on



board ship which dampens the noise to a bearable decibel value.

7. **Safety harness:** Routine ship operation includes maintenance and painting of high and elevated surfaces which require crew members to reach areas that are not easily accessible. To avoid a fall from such heightened area, safety harness is used. Safety harness is donned by the operator at one end and tied at a strong point on the other end.
8. **Face mask:** Working on insulation surface, painting or carbon cleaning involves minor hazardous particles which are harmful for human body if inhaled directly. To avoid this, face mask are provided which acts as shield from hazardous particle.
9. **Chemical suit:** Use of chemicals on board ship is very frequent and some chemicals are very dangerous when they come in direct contact with human skin. A chemical suit is worn to avoid such situations.
10. **Welding shield:** Welding is a very common operation on board ship for structural repairs. A welder is provided with welding shield or mask which protects the eyes from coming in direct contact with ultraviolet rays of the spark of the weld.



### Task 7

Answer the following questions.

1. What is PPE?
2. What is “dangri”?



3. Rewrite the function of safety equipments in the text with your own words!
4. How significant is the use of safety equipments on board?
5. What are other safety equipments? Describe!



### Task 8

Use the information in the text to match the safety equipments (A-F) with the description (1-5) below.

- |   |                     |
|---|---------------------|
| A | Ear plug            |
| B | Protective clothing |
| C | Face mask           |
| D | Welding shield      |
| E | Chemical suit       |
| F | Safety harness      |

#### Example

This device is designed to protect against falls from height.

F

1. Protecting the eyes, face and neck from flash burn, ultraviolet light, sparks, infrared light, and heat in the process of joining metal parts by heating the surfaces to the point of melting and pressing or hammering them together. \_\_\_\_\_

2. Protecting human body from a distinct substance which has been artificially prepared or purified. \_\_\_\_\_



3. Basically function to protect auditory from loud noises or the intrusion of water, foreign bodies, dust or excessive wind. \_\_\_\_\_
4. Preventing the olfactory from harmful particles. \_\_\_\_\_
5. Loose clothing garment covering the whole body except head to prevent from any harmful substance. \_\_\_\_\_



### Task 9

#### Vocabulary

Match the words with their meanings.

- |              |   |
|--------------|---|
| 1) utmost    | a) to put on (an item of clothing)  |
| 2) hazardous | b) awkward in movement or performance.  |
| 3) clumsy    | c) to make less strong or intense; to reduce the amplitude of (a sound source). |
| 4) to dampen | d) harmful; risky; dangerous  |
| 5) to don    | e) maximum; greatest  |



### Task 10

Complete the sentences using words in the box.

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hazardous	utmost	dampen	don	clumsy
-----------	--------	--------	-----	--------



1. All crew must obey the regulations and procedures to obtain \_\_\_\_\_ safety on board.
2. You should wear protective clothing to prevent your body from any \_\_\_\_\_ things.
3. People might think it looks \_\_\_\_\_ wearing chemical suit.
4. Then he tried to \_\_\_\_\_ the radiation by using a ferrite shield, but that became blazingly hot.
5. Do you know how to \_\_\_\_\_ the safety harness?



### Task 11

Put the safety equipments in Task 1 and Task 6 according to their storage!

Locker	Cabin	General Safety



### Task 12

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

(Life Jacket)

Where is your life jacket? My life jacket is in the cabin.

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1. (muster station)

---

2. (immersion suit)

---

3. (lifeboat)

---

4. (life raft)

---

5. (helmet)

---

6. (safety goggle)

---

7. (safety shoes)

---

8. (earplug)

---

9. (safety harness)

---

10. (welding shield)

---



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**Task 13**

**Label these safety equipments on board.**



No	Name
	Davit-lunched lifeboat
	Rescue Boat
	Embarkation boat davit
	free fall life boat
	lifeboat
	embarkation station

**Task 14**

**Read the article and answer the following questions**

Getting injured or hurt while working on ships is very common. It's hard to find a seafarer who hasn't been through an accident and hurt himself. A recent report conducted by a maritime organization states that more than 70% of personal injuries take place because of sheer negligence and failure in following safety procedures.

Injuries on ships ranges from minor to the most gruesome types; some even leading to fatalities. Though seafarers are aware of these injuries, most of them tend to ignore safety procedure. However, in order to ensure one's personal safety, along with safety of the ship and its crew, it is imperative to remember some very common personal injuries while working on board ships.

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## 1. Eye Injury

Protection of eyes is of paramount importance while working on ships. Shipboard jobs such as welding, chipping, painting, and working with hazardous material such as oil, chemicals etc. pose great



danger to the eyes of ship personnel. Appropriate goggles or protective equipment should be worn while carrying out such jobs.

## 2. Hand and Foot Injury



Working on ships requires handling hot and sharp objects. A variety of gloves are used to protect hands of the seafarers; however, several accidents have occurred in past because of using loose or wet/oily gloves. Hand injuries have occurred because of accidents due to trapping of gloves on drum ends or machinery, slipping of objects, loss of grip etc.

Moreover, inappropriate footwear such as sandals and flip-flops give little protection to feet from falling loads, hot work and hazardous materials. Such inappropriate footwear can also lead to trips and falls. It is therefore important to wear proper personal protective equipment for protection of hands and feet.



### 3. Injuries from Fall and Trips

Injuries due to trips and falls occur due to slippery floor, oily surfaces, openings in the floor, tool/ spare parts lying on floor etc. Accidents because of falling from heights, tripping off the rails, and slipping over ladders have also been commonly reported in the past.



### 4. Head Injury



Head injuries are caused due to failure to duck, when stepping over coamings etc. and thus hitting the head on the door frame or bulkhead. Such injuries can also be caused while working on machinery systems or due to slipping and falling. Make sure you are wearing helmets all the time while working or entering confined spaces.

### 5. Injuries from Deck Operations such as Mooring and Cargo Handling

Working on decks during mooring and cargo operations





provide the circumstances for potentially serious accidents. Seafarers should never stand in a bight of a rope or near a rope under tension. Also, while handling cargo operations, all safety precautions should be followed.

## **6. Burns and Scalds**



Burns and scalding are commonly caused by hot pipelines, steam and fire. They are also caused by shocks from faulty electrical equipment. Hot oils, steam, chemicals and similar hazardous

materials should always be handled with care to avoid such accidents.

## **7. Injury from Electric Shock**

Unattended electrical connections and exposed wires can lead to fatal accidents on board ships. Seafarers should be extremely careful while handling electrical connections and no electrical equipment should be handled without proper knowledge or assistance. Moreover, personal electrical equipment shouldn't be connected to the ship's electrical system without the permission of a responsible officer.

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## 8. Injury from Misuse of Tools/ Machinery/ High Pressure Equipment

Injuries can occur due to misuse of tools or while not following the correct procedures for operating machinery systems. Moreover, not using the correct tools, unattended machinery, and incorrect methods to use tools also leads to injuries. Failure in using protection when handling high pressure equipment can also cause serious injuries.



## 9. Cuts



There are several sharp equipment and tools on ships. To avoid cuts all these tools should be handled with care and must not be left lying around where someone may accidentally cut themselves. Broken glasses, grinders and sharp knives/tools should be properly disposed or stored in secured places to avoid cuts.

## 10. Back Injury/Manual Handling

Injuries due to strained muscles are common on board ships. Manual handling of loads leads to several back injury to seafarers. Heavy loads shouldn't be lifted alone. Manual handling injuries can be avoided by using the right technique to lift loads.







### Task 15

Answer the following questions based on the text above!

1. What cause injuries while working on ships?
2. What kinds of activities that might cause eye injury?
3. What injuries which are caused due to failure to duck?
4. Why should seafarer be careful while handling electrical connections?
5. Describe each injury and the causes with your own words!
6. What to do to prevent each injury in question 5?
7. Have you ever experienced injury or hurt? What is the cause and how do you prevent it?
8. What do you do when you got hurt while working on board?



### Task 16

Use the information in the text to label the types of injuries (A-F) with their causes below.

- A Eye injury
- B Hand and foot injury
- C Head injury
- D Burns and scalds
- E Cuts
- F Falls and Trips

Example  
Painting

A



Tripping off the rails	___	Working with hot	___
		pipelines	
Working with chemicals and	___	Sharp tools	___
oils			
Wearing oily/wet gloves	___	Stepping over coamings	___
Broken glasses	___	Chipping	___
Entering confined spaces	___	Slipping over ladders	___
Shocks from faulty	___	Wearing sandals	___
electrical equipment			



### Task 17

#### Vocabulary

Match the words with their meanings.

- |               |         |             |         |
|---------------|---------|-------------|---------|
| 1) sheer      | ( j )   | 6) to duck  | ( ... ) |
| 2) negligence | ( ... ) | 7) coaming  | ( ... ) |
| 3) gruesome   | ( ... ) | 8) confined | ( ... ) |
| 4) along with | ( ... ) | 9) bight    | ( ... ) |
| 5) paramount  | ( ... ) | 10) faulty  | ( ... ) |

- (a) more important than anything else; supreme.  
 (b) having imperfection or lack.  
 (c) in company with or at the same time as.  
 (d) to lower the head or body quickly  
 (e) causing repulsion or horror; grisly.



- (f) a loop of rope.
- (g) failure to take proper care over something.
- (h) (of a space) enclosed; cramped.
- (i) a raised border round the cockpit or hatch of a yacht or other boat to keep out water.
- (j) nothing other than; unmitigated.



### Task 18

#### Language Focus

Study this picture.

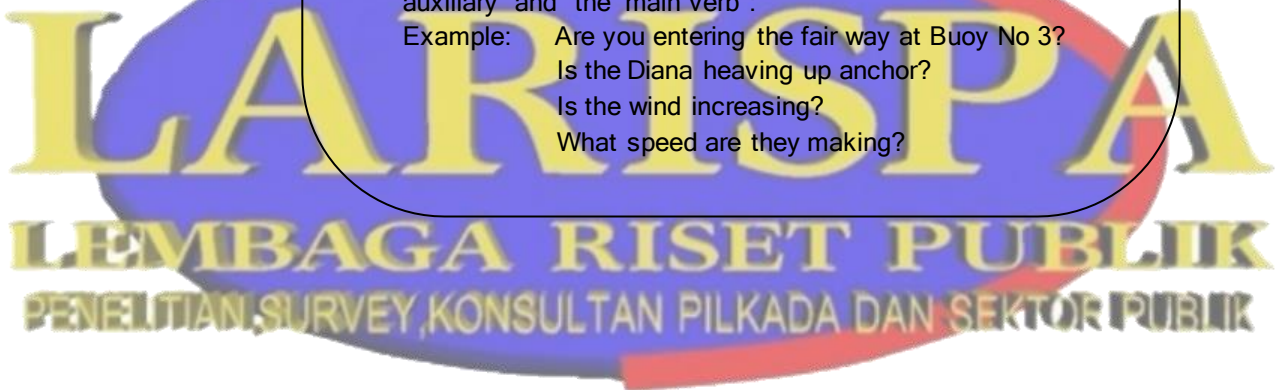


- What are the ratings doing?
- They are painting the ship.
- Are they wearing safety equipments? Yes, they are.
- They are wearing helmets, protective clothing, safety boat and safety harness.

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- **Present Continuous** is used only when speaking of a continuous action that is happening right now. It can also be used about an action that will happen in the very near future. For example, I am flying to London this evening.
- The Present Continuous is formed by the **present of the auxiliary to be + the ending -ing** linked to the main verb.
- NOTE: The following changes take place when adding the ending -ing:
  - ✓ a verb ending in silent-e drops the vowel  
Ex. come → coming
  - ✓ after a short vowel the consonant doubles  
Ex. sit → sitting
  - ✓ -i e changes in to - y at the end of a verb  
Ex. lie → lying; tie → tying
  - BUT: cry → crying
- Questions are formed by reversing the order of the auxiliary and the main verb :  
Example: Are you entering the fair way at Buoy No 3?  
Is the Diana heaving up anchor?  
Is the wind increasing?  
What speed are they making?



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### Task 19

Look at these pictures. Complete the sentences.

1.



The pilot \_\_\_\_\_  
(steer) the ship.

2.



The fitter \_\_\_\_ (not/paint) the  
pipe, but he \_\_\_\_\_  
(weld) it.

3.



What are the ABs doing?  
They \_\_\_\_\_.

4.



The deck hand \_\_\_\_\_  
\_\_\_\_\_.

5.



The crew \_\_\_\_\_  
\_\_\_\_\_.

6.



The Captain \_\_\_\_\_  
\_\_\_\_\_.





### Task 20

**Make sentences in present continuous. Add appropriate subjects.**

Example

Heave in [the] back spring.

I'm heaving in [the] back spring.

1. Stand by [the] engine.

\_\_\_\_\_

2. Jump into water and enter [the] lifeboat.

\_\_\_\_\_

3. Stand clear of [the] vessel and report.

\_\_\_\_\_

4. Connect [the] lifeboats with lines and report.

\_\_\_\_\_

5. Inform [the] coast radio station.

\_\_\_\_\_

6. Report [the] total number of person rescued.

\_\_\_\_\_

7. Chip on [the] deck.

\_\_\_\_\_

8. Work with [the] electrical connection.

\_\_\_\_\_

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### Task 21

**Describe what is happening now. Put the verbs in the correct form:**

**Remember some verbs are not in the Present Continuous!**

It (be) \_\_\_\_\_ afternoon. The weather (be) \_\_\_\_\_ fine. We (see) \_\_\_\_\_ the fishermen returning in their boats. They (look) \_\_\_\_\_ tired. Their children and their wives (wait) \_\_\_\_\_ from them on the jetty. The fishing boats (sails) \_\_\_\_\_ into port one after the other. It (be) \_\_\_\_\_ pleasant to see them crossing the blue waves. Some of them (be) \_\_\_\_\_ in full sail. One fisherman (wave) \_\_\_\_\_ to his family.



### Task 22

**Describe what is happening now in your surroundings (100 words).**

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## ANSWER KEYS

### UNIT I

#### Task 1

1. Seaman"s books
2. Passport
3. Certificate of proficiency
4. Certificate of competence

#### Task 2

1. My name is ... ( Andi Faizal Baharudin)
2. My first name is ... (Andi)
3. My last name is ... (Baharudin)
4. My family name is ... (Baharudin)
5. My nick name is ...(Faiz)
6. I am ... (19) years old
7. I am from ... (Makassar)
8. I live ..... (in Makassar)
9. Yes/No, .....(Yes, i do / No, I do not)
10. My passport number is .....(241338)

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### Task 3

Name : Andi Faizal Baharudin  
Nickname : Faiz  
Last name : Baharudin  
Family name : Baharudin  
Age : 19  
Address : Makassar  
Passport Number : 241338

### Task 5

My name is Andi Faisal Baharudin. A is for Alpha. N is for November. D is for Delta. I is for India. F is for Foxtrot. A is for Alpha. I is for India. Z is for Zulu. A is for Alpha. L is for Lima. B is for Bravo. A is for Alpha. H is for Hotel. A is for alpha. R is for Romeo. U is for Uniform. D is for Delta. I is for India. N is for November.

### Task 6

- B-R-I-D-G-E. B is for Bravo. R is for Romeo. D is for Delta. G is for Golf. E is for Echo.
- C-A-P-T-A-I-N. C is for Charlie. A is for Alpha. P is for Papa. T is for Tango. A is for Alpha. I is for India. N is for November.
- O-F-F-I-C-E-R. O is for Oscar. F is for Foxtrot. F is for Foxtrot. I is for India. C is for Charlie. E is for Echo. R is for Romeo.



- V-E-S-S-E-L. V is for Victor. E is for Echo. S is for Sierra. S is for Sierra. E is for Echo. L is for Lima.
- E-N-G-I-N-E-E-R. E is for Echo. N is for November. G is for Golf. I is for India. N is for November. E is for Echo. E is for Echo. R is for Romeo
- R-A-T-I-N-G-S. R is for Romeo. A is for Alpha. T is for Tango. I is for India. N is for November. G is for Golf. S is for Sierra.
- I-N-D-O-N-E-S-I-A. I is for India. N is for November. D is for Delta. O is for Oscar. N is for November. E is for Echo. S is for Sierra. I is for India. A is for Alpha.

### Task 8

1. Is
2. is not
3. is; is
4. are; are not
5. are; am
6. Are
7. is; is not
8. are; are

### Task 9

- |          |               |            |
|----------|---------------|------------|
| 1. He"s  | 3. It"s not   | 5. I'm not |
| 2. We're | 4. You're not | 6. That"s  |

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**Task 10**

1. She is not a passenger-ship.
2. The container-ships are in port.
3. The deck-officers are not on board now.
4. The Captain is on the bridge.
5. These are sailing-boats.

**Task 11**

1. Are the Bosun and the Third Mate aft?
2. Are these passengers from Palopo?
3. Are those islands Indonesia?
4. Is the ship in the distance a tanker?
5. Is the Pilot on board?

**Task 12**

1. does not do
2. does; he does
3. do
4. do not do; do they do
5. do; does she do; she does not

**Task 13**

1. has
2. has
3. do you have

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4. has; does not have
5. have
6. does he have; he does
7. do we have; we do not.

**Task 14**

1. they
2. she
3. we
4. they
5. he

**Task 15**

1. yours; mine
2. his; hers
3. theirs
4. yours; ours
5. ours
6. its
7. yours

**Task 16**

1. He is Captain Jack's son.
2. His responsibility is running the ship while at sea and for the safety of the crew, passengers and cargo.

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3. The main idea of the text is the personal data of Captain Jack.
4. Yes, I do. They are tanker, Ro-ro, LNG, and Refeer ship.
5. Yes, I do. The criteria of proper captain are: having certificate of class I, having at least 10 years experience on board, and good leadership.
6. Yes, I do. They are chief officer, second officer, third officer. Chief Officer assists the captain on board also supervises the loading and discharging. Second officer is in charge of chart and route. Third officer is responsible for safety equipments.

### Task 17

My name is Andi Faizal Baharudin. My friends call me Faiz. I am 19 years old. I live in Makassar. I study in Merchant Marine Polytechnic of Makassar, majoring in nautical department. Mr. Baharudin is my father. He works as seafarer. His rank is chief officer. My mother is Mariana. She is civil servant. I have two sisters. They are Rania and Belinda.

I like playing football. I play football in the afternoon after I finish studying. I love math, physics and English.

### Task 19

1. False
2. True
3. True
4. True

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5. False
6. False
7. False
8. True
9. True
10. False

**Task 20**

1. Korea; Korean; Korean
2. Turkey, Turkish, Turk
3. Japan; Japanese; Japanese
4. India; Indian, Indian
5. United States of America; American; American
6. Canada, Canadian, Canadian
7. China, Chinese, Chinese
8. Rusia, Russian, Russian
9. Phillipines, Filipino, Filipino
10. United Emirate Arab, Emirian/Emirati, Emirian/Emirati

**Task 21**

(Write the aswers as sample)

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## Task 22

### CURRICULUM VITAE

#### Personal data

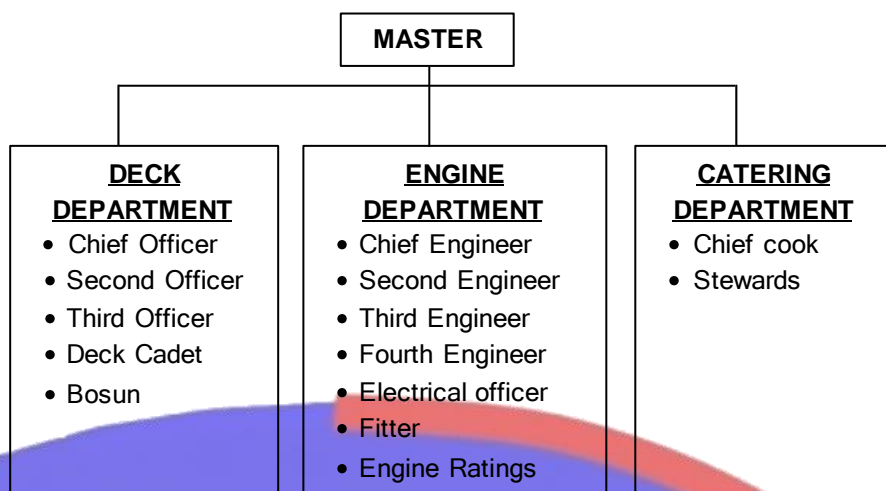
Name : Andi Faizal Baharudin  
Place/Date of Birth : Makassar, 25 July 1996  
Sex/Status : Male/single  
Rank : Cadet  
Religion : Islam  
Nationality : Indonesian  
Address : A. Yani Street No. 45, Makassar  
Telephone Number : 085670899812  
Email : andifb@pipmakassar.com  
Passport Number : 241338

#### Formal Education

University : Merchant Marine Polytechnic of Makassar  
Senior High School : SMA N 2 Makassar  
Junior High School : SMP N 1 Makassar  
Elementary School : SD N 1 Makassar

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**UNIT II****Task 2****Task 3**✓ **Deck Department**

No	Crew	Responsibilities	Schedule of Watchkeeping
1.	Chief officer	He is responsible for loading, discharging and care of the cargo in port and at sea; the general maintenance of the deck and accommodation areas; and maintaining the navigation and safety equipment.	4-8 morning and evening navigation watch
2.	Second officer	He is responsible for the upkeep of navigational charts, navigational equipment and publications.	12-4 morning and night



No	Crew	Responsibilities	Schedule of Watchkeeping
3.	Third officer	He is responsible for the maintenance of the ship's safety equipment, including the fire-fighting and the life-saving equipment, under the guidance of the Chief Officer.	8-12 mornings and evening navigational watch
4.	Bosun	He takes orders from the Chief Officer for the maintenance work on deck and allocates work to the Deck Ratings.	
5.	Deck cadet		

✓ **Engine Department**

No	Crew	Responsibilities	Schedule of Watchkeeping
1.	Chief Engineer	Maintenance, operation all machinery, ordering and storing sparepart, estimate the fuel consumption	
2.	Second Engineer	Engine room machinery, assist CE	4-8 morning and evening navigation watch
3.	Third Engineer	Auxiliary Engine, electronical equipment, assist general maintenance in Engine room	12-4 morning and night
4.	Fourth Engineer	Auxiliary machinery such as purifier and pumps. Calculating bunkering	8-12 mornings and evening navigational watch
5.	Electrical Officer	Maintenance electrical equipment such as radio, navigation and safety equipment	



No	Crew	Responsibilities	Schedule of Watchkeeping
6.	Fitter	Welding and gas work	
7.	Engine Rating	Maintenance and cleaning	

**Task 4**

1. d
2. h
3. j
4. f
5. a
6. b
7. k
8. e
9. i
10. c
11. g
12. l
13. m

**Task 5**

1. ensure
2. assist
3. plots
4. orders
5. delegated

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6. sufficient
7. store
8. welded
9. upkeep
10. monitors

### Task 7

23/3/78	The twenty-third of March nineteen ninety-eight
11/7/89	The eleventh of July nineteen eighty-nine
15/5/65	The fifteenth of May nineteen sixty-five
22/4/79	The twenty-second of April nineteen seventy-nine
30/12/85	The thirtieth of December nineteen eighty-five
17/8/53	The seventeenth of August nineteen eighty-five
13/1/11	The thirteenth of January two thousand and eleven
14/9/14	The fourteenth of September two thousand and fourteen
25/11/17	The twenty-fifth of November two thousand and seventeen
11/12/12	The eleventh of December two thousand and twelve

### Task 9

No	Time on shore	You write	You say
1.	07.00 AM	0700	Zero seven hundred hours
2.	09.00 PM	2100	Twenty one hundred hours
3.	07.30 AM	0730	Seven thirty
4.	09.30 AM	0930	Nine thirty
5.	02.00 PM	1400	Fourteen hundred hours
6.	01.00 AM	0100	Zero one hundred hour
7.	11.00 AM	1100	Eleven hundred hours
8.	11.40 PM	2340	Twenty three forty
9.	07.28 AM	0728	Seven twenty eight
10.	08.55 PM	2055	Twenty fifty-five



### **Task 11**

1. has; supplies; connects; drives; drives; holds
2. does not get; takes
3. takes
4. sails; are
5. does ferry call; think; puts in
6. speaks
7. tow; have

### **Task 12**

1. What do the deck-hands do?
2. What does a purser do?
3. What does a boatswain do?
4. What does a chief steward do?
5. What does a coxswain do?
6. What do cadets do?

They work under the guidance and command of the Chief Officer.

### **Task 14**

1. They have leisure time on Saturday afternoon/Sunday.
2. They work on field.
3. They do first watch at 2000-2400.
4. Mid watch is at 0000-0400.
5. They have breakfast at 0630.

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6. The officers do sanitary inspection of food handlers and divine services weekly. Then, on Friday they work on field. The captain does inspection of lower deck, holds store rooms, engineering spaces on Thursday/Friday. Next, on Friday/Saturday, he inspects his crew, messing and berthing spaces. They have holiday on Saturday afternoon/Sunday.
7. Determine which officer does each watch on board!
8. How does the officer"s daily routine compare with yours?
9. What can you infer from the activities on board above?
10. Create your own weekly and daily routines in paragraphs!

### UNIT III

#### Task 1

1. Tanker ship
2. General cargo ship
3. Dry bulk carrier
4. Passenger ship

#### Task 3

Type of Vessel	A	B
1. Dry Bulk Carrier	to carry homogenous unpacked cargo in bulk.	Carriers are commonly categorized by their size.
2. Tanker	to transport liquids such as crude oil, petroleum products, various oils	Depending on the type of cargo, tankers are further classified, for example: Crude



Type of Vessel	A	B
	and liquid chemicals in bulk.	oil tanker, Product tanker, Gas tanker and Chemical tanker.
3. Container Ship	to carry a diverse range of cargo in bales, drums or in palletized form.	usually small ship with a capacity of up to 35,000 metric tonnes.
4. Ro-Ro Ship	to carry cars and commercial vehicles.	It is used for short inter-sea trade.
5. Reefer	to carry cargo that needs to be kept frozen or chilled; this includes fruits, meat, juices or other perishable foodstuffs.	Its insulated cargo holds have specially designed refrigeration and air-cooling systems to maintain a specific range of low temperatures.
6. Lash-vessel	to carry large barges loaded with cargo.	These barges are loaded and unloaded on to the ship using huge gantry cranes onboard the ships, alongside a jetty, or at anchorages.
7. Livestock Carrier	to transport of animals and livestock like sheep, goats and cows.	It is specially designed compartments for the carriage and care of the animals.
8. Heavy Lift Vessel	to carry a variety of unusual cargoes including heavy machinery, yachts, drilling rigs, barges and bridges.	It decks and hold tank tops are designed to withstand the high load density of cargoes and they sometimes have their own integral specialised cranes.
9. Passenger Ship	to travel between two ports or for pleasure cruising.	It carries cars, commercial vehicles and small quantities of containers or palletised cargoes along with the passengers.



#### Task 4

- crude	(F)	- gasoline	(H)
- coal	(A)	- dry bulk	(D)
- iron	(E)	- ramp	(I)
- ore	(G)	- molases	(J)
- grain	(B)	- jetty	(C)

#### Task 5

##### GENERAL CARGO

- timber
- machinery parts
- electronics
- piece goods
- Paper rolls

##### DRY BULK

- sand
- soya bean
- grain
- fertilisers
- cereals
- scrap metal
- ore
- coal
- sodium carbonate

##### LIQUID BULK

- chemicals
- oil
- gas
- petroleum
- molases

#### Task 6

- ( A ) stern      ( B ) rudder      ( E ) davit      ( H ) bridge  
( D ) keel      ( F ) bows      ( G ) container      ( C ) propeller



**Task 8**

<b>Names</b>	<b>Definition</b>
a) hull	actual shell of a ship
b) superstructure	a structure built on top of a ship
c) machinery	consisting of main engines required to drive her and auxiliary machinery (boilers, generators, etc.) used for maneuvering purposes, steering, mooring, cargo handling and for various other services, e.g. the electrical installations, winches and refrigerating plant
d) stern	the rear portion of the ship
e) bow	the extreme forward end.
f) amidships	the area between the forward and aft portions of the vessel
g) beam	the maximum breadth of the vessel, which is found in the amidships body
h) propulsion unit/bow thruster	to give greater maneuverability in confined waters, e.g. ports, and so reduce or eliminate the need for tugs
i) rudder	enabling a vessel to maintain her course, is situated right aft
j) bulbous bow	improving passenger and crew comfort, as it can reduce pitching in heavy seas and has been provided in tankers, bulk carriers, and modern



Names	Definition
k) hold	cargo liners to increase speed when in ballast a storage space in the lower part of a ship
l) hatch cover	a small opening in a floor covering the holds

### Task 9

bows → point that is most forward

stern → the rear

port side → left side

starboard side → right side

aft → towards the rear

forward → towards the front

hull → body of a ship

keel → a projection below the hull

bridge → command station

hatch way → opening in the deck

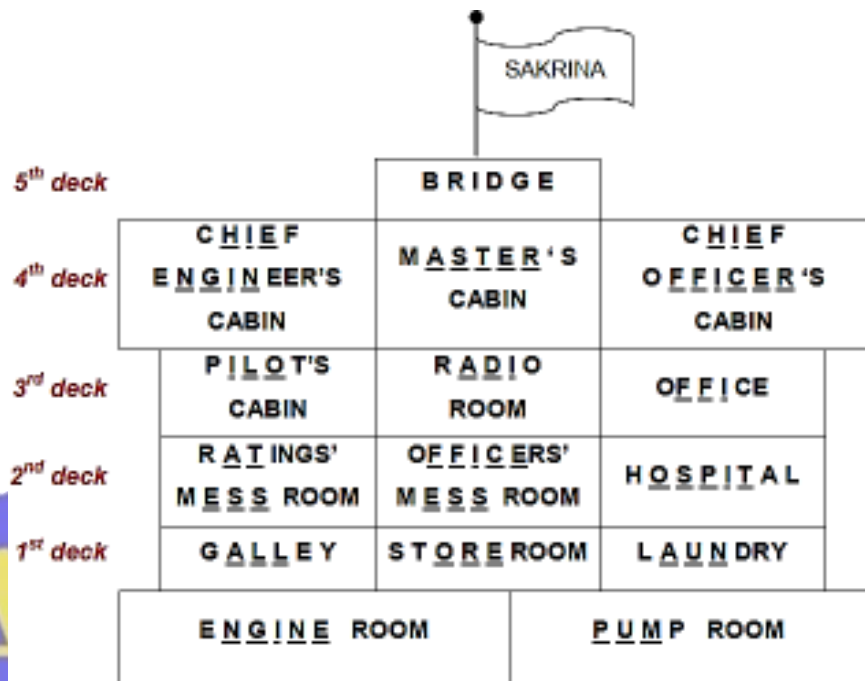
galley → kitchen

windlass → machine to move heavy things

quarters → living area

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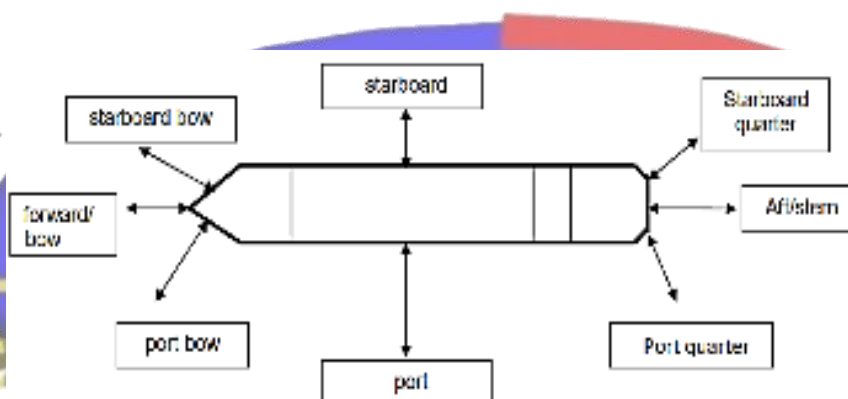
**Task 12****Task 13**

1. The bridge is above the master's cabin.
2. The master's cabin is between the chief engineer's cabin and chief officer's cabin.
3. The Chief Engineer's cabin is to the left of the master's cabin.
4. The Chief Officer's cabin is to the right of the master's cabin.
5. The Pilot's cabin is beside the radio room.
6. The radio room is above the officers' mess room.
7. The office is below the chief engineer's cabin.



8. The ratings' mess room is on the second deck.
9. The officers' mess room is beside the ratings' mess room.
10. The hospital is on the right of the officers' mess room.
11. The galley is under the ratings' mess room.
12. The store room is between the galley and the laundry.
13. The laundry is above the pump room.
14. The engine room is below the first deck.
15. The pumproom is beside the engine room

### Task 15



### UNIT IV

#### Task 1

1. First aid box
2. Earplug
3. Fire extinguishers
4. Breathing apparatus



5. Fire alarm
6. Fire hoses
7. Safety helmet
8. Life boats
9. Immersion suit
10. Life jacket
11. Life raft
12. Safety gloves
13. Life buoy
14. Safety harness
15. Safety shoe

### Task 3

1. There are a lot of maps in the chartroom.
2. There is combustion chamber in a Scotch boiler.
3. There are some safety valves in a boiler.
4. There is a main stop valve in this boiler.
5. There is fire proof casing in a water-tube boiler.

### Task 4

1. Look! There is a free bollard on the quay? No, there isn't.
2. How many masts are there on your sailing ship? There are three.
3. There is a container ship in the harbour. No, there isn't.
4. Is a fast ship sailing at 10.00 there a flying dolphin?

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5. What's wrong? \_\_\_\_\_ a war ship in the harbour \_\_\_\_\_ Turkish!
6. I don't want to buy the boat it's too expensive.

### Task 5

1. How many water drums are there in water-tube boiler?  
Usually three.
2. Is there steam drum in water-tube boiler? Yes, there is.
3. Is there Coast Guard station in this fishing village? No, there isn't.
4. Is there impeller in centrifugal pump? Yes, there is.
5. Are there gear-wheels in gear wheel pump? Yes, there are.
6. How many smoke box is there in Scotch boiler? Just one.

### Task 6

1. PPE is the basic Personal Protective Equipments that are always present on board a ship to ensure safety of the working crew.
2. It is the popular name of protective clothing.
3. The function of safety equipments:
  - a. Protective Clothing is to protect our body from dangerous substance while working on board.
  - b. Helmet is function to protect our heads.
  - c. Safety shoes are to prevent from slippery and or any dangerous materials that we may step.



- d. Safety hand gloves are function to protect our hands from hurt or dangerous substance which we hold.
  - e. Goggles are to prevent our eyes from dangerous materials while we do welding or other works on board.
  - f. Ear plug is used to protect our ears from loud noise which is produced from the machinery.
  - g. Safety harness is to prevent from falls.
  - h. Face mask is used to prevent dangerous materials and dust coming into our noses.
  - i. Chemical suit is to keep our body safe when we work with any hazardous chemicals
  - j. Welding shield is function to protect our face especially eyes from ultraviolet rays of weld.
4. The use of safety equipments on board is important. Crew on board must pay attention to the procedure of applying safety equipment when working. It is due to their safety of life, vessel and cargo.
5. The other safety equipments are life jacket and life buoy. Life jacket is a sleeveless buoyant or inflatable jacket for keeping a person afloat in water. And, life buoy is a buoyant support such as a lifebelt for keeping a person afloat in water.

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**Task 8**

- 1. D
- 2. E



3. A
4. C
5. B

#### Task 9

1. E
2. D
3. B
4. C
5. A

#### Task 10

1. utmost
2. hazardous
3. clumsy
4. dampen
5. don

#### Task 11

Locker	Cabin	General Safety
Immersion Suit	Life jacket	Fire extinguisher
Gloves	Safety helmet	Fire hose
Welding shield	Safety shoes	Life buoy
mask	Gloves	Life raft
	Ear plug	Life boat
		First aid box



### Task 12

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

(Life Jacket)

Where is your life jacket? My life jacket is in the cabin.

1. Where is the muster station? It is on the bridge.  
(immersion suit)

---

2. (lifeboat)

---

3. (life raft)

---

4. (helmet)

---

5. (safety goggle)

---

6. (safety shoes)

---

7. (earplug)

---

8. (safety harness)

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9. (welding shield)

---



### Task 13



No	Name
2	Davit-lunched lifeboat
3	Rescue Boat
6	Embarkation boat davit
4	free fall life boat
1	lifeboat
5	embarkation station

### Task 14

1. The sheer negligence and failure in following safety procedures cause injuries while working on ships.
2. Welding, chipping, painting, and working with hazardous material such as oil, chemicals might cause eye injury.
3. Head injuries are caused due to failure to duck.
4. Seafarer should be careful while handling electrical connections because unattended electrical connections and exposed wires can lead to fatal accidents on board ships.
5. The kinds of injury and their causes;
  - a. Eye injury is caused by activities such as welding, chipping, painting, and working with hazardous materials.
  - b. Hand and foot injury is caused by slippery floor or sharp hand tools.
  - c. Injury from fall is due to the carelessness when working at high place.



- d. Head injury is caused by failure to duck.
  - e. Injury from deck operation is caused by the carelessness when handling ropes.
  - f. Burns and scalding are caused by hot pipelines, steam and fire.
  - g. Injury from electric shock is caused by the improper procedure of handling electronic connection.
  - h. Injury from Misuse of Tools/ Machinery/ High Pressure Equipment is caused by not following the correct procedures for operating machinery systems.
  - i. Cuts are caused by several sharp equipment and tools on ships.
  - j. Back injury is due to strained muscles are common on board ships.
6. Yes, I have. I have ever experience cut. The cause was the carelessness of holding knife. I prevent it by awareness when holding sharp tools.
7. When I got hurt while working on board, I do the procedure of first aid.

### Task 15

- |                                 |   |                            |   |
|---------------------------------|---|----------------------------|---|
| Tripping off the rails          | F | Working with hot pipelines | D |
| Working with chemicals and oils | A | Sharp tools                | E |
| Wearing oily/wet gloves         | B | Stepping over coamings     | C |



Broken glasses	E	Chipping	A
Entering confined spaces	C	Slipping over ladders	F
Shocks from faulty electrical equipment	D	Wearing sandals	B

### Task 16

- |               |     |             |     |
|---------------|-----|-------------|-----|
| 1) sheer      | (j) | 6) to duck  | (d) |
| 2) negligence | (g) | 7) coaming  | (i) |
| 3) gruesome   | (e) | 8) confined | (h) |
| 4) along with | (c) | 9) bight    | (f) |
| 5) paramount  | (a) | 10) faulty  | (b) |

### Task 18

1. The Pilot is steering the ship.
2. The fitter is not painting the pipe, but he is welding it.
3. They are mooring the ship.
4. The deck-hand is handling the cargo.
5. The crew are doing safety drill.
6. The captain is writing a not to the chief officer.

### Task 19

1. The engineers are standing by [the] engine.
2. The passengers are jumping into water and entering [the] lifeboat.
3. The crew are standing clear of [the] vessel and reporting.



4. The bosun is connecting [the] lifeboats with lines and reporting.
5. The radio officer is informing [the] coast radio station.
6. The captain is reporting [the] total number of person rescued.
7. The cadet is chipping on [the] deck.
8. The electronical officer is working with [the] electrical connection.

### Task 20

It is afternoon. The weather is fine. We are seeing the fishermen returning in their boats. They look tired. Their children and their wives are waiting from them on the jetty. The fishing boats are sailing into port one after the other. It is pleasant to see them crossing the blue waves. Some of them are in full sail. One fisherman is waving to his family.

### Task 21

I am studying maritime English in the classroom. My friends and I are 30 students. We are in the classroom of Venus Building. Our lecturer is Mr. Agus. He is describing about safety equipments. One of my friends is very busy. He is doing the task seriously. In the next classroom, the students are studying Math. In front of the classroom, some people are sitting on the benches. On the yard, there are some students. They are running around the yard. The lecturer punishes them because they did not do the task on time. On the corridor, the cleaning service is sweeping the floor.



## APPENDIX ONE

### List of Irregular verbs.

- These are the most common irregular verbs.
- The students would be kindly advised to complete the meanings themselves.

INFINITIVE	PASTSIMPLE	PASTPARTICIPLE	MEANING
be	was	been	
beat	beat	beaten	
become	became	become	
begin	began	begun	
bend	bent	bent	
bet	bet	bet	
bite	bit	bitten	
blow	blew	blown	
break	broke	broken	
bring	brought	brought	
broadcast	broadcast	broadcast	
build	built	built	
burst	burst	burst	
buy	bought	bought	
catch	caught	caught	
choose	chose	chosen	
come	came	come	
cost	cost	cost	
creep	crept	crept	
cut	cut	cut	
deal	dealt	dealt	
dig	dug	dug	



INFINITIVE	PASTSIMPLE	PASTPARTICIPLE	MEANING
do	did	done	
do	did	done	
draw	drew	drawn	
drink	drank	drunk	
drive	drove	driven	
eat	ate	eaten	
fall	fell	fallen	
feed	fed	fed	
feel	felt	felt	
fight	fought	fought	
find	found	found	
flee	fled	fled	
fly	flew	flown	
forbid	forbade	forbidden	
forget	forgot	forgotten	
forgive	forgave	forgiven	
freeze	froze	frozen	
get	got	got	
give	gave	given	
go	went	gone	
grow	grew	grown	
hang	hung	hung	
have	had	had	
hear	heard	heard	
hide	hid	hidden	
hit	hit	hit	
hold	held	held	
hurt	hurt	hurt	
keep	kept	kept	
kneel	knelt	knelt	
know	knew	known	
lay	laid	laid	
lead	led	led	
leave	left	left	



INFINITIVE	PASTSIMPLE	PASTPARTICIPLE	MEANING
lend	lent	lent	
let	let	let	
lie	lay	lain	
light	lit	lit	
lose	lost	lost	
make	made	made	
mean	meant	meant	
meet	met	met	
pay	paid	paid	
put	put	put	
read	read /red/	read /red/	
ride	rode	ridden	
ring	rang	rung	
rise	rose	risen	
run	ran	run	
say	said	said	
see	saw	seen	
seek	sought	sought	
sell	sold	sold	
send	sent	sent	
set	set	set	
sew	sewed	sewn/sewed	
shake	shook	shaken	
shine	shone	shone	
shoot	shot	shot	
show	showed	shown/showed	
shrink	shrank	shrunk	
shut	shut	shut	
sing	sang	sung	
sink	sank	sunk	
sit	sat	sat/seated	
sleep	slept	slept	
slide	slid	slid	
speak	spoke	spoken	



INFINITIVE	PASTSIMPLE	PASTPARTICIPLE	MEANING
spend	spent	spent	
spit	spat	spat	
split	split	split	
spread	spread	spread	
spring	sprang	sprung	
stand	stood	stood	
steal	stole	stolen	
stick	stuck	stuck	
sting	stung	stung	
stink	stank	stunk	
strike	struck	struck	
swear	swore	sworn	
sweep	swept	swept	
swim	swam	swum	
swing	swung	swung /	
take	took	taken	
teach	taught	taught	
tear	tore	torn	
tell	told	told	
think	thought	thought	
throw	threw	thrown	
understand	understood;;	understood	
wake	woke	woken	
wear	wore	worn	
weep	wept	wept	
win	won	won	
write	wrote	written	

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## APPENDIX TWO

### Countries and Nationalities.

Country	Nationality	Country	Nationality
Albania	Albanian	Holland	Dutch
America(theUSA)	American	Hungary	Hungarian
Argentina(the	Argentinean	India	Indian
Argentina)	Argentinean	Ireland	Irish
Australia	Australian	Israel	Israeli
Austria	Austrian	Italy	Italian
Belgium	Belgian	Japan	Japanese
Brazil	Brazilian	Lebanon(The)	Lebanese
Bulgaria	Bulgarian	Norway	Norwegian
Canada	Canadian	Poland	Polish
theCzechRepublic	Czech	Portugal	Portuguese
China	Chinese	Romania	Romanian
Cyprus	Cypriot	Russia	Russian
Denmark	Danish	Scotland	Scottish
Finland	Finnish	Spain	Spanish
France	French	Sudan(The)	Sudanese
Germany	German	Sweden	Swedish
GreatBritain(UK)	British	Switzerland	Swiss
Greece	Greek	Turkey	Turkish

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## BIOGRAFI



**Agus Sulistiono** lahir di Wonosobo, 17 Agustus 1985. Penulis lulus sekolah dasar di SDN 1 Pecekelan tahun 1999. Setelah itu, pada tahun 2002 penulis menyelesaikan sekolah menengah pertama di SMP Muhammadiyah 2 Sapuran. Lalu, penulis lulus sekolah menengah atas di SMA Negeri 1 Sapuran tahun 2005. Pada tahun yang sama, penulis melanjutkan pendidikan tinggi di Universitas Negeri Semarang pada Program Studi Pendidikan Bahasa Inggris dan lulus pada tahun 2008. Tahun 2009, penulis menjadi ASN (Aparatur Sipil Negara) sebagai Dosen Bahasa Inggris Politeknik Ilmu Pelayaran Makassar. Kemudian, penulis menyelesaikan pendidikan Magister Pendidikan Bahasa Inggris di Universitas Negeri Makassar pada tahun 2015. Selanjutnya, di tahun yang sama, penulis dipindahtugaskan di Politeknik Pelayaran Sorong sampai saat ini.

Sebagai dosen Bahasa Inggris di bidang maritim, penulis telah mengikuti beberapa pendidikan dan pelatihan, seperti Diklat Pengasuh Taruna Badan Pengembangan SDM Perhubungan di Akademi Militer Magelang; Training Course for Instructor based on IMO M.C. (International Maritime Organization Model Course) 6.09; Training of Train the Simulator Trainer and Assessor IMO M.C. 6.10; Training Course for Assessment, Examination and



Certification IMO M.C. 3.12; Training for Trainer of Maritime English IMO M.C. 3.17; Smart Port Training oleh National Center for Ports and Shipping (University of Tasmania, Australia).

Saat ini, penulis mengampu mata kuliah Bahasa Inggris Maritim pada program D-3, Diklat Pelaut Pembentukan dan Peningkatan. Berdasarkan pengalaman penulis sebagai dosen Bahasa Inggris, kehadiran buku ini diharapkan dapat menambah referensi bagi pembaca tentang Bahasa Inggris Maritim (Maritime English) dan tentunya menambah wawasan bagi taruna/i untuk mempelajari ilmu kepelautan, khususnya dalam komunikasi dalam bahasa Inggris.



**Yuniar Ayu Hafita**, lahir di Kendal, 23 Juni 1989.

Penulis lulus sekolah dasar di SDN 1 Payung tahun 2000. Setelah itu, pada tahun 2003, penulis menyelesaikan sekolah menengah pertama di SLTPN 2 Kendal. Lalu, penulis lulus sekolah menengah atas di SMA Negeri 1 Kendal tahun

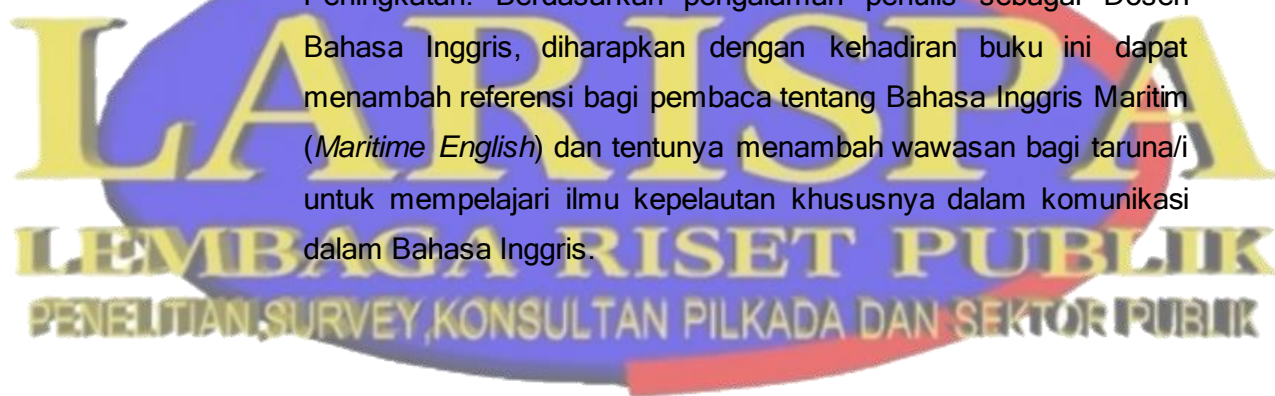
2006. Pada tahun yang sama penulis melanjutkan pendidikan tinggi di Universitas Negeri Semarang (UNNES) pada program studi Pendidikan Bahasa Inggris dan lulus pada tahun 2010. Di tahun 2010, penulis menjadi Aparatur Sipil Negara (ASN) sebagai Dosen Bahasa Inggris di Politeknik Ilmu Pelayaran (PIP) Makassar. Kemudian, penulis menyelesaikan pendidikan Magister Pendidikan Bahasa Inggris di Universitas Negeri Makassar (UNM) pada tahun



2017. Selanjutnya di tahun 2018, penulis pindah tugas di Politeknik Pelayaran Sorong sampai saat ini.

Sebagai dosen Bahasa Inggris di bidang maritim, penulis telah mengikuti beberapa pendidikan dan pelatihan seperti Diklat Pengasuh Taruna Badan Pengembangan SDM Perhubungan di Akademi Angkatan Udara Yogyakarta; *Training Course for Instructor based on International Maritime Organization Model Course (IMO M.C.) 6.09*; *Training of Train the Simulator tariner and Assessor IMO M.C. 6.10*; dan *Training Course for Assessment, Examintation and Certification IMO M.C. 3.12*.

Saat ini penulis mengampu mata kuliah Bahasa Inggris Maritim pada Program Diploma Tiga, Diklat Pelaut Pembentukan dan Peningkatan. Berdasarkan pengalaman penulis sebagai Dosen Bahasa Inggris, diharapkan dengan kehadiran buku ini dapat menambah referensi bagi pembaca tentang Bahasa Inggris Maritim (*Maritime English*) dan tentunya menambah wawasan bagi taruna/i untuk mempelajari ilmu kepelautan khususnya dalam komunikasi dalam Bahasa Inggris.



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# Buku Maritime English

ESP (*English for Specific Purposes*) atau bahasa Inggris dengan tujuan khusus adalah suatu pendekatan pengajaran dan penggunaan bahasa Inggris sesuai dengan kebutuhan bidang ilmu maupun profesi tertentu. Dalam hal ini, bahasa Inggris maritim termasuk dalam ranah ESP. Bahasa Inggris maritim ini secara khusus merupakan pengajaran dan penggunaan bahasa Inggris sesuai dengan kebutuhan bidang maritim atau ilmu kepelautan, terlebih dalam konteksnya di sini adalah bahasa Inggris pada pelayaran niaga.

Pembelajaran Bahasa Inggris Maritim ini berdasarkan pada IMO MC (*International Maritime Organization Model Course*) 3. 17. Dalam IMO MC 3.17 tersebut dijabarkan mengenai kompetensi yang harus dikuasai oleh peserta didik, yaitu *ask for and give personal data, describe crew roles and routines, name types of vessel*, dan sebagainya. Selain itu, beberapa keterampilan berbahasa Inggris juga harus dikuasai oleh mereka adalah *grammar, vocabulary, phonology, dan communication skills (listening, speaking, reading, writing)*.

Buku ini akan menjelaskan tentang topik-topik yang terkandung dalam IMO MC 3.17 yang terbagi dalam empat bab atau unit. Pada masing-masing unit tersebut akan dijabarkan mengenai materi pokok dan diikuti dengan latihan-latihan soal, seperti pada pokok pembahasan *welcome on board*, peserta didik akan mempelajari tentang *ask for and give personal data* dalam konteks maritim atau pelayaran yang akan mereka temui berbeda dengan bahasa Inggris pada umumnya. Kemudian, diikuti dengan latihan-latihan yang mencakup keterampilan berbahasa, seperti *grammar, vocabulary, reading, dan writing*.