



ΧΡΥΣΟΥΝ ΜΕΤΑΛΛΙΟΝ
ΑΚΑΔΗΜΙΑΣ ΑΘΗΝΩΝ

ΕΚΠΑΙΔΕΥΤΙΚΟ ΚΕΙΜΕΝΟ
ΑΚΑΔΗΜΙΩΝ ΕΜΠΟΡΙΚΟΥ ΝΑΥΤΙΚΟΥ

ENGLISH GRAMMAR for the Merchant Marine Academies

Part Two

Ηλία Πέτρου Τσώνη



ΑΘΗΝΑ 2004

ΙΔΡΥΜΑ ΕΥΓΕΝΙΔΟΥ
ΧΡΥΣΟΥΝ ΜΕΤΑΛΛΙΟΝ ΑΚΑΔΗΜΙΑΣ ΑΘΗΝΩΝ



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Απαγορεύεται η ολική ή μερική ανατύπωση του βιβλίου και των εικόνων με κάθε μέσο καθώς και η διασκευή, η
προσαρμογή, η μετατροπή και η κυκλοφορία του. (Άρθρο 3 του ν. 2121/1993).

ΠΡΟΛΟΓΟΣ ΙΔΡΥΜΑΤΟΣ ΕΥΓΕΝΙΔΟΥ

Ο Ευγένιος Ευγενίδης, ιδρυτής και χορηγός του «Ιδρύματος Ευγενίδου», προείδε ενωρίτατα και σχημάτισε τη βαθιά πεποίθηση ότι αναγκαίο παράγοντα για την πρόοδο του έθνους αποτελεί η άρτια κατάρτιση των τεχνικών μας σε συνδυασμό προς την ηθική τους αγωγή.

Την πεποίθησή του αυτή την μετέτρεψε σε γενναία πράξη ευεργεσίας, όταν κληροδότησε σεβαστό ποσό για τη σύσταση Ιδρύματος, που θα είχε ως σκοπό να συμβάλλει στην τεχνική εκπαίδευση των νέων της Ελλάδας.

Έτσι, τον Φεβρουάριο του 1956 συνεστήθη το «Ίδρυμα Ευγενίδου», του οποίου την διοίκηση ανέλαβε η αδελφή του Μαρ. Σίμου, σύμφωνα με την επιθυμία του διαθέτη. Από τη στιγμή εκείνη άρχισαν πραγματοποιούμενοι οι σκοποί που οραματίστηκε ο Ευγένιος Ευγενίδης και συγχρόνως η εκπλήρωση μιας από τις βασικότερες ανάγκες του εθνικού μας βίου. Το έργο του Ιδρύματος συνέχισε από το 1981 μέχρι το 2000 ο Νικόλαος Βερνίκος-Ευγενίδης· έκτοτε συνεχίζει αυτό ο κ. Λεωνίδας Δημητριάδης-Ευγενίδης.

Κατά την κλιμάκωση των σκοπών του, το Ίδρυμα προέταξε την έκδοση τεχνικών βιβλίων τόσο για λόγους θεωρητικούς όσο και πρακτικούς. Διεπιστώθη πράγματι ότι αποτελεί πρωταρχική ανάγκη ο εφοδιασμός των μαθητών με σειρές από βιβλία, τα οποία θα έθεταν ορθά θεμέλια στην παιδεία τους και θα αποτελούσαν συγχρόνως πολύτιμη βιβλιοθήκη για κάθε τεχνικό.

Ειδικότερα, όσον αφορά στα εκπαιδευτικά βιβλία των σπουδαστών των Δημοσίων Σχολών Εμπορικού Ναυτικού, το Ίδρυμα ανέλαβε τότε την έκδοσή τους σε πλήρη και στενή συνεργασία με τη Διεύθυνση Ναυτικής Εκπαιδεύσεως του Υπουργείου Εμπορικής Ναυτιλίας, υπό την εποπτεία του οποίου υπάγονται οι Σχολές αυτές. Η ανάθεση στο Ίδρυμα έγινε με την υπ' αριθ. 61288/5031, της 9ης Αυγούστου 1966, απόφαση του Υπουργείου Εμπορικής Ναυτιλίας, οπότε και συνεκροτήθη και η αρμόδια Επιτροπή Εκδόσεων.

Αποτέλεσμα της συνεργασίας αυτής ήταν η έκδοση της Σειράς Βιβλιοθήκη του Ναυτικού, όπου εξεδόθησαν: α) Για τους μαθητές των Μέσων Ναυτικών Σχολών 30 τόμοι βιβλίων (1967 - 1979). β) Για τις ΑΔΣΕΝ (Ανώτερες Δημόσιες Σχολές Εμπορικού Ναυτικού) 54 τόμοι (1981 - 2001).

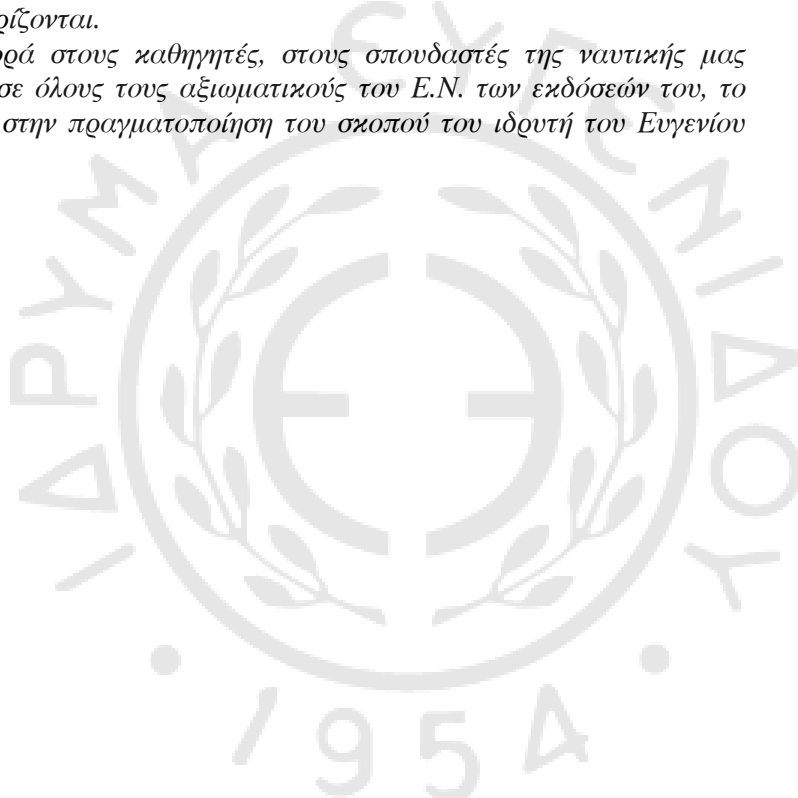
Κύριος σκοπός των εκδόσεων αυτών, των οποίων το περιεχόμενο είναι σύμφωνο με τα εκάστοτε ισχύοντα αναλυτικά προγράμματα του ΥΕΝ, ήταν η παροχή προς τους σπουδαστές των Ναυτικών Σχολών ΑΔΣΕΝ και Ναυτικών Λυκείων των αναγκαίων τότε εκπαιδευτικών κειμένων, τα οποία αντιστοιχούν προς τα μαθήματα που διδάσκονται στις Σχολές αυτές.

Επίσης ελήφθη ιδιαίτερη πρόνοια, ώστε τα βιβλία αυτά να είναι γενικότερα χρήσιμα για όλους τους αξιωματικούς του Εμπορικού Ναυτικού, που ασκούν το επάγγελμα ή εξελίσσονται στην ιεραρχία του κλάδου τους, χωρίς αυτό να σημαίνει ότι επέρχεται μεταβολή στη στάθμη του περιεχομένου τους.

Με την υπ. αρ. 1168Β' /14.6.99 υπουργική απόφαση το Υπουργείο Εμπορικής Ναυτιλίας ανέθεσε στο Ίδρυμα Ευγενίδου την συγγραφή και έκδοση των διδακτικών εγχειριδίων των Ναυτικών Ακαδημιών· ήδη η επιτροπή εκδόσεων του Ιδρύματος, στην οποία μετέχει, όπως πάντα, και ο διευθυντής Ναυτικής Εκπαιδεύσεως του ΥΕΝ, προεκήρυξε συμφώνως προς απόφαση του ΥΕΝ την συγγραφή 15 βιβλίων προς κάλυψη επειγουσών αναγκών των σπουδαστών βάσει των ισχυόντων αναλυτικών προγραμμάτων. Τα βιβλία αυτά έχουν συγγραφεί ήδη και ευρίσκονται στο στάδιο της εκδόσεως.

Οι συγγραφείς και η Επιτροπή Εκδόσεων του Ιδρύματος εξακολουθούν να καταβάλλουν κάθε προσπάθεια, ώστε τα βιβλία να είναι επιστημονικώς άρτια αλλά και προσαρμοσμένα στις ανάγκες και τις δυνατότητες των σπουδαστών. Γι' αυτό έχουν προσεγμένη γλωσσική διατύπωση των κειμένων τους και η διαπραγμάτευση των θεμάτων είναι ανάλογη προς τη στάθμη της εκπαιδεύσεως, για την οποία προορίζονται.

Με την προσφορά στους καθηγητές, στους σπουδαστές της ναυτικής μας εκπαιδεύσεως και σε όλους τους αξιωματικούς του Ε.Ν. των εκδόσεών του, το Ίδρυμα συμβάλλει στην πραγματοποίηση του σκοπού του ιδρυτή του Ευγενίδου.



ΕΠΙΤΡΟΠΗ ΕΚΔΟΣΕΩΝ ΙΔΡΥΜΑΤΟΣ ΕΥΓΕΝΙΔΟΥ

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Σύμβουλος επί των εκδόσεων του Ιδρύματος **Κων. Μανάφης**, καθηγ. Φιλοσοφικής Σχολής Πανεπιστημίου Αθηνών.

Γραμματέας της Επιτροπής, **Γεώργιος Ανδρεάκος**.

Ι Δ Ρ Υ Μ Α Ε Υ Γ Ε Ν Ι Δ Ο Υ

ΒΙΒΛΙΟΘΗΚΗ ΤΟΥ ΝΑΥΤΙΚΟΥ

ENGLISH GRAMMAR
for the Merchant Marine Academies

PART TWO

ΗΛΙΑ Π. ΤΣΩΝΗ

Καθηγήτῃ Ἀγγλικῶν Α. Ε. Ν. Ασπροπύργου

ΑΘΗΝΑ
2004



ΠΡΟΛΟΓΟΣ ΣΥΓΓΡΑΦΕΑ

Σύμφωνα και με την προκήρυξη συγγραφής η *Αγγλική Γραμματική (English Grammar for the Merchant Marine Academies)* έχει δύο κύριους στόχους: να παρουσιάσει τα γραμματικά φαινόμενα της Αγγλικής γλώσσας και να προσφέρει επαρκή, κατά το δυνατόν, εξάσκηση με εφαρμογές, αξιοποιώντας υλικό που προέρχεται κατά κύριο λόγο από ναυτικά κείμενα. Με αυτόν τον τρόπο ελπίζω να προσφερθεί μαζί με την απαραίτητη εξοικείωση στη γραμματική και σημαντικός όγκος ορολογίας στους μελλοντικούς Αξιωματικούς (Πλοιάρχους και Μηχανικούς) του Εμπορικού Ναυτικού. Η εξοικείωση αυτή δεν είναι απλώς επιθυμητή, αλλά μία από τις βασικές προδιαγραφές της ειδικής ναυτικής εκπαίδευσεως, όπως αυτές καθορίζονται από το Διεθνή Ναυτιλιακό Οργανισμό (IMO).

Η ανάγκη για εξοικείωση με την ορολογία δημιουργεί ίσως μεγάλες δυσκολίες, ως προς τις τεχνικές κυρίως λέξεις, ιδιαίτερα στο πρώτο τεύχος. Για να αντιμετωπισθεί η δυσκολία αυτή φρόντισα να υπάρχουν όσο το δυνατόν περισσότερες επαναλήψεις των ιδίων λέξεων. Επιπλέον χρησιμοποίησα την ελληνική στις θεωρητικές επεξηγήσεις, για να περιορισθούν οι άγνωστες λέξεις, που μοιραία θα αυξάνονταν από την ορολογία των επεξηγήσεων της γραμματικής. Τέλος προστέθηκε ένα γλωσσάριο ορολογίας στο τέλος του βιβλίου, για να διευκολυνθούν οι σπουδαστές στην εργασία τους.

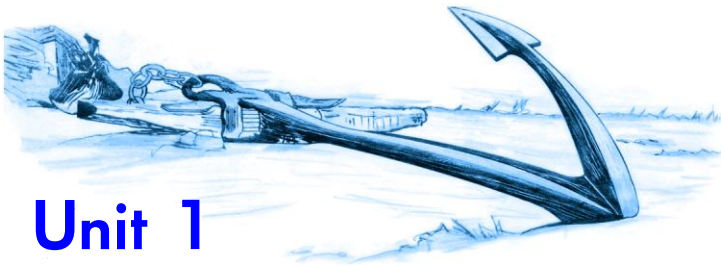
Δεδομένου ότι είναι η πρώτη φορά που γράφεται τέτοιου είδους γραμματική είναι επιθυμητά εποικοδομητικά σχόλια και προτάσεις από τους συναδέλφους, που θα διδάξουν το περιεχόμενό της στις τάξεις τους, ώστε σε μελλοντική έκδοση να βελτιωθούν και τα κείμενα.

Θεωρώ υποχρέωσή μου να ευχαριστήσω όλους εκείνους που βοήθησαν ηθικά και πρακτικά στην πραγμάτωση του έργου και ιδιαίτερα τις καθηγήτριες Αγγλικής της Ακαδημίας Ασπροπύργου και της Ν. Μηχανιώνας Διαμαντή Αγλαΐα, Μάμαλη Ελένη και τις καθηγήτριες Α. Σταχτιάρη, Χ. Αάλλη, Κ. Γρηγόρογλου για τη δοκιμή του περιεχομένου του βιβλίου στην αίθουσα).

Ευχαριστίες επίσης οφείλονται στην κ. Jacqueline Bissell-Poliraki του Βρετανικού Συμβουλίου (BA, UED, RSA, MA, MSc, M Ed), για τη βασική επιστημονική ανάγνωση του κειμένου, για τη διατύπωση πολυτίμων και πολυαριθμών ιδεών, καθώς και για τις διορθώσεις τις σχετικές με την παρουσίαση του υλικού και τη διάταξη των ασκήσεων και στην Ελένη Τσώνη για τη φωτογραφία του εξωφύλλου.

Ιδιαίτερος επίσης ευχαριστώ το προσωπικό του Εκδοτικού Τμήματος του Ιδρύματος Ευγενίδου για τη συμβολή του στις διορθώσεις και στην κατά το δυνατόν άρτια έκδοση του κειμένου.

Ο συγγραφέας



Word Order (A Revision)

Unit 1

INTRODUCTION.

- This is a summary of all that has been taught directly or indirectly about word order so far in Part 1.
- Word order in English, unlike Greek, is rather strict and has very little flexibility.

The basic pattern is: **Subject+Verb+Object+Manner+Place+Time (SVOMPT)**

	1	2	3	4	5	6
The	Mate	inspected	the cargo	carefully	in hold No 1	this morning.
1	2	3	4	5	6	

VARIATIONS.

- Not all six parts of the sentence are necessarily there.
The deckhands scrubbed the deck carefully yesterday. (SVOPT)
The Mate is writing some letters. (SVO)
This AB speaks English well. (SVOP)
- Time may be placed at the beginning either for emphasis or for aesthetic reasons.
This morning the Mate inspected the cargo carefully in hold No 1. (TSVOMP)
- Questions require inversion of *subject/auxiliary verb* or the use of an *extra auxiliary*:
Is the Mate writing letters?
Does the AB speak English well?
Have the deckhands scrubbed the deck carefully?

VERBS OF MOTION (Time/Place).

- Verbs of motion do not normally have an object:
The vessel sailed to Santorini last night. (SVPT) or
Last night the vessel sailed to Santorini. (TSVP)
Vassili has been working on the "Irina" since last January. (SVPT)
Will the Bosun report to the bridge at 06.00?

FREQUENCY.

ever always usually often sometimes seldom rarely never

- Adverbs of Frequency are normally placed in front of the main verb but after the auxiliary, and after the verb *to be* as a main verb:

The Bosun **usually** wakes up at six o'clock in the morning.
The Captain **often** inspected the watches during the voyage.
The Chief Engineer **rarely** watches TV.
The Bosun **sometimes** rigs the pilot ladder himself. OR

Sometimes the pilot rigs the ladder himself.
 That Indian AB is **never** tired.
 The Mate has **always** watched the loading operation from beginning to end.
 The Captain will **never** allow this. I would **never** ask him.
 The Cook is **always** very busy.

- Questions and negatives:
 Has the Chief Mate **ever** been to Bombay?
 Does the ship **often** get charters in the Mediterranean?
 Can you **ever** make a boarding speed of ... knots?
 It doesn't **often** have high winds in the area.
 You mustn't **ever** try to land on deck in such weather or
 You must **never** try to land on deck in such.

OTHER ADVERBS.

also already just still all both

- These adverbs are ordered in the same way as frequency adverbs:
 The Bosun has **just** gone to check the cargo.
 The ABs have **all** gone to the galley.
All the ABs have gone to the galley.
 The Mate is **still** on the bridge.
 The Cadets are **both** on duty at the moment.
 Can the Bosun **also** rig the accommodation ladder?

PASSIVE.

- Word order in the Passive Voice follows a strict pattern:
 Active object becomes Passive subject, the verb is set in the Passive form (be+Past Participle), Active subject becomes Passive object (Agent)

Active:	<u>Subject</u> + Verb in the active + <i>Object</i> + (Definitions)
Passive:	<i>P. Subject</i> + Verb in the passive + by <i>P. Object</i> (=agent) + (Definitions)

The engineers overhauled *the engine* urgently in the dry dock yesterday.
The engine was overhauled **by** the engineers urgently in the dry dock yesterday.

TWO OBJECT VERBS

bring buy get give lend pay send tell take

Verbs that take a **direct** (a thing) and an **indirect** object (a person) are ordered as in the following examples:

The Captain brought his wife a lot of presents.
 The Captain brought a lot of presents **to** his wife.
 The Company paid the shipyard a lot of money for the repairs.
 The Company paid a lot of money **to** the shipyard for the repairs.
 At Yokohama the Chief Engineer bought his boys some electronic games.
 At Yokohama the Chief Engineer bought some electronic games **for** his boys.
 He went to the store and got the First Engineer all the spare parts.
 He went to the store and got all the spare parts **for** the Chief Engineer.

Notes:

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PRACTICE Unit (1).

✎ Exercises.

(1.1) Put the parts of the following sentences in the right column:

1. They have foreign officers on board.
2. The Chief Engineer spends his summers on Tinos.
3. Deck-hands do all the odd jobs on board a ship every day.
4. Ships all over the world are inspected regularly
5. The passenger is going to the swimming pool of the ship.
6. The vessel cannot proceed without a pilot on board.
7. The pilot rigged the accommodation ladder two hours ago.

Subject (who?)	Verb (action)	Object (who/what?)	Manner (how?)	Place (where?)	Time (when?)
1. <i>They</i>	<i>have</i>	<i>foreign officers</i>		<i>on board</i>	
2.					
3.					
4.					
5.					
6.					
7.					

(1.2) Put the words in the right order:

Example

in the/ have/ two years/ present position/ stayed/I.

I have stayed in the present position two years.

1. transferred/ I/ to hold 1/ heavy cargo.

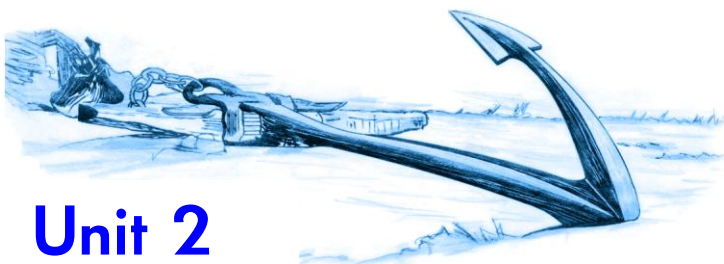
2. a beautiful vessel/ this morning/ in the harbour/saw/we.

3. often/ has been/ the Chief Engineer/ to Venezuela
4. in Japan/ the ferry/ in 2003/ was built
5. the Captain/ in bed/ breakfast/ this morning/ had
6. in September/ the Electrician's daughter/ to College/ is going
7. will be/ the vessel/ inspected/ by/ in Le Havre/a surveyor
8. moved/ the AB/ the pilot ladder/ three metres aft
9. the problem/ of the valve/ carefully/ the Second Engineer/ explained

(1.3) Put the words in the right order. Put the verbs in the right form:

1. at 10.00/ sail/ the *F/B "Jason"*/ to Brindisi/ every week/ ?
2. have/ got/ usually/ two propellers/ very fast ships/ ?
3. always/ use/ mechanics/ electric drills/ in their work?
4. the Chief Engineer/ can/ this difficult damage/ by/ repair/?
5. not/ hand drills/ motors/ electrical/ have
6. The Cook / send/ a hot chocolate/ to the Third Mate/ on his watch.
7. for a ship/ the Cadet/ still/ look.
8. hand/ the Cadet/ to the Third Engineer/ the wrench.
9. write/ the Mate/ for the New Year/ a postcard/ to his friend





Revision of tenses

Unit 2

- **Present Simple:** States, habits, systems and processes.

e.g. He sails around the world every three months.

My cousin works on the “*Loveboat*”.

The Captain thinks there is a stowaway in the holds.

The sun sets in the West.

- **Present Continuous:** Present actions, current trends, descriptions, questions.

e.g. The Chief Engineer is demonstrating the problems of this valve.

They are not building very large tankers now.

What are you doing here? I’m sorting out my papers.

- **Past Simple:** Past events, telling a story.

e.g. Captain Fokas went on board two hours ago.

The Captain first met his wife when he was eighteen.

- **Past Continuous:** (continuous actions interrupted by simple past, parallel past actions)

e.g. The vessel was entering [the] harbour when we heard the explosion.

The Engineer was overhauling pump No. 1 while No. 2 was operating.

- **Future:** Shall/will (offers, promises, predictions, etc.),

e.g. Wait here! I’ll be back in a minute.

The meal will soon finish.

- **Going to:** For intentions, plans and visible evidence.

e.g. The Omega Shipping Company are going to order a new container ship.

Look at those storm clouds. It’s going to rain.

- **Present Perfect Simple:** (unfinished past + for/since), already, never, ever.

e.g. The First Engineer has been on board for a month.

The AB has already launched lifeboat no. 12.

Notes:

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PRACTICE Unit (2) Tenses.

✎ Revision Exercises.

(2.1) Put in the correct form of the verbs in parenthesis:

Yesterday when _____ (enter) the engine room, the Third Engineer (still, work) _____ on the main condenser. He said that he _____ (stop) in a few minutes. I asked him why it _____ (take) him such a long time and he (explain) _____ that he _____ (replace) the packing and ferrules otherwise the leakage _____ (not stop). He added that even then he (not, be) _____ 100% certain that it _____ (stop).

(2.2) Put the verbs into the correct tense:

1. John: Where is the Cadet Engineer?

Nick: He's in the engine room with the Third Engineer. They _____ (check) the lub-oil for contaminants.

2. John: How often _____ (you, check) the lub-oil?

Nick: Every time we _____ (clean) the purifier.

John: How long _____ (the Cadet, be) on board?

3. Nick: Well, _____ (let) me see! Over four months, I _____ (think). When he first came he _____ (not, know) many things but he (make) _____ a lot of progress since then.

4. John: When _____ (he, go) back to the Academy?

Nick: As soon as we _____ (reach) Piraeus.

(2.3) Put the following verbs in the right form (tenses, the imperative, the passive etc., in the negative or interrogative):

expect close run load sail move know belong

1. "Shall we get through?"

"Sure, this channel _____ not _____ to navigation."

2. "Will the weather improve?"

"No, we _____ better weather before this evening."

3. Keep off [the] coast all the time! _____ to high seas at all!

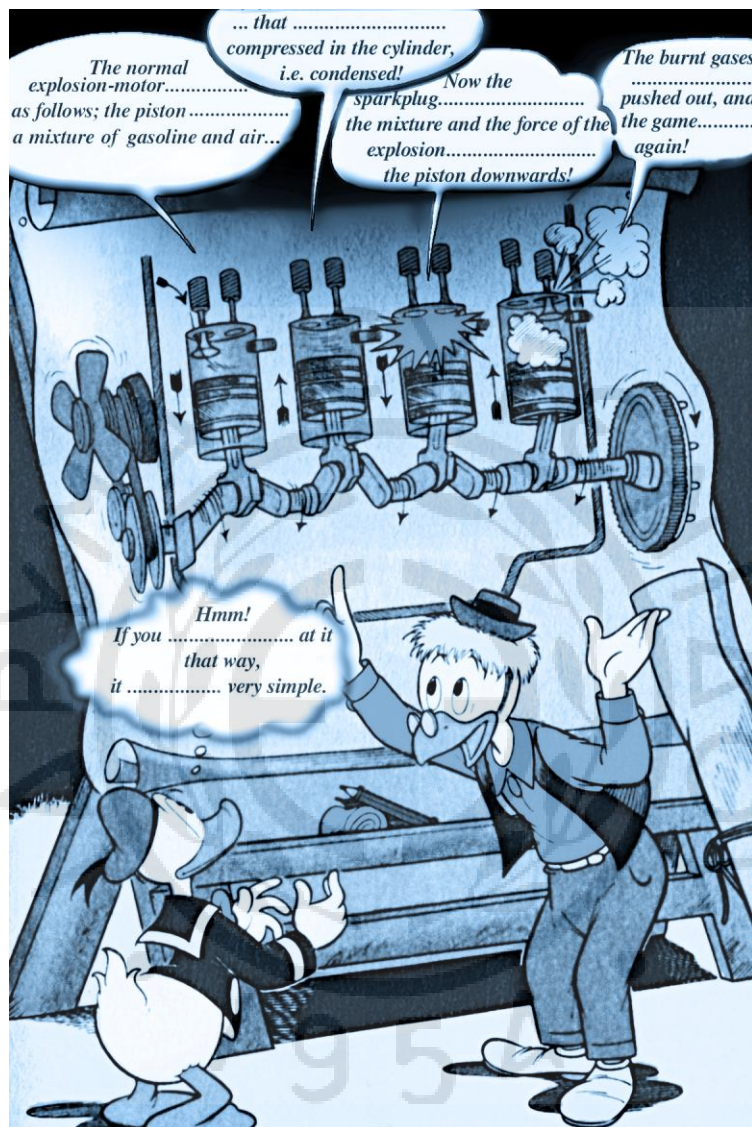
4. There must be something wrong with the engine. It _____ smoothly.

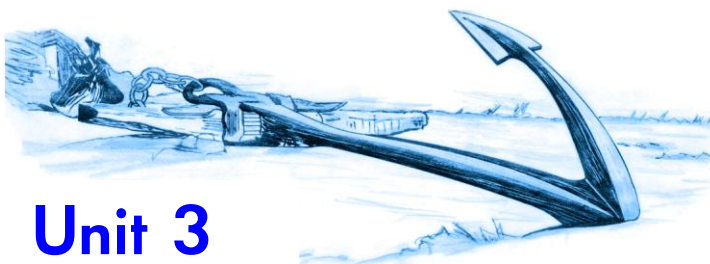
5. Whose is the tanker outside the port? I _____ who it belongs to, but it _____ to "Omega Shipping" when I worked on it.

6. The vessel had finished _____ by 06.00 and we were able _____ 2 hours later.

(2.4) Put the following verbs in the blanks:

be (2), begin, explode, look, operate, sound, suck.





Tenses: Present Perfect Continuous (have been doing)

Unit 3

1. FORMATION.

The Present Perfect Continuous (PPC) is formed: **have been + ing**

e.g. How long **have you been working** on the "Krystallia"?

Affirmative				Negative			
I			working	I			working
we	have	been	sailing	we	have not	been	sailing
you	('ve)		chipping	you	(haven't)		chipping
they			sleeping	they			sleeping
he			working	he			working
she	has('s)	been	sailing	she	has not	been	sailing
it			chipping	it	(hasn't)		chipping

Question	Short Answer
Have you been sailing long?	Yes, I have. (No, I haven't).
Has the stewardess been serving cocktails?	Yes, she has. (No she hasn't).

2. USAGE.

<ul style="list-style-type: none"> • To say that something started in the past and is still going on or has just stopped. • Present Perfect Continuous is preferred with how long, for and since. • Sometimes we use Present Perfect Continuous in order to emphasise that the action was continuous and intense. • Very often we can use either a Simple or a Present Perfect Continuous <i>except with always, and stative verbs</i>. 	<p>Have you been waiting long? Yes, I've been sitting here <i>for</i> an hour.</p> <p>How long has it been raining? <i>Since</i> we sailed.</p> <p>The Bosun is exhausted. He's been working a double shift.</p> <p>I have worked on tankers all my life.</p> <p>I have been working on tankers all my life.</p> <p>The Captain has always checked this himself.</p> <p>They have known the Captain <i>for</i> years.</p>
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PRACTICE Unit (3).

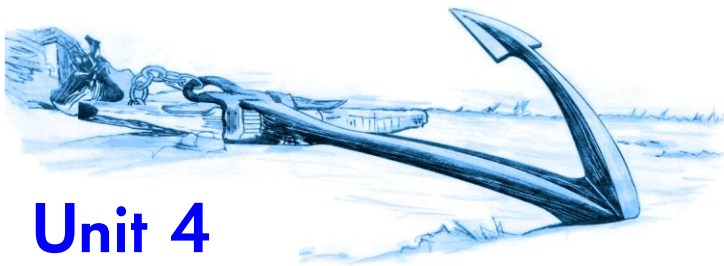
✎ Exercises.

(3.1) Put the verbs in parentheses in the Present Perfect Continuous :

1. The vessel _____ (unload) for three hours. It'll take another three.
2. They _____ (sail) for 20 days on end. They must be tired.
3. The Engineer is in a really bad mood. He _____ (try) to fix that pump for two hours without success.
4. It's time to relieve him. He _____ (patrol) since 04.00.

(3.2) Put the verbs in parentheses in the Present Perfect Simple/Continuous :

1. The vessel has not arrived in Rotterdam yet. Well, she _____ (sail, only) since last night.
2. He started sailing at High School. He (sail) _____ for sixteen years now.
3. How long (you,be) _____ on board this ship now?
Well, I (be, only) _____ on board this ship for three weeks.
4. The deck is very clean ! Well, two deck-hands (scrub) _____ for three hours now.
5. Have you noticed how the ship (slide) _____ ? No wonder; the hull hasn't been painted in five years.
6. Look! He is a stowaway. He (hide) _____ in the refrigerator ever since we sailed; I wonder he's still alive.
7. Car loading does take time! They (pack) _____ that vessel since dawn but they (finish) _____ yet.
8. There (be) _____ a big demand for yachts recently, you know.
Oh! Is that why they (build) _____ so many at the shipyard?
9. He (pester) _____ the Captain for shore leave, but he (manage not) _____ to persuade him yet. Do you reckon he will?



**Used to: (Past events and situations no more true, etc.),
to be/get used to + ing**

Unit 4

1. INTRODUCTION.

Used to resembles the *Greek Paratatikos* in that it refers to past events or situations that happened or were true for a period of time in the past.

2. FORMATION.

Used to is a modal verb and has only one form (**past of use + to + infinitive**)

Affirmative			Negative		
I, you, he, she, it, we, they	used to	sail	I, you, he, she, it, we, they	didn't use to (usedn't to)	sail.
Question			Answer		
Did you use to sail those days?			Yes, I did. / No, I didn't.		

3. USE.

use	examples
<ul style="list-style-type: none"> For repeated actions in the past, which are no longer true. For past actions/situations that do not exist any more. For states in the past that are not necessarily contrasted to the present. 	<p>I used to work as an apprentice then (but I don't any more).</p> <p>I used to like this boat but not any more.</p> <p>He used to be a naval officer.</p> <p>I used to love my wife very much.</p>

N.B.!

- Do not confuse **I used to do** with **I am used to doing**
I used to work hard when I was young. (= I don't work hard any longer)
I am used to working hard. (= I work hard and it doesn't bother me because I have been doing it for such a long time)
- Remember: **be used to** can be used in all tenses:
The Cadet **was** soon **used to doing** shift work right from his first sail.
- I am used to doing* is formal, so the pattern **to be+ used to + noun/pronoun** is more usual:
The apprentice **will** soon **get used to** hard work.
The new Captain seems nice, but I **haven't got used to** him yet

- **Get, become** and **grow** can also be used in place of “to be” before *used to*:
 The noise in the workshop is unpleasant, but you will soon **get used to** it.
 Little by little he **became used to** being on the sea for months.
 It didn't take long the apprentice **to grow used to** the night shifts.

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PRACTICE Unit (4).

✎ Exercises.

- (4.1) Complete the sentences with: *used to*, *didn't use to*, *did (you, he, etc) use to* and one of the following verbs :

be (2), bring, do, fix, go, have, read, telephone

1. The Mate _____ a guitar but sold it two years ago.
2. How _____ the Chief Engineer _____ that problem?
3. What _____ the Captain _____ when there was a storm coming?
4. Jim _____ to the beach when he was on holiday.
5. As a boy the Captain _____ much. Now he doesn't seem to be doing anything else in his free time.
6. The Second Engineer _____ his wife on the VHS everyday when he was on a voyage.
7. The Bosun _____ presents to his wife and children when he came back from his voyages.
8. Back a few years ago the busy port of Rafina _____ a small fishing harbour.
9. The Captain's wife is coming on board in Hong Kong. Really? What does she look like? Well, I haven't seen her for 10 years; she _____ a beautiful woman then.

- (4.2) Put the verbs in the *Simple Past* (to tell a story) or *used to* (to refer to a habit) :

1. We (sail) sailed into Syros port where we (load) _____ general cargo. Then we (proceed) _____ to Rhodes to load more cargo, but there (be) _____ no cargo available there, so we (sail) _____ back to Syros in ballast. Next we (call) _____ at Syracuse where we (load) _____ a cargo of fruit for Marseilles and then we (continue) _____ on our course to Gibraltar. There we (take) _____ bunkers and then (set) _____ course for the Aegean.
2. I (sail) _____ with my brother when I was five. He (wake) _____ me up early in the morning. We (sail) _____ for hours and in the evening we (return) _____ home tired but happy.

- (4.3) Put the verbs in either the *-ing* or *infinitive form*.

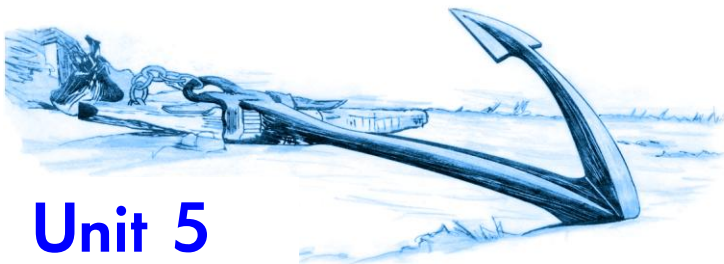
1. There used to (be) _____ a buoy in position ... but I can't see anything now.

2. I wouldn't like to work on a tanker. I've grown used to (work) _____ on passenger ships.
3. The Captain used to (drink) _____, but after (develop) _____ a problem of high blood pressure he prefers (drink) _____ tea.
4. I am the Captain here! I'm not used to (be) _____ told what to do.
5. Thank you very much for the generous offer, sir, but I have become so used to (command) _____ this ship that I cannot accept a new job.

(4.4) Put the verbs in either the *be* set used to +ing, used to +infinitive form, or simple past, whichever is most suitable:

1. I've worked in the engine room for years now. I _____ (be) the noise.
2. When the Mate first visited London he couldn't _____ (drive) on the left.
3. The Captain remembered the time when as a young Mate he (do) _____ double shifts.
4. The new Mate found it difficult (learn) _____ the ropes around the tanker. Before he (sign on) _____ on the tanker he (work) _____ on a general cargo carrier.
5. Mate: Wouldn't you prefer to sleep on a bed?
AB: No, I (sleep, not) _____ on beds.





Past Perfect Simple (had done)

Unit 5

1. INTRODUCTION.

The Past Perfect tense is the past of the Present Perfect tense.

They **have jettisoned**. They **had jettisoned**.

2. FORMATION.

Past of *have* + *past participle* of the verb (**had done**)

Affirmative			Negative		
I, you, he, she, it we, you, they	had ('d)	docked sailed	I, you, he, she, it we, you, they	had not (hadn't)	docked sailed

Question	Answer
Had the vessel docked?	No, it hadn't.
Had they sailed?	No, they hadn't.

3. USE.

<ul style="list-style-type: none"> To show a past action which happened before another past action. It indicates which past action happened first. Link words like when, after, before are often used with past perfect. 	<p>The vessel had docked when the message arrived.</p> <p>She was very happy because she had not been on a cruise before.</p> <p>The passengers went ashore after the ship had docked.</p>
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N.B.

Often it is not necessary to use the Past Perfect (e.g. when it's clear which action happened first).

e.g. The vessel sailed when the signal arrived. (The signal arrived and then it left).

The vessel had sailed when the signal arrived. (It had already left before the signal arrived).

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PRACTICE Unit (5).

✍ Exercises.

(5.1) In the following story put the verbs in the *Simple Past Perfect* to express a past action that happened before another past action.

Example:

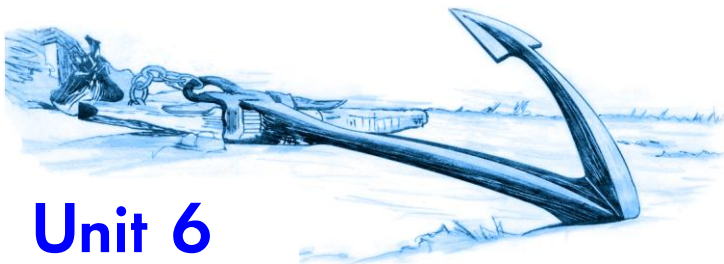
There was so much traffic in the city, that when they arrived at the harbour the ship (sail) had sailed.

1. The young sailor the skipper took on board, (not, be) _____ on an ocean sailing ship before.
2. On the second night after they (set) _____ sail the skipper told the young sailor to go to the helm: "Now, just follow that star, OK?" "Yes, sir."
3. Some time later the skipper went on deck and found that the vessel (turned) _____ completely round.
4. The sailor explained that he (follow) _____ the bright star as he (be) _____ told to, but after he (pass) _____ it, he didn't know which one to follow !...

(This text was adapted from «ΜΑΘΗΜΑΤΑ ΑΠΤΑΙΚΗΣ» by Δ. Ποταμιάνος).

(5.2) Put the verbs in parenthesis in the the correct form of Simple Past or Past Perfect.

1. They said they (need) _____ an ambulance because one of the firemen (burn) _____ badly.
2. When the ship (sail) _____ through the Malacca Strait, all the doors in the accommodation area (lock) _____ in case there was a pirate raid.
3. The Captain (plan) _____ a fire drill and a boat drill but they (be) _____ able to do the first one only.
4. By 4 o' clock the Chief Mate (finish) _____ his watch and (go) _____ to sleep.
5. I (recognise) _____ the new Third Mate as soon as he (come) _____ on board last night, although I (not, see) _____ him since he (leave) _____ the academy.
6. As soon as the Coxswain (return) _____ from his investigation yesterday evening, he (tell) _____ the Captain what he (discover) _____.



Past Perfect Continuous (had been doing)

Unit 6

1. INTRODUCTION.

The Past Perfect Continuous is the past of the Present Perfect Continuous and must not be confused with the Past Continuous.

2. FORMATION.

The Past Perfect Continuous is formed with **had been + ing**

That morning the ship was in Piraeus. It was now afternoon and the ship was nearing Crete. The *F/B "Ioanna"* **had been sailing** all day.

Affirmative		Negative	
I, you, he, she, it, we, you, they	had been sailing (‘d)	I, you He, she, it We, you, they	I had not been sailing. (hadn’t)

Question	Answer
Had you been sailing?	Yes, I had. / No, I hadn’t.

3. USE.

<ul style="list-style-type: none"> It is used to give emphasis to the duration of an activity that progressed before another one or before a specific point of time in the past. 	<p>The vessel had been drifting for two days before she was located.</p> <p>I had been waiting since 5.30, but the vessel sailed into the harbour at 7.00.</p>
<ul style="list-style-type: none"> It is also used to express another activity that was going on for some time close to another time in the past. 	<p>The ratings were dirty because they had been scrubbing the deck.</p> <p>She had to bunker because she had been sailing 1000 miles.</p>

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PRACTICE Unit (6).

✍ Exercises.

(6.1) Read the situation and write a sentence:

Example:

The stewardess woke up in the middle of the night with a cry. She was sweating and was not sure where she was. (She/ have/ a bad dream) She had been having a bad dream.

1. The Third Engineer entered his cabin. He was wearing overalls and looked tired. (he/ work/ in the workshop) _____
2. The two sailors came on board from the harbour. They were laughing and shouting. (they/ drink/ in a local bar) _____
3. The surveyor entered the officers' room. The hatches were closing. (The crane operators/ unload/ the vessel) _____
4. The Mate entered the bridge. He looked satisfied. (he/ check/ the cargo) _____
5. The ABs put back the big needles and balls of string. (They/ resew/ the bales) _____

(6.2) Read the situation and write a compound sentence:

Example:

The F/B "Ioanna" sailed. After five hours there was a terrible storm.

The F/B "Ioanna" had been sailing for five hours when there was a terrible storm.

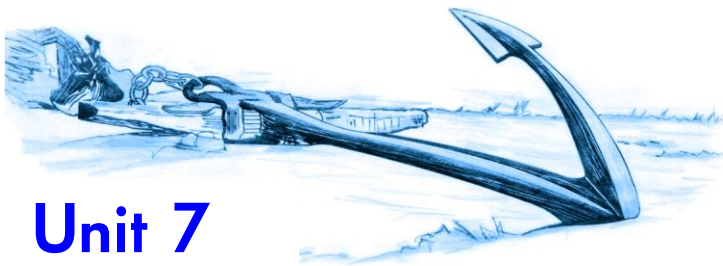
1. At around 10.00 the Captain went to bed. Around midnight they woke him up to report a UFO.
The Captain _____ when they _____.
2. The ABs started re-nailing the crates. Three hours later they entered the rest room satisfied. The ABs _____ when they _____.
3. The surveyor started checking the operation of hold ventilators. Half an hour later he felt a terrible pain in his stomach.
The surveyor _____ when he _____.
4. The AB started resewing some bales. Half an hour later he heard the explosion.
The A.B. _____ when he _____.

(6.3) Put the verbs in the Past Simple/Continuous and the Past Perfect Simple/Continuous.

1. The Second Engineer (try) _____ to fix the damage for two hours when he (feel) _____ a sharp pain in his heart.
2. When the look-out came down, the Mate (reprimand) _____ him because he (sleep) _____ during his watch.
3. The Captain (want) _____ to know how long the Bosun (miss) _____.
4. The ABs reported that they (stow) _____ the equipment for an hour, when they (hear) _____ the explosion.
5. When a signal from the owners (order) _____ them to change course, the vessel (sail) _____ two days towards Gibraltar.
6. The Second Mate (tally) _____ the cargo for hours, before the Captain (send) _____ him relief.
7. When I (enter) _____ the bridge, the Mate was on all fours on the floor. He (look for) _____ his lighter.

8. When I got to the swimming pool my wife (wait) _____ for me. She started complaining because she (wait) _____ for over half an hour.
9. When the passenger (enter) _____ the dining saloon, they (already, serve) _____ dinner and her friends (eat) _____.
10. The passengers (all, go) _____ ashore, when the Bosun (discover) _____ one who (sleep) _____ on a couch in the saloon.
11. When I last (meet) _____ him, he (live) _____ in Patras. He (tell) _____ me then that he (think) _____ of emigrating to Canada and he may well have done so by now.





Future with Simple Present and Present Continuous

Unit 7

INTRODUCTION.

Unlike other time elements future can be expressed in many ways. Present Simple and Continuous are two forms that are very often used.

Usage	Examples
<ul style="list-style-type: none"> We can express future with Simple Present in sentences that refer to events on a definite schedule or time-table, especially with verbs like : arrive, begin, close, come, end, finish, leave, open, return, start. 	<p>The “<i>Kendauros</i>” sails to Venice at 07.00 on Friday morning.</p> <p>The Cadet says classes begin next Monday.</p> <p>The vessel from Brindisi arrives here at 20.00 this evening.</p> <p>Hurry up, please! My plane flies in 15 minutes.</p>

Usage	Examples
<ul style="list-style-type: none"> We can also express future time by using Present Continuous when we refer to a planned event or definite intention for which we have often made arrangements to make sure that the event does happen. 	<p>The Cadet is taking five courses this coming semester.</p> <p>What are you doing tonight ? I have a ticket for the theatre. I’m going with Maria.</p> <p>The Cadet has an appointment. He’s seeing Master Triandis tomorrow at 10.00.</p> <p>No, he is not coming to the party. I’m afraid he’s working tonight.</p>

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PRACTICE Unit (7).

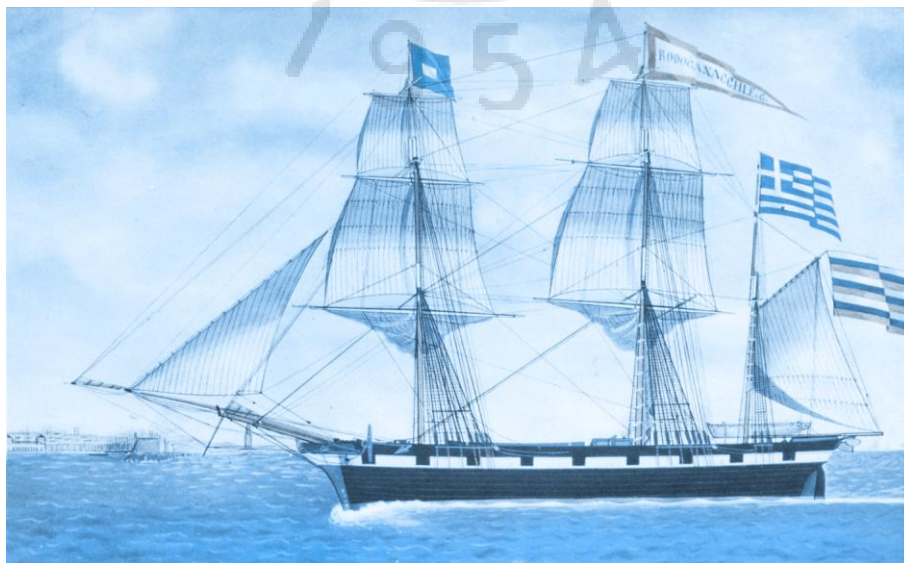
✎ Exercises.

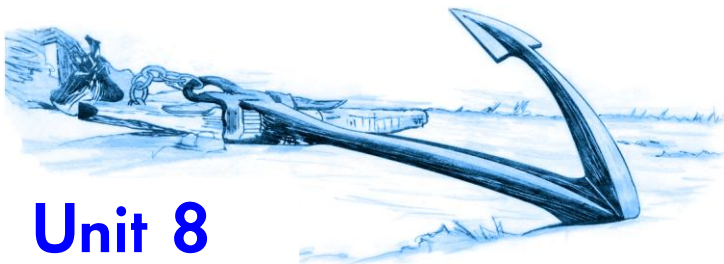
(7.1) Put the verbs in the Simple Present or the Present Continuous to express future time events, plans, or intentions.

1. What (do you) _____ after the muster (be) _____ over? I (go) _____ to bed, I'm exhausted.
2. _____ (be) there a fire drill tomorrow? Yes, it (start) _____ at 6.00 and (finish) _____ at about 7.00.
3. There's a music bar on board the ship which (open) _____ early in the evening and (close) _____ after midnight. I (go) _____ tonight. Would you like to meet me there?
4. I've been offered the position of Chief Officer on the "*Chryssoula*" as from next month.
Well, have you decided what to do?
Yes, I (not, take) _____ it. The ship is fine but the Captain and the crew (have) _____ a terrible reputation.
5. Well, have you made all the arrangements?
Yes, I've got my discharge book and I (leave) _____ the day after tomorrow. The plane (take off) _____ at 4.00 in the morning.
And what time (arrive) _____ in Hong Kong? At 3.00 p.m.!

(7.2) Decide which Future tense is appropriate:

1. Attention to all crew members. The water supply (stop) _____ at 14:00 because of repairs.
Further announcements (make) _____ when they (complete) _____.
2. The service boat (leave) _____ in a couple of minutes. Those who (go) _____ ashore at this port must come to the ship's office immediately.
3. A doctor (be) _____ on board at 17:00. Those who (get) _____ a cholera injection, please come to the ship's office when you (hear) _____ the announcement.
4. In this case it is certain that the "*Krystallia*" (turn) _____ with the aid of tugs, and (block) _____, almost certainly, the fairway for some time.





Tenses: Future Continuous (will be doing)

Unit 8

1. FORMATION.

To form the Future Continuous we use: **shall/will be + ing**

I shall/will be sailing	I'll be sailing.
I shall/will not be sailing.	I shan't/won't be sailing.
Will you be sailing?	Yes, I will. No, I won't

2. USAGE:

<ul style="list-style-type: none"> • The future Continuous tells us about an activity that will be in progress at a specific time in the future. 	<p>My shift is 08.00 to 12.00. The Mate wants to see me at 11.00. I tell him: I'm sorry; I'll be doing my shift then.</p>
<ul style="list-style-type: none"> • About something planned at a specific time in the future. 	<p>At the moment I'm doing my shift. Tomorrow at the same time I'll be resting in my cabin.</p>
<ul style="list-style-type: none"> • To show that something is not planned but will happen in the ordinary course of events (e.g. we work together). 	<p>I'll be seeing him tomorrow morning so I will give him your message.</p>
<ul style="list-style-type: none"> • To ask about someone's plans for the future, especially if we want to ask for something from him. 	<p>Will you be using the car tonight? No, you can take it.</p>

3. More usage:

<ul style="list-style-type: none"> • You can use it just like any other continuous (in progress at a given future time) • Compare with: Present Continuous Past Continuous 	<p>Do not come at 06.00. The officers will be watching the match on TV. They will also be watching some more later on. (<i>less definite or immediate</i>)</p> <p>They <i>are watching</i> the match now. When I went in, they <i>were watching</i> TV.</p>
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<ul style="list-style-type: none"> • Future Continuous is similar to going to future. Compare: <ul style="list-style-type: none"> a. They're <i>going to overhaul</i> the engine. (shows intention, plan) b. They will be overhauling the engine soon. (tells us of the event <i>soon</i>, i.e. the result of the intention) 	<p>The vessel will be calling at five ports. We must stick tightly to the schedule if we want to be on time.</p> <p>Captain, you shouldn't by that plot. They will be building a new highway over it soon.</p>
<ul style="list-style-type: none"> • Compare with will: Don't use the workshop at five. The Chief Engineer will be working on the lathe then. Let him finish and then we will see to mending your tool. • F. Cont. can also be used to refer to <i>complete</i> actions in the future. 	<p>The tennis court <i>will be</i> free at five. No one will be playing tennis at that time. Let me finish this letter and then we <i>will have</i> a nice game.</p> <p>If you see the Bosun ask him to come and see me. Sure. I'll be seeing him right after my watch. I'll tell him then.</p>

- In question form you can ask about somebody's plans, especially when you want to do something, or want them to do something for you:

Mate: **Will you be going** aft?

Cadet: Yes, why?

Mate: I need to see the Bosun. Tell him to report at the bridge as soon as possible.

Third Engineer: **Will you be using** the lathe this afternoon?

Second Engineer: No, you can use it if you like.

- You could also bypass intentions and ask of future activities in a more polite way:

Compare:

Passenger: **Are you going to cook** another Greek dish soon? (Direct question about intentions)

Passenger: **Will you be cooking** another Greek dish soon? (The question concerns a future activity and is put in a more polite way: is it in your prearranged programme?)

Passenger: **Will you cook** another Greek dish soon? (This is a request: please do so; this one was good; we liked it)

Notes:

PRACTICE Unit (8).

✍ Exercises.

(8.1) Fill in the gaps with the Future Continuous; the first one has been done for you:

1. This time next year the Cadet will be working on board the "Krystallia".

2. While you are busy writing your book, I (study) _____
for my B' Class Certificate exams.
3. Well, I (take) _____ dancing lessons, if that will improve my
acting style.
4. Next week we (dry-dock) _____ the vessel.
5. The company (build) _____ two new tankers.
6. The engineers (overhaul) _____ the engine, as soon as we moor.

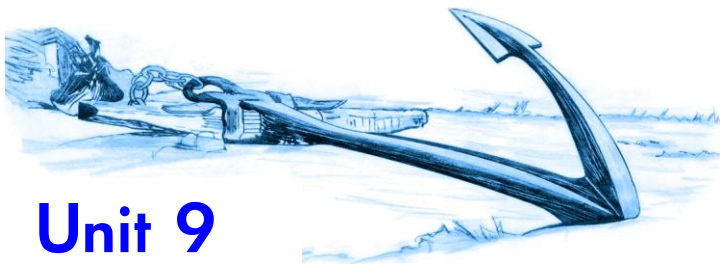
(8.2) Fill in the gaps with the Future Continuous:

At the moment the crew is sitting in the recreation room watching a film on the VCR. At this time tomorrow the ship (sail) _____ (1) out to sea. So tomorrow they (not watch) _____ (2) TV. Some of them (scrub) _____ (3) the floors. Others (check) _____ (4) the bales and the crates of the cargo for possible faults. The helmsman (steering) _____ (5) the ship's course, and the wireless operator (transmit) _____ (6) and (receive) _____ (7) messages.

(8.3) Put in the verbs in the Future (Simple/Continuous):

1. You (disappoint) _____ the Stewardess if you don't go. She (wait) _____ for you.
2. Do you think they (still, wait) _____ for us when we arrive? Oh no, they (not, go) _____ before we get there.
3. When you get to the airport, someone (wait) _____ for you. You (recognize) _____ her at once. She (wear) _____ a red dress and a white hat.
4. I'd rather you didn't telephone after 11.00. I (sleep) _____.
5. (you, use) _____ the PC this afternoon? No, you can have it.





Tenses: Future Perfect Simple and Continuous (will have done/will have been doing)

Unit 9

1. The Future Perfect Simple is formed: **will have + past participle (-ed)**

e.g. The Cadets **will have finished** the test by 10.10.

They **will have built** the new vessel by September.

USAGE.

- The Future Perfect is used to say that something will already be complete by a certain future time. What interests us is the completion not the time. So:

The cadets **will not be writing** the test, say at 10.20. They **will have finished** writing it by then.

The vessel **will be sailing** after September. They **will have already delivered** it.

- The time in a **Future Perfect** sentence defines the deadline of the expected completion. So the action may actually happen earlier.

The play *begins* at 08.00. It is already 07.40 and we *are* still at home. We *are* late already. By the time we *get to* the theatre, the play **will have already begun**.

- Compare **Future Perfect** with other perfect forms and the past.

The "Nioui" *was built* eight years ago.

She *has been built* for eight years.

She *has been sailing* for eight years.

Next year she **will have been built** for nine years.

The year after next she **will have been sailing** for ten years (Future Perfect Continuous), and will continue sailing after that.

2. The Future Perfect Continuous is formed: **will have + been + ing**

The year after next she **will have been sailing** for ten years (and will continue sailing after that).

USAGE.

- It means that after completion of a period of activity, it will probably continue:
By Christmas the Captain **will have been serving** on the "Io" for ten years.
- It may emphasize that the activity will continue without interruption until completion.
By 20.00 the Bosun **will have been working** for 24 hours on end. (He's got to stop)
- Remember the Future Perfect Continuous is not used very often.

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PRACTICE Unit (9).

✍ Exercises.

(9.1) Put the verbs in parentheses in the Simple Future Perfect:

Example:

The Third Mate is doing his watch now. He (finish) will have finished at 06.00

1. The pump is very old. According to the log it _____ (become) four years old by next week.
2. Captain Triandis first signed on the "Greek Sky" five years ago. Next Saturday he (be) _____ on the vessel for exactly five years.

The "Delphic Spirit" is sailing to Australia. So far she has sailed 1,500 miles. By the end of the trip she (sail) _____ about 3,000 miles.

(9.2) Put the verbs in parentheses in the Future Perfect Continuous:

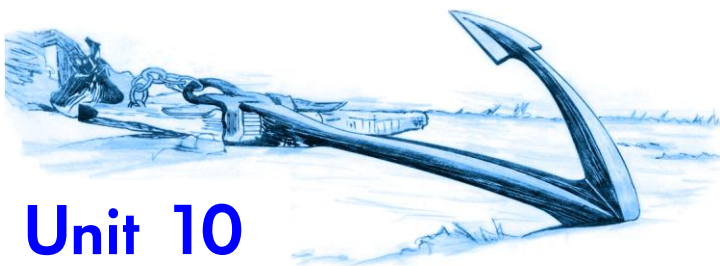
Example:

This AB is new. By the end of the month he (work) will have been working on our ship only for three months.

1. Look! This is the new tanker Omega Shipping have ordered. By next week they (build) _____ it for one and a half years.
2. By Christmas this engine (run) _____ for 50,000 miles. It must definitely be overhauled soon.
3. Well, in a few minutes this loading operation (go on) _____ for six hours! When will they make an end of it.

(9.3) Put the verbs in the Future Perfect Simple/Continuous or the Future Continuous:

1. Hurry up! The ship (sail) _____ by the time we get the harbour.
2. "What a long sail! By tomorrow we (travel) _____ for a month." "Take it easy. Only a week to go yet."
3. "Has anybody seen the Bosun?" "Well, I (see) _____ in a minute. What shall I tell him?"
4. Well, the Captain has gone ashore for the weekend. If you need to contact him, he (stay) _____ at the *Five Stars*.



Modals (1): should (advice);
would (polite requests); may,
might (permission, polite
requests, possibility)

Unit 10

INTRODUCTION.

Modal verbs are used to add extra meaning to the main verb of the sentence.

Revision: In the First Part of this series we examined the following modal verbs:

can (Ability)	I can sail a big sailing boat.
(Possibility)	This ship can sail against winds of 9 on the Beauford Scale.
(Request)	Can you pick up survivors?
(Permission)	Can I sail your boat, please?
could (Ability)	I could swim when I was only three!
(Possibility)	That was a great ship. It could sail in all weathers!
must (Obligation)	He must have a visa. His passport is not enough in China.
mustn't (Prohibition)	The crew mustn't go ashore without the Captain's permission.

More modals.

POLITE REQUESTS Asking politely	Old Lady: Steward, would you (please) carry this suitcase for me? Would you mind closing the door, please?
ADVICE / SUGGESTION Suggesting that something is a good idea.	You should keep your cabin tidy.
PERMISSION Can / Could but could is more formal/polite. May / Might but might is very formal. Please can be added at the end of the question.	Could I use your phone, please? May I smoke? You may smoke if you want to.

POSSIBILITY / PROBABILITY	
<p>May and might have the same meaning, but 'might' sounds just a little less possible. Both refer to the present or the future.</p> <p>May be is a verb, but maybe is an adverb meaning 'perhaps'.</p> <p>The Past of may is may have + Past Participle. The Past of might is might have + Past Participle.</p> <p>Could can also be used to talk about possible events in the future.</p> <p>The Past form of 'could' is could have + Past Participle.</p>	<p>Don't wait for me because I may be late. (I'm not sure.) The Captain said he might come. (It's possible.)</p> <p>A: The Mate hasn't come for his watch yet. B: Send the Steward to check. Maybe he is still sleeping He may be in his cabin. He might be in the galley. Ask the Bo'sun. Maybe he knows.</p> <p>Why didn't they come? I don't know. They may have forgotten. They might have missed the launch.</p> <p>There could be another storm, you know. If he applied, he could get the job.</p> <p>There could have been a storm, you know. What a pity he didn't apply for the job. He could have got it.</p>

IMPORTANT NOTE:

- On board ship it is important for orders and instructions to be understood immediately, especially in an emergency. This is why modal verbs such as *may, should could and would* must not be used when immediate action is required.

- Do not give orders like this:

"Perhaps you should tell the crew that they should abandon the ship."
(Suggestion)

"Would you be so kind as to steer zero-zero-nine."
(Polite request)

"Would you mind not smoking in the Pump Room?"
(Polite request)

"It would be appreciated if you didn't wear sandals in the Engine Room."
(Polite request)

- They are confusing. They must be said more directly using the Imperative form:

"Abandon ship!" (Order)

"Steer zero-zero-nine." (Order)

"No smoking in the Pump Room." (Order)

"Smoking strictly forbidden." (Order)

"Do not wear sandals in the Engine Room." (Order)

- Do not say:

“It might be a good idea for you to lower the lifeboat.” (Suggestion)

It can cause confusion because the sailor doesn’t know if he is supposed to lower the lifeboat or not, and he has to make a decision about it.

“Lower the lifeboat!”

(Order)

- On the other hand, it is important to be polite in normal conversation and general communication in port and on board ship.

When the Officer says **Take the Superintendant Engineer down** the message is clearly understood.

A more complete request would be **Please could you accompany the Superintendant Engineer down to the main deck and then would you see him safely on to the launch.**

In practice the Officer would probably say **Please take the Superintendant Engineer down to the launch.**

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PRACTICE Unit (10).

✂ Exercises.

(10.1) Use *may* / *might* and one of the verbs, or just *maybe* to show possibility.

say be watch have pretend

1. What are you going to do after your watch is over? I don’t know. I may / might watch a film on the video.
2. Let’s go sailing today. Tomorrow the weather _____ very bad.
3. Is this a tanker on the horizon? Well, I’m not sure, _____ it is.
4. The temperature is up. What’s wrong? Well, the oil pump _____ a problem.
5. I wonder what excuse he’s got for last night. Well, _____ he was sick.
6. Do you think he will lie about it. No, but he _____ he doesn’t know anything.

(10.2) Request politely using *would*, *could* or *can* (less formally!).

Example:

The telephone rings. You pick the receiver but cannot enter conversation. You ask:
(wait a moment)

Would you/ Could you/ Can you wait a moment, please?

1. You are on board a passenger liner and want to make a hurgent phone call. A fellow passenger has a mobile phone. You ask: (use your phone)

2. You are lying on a deck chair and want a drink. You ask the steward: (get me a drink)

3. The lights in your cabin won't work. You ask the steward: (check the lights in my cabin)
-
4. The vessel is nearing port. You want your picture taken with the town in the back ground. You ask a fellow passenger: (Take a picture of me)
-

(10.3) Write sentences to explain the situation *may/might/could*.

Example:

I couldn't find the bosun anywhere. Where could he have been?

- a. (may/ go/ the awning deck) He may have gone to the awning deck
b. (might/ be/ the saloon) He might have been in the saloon
c. (could/ be checking/ lifeboats) He could have been checking the lifeboats

1. Why didn't the passenger answer the door. I'm sure she was inside.

- a. (may/ be/ in the bath) _____
b. (might/ go/ to sleep) _____
c. (could/ not hear/ the knock) _____

2. How did the fire start? Do you have any ideas?

- a. (may/ be/ an electrical short circuit) _____
b. (might/ sabotage/ the vessel) _____
c. (could/ drop/ a cigarette) _____

3. I wonder why the Captain didn't come to the ball.

- a. (may/ have/ the flu) _____
b. (might/ want/ to avoid that lady!) _____
c. (could/ have/ pressing business) _____

4. I wonder why the Mate wasn't on board.

- a. (may/ go/ for a swim) _____
b. (might/ visit/ the Acropolis) _____
c. (could/ take/ a walk in Piraeus) _____





Unit 11

Modals (2): must, have (got) to, ought to, should (obligation); need, needn't, don't need; needn't have (necessity/not necessary)

More modals.

It is often important to understand what we are obliged to do and we have no choice, what we are forbidden to do and what things we can do if we want to do them. We make this distinction by using modal verbs.

<p>LIGHT OBLIGATION / ADVICE</p> <ul style="list-style-type: none"> • should / ought to: Light obligation, but with some degree of freedom of choice. • The Past form is should have + Past Participle / ought to have + Past Participle (usually shows criticism or regret). • Negative: shouldn't have / oughtn't to have 	<p>Passengers should always be at the harbour on time. (It's a good idea!)</p> <p>You ought to listen more carefully when the instructor speaks to you.</p> <p>I should have taken your advice! (But I didn't, and now I regret it.)</p> <p>The Captain ought to have ordered more supplies. (But he didn't, and now supplies are running low.)</p> <p>You shouldn't have spoken to the Captain like that. (It wasn't correct behaviour.)</p> <p>I oughtn't to have eaten so many apricots. Now I feel ill!</p>
<p>OBLIGATION / PROHIBITION</p> <ul style="list-style-type: none"> • must / have to: Absolute 100% obligation / prohibition • Have to can be used as a modal: Has he to ... / He hasn't to ... but have to is more usually used as a main verb • Interrogative: Do I have to ...? Does he have to ...? • The Past form of both must and have to is had to / did he have to? 	<p>The 24 hour clock must always be used on board ship.</p> <p>Hatches must not be left uncovered.</p> <p>No transfer of oil must commence before they are ready to receive bunkers.</p> <p>The crew have to be back on board by 06:00.</p> <p>Do we have to wear a uniform on board?</p> <p>The Cook had to prepare additional meals for the Surveyors.</p> <p>Did the Steward have to make a new list?</p>

<ul style="list-style-type: none"> When we use must and have to in the negative, they have different meanings. mustn't means <i>prohibited</i> don't have to means <i>not necessary</i> 	<p>You mustn't be late. The ship will leave without you!</p> <p>You don't have to wear a uniform. You can wear whatever you like.</p>
<p>NECESSITY / NOT NECESSARY</p> <ul style="list-style-type: none"> Positive: (Necessity) If there is no choice, use must / have to. If there is a choice use should / ought to or simply need Negative: (Not Necessary) don't have to / needn't / don't need to The verb need is both a modal verb: need / need I? / I needn't and a main verb need / do I need? / I don't need needn't have means that something was not necessary, but we did it. didn't need to means it wasn't necessary, so it wasn't done. 	<p>All ships must be seaworthy. You should scrub the decks carefully. The Cadets need more practical experience. Hurry up! The Mate needs your help.</p> <p>The Bo'sun doesn't have to help the Cook, but he can if he wants to. Does he need to stay at the wheel? No, he doesn't / needn't. Need they sail so fast? Yes, they must. The Chief Officer needn't be on the bridge during the Second Mate's watch. The ABs don't need a special pass.</p> <p>You needn't have come up to the bridge, I could have come down to the engine room. The surveyor didn't need to measure the ullage as he had already done so.</p>

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PRACTICE Unit (11).

✎ Exercises.

(11.1) Use *should*, *ought to* or *must* to signify advice or obligation.

Example:

I want to lower the car. What should I do? (Turn jack handle anti-clockwise)

You should/ought to turn the jack handle anti-clockwise

1. I want to stop the motor running. What should I do? (Push red button)

2. I want to tighten the bolt. What should I do? (Turn bolt clockwise)

3. I want maximum speed. What must I do? (Order engine room telegraph, "Full speed ahead")

4. The vessel cannot get under way under her own power. What must I do? (Ask for tug boat assistance.)

5. The vessel is about to sail. What should I do first? (Let go breast ropes first)

6. You want the pump overhauled by 14.00. What do you tell the Third Engineer?

7. The Captain wants the crew to read the safety regulation carefully. He tells them

(11.2) Choose the correct word or phrase:

1. Marine unemployment may/must get worse next year.
2. I'm sailing to Heraclion on the 2nd. Would/May you book a hotel room for me?
3. You shouldn't/mustn't use first names with the Captain and the other officers. You should/need be very formal.
4. You have all the qualifications for the task, so you could/would be successful. You just should/have to be patient.
5. (Over the telephone:) Could/should you hold on a minute, please?
6. I think this man is wanted. We ought to/may inform the Port police to check him out as soon as we call at port.
7. "Would/could you like some more coffee, sir?" the steward asked the Chief Engineer.
8. Need/might the Mate be in the Captain's party?
No, he needn't/shouldn't be there, but he may/would come if he wishes.
9. I shouldn't/might not do that if I were you. You might/need be caught, you know.
10. You can't/couldn't hasten the process. It may/would take years to get results.
11. Officers must/may be back on board by 20.00. Officers of the watch must not/would not drink.
12. The petrol is not enough. We need/can to fill the tank.
13. You needn't/ wouldn't come if you don't want to.
14. You are right but you should/need be a little more tactful.

(11.3) Use the right modals to make statements:

Example:

The deck / be scrubbed

- | | |
|--------------------|--|
| a. (Obligation) | a. <u>The deck must be scrubbed.</u> |
| b. (Forbidden) | b. <u>The deck must not be scrubbed.</u> |
| c. (Suggestion) | c. <u>The deck should be scrubbed.</u> |
| d. (Necessary) | d. <u>The deck needs to be scrubbed.</u> |
| e. (Not necessary) | e. <u>The deck does not need to be scrubbed.</u> |
| | or <u>The deck need not be scrubbed.</u> |

1. The cabin / be cleaned.

a. (Obligation)	a. _____
b. (Forbidden)	b. _____

- | | |
|--------------------|----------|
| c. (Suggestion) | c. _____ |
| d. (Necessary) | d. _____ |
| e. (Not necessary) | e. _____ |
2. Smoke in the saloon.
- | | |
|-------------------------|----------|
| a. (Forbidden) | a. _____ |
| b. (Allowed) | b. _____ |
| c. (Criticism) | c. _____ |
| d. (Regret) | d. _____ |
| e. (Request Permission) | e. _____ |

(11.4) Use must and because:

Example:

(visit my company/ find a ship)

I must visit my company because I must find a ship.

1. (dismantle pump No. 2/repair it)

2. (go aft/speak to the Bosun)

3. (go below/see the Third Engineer)

4. (go to the bridge/talk to the Captain)

5. (search the chartroom/find that map)

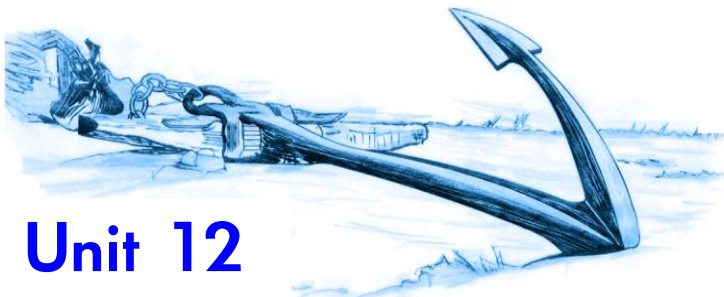
(11.5) Use *must* and/or *mustn't*, semi-colon and the words in parenthesis to write sentences. The first one has been done for you.

Example:

(leave open/ keep shut).

Be careful! These doors *must not be left open; they must always be kept shut.*

1. (enter an unmanned machinery space/have permission).
Caution! A sailor _____
2. (neglect his ship's lights/maintain lighting at all times)
The electrician _____
3. (leave oil spilt on floor plates/remove it at once)
The crew _____
4. (work without ear defenders/wear ear plugs at all times)
Crew working near high noise levels _____
5. (enter the engine room/be escorted)
Passengers _____



Verb forms: Passive Voice (1)

Unit 12

An introduction into the Passive Voice was given in Part (1)

1. FORMATION: be + past participle.

	Affirmative	Negative	Interrogative
Simple Present	she is sailed	she is not sailed	is she sailed?
Simple Past	she was sailed	she was not sailed	was she sailed?
Simple Future	she will be sailed	she will not be sailed	will she be sailed?
S. Present Perfect	she has been sailed	she has not been sailed	has she been sailed?
S. Past Perfect	she had been sailed	she had not been sailed	had she been sailed?
S. Future Perfect	she will have been sailed	she will not have been sailed	will she have been sailed?
S. Present Contin.	she is being sailed	she is not being sailed	is she being sailed?
S. Past Cont.	she was being sailed	she was not being sailed	was she being sailed?
Going to Future	she is going to be sailed	She is not going to be sailed	is she going to be sailed?

2. CONVERSION:

- The object of the active becomes the subject of the passive.
- The subject of the active becomes the **agent** in the passive. The agent is introduced with **by**:
- The agent is mentioned only if it is not understood or is important for some reason e.g.
This famous murder case was solved by Detective Inspector Spencer.

Examples of conversions.

Simple Present:

A: Captain Paris sails the "Rena Q".

P: The "Rena Q" is sailed by Captain Paris.

Simple Past:

A: Captain Jerry sailed the “Karin”.

P: The “Karin” was sailed by Captain Jerry.

Simple Future:

A: Captain Pano will sail the “Brigitte”.

P: The “Brigitte” will be sailed by Captain Pano.

Simple Present Perfect:

A: The crew have taught the passengers how to lower a dinghy.

P: The passengers have been taught how to lower a dinghy by the crew.

Simple Past Perfect:

A: The crew had shown the passengers how to wear their life jackets.

P: The passengers had been shown by the crew how to put on their lifejackets.

Simple Future Perfect:

A: The surveyor will have carried out the checks by tomorrow.

P: The checks will have been carried out (by the surveyor) by tomorrow.

Present Continuous:

A: Look! A tugboat is towing the ferry along the Corinth Canal.

P: Look! The ferry is being towed (by a tugboat) along the Corinth Canal.

Past Continuous:

A: Captain Smith was docking the “Nagako Maru” when I got there.

P: The “Nagako Maru” was being docked (by Captain Smith), when I got there.

Going to Future:

A: The “Eleni M.” is going to unload soon.

P: The “Eleni M.” is going to be unloaded soon.

N.B.

The rest of the continuous tenses are almost never used.

Important! Only transitive verbs can be used in the passive!

We call **transitive** the verbs that take an object.

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PRACTICE Unit (12).

✍ Exercises.

(12.1) Put into the Passive Voice.

Example:

We call these supports bearings.

These supports are called bearings

1. This will prevent damage to the shaft.

2. They have not started production on the new type of container ship yet.

3. The company marketed several new products last year.

4. They divide a ship into several compartments.

(12.2) Put into the Passive (question form).

Example:

Has the storm damaged the crates on the deck?

Have the crates on the deck been damaged in the storm?

1. Do the SMCP meet the requirements of the STCW?

2. Did they adjust the speed of the vessel to that of the pilot boat?

3. Has the engineer examined all machinery carefully?

4. Shouldn't you have inspected all piping connections?

5. Does the ship need new pumps for the main engine and boilers?

(12.3) Put into active voice. The first one has been done for you.

Example:

Passengers will be taught how to act in cases of emergency. (The crew)

The crew will teach passengers how to act in cases of emergency.

1. Tests are conducted according to the official Japanese 10/15 system. (Engineers)

2. The fuel consumption of the GDI engine has been reduced by 40%. (The DIF System)

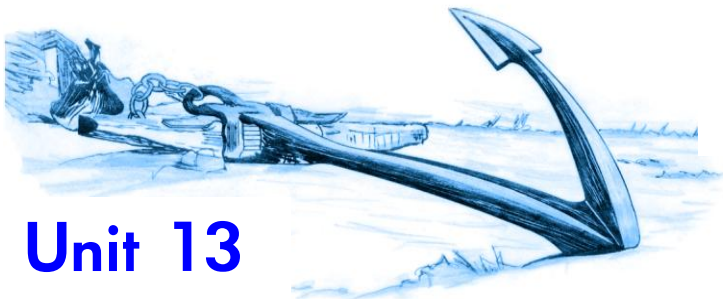
3. Then the forward breast line will be heaved on. (The rating)

4. The other engine had been adjusted to offer clean emissions. (The mechanics)

5. The tug was being made fast on the main deck on starboard side. (The sailor)

6. The GDI engine has been designed to provide superior power. (Mitsu Motors)

7. The forward spring is being held on. (The Cox)



Passive voice (2)

Unit 13

I. MODAL VERBS IN THE PASSIVE (Present/Future):

- Modal verbs form their passive in the same way as the simple future:
i.e. **will/ going to/ have to/ must/ should/ could/ ought to etc. + be + past participle*** e.g.
The vessel **will be docked** tomorrow.
The vessel **is going to be docked** at the next port of call.
The engine **must be overhauled** immediately.
The engine **ought to be inspected** at once.
The vessel **should be surveyed** as soon as possible.
The new lifejackets **have to be demonstrated** right away.

II. TWO OBJECT SENTENCES:

Some verbs may have two objects; a **direct** (a thing) and an **indirect** (a person).

- The Captain sent a gift (**direct**) to his wife (**indirect**)

In this case we can use either object as the subject of the passive depending on the emphasis. Usually we use the person. Beware of the preposition!

- They paid **the apprentice** (person) his first salary (thing).
- **The apprentice** was paid his first salary (This sentence emphasises **who** received the salary).
- They paid **the first salary** to the apprentice.
- **The first salary** was paid **to** the apprentice. (This sentence emphasizes **what** he received)
- The crew bought a present for the Captain.
- **The Captain** was bought a present (by the crew). (**who**)
- **A present** was bought **for** the Captain (by the crew). (**what**)

Verbs that are commonly found in this structure are:

allow, award, do, give, grant, hand, lend, offer, owe, pay, etc.

III. CHOICE OF VOICE:

- We use the Passive Voice when the agent (person or thing) that does the action:

a. is not important	This wonderful yacht was built in 1936.
b. is obvious	The thieves have been arrested.

c. is unknown	About 250 boats are stolen every year.
d. we do not wish to mention him	I was told that the vessel had been scuttled.

NB. If, however, we wish to mention the agent we can introduce it with **by**.

e.g. This wonderful yacht was built in 1936 **by** skilful traditional shipbuilders.

The thieves have been arrested **by** the local police.

About 250 boats are stolen **by** unknown thieves every year.

I was told **by** the Captain himself that the vessel had been scuttled!

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PRACTICE Exercises Unit (13).

✎ Exercises.

(13.1) Put the modal verbs in the passive. Make any other necessary changes:

Example:

You should use a chipping hammer to remove salt, dirt and oil.

A chipping hammer should be used to remove salt, dirt and oil.

1. The Prime Minister's wife **is going to christen** the new tanker.

2. We can class tramps as deep-sea and short-sea tramps.

3. We could clamp the two metal plates together.

4. Must all passengers attend this drill?

5. Shouldn't vessels always quote their bearings?

6. You ought to use a scraper to remove scale.

(13.2) Put the modal verbs in the active. Make any other necessary changes:

1. Passengers **will be taught** how to act in cases of emergency. (The crew)

The crew will teach passengers how to act in cases of emergency.

2. A message may be added in brackets. (you)

3. Speed used to be expressed in miles. (They)

4. A spring can be weakened by constant pressure. (constant pressure)

5. They had to be made longer because they would not reach the spot.

6. Your pencil must be sharpened before doing chart work. (you)

(13.3) Put the following into the Passive. Use both direct and indirect object as subjects in the Passive. Decide about using by + agent:

1. The Captain lent some money to the First Mate.

2. Regulations do not allow the passengers entrance to the navigating bridge.

3. The Greaser handed the spanner to the Third Engineer.

4. The Company awarded Captain Triandis the prize of *Best Captain of the Year*.

5. The Captain was angry because they had sold him a fake painting at the port.

(13.4) Convert both sentences into the passive voice:

Example:

Did you **have to inspect** all piping connections before you **could find** the leak?

Did all piping connections **have to be inspected** before the leak **could be found**?

1. They clean the steel plates by shot blasting, and then coat them with a primer.

2. When a ship is ready, we launch her into a dry dock, which we flood with water.

3. If we had used proper lubricants, we'd have avoided such extensive wear.

4. You have to enlarge the hole before you fit in the bolt.

5. Before you repaint an area of the ship, you must clean it and wash it with a cleaning solution to remove all salt, dirt and oil.

6. When they have repaired the ship, they will put her up for sale.

(13.5) Put into active voice. Pay attention to subject – verb agreement:

Example:

A chipping hammer ought to be used to remove salt dirt and oil

You ought to use a chipping hammer to remove salt, dirt and oil

1. After the damage had been repaired, the vessel got under way. (the engineer)

2. Most of the Earth's surface is covered with water.

3. The deck has been cleaned by the deck hands.

4. The cargo was being discharged when I went on board. (The crew)

5. A ship is divided into several compartments. (Shipbuilders)

6. SMCP* are intended to become a safety language for seamen. (IMO)

7. The tanker "Chryssa" was built in 1990. (The Greek Shipyards)

(13.6) Fill the blanks with the right verb in the correct passive form:

expect locate lose obtain

1. "How ____ your position ____?" "By radar." (S.Past)

2. "What winds ____ in my position?" "Maximum force winds." (S. Present)

3. You ____ not ____ on my radar screen.(S. Present)

4. Radar contact ____.(S. Present Perfect)

report meet use advise

* SMCP = Standard Marine Communication Phrases

5. What range scale _____ ?” “.....miles range scale.” (S. Past)
6. “You _____ to change to larger radar scales.” “Understood.” (S.Present)
7. “Proceed. Crossing traffic _____ not _____ in position...” (S.Future)
8. “Proceed with caution. F/B “Lilian” _____ in position...” (S. Present Perfect)

(13.7) Answer the questions in the Passive Voice. Use the verbs in brackets adding a suitable particle wherever necessary (on, in, up, off, down, etc.):

Example:

1. What would probably happen to a candle if you suddenly opened the window? (**blow**)
It would probably be blown out.
2. What happens generally to a vessel when it is too old and unfit to sail? (**break**)

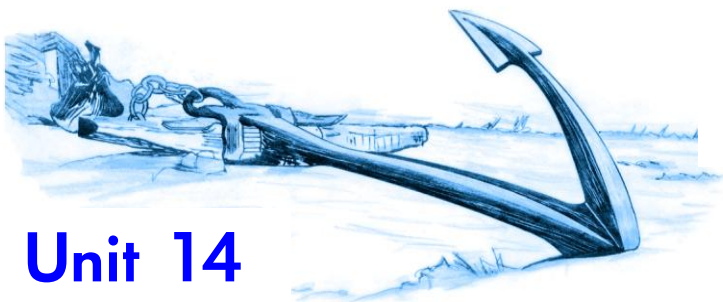
3. No member of the crew can attend the meeting at that hour. What could be done about the problem? (**put**)

4. Loading capacities and quantities were not carefully observed. What might have happened to the vessel? (**allow to sail**)

5. The vessel did not have the proper lights on and there was dense fog. What could have happened to it? (**ram**)

6. What normally happens to seamen when shipping slackens? (**lay**)





Passive forms (3) causatives: (have/get something done)

Unit 14

When we arrange for someone else to do something for us we can use **have** or **get**.

FORMATION: have/get + object + past participle (+ by + agent).

e.g. The First Engineer asked the Third Engineer to overhaul the pump.
The First Engineer **had** the pump **overhauled** (by the Third Engineer)

The Captain **is going to have** the correspondence **answered** (by the Mate).

The Company **has** the vessel **surveyed** every year.

The Mate **has had** the life saving equipment **checked** by the Boatswain.

(1): **Causative have** uses **do** in negative and interrogative forms.

The Bosun **did not have** the lifeboat supplies **renewed** by the ABs.

Did the ship owners have the F/B "Krystallia" **refurbished** for this year?

(2): **Causative get** has the same meaning as **have** but it is more informal.

The mate **got** his cabin **tidied** (by the cabin boy).

In the morning the sailors **got** the sails **set** and we sailed off.

(3): **Causative have** may be used to mean to experience sth (usually unpleasant).

The Bosun **had** his money **stolen**. (this doesn't mean that the Bosun asked sb to rob him!)

The vessel **had** its port bow heavily **dented** during docking.

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PRACTICE Unit (14) Causatives.

✍ Exercises.

(14.1) Complete the sentences using "have/get something done" as in the example:

Example:

The company are having the ship refurbished (ship/refurbish) for the new coastal line.

1. The company always _____ the (vessel/dock) in Elefsina.
2. The First Engineer _____ (the Third Engineer/ relieve from his watch) by the Second Engineer, as he was sick.
3. After checking it, the Second Engineer _____ (the water pump/ lubricate) by the greaser.
4. Seeing how upset she was, the chief steward _____ (the old lady/ guide) to her cabin by the stewardess

(14.2) Reword the following questions and statements using “have something + past participle”. (by is provided wherever possible):

Example:

Did you take the car to the garage to be serviced?

Did you have your car serviced at the garage yesterday?

1. Will they ask somebody to repair their boat?
Will they _____
2. Why did they ask the shipyard to paint the ship?
Why _____ in the shipyard?
3. Did the stewardess ask the tailor to make her dress?
_____ by the tailor?
4. The GO didn't ask for the radio to be repaired.

5. The Chief Engineer won't order the greaser to lubricate the machine.
_____ by the greaser.
6. The company will not ask the exporter to load the goods on the vessel.
_____ by the exporter.

(14.3) Reword the following to have/get something to be done; use by wherever possible:

Examples:

Someone cleaned the cabin for the Mate yesterday.

The Mate had (got) his cabin cleaned yesterday. OR

The Mate asked the steward to clean his cabin yesterday.

The mate had (got) his cabin cleaned by the steward yesterday.

1. Someone washes the boat for me after fishing.
After fishing _____ by the boat service.
2. The Captain has asked the ABs to paint the railings, now.
_____ by the ABs.
3. The Bosun will see to preparing a fire drill for tomorrow.

4. Tell the Bosun to check all the lifesaving equipment on deck.
Have _____ by the Bosun.
5. I'm going to tell the Third Engineer to check those valves again.
I am going to _____ by the Third Engineer.
6. You must find a crew member to sort out all the spare parts by tomorrow.
_____ by a crew member by tomorrow.

7. The Captain had ordered the cook to prepare something special for that night.
 _____ by the cook for that night.
8. The knives need sharpening.
 We must _____
9. The ship's computer is no good; we are changing it.

(14.4) Answer using the structure “have/get something done” and one of the verbs:

order book build repair guide sign fix

Example:

Why did you go to the travel agent's? To have a passage booked.

1. Why did you visit the shipyard?

To have _____

2. Why have they called the radio technician?

To have _____

3. Why are they calling a pilot?

To have _____

4. Why did the Captain call the barman?

To have _____

5. Why did you visit the shipping company?

To have _____

6. Why did you telephone the shipping Broker?

To have a vessel/a cargo _____

(14.5) Use the structure “have something + past participle ” to refer to somebody's unpleasant experience:

Example:

The young passenger's passport was taken away from her by the Coastguard.

What happened to the young lady?

She had her passport taken away (by the Coast Guard).

1. The electrician returned to the boat early in the morning. His nose had been broken in a fight. What had happened to him?

2. The purser's briefcase was stolen. What happened to the purser?

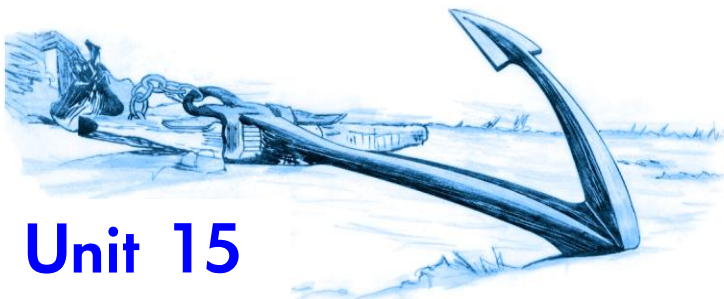
He _____

3. The cleaner's ruined my daughter's dress. What happened to my daughter?

My _____ by the cleaner's.

4. The ship's safe had been robbed. The Captain was very angry. What had happened to the Captain?

5. The boatswain spent the night at a local in the harbour. When he returned, he emptied his pockets but couldn't find his wallet. He realized that it had been stolen. What happened to boatswain?



Verb forms: Infinitives

Unit 15

1. INTRODUCTION.

As it was explained in Part (1):

- **The infinitive** is the part of the verb as it is given in the dictionary and has the function of an object. It is usually preceded by **to** (*to sail*). If it is not preceded by **to** we speak of an **infinitive without to** or **verb word** (*sail*).

e.g. The cadet did not expect **to pass** the examination.
Let's **go**.

2. VERBS FOLLOWED BY INFINITIVES.

Verb + Infinitive

agree to appear to ask to decide to	expect to hope to need to offer to	plan to pretend to promise to	refuse to seem to want to
--	---	-------------------------------------	---------------------------------

- The above verbs are followed directly by an infinitive.*

The Captain **agreed to dock** the vessel immediately.
The sailors **hope to go** ashore at the next port of call.

- The negative form of the infinitive is: **not + to infinitive**

The Greaser **appeared not to understand** the Engineer's instructions.

Verb + Pronoun/Noun + Infinitive

advise sb to allow sb to ask sb to beg sb to	cause sb to encourage sb to expect sb to force sb to	invite sb to need sb to order sb to permit sb to	remind sb to tell sb to warn sb to want sb to
---	---	---	--

* For lists of verbs followed by infinitive see Appendices 2 and 3

<ul style="list-style-type: none"> • The above verbs are followed by a noun or a pronoun and then by the infinitive. 	<p>The Coast Station advised the officer of the watch to change course.</p> <p>I want you to book a passage for me on the next ferry to Skyros.</p> <p>The Captain ordered the Steward to prepare his cabin for the night.</p>
---	--

<ul style="list-style-type: none"> • Some verbs are followed directly by an infinitive if they are in the passive voice. 	<p>The drunken sailor was made to promise not to drink during his shift ever again.</p> <p>The vessel was ordered to stop for inspection.</p> <p>The Mate was told to report to the Captain immediately.</p>
<ul style="list-style-type: none"> • adjective + infinitive to say how one reacts to say you don't want to do sth • adjective + preposition + infinitive to say what you think of what one does. • Special adjectives <i>too, enough</i> to express excess (sth negative) too comes <i>before</i> the adjective! To express sufficiency (sth positive) enough comes <i>after</i> the adjective! • enough + noun / adjective + enough enough comes <i>before</i> the noun enough comes <i>after</i> the adjective • Special uses (had better, but) Had better + verb word (= It's a good idea, it's good for you/him etc.). but + verb word (= except) 	<p>I'm sorry to hear that.</p> <p>The sailor was afraid to tell the bosun.</p> <p>It's nice of you to help me with the valve.</p> <p>The sea was too rough to sail. (we <i>couldn't</i> sail)</p> <p>The sea was calm enough to sail. (It <i>wasn't</i> calm but we <i>could</i> sail)</p> <p>They put in enough power It became powerful enough</p> <p>They had better not sail in this weather. (It's dangerous). One can't but admire his skill.</p>

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PRACTICE Unit (15).

✍ Exercises.

(15.1) Use an infinitive phase and the verb in parenthesis to write Reported sentences in the Passive and the Active as in the example; omit the agent (by):

Example:

My tutor said to me, "You should take Internal Combustion Engines 1." (*advise*)

My tutor **advised me to take Internal Combustion Engines 1.** (*active*)

I **was advised to take Internal Combustion Engines 1.** (*passive*)

1. When I entered the bridge the Captain said to me, "Prepare the pilot launch."

(*order*) _____

2. As I felt very sick, the Mate said to me, "You may leave your watch earlier."

(*permit*) _____

3. During the crossing the Captain said to the lookout, "Watch out for boats."

(*warn*) _____

4. The pirate said to the Captain, "You must moor this vessel inside that bay."

(*force*) _____

5. The Mate said to the new AB, "Ask me questions at any time."

(*encourage*) _____

(15.2) Use the infinitive with *to* or *not to* or the infinitive without *to* of the following verbs to complete the sentences:

book come dye know leave return sail study understand

1. I want _____ a passage on the steamer sailing to Syria tomorrow.

2. The Captain hopes _____ the ship's new destination by 06.00.

3. The crew was warned _____ any doors open or unfastened.

4. The Bosun was sorry to have _____ to the ship so early.

5. I must wait until I hear him _____ home.

6. "You would be foolish _____ your hair red," said the Bosun to the A.B.

7. I was sorry I couldn't make him _____ hard enough.

8. It's not easy _____ a laser.

9. The Bosun appeared _____ the problem. So the Mate had to explain again.

(15.3) Rewrite the following using *too* or *enough*. The first one has been done for you:

Examples:

This cabin is so hot that I can't sleep in it.

This cabin is too hot for me to sleep in.

The Bosun's cabin was very cool, so I could sleep in there for a while.

The Bosun's cabin was cool enough (for me) to sleep in for a while.

1. The accident outside the port was so terrible we can't talk about it.
2. The new ABs were so empty-headed that they could not learn their duties.
3. The channel was so shallow that they couldn't sail across it.
4. The towboat was so powerful she could tow an ocean liner.
5. The young passenger was not very rich so the Admiral could not marry her.

(15.4) Write sentences as in the example:

Example:

allow me + repair

The First Engineer allowed me to repair the pump.

1. require us + take

The Captain _____

2. expect + be

The passengers _____

3. advise them + visit

The Mate _____

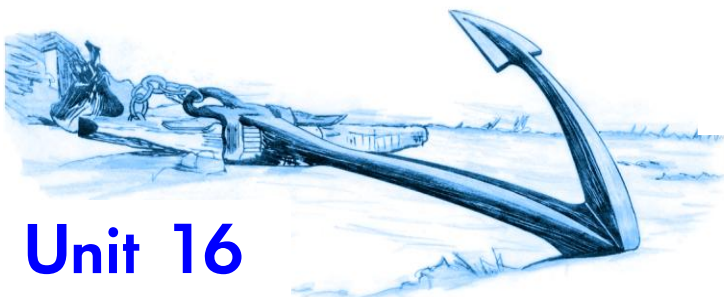
4. order the sailor + switch on

The Bosun _____

5. force him + leave

The Professor _____





Verb forms: Gerunds

Unit 16

• **The gerund** is the part of the verb that ends in **-ing** and has the function of a noun but also retains its function as a verb.

e.g. **Sailing** is a sport.

Rowing a boat is also a sport.

1. VERBS FOLLOWED BY GERUNDS. *

Verb + Gerund.

admit appreciate avoid consider	delay deny discuss dislike enjoy	finish imagine keep mention mind	postpone quit recommend risk suggest
--	--	--	--

• The above verbs are followed by a gerund and not by an infinitive.

The doctor told the mate to **quit smoking**.
Lots of captains **avoid sailing** in the Bermuda Triangle.
The Second Engineer **dislikes doing** the First Dog Watch.

Verb + Preposition + Gerund.

<p>• Most verbs with a preposition are followed by a gerund, e.g. insist on object to talk about</p> <p>• Also other prepositional phrases are followed by gerund, e.g. (a) means of in favour of look forward to</p>	<p>The Chief Mate insisted on writing the event in the logbook himself. The Port Police objected to the ship sailing in that weather. The Director talked about buying three new ships.</p> <p>There are various means of lifting the anchor of a vessel.</p>
---	--

* For lists of verbs followed by gerund see Appendix 3

<ul style="list-style-type: none"> Negative form: not + gerund 	The Chief Mate <i>talked about</i> not allowing anyone to go ashore. It was too dangerous.
--	---

2. VERBS FOLLOWED EITHER BY GERUND OR INFINITIVE.

begin start	love like hate	intend prefer	can't stand can't bear can't resist
----------------	----------------------	------------------	---

<ul style="list-style-type: none"> The above verbs can be followed either by gerund or infinitive without much or any difference in meaning. Avoid using a gerund if the main verb is in the continuous form. 	The vessel started to list . OR The vessel started listing . I hate to disturb a sailor working. I hate disturbing a sailor working. The ocean was dark, and it was beginning to rain .
---	--

3. IMPERSONAL EXPRESSIONS + GERUND.

<ul style="list-style-type: none"> There are also some expressions followed by Gerund. it's no good it's no use it's worth it's not worth	It's no good/use trying to repair this valve. It's beyond repair. You have to replace it. It's not worth repairing this valve. It's too expensive. You'd better get a new one.
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PRACTICE Unit (16).

✎ Exercises.

(16.1) Underline the correct choice (*gerund/infinitive/verb word*) in the parentheses:

- Batteries are a means of (*store/storing/to store*) electricity.
- It's no use (*keep/keeping/to keep*) the apparatus if you don't know how (*use/using/to use*) it.
- When a sprinkler head starts (*operate/operating/to operate*), the non-return valve is raised by water pressure. The pressure makes the alarm system (*sound/sounding/to sound*) on the bridge.
- The Chief Engineer suggested [the] (*recondition/reconditioning/to recondition*) of the crankcase bold threads.
- You should avoid (*recirculate/recirculating/to recirculate*) the lub-oil without (*check/checking/to check*) it first for fitness.

6. You'd better (*let/letting/to let*) the crankcase door (*cool/cooling/to cool*) down, before (*open/ opening/to open*) it.
7. The Second Engineer admitted (*have/having/to have*) raised the pressure to an inadmissible level.
8. He did everything but (*clean/cleaning/to clean*) the engine and its components.
9. Steam should never (*be/being/to be*) injected directly into a water system, because it may (*cause/causing/to cause*) corrosion.

(16.2) Use the pattern: adjective + enough + infinitive:

a) Complete the sentences. Use the prompts and your imagination:

e.g. Is the helmsman strong enough (turn) to turn the wheel?

1. This tug is powerful enough (tow) _____
2. The young Mate isn't skilful enough (dock) _____
3. The Engineer is clever enough (repair) _____
4. The new Steward is good enough (serve) _____

b) Write sentences with the same meaning as the following. Use an infinitive.

e.g. This sailor cannot work as a helmsman because he doesn't have enough experience.

This sailor isn't experienced enough to work as a helmsman.

1. This cadet cannot take the watch because he doesn't have enough training.

2. We can't paint this area because they didn't clean it enough.

3. We can't assign Jim as officer. He hasn't got enough sense of responsibility..

4. The piston creates enough force. It closes the valve.





Transitive-intransitive verbs: lie-lay, rise-raise

Unit 17

INTRODUCTION.

• **Transitive** verbs are those that can take an object after them, and **intransitive** those that cannot. The above verbs are very similar and, therefore, can easily be confused.

lie/lay

<p>• lie (1) Irregular verb: lie-lay-lain Present participle: lying</p> <p><i>intransitive:</i> it means: 1. to be down 2. to be horizontal 3. to become horizontal 4. to be situated</p>	<p>Bosun to sailor: “Don’t lie down all day. Get up and do some work.” He lay down on the beach and closed his eyes. “Lie on the couch and relax,” said the doctor to the mate. They found the missing passenger in his cabin lying on his bed. Crete lies to the south of the Aegean. From the top of the hill, they saw the “<i>Jackie</i>” lying anchored in the middle of the bay.</p>
<p>• lie (2) Regular verb: lie-lied-lied Present participle: lying <i>intransitive:</i> it means: say things that are not true, tell lies.</p>	<p>The Bosun did not want to ask the sailor because he never told the truth. He had always lied to him. I don’t trust you; I think you are lying to me again.</p>
<p>• lay Irregular verb: lay-laid-laid Present participle: laying</p> <p><i>transitive:</i> it means: 1. to put something down carefully, 2. to put down flat, 3. to put in the right position. Idioms: lay the table lay eggs (of birds, reptiles) lay the blame on</p>	<p>The Engineer laid the work piece on the bench carefully to avoid bending it. The passenger laid his cards on the table. The Mate asked the ABs to lay the tent material down on the deck to see if it was enough to cover the awning-deck. He ordered the Steward to lay the table for dinner.</p>

rise/raise

<p>• rise <i>intransitive</i>: it means: 1. get up, stand, 2. go up, 3. increase, 4. become stronger/louder irregular: rise-rose-risen Present participle: rising</p> <p>idioms: rise to (become important) rise to the challenge (to manage to deal with a difficult task successfully)</p>	<p>Hearing the explosion the Chief Engineer rose from his seat and went down to investigate. The helicopter rose slowly into the air. The prices of ships have risen tremendously recently.</p> <p>As the wind was rising the skipper altered course towards the nearest harbour. The successful Engineer quickly rose to the position of Port Engineer. The situation was extremely difficult but the talented Captain managed to rise to the challenge.</p>
<p>• raise <i>transitive</i>: it means: 1. lift 2. increase 3. improve regular: raise-raised-raised Present participle: raising</p> <p>idioms: 1. raise money (collect money for a cause) 2. raise your voice (speak loudly and angrily) 3. raise hopes, doubts, fears (cause to have these feelings) 4. raise a question, a subject (start talking about) 5. raise a child, an animal (bring them up)</p>	<p>The Coxswain raised his hand, and the men stopped rowing. The government has raised taxes again. The standard of living on board ships is being raised quickly. The crew are raising money to help the injured sailor's family. "Don't raise your voice to me or you will regret it," said the Mate. His positive answers had raised our hopes of success. The Chief Engineer was the first to raise the question of overtime. As the boy's parents had been killed in the accident, the Bosun decided to raise the child himself.</p>

PRACTICE Unit (17).

✎ Exercises.

(17.1) Put in the right form of the verbs *lie* and *lay* as appropriate:

- The ship will be ready in about a year; they _____ the keel yesterday.
- The "Nireas" _____ the first Aegean cable next week.
- The scout climbed the hill and saw the vessel _____ at anchor in the Madonna Bay.
- After his four-hour watch the Mate _____ in bed listening to his favourite music.
- The Boatswain punished the sailor because he _____ to him twice.
- Look! The mine-layer "Flox" _____ mines around the tiny island of Aselinos.
- After 40 years of service the proud "Kendavros" _____ up.

(17.2) Put in the right form of the verbs *rise* and *raise* as appropriate:

- They _____ the cabin capacity of the ship. She now has 50 more.
- Look! The derrick _____ the cases onto the deck.

3. The helmsman watched the sun _____ above the horizon. His watch would be over soon.
4. What is the _____ capacity of this pump?
5. The behaviour of the sailor _____ doubts in the Boatswain's mind about his character.
6. The Captain heard the knock and _____ to welcome his new Chief Officer.

(17.3) Put in the right verb (*lie, lay, rise, raise*) in the correct form.

1. The temperature of the exhaust gas did not _____.
2. Quick! _____ the pressure a little more! Go on, make it 15kg!
3. When you are called _____ your hand and make a reply.
4. When the deck hands had finished their work, they _____ down their scrapers.
5. The night watch had been so exhausting that the men _____ asleep for hours afterwards.
6. The expansion tank water level is _____.
7. What? \$50,000,000! I'm sure he _____.





Present/Past participles: Adjectives ending in -ing and -ed

Unit 18

INTRODUCTION.

The present (ing) and past (ed) participles can be used as adjectives:

<ul style="list-style-type: none"> The Present participle produces an active meaning. The noun that is modified by the active participle does something: it tires, it terrified, it exhausts. 	<p>The Bosun does a tiring job. The Mate had a terrifying experience. This AB does exhausting work.</p>
<ul style="list-style-type: none"> The Past participle produces a passive meaning. The noun that is modified receives the action, thus: he is tired, he was terrified, he is exhausted. 	<p>He is a tired Bosun. He is a terrified Mate. He is an exhausted AB.</p>

- In this way we can form many pairs of adjectives:
The pilot is **interested** because the flight is **interesting**.
The cadet is **confused** because navigation is **confusing**.
The helmsman is **bored** because the wheel is **boring**.
Everyone on board was **fascinated** because the sight was **fascinating**.
- More pairs:

amazing	amazed	embarrassing	embarrassed
amusing	amused	exciting	excited
annoying	annoyed	horrifying	horrified
astonishing	astonished	shocking	shocked
confusing	confused	satisfying	satisfied
depressing	depressed	terrifying	terrified
disgusting	disgusted	worrying	worried

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PRACTICE Unit (18).

✎ Exercises.

(18.1) Answer using a present or a past participle:

1. How do you describe someone if a story shocks him? shocked
2. How would you describe a situation that depressed you? depressing
3. A book that fascinates you is _____
4. A person disappoints you, so you are _____
5. A film thrills you, so you are _____
6. A film thrills you, so the film is _____
7. Raining all day depresses me. It's _____ weather.
8. The Captain confused the crew. He gave them _____ instructions.
9. The Captain confused the crew. The _____ crew didn't know what to do.

(18.2) Put the verbs in parentheses in the present or past participle:

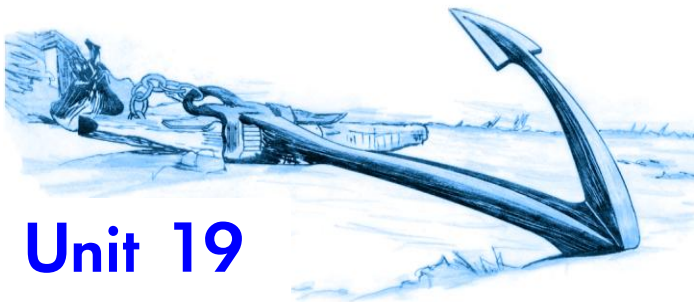
1. The (damage) _____ vessel was towed to the nearest dry dock.
2. The (wear) _____ piston was replaced by a new one.
3. The (annoy) _____ sound terrified the passengers.
4. It was (depress) _____ to look at the (dent) _____ hull.
5. I couldn't believe my eyes when I saw the (convert) _____ ship.

(18.3) Underline the right participial adjective:

1. It's always a great pleasure to look at sailing/sailed ships.
2. I enjoyed the sail. It was really exciting/excited.
3. The tank was full of compressing/compressed gas.
4. The sucking/sucked vapour is in the compressor.
5. The increase in pressure forces the operating/operated valve to open.

(18.4) Use the words in brackets to complete with participles as appropriate:

1. The huge shark was a _____ sight. The _____ passengers were worried about the ship's launch. (*terrify, terrify*)
2. I pushed my way through the _____ ballroom and made for the deck. (*crowd*)
3. The First Engineer inspected the _____ pump and ordered the Third Engineer to replace the _____ part. (*overhaul, offend*)



Verb forms: Conditional type 3, Mixed conditions

Unit 19

Revision & Extension.

- *Condition Type 0:*

If the Chief Engineer has time when he is in Piraeus, he always visits his sister.

If you heat water to 100°C, it boils.

Don't use a comma **if** you reverse the condition!

- *Condition Type 1:*

If you observe all the rules and regulations, you will be safe.

Will you tell me in time **if** the vessel sails tonight?

- *Condition Type 2:*

The compressor would always operate well **if** you overhauled it regularly.

If I were you, I would not sail in this weather.

Important ! *Conditionals type 0, type 1, and type 2 always refer to the Present or the Future!*

Condition Type 3.

- *Conditional Type 3* is used to refer to what happened in the **past**, usually different from what was expected:

e.g. "How was the first voyage?"

"Well, it would have been all right **if** the Captain hadn't been such a jerk."

- IF CLAUSE

If + Past Perfect

MAIN CLAUSE

would have + Past Participle

If they had allowed them to go ashore, they would have been happy.

If the service boat hadn't been 10 minutes late, we would not have been discovered missing.

- We may **reverse** the condition in which case we do not use a comma!
Christina would have entered her house if she hadn't forgotten her key.
- We may use **could have** or **might have** in the main clause, to show degree of ability/certainty.
The accident **might have** been avoided **if** the Captain had been on the bridge.
If the First Engineer had been present, he **could have** repaired the damage.
If we had heard the noise, we **might have** called the police.

Unless (= if not).

- **Unless** can be used in place of **if ... not**. In that case remember that the verb must be in the affirmative!
Unless we **fix** that pump at once, there will be trouble.
If you **don't fix** that pump at once, there will be trouble.

Mixed Conditions (type 2 and type 3).

- If the condition refers to the past and the main clause to the present, then we can mix types 3+2.
e.g. If we **had paid** attention (*but we didn't*) to the weather reports, we **wouldn't be** in the middle of a storm now (*but we are*).
- If the main clause refers to the present and the condition to the past, then we can mix types 2+3.
e.g. If I **didn't have** (*but I do*) all these repairs to do, I **would have gone** ashore and visited the old town with the others (*but I didn't*).

Remember! We don't use **will** after **if, when, unless**. (For exceptions to this rule see Unit 33)

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PRACTICE Unit (19).

✍ Exercises.

(19.1) Change into the 2nd and 3rd conditionals. The first one has been done for you:

1. If you detect smoke, act immediately as follows.

If you detected smoke, you should act as follows.

If you had detected smoke, you should have acted as follows.

2. If you want to know more about power, visit our website at [http:](http://)

.....

.....

3. If you have steerage way, you can navigate.

.....

.....

4. If you wish to overtake, indicate this clearly.

.....

.....

5. If you have engine trouble, call the company service.

.....

.....

(19.2) Put the verbs in the right conditional form:

1. If I didn't work on a merchant ship, I _____ (be) able to see my family more often.
2. If the vessel _____ (sail) tomorrow, she would arrive in Ancona three days from now.
3. Unless the vessel _____ (sail) yesterday, she wouldn't have arrived in Syria in time for me to catch the train to Constantinople.
4. If the gas leak is high, there _____ (be) a high danger of fire.
5. What _____ (do) if you had missed the vessel yesterday?
6. They _____ (go) away for a week, if they have time.
7. If it _____ (be) sunny, we shall all go to the beach.
8. We can talk tomorrow afternoon unless I _____ (be) on duty.

(19.3) Write sentences in the right conditional form for each situation:

Example:

We didn't miss the ferry because we hurried.

If we hadn't *hurried*, we would have missed the ferry.

1. They must hurry up because they want to finish loading by tomorrow.

If they _____

2. The ship had sailed away when you got to port yesterday, so you missed it.

If you _____

3. The ship hasn't arrived at Patras because it didn't sail yesterday.

If the ship _____

4. He is sleeping now because he is keeping watch this evening.

If he _____

5. If it does not rain tomorrow, the Cadet will go sailing.

Unless it _____

6. The distress signal had not been given until the Boatswain sounded the alarm.

Unless the Boatswain _____

(19.4) Match the phrases:

- | | | | |
|---------------|--|-----|--|
| 1. <u>a</u> | If the derrick were not out of order, | (a) | the cases would be loaded. |
| 2. <u> </u> | Unless there is a problem, | (b) | the vessel wouldn't have run |
| 3. <u> </u> | If the Boatswain hadn't sounded the alarm, | (c) | aground. |
| 4. <u> </u> | Unless the rescue party acts fast, | (d) | the cargo will soon be discharged. |
| 5. <u> </u> | If the GO had been able to send the distress signal, | (e) | the fire would have spread. |
| 6. <u> </u> | Unless assistance arrives soon, | (f) | the Captain stays on the bridge. |
| 7. <u> </u> | If conditions are tough, | (g) | the people won't be saved. |
| | | | the shipwrecked passengers will be lost. |



Verb forms: Reported speech (word order)

Unit 20

Revision & Extension

- Very often we need to tell others what somebody said. In this case we can either say: The mate said, **“I’m going to my watch.”** (use his words- **direct speech**) or report: The mate said **he was** going to his watch. (**reported speech**).

A. We usually start reporting in the past. (he said, he told me, he asked)
This means that the rest of the sentence must be in the past, too.

Remember!

- All Present forms become Past.
- Past Tense becomes Past Perfect.
- Most demonstrative pronouns and adverbs of time and place change.

Direct Speech

Reported Speech

“Mariners use English all over the world.”	He said that mariners used English all over the world.
“Chief Engineer Loucas has retired .”	He said that Chief Engineer Loucas had retired .
“How can I send a message?”	The passenger asked how <i>he</i> could send a message.’
“The ship will sail towards Malta.”	The Bosun explained that the ship would sail towards Malta.
“The sailor usually hoists this flag when the ship enters port.”	He told me that the sailor usually hoisted that flag when the ship entered port. *
“The tug-boat towed <i>us</i> into port.”	The mate informed the old lady that the tug-boat had towed <i>them</i> into port.

B. If you start reporting in the present (he says, he tells me, he asks),
you should not change verb tenses!

Direct Speech

Reported Speech

The Master says, “ <i>We</i> are carrying valuable cargo.”	The Master says that <i>they</i> are carrying valuable cargo.
The Mate asks, “ Did you launch the	The Mate asks if <i>you</i> launched the lifeboat.

* If there are two verbs in the sentence we usually change them both.

lifeboat?" The Captain <i>says to me</i> , "Jim has been to Germany."	The Captain <i>tells me</i> Jim has been to Germany.
---	---

Also remember!

- We use **tell** when we mention the person we are speaking to:
The Captain **told the Mate** (that) the ship's course was wrong
What did you **tell the Engineer** about the valve?
- But use **say** when you don't mention the person we are speaking to:
The Electrician **said** (that) he had been on board seven months.
What did the Mate say? He **said** (that) he was homesick.

- But you can **say something to somebody**:
The mate **said** goodnight **to the helmsman** and went to bed.
What did the sailor **say to the coastguard**?

C. Imperatives become infinitives. The verbs **told, asked, ordered** * are most frequently used in this case.

The doctor said to the passenger, "Stay in your cabin for a few hours." "Stand by," the Master ordered the engine room. "Don't eat while you are steering the ship," said the Master to the helmsman.	The doctor told the passenger to stay in her cabin for a few hours. The Master ordered the engine room to stand by. The Master asked the helmsman not to eat while he was steering.
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Reported questions.

- **Here the word order is always that of the affirmative sentence!**
- For questions introduced with a verb we use **if** in the reporting:

"Did you keep watch last night?" asked the Chief Engineer. The Chief Engineer asked if I had kept watch the night before. "Will you be on duty tomorrow?" asked the Mate The Mate asked me if I would be on duty the next day.

- For questions introduced with question words (**who, what**, etc...) use the question word:

"Who is the Master of the ship?" asked the passenger. The passenger asked who the Master of the ship was. "How long have you been on board the ship?" asked the passenger. The passenger asked (me) how long I had been on board the ship.

NB: It can be seen that reported questions are usually started in the past.

* Other verbs using the same pattern (**verb + pronoun/noun + infinitive**) are:
allow, beg, challenge, convince, direct, expect, instruct, persuade, urge, warn.
For more examples and exercises with these verbs see Book 3.

PRACTICE Unit (20).

✎ Exercises.

(20.1) Report the following orders/instructions.

Example:

"Operate the nearest fire alarm," they said.

They told us to operate the nearest fire alarm.

"Strike out your entry from the log-book," said the Mate to the Captain.

1. _____
"Jump into the water and enter [the] lifeboats," said the Mate to the sailors.
2. _____
"Don't stay in the water too long. You will freeze," the Bosun warned the sailor.
3. _____
"Lower No. 3 lifeboat along [the] embarkation deck," said the Bosun to the ABs.
4. _____
"Enter lifeboats over [the] main deck," said the Mate to the Bosun and the ABs.
5. _____
"Do not push each other when entering," the Mate instructed them.
6. _____

(20.2) Put into direct speech. The first one has been done for you.

1. He said that the temperature of the exhaust gas did not rise.

"The temperature of the exhaust gas does not rise," he said.

2. He said that the other engine had offered unmatched economy.

3. He explained that the GDI engine would incorporate a far greater level of EGR.

4. The Chief Engineer ordered the greaser to reduce pressure.

5. He remarked that the GDI could easily be adjusted to offer a wide range of performance characteristics.

6. He announced that the new engine would enter production the following month.

7. Mitsu Motors maintained that the Mark II was destined to lead petrol technology into the twenty-first century.

8. The Bosun said that he would hold on forward breast line (Begin I...).

(20.3) Turn the sentences into Reported Speech. Begin with the parenthesis:

Example:

"A number of crew are remaining on board the distressed vessel." (The wireless operator/ inform/vessels in the vicinity)

The wireless officer informed the vessels in the vicinity that a number of crew were remaining on board the distressed vessel.

1. "I didn't throw a lighted cigarette into the litter bin." (The deck hand/deny)

2. "Don't forget to seal the openings before attempting any scraping work." (The Third Engineer/remind/the technician)

3. "Would you like a cup of coffee ?" (The steward/offer/the passenger)

4. "Take all combustible materials away !" (The Second Engineer/tell/Oiler)

5. "Shall I engage or disengage the turning gear ?" (He/wonder)

6. "All right, I'll strike out the entry.» (The Captain/promise)

(20.4) Change into direct questions:

Example:

Peter asked the Mate how much the watch cost.

"How much does the watch cost?" Peter asked the Mate

1. The Captain asked the Mate where the log was.

2. The Chief Engineer asked the Third Engineer what the problem with the centrifugal pump was.

3. The Surveyor asked if there had been a leak in the pipeline.

4. The Captain asked if they would make a hydrographic survey.

5. The Mate asked where they were going to establish the buoy.

6. The Captain asked how many tugs must (had to) be taken by his vessel.

(20.5) Change into indirect questions:

Example:

Coast Station: What is your position?

The Coast Station asked what our position was.

1. Seagull: What time can I enter the canal?

The Seagull asked _____

2. Maleas Radio: What is your draught and height?

The Maleas Radio **asks** _____

3. Sounion Radio: Report arrival at way point Imia Buoy.

The Sounion Radio ordered us _____

4. Helicopter: Will you hoist [a] rescue sling?

The helicopter asked _____

5. Captain: Has the operation finished?

The Captain **asks** _____

6. Radio Officer: Have you received the message?

The Radio Officer asked _____



Unit 21

Compound verb patterns (1): Verbs followed by preposition/adverbial particles

INTRODUCTION.

The following words are called prepositions or adverbial particles and often follow verbs.

about	at	between	for	out	opposite	toward
above	away	beyond	forward	out of	over	under
across	below	by	in	outside	round	up
against	back	down	inside	off	through	with
along	behind	during	into	on	to	without
among						

- In English we often use verbs with prepositions to add some meaning to the verb or to give it a special colour:

They **cast off** the ropes as quickly as possible

He **got into** the Jaguar and **drove off**.

When the Engineer returned her glance, she **looked away**.

They **launched** the lifeboat **to** the water.

The sailors **swung out** the lifeboats.

The situation **resulted in** the Captain **forbidding** anybody **from** going ashore.

They had to **transfer** cargo **to** hold No. 3.

Not knowing what to do the Mate **turned to** the Captain for help.

- A preposition enables a verb to take its object:

She **looked at** him in a strange in a strange way.

He **said to** her, "Give it to me, I'll fix it for you."

The radio operator **informed** coast radio stations **of/about** the number of persons in each life boat.

"**Jump into** [the] water and enter the lifeboats," shouted the Mate.

The mixture was **injected into** the cylinder.

The Bosun had to **draw** money **from** the bank to go shopping.

The new Captain clearly **differed from** the old one.

The big vessel **manoeuvred with** difficulty.

- Sometimes there is a noun/adjective/adverb between the verb and the preposition:

The Engineer realised that he would **have problems with** that pump.

Under the circumstances the Captain had to **make use of** the rules.

The Mate ordered the helmsman to **keep clear of** the overtaking ship.

The Captain warned the bridge to **keep a sharp look-out for** sailing-boats.

- Quite often we put prepositions or adverbial particles after a verb to give the verb a new meaning; these verbs are called **phrasal verbs**. There are quite a lot of phrasal verbs*. Here are some examples:
The Captain ordered the engines to **stand by** and report. (*be ready*)
Take off and dispose [of the] contaminated clothing. (*remove*)
Put on protective clothing and breathing apparatus. (*cover your body, wear*)
Enter all checks **into** the log-book. (*write*)

Notes:

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PRACTICE Unit (21).

✎ Exercises.

(21.1) Put in the right verb from the list below:

brief, check, cool, escape, leak, pump, rope, stow, use

- _____ down [the] bulkheads to [the] accommodation with water
- _____ off [the] flooded area.
- _____ out ballast water.
- _____ it into 'tween deck of no. 2 hold.
- _____ [the] hatch cover for damage and report.
- _____ [the] stevedores on dangerous goods in number 3 hold.
- Leaking oil _____ into sea.
- Container with IMO-Class ... goods is _____ out of doors.
- _____ calibrated test meters for checking oxygen level.

(21.2) Put in the right word: about, away, close, for(3), from(2), on, up.

- Stow pallets/cartons _____ together in [the] reefer hold.
- Check containers _____ damage.
- Fill _____ broken stowage with small stowage.
- Stow IMO-Class ... goods _____ from living quarters.
- Stevedores complain _____ nausea/headache.
- Use absorbents _____ leakage.
- Fight the fire _____ a great distance.
- Separate contaminated goods _____ other goods.
- Alter course _____ [the] nearest port. Inform Coordinator _____ [the] radio.

(21.3) Choose the best phrase or word to complete the sentence:

- Cool down/up container with water.

* For more phrasal verbs and exercises see the next unit.

2. Maintain contact on VHF channels with/ to bunker barge.
3. All crew assist to clean up/ off spill.
4. Pump out/ away ballast tank no. 1 and report.
5. Enter all checks into/ inside log-book.
6. A drill will be held to familiarize passengers with/ about their assembly stations.
7. All crew should go to your assembly station and wait for/ on instructions.
8. Stay calm! Ships and helicopters are coming to/ on your rescue.
9. Hold on/ in to ropes or to your seat when [the] lifeboat is being lowered.

(21.4) Choose the correct phrase to complete the sentences:

cast off, comply with, drive off, get into, inform about, jump into,
launch to, look away, slack out, swing out

1. _____ your anchors under the hawse-pipes.
2. Boarding arrangements do not _____ SOLAS Regulations.
3. _____ no. 3 and 4 lifeboats and report.
4. _____ vessels in vicinity _____ number of persons in life rafts and report.
5. _____ water and enter lifeboat.
6. They _____ the speedboat and started the engine.
7. The Captain _____ the gangway and entered the taxi which drove off at once.
8. They _____ the dinghy _____ the water and rowed to the beach.
9. The sailor apologised to the young lady but she just _____.





Compound verb patterns (2): Simple phrasal verbs

Unit 22

INTRODUCTION.

The term *phrasal verb* (or prepositional verb) refers to verbs used with a preposition or an adverbial particle to form a phrase that usually has a new independent meaning.

1. The following is a collection of phrasal verbs which are frequently used in Maritime English texts or oral exchanges.

- ask for= make a request (for help, etc.)
*If you need anything, just **ask for** it.*
- be over= finish, end
*The loading operation took many hours of hard work and **was over** at 7.30.*
- blow down= empty, dry under pressure
*The engineer **blew down** [the] boiler-room water gauge glass.*
- call for = ask, demand
"The AB called for help. The situation called for serious action"
- call out= say something loudly, summon, order
*The deckhand **called out**: "Man overboard"*
- carry out= perform, do, execute
*We are **carrying out** [a] radar research.*
- cut down= reduce
*The First Engineer smokes too much, he ought to **cut down**.*
- cut off= stop the supply
*The Engineer had to **cut off** the supply of electricity to repair the generator.*
- give away= give sth to sb for nothing; betray
*Aegean Shipping **gave away** a lot of money to help the poor.*
*The Liberian stevedore **gave away** the fact that the ship was carrying guns.*
- give off= produce a smell, light, a sound heat etc.
*As soon as the Mate discovered a crate that **gave off** a strange smell he ordered a general survey of the cargo.*
- give up= surrender, stop doing or trying
*The job offer was very attractive but the Captain did not find it easy to **give up** a long and successful career at sea.*
- go on= continue
*The GMDSS Operator **went on** to inform the vessel that they were heading towards fishing gear.*

- go into= examine, start (also a career), describe
*He decided to **go into** the maritime business when he met Captain Gerry.*
- go through= move via a specific way, suffer, look carefully
*The Mate told the fire party to **go through** the accommodation to the deck.*
- laugh at= treat one as if he were stupid
*I can't go to the party in that dress. Everyone will **laugh at** me.*
- make for= proceed towards
*The fire party received their instructions and **made for** the bridge*
- make out= distinguish by sight
*The look-out couldn't **make out** what was floating ahead of the ship.*
- make up= complete, put together, reconcile
*The pharmacist **made up** the prescription and gave it to the Mate.*
- put on= dress
*The Mate ordered the rescue party to **put on** their protective clothing and breathing apparatus.*
- pull off= remove by pulling, succeed in winning or achieving
*The rescue operation was very difficult and the men were happy to **pull it off**.*
- pull up (of an anchor)= lift, weigh anchor.
*The crew **pulled up** the anchor and at precisely 04.00 the vessel got under way.*
- run down = discover after search, collide with or knock down
*Finally they **ran down** the Boatswain in the wildest bar of the harbour.*
- run into = meet sb/sth unexpectedly, hit sth while driving or sailing
*You are **running into** danger! Risk of collision.*
- set in= begin and seem likely to continue (weather etc.)
*Soon the sky was dark with clouds and the drizzle **set in**.*
- Run out = finish
The AB visited the harbour at night and soon ran out of money
- set off= begin a journey, detonate, initiate
*The crew made preparations and the vessel **set off** on its course at once*
- set out= start
*As soon as the message was received the vessel **set out**.*
- shut down: close, stop, turn off
*The engine room **shut down** auxiliary engines and stood by.*
- stand by= be ready to act, stand by (to be ready to execute an order)
*The first aid team report that they **are standing by**.
Yes, sir. Damage control team is on **stand by**.*
- switch on/off (=start /stop operation)
*The Mate told the Bosun to **switch off** the lights and to **switch on** the fire alarms in the accommodation.*
- switch over= change
*The GMDSS Operator **switched over** to the emergency frequency.*
- take over= assume control
*As soon as the vessel neared port the Captain **took over** manoeuvring.*
- take off= to take to the air (esp. to start with a helicopter from a vessel's deck)
*As soon as the SOS was received, the helicopter **took off**.*
- take off= remove (esp. clothes)
*The men **took off** the contaminated clothing and disposed of them.*
- take up= occupy, gather (the rope).
*I don't wish to **take up** much of your time.
Hurry up, **take up** the slack!*

- turn on/ off= start/stop operation

The radio officer **turned on** the wireless but he forgot to **turn it off** when he left.

2. Three-word verbs.

Phrasal verbs sometimes have three components: *

Everybody **stand by for** close-coupled towing

The machine is out of order as it was never intended to **stand up to** rough treatment.

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PRACTICE Unit (22).

✍ Exercises.

(22.1) Put in the right preposition (by, over, off, through, on):

1. When the fire alarm sounded the Mate ordered the Engineer to shut _____ the main engines.
2. When the fire drill was over the Captain ordered, "Stand _____ main engine."
3. Take a damage control team to [the] scene. Go _____ [the] superstructure.
4. It's getting dark. Switch _____ [the] deck lighting.
5. At 06.00 the Captain announced that the rescue operation was _____.

(22.2) Put in the right verb in the right form:

go (2), make, pull, stand, switched, turn

1. Close [the] watertight doors by hand and report. _____ through [the] engine room.
2. _____ by line throwing apparatus and report.
3. If you have finished [the] search _____ off [the] search light and report.
4. The Mate couldn't really tell whether the AB was telling the truth or was _____ the story up.
5. The rescue operation was proving difficult and the Captain was worried whether his men would _____ it off.
6. The Chief Engineer asked him to tell the story without _____ into details.
7. By 09:00 the GO had _____ over to [the] service frequency.

(22.3) Put in the right phrasal verb in the correct form:

stand by (2), call for, be over, go into, switch off, switch on, take over

1. Crew members are _____ to assist survivors.
2. When loading _____ hold lights and _____ hold ventilation.
3. Fuel injectors _____ extreme precision of manufacture.
4. _____ life rafts as boarding stations and report.
5. The new Chief Engineer _____ his duties on the "Sabine" in Cape Town.
6. The Captain asked the Mate to _____ the matter of the investigation of the thefts with great caution.

(22.4) Choose the best phrase to complete the sentence:

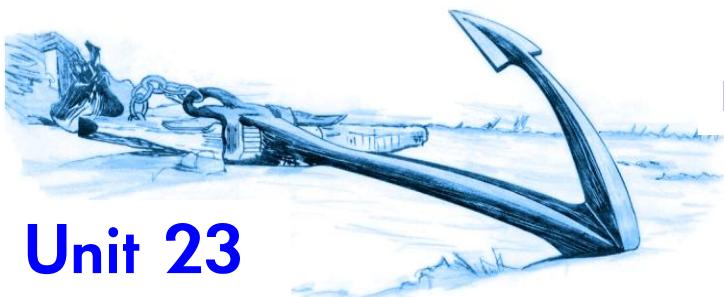
1. When loading is finished, close hatch and switch on/ turn away [the] ventilation.
2. Stand by/ set in oil clearance team.
3. As soon as the loading operation was over/ got out the vessel set off/ set on.
4. Three hours after the vessel had pulled off/ set out it got very cloudy and soon the rain run down/ set in.
5. Having heard the lookout's call, the Captain put on/ took over his jacket and went out to have a look. He was soon able to make out/ make for a huge tanker on a collision course.

(22.5) Make phrasal verbs using (set, go, give, make, blow, cut, take, run) in the sentences below + away, down (2), for, in, off (4), on (2), out (3), over, up (3) to complete the proper phrasal verb:

1. There must always be an extraneous cause to set _____ ignition in the crankcase.
2. By the time we left the port, the fog had set _____ for good.
3. The "Titanic" set _____ her maiden voyage on 10th April 1912.
4. The meat and other perishable goods had gone _____ and gave _____ a dreadful smell.
5. After some interrogation, the stowaway gave _____ how he had got on board.
6. He didn't give _____ until he found _____ what had caused the fire in the engine room.
7. On account of the fog, we couldn't make _____ whether the spot in the distance was a ship or a rock.
8. The ship was now going at full speed to make _____ for the delay at the previous port of call.
9. We had left Piraeus making _____ Lesbos when the collision happened.
10. If the pressure is unacceptable, allow it to blow _____ through the relief valve.
11. During the reversing manoeuvre, the fuel supply is cut _____.
12. The Chief Engineer found a way to cut _____ fuel consumption by 5%.
13. What does an engineer do on taking _____ the watch?
14. If this battery runs _____, you can recharge it.

(22.6) Put in the correct preposition: (away, by, down, off, over)

1. After grounding everyone was very upset, but soon they were able to pull the vessel _____ and refloat.
2. Sir, they are standing _____ for [the] pilot boat.
3. The engineer of the watch blew _____ boiler-room water gauge glass.
4. The new Chief Engineer took _____ his duties in the engine department from his predecessor.
5. Stow flammable goods _____ from [the] engine room bulkhead.



Determiners: Articles (a, an, the)

Unit 23

Revision and extension.

• Articles in use with generic nouns for general meaning.

a/an is usually used with a generic countable noun in the singular.	A Captain sails ships. A boat must be maintained carefully. A vessel can be small, medium, or large sized.
The is also used with a generic countable noun in the singular. In particular with: 1. Animal species 2. Musical instruments 3. Inventions.	The horse is a useful animal (all horses). He plays the bouzouki divinely. The satellite has revolutionized communications.

• The and names of places.

Canals, Oceans, Rivers and Seas: <u>with the</u> but Lakes <u>without the</u> : e.g. Lake Stymphalia is beautiful and historic.	Malta is an island in the Mediterranean . He sailed across the Atlantic single-handed. The (River) Danube flows into the Black Sea . The Corinth Canal is a landmark in the region.
Mountains and Hills <u>without the</u> Mountain and Hill ranges <u>with the</u>	Mount Imittos dominates Athens. Acroplanes often have to fly over the Alps .
Continents, Counties, Countries, Islands <u>without the</u> , but when they have an adjective or are in the plural <u>with the</u> .	Epirus is in Greece and Greece is in Europe . Corsica belongs to France . The U.S.A. and the Dominican Republic are in America, but the Philippines in Asia. Mykonos is in the Cyclades (Islands).
Regions that have the name of the continent <u>without the</u> , almost all others <u>with the</u> .	There are some big deserts in Central Asia . There are still wars in Indochina . There is always trouble in the Middle East . Scotland is famous for the Highlands .

• **Unique nouns with the.**

When there is only one of the mentioned kind then we use the	e.g. the Acropolis, the Parthenon, the police, the government, the sun, the moon, the earth, the country(side), the sea (side), the sky, the environment, the weather, the climate, etc.
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• **Special occasions.**

No the with sports, holidays, years, seasons, months, parts of the day/night	<p>He doesn't like football but he plays basketball.</p> <p>The Captain will be at home at Easter. Christmas is the Mate's favourite holiday.</p> <p>The ship docked at midnight and sailed next noon.</p> <p>The Third Mate likes to sleep by day and work at night. He also likes to ski in winter.</p> <p>On June 19th the vessel will be launched.</p>
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• **School or the school?**

<p>We may (or may not) use the when we refer to certain buildings but the meaning changes.</p> <p>But we say the with other buildings like: the pub, the cinema, the house, the shop, the office, the station, the theatre.</p>	<p>You go to prison(as a prisoner). You go to the prison(to visit a prisoner). You go to church to attend the mass. Tourists go to the old church (to visit it). He went to the school to ask for a certificate. Children go to school to learn. Mother is in hospital(she is sick) and we are going to the hospital to see her.</p> <p>After work the deck-hands went to the pub.</p>
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GENERAL RULE.

We use a, an when we do not say or know who/what/which and we use the when we know which one or assume it is known.	<p>A passenger asked to see the Captain.</p> <p>An officer must always care about the safety and the good operation of the ship.</p>
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PRACTICE UNIT (23).

✎ Exercises.

(23.1) Put in the right determiner where necessary only.

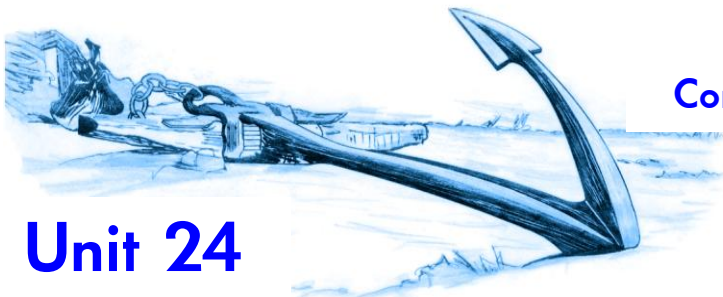
- _____ whale is the largest mammal on earth.
- _____ Mate can play the guitar beautifully, and this makes _____ voyage much easier.
- _____ wheel is _____ greatest invention as it made possible all _____ incredible development of _____ modern technology.
- _____ log or log-book is _____ book in which _____ deck officer of _____ watch records _____ events that take place during his term of duty, _____ speed of _____ vessel, _____ her position, _____ weather and other events connected with _____ sailing of _____ vessel.

(23.2) Put in the correct article (a, an, the,) where necessary:

- Whether you have a little ship, a cruiser or even a battleship, _____ BOATLIFE has the answers, _____ products, and _____ equipment to solve your problems.
- _____ Congress has appropriated \$1,000 billion for augmenting _____ America's sealift capacity. The money is now in the hands of O'Keefe, _____ comptroller of _____ US Defence Department in the Pentagon.
- O'Keefe, a former maritime aide to _____ Senator T. Stevens, has not to this moment released a dime of the sealift funds. Presumably he is following the instructions of _____ Defence Secretary.
- _____ EU's attempts to gain _____ competence, at _____ sea related matters could prove detrimental to the broader work organized through the UNO's IMO in London. International regulation rather, than _____ regional safety standards, is a prerequisite for _____ international industry such as _____ shipping.

(23.3) Put in the right article where necessary:

- _____ navigation is _____ art of directing _____ course of _____ vessel on _____ sea or in _____ air; _____ navigator is one who navigates.
- _____ Amsterdam is _____ capital of _____ Netherlands.
- To reach _____ Canaries you need to sail through _____ Aegean, _____ Mediterranean, _____ Straits of Gibraltar and some of _____ Atlantic Ocean.
- _____ River Nile flows through _____ Sudan and _____ Egypt and into _____ Mediterranean at _____ Nile Delta in _____ Alexandria.
- He has a house on _____ Mount Imitos overlooking _____ Saronic Gulf.
- During their campaigns Alexander crossed _____ Gobi Desert while Hannibal crossed _____ Alps with his elephants.
- While _____ Soviet Union was dissolved, _____ European Union is growing bigger and bigger.
- What is on at _____ cinema? There's _____ American film about fishing off _____ coasts of New Foundland.



Complex Nouns and Noun phrases

Unit 24

REVISION.

In Part (1) we saw compound nouns of three types:

- (1) a sea urchin (as two words)
- (2) a seaway (as one word)
- (3) an ice-cream (as one word with a hyphen)

EXPANSION.

In this part we are going to expand on the possibilities and behaviour of compound nouns:

- You can use more than one nouns side by side to make a new one:
e.g. a cargo-ship, a chief mate, a navigation school, a tour operator

- The first noun is used as an adjective and, therefore, has no plural.
This noun acts as a **qualifier**.
e.g. cargo-ships, chief mates, navigation schools, tour operators

- It explains what sort of thing or person we mean.

a navigation school is a school that teaches navigation

a cargo-ship is a ship that carries cargo

In this way you can specify what kind of meaning you want the noun to have:

e.g. a cargo-ship, a passenger ship, a war ship, a container ship, etc.

- You must always be careful with the order of the nouns. Compare:

a house dog is a dog we keep in the house

a dog house is a special house built for a dog (kennel)

- Instead of a noun you may use an **-ing** form of the verb:
e.g. sailing times, awning deck, engineering studies, shell plating

a connecting rod is a rod that connects the piston to the crankshaft

a timing chain is a chain that synchronizes events between the camshaft and the crankshaft

- Or a **past participle** form of the verb:
a fitted valve is a valve that has been fitted
a welded joint is a joint that has been welded
a broken rudder is a rudder that has broken
a modernised version is a version that has been modernised
- Or even with words that are not verbs (false participle)
a blue-eyed sailor
the fair-haired apprentice engineer

- Sometimes you may want to use three words together:
e.g. tug boat assistance, radio direction finder, world travel organization
a convention information desk is a desk where you get information for the convention
tug boat assistance is assistance that you can get from a tug boat
a cross channel ferry is a ferry boat that crosses the channel.
- Numbers may be included in the compound phrase but need to be hyphenated as follows.
Remember, as the hyphenated words now form an adjective, they are never plurals:
a five-hour voyage is a voyage that lasts five hours.
a two-hundred-mile course is a course that runs for two hundred miles
a fifty-euro note is a bank note worth fifty euros.

PRACTICE Unit (24).

✍ Exercises.

(24.1) Use the noun in italics as a modifier:

Example:

That ship carries containers. *It is a container ship.*

1. The room next to bathroom is for *guests*. It is _____
2. The house has a *wheel*. It is _____
3. That ship carries *cargo*. It is _____
4. These bars are made of *metal*. They are _____
5. Those engines use *steam*. They are _____
6. The stage at/in/on the *back*. It is _____
7. A pump operated by *foot*. It is _____
8. Nuts that are shaped like a *butterfly*. They are _____

(24.2) Find the relationship in the following complex nouns:

Example:

A diesel engine *is an engine that uses diesel.*

1. A petrol engine _____
2. A steam turbine _____

3. A manual gearbox _____
4. A McGregor hatch _____ system.
5. Car batteries _____
6. Copper pipes _____
7. A passenger ship _____
8. Scavenging air _____ fumes.
9. Insulation sleeves _____

(24.3) Form compounds out of the following:

Examples:

These rags are used for cleaning. They are cleaning rags.

These plates have been riveted. They are riveted plates.

Their house has nine rooms. It is a nine-room house.

1. Our trip lasted for three days. It was a _____
2. There are fifteen crew on that vessel. _____
3. The fire drill lasted two hours. _____
4. Here are the valves that regulate. _____
5. The Captain wrote a report of five pages. _____
6. This is oil which lubricates. _____
7. This tank has air that was compressed. _____
8. They offer service for 24 hours a day. _____
9. These pipes have been tapered. _____

(24.4) Form compounds from the following. Only use the part of the sentence that is necessary to form the compounds:

Example:

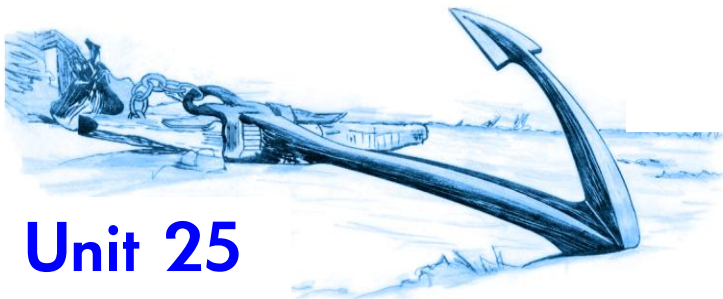
This is a kit of navigating instruments.

It is a navigating instrument kit.

These lessons are designed to teach you reading comprehension.

They are reading comprehension lessons.

1. Containers of standard dimensions.
They are _____
2. Ships that have refrigerated holds.
They are _____
3. Standard Phrases used in air communication.
These are the Standard _____
4. This is a tank that services engines with heavy oil.
This is a _____
5. Here is the tank that contains diesel fuel.
It's the _____
6. This the tank in which used oil is drained.
It's the _____
7. This model is a diesel engine that operates at slow-speed and two strokes.
It's a model of _____
8. This is a system of communication that has been made simple.
It's a _____



Relatives and relative clauses

Unit 25

There are main clauses and secondary clauses. Main clauses are complete but secondary clauses are not. They have to be connected to a main clause. Relative clauses are secondary clauses that qualify a noun: subject/object. To join them we use the relative pronouns/adverbs (**who, whom, which, that, whose, where, when etc**).

A. With pronouns modifying **subject**.

<p>• subject of the verb</p> <p>I saw the sailor. He saved the passenger. I saw the sailor who saved the passenger. OR I saw the sailor that saved the passenger.</p> <p>I took the spanner. It was on the bench. I took the spanner which was on the bench. OR I took the spanner that was on the bench.</p>	<p>I saw the sailor (main clause) who saved the passenger (relative clause) who/that/which (subject of the relative clause)</p> <p>We use: who: persons which: animals, things that: people and things <i>These relatives cannot be omitted!</i></p>
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B. With pronouns modifying **object**.

<p>1. object of verb</p> <p>The woman was a passenger. I saw her. The woman who(m) I saw was a passenger. OR The woman that I saw was a passenger. OR The woman (-) I saw was a passenger</p> <p>I took the spanner. I needed it. I took the spanner which I needed. OR I took the spanner that I needed. OR I took the spanner (-) I needed.</p>	<p>The woman was a passenger (main clause) I saw her (relative clause) who(m)/which/that (object of the relative clause)</p> <p><i>whom</i>(for people): very formal</p> <p><i>These relatives can be omitted!</i></p>
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<p>2. object of a preposition</p> <p>He is the passenger. I danced with him. He is the passenger with whom I danced. OR He is the passenger who(m) I danced with. OR He is the passenger that I danced with. OR He is the passenger (-) I danced with.</p> <p>This is the spanner. I worked with it. This is the spanner with which I worked. This the spanner which I worked with. This the spanner that I worked with. This is the spanner (-) I worked with.</p>	<p>After the preposition <i>with</i> you can use pronouns: <i>who, which, whom</i>, not <i>that</i>!</p> <p>Putting the preposition before the pronoun is very formal. For normal use put the preposition at the end. When the preposition is at the end the pronoun is omitted!</p>
---	---

C. With **whose/where/when**.

<p>whose</p> <p>I met the passenger. Her ticket was lost. I met the passenger whose luggage was lost. The Captain has a gold dagger. Its value is great. The Captain has a gold dagger whose value is great.</p>	<p><i>Whose</i> means possession and is used in place of his, her, its, their. It is used for people but also for animals and things. Whose cannot be omitted !</p>
<p>where</p> <p>The vessel is modern. He works there (on it) The vessel where he works is modern. The vessel on which he works is modern. The vessel which he works on is modern. The vessel thathe works on is modern. The vessel (-) he works on is modern.</p>	<p><i>Where</i> modifies house, town, etc. place. Do not use a preposition with <i>where</i></p> <p>Use a preposition with <i>which/that</i>. You can omit the relative !</p>
<p>when</p> <p>He still remembers the day. He went onboard then (on that day) He still remembers the day when he went on board. He still remembers the day on whichhe went on board. He still remembers the day that he went on board. He still remembers the day (-) he went on board.</p>	<p>When modifies year, day etc. time. Do not use a preposition with when.</p> <p>Use the preposition before which or omit the preposition. You can omit the relative !</p>
<p>why</p> <p>We do not know the reason why the Mate punished the AB.</p>	

We do not know the reason that the Mate punished the AB. We do not know the reason (-) the mate punished the AB.	Why explains the reason why something happened. That can be used instead of why . You can omit the relative !
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Notes:

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Practice Unit (25).

✎ Exercises.

(25.1) Supply *who*, *who(m)*, *which* or *that* in the blanks. If the pronoun can be omitted, put it in parenthesis:

Example:

All the passengers who have come from abroad are in the saloon.

1. There are several ships _____ sail to the islands weekly.
2. The town to _____ we are taking the passengers on an excursion is just five miles from the harbour.
3. The officers _____ we met were engineers.
4. This is the ship on _____ I sailed for the first time.
5. The AB to _____ the Mate lent the money disembarked yesterday.
6. A stowaway is one _____ hides on a boat to travel without paying fare.

(25.2) Make the two sentences into one. Use *who(m)*, *what*, *which*, *whose*:

Example:

A tram goes to the harbour. It leaves every quarter of an hour.

The tram which goes to the harbour leaves every quarter of an hour.

1. Some deckhands were injured in the rescue operation. They were taken to hospital.

2. The vessel was badly damaged in the fire. It has now been completely repaired.

3. Some very noisy, aggressive sailors were arrested by the police. They have now been released.

4. This is the engineer. His son is an officer on my ship.

5. This is the officer. I was talking **to** him when the fire alarm rang.

(25.3) Put in *who* or *that*. If they are not necessary, put them in parenthesis:

Examples:

The fellow passengers (that) I met at the Captain's party were very friendly.

Has the Captain been introduced to the crew who work on his ship?

1. What have you done with the spanner _____ I gave you?
2. It was a horrible ship. It was the worst ship _____ I've ever worked on.
3. Are these the tools _____ have been missing for a week?
4. This was the worst damage _____ had ever been done to his ship.
5. That's the officer _____ she met at the club.

(25.4) Put in *who*, *whose*, *whom*, *where* to complete the sentences below. If neither is necessary, put it in parenthesis:

Example:

This the vessel whose crew is very lucky.

1. The passengers _____ I met in the saloon are from Italy.
2. The Norwegian ship on _____ we worked for eight months was very pleasant.
3. A dry dock is a place _____ ships enter for repairs.
4. This is the ship _____ accommodation is the most luxurious I've seen.
5. The ship owner _____ bought the famous yacht is Greek.

(25.5) Write a complete sentence using *who(m)*, *whose*, *where* and the following prompts as in the example:

Prompts:

His father is Chief Engineer on a cargo-ship.

People spend their holidays there.

I spoke to her on the phone.

The Captain is staying there.

He takes care of the ship's money matters.

Their language is not Greek.

Example:

I met a cadet at the party whose father is Chief Engineer on a cargo-ship.

1. This class is for students _____
2. A purser is someone _____
3. This was the lady _____
4. A summer resort is a place _____
5. Do you know the name of the hotel _____

(25.6) Complete the sentences using *where*, *when*, *why* and your own ideas:

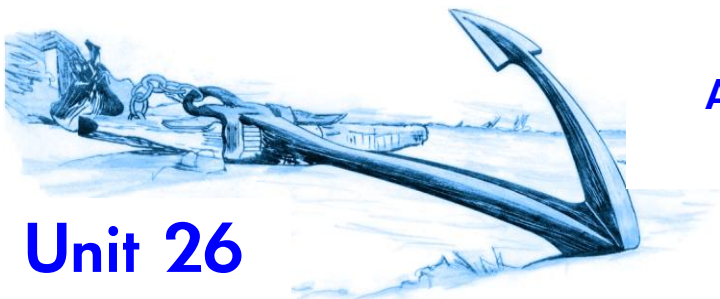
Example:

1940 was the year when/that the Allies invaded Normandy.

1. I will always remember the time _____
2. The reason _____

3. This is the sea _____
4. I'm afraid this the reason _____
5. I will never forget the day _____
6. This is not the reason _____
7. Fortunately I was on board the morning _____
8. The Bermuda triangle is the sea _____
9. Hydra is the island _____





Adjectives/Adverbs (1): Order of adjectives

Unit 26

ORDER OF ADJECTIVES – INTRODUCTION.

- We often need to put two or more adjectives together:
My friend has bought a **beautiful new** boat.
In the saloon there are some **large wooden model** ships.
- *Impression adjectives*: beautiful, nice, attractive, etc.
- *Fact adjectives*: new, large, old, brown, wooden, etc.
- **Impression** adjectives go before **fact** adjectives.

	opinion	fact	NOUN
a	nice	long	sailing boat
a	good-looking	young	second mate
an	interesting	ancient Greek	monument
a	tasty	cold Cretan	dish

- Usually, we put the above types of *fact adjectives* in the following order:

size	age	colour	origin	material	NOUN
------	-----	--------	--------	----------	------

A **beautiful long new blue and white Greek wooden** sailing vessel.

A **good-looking tall young Greek** Chief Officer.

- Order of sequence adjectives: *first, next, last*:
The **first two** weeks on board the “*KING MINOS*” were very difficult.
However, in the **next few** months I was very happy to be on board.
The **last few** hours of my service were very emotional.

Practice Unit (26).

✍ Exercises.

(26.1) Put the adjectives in the right order:

Example:

a beautiful speedboat (plastic/ white/ long)

a beautiful long white plastic speedboat

1. an unusual merchant vessel (Indonesian/ tall/ black)

2. a beautiful sports car (red/ aerodynamic/ German)

3. a busy port (Mediterranean/ big/ old)

4. a lovely garden (little/ colourful)

5. threatening clouds (big/ heavy/ black)

6. an expensive yacht (blue/ yellow/ big/ new)

(26.2) Write the phrases as in the example. Use *the first, the next, the last*.

Example:

the first and the second day of the voyage

the first two days of the voyage

1. tomorrow and a few days after that

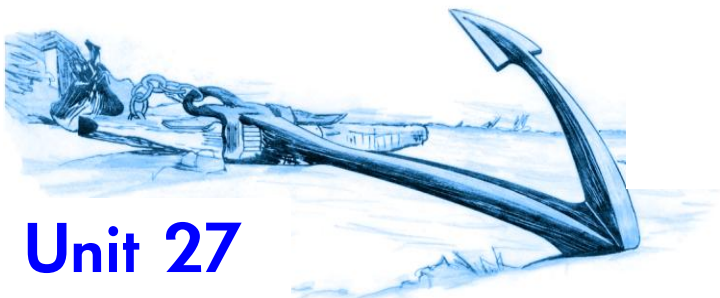
2. the first month and the second month of this year

3. the last week of our trip and two weeks before that

4. pages 1, 2 and 3 of the ship's logbook

5. the last port we called at and the two before that.





Unit 27

Adjectives/Adverbs (2): Comparative, not.. as/so..as

COMPARATIVES – INTRODUCTION.

“The Celeste” is a small vessel. We are going to need a **bigger** one.
This Mate is just a novice. We should look for a **more experienced** one.

- To compare two you can use **than**:

The Celeste is a **smaller vessel than** the *Urania*.
Smith is a **more experienced Mate than** Jones.

<p>Formation</p> <ul style="list-style-type: none"> • For short words we add <i>-er</i>: small – smaller high – higher • For long words we use <i>more</i>: versatile – more versatile reliable – more reliable <p>You can add <i>-er</i> or <i>more</i> to some two-syllable adjectives: clever – cleverer (more clever) polite – politer (more polite)</p> <p>Also for: narrow, quiet, simple, shallow</p>	<p>Spelling</p> <p>one syllable adjectives: big – bigger thin – thinner</p> <p>ending in <i>-y</i>: dry – drier pretty – prettier lucky – luckier</p> <p>for adjectives ending in <i>-e</i>, we add <i>-r</i> polite – politer wide – wider</p>
<ul style="list-style-type: none"> • For irregular adjectives/adverbs: Usually a completely different word but there are various possibilities: 	<p>good/well ⇒ better bad/badly ⇒ worse little ⇒ less many ⇒ more much ⇒ more far ⇒ farther or further old ⇒ older or elder</p>

Adverbs

- We use **more** with adverbs ending in **-ly**:

The new engine operates **more quietly** than the previous one.

He steers the ship **more reliably** than the other helmsman.

- We can also use **more** with other adverbs:

People sail by sea **more often** in the summer than in the winter.

but:

This morning the vessel sailed **earlier** than yesterday morning. (not “more early”)

but:

This vessel sails **faster** than the other one.

We can “colour” comparatives in many ways:

- We can put **a bit, a little, a lot, much, slightly** in front of them:

Let's take the flying dolphin. It's **a lot faster**.

I'll buy the other boat. She is **slightly longer** and costs the same.

The tug-boat is **much more powerful** than the pilot boat.

- You can repeat comparatives to show that something is happening gradually:

Business is fine. The Omega Shipping is getting **richer and richer**.

The Chief Engineer is getting **more and more difficult**. What's wrong?

- If you want to show that things depend on one another you use double comparative:

The bigger the tanker, **the more** profitable it is.

The better the weather, **the more** passengers will sail.

“The more, the merrier,” said the passenger and joined the party.

All the above comparisons are in favour of one of the compared.

- If the compared are equal, then use **as ... as** and the adjective unchanged.

The flying dolphin is **as fast as** the catamaran.

The Minos is **as luxurious as** the Phaestos.

- You can still speak in favour of one if you put it in the negative:

The express is **not as fast as** the catamaran. The catamaran is **faster**.

- You can also say **not so...as**:

The express is **not so fast as** the flying dolphin.

- **NB !** Do not use **so ...as** with positive sentences!

- *Not as/so ... as* can mean less than.

The two-stroke engine is **not as powerful as** the four stroke one.
(It is **less powerful**)

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PRACTICE Unit (27).

✎ Exercises.

(27.1) Use one of the adjectives/adverbs to complete the sentence. Add *than* where necessary:

crowded large easily reliable serious simple

Example:

The Captain's illness *was more serious than* we thought at first.

1. We need a _____ pump. This one breaks down all the time.
2. There were a lot of passengers on board. The ship was _____
_____ usual.
3. The Mate's instructions were too complicated. They could have been _____
_____.
4. This cabin is too small. We want one _____ this one.
5. You will find your way around the ship _____ if you read the signs and ask the officers.

(27.2) Use the following adjectives in the comparative (er, more, less) and complete the sentences:

busy early few long strong

Example:

The voyage takes five hours by liner and only one by catamaran.

The voyage takes *longer by the liner than by catamaran*.

1. The wind was 7 Beaufort yesterday but it is 3-4 today.
The wind _____
2. There were 20 ships in the port yesterday but there are only 10 today.
There are _____
3. They unloaded five ships today. They unloaded seven ships yesterday.
Yesterday it was a _____
4. The "Naias" arrived 06.30 in Piraeus. The "Afaia" arrived at 07.00.
The "Naias" arrived _____

(27.3) Complete the sentences using double comparative:

Example:

I like big ships. The bigger the ship, the safer I feel. (safe, feel)

1. The vessel had to wait quite a long time to enter navigable channel.
The longer the Captain waited, _____ (angry, become)
2. The Omega Maritime buys new ships all the time.
The more ships a company has, _____ (money, make)
3. It is hard to navigate in rough weather.
The rougher the sea, _____ (hard, navigate)

(27.4) Repeat comparatives to show progressive change:

Example:

As the hours went on, the wind became stronger and stronger (strong)

1. As the ship sailed away, it became _____ (small)
2. Travelling by sea is becoming _____ (expensive)
3. As the days passed, the weather got _____ (good)
4. Day after day the apprentice felt _____ happy. (little)
5. We could not see it but in the fog the vessel got _____ (close)

(27.5) Write sentences using *as ... as*; follow the example:

Example:

The Captain is tall but the Chief Engineer is taller.

He's not *as tall as the Chief Engineer*.

1. You know a bit about engines but I know more, said the Engineer to the Electrician.
You don't _____
2. My boat is beautiful but yours is more beautiful.
My boat isn't _____
3. The weather is still bad but it was worse yesterday.
The weather isn't _____
4. Fire-tube boilers are good but water-tube boilers are better.
Water-tube boilers aren't _____
5. The super heater is very important in an engine. The economiser is also very important

(27.6) Write sentences as in the example. Use *a bit, much, etc.* and the right comparative. Use *than* where necessary:

Example:

The job of the greaser is _____ the job of the AB. (a bit/ hard)

The job of the greaser is a bit harder than the job of the AB.

1. The Captain's illness was _____ the Chief Engineer's. (far/ serious)
2. The tug boat is _____ the passenger ship. (much/ fast)
3. The new tanker is _____ the others. (slightly/ small)
4. The new engine is _____ the old one. (much/ powerful)
5. The weather was _____ on the second day. (a lot/ good)

(27.7) Write the comparisons using the underlined word or its opposite but without changing the meaning. Write two sentences.

Example:

The tanker was very long (250 m). The container ship was long (150 m).

The container ship was not as long as the tanker.

The tanker was longer than the container ship.

1. A nautical mile is long (1,853 m). A statute mile is long (1,609 m).

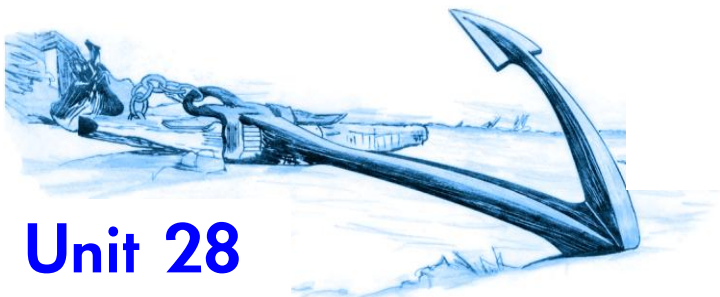
2. A diesel engine is economical. A petrol engine is not.

3. A single deck vessel has one deck. A multi-deck vessel has many decks.

4. A modern engine consumes little fuel. An old engine consumes much fuel.

5. Nowadays there are few passenger liners. Thirty years ago there used to be many.





Adjectives/Adverbs (3): Superlatives

Unit 28

A. Regular Superlatives – Introduction.

<p>Formation</p> <ul style="list-style-type: none"> • For short words we add <i>-est</i>: small – smallest high – highest • For long words we use <i>most</i>: versatile – most versatile reliable – most reliable • You can also add <i>-est</i> or <i>most</i> to some two-syllable adjectives: clever – cleverest (most clever) polite – politer (most polite) <p>Also for: narrow, quiet, simple, shallow</p>	<p>Spelling</p> <ul style="list-style-type: none"> • one syllable adjectives: big – biggest thin – thinnest • one/two syllables ending in <i>-y</i>: dry – driest pretty – prettiest lucky – luckiest • for adjectives in <i>-e</i>, we add <i>-st</i> polite – politest wide – widest
<p>Adverbs</p> <ul style="list-style-type: none"> • Adverbs form their superlative mainly with <i>most</i>. <p>slowly – most slowly carefully – most carefully</p>	<p>The matter was so serious, that he acted most carefully.</p>

- We usually put **the** in front of superlatives:
This is **the most luxurious** cruising vessel I **have ever** seen.
This is **the fastest** destroyer that **has ever** been built.
The “*Cornelius*” was **the largest** tanker **in** the world.
The “*Orange Sun*” is **the most beautiful** ship **of** all.
- Use **in** after a superlative for places (countries, towns, buildings, etc.).
The Parthenon is **the most wonderful** ancient temple **in** Greece.
The Captain had beautiful cabin. It was **the** nicest **in** the accommodation.
Cadet Bellias was **the** best student **in** his class.

- And **of** mainly with a time period or other occasions:
 Captain Focas was elected **the** most popular captain **of** the year.
 On receiving the prize he said it was **the** happiest day **of** his life.
- But: AB Manios was **the** hardest worker **on** board.

B. Irregular adjectives and adverbs:

good/well – better – best	The Mate works <u>well</u> but the Second Mate works <u>better</u> . However, the third mate works <u>the best</u> of all.
bad/badly –worse – worst	On board, the cadet did <u>badly</u> but he did <u>worse</u> as an apprentice and <u>the worst</u> as a third mate.
much – more – most	Mary likes the sailor very <u>much</u> but she likes the Second Engineer <u>more</u> and the Bosun <u>the most</u> .
little – less – least	The old salt worked very <u>little</u> and this year <u>less</u> . Next year he will probably work <u>the least</u> .
far – farther – farthest or further* – furthest	“My hometown is <u>far</u> but yours is <u>farther</u> .” “I think the Chief Engineer’s lies <u>the farthest</u> .” He liked it, but asked me to work <u>further</u> on the design.
old – older – oldest or elder – eldest	The Captain is <u>5 years older than</u> the Chief Engineer, but the Bosun is <u>the oldest of</u> all the crew. You can use elder/eldest only for family relationships: The Captain’s <u>elder</u> sister/daughter/son/brother. He is <u>the eldest</u> child <u>in</u> the family.

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PRACTICE Unit (28).

✍ Exercises.

(28.1) Complete the sentences. Use 'est/most + preposition:

Example:

The tanker is a very long ship. (port)

It is the longest ship in the port.

1. It's a beautiful vessel. (fleet) _____
2. The Boatswain is an old man. (member of the crew) _____

* **further** also means *in addition, more*.

3. The Cadet is very young. (board)

4. The “Greek Glory” is a very large tanker. (one of/world)

(28.2) Use a superlative and the rest of the words in brackets to express the following situations:

Example:

Your friend is Captain on the yacht “Alexander”. He has accommodated many famous people. You ask him: (famous/ person/ meet?)

Who is the most famous person you have met?

1. The surveyor has just finished his inspection. He is very pleased with the maintenance. He says: (good/ maintained ship/ see)

This is _____

2. The Cox has just finished his story. Yianni, the AB, thinks it is very funny. He says: (funny/ story/ ever hear)

That’s _____

3. The Boatswain is talking to the Mate about the new stewardess. He likes her very much. He says: (attractive/ young lady/ ever meet)

She _____

4. You have sailed twenty-five miles. You have never sailed so far. You say to your friend: (far/ ever sail)

That’s _____

5. The First Mate has just returned from his second dog watch. It was particularly difficult. He says to the Second Mate: (bad/ watch/ do)

This was _____

(28.3) Circle the correct adjective older/ elder, oldest/ eldest or both:

1. The mate is older/elder than his sister.

2. I’m surprised the engineer is only 34. I thought he was older/elder.

3. The captain is older/elder than his brother. He is the oldest/eldest in the family.

4. The boatswain’s older/elder sister is a stewardess.

5. The station is the oldest/eldest building in the town.

(28.4) Use a superlative or a comparative to complete the sentences:

Example:

Piraeus is a larger (large) port than Venice.

1. Lord Jim is as (good) _____ a maritime adventure as the *Mutiny on the Bounty*.

2. The mainmast is the (high) _____ mast on a sailing-ship.

3. The mizzen-mast is (low) _____ than the foremast.

4. The “Orange Sun” is the (big) _____ passenger ship afloat.

5. Travelling by ship is (slow) _____ than travelling by train.

6. This is the (rough) _____ sea we have had in this voyage.

7. The sailing-boat is (beautiful) _____ than the steamship.

8. 100 degrees F is not so (hot) _____ 100 degrees C.

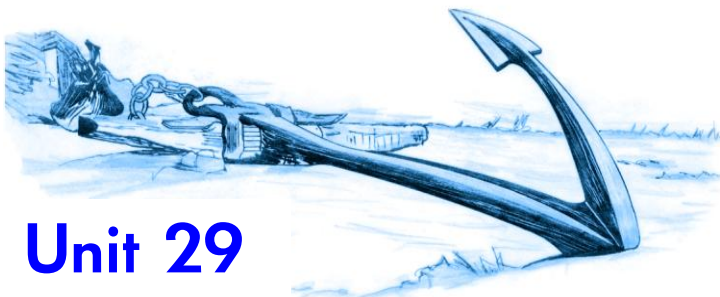
(28.5) Use a superlative or a comparative to complete the sentences. Add *as*, *so*, *the*, *than* where necessary:

Example:

Piræus is a larger (large) port than Venice.

1. Carbon steel is (hard) _____ iron.
2. A lorry cannot carry (much) _____ cargo _____ a ship.
3. A warship is (fast) _____ a cargo-ship.
4. A general cargo carrier has (few) _____ life jackets _____ passenger liner.
5. The Alps is (high) _____ mountain range in Europe.
6. What's (comfortable) _____ way of getting there?
7. The Mate isn't (unhappy) _____ he was yesterday.





Unit 29

Adjectives/Adverbs (4): Special adjectives/adverbs enough, too (not enough to, too..to)

Enough.

- With adjectives and adverbs
adjective/adverb + enough

Is the pump powerful enough? No, we need a more powerful one.

Does the engine run smoothly enough? Yes, it does.

We haven't got a big enough cabin for such an important passenger.

- With nouns
(not) enough + noun

Has the vessel got enough supplies for the voyage?

Are there enough stewards for so many passengers?

After checking they discovered that there weren't enough lifeboats on board.

- With infinitives
(not) enough + to infinitive

Have you got enough deck hands to cover all the jobs on board?

Is there enough primer and paint to freshen up the promenade deck?

We haven't got enough money to go on that cruise

- (not) enough + for + noun/pronoun + to infinitive**

When it was late enough for the crew to stop work, the party stopped.

There was just enough light for the look out to see a submarine surfacing.

There were not enough deck chairs for all the passengers to lie on.

Too.

- We use **too** to grade adjectives or adverbs
too + adjective/adverb

The water is too cold. It is too late.

- If you put too + adjective/adverb you want to say that the grading is so high that it is undesirable, harmful, aesthetically unacceptable, etc. (It always has a negative meaning)

The tea is **too** hot. (I can't drink it)
The cargo is **too** large. (The ship's holds are not big enough to take it)
The vessel is sailing **too** fast. (We can't dock at that speed.)

• You can use **much** before **too**, but not after too:

The water is **much too** cold. (NOT The water is *too much cold*.)

But: This is **too much** ! (= I *don't want/can't stand* that much)

too + adjective/adverb (+ for noun/pronoun) + to infinitive

This is too good to be true. (It can't be true)

This is too heavy to carry (I can't carry it)

They are working too quickly to do it correctly (US do it right).

He spoke much too fast for me to understand what he was saying.

too + adjective + article + noun + to infinitive

She is too small a vessel to go out in this weather.

They played too bad a game to win.

Compare: The tanker is **too** big to enter port. (The port is not big enough to take her)

The vessel is **very** big. It's a tanker. (A statement of fact)

Notes:

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PRACTICE Unit (29).

✎ Exercises.

(29.1) Complete the sentences as in the example. Use enough and adjective/noun:

big, experienced, good, powerful, strict, cabins, crew, lifeboats

Example:

I like this vessel but I won't charter it. It's not big enough.

1. Let's not travel on that boat. It hasn't got _____ on board.
2. The surveyor says that there are not _____ for so many crew.
3. I'm afraid he's not _____ to be a Captain.
4. Try this pump and make sure it is _____ to do the job.
5. The Port Authority won't allow us to sail unless we have _____ on board.
6. Do not put him on watch yet. He's not _____ to do that watch.
7. Are you sailing to night? No, the weather is not _____ for that.

(29.2) Complete the sentences as in the example. Use too + adjective:

Example:

Dimitri is only fourteen years old. He cannot sign on yet. (young)

Dimitri is too young to sign on.

1. The metal was extremely hard. They could not machine it. (hard)

The metal _____

2. The load is too heavy. The motor cannot carry it. (heavy)

The load _____ for the motor _____

3. Is the Captain going to retire? No, he can't. He's not old enough. (young)

The Captain _____

4. Auxiliary machinery is extensive and varied. One Engineer Officer cannot handle it. (extensive and varied)

Auxiliary machinery _____

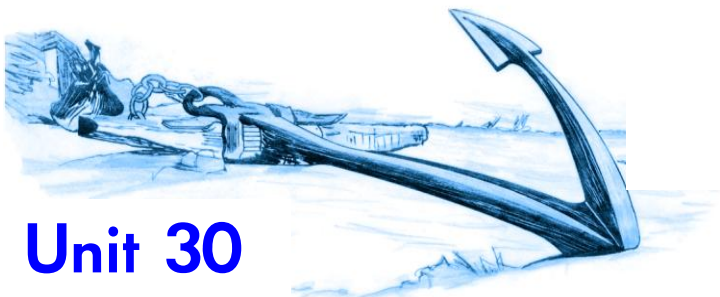
5. Bronze is very soft. You can't use it in this case. (soft)

Bronze is _____

6. Can the Bosun read an English newspaper? No, his English is not enough. (limited)

The Bosun's English _____





Adjectives (4) Quantitative

Unit 30

REVISION AND EXTENSION.

a lot of/ lots of • Used with countable and uncountable nouns mainly in affirmative sentences.	There's a lot of traffic in the harbour today. There are a lot of passengers on the main deck. Lots of cadets never do make it to sea.
much • Used with uncountable nouns mainly in negative and interrogative sentences.	We haven't got much luggage on board. The steward says we haven't got much coffee. How much sugar do we need for the voyage?
many • Used with countable nouns mainly in negative and interrogative sentences.	The steward has got too many suitcases to carry. There weren't many cartons in hold 1. How many passengers can the ferry carry?
many • Used in affirmative sentences to express opinion and generalisations.	Many people prefer travelling by ship to travelling by aeroplane. In many cases accidents are due to human error.
all /all of • Use with uncountables and countables in the plural, • of is not necessary after all and half . • <i>But compare:</i> All sailing ships are beautiful. All of the sailing ships of that century were beautiful) • Before you, it, us them you should use of with all and half .	All of the ships belonging to Omega Shipping are called Olympics. I wouldn't tell you for all the tea in China. All their ships are white. Half their ships are tankers. <i>or</i> Half of their ships are tankers. (= all sailing ships in general) (= the sailing ships of that particular century) All of us are sailors. All of them are pirates. Half of it comes from the Philippines.
most /most of, none no/ none of, some/some of	None of the members of the crew is Italian. Are any of the crew Pakistani. No, none . No Captain would do that.

<ul style="list-style-type: none"> You can use the above adjectives in the same way as all/all of. 	Most of the cargo is Greek. Most passengers pay attention to instructions. Some officers are very strict. Some of the cargo is very sensitive.
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a little <ul style="list-style-type: none"> Used with uncountables to express an optimistic attitude. a few <ul style="list-style-type: none"> Used with countables to express an optimistic attitude. 	I still have a little hope about the ship being safe. He's not lonely. He's got a few friends on board.
little <ul style="list-style-type: none"> Used with uncountables to express a pessimistic attitude. few <ul style="list-style-type: none"> Used with countables to express a pessimistic attitude. only a few/little also have a negative meaning 	She has little money. It's not enough for her to go out. Few Captains would accept this terrible vessel. Only a few passengers came to the party, which annoyed the Captain.
N.B.! - a lot /lots of more common than many with affirmative sentences - a lot / lots of can also be used with negative and interrogative sentences. - lots of mainly used in colloquial English.	

plenty of <ul style="list-style-type: none"> Used in front of countable and uncountable nouns. It is rather informal. a great deal of / a large amount of <ul style="list-style-type: none"> Used in the same way but is more formal. Preferably with uncountable nouns. a large number of / the majority of <ul style="list-style-type: none"> Used with plurals. Verb that follows also in plural. 	We will finish loading in time. <i>There's plenty of time.</i> (=more than enough) Plenty of shops <i>accept</i> credit cards. A large amount of cargo <i>was</i> jettisoned. The ship and her crew have spent a great deal of time in the Caribbean. The vessel cannot sail. A large number of problems still <i>have</i> to be solved. The majority of Greek seamen <i>are</i> insured in the NAT.
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PRACTICE Unit (30).

✍ Exercises.

(30.1) Put in *much, many, a lot of* in the blanks:

Example:

The Captain doesn't drink much whiskey but he drinks a lot of beer.

1. The Cadet made _____ good friends at the Academy.

2. The Captain has _____ free time but the Bosun doesn't have _____.

3. I don't want to go out with the ABs, they drink too _____ gin.
4. I don't like _____ the passengers on board.
5. The Bosun is Russian. He drinks _____ tea.
6. _____ equipment is duplicated on board so that repairs can be made while sailing.

(30.2) Put in little, a little, few, a few in the blanks:

Example:

The Mate is very busy these days. He has little time to talk to us.

1. The Indian AB is very popular. _____ of the crew members are like him.
2. Very _____ ABs speak good English. So, make sure you are understood.
3. Quite _____ of the officers do not understand English. What a nuisance!
4. The weather has been very dry. _____ rain is necessary.

(30.3) Make a comment. Write sentences putting in: plenty of, most of, all of, none of. Use the word in parenthesis and of where necessary.

Example:

This is just a pleasure trip. There is no need to hurry. (*have/time*)

We have got plenty of time.

1. This shipping company has no financial problems. (*money*)
They _____
2. There is very little food left. (*eat/food*)
The passengers _____
3. There are still some interesting excursions. (*see/sights*)
The passengers _____ yet (negative).
4. We must cancel the visit to Fairy Island. (*passengers*)
_____ want to go.

(30.4) Circle the correct quantitative phrase: a large amount, the majority of, plenty of, a great deal of, a large number of.

1. The Chief Engineer has a great deal of/a large number of auxiliary machinery to take care of.
2. The auxiliary machinery is expected to carry out a large number of/a large amount of functions.
3. The Engineer Officer in charge of the main engine has the majority of/plenty of work to do.
4. A large amount of/a large number of equipment is duplicated so that repairs can be going on without cutting off the power supply.
5. The majority of/a large amount of ABs on board vessels that are not insured in the NAT are foreign nationals.

(30.5) Put in a where necessary:

1. The Captain of the "Afaia" is very lucky the ship has _____ few problems.
2. The "Naias" is an economical ship. She consumes _____ little fuel.
3. The Bosun doesn't speak much Greek. Only _____ few words.
4. They were very shy. The just asked for _____ little money.
5. _____ few sailors expected the Captain to win the Lottery. But he did.

6. After hearing the news, the Bosun went to his cabin. He needed _____ little time to think.
7. The Captain told the Mate to take _____ few men and check the cargo.

(30.6) Use the words in brackets. Add *the, of the* where necessary:

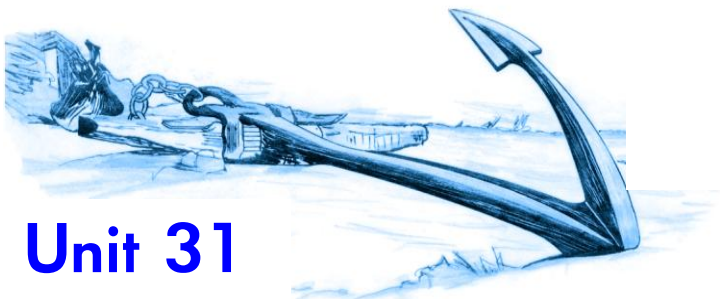
Example:

_____ came from the Philippines. (*most/crew*)

Most of the crew came from the Philippines.

1. _____ is on deck. (*all/mooring machinery*)
2. _____ is transmitted to the propeller via shafting. (*all/engine power*)
3. _____ is supplied by steam powered generators.
(*much/electrical power*)
4. _____ for auxiliary machinery is delegated to ABs.
(*none/responsibility*)
5. _____ is done without a purpose. (*almost no/reading*)
6. In tankers _____ is interconnected. (*none/bilge and ballast systems*)
7. During normal operations _____ are in use while the others are being filled. (*half/tanks*)
8. _____ get worn out if they are poorly lubricated. (*most/engine parts*)





Adverbs (1): Indefinite time

Unit 31

INTRODUCTION.

<ul style="list-style-type: none"> • already -It means <i>by now, sooner than expected.</i> -already is used in affirmative and interrogative sentences. • all ready means that everybody is prepared 	<p>When does the vessel arrive? It has already arrived.(=it's here now) Good heavens! Has it arrived already? But: Are you <i>all ready</i> to go to your stations? No, the Mate is missing.</p>
<ul style="list-style-type: none"> • just It means <i>at the present time or close to.</i> • just now It means:(a) <i>at this moment, right now</i> or (b) <i>a few moments ago</i> and is used with a past tense. 	<p>The Captain is just entering the bridge.(= right now) Has he checked the crates? He's just going to do it.(=immediately) A message has just arrived. (=a short time ago) We are sailing immediately. Is the Bosun around? Yes, I saw him on the bridge just a few minutes ago. (=as recently as) The Captain can't see you just now. Please come in an hour. I saw the mate just now. He was going to bed.</p>
<ul style="list-style-type: none"> • yet Used in the <i>interrogative</i> and <i>negative</i> for things related to the present. A <i>Present Perfect</i> is used and the period of time is understood up to the present. 	<p>Have you received the signal yet? (<i>as expected</i>) Has the vessel arrived yet? (<i>as planned</i>) The vessel hasn't arrived yet.</p>
<ul style="list-style-type: none"> • ever Used to mean <i>at any time in the past.</i> 	<p>Have the crew ever had to fight a fire on board? (=at any time in the past)</p>

Notes:

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PRACTICE Unit (31).

✎ Exercises.

(31.1) Put in *already, just, yet, just now, ever*:

Example:

Have you signed on yet ? No, not yet.

Has the passenger liner just arrived? Yes, it's still docking.

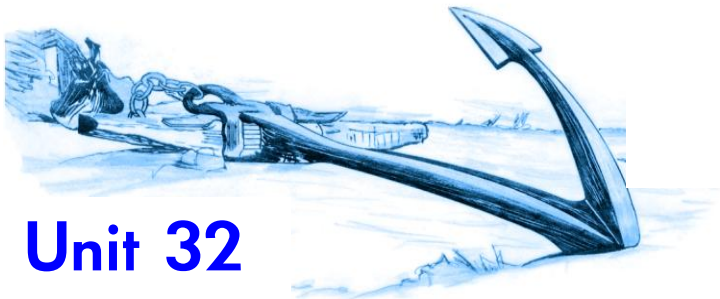
1. Has the tanker sailed _____? That's strange. I thought it would sail tomorrow.
2. What is the biggest tanker _____ built? The *Olympic Sky*.
3. This is the only vessel _____ to have crossed this channel in winter.
4. The vessel was built only two years ago but it's _____ falling apart.
5. Do you _____ make proper preparations before repainting an area?
6. "Don't forget to check those crates." "I've _____ checked them."
7. "Why didn't you tell the Captain earlier?" "Well, I've _____ found out."
8. The liner hasn't arrived _____. The passengers are still waiting on the jetty.
9. What a pity you missed the last boat! It sailed _____, you know.

(31.2) Read the situations and write sentences using *already, just(now), yet, ever* and the prompts.

Example:

The AB is painting an area on the promenade deck. The Mate wants to make sure that the job is being done properly. He asks, "Have you removed all dirt?" AB replies, "Yes, I have just done it. OR I did it just now." (do)

1. The AB is new on board. He and a group of other colleagues are going to paint the saloon. The Bosun asks him, Have you _____ a ship before? (paint).
2. The Mate ordered the two deck-hands to check all the cargo items after the storm. He investigates. To his surprise he finds them next to the last crate drinking coffee. He asks them, "Have _____?" (finish).
3. The Captain sends the Mate to investigate what is happening with the dance preparations for the evening. The mate returns and says: "They _____ everything _____, but they will have in half an hour." (complete)
4. The Chief Engineer is looking for the Electrician. He's asking everybody around. The Third Mate saw him a minute ago on the bridge. He says, "I _____" (see)



Adverbs (2): Degree, sequence, sentence adverbs

Unit 32

Degree.

<ul style="list-style-type: none"> • very It emphasizes quantity and quality (i.e. the idea of degree) of gradables 	<p>The weather forecast says it is going to be very cold.</p> <p>The Captain read the signal very carefully.</p> <p>He was very worried.</p>
<ul style="list-style-type: none"> • too It emphasizes the negative impact of a high degree. 	<p>The weather forecast is too bad. The vessel cannot sail.</p> <p>The Mate spoke too quickly for the AB to understand. So the AB asked him to repeat what he had said.</p>
<ul style="list-style-type: none"> • rather It is used to mean <i>more than is usual, wanted or expected</i>, with adjectives, and adverbs. With nouns it is placed <i>in front of articles</i> (if an adjective is also present it can come after <i>a/an</i>). • or rather It is used to correct oneself. 	<p>Rather a big ship. (<i>I was surprised</i>)</p> <p>That's rather a serious situation.</p> <p>This happened rather more quickly than I thought it would.</p> <p>This is rather <i>the</i> impression the Mate wanted to give the Captain.</p> <p>He's rather <i>a</i> coward.</p> <p>This was <i>a</i> rather big vessel.</p> <p>She is a general cargo carrier – or rather a container ship.</p>

Sequence.

<ul style="list-style-type: none"> • first It is used to mean <i>before any other</i>. • at first, then <i>At first</i> means <i>at the beginning</i> and is often followed by <i>but</i>. 	<p>I first saw a hovercraft in 1970.</p> <p>That's mine. I saw it first.</p> <p>At first the voyage went smoothly <i>but then</i> things started to go wrong.</p> <p>This is the first time (that) I have worked on a container ship.</p>
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<ul style="list-style-type: none"> • the first It is used with a Present Perfect. 	<p>This is the third time the Captain has told you off. You'd better be careful!</p> <p>This is your last chance.</p>
<ul style="list-style-type: none"> • last means <i>final</i> at last means finally. • next This means <i>the one after</i>. • the next Used to mean <i>counting forward as from now</i>. 	<p>This is your last chance. At last the vessel docked.</p> <p>It is May. Next month is June.</p> <p>The next Captain. (<i>The one to take over after me</i>) We are going to be sailing on the Pacific for the next fortnight. (<i>The following 15 days starting today</i>)</p>

Sentence adverbs.

<ul style="list-style-type: none"> • too, To add a second idea after introducing the first one. (Negative with <i>but</i>, positive with <i>and</i>) • also/as well They can be used in the same way. 	<p>You <i>can</i> go ashore if you like, <u>but</u> you <i>can't</i> stay overnight, too.</p> <p>The crew <i>can</i> smoke during their watch, <u>but</u> they <i>can't</i> also drink alcoholic beverages. You <i>can</i> have a rise in your salary, <u>and</u> you <i>can</i> have more holiday as well.</p>
<ul style="list-style-type: none"> • either To add an extra negative idea after introducing the first negative one. • either or (See Unit 34) 	<p>The "Kios" <i>isn't</i> a suitable vessel for this task. The "Kea" <i>isn't</i> either. I <i>didn't</i> like the old Mate. I <i>don't</i> like the new one either.</p>

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PRACTICE Unit (32).

✎ Exercises.

(32.1) Fill in with: (*rather*), (*or rather*):

1. The situation was _____ difficult, but the Mate had a rather good idea how we should deal with it.
2. This derrick is designed to lift 20 tons, _____ 30!
3. I wouldn't trust that AB if I were you. He is _____ a fool.

4. This is _____ an alarming weather forecast. Let's take precautions.
5. What is that vessel in the horizon? It must be a general cargo carrier _____ a bulk carrier.

(32.2) Fill in with *very, too*:

1. We had a _____ beautiful day. It was sunny and _____ warm.
2. It was a very powerful machine and the ship covered the 20 miles _____ quickly.
3. This crate is _____ heavy for our derrick to lift. It's over 5 tons.
4. This coil of rope is _____ short. It won't cover the 100 fathoms we need.
5. First Mate on the "*Ionian*"? This is _____ good to be true!

(32.3) Fill in with (at) *first, the first, (the)next, then, too*:

1. You must tidy that cabin of yours. What will _____ occupant think?
2. This is _____ time I have seen such a long vessel. It's like a small island.
3. What a terrible day! _____ the pump stopped pumping, then the rocker arm broke and the engine stopped, too.
4. I won't punish you this time, but _____ time you will be in trouble.
5. _____ I thought it was the pilot boat, but then I realized they were coastguards.

(32.4) Fill in with *either, too, also, as well*:

1. The "*Paros*" couldn't sail in that weather and the "*Tinos*" couldn't _____
2. The passengers can visit all decks but they can't _____ enter all saloons.
3. The passengers could all participate in the excursions but they couldn't all visit the first class saloon, _____.
4. If you graduate from the Nautical High School you may become a Third or a Second Mate but not a Master Mariner, _____.
5. Knowledge can do a lot of good, but it can _____ do a lot a lot harm.





Unit 33

Connectives (1) where, when, while/as, as soon as, after, before, until, till/if, whether, unless

INTRODUCTION.

Connectives are also called conjunctions or linking words

Sentences	Explanations
<ul style="list-style-type: none"> • where The position of a ship tells us where the ship is. • when I'll phone you when the vessel arrives at Gibraltar. We will sail when the tide is high enough. 	<ul style="list-style-type: none"> • Both sentences are in the future but you cannot use <u>will</u> in the when clause!
<ul style="list-style-type: none"> • after, before, as soon as, till, until I'll call you as soon as the ship arrives. The Mate says we must finish the job before the vessel sails. We'll know what the problem is after we <u>have overhauled</u> the pump. "I'll stay below until/till the ship <u>has sailed</u> far enough," thought the stowaway. • while/as Can you steer the ship while I speak to the Bosun? As we were sailing out of the harbour, it began to rain. 	<ul style="list-style-type: none"> • Even though the meaning is future you <i>must</i> use present with: after, before, as soon as, as, while, till, until, if, whether ! • You can also use present perfect with them. • Till is usually used in spoken English. • For simultaneous events use while /as.
<ul style="list-style-type: none"> • if / whether We will sail on time, whether all the passengers are on board or not. If I see the cadet I'll give him your message. Ask the Mate if he is going ashore to night. 	<ul style="list-style-type: none"> • if and whether are used with present/ present perfect. Whether is preferred when expressing an alternative-whether or not
<ul style="list-style-type: none"> • If + will Do you know if the mate will go ashore tonight? If it will help, I'll ask the Captain to let you go ashore. I don't know if the Bosun will come to the party. 	<ul style="list-style-type: none"> • Will can be used after, if, when:. a) asking a question. b) it means "if it is true" c) it expresses ignorance

<ul style="list-style-type: none"> • if and when must <u>not</u> be confused! <p>We may have to alter course tomorrow. If we alter course, we'll have to notify the office.</p> <p>I'm going to my cabin now. When I get there I'll go straight to bed.</p>	<p><i>This is not certain!</i></p> <p><i>This is certain!</i></p>
<ul style="list-style-type: none"> • unless <p>-Omega Marine will accept the cargo unless the freight is too low. (<i>except if the freight is too low= if the freight isn't too low</i>)</p> <p>-I'll go ashore unless the Captain forbids me.</p> <p>-We cannot sail on time if you don't hurry up with the checks.</p> <p>-I'd recognise the vessel if it weren't painted blue. (NOT ... unless it were painted blue).</p> <p>-I would have recognised the Captain if he hadn't shaved his beard. (NOT ..unless he had shaved)</p>	<ul style="list-style-type: none"> • Unless means if not (=except if) • Clauses with unless are usually in the present. • Unless cannot be used when the meaning is not <u>except if</u>.
<p>since</p> <p>The Cadet <u>has worked</u> on board the <i>Christina</i> since he left school.</p>	<ul style="list-style-type: none"> • since can be used as connective of time. • It means from that time to the time of speaking. The Present Perfect is used in the main clause.

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PRACTICE Unit (33).

✍ Exercises.

(33.1) Put the conjunctions in the blanks: (*when, and, but, after, before*)

1. Get the necessary tools ready _____ you begin the repair work.
2. You may drink _____ you can't have any alcohol _____ standing watch.
3. _____ the defective coil is removed from the unit, remove the defrost heater.
4. The ship shifted from berth _____ completing the cargo work.
5. _____ you finish your work, put the tools away.
6. Wear the dust goggles _____ a dust mask _____ you use a scalding machine.
7. _____ you get to your assembly stations put on your life-jacket _____ wait for further orders.

(33.2) Put the conjunctions in the blanks (*while, until/till, as soon as, if*):

1. _____ the Chief Engineer needs your help, he will ask you.
2. The ship's workshop can make the necessary repairs _____ the ship is sailing.
3. The Captain wants you to stay on duty _____ you are relieved.
4. The Bosun recognised the stowaway _____ he saw him.
5. The Mate promised to wait _____ the signal arrived.

(33.3) Rewrite into one sentence:

Example:

We will sail into the Mediterranean. We must dock the ship when we get there.

We will dock the ship as soon as we sail into the Mediterranean.

1. Instructions will be given at any time. The vessel will enter the pilotage area. Instructions _____ after _____
2. Traffic instructions will be given. The pilot will board the vessel. _____ before _____
3. Radar contact will be lost. Target will go beyond extreme range of set in use. _____ when _____
4. The party will not start. The Captain will arrive. _____ until _____
5. The vessel will sail. The gale warning will be lifted. _____ as soon as _____

(33.4) Put in *when, if, whether*:

1. The ship sails for Marseille tonight. _____ she gets there, the radio officer must contact the authorities at once.
2. You may not be allowed to sail because of the gale warning. _____ you are, you will have a very rough crossing. Just be careful.
3. Such warnings may be very urgent indeed. _____ they are, they must be prefixed Pan-Pan, Pan-Pan.
4. A vessel moving through the water has "way" on her. _____ she is moving ahead she making "headway".
5. The vessel arrives at 06.00, but I don't know _____ the survivors will be on board or not.

(33.5) Join the clauses with: *while/when/before/after/as soon as/until*.

Examples:

The launch will get here. Then we can leave for the boat. [as soon as]

As soon as the launch gets here, we can leave for the boat.

The bosun's wife can't pay the house instalments. She hasn't got his check.

The bosun's wife can't pay the house instalments until she has got his check.

1. Be sure to check everything. You will take over your watch. (before)

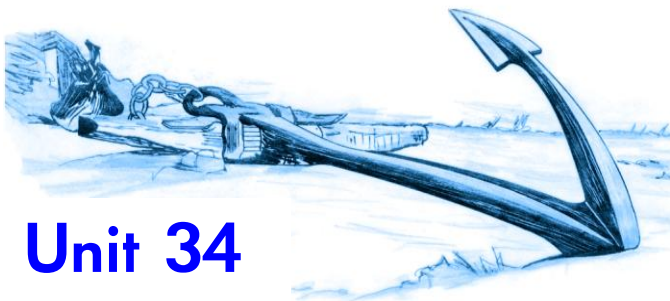
2. Will you phone me? You get to the harbour. (when, ?)

3. The vessel cannot sail. The inspector will sign the certificate. (before)

4. The air will pass through the valve. It allows compressed air into the drill. (While)

5. The operating valve will close. The cycle starts again. (After)





Unit 34

Connectives (2) Linking words:
so, as, in order to, so (that),
either...or, neither...nor

PRESENTATION

Examples	Explanations
<ul style="list-style-type: none"> • so The Mate was tired after his watch, so he went to bed. The passenger's suitcases were very heavy, so he took a taxi. 	<p><i>Result</i> so means <i>therefore, as a result</i>.</p>
<ul style="list-style-type: none"> • as As he had nothing else to do the Mate sat down with the Bosun for a game of tavli. As there was a heavy storm coming, they headed for the nearest port. 	<p><i>Cause</i> as means <i>because</i>.</p>
<ul style="list-style-type: none"> • in order to The Captain turned on the TV in order to listen to the news. The passenger went out to the promenade deck in order to get some fresh air. • so (that) «I'll put on my raincoat so that I won't/ don't get wet,' said the AB. The Captain turned on the TV so (that) he <u>could</u> listen to the news. The Bosun is saving his salary so (that) he <u>can</u> buy a house and retire from the sea. So that/in order that the ship could sail, an extra Second Mate was signed on in Hong Kong. 	<p><i>Purpose</i></p> <ul style="list-style-type: none"> • in order to/so that both express purpose, but the structure is different! • will/would or S. Present are used after so that with future meaning. • can/could are used after so that depending on the time element to express ability along with purpose! • It is possible, though not usual, to reverse the structure. • in order that has the same meaning but it is used less often.

<p>• either ... or You can take either the flying dolphin or the catamaran to Poros. Try my home number. Either my mother or my sister <u>will answer</u> the phone. Either my brothers or my father <u>is</u> at home now.</p> <p>• neither ... nor Neither the “Anixis” nor the «Akroyialli» <u>is</u> a nice hotel. Go to the “Xenia”. My parents neither write letters nor telephone, so you’ll have to visit them. Neither the ferry-boat nor the two small tankers <u>were</u> at the harbour the next morning.</p>	<p>• A positive choice between two. • In paired conjunctions there are two subjects involved. We put the verb in the number of the subject closer to the verb. • The structure is parallel, so the same grammatical form follows each conjunction of the pair.</p> <p>• Not one or the other; both choices are negative.</p>
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Notes:

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PRACTICE Unit (34).

✍ Exercises.

(34.1) Write sentences with *so that* :

Example:

During his watch the look-out wore warm clothes. He didn't want to catch a cold

The look-out wore warm clothes during his watch so that he wouldn't catch a cold.

1. The guard left his gun in the sentry-box. He didn't want to frighten us.

The guard _____

2. The Mate spoke slowly to the Indian AB. He wanted him to understand the order very well.

The Mate _____

3. Engines must be regularly serviced. In this way they operate smoothly.

Engines _____

4. The deck-hands opened the hatches. The loading operation could start.

The _____

5. The Bosun locked the store room. He didn't want anyone to get to [the] stores.

The Bosun _____

(34.2) Write sentences with *in order to* :

Example:

The Captain sailed to Elefsina. He wanted to dock the ship for repairs.

The Captain sailed to Elefsina in order to dock the ship for repairs.

1. Safety valves are fitted. In this way overheating is prevented.

Safety _____

2. Ships are carefully painted. This protects them from corrosion.

Ships _____

3. The Captain locked the door of his cabin. He didn't want to be disturbed.

The _____

4. In Hong Kong the Mate went to hospital. He needed to have an operation,

In _____

5. Welders should wear goggles. These protect their eyes.

Welders _____

(34.3) Put the conjunctions in the blanks: *so, as, in order to, so that (to)*:

Example:

The Captain wrote the message in code so that their competitors wouldn't be able to learn about the exclusive contract.

1. The Chief Engineer sent his sons to a private school _____ make sure they would learn well.

2. At the harbour town the Mate bought a case _____ keep his CD records safe.

3. Ships carry lifeboats _____ the crew can escape if the ship sinks.

4. The Mate hurried _____ he wouldn't be late for his watch.

5. The Mate didn't want to be late for his watch _____ he skipped his dessert and hurried to the bridge.

6. The Mate didn't believe the AB _____ he knew he was a liar.

(34.4) Write sentences with *either ... or, neither ... nor* :

Examples:

We may sail today or may sail tomorrow – whichever you want.

We may sail **either** today **or** tomorrow.

The Mate hasn't got a car. The Bosun hasn't got a car.

Neither the Bosun **nor** the Mate has got a car.

1. You can be responsible for the tanks. You can be responsible for the bilges.

You _____

2. The Captain cannot inspect loading. The Captain cannot inspect unloading.

The _____

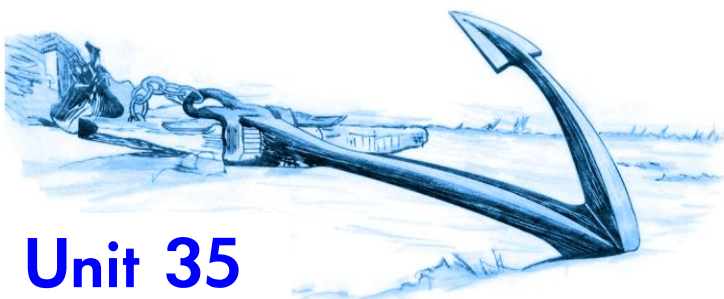
3. The Cook's name is Vassili. The Cook's name is Ilia. It's one of the two.

The _____

4. The Mate doesn't know how to cook. The deck-hands don't know how to cook.

5. The message is urgent: You can phone. You can fax. Which do you prefer?

If the message is urgent, you _____



Prepositions (1): Instrument (by, with)

Unit 35

A. The difference between **by** and **with**:

- You can use both to say how you do something, but compare:
He fixed the engine **by making adjustments**.
He adjusted the revolutions **with a screwdriver**.
- So you use **by** when you refer to an action (=what you **do**), but you use **with** when you refer to the tool or other object you **used** to get the result.
Tom became a Captain **by hard work**.
People say the ship owner succeeded **with his partner's money**.
The Mate got the AB's attention **by shouting**.
- **Without** is the opposite for both **with** and **by**:
He couldn't catch his attention **without shouting**.
He wouldn't have succeeded **without his partner's money**.

B. In the Passive Voice.

- **by** introduces the agent (the person/thing that does the action)
The passengers were invited **by** the Captain.
The survivor was picked up **by** the ship's rescue boat.
- **with** is used to refer to a tool or instrument
The shipwrecked passenger was saved **with** a stray liferaft.
- But compare:
The vessel was hit **by a bomb**. (= a bomb fell and hit the vessel)
The vessel was hit **with a bomb**. (= sb used a bomb to destroy the vessel)

N.B. !

- **by** is also used to mean "not later than"
The passenger liner will enter port **by** 03.00. (=at or before 03.00)
By the end of the voyage the passengers had learnt what to do in an emergency.
(=it will happen progressively up to the specific time suggested)
By the time we get to the harbour the vessel will have left.
- **by** for all means of transportation: by car/bus/ship/airplane/train/sea/air/land
We travelled **by train**, while the others went **by car**. (or **in the car**)
But, I go to work **on foot**. (=I walk)

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PRACTICE Unit (35).

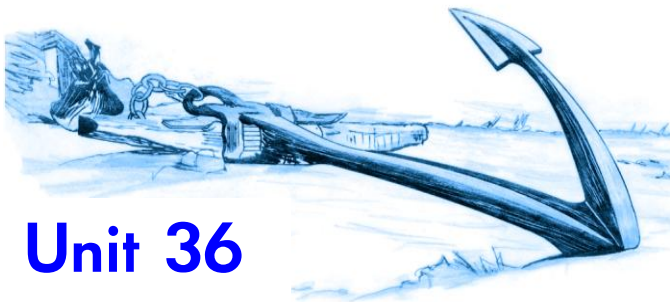
✎ Exercises.

(35.1) Use by, without, with, to, on, of, to, across, to fill in the blanks:

1. Slow speed engines can be connected _____ the propeller _____ gearing.
2. He couldn't adjust the revolutions _____ a screwdriver.
3. I am manoeuvring _____ difficulty.
4. Don't touch live wires _____ bare hands.
5. Transfer _____ person _____ helicopter not possible.
6. The Italian tourists sailed _____ to Patras _____ the ferry-boat and proceeded _____ Athens coach.
7. The survey is on the 15th, so you had better finish _____ the 14th.
8. The Cox had to cut the rope _____ his knife.
9. It seems that the vessel was scuttled _____ a bomb. (= sabotaged)

(35.2) Use by, with, without, into, in, at, over, to fill in the blanks:

1. The vessel is divided transversely _____ 15 watertight compartments.
2. The passenger looked at the mountains which were covered _____ snow.
3. The Bosun was _____ such bad mood, he quarrelled _____ everyone.
4. This boat was built _____ my grandfather.
5. Who was the compressor repaired _____ ?
6. Strange! What were these dents made _____ ?
7. _____ the time we called _____ Alexandria every passenger was seasick.
8. I can see a ship _____ very high masts. What could it be?
9. The Stewardess hit her boyfriend _____ the head _____ a tray.
10. The Bosun plays the drums _____ great enthusiasm.
11. The angry Mate shut the door of his cabin _____ a loud bang.
12. The Electrician couldn't work _____ his glasses.
13. If the ship doesn't get there _____ seven, we'll miss the aeroplane.
14. Surprisingly, he managed to pass _____ working really hard.
15. The greasers boots were covered _____ oil.
16. The passenger started trembling _____ fear _____ the sight of the big waves.



Unit 36

Prepositional phrases (2): Prepositions preceding/following nouns

- As it is very important to use the correct preposition, you should learn the following phrases very well. However, this is not enough, you should always enrich the collection by keeping personal notes and examples. Sometimes it is possible to use other prepositions. You should always look them up in a good dictionary.

1. Prepositions preceding nouns:

• BY

He set the pressure at high *by mistake*. (*by accident, by chance*)

The aeroplane being too expensive, they decided to go *by ship*.

• OUT OF/IN

We can't leave. The engine is *out of order*. No, it's *in (working) order*. I've fixed it.

The look-out waited until the ship was *in sight* and then he shouted.

The ship got smaller and smaller and then it was *out of sight*.

• ON/OFF

You can't speak to him now, he is *on duty*. (*on strike, on TV, on the radio*)

When an Engineer has finished his watch in the engine room, he is *off duty*.

The vessel is already *on her way* here.

After serving *on board* for 12 months the cadets receive their Third Mate's certificate.

The weather was very nice so I decided to go to work *on foot*.

• UNDER

The Company's Ferryboat is *under repair*.

Be careful the vessel is *under way* (= moving).

Just stay in your cabin. The ship is *under survey* at the moment.

The sailors quickly made all preparations and the vessel soon got *under sail*.

• IN

As the vessel was helpless, a tug boat took her *in tow*.

The meeting of the ship's officer is still *in session*.

When he arrived at the port, the loading operation was still *in progress*.

The vessel has various problems and will soon be *in dock*.

The sailing-ship looked very beautiful as she was moving *in full sail*.

The red pipe was larger *in diameter*, and cylindrical *in shape*.

• AT

He hasn't finished yet, he is still *at work*.

We searched the port carefully and found the "Kasia" *at anchor*.

It was compressed *at* a high *degree*.

The vessel has been *at sea* for ten days.

2. Prepositions following nouns:

- A (n) solution/ reaction/ attitude/ reply/ key etc. **to**:
The insurance paid for all the **damage to** the ship.
He got an **invitation to** a party.
The Captain was surprised at the Chief Engineer's **reaction to** what he had said.
- A(n) connection/ relationship/ contact etc. **with**
The radio officer said that **contact with** the other vessel was difficult.
Does the Chief Engineer have a friendly **relationship with** the Captain?
- A(n) difference/ contact/ connection/ relationship etc. **between**
There is a great **difference between** a needle-valve and a valve needle.
- A(n) reason/ need/ demand etc. **for**
The vessel was going to be late but no-one knew **the reason for** the delay.
There is a great **demand for** this type of vessel.
- A(n) increase/ decrease/ rise/ fall etc. **in**
The **increase in** pressure could prove fatal to the engine.
- A(n) cause/ advantage/ picture etc. **of**
One **advantage of** working on a ship is that you need not spend any money.

3. Nouns preceded and followed by prepositions:

- They sailed around Africa but returned **by way of** Suez Canal.
- The Captain put the new Mate **in charge of** ship's stores.
- The Captain ordered the radio officer to get **in touch with** the shippers immediately.
- Check for vessel **in distress, in [the] vicinity of designated area.**
- **In addition to** lubrication the valve needed a new needle as well.
- The Port Authority detained the crew of M/V "Ajax" to question them **in connection with** the recent piracy on the Swedish yacht.

PRACTICE Unit (36).

✍ Exercises.

(36.1) Put in the correct preposition:

1. There is a time interval _____ transmission _____ the pulse and reception _____ the echo.
2. The vessels had not been able to communicate while they were _____ sea.
3. Passengers will not be happy _____ an increase _____ the fares.
4. How suspicious! That vessel has been _____ anchor for over a month now. I wonder...
5. Too much work! _____ addition _____ the bilges I'm also responsible _____ the stores.
6. The deckhands had nothing to say to the Bosun _____ connection _____ the missing stores.
7. The Captain sued the shipping company as their accusations did a great damage _____ his reputation.
8. The Chief Steward is _____ charge _____ the Catering Department.

9. We all knew that the discharge of the Third Mate was the Captain's doing, but we never found _____ the reason _____ it.
10. By the time we got to the old harbour, the beautiful yacht was _____ sail.

(36.2) Put in the correct prepositions:

1. It is not only faster to sail _____ way _____ the Corinth canal but also more interesting and spectacular.
2. The Mate couldn't understand how the stowaway had managed to hide on the ship until he realized that he had a relationship _____ AB Askin who was _____ duty on the night before sailing.
3. The Bosun went to the galley to ask the Cook for a game of tavli but he was still _____ work.
4. The Mate asked James his wife, but he said he had no contact her and that he was going to ask her _____ a divorce.
5. The crew of the "Sirius" threatened to go _____ strike if their demands were not met.
6. No one _____ board could tell the Captain the cause _____ the explosion.
7. Risk of collision _____ vessel; distance 7 nautical miles, bearing ... degrees.
8. MV "Maria" [is] _____ anchor _____ position ...
9. Keep clear of [the] area ... search and rescue [are] _____ operation.
10. MV Julia wishes to overtake _____ [the] starboard side.

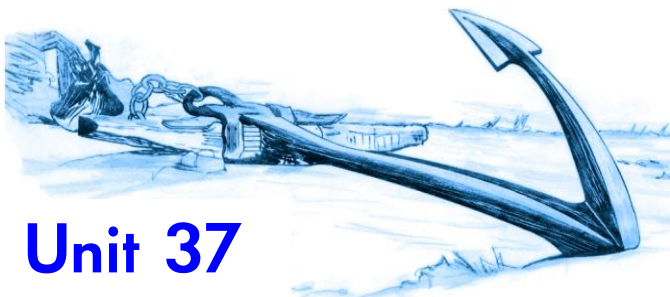
(36.3) Complete the sentences from the list along with one or two prepositions:

addition, board, cash, charge, cheque, a cruise, a diet, dinner, love, a swim, the VHS, way

Example:

The Captain took his wife ashore *to dinner*. Really? What did they have *for dinner*?

1. Seeing he had become overweight, the Chief Engineer decided to go _____
2. Having missed his girlfriend very much, the Apprentice went into the Radio Room and talked to her _____
3. _____ the Master there are seven other deck officers _____
4. The Bosun is usually the man _____ the lifeboats.
5. I think the Mate has fallen _____ that young Spanish passenger.
6. Do you know where the newly weds are going? I hear they're going _____ to the Caribbean.
7. We haven't got so much money on us. What are we going to do? Well, we can always pay _____
8. Where is that beautiful passenger from Finland? She said she would go to the pool _____
9. How do you sail to Patra the fastest possible? _____ the Corinth Canal.
10. They don't accept credit cards here. No problem! We'll pay _____



Unit 37

Prepositional phrases (3): Preposition following adjectives/participles

- Good/ bad/ excellent/ hopeless etc. AT
The Third Engineer was very *good at* doing lathe work.
- Familiar/ disappointed/ satisfied/ crowded etc. WITH
Luckily the First and Second Mates were *familiar with* the South Seas.
- delighted/ bored/ pleased/ connected etc. WITH
The company was very *pleased with* new Chief Engineer.
- angry/ furious/ annoyed WITH somebody FOR doing something
He was *annoyed with* the greaser *for* not lubricating the valve in time
- sorry FOR/ABOUT doing something
The Captain said he was *sorry for* shouting at the mate the other day.
- angry/ furious/ annoyed/ certain/ sure/ sorry ABOUT something
What was the Chief Engineer so *angry about*?
- similar/ nice/ cruel/ friendly/ engaged/ directed/attached/ connected etc. TO
Tom's speed boat is *similar to* Mathew's.
- responsible/famous notorious FOR
The Chief Mate is *responsible for* the crew.
- full/ certain/ typical/ capable/ aware/ tired OF
The Chief Engineer was *tired of* the Greaser's mistakes.
- proud/ afraid/ fond/ sure/ certain/ because OF
She is *proud of* him, I'm *sure of (about)* that.
- different FROM
The Cadet said that life on board was *different from* what he'd expected.
- interested/ absorbed/ restricted/ used IN
The Master found the Mate and the helmsman *absorbed in* conversation.

Notes:

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PRACTICE Unit (37).

✎ Exercises.

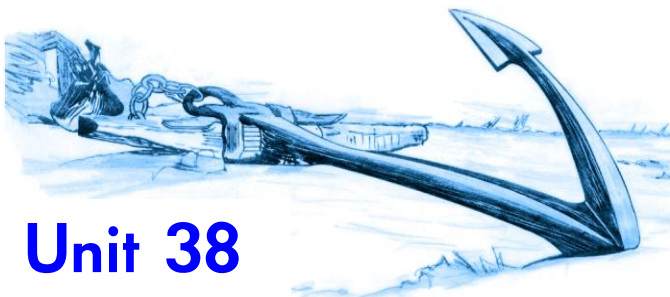
(37.1) Put in the correct prepositions:

1. The Captain was surprised to find the Bosun in the Art Museum in Amsterdam. He never thought he would be interested _____ art.
2. The Bosun inspected the lifeboats carefully because he was responsible _____ their good condition and perfect readiness.
3. The Captain told the Bosun that he was sorry _____ the situation but that there was nothing he could do.
4. The oil sump was full _____ sawdust which was very bad _____ the pistons.
5. Sailing was great _____ first, but he soon was tired _____ it.
6. The vessel is short _____ staff. We must find replacements _____ the next port of call.
7. I don't feel sorry _____ the Mate. It's all his own fault.

(37.2) Put in a suitable word along with the correct preposition:

capable croded different famous fond proud sorry notorious

1. The Chief Officer and the Second Mate come from the same region but the Chief Officer's accent is _____ the Second Mate's.
2. The Chief Engineer is very _____ music; he has a large collection of CD records and tapes.
3. The apprentice Deck Officer was now _____ doing a regular watch.
4. The Captain was very _____ his ship because it was the best of its kind.
5. Unfortunately, tankers are _____ their heavy ecological accidents.
6. The Captain's party was coming along fine. The dancing ring was _____ lively dancing passengers.
7. I'm _____ what happened last night. I had a bit more to drink than usual.
8. These ships are _____ speed and reliability.



Prepositional phrases (4): like, as, due to, owing to, because of

Unit 38

LIKE and AS.

1. They can both be used to mean **similar to**:

<p>LIKE (preposition)</p> <ul style="list-style-type: none"> • As a preposition it is followed by a noun or a pronoun. • It may be modified by <i>very</i>, <i>quite</i>, etc. • It may mean <i>for example</i>. 	<p>That vessel looks like the “Ios”. Is it? The speedboat ran like the wind. Like the Captain, the Bosun is Greek. His brother looks like him. Passenger liners are not very like cruisers. This engine looks a bit like that one.</p> <p>In tourist countries like Italy everything is expensive.</p>
<p>AS</p> <ul style="list-style-type: none"> • Conjunction before a clause: • Before a prepositional phrase: • With such meaning <i>for example</i>: 	<p>The Captain still works hard, as he did when he was a Third Mate. No one knows this ship as the Bosun does. OR like the Bosun. (informal !) On Monday, as on Wednesday there will be a fire drill. On Crete, as on Cyprus, they speak with an accent. War ships such as destroyers or cruisers need large crews.</p>

2. AS and LIKE in preposition roles:

- He works **as an engineer**. (He is an Engineer and is employed as one)
- When the engine of the launch failed, the Bosun fixed it **like an engineer** (He fixed it very well; as if he were an engineer, but he is not).
- The crew worked very hard, **as they promised**.

3. AS used to introduce common knowledge:

As you all know, tomorrow there is a fire drill.
I expect you all to behave, **as we agreed**.

As is well known our ship was sold to Omega Shipping. (*Not : As ~~it~~ is well known* - so no subject in the passive voice)

You should have adjusted it, **as I showed you**.

4. AS is also use in the phrases: *as usual, as always*

This line is late **as usual**.

DUE TO and OWING TO.

They both mean **because of**

<ul style="list-style-type: none">• The due to/owing to phrase is separated by a comma.• Due to follows the verb to be, owing to is not normally used that way.	<p>Owing to the bad weather, we altered course.</p> <p>The vessel entered dry dock, due to the many problems it had.</p> <p>The loss of the “<i>Titanic</i>” was due to human error.</p> <p>It was due to the Captain’s skill, that he vessel was saved.</p>
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BECAUSE and BECAUSE OF.

1. *Because* is a conjunction – it is followed *by a clause*:

The vessel did not sail **because** there was a gale warning.

The stowaway had to come out of in the open **because** he was very hungry.

2. *Because of* is a two-word preposition – it is followed *by the object*:

The vessel did not sail **because of** the gale warning.

The stowaway had to come out in the open **because of** his hunger.

Notes:

PRACTICE Unit (38).

✎ Exercises.

(38.1) Complete the sentences. Use *as/like* (as appropriate) + one of the following:

apprentice a beginner the captain a lighthouse this a yacht liquid gas

Examples:

The Captain started his career as an apprentice.

This connection is wrong. You should have done it like this.

1. This vessel is very beautiful. It's _____
2. During the war this ship was used _____
3. The Bosun has been learning English for five years, but he is still speaking _____
4. _____, he has too many serious responsibilities.
5. Some cargos such _____, can be dangerous.

(38.2) Put in *like, as, because of*:

Examples:

The Cadet passed his navigation test *as*..... he expected.

What a big engine! It's *like*..... a house.

1. The Cox is an excellent swimmer. He swims _____ a fish.
2. This is just a little boat. I wish I had a yacht _____ yours.
3. _____ the many problems it had, the engine was overhauled.
4. A gas leak is defined _____ a high danger of fire or explosion.
5. _____ you have all heard, the hydrographical survey of the area will involve our ship.
6. _____ the "Titanic", the "Britannic" also sank during her maiden voyage.
7. Some sports, such _____ sailing, can be very expensive.
8. I am unable to manoeuvre _____ a steering gear failure.
9. Aleka has been working _____ a stewardess on board the "Happy Dolphin" for six years.

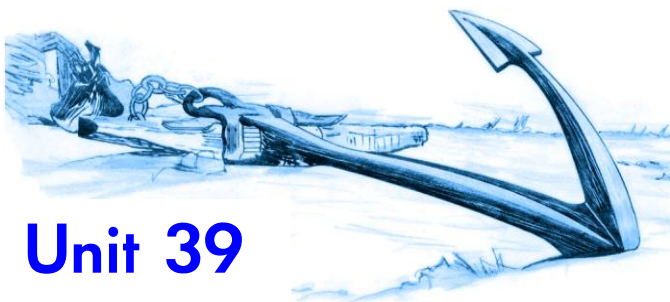
(38.3) Put in *because, due to, owing to*:

Example:

Avonport gave a navigational warning ... *because*... there was a gas leak from a pipeline.

1. The sinking of the "Elli" was _____ sabotage.
2. _____ a leak on a gas pipeline, route to Avonport has been suspended.
3. Overhauling the generator was _____ the serious tear and wear it had suffered.
4. All traffic must follow another route _____ there was a loose mine spotted in the area.
5. The many problems the engine had were _____ the bad service it had been receiving.
6. _____ a technical problem, the Radio Beacon service Whirlpool Rocks had been discontinued.
7. The vessel remained under repair for three weeks _____ there were serious repairs to be made.





General Practice in various Prepositions/Particles

Unit 39

✍ Exercises.

(39.1) Put in the correct preposition (*by, for, in, of, with*):

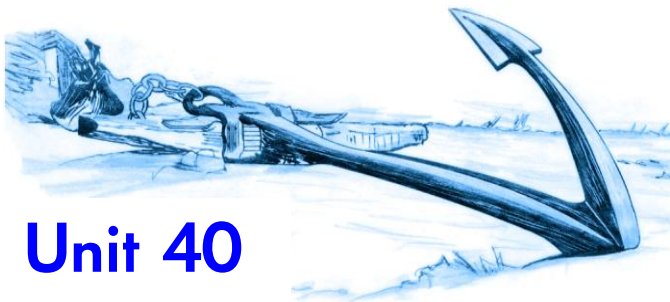
1. I have problems _____ [the] main engine.
2. Keep clear _____ me. I'm drifting.
3. I am manoeuvring _____ difficulty.
4. Transfer _____ [a] person _____ helicopter [is] not possible.
5. "All ships _____ [the] vicinity _____ position ... keep [a] sharp lookout _____ [the] distressed vessel.

(39.2) Put in the correct Preposition (*as, at, by, in, into, of to*):

1. The diesel engine is a form of ice (internal combustion engine) similar _____ that used _____ a bus.
2. Large diesel engines that have cylinders nearly 3 ft. _____ diameter, turn _____ a slow speed.
3. Slow speed engines can be connected _____ the propeller _____ gearing.
4. Medium-speed diesel engines were once restricted _____ smaller cargo-ships, but now they are used in fast cargo liners _____ well _____ in tankers and bulk carriers.
5. Medium-speed diesel engines can result _____ a smaller, cheaper ship, because _____ their size and weight.

(39.3) Put in the correct preposition (*at, by, from, for, in, into, of, to*):

1. Gas turbines differ _____ steam turbines in that gas rather than steam is used to turn a shaft.
2. In steam turbines high-pressure steam is directed _____ a series of blades or vanes attached _____ a shaft.
3. In a car engine there is a device _____ controlling the flow of (the) petrol/air mixture _____ the cylinder.
4. The cylinder of a boiler resembles a drum _____ shape.
5. In a boiler, there is an appliance which makes use _____ the heat which remains in the gases of combustion.
6. In a diesel engine, nothing but air is drawn _____ the cylinder _____ the induction stroke. This air is compressed _____ a very high degree and at the moment of greatest compression, a small quantity of fuel is injected _____ the cylinder head.



Unit 40

Punctuation:

Apostrophe ('), colon (:), comma (,), full stop/period (.), question mark (?), capitalization

REVISION AND EXTENSION.

Apostrophe ('):

<ul style="list-style-type: none"> • In spoken English we usually contract certain vowels. In written English this contraction is presented by an apostrophe. • With certain expressions. • An apostrophe comes after pronouns but also after nouns and certain modal verb forms. 	<p>I'm, he's, she'll, etc. you'd, they've, etc. My sister's coming, etc. It's 6 o'clock. The money's in the wallet. He would've come.</p>
<ul style="list-style-type: none"> • Apostrophe is also used to present the Saxon Genitive. 	<p>the Bosun's orders, the Captain's cabin, John's wife, the dog's food, the ship's articles, April fool's day, etc.</p>

comma (,)

<ul style="list-style-type: none"> • Commas, usually separate main clauses from secondary ones and are placed in front of the conjunctions or between clauses: • After introductions participle phrases. • They are always placed in answers after <i>yes</i> and <i>no</i>, and are often used in front of <i>and</i>, <i>but</i> (esp. when a new idea is introduced), <i>too</i>. • After linking words such as: <i>therefore</i>, <i>however</i>. • In general, commas show a short pause. 	<p>The watch Engineer was very tired, so he went to bed.</p> <p>After arriving, he went to rest. Did you see the super tanker? Yes, I did. There was a strong wind, and it rained. It was late, but he telephoned. The Captain knew, however, he did not want the crew to panic. I saw the movie, too.</p>
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colon (:

<ul style="list-style-type: none"> • We use colon between hour and minutes. • To insert an explanation or an example. 	<p>What time is it? It's 9:00 There are two types of ships: commercial ships, and war ships.</p>
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semicolon (;)

<ul style="list-style-type: none">• We may use a semicolon between two independent sentences instead of a full stop.	The weather report was very bad; therefore, the vessel didn't sail.
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Full stop (.)

<ul style="list-style-type: none">• All sentences end in full stops.	The Chief Engineer is in the library. He is reading about a new turbo charger.
<ul style="list-style-type: none">• Two main clauses are separated by full stop.	He was working hard. There was nothing else to do.

Question mark (?)

<ul style="list-style-type: none">• We use a question mark with direct questions.	What's the matter with the valve? Who's next watch? Is this the Captain?
---	--

Exclamation mark (!)

<ul style="list-style-type: none">• Exclamations usually express wonder or amazement, urge, admiration, etc.• Exclamation marks are used at the end of complete sentences.• The sentence that follows begins with a capital letter.• NB! In formal writing never use more than one (!)	Strawberries at this time of the year! How strange! What a surprise! What a beautiful woman! How you've grown! But then, you <u>are</u> sixteen. Come on! The train is leaving.
--	---

Capitals

<p>We use capitals:</p> <ul style="list-style-type: none">• With the first word of a sentence.• With main names.• Countries, adjectives of nationality, towns, cities and other geographical terms.• People's titles.• Months, Days, Holidays.• Study courses.• Abbreviations of long titles. Each letter is usually said, not pronounced, as a word. (Exception: RADAR)	<p>Last year we spent a few days</p> <p>John, Mary, Mr. Apostolis United States, Egypt, Egyptian, Mt. Imitos, Lake Prespa</p> <p>Mr, Mrs, Doctor, Professor June, Monday, Easter Physics, Literature</p> <p>IMO, SMCP, GMT, LNG, OBO, etc.</p>
--	--

Notes:

.....

.....

.....

PRACTICE Unit (40).

✍ Exercises.

**(40.1) LETTER WRITING. Make all the necessary changes and additions to produce a complete letter.
Add punctuation :**

aqaba 10 February 2003

a) _____

dear john

b) _____

c) i / arrive / aqaba / yesterday / and / board / vessel / immediately

d) she / 30.000 tons / cargo-ship / and fly / liberian flag

e) she / anchor / for / 15 days / and / i / hope / she / stay / anchored / there / a few days / until / i / used / my new life

f) we / load / 20.000 tons phosphate / i / hear / it / be / dangerous cargo / because / if / it / not trimmed properly / it / may shift / and / consequently / the / ship / may capsize

g) we / transport / this cargo / marseilles / where / ship / not stay / long

h) however / i hope / i / have / enough time / go sight-seeing.

i) it / be / lovely / if / you / send / me / letter / marseilles.

j) if / I / be / you / I / send / it / directly / marseilles s agent.

k) give / regards / your parents

love
elias

l) _____

m) _____

(40.2) Letter-writing. Make all the necessary changes (verbs) and additions (prepositions, etc.) to produce a complete letter. Add punctuation :

the port engineer
argo shipping co
24 akti miaouli
piraeus

mv Periklis
Karachi
1 may 2003

- a) _____
b) _____
c) _____

- d) _____
e) _____
f) _____
g) _____

dear sir

h) _____

i) re delay in supply of bearing

j) _____

i am afraid / i have / complain / your delay /

k) _____

supplying our ship / the requested / spare bearing

l) _____

i refer / my letter / date 26 january 2003 / by

m) _____

i inform you / that / we experience / engine / break down

n) _____

due / oil pressure failure / that subsequently / we have to

o) _____

replace / main bearing / had seized

p) _____

thus i would like / ask you / once more

q) _____

supply us / said bearing / soonest possible

yours / faithfully

r) _____

marcos avgerinos s _____

chief engineer t _____



Some Communicative English (1) Arrangements

Unit 41

ARRANGING (MAKING) AN APPOINTMENT.

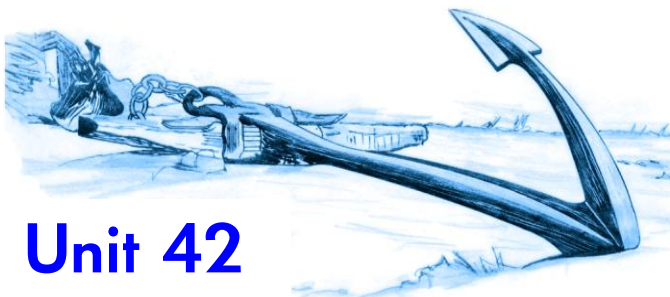
- By asking:
When could I see you?
What time could we meet?
What time would it be convenient for you?
When would it suit you?

Also by suggesting:

Possible answers

How about ... <i>Saturday</i> ? What about ... <i>8 o' clock</i> ? Shall we say ... <i>the Asteria</i> ?	→Yes, <i>that's fine</i> . →Yes, <i>8 o' clock will be fine</i> . →Yes, <i>that suits me all right</i> . →Yes, <i>I think I can make it on Saturday</i> .
	→No, <i>I'm afraid I can't make it then</i> . →No, <i>I'm afraid I'm busy then</i> . →No, <i>I'm afraid I've got another appointment/ commitment</i> .

- You may add:
I look forward to seeing you on Saturday.
See you at 8:00, then.
See you later. (also used to mean "bye, bye")
- You may want to change your appointment:
Could we arrange another day?
I'm sorry but I can't make it on Saturday. May I suggest?
I'm afraid I have to cancel our dinner appointment tonight.



Some Communicative English (2) Opinions/Suggestions

Unit 42

SUGGESTIONS AND OPINIONS.

- You may want to ask for suggestions:

Do you have any suggestions ... *for the safety of the very young passengers?*
(Would you have) any ideas ... *about/on entertaining those children on board?*

- You may offer/make suggestions:

You could ... *throw a party.*
Why not ...
How about ...
What about ...

Why don't we ...
I suggest ...

• Accepting

→ Yes, ... *that's a great/good idea.*
... *What a marvellous idea!*
→ Yes, ... *let's do that.*

• Rejecting

→ I'm afraid I don't like the idea very much.
→ Yes, ... *but there's no one to supervise them.*
→ Well, ... *I'm not sure I want to do that.*

- You may ask for opinions:

What's your opinion about/of
How do you feel about
What do you think about/of

- You may want to give an opinion:

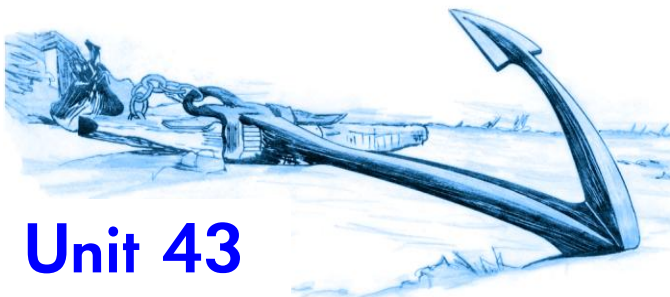
I think ... *it's rather an expensive idea.*
In my opinion ... *it's a great idea.*

• Agree with them.

→ I agree (completely).
→ I certainly agree (with that)
→ I quite agree.

• Disagree with them

→ I'm afraid I disagree.
→ I'm sorry but I don't agree.



Some Communicative English (3)

Offers, Requests

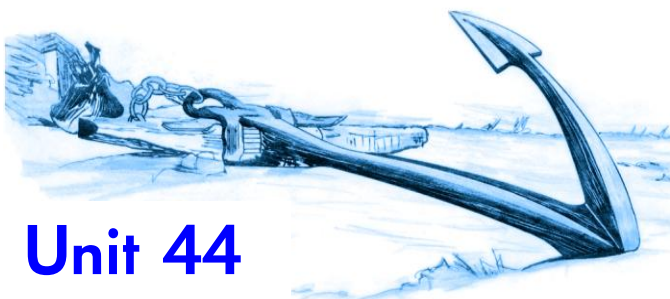
Unit 43

- If you wish to offer your services:

<p>-Would you like me to ... <i>get you a deck-chair?</i></p> <p>-Do you want me ... <i>to buy you one?</i> (I'm going ashore in the afternoon.)</p> <p>-If you like, I can ... <i>come with you.</i></p> <p>-Shall I ... <i>tell the captain about this?</i></p>	<p>• Offer may be accepted.</p> <p>→ <i>That's very kind of you.</i></p> <p>→ <i>Thank you.</i></p> <p>→ <i>Thank you; I'd appreciate it.</i></p> <p>→ <i>Yes, please.</i></p> <p>• Offer may be declined.</p> <p>→ <i>(That's) very kind of you, but I'm returning to my cabin.</i></p> <p>→ <i>Thanks, but don't bother. I'll go myself.</i></p> <p>→ <i>Thank you. It won't be necessary.</i></p> <p>→ <i>Thanks. I've told him already.</i></p>
---	--

- If you have a request to make:

<p>Do you think you could ... <i>book a seat?</i></p> <p>Would you ... <i>check my cabin?</i></p> <p>Do you mind ... <i>waiting a bit?</i></p> <p>Would you mind ... <i>taking the tray to my cabin?</i></p> <p>Could you ... <i>give me a hand?</i></p> <p>Can you ... <i>check the lifeboats?</i></p>	<p>• They may agree with your request:</p> <p>→ <i>Yes, certainly.</i></p> <p>→ <i>Yes, of course.</i></p> <p>→ <i>No, of course not.</i></p> <p>→ <i>Not at all.</i></p> <p>• They may refuse your request:</p> <p>→ <i>I'm afraid not ... I'm very busy.</i></p> <p>→ <i>I think that'll be very difficult... No time.</i></p> <p>→ <i>I'm sorry, but that's impossible ... (I'm going ashore)</i></p>
--	---



Some Communicative English (4) Advice

Asking.

- Do you think we should sign on a new Chief Officer?
- Do you have any ideas?
- The shippers would like to hear your suggestions.
- What would you advise her to do?
- What would you suggest?
- What does the Captain recommend?

Giving.

Why don't you ... *organise a new cruise?*
How about ... *reducing freight by 10%?*
We could ... *order two more tankers.*
If I were you ... *throw a big party on the*
very first night of the voyage.
I think you should ...
The Chief Engineer recommends ...
The Captain suggests ...

I recommend ... *sending an expert to investigate.*

I'd recommend ... *we (should) send ...*

I suggest ... *the ship (should) dock now*

I'd suggest ... *the ship dock at once.*

It might be a good idea ...

Has the Company thought of ...

Their advice would be ...

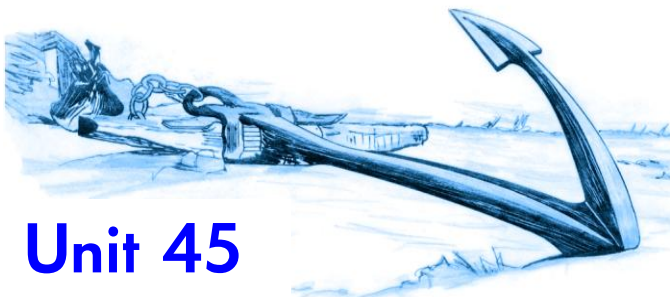
- **Accepting**

Yes, let's do that.
Yes, that's an interesting idea.
Yes, that sounds a good idea.
Yes, I think we should do that.

- **Rejecting**

No, ... *I don't think it's a good idea.*
I'm not sure this will work.
I'm sorry, ... *this is out of the question.*

Well, *they are not very keen on the idea.*



Some Communicative English (5) Welcoming

Unit 45

WHEN WELCOMING A VISITOR:

Just arrived.

How nice that you could come. Welcome!
How was your flight?
Did you have a nice journey?
How long was your trip?
I hope you had a good voyage.
Did you have a problem finding this place?

Talk about accommodation.

Where are you staying?
I hope everything is OK.
Are you staying in the centre?
What is your hotel like?

Talk about his country, etc.

Where are you from?
Where were you born?
Which town/city do you live in?
Where in ... do you live?
Have you always lived there?

Talk about his/her work?

What do you do?
What company do you work for?
How long have you been with them?
Where are you based?



Exam practice in grammar and the use of English

Appendix 1

The following are exercises practising the material included in Parts (1) & (2) of the book and are fashioned after the layout of the most well-known examinations. They only deal with the grammar and the use of English. Thus, they offer further necessary practice along with familiarization with the relevant examinations.

A. Cloze Tests.

✂ Exercises.

(A.1) Circle the best word a, b, c, d, to fill in each blank in the text underneath.

BOELE BOLNES IN GREECE.

Pre-eminent seafaring nations regularly organise exhibitions (1).....demonstrate all facets of their (2) national shipping industry (3) same time enabling the international shipping industry to show their products (4) services. Greece has its biennial shipping exhibition "Posidonia" which is (5) in Piraeus. Boele Bolnes is (6) participant, (7) many Greek ship owners (8) use of the services which are rendered by the yard and its subsidiary Port Repair Base D. van de Wetering B.V., Rotterdam.

(Source: Boele Bulletin)

- | | |
|---------------|--------------|
| 1. a) which | c) this |
| b) who | d) those |
| 2. a) own | c) regular |
| b) greatness | d) ever |
| 3. a) in the | c) at the |
| b) at | d) over the |
| 4. a) of | c) and |
| b) of the | d) while |
| 5. a) holding | c) placed |
| b) held | d) placing |
| 6. a) the | c) one |
| b) a | d) big |
| 7. a) as | c) therefore |
| b) when | d) while |
| 8. a) make | c) gain |
| b) do | d) earn |

(A.2) Read the text and circle the answer A, B, C, D that best fits in.

SUPERCHARGER.

MAN B&W turbocharger design concept conquers the world. It is a well-known fact that the Diesel engine (1)_____ from Augsburg on its triumphant (2)_____ all over the globe. This city is also the base from (3)_____ the best turbocharger principle is conquering the world. (4)_____ we are making every effort to (5) _____ that Diesel technology "made in Augsburg" will continue to (6) _____ for top-performance propulsion systems. When (7) _____ introduced our reliable and maintenance-friendly turbocharger concept with inboard bearings and turbine casings without cooling

water (8) _____ over 50 years ago, we were certain from the (9) _____ that we had developed the technology that would set the trend for the future. We weren't mistaken. Today (10) _____ than half of all large engines are (11) _____ with this leading turbocharger design concept. And the curve is pointing (12) _____. MAN B&W Diesel of Augsburg (13) _____ equips not only all Diesel engines of the large MAN B&W family with its (14) _____ turbo -chargers but also a great (15) _____ engines of most other makes, worldwide. (Source: McGREGOR News, Sept. 1997)

- | | | | |
|--------------------|-----------------|----------------|-----------------|
| 1. A. set out | B. set in | C. set off | D. set up |
| 2. A. march | B. walk | C. stroll | D. run |
| 3. A. where | B. which | C. that | D. what |
| 4. A. And | B. While | C. Though | D. But |
| 5. A. reassure | B. include | C. involve | D. ensure |
| 6. A. set the time | B. set the step | C. set the run | D. set the pace |
| 7. A. best | B. lest | C. first | D. worst |
| 8. A. well | B. more | C. far | D. very |
| 9. A. onset | B. outset | C. offset | D. inset |
| 10. A. far more | B. more over | C. over more | D. far over |
| 11. A. led | B. ordered | C. charged | D. manned |
| 12. A. backwards | B. sideward | C. upwards | D. downwards |
| 13. A. when | B. thus | C. so | D. though |
| 14. A. owe | B. own | C. owner | D. owned |
| 15. A. much | B. more | C. most | D. many |

(A.3) Find the word that best fits the blanks. Use one word in each space. The first one has been done for you:

You can learn to sail (1) in a weekend. If you (2) _____, you may well spend the rest of your life perfecting (3) _____ technique. There are now countless sailing clubs (4) _____ the world, by the sea, (5) _____ lakes, and on reservoirs. Sailing is becoming (6) _____ and more popular both as a serious sport (7) _____ as a pastime, offering not only challenge and excitement but (8) _____ good exercise in (9) _____ fresh air. (10) _____ be a good competitive sailor, you must be very fit. It is not (11) _____ dangerous sport provided simple rules of safety and clothing are followed. (12) _____ any other sport, the best way to begin is to learn the basic points and skills on a course.

(A.4) Find the word that best fits the blanks. Use one word in each space. The first one has been done for you:

(1) Though aeroplanes have taken passenger traffic (2) _____ from ships, they have had little impact (3) _____ the carrying of cargo. More than 95% of goods are still transported by sea. (4) _____ recently, most cargo-ships carried a wide range of goods. (5) _____ steamships were called "tramps" because they chugged (6) _____ port to port carrying all sorts of cargo (7) _____ no fixed route. There are still (8) _____ few tramps today, but there are also a (9) _____ of very specialized vessels, built to carry just (10) _____ type of cargo, or perform one particular job. With rising fuel, crew and cargo-handling costs, there is a continual drive (11) _____ develop (12) _____ efficient and economical ships.

B. Multiple choice grammar practice.

✎ Exercises.

(B.1) Choose a, b, c, or d to complete the sentence correctly:

1. "Pilot boat is approaching your vessel"
"Really? _____ will it take him to get here?"
 - a. How far
 - b. How much
 - c. How long
 - d. How soon
2. "A boat is approaching our ship, sir."
"It _____ the pilot boat, we had a message from pilot station just now."
 - a. can be
 - b. must be
 - c. would be
 - d. shall be
3. "Who broke the steps of the pilot ladder?"
"I don't know, but _____ did it is going to be in big trouble."
 - a. whatever
 - b. whichever
 - c. whomever
 - d. whoever
4. "Look at this mess in the galley."
"I'll get _____ immediately, sir"
 - a. it cleaned up
 - b. to clean it up
 - c. it to clean up
 - d. cleaning it up
5. "Whose tool kit is that, Bosun?"
"I don't know who _____ to, sir, but I can find out if you want me to."
 - a. does it belong
 - b. is it belonging
 - c. it belongs
 - d. is belonging
6. He said that mariners used English _____.
 - a. all over the world.
 - b. for the world.
 - c. in the world.
 - d. by the world
7. "Was the ship owner really so rich?"
"He is said _____ the richest in the world."
 - a. to have been
 - b. to having been
 - c. that he was
 - d. that he had been

8. "What is the vessel doing in the ship yard?"
"We ____ a swimming pool installed."
a. had
b. had got
c. had to
d. are having
9. "Have another pilot ladder ____ by the Bosun."
a. rig
b. rigging
c. rigged
d. be rigged
10. "The vessel sailed when the signal ____."
a. arrived
b. have arrived
c. will arrive
d. has arrived
11. The new engine operates ____ than the previous one.
a. quietlier
b. more quiter
c. more quietly
d. quiet
12. "What are you doing after your watch?"
"I'm not sure, but I ____ watch a movie."
a. would
b. can
c. may
d. have to
13. "How much time have I got?"
"Well, we ____ tonight."
a. will have sailed
b. to sail
c. are sailing
d. will be sailed
14. This vessel is ____ to sail in this weather.
a. small enough
b. too big
c. smallest
d. too small
15. He really isn't experienced ____ to take notes during loading.
a. enough
b. much
c. very
d. lot

C. Grammar Conversions.

✎ Exercises.

(C.1): Rephrase the following without changing the meaning.

Example:

The cadet didn't study hard enough. He failed his Certificate examination.

If the cadet had studied harder he wouldn't have failed his Certificate examination.

1. A new fire fighting technique is being demonstrated by the Chief Engineer.

The Chief Engineer _____

2. The ship didn't vibrate during the storm.

The Chief Officer declared _____

3. Although the weather was very bad, they sailed.

Despite _____

4. "The ship is being launched today."

She announced happily _____

5. The Queen's yacht was big. Onassis' yacht was very big.

Onassis' _____

6. The Master wanted somebody to check the lifeboats. The Chief Mate did it.

The Master _____

7. Despite his disappointment, the stowaway remained cheerful.

Although _____

8. We last called at Lisbon, Portugal, twenty months ago.

It has _____

9. The life-jackets we bought did not cost as much as we had expected.

The price of _____

(C.2) Re-write the following sentences without changing the meaning. Use the word in brackets as it is given.

Example:

The swimming pool was so crowded that I couldn't enjoy it.

[too]

The swimming-pool was too crowded for me to enjoy my swim.

1. The carpenter will make the plank shorter.

[shorten]

The carpenter _____

2. The hole had to be made larger before the bolt would fit.

[enlarged]

The hole _____

3. The Chief Engineer told the Second Engineer to supervise the work.

[had]

The Chief Engineer _____ by the Chief Engineer.

4. The Bosun will tell the apprentices to lower the lifeboat.

[have]

The Bosun _____ by the apprentices.

5. A nautical mile is longer than a statute mile.

[short]

A nautical mile _____

(C.3) Re-write the following sentences without changing the meaning. Begin as prompted and use the word in brackets in the same form.

Example:

The swimming pool was so crowded that I couldn't enjoy it.

[too]

The swimming-pool was too crowded to enjoy.

1. The Chief warned the AB, "Be careful or you'll have an accident."

[if]

"You'll _____"

2. Captains used to be better paid than they are to day.

[as]

Today Captains are not _____

3. We took the ship to Rhodes last week.

[by]

We went to Rhodes _____

4. We are hoping for better weather tomorrow.

[improve]

We are hoping that _____

(C.4) Complete the second sentence in full without changing the meaning. Use the word in brackets unchanged along with up to five words altogether.

Example:

The swimming pool was so crowded that I couldn't enjoy it.

[too]

The swimming-pool was too crowded to enjoy.

1. The maximum permitted draft is 5 metres.

[of]

There is _____ 5 metres.

2. Wide berth requested. Pipeline is leaking gas in position ...

[because]

Wide berth _____ is leaking gas in position ...

3. Dangerous obstruction located in position ...marked by pillar-shaped buoy.

[a]

_____ position ____ is marked by pillar shaped buoy.

D. Derivatives.

✎ Exercises.

(D.1) Give the appropriate derivatives of the words in brackets:

1. A ship is divided into three areas: the engine room, the holds and the (accommodate) accommodation.
2. Electricity is produced by (generate) _____.
3. Slow-speed engine are used in bulk carriers because the have a low fuel-(consume) _____
4. Poor (lubricate) _____ causes friction.
5. The Engineer is responsible for the good (maintain) _____ of the ship's engine.
6. One of the cycles of a four-stroke diesel-engine is called (compress) _____.
7. The valves and gauges fitted to the (press) _____ parts of the boiler are called mountings.
8. The Port Authority _____ (advice) us not to cross the fairway.
9. _____ (deep) of water [is] not enough in position.

(D.2) Fill in the correct derivatives:

1. Following are rules for the avoidance of (collide) _____ at sea.
2. The (load) _____ of the cargo took just two hours.
3. There is (provide) _____ for deck-class passengers on that ship.
4. There is a large (collect) _____ of people on board an ocean-liner
5. Fuel is sprayed into the cylinder and (ignition) _____ by hot air.
6. All _____ (combustion) materials must be removed from the machinery spaces.
7. Every ship must display a Safety Equipment Certificate and a plan showing their _____ (dispose).
8. After _____ (complete) of the maintenance the engine should be thoroughly cleaned.

(D.3) Write the appropriate derivatives:

1. The level indicating the _____ (divide) of the various tanks, must be fully _____ (rely).
2. Some _____ (accident) events, traced to reckless members of the engine room, can cause a _____ (disturb) in the operation of an electric power system.
3. _____ (emit) of white smoke from the sight glass, indicates fouling of the lub-oil piping internal surface.
4. In order to convert a liquid into a _____ (gas) state, we must apply heat and raise its temperature to boiling point.
5. Where a deep tank is included in the bunker system, it is often _____ (advantage) to _____ (gravity) fuel to remote tanks before bunkering is started.
6. Upon determining the cause of _____ (operation) difficulties, immediately take necessary _____ (remedy) measures.
7. You should always take into _____ (consider) Sulzer's _____ (recommend) regarding _____ (prevent) measures.
8. The granting of special _____ (note) is subject to the ship being built in (conform) _____ with the rules concerning _____ (automate).

9. The monitoring of temperatures can be carried out by a scanning system, giving a degree of _____ (survey) which would be impossible by human _____ (observe).

(D.4) Write the appropriate derivatives:

1. A completed ship goes for sea _____ (try) before she is handed over to her owners.
2. If you work for this shipping company, you'll have _____ (vary) opportunities of _____ (promote).
3. An _____ (exceed) of air is equally harmful as the lack of it.
4. This message was sent as a _____ (warn).
5. Look out ! There is an _____ (obstruct) in the fairway.
6. The message says that _____ (embark) is impossible.
7. This marker is used for _____ (navigation) information.

(D.5) Arrange the prompts and their answers in the appropriate boxes and give the rest of the derivatives in full.

VERB	NOUN-P	NOUN-T	ADJECTIVE	ADVERB
accommodate				
generate				
consume	<i>consumer</i>	<i>consumption</i>		
lubricate				
maintain				
compress				
press				
		advice		
			deep	

(D.6) Arrange the prompts and their answers in the appropriate boxes and give the rest of the derivatives in full.

collide				
		load		
provide				
collect				
		ignition		
		combustion		
dispose				
complete				

(D.7) Arrange the prompts and their answers in the appropriate boxes and give the rest of the derivatives in full.

divide				
rely				
		accident		
disturb				
emit				
		gas		
		advantage		
		operation		
		remedy		
consider				
recommend				
prevent				
		note		
conform				
automate				
observe				

(D.8) Arrange the prompts and their answers in the appropriate boxes and give the rest of the derivatives in full.

try				
vary				
promote				
exceed				
warn				
obstruct				
embark				
		navigation		

E. Correcting Mistakes.

✎ Exercises.

(E.1) Read the text carefully. Most lines have a word that should not be there. For the correct lines put a tick next to the number of the line; for the incorrect ones write the word that should be removed. The first two have been done for you:

Main Engine Problem (Extract from Fax Message)

During of our departure from Suez and more specifically just after I had completed our departure movements and set the main engine to FULL AHEAD from the Bridge Control, some irregularity was appeared in maintaining speed control, which had been ordered by the position of the Bridge Telegraph of lever.

Having ascertained this, we have transferred control of the main engine to the control room of the engine room with a watch of officer on a twenty-four-hour basis. The careful search that followed showed that the cause of the problem was that the defective operation of the regulative lever.

After the problem was located and they fixed, we transferred control of the main engine back of to the Bridge and made sure that the control system was operating smoothly.

Although we are happy with the present operational in condition of the control system, we are believe that an experienced Engineer should inspect the engine of the vessel.

I hope that you will to take the above into consideration.

Yours truly,
Kostas Korondzis
Chief Engineer

1. ...*of*...
2. ...*✓*....
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.



List of Irregular verbs

Appendix 2

The students are advised to complete the meanings in Greek themselves.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
arise	arose	arisen	
awake	awoke	awoken	
be	was	been	είμαι
bear	bore	born	
beat	beat	beaten	
become	became	become	
befall	befell	befallen	
begin	began	begun	
bend	bent	bent	
bet	bet	bet	
bid	bid, bade	bid, bidden	
bind	bound	bound	
bite	bit	bitten	
bleed	bled	bled	
blow	blew	blown	
break	broke	broken	
breed	bred	bred	
bring	brought	brought	
broadcast	broadcast	broadcast	
build	built	built	
burn	burnt, burned	burnt, burned	
burst	burst	burst	
bust	bust	bust	
buy	bought	bought	
cast	cast	cast	
catch	caught	caught	
choose	chose	chosen	
cling	clung	clung	
come	came	come	
cost	cost	cost	
creep	crept	crept	
cut	cut	cut	
deal	dealt	dealt	

dig	dug	dug	
dive	dived	dived	
do	did	done	
draw	drew	drawn	
dream	dreamed	dreamed	
drink	drank	drunk	
drive	drove	driven	
dwelt	dwelt, dwelled	dwelt, dwelled	
eat	ate	eaten	
fall	fell	fallen	
feed	fed	fed	
feel	felt	felt	
fight	fought	fought	
find	found	found	
flee	fled	fled	
fling	flung	flung	
fly	flew	flown	
forbid	forbade	forbidden	
forecast	forecast	forecast	
foresee	foresaw	foreseen	
forget	forgot	forgotten	
forgive	forgave	forgiven	
forgo	forwent	forgone	
forsake	forsook	forsaken	
freeze	froze	frozen	
get	got	got	
give	gave	given	
go	went	gone	
grind	ground	ground	
grow	grew	grown	
hang	hung	hung	
have	had	had	
hear	heard	heard	
hide	hid	hidden	
hit	hit	hit	
hold	held	held	
hurt	hurt	hurt	
input	inputted, input	inputted, input	
keep	kept	kept	
kneel	knelt, kneeled	knelt, kneeled	
know	knew	known	
lay	laid	laid	
lead	led	led	
lean	leant, leaneded	leant, leaned	
leap	leapt, leaped	leapt, leaped	
leave	left	left	
lend	lent	lent	
let	let	let	

lie	lay	lain	
light	lit	lit	
lose	lost	lost	
make	made	made	
mean	meant	meant	
meet	met	met	
mislay	mislaid	mislaid	
misread	misread	misread	
misspell	misspelt, misspelled	misspelt, misspelled	
mistake	mistook	mistaken	
misunderstand	misunderstood	misunderstood	
mow	mowed	mowed	
outdo	outdid	outdone	
outgrow	outgrew	outgrown	
overcome	overcame	overcome	
overdo	overdid	overdone	
overhang	overhung	overhung	
overhear	overheard	overheard	
override	overrode	overridden	
overrun	overran	overrun	
oversee	oversaw	overseen	
oversleep	overslept	overslept	
overtake	overtaken	overtaken	
overthrow	overthrew	overthrown	
pay	paid	paid	
plead	pleaded, pled	pleaded, pled	
prove	proved	proved, proven	
put	put	put	
quit	quit	quit	
read	read [pronounced: red]	read [pronounced: red]	
rebuild	rebuilt	rebuilt	
repay	repaid	repaid	
rethink	rethought	rethought	
rewind	rewound	rewound	
rewrite	rewrote	rewritten	
rid	rid	rid	
ride	rode	ridden	
ring	rang	rung	
rise	rose	risen	
run	ran	run	
saw	sawed	sawn, sawed	
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	
shear	sheared	sheared, shorn	
shed	shed	shed	
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	
slay	slew	slain	
sleep	slept	slept	
slide	slid	slid	
sling	slung	slung	
slink	slunk	slunk	
slit	slit	slit	
smell	smelled, smelt	smelled, smelt	
sow	sowed	sown, sowed	
speak	spoke	spoken	
speed	sped, speeded	sped, speeded	
spell	spelled, spelt	spelled, spelt	
spend	spent	spent	
spin	spun	spun	
spit	spat	spat	
split	split	split	
spoil	spoiled, spoilt	spoiled, spoilt	
spread	spread	spread	
spring	sprang	sprung	
stand	stood	stood	
steal	stole	stolen	
stick	stuck	stuck	
sting	stung	stung	
stink	stank	stunk	
stride	strode	strode	
strike	struck	struck	
string	strung	strung	
strive	strove, strived	strove, strived	
swear	swore	sworn	
sweep	swept	swept	
swell	swelled	swollen, swelled	
swim	swam	swum	
swing	swung	swung	
take	took	taken	
teach	taught	taught	
tear	tore	torn	
tell	told	told	

think	thought	thought	
throw	threw	thrown	
thrust	thrust	thrust	
tread	trod	trodden	
undercut	undercut	undercut	
undergo	underwent	undergone	
understand	understood	understood	
undertake	undertook	undertaken	
undo	undid	undone	
unwind	unwound	unwound	
uphold	upheld	upheld	
upset	upset	upset	
wake	woke	woken	
wear	wore	worn	
weave	wove, weaved	woven, weaved	
weep	wept	wept	
wet	wet, wetted	wet, wetted	
win	won	won	
wind	wound	wound	
withdraw	withdrew	withdrawn	
withhold	withheld	withheld	
withstand	withstood	withstood	
wring	wrung	wrung	
write	wrote	written	



List of Verbs follow by Gerund

Appendix 3

Write a sentence for every verb as in the example or find one in your dictionary and copy it.

admit	<i>The steward admitted helping the stowaway hide in the ship.</i>
advise	
anticipate	
appreciate	
avoid	
(can't) bear	
complete	
consider	
delay	
deny	
discuss	
dislike	
enjoy	
finish	
forget	
(can't) help	
keep	
mention	
mind	
miss	
postpone	
practice	
quit	
recall	
recollect	
recommend	

regret	
remember	
resent	
resist	
risk	
stop	
suggest	
tolerate	
understand	





List of Verbs followed directly by infinitives

Appendix 4

Write a sentence for every verb as in the example or find one in your dictionary and copy it.

afford	<i>After buying two new super tankers, the company cannot afford to buy another vessel</i>
agree	
appear	
arrange	
ask	
beg	
care	
claim	
consent	
decide	
deserve	
expect	
fail	
forget	
hesitate	
hope	
learn	
manage	
mean	
need	
offer	
plan	
prepare	
pretend	

promise	
refuse	
regret	
remember	
seem	
struggle	
swear	
threaten	
volunteer	
want	
wish	



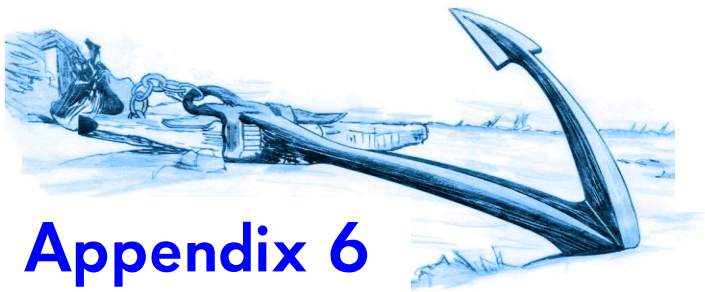


List of Verbs followed by Pronoun/Noun + Infinitive

Appendix 5

Write a sentence for every verb as in the example or find one in your dictionary and copy it.

advise	<i>The Bosun advised the sailor to tell the Captain everything.</i>
allow	
ask	
beg	
cause	
challenge	
convince	
dare	
encourage	
expect	
forbid	
force	
hire	
instruct	
invite	
need	
order	
permit	
persuade	
remind	
require	
teach	
tell	
urge	
want	
warn	



Appendix 6

A. Condition of the Sea as Graded by Douglas. *

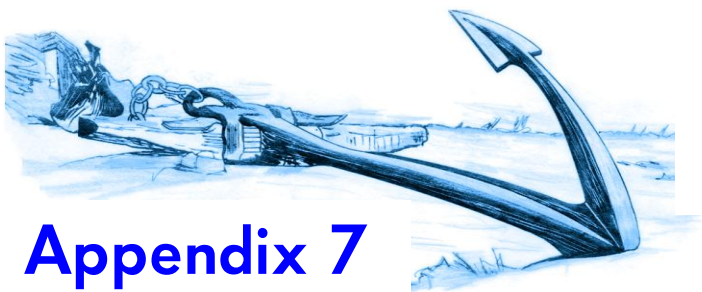
Grade by Douglas	Description of the Sea	Περιγραφή της θάλασσας	Height of Waves (in feet)
0	calm sea	ήρεμη, γαλήνια	0-1
1	smooth sea	σχεδόν γαλήνια	1-2
2	slight sea	λίγο ταραγμένη	2-3
3	moderate sea	μέτρια ταραγμένη	3-5
4	rough sea	ταραγμένη	5-8
5	very rough sea	κυματώδης	8-12
6	high sea	πολύ κυματώδης	12-20
7	very high sea	τρικυμιώδης	20-40
8	precipitous sea	πολύ τρικυμιώδης	40 and
9	confused sea	συγκεχυμένη, άγρια, μαινόμενη	over

B. Wind Scale by Beaufort.**

Beaufort Scale	Description of the wind	Περιγραφή του ανέμου	Speed in Miles
0	calm	άπνοια	0 – 1
1	light air	υποπνέων άνεμος	2 – 3
2	light breeze	λεπτός άνεμος	4 – 6
3	gentle breeze	ολίγος άνεμος	7 – 10
4	moderate breeze	μέτριος άνεμος	11-16
5	fair wind, fresh breeze	λαμπρός άνεμος	17-21
6	high wind, strong wind	ισχυρός άνεμος	22-27
7	moderate gale	σφοδρός	28-33
8	fresh gale	σκληρός	34-40
9	strong gale	καταιγίζων	41-47
10	whole gale	καταιγίδα	48-55
11	storm	βίαιη καταιγίδα	56-65
12	hurricane	τυφώνας	66 and over

* Admiral Douglas, the International Conference of Meteorology approved of his table in Copenhagen in 1929.

** Francis Beaufort, British hydrographer 1774-1854.



A Glossary of Maritime terminology

Appendix 7

Aa

AB (able-bodied seaman) (np):

πτυχιούχος ναύτης

abaft (adv) : προς την πρύμνη

abandon (v) : εγκαταλείπω,

abandon ship: εγκαταλείψτε σκάφος

abate (v) : κοπάζω

abeam (adv) : κάθετα, από το πλάι

absorb (v) : απορροφώ

acceleration (n) : επιτάχυνση

accept (v) : δέχομαι, αποδέχομαι

accident (n) : ατύχημα

accidental (n) : τυχαίος

accommodate (v) : φιλοξενώ, στεγάζω, εξυπηρετώ, διευκολύνω

accommodation (n) : ενδιαίτημα

accordance (n) : συμφωνία

acquisition (n) : απόκτηση

activate (v) : δραστηριοποιώ

action (n) : δράση, ενέργεια

active (adj) : δραστήριος, ενεργός

adapt (v) : προσαρμόζω

adequate (adj) : επαρκής

adjust (v) : ρυθμίζω, διορθώνω

adjustment (n) : ρύθμιση, διόρθωση

admit (v) : δέχομαι, παραδέχομαι

adopt (v) : υιοθετώ

adrift (adj/adv) : έρμαιο των κυμάτων

adventure (n) : περιπέτεια

adverse (adj) : δυσμενής, αντίθετος

advertisement (n) : διαφήμιση, αγγελία

aeroplane (n), (ή airplane) : αεροπλάνο

aft (adj, adv) : προς την πρύμνη, όπισθεν του πλοίου

afternoon watch (n) : 12 – 4 μ.μ. (βλ. watch)

agree (v) : συμφωνώ

ahead (adv) : εμπρός, πρόσω

aid (v/n) : βοηθώ, βοήθεια

air (n) : αέρας

air-cooler (n) : αεροψυκτήρας

aircraft (n) : αεροσκάφος

alarm (n) : συναγερμός

alert (n) : επιφυλακή, συναγερμός

align (v) : ευθυγραμμίζω

alignment (n) : ευθυγράμμιση

alive (adj) : ζωντανός

all-around light (n) : περιβάλετος φανός

allot (v) : ορίζω, διανέμω

allow (v) : επιτρέπω

almanac (n) : ημερολόγιο

alter (v) : αλλάζω, τροποποιώ

altitude (n) : ύψος

aluminium (n) : αλουμίνιο

ambulance (n) : ασθενοφόρο

amidships/midships (adv) : στο μέσον του πλοίου

anchor (n,v) : άγκυρα, αγκυροβολώ

anchor light (n) : φανός αγκυροβολημένου πλοίου

anemometer (n) : ανεμόμετρο

angle (n) : γωνία,

right angle : ορθή γωνία

angler (np) : ψαράς με καλάμι και ορμίδι (πετονιά)

announcement (n) : ανακοίνωση

apparatus (n) : συσκευή

appearance (n) : εμφάνιση, φαινόμενο

apply for (v) : απευθύνομαι, κάνω αίτηση για (δουλειά)

appliance (n) : συσκευή, εφαρμογή, μέσο

appointment (n) : διορισμός

appreciate (v) : εκτιμώ

apprehension (n) : φόβος, ανησυχία

apprentice (n) : δόκιμος, μαθητευόμενος

approach (v) : πλησιάζω, προσεγγίζω

approaches (n) : πρόσγεια (κοντά στην ξηρά)

approve of (v) : εγκρίνω

aquarium (n) : ενυδρείο

area (n) : εμβαδόν, έκταση, χώρος

arm (n) : βραχίονας, μπράτσο

ascertain (v) : βεβαιώνομαι, εξακριβώνω

ashore (adv) : στην ακτή, στην ξηρά,

go ashore: αποβιβάζομαι

aspect (n) : άποψη, πλευρά

assemble (v) : συναρμολογώ, κν. μοντάρω

assembly (n) : σύνδεση, συναρμολόγηση, συγκέντρωση, συνέλευση
assign (v) : αναθέτω, προσδιορίζω
assist (v) : βοηθώ
assistance (n) : βοήθεια
astern (adv) : προς την πρύμνη
astrolabe (n) : αστρολάβος (παλαιό αστρολαβικό όργανο)
attend (v) : παρευρίσκομαι
auxiliary (adj) : βοηθητικός
automate (v) : αυτοματοποιώ
automatic (adj) : αυτόματος
automation (n) : αυτοματισμός
availability (n) : διαθεσιμότητα
available (adj) : διαθέσιμος
avoid (v) : αποφεύγω
award (v) : απονέμω, επιδικάζω
awning deck (n) : προφυλαγμένο (σκεπαστό) κατάστρωμα

Bb

bag (n) : σάκος
baggage (n) : αποσκευές
bait (n) : δόλωμα
bale (n) : δέμα εμπορευμάτων, μπάλα
bale out (v) : πέφτω με αλεξίπτωτο
ballast (n) : έρμα, σαβούρα
ballast pump (n) : αντλία έρματος
band (n) : ταινία, λωρίδα
bank (n) : όχθη, κάθισμα κωπηλάτη, σειρά (κωπηλατών, κουπιών)
barge (n) : λέμβος, μαούνα
barometer (n) : βαρόμετρο
barrel (n) : βυτίο, βαρέλι
battleship (n) : θωρηκτό
bay (n) : κόλπος
be at anchor (v) : είμαι αγκυροβολημένος κν. αραγμένος
be in distress (v) : βρίζομαι σε δύσκολη θέση, κινδυνεύω
be out of sight of (v) : χάνομαι
be within sight of (v) : φαίνομαι

beach (n/v) : παραλία, αμμονδιά, προβαίνω σε προσγιάλωση, προσεγγίζω σε ομαλή παραλία για αποβίβαση ή φόρτωση, καθίζω σκάφος θεληματικά
beacon (n) : υφαλοδείκτης, φανός
beak (n) : ακρόπρωρο
beam (n) : μέγιστο πλάτος πλοίου
bearing (n) : αντιστοιχία, διόπτειση
Beaufort (n) : Μπωφόρ
Beaufort wind scale (n) : άνεμοι σε κλίμακα Μπωφόρ (βλ. Appendix 7)
beforehand (adv) : προκαταβολικά, εκ των προτέρων
benefit (n) : όφελος, κέρδος, πλεονέκτημα
berg (n) : έκταση πάγων
iceberg (n) : παγόβουνο
berth (n/v) : κλίνη, κν. κουκέτα, καμπίνα πληρώματος, θέση πλευρίσεως πλοίου δίπλα σε αγκυροβολημένο, προσορμίζω με αυτόν τον τρόπο
Bill of health or pratique (n) : υγειονομική πιστοποίηση
Bill of lading (n) : φορτωτική
blade (n) : λεπίδα
blast (n) : σφύριγμα (σειρήνας)
sand blasting : βλέπε sand
blizzard (n) : χιονοθύελλα
blow (v) : φυσώ
blue sky (n) : ηλιοφάνεια
board (n) : σανίδι,
on board: επιβιβασμένος,
to go on board : επιβιβάζομαι
boat house : υπόστεγο λέμβου
boatswain (bosun) (n) : ναύκληρος, κν. λουτρούς
boil (v) : βράζω
boiler (n) : λέβητας
Boilers and Machinery Surveyed (B & MS) : λέβητες και μηχανές επιθεωρήθηκαν
Boilers surveyed (B.s) : λέβητες επιθεωρήθηκαν

bolt (n) : κοχλίας (μπουλόνι), σύρτης
bolt and nut (n) : κοχλίας με περικόχλιο
bolt (v) : γομφώ, στερεώνω
booklet (n) : φυλλάδιο
boom (n) : κέρκος, κν. μπούμα
bosun (n) : βλέπε boatswain
bother (v) : ενοχλώ
bottom (n) : βυθός, πυθμένας, τα ύφαλα του σκάφους
bottle (n) : μπουκάλι
bow (n) : πλώρη, πλώρα
bowsprit (n) : πρόβολος ιστιοφόρου, κν. μπαστούνι
brake horse power (bhp) : μέση πραγματική ιπποδύναμη, ισχύς πέδης
breadth (n) : πλάτος
break (v) : σπάζω
break out (v) : ξεσπώ (για φωτιά, κλπ.)
breakdown (n) : βλάβη
breakwater (n) : κυματοθραύστης, μόλος
breathing apparatus (n) : αναπνευστική συσκευή
breeze (n) : αύρα, αεράκι
bridge (n) : γέφυρα
brief (adj) : σύντομος
broadcast (n,v) : εκπομπή, εκπέμπω
build (v) : ναυπηγώ, κτίζω
bulb (n) : βολβός
bulbous (adj) : βολβοειδής
bulk cargo : χύδην φορτίο
bulk carrier (n) : φορτηγό πλοίο που μεταφέρει χύδην φορτίο
bulkhead (n) : διάφραγμα, φρακτή, κν. μπουλμές
bulkhead deck : κατάστρωμα στεγανών
bulletin (n) : δελτίο, ανακοινωθέν
bundle (n) : δέμα
bunker (n/v) : αποθήκη γαιάνθρακα ή άλλου καυσίμου πλοίου, παραλαμβάνω καύσιμα
bunkers (n) : καύσιμα κύριας μηχανής πλοίου

bunkering (n) : παραλαβή καυσίμου, τροφοδοσία καυσίμων
buoy (n) : σηματοδότης
buoyancy (n) : άνωση, πλευστότητα
burning (n) : καύση

Cc

cabin (n) : καμπίνα, θάλαμος, κοιτώνας
cable (n) : ναυτικό στάδιο (1 cable = 200 yards = 185 metres)
cadet (n) : δόκιμος
call (v, n) : καλώ, επισκέπτομαι, προσεγγίζω, συνδρομή, κλήση
to call at a port: προσεγγίζω λιμάνι
callipers (n) : διαβήτη μετρήσεως σφαιρικών αντικειμένων
calm (wind) (adj) : νηνεμία, άπνοια
calm (n) : γαλήνη, άπνοια, νηνεμία
camshaft (n) : εκκεντροφόρος άξονας, κνωδακοφόρος άτράκτος
can (n) : δοχείο, τενεκές
can opener (n) : ανοιχτήρι κονσέρβας
canal (n) : τεχνητή διώρυγα
candidate (n) : υποψήφιος
cap (n) : κάλυμμα, κν. τάπα, πηλίκιο
capable (adj) : ικανός
capacity (n) : χωρητικότητα
cape (n) : ακρωτήριο
capsize (v) : αναποδογυρίζω
captain (np) : πλοίαρχος
carburettor (n) : εξερωτήρας, κν. καρμπυρατέρ
car carrier (n) : πλοίο που μεταφέρει αυτοκίνητα, οχηματαγωγό
care (n) : φροντίδα
cargo (n) : φορτίο πλοίου
cargo hold : αμπάρι
cargo-ship (n) : φορτηγό πλοίο
cargo liner (n) : φορτηγό πλοίο γραμμής

carriage (n) : μεταφορά
carrier (n, np) : φορέας, μεταφορέας, πλοιοκτήτης, εφοπλιστής
carton (n) : χαρτόκουτο
case (n) : κιβώτιο, κουτί
cast (v) : ρίχνω
casualty (n) : ατύχημα, θύμα εργατικού ατυχήματος
casualties (n) : τα θύματα ατυχήματος ή πολέμου
catamaran (n) : καταμαράν (είδος σκάφους)
catering (n) : τροφοδοσία
catering department (n) : τμήμα τροφοδοσίας
caution (n) : προσοχή, πρόνοια, επιφύλαξη
celestial (adj) : ουράνιος
cement (n) : τσιμέντο
central (adj) : κεντρικός
centrifugal force (n) : φυγόκεντρη δύναμη, κεντρομόλος
centrifugal pump (n) : περιστροφική αντλία
centreline (n) : κεντρική γραμμή
certificate (n) : πιστοποιητικό
Certificate of inspection (n) : πιστοποιητικό της ετήσιας επιθεωρήσεως του σκάφους, μηχανής και εξαρτισμού
Certificate of pratique (n) : υγειονομική πιστοποίηση
certification (n) : πιστοποίηση
certify (v) : πιστοποιώ
chamber (n) : θάλαμος
channel (n) : πορθμός, δίαυλος
chart (n/v) : χάρτης (ναυτικός, υδρογραφικός), χαρτογραφώ
chart room (n) : αίθουσα ή θάλαμος χαρτών
charter party (n) : ναυλοσύμφωνο
check (v/n) : ελέγχω, έλεγχος
chemicals (n) : χημικές ουσίες
chief engineer (np) : πρώτος μηχανικός
chief mate (np) : υποπλοίαρχος, ύπαρχος

chief officer (np) : υποπλοίαρχος, ύπαρχος
chief steward (np) : αρχιθαλαμηπόλος
chivalry (n) : ιπποτισμός, ιπποσύνη
chill (v) : παγώνω
Ship's register (n) : πιστοποιητικό νηολογήσεως του πλοίου, έγγραφο εθνικότητας
chipping hammer (n) : κν. ματσάκονι
choose (v) : επιλέγω, διαλέγω
chronometer (n) : χρονόμετρο
circuit (n) : κύκλωμα
clap (n) : βροντή
classify (v) : κατατάσσω, ταξινομώ
classified ads (n) : μικρές αγγελίες
clean ballast tank (n) : δεξαμενή καθαρού έρματος
clear (n) σαφής, stay clear : μείνε σε ασφαλή απόσταση
clear (v) : καθαρίζω, ελευθερώνω, απαλλάσσω
clearance (n) : εκκαθάριση, ελευθερία, διάκενο, εκτελωνισμός, περάτωση τελωνειακών διατυπώσεων, τελωνειακή διασάφηση
clear the anchor (v) : ευπρεπίζω την άγκυρα, κν. νετάρω
cliff (n) : βράχος
clothing (n) : ιματισμός, ενδύματα
cloud (v) : συννεφιάζω
cloudy (adj, n) : νεφελώδης, νέφωση, συννεφιά
coal (n) : άνθρακας, κάρβουνο
coast (n) : ακτή, παραλία, γιαλός
coastal (adj) : παράκτιος, παραλιακός
coastguard (n) : ακτοφυλακή
coil (n) : σπείρα, περιέλιξη, πηνίο
collect (v) : συλλέγω, εισπράττω
collide (v) : συγκρούομαι
collision (n) : σύγκρουση
combustible (adj) : καύσιμος

combustion (n) : ανάφλεξη, καύση
come to an anchor (v) : αγκυροβολώ
command (n, v) : διαταγή, διοίκηση, διατάσσω, κυβερνώ
commitment (n) : δέσμευση
commitment (n) : δέσμευση
communication (n) : επικοινωνία
compact (adj) : συμπαγής
compartment (n) : διαμέρισμα
compass (n) : πυξίδα
competitive (adj) : ανταγωνιστικός
complement (n, v) : όλο το πλήρωμα (αξιωματικοί και ναύτες), συμπληρώνω
complete (v) : ολοκληρώνω, συμπληρώνω, (adj) πλήρης
compress (v) : συμπιέζω
compressed gas : πεπιεσμένο αέριο
compression (n) : συμπίεση
compressor (n) : συμπιεστής
computation (n) : υπολογισμός
condensed (adj) : συμπυκνωμένος
condenser (n) : συμπυκνωτής
condition (n) : κατάσταση, συνθήκη
conduct (v) : διεξάγω
conductor (n/np) : αγωγός, διευθυντής ορχήστρας, εισπράκτορας λεωφορείου
confine (v) : περιορίζω
conform (v) : συμμορφώνομαι, συμβιβάζομαι
conjuror (n) : ταχυδακτυλουργός
connection (n) : σύνδεση
consider (v) : εξετάζω, θεωρώ
conspicuous (adj) : περιβλεπτός, πασιφανής
constant (adj) : σταθερός, αμετάβλητος
constellation (n) : αστερισμός
construct (v) : κατασκευάζω
construction (n) : κατασκευή
consume (v) : καταναλώνω
consumption (n) : κατανάλωση

contact (n, v) : επαφή, έρχομαι / φέρνω σε επαφή
contagious (adj) : μεταδοτικός
contain (v) : περιέχω, περιλαμβάνω
container (n) : δοχείο
container ship (n) : ειδικό πλοίο μεταφοράς εμπορευματοκιβωτίων
contaminant (n) : μολυντικός
contaminate (v) : μολύνω
continuation (n) : συνέχεια
contribute (v) : συνεισφέρω, συντελώ
control (v) : έλεγχος,
under control: υπό έλεγχο
control station (n) : σταθμός ελέγχου
controllable pitch propeller (n) : προπέλα ρυθμιζόμενου βήματος
conversation (n) : διάλογος
convert (v) : μετατρέπω
conveyor belt (n) : ιμάντας μεταφοράς
cook (n) : μάγειρας
coolant (n) : ψυκτικό μέσο
cooler (n) : συσκευή ψύξεως
cooling (n) : ψύξη
cooling pump (n) : αντλία ψύξεως
coordinate (n) : συντεταγμένη
copious (adj) : άφθονος
correct (v) : διορθώνω
corrosion (n) : διάβρωση
corrosive (adj) : διαβρωτικός
cover (n/v) : κάλυμμα, καλύπτω
course (n) : πορεία
coxswain (np) or cox : λέμβαρχος, πηδαλιούχος λέμβου
crack (n/v) : ρωγμή, ραγίζω
craft (n) : πλοίο, σκάφος, τέχνη
aircraft (n) : αεροσκάφος
crane (n) : γερανός
crankcase (n) : θάλαμος στροφάλου
crankshaft (n) : στροφαλοφόρος άξονας
crate (n) : κιβώτιο, καφάσι

crest (n) : κορυφή κύματος
crew (n) : πλήρωμα
cross (v) : διαπλέω
crosswise (adj/adv) : σταυρωτά
crown (n) : αγκώνας άγκυρας
crude oil (n) : ακάθαρτο πετρέλαιο, αργό πετρέλαιο
cruise ship (n) : κρουαζιερόπλοιο, περιηγητικό, τουριστικό πλοίο
cruiser (n) : καταδρομικό, εύδρομο, κρουαζιερόπλοιο
cubic metres : κυβικά μέτρα
current (n) : ρεύμα
curriculum vitae : βιογραφικό σημείωμα
Customs House (n) : Τελωνείο
customs officer (np) : τελωνειακός υπάλληλος
cyclone (n) : κυκλώνας
cylinder (n) : κύλινδρος
cylinder head (n) : κεφαλή κυλίνδρου

Dd

dairy produce (n) : γαλακτοκομικά προϊόντα
damage (n) : καταστροφή, ζημιά
damp (adj) : υγρός
dead slow ahead : πρόσω πολύ αργά
deadweight (n) : νεκρό βάρος
deadweight tonnage (n) : χωρητικότητα νεκρού φορτίου (μέγιστη μεταφορική ικανότητα του πλοίου)
deck (n) : κατάστρωμα
deck-chair (n) : ανακλινόμενες πολυθρόνες καταστρώματος
deck-hands (np) : (συνήθως πληθυντικός) προσωπικό καταστρώματος
deck-officer (np) : αξιωματικός γέφυρας/ καταστρώματος
decline (v, n) : αρονύμαι, δεν αποδέχομαι, πτώση, παρακμή
defective (adj) : ελαττωματικός
define (v) : ορίζω

degree (n) : βαθμός, μοίρα
delay (v) : αναβάλλω, καθυστερώ
deliberate (adj) : προμελετημένος, σκόπιμος
deliver (v) : παραδίδω
delivery (n) : παράδοση
demonstrate (v) : δείχνω, παρουσιάζω
dense (adj) : πυκνός
dent (v) : βούλιαγμα από πρόσκρουση, οδόντωμα
deny (v) : αρνούμαι, αποκηρύσσω
depict (v) : απεικονίζω
depth (n) : βάθος
derelict (n) : πλοίο εκούσια εγκαταλειμμένο καθώς και συντρίμια που ξεβράστηκαν
derrick (n) : φορτωτήρας
describe (v) : περιγράφω
description (n) : περιγραφή
design (v/n) : σχεδιάζω, σχέδιο
designate (v) : ορίζω, προορίζω
destination (n) : προορισμός
destroyer (n) : αντιτορπιλικό
detect (v) : διακρίνω, ανιχνεύω
detection (n) : ανακάλυψη, ανίχνευση
determine (v) : καθορίζω, προσδιορίζω
develop (v) : αναπτύσσω, εξελίσσω
development (n) : ανάπτυξη, εξέλιξη
deviate (v) : παρεκκλίνω, εκτρέπομαι
devise (v) : επινοώ
dew (n) : δρόσος
dew point (n) : σημείο δρόσου
diesel (n) : πετρέλαιο καύσεως
diesel engine (n) : μηχανή εσωτερικής καύσεως, συστήματος ντήζελ, πετρελαιοκινητήρας
dimensions (n) : διαστάσεις
diminish (v) : μειώνω, μειώνομαι
disagree (v) : διαφωνώ
discharge (n,v) : εκφόρτωση, εκροή, ξεφορτώνω

dispersant (n) : διασκορπιστικό υλικό
displacement (n) : εκτόπισμα
dispose of (v) : ξεφορτώνομαι, διαθέτω
distance (n) : απόσταση
distinctive (adj) : χαρακτηριστικός, διακριτικός, ευδιάκριτος
distinctly (adv) : καθαρά
distress (n) : κίνδυνος, δύσκολη θέση, απόγνωση
distribute (v) : διανέμω
distributor (n) : διανομέας
disturb (v) : ενοχλώ, αναταράσσω
disturbance (n) : αναταραχή
ditch (v) : προσθαλασώνομαι
divide (v) : διαιρώ
dock (n) : ντόκος, αποβάθρα, δεξαμενή, δεξαμενίζω πλοίο (για επισκευές),
dry-dock (n) : στεγανή δεξαμενή,
floating dock: πλωτή δεξαμενή
docker (np) : φορτοεκφορτωτής, λιμενεργάτης
donkey man (n) : αρχιθερμαστής
double bottom (n) : διπύθμενα
downpour (n) : νεροποντή, μπόρα
draft (n/adj/v) : πρόχειρο(ς), συναλλαγματική, συντάσσω
drag anchor (v) : σύρω την άγκυρα
draught/draft (n) : βύθισμα πλοίου
dredge anchor (v) : σύρω την άγκυρα
dredging operations : εργασίες εκβαθύνσεως
drift (v/n) : παρασύρομαι, γίνομαι έρμαιο των κυμάτων, ταχύτητα ρεύματος (βλ. adrift)
drill (n/v) : άσκηση, γυμνάσιο, ασκούμεν
drill (v) : τρυπώ με τρυπάνι
drilling rig (n) : εξέδρα αντλήσεως πετρελαίου
drizzle (n) : ψιλή βροχή, ψιχάλα

drop n/v) : σταγόνα, πτώση, αφήνω να πέσει
drop anchor (v) : ρίχνω άγκυρα (cast anchor)
droplet (n) : σταγονίδιο
drum (n) : βαρέλι
dry-dock (n) : στεγανή δεξαμενή
dry bulk (n) : ξηρό χύδην φορτίο
dumping (n) : απόρριψη
duty (n) : καθήκον, υπηρεσία, δασμός, φόρος,
custom duty : τελωνειακός δασμός
dye (v,n) : βάφω, βαφή

Ee

east (adj, n) : ανατολικός, ανατολή, ανατολικός άνεμος, λεβάντες
easterly (adj) : ανατολικός, εξ ανατολών, προς ανατολάς
eccentric (n) : έκκεντρο
echo sounder : ηχητικό βυθόμετρο
Effective Horse Power (EHP) : πραγματική ιπποδύναμη
efficiency (n) : ικανότητα, αποτελεσματικότητα, αποδοτικότητα, απόδοση
effectiveness (n) : αποτελεσματικότητα
electrical (adj) : ηλεκτρικός
electric charge : ηλεκτρικό φορτίο
embark (v) : επιβιβάζω
embarkation (n) : επιβίβαση
embody (v) : ενσωματώνω
emergency (n) : έκτακτη ανάγκη
emission (n) : εκπομπή
emit (v) : εκπέμπω, αναδίνω
emigrate (v) : μεταναστεύω
employment (n) : απασχόληση, εργασία
en masse (adv) : μαζικά, ομαδικά
encounter (v) : συναντώ, βρίσκω μπροστά μου
engine room (n) : μηχανοστάσιο

engine room telegraph (n) : τη-
λέγραφος μηχανοστασίου

enrol (v) : εγγράφω, εγγράφομαι

ensure (v) : εξασφαλίζω, εγγυώ-
μαι

enter (v) : εισέρχομαι, εισάγω,
εισπλέω, κατατάσσω, καταχωρώ

entertainer (n, p) : ο προσφέρων
ψυχαγωγία, συντελεστής διασ-
κεδάσεως

entertainment (n) : ψυχαγωγία

environment (n) : περιβάλλον

equal (adj) : ίσος

Equator : Ισημερινός

equipment : εξοπλισμός, εξαρ-
τισμός

erect (v, adj) : ανυψώνω, ανορ-
θώνω, όρθιος

escort (n/v) : συνοδεία, συνοδός,
συνοδεύω

estuary (n) : εκβολή ποταμού

evaluate (v) : εκτιμώ, υπολογίζω

Evening watch : βάρδια των
4-8 μ.μ.

evolve (v) : αναπτύσσω/-ομαι,
εξελιίσσομαι

exceed (v) : υπερβαίνω

exert (v) : ασκώ

exhaust (n,v) : εξαντλώ, εξάγω,
εξαγωγή, εξάτμιση

exhaust valve (n) : βαλβίδα εξα-
γωγής

expand (v) : εξαπλώνω, -ομαι,
διαστέλλω,

expansion (n) : εξάπλωση, επέκ-
ταση, διαστολή, εκτόνωση ατμού

expansion tank (n) : δοχείο
(ντεπόζιτο) εκτονώσεως, επίσης
expansion trunk

expect (v) : αναμένω, προσδοκώ

experience (n) : πείρα, δοκιμάζω

expert (n, p) : ειδικός

expertise (n) : πείρα, ειδικότητα,
γνώση

explore (v) : εξερευνώ

explorer (n) : εξερευνητής

explosion (n) : έκρηξη

explosive (adj/n) : εκρηκτικός,
εκρηκτική ύλη

extinguish (v) : σβήνω

extinguisher (n) : πυροσβεστή-
ρας

eyesight (n) : όραση

Ff

factor (n) : παράγοντας

fairway (n) : δίαυλος, το βαθύτε-
ρο και πλωτό μέρος λιμέ-
να/ποταμού/πορθμού κλπ.

fake (adj) : ψεύτικος, κίβδηλος

fan (n) : ανεμιστήρας (κοχλίας,
τροχός κλπ.) για παραγωγή ρεύ-
ματος αέρα

fault (n) : ελάττωμα, σφάλμα

fast (adj) : ταχύς, σταθερός, στε-
ρεωμένος

fasten (v) : στερεώνω, προσδέ-
νω, μπιστσάρω

fathom (n) : μια οργιά, 1,828μ,
δύο γυάρδες, έξι πόδια

fender (n) : προφυλακτικό για
κτυπήματα στα πλευρά (μπαλόνη,
στρωμάτσα)

ferrule (n) : σιδερένιος δακτύλι-
ος

ferry (n) : πορθμείο

ferry-boat (n) : φέρρυ-μποτ,
πορθμείο

fertilizer (n) : λίπασμα

filter (n/v) : φίλτρο, φιλτράρω,
διυλίζω

fire detection system : σύστημα
ανιχνεύσεως πυρκαγιάς

fire-drill (n) : άσκηση ετοιμότη-
τας για πυρκαγιά

fireman (np) : θερμαστής

fireman (np) : πυροσβέστης

First dog watch : 4-6 π.μ. (βλ.
watch)

First watch : 8-12 μ.μ. (βλ.
watch)

First Mate (np) : (βλ. Chief
Mate)

First Officer (np) : υποπλοίαρ-
χος, κν. γραμματικός

fishing tackle (n) : αλιευτικά
σύνεργα

fishing vessel (n) : αλιευτικό
σκάφος

fit (adj/v) : κατάλληλος, άξιος,
υγιής, ικανός, εξοπλίζω

fitting (n) : εφαρμογή, εξάρτημα

fittings (n) : εξαρτισμός, βοηθη-
τικές εγκαταστάσεις, εξαρτήμα-
τα

fix (v) : επισκευάζω, στερεώνω,
τοποθετώ

fix a vessel or a cargo : κλείνω
συμφωνία για ναύλο

fix (adj) : στερεός, σταθερός,
μόνιμος

fixture (n) : κλείσιμο ναυλοσυμ-
φώνου

flag (n) : σημαία

flagship (n) : ναυαρχίδα

flagstaff (n) : κοντάρι σημαίας

flake (n) : νιφάδα (χιονιού)

flammable (adj) : εύφλεκτος

flare (n) : έντονο φως βραχείας
διάρκειας, φωτοβολίδα

flash (n/v) : λάμψη, αναλαμπή,
λάμπω, αστράφτω

flash point (n) : σημείο αναφ-
λέξεως

flash of lightning : αστραπή

flashing light : φάρος που ανα-
λάμπει

fleet (n) : στόλος

flint (n) : πυρόλιθος

float (v) : πλέω, επιπλέω

floating-dock (n) : πλωτή δεξα-
μενή (για επισκευές πλοίων)

flood (v/n) : πλημμυρίζω, κατακ-
λύζω, πλημμύρα

flotation (n) : πλευστότητα, ε-
πίπλευση

flour (n) : αλεύρι

flu (n) : γρίπη (in-flu-enza)

fluent (adj) : ευφράδης, άνετος

fluently (adv) : άνετα, με ευχέρε-
ια

fluke (n) : όνυξ, νύχι (άγκυρας)

foam (n) : αφρός

fog (n) : ομίχλη

fog bank : πυκνή ομίχλη στην
επιφάνεια της θάλασσας

foggy (adj) : ομιχλώδης

force (n) : δύναμη
fore (adj,adv) : πρόσθιος, προ-
 ραίος, εμπρός, μπροστά
fore-and-aft (adv) : διαμήκης,
 από την πλώρη ως την πρύμνη
forecast (n) : πρόγνωση καιρού,
 μετεωρολογικό δελτίο
forecastle (n) : πρόστεγο
foremast (n) : προωραίος ιστός
 (κν. τουρκέτο)
forenoon watch : βάρδια 8-12
 π.μ. (βλ. watch)
foresee (v) : προβλέπω
forward (adv) : προς τα μπρος
foul anchor : μπλεγμένη άγκυρα,
 πιασμένη στο βυθό
four-cycle diesel engine : τετ-
 ράχρονος πετρελαιοκινητήρας
frame (n/v) : πλαίσιο, κν. τελλά-
 ρο, νομέας, πλαισιώνω, κν κορ-
 νίζαρω
freeboard (n) : έξαλα πλοίου,
 ψηλά
freeze (v) : παγώνω, πήζω
freight (n) : ναύλος
freighter (n) : φορτηγό
frequency (n) : συχνότητα
fresh breeze (n) : άνεμος λαμ-
 πρός, 17-21 μιλίων
fresh gale (n) : άνεμος σκληρός,
 ορμητικός
fresh water pump (n) : αντλία
 πόσιμου νερού
friction (n) : τριβή
frigate (n) : πολεμικό πλοίο δρό-
 μων, κν. φρεγάτα
fringe benefits : πρόσθετες πα-
 ροχές (σε εργαζόμενους)
front (n) : μέτωπο
fuel (n) : καύσιμη ύλη
fuel oil : καύσιμο πετρελαίου,
 πετρέλαιο λεβήτων
fuel consumption (n) : κατανά-
 λωση καυσίμου
fuel gas (n) : καυσάεριο
full power (adv) : πάση δυνάμει
full sail (n) : ιστιοφόρο με όλα
 τα πανιά ανοιχτά
full (speed) ahead : πρόσω ολο-
 ταχώς

full (speed) astern : ανάποδα
 ολοταχώς
function (n/v) : λειτουργία, λει-
 τουργώ
funnel (n) : καπνοδόχος, τσιμινι-
 έρα
furnate : εστία, κλίβανος, κν.
 κάμνος, φούρνος

Gg

gale (n) : θύελλα, θυελλώδης
 άνεμος
gale warning : αναγγελία θυελ-
 λωδών ανέμων
galleon (n) : γαλέρα κινούμενη
 με πανιά
galley (n) : μαγειρείο πλοίου,
 γαλέρα κινούμενη με κουπιά και
 πανιά
gangway (n) : κινητή κλίμακα ή
 γέφυρα επι και αποβιβάσεως,
garbage (n) : σκουπίδια
gas (n) : αέριο
gas oil (n) : ελαφρό πετρέλαιο
 ντήζελ
gasoline (n) : βενζίνη
gauge (n/v) : όργανο μετρήσεως,
 μετρητής
gear (n) : εξαρτήματα, σύστημα
 μοχλών, οδοντωτός τροχός
bevel gear (n) : κωνικός οδον-
 τωτός τροχός
helical gear (n) : ελικοειδές
 γρανάζι
spur gear (n) :
worm gear (n) : ατέρμων κοχ-
 λίας σε εμπλοκή με οδοντωτό
 τροχό

geared engine : μηχανή με σύσ-
 τημα οδοντωτών τροχών
gear-wheel pump (n) : γραναζω-
 τή αντλία
general cargo (n) : γενικό φορ-
 τίο
general cargo carrier (n) : φορ-
 τηγό πλοίο γενικού φορτίου
generate (v) : παράγω, γεννώ
generator (n) : γεννήτρια

gentle breeze : λεπτός (άνεμος)
geographic coordinates (n) :
 γεωγραφικές συντεταγμένες
governor (n) : ρυθμιστής
grant (v) : παραχωρώ, ικανοπο-
 ιώ, χορηγώ, δίδω, παρέχω, απο-
 νέμω
gravity (n) : βαρύτητα
greaser (n) : λιπαντής
grievance (n) : παράπονο
grain (n) : σιτηρά
gross tonnage : ολική χωρητικό-
 τητα πλοίου
guidance (n) : καθοδήγηση
gust (n) : αιφνίδια και παροδική
 ριπή βίαιου ανέμου
gyro compass (n) : γυροσκοπική
 πυξίδα

Hh

hack saw (n) : σιδηροπρίονο
hail (n) : χαλάζι
half ahead (adv) : πρόσω ημιτα-
 χώς
hammer (n) : σφυρί
hamper (n) : παρεμποδίζω, ε-
 νοχλώ
handle (n, v) : χερούλι, χειρίζο-
 μαι
harbour (n) : λιμάνι
harmful (adj) : επιβλαβής
hatch (n) : στόμιο αμπαριού, κν.
 μπουκαπόρτα
hazard (n) : κίνδυνος
haze (n) : αχλός ξηρά, ελαφρά
 ομίχλη (ορατότητα μεγαλύτερη
 από 2 χιλιόμετρα)
head (n, v) : πλώρη, κατευθύνο-
 μαι, κατευθύνω
headache (n) : πονοκέφαλος
heap up (v) : συσσωρεύω
hearing (n) : ακοή
heat (n) : θερμότητα, θέρμανση
heave (v) : ανυψώνω, έλκω
heavy gale : ισχυρή θύελλα
heavy swell, long : μαινόμενη,
 χοντρή φουρτούνα (βλ. swell)

heavy swell, short : κλυδώνιο, μεγάλη φουρτούνα (βλ. swell)
helm (n) : τιμόνι, πηδάλιο
helmsman (np) : πηδαλιούχος, τιμονιέρης
hinder (v) : παρακωλύω, εμποδίζω
hoist (v) : ανυψώνω
hold (n) : αμπάρι
hook (n,v) : άγκιστρο, αρπάγη, κν. γάντζος
Horse Power (HP) : ιπποδύναμη
hose (n) : σωλήνας, μάνικα, λάστιχο
hull (n) : σκάφος, κουφάρι πλοίου, το σκαρί του πλοίου
Hull and Machinery (H & M) : σκάφος και μηχανή
humidity (n) : υγρασία (υδροατμοί στην ατμόσφαιρα)
hurricane : τυφώνας, κυκλώνας, θύελλα με ανέμους άνω των 75 χμ.
hovercraft (n) : ταχύπλοο σκάφος που γλιστρά πάνω από την επιφάνεια της θάλασσας
hydrofoil (n) : υδροπτερυγο πλοίο, κν. δελφίνι
Hydrographic Department : Υδρογραφική Υπηρεσία

Ii

ice breaker (n) : παγοθραυστικό
icing (n) : επίπαγος, κρούστα πάγου
identification (n) : αναγνώριση ταυτότητας, αναγνώριση, ταύτιση
identify (v) : προσδιορίζω την ταυτότητα, αναγνωρίζω
ignition (n) : ανάφλεξη
imminent (adj) : επικείμενος, άμεσος
impart (v) : μεταδίδω
imply (v) : υπονοώ, συνεπάγομαι
improve (v) : βελτιώνω
in accordance with : σύμφωνα με
inadmissible (adj) : απαράδεκτος

inboard motor (n) : εσωλέμβιος κινητήρας cp.
outboard motor : εξωλέμβιος κινητήρας

in sight : ορατό, που φαίνεται
incapacitated (adj) : ανίκανος
incident (n) : επεισόδιο
incinerator (n) : κλίβανος αποτεφρώσεως
include (v) : περιέχω, περιλαμβάνω
incorporate (v) : ενσωματώνω
incredible (adj) : απίστευτο
indicated horse power (IHP) : ενδεικτική ιπποδύναμη
indicator (n) : δείκτης, δυναμοδείκτης
induction (n) : επαγωγή
inert material (n) : αδρανές υλικό
inflammable (adj) : εύφλεκτος
injection (n) : έγχυση, ένεση
inlet (n) : είσοδος
insomnia (n) : αϋπνία
inspection (n) : επίσημη επιθεώρηση, έρευνα
install (v) : εγκαθιστώ
installation (n) : εγκατάσταση
instrument (n) : όργανο
insulation (n) : μόνωση
intend (v) : σκοπεύω, σχεδιάζω, προτίθεμαι
intention (n) : σκοπός, πρόθεση
interior (adj) : εσωτερικός
internal (adj) : εσωτερικός
Internal Combustion Engine (ICE) (n) : μηχανή εσωτερικής καύσεως, πετρελαιομηχανή
interview (n) : συνέντευξη
intimately (adv) : στενά, βαθιά, ενδόμυχα
invention (n) : εφεύρεση
investigate (v) : ερευνώ, εξετάζω
investigation (n) : έρευνα
iron ore (n) : σιδηρομετάλλευμα
irregularity (n) : ανωμαλία
island (n) : νησί
isle (n) : διάδρομος
issue (n, v) : έκδοση, εκδίδω
isthmus (n) : ισθμός

Jj

jack – knife (n) : σουγιάς
jet (n) : προβολή, εκτόξευση νερού ή αερίου με ορμή
jettison (n, v) : απόρριψη φορτίου με σκοπό τη σωτηρία του πλοίου, απορρίπτω κλπ.
jetty (n) : προβλήτα (ξύλινη ή σιδερένια), μόλος κτιστός
join (v) : συνδέω
joint (n) : σύνδεση, ένωση

Kk

keel (n) : καρίνα πλοίου
kit (n) : σύνολο αντικειμένων για την ίδια χρήση (π.χ. fishing kit)
knocking (n) : κτύπος
knot (n) : κόμβος
knowledgeable (adj) : γνώστης, ενήμερος

Ll

labour (n) : δουλειά, κόπος
ladder (n) : σκάλα φορητή, ανεμόσκαλα
lake (n) : λίμνη
landmark (n) : χαρακτηριστικό σημείο στην ξηρά ορατό από τη θάλασσα (π.χ. κωδωνοστάσιο, ανεμόμυλος)
lash (v) : δένω, μποτσάρω
lathe (n, v) : τόρνος, τορνεύω
latitude (n) : πλάτος
launch (v) : καθελκύω
launch (n) : λάντζα, βάρκα αποβίβασης και επιβίβασης
launching (n) : καθελκυση πλοίου
lavatory (n) : τουαλέτα
lay (v) : τοποθετώ, βάζω
layer (n) : στρώμα
law (n) : νόμος
lead (v) : οδηγώ

leads (n) : μέρη σκοινιού σύσ-
παιστου (μεταξύ τροχίλων)
leaf (n) : φύλλο
leak (v, n) : διαρρέω, διαρροή
leakage (n) : διαρροή
leaky (adj) : που έχει διαρροές
lee (adj, n) : υπήνεμος, υπήνεμος
πλευρά
**length at (between) the
perpendiculars** : μήκος πλοίου
μεταξύ των καθέτων
length at the waterline : μήκος
πλοίου κατά την ίσαλο γραμμή
less (adj) : λιγότερος
liable to (adj) : υποκείμενος
lifeboat (n) : σωσίβια λέμβος
lifejacket (n) : σωσίβιο γιλέκο
lifesaver (n) : σωσίβιο
light (adj) : ελαφρύς
light (n) : φως
light air (n) : υποπνέων
light breeze (n) : ασθενής (άνε-
μος)
light ship (n) : αγκυροβολημένο
πλοίο εφοδιασμένο με φανό για
διευκόλυνση της ναυσιπλοΐας
lighthouse (n) : φάρος
lightning (n) : αστραπή
line (n) : γραμμή, γραμμή πλοίου
liner (n) : πλοίο γραμμής,
cargo liner : φορτηγό γραμ-
μής,
passenger liner : επιβατηγό
γραμμής
liquefied natural gas (LNG) :
υγροποιημένο φυσικό αέριο
liquefied propane gas : υγροποι-
ημένο αέριο προπανίου
liquid (adj, n) : υγρός, υγρό
list (n, v) : κατάλογος, κλίση
πλοίου σε μια πλευρά, έχω κλίση
litter (n) : σκουπίδια
Little Bear (Ursa Minor) (n) :
Μικρή Άρκτος
LNG (liquefied natural gas) :
υγροποιημένο φυσικό αέριο,
ειδικό πλοίο που μεταφέρει τέτο-
ιο φορτίο
load (n, v) : φορτίο, φορτώνω

load line (n) : γραμμή φορτώσε-
ως
Load Line Certificate (n) : πισ-
τοποιητικό γραμμής φορτώσεως
locally (adv) : τοπικά
locate (v) : εντοπίζω (π.χ. βλάβη,
τοποθεσία)
location (n) : εντοπισμός, εξακ-
ρίβωση, τοποθεσία
lock (n) : ανυψωτική δεξαμενή
διώρυγας, κλειδαριά
lock (v) : κλειδώνω
log (n) : δρομόμετρο, ημερολό-
γιο πλοίου
logbook (n) : ημερολόγιο πλοίου
logged (adj, part) : καταχωρημέ-
νος στο ημερολόγιο
longitude (n) : μήκος
look out (v,n) : προσέχω, επιτη-
ρώ, επιτήρηση (Keep a sharp
look-out)
lookout (n) : οπτήρας
loudspeaker (n) : megάφωνο
lounge (v, n) : πολυτελής αίθου-
σα, σαλόνι, καπνιστήριο
Low Pressure (LP) : χαμηλή πίε-
ση
lower (v) : κατεβάζω, χαμηλώνω
low swell, long : ευθαλασσία (βλ.
swell)
low swell, short : γαλήνη (μπο-
νάτσα) (βλ. swell)
lubricant (n) : λιπαντικό (υλικό)
lubricate (v) : λιπαίνω
lubricating oil (ή lub-oil) : λάδι
λιπάνσεως
lubrication (n) : λίπανση
lubrication system : σύστημα
λιπάνσεως
luggage (n) : αποσκευές
luxury (n) : πολυτέλεια, άνεση
luxurious (adj) : πολυτελής

Mm

machine (n) : μηχανή
machine gun (n) : πολυβόλο

Machinery Certificate (MC) :
πιστοποιητικό επιθεωρήσεως
μηχανών
machinery space operations :
εργασίες/ λειτουργίες μηχανοσ-
τασίου
magnetic compass : μαγνητική
πυξίδα
maiden voyage (n) : παρθενικό
ταξίδι
main mast (n) : κύριος ιστός, το
μεγάλο κατάρτι, το πρώτο διστή-
λου, δεύτερο τριστήλου ιστιοφό-
ρου
maintain (v) : συντηρώ, διατηρώ
σε καλή κατάσταση
maize (n) : καλαμπόκι, αραβόσι-
τος
malfunction (n) : δυσλειτουργία,
βλάβη
man (n,v) : άνδρας, επανδρώνω
manned (part, adj) : επανδρω-
μένος,
unmanned : μη επανδρωμέ-
νος
management (n) : διεύθυνση,
διαχείριση
manifest (n) : δηλωτικό φορτίου
manifold (n) : σωλήνας, αγωγός,
συλλέκτης, συγκρότημα σωλη-
νώσεων, κιβώτιο διανομής
manoeuvre (v, n) : κάνω ελιγμο-
ύς (μανούβρες), χειρισμός, ελιγ-
μός, μανούβρα
manoeuvring (n) : ελιγμός, εκτέ-
λεση
manoeuvrability (n) : ευελιξία,
άνεση στους χειρισμούς και ε-
λιγμούς
manual (adj) : χειροκίνητο
manual (n) : εγχειρίδιο
manufacture (v,n) : κατασκευά-
ζω, κατασκευή
marine (adj, n) : θαλάσσιος,
ναυτικός, ναυτικό
mariner (n) : ναυτικός, θαλασσι-
νός
marital status (n) : οικογενεια-
κή κατάσταση
maritime (adj) : ναυτικός

mark (n) : σημείο
marvelous (adj) : θαυμάσιος
mass (n) : μάζα, θεία λειτουργία
mast (n) : ιστός, κν. κατάρτι
master (n) : πλοίαρχος
masthead light (n) : εφίστιος φανός
mate (np) First, Second, Third : Πρώτος, δεύτερος, τρίτος πλοίαρχος
Mayday : το διεθνές σήμα ραδιοτηλεφωνίας εκπεμπόμενο από πλοίο ή αεροσκάφος σε κίνδυνο (από τη γαλλική λέξη “m’aidez”, “βοηθήστε με”)
Mean Effective Pressure (MEP) : μέση πραγματική πίεση
measure (v) : μετρώ
measurement (n) : καταμέτρηση (πληθ.) : διαστάσεις
Mechanical Engineer (ME) : μηχανολόγος, μηχανικός
medical (adj) : ιατρικός
merchant ship : εμπορικό πλοίο
mesh (n) : εμπλοκή γραναζιών, διχτυωτό, πλέγμα
message (n) : μήνυμα
meticulously (adv) : σχολαστικά
Middle watch : μεσάνυχτα ως 4 π.μ. (βλ. watch)
midships (n) : το μέσο του πλοίου
military service (n) : στρατιωτική θητεία
millibars (n) : χιλιοστόβαρο, μιλλιμπάρ
mine (n) : νάρκη
mine-layer : ναρκοθέτης
minus (adv) : μείον
minute (n) : λεπτό της ώρας, πρώτο λεπτό της μοίρας
misfire (v) : (για μηχανή) δεν παίρνει εμπρός
miss (v) : λείπω, χάνω, αστοχώ
missile (n) : βλήμα
missing (adj) : αγνοούμενος
mist (n) : αχνός υγρή, ελαφρά ομίχλη (ορατότητα 1-2 χιλιομέτρα)
mixture (n) : μείγμα

mizzen-mast (n) : ο τρίτος ιστός τριστηλίου ή τετραστηλίου ιστιοφόρου
mobile (adj) : κινητός, κινούμενος
mobile phone (n) : κινητό τηλέφωνο
moderate (adj) : μέτριος
moderate breeze : μέτριος (άνεμος)
moderate gale : σφοδρός (άνεμος)
moderate swell, average length : σάλος, τρικυμία (βλ. swell)
moderate swell, long : επίσαλος, φουρτούνα (βλ. swell)
moderate swell, short : κυματισμός (βλ. swell)
modify (v) : τροποποιώ
modulation (n) : διαμόρφωση
moment (n) : στιγμή
momentum (n) : κερκτημένη ταχύτητα
monitor (v) : παρακολουθώ, ελέγχω
moor (v) : ορμίζω, πρυμνοδετώ, αγκυροβολώ με δύο άγκυρες
Morning watch : 4-8 π.μ. (βλ. watch)
Morse code : κώδικας σημάτων Μορς
motor (n, v) : κινητήρας, οδηγώ αυτοκίνητο
Motor Vessel (MV) : πλοίο με μηχανές εσωτερικής καύσεως
moulded breadth (mld) : εσωτερικό μέγιστο πλάτος
moulded depth (mld) : μέγιστο βάθος πλοίου
mouth (n) : εκβολή ποταμού
multi-deck (adj) : πολλών καταστρωμάτων
multiply (v) : πολλαπλασιάζω
multipurpose (adj) : πολλαπλών χρήσεων
must (n) : κάτι υποχρεωτικό
muster (n) : συγκέντρωση, επιθεώρηση
mutiny (n) : ανταρσία

Nn

naked (adj) : γυμνός
naptha (n) : νάφθα
nationality (n) : εθνικότητα
nausea (n) : ναυτία
nautical (adj) : ναυτικός
nautical tables : ναυτικοί πίνακες
nautical mile : ναυτικό μίλι (1853 μ.)
naval (adj) : ναυτικός
navigable (adj) : πλώσιμος, πλωτός, πλευστός
navigable channel (n) : διάυλος ναυσιπλοΐας
navigate (v) : ναυσιπλωώ, πλέω, διαπλέω
navigation (n) : ναυσιπλοΐα
navigation/navigational bridge : γέφυρα ναυσιπλοΐας
navigator (n) : αξιωματικός πορείας πλοίου
near (adv) : πλησιάζω
near gale : σφοδρός (άνεμος)
needle (n) : βελόνα
needle valve : βελονοειδής βαλβίδα
negligent (adj) : αμελής, απρόσεκτος
net (n) : δίχτυ
net tonnage : καθαρή χωρητικότητα πλοίου
New Engines and Boilers (N.E. & B) : καινούργιες μηχανές και λέβητες
nil (n) : μηδέν
north (adj, n) : βορεινός, βορράς, βοριάς, τραμουντάνα
northeast (adj, n) : βορειανατολικός, βορειανατολικός άνεμος, γρέγος
northwest (adj, n) : βορειοδυτικός, βορειοδυτικός άνεμος, μαΐτρος
notation (n) : συμβολική παράσταση
notice (n) : αγγελία, ανακοίνωση

notice (v) : παρατηρώ, αντιλαμβάνομαι
Notices to Mariners : αγγελίες προς ναυτιλλόμενους
notification (n) : ειδοποίηση, αναγγελία, ανακοίνωση
novel craft (n) : σκάφος καινούργιας τεχνολογίας
nozzle (n) : προστόμιο, ακροφύσιο
nut (n) : περικόχλιο (παξιμάδι)

Oo

oar (n) : κουπί
object (n) : αντικείμενο
obscured : κρυμμένος, συγκαλυμμένος
observe (v) : παρατηρώ
obstruct (v) : εμποδίζω, παρενοχλώ
obstruction (n) : εμπόδιο
obtain (v) : λαμβάνω, αποκτώ
ocean (n) : ωκεανός
odour (n) : οσμή
offer (n,v) : προσφέρω, προσφορά
offshore (adj/adv) : πέραν των ακτών, κοντά στις ακτές
officer (n) : αξιωματικός
official (adj) : επίσημος
official log (n) : ημερολόγιο του πλοιάρχου, ημερολόγιο γέφυρας
oil filtering system : σύστημα φίλτρου λαδιού
oil record book : βιβλίο πετρελαίου
oil slick (n) : πετρελαιοκηλίδα
oil spill (n) : πετρελαιοκηλίδα
operation (n) : χειρισμός, λειτουργία, επιχείρηση
operating costs : λειτουργικά έξοδα
oscillate (v) : ταλαντώνομαι
oscillation (n) : ταλάντωση
outboard motor (n) : εξωλέμβιος κινητήρας
outlet (n) : έξοδος
outlook (n) : πρόβλεψη

output (n) : απόδοση, παραγωγή (μηχανής)
overall (adj) : ολικός
overalls (n) : ολόσωμη φόρμα εργασίας
overall length : συνολικό μήκος πλοίου
overboard (adj) : στη θάλασσα, από το πλοίο, πτώση από το πλοίο στη θάλασσα
overcast (adj) : συννεφιασμένος, νεφελώδης
overdue (adj) : καθυστερημένος
overhang (v) : προεξέχω, επικρέμαμαι
overhaul (v) : εξετάζω, επιθεωρώ (π.χ. μηχανές) λεπτομερώς
overtake (v) : προσπερνάω

Pp

pack (v) : πακετάρω
packing (n) : συσκευασία, παρέμβυσμα
pallet (n) : δίσκος από ξύλο ή μέταλλο που χρησιμοποιείται για την ανύψωση εμπορευμάτων, κν. παλέτα
paperwork (n) : γραφική εργασία
parachute (n) : αλεξίπτωτο
paramount (adj) : ανώτατος, ύψιστης σημασίας
particles (n) : κομματάκια, μόρια
passage (n) : εισιτήριο θαλασσινού ταξιδιού, διάβαση, δίοδος, διάπλους
passenger (np) : επιβάτης
passenger-ship/liner (n) : επιβατηγό πλοίο
patch (n) : μικρό κομμάτι (ομίχλης)
patrol boat : περιπολικό πλοίο, ακταιωρός
peninsula (n) : χερσόνησος
per cent : τοις εκατό (%)
performance (n) : εκτέλεση, επίδοση

personnel (n) : προσωπικό
persuade (v) : πείθω
pertain (v) : ανήκω, σχετίζομαι
pester (v) : ενοχλώ, βασανίζω
petrol (n) : βενζίνη (US : gasoline, gas)
petty officer (n) : υπαξιωματικός
physically (adv) : σωματικά
phosphate (n) : φωσφορικό αλάτι
pilot (n) : πιλότος
pilot boat : πλοηγικό πλοίο (πιλοτιέρα)
pipe (n) : χάλκινος σωλήνας, αγωγός
pipeline (n) : αγωγός διασυνδέσεως, κανάλι
in the pipeline : σε εξέλιξη
pirate (np) : πειρατής
piston (n) : έμβολο
piston stroke : διαδρομή εμβόλου
pitch (n, v) : βήμα έλικα, κοχλία, σκαμπανεβάζω
plain (adj) : απλός
plank (n) : σανίδα
plant (n) : εγκατάσταση (μηχανών κλπ.), μηχανήματα
plastics (n) : πλαστικές ύλες
plot (v) : αποτυπώνω στο χάρτη το στίγμα του πλοίου
plunger (n) : έμβολο βυθίσεως
plug (n) : βύσμα, ρευματολήπτης
plus (adv) : συν
point (n) : σημείο, θέμα, ζήτημα
poison (n) : δηλητήριο
poisonous (adj) : δηλητηριώδης
pollute (v) : ρυπαίνω
polluter (n) : ρυπαντής
pole (n) : κοντάρι, πόλος
pollution (n) : μόλυνση
poop (n) : επίστεγο (υπερκατασκευή στην πρόμνη του πλοίου)
poor (visibility) (adj) : μικρή, κακή (ορατότητα)
populations (n) : λαοί
port (adj,adv) : αριστερός, αριστερά
port (n) : αριστερή πλευρά του πλοίου, λιμάνι

to put in at port: εισπλέω σε λιμάνι, προσορμίζομαι

port bow: αριστερή πλευρά πλοίου

port light: αριστερός πλευρικός φανός

portable (adj): φορητός

position (n): θέση, στίγμα

power (n): ισχύς, δύναμη (ηλεκτρική), ενέργεια

power boat (n): ελικοκίνητο σκάφος

powerful (adj): ισχυρός, δυνατός

practicable (adj): εφαρμόσιμος, δυνατός, βατός

practice (n): πρακτική

precaution (n): προφύλαξη, πρόνοια

precede (v): προηγούμαι

precise (adj): ακριβής

precision (n): ακρίβεια

pre-eminent (adj): διαπρεπής

prefabricate (v): προκατασκευάζω

prerequisite (adj): προαπαιτούμενος

press (v): πιέζω

pressing (p.a.): πιεστικός

pressure (n): πίεση

presumably (adv): πιθανώς, ενδεχομένως

prevent (v): εμποδίζω, προλαμβάνω, αποτρέπω

primer (n): αστάρι

probable (adj): πιθανώς

proceed (v): προχωρώ, πλέω, συνεχίζω την πορεία

procedure (n): διαδικασία

produce (v): παράγω

product (n): προϊόν

production (n): παραγωγή

progress (v, n): προοδεύω, εξελίσσομαι, πρόοδος, εξέλιξη

prohibit (v): απαγορεύω

promenade (n): περίπατος

promenade deck (n): κατάστρωμα περιπάτου (επιβατηγού)

promote (v): προάγω, προωθώ

prominent (adj): περίβλεπτος, προεξέχων

promenade deck (n): κατάστρωμα περιπάτου επιβατηγού

promote (v): προάγω, προωθώ

promotion (n): προαγωγή

prompt (adj): ταχύς, άμεσος

promptly (adv): αμέσως, γρήγορα

propeller (n): ο έλικας, προπέλα

propeller shaft (n): άξονας έλικας

property (n): ιδιότητα, ιδιοκτησία

propulsion (n): προώθηση, πρόωση

propulsive (adj): προωθητικός

prospective (adj): μελλοντικός, πιθανός

protect (v): προστατεύω, προφυλάσσω

protective (adj): προστατευτικός

prove (v): αποδεικνύω, αποδεικνύομαι

provide (v): παρέχω

provisions (n): προμήθειες, διατάξεις νόμου, προβλέψεις

prow (n): πλώρη, πλώρα

psychrometer (n): ψυχρόμετρο, υγρόμετρο

publication (n): έκδοση, δημοσίευμα

pump (n): αντλία *suction pump*

(n): αντλία αναρρόφησης

pumping (n): άντληση

pump man (n): αντλιορός

punish (v): τιμωρώ

purser (n): λογιστής πλοίου

pure (adj): καθαρός, αγνός

purify (v): καθαρίζω

push (v): ωθώ, σπρώχνω, πιέζω

Qq

quadrant (n): πλωτικός τετράς (παλιό ναυτικό όργανο που το χρησιμοποιούσαν για τη μέτρηση

του ύψους των ουρανίων σωμάτων μέχρι 90°)

qualification (n): προσόν

quarter (n): το στρογγυλό τμήμα του πλοίου εκατέρωθεν της πρύμνης, ισχύον, τέταρτο πρυμναίο τμήμα ανωτέρου καταστρώματος

quarter deck (n): πρυμναίο τμήμα του ανώτερου καταστρώματος

quarters (n): διαμερίσματα (πληρώματος, αξιωματικών, επιβατών)

quell (v): καλμάρω, κατευνάζω, καταπνίγω

quay (n): αποβάθρα επιβατών και εμπορευμάτων, μουράγιο

quit (v): παραιτούμαι, εγκαταλείπω

quotation (n): προσφερόμενη τιμή

quote (v): προσφέρω τιμή, επαναλαμβάνω αυτολεξί (σε εισαγωγικά)

quotient (n): πηλίκο

Rr

radar (n): ραντάρ

radar reflector (n): ανακλαστήρας ραντάρ

radio (n): ασύρματος

radio officer (n): ασυρματιστής

radio room (n): θάλαμος ασυρμάτου, σταθμός

radio telephony: ασύρματος τηλεφωνία

rags (n): κουρέλια καθαρισμού

raid (n, v): επιδρομή, εκτελώ επιδρομή

railings (n): προστατευτικά κιγκλιδώματα

rain (n): βροχή

rainfall (n): βροχόπτωση

ram (v): εμβολίζω

range (n): εμβέλεια, ακτίνα, πεδίο, διακύμανση, κλίμακα

rank (n): βαθμός

rate (n, v) : αναλογία, μέσος όρος, τιμή, διατιμώ, ταξινομώ
ration (n) : μερίδα, σιτηρέσιο
rear (adj) : οπίσθιος
receptable (n) : δοχείο
receiver (n) : δέκτης (ασυρμάτου), παραλήπτης
reception facilities : ευκολίες υποδοχής ξηράς
reciprocating (adj) : παλινδρομικός
recirculate (v) : επανακυκλοφορώ
reckon (v) : υπολογίζω, λογαριάζω
recommend (v) : συστήνω, υποδεικνύω
recommendation (n) : σύσταση, υπόδειξη
recondition (v) : ανακαινίζω, επιδιορθώνω, κάνω ρεκτιφιέ
recreation (n) : ψυχαγωγία
reduce (v) : ελαπτώνω, μειώνω
reef (n) : σκόπελος
reference (n) : σύσταση
reject (v) : απορρίπτω
refined products : διυλισμένα, καθαρισμένα προϊόντα
refrigerated cargo : κατεψυγμένο φορτίο
refurbish (v) : ανακαινίζω, φρεσκάρω
regard, with regard to : άποψη, σε σχέση με, από την άποψη
regulate (v) : κανονίζω
regulation (n) : κανονισμός
relative (adj) : σχετικός
relative velocity : σχετική ταχύτητα
reliable (adj) : αξιόπιστος
relief (n) : ανακούφιση
relieve (v) : ανακουφίζω
remedy (n, v) : διορθωση (βλάβης), διορθώνω
remote (adj) : απομακρυσμένος
remuneration (n) : αμοιβή, αποζημίωση, πληρωμή
render (v) : αποδίδω, ανταποδίδω
renew (v) : ανανεώνω

reopen (v) : ξαναανοίγω
repair (v, n) : επισκευάζω, επισκευή
under repair : για επισκευή
replace (v) : υποκαθιστώ, αντικαθιστώ
representative (adj) : αντιπροσωπευτικός
reputation (n) : φήμη
requirement (n) : απαίτηση, ανάγκη, προϋπόθεση
request (v,n) : ζητώ, απαιτώ, αίτημα
rescue (v, n) : σώζω, διασώζω, σωτηρία, διάσωση
research (n) : έρευνα
resew (v) : ξαναράβω
resistance (n) : αντίσταση
resort (n) : καταφύγιο, τόπος διακοπών
resources (n) : πόροι, μέσα, πηγές
respectively (adj) : αντίστοιχα
restricted : περιορισμένος
retard (v) : επιβραδύνω
retire (v) : αποσύρομαι, συνταξιοδοτούμαι
reverse (v) : αναστρέφω
revolution (n) : στροφή, περιστροφή
revolutions per minute (rpm) : (περι)στροφές ανά λεπτό
rig (v) : εξαρτίζω πλοίο, αρματώνω (πλοίο), εξοπλίζω, τοποθετώ
ring (n) : δακτύλιος, ανέλο, κουλούρι, κρίκος
ripple (n) : ελαφρός κυματισμός της θάλασσας, ρυτίδωση
risk (n) : κίνδυνος, ρίσκο
river (n) : ποταμός
rivet (n, v) : κν. περτσίνι, κν. περτσινώνω
rocker (n) : τόξο
rocker arm (n) : ζύγωθρο, μοχλοβραχίονας κινήσεως βαλβίδας, κν. κοκοράκι
rod (n) : διωστήρας, ράβδος, βακτηρία

connecting rod (n) : διωστήρας, βάρκτρο εμβόλου
roll (v) : κυλίω, κυλιόμαι, μποτζάρω
roll-call (n,) : κλήση για συγκέντρωση, καλώ σε σύναξη
rolls of steel : ρόλοι ελασμάτων χάλυβα
rope (n) : σκοινί
rotary (adj) : περιστροφικός
rotate (v) : περιστρέφω, -ομαι γύρω από άξονα
rotor (n) : στροφείο, κν. ρότορας
rough (adj) : κυματώδης (θάλασσα), τραχύς, ακατέργαστος, σκληρός, ζόρικος (καιρός) θυελλώδης, π.χ. the sea is rough/calm
row (v, n) : σειρά, κωπηλατώ
row-boat (n) : κωπήλατη βάρκα
rowlocks (n) : δίκρανος σκαρμός
rudder (n) : πηδάλιο
rubber (n) : ελαστικό, καουτσούκ
rudder tiller(n) : οίαξ, κν. λαγο-υδέρα
run (v) : λειτουργώ, κρατώ σε λειτουργία, τρέχω
run aground (v) : εξοκειλλω, προσαράσσω
run into danger : κινδυνεύω
running (n) : λειτουργία μηχανής

Ss

sabotage 1 : δολιοφθορά
sack (n) : σάκος
safety (n) : ασφάλεια
sail (n, v) : ιστίο, πανί
sailing-boat : ιστιοφόρο
sailor (np) : ναύτης, ναυτικός
sailing-ship : ιστιοφόρο πλοίο
salary (n) : μισθός, αποδοχές
saloon (n) : αίθουσα, σαλόνι πλοίου
salvage (n, v) : διάσωση πλοίου, επιθαλάσσια αρωγή
sand (n) : άμμος
sand blasting (n) : αμμοβολή

sanitation (n) : υγιεινή, αποχέτευση
satellite (n) : δορυφόρος
scalding : ζεμάτισμα
scale (n) : κλίμακα
scavenge (v) : σαρώνω, καθαρίζω
scavenge/scavenging air : αέρας σαρώσεως (με τον οποίο καθαρίζονται από τα καυσαέρια οι κύλινδροι των μηχανών εσωτερικής καύσεως)
scavenge pump : αντλία σαρώσεως
schedule (n) : δρομολόγιο πλοίου
scout (n, p) : πρόσκοπος
scraper (n) : ξύστρα
screw (n, v) : βίδα, βιδώνω
screwdriver (n) : κατσαβίδι
scrub (v) : τριβώ, καθαρίζω, ξύνω με ψήκτρα
scull (n) : μικρό κουπί
scuttle (v) : βυθίζω ανοίγοντας τρύπα στα ύφαλα του πλοίου
sea (n) : θάλασσα
seagull (n) : γλάρος
sea line (n) : φαινομενική επαφή ουρανού και θάλασσας
sea like a mirror : γαλήνη, θάλασσα λάδι, μπονάτσα
sea trial (n) : δοκιμή νεότευκτου πλοίου
seaman (np) : ναυτικός
seamark (n) : φάρος, σηματοδότης, υφαλοδείκτης κλπ, που χρησιμεύει στην καθοδήγηση των ναυτιλλομένων
search (v,n) : ερευνώ, έρευνα
seaway (n) : θαλάσσια οδός, πλεύσιμο μέρος θάλασσας (ιδ. επί στενών)
seaworthy (adj) : αξιόπλοος
sea-urchin (n) : αχινός
Second dog watch : 6-8μ.μ. (βλ. watch)
Second Mate (np) : δεύτερος αξιωματικός
Second Officer (n) : δεύτερος πλοίαρχος, ανθυποπλοίαρχος

segregated ballast : διαχωρισμένο έρμα
segregated ballast tank : δεξαμενή διαχωρισμένου έρματος
seismic (adj) : σεισμικός
senior (adj) : ανώτερος
session (n) : συνεδρία
sew (v) : ράβω
sextant (n) : εξάντας
shackle (n) : αγκύλιο αλυσίδας άγκυρας, κλειδί, τρόπος μετρήσεως βάθους (5 shackles of water)
shaft (n) : άξονας
shaft horse power (SHP) : άξονική ιπποδύναμη
shallow (adj) : ρηχός
shank (n) : άτρακτος, αδράχτι
sharpen (v) : ακονίζω, κάνω αιχμηρό, κοφτερό
shed (n) : υπόστεγο
shift (n,v) : βάρδια, μετατόπιση, μετατοπίζω
shifting (n) : μετατόπιση φορτίου
ship (n, v) : πλοίο, φορτώνω, επιβιβάζω,
a good ship: ασφαλές πλοίο
shipbuilding (n) : ναυπήγηση, ναυπηγική
shipbuilding yard (n) : ναυπηγείο, καρνάγιο
shipper (n) : φορτωτής
shipping (n) : ναυσιπλοΐα, ναυτιλία
ship's articles (n) : συμφωνητικό ναυτολογήσεως του πληρώματος, ναυτολόγιο
shoal (n) : ύφαλος
shoot (v) : ανιχνεύω (βλάβη σε μηχανή)
shore (n) : ακτή, παραλία
shower (n) : μπόρα, δυνατή βροχή μικρής διάρκειας
sight (n, v) : θέα, όραση, αξιοθέατο, βλέπω
signal (n,v) : σήμα, σημαίνω
significant (adj) : σημαντικός
silence period : περίοδος σιγής

simultaneous (adj) : ταυτόχρονος
sink (v) : βυθίζομαι, βυθίζω, βουλιάζω
size (n) : μέγεθος
skimmer (n) : σύστημα συλλογής υγρού
skipper (n) : πλοίαρχος μικρού εμπορικού σκάφους
sky partly clouded : μερική νέφωση
slack (adj, v) : χαλαρός, χαλαρώνω
slacken (v) : χαλαρώνω
sleet (n) : χιονόνερο
sleeve (n) : θήκη, κν. μανίκι
slide (v) : ολισθαίνω
slip (v) : γλιστρώ, πέφτω
slip anchor (v) : αφήνω την αλυσίδα της άγκυρας να πέσει στη θάλασσα, μολάρω
slipway (n) : ναυπηγική κλίνη, νεώλκιο
slow ahead : πρόσω ήρεμα
sludge (n) : λάσπη, κατακάθι υγρών
sludges (n) : βαριά πετρελαιοειδή κατάλοιπα
software (n) : λογισμικό
solid (adj, n) : στερεός, στερεό
sonar : ηλεκτρονική συσκευή εντοπισμού θέσεως υποβρυχίων, καταδυομένων αντικειμένων
sort (n) : είδος
sort out (v) : ταξινομώ, ταχτοποιώ
source (n) : πηγή
south (adj, n) : νότιος, νότος, νοτιάς, όστρια
southeast (adj, n) : νοτιανατολικός, νοτιανατολικός άνεμος, σιρόκος
southwest (adj, n) : νοτιοδυτικός, νοτιοδυτικός άνεμος, γαρμπής
space (n) : χώρος
spanner (n) : κοχλιοστρόφειο, κλειδί γαλλικό
spark (n) : σπινθήρας

spark plug (n) : σπινθηριστής, αναφλεκτήρας, κν. μπουζί
special purpose ship : πλοίο κατασκευασμένο για ειδικό σκοπό
specific (adj) : συγκεκριμένος
speed (n) : ταχύτητα
speed service : υπηρεσιακή ταχύτητα, η κανονική μέση ταχύτητα του πλοίου φορτωμένου μέχρι της ισάλου γραμμής, με συνήθη καιρό και με τις μηχανές του να λειτουργούν με οικονομική ταχύτητα
spill (v) : χύνω, χύνομαι
spillage (n) : χύσιμο
spindle (n) : ατράκτιο, αξονίσκος, πάσσαλος
spiral (adj) : σπειροειδής, ελικοειδής
spontaneous (adj) : αυθόρμητος
spontaneous combustion : αυτανάφλεξη
spontaneously (adv) : αυθόρμητα
spray (n,v) : ψεκασμός, ψεκάζω
spread (v) : απλώνω, εξαπλώνω
spring (n) : ελατήριο, σχοινί, παλαμιάρι
sprinkler (n) : εκτοξευτής νερού
sprinkler head : κεφαλή νερού
squall (n) : ριπαίος άνεμος
square metres or meters : τετραγωνικά μέτρα
stable (adj) : σταθερός, ευσταθής
stabilizer (n) : σταθεροποιητής
stability (n) : σταθερότητα, ευστάθεια
starboard (n) : δεξιά, η δεξιά πλευρά πλοίου
starboard light : δεξιός πλευρικός φανός
state (n) : κατάσταση
state of sea : κατάσταση θάλασσας (βλ. Appendix 6)
statute mile (n) : μίλι ξηράς (1609 μ.)
steam (n) : ατμός
steamer (n) : ατμόπλοιο

steamship (n) : ατμόπλοιο
steel (n) : χάλυβας, ατσάλι
steel plates (n) : ελάσματα
steer (v) : πηδαλιουχώ, διευθύνω την πορεία του πλοίου, κυβερνώ
steerage way (n) : ταχύτητα πλοίου επαρκής για τη λειτουργία του πηδαλίου
steering (n) : πηδαλιουχία, τιμονιάρισμα
stem (n) : στείρα (κοράκι της πλώρης)
stern (n) : πρύμνη, πρύμνη
stern light : φανός κορώνης, φανός πρύμνης
stern-post (n) : ποδόστημα
stevedores (np) : κν. στιβαδόροι
steward (np m), stewardess (np f) : θαλαμηπόλος, καμαρώτος
stock (n) : στύπος άγκυρας, τσίπος
stock (v,n) : εφοδιάζω, δημιουργώ απόθεμα, απόθεμα
stopper pin (n) : ανασχετήρας
storm (n) : σφοδρή θύελλα
stormy (adj) : θυελλώδης
stow (v) : στοιβάζω
stowage (n) : στοίβασμα, στοίβαγμα
stowaway (np) : λαθρεπιβάτης
streak (n) : λευκός αφρός, λωρίδα
strict (adj) : αυστηρός, λιτός
stroke (n) : διαδρομή εμβόλου
2-stroke engine : δίχρονος κινητήρας
4-stroke engine : τετράχρονος κινητήρας
strong breeze : ισχυρός (άνεμος)
strong gale : θύελλα
structure (n) : κατασκευή
stunted (part) : περιορισμένος
submarine (n, adj) : υποβρύχιο, ος
submerge (v) : καταδύομαι, χώνομαι, χώνω κάτω από την επιφάνεια της θάλασσας
submerged : σκεπασμένος με νερό ευρισκόμενος κάτω από την

επιφάνεια της θάλασσας, βυθισμένος
subsequently (adv) : μετά ταύτα, μεταγενέστερα
subsidiary (n,adj) : επικουρικός, βοηθητικός, εξαρτημένος
substance (n) : ουσία
suction (n) : αναρρόφηση,
suction pump (n) : αντλία αναρρόφησης
suggest (v) : προτείνω
suggestion (n) : πρόταση, υπόδειξη
sufficient (adj) : αρκετός, επαρκής
sugar (n) : ζάχαρη
sun (n) : ήλιος
sundry (adj) : διάφορος
sunny (n) : ηλιόλουστος
supercharger (n) : υπερσυμπιεστής
superimposed (adj) : υπερυψωμένος
superior (adj) : ανώτερος
superstructure (n) : υπερκατασκευή πλοίου
supervise (v) : επιθεωρώ
supply tank (n) : δεξαμενή εφοδιασμού
surface (v,n) : ανεβαίνω στην επιφάνεια, επιφάνεια
surface chart : χάρτης καιρού επιφανείας
surge (n) : μεγάλο κύμα, ταχύς κυματισμός
survey (v,n) : εξετάζω, επιθεωρώ, επιθεώρηση, έρευνα, ανασκόπηση
survey vessel : πλοίο που διεξάγει έρευνα
surveyor (n) : επιθεωρητής, επόπτης
survival (n) : επιβίωση
survive (v) : επιβιώνω
survivor (n) : επιζών
sustain (v) : στηρίζω, συντηρώ, δυναμώνω
suspend (v) : αναρτώ, επικρέμαμαι, αιωρούμαι, αναστέλλω, βάζω σε διαθεσιμότητα

sustenance (n) : συντήρηση
suspension (n) : ανάρτηση
sweat (v) : ιδρώνω
swell (n) : αποθαλασσία, φουσκοθαλασσία (κυματισμός που παραμένει μετά τη λήξη της αιτίας που τον προκάλεσε), κυματισμός που προκαλείται από τη διέλευση άλλου πλοίου.

no swell

low swell short/average : ευθαλασσία

low swell long : γαλήνη

moderate swell average length : σάλος, τρικυμία

moderate swell long : επίσαλος, φουρτούνα

moderate swell short : κυματιστός

heavy swell short/average : κλυδώνιο, μεγάλη φουρτούνα

heavy swell long : μαινόμενη, χοντρή φουρτούνα

confused swell : παράφορη, άγρια θάλασσα

swing (n,v) : ταλάντωση, ρευματισμα πλοίου, αιώρηση, κούνια, αιωρούμαι

switch on (v) : ανάβω (φως)

synopsis (n) : σύνοψη, περίληψη

synoptic chart (n) : μετεωρολογικός χάρτης

sway (v) : ταλαντεύομαι

swim (n,v) : κολύμπι, κολυμπώ

Tt

tackle (v) : επιχειρώ, πιάνω, αντιμετωπίζω

taint (v) : μολύνω, -ομαι

take on (v) : προσλαμβάνω

take into account (v) : λαμβάνω υπ' όψη

tally (v) : καταμετρώ, ταιριάζω, συμφωνώ

tallyman (np) : σημειωτής φορτίου

tandem (adj) : ο ένας πίσω από τον άλλο

tanker (n) : δεξαμενόπλοιο, πετρελαιοφόρο

taper (v) : κάνω λεπτό ή κωνικό άκρο

telegraph (n) : τηλέγραφος, τηλεγραφώ

tendency (n) : τάση

terminate (v) : τερματίζω

test (v, n) : ελέγχω, δοκιμάζω, δοκιμή, έλεγχος

thermostat (n) : θερμοστάτης

thick (adj) : παχύς

thin (adj) : ελαφρύς, λεπτός

thrill (v) : ενθουσιάζομαι πολύ, αισθάνομαι ρίγη συγκινήσεως

thrust (v, n) : προωθώ, πίεση, ώθηση, ώση

thunder (n) : κεραυνός

thunderstorm : καταιγίδα με κεραυνούς

tidy (v, adj) : συγυρίζω, τακτοποιώ, τακτικός

tighten (v) : σφίγγω, κάνω στεγανό

tiller (n) : δοιάκι, λαγουδέρα

timber (n) : ξυλεία

time (n) : χρόνος, ώρα, φόρα

timing chain (n) : χρονική αλυσος

tin (n) : κασσίτερος, κονσέρβα

tonne (metric) : μετρικός τόνος, μονάδα βάρους ίση με 1000 χλγ.

ton (Long Ton) : τόνος, μονάδα βάρους που ισοδυναμεί με 2240 λίβρες ή 1016 χλγ.

tonnage (n) : χωρητικότητα πλοίου

tool (n) : εργαλείο

tow (n, v) : ρυμουλκούμενο πλοίο, ρυμουλκώ

tow-line (n) : σκοινί χρησιμοποιούμενο για τη ρυμούλκηση πλοίων

towage : ρυμούλκηση, τέλη ρυμούλκησης

tow-boat (n) : ρυμουλκό σκάφος

tower (n) : πύργος

towing (n) : ρυμούλκηση

towing light : φανός ρυμούλκησης

towing signal : σήμα ρυμούλκησης

towing vessel (n) : ρυμουλκό

toxic (adj) : τοξικός

traffic (n) : κυκλοφορία

tramp (n) : αλήτης, πλάνης, εμπορικό πλοίο ελεύθερου ναύλου

transfer (v) : μεταφέρω, μεταβιβάζω

transmission (n) : μετάδοση, μεταβίβαση, εκπομπή

transmit (v) : εκπέμπω, μεταβιβάζω

transmitter (n) : πομπός

transom (n) : ζυγός πρύμνης, επίπεδη πρύμνη πλοίου, άβαξ, κν. παπαδιά

transverse (adj) : εγκάρσιος

transversely (adv) : εγκάρσια

tray (n) : δίσκος

trend (n) : τάση

triangle (n) : τρίγωνο

trim (n) : διαγωγή πλοίου, ευθέτηση φορτίου, κν. χαπιάρισμα

trip (n) : ταξιδάκι (συνήθως αναφέρεται με συγκεκριμένο προορισμό), διαδρομή

trireme (n) : τριήρης

truck (n) : φορτηγό αυτοκίνητο

tug (n, v) : ρυμουλκό σκάφος, ρυμουλκώ

tug boat (n) : ρυμουλκό

turbo charger (n) : στροβιλοσυμπιεστής

twin (adj) : διπλός, δίδυμος

twin screw ship : πλοίο με δύο έλικες / προπέλες

typhoon (n) : τυφώνας

Uu

ullage (n) : κενό εκτονώσεως δεξαμενής πετρελαίου, απογέμιση

unacceptable (adj) : απαράδεκτος

uncertainty (n) : αβεβαιότητα, ανασφάλεια, κίνδυνος

undesirable (adj) : ανεπιθύμητος
unfit (adj) : ακατάλληλος
unload (v) : ξεφορτώνω
update (v) : εκσυγχρονίζω, ενημερώνω
urgency (n) : κατεπείγουσα ανάγκη
urgent (adj) : επείγον
utilization (n) : χρησιμοποίηση

Vv

vacancy (n) : κενή θέση
valid (adj) : έγκυρος, ισχύων
valve (n) : βαλβίδα
vane (n) : πεπλατυσμένο τμήμα πτερυγίου, ανεμούριο
vary (v) : ποικίλλω
veer (v) : (για αέρα) υποστρέφω, αναστρέφω κατά πρύμνη, αλλάζω κατεύθυνση
vehicle (n) : όχημα
velocity (n) : ταχύτητα
ventilate (v) : (εξ)αερίζω
ventilation (n) : (εξ)αερισμός
versatile (adj) : εύτροφος, προσαρμοσίμος, πολυσχιδής
version (n) : εκδοχή, μοντέλο
vessel (n) : πλοίο, σκάφος
VHF (Very High Frequency) : πολύ υψηλή συχνότητα
vibration (n) : κραδασμός
vicinity (n) : εγγύτητα, γειτνίαση
visa : θεώρηση (διαβατηρίου), βίζα (εισόδου/εξόδου)
viscosity (n) : το ιξώδες, ιξότης
visibility (n) : ορατότητα
visible (adj) : ορατός
volume (n) : όγκος
voyage (n) : θαλασσινό ταξίδι,
maiden voyage: παρθενικό ταξίδι

Ww

wanted (part. adj) : ζητείται, καταζητείται
warn (v) : προειδοποιώ
warning (n) : προειδοποίηση
warship (n) : πολεμικό πλοίο
waste (v,n) : σπαταλώ, άχρηστο, σπαταλημένο, χαμένο από διαρροή ή απροσεξία
waste rags (n) : στουπιά
watch (n) : βάρδια, φυλακή
middle watch : 12-4 π.μ.
morning watch : 4-8 π.μ.
forenoon watch : 8-12 π.μ.
afternoon watch: 12-4 μ.μ.
evening watch : 4-8 μ.μ.
a) first dog-watch : 4-6 μ.μ.
b) second dog-watch : 6-8 μ.μ.
first watch : 8-12 μ.μ.
watch officer (n) : αξιωματικός βάρδιας
waterline (n) : ίσαλος
waterproof (adj) : αδιάβροχος
watertight (adj) : στεγανός
wavelet (n) : μικρό κύμα
wear (n,v) : φθορά από χρήση, φθείρω
weather (n) : καιρός
weigh / heave up the anchor (v) : ανασπώ την άγκυρα, βιράρω, σαλπάρω
weld (v) : συγκολλώ μέταλλα
welding (n) : συγκόλληση
west (adj, n) : δυτικός, δύση, δυτικός άνεμος, πουνέντες
wet air : υγρασία
whaler (n) : φαλινοθηρικό
whistle (v, n) : σφυρίζω,
white horse (n) : προβατάκι (στη θάλασσα)
whole gale : ισχυρή θύελλα
wide (adj) : ευρύς, φαρδύς

willingness (n) : προθυμία
wind (n) : άνεμος
windlass (n) : εργάτης άγκυρας (μανουβέλο / μπόμπα)
wine (n) : κρασί
wire (n, v) : καλώδιο, σύρμα, τηλεγράφημα, τηλεγραφή
wireless operator/officer : ασυρματιστής, αξ/κός ασυρμάτου
wireless telegraphy : ασύρματος τηλεγραφία
workpiece (n) : δοκίμιο εργασίας, αντικείμενο για επεξεργασία
wreck (n) : ναυάγιο
wrench (n) : κλειδί

Xx

xebec (n) : τύπος ιστιοφόρου (μπελού), λιβυρνής (σκάφος ακτοφυλακής)

Yy

yacht (n) : θαλαμηγός
yard (n) : αυλή, μονάδα μετρήσεως μήκους, γυάρδα (0,914 μ.)
yaw (v) : εκκίπτω της πορείας μου (το πλοίο λόγω ανέμου ή ρεύματος στρέφεται άλλοτε δεξιά και άλλοτε αριστερά)
yoke (n) : ζυγός, ζεύγη

Zz

zenith (n) : ζενίθ
zone time (n) : συμβατική ώρα ζώνης

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