

#### ΕΚΠΑΙΔΕΥΤΙΚΌ ΚΕΙΜΈΝΟ ΑΚΑΔΗΜΙΩΝ ΕΜΠΟΡΙΚΟΎ ΝΑΥΤΙΚΟΎ

# ENGLISH GRAMMAR for the Merchant Marine Academies

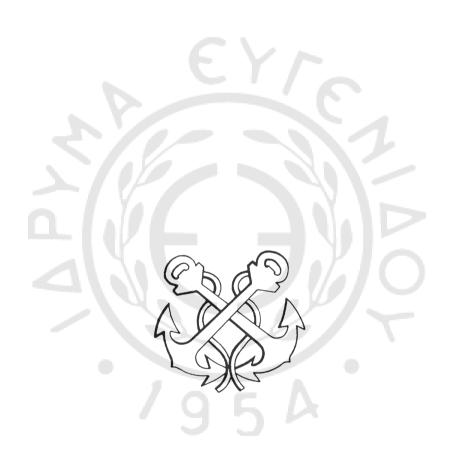
Part Three

Ηλία Πέτρου Τσώνη



# ΙΔΡΥΜΑ ΕΥΓΕΝΙΔΟΥ

ΧΡΥΣΟΥΝ ΜΕΤΑΛΛΙΟΝ ΑΚΑΔΗΜΙΑΣ ΑΘΗΝΩΝ



ΕΚΠΑΙΔΕΥΤΙΚΟ ΚΕΙΜΕΝΟ ΑΚΑΔΗΜΙΩΝ ΕΜΠΟΡΙΚΟΥ ΝΑΥΤΙΚΟΥ



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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, ιδουτής και χορηγός του «Ιδούματος Ευγενίδου», ποοείδε 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 Φεβουάοιο του 1956 συνεστήθη το «Ίδουμα Ευγενίδου», του οποίου την διοίκηση ανέλαβε η αδελφή του Μαο. Σίμου, σύμφωνα με την επιθυμία του διαθέτη. Από τη στιγμή εκείνη άοχισαν πραγματοποιούμενοι οι σκοποί που οραματίσθηκε 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 Ίδουμα πορέταξε 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 Ίδουμα συμβάλλει στην πραγματοποίηση του σκοπού του ιδουτή του Ευγενίου Ευγενίδου.



#### ΕΠΙΤΡΟΠΗ ΕΚΔΟΣΕΩΝ ΙΔΡΥΜΑΤΟΣ ΕΥΓΕΝΙΔΟΥ

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

Γραμματέας της Επιτροπής, Γεώργιος Ανδρεάκος.

### I Δ P Y M A E Y Γ E N I Δ O Y B I B A I O Θ H K H T O Y N A Y T I K O Y

# **ENGLISH GRAMMAR**

for the Merchant Marine Academies

PART THREE

ΗΛΙΑ Π. ΤΣΩΝΗ Καθηγητή Αγγλικών Α.Ε.Ν. Ασπροπύργου



#### ΠΡΟΛΟΓΟΣ ΣΥΓΓΡΑΦΕΑ

Σύμφωνα και με την ποοκήουξη συγγοαφής η Αγγλική Γοαμματική (English Grammar for the Merchant Marine Academies) έχει δύο κύοιους 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 Ναυτικό. Η εξοικείωση αυτή δεν είναι απλώς επιθυμητή, αλλά μία από τις βασικές προδιαγραφές της ειδικής ναυτικής εκπαιδεύσεως, όπως αυτές καθορίζονται από το Διεθνή Ναυτιλιακό Οργανισμό (ΙΜΟ).

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 (στο πρώτο μέρος), 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.

Στο τρίτο μέρος δόθηκε ιδιαίτερη έμφαση στη γραμματική της δημιουργίας προτάσεων και στη συνδεσμολογία τους για τη βελτίωση της γραφής. Επίσης λόγω της ιδιαιτερότητας των σχολών προστέθηκε ένα κεφάλαιο για την τεχνική και τη γραμματική δομή του SEASPEAK.

Δεδομένου ότι είναι η ποώτη 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 Λ. Σταχτιάρη, Χ. Λάλλη, 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 πολυαρίθμων ιδεών, καθώς και για τις διορθώσεις τις σχετικές με την παρουσίαση του υλικού και τη διάταξη των ασκήσεων.

Τέλος θεομώς ευχαριστώ τον κ. Αναστ. Δημαράκη για την παραχώρηση των εικόνων-κοσμημάτων από το βιβλίο του "Αρμενιστής".

Ιδιαιτέρως 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





#### **Tense Revision**

The following tenses have been presented and practised so far (parts 1 &2).

• Present Simple: States, habits, systems and processes.

**e.g.** He sails around the world every year.

My cousin works on the "Greek Sky".

The Captain thinks there is a stowaway in the holds.

The sun **rises** in the East.

The vessel is overhauled regularly every year.

The crew undergo a medical check-up every six months. (=have a medical check up)

- Present Continuous: Present actions, current trends, descriptions, questions.
- **e.g.** The Chief Engineer is demonstrating the problems of this valve.

The survivors are being transferred on the "Irene" this very moment.

They are not building very large tankers now.

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

The rescue team **is being monitored** by the Mate.

- 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.

Three lifeboats were launched at once.

They sailed as soon as the message was received.

- Past Continuous: (continuous actions interrupted by simple past, parallel past actions).
- **e.g.** The vessel was entering harbour when we heard the explosion.

The vessel was being made fast fore and aft when I got there.

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

A new tug arrived while a towing line was being sent to the first tug.

- Past with used to: for repeated actions in the past, past actions/situations that do not exist any more, states in the past that are not necessarily contrasted to the present, past habits.
- **e.g.** I used to work as an apprentice then (but I don't any more).

I used to like this boat but not anymore. He used to be a naval officer.

I used to love my wife very much.

• Past with would: for repeated actions in the past that are not necessarily contrasted to the present. But not

for past situations.

**e.g.** As a cadet I would sail my laser every Sunday.

But you can't say:

I would love my wife very much.

Because with stative verbs this would imply a conditional.

• Future Simple: Shall/will (offers, promises, predictions, etc.),

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

This ship will make a huge profit this year.

Two new tankers will be built for the Manafi Shipping Co.

That will be Apostoli on the look-out.

"Shall I get you something to drink?" said the Mate to the passenger.

#### • Future Continuous:

- For an activity that will be in progress at a specific time in the future.
- For something planned at a specific time in the future.
- To show that something is not planned but will happen in the ordinary course of events.
- To ask about someone's plans for the future, especially if we want to ask for something from him.
- e.g. 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.

At the moment I'm doing my shift. Tomorrow at the same time I'll be resting in my cabin.

I'll be seeing him tomorrow morning so I will give him your message.

Will you be using the car tonight? No, you can take it.

- Going to: For intentions and future plans
- e.g. Omega Shipping are going to order a new container ship.

The traditional Captain's party is going to be organised tomorrow evening.

- 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.

[The] pilot ladder has already been rigged and the Bosun is standing by.

- Present Perfect Continuous: To say that something started in the past and is still going on or has just stopped. P.P. Continuous is preferred with how long, for and since. Sometimes we use P.P. Continuous in order to emphasise that the action was continuous and intense.
- e.g. So the ship hasn't arrived yet. Have you been waiting long? Yes, I've been sitting here for an hour.

How long has it been raining? Ever since we sailed.

The Bosun is exhausted. He's been working a double shift.

- Past Perfect Simple: To show a past action which happened before another past action. Link words like when, after, before are often used with past perfect.
- **e.g.** The vessel **had docked** when the message arrived.

She was very happy to be there because she **had not been** on a cruise *before*.

The passengers went ashore *after* the ship **had docked**.

When the Bosun got to the bridge he realized that the Captain had not been told.

• Past Perfect Continuous: To express another activity that was going on for some time close to another

time (or action) in the past.

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

The Mate **had been working** for three years on the M/V "Evangelos" when the vessel was bought by Arabian Shipping Co.

#### • Future Perfect Simple:

- To say that something will already be complete by a certain future time. What interests us is the completion not the time.
- The time in a Future Perfect sentence defines the deadline of the expected completion. So the action may actually happen earlier.
- **e.g.** The cadets will not be writing the test, at 10.20. They will have already handed it in by then.

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.

By June the new container ship will have been built.

#### • Future Perfect Continuous:

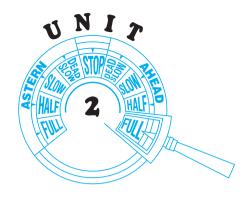
- It means that after completion of a period of activity, the activity will probably continue.
- It may emphasize that the activity will continue without interruption until completion.
- It is not used very often.
- **e.g.** By Christmas the Captain will have been serving on the "Io" for ten years.

By 20.00 this evening the Bosun will have been working for 24 hours on end. He's got to stop before he has an accident.

Notes:		
Unit (1) Tense Revision P	ractice.	
Exercises.		
(1.1) Fill in the correct pr	esent tenses (including the Present Perfec	et):
. An electric drill (have)	a power cord, a switch, a mo	tor, a gearbox and a chuck. The power
cord (supply)	electricity to the switch.	
2. Visibility is very poor th	is morning. See that the watch (keep)	the radar running.
3. Recent developments	(encourage)	the construction of special purpose
vessels such as LNG (Li	quefied Natural Gas) carriers.	
4. When a vessel (not get)	under way under her ow	n engine power, a tug boat (take)
her in tow	7.	
5. There (be)	a big demand for yachts recently, yo	ou know.

(1.2) Put in the appropriate past	tenses:	
After one of the sailors	(find) badly beaten and	bleeding, the Captain (interrogate)
all the m	nembers of the crew to find out what	they (do)
between 7.00 and 8.00 in the eveni	ng. Here is what he (discover)	: The Third Mate
(do) his sh	ift on the bridge while the Chief Stew	ard (supervise)
the preparations for dinner	r. The Third Engineer who (check)	the auxiliary
engines, (finish)	and (go)	to see if the greaser (lubricate)
certain	important points.	
(1.3) Fill in the correct tense of the		
1. My ship (list)	an hour ago, but it (stop)	after jettisoning
some cargo.		
2. The Bosun is not here. I think h	ne (write)a lett	er in his cabin.
3. As soon as the boat (touch)	the shore, the m	nen (jump)
out.		
4. Go and (call)	AB Yannis! He (sleep)	in his cabin.
5. The electrician (fix)	a problem on the deck li	ghts, when the captain (ask)
for him.		
6. This time next week we (sail) _	to Japan.	
(1.4) Use the most suitable form (	of the verb in brackets. Put the words	in italics in the correct position in
relation to the verbs.		
1. My father (work)	on the "Georgia" for the las	t year, so by the time he (return)
home to	Andros next month, I	(not, see) him for thirteen
months.		
2. When the Captain (see)	his son again, he (s	struck) by
how much the little boy (grow)	since he (leave)	to work on the
"Ios".		
3. If you (tell)	me you (already, order)	the spare parts, l
(not, send)	that fax order to the Head Office	e, but now it (be)
too late.		
4. It's as well we (take)	the Bosun with us. If we (	(not, have)
we (be)	_ completely lost.	
5. Well, I (try)	his phone once more, but as he	(not, answer)

	yet, I think he must (go)	_ to the Bosun's cabin. They (be)	both
	tavli fanatics.		
6.	(Be, you)cert	ain there (be)r	no one in the cabin next
	door? I (can, swear)	I heard someone (sing)	in there.
7.	The Captain (talk)	to a friend at the moment but h	ie (be)
	free to see you in a minute. (like, you)	(sit)	down for a
	few minutes?		
8.	You (hardly, believe)	this, but this (be)	the third time
	tonight the lookout (call out)	and then (apologize)	for
	(give) a false a	alarm. The next time he (do)	so, I (send)
	him packing!		
9.	Vassili (be)a	member of the crew on the "Gina" f	for ten years by the time he
	retires.		



# Modals 1: Revision and Overview: Making requests/expressing necessity/obligation and lack of them.

#### • Introduction

#### 1. Special finites and modal auxiliaries

Finite	short forms	interrogative	not forms contracted	plus	result
am	'm	am I?	— ('m not)	1ing (Present Participle)	(1) Any
is	's	is he?	isn't	}+	continuous
are	're	are you?	aren't	2ed (Past Participle)	tenses
was		was he, she, it?	wasn't		
were		were we, you, they?	weren't		(2) Any passive
		_ / ///		}+ -ed	form
have	've	have I, you?	haven't	(bare)	Any
has	's	has he, she, it?	hasn't	} + infinitive	perfect
had	'd	had I, you etc.?	hadn't		form
do		do I, you?	don't	(bare)	Simple
does		does he, she, it?	doesn't	} + infinitive	Present &
did		do we, you, they?	don't		Past
shall	'11	shall I, you etc.?	shan't	} + (bare) infinitive	Future &
should	'd	should I, you etc.?	shouldn't		modal mood
will	'11	will I, you etc.?	won't	}+ (bare) infinitive	Future &
would	'd	would I, you etc.?	wouldn't	A	modal mood
can		can I, you etc.?	can't	}+ (bare) infinitive	Modal
could		could I, you etc.?	couldn't		mood
may		may I, you etc.?	mayn't**		Modal
might		might I, you etc.?	mightn't**	}+ (bare) infinitive	mood
must		must I, you etc.?	mustn't		
need *		need I, you etc.?	needn't		Modal
dare		dare I, you etc.?	daren't**		mood
ought to		ought I, you etc. to?	oughtn't (to)		
used to		used I, etc. to?***	****		

<sup>\*</sup> no affirmative form

**NB!** All possible compound verb forms are formed on the basis of the above list. You should always consult this list of special finites to check your verb forms for structural mistakes.

<sup>\*\*</sup> almost never used; may/might/dare not are used instead

<sup>\*\*\*</sup> did I, you, etc. use to? (more usual)

<sup>\*\*\*\*</sup> didn't use to

#### 2. Modal auxiliaries.

Of the above list, the modals are: can, could, had (+better), shall, should, will, would, may, might, must (+bare infinitive).

#### 3. Expressions similar to modal auxiliaries.

Expressions similar to the modals above (i.e. having the same meaning are: **be able to** (can), **to be going to** (=will), **to be supposed to** (=should), **be to** (=must), **have to** (=must), **have got to** (=must), **used to** (past habit) etc.

#### 4. Meaning and use of the modals and of the similar expressions.

#### VARIOUS WAYS OF MAKING REQUESTS.

Modal	Meaning	Examples
can I?	Informal requests or permission from people you know well. Not as polite as <i>may/could</i> PRESENT	"Can I sail your boat?" "Go ahead." "Can I have a beer?" "Sure"
could I? may I? might I?* * might is also possible but very formal	To make a polite request. Both could and may refer to present and are equally polite very formal  PRESENT	"Could I use you phone?" "By all means." "May I have a look at your paper? "Yes, of course." "Might I borrow your newspaper?".
can you?	For informal requests.  PRESENT/FUTURE	"Can you wake me at six?" "Sure."
could you?	For <b>polite requests</b> , same as <b>would you</b> ?  PRESENT/FUTURE	"Could you do me a favour, Captain?" "Yes, I'd be glad to."
would you? will you? (+please) if you will / would	For polite requests same as could you?  "would you" is perhaps more polite and more common Polite request in response  PRESENT/FUTURE	"Would you call the Steward?" "Certainly." "Will you please tell the Captain?" "Yes, I would be happy to." If you will/would just come with me, sir.
Would you mind + -ing	Ask someone for a favour i.e. Hopefully, you don't mind my asking this.  PRESENT/FUTURE	"Would you mind turning on the radio?" "Not at all, I'd be glad to."

Would you mind + if+ I+ simple past	Ask someone for permission	"Would you mind if I turned up the music?"
Informally, you could use simple present	i.e. Is it all right if I do this? I hope it will not displease you.  PRESENT/FUTURE IMPERATIVE	"No, of course not."
imperative * A subject you is understood but normally not spoken. imperative + please OR please + imperative	Affirmative (an order) Negative (an order) Affirmative(directions)  Polite request with an imperative sentence and the word please, or the other way round.  PRESENT	Shut the hatches! Don't lower the boat yet! Go straight on and then turn right!  Please, pull down the blinds! Please, don't switch off the radio! Let me out, please! Don't let him in, please!
Notes:		

Notes:	
Practice Unit (2)	
Exercises.	
(2.1) You are on board a cruising ship. Make polite requests for the following situator (subject) + -ing after "would you mind", in the blanks:	ntions. Use if + past tense
Example I finished my watch a while ago. I'd like to go to my cabin and lie down. Would you early, sir?	n mind (leave) if 3 left
1. "Are you going below?"	
"Yes."	
"Would you mind (take) this to cabin 216?	
2. "It's getting stuffy down here, would you mind (take)	a stroll up on the deck
together?	
3. "This is rather a small cabin. Would you mind my (smoke)	in here?" "I'd rather

you didn't."	
4. "I didn't understand. Would you mind (repeat)	what you said, please?"
"Not at all."	
5. "Are you going up to see the Captain? You are! Very wel	l. Would you mind (tell)
him that I would like to see him."	
(2.2) Turn the following imperatives into polite request:	
Example	
Open the hatches! Please, open the hatches.	
Would/could you open the hatches, please? Would you mind opening the hatches?	
1. "Get me a scotch."	
2 "Conitation at a constitution in the cabin it's to a last "	
2. "Switch on the ventilation in the cabin; it's too hot."	
3. "Check the lifeboats first thing in the morning."	
4. "Switch off the hold ventilation."	
/ Q E	Δt
5. "Passengers, read all notes and leaflets on safety regulatio	ns."

# (2.3) You are on board a cruising ship. Make polite requests for the following situations. Use *can*, *could*, *will*, *would*, *may* and give a suitable response:

#### Example

You and a new acquaintance are having a drink at the lounge. You want the ice-bowl.

Would you please pass me the ice-bowl?

Of course, I'd be happy to. Here you are.

1.	You want your husband to buy you some cigarettes from the shop.
	You are speaking on the phone to your best friend. You want him to pick you up at the harbour when you return.
3.	You want the steward to get you a newspaper. Speak to him.
4.	You are at the ship's shop and you want to buy a swimsuit. Speak to the shop-assistant.
5.	You want to make an appointment to see the ship's doctor. Speak to the Mate.



# Modals 2: necessity, no necessity, prohibition

#### VARIOUS WAYS OF EXPRESSING NECESSITY.

#### • must

It means **absolutely necessary**; there is nothing else you can do. It is a requirement.

PRESENT/FUTURE

Ships must now tune to channel 12 to receive the navigational information.

#### • have to

Same meaning as above; i.e. they need to do this.

Have to is preferred in everyday conversation.

Must is stronger and more urgent.

#### PRESENT/FUTURE

All Cadets have to go on a training voyage on board a merchant vessel.

I can't come tomorrow; I have to make a business presentation.

"Must you do that now." "Yes I must; the ship must be on its new course in half an hour."

NB! Have to is inflected as an ordinary verb: do you have to? I don't have to.

have got to	Have got to also expresses necessity. It has the same meaning as have to but is used mainly in spoken English PRESENT/FUTURE	Sorry, I must go now. I've got to be on the bridge in two minutes. "Do you really have to do that?". "Yes, I'm afraid I've got to."
had to	It has the same meaning but refers to the past. PAST	"Why did they have to change course." "There was a terrible storm coming their way."

NB! Had to is inflected as an ordinary verb: did you have to? I didn't have to.

#### VARIOUS WAYS OF EXPRESSING LACK OF NECESSITY/PROHIBITION.

mustn't	Mustn't means: don't do that, and thus expresses prohibition.	You <b>mustn't</b> anchor in this position, it's forbidden.
		You mustn't shorten your cable any further. Wait for the pilot first.
	PRESENT	
don't have to	Don't have to means that it is not necessary to do something. It expresses lack of necessity.  PRESENT	You don't have to use your engines downstream.  Does the vessel have to keep to the leading line? Yes, it does/No, it doesn't.
didn't have to	Didn't have to expresses lack of necessity in the past.  PAST	The Engineer didn't have to overhaul the pump as it was decided to have a new one installed.
needn't	Needn't also expresses lack of necessity.  PRESENT/FUTURE	The Bosun needn't rig the lifeboats. There will not be a drill today. Need you go to the bridge? Yes, I must talk to the Helmsman.
needn't have+ -ed	Needn't have done expresses lack of necessity in the past.  PAST	The Bosun needn't have rigged the lifeboats as the drill was cancelled, but he had already done so.
didn't have to do versus needn't have done	Didn't have to do = it was not necessary and therefore, it wasn't done.  Needn't have done = it was done although it wasn't necessary.  PAST	They didn't have to repair the pump (so they didn't). They needn't have repaired the pump (but they did).

Notes:	

#### Practice Unit (3)

You *mustn't* ever lie to the Captain.

#### **Exercises.**

(3.1) Complete the sentences with *must*, *have/had* to, *needn't/needn't have* in the appropriate form. If two answers are possible, put both:

Exam	ble

7. The Bosun

down.

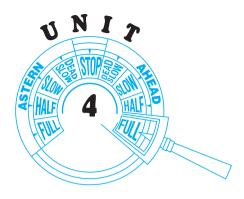
8. The Engineer

1. I to w	ake up early this week, because all my watches were in the afternoon.
2. You	_ play your guitar on the bridge, only in the rest room or your cabin.
3. The Bosun says you	be more careful with stowing.
4. The Captain says you	come to the meeting if you are very tired.
5. They	_ to cover the deck cargo because it was in waterproof packing.
6. The Bosun said that I	scrub the upper deck by six.

rigged the lifeboats after all. The drill was cancelled.

angry with the Oiler. He forgot to lubricate the pump and it broke

9. "Why \_\_\_\_\_ change course?" "There was a terrible storm on our previous course."



Modals 3: overview of expressing advisability / expectations / certainty uncertainty / habitual past / making suggestions.

#### VARIOUS WAYS OF EXPRESSING ADVISABILITY

should ought to shouldn't oughtn't (to)  NB! oughtn't (to) is not used often, sometimes to is dropped.	Should and ought to are used to give advice, to make a suggestion, to stress responsibility.  They have the same meaning.  PRESENT/FUTURE	You should enter a liferaft only when ordered to do so by an officer. You ought to keep your lifejackets on during the whole of the lifeboat drill. You shouldn't push each other when entering the liferaft. You oughtn't (to) take off your helmet in the engine room at any time.
should	You can use should to express criticism or Small probability in conditionals.	You should marry a younger man. Should the Captain ask you, make sure you tell him the whole story.
had better *+ verb word (OR 'd better)  'd better not+ verb word	Had better has almost the same meaning except that it is stronger. It implies something negative like a hidden threat.  * had better is more common than should with spoken English.  PRESENT/FUTURE	You had better pump out the water at once. The boat may sink. You'd better obey all instructions given by the officer. You'd better not lose your temper.(=if you do, you may be in trouble)

listen to it.  you didn't, so panic followed with all its bad consequences.
---

- 1	should not have, ought not to have + past participle	The negative form means it was a bad idea.	You <b>should not have allowed</b> the child to climb the railings. It was
		* This, of course, is hindsight advice. In other words, given after the event happened, which means that the good opportunity was missed.	
		PAST	

#### VARIOUS WAYS OF EXPRESSING EXPECTATIONS

be supposed to+ infinitive	supposed to means that	The ship is supposed to sail at
	somebody expects something	06.00.
	to happen either according	There is supposed to be a fire
be to + infinitive	to a programme or a normal	drill every week. Why isn't this
	procedure	happening?
	be to is stronger and more	The ship is to sail at six.
-10	definite	There must be something wrong
	Both forms can be used in <b>the</b>	with him. He was to be at his post
	simple present, the simple past	half an hour ago.
/	and the perfect tenses.	The vessel was to have arrived
	Ya W	yesterday.
	Supposed to may also mean	You were supposed to follow
	(that) someone else may be	the escape routes shown. Why
	expecting one to act in a specific	didn't you? (The head of the drill
411	way.	expected you to do so)
	Be to may also mean (that)	You were to follow the escape
	someone else orders or demands	routes down, not up. (You had your
	something of the subject.	orders).
	something of the subject.	You are to follow me to the bridge.
		(Captain's orders)
	PRESENT/PAST	(Capitali s Oracis)
	PKESEN1/PAS1	

#### VARIOUS WAYS OF MAKING SUGGESTIONS

why don't +clause	Why don't: introduces a friendly suggestion in spoken English. It means:  Is this a good idea? Do you agree?  PRESENT/FUTURE	Why don't we switch on the ventilation? It's very hot.(=let's) Why don't you secure the cargo on deck? =(I suggest you) Why don't I check the drums?
let's + infinitive let's not + infinitive	Let's means I have a suggestion to make for us.  PRESENT/FUTURE	Let's protect the deck cargo against rain. Let's not be careless with security measures.

shall I/we* *used this way, only in the first person.	It means: do you agree with my suggestion? It can also follow, let's.  PRESENT/FUTURE	Shall we ask the Mate to help? Shall I send the message now? Let's tell the Chief Engineer, shall we?
could	You can use <b>could</b> to make a suggestion. You could also offer possibilities.  FUTURE/PRESENT	M: "I am worried about the deck cargo." "You could relash it." B: "I'm having problems with this pump." M: "You could repair it or you could replace it."
might might as well (counter suggestions)	You can also use <b>might</b> to make suggestions but <b>could</b> is more usual.  PRESENT	"I have a problem with the Oiler." "You might talk to the Captain." "You might as well lump it."
could have + past participle	Could have means that you had a chance to do something but you missed it. This is called <i>hindsight possibilities</i> .  PAST	M: "I had trouble working below in this heat." B: "You could have turned on the ventilation." M: "How stupid of me; I forgot there was ventilation in there."
might have + past participle might (as well) have + past participle	Might have done is the past of might do. It refers to hindsight possibilities and counter suggestions. PAST	B: "I didn't know what to do. It was terrible." M: "Well, you might have asked me, or the Second Engineer."

Notes:				

#### **Practice Unit (4)**

#### **Exercises.**

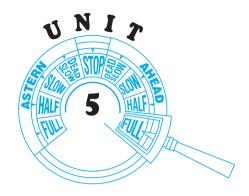
(4.1) Fill the blanks with *should/ought* to or *should have/ought to have* and the appropriate form of the verbs in brackets to express advisability:

#### Example

You (switch off) should/ought to switch off the hold ventilation in case of shipping seas.

1. How could you forget? You (switch on) \_\_\_\_\_\_ the hold ventilation to supply air.

2. How could they be so naive? They (check)		_ the contents of the drums with
false labels. They (just, take)		_ the shippers' word for them.
3. You know there is bad weather coming. (rel	lash)	_ the cars and the trucks in hold
No. 3?		
4. Unfortunately the Bosun is responsible for protect the cargo against shipping seas.	or the damage. He (neglect)	to
5. We (transmit) trouble.	this message to the searc	h vessel at once, or we'll be in
6. (obey) all th	ne vessel's routine regulations	in an emergency or (take)
initiative in certain	n cases?	
7. You (set course) gale warning on the radio.	for the nearest port. The	ere was an extremely threatening



# Modals 4: certainty, uncertainty

#### (Present)

#### VARIOUS WAYS OF EXPRESSING CERTAINTY-UNCERTAINTY

is/are must be	absolutely certain very / fairly certain (deduction)	He is the First Engineer. He must be the First Engineer.
may be* might be } could be	half certain PRESENT	He may be the First Engineer. He might be the First Engineer. He could be the First Engineer.

<sup>\*</sup> You could also use the adverb maybe: Maybe he is the First Engineer.

#### (Negative)

isn't/aren't can't be couldn't be may not be might not be	-\	absolutely certain very certain* fairly certain ** half certain (perhaps) less than half certain	This isn't the problem. This can't be the problem This couldn't be the problem This may not be the problem This might not be the problem
		PRESENT	

<sup>\*</sup> Feels that it is impossible. \*\* That's his logical conclusion.

#### (Past)

was/were must have been + Past Participle	absolutely certain	The hatch covers were secured.  The hatch covers must have been
may have been	very certain	secured.(I saw the Bosun locking down the handles*)
might have been} could have been+ Past	half certain (perhaps)	The hatch covers may/might/ could not have been covered.(it's
Participle	PAST	possible)

<sup>\*</sup> I can't think of any other reason for his doing that except to secure the covers.

#### (Negative Past)

wasn't/weren't	absolutely certain	The hatch covers weren't secured.
can't have been + -ed	very certain	The hatch covers can't have been
may not have been		secured.(I saw the Bosun just
might not have been}	half certain (perhaps)	lowering the hatch down without
		locking the handles*)
could not have been + -ed		The hatch covers may/might/could
		have been covered. (it's possible)
	PAST	` •

<sup>\*</sup> I don't believe that he secured the hatches properly.

#### (Future)

Will do	very certain	The Cadet will make a fine officer. (He graduated with honours)
Should do Ought to do	almost certain almost certain	The Cadet should/ought to make a fine officer. (This is what I expect
May do Might do } Could do	uncertain, guessing (perhaps) (perhaps) FUTURE	of her) The Cadet may/might/could make a fine officer. (I guess so)
should/ought to have done	The past form of should/ought to means: something I expected has not happened.	Why hasn't the Bosun returned yet? He should have secured the cranes by now. He ought to have finished by now.

### **VARIOUS WAYS OF EXPRESSING HABITUAL PAST** (see also Unit 1 – Tense Revision)

used to+inf.	Repeated past actions/situations	I used to go sailing a lot as a boy.I used to like bowling as a cadet.
would be used to +ing	Repeated past actions only. Be familiar with.	I would go skiing every winter. I'm used to going to bed late. I don't mind.
	PAST	won t minu.

Notes:		

#### **Practice Unit (5)**

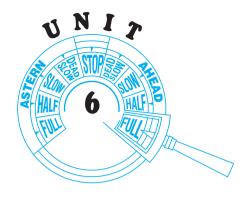
#### **Exercises.**

(5.1) Use be supposed to or be to and the verb in brackets in the appropriate form to express expectations:

Example	
This vessel (carry out) is supposed to	o be earrying out a radar search. What are the results so far?
1. M/V "Despina" (act)	as On-scene Co-ordinator. Why haven't we heard from
them yet?	
2. You (be)	with the look-outs for the signals of the On-scene Co-ordinator.
What are you doing here?	
3. We (start)	search pattern at 00.01 UTC. Inform the crew at once.
4. You (activate)	line throwing apparatus and report. Why haven't you?
5. You (keep)	a sharp look out for signals of the distressed vessel and report
straight to the Mate.	
(5.2) Use why don't, let's, let's not, shall	I/we, could (have), might (have) to make suggestions:
Example	
-	ny don't you rig on the starboard side?"
1. "I think there's no other way." "	start the search pattern, then!"
2. "I feel very sleepy. I'm afraid I might	make some dangerous mistake."
" do	the rest of your watch?"
3. "That's difficult. What can I do?" "W	/ell, youtell the Chief
Engineer."	
4. "Send the message at once!" "Well, sure everything is all right."	make haste! We'd better first make
5. "I know it was a stupid mistake, but I	still don't know what else there was to do." "Well,
asked the Bosun, or e	even me."
6. "I couldn't sleep last night; it was ver	y cold." "Well, turned on the
heating, you know."	
(5.3) Read the information and make y certainty:	your best guess. Use must or can't to express positive or negative
Example The rescue team is standing by. Why? They must have sighted a pesse	l in distress.

1. The vessel is carrying of	out a search pattern. Why?	
2. [The] appropriate crew	w is keeping a sharp lookout for	signals. Why?
3. The crew is letting the	life rafts as boarding stations. V	Why?
4. The crew is dropping l	ife buoys. Why?	
5. The Mate has been in	a meeting with all the fire team	s. Why?
6. "Why are we stopping "No,	in the middle of the ocean?" "H	Engine trouble?"
(5.4) Answer using "I do	on't know" and may/ might/ c	ould.
Example The Captain is not on the don't know. He m	e bridge. Where is he?  nay/ might/ could be in	the library.
1. The emergency tool ki	it is not in the workshop. Where	e is it?
2. I thought I saw a subm	narine half a mile ahead. Where	is it now? I can't see it.
3. The Chief Engineer is	certain this pipe has a leak. Wh	nere is it?
4. The nozzle to [the] hyd	drant is missing. Where is it?	
5. We are going to [the]	anchorage, Where is [the] ancho	orage?
appropriate degree of ce	e ,	night/could in the appropriate form to express the
Example	12 (/XX/1 1 1 11	.00 (//
"We <u>may well</u> sail to long."	omorrow." "Why do you say th	at?" "I guess because we've been here rather too
1. "Why are we stopping	in the middle of the ocean? En	gine trouble?"
	be the problem. The e	
2. He	be the Captain. He's wea	ring the right uniform.
3. "Do you think this is a	container ship?" "It	be. I'm not sure. I haven't seen

anything like it before."	
4. "Was this a laser?" "It	been. It was too small."
5. "Has he repaired the pump?" "He	repaired it. It works perfectly."
(5.6) Use will, should/ought to, or must in the	he appropriate form in the following:
Example The little passenger is yawning and rubbing	s his eyes. He <u>must be</u> very sleepy. Let's tell his mother.
1. What was there to do? You	picked up the slack on the lines.
2. In a case like this you	make the vessel fast fore and aft.
3. The Cadet is a determined fine young officer.	man. I'm sure he make a fine deck
4. Nice, fast job! Theyhave been done.	had the heaving lines ready fore and aft. Otherwise it couldn't
5. Do you think it's a good idea if I keep	the springs tight? Well, it
work. You never know.	
6. "Have you seen the Third Engineer?" "	Well, he be fixing that generator in the
workshop, but I'm not sure."	
(5.7) Use would or used to to express past l	nabit:
Example	
Old Captain Zeppos <u>used to</u> be a very car everybody standing by and he <u>would</u> be st	reful master. Every time the ship sailed he <u>would</u> have anding on the bridge himself very alert.
1. "Navigationbe	extremely dangerous in this area." "Yes, but not any more."
2. As a cadet the Captain	be an excellent student. Yes, I remember. But on Sundays he
drop everything and go	o sailing.
3. Don't worry about the rescue team. The	Bosun is well leading rescue teams. They will be
all right.	
4. Just be careful with the new officer. I do	n't think he that kind of humour and may react
unpredictably.	
5. I miss the old Bosun. On days like toda	y he always organise an event to keep the crew
happy.	



# Modals 5: Overview of expressing ability / preference

(Present)

#### VARIOUS WAYS OF EXPRESSING ABILITY/ INABILITY

can	Can means that the subject is strong enough, skilful enough, or has a faculty of his intact to use.  PRESENT/FUTURE	The deckhands are strong. They can lift the heavy cartons. The Bosun can play the guitar! Can you see that trawler in the distance?
cannot/can't	The negative forms express inability.  PRESENT/FUTURE	A hydrofoil can travel very fast but a cargo vessel cannot. The Bosun can play the bouzouki but he can't sing very well.
be able	Can being a defective verb is replaced by be able in all other forms and in combination with other auxiliaries.	The Captain will be able to help. The Bosun may be able to help. The AB should be able to help. The Mate used to be able to navigate under any conditions.

#### (Past)

could do	You can use could do to say that you used to be able to do something but not any more.	As a cadet I could swim five miles on end. BUT you can't say: The cadet is practicing. Yesterdayhe could swim five miles. Have you heard the news? The distressed vessel could reach portyesterday.
	AFFIRMATIVE/PAST	

	You should use be able to, managed to refer to the ability to do something at one particular time in the past.  AFFIRMATIVE / PAST	The cadet is practising. Yesterday he was able to swim five miles. Have you heard the news? The distressed vessel was able / managed to reach port yesterday.
couldn't do wasn't/ weren't able to do	There is no difference between them in the negative.  NEGATIVE / PAST	He couldn't   wasn't able to swim five miles yesterday. The distressed vessel wasn't able  couldn't reach port yesterday.

### VARIOUS WAYS OF EXPRESSING PREFERENCE

would rather do would rather do than	You can use would rather to express preference.  PRESENT	I would rather be at sea. I would rather work on a passenger ship than a cargo ship. I'd rather stay on deck than go below.
would rather not do	Use not + infinitive for negative preference. Use past with different subject. PRESENT	I'd rather not tell the Captain about this. I would rather you did this.
would rather have done	Use perfect infinitive to form the past.  PAST	The party was nice last night, but I would rather have spent the evening in my cabin.

#### MODALS IN THE PROGRESSIVE FORM

may/might be doing	Now, at the moment of speaking.  PRESENT	The Bosun may/might be preparing the fire drill.
may/might have been doing	Perhaps it was happening at that time.  PAST	He wasn't in his cabin. He may have been playing cards in the casino room.
must be doing	Very likely happening now. PRESENT	She must be resting in her cabin.
must have been doing	Very probably it was happening at that time.  PAST	She was not at the party. She must have been resting in her cabin.

would rather be doing	I prefer this to that at the moment.	I would rather be lying sun by the pool than preparing drills.	_
Notes:			
			•••••
Practice Unit (6)			
Exercises.			
(6.1) Use can, can't, managed or be	able in the appropriate form to o	express ability/inability:	
Example I must fix my radio but I ean't. I'm	sure the electrician ean help you	1.	
<ol> <li>As a cadet the Captain</li> <li>The area around the cape was to sail through just at the edge.</li> </ol>			to
3. Navigation was dangerous in the to get their destination without a	hitch.	VI)	
4. <u>Can</u> you see anything in the dista	nce? Yes, I think I	see a tanker.	
(6.2) Use would rather (not) do (th	an) or would rather have done t	o evoress preference	
Example	an) of would rather have done t	o express preference.	
The Bosun doesn't like poetry much	n; he (read) 'd rather read sci	ence fiction.	
1. Do you really want to come with us on the excursion tomorrow? No, I (stay) and relax by the pool with my novel.		o, I (stay)'	on board
2. The sea state is expected to change to day. Let's be		ew hours. In that case, I	(sail)
3. The tide was falling; we had to sa but it could not be helped.			one more day
4. Come on up! There's a tavli con repair now. I don't want to have t			this
(6.3) Use the appropriate modal (n progressive form:	nay, might, must, would) and the	e verb in parenthesis in	the
Example "Where do you think the vessel is no	ow?" "It <i>must be navigating</i>	around Cape Maleas."	
1. "Report what the rescue team are M/V 'Despina' according to the C		t	he survivors to

2. "I didn't see the AB on deck; he (sleep)	in his cabin
3. "Stand by on VHF Channel!" "This is M/V 'Ang	gela', I am receiving a weak signal. This (transmit)
the distressed vessel	I'm standing by.
4. Look at me having to work so late. I (watch)	a nice film in the lounge.
5. "I couldn't find him anywhere. What (do)	at a time like this?"
"Well, he (play)	_ cards with the Bosun; they often do that when they are
off duty	





# Verb Forms: Passive Voice 1: Revision

#### Revision

#### **Conversion from Active into Passive Voice.**

- 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 important for some reason.
- Use to be + past participle of the verb.
  - **e.g.** Detective Inspector Spencer solved this famous murder case. This famous murder case was solved by Detective Inspector Spencer.

#### **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 <u>have taught</u> 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 <u>had been shown</u> 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.

### **Important!**

- As the object of the active becomes the subject of the passive, a verb needs to be **transitive** to be used in the passive.
  - Captain Zeppos **raised** the orphaned child of the unlucky stowaway. The orphaned child of the unlucky stowaway **was raised** by Captain Zeppos.
- Intransitive verbs (verbs that do not take an object) are not used in the passive voice. The waters rose with the tide and the ship was able to sail (No passive form!)

Notes:
Practice Unit (7) Revision Exercises  Exercises.
(7.1) Change the sentences into Passive Voice. Write the agent with by only if necessary to complete the sense (Sometimes more than one answer is possible).
Example  The men had to make the ropes longer because they would not reach.  The ropes had to be made longer because they would not reach.
1. We can class tramps as deep-sea and short-sea tramps.
2. They clean the steel plates by shot blasting, and then coat them with primer paint.
3. When a ship is ready, we launch her into a dry dock which we flood with water.
4. The Chief Officer works out a maintenance programme for each day.

5. The tanker took on supplies at Cape Town.
6. You should use a scraper to remove scale and a chipping hammer to remove salt, dirt and oil.
7. Inefficient lubrication has probably caused frictional wear on the surface of the bearings.
8. If we had used proper lubricants, we'd have avoided such extended wear.
$\epsilon_{V_{r}}$
9. You have to enlarge the hole, before you fit in the bolt.
(7.2) Put into the Passive (question form). Write the agent only if necessary (2 cases only!):
Example Must all passengers attend this drill?
Must this drill be attended by all passengers?
1. Do the SMCP meet the requirements of the STCW?
2. Shouldn't vessels always quote their bearings?
3. Did they adjust the speed of the vessel to that of the pilot boat?
4. Has the engineer examined all machinery carefully?
5. Shouldn't you have inspected all piping connections?
6. Does the ship need pumps for the main engine and boilers?
7. Did you have to inspect all piping connections before you could find the leak?
8. Must you sharpen your pencil before doing chart work?

given:
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 an dusted according to the official Language 10/15 materia (Finainces)
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 damage caused to the ship is estimated at over a thousand pounds. (The surveyor)
5. Mariners are informed that lights for the use of aircraft are shown on charts. (GR Station)
6. The other engine had been adjusted to offer clean emissions. (They)
7. The tug was being made fast on [the] main deck on [the] starboard side. (The sailor)
8. The GDI engine is designed to provide superior power. (Mitsu Motors)
9. [The] forward spring is being held on. (The Cox)
(7.4) Put into the passive voice:
Example
Constant pressure can weaken a spring.
A spring can be weakened by constant pressure.
1. Bad loading caused instability and the ship heeled.
2. A ship is under way when she's not anchored, moored or made fast.
3. According to the log book thick fog caused the collision.
4. When they have repaired the ship, they will put her up for sale.

(7.3) Put into active voice. Use the agent given in parenthesis or find the appropriate one if it is not


5. As the ropes were wet we left them on the deck to dry.

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

## (7.5) Put the following *verbs* in the blanks of the bubbles in the right form of the passive voice; also use *by* and *in* wherever necessary:

compress, condense, drive, explode, look, make, operate, push out, get started, suck





## Verb forms: Passive Voice 2

### SPECIAL AND COMPLEX PASSIVE STRUCTURES

### I. INTRODUCTORY it/subject:

• We use the Passive voice for news and reports, especially when we need not mention the speaker. *Active Voice*:

Everyone believes that ship-owners are very rich.

Shipping people think that the end of super tankers has come.

In the late1900s seamen believed that the end of sailing ships had come.

#### Passive Voice:

### A. Structure with introductory it: it + passive verb + clause

• Some reporting verbs used in these structures are: believe, expect, report, say, suppose, think, etc.

It is believed that ship-owners are very rich.

It is thought that the end of super tankers has arrived.

In the late 1900s it was believed that the end of sailing ships had come.

It has been reported that that the oil market will soon be facing a crisis.

### B. Structure with subject of clause: subject + passive verb + to-infinitive

Ship-owners are believed to be very rich.\*

The end of super tankers is thought to have arrived.\*

In the late 19th century the end of the sailing ship was believed to have come.\*

The oil market has been reported to be facing a crisis soon.

### II. FUNCTIONAL APPLICATIONS:

### Impart regulations, make demands and requests etc.

• This can be done by using: Passive structure + infinitive

e.g.:

International regulations <u>require</u> all passengers <u>to be assembled</u> in a drill within 24 hours of the vessel leaving port.

All passengers are required to assemble in a drill within 24 hours of the vessel leaving port.

The University Authorities asked the candidates to fill in all the forms and sign them.

The candidates were asked to fill in all the forms and sign them.

The Committee of the Mariner's Club chose the "Aglaia" to lead the Regatta.

The "Aglaia" was chosen to lead the regatta.

<sup>\*</sup> Beware of the time aspect and the relevant verb forms!

### III. PREPOSITIONS IN THE PASSIVE VOICE

• Most verbs followed by a preposition or phrasal verbs in the Active Voice keep the preposition in the Passive Voice:

### e.g.:

The life boat returned as soon as they had picked **up** the survivor.

The life boat returned as soon as the survivor *had been picked up*.

### IV. MODAL VERBS IN THE PASSIVE (Past)

• The past of modal verbs is formed with *have* and the Passive Voice is formed with *have been*: must/need/ought to/ used to, etc. + have been + past participle

### e.g.:

They must have docked the vessel by now.

The vessel *must have been docked* by now.

They ought to have overhauled the engine long ago.

The engine ought to have been overhauled long ago.

They should have shown the passengers what to do in this emergency.

The passengers should have been shown what to do in this emergency.

### V. ACTIVE VERBS there is/are, need WITH PASSIVE MEANINGS:

• We can use an active or a passive infinitive after the subject there

There is still a lot of work (for me) to do. (= There is still a lot of work to be done)

• The verb **need** followed by **-ing** has a passive meaning

The pump needs oiling. (= The pump needs to be oiled)

### VI. AMUSING AND AMUSED

• The difference in usage of the participles can be very **confusing**, and students are often so **confused** that they use one for the other which results in **meaningless** or **amusing** structures.

The breakdown confused the engineer, so it was a confusing breakdown.  The engineer was confused by the breakdown.  He is a confused engineer.	<ul> <li>-ing has an active meaning. Its noun (breakdown) does something. Here, it has confused the engineer.</li> <li>-ed has a passive meaning. Its noun is done sth, ie. the engineer suffered sth, he was confused.</li> </ul>
The Bosun amused the crew. Therefore: <u>The crew</u> was <b>amused</b> (by the Bosun), i.e. they found the <u>Bosun</u> <b>amusing</b> .  An <b>amused</b> <u>crew</u> operates much better.	Here, the noun <b>Bosun</b> did the action. The noun <b>crew</b> received it.
The crew of the boat was frightened by the frightening story.  A frightened crew does not operate well.	The noun <b>story</b> did the action. The noun <b>crew</b> received it.

Some more examples:

She was an interesting girl, so everyone was interested in her.

Overhauling the pump was a tiring job, so the engineer got very tired.

The exhausted engineer went straight to bed.

## VII. PASSIVE VOICE with get + adjective/participle:

• Passive with <b>get</b> is often preferred in spoken English but is <u>avoided</u> in formal writing	The engineers set to work at once, and the pump <b>got fixed</b> in no time.
• Passive with <b>get + participle</b> adjective to means:	Don't get nervous! We'll fix this in a jiffy. The rescue
to become	team was two hours late and the old man got worried.
	Get busy at once! There's a serious problem in
	cylinder 1.
	The problem was urgent and serious so all the engine-room got involved in the repair.
• Sometimes get + past participle can have an	The Captain listened carefully, and then he got
active meaning.	dressed quickly and made for the bridge.
(-	Y
Notes:	
Notes:	
Practice Unit (8)	
Exercises.	
(8.1) Report the following in the passive voice (two v	ways):
Example	
The Company expect the new supertanker will make	a huge profit.
It is expected that the new supertanker wi	ill make a huge profit.
The new supertanker is expected to make	a huge profit.
1. They believe that the terrible collision happened in	thick fog.
2. One says that a ship is under way when she's neither	er anchored nor moored nor made fast.
3. People believed that the discovery of America was	the biggest maritime adventure.
4. Most people consider accidents in the Bermuda Tr	iangle have been unnatural.

5. Greek seamen reckon foreign seafarers are responsible for their unemployment.
6. Seamen know that a seafarer's work has many dangers.
7. People usually think that passengers can do anything they want on board during a cruise.
8. They say that young engine officers usually quit the sea when they become Chief Engineers.
(8.2a) Address the passengers etc. with a specific instruction: (Use the underlined verb)  Example  Safety regulations do not permit passengers to enter the following spaces.  Passengers are not permitted to enter the following spaces.  1. Ship regulations request that passengers do not remain on car decks when the ship is at sea.
2. The manual <u>instructs</u> the crew on how to act in the event of a fire alarm.
3. The red signs <u>direct</u> crew and passengers how to get to their destination.
4. The manual <u>advises</u> engineers not to attempt to deal with boiler problems themselves.
5. Weather forecasts <u>warn</u> mariners to avoid crossing the Bay in dangerous weather.
6. The Captain <u>requested</u> that all passengers read the notes and instructions concerning safety regulation carefully.

7. The Captain <u>urged</u> passengers to obey all regulations concerning the ship's routine.
(8.2b) Functional Applications: Impart Regulations. Address the passengers with a specific instruction (Use the underlined verb; do not include the words in italics):
1. International regulations <u>require</u> all passengers to be assembled in a drill within 24 hours of leaving port.
2. Sea regulations <u>order</u> the crew to close and secure hatch covers and report.
3. The voice over the loudspeakers <u>instructed</u> the passengers of deck No. 3 to follow the crew members who would escort them to their assembly stations.
4. Safety instructions do not permit passengers to go to [the] lifeboat stations.
5. The Captain <u>forbade</u> passengers to enter liferafts before the officers gave them the order to.
(8.3) Put in the Passive Voice. Remember the Preposition! Add the agent if necessary to complete the sense.
Example
The rating will heave on the forward breast line.  The forward breast line will be heaved on.
1. The steward promised that he would look after the children.
2. Good planning keeps operation costs down.
3. The shipyards will have to step up production to meet their orders.
4. After checking everything they switched on the engines.

(8.4) Put into the passive:
1. That container ship may have unloaded some cargo.
2. The crew could have prepared the fire drill much better.
3. In that case they would have warned the crew.
4. The Captain need not have jettisoned the cargo.
5. The look-out should have spotted the iceberg in time.
(8.5) Put into the Passive Voice:
1. Inefficient lubrication has probably caused frictional wear on the surface of the bearings.
2. Bad loading caused instability and the ship heeled.
3. As the ropes were wet we left them on the deck to dry.
4. The engine would not start because they had not switched on the fuel supply.
(8.6) Authentic maritime press/ manual texts. Put the verbs in the appropriate voice, and form:
1. Automating the issuance of cargo certificates is a significant step forward. It (enable) or customers (issue) certificates and (process) declarations in their office.
2. Traditionally, C.I. Policies (issue) as "open policies"; the shipper (issue) a import declaration, which (forward) to the insurer for (bill) purposes.
3. The system also (have) a comprehensive database for details, which (cases) by the insurer (develop) reports. (COMPUSHIP, Nov. 1999 p.10).
4. Referring to Fig. 45, it (see) that the governor spindle (drive) from the enging shaft. On the upper end of the governor spindle there (mount) a pair of two weights. Spring
(connect) the two weights, which (pull) towards the spindle when the governous (be) at rest.

5. Each governor weight	_ (locate) at one end of the	ne bell crank lev	er while the others
(bear on) a collar which			
spindle. (DIESEL ENGINES, J. N	N. Seale, pp 81-82).		
(8.7) Situational. Suggest complete completes the sense better:	ideas using the prompts in	1 the passive vo	ice. Add an agent if it
Example The ship was rusty all over and the example It should have been broken d	· ·	the time. (shou	ald, break down)
<ol> <li>I wonder if Captain Jerry will acce Companies (may, already, offer).</li> <li>He</li></ol>	EV	having interviev	vs with other Shipping employment
by a competing shipper.			
2. A terrible storm just scraped past	our vessel. The Captain cha	anged course. (r	must, notify)
He	of t	he weather fore	cast just in time by the
weather station.			
3. The coastguard speedboat is head	ing straight for us. What co	ould be the prob	lem? (might, forbid)
Fishing	in th	ne area for the w	veek. Remember that half
message we got in the morning?			
4. Sailing is forbidden in the area bet execute).	ween positions A and B an	d from 20.01.20	8 to 31.01.2080. (ought to,
Theretorped	o ordnance exercises	Th	ney announced it in the
papers last month, remember?			
	manal gar	<i>ZZ</i>	



## **Verb Forms: Passive Voice 3**

### Some Special Verbs in the Passive Voice

### I. The verbs hear, help, make, see:

They are followed by the **infinitive without to** in the active and by the **infinitive with to** in the passive voice.

The crew heard the Mate call the Master.

The Mate was heard to call the Master.

The Master helped the new Mate use and correct the charts.

The new Mate was helped to use and correct the charts.

The Port Authority made the Captain draft additional crew for the safe navigation of the tanker.

The Captain was made to draft additional crew for the safe navigation of the tanker.

The Coast Guard saw the small ship sneak out of the harbour despite the gale warning.

The small ship was seen to sneak out of the harbour despite the gale warning.

### II. Be supposed to

This is also followed by the full infinitive (with to) and can mean: have a duty to do, ought to do, or people think.

The officer of the watch is supposed to post lookouts.

Autopilots are supposed to provide the most accurate navigation.

#### III. The verb let

The verb **let** is replaced in the passive voice by **allow** or **permit**:

After giving him proper instructions the Mate let the Cadet operate the radar.

After being given proper instructions by the Mate the Cadet was allowed/permitted to operate the radar.

### IV. Ergative verbs.

These verbs need not be transformed into the passive. They function as both **transitive** and **intransitive** verbs. Do not forget to change the subject!

active mood	passive mood
The Mate looked for a cold coke in the box but the	He looked for an ice-cube in the jar but the ice had all
sun had melted all the ice.	melted in the sun.
The Captain reversed the ship.	The ship reversed and then gradually picked up speed.
The pressures of the waves cracked the ship's hull.	The ship's hull cracked in the terrible storm. These
This firm sells a lot of those dories.	dories sell like hot cakes.
They <b>photographed Mary</b> for the cruise brochure of	Stewardess Naomi photographs so well that they put
the "Loveboat".	her on the brochure cover.
The violent push stretched the elastic in the rope and	The elastic in the rope stretched and the boat
the boat bounced.	bounced back.

**NB.** Ergative verbs refer to **processes**, **movement** and **change**.

### V. Verbs not used in the passive.

• Besides the rough and ready rule of transitive verbs being used in the passive while intransitive verbs are not, there are verbs, often **stative** ones, that are not normally used in the passive (**fit, have, lack, resemble, suit**) and some prepositional verbs like **agree with, walk into**) and others that are used in the passive, even though this might sound unnatural to the student of English (e.g. **sleep**).

This cap doesn't fit the Captain.

NOT: The Captain isn't fitted by this cap.

The Delta Shipping has 20 container ships.

NOT: 20 container ships are had by ...... Shipping.

This engine lacks speed performance.

*NOT:* Speed performance is lacked by this engine.

Model BCW 1k resembles model BCW 2k.

NOT: Model BCW 2k is resembled by model BCW 1k.

All the crew agreed with the Mate.

NOT: The Mate was agreed with by all the crew.

The Third Engineer walked into the engine room to take over his watch.

*NOT: The engine room was walked into by the Third Engineer.* 

### BUT:

"This cabin has not been slept in," said the steward

### VI. Agent (by and with).

• Statistically only 20 percent of the passive clauses mention the agent, but when they do, it is introduced with by. We use with when we refer to an instrument that the agent uses to do an action.

The Mate made a note of the damage that was caused by the storm.

All the officers were summoned by the Master.

The Master was shocked by the attitude of the Mate.

The cover was unscrewed (by the Engineer) with a spanner.

The relevant entry in the log was made (by the Mate) with a red pen.

• Other prepositions (of, about, with, in etc) can be used with the past participles of some stative verbs some of which are often used as adjectives.

At first the Cadets were frightened of the huge waves but they soon got used to them.

Notes:	
Practice Unit (9)	
Exercises.	
(9.1) Match the sentences to the corresponding use of	f passive voice:
(a)	
<ol> <li>I've been told that this is the largest tanker in the world.</li> <li>After 10 years of perfect service, Master Lallis was awarded the best navigator award of the ABC Shipping Co.</li> </ol>	<ul><li>a. The agent is easily understood. The rest of the information is more important.</li><li>b. The speaker doesn't remember who told him.</li><li>c. To avoid mentioning the vague subject 'people'.</li><li>d. To avoid a change of subject so as to keep the</li></ul>
3 The new prices in the coastal fares <b>are expected</b> to result in fewer tourists visiting the Aegean islands.	style smooth and elegant. e. The person offering the news does not want to draw attention to himself for the unpleasant
4 It is believed that he will make an excellent Master.	consequences.
5 The Mate boarded his new ship at nine o' clock,	
and was told to see the Master immediately.	
(b)	
(b)	

- 1. \_\_ The distressed ship has just been located.
- 2. \_\_ The tankers of Delta Shipping Co. were bought by Hellas Shipping S.A. in a tough bid.
- 3. \_\_ Instructions on board a ship **should not be violated** in any way.
- 4. The unguarded ship was looted by pirates.
- 5. \_\_ When I got to the little cove, I discovered that my beautiful boat **had been sunk**.
- a. When we give instructions we do not usually use 'one' or 'you'.
- b. The agent, who is mentioned, is not obvious or unknown but we want to stress the thing affected.
- c. The agent is not mentioned and we have no clue who the agent was.
- d. The agent is as important as the subject but we may also want to emphasize what happened in a particular way.
- e. The agent, who is not mentioned, is probably known but we are more interested in the achievement.

## (9.2) Put the following in the passive. Remember the special verbs:

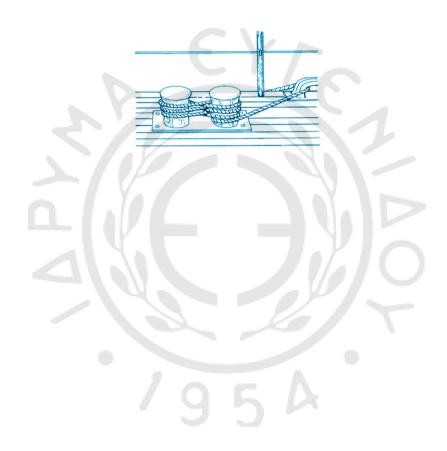
Example
---------

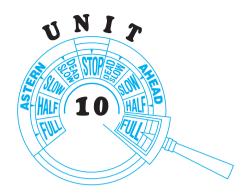
Under the circumstances they let them proceed without assistance.

Under the circumstances they were allowed	
1. We heard the Captain order the helmsman to chan	ge course at once.
2. They saw the Bosun rig the pilot ladder as quickly a	as he could.
3. We helped them recover their fishing gear.	
4. The Bosun made the deckhands work very hard and	d the ship was soon ready to sail.
5. Finally, they let the vessel anchor in the disputed po-	osition.
(9.3) Put the verbs in parenthesis in the appropriate	e form of the passive. Use be, get, be supposed to also:
Example "The Bosun (marry) got married during his leave." "Really, (marry) wasn't he supposed to be made" "I thought you knew; he (divorce) has been divorce been separated for two years. It's a long sad story."	rried already?"  red for a year now, and before that he (separate) had
1. "Where is the Bosun? He (meet)	me on the bridge."
"I think he (catch up)	_ in some trouble over stowing arrangements."
2. "In the army he behaved irresponsibly and (send) _	to a border unit."
	" "Heave up [the] anchor; you (not, anchor)
4. "Why (be, imprison)	?" "Well, he (involve) in a
robbery."	<u> </u>
5. I kept looking at it but the vessel (soon, lose)	in the fog.
(9.4) Put the verbs in the appropriate form. Remember while others have a passive mood themselves and new both transitive and/or intransitive.  Example  The Captain ordered, "Full speed astern," on the eng	eed not be modified with be. Finally, some verbs are
	and all deckhands (appear)
on deck.	

2. Most passengers liked (photograph)	with Stewardess Irene because she
(photograph)	well.
3. The boat (reverse)	alongside the wharf and the passengers (get, transfer)
immedia	ately.
4. The passenger by the pool (open)	his eyes and reached for his drink
but the ice (melt)	in the sun and now it was undrinkable.
5. What a clever idea! All the t-shirts with the bo	oat bearing the Greek flag on the front that (sell)
by the fashion shop	on deck No. 3 (sell)like
hot cakes.	
6. The elastic strap (stretch)	and (sit) on
the groove. The revolution of the wheel further	(stretch) the strap but
the material absorbed the stress very well.	
7. The generator (damage)	by wrong handling but the pump (break
down)b	ecause of natural tear and wear.
8. Everyone thought that the Master (lack)	tact but he (handle)
10/1/2	he problem of the young lady so delicately that we (leave)
speechless	
9. I tell you this (may, resemble)	a lifebuoy but it is not. It's a mine.
	(send) a signal to the
coast guard.	
	y introduces the agent, with is followed by what is/was
used (by the agent). You will also need other pr	epositions like about, at, from, in, of:
Example  The state of the state	1-6 11 -11 11 11 1
The pedestrian was killed <u>by</u> a falling tile. (= a ti The victim was killed <u>with</u> a heavy tile. (= the mu	
	g Co. was so expensive and sophisticated that candidate
Masters were interviewed three l	
2. Please follow [the] instructions given	
	being given such a responsible task at the
beginning of his first voyage.	
4. At the beginning of the voyage the Cadet got s	so annoyed the noise of the engine that he
could not go to sleep.	
5. The Bosun was very surprised th	e attitude of the Indian AB; he had never come up against
that way of thinking.	
6. On entering the workshop, the electrician four	nd it was filled smoke. When the smoke
cleared he found a passenger dead – shot	a riffle.

7. As the ship was sailing off the coast, the passengers co	ould see the beautiful high mou	intains covered
snow.		
8. The order to enter [the] lifeboats will be given	the bridge or	the officers
9. Finally, the leak had to be stopped temporarily	some insulating mat	terial.





## **Participles**

### 1. Forms

Present Participle:	navigating
Perfect Participle:	having navigated
Past Participle:	navigated

### 2. Usage

### As Connectors

Present & Perfect	<b>Participles</b>	(in place of activ	e
verbs)			

- The act described by the participle happens at the same time, right after or is the result of the act described by the verb.
- This is used to describe that the act of the perfect participle was completed before the act described by the verb.

### Past Participles (in place of passive verbs)

• This is used to reduce the sentence by one clause.

- The Bosun felt exhausted. He went to lie down. Feeling exhausted the Bosun went to lie down.
- The Master had visited the harbour before. He didn't want to go out.

Having visited the harbour before, the Master didn't want to go out.

The Bosun was annoyed by the mistakes of the ABs and told them off.

• Annoyed by the mistakes of the ABs, the Bosun told them off.

### As auxiliaries

### Present Participle

• To form the continuous tenses

### Past Participles

- To form perfect tenses
- To form passive voice

### • He's repairing generator No. 2.

- The engineer has finished his watch.
- The pump has been repaired.
- By 6.00, he had fixed the problem.

### As adjectives

### • Present Participles

They are active participles and describe the quality of the noun that follows by answering the question: *What was it like?* 

• Past Participles

They are passive participles and tell us how the subject feels, that is, they answer the question: *How did he feel?* 

• *Adj | Adv + Participle* 

You can put an adjective or an adverb in front of the participles to form a compound adjective.

• False Participles

They are not real participles. They are formed: Adjective + noun + ed and they are used as adjectives.

- What was the job on your last ship like?It was very rewarding.
- Did you have a good time at the Captain's party? How did you feel? I felt/was greatly entertained.
- a well-built ship
- a badly-designed hold
- •a stream-lined boat
- a blond-haired Stewardess
- a straight-faced deck boy
- a hard-headed Master

### **After certain verbs**

- be busy, catch, find, leave, spend, waste to describe activities
- *come* and *go* (to refer to leisure activities usually in the open)
- Sense verbs: feel, hear, see, smell, watch (to show an action in progress)

- The stowaway was caught hiding in the lifeboat.
- He looked for the ABs but they were busy renailing the bales.
- During their holidays the Master and his family **go fishing** and **skiing**.
- At the harbour the passengers went shopping and sight seeing.
- They heard the engine groaning.
- He saw smoke coming from the engine room and ran down to see what was happening.

### In place of clauses

Relative Clauses
 He is a seaman who looks tough.
 He is a tough-looking seaman.
 As he made too many mistakes the Mate decided not to assign him any more serious tasks.
 Having made too many mistakes, he was not assigned any more serious tasks (by the Mate).
 Clauses of Time
 When he checked the lifeboats, he discovered that none was properly supplied.
 (On/upon) checking the lifeboats, he discovered that none was properly supplied...

Notes:				
			•••••	 
				•••••
•••••	•••••	•••••	•••••	 •••••

### **Practice Unit (10)**

### **Exercises.**

### (10.1) Underline and identify the participle form:

### **Example**

The crew could hear the engine of the vessel *groaning*.

### Present Participle - Active

1.	The Mate asked the beautiful young passenger swimming in the pool if she would like some refreshment
2.	Frightened by the Captain's stories, she locked he cabin door.
3.	Having finished his watch, the second Engineer went to have a bath and relax.

### (10.2) Underline the suitable participle:

### **Examples**

The Master ordered the Steward to assist the *injured*/injuring passengers.

The next trained/training session is on Wednesday.

- 1. Search for *missed/missing* passengers and report.
- 2. Take [the] recovered/recovering passengers to the infirmary at once.
- 3. Coast radio stations must be informed of remained/remaining crew members.
- 4. Hold on to the ropes or to your seat when launched/launching.
- 5. The little passenger was frightened/frightening and his mother had a distressed/distressing attitude.
- 6. Inform [the] coast radio station about [the] number of launched/launching liferafts and report.
- 7. Number 8 liferaft container is damaged/damaging.
- 8. After his wife's death the Captain has been feeling *depressed/depressing*.
- 9. The Committee will notify all *concerned/concerning* within a month.

### (10.3) Complete with a present or past participle of the verb in brackets.

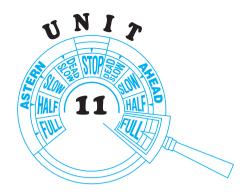
### **Examples**

Are you *interested* in working on a tanker? (interest)

The old lady found the Captain's anecdotes rather *embarrassing*. (embarrass)

1. The Captain's company were		by his stories. (amus	se)
2. The sound of the drill was very		(annoy)	
3. The passenger was very annoyed at the		dish. (disg	gust)
4. Are you	_ with the book? Yes it's very		(satisfy, excite)
5. The Mate thought the work on the	ferry was	and	(tire, bore)
6. The Cadet thought the music the ba		(depress).	

7. The Mate was	by the orders the Captain had given him. (shock)
8. The Captain always has	stories to tell his friends.(amaze)
9. The Bosun told an	Captain that the Mate didn't know what he was doing
(astonish)	
(10.4) Write one sentence as in the exa	umple (use who, when, as, on):
Example	
A ship went down in the Libyan Sea yes	
	on in the Libyan Sea yesterday.
The Captain entered the bridge. He say When he entered the bridge he	
when he entered the bridge he	saw u was empty.
1. Submarines are operating in the exer	rcise. They are attending surface vessels.
2/	
2. I am sailing. I am trimmed by the hea	ad.
3. I am under way. I am carrying dange	rous goods.
4. There is a dangerous wreck. It is loca	ited in position
5. The AB told lies. The Bosun punishe	ed him.
6. They crossed the Channel. They four	nd a lot of traffic.
7. The Engineer found the right spare p	part. He set down to repair the pump.
8. The deckhands are busy. They are ch	nipping all the rusty areas.
9. The Master was annoyed with the Ma	ate. He decided to have a word with him.



## Gerunds

### 1. Forms of gerunds

Tense	2S	Active	Passive
Prese	ent	loading	being loaded
Perfe	ect	having loaded	having been loaded

## 2. Meaning of the tenses

• Present gerund	The Bosun just loves performing roll calls.
It expresses the present or the future.	The AB admits joining the other lifeboat.
• Perfect gerund	The Mate confirmed having attended the distribution
It expresses an action that happened before the	of provisions.
action of the verb.	The AB admitted having joined the other lifeboat.

### 3. Using -ing form

As it has the function of a **noun**, the gerund can be used as a **subject/object**:

Steering a ship takes concentration and patience!

The Captain likes sailing in his free time when he is at home.

### As an object:

<ul> <li>After a number of verbs</li> <li>See appendix 5 for a list of such verbs.</li> <li>After phrasal verbs &amp; prepositions</li> <li>object to, insist on, without, with etc.</li> <li>After verbs of like and dislike,</li> <li>when we speak generally.</li> </ul>	The deckhands admitted having stolen/stealing the Cadet's money. The surveyor objected to the ship sailing without completing the repairs first. The Cadet hates scrubbing the decks.
• After the impersonal expressions it's (not) worth, it's no good/use. It's a waste of time/money	It's no use asking questions, you have to read and memorise the regulations.  It's a waste of time fishing here.

• After the expressions:  There is no point in I can't help / resist / stand / bear I feel like • Be used to/ used to be used to (phrasal verb) + ing BUT: Used to + infinitive	There's no point in rigging a ladder, there's no pilot coming.  The Mate couldn't help laughing at the Bosun's jokes.  He didn't mind the dog watch; he was used to working such hours.  I used to play football at school; now I can only watch.
4. Subject of Gerund  a. If it is the same as that of the main verb it is omittee The group of young passengers went swimming in the pool.  b. If it is different from that of the main verb it is men The Mate objected to him calling for a pilot (personal pronoun in the accusative – informal)  The Mate suggested our checking the cargo carefully after (possessive adjective – formal, and more correct)	ool. ationed.
Notes:	
Practice Unit (11)  Exercises.	
(11.1) Identify the -ing forms:  Example  The deckhand's job involves scrubbing the decks, amo  Present - Aetive	ng other things.
The Captain admitted <u>having drunk</u> too much at the  2. The passengers enjoyed <u>dancing</u> with the ship's ban	
3. The Bosun denied <i>having been spoken</i> to disrespect:	fully by the AB.
4. The Cadet resented <u>being addressed</u> to as deck boy.	

## (11.2) Both -ing and infinitive forms are possible. Decide which form is appropriate - depending on the meaning - in each case:

### **Example**

The Bosun doesn't allow the ABs to smoke /smoking in the store room.

The Bosun doesn't allow to *smoke* /smoking in the store room.

- 1. Did you remember to book/booking our passage on the "King Thesseus"?
- 2. Do you remember to book/booking our seats? They don't seem to have a reservation at the agency.
- 3. After checking the life jackets the Bosun went on to check/checking the lifeboats.
- 4. The Mate spoke to the Bosun but the man just went on to rig/rigging the boat.
- 5. The Captain means to retire/retiring next year.
- 6. Retiring means to stay/staying at home looking after the garden. Do you think the Captain can survive that?
- 7. The G.O. tried to transmit/transmitting the information but the message was not received.
- 8. As the equipment did not respond the G.O. tried to transmit/transmitting the message on the old wireless which worked perfectly

## (11.3) Both forms (-ing and infinitive) may be possible. Decide which is appropriate – depending on the meaning – in each case:

### **Example**

The Bosun heard the Captain to shout/shouting angrily at the deckhands.

The Bosun heard the Captain shouting urgently, «Stop engines."

- 1. The crew needs to work/working really hard this week.
- 2. The upper deck really needs to scrub/scrubbing.
- 3. The G.O. was really sorry to bring/bringing such bad news.
- 4. The Captain was really sorry about to make/making the crew work so hard on Christmas Day.
- 5. The Bosun likes to watch/watching a film before going to bed.
- 6. The Bosun likes to watch/watching TV.
- 7. Don't tell me you have forgotten to secure/securing the hatches!
- 8. The Mate will never forget to meet/meeting the Prime Minister. It must have been the experience of his life.

## (11.4) Both -ing and infinitive forms may be possible. Decide which form is appropriate - depending on the meaning - in each case:

### **Example**

I'm afraid I didn't stop <u>to think</u>/thinking of the consequences.

I have never stopped to think/thinking of the consequences ever since.

- 1. The Master dreads *to think/thinking* what would have happened if the passengers hadn't followed instructions.
- 2. The Master dreads to navigate/navigating in this channel.
- 3. I propose to prepare/preparing a training plan for occupational safety.
- 4. I propose to inform/informing coast radio stations in vicinity.
- 5. They want to instruct/instructing the passengers on occupational safety.
- 6. The passengers want to instruct/instructing on occupational safety.
- 7. The Captain regrets to announce/announcing a change of course.
- 8. The passenger regrets to *ignore/ignoring* that notice now.



## Infinitives

### **Infinitives**

### 1. Forms of the infinitive

<b>Indicative Tenses</b>	Infinitive Tenses	Active Voice	Passive Voice
Simple Present, Simple Future	Present	(not) to load	(not) to be loaded
Present Continuous, Future Continuous	Present Continuous	(not) to be loading	_
Simple Past, Present Perfect, Past Perfect, Future Perfect	Perfect	(not) to have loaded	(not) to have been loaded
Past Continuous, Present Perfect Cont., Past Perfect Cont., Future Perfect Cont.	Perfect Continuous	(not) to have been loading	_

### 2. Types of infinitive

The stowaway hoped to avoid being discovered in his hideaway. (Full infinitive)

Our Bosun makes ABs work very hard indeed. (Verb word – without to)

The Cox wanted to help but he didn't know how to. (Short infinitive – without verb)

### 3. Use of the Infinitive

### a. FULL INFINITIVE (with to)

### • Verb + Infinitive

They sailed at once but **failed to rescue** the shipwrecked because they arrived too late.

**NB!** For a list of verbs followed directly by the infinitive see Appendix 3.

### • Verb + Pronoun/noun + infinitive

The Chief Engineer reminded the Engineer of the watch to inspect the suspicious valve and report.

**N.B.!** For a list of verbs followed directly by the infinitive see Appendix 4

### • Adjective + infinitive

The Chief Engineer was sad to say that the generator was beyond repair.

### • Special Adjectives too, enough

The tanker was too big to pass through the Corinth Canal

The tanker was not big enough to carry all that oil.

### • Impersonal it + adjective + infinitive

It was clever of the Engineer to fix the spare generator. It came in handy in that emergency.

### • Question Words + infinitive

The stowaway sneaked onto the ship and soon disappeared. He knew where to hide.

### • Personal Passive

He is thought to be the most skilful helmsman in the Aegean.

### • At the beginning of a sentence

To steer a course is not easy. You need to study and to practice a lot.

### **b.** VERB WORD (without to)

• After the verbs: feel, hear, see, let, make, watch in the active voice.

The old helmsman watched the Cadet steer the ship for the first time.

The Greek AB went to sleep and let the others scrub the deck.

**N.B.!** When in the passive, the above verbs are followed by full infinitive (with to)

The Cadets were made to watch the drill and take notes.

### • After the phrases: had better, would rather

Passengers had better attend the fire drills though they would rather lie by the swimming-pool.

• After Modal Verbs: shall, should, will, would, can, could, may, might, must etc.

You should tell the Captain at once.

NB! Modals need, dare are followed by full infinitive when used as main verbs.

They needed to get one but they didn't dare (to) ask the Captain.

Need you go? Yes, but I dare not approach the place.

• Verb *help* can be followed either by *full infinitive* or by *verb word*.

The Cox helped the AB launch/to launch the lifeboat.

• If there is more than one infinitive only the first one takes to.

The Captain wanted the Engineers to gather, inspect the engine and decide what had to be done.

• Conjunctions and, but, except, are followed by verb word.

He was scheduled to be the Engineer of the watch that afternoon but not (to) do double shift.

### c. TO (without verb word)

### • This form is used to avoid repetition.

They knew they had to hide the ship but they didn't know how to.

### 3. Additional Uses

### • Present Continuous

Usually after must be, can be, may be, appear to, seem to be etc. for sth happening now.

Look! He can't be lowering the boat he must be rigging the ladder. ( = logical conclusion)

#### • Perfect

a. To say that the action of the infinitive happened before that of the main verb.

They appear to have survived the horrible storm.

b. To express logical conclusion in the past.

It can't have been a passenger it must have been a member of the crew. He was wearing a uniform.

c. To say an action was **not** necessary (with **needn't**)

They needn't have overhauled the generator. The problem was with the pump.

d. With a modal to express obligation, wish, criticism, unrealized plans, possibilities.

You should have told the Captain as soon as you heard the gale warning.

### • Perfect Continuous

Usually after the modals and verbs like appear, believe, know, say, seem, to show how long.

Your stowaway is believed to have been hiding on the ship for two weeks, but I would have found him by now.

### 4. The Subject of the Infinitive

### • We omit it if it is the same as that of the verb.

The Omega Shipping Co. decided to order the new OBO to the Japanese Shipyards. (The infinitive is the object of the verb!)

• We have to mention it if it is different from that of the verb.

The Chief Engineer had to ask the Second Engineer to do a double shift.

(The Second Engineer is the subject of the infinitive and object of the verb!)

• If the subject of the infinitive is not the object of the verb, put for in front!

It was very important for the Captain to reach port before 08.00. A lot was at stake.

### 5. The infinitive expresses:

#### purpose

The Captain called an officers' meeting to explain the future schedule of the ship.

consequences

They drove to the harbour as fast as they could (only) to discover that the ship had sailed.

### **6.** Be + infinitive expresses:

### • Future arrangement

The shipyards say we are to sail again next week.

They are to cross that mystery sea again.

### • Arrangement in the future of the past, destiny

Unfortunately, they were to see the pirate ship soon again.

### Commands

All crew are to wear their uniforms at all times.

Notes:				
•••••	•••••	•••••	•••••	•••••
•••••				
•••••				

## **Practice Unit (12)** Exercises. (12.1) Identify the infinitive form: **Example** He wanted to check the bow door. Simple Present - Active Voice 1. He appeared to have secured the hatch covers. 2. The vessel appeared to have been abandoned. 3. The vessel seemed to be ignoring our signals. 4. The Port Master expected to be notified immediately. 5. They pretended to have been disposing the sludge into the sludge tank. 6. The Master decided to report the sighting to the Coast Station. (12.2) Write sentences using the prompts adding anything necessary (including punctuation) as in the example: **Example** Bosun / glad / lash / secure / all cars / report / on time The Bosun was glad to lash and secure all the ears and report on time. 1. unfortunately / Captain too angry / think clearly 2. let / give / deckhands / incentive / scrub the deck / thoroughly 3. fill / forepeak / decrease / stern trim

6. Chief Engineer / forbid / men / pump out / ballast / ballast dirty

4. check / vessel / only / discover / hatches / not / secured

5. new ABs / not know / how / lower / secure/ derricks

7. Don't forget! (Captain's orders) be to/close / secure / bow ramp / report
8. new AB / claim / know / how / plug / scuppers
9. When the apprentice boarded the ship he thought it would be very difficult, but / it / be / be / most intersting / experience / his life
(12.3) Write sentences using the prompts adding anything necessary (including punctuation) as in the example:
Example
They do / nothing / but / check / seaworthiness / merchant vessels
They do <u>nothing (else)</u> <u>but eheek</u> the seaworthiness of merchant vessels.
1. wonderful / ABs / do / every thing / but / cook / exotic dishes
2. system/ will / discharge / sludge / automatically / when necessary
3. This is a difficult night. Had better / double / watches / just in case.
4. They / see / strange light / cross / sky / incredible /speed. Could / be / UFO?
1051
5. you / should / check / seaworthiness / holds / report
6. the co-ordinator / let / us / rescue / women / first / make / us / go back / for the men immediately afterwards.
7. we would rather / stand by / rescue team/ report / continue / voyage
8. we / must / contact / rescue vessels / immediately – this is very important

\_\_\_\_\_

 $9.\ I\,/\,not\,/\,think\,/\,can\ wait.\ I\,/\,would\ sooner\,/\,transmit\,/\,information\,/\,at\ once\,/\,wait\,/\,authorization.$ 





# Problem Areas of Infinitives and —ing forms

### 1. Verbs followed by full infinitive and/or that + clause

Those verbs can be used either with an infinitive or a that-clause. Sometimes they may change their meaning then.

agree	plan	• The Mate agreed that he had made a mistake. (=admitted it)
(=admit)	pretend	The Mate agreed to help. (=said he would help)
appear	promise	• It happened that the famous yacht had anchored there two days
arrange	resolve	before.
demand	seem	The famous yacht happened to have anchored there two days before.
expect	swear	(same meaning as above)
happen	threaten	• The Captain <b>promised that</b> he would do it.
hope	vow	The Captain <b>promised to</b> do it. (same meaning)
learn	wish	• It seems that we will have to sign on one or two extra ABs.

### 2. Verbs followed by a gerund or by a that + clause

Those verbs can be followed either by a gerund or a that-clause.

appreciate	mention	• The AB denied that he had helped the stowaway (to) hide in the
deny	resent	hold.
fancy	suggest	The AB denied helping the stowaway (to) hide in the hold.
		• The Captain mentioned that a new Mate was expected.

### 3. Verbs followed by an infinitive + object + to or by a that + clause

advise	teach	• The Captain <b>ordered that</b> the party preparations should be ready in
order	tell	an hour.
persuade	warn	The Captain <b>ordered</b> the party preparations <b>to be</b> ready in an hour.
		• The Bosun told the ABs that he would inspect the ship in two hours.

### 4. Verbs followed by a gerund or an infinitive without a difference in meaning

• Verbs meaning <b>end</b> or <b>begin</b> and a few others:	Deckhands <b>started srubbing/to scrub</b> the upper deck.
begin, cease, continue, help, intend, start etc.	The ship was at sea but they continued to chip/
	chipping.

• Verbs advise, allow, forbid, permit, recommend take an infinitive if followed by a person object but by gerund if they are not followed by a person.	The Captain advised the rescue team to act firmly but carefully. The Captain advised cautious acting. The First Engineer forbids smoking in the workshop. He does not allow them to smoke in the engine room either.
• Verbs <b>need</b> , <b>require</b> , <b>want</b> are followed either by a gerund or by passive infinitive.	The pump needs repairing   to be repaired.  Main engine No. 2 wants overhauling   to be overhauled.

## 5. Verbs followed by a gerund or an infinitive with a difference in meaning.

Followed by infinitive	Followed by gerund
• forget: not remember to do The AB forgot to switch off the lights in hold No. 6.	forget: not recall that The Captain never forgets going on board for the first time.
• Go on: then he started a new action After he had explained about the valve he went on to describe the operation of the generator.	• Go on: continued doing the same thing The deckhands were chipping rust when the Bosun talked to them and they went on chipping.
• like: what is right, just, good The Chief Engineer likes to keep his workshop neat and tidy. • Don't like: I think it's wrong to He doesn't like to drive his men hard. • would like: I want (always followed by a full infinitive) I would like to have first class passage	• like: enjoy The Captain likes buying beautiful things for the house and his family. But: He doesn't like working on dog-watches
• mean: have the intention The Mate did speak angrily to the Stewardess but he didn't mean to offend her.	• mean: involve, entail The surveyor's recommendations mean at least a month's docking and a lot of money. Isn't there another way?
• prefer: specific preference The Captain prefers to have breakfast in his cabin this morning. (now) Also: The Captain would prefer to have breakfast in his cabin this morning. (now)	• prefer: general preference The Captain prefers having breakfast in his cabin. (generally)
• regret: (formal, we are sorry to) We regret to inform you that you have failed in your A Class Master's test	• regret: (wish something had not been said/done) A few days after the Master regretted signing on the foreign Mate.
• remember: don't forget.  I am making a list of the spare parts we need.  Remember to ask for some spark plugs.	• remember: recall the scene.  Do you remember performing roll call the day before yesterday? Yes, I am sure I did. The Bosun was there, too.

• stop: stop one activity to start another	• stop: finish, stop, give up an activity.	
(usually temporarily).	There must be something the matter with the Master.	
The engineer who was working on the lathe <b>stopped to</b>	You see, after seeing the doctor he stopped smoking	
have a cup of coffee	completely.	
• try: make an effort, attempt.	• try: test, experiment	
The Engineer tried to fix the pump so that they could	The engine would not start so the engineer tried	
reach the nearest port.	pressing the emergency switch.	

### 6. Certain phrases of the types: be + adj + inf. / be + adj. + preposition + -ing

• be afraid to: hesitate, fear	• be afraid of: worry about (lest)
The novice AB is afraid to go below. He thinks there	The Mate won't embark again. He is afraid of having
is ghost down there!	another accident.
• be afraid that: introduces fear, apology, refusal,	
bad news.	
He's afraid that he might be caught.	
I'm afraid I can't come with you tonight.	
I'm afraid (that) the passenger is dead.	
• be ashamed to: to do	• be ashamed of: to have done
The AB was ashamed to tell the truth.	The Mate was ashamed of committing such a bad
	mistake.

Notes:	10%		# 10/a	10	
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### Practice Unit (13)

### **Exercises.**

### (13.1) Underline the choice that best completes the sentence:

- 1. I don't like to disturb/disturbing seamen during their watch.
- 2. I spoke to him but he went on to chip/chipping without even looking at me.
- 3. The situation meant to cross/crossing the port without a pilot!
- 4. The Bosun went ashore to go shopping, but he forgot to take/taking any money with him.
- 5. The Chief Engineer prefers to make/making the serious repairs himself.
- 6. I invited the Captain to join/joining us for one more drink but he preferred to go/going bed.
- 7. The Engineer checked everything and then went on to fix/fixing the pump.
- 8. Sorry, I meant to explain/explaining everything but forgot.
- 9. She likes to travel/travelling first class, especially on boats.

### (13.2) Choose the right form to complete the sentence:

- 1. At 10.00, the deckhands who were scrubbing the deck stopped to have/having some tea.
- 2. The Bosun tried to warn/warning the AB, but it was too late.
- 3. The old Cox loved to tell/telling long fascinating stories.
- 4. The Steward hated to listen/listening to passengers' complaints.
- 5. The door of the cabin wouldn't open so he decided to try to force/forcing it open.
- 6. The Engineer was fixing the pump but he stopped to speak/speaking to the Captain.
- 7. The Mate was driving to the nearest town when he stopped to check/checking the oil.
- 8. The Engineer always forgets taking/to take his cigarettes with him.
- 9. The Bosun advised us not to go/going shopping in this particular port.

(13.3) Complete the sentences for each situation: **Examples** "What shall we do?" "Well, we could install a new pump." The engineer suggested installing a new pump. "Shall we get married on board?" "Yes, let's." The Mate and the passenger decided to get married on board. 1. "Do you want to prepare the rescue drill?" "No, not really." He didn't fancy 2. "You were sleeping in your watch." "Yes, it's true, sorry." The Engineer admitted 3. "There's a terrible storm coming; why don't we change course?" "Good idea!" The Mate suggested 4. "Can I carry your suitcase?" "Thank you very much." The deckhand offered 5. "You forgot to service the generator on time." "No, I didn't." The engineer denied 6. "Can you wait a while for the Second Mate to relieve you?" "Sure, no problem." The Mate didn't mind \_\_\_\_\_

7. "Help me with relashing. There's too much to be done." "OK."

The Deck Boy agreed

8. "Don't tell the Captain I forgot. I'll rig the lifeboat right away." "I won't, I promise."

The Bosun promised

9. "Who were you talking to outside the bar? I didn't like his face." "I'm not going to tell you."

The AB refused

## (13.4) Make sentences for each situation:

Exar	nni	le

George works in	the cruise ship	"King Leonidas"	. It's nice	. He likes	it.
(George/like/wo	rk) <i>George L</i>	ikes working	on the	"King	Leonidas."

1. The Cadet always carries his camera but takes photographs only occasion (Cadet/ like/ take)	nally when it is worth the trouble.
2. Captain Focas is a very cautious officer. He does not take many risks.  (Captain Focas/ hate)	
3. Whenever the Captain is at home on a vacation he goes for long walks.  (Captain/ enjoy/ walks)	
4. It's a pity we didn't approach the island of Kea. (I would/ like /visit)	What a pity we didn't.
5. Keep listening to the weather forecast and talk to the radio station! I d  (like/ know/ things/ advance)	on't like surprises.
(13.5) Put the verbs in parenthesis in the right form (-ing or infinitive):	
Example The Deck Boy is afraid <u>to go</u> below. (go)	
1. The Engineer won't sign on that ship again. He's afraid of the engine in the middle of the ocean. (break d	own).
	the truth. (tell)
3. As a child the Cadet hated	to bed early. (go)
4. The Captain does not allow	on the bridge. (smoke)
5. The Mate advised the Cadet	
6. The Master gave the order and the crew ceased	(fire)
7. The Chief Engineer does not allow his men or	during their watch. (eat, drink)



# Causative have/get, other uses of have.

### Introduction

• When you arrange for someone else to do something for you, you can use *have* or *get*.

## FORMATION 1: 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.

• 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 voyage?

• Causative get has the same meaning as have but it is informal.

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

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

### FORMATION 2: have + sb + do something get + sb + to do something

e.g.

We had the Elefsina Shipyards paint the ship.

**Did** the Master have the Mate prepare a fire drill for that afternoon?

The Bosun didn't have the ABs check the bales. He did it himself.

but

At the assembly stations **get** the passengers **to put on** their lifejackets.

**Did you get** the G.O. to contact other cost stations, too?

Get the crew to go to the lifeboat stations by your command.

### Other uses and formations of have

• Causative have may be used to mean to experience sth (usually unpleasant).

The Bosun had/got his money stolen.

(this doesn't mean that the Bosun asked sb to rob him!)

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

I won't have you go/going ashore every evening.  I'll have you know that your mates did all the scrubbing themselves.
• Meaning (informally) predict: have + object + verb word
Stop fooling around and do the job or you'll have the Bosun grumbling no end.
• Meaning manage to do: have + object + ing form
The new Mate had a reputation for being difficult but our Captain had him eating from his hand in a matter
of days.
Notes:
Practice Unit (14)
Exercises.
(14.1) Rewrite using the causative have/get (Formations 1 & 2):
Example  A breakdown? Unbelievable! The company took this ship to the shipyards and asked them to overhaul the
engines only last month.
Unbelievable! The company had the engines overhauled only last month.
1. The Mate asked Bosun to rig the lifeboats for the drill.
1. The Wate asked Bosuli to fig the incooats for the drift.
2. The Bosun asked the AB to put the lights on at the pilot ladder.
3. What's the Bosun doing? The Captain asked him to brief the new members of the crew about the drills
(Answer the question!)
The Captain
4. The Captain has asked the Bosun to rig the accommodation ladder in combination with the pilot ladder
The Captain
5. Quick, the list! Ask the Mate to correct it! (Use get!)
6. I will ask the helmsman to keep the sea on his port quarter. (Use get!)

• Meaning allow, tolerate, and insist: have + object + *ing*/inf.

7. What happened? Didn't you ask him to ste	er 3 degrees to make lee?
8. The Mate told the AB to see that a heaving	g line was ready at the pilot ladder.
9. Ask the Bosun to stand by [the] pilot ladde	r.
(14.2) Rewrite using <i>have</i> or <i>get</i> in an appropriation 1).	priate form and the past participle form of a suitable verb
Example You should make arrangements before visibile You should have arrangements made	lity changes a few miles ahead. (have)
1. The Bosun is arranging for group A to perf	form a fire drill. (get)
2. The Captain and Maria became man and w	vife at Christmas 1994. (get)
3. Seven years later they stopped being man a	and wife. (get)
4. Steer carefully if you don't want the vessel	to miss the rendezvous point. (have)
	70/210
5. The vessel was so worn out that the compart (have)	ny had to ask the shipyard to break down the ship for scrap.
6. Nobody would ever have arrested the pirat	es if they had hidden their vessel carefully. (get)
	954
<ul><li>(14.3) Rewrite using have or get in an approp</li><li>2). Two ways!</li></ul>	priate form and the infinitive of a suitable verb (Formation
Example The Port Engineer made an appointment with The Port Engineer had the shipyard over The Port Engineer got the shipyard to a	erhaul the engine. OR
1. The Cadet asked someone to write all the	exam answers on the desk.
The Cadet	all the exam answers on the desk. OR
The Cadet	all the exam answers on the desk.

2. The authorities have asked someone to check every vesse	el that called at Stylis
The authorities	every vessel that called at Stylis. OR
The authorities	very vessel that called at Stylis.
3. The local Council will ask someone to prepare a study for	or the upgrading of the Gym Facility.
as	study for the upgrading of the Gym Facility. OR
as	
4. The engine was so overworked that the Ship-owner had	
The engine was so overworked that	• •
The engine was so overworked that	
The engine was so overworked that	a new one.
(14.4) Other forms of causative (experience, allow/to) appropriately and say what it means):	lerate/insist, predict, manage to do). Rewrite
Example  During his vacation, someone broke the Mate's leg while p	playing football
During his vacation, someone broke the Mate's leg while p	
(had an unpleasant experience)	
1. While ashore on leave, the AB was robbed. Someone sto	ole his wallet and papers.
While ashore on leave,	
2. The Bosun insisted that the AB should know what prope	er lifeboat rigging means.
So he said, "	"
3. No one is allowed to smoke in the vessel's workshop.	
I	in the vessel's workshop.
4. If you don't hurry up with the scrubbing the Bosun will to	
If you don't hurry up with the scrubbing,	
()	
5. We thought that it would be difficult for the foreigners to	o coordinate and do the work but the Bosun
soon managed that.	
The Bosun soon	
6. On this vessel, we have never had an engine breakdown	
On this vessel,	on a long voyage before.
() 7. I cannot tolerate to see you stay there and do nothing.	
	nothing
	nothing.
(	



### Direct - Indirect/Reported Speech 1

#### **Revision & Extension**

#### INTRODUCTION

• Costas wants to tell the others what the Mate said. He has got two ways to do that:He can use the Mate's words (direct speech):

The Mate said, I want all ABs to gather in the ship's saloon at 06.00 or he can use reported speech:

• In reported (indirect) speech we report what someone said without quotation marks!

The Mate said that he wanted all ABs to gather in the ship's saloon at 06.00.

• If he wanted to mention whom the mate said this to, then he would report:

The Mate told me that he wanted to all ABs to gather in the ship's saloon at 06.00.

#### SAY - TELL

In addition to introducing direct and reported speech as in the above introduction, say and tell form a number of idiomatic expressions:

• say	• tell
say good morning, hallo, good-bye etc.	tell a lie, me, a secret, a story, tales, a joke
say something/nothing etc.	tell the truth, the time, the difference
say so, yes, no, etc.	tell sb the way, your name, one's fortune
say my prayers, etc.	tell one from the other, tell them apart
you don't say!	hard to tell
you said it!	tell somebody off
have your say	you can never tell
that is to say	there's no telling
say your piece	tell me another!
say when	all told
say cheese	tell me about it!
to say the least	tell against

#### REPORTING

#### A. Statements:

To report direct speech you need to do five things:

a) Use said or told, b) Use that if you wish, c) Remove speech marks d) Change pronouns and possessives

depending on the meaning. d) Change tenses if you begin with a past e) Change certain other words, as follows:

Direct Speech	Reported speech
The GO said, "I have sent the SOS." He said, "I	He said (that) he sailed every day. He said (that) he was scrubbing the deck then.  He said (that) he had sent the SOS. He said that he had been flooding the bilges.

• Past Tenses The Mote said "I set [a] now course this marning"	The Mate said (that) he had set lal you course that
The Mate said, "I set [a] new course this morning."	The Mate said (that) he had set [a] new course that morning.
The AB said, "I was securing the shifting cargo,	The AB said (that) he had been securing the shifting
when the Mate called me."	cargo, when the Mate called him.
He said, "I had already told the Captain."	He said he had already told the Captain.
The deckhands said, "I had been relashing the	The deckhands said (that) he had been relashing the
container when I saw him."	container when he saw him.
• Future Tenses	
The Electrician said, "I will switch off the hold	The Electrician said that he would switch off the hold
ventilation tomorrow."	ventilation the following day.
The AB said, "I will be checking the contents of the	The AB said (that) he would be checking the contents
drums here."	of the drums there."

**NB!** You don't have to memorise all those changes, though. Just remember:

- Any present form becomes past.
- Past and Present Perfect become Past Perfect.
- Past Perfect remains Past Perfect.
- Pronouns and possessives change to agree with the words they refer to.
- Modals do not change

#### Other word changes

now	then
today	that day
tomorrow	the day after, the following/next day
yesterday	the day before, the previous day
last night	the night before, the previous night
the day before yesterday	two days before
the day after tomorrow	two days after, in two days' time
this week, month, year	that week, month year
last week, month, year	the previous week, month, year
five days, weeks ago	five days, etc. before
this, these	that, those
here	there
come	go

#### **B.** Questions

When you change direct questions to reported ones, make the following changes:

- a) Tenses, pronouns and time and place expressions change as in A.
- b) The interrogative form of the verbs becomes affirmative.
- c) The sentence is introduced with ask, want to know, inquire and other such introductory verbs.
- d) The reporting sentence begins with **if** or **whether**, but if the direct sentence begins with a question word such as **who**, **why**, etc. then the reported question also begins with the same word.

Direct		Reported	
The Mate asked, "Who	o is manning the lifeboat this	The Mate <u>wanted to know</u> who was manning the	
time?"		lifeboat <b>that time</b> .	
The passenger asked, '	'Will the ship call at Paros	The passenger inquired if the ship would call at Paros	
tomorrow morning?"		the next morning.	

#### C. Advice, Commands, Requests.

- a) Introductory verbs are: ask, tell, order, command, beg, advise.
- b) The imperative of the direct speech becomes infinitive (to do, not to do)
- c) Some introductory verbs are followed by a gerund or that-clause

Direct	Reported
The Bosun said to the AB, "Prepare the liferaft."	The Bosun <b>ordered</b> the AB <b>to prepare</b> the liferaft.
	(strong command)
The Captain said to the crew, "Don't be late"	The Captain told the crew not to be late. (simple
	command)
The girl said to the sailor, "Please, please, father	The girl <b>begged</b> her father to come back soon. (very
come back soon!"	strong request)
"I wouldn't sail in this old sardine can, if I were	The Mate advised the Bosun not to sail in that old
you" the Mate said to the Bosun.	sardine can of a ship. (advice)
The Third Engineer said to the Greaser, "If you	The Third Engineer promised that he would help the
find the job difficult, tell me and I'll help."	Greaser if he found the job difficult. (promise)

- D. Recommendations, Suggestions, (Subjunctive), etc.
- a) Introductory verbs are: suggest, recommend, insist, etc.
- b) The verb in the report is followed either by gerund or the pattern:

(that) + S + (should) + bare infinitive (=verb word)

Direct The Bosun said, "Let's play cards."	Reported The Bosun suggested playing cards. The Bosun
Seeing that the Bosun was tired and a little drunk, the Mate said to him, "Go straight to bed."	suggested (that) they (should) play cards.  The Mate recommended (that) the Bosun (should) go straight to bed.

#### E. No Tense Change in the Reported Sentence:

a) When the introductory verb is in: Present Simple, Future, Present Perfect:

#### Direct

The Bosun says, "There's a storm coming." The Captain will say, "It's too late now." The First Engineer has said, "We need a new pump."

#### Reported

The Bosun says there's a storm coming. The Captain will say it is too late now. The First Engineer has said (that) we need a new pump.

#### b) When the report is a general truth:

#### **Direct**

The Captain said, "Narvik is the northern most port in the world." (FACT)

The Mate said, "Greece is a maritime country."

The Mate said, "Greece is a maritime country." (BELIEF)

#### Reported

The Captain said (that) Narvik is the northernmost port in the world.

The Mate said (that) Greece is/was a maritime country

#### c) When the verb is in Type 2 Conditional:

#### Direct

The Engineer said, "If I had a spare ring, I would fix the problem in jiffy."

The passenger said, "If I were rich I would travel around the world."

#### Reported

The Engineer said (that) if he had a spare ring he would fix the problem in a jiffy.

The passenger said that if he were rich he would travel around the world.

## d) With certain modal verbs (should, would, could, ought to, used to) and similar verbal expressions (had better):

# Direct The Captain said, "You should provide extra power." The Bosun said, "The pilot couldn't embark at ..." Reported The Captain said that we should provide extra power. The Bosun said that the pilot could not embark at ..."

#### e) With Past Continuous in time-clauses:

Direct The Bosun said "When I was working on the "Olympic Sky", I met Jim."	Reported The Bosun said that when he was working on the "Olympic Sky" he met Jim.
Notes:	

#### Practice Unit (15)

#### **Exercises.**

1. Sorry. I didn't hear you; what did you	
2. You must the new	w deckhands what to do.
3. Unfortunately, the new Mate does not	English very well.
4. The new AB was so frightened during the storm; I found him in corner	
5. I found them on deck animatedly. "What could they ha about?" I wondered.	we been so excited
6. This was a serious matter so the Captain decided to	to the crew
7. The new Third Mate was a lively fellow who liked	
8. No. I don't understand. What are you	about:
9. The ABs seemed rather confused. What did the Bosun	to them?
(15.2) Report the following statements:	
Example	
"I have set sail for the nearest port," he said.  We said the he had set sail for the nearest port.	
1. "I secured the shifting cargo in hold No. 2," said the Deck Boy.	)
2. "The Electrician will check the ventilation in hold No. 3," said the Bosun.	
1050	
3. "There's a strange entry in the log," said the Second Mate.	
4. "We have to take the ship to the nearest shipyards," says the Captain.	
5. "I was relashing the sacks in the hold," the AB excused himself.	

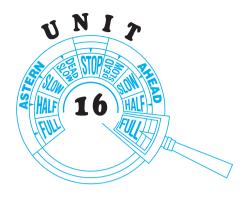
#### (15.3) Complete the reports and reported questions:

#### Example

"Did you rig the lifeboats for the rescue drill?"

The Bosun asked AB Pavlidis if he had rigged the lifeboats for the rescue drill. 1. "Can you open your bag, please?" The customs officer looked at me suspiciously and asked me politely \_\_\_\_\_ 2. "What is the damage?" The station asked 3. "Can you repair damage?" The Captain asked the Engine Department 4. "What kind of assistance do you require?" The station asked 5. "No, I cannot beach." The "MARIA" reported \_ 6. "No, I will not jettison cargo." The Captain declared 7. "No, I am not in command." The passenger liner reported 8. "Wait until high water." The port authority instructed 9. "Attention! Do not jettison IMO-class ... cargo." They cautioned (15.4) Turn the following sentences into Direct Speech: e.g. The Pilot Station told the Captain that [the]\* pilot boat was approaching his vessel. "Pilot boat is approaching your oessel," said the Pilot Station to the Captain. 1. The Mate says that the pilot ladder has (got) broken steps. 2. The Mate said that the pilot was coming to me. 3. The Captain said that the pilot could not embark at No. 7 Pilot Station. 4. The Captain warned the Mate that there would be many ropes required to secure the vessel. 5. The Mate told the Bosun that he had to rig another pilot ladder. 6. The Second Mate told the Bosun to have [a] heaving line ready at the pilot ladder.

7. The Mate told the Bosun to keep the pilot boat on [the] starboard side.
8. The Pilot Station told the Helmsman to take [the] pilot in position at 16:00 local time.
9. The Third Mate advised the helmsman to keep [the] sea on his starboard quarter.
* Remember! In communications of that type articles are usually omitted for reasons of speedy communication. This is standard practice in SMCPs.
(15.5) Change the following into Direct Speech:
Example The TAS asked the Master if the had to bring their towing lines The TAS asked the Master, "Do we have to bring our towing lines."
1. The Captain gave the command to the engine-room telegraph to make boarding speed of 5 knots.
2. The Mate asked the Pilot Station what position he could take the pilot in.
3. The PS asked the Master if he accepted shore based navigational assistance from the pilot.
4. The Tug Assistance Station asked the Master how many tugs he required.
5. He asked the MV if he was ready for [the] helicopter.



## Reported Speech 2

#### **A.** Modal Verb Transformations

must	V /~
• When it means obligation, it becomes had to for The Bosun said to the AB, "You must reso	
the present, and would have to for the future	bags."
• When it means duty or logical conclusion, it	The Bosun told the AB that he had to resew the bags.
remains must.	The Captain said to the Cadet, "You must be more
£ ///	carreful in the future."
	The Captain told the Cadet that he would have to be
	more carreful in the future.
	The Captain said to the passengers: "You must
	observe the rules on board the vessel."
	The Captain told the passengers that they <b>must</b>
	observe the rules on board the vessel."
	The Steward said, "Mrs Logan <b>must be</b> in her cabin
	by now."
	The Steward said that Mrs Logan must be in her
	cabin by then.
mustn't	\
• It becomes wasn't to or remains must.	The Cox said to the passengers in the lifeboat,
	"You mustn't drink seawater on any account."
1 ^	The Cox told the passengers in the lifeboat they
/ 4	weren't to drink sea water on any account.
needn't	J
• It remains needn't or changes to didn't need	The Cox said, "You needn't worry about
to/didn't have to for the present and wouldn't have	provisions."
to for the future.	The Cox said we needn't worry about provisions. The
	Cox said we didn't have to worry about
	The Cox said, "You needn't fix this till Monday."
	The Cox said (that) I wouldn't have to fix that till
	Monday.
can	
• It becomes <b>could</b> for the present and <b>would be</b>	The skipper said, "We can sail right away."
able for the future.	The skipper said they <b>could sail</b> right away.
	The skipper said, "We can sail tomorrow."
	The skipper said they would be able to sail the next
	day.

<ul><li>shall</li><li>For information it becomes would.</li></ul>	The passenger asked, "When shall we call at	
TOT MICHINATION IV COOCHIES HOUSE	Effessos?"	
	The passenger wanted to know when they would call	
	at Effessos.	
• For offers it becomes <b>offer</b> .	The Steward said, "Shall I get you a drink?"	
For others it becomes other.	The Steward offered to get me a drink.	
	The Steward asked the Captain, "Sir, what shall I	
• For advice it becomes <b>should</b> .	_	
	do with this strange passenger?"	
	The Steward asked the Captain what he <b>should</b> do	
	with the strange passenger.	
NT /		
Notes:		
Practice Unit (16)		
Exercises.		
(16.1) Report the following statements using the rig	ht modal verbs.	
Example		
"Mr Cole must be in the bar now," said the Steward.	(sav)	
The Steward said that Mr Cole must be in	the var.	
1. "I think I will go to bed right away," said the tired S	Second Mate after his watch (say)	
1. I think I will go to occurrent away, said the theat	second water ms water. (say)	
2. "Don't forget to check the cargo, personally, every	day," said the Mate to the Bosun, (remind)	
	( )	
2 "Voy modal't remain this representill the terrorrery"	gold the Engineer (gov)	
3. "You needn't repair this pump till the tomorrow," said the Engineer.(say)		
4. "I'm sorry I couldn't do your shift on Sunday," said the Mate. (say)		
5. "I can see you are sick. Shall I do your watch?" said the Second Engineer. (offer)		

6. "Put the lights on at [the] Pilot ladder!" said the Second Mate. (order)
7. "Must we bring our towing lines?" The TAS asked the Master. (ask)
(16.2) Change into Direct Speech using the right modals:  Example
The Principal told the Cadet that he had to study harder at the Academy.  The Principal said to the Cadet, "You must study harder at the Academy."
1. The GO said that he would have to send the message the next day.
2. The Mate said that the radar mustn't have blind sectors.
3. The Bosun said that he didn't need to rig the liferaft.
4. The Captain said that the Bosun wouldn't have to prepare the fire drill for the next day.
5. The Engineer said that he could repair the generator there and then.
6. The Engineer said that he would be able to provide all the extra power that was needed.
7. The Cox offered to do all the preparations for the rescue drill.
8. The deckhand asked what he should do with the unstable cargo.
9. The Bosun asked the Captain when he would know his decision.



## **Reported Speech 3**

## • Using introductory verbs other than say, tell, ask

Direct	Reported	
1. verb + gerund		
"Yes, I made a mistake,"	The Bosun admitted having made/ making a mistake.	
"I'm sorry I picked the wrong spare part."	The apprentice engineer apologised for picking the	
	wrong spare part.	
"No, I didn't lie."	The AB denied lying/having lied.	
"You must take the difficult watch yourself. I	The Master insisted on the Mate taking the difficult	
insist."	watch himself.	
"I'd rather take the afternoon shift."	The Second Mate preferred to take the afternoon	
	shift.	
"Shall I rig the pilot ladder?"	The Bosun suggested rigging the pilot ladder.	
2. verb (+ (pro)noun) + prep + gerund		
"You forgot to oil the pump."	The Engineer accused the Oiler of having forgotten to	
Tourisigor to on the pump.	oil the pump.	
"I'm the greatest tavli player in the whole navy."	The Cox <b>boasted of</b> being the best tavli player in the	
whole navy.		
"I'm getting the lowest salary on board this vessel."	The AB complained to me of getting the lowest salary	
on board our vessel.		
3. verb + infinitive	5 /x	
"All right, I'll check those bales myself."	The Mate agreed to check the bales himself.	
"Shall I get you a cocktail?"	· ·	
"I'd rather make the repair myself."	The Steward offered to bring the passenger a cocktail.	
i d father make the repair mysen.	The Chief Engineer <b>preferred to make</b> the repair himself.	
"I will help you until you have learned the ropes	J J	
around the vessel."  The Maie promised to neep the Cadet until he had learnt the ropes around the vessel.		
"No, I will not allow this."	The Master <b>refused to allow</b> that.	
"You will be punished for that."	The Master threatened to punish the AB.	
Tou will be pullished for that.	The musici infeniencu w punish the AD.	

4. verb + pronoun + infinitive	
"You had better do as the Bosun says."	The Helmsman advised the AB to do as the Bosun
	said.
"Spare me, please."	The stowaway begged to be spared.
"Would you like to have a drink with me?"	The Mate invited the beautiful passenger to have a
	drink with him.
"Stop fooling around and get down to work!"	The Chief Engineer ordered the Oiler to stop fooling
	around and to get down to work.
"Please, don't forget to sign the correspondence,	The Mate reminded the Captain to sign the ship's
sir."	correspondence.
"You'd better not cut the wire!" OR "Don't cut the	The Chief Engineer warned him not to cut the wire.
wire!"	
5. verb + that-clause	
"I didn't take that money."	The deckhand denied that he had taken the money.
"What a beautiful sailing boat!"	The passenger <b>exclaimed that</b> it was a beautiful sailing
	boat.
"The reason I do not want to work on this ship is	The Mate explained that the reason he didn't want
that I don't like the Captain."	to work on that vessel was that he didn't like the
< ///	Captain.
"Don't worry! I'll take your shift."	The Second Mate <b>promised that</b> he would take my
	shift.
"You had better overhaul that pump right away."	The Second Engineer suggested that I should
	overhaul the pump right away (=immediately).

#### • Exclamatory forms

Exclamatory sentences usually become statements in reported speech.

They are introduced with the verbs: exclaim, call, wish, say that etc. and expressions such as: give/with an exclamation of delight/disgust/horror/surprise.

**NB!** No exclamation mark should be used in reported speech.

Direct	Reported
She said to him, "Good luck!"	The Cadet's girlfriend wished him luck.
She said, "You, thief!"	She <b>called</b> him a thief.
He said, "What a beautiful boat!"	The Mate exclaimed that the boat was beautiful.

#### • Affirmative and negative short answers

Direct	Indirect
	Subject+ Auxiliary
The Chief Engineer asked, "Can you fix this	The Chief Engineer asked the Third Engineer if he
pump?" and he answered, "Yes."	could fix that pump and he said (that) <b>he could</b> .
The Deck Officer said to the beautiful passenger,	The Deck Officer asked the beautiful passenger if she
"Would you like to come to the swimming pool	would like to go to the swimming pool with them and
with us?" and she said, "No."	she said (that) <b>she wouldn't</b> .

#### Compound cases

Direct

In a direct speech situation there may be all three groups of clauses: **commands**, **questions**, **statements**. To put such direct speech into reported speech, you should use the corresponding **introductory verb** for each clause and link them with linking words: **and**, **as**, **because** plus the **present participle of the introductory verb**:

Indirect

"I cannot repair this particular generator," He said. "It has to be done by the manufacturers." (He explained)  "Let's clean all scavenging spaces now," he said.  "We can inspect the piston rings right after."  The Electrician said that he couldn't repair that particular generator explaining that it had to be done by the manufacturers.  The Second Engineer suggested their cleaning all scavenging spaces, adding that they could inspect the piston rings right after.	
Notes:	
Practice Unit (17)  Exercises.  (17.1) Put into the Reported Speech. Use a suitable indirect object where necessary, and the verb in brackets:  "You should operate the nearest fire alarm." (advised)  The officer advised us to operate the nearest fire alarm.	
1. "We are on fire and have a dangerous cargo on board." (radio)  The GO	
2. "Newharbour radio beacon service has been disconnected." (inform)  The notice	
3. "Radio Station GR, issue warning of tropical storm!" (order)  The Ministry	

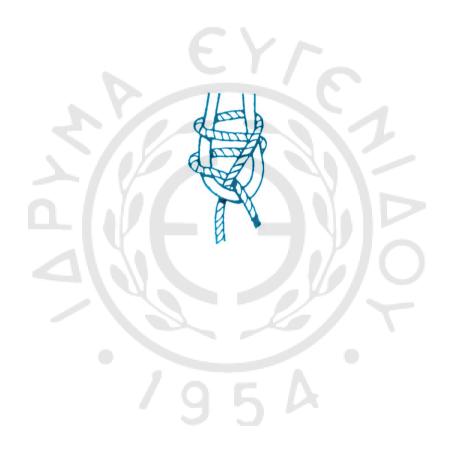
4. "Our ship was in distress so we required assistance." (explain)

The Mate \_\_\_\_\_

Example  The Captain threatened to send me packing at the next port if I did	that again
(17.3) Put the sentences in exercise 17.2 above into reported speech:	
9. "That is why you check the dynamo before the starter,"	the Engineer
8. "Is the engine-room manned or is the engine on bridge control?"	the pilot.
7. "I'm sorry, I was so late with your drink,"	
6. "Please, don't take me back to port,"	
5. "Come here, at once!" the Captain to the	
4. "First, you switch on the power button; then, you tune"	the Engineer
3. "Tomorrow there will be a rescue drill,"	the Captain.
Captain.	
2. "This is the biggest and fastest ferry in the Aegean,"	the
1. "I'm sure I can rig that pilot boat ladder better than you,"	the AB.
Example "If you do that again, I'll send you packing at the next port," threatened the Captain.	
(17.2) Finish the reports using the appropriate reporting verb from the list:  announce, apologise, beg, boast, claim, inquire, instruct, explain, shout, the	nreaten
9. "Make lee on your starboard side!" (urge) The lifeboat	
8. "Correct [the] list of [the] vessel!" (instruct)  The Coast Station	
The GO	
7. "The omission of one word from the message can completely alter its meaning." (be a	ofraid)
6. "The ship is leaving her berth at 05.05." (announce)  The PAS	
5. "Failure to identify lines correctly may cause an accident." (warn)  The Officer	

1	
2	
2	
3.	
4	
5	
6.	
7.	
8.	
9	>
(17.4) Complete the second sentence so that it has a meaning similar to first one (accuse, advise, call, deny, explain, inquire, order, warn, decide, wish) and any other	
Example "You thief!" she said. She called him a thief.	
The Captain said to the Mate, "Good luck with your rescue mission."  The Captain	rescue
2. The pilot said, "Is the engine a diesel or a turbine?"	
The pilot	a turbine.
3. The Mate said, "Emergency, full astern."	
The Mate	astern
4. The Captain said to the Mate, "You gave the wrong order."	
The Captain	order.
5. The Engineer said, "You had better overhaul this pump immediately."	
The Engineer	immediately.

6. The Captain appraised the situati	ion and said, "Let's stand by for assistance."	
The Captain		assistance
7. The trawler Skipper said, "We ar	e not fishing in the fairway."	
The trawler Skipper		in the fairway."
8. The station said, "Nets with buoy	s in this area – navigate with caution!"	
The station	because	_ nets with buoys in the area
9. The Electrician said, "This pump	cannot be repaired. It has to be replaced."	
The Electrician	because	be
repaired.		





#### Determiners 1: Articles (a, an, the)

#### **Revision & extension**

#### 1. Articles a, an, the used with generic nouns for general meaning

A boat must be maintained carefully.

The satellite has revolutionized communications.

• Plural would have the same meaning:

**Boats** need good maintenance.

Satellites have revolutionized communications.

#### 2. The and names of places

• Canals, Oceans, Regions, Rivers and Seas, Mountain and Hill ranges, Countries in the plural or qualified by an adjective *with* the

#### e.g.

Cyprus is an island in the Mediterranean.

The USA ruled in the Philippines for many years after the Spanish.

The crew decided to visit the Highlands.

#### **But:**

• Lakes, Mountains and Hills, Continents, Countries, Islands, Mountain peaks, Regions (containing the name of a continent) *without* the:

#### e.g.

Lake Stymphalia is beautiful and historic.

Crossing Central Asia is no easy task.

There are still pirates in South East Asia.

#### Also:

- Some countries: the Congo, the Sudan, the Gambia, the Lebanon.
- Unique features: the Arctic, the Channel
- Compass points: the East, the West etc.
- Place names (when followed by description): Athens University, but the University of Athens, Keros Island but the Isle of Keros.
- Compare: Pamela's restaurant, The Arms House Pub.

#### 3. Unique nouns with the

#### e.g.

the Acropolis, the Parthenon, the police, the government, the army/navy/air force, the sun, the moon, the

earth, the country(side), the sea (side), the sky, the environment, the weather, the climate, the (city) centre etc.

The government has announced tough measures to deal with inflation.

In winter the climate is cold. The sky is usually grey and the sea is rough.

The Mate has gone to the centre.

#### **But:**

There are millions of galaxies in space.

The space of the dancing floor was so small that we didn't want to join the dancers.

The moon is beautiful tonight (Earth moon). But there are plenty of other moons in the solar system.

This planet has a small moon.

#### **Extension**

#### 1. General Rules:

• We use a, an when we do not say or know	A passenger asked to see the captain. The
who/what/which one but we use the when we know	passenger was clearly angry.
which one or assume it is known.	An officer must always care about the safety and
2/10	the good operation of the ship.
• We use a, an with the objects of the verbs be,	Her brother is an engineer.
have especially to refer to identity.	He has a sailing boat.
• We use a, an when we refer to something or	It doesn't look good. I'm sure you must see a
somebody unspecified, but	doctor. (anyone available or suitable)
• We use the when there's no doubt who or what	This passenger looks very sick. I'll call the doctor.
we mean.	(the doctor on board the ship)

#### 2. Omission /use of the with buildings

	e.g.	
• We may (or may not) use <b>the</b> when we refer to	You go to prison (as a prisoner), You go to the prison	
certain buildings but the meaning changes.	(to visit a prisoner);	
	She went to church to attend Mass,	
	All tourists go to the old church (to visit it).	
• Such buildings are: a school, a church, a prison,	He went to the school to ask for a certificate.	
a hospital, a university etc.	Children go to school to learn.	
	Mother is in hospital (she is sick) and we are going to	
i i	the hospital to see her.	
• But we say <u>the</u> with other buildings like: the pub,	After work the deck-hands went to <b>the</b> pub.	
the cinema, the house, the shop, the office, the	Whenever he went ashore, the Bosun went to the	
station, the theatre.	cinema.	

• Use a when referring to somebody's job or what kind of person or thing one is:

Marino is a boatswain. Vassili is an AB. A whale is an animal.

The ship's doctor is a very sensitive person. He is a philanthropist, too.

• Compare *a, an,* and *the* for something particular:

The beautiful passenger sat on **a** deck chair.

Dimitri hurried out and occupied the deckchair nearest to her.

• Do not use an article with breakfast, lunch, dinner

She met the Mate at the restaurant and they had breakfast together.

Dinner on cruising ships is always beautifully organized. But:

The breakfast they served was wonderful.

#### 3. Miscellaneous special cases

• Do not use the with sports, holidays, years, seasons, months, parts of the day/night.

He likes football but he plays basketball.

The Mate likes to sleep by day and work at night.

• Use a not the with measuring expressions like: once a month, four times a day, €2.10 a kilo/ a piece etc.

The Master sees his family once a year.

The Bosun bought three T-shirts for 2 dollars a piece.

• Use the with: country, environment, ground, sky, sea.

There are very strict rules in the maritime business to protect the environment.

The Helmsman looked at the stars in the sky and decided they were on the wrong course.

Let's go for a walk in the countryside.

#### 4. The sea

• go to sea/ be at sea mean work as a seaman or go/be on a voyage.

She is a Stewardess and spends most of the year at sea.

She first went to sea when she was nineteen. But:

They spent the day by the sea. They swam in the sea for hours.

They built a beautiful villa near the sea.

• Names of vessels / ships / boats

The 'Queen Birgit' is a beautiful yacht.

They saw the 'Eleni' suddenly coming out of the fog.

#### 5. One and a, and numbers:

• We use *one* when we want to emphasize **number** and a when the stress is on the kind.

There was an AB in the saloon. (Not an officer)

There was one passenger in the bar. (Not two)

• Put *the* only with ordinal numbers:

The beautiful blond passenger is in cabin No. 171.

The new Mate decided to take the first shift.

#### 6. Omission of article in communications (SMCP)

• In maritime communications where speed and effectiveness are the first priority, the articles (a, an, the) are often omitted. Following is a selection of actual phrases from the SMCP manual. A square bracket [] is used to indicate that the article has been omitted, while the same symbol is used throughout the series for this very purpose.

Students must not omit the articles in normal spoken or written English.

We will act as [an] On-scene Coordinator.  Stand by [the] bridge team for signal of [the] On-scene Co	o-ordinator.
What was [the] number of life rafts launched?	
Inform [the] coast station and [the] vessels in [the] vicini.  [The] life raft is standing by as [a] boarding station.	y. 
Maintain visual contact with [the] person in [the] water.	
Notes:	
	VA
	1/0
D 4 V 4 (40)	
Practice Unit (18)	
<b>∠</b> Exercises.	
(18.1) Some of these sentences need a/an, others don't.	Correct any other mistakes:
Examples	
My brother works for shipping company. <b>WRONG:</b> a	
There were some cargo liners and a tanker in the port.	<u>kagios</u>
1. John was pushing a trolley with a luggage on it	
2. They would go sailing if there were a fine weather	
3. He said he needed money, not food.	
4. Listen! Can you hear music?	
5. The house is empty. We must buy furniture.	- ^
6. You must be careful with electricity.	7 12
7. It's bit difficult. You must have patience.	
8. How much are the cucumbers? Fifty cents the piece	
9. How often must Engineer take the medicine? Three ti	mes per day
(18.2) Fill in with $a/an/the$ where necessary:	
1. Adonis is a cadet. Many of hisf	riends are cadets, too.
2. All lights on, a ship was sailing on	
3 ship to serve on comfortably is	
4 good ship is a safe ship. And that	
5 digital technology has revolutionis	sed maritime communications, too.

e.g.

6	government did not man	age to pass the bill on	double bottom ship	os.
7	moon lit everything and	sea w	vas beautiful, so we	stayed up enjoying
the rare sur	nmer night.			
8	AB asked to see	Captain	AB was clear	rly embarrassed.
9	vessel has	crane and	derric	ck.
(18.3) Fill in	the blanks with a/an/the where no	ecessary:		
1. Some seam	en do not get op	portunity to go to	chi	urch for months!
2. After	strenuous interrogation	seaman c	onfessed his crime	and was sent
to	prison. The Captain went to_	prison to	see him but wasn't	allowed visitors.
3. When they	went ashore	seamen went straight t		local pub.
4. Ashore,	Mate went to_	c	inema.	
5. The passen	gers met atd	ining saloon and they h	ad	lunch together.
6. Unbelievab	ble! big cruising	ship had	tennis court or	which one could
also play vo	olley-ball.			
7	Bosun went ashore to buy	some fresh apples but	soon realized that	it had not been
	good idea. They were	dolla	r	piece!
8. When on	holiday I like to	go swimming by	day and	l dancing at
	night.			
	breakfast they serve	ed on	cruiser was	exceptional.
(18.4) Put in	the where necessary:			
1.	Corfu is a beautiful isl	and in	Ionian Sea. It's w	vild in
	ophisticated in		_	
	Greeks are a very hospita		comes to tourism the	hey usually offer
	services. Nothing like			
	Greece Captain		Acrop	olis,
	gical Museum of			
	is first money in the Congo; then,			
	Philippines.			•
	marvelled with Marco Polo. Cross	sing	Central Asia to get	to
	no easy task.		_	
	Captain and	Mate v	went to	Red Rabbit
	en had dinner at			
Club.		-		-

7.	Mate had been an enthusiastic mountaineer. He had climbed Alps,
	Mount Olympus and Andes, and even hoped to climb Himalayas.
8.	Russian and American nuclear submarines often patrol Arctic and the Antarctic.
9.	Lake Stymphalia is historic and so is Alphios River that crosses
teı	rrain of Olympia.
(18	8.5) Fill in the blanks with a/an/the/one where necessary:
1.	What story! crew of "Polar Star" claim to have seen
	legendary "Celeste" off the coast of the Azores.
2.	All passengers of the cruiser liked idea of the beauty contest but there was
	passenger who criticized idea as immoral!
3.	famous story of the giant squid is in Chapter 12." "Well, I thought it was in
	first chapter."
4.	"Sir, there's passenger outside he has complaint to make." "Let him in!"
5.	Dimitri likes to spend his holidays by sea. He likes to swim in sea at
	night. But once year he goes skiing to Mount Parnassos.
6.	My brother is Second Mate on cargo ship and he is at sea most of
	time.
7.	He first went to sea when he joined Merchant Marine Academy of
	Hydra.
8.	Are there any passengers by pool?" "Yes, just A tall, Swedish girl
	other passengers must be cold."
9.	Spanish Armada consisting of 130 war vessels was defeated English
	Channel in 1588.
(18	8.6) Fill in these extracts with a/an/the/some/any/one(s) wherever needed.
1	atoom was used to mayide a maying a lind of machanical toy in
	steam was used to provide power for a kind of mechanical toy in
	ancient times by ngenious Greek inventor named Hero of Alexendria.
	But it was not until end of 17th century that steam was harnessed for machines that could perform work.
	development of these machines is usually regarded as beginning of
	Industrial Revolution first steam engines were designed for practical
	purpose of pumping water out of mines; first one to be sold commercially was called Miner's Friend.
	When water is boiled it creates volume of steam greater than
٦.	water is content electicsvolume of steam greater than

original amount of wa	ter. This greater volume can l	burst a boiler unless it is released. When	ı
vessel is cooled	steam condenses r	rapidly so that it returns to its liquid stat	e
result is	partial vacuum in	vessel that contained	steam. It
was this vacuum that	was put to work by T	Thomas Savery and later Thomas	as Newcomen in
earliest practi	cal steam engines.		





## Determiners 2: a, an, the, zero article, some, any

#### 1. Definite Article

#### • Groups (National & other)

The Greeks are great seamen and ship-owners.

The Beatles were the greatest rock group of the fifties and the sixties.

The Republicans won the recent elections.

#### • Titles

#### Titles are treated as unique.

He is the Master of the ship. The Captain is Greek.

The Bosun called the Doctor.

If a title has a description coming after it then the is more likely but it can be omitted.

He became Port Master last year.

He became (the) Port Master of the Omega Shipping Company last year.

#### • Emphasis

This school is the school to study at if you really want to be an expert in shipping. This is the Master to command this extraordinary vessel.

#### • Most and the most

• Speaking of the majority – general:

Most tankers are very big vessels.

• Making a superlative – <u>specific</u>:

The most luxurious cruising ship afloat is the "Queen of Roses".

#### Context

As we use the definite article with items that have already been mentioned, its use depends mainly on context.

The Pappas (family) had a daughter and a son. The daughter studied shipping and worked in the Omega Shipping Co. The son studied in the MMA and became a Master.

Their ship stayed for a week at Narvik.

On the Friday of that week there was a terrible accident.

#### 2. Indefinite Article / Zero Article

#### • Known and unknown people / Names:

The Pappas have always been seamen (plural family name). But:

Tony Pappas is a Master.

A Mr Pappas asked to see you, sir. (A person I don't know and who gave that name)

I was impressed. A Gaitis and a Tsoni were hanging in their sitting-room. (Paintings)

#### • Bed, home, work

Say be in bed and go to bed.

Right after his shift the engineer went to bed.

The Master was sick and took his breakfast in bed.

#### **But:**

All the chairs were taken so he sat on the bed.

#### Say go home, arrive home, be at home etc.

At the Airport the Captain took a taxi to go home. He meant to surprise his family.

When he arrived home, he rang the bell and waited but nothing happened.

As they had not expected him, they were not at home.

• Would you use an article in Greek?

One serious difficulty about using the indefinite article correctly is that its usage does not always correspond with that of your mother tongue. Consider the following and decide whether you would use articles in a Greek translation or not.

- 1. The Bosun ate and drank too much last night, and now he has a stomach-ache.
- 2. The Bosun told us a strange story about a stowaway.
- 3. Do you know how to sail a laser?
- 4. The Mate had a book in his hand.
- 5. The two ABs drank a kilo and a half of retsina between them.

You will find the answers at the end of the unit!

#### • Some, any – zero article

Use **some/any** for limited quantities of (un)countable nouns and zero article when number is irrelevant or immaterial.

The Mate bought his fiancee some roses.

The Mate's fiancee loves roses.

There wasn't any bread on the table.

On the table there were apples, bread and cheese.

#### • Idiomatic expressions with a, an

• all of a sudden	<i>All of a sudden</i> the weather changed to the worse.
• as a rule	As a rule there is a lot of traffic in the Channel.
• at a time	
• be in a temper	
• be at a loss	
• have a cold, a cough etc.	The beautiful passenger had a terrible headache and
	stayed in her cabin.

• it's a question/matter (of)	It's only a matter of money.
• it's a pity • it's a shame	
• sell at a profit	
• take a fancy to	The Mate has taken quite a fancy to Mary.
• take an interest (in)	
• take a pride	

Notes:
Practice Unit (19)
Exercises.
(19.1) Some of these sentences need a/an/the/some/any or zero article, others don't. Correct any mistakes as in the examples:
Examples This job is job to do if you rally want to make money. WRONG: the job to do Most seamen love the sea, but some hate it. RIGHT My brother works for shipping company. WRONG: a shipping company There were some cargo liners and a tanker in the port. RIGHT
1. Committee should receive and evaluate proposals.
2. Amendments and/or additions to IMO SMCPs should be submitted as appropriate
3. Amendments come into force 12 months after notification.
4. He is Greek and is the Master of the "Olympian Sky".
5. The most container ships are very large.
6. "Ladies and gentlemen, I think we are very lucky to have the Fatme with us on this trip. This wonderful group will entertain you every evening."
7. Early in the morning the look-out saw a vessel. When they sailed close enough, they realised that vessel was abandoned due to heavy list. They called the Coast Guard at once.
8. Most fishing boats fish illegally
9. 'The Papanikolis' is the most heroic Greek submarine.

#### (19.2) Cross out any unnecessary determiners that might appear in the text\*:

- 1. In 1492 Christopher Columbus tried to reach the India but instead he discovered the America. In 1552 the 'Vittoria' was the first ship that had sailed around the world. Some Ferdinand Magellan, the leader of the expedition, was killed in a battle in the Philippines. The 'Vittoria' with a crew of any eighteen men returned to the Spain after a three-year voyage.
- 2. The Dutch were the next maritime nation that assumed a control of the seas. Around the 1650 the British took over
- 3. The invention of the chronometer and the sextant, together with the Cook's scientific charts made the navigation the safer around 1770 and some James Watt invented the modern condensing steam engine in 1763.
- 4. In 1821 the Greece threw off the Turkish yoke, the mostly thanks to her navy and gradually became an independent maritime country.
- 5. The Americans developed as a leading maritime power and their clippers were considered the best merchant ships around the middle of the 19th century.
- 6. In 1838 the British vessel the 'Sirius', was the first ship to cross the Atlantic entirely under the steam and in 1845 Brunel's the 'Great Britain' was the first steamship to cross the Atlantic using propellers.
- 7. A log is also an apparatus for measuring the speed of the vessel.

## (19.3) Some of these sentences need a/an/the/some/any or zero article. Rewrite them filling in the appropriate determiners and underline them:

#### Example

Vessel received berthing instructions but most of them were unclear.

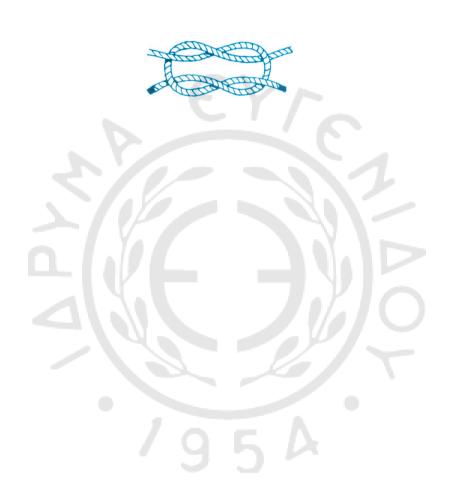
The vessel received berthing instructions but most of them were unclear.

	/ O E A
•	orting point is mark or position at which vessel is required to report to local VTS Station to established.
	ule the Captain is in a temper when he wakes up in morning. Officers even avoid meeting him until after he has had his coffee.
	le in Japan Bosun bought some DVD players hoping to sell them in his country for profit.

<sup>\*</sup> Text Adapted from "Mathimata Anglikis" by Professor D. Potamianos

<ol> <li>To walk out to anchors means to re and ready for dropping.</li> </ol>	verse action of windlass to low	er anchor until it is clea	r of hawse pipe
6. Method of identification can be use	ed but lightsignal is easiest and	most effective way.	
7. "This is method to use in order to g idea and result."	get quick results." "I'm sorry bu	t surveyor would have	rejected both
8. "Zeppos were family of great seam sings in taverna in Kokinia. Do you	en but Captain Andrea Zeppos	s was greatest." "I know	
(19.4) Fill in these extracts with a/an  1 friction reduces			so indispensable
ice has			
on. Without friction i			
cars could not move.	t would be impossible to wark	at an and our	trains and
2. There are three kinds of	mechanical friction:	static	slidino
and rolling			
motion between two bodies in cont			
static friction is greater than that			
to continued motion after			
resistance is reduced to its lowest d			
3. There ways to redu			
friction in machines			
each other coeffic			
of force pressing su			
4 new substances ha		of these is	babbitt
metal, alloy made			
containing fluorine t			

5 mechanism reducing		ism reducing	friction is welcome and engineers keep devising new	
	_ all	time. Such	vital one is	bearing which
basically is _		device that bears	friction of pa	arts in motion. Often
of		parts will be moving and	other will l	be stationary.





#### Suffixes & Prefixes

#### 1. Introduction

This unit will help students to build derivative words. The ability to do this is invaluable because it quadruples (on average) the word power of the student with all the beneficial effects in speaking, listening, reading and writing. In addition, word formation is a skill required in most advanced language examinations.

#### 2. Ways of forming words or word phrases (Compound words)

- By putting together nouns (see also unit 21)
  e.g. tension winch, communication phrases, cargo-ship, lifejacket, tallyman
- By putting together various parts of speech.
   e.g. international maritime organisation, activate procedures

#### 3. Using the same words as different parts of speech

As nouns and verbs

```
e.g. approach (v) – approach (n) advance (n) – advance (v)
```

**but** a change in the stress may be necessary

contract (v) – 'contract (n), exp'ort (v) – 'export (n)

'conduct (n) – con'duct (v), 'import (n) – im'port (v)

• As nouns and adjectives

```
e.g. content (n) – content (adj) communication (n) – (adj) communication phrases
```

#### 4. Ways of forming words from others (Complex words)

- By using inflection (e.g. plurals, past tense, participles) e.g. news, lubricating, rigged, odds etc.
- By adding derivational prefixes and suffixes (e.g. in-, un-, -able, -ible, -ly, -er) e.g. understandable, possible, impossible, quickly, adviser

#### A. Suffixes

A *suffix* is a letter or a group of letters added to the end of a word to make a new one either of derivative meaning or a completely different one.

Suffix	Noun	Suffix	Verb	Suffix	Adjective/Adv
-al	arrival	-ate	navigate	-able	navigable
-age	anchorage	-ect	connect	-al	manual
-ance	assistance	-en	tighten	-ant	distant
-ant	coolant	-ence	influence	-ary	auxiliary
-ation	navigation	-ify	electrify	-ed	logged
-dom	freedom	-ise	familiarise	-en	golden
-ence	turbulence	-sh	establish	-ful	careful
-ancy	buoyancy			-ian	meridian
-ery	machinery		Noun Person	-ible	visible
-hood	manhood		Machine etc	-ic	automatic
-ing	pitching	-ant	assistant	-ical	nautical
-ion	position		merchant	-ing	fishing
-ity	authority	-ee	employee	-ish	selfish
-ment	instrument	6	fiancee	-ive	active
-ness	seasickness	-er	trawler, angler	-less	reckless
-ship	seamanship	Y	clipper, shipper	-ly(adj)	friendly, lovely
-th	berth	-ian	electrician	-ly(adv)	quickly, slowly
-tude	longitude		physician	-ory	regulatory
-ty	duty	-ist	seismologist	-ous	dangerous
-ure	pressure		archaeologist	-ular	rectangular
-y	convoy	-or	navigator, motor	-у	seaworthy
			advisor, rotor		

#### **B. Prefixes**

A prefix is a letter or a group of letters added to the beginning of a word to change its meaning.

Prefix	Noun	Prefix	Verb	Prefix	Adjective/Adv
ab-	abuse	ab-	abuse	a-	aboard, ahead
con-	construction	con-	construct	con-	constructive
dis-	disconnection	dis-	disengage	dis-	disconnected
il-*	illegality	em-	embolden	il-	illegal
im-*	impropriety	en-	enable, engrave	im-	immortal
in-*	inaccuracy	il-	illustrate	in-	inordinate
ir-*	irritation	im-	immobilise	ir-	irritable
inter-	internet	in-	incorporate	inter-	international
mal-	maltreatment	ir-	irritate	mal-	maltreated
mis-	mistake	inter-	interrupt	mis-	mistaken
non-	non-paper	mis-	misinterpret	non-	non-stop
over-	overdrive	over-	overtake	over-	overboard
re-	reporter	re-	report, rewrite	re-	relay
trans-	transaction	trans-	transmit	trans-	transatlantic
un-	unanimity	un-	undo, unlock	un-	unsinkable
under-	undertaker	under-	undertake	under-	underneath

\*Prefix in-changes into im-in front of words beginning with an m-(moral>immoral) or p-(polite=impolite), into il- in front of words beginning with an l-(logical >illogical), and into ir- in front of words beginning with an r-(rational>irrational).

#### Practice Unit (20)

#### **Exercises.**

#### (20.1) Give the derivatives as required wherever they exist, using suffixes:

Verb	Noun Thing	Noun person, machine Other noun	Verb	Noun	Noun p/m/g Other noun
1. emerge			10. illustrate		
2	propulsion		11. protect		
3. assist			12	instruction	
4	/	generator	13. operate		
5. navigate			14. act		
6. ship	94,	10.5	15. conduct		
7	carriage		16.maintain		
8	familiarisation		17. refer		
9	organisation		18.	translation	
			19	1	regulator

#### (20.2) Write derivatives wherever they exist, using suffixes:

Verb	Noun	Noun p/m/g Other noun	Verb	Noun	Noun p/m/g Other noun
1. locate			10. lodge		
2	_ obstruction		11	report	
3. transport			12. locate		
4. refer			13. move		
5		receiver	14. excess		
6		survivor	15. listen		
7. define			16		
8	_ combination				separator
9	request		18. require		designator

## (20.3) Write derivatives (of an opposite or a new meaning), wherever they exist, using prefixes. There may be more than one possibility:

Given word	<b>Derivative</b>	Given word	<b>Derivative</b>
1. board	<u>overboad</u>	10. understand	<u>misunderstand</u>
2. organise		_ 11. operative	
3. quote		_ 12. function	
4. connected		_ 13. guarded	
5. relevant		_ 14. related	
6. Pacific		_ 15. legal	
7. point		16. porter	
8. ground		17. float	
9. estimate		18. accurate	

#### (20.4) Write derivatives wherever they exist, using prefixes and/or suffixes:

Verb	Noun	Noun person or engine etc.	Adjective	Adverb
1		barometer	barometric	
2	anchor			
3	crisis			
4. permit	710			
5	science			
6. circulate				
7	organ			
8			continuous	
9.accommodate		QL	<u> </u>	
10. launch				
11	remark			
12. convey				
13			perfect	
14		creator		
15				freely

#### (20.5) Give the appropriate derivatives of the words in brackets according to context:

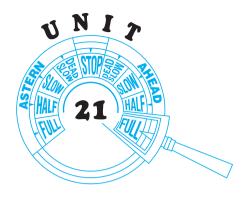
#### Example

Cruise ships bearing the Greek flag are today an (danger) endangered species.

1. Following the (drama)	(develop)	at Epirotiki Lines,
which almost passed into (foreigner	r) hands	; following the (disappear)
		and after the rapid increase in foreign-
flag ships arriving at Piraeus port, w	e have (unfortunate)	remained only at the
ship-owners' talks with the Mercha	nt Marine Ministry.	
2. However, there is no room for (di	scuss)	The (abolish)
of cabotage is approaching, (le	egitimate)	foreign (compete)
is crushing cruise	ships and the number of clients	s is in danger of declining due to (art)
or	real crises in the Aegean. What	do Greek cruise ships need to (survival)
? At least th		
(Extracts adapted from monthly magazine S	hipping No. 309, pages 20-21)	
(20.6) Give the appropriate derivative	es of the words in brackets acc	ording to context:
Example as above.		
1. Fairway is the (navigate)	part of a water	er way while fairway speed is called the
(mandate)	speed in a fairway.	
2. A line (play)	on the radar screen	in VTS centres and/or (electron)
sea-c	harts separating the fairway for	inbound and outbound vessels so that
they can (safe)	pass each other is	called (refer)
line.		
3. The spring is a (mechanic)	that is used	in a wide (vary)
of machines; it is (frequent)	an elastic	(helix) coil after being distorted.
		components in watches before (digit)
	technology replaced mechan	ical systems.
5. Friction reduces the (efficient)	but	it is also (dispense) even to walk.
Without friction it would b	e (possibility)	even to walk.
(20.7) Give the appropriate derivative	es of the words in brackets acc	ording to context:
Example as above.		
1. (Reduce)	friction between the parts of	a machine is the (prince)
purpose of (bear) _		_ While those are used to (minimal)
f	riction other mechanical device	s put friction to work. The car that rolls
without (accelerate)	is (usual)	brought to a stop
by friction.		
2. In the Savery engine steam from a	(boil)	entered a (contain). When this

	was filled, cold water was poured over it the	reby creating a (part)	(vacate)
	that suck	ted water up into the container.	
3.	When the container was (fill)	with steam, the water	was forced up to a higher
	level. The valves that (controller)	the (admit) _	of
	steam to the container as well as the cold	water to cause (condense)	had to be
	worked by hand on this engine.		
4.	(Atmosphere)	(press)	forced the piston
	down (simultaneous)	raising water. Steam was	allowed to fill the cylinder
	and the piston moved up to the top, ready for	or another (strike)	
5.	The next (import)	figure in the (develop)	of the
	steam engine was James Watt. He is often (	credit)	with being the (invent)
	of the steam	n engine but what he did (real)	
	was to (prove)	on the (precede)	machines.

(Adapted from "Mechanical Engineering" by Eugene J. Hall)



# Nouns 1

# **Revision and Extension**

# 1. Introduction

Types of Nouns	
• countable nouns	beach, song, accident, banana, apple, ship
• uncountable nouns	water, music, fruit, rice, sugar, coffee, blood, bread
• singular nouns	weather, baggage, equipment
• plural nouns	trousers, compasses, pliers, scissors, textiles crew,
• collective nouns	group, family, police, people
• abstract nouns	navigation, advice, freedom, shipping, time
• concrete nouns (things)	vessel, pump, shaft, pin, ratchet
• concrete nouns (persons)	officer, master, seaman, steward, adviser
• compound nouns	motorship, cargo-ship, maritime communication
• common nouns	advice, boat, mathematics, machinery,
• proper nouns	Greece, Athens, Vassilis, Lake Yliki

**NB!** A noun may belong in one or more of the above types at the same time. **e.g.** group (singular, common, collective, concrete, countable)

# 2. Countable - Uncountable Nouns

• Countable nouns are nouns that can be counted: one boat, two boats, and so on.

A determiner (a/the/my/some) must be used with them, e.g. a vessel.

- **Uncountable** nouns are nouns that cannot be counted and only have a singular, **e.g.** *timber*, *tobacco*.
  - i. You must not use the article a or an with them.
  - ii. When used in general they are usually used without a determiner but you may use a determiner (the/my/some) to give more specific information; e.g. the tobacco I bought.
  - iii. With a word of measurement, **e.g.** a glass of water, a piece of music, a drop of blood, a grain of sand, the article **a** may be used for the word **of** measurement, but not before the uncountable noun.

# Uncountable nouns are:

- certain abstract nouns: weather, information, love
- certain activity nouns in -ing: shopping, parking, camping
- nouns that only have singular: weather, thunder, lightning, money, furniture
- mass nouns: ice, water, whiskey, wheat, barley, olive-oil, coal, copper
- nouns of diseases and games: mumps, measles, darts, billiards
- school subjects ending in –ics: mathematics, physics, gymnastics (but: his politics are unacceptable, his mathematics are weak)

# 3. Nouns that are both countable and uncountable with a difference in meaning.

• The wood was burning brightly in the fire place.

The children were playing happily in the woods.

• He combed his hair and left in a great hurry.

The Bosun was disgusted to find three hairs in his soup.

• The Mate wrote the watches on a piece of paper.

The Master opened the file and went through the new Mate's papers.

• The Mate had worked many years on tankers and had a lot of experience.

The Captain wished he were able to write a book about his experiences.

• The Mate always has a lot of work to do.

In the ship's library he found all the works of Shakespeare.

• The Helmsman checked the course on the ship's compass and corrected it by 2 degrees.

The Mate used the compasses to draw a circle round the ship's position.

• The liner will dock in a quarter of an hour.

I was impressed by the Captain's quarters. They were spacious and tasteful.

- 4. Plural Nouns only have plural.
- clothes: trousers, pants, pyjamas, breeches
- instruments: binoculars, compasses, callipers, spectacles (=glasses)
- tools: pliers, scissors, sheers, tongs, scales

**NB!** All the above are made of two parts, therefore you may refer to them as pairs, e.g. a pair of pants, a pair of pliers. In this case they become singular and the verb is in the singular e.g. There was a pair of compasses on the table. The new pair of glasses the Mate bought was very expensive.

- other words: wages, stairs, headquarters, barracks, premises, outskirts, riches, surroundings, arms(=weapons), greens, vegetables, earnings, savings, clothes(=garments), goods, grounds, outskirts, pains(=effort), particulars, wares(=goods), valuables, damages(=compensation) etc.
- pluralwords with singular meaning: news, rickets, mumps, shingles, billiards, darts, bowls, draughts, dominoes e.g. *The news is good*.
- plural words that are also used in the singular: series, means, species
- e.g. "Shogun" was a wonderful television series.

Passenger liners are still a popular means of transport in the Aegean.

Two hundred **species** of birds have become extinct in the last 50 years.

# NB!

The verb must be in the singular after the introduction one of ... (my/mine, your/yours, his, hers, its, our/ours, their/theirs, you, them) and the noun/pronoun in the plural.

One of the ABs is escorting the surveyor to the Captain's quarters.

One of their deck officers was in charge of the reception group.

One of them is the thief. Search their cabins while I keep them busy!

The verb, noun and pronoun must be in the plural with the expression a group of, a number of, etc.

# **5. Collective Nouns**

• These may be of a singular or plural number depending on the emphasis laid: one unit or all the members of the whole

**e.g.** The new Mate soon realized that the **crew was** very good.

The situation was difficult but the **crew were** working hard and skilfully.

- In the same way the choice of a relative pronoun depends on which particular idea is intended, the unit or the members
- **e.g.** The committee, which consists of top scientists, will come up with its report soon.

The Greek national football team, who are in excellent spirits, will be playing their toughest match ever.

• some **collective nouns**: association, audience, body, cattle, class, clergy, club, committee, company, council, crowd, deer, crew, family, government, group, jury, people, police, (the) public, sheep, society, staff, team, trout, union, etc.

### 6. Abstract nouns as countable!

Abstract nouns are normally uncountable but some abstract nouns can be used with a, an in a special sense:

• love, dislike, (dread, hatred, horror)

The Bosun has a love for music and an intense dislike for watching TV.

• relief, help:

A good map is always a great help in plotting the course of a ship.

It is a relief to have good maps in the chartroom of a ship.

• pity, shame (mercy, wonder), are introduced with it and a that-clause/infinitive:

It's a pity the company decided to break down this historic ship for scrap.

Prepare the charter carefully. It would be a shame to lose this fixture.

• knowledge (of)

The Mate has a very good knowledge of the navigation problems of the Bay.

Some of these abstract nouns also have a plural:

• a hope, hopes, a fear, fears, a suspicion, suspicions. These are introduced by there and followed by a thatclause but suspicion(s) may be the object of have or arouse:

There is a fear that a terrorist is on board the passenger liner.

I think that the Bosun has a suspicion about the real identity of the Cadet.

No, I don't know what aroused his suspicions.

Notes:	/ q	15	A	
	•••••			

# Practice Unit (21)

Exercises.

# (21.1) Put in the correct singular or plural of the noun in parentheses and underline the right verb:

# **Examples**

He was carrying some (baggage) baggage on board.

There was/were a lot of (suitcase) suiteases on the trolley.

1. There was/were some strange (entry)	in the logbook.
2. When he went into the galley he saw a lot of (vegetable)	and (fruit)
on the bench.	
3. The cook said they were going to have (fish)	for lunch.
4. The Mate looked around and said that there was/were a lot o	of (traffic)
5. There is/are a lot of auxiliary (machinery)	on board a ship.
6. There is/are a lot of auxiliary (equipment)	on deck.
7. (Fish) is/are not cheap today and	neither is/are (cereal)
8. The AB's (trouser) is/are worn out	
9. "I need to draw a circle on the map," said the Mate, "Where	is/are the (compass)?'
(21.2) Correct the following sentences wherever necessary:	
Example	
The Bosun's advices were very wise so the deckhands always list	tened to him.
The Bosun's advice was very wise so the deckhand	ls always listened to him.
1. The number of accidents of the deckhands on board the 'Ioni	ia' have increased dangerously.
2. Knowledge of the rate at which a ship is travelling through th	e waters are important if the navigator
needs to estimate the time of arrival.	
3. The crew was not able to complete the tasks given which irrit	ated the Master.
4. The passenger asked the Mate to have a drink with her but he	e said he had many works to do.
5. The young lady came on board and then she sent the deck bo	by to bring her luggages up.
6. The thunders and lightnings frightened the little passenger.	
7. The Captain was about to send the message but then decided	to wait for more informations.
8. The young apprentice Deck Officer was a crime story fun. He stories in his cabin.	e had two dozens of detectives and mystery
9. The young apprentice Engine Officer always woke up early in	the morning and did his gymnastic.

# (21.3) Underline the correct word to complete the sentence.

# **Example**

The new Hawaiian Mate could play the guitar and other organs/instruments.

- 1. The ship was sunk in the *middle/centre* of the Atlantic.
- 2. There was not much shadow/shade anywhere on deck.
- 3. The Mate searched hard but couldn't find any information/informations.
- 4. As the boat was crossing the channel the passengers admired the wonderful scenery/scene.
- 5. The Captain of the cruise ship decided to alter course so that his passengers would not have to suffer in the rough *whether/weather*.
- 6. The sailor decided to write a novel about his adventures/experience in the navy.
- 7. Nowadays, a modern ship has a lot of electronic equipment/equipments on board.
- 8. The important meeting will take place in the company *headquarter/headquarters*.
- 9. The deckhands are playing in the billiards/billiard room.

# (21.4) A list of principle products. Arrange the ones given in the chart below according to type and add any more you know:

acids, alcohol, aluminium, appliances, automobiles, barley, coal, copper, cotton, drugs, fertilizers, fish, foodstuffs, glassware, gold, grapes, hardwoods, hides, iron, lead, lentils, live cattle, lumber, machinery, maize, meat, molasses, nuts, oars, olive-oil, peas, petroleum, pig iron, poultry, precision instruments, rice, rubber, silver, skins, soya beans, spices, steel, textiles, tobacco, vegetables, vehicles, whale oil, wheat, wine, wool, wood pulp, zinc,

- cereals:
- metals:
– spirits:
- chemicals:
- industrial products:
- minerals:
– agricultural produce:
frozen/tinned products:
– natural materials:
- artefacts:
- livestock:
– leather products:
– pulses:

(21.5) Of the nouns in exercise 4, pick the countable ones and list them below:		
acids, appliances,		
(21.6) Correct any mistakes in the following sentences and write again:		
1. The "24 hours", the excellent television series, were watched by many spectators.		
2. The Captain has love for good food and good cigars.		
3. The committee will submit its report soon.		
4. It's pity the company decide to sell the ship.		
5. The Helmsman has horror for foggy days.		
6. It was relief to hear that the weather would soon improve.		
7. The Bosun has intense dislike for terrorists and stowaways.		
8. One of the vessels were appointed as On-Scene Co-ordinator.		
9. What shame that such a ship should go down so inadvertently.		

mana tigan



# **Nouns 2: Compound Nouns**

# 1. Introduction

# • Formation

We form compound nouns:

- a. -ing + noun
- b. noun + -ing
- c. noun + preposition/particle
- d. (noun+prep+noun)
- e. verb + adverb
- f. noun + noun

### NB!

The first noun is of a singular number but sometimes it may be in the plural.

• Plural of compound nouns:

- sailing ship, floating ice, mooring line
- coal-mining, surf-riding, skin diving
- looker-on, runner-up,
- •man-of-war, father-in-law
- stowaway, break-in, hideaway
- logbook, charter party, boy-friend, bus-driver, deadweight capacity
- sports-car
- sailing ships, floating ice, mooring lines
- lookers-on, runners up, men-of-war, fathers-in-law
- stowaways, break-ins, hideaways
- logbooks, charter parties, boy-friends
- The above nouns appear as one word, two words or with a hyphen. As there is no standard orthography, you should consult a good dictionary to make sure. In doubt, write two words. However, it is often possible to use a hyphen.

# 2. Interpretation of compound nouns

• In a compound noun (noun + noun) we usually mean one idea, person, thing, etc. a cargo ship, a watchman, harbour dues, grain capacity, a logbook

The first noun modifies the second like an adjective – it tells us what kind:

- a cargo ship is a ship used to carry cargo
- a watchman is a man (member of the crew) who is on duty (on watch)
- harbour dues are dues that you pay to the harbour authority to use the harbour
- grain capacity is the specific capacity of a space to store grain in
- a logbook is a book in which we log (enter) what has happened on board

The stress is usually on the first word.

• In the same way we can speak of:

sea air, a sea anemone, a seafarer,

these are all various things, ideas, persons to do with the sea

a cargo ship, a passenger ship, a container-ship, a warship,

these are all different kinds of ships

# • Compare:

table tennis (=tennis played on a table=ping-pong) & a tennis table (=a table on which you play ping pong)

a coffee cup (=an empty cup used for drinking coffee) & a cup of coffee (=a cup full of coffee)

• You may also have more than two nouns:

Ship Management Agency (=an agency that specialises in the management of ships)

*Port Reception Facility* (=a facility that accommodates reception – of dirty ballast water – in port)

a navy aircraft carrier (=a carrier - type of warship - that carries aircraft of the navy)

a luxury hotel reception desk (=a desk at the reception area of a hotel that belongs to luxury class)

• In the **noun + noun** arrangement the **first** noun acts like an **adjective**. Therefore, it is normally in the singular even if the meaning is plural, e.g. a **book exhibition** = an exhibition of books. In the same way: a **five-day** voyage, a **six-euro** fare, a **hundred-mile** trip NOT *days*, *euros or miles*, as they are now considered to be adjectives and are never plural.

- The second noun may be part of the first:
  - ship library, gear lever, cylinder support, engine piston, piston rod, engine department.

This arrangement is not possible for words denoting quantity such as piece, slice etc. for example: a piece of bread (NOT a bread piece)

The stress is usually on the first word.

• The first noun may tell the place of the second:

Coast Guard, port police, shore reception facilities

The stress is usually equal on both words.

• The first noun may be connected with time of the second:

summer solstice, summer load line, summer tank, winter solstice, Sunday papers

The stress is usually equal on both words.

• The first noun may indicate the **material** the second is made of:

steel hatch, rope ladder, leather seats, steel hull, iron bar, gold medal, silver coin

The stress is usually equal on both words.

### However,

if there is an appropriate adjective then it should be used instead of a noun, e.g. wooden furniture, a wooden sailing boat, wooden railings, a woollen pullover

**NB!** The adjective **golden** is only figurative: a golden opportunity, a golden sunset

• The first word may indicate the **purpose** of the second.

escape hatch, cruise ship, LNG carrier, oil tanker, bulk carrier, liquid cargo vessel

The stress is usually on the first word.

- The first noun may refer to the **product** or the **type of work** and the second to the area of work: fish-farm, oil-rig, assembly plant, decompression chamber, communication room

  The stress is usually on the first word.
- The second noun may refer to the **person** practicing the practicing the occupation, sport etc. that the compound expresses:

chief engineer, ship broker, water skier, deck officer, radio officer (=G.O.), pop singer The stress is usually on the first word.

horror story, course fees, sea story, electricity bill, custom duties, university studies

- When the first word ends in -ing, it is usually about what the noun is used for:

  a swimming pool, sailing boat, fire fighting equipment (see 3-word compound)

  The stress is usually on the first word.
- Finally, the first noun may tell you what the second is all about:

**NB!** Clearly the above combinations are not exclusive and clear cut but inevitably overlap up to a point. However, the student is now aware of how to use them and where to put the stress.

# 3. Three-word compounds

# **Examples**

Standard Communication Phrases Sun-and-planet gears, breakdown service mechanic Custom House Officer, deadweight capacity

Cusiom House Officer, acadweight cupacity
Notes:
/ O E //
Practice Unit (22)
Exercises.
(22.1) Classify the following compound nouns under the right class:
harbour pilot, turbine blades, cylinder valve, deck equipment, fairway centre, traffic lane, sea route, custom house, seafront, camshaft, crankshaft, spark plug, flywheel,
1. The second noun may be <u>part</u> of the first:

2. the first noun may tell the <u>place</u> of the second:
(22.2) Classify the following compound nouns under the right class:
port engineer, chief engineer, mechanical engineer, civil engineer, rope ladder, steel hatch, mineral products, steam locomotive, steam engine, steamship, steam pressure, steam blast, steam power, wood engravings, leather shoes
1. The second word may refer to the <u>person</u> practicing the occupation the compound expresses:
2. The first noun indicates the <i>material</i> the second is made of:
3. The first noun can indicate the <u>fuel/power</u> used to operate the second:
(22.3) Classify the following compound nouns under the right class:
parking fine, cruise ship, produce exchange, training ship, connecting rod, time charter, government form, landing card, engine department, ocean liner, safety valve, passenger liner, cargo ship, manufactured goods, dried fruit,
1. The first noun may indicate the <u>purpose</u> of the second:
10 = 1
2. The first word tells what the second one is <i>all about</i> :
3. The first word tells us what <u>kind/type</u> of thing the second is:
(22.4) Classify the following nouns under the right class:
training course, dog watch, morning shift, in-line skating, summer cinema, combustion chamber, coalmine, ship yard, coal-mining, diving-board
1. The first noun may refer to the <u>product/type</u> of work and the second the area:

- 2. The first word or the second (-ing) is about what the noun is for
- 3. The first noun may be connected with *time* of the second:





# Adjectives / Adverbs 1

# 1. Kinds of adjectives

- **Demonstrative**: this, these, that, those (see: A.28)
- Distributive: each, every, either, neither and both (see also: B.32/34)
- every means all but with every we consider them individually while all is a group. However, everyone, everything etc. refer to a group.
- each and every refer to a number of persons or things but with each the emphasis is on the individual

All the members of the crew attended the meeting on deck A.

Every member had been invited. (every is only an adjective)

Each was wearing his or her uniform; Captain's orders!

Each member had something to say. (each is a pronoun and an adjective)

- each can be followed by of and singular verb, e.g. Each of them has a fire extinguisher or by plural verb without of, e.g. They each have a fire extinguisher.
- neither = not one and not the other. Used with the verb in the affirmative singular.

The Engineer tried both pumps but neither (of them) worked. They were both useless (one and the other). Both of them were useless.

Neither of the deckhands/of them knew where to look for the stowaway. OR

Neither deckhand knew where to look.

I've prepared neither of these (drills).

either = one or the other. either + negative verb = neither + affirmative verb

However, either cannot be the subject of a negative verb.

I haven't tried either of these (pumps). They are both OK.

Either (of these pumps) will do. NOT either of these will not do.

Would you like to try either of these (pumps)?

- Possessive: my, your, his, her, its, our, your, their (see: A.27)
- Interrogative: whose, what, which (see: A.23)
- Quantity adjectives: some, any, no, little, much, few, many, one, ten (see: A.32/31, see also: B.30)
- Quality adjectives: good, bad, maiden, rainy, stormy, golden (see A.32, B.26)

### NR!

Adjectives in English do not have a plural form: a safe vessel, safe vessels.

**Exception!** The demonstratives: this generator, these pumps, that drum, those pipes.

# 2. Participles as adjectives (see: B.18)

Every passenger was excited because the voyage was exciting.

The disappointed passenger decided to concentrate on the Mate. He seemed to be more promising than the disappointing Captain. She only hoped she wouldn't be so badly mistaken again.

• It follows that the present participle has an active sense – does something, while the past participle describes a state or a feeling – has a passive sense.

# 3. Attributive and predicative use

- Introduction
- All adjectives in 1 above, except for those of quality, are attributive and, therefore, are placed in front of nouns:

that vessel, which tools, her cabin, every tanker, some deckhands, one lifejacket

• Quality adjectives on the other hand may be placed either in front of their nouns as attributive adjectives:

e.g. a powerful engine, medical facilities, steel hatches, a rope ladder, a local pilot

or **after link verbs** like: appear, be, become, feel, get, grow, keep, look, make, seem, smell, sound, turn, as **predicative**:

e.g. The deckhands look tired. Captain Zeppos became famous.

The Bosun got/grew (=became) angry at the cook because his favourite soup tasted horrible.

# NB!

• The above link verbs can also be used as normal verbs, in which case they are followed by adverbs instead of adjectives:

Despite the terrible storm looming ahead the Captain looked calm (=was not anxious, had a calm expression on his face). adjective

The Master looked calmly at the angry Bosun and told him to wait. adverb

• It follows from the examples that if these verbs are used in a **stative** sense they are used as link verbs and modified by an adjective, while if they are used as **action** verbs then they are used with an adverb.

After reading the emergency weather report the Mate turned pale.(stative) adjective
After hearing the AB's rude remark the Mate turned angrily to him (deliberate action) adverb

• Adjectives used only attributively

# old, heavy-light, good-bad, big-small, mere, sheer, bloody etc.

**e.g.** old friend, old man, old sailor, old boy good athlete, bad sailor, big eater, small shipper, heavy gambler

if those adjectives are used predicatively, their meaning changes:

**e.g.** My friend is old. (refers to his age, perhaps he is 80 years old)

A small shipper is a shipper that has little business, while:

The shipper is small means that he is a small man physically.

• Adjectives used only **predicatively** 

afraid, upset, adrift, afloat, alike, alive, alone, ashamed, asleep, ill etc.

<b>e.g.</b> The Mate is alone. NOT: The alone The ship is adrift. NOT: The adrift	vessel.	
To use it predicatively the adjective m The <i>lonely</i> Mate. The <i>drifting</i> v	_	
• Adjectives that can be used <b>both at frightened</b> , <b>poor</b> (=not having enough <b>e.g.</b> The stowaway is frightened. OR Th	th money), etc.	
Notes:		
Practice Unit (23)		
<b>∠</b> Exercises.		
(23.1) Put in all, each or every in the	following:	
1. The Engineer checked	spare parts carefully.	part was wrapped
in cellophane.		
2. The Engineer checked	spare part in the kit before being	g satisfied.
3. There are four holds in the ship	one has a capacit	ty of five tons.
4. There are six rowers in every lifebo	oatrower operates of	one oar.
5 Captain wo	orries about his ship and about	member of his crew.
6 Captains l	love the sea and can't stay away from it for lon	ıg.
	did was to organise the deckhands in fire grou	
7. The deckhands worked so hard that	of them received a	a bonus.
8. The officers' meeting was a catastro	ophe one of them had	
(23.2) Put either, neither or both in th	ne following:	
1 ships of the	e company are sailing in the Indian Ocean.	
2. The Bosun asked two deckhands to	help him but	could.
	a sail from Ayios Konstandinos or you can sail	
way.		
	ut he didn't buy	Too expensive!
	ne harbour. Fortunately,	
6 the de-	ck department and the engine department wil	l be in the meeting.

7. The Bosun and the Cox	are old friends.	of them come from Chios.
8. There were two vessels	on the horizon but	of them was a tanker.
9. They tell me	Ithaki and Lefkada are b	beautiful but I haven't visited of
them, yet.		
(23.3) Put the word in par	renthesis in the right form (-ed, -i	ng)
·	tty <b>preparing</b> his nets. (preparat an is very good but his <b>writing</b> sk	,
1. Mary's already down by	the jetty	for the ship. (wait)
2. First in the Br	itish Navy, the rank of midshipma	n was so about
1600. (use, name)		
3. "Learn to perform ever	ry duty on board	to the highest and the lowest."
- naval maxim. (belong)		
4	as follows, the duties of the crew n	nust be strictly(outline,
perform)		
		td., the "" was given to the
MMM to be	as training ship for	the Cadets of MMA.(build, give, use)
6. The Spanish Armada _	of 130	war vessels was in the
Channel in 1588. (consi	st, defeat)	
7	by Brunel's "Great Eastern" in	n 1860, it was the first Atlantic cable. (lay)
8	the worm gear, the fourth	basic type of gear is very useful. (call)
9. The teeth of the first ge	ar mesh with the teeth of the next	one, the motion along.
(pass)		
(23.4) Complete each sen	tence using a word from the box.	
evolved/evolving, fixe	ed/fixing leafed/leafing, oscillated/o	onsisting, designed/designing, driven/driving, oscillating, paired/pairing, predetermined/otating, shaped/shaping(2), used/using(2), ng
1. A branch of the science	of mechanics	kinematics
in order to study mecha	nisms.	
2. A "variation" is worm _	, in an	hour-glass figure, used primarily for
	the direction of axial motion.	

3. Cams come in many shapes – there are hear	tcams	s, clover
elliptical cams and others.		
4. Without the gears that transmit motion to the	e	wheels we could not have the
transportation of today.		
5. By means of these different shapes cams, can	n change	into
, or	motion	1.
6. When one link is		
7. The spring is a mechanism	in a wide variety of	of mechanisms. There are many
variations on the basic	or spiral spring	g.
8. A ratchet is another	mechanism	of a wheel with
teeth and a pawl which drops into the spaces	s between the teeth.	
9. There are different types of bearings		for use at various points
of contacts to fit the kinds of motion at work	ζ.	
(23.5) Complete using the verbs and adjective	s/adverhs in the hoves meaning	nofully Add completely very(2)
so(2), extremely and put the verbs in the right		igiting. Aud completely, very (2)
become, draw, seem, sail, sound, taste,	awful, beautifully, cau	tiously exhausted
secome, draw, seem, san, sound, taste,	interesting, famous	inousity, emicusion,
Example		
The deckhands seemed completely exhau	sted. They must have been we	orking too hard.
1. The excursion to the Pergamon ruins		All the passengers of the
cruise ship decided to join in.		
2. The salad of the Chef	tha	t none of the passengers ate it.
3. Young passenger Taki could	that ev	erybody on board asked him to
do their portrait.		
4. After saving the ship, Master Apostolakis	954	
5. He is known as the Captain who		
•		
(22.6) Channel the comment mond to complete the	f. 11	
(23.6) Choose the correct word to complete the	ie ionowing:	
Example The weather was changing to the worse – threa	atening clouds were gathering	<u>fast</u> /fastly.
1. The Mate looked angry/angrily at the AB.		
2. The Mate looked <i>angry/angrily</i> but the AB co	-	
3. The seaman became <i>violent/violently</i> when th 4. The Master turned <i>calm/calmly</i> to the angry	-	
5. The <i>lone/alone</i> Master kept to his cabin mos		

6. They searched carefully and discovered the afraid/frightened stowaway in the lifeboat.

- 7. The ship's doctor went to see the Captain who wasn't feeling *good/well*.
- 8. He was so slow/slowly I had to tell him to hurry up.
- 9. The local tea tasted strange/strangely but it was good.
- 10. He tried very *hard/hardly* to secure the cargo but it was proving tough work.
- 11. The weather was changing for the worse threatening couds were gathering *fast/fastly*.





# Adjectives / Adverbs 2

# 1. Order of adjectives of quality (see also: B.26)

• When you put more than one adjective in front of a noun to modify it, you must arrange them in a specific order. Several variations are possible but the following arrangement is fairly usual. Naturally, you should never really put more than two or three adjectives together!

size and/or number (except little)	general description and/or opinion	age	shape	colour	material	origin	purpose (usually gerund/ noun)	NOUN
A small	beautiful	new	streamlined	white	wooden	Greek	sailing	boat
A large	shiny	T		black	leather	Italian	Hand	bag
	A strange	IR	4.0	Red	10/2	<i>II</i> (C	Cargo	ship
Two big	modern						Brick	houses
A small	suspicious			- 1	41	foreign		Mate
A tall	lovely blond	0				Korean		Steward- ess

- You should normally put commas between the adjectives, especially if the sequences are long or consist of similar information:
- **e.g.** An expensive, badly-designed, motor vessel. A delightful, long, strong cocktail.
- Commas may be avoided with short common adjectives:
- **e.g.** A tall dark handsome officer. A short, blond, pretty Stewardess.
- You may use little, old, young not to give information but to form an adjective-noun combination.
- **e.g.** The Bosun has a nice **little** boat. That **young** Cadet is very careless. a **little** old lady but NOT a little **young** lady
- If little, old, young give information, then you can say:
- **e.g.** a **young** handsome officer OR a handsome **young** officer an **old** experienced fisherman OR an experienced old fisherman a **little** sandy beach OR a sandy **little** beach

• But small is usually better than little for size:

e.g. a small sandy beach

• And with attributive adjectives is used mainly with two or more colours.

**e.g.** The ship carried a blue and white flag.

The lookout shouted: "A black, yellow and red vessel on our starboard side."

# 2. Attributive adjectives after nouns

As in old English, we still use the **noun + attributive adjective** arrangement for certain fixed phrases:

**e.g.** The Secretary General of UNO is visiting Athens unofficially.

We met the Attorney General on board the cruiser, you know.

God Almighty, help us!

A court martial was formed to try this unique case.

# 3. Expressions of measurement

# measurement noun + adjective

e.g. The Mate is three years older than the Second Mate.

The ship is two hundred and fifty-six metres long.

The mast is twenty-five metres high.

Amidships, the vessel is 20 metres wide.

- 4. Comparison of adjectives (see also: Book I.33, Book II.27/28)
- Constructions with comparisons:
- **e.g.** A ferry-boat is not so/as fast as a hydrofoil.

A hydrofoil may be as fast as a catamaran.

Engine M130 is stronger than the N130.

This is the biggest tanker that has ever been built.

This is the fastest type of sailing-ship in the world/ of all.

- Gradual increase or decrease (comparative+and+comparative):
- e.g. The wind was getting stronger and stronger.

The voyage became less and less exciting.

- Comparison of actions with gerunds and infinitives:
- e.g. Sailing a fin is not as difficult as sailing a laser.

It is more enjoyable to play football yourself than to watch it.

# 5. Adjectives with a plural meaning (the+adjective)

• Adjective describing human condition or character preceded by **the** are understood as meaning **a class of persons** having this condition or character and the expression is **plural**:

**e.g.** the healthy, the blind, the rich, the sick, the dead, the living, the poor

The Captain organised a ball and the proceeds would be donated to the blind.

- You can use the with adjectives of nationality ending in se, ss, sh, ch, in the same way as above:
- e.g. the Chinese, the Portuguese, the Swiss, the Dutch, the Welsh, the Spanish

The Chinese are very persistent and hardworking people.

**NB!** This use of the adjectives is made in a general sense. For reference to a particular group a noun should be added:

e.g. The Greek seamen on board drove him crazy!

• You may sometimes use the + adjective with a singular meaning: **e.g.** the accused (person), the defensive/offensive (=attacking movement) **Notes: Practice Unit (24)** Exercises. (24.1) Put the adjectives in the right order: Example He found a (bevel/worn out/big/ old) a big, worn out, old, bevel gear 1. They saw a (Chinese / black and white / enormous) tanker. They saw a tanker 2. The Engineer discovered the rare screw in a (metal/small/coffee/pretty) box. The Engineer discovered the rare screw in a box 3. The weather changed: (black / threatening / big) clouds were gathering. The weather changed: clouds were gathering. 4. The Captain proved to be a (stocky /tall /uncouth) man. The Captain proved to be a \_\_\_\_\_ 5. The rich man bought a (luxurious/badly-designed/expensive) yacht. The rich man bought a yacht. 6. Those (German/ new/ hexagonal) washers are difficult to get. washers are difficult to get. (24.2) Rewrite putting the words in parenthesis in the right order and in the right position: **Example** The of NATO will be visiting Brussels shortly. (General/Secretary) The <u>Secretary General</u> of NATO will be visiting Brussels shortly. 1. "Any news?" "Well, the is giving a press conference in five minutes!" (Attorney/ General) 2. The yacht is twenty. (long/ metres)

• You may refer to races with colours in the plural: the blacks, the whites

3. Engine Mark III is powerful Mark II. (than/ more)
4. The superstructure of the vessel is 10. (metres/ high)
5. The Bosun is tall the Third Engineer. (as/as)
6. There is nothing we can do but ask to help. (God/ Almighty)
7. This is largest yacht the world. (in/ the)
8. He has an appointment with the of the European Museum Curators. (General/President)
(24.3) Read the situations and write sentences. Use a comparative:
Example
The trip to Crete takes six hours by boat and half an hour by air.
The trip to Crete takes much longer by boat than by airplane.
1. The deckhands were very busy with scrubbing the decks today. They're not usually as busy as that.
2. Cadets Taki and Niko did well in the final test of Navigation. Taki got 18/20, but Niko only 16/20.
3. The Captain is 45 years old. His brother is only 40 years old.
1954
(24.4) Read the situations and write sentences. Use a double comparative and an appropriate second adjective/adverb:
Example  The passengers like a calm sea.  Yes. The ealmer the sea, the happier they feel.
1. Passengers like cruise ships to be very luxurious
2. Tankers used to be very big as this was very profitable.
3. Basketball players must be tall to be effective.

# (24.5) Read the situations and write sentences. Use superlative:

# Example

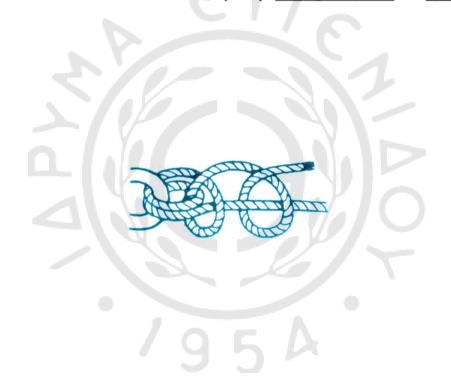
You are talking about machine tools. The lathe is an extremely versatile machine tool. You say: (lathe / versatile / work)

The lathe is the most versatile machine tool I've ever worked with.

1. You are talking about f	famous engineers. You think of Stevenson. You say: (Stevenson.	evenson / famous / history
of engineering)		
Stevenson		
2. You are talking about p	power plants in Greece. You remember the plant of Kre	emasti: You say: (power
plant / large / produces	/ quantity)	
The power plant		
	in Greece.	
	simple machines. You remember the pulley. You say: (p	oulley / simple, ancient /
machine / devise)		
The pulley	2/10	
	s and write as as, as, than, the, in, of, of the, more an	d the adjective in
parenthesis, if given, as a	ippropriate:	
Example	applicat forms of machines is the mulley (simple)	
	earliest forms of machines is the pulley. (simple)	
		6.1
	most important considerations	
	most important devices for amplifyi	
•	weight could be pushed up a hill with less effort	
•	ove the same weight vertically.	
	moving a load up an inclined plane is the same	
0	he rise and the length of the inclined plane. (Actually, the	,
_	on has to be overcome so the effort required is greater	the force
of friction itself.		
	smaller member a pa	ir of gears or
smallest gear o		
	actual mechanical advantage less	theoretical
mechanical advantage?		
8. Visiting	is Christian	thing to do. (sick)
9. Specially trained dogs h	nelp to walk even	centre of big cities.
(blind)		

# (24.7) Instructions and example as above (24.6)

1. Our Captain works very hard on	board but most members of the crew do	o not work	
he does. (hard)			
2. The ship was sailing	it could but it didn't look as if	it would get there	e on time. (fast)
3. It is a more satisfactory experien	ce to participate in a regatta		to watch it.
4. The Spanish have	most interesting football champions	ship	Europe.
5. The weather was getting	and more dangerous		the Aegean
6. Overhauling a pump is not	overh	auling a generato	or. (difficult)
7. The Dutch have	best organised football schools		Europe.
8 the Spani	sh Armada was within range, Nelson's fl	leet went on the o	offensive.(soon)
9. The Greek seamen on board the	allied vessel were perhaps	best	all.



# UNIT

# Adjectives / Adverbs 3

- Prepositional Adjectives (see also: Book II.37/38)
- Adjective + preposition (about, at, for, in of, on to with)

Most of these adjectives are presented in Book II, Unit 37.

e.g. anxious about (=worried), afraid of, interested in

The Master was anxious about getting away from the area before the storm struck.

The company was interested in securing the two big charters.

There are many seafarers anxious for work (=for a ship to sign on)

What is the Captain so angry about?

Adjectives followed by infinitive or a that-clause

# • Adjective + that-clause

confident, sorry, sure, certain, anxious (=wish) in very formal English

The Captain was anxious that the Port Authorities should not learn about the cargo.

It was certain that the pirate ship would attack.

I'm sorry that you have to do my watch but I've got a high temperature.

# • Adjective + Infinitive

Some of these adjectives are presented in Book II, Unit 37.

bound, certain, confident, sure, anxious (for sb/sth) to (= eager, wanting)

The stowaway was afraid to show himself on deck.

The Bosun is certain to act at once in a case like this.

The First Engineer is sure to know what to do.

I was anxious for the little fishing boat to get there safely.

I am anxious to find out what happened.

- **NB!** (1) Some of these adjectives belong in more than one group.
  - (2) For lists of the above adjectives see Appendix 6
  - (3) There's often a difference in meaning depending on the way of expression. Compare the examples of *anxious* above.

**NB!** It is strongly recommended that the exercises in Appendix 6 be done!

- Compound Adjectives
- Adjective + present participle

A hyphen is required between the two words: good-looking, easy-going, quick-growing, self-winding, self-cleaning, Greek-speaking,

# • Adjective + past participle

A hyphen is required between the two words: bad-tempered, good-humoured, absent-minded, self-driven, French-born

# • Adjective + false participle

A false participle is one that is formed from a noun. A hyphen is required between the two words: fair-haired, blue-eyed, tight-fisted, long-bearded

- Past participle + present participle (in adjective roles) frightened-looking,
- Adverb + past participle

loosely-worn, well-read, above-mentioned, newly-built, intricately-designed, much-travelled

5. It was very kind \_\_\_\_\_ the Mate \_\_\_\_

# • Adverb + present participle

fast-moving, slowly-progressing, fear-inspiring

• Noun + past participle

Notes.

home-made, government-inspired, money-motivated

Troces.	
Practice Unit (25)	
Exercises.	
(25.1) Complete the sentences putting in either the cor	rect preposition, that, or the infinitive:
Example	
The Chief Engineer was confident that the repairs wou	ld be completed in time.
The AB lost the bet but the Bosun was <u>too</u> embarassed	<u>to</u> take his money.
The Second Mate was sorry <u>about</u> arriving late for his v	vatch.
1. Is the Captain aware	what he is going to do is dangerous?
2. I think the Bosun is afraid	the Captain won't believe him.
3. Do not ask him to do the job of the lookout. He is afra	aid heights.
4. The ship's agent is bound	supply us with everything necessary.

help.

6. The AB found it impossible _	rig the	lifeboat.
7. It was cruel	the Bosun	
the deck in the night.		
8. The Cadet wrote back to his	friend that life on board was different	what he had thought.
9. The Bosun found the Mate a	nd the Helmsman absorbed	conversation.
(25.2) Re-write the following set form. Make any other necessar	ntences without changing the meaning. Use th ry changes.	ne bold word in the appropriate
Example		
•	he Port Authorities should not learn about the	e cargo.
for The Captain was anxious lor t	he Port Authorities not to learn abou	at the cargo.
_		S
1. The stowaway was afraid to s	now himself on deck.	
of The stowersey		an dealt
The stowaway		on deck.
2. The vessel is expected to arriv	ve in nan an nour	
due		
In half an hour	e ship's agent was bound to supply everything.	
responsible	ship's agent was bound to supply everything.	
-		avarything
	an't be sure of getting the right passage.	everything.
	in the sure of getting the right passage.	
are  If you book		right passage.
5. I am anxious about my family		fight passage.
	travening in this rough sea.	
I am anxious that		this rough sea.
6. The Engineer was sorry abou		tins rough sea.
that	t delaying the vital repairs	
		delayed.
7. It was sensible of the Bosun t		avay van
thing	e tuate protessions.	
_		do.
8. I'm sorry for the Mate, but it		
should		
It was all the Mate's own faul	lt but	to him.



# Compound Verb Forms: phrasal verbs 1

# **Two-word verbs**

### 1. Introduction

• Two-word verbs are verbs followed by prepositions or adverbial particles or both. (See next unit about three-word verbs).

The pilot climbed up the ladder and boarded the vessel.

- If the combination gives the verb a new meaning then it is called by many grammarians a phrasal verb. The Captain put off the fire drill for the next day.
- This unit assumes that students have, by now, learnt a lot of phrasal verbs. However, it is worth making sure that the phrasal verbs in the collection that follows have been learnt and that they are used, as far as possible, in connection with technical and maritime English.

# 2. Object of the phrasal verbs

- These combinations are either transitive (take an object) or intransitive (can't have an object). The engineer blew down the boiler-room water gauge glass. (tr) The loading operation was over at 6.30 in the morning. (intr)
- They might even have two or more meanings and be intransitive in one and transitive in the others Once in the dining saloon, the Captain took off his cap and sat at a table. (tr.) The helicopter took off from the aircraft carrier at six. (intr.)

# 3. The position of the object

• When the object is a **noun** it is placed **after** the preposition:

The Captain asked the Steward to **look after** the old couple very well indeed. The Mate urged the Bosun to search for his glasses.

These verbs are also called **inseparable**.

• With some combinations it may be placed either before or after the preposition:

The Chief Engineer gave his books away to the Cadet Engineer.

The Chief Engineer gave away his books to the Cadet Engineer.

These verbs are also called **separable**.

• If the object is a **pronoun** it usually goes **after the verb**:

The Chief told the Cadet to throw the useless spare parts away.

The Chief told the Cadet to throw them away. (NOT throw away them)

• But sometimes it goes after the preposition:

The Master urged the Mate to look for the map. (NOT look the map for)

The Master urged the Mate to look for it.

### 4. A collection of Phrasal Verb combinations

- account for = (tr) explain, give satisfactory reasons

  Soon after, the Master of the wrecked ship was called upon to account for the wreckage.(NOT account it for)
- allow for = (tr) take into account in advance

  The voyage was only 500 miles but the Master had to allow for delays going around islands and one stop for bunkering.
- blow away = to move along carried by the wind *The wind blew the Mate's hat away*.
- **break down** = (intr) be out of order, stop functioning properly

  The radar has **broken down** on [the] "Oceanic Maria" and they are asking for instructions on the VHS.
- **break down** = (tr) collapse

  The deckhands had to **break down** the cabin door to see what had happened to the passenger.
- **break down** = (tr) (1) subdivide into smaller categories (2) destroy, reduce to pieces Can you **break down** the ships into type-groups?

  When a ship is old and unfit to sail it is usually **broken down** for scrap.
- call at (call at port): visit, sail into port, put in at port.

  The coaster first called at Syros and then she put in at Paros her second port of call.
- carry away = (tr) remove, take away

  The wind was so strong that it carried the vessel away. (took it off course)
- call for = (tr) demand, require

  Fuel injectors call for extreme precision of manufacture
- to find out = (tr) to discover esp. after making an effort

  After checking carefully the Bosun found out that the new AB was being abused.
- get at = (intr) (1) be able to reach

  They sailed at half speed all day and at night they got at the little port of Stylis.
- get at = (2) mean
  "What are you getting at? I don't understand."
- **get on =** (intr) to progress

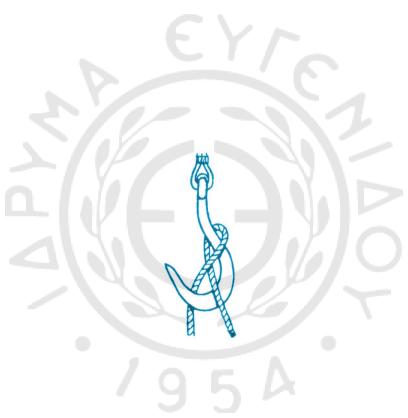
  How is the scrubbing of the main deck **getting on**?
- get to = (intr) to arrive at place
  What time does the ferry get to Antirrio? At 06.10.
- **get to** = (tr) to send or take sth to sb "Get those tools down to the workshop at once," said the Engineer.
- Go down = (intr) sink

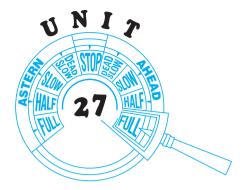
  A vessel that does not observe loading capacities and quantities may go down.
- hold on = (tr) continue holding, fasten
   The deckhands held on the stern line.
   The man in the water was told to hold on to the life buoy until they had got the launch to him.
- hold on = (intr) wait, endure

  The Master was told to hold on until they found the Port Master.

Notes:	
Practice Unit (26)	
Exercises.	
(26.1) Put in the correct preposition/particle:	
1. In the end, the AB broke	and confessed everything.
2. The GO ordered the AB to take the message	the Master at once.
3. The Captain ordered the stewards to allow seats	every passenger on board.
4. The Chief Engineer asked his men to account	the missing spare parts.
5. The Bosun asked the rude AB to explain what he w	vas getting
1 It takes the passenger liner two hours 2 The crew was told to hold 3 The ferry first called at Skiathos 4 Carelessness accounts 5 The generator broke down 6 The Mate ordered the men 7 After robbing 8 Accidents like that of the Titanic 9 The bank manager asked	<ul> <li>a. and then put in at Skopelos.</li> <li>b. for most of the accidents at sea.</li> <li>c. and it took the Engine Department staff 3 hours flat to fix the problem.</li> <li>d. on the stern line.</li> <li>e. the company for months the purser was found out.</li> <li>f. the Mate to hold on until they had checked his account.</li> <li>g. have never been forgotten as the ship went down with such heavy loss of life.</li> <li>h. to get to the little island.</li> <li>i. to their positions</li> </ul>
given. Do not change the given word in any way.  Example  After making an effort the Bosun discovered who was The Bosun eventually found out who was stead.  1. One of the pumps has stopped functioning properly.	y and we need some spare parts urgently. (down)
One of the pumps	

Such	the mast
3. The voyage was rather a short one but the Captain had to take int	to account delays at the various ports of
call in advance. (allow)	
The voyage was rather a short one but the Captain had to	
4. Are the repairs to the auxiliary engines progressing quickly enoug	gh? (get)
Are the repairs	quickly enough?
5. There are so many types of valves that we need to subdivide them	into categories. (down)
There are so many types of valves that we	
categories.	





# Compound Verb Forms: phrasal verbs 2

- This unit also assumes that students have, by now, learnt a lot of **phrasal verbs**. However, it is worth making sure that the phrasal verbs in the collection that follows have been learnt and that they are used, as far as possible, in connection with technical and maritime English.
- **keep away** = (tr) remain at a distance
  "We expected you at the Captain's party. What kept you away?"
- **keep on** = (intr) continue (esp. travelling in a certain direction)

  If we keep on our course for another 2 hours we will see the port.
- keep out = (tr) prevent from entering
   Ships have watertight compartments to keep the water out in case of damage to the submerged parts of the hull.
- **keep out** = (intr) stay outside ENGINE ROOM. Please *keep out*!
- lay in = (tr) provide with sufficient quantity

  As the vessel would be at sea for a month, the Chief Engineer had the stores laid in with all sorts of spare parts.
- lay down: (tr) make, build, design, plan a course

  The main body of the ship was laid down in 1990 but she sailed in 1995.

  The Captain lays down the rules on this ship!
- lay off: (tr) dismiss (often temporarily)

  When shipping slackens, a lot of seamen normally get laid off.
- lay up: (tr) take a ship out of use

  At the end of the season all boats are laid up in the harbour.
- **lie off:** (intr) keep a short way from the shore or another ship We'll have to lie off until the storm is over
- **lie to:** (intr) (=lie a try) lie still facing the wind. *The Captain gave the order to lie to*.
- **lie up:** to go into or remain in a harbour esp. for repairs or out of season *My boat has been lying up in the harbour all winter.*
- **look out** = (intr) be watchful, beware Look out! The derrick is turning round.
- make for = (intr) move towards

*In the evening they changed course and made for the nearest port.* 

- point out = (tr) indicate, show, (intr) stress on

  It should be pointed out that electric motors provide greater safety compared to steam engines.

  The Chief Engineer pointed out the most important aspects of an engineer's watch to the new officer
- put off = (tr) postpone

  As no member of the crew could attend the meeting, they put it off.
- put on = (tr) switch on a light, the gas, a radio, an electric fire Put on the gas. Put the gas on. Put it on. (see opposite: put out)
- put out = (tr) extinguish any kind of light or fire

  The fire group was able to put the fire out in the engine room before it spread.
- to set up = (tr) to erect, to establish

  When they set up the shipping business in 2000, they little expected it to grow so big so quickly.
- to sign on = (intr) to be employed as a member of the crew (See opposite sign off)

  The Egyptian deckhand was signed on in Alexandria last week.
- to sign off = (intr) to leave a ship (be dismissed from a ship)

  The Bosun will sign off when the vessel calls at Piraeus.
- to stand by = (intr) to be ready for action

  As soon as the order to sail was given, the crew stood by in their positions.
- to strike out = (tr) to remove something written

  The Mate asked the Captain to strike out the entry from the logbook.
- take out = (tr) to obtain (a piece of paper giving one the right to do something) Pickard took out a patent on his crankshaft design.
- take over = (tr) gain control of, accept something (a duty, responsibility etc) from someone else *The Greeks were a great maritime nation, then the Romans took over and they gave way to the Byzantines.*
- take to = (tr) like

  The Captain took to the new Mate at once.
- **tell off** = (tr) scold someone, reprimand

  The Chief Engineer told the officer of the watch off for showing up late at his post.
- wish for = desire

  Except for the Bosun, the ship was everything the seafarer could wish for,.
- work on = (tr) to have something as your subject of thought or effort

  Different kinds of engineers are now working on large projects such as new aircraft.

Notes:				

# **Practice Unit (27)**

# **Exercises.**

# (27.1) Put in a phrasal verb in the correct form:

t out, sign on, take out, take over, tell off
ere are a lot of small fishing boats in the bay.
the rescue drill until tomorrow.
the central heating.
passengers are
that. You have got to
the ventilation in hold No. 1
. In fifteen minutes he
from the Third Mate.
uctant to
nd add the correct preposition/particle to fill in the
ke, take, take, wish, work, work
ey left port and the ship was adrift.
and retire to his little island.
inventing the right type of spaceship for a manned
_ inventing the right type of spacesing for a manned
a new ship to work on, but it wasn't easy to find
a new ship to work on, out it wasn't easy to find
ad the engine department
ch other as soon as they met and became inseparable
from the engineer of the watch he checked every log
<i>5</i>
led to it,

8. You only need to	dead	your course and
you will reach your destination before	e you know it.	
9. I am	a new course which w	ill get us there safely and quickly.
(27.3) Complete the second sentence s given. Do not change the given word in	_	the first one, using the bold word
Example		
In the advertisement it was indicated the advertisement pointed out to	•	•
1. Don't worry! Megelec is sure to prov	ide our ship with all necessary suppli	ies and in sufficient quantities.
(in)		
Don't worry! Our ship is sure to		Megelec.
2. The Engineer stressed the fact that a	vibration reducing device was very	desirable on a cruise ship.
(pointed)		
It was	w	as very desirable on a cruise ship
3. Two 50m TriCat fast ferries will initi	ally be built by the joint venture ship	pyard established by NBF Marine
and Alkatraz & Co. in Taragana, Ita	ly. ( <b>up</b> )	
The joint venture shipyard		two 50m. TriCat fast
ferries.		
4. A lot of seamen lost their jobs in the	recent slump. (off)	
Maritime companies		owing to the recent
slump.		
5. Continue sailing dead on course and	you will see the light house in abou	t half an hour. (keep)
<ol><li>Continue sailing dead on course and You will see the lighthouse in about</li></ol>	half an hour	on
course.		
6. The prisoner escaped and ran toward	ds the coast of Aselino where a subn	narine would be waiting for him.
(for)		
The	a	submarine would be waiting for
him.		
7. Some ships reached the harbour but	many others were anchoring in the	closest protected cove. (laying)
Some ships reached the harbour but		off in the closest
protected cove.		



## Compound verb forms, Phrasal Verbs (3)

#### **Three-word verbs**

- Three-word verbs are phrasal verbs followed by a preposition:
- **e.g.** I am looking forward to my summer holidays.
- It will be noticed that the phrasal verb **look forward** needs a preposition (to) in order to take its object. There are a number of verbs like this. Below is a small collection of such verbs:
- get on with: progress
- go back on: break a promise
- go in for: enter a competition, have a habit
- go through with: complete a plan/obligation mostly unwillingly
- have it in for: be deliberately unkind to someone
- have it out with: settle a problem by expressing one's feelings
- keep away from: (cause) to remain at a distance from sb or sth
- keep up with: to remain level with sb or sth
- let in on: to involve someone or oneself in something that might be unpleasant
- let in on: allow somebody to share a secret (let sb into sth)
- live up to: reach an expected standard
- look out for: try to find sb or sth, take care of sb's interests
- make off with: run away with
- make up for: compensate
- put down to: explain the cause
- put in for: apply for a job, to enter a port for a purpose
- put up for: offer
- put up with: tolerate, bear
- stand by for: be ready to (take action), stand near sth or sb

Notes:				
• • • • • • • • • • • • • • • • • • • •	•••••	•••••	•••••	•••••
•••••	•••••	•••••	••••••	••••••
•••••		•••••		•••••

#### **Practice Unit (28)**

without previous notice.

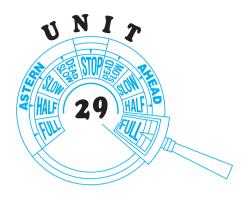
#### **Exercises.**

#### (28.1) Match the sentences A with their appropriate complements in B:

	_
A 1. Mechanics must keep	B a. Look out for it!
<ol> <li>Mechanics must keep</li> <li>The Chief Engineer asked the Second Enginner how he was getting</li> </ol>	
3 We are to rendezvous with a small white motor ship in an hour.	c. away from big, fast ships.
4 When you enter the bay, make sure you stay	d. back on his promise to allow them to go ashore.
5 The Captain goes	
6 The crew were all disappointed because the Master went	e. in for vegetarian dishes so the cook always prepares one.
7 When the stowaway decided to hide on the "Eleni M.", he didn't know what he was letting	f. himself in for. g. out with the Mate.
8 The Bosun knew that he wouldn't be able to calm down unless he had it	<ul><li>h. on with the repairs.</li><li>i. on with the new Third Engineer?</li></ul>
(28.2) Use one of the verbs in the correct form from the second box to fill in the blanks meaningfully:	ne first box with two particles/prepositions from the
get, go, have, live, make, make, put, put, put, stand	in for, in for, up with, down to, off with, on with, through with, up for, up for, up to, by for
Example Γhey are looking for a Mate to sign on on the "Eleni M"	". Why don't you <u>put in for</u> it?
1. The AB was silent most of the time but the Mate	it his poor English.
2. They say he	all the money in the safe of the ship.
3. The Captain ordered "Full speed ahead", as they had	the lost time in yesterdays
storm.	
4. The Bosun made it clear to the ABs that he wouldn't	
5. The company had set high standards and the Captain	
6. When they found the AB fatally knifed, the crew susp	pected the Bosun. He had always it
the disobedient AB.	

7. The signal from the company's headquarters told the Captain to \_\_\_\_\_\_ new orders

8. The Captain decided to	the rescue operation despite the dangers.
9. Are you	the repairs quickly enough?
(28.3) Re-write the sentences. Put a three-word veplace of the words in italics:	erb from the list of unit 28 above in the correct form in
Example The "Eleni M" will not be available for a month. Sh The "Eleni M" will not be available for a month. Sh	*
1. The Company announced that they were <i>offering</i> The company announced	
2. Finally, the Chief Engineer explained that the care	use of the malfunction was the faulty needle.
Finally, the Chief Engineer	the faulty
needle.	
3. Two look-outs were posted with the expressed or	
Two look-outs were posted with the expressed of vicinity.	rders lifeboats in the
4. The newly built tanker more than reached their e.	xpected standard of performance.
The newly built tanker more than	
5. Under the circumstances the Mate decided to sh	are the secret fact that he was hiding a woman onboard
with the Bosun.	
Under the circumstances the Mate decided	the Bosum
fact that he was hiding a woman on board.	
6. They had instructions to remain level with the Fro	ench vessel.
They had instructions	the French vessel.
7. They were advised to be ready to recover their fish	
They were advised	recovering their fishing gear as quickly as
possible.	
8. The signal said they were to <i>remain at a distance</i>	from the designated area.
The signal said they were	the designated area.
	Nate was
signing on it.	



# Prepositions 1: Verbs followed by prepositions

#### 1. verb + preposition

These verbs need a preposition to take an object but this does not change their meaning. Here are some very useful verbs followed by preposition. Explanations are given only for those which are not self-explanatory.

- adjust with/to
- align with
- combine with
- convert into
- credit with
- deal with: tackle
- depend on
- divide into
- differ from
- heave up
- improve on
- inject into
- involve in: participate, cause somebody to participate
- look aft/ahead
- look forward
- make of
- provide for: secure for, supply
- read about
- refer to
- result in: have as a result, end up
- result from: originate
- sail past (a place) = sail beyond it
- shorten to
- suck in
- use for
- work for sb: to be employed by sb (or a company) to do his job for money.
- work with sb/sth: 1. to have the company of sb in one's job. 2. to use sth as an object or tool

#### 2. verb + pronoun + preposition

- convince oneself of = persuade oneself
- familiarize oneself with = learn, find out

#### Practice Unit (29)

#### **Exercises.**

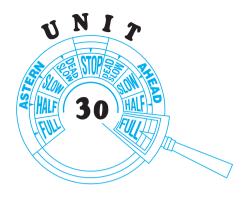
#### (29.1) Use one of the compounds in the box in the right form to fill in the following blanks meaningfully:

familiarize oneself with, look aft, look forward, provide for, sail past, shorten to, suck in, use for, work for, work with

1. The officer of the watch	the position of the ship and then
read the night order book.	
2. Engineers now have new and stronger materials to _	
3. The vacuum created by the piston, air mixture inside the intake valve.	the petrol-
4. If you	you can see the poop deck.
5. The huge blocks of stones probably raised by means of ramps of earth.	the pyramids were
6. If you	you can see the bows.
7. The yachtquay.	the breakwater and docked alongside the
8. The manufacturer	spare parts at all times for any emergency.
9. The Mate	the Captain very well and was happy
(29.2) Match the two columns:	
<ol> <li>The mechanical engineer may now calculate the advantage</li> <li>Not mentioning the depth unit clearly on a chart</li> <li>"Vessel 30 degrees on my port bow."</li> </ol>	<ul> <li>a. resulting from the interaction of different mechanisms.</li> <li>b. is converted into stream.</li> <li>c. containerized, non-containerized and refrigerated cargo.</li> <li>d. aligned with the inlet port (in the hydraulic</li> </ul>
4 A vessel for liquids is usually	head). e. This message <b>refers to</b> the ship's head, not the
<ul> <li>5 I read all</li> <li>6 You must shorten</li> <li>7 General cargo can be divided into</li> <li>8 As the rotor turns, a charging port (in the rotor) is</li> <li>9 In a boiler, the water</li> </ul>	North.  f. may result in a ship taking the ground. g. made of durable material. h. about it in Seal's "Diesel Engines". i. your cable to 5 shackles.

## (29.3) Fill in the blanks with the correct form of the verbs in the box of Unit 29 above, and the right preposition:

1. Industrial engineers are de	esigning the machines necessary	to fabricate different parts
2. Nowadays we do not usually need to invent no	ew engines but just	old ones
3. On locomotive and marine engine, governme	nt control is	manual control
4. Quick! You must	anchor.	
5. The form of the message	the "start point" from whi	ch the bearing and distance
are taken.		
6. The branch of engineering that	the effects and pro	cesses resulting from the
behaviour of electrons is called Electrical and	l Electronic Engineering.	
7. James Watt was often	being the inventor of the ste	eam engine, but what he did
in fact was improve on the preceding machine	es.	



Prepositions 2: preceding/ following adjectives/adverbs/nouns or both preceding and following them.

#### A. Preceding:

- at length
- for (the most) part
- in advance
- in diameter, height, width, shape, size etc.
- in progress
- in reverse (order)
- on board a ship, an airplane etc.
- with caution

#### **B. Following:**

- according to
- because of
- clear of
- connected to/with
- pleased with
- similar to
- thanks to (= because of)
- used for

#### C. Preceding and following:

- by way of
- by means of
- in addition (to)
- in charge (of)
- in connection with
- in process of
- in reply/response to
- in terms of

#### **Practice Unit (30)**

#### **Exercises.**

#### Note

The exercises that follow also contain a large number of cases in addition to those in the introductory examples of this unit, in order to revise prepositions of time, place, direction, etc.

(30.1) Practice in miscellaneo	us prepositions (by, for, in, o	f, with):	
1. "I have problems	main engine."		
2. "Keep clear	me. I'm drifting."		
3. "I am manoeuvring		difficu	ılty."
4. "Transfer	person		_ helicopter not possible."
5. "All ships	[the] vicinity	position ke	eep [a] sharp lookout
the distressed v			
6. "Small fishing boats	[the] area.	Navigate	caution."
(30.2) Put in the correct Prep	osition (as, at, by, for, forwar	d, in, into, on, to):	
1. The diesel engine is a form of		ngine) similar	that used
2. Large diesel engines that have a slow speed.			
3. Slow speed engines can be c	onnected	the propeller _	gearing.
4. Medium-speed diesel engin	es were once restricted	20/	smaller cargo ships, but
now they are used in fast ca	rgo liners	well	in tankers
and bulk carriers.			
5. Medium-speed diesel engin	es can result	a sma	ller, cheaper ship, because
	their size and weight.		
6			
series of blades or vanes atta	iched	a shaf	t.
7. The Engineer of the watch p	out his watch 15 minutes		to make sure he would
be	time	h	is watch.
8. Thanks	the favourable wea	ther the vessel reach	ed her destination
goo	od time.		
(30.3) Put in the correct prepo	osition (at, back, by, from, for	r, in, inside, into, of,	on, to, up, with):
1. The cylinder of a boiler rese			shape.

2. In a boiler, there is an appliance which m	akes use the heat which remain
in the gases of combustion.	
3. In a diesel engine, nothing but air is dra	wn the cylinder
	ssed a very high degree and
the moment of greatest co	mpression, a small quantity of fuel is injected
the cylinder head.	
4. The Bosun put	all the clocks of the passenger liner
one hour to adjust	the time zone.
5. The office boasted a lot but the ship did	not actually live his expectations.
6. As there was no other way to solve the	problem, the Bosun decided to put a she
the poop.	
7. A diesel engine works	the principle of self ignition.
8. The vacuum created	the piston sucks the petrol-a
mixture inside the intake valve.	
9. Another type of boilers is one	an arrangement of drums.
	hub vortex. It also reduces propeller torque rations 4-5%
3%, save	s 4-5% fuel consumption, and boos
speed by 1-2%.	
	tallation on ships of any type and size the PBCF can be fitte
	ressels as well as those already service. An
	ne computerized design, prices are lower than ever.
	lves shock and vibration as well a
low nois	
	over the last 60 years
naval shipbuilding worldwide.	
	turbine and motor ships prove the reliability of our pneumat
	the application in steam, condensate and cooling
loops.	
	fast patrol boats, corvettes and frigates of
several navies.	
	steam turbines in that gas rather than steam is used to tur
a shaft.	
	a series of blades or vand
attached	a shaft.

9. In a car engine there is a device	controlling the flow of petrol/air mixture	
the cylinder.		
(30.5) Fill in the blanks with a suitable phrase from the bo	x. Use them all:	
by means of, in charge of, in reply to, at any length, in pro- most part, on bo		
1. Electric motors come within the field of electrical enginee	ering so they will not be discussed	
in this chapter.		
2. While the loading operation was	the Mate watched carefully.	
3 ship you will hear the cree	w using expressions you have not heard before.	
4. Until the 19th century engineers were	craftsmen or project organisers.	
5. Nowadays maritime communication is mostly effected		
6. The Chief Steward is	the stewards and the galley.	
7. Almost all countries are using or are		
8your question:	[I] advise [you] not to proceed.	
9. The Mate asked the AB to check the bales again		



# Idioms/Collocations and special phrases 1

This is a very small collection of maritime idioms, collocations and other special phrases, and can only be of rudimentary help to a seaman. Cadets, however, are strongly recommended to use this list as only the beginning of their personal collection and make it their business to enrich it.

#### 1.

- to abandon ship = to leave a ship in danger of sinking
- to assume control = to control, to put under control
- to be bound east = to be eastbound = to move/sail eastwards (towards the East)
- to be in charge (of) = to be responsible for
- to be concerned with = to worry about, to be busy with, to take an interest in
- to be in/out of order = (not) working properly
- to be on duty = on watch
- to be off duty = off watch
- to be on my way to = going towards
- to be staunch = to be tight
- to be under survey = of a ship: to be under repair (= to be on the stocks)
- to berth alongside a quay
- to berth a ship = to make a ship fast
- to board a boat = to go on board a boat
- to bring into use = to use
- to break the journey = to interrupt the journey, to have a break in the journey.
- to cast anchor/to drop anchor = to let go anchor, to drop it into the sea.
- to come ashore = to go from sea to land
- to come into sight / to go out of sight = become visible/invisible
- to do a repair = to repair
- to dock a ship = to bring a ship into dock, to put the vessel in dock =
- to moor = to tie up
- to get in touch with = to communicate with, to meet, to contact
- to get under way = move
- to give a vessel a wide berth = leave a lot of room for other vessels
- to give way = to be replaced by, to break.
- to have steerage way = have sufficient speed for rudder to have effect
- to have way = (of a ship) moving
- to have a breakdown = to have a mechanical failure, or problem
- to join a ship = to become a member of a ship's crew

2.

- to keep warm = remain or cause to remain warm
- to keep clear of = stay away from
- to keep a look out = keep good watch
- to lay the keel of a vessel = to put the keel of a new ship in the shipyard
- to lay up a ship = to stop using it, remain inactive in port, in moth balls
- to lay a cable = to put a cable in the water in order to carry power or telephone
- to lay mines = put mines in specific sea areas to hinder movement of enemy ship
- to lie at anchor = be moored

#### **3.**

- Some special maritime phrases
- old salt = old man = the Captain (esp. a very experienced one)
- a good ship: a safe ship
- fishing line (or: a line): rope for fishing
- maiden voyage: a ship's first voyage
- notice to mariners = advice to mariners
- port of call: one of the ports on the way to the destination of a ship
- under one's wings: in one's protection
- fairway buoy: buoy showing the start of the fairway

Notes:	
	ŠVI ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (
Practice Unit (31)  Exercises.	
(31.1) Complete the sentences with	the correct phrase from the box:
	reak one's journey, come into sight, give a wide berth, get under way, ng into use, lie at anchor, go out of sight,
1. [The] "Polar Star" must obey	and
another boiler	<del>.</del>
2. They	when they realised they should spend some time on the island.
3. When a ship	it appears on the horizon whereas
when it	it disappears.
4. When a vessel cannot	under her own power, a tugboat can

5. Good captains always	other vessels	
6. "	me, I'm manoeuvring with difficulty."	
7 When we sailed round the promontory we saw	a strange white vessel	

#### (31.2) Match the columns:

- 1. After abandoning ship the wrecked passengers
- 2. The Bosun took the two new ABs
- 3. There was great conflict between the Spanish and the British
- 4. The boat engine is in order but
- 5. A usual mission of warships is to board cargo ships
- 6. The crate was too heavy
- 7. The Mate said that

- a. the generator is out of order.
- b. as they both were trying to assume control of the seas.
- c. under his wings.
- d. had to spend a few days on a small island.
- e. the ship was staunch.
- f. and the rope gave way.
- g. to check whether they are carrying weapons illegally.





## Idioms/Collocations and special phrases 2

• This is a very small collection of maritime idioms, collocations and other special phrases, and can only be of rudimentary help to a seaman. Cadets, however, are strongly recommended to use this list as only the beginning of their personal collection and make it their business to enrich it.

#### 1.

- to maintain a high speed = to go at high speed
- to maintain direction = to keep direction
- to make an entry (e.g. in the logbook) = to note something (in the logbook)
- to make (a vessel) fast = to tie (her) up
- to have steerage way = to have sufficient speed for her rudder to have effect
- She has way on her = she is moving through the water
- to make headway/sternway /leeway = move ahead/astern/pushed sideways by the wind while moving ahead
- to make sure = to be sure, to ascertain
- to make way: to be underway = not made fast, not at anchor
- to operate the winches = to handle the loading equipment
- to pull up the anchor = to lift the anchor
- to save trouble = to avoid trouble
- to serve on a ship = to work and live on a ship
- to sight a ship = to see a ship (then the ship is in sight = visible)
- to stand into danger = to be in a position where there is danger
- to stand clear of = stay at a safe distance from danger
- to steam into fog = to sail into an area of fog
- to steam away from a point = to sail away from
- to steer a course = to sail according to a specific course
- to take an interest in = to be interested in
- to take a look at = to look at (briefly)
- to take for granted = to believe to have control of, to expect (often wrongly), to accept as normal
- to take in tow = to tow, to pull a vessel along
- to take someone under one's wing = look after (someone) and help them
- to undergo a speed trial = to perform a trial for speed
- to weigh anchor = to lift it up
- the way is off my ship = I am not moving
- feel your way past me = you may pass me
- the wind rises = the wind becomes stronger
- the wind drops = the wind becomes less strong

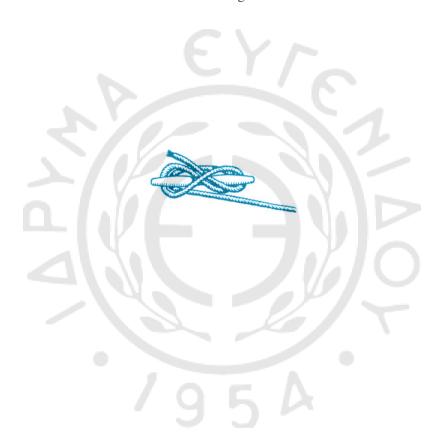
2.

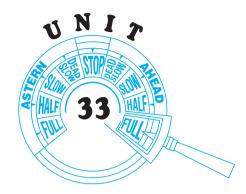
• The following adverbs come after <b>be</b> , <b>g</b> board a vessel	go or other verbs of motion, for a pers	son being or moving on
fore/forward = the front part of a vessel		
aft = towards the stern of a vessel		
<b>aloft</b> = among the ropes and the masts		
<b>below</b> = towards the holds of a vessel		
<b>abeam</b> = towards the middle of the vesse	el (the broadest part of it)	
3.		
• A ship, however, moves/sails		
ahead = forward		
astern = backward	EYE	
Notes:		
Practice Unit (32)		
Exercises.		
(32.1) Complete the sentences with the co	orrect phrase from the box:	
		6
operate the winches, steam into fog, tal	ke for granted, make way, steam away nderway, save the trouble.	y from, course to steer, be
1. If a vessel is steaming at 5 knots against		and
	952	
2. The loading operation was delayed beca		one to
	ause after the accident there was no	one to
2. The Corinth conel	linara	
3. The Corinth canal		
of sailing around Peloponne		
4. When vessels		
5. Courses are required either to		
a certain	point.	
6. The radar station gave her the		_ to reach the fairway buoy.
7. In the early days of steam engines the te	echnical accomplishment that we now	,
we	ere difficult to achieve.	

#### (32.2) Match the columns:

- 1. \_\_\_\_ The vessel maintained a high speed
- 2. \_\_\_\_ Before the invention of the compass,
- 3. \_\_\_\_ Two ABs jumped on to the quay
- 4. \_\_\_\_ At exactly 06.55
- 5. Seeing that the wind was rising
- 6. \_\_\_\_ While on deck a seaman may
- 7. Being the Master of the ship,

- a. to help make the ship fast.
- b. the "Niovi" pulled up the anchor.
- c. seamen relied on the stars and the sun to maintain direction.
- d. the skipper decided to make for the nearest harbour at once.
- e. during the crossing (=passage).
- f. he took it for granted that he had the respect of the crew. How wrong was he!
- g. walk fore or aft.





#### Section B

## Simple, Complex and Compound Sentences — Clauses

#### 1. Introduction – Definitions

• A sentence is a group of words so arranged as to express one complete thought and not more than one. It begins with a capital letter, ends in a full stop, a question mark or an exclamation mark and contains a verb and a subject.

There are three main kinds of sentences:

- Simple sentences (contain one independent main clause)
- Complex sentences (contain one main clause and at least one subordinate)
- Compound sentences (contain two or more main clauses)
- A clause is a group of words containing a verb and a subject that have a complete meaning, but cannot always stand alone.

Clauses are of two types:

Main clauses (Contain one finite verb)

Subordinate clauses (There are: Noun, Adjectival and Adverbial Clauses)

• A phrase is a group of words that makes sense but it is not complete as it does not contain a finite verb and a subject. (A young Cadet, In the morning.)

#### 2. Sentences

#### • A Simple Sentence:

It contains one and only <b>one finite verb</b> , and can be	The Helmsman comes from Kalamata.
short, long or very long.	The lubrication of two-stroke crosshead marine engines
4 5	can be a complex subject.
	Inboard high pressure fuel injection lines and the
	enclosure of all hot exhaust components in water-
	cooled and gas-tight casings are valued for unmanned
	engine rooms, eliminating the possibility of fire in the
	event of fuel or lube oil leakages.

#### • A Complex Sentence:

It contains:	Cargo which is found damaged when loading begins
• a Main Clause. (It usually makes good sense in	should be rejected.
itself and it can stand alone.)	An amicable and understanding relationship between
	the Chief Engineer and the Chief Officer on board an oil
	tanker is of great importance <b>as</b> each must understand
	the other's viewpoint.

• and one or more **Subordinate Clauses**. (Each clause has a finite verb, but the Subordinate Clause cannot usually stand alone and make good sense.).

They should also know something about one another's job so that they can both appreciate the difficulties which have sometimes to be overcome.

#### **Reduced Subordinate Clauses.**

- Sometimes the verb in the Clause is not given as a full finite verb. When this is done, the clause is **reduced**. This means it becomes a phrase that usually has an **infinitive** form of the verb, a **present** or **past participle**, or an **auxiliary** verb, or the subject without any verb form.
- Subordinate Clauses may also be **suppressed**. The words are left out because the meaning is clear without them.

**Standing** on the bridge, the Cadet felt very proud of himself.

Having completed his basic training, the recruit was now ready to join a unit.

**To add** to his troubles, the 2nd Engineer realized that the new wiper didn't understand much English. Nobody can bake bread **as well as** this chef **can**.

He seems more friendly <mark>than</mark> (he seemed) a week ago. He seems friendlier **than** a week ago.

**NB!** Reduced subordinate clauses and suppressed clauses, and the words that introduce phrases that are **not** Subordinate Clauses, will be dealt with under each type of Subordinate Clause in the units that follow.

#### • A Compound Sentence:

• It consists of two or more independent clauses (Main Clauses) joined by **co-ordinate conjunctions**, such as:

so, either ... or, neither ... nor, whereas

It's time to go, so let's start.

Either the AB took the papers or the helmsman took them

Neither the Chief Engineer [noticed the leak] nor the Second Engineer noticed the leak.

This vessel is powered by coal whereas that vessel is powered by steam.

#### Note:

Units 33 to 39 will be dealing with Complex Sentences

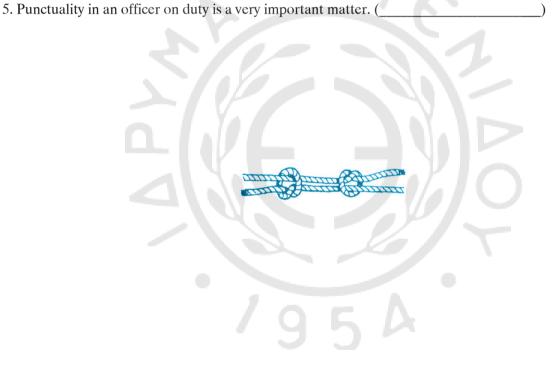
Notes:		
•••••	• • • • • • • • • • • • • • • • • • • •	 •

#### **Practice Unit 33**

#### **Exercises.**

#### (33.1) Identify the following as simple, complex or compound sentences:

Exampl	le
LAMIND	·





### Complex Sentences 1: Subordinate Adjectival Clauses

#### 1. Introduction

• An Adjectival Clause qualifies a noun or pronoun in the same way as an adjective does. An Adjectival Clause is introduced by a relative pronoun (who, that, whom, which, whose) or by a relative adverb (when, where, why).

#### 2. Defining Adjectival Clause

• It gives us information that is necessary in order to understand which person or thing is being referred to. Commas are not used in Defining Clauses.

Introductory words:		
(People)	who	The man who fell overboard has been in the water for five minutes.
	that	The relief crew that has just arrived will take over from the regular crew.
	whom	The officer to whom we spoke was not at all helpful.
(Things)	that	Damage that might occur due to condensation on cold metal surfaces can be
		limited.
	which	Food which is perishable is usually carried in refrigerated ships.
(Preposition	+which)	Arbitration has become firmly established as the method by which many
		disputes are settled.
(Possession)	whose	This emergency propulsion capability has been used by a number of ships
		whose main engine has failed or whose propeller or rudder has been lost.
(Adverb) when		Tomorrow is the day when (on which) the mail boat arrives.
where		This is the hold where (in which) the stowaway was hiding.
why		The apprentice officer couldn't think of any reason why (for which) he should
		be held responsible for the misunderstanding.
the same+ noun+ as		The Cook had worked on the same ship as the Steward

#### **Remember:**

- It is possible to use **that** in place of **who** or **which**.

  The man who/that fell overboard had been in the water for five minutes.
- Although **whom** is more correct than **who**, when it replaces an **object** in a defining relative clause, **who** is more common.

The officer  $\underline{who(m)}$  we saw on the gangway was very nice.

• It is not necessary to use **who**, **whom**, **which** or **that** when the noun or pronoun they replace is the object in a defining relative clause

The officer we spoke to was not at all helpful.

• but the relative pronoun **must** be kept if it is preceded by a preposition *The officer to whom we spoke was not at all helpful.* 

#### 3. Non-defining Adjectival Clause.

• It gives us extra information which is interesting, but not essential in defining the noun. The noun or pronoun being referred to can be understood without the support of the relative clause. **Commas** are used to separate the non-defining relative clause from the rest of the sentence.

Introductory words:	EVA
who (people)	On arrival at the port of destination the Master presents the Maritime
whom (people)	Declaration of Health to the Medical Officer of the port, who passes it as
	'clean'.
which (thing)	Rust, which may appear on loading to be only slight, may worsen
	progressively during a voyage.
whose (possession)	The Captain, whose reputation for quick-thinking is unrivalled, once again
	found an admirable solution.
when (adverb)	On Christmas Day, when most people gather at home, seamen are very often
	away at sea.
where (adverb)	Hawaii, where the Chief Engineer now lives, has always been a wonderful
	place to spend a holiday.

#### Remember!

- that cannot be used in place of who, whom, which or whose after comma.
- who, whom, which or whose cannot be omitted.

#### 4. Adjectival Clauses with quantifiers: quantifier+of+whom/which+relative clause

The Master met two surveyors. He had known both	The Master met two surveyors, both of whom he had
of them for years.	known for years.
The Chief Engineer read a number of articles. Most	The Chief Engineer read a number of articles, <b>most of</b>
of them were very interesting.	which were very interesting.
• quantifiers are:	
much, some, a few, both, many, most, all, each,	There are many crates of oranges, a dozen of which
one, two, a dozen, etc words that show number or	have already been loaded.
amount.	

#### **5. Commas in Non-defining Relative Clauses**

• Placing commas in relative clauses is very important because it affects the meaning of the sentence..

• When you mean that <u>only</u> the bales on the foredeck must be off-loaded, not any other bales, say:	The bales which are on the foredeck must be off-loaded.
• When you mean that <u>all</u> the bales are on the foredeck and they must <u>all</u> be off-loaded, say:	The bales, which are on the foredeck, must be off-loaded.
NB!  • In written English this difference is indicated by us  • In spoken English this difference is shown with a falling intonation pattern in the non-defining clause.	ing commas. rising intonation pattern in the defining clause and a
Notes:	Y
Practice Unit 34	
(34.1) Join the sentences by changing the second cla	use of each pair into a defining adjectival clause:
Example  The pipeline has been severed. It carries the ship's fue The pipeline which (that) earnies the ship's fue	
There is evidence that many members of the crew v strike.  There is evidence	want a rise of salary. These members intend to go on
2. The gales caused a lot of damage. They swept across The gales	_
3. Greek shipyards are now quoting prices. These prices competitors.  Greek shipyards are now quoting prices	
4. We came within sight of the famous tanker. Its size We came within sight of the famous tanker	·

5. The Samos Scuba-diving Club discovered a wreck. It had lain on the sea bed for centuries.
The Samos Scuba-diving Club discovered a wreck
6. The Master spoke to the deckhands. Their work was below standard.
The Master spoke to the deckhands
7. Saturday is the day. The mail-boat arrives on Saturday.
Saturday is the day
8. Candia is the town. You can find so many beautiful girls there.  Candia is the town
9. The Electrician had worked on the "Da Vinci". The Oiler had worked on the "Da Vinci".
I met an Electrician and an Oiler
(34.2) Re-write the following statements, using one or two contracted relative clauses.
Example  The steam which is extracted from the turbine is passed through a condenser.
The steam extracted from the turbine is passed through a condenser.
1. The power which is demanded from modern turbines is continually increasing.
2. A carburettor which is set to give correct mixtures at low speed will give a progressively richer mixture at the speed increases.
3. To compensate for this, a second jet is provided, which is fed from a well open to the atmosphere.
4. The exhaust steam is passed over tubes which are filled with cold water.
(34.3) Add defining adjectival subordinate clauses for the words in italics. Use <i>contact clauses</i> wherever possible.
Example
The officer (see/stewardess/talk to) was the Master.  The officer (whom) you saw the stewardess talking to was the Master.
1. That's the third fire drill (have/perform) this week. I wonder why.
That's the third
. I wonder why.

2. Crews generally like a Master (understand/problems).  Crews generally like a
3. Curação is a country (long/be/popular/young sailors).
Curacao is a
4. The 19th century is the century (industrial/ revolution/ start).
The 19th century is the
5. Germany is the country (large/ ships/ build).
Germany is the
(34.4) Join the sentences by changing the second sentence into a defining relative clause with preposition.
Example
Is this the kind of spanner for which you applied?
1. You may be certain this is a Mate. Any Master can rely on him.
You may be certain this is a Mate
2. These are the first steam engines. There was a practical purpose for them.
These are the first steam engines
3. 'Reduced speed' is a less than the normal speed. The ship moves at it in the navigation fairway.
'Reduced speed' is a less than the normal speed
4. I can't remember the name of the deck boy. I gave your letter to him.
I can't remember the name of the deck boy
(34.5) Join the sentences, using which or who in adjectival non-defining clauses and the appropria punctuation.
Example  The slump in the maritime business is now over. It gravely shook quite a few maritime companies while lasted.
The slump in the maritime business, which gravely shook quite a few maritin companies while it lasted, is now over.
1. The new tanker was delivered two years after being ordered. It cost \$2,000,000 to build.

2. This year's guide to "Nautica Hellas" will be sold out in no time. It contains some very interesting information.
3. The "Hellenic Shipbuilders" launched the world's first nuclear cruising ship. The "Hellenic Shipbuilder have always been pioneers in ship design.
4. The rescue helicopter commenced rescue operation thirty minutes after receiving instructions by coast station. It used a hoist.
5. A leading line guides the vessel along the part of the fairway with the deepest water. The leading line is route.
(34.6) Join the sentences, using a quantifier and which, who, whose etc in adjectival non-defining clauses well as the appropriate punctuation.  Example The company bought two new container ships. They were built in the "Yolohama Shipyards".  The company bought two new container ships both of which were built in the "Yoloham Shipyards".
<ol> <li>The term 'hampered vessel' includes a variety of ships. All these ships are required to carry red-white-rall-round lights in addition to their normal navigation lights.</li> </ol>
2. A lot of young seamen work on board commercial liners. Some find that the job is not so bad after all.
3. The Chief Engineer discovered five problems in the main engine. Three of them were very serious.
4. The Master had to sign on four new crew in Cairo. They were all Egyptian.
5. Two hundred cadets graduated from the Academies this year. Most of them were deck officers.



### Complex Sentences 2: Subordinate Noun Clauses

#### 1. Introduction

• A Noun Clause may be used in precisely the same way as a noun can be used.

• A Noun Clause may be introduced by

- a pronoun: that, what (that which)

- an adverb: why, when

#### 2. A Noun Clause can be:

• Subject of the verb (The subject may appear after the verb, explaining	Why the Shipping Company refused to sign on the AB is not known.
introductory it)	It is a common experience that clouds may exist for days without releasing precipitation
• Complement to the verb to be	The Chandler's opinion was <b>that</b> the supplies would be delivered on time.

#### 3. A Noun Clause can also be:

Object of the verb	The Chief Engineer does not know when the repairs will be completed.
Object of an infinitive	The Bosun wanted to know why the funnel had not been re-painted.
• Object of a gerund (what = that which)	I saw the Apprentice Officer reading <b>what</b> the Master had written in the logbook.
• Object of a participle (what = that which)	Having seen what had happened to the cargo, the Chief Officer ordered the stevedores to stop loading.

#### 4. Object Noun Clause after a preposition:

• Governed by a preposition (what = that which)	The Owners disagree with <b>what</b> the Port Authorities demand of them.

#### 5. A Noun Clause in place of the Subject or Object in the Main Clause.

• In apposition to a noun forming the <u>subject</u> of the verb	The news that the ship has been laid up is true.
• In apposition to a noun forming the <u>object</u> of the verb	Did you hear the rumour <b>that</b> the ship is going to be laid up?

#### 6. It with Passive Voice + Noun Clause (See also Unit 8).

They say that diesels and gas turbines satisfy fast	It is said that diesels and gas turbines satisfy fast ferry	
ferry demands.	demands.	
They have proved that high speed oil lasts longer.	It has been proved that high speed oil lasts longer.	
They have shown that valve overhaul can be	It has been shown that valve overhaul can be	
extended to 3000h intervals.	extended to 3000h intervals.	
• Other verbs that are used in this pattern: think, believe, expect, understand		

#### 7. Cleft Sentences.

• To give emphasis in a sentence, it is possible to begin the sentence with it followed by the word or phrase we want to focus on. In this way the sentence is divided to form two clauses.

The vessel was launched in 1999.	It was in 1999 that the vessel was launched.
	(Subordinate Noun Clause)
The Chief Officer ordered the AB to drop the	It was the Chief Officer who ordered the AB to drop
anchor.	the anchor. (Subordinate Adjectival Clause)
The Skipper found out where they were by using	It was by using radar that the Skipper found out where
radar.	they were. (Subordinate Noun Clause)
	It was the Skipper who found out where they were, by
1	using radar. (Subordinate Adjectival Clause)

• Emphasize is also possible by using a noun-clause introduced by **what** if that which is to be emphasized is not a person.

*What I need* is your help not your money. Your help is *what I need*, not your money

#### 8. Other structures using it (Not a Subordinate Clause).

It + verb to be + adjective + infinitive	It is important to know the Rules for Preventing Collisions at Sea.
It + verb to take + (noun/pronoun) + time phrase + infinitive	It took hours to reach the stricken vessel.  It will take him long to find his sea legs.

#### **Important!**

- It is often difficult to distinguish between a Noun Clause in apposition to a noun, and an Adjectival Clause qualifying a noun.
- If the clause begins with *that* and it is obvious that it is either adjectival or appositional, try to substitute *which* or *who* for that.
- If the sentence still makes sense, it is an Adjectival Clause; if it does not make sense it is a Noun Clause in apposition.

Notes:
Practice Unit (35)
(35.1) Noun clauses as subject. Rewrite the sentences so that the noun clauses come at the beginning. Starwith the words given.
Example It was soon clear that the deck boy was making the Bosun angry. That the deck boy was making the Bosun angry was soon clear.
1. It isn't yet known where the vessel managed to find shelter from the storm.  Where
2. It was soon discovered that steam valves could be automated.  That
3. It is common knowledge that a vessel 'heaves to' when she stops at sea, voluntarily.  That
4. It is not known when the repairs will be finished.  When
5. It was very unkind of the Mate to have made you do the dogwatch for a week.  To have
6. It made the Bosun very uneasy watching the deckhands work so hard.  Watching

## (35.2) Noun clauses as object. Rewrite the sentences so that the noun clauses become the object of the sentence.

#### Example

He shouldn't be sailing in this weather. The Master knew this very well.

The Master knew very well that he shouldn't be sailing in this weather.

The Mate hadn't made the fatal entry in the logbook. The Master later realized why.  The Master later realized
2. The Bosun had escaped from the prison of Liberia. He later described how.  The Bosun later described
3. The GO passed [a] message for [the] vessel "Euthymia". He later informed us where to.  The GO later informed
4. Newcomen discovered that the valves controlling the steam and cold water could be automated. He later revealed this.  Newcomen later revealed
5. The GO answered "No information". He later explained when to repond this.  The GO later explained
(35.3) Noun clauses in apposition as subject/object. Complete the sentences with a noun-clause and state its function.
Example The Master strongly denied the accusation (have to do / drugs) The Master strongly denied the accusation that he had anything to do with drugs. (object)
1. The fact (not / buy / new tanker) shows that there is a cash flow problem in the company.
2. That (Mate / disagree / Master) became clear from the remarks he made later.
3. He put forward the horrifying proposal that (suspect compartments / flood) in case the stowaway was hiding there!
4. Pointing out (operational cost / rise / out of proportion), the Manafi Shipping decided to lay up the vessel.
5. Having discovered (Master/ suspicious dealings/ smugglers), the Mate decided to sign off the vessel.

(35.4) Rewrite the sentences so as to emphasize the words in italics using a cleft sentence (it is, it was) OR a what sentence, as in the examples:

Exam	ples
------	------

The trouble started when the port police arrived.

It was when the police arrived that the trouble started.

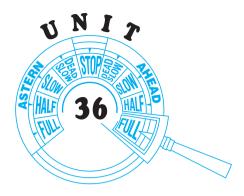
This ship needs dry-docking as soon as possible.

What this ship needs is dry-docking as soon as possible. OR

Dry-docking as soon as possible is what this ship needs.

1. The persistent Bosun discovered the stowaway in a store-ro	oom.
v	who discovered the stowaway in a store-room.
2. The Mate really takes after his father, an excellent Captain	
	, (who/that) the Mate really takes after.
3. Cheap charters are now desperately needed in the maritime	e business.
	are cheap charters. OR
Cheap charters are	
2/10	
4. He didn't finish scrubbing the deck in time because he didn	n't work fast enough.
	that he
didn't finish scrubbing the deck in time.	
5. The Bosun rigged the pilot ladder in order to be ready for p	pilot boarding.
	that the Bosun rigged the pilot ladder.
6. This vessel really needs a very good Mate, not deckhands.	71/1/0
	is a very good Mate, not deckhands. OR
A very good Mate	





### Complex Sentences 3: Subordinate Adverbial Clauses (time, place, comparison)

An + Adverbial Clause does the work of an adverb. There are different types of Adverbial Clauses, each modifying the verb in a specific way.

#### 1. Adverbial Clause of Time

It answers the question: When ...? How long ...?

• Introductory words:	
when	When the pilot blows his whistle, let go the spring.
after	After you have walked the anchor back to just above the water, hold it on the
	brake.
since	The cook has been in hospital since he broke his leg last week.
until	The vessel may not enter port until the quarantine is lifted.
as (just as)	The agent arrived just as the vessel came alongside.
before	The new apprentice officer had been waiting on the quay for several hours
	before the launch finally arrived to take him on board.
while	While he was waiting, he had many happy thoughts about his future life at
	sea.
whilst (older form of while)	The claims were based on the allegation of bad stowage or bad handling
	whilst the goods were in the custody of the ship owner.
whenever	Whenever the ship calls in at Cape Town, the Admiral recalls his first visit
	there.
as soon as	As soon as they unbend the heaving line, haul it back on board.
by the time	By the time the ship is ready to cast off, the pilot will be on board.
<b>now that</b> + present perfect	Now that all the cargo has been loaded, you can close the hatch covers.
once + present perfect	Once you have completed swabbing the deck, you may go for lunch.

#### Other structures with the same introductory words (Not Subordinate Clauses)

before + gerund	Before switching off the radar, you must check with the officer on watch.
after + gerund	After washing the dirty dishes, the mess-boy is expected to mop the galley floor.  Every ship must produce a 'light dues' receipt either before entering or before leaving the port.

#### 2. Adverbial Clause of Place

It answers the question: Where ...?

• Introductory words: where wherever	The Electrician left the tools <b>where</b> he had found them. <b>Wherever</b> they are, I hope the cadets are enjoying their day off.
• Other structures: where wherever	Not a Subordinate Clause – reduced!  Where [it is] possible, use high grade lubricants.  Take on fresh supplies wherever [it is] convenient.

#### 3. Adverbial Clause of Comparison

It answers the question: How ...? To what degree/extent ...?

Introductory words:  • Manner:	As far as I know, the vessel sails at dawn.
as, as far as,	The cabin boy behaved as though he was the Master of the vessel.
as though	
• Degree:	The Second Engineer is as skilful as I [am].
as, than,	The Chief Engineer likes you more than I [like you].
as as, so as	The Chief Engineer likes you more than [he likes] me.
A clause of comparison is	She shivered as she would have done if she were cold.
sometimes suppressed after	She shivered <b>as if</b> she were cold.
than and as	

### Other introductory words/phrases – Not Subordinate Clauses

• comparative adjective/adverb + than	Today's weather report is better than yesterday's.
• as + adjective/adverb + as	This vessel is <b>as</b> fast <b>as</b> the wind.
• not as/so + adjective/adverb + as	The Master is <b>not</b> as experienced as the chart officer.
	Loading ramps should <b>not</b> be <b>so steep as</b> to cause
/ 0	engines to labour unduly.
• as + adjective + a + noun + as	The 'Nina' is <b>as</b> fast <b>a</b> vessel <b>as</b> the 'Jackie'.
• (not) such + a + (adjective) + noun + as	It is <b>not such a</b> beautiful yacht <b>as</b> the 'Bluebelle'.
• twice/half + as + much/many/ adjective+as	The new Oiler works <b>twice as hard as</b> Ali.
• the + comparative adjective, the + comparative	The more experienced the AB the more quickly he
adjective	works
• the + superlative adjective/ most, least adjective	The 'Hawk' is <b>the most</b> efficient ship <b>in</b> the fleet.
+ (noun/pronoun) + of all/in the (hold, etc)	

Notes:		
		••••••

#### **Practice Unit 36**

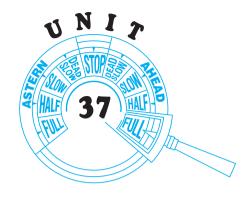
#### **Exercises.**

(	(36.1)	Rewrite	the	following	as one	sentence	using	the word	lin	brackets	to ioin	them.
	JU.1	IXCVIIIC	unc	IUIIUWIIIZ	as one	, senience	using	the word		DIACINCIS	to juin	unc

Example The Newcomen engine had been in service for a time. Automated valve were discovered. (after)
Automated valves were discovered after the Newcomen engine had been in service for a time.
1. The steam condenses rapidly to its liquid state. The vessel is cooled. (when)
2. The container was refilled with steam. The water was forced up to a higher level. (as soon as)
3. Bearings are used to minimize friction. Other mechanical devices put friction to work. (while)
4. Aeroplanes were powered by gasoline internal combustion engines. Modern jet engines developed. (before
5. Diesel engines appeared in the mid-twentieth century. They have gained wide acceptance. (since)
6. Automobiles gained wide popularity. Inventors began to experiment with the i.c.e. as a source of power for flying machines. (just as)
7. World War One started. Aeroplanes had developed for use as weapons. (by the time)
3. The IMO SMCP has been revised. All ships have to obtain a copy as soon as possible. (now that)
D. A MAYDAY signal has been received. Certain activities must be performed. (once)

Examples
Use of the IMO SMCP should be made. Use is possible in preference to other wording. (wherever)  Use of the IMO SMCP should be made, wherever it is possible, in preference to
other wording.
The Mate shivered. He was very cold. (as if)
The Mate shivered as if he were very cold.
Buying a new vessel is expensive. Repairing an old vessel may be very expensive. (asas)
Repairing an old vessel may be as expensive as buying a new one.
1. The Master now lives in a place. It is the ideal place to spend a quiet vacation. (where)
$\epsilon v_{\kappa}$
2. I know. The vessel sails in three days. (as far as)
3. It is possible. Use high grade lubricants with the auxiliary machinery. (where)
4. The new Electrician is skilful. The retired Electrician was skilful. (asas)
5. The Master likes the Second Mate. He likes the Third Mate more. (than)
6. The First Mate is tough. The Second Mate is tougher. (not so as)
7. The "Aegean Sky" is a very big tanker. There no other tanker as big. (the)
8. Big tanker accidents are dangerous for the environment. Bigger tankers are even more dangerous (the the)
9. Fill the double bottom tanks. Load the heavy lifts. ( <b>before</b> )

(36.2) Rewrite the following as one sentence using the word in brackets to join them.



### Complex Sentences 4: Subordinate Adverbial Clauses Reason, Cause/Effect, Result

#### 1. Adverbial Clause of Reason

It answers the question: Why ...?

Introductory words:	
because	Because bulk carriers carry large quantities of loose cargo, they have large
	unobstructed holds.
as	As the Captain of the oil barge spoke with a strange accent, the Chief Officer
	had difficulty in understanding what he meant.
since	Since containers are of standard dimensions, it is fairly easy to calculate a
	stowage plan.
seeing that	Seeing that it is a national holiday, the Master has given the crew a special
	treat.

#### Other introductory words/phrases – Not a Subordinate Clause

because of	The engine failed because of a cooling water problem.
	The vessel could not dock because of the adverse weather conditions
owing to	Owing to insufficient or faulty refrigeration, the cargo was damaged.
due to	A claim for damages is being made against the company due to the improper
	combination of wet and dry cargoes.
the reason for	The reason for the delay is not known.
for some reason	For some reason the stand-by pump hasn't started.

#### Cause and Effect – Not a Subordinate Clause

• Introductory words causes caused by	Carelessness causes accidents. Accidents are caused by carelessness.
Other introductions	Imprecise terms of reference resulted in an unsatisfactory report.
result in, results from,	
is the result of	The damage is the result of improper dunnaging.
is due to, lead to, produce	

#### 2. Adverbial Clause of Result

It shows the relationship between two actions or states, and how one leads to the other.

Introductory words:	
SO	There was a storm warning so the vessel could not put
(This type of clause can also be introduced by that	to sea.
preceded by so or such):	
so + adjective + that	This vessel is <b>so</b> expensive to run <b>that</b> the company
so + adverb + that	cannot afford to keep it.
so + many/few + that	The new equipment works so well that we'll finish
so + many/few + plural noun + that	loading in half the time.
so + much/little + that	There was <b>so</b> little water <b>that</b> the crew could not take
so + much/little + uncountable noun + that	a shower.
such + article + adjective + noun + that	There was <b>such</b> a terrible headwind <b>that</b> the ship
such + a lot of + plural noun + that	seemed to be going backwards.
such + a lot of + uncountable noun + that	The engine made such a lot of noise that the Second
	Engineer couldn't hear a word of what the Chief
	Engineer was saying.

Other introductory words/phrases – Not a Subordinate Clause:

<ul> <li>too + adjective (noun) /adverb + (for noun/pronoun) + full infinitive</li> <li>too + adjective + article + noun + infinitive (in this type of structure too always has a negative meaning)</li> </ul>	The equipment was too heavy for the Bosun to lift on his own.  It is too powerful a hurricane to attempt a rescue operation at present.
• Adjective/adverb + enough + for + noun /pronoun + full infinitive (enough is used after an adjective or adverb, but before a noun)	The winds have now died down enough for the rescue operation to begin.  The ship does not have a powerful enough engine to go any faster.  The engine cannot create enough power.

Notes:	

#### **Practice Unit 37**

#### **Exercises.**

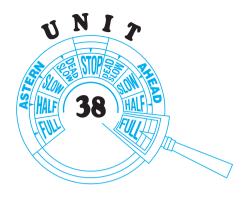
(37.1) Replace the sentences in italics by subordinate adverbial clauses of reason/cause. Use the word in parenthesis:

Example
It is a national holiday. The Mate prepared a special evening for the crew. (seeing)
Seeing that it was a national holiday, the Mate prepared a special evening for the
erew.
1. The Master won't listen to me, so you had better talk to him yourself (since)
2. The Bosun overslept. As a result, he wasn't able check the cargo. (because)
3. The AB hadn't rigged the hatch rails. Therefore the hatches could not shut. (as)
4. The good Master couldn't adjust to the life on board a cruising vessel, so the company sent him back to the cargo ships. (because)
5. These slings did not permit safe cargo handling. The Mate decided to have the slings replaced. (seeing that)
6. The handling capacity of the crane. It stopped loading after an hour. (because of – non-subordinate clause)
7. The cargo list was unavailable and incomplete. The Captain was angry. (due to – non-subordinate!)
8. The safety arrangements in the holds are not operational, yet. There is some reason for this. (for some
reason – non-subordinate!)
(37.2) Replace the sentences in italics by subordinate adverbial clauses of result. Use the word in parenthesis:
Example It snowed hard that night. There was ice on every rope and line the next morning. (so) It snowed hard that night so there was ice on every rope and line the next morning.
1. The snow fell very fast. There was no visibility. (so that)

2. Many members of the crew complained about the food. The Mate spoke to the Cook. (so that)

3. The Mate spoke to the crew for a long time. Some of them fell asleep. (such that)
4. There was a terrible wind blowing. It was impossible to stay on course. (such that)
5. There was a lot of noise in the engine room. The engineers could hardly hear each other. (such that)
6. Another mechanism necessary for road vehicles is a clutch device. The motor shaft can be connected on
disconnected from the wheel shaft while the motor is running. (so that)
Disobedience on board causes accidents. OR Accidents are caused by disobedience on board.  1. A blast of steam / the blades of the turbine / revolve (makes)
2. Lack of preparation / emergency plan / serious accidents/ may (result in)
10EA
3. Symptoms / passengers / dangerous substances (caused by)
4. Effectiveness / rescue drill / correct handling of equipment (result from)
5. Damage / cargo / wrong stowing (the result of)
6. Improvement / stability / filling / double bottom tanks (due to)

7. Filling / double bottom tanks / improvement / stability (produce)
8. Operational cost / company / lay up / vessel (lead to)
(37.4) Rewrite in one sentence. Use the word in brackets to join them and make any other necessar changes.
Example
The bale was very heavy. The AB could not lift it by himself. (too)
The bale was too heavy for the AB to lift by himself. OR
This was too heavy a bale for the AB to lift all by himself
1. When the message arrived it was still very dark. A rescue operation could not be launched. (too)
OR
2. The water left was not much. The crew could not take a shower. (enough)
OR
3. This crate was very heavy. It could not be loaded without a crane. (too)
OR
4. There is some light. The rescue operation can begin. (enough)
OR
/ O E /
5. The storm has subsided. The vessel can sail. (enough)



## Complex Sentences 5: Subordinate Adverbial Clauses Purpose; Concession

#### 1. Adverbial Clause of Purpose

It shows the purpose for a specific action

Introductory words:	
• so	The Captain ordered full speed ahead so (that) they
2/10	could be in port before nightfall.
• in order that	In order that the message would be clearly
	understood, it was repeated twice.
• so that	The tug came alongside the stricken vessel <b>so that</b> the
_ / YA //	vessel could be towed to a safe haven.
	The coamings and covers of steel hatches have been
	designed so that moisture is cleared away.
• lest (=for fear that)	Do not lean over the railings lest you (should) fall
	overboard.
• in case	The Pump-man took a torch with him in case he
	needed (should need) it to see under the pipes.

### Other introductory words/phrases – Not Subordinate Clause

• for + noun/gerund	This valve is for regulating the flow.
• full infinitive	The AB lowered the lifeboat to check the davits.
	The ventilation flaps in the engine room are closed to starve the fire of oxygen.
• in order (not) to	The passenger took a stroll round the deck in order to
	stretch his legs.
	The helmsman activated the windscreen wipers in
	order to see more clearly.
• in order for + noun/ pronoun + infinitive	In order for the pump to function properly, it must be correctly primed.
• so as not to	The Chief Officer turned down the volume so as not
	to disturb the sleeping crew members.
• so as to	The purpose of the report is to investigate pilfering so as to assess the scale of this practice.

#### 2. Adverbial Clause of Concession

It shows some form of contrast.

Introductory words:						
• although	Although radar was originally developed as a tool of					
	war, it is now used in many peacetime pursuits, such					
	as navigating.					
• even if	Even if she were the most beautiful girl in the world, I					
	would still not marry her.					
• though	Though he worked all night, the engineer couldn't					
	repair the damaged pump.					
• while	While the information may be interesting, it is not					
	essential to the running of the equipment.					
• whatever	Whatever the ship's chandler may say, the number of					
	bags was three short.					
• however (much)	He will never succeed as an officer however much he					
	may try.					
• no matter how (much/many)	No matter how many times he has been told the					
	correct procedure, he keeps on making the same					
2112	mistakes.					

Other introductory words/phrases – Not Subordinate Clause

<ul> <li>notwithstanding</li> <li>despite / in spite of + noun</li> <li>in spite of/despite + gerund</li> <li>in spite of/despite + possessive adjective + gerund</li> </ul>	Notwithstanding his enormous contribution to the company, he was made redundant.  In spite of the gale force wind, the tanker made good headway.  Despite feeling exhausted, the AB completed the task. (the subject must be the same).  Despite her being inexperienced as a Cook on board ship, the shipping company hired her. (the subject need not be the same).
Notes:	

#### **Practice Unit 38**

#### **Exercises.**

(38.1) Replace the sentences in italics by subordinate adverbial clauses of purpose. Use the word in parenthesis:

#### **Examples**

Ships carry lifeboats. The crew can escape if the ship sinks. (so that)

Ships carry lifeboats so that the crew can escape if the ship sinks.

The Third Mate applied to Southampton University. He wanted to study shipping. (to) The Third Mate applied to Southampton University to study shipping. 1. Flippers are made of rubber. They will float in the water when they come off. (in order that) 2. Port control will not allow vessels to come within close range of each other. The risk of collision is reduced. (so that) 3. The GO sent the message to the company headquarters in code. Their competitors were not able to read it. (so) 4. Coast stations always have a generator ready. There are power cuts. (lest) 5. The stowaway did not come out of his hideaway in broad daylight. He didn't want anyone to see him. (in case). 6. The seamen dived into the sea with their clothes on. They wanted to save the cadet who had fallen overboard. (to) 7. The Captain decided to signal for a pilot. He did not want to risk the safety of the ship in the unknown waters. (so as not to) 8. The skipper wanted to be safer. *The skipper activated the automatic pilot*. (in order to)

9. The crank is a device. *It transmits motion*. (for)

## (38.2) Replace the sentences in italics by subordinate adverbial clauses of concession. Use the word in parenthesis:

Exam	ple
------	-----

The vessel sailed three hours late. She arrived on time, however.  Although the vessel sailed three hours late, she arrived on time.
1. It was raining hard and visibility was almost zero. Nevertheless, the Captain did not slow down. (Although
2. A deeply loaded tanker in a fairway is not by definition a 'hampered vessel'. She should be avoided by all other vessels. (though)
3. A vessel shows signals of deep draught, she is not a hampered vessel within the meaning of the rules. (eve if)
4. Friction may be an important consideration in many cases. It is friction that holds a nail in place. (however
5. Early men knew how a weight could be pushed up a hill with less effort. Many centuries had to pass before this could be explained mathematically. (while)
6. He has been told many times to be on time for his watch. He keeps on coming late. (No matter)
7. You may say what you like. This is the most beautiful yacht I have ever seen. (whatever)

8. Master Pyrros had a long and faithful service to the company. He was laid off without much ado.

(notwithstanding)

9. The deckhands felt exhausted. The deckhands relashed the bales. (even though)



## Complex Sentences 6: Subordinate Adverbial Clauses of Condition

#### 1. Adverbial Clauses of Condition – Basic conditions

Type 0: If the weather is good, the Master always has coffee on the deck.

(Always true)

Type 1: If you lubricate the pump regularly, it will always operate perfectly. (Possible/real)

Type 2: If you overhauled the generator every month, it would work now. (Hypothetical present)

Type 3: If they had listened to the weather forecast, they would never have sailed. (Hypothetical past)

#### 2. Inversion in the three main conditionals (leaving out if).

- This makes the conditions more formal and less likely. Compare:
- 1. If you (**should**) have a problem during the watch, wake me up and ask me. Should you have a problem during the watch, wake me up and ask me.

(This means "I don't expect you to have a problem but just in case ...")

2. If I were you, I wouldn't take that extra watch.

Were I you, I wouldn't take that extra watch.

- 3. If the watch had been more careful, the collision would have been avoided.

  Had the watch been more careful, the collision would have been avoided.

  If she had not gone to the reception that night, she would never have met the Captain and married him.

  Had she not gone to the reception that night, she'd never have met the Captain and married him.
- In <u>conversation</u> when the speaker is making conditions, is threatening etc. he may drop the **if** and say: **You want to go ashore**, you finish scrubbing the deck first. (If you want to go ...) **You make that mistake again**, you'll pay for it. (If you make ...)

#### 3. Other versions of conditionals.

• Two present tense verbs (always true):

If you dial this number, you have immediate access to the Worldwide Public Switching System.

• Two past tenses (always true):

If you dialled that number, you had immediate access to the W.P.S.S.

• Imperative and Present:

**Dial** this number and you have immediate access to WPSS.

• Present tense and imperative:

If you want something, just ask for it.

• Use of going to for future is possible (real situations):

If there's going to be a storm, we had better put off departure.

If they try to board the ship outside their territorial waters, there's going to be trouble.

If you go on sailing like that, you're going to destroy the boat.

• Past events with present results:

If the vessel had sailed on time, she would be here by now.

• Present events past results:

If the Mate had a more suspicious nature, he would have guessed it was a trick. (This means that the Mate does not have a suspicious nature)

#### 4. Miscellaneous Variations

•	<u>Use</u>	if	only	for	en	npha	asis	to	a	hy	pot	he	tica	ıl_
	uatio													

- Use even if to say something will happen whatever the condition.
- Use should or the introduction if I were you for advice.

If only there was/were time!

If only you had ordered the spare parts in time, we could have fixed it!

Even if the weather is very bad, we will cross channel. If the cadet has queries, he should consult with the Second Mate.

If the cadet needed any help, he **should have asked** the Mate.

If I were you, I would take the ship to the next available dry dock.

#### 5. Other introductions meaning if

• You may also use provided/ providing, as long as, only if instead of if.

- Other such words are, supposing, imagine, on condition that.
- Use unless for if not:
- <u>Use were to to sound more hypothetical</u>.

**I'll let** you go ashore tonight **provided** you **work** on Sunday morning.

You could do anything you like on board as long as you observed safety regulations.

Supposing we had trouble in the main engine, what would we do?

Unless the fire spreads, we shan't order [the] passengers to [the] assembly stations. (this means: if the fire spreads we will order them to the stations)
Were the Bosun to forbid us to go ashore, what would we do?

#### 6. Other important details

• You can use other **modals** depending on the meaning:

If we had the necessary spare parts, we could repair the damage.

If you hadn't woken me up, I might have been too late for my watch.

• If it were not for/had not been for to show dependence on.

*If it were not for* the Bosun, we would not be able to rig the boat.

If it had not been for the AB the passenger would have fallen overboard.

• You can use **but for** instead of **if not** 

But for the Bosun's help, the AB would have been seriously injured.

(This means that if the Bosun hadn't helped ...)

• You can use will and would to be polite and emphatic.

If you will/would just follow me, I'll show you where it is.

• If and adjectives/participles.

If necessary, call a pilot.

*If excited*, give him some tranquilizer

Notes:		
Practice Unit 39		
(39.1) Put the verbs in brackets in the correct form:		
Example You may go to the Captain's party provided you (not	, sit) don't sit at his table.	
1. If you are carrying dangerous goods, you (have to)		declare them.
2. If I (know) what goods you w	vere carrying, I (never, help) _	you.
3. Your draft, forward and aft, is what it should be. I	f it (not, be)	, the vessel (allow)
to sail.		
4. According to the instructions the vessel (change) _		course if it (shall, come)
across icebergs.	) M	. , , , , ,
5. If the tide (not, come)	, the depth of the water (not, l	be)
enough for the vessel to sail.		
6. If the engine (overhaul)	on time, the vessel (not, b	pe)
without power in the middle of the ocean now.		

#### **Example**

If I were /should be you, I would not cross over in this weather.

- 1. The vessel can sail *unless/providing* the surveyor has finished his inspection.
- 2. You can go ashore as *long as/unless* you return by 2 a.m.

(39.2) Underline the best alternative:

- 3. I will go ashore by myself *providing/unless* the Bosun changes his mind.
- 4. You can't sail *providing/as long as* there is obstruction in the fairway.
- 5. M/V "Irene" will overtake to the west of you even if/despite there is a current.
- 6. If only/Even if an icebreaker were not available we would have sailed.
- 7. If there is going to *be/should be* a Captain's party tonight, we *had better/would rather* start preparations at once.
- 8. Proceed to designated area by yourself provided/if only there is enough visibility.
- 9. Send message only if/even if ice-breaker assistance for convoy finished.

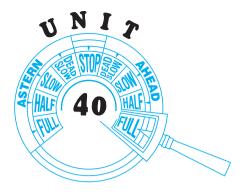
#### (39.3) Rewrite the following sentences as conditionals. Remember special versions and variations:

#### **Example**

You want to get there safely so you just go ahead and follow him.

If you want to get there safely, just go ahead and follow him.

Proceed along the ice channel at once and there will be no problem.  If you
2. The ship did not receive the weak Mayday signal. She may rebroadcast it as a Mayday relay. But it was not received  If the ship
3. There wasn't an ice-breaker command because it wasn't confirmed immediately.  If there
4. The vessel will fire a rocket. It is safe.  If the vessel
6. Vessels keep clear of sea area Quake Sands. It is dangerous.  Vessels
7. Rig the pilot ladder correctly and the pilot will be able to board the ship.  Unless you
8. Alter course or the pilot boat cannot clear the vessel.  Unless you
9. Alter course or the pilot boat cannot clear the vessel.  If you didn't



#### Word Order - Inversion

#### 1. Introduction

• Normally we invert subject and verb to make questions. To achieve this in the present and past tenses of most verbs you need an auxiliary (see list of special finites Unit 2).

#### e.g.

Has the vessel arrived?

Did the Mate tell you the news about the "Artemis"?

#### 2. Inversions that are not questions but involve an auxiliary.

• With may in wishes and damnations

May the voyage be uneventful!

May the criminal rot in hell!

- After so, neither, nor in negative and positive agreements
- "This is a cargo vessel." "So is that one."
- "The Master does not like opera." "Neither does the Bosun".
- In Conditionals See Unit 41)
- Indirect questions are also reported in the affirmative (see reported speech)

I wondered whether the vessel was reliable enough.

• At the beginning of the clause when it is used in formal language such as political speeches or theatrical reciting for dramatic effect.

May the gods be with you, my lord!

• Colloquially, an inversion might be avoided:

She arrived? Good!

• When a sentence begins with a **negative adverb or adverbial phrase**, the subject and the auxiliary verb of the Main Clause are inverted for emphasis. A word, phrase or a Subordinate Clause may follow.

#### Weak form:

The Master gave the order to abandon ship <u>only after</u> it was clear that the lives of the crew were in danger.

#### **Emphatic form:**

Only after it was clear that the lives of the crew were in danger, did the Master give the order to abandon ship.

never before	Never before have we commissioned such an extensive
rarely	survey of a vessel.  Rarely had the Bosun had to deal with ABs who were so unwilling to work overtime.
nowhere	Nowhere is the need to clause Bills of Lading greater than in the case of rust.
hardly when	<b>Hardly</b> had the guarantee expired, <b>when</b> the machine broke down.
scarcely when	Scarcely had the loading finished, when the monsoon rains began.
no sooner than	No sooner had we heard the warning, than the tsunami struck the vessel.

• Inversion is used after the introductory word only introducing a subordinate clause, with the inversion in the Main Clause.

only after + clause + Main Clause	Only after the owners had been negotiating for three
	weeks <u>did</u> they reach an agreement with the charterers.
only when + clause + Main Clause	Only when all the vehicles are safely on board the
	ferry boat should the ramp be lifted.
only if + clause + Main Clause	Only if the vessel has passed all its inspections and sea
	trials <u>can</u> it be considered seaworthy.

#### • After little

Little did the Bosun suspect that there was a stowaway hiding on the boat.

- In Clauses of Result (so, such, etc) when so is at the boginning of the sentence. So suspicious did the Bosun become that he checked the holds every day.
- More negatives These phrases introduce the Main Clause, which can stand on its own, or may be followed by a Subordinate Clause.

at no time,	The ABs had barely finished resewing, when the		
barely	Bosun gave them another task.		
by no means	Barely had the ABs finished resewing, when the		
hardly (ever, at all)	Bosun		
hardly (anyone, any)	Under no circumstances can this vessel transport		
in no way	livestock.		
in no circumstances	• The Captain has never been so worried before with		
under no circumstances	a weather forecast.		
little	Never before has the Captain been so worried by a		
neither, nor,	weather forecast.		
never (before)	At no time should freight be loaded if it does not have		
no longer, not once,	the correct accompanying documentation.		
no sooner than	In no way will the shipping company be held liable		
not even, not even once,	for any damages whether they are incidental or		
not since,	consequential.		

not until not only ... but not until/ till nowhere on no occasion on no account only then/ if/ when rarely, scarcely, seldom

only in this way, only then, only once, only by -ing, only after + object • They not only forgot their shift but they stayed ashore after midnight, too.

Not only did they forget their shift, but they ...

• The Mate knew neither the city nor anyone he could ask.

The Mate didn't know the city, nor did he know anyone he could ask.

• The Engineer was able to make the Cadet work only by shouting.

Only by shouting was the Engineer able to make the Cadet work!

Only by opening the ballast injection valve, can we cause sea water to flow through the ballast main into the ballast tank.

Only once had it been necessary for the Chief Officer to reprimand the Cadet.

#### NB

• Inversion is never used even after *not* if the place or time phrase is not emphatic.

Not far from their vessel they could all make out a huge iceberg in the fog.

• Inversion is used with not + object at the beginning.

Not a single time did the passengers try to enter the engine room.

• Inversions are used in the main sentence.

Only after all the passengers had gone ashore, did the bomb squad start searching for the bomb.

No sooner had the passenger got ashore than she realised she'd left her bag on board.

- 3. An inversion that does not involve an auxiliary verb:
  - After reporting verbs in a story.
- "Follow that star!" said the helmsman to the novice.
- "Which one do you mean?" asked the novice.

Notes:					
•••••					•••••
•••••	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •

#### **Practice Unit (40)**

#### **Exercises.**

#### (40.1) Write the sentences in an emphatic way using inversion:

#### Example

You must not only comply with traffic regulations but keep to the right traffic lane as well.

Not only must you comply with traffic regulations but keep to the right traffic lane as well.

1. I had no sooner entered the room than I realized that there was something wrong.
2. If you should use the impact wrench, make sure you know how to handle it.
3. If there had been a fire extinguisher nearby, the damage wouldn't have been so extended.
4. I would not sail that boat in any way. (BEGIN: In no)
5. Fuel oil mustn't come in contact with the hot engine parts under any circumstances.
6. He had never before considered becoming a Marine Officer.
7. It's not only a robust engine, but it also uses state of the art technology.
8. You mustn't open a hot crankcase on any occasion.
9. I will on no account sign this bunker delivery receipt.

#### (40.2) Rewrite the following using inversion to make an emphasis:

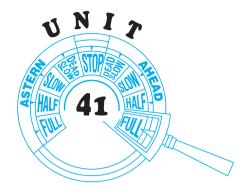
#### Examples

If the Bosun had known, he would have taken proper precautions.

Had the Bosun known, he would have taken proper precautions.
"The First Engineer went aft," the deckhands said.  "The First Engineer went aft," said the deekhands.
1. The ship had hardly set off on her voyage when the lights went out.
2. If I were you, I wouldn't use the lub-oil without centrifuging it first.
3. Crankcase explosions can occur only under particular conditions.
EYA
4. Plungers and liners must under no circumstances be interchanged.
5. I have never before seen such a complicated apparatus.
5. I have hever before seen such a complicated apparatus.
6. If the crankcase should be fitted with a venting device, it must be equipped with a non-return valve.
7. "According to the weather report there will be no gale," the GO declared.
(40.3) Complete the sentences using the words/phrases in the box:
little, neither, nor, only after, so, not only, not a single, so, such
Example "I'm sleepy. I'm going to bed," said the Captain. "So am 3," said the Mate.
1 did the Captain realize what he was going to discover when he started h
thorough inspection of the ship.
2 was the response of the crew to the Captain's appeal that the job wa
accomplished in half the estimated time.
3 devastating was the storm that the crew almost came to believe the
would not live to see another day.
4. "I don't like this weather report," said the Mate. " do I," agreed the Captain

5	I heard the Captain explain what real	I heard the Captain explain what really had happened, did I realize what		
we had gone through.				
6	did he prepare the fire drill but (he)	coached the crew as to how it was		
conducted as well.				
7	spare part was ever used without it be	eing recorded in the special log.		
8. The Mate didn't turn	up at the Captain's party, and	did the Bosun		
They were both feveri	sh			





### **Compound Sentence**

#### 1. Introduction

#### • A Compound Sentence

consists of two or more independent clauses (Main Clauses) joined by a co-ordinate conjunction

<ul> <li>A Co-ordinate</li> </ul>	conjuction	may	be a	single
word such as:				

and, but, so, or,

• It may be used in combination with another co-ordinate conjunction

both ... and, as well as, not only ... but also, either ... or, neither ... nor, whereas, while, the ..., the ... They make a very good team. The Bosun works accurately and the ABs are very quick.

The Master is very good at chess but the Mate is unbeatable at tavli.

It's time to go, so let's start.

The Cadet writes letters in his free time **or** just reads a book.

The sailors had to **both** scrub the deck **and** they had to paint the railings.

Either the AB took the papers or the helmsman took them

Neither the Chief Engineer [noticed the leak] nor the 2nd Engineer noticed the leak.

This vessel is powered by coal whereas that vessel is powered by steam.

Modern vessels use mechanical propulsion while sailing ships use natural forces.

The harder I work, the more the Bosun complains

#### 2. An inversion may be used for emphasis

• neither nor	This is <b>neither</b> the best ship I have ever sailed on, <b>nor</b>
	is it the worst.
• not only but also	Not only must the helmsman be able to steer a
	compass course, <b>but</b> he must also know how to follow
	a sequence of helm orders.

## 3. only + word or phrase: introducing a Main Clause

• As these words introduce a Main Clause, the subject and (auxiliary) verb are inverted.	Only when it was too late did the cook realize that the meat was rotten. Only then can the hatches be opened as it is dangerous to do so prematurely.
Notes:	
Practice Unit (41)  Exercises.	-Y/C
(41.1) Rewrite the following into one well constructed	ed sentences using the conjunctions in parentheses
Example You can work in our Piraeus offices. You can serve of	
The new deckhands from Sri-Lanka cannot speak in nor)	English. They cannot write English either. (neither
2. The Mate gave the order. The men let the ropes go	o for the ship to sail. (and)
10	EA
3. The passengers wanted to make the crossing. They	asked the skipper. The sea was too rough. (so, but)
4. The deckhands started work early. They managed as well as)	to scrub the decks. They arranged the deckchairs. (so,
5. Gears play an important role in machines. They ha	ave become the symbol of machinery. (so)

he dire-
ass
pinion
theses.
ı very
OR

3. Like cams, linkages are used to change the direction of motion. They transmit different kinds of motion.
They provide variations in timing different parts of a cycle. (not only but also, or)
4. A vessel should not fail to use the SMCP. It is necessary for its own safety. (at no time)
5. The skipper should not cast off under any circumstances. He ignored the gale warning. ( <i>under no circumstances</i> )
6. An officer is certified. He must demonstrate the ability to use and understand the IMO SMCP. (by no means, unless)
7. The Maritime Safety Committee gave its final consideration to the IMO SMCP. They gave this at their seventy-fourth session. ( <i>only after</i> )
8. The shipping company will not be held liable for any damage. It may be owing to chance or a mistake. (in no way)
9. The hatches will be opened after the ship has docked. It is dangerous to open them before that. ( <i>only then</i> )
10. Seamen must adhere strictly to the wording of the IMO SMCP. This is how safety of communications can be secured. ( <i>only by</i> )
OF



## Mixed Sentence: Compound and Complex

#### 1. Introduction.

• Although it is not necessary to be able to write a detailed analysis of the structure of a sentence, it is important to know how sentences are constructed in order to understand precisely what is meant when reading a sentence, and in order to write sentences that state exactly what you want to say. This is an essential element of communication as meaning is not conveyed simply through relevant vocabulary, but also in the use of the correct grammatical structure.

#### 2. Analysis of a Sentence.

• Each Clause must have a finite verb.

Main Clause	It is important
Noun Clause	that a single transmission should not be overload
Adverbial Clause of Reason	because very long tranmissions often lead to
21011	confusion.

#### 3. More complicated sentence.

• This is a sentence that has a Main Clause as well as Co-ordinate and Subordinate Clauses. Remember, a Clause must have a *finite verb*.

When a ship receives cargo, receipts or Bills of Lading are signed for goods in 'apparent good order and condition', but if a Bill of Lading is so issued and the Master accepts any package which does not correspond with the description as it is given on the receipt or Bill of Lading, he lays himself open to possible cargo claims which are not the fault of the ship but for which he must bear responsibility.

• As already stated above, there is no need to do detailed analysis, but it is vital to the meaning of a sentence to understand how the different parts of a sentence relate to one another.

#### **Exercises.**

#### (42.1) Analyse the following sentences into clauses as in the example:

#### Example

The stern tug knows that we want to cast off because the pilot gave the skipper a whistle signal before he increased to half speed.

Main Clause	the stern tug knows
Noun Clause (Object of knows)	that we want to east off
Adverbial Clause of Reason (modifying knows)	because the pilot gave the skipper a whistle signal
Adverbial Clause of Time (modifying gave a whistle signal)	before he increased to half speed.

1. As far as I know the cadets are still working hard even though they are nearly exhausted because they have been awake all night in order that all the preparations could be made for the Graduation Ceremony which is to take place this afternoon.

Main Clause	Y
Subordinate Adverbial Clause of Comparison / Manner (modifying still working)	
Subordinate Adverbial Clause of Concession (Modifying <i>still working hard</i> )	
Subordinate Adverbial Clause of Reason (modifying are exhausted)	
Subordinate Adverbial Clause of Purpose (modifying have been awake all night)	
Subordinate Adjectival Clause (qualifying Graduation Ceremony)	

2. Before you enter an engine room which is in an unmanned condition you must inform the bridge officer on watch that you are entering the engine room so that he is aware of your whereabouts in an emergency situation.

Main Clause	5 &
Subordinate Adverbial Clause of Time(modifying must inform)	
Subordinate Adjectival Clause(qualifying engine room)	
Subordinate Noun Clause(object of must inform)	
Subordinate Adverbial Clause of Purpose(modifying <i>must inform</i> )	

3. If marks which are at the sides of a channel are numbered or lettered, the numbering or lettering shall follow the conventional direction of buoyage.

Main Clause	
-------------	--

Subordinate Adverbial Clause of Condition (modifying <i>shall follow</i> )	
Subordinate Adjectival Clause (qualifying marks)	
4. When the vessel is in drydock it is important that be the blocks fore and aft and before the vessel becomes	reast shores should be set up as soon as the vessel takes unstable.
Main Clause	
Subordinate Noun Clause in Apposition to it	
Subordinate Adverbial Clause of Time (modifying should be set up)	
Subordinate Adverbial Clause of Time (modifying should be set up)	Y
Subordinate Adverbial Clause of Time (co-ordinate with Subordinate Adverbial Clause of Time above, modifying <i>should be set up</i> )	
sentence using the conjunctions in parentheses. Rer Examples	
Examples Service may be required on site. Specialists are available in response to a turbocharger-related problem. They we service is required on site, specialists are	nove or add anything necessary:  e. They will travel anywhere in the world. They will travel ill solve it in a reliable manner. (If, to-infinitive, and)  e available to travel anywhere in the world
Examples Service may be required on site. Specialists are available in response to a turbocharger-related problem. They we service is required on site, specialists are in response to a turbocharger-related problem.	nove or add anything necessary:  e. They will travel anywhere in the world. They will travel ill solve it in a reliable manner. (If, to-infinitive, and)  e available to travel anywhere in the world and solve it in a reliable manner.
Examples Service may be required on site. Specialists are available in response to a turbocharger-related problem. They we required on site, specialists are in response to a turbocharger-related problem. A ratchet is a paired mechanism. A ratchet consists	nove or add anything necessary:  e. They will travel anywhere in the world. They will travel ill solve it in a reliable manner. (If, to-infinitive, and)  e available to travel anywhere in the world em and solve it in a reliable manner.  s of a wheel. The wheel has teeth. It also has a pawl.
Examples Service may be required on site. Specialists are available in response to a turbocharger-related problem. They we service is required on site, specialists are in response to a turbocharger-related problem.	nove or add anything necessary:  e. They will travel anywhere in the world. They will travel ill solve it in a reliable manner. (If, to-infinitive, and)  e available to travel anywhere in the world em and solve it in a reliable manner.  s of a wheel. The wheel has teeth. It also has a pawl.
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Examples Service may be required on site. Specialists are available in response to a turbocharger-related problem. They we required on site, specialists are in response to a turbocharger-related problem. A ratchet is a paired mechanism. A ratchet consists	c. They will travel anywhere in the world. They will travel ill solve it in a reliable manner. (If, to-infinitive, and)  e available to travel anywhere in the world em and solve it in a reliable manner.  sof a wheel. The wheel has teeth. It also has a pawl. (-ing, with, and, which)  blowing. Petros could not swim that day. The rescue

sup	e fire-ship might arrive soon. The vessel could not be saved. The flames were leaping above the erstructure. Great clouds of smoke were issuing from the windows of the upper deck saloon. though, because, and)
of i	c harbour of Spetses was beautiful. It had many places of historical interest. The annual celebration independence was being held there. It was crowded with visitors. These visitors came from all over seece to attend the celebration. It was the "Armatta Festival". (As, which, and, who)
dov	craft engine technology has come down to earth. It has come down on the high seas. It has come wn with GE marine gas turbines. You have a commercial vessel. It needs to fly over water. The sky's longer the limit. (and, with, so if, that) (2 sentences!)
Eng ind The	his way, SMCP are intended to become an acceptable safety language. This language is using glish for the verbal interchange of intelligence. The verbal interchange of intelligence occurs among ividuals. These are of all maritime nations. It occurs on many occasions. The occasions are varied. It occasions necessitate precise meanings and translation. Meanings and translations are in doubt. This increasingly evident under modern conditions at sea. (-ing, among, on, and, when, as)



#### Section C

# Reference Words: Pronouns, Adjectives, Adverbs, Phrases

#### **Introduction:**

- Reference words are words that refer back to something mentioned earlier or forward to something that will soon be introduced. They are used so that the same word or phrase is not repeated many times. Therefore, it has to be clear exactly what is being referred to, otherwise the meaning can be misunderstood.
  - Each word or phrase can refer to:
    - a noun or phrase going before it
    - a noun or phrase coming after it
  - It can also be used as a substitute for
    - a clause or sentence previously mentioned
    - a clause or sentence coming after it
- These words, which <u>refer</u> to or are a <u>substitute</u> for a previously mentioned word or phrase, clause or sentence, are.
- Subject pronouns: he, she, it, they
- Object pronouns: him, her, it, them
- Possessive pronouns: his, hers, its, theirs
- Possessive adjectives: his, her, its, their
- **Demonstrative pronouns**: this, that, these, those; that meaning the one
- Definite and indefinite pronouns: the, a, one, ones, none, some, another, others
- Adverbs: here, there, then, herein, hereof, hereinafter, hereunder, herewith, hereby, henceforth, whereof
- **Phrases**: this complaint, such actions, to do so, the said agent, the abovementioned telex, the aforemention nedvessel, the same, the undersigned, the parties, the party named above, etc.
- 1. Many of these reference words are seen in Charter Parties, Bills of Lading and other documents and certificates that are found on board ship.

#### Examples

- The vessel's agents at the port of destination are desired to notify the party named above of the arrival of the said vessel, but it is agreed that no responsibility shall attach to the vessel or owners if there should be any failure to make such notification.
- In such a case the deadweight leaving the loading port would be ...

- SHIPPED in apparent good order and condition (unless otherwise stated herein) on board the above named ship ... ... sailing from the above named port on a voyage as described by Clause 5 of reverse hereof ... to be carried and delivered subject to all the exceptions, limitations and conditions hereinafter agreed at the said Port of Discharge or as near thereto as the carrying vessel may safely get ... as agreed in Clauses 10 to 13 of reverse hereof unto the above mentioned Consignee or to his or their assigns.
- IN WITNESS whereof the Master or Agents of the said Ship and its connections have affirmed to the number of Bills of Lading stated above, all of this tenor and date, one of which Bills being accomplished, the others to stand void.
- THE UNDERSIGNED AUTHORITY certifies that the goods shown below:
   Two Cases ... ...
   originated in EUROPEAN UNION UNITED KINGDOM.
- We declare under oath that all the information contained in this invoice is true and correct, and that the priced indicated therein are those really paid. We further declare that there are no agreements that allow alterations to the said prices.
- 2. So is also used in short answers.

#### **Examples**

• Has the vessel docked yet?

I don't think so. (I don't think it has docked yet.)

• I hate crossing the Caribbean!

So do I. (I hate crossing the Caribbean, too.)

- You have to be back on board by 08.00 sharp. If you say so.
- You'll be late on watch again!

So what? (What does it matter?)

#### 3. Also:

#### **Examples**

I hope so. I hope not.

So be it. (I can't change it. I have to accept it.)

Notes:	/ Q	E A	

#### Practice Unit (43)

#### **Exercises.**

#### (43.1) Write who or what the underlined refer to:

#### **Examples**

Arkady looked down through the open bars of the cage at the catcherboat below. 'The "Eagle" has a low hull. I wouldn't take it into the ice.'

it= the "Eagle"

1. A machine is a device that	uses force to accompl	lish something.	More technically, $i\underline{t}$ is a device that
transmits and changes for	ce or motion into work	k. <i>This</i> definitio	n implies that a machine must have
moving parts.			
it=; this	s=		
2. Terms like work, force, an	d power will be used f	requently in thi	is book, so it is necessary to define them
precisely.			
them=			<u></u>
3. <u>It</u> may be difficult for ITF	to depart from its "flag	g of convenience	ce" campaign since it generates substan-
tial income and gives ITF	some public profile.		
It=	; its =	; it=	
4. Several EU Member State	es have reported trade	problems with	Brazil. <i>These</i> will be examined at the Joint
Committee on April in Br	azilia. Our delegation	will be <u>there</u> by	the end of March.
<i>These</i> =	; there=		
5. In the secondary obligation	n the test of knowledg	ge of the charter	rer will be that of due diligence. The
obstruction should not be	of a temporary nature	, but should be	<u>such</u> as to frustrate the object of the
Charter party.			
that=;	such=		3/1-
		nowledge the p	port is or will become unsafe they have to
nominate another one.			
they=		; one=	



## Discourse Markers and Cohesive Devices (1): Order sequence, Time sequence

#### **Introduction:**

- *Discourse* is a stretch of written or spoken language which is longer than a sentence.
- *Cohesion* means that the discourse is structured so that the relationship between sentences and paragraphs is understood.
- To help the listener/reader, there are a number of words and phrases that signal the speaker/writer's intention. The words or phrases that show the relationship between sentences and paragraphs are called *discourse markers*. They link, focus on, balance, emphasise, connect, contradict, sequence, give examples of, etc, various points.
- Discourse markers usually come at the beginning of a sentence or clause where they are often followed by a comma, or at the end of a sentence preceded by a comma. They are also used to mark boundaries between topics.

#### 1. Ordering / Sequencing:

- These words and phrases show the <u>order</u> of what we are going to say, or the <u>sequence</u> of actions or events.
- first, firstly, first of all, first and foremost, initially, to start/begin with, the first step, at the first stage
- second, secondly, the second step, thirdly, the third stage third
- at the next stage, the next step, subsequently, eventually
- finally, the final step, at the final stage, last but not least

#### **Examples**

- If you see anybody fall overboard, you must act as follows. First of all, call out "Man overboard!" Then throw lifebuoys overboard. Remember to keep your eyes on the person in the water. Finally, show or tell an officer or a member of the crew the person's position in the water, or telephone the bridge immediately.
- *First*, we need to sail to the nearest docking facility; **second**, we must assess the repairs that have to be effected; **third**, we should get approval for them from our company ...
- *Lastly*, a number of IMO rules were referenced in footnotes to provide guidance.

These linking words are also used to describe processes. For example:

• To abandon a ship equipped with a single arm davit:

**First**, let go grips. Set tight the fall, or hoist the boat if required. **Second**, turn down chocks and remove portable rail if necessary.

Third, turn the davit outboard and lower the boat to the crest of a wave.

Fourth, unhook the sling band and allow survivors to board by ladder.

Last, row for a quarter of a mile, stream the sea anchor and wait

Remember! The crew should consist of a coxswain and at least three men.

NB! Firstly, secondly, etc. are more formal than first, second, etc.

#### 2. Time sequence:

The following words and phrases show the time sequence at which certain actions take place:

#### after this/that, after a while, then, next, meanwhile, currently

#### **Examples**

- At first the Cadet felt seasick all the time, but after a while he settled down and then he began to enjoy being at sea.
- I'll check the lifejackets. Meanwhile, you check the supplies.
- Currently, the main method of assessing the ship's compliance with ballast water exchange is inspection of the Ballast Water Reporting Form filled in by the ship's officers.

The following pairs of phrases are similar, but their meaning is different.

- in the beginning = the same as at first, after which there is a progression in time
- *in the end* = finally
- at the beginning = refers to the beginning of a period, book, voyage, film, match
- at the end = refers to the end of a period, book, voyage, film, match

#### **Examples**

- In the beginning the sailors thought the Chief Engineer was slow, but in the end they realised what a brilliant engineer he really was.
- At the beginning of the voyage the Skipper was glad leave port, but he was even happier to sail back into port at the end of the voyage.

Notes:	y	5	L		

#### **Practice Unit (44)**

#### **Exercises.**

(44.1) Join the following to show order or time sequence. Use the necessary discourse markers presented in the above unit:

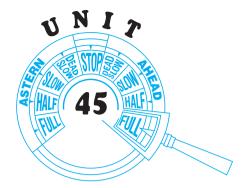
#### **Example**

• In theory, in order to sail a boat into the wind, it would be necessary to make a zig-zag course; this is known

as "tacking". To tack (or go about): 1. Up helm and ease the sheets to gather away. 2. When the boat has way, down helm, let fly jib and haul aft main sheet. 3. When the boat is head to wind, back the jib. 4. When the boat is through, trim sheets on the lee side and set a course. (first, then, after that, finally)

• In theory, in order to sail a boat into the wind, it would be necessary to make a zig-zag course; this is known as "tacking". To tack: first, up helm and ease the sheets to gather away. Then, when the boat has way, down helm, let fly jib and haul aft main sheet. After that, when the boat is head to wind, back the jib. Finally, when the boat is through, trim sheets on the lee side and set a course.

thro	start a motor lifeboat air-cooled engine: 1. Check the fuel line cocks are open, and open the ottle to the full. 2. Open the decompression lever and check the gear lever is neutral. 3. Turn the ine fast by hand, and when speed is gained, close the decompression lever, the engine should start. 4. Adjust the throttle and check the oil pressure gauge if fitted. ( <i>first, second, third, last</i> )
	ssage from "Disco Volante": This is Disco Volante. I am in distress. Please send a boat. Make a lee for (Report message – use suitable introductory verbs and time relaters:)
I wi	ssage from "Polar Star" to helicopter: I will indicate contact point. Landing party ready to receive you. Il keep the wind on port bow. Over. (Report message – use suitable introductory verbs and time/order ters:)
not	e Master was determined to resign from his position for four reasons: He didn't like the ship. He did consider her seaworthy enough. Most of the crew was unreliable. He disliked the Company policy. (to in with, secondly, thirdly, last but not least)



## Discourse Markers and Cohesive Devices (2): Textual relationships: Addition, Contrast

#### **Introduction:**

• It is often necessary to show the *relationship* between statements within a text. Two of these relationships are those which show that something is *in addition* to the given statement, and those which show some aspect that is *in contrast* to what has been stated.

#### 1. Addition:

Words used to add to our arguments or statements

moreover, what is more, furthermore, besides, in addition to, added to that, also, for one thing ... and for another ... and besides,

#### Examples

• On board a passenger ship safety regulations do not permit passengers to enter various spaces. **Thus**, passengers are not allowed on the navigating bridge, in the engine room or in the cargo rooms and compartments. **Moreover**, they must keep clear of the manoeuvring areas at the front and back end of the vessel, **in addition to** keeping clear of all service rooms and areas and spaces marked "Crew only". **Furthermore**, they may not enter any closed, sealed or roped off areas, spaces or rooms. **Besides that**, they are **also** prohibited from entering the car decks when the vessel is at sea.

#### 2. Contrast:

Words that might signal contrasting possibilities

however, but, yet, even so, all the same, still, while, whilst, whereas

#### **Examples:**

- We have only been in the anchorage for two days, yet it seems like we've been here for at least a week!
- You are all certain that you know the correct procedure to follow when there is a fire in the engine room. We are going to have a fire drill once a week, **however**.
- I know the Bosun appreciates my hard work. Still, it would be nice if he could occasionally thank me.
- 3. Sometimes it is necessary to use a set of markers to build up a more complete picture:

(whereas) on the one hand ... (while) on the other hand, in this particular case, either ........ or, neither ... ... nor

Exa	mn	les:
Linu	$\mu \nu \nu$	wo.

- It's difficult for the AB to know what to do. On the one hand he's happy to be earning a steady salary at sea; on the other hand, he misses his wife and children and longs to be back home with them.
- What the Surveyor says is true. **But in this particular case** there are extenuating circumstances.

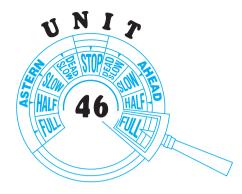
Notes:
Practice Unit (45)
Exercises.
(45.1) Rewrite the following. Use the appropriate discourse markers of the ones in parenthesis in the right position:
Example  At high speed the turbo-jet is more efficient. At low speeds the propeller is more efficient. (while/still)  At high speed the turbo-jet is more efficient while at low speeds the propeller is more efficient.
1. What are you trying to enter the Merchant Marine Academy for? You'd never manage to stay away from home for so long. Your fiancee would never agree to that. (besides/either)
2. The Cadet was late for his watch. He was rude to the Bosun who went to wake him up! (moreover/in any case)
3. The next important figure in the development of the steam engine was James Watt. He is credited with reducing consumption of fuel. He is credited with the separation of the cylinder from the condenser. (for one thing, however, and for another)

•	m created by condensing steam that actually performed work. It became
î î	er and increase the steam pressure. In combination with safety valves, he
_	cient by putting the pressure to work. (thus, besides, furthermore, but, added
to that)	
5. The crew are desperately in no	eed of a leave. They urgently need to change environment. (in addition/
however)	
,	
(45.2) Rewrite the following. Use position and any necessary pun	e the appropriate discourse markers of the ones in parenthesis in the righ ctution:
Example	
4	ore efficient. At low speeds the propeller is more efficient. (in addition/
while)	
At high speed the turbo-je efficient.	et is more efficient while at low speeds the propeller is more
1. I like travelling by sea. My wif	e prefers the aeroplane. (on the other hand/so)
2 The Codet told the Mote that	he didn't like the job very much. The money was ok. (while/still)
2. The Cauci told the Wate that	the didn't like the job very much. The money was ok. (white/still)
	/ O E /
3. A hot engine can run on a wea	ak mixture. A cold engine requires a richer mixture. (also/whereas on the
one hand)	
4. A belt drive provides a flexible	e link between shafts. A chain drives a positive link. (while /still)
5. Unlubricated bearings develop	p a great deal of friction. Properly lubricated ones develop much less
friction. (but/neither)	

6. The Owner may refuse to carry dangerous goods He may take appropriate measures to protect ves (whilst, either or)		
7. A port is not safe if the specific vessel in the relevant time cannot reach it, use it and return from it without being exposed to danger which cannot be avoided by good navigation and seamanship. (neither nor/als		
(45.3) Rewrite the following. Use the discourse markers in parenthesis in the right order and in the rig position:		
• On board a passenger ship safety regulations do not permit passengers to enter various spaces. Passenger are not allowed on the navigating bridge, in the engine room or in the cargo rooms and compartments. The must keep clear of the manoeuvring areas at the front and back end of the vessel, keeping clear of all services and areas and spaces marked "Crew only". They may not enter any closed, sealed or roped off areas spaces or rooms. They are prohibited from entering the car decks when the vessel is at sea. (besides that, also thus, furthermore, moreover, in addition to)  • On board a passenger ship safety regulations do not permit passengers to ento various spaces. Thus, passengers are not allowed on the navigating bridge, in the enging room or in the eargo rooms and compartments. Moreover, they must keep clear of the manoeuvring areas at the front and back end of the vessel, in addition to keeping clear of all service rooms and areas and spaces marked "Crew only". Farthermore, they must enter any closed, sealed or roped off areas, spaces or rooms. Besides that, they are also prohibited from entering the ear decks when the vessel is at sea.		
1. Pickard had taken out a patent on his crankshaft design. Watt had to evolve other devices to produce rotary motion. In those early days of steam engines the technical accomplishments we take for granted were difficult to achieve. (so, however, still)		
2. A turbo-jet engine is very efficient at supersonic speed, it is not suited to the low speeds. Propeller-drive aircraft cannot attain speeds of over 500 mph. At low speeds they have a much better performance. (on the other hand, whereas, whilst)		

3.	The Master is unwilling to admit that he can ever be mistaken. He is totally incapable of judging the		
	frankness of some testimony or the plausibility of an excuse. He fails to check the work of the crev		
properly and he disregards overtime and extra duties. (on top of that, moreover, in addition)			





Discourse Markers and Cohesive Devices (3): Textual Relationships: Equivalence, Exemplifying, Exception, Reference, Highlight, Generalisation, Conclusion / Summary

# **Introduction:**

• Within a text it is sometimes necessary to stress certain statements, or enlarge them so that they are understood in detail. The introductory words indicate what particular type of information is about to be given.

#### 1. Equivalence:

These words, phrases and abbreviations <u>repeat</u> in different words something that has already been said. They are *not* an example of something, but the <u>whole thing</u>.

in other words, that means, that is to say, viz., namely, i.e.,

#### **Examples**

- The Cook is responsible for the meals. **In other words**, he must make sure that the meals are prepared and served on time.
- All-electric steering gears suitable for this range of tankers fall into two categories, vis., the motor generator and single motor contractor types.
- In conditions of rain and fog the dew point of the ventilating air can be virtually the same as its temperature, i.e. its relative humidity is 100%.

#### 2. Exemplifying:

These words and phrases are used to illustrate what has been said:

for example, for instance, a case in point, such as, as follows, this is an example of, in the case of, in that case, to illustrate this point

# **Examples**

- Some deck officers behave strangely after long service at sea. Take Captain Zeppos, for example. He ... ...
- Some vessels are very elegant but not necessarily safe, the 'Amorgos', for instance.
- Victims of accidents involving hazardous substances such as chemicals ...

# 3. Exception:

These words are used to show that something is <u>not included</u>.

apart from, with the exception of, except, excepting

#### **Examples**

- Everybody, apart from Thomas, rushed onto the foredeck to see the strange fish the Bosun had landed.
- I have visited every continent, with the exception of Antarctica.

#### 4. Reference:

These words indicate that some detail is going to be mentioned about something specific.

# with reference to, with regard to, as regards

#### **Examples**

- With reference to the fax received on 22-05-05, I would like to inform you that ....
- As regards the ship's clocks, they must be put forward 20 minutes every four hours until we are an hour ahead, in keeping with the new time zone.

# 5. Highlight:

Words and phrases used to emphasise a specific point.

# in particular, especially, to put it more clearly

#### Example

• Keep a sharp look out for pirates, especially from 02:00 to 05:00.

#### 6. Generalisation:

The following are used to give an overall picture.

usually, generally, normally, as a rule, in general, on the whole, in most cases, in many cases, to some extent, broadly speaking

# **Examples**

- As a rule, pilot boats do not drop anchor while they are on sea duty.
- In general, metals such as copper, silver, iron, and so on, offer relatively low resistance and are good conductors.

### 7. Conclusion / Summary:

These expressions are used to introduce a synopsis, to express everything clearly, precisely, and briefly.

all in all, to sum up, overall, in brief, in short, or words to that effect, to put it in a nutshell, briefly, summing up, so, in conclusion, finally, lastly

#### **Examples**

- *In conclusion* the seminar agreed on a recommendation on common maritime safety rules.
- To sum up, within the next few years, flags of convenience will dominate the sector and the era of Greek dominance will be a thing of the past.
- *In brief,* Fast Ferries represent an exciting development in the marine industry and may ultimately transform the way in which people and cargoes are carried on the world's ocean.

Notes:
Practice Unit (46)
Exercises.
(46.1) Rewrite the following. Use the appropriate discourse markers in parenthesis in the right position and make any necessary adjustments:
Example
We will not order the new ship on this basis. Unless you bring down the price we will have to look elsewhere. ( <i>in other words, in particular</i> )
We will not order the new ship on this basis. In other words, unless you bring down the price we will have to look elsewhere.
1. It was a terrible night. The storm never abated all night and in the morning we had to correct our course.
(I mean/for example)
2. The new deck boy is really naive. He believed the Bosun's story that a huge black man below steers the
rudder! (for example/actually)
3. Pickard was the first to use the sun-an-planet gears. An arrangement where a smaller gear (the planet) rotates around the outer face of a lager gear (the sun). (e.g./viz.)
rotates around the outer face of a fager gear (the sun). (e.g./wz.)
/95A
4. The crew behave strangely after six consecutive months on the sea. Take the Bosun, he keeps grumbling all day at the slightest chance. ( <i>namely/for example</i> )
5. Such a generous person, the Captain. Take the case of the poor, young deck boy. I will never forget what he did for him. ( <i>for instance/viz</i> .)

(46.2) Rev	vrite the followin	g. Use the app	oropriate o	discourse	markers in	parenthesis in	the right	position
and make	any necessary ad	liustments:						

# Example

The Bosun was not nice. I found the rest of the crew were very nice people indeed. (with reference to/ apart from)

Apart from the Bosun, I found the rest of the crew were very nice people indeed.

1. The dogwatch was tough. The rest of the work was ok. (as regard/except for)
2. There was no possibility the suspect vessel was a ghost. The Captain realized he had to find an explanation for the sailing ship suddenly materializing in front of them and then disappearing again when they decided to launch a boat and board her. (excepting/ in particular)
3. There is strict liability regardless of the knowledge of shipper. Please note the following. (excepting/with reference to)
4. The goods may have dangerous characteristics. The owner may refuse to carry such goods if he obtains such knowledge. (as regards/ with the exception of)
5. Your e-mail of 1st January. I regret to inform you that the vessel will not be in time to render the services you required. (excepting/ with regard to)
6. There is deviation if intentional and unreasonable change in the geographical route of the voyage as contracted. (in the event, in particular)(use both!)

# (46.3) Rewrite the following. Use the discourse markers in parenthesis:

# Example

Repudiation brings the contract to an end. Future obligations become non-existent. (all in all/normally/in respect of)(use two markers!)

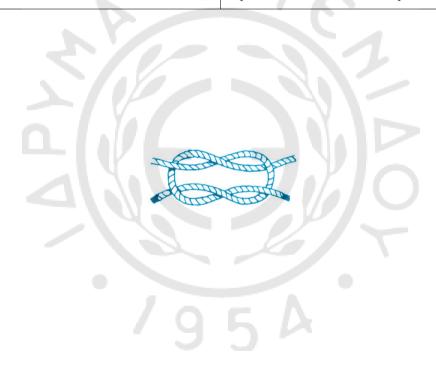
Mormally, repudiation brings the contract to an end in respect of future obligations.

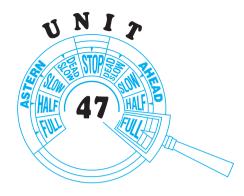
perience on board was not a very happy one. (as a rule/ on the whole/ except for)
satisfy themselves that no line of enquiry has been overlooked. (In most cases/
eer working with automation systems is part of a team coordinating the activities of regards/in conclusion/in the event)
d that the new Bosun was lazy, ignorant and stupid. He was useless and had to be es/in short/excepting)
eration Captain Zeppos decided that it had been a fine career, but it was time he rexample/ as a rule)
s this vessel that it should go to scrap immediately. (in most cases/ as regards/ to put it

# (46.4) Match the columns:

1	The Captain is not at all pleased with
your work	•
2	With the exception of the old tanker
3	Deviation will be justified by law in
certain cas	ses,
4	To put it more clearly:
5	_ In brief, the automobile emerged
and develo	oped
6	To some extent,
7	_ In conclusion, it is clearly not enough

- a. especially if lives (but not property) are danger.
- b. deviation is excused in case of saving or attempting to save life at sea.
- c. because of the ingenuity of many different inventors.
- d. this also forms part of the charter parties.
- e. all the other vessels the company owns are very young.
- f. for Owners simply to rely upon the services of contractors.
- g. In particular, he thinks the condition of the promenade deck is unacceptable.





Discourse Markers and
Cohesive Devices (4):
Logical Relationships: Cause/
Reason and Effect/Result;
Hypothesis; Concession;
Comparison, Contradiction,
Alternation

#### **Introduction:**

Discourse Markers and co-hesive Devices are used to show the logical relationship between different parts of the text.

#### 1. Cause/Reason and Effect/Result:

The following words and phrases show the <u>relationship between two states</u> or actions, especially in **more formal English** are:

therefore, consequently, as a consequence, as a result, accordingly, hence, thus

#### **Examples**

- Many ferry boats are designed to carry vehicles; therefore, they have doors at their bows or stern.
- There was air in the fuel line. As a result, the engine refused to start.
- Thus, by means of these various instruments and subsequent inspection of the calibration tables, we can arrive at an estimate of the volume of liquid in a ship's tank.

In spoken English, we use the following:

as it turned out, in the event, so, because of this, that's why, thanks to, but for, in this way, by doing this

# **Examples**

- If the engine is working irregularly because the fuel pump is sticking, then check the spring, and clean the pump plunger. **By doing this**, you ensure that the engine will work regularly.
- "I want to see the world," said the Cadet. "That's why I joined the Navy!"
- The Oiler took a taxi in order to be back on board before the ship sailed. As it turned out, he needn't have done so as the ship only left port the following day.

# 2. Hypothesis:

These words are used when we <u>project</u> a future scenario, and then <u>predict</u> what may or could possibly happen or be true.

assuming, supposing, suppose, what if, let us say

# **Examples**

• Suppose that our Capetown – UK ship had a previous history of loading short by 50 tons. So ... ...; but if ... ... then ... ...

• I know you like being an Apprentice Officer. But, what if you weren't! What would you like to be?

#### 3. Concession:

These words indicate that although the speaker/writer <u>accepts</u> what has been said/written, what comes next introduces an <u>additional aspect</u> that in some way modifies the original statement.

anyway, at any rate, after all, still, nevertheless, even so, yet, however, though

# **Examples**

- It should be noted that this epidemic was not caused by ballast water. **Nevertheless**, it underlined the important potential for the spread of waterborne diseases.
- Properly handled, ship recycling is, without question, a 'green' industry. **However**, the guidelines recognise that, the working practices ...
- Incredible though it may seem, the Bosun has four wives in four different ports!
- Though he did his best, the pump would not work.

# 4. Comparison:

These words introduce a parallel statement.

### similarly, in the same way

# **Examples**

- The Sub-Committee agreed that .... . Similarly, the Sub-Committee noted that ...
- Drum brakes are less likely to fail than the older common type brakes. **In the same way** disk brakes are even less likely to fail.

#### 5. Contradiction:

These phrases introduce a <u>different point of view</u>, which is often an attempt to correct what the previous speaker has said.

on the contrary, in fact, actually, as a matter of fact, in actual fact, in point of fact

#### **Examples**

- This is certainly not the fastest passenger liner in the Aegean. **In point of fact**, it doesn't rank in the top ten fastest vessels
- Actually, the Chief Mate does know the President. He's his second cousin.

#### 6. Alternation:

These words introduce other possibilities, choices or course of action.

#### instead, alternatively

# **Examples**

- We can try and outrun the storm. Alternatively, we can turn hard to starboard and hope the storm passes us on the port-side.
- The Skipper should have stayed on board. He went nightclubbing, instead.

Notes:
Practice Unit (47)
<b>Exercises.</b>
(47.1) Rewrite the following using the words/phrases in parenthesis in the right position and add any necessary punctuation:
Example
The circulation in the unit is effected by gravity. No working parts are involved. (as a result)
The circulation in the unit is effected by gravity. As a result, no working parts are
<u>involved.</u>
1. The temperature of the gas rises. It expands in the cylinder. (hence)
2. In this way friction losses are reduced. They may be ignored. (Consequently)
3. Superheating dries steam. Blade erosion is considerably reduced. (thus)
4. The weather has been very bad for some weeks. Progress of the dredging works in the port has slowed
down. (therefore)
5. "Stand by" means be ready at a moment's notice. "Stand by on Channel 16" means the VHF set must be
in the "receive" position with the operator ready to receive a message and immediately transmit a reply.
(thus)
(mus)
6. The engine could be made to work in this way. Would it then have a high enough efficiency? (Supposing)

add any necessary punctuation:
Example The burden of multiple shipboard inspections remains high. Much has been done to reduce it. (Although/though)
Although much has been done to reduce the burden of multiple shipboard inspections, it remains high. OR
<u>Much has been done to reduce the burden of multiple shipboard inspections; it remains high, though.</u>
1. A boat under sail is like a weather vane. If you wish to tack a boat, you will need speed to enable the boat
to pass right through the wind. (however/ even so)
2. A lifeboat cannot normally be sailed any closer to the wind than six points from it. It is doubtful if she would make any way at all to windward. (even so/ supposing)
3. The vessel was not at its prime and the money not particularly good. The crew were wonderful. (still/alternatively)
4. Very few officers on board the A/C "Nimits" understood Karatheodori theorems. Everybody had heard
of four-dimension space and a few even knew the term 'time warp'. Hardly anyone could explain what they meant. (but, of course, it was true)(Use all three!)
5. Captain Zeppos was notoriously incapable of lasting business engagements with any company. The crew always loved him. He was never in need of a job. (yet, anyway, certainly)(Use all three in the right order!)

(47.2) Rewrite the following using the appropriate words/phrases in parenthesis in the right position, and

6. The Mate had to find answers to quite a few problems before he could organise the Captain's party. It was a great success. (As it turned out/ nevertheless)
7. The Captain is sleeping and is not to be disturbed. He had spent the whole night on the bridge getting the ship through the storm. (after all/ nevertheless)
(47.3) Rewrite the following in complex sentences using the appropriate words/phrases in parenthesis i
the right position, and add any necessary punctuation:
Example Bearings can be lubricated by gravity. They can be forced fed. (on the contrary/instead/alternatively) Bearings can be lubricated by gravity. Alternatively, they can be forced fed.
1. Ignition can be produced by a spark in the cylinder. The mixture could be ignited by compression.  (actually/ instead/ on the contrary)
2. The drive may be transmitted by an inelastic chain. This could be achieved by a flexible belt.  (alternatively/ actually/ after all)
3. "Interesting exhibition?" "It was a complete waste of time; there was nothing new to see except for that super speed-boat." (On the contrary/ suppose/ despite)
4. A herringbone gear is not like a bevel gear. A herringbone gear is a helical gear with two sets of teeth. (in fact/ despite/ nevertheless)
5. The Mate is a relative of the Captain. He is his wife's brother. (actually/ therefore/ nevertheless)

<ol><li>Even in electric generating plants using nuclear ene converted to steam, drives the turbines just like in c</li></ol>	ergy, steam moves the turbines. The water which is conventional plants. (In point of fact/ on the contrary/ it
is true)	
7. The Merchant Marine Academies do everything the well. Shipping companies put a high value on emploinstead)	•
(47.4) Match the columns:	
<ol> <li>Suppose a boat under sail is left in its on devices.</li> <li>How was the Captain's surprise party?</li> <li>Watt is sometimes credited with the invention of the steam engine.</li> <li>It is true that there is an energy crisis.</li> <li>The TSS in the PSVTS area has been adopted by the IMO.</li> <li>CVTS is jointly operated by US and Canada within adjoining waters.</li> <li>Properly handled, ship recycling is, undoubtedly, a green industry.</li> </ol>	<ul> <li>a. In point of fact, he improved it. What's more it cut down fuel consumption by one third.</li> <li>b. Actually, we never organised it.</li> <li>c. Therefore, there is mounting interest in engines that do not use petroleum as fuel.</li> <li>d. She will inevitably come head to wind.</li> <li>e. In addition, it facilitates traffic movement and anchorages and avoids jurisdictional disputes.</li> <li>f. After all, the guidelines recognize this.</li> <li>g. Therefore, it is subject to the provisions of Rule 10 of the 1972 Collision Regulations.</li> </ul>
(47.5) Rewrite the following using the words/phrases punctuation:	in the box in the right position, and add any necessary
let us say, as a matter of fact, simi	ilarly, let us say, what if, assuming

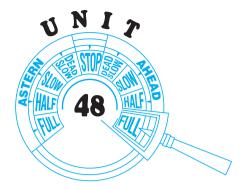
# Example

Some deck officers behave strangely after a very long service on the sea. Recent statistics reveal an alarming 20% of hospitalised mental cases.

Some deck officers behave strangely after a very long service on the sea. As a matter of fact, recent statistics reveal an alarming 20% of hospitalised mental cases.

of the Aegean are fully booked especially during the three summer months.	iners that ply the islands
2. I hear you visited the giant cruising vessel; what did you think of it? It is a terrificunbelievable!	c ship. Really
3. The oil bag is of great help in the open sea; it is useless when beaching in surf.	
EVA	
4. The whole operation would be carefully planned before hand. How much time v (Make both sentences interrogative)	ould it have taken?
5. A fishing boat is seen fishing by a protection vessel. What then? Would she be a	rrested?
	>
6. There is no loss of speed over the stabilizers; could you calculate the velocity of	the vessel?
(47.6) Put the right connectives in the blanks; use each once only. (although, tho consequently, despite, as well, however, in spite of, nevertheless, no matter).	ugh, even though,
1 the fact that the master and the crew did their best, the ship	ran aground.
1 the fact that the master and the crew did their best, the ship 2. The third engineer was on duty,, he fell asleep!	
3 the second engineer tried hard to keep the engine problems	
several explosions and the ship stopped off the coast of Venezuela.	
4 multi-deck vessels usually carry general cargo, some carry c	ontainers
5. Bulk carriers carry large quantities of loose cargo, they have	e doors at the stern.
6 how experienced the second engineer was, he couldn't pre	vent the explosion of the
port boiler.	
7. Then they replaced the packing; the leakage didn't stop,	
8 being so experienced, the Captain made the fatal mistake	of being absent from the
bridge during manoeuvring.	
9. The Chief Engineer checked every possible cause, the engi	ne refused to start.

1	a centre	a chuck is fitted into the spindle depending on
turning_	boring work	is being done.
2. An	method of reduc	ing the risks of detonation is by adding dopes to the fuel.
3. The fuel	may be intimately mixed w	with the moderator or spaced at intervals through it.
4. The heat arc.	which is required for weld	ing is produced by an oxy-acetylene torch by an electric
5. The use of	ofaluminium	magnesium alloys was known in ancient times.
6. The gove		-sensitive it will cause the engine spindle to oscillate
7. Nowaday	vs men	women serve on board commercial ships.
8 The Mate	e works quickly and accura	itely, thoroughly.



Discourse Markers and Cohesive Devices (5): Stating the obvious, Stating Opinion, Commenting on a situation, Showing Attitude, Changing the subject.

#### • Introduction:

In order to prepare the listener/reader for a statement that is to follow, the speaker/ writer often uses an adverb or a phrase before the statement. Such words and phrases are used in the following cases:

# 1. Stating the obvious:

The speaker/writer takes it for granted that the facts are well-known and not in doubt.

obviously, naturally, of course, certainly, surely, really, needless to say

#### **Examples**

- A man going to another's assistance in a gas-filled space must, of course, wear a breathing apparatus and a lifeline or a double casualty may result.
- Obviously, transport firms engaged in the movement of containers should maintain high security standards.
- Needless to say, at the commencement of a new voyage, immediately after leaving the dry-dock, the ship and her equipment should be in first-class working order

#### 2. Stating Opinion:

Stated before making a personal observation, it uses the word:

in my view, in my opinion, as far as I am concerned

#### **Examples**

- As far as I'm concerned, I can't wait to see the back of the pompous Port Captain.
- *In my opinion*, Captain Smith is by far the best Master I have ever sailed under.

#### 3. Comment on Situation:

These words are used by the speaker/writer to focus on his/her interpretation of the statement that is to follow.

#### naturally, inevitably

# **Examples**

- *Inevitably*, the rising cost of petrol had a negative effect on the economy.
- *Naturally*, a great deal of shipboard maintenance follows a similar pattern, but in oil tankers there are certain limitations.

4	CIL	•			
4.	Sh	owing	attı	tud	e:

1. <u>Statement of feelings</u>. The speaker/writer <u>states clearly</u> what his/her own <u>feelings are</u> about what he/she is saying.

# frankly, honestly, to be honest, to tell you the truth

# **Examples**

Frankly, I can't understand why the company don't fire him. He's totally incompetent.

# • Polite refusal

Used by someone to refuse politely.

# I'm afraid

#### **Example**

I'm afraid (that) it is absolutely impossible for me to stay on board tonight.

# • Bad news.

Used to give bad news to someone.

# unfortunately, I'm afraid

# **Example**

I'm afraid I have some bad news for you.

Unfortunately, the vessel is (unaccountably) missing.

# 5. Change subject / digression:

These words and phrases <u>signal the end</u> of one part of the discourse and the <u>beginning</u> of the next, which may be totally unrelated.

right, ok, (well) now, so much for ..., by the way, incidentally, anyway

# Example

• So much for that. Incidentally, have I told you about the new equipment that has been ordered for delivery at the next port?

#### **Practice Unit (48)**

#### **Exercises.**

(48.1) Rewrite the following putting the words in parenthesis in the right place and add any necessary punctuation:

## **Example**

Frost bite may occur in very cold weather. The ears, toes nose, chin and fingers are the most frequently affected. (*obviously*)

Frost bite may occur in very cold weather. Obviously, the ears, toes, nose, chin and fingers are the most frequently affected.

1. Warmth and sleep are nature's finest cures and should be encouraged. (certainly)	
2. When approaching sounding depths, the echo sounder should be switched on in ample time. ( <i>needless to say</i> )	
3. In periods of reduced visibility the radar must be operating continuously, and the display observed as frequently as the circumstances require. (of course)	
4. I feel the Master is making a mistake in this case. (really)	
5. A reduction of speed will allow more time for radar plotting. (in my opinion)	
9 9 9	
6. The master should ensure that all officers of the watch practise radar plotting. (in my view)	

(48.2) Rewrite the following putting in the appropriate word/words from the words in parenthesis in the right place. Make any other necessary changes.

The relieving officer of the watch has not read all the directives. He only signed on two days ago. (*in my view/really/I am afraid*)

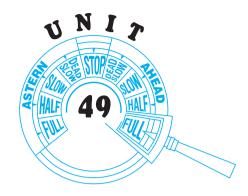
I'm afraid the relieving officer of the watch has not read all the directives. He only signed on two days ago.

1.	They didn't charter the vessel after all. The Captain made many efforts. (in my view/so much for/obviously)
2.	So this is your first watch on our ship. I hope you are familiar with SOLAS regulations regarding the officer of the watch. (by the way/ needless to say, I'm afraid)
3.	The Captain wants to talk to you about the new ABs. Have I told you about some strange equipment he has ordered? (I'm afraid/ incidentally/obviously)
4.	You have checked the radar, that's good. About ARPA, I hope you have familiarized yourself with the effect of errors on the automatic tracking of targets. (so much for/incidentally/well/now)
	8.3) Instructions as above:  Full details of ship reporting schemes and reporting requirements are to be found in appropriate hydrographical publications. (naturally/so much for/ well)
2.	I don't know if the relieving officer of the watch has read all the directives. He is new, so he may not have. (frankly/really/right)
3.	Is that all clear? Has anybody wondered why you should use SMCP with all communications? (Ok, now/obviously/ frankly)
4.	Are all members of the relieving watch capable of carrying out their duties? (in my opinion/by the way/I'm afraid)

#### (48.4) Match the columns:

- Any questions?
   Now, I would like to say a few words
   I'm afraid we cannot start a new game of chess.
   Naturally, the Master should ensure,
   Surely this must be the "Arabian Star";
   The manufacturers operating handbook and current navigational warnings will,
   So much for the Bosun's damn theories!
- a. that at least one radar is available for use by the officer of the watch.
- b. what's she doing in these waters?
- c. inevitably, be consulted to ensure that proper corrections are applied.
- d. about the problem of stowaways.
- e. Right, let's have a word about tomorrow's loading arrangements.
- f. My watch is due in twenty minutes.
- g. Nothing happened after all. What really bothers me is something else.





# **Punctuation**

# Revision and extension – All punctuation (See also Book B, Unit 40)

# 1. Apostrophe (')

• Possessive case:		the ship's Master, the sailor's rucksack
• Omission:		the ship's sailing (=the ship is sailing), o'er (=over), we'll, fo'c's'le
		(=forecastle)
		NOT with possessive nouns: their's, who's (whose)
		cello, plane, phone NOT <del>'phone, 'plane</del>
• Special plurals:		this depends on a lot of <b>if</b> 's,
		dot your i's and cross your t's,
		in the 1960's (OR 1960s), two MP's of the left wing (OR MPs)

# **2. Braces** { }

Braces are used to show that	
the words, etc. between them are	you } must
connected	he

# **3.** Capitals (A, B ...)

He works on a cargo ship.
Omega Shipping bought a new container ship.
Dear Mr. Kennedy: Thank you
Naomi Campbell, Panos Focas, Nikos, Parthenon
Mr., Mrs., Miss, Dr, Captain etc.
Greece, Greek, Athens, Lake Yliki, etc.
The Himalayas, the United States
Mt. Olympus, Thessalia
IMO, SMCP, GMT etc.
Sunday, Halloween, September

# 4. Colon (:)

• We use a colon between hour and	What time is it? It's 9:00 OR 09.00 OR 1200 hours(=twelve
minutes.	hundred hours)

- To introduce a list. (If a colon is followed by complete sentences, they start with a capital)
- To insert an explanation or an example.
- In direct speech, especially when introducing a long passage.
- Direct speech introduced by name (play text, famous sayings etc.)
- In subdivisions of a title or a heading.
- After the salutation in US English followed by a capital.

There are two types of ships: war ships, and commercial ships. The findings of the surveyor were:

First, the hull of the ship has not been painted ... Second, the ... The Engineer decided to use the old pump: he had no other choice.

The Captain said: "I have noticed a number of problems in the way things are done on board my ship: first of all, ..."

STEWARD: Sir, we ... have a problem.

CAPTAIN: Go ahead, speak.

In the words of Einstein: "All observers should measure the same speed of light ..."

Unit 11: Prefixes

Punctuation: comma

Dear Mr. Poulos:

This is to inform you ...

# 5. Comma (,)

- In general, commas show a short pause.
- Commas, usually separate main clauses from secondary ones and are placed in front of the conjunctions as: therefore, however or between clauses:
- In conditions.
- After introductory participle phrases.
- They are always placed in **answers** after yes and no, and are often used in front of and, but, or (esp. when a new idea is introduced).
- too.
- To separate items in a list.
- To separate adjectives.
- Two commas to separate words or expressions put in unusual places or interrupting the normal flow of the sentence.
- Two commas to separate non-defining clauses.
- No commas for defining clauses.
- No comma before that, what, where etc. in indirect speech.
- No comma between grammatically separate sentences. Use a full stop or a colon between sentences.
- You may separate an introductory word or phrase relevant to the whole sentence from the rest of it.

The watch engineer was very tired, so he went to bed.

The Captain knew. **However**, he did not want the crew to panic.

If there is a storm, sail round it.

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.

I saw the movie, too.

The Engineer opened the tool case and took out a wrench, a drill, a spanner and a punch.

The Steward hurried on to serve the beautiful, tall, slim, blonde passenger.

Captain Lallis, very surprisingly, paid the bail and the Bosun was released.

We saw, believe it or not, the ghost ship sail past.

Officer Stamos, who was sitting next to the passenger, offered her a cigarette.

The officer who was on the bridge reacted at once.

The crew in the Laser was doing fine.

The Engineer explained to him how to deal with the problem.

The passenger liner is cheaper. On the other hand, the hydrofoil is much faster. OR The passenger liner is cheaper; on the other ...

Oh, so that's where he was hiding.

By the way, did you get the weather forecast?

• Commas or space for <b>numbers</b> .	3,002,004 2 525
• No commas for <b>dates</b> and <b>years</b> .	28.09.04 1985
• To separate <b>tag questions</b> .	You have checked the hatches, right?
	The ship is safe, isn't it?
• In direct speech	"That's the point," said the Bosun.
	The Bosun said, "That's the point."

# 6. Dash (-)

• Dashes may be used in the same way as brackets,	There are a few things the Captain won't have –go to
colons or semi-colon.	your watch late, disregard an order
• As a summary or conclusion of what has gone	Crew were shouting, passengers were screaming – it
before.	was chaos.
• Singly or in pairs to separate an afterthought or a	He was aware of the situation – or so it sounded.
comment from the rest of the sentence.	The Mate – who always keeps his composure
	– completely lost his temper this time.
• As bullets in giving a list.	You need:
	- books
Note: Dashes are especially common in informal	– paper
writing.	

# **7. Dots (ellipsis)** (...)

been omitted from the beginning, the middle or the end of a quotation or a conversation.	sports stadium

# 8. Exclamation mark / Exclamation point (!)

• It expresses wonder or urge, amazement,	Strawberries at this time of the year! How strange!
admiration, etc.	How you've grown! But then, you are sixteen.
• It is used at the end of complete sentences.	What a surprise! Never!
/ 4	What a beautiful woman!
• After an exclamation mark, begin with a capital	Come on! The train is leaving.
letter.	
• NB! In formal writing never use more than one!	"They scored 11 goals against Ajax."
But informally:	"Eleven ?!"

# 9. Full stop / period (.)

• All grammatically complete sentences end in full	The Chief Engineer is in the library. <b>He</b> isreading
stops.	about a new turbo charger.
• Two main clauses are separated by a full stop. A	He was working hard. <b>There</b> was nothing else to do.
capital letter follows.	
• NB! Sometimes we separate a clause with full	People are homeless. In the US. In 2004. Because of
stops for emphasis.	the tornadoes. But not only.

• Full stops after abbreviations.	Dr. Costas, E. Zikos M.A., I.M.O. or IMO, e.g. Dec.	
	a.m., i.e.	
• In internet addresses. Called dot.	http//www.hau.gr	

# **10. Hyphen** (-)

A hyphen is necessary:		
• With compound words esp. when	fork-lift truck, gear-wheel pump, Master-to-be a do-it-	
misunderstandings must be avoided.	yourself book, a fast-sailing catamaran	
• To form a compound with prefix and proper	post-graduate, pro-British, pre-renaissance	
To form a compound with prefix and proper	posi-graduate, pro-braish, pre-renaissance	
name.		
• Compound numbers, esp. in phrases of age, size,	sixty-nine, thirty-one, hundred and twenty-two,	
weight and time.	a twenty-year-old cadet, a two-hundred-ton tanker, a	
• To separate prefix from word when the vowel is	three-month voyage	
the same or when pronunciation or meaning might	co-ordinate, pre-exclude	
be unclear.		
• To separate a word in two consecutive lines and	A beam wind will also cause a ship to make lee-way.	
must be placed between syllables.	That is, she will be blown sideways	

# 11. Parentheses / brackets ()

• To enclose extra information or a remark made	The Captain believes that modern ships (i.e. built		
by the writer.	<b>after 1990</b> ) are safe.		
• To enclose reference, cross-reference, definition,	The problem of navigational stability having been		
translation or authority.	dealt with (see Chapter Three) engineers turn		
	The river Nile (about 6000 km long) is the life		
• Interruptions of the audience when reporting a	Ladies and gentlemen, I am happy to be here (go		
speech.	away, go home) and address		
• To enclose optional words.	Your plan has many (apparent) flaws.		
	Crew members will (temporarily) disembark for safety		
	reasons.		
• Around reference letters or numbers in text.	The Bosun had (a) to check the lifeboats (b) to		
, 9	Our obligations are (1) to repair the pump (2) to		

# 12. Question Mark (?)

• We use a question mark with direct questions. Not with indirect questions.	What's the matter with the valve? Who's next watch? NOT This is the Captain?	
•	The Captain asked if I was on duty.	
• To express doubt.	Theodoros Kolokotronis (?1795-1878)	

# 13. Quotation marks / inverted commas / speech marks ("") (")

• Put them round words used in special ways or	Quotation marks are also known as "speech marks".
when given special or slang meanings.	

• They may be single or double.

• In titles.

• In direct speech. (Double question marks. are more common in AmE).

Careful with commas! All punctuation goes inside the quotation marks.

• With extracts from texts.

• For a quotation inside a quotation use the pattern "..."

There was a 'wall' of difference between the cadet and the Third Mate.

The Bosun told him to 'scram'.

They disagreed as to the meaning of "tyro".

I read his famous short story "The Rain" after seeing a review in "The Times".

'That, my friend,' said the Bosun, 'is nonsense.'
The Captain gave the order, "Full speed ahead"
"... often used to put people to sleep."

'His last instruction to the crew,' said the AB, 'was "Shut the hatches, at once".'

**NOTE:** Double quotations are preferred in AmE.

#### • Semicolon (;)

• Sometimes we may use a semicolon instead of a It was a clever repair; let's hope it works. full stop between two independent sentences. The sky had become very dark; it would soon start pouring rain. • The clauses must be complete but closely related. The weather report was very bad; (therefore,) the vessel didn't sail. • You may also use them to separate items in a list, I had to report the problems to the Superintendent especially the grammatically complex ones. Engineer particularly as there was abnormal operation of all the Diesel generators; excessive quantity of lube oil on the scavenging air spaces; excessive exhaust gas temperatures; ... • We may use a semicolon between two The weather report was very bad; therefore, the vessel independent sentences instead of a full stop. didn't sail.

# • Slash (Oblique) (/) Back Slash (\)

To separate alternatives	full stop / period, and/or, go /goesunderline the
	appropriate title: Mr / Mrs / Miss / Ms
• In internet and e-mail	http://www.hau/ecce.gr

# • Square brackets [ ]

• You may put it around words which make a	Follow [the] escape routes down.
quotation grammatically complete and correct.	The route to [the] assembly station is not clear.
	No. 3 lifeboat engine is not operational [yet].
	The firm has [in years] not had

Notes:		

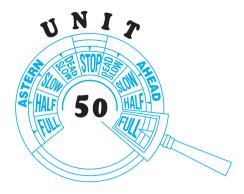
# **Practice Unit (49)**

Ø	Exercises.
200	EACT CISCS.

(49.1) Punctuate the following sentences:
1. shes in hong kong
2. hes master on the mv maria p
3. this is mr thomas hes an ab
4. mr andrews isnt a chief engineer
5. im mark simmons im a steward
6. is this an american vessel
7. there arent many ships in the harbour
8. dont remove the cover
(49.2) Punctuate the following text from: POLAR STAR by Martin Cruz. Highlight any connectors, discourse markers and cohesive devices.  the belt stopped youre seaman renko aren't you it took arkady a moment to recognize the third mate who was not a frequent visitor belowdecks izrathe factory manager stood at the power switch he wore layers of sweaters and a black stubble almost to be eyes which rolled with impatience natasha chaikovskaya a huge young woman in oilskin armour but with feminine touch of lipstick listed discreetly better to see the third mates reeboks and unstained jeans aren't you slava repeated its not a secret arkady said the belt started moving again as arkady followed slava aft stepping over sluices where liquid slime an fishliver oil ran through bilge holes directly out the side of the ship slava stopped to scrutinize Arkady as if trying to penetrate a disguise you are renko the investigator not any more but you were slava said thats good enough

 EY/	





# Report and Letter Writing

• The aim if this Unit is not to teach report writing and letter writing, but simply to give applied practice in the grammar taught in Sections B and C of this book. The art of correspondence is thoroughly treated in the excellent book of my colleague Mrs Aglaia Diamandi et al 'ALLILOGRAPHIA', also a quality publication of the Evgenidion Idryma, to which I refer you unreservedly.

# Example (1): A cadet's letter to a friend:

• Use the following prompts to write a letter to your friend George. Add anything necessary, make any changes in form, number, word order etc. and punctuate the text. Mark the connectors, discourse markers and cohesive devices used!

# Tips:

- Such a letter does not require a specific or long introduction. Just say where you are writing from, or what the occasion is, or just an enquiry about your friend's health. Then, in another paragraph, write the news to be imparted. Finally, include an appropriate conclusion referring to new contact, greetings and the like.
- To achieve a fluent intermediate level of writing you need to use compound and complex sentences with appropriate connectors (then, where, but, and, which, when) as well as proper connectors and cohesive devices (at last, as, fortunately, naturally, hopefully, now, in fact)
- Take special care with the style and layout, as well as with the punctuation and capitalization.

**NB!** These tips also apply to all writing.

		mv eleni m
	1)	
		Shidam
	2)	
		10 february 200_
	3)	
dear/ george		
4)		
at last / I / arrive/ Schidam/ yesterday evening		

5)
as/ know/ already/ I/ take/ plane/ Amsterdam/ yesterday/ morning/ 07.30 6)
fortunately / have / flight/ good / then/ I / board/ train/ Schidam/ where/ I arrive/ late/ evening 7)
Ship / be / old / but / good/ condition / and / big 8)
in fact / she / 150,000 tons / tanker / Normally / she carry / crude oil / Persian Gulf / Holland
9)
she / belong / van kneff shipping / naturally / she / fly / Dutch flag
10)
Long Colley (heads to great the first of the college of the colleg
hopefully / be able / work / six months / which is when / second semester studies start  11)
now for my last / piece of news / next week / we sail / Dubai / voyage / take / ten days
12)
I wait / letter / you / soon / best / greetings / parents 13)
3 3
as/ ever 14)
elias 15)

(50.1) You got the job described in example (2) below. Write a letter to a friend explaining all about it, where and when you will go on board, how long you will be away, and anything else you think you should write about. Make sure that you use appropriate connectors and cohesion devices (Write your letter in your copy book.)

# Example (2): Application letter for a job

#### Task:

- You have seen an ad in the local newspaper, asking for an apprentice engineer. You are interested in the post and want to apply. In your letter, mention that you are finishing your studies at the School of Engineers in the Merchant Marine Academy of Aspropyrgos, and that you are enclosing your Curriculum Vitae (CV).
- Fill in the blanks with: that (3), as, and (4), in addition, I believe that, so, if.

#### Tips:

This type of letter should be written in formal style and contain:

- A brief introduction explaining what position the applicant is interested in.
- A paragraph briefly describing the applicant's qualifications.
- A paragraph explaining why he/she thinks he/she is suitable for the job.
- A complimentary conclusion including information on how he could be contacted.

67, Varassovas Street,
Glyphada 165 61, 30 <sup>th</sup> June 1999.
Attn: Chief Engineer, DELTA SHIPPING Co., 14 Akti Koundouriotou, Piraeus.
Dear Sir,
I am writing to apply for the position your company has advertised in the Harbour Journal a third year cadet in the Merchant Marine Academy at Aspropyrgos I am interested in immediate employment upon my graduation from the Academy, I am particularly interested in the electronic and automatic systems of the Engine Room would appreciate the opportunity to work with those learn as much as possible in this area.
In your job description you indicate you wish to sign on a person with extensive training in computers automation. I have taken a relevant course in a special programme organised by Sulzer in Piraeus. In addition, I have done a course on computers with ELKEPA I have the qualifications needed to fill this position successfully.
The details of my education and work experience are outlined in the enclosed CV. I shall be in Piraeus in July, I can come to your office for an interview at any time
is convenient for you you require any further details, please let me know.
I look forward to hearing from you at your earliest convenience.  I can be contacted at the above address, by telephone (+30-6944599536) or by e-mail (ipapa@otenet.gr)
Yours sincerely,
Ioannis Papapanos Engineer Cadet

- (50.2) You work as an apprentice officer on the "Triton". She is discharging her general cargo in Limassol, Cyprus and she is going to sail to Piraeus the day after tomorrow. Write a letter (in your copybook) to the ship's agent in Rotterdam:
- a) To remind him that you haven't received your passport yet, although you had asked him to collect it and post it to you (you had foolishly left it at the duty-free shop),
- b) To ask him to post it to you to the next port of call.
- c) His address is: Johan Schmidt, International Shipping Co., P.O. Box 345, Rotterdam 5

#### Example (3): Damage report

# Task:

- Your ship experienced a main engine breakdown while sailing from Hamburg to Bandar Abbas due to oil-pressure failure. On inspection: white metal chips found below Unit No. 2, dismantling, main bearing seized. Action: replaced main bearing. Request: re-metalling, provision of spare. Report the whole incident and actions in detail, in a letter to your company.
- Fill in the blanks with: consequently, then, during, looking, in addition to, and, and, while, due to, having, having, having, that is, so, that.

# Tips:

This type of letter should be written in formal style and contain:

- An introduction in which you refer to the damage in brief (= why you are writing)
- A paragraph describing the problem in detail and your reaction.
- A conclusion asking for replacement of said spare part.

		-/-	M/V Captain Periklis, Port Said,
			22nd June, 200
The Technical Department,			
Omega Shipping Co.,			
4 Albert Embankment,			
London SE1 7SR,			
United Kingdom.			
Dear Sir,			
	<b>.</b>		
Re: Engine Breakdown, Spare	-		
our voyage	e from Hamburg to Ban	idar Abbas on 20th Jun	e, at about 0400 hours
we wer	re navigating under favo	ourable weather condit	ions near Crete Island, we
experienced an engine breakd	lown oil-	pressure failure in the	main engine.

checked the situation, _	opened the crankcase doors, we discovered			
white-metal chips below unit No. 2	we dismantled this unit and removed the			
main and connecting-rod bearing;	we realized that the main bearing had seized and			
needed re-metalling.	, we placed a spare bearing,			
ascertained it fitted well, we	continued our journey uneventfully.			
there is only or	ne similar spare bearing left on board the vessel, you are kindly			
requested to make all necessary arrangement	nts for the re-metalling of the worn out bearing at the next			
port of call,	supplying the vessel with a new one.			
forward to your prompt action.				
Yours faithfully,				
C Varantzia				
C. Korontzis				
Chief Engineer				

(50.3) Write a damage report to your technical department. Subject: Inspection of No. 4 cylinder. Indication: abnormal operation of cylinder 4. Place: nearing Brindisi. Reaction: 1. put out of operation 2. on arrival at Brindisi inspection 3. removal of piston. Problem: discovered inactivity of piston rings due to carbon covering grooves, resulting in combustion gas leakage to scavenging air space. Solution: replace ment of piston rings. Conclusion

# Example (4): Letter of complaint to Port Engineer.

# Task:

- You are the Chief Engineer on board and want complain to your Port Engineer about his failure to provide an important spare part (main bearing) that you have asked for at least three months ago. In your letter refer to your previous request. The occasion that resulted in the need for the spare part. Stress how important it is to obtain it. Ask for specific action.
- Use the following connectors and cohesive devices: needless, due to, I refer, which, and, and, thanking, that, that, subsequently, which, this, thus.

#### Tips:

This type of letter should be written in formal style and contain:

- An introduction in which you explain the nature of the complaint (= why you are writing)
- A paragraph describing the problem in detail and relating it to your previous request.
- A conclusion repeating the request and asking for specific action.

M/V Apollonia
Goa
12 February, 200
12 1 V × 1 U
The Port Engineer,
Argo Shipping Co.,
32 Akti Kanari,
Piracus,
Hellas.
Tichas.
Door Mr Donodokie
Dear Mr Papadakis,
Der Delevrie errenbies erren hassies
Re: Delay in supplying spare bearing.
is to complain about your delay in supplying us with the requested spare main bearing.
refer to my letter dated 20th October 200_ in informed you we
had experienced an engine breakdown, oil-pressure failure,
, we had to replace the main bearing had seized.
to point out how risky it is to have used the only spare main bearing on board
and how dangerous it is not to have replaced it for so long.
, would like to ask you once more to supply us with the said bearing the soonest
possible and notify me accordingly you in advance, I remain,
Yours truly,
M. Avgerinos
<u>Chief Engineer</u>

(50.4) You are the Chief Engineer/Master on board and want to complain to your Port Engineer/Port Captain about his failure to provide important spare parts (piston rings) that you asked for months ago. In your letter refer to your previous request and the occasion that resulted in the need for the spare part (abnormal operation of cylinder 4 main engine; on inspection you ascertained inactivity of piston rings due to carbon covering). Stress how important it is to obtain spare rings. Ask for specific action. Use appropriate connectors and cohesive devices. Write the letter in your copybook.

# Example (5): Business report

# Task:

• You are working for Dreamcruises Inc. and you have been asked to find a suitable cruise ship to accommodate a two-week cruise to the Greek Islands for 330 students of a French school, aged 16-18, and their 10 teachers. After a careful search you have prepared a shortlist of three ships each of which has advantages and disadvantages. Write a report presenting your findings and making a business recommendation.

• Use the following connectors and cohesive devices. Introduction: among, nevertheless, among, and (2); Findings: 1. although, however, here is, 2. and, apart from, built, operated, in addition, also, 3. and, launched, but, in addition, apart from the above, while, finally, as; Recommendations: because, that, on the other hand, rather than, as, by far.

# Tips:

This type of document should be written in formal style and contain:

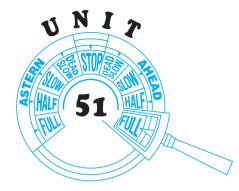
- The name of the receiver (To:) and the name of the writer (From:)
- An introduction in which you explain what the report is about.
- A paragraph in which you list your findings.
- A conclusion in which you make your business recommendation. Make sure you justify your choice properly.

EYM

To: S. Sgouros	
Business Manager	
From: D. Christoforidis	
Operations Department	
Re: Cruise for French School of 330 students.	
The report was prepared at the request of the Business	Department
is the result of search fifteen cases their	relevant offers.
is the result of search fifteen cases their, all ships were visited and examined carefully.	
FINDINGS	
the shortlist of the most suitable ships:	
1. The "Blue Dolphin"; operated by Sunset Lines Co. It was built in 1983	
very well maintained; can accommodate 320 persons,	, they can make
arrangements for the remaining 20 it has only a six-p	programme radio in
every cabin, there are two TV rooms, a cafeteria and a small swimming-pool	3x5. There is internet
and e-mail facility and the cabins are clean but rather small. The price per on	e person is 500 €.
2. The "Orange Sun", by Sea Lion Lines Inc	in 1995 it
2. The "Orange Sun", by Sea Lion Lines Inc is fairly modern and luxurious can accommodate 400	persons.
there is radio and colour TV in every cabin.	those it has a home-
cinema room, a conference room, a cafeteria and a disco. There is	a small
gym and a swimming-pool 5x8; communication facilities	fair-sized tastefully
furnished cabins. The price per one person is 600 €.	
3. The "Imperial Barge", operated by Zephyr Lines Ltd.	_ in 2000, it is very
modernand luxurious can accommodate 500	we will

not have to pay for the emp	pty cabins.	, it has a radio and	satellite TV in every		
cabin, cinema, souvenir sho	op, drugstore, boutique and h	airdresser's.	, there is a		
lounge cafe, game rooms, g	gym, swimming-pool 10x15 ar	nd squash court	, there is a		
conference centre and communication facilities of all kinds while its cabins are comfortable luxurious and					
each with bath. The price per one person only 800 €, as we were granted 20% discount for students!					
RECOMMENDATIONS					
I recommend	$\underline{\hspace{1cm}}$ we charter the " $C$	Prange Sun"	it combines		
very good facilities at a reasonable price as young people are more interested in the adventures of the					
voyage	luxuries	if me	oney is no object the "The		
Imperial Barge" is	the most attr	ractive proposition.			

(50.5) Write a report for your Shipping Co in which you assess the merits of three charterers / three cargo vessels / three operators (or whatever other appropriate situation). Keep the same lay out. Use appropriate punctuation, connectors, discourse markers and cohesive devices as the report above. Make a final recommendation.



# Section D

# SEASPEAK Message Markers: The Structure of SEASPEAK Messages

# A. Introduction:

- SEASPEAK is the system that has been developed for VHF radio communication ship-to-ship and ship-to-shore. The grammar and vocabulary of SEASPEAK are Standard English, but the structure of the spoken messages must follow strict rules, all of which can be found in the <u>SEASPEAK Reference Manual: Essential English for International Maritime Use</u> and the <u>IMO Standard Marine Communication Phrases</u>.

  The IMO SMCP are a standardised, simplified version of maritime English which reduce grammatical, lexical and idiomatic varieties of English to a minimum in order to avoid misunderstandings in verbal communications.
- SEASPEAK divides messages into eight types, based on their function. These are:

Instruction Advice Warning Information Question
Answer Request Intention

The above-mentioned words are called 'Message Markers', and should always be used when initiating a message. There is also a set system for Responding, and rules for beginning and ending all communication exchanges.

#### Grammatical Structures used in SEASPEAK

Although all grammatical structures could be used in SEASPEAK, in order to ensure clear understanding of a message, a limited range of English structures is used. Specific grammatical structures must be used, or avoided, after each type of Message Markers.

- In creating any SEASPEAK message remember the following:
- avoid modal verbs; contracted forms; synonyms
- avoid unnecessary articles, adjectives, adverbs
- provide fully worded answers to 'yes/no' questions
- provide basic alternative answers to sentence questions
- provide one phrase for one event
- structure the corresponding phrases according to the principle: identical invariable plus variable, i.e. Message Marker + Message

# **Important!**

• The IMO Vessel Traffic Service (VTS) Guidelines recommend that IMO SMCP should be used where

practicable in creating the message content, as well as in the message responses to orders, advice and requests, and in the answers to questions.

#### **B. MESSAGE MARKERS:**

#### 1. INSTRUCTION:

This indicates that the message which follows implies the intention of the sender to influence others by a Regulation.

#### **Structure:**

a. Imperative form of the verb: 'Turn ...', 'Do not turn ...'

INSTRUCTION: Stop engines and wait for the ship ahead of you to enter harbour.

b. When an instruction is given, if the response is in the affirmative, say: "I will/can ..." followed by the instruction in full.

Response: I will stop engines and wait for the ship ahead of me to enter harbour.

c. When an instruction is given, if the response is in the negative, say: "I will not/cannot ..." followed by the instruction in full.

Response: I cannot stop engines and wait for the ship ahead of me to enter harbour, reason: strong current.

AVOID: Modal forms of the verb: 'You should turn ...', 'There could be ..'

#### 2. ADVICE:

This indicates that the message which follows implies the intention of the sender to influence others by a Recommendation.

#### **Structure:**

a. Imperative form of the verb: 'Slacken your ...'

ADVICE: Alter course to port through: four-five degrees and slow down to your minimum safe speed.

b. When an Advice is given, if the response is in the affirmative, say "I will/can ..." followed by the advice in full.

Response: I will alter course to port through: four-five degrees and slow down to my minimum safe speed.

c. 'Advise, you ... '

**ADVICE**: Advise you turn to starboard.

d. When an Advice is given, if the response in the negative, say: "I will not/cannot ..." followed by the advice in full.

**Response:** I cannot turn to starboard, reason: another vessel is approaching.

ADVICE: Do not overtake the vessel North of you.

**Response:** I will not overtake the vessel North of me.

AVOID: i. Modal forms of the verb.

ii. 'I think you should ...'

#### 3. WARNING:

This indicates that the message which follows implies the intention of the sender to inform others about danger.

#### **Structure:**

a. Statement of facts: Simple Present

WARNING: A vessel is adrift, position: near the Falmouth light.

b. Statement of facts: Present Continuous

WARNING: A strong South-Westerly wind is blowing now at the berth.

c. Present Perfect: Recent Past, related to the Present.

WARNING: Oil slick has spread to position: ... ...

AVOID: Emotive language.

#### 4. INFORMATION:

This indicates that the message which follows is restricted to observed facts, situations, etc.

#### **Structure:**

a. Simple Future: Future event.

INFORMATION: Your bunkers will arrive by road tanker at time: one-zero-three-zero local.

b. Simple Present: Present event/fact.

**INFORMATION:** No vessels are at the anchorage.

c. Present Continuous: Present event/fact

**INFORMATION:** Vessel is crossing ... traffic lane, course: ...

d. Present Perfect: Recent Past event/fact

**INFORMATION:** Vessel has disembarked pilot, time: zero-two-zero-zero local

AVOID: Long descriptions or lists with non-essential details.

#### **5. QUESTION:**

This indicates that the message which follows is of an interrogative character.

#### **Structure:**

a. Questions requiring a 'Yes' or 'No' answer.

This type of question begins with an auxiliary verb:

'Does your vessel ...?', 'May ...?', 'Do I have permission ...?'

**QUESTION:** Will you be ready?

b. Questions which give two alternatives:

**QUESTION:** Is the vessel loading or unloading?

c. 'Can you ...?' when can means are you able to

QUESTION: Can you see the wreck?

d. Questions beginning with 'Wh' or 'How':

'What is ...?', Where has ...?', 'How many ...?'

**QUESTION:** What is your ETA at the dock entrance?

AVOID: i. Any other form of question, particularly Question Tags:

ii. 'can' when can means permission

#### 6. ANSWER:

#### This indicates that the message which follows is the reply to a previous question.

#### **Structure:**

a. When the response is the answer to a Question and it is in the affirmative, say: "Yes ..." followed by the appropriate phrase in full.

**QUESTION:** Is buoy number: two-three in the correct position? **ANSWER:** Yes, buoy number: two-three is in the correct position.

b. When the response is the answer to a Question and it is in the negative, say: "No ..." followed by the appropriate phrase in full.

QUESTION: Do you intent to pass ahead of me? ANSWER: No, I do not intent to pass ahead of you.

c. The Answer is to a clear choice of alternatives.

**QUESTION:** Is the vessel loading or unloading?

**ANSWER:** The vessel is loading.

**ANSWER:** I do not know if the vessel is loading or unloading.

d. 'Wh' and 'How ...' questions be specific and precise.

**QUESTION:** Which side do you want the pilot ladder?

ANSWER: I want the pilot ladder on the port side, height: one metre above the water.

*OUESTION:* What is my berth number?

ANSWER: Your berth is number: Alpha-three-four-five

AVOID: Just answer the question. Any additional information is given after an additional Message Marker.

#### 7. Request:

This indicates that the message which follows is asking for action from others with respect to the vessel.

#### **Structure:**

a. (for items to be delivered) 'Please deliver ...', 'Please supply ...'

**REQUEST:** Please deliver:

quantity: two metric tonnes potatoes

quantity: four sides of beef

b. (for confirmation of information) 'Please confirm ...'

**REQUEST:** Please confirm your ETA at off-shore rig.

c. (when something is needed) 'I require ...'

**REQUEST:** I require a tug, position: ..., time: ...

d. (asking for a certificate, etc) 'Please arrange ...'

**REQUEST:** Please arrange the renewal of my De-rat Exemption Certificate.

e. When the information requested is not immediately available, say:
"Stand by ..." followed by the time interval within which the information will be available.

**REQUEST:** Please permit me to exchange stores with the ship at the next berth.

**Response:** Stand by for confirmation to exchange stores, time: zero-five minutes.

f. When the information requested cannot be obtained, say:

"No information"

**REQUEST:** Please give me the name of the local ... representative.

**Response:** No information on the name of the local ... representative.

AVOID: Polite introductory Modal statements: 'I would appreciate ...', 'Is it possible for you to perhaps ...'

#### 8. INTENTION:

This indicates that the message which follows informs others about the immediate navigational action the vessel intends to take.

#### **Structure:**

a. 'I intend to ...', 'I will ...', 'I expect to ..."

INTENTION: I intend to anchor now, and I will proceed to the berth at time: zero-five-zero-zero GMT

AVOID: 'I am going to ...', 'I am thinking of ...'

#### **Important!** Within a Message:

Sometimes it is necessary to add a reason within the message. This is not a Message Marker, but an indicator of specific information.

For instance, when the speaker wants to elaborate on the statement, and give the reason why something is necessary:

USE: '..., reason: gales'

AVOID: because, as, so that, in order to, etc.

#### Example:

INTENTION: I intend to enter the berth stern first, reason: my starboard thruster is damaged.

- As you can see from all the above messages, several other types of specific information are expressed in the same way. By using these indicators, the speaker makes it easier for the listener as the listener is prepared for what type of information is to follow.
- These indicators are always followed by a colon (which means a pause in spoken English).

#### For example:

time:	number:	position:	distance:	draught:	speed:	course:
bearing:	cargo:	name:	VHF channel:	wind:	zone:	ETA: swell:

• A message may contain two Message Markers, but there should not be more than two.

Example:

INFORMATION: The new Chief Engineer will arrive at Singapore on flight number: XA three-zero-one, time:

zero-two-zero-zero local.

**REQUEST:** Please send a car to meet him.

**WARNING:** There will be gas venting operations today.

INSTRUCTION: Keep radio silence inside range: one-thousand metres from Swallow Alpha rig, start time: one-

four-zero-zero GMT, period: three-zero minutes.

#### **Important:**

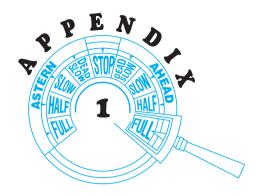
• This Unit on SEASPEAK deals only with Message Markers and the structure and content of the message after a Message Marker. For the full structure and content of the SEASPEAK communication/transmission system please consult the latest updated version of the <u>SEASPEAK Reference Manual: Essential English for International Maritime Use</u> and the <u>IMO Standard Marine Communication Phrases</u>.

#### **Practice Unit (51)**

(51.1) Put a suitable Mess	sage Marker in the blank spaces () in the messages below:
1.	I intend to leave via: Oxford gap.
2.	What is her cargo, wheat or maize?
3.	Stop immediately.
4.	The ship ahead of you is not under command.
5.	Please give me a weather report.
6.	I am towing a seismic survey gear, length: one mile.
7.	Keep clear.
8.	I am drifting, reason: engine breakdown.
9.	I expect to be underway within, period: one hour
10.	A man has minor burns.
11	Please provide medical advice.
12.	What is position of bunkering terminal?
13.	Rat guards are mandatory at Southport.
14.	Make ready rat guards for all your lines before berthing
15.	I am stopping now and I am ready for you to board.

16.	 Please provide fire-fighting assistance.
17.	 What is your draught aft?
18.	 Push on my port bow.
19.	 Yes, there is good visibility.
20.	 Buoy number: three-three is unlit.





#### EXAM PRACTICE IN GRAMMAR AND THE USE OF ENGLISH

The following are exercises practicing the material included in Parts (1), (2) & (3) 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

#### (A.1) Choose the best answer a, b, c or d to complete the text.

#### BOELE BOLNES IN GREECE.

Pre- (1) seafaring nations regularly organise (2) which demonstrate all facets of the own national shipping industry at the same time (3) the international shipping industry, to show their (4) and services. Greece has its biennial shipping exhibition "Posidonia" which is (5) in Piraeus. Boele Bolnes is a participant, as many Greek ship owners make (6) of the services which are rendered by the yard and its subsidiary Port Repair Base D. van de Wetering B.V., Rotterdam.

#### PORT REPAIR BASE

(7) they moved into their new premise in the centre of the Rotterdam harbour (8) in 1971, this Boele's subsidiary has played an increasingly prominent role in the world's number one harbour. (9) and more companies have discovered the advantages of fast repairs by specialized craftsmen (10) the loading and discharging of their vessel. (source: Boele Bulletin)

1.	a. eminent	b. imminent
	c. immigrant	d. emigrant
2.	a. concerts	b. exhibitions
	c. facts	d. games
3.	a. enabling	b. making
	c. managing	d. achieving
4.	a. works	b. sites
	c. sights	d. products
5.	a. done	b. made
	c. held	d. laid
6.	a. way	b. use
	c. do	d. well
7.	a. Since	b. Ever

6. a. way	b. use
c. do	d. well
7. a. Since	b. Ever
c. When	d. Then
8. a. part	b. territory
c. area	d. place
9. a. Few	b. Many
c. New	d. More
10. a. at	b. on
c. during	d. while

#### (A.2) Choose the best answer a, b, c or d to complete the text.

In petrol engines, petrol is mixed with air and (1) inside the cylinder to produce power. (2) the ratio of fuel and air can have a major (3) on performance and economy. Normally, (4) is most effective with an air-fuel ratio of 14.7.1. Increasing the ratio of air beyond this creates what is called a "lean" air-fuel (5), and reduces the amount of fuel used. On the other hand, lean air fuel mixtures are difficult to burn, which (6) the air-fuel ratio to about 20:1 at best.

The main problem is the fuel delivery system. While (7) conventional fuel-injected engines offer far better performance and economy than (8) engines, conventional fuel injection has its own (9). Since the fuel is mixed with air before it enters the cylinders, the responsiveness of the fuel (10) is limited while combustion cannot be controlled (11).

The GDI engine, however, uses a new direct-injection fuel supply system that injects petrol directly into the cylinder, (12) the fuel to be controlled (13) according to the operating conditions. Together with a unique system to create a reverse-tumble airflow within the cylinder, the result is highly efficient combustion at ultra- (14) air-fuel ratios.

On the intake stroke, upright straight intake ports direct the air (15) down into the cylinder, generating a strong reverse-tumble (16). Special curved-top pistons are used to strengthen and control the tumble airflow. High-pressure swirl injectors spray (17) fuel in a compact pattern directly into the cylinders at a late stage in the compression stroke, right before ignition. Before the atomized fuel can disperse the tumble air-flow (18) it atop the curved piston tops and carries it to the spark plugs in an optimally stratified form. As the richest part of the air-fuel mixture is concentrated a-round the spark plugs, it is easy to achieve ignition and stable combustion, despite the overall lean air-fuel ratio.

During high-load conditions, fuel is injected in a conical pattern directly into the cylinder during the in- take stroke. The fuel vaporizes here, cooling and increasing the (19) of the air inside the cylinder. This sinificantly improves the volumetric efficiency over conventional engines. Cooling the air also increases the (20) to pinging, allowing the use of a 12:1 compression ratio for more powerful, efficient operation.

(Source: Mitsubishi Motors, Newsweek, 4444.14.11.96)

a. spread

 b. generated

 a. Burning

 b. Tumbling

 a. impact

 b. part

 a. efficiency

 b. injection

 a. delivery

6. a. allowsb. limits7. a. conventional

b. compact 8. a. combustion

b. injection

b. cylinder9. a. limitationsb. results.

10 a. airflow b. delivery

11. a. directly b. accurately

12. a. igniting b. allowing

13. a. directlyb. indirectly

14. a. keen b. mean

15. a. tumble b. intake

16. a. airflowb. pressure

17. a. improved b. controlled

18. a. vaporizes b. atomizes

19. a. density b. tumble

20. a. resistance b.persistence

c. stratified

d. ignitedc. Injecting

d. Altering

c. pattern

d. pressure

c. combustion

d. swirl

c. mixture

d. compression

c. directs

d. vaporizes

c. volumetric

d. curved

c. resistance

d. carburettor

c. ratios

d. densityc. accuracy

d. strength

c. optimally

d.

d. conventionally

c. stratifying

d. atomizing

c. significantly

d. precisely

c. lean

d. full c. stroke

d. intake

c. performance d. atomization

c. conical

d. atomizedc. sprays

d. flows

c. response d. volume

c. assistance

d. fuel

#### (A.3) Choose the best answer a, b, c or d to complete the text.

Hyundai Merchant Marine Corporation has specified MacGREGOR hatch covers and securing equipment (1) its latest new-building series. Mac-GREGOR's Securing Division, the original manufacturer of Conver lashings, continues to strengthen its position with HMMC (2) the announcement of a contract to supply ship sets of container lashing equipment for the series of 2,200 TEU vessels ordered (3) Hyundai Heavy Industries.

Eight ships are (4) order each having a maximum capacity of 1,286 TEU based on four tier mixed stowage system in the (5). Additional foundations and lashing plates (6) bay No. 30 (in front of the deckhouse) for the (7) of 45 ft containers. This latest order from HMMC (8) a valuable relationship. MacGREGOR has previously (9) ship sets of weather deck hatch covers and lashing (10) for (11) the Admiral class (4,411 TEU) and Independence class (5,520 TEU) container ship series also completed at HHI. MacGREGOR liftaway hatch covers are (12) specified for the new (13).

- (14) the vessels will be equipped (15) single stacking cones for mixed hold stowage with a maximum of four tiers of 20 ft containers (16) by at least one 40 ft container. The guides fitting in the area of the 76 mm ISO-gap are of special design with removable frames so (17) the 20 ft containers (18) the cell guides can be stowed up to six tiers high by using the Anti-Rack Spacer system as an option. In this case stack weights have to (19) limited to 120 tonnes.
- (20) other equipment to be supplied, additional items include:. CV-10 twist locks. 2500 and 4950 mm LB-11 lashing bars. TBS-3G/1 turn buckles. Source: MacGREGOR News No 133.

1. a. in	c. for
b. at	d. to
2. a. with	c. because
b. within	d. of
3. a. from	c. despite
b. via	d. through
4. a. by	c. by
b. given	d. means on
5. a. bottoms	c. in
b. holds	c. rapids
6. a. over	d. hatches
b. above	c. at
7. a. loading	d. overall
b. transport	c. stowage
8. a. books	d. carriage
b. maintains	c. weighs
9. a. ordered	d. allows
b. offered	c. called for
10. a. shipsets	c. supplied
b. equipment	d. bilges
11. a. both	c. instruction
b. two	d. them
12. a. too	c. every
b. also	d. also
13. a. brands	c. then
b. stuff	d. series
14. a. Initially	c. staff
b. Formerly	d. Finally
15. a. by	c. Original
b. with	d. under
16. a. set	c. in
b. topped	d. fixed
17. a. when	c. settled
b. where	d. then
18. a. without	c. that
b. within	d. into
19. a. have	c. out of
b. can	d. be
20. a. Amongst	c. must
b. Between	d. For

for

#### **B.** Grammar

## $Ex\ (1)$ Conversational Grammar: Choose the best answer a, b, c, d to complete the clauses:

1.	"In position can I take pilot?"
	"Take pilot in position"
	a. where
	b. which
	c. that
	d. whose
2.	"John's recovering the passenger from the sea was quite a job."
	"Yes, I was by what he did."
	a. amazed
	b. amaze
	c. amazingly
	d. amaze
3.	"When will pilot embark?"
	"Pilot will embark at 16.00 local time."
	a. hour
	b. hundreds
	c. o'clock
	d. hours
4.	"Do you know where Caracas is?"
	"Strange sound, it is in Venezuela."
	a. may it
	b. as it may
	c. like it may
	d. does it
5.	"Do you accept navigational assistance pilot?"
	"Yes, of course I do."
	a. by
	b. from
	c. via
	d. for
6.	"What's happened to 'MV Elektra'?"
	"She with a seamark."
	a. had collided
	b. collided
	c. was collided
	d. has collided
7.	"Do I stay in position until pilot boat appears?"
	"You may navigate by or wait for pilot at buoy."
	a. your own
	b. your responsibility
	c. yourself
_	d. your help
8.	"Gerry is quite a Captain."
	"Yes, in addition on tankers and LNGs, he's also worked on GCCs and passenger
	liners".

a. to work
b. to working
c. working
d. to having working
"Pilot boat in a sight, sir."
"Follow pilot boat inward to where the pilot embark."
a. shall
b. has
c. would
d. will
"The Cox said launching the lifeboat would be easy."
"Despite, we'd better be careful."
a. what he said
b. he said it
c. he said
d. that he said
last in this busy bay is very dangerous.
"I'll tell the engines to reduce speed, then."
a. sail
b. sailing
c. to sail
d. The sailing
"Did you remember the lights in hold No. 2?"
"Well, I'm not sure, shall I check?"
a. to switch off
b. switching off
c. switch off
d. the switching off
"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
"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. should be
"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 "West hashin owner really so rish?"
"Was the ship-owner really so rich?"  "He is said"
"He is said the richest in the world."

	a. to have been
	b. to be
	c. that he was
	d. that he had been
17.	"Sir the vessel to our South is overtaking us."
	"Yes. Give it a wide, will you?"
	a. pale
	b. pail
	c. dock
	d. berth
18.	"Look at this mess in the galley."
10.	"I'll get immediately, sir"
	a. it cleaned up
	*
	b. to clean it up
	c. it to clean up
10	d. cleaning it up
19.	"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. it is belonging
20.	"When can I use this, sir?"
	"At no you touch this machine."
	a. time should
	b. case should
	c. event would
	d. time would
Ex (2	2) Structural Grammar: Choose the best answer a, b, c, d to complete the clauses:
1.	Two cranes mounted on the starboard side are arranged to operate with a lift.
	a. in tandem
	b. in couple
	c. both
	d. in union
2	Sealing the cover panels is achieved by the fitting of rubber packing.
۷.	a. among
	b. amongst
	c. inside
2	d. between
3.	Provision is made for fitting the panels in the hold at various heights vertically
	a. also and
	b. as well as
	c. and also by
	d. as well
4.	For 127 years Trio Ving quality locks and hardware.
	a. had been manufacturing

	b. has been manufacturing
	c. was manufacturing
	d. are manufacturing
5.	for excellent products we are today the leading supplier of card-operating locks.
	a. With a notoriety
	b. With a fame
	c. With a reputation
	d. With a name
6.	We supply key systems to both the marine and hotel industries the world.
	a. throughout
	b. in all over
	c. worldwide
	d. in every country
7.	The cause of the fire aboard the Scandinavian Star is suspected arson.
	a. as being
	b. of
	c. to being
	d. it to be
8.	A resolution was passed by IMO following the hijacking of 'M/V Achille Lauro' but it is a
	recommendation
	a. too
	b. though
	c. only
	d. as well
9.	In the UK the Aviation and Maritime security Act 1990 covers the same guidelines IMO.
	a. like
	b. as
	c. to
	d. with
10.	IMS has of companies taking advice on security.
	a. a large number
	b. many
	c. a great amount
	d. a plenty
Ex (3	) Conversational Grammar: Choose the best answer a, b, c, d to complete the clauses:
11.	"What does the IMS say?"
11.	"The IMS says they are not of any vessel without a specification report based on GAs."
	a. knowing
	b. hearing
	c. having informed
	d. aware
12.	"What is the job of the IMS?"
14.	"The job of the IMS is to make sure seafarers work in aenvironment".
	a. hazard free
	b. hazardous free
	c. freely hazardous
	d. free of hazard
	a. nee of hazara

13.	"Do you think the Skipper is very skilful?"
	"Yes, he can do anything he wants with the boat."
	a. that
	b. what
	c. such as
	d. whatever
14.	"Are there any extra benefits we are offering?"
	"The recommendations in these reports cover bunkering protection."
	a. involved
	b. take
	c. considered
	d. included
15.	"Have you altered course?"
15.	"Yes, I New course degrees."
	a. have
	b. had
	c. did
	d. could
16.	"Who did you invite to my table to night?"
10.	"No one the Baron and his family, sir."
	a. rather
	b. except
	c. besides
	d. other
17.	"Why is the Captain upset?"
17.	"He's disappointed because the shipowner's new orders prevented at Curacao."
	a. him from being called
	b. him to call
	c. to call him
	d. him from calling
18.	"There's a lot of traffic on this sea."
201	"Yes, a lot of seafarers here find it too congested".
	a. work
	b. were working
	c. working
	d. worked
19.	"How was your training trip last spring?"
	"I regret over the fall, too."
	a. not to stay
	b. not stayed
	c. not having stayed
	d. not have stayed
20.	"Why are frogmen searching the wreck?"
	"They got a tip that the explosion was owing to a bomb".
	a. time
	b. timed
	c. timer
	d. timing

#### **C. Grammar Conversions**

# Ex~(C.1) Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

### Example

	final seminar agreed on a recommendation on common loadline miles.  recommendation on common loadline miles was agreed on (by the final seminor)
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,"
	She announced happily
5.	Nearly all vessels have to employ a pilot for leaving harbour.
	The employment
6.	The GDI engine is designed to provide superior power.
	Mitsu Motors
7.	[The] Forward spring is being held on.
	The Cox
	(C.2) Write the comparisons using the word in brackets but without changing the meaning.
	mple
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 (1,609 m). A statute mile is long (1,853 m). (AS)
2.	A diesel engine is economical. A petrol engine is not. (SO)
3.	A single deck vessel doesn't have as many decks as a multi-deck vessel. (THAN)
4.	A modern engine does not consume as much fuel as an old engine. (THAN)

5.	There aren't as many passenger liners as there used to be 30 years ago. (THAN)
6.	The Queen's yacht was big. Cacacy's yacht was very big. (NOT AS)
<b>Exa</b> A di <u>A</u>	C.3) Use a noun instead of an infinitive. Make any other necessary changes:  mple  fill will be held to familiarise passengers with their assembly stations.  Morith will be held for the familiarisation of the passengers with their assembly ions.
1.	He said that to omit a word from the message could completely change its meaning.
2.	It's essential to clearly identify the lines by their names.
3.	For the tug to operate correctly, the right lead must be used.
4.	He gave us all the assistance he could to help materialise the plan of the technician.
5.	He paid a lot of money to have that crane installed.
6.	Nearly all vessels have to employ a pilot for leaving harbour.
7.	It is normal for the depth of the ships' bottom to vary.
8.	It is the job of a tug-boat to rescue ships in distress.
9.	They use this marker to remove any doubt as to whether there is a question or a statement.

# Ex (C.4) SYNTACTICAL MISTAKES. Rephrase the following correctly. The first one has been done for you:

#### Example

Arriving at the harbour, special cranes unloaded the ship.

Arriving at the harbour, the ship was unloaded by special eranes.

1.	Working under the general direction of the Mate, the job on deck was done quickly.
2.	Sailing out of the harbour, the weather affected the ship, which started rolling and pitching.
3.	Having advised the cadets to study the function of the boilers carefully, it was one of the questions the teacher set in the exam.
appr Exan	
A dri	
1. The	The carpenter made the plank shorter.  shorten  carpenter
2. The	The hole had to be made larger before the bolt would fit.  enlarge hole
3.	The Chief engineer told the Second Engineer to supervise the work.  get  Chief Engineer
4. The	The Bosun told the apprentices to lower the lifeboat.  have Bosun
5. A na	A nautical mile is longer than a statute mile.  shorter  utical mile
6.	He paid a lot of money to have that crane installed.  installation aid
7.	A stroke is measured by millimetres or inches.  mechanics  millimetres or inches.
8. The	We call a cycle a complete sequence of events.  defined engineer

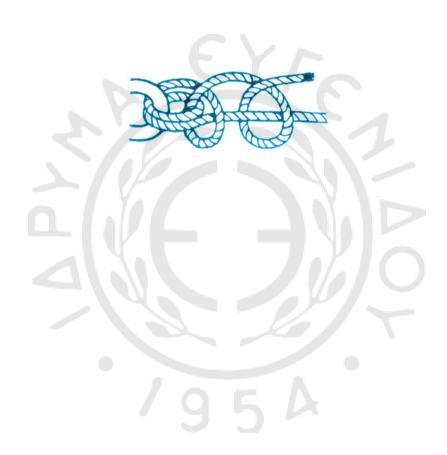
#### **D.** Derivatives

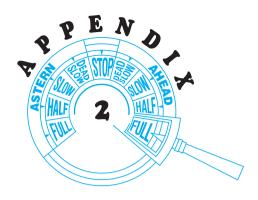
## **Ex (D.1) Find the derivatives:**

VERBS	NOUNS (things)	NOUNS (persons/machines)	ADJECTIVES
_combine	combination emission production		<u>combined</u>
			conventional
	pressure consumption	injector	
reduce		EX.	innovative
purify	addition	(6	
utilise	recirculation		J==
incorporate	compression		
operate	Compression		
adjust			adaptable
	performance		advanced
	projection		destined
suffice	calculation	0 F A	
generate		33"	applicable
introduce			precisely
Ex (D.2) Write t	he appropriate derivati	ves:	
			ust be fully (rely).
			ers of the engine room, can cause
		eration of an electric power syste	
3.	(emit) of white sm	oke from the sight glass, indicate	es fouling of lub-oil piping interna
surface.		-	

4.	In order to convert a liquid into a (gas) state, we must apply heat and raise it
	temperature to boiling point.
5.	Where a deep tank is included in the bunker system, it is often (advantage) t
	(gravity) fuel to remote tanks before bunkering is started.
6.	Upon determining the cause of (operation) difficulties, immediately take necessar
	(remedy) measures.
7.	You should always take into(consider) Sulzer's(recommend
	regarding the (prevent) measures.
8.	The granting of special (note) is subject to the ship being built in (conform)
	with rules concerning (automize).
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.3	3) Give the correct derivatives of the words in parentheses:
1.	As the propeller (revolve) are increased the peak (press) of the
	reduction curve increases.
2.	A (spill) of petrol may present a serious fire hazard.
3.	There were some (spectacle) changes on some (rock) beache
	following the wreck of the tanker.
4.	(Aroma) compounds have a higher (toxic) than alephatics.
5.	Cruise ships are similar in (appear) to passenger liners.
6.	'Tween decks make (stow) of individual packages easier.
7.	Nowadays the number of passenger liners has been greatly reduced because of (compete)
	from air-transport.
8.	Lightships not only have a light, but also a fog horn, a radio beacon and meteorological (equip)
	/ 9 5 /
9.	A list of the (arrive) and (depart) dates of a liner is published i
	advance.
( <b>D.</b> 4	4) Fill the blanks with the derivatives of the words in parentheses:
1.	A completed ship goes for sea (try) before she is handed over to her owner.
2.	The (propel) of a vessel makes a (circle) motion.
3.	If you work for this shipping company, you'll have (vary) opportunities of
	(promote).
4.	We (creation), manufacture and (commerce) a wide range of (industry
	industrial trailers and material (handle) handling systems.

- 5. To answer (quick) *quickly* to all your material handling problems, we are surrounded with the best (special) *specialists*, our tools are the most (compete) *competitive* and our undertake is (day) *daily*.
- 6. Each (classify) <u>classification</u> society stresses its (commit) <u>commitment</u> to safety of life, technical competence and (technology) <u>technological</u> investments (survey) <u>surveyor</u> expertise and thorough rules.
- 7. The first (genuine) *genuinely* marketable i.c.e. was the work of a German (invent) *inventor*, N.A. Otto.





## **List of Irregular verbs**

# The students are kindly advised to complete the meanings themselves.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
abide	abided, abode	abided	
arise	arose	arisen	
awake	awoke	awoken	
be / am	was	been	είμαι
bear	bore	borne, born	
beat	beat	beaten	
become	became	become	Y
befall	befell	befallen	
beget	begot, begat	begotten	1
begin	began	begun	
behold	beheld	beheld	
bend	bent	bent	
bereave	bereaved	bereaved/bereft	
beseech	besought	besought	
beset	beset	beset	
bestride	bestrode	bestridden	
betake	betook	betaken	
bet	bet/betted	bet/betted	
bid = command	bade	bidden	
bid = offer	bid	bid	
bind	bound	bound	

bite	bit	bitten
bleed	bled	bled
bless	blessed, blest	blessed, blest
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
browbeat	browbeat	browbeaten
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst
bust	bust	bust
buy	bought	bought
can	could	been able
cast	cast	cast
catch	caught	caught
chide	chid	chidden
choose	chose	chosen
cleave	clove/cleft	cloven/cleft
cling	clung	clung
clothe	clothed/clad	clothed/clad
come	came	come
cost	cost	cost
creep	crept	crept
crow	crew / crowed	crowed
cut	cut	cut
dare	dared/durst	dared/durst
deal	dealt	dealt
dig	dug	dug
dive	dived	dived
do	did	done
draw	drew	drawn

dream	dreamed	dreamed
drink	drank	drunk
drive	drove	driven
dwell	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
forbear	forbore	foreborn
forbid	forbade	forbidden
forecast	forecast	forecast
foresee	foresaw	foreseen
foretell	foretold	foretold
forget	forgot	forgotten
forgive	forgave	forgiven
forgo	forwent	forgone
forsake	forsook	forsaken
forswear	forswore	forsworn
freeze	froze	frozen
gainsay	gainsaid	gainsaid
get	got	got
gild	gilded/gilt	gilded/gilt
gird	girded/girt	girded/girt
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung

have	had	had
hear	heard	heard
heave	heaved, hove	heaved, hove
hew	hewed	hewed/hewn
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
input	inputted, input	inputted, input
inset	inset, insetted	inset, insetted
interbreed	interbreed	interbreed
interweave	interwove	interwoven
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
may	might	_
mean	meant	meant
meet	met	met
miscast	miscast	miscast
mishear	misheard	misheard

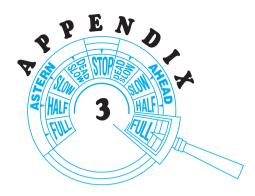
mislead	misled	misled
mislay	mislaid	mislaid
misread	misread	misread
misspell	misspelt, misspelled	misspelt, misspelled
misspend	misspent	misspent
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mowed
must	(had to)	(had to)
ought	_ 6	V ~
outdo	outdid	outdone
outgrow	outgrew	outgrown
outride	outrde	outridden
outrun	outran	outrun
outsell	outsold	Outsold
outshine	outshone	outshone
overbear	overbore	overborne
overcast	overcast	overcast
overcome	overcame	overcome
overdo	overdid	overdone
overdraw	overdrew	overdrawn
overeat	overate	overeaten
overhang	overhung	overhung
overhear	overheard	overheard
overlay	overlaid	overlaid
overload	overloaded, overlade	overloaded, overladen
overpay	overpaid	overpaid
override	overrode	overridden
overrun	overran	overrun
oversee	oversaw	overseen
oversell	oversold	oversold
overshoot	overshot	overshot
oversleep	overslept	overslept

overtake	overtaken	overtaken
overthrow	overthrew	overthrown
partake	partook	partaken
pay	paid	paid
plead	pleaded, pled	pleaded, pled(US)
pre-set	pre-set	pre-set
proofread	proofread	proofread
prove	proved	proved, proven(US)
put	put	put
quit	quit	quit
read	read [pronounced: red]	read [pronounced: red]
rebind	rebound	rebound
rebuild	rebuilt	rebuilt
recast	recast	recast
redo	redid	redone
relay	relaid	relaid
remake	remade	remade
rend but:	rent	rent
rent	rented	rented
repay	repaid	repaid
rerun	reran	rerun
resell	resold	resold
reset	reset	reset
resit	resat	resat
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
shall	should	_
shear	sheared	sheared, shorn
shed	shed	shed
shine	shone	shone
shit	shit, shat	shit, shat
shoe	shoed, shod	shoed, shod
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shrive	shrove	shriven
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	Sat, seated
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smell	smelled, smelt	smelled, smelt
smite	smote	smitten
sow	sowed	sown, sowed
speak	spoke	spoken
speed	sped, speeded	sped, speeded

spell	spelled, spelt	spelled, spelt
spend	spent	spent
spill	spilled, spilt	spilled, spilt
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoiled, spoilt	spoiled, spoilt
spoon-feed	spoon-fed	spoon-fed
spot-light	spot-lit spot-lighted	spot-lit spot-lighted
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strew	strewed	strewn, strewed
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
thrive	thrived, throve	thrived, thriven
throw	threw	thrown

thrust	thrust	thrust
tread	trod	trodden
unbend	unbent	unbent
unbind	unbound	unbound
undercut	undercut	undercut
undergo	underwent	undergone
underlie	underlay	underlain
undersell	undersold	undersold
understand	understood	understood
undertake	undertook	undertaken
underwrite	underwrote	underwritten
undo	undid	undone
unwind	unwound	unwound
uphold	upheld	upheld
upset	upset	upset
wake	woke, waked	woken, waked
wear	wore	worn
weave	wove, weaved	woven, weaved
wed	wed, wedded	wed, wedded
weep	wept	wept
wet	wet, wetted	wet, wetted
will	would	- 0
win	won	won
wind /waind/	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
wreak	wreaked, wrought	wreaked, wrought
wring	wrung	wrung
write	wrote	written

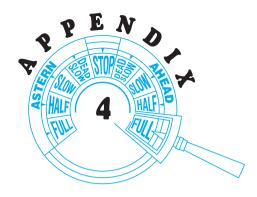


### List of Verbs followed directly by Infinitives

**Exercise**: Write a sentence for every verb as in the example or find one in your monolingual dictionary and copy it or adjust it.

afford	After buying two new super tankers, the company cannot afford to buy another vessel
agree	
appear	
arrange	
ask	
attempt	
beg	
care	
claim	
consent	
decide	
deserve	
expect	
fail	
forget	
grow	
hasten	
happen	
hurry	
help	
hesitate	
hope	
intend	
learn	
manage	
mean	
need	
neglect	

offer	
plan	
prepare	
pretend	
proceed	
promise	
refuse	
regret	
remember	
resolve	
seek	
seem	
start	E V A
struggle	
threaten	
volunteer	
vow	
want	
wish	

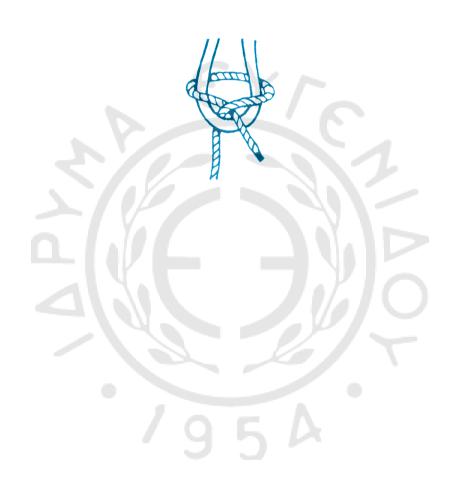


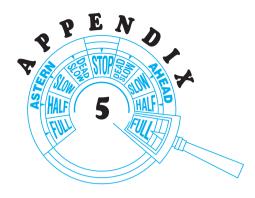
## List of Verbs followed by Pronoun/Noun + Infinitive

Exercise: Write a sentence for every verb as in the example or find one in your dictionary and copy it.

advise	The Bosun advised the sailor to tell the Captain everything.
allow	
ask	
beg	
cause	
challenge	
choose	
compel	
convince	
dare	
encourage	
expect	
forbid	
force	
help	
hire	1 0 - 1
instruct	/ Q b b
intend	<u> </u>
invite	
long	
need	
order	
pay	
permit	
persuade	
prepare	
remind	
require	
teach	

tell	
urge	
urge want	
warn	





## **APPENDIX 5**

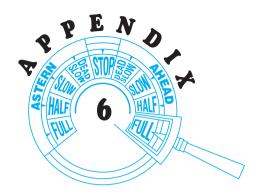
## **List of Verbs Followed by Gerund**

Exercise: Write a sentence for every verb as in the example or find one in your dictionary and copy it.

admit	The steward admitted helping the stowaway hide in the ship.
advise	The sterrard definition recipility the storage have supp.
anticipate	
appreciate	
avoid	
(can't) bear	
cease	
complete	
consider	
contemplate	
delay	
deny	
deserve	
detest	
dislike	/
doubt	
dread	
discuss	
dislike	
endure	
enjoy	
escape	
excuse	
face	
fancy	
find	
finish	
forget	

	Γ
forgive	
include	
intend	
involve	
keep	
mention	
mind	
miss	
pardon	
postpone	
practice	
prevent	
quit	
recall	
recollect	
recommend	
regret	
remember	
resent	
resist	
risk	
save	
spend (time)	41.11
stop	
suggest	
tolerate	
understand	
waste (time)	





#### **Adjectives and Their Syntax**

**Exercise:** Write a sentence for every adjective as in the example or find one in your Dictionary and copy it. It may be necessary to expand or adjust it.

Remember! Adjectives with an asterisk (\*) can also be used with that-clauses

## A. Adjective+infinitive

The Bosun found it impossible to rig the ladder. He found that it was impossible to rig the ladder.

1.  It + be + ad	ljective $(+ \text{ of } + \text{ object}) + \text{ infinitive}$ $(c) = \text{character}$ $(s) = \text{sense}$
absurd (s)*	
brave (c)	It was brave of the Bosun to jump into the sea and help the shipwrecked.
careless(c)	
clever (s)	
cowardly(c)	
cruel(c)	/ Q 5 /2
fair(c)*	
foolish (s)	
generous (c)	
good (c)	
idiotic (s)*	
impossible*	
intelligent (s)	
just (c)*	
kind (c)	

ludicrous (s)*	
nice(=kind) (c)	
mean (c)	
ridiculous (s)*	
right (s)*	
rude (c)	
selfish (c)	
silly (s)	
stupid (s)	-
unreasonable (s)*	
wicked (c)	
wrong=morally c	
Remember: Aujecu	ves with an asterisk (*) can also be used with that-clauses
	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:
	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:
2. Pronoun+ be	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR
2. Pronoun+ be astonishing *	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR
2. Pronoun+ be astonishing * curious *	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR
2. Pronoun+ be astonishing * curious * extraordinary*	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR
2. Pronoun+ be astonishing * curious * extraordinary* funny(=strange)*	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR
astonishing * curious * extraordinary* funny(=strange)* odd*	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR
astonishing * curious * extraordinary* funny(=strange)* odd* pointless	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR
astonishing * curious * extraordinary* funny(=strange)* odd* pointless queer*	+ adjective+ noun+ infinitive; it includes the adjectives above, plus:  It was astonishing that he made such a remark. OR

useless

## 3. it + be + adjective/participle + infinitive It is necessary to report the murder to the port police. able/unable advisable\* angry\* apt inadvisable\* better\* bes delighted\* desirable\* dismayed\* due essential\* glad\* good(=advisible) happy\* important\* inclined liable prepared(=willing) prepared (=ready) prompt prone quick ready reluctant sad\* slow sorry\*

necessary\*

unnecessary*				
only fair*				
only just*				
only right*				
Remember! Adject	ives with an asterisk (*) can also be used with <b>that-clauses</b>			
4. it + be + adje	ctive (for +object) + infinitive			
convenient*	The instructions were hard for the crew to follow.			
dangerous	E Y /			
difficult				
good (=healthy)				
good (=beneficial)				
easy				
hard*				
possible *				
impossible				
safe				
unsafe				
Remember! Adjectives with an asterisk (*) can also be used with that-clauses				
5. it + be+ adject	ctive/participle + infinitive (feelings and reactions)			
agreeable	It was alarming for the Captain to see the weather change so rapidly.			
alarmed*				
amazed*				
amused*				
annoyed*				
astonished*				
awful*				

bewildered	
bored	
bound	
delightful*	
depressed*	
disagreeable*	
disappointed*	
discouraged*	
disgusted*	
dreadful*	EYA
embarrassed	
encouraged*	
excited*	
frightened	
good*(pleasant)	
horrible*	
horrified*	
interested*	
lovely*	
marvellous*	
nice (pleasant)	10 E A
splendid*	<u> </u>
strange*	
surprised	
terrible*	
terrified	
upset	
wonderful*	

Remember! Adjectives with an asterisk (\*) can also be used with that-clauses

#### Special nouns in the same role

fun It was fun to sail off the strange coasts of Skyros.

# B. Adjective + Preposition constructions All deckhands were afraid of the Bosun but he was a nice person really.

For a list of prepositional adjectives see also Book 2 Unit 37 aware of\* anxious about\*= (worried) anxious for= (desire wish) afraid of\* ashamed of\* certain of confident of conscious of\* due to =(a result of) owing to= (because of) sorry about sorry for/about\* sure of\*

Remember! Adjectives with an asterisk (\*) can also be used with that-clauses

This group also involves all adjectives with an asterisk!

# C. Adjectives + that clause It is possible that a stowaway is hiding on the ship.

This group also thro	tres du degectives with an asterism
fortunate	
unfortunate	

likely		
unlikely		
lucky	 	 
unlucky	 	 
possible		
probable		

Remember! Adjectives with an asterisk (\*) can also be used with that-clauses





## A. Bridge to Engine Room

## Γέφυρα προς Μηχανοστάσιο

Engine Telegraph Orders	Παραγγέλματα τηλεγράφου μηχανής
Stand by	Σε ετοιμότητα
Dead slow ahead	Πολύ αργά πρόσω
Slow ahead	Αργά πρόσω (ήρεμα)
Half speed ahead	Ημιταχώς πρόσω
Full speed ahead	Ολοταχώς πρόσω
(Emergency full speed ahead)	(Πρόσω ολοταχώς εκτάκτου ανάγκης)
Finished with engines	Τέλος με τις μηχανές
Stop	Κράτει
Dead slow astern	Πολύ αργά ανάποδα
Slow astern	Αργά ανάποδα
Half speed astern	Ημιταχώς ανάποδα
Full speed astern	Ολοταχώς ανάποδα
(Emergency full speed astern)	(Ανάποδα ολοταχώς εκτάκτου ανάγκης)

### B. Chart Terms

## Όροι Χαρτών

Prohibited areas	Απαγοφευμένες πεφιοχές
Ice barrier	Φράγμα πάγου
Cable area	Περιοχή καλωδίων
Anchorage limit	Όριο αγχυροβολίου
Banks	Αμμώδεις & μη ύφαλοι (κν. μπάγκοι)
Coral reef	Κοραλλιογενής ύφαλος
Ledge	Χοιράς (αν. ξέρα)
Obstruction	Εμπόδιο
Submereed wreck	Υποβούχιο ναυάγιο



## 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 1 2 3 4 5 6 7 8 9	calm sea smooth sea slight sea moderate sea rough sea very rough sea high sea very high sea precipitous sea confused sea	ήφεμη, γαλήνια σχεδόν γαλήνια λίγο ταφαγμένη μέτφια ταφαγμένη ταφαγμένη κυματώδης πολύ κυματώδης πολύ τφικυμιώδης συγκεχυμένη,άγφια, μαινόμενη	0 0-1 1-2 2-3 3-5 5-8 8-12 12-20 20-40 40 and over

## B. Wind Scale by Beaufort.\*\*

Beaufort Scale	Description of the wind	Πεοιγοαφή του ανέμου	SpeedinMiles
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	μέτοιος άνεμος	11-16
5	fair wind, fresh breeze	λαμποός άνεμος	17-21
6	high wind, strong wind	ισχυρός άνεμος	22-27
7	moderate gale	σφοδοός	28-33
8	fresh gale	σκληρός	34-40
9	strong gale	καταιγίζων	41-47
10	whole gale	<b>καταιγίδα</b>	48-55
11	storm	βίαιη καταιγίδα	56-65
12	hurricane	τυφώνας	66 and over

<sup>\*</sup> Admiral Douglas, the International Conference of Meteorology approved of his table in Copenhagen in 1929.

<sup>\*\*</sup> Francis Beaufort, British hydrographer 1774-1854.



#### 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

abnormal (adj): ανώμαλος

absorb (v) : αποροφώ

abuse (v/n): κακομεταχειρίζομαι, υβρίζω

acceleration (n): επιτάχυνση

accept (v): δέχομαι, αποδέχομαι

access (v/n): πρόσβαση

accessible (adj): προσιτός, προσβάσιμος

accident (n): ατύγημα

accidental (n): τυχαίος

accommodate (v): φιλοξενώ, στεγάζω, εξυπηρετώ, διευκολύνω

accommodation (n): ενδιαίτημα accomplish (v): επιτελώ, επιτυγχάνω, καταφέρνω

accordance (n): συμφωνία

accurate (adj): αποιβής

accusation (n): κατηγορία

achieve (v): κατορθώνω, πετυ-

χαίνω

achievement (n): επίτευγμα, κατόρθωμα

acid (n): οξύ

acquaintance (n): γνωριμία acquisition (n): απόκτηση

act (v): δοω, ενεργώ, κινούμαι, πράττω, παριστάνω

action (n): δράση, ενέργεια

activate (v): δραστηριοποιώ, ενεργοποιώ

active (adj): δραστήριος, ενεργός

activity (n): δραστηριότητα

actual (adj): πραγματικός, ακριβής, τωρινός

actually (adv): στην πραγματικότητα, στην πράξη

advance (v/n): πρόοδος, προχωοώ, advanced (adj): προγωρημέ-VOC

in advance (adv): εκ των προτέοων, προκαταβολή

adapt (v): προσαρμόζω

adequate (adj): επαρχής

adher (v): προσκολλώμαι, εμ-

adjust (v): ουθμίζω, διορθώνω

adjustment (n): ούθμιση, διόρ- $\theta \omega \sigma n$ 

admirable (adj): θαυμαστός

admire (v): θαυμάζω

admit (v): δέχομαι, παραδέχο-

adopt (v): υιοθετώ

address (v/n): διεύθυνση, απευθύνω, -ομαι

adrift (adj/adv): έρμαιο των κυμάτων

advance (v): προωθώ, προχωρώ, προάγω

advanced (adj): προγωρημένος in advance (adv): προκαταβολικά

adventure (n): περιπέτεια

adverse (adj): δυσμενής, αντίθετος

advertisement (n): διαφήμιση, αγγελία

advise (v): συμβουλεύω, γνωστοποιώ

advice (n): συμβουλή

aeroplane (n), (ή airplane): αεροπλάνο

affect (v): επηρεάζω

affirmative (adj): θετικός

afford (v): δίνω, παρέγω, είμαι σε θέση, έχω τα μέσα

afloat (adv): επιπλέον

aft (adj/adv): προς την πρύμνη, όπισθεν του πλοίου

afternoon watch (n):  $12-4 \mu.\mu$ .  $(\beta\lambda. \text{ watch})$ 

agree (v): συμφωνώ

agreement (n): συμφωνία, ομοφωνία, συμβόλαιο, σύμβαση, σύμφωνο

aground (adv): προσαραγμένος, κν. καθισμένος

ahead (adv): εμπρός, πρόσω aid (v/n): βοηθώ, βοήθεια

air (n): αέρας

air-cooler (n): αεροψυκτήρας

aircraft (n): αεροσμάφος

alarm (n): συναγερμός

alert (n): επιφυλακή, συναγερμός

allied (adj): όμοιος, συμμαχικός align (v): ευθυγραμμίζω alignment (n): ευθυγράμμιση alive (adj): ζωντανός all-around light (n): περίβλεπτος φανός allegation: (n): κατηγορία, ισχυρισμός allot (v): ορίζω, διανέμω alloy (n): χράμα allow (v): επιτρέπω almanac (n): ημερολόγιο almightv (adj): παντοδύναμος alongside (adv): δίπλα, παραπλεύρως alter (v): αλλάζω, τροποποιώ altitude (n): ύψος aluminium (n): αλουμίνιο amaze (v): εκπλήσσω ambulance (n): ασθενοφόρο amidships/midships (adv): στο μέσον του πλοίου amendment (n): τροποίηση, αποζημίωση amicable (adj): φιλικός, ειρηνικός amuse (v): διασκεδάζω κάποιον analysis (n): ανάλυση anchor (n/v): άγκυρα, αγκυροβολώ anchor light (n): φανός αγκυροβολημένου πλοίου anchorage (n): αγκυροβόλιο anemometer (n): ανεμόμετρο angle (n): γωνία right angle: ορθή γωνία angler (np): ψαράς με καλάμι και ορμίδι (πετονιά) animate (v): ζωντανεύω, ζωηρεύω, κινητοποιώ animatedly (adv): ζωηρά announcement (n): ανακοίνωση antimony (n): αντιμόνιο apparatus (n): συσκευή **annoy** (**v**) : ενοχλώ, εκνευρίζω apparent (adj): φαινόμενος,

assemble (v): συναρμολογώ, κν. προφανής, φαινομενικός μοντάοω apparatus (n): συσκευή, μηγάassembly (n): σύνδεση, συναρνημα, σύνεργα μολόγηση, συγκέντρωση, συνέappearance (n): εμφάνιση, λευση φαινόμενο assess (v): αποτιμώ, εκτιμώ, apply for (v): απευθύνομαι, υπολογίζω κάνω αίτηση για (δουλειά) assign (v): αναθέτω, προσδιοappliance (n): συσκευή, εφαρρίζω μογή, μέσο assist (v): βοηθώ application (n): χρήση, εφαρμογή, αίτηση, φιλοπονία assistance (n): βοήθεια association (n): οργάνωση, appointment (n): διορισμός σύνδεσμος apologize (v): απολογούμαι, assume (v): δέχομαι, αναλαμβάζητώ συγγνώμη νω, θεωρώ δεδομένο, υποθέτω, appear (v): εμφανίζομαι ποοσλαμβάνω appreciate (v) : εκτιμώ astern (adv): προς την πρύμνη apprehension (n): φόβος, ανηastonish (v): εκπλήσσω, κατασυχία πλήσσω apprentice (n): δόκιμος, μαθηastrolabe (n): αστρολάβος (πατευόμενος λαιό αστρολαβικό όργανο) approach (v): πλησιάζω, προatom (n): άτομο σεγγίζω atomize(v): ψεκάζω, approaches (n): πρόσγεια (κοντά στην ξηρά) σταγονιδοποιώ approve of (v): εγκρίνω attempt (v/n): επιγειοώ approval (n): έγκοιση, επιδοκιattend (v): παρευρίσκομαι μασία attorney (n): πληρεξούσιος, aquarium (n): ενυδρείο δικηγόρος arbitration (n): διαιτησία attribute (n): αποδίδω, ιδιότητα, arbitrator (np): διαιτητής γνώρισμα area (n): εμβαδόν, έπταση, attributive (adj/n): (γραμμ.) επιθετικός προσδιορισμός χώρος auction (n): πλειστηριασμός, arm (n): βραχίονας, μπράτσο δημοπρασία armour (n): οπλισμός, πανοaudience (n): απροατήριο πλία, θωράκιση, έλασμα θώρακος authority (n): αρχή, κύρος, πηγή, εξουσία, αυθεντία arrange (v): διευθετώ, κανονίζω, οργανώνω authorization (n): εξουσιοδότηarrangement (n): ετοιμασία, ση διευθέτηση authorize (v): εξουσιοδοτώ artefact (n): τεχνούργημα, χειautomate (v): αυτοματοποιώ ουτέχνημα automatic (adj): αυτόματος ascertain (v): βεβαιώνομαι, automation (n): αυτοματισμός εξακοιβώνω automobile (n): αυτοκίνητο ashore (adv): στην αχτή, στην ξηρά auxiliary (adj): βοηθητικός go ashore: αποβιβάζομαι availability (n): διαθεσιμότητα aspect (n): άποψη, πλευρά available (adj): διαθέσιμος

avoid (v): αποφεύγω

award (v): απονέμω, επιδικάζω awning deck (n): προφυλαγμένο (σκεπαστό) κατάστρωμα

#### Bb

babbitt (n): μέταλλο αναμεταλλώσεως εδοάνων

bag (n): σάχος

baggage (n): αποσκευές

bait (n): δόλωμα bake (n): ψήνω

bale (n/v): 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)

barley (n) : κοιθάοι

barrack (n): στρατώνας

barge (n): λέμβος, μαούνα

barometer (n): βαρόμετρο

barrel (n): βυτίο, βαρέλι

battleship (n): θωρηκτό

**bav** (**n**): κόλπος

bear (v/n): βαστάζω, φέρω, γεννώ, αρχούδα, Άρχτος (αστεοισμός), μηγανική συσκευή για άνοιγμα οπών, ξύλινος τάχος με σμυριδόπετρα για το ξύσιμο των καταστοωμάτων

be at anchor (v): είμαι αγκυροβολημένος, χν. αραγμένος

be in distress (v): βρίσχομαι σε δύσκολη θέση, κινδυνεύω

be out of sight of (v): χάνομαι **be within sight of (v) :** φαίνομαι

beach (n/v): παραλία, αμμουδιά, προβαίνω σε προσγιάλωση, προσεγγίζω σε ομαλή παραλία για αποβίβαση ή φόρτωση, καθίζω

σκάφος θεληματικά

beacon (n): υφαλοδείκτης, ανός

beak (n): ακρόπρωρο

beam (n): μέγιστο πλάτος πλοίου

bear (n/v): φέρω, βαστάζω, συσχευή ανοίγματος τουπών

bearing (n): αντιστοιχία, διόπτευση

Beaufort (n): Μπωφόρ

Beaufort wind scale (n): άνεμοι σε κλίμακα Μπωφόρ (βλ. Appendix 7)

beforehand (adv): ποοκαταβολικά, εκ των προτέρων

behave (v): συμπεοιφέοουαι

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

beverage (n): ποτό, ρόφημα

beware (v): Ποοσογή! Φυλαγθείτε! προσέγω

Bill of health or pratique (n): υγειονομική πιστοποίηση

Bill of lading (n): φορτωτική

blade (n): λεπίδα

blast (n): σφύριγμα (σειρήνας) sand blasting: βλέπε sand

blind: τυφλός

blizzard (n): χιονοθύελλα

blow (v): φυσώ

blue sky (n): ηλιοφάνεια

board (v) : τρέφω, τροφοδοτώ

board (n): σανίδι, ταμπέλα, πίνακας (σχολικός, ανακοινώσεων), συμβούλιο, εταιρεία κοινής ωφέλειας electricity board (π.χ.  $\Delta EH$ )

on board: επιβιβασμένος,

to go on board: επιβιβάζομαι

boast (v): περηφανεύομαι, καυχιέμαι, κομπάζω

boat house: υπόστεγο λέμβου

boatswain (bosun) (n): ναύκληρος, κν. λοστρόμος

boil (v): βράζω

boiler (n): λέβητας

**Boilers and Machinery Surveyed** (Β & MS): λέβητες και μηχανές επιθεωρήθηκαν

Boilers surveyed (B.s): λέβητες επιθεωρήθηκαν

bolt (n): κοχλίας (μπουλόνι), σύρτης

bolt and nut (n) : κοχλίας με πεοικόχλιο

**bolt** (**v**) : γομφώ, στερεώνω

booklet (n): φυλλάδιο

boom (n): κέρκος, κν. μπούμα

borrow (v): δανείζομαι

**bosun** (n) : βλέπε boatswain (np)

ή (bosun): λοστρόμος

boost (v): ενίσχυση, πίεση, ώθηση από κάτω προς τα πάνω

bother (v) : ενογλώ

bottom (n): βυθός, πυθμένας, τα ύφαλα του σκάφους

bottle (n): μπουκάλι

boundary (n): όριο, σύνορο

bow (n): πλώρη, πρώρα

bowl (n): λεκάνη πυξίδας, κύπελλο, γαβάθα

bowsprit (n): πρόβολος ιστιοφόοου, κν. μπαστούνι

brake horse power (bhp) : ισχύς πέδης ή μέση πραγματική ιπποδύναμη

breach (v): αθέτηση όρου συμβολαίου, ρήξη, σπάσιμο χυμάτων στα πλευρά

**breadth** (n) : πλάτος

**break** (**v**) : σπάζω

break out (v): ξεσπώ (για φωτιά хλπ.)

breakdown (n) : βλάβη

breakwater (n): χυματοθοαύστης, μόλος

breathing apparatus (n): αναπνευστική συσκευή

breeze (n): αύρα, αεράχι

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): σημαδούρα

buoyancy (n): άνωση, πλευστότητα

burning (n) : καύση

#### Cc

cabin (n) : καμπίνα, θάλαμος, κοιτώνας

**cable (n):** ναυτικό στάδιο (1 cable = 200 yards = 185 metres)

cabotage (n): απτοπλοΐα, παθεστώς αποκλειστικής χρήσης εθνικών μεταφορικών μέσων για εθνικές μεταφορές

cadet (n): δόκιμος

calibration (n): μέτρηση διαμέτρου, διόρθωση σφάλματος μοιροδιαιρέτου οργάνου

calibration tables (n) : πίναμες ορθώσεως

call (v, n): καλώ, επισκέπτομαι, προσεγγίζω, συνδρομή, κλήση

to call at a port : προσεγγίζω λιμάνι

callipers (n): διαβήτης μετοήσεως σφαιριχών αντιχειμένων

calm (wind) (adj): νηνεμία, άπνοια

calm (n): γαλήνη, άπνοια, νηνεμία

camshaft (n): εκκεντροφόρος άξονας, κνωδακοφόρος άτρακτος

can (n): δοχείο, τενεκές

can opener (n): ανοιχτήρι κονσέοβας

canal (n): τεχνητή διώρυγα

cancel (v): ακυρώνω

candidate (n): υποψήφιος

cap (n): κάλυμμα, κν. τάπα, πηλίκιο

capable (adj) : ικανός

capacity (n): χωρητικότητα

cape (n): ακρωτήρι

capsize (v): αναποδογυρίζω

captain (np): πλοίαρχος

carburettor (n): εξαερωτήρας, κν. καρμπυρατέρ

car carrier (n): πλοίο που μεταφέρει αυτοχίνητα, 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

cast off (v): λύνω, λασκάρω, αφήνω κάτι να φύγει, στροφή για ιστιοφόρο

**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

cattle (n): βοοειδή, ζωντανά

caution (n): προσοχή, πρόνοια, επιφύλαξη

celestial (adj ): ουράνιος

cement (n): τσιμέντο

central (adj) : κεντρικός

centrifugal force (n): φυγόκεντοη δύναμη, κεντρομόλος

centrifugal pump (n) : περιστροφική αντλία

centreline (n) : κεντρική γραμμή

cereals (n): δημητριακά

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

chandler (np): (ship's) προμηθευτής πλοίου

channel (n): πορθμός, δίαυλος

**charge (v/n):** έξοδο, κατηγορία, δαπάνη για εργασίες σε πλοίο

**chart** (n/v) : χάρτης (ναυτικός, υδρογραφικός), χαρτογραφώ

charter party (n): ναυλοσύμφω-

**chart room** (n) : αίθουσα χαρτών **chart terms** (n) : ορολογία χάρτη (βλ. Appendix 7)

charterer (np) : ναυλωτής, αυτός που μισθώνει πλοίο

chuck (n): τμήμα εργαλείων που σφίγγει το κομμάτι εργασίας, τονοδηγός, κν. μπαστέκα

check (v/n): ελέγχω, έλεγχος

chemicals (n): χημικές ουσίες

chief engineer (np) : πρώτος μηχανικός

chief mate (np): υποπλοίαρχος, ύπαρχος

chief officer (np): υποπλοίαςχος, ύπαρχος

chief steward (np) : αρχιθαλαμηπόλος chivalry (n): ιπποτισμός, ιπποσύνη

chill (v): παγώνω

chipping hammer (n): σφηνόσφαιρα, κν. ματσακόνι

choose (v): επιλέγω, διαλέγω

**chuck (n) :** σφιγκτήρας τουπάνου, τονοδηγός, κν. μπαστέκα

chronometer (n): χρονόμετρο

circumstances (n) : περιστάσεις

circuit (n) : κύκλωμα

clap (n): βροντή

class (n/v): τάξη, σειρά, κλάση που κατέχει πλοίο στους νηογνώμονες, ταξινομώ

classify (v): κατατάσσω, ταξινομώ

Classification Society (n): νηογνώμονας

classified ads (n): microsic aggrealies diec

clean ballast tank (n): δεξαμενή καθαρού έρματος

clear (n) σαφής, stay clear : μείνε σε ασφαλή απόσταση

**clear (v) :** καθαρίζω, ελευθερώνω, απαλλάσσω

clearance (n): εμκαθάριση, ελευθερία, διάκενο, εκτελωνισμός, περάτωση τελωνειακών διατυπώσεων, τελωνειακή διασάφηση

clear the anchor (v): ευπρεπίζω την άγκυρα, κν. νετάρω

clergy (n) : κλήρος

cliff (n): βράχος

 $\mathbf{climb}(\mathbf{n/v})$ : αναρρίχηση, σκαρφαλώνω

clothing (n): ιματισμός, ενδύματα

cloud (v): συννεφιάζω

**cloudy (adj , n) :** νεφελώδης, νέφωση, συννεφιά

clutch(n): συμπλέκτης, αμπραγιάζ

coal (n): άνθοακας, κάρβουνο

**coast (n):** ακτή, παραλία, γιαλός **coastal (adj):** παράκτιος, παραλιακός

coastguard (n): ακτοφυλακή

coat (v, n): στρώμα χρώματος, πίσσας κλπ., επικάλυψη, επίχριση, κάλυμμα, πανωφόρι, καλύπτω, βάφω

coefficient (n): συντελεστής coil (n): σπείρα, περιέλιξη, πηνίο

collect (v): συλλέγω, εισπράττω

**collide (v)**: συγκρούομαι **collision (n)**: σύγκρουση

combine (v) : συνδυάζω

combustible (adj) : καύσιμος

combustion (n): ανάφλεξη, καύση

**come to an anchor (v) :** αγκυροβολώ

command (n/v): διαταγή, διοίκηση, διατάσσω, κυβερνώ

commence (v) : αρχίζω

**commit** (v) : διαπράττω, δεσμεύομαι

commitment (n): δέσμευση

communication (n): επικοινωνία

compact (adj): συμπαγής

compartment (n): διαμέρισμα

compass (n) : πυξίδα

compensate (v): αποζημιώνω, αντισταθμίζω

competent (adj) : ικανός, αρμόδιος

competition (n): ανταγωνισμός competitive (adj): ανταγωνιστικός

complain (v) : παραπονούμαι complaint (n) : παράπονο, σύμπτωμα

complement (n/v): όλο το πλήρωμα (αξιωματικοί και ναύτες), συμπληρώνω

complete (v): ολοκληρώνω, συμπληρώνω, (adj) πλήρης

complicate (v): περιπλέκω

comply (v): συμμορφούμαι

composure (n): η εμία, αταραξία, ψυχραιμία

comprehensive (adj): μεικτός

compress (v) : συμπιέζω

compressed gas : πεπιεσμένο αέριο

compression (n) : συμπίεση

compressor (n): συμπιεστής

computation (n): υπολογισμός conclusion (n): κατάληξη, συμπέρασμα

condensate (n) : συμπύχνωμα

condensed (adj): συμπυκνωμένος

condenser (n) : συμπυκνωτής

**condition (n):** κατάσταση, συνθήκη, όρος, υπόθεση

conditional (adj/n): υποθετικός,

υπό όρους conduct (v) : διεξάνω

conductor (n/np): αγωγός, διευθυντής ορχήστρας, εισπράκτορας λεωφορείου

confess (v): εξομολογούμαι

confine (v): περιορίζω

**conflict** (n/v) : διαμάχη, σύγκρουση, αντίθεση, συγκρούομαι

conform (v): συμμορφώνομαι, συμβιβάζομαι

conjuror (n): ταχυδακτυλουργός

connect (v): συνδέω

connection (n): σύνδεση

consequence (n): επακόλουθο, συνέπεια, σημασία, σπουδαιότητα

consequential (adj): παρεπόμενος, επακολουθών, σπουδαιοφανής

consider (v) : εξετάζω, θεωρώ

consist of/in (v): αποτελούμαι, έγκειμαι, συνίσταμαι

conspicuous (adj) : περίβλεπτος, πασιφανής

constant (adj) : σταθερός, αμετάβλητος

constellation (n): αστερισμός

construct (v): κατασκευάζω construction (n): κατασκευή

constructive (adj): εποιχοδομητιχός

consult (v): συμβουλεύομαι

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

continual (adj) : επανειλημμένος

continuous (adj): συνεχής, αδιάκοπος

continuation (n): συνέχεια

**contract (v/n) :** συστέλλω, σύμβαση, σύμφωνο, συμβόλαιο

contractor (np) : εργολάβος, εργολήπτης

contradict (v): διαψεύδω, αντικρούω

contribute (v) : συνεισφέρω, συντελώ

contribution (n): συμβολή, συνεισφορά, συνεργασία

control (v): έλεγχος

**under control**: υπό έλεγχο **control station** (n): σταθμός

ελέγχου

controllable pitch : ελεγχόμενο βήμα

propeller (n): προπέλα ουθμιζόμενου βήματος

convenient (adj) : βολικός, άνετος

conversation (n): διάλογος

convert (v): μετατρέπω

conveyor belt (n): ιμάντας μεταφοράς

convoy (n): νηοπομπή

cook (n): μάγειρας

coolant (n): ψυκτικό μέσο

cooler (n): συσμευή ψύξεως

cooling (n): ψύξη

cooling pump (n): αντλία ψύξεως coordinate (n): συντεταγμένη

coordination(n): συντονισμός

copious (adj): άφθονος

copper (n): χαλκός

**cord** (**n**) : λεπτό σκοινί, παραδέτης, *power cord* (**n**) : καλώδιο ρεύματος

correct (v): διορθώνω

corrosion (n): διάβρωση

corrosive (adj): διαβρωτικός

**corvette (n) :** δρόμων (πορβέτα), τριίστιο πολεμιπό ιστιοφόρο

cotton (n): βαμβάχι

cover (n/v) : κάλυμμα, καλύπτω

course (n): πορεία

coxswain (np) or cox : λέμβαςχος, πηδαλιούχος λέμβου

crack (n/v): οωγμή, οαγίζω

craft (n): πλοίο, σκάφος, τέχνη aircraft (n): αεροσκάφος

crane (n): γερανός

crankcase (n): θάλαμος στροφάλου

crankshaft (n): στροφαλοφόρος άξονας

crate (n): κιβώτιο, καφάσι

credit ((n/v): πιστώνω, πίστωση

crest (n): μορυφή μύματος

crew (n): πλήρωμα

cross (v): διαπλέω

crosshead(n): ζύγωμα, κν. σταυρός εμβόλου

crosswise (adj/adv): σταυρωτά

crown (n): αγκώνας άγκυρας

crude oil (n): ακάθαφτο πετρέλαιο, αργό πετρέλαιο

cruise ship (n): προυαζιερόπλοιο, περιηγητικό, τουριστικό πλοίο

cruiser (n): καταδρομικό, εύδρομο, κρουαζιερόπλοιο

cubic metres: μυβικά μέτρα

cure (n/v): θεραπεύω, θεραπεία

current (n): ρεύμα

curriculum vitae : βιογραφικό σημείωμα

custom (n): συνήθεια

Customs House (n): Τελωνείο

customs officer (np): τελωνειακός υπάλληλος

cyclone (n): κυκλώνας cylinder (n): κύλινδρος

cylinder head (n) : κεφαλή κυ-

λίνδρου

#### Dd

dart (n/v): βέλος, βελάχι παιχνιδιού darts, βλήμα, ορμώ, εξακοντίζω

dairy produce (n): γαλακτοκομικά προϊόντα

damage (n): καταστροφή, ζημιά damn (v/n): βλασφημώ, καταδικάζω, κν. διαολοστέλνω, ανάθεμα

damnation (n): να πάρει ο διάολος! καταδίκη, κατάρα

damp (adj): υγρός

data (cn): δεδομένα, στοιχεία

database (n): βάση δεδομένων

davit (n): επωτίδα, κν. καπόνι, βίντσι για ανύψωση άγκυρας και ανακρέμαση σωστ. λέμβου

dead slow ahead : πρόσω πολύ αργά

deadweight (n): νεκρό βάρος

deadweight tonnage (n): χωρητικότητα νεκρού φορτίου (μέγιστη μεταφορική ικανότητα του πλοίου)

deal (v/n): διανέμω, συναλλάσσομαι, δουλειά, συναλλαγή

deck (n): κατάστρωμα

deck boy (np): ναυτόπαις, κν. μούτσος

deck-chair (n): ανακλινόμενες πολυθρόνες καταστρώματος

deck-hands (np) : (συνήθως πληθυντικός) προσωπικό καταστρώματος

deck-officer (np) : αξιωματικός γέφυρας/ καταστρώματος

declare (v): δηλώνω, διακηρύσσω

declaration (n): δήλωση, διακή-

ουξη (δικαστική, ερωτική, δικαιωμάτων) declaration of health(n) : διασάφηση υγείας

decline (v, n) : αρνούμαι, δεν αποδέχομαι, πτώση, παρακμή

defective (adj) : ελαττωματικός

define (v): ορίζω

degree (n): βαθμός, μοίρα

delay (v) : αναβάλλω, καθυστερώ

deliberate (adj): προμελετημένος, σχόπιμος

deliver (v) : παραδίδω

delivery (n): παράδοση

demonstrate (v): δείχνω, παρουσιάζω

**denote(v) :** δείχνω, μαρτυρώ, ενέχω έννοια

dense (adj): πυκνός

dent (v): βούλιαγμα από πρόσκρουση, οδόντωμα

deny (v): αρνούμαι, αποκηρύσσο

departure (n): αναχώρηση

depict (v): απεικονίζω

**depress (v) :** πιέζω, καταπιέζω, πατώ πλήκτρο ή πεντάλ

depression (n): ύφεση, πτώση, ελάττωση

depth (n):  $\beta \acute{\alpha} \theta o \varsigma$ 

derelict (n): πλοίο εκούσια εγκαταλειμμένο καθώς και συντοίμμια που ξεβράστηκαν

derrick (n): φορτωτήρας

describe (v) : περιγράφω

description (n): περιγραφή

design (v/n) : σχεδιάζω, σχέδιο

designate (v) : ορίζω, προορίζω

desire(v/n): επιθυμώ

**despite (adv) :** παρόλο, παρά, σε πείσμα

destination (n): προορισμός

**destiny (n) :** μοίρα, γραφτό, πεπρωμένο

destroyer (n) : αντιτορπιλικό

detect (v) : διακρίνω, ανιχνεύω

detection (n): anaaaluyh, anf-cueush determine (v): καθορίζω, προσδιορίζω

detonation (n): εκπυρσοκρότηση, έκρηξη

devastate(v): ερημώνω, καταστρέφω, ισοπεδώνω

develop (v): αναπτύσσω, εξελίσσω

development (n): ανάπτυξη, εξέλιξη

deviate (v) : παρεκκλίνω, εκτρέπομαι

device (n): επινόημα, τέχνασμα, μηχανική συσκευή, εφεύρεση

devise (v): επινοώ

dew (n): δρόσος

dew point (n): σημείο δρόσου

diesel (n): πετρέλαιο καύσεως

diesel engine (n) : μηχανή εσωτερικής καύσεως, συστήματος ντήζελ, πετρελαιοκινητήρας

differ (v): διαφέρω

dimensions (n): διαστάσεις

digital (adj): ψηφιακός

diminish (v): μειώνω, μειώνομαι

dinghy (n): μικοή λέμβος πλοίου

direct (v): ευθύς, άμεσος

directive (n) : εντολή, οδηγία, κν. ντιφεκτίβα

disagree (v): διαφωνώ

disengage(v): ξεμπλέκω, εξαρμόζω, αποσυνδέω

disconnect (v): ξεχωρίζω, αποσυνδέω

discover (v): ανακαλύπτω

discharge (n/v): εμφόρτωση, εμροή, ξεφορτώνω

disobedient (adj): ανυπάμουος

dispersant (n): διασκοοπιστικό υλικό

displacement (n): εκτόπισμα

display (v): επιδειμνύω

dispose of (v): ξεφορτώνομαι, διαθέτω

dispute (v): αμφισβητώ, διεκδι-

disregard (v): αγνοώ, αψηφώ, περιφρονώ

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, αναταράσσου

disturbance (n): αναταραχή

ditch (v): προσθαλασσώνομαι

divide (v): διαιρώ

dock (n): ντόκος, αποβάθοα, δεξαμενή, δεξαμενίζω πλοίο (για επισκευές)

dry-dock (n) : στεγανή δεξαμενή

floating dock: πλωτή δεξαμενή

docker (np): φορτοεμφορτωτής, λιμενεργάτης

document (n): έγγραφο

documentation (n): τεκμηρίωση, υποστήριξη με έγγραφα

dominance (n): υπεροχή, κυριαρχία

dominate (v): εξουσιάζω, κυριαρχώ

donate (v): δωρίζω, εκχωρώ, χαρίζω

donation (n): δωρεά, προσφορά

donkeyman (n): αρχιθερμαστής

**dope** (v/n) : παχύ υγρό για επαλείψεις επιφανειών

dory (n): είδος λέμβου χωρίς κατάστρωμα και με επίπεδο πυθμένα

double bottom (n) :  $\delta \iota \pi \iota \theta \mu \epsilon \nu \alpha$ 

downpour (n) : νεροποντή, μπόρα

**draft** (n/adj/v) : πρόχειρο(ς), συναλλαγματική, συντάσσω

drag anchor (v): σύρω την άγκυρα

draught/draft (n): βύθισμα πλοίου draughts (n): (παιχν. πεσσοί, ντάμα, πούλια)

draw (v/n): σύρω, σχεδιάζω, ζωγραφίζω, τραβώ κλήρο, ισοπαλία

dredge anchor (v): σύρω την άγκυρα

dredging operations : εργασίες εμβαθύνσεως

drift (v/n): παρασύρομαι, γίνομαι έρμαιο των κυμάτων, ταχύτητα ρεύματος (βλ. adrift)

drill (n/v) : άσκηση, γυμνάσιο, ασκούμαι

drill (v): τουπώ με τουπάνι drilling rig (n): εξέδοα αντλήσσεως πετοελαίου

drizzle (n): ψιλή βροχή, ψιχάλα drop n/v): σταγόνα, πτώση, αφήνω να πέσει

drop anchor: οίχνω άγκυοα (cast anchor) the wind drops: ο άνεμος κοπάζει

droplet (n): σταγονίδιο

drug (n/v): φαρμακευτική ουσία, ναρκωτικό, διεγερτικό, επιβλαβής ουσία που προκαλεί εθισμό

drugstore (n): κατάστημα με φάρμακα, αναψυκτικά, καλλυντικά

drum (n): βαρέλι

dry-dock (n) : στεγανή δεξαμενή dry bulk (n) : ξηρό χύδην φορτίο

due to (adv) : λόγω, εξ αιτίας

dues (n): τέλη, φόροι ή δικαιώματα (που πληρώνει το πλοίο)

dumping (n): απόρριψη

dunnage (n/v): υλικό σφηνώσεως φορτίου

αποσκευές, προφυλακτικό στοιβασίας, προσωπικά αντικείμενα

dunnaging (n): σφήνωμα φορτίου

duration (n): διάρχεια

durable (adj) : διαρχής, ανθεκτικός

duty (n): καθήκον, υπηφεσία, δασμός, φόρος, custom duty: τελωνειακός δασμός

dye (v,n): βάφω, βαφή

#### Ee

earn (v) : κερδίζω με εργασία ή επάξια, έχω ως άμεση συνέπεια

earnings (n) : κέρδη

east (adj, n): ανατολικός, ανατολή, ανατολικός άνεμος, λεβάντες

easterly (adj) : ανατολικός, εξ ανατολών, προς ανατολάς

eccentric (n): έκκεντρο

echo sounder: ηχητικό βυθόμετοο

Effective Horse Power (EHP) : πραγματική ιπποδύναμη

efficiency (n): ικανότητα, αποτελεσματικότητα, αποδοτικότητα, απόδοση

efficient (adj): αποτελεσματικός effectiveness (n): αποτελεσματικότητα

electrical (adj) : ηλεκτοικός electric charge : ηλεκτοικό φορτίο

electrify (v): ηλεκτρίζω

electron (n): ηλεκτρόνιο

eliminate (v): αφαιρώ, εξαφανίζω, απομακρύνω

**elegant (adj) :** κομψός **embark (v) :** επιβιβάζω

embarkation (n): επιβίβαση

embody (v): ενσωματώνω embolden (v): ενθαρούνω

emergency (n): έκτακτη ανάγκη

emission (n): εμπομπή

emit (v) : εκπέμπω, αναδίνω

emigrate (v): μεταναστεύω

employment (n): απασχόληση, εργασία

**enable** (v) : δίνω δυνατότητα, επιτοέπω, καθιστώ ικανό

**enclosure (v) :** συνημμένο έγγραφο, περίφρακτος χώρος

encounter (v): συναντώ, βρίσκω μπροστά μου

encourage (v): ενθαρρύνω

engine room (n): μηχανοστάσιο engine room telegraph (n): τη-

engme room teregraph (n) : τηλέγραφος μηχανοστασίου (βλέπε Παράρτημα 7)

engrave (v): εγχαράζω, χαράζω ανεξίτηλα

enlarge (v) : μεγεθύνω

enlist (v) : ναυτολογώ, κατατάσσω

en masse (adv) : μαζικά, ομαδικά

enrich (v): εμπλουτίζω

**enrol** (**v**) : εγγράφω, εγγράφομαι **ensure** (**v**) : εξασφαλίζω, εγγυ-

ώμαι

entail (v): συνεπάγομαι

enter (v) : εισέρχομαι, εισάγω, εισπλέω, κατατάσσω, καταχωρώ

entertainer (n, p): ο προσφέρων ψυχαγωγία, συντελεστής διασκεδάσεως

entertainment (n): ψυχαγωγία entry (n): εγγραφή, είσοδος environment (n): πεοιβάλλον

equal (adj): ίσος Equator: Ισημερινός

equipment: εξοπλισμός, εξαρτισμός

erect (v, adj): ανυψώνω, ανοφθώνω, όρθιος

escape (v): διαφεύγω, escape route: οδός διαφυγής

**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, εξελίσσομαι

exceed (v): υπερβαίνω

excess (v/n): υπερβολή, υπέρβαση, περίσσεια

excessive (adj) : υπερβολικός

**excite (v) :** εξάπτω, συγκινώ, συναρπάζω

exciting (adj): συναρπαστικός excellent (adj): εξαιρετικός

exert (v): ασχώ

**execute (v) :** εκτελώ, διεκπεραιώνω

**exhaust** (**n**, **v**) : εξαντλώ, εξάγω, εξαγωγή, εξάτμιση

exhaust valve (n): βαλβίδα εξαγωγής

**expand (v) :** εξαπλώνω, -ομαι, διαστέλλω

**expansion (n):** εξάπλωση, επέκταση, διαστολή, εκτόνωση ατιιού

expansion tank (n): δοχείο (ντεπόζιτο) επτονώσεως, επίσης expansion trunk: δεξαμενή επτονώσεως δεξαμενοπλοίου

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

express (v/adj): εμφράζω, συγκεκριμένος, ρητά εκφρασμένος, σαφής, επείγον,(n) ταχεία αμαξοστοιχία, κν. εξπρές

**extend (n/v):** εκτείνω, επεκτείνω, παρατείνω, παρέχω

extenuating (adj): μετριαστικός, ελαφουντικός

extensive (adj): εκτεταμένος,

**extinguish** (v) : σβήνω

extinguisher (n): πυροσβεστή-

**Θ**ας

eyesight (n): όραση

#### Ff

fabricate (v): κατασκευάζω, συγκροτώ, συνθέτω, χαλκεύω (π.χ. fabricated ship: πλοίο κατασκευασμένο από έτοιμα κομμάτια)

facility (n): εγκαταστάσεις, μέσα, ανέσεις, διευκόλυνση, ευκολία

factor (n): παράγοντας

fairway (n): δίαυλος, το βαθύτερο και πλωτό μέρος λιμένα/ποταμού/πορθμού κλπ.

faithful (adj): πιστός

**fake (adj) :** ψεύτικος, κίβδηλος **false (adj) :** πλαστός, ψεύτικος, λαθεμένος, τεχνητός, *false alarm :* 

ψευδής συναγερμός

familiarize (v): εξοικειώνω

fan (n): ανεμιστήρας (κοχλίας, τροχός κλπ.) για παραγωγή ρεύματος αέρα

fascinate (v): γοητεύω

fascinating (adj): γοητευτικός

fast (adj): ταχύς, σταθερός, στερεωμένος

fasten (v): στερεώνω, προσδένω, μποτσάρω

**fathom (n):** μια οργιά, 1,828μ, δύο γυάρδες, έξι πόδια

fatal (adj): μοιραίος, θανάσιμος

fault (n): ελάττωμα, σφάλμα

favour (n/v) : εύνοια, χάρη, εννοώ, προτιμώ

favourable (adj): ευνοϊκός, αίσιος

**feed (v) :** τροφοδοτώ, τρέφω, ταΐζω

fender (n): προφυλακτικό για κτυπήματα στα πλευρά (μπαλόνι, στρωμάτσα)

ferrule (n): σιδερένιος δακτύλιος

ferry (n): πορθμείο

ferry-boat (n): φέρου-μποτ, πορθμείο

fertilizer (n): λίπασμα

feverish (adj) : ξαναμμένος, εμπύρετος, εξημμένος, ανήσυχος

filter (n/v) : φίλτοο, φιλτοάοω, διυλίζω

fire detection system : σύστημα ανιχνεύσεως πυρκαγιάς

fire-drill (n) : άσκηση ετοιμότητας για πυρκαγιά

fireman (np): θερμαστής

fire-station : πυροσβεστικός σταθμός

First dog watch : 4-6  $\pi$ . $\mu$ . ( $\beta\lambda$ . watch)

First watch: 8-12  $\mu$ . $\mu$ . ( $\beta\lambda$ . watch)

**First Mate (np) :** (βλ. Chief Mate)

First Officer (np): υποπλοίαςχος, 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, βοηθητικές εγκαταστάσεις, εξαρτήματα

fix (v) : επισμευάζω, στερεώνω, τοποθετώ

fix a vessel or a cargo : αλείνω συμφωνία για ναύλο

fix (adj): στεφεός, σταθεφός, μόνιμος

fixture (n): κλείσιμο ναυλοσυμφώνου

**flag (n)**: σημαία

flagship (n): ναυαρχίδα

flagstaff (n): κοντάρι σημαίας

flake (n): νιφάδα (χιονιού)

flammable (adj): εύφλεκτος

flare (n) : έντονο φως βραχείας διάρχειας, φωτοβολίδα

flap (n): επιστόμιο, κν. κλαπέτο, πρόστεγο πλοιαρίου ή φορτηγίδας

flash (n/v): λάμψη, αναλαμπή, λάμπω, αστράφτω

flash point (n): σημείο αναφλέξεως

flash of lightning: αστραπή

flashing light: φάρος που αναλάμπει

flaw (n): ελάττωμα, φάγισμα, σχισμή

fleet (n): στόλος

flexible (adj): εύκαμπτος, ευλύγιστος

flint (n): πυρόλιθος

float (v) : πλέω, επιπλέω

floating-dock (n): πλωτή δεξαμενή (για επισκευές πλοίων)

flood (v/n): πλημμυρίζω, κατακλύζω, πλημμύρα

flotation (n): πλευστότητα, επίπλευση

flour (n): αλεύρι

flow (v/n) : φεω, πλημμυφίζω, φοή

flu (n): γρίπη (in-flu-enza)

fluent (adj) : ευφράδης, άνετος fluently (adv) : άνετα, με ευχέ-

ρεια

fluke (n): όνυξ, νύχι (άγκυρας)

**foam** (**n**) : αφρός **fog** (**n**) : ομίχλη

fog bank: πυχνή ομίχλη στην επιφάνεια της θάλασσας

foggy (adj): ομιχλώδης

foot (n): πόδι, μονάδα μετρήσεως μήκους 0,3048μ

footnote (n): υποσημείωση

forbid (v): απαγορεύω

force (n): δύναμη

fore (adj,adv) : πρόσθιος, πρωραίος, εμπρός, μπροστά

fore-and-aft (adv) : διαμήκης, από την πλώρη ως την πρύμνη

**forecast (n) :** πρόγνωση καιρού, μετεωρολογικό δελτίο

forecastle (n): πρόστεγο

foredeck (n): πρωραίο κατάστρωμα

foremast (n): πρωραίος ιστός, κν. τουρκέτο

forenoon watch:  $\beta \acute{\alpha} \varrho \delta \iota \alpha 8-12$   $\pi.\mu.$  ( $\beta \lambda.$  watch)

forepeak (n) : πρωραία δεξαμενή ζυγοσταθμίσεως

foresee (v) : προβλέπω

fork-lift truck(n): περονοφόρο όχημα ανυψώσεως

forward (adv): προς τα μπρος

foul anchor: μπλεγμένη άγκυρα, πιασμένη στο βυθό

four-cycle diesel engine : τετράχρονος πετρελαιοχινητήρας

frame (n/v) : πλαίσιο, κν. τελάρο, νομέας, πλαισιώνω, κν. κορνιζάρω

freeboard (n): έξαλα πλοίου, ψηλά

freeze (v) : παγώνω, πήζω

freight (n): ναύλος

freighter (n): φορτηγό

frequency (n): συχνότητα

fresh breeze (n): άνεμος λαμποός, 17-21 μιλίων

fresh gale (n): άνεμος σκληρός, ορμητικός

fresh water pump (n): αντλία πόσιμου νερού

friction (n): τριβή

frictional wear (n): φθορά τοιβής

frigate (n): πολεμικό πλοίο δρόμων, κν. φρεγάτα

fringe benefits : πρόσθετες παροχές (σε εργαζόμενους)

front (n): μέτωπο

frustrate (v): ανατοέπω, ματαιώνω, απογοητεύω

fuel (n): καύσιμη ύλη

fuel oil : καύσιμο πετρελαίου, πετρέλαιο λεβήτων

fuel consumption (n): κατανάλωση καυσίμου

fuel gas (n): καυσαέριο

full power (adv): πάση δυνάμει

full sail (n): ιστιοφόρο με όλα τα πανιά ανοιχτά

full (speed) ahead : πρόσω ολοταχώς

full (speed) astern : ανάποδα ολοταχώς

function (n/v): λειτουργία, λειτουργώ

funnel (n) : καπνοδόχος, τσιμινιέρα

furnate: εστία, κλίβανος, κν. κάμινος, φούονος

#### Gg

gale (n): θύελλα, θυελλώδης άνεμος

gale warning: αναγγελία θυελλωδών ανέμων

galleon (n): γαλέρα κινούμενη με πανιά

galley (n): μαγειφείο πλοίου, γαλέφα 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

gather (v): μαζεύω, -ομαι, συλλέγω, gather up: αυξάνω ταχύτητα

**gauge** (n/v) : όργανο μετρήσεως, μετρητής

**gear (n) :** εξαρτήματα, σύστημα μοχλών, οδοντωτός τροχός

bevel gear (n): κωνικός οδοντωτός τροχός

gear-box (n): πιβώτιο ταχυτήτων helical gear (n): ελιποειδές γοανάζι, spur gear (n): ζεύγος οδοντωτών τροχών διαφορετιπού μεγέθους, worm gear (n): ατέρμων ποχλίας σε εμπλοπή με οδοντωτό τροχό

geared engine: μηχανή με σύστημα οδοντωτών τροχών

gear-wheel pump (n) : γραναζωτή αντλία

general cargo (n): γενικό φορτίο general cargo carrier (n): φορτηγό πλοίο γενικού φορτίου

generate (v): παράγω, γεννώ

generator (n): γεννήτρια

gentle breeze (n) : λεπτός (άνεμος)

geographic coordinates (n): γεωγραφικές συντεταγμένες

**glide (v/n) :** ολισθαίνω, κινούμαι αθόουβα

glider (n): ανεμόπτερο, ανεμοπλάνο

governor (n): ουθμιστής

graduate (v/np): αποφοιτώ, απόφοιτος, βαθμολογώ, αθετώ

grain (n): σιτηρά

grant (v) : παραχωρώ, ικανοποιώ, χορηγώ, δίδω, παρέχω, απονέμω

grape (n): σταφύλι, αμπέλι, κλήμα, δέσμη βολίδων

grave (n): τάφος (adj), πολύ βαρύς, δυσάρεστος

**gravity** (n) : βαρύτητα **greaser** (n) : λιπαντής

greens (n): χόρτα, πρασινάδα

grind (v) : αλέθω, τοίβω, ground: τοιμμένος

grievance (n): παράπονο

groan (v): βογκώ, -ητό

gross tonnage: ολική χωρητικότητα πλοίου

ground (n/v): έδαφος, βυθός, λόγος, αιτία, αφορμή, προσαράζω, καθίζω πλοίο

guarantee (n/v) : εγγύηση, εγγυώμαι

guess (n/v) : εικασία, μαντεύω, εικάζω

guidance (n) : καθοδήγηση

gust (n): αιφνίδια και παροδική ριπή βίαιου ανέμου

gyro compass (n): γυροσκοπική πυξίδα

#### Hh

hack saw (n): σιδηφοπφίονο hail (n): γαλάζι

half ahead (adv) : πρόσω ημιταχώς

hammer (n): σφυρί

hamper (n): παρεμποδίζω, ενογλώ

hampered vessel (n): πλοίο που αντιμετωπίζει δυσκολίες θαλασσοπλοΐας

handle (n, v) : ceroúli, ceirízomai

handy (adj) : πρόχειρο, βολικό

harbour (n): λιμάνι

hardwoods (n): σκληρή ξυλεία ναυπηγήσεως

harmful (adj) : επιβλαβής

hawse (n): τμήμα της πλώρης όπου βρίσκονται τα όκκια

hatch (n): στόμιο αμπαριού, κν. μπουκαπόρτα

haven (n): λιμάνι, καταφύγιο, άσυλο

hazard (n): κίνδυνος

hazardous (adj): επικίνδυνος, οιψοκίνδυνος

haze (n): αχλύς ξηρά, ελαφρά ομίχλη (ορατότητα μεγαλύτερη από 2 χιλιόμετρα)

head (n/v): πλώρη, κατευθύνομαι, κατευθύνω (np) επικεφαλής, υπεύθυνος

headache (n): πονοκέφαλος

heap up (v): συσσωρεύω

hearing (n): αχοή

heat (n): θερμότητα, θέρμανση

heave (v): ανυψώνω, έλαω

heavy gale: ισχυρή θύελλα

heavy swell, long: μαινόμενη, χοντοή φουρτούνα (βλ. swell)

heavy swell, short: κλυδώνιο, μεγάλη φουρτούνα (βλ. swell)

heel (v/n): τοιχίζω, κλίση προς πλευρά του πλοίου, πτέρνα, άκρο της τρόπιδας προς πρύμνη,

helm (n): τιμόνι, πηδάλιο

helmsman (np) : πηδαλιούχος, τιμονιέρης

herringbone (adj) : σε σχήμα ψαροκόκαλου, π.χ. herringbone gear : είδος γραναζιού

hinder (v) : παρακωλύω, εμποδίζω

hitch (n/v): δένω, σκαλώνω, τραβώ, πρόχειρο δέσιμο, θηλιά, εμπόδιο, σκάλωμα

hide (v/n): κούβω, αποσιωπώ, δορά, δέρμα

(he trades in hides : εμποφεύεται δέρματα, προβιές)

hideaway (n): κουψώνας,

hoist (v): ανυψώνω

hold (n): αμπάρι

hook (n, v): άγκιστρο, αρπάγη, κν. γάντζος

horizon (n): ορίζοντας

Horse Power (HP) : ιπποδύναμη

hose (n): σωλήνας, μάνικα, λάστιχο

hospitable (adj): φιλόξενος

hull (n): σκάφος, κουφάρι πλοίου, το σκαρί του πλοίου

hull insurance (n): ασφάλεια σκάφους

Hull and Machinery (H & M) : σκάφος και μηχανή

humidity (n): υγρασία (υδρατμοί στην ατμόσφαιρα)

hurricane: τυφώνας, κυκλώνας, θύελλα με ανέμους άνω των 75 χμ.

horrible (adj) : πολύ δυσάρεστος, φρικτός, αποκρουστικός

horrify (v) : τρομάζω, προκαλώ φρίκη

hovercraft (n): ταχύπλοο σκάφος που γλιστρά πάνω από την επιφάνεια της θάλασσας

hub (n): κέντρο, πλήμνη τροχού, εστία

hub vortex (n): δίνη τροχού

hydrant (n): στόμιο σηληνώσεως για λήψη νερού

hydrocarbon (n): υδρογονάνθρακας

hydrofoil (n): υδοοπτέουγο πλοίο, κν. δελφίνι

Hydrographic Department: Υδοογραφική Υπηρεσία

#### Ii

iceberg (n): παγόβουνο

ice breaker (n): παγοθραυστικό

icing (n): επίπαγος, αρούστα πάγου

identification (n): αναγνώριση ταυτότητας, αναγνώριση, ταύτιση

identify (v): προσδιορίζω την ταυτότητα, αναγνωρίζω

idle (adj): αργός, αδρανής, λειτουργών χωρίς φορτίο

idleness (n): αδράνεια

ignition (n): ανάφλεξη

ignore (v): αγνοώ, παραγνωρίζω illustrate (v): εικονογραφώ,

επεξηγώ με παραδείγματα

immaterial (adj): άσχετος, αδιάφορος

immediate (adj) : άμεσος

imminent (adj) : επικείμενος, άμεσος

immobilize (v) : αμινητοποιώ

immobility (n): αχινησία, σταθερότητα

impact (n/v): αρούση, σύγαρουση, πρόσαρουση, έμπηξη

impart (v): μεταδίδω

imperative (adj/n): επιτακτικός, (γραμ.) προστακτική

immortal (adj) : αθάνατος

imply (v): υπονοώ, συνεπάγομαι

imprison (v): φυλακίζω improve (v): βελτιώνω

in accordance with: σύμφωνα με inadmissible (adj): απαράδε-

κτος

inboard motor (n): εσωλέμβιος κινητήρας cp.

outboard motor: εξωλέμβιος κινητήρας

in sight: ορατό, που φαίνεται

incapacitated (adj): ανίπανος

incident (n): επεισόδιο

incinerator (n): κλίβανος αποτεφρώσεως

include (v) : περιέχω, περιλαμβάνω

incompetent (adj): αναφμόδιος, ανεπαφιής, ανίκανος

incomplete (adj) : ατελής, ημιτελής

incorporate (v) : ενσωματώνω increase (n/v) : ημιτελής, ελλι-

πής, ατελής

incredible (adj): απίστευτο

indicated horse power (IHP) : ενδειμτιμή ιπποδύναμη

indicator (n): δείχτης, δυναμοδείχτης

indispensable (adj) : απαραίτητος

induction (n): επαγωγή induction stroke: χοόνος εισαγωγής

industry (n): συστηματική εργασία, βιομηχανία

industrial (adj) : βιομηχανικός inert material (n) : αδρανές υλικό

inexperienced (adj): άπειρος inordinate (adj): υπέρμετρος, υπερβολικός

inflammable (adj): εύφλεκτος

initial (adj): αρχικός

injection (n): έγχυση, ένεση

injure (v): τραυματίζω

inlet (n): είσοδος

inseparable (adj) : αδιαχώριστος, αχώριστος

insomnia (n) : αϋπνία

inspect (v) : επιθεωρώ

inspection (n): επίσημη επιθεώ-

οηση, έρευνα

instability (n) : αστάθεια

install (v): εγκαθιστώ

installation (n): εγκατάσταση

instance (n): παράδειγμα, στιγμή

instruct (v) : καθοδηγώ, διδάσοκω, δίνω οδηγίες

instrument (n): όργανο

insufficient (adj): ανεπαρχής

**insulate (v)**: μονώνω

insulation (n): μόνωση

insure (v): ασφαλίζω

insurer (np) : ασφαλιστής

intake (n): εισαγωγή

intake valve (n) : βαλβίδα εισαγωγής

intend (v): σκοπεύω, σχεδιάζω, προτίθεμαι

intense (adj): έντονος

intention (n): σκοπός, πρόθεση

interchange (n/v): ανταλλάσσω, ανταλλαγή, οδικός κόμβος

interior (n): εσωτερικός χώρος, το εσωτερικό της χώρας (μακριά από την ακτή)

internal (adj): εσωτερικός

Internal Combustion Engine (ICE) (n): μηχανή εσωτερικής καύσεως, πετρελαιομηχανή

interpretation (n): ερμηνεία interruption (n): διακοπή interview (n): συνέντευξη intimately (adv): στενά, βαθιά, ενδόμυχα

introduction (n): εισαγωγή introductory (adj): εισαγωγικός

invention (n): εφεύρεση inventor (np): εφευρέτης inversion (n): αντιμετάθεση invert (v): αντιμεταθέτω

investigate (v): ερευνώ, εξετάζω

investigation (n): έρευνα

involve (v): μπλένω, ανακατεύω, -ομαι, συνεπάγομαι

iron ore (n): σιδηφομετάλλευμα

irregularity (n) : ανωμαλία

irritate (v) : εκνευρίζω irritable (adj) : ευέξαπτος

island (n) : νησί isle (n) : διάδρομος

issuance (n): έκδοση

issue (n, v): τεύχος, ζήτημα,

θέμα, 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

jib (n): αρτέμων, κν. φλόκος

join (v) : συνδέω, γίνομαι μέλος

joint (n) : σύνδεση, ένωση jury (n) : συμβούλιο ενόρκων

#### Kk

keel (n): καρίνα πλοίου

kit (n): σύνολο αντικειμένων για την ίδια χρήση (π.χ. fishing kit)

**knocking** (n) : ατύπος **knot** (n) : αόμβος

knowledgeable (adj): γνώστης, ενήμερος

#### LI

labour (n): δουλειά, κόπος

label (n): ετικέτα

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 αποβιβάσεως και επιβιβάσεως

launching (n): καθέλκυση πλοίου

lavatory (n): τουαλέτα lay (v): τοποθετώ, βάζω

**layer (n) :** στρώμα **law (n) :** νόμος **lead (v) :** οδηγώ

leads (n): μέρη σχοινιού σύσπαστου (μεταξύ τροχίλων)

leaf (n/v): φύλλο

leak (v, n): διαρρέω, διαρροή

leakage (n): διαρροή

leaky (adj) : που έχει διαρροές

lee (adj, n): υπήνεμος, υπήνεμος πλευρά

leeway (n): έκπτωση, κν. ξέπεσμα

length (n): μήκος

length at (between) the perpendiculars: μήκος πλοίου μεταξύ των καθέτων

length at the waterline : μήμος πλοίου κατά την ίσαλο γραμμή

lentils (n): φακές

less (adj): λιγότερος

level (n/v): στάθμη, οριζόντια επιφάνεια, επίπεδο, σταθμίζω, αλφαδιάζω

lever (n): μοχλός

liable to (adj): υποκείμενος

liability (n): (νομικά) ευθύνη, υποχρέωση, ενοχή, οφειλή

lifeboat (n): σωσίβια λέμβος

lifebuoy (n): κυκλικό σωσίβιο που ρίχνεται στη θάλασσα για διάσωση

lifejacket (n): σωσίβιο γιλέκο

liferaft (n): σωσίβια σχεδία

lifesaver (n): ναυαγοσώστης, σωσίβιο

light (adj): ελαφούς

light (n):  $\varphi\omega\varsigma$ 

light air (n): υποπνέων

light breeze (n): ασθενής (άνε-

light ship (n): αγκυφοβολημένο 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 γραμμής, passenger liner: επιβατηγό γραμμής

link (n/v): σύνδεσμος, τόξο μηχανής,

linkage (n): σύστημα συνδέσεως, σειρά κρίκων

liquefied natural gas (LNG): υγροποιημένο φυσικό αέριο

liquefied propane gas: υγροποιημένο 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) : Μιμοή Άρμτος

livestock (n): αγροτικά ζώα

LNG (liquefied natural gas): υγοοποιημένο φυσικό αέριο, ειδικό πλοίο που μεταφέρει τέτοιο φοοτίο

load (n/v): φορτίο, φορτώνω

load line (n) : γραμμή φορτώσεως

Load Line Certificate (n): πιστοποιητικό γραμμής φορτώσεως

locally (adv) : τοπικά

**locate** (v) : εντοπίζω (π.χ. βλάβη, τοποθεσία)

location (n): εντοπισμός, εξακρίβωση, τοποθεσία

lock (n): ανυψωτική δεξαμενή διώρυγας, κλειδαριά

lock (v) : κλειδώνω

locomotive (n/adj): ατμομηχανή, λοκομοτίβα, κινητήριος, κινητικός

log (n): δοομόμετοο, ημερολόγιο πλοίου

logbook (n): ημερολόγιο πλοίου

logged (adj/part): καταχωρημένος στο ημερολόγιο

logical (adj) : λογικός

longitude (n): μήκος

look out (v, n): προσέχω, επιτηρώ, επιτήρηση (Keep a sharp look-out)

lookout (n): οπτήρας

loom (v/n): εμφανίζομαι, ξεπροβάλλω απειλητικός, ανταύγεια από φως, φαινομενική μεγέθυνση αντικειμένων στον ορίζοντα, λαβή κουπιού, αργαλιός

loop (n): βρόχος, δακτύλιος, κύκλος, θυρίδα (συν. loophole)

loose (adj): χαλαρός, λυμένος

**loot** (**v**) : λάφυρο **lose** (**v**) : χάνω

loudspeaker (n) : μεγάφωνο

lounge (v, n) : πολυτελής αίθουσα, σαλόνι, καπνιστήριο

**Low Pressure (LP):** χαμηλή πίεση

lower (v): κατεβάζω, χαμηλώνω low swell, long: ευθαλασσία (βλ. swell)

low swell, short: γαλήνη (μπουνάτσα) (βλ. swell)

lubricant (n): λιπαντικό (υλικό)

lubricate (v): λιπαίνω

**lubricating oil (ή lub-oil) :** λάδι λιπάνσεως (lube)

lubrication (n): λίπανση

lubrication system : σύστημα λιπάνσεως

luggage (n): αποσμευές

lumber (n): υλοτομώ, ξυλεία

lump (n): όγκος, μάζα, βώλος, μικρή λέμβος για την εξυπηρέτηση των πλοίων στους ντόκους lump it!: δέξου το, δεν μπορείς να κάνεις αλλιώς

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 μηχανοστασίου

magnetic compass :  $\mu \alpha \gamma v \eta \tau \iota \varkappa \dot{\eta}$   $\pi \upsilon \xi \dot{\iota} \delta \alpha$ 

maiden voyage (n) : παρθενικό ταξίδι

main mast (n): μύριος ιστός, το μεγάλο κατάρτι, το πρώτο διστήλου, δεύτερο τριστήλου ιστιοφόρου

maintain (v): συντηρώ, διατηρώ σε καλή κατάσταση

maintenance (n): συντήρηση maize (n): καλαμπόκι, αραβόσιτος

malfunction (n): δυσλειτουργία, βλάβη

maltreatment (n): μαμομεταχείοιση

man (n,v) : άνδρας, επανδρώνω mandatory (adj) : επιτακτικός,

υποχρεωτικός, αναγκαστικός

manned (part, adj) : επανδρωμένος, unmanned : μη επανδρωμένος

management (n): διεύθυνση, διαχείριση

manifest (n): δηλωτικό φορτίου

manifold (n): σωλήνας, αγωγός, συλλέκτης, συγκρότημα σωληνώσων, κιβώτιο διανομής

manoeuvre (v, n): κάνω ελιγμούς (μανούβρες), χειρισμός, ελιγμός, μανούβρα

manoeuvring (n): ελιγμός, επτέλεση

manoeuvrability (n): ευελιξία, άνεση στους χειρισμούς και ελιγμούς

manual (adj): χειροκίνητο

manual (n): εγχειρίδιο

manufacture (v, n): κατασκευάζω, κατασκευή

marine (adj, n): θαλάσσιος, ναυτικός, ναυτικό

mariner (n): ναυτικός, θαλασσινός

marital status (n): οικογενειακή κατάσταση

maritime (adj) : ναυτικός

mark (n) : σημείο

martial (adj): στρατιωτικός, πολεμικός

marvelous (adj): θαυμάσιος

mass (n): μάζα, θεία λειτουργία

mast (n): ιστός, κν. κατάρτι

master (n): πλοίαρχος

masthead light (n) : εφίστιος φανός

mate (np): ύπαρχος, υποπλοίαρχος, ναυτίλος, First, Second, Third: Πρώτος, δεύτερος, τρίτος πλοίαργος

Mayday: το διεθνές σήμα ραδιοτηλεφωνίας εκπεμπόμενο από πλοίο ή αεροσκάφος σε κίνδυνο (από τη γαλλική λέξη "m'aidez", "βοηθήστε με")

medium (n): μέσον, μέσος όρος, μέσο καλλιτεχνικής εκφράσεως, μέσο επικοινωνίας

**Mean Effective Pressure (MEP):** 

μέση πραγματική πίεση

measles (n) : ιλαρά

measure (v) : μετρώ

measurement (n) : καταμέτρηση

(πληθ.) : διαστάσεις

Mechanical Engineer (ME) : μηγανολόγος, μηγανικός

medical (adj) : ιατρικός

melt (v): λιώνω

merchant ship: εμπορικό πλοίο

mesh (n): εμπλοχή γραναζιών, διχτυωτό, πλέγμα

message (n): μήνυμα

meticulously (adv): σχολαστικά

**Middle watch :** μεσάνυχτα ως 4 π.μ. (βλ. watch)

midships (n): το μέσο του πλοίου

midshipman (np): σημαιοφόρος δόκιμος

military service (n): στρατιωτική θητεία

millibars (n): χιλιοστόβαρο, μιλλιμπάρ

mine (n): νάρκη

mine-layer : ναρκοθέτης

minerals (n): ορυκτά

minimize (v): ελαχιστοποιώ

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

mission (n): αποστολή

mist (n): αχλύς υγοή, ελαφοά ομίχλη (ορατότητα 1-2 χιλιόμετοα)

mixture (n): μείγμα

mizzen-mast (n) : ο τρίτος ιστός τριστήλου ή τετραστήλου ιστιοφόρου

mobile (adj): κινητός, κινούμενος

mobile phone (n): κινητό τηλέφωνο modal (adj) : τροπικός, εγκλιτικός

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)

moderation (n): μέτρο

moderator (n): μετριαστής, μειωτήρας

modify (v): τροποποιώ

modulation (n): διαμόρφωση

moisture (n): υγρασία

mollasses (n): μελάσα

moment (n): στιγμή

momentum (n): κεκτημένη ταχύτητα

monitor (v): παρακολουθώ, ελέγχω

monsoon (n): μουσώνας (περιοδικός σφοδρός άνεμος σε Ινδία, Κίνα και Αυστοαλία)

moor (v): ορμίζω, πουμνοδετώ, αγκυροβολώ με δύο άγκυρες

Morning watch:  $4-8 \pi.\mu$ . ( $\beta\lambda$ . 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

mount (v): συνδέω, αρμολογώ, μοντάρω, στηρίζω, βαστάζω, ανεβαίνω, ιππεύω

mouth (n): εμβολή ποταμού multi-deck (adj): πολλών καταστρωμάτων

multiply (v) : πολλαπλασιάζω

multipurpose (adj): πολλαπλών χρήσεων

mumps (n): παρωτίτιδα

must (n): κάτι υποχρεωτικό

muster (n): συγκέντρωση, επι-

θεώρηση

mutiny (n): ανταρσία

#### Nn

naked (adj) : γυμνός naptha (n) : νάφθα

nationality (n): εθνικότητα

nausea (n): ναυτία

nautical (adj) : ναυτικός

nautical tables : ναυτικοί πίνα-

κες

**nautical mile :** ναυτικό μίλι (1853 μ.)

natural (adj): φυσικός

naval (adj) : ναυτικός

navigable (adj) : πλώιμος, πλω-

τός, πλευστός

navigable channel (n): δίαυλος ναυσιπλοΐας

navigate (v): ναυσιπλοώ, πλέω, διαπλέω

navigation (n): ναυσιπλοΐα

navigation/navigational bridge: γέφυρα ναυσιπλοΐας

navigator (n): αξιωματικός πορείας πλοίου

near (adv) : πλησιάζω

near gale: σφοδοός (άνεμος)

needle (n): βελόνα

needle valve : βελονοειδής βαλβίδα

neglect (v) : παραμελώ

negligent (adj): αμελής, απρό-

σεκτος

negotiate (v): ξεπερνώ εμπόδιο, διαπραγματεύομαι

negotiation (n): διαπραγμάτευση, διεξαγωγή συνομιλιών

**net** (**n**) : δίχτυ

net tonnage: καθαρή χωρητικό-

τητα πλοίου

New Engines and Boilers (N.E.

& B) : καινούργιες μηχανές και λέβητες

nil (n): μηδέν

nonsense(n): ανοησίες, μπούρδες, σαχλαμάρες, παραλογισμός

**north (adj, n) :** βορεινός, βορράς, βοριάς, τραμουντάνα

**northeast (adj, n) :** βορειανατολικός, βορειανατολικός άνεμος, γρέγος

northwest (adj, n): βορειοδυτικός, βορειοδυτικός άνεμος, μαΐοτρος

notation (n): συμβολική παράσταση

notice (n): αγγελία, ανακοίνωση notice (v): παρατηρώ, αντιλαμ-

βάνομαι

Notices to Mariners: αγγελίες προς ναυτιλλόμενους

notification (n): ειδοποίηση,

αναγγελία, ανακοίνωση **notify (v):** ειδοποιώ, αναγγέλλω,

δηλώνω novel craft (n): σκάφος και-

νούργιας τεχνολογίας **novice (n):** νεοφώτιστος, αρχά-

οιος, πρωτάρης, πρωτόπειρος **nozzle (n):** προστόμιο, ακροφύ-

nozzie (n) : προστομιο, απροφυσιο

nut (n): περικόχλιο (παξιμάδι)

#### Oo

oar (n) : κουπί

obey (v): υπακούω

obedient (adj): υπάκουος

object (n/v): αντικείμενο, έχω

αντίρρηση

obligation (n): υποχρέωση

obscured: πουμμένος, συγκαλυμμένος

observe (v) : παρατηρώ

observation (n): παρατήρηση, παρακολούθηση, σχόλιο

obstruct (v): εμποδίζω, παρενο-

χλώ

obstruction (n) : εμπόδιο

obtain (v): λαμβάνω, αποκτώ

occasion (n): ευκαιρία, περίπτωση

**occur (v) :** γίνομαι, τυχαίνω, παρουσιάζομαι, εμφανίζομαι

ocean (n): ωμεανός

odour (n): οσμή

offence (n): παράβαση, παράπτωμα, πταίσμα, προσβολή, ύβοις

offend (v): προσβάλλω, θίγω, πληγώνω, ενοχλώ, δυσαρεστώ

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) : πετφελαιοκηλίδα oil spill (n) : πετφελαιοκηλίδα

omit (v) : παραλείπω

operation (n): χειρισμός, λειτουργία, επιχείρηση

operating costs : λειτουργικά έξοδα

opposite (adj/prep): αντίθετος, αντικοινός, απέναντι, από απέναντι

order (v/n) : παραγγέλλω, διατάζω, εντολή, τάξη, παραγγελία

ordnance (n): πυροβολικό

oscillate (v): ταλαντώνομαι

oscillation (n): ταλάντωση

outboard motor (n): εξωλέμβιος κινητήρας

outlet (n): έξοδος

outlook (n) : πρόβλεψη

**output** (**n**) : απόδοση, παραγωγή (μηχανής)

outskirts (n): παρυφές, περίχω-

ρα

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

**overcome (v) :** ξεπερνώ, υπερνικώ, καταβάλλω

**overdrive (n/v) :** καταπονώ μηχανή, ξεθεώνω

overdue (adj): υπερήμερος, καθυστερημένος (το πλοίο είναι overdue)

overhang (v): προεξέχω, επικρέμαμαι

oversleep (v): παρακοιμάμαι

**overhaul (v) :** εξετάζω, επιθεωοώ (π.χ. μηχανές) λεπτομερώς

overtake (v) : προσπερνώ

overtime (n): υπερωρία, υπερωριακή αμοιβή, παράταση (αγώνα)

Pp

pack (v) : πακετάρω, ετοιμάζω βαλίτσες

packing (n): συσκευασία, παρέμβυσμα

pallet (n): δίσκος από ξύλο ή μέταλλο που χρησιμοποιείται για την ανύψωση εμπορευμάτων, κν. παλέτα

panic (n/v): σύγχυση, πανικός

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) : μικοό κομμάτι (ομίχλης)

patrol boat : περιπολικό πλοίο, ακταιωρός

pattern (n): υπόδειγμα, πρότυπο, μοντέλο στο κανονικό μέγεθος, π.χ. search pattern

**peas (n):** αρακάς

peninsula (n): χεοσόνησος

per cent: τοις εκατό (%)

performance (n): εκτέλεση, επίδοση

perishable (adj): φθαρτός, αλλοιώσιμος

perishable goods: φθαρτά εμπορεύματα (π.χ. τρόφιμα)

permit (v/n): επιτρέπω, γραπτή άδεια

persist (v) : επιμένω

persistent (adj): επίμονος

personnel (n) : προσωπικό

persuade (v) : πείθω

pertain (v): ανήκω, σχετίζομαι

pester (v): ενοχλώ, βασανίζω

**petrol** (n) : βενζίνη (US : gasoline, gas)

petty officer (n): υπαξιωματικός

phospate (n): φωσφορικό αλάτι

physically (adv) : σωματικά

pick (v/n): συλλέγω, μαζεύω, δρέπω, πρώτη επιλογή

pick up the slack : μαζεύω τα μπόσικα

**pig iron (n) :** σόλος (μαντέμι σαβούρας)

**pilfer (v) :** κλέβω μικοοποσότητες, σουφρώνω, βουτώ

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, κογλία, σκαμπανεβάζω plain (adj) : απλός plank (n): σανίδα plant (n): εγκατάσταση (μηγανών κλπ.), μηγανήματα plastics (n): πλαστικές ύλες plate (n): έλασμα, μεταλλική πλάκα, λαμαρίνα, πιατέλα pliers (n): λαβίδα, τσιμπίδα, πένσα **plot (v):** αποτυπώνω στο γάρτη το στίγμα του πλοίου plunger (n): έμβολο βυθίσεως **plug (n):** βύσμα, οευματολήπτης plus (adv): συν πεπιεσμένο αέρα pneumatic (adj): λειτουργεί με **point** (n): σημείο, θέμα, ζήτημα poison (n): δηλητήριο poisonous (adj): δηλητηριώδης policy (n): ασφαλιστήριο συμβόλαιο, πολιτική pollute (v): ουπαίνω polluter (n): ουπαντής pole (n) : κοντάρι, πόλος **pollution** (n) : μόλυνση policy (n): πολιτική, τακτική poop (n): επίστεγο (υπερκατασκευή στην πούμνη του πλοίου) poor (visibility) (adj): μιαρή, κακή (ορατότητα) **populations** (n) : λαοί port (adj.adv): αριστερός, αριστερά port (n): αριστερή πλευρά του

πλοίου, λιμάνι

πλοίου

φανός

to put in at port: εισπλέω σε

port bow : αριστερή πλευρά

port light: αριστερός πλευρικός

λιμάνι, προσορμίζομαι

portable (adj): φορητός position (n): θέση, στίγμα postpone (v) : αναβάλλω poultry (n) : πουλεοικά power (n): ισχύς, δύναμη (ηλε**κτρική)**, ενέργεια power boat (n): ελικοκίνητο σκάφος powerful (adj): ισχυρός, δυναpracticable (adj): εφαρμόσιμος, δυνατός, βατός practice (n): πρακτική precaution (n): προφύλαξη, πρόνοια precede (v): ποοηγούμαι precipitation (n): βροχόπτωση precise (adj): ακοιβής precision (n): αποίβεια predetermine (v) : προαποφασίζω, προκαθορίζω predict (v) : προβλέπω predictable (adj): ποοβλέψιμος pre-eminent (adj) : διαποεπής prefabricate (v): ποοκατασκευάζω premise (n): ποοϋπόθεση, βάση συλλογισμού, αρχή premises (n): οίκημα, κτήριο preparation (n): προετοιμασία prerequisite (adj): ποοαπαιτούμενος press (v) : πιέζω pressing (p.a.) : πιεστικός pressure (n): πίεση presumably (adv) : πιθανώς, ενδεχομένως prevent (v): εμποδίζω, προλαμβάνω, αποτρέπω previous (adj) : προηγούμενος Prime Minister (np) :  $\Pi \rho \omega \theta v$ πουργός prime (adj): πρώτος, κύριος, αρχικός

primer (n) : αστάρι

principle (n): αρχή

probable (adj) : πιθανώς

proceed (v) : προγωρώ, πλέω, συνεχίζω την πορεία procedure (n): διαδικασία process (n/v): διαδικασία, ποοεία, εξέλιξη produce (v) : παράγω product (n): ποοϊόν production (n): παραγωγή profit (n/v): κέρδος, κερδίζω profession (n): επάγγελμα progress (v/n): προσδεύω, εξελίσσομαι, πρόοδος, εξέλιξη prohibit (v) : απαγορεύω promenade (n) : περίπατος promenade deck (n) : κατάστοωμα περιπάτου (επιβατηγού) promote (v) : προάγω, προωθώ prominent (adj) : περίβλεπτος, ποοεξέχων promenade deck (n): κατάστοωμα περιπάτου επιβατηγού promise (v): υπόσχομαι, υπόσχεση promote (v) : προάγω, προωθώ promontory (n): ακρωτήριο promotion (n): προαγωγή prompt (adj): ταχύς, άμεσος promptly (adv): αμέσως, γρήγορα propeller (n): ο έλικας, προπέλα propeller shaft (n): άξονας έλικα proper (adj): ορθός, κατάλληλος, σωστός, properly (adv): ορθά, σωστά. ευποεπώς, ακοιβώς property (n): ιδιότητα, ιδιοκτησία **propulsion** (n) : ποοώθηση. πρόωση propulsive (adj): προωθητικός prospective (adj): μελλοντικός, πιθανός protect (v): προστατεύω, προφυλάσσω protective (adj): προστατευτικός prove (v): αποδειχνύω, αποδεικνύομαι

provide (v) : παρέγω

**provisions** (n): προμήθειες, διατάξεις νόμου, προβλέψεις

**prow** (n) : πλώρη, πρώρα

psychrometer (n): ψυχρόμετρο, υγρόμετρο

publication (n): έκδοση, δημοσίευμα

**pulley (n) :** τροχαλία, τροχίλος με αύλακα (συν. του block)

pulse (n) : παλμός, ώση

**pump** (n): αντλία, suction pump (n): αντλία αναροοφήσεως

pumping (n): άντληση

pump man (n): αντλιωρός

punch (v/n) : κέστρα, στιγέας, κν. ζουμπάς

punish (v) : τιμωρώ

**purpose** (n) : σκοπός, επιδίωξη, πρόθεση, προορισμός

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°)

quadruple (v/adj) : τετραπλασιάζω, τετραπλάσιος

qualification (n): (τυπικό) προσόν

quarantine (n): κάθαρση, απομόνωση, κν. καραντίνα υπό ιατρική παρακολούθηση

quarter (n): το στρογγυλό τμήμα του πλοίου εκατέρωθεν της πρύμνης, ισχίον, τέταρτο πρυμναίο τμήμα ανώτερου καταστρώματος

quarter deck (n): πουμναίο τμήμα του ανώτερου καταστρώματος

quarters (n): διαμερίσματα (πληρώματος, αξιωματικών, επιβατών)

quell (v) : καλμάρω, κατευνάζω,

καταπνίγω

**querry** (n): ερώτημα, απορία, αμφισβήτηση

quay (n): αποβάθρα επιβατών και εμπορευμάτων, μουράγιο

**quit (v) :** παραιτούμαι, εγκατα-

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 ασυφμάτου, σταθμός

radio telephony: ασύρματος τηλεφωνία

raft (n): σχεδία

rags (n): κουρέλια καθαρισμού

raid (n, v): επιδοομή, επτελώ επιδοομή

railings (n): προστατευτικά κιγκλιδώματα

rain (n):  $\beta \rho o \chi \dot{\eta}$ 

rainfall (n): βροχόπτωση

ram (v): εμβολίζω

ramp (v): κεκλιμένο επίπεδο, κν. οάμπα

range (n): εμβέλεια, απτίνα, πεδίο, διαπύμανση, πλίμαπα

rank (n): βαθμός

ratchet (n): οδοντωτή ράβδος

rate (n/v): αναλογία, μέσος όρος, τιμή, διατιμώ, ταξινομώ

ration (n): μερίδα, σιτηρέσιο

rear (adj): οπίσθιος

reach (v): φθάνω

receptable (n): δοχείο

receiver (n): δέκτης (ασυρμάτου), παραλήπτης

reception facilities: ευκολίες υποδοχής ξηράς

reciprocating (adj) : παλινδοομικός

recirculate (v): επανακυκλοφοφώ

reckon (v): υπολογίζω, λογαφιάζω

recommend (v): συστήνω, υποδειχνύω

recommendation (n): σύσταση, υπόδειξη

recondition (v): ανακαινίζω, επιδιορθώνω, κάνω ρεκτιφιέ

record (n/v): καταγραφή στοιχείων, τεκμήριο, ρεκόρ, καταγράφω, καταχωρώ, εγγράφω

records (n): αρχείο

recover (v): ανακτώ προηγούμενη θέση, συνέρχομαι, αναρρώνω

recreation (n): ψυχαγωγία

recruit (v): στρατολογώ, επανδρώνω

reduce (v): ελαττώνω, μειώνω redundant (adj): πλεονάζων, περιττός, υπεράριθμος

reef (n): σκόπελος

reference (n): σύσταση

reject (v): απορρίπτω

refil (n/v): αναπλήρωμα, ξαναγεμίζω

refined products: διυλισμένα, καθαρισμένα προϊόντα

refrigerated cargo: κατεψυγμένο φορτίο

refurbish (v): ανακαινίζω, φρεσκάρω

**regard (v/n) :** άποψη, with regard to σε σχέση με, από την άποψη

regatta (n): ιστιοπλοϊκός αγώνας

regret (v) : μετανοώ, λυπούμαι, θλίβομαι

regulate (v): κανονίζω

regulation (n): κανονισμός

relash (v): ξαναδένω, κν. μποτσάρω

relate (v): αφηγούμαι, συσχετίζω, συνδέομαι

relative (adj): σχετικός

relative velocity : scetich tacútha

relay (v/n): αναμεταδίδω, επαναλαμβάνω, κλιμάκιο αντικαταστάσεως, ηλεκτρονόμος, κν. φελέ

relax (n/v) : η εμώ, αναπαύομαι

release (v/n): απελευθερώνω, απολύω

reliable (adj): αξιόπιστος

relief (n): ανακούφιση

relieve (v): ανακουφίζω

remain (v): παραμένω, απομένω

remedy (n, v): διόρθωση (βλάβης), διορθώνω

remind (v): υπενθυμίζω

remote (adj): απομακουσμένος

remuneration (n): αμοιβή, αποζημίωση, πληρωμή

render (v): αποδίδω, ανταποδίδω

rendez-vous (v/n): συναντιέμαι κατόπιν προσυνεννοήσεως, συνάντηση

renew (v): ανανεώνω

reopen (v): ξανανοίγω

repair (v, n): επισκευάζω, επισκευή

under repair: για επισκευή

repeat (v): επαναλαμβάνω

repetition (n): επανάληψη

replace (v): υποκαθιστώ, αντικαθιστώ

reply (v): απάντηση

report (v/n): αναφέρω, αναφορά, ένθεση, τελωνειακό έντυπο

representative (adj): αντιπροσωπευτικός

reprimand (v): παρατηρώ, μαλώνω, επιπλήττω

repudiation (n): άρνηση εφαρμογής συμφωνίας, καταγγελία συμβάσεως

**reputation** (n) : φήμη

requirement (n): απαίτηση, ανάγκη, προϋπόθεση

request (v,n): ζητώ, απαιτώ,

αίτημα

require (v) : ζητώ, χρειάζομαι, απαιτώ

rescue (v, n): σώζω, διασώζω, σωτηρία, διάσωση

research (n): έρευνα

resemble (v): μοιάζω με, έχω κοινά γνωρίσματα

resew (v): ξαναράβω

resistance (n): αντίσταση

resort (n): καταφύγιο, τόπος διακοπών

Oldxonov

resources (n): πόροι, μέσα, πηγές

respectively (adj): αντίστοιχα

response (n): αντιδρώ, απαντώ, αποκοίνομαι

responsible (adj): υπεύθυνος

restricted: περιορισμένος

retard (v): επιβοαδύνω

retire (v): αποσύρομαι, συνταξιοδοτούμαι

reverse (v): αναστρέφω

revise (v) : αναθεωρώ, επαναλαμβάνω, επανεξετάζω

revolution (n): στροφή, περιστροφή

revolutions per minute (rpm) : (περι) στροφές ανά λεπτό

rice (n): ούζι

rickets (n): ραχίτιδα, ραχιτισμός

riffle (n): τουφέχι

rig (v): εξαρτίζω πλοίο, αρματώνω (πλοίο), εξοπλίζω, τοποθετώ

ring (n): δακτύλιος, ανέλο, κουλούρι, κρίκος

ripple (n) : ελαφοός κυματισμός της θάλασσας, ουτίδωση

**rise** (n/v): the wind rises: ενδυνάμωση ανέμου

risk (n): μίνδυνος, ρίσμο

rival (n): αντίπαλος

river (n): ποταμός

rivet (n, v) : καρφί για ελάσματα, κν. περτσίνι, κν. περτσινώνω

robust (adj): εύρωστος

rocker (n) : τόξο

rocker arm (n): ζύγωθοο, μο-

χλοβραχίονας κινήσεως βαλβίδας, κν. κοκοράκι

rod (n): διωστήρας, ράβδος, βακτηρία

connecting rod (n): διωστήρας, βάκτρο εμβόλου

rocket (n): πύραυλος, ρουκέτα

roll (v): κυλίω, κυλίομαι, μποτάρω

roll-call (n,): κλήση για συγκέντοωση, καλώ σε σύναξη

rolls of steel: οόλοι ελασμάτων χάλυβα

**rope** (**n**) : σχοινί

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

rub (v) : τρίβω rubber (n) : ελαστικό, καου-

τσούχ rucksack (n) · ενδοομινό σαν

rucksack (n): εκδρομικό σακίδιο

rudder (n): πηδάλιο

rudder tiller(n) : oíax,  $\varkappa v.~\lambda \alpha$ - youdéqa

run (v): λειτουργώ, πρατώ σε λειτουργία, τρέχω

run aground (v) : εξοκείλλω, προσαράσσω

run into danger: κινδυνεύω running (n): λειτουργία μηχανής

rusty (adj): σκουριασμένος

Ss

sabotage 1: δολιοφθορά

**sack (n) :** σάχος **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

salutation (n): χαιφετισμός, προσφώνηση

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, λέπι, καθαλάττωση λέβητα

scavenge (v): σαρώνω, καθαρίζω

scavenge/scavenging air (n): αέρας σαρώσεως (με τον οποίο οι κύλινδροι καθαρίζονται από τα καυσαέρια των μηχανών εσωτερικής καύσεως)

scavenge pump : antlía sarásco-sews

schedule (n): δρομολόγιο πλοίου

scout (n/p): πρόσμοπος

scraper (n): ξύστρα

scream (n/v) : πραυγή, πραυγάζω

screw (n/v) : βίδα, βιδώνω

screwdriver (n) : ματσαβίδι

scrub (v): τρίβω, καθαρίζω, ξύνω με ψήκτρα

scull (n): μικοό κουπί

scupper (n): πλαϊνή οπή εποοής νερών, κν. μπούνι, επιφράκτης

**scuttle (v) :** βυθίζω ανοίγοντας τούπα στα ύφαλα του πλοίου

sea (n): θάλασσα

seafarer (np): ναυτικός

**sea-front (n) :** προκυμαία, παραλιακή λεωφόρος

seagull (n): γλάφος

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, σημαδούρα, υφαλοδείχτης χλπ., που χρησιμεύει στην χαθοδήγηση των ναυτιλλομένων

search (v, n): εφευνώ, έφευνα seaway (n): θαλάσσια οδός, πλεύσιμο μέφος θάλασσας (ιδ. επί στενών)

seaworthy (adj) : αξιόπλοος seaworthiness (n) : αξιοπλοία sea-urchin (n) : αχινός

**Second dog watch :**  $6-8\mu.\mu$ . ( $\beta\lambda$ . watch)

Second Mate (np) : δεύτερος αξιωματικός

Second Officer (n): δεύτερος πλοίαρχος, ανθυποπλοίαρχος

secure (adj): ασφαλής, ασφαλίζω, στερεώνω, πν. σιγουράρω

seem (v): φαίνομαι

segregated ballast: διαχωρισμένο έρμα

segregated ballast tank: δεξαμενή διαχωρισμένου έρματος

seismic (adj): σεισμικός

senior (adj): ανώτερος

separable (adj) : διαχωριζόμενος

separate (v): διαχωρίζω, ξεχωρίζω

sequence (n): ακολουθία, αλληλουχία, σειρά

session (n): συνεδρία

severe (v/adj): αποκόπτω, αυστηρός

**sew (v)** : οάβω

sextant (n): εξάντας

shackle (n): αγκύλιο αλυσίδας άγκυρας, κλειδί, τρόπος μετρήσεως βάθους (5 shackles of water)

shaft (n): άξονας

shaft horse power (SHP) : αξονική ιπποδύναμη

shallow (adj): ρηχός

shank (n) : άτρακτος, αδράχτι

**sharpen** (v) : απονίζω, πάνω αιχμηρό, ποφτερό

shears (n): ψαλίδα

shed (n): υπόστεγο

**sheer** (**adj/adv**/) : αμιγής, καθαοός, ολότελα

sheer (v/n): στραβοτιμονιάζω, παρεκκλίνω

sheers (n): τρίποδας ανυψωτήσας

**shift (n/v) :** βάρδια, μετατόπιση, μετατοπίζω

shifting (n): μετατόπιση φορτίου

shingles (n): (ιατρ.) έρπης ζωστήρ

**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

Ship's register (n): πιστοποιητικό νηολογήσεως του πλοίου, έγγραφο εθνικότητας

shiver (v): tréma anó ton aéra  $\acute{\eta}$  rigá anó to nrúo, tourtouríza

shoal (n): ύφαλος

shock (v/n):  $\varkappa$ λονίζω,  $\varkappa$ λονισμός (τράνταγμα),  $\varkappa$ ρούση, πρόσκρουση

**shoot** (**v**) : ανιχνεύω (βλάβη σε μηχανή)

shore (n): αχτή, παραλία

**shower (n) :** μπόρα, δυνατή βροχή μικρής διάρκειας

sight (n, v): θέα, όραση, αξιοθέατο, βλέπω

**sign (v/n) :** υπογράφω, ένδειξη, σήμα διαχριτικό

**sign on (v):** ναυτολογώ, εγγράφω στο ναυτολόγιο

sign off (v): διαγράφω από ναυτολόγιο, συνών.: discharge

signal (n,v): σήμα, σημαίνω significant (adj): σημαντικός silver (n/adj): ασήμι, ασημένιο silence period: περίοδος σιγής

silent (adj) : σιωπηλός

simultaneous (adj) : ταυτόχρονος

**single (adj/v) :** απλός, μονός, διαχωρίζω, διαλέγω

sink (v): βυθίζομαι, βυθίζω, βουλιάζω

size (n): μέγεθος

skimmer (n): σύστημα συλλογής υγρού

**skin (n/v) :** περίβλημα πλοίου, δέρμα, γδέρνω

skipper (n): πλοίαρχος μιπρού εμποριπού σπάφους

sky partly clouded : με ρική νέφωση

**slack (adj, v) :** χαλαρός, χαλαρώνω

**slacken (v)** : χαλαρώνω **slanted (adj)** : λοξός

slant (n): ευνοϊκός άνεμος μικοής διάρκειας

sleet (n): χιονόνερο

sleeve (n): θήκη, κν. μανίκι

slide (v): ολισθαίνω

slight (adj): ελαφρός, λίγος, μικρός

slim (adj): λεπτός, λιγνός, αμυδρός

slime (n): λάσπη, γλοιώδες υπόλειμμα

sling (n): αορτήρας, σφεντόνα slip (v): γλιστοώ, 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

sluice (n): ουθμιζόμενη θυοίδα εξόδου νερού

**slump (adj) :** απότομη πτώση (οικονομική ύφεση) αντ. boom

sneak (v) : κινούμαι ύποπτα, μπαίνω/βγαίνω κουφά

software (n): λογισμικό

solid (adj, n): στερεός, στερεό solution (n): λύση, επίλυση, διάλυμα

sonar: ηλεκτρονική συσκευή εντοπισμού θέσεως υποβουχίων, καταδυομένων αντικειμένων

sort (n): είδος

**sort out (v) :** ταξινομώ, ταχτοποιώ

source (n): πηγή

**south** (**adj**, **n**) : νότιος, νότος, νοτιάς, όστοια

southeast (adj, n): νοτιανατολικός, νοτιανατολικός άνεμος, σιρόκος

southwest (adj, n): νοτιοδυτικός, νοτιοδυτικός άνεμος, γαρμπής

soya (n): σόγια

**space (n)** : χώρος

spaceship (n): διαστημόπλοιο

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

spices (n): μπαχαρικά

spill (v): χύνω, χύνομαι

spillage (n): χύσιμο

**spindle (n) :** ατράκτιο, αξονίσκος, πάσσαλος

spiral (adj): σπειροειδής, ελικοειδής

spirits (n): οινοπνεύματα, καλή διάθεση

spontaneous (adj): αυθόρμητος spontaneous combustion: αυτα-νάφλεξη

spontaneously (adv): αυθόρμητα

**spot** (n/v) : κηλίδα, σημείο, θέση, μέρος, στίγμα

**spray (n, v) :** ψεκασμός, ψεκάζω **spread (v) :** απλώνω, εξαπλώνω

spring (n): ελατήριο, σχοινί, παλαμάρι

sprinkler (n): εκτοξευτής νερού sprinkler head: κεφαλή νερού

squad (n): ομάδα 8-10 ανδοών με αποστολή

squall (n): οιπαίος άνεμος

square metres or meters : τετραγωνικά μέτρα

stable (adj): σταθερός, ευσταθής

stabilizer (n): σταθεροποιητής stability (n): σταθερότητα, ευστάθεια

staff (n): ποοσωπικό, επιτελείο, ράβδος, βακτηρία, κοντάρι σημαίας

stand (v): παραμένω, αντέχω, στέχω, κρατάω πορεία παρά την τριχυμία

stand by(v): βρίσκομαι σε ετοιμότητα

starboard (n): δεξιά, η δεξιά πλευρά πλοίου

starboard light : δεξιός πλευρικός φανός

state (n): κατάσταση

state of sea: κατάσταση θάλασσας (βλ. Appendix 8)

static (adj): στατικός

stative (adj): στατικός

**statute mile (n) :** μίλι ξηράς (1609 μ.)

**staunch (n) :** στεγανός, σταθερός, αξιόπιστος

steam (n): ατμός

steamer (n): ατμόπλοιο

steamship (n): ατμόπλοιο steel (n): γάλυβας, ατσάλι steel plates (n): ελάσματα

steer (v): πηδαλιουχώ, διευθύνω την πορεία του πλοίου, χυβερνώ

steerage way (n): ταχύτητα πλοίου επαρχής για τη λειτουργία του πηδαλίου

steering (n): πηδαλιουχία, τιμονιάρισμα

stem (n): στείρα (ποράπι της πλώρης)

stern (n):  $\pi$ ούμη,  $\pi$ ούμνη

stern light: φανός κορώνης. φανός πούμνης

stern line (n): πουμνήσιο σχοινί

stern-post (n): ποδόστημα

sternway (n): οπισθοδοόμηση

stevedores (np): στοιβαδόροι

steward (np m): θαλαμηπόλος

stewardess (np f):  $\theta \alpha \lambda \alpha \mu \eta \pi \delta \lambda o \zeta$ , καμαρώτος

stock (n): στύπος άγκυρας, τσίπος

stock (v,n): εφοδιάζω, δημιουργώ απόθεμα, απόθεμα

stopper pin (n): ανασχετήρας

storm (n): σφοδοή θύελλα

stormy (adj): θυελλώδης stow (v): στοιβάζω

stowage (n): στοίβασμα, στοίβαγμα

stowaway (np): λαθοεπιβάτης

streak (n): λευκός αφρός, λωρίδα

stress (v/n): τονίζω, εντείνω, πιέζω, πίεση, κόπωση, καταπόνηση,

stretch (v): τεντώνω, τραβώ, απλώνω, τεζάρω (π.χ. σχοινί), ξαπλώνω, εντείνω

stretch (v/n): επιμηχύνω, τραβώ, εκβιάζω, τεντώνω, μήκος διαδρομής (ιστιοφόρου), έκταση

strict (adj): αυστηρός, λιτός

stroke (n): διαδρομή εμβόλου

2-stroke engine: δίχρονος κινητήρας

4-stroke engine: τετράχρονος κινητήρας

stroll (v): κάνω περίπατο, σουλατσάρω

strong breeze: ισχυρός (άνεμος)

strong gale: θύελλα

structure (n): κατασκευή

stunted (part): περιορισμένος subdivide (v) : υποδιαιοώ

submarine (n, adj): υποβούχιο,

submerge (v): καταδύομαι, γώνομαι, γώνω κάτω από την επιφάνεια της θάλασσας

submerged: σχεπασμένος με νερό ευρισκόμενος κάτω από την επιφάνεια της θάλασσας, βυθισμένος

subsequently (adv): μετά ταύτα, μεταγενέστερα

subsidiary (n, adj): επικουοικός, βοηθητικός, εξαρτημένος

substance (n): ουσία

suction (n): αναρρόφηση

suction pump (n): αντλία αναρροφήσεως

suffer (v): υποφέρω, πονώ, τιμωρούμαι, πάσχω, υφίσταμαι

suggest (v) : προτείνω

suggestion (n): πρόταση, υπόδειξη

sufficient (adj): αρχετός, επαρκής

sugar (n): ζάχαρη

sun (n): ήλιος

sundry (adj): διάφορος

sunny (n): ηλιόλουστος

supercharger (n): υπερσυμπιεστής

superimposed (adj): υπερυψωμένος

superior (adj): ανώτερος

superstructure (n): υπερματασκευή πλοίου

supervise (v) : επιθεωρώ

supply (v) : παρέχω, τροφοδοτώ, εφοδιάζω, προσφορά

supply tank (n): δεξαμενή εφοδιασμού

surface (v, n): ανεβαίνω στην επιφάνεια, επιφάνεια

surface chart: χάρτης καιρού επιφάνειας

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

suspect (v/n): υποπτεύομαι

suspicion (n): υποψία

suspend (v): αναρτώ, επικρέμαμαι, αιωρούμαι, αναστέλλω, βάζω σε διαθεσιμότητα

sustenance (n): συντήρηση

suspension (n): ανάρτηση

swab (n): μάχτοον, χν. πατσαβούρα

sweat (v): ιδρώνω

swell (n): αποθαλασσία, φουσκοθαλασσιά (κυματισμός που παραμένει μετά τη λήξη της αιτίας που τον ποοκάλεσε). κυματισμός που ποοκαλείται από τη διέλευση άλλου πλοίου

no swell: νηνεμία

low swell short/average:  $\varepsilon \upsilon \theta \alpha$ -

λασσία

low swell long: γαλήνη

moderate swell average length:

σάλος, τοιχυμία

moderate swell long: επίσαλος, φουοτούνα

moderate swell short: χυματι-

στός

heavy swell short/average: κλυδώνιο, μεγάλη φουρτούνα heavy swell long: μαινόμενη, χοντοή φουρτούνα confused swell: παράφορη,

άγρια θάλασσα swim (n/v) : κολυμπώ

swimsuit (n): μαγιό

swing (n,v): ταλάντωση, φευμάτισμα πλοίου, αιώρηση, κούνια, αιωρούμαι

switch on (v) : ανάβω (φως)

synopsis (n): σύνοψη, περίληψη synoptic chart (n): μετεωρολογικός χάρτης

sway (v): ταλαντεύομαι

swift (adj): σβέλτος, γοργός, άμεσος

swim (n, v): κολύμπι, κολυμπώ symptoms (n): συμπτώματα

#### Tt

tack (v): διαδρομή ιστιοφόρου με αντίθετο άνεμο, προσήνεμη πλευρά ιστίου κατά τη διαδρομή, αναστρέφω για να δεχθούν τα πανιά τον άνεμο από την άλλη πλευρά

tacking (n): πλεύση ενάντια στον άνεμο

tackle (v): επιχειοώ, 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

teflon (n): τεφλόν

team (n/v): ομάδα, συνεργάζο-

telegraph (n): τηλέγραφος, τηλεγραφώ (βλέπε: engine room telegraph orders (n): παραγγέλματα τηλεγράφου μηχανής (Appendix 7)

temper (n): ιδιοσυγκρασία, ψυχραιμία, χαρακτήρας

temporary (adj) : προσωρινός

tendency (n): τάση

terminate (v): τερματίζω

territorial (adj): χωρικός,

territorial waters: χωρικά ύδατα

territory (n): περιοχή

test (v, n): ελέγχω, δοκιμάζω, δοκιμή, έλεγχος

thermostat (n): θερμοστάτης

thick (adj) : παχύς

thin (adj) : ελαφούς, λεπτός

thorough (adj): τέλειος, λεπτομερής εξονυχιστικός

thrill (v) : ενθουσιάζομαι πολύ, αισθάνομαι ρίγη συγκινήσεως

throttle (n/v): στραγγαλιστική βαλβίδα, στργγαλίζω, περιορίζω τη ροή ατμού

throw (v): ρίπτω

thrust (v, n) : προωθώ, πίεση, ώθηση, ώση

thunder (n): αεραυνός

thunderstorm : καταιγίδα με κεραυνούς

tidy (v, adj): συγυρίζω, τακτοποιώ, τακτικός

tight (adj) : σφικτός

**tighten (v) :** σφίγγω, κάνω στενανό

tile (n) : κεραμίδι, πλακάκι

tiller (n): δοιάκι, λαγουδέρα

timber (n): ξυλεία

time (n): χρόνος, ώρα, φόρα timing chain (n): χρονική άλυσσος

tin (n): κασσίτερος, κονσέρβα

tobacco (n): καπνός

toggle (n): σκαλμίσκος, κουτσανέλο

tolerate (v): ανέχομαι, υπομένω αδιαμαρτύρητα

tongs (n): λαβίδα, τσιμπίδα

tonne (metric): μετρικός τόνος, μονάδα βάρους ίση με 1000 χλγ.

**ton (Long Ton) :** τόνος, μονάδα βάρους που ισοδυναμεί με 2240 λίβοες ή 1016 χλγ.

tonnage (n): χωρητικότητα πλοίου

tool (n): εργαλείο

topic (adj): θέμα, ζήτημα

torpedo (n/v): το ρπίλη

torque (n): ροπή

tow (n, v): ουμουλκούμενο πλοίο, ουμουλκώ

tow-line (n): σποινί χρησιμοποιούμενο για τη ουμούλκηση πλοίων

towage: ουμούλκηση, τέλη ουμουλκήσεως

tow-boat (n): ουμουλκό σκάφος

tower (n): πύργος

towing (n): ουμούλκηση

towing light: φανός ουμουλκήσεως

towing signal: σήμα ουμουλκήσεως

towing vessel (n): ουμουλχό

toxic (adj): τοξικός

track (n/v): ακολουθώ ίχνη, αφήνω ίχνη, ιχνηλατώ, παρακολουθώ, στίβος, πατημασιά, πέρασμα, μονοπάτι, ίχνος, κανάλι εγγραφής

tracking (n): ευθυγράμμιση, κατανομή σπουδαστών σε πρόγραμμα

traffic (n): κυκλοφορία

training (n): εκπαίδευση, εξάσκηση

tramp (n): αλήτης, πλάνης, εμπορικό πλοίο ελεύθερου ναύλου

transaction (n): συναλλαγή

transfer (v) : μεταφέρω, μεταβιβάζω

transform (n/v): μετασχηματίζω, μεταμορφώνω, μετατρέπω

transmission (n): μετάδοση, μεταβίβαση, εππομπή

transmit (v) : εκπέμπω, μεταβιβάζω

transmitter (n) : πομπός

transom (n): ζυγός πούμνης, επίπεδη πούμνη πλοίου, άβαξ, κν. παπαδιά

transverse (adj): εγκάρσιος transversely (adv): εγκάρσια

tray (n): δίσκος

treat (n/v): περιποίηση, κέρασμα, συμπεριφέρομαι, χειρίζομαι, περιποιούμαι, κερνώ

trend (n): τάση

triangle (n): τοίγωνο

trim (n): διαγωγή πλοίου, ευθέτηση φορτίου, κν. χαπιάρισμα

trip (n): ταξιδάκι (συνήθως αναφέρεται με συγκεκριμένο προορισμό), διαδρομή

triple (adj) : τριπλός

trireme (n): τριήρης

trout (n): πέστροφα

truck (n) : φορτηγό αυτοκίνητο

tsunami (n): παλιρροϊκό κύμα

tube (n): αυλός, σωλήνας

tug (n, v): ουμουλκό σκάφος, ουμουλκώ

tug boat (n): ουμουλκό

turbo charger (n): στοοβιλοσυμπιεστής

turbulence (n) : στροβιλισμός twin (adj) : διπλός, δίδυμος twin screw ship : πλοίο με δύο

έλικες / προπέλες typhoon (n) : τυφώνας

#### Un

ullage (n): μενό εμτονώσεως δεξαμενής πετρελαίου, απογέμιση

ultimate (adj): τελικός, τελευταίος

unacceptable (adj) : απαράδεκτος

**unanimity (n) :** ομοφωνία **unbeatable (adj) :** ανίκητος, αχτύπητος

uncertainty (n): αβεβαιότητα, ανασφάλεια, χίνδυνος

undertaker (np) : εργολάβος (κηδειών), ανάδοχος έργου

undesirable (adj): ανεπιθύμητος uneasy (adj): ανήσυχος, ταραγμένος

unemployment (n): ανεργία,

unfit (adj): ακατάλληλος

unload (v): ξεφορτώνω

unsinkable (adj) : αβύθιστος

**update** (**v**) : εκσυγχρονίζω, ενημερώνω

underneath (adv) : από κάτω

unique (adj): μοναδικός

union (n): ένωση, σωματείο

unmanned (adj): λειτουργία χωρίς παρακολούθηση ανθρώπου

unrivalled (adj) : απαράμιλλος

urge (v): πιέζω, βιάζω, παροτούνω

urgency (n): κατεπείγουσα ανάγκη

urgent (adj) : επείγον

usually (adv): συνήθως

utensil (n): οικιακό σκεύος

utilization (n): χρησιμοποίηση

Vv

vacancy (n): κενή θέση

vacuum (n): κενό

valid (adj): έγκυρος, ισχύων

value (n): χρηματική τιμή, αξία, απόλυτη τιμή, ηθική αξία

valve (n): βαλβίδα

vane (n): πεπλατυσμένο τμήμα πτερυγίου, ανεμούριο

vegetables (n): λαχανικά

vegetarian (np) : χορτοφάγος

vent (v/n): δίνω δίεξοδο σε υγρά ή αέρια ή σε συναισθήματα, οπή, εξαεριστικός σωλήνας κυτών, άνοιγμα, σχισμή, διέξοδος

venture (n/v): τόλμημα, παρακινδυνευμένη επιχείρηση, π.χ. αποστολή εμπορευμάτων στο εξωτερικό προς πώληση για λογαριασμό τρίτου

**vapour** (n/v) : υδρατμός, ατμοποιώ

vary (v): ποικίλλω, μεταβάλλω, αλλάζω, διαφοροποιώ

veer (v): (για αέρα) υποστρέφω, αναστρέφω κατά πρύμνη, αλλάζω κατεύθυνση

**vehicle (n):** όχημα, μεταφορικό μέσο, μέσο επικοινωνίας

velocity (n): ταχύτητα

ventilate (v): (εξ)αερίζω

ventilation (n): (εξ)αερισμός versatile (adj): εύστροφος, προσαρμόσιμος, πολυσχιδής

version (n): εκδοχή, μοντέλο

vessel (n) : πλοίο, σκάφος

VHF (Very High Frequency): πολύ υψηλή συχνότητα

vibration (n) : κραδασμός

vicinity (n): εγγύτητα, γειτνίαση viewpoint (n): άποψη, αντίληψη.

σκοπιά

violate (v) : παραβιάζω

visa: θεώρηση (διαβατηρίου), βίζα (εισόδου/εξόδου)

viscosity (n): το ιξώδες, ιξότης

visibility (n): ορατότητα

visible (adj) : ορατός

violate (v): βιάζω, παραβιάζω, ασελγώ, προσβάλλω

volume (n): όγκος

vortex (n): στρόβιλος, δίνη (π.χ. όταν βυθίζεται πλοίο), ίλιγγος

voyage (n): θαλασσινό ταξίδι, maiden voyage: παρθενικό ταξίδι

#### Ww

wanted (part. adj): ζητείται, καταζητείται

ware (n): πραμάτεια, πλ. εμπορεύματα

warehouse (n): αποθήκη, γενικές αποθήκες υπό τελωνειακό έλεγχο

warn (v): προϊδεάζω, προειδοποιώ

warning (n): προειδοποίηση

warp (adj): (για ξύλο) πετσικαοισμένο, στοαβό, σκεβοωμένο, στοεβλωμένο

warship (n): πολεμικό πλοίο

waste (v, n): σπαταλώ, άχρηστο, σπαταλημένο, χαμένο από διαρροή ή απροσεξία

waste rags (n): στουπιά watch (n): βάοδια, φυλακή

middle watch : 12-4  $\pi$ . $\mu$ . morning watch : 4-8  $\pi$ . $\mu$ .

forenoon watch:  $8-12 \pi.\mu$ .

*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  $\mu$ . $\mu$ .

first watch : 8-12  $\mu.\mu.$ 

watch officer (n): αξιωματικός βάρδιας

waterline (n): ίσαλος γραμμή waterproof (adj): αδιάβροχος

watertight (adj): στεγανός

wavelet (n): μικρό κύμα

wear (n, v): φθορά από χρήση, φθείρω, φορώ

weather (n): καιρός

wedge (n/v): σφήνα, μπήγω σφήνα, σφηνώνω

weigh/heave up the anchor (v): ανασπώ την άγκυρα, βιράρω, σαλπάρω

weight (n): βάρος, βαρύ σώμα, άχθος

weld (v): συγκολλώ μέταλλα welding (n): συγκόλληση

west (adj, n): δυτικός, δύση, δυτικός άνεμος, πουνέντες

wet air: υγρασία

whaler (n): φαλαινοθηρικό

wharf (n): προβλήτα λιμανιού που εισχωρεί στη θάλασσα, κατασκευαστή προκυμαία για να πλευρίζουν πλοία

wheat (n): σιτάρι, σιτάλευρο whistle (v, n): σφυρίζω

white horse (n): προβατάκι (στη θάλασσα)

whole gale: ισχυρή θύελλα

wide (adj): ευούς, φαοδύς

willingness (n): προθυμία

winch (n): βαρούλκο για φορτο-

εκφόρτωση, στροφείο wind (n): άνεμος

windlass (n): εργάτης άγκυρας (μανουβέλο / μπόμπα)

windscreen (n): αλεξίνομο, μπροστινό τζάμι αυτοκινήτου

windscreen wiper (n): υαλοκαθαριστήρας

wine (n) : κρασί

wing (n): πλευρά, πτέρυγα

wiper (n): καθαριστής μηχανών, μέλος του πληρώματος

wire (n, v): καλώδιο, σύρμα, τηλεγράφημα, τηλεγραφώ

wireless operator/officer : ασυφματιστής, αξ/κός ασυφμάτου

wireless telegraphy: ασύρματος τηλεγραφία

woodpulp (n): ξυλόμαζα, πολτός για την κασκευή χαρτιού

wool (n): έριο, μαλλί, μάλλινο ύφασμα

workpiece (n): δοκίμιο εργασίας, αντικείμενο για επεξεργασία

wreck (n): ναυάγιο, αποτυχία, καταστροφή, ναυαγισμένο πλοίο

wrench (n) : κλειδί

#### $\mathbf{X}\mathbf{x}$

**xebec (n) :** τύπος ιστιοφόρου (μπελού), λιβυρνίς (σκάφος απτοφυλακής)

#### Yv

yacht (n): θαλαμηγός

yard (n): αυλή, μονάδα μετρήσεως μήχους, γυάρδα (0,914 μ.)

yaw (v): εκπίπτω της πορείας μου (το πλοίο λόγω ανέμου ή ρεύματος στρέφεται άλλοτε δεξίά και άλλοτε αριστερά)

yoke (n): ζυγός, ζεύγη

#### 7.7.

zenith (n): ζενίθ

zinc (n): ψευδάργυρος, αν. τσίγαος

zone time (n): συμβατική ώρα

ζώνης

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