



ΧΡΥΣΟΥΝ ΜΕΤΑΛΛΙΟΝ
ΑΚΑΔΗΜΙΑΣ ΑΘΗΝΩΝ

ΕΚΠΑΙΔΕΥΤΙΚΟ ΚΕΙΜΕΝΟ
ΑΚΑΔΗΜΙΩΝ ΕΜΠΟΡΙΚΟΥ ΝΑΥΤΙΚΟΥ

MARITIME ENGLISH

for deck officers volume 1

PARASKEVI L. PAPALEONIDA

2nd edition

ΠΛΟΙΑΡΧΩΝ



ΙΔΡΥΜΑ ΕΥΓΕΝΙΔΟΥ

ΒΙΒΛΙΟΘΗΚΗ ΤΟΥ ΝΑΥΤΙΚΟΥ

MARITIME ENGLISH FOR DECK OFFICERS

VOLUME I

PARASKEVI L. PAPALEONIDA

Maritime English Instructor
Merchant Marine Academy of Macedonia (AEN MAKEDONIAS)

2nd edition

AΘΗΝΑ
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PREFACE TO THE 2ND EDITION

The Publications Committee of the Eugenides Foundation, taking into account feedback from the teachers at the Merchant Marine Academies, has decided to restructure the books *Maritime English Volume I & Volume II* and create two new textbooks, titled:

- *Maritime English for Deck Officers (Vol. I and Vol. II)* and
- *Maritime English for Engine Officers (Vol. I and Vol. II)*

These new books are tailored to the two different fields of expertise, catering to the needs of Deck Officers and Marine Engineers respectively.

Each book comprises two volumes, with one volume covering semesters 1, 2, 3 and the other volume covering semesters 4, 5, 6. This restructuring aims to enhance the usability of the books for students at the Academies.

The content of the books aligns completely with the current syllabus of the *Maritime English* course, covering the entire course syllabus as per the curriculum. The primary objective is to assist students in comprehensively understanding and applying the subject matter, based on the specifications of the International Maritime Organisation (IMO Model Course 3.17 *Maritime English*). The length of the books corresponds to the teaching hours specified in the curricula and adheres to the recommendations of the Publications Committee of the Eugenides Foundation.

At the same time, the books have been enriched with theoretical texts as well as revision exercises, to meet the modern requirements of shipping and aid the learning process. The new elements incorporated into the books include:

- An introductory overview outlining the learning objectives of each unit.
- Summarised versions of the relevant theory presented in each unit, providing concise explanations of key topics.
- Comprehensive revision exercises, such as multiple choice and true/false questions, featured in the Review Units.
- An appendix containing useful abbreviations to aid students in understanding maritime terminology.

The present volume, *Maritime English for Deck Officers Vol. I*, serves as a teaching aid for the *Maritime English* course designed for Deck Officers, covering semesters 1, 2 and 3. The teaching material is structured into five units for each semester. Additionally, three Review Units are included, featuring integrated activities to consolidate the relevant terminology and expand on specific topics.

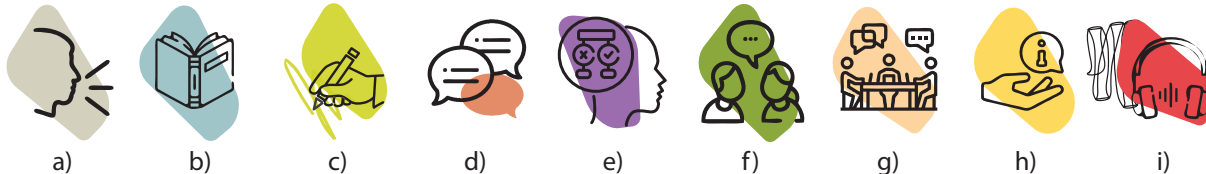
Special emphasis is placed on the Standard Marine Communication Phrases (IMO SMCP), which are practised throughout the individual units, depending on the topic being covered. Also, Unit 1 is dedicated exclusively to the terms included in the Glossary and General sections found in the relevant IMO publication “Standard Marine Communication Phrases”.

The books in the *Maritime English* series are designed to equip students with the language skills necessary to communicate confidently and fluently in their professional roles as Merchant Marine Officers. Emphasis is placed on developing the communicative competence of Watchkeeping Officers in English (a requirement of STCW 78/95, as amended) in the context of teaching English for Specific Purposes. Throughout the series, there is an emphasis on engaging students in interactive activities that simulate communicative situations encountered in the maritime industry, based on contemporary material of maritime interest.

All units of the books feature numerous listening comprehension activities. The corresponding audio material can be downloaded from the Eugenides Foundation website, specifically from the section titled **“The Seafarer’s Library” (1967 to date) - Textbooks for students** (<https://www.eef.edu.gr/el>).

The books are aimed at mixed-ability classes and for this reason an effort has been made to offer the instructor the flexibility to choose, depending on the level of the class, from a variety of teaching material. The language skills practised in each exercise, as well as its central focus, are indicated by

special symbols, as follows: a) Speaking, b) Reading, c) Writing, d) Class discussion, e) Self-assessment, f) Pair work, g) Group work, h) Information and i) Listening comprehension.



After each text, a 'Glossary' is provided, listing synonyms or definitions related to the vocabulary used in the text. This serves as a reference point for vocabulary practice and review, encouraging students to keep their own English-English vocabulary notes.

In addition, grammatical structures found in the individual topics are presented in Appendix IV: Grammar. A reference to this appendix is made whenever a particular grammatical phenomenon is introduced in exercises, allowing students to refer to it if needed.

I would like to thank the Publications Committee of the Eugenides Foundation for their support throughout the update of the books. It has been a pleasure to continue collaborating with the highly-skilled staff of the Foundation's Publishing Department, whose dedicated efforts ensured the presentation of the updated version of the work is more comprehensive and refined. I am also grateful to the scientific consultant of the book, Mr. Georgios Dounavis, Maritime English Instructor at the Merchant Marine Academy of Syros (AEN Syrou), for our fruitful cooperation.

Special mention is due to Piraeus Traffic VTS Centre for kindly providing recorded material concerning communications during routine marine traffic.

I would like to express my gratitude to those colleagues, English teachers, as well as Captains and Engineers working in Maritime Education, who have provided invaluable advice and assistance during the research and collection of necessary material for the project.

Finally, I extend special thanks to all the students of AEN Makedonias whose enthusiastic participation and contributions, including providing photographs from their private collections and assisting in the creation of audio material, have greatly enriched the project.

The author

A few words about the author

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She earned with distinction her PhD in English Studies from the Aristotle University of Thessaloniki (Greece) and also holds an interdisciplinary MA in English and Women's Studies from the University of York (UK). She has served as a Contract Lecturer at the English Department of Aristotle University of Thessaloniki, taught English for Specific Purposes in vocational training institutes and worked as an Oral Examiner in English Language Certification Examinations.

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Part 1

1st SEMESTER

Unit 1

IMO Standard Marine
Communication Phrases



Unit 2

The Seafarer



Unit 3

Ship Familiarisation



Unit 4

Safety Equipment on Board



Unit 5

Work Activities on Board



Review 1

Units 1 - 5



Unit 1

IMO Standard Marine Communication Phrases

- 1.1 IMO Standard Marine Communication Phrases
- 1.2 Spelling, Numbers and Call Signs
- 1.3 What's the time?
- 1.4 Distress, Urgency and Safety Signals
- 1.5 PA announcements/Instructions on how to put on your lifejacket
- 1.6 Standard Wheel Orders (SMCP A2/1)
- 1.7 Position; bearing; course; distance; speed; draught (SMCP: General)
- 1.8 Terminology (SMCP: Glossary)
- 1.9 Round-up

Learning Objectives

Learn to do the following in English:

- ✓ Understand ship's call signs and messages using the international maritime alphabet
- ✓ Understand information that contains times and numbers
- ✓ Understand GMDSS message signals
- ✓ Understand PA announcements
- ✓ Understand helm orders
- ✓ Understand ship's position, course, speed, draught
- ✓ Understand the glossary terms used in the SMCPs



Unit overview

Navigational and safety communications at sea (ship-to-shore, shore-to-ship, ship-to-ship and on board ship) must be precise and simple to avoid confusion and error. There is a need to standardise the language used, so the International Maritime Organisation promotes the use of standard phrases.

In this unit you will learn about the IMO **Standard Marine Communication Phrases**. The ability to use and understand these phrases is required for the certification of officers in charge of a navigational watch on ships.

You will learn and practise the **glossary terms** that are presented in the SMCPs. Also, you will be introduced to **PA announcements** as well as general communication features, such as the use of the maritime alphabet for **spelling**, as well as the correct way to say **times** and **numbers** and to express **position**, **course**, **speed** and **draught**. Finally, you will become acquainted with **distress signals and messages** as well as standard **wheel orders**.

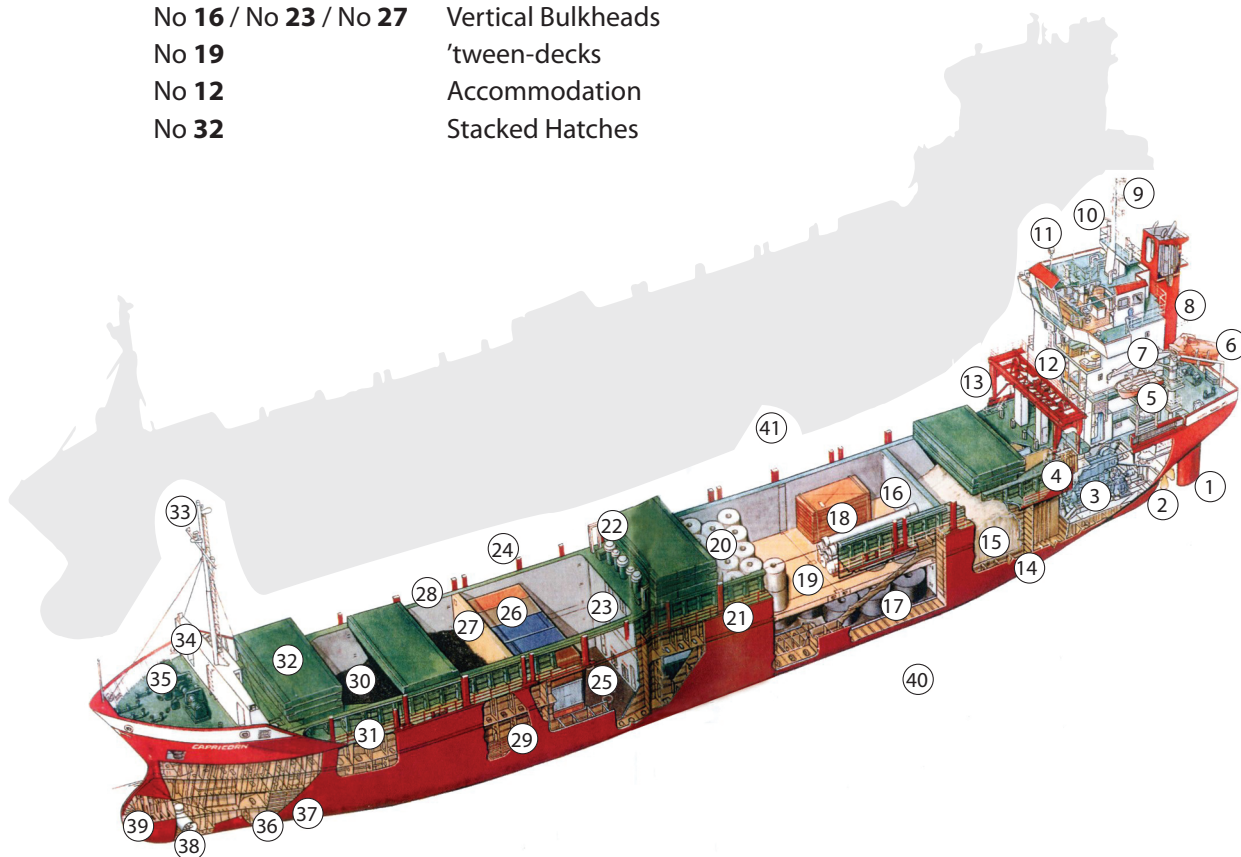


Glossary

ballasting	using water as ballast (in ballast tanks) for keeping the ship stable
trimming	to balance a ship by shifting its cargo
watertight	constructed so tightly as not to leak any water
vertical	the opposite of horizontal
separate	divide, come between
increase	become greater, larger
discharging	unloading
mooring	securing a vessel by cables, wires or ropes to a dock or to a buoy or anchoring with 2 anchors
mooring winch	a machine on a ship used to haul in mooring lines when securing the ship to a pier / wharf / quay

B. Find the following parts on the picture of the Capricorn below.

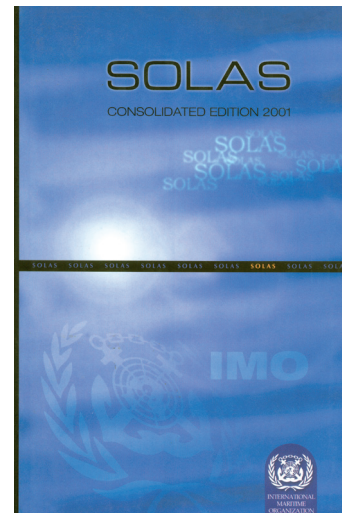
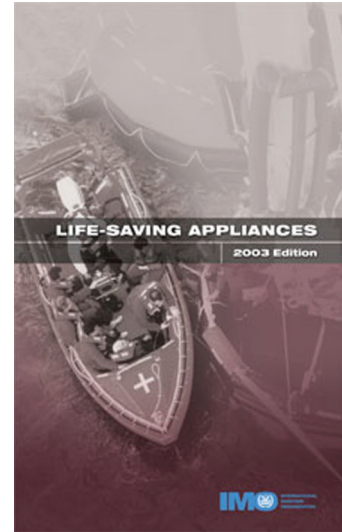
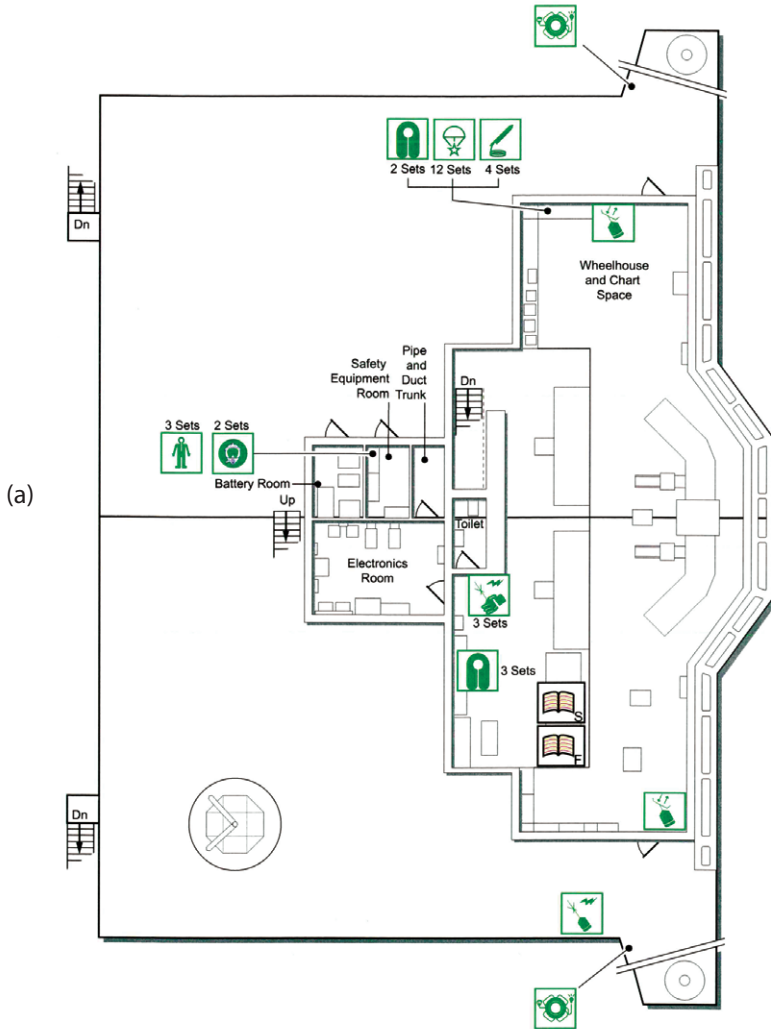
No 39	Forepeak tank in bulbous bow
No 35	Anchor windlass on the forecastle
No 8	Funnel with all exhaust pipes
No 1	Rudder
No 16 / No 23 / No 27	Vertical Bulkheads
No 19	'tween-decks
No 12	Accommodation
No 32	Stacked Hatches



Lead-in: Check what you know.



The following pictures show items related to Safety On Board, and particularly Safety Equipment On Board. What is shown in each picture? Match the text to the pictures as a starting point to discuss in class.



Surviving disaster – The Titanic and SOLAS

In 1914, two years after the Titanic disaster of 1912, in which 1,503 people lost their lives, maritime nations gathered in London adopted the International Convention for the Safety of Life at Sea (SOLAS Convention), taking into account lessons learned from the Titanic. The 1914 version was superseded by SOLAS 1929, SOLAS 1948, SOLAS 1960 (the first adopted under the auspices of the International Maritime Organization) and SOLAS 1974. SOLAS 1974 is still in force today, but it has been amended and updated many times. The regulations relating to life saving appliances and arrangements, contained in chapter III of SOLAS, a new version of which entered into force on 1 July 1998, are intended to ensure that in the event of a catastrophe at sea, passengers and crew have the greatest chances of survival. Improved design and equipment, better fire protection, satellite communications, rescue planes and helicopters and trained personnel also contribute to improved safety at sea.

Ice patrol
In the first SOLAS 1914, after the Titanic disaster, ice patrols in the north Atlantic were set up and continue to be a SOLAS requirement.



Public address system
There was no public address system on the Titanic and news filtered to the passengers slowly, adding to the disorder and confusion. Under SOLAS, all passenger ships must be fitted with a public address system.



Lifeboat design
Some people died from hypothermia in the Titanic lifeboats because they were open and gave no protection against the cold. Under SOLAS, lifeboats must be fully or partially enclosed. On passenger ships, partially enclosed lifeboats can be used as they are easier to get into, but they must have a collapsible roof to fold across.



Speed of navigation around ice
The Commission on the Titanic ruled the loss was due to collision with an iceberg brought about by excessive speed at which she was being navigated. Under SOLAS, when ice is reported on or near his course the master of every ship at night is bound to proceed at a moderate speed or alter course.



Training of crew in lifeboat drill
The crew of the Titanic lacked training in loading and lowering the lifeboats and few lifeboats were not fully operational. Under SOLAS, senior officers did not know the boats had been tested and were strong enough. Under SOLAS, every crew member must participate in regular practice drills and have easy access to training manuals.



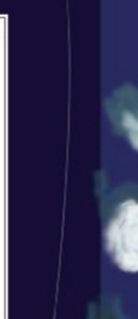
Immersion suits
The sea temperature when the Titanic sank was below freezing point and many people died in the hypothermia. Under SOLAS, a specific number of immersion suits must be carried on both passenger and cargo ships, mainly for the crews of rescue boats.



Number of lifeboats
The Titanic did not have enough lifeboats for all passengers. Under SOLAS, passenger ships must carry enough lifeboats (some of which can be substituted by liferafts) for all passengers, plus liferafts for 25%.



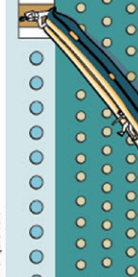
Distress alert
The Titanic used radio which had a limited range of 200 nautical miles. Ships can now communicate globally via satellites.



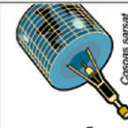
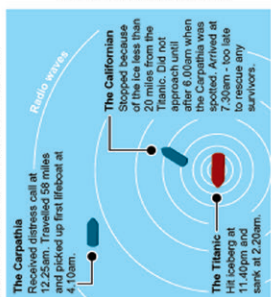
Lifeboat drill
No lifeboat drill was held on the Titanic. Under SOLAS chapter III an 'abandon ship' and fire drill must take place weekly on all passenger ships.



Evacuation chutes
Passengers on the Titanic jumped from windows and doorways into the lifeboats as they were lowered, often injuring themselves or other passengers. New emergency evacuation chutes are both safer and quicker.



Location
The land station at Cape Race, Newfoundland and ships other than the Carpathia and the Californian received no Titanic distress call but the arrows were sent with the Titanic's position. With EPIRBs and global positioning systems, the position of a ship in distress can be automatically sent.



Distress watch
The Californian was less than 20 miles away but the radio officer had gone off duty when the distress messages were sent. Under SOLAS, every ship while at sea must maintain a continuous watch on the distress and safety frequencies.

Part 2

2nd SEMESTER

Unit 6

Emergency On Board



Unit 7

Cargo Handling,
Quantities and Supplies



Unit 8

Vessel Particulars
and Specifications



Unit 9

What Weather Is Expected?



Unit 10

Past Voyages And
Sea Passages



Review 2

Units 6 - 10



Entry procedures

Everyone has the right to refuse to enter a space they consider unsafe. The correct entry procedures include the following steps:

- 1) Authorisation for entry by the master (obtaining a valid Enclosed Space Entry Permit)
- 2) Proper ventilation
- 3) Testing the atmosphere (steady readings of 21% oxygen, and special limits of flammable and toxic gases or vapours)

A person entering an enclosed space is responsible for:

- 1) Not entering alone
- 2) Only entering if fit and well
- 3) Using the appropriate PPE

A designated responsible person must ensure good communication exists between all parties.

What is the appropriate safety and rescue equipment? The equipment may vary depending upon the space, ship type and work involved. As a minimum, it will usually include:

- 1) SCBA (self-contained breathing apparatus) with a spare cylinder
- 2) Lifeline and rescue harness
- 3) Lighting, including torches
- 4) Stretcher
- 5) Means of raising stretcher (tripod type arrangement)
- 6) Communication equipment
- 7) Appropriate atmosphere testing equipment and personal gas meters

Appropriate personal protection equipment (PPE), including a personal gas meter, should be worn by all personnel entering the enclosed space.

Safety and rescue equipment for entering an enclosed space.
(from *A Master's Guide to Enclosed Space Entry*, The Standard Club, August 2021)



A. Which of the following messages contain an instruction and which ones a piece of information? Circle the correct message marker.

- 1) INSTRUCTION / INFORMATION Stop immediately.
- 2) INSTRUCTION / INFORMATION Steer course: 1-3-6 degrees true.
- 3) INSTRUCTION / INFORMATION My position is 20° 52' S, 034° 37' W.
- 4) INSTRUCTION / INFORMATION My cargo is naphtha.
- 5) INSTRUCTION / INFORMATION Proceed to the nearest safe anchorage.
- 6) INSTRUCTION / INFORMATION Do not cross the fairway.

B. What is the appropriate message marker for each of the following messages?

- 1) _____ Avoid this area—no possibility for vessels to turn.
- 2) _____ Recover your fishing gear.
- 3) _____ What part of your vessel is aground?
- 4) _____ Aground forward.
- 5) _____ MV Aldebaran is on opposite course.
- 6) _____ Alter your course to give way.
- 7) _____ What is the depth in the outer fairway?
- 8) _____ Reduce speed to three knots.
- 9) _____ The wind direction is NE force Beaufort 6.

C. Listen to the SMCP messages and decide what the appropriate message marker would be for each message. Write the marker in the space provided below. Then listen to the full messages to check your answers and repeat.

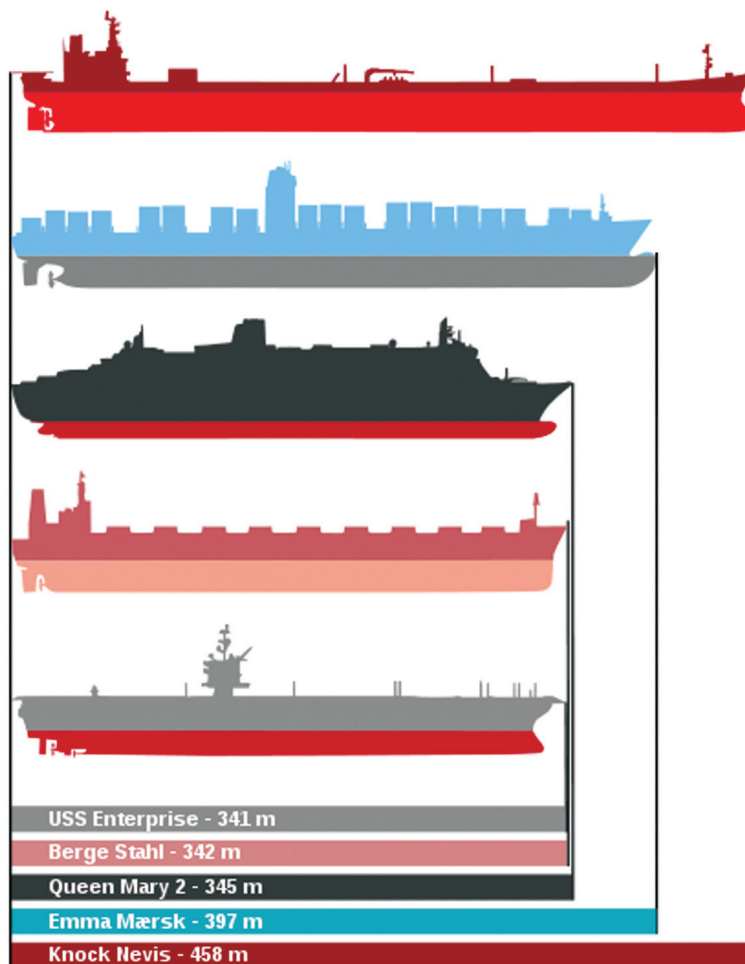


- | | |
|----------|----------|
| 1) _____ | 4) _____ |
| 2) _____ | 5) _____ |
| 3) _____ | 6) _____ |

D. The following words are also important in VHF communication. Fill in the gaps with these words and then listen to check your answers.



	correction	say again	repeat	mistake
QUESTION	What is your present speed?			
ANSWER	My present speed is 14 knots – (1)_____.			
	(2)_____, my present speed is 12, one-two, knots.			
QUESTION	What is your draught?			
ANSWER	My draught is 12.6, one-two decimal 6 metres.			
INSTRUCTION	Do not overtake – (3)_____ – do not overtake.			
...	(4)_____			
INSTRUCTION	Do not overtake.			



Glossary

wonder	something that causes great surprise and admiration
sister ship	a ship that is one of two (or more) similar ships built at the same time, a ship of the same class and identical design to another ship
feature (v)	to have as a prominent attribute or aspect
maiden voyage	the first voyage of a ship
scrap	to discard or remove from service (an old or inoperative vessel), especially so as to convert it to scrap metal

2) In pairs, ask and answer the following questions. Add some of your own questions, like the ones given, to compare the ships.



- Which one is bigger, the Queen Mary or the Symphony of the Seas?
- Is the world's largest bulk carrier longer than the largest container ship?

B. Write the missing headings in the SHIP TO SHORE Master/Pilot Exchange table. Use the headings below – there is one extra heading you will not need to use.

SHIP PARTICULARS	PILOT BOARDING	SHIP IDENTITY
ADDITIONAL COMMUNICATION INFORMATION	MANOEUVRING DETAILS AT CURRENT CONDITION	LOCAL WEATHER AND SEA CONDITIONS

SHIP TO SHORE Master/Pilot Exchange

(1).....

Name Call sign Flag
 Ship's agent Year built IMO No
 Cargo type Ship type Last port

(2).....

Fax Telex Other

(3).....

Date/ETA (UTC/LT) Freeboard
 Boarding station (if there is more than one)

(4).....

Draught fwd Draught aft Draught amidships (salt water)
 Air draught Length Beam
 Displacement Dwt Gross Net

ANCHORS

Port anchor Stbd anchor (length of cable available)

(5).....

Full speed Half speed
 Slow speed Min. steering speed
 Propeller direction of turn left/right Controllable pitch yes/no
 Number of propellers Number of fwd thrusters Number of aft thrusters

MAIN ENGINE DETAILS

Type of engine motor/turbine/other
 Max. number of engine starts Time from full ahead to full astern

EQUIPMENT DEFECTS RELEVANT TO SAFE NAVIGATION

Part 3

3rd SEMESTER

Unit 11

Incidents and Accidents at Sea



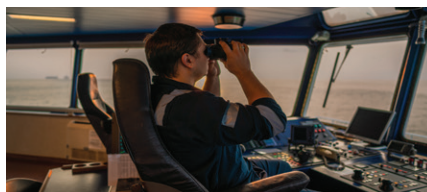
Unit 12

I Require Medical Assistance



Unit 13

Call the Watch Engineer



Unit 14

PLS ADV ASAP



Unit 15

I Read you Good

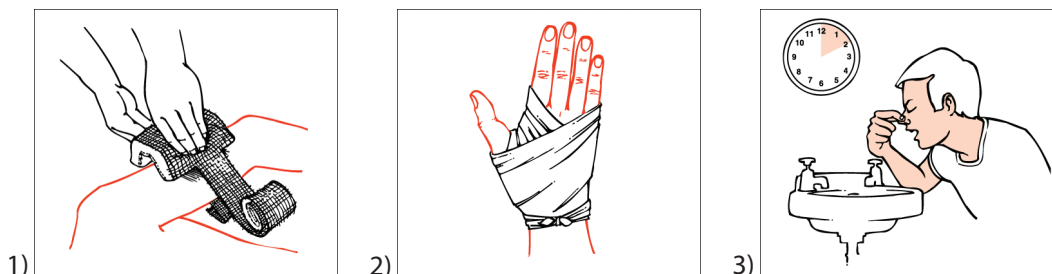


Review 3

Units 11 – 15



E. Look at the figures below and match them to the recommended first aid treatment. Give the correct title for each figure.

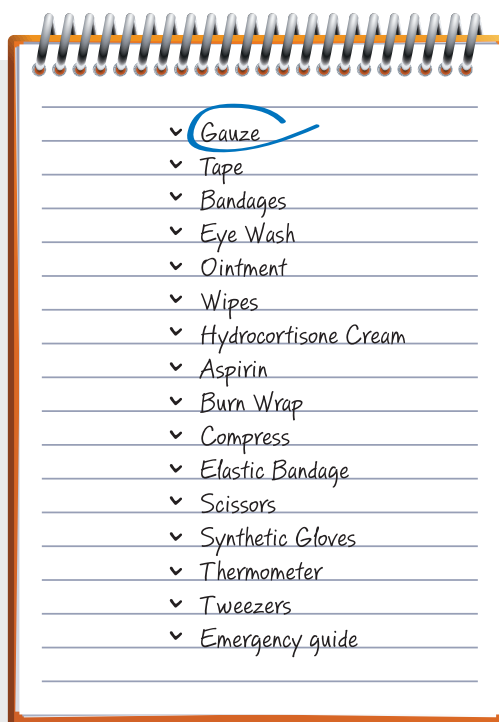


Picture:

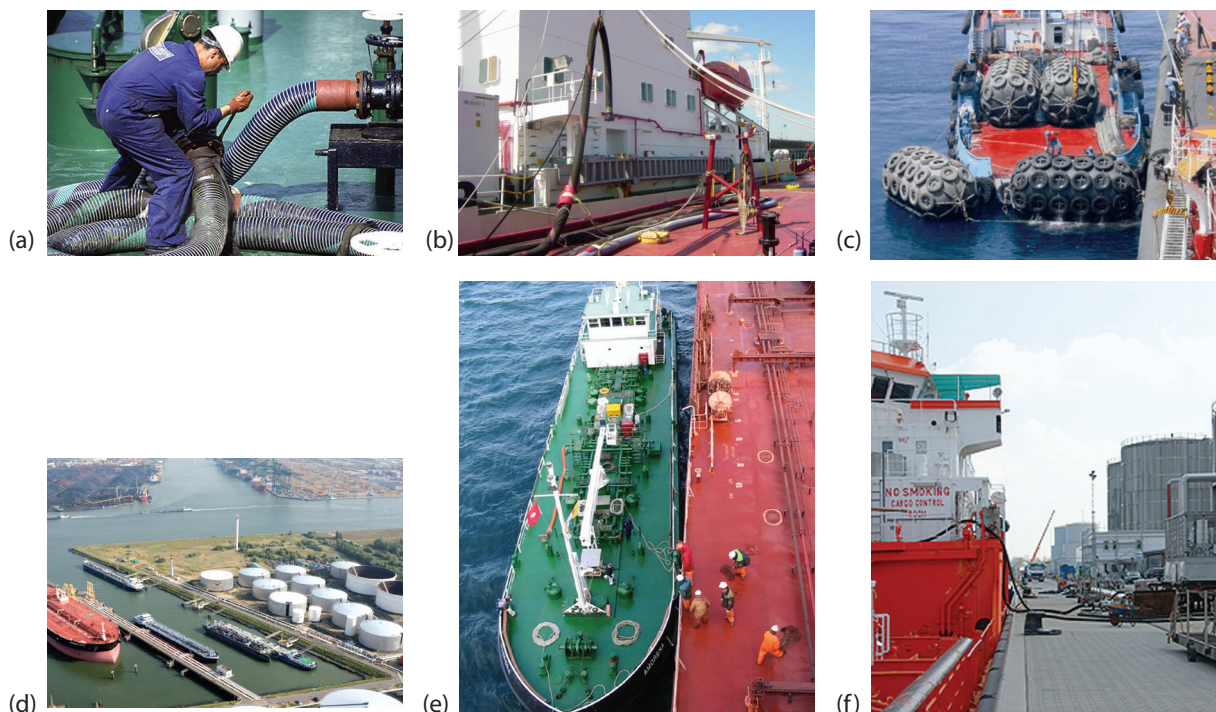
	BLEEDING FROM THE NOSE Ask the casualty to sit with his head over a basin or bowl while pinching the soft part of the nose firmly for 10 minutes.
	HOW TO DRESS A WOUND Use a standard dressing (consisting of a thick pad of gauze which is attached to a bandage); place the pad upon the wound and take the bandage round the wound.
	WRIST AND PALM BANDAGE Place palm on the middle of a narrow fold bandage, cross the bandage at the back of the hand, leaving out the thumb.

12.2.2 First aid kit

A. Listen to a presentation on the contents of a home first aid kit⁵. Circle the items mentioned. The first one has been done as an example.



5. 13 Essentials for a First Aid Kit from Answers.com videos.



D. Vessel procedures: Bunkering – Responsibility.



Listen about the assigned duties in bunkering and fill in the five missing ranks in the table below. Use the following:

Chief Officer / Second Officer / Chief Engineer / Second Engineer / Third Engineer

Bunker pre-loading plan – Crew assignments

Rank	Duties
	Over all in-charge supervising the process
	In-charge on deck
	Monitor tank levels & valve alignment
	Tending mooring lines
	Tank soundings/Ullages
A.B.	Watch at bunker header
A.B.	Deck-Rover watch

E. Look at the duties in the table of exercise D and complete the Glossary.



Glossary

- giving your attention to; care for or look after
- arrangement in a straight line or in correct positions
- the amount that a container, such as a fuel tank, lacks of being full;
- the distance from the surface of the oil in a tank to the top

The present volume serves as a teaching aid for the Maritime English course tailored for Deck Officers (1st, 2nd and 3rd semester) conducted at Merchant Maritime Academies in Greece. Its primary objective is to support students in acquiring the essential language skills required to communicate confidently within the demanding professional environment of the maritime sector. The content of the book is aligned with the guidelines outlined in IMO Model Course 3.17 (Maritime English), adhering to the criteria set forth by the International Convention STCW 78/95 (as amended) for the communicative competence of Watchkeeping Officers in English.



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