

MARITIME

by Syafryadin Et. Al

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Haryani • Syafryadin • Cahya Fajar Budi Hartanto

English for Maritime



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UNIT 1

ALPHABETS AND NUMBER

General Objective: After studying this passage, the students will understand the alphabets and numbers which are very different from general, and it will be useful for them when giving message marker on board via radio communication.

Specific Objective:


Students will be able to:

- 🚢 Develop their comprehension about alphabets and number that must be used in communication, especially radio communication on board.
- 🚢 Produce the correct form of the spelling.
- 🚢 Produce a good conversation about communication at sea.

A. Introduction

Alphabets and Numbers are one of the basics knowledge that must be mastered by all cadets as well as the officers in running their job on board. This is very essential in helping them





doing a good communication through radio. The marks that are used are also based on the standard of SMCP (*Standard Marine Communication Phrase*).

B. Material

B.1 Procedure, Spelling & Message Marker

1. Procedure

when it is necessary to indicate the IMO, SMCP are to be used to, the following message may be sent.

“Please use IMO standard Marine communications phrases”

“I will use IMO standard Marine communications phrases”

GMDSS

In doing communication via radio, especially in utilizing External Communication Phrases, the Seafarer needs to use standard distress message, like Mayday, Pan, and Securite.

2. Spelling

2.1 Spelling of letters/ Alphabets

When spelling is necessary , only the following spelling table should be used:



Letter	Code	Letter	code
A	<u>Alfa</u>	N	<u>November</u>
B	<u>Bravo</u>	O	<u>Oscar</u>
C	<u>Charlie</u>	P	<u>Papa</u>
D	<u>Delta</u>	Q	<u>Quebec</u>
E	<u>Echo</u>	R	<u>Romeo</u>
F	<u>Foxtrot</u>	S	<u>Sierra</u>
G	<u>Golf</u>	T	<u>Tango</u>
H	<u>Hotel</u>	U	<u>Uniform</u>
I	<u>India</u>	V	<u>Victor</u>
J	<u>Juliet</u>	W	<u>Whisky</u>
K	<u>Kilo</u>	X	<u>X-ray</u>
L	<u>Lima</u>	Y	<u>Yankee</u>



M	<u>Mike</u>	Z	<u>Zulu</u>
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Spelling of Digits and Numbers

A few digits and numbers have **modified** pronunciation compared to general

English:

Number	Spelling	pronunciation
0	Zero	<u>ZEERO</u>
1	One	<u>WUN</u>
2	Two	<u>TOO</u>
3	Three	<u>TREE</u>
4	Four	<u>FLOWER</u>
5	Five	<u>FIFE</u>
6	Six	<u>SIX</u>
7	Seve	<u>SEVEN</u>



8	Eight	<u>AIT</u>
9	Nine	<u>NINER</u>
1.000	Thousand	<u>TOUSAND</u>

(Adapted from: IMO Standard Marine Communication Phrases, International Maritime Organization, 2002).

3. Message Markers

In shore-to-ship and ship-to-shore communication or radio communication. The markers are used regularly in VTS radio communication. in general, the following eight Message Markers may be used:

- a. Instruction
- b. Advice
- c. Warning
- d. Information
- e. Question
- f. Answer
- g. Request
- h. Intention



Examples:

Example ONE	Ocean King This is Marina QUESTION: What is your ETA?	Marina This is Ocean King ANSWER: My ETA is 1430 UTC
Example TWO	Ohima Maru This is Finnish Cost Guard INSTRUCTION: Stop your engine immediately	Finnish Cost Guard This Osima Maru Yes, I will stop my engine immediately.

When answering an advice, Request or Instruction say: Yes I will.....and say again the instruction or advice in full.

Or. Say I Cannot and say again the advice, request or instruction in full.

ADVICE: Advice you to alter course to port.
Yes, I will alter course to port.



No, I cannot alter course to port. Another vessel is approaching.

REQUEST: I require oil-clearance assistance.
Yes, we will send oil-clearance assistance.

Oil-clearance vessel on its way. ETA 1600 UTC.

In the following responses the word UNDERSTOOD is used and a repetition of the message sent.

INFORMATION: Pilotage is compulsory.


UNDERSTOOD: Pilotage is compulsory.

WARNING: Buoy number 12 in Helsinki approach channel unlit.

UNDERSTOOD: Buoy number 12 in Helsinki approach channel unlit

INTENTION : I intend to reduce speed to 8 knots.





UNDERSTOOD: you intend to reduce speed to 8 knots.

4. Standard Distress Message

Structure

Upon receipt of a DSC Distress Alert acknowledgement the vessel in distress should commence the distress traffic on one of the international distress traffic frequencies such as VHF Channel 16 of frequency 2182 kHz (if not automatically controlled) as follows:

MAYDAY

This is:

- The 9-digits Maritime Mobile Service Identity code (MMSI) plus name / call sign or other identification of the vessel calling.
- The position of the vessel.
- The nature of distress
- The assistance required
- Any other information which might facilitate rescue.

Example:

MAYDAY



- THIS IS TWO-ONE-ONE-TWO-THREE-NINE-SIX-EIGHT-ZERO MOTOR VESSEL "BIRTE" CALL SIGN DELTA ALPHA MIKE KILO.
- POSITION SIX TWO DEGREES ONE ONE DECIMAL EIGHT MINUTES NORTH
- ZERO ZERO SEVEN DEGREES FOUR FOUR MINUTES EAST
- I AM ON FIRE AFTER EXPLOSION
- I REQUIRE FIRE FIGHTING ASSISTANCE
- SMOKE NOT TOXIC OVER

B. 2 Summary

The spelling of the alphabets and numbers are based on the SMCP, so the standard of the communication will be similar even from different kind of country. This basic knowledge must be memorized by every students, in order to convey the message well, and achieve the goal of communication via radio, especially in using



channel 16 or frequency 2182 kHz (if not automatically controlled).

B.3 Grammar Focus

EXPRESSING NECESSITY: MUST & HAVE TO

(a)	All senior cadets must take a PUKP exam before doing sea project.	Must and Have to both express necessity. In (a) and (b): It is necessary for every senior cadets to take PUKP exam. There is no other choice. The exam is required.
(b)	All senior cadets have to take a PUKP exam	
(c)	I'm lookig for the Third Officer. I have to talk to him about the safety equipments. I can't meet him because I have to go to the bridge at 1:00.	In everyday statements of necessity, have to is used more commonly than must . Must is usually stronger than have to and can indicate urgency or stress importance. In
(d)	Where's Jane? I must talk to her right away. I have	(c): The speaker is simply saying, "I need to do this and I need to do that." In (d): The



	an urgent message for her.	speaker is strongly saying, “This is very important!”
(e)	I have to (“hafta”) be on the bridge at 8 pm.	Note: have to is usually pronounced “hafta”; has to is usually pronounced “hasta”.
(f)	He has to (“hasta”) going to a safety meeting tonight.	

B.4 Listening Exercises

1. Listening - Drill

Listen to the numbers. Write the number in its numerical form in the blank space in your workbook. The first one is done for you.

- | | |
|---------|---------|
| a. 785 | f. |
| | k. |
| b. | g. |
| | l. |
| c. | h. |
| | m. |
| d. | i. |
| | n. |
| e. | j. |
| | o. |



2. Writing

Based on the standard of the spelling that you studied before, please write the “spelling” from this following words:

(Example: SOLAS = Sierra, Oscar, Lima, Alpha, Sierra).

a. CARGO SHIP

.....

b. ESCAPE ROUTE

:

.....

c. NAVIGATION

:

.....

d. ABANDON VESSEL

:

.....

e. SINGLE COMMODITY

:

.....

f. AGROUND

:

.....

g. COMMUNICATION

:

.....

h. DISCHARGE

:

.....

i. EXPLOSION

:

.....



- j. DISTRESS TRAFIC :
.....
- k. FLOODING :
.....
- l. ADRIFT :
.....
- m. PIRACY :
.....
- n. MAN OVERBOARD :
.....
- o. SEARCH AND RESCUE :
.....
- p. MEDICAL ASSISTANCE :
.....
- q. URGENCY TRAFFIC :
.....
- r. DEFECTIVE LOCKS :
.....
- s. COLLISION :
.....
- t. ATTACK :
.....



3. Exercise

Please listen to the alphabets you hear, by listening to the audio three times.

1.	11.	21.
2.	12.	22.
3.	13.	23.
4.	14.	24.
5.	15.	25.
6.	16.	26.
7.	17.	27.
8.	18.	28.
9.	19.	29.
10.	20.	30.



4. Radio Communication

Please fill in the blank sentences based on the voice you hear.

- a) Europa call sign _____ MMSI number _____
- b) Fantasy call sign _____ MMSI _____
- c) Diplomat call sign _____ MMSI _____
- d) Pride of Provence call sign _____ MMSI _____
- e) Balmoral call sign _____ MMSI _____
- f) Celebration call sign _____ MMSI _____

5. Use Common abbreviations spoken as initial letters:

....	....	Estimate Time of Arrival
....		
....		Estimated Time of Departure
....	
....		



....	....	International Maritime Organization
....	....	Search and rescue
....	....	Universal Time Co-ordinated
....	....	Very High Frequency

6. Use common abbreviations spoken as words:

AMV ER	..........
IALA	..........
LAS H	..........
ROR O	..........



--	--

7. Always transmit all numbers as separate digits!.

Example:

0 = Zero

34 = three-four

5 = Five

217=two-one-seven

1000=thousand
zero-thousand

250 000= two-five-

Exercise:

1.	11.	21.
2.	12.	22.
3.	13.	23.
4.	14.	24.
5.	15.	25.
6.	16.	26.
7.	17.	27.
8.	18.	28.



9.	19.	29.
10.	20.	30.

8. Please spell these underlined words by using the Standard Marine Spelling.

- a. My position is Latitude 15° 34' N Longitude 061° 29'W.
- b. This is OCEAN KING.
- c. Your position bearing 129° from Big Head lighthouse distance 2.4 nautical miles.
- d. ETA: 1730 UTC.
- e. Received Mayday, OCEAN KING. This is UTOPIA.
- f. My draught is 12.6 repeat 12.6.
- g. OCEAN KING SOZZ OCEAN KING SOZZ
this is Bravery OGSY.
- h. Cinderella. This is Friederich Russ.
- i. My MMSI number is 230252000.
- j. I will take fairway depth 9.6, steering course 328°.



B.5 Speaking

GROUP TASK 1

- In a group of consisting 2 persons, please make a short dialogue about communication at sea.
- The duration of the dilogue is around 10-15 minutes.
- After finished, the lecturer will ask you to practice your pair dialogue in front of the class randomly.
- The rest of the group should listen, and give command.

GROUP TASK 2

Please do this following rules:

- a. The students are divided into 7 – 8 groups that consist of 4 students.
- b. One person in each group is becoming a model, who shows the picture, to his/her friend.
- c. The rest of the group members should answer what is shown by the model.
- d. Do it in return to all of the other 4 students in the group.



The number that will be shown are:

250 000	25 258	25 000	2
217	34	36.04	15
3 456	55 257	62 592	268
3 742	21 767	3434	1523
99 000	97 6200	97 6087	4 567
36.045	93 6890	7 790	98 988
5 889 600	36.049	4 859	5689
5 778	46 977	96 890	6 329



UNIT 2

THE ROLE OF THE CREW AND ITS RESPONSIBILITY

General Objective: After studying this passage, the students will understand the different rank of job, and their responsibility during work on vessels.

Specific Objective

Students will be able to:

- ✚ Comprehend a text in conversational mode.
- ✚ Expand vocabulary about maritime terms.
- ✚ Rewrite the main idea from the text.
- ✚ Fill in the blank sentences by listening skill.

A. Introduction

Every crew member has different activity and responsibility in doing his/her job on board. So that is why, the role of his/ hers is very important. Now, you can learn to the role of the crews and their routine activities through this following reading text.



B. Material

B.1 Reading Text

“The Role of the Crew and their Routine Activities” (Version 1)

The crew on a ship is divided into four departments.


1. The Master

Responsibility.

We find the Master of the ship, Captain Andrew James on the bridge.

- Good morning Captain, we would like to ask you a few questions. How would you describe the Captain's or Master's role on a modern ship today?
- Well, first of all you might say that it involves an enormous responsibility. The Captain is in charge of everything and everyone on board. He has complete responsibility for running the ship while at sea and for the safety of the crew, passengers and cargo whenever there is an emergency or a serious problem of any kind I will be called upon. I do not stand a watch but in reality I am on duty 24 hours a day. I'll be on the bridge, conning the ship in foul weather or fog until the danger is over, for however





long it takes, be it 24, 38 or 72 hours, and no matter how tired or exhausted I am. I am also the last to abandon ship in case of disaster.

2. The Deck Department

The Chief officer or the Chief Mate is the head of the Deck department. This means that I am responsible to the Master in all matters related to the Deck department. I am also the Captain's assistant in assigning duties to the deck crew and in managing personnel.

I am second in command under the Master and will take command in the event of the Master's death or inability to command the ship.



(Picture 1: Cruise Ship)

Source: <http://danish56.blogspot.com/2011/01/kapal-kapal-pesiar-milik-pendiri-google.html>



On the Watch

I stand a watch on the bridge like the other mates when the ship is at sea. Navigating the ship is the primary responsibility of all Deck Officers. My watch is usually the-4-8 watch, and involves all the ordinary work on the bridge; seeing that the correct course is being steered, posting radar and visual lookouts and monitoring the navigational equipment and their readings.

Working together with the deck crew I plan and supervise the loading and unloading of the cargo and I am responsible for its safe delivery. I also have to make sure that Deck department equipment like all loading gear, cranes, ramps, doors, lift and hoses are in good working order. I make sure that deck personnel maintain the mooring equipment, like the windlass, anchors, cables, wires and hawsers.

3. The Engine Department

I am the head of the Engine Department and am responsible for personnel and the proper operation, maintenance, and



safety of the vessel's propulsion system, power generation system and auxiliary machinery and spaces.

I have to decide on effective repairs and I report defects that may affect the ships's performance to the Master. I also advise the Master on all matters relating to machinery usage, fuel requirements and an overall economical use of supplies and stores.

I order, receive, and maintain a proper inventory of spare parts and supplies and supervise bunkering. I see to it that fuel and water is monitored daily. I assign and supervise the work done by engine department personnel. I set engine room watches, specify duties, and make sure that watches are maintained.



(Picture 2: Engine Room)

Source: <https://bit.ly/2WRxzJm>



4. Steward's Department



(Picture 3: Steward on his duty)

Source: <https://bit.ly/3bTSEqI>




(Picture 4: Kitchen Room)

Source: <https://bit.ly/2WTkIq5>

Chief Steward/Cook

I am responsible for the overall efficiency of the Catering Department. It is my job to see that the crew is well fed, get a






healthy diet and do not have to go hungry for long. I buy and control the food supplies and provisions on board in consultation with the Master. The sea usually gives a man a healthy appetite and the crew on board the Marina are no exception. Planning a healthy diet for the crew, deciding on the menus and supervising meals, are some of my duties. As on so many newer ships my job as Chief Steward on the Marina is combined with the job of Chief Cook. This is no problem for me, as I was Chief Cook on a passenger ferry for a number of years.

As Chief Cook I direct the preparation of meals with their various dishes. I do a great deal of the cooking myself, as I enjoy it very much. The assistant Cook prepares the raw ingredients for cooking and he does most of the cooking of hot meals.

The main meal includes three courses- a starter, a main course and a desert. The Baker does all the baking on board – an important task, as freshly baked bread makes all the difference.





The officers take their meals in the Dining Saloon and are at the table by a waiter. One of my tasks is to direct the serving of meals. I also see to it that the galley, the mess and the living spaces on board are kept clean and tidy. This task is carried out by the messmates.


(Adapted from: Maritime English (MarEng) Software, 1998).

The Crew and Their Work (Version 2)

In a mechanically driven ship the crew may be distinguished into the navigating staff (the Captain, the Mates and the Sailors or Deckhands) and the technical staff (such as Engineers, Firemen, Donkeymen, etc). Further, we will find a cook (with his assistant or assistants, depending upon the number of those that must be fed).

The Captain, The mates, The Engineers, and the Wireless Operators, together will form the officer of a ship. The captain is to command the ship. He is the master of the ship and is a responsible man between the crew and the owners of the ship and the rest of the world. The Mates are the





men that are practically in charge of steering and laying out the course of the ship and look after loading and unloading when in Port. Their helpers are the Sailor or deckhands.

The Engineers are to look after the engines of the vessel, not only the propelling engines, but all the other ones too, and they are quite a number in a modern ship. In case of engine trouble they must be able to carry out temporary repairs. Therefore a repair shop is arranged near the engine room, with all kinds of tools and machines, which the Engineers must be able to handle. They are assisted by firemen and Donkeymen and greasers.

The wireless operator, at last, is the man who is going to take care of the communication of the ship, when at Sea, with the other word.

(Adapted from: Bahasa Inggris Untuk Pervira Kapal Niaga. PIP Semarang).



B.2 Summary

The crews' role and their responsibility are various, based on where they work: The Master, Deck department, Engine department, and Steward department. Master has complete responsibility for running the ship while at sea and for the safety of the crew, passengers and cargo whenever there is an emergency or a serious problem of any kind he will be called upon. The deck department is responsible to the Master in all matters related to the Deck department. Engine department is responsible for personnel and the proper operation, maintenance, and safety of the vessel's propulsion system, power generation system and auxiliary machinery and spaces. The steward department is responsible for the overall efficiency of the Catering Department.

B3. Grammar Focus

Forming the Passive

		S	V	Form of the passive: be +past participle
O	ACTIVE: (a)	<u>The Master</u>		In the passive, the object of an
		<u>called me.</u>		



<p style="text-align: center;">S V</p> <p>PASSIVE: (b) <u>I</u> was <u>called</u> by the Master</p>	<p>active verb</p> <p>becomes the subject of the passive verb: “me” in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.</p>
<p>ACTIVE: (c) An accident <i>happened</i></p> <p>PASSIVE: (d) (none)</p>	<p>Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as happen, sleep, come, and seem.</p>
<p>ACTIVE</p> <p>Simple Present : Jane calls Capt.Adin</p>	<p>PASSIVE</p> <p>Capt.Adin is called by Jane</p>



Present Progressive: Jane is calling Capt.Adin	Capt.Adin is being called by Jane
Present Perfect :Jane has called Capt.Adin	Capt. Adin has been called by Jane
Simple Past : Jane called Capt.Adin	Capt.Adin was being called by Jane
Past Progressive : Jane was calling Capt.Adin	Capt.Adin was being called by Jane
Past Perfect : Jane had called Capt.Adin	Capt.Adin was being called by Jane
Simple Future : Jane will call Capt. Adin	Capt. Adin will be called by Jane
Be going to : Jane is going to call Capt.Adin	Capt. Adin is going to be called by Jane

Exercises 1: Change the active to the passive by supplying the correct form of be

Tom opens the hatch cover → The hatch cover is opened by Tom.



Tom is opening the hatch cover → The hatch coveropened by Tom.

Tom has opened the hatch cover → The hatch coveropened by Tom

Tom opened the hatch cover → The hatch cover.....opened by Tom.

Tom was opening the hatch cover → The hatch coveropened by Tom.

Tom had opened the hatch cover → The hatch coveropened by Tom.

Tom will open the hatch cover → The hatch coveropened by Tom.

Tom is going to open the hatch cover → The hatch coveropened by Tom.

B.4 Listening Exercise

1. Choose the appropriate answer from the right coloumn, by listening to the audio.

No	Blank sentences	Answer
1	The main engine was not..... properly, so we had to make use of the.....engine.	Running



2	The Chief Engineer decided on repairs and reported on the..... to the Master.	Bunkering
3	Engine trouble may..... the ship's performance.	Defects
4	The Chief engineer never wastes anything and sees to it that there is an.....use of fuel, supplies and stores.	Monitors
5	Today he is looking over the..... to see that nothing is missing.	Auxiliary Economical
6	He..... fuel and water supplies every day and supervises.....when the vessel is filling up tanks.	Affect Inventory

2. Chief Steward/Cook

Please fill in the blank sentences while you are listening to the audio.

I am 1)..... for the overall efficiency of the Catering Department. It is my job to 2)..... that the crew is well fed, get a healthy diet and do not 3)..... go 4)..... for long. I buy and control the food supplies and



provisions on board in consultation with the Master. The sea usually 5)..... a man a healthy appetite and the crew on board the Marina are no exception. 6)..... a healthy diet for the crew, 7)..... on the menus and supervising meals, are some of my 8)..... As on so many newer ships my job as 9)..... on the Marina is 10)..... with the job of Chief Cook. This is no problem for me, as I was Chief Cook on a passenger ferry for a number of years.

As Chief Cook I direct the preparation of meals with their various 11)..... I do a great deal of the cooking myself, as I 12)..... it very much. Assistant Cook 13)..... the raw ingredients for cooking and he does most of the cooking of hot meals.

The main meal includes three courses-a starter, a main course and a desert. The Baker does all the baking on board – an important task, as freshly baked bread makes all the difference.

The officers 14).....their meals in the Dining Saloon and are at the table by a waiter. One of my tasks is to direct the serving of meals. I also see to it that the galley, the mess and the living



spaces on board are kept clean and tidy. This
15)..... is carried out by the messmates.

3. Exercise of Listening

Please fill in the blank sentences based on the voice that you listened.

We find the Master of the ship, Captain Andrew James on the bridge.

- Good morning Captain, we would like to ask you a few questions. How would you describe the Captain's or Master's role on a modern ship today?
- Well, first of all you might say that it..... an enormous responsibility. The Captain.....everything and everyone on board. He has complete responsibility.....while at sea and for the..... of the crew, passengers and cargo. Whenever there is an..... or a serious problem of any kind I will be called upon. I do not..... but in reality I am..... 24 hours a day. I'll be on the bridge, conning the ship in foul..... or..... until the danger is over, for however long it takes, be it....., and no



- matter how..... or exhausted I am. I am also the last to abandon in case of a.....

4. Exercise: Please fill in the blank sentences by choosing the words from the second column.

1. The first Mate was uncertain about what to do so he.....the Captain.	An emerge ncy
2. Who..... this operation?	To abando n
3. The Captain is always called upon in.....	To involve
4. Captain James had..... for 24 hours in.....weather	To be in charge of
5. No wonder he was.....	Enermo us
6. Who is the last man..... ship in a disaster.	To be on duty
7. During the storm, the Captain.....the ship while the helmsman.....the correct course.	To con /Stand a watch
8. A Master's work.....an..... responsibility	Foul
Does a Master.....like the crew member?	





	Call upon To steer exhaus ted
--	---

5. Please Listen to the audio, and choose the suitable answer from the box below!

Live, Read, Answer, Navigate, Listen, Be, Work,
Go, Change, Help, Increase, Know, Speak, Think,
Drive, Have, Chat, Come, Give

1. Juhani Aalto..... for the Finnish Coast Guard.
2. He..... with his family in a small town on the coast of Finland.
3. His children..... to school in the town.
4. His wife..... the children to school every morning.
5. Juhani only..... a short commute to the Coast Guard station.
6. Every day he..... to the radio and.....messages.
7. Sometimes he..... that life is dull.
8. He..... many books and with his fellow workers.



9. The summer a very busy time.
10. Many holidaymakers..... with their yachts and motorboats to the Finnish archipelago..
11. They do not always..... their boats very well and do not.....the Finnish water.
12. They..... the Coast Guard a lot of work.
13. The weather in the archipelago..... very suddenly.
14. The wind..... into a gale very quickly.
15. Autumn..... early in Finland, the water is cold and there are heavy storms.
16. And then the Finnish Coast Guard vessels..... many seafarers.

-
6. Exercise: Please complete these following sentences by choosing the best answer!
 1. Captain James (Sails, Sail, is sailing) on his yacht every holiday.
 2. Today the sun (shines, shine, is shining).



3. John can't come to the phone. He (take, takes, is taking) his horse.
4. He (Shave, shaves, is shaving) at the moment.
5. Look at Timothy! He (is riding, are riding, rides) his horse.
6. Tim never (come, comes, is coming) late.
7. We always (are travelling, travels, travel) by air.
8. Andrew (Shave, shaves, is shaving) every other da
9. The vessel usually (is taking, take, takes) only bulk cargo but on this voyage we (is carrying, are carrying, carry) containers as well.
10. This morning I (have, am having, is having) a hearty breakfast, although I generally (am taking, take, takes) only tea.
- At home Captain James (is playing, play, plays) chess every Tuesday. This week he (is playing, plays, play) on Wednesday, instead.
 - Be quiet. Can't you see I (am speaking, are speaking, speak) on the radio?



B. 5 Speaking

Role Play: Please make a dialogue in 15 minutes with your partner about “The Crew Role and its Responsibility”, and practice it in front of the class.



(Picture 5: Officers and their Crew)



UNIT 3

TYPES OF MERCHANT SHIP

General Objective: After studying this passage, the students will understand many different merchant ship, as well as what type of cargo they carry.

Specific Objective

Students will be able to:

- 🚢 Comprehend the text relating to the type of merchant ship.
- 🚢 Identify the difficult technical terms from the text.
- 🚢 Complete diagram relating to the type of merchant ship.

A. Introduction

Types of merchant ships are various, based on the cargo they carry. The following passage is about different types of merchant ship. Before you read the passage, please write down on a piece of paper the names of any type of merchant ship that you know.



B. Materials

B.1 Reading Text

Types of Merchant Ship (Version 1)

Merchant ships can be classified according to what they carry. Most are designed to carry cargo but a few still carry passengers.




(Picture 6: Cargo Ship)



(Picture7: Passanger Ship)





Cargo ships can be divided into two basic types. One type carries dry cargo, the other carries liquid cargo. Multi deck vessels are a traditional type of dry cargo ship. Their holds are divided horizontally by one or two 'tween decks'. Dry bulk cargo is carried in bulk carriers. These do not have 'tween decks'. Container ships are the most modern type of dry cargo carriers. They carry containers of standard dimensions. Fruit, meat and dairy product are carried in refrigerated ships. Oil tankers are the most common type of liquid cargo carrier. They are often very large. Two other types of liquid bulk carrier of growing importance are liquefied natural gas (LNG) carriers and chemical carriers. In comparison with cargo vessel, passenger ships are fewer in number and type. Passenger liners are the traditional type of passenger ship. Nowadays their number has been greatly reduced. Cruise ships are another type of passenger vessel. These are often converted passenger liners. Ferries are the most common type of passenger vessel. Many of them are also designed to carry vehicle.



(Adapted from: *English for Maritime Studies*, 2004)

Exercise:

A summary of a reading passage can sometimes be made in the form of a tree diagram. Please study this following diagram, and rewrite it into a piece of paper.

Table 1. TYPES OF MERCHANT SHIP

"Building Freight Capacity Through Better Operations: Defining the National Agenda"

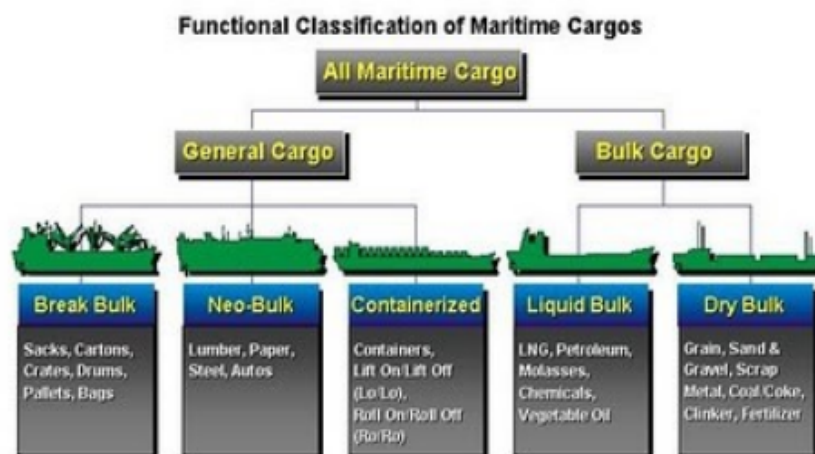


Figure 17




Types of Merchant Ship (Version 2)

Merchant ships are designed to carry cargo. This cargo may be divided into two basic types: bulk cargo and general cargo. Bulk cargo consists of a single commodity. This commodity is usually carried in loose. General cargo consists of a variety of goods. These goods are packed separately. Bulk cargo is carried in specially designed vessels, therefore stowage presents few problems. With general cargo stowage presents many problems, because each item has its own type of packaging and characteristics.

Bulk cargo can be divided into liquid or dry bulk cargo. Liquid bulk cargo is carried in tankers. Most tankers are designed to carry crude oil or its refined products, such as fuel oils. The oil is carried in tanks. These are connected by a system of pipes to a central manifold. The cargo is pumped on board at the loading port by shore pumps. At the discharging port the ship pumps the oil ashore using her own pumps. Dry bulk cargo is carried in bulk carriers. The cargo is carried in self-trimming holds. Dry bulk cargo includes






grain, iron-ore, coal and sugar. It is loaded automatically by buckets on a conveyor belt system or through large tubes. Although the cargo stows itself, it is important to maintain the ship's stability and to make sure that the cargo will not move during the voyage. Dry bulk cargo is unloaded by huge grabs on cranes or by giant suction tubes.

General cargo can be divided into containerized, non-containerized and refrigerated cargo. Non-containerized cargo presents most stowage problems, because each commodity has its own type of packaging and characteristics. Goods may be in bags, bales, cases or steel drums. Individual pieces of machinery may not be packaged at all. Some cargoes such as tobacco and rubber have a strong odour and will taint delicate cargoes such as tea and rice. Other cargoes such as cement and fertilizers are dusty and leave a residue behind them. Heavy cargoes must not be stowed on top of fragile cargoes. This can cause problems if the heavy cargo has to come out first. General cargo is loaded by cranes and the ship's own derricks. Non-containerized





cargo is carried in multi-deck vessels. To help with the problem of stowage many types of general cargo are now being put into containers of standard dimensions. A container is 8 feet high and 8 feet wide (2.44x2.14m) and is usually 20 feet or 40 feet (6.1m or 12.2m) in length. They are carried in specially designed container ships and loaded and unloaded by special cranes from the quayside. The containers are stowed both above and below deck. Perishable cargoes such as meat, fruit and dairy products are carried in ship with refrigerated holds. These holds are designed to keep food at the correct temperature. Some food such as fish is frozen solid, other food such as fruit is only chilled. Mutton and lamb are stowed fore and aft, beef when chilled is hung on hooks. Eggs and butter are easily tainted. Fruit needs good ventilation. Refrigerated cargo is loaded by cranes and derricks.

(Adapted from: English for Maritime Studies, 2004).



B.2 Summary

Merchant ships are designed to carry cargo. This cargo may be divided into two basic types: bulk cargo and general cargo. Bulk cargo consists of a single commodity. Bulk cargo can be divided into liquid or dry bulk cargo. General cargo can be divided into containerized, non-containerized and refrigerated cargo.

B.3 Grammar Focus

Simple Present Tense

Simple present tense is one of the tenses that elaborates the habitual events, general truth and current event.

Subjects	To be	Auxiliary Verb	Additional rule
I	Am	Do	
You	Are		
We			
They			
He	Is	Does	V1 +s/es
She			
It			



For Examples

No.	Positive sentence	Negative Sentence	Interrogative Sentence
1	John is an oiler.	John is not an oiler	Is john an oiler?
2	You are a chief mate	You are not a chief mate	Are you in a chief mate?
3	They work as a crew in ocean going vessel.	They do not work as a crew in ocean going vessel.	Do they work as a crew in ocean going vessel?
4	Candra studies at AKPELNI Semarang now	Candra Does not study at AKPELNI Semarang now	Does he study at AKPELNI Semarang now?
5	The Bosun and I always eat fried fish	The Bosun and I do not always eat fried fish	Do we always eat fried fish?



6	The wind is..... (cardinal points) force Beaufort	The wind is not..... (cardinal points) force Beaufort	Is the wind (cardinal points) force Beaufort?
---	--	--	---

Exercise 1.

Arrange the sentences below into good sentence

- Is-father-captain-a-my-ship-in
- Cook- you- octopus- kitchen-not-in-do-an-the
- She-does-room-the-clean-ship-in
- They-meeting-have-a-ship-on-the
- Gets-Job-a- he-crew-as-a-ship-big-in-a
- Orders-the-standing-Do?-understand-you-
- problems-engine-there-main-are-with-the
- There-pumping-present-at-no-is
- are-position-securing-all-correct-in the
- damage-material-is-available?-control

Exercise 2.

Please change this following sentences into negative and interrogative form!.

- Merchant ships can be classified according to what they carry.



- b. Multi deck vessels are a traditional type of dry cargo ship.
- c. passenger ships are fewer in number and type.
- d. Cruise ships are another type of passenger vessel.
- e. These goods are packed separately.
- f. Bulk cargo is carried in specially designed vessels.
- g. The cargo is pumped on board at the loading port by shore pumps
- h. Some cargoes such as tobacco and rubber have a strong odour.
- i. General cargo is loaded by cranes and the ship's own derricks.
- j. Perishable cargoes such as meat, fruit and dairy product are carried in ship with refrigerated holds.

B.4 Listening Exercise

Please fill in the blank sentences by listening to the audio.

Bulk Carriers

Bulk carriers, or just bulker, are ship especially

1)..... to carry loose goods in bulk.

The cargo 2)..... in bulk commonly 3)..... wood, coal, ore, grain, coke, fertilisers, cement, light minerals, sugar and sand. Bulkers usually have one



4)....., with the engine room in the stern and a 5)..... above it.

6)..... are constructed with longitudinal and cross walls, called bulkheads. Cargo in bulk is easily 7)..... in between them. Bulk cargo ships are not equipped with any handling gear, except for handy size ones, up to 30,000 tons of deadweight. All 8)..... and unloading is done by means of shore 9)..... like grabs or suction pipes. Some of them make use of flexible ductings and fans, which simply blow light cargo into holds. 10)..... devices may include special 11)..... that drop cargo inside. When one 12)..... is full, loading is continued into the next one.

Containerships

These ships 13)..... cargo in containers. Goods are 14)..... and sealed in huge boxes of the standard size. Containerships carry containers both in holds and on the 15)..... In the holds, there is a special cellular structure of guide rails where 16)..... are stowed one on



the top of another. That is why they can be also called cellular vessels. The ship usually have one deck, with the 17)..... spaces located towards the aft end. Additional cotainers are stowed on open deck and 18)..... in place by wire ropes. Containerships have made a revolution in water transport. The higher 19)..... of around 26 knots in their main 20)..... over other cargo ships. In addition, the loading and unloading work with the use of shore based moving gantry 21)..... is extremely fast. The 22)..... advantage of the use of containers is the possibility of transporting cargo directly from 23)..... to customer, not only from port to port, Container vessels have 24)..... in capacity up to 8000 TEU. Large container 25)..... usually do not have their own 26)..... gear. However, small or 27).....-sized ones, called container feeders, are often 28)..... with cargo gear. Also, some multi-29)..... ships can operate as 30).....feeders.



Tankers

Tankers are vessel designed for carrying and 1)..... cargo such as petroleum and products 2)..... from it, liquefied gases, chemicals, wine and water. There are gas tankers designed for carrying liquefied gas, either LPG or LNG, both of which need to be kept at higher 3).....and at low temperatures to maintain the cargo in a liquefied state, and there are 4)..... tankers. The latter usually carry crude oil from a loading 5)..... near oil fields or from the end of 6)..... to a refinery. Gas tankers are often 7)..... turbine ships. The boil-off, which is the gas evaporated from the cargo in order to 8)..... the 9)..... low, can be used as fuel for the 10).....

B. 5 SPEAKING

1. **Work in groups.** Remember and act out in mentioning the name of the vessel. Try to imitate the pronunciation as closely as possible.



2. **Work in pairs.** What causes the errors you make when you speak? Write down as many things as you can think of and decide what practical things you can do about them. Then compare your ideas with the rest of the class.



UNIT 4

PART OF SHIP / VESSEL

General Objective: After studying this passage, the students will understand the name and the main part of the vessel well.

Specific Objective

Students are expected to be able to:

- ✚ Comprehend the text relating to the main part of the ship.
- ✚ Answering questions relating to the text.
- ✚ Know the part of the ship well.

A. Introduction

After understanding and recognizing the type of merchant ship, now take a look at the part of it. By reading this following text, you will be knowing more about the part of the ship clearly.



B. Materials

B. 1 THE MAIN PARTS OF THE MERCHANT SHIP IN GENERAL (Version 1)



(Picture 8: Cargo Ship)

Explanation:

Starting from the top most point on a ship :

- The MONKEY ISLAND (a place where all the antenna and transmission and reception units antennas are situated) it is the place (open deck) just above the ship's navigational bridge.
- The Navigation Bridge (it is a place / deck from where a ship MASTER (CAPTAIN) and ship's officers control the movements of a ship.
- The CREW ACCOMMODATION deck (several decks / platforms and cabins are designed for the ship's officers , engineers and crews residence).



- FUNNEL DECK (a place where all the exhaust pipes from main engine and generators are leading out).
- BOAT DECK (a deck on which lifeboats are placed in ready positions , on the davits, usually on both PORT and STARBOARD sides of the ship) i.e. left and right hand side.
- Then there are MESS ROOMS / SMOKE ROOMS / RESTROOMS / SWIMMING POOL / GALLEY (KITCHEN) / GYM ROOM etc.
- WEATHER DECK / UPPER DECK (It is the uppermost continuous deck on a ship , it is open to weather and sea on this deck mooring equipment and machineries are mounted in the forward and after parts of the ship.
- STEM (the foremost plate line of the ship).
- STERN (the after part of the ship).
- FORECASTLE DECK (forward part deck where all the mooring appliances are kept).
- POOP DECK (after part where all the mooring appliances are kept)
- FORECASTLE STORE (a store room in the front part of the ship used for general purpose).



- SHIP'S CARGO GEAR (It may be a RADIAL HYDRAULIC CRANE , GANTRY CRANE, or A DERICK).


(Adapted from:
<http://oceaningsk.hubpages.com/hub/shipterminologies>)

THE MAIN PARTS OF THE A SHIP (Version 2)

(1) The main structure of a ship is the hull (*see fig.6*). (2) within the hull are the 'tween decks or platforms' on which the cargo rests. (3) The uppermost platform or the upper deck, covers the holds in which cargo is stowed.(4) it is loaded and discharged either by cranes on the quay or by the ship's derricks.(5) Derricks (*see fig.7*) are operated by winches (*see fig.8*). (6) the derricks are fitted into masts which stand on the upper deck. (7) the cargo passes into or out of the holds through cargo hatches.

(8) At sea, the ship is controlled from the bridge (*see fig 9*.) The front part of a ship is called the bow (*see fig.11*). (10) near the bridge is the funnel (*see fig 12*). (11) Smoke





and gases pass through the funnel from the engine. (12) The engine is fitted near the bottom of the ship in the engine room (*see fig.13*). (13) The engine drives the propeller at the stern of the ship. (14) The anchors and cables and the windlass are located in the bow of the ship.

(15) The right side of a ship facing the bow is called the starboard side and the other side is the port side. (16) The beam is the greatest width of the ship. (17) The draught is the depth of the ship's bottom or keel below the water surface.

(18) The captain and officers are accommodated in cabins (*see fig.14*). (19) These are located in the middle part of the ship near the bridge. (20) They are usually in the rear part of the ships.

(Adapted from: English for Nautical Students; 1979).

The main part of the vessel can be seen from this following picture:






Adapted from: Software of MarEng

B.2 Summary

Main part of the vessel is very needed to be known as a deck and engine officer, in order to ease in doing daily job on deck or in the engine room. Therefore, memorizing the name of the place is not enough, but you must know how to do a job well in that room or the place. Even though different vessel has different number of room as well as the function, but almost every vessel has standardized rooms or equipments like, accomodation, anchor, bow, bridge, deck, engine room, forecastle, funnel, hull, keel, mast, propeller, rudder, etc.

The main structure of a ship is the hull. Within the hull are the 'tween decks or platforms' on which the cargo rests. The uppermost platform or the upper





deck, covers the holds in which cargo is stowed. It is loaded and discharged either by cranes on the quay or by the ship's derricks. Derricks are operated by winches. The derricks are fitted to masts which stand on the upper deck. The cargo passes into or out of the holds through cargo hatches.

B. 3 Grammar Focus

There are ropes at the **bow** and at the **stern**.

There are ropes **fore** and **aft**.

The navigation bridge is **amidship**

Right is called the **starboard side**, and the left is called the **port side**.

The ship is moored to **the quay in port**.

There is shallow water **ahead of your vessel**.

Do not pass **estern of my vessel**.

B.4 Listening Exercise

B. 4.1 Please listen to the Audio and complete the following statements:

- a. The front part of the vessel is called the.....
- b. The deck that stretches along the ship is the.....
- c. A vessel that carries its own loading equipment is a.....



- d. What is the..... of the huge crane on board? 37 tons.
- e. The deck at the fore of the ship is the.....
- f. The anchor is operated by the.....
- g. All the structures above the main deck are called the.....
- h. Something driven by water or oil under pressure is.....
- i. The open main deck is called.....
- j. The cargo is stored in and the opening is called the.....

B. 4.2 Exercise

Please answer the following questions based on its order!

1. Are the following statements true or false?
 - a. The upper deck covers the holds in which cargo is stowed?
 - b. Cargo is loaded and discharged by the ship's derricks.
 - c. Cargo passes through cargo holds.
 - d. The smoke from the engine passes through the funnel.



- e. The right side of the ship facing the bow is called port and the other side is Starboard.
 - f. The greatest width of the ship is the draught.
 - g. The captain's cabin is in the middle port of the ship .
 - h. At the bow of the ships are the anchors and cables.
2. In sentence (19)' these' refers to :
- (i) cabins
 - (ii) officers
 - (iii) crew
3. In sentence (4) 'if' refers to :
- (i) upper deck
 - (ii) platform
 - (iii) cargo
4. In sentence (21) 'they' refers to:
- (i) members of the crew
 - (ii) cabins
 - (iii) some members of the crew
5. Rearrange the following groups of words to form meaningful sentences.
- a. a, of, ship,is, the,structure,the,main,hull.



- b. ship, officers, control, from, bridge, the, navigating, the, captain.
 - c. The, drives, the, ship, propeller, the, engine, of.
 - d. Bow, a, starboard, facing, side, ship, right, of , the, is, the.
 - e. Water, the, is, surface, ship's, below, keel, the.
6. Give brief answers to the following questions:
- a. What is a hull?
 - b. Where is the cargo stowed?
 - c. How is the cargo loaded and discharged?
 - d. What is the front part of the ship called?
 - e. What is the rear part of the ship called?
 - f. What drives the propeller?
 - g. Where are the anchors and cables located?
 - h. What is the greatest width of a ship?
 - i. Where are the captain and officers accommodated?



7. Ask questions to which the underlined words are the answer.

Example: The funnel is near the bridge.

Where is the funnel?

1. The engine is fitted near the bottom of the ship.

2. The anchors and cables and windless are located in the bow of the ship.

3. The captain and officers are accommodated in cabins in the middle part of the ship.

4. Cargo is stowed in the holds.

B.5 WRITING

Study the following pairs of sentences carefully.

1. (i) The captain and the navigating officers control the ship from the bridge.
(ii) The ship is controlled from the bridge by the captain and the navigating officers.
2. (i) The shipbuilders fit the engine near the bottom of the ship.



(ii) The engine is fitted near the bottom of the ship (by the shipbuilders).

Sometimes expressions such as 'by the shipbuilders' can be left out because the main interest is the place of the engine.

Now complete the following sentences using the verbs in brackets in the form of (ii) above.

- a. Cargo.....and.....either by cranes or by the ship's derrick. (load, discharged).
- b. Derricks.....by winches. (operate)
- c. The captain and officersin cabins near the brigde. (accommodate)
- d. The front part of the ship.....the bow and the rear part of a ship the stern. (call)
- e. The anchor and cables and windlass.....in the bow of the ship. (locate)



- f. Derricks.....to masts
which stand on the upper deck.
(fit).

B.6 Speaking

Exercise:

- By having knowledge about the type of ship, please work in a group that consist of 4 persons to find out the part of the ship completely. (Cargo Ship, is already done).
- In groups of 4, please discuss again the information that you hear from the Audio, and share it with your friend.



(Picture 9: Bridge Room)



UNIT 5

SHIP ORGANIZATION

General Objective: After studying this passage, the students will understand the period of watch and also the overall command well.

Specific Objective


Students are expected to be able to:

- ✚ Comprehend the text relating to the ship organisation.
- ✚ Identify the rank and its responsibility.
- ✚ Identify the division of watch based on the rule.
- ✚ Complete the list and the blank sentences by using appropriate words.

A. Introduction

Ship organization consists of: The deck, Radio, Engine-Room and Catering Departments. When on duty, the crew of the ship must have a periode where he has scheduled to watch the navigation. This is





done in order to keep the vessel always on its course, and also to avoid the danger of the navigation as well.

B. Materials

B.1 Reading Text

Ship Organization

(1) During a voyage, the ship is operated for 24 hours every day. (2) the day at sea is divided into 4-hour periods starting from midnight. (3) These periods are called watches. (4) Each hour of a watch is indicated by the striking of a bell: “2 bells” for the end of the first hour of watch; “4 bells” for the second hour; “6 bells” for the third hour; and “8 bells” for the end of one watch. (5) the watches are named as follows:

Midnight to 0400 hours

Middle watch

0400 hours to 0800 hours

Morning watch

0800 hours to noon

Forenoon watch

Noon to 1600 hours

Afternoon watch



1600 hours to 2000 hours

Evening watch

2000 hours to midnight

First watch

(6) the work of the ship is organised under four departments: The deck, Radio, Engine-Room and Catering Departments. (7) The name of the personnel and the efficient navigation of the ship, the lives of those on board, and the safe delivery of the cargo. (10) the chief officer (first mate) is the senior deck officer. (11) he is responsible for the work done by members of the deck department. (12) He allocates duties to the junior deck officers, navigating cadets, the ratings and petty officers of his department. (13) the chief officer usually is in charge of the morning and evening watches. (14) He supervises the loading, stowage and discharge of cargo and ensures its safe keeping.

CAPTAIN			
(Overall Command)			
Deck Dept	Radio Dept	Engine-Room Dept	Catering Dept
Officers	Officers	Officers	Officers



Chief officer	Senior Radio Officer	Chief Engineer	Purser
Second Office	Officer	Second Engineer	
Third officer	Second Radio Officer	Third Engineer	
Navigating Cadets		Fourth Engineer	
		Engineering Cadets	
Petty officers	Petty officers	Petty officers	Petty officers
Bosun		Donkeyman	Chief Steward
Carpenter		Storeman	Chief Cook
Storekeeper		Pumpman (on tankers)	
		Ratings	
	Ratings	Greasers	Ratings
Ratings			Second Steward
Able seaman (ABs)			Second Cook
Efficient Deck Hands (ADHs)			Assistant Steward
			Assistant Cook
			Catering Boys



Ordinary Seaman (Oss) Deck Boys			
--	--	--	--

(15) The second and the third officers usually keep “12 to 4” and the “8 to 12” watches, respectively. (16) The second officer is often called the navigating officer. (17) He is responsible, under the captain, for the navigation of the ship and for care of the navigational equipment. (18) The third officer is responsible, under the chief officer, for the safety equipment on board.

(19) The senior radio officer is responsible for all radio communications between the ship and other ships or shore stations. (20) He reports directly to the captain who gives orders for radio messages to be transmitted from the ship. (21) The radio officer receives radio weather reports and navigational warnings.

(22) the chief engineer is responsible under the captain, for the efficient operation of the main engines and all machinery on board.



(23) He is assisted by the second engineer, the junior engineers, engineer cadets and the petty officers and ratings of the engine-room department.

(24) the purser, or the chief steward in ships that do not carry pursers, is the head of the catering on board and also for the ordering of provisions and for the organization of the catering department.

(26) the petty officer in charge of the deck department rating is the boatswain (bosun).

(27) he works directly under the chief officer from whom he receives his orders daily. (28)

The carpenter is in charge of the hatchcovers and general maintenance and deck repairs.

(29) The petty officer, in charge of the engine-room department ratings, is the donkeyman.

(Adapted from: English for Nautical Students: 1979).



B.2 Summary

The ship organization is very essential to be implemented, because it can help the crews and the officers run their job, as well as know their own responsibility.

B.3 Grammar Focus

Simple Present Tense

Simple present tense is used to describe routines, habits, or general truths.

Nominal Sentence

To be: am, is, are.

I	Am	A new cadet in this vessel
You	Are	My second officer on board
They	Are	So excited
We	Are	In the Galley
He	is	The Bosun
She	is	A nice helmsman
it	is	On the deck

Note:

To be “is” can be used when the subject is singular.

To be “are” can be used when the subject is plural

Example:



The life jacket is on the cupboard
Many seafarers are on the Muster station.

Affirmative, Negative, and Interrogative sentences.
Study the following table to see how to change the
affirmative sentence into negative and interrogative
sentences.

Affirmative	Negative	Interrogative
I am a new cadet in this vessel	I am not a new cadet in this vessel	Am I a new cadet in this vessel?
You are my second officer on board	You are not my second officer on board	Are you my second officer on board?
They are so excited	They are not so excited	Are they so excited?
We are in the Galley	We are not in the Galley	Are we in the Galley?
He is the Bosun	He is not the Bosun	Is he the Bosun?



She is a nice helmsman	She is not a nice helmsman	Is she a nice helmsman?
It is on the deck	It is not on the deck	Is it on the deck?

C. Exercise 1:

Complete the following sentences with correct be (am,is,are)

1. I..... so exhausted.
2. she your supervisor?
3. We..... late to come to the bridge.
4. you in charge of the watch keeping?
5. It my log book?
6. Hasan and sukma not on deck.
7. Your binocular on the table.
8. Some of the passengers..... from Thailand.
9. Bob..... alright now.
10. The food..... ready to serve by the cook.

D. Exercise 2:

Change the sentences in the table with correct form.

N o	Affirmativ e	Negativ e	Interrogativ e
--------	-----------------	--------------	-------------------



1	He is the smartest cadet in this vessel.		
2	My life saving equipment is on the deck.		
3		Capt. Hero is not in the bridge.	
4		Mr. Andrew is not from Australia	
5			Is Zuhair at galley?
6			Are they a good team work?
7	It is very hot in		



	engine room		
8		Brian is not so friendly	
9			Are they in the Muster Station?
10			Is this your Glove?

E. Exercise 3:

1. Please answer this following questions well. Are the following statements true or false?
 - a. The day at sea is divided into four periods.
 - b. The captain has an overall command of the ship.
 - c. The deck department is under the command of the navigating officer.
 - d. The afternoon watch is between noon and 1700 hours.



- e. The loading and discharging of cargo is one of the responsibilities of the first mate.
 - f. The senior radio officer works under the command of the chief officer.
 - g. The chief engineer is assisted by the engineer cadets.
 - h. The chief steward is responsible for the ordering of provisions.
 - i. The daily orders to the bosun are given to him by the chief officer.
 - j. The person in charge of the deck repairs is the carpenter.
2. Please choose the best answer.
- a. In sentence 9 ‘He’ refers to:
 - (i) Chief officer
 - (ii) Master
 - (iii) First mate
 - b. In sentence 11 ‘He’ refers to :
 - (i) First mate
 - (ii) Captain
 - (iii) Second officer
 - c. In sentence 17 ‘He’ refers to:
 - (i) Third officer
 - (ii) Chief officer



- (iii) Second officer
- d. In sentence 25 'He' refers to:
- (i) Petty officer
 - (ii) Bosun
 - (iii) Purser
3. Re-arrange the following groups of words to form meaningful sentences:
- a. Bosun, the, directly, officer, works, the, chief, under
 - b. Responsible, board, on, all, the, steward, is, catering, chief, the, for
 - c. Engineer, the, second, assists, chief, the, engineer.
 - d. Reports, officer, weather, the, radio, receives, the.
 - e. Ship, be, to, radio, transmitted, from, the, messages, gives, captain, orders, the, for.
4. Give brief answers to the following questions:
- a. How many departments are there on board ship?
 - b. Mention some of the responsibilities of the master of the ship.



- c. Mention some of the duties of the chief officer.
 - d. Why is the second officer called the navigating officer?
 - e. Who is responsible for the safety equipment on board?
 - f. What do radio officers receive?
 - g. What is the main responsibility of the chief engineer?
 - h. Mention some duties of the chief steward.
 - i. What is the work of the carpenter?
5. Ask questions to which the underlined words are the answers.
- a. The day at sea is divided into six periods.
 - b. The captain has an overall command of the ship.
 - c. Two bells indicate the end of the first hour of a watch.
 - d. The chief officer is responsible for the loading and discharging of cargo.
 - e. The work of the ship is organised under four departments.



- f. The second officer is often called the navigating officer.
6. Now complete list A by choosing the right information from list B.

A

B

- | | |
|----------------------------|--|
| a. Catering boys | (i) give way to power-driven vessels in narrow channels. |
| b. Rolling Ships | (ii) are derricks and cranes |
| c. Sailing vessel | (iii) Should be regularly checked. |
| d. loading operation | (iv) Works in the catering department. |
| e. lifting machinery | (v) are of great importance by night |
| f. Fire-fighting equipment | (vi) are uncomfortable for passengers. |
7. Now complete the following sentence:
- a. The chief officer is in..... the morning and evening watches.
- b. The chief engineer is..... for the efficient operation of the main engines.



- c. The carpenter is in.....
the hatch covers and maintenance.
- d. The chief steward is.....
for ordering provisions.
- e. The person..... of
the deck repairs is the carpenter.
- f. The person..... for the
overall command of the ship is the
captain.



UNIT 6

SAFETY EQUIPMENT ON BOARD

General Objective: After studying this passage, the students will understand the many kinds of life saving equipment or appliances well.

Specific Objective


Students are expected to be able to:

- 📖 Comprehend the text relating to the safety equipment on board.
- 📖 Find the synonyms of some words in the text.
- 📖 Mention kinds of equipment found in the bridge.
- 📖 Memorizing life saving appliances.

A. Introduction

Safety equipment is one of the requirements from SOLAS (Safety of Life At Sea) that must be complied by the vessel owner as well as the company. By reading this following text, you will comprehend many kinds of safety equipment, and also their





function. Besides, the equipment found in the bridge, and the equipment including deck machinery are also provided as well.

B. Material

B.1 Reading Text

Kinds of equipment including life saving appliances!

1. Life jacket

Life jacket is equipment that is used like a jacket, but it can buoy up in the water. Usually it is colored by bright color (orange or red). A life jacket has to be made from a soft and light material. Life jacket has to be buoyed up in the water for 20 days (minimal), so it just lost its buoyancy less than 5% for a day.



(Picture 10: Life jacket)



2. Lifeboat

Lifeboat is a boat that used for saving the person over boat. Lifeboat has some requirements, some of them are:

- It has to be strong and good enough
- Has a good stability on the sea
- Has a minimum length 4,9m and maximum length until 7.3m
- Has a maximum load until 150 persons.



(Picture 11: Life boat)



3. Life raft

Life raft is a raft that is completed by life saving equipment that is used for saving a person overboard. Life raft has some requirements as like:

- It must be able to blow up
- It has to be rigid and strong.
- It has a full load of 12 people.
- Colored by bright color (red or orange)



(Picture

12: Life raft)

4. Life buoy

Life buoy made of hard material but it must be buoyed up on the water. It is usually colored in a bright color (red or orange) and the shape is circular like donut.





(Picture 13: Life buoy)

5. Line throwing apparatus

Line throwing apparatus is equipment used for throwing the rope for reach the man overboard. It can be used in all emergency situations where a line requires passing quickly at a max distance of 275 MTRs.



(Picture 14: Line throwing apparatus)



6. Life buoyants

Life buoyants are another thing which has the force of flooding. For the examples: cupboard, table, wood, and other things that can buoy up on the water.

Kinds of equipment including fire fighting equipment!

1. Portable Fire Fighting Equipments

Portable Fire Fighting Equipments mean Fire Fighting that can be brought anywhere.

- 1) CO2 Portable Fire Fighting Equipments
 - 2) Dry Powder
 - 3) Foam Portable Fire Fighting Equipments
 - 4) Water
- a) Fixed Fire Fighting Equipments
- 1) CO2
 - 2) Water
- b) Detecting Equipment
- Detecting Equipment used for detecting the probability of flame.
- 1) Heat detection





(Picture: 15).

2. Flame detection



(Picture: 16).

3. Smoke detection



(Picture: 17).

4. Fireman Outfit

Equipments that used on the bridge!

1. Sextant

Sextant is equipment that is used for counting the height of stars, moon, planets or sun.





(Picture: 18)

2. Map

Map is an illustration of a place with some scale and usually it is used to look for the location of the ship.



(Picture: 19)

3. Compass

Like a map, a compass has the function of navigation equipment. It shows the head of the ship and bearing of the island from the ship.





(Picture: 20).

4. Pylorus

Pylorus is equipment that is used for getting the bearing from the ship.



(Picture: 21)

5. Telescope

Telescope is a visual helping equipment. It can zoom the small thing over sea. So it is



very helpful for the sailor to prevent the collision on the sea.



(Picture: 22)

6. RADAR

Radar gives as a visual or illustration around us. It also can give us information about the other ships or islands around us.



(Picture: 23)



7. AIS (Automatic Identification System)

Like RADAR, AIS also gives us information about another vessel around us. It will give us information about the name of the vessel, head of vessel, speed and the bearing position from our ship.



(Picture: 24)

8. Speed log

Speed log is the indicator of a vessel's speed.



(Picture: 25).



9. Echo sounder

Echo sounder used to know the depth of the sea. It also can be used to decide the position of the ship after it is combined by the bearing line. It also can give us the illustration of the contour.



(Picture: 26)

10. GPS (Global Positioning System).

GPS is the equipment that is used for deciding the position of the ship with the help of satellites. GPS will show us the latitude and longitude of our vessel. So we can plot our position on the map in an easy way.





(Picture: 27).

Types of equipment including deck machinery!

1. Anchor/Mooring



(Picture: 28)



2. Mooring Fitting/mooring winch



(Picture: 29).

3. Pumps



(Picture: 30).



4. Crane / Derrick



(Picture: 31)



5. Accommodation Ladder/gangway

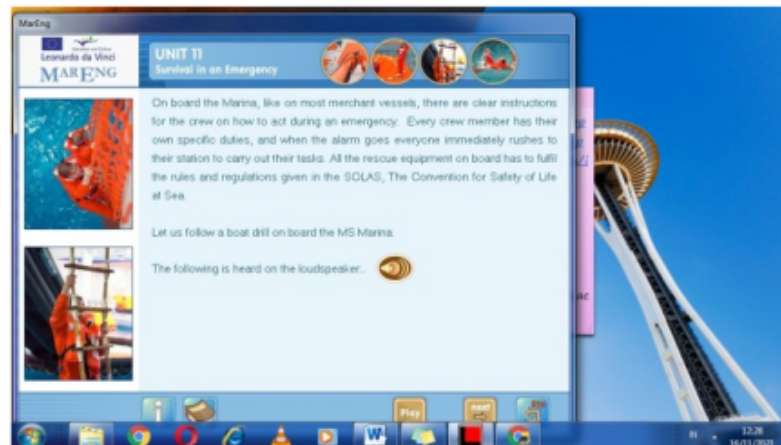


(Picture: 32)

(Adapted from:

http://www.maritime.nsw.gov.au/sbh/safety_equipment)

Reading Text 2



MaCng

Leonardo da Vinci
MARENG

UNIT 11
Survival in an Emergency

On board the Marina, like on most merchant vessels, there are clear instructions for the crew on how to act during an emergency. Every crew member has their own specific duties, and when the alarm goes everyone immediately rushes to their station to carry out their tasks. All the rescue equipment on board has to fulfil the rules and regulations given in the SOLAS, The Convention for Safety of Life at Sea.

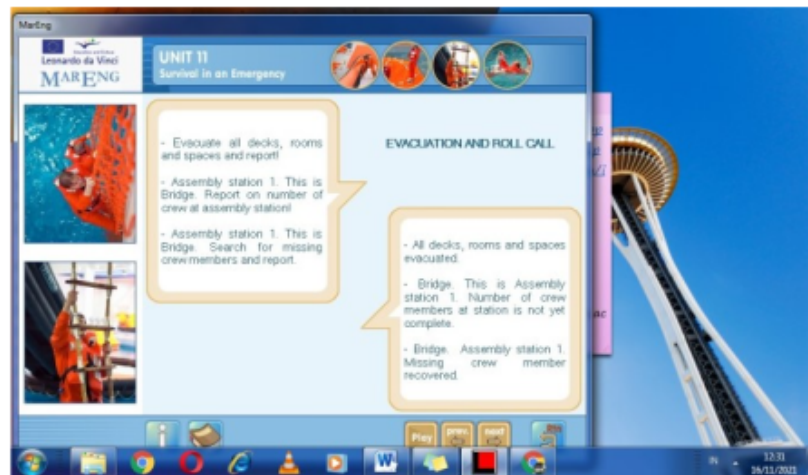
Let us follow a boat drill on board the MS Marina.

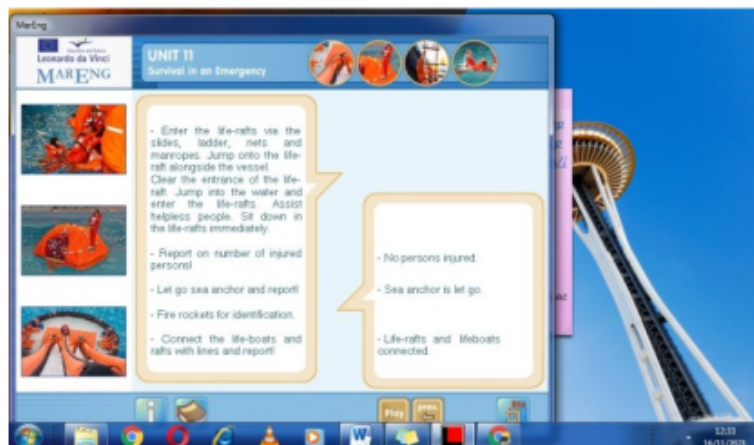
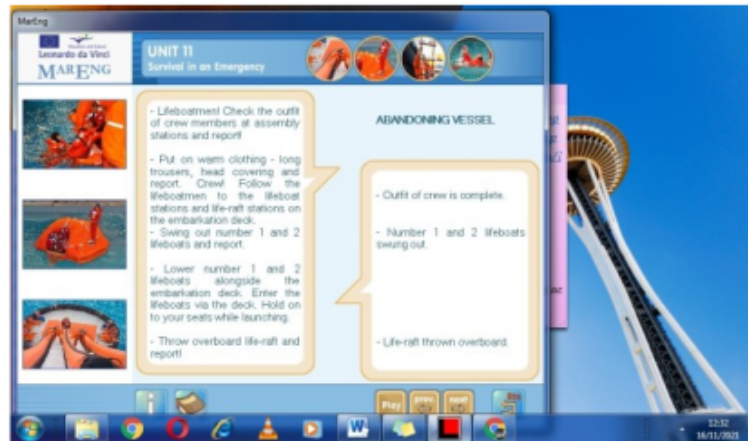
The following is heard on the loudspeaker...



On board the Marina like on most merchant vessels there are clear instructions for the crew on how to act during an emergency. Every crew member has their own specific duties, and when the alarm goes everyone immediately rushes to their station to carry out their tasks. All the rescue equipment on board has to fulfill the rules and regulation given in the SOLAS, the safety of Life at sea.

Now please listen to the audio, talking about Evacuation and Roll call.






Adapted from: MarEng Software

B.2 Summary

Safety equipment is generally durable and long lasting. Keep small, storable items like flares, “V” sheet, EPIRB, torch and





other bits and pieces in an accessible, sealed, waterproof container.

Make sure items like the radio and fire extinguisher are protected from saltwater.

You must look after your lifejackets – don't use them as cushions or fenders and keep them away from oil and fuel. Ensure they are accessible in a dry, well ventilated area and let everyone on board know where they are.

B.3 Grammar Focus

Modals

Pattern: Modals + V.1 (be)

These are the Modals in English.

Present	Past
Can	Could
Will	would
May	Might
Shall	Should
Must	-
Have to	Had to
Has to	Had to
Ought to	-



C. Exercise 1:

Each of the following sentences contains a verb formed with a modal. Underline the verb twice. Then indicate if the sentences are correct (C) or incorrect (IC).

C 1. You should try to respond to the urgent message immediately.

IC 2. Everyone must leaves the room immediately.

..... 3. I could sat on the chair for hours.

..... 4. She will asking you many difficult questions.

..... 5. You can look at the log book.

..... 6. He may lies to you

..... 7. He knew that he would forget to plot the chart.

..... 8. The chief officer said that it might snowing tonight.



Exercise 2:

B.4 Listening Exercise :

The following is heard on the loudspeaker	Choose the correct answer
This is your..... speaking All..... report to the bridge. All crew members to.....	Superstructure
..... the engine room, the..... And your cabins immediately!	Officers
Take..... and emergency equipment with you according to the	Assembly station
Do not go to the lifeboat stations before ordering or entering.....	Lifejackets
..... the order to enter will be given by the officers.	Leave
Evacuate all decks, rooms and spaces and report!	Life-raft and lifeboats



All decks, rooms and spaces.....	Muster List
Assembly station 1. This is Bridge. Report on at assembly station!	captain
Bridge. This assembly station 1. Number of crew members at the station is.....	Not yet complete
Assembly station 1. This is bridge..... for..... crew members and report.	Missing
Bridge. Assembly station 1. Missing crew member.....	Recovered
	Evacuated
	Number of Crew
	Search



B.5 Speaking

- a. Now... this is your job to do the practice. Please explain a picture given by your lecturer in front of the class.
- b. Listen to your friend's explanation, and retell it by your own words.
- c. After finishing, please put it down in the form of writing.

Example of the picture maybe like this one:









UNIT 7

HELMS ORDER / STEERING COMMAND

General Objective: After studying this passage, the students will understand steering command correctly, and they can practice it well in the real simulator / bridge ship.

Specific Objective

Students will be able to:

- ✚ Develop their comprehension of the terms that related to the Helms Order / Steering Command.
- ✚ Memorize the terms correctly.
- ✚ Produce the correct command in steering orders.

Steering Command

- | | |
|---------------------|----------------------|
| - Slow ahead! | Maju perlahan-lahan! |
| - Slow speed ahead! | Maju perlahan-lahan! |
| - Steady | Terus begitu! |



- Steady as she goes! (Tahan haluan)!	Terus begitu
- Nothing to the right! kanan!	Tidak main
- Nothing to the left! kiri!	Tidak main
- Check her !	Balas!
- Meet her!	Balas!
- Hard right!	Cikar kanan!
- Hard left!	Cikar kiri!
- Hard a-port! kiri!	Kemudi cikar
- Hard a-starboard! kanan!	Kemudi cikar
- Right a little!	Kanan sedikit!
- Left a little!	Kiri sedikit!
- Right rudder! kemudi!	Kanan
- Left rudder!	Kiri kemudi!
- Easy! lahan!	Perlahan-
- Right (starboard) easy! Perlahan-lahan!	Kanan



- Dead slow ahead!	Maju perlahan-lahan sekali!
- Midship	Tengah-tengah!
- Full astern!	Mundur penuh!
- Full ahead!	Maju penuh!
- Stop the engine mesin!	Berhenti
- Half astern!	Mundur setengah gaya!
- Ease her!	Kurangi sudut kemudi
- Keep clear of me bebas dari saya!	Bergeraklah
- Beware of propellers! dengan baling-baling!	Hati-hati
- Man overboard!	Orang jatuh ke laut!
- Look alive!	Waspadalah!
- Standby!	Jaga-jaga!
- Let go aft!	Lepas belakang!
- Let go forward!	Lepas muka!



- | | |
|-----------------------------|----------------------|
| - Stowaway from boiler! | Jauhkan dari |
| barang-barang panas! | |
| - Ahoy! | Kata seru untuk |
| memanggil orang/kapal lain! | |
| - Attention! | Perhatian! Siap! |
| - Another command! | Aba-aba lainnya! |
| - Stop her! | Berhenti mesin! |
| - Stop the engine! | Berhenti mesin! |
| - Lay abroad! | Naik kapal! (perahu) |
| - Lay aloft! | Pergi ke atas! |
| - Lay forward! | Pergi ke muka! |

(Adapted from: Bahasa Inggris untuk Pelaut: 1989)



UNIT 8

NAUTICAL TERMS

General Objective: After studying these nautical terms, the students will understand and practice them well like in the real duty on board, and shipping industries as well.

Specific objective


Students are able to:

- ✚ Comprehend the terms related to the nautical terms correctly.
- ✚ Memorize the term correctly.
- ✚ Identify the difference terms in giving directory command.

A. Introduction

The technical terms used in Maritime world or sectors especially in Nautical department are really different if they are compared with general term. The use of standard words or sentences is also directed from IMO Standard Marine Communication Phrases (SMCPs). Therefore, every seafarer is suggested to utilize the term in their job on board vessel, in order





to avoid mis-understanding and mis-communication between the Seafarer.

B. Material

Technical term 1

MEMORIZE THESE NAUTICAL TERMS:

1. The forward end of the hull is called the bow.
(Ujung depan dari badan kapal disebut haluan).
2. The after end of the hull is named the stern.
(Ujung belakang dari badan kapal disebut buritan).
3. The lowermost part of the hull is termed the bottom.
(Bagian yang paling bawah dari badan kapal diberi istilah dasar (pantat)).
4. The walls on either hand are referred to as the sides.
(Dinding-dinding pada kedua sisi disebut lambung).
5. Bulkhead is the upright water-tight partition subdividing the hull's space. There are fore peak and after peak bulkheads.
(Sekat adalah dinding pemisah kedap air dan tegak lurus yang membagi-bagi ruangan kapal).
6. Stem is the rigid structure at the bow where the plating of both sides meeting at that end is secured.



(Linggi-linggi adalah bangunan yang kokoh di haluan dimana pelat-pelat dari kedua lambung yang bertemu pada ujung itu dikuatkan).

7. Stern post is a rigid structure at the stern where the plating of both sides meeting at the end is secured.

(Tiang linggi belakang adalah suatu bangunan yang kokoh diburitan dimana pelat-pelat dari kedua lambung yang bertemu linggi itu dikuatkan).

8. Forecastle is a superstructure above the upper continuous deck built at the extreme forward end of a ship.

(Forecastle adalah bangunan diatas geladak jalan terus yang dibangun pada ujung depan kapal).

9. Poop is a superstructure above the upper continuous deck erected at the extreme forward end of the ship.

(Poop adalah bangunan diatas geladak atas jalan terus yang didirikan pada ujung paling belakang kapal).

10. Topside structure erected above the amidship is termed bridge.

(Bangunan sebelah atas yang didirikan ditengah-tengah kapal diberi istilah anjungan).



11. Wheel house is a water-tight structure having walls and a roof built on the bridge or poop.

(Rumah kemudi adalah bangunan kedap air yang memiliki empat dinding dan atap yang dibangun diatas anjungan atau poop).

12. Naval architect is a person skilled in architecture of a vessel.

(Abli bangunan kapal adalah orang yang pandai dalam bangunan kapal).

13. Hatchway is a rectangular opening for passage of cargo built in the decks of a ship.

(Pintu palka adalah lubang berbentuk segi empat panjang untuk lewat muatan, gangan pada yang dibangun digeladak kapal).

14. Sagging i.e. bending downward in a way which causes compression of the upper deck and tension of the bottom.

(Sagging yaitu bengkok kebawah sedemekian rupa sehingga menyebabkan penekanan pada geladak atas dan tegangan pada dasar kapal).

15. Waist is the central part of a ship or the portion of the upper deck between poop and forecastle.

(Pinggang adalah bagian tengah atau bagian dek atas diantara poop dan forecastle).



16. Bunk is a bed built against the ship's wall.
(*Bunk adalah tempat tidur yang dibangun di dinding kapal*).
17. Farewell whistle is three prolonged blasts on the ship's whistle as a salute or farewell when leaving a port.
(Seruling perpisahan adalah tiga panjang pada seruling kapal sebagai penghormatan atau perpisahan ketika kapal meninggalkan pelabuhan).
18. Prolonged blast is a blast from four to six second's duration.
(Tiup panjang adalah tiupan yang lamanya dari empat sampai enam detik).
19. Short blast is a blast of about one second's duration.
(Tiup pendek adalah tiupan yang lamanya kira-kira satu detik).
20. David is a small derick of various designs used for hoisting boats, ladders, etc.
(Dewi-dewi adalah derek kecil dengan berbagai bentuk yang digunakan untuk mengangkat sekoci-sekoci, perbekalan, tangga dsb).



21. Danger buoy (mark buoy) is a bouy to mark a danger to navigation.

(Pelampung bahaya adalah pelampung untuk menandai bahaya terhadap suatu pelayaran).

22. Break water is a stone built in the sea to protect the harbour from the force of the waves.

(Dam (tanggul) adalah batu yang dibangun dilaut untuk melindungi pelabuhan dari hempasan ombak).

23. Fog bound. A vessel is said to be fog bound when she is unable to proceed on account of fog.

(Terhalang kabut. Sebuah kapal dikatakan terhalang kabut apabila kapal tidak dapat berlayar karena kabut).

24. Power-driven-vessel is a vessel propelled by machinery.

(Kapal yang digerakkan dengan kekuatan adalah kapal yang digerakkan dengan tenaga mesin).

(Adapted from: Bahasa Inggris untuk Pelaut: 1989)



Technical term 2

25. Monitoring restricted areas to ensure that only authorized persons have access.

(Menjaga area terbatas agar hanya dapat digunakan oleh orang-orang yang berwenang).

26. Knowledge of current security threats and patterns.

(Pengetahuan tentang ancaman dan pola keamanan saat ini).

27. Cargo facilities, terminals, storage areas, and cargo handling equipment.

(Fasilitas muatan, terminal, kawasan penumpukan barang, dan peralatan bongkar muat).

28. Port service vessels, including pilot boats, tugs, lighters, etc.

(Kapal-kapal yang memberikan pelayanan di pelabuhan, termasuk kapal pandu, kapal tunda, dan tongkang, dll)

29. Unauthorized access or use including presence of stowaways.

(Penggunaan akses oleh orang-orang yang tidak berwenang termasuk adanya penumpang gelap).



UNIT 9

GRAMMATICAL MISTAKE AND PRONUNCIATION ERROR

General Objective: After studying this grammatical mistake and pronunciation error, the students will not repeat it again in the future while they are having conversation with their own interlocutors.

Specific objective

Students are able to:

- ✚ Comprehend the terms related to the grammatical error and pronunciation error in developing their own idea in a Maritime setting.
- ✚ Memorize the term correctly.
- ✚ Identify the wrong and correct term in grammar and spell the specific terms in a good pronunciation.

A. Introduction

From the teaching and learning process in the classroom, the Authors found many mistakes in



pronunciation and grammar. Therefore, the utilization of role-playing in learning Maritime English when performing speaking was the best solution in grabbing the mistakes and errors.

B. Material

The Authors found many mistakes in pronunciation and grammar like in this following table:

Tabel 1. The recapitulation of mistakes and errors in pronunciation through short conversation.

Identified Words	Correction result by the teacher
Paper, Buoy, Procedure, requirements, anchorage, forget, push, windlass, narrow, all, third, second, Engineer, company	peɪpə, bɔɪ, prə'si:dʒə, rɪ'kwaɪəmənts, 'æŋkərɪdʒ, fə'gɛt, pʊʃ, 'wɪndləs, 'nærəʊ, ɔ:l, θɜ:d, 'sekənd, 'ɛndʒɪ'nɪə, 'kʌmpəni
Maximum, Singapore, Port Control, type, favourite, high, course, anchor, degree, message.	'mæksɪmə, sɪŋgə'pɔ:, pɔ:t kən'trəʊl, taɪp, 'feɪvərɪt, haɪ, kɔ:s, 'æŋkə, dɪ'ɡri:, 'mesɪdʒ.



Safety, pay, direction, all, crew, so, experience, departure, storage, measurement, truck, payment, say	'seɪftɪ, peɪ, dɪ'rekʃən, ɔ:l, kru:, səʊ, ɪks'piəriəns, dɪ'pɑ:ʃə, 'stɔ:riɪdʒ, 'meɪʒəmənt, trʌk, 'peɪmənt, seɪ
Signal, ship, closest, wear, show, passengers, captain, general, garbage, also, popular, maritime, work, expertise.	'sɪɡnl,ʃɪp, 'kləʊsɪst, weə, ʃəʊ, pɑ:sɛndʒə, 'kæptɪn, 'dʒenərəl, 'gɑ:bɪdʒ, 'ɔ:lsəʊ, 'pɒpjələ, 'mæɪtəɪm, wɜ:k, ,ɛkspɜ:'ti:z.
Expired, knowledge, since, turn on, month, common, department, as well as, consist of, sail, also, high command, sign, country, journey, anchor.	ɪks'paɪəd, 'nɒlɪdʒ, sɪns, tɜ:n ɒn, mʌnθ, 'kɒmənt, dɪ'pɑ:tmənt, æz wɛl æz, kən'sɪst ɒv, seɪl, 'ɔ:lsəʊ, haɪ kə'mɑ:nd, saɪn, 'kʌntri, 'dʒɜ:ni, 'æŋkə'



The data of the grammar mistake could be seen from this following table.

Table 2. Some examples of making mistakes in Grammar / structure.

Identified Words/ Sentences	Correction result
We <u>must can</u> speak by English language ,	Must be able to
We <u>are prepare</u> a pilot ladder	prepare
I'm <u>go</u> to continue activity	I go to
MV. Akpelni, you <u>can anchorage</u> there	Can do anchorage
<u>What you know</u> about radar?	Do you know.....?
<u>Why you say</u> like that?	Why do you say.....?
<u>Why you like his</u> ?	Why do you like him?
<u>Who your</u> favourite lecturer?	Who is your.....?
<u>I went go to</u> the bridge	I go to.....
<u>I will to do</u> according to Tanjung Mas station	I will do
<u>I am ask about</u>	I ask about



<u>We can to increase</u> our speaking practice	We can increase
<u>I am is</u> officer on duty	I am
My junior officer <u>ask to me</u> about	Ask me
<u>I want ask</u> question for you	I want to ask
<u>We already excercise</u> in Simulator	We have already done exercise
<u>We in 20 knots</u>	We are in 20 knots
<u>We must to have</u> safety distance	We must have
<u>Are you have</u> information for me?	Do you have....?
<u>I am to discussion</u> about Marine	I discuss about
<u>Can you tell to me</u>	Can you tell me
You <u>must to be</u> humble	You must be humble
I <u>am to ask</u> about.....	I ask about
<u>How you</u> come here?	How can you come here?
<u>I not</u> confident	I am not confident
<u>Is it</u> Akpelni better than NYK?	Is Akpelni.....?
<u>What are you</u> searching here?	Are you searching here?



<u>What impression</u> in your speciality job?	What's your special job impression?
<u>Why you</u> come go to Semeru?	Why do you come.....?
<u>What your</u> activity last weekend?	What is your activity....?
<u>What UKT you join?</u>	What UKT do you join?
<u>Why you</u> choose Akpelni?	Why do you choose.....?
<u>I am go</u> to the bridge	I go to the.....
<u>What you</u> hiking mountain?	Do you hike mountain?
<u>Where you take</u> the video of MarEng?	Where do you take.....?
<u>What you feel</u> before Binafital?	What do you feel.....?
<u>I am take</u> Video	I take video.
My family <u>miss I</u>	My family miss me
<u>Your house far or not?</u>	Is your house far? Or not
<u>Coz I am meet</u> family	Coz I meet my family
<u>I am spend</u> holiday	I spend holiday
<u>I can missing</u> coffee	I can miss the coffee
<u>Why you like</u> the drink?	Why do you like.....?
<u>Where you buy</u>?	Where do you buy.....?



<u>Why you follow</u> DC?	Why do you follow DC?
<u>I am play</u> football	I play football
<u>I am like</u> play football	I like playing football / I like to play.....
<u>What do you</u> like game MA?	Do you like game MA?
<u>Your like</u> swimming?	Do you like swimming?
<u>I want catering</u> with my family	I want to have dinner / lunch with my family

B.1 Summary

role play could be used as an alternative teaching technique to increase cadets' or students' speaking skills. The cadets got a chance to hone communicating in a few social settings and parts inside the maritime field. Consequently, this kind of teaching technique could increase students' critical thinking in speaking and identify some problems that arose in communication among the Nautical Cadets as the Seafarer's Candidates.

B2. Grammar Focus

Verbs as Complement

Verbs that are always followed by the infinitive: Some verbs can take another verbs as the complement instead of a noun. Sometimes the verb functioning as



the complement must be in the infinitive (*to+verb*) and sometimes it must be in the gerund (*verb + ing*) form. The following verbs are always followed by the infinitive if the complement is a verb.

agree	attempt	claim	decide	demand
desire	fail	forget	hesitate	hope
intend	learn	need	offer	Plan
prepare	pretend	refuse	seem	Stive
tend	try	want	wish	

Example:

1. Capt.Fajar expects to begin sailing next two years.
2. Ms.Jane learned to plot the radar when she was in the bridge room.
3. The third officer decided to postpone this safety meeting.
4. The crewing manager will attempt to reduce the number of employees.
5. We are preparing to show the log book.
6. Capt. Edy has agreed to sign the ship's particular documents.

Verbs that are always followed by the gerund: Other verbs must always be followed by the gerund. These verbs include:



admit	appreciate	avoid	Can't help	consider
delay	deny	enjoy	finish	mind
miss	postpone	practice	quit	recall
regret	report	recent	resist	resume
risk	suggest			

Example:

1. Dino admitted stealing the compass.
2. We enjoyed seeing the crew after so many years.
3. This vessel shouldn't risk entering the Panama canal.
4. Michael was considering buying fresh water from the port.
5. The Coast Guard has reported seeing another ship in the Florida Straits.
6. Would you mind not smoking on this deck?

Note: These sentences are made negative by adding the negative particle *not* before the infinitive or gerund. The following verbs can be followed by either the infinitive or the gerund with no change in meaning.

begin	Can't stand	Continue	Dread	hate
like	love	prefer	start	



Example:

1. He started to alter the vessel. OR He started to altering the vessel.
2. John hates to call the Cost Guard. OR Joh hates calling the Cost Guard.

Exercises:

Choose the correct form of the verb in parentheses in the following sentences.

1. The chief Engineer decided (accepting/to accept) the bunkering order.
2. They appreciate (to have / having) this distress message.
3. His Capteen doesn't approve of his (going/to go) to Europe.
4. We found it very difficult (reaching/to reach) a decision.
5. Mr. Joko is interested in (to open/opening) the job requirement.
6. The members of the crew have no intention of (to leave/leaving) the city now.
7. We are eager (to load /loading) the cargo in the port.
8. You would be better off (to buy / buying) a new vessel.



9. Mr. James hopes (to finish / finishing) the cargo loading report soonest.
10. He demands (to know / knowing) what is going on in the engine room.



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