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Introduction to Bridge Procedure Guide (A Course Development in Maritime English)

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INTRODUCTION TO BRIDGE PROCEDURE GUIDE

(A course development in maritime English)

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE MASTER OF ARTS IN TEACHING DEGREE

AT THE SCHOOL FOR INTERNATIONAL TRAINING

BRATTLEBORO, VERMONT

BY

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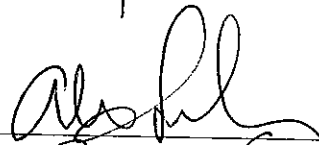
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ABSTRACT

The paper presents a course development in maritime English and provides justification of the main pedagogical bases and principles of the materials. *Introduction to Bridge Procedure Guide* is designed to enable trainees with lower intermediate and intermediate level of English to discuss bridge procedures as well as to improve their general productive and receptive skills. The paper includes Introduction setting forth the main teaching methods and techniques, Table of Contents, *Introduction to Bridge Procedure Guide* with Jigsaw Activities, the Key to the exercises, and English-Russian Vocabulary, Bibliography. The course materials have been field tested and will be used in Odessa State Maritime Academy, Ukraine as well as other maritime institutions in the country.

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'Mentors and apprentices are partners in an ancient human dance, and one of teaching's great rewards is the daily chance it gives us to get back to the dance floor'.

Parker J. Palmer, *The Courage to Teach*.

BRIDGE PROCEDURE GUIDE. WHAT IS IT?

Safe navigation is the most fundamental part of good seamanship. Skills of navigating officers have accumulated over the centuries. But sophistication brings its own dangers and a need for precautionary measures. Experience shows that properly formulated bridge procedures and the development of bridge teamwork are critical to maintaining a safe navigational watch. "The *Bridge Procedures Guide* is intended to develop a more widespread awareness of good operating practice and the regular use of sound bridge procedures"(BPG, iii). It codifies the main practices and provides a framework for consistent and reliable performance by owners, operators, masters, officers and pilots. The procedures set out in clear language the operational requirements and methods.

People from many different nationalities work at sea together, often in difficult conditions, and misunderstandings can and do arise. Under the circumstances good communication at sea can mean the difference between life and death. Therefore many projects aim to overcome this potential threat to human safety and to the environment and are looking at the impact of multicultural and multilingual crews on maritime communications. They aim to enhance safety and efficiency on ships, particularly those operated by multi-national crews, by developing:

- verbal and non verbal tools for communication;

- training packages to extend communication skills;
- syllabus for teaching maritime English;
- clear instructions of the language that should be used in emergencies;
- improved manuals and other printed instructions on board;
- guidelines to help crews avoid cross-cultural tensions.

In 2000 the International Maritime Organization (IMO) adopted IMO model course for Maritime English. According to the requirements of the model course ‘by analyzing the detailed syllabus ... , the instructor can design appropriate materials to bridge any gap between the trainees’ existing knowledge and the course content. This may require the instructor ... to insert elements of technical or linguistic knowledge to support the practical English language communication activities at appropriate points within the Maritime English model course” (IMO, 2). The detailed syllabus of IMO model course also contains specific references to maritime documents proposed for use in the course. One of them is *Bridge Procedure Guide*. So the task of *Introduction to Bridge Procedure Guide* is to develop the maritime English of the trainees in the context of bridge practices.

AIMS

Introduction to Bridge Procedure Guide makes trainees with low intermediate and intermediate level of English familiar with the aims, objectives, structure of *Bridge Procedure Guide*, the main bridge procedures described in it and enables them to use the document freely as well as discuss and speak about its main issues.

OBJECTIVES

The objectives of the course are

- to develop trainees' ability to use Maritime English at low intermediate/intermediate level, especially by giving students wide ranging opportunities to practice communicating in English for maritime purposes when discussing routine and emergency bridge procedures, to develop their maritime vocabulary
- to provide instructors in Maritime English with a suggested framework for introducing *Bridge Procedure Guide*, as required by the Seafarers' Training, Certification and Watchkeeping Code, 1995
- to promote study skills essential for continuing independent learning at sea
- to build up students confidence when faced with authentic maritime texts

COURSE CONTENT

Introduction to Bridge Procedure Guide is primarily an English language-training course and cannot be used for professional training of seafarers. Its linguistic content allows

practicing language communication skills. The course attempts to fill in the gap experienced after fulfilling a General English course, supplying trainees with maritime vocabulary through the study of the content and structure of one of the guiding documents on board a ship.

The maritime content of the course includes the main issues covered by *Bridge Procedure Guide* that are relevant to both deck cadets and deck officers already employed by shipping companies.

COURSE STRUCTURE

Introduction to Bridge Procedure Guide provides approximately 18 hours of language learning. The course contains nine units, pair work activities, key, and English-Russian Maritime vocabulary.

INTENDED LEARNERS

Intended learners of the course are navigating cadets and distant students of navigating faculties for whom English is a second or foreign language and who have reached lower intermediate and intermediate level of English. The age of the trainees is 18 – 45 years old. All of them have had some professional training and sea-going practice. Therefore, the maritime content of the course is known to them.

COURSE PROBATION

The materials and activities included into *Introduction to Bridge Procedure Guide* have been tested for a year in Odessa State Maritime Academy both by my colleagues and me with students of the day and distant learning departments as well as with acting seamen. They were discussed at the meeting of the English Language Department and were assessed positively. The Independent Professional Project also takes into account the critical remarks and suggestions which arose during the discussion.

COURSE METHODOLOGY

IMO model course for Maritime English states that 'trainers of English for Specific Purposes now commonly accept that a broad understanding of English is required in order to meet specific professional objectives (IMO, 1). The methodology of the course is determined by the students' needs. Working in multinational crews on board and having to deal with owners, operators, experts all over the world, seaman face the necessity to communicate efficiently in English in routine and sometimes emergency professional situations where the cost of a linguistic error may be extremely high as it may involve human life. In other words, they have to demonstrate a good knowledge of both general and maritime English and to be conversant with a very wide spectrum of language practices. Therefore, nowadays maritime language teachers are urged to apply all modern approaches and methods of teaching to provide efficient learning of their trainees. So for Ukrainian teachers working in the field of Maritime English value of communicative approach to teaching maritime English is obvious.

Modern instructors are no longer concerned with the search for a single method that provides a formula for teaching language. Although the course promotes communicative learning, it does not prescribe a single teaching method. Because each teaching situation is unique, the instructor should trust his/her own knowledge of the students and local environment. He/she should aim to discover what works best for the trainees as well as for themselves in implementing communicative aims of the course.

The goal of *Introduction to Bridge Procedure Guide* is to develop a trainee's communicative competence, i.e. a trainee's ability to use the linguistic system effectively and appropriately (Richards, 67). For seafarers to be able to communicate effectively, they need to be able to use and understand English in a range of situations. They should be able to combine the grammar, vocabulary, and phonology of the language to express themselves clearly and appropriately in speech and writing as well as interpret messages that they hear and read correctly and be able to respond to these messages appropriately and comprehensibly. When a seafarer can demonstrate all this, he proves his communicative competence in English. Following the goal, the learning activities for the course were selected according to how well they engage the learner in meaningful and authentic language use opposed to mechanical practice of language patterns in the course of language acquisition and learning¹. From this perspective the teacher should always bear in mind such pedagogical issues as students' motivation, learner-centeredness, safety and reasonable challenge for trainees, development of their independence.

¹ According to Krashen, acquisition is an unconscious process that occurs during comprehension of input provided within a meaningful context in an affectively favorable environment. Learning is a conscious process that usually results from formal grammar study or practice (Krashen 1977, 1981)

Motivation

One of the aspects that influences trainees' response to a language course and motivation is its relevance for their immediate and long-range goals as "readers tend to be more interested in texts that are relevant to their own experience" (Carrell, 567). According to E.W. Stevick, students become impatient with something that is presented to them as new, i.e. with some thing that may seem not to be connected with their goals. "Other things being equal, we will respond better to a language course that fits into that system and less well to a course that does not." (Stevick, 22). The critical importance of students' involvement is highlighted by a lot of other scholars (Collie, 5-6; Gardener; Nolasco, 16; Grellet, 18; Palmer, 42; Strong; Ur, 27). Therefore, each unit of the presented course commences with a *Lead in Discussion*. Its first task is to show that the material that is presented next is integrated into the set of the trainees' individual goals. Its second aim is to demonstrate that the material is closely connected with the students' life and professional experience. It is crucial in order to avoid more or less strong "general resistance to the idea of being taught" and to demonstrate the necessity of "the intellectual and emotional work of integrating the new into what we already had." (Stevick, 23). Being concerned with making the content relevance more explicit for the learners, the course designer did her best to use the motivating power of the form and attempted to make the layout and design of the course attractive and stimulating for the trainees.²

² "Visuals have an important function as aids to learning, simply because they attract student' attention and help and encourage them to focus on the subject in hand ... striking and stimulating visual aids are likely to heighten student's motivation and concentration" (Ur, 30)

Learner-centeredness

Involvement of students in the learning process is achieved through an inductive approach³ encouraging active learning via student involvement and discovery learning activities (e.g., where learners work out rules themselves) and through group work as opposed to the traditional teacher-fronted lesson. Scott Thornbury summarized the main advantages of an inductive approach as follows

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- The mental effort involved ensures a greater degree of cognitive depth that, again, ensures greater memorability.
- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- It is an approach that favors pattern-recognition and problem solving abilities that suggests that working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.
- If problem solving is done collaboratively and in the target language, learners have an opportunity for extra language practice (Thornbury, 54).

On the other hand, any attempt to introduce inductive approach will come to grief, if students do not feel free to communicate their personal viewpoints in class, if they do not feel safe.

³An *inductive approach* starts with some examples from which a rule is inferred (Thornbury, 29)

Safety and Challenge

Tasks and materials that are involving are relevant to students' needs, have an achievable outcome, and have an element of challenge while providing the necessary support, (Thornbury, 26). Many learners have to overcome a psychological barrier before they are prepared to speak in the foreign language. Some students find speaking in the classroom situation a threat because there is always an audience, and consequently prefer the anonymity of one-to-one encounters outside. On the other hand, others, who quite happily contribute in the sheltered environment of the classroom, experience considerable problems in building up the courage to use the language outside the class. A few prefer not to speak at all, and consequently deny opportunities for practice. Within the classroom a major source of threat is the individual's perception of himself or herself and the other students. Therefore, to make lesson efficient "for any method, ... there needs to be a minimum of irrelevant tension among the people in the class." (Stevick, 27). "Threat reduction is possible by building up personal security through the use of 'getting to know you' activities which promote trust, as well as 'articulation' activities which give students the opportunity to use English sounds in a safe and undemanding environment. (Nolasco, 23) as well as suggesting activities friendly to students of almost all learning styles,⁴ i.e. visual, aural, and kinaesthetic⁵.

Care about students' safety involves two aspects, i.e. safety in the classroom alongside with safety in the outside world, in conditions of real life communication. Bearing in

⁴ 'A *learning style* is an individual predisposition to learn in a particular way' (Parrott, 40)

mind the latter aspect a caring teacher should prepare his/her students for the challenges in store for them by 'open space'. So the teacher should encourage students to take risks in using the language. In other words, "the space should be hospitable and "charged" ... If students are to learn at the deepest level, they must not feel so safe that they fall asleep: they need to feel the risks inherent in pursuing the deep things of the world or of the soul. No special effects are required to create this charge – it comes with the territory. We only need fence the space, fill it with topics of significance, and refuse anyone to evade or trivialize them."(Palmer, 75) From this perspective, the most essential is the balance between the challenge and safety. In Vygotsky's terms, input should be provided as close as possible to the higher level of students' Zone of Proximal Development⁶. Therefore, "it is much better to choose a work [literary work] that is not too much above the student's normal ... proficiency" (Collie, 6) Following this principle, we offer the course for Low Intermediate or Intermediate students. A teacher's responsibility is to facilitate the language acquisition process in his/her students and prepare them for real life situations, to develop their independence. Moreover, the teachers should exercise particular care towards students having no or little experience with communicative approach as they may be psychologically unprepared for some of the activities and language learning strategies applied by the course. Then the teacher's task is to introduce the trainees to the new techniques / adjust the course to the learning styles and needs of the students.

⁵ It is necessary to admit that the course makes more emphasis on tactile learning than genuinely kinaesthetic as in the academic environment of a maritime institution, for which the course has been developed, it would be extremely difficult to carry out such activities.

⁶ Zone of Proximal Development was defined by Vygotsky as "the difference between the child's developmental level as determined by independent problem solving and the higher level of potential develop-

Independence

Developing students' autonomy is vital for any language course⁷, especially Maritime English, *lingua franca* at sea, where efficiency of an oral or written communication is first of all related to the safety of people's lives. Therefore students should be encouraged to explore possibilities, invent alternative solutions, collaborate with other students (or external experts), try out ideas and hypotheses, revise their thinking, and finally present the best solution they can derive. This approach also encourages the learners' involvement in selecting vocabulary items they want to learn, researching vocabulary in dictionaries or working out the meaning of words from context and the grammatical characteristics of the words from analogy with other English words they know (Parrott, p.48). Procedures for selecting vocabulary are followed by activities providing automation of the vocabulary so that it is converted into fluent performance in real life.

As far as the teacher is concerned, he/she guides the student, stimulating and provoking the student's critical thinking, analysis and synthesis throughout the learning process providing necessary scaffolding⁸, i.e.

- recruits interest in the task
- simplifies the task
- maintains pursuit of the goal

ment as determined through through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 85).

⁷ "A primary purpose of any language course is to make the student independent of the teacher in knowing what can be said and what cannot. When this happens the student may rightfully feel that he or she has become an adequate center in the universe of the new language and can therefore accept the language itself as a part of his or her own personal universe. On the other hand, if this half of the control is never adequately shared, the student is likely to wander through the big world outside the classroom permanently dependent on teachers and people whom he or she can treat as teachers, a perpetual alien in someone else's "world of meaningful action" (Stevick, p. 33)

⁸Scaffolding is "the process of supportive dialogue which directs the attention of the learner to key features of the environment, and which prompts them through the successive steps of a problem" (Mitchell, p.145)

- marks critical features and discrepancies between what has been produced and the ideal solution
- controls frustration during problem solving
- demonstrates an idealized version of the act to be performed (Wood)

The guidelines of the course stated above determined the main types of student-student and student-teacher interaction involved by the course, i.e. pair work and language games.

Pair work

“Community is formed each time more than one person meets for a purpose ... What one acknowledges in the formation of a community is the possibility of doing together what is impossible to do alone.” (Some, p.67) Student to student communication in English is an important part of communicative learning. SLA researchers showed that learners acquire language through conversation. Consequently, a language course should provide opportunities for learners to engage in interaction through communicative tasks and activities (Hadley, 250; Richards 1990,79; Scarcella, 153-155). Therefore, the course promotes the use of tasks that require the students to use English in order to achieve a result. Pair/group work is seen as sharing and discussing one’s learning. Such interaction is more motivating as it is meaningful (Hadley, 251; Scarcella, 156) and, therefore, more memorable. Moreover, pair and group activities allow students to explore new parts of their experience through the target language (Grabe, 396). For example, students may have to fill in the gaps by finding out information from their partner/partners, or may be

asked to find a solution to a problem by working together in groups. The key feature of this type of learning is that students need to use language in realistic ways (asking, discussing, negotiating) for realistic purposes (finding information, exchanging opinion, problem solving). Pair work psychologically prepares learners for an element of the unexpected inherent in most language situations. So it is important that 'Student A does not have access to Student B's information, and vice versa. In this situation students are forced to interact with one another and to respond to the unexpected – which is, after all, an essential requirement for true communication. Another important aspect of language learning is ... training students to listen effectively. ... as the student is immediately forced into a situation where he or she not only has to but wants to listen intensively in order to be able to talk to the other person – which is, after all, the situation he or she is going to be in when he or she leaves the comparative safety of the classroom.' (Watcyn-Jones, 4). Finally, paired and small group activities greatly increase students' speaking time, which is critical for EFL learners.

Pair work and group exercises help to free students from extremely critical attitude to themselves and their language errors, in Stevick's terms lessening the power of a too strong Critical Self and arranging more space for Performing Self. Working with peers, they become witnesses of effective but not error-free communication which relieves them of a rather frequent conviction that perfection is a friend of the good. Consequently, students start using the target language with much less embarrassment, and remain more relaxed. In other words, we are looking for the let-it-happen effect described by Gallwey in *The Inner Game of Tennis*.

The nature of pair work calls forth a different role for the teacher who is no longer in the center of the classroom towering over the learner. This course is an attempt to find appropriate balance between control by the teacher and initiative by the student. As the course is designed for low-intermediate and intermediate students, the idea of sharing control and responsibility for the trainees' progress seems quite opportune. The degree in which the teacher can delegate them to the learners will depend on to what extent the students are ready for it and should gradually increase to the end of the course. Still the teacher is responsible for setting the interpersonal atmosphere in the class, and for conveying enthusiasm and conviction, i.e. for utilizing the resources of long-term memory of the trainees (Stevick, 6-16) because due to the teacher's "near-monopoly of information, procedures, and day-to-day goals, the teacher is by far the most powerful figure in the classroom" (Stevick, 31).

Games

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners are motivated to take part in a game and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information, i.e. to use the language in meaningful communication. The learners respond

to the content of a game in a definite way. They are amused, angered, challenged, intrigued or surprised. Thus the content is clearly meaningful to them and the meaning of the language they listen to, read, speak and write is more vividly experienced and, therefore, better remembered. (Betteridge, 2).

TYPES OF ACTIVITIES

Introduction to Bridge Procedure Guide is an attempt to apply a student-centered approach when presenting the document for language learning. The aim of the course is not only to foster detailed comprehension of *the Bridge Procedure Guide* but to enable the students to make the text their own, to encourage them to share their own views with each other using the target language. J. Collie and S. Slater 'have found that role play, improvisations, creative writing, discussions, questionnaires, visuals and many other activities which we use successfully to vary our language classes can serve a similar purpose when we teach literature' (Collie, 8) Based on this, it seems that the same approach can be advantageous when teaching specialist literature. We also agree with J. Collie and S. Slater that "the availability of variety of activities enables the teacher to concentrate on meeting students' weaknesses in particular skill areas – in speaking or listening, for example.' (Collie, 8)

'We teachers are supposed to take these long-ranged goals and translate them into goals that are weekly, daily, hourly' (Stevick, 31) so the aims of the course are translated into aims of a system of activities. They enable learners to attain the objectives of the course, engage them in communication. The nature of the activities suggests that the teacher

monitors and encourages students but suppresses the inclination to supply gaps in lexis, grammar, and strategy. Rather, he / she notes such gaps for later commentary and communicative practice and assists trainees in self-correction discussion. The techniques used by the course are concentrated on the learning process, thus increasing the motivation of the learner and consequently the efficiency of the course. They can be used when working with a group of learners, for one-to-one classes or individually. Though the course is focused at maritime vocabulary, most of the exercises can be applied to the learning of words whenever they are encountered, thus promoting study skills of the learners.

The division of skills into listening, reading, speaking and writing is an expedient one, and is taken as the basis for organizing the course. However, it is acknowledged that in practice these skills are not discrete, and it is reflected in that the activities involve a combination of skills even though in each case one of the skills is given prominence.

Critical importance of vocabulary for reading was proved by intensive research in the field (Grabe, 381). One of the guidelines of the course is the views of John Morgan and Mario Rinvolucri on the acquisition of vocabulary. According to them the latter is

- not a linear but a branching process. Words are not learnt mechanically as little packets of meaning, but associatively.
- Not an impersonal but an intensely personal process, therefore. The associations and vibrations that a word sets up depend on our own past and present felt experience.
- Not a solitary but a social process. We expand our apprehension of word meanings by interchanging and sharing them with others.

- Not a purely intellectual, effortful process but an experiential, 'hands on' process too.
(Morgan, 3)

The system of exercises was developed on the understanding of the fact that 'learning' a word is influenced by a number of factors, such as

- the sound of the word
- the kinetic sensation of lungs, throat, mouth and nose
- the shape on a page, on a poster or on a TV screen
- conventional associations: semantic and syntactic categories to which a word belongs, collocations, metaphors, etc.
- literary associations
- the associations the word has for *the trainee*
- the circumstances of meeting the word (and not just the narrow 'context' of the text or utterance, but the room, the people present, the time of the day, etc.) (Morgan, 5-6).

Presenting new vocabulary

Teaching new words through translation can be very confusing for students as often there is no direct correspondence between structures and vocabulary of the target language and their mother tongue. Persistent translation hinders the ability to think in English and does not give students much chance to develop an understanding of English collocation. Therefore the course employs some alternatives to translation. Using a combination of

these techniques should ensure that students with different learning styles are all catered to.

Contextualisation.

It is important to create a context when teaching vocabulary not only to explain its meaning but also to demonstrate how a word is typically used. Students need to be exposed to new words in context, hearing them said and seeing them in writing before they can be expected to use the words themselves. So all the lexical units presented in the course are context bound. They are related to the routine and emergency procedures as well as duties of the crew on board a ship. Moreover, each unit commences with a *Lead in discussion* aimed at setting a much narrower and precise professional context. This stems from the argument of schemata theory stating that efficient comprehension requires the ability to relate the textual material to one's own knowledge and that comprehending words, sentences and entire texts involves more than just relying on one's linguistic knowledge (Carrell, 559). Therefore, ESL readers better recall text on a familiar topic than a similar text on an unfamiliar topic (Johnson, Hudson). On the other hand, Diane Larsen-Freeman underlines that "there is no need to teach everything about a structure to a group of students: rather, the teacher can build upon what the students already know (Larsen-Freeman, 255-256).

Guessing meaning from context.

Before explaining the meaning of a new word to the class, students are encouraged to guess about the approximate meaning by themselves from 'clues' in the surrounding text. Clues include words which 'go with' the target word (collocations); the position of the

word in the sentence-any prefixes or suffixes; and punctuation. Thinking about this type of contextual information should guide students towards understanding the function of the word and its possible meaning. The example of the technique in the course can be Activity 1 in Unit 1 where students are asked to analyze the title words of the document, in pairs discuss the following questions

- What kind of document is it?
- What information does it include?
- Where is it used?
- What is its main purpose?

Another illustration is the pre-reading activity in Unit 2 where students are given the task to guess the meanings of the words and their function in the text. This is an inductive process often described as inferring meaning from context, an important strategy in developing the skills of reading and listening.

Visual representation.

This is effective when teaching vocabulary of specific objects as the student can see exactly what is being referred to. Studies show that we retain more information from a visual stimulus than an aural stimulus. The saying 'Seeing is believing' is older than ancient Rome and Greece. Therefore, in Activity 2, Unit 3, students match pictures of some bridge equipment with the corresponding nouns. They are also asked to draw a plan of a fully equipped bridge and compare it with the drawing in the *Jigsaw Activities*. When discussing the results students also practice the new vocabulary.

Explanations.

For words that cannot be represented visually, verbal definitions are provided by paraphrasing and giving synonyms (See matching activities # 4 in Unit 1, # 5 in Unit 2 and # 2 in Unit 2). Such tasks will enable students to use monolingual dictionaries in future.

Controlled practice of new vocabulary.

The presentation of new vocabulary is followed up with controlled practice. Controlled practice lets the students use the new words for communicative purposes within clear contexts. This allows the teacher to check the students' understanding of the new items and helps the learner consolidate the meaning of the new word. Discussing the results of the drawing activity described above is an instance of such controlled vocabulary practice. It is also helpful for revising prepositions and practicing negotiating skills. Gap filling activities in units 3 and 4 are aimed at controlled practice of corresponding vocabulary. Less controlled practice is provided by Activity 8, Unit 5. Students discuss and write a description, based on the visual information, from the viewpoint of one of the participants using the emergency checklist vocabulary.

Revising vocabulary

Word recall activities help students maintain their word base. Various techniques can help learners pool their combined knowledge. E.g., brainstorming helps students recollect the words they have learned connected with a specific topic. It involves all members of a group. They spontaneously think of a number of words, phrases or ideas associated with the topic. The brainstorming sessions are quick and quite intense. Individuals are encour-

aged both to listen to other members of the group and to contribute the ideas that occur to them (See *Lead in discussion* activities). Another revision technique employed by the course is writing mind maps. It extends the association activity into a more organized, visual plan. Working in pairs or individually, students write the topic word in the center of a page and then list associated words into categories scattered around the page as in final activities in units 1 and 2. Following the principles of teaching one thing at a time and teaching through practice, the first of them gets students acquainted with the technique making them participate in developing the suggested mind map, while the second requires much more independent work. Activity 4 in Unit 3 revises vocabulary that has been previously learned with the help of eliciting questions. The advantage of the activity is that students themselves choose the lexical units they would like to remember. Doing this, they also have to revise all the new vocabulary. Moreover, eliciting questions are asked by another student, which makes him focus on the meaning of the chosen word and its collocations simultaneously, increasing the amount of student speaking time. One more vocabulary revision technique is word definition games such as *Call My Bluff* (unit 6, Activity 5) or *Definition Bingo*, which adapts the numbers game 'Bingo' for vocabulary (Unit 9, Activity 1). As students in one class normally have different backgrounds, choosing the vocabulary to be revised themselves allows students to focus on items relevant for each of them.

Extending vocabulary

Such activities as *Word CV/Resume* (Unit 4, Activity 4) and *Predicting Meaning* (Unit 5, Activity 4) help students to make connections between words. By comparing and con-

trasting meanings, students see that particular vocabulary can have different meanings in specialist and general contexts (e.g. the word 'cabin' could mean accommodation in a ship; a small wooden house in the mountains; the part of an airplane where the pilots sit). This approach encourages learners to think about the differences in meanings between words. Building up word families helps students understand the concept of word derivation by showing how one word can be modified with prefixes and suffixes. Matching collocations skills in maritime English are trained in Activity 5, Unit 2. The more familiar the students are with these techniques the higher are their chances of inferring the meaning from context, i.e. the better they are prepared for participating in real life situations in future.

Pre-reading activities

The basis of the course is an authentic maritime text meant for efferent reading⁹. In compliance with the safety principle this entails the necessity of grading tasks to the students' level. One of the ways to perform it is to preface actual reading with activities that set the context, allow predicting the content of the following reading alongside with related vocabulary¹⁰. As it was mentioned above, the task is partially fulfilled by *Lead in discussions*. A much narrower context is set by encouraging learners to brainstorm¹¹ how lexical units are connected with or used in the following text (e.g., Unit 1, Activity 2; Unit 2, Activity 2; Unit 3, Activity 2a, 2b & 2c, etc.). The teacher selects a small number of key words from the text. In groups, students brainstorm for possible links between the

⁹ i.e. "reading for experience and to find out" which is opposed to aesthetic reading (Rosenblatt, 12)

¹⁰ The importance of predicting, previewing and anticipation as core techniques in reading is closely considered by Francoise Grelett (1981)

¹¹ Brainstorming is defined as "producing words, phrases, ideas as rapid as possible, just as they occur to us without concern for appropriateness, order or accuracy... Brainstorming can be done out aloud in a class or group, or individually on paper." (Raimes, 10)

words from the text. In groups, students brainstorm for possible links between the words and build up their preliminary texts orally. One more technique of introducing a text is suggested in Unit 8, Activity 2 where guessing is followed by a listening activity during which the students are asked to mark any word from their lists that they hear. Students could be given some time to write individually about ideas / emotions / associations they have in connection with this or that topic. In this way a teacher creates an opportunity for his/her students not only reinforce the language studied before, but also “to be adventurous with the language, to go beyond what they have just learned, to take risks” (Raimes, 3) and, consequently, to get more involved and motivated to use the target language.

While reading activities

All reading activities in the course are recommended for silent reading. Although it could be used for pronunciation training, reading aloud does not help comprehension much, and may have the opposite effect by encouraging students to read slowly, word by word. On the other hand “through silent reading of texts, students become self directed agents seeking meaning to be effective” (Carrell, 567). Moreover, it is important to bear in mind that reading is normally a silent activity which requires different non linear techniques, e.g. skipping something and returning to the passage later (Grelett, 11; Grabb, 396; Parrott, 188). As the presented readings are comparatively short and the students are required to demonstrate detailed knowledge of the procedures described, the course focuses on reading for detailed comprehension. Nevertheless, being governed by students’ needs a teacher may extend the suggested palette of activities with skim and scan reading.

The most frequent reading activity in the course is reading for gist. It may also be performed as a skim reading for confirmation depending on the language skills of the learners. Students are highly motivated when asked to compare their preliminary hypothesis with the original document (Unit 1, Activity 2; Unit 5, Activities 4-7). While reading, trainees may be asked to fill in the gaps with vocabulary that has already been presented and discussed (Unit 2, Activity 2; Unit 3, Activity 3) or is available only to one partner (Unit 6, Activity 2).

Post-reading activities

The activities require the students to produce a piece of work in response to the text. In the course they are presented with a comprehension check where students are required to mark statements as corresponding or contradictory to the content of the reading task. To make the activities more challenging and to draw students' attention to particular details, these statements may contain some supplementary information as in *Right, Wrong or Don't know?* activities (Units 6, 7). The work produced can then be used as a springboard for activities that move into other skills areas. Vocabulary revision and extension has been dealt with above. Activity 3b in Unit 1 is an example of grammar revision. Ordering the text in Unit 8, Activity 2 attracts students' attention to the text structure and function of connectors. Analysis of these will considerably facilitate understanding new texts. Though developing writing skills is not the primary aim of the course, a teacher may want to develop a follow up writing assignment. Activity 6 in Unit 1 is just an example. A natural extension of reading is speaking.

Teaching speaking and conversation skills

In traditional grammar-centered language lessons, speaking was not treated as a priority and it was assumed that students would automatically be able to produce the language they were taught. However, students and teachers often complain that after several years of studying a foreign language the former are only able to speak it 'a little' although they may remember grammar rules very well. Such a state of things is absolutely inadmissible in a field where effective communication is first of all related to human safety. This state of things may reflect the lack of time spent practicing speaking skills, i.e. insufficient practice, due to neglecting the fact that 'fluency in language performance results from communicative practice of material acquired through comprehensible input' (Drovak, 153-154). Traditional speaking activities include reading aloud, role learning and drilling of set dialogues for the purpose of memorizing a particular language point (e.g., the Audiolingual Method) with students often singled out to recite in front of the class. Although these techniques can still be seen in communicative classes, teachers recognize their place and limitations. Tasks based on memorization and repetition are useful for developing spoken accuracy but will not develop the full range of speaking sub-skills necessary for real life interaction. Students should also be taught to listen, to have the confidence to be able to use an appropriate 'register', to know when and how to take turns in conversation, to be able to check and negotiate meaning with other speakers, to paraphrase their own and others' words, to know how to deal with breakdowns or misunderstandings, to be aware of different cultural norms for opening, sustaining and closing a conversation (Nolasco, 6). Limits of the course do not allow approaching speaking from different perspectives. The main criterion for selecting activities for it was their corre-

spondence to the students' needs. So the activities of the course mostly derive from an indirect approach to the teaching of conversation, i.e. teaching conversation through interactive tasks.¹² Regular practice of speaking in class is essential for building up these skills. Various discussions of professional and linguistic issues (Unit 1, Activity 5b; Unit 2, Activity 6b; Unit 4, Activity 4; Unit 8, Activity 5), problem solving (Unit 5, Activity 2), chain stories (Unit 6, Activity 6), and role-plays (Unit 5, Activity 8; Unit 7, Activity 4) are employed by the course to give students wide ranging opportunities to practice communicating in Maritime English.

Nevertheless, these activities can be effective only when they are prepared thoroughly. Students need to be orientated to the topic. To do this the course employs some simple pre-communicative techniques which can be used to prepare students for a particular topic, including

- the use of visual aids to arouse interest;
- a general orientation to the topic by means of a text or a series of statements for discussion;
- exercises to build up the vocabulary needed for a task.

All this will entail fluent and accurate performance¹³ of the learners and will help to develop in trainees communicative learning strategies¹⁴ alongside with cognitive ones¹⁵.

¹² It is opposed to direct approach which " involves planning a conversation program around specific microskills, strategies, and processes that are involved in fluent conversation" (Richards 1990, 76-77)

¹³ *Accuracy* describes the learner's use of grammar, vocabulary and phonology, and the extent to which this is free from mistakes. *Fluency*, on the other hand, describes the learner's ability to convey (or to understand) a message as it is intended. (Parrott, 67)

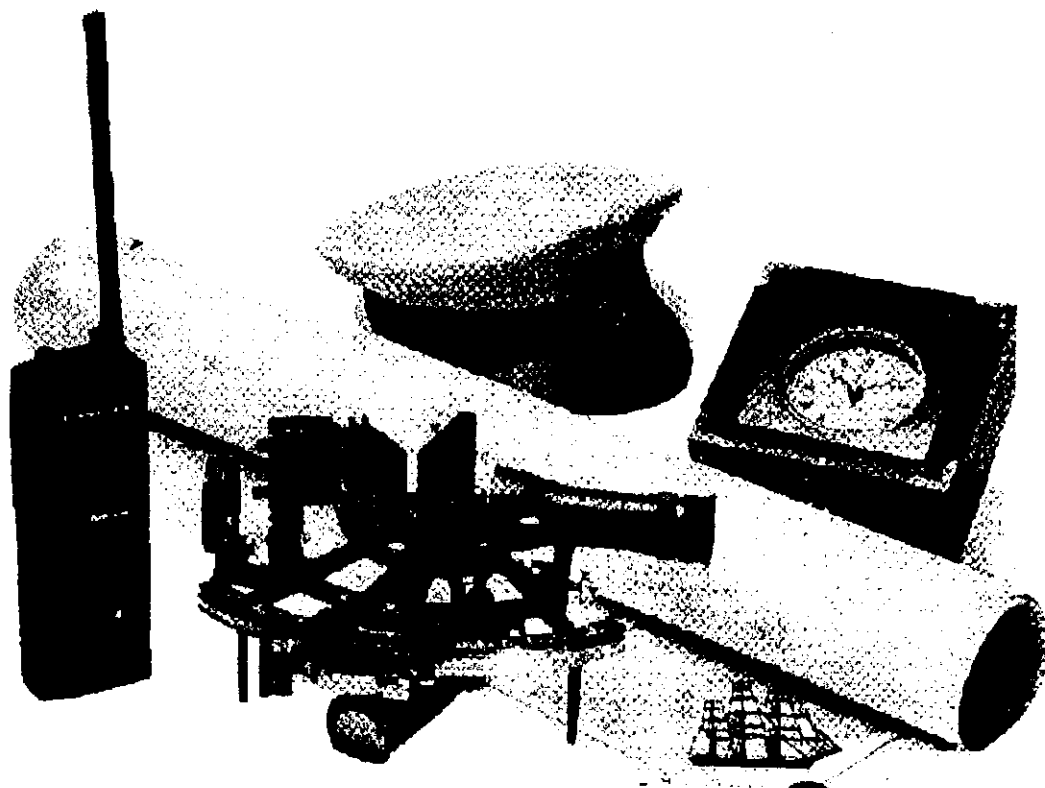
¹⁴ They 'involve achieving communication often when there is a need to use or understand language which is unknown (Parrott, 58)

Although most of the speaking activities in the course are structured, we presume that the trainees can also 'pick up' a certain amount of English in the class, given the right conditions, when students have consistent exposure to the target language that is just a little above their own level. Even though the students may fail to understand every word that the teacher says, they may often be helped to guess the meaning if the context is made clear to them through the use of pictures, diagrams, gestures, etc. It will help the students to develop the skills they need for understanding language in real life. Moreover, the more students are exposed to English, the more familiar they become with it and the more likely they are to learn to think in English. This is especially important in Ukraine and other countries where students have limited access to English outside the classroom.

By no means is the course intended as a model. It is assumed that the nature of any kind of course will depend on a range of variables including the personal preferences of individual teachers themselves.

¹⁵ They 'involve the direct experience of learning. For example, learners employ cognitive strategies when they consciously apply 'learned' rules in order to construct an utterance or when they focus on contextual clues to understand the meaning of unfamiliar language (Parrott, 58)

INTRODUCTION TO BRIDGE PROCEDURE GUIDE





UNIT 1. Bridge procedure guide



1. Lead in discussion

a) *Analyzing the title words of the document, in pairs discuss*

- *What kind of document is it?*
- *What information does it include?*
- *Where is it used?*
- *What is its main purpose?*

b) *In pairs make up a list of 10 words you might meet in the text about the Bridge Procedure Guide. Explain your list to the other students.*



2. Reading

The following words are used in the article about Bridge Procedure Guide. What do you think they mean? Use your dictionary or ask your partner or teacher if the words are new for you. What connection do they have with the document?

SEAMANSHIP	SKILL	DANGER
EXPERIENCE	RELIABLE	IMPROVE
REQUIREMENT	WATCH	MANUAL

Read the forward from the Bridge Procedure Guide and check your ideas.

BRIDGE PROCEDURE GUIDE

Safe navigation is the most fundamental part of good seamanship. Modern navigational aids can today complement the basic skills of navigating officers, which have accumulated over the centuries.

But sophistication brings its own dangers and a need for precautionary measures against undue reliance on technology. Experience shows that properly formulated bridge procedures and the development of bridge teamwork are critical to maintaining a safe navigational watch.

The first edition of the *Bridge Procedures Guide* was published 21 years ago, in 1977. Written to encourage good bridge watchkeeping practices, the Guide, updated in 1990 and 1998, became acknowledged as the standard manual. The Guide pays close attention to bridge resource management and passage planning and takes account of the use of electronic aids to navigation.

The *Bridge Procedures Guide* is divided into three parts:

- Part A Guidance to masters and navigating officers
- Part B Bridge Checklists
- Part C Emergency checklists

Part A embraces internationally agreed standards, resolutions and advice given by the International Maritime Organization. Bridge and emergency checklists are a guide for masters and navigating officers.

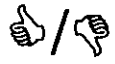
The Guide takes into account the 1995 amendments to STCW, the ISM Code and regulations regarding modern electronic navigation

and charting systems. It brings together the good practice of seafarers and protects the marine environment.

Finally, an essential part of bridge organisation is the procedures, which should set out in clear language the operational requirements and methods. This *Bridge Procedures Guide* codifies the main practices and provides a framework for consistent and reliable performance by owners, operators, masters, officers and pilots.

Seafaring will never be without its dangers at all times. If this Guide can help in the maintenance of a safe navigational watch and the careful preparation of passage plans, it will have served its purpose.

3. Comprehension check

 a) Look at the following statements about the *Bridge Procedure Guide*. Which are true? Which are false?

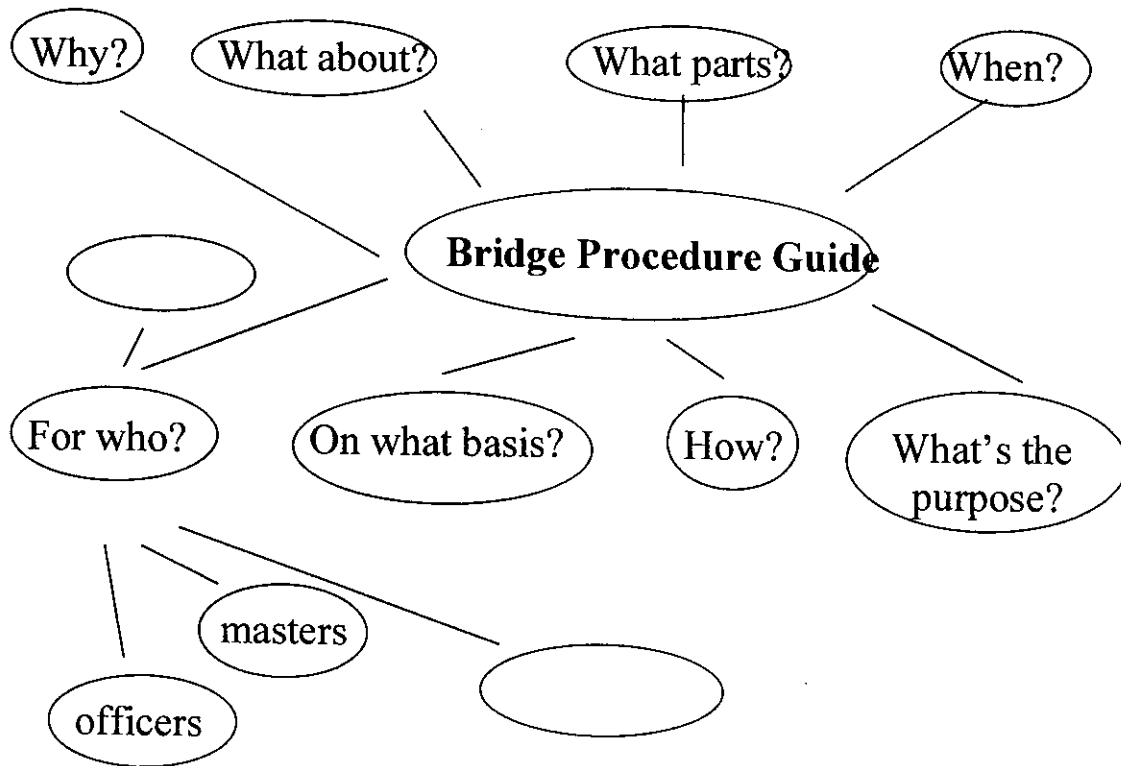
1. Navigating officers can make use only of their experience and knowledge.
2. Navigating instruments should not be absolutely trusted.
3. Safety of the ship depends on joint efforts of all the crew.
4. The Guide was published in 1998.
5. Masters and watch officers must follow bridge and emergency checklists.
6. The guide pays attention to pollution problems.
7. The Guide gives advice as to any procedure or accident at sea.
8. The Guide is important only for ships' crews.

? b) Here are some answers . What are the questions?

1. _____ ?
No, it isn't. Good seamanship includes safe navigation.

5. Speaking

- a) Below are some notes about the Bridge Procedure Guide. This way of making notes is called a mind map. Read the notes. Can you add anything to the map?



- b) Using the ideas of the mind map tell your partner about the Bridge Procedure guide.

6. Summary

Working with your partner, write down a brief answer to the question 'What is the Bridge Procedure Guide?' Try to be as short as possible.

UNIT 2. Bridge and emergency checklists

1. Lead in discussion

Look at the list below. Why was it made up? For what occasion?
What ✓ and ✗ mean?

Passport	✓
Seaman's book	✗
Cert. of comp.	✓
Shirts	✓
jeans	✓
toothbrush	
+shampoo	✗

Do you use such checklists in your life? When? How?
How do you think checklists can be used in maritime practice?
Work in groups of three or four. Compare your ideas with the rest
of the class.

2. Reading

Guess the meanings of the words in the box below. Do they remind
you of other words you know? Which ones? What parts of speech
could they be? Check your ideas with your partner, look them up
in the dictionary or ask your teacher.

ROUTINE	CONVERSANT	FOLLOWED
SUMMARISED	PERMIT	EMERGENCY
SUPPLEMENTED	FITTED	APPROPRIATE

Put the words into the gaps in the text below

BRIDGE AND EMERGENCY CHECKLISTS

The officer of the watch should be fully _____(1) with the procedures _____(2) in Parts B and C of this guide. When time _____(3), whether the action taken is _____(4) or _____(5), the _____(6) checklists should be consulted in order to ensure that all necessary steps are taken. Vessels _____(7) with bowthrusters, shaft generators, auxiliary engines, ballast pumps, etc. that are controlled from the bridge should have their checklists appropriately _____(8) by the procedures to be _____(9) with respect to these controls.

Check your answers with the partner and then consult the key.

3. Comprehension check.

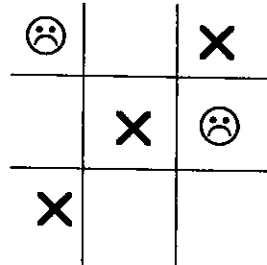
Look at the following statements about the Bridge Procedure Guide. Which are true? Which are false?

1. It is not compulsory for the watch officer to remember what to do in case of emergency.
2. Checklists cover everyday events.
3. The officer of the watch always fills in the checklists.
4. The watch officer should fill in the checklists not to forget anything important.
5. Bridge and emergency checklists are not the only ones used on the bridge.

Check your answers with the partner and then consult the key.

4. Noughts and crosses.

We all played the game in childhood. The aim of the game is to have three X or O disposed horizontally, vertically or diagonally, like it is shown below.



*Work in pairs. Draw such a grid in your notebook. In the boxes write down nine new words from the text which you think you will need in future. Take turns in playing **Noughts and crosses** but you can put your X or O only after making a meaningful sentence with the word in the appropriate box. If your partner finds a mistake in your sentence, you miss your turn and your partner makes his sentence.*

The winner makes his own grid and you play again.

5. Matching

- a) *Work in groups of three or four and make a list of routine bridge procedures where you think a checklist would be very helpful. E.g., Preparation for sea, Navigation in ice, etc.*

Make up the titles of the Bridge Procedure Guide Checklists by matching a line in A with a line in B. One has been done for you.

A	B
1. Familiarisation ... 2. Preparation ... 3. Preparation for arrival ... 4. Passage ... 5. Navigation ... 6. Navigation ... 7. Anchoring ... 8. Navigation in restricted ... 9. Navigation in heavy ... 10. Navigation in ... 11. Changing ... 12. Calling ...	a. ... over the watch b. ... in the port c. ... in coastal waters d. ... with bridge equipment e. ... the master f. ... for sea g. ... plan appraisal h. ... ice i. ... in ocean waters j. ... and anchor watch k. ... visibility l. ... weather or in tropical storm areas

Check your answers with the key.

*Add one more title **Pilotage** to the list above and you will have a complete list of checklists. Is it different from yours? Why do you think these situations were selected by the authors of the Bridge Procedure Guide?*

b) What emergency situations do you think should be covered by the Guide. Make up your list.

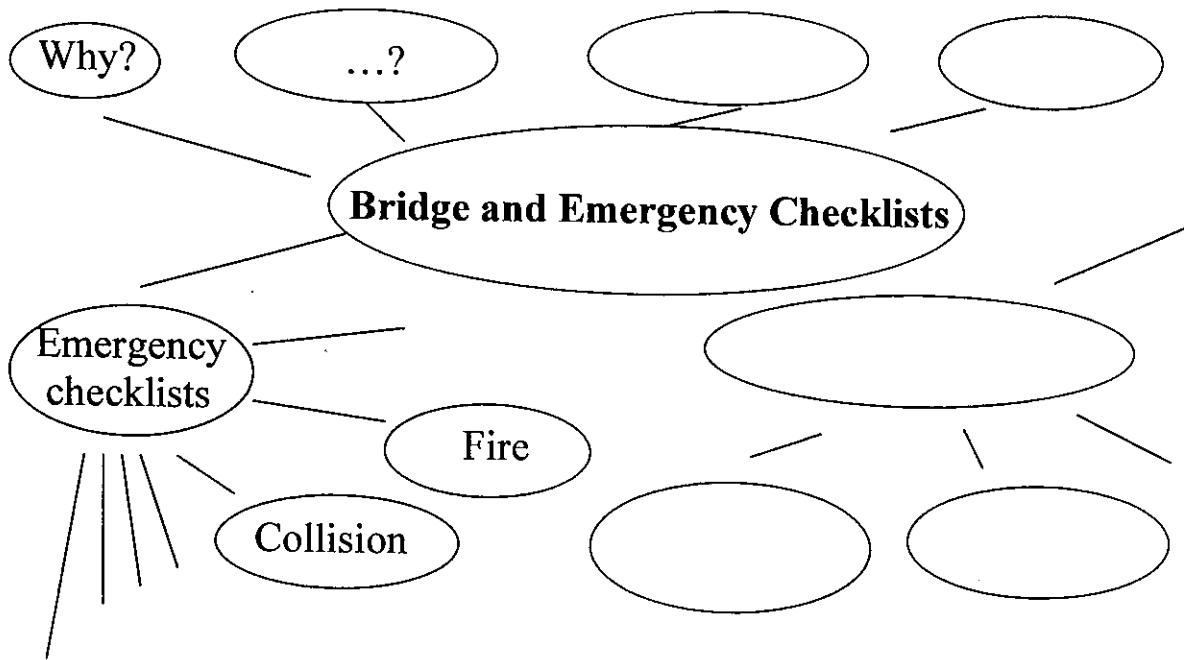
Look at the words below. How many titles of emergency checklists can you make using them?

MAIN	COLLISION	STRANDING	MAN	FIRE
FLOODING	SEARCH	ABANDONING	ENGINE	OR
OVERBOARD	AND RESCUE	SHIP	OR	STEERING
	GROUNDING	FAILURE		

Check your answers with the key. Is this list different from yours?
How?

6. Speaking

a) Finish the mind map below.



b) Using the ideas of the mind map tell your partner about the Bridge and Emergency Checklists.

UNIT 3. Familiarisation with bridge equipment

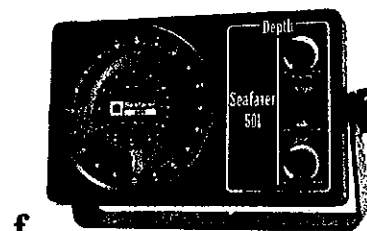
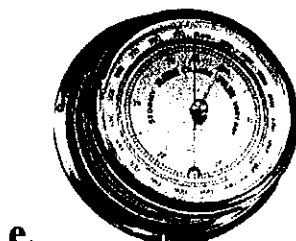
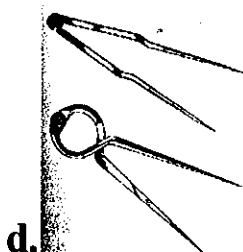
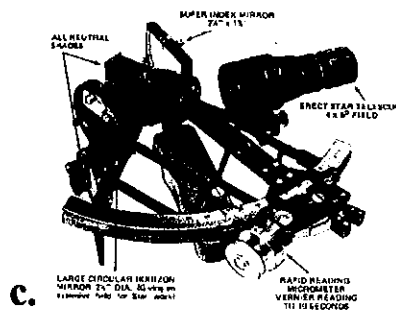
1. Lead in discussion

With your partner make a list of as many navigational instruments as you can. Compare your list with the ones composed by other students.

2. Matching

a) Match the pictures with the instruments in the box. What are they used for? Work individually.

- | | |
|------------------------|--------------------------|
| 1. sextant ____ | 7. chart dividers ____ |
| 2. barometer ____ | 8. weather monitor ____ |
| 3. cart magnifier ____ | 9. compass ____ |
| 4. binoculars ____ | 10. VHF station ____ |
| 5. echo sounder ____ | 11. GPS receiver ____ |
| 6. hand held radio | 12. parallel rule ____ |
| direction finder ____ | 13. marine clock ____ |
| | 14. signalling lamp ____ |

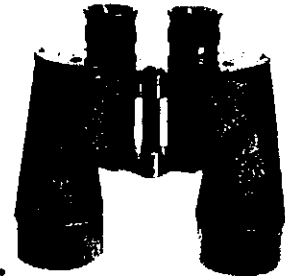




g.



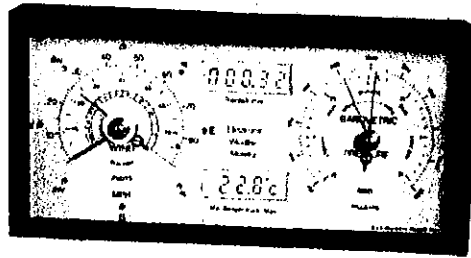
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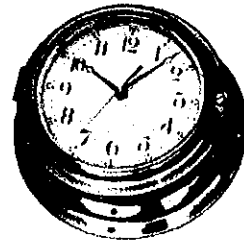
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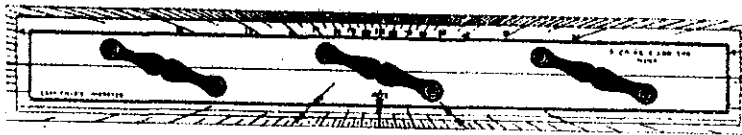
j.



k.



l.



m.



n.

Now check your answers with the partner and then consult the key.

b) Draw a plan of a navigating bridge and mark the position of the instruments there. With your partner think of other bridge equipment and show it in your plan.

c) Study the list of bridge equipment and bridge team below? Is it the same as your list?

- 1 radar display unit (radar screen)
- 2 steering and control position
- 3 ship's wheel for controlling the rudder mechanism
- 4 helmsman (*Am.* wheelsman)
- 5 rudder angle indicator
- 6 automatic pilot (autopilot)
- 7 control lever for the variable-pitch propeller (reversible propeller, feathering propeller, feathering screw)

- 8 propeller pitch indicator
- 9 main engine revolution indicator
- 10 ship's speedometer (log)
- 11 control switch for bow thruster (bow-manoeuving, *Am.* maneuvering, propeller)
- 12 echo recorder (depth recorder, echograph)
- 13 engine telegraph (engine order telegraph)
- 14 controls for the anti-rolling system (for the stabilizers)
- 15 local battery telephone
- 16 shipping traffic radio telephone
- 17 navigation light indicator panel (running light indicator panel)
- 18 microphone for ship's address system
- 19 gyro compass (gyroscopic compass), a compass repeater
- 20 control button for the ship's siren (ship's fog horn)
- 21 main engine overload indicator
- 22 detector indicator unit for fixing the ship's position
- 25 rough focusing indicator
- 24 fine focusing indicator
- 25 navigating officer
- 26 captain

*On your plan mark all the equipment and position of the members of the bridge team. Check it with the picture of the bridge in **Jigsaw Activities**.*

3. Filling in gaps

*Fill in the gaps in the Bridge Procedure Guide Checklist
Familiarisation with bridge equipment.*

FAMILIARISATION WITH BRIDGE EQUIPMENT

Has operation of the bridge equipment been studied and fully understood?

- bridge and _____ lightning
- emergency arrangements in the event of main _____ failure
- navigation and signal lights, *including*
- searchlights, _____ lamp, morse light
- sound signalling apparatus, *including*
- whistles
- fog bell and gong system
- safety _____, *including*

- LSA equipment including pyrotechnics, EPIRB and SART
- bridge _____ detection panel
- general and _____ alarm signalling arrangements
- emergency pump, ventilation and _____ door controls
- internal ship communication _____, *including*
- portable radios
- emergency 'batteryless' _____ system
- public _____ system
- external _____ equipment, *including*
- VHF and GMDSS equipment
- alarm _____ on bridge
- echo _____
- electronic navigational position _____ systems
- gyro compass/repeaters
- magnetic _____

- off-course alarm
- radar including ARPA
- speed/distance recorder
- engine and thruster controls
- steering _____, including manual, auto pilot and emergency changeover and testing arrangements (see annex A7)
- automatic track-keeping system, if fitted
- ECDIS and electronic charts, if fitted
- IBS functions, if fitted
- Location and operation of ancillary bridge _____ (e.g. binoculars, signalling flags, meteorological equipment)?
- Stowage of _____ and hydrographic publications?

? & ♣ 4. Question and answer

Work in pairs. Each partner chooses five names of bridge equipment which were new for him. Do not tell your partner what you have chosen. Student A asks student B questions aimed at getting B to say the word. If student B fails to guess the word, A fires more questions until B says the word. This is how it can go:

A: What do navigators use to communicate with other ships?

B: They use VHF.

A: Yes ... what did they use before?

B: Morse light?

A: What is the oldest way of communication?

B: Signalling flags?

A: Yes, that's right.

B does the same to A. They alternate until all the words have been dealt with.

UNIT 4. Preparation for sea.

1. Lead in discussion

a) You have 3 minutes. Make a list of as many navigating instruments as possible. Without naming the instruments show the class how you work with them. The winner is the student who has guessed the most instruments.

b) In class discuss which of the instruments you will include in the checklist Preparation for sea and why?

? 2. Questions

Put the words in the right order to make questions for **Preparation for sea** checklist.

1. secure the for is ship sea
_____?

2. intended prepared has been a voyage passage the
plan for
_____?

3. checked has use the for following found equipment
and been
_____?

4. found equipment been sea has synchronised ready the
tested and use for
_____?

Check your answers with the key.

What tense is used in the last three sentences? Why?

Tell the class what has been done and learnt by you since the beginning of the course?

 **3. Memory game**

a) *In what order would you put the questions from exercise 2 into the checklist? Check your ideas in **Jigsaw Activities**.*

b) *Look at the words below. They were all used in the **Preparation for sea checklist**.*

- | | |
|--------------------|------------------|
| ___ RECORDER | ___ EQUIPMENT |
| ___ ENGINE | ___ INDICATORS |
| ___ COMMUNICATIONS | ___ SYSTEM(S) |
| ___ EMERGENCY | ___ ARRANGEMENTS |
| ___ AVAILABLE | |

Do not refer to the checklist and remember or guess the number of times each word appeared in it. Check your ideas with other students. Now read the checklist again.

 **4. CV/resume**

What is a CV/resume (if necessary, check with a dictionary or ask your teacher)? What information is given in the document?

Fill in the blank form below with the information from the box.

Name _____
Place of residence _____
Family _____
Duties performed _____

watchkeeping	3	John Smith	Street	Elizabeth Smith
GMDSS operation	Joseph	wife	Parker	charts correction son

Words could also be said to have CVs, e.g.

Name VHF
Place of residence bridge, cabin

Family

radio, GMDSS, signalling lamp,
signalling lights

Duties performed

station to station, ship to ship, ship
to shore communication

Make a list of ten items of the navigational equipment you have learnt in this unit. Swap the lists with another pair of students. Write CVs for each of the words in the list. Tell the authors of your list what you have written and why.

UNIT 5. Emergency checklists

1. Lead in discussion

Working with your partner find answers to the following questions

- *What is an emergency?*
- *What kinds of emergency can happen at sea?*
- *Have you ever been involved in an emergency situation? If yes, what happened and when?*
- *Is there any difference in the layout of the Bridge and emergency checklists? If there is, how are they different and why?*

1. Main engine or steering failure

Working with your partner find ten terms related to seamanship in the square below

E	E	G	S	F	M	P	U	I	C
N	R	S	M	H	I	O	N	E	G
G	V	R	E	H	A	F	B	N	R
I	U	M	S	P	O	L	I	X	E
N	E	G	G	R	A	R	L	D	T
E	O	C	M	Z	O	H	C	O	A
T	N	F	F	H	U	S	S	R	W
I	A	P	C	R	E	T	S	A	M
D	M	N	V	N	D	L	M	E	P
A	A	V	I	C	I	N	I	T	Y

How are these words connected with main engine and steering failure? Fill in the gaps in the checklists using the words.

MAIN ENGINE AND STEERING FAILURE

Action to be carried out:

- Inform _____
- Prepare for _____ if in _____ water
- Exhibit 'not under command' _____/lights
- Commence sound signalling
- Broadcast URGENCY message to ships in the _____, if appropriate

In case of a STEERING FAILURE:

- inform engine room
- engage emergency steering
- take way off the _____
- prepare _____ for manoeuvring

Close the book and try to remember what actions should be carried out in case of main engine and steering failure.

3. Matching

Work in groups of three or four. Discuss what steps are necessary in case of a) flooding; b) search and rescue; c) abandoning ship. Look at the statements below. Mark them with F if they are from the first checklist. Put S if they are from the second and A if they match the latter best.

1. Take bearing of distress message if radio direction finder fitted
2. Close watertight doors if fitted _____
3. Re-transmit distress message _____
4. Instruct crew members to put on lifejackets _____

5. Order crew members to lifeboat stations _____
6. Plot position, courses and speeds of other assisting units _____
7. Check auxiliary pumps _____

*What other points would you include into each of the checklists? Would the checklists have some common steps? If yes, which? Compare your answers with **Jigsaw Activities**.*



4. Predicting meaning

*Study the word list from the checklist **Man overboard**.*

**Lifebuoy immediate avoid continuous hoist commence
 recovery engage steering available stand-by rescue
 muster launching assist vicinity**

Write down each of the unknown words in the first column of the grid bellow. In the second column write three/four other words that are suggested by its sound, spelling, possible meaning or in any other way.

Words from the checklists	Associated words
1. lifebuoy	<i>Life; buoy; boy; live; alive; saved</i>
2. _____	_____
3. _____	_____
...	...

*In the groups of three or four compare what you have written. Read the text of the checklist **Man overboard**. Which of your ideas are relevant to the text?*

MAN OVERBOARD

Actions to be carried out:

- Release lifebuoy with light and smoke signal on the side the crew member has fallen overboard
- Take immediate avoiding action so as not to run over the man overboard
- Sound three prolonged blasts of the ship's whistle and repeat as necessary
- Post a lookout with binoculars and instructions to maintain a continuous watch on the man overboard
- Hoist signal flag 'O'
- Commence a recovery manoeuvre, such as a Williamson turn
- Engage hand steering, if helmsman available
- Note ship's position, wind speed and direction and time
- Inform master, if not already on the bridge
- Inform engine room
- Place engines on stand-by
- Muster rescue boat's crew
- Prepare rescue boat for possible launching
- Distribute portable VHF radios for communication
- Rig pilot ladder/nets to assist in the recovery
- Make ship's position available to radio room/GMDSS station
- Broadcast URGENCY message to ships in the vicinity

& 5. Look and remember

You have only 15 seconds to look at the jumbled words from a checklist. Then close the book and write down all the words you can remember and any words you think might fit in the checklist.

**Watertight VHF lights hull deep seabed currents
draught shapes alarm tide maintain inspect
channel 16 urgency tides appropriate GMDSS exhibit**

*What is the checklist? How do the words fit it? Read the checklist in **Jigsaw Activities** and check your ideas.*

? 6. What's in the text?

You are going to read a checklist in which the words from the box below appear.

**attack distress
prevent watertight
firefighting notify**

In the groups of four think what the checklist is about, how the words are used in the text.

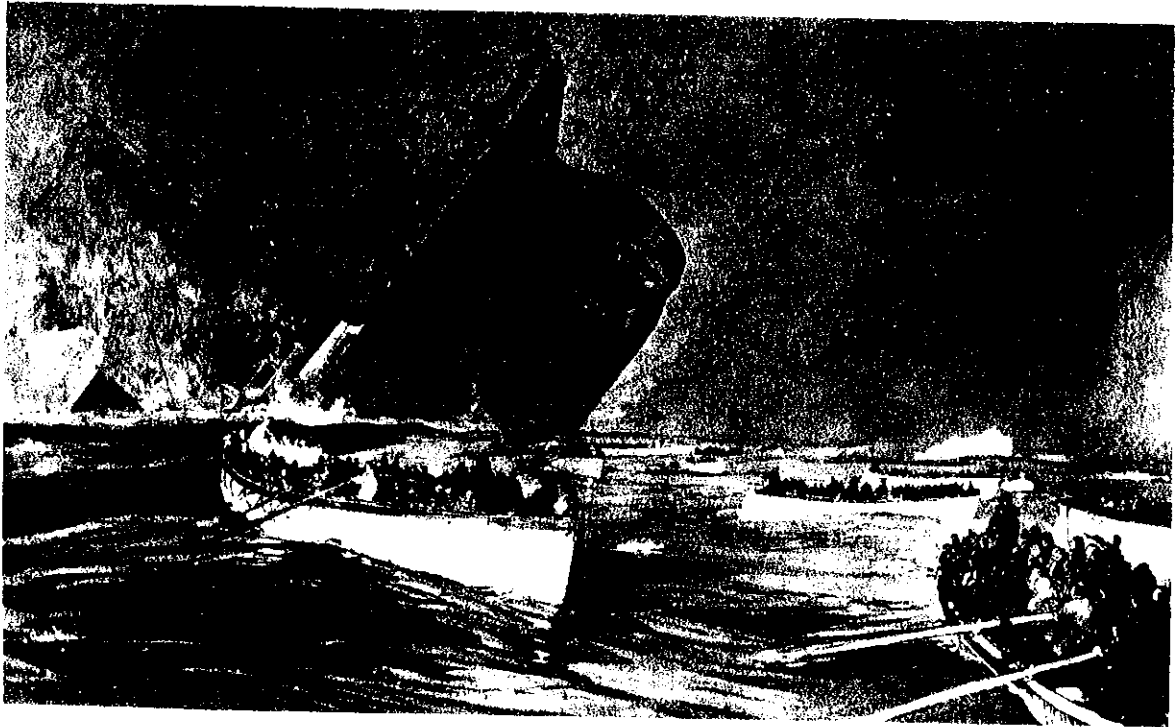
*Read the checklist in **Jigsaw Activities**.*

† 7. Predicting words

*You are going to read the checklist to be filled in case of collision. In pairs make a list of ten words you may see in the text. Use your dictionaries, if necessary. Explain your list to another pair of students. Compare your ideas with the checklist in **Jigsaw activities**.*

8. Picture Discussion

Look at this picture of the sinking of the Titanic in 1912.



Divide into three groups. Each group will describe the situation from a different point of view: a passenger at the beginning of the voyage, an officer at the moment of sinking, and a survivor a week after the sinking. You may want to make some notes at this stage. Then find partners from the other two groups and exchange your ideas.

Example:

Officer at the moment of the sinking: We are sinking, and we...

UNIT 6. The bridge team

1. Lead in discussion

- *What crewmembers make up bridge team?*
- *Are there any regulations to be fulfilled when on the bridge?*

2. Speaking

Look at the words below. They are all in the text about a bridge team. With your partner think how they are connected with the topic.

Support	help, assist
Comprise	include
Be in charge of	be responsible for
Impact	influence
Established	said, stated
With respect to	about
Routinely	regularly at fixed time
Circumstances	situation
Monitoring	control
Awareness	knowledge
Enabling	giving a chance, possibility
Non-essential	unimportant

Work in pairs.

Student A Look at the text on this page

*Student B Look at the text The Bridge Team in Jigsaw activities.
Ask each other questions about the missing information.*

Example

All ship's personnel who have bridge navigational watch duties will be part _____ (Of what?).

What will all personnel who have bridge watch duties be part of?

THE BRIDGE TEAM

All ship's personnel who have bridge navigational watch duties will be part _____ (Of what?). The master and pilot(s), as necessary, will support the team, which will comprise the OOW, a helmsman and look-out(s) as required. _____ (Who?) is in charge of the bridge and the bridge team for that watch, until relieved.

It is important that the bridge team work together closely, both within a particular watch and across watches, since decisions made on one watch may have an impact on another watch.

The bridge team also has an important role in _____ (What?).

It should be clearly established in the company's safety management system that the master has the overriding authority and responsibility to make decisions with respect to safety and pollution prevention.

The bridge team should have a clear understanding of the information that should be routinely reported to the master, of the requirements to keep the master fully informed, and of the circumstances _____ (What circumstances?). Team members should be asked to confirm that they understand the tasks and duties assigned to them. The positive reporting on events while undertaking tasks and duties is one way of monitoring the performance of bridge team members and detecting _____ (What?).

A bridge team which has a plan that is understood and is well briefed, with all members supporting each other, will have good situation awareness. Its members will then be able _____ (To do what?) arising and recognize the development of a chain of errors, thus enabling them to take action to break the sequence. All non-essential activity on the bridge should be avoided.

✓ X ? 3. Right, Wrong or Don't know?

Which of the sentences bellow are right according to the text? Which are wrong? What information is not given in the text?

- | | |
|---|--|
| | ✓ X ? |
| 1. Only officers are included into a bridge team (BT) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. The master is always the head of the BT. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Close cooperation is vital for effective work of a BT. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Owners and charterers may influence the master in safety issues. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Well informed and instructed BT is more efficient. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Not all things done on the bridge are very important. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

📁 4. Filling in the gaps

Fill in the gaps with the words from the text.

1. It was an interesting match, but unfortunately, our _____ lost.
2. The master _____ me a seat next to his.
3. I can't _____ signs of improvement in your work.
4. Please, _____ your message.
5. The company needs better _____ rather than more money.
6. The _____ was ordered hard aport.
7. Post a _____ on the bow. The visibility is getting worse.

Work in pairs. Make up five more sentences like these using words from the text. Read them to the other students and let the class guess your words.



5. Call My Bluff.

Prepare a vocabulary quiz challenge for the rest of the class. Work in groups. Each group should choose the same number of words from a selection that they have learned. Create three definitions for each word, all of which seem plausible but only one of which is actually correct. Then groups take turns to announce their word to the class and read out all three of their definitions. The other groups should listen and decide which definition they think is correct. Teams score points for correct answers.



6. Chain discussion.

Students start speaking about a bridge team taking turns. Each student says only one sentence. The winner is the person who pronounces the very last phrase. If you cannot make a sentence when it is your turn to speak or make a mistake, you are out.

UNIT 7. Radiocommunications

1. Lead in discussion

- *Why is it necessary to communicate at sea?*
- *What means of communication at sea do you know?*

Think of one of the devices. Let other students ask you ten Yes/No questions and guess what appliance you have chosen. The winner is the student who makes the most guesses.

2. Reading

You are going to read some Bridge Procedure Guide information on radio communications. Work in pairs and produce a list of ten words you think you might meet in the text. If necessary, use dictionaries or ask your teacher. Explain your list to another pair. Choose top ten most frequent words. If you meet the words while reading the text, underline them.

RADIOCOMMUNICATIONS

General

The following basic principles apply to all communication carried out by radio:

- absolute priority should be given to distress, urgency and safety communications;
- interference with other radio users should be avoided;
- frequencies should be used for their correct purpose.

VHF watchkeeping

The VHF watchkeeping range is 20 to 30 nautical miles, depending upon antenna height. All ships must keep a continuous watch on:

- DSC Channel 70(156.525 MHz);
- Channel 16 (1 56.8 MHz) when practicable;
- Channel 13 (1 56.650 MHz) when practicable.

Maritime safety information (MSI) is defined as a navigational and meteorological warnings, meteorological forecasts and other urgent safety related messages broadcast to ships.

3. Don't worry about the words



Look through the text again and cross out any words that you don't know or are used in an unknown way.

Use a colour coded scheme:

black: words I don't know

green: words I recognize, but still don't understand

red: words my teacher probably didn't know yesterday

In groups of four compare your crossed-out words.

✓ ✗ ? 3. Right, Wrong or Don't know?

*Which of the sentences bellow are right according to the text?
Which are wrong? What information is not given in the text?*

1. Emergency calls should be transmitted first of all.
2. Several people can talk at the same time.
3. Channel 70 is used for distress.
4. Listening watch is on Channels 13 & 16.
5. VHF range is less than 6 km.
6. Weather forecasts have priority on VHF.

✓	✗	?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Speaking

Under the ISM Code and the STCW Convention new personnel must learn how the equipment they will be using operates as well as any associated ship procedures. One of the ways to do it is one-to-one training in a common language.

Roleplay such input. Some of you are navigating officers. Some of you are seamen for who are new to the ship. There should be several seamen for one officer.

Officers

Work in groups of three or four. Talk together to decide the following:

- when it is necessary to communicate at sea
- comment on the functions of various means of communication that are on board your ship
- think how you will explain general rules of radiocommunications
- demonstrate the use of VHF and explain the rules.

Think about the language of the presentation. Do not forget that your seamen are not native speakers of English.

Seamen

Work together to think of some questions to ask the officers.

When you are ready, roleplay the input.

UNIT 8. Use of English

1. Lead in discussion

In groups discuss the role of English in the world and in your life.

- *Why is English an important language?*
- *In which countries is English spoken natively, as a second or as a foreign language?*
- *How is English used in international communication?*
- *What kinds of jobs do you need English for?*
- *What do you find most difficult to learn in English?*
- *What do you find most satisfying about Learning English?*
- *What do you do on your own to improve your English?*

2. Listening and reading

With your partner make a list of ten words that you think will be used in the text below about the use of English on the bridge. Exchange your list with another pair. Do you agree to their choice of the words? Why? Would you like to include some of their words into your list? Why?

*Listen to your teacher or partner reading the text from the **Jigsaw Activities**. Each time you here a word from the list in front of you, put a tick (✓).*

Read the version of the text on this page. How is it different from what you have heard? Order the sentences putting the numbers of the sentences into the boxes.

THE USE OF ENGLISH

- Alternatively, the pilot should always be asked to explain his communications to the bridge team, so that the ship is aware of the pilot's intentions at all times.
- A handbook on Standard Marine Navigational Vocabulary (SMNV) has been published, and Standard Marine Communication Phrases (SMCP) are being introduced by IMO.
- Communications within the bridge team need to be understood.
- The STCW Code requires the OOW to have knowledge of written and spoken English that is adequate to understand charts, nautical publications, meteorological information and messages concerning the ship's safety and operations, and adequate to communicate with other ships and coast stations.
- When a pilot is on board, the same rule should apply.
- Communications between multilingual team members, and in particular with ratings, should either be in a language that is common to all relevant bridge team members or in English.
- Further, when a pilot is communicating to parties external to the ship, such as tugs, the ship should request that the pilot always communicate in English or a language that can be understood on the bridge.

Check your ideas with the text from *Jigsaw Activities*.

 **3. Comprehension check**

Are the statements true or false?

1. It is recommended that the OOW speaks English.
2. Standard Marine Vocabulary is a big dictionary.
3. If the crew is made up by people of different nationalities you should speak only English.

 **4. Matching**

Match a word in the text with the following definition.

1. good for something, satisfactory, sufficient _____
2. manual, not a big book to be carried for ready reference _____
3. having or using several languages _____
4. a sailor, not an officer _____
5. used by everybody _____
6. taking part in the present event, manoeuvre _____
7. to use _____
8. outer _____
9. asking _____
10. In his turn _____
11. aim, purpose, target _____

5. Speaking

a) Look at the pictures below. Tell your partner what you think the people are doing.



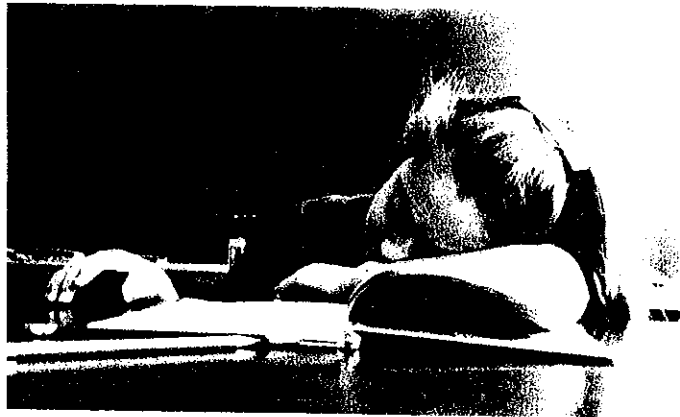
a _____



b _____



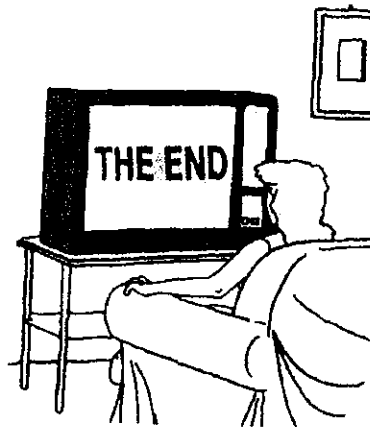
c _____



d _____



e _____



f _____



g _____



h _____



i _____



j _____



k _____

*How do you learn English? Write **yes**, **no** or **sometimes** next to each caption.*

b) With your partner discuss the following

- What is the best way to learn a language?
- Which do you think is the best way to learn vocabulary?
- Do you think you learn more English inside or outside the classroom?
- In what major ways is English grammar different from the grammar of your native language?
- Do you like to listen to music in English? Do you make an effort to understand the words?
- How often do you read in English? What kinds of things do you read? Why?

UNIT 9. Revision



1. Word definition bingo

Choose 6 words that you have learned and write your selection in your notebook. Think how you can define them. One student reads his definitions. Other players circle words in their books as they hear the definition that corresponds to one of the words they have chosen and written down. As soon as they have circled all of their words, they should shout out 'Bingo!' and the winner is the person who does so first.

2. Board game

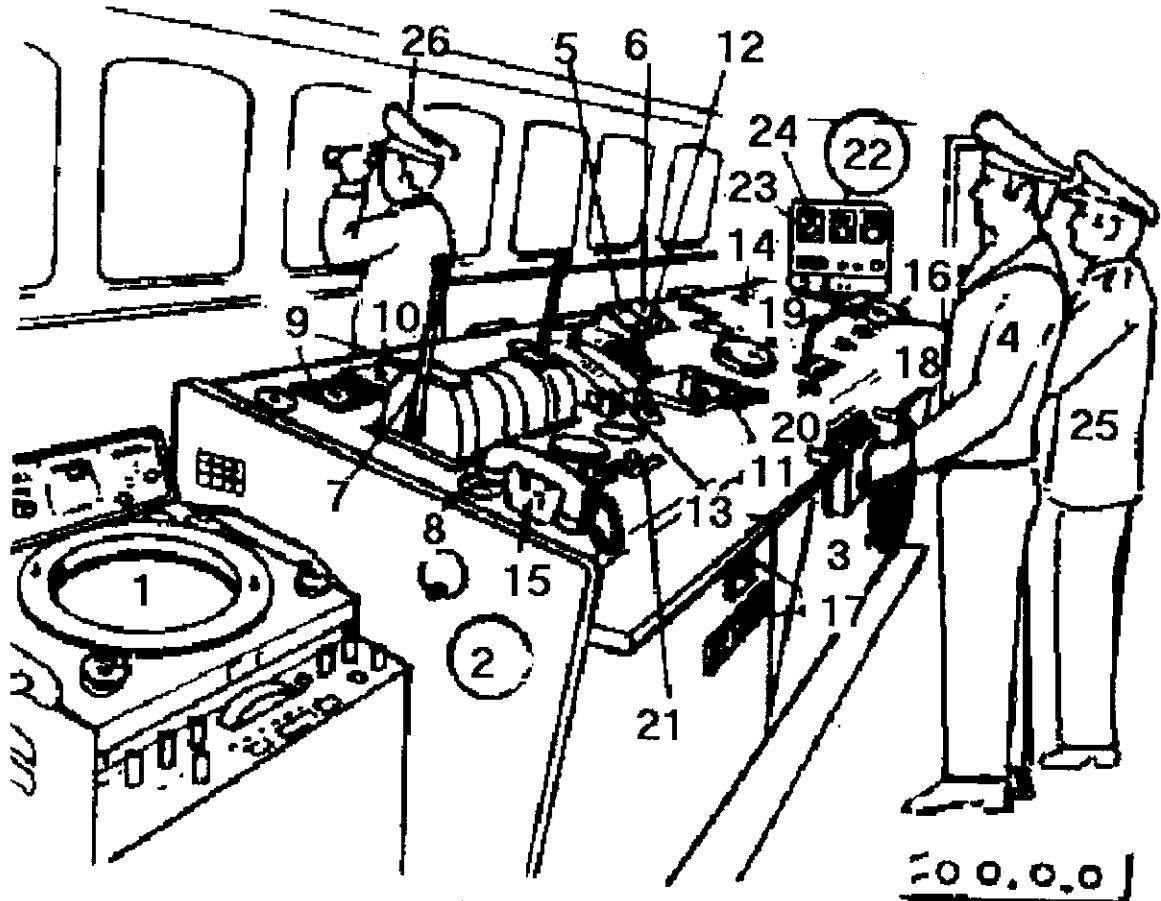


1. Put the game board in the middle of the table and place a watch with a second hand next to it.
2. All the players put their counters on the square marked **START** and throw the dice (you can also use some coins). The player who throws the most points starts the game.
3. Player A throws the dice and moves his/her counter along the board according to the number on the dice.
4. Player A then reads the topic on the square the counter has landed on and talks about it for 30 seconds. Players should be timed from the point at which they start talking, thus allowing them a little thinking time before they start talking.
5. If a player has nothing to say on the topic he has landed on, he is allowed to pass and miss a turn, but he can only do this once in the game.
6. The game continues in a clockwise direction until the first player reaches the square marked **FINISH**.



JIGSAW ACTIVITIES

Unit 3 Act.2 (c)



Unit 4. Act. 3

PREPARATION FOR SEA

Has a passage plan for the intended voyage been prepared? (see section 2) Has the following equipment been checked and found ready for use?

- anchors
- bridge movement book/course and engine movement recorder
- echo sounder
- electronic navigational position fixing systems
- gyro/magnetic compass and repeaters
- radar(s)
- speed/distance recorder
- clocks

Has the following equipment been tested, synchronised and found ready for use?

- bridge and engine room telegraphs, *including*
- rpm indicators
- emergency engine stops
- thruster controls and indicators, if fitted
- controllable pitch propeller controls and indicators, if fitted
- communications facilities, *including*
- bridge to engineroom/mooring station communications
- portable radios
- VHF radio communications with port authority
- navigation and signal lights, *including*
- whistles
- fog bell and gong system
- steering gear, including manual, auto-pilot and emergency changeover arrangements and rudder indicators
- window wiper/clearview screen arrangements

Is the ship secure for sea?

- cargo and cargo handling equipment secure
- all hull openings secure and watertight
- cargo/passenger details available
- Are all the crew on board and all shore personnel ashore?
- Are the pilot disembarkation arrangements in place?

Unit 5

Act. 3

FLOODING

Actions to be carried out:

- Sound the general emergency alarm
- Close watertight doors, if fitted
- Sound bilges and tanks
- Identify location of incoming water
- Cut off all electrical power running through the area
- Shore up area to stem water flow
- Check bilge pump for operation
- Check auxiliary pumps for back-up operation, as required
- Make ship's position available to radio room/GMDSS station, satellite terminal and other automatic distress transmitters and update as necessary
- Broadcast DISTRESS ALERT *-and* MESSAGE if the ship is in grave and imminent danger and immediate assistance is required otherwise broadcast an URGENCY message to ships in the vicinity

SEARCH AND RESCUE

Actions to be carried out:

- Take bearing of distress message if radio direction finder fitted
- Re-transmit distress message
- Maintain continuous stening watch on all distress frequencies
- Consult MERSAR/IAMSAR manuals
- Establish communications with all other surface units and SAR aircraft involved in the SAR operation
- Plot position, courses and speeds of other assisting units
- Monitor X-band radar for locating survival craft transponder (SART) signal using 6 or 12 nautical mile range scales
- Post extra look-outs for sighting flares and other pyrotechnic signals

ABANDONING SHIP

Actions to be carried out:

- Broadcast DISTRESS ALERT and MESSAGE on the authority of the master
- Instruct crew members to put on lifejackets, and wear adequate and warm clothing
- Instruct crew members to put on immersion suits, if carried, if water temperature is below 16°C
- Order crew members to lifeboat stations
- Prepare to launch lifeboats/liferafts
- Ensure that lifeboat sea painters are attached to the ship
- Embark all crew in the lifeboats/liferafts and launch
- Ensure lifeboats/liferafts remain in safe proximity to the ship and in contact with each other

Act.5

STRANDING OR GROUNDING

Action to be carried out:

- Stop engines
- Sound general emergency alarm
- Close watertight doors, if fitted
- Maintain a VHF watch on Channel 16 and, if appropriate, on Channel 13
- Exhibit lights/shapes and make any appropriate sound signals
- Switch on deck lighting at night
- Check hull for damage
- Sound bilges and tanks
- Visually inspect compartments, where possible
- Sound around ship
- Determine which way deep water lies
- Determine the nature of the seabed
- Obtain information on local currents and tides, particularly details of the rise and fall of the tide

- Reduce the draught of the ship
- Make ship's position available to radio room/GMDSS station, satellite terminal and other automatic distress transmitters and up-date as necessary
- Broadcast DISTRESS ALERT and MESSAGE if the ship is in grave and imminent danger and immediate assistance is required, otherwise broadcast an URGENCY message to ships in the vicinity

Act.6

FIRE

Action to be carried out:

- Sound the fire alarm
- Call master if not already on bridge and notify engine room
- Muster crew
- Establish communications
- Check for missing and injured crew members
- On locating the fire, notify all on board of that location
- If an engine room fire, prepare for engine failure

Assess fire and determine:

- the class of fire
 - appropriate extinguishing agent
 - appropriate method of attack
 - how to prevent the spread of the fire
 - the necessary personnel and firefighting methods
-
- Close down ventilation fans, all doors including fire and watertight doors and skylights
 - Switch on deck lighting at night
 - Make ship's position available to radio room/GMDSS station, satellite terminal or other automatic distress transmitters and update as necessary

- Broadcast DISTRESS ALERT and MESSAGE if the ship is in grave and imminent danger and immediate assistance is required otherwise broadcast an URGENCY message ships in the vicinity

Act. 7

COLLISION

Action to be carried out:

- Sound the general emergency alarm
- Manoeuvre the ship so as to minimise effects of collision
- Close watertight doors and automatic fire doors
- Switch on deck lighting at night
- Switch VHP to Channel 16 and, if appropriate, to Channel 13
- Muster passengers, if carried, at emergency stations
- Make ship's position available to radio room/GMDSS station, satellite terminal and other automatic distress transmitters and update as necessary
- Sound bilges and tanks after collision
- Check for fire/damage
- Offer assistance to other ship
- Broadcast DISTRESS ALERT and MESSAGE if the ship is in grave and imminent danger and immediate assistance is required, otherwise broadcast an URGENCY message to ships in the vicinity

Unit 7.

Act. 2

THE BRIDGE TEAM

All ship's personnel who have bridge navigational watch duties will be part of the bridge team. The master and pilot(s), as necessary, will _____ (Do what?), which will comprise the OOW, a helmsman and look-out(s) as required.

The OOW is in charge of the bridge and the bridge team for that watch, until relieved.

It is important that the bridge team work _____ (How?), both within a particular watch and across watches, since decisions made on one watch may have an impact on another watch.

The bridge team also has an important role in maintaining communications with the engine room and other operating areas on the ship.

It should be clearly established in the company's safety management system that the master has _____ (What?) with respect to safety and pollution prevention.

The bridge team should have a clear understanding of the information that should be routinely reported to the master, of the requirements to keep the master fully informed, and of the circumstances under which the master should be called.

Team members should be asked to confirm _____ (What?). The positive reporting on events while undertaking tasks and duties is one way of monitoring the performance of bridge team members and detecting any deterioration in watchkeeping performance.

A bridge team which has a plan that is understood and is well briefed, with all members supporting each other, will have good situation awareness. Its members will then be able to anticipate dangerous situations arising and recognise the development of a chain of errors, thus enabling them to take action to break the sequence.

_____ (What?) activity on the bridge should be avoided.

Unit 8.

Act. 2

THE USE OF ENGLISH

The STCW Code requires the OOW to have knowledge of written and spoken English that is adequate to understand charts, nautical publications, meteorological information and messages concerning the ship's safety and operations, and adequate to communicate with other ships and coast stations. A handbook on Standard Marine Navigational Vocabulary (SMNV) has been published, and Standard Marine Communication Phrases (SMCP) are being introduced by IMO.

Communications within the bridge team need to be understood. Communications between multilingual team members, and in particular with ratings, should either be in a language that is common to all relevant bridge team members or in English.

When a pilot is on board, the same rule should apply. Further, when a pilot is communicating to parties external to the ship, such as tugs, the ship should request that the pilot always communicate in English or a language that can be understood on the bridge. Alternatively, the pilot should always be asked to explain his communications to the bridge team, so that the ship is aware of the pilot's intentions at all times.



KEY

Unit 1.

Act. 3

a) 1 – false; 2 – true; 3 – true; 4 – false; 5 – false; 6 – true; 7 – false; 8 – false

Act. 4

1 – f; 2 – i; 3 – h; 4 – c; 5 – e; 6 – d; 7 – a; 8 – g; 9 – b

Unit 2.

Act.2

1 – conversant; 2 – summarised; 3 – permit; 4 – routine; 5 – emergency; 6 – appropriate; 7 – fitted; 8 – supplemented; 9 – followed

Act.3

1 – false; 2 – false; 3 – false; 4 – true; 5 – true

Act. 5

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

b)

1. Main engine or steering failure

1. Collision

2. Standing or grounding

3. Man overboard

4. Fire

5. Flooding

6. Search and rescue

7. Abandoning ship

Unit 3.

Act. 2(a)

1 – c; 2 – e; 3 – n; 4 – i; 5 – f; 6 – g; 7 – d; 8 – k; 9 – a; 10 – b; 11 – h;
12 – m; 13 – l; 14 – j

Act.3

1 – deck; 2 – power; 3 – signalling; 4 – equipment; 5 – fire; 6 – fire; 7 – watertight; 8 – facilities; 9 – phone; 10 – communication; 11 – systems; 12 – sounder; 13 – gear; 14 – equipment; 15 – charts

Unit 4.

Act. 2

1. Is the ship secure for sea?
2. Has a passage plan for the intended voyage been prepared?
3. Has the following equipment been checked and found ready for use?
4. Has the following equipment been tested, synchronised and found ready for use?

Unit 5.

Act. 2

Shallow; engines; inform; manoeuvre; vicinity; master; shapes; anchoring; water; ship

Act. 3

1 – S; 2 – F; 3 – S; 4 – A; 5 – A; 6 – S; 7 – F

Unit 6.

Act. 3

1 – X; 2 – X; 3 – V; 4 – ?; 5 – V; 6 – V; 7 – X

Act.4

1 – team; 2 – assigned; 3 – detect; 4 – confirm; 5 – management; 6 – helmsman; 7 – look-out

Unit 7.

Act. 3

1 – V; 2 – X; 3 – ?; 4 – V; 5 – V; 6 – V

Unit 8.

Act. 3

1 – false; 2 – false; 3 – false; 4 – true

Act. 4

1 – adequate; 2. – handbook; 3 – introduce; 4 – multilingual; 5 – rating; 6 – common; 7 – relevant; 8 – apply; 9 – external; 10 – request; 11 – alternatively; 12 - intention



VOCABULARY

A

Abandon (v)	покидать, оставлять
according to (prep)	в соответствии с, согласно, по
accumulate (v)	накапливать
acknowledge (v)	сознавать
aid (n)	помощь
alternatively(adv)	в свою очередь
apply (v)	применять, использовать
appraisal (n)	оценка, определение ценности
appropriate (adj)	подходящий, соответствующий (to, for)
attribute (n)	свойство
avoid (v)	избегать, остерегаться
auxiliary (adj)	вспомогательный

B

bowthruster (n)	подруливающее устройство
broadcast (v)	передавать по радио

C

carry out (v)	выполнять, осуществлять
charge (n)	обязанности, ответственность;
руководство	
collision (n)	столкновение (обыкн. о поездах,
автомобилях,	
	самолетах, кораблях и т. п.)
common (adj)	общепринятый, распространенный
complement (n)	дополнение
comprise (v)	включать, заключать в себе, содержать
consistent (adj)	последовательный

continuous (adj)	непрерывный; непрекращающийся
conversant (adj)	хорошо знакомый
CV(curriculum vitae)	краткие биографические данные (о поступающем на работу и т. п.)

D

deterioration (n)	ухудшение (состояния или качества); порча, повреждение
-------------------	--

E

embrace (v)	объятие
encourage (v)	ободрять
environment (n)	окружающая среда
essential (adj)	существенный
experience (n)	опыт
external (adj)	внешний, наружный

F

failure (n)	авария, повреждение
fit (v)	снаряжать, оснащать (with)
flooding (n)	затопление
follow (v)	следовать, идти за
forecast (n)	прогноз
frequency (n)	частота
fundamental (adj)	основной

G

generator (n)	источник энергии; генератор
guidance (n)	руководство

H

handbook (n)	руководство; справочник
--------------	-------------------------

I

Impact (n)	сильное воздействие; влияние
increase (v)	возрастание
interference (n)	помеха
introduce (v)	внедрять

M

maintain (v)	поддерживать
maintenance (n)	поддержание
manual (n)	руководство; наставление; справочник
measure (n)	единица измерения
multilingual (adj)	многоязычный

N

nautical (adj)	морской; навигационный, мореходный
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P

passage (n)	переход, проезд
permit (v)	позволять, разрешать
practicable (adj)	практически выполнимый
precautionary (adj)	превентивный, предупредительный
priority (n)	первенство, преимущество, приоритет
procedure (n)	процедура
properly (adv)	по сути, по существу
provide (v)	снабжать
pump (n)	насос; помпа
purpose (n)	назначение

R

range (n)	1. линия, направление; 2. дальность передачи
ratings (n)	рядовой/старшинский состав
related (adj)	связанный
relevant (adj)	значимый; существенный; важный

reliable (adj)	надежный
request (n)	просьба
request (v)	просить, обращаться с просьбой
requirement (n)	требование
rescue (n)	спасение (жизни)
resume (n)	краткие биографические данные (о поступающем на работу и т. п.)
revise (v)	проверять

S

seamanship (n)	искусство мореплавания
search (n)	поиск, розыск
set out (v)	излагать
shaft (n)	вал, ось, шпиндель
since (conj)	1) с тех пор как 2) так как
sophisticated (adj)	лишенный простоты, естественности
steer (v)	править рулем, вести судно (for/into/towards - куда)
strand (v)	сесть на мель; посадить на мель
summarise (v)	суммировать, резюмировать
supplement (v)	добавлять, дополнять, пополнять
support (n)	поддержка; помощь (for; in)

T

teamwork (n)	коллективная работа
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U

update (n)	обновлять
urgency (n)	безотлагательность, настоятельность
urgent (adj)	срочный, неотложный, необходимый

W

watchkeeping (n)	
widespread (adj)	широко распространенный

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