ENGLISH for the MARITIME INDUSTRY
By
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TEACHER's BOOK

IDRIS

This **teacher's book** is written to accompany the English language **course book** for seafarers *English for the Maritime Industry* - published by Idris Education (2012). This **teacher's book** is free of charge and available in the form of a PDF download from the Idris Education website.

The **course book** *English for the Maritime Industry* and its accompanying audio CD are *not* free of charge. They are available to buy from book distributors, book shops and through the website www.idrisconsultancy.co.uk.

Answers to all the questions and exercises that appear in the course book are to be found in pages 107 -125 of the **course book** itself, and the answers are *not* repeated in this teacher's book. However, the teacher's book does contain the following which do *not* appear in the course book:

- Extra teaching suggestions
- Background theoretical language notes
- Language exercises which are additional to those in the course book
- Games, puzzles, role plays and discussions to provide extra speaking practice

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1 Ship knowledge

CASTING OFF (page 1)
Ship parts

A - B   Naming of parts
- To activate schemata, get students to focus on the picture of MV Nevis on Page 1. Ask them questions such as:
    - What kind of vessel is MV Nevis? (tug boat).
    - Where is the vessel used? (in harbours)
    - What does MV stand for? (motor vessel)
- Get them to cover the vocabulary list in the green box and name as many parts of the vessel they can *without* looking.
- 🎧 Play the audio recording and conduct class feedback to check labelling of the picture. (Answers are on page 107 of the student's book).

LANGUAGE NOTE
Homonyms

Homonyms are words that are pronounced the same but mean different things. Also, because English is not a phonetic language words are often not spelled in the way they are pronounced. These things about the language are challenging for learners whose first language is very different from English. To make things even more complicated, many words are pronounced and spelled differently but have the same pronunciation. These are called *homophones*.

Though *homonyms* and *homophones* are the causes of many misunderstandings, once you know them, they are a rich source of humour and EFL teachers frequently use TV clips of things like the 1976 Two Ronnies' sketch *The Hardware Shop* (UK) to get a bit of fun out of vocabulary learning.

C   Words with more than one meaning

- Point out the wide use of homonyms in English and the fact that it is usually possible to use a word's context to understand its meaning.

- Set the task C as pair work and encourage students to use a dictionary to check their ideas.
    These words in the box are homonyms:
    Flag: national ensign and country of registration
    Screw: propeller and threaded rod for securing wood etc.
    Stack: chimney / funnel and a pile of things
    Hatch: doorway and, as a verb, to be born from an egg

- Extend the vocabulary list by introducing other specialist words such as: *galley* (kitchen), *head* (toilet) and *hold* (area below deck for cargo), *fenders* (cushions on the side of the vessel), *bulwark* (sides above the deck), *bulkhead* (wall), *capstan* (winch).

PRONUNCIATION
Similar sounds

- Draw attention to the phonetic symbols on page 2 of the student's book. Emphasise that a knowledge of phonetic symbols will help students pronounce words correctly. Get them to work in pairs and use the phonetic symbols to pronounce the words in the **consonants** and **vowels** lists.

- They should read 'Phonetic Alphabet' (green box) and be aware of the importance of word stress – this will come up later in the book but for now point out some examples of words stress either in a dictionary or in the glossary (pages 91-95) so that they know what word stress actually is.

LANGUAGE NOTE
Minimal pairs

Minimal pairs are words that vary by a single sound. Here is a list of the minimal pairs that often confuse learners of English:

Vowels
/ɪ/ and /i:/ (sit and seat)
/e/ and /ɪ/ (desk and disk)
/e/ and /eɪ/ (wet and wait)
/æ/ and /ʌ/ (bat and but)
/əʊ/ and /ɔ:/ (so and saw)
/ɒ/ and /əʊ/ (not and note)
/æ/ and /e/ (bad and bed)
/ɑ:/ and /ɜ:/ (fast and first)

Consonants
/b/ and /v/ (berry and very)
/b/ and /p/ (buy and pie)
/n/ and /ŋ/ (thin and thing)
/l/ and /r/ (alive and arrive)
/tʃ/ and /t/ (catch and cat)
/s/ and /ʃ/ (sea and she)
/f/ and /v/ (fan and van)
/f/ and /h/ (fat and hat)
/f/ and /è/ (free and three)
/s/ and /è/ (sing and thing)
/ð/ and /z/ (with and whizz)
/dʒ/ and /z/ (page and pays)
/d/ and /dʒ/ (bad and badge)
initial /f/ and /p/ (fast and past)
initial /k/ and /g/ (came and game)
initial /t/ and /d/ (two and do)
final /k/ and /g/ (back and bag)
final /m/ and /n/ (am and an)
final /t/ and /d/ (hat and had)

Give students sets of minimal pairs to practice pronouncing. They must then make up sentences that contain the two words.

VOCABULARY (page 2)
Describing vessels

A   **Matching words & phrases**

• Give students a minute to read the text, then get a volunteer to read it aloud. Ask some quick comprehension questions such as:

> *Where does the MV Nevis operate?*
> *What is below deck?*
> *What type of propulsion does she have?*

• Students should study the definitions 1-10. At this stage they shouldn't worry about unfamiliar vocabulary but match the first couple of definitions with words from the tugboat text as a class activity. Get them to explain what clues they used in the text to deduce their choices, e.g. for number 2 the answer is *manoeuvres* and the clue is *in and out*.

• When completed, elicit the answers in class feedback and check answers on page 107.

B   **Matching sentence halves**

• Students work in pairs to construct the complete sentences with this matching exercise and when they have done it, get individuals to read aloud the completed sentences and elicit whether other students feel the sentences to be right or not and to explain why they are or are not correct.

STRUCTURES (page 3)
Using the Present tense

• Write the following sentences on the board for further illustration:

> *The tugboat operates in a harbour.*
> *The tugboat is operating in a harbour.*

• Ask students which sentence tells us where the tugboat is now and which one explains where tugboats operate in general.

• To help distinguish the different uses of the two tenses you could point out that the Present continuous (a.k.a. *progressive*) is for actions in progress which might not be happening at this precise moment. And the Present simple is for actions that are repeated or 'usual'.

A   **Choosing the correct verb form**

Students should do the task individually then compare their answers with a partner. In class feedback encourage them to give reasons for their choices so that they demonstrate an understanding of the different uses of the tenses in the exercise.

B   **Describing functions of vessels**

• Get students to identify the vessels as a class activity (answers on page 107).

• Set the writing task for individual work. Monitor carefully and help students with accuracy of form and spelling. Make notes of recurring mistakes which can be written on the board to give general feedback once they have finished. Model answers are on page 107

ADDITIONAL ACTIVITY

• Ask students what other types of vessels they know. These will probably include: heavy lift vessels, light ships, LPG carriers, research vessels, fishing boats, naval warships, sailing ships, lifeboats, barges, cruise ships, container ships and bulk carriers etc.

• Get them to work in pairs to make sentences to describe what the vessels are for and elicit sentences such as: *Heavy lift vessels are for lifting / carrying heavy things. a ship. Fishing boats are for catching fish / fishing. e*tc.

SEA JARGON (page 4)
Orientation
A -B   Naming locations on and around a vessel

- Students should work in pairs and read the terms aloud with the help of the phonetic script. Get them to take special note of the way *forward*, *starboard* and *broad* are pronounced (see phonetic spelling).
- There is enough information in the diagram to match the terms 1-9 with a-i on the diagram.

C   Matching descriptions with silhouettes

- This exercise is a preparation for the ***Speaking*** section on the same page (page 4). Students should match the descriptions to the pictures and then compare their answers with a partner's.
- Ask them what features are mentioned in the three descriptions and why these things are important for identifying vessels and not, say, colour or crew complement. Elicit from them that these features affect the shape of a vessel's silhouette and you can see them from a distance.

SPEAKING (page 4)
Describing the appearance of vessels

- Refer students to the descriptions of vessels in ***Sea Jargon*** exercise C for an example. They should look again at the picture of the MV Nevis in ***Casting off*** (page 2). Elicit a description of the vessel and write something like the following on the board: *This is a tug boat. She has a high forecastle. She has a forward superstructure. Her stack is aft of her wheelhouse and there is a davit in her aft section.*
- Remind students that they should not look at each other's pictures. Also, they should not tell their partner what type of vessel they are describing. Students should draw only the silhouette of the vessel their partner describes.
- After they have completed the task get volunteers to present their descriptions to the class.
  Students should provide descriptions such as:
  This vessel has a wheelhouse amidships, a mast abaft the superstructure and a main mast forward of the wheelhouse.
  This vessel has a superstructure amidships and four stacks. Two masts – one forward and one abaft the superstructure.
  This vessel has a main deck with a low freeboard. She has two large davits on her deck for loading heavy things. Her superstructure is forward with a high forecastle.

LISTENING (page 5)
Ship specifications
A   Comparing ships with cars

- As a class activity, elicit a definition of the word *specification*. (A detailed statement of something manufactured relating to materials, dimensions, and components.) Specifications for cars can be seen in manuals or on manufacturers' web sites.

B 🎧 Listening for details

- Before listening, get students to imagine receiving a phone call from an agency offering them a job on a ship as an engineer. Ask them what information about the ship they would want to know.
- Play the recording once. Students listen to see if their questions are answered.
- Get them to complete the record of specifications with what they can remember from the first listening.
- Play the recording a second time. Elicit the answers (on page 107) in class feedback.

ADDITIONAL ACTIVITY
Get students to use any of the pictures in the unit to generate similar telephone calls, i.e. Student A prepares a brief set of specifications and location of one of the ships (without revealing which one) and calls Student B. Student B asks questions about the ship, records the information and matches it with a picture somewhere in the unit.

SMCPs
Hailing (making an initial call)

LANGUAGE NOTE
Introducing SMCPs
Find out what students already know about SMCPs. Ask, for example what the letters S.M.C.P. stand for and when they are most useful. Either ask or tell them that a *station* is a radio transmitter, an *exchange* is a radio conversation and a *transmission* is one speaker's message.

Ask students how to do the following on VHF radio: Show you have finished your turn (say 'Over.') End the exchange (say 'Out.') Say yes (say 'That is correct.')

A-B 🎧 **Reading and listening to the exchange**
- Play the recording and have students answer the questions individually.
- Point out that when calling someone the name of the caller comes first followed by the words *This is*, followed by the name of the station.
- Elicit the answers 1-3 (supplied on page 107) through class feedback.

C **Creating new exchanges**

- Ask students to identify the parts of the text which can be changed to create new exchanges. Have them underline the replaceable words and create their own by replacing these words but at the same time sticking to the basic design plan of the original. Model answers are given on page 107.

LANGUAGE NOTE
About Standard Marine Communication Phrases (SMCPs)
Because crews are multi-national and speak almost all the world's languages, misunderstandings are frequent and it is not unknown for language problems to be the root cause of major maritime accidents. SMCPs were invented in order that seafarers communicate in clear, unambiguous English. SMCPs cover most situations when communicating ship to ship and ship to shore by radio as well as on board communication.

READING
A very unlucky ship

A Activating schema
- Get students to say whether they believe that 'lucky' ships exist or whether there are only badly run / well run ships. Ask for examples.

B **Pre-reading discussion**
- When the Mary Celeste was found there were no boats, papers were missing and there was a lot of water between decks. There are many spine chilling myths attached to the story, for example that there were signs of a struggle – but they are just myths. The facts that appear in the Student's Book text are verifiable. Elicit what students know or believe about the vessel and as many of the myths about her as possible.

C **Responding to statements**
Tell students to look for key words in the statements 1-8 e.g. 1 *captain*, 2 *first voyage*, 3 *1864* etc. They then scan the text for the same or similar key words and read carefully to complete the task.

D **Researching sea mysteries**
Divide the class into groups of 3 or 4 students and give each group one vessel from the list. Information is available on the Internet. Each mystery is summarised on page 107.

ADDITIONAL ACTIVITY
Read aloud the following example of a personal superstition: *I lost my towel when I was working as diver so I bought the cheapest one I could find. I kept it with my diving camera equipment and as the years went by, I began to call it my 'lucky towel'. I know it sounds strange but I slowly grew to believe that the towel kept me safe.*
Divide students into small groups and get them to exchange superstitions. Use these questions as prompts:
Do you think that seafarers are more superstitious than other groups?
Do you believe, for example, that a priest or woman on board ship brings bad luck?
What other things are supposed to bring bad luck to ships?

EXTRA SPEAKING PRACTICE

Photocopy this page and cut each photocopied sheet along the dotted line.

Put students into two teams – team A and team B. Issue the appropriate photocopied sheet.

Students should use the facts on each card to test the other team's knowledge of ships. For each fact, they should make a question and use the options in brackets to provide three possible answers. To demonstrate, write the following example on the board:

The world's longest ship is the Seawise Giant. What is ... (USS Enterprise Seawise Giant / Esso Atlantic)

The statement is converted into a question thus:

What is the name of the world's longest ship? Is it: the USS Enterprise, the Seawise Giant or the Esso Atlantic?

Students should take it in turns to ask the opposing team a question.

They score 1 point for a correctly worded question and two points for a correct answer.

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Team A

1 There are *50,000* merchant ships operating today. How many…(100,000, 200,000)

2 A bunk is another name for *a bed*. What is...? (a room / a small tanker)

3 The biggest engine in the world has *14* cylinders. How many…? (10 / 50)

4 The brig is a *prison* on board a ship. What is..? (engine space / a library)

5 Christopher Columbus was *Italian*. What nationality..? (Spanish / Portuguese)

6 The difference between a ship and a boat is *size*. What is the..? (function / no difference)

7 The most popular flag state is *Panama*. Which country is..? (Japan / Marshall Islands)

8 A salt is a *mariner*. What is..? (sea-going ship / ship owner)

9 Containers were first used in *1792*. When were..? (1895 / 1950)

10 A gunwale ('C6V5C14C16) is *the top edge of a hull*. What is..? (a weapon / a fish)

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Team B

1 *Four thousand four hundred* people died in the worst peacetime maritime disaster. How many…(2200 / 1100)

2 *The Flying Dutchman* is a ghost ship. What is..? (a shipping company/ a type of racing boat)

3 Ships carry *90%* of the world's trade. How much of..? (10% / 75%)

4 The most expensive cruise ship costs US$ 1.25 billion. How much does..? ($5.5 million / $10.2 million)

5 The worst loss of life at sea was in *1945*. When was… (1917 / 1991)

6 The crew complement on Christopher Columbus' ship was *120*. What was.. (20 / 75)

7 A barquentine is *a sailing ship*. What is… (motor vessel / steam ship)

8 You can put *25,000* tin cans into a standard container. How many… (5,000 / 50,000)

9 The radio word 'Roger' means *'I understand'*. What does..? (please answer / I will obey)

10 Container ships have a life of about *28 years*. How long is…(12 years / 55 years)

2 Crew

CASTING OFF

Insignia

A   Naming the insignia

• Have students look at the insignia before looking at the word list and identify any insignia they already know.

• Read aloud the list of job titles and check students are familiar with the vocabulary. Draw attention to the pronunciation of *Boatswain* (ˈbəʊsən) and inform students of the alternative spellings: i.e. *bosun* and *bos'n*.

B   Identifying ranks and specialisms

• Write the words *rank* and *specialism* on the board.

• Ask students what the difference is between the two and establish that a specialism is *an area of knowledge and skill*. A rank is a *position in a group*. Students should use these definitions to identify the specialisms (answers on page 108)

• Elicit the differences between an **officer** and an **unlicensed seaman**. Ask students to explain how you become licensed (the training, sea time and examinations) and how an unlicensed seaman can get a license.

• Draw students' attention to the use of **seniority, senior** and **junior** to describe positions in a hierarchy such as those on ships and give examples in sentences such as: *Master is the most senior rank.*

• Draw the table below on the board and elicit the complete set of designations, in order of **seniority.**

RANKS (in order of seniority)

Master	*Master*
Engineering Dept.	**Deck Dept.**
Chief Engineer	Chief Officer
Second Engineer	Second Officer
Third Engineer	Third Officer
	Cadet Officer
	Boatswain
Oiler	Able Seaman
Wiper	Ordinary Seaman

C   Discussion: Who is in charge?

• Students read the situation and discuss it in groups of four.

• One member of each group could feedback to the class the main points of their discussion. You could then ask for a show of hands to see what the majority view is. (Answer is on page 108)

VOCABULARY (page 7)
Tasks on board

A   Activating schema
Have students describe what is going on in the pictures before reading the text. They should say who the people in the pictures are, where they are and what they are doing. Having done this they then read the text and check their ideas.

B   To report
You could point out other uses of *report* (including as a noun), such as:
1. To be *on report* (punishment duties)
2. To *report someone* for doing something wrong (e.g. *I am reporting you to the coast guard*)
3. *A* written *report*.

C   Matching the speech bubbles
Have students work in pairs. They should take turns reading aloud the speech bubbles and together match them with crew members. As they feedback ask them to expand on the jobs by asking questions like the ones in brackets below.

a. Officer of the Watch (OoW) (Can a boatswain be an OoW?)
b. Helmsman (What rank is a helmsman normally?)

c. Ordinary Seaman (OS) (Which is the highest rank – OS or AB?)

d. Boatswain (What is the difference between a boatswain & an officer?)
e. Chief Engineer (Is *chief* another word for *captain*?)
f. Wiper (What qualifications do you need to become a wiper?)

Make sure that students know that verbs are action words and that they can distinguish them from nouns and adjectives. Give examples, e.g. *to work*, *my work*, a *working* seaman. Have them underline all the verbs in the text and the speech bubbles.
Point out the two, slightly different, meanings of *maintain* i.e. helmsman *maintains* a steady course (keeps on course) and the Ordinary Seaman *maintains* deck equipment (keeps in good condition).

D   Collocations
Explain to students that some words go together and some don't and give an example of the way the maritime word *conn* collocates only with 'ship', not,say, with 'car' or 'ship'. Ask students what is wrong with; *drive a ship*? Elicit the correct verb and explain **collocation**. After doing the exercise and feeding back, get students to work in pairs and test all other possible collocations. Already knowing the answers, they read aloud the words in the left column and combine them with every word and phrase in the right column to see if they sound natural.

E   Practice
This exercise aims to consolidate some of the vocabulary and collocations learnt in this section. Students do the exercise individually and compare their answers with a partner. When doing feedback you can highlight the new collocations that have come up.

STRUCTURES (page 9)
Obligations and duties

A   Matching sentences with uses
Tell students to read all of the uses (a-e) before trying to match them with the sentences. When they have matched them, have them write other sentences that correspond to the uses (a-e).

B   Completing sentences
Students should think about the possible meaning of each sentence – is it a strong obligation or advice? Does it say that something is not necessary?
Point out that *must* can mean *want*. For example: *I must visit Rio de Janeiro* may mean I *want* to visit Rio de Janeiro. Also, you can add *got* to *have to*. For example: *I have got to stand watch*. There is no change of meaning.

PRONUNCIATION (page 9)
Explain that stress is not fixed in English sentences. Tell students that one reason to stress words or syllables in a sentence is to give emphasis.

- 🎧 Play the audio recording and get students to repeat the sentences aloud.
  Write *You have to report for duty in fifteen minutes* on the board. Ask a student to read it aloud emphasising obligation and another student to do the same but emphasising time.

- Students should work in pairs speaking aloud alternate sentences then match each sentence with a different meaning.

ADDITIONAL ACTIVITY

Working in pairs, students should invent a suitable sentence about a duty, or find one in the student's book, and speak it aloud several times, each time putting stress on a different word. They should then try it out on the rest of the class who must explain what it means each time.

SEA JARGON
Slang for crew members
Teach students the word *slang* (the informal language of a group of people). Give them a couple of examples of nautical slang such as: *Donkeyman* (engine room rating) and *Gadget* (cadet / apprentice).

LANGUAGE NOTE
Slang

Though slang is used by everybody, it can be very obscure for language learners and make speech incomprehensible. In addition, language learners will not automatically know when to use it and when not to.
Make students aware of the following about slang:
It is in all languages. It varies from one English speaking country to another. It is considered informal. It is more common in speech than in writing.

A   Diary entry
Tell students not to worry about words they don't understand but to read the first time for gist. Elicit from them that the writer is an officer. Ask students to explain how they know this.

LANGUAGE NOTE
Working out meaning of new words

Working out what unknown words mean is an important reading sub skill which involves deducing meaning through understanding word formation and picking up on contextual clues. When they come across a new word, students should ask themselves questions about it: What is there in the context that indicates whether it has a positive or negative meaning? Do I know any similar words? Is there anything about the construction, such as affixes and suffixes which can help work out the meaning? What is the word's grammatical category? (noun, verb, adjective etc.) If the word ends in -ing or -ed it could be a verb; if it ends in -ly, it may be an adverb; if it ends in -tion, it could be a noun and if it ends in -ise, it is probably a verb.

B - C   Meanings from contexts
Tell students that, to understand the words, they may need to work out what they mean from their contexts. Focus on the example word *snotty*. Show that, according to the text, Carlos, the snotty, has to do sea time which is supervised by a *sea daddy*. A snotty is therefore a person and is likely to be a cadet.

LISTENING (page 10)
Duties for the day

B 🎧 **Identifying speakers**
Tell students that the first time they should listen in order to answer the question: *Who is Mr Sanchez?*
Get them to think about the relationship between the speaker and the listener and ask how they know that the boatswain is using formal language. (Even though he is issuing orders, he refers to the cadet as *Mister* and *Sir* in acknowledgement of his officer status).

Get students to explain how ships' watches are organised. They should give the names of the watches and their duration. Ask if they know the term **dog watch** and get someone to explain why a dog watch is only two hours long. (Answer: having an odd number of watches means that each crew member stands a different watch each day.)

<u>Ship's watches</u> (for your reference)
first watch: 20.00 until midnight
middle watch: midnight to 04.00
morning watch: 04.00 until 08.00
forenoon watch: 08.00 until noon
afternoon watch: noon to 16.00
first dog watch: 16.00 until 18.00
last dog watch: 18.00 until 20.00

SPEAKING (page 11)
Duties on board
Speaking Practice

Exercise A is intended as a warm-up, though there may be possibilities for expanding it into a discussion in class feedback – ask students not only to give reasons for their answers but also to give specific examples.

Exercise B is a standard language learning game and gives practice at forming questions. Set students off by taking part and using a less obvious maritime job as an example (diver, harbour master, lock keeper, ship builder etc.)

READING (page 11)
Why did you go to sea?

A   **Talking about personal experience**
Organise the students into pairs. Give a time limit to how long they can talk about themselves – say one minute. After that, they change over. When they have finished, go around the class and ask questions about each student's partner. Ask, for example: *Why did (name of partner) become a seafarer?*

B   **Activating schema**
After students have compared their reasons with partners, survey the class and find out which reasons are the most and least popular.

F   **Students' opinions**
● What makes a good seaman? Students should provide reasons for their choice. Try to steer any discussion towards considering whether a good seaman is born or made by eliciting what the characteristics of a good officer are. Alternatively, you could ask which of the following are important characteristics of a good officer? *well educated/ practical / self disciplined / tough / sympathetic / big*. Then move students on to discuss the role of the captain and the officers in making a happy / unhappy ship.
● Read students this personal account and ask them about the problem of boredom and its role in morale on board a ship. *One day a wiper in the engine room complained to me that he didn't like cleaning. I told him that I wanted everyone to be happy so he didn't have to do anything he didn't want to so long as he executed his duties. After a few days he saw that the other lads were very proud of their shiny machinery and the wiper came to me, said he was bored and asked for more cleaning work.*

SMCPs (page 12)
Doing a radio check
Check students on their knowledge of radio procedures by asking the following questions:

1 What is a *radio check*? (confirms radio is actually working & tests signal strength and clarity / readability)

2 What is a *call sign*? (set of numbers & letters which identify a transmitting station.)

3 Which channel is *not* for a radio check? (Channel 16 - the emergency channel)

A   The NATO phonetic alphabet
Knowledge of the NATO phonetic alphabet is essential for maritime students.

• Introduce the subject by asking why a phonetic alphabet is necessary. (to avoid errors & misunderstandings).

• Students test each other in pairs for approximately thirty seconds, then swap over on your signal. If further practice is necessary then they could look around for words, logos, book titles, notices, car registrations etc. and spell them using the phonetic alphabet.

C   Listening to an initial exchange
Students should read the questions and discuss what they think are the correct answers and listen a second time to check their ideas.

D   Reading the exchange
When reading the exchange get students to find the part where the readability scale is used. Tell them that the readability scale is from one to five. Write the numbers 1-5 vertically on your board. Write 1= unreadable / bad. Ask for sets of adjectives that describe each of the other numbers 2-5. 1 = *unreadable / bad.* 2 = readable now and then / poor. 3 = readable with difficulty / fair. 4 = readable / good. 5 = perfectly readable / excellent.

E   Practising a radio check

First review the structure of an initial call + radio check. Elicit from students the following points and write them on the board so that they can refer to them when asking for and responding to a radio check.

1. Say the call sign of the station being called (twice).

2. Give your call sign and the channel you are on. Ask: *How do you read?* Say: *Over.*

3. Respond to a radio check using the readability scale. *Reading you 4 by 5.*

3 Getting underway

CASTING OFF (page 13)
Introducing the board game
- Write *Make ready to get underway* on your board and ask students what the expression means in 'standard' English. (prepare to leave)
- Ask students to imagine a cargo ship loading at a dock. Dockers have already loaded the cargo. Elicit an explanation of what the crew will now do in order to get underway. (stow stores, lash cargo & check equipment)

How to play (Answers on page 109)
<u>Make the following points:</u>
The objective is to be the first to get from square 1 to square 9.
In each square is a task or a question which has something to do with getting underway.
If a player gets a question wrong or can't answer, that player misses a turn.
Most of the questions are revision of language in the first two units of the student's book.

VOCABULARY (page 14)
Line and anchor orders
A   Introducing phrasal verbs
Listen to students as they repeat the phrasal verbs and try to identify anyone who either can't tell that the stress is on the particle or can't reproduce it. Elicit some examples of phrasal verbs, write them on the board and high light the stress on the particle.

LANGUAGE NOTE
Phrasal verbs

These are words in two parts – a verb plus a particle (either a preposition or an adverb). There are no rules to explain how to use phrasal verbs correctly so students have to learn them individually.

Some phrasal verbs are transitive and require a direct object (*pick up, switch on*). With these verbs the two parts can usually be separated: – *switch the radio on*. If the object is a pronoun there is no choice; the pronoun must be inserted between the two parts:- *switch it on*.

Other phrasal verbs are intransitive (*get up, stand by*) and do not require a direct object.

A particle normally changes the meaning of the verb completely:- *look up / look for / look forward*.

B   Using the correct verbs
Students should first study the pictures and explain what is going on in each of them and use the phrasal verbs in the box in their explanations.
Focus on *Stand by the windlass* – point out that this does not tell the crewman *where* to stand but *to be ready*.

C   Defining the phrasal verbs
Get students to cover the left hand column. They should then study the definitions in the right column and think of phrasal verbs that match the definitions.

LANGUAGE NOTE
The uses of *heave*
To heave is to pull with some force and usually suggests weight and energy and for this purpose it is usually combined with particles on or in: *heave on* a line or *heave in* the anchor.
Heave is also used in the maritime lexicon for the up – down movement of a ship (*The ship heaves in the swell.*)
When a ship is stopped it is often referred to as *heave to*.
To throw something such as a line is to *heave away*.

D   Understanding orders

The task checks students' understanding of six phrasal verbs used in standard orders. Have them do the exercise in pairs.

E   Consolidation

• Using the example sentence, elicit from students where the verb is. Then they should read the situations 2-6 and underline the verbs. That will give them the first words of the orders – though not necessarily the correct word form.

• Students work in pairs and correct each other's sentences. Check their answers in class feedback.

LISTENING (page 15)
Orders and responses
A   Identifying orders and responses

• Focus on the picture and get students to describe what is going on – try to elicit a sentence which includes the verb *heave* (heaving a line ashore).

• Point out that we use imperative forms of verbs to give orders. Students study the choices 1-3 and identify which ones are orders by the form of the verbs *heave* and *send*. (1 & 2)

• By a process of elimination, **3** must be *the response*, however elicit that the verb form in **3** changes from *send* to *sending* and ask what words are missing that would make it a grammatically complete sentence (*I am*).

LANGUAGE NOTE
Responding to orders

In the context of shipping where so much communication is done via radio, there is always a strong chance that an order has been misunderstood. The procedure for responding to orders therefore involves rephrasing the whole sentence rather than just replying with something like 'yes', 'no' or 'OK', which would be more natural. It's a way of checking that the receiver has heard clearly and understands.

B   Responding to orders

• Point out to students that this exercise practises turning an order into a response by rephrasing the order. Elicit from them what happens to the verb *stand by* in the example sentence.

• Students do the task in pairs and then speak aloud the orders and responses as they feed back to you.

C   🎧 Listening for general meaning

• Students read the four choices. They should note that all four choices are stages in the process of getting underway.

• Play the recoding once. Students should tick the correct answer while listening. After listening, give them a chance to compare answers with a partner before giving feedback. They should be able to tell from references to lines (*singling up, slacking away, breast* and *spring),* that the ship is casting off moorings.

D   🎧 Listening for terminology

Students should read the sentences 1-4 before listening a second time and, if they can, complete the gaps by using their own knowledge and think about what type of word is missing from each gap (noun, verb etc.) They then compare their ideas with a partner and check their answers when they listen the second time.

STRUCTURES (page 15)
Making checks: questions and answers
Introduction
Summarise for students two different types of questions: **1** Questions which elicit Yes / No answers e.g. 'Are you ready?' and start with: *do, did, have, has, is, are, was, were, can, could* etc. **2** Questions that ask for details and start with What? Which? When? Where? Why? Who? Whose? How? How many? How much?
Students should study the example and say which type of question it is and what would be the natural way of answering. This will draw attention to the formality of the style of speech.

A   Constructing questions
This task highlights the structure of sentences of type 1 (above). If necessary, point out that all the questions will begin with either *Is* or *Are*. Students work in pairs to complete the task.

B   **Constructing complete sentence answers**
Students should study the example to see how the word order changes when turning a question into a full sentence answer. Point out that the subject and verb change places and write examples on the board:
are crew..? ➔ crew are…, are you..? ➔ I am…

PRONUNCIATION (page 16)
Asking and answering questions

Introducing intonation
Write a short sentence such as; *The vessel is underway* on the board and tell students that you are going to say the sentence twice: once as a statement and once as a question. Ask them to identify which is which. Point out that the difference in meaning lies in the intonation.
Write *Hello, where are you going?* on the board. Ask for volunteers to try saying it in different ways expressing: friendliness, hostility, boredom and interest.

LANGUAGE NOTE
Intonation
You can define intonation as *the sound pattern of spoken language*, or *the rise and fall of the voice*. It is described as either *rising*, *falling* or *flat*. Students should be aware of the fact that intonation is used all the time in speech and that different languages use different intonation patterns. Because intonation expresses attitude, the wrong intonation can cause misunderstandings.

ADDITIONAL ACTIVITY
After students have listened to the audio examples write other examples of questions and answers on your board (including arrows). Students practise speaking them with a partner.
1 Is the windlass in opera↗tion?
2 ↘Yes, the windlass is in opera↘tion.
3 What's your destina↘tion?
4 My destination is ↘Sydney.

SPEAKING (page 16)
Practising orders and instructions

🎧 Students listen to the audio recording
• Give students three to five minutes to draw a diagram. They should write notes of the instructions they are going to give their partner.
• To round off the activity, have confident (and competent) students give their instructions to the rest of the class.
• As an alternative approach you could read the script (page 126) instead of playing the recording or even draw your own diagram and dispense with the audio and script entirely and read aloud the instructions incorporating useful constructions like in the top right hand corner and below and to the left of the circle.
• You could also have one student instruct you as you draw what they tell you on the blackboard - this approach will emphasise that the main task is to be clear and accurate in giving instructions.

READING (page 17)
Unberthing

A   Pre-reading
When you have elicited from students that the ship is *listing to port / has a port list*, write *to list* on your board and ask students to explain how to correct a ship's list. They will probably talk about moving ballast and cargo. Write *to trim* on the board and explain that you *trim* a ship by moving cargo and ballast until she is on an *even keel*.

B   Activating schemata
The question demands a little maritime knowledge and / or common sense, so have students work in pairs to talk it over and compile a list of things that need doing. Get feedback and write suggestions on the board under the title *General Seaworthiness* (trim and checks of equipment, hatches, holds, engines, fluid levels, crew etc.). Students then read to check whether their ideas are mentioned in the text.

C   Reading for gist
Students choose a title and compare their choice with a partner. In class feedback, encourage them to justify and explain why the best title is **3** *Procedures for unberthing and getting underway*.

D   Identifying the main ideas in paragraphs
Tell students to look for key words in the headings (*check/s*, *unberth/ing* and *under/way*) and read the paragraphs identifying similar key words and synonyms. In class feedback, get them to explain the clues they used.

E   Meaning from context
Terms 1-6 are in the same order that their synonyms appear in the text. See if students can think of any words *before* reading the text again.

SEA JARGON
The language of Vessel Traffic Services (VTS)

A   Describing duties of VTS
Ask students to imagine a ship starting her voyage. The cargo is loaded, all the equipment checks have been done, she has left the dock and is now on the fairway. There are many other vessels on the fairway – some arriving, some departing. Over the radio comes a woman's voice. She hails the ship and says: 'This is Traffic.' At this point, direct students to work in pairs and answer questions 1-3.

Questions 1 and 2
Elicit answers about VTS directing traffic movement and giving navigational warnings and about vessels having to make contact at **reporting points** on entering or leaving a VTS area.
Question 3
Collect suggestions from students under the headings: *Land* and *Sea* and elicit the ideas given on page 110 as well as any others.

B   Using VTS terminology to describe vessels
Help students familiarise themselves with what's on the screen of the route plotter by setting them to find: a *reporting point*, the *fairway*, the open sea, ferry points, shallow water, jetties and a *precautionary area* .
They should then look closely at the vessels on the route plotter and, without looking at the list of VTS terms, describe what each vessel is doing. In this way they make their own definitions and match them with VTS terms. They will find that vocabulary in the list of VTS terms such as *hampered* and *static* is in the glossary (pages 91-95).

SMCPs (page 18)
Questions and answers
A **Identifying questions and answers**

Before reading the exchange, ask students what words are likely to come immediately after the message marker *Question*. Elicit suggestions such as: *have, has, is, are, can, what, which, when, how, do, does* etc. and list them on the board. Students can check as they read and listen.

B **Comprehension and Practice**

• Clarify the purpose of the exchange by asking students why PEQ17 contacts VTS.

• When students have answered the questions 1-6, get class feedback and stress the importance of key terms; *draft* and *constrained by her draft* by writing them on the board. Elicit explanations in students' own words as to why PEQ17 can't proceed.

• Answers are on page 110

D - E **Focussing on protocols**

• Students should look through the text and in class feedback elicit the answers: *stand by* and *no information at this time*.

• Encourage students to think about what they would say in a face-to-face conversation if they were asked: 'What time are you leaving?' but they didn't know the answer. Students can then compare this with the formality of SMCPs.

• Students work in pairs on exercise E. They should write the answers and then practise reading the short exchanges aloud.

EXTRA SPEAKING PRACTICE

Each student thinks of a vessel of any size and function. They must each make a note of their vessel's *name, call sign, cargo, ETA at next reporting point* and the *number of persons on board*.

In pairs, students must imagine they are communicating by VHF radio – have them sit back-to-back so that they can't see each other. They must then get information from their partner by asking questions to complete their table.

Student A

Ask your partner questions about their vessel in order to complete the following table.
Use message markers and NATO phonetic alphabet when necessary.

YOUR PARTNER'S VESSEL

Name of vessel	Call sign	Cargo	ETA at next reporting point	Number of persons on board

--✂---

Student B

Ask your partner questions about their vessel in order to complete the following table.
Use message markers and NATO phonetic alphabet where necessary.

YOUR PARTNER'S VESSEL

Name of vessel	Call sign	Cargo	ETA at next reporting point	Number of persons on board

4 Nautical charts

CASTING OFF (Page 19)
NOAA Chart 83157

Pre-teaching map and chart vocabulary
- • Students will need to know some basic vocabulary for geographical features so display
  a moderately detailed world map and write this list of places on the board, underlining the
  words for geographical features (*Bay*, *Channel* etc.):

  > **Bay** of Biscay
  > Mozambique **Channel**
  > Long **Point** (Lake Erie, Ontario, Canada)
  > Great Barrier **Reef**
  > Malay **Archipelago**
  > The **Lagoon** of Venice
  > King Fahd **Causeway** (Bahrain)

- • Point to each of the places in turn on the world map (check where they are in advance).
  Get students to attempt explanations of what each feature is, drawing diagrams if necessary.
  Alternatively read out these definitions for students to identify:

  > end of a strip of land (point)
  > road across water (causeway)
  > a strip of rocks or coral near the surface (reef)
  > sea with land partly around it (bay)
  > narrow strip of water (channel)

A Describing a chart

   Students study the chart of Palmyra Atoll and find the same geographical features as the ones above.
   Doing this will help familiarise them with the chart which is important because it is referred to
   throughout Unit 4.

B Discussing the implications of the chart

   The aim of these questions is to move students from describing the chart to interpreting the
   information on it. Give them a couple of minutes to work on the questions in pairs and then
   elicit their ideas through a class discussion. At its most basic, answering the questions could involve
   simply pointing to places on the chart, but encourage students to give locations in words, explain
   their choices and give their opinions.

VOCABULARY (Page 19)
Geographical features on nautical charts

A Identifying chart symbols

   The word list contains some words that are difficult to pronounce so students should hear you
   read them aloud.

   The chart symbols are universally recognizable and students will probably know them and should
   work in pairs to identify their English names. It will help to see the symbols in context, so get
   students to find them on the chart of Palmyra - they are all there except *Obstruction Depth Unknown*.

B   Identifying collocations

Write *spot depth* on the board and use it to remind students what collocations are and then ask them to read all the words in the right hand column to test all other possible collocations with The word 'spot'. Get them to work with a partner and do the same with the other words and in class feedback elicit the collocations listed on page 111.

C   Identifying chart terminology and abbreviations

Check that students know the word *abbreviation*. They should study the terms 1-6 and work with a partner to find the features (not the terms or symbols) on the chart of Palmyra and having found them, search the vicinity on the chart for terminology and abbreviations.

ADDITIONAL ACTIVITY

Write the following standard abbreviations on the board and get students to work out what they stand for:

Anch	anchorage	*B*	bay	*Lag*	lagoon	*Mth*	mouth
Appr	approach	*Chan*	channel	*L*	lake	*Shl*	shoal
approx	approximate	*Co rf*	coral reef	*Mt*	mountain	*subm*	submerged

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PRONUNCIATION (Page 20)
The sound /ə/

LANGUAGE NOTE
/ə/ (Schwa)

This weak, unstressed 'uh' sound frequently replaces other vowel sounds. Teaching students about it helps them better predict how to pronounce words from the way they're spelt.

Schwa plays an important role in natural, connected speech because unstressed syllables are just as important for the rhythm of spoken English as stressed syllables.

Students should know the following about schwa:

- any vowel letter can be pronounced as [ ].
- it frequently occurs in words of more than one syllable.
- it is often in words like articles and prepositions.
- its use can depend on dialect and accent.

A   Words containing /ə/

Start students off by suggesting words such as: amidships (əˈmɪdˌʃɪps), astern (əˈstɜrn) and quarter (ˈkwɔrtər').

If suggestions from them are limited, tell them that /ə/ is in a lot of short words like articles and prepositions e.g. *a, about, to* (when linked to other words). Refer them to the glossary to find /ə/ at the beginning, in the middle and at the end of words. Write *official* on the board and demonstrate that to pronounce it '*oh*fficial' sounds strange and unnatural.

B   ⟨headphones⟩ Listening and identifying /ə/

Pronounce each word separately for students to hear the individual /ə/ sounds before playing the audio. Get volunteers to repeat them aloud.

Students should read the words aloud to a partner and together identify /ə/. They listen to check that they have underlined the syllables underlined on page 111.

Identifying /ə/ in chart terminology

In this task, students focus on phonetic spellings – looking for /ə/ first and then speak the words aloud. Remind them that /ə/ is never stressed and get them to highlight the stress in each word.

ADDITIONAL ACTIVITY

After they have done the task, get students to suggest more examples of words containing schwa and write them on the board underlining the /ə/ sound.

Examples: compass (ˈkʌmpəs), listen (ˈlɪsən), symbol (ˈsɪmbəl), human (ˈhyumən), number (ˈnʌmbər), Palmyra (pælˈmaɪrə)

STRUCTURES (Page 21)
Compass points and prepositions

A Boxing the compass
After completing the gaps, students should box the compass in pairs. Student A goes 0°-180°
(North - South) with the student's book covered. Student B checks their partner, then does the other half South-North).

LANGUAGE NOTE
Prepositions

There are about 150 prepositions in English, and in fact *of, to* and *in* are the most commonly used English words. Apart from functioning as particles for phrasal verbs, prepositions link words to other words and indicate relationships of time, place or logic within sentences: *It is a chart of Palmyra* and; *We are going to Hawaii.*

One-to-one translations of prepositions are rarely possible and knowing the correct preposition to use can confound even advanced learners of English. There are some rough rules: certain prepositions *must* follow certain words, for example: *able to, capable of* etc. However there is often no way to tell, especially with idioms which have to be memorized individually.

Prepositions must be followed by either nouns or pronouns which are called the *object* of the preposition. A verb can't be the object of a preposition.

Under certain circumstances a preposition *can* go at the end of a sentence: *Switch it off.*

B Expressing compass points
All the examples in 1-6 relate to Palmyra Atoll. Illustrate them by referring students both to the chart in Casting Off on page 19 and, if possible, to a map of the Pacific. Emphasize the importance of using the correct preposition by writing on the board *We are south of the island* and *We are in the south of the island* and get students to explain the difference.

C Writing grammatically correct sentences
Students should cover their books as they listen to you read the example sentence *The Adriatic Sea is east Venice* aloud at a natural speed. Ask if any part of the sentence 'feels' wrong and get suggestions about what is wrong. Students then uncover their books and check.

D Practising prepositions
If necessary, students should revise the points in the Language Study Box and as they do the task, they should refer to a map of the Pacific and the chart of Palmyra. Elicit the answers in class feedback.

E Understanding locations
This exercise consolidates new vocabulary such as *islet, channel, wreck* etc. as well as phrases such as *west of…, to the north of…*etc. If you are able to project the chart, then have individual students come up and point to the features 1-6. If you are not able to project the chart, students should mark the features on their charts with numbers 1-6 and compare with a partner.

ADDITIONAL ACTIVITY
For further practice using prepositions, give each student the names of a place – country, city, desert, mountain, sea etc. They must describe where that place is. Examples: Cape Town (is *on* the Cape of Good Hope *at* the southern tip of South Africa.) The Himalayas (are *in* central Asia and extend *from* Afghanistan *in* the west, *to* western China.) The Philippines (is *to* the north west of Brunei *on* the eastern side of the South China Sea.)

LISTENING (Page 21)
Palmyra Atoll

A   Orientating chart with aerial photograph

Because they are already familiar with the chart, students should be able to easily recognise that the features on the photograph. Get them to name the islands on the photograph that make up the atoll.

🎧   **Listening for gist**

Read aloud the list 1-3 and play the recording. Students discuss the questions in pairs.

C   Listening for details

To test overall comprehension of what they have heard, focus students on the example and get them to explain *why* the speaker says that Palmyra is *not* a perfect tropical paradise.

They should then familiarise themselves with the questions 2-8 and work out what *kind* of item will go in the gaps. For example; number 2 will be a location, numbers 3, 5 and 8 may be time phrases etc. They could also underline key words in the questions such as, *buried treasure*, *landing strip* etc. so that they know what to listen for.

D   Discussing the order of events

Before doing the exercise, ask a volunteer to summarise what happened on the island and get feedback (corrections and contributions) from the rest of the class. It may help to ask students questions such as: Who first contacted the police? (friends of the Grahams), Why was Buck Walker first arrested? (for stealing a yacht)

READING (Page 22)
Where do monsters live?

A   Comparing ancient and modern maps

Get students to look at the old map and list the things that it shows such as *rivers, mountains, volcanoes, lakes, animals* and *sea monsters*. They could then compare it with the modern chart NOAA Chart 83157 Palmyra Atoll in Casting Off and say what modern maps show which old maps don't (depths of water and other specific measurements, longitude and latitude lines etc.) Modern maps and charts are much less ornate and use a limited range of colours.

B Reading for details

Students should study the questions before reading the passage again and do the task individually. Get them to look for key words in the statements and scan the text to find them.

C Making a presentation

Students could work on this task either in pairs or small groups. With access to the Internet they could gather information within about fifteen minutes. Tell students to limit their presentations to five minutes maximum and discourage reading from a script. There is some information about the places listed on page 111.

SMCPs (page 23)
Numbers and giving positions
A Giving positions
Check in advance that students know *degrees* (°) and *minutes* (') and get someone to explain what they are. Ask for volunteers to read aloud the two positions taking care to get the numbers right. Correct students if they read 13° 24' as *thirteen degrees, twenty four minutes*. They should use the conventional SMCP way: *one-three degrees, two- four minutes*.

B Listening to identify protocols
Write the number *3.5* on the board and elicit from students different names for the dot between the 3 and the 5. (*decimal / point*). Do the same for the number 0 (*zero / nought / nil*).

Tell students they must listen to the exchange in order to deduce the rules. They should read through the rules 1-4 before listening, decide if they are correct or not based either on guesswork or their own experience and listen to check.

C Listening for details
Before listening again students should study the record to see what information to listen for and note that they need to listen for both methods of giving position. They should complete whatever gaps they can and again listen to check.

D Reading the exchange
Reading aloud will consolidate the methods of giving bearings, distances and co-ordinates. Draw the exchange attention to the use of message markers. *Question* and *Answer*, and ask them what (non-SMCP) word is used to mean *I understand*? (Roger). Have volunteers read the exchange aloud to the class.

E Practising giving positions
Students should spend a minute silently rehearsing the co-ordinates, bearings and distances. They should sit back-to-back with a partner so that they can't see each other. They should write down what they hear and then compare their record with the original to check its accuracy.

SEA JARGON (page 23)
Notices to mariners
A Listening for gist
Any of the items on the list might be in a Notice to Mariners. Ask students to study the list and ask them questions about each item to get them to think about the sort of things they would expect to hear, i.e. Navigation advice such as a new wreck, VTS instructions about approaches to ports, new depths for charts, storms and fog weather warnings.

Ask students to note the words that mark the end of the broadcast. ('This is the end of the notice. Port Nero coastguard').

B Completing the record
Play the recording in four parts. Pause after the title and date and then again after each part i-iii. This will enable students to listen to each part as a separate chunk. When they have completed all the gaps in the notice, get a volunteer to read the notice aloud.

C Defining vocabulary
Draw students' attention to prepositions *for, of* and *off* in the notice and show how they are connected to the words around them by eliciting suggestions of other prepositions (*with, to, by from*, etc.) and confirming whether or not they can be used.

D Choosing the correct chart
Students should work in pairs. In order to match the correct map with the Notice to Mariners they have to describe the locations of the spot depth, the wreck and the safe anchorage symbol on all three maps and compare with the notice.

SPEAKING (Page 24)
Making changes to charts
The following instruction is from a genuine notice to mariners. Write it on the board to illustrate how to give chart changes:
*On chart HK0801 **i**nsert flashing light at 22° 16.326' N 114° 16.078' E.*
A volunteer should read the sentence aloud thus: *On chart Hotel-Kilo – zero-eight-zero-one **i**nsert flashing light at two-two degrees, one-six decimal three-two-six minutes north; one-one-four degrees, one-six decimal zero-seven-eight minutes east.*

If further preparation is needed, refer students to *Sea Jargon* and revise content and language of *Notices to Mariners*. Tell them to use the Notice to Mariners as a model for their broadcast.

Students compare their chart changes with their partner's notes after completing the task..


EXTRA SPEAKING PRACTICE

This activity provides extra practice in giving locations and speaking numbers. Each student has information which their partner does not have and must communicate accurately and clearly.

Photocopy the following page and issue their half page to students A and B.

Get them to face away from each other so that they can concentrate on listening only. The noise of others in the classroom can take the place of radio static interference.
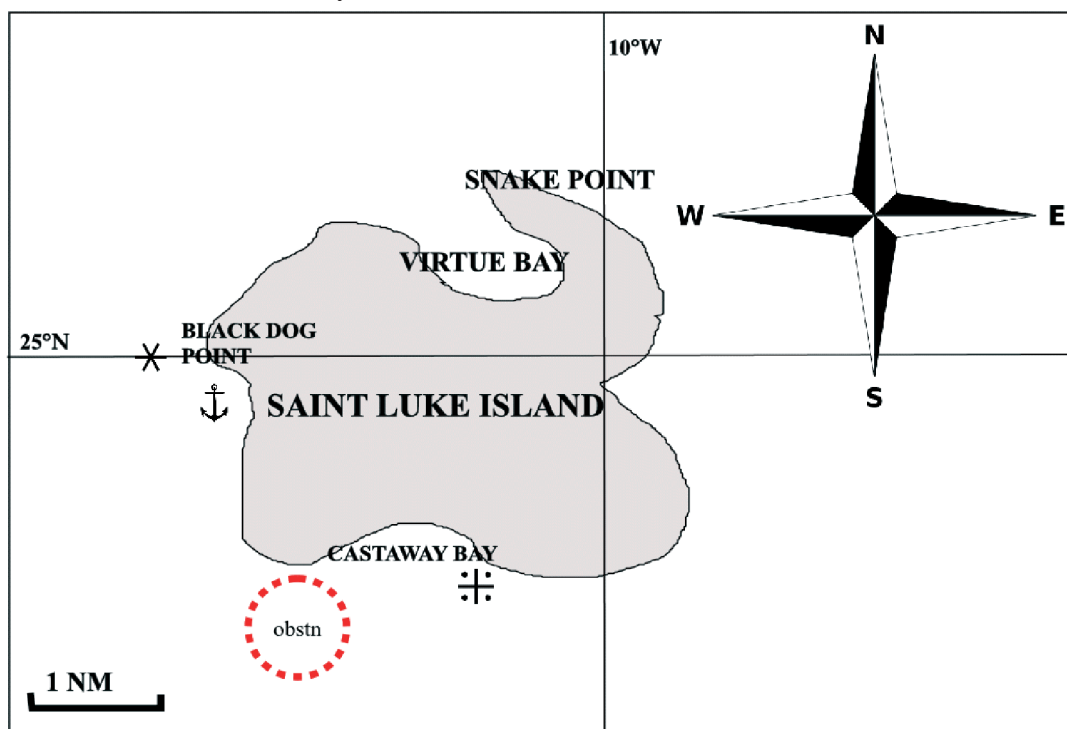

Student A

A   Study the chart. Your partner has the same chart but without some of the features.
Give your partner accurate positions of the wrecks and the sea marks (buoys). Then listen to your partner and draw the rocks, obstruction and safe anchorage on your chart.

- ✂ -
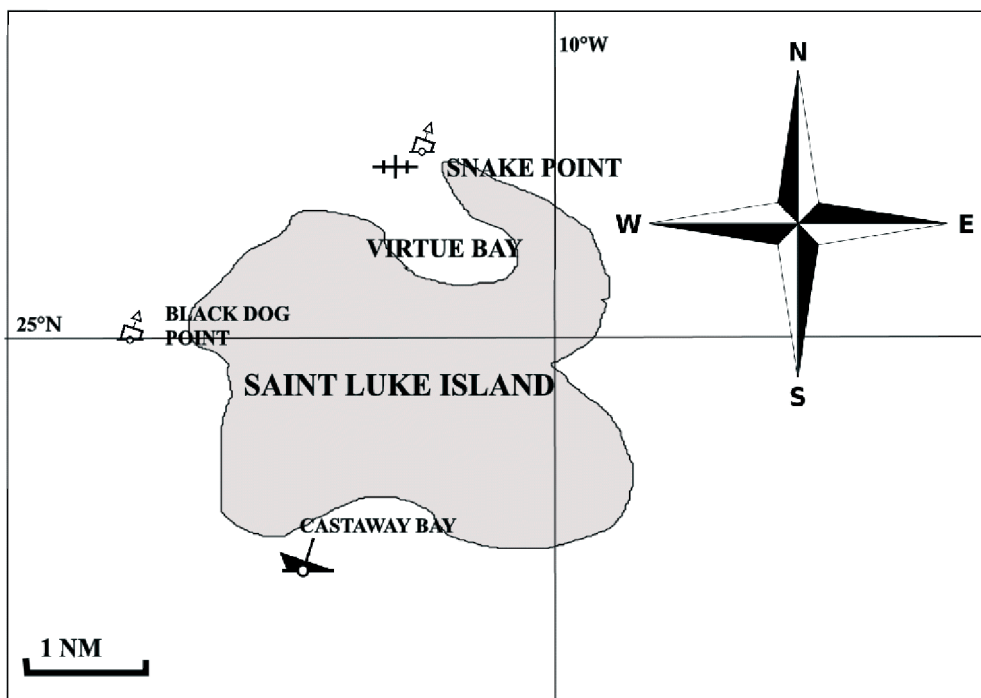
Student B

Study the chart. Your partner has the same chart but without some of the features.
Listen to your partner and draw the wrecks and seamarks on your chart. Give your partner accurate positions of the rocks, safe anchorage and the obstruction. Then listen to your partner and draw wrecks and seamarks on your chart.

5 Navigation

Passage plans

Get from students a brief description of the chart and establish that it shows an estuary with a number of small islands. Get students to further familiarise themselves with it by asking questions such as: What is the scale? Which direction is north? Where is the open sea?

- Preview some of the nautical chart vocabulary in this unit by asking students to find a *spot depth*, an *archipelago* (group of islands), *shoals* (shallow water) and a *channel*.
- Review ways of describing positions by eliciting from students the rough positions of one or two easily identifiable places on the chart: Example: *What is the location of the Santa Maria Archipelago? Answer: It is to the west of Faith Island.*

A   Visualising the passage plan
Ensure that students understand the term *waypoint* (place where the course changes). Get them to cover the pictures, focus on the example waypoint 3 and say what they would see looking north. Establish that it would be a *visible wreck*. They should then uncover the pictures and match *visible wreck* with a picture. Students then work in pairs, matching the view from the other waypoints with the remaining pictures.

B   Completing the passage plan
- Ask if students know what a *passage plan* is and elicit the fact that it gives information about an intended route.
- Students then study the items in the green box. Get them to say what kind of items they are (distances, bearings, compass points and the identity of a waypoint). They then read each sentence and make predictions about what *kind* of item is missing from each gap.
- Students should then match each sentence of the text with stages of the red line on the chart and complete the gaps in the sentences. Answers are on page 112.

VOCABULARY
Describing routes

A   Focussing on verbs
- Inform students that sentences 1-7 make up a passage plan for travelling through Babak Estuary in *Casting Off* . They should read the sentences quickly and underline the verbs *without* looking again at the chart.
- Students should then define the verbs they have underlined. Write on the board; *go around, go past, go ahead, go towards* and *go across* and tell students to match each verb they have underlined with one of these verb / preposition combinations. In class feedback elicit the following:

go around: to *manoeuvre* / to round
go past: to pass
go ahead: to proceed
go towards: to approach /to steer / to head
go across: to cross / to transit

B   Drawing the passage plan
Students now look at the chart. Tell them that the starting point for the passage plan is the quay in the south-west corner of the chart, as before.
After they have drawn the correct line (see below) get a volunteer to describe the passage plan but in reverse, i.e. for a vessel arriving, rather than departing. Have other students help by making contributions and corrections.

The correct passage plan is illustrated on page 112.

C   Using the correct verbs

• Explain to students that there is sometimes very little difference in meaning between *transit* and *cross, steer, sail* and *manoeuvre* and *head* and *proceed*. Therefore they should use the words that come after the verb choices to know which verb to choose.

• Students work in pairs and practise reading the sentences aloud to each other; testing out all the options. They can use the sentences in exercise A to get clues such as prepositions about the correct choices to make.

LANGUAGE NOTE
Verbs & Prepositions

Like phrasal verbs, other verbs take prepositions but their prepositions are not so much part of the verbs as links between the verbs and their objects. Examples: *pass by, head for* and *manoeuvre around*.

Some verbs always take the same preposition but many don't and a different preposition alters the meaning. Examples: *report for / to* and *head for / back*.

Students of English frequently have difficulty with verb + preposition combinations and it helps to categorise them as; prepositions of time **(*in, on, at*)**, place **(*in, on, at*)**, direction **(*to, toward, through, into*)**, agent **(*by*)** and purpose **(*for*)**.

Tell students that there are many verb + dependent preposition combinations and advise them to make a note of them as they crop up.

D   Describing a new passage plan

Give students a minute to draw a new passage plan on their chart. It can go from any point to any point and be for any kind of vessel they wish – large or small. Without showing it, Student A then dictates their passage plan to Student B who draws it on their chart. When it's completed they match it against Student A's original, and vice versa. When dictating their passage plan they could use the text in exercise B as a template and simply slot in new information. Alternatively stronger students could describe their passage plan without reference to the text in exercise B.

PRONUNCIATION (page 26)
Vowel sounds

A   Distinguishing vowel sounds

• Students need to know what *vowels* and *consonants* are.

• Get them to cover everything except the list 1-6. Read aloud the list and show them the clues in the ways the words are spelt which suggest how they might be pronounced.

• Students then listen to the vowel sounds and think of words which contain them. Collect and write their suggestions on the board.

B   Practising vowel sounds

• Students should uncover their books. After pronouncing and categorising the words in the long list they should check their answers by listening to *you* reading them out (answers below). Deal with each word in turn, repeating it until there is complete agreement about its category. Answers are on page 112.

ADDITIONAL ACTIVITY

Give students further practice with these six vowel sounds by writing the following words on the board. Students then work together in pairs and practice pronouncing them before adding them to their charts.
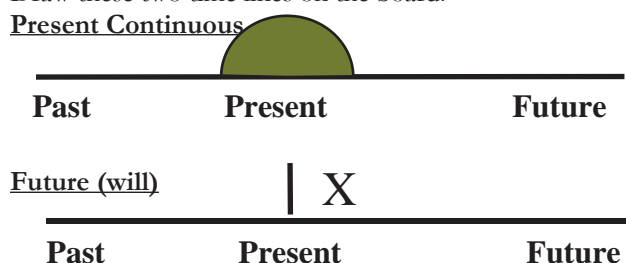
l<u>o</u>ng, look<u>ou</u>t, b<u>oa</u>t, coin, p<u>o</u>rt, v<u>oi</u>ce, r<u>o</u>ck, <u>oi</u>l, l<u>ow</u>, c<u>o</u>st, <u>ow</u>n, t<u>oo</u>l, n<u>ow</u>, f<u>ou</u>l, m<u>o</u>ve, n<u>oi</u>se, <u>o</u>rder

---

STRUCTURES (page 27)
Communicating ship's status
Distinguishing the purpose of Present Continuous from Future
Draw these two time lines on the board:

Present Continuous

| Past | Present | Future |

Future (will) | X

| Past | Present | Future |

● Point out that we use the *Present Continuous* Tense to talk about activities happening *around now* - not necessarily at this precise moment.

● Show students how to make negative sentences. Focus on the examples *I am transiting the fairway* and *I will transit the fairway* and place *not* immediately in front of the verb *transit/ing*.

A - B   Using Present Continuous and future tenses
These exercises provide practice in forming present continuous and future sentences as well as using the NATO phonetic alphabet. Students should work in pairs and share responsibility for the sentences – Student A do number 2, Student B do number 3 and so on.

LANGUAGE NOTE
Uses of Present Continuous

Though the Present Continuous is used for expressing things happening now, it is also used for expressing something that will or will not happen in the near future. For example: *I am leaving tomorrow. / Are you leaving tomorrow?*

Students should be made aware that some verbs are non continuous and are rarely used in continuous tenses. These are usually verbs which you *cannot see being done* such as abstract verbs (*to be, to want, to cost, to seem, to need, to care, to contain, to owe, to exist*), possession verbs (*to possess, to own, to belong*) and emotion verbs (*to like, to love, to hate, to dislike, to fear, to envy, to mind*).

D   Responding to questions
● Focus on the example question and check that students can identify that it is in the Present Continuous tense, that it is about something happening *now* and how the answer is formed using the words in brackets.

● Get students to read all the questions (2-6) before answering any of them and ask them which of their answers will be about present events and which about future events. Ask how they can tell.

● Students should continue to work in pairs, asking and answering the questions in turn. In class feedback, elicit the answers provided on page 112.

ADDITIONAL ACTIVITY
You could get students to create new sentences. Draw simple diagrams on the board based on the ones in the student's book, but instead of *crossing the bay* for example, draw a *channel* instead of a *bay* and invent a new call sign for the vessel. Students generate new present continuous or future sentences based on your diagrams – use vocabulary for geographical features from Unit 4.

LISTENING (page 28)
Passage plans
A   Introducing passage plans

• In a written form, passage plans are usually tables that give the co-ordinates of each waypoint of an intended route and the bearing to the next one. Get students to explain what they already know about passage plans and at some point in the discussion, write the expression *intended route* on the board.

• Students should study the list of items whilst bearing in mind that the question asks about a *spoken* passage plan – so it's not just a list of waypoints.

B   🎧 Listening for gist

• Tell students to cover the map in their books so that they only listen in order to check their answers to A.

• When they have done this, ask them about the main points of the passage plan, such as; point of departure, destination, journey time, speed and anything they can remember about the intended route.

• They should then look at the map and trace out what they think is the intended route.

C   Plotting the course

• After students have listened a second time and drawn the correct intended route on their maps (see page 112), you could roughly sketch the map of the Mediterranean on the board (without the ship's track) and get students to describe a return route from Patras to Genoa. Draw the intended route stage by stage in response to students' sentences and point out inaccuracies and any lack of clarity.

SPEAKING (page 28)
Presenting a passage plan
Revising phrases

• Tell students that their task is to present a passage plan and that they will need the phrases in the Language Study Box to do so. As they study the phrases, elicit sentences from them using the phrases.

Preparing and presenting the passage plan

• Students should take some time to prepare. They should take notes – not write the whole thing out.

• Once students have presented their passage plans, they should compare the tracks they have drawn with the originals and establish if any errors are due to incorrect speech or inaccurate listening.

• Monitor students' progress and when the task is completed have volunteers present their passage plan to the whole class.

LANGUAGE NOTE
Maritime use of *off*

Sometimes *off* means 'not on', as it does in expressions like: *switch off* , *log off* and *off duty*. However, in a maritime context, usually *off* means *away from* and appears in verbs such as: *cast off, bear off, tie off, fend off*, and when giving relative positions such as; *The vessel is <u>off</u> your port bow*. Sometimes it appears within words such as *offshore*.

Model answers
Student A
Our destination is Riga in Latvia.
We will depart Stavangar at (time / date) and steer south east and then an easterly course for 200 kilometres.
We will transit Skagerrak passing the northern tip of Denmark on our starboard side.
We will proceed south through Kattegat and transit the channel with Malmo on our port side and Copenhagen to starboard and proceed into the Baltic sea.
We will round the southern coast of Sweden and steer north east for 400 kilometres passing Bornholm Island on out starboard side.
We will head north and round the north side of the island of Gotland.
We will then head east then south east and approach the port of Riga across the Gulf of Riga.

Student B
Our destination is Jakarta in Indonesia.
We will depart Manila at (time / date) and head south west passing Brunei on our port side.
We will maintain a south westerly course for two thousand, five hundred kilometres until we are near Singapore.
We will then alter course north west and transit the Malacca Straits with Malaysia to starboard and Sumatra to port.
We will round the north west peninsula of Sumatra alter course and head south for two thousand kilometres, then east to approach the port of Jakarta.

READING (page 29)
Polynesian navigation
A   **Discussing the idea of a** *sense of direction*

Students should discuss questions 1 and 2 in pairs or small groups and then share their observations and anecdotes as a class activity.

B   **Reading for gist**

• Before reading, revise ways of giving location by eliciting from students an accurate sentence which describes where *Polynesia* is and write it on the board. (An archipelago *in* the central and southern Pacific Ocean *to* the north-east *of* Australia)

• Students read the list 1-5 before reading so that they know what to look for and tick boxes 1, 2 and 5 after reading the passage.

C   **Reading for detail**

• Write on the board new vocabulary that appears in the text: *memorize, horizon, hand span, smell, splash, migration*. If students can't work out what any mean, they should find them in the text and deduce their meanings from their contexts. If they still can't work them out, they can look them up in the glossary.

• Students read the questions 1-7, select answers based on their first reading, and read the text a second time checking and changing their answers as they read.

**D**   **Describing ways of finding north-south**

To do this task at its most basic, students only need a knowledge of where the sun rises and sets and the location of the North Star and the Southern Cross. However, there are other ways of finding the north-south line such as using a watch – you point the hour hand at the sun and bisect the angle between the hour hand and the number 12. As students talk, circulate and listen for anyone with interesting ideas and get them to give their explanations to the class using the board for diagrams.

SEA JARGON (page 30)
Dead Reckoning
A   **Understanding the terminology**

Have a student read the text in the green box aloud. Get them to use the diagram to draw a diagram which shows the features of dead reckoning such as: *track made good, deviation, fix* and *position lines* and label it as below:
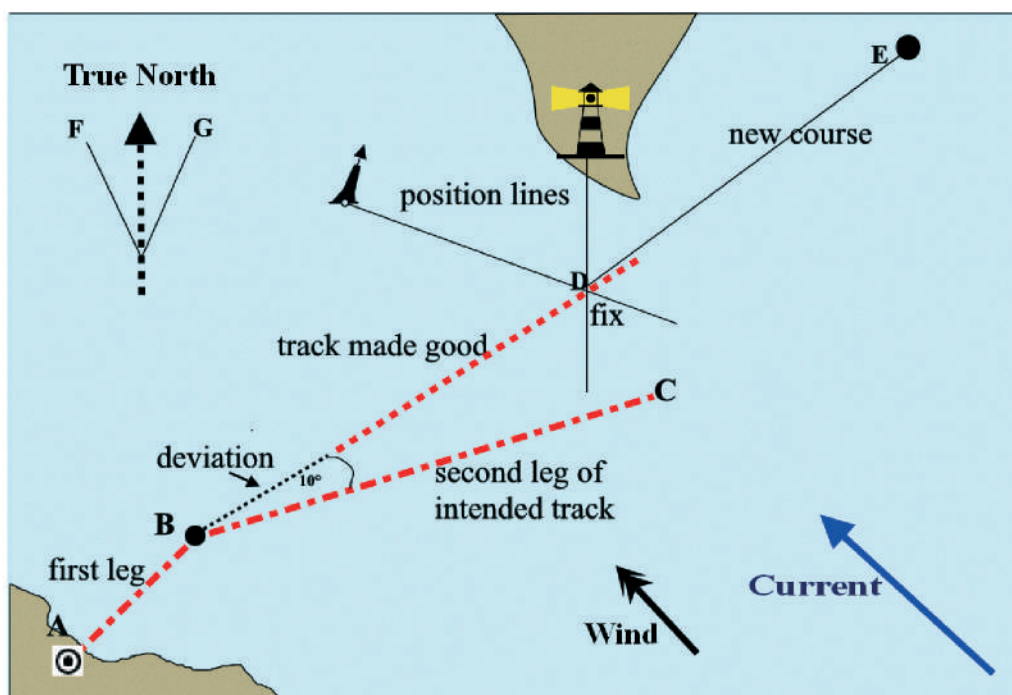
SMCPs (page 30)
Courses, warnings and advice
A   Listening and reading
Get students to cover the script and listen once without reading. Ask them general questions about it before
they read it aloud with a partner, such as:
1 What does VTS want to know?
2 What is the danger?
3 How does VTS want the vessel to avoid danger?

B   Role play
These are two separate role play situations. Have students sit back-to-back. Partners must respond to the mes-
sages from VTS. Get volunteers to do their exchange for the class to listen to.
Model exchanges are supplied on page 112.

6 On the bridge

CASTING OFF (page 31)
Bridge equipment

A   Introducing vocabulary
Each of the words in the box contains syllables that may cause difficulty and need special attention: e<u>ch</u>o, <u>gy</u>ro, <u>thr</u>ottle, re<u>ceiv</u>er, he<u>lm</u> etc. It will help students to speak and hear them as often as possible. Play the audio recording or speak the words one at a time and have students repeat.

B   Identifying the bridge equipment
Get students to work in pairs to name the bridge equipment. As a class activity, call out the number of an item and have individual students say its name aloud.

C   Discussing uses of equipment
Focus on the example and remind students how to describe the uses of something (Unit 1 Structures) …
is for + verb-ing. Give students enough time to discuss all the items with a partner and in class feedback, correct their grammar and elicit the answers on page 113.

D   Suggesting ideas for improvements
Students' suggestions don't have to be realistic or have anything to do with safe navigation but anyone who hasn't thought about this before may find it difficult to come up with an idea just like that. So, if no ideas are forthcoming get students to discuss the merits and disadvantages of the examples given.

VOCABULARY (page 32)
Deck logs
Introduction
If your students cannot think of other on-board documentation, other than the deck log, read out the list of documents on page 113 and elicit explanations of what goes in them.

A   Identifying the contents of a deck log
Ask what other things go in a ship's deck log and as you elicit the following, write them on the board: *inspections and drills held, injuries and accidents, visitors, watch changes, absentees, the appearance of the sea, bearings, meteorological phenomena, sightings of other ships, speed alterations.*

B   Reading for gist
• Ask students to describe the weather in each of the pictures 1-3. They should then read the deck log quickly once. Elicit from them that the correct picture is number 1.
• To ensure understanding of the main points of the deck log, ask the following questions:
   1 What period of time does the log cover? (6 hours in the afternoon)
   2 How many watches does the log cover? (two: afternoon watch + first dog watch – a *dog watch* is two hours)
   3 When does the captain take control? (at 18.00)

C   Understanding vocabulary
Remind students to make a note of new words and phrases.

D   Choosing the correct verbs
• Focus on the example and ask students for a synonym of *sights* (sees).
• Get them to explain why the answer is not *maintains* or *assumes* and to find synonyms for these words in the sentences 1-13 of exercise C (*staying on* and *start*).

STRUCTURES (page 33)
Reporting events
Introduction
Have students look again at the deck log in *Vocabulary* and establish that it is written in the *present tense*. Explain that this is because the events are recorded as they happen. Contrast this with reports that are written in the *past tense* because they are written *after* the events. To illustrate the Simple Past draw this time line:

X |

Past   **Present**   **Future**

Tell students that the only difference between *regular* and *irregular* verbs is that they have different endings for their past tense. When students understand how to make past tenses of regular verbs then the first exercise will be logical and easy. Warn them however, that irregular verbs are not predictable.
Choose randomly from the list of both regular and irregular verbs on page 95. Read them aloud and elicit from students their past tense forms.
A   **The correct verb form**
Point out to students that all the verbs must end in -ed and to note which word in hand over needs to be changed.
B   **The correct verb**
- Elicit from students the simple past form of all the verbs in the box.
- Students then skim read the text in order to work out that it is an account of a middle watch.
- Warn them that two of the gaps require negative constructions. In class feedback have different students read out one sentence each and elicit the following answers:

C   **Asking and answering questions**
Focus on the example and review the instructions in the Language Study Box for forming questions. Students do the exercise, referring to the list of verbs on page 95 if necessary. They should then read 1-6 aloud with a partner as if it were a dialogue. Correct errors when they do it as part of class feedback.

LANGUAGE NOTE
Time phrases

Though the simple past is used for an action that took place never, once or several times, a specific time may not be mentioned: 'I *finished* my watch, *stood* down and *went* below to my cabin.'
The Simple Past can be used with the same meaning as *used to* – i.e. for something that lasted for a period of time but in order to do this, a time phrase is usually required: *for two years, all day, for a short time, when I was younger* etc. Illustrate this use of the Simple Past with this time line:

XXXX |

Past   **Present**   **Future**

Time phrases usually go either at the beginning or the end of a sentence.

PRONUNCIATION (page 33)
-d and –ed endings of regular verbs
A   **Listening for differences in pronunciation**
Before they listen, get students to look at the sets of words 1,2 and 3 to see if they can work out what the differences in pronunciation are. They then listen adequately prepared.
B   **Classifying sounds at the end of regular verbs**
Students do this by reading the list of words aloud to each other. They check their answers by the whole class listening to the audio and by everyone coming to agreement over the following classification of each word:

For further practice pronouncing regular verbs, refer students to the list on page 95. Students classify the verbs into three types. Check their answers in class feedback.

READING (page 34)
Reporting a grounding

A   Activating schema

B   Identifying authors of paragraphs
• Get four volunteers to read each of the four parts of the text – this will help establish that the text is four different accounts of the same incident.
• Have students summarise the events as class feedback and establish that a small fishing vessel left port in thick fog with defective radar and echo sounder switched off. She grounded during a watch hand-over but was re-floated by the tide.
• Students then work in pairs. Ensure that they understand that they must look for clues in the text which will help them work out who wrote each part.
• Elicit the answers and explanations in class feedback. The answers and clues are on page 113.

C   Correcting untrue statements
• Students focus on the example statement; _No, the mate was in the wheelhouse._ Point out that the structure of the corrected sentence is basically the same as the structure of the untrue statement. Tell students not to think about whether statements are true or untrue for the moment, but to go through each one in turn and think about how to contradict each statement. Students then check the text and write their answers.
• Upon completion of the task have students read their sentences in class feedback.

D   Discussing responsibility for the grounding
After they have listed the things that contributed to the accident, ask the question: _Did the skipper give the helmsman too much to do?_ and get students to individually estimate, as a ratio, how much responsibility for the grounding lies with the boat's skipper and how much with the helmsman.

LISTENING (page 34)
Handing over the watch

A   Discussing IMO regulations
 Ask students to list the things that an Officer of the Watch must NOT do and in addition to the answers on page 113 include the fact that a watch-stander would not be considered able to take over the watch if he/she was very tired or ill. Discuss how ill a watchstander would have to be.

B   Pre-listening
Give students a context. Get them to imagine a mid-voyage watch handover on the open sea near Iceland. The weather is cold. Collect their answers and write students' suggestions on the board so that they can be compared with the audio.

C   🎧 Listening to confirm predictions
Students compare what they hear in the dialogue with their list. They will find that the relieving officer is told the ship's current position, her course, the magnetic compass error, that the vessel is on manual control and there are icebergs around.

D   Listening for details
Students study the incomplete record before listening and complete the gaps as they listen, without pausing. Answers on page 113.

E   Learning verbal procedures
• The exercise draws students' attention to the ritualised procedure of handing over a watch. Students should try to fill in the gaps before listening a third time and then listen to check their answers.
• After completing the exercise, students should turn to the script on page 126 and practise the dialogue in pairs.

SEA JARGON
Ship behaviour

Introducing the three rotational movements of a ship
Use a model ship or a substitute to demonstrate ship behaviour. Start by using it to make the three rotational movements: *rolling, yawing* and *pitching* and ask if anyone can name them.
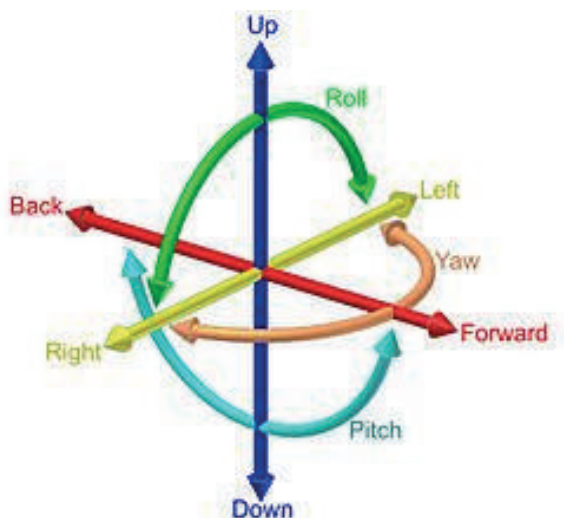
LANGUAGE NOTE
Ship and aircraft behaviour

Roll is rotation about the longitudinal axis.
Pitch is rotation about the transverse (side-to-side) axis.
Yaw is rotation about the vertical axis.

A   Studying new vocabulary
Students listen to the words on the audio recording and repeat whilst you circulate and check for correct pronunciation. All the verbs are regular so have students change them into the Simple Past and check their pronunciation through class feedback.

B   Guessing meanings of new vocabulary
Students work in pairs to name the movements a-g. The correct answers are on page 113, but rather than correct them, have students wait until they have done exercise **C** because they may want to change them.

C   Understanding new vocabulary
• Pass your model ship to individual students and have them use it to demonstrate each sentence 1-7 in turn. As they read aloud their allotted sentences, get them to pay special attention to the pronunciation of *wake* (sentence 4) (weɪk) and *gunwales* (sentence 6) (ˈɡʌnəlz).
• Students should use clues in the contexts of the words to work out their meanings, then match the sentences 1-7 with the earlier diagrams and check or change their answers to exercise B.

D   Defining the verbs
• Write the following sentence on the board: *The ship is labouring in heavy* seas and point out that *labouring* means all the ship's motions 1-7 in this exercise.
• Students work on the exercise alone and when they have finished, to check their retention of this important set of words pass around the model ship, call out the motion words one by one and have individual students demonstrate them using the model.

SPEAKING (page 36)

Role play: watch hand over

A   Preparation

- Listening to and reading the exchange in the Listening section again will remind students of both the ritual element to the hand-over (see *Listening exercise E*) and the content of a hand-over (see *Listening exercise B-C.*)

B   Role play

- Quickly read aloud the expressions in the box.
- Write on the board the first line of the exchange: *I'm ready to relieve you. I'm ready to take the watch.*
- Students will need a few minutes to study the information which they can change, if they want to. Tell them to follow the conventions and give clear information and responses.
- Have volunteers demonstrate their exchange to the class.

SMCPs

Helm orders (1)

B   Listening comprehension

- Students should cover the script that appears in exercise **C,** familiarise themselves with the questions and listen without reading. Elicit the answers (page 114) in class feedback.

C   Reading for specialist terms

- Students should read the questions 1-6 first and see how many they can answer before studying the script for detail. In class feedback elicit the answers.
- Because a knowledge of helm orders is necessary for students' certification, test them after they have completed the exercise, with the quick fire questions on page 114.

THE EXXON VALDEZ DISASTER – WHO WAS TO BLAME?

The *Exxon Valdez* was an oil tanker. In March 1989 she was outbound from Alaska. Her sonar was defective but to save money, the vessel's owners did not repair it. Also the ship had only half a full complement of crew. Crew members stood twelve hour watches and they were all very tired.

There were ice bergs ahead of the vessel and the captain ordered the helmsman to leave the shipping lane and steer around the ice. The captain was drunk and at the end of his watch he went below to his cabin to sleep.
The OoW did not rest before standing watch. There was no help from the coast guard because they did not have an effective vessel traffic system – no escort, pilot or tracking.

The OoW made a mistake plotting the ship's position. At midnight the tanker hit a reef and a huge amount of oil leaked out, causing terrible damage.

Number the following in the order in which you think has most responsibility for the disaster. Compare your choices with a partner and give your reasons.

The OoW ☐
The coastguard ☐
The ship's owners ☐
The captain ☐
Bad luck & the weather ☐
A bad system ☐

Birds killed as a result of oil from the Exxon Valdez spill. Photo courtesy of the Exxon Valdez Oil Spill Trustee Council.

7 In the engine room

CASTING OFF (page 37)
Warnings and hazards
A   **Distinguishing warnings from instructions**

• Ask students what a ship's engine room is like and get them to describe the size of it, the noises, smells, people, lighting etc and having shifted the topic focus a little, give them a minute to make a list of the hazards and get them to express their ideas in class feedback. Their ideas should include: noise, high temperatures, flammable substances, hot surfaces, toxic chemicals, moving machinery, oil mist, exhaust gases, ship's motion and restricted spaces.

• First ask students about the difference between a *warning* and an *instruction* and remind them that both words are SMCP message markers.

• They should cover the phrases in the box in exercise B, study the symbols and decide whether they are warnings or instructions.

B   **Matching phrases with symbols**

• With the phrases in the box still covered, students, working with a partner, should look at the example instruction *Do not enter*, and think of instructions which could go with symbols 3 and 10, which also have diagonal bars across them. Elicit examples in class feedback.

• Students then uncover the box and compare their ideas for 3 and 10 with the phrases *Do not extinguish fires with water* and *Do not work on moving machinery*. They then match the rest of the phrases with the symbols.

• After completing the exercise, draw students' attention to the grammar of instructions (verb first, no personal pronoun). Elicit from them which warnings or instructions do not have a verb (7 and 9).

C   **Designing safety signs**

• Get students to explain *why* each practice on the list is bad – what the dangers are and what could happen.

• Tell them to decide if their signs are going to be warnings or instructions and to design simple symbols and clear, direct language. They should present their creations to the other students.

VOCABULARY (page 38)
Parts tools and operations

A   **Understanding instructions**

• Get students to focus on the two actions – *dismantling* and *assembling* – and highlight these words by writing them on the board. Point out that an *assembly* is *a set of parts that form a unit*.

• Give them a minute to familiarise themselves with the pictures a-f and ask if anyone can identify any of them.

• Then they should read the instructions 1-10 and match the pictures with the vocabulary in bold. Answers are on page 115.

• Students should attempt explanations or mimes of the sentences 1-10.

B   **Naming tools**

Having understood the instructions in exercise A, students should be able to match the tools with them. Have them also pronounce the names of the tools.

C   **Using the vocabulary**

• Students should focus on the example and explain why the answer is not *unscrew* or *fit*.

• They should read the sentences through first. Elicit suggestions as to *where* they would find sentences like these (repair / maintenance manual), and ask: If these sentences were SMCPs, what message marker would come in front of them? (Instruction).

• Students do the exercise and as you go through them again in class feedback, elicit definitions or explanations of the words that are *not* correct in the sentences.

D   Focus on verbs

After they have done the exercise, draw students' attention to the prefixes *dis- (dismantle* and *disconnect)*, *un- (unscrew) in- (insert)* and *ex- (extract)*. As a class activity, elicit explanations of what each prefix means. Write the words below in the left hand column on the board and ask students to give their antonyms (opposites).

	antonyms
dismantle	assemble
slacken	tighten
remove	fit
insert	extract
unscrew	crew (in)
connect	disconnect

LANGUAGE NOTE
Prefixes

A prefix goes at the beginning of a word to modify or change its root. There is a large number of them in English and recognizing them can help with working out the meanings of new vocabulary. Some prefixes can only be added to particular parts of speech. Re-, for example, can only be added to verbs. When –un is added to an adjective, e.g. *unusable* it means *not*. When it is added to a verb or noun it means a reverse action, e.g. *undo*. In general, the opposite of a word with the prefix *de-* is simply the root word without the prefix.

PRONUNCIATION (page 39)
Vowel sounds (2)

A-B   Listening to vowel sounds

- After students have spent some time thinking of words containing similar sounds, collect their ideas in class feedback. Each student contributes a word, speaks it aloud and the others say whether it is type 1, 2, 3 or 4.
- When they listen to the groups of words students could try repeating them several times to their partner – each time a little faster.

C   Practising vowel sounds

- Get students to read aloud the groups of words first before playing the audio. Answers on page 115.

STRUCTURES (page 39)
Relative clauses – who / which / that

Illustrating relative clauses

- Write the following sentences on the board:
  1 *I need a mechanic.*
  2 *I need a mechanic who knows about diesel engines.*
  Tell students that sentence 1 has no relative clause and sentence 2 has information added in a relative clause. Then ask them to say which of the following are true about a relative clause:
  It contains a subject and a verb. (true)
  It begins with a relative pronoun who, whom, whose, that, or which. (true)
  It answers the questions *What kind? How many?* or *Which one?(true)*
  It always expresses a complete thought. (false)

A   Choosing the correct relative pronoun

- Doing this exercise, students discriminate between *which* and *who*. Do it as a class activity and get them to explain their choices (answers on page 115).

B   Structuring sentences with relative clauses

- Treat this exercise as a puzzle and set students to do it in pairs. For a clue, tell them to look for personal pronouns. Remind them that the personal pronouns will come at the beginning of relative clauses and probably go somewhere in the middle of the correct sentences.

C   Making sentences with relative clauses

- Focus students on the example and point out that the information *is bent* goes as close to the noun (rod) as possible. You could also tell them that sentences 2, 3, 5 and 6 should all be similar in structure because they are all direct instructions. Sentence 4 is not a direct instruction, but the relative clause should still go close to the noun.
- Correct finished sentences in class feedback and write them on the board.

SEA JARGON (page 40)
Propellers

Ask students if they know of any problems related particularly to propellers and raise the subjects of *slippage, leakage, vibration* and *fouling* before they look at the technical terminology in the green box. Though the terms are very technical and you may not know them yourself, propeller problems are key issues in many parts of this unit and it would be a good idea to become familiar with the seven very important terms in the green box. Find out if anyone knows or can guess their meanings. Focus students' attention on terms such as *over heating* and show how to deduce meaning from the component parts of the terms. Have them pronounce the words aloud.

LISTENING (page 40)
Fault finding

Understanding the title
Ensure students understand the word *fault* by eliciting examples of any technical fault they can think of – not specifically in marine engines but also in cars, equipment and buildings.

A   Expressing possibility
- The exercise draws attention to the fact that different ways of expressing possibility employ different sentence structures and different forms of the verb *to be* such as: *Perhaps it's a blocked filter*. Point out that all the sentences 1-5 express the possibility of a bent propeller shaft. Students should work in pairs.
- To provide further practice, write *blocked filter* on the board and elicit sentences about it in the same way.

B   Listening for symptoms 🎧
- Check students understanding of the word *symptom* and make sure they can distinguish a *fault* from a *symptom* by eliciting examples of symptoms such as: *noise, loss of power, black smoke* etc.
- They should study the list of symptoms and, when they understand them, listen to the audio recording. (The dialogue uses the word *symptoms* twice.)

C   Listening for causes 🎧
Before listening a second time, students should study the list of possible causes. Have them use the items in the list to generate some sentences that express possible causes such as: *It could be a damaged propeller*. Speakers on the audio recording mention the possible causes twice.

D   Listening for technical terms
Students should try to complete the sentences before listening again. They then listen to check.

E   Discussing propeller damage
- Students work in pairs and generate ideas such as: **c**orrosion, poor handling, incorrect fitting, hitting floating debris or hidden obstructions.
- They should make a list of the problems that a damaged propeller can cause which will include things like: reduced speed, increased fuel consumption, damage to the engine and rudder and slippage.
- Get them to contribute their ideas in class feedback. Write useful terms and collocations on the board for them all to make a note of.

READING (page 41)
Engine failure

A   Activating schema
Also get students to consider the seriousness of an engine failure at sea. Get them to explain why this is so dangerous.

B   Reading for gist
Tell students that they are going to read about an engine failure on a bulk carrier. Having read the text they could discuss the question in pairs. Take a class vote on which is the correct summary of events. Summary (a) is correct but ask the class why (b) and (c) are incorrect. (answers on page 115)

C   Reading for detail
After studying the sentences 1-8, students read the text a second time. Tell them that they will need to adapt phrases from the text to make answers that are complete sentences. They could discuss their ideas with a partner before you elicit the answers through class feedback.

D   Discussing what happens next
Students should write notes, tell their stories to a partner and then to the class. Encourage development of plot and use of English by asking questions which will make them think and say more.

SPEAKING (page 42)
Fault diagnosis
Introduction
Students study the picture. Elicit from them alternative captions by replacing phrases in the speech bubbles with alternative expressions from *Listening* such as:
Maybe it's a fault with the battery.
Yes, perhaps the cable is disconnected.

Structuring the discussion
- Ensure that students understand the word *diagnosis* (decision about the cause of a problem).
- If your students find the task difficult, you could follow these steps:
1. Personalise the situation by telling them that Student A owns a commercial fishing boat with a faulty diesel engine of about 300 HP / 225 kW (medium size).
2. Students familiarise themselves with the *fault diagnosis chart*. To help them understand how it works, ask them to use the chart in order to answer these questions:
   a What can prevent an engine starting? (flat battery, disconnected cable, no fuel)
   b Will a damaged propeller cause an engine to cut out? (no)
   c What are the symptoms of dirty fuel? (engine cuts out, noise & overheating)
3. Explain that to work out the possible causes of the fault they will need information from the faults check list and the service report.
4. Student A describes the symptoms after having read the *faults check list*.
5. Both students look at the *fault diagnosis chart* to make a list of five possible causes of the problem.
6. Student B reads and describes the contents of the *service report*. With this information it will be possible to reject four of the five possible causes and conclude that the fault is a _blocked fuel pipe._
7. Having come to a conclusion, students should explain, in class feedback, what their diagnosis is and how they reached it.

SMCPs (page 42)
Engine orders
A   Introducing the topic

• Get students to think about the use of the Engine Order Telegraph and how it works:

Engine Order telegraph.

1 The bridge uses an *Engine Order Telegraph* to issue engine orders to the engine room. When you move the handle it rings a bell in the engine room.

2 The engine room acknowledges the order by moving the handle on the telegraph to the same position.

3 For urgent orders the officer on the bridge rings the bell three times.

The orders are: **Full ahead / astern, Half ahead / astern, Slow ahead / astern, Dead slow ahead / astern, Stop**

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A - B   Listening and reading the exchange
Students cover the audio script. They study items **A** 1-4 before they listen to the recording. After listening, get them to practise reading it in pairs and answers to questions 1-4. (see page 115)

C   Working out the meaning of engine orders
Students do this task in pairs. They should cover the right hand column (Meanings) and discuss their own ideas for the engine orders in the left column. They then uncover the meanings and compare them.

D   Practising engine orders
Students should work out the correct engine orders before they practise with partners. Circulate, listen to their exchanges and ask competent ones to repeat their exchanges whilst the class listens.
Model answers are provided on page 115.

8 Meteorology

CASTING OFF (page 43)
Weather maps
Introduction
Encourage students to get a general overview of the weather map by asking questions such as:
What do the lines on the map show?
Where is the centre of the hurricane?
After ensuring that they can interpret the wind barbs, ask: How strong is the wind around the centre of the huricane?   (2 pennant flags = 100 knots)
Is the wind moving *clockwise* or *counter-clockwise*? (clockwise) – explain these two words.
Which direction is the hurricane /typhoon heading? (northwards)

A   Weather vocabulary
As students study items 1-7, get them to focus on pronunciation and collocations, noting: *light, moderate* and *heavy* for rain, *clear* and *overcast* for sky etc.
If you are able to, project the weather map and, after students have discussed the items in pairs, have volunteers come out and point to them. If you can't project the map, have students write the words on the one in their books. Answers are on page 116.

B   Pairwork - describing weather conditions
- Ensure that students find points A, B, C and D.
- They should extract what they need from the vocabulary in the phrases 1-7 to describe wind, rain, sky and sea state.
- Circulate to listen to them talk and select individuals to present the information to the class.

VOCABULARY (page 44)
Weather words
A   Matching phrases with symbols
Students should cover the list of phrases and label what symbols they can using what they know already. Then they should uncover the list and briefly focus on pronunciation. Read the words aloud – students repeat them

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LANGUAGE NOTE
Adjective order
Some adjectives such as *good, bad, nice, beautiful, excellent, strange* and *important* give a *general* opinion and can be used to describe   almost any noun. Some adjectives give a specific opinion and collocate with particular kinds of nouns, for example: *light* and *strong* are used for wind and rain, *deep* and *shallow* are used for low pressure areas.
English adjectives have a particular order (see below), which students need to know, and it's also not unusual for a noun to have two or more adjectives.

---

	general opinion	size	age	shape	colour	material	purpose	
a	nice				blue			sky
a	deep			circular		low pressure		area
an			old		white		sailing	vessel

B   Defining the adjectives
Students should do this task by guessing the answers first - based upon study of the unit so far. Only having done this should they look again at the completed labeling in exercise A and check their guesses.

C   Using adjectives
Get students to think about collocations and adjectives that work or don't work with certain nouns. Write *fog / precipitation / wind / temperature / pressure* on the board and in class feedback elicit as many adjectives as possible that will collocate with them.

ADDITIONAL ACTIVITY

Help students' retention of vocabulary by asking them the following quick-fire questions:
1 What do you call sky covered in cloud? (overcast)
2 What adjective is used for giant sized waves? (phenomenal)
3 What is another word for a *light wind*? (breeze)
4 What is the opposite of a *rough* sea? (slight)
5 What is another word for a strong (not hurricane force) wind? (gale)

PRONUNCIATION (page 44)
Pronouncing -th-
Discriminating between voiced and unvoiced –th- sounds

• Have students work in pairs, pronounce the words in the list together and make predictions as to whether the –th- sound is voiced or unvoiced. Play the audio recording with enough pauses long enough for them to repeat the words, make a choice and compare with their partner.

• Point out an important exception. The word *lighthouse* does not contain either (ð) or (θ).

Practicing –th- sounds

After students have done this exercise with a partner, have volunteers read aloud each sentence to the class. Correct any mistakes in pronunciation.

For further practice discriminating –th- sounds from other similar and often confused sounds, have students play with some minimal pairs. Write the following sets of minimal pairs on the board. Student A speaks aloud one word in each pair their partner listens and decides which it is.

Student A	Student B
though / tow	three / tree
they / day	thinking / sinking
sing / thing	thought / fought
clothing / closing	wreath / reef
those / toes / doze	through / true
thick / sick / tick	ten / tenth / tent
thin / fin / tin	thank / sank / tank

LANGUAGE NOTE
(ð) and (θ)

These are uniquely English sounds which many learners of the language have problems with and need to practise a lot. As a demonstration, get students to practise making the sound by directing them to place the tip of the tongue between teeth and forcing air through the opening between teeth and tongue. If they touch their throats to feel the vibration, they will see the contrast between (ð) and the lack of vibration in the unvoiced (θ).

READING (page 45)
Tropical cyclones

A   Making predictions
- The first aim is for students to put the pictures into words. Remind them how to talk about possibility (unit 7) and elicit sentences such as: *Perhaps a hurricane did the damage.*
- The second aim is for students to activate schema by thinking about what they are going to read. After they have made their own estimates of wind speeds and wave heights they check the text and find that winds up to 500 kph are mentioned in the first paragraph and *phenomenal* waves up to 30 metres high are mentioned in the third paragraph.
- After the first reading, have students cover their books and orally test their general comprehension of the passage. Elicit from them information about the weather *before* a hurricane (hot and thundery with hail and mist) and the *structure* of a   hurricane (low pressure centre, eye, cyclonic winds).

B   Comprehension
Focus on the advice to mariners in the third paragraph and get students to explain what *keep the bows into the wind* means. (facing the wind and not moving forward.) Answers are on page 116.

C   Revising weather vocabulary
Get students to work independently to find the words (below). Elicit the answers through class feedback and monitor   pronunciation.

LISTENING (page 45)
A mariner's tale: a violent sea

A   Describing very bad weather
To stimulate memories, read aloud the following account of being in a hurricane. Then set students to swap stories in pairs and elicit some for class feedback.

There was a black-out during the night and the wind roared around the building. The noise was terrible. In the morning I saw things flying past the windows from right to left: even trees and the roofs of houses. The eye of the hurricane passed over at about mid-day and the winds became calm, but soon it started again. This time the wind blew in the opposite direction and things flew past from left to right.

B   Listening for gist
- Before listening, make the image of a rogue wave as vivid as possible by getting them to compare its height with something else (30 metres is the height of a ten storey building). Elicit adjectives to describe it such as *phenomenal, violent, monster, giant* and *extreme.*
- After listening, elicit a re-telling of the account by a volunteer. After it has been retold it should be obvious that the best definition is b, but get students to explain why a and c are not correct.

C   Listening for details
Students should listen again and answer the questions. Elicit the answers (page 116 in class feedback.

STRUCTURES (page 46)
Forecasting the weather

Elicit from students a description of the weather *today* – they should use full sentences in present tenses and employ   weather vocabulary from earlier in this unit.

A   Completing the weather forecast
Students should first study the weather forecast and try to predict whether the correct words should be nouns, verbs or adjectives.
After completing the task, students should work in pairs and construct a forecast for the weather *tomorrow.* They should use sentences beginning: *There may…, It will ….., You can expect ….* etc. Collect good examples on the board.

B   **Identifying present and future sentences**

• Students should work on this exercise in pairs. Focus on the example sentence *Rain clouds are forming* and point
    out that the rain is in the future but the sentence is about rain clouds forming *now* which is why the present
    continuous tense is used.

• Elicit the answers through class feedback and have students explain their choices and reveal the grammatical
clues they have used.

C   **Rearranging words to make sentences**

Get students to identify the adjective and the noun in the example sentence. Remind them that adjectives go in
front of their nouns.

D   **Playing the weather forecast game**

• Tell students that they can create more than one sentence for each day but they must *not* keep repeating the
same sentence design, i.e. they should not use …*might be...* or …*possible…* more than twice.
    After they have played the game with a partner, elicit good answers through class feedback – get a good variety
    to write on the board. Model answers are on page 116.

SEA JARGON (page 47)
Shipping forecast

A   **The organisation of a weather forecast**

Have a volunteer read aloud the text, pausing after each separate item. Get students to identify whether the item
is wind   direction, visibility or sea state etc. and say how they know. Don't tell them if they are right or wrong
until you have finished reading it and they have numbered the items.

C   **Listening to the forecast**

Having thought about the weather in sea areas Fair Isle and South East Iceland, students look at the headings
on the table to remind themselves of the items they should listen for. Get them to study the spaces in the table
and say what *kind* of information is missing – numbers, weather adjectives, weather nouns, compass points etc.

D   **Transmitting a weather forecast**

• If necessary students should listen to and/or read the shipping forecast again to remind themselves of its
    structure and format.

• They should study their table and make a note of what the symbols mean.

• They prepare their transmissions by using the model forecast and simply substituting old information for new.

• Volunteers present their forecasts to the rest of the class. Model answers are provided on page 116.

SMCPs (page 48)
Weather warnings and advice

B   **Using message markers**

Review the difference between message markers *Request & Question* and between *Warning & Advice*. (Request
asks *for*   something and Question asks *about* something. Advice tells you what to do and Warning informs you
of danger.)

D   **Listening for details**

Students should read the questions first, cover the text of the exchange and then listen and take notes.

E   **Reading the script**

After students have read the exchange aloud in pairs, get them to focus on phrasing by asking:
1 What word means will happen? (*expected*)
2 What word means because of ?(*due to*)
3 What word means get better? (*improve*)
4 What word means get worse? (*deteriorate*)

F   Practising exchanges

Explain to students that they must:

1 Study the information and prepare what they're going to say by putting the information into full SMCP sentences before they 'transmit'.

2 Listen carefully to their partner and make a note of the forecast.

## SPEAKING (page 48)
Traditional ways of forecasting

Get students to describe what they know about clouds and skies and what they indicate about coming weather.

Get them to structure their talks so that they describe methods of forecasting and say whether there is any basis for these methods in science and whether or not they think they work. There are ideas on the subject in the final paragraph of the background text at the top of page 116 (Teacher's notes in the Course Book - green band).

EXTRA SPEAKING PRACTICE

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Student A

The two boxes show temperature, wind direction, wind speed, precipitation, cloud cover and wave heights for sea area Xanadu. Describe present weather conditions to your partner and give a forecast for the next 24 hours.

---✂--
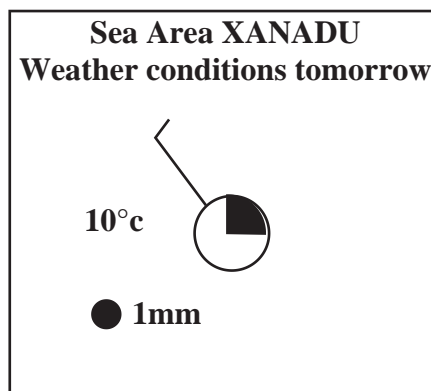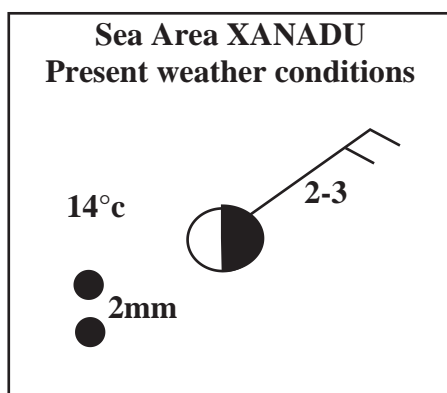
Student B

The two boxes show temperature, wind direction, wind speed, precipitation, cloud cover and wave heights for sea area Atlantis. Describe present weather conditions to your partner and give a forecast for the next 24 hours.
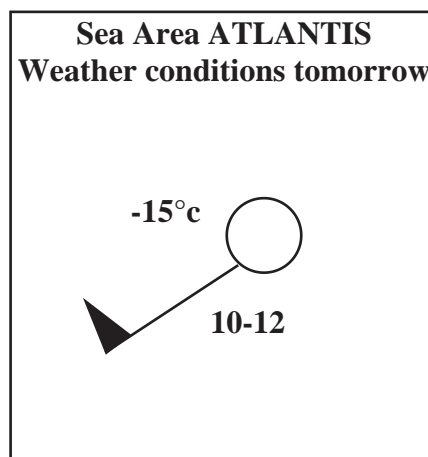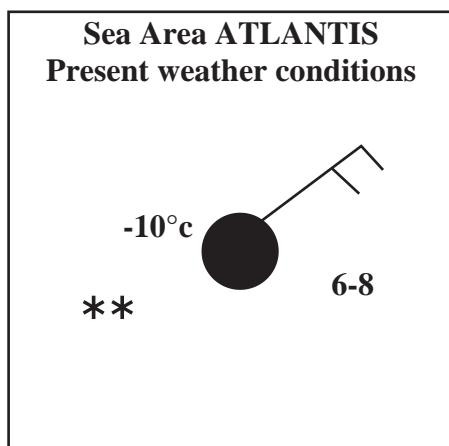
9 Distress

CASTING OFF (page 49)
Survival in a life raft
B   Justifying choices
- Read the instructions aloud to the class and have volunteers take over to read out the lists of items for loading in the life raft. Students should use the glossary for any new vocabulary.
- Make sure they realise that there is a different set of priorities for long term survival compared with early rescue. It might help to get them to look at the lists and find one thing which would be absolutely essential in any situation. The answer may be either *drinking water, flares* or *EPIRB*, but it's open to debate.
- Make sure that students understand that their choices are limited to a total value of 15 points. They should work alone to make their initial decisions then explain their choices to a partner and must come to an agreement – give a time limit for this. Open it to class discussion, getting students to explain whether they go for long term survival or early rescue, and how this has affected their choices of items.

C   Discussing survival techniques
Students should discuss survival procedures in pairs. Survival is mostly common sense and you should be able to elicit the ideas listed on page 118 even if your students have had no experience or training in survival.

SMCPs (page 49)
Distress and urgency

A   Differentiating May-day and Pan-Pan situations
For more formal distinctions write on the board the following:
May-day: Imminent danger to life or to the vessel, requiring immediate assistance.
Pan-pan: Emergency on board but no immediate danger to life or to the vessel.
It should not be forgotten that there is a third emergency protocol (see page 118).

B-C   Listening and reading
Students cover the audio script in exercise C and listen once in order to complete the record, then uncover the audio script and read it through aloud in pairs checking their answers.

D   Ordering emergency calls
Ensure that your students understand that the order of information in a Pan-pan call is the same as a May-day call. This will mean that students must match the content of sentences a-f with the list in exercise B to produce the answers given on page 118.

LANGUAGE NOTE
Special pronunciation of numbers
There are protocols for the pronunciation of certain numbers though they are not used in the course book. They
are: 1 = wun, 3 = tree, 4 = fower, 5 = fife, 9 = niner.
To explore the reasons for these protocols write 1, 3, 4, 5 and 9 on the board and have someone read them aloud.
Get students to consider how the numbers might sound over the radio when reception is poor by eliciting words from them – not necessarily English ones - which sound similar to *one, three, four, five* and *nine* and which could therefore cause confusion. These might include words such as: (1) on, won. (3) he, the. (4) for, or. (5) fire, I've. (9) nein, night etc.

VOCABULARY (page 50)
Maritime emergencies
A   Describing personal experience
- Students may well know *collision* but get them to use the glossary to compare the meaning of it with *allision*.
- They should describe their own experience to a partner first. Then you could elicit from *partners* a report back of what their partner's experience rather then their own.

B   Describing events
- Get students to cover the text and describe what is happening in the picture.
- Then give them a couple of minutes to study the text. Ask them what type of words are in bold (verbs). Get someone to read it aloud.
- Draw attention to and compare verbs (*collide, explode, injure, survive*) with their noun forms (*collision, explosion, injury, survival*).

> ### ADDITIONAL ACTIVITY
> Have students look for *irregular* verbs anywhere in the unit so far that do *not* make simple past tense by adding –d or -ed. They should find words such as: *fall, hurt, put out, tell, meet* and *get worse*. Write the following sentences on the board, refer students to the list of verbs on page 95 of the course book and have them change the sentences into the simple past: 1 I *hold* a roll call. 2 They *fight* the fire. 3 He *falls* into the sea. 4 We *meet* at the muster point.

PRONUNCIATION (page 51)
Consonant groups
- Remind students of what are consonants and what are vowels (see page 2 of the course book).
- Get students to use the glossary to find other examples of words containing consonant clusters. Write them on the board. They should practise the technique of splitting up words on the examples you have collected on the board.
- Get students to work in pairs. Point out that each of the example sentences repeats a specific consonant cluster. Get students to use the examples that have been collected on the board as well as the examples in B (above), and compose some sentences using as many words as possible which contain a variety of consonant clusters. Get them to read them aloud in class feedback and write good ones on the board.

STRUCTURES (page 51)
Instructions for emergency situations
B   Matching clauses
Students should focus on the example *If there is a fire, close all the doors*. Show them how the two clauses of the sentence can be reversed by drawing their attention to number 6 in the left hand column (*Close all the doors in*) and get students to find the other half of the sentence (*the event of a fire*).
C   Uses of *fire*
Get students to either invent their own sentences using the different meanings of the word *fire* or complete these sentences:
1 There is _____on board.
2 The explosion _____to the cargo.
3 They are _____ at our vessel.
Also get them to write sentences in the past tense and produce things such as: **1** There *was* a fire on board. **2** The explosion *set fire* to the cargo. **3** They *fired* at our vessel.
D   Completing instructions
- As a class activity, get students to cover the text and look only at the signs. Check their understanding of vocabulary by getting them to identify the symbols – *fire extinguisher, life jacket, elevator* etc.
- It will help if they refer frequently to the example sentence and the sentence forms they worked with in exercises **A** and **B**. Answers are on page 118.

> ### LANGUAGE NOTE
> #### Zero conditional
> The sentence; *If there is a fire, break the glass*, is an example of the zero conditional. This structure addresses hypothetical situations and, in this case, is used to give an instruction. The zero conditional also expresses things like physical laws, such as: *If you heat water to 100°, it boils*. Point out to students that the sentence is made up of two clauses and that both clauses are in the present tense.

LISTENING (page 52)
Emergency procedures

A   Activating schema
- Ensure that students know that a station bill is a notice which gives information about emergency procedures, that it is also known as a *muster roll* and is found all over ships and oil rigs.
- Before considering what information goes onto a station bill, have students think about the room and building they are presently in (classroom, corridor, staircases etc.) and elicit descriptions of the arrangements for fire alarms and evacuation. If they don't know or if there are no arrangements, then get them to suggest ideas for what to do in an emergency. This way they will think about what people need to know when the alarms sound.

B   Predicting vocabulary
Students need to think about oil rigs (offshore platforms). Ask them questions to elicit observations about working and living conditions on offshore platforms and the ever present dangers. When you feel they have a clear picture of an oil rig, get them to study the station bill and make educated guesses about the missing words. When it is not possible to guess, get them to predict what *kind* of word is missing (e.g. location, number, verb etc.)

C   Listening for details
Students should listen to the audio recording the first time in order to check their guesses for the missing words. Write: *If you hear it, stop working…*on the board and get students to listen again to the audio to identify similar structures. As a class activity, collect the following sentences:
If you hear it alert everyone around you…
If you can't find one, don't lose time looking…
If you see a fire, activate the alarm immediately…
If you see a man overboard, throw a lifebuoy to him…

READING (page 53)
Attacks by pirates: questions and answers

Essential vocabulary
Teach students two new vocabulary items: *ransom* and *hostage*, or refer them to the glossary and get them to use the two words to explain what *piracy* is.

A   Discussing what you *should do*
- Students should cover the text B and focus first on the grammar of questions 1, 2, 3 and 5. Point out that they are if + should conditional sentences which ask for advice about what to do in hypothetical situations.
- Tell students that their answers to 1, 2, 3 and 5 should start with *We should…*or *You should…*
- Open the first question for class discussion (*What should we do if they fire at the ship?*). Give them alternative answers such as: *we should…return fire / put our hands up and surrender / stop and talk* etc. and elicit discussion on the advantages and disadvantages of each answer.
- Allow students five minutes to discuss, in pairs, the possible answers to questions 2 – 5.

B   Matching questions with answers
- Students should read the paragraphs a-e. Tell them that there are vocabulary clues which link the paragraphs with the questions. Demonstrate this by focussing on question 1 and draw attention to *fire at* and show that it links with *under attack* in paragraph e.
- Give them five minutes to work with a partner to match paragraphs with questions. In class feedback elicit the answers (page 118) and find out if the answers agree with the students' own ideas.

SPEAKING
How should we deal with piracy?
Aims
In this section students consider whether it is justified to respond to piracy with violence. They then think about a hypothetical piracy situation, discuss the possible consequences of actions and decide what action to take.

A   Forming a general opinion
- Before they express opinions, ensure that students are informed about the *causes* of piracy by reading aloud the following:

  A UN report says that foreign vessels take all the fish from the waters around Somalia. Toxic waste has been dumped into the sea and local fishermen can no longer earn a living legally.

- Ask if anyone thinks they too would turn to piracy under those conditions. Ask also if anyone has got any other explanation about *causes* of piracy before moving on to the subject of what to do about it.

- They should discuss the two quotes. Point out that statement number 2 gives no suggestion about what to do about the problem, so if they don't agree with statement 1 they should suggest an alternative. Hold a class vote on who is for or against the solution in statement 1.

B   Comparing advantages and disadvantages of actions
- Read the report aloud to students and ensure that everyone understands the situation. If it helps, get a volunteer to draw a simple diagram on the board that shows the four vessels (cargo ship, pirate's launch, mother ship and warship) and the stand-off between the warship and the pirates on board the cargo ship.

- Get students to focus on the first possible action (*Pay the ransom money*). As a class activity, get them to discuss whether paying ransoms affects the safety of other mariners. They should then work in small groups (three or four) to discuss the other actions and complete the table of advantages and disadvantages according to page 118.

C   Making a group decision
Get students to imagine that they are a crisis response team, the world is watching, and they must come to a decision about what to do. When every group has come to a decision, get each one to prepare a short presentation to the class to explain and justify their decision.

SEA JARGON (page 54)
The International Code of Signals (Interco)
A   Introduction
To personalise the situation, get students to imagine being on a vessel in distress. The radio is broken but another vessel is in sight. Elicit any of the things on page 118 which could be used to signal for help and write them on the board. Get them to say which of the methods of signalling, you have collected on the board, are suitable for Interco – in other words, which ones use letters. (Answer: Morse code and signal flags)

B   Listening and recording transmissions
Elicit from students what they can expect to hear in an Interco transmission. (Answer: short sets of letters spoken using the NATO phonetic alphabet.) They then listen and record the messages.

C   Working out general meanings
Without looking at the INTERCO table of codes in exercise D, students should study their records with a partner and see what they can deduce from them. Tell them to look for clues such as repeated letters, numbers and names. In class feedback elicit reasons for answers, but don't correct them at this stage.

E   Generating messages in Interco

Student A should plan the message and write it down *before* transmitting.

A model answer is supplied on page 118.

EXTRA SPEAKING PRACTICE

Balloon debate

- Organise students into groups of four.
- Distribute at least one copy of the page below per group.
- Read aloud the instructions in the box.
- Tell students to think creatively about the objects each person carries. For example the money carried by the financial expert could be useful for lighting fires and the rum carried by the captain could be used for disinfecting wounds.
- Get students to decide on the criteria they will use to select people. They could be chosen based on:

  Most useful individuals
  Compassionate grounds
  Most valuable contribution to society
  Most useful items carried
  Those with the best chance of survival

- Leave enough time for groups to discuss and then compare their decisions in class feedback.

_____✂_____

Balloon debate

A cruise ship is sinking. A fire on board has destroyed the radio. There is just time to launch one boat. It will take 15 minutes for each person to be lowered into the boat and they can only go one at a time. They can't jump as the water is full of sharks. The nearest land is an uninhabited tropical island 30 km away.

You must decide which people will enter the boat. Items held by individuals must stay with the owner; they cannot be transferred to other people. You must choose **four** people who will *definitely* be saved and **two** who *might* be saved.

Captain: age 57. Married three times; five children – youngest is five years old. He drinks and smokes heavily. He carries a bottle of rum.

Ship's engineer: age 38. Married – wife is pregnant. He was very brave fighting the fire on board but he has severe burns. He carries a shaving mirror.

Radio operator: age 26. A fitness fanatic. He escaped the fire because he was on deck trying to impress passengers with a display of strength. He carries a length of rope.

Woman priest: age 32. Philosophy graduate. She lives with her disabled mother. She carries a first aid kit.

Financial expert: age 40. She is married. No children. Very wealthy but has an incurable disease. She carries a suitcase full of money.

Politician: age 50. Married with four children. He has extreme political views and has been in prison for corruption. He carries a compass.

Botany student: age 29. She is doing a PhD researching plants to make anti-cancer drugs. She carries a gun.

Nurse: age 60. Now retired. She is a devout Muslim who plans to complete the Haj next year. She carries a box of matches.

Housewife: age 35. She is pregnant and due to give birth to her first child in 4 months. She carries a box of chocolates.

4 Medicine

CASTING OFF (page 55)
Medical conditions

Students will need to know: *medical condition, symptoms, diagnosis* and *treatment*. They have already studied *symptoms* and *diagnosis* in the context of engine faults in Unit 7, but check that they remember.

A   Identifying medical conditions

- Read aloud the list of medical conditions. Have students repeat them and focus briefly on words that contain difficult to pronounce elements such as: *unconsciousness, fatigue, infectious, ache* and *hypothermia*.
- They will probably already know the meanings of some of the terms in the box and get them to make guesses with items like *heart attack, head injury* etc. Show students how some words can be broken down into their component parts for clues about their meaning: *hypo-thermia* (below / temperature) and *un-conscious-ness*.
- Students should then work in pairs to match each picture with a medical condition. (Answers on page 119)

B   Discussing correct treatments

- Read aloud the sentences 1-5 and ensure students understand new words: *cool, slap* and *appointment* and get them to deduce meanings from contexts.
- Focus briefly on sentences 4 and 5 and point out that they are *conditional* sentences like those in Unit 9 Structures (e.g. *If there is a fire, break the glass)*. Remind students that this type of sentence gives instructions for hypothetical situations.

C   Describing treatments

Allocate different medical conditions to small groups of students. If there are facilities such as the Internet or a medical guide, they could research them, otherwise the conditions are common enough to expect everyone to know something about them. have a spokesperson from each group: 1. describe the symptoms, 2. Describe treatments, 3. explain the causes.

VOCABULARY
Signs and symptoms

A -B   Describing illness

- Students should study the task A, then look at the vocabulary with the task in mind.
- The purpose of deducing whether a word is a sign or a symptom is to get students to think further about their meanings. They should work out that *redness, bleeding, cough, vomiting, shivering, swelling, fever* and *spots* are all signs. *Pain, nausea* and *dizziness* are symptoms.
- Students work initially in pairs and describe a time they were ill using vocabulary they have been learning. Then, in class feedback, get them to talk about what their partner has just described.

C   Making a diagnosis

Students listen to all six speakers and take notes of signs and symptoms without pausing too long between speakers. They will hear the speakers use all the words in the box. They should compare notes with a partner and refer to Casting Off in order to make diagnoses. (answers on page 119)

D   Using new vocabulary

Get students to focus on the example sentence. Ask how they can deduce the meaning of *nausea* from its context.

PRONUNCIATION (page 56)
Pronouncing the final –s
- Remind students of the difference between voiced and unvoiced sounds by getting them to put a hand on their throats, say /z/ and feel the vibration and compare it with /s/ – no vibration.
- When they have completed task B get them to search through the course book and find words ending in the two different sounds. They should then make two lists and read them out in class feedback for you to write on the board.

STRUCTURES (page 57)
First conditional
A   Matching clauses
Students could develop their intuition for good sentences by focussing briefly on the example sentence and matching the sentence halves by what *sounds right*.
For a more systematic approach, have them first identify whether a clause is a *main* clause or an *if* clause and then look for clues such as *fracture* in the left column and *splint* in the right.

B   Building sentences
By doing the questions 1-8, students get practise using the correct verb tense in first conditional sentences. Point out that the arrows between the clauses point *away* from the *if* clauses and elicit from them that the main clause should be in the present tense and the conditional *if* clause will include either *will* or *won't*.

LANGUAGE NOTE
First conditional
Conditionals are linguistically and cognitively complex structures, though what is known as the *First Conditional* has equivalents in other languages and is generally the easiest one for language learners to conceptualize.
Conditionals require coordination of verb forms in both the *if* and the *main* clauses and a common error is to put *will* in the *if* clause.
It can help students to think of the relationship between the clauses as a mathematical one, i.e. *if a, then b will happen*.
Students should also be aware that other modals such as *can*, *might* and *may* are used some times in place of *will*.

ADDITIONAL ACTIVITY
Get students to complete the following conditional sentences orally. Speak aloud the first part of each sentence and have students complete them with their own ideas.
1 If you have a bad cold …
2 He may die if…
3 If you need help …
4 If the tablets work …
5 The pain will go away if …

READING (page 57)
Medical emergency on board
A   Explaining the purpose of CPR
- Briefly focus on the constituent parts of the word *cardiopulmonary* (cardio – heart, pulmonary – lungs). Students should then briefly discuss CPR in pairs. In class feedback, elicit that CPR is used when the heart stops pumping and breathing stops.

B   Explaining a first aid procedure
Tell students to organise the pictures and then use them as audio visual aids as if they were giving first aid training to their partner.

C   Reading for gist
As they read, students could look for the order in which CPR is done and check their answers to **B.** You could get students to read the questions first, make notes of possible answers and then read the text more closely to check. After completing the task get volunteers to describe the events in their own words. For more about AS Kyoto, see Support Material for teachers on Idris website.

D   Writing instructions
Focus on the example sentences and get students to note the tense. They should discuss with a partner what is happening in each of the pictures and then compose instructions. Tell them to write as if for a training poster.

LISTENING (page 58)
Consulting a doctor

A   Naming body parts

• When students have labelled the picture, elicit the answers in class feedback.

• Write the names of other body parts on the board and have students identify them too: *knuckle, wrist, ankle, thigh, shin, chin, throat, eyelid, lips, toes, arm pit, scalp, nostril.*

B   Naming places on the body

Get students to take it in turns to read the items with partners showing where it is, either on the picture or on themselves. For further practice, add others such as: *lower thigh, thumb knuckle, upper lip, back of the neck, upper eyelid, left nostril, behind the right knee* etc.

C   Making predictions

• Make it clear that students will hear a doctor talk, not *to* a patient, but to a ship's officer *about* a patient. Elicit from them ideas about what *kind* of information the doctor will need to know. Organise it into two types of information and write on the board: 1. the patient (age, previous history, medication taken, food eaten etc.), 2. the symptoms (time, intensity, location).

• Using the lists on the board, get students to form questions (see page 119) They then listen to the audio recording to find out if there are any answers to their questions.

D   Completing the admission form

• Students should study the form to see in advance what is required and complete what they can. They listen a second time to check. A completed form is on page 119.

E   Making a diagnosis

Students should work in pairs, matching what they know about the ill crewman with information on the chart. They should be able to work out that he has appendicitis. Elicit sentences that express the *possibility* of this. In class feedback, elicit explanations of how they reached the diagnosis.

SMCPs
Call for medical help

A   Differentiating May-day and Pan-pan

Elicit from students that 1 and 3 are May-day situations and the other two are Pan-pan. Get them to explain why and review the definition of a May-day as a *life threatening emergency*.

B   Listening and reading

• Students should listen the first time with the script covered and take notes of the exchange. In class feedback elicit what the medical problem is and whether or not it is a *life threatening emergency*.

• Have two students read the exchange aloud. Focus briefly on the order in which the information is given, how the coastguard confirms he is aware of the caller's problem (*Received your Pan-pan*) and what he means by; *I am going to put you through to a doctor*.

C   Practising calls

• Students should prepare the information they are going to broadcast in advance and use the model exchange in B to frame their call. Get them to sit back-to-back with a partner to practise the exchange. They should take notes of what they are told by their partner and check when they have finished.

• Get volunteers to demonstrate their exchange to the class. Model answers are supplied on page 119.

SEA JARGON (page 59)
The fitness certificate

A Activating schema

Students should think about why physical fitness is more important for mariners than many shore-based jobs. Elicit ideas such as; availability of medical help and the consequences of an infectious disease on a ship. Other discussion questions are on page 119.

B Focussing on a specific case

Read the case aloud and have students discuss the question in pairs. Elicit a few views and take a yes / no class vote.

C Understanding vocabulary

Write the following words on the board. Students should find them in the medical fitness certificate and deduce their meanings from context: *sibling, next of kin, gender, intake, marital status, occupation.*

D Framing questions to get information

Give an example by focussing on the *Age* item and eliciting from students the question they will need to ask, i.e. *How old are you?* Point out that they obviously don't have to ask about gender.

SPEAKING (page 60)
Choosing the right person for the job

A - D Structuring the discussion

• After studying the advertisement, but before reading about the applicants, ask students what kind of person would suit the job. Get them to build up a profile of a suitable candidate: age, gender, qualifications, experience, skills & knowledge.

• After students have read about the candidates, summarise the situation by pointing out that although none of the candidates is perfect, each is suitable.

• Allow about fifteen minutes for group discussions. Towards the end of that time, tell them to come to a decision. Compare the groups' decisions in class feedback and have students explain why they made the choices they did.

EXTRA SPEAKING PRACTICE
TRIAGE

• In pairs, students read about an accident and about the condition of the injured casualties. Their job is to decide how to classify the casualties (the correct answers are below)

• Photocopy and distribute the following page – one for each pair.

• Explain *triage* (working out the priority of patients' treatments based on the severity of their condition.)

• Students don't have to come to an agreement with their partners. Elicit their opinions in class feedback.

Correct answers

1. RED – severe shock / brain damage
2. GREEN
3. BLUE
4. RED – skull fracture
5. YELLOW
6. YELLOW - possible internal injuries
7. RED - imminent breathing failure
8. BLUE
9. RED - respiratory failure
10. BLUE - imminent respiratory failure
11. YELLOW – shock, but not severe
12. RED - severe internal injuries
13. RED - serious blood loss
14. RED - serious burns
15. WHITE

There has been a collision between a passenger ferry and a tanker and there are 15 casualties who must be evacuated for treatment.

Read about the casualties and use the triage categories to work out with a partner what category each person is.

List of casualties

1. Child passenger: not crying - no bleeding – dizzy and confused – doesn't respond
2. Pregnant woman passenger: some bleeding from her head - walks and talks
3. Elderly male passenger: unconscious - not breathing
4. 25 year old crewman: no bleeding – coughing - clear fluid coming from ears
5. Engineering officer: minor bleeding- talking - slow breathing rate
6. Boatswain: walking around – unable to hear anything - pains in chest
7. Teenage girl passenger: cuts on face - very pale - falling asleep (red imminent breathing failure)
8. Deck Officer: no pulse - no bleeding - no response
9. Middle aged male passenger: no signs of injuries - vomiting - shaking – crying – breathing is 30 bpm (very slow)
10. Young woman passenger: broken arm - large chest wound – unconscious - breathing erratic
11. Elderly female passenger: clear fluid running out of nose - walking around - confused and angry
12. Able Seaman: coughing up blood - severe pain in chest - difficulty breathing
13. Male passenger: lost leg - massive bleeding - conscious & talking
14. Child passenger: lying on deck - black skin caused by burns - appears not to be in pain
15. Child passenger: has cuts on legs and arms but is walking around.

TRIAGE CATEGORIES

CATEGORY	DESCRIPTION
BLUE dead or expected to die	Casualty is very badly injured and will die soon. Should receive pain killers.
RED immediate	If casualty gets immediate treatment they could survive.
YELLOW observation	Casualty is stable but needs watching. Normally this type of casualty is a priority
GREEN wait	Casualty needs a doctor within hours but not immediately
WHITE dismiss	Casualty has minor injuries and needs a little first aid.

11 Rules of the road

CASTING OFF (page 61)
Contravening the COLREGs
Introduction

- It would be useful to have the COLREGS available as a reference for this unit (available free on the Internet).
- Write on the board: *COLREGS (Regulations for Preventing Collisions at Sea)*. Get students to state any rules they know in English.

A   Explaining the rules

- Students should read the questions a-d and study the example diagram and its caption. Point out that the caption answers all the questions.
- They should work with a partner to construct sentences similar to the example caption for all the remaining diagrams. Answers on page 120.

B   Relating an experience

- COLREGS are hotly debated on maritime forums and if students have no direct experience for the purposes of this task, then get them to do an internet search and refer to online discussions or news reports.
- They should relate the events to a partner and then talk about them to the class. Assist by asking appropriate questions that lead students to explain what COLREGS were contravened, what the vessels in question should have done and what the consequences were.

C   Discussing COLREG 18a

- After students have discussed the question in small groups, elicit their opinions in class feedback. There is an example to focus on in the answers on page 120.

VOCABULARY (page 62)
The language of rules and regulations

A   Deducing definitions

- Read aloud the text in the diagram and get students to focus on the sentence *All vessels are obliged to avoid collisions*. Elicit a definition of *obliged* by getting students to deduce its meaning from the sentence.
- Read aloud the verbs in the left hand column, focussing on any difficult pronunciation and words stress and have students repeat them.
- They then match the verbs with definitions by using contextual clues in the text.

B   Finding antonyms

Explain the prefixes in some of the words: *ex-* in *exempt* (out / not included), *im-* in *impede* (not), *contra-* in *contravene* (against), and *com-* in comply (with).

ADDITIONAL ACTIVITY

Develop students' vocabulary by getting them to provide the noun form of the verbs in the left hand columns (below). Do this as a class activity. Read the verbs out and elicit guesses. Students should use dictionaries as a last resort.

oblige	*obligation*		authorize	*authorization*
prohibit	*prohibition*		exempt	*exemption*
impede	*impediment*		contravene	*contravention*
permit	*permission*		require	*requirement*
comply	compliance		prescribe	*prescription*

STRUCTURES (page 63)
Passive sentences
A   Changing verb forms

• Students focus on the example sentence. Point out that *ban* becomes the past participle *banned* and the subject *yachts* is plural so: yachts *are banned*.

• Students should look at all the verbs in brackets. Tell them that all the verbs in the list are regular past tense (-d or –ed), and get them to find the two verbs which double their final consonant (ban & permit).

B Changing active sentences into passive ones
Go over again the important points for changing active sentences into passive ones and demonstrate by using the example sentence.

LANGUAGE NOTE
Present simple passive

It will be useful for students to understand the concepts of *subject* and *object* of a sentence so point out that in the example sentence, *port authority* is the subject and *vessels* is the object.

Write this example from COLREGS Rule 27 (g) on the board: *A vessel less than 12 metres in length is not required to exhibit the prescribed lights.*

Get students to find the past participle and the subject. Point out that there is no agent and get them to think about whether the focus of the sentence is on action.

SEA JARGON (page 63)
COLREGS terminology

A   Defining COLREGS terms

• The aim of this section is to introduce some of the terminology used extensively in the English language version of the COLREGS.

• Get students to explain any of the COLREGS terms in their own words by means of diagrams on the board, model ships or substitute objects to represent vessels.

• They then work in pairs to complete the sentences. Answers on page 120.

• Encourage students to read COLREGS *Section 3 General Definitions* and *Part B Steering and Sailing Rules* for official definitions of the terms.

C   Writing about COLREGS

Get students to think about the writing task by dividing it into: 1. identifying the situations and explaining what is wrong and what COLREG is being contravened, 2. the responsibilities of the vessels and what the COLREGS actually prescribe.

They should use the previous exercise B (Sea Jargon) as a model for their writing. Tell them to use terminology from this section and verbs from *Vocabulary* to produce short compositions.

LISTENING (page 64)
A court case
A   Introductory discussion
Elicit examples and opinions and develop the discussion by getting students to compare COLREGS with road traffic rules. Refer to page 120 for more ideas on this.

B   Listening for gist
After listening, have volunteers summarise what they now know about the trial and why it is being held.

C   Listening for detail
• When they listen a second time, students should take notes of what COLREGS have been contravened and use their notes to help them respond to the true / false statements. After completing the task, get a volunteer to draw a diagram on the board showing the offence. The diagram should look like the one on the right.

Traffic separation scheme

E   Single handed voyagers
Prompts are on page 120. Students vote twice - at the beginning and at the end to see if the discussion has changed anyone's opinion.
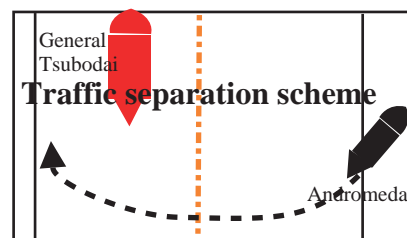
SPEAKING (page 65)
When no-one complies with the rules

A   Pre-reading discussion
After reading the story, students should declare where their sympathies lie before they discuss the issues as a class activity. As they discuss it they should cover the following points:

     whether the environmentalists were right to try to stop the ship from whaling.

     whether the master of the whaling ship was simply protecting his vessel.

     whether the master of the whaling ship was wrong to take revenge.

     whether it is wrong to do nothing when someone is in trouble.

     whether Joe brought trouble on himself.

B   Ranking the characters
• Write the names of the characters on the board and elicit each student's ranking for them and get them to justify their choices. Write the numbers next to each character and add them up at the end – the one with the smallest total is the one most responsible and so on.

• Get students to discuss if anyone should be arrested for Joe's death.

READING
Understanding long sentences
A   Cutting out the 'extra bits'
• Read aloud the sentence and elicit from students that it is from a set of regulations.

• To help students identify clauses read the sentence again, this time emphasising intonation of clauses and stressing the pauses indicated by commas.

B   Understanding vocabulary
Write on the board the other words students are likely to have difficulty with: *sufficient*, *prescribed*, *required*, *towing* and ask for volunteers to think of words that could replace them in the sentence.

C   Understanding meaning
Before looking at options a, b and c, students should try to put the sentence into their own words. Get them to work in pairs to do this and write any good ones on the board in class feedback.

D   Deconstructing difficult sentences
Tell students to work in pairs to study sentences1-3. After answering the questions, get students to rewrite the rules in Plain English. Get them to imagine that they have to explain the rules to an amateur sailor with little experience and with limited knowledge of English. Elicit their re-written rules in class feedback

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LANGUAGE NOTE
Plain English
Legalese rarely sets a good example of how to write and because maritime students will at some time have to write reports and make statements for legal purposes, they should be encouraged to think and write, not in legal jargon, but in *Plain English*. Typically, Plain English addresses the reader as 'you' and uses short, active sentences and everyday words wherever possible. Maritime students need training in how to present information logically and in a form that anyone can understand the first time they read it. Above all, they should shake off any belief that writing must be good if it is complicated, wordy and difficult to understand.

SMCPs (page 66)
Prohibition and message marker *Intention*

A   Listening and repeating
Tell students that they will hear single sentence transmissions. After repeating them, get them to say if each one is *advice* (1,2,4 & 6) or *instruction* (3 & 5).

B   Matching transmissions with situations
Either play the audio with pauses long enough for students to check *Casting Off* or get students to take notes as they listen and check their notes with the situations in Casting Off. Answers are on page 120.

C   Understanding the exchange
• Students should listen and answer the questions without reading the exchange, then read it to check their answers.
• Draw students' attention to the use of the message marker *Intention* in the exchange. Ask which of the following phrases has the same meaning as *intention*:
     a. I want to
     b. I have to
     c. I will ✓

D   Practising the exchange
Get students to identify *active verbs* and *passive constructions* in the exchange and to underline vocabulary that has been introduced in this unit.

PRONUNCIATION
Word stress

A-B   Understanding stress patterns
• Before students work with a partner on the listening task make them aware that there are many words in English whose meaning and class change with a change in stress. Demonstrate how the word *present* is a noun or an adjective depending on which syllable is stressed. (More examples on page 120).
• Write these three words on the board with their stress markers and have volunteers read them aloud after you have demonstrated the shift in stress: prohib'it / prohi'bition / pro'hibited.
• Advise students that when they learn a new word, to make a note of its stress pattern.

LANGUAGE NOTE
Stressing syllables
Not all languages use word stress; French and Japanese, for example, stress all syllables equally. However, word stress is key to understanding spoken English.
Native speakers stress one syllable in a multi-syllable word and speak the rest quickly. This leads to unclear sounds and indistinguishable boundaries between words. Students of English can make their pronunciation more native-like by pronouncing the stressed syllable clearly and deliberately muting the rest.
Getting students to identify the stress in a new word they are learning provides mental engagement with vocabulary. It is often necessary, especially for adult learners, to engage with new words many times and in different ways, in order to really learn them.

EXTRA SPEAKING PRACTICE
Role play

Have students practice using SMCPs related to prohibition.

Role play 1. Student A is a VTS operator. Student B is OoW on a vessel which is on the wrong side of a fairway. The VTS operator must inform the vessel and give instructions about what to do.

Role Play 2. Student B is a VTS operator. Student A is on a yacht weaving across a busy a shipping shipping lane and a very large tanker is approaching on the yacht's port side. The VTS operator must warn the yacht and give instructions about what to do.

Students should sit back-to-back. Tell them that the VTS operator must inform the vessel that a regulation is being broken and give advice about what to do. The student playing the role of the OoW on board the vessel does not have to co-operate, but must respond.

Model initial transmissions
Role play 1.

VTS: Calling Hotel-Victor-Papa-six-five this is Traffic. According to my radar your course does not comply with rule 10b of the COLREGS. You must keep to the north west side of the fairway. You are proceeding against the traffic flow and you are running into danger. Over.

Role Play 2.

VTS: Calling Alpha-Romeo-Tango-two-one. This is Traffic. According to my radar your course does not comply with COLREGS rule 18b. The vessel on your port side is restricted in her ability to manoeuvre. You must heave to. Over.

12 Passenger care

CASTING OFF (page 67)
Difficult passengers

A   Discussing passenger rules

- Introduce students to the new words in the notice: *pets, abusive, guests* and *formal dress.*
- Draw their attention to the fact that all the sentences are *passive* and by way of revision (Unit 11 Structures), get students to convert them into active sentences. They should generate:
    You can't have any pets on board.
    You must not be abusive or violent.
    You can only have two pieces of luggage.
    You must wear formal dress at dinner.
- Draw attention to the difference in *tone* between the passive sentences in the rules and the active sentences students have made. Do they see that the active sentences are more commanding - even rude?

B   Reasoning with passengers

- As students study the pictures and captions, tell them that they must explain to each passenger not only that they are breaking a rule but also suggest what to do about it.
- Have them share their ideas through class feedback and then get students to work in pairs to role play the situations.

C   Describing a personal experience
Students should describe their experience first to a partner and then tell their partner's story in class feedback. Help them with this by prompting with questions. Get the class to discuss whether or not the situation was handled well and how it could have been handled better.

SPEAKING (page 68)
Talking to passengers
Before doing the role play exercises, get students to clarify the situations in their minds. Allot the role plays and ask them questions so that they can form a clear, realistic image of who they are and what the situation is. For example, in 'No-one is exempt', ask: what is the name of the elderly passenger? How did they get to be so rich? Why is the passenger in a wheel chair? Why shouldn't the lifts be used? How often is there an emergency drill? etc.

VOCABULARY (page 68)
Concerning passengers

A   Crossword puzzle
Point out that all the words in the box are common in travel and tourism and speak them aloud for students to hear how they are pronounced.

B   Using new vocabulary
All the new words are recycled in this exercise. Students should work in pairs to complete the sentences. If they need to interact further with the new vocabulary, write this example definition on the board: *disembarkation – leaving the ship and going ashore* and get students to cover the clues and think of definitions for all the other words.

STRUCTURES (page 69)
Politeness

By way of providing a contrast and therefore highlighting the main point of the text, get students to take sentences from the text on politeness such as: *I would like a drink please* and change them into impolite sounding sentences or urgent commands such as; *Give me a drink* or; *I want a drink!*

B   Listening for ways of communicating politeness
One of the purposes of listening to the dialogue is for students to identify intonation and see how it is used to communicate politeness. Tell them to listen for intonation patterns and get them to reproduce them when they read the dialogue aloud.

C   Using would / could politenesses

• Explain that *would you?* asks about a situation in the future, *would like* **expresses a desire and** *could* **is used to ask** for permission or make a request.

• Tell students that every phrase that is missing from the sentences includes either *would* or *could* and in class feedback elicit the answers provided on page 121.

READING (page 70)
An incident on a cruise ship
A   Activating schema
Personal experiences that are particularly relevant here would be of crimes committed by unknown person(s). Students should exchange stories with a partner. Elicit their experiences in class feedback and highlight any where the identity of the perpetrator is in doubt.

B   Comparing email and statement
• Students could skim read the two texts and briefly think about formal vs. informal writing styles. Get them to identify the relationships between the writers and the people they are writing to.
• Students should imagine they are the purser to whom the passenger and stewardess have reported. Elicit their first impressions. Do they immediately have sympathy for either the passenger or the stewardess? If so, why?

C   Reading for more detail
• Focus briefly on question 2 and draw students' attention to the difference between *feel sick* and *to be sick*.
• Students should work in pairs. In class feedback, elicit the answers provided on page 121.

D   Discussing what you *would do*
• Get students to form theories as a detective would and then think out what they would do if they were the purser. Elicit answers that begin with 'I would…'
• Students should compare their suggestions with the chief purser's report in *Technical Reading Bank Unit 12*.

SEA JARGON (page 71)
Addressing all passengers

Activating schema
Get students to list places where they hear public announcements on PA systems (stations, factories, streets etc.) and what problems they experience understanding them. Elicit suggestions such as clarity, type of voice, amount of information, organisation of information and surrounding noise. Write these things on the board.

A   Understanding and evaluating a PA address
When they have read the PA address, ask students to evaluate the effectiveness of the announcement. Do this by asking what the purpose of the announcement is and whether or not it achieves its purpose. Is it polite? Is it clear? Is it too long? Suggestions about how you could make a public announcements easier to understand are given in the green box.

B Completing the announcement

• Some of the phrases in the box will probably be familiar to students. Get them to think of contexts in which the phrases are used and consider whether they are useful for *warnings, emergency instructions* or when *prohibiting* something. This will help students make rough predictions about how and where to use the phrases.

• They should work in pairs to complete the announcements and then speak them aloud in the process of class feedback.

C Composing a public announcement

• Students should make notes of what they are going to say and then practise their announcement on their partner, who should suggest corrections. They then adjust their announcement and their partner assesses it, according to the marking scheme, when they hear it the second time.

• Have volunteers give their announcements to the class who should discuss and evaluate their effectiveness based upon the criteria in the green box on the lower left hand side of the page.

PRONUNCIATION (page 72)
Intonation

• Read the text aloud to students so that they can hear the examples.

• Point out to students:
The word *please* is in different places in all three sentences.
Putting *please* in a sentence does not automatically make the sentence polite.

LANGUAGE NOTE
Intonation

Intonation is an interaction of pitch, intensity, tempo, stress and rhythm. All languages use it and students should be aware of how important it is in putting across meaning and how much incorrect intonation hinders meaning – sometimes even more than the wrong choice of words.

Because, for the most part, intonation is an unconscious part of speech and to do with *how* we say something rather than *what* we say, it is a difficult thing to teach. Teachers who do tackle it get students to listen to spoken English ignoring the words but visualising the melody, like they might do with music. In addition, you could try sometimes exaggerating your intonation and giving students frequent examples of the same phrase but spoken with different intonation and get them to copy you.

SMCPs (page 72)
Correcting mistakes
Introducing the topic

Elicit examples from students of how you correct mistakes in normal conversations (*sorry, that's wrong, I mean to say*….etc.) Also, how you make sure the person you're talking to understands what you've just said, for example: *is that clear?* or, *Do you understand?*

A Reading to study a procedure

Before reading the exchange, ask students where mistakes are likely to occur in radio messages? (names and numbers). They should deduce that the officer makes a mistake with co-ordinates.

B Identifying the correct procedure

After reading, get students to explain how to:
1. show that you have made a mistake,
2. indicate that you are now giving the correct message,
3. make sure that your correction is understood.

These things should be self evident from the text.

C Practising making corrections

Students should use the exchange in A as a model. When they have practised in pairs, have volunteers present their exchanges to the class. If they follow the design they have just learnt they will produce the exchanges shown on page 121.

LISTENING (page 72)
Keeping passengers calm
A   Pre-listening discussion

• Write *panic* and *calm* on the board and have students define them or check their meanings in the glossary. Ask if anyone has ever been in an emergency situation or get them to discuss a well documented disaster and think about how people behaved.

• Either read out, or tell them at some point in the discussion, the background information given in the Listening section on page 121.

B   Listening for gist

• When students have listened to the recording, ask them the following questions:

Where are the people?
What do passengers want to know?
How does the steward try to calm the passengers?

• Elicit from students that the steward tells passengers there is no immediate danger, appears to know what is happening and gives clear instructions. Students compare these features of his announcement with the ideas raised in the pre-listening discussion.

C   Listening for details

Before listening again, students should study the questions 1-6 and answer them. They then listen again to check.

Collect phrases used by the steward and write them on the board for students to make a note of. These will include:

There is no immediate danger.
For your own safety, it's important to remain calm.
In the unlikely event…

Get students to evaluate whether or not the steward handles the situation well. They should also consider these questions: Would it be better if the captain spoke to the passengers?
If you were the steward and you knew that the ship was sinking, would you tell the passengers?

EXTRA SPEAKING PRACTICE

• Issue the role play scenarios on the following page for pairs. Before doing *Role Play 1 Sorry for the delay*, elicit from students the advantages and disadvantages of travelling on cargo ships rather than going by plane. Is it a way of travel they would choose? Why? Why not?

• Get Student A to think about why there is a change to the itinerary and what the change is.

• Ask Student B to think about why the meeting is important, why they're afraid of flying and how much the ticket costs.

Before doing *Role Play 2 A complaint about the noise*, elicit personal experiences of being troubled by other people's noise.

• Student B should think about what kind of noise is being made and solutions to the problem.

• Student A should think about their neighbour who has made the complaint – what is this person like? Is the complaint unreasonable?

Role play 1. Sorry for the delay

Student A. You are an officer on a cargo ship that is carrying a single passenger (Student B). The captain tells you that a minor problem causes a change to the itinerary which means that you will have to inform the passenger that the ship will be arriving at its destination two days later than planned.

Student B. You have to get to the destination on the planned date for a very important business meeting. Missing the meeting will have very serious consequences. You are travelling by cargo ship because you have a pathological fear of flying.

Role play 2. A complaint about noise

Student A. You are a passenger on a cruise ship on a holiday of a lifetime having paid a great deal of money. You fell out with your neighbouring passenger early on the cruise. Your normal job has you working at night and so you are accustomed to sleeping during the day. At night you like to listen to music and watch late night TV.

Student B. You are a steward on board a cruise ship and you have received complaints from one passenger about their next door cabin - noises coming from it late at night that are keeping people awake.

13 Pilots

CASTING OFF (page 73)
Pilot and master communication

A   Discussing the work of pilots
Students briefly work in pairs and discuss the questions. Elicit a description of how pilots board incoming ships. This will be useful because the game on this page includes the boarding of a pilot.

B   Playing the answer game
• Use the example; *Do you require a pilot?* to remind students of how to form questions that elicit Yes / No answers. Remind them that where / which / what – type questions will not have yes/no answers.
• Acquaint them with the game by pointing out that the squares correspond to two stages: the pilot joining an incoming ship (1-8) and the meeting between pilot and captain (9-17).
• Before playing, students should know: *freeboard* (distance between water and upper deck).
• Students should write down their answers and get a final score by checking in class feedback. Answers are on page 122.

VOCABULARY (page 74)
Navigational hazards
Introduction
Elicit a definition of *Navigational Hazard* such as: *Anything dangerous to ships*. Get students to give examples of navigational hazards and write them on the board under two headings: *natural features* (e.g. rocks and sandbanks) and *man-made objects* (e.g. jetties, wrecks and floating debris).

A   Familiarising with the chart
• Students should first find their vessel's present position at the reporting point south of the channel entrance.
• Get them to focus on the tidal diamonds – get volunteers to explain how they show water depths relative to high and low tide. The tidal diamonds indicate that though the best route is east of Harpassus Island, going the other side of the island is possible at high tide.

B   Searching for chart vocabulary
By interacting with the chart, students will have come across the words required for 1-10. They should do as much of the task as they can before looking at the chart again. Answers are on page 122.

C   Describing the channel
Students should study the chart as they complete the description where they will find all the words they need. Have volunteers read aloud the completed description.

SEA JARGON (page 75)
Describing navigational aids in the IALA system

A Types and shapes of buoys
- Focus briefly on pronunciation and speak the words in the box aloud and have students repeat them.
- Take students through the terms one-by-one as a class activity.
  Students will perhaps recognize *safe water, junction* and *special* or at least know they are types, not shapes.
  Point out that a *can* buoy is shaped like a drink's can.
  Point out that *spherical* and *conical* are adjectival forms of *sphere* and *cone*.
  Remind them that *cardinal* points are north, south, east and west.
  They will find *lateral, pillar* and *spar* in the glossary.

B Identifying buoys by shape
Read aloud the now complete list of *shapes of buoys*. Students should try to identify the symbols without looking back at the table in A. As a class activity, elicit the answers (see page 122). Draw students' attention to the *topmarks* on top of each buoy symbol. Write the term on the board and get students to name the shapes of the topmarks. (1 & 3 *ball*, 2 & 4 *cross*, 5 *triangle*)

C Identifying buoys by their purpose
Students read the sentences 1-5. Ask them: if these were radio transmissions, which SMCP message markers would they have in front of them?

D Describing buoys
Read aloud the list in the green box. Students should try to identify the symbols without looking at the table in A.

ADDITIONAL ACTIVITY
Read aloud the following descriptions of buoys and have students draw the appropriate chart symbol:
1 A *spherical* cardinal buoy with a *cross* topmark
2 A cardinal *pillar* with *two balls* topmark
3 A lateral *can* with a *triangle* topmark
4 A *conical* junction buoy with *no* topmark
5 A west lateral *spar* with a *cone* topmark

STRUCTURES (page 76)
Describing amounts using *too* and *enough*
A Identifying sentence patterns
- Ensure students understand by eliciting examples of *adjectives, adverbs, verbs, countable* and *uncountable nouns*.
- Students work in pairs. They study the sentences 1-4 and say what parts of speech are: *power, powerful, water, proceed* and *deep*. This will enable them to match the sentence patterns a-d.

B Discriminating between *too* and *enough*
Students should study each sentence for meaning, rather than structural pattern. They should ask themselves if the sentence is about something unacceptable (too), or of an insufficient quantity (enough).

C Identifying errors
Students should work on the task in pairs. When feeding back, get individuals to not only say the corrected sentences aloud but also explain *why* they are correct. You could read out this list of both countable and uncountable plural nouns and get students to say whether you use *many* or *much* with them: *baggage, bags, vessels, shipping, valuables, buoys, bleeding, hazards, speed, piracy, oil, fouling, sea, vibration, deviation, propellers*.

LANGUAGE NOTE
Too or very?
English language teachers will recognize a common mistake that students make: using *too* when they mean *very*. It may help to point out that *very* means **more than usual** and *not very* means *less than usual*. *Very…* is neutral - neither positive nor negative – and strengthens the word that follows it.

Too…, on the other hand, is usually negative and means that something is unacceptable – a problem.

PRONUNCIATION (page 76)
Sentence stress (1)

To ensure students understand the differences between content and structure words have them pick them out in the sentences in Structures exercise C.

Give students some examples to practise with a partner. Write the following messages on the board. Students work in pairs, they work out the full sentences (i.e. add the structure words) and then speak them aloud putting the appropriate stress on content words.

waiting tide
I cross sand bar 12.30
your vessel go off course
rudder angle incorrect

LISTENING (page 77)
Pilot and master information exchange

B   Listening for gist

Students should read the list in advance, decide which topics are likely to be discussed on the bridge and check their predictions as they listen.

C   Listening for details

Students study the list of hazards. Elicit a quick definition or explanation of each one by way of revision. Students then listen to the audio recording again and tick the appropriate boxes (answers on page 122).

D   Drawing the passage plan

- Help students orientate by asking the following questions about the chart:
  - What landmark is shown? (church steeple)
  - What is the low water depth of the sand bar? (9 metres)
  - What is the location of the ship? (south of the harbour entrance)
  - What is East Pole? (a red lateral pillar with a light)
- They should then draw the track on the chart in the student's book. Elicit answers by sketching it on the board and having volunteers come up to draw the red line shown on the chart on page 122.

E   Communicating intention going to / will + infinitive (no *to*)

Before completing sentences 1-6 in the green box, students should study more model sentences by either listening again to the conversation between the pilot and master or reading the script on page 128 to find examples of the pilot communicating his *intention*.

LANGUAGE NOTE
Contractions

Contractions such as *don't, we've, I'll* etc. appear throughout this unit (especially in SMCPs - page 78). Though some contractions such as the helm order *hard t' starboard*, have become established conventions, students should be made aware that contractions in English are generally not mandatory as they are in some other languages – it's usually acceptable to write or speak all of the words which would normally be contracted.

The use of contractions in writing is related to tone – contractions are mostly informal and colloquial. They are ubiquitous in speech and multiple contractions such as *wouldn't't've* are common.

SPEAKING (page 77)
What should you do?

First ask students how important a common language is for pilots and ships' masters and elicit suggestions about what could happen on a ship's bridge as a result of communication misunderstandings. Then read aloud the two situations and encourage preliminary discussion of any points that may arise as a result of the readings. Students should work on both situations with a partner and when everyone has had about ten minutes to discuss the situations they should give their reasons for their choices in a class discussion.

READING (page 78)
The maritime pilot

A   **Activating schema**

Students should first discuss the question in pairs and then open up for class discussion. Ask them to imagine what would happen if pilots went on strike.

B   **Reading for gist**

Give students about one minute to read the text. If any are in doubt that the best title is number 1, get them to eliminate options 2 & 3 by asking what *advice* the writer gives (none), and *what reasons* the writer gives for becoming a pilot (none).

C   **Reading for detail**

- Students should study the statements before reading the passage again.
- In class feedback elicit the following answers. For those that are *false*, get students to say what is true:
  With more advanced students, focus briefly on the communication error in the last paragraph of the passage. Read students this further example of a misunderstanding and get them to explain what the error is:
  Pilot to captain: What is the weight of your vessel?
  Captain replies: We can wait for fifteen minutes.
- Get students to work in pairs and think of similar dialogues which contain misunderstandings over homophones (words that sound alike) such as: write – right, aloud-allowed, along – a long, tide-tied, knows-nose, no-know, here-hear.

D   **Describing a waterway**

Students work with a partner and attempt to use phrases and words they have learnt in this unit. They should imagine they are a pilot describing an estuary / harbour to a ship's officer. To do the task, they will probably need to sketch a map. Students should try out their presentation on a partner and then address the class.

SMCPs (page 78)
Helm orders (2)

Reviewing helm orders

Ask students the revision questions on page 122. Also point out the use of contractions in the exchange (see Language Note on the previous page of this book)

A   **Matching orders with meanings**

- Write on the board the two types of helm orders: *rudder commands* and *heading commands*. An explanation of the difference is on page 122.
- Students then study the orders in the left hand column and determine that they are all *rudder commands*. Get students to volunteer some examples of heading commands. (*Steady as she goes / steady on course two-zero* etc.)
- They should work in pairs to match orders with meanings.

B   🎧 **Listening to the pilot – helmsman exchange**

Students should cover the script and listen (not read). Elicit an explanation of what is happening without saying if the explanation is correct. Students then read the exchange and choose from the options a, b and c. Students should underline all the function words in the exchange. Get them to identify the contracted structure words and write them on the board for students to make a note of: i.e. *hard t' starboard, ease t' five, how's your rudder?*

C   **Practising helm orders**

Students should practise in pairs using contractions in their speech. Get volunteers to present their exchange to the rest of the class.

EXTRA SPEAKING PRACTICE

Read the report and respond to the statements a-c.
Compare your answers with a partner. Either give reasons for your choice or give an alternative.

In one country, salaries of ships' captains have gone up. This means that more captains are choosing to remain in their jobs and so there is now a shortage of maritime pilots. How should the country recruit more pilots?
a. Lower the salaries of captains.
b. Recruit mariners who are not captains.
c. None of the above. I think ……

14 Berthing

CASTING OFF (page 79)
Berthing plan

A Describing the berthing process
Students should study the berthing plans for one minute. Check students' responses against the model on page 123. All that is required is language they have already learned in the course book. Students should use present tense verb forms.

B Completing the gaps
Check students' answers against those on page 123.

C Comparing berthing with parking
• To make a vivid comparison, draw a diagram on the board of cars parked by the side of the road with a space between two of them. Get a volunteer to give instructions on how to park a car in the space.
• Elicit ideas such as those on page 123. They could be collected under headings: **Braking, Steering, Weather**.

READING (page 80)
Errors when berthing
A Speculating on the cause of damage
Take the opportunity to get students to revise ways of expressing possibility (Listening Unit 7). Write on the board: *Perhaps the vessel approached a jetty too fast*. Elicit more suggestions and write good ones on the board.

B Listing harbour hazards
Give an example of a hazard such as a *swimmer in the harbour*. More ideas are on page 123.

C Matching causes with texts
• Students should study the list of causes. Ensure that all the terms are understood by eliciting explanations for: *error, lack, faulty* and *characteristics*.
• Students should study the example *passage a.* and discuss with a partner why the cause of the accident is *5 (faulty berthing plan)*. Get them to give their explanations in class feedback. They should do the same with each of the remaining passages.
• Have volunteers read the passages aloud. Elicit, not only answers, but also justifications for answers.

VOCABULARY (page 81)
Quayside

A - B Naming equipment for mooring vessels
Students should cover the word list in B. As a class activity, elicit as many item names as possible. Students then uncover the list of terms. They should listen to you pronounce them and repeat.
Write the following two examples on the board: 1. *An anchor rode joins the anchor to the vessel.* 2. *A dolphin is for mooring away from the quay.* Elicit similar sentences from students that would explain to a layman the function of some of the other items in the list.

C Choosing the correct vocabulary
Focus on the example sentence. Students should understand the context in order to make the correct word choice so they need to know the meaning of *snug*. When they have given a good definition or looked it up in the glossary, get them to explain why the line could only be *snug on a bollard* (a *fender* is not for tying lines to and a *hawser* is a line).

SEA JARGON (page 81)
Harbour berthing
A   Vocabulary used in the harbour notice
As well as studying the vocabulary used in the notice, students should discuss justifications for the rules - it will provide context for the vocabulary and thereby make it easier to learn, so ask them, at some point, why vessels should not drag their anchors and snub around in *deep* water. Read the notice aloud. Students work in pairs and underline all the words in it that they don't know. They should attempt to work out what the words mean from their contexts first and then see if any of the definitions 1-9 match their ideas.

B   Using the correct verb form
This exercise presents the new set of verbs and revises tenses present simple, present continuous, future and simple past. Focus on the example sentence and get students to identify the clue that indicates that *hook* should be present continuous (*This is…*).

STRUCTURES (page 82)
Present Perfect
Give a further example like: *We have crossed the Pacific* and ask which of the time expressions in 1, 2 & 3 could be used in the sentence and where they should be placed. Change the example sentence into a question *Have we sailed across the Pacific?* and get students to try the time expressions again.

A   Forming Present Perfect questions and answers
Students should do the exercise with a partner and when completed, they should speak the questions and answers aloud in class feedback.

B   Rewriting the harbour master's schedule
The aim of this exercise is to provide practice in composing Present Perfect sentences. To establish a context, tell students that the harbour master wrote the schedule in the morning and it is now mid-day. Some things that were on the schedule have happened and some things have not happened *yet*.

LANGUAGE NOTE
Present perfect
Use a time line like this to illustrate the tense:

PAST   PRESENT   FUTURE

The Present Perfect is not used for a specific event and the concept of *unspecified* time may not be immediately clear to students. It's worth expanding on the purposes for which it can be used:
1 to elaborate on experience: *I have been to Durban twice. / I have never been to Durban.*
2 to explain a change over time: *Harbours have grown bigger in recent years.*
3 to say that something has not yet happened: *The vessel has not arrived.*
4 to talk about something that recently finished: *The vessel has berthed.*

PRONUNCIATION (page 83)
Sentence stress (2)

A-B   Revising the notion of sentence stress
Content words are stressed. If any students are not convinced, demonstrate by using a simple rhythmic clap or thump in time to one of the sentences.

C-D   Practising sentence stress
Get students to discriminate between content and function words as a class activity and elicit the answers supplied on page 123.

SPEAKING (page 83)
Ethical dilemma

The exercise aims to present an easy to understand scenario with two relatively clear choices of action for students to debate. The issues come down to weighing up values of human lives. On one side you have two children (innocent, young and precious) but not known to you, versus the principle of preserving property (the ship and its cargo) and keeping the crew safe (adult, friends and acquaintances). Which is the first responsibility of the captain? Are the responsibilities of the captain different from those of an 'ordinary' person?

Get students to consider all of their options from different perspectives. Get them to think first about the consequences of both actions and then about the actions in terms of moral principles like fairness, equality, respecting people's rights, and recognizing the vulnerability of individuals weaker or less fortunate than others. Are there any important ethical principals involved in the choices? If there's a conflict between principles or between the rights of different people involved, is there a way to see one principle as more important than the others?

If the debate becomes ardent, don't cramp your students' style by correcting their language, rather take a note of things that people say and flag them up later and use their errors as teaching points to think about how they could be put in a better, clearer, simpler way.

SMCPs (pages 83 -84)
Repeating

A   Introduction
• 1 Elicit both polite and formal ways of saying you don't understand what someone is saying as well as familiar / rude ways of doing it.
• 2 Expect students to suggest word stress for emphasising, but it would be interesting to briefly consider body language and how the eyes and hands are used for this purpose.

B   🎧 Listening to the radio exchange
• After listening the first time get students to make a comparison between the formality of the radio exchange and the more natural language of face to face situations. Elicit from students these differences: over the radio you cannot use visual signals to stress the importance of something. You can sometimes stress certain words like *NOT* but you cannot rely upon radio to pick up or transmit nuances of voice.
• Write on the board: *What's that VTS? You're breaking up* and elicit other examples of what someone who does not know radio protocols might say.

D   The rules of repetition
        Students should cover the transcript of the radio exchange and choose the boxes to tick before reading back to check..

E   Practising repetitions
After students have practised in pairs, have volunteers present their exchange to the class. Model exchanges are given on page 123.

LISTENING (page 84)
Vessel Traffic Services (VTS)

A   Before listening

• When students have studied the list of attributes necessary for a VTS operator, elicit suggestions other than those on the list such as being calm under pressure, having local knowledge, having maritime experience etc.

• Then get students to express opinions on the importance of each item in the list and any additions. Hold a class vote to determine the most and least important attributes.

B   Listening to authentic exchanges

• Explain to students that the recording is based, not upon SMCP protocols, but on 'real' radio communication. Students listen and then in class discussion they should mention protocols that are both followed and broken. These will include:

> The word *decimal* is correctly used and the name of the caller generally comes second when hailing. The radio check is requested correctly, *Securité* is repeated three times, and Viscount uses the correct protocol for repeating information.

• Ask students to make a note of the politenesses that speakers use. (*Sir* and *Ma'am, Thanks, Thank you* and *Have a safe passage*)

• Get students to deduce the meanings of new vocabulary that appears in the recording: *souls* (persons), *listening watch* (keeping the radio switched on to receive), *unreadable* (cannot be understood), *anchor watch* (a watch when ship is anchored)

C   Listening to identify vessels

• Students should spend a minute familiarising themselves with the map. Have a volunteer describe it.

• See if they can identify any of the vessels A-D based on having listened only once. Tell them that there are clues in the recording as to the vessels' identities and, without reading the tape script, they should listen again and identify the vessels

• Ask students to explain their answers and elicit that Inyala is outbound, Orient Bulker is inbound and on Inyala's port side. Gannet is at a quay. Viscount is waiting at the entrance to the channel.

D   Recording the information

If you think that students have listened enough times already then they should do this task without listening a third time and check their answers by reading the script on pages 128 - 129.

EXTRA SPEAKING PRACTICE

• Photocopy and cut the following page into two for distribution. Student A has half the answers and Student B the other half.

• Students should think up their own definitions and clues, wherever possible, but they will also find ideas and prompts within unit 14.

Work in pairs. Ask your partner for a clue to complete your half of the crossword puzzle.
Do _not_ show your partner your half of the puzzle.
  Example: **Student A:** *Can you give me a clue for 6 across?*
  Student B: *6 Across: What is the opposite of fore?*

STUDENT A

		1.			2. .b		3. r				4. d
					u		o				o
					n		d				l
6.	7. f				5. k		e				p
	e				e						h
8. a	n	c	9. h	o	r	d	r	a	g		i
	d		a								n
	e		w				11.				
	r	10. s	h	a	c	k	l	e			
		e									
12. b	e	r	t	h							
			13.								

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STUDENT B

1. s	n	u	2. b	a	3. r	o	u	n	4. d
					r				o
									l
6. a	7. f	t		5. k	e	e	l		p
									h
8.			9. h						i
			a						n
			w			11. c			
	10. s					l			
	e					e			
12.		r				a			
		13. b	i	t	t				

15 Cargo

CASTING OFF (page 85)
Ports: old and new
The purpose of this exercise is to get students talking about the negative aspects of the maritime life and how things for mariners may have changed for the worst at ports. Yes, ports are now more efficient than they were in the past but they are sterile places which often do not allow seafarers access to the country beyond the port gates and, in the words of one mariner, 'It's important to go ashore because only this way can your life change.' Students should attempt to describe the two ports in the pictures under your questioning. and how the industry has changed. They should think about the opinions in speech bubbles. Get them to discuss the question 'were things better in the old days?' and vote on it afterwards.

SMCPs (page 85)
Communicating with dockside

A-B   Understanding crane terminology
To activate schema, get students to explain how a container ship is unloaded, how a gantry works and what containers are. They should be able to deduce the answers from the context provided by the exchange. Elicit full explanations. Answers are on page 124.

C-D   Practising dockside communication
• The task introduces students to the terms: *handling capacity* and *lifting capacity*. Elicit a definition of *capacity* and get students to note the word.
• Point out that the exchange between bridge and dockmaster is a series of questions and answers and elicit the question you would need to ask to find out, say, the discharge capacity of a pump.
• When students have practised their exchange, have volunteers present theirs to the class. Model dialogues are provided on page 124.

SEA JARGON (page 86)
Types of cargo and dock vocabulary
A   Studying the word list
Students should work in pairs, use the glossary and identify that *bulldozer* is not a type of cargo. Ask them to explain what it is and how a bulldozer is used in the process of loading and unloading.

B   Identifying types of cargo
When they have matched the items with cargo types, ask students for further examples of each type of cargo.

C   Understanding information for cargo handlers
• Have a volunteer read *Information for Cargo Handlers* aloud.
• Ask the following comprehension questions:
  1 Why should accidents be avoided? (they are expensive)
  2 Why should cargo handlers follow the stowage plan? (to maintain ship stability)
  3 When should wheeled cargo be unlashed? (after vessel is berthed)
  4 What should be unloaded quickly? (reefers)
  5 What should cargo handlers do with dunnage? (keep it)

D   Building sentences
Use this task as an opportunity to review vocabulary – not just new terms like *break bulk*, but words such as *the hold, lashed, unstable* etc. Go through both columns with the students and elicit definitions of the words before they match sentence halves.

LISTENING (page 87)
In trouble with the union

A   **Pre-listening discussion**

Students should discuss the symbolism of the banner as a class activity. Extend the discussion by getting students to talk about the advantages and disadvantages of trades unions. Elicit advantages such as: job security, legal help, strength when negotiating with employers and disadvantages such as increased unemployment because of wage increases and loss of incentive to work hard because unions view higher than average productivity as harmful to other union members.

B   🎧 **Listening for gist**

Before playing the audio recording, ask if students can guess *why* a ship's captain might be in trouble with a docker's union. This will get them to think about the issues before they hear the speakers.

C   🎧 **Listening for detail**

Students should attempt the questions before listening a second time.

D   **Summarising the argument**

Ask students how the actions of the crew affect the dockers thereby eliciting a summary of the dockers' case

E   **Discussing the issues**

• Write on the board the union representative's final question: *What would you think if dockers started doing the jobs of seafarers?*

• Get students to go over again the advantages to crew of unloading cargo. If there is no-one to argue the side of the dockers and give reasons why seafarers should *not* unload cargo, then do it yourself by summarising the union official's case. Hold a vote on the question at the end of the discussion.

VOCABULARY (pages 87 - 88)
Reporting cargo status and condition

A   **Activating schema**

After discussing the question, students should report back with suggestions about insurance liability and the observation that photographs are evidence of the condition of cargo.

LANGUAGE NOTE

Adjectives

Adjectives are very diverse. They can describe nouns: *the broken box*, or come after a verb like *be, feel* or *look* such as: *The box looks broken.*

English adjectives can take a modifying word that goes in front of them, such as *very, extremely,* or *less*: *very badly damaged box.* They are also gradable, i.e. they have comparative and superlative forms, unless they are either extremes such as *freezing,* or classifying adjectives such as *nuclear.*

B   **Choosing an adjective**

• As a class activity students should study the photographs and, without looking at the list of phrases 1-9 name the object in each picture a-i, i.e. – *container, drum, cardboard box, crate, carton* and *bottles.* This will help them match the phrases to the photographs without knowing adjectives like *dented, leaky* etc.

• Ask for suggestions about what might have damaged the cargo in the pictures. Students could use phrases from Unit 7 Listening (expressing possibility) and present perfect verb forms. Write these examples on the board as models: *A heavy weight may have crushed the cardboard box. Perhaps sea water has damaged the boxes.*

C   **Converting adjectives into verbs**

• Students should work on this in pairs. They will find some of the verbs in the glossary, but encourage them to think of verb forms that feel or sound right and then confirm or alter their ideas in class feedback.

• Ensure that students are clear about the meaning of a *Sea Protest.* (It is a sworn statement made by a captain when a ship has experienced bad weather which may have caused damage to cargo.)

• Write on the board: *high, paid, heavy, stacked, bad, expensive, unsafe, loaded* and *easy* and get students to see if *highly, extremely, badly* and *very* can be used to modify them.

STRUCTURES (page 89)
Comparative adjectives

More examples
- As they study the text, elicit from students other examples of adjective types 1, 2 and 3, such as **1:** *strong, slow, late, small, hot*, **2:** *uncomfortable, expensive, damaged, dented* **3:** *leaky, funny, tidy, dirty, friendly, angry.*
- Point out that irregular comparative adjectives are exceptions to the rules: bad➜worse, good➜better, many ➜more, little➜less.

A   Selecting the correct adjective
Tell students that each sentence requires a comparative form of an adjective and to check that students have retained the information in the course book's explanation, focus on the example sentence, point out that *dangerous* is the only appropriate adjective and ask why it is not *dangerouser*.

B   Generating comparative sentences
Answers are on page 124. For further practice write the following information on the board and have students generate sentences to compare cranes, personnel and facilities:
Dockside cranes
Crane 1. maximum reach 35m, height 20m
Crane 2. maximum reach 30m, height 25m
Deck officers
Officer 1. Age 32, 10 years experience,
Officer 2. Age 45, 8 years experience,
Port facilities
Harbour 1. water 4m
Harbour 2. water 6m

PRONUNCIATION (page 89)
Contrasting stress

A   Exceptions to the rules
Explain to students that in this section they will find that structure words are stressed thus breaking one of the rules.

B   Practising stress for contrast and correction
Ask students to think about who might be speaking this dialogue.

READING (page 90)
Secret cargo

A   Activating schema
Ideas for answers and discussion are provided on page 124.

B   Reading for gist
Give students two minutes to read the passage and through class feedback get answers to the questions, eliciting that the stowaways got on board at Port Sudan and hid in a container. Use the extra comprehension questions on page 124 for quick fire oral work.

Post-reading discussion
Get students to think about the Trojan Horse, how Greek soldiers are said to have hidden inside a wooden horse which was then brought into the city of Troy by the Greeks' own enemies. Students should think about how the story is an analogy for terrorists hiding in containers which are brought into a country by unsuspecting ships and how malicious viruses, called Trojans, hide in software to be downloaded into computers by unsuspecting users. Extend the discussion to security issues in general – what can be done to prevent people stowing away?

SPEAKING (page 90)
What to do with stowaways

There is information on page 124 which you can use to prompt discussion. Students should commit themselves by voting for option a, b or c before starting any discussion though they are not limited to only three choices if they have alternatives.

EXTRA SPEAKING PRACTICE

Read the four situations with a partner. Answer the questions, give your reasons and compare your opinions with other students.

1. It is night and a ship is berthed at a quiet quay. An AB is working alone on deck and he falls overboard. He cannot swim. A young woman is walking past. She sees the AB fall into the water. She is a good swimmer but she does not jump in. Instead she calls the police on her cell phone. Fifteen minutes later the police arrive and find the AB's dead body in the water.
Should the young woman have done something different?
Did she have a duty to attempt a rescue?
Would her duty be different if she were a man?

2. The police catch a terrorist who says he has hidden a bomb on board a loaded oil tanker moored at an oil terminal. The terrorist refuses to say where the bomb is hidden or when it will explode. If the terrorist is telling the truth the damage will be terrible. It would be best to get the tanker out to sea but would you volunteer to do it?
Torture is illegal under international law so how would you get the truth out of the terrorist?

3. A ship is waiting to depart but a customs man is still on board and won't let the ship go. The captain gives the man a bottle of whiskey – the usual 'gift' - but the customs man is still not happy. He says he wants to search the ship for weapons & drugs. That could take two or more days.
The captain is an honest man. Should he co-operate with a search of the vessel or offer the customs man money - even though bribery is illegal?

4. The Chief Engineer is your best friend and he has a drink problem. You are the Second Engineer and your ship is due to leave port in one hour. You find your friend drunk in his cabin and not able to perform his duties.
You should report the situation to the captain, but would you? Do you make him some coffee, say nothing, do his work yourself and hope nothing goes wrong and nobody finds out?