

ENGLISH FOR MARITIME

A Supplementary Material for Vocational Maritime School



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STKIP PGRI Bangkalan Press

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The rapid development of English for Specific Purposes as a part of English Language Teaching truly remains a special treatment on the way of teaching including materials development. The position of ESP for Maritime in the setting of vocational high school in Indonesia is really in need to meet the students' needs of English at work.

I assume that nowadays there is a misleading way of teaching English in which ESP should be included in syllabus for English for Special Purpose contents. This book is merely a small part of solution of how to encounter English teaching with special purpose in maritime field by acquiring needs analysis in SMK Brajaguna Bangkalan as the only vocational Maritime high school in Bangkalan regency. It is expected that this instructional materials can improve the quality of English teaching by engaging the students in activities of using English or their future work.

Personally, we as researchers would like to say special thanks to all parties involved on this research and development such as subject specialists, school officials, English teachers, students of SMK Brajaguna, as well as ESP lecturer at STKIP PGRI Bangkalan for the completion of this project.

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Unit 1

I am a Seaman

Let me introduce myself, my name is Adrian. I am a seaman. I work on the SS Rotterdam. It is a cruise ship of Holland America Line. I start working at five o'clock in the morning and finish at seven in the evening. I wash the decks, chip rust, scrape old paint and paint walls. I work hard every day, but I like my job.

Introduction

1. Introducing yourself

You can introduce yourself by saying :

Hi. Hello. I don't think we've met I don't think we've met before I don't think I know you I don't think we've been introduced Have we met before? Let me introduce myself May I introduce myself? I'd like to introduce myself	I'm Adrian My name's
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------

Here are some replies :

Hi. Hello. Happy to meet you Glad to meet you	I'm Andy My name's Jonathan
--------------------------------------------------------	------------------------------------

Nice to meet you	My name's Rudiantara, but everyone calls me Rudi
Pleasure to meet you	
Pleased to meet you	
How do you do?	

Example 1 :

Toni --->

Toni : Hi

Amir

Amir : Hi

Example 2 :

Rudi --->

Rudi : Hi. I'm rudi.

What's your name?

Andi

Andi : Hello. My name's Andi

Rudi : Nice to meet you, Andi

Andi : Nice to meet you, too

Example 3 :

Jalil --->

Jalil : I don't think we've met

My name's Jalil

Yanto

Yanto : Pleased to meet you. My name's yanto,
but everyone calls me yan

Jalil : Pleased to meet you, too, Yan

Example 4 :

Eddy --->

Eddy : I'd like to introduce myself.

My name's Eddy

John

John : Hello Eddy. My name's John, John
Brown

Eddy : How do you do, Mr. Brown?

Pleased to meet you, Sir

John : Nice to meet you, too

Exercise: (stand up and go around the class)

1. Introduce yourself to three people of the same age as you
2. Introduce yourself to three people who are older than you

2. Introducing someone

You can introduce someone by saying:

Introducer	Person A	Person B
John, this is Tomi Tomi, this his John	Hi	Hi
Ed, please meet Joe. Joe I'd like you to meet Eddy	Nice to meet you	Nice to meet you, too
May I introduce you to Mrs. Peters?	Pleased to meet you	Pleased to meet you
I'd like tointroduce you to Mr. Brown	How do you do?	How do youd do?

Example 1 : (John introduces Amir to Eddy)

John	:	Eddy, this is Amir
		Amir, this is Eddy
Eddy	:	Hi
Amir	:	Hi

Example 2 : (John introduces Amir to Eddy)

John	: Eddy, this is Amir Amir, I'd like you to meet Eddy He's a senior wiper
Amir	: Nice to meet you, Eddy
Eddy	: Nice to meet you, too, Amir

Example 3 : (John introduces Amir to Eddy)

John	: Amir, please meet Eddy Eddy, this is Amir
Amir	: Nice to meet you, Eddy
Eddy	: Nice to meet you, too, Amir

Example 4 : (John introduces Amir to Eddy)

John	: Amir, I'd like to introduce you to Eddy Eddy, this is Amir
Amir	: Pleased to meet you, Eddy
Eddy	: Pleased to meet you, too, Amir

Example 5 : (John introduces Amir to Mr. Brown)

John	: Amir, I'd like you to meet Mr. Brown Mr. Brown, this is Amir, a new wiper
Amir	: How do you do, Mr. Brown? Pleased to meet you, Sir
Eddy	: Nice to meet you, too

Exercise: (stand up and go around the class)

1. Introduce yourself to three friends to another friend
2. Introduce yourself to three friends to your boss

Asking and Telling About Jobs

You can ask about jobs by saying:

Questions		Note
What's your	Job?	Among or to blue collars
	Function? Position?	You know where he/she works
	Profession? Occupation?	Among or to businessmen
What do you do? What do you do for a living? What kind of business Are you in?		You know where he/she works Neutral question You know he/she is a business person
Where do you work?		You know his/her profession

You can reply by saying:

I'm		A seller A seaman A businessman An engineer
I work	On In For	The SS rotterdam The hospital Holland American Line
I sell I drive I teach		Flowers A taxi English

Conversation practice 1 : (on the ship)

e.g. a seaman

a wiper

--->

a : are you a seaman?

b : yes, I am

a : what's your function?

b : I'm a wiper

1. a. a seaman

b. a fireman

2. a. a seaman

b. an oiler

3. a. GPA
b. laundryman

4. a. GPA
b. hellboy

conversation practice 2 : (on the ship)

e.g. a seaman

clean the main engines

--->

A : are you a seaman?

B : yes, I am

A : what do you do?

B : I clean the main engines

1. a sailor (AB)
wash the decks
2. a seaman
clean the engine room
3. a GPA
deliver mail
4. a cabin steward
take care of cabin

conversation practice 3 : (Asking about people's job.)

e.g. your job

a seaman/on the SS Rotterdam

--->

A : what's your job?

B : I'm a seaman

A : where do you work?

B : I work on the SS Rotterdam

1. your profession
a doctor/in the General Hospital
2. Your occupation
A secretary/in the Golden Truly Supermarket
3. Your job
A sailor/for Holland America Line
4. Your position
An officer/on the MS Statendam

conversation practice 4 : (at the tea party)

e.g. sell flowers

--->

A : what do you do for a living?

B : I sell flowers

1. Drive a taxi
2. Teach French
3. Work in the hospital
4. Be a sailor

conversation practice 5 : (At a getting together party)

e.g. Peter/in Surabaya

sell flowers

--->

A : Where's Peter now ?

B : In Surabaya

A : What does he do for a living?

B : He sells flowers

1. John/in Semarang
Grow watermelons
2. Suryati/in Bandung
Work in the hospital
3. Andi/in the USA
Work for Holland America Line
4. Rita/in Singapore
Run a coffee-shop

Unit 2

Talking About Everyday Work

A. Verb forms

We use simple present tense to express repeated activities

(from the past till now). Look at the verb forms below

	Verb form	
What do you do -- -> everyday?	I	Wash The decks
	I	Chip Old paint
	I	Scrape Rust
	I	Paint Walls
	I	clean The main engines
What does he do -- -> everyday?	He	Washes The decks
	He	Chips Old paint
	He	Scrapes Rust
	He	Paints Walls
	He	cleans The main engines

1. Pronunciation

The ending –s is pronounced /s/ when the verb ends with the sound /t/, /p/, /k/ or /f/ .

e. g /s/ paint - paints
 chip - chips
 scrape - scrapes
 work - works

The ending –s is pronounced /z/ when the verb ends with the sound /b/, /d/, /g/, /l/, /m/, /n/, /r/, /v/, /ŋ/ or a vowel .

e. g /z/ scrub - scrubs
 weld - welds
 jog - jogs
 fill - fills
 prime - primes

clean	-	clea <u>n</u>
repair	-	repa <u>ir</u> s
remove	-	remov <u>e</u> s
ring	-	ring <u>s</u>
screw	-	scre <u>w</u> s

the ending -s is written -es and pronounced /ɪz/, when the verb ends with a hissing

sound : /ʃ/, /s/, /z/, /dʒ/, or /ʒ/

e. g	/ɪz/	brush	-	brush <u>e</u> s
		fix	-	fix <u>e</u> s
		close	-	close <u>e</u> s
		change	-	change <u>e</u> s
		catch	-	catch <u>e</u> s

2. Conversation practice

Exercise 1

e.g. you

wash the decks

--->

<p>A : What do you do every day? B : I wash the decks</p>

1. you
chip old paint
2. you
scrape rust
3. you
paint walls

4. you
clean the main engines

Exercise 2

e.g. John
wash the deck

--->

A : What does John do every day?
B : He washes the decks

1. Peter
chip old paint
2. Jack
scrape rust
3. Bill
paint walls
4. Tom
clean the main engines

Exercise 3

e.g. you/chip old paint
Tom/wash decks

--->

A : What do you do every day?
B : I chip old paint
A : What does Tom do everyday?
B : He washes decks

1. You/wash decks
Ron/scrape rust
2. You/scrape rust
Joe/paint walls
3. You/wash decks
Rob/clean the main engines
4. You/clean the main engines
Ben/chip old paint

Exercise 4

e.g. paint walls

clean the main engines

--->

<p>A : do you paint walls? B : No, I don't I don't paint walls A : What do you do? B : I clean the main engines</p>

1. Paint walls
Chip old paint
2. Chip on paint
Screpe rust
3. Screpe rust
Clean the boilers
4. Clean the boilers

Chip old paint

Exercise 5

e.g. John/paint walls

clean the main engines

--->

A : Does John paint walls?

B : No, he doesn't

He doesn't paint walls

A : What does he do?

B : He cleans the main engines

1. Tom/clean the boilers

Chip on paint

2. Bill/scrape rust

Paint walls

3. Jack/wash the decks

Clean the boilers

4. Mike/paint walls

Sweep the floor

B. Adverbs of Frequency

1. Kind of adverbs of frequency

Adverbs of frequency discussed here are those beginning with every, once,

twice, three times, etc .

How often ?	Every Every hour Every day Every week Every month Every year	Every Every four hours Every three days Every three days Every weeks Every two weeks Every three months Every two years
	Once Once an hour Once a day Once a week Once a month Once a year	Once every Once every four hours Once every two days Once every two weeks Once every three months Once every two years
	Twice Twice an hour Twice a day Twice a week Twice a month Twice a year	
	Three times Three times an hour Three times a day Three times a week Three times a month Three times a year	

2. Conversation practice

Exercise 1

e.g. chip rust
 every day

--->

<p>A : How often do you chip rust? B : I chip rust every day</p>

1. Clean the funnel
Once a week
2. Check the temperature of the engines
Every hour
3. Paint the bottom of the ship
Once a year
4. Change the runner wines of the boats
Once a year

Exercise 2

e.g. Tono/paint walls
every day

--->

A : How often does Tono paint walls? B : He paints walls every day

1. Rudi/wash decks
Every day
2. Budi/clean the funnel
Once a week
3. Joko/check the temperature of the engines
Every hour

4. Roni/change the runner wires of the boats
Once a year

Exercise 3

Walk round the classroom interviewing three people. Ask each man about the jobs he does on the ship and how often he does each kind of job. The person being asked should mention two or three kinds of jobs

- e. g A : Excuse me, what do you do on the ship?
 B : I wash the decks, chip rust and paint walls
 A : How often do you wash the decks?
 B : I wash the decks everyday
 A : How often do you chip rust?
 B : I chip rust once a week
 A : how often do you paint walls?
 B : I paint walls once every three days

Exercise 4

Walk round the classroom interviewing three people. Ask each man about somebody else's jobs on the ship and how often he does each kind of job. The person being interviewed should mention at least two kinds of jobs.

- e. g A : Do you know Jalil?
 B : Yes, he's my close friend
 A : what does he do on the ship?
 B : He cleans the main engines, paints the walls of the engines room
 and cleans the AC filters
 A : How often does he clean the main engines?

B : He cleans the main engines everyday

A : how often does he paint the walls of the engines gine room?

B : Ihe paints the walls of the engine room once a month

A : How often does he clean the AC filters?

B : He cleans the AC filters once every three monts

Unit 3

Introductions Or Orders

Order Formation

There are two kinds of orders, direct and indirect orders.

Here are some ways how instructions or orders are made

1. Direct orders are made with :

Affirmative sentences

e. g wash the decks

scrape the old paint

2. Indirect orders can be made with :

a. I want you to . . .

e. g I want you to paint the wall

b. can you . . . ?

will you . . . ?

e.g can you chip the rust ?

will you throw the garbage into the garbage area ?

c. would you mind . . . ?

do you mind . . . ?

e. g would you mind helping John fix the main engine?

Do you mind helping John fix the main engine ?

A. Conversation Practice

Exercise 1 : (Giving orders by using affirmative sentences)

e. g the bolt is loose
tighten it

----> A : Tighten the bolt
B : Yes, Sir. I'll tighten it right away . *)

1. The deck is dirty
clean it
2. The washbasin is leaking
fix it
3. The light is flickering
replace it

Exercise 2 : (Asking and saying how to do something)

e. g tighten a loose nut
turn it clockwise

----> A : How do you tighten a loose nut
B : Turn it clockwise

1. Loose a tight nut
Turn it counter - clockwise
2. Remove old paint
Scrape it hard
3. Raise the can
Turn the Jack handle clockwise

Exercise 3 : (Giving orders by using “I want you to . . .”)

e. g The rails are dirty
clean them

---->

A : The rails are dirty I want you to clean them B : I'll do it right away, Sir

1. The wooden chairs aren't shiny
Varnish them
2. One of the sea-water pumps isn't working well
Fix it
3. Two lights in the engine room are flickering
Replace them

Exercise 4 : (Giving orders by using “Can you . . .?”)

e. g The wooden chairs aren't shiny
varnish them

---->

A : The wooden chairs aren't shiny Can you varnish them? B : yes, Sir. I'll do it clean right away

1. Two lights in the engine room are flickering
Replace them
2. The deck is not clean enough
Clean it again
3. There is some garbage next to the main engine
Put it into the garbage bin

Exercise 5 : (Giving orders by using “would you mind . . . ing”)

e. g help John fix the main engine

---->

A : would you mind helping John

Fix the main engine?

B : I'll help him right away, Sir

1. Clean the main engines
2. Repaint the walls of the Captain's office
3. Clean lifeboat number one

Unit 4

Warnings and Prohibitions

Warnings and prohibition discussed in this chapter are those dealt with on board the ship only

A. Warnings

A warning reminds us that something unpleasant or bad or dangerous can happen. There are several ways of giving warnings.

1. Never . . .
2. Always . . .
3. “Affirmative sentences” (e. g. Watch your step)

Exercise 1 : make warnings beginning with “Never”

e. g. Don’t throw a burning cigarette into the garbage.

---->

Never throw a burning cigarette into the garbage

1. Don’t touch a drill bit when it is rotating.
2. Don’t operate the lathe machine without a head protector
3. Don’t stand in front of the waterlight door

Exercise 2 : make warnings beginning with “Always”

e. g. wear welding goggles
welding

---->

Always wear welding goggles when you are welding

1. Wear ear phone
Working in the engine room
2. Wear gloves

Operating a drilling machine

3. Wear safety shoes

Working

Exercise 3 : make warnings beginning with “Never” or “Always”

e. g. . . . throw burning cigarette into the garbage

----> Never throw a burning cigarette into the garbage

1. wear your safety helmet when working
2. sit on the rail
3. break the emergency glass except in emergency
4. have tightly rolled sleeves
5. turn off the electricity supply when\
working with electrical cables

Exercise 4 : make warnings beginning with “imperative”

Preceded by please

e. g. a. The stairs are slippery
careful

----> please be careful

b. The entrance to the tender is quite low. You don't want passengers to get hurt
on their head.

watch

----> please watch your head

1. Passengers stand up before the tender arrive safety
2. If passengers do not hold the rails, they may fall
3. Passengers are disembarking the tender and the gangway is a bit high

B. Prohibitions

A prohibition refuses to allow someone to do something or refuses to allow something to be done. Prohibitions can be made with the following ways:

1. Don't . . . (Do not . . .)
2. No . . .
3. "Be forbidden/prohibited"
4. "Not allowed"

Exercise 5 : make prohibitions beginning with "Don't" or "Do not"

e. g. it can be dangerous to throw a burning cigarette into the garbage

---->

Don't throw a burning cigarette into the garbage

1. It can dangerous to touch a drill hit when it is rotating
2. It can be dangerous to stand in front of watertight door
3. Sitting on the rail can be dangerous

Exercise 6 : make warnings beginning with "No"

e. g. you may not smoke

---->

No smoking !

---->

No food in the crew cabin !

1. You may not bring food to your cabin
2. You may not have a gun in your cabin
3. Crew may not have a knife in their cabin
4. Smoking is prohibited in the dining room
5. You may not eat in the dining room
6. Crew may not bring china to their cabin
7. Crew may not bring glassware to their cabin
8. You may not drink in the dining room

Exercise 7 : (Saying that a particular activity is forbidden to do) use “is forbidden”.

e. g cookin the cabin

---->

<p>A : May I cook in the cabin? B : No, you may not. It's forbidden to cook in the cabin</p>

1. Play music in my cabin after 10
2. Bring glassware into my cabin
3. Have a knife in my cabin

Exercise 8 : (Saying that a particular activity is prohibited to do) use “is prohibited”.

e. g cookin the cabin

---->

<p>A : May I cook in the cabin? B : No, you may not. Cooking in the cabin Is prohibited</p>

1. Play music in my cabin after 10
2. Smoke in the dining room
3. Visit passengers

Exercise 9 : (Saying someone is not allowed to do something or something is not allowed to be done .)

e. g. a. passengers may not enter the engine room

---->

passengers are not allowed to enter the engine room

b. you may not play music in the cabin after 10

---->

playing music in the cabin after 10 is not allowed

1. You may not smoke in the dining room
2. Crew may not have a chat in the passengers' cabin
3. You may not talk loudly along the corridor
4. Don't bring food to your cabin
5. Don't drink in the dining room

Unit 5

Ship's Tender Expressions

On embarkation and disembarkation days some sailors work to help passengers in or on these places :

- a. From the pier to the ship or vice versa
- b. From the pier to the tender or vice versa
- c. On the tender
- d. From the tender to the gangway or vice versa
- e. On the gangway

A. From the pier to the tender

Sometimes there is a small gangway with rails on both sides connecting the pier and the tender. Since the gangway sways and rocks, we do not want the passengers to have an accident. Despite the hot or cold weather, sailors work hard to help them embark or disembark safely.

Useful expressions :

Good afternoon, Sir

Welcome on board

Welcome back on board

ID Card ready, please

ID Card, please

Please be careful. The gangway is slippery

Please watch your step

Can I help you, Sir? (offer your hand.)

Let me help you, Ma'am

Can I take your bag, Ma'am

Let me take your bag, Ma'am

Please hold on to the rail

Big step up, please

Big step down, please

Please watch your head

B. On the tender

On the tender there are some rules to follow for the safety of the passengers.

Sailors should be able to communicate well with all passengers

Useful expressions :

Please sit down, Ma'am

Please sit down, Sir. It's dangerous to stand

Could you move to the other side, please?

Would you mind moving to the other side, Ma'am?

Please don't sit on the stairs

Please don't put your arm out the window

Please don't lean out the window

Please don't throw anything in the sea

Please don't throw anything outside the tender

Please don't throw stand outside the tender

Please don't stand outside the rail. It's dangerous

Please don't smoke

No smoking, please

You're kindly requested not to smoke on the tender

Please remain seated until the tender arrives safely

C. From the tender to the gangway

This is another dangerous situation. Sailors should work hard to prevent any accident

Useful expressions :

One by one, please

Hang on, please

Please don't forget your bag

Watch your step, please

Big step up, please

Please hold on to the rail

Be careful, please. The gangway is slippery

Good bye

D. Discussion

1. From the pier to the ship/tender or vice versa
 - a. When passengers embark in the afternoon, how do you greet them?
 - b. What do you say in order to welcome passengers?

- c. You want to be sure that the people who embark have their embarkation document, what do you say to them?
 - d. The gangway is slippery and you don't want passengers to fall. What do you say to them?
 - e. The gangway and tender sway and rock. If passengers are not careful, they may slip as they step from the gangway to the ship or to the tender. What do you say to them?
 - f. An elderly woman is carrying a bag and looks a little unstable. You want to give her hand. What do you say with her?
 - g. An elderly man looks a little unsteady. What do you say to him and what do you do?
 - h. A passenger is not holding on to the rails. The gangway is swaying. What do you say to him or her?
 - i. The entrance to the tender is quite low. You don't want passengers to hurt their heads as they step into the tender. What do you say to them?
2. On the tender
- a. A woman is standing while the tender is moving. You know that it can be dangerous to stand. What do you say to her?
 - b. You want a passenger to move to the other side of the seat. What do you say to him or her?
 - c. There is still room on the far end of the left seat and you want the woman on the end to move to the far end to make space for other passengers near the entrance. What do you say to her?
 - d. A man is sitting in the stairs. What do you say to him?
 - e. You find out that passenger's arm is outside the window. What do you say to him or her?
 - f. A young man is leaning out the window. What do you say to him?
 - g. You see someone throwing something in the sea. What do you say to him or her?
 - h. You see someone standing outside the rail. What do you say to him or her?
 - i. You see someone smoking. What do you say to him or her?
 - j. Before the tender arrives safely, some passengers begin to stand up. What do you say to them?
3. From the tender to the ship
- a. When disembarking the tender some passengers aren't standing in line. What do you say to them?

- b. You want to remind passengers not to forget their bags or articles. What do you say to them?
- c. You don't want passengers to slip as they step from the tender to the ship. What do you say to them?
- d. The gangway is a bit high. What do you say to passengers before they step to the gangway?
- e. The gangway is swinging. Passengers may fall down. What do you say to them?
- f. The gangway is slippery. What do you say to passengers?

Unit 6

Asking for and Giving Directions

Observe the sentences below. These are common questions passengers use when asking for directions and sentences you use when giving directions.

A. Useful Expressions

1. Asking for directions

Where's	The Lido Restaurant	?
How do I get to	The Tropic Bar The Ironing Room	

Can you tell me	Where the . . . is	?
Could you please tell me	How to get to the . . .	
Would you please tell me		

2. Giving directions

a. On the same deck

It's	Right over there, Just over time	Sir. Ma'am	(Pointing to the place.)
------	-------------------------------------	---------------	-----------------------------

Turn left right	Out of	The Lido The Library The Casino	You'll find it on your left. right
--------------------	--------	---------------------------------------	------------------------------------------

Walk aft forward along the corridor	To . . .	And turn left right	You'll find it on your left. right
----------------------------------------------	----------	------------------------	------------------------------------------

b. From one deck to another deck

It's	On the Upper Promenade Deck,	Sir,
------	------------------------------	------

	On the Promenade Deck	Ma'am
--	-----------------------	-------

Take the elevator	One deck	Up
	Two deck	
	All the way	down

B. Conversation practice

Example 1: (on the same deck)

A woman comes out of the elevator. She wants to go to the perfume shop. You can see it from the elevator.

Gambar di halaman 27

P : Excuse me. Where's the perfume shop?
 S : it's right over there, Ma'am.
 P : thank you
 S : my pleasure

Example 2: (from one deck to another deck)

Look at the chart of the SS Rotterdam

From 31 to 27 A
 Promenade Deck 3 Decks
 up forward

A : Excuse me. Where's the card room?
 B: It's on the Promenade Deck, Sir.
 Take the elevator three decks up.
 When you come out of the elevator, talk all the way forward

Example 3: (from one deck to another deck)

Look at the chart of the SS Rotterdam

From 30 to 4 A
 Sun Deck all the
 way up aft

A : Excuse me. How do I get the Telex Office?
 B : It's on the Sun Deck, Ma'am. Take the elevator all the way up. When you

come out of the elevator, walk aft.
You'll run into it

Exercise 1 : Follow example 2 and 3 using the chart of the SS Rotterdam

1. From 29 to 34 D Deck All the way down forward	3. From 11 to 29 Main Deck 3 decks down aft	5. From 14 to 22 Promenade Deck 1 deck down aft
2. From 34 to 11 Upper Prom. Deck 7 deck up aft	4. From 29 to 14 Upper Prom. Deck 3 decks up forward	6. From 22 to 33 D Deck All the way down forward

Example 4: A woman is at the photo Gallery. She wants to go to the Jewelry Shop

Gambar di halaman 28

P : Excuse me. Where's the Jewelry shop?
S : Just walk through the casino, Ma'am.
You'll see the Jewelry Shop
P : Thank you
S : You're welcome

Example 5: A woman is at the Gift Shop. She wants to go to the Boutique

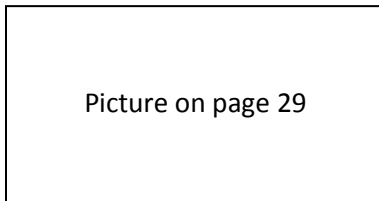
Gambar di halaman 29

P : Excuse me. How do I get to the
Boutique?
S : Just walk past the Jewelry Shop. You'll see the
Boutique on your left
P : Thanks
S : My pleasure

Exercise 2 : Follow example 4 and 5 using the deck plan below

	A passenger is at	He/she wants to go to
1	The Lido Restaurant	The Lido Bar
2	The Art Gallery	The Dance Room
3	The Dance Room	The Photo Gallery
4	The Admiral Lounge	The Gift Shop

5	The Gift Shop	The Henry's Bar
6	The Shore Excursion Office	The Card Room



Exercise 3 : (free conversation, pair work)

Use the chart of the SS Rotterdam or the deck plan above. Point to a place to show where you are and ask for a direction. Be sure to use all of the patterns listed.

- a. Use giving directions (a) on page 26
- b. Use giving directions (b) on page 27

HOLLAND AMERICA LINE

Chapter 7

Talking About Functions

Functions of people

Functions of people can be expressed in these ways:

a. By using

the name of their profession

e. g I'm a seaman

Tom's a sailor (AB)

b. By using

the verb expressing the job performed

e. g I wash the decks

Tom cleans the main engines

c. By using

the adjective phrase responsible for

e. g I'm responsible for washing the decks

Tom's responsible for cleaning the main engines

d. By using

the word responsibility followed by the
preposition of

e. g The safety of the ship is the responsibility of the Captain

The dining room service is the responsibility of the Dining Room Manager

e. By using

the words responsible to

e. g I'm responsible to my supervisor
Tom's responsible to the Bosun

f. By using

the verb report to

e. g I report to my Supervisor
Tom reports to the Bosun

1. useful expressions

What's

Your	Job
His	Profession
Her	Occupation
	Position
	function

I'm

A cabin steward

Her's

A sailor (AB)

What

Do
Does

You
He

Do

On the ship?

I
He

Clean
Washes

Cabin
The decks

What are you responsibility for ?

What are you Responsibility for
Responsible for Cleaning the cabin
The cleanliness of the cabins

What is your responsibility ?

... is the responsibility of ...

Who do you report to ?

I report to my supervisor

2. Conversation practice

Exercise 1 : work in pairs following the example

e. g a GPA

a sailor (AB)

--->

A : are you a GPA ?

B : No, I'm not

A : what's your job?

B : I'm a sailor (AB)

a. An electrician

A wiper

b. A wiper

A fireman/greaser

c. A fireman/greaser
A sailor (OS)

d. A sailor (OS)
A quartermaster

Exercise 2 : work in pairs following the example

e. g Tom/a hellboy
a sailor (AB)

--->

A : is Tom a hellboy ?

B : No, he isn't

A : what's his job?

B : He's a sailor (AB)

a. John/a plumber
An electrician

b. Tina/a nurse
A doctor

c. Rudi/a quartermaster
An officer

d. Emmy/a singer
A dancer

Exercise 3 : work in pairs following the example

e. g in the cabins
on the decks

--->

A : do you work in the cabins ?

B : No, I don't

A : where do you work?

B : I work on the decks

- a. In the engine room
On the decks
- b. On the decks
In the store room
- c. In the store room
On the mooring deck
- d. On the mooring deck
In the engine room

Exercise 4 : work in pairs following the example

- e. g Tom/in the cabins
on the decks

--->

A : does Tom work in the cabins ?

B : No, he doesn't

A : where does he work?

B : he works on the decks

- a. Roni/on A deck
On B deck
- b. Erna/in the store room
At the Front Office

c. Amir/in the engine room
On the decks

d. Erni/on the mooring deck
In the casino

Exercise 5 : work in pairs following the example

e. g clean the cabins
paint the walls

--->

A : do you clean the cabins ?

B : No, I don't

A : what do you do?

B : I paint the walls

a. Clean the cabins
Clean the main engines

b. Clean the main engines
Chip rust

c. Chip rust
Scrape old paint

d. Scrape old paint
Clean the boilers

Exercise 6 : work in pairs following the example

e. g Tom/clean the cabins
paint the walls

--->

A : does Tom clean the cabin ?

B : No, he doesn't

A : what does he do?

B : he paints the walls

a. Dani/deliver mail

Fix the main engines

b. Anna/server drinks

Welcome passengers

c. Rudi/varnish wooden chairs

Scrub floors

d. Rita/welcome passengers

Prepare the bills

Exercise 7 : work in pairs following the example

e. g wash the decks

--->

A : what are you responsible for ?

B : I'm responsible for washing the decks

a. Clean the main engines

b. Wash the decks

c. Clean the boilers

- d. Take care of the lifeboats

Exercise 8 : work in pairs following the example

- e. g Tom/paint the walls

--->

A : what is Tom responsible for ?

B : He's responsible for painting the walls

- a. Amir/fix the radios
- b. Lina/serve drinks
- c. Budi/wash the decks
- d. Lucy/welcome the passengers

Exercise 9 : work in pairs following the example

- e. g food preparation
the chef

--->

A : who is responsible for food preparation ?

B : food preparation is the responsibility of the chef

- a. Mail delivery
The hellboys
- b. Food service

The head steward

- c. Restaurant management

The Maitre D' Hotel

- d. Cabin cleanliness

The cabin stewards

Exercise 10 : work in pairs following the example

- e. g The hotel manager

My supervisor

--->

A : do you report to the Hotel Manager?

B : No, I don't

A : who do you report to?

B : I report to my supervisor

- a. The bosun

The foreman

- b. The foreman

The officer-on-duty

- c. Your supervisor

The Housekeeping Manager

- d. The Housekeeping Manager

The Restaurant Manager

Exercise 11 : work in pairs following the example

- e. g Tom/the Bosun

The foreman

--->

A : does Tom report to the Bosun ?

B : No, he doesn't

A : who does the report to?

B : He reports to the foreman

- a. Andi/the first officer
The second officer
- b. Rini/the supervisor
The housekeeping manager
- c. Lodi/the housekeeping manager
His supervisor
- d. Rina/her supervisor
The restaurant manager

A. Function of things

Functions of things can be expressed in these ways:

- a. By using the verb use in passive followed by
for . . . ing (formal)

“be” + used + for . . . ing

- e.g. a crane is used for lifting heavy objects.
Fire extinguishers are used for extinguishing fires

b. By using the verb use in passive followed by

“to infinitive” (informal)

“be” + used + to

e.g. a crane is used for lift heavy objects.
Fire extinguishers are used to extinguish fires

c. By using the verb use in active

. . . . use to

e.g. we use a crane to lift heavy objects.
We use fire extinguishers to extinguish fires

d. By using the verb expressing the function and the preposition with

. . . . + “verb” + + with

e.g. we lift heavy objects with crane
we extinguish fires with fire extinguishers

e. By using the verb expressing the function

. . . . + “verb” +

e.g. a crane lifts heavy objects
fire extinguishers extinguish fires

f. By using the word function

The function of is to

e.g. the function of a crane is to lift heavy objects
 the function of fire extinguishers is to extinguish fires

1. Useful expressions

what

is
are

 scrub free

used for

 ?

.....

is	used	for
are		to

 ing

what do you

use	to
-----	----

 clean bathroom floors?

I

use

 scrub free

to

 clean bathroom floors

what do you

clean

 bathroom floors

with

 ?

I

clean

 bathroom floors

with

 scrub free

What

does

 scrub free

clean

 ?

scrub free

cleans

 bathroom floors

what's

the function

 of scrub free?

the function

 of scrub free is

to clean

 bathroom floors

2. Conversation practice

Exercise 1 : work in pairs following the example

e.g. a crane

lift heavy objects

Formal :

--->

A : what is a crane used for ?

B : it's used for lifting heavy objects

Informal

--->

A : what is a crane used for ?

B : it's used to lifting heavy objects

- a. A lifebuoy
Save someone in the water
- b. Fire extinguisher
Extinguish fires
- c. An anchor
Keep a ship from drifting
- d. A screw driver
Turn screws into and out of their places

Exercise 2 : work in pairs following the example

e.g. pliers

cut small wires

--->

A : what are pliers used for ?

B : they are used to cut small wires

- a. goggles

protect eyes

- b. pincers
pull nails from wood
- c. Anchors
Keep a ship from drifting
- d. wrenches
twist nuts

Exercise 3 : work in pairs following the example

e.g. measure temperature

a thermometer

- - - >

A : what do you use to measure temperature ?

B : I use a thermometer

- a. control the direction of a ship
the rudder
- b. extinguish fires
fire extinguishers
- c. save someone falling overboard
a lifebuoy
- d. abandon ship
a lifeboat

Exercise 4 : work in pairs following the example

e.g. cut small wires

pliers

- - - >

A : what do you cut small wires with ?

B : I cut small wires with piers

- a. pull nails from wood
pincers
- b. put out fires
fire extinguishers
- c. force nails in wood
a hammer
- d. cut hard materials
a saw

Exercise 5 : work in pairs following the example

e.g. handsoap/kill germs

scrub free

- - - >

A : does handsoap kill germs ?

B : yes, it does. But sscrub free kills germs

better

- a. scrub free/clean rusty spots
lime remover
- b. soap/clean furniture
multi-purpose cleaner
- c. water/extinguish fires
a fire extinguisher
- d. a fan/keep the room cool
an air-conditioner

Exercise 6 : work in pairs following the example

e.g. stern propellers

to move the ship forward and backward

--->

A : what's the function of stern propellers ?

B : The function of stern propellers is to move
the ship forward and backward

- a. bow propellers
to maneuver the ship
- b. air-conditioner
keep rooms cool
- c. fishing gear
catch fish
- d. signalling devices
ask for help

Chapter 8

Expressing the Existence of Things

A. The Sentence Structure Commonly Used

To express the existence of things we use there followed by is with countable nouns (singular) and uncountable nouns and are with countable nouns (plural).

There + is + countable noun (singular)

There + is + uncountable noun

There + are + countable noun (plural)

Singular (countable)

There is

a hammer
a screwdriver
a chisel

on the table

Singular (uncountable)

There is

water
Some grease
a little paint

in the oil tank

in the plastic bag

in the can

Plural (Countable)

There are

two hammers
A lot of nuts

in the tool-box

in the box

A pair of scissors on the table
A pair of pliers on the tool-box

Examples

1. Statements

a. Positive statements

There is a hammer on the table

There is some grasses in the plastic bag

There are two hammers on the table

b. Negative statements

There isn't a hammer on the table

There is no hammer on the table

There isn't any paint in the store room

There is no paint in the store room

There aren't any hammers on the table

There are no hammers on the table

2. Questions

a. Yes/No Questions

Is there a hammer on the table?

Is there any paint in the can?

Are there any hammers on the table?

Is there some paint in the store room?

Are there some nuts in the box?

b. Information Questions

How many hammers are there on the table ?

How much paint is there in the can ?

c. "some" and "any" In Questions

1) With uncountable nouns

- a) Is there any paint in the store-room?

Meaning : paint is kept in the store-room.

I don't know if there is any paint left

- b) Is there some paint in the store-room?

Meaning : paint is kept in the store-room.

I guess there is still some paint

- c) Is there paint in this box ?

Meaning : paint is not usually kept in the box. I am asking if someone put it into the box by mistake

2) With countable nouns

- a) Are there any spanners on the tool-board?

Meaning : spanners are kept on the tool-board. I don't know if there are any spanner on the tool-board now

- b) Are there some nuts in the box?

Meaning : nuts are kept in the box

I guess there are still some nuts left

- c) Are there spanners on the table?

Meaning : spanners are not kept on the table

I am asking if someone put them on the table

- d) Is there a spanner on the table?

Meaning : spanners are not kept on the table.

I am asking if someone put it on the table

B. Conversation Practice

Exercise 1

e.g. a bolt
in the box

---> there is a bolt in the box

a. A whistle
On the lifeboat

b. A jack
In the tool-box

c. A pocket knife
On the table

Exercise 2

e.g. two hammers
in the tool-box

---> there are two hammers on the tool-box

a. Four parachute flares
On each lifeboat

b. Six hand-held flares
On each lifeboat

c. Two floating smoke signals
On each lifeboat

Exercise 3

e.g. a hammer

---> A : is there a hammer in the box ?
B : yes, there is

- a. An electric lantern
- b. A survival manual
- c. A jack

Exercise 4

e.g. a chisel

--->

A : is there a chisel in the box ?
B : No, there isn't

- a. A chipping hammer
- b. A foghorn
- c. An electric lantern

Exercise 5

e.g. two hammer

--->

A : are there two hammers in the box ?
B : yes, there are

- a. Four parachute flares
- b. Two sea anchors
- c. Two sponges

Exercise 6

e.g. four chisels

only two

--

---> A : are there four chisels in the box ?

B : No, there aren't

There are only two

a. Five screwdrivers

Only three

b. Six hacksaws

Only two

c. Three chipping hammers

Only two

Exercise 7

e.g. parachute flares

---> A : how many parachute flares are there on
each lifeboat ?

B : there are four

a. Hand-held flares

Six

b. Floating smoke signals

Two

c. Axes

Two

Exercise 8

e.g. hammers
two

--->

A : are there any hammers in the tool-box ?

B : yes, there are

A : how many hammers are there?

B : there are two hammers

a. Chisels

Four

b. Screwdrivers

Five

c. Hooks

Three

Exercise 9

e.g. white paint
two paint

--->

A : how much white paint is there in the
storeroom ?

B : there are two cans

a. Lubricating oil

Two cans

b. Grease

Two cans

c. Kerosene

Four liters

Chapter 9

Expressing The Conditions of Tools or Objects

A. Words commonly used

There are many different words used to express that something is broken, damaged, worn out or not working properly. We may use adjectives or verbs. Here are some of them:

Adjective

Ordinary adjectives :

The battery is weak (lemah)

The bristles of the brush are hard (keras/kaku)

Past participle form of verbs:

The tender is damaged (remuk)

The cables are short-circuited (korslet)

Present participle form of verbs :

The ladder is leaning (miring)

The fuel tank is leaking (bocor)

Verbs

Simple present tense :

Water seeps out from the wrap of the pipe. (merembes)

I can't shut the engine off (tidak bisa dimatikan)

Simple past tense :

The head of the bolt broke off (patah)

The engine cut out (mati tiba-tiba)

I damaged the thread of the bolt (merusak tak sengaja)

Present continuous tense :

Some fuel is spilling out (tumpah)
Sparks are coming out from the funnel (keluar)

Present perfect tense :

The radar has gone blank (rusak/tidak ada gambar)

“be” + going to :

The wire is going to break (mau putus)

Passive sentences :

The piston can't be used any more (tidak bisa dipakai)

The chain is bound/caought between (terjepit)

There is/are . . .

There are holes on the top of the piston (ada)

B. Examples

Observe the words below and the sentences examples

ADA/TDK ADA

There is

There are

There are holes on the top of the piston

There is no thread on the nut

AUS/DOL

Worn

Worn out

The morning lines is worn. It should be re-paced --->
(masih bisa dipakai)

The morning line is worn out. It was to be replaced ---
> (tidak bisa dipakai lagi)

BENTOL

Domed

The top of the piston is domed

BERBELANG

Blotchy

The color of the paint is blotchy

RATA

The color looks even

Even	
BENGGOK Bent	The pole is bent
BERUBAH Change	(berubah warna) : the paint of the hull canged color (berubah posisi) : the position of the cylinder head changed
BERKARAT Rusty	The wall is rusty
BOCOR/NETES Leaking Drip	The fuel tank is leaking Water is dripping from the water tap
BUNTU Plugged	The drain is plugged
KERUH Murky	The water is murky
BURAM Fogged up scratched out of focus under exposed over exposed	I can't see clearly (kaca buram kena hujan) My glasses are fogged up (berembun) The glasses are scratched (tergores) The photo is out of focus The photo is under exposed (kurang cahaya) The photo is over exposed
CEPAT KERING Quick to dry	The paint is quick to dry
COCOK/PAS Fit	The nut fits the bolt
TIDAK PAS NOT FIT	The spanner doesn't fit

ENCER Thin	The paint is too thin
GOYAH Unsteady	The scaffolding is unsteady Scaffolding : tangga lipat Staging : steger Platform : pranca
GUNDUL Rounded off Worn out	The head of the bolt is rounded off The thread of the bolt is worn out
HABIS Run out Finished	We're running out of fuel (hampir habis) We ran out of fuel (sudah habis) The paint in the can is finished
HALUS Fine Medium fine	Sandpaper : amplas untuk kayu Emery cloth : amplas untuk logam
SEDANG Medium fine	The sandpaper is fine The sandpaper is medium fine
KASAR Medium coarse Coarse	The sandpaper is medium The sandpaper is medium coarse The sandpaper is coarse
HANCUR Damaged	The top of the piston severely damaged
JATUH Fall off	The propeller fell off
JEBOL Put a hole	I put a hole on the cover of the auxiliary engine when I was taking it off
KEMPES Flat	The tires of the trolley are flat

<p>KAKU/KERAS Hard Stuck together</p>	<p>The bristles of the brush are hard The bristles of the brush are stuck together</p>
<p>KECIL Small</p>	<p>The drain is too small</p>
<p>KEDAP-KEDIP Blink</p>	<p>The drain is blinking</p>
<p>KELAP-KELIP Flicker</p>	<p>The light is flickering</p>
<p>KEROPOS Rust out Rusted out Rot out Rotted out</p>	<p>The wall is rusting out (dinding metal) The wall is rusted out The wall is rotting out (dinding kayu) The wall is rotted out</p>
<p>KUSUT Tangle up</p>	<p>The heaving line is tangled up</p>
<p>LAPUK Rotten</p>	<p>The wall is rotten (dinding kayu)</p>
<p>LEMAH Weak</p>	<p>The battery is weak</p>
<p>LEMBAB/BASAH Damp – Wet +</p>	<p>The wall is damp (lembab) The wall is wet (basah)</p>
<p>LICIN Slippery</p>	<p>The floor is slippery</p>
<p>LONGGAR Loose</p>	<p>The lashings are loose</p>

	The head of the hammer is loose on the handle. It can fly off (copot/terbang)
LUBER Spill out Overflow	The fuel is spilling out The oil is overflowing
MACET Stuck Frozen Hard to pull out	The door is stuck (macet) The handle is frozen (tidak bisa digerakkan) It's hard to pull the impeller out
MAMPET Block up Stop up	There is something blocking up the drain The drain is blocked up The drain is stopped up
MATI/SOAK Dead	The battery is dead (soak) The engine is stopped (mati) The engine cut out (mati tiba-tiba)
MEREMBES Seep out	The gasoline is seeping out from the joint
MENETES Drip	The fuel is dripping from the joint Water is dripping from the tap
MELELEH Melt Melted	The cable is melted (sudah meleleh) The cable is melting (sedang meeleh)'''
PECAH Broken	The glass is broken
PATAH Broken	The handle of the door is broken
PUTUS	The morning line is going to break

Break Broken	The morning line is broken
PENYOK Dented	The hull is dented
RENGGANG Far from	The tender is too far from the platform
RAPAT Close to	The tender is close enough to the platform
RETAK Cracked	The sight glass is cracked sight glass: gelas penduga
RONTOK Going bad breaking down coming apart	The asbestos wrap around the exhaust pipe is going bad/breaking down/coming apart
SEMPIT Too small Too narrow	I can't get in because the space is too small (ruang sempit) I can't get through because the space is too narrow (celah sempit)
SOBEK/KOYAK Tear Torn	The boat cover is torn The boat cover caught on the jacob ladder and tore
SOMPEL/ROMPAL Chipped	The screwdriver is chipped
TEGANG Tight	The line is tight
TERJEPIT Bound Caught	The chain is bound/caught between the two chain blocks

	The wire is bound/caught between the roller and the davit arm
TINGGI High	The gangway is high The gangway is too high
RENDAH Low	The gangway is low The gangway is too low
TUMPUL Blunt Not sharp	The scraper is blunt The chisel is not sharp enough

C. Other Examples

Now look at the conditions of tools and objects below

BRUSH	The britles are hard (keras, kaku) The britles are stuck together (keras)
BULB	The blub is burned out (terbakar/putus) The light is flickering (berkelap-kelip) The light is blinking (berkedap-kedip)
BOLT	The bolt is broken off inside (patah) The head is broken off (patah) The head broken off (patah) The thread is worn (aus/dol) The thread is stripped (ngelotok) The thread is damaged (rusak terpukul) I damaged the thread of the bolt (merusak tidak sengaja)
BATTERY	The battery is weak (lemah) The battery is dead (mati)
BELT	The safety belt is too loose (terlalu longgar) The safety belt is too tight (terlalu kencang)
CABLE	The cables are short-circuited (korselet) I have a short circuit on the main switch panel

	The cable is frayed (terkelupas bungkusnya)
COOLER	There is something blocking up the hole (mampet) I can't unclog it (penyumbatnya tak bisa dibuka)
CHAIN	The chain is bound/caught between (terjepit)
DAVIT	The davits are rusty (berkarat)
DOOR	The door is stuck (macet)
DRAIN	The drain is plugged (buntu) The drain is too small (terlalu kecil)
ENGINE	I can't shut the engine off (tak bisa dimatikan) We have a runaway engine (hidup terus) The engine cut out (mati tiba-tiba)
FILTER	There are too many holes in the filter (berlubang)
FUEL	Some fuel is spilling out (luber/tumpah) Some fuel is overflowing (luber/tumpah) We're running out of fuel (hampir habis) We ran out of fuel (sudah habis)
GLASS	The glasses are scratched (tergores) The glasses are fogged up
HANDLE	The handle is frozen (tak bisa digerakkan) The handle is broken (patah)
LADDER	The ladder is leaning (miring) The ladder is broken (rusak) The ladder is unsteady (goyah)
LINE	The heaving line is langed up (kusut)
NUT	There is no thread on the nut (tak ada dratnya) The thread is worn out (aus/dol)
OIL	There is oil on the surface of the swimming pool (berminyak)
PROPELLER	The propeller is fouled with line (terlilit) The propeller fell off (jatuh) The blades of the propeller are damaged The blades of the propeller are bent The blades of the propeller are chipped
PAINT	The paint is too thick (terlalu kental) The paint is too thin (terlalu encer)
PISTON	There is a hole on the top of the piston There are holes on the top of the piston The ring of the piston is worn (aus) The ring is broken (patah)

	The top of the piston is domed (bentol-bentol)
POLE/POST	The pole is bent (bengkok)
RADAR	The radar has gone blank (kosong/tak ada gambar) The radar screen is blank (kosong/tak ada gambar)
SCRAPER	The scraper is dull (tumpul) The scraper is chipped (sompel/somplak)
TENDER	The tender is dented (penyok/peot) The tender is damaged/destroyed (remuk)
TIRE	The tires of the trolley are flat (kempes) The trolley has flat tires (bannya kempes)
WALL	The wall is rusting (mulai berkarat ---> metal) The wall is rusted out (keropos/berkarat) The wall is rotting (mulai keropos/lapuk ---> kayu) The wall is rotted out (keropos/lapuk) The wall is rotten (keropos/lapuk)
WATER	The water is murky (butek) Water seeps out from the joint (merembes)
WATER TAP	The water tap is stuck (macet)
WIRE	The wire is going to break (hampir/mau putus) The wire is worn/worn out (aus) The wire is fraying (mulai terkelupas) The wire is frayed (terkelupas) The wire is broken (putus)
WRENCH	The wrench doesn't fit (tidak pas/cocok)

D. Exercises

Discuss the problems on the next page with your partner. You may find more than one problem

What's wrong?

e.g. ---> A : I can't scrape the old paint well

B : what's wrong?

A : the scraper is dull

1. I forgot to clean the paint brush yesterday
I can't use it now
2. The end of th bulb looks black
3. The bolt can't be tightened
4. The bolt is new, but it can't be put in
5. The safety belt doesn't fit me. I can fail off
6. Be careful when touching the electric cable. You can get electrocuted
7. I can't pull the chain
8. The door can unlock, but it can't be opened
9. The handle can't be turned
10. The goggles are new, but I can't see clearly
11. We have to replace the water in the swimming pool
12. The propeller can't turn
13. The propeller can turn, but the ship doesn't move
14. The paint needs more temperature
15. The filter doesn't work well
16. There is something wrong with the head of the bolt. I can't take the bolt out
17. Look. The wrap of the water pipe is wet
18. It's hard to push the trolley
19. We have to replace this part of the hull
20. We have to mend the boat cover

Chapter 10

Lowering a Lifeboat and a Liferaft

A. The process of lowering a lifeboat

1. Lifeboat without engine (SS Rotterdam)

Step 1 : Before lowering the lifeboat to

The embarkation level

1. Lower the embarkation ladder
2. Check if the boat lines are tight
3. Remove the lashings
4. Lower the boat to the embarkation level

Step 2 : before embarking passengers

5. Place and tighten the tricing pendants
6. Give out the painter lines
7. Insert the plugs
8. Embark the passengers

Step 3 : Before lowering the lifeboat into the water

9. Release the tricing pendants
10. Lower the boat into the water
11. Release the blocks
12. Release the painter lines
13. Sail away

2. Lifeboat with engine (MS Statendam)

1. Unplug the cable
2. Raise the blocks off the cradles
3. Take the lifeboat out to the stop
4. Lower the lifeboat to the embarkation deck
5. Bring the lifeboat in to the deck
6. Place and lighten the browsing tackles
7. Connect the painter line to the forward rail
8. Start the engine
9. Embark passengers
10. Take the boat out again to the stop
11. Lower the lifeboat into the water
12. Release the blocks
13. Release the painter line
14. Sail away

B. The process of Lowering A Liferaft

1. Liferaft without crane

1. Lower the jacob ladder
2. Open the railing door
3. Remove the lashings
4. Tighten the painter lines
5. Throw the liferaft overboard
6. Pull the painter line to inflate the liferaft
7. Pull the painter line to bring the liferaft close to the jacob ladder
8. Embark passengers
9. Cut the painter line
10. Sail away

2. Liferaft with crane

1. Lower the jacob ladder to the waterline
2. Take off the lashings and straps of the container
3. Remove the top half of the container
4. Swing the liferaft crane over the container by means of the handcrank
5. Attach the quick release hook to connection shackle of the liferaft
6. Lift the liferaft above the other containers by means of the handcrank
7. Open the railing doors and swing the raft outside
8. Attach the painter line to the rail and lower the liferaft to the embarkation level
9. Attach the browsing lines to the bolders
10. Inflate the liferaft by pulling the painter line
11. Tighten the browsing lines
12. Embark all occupants
13. Slacken the browsing lines and release them
14. Check if the water surface underneath the liferaft is clear
15. Lower the liferaft toward the water
16. When you are 6 feet above the water, pull the red lanyard on the quick release hook
17. Cut the painter line and paddle away

C. Expressing A Purpose

There are several ways of expressing a purpose. Here are some of them :

1. Asking about purpose

If you want to ask for a purpose, you may use these :

- a. Why . . . ?
- b. What for ? (what . . . for?)
- c. What's your purpose in . . .ing . . . ?
- d. For what purpose . . . ?

e.g why do you release the lashings?
 What do you have knives on the raft for?
 What's your purpose in telling him the story?
 For what purpose did you lie to me?

2. Saying a purpose

Purpose for doing something can be expressed in several ways :

a. By using

to

 followed by infinitive

e.g pull the painter line to inflate the raft

b. By using

in order to

 followed by infinitive

If the main verb expresses a physical activity, in order to can replace to

e.g pull the painter line to inflate the raft

pull the painter line in order to inflate the raft

if the main verb expresses an emotical activity, in order to cannot replace to

e.g I am longing to see my children

* I am longing in order to see my children

c. By using

so as to

 followed by infinitive

so as not to

e.g he studied hard so as to pass his exams

he ran fast so as not to be late

d. By using

in order that

 followed by sentence

so that

e.g the captain looked through his binoculars

in order that he might see more clearly

he ran so that he would not be late

Note that in order that can replace so that

e. By using for followed by a noun

e.g. the sailor has spent a lot of money for fun

f. By using the word

purpose

e.g. my purpose in giving you the flowers is to express my love to you

3. Exercises

Exercise 1

e.g. push the brake handle down

lower the liferaft

--->

A : why do we push the brake handle down ?

B : we push the brake handle down to lower the
liferaft

a. Pull the painter line

Inflate the liferaft

b. Pull the tripping line down

Lower the liferaft

c. Turn the handcrank clockwise

Swing the liferaft crane

Exercise 2

e.g. push the brake handle down

lower the liferaft

--->

A : why do we push the brake handle down ?

B : we push the brake handle down in order
To lower the liferaft

- d. Pull the toggle out
Release the painter line
- a. Lift up the hooks
Release the blocks
- b. Turn the winch clockwise
Tighten the tricing pendants

Exercise 3

e.g. paint the hulls
they might not corrode fast

- - - >

A : what do we paint the hulls for ?
B : we paint the hulls in order that they might
Not corrode fast

- a. Wear goggles
Our eyes might be protected
- b. Carry lifeboats on the ship
We might escape if the ship sinks
- c. Clean the main engines every day
They mightnot get rusty

Exercise 4

e.g. we/have lifejackets on the ship
we/for safety

- - - >

A : for what purpose do we have lifejackets on
the ship?
B : we have lifejackets on the ship for safety

- a. You/swim
I/for health
- b. You/work on the ship
I/for money
- c. You/read magazines
I/for pleasure

D. Expressing How to Do Something

Expressions how to do something discussed here are limited to those needed by the seaman only when they are working.

1. Asking how to do something

We usually use the question word how when we ask how to do something

- e.g how do you swing the crane
- how do you inflate the liferaft?
- How do you clean the filters?

2. Saying how to do something

How to do something can be expressed in several ways.

Here are some of them

- a. By using “adjective” -ly

- e.g he lowered the boat slowly
- he works carefully

- b. By using the words fast, hard, well

e.g he drives fast
the seamen work hard every day
the boatman maintains the boats well

c. By using by + verbing

e.g start the engine by turning the key

d. By using with + "tool/instrument"

e.g open the door with the master key

e. By using by means of+ "tool/instrument"

e.g swing the crane by means of the handcrank

3. Conversation practice

Exercise 1

e.g. lower the lifeboat
slowly

---> A : how do we lower the lifeboat?
B : we lower the lifeboat slowly

- a. Drive the tender
carefully
- b. Paint the wall
evenly
- c. Speak to passengers
Politely

Exercise 2

e.g. study
hard

---> A : how do you study?
B : I study hard

- a. Wash the deck
well
- b. drive
fast
- c. work
hard

Exercise 3

e.g. swing the crane
by turning the handcrank clockwise

---> A : how do we swing the crane?
B : we swing the crane by turning the
handcrank clockwise

- a. release the blocks
by lifting up the hooks
- b. raise the lifecraft
by pushing the “hoist” button
- c. lower the lifecraft
by pushing the “lower” button

Exercise 4

e.g. chip the rust
with a chipping hammer

--->

A : how do you chip the rust?

B : I chip the rust with chipping hammer

- a. swing the crane
with the handcrank
- b. keep the boat close to the ship
with the browsing lines
- c. make the boat close to the ship
with tricing pendants

APPENDIX

USCG'S QUESTIONS

A. fire alarm

Questions	Answers
1. how does the fire alarm sound?	1. Three times short-long blasts (three short-long blasts)
2. What do you do in case of such an alarm?	2. a. (Assistant as directed) : I remain calm, continue what I am doing and wait for further instructions/ Only the squads go into action. I only assist as directed b. (fire squad A) : I take my lifejacket, go to the main fire station and wait for further instructions c. (fire squad B) : I take my lifejacket, go to the engine fire station and wait for further instructions d. (boat lowering squad) : I take my lifejacket, go to the bridge and wait for further instructions
3. what do you do when you see a fire?	3. a. if the fire is small, I try to extinguish it and report it to the bridge b. if the fire is big, I report it to the bridge immediately, evacuate the people from the area and close all watertight doors and fire doors
4. what do you do when you see or smell smoke?	4. I report it to the bridge immediately

B. Abandon ship alarm

- | | |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. How does the abandon ship alarm sound? | 1. 7 short and 1 long blast |
| 2. What do you do in case of such an alarm? | 2. I go to my cabin to take my lifejacket and warm jacket, report to my boat station and wait for further instructions |
| 3. How do you know your boat or raft station | 3. It is printed on my lifejacket and on the safety card attached to it |
| 4. What is your boat or raft number? | 4. My boat number is . . .
Myraft number is . . . |
| 5. How do you know your boat or raft function? | 5. It is noted on my lifejacket card and on the muster list |

Example of lifejacket card

Front	Boat/raft No	: 10
	Fire alarm	: 3 times short-long blasts
	General alarm	: continuous ringing
	Abandon ship alarm	: 7 short and 1 long blast
	Boat function	: lowering squad
Back	Fire alarm	: report to the bridge
	General alarm	: report to the station
	Abandon ship alarm	: report to the bridge

- | | |
|---------------------------------------|-------------------------------------|
| 6. Who is assigned to the boats? | 6. The passengers and boat crew are |
| 7. Who is assigned to the raft? | 7. The crew is |
| 8. How many people can one boat hold | 8. It can hold 150 people |
| 9. How many people can one boat hold? | 9. It can hold 25 people |
| 10. How do you lower a raft? | 10. (see chapter 10) |
| 11. How do you lower a raft? | 11. (see chapter 10) |

- | | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 12. Mention 5 lifeboat inventory items? | 12. They are fresh water, food, fishing gear, signaling devices and first-aid kit |
| 13. What is the other function of boats number 1 and number 2? | 13. They are used to rescue somebody falling overboard. They are called “man-overboard boats” |

C. General alarm

- | | |
|--------------------------------------------------|-------------------------------------------------------------------------|
| 1. How does the general alarm sound? | 1. a. continuous ringing
b. continuous sounding |
| 2. what do you do in case of such an alarm? | 2. I remain calm, take my lifejacket and go to my general alarm station |
| 3. How do you know your general alarm station? | 3. It is noted on my lifejacket card |
| 4. What is your general alarm station? | 4. My general alarm station is |
| 5. What do you do at your general alarm station? | 5. I report there and wait for further instructions |

D. General questions

- | | |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What is the telephone number of the bridge? | 1. 193 or 194 (SS Rotterdam)
911 (MS Statendam) |
| 2. What is the emergency signal for ABANDON SHIP? (SS Rotterdam) | 2. Seven or more blasts followed by one long blast of the ship’s whistle and continuous ringing of the ship’s bells |
| 3. What is the emergency signal for FIRE? (SS Rotterdam) | 3. Intermittent ringing of the ship’s alarm bells, 4 times of 10 second each |
| 4. What do you do if you see a fire? | 4. I inform the bridge by telephone or by breaking one of the glass alarms; evacuate the people from the area; close all fire screen doors in the area; and try to |

- | | |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| | extinguish the fire until the fire squad arrives |
| 5. What do you do if you see or smell smoke? | 5. I inform the bridge immediately explaining the location of the smoke |
| 6. What is the emergency signal for MAN OVERBOARD? (SS Rotterdam) | 6. One long blast of the ship's whistle for a duration of 20 seconds |
| 7. What do you do if you see a man overboard? | 7. I throw the nearest lifebuoy into the water, report it to the bridge (e.g. Man overboard, starboard), and try to keep the man in sight |
| 8. How do you go out when the watertight doors are closed? | 8. You can always take the emergency staircases |
| 9. Which are the emergency staircases? | 9. The crew staircases |
| 10. How do you go to your raft or boat station? | 10. I follow the arrow marks along the corridor |
| 11. How do you direct passengers to their master stations or lifeboat station? | 11. I instruct them to follow the directional signs which are around the ship (SS Rotterdam) |
| 12. Where do you evacuate the passengers to? | 12. To a lounge or to the lower promenade deck |
| 13. Where is the emergency radio? | 13. In the radio station and on boats number 1 and number 2 |
| 14. Where can you find spare lifejackets? | 14. In benches on the lower promenade deck forward and aft, both portside and starboard side (MS Statendam) |
| 15. Where can you find children's lifejacket? | 15. In branches on the lower promenade deck forward and aft, both portside and starboard side (MS Statendam) |
| 16. If a passenger does not have his lifejacket, what do you instruct him to do? | 16. I instruct him to return to his cabin to retrieve it, or to proceed to Daphne deck forward (SS Rotterdam) |

17. How many lifeboats and liferafts do you have on board and where are they located?
17. There are 8 lifeboats, located on the lower promenade deck, 6 forward portside and starboard side and 2 aft port side and starboard side. And there are 41 liferafts. They are located on the promenade deck aft, 21 starboard side and 21 port side
(MS Statedam)

APPENDIX 2

HOW TO PUT ON THE LIFEJACKET

On SS Rotterdam :

1. Put on your lifejacket over your head
2. Tighten the straps by pulling them sideways
3. Cross the behind your back and
Bring the around to the front
4. Cross them again around the front
5. Put up the straps under the straps at the sides and tie together across the front

On MS Statendam :

	Put on your life jacket over your head, then put your arms through the outside straps
	Tighten the straps by pulling them sideways
	Cross the straps behind your back and bring them around to the front
	Put the straps through the loop in the middle and tie them together across your stomach

References

ENGLISH FOR MARITIME

A Supplementary Material for Vocational Maritime School

The rapid development of English for Specific Purposes as a part of English Language Teaching truly remains a special treatment on the way of teaching including materials development. The position of ESP for Maritime in the setting of vocational high school in Indonesia is really in need to meet the students' needs of English at work. This book uncovers the specific language commonly used onboard for prospective seafarers, i.e. students at SMK (vocational high schools) in Maritime field. It is expected that the learning materials can anticipate the English language that the students need in the future in workplace setting.

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