

MODEL
COURSE
3.17

MARITIME ENGLISH

2009 Edition



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MODEL COURSE 3.17

MARITIME ENGLISH

2009 Edition

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Foreword

Since its inception the International Maritime Organization (IMO) has recognized the importance of human resources to the development of the maritime industry and has given the highest priority to assisting developing countries in enhancing their maritime training capabilities through the provision or improvement of maritime training facilities at national and regional levels. IMO has also responded to the needs of developing countries for postgraduate training for senior personnel in administrations, ports, shipping companies and maritime training institutes by establishing the world Maritime University in Malmö, Sweden, in 1983.

Following the adoption of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 (STCW), a number of IMO Member Governments had suggested that IMO should develop model training courses to assist in the implementation of the Convention and in achieving a more rapid transfer of information and skills regarding new developments in maritime technology. IMO training advisers and consultants also subsequently determined from their visits to training establishments in developing countries that the provision of model courses could help instructors improve the quality of their existing courses and enhance their implementation of the associated Conference and IMO Assembly resolutions.

In addition, it was appreciated that a comprehensive set of short model courses in various fields of maritime training would supplement the instruction provided by maritime academies and allow administrators and technical specialists already employed in maritime administrations, ports and shipping companies to improve their knowledge and skills in certain specialized fields. With the generous assistance of the Government of Norway, IMO developed model courses in response to these generally identified needs and now keeps them updated through a regular revision process taking into account any amendments to the requirements prescribed in IMO instruments and any technological developments in the field.

These model courses may be used by any training institution and, when the requisite financing is available, the Organization is prepared to assist developing countries in implementing any course.

E. E. MITROPOULOS
Secretary-General



Introduction

Purpose of IMO model courses

The purpose of the IMO model courses is to assist maritime training institutes and their teaching staff in organizing and introducing new training courses or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby be improved.

It is not the intention of the model course programme to present instructors with a rigid “teaching package” which they are expected to “follow blindly”. Nor is it the intention to substitute audiovisual or “programmed” material for the instructor’s presence. As in all training endeavours, the knowledge, skills and dedication of the instructor are the key components in the transfer of knowledge and skills to those being trained through IMO model course material.

Because educational systems and the cultural backgrounds of trainees in maritime subjects vary considerably from country to country, the model course material has been designed to identify the basic entry requirements and the trainee target group in universally applicable terms. In order to meet the requirements and recommendations of the STCW Convention, 1978, as amended, both the language and the maritime content of this model course are clearly set out, along with the levels of language knowledge and language communication skills.

In reference to the IMO model course for Maritime English, colleges and training institutions should note that this course more than fulfils the competences regarding English language contained in the STCW Convention, 1978, as amended. Today, trainers of English for Specific Purposes hold that a broad understanding of English is required in order to meet specific objectives. This rationale underpins the IMO model course for Maritime English, however, administrations may decide to adopt an alternative approach. The course is intended to provide a guideline to assist administrations develop their own training programmes to achieve the standards for English set out in the STCW Convention, 1978, as amended.

Structure of IMO model course for Maritime English

There are two sections in the IMO model course for Maritime English: Core section 1 and Core section 2, both of which contain a separate syllabus. This system allows trainees to enter the course at a point that suits their level of English. It is recommended that instructors carry out a pre-course appraisal in order to assess the existing language level of each trainee. The syllabus in Core section 1 is designed for trainees who have an elementary or lower intermediate level of English while the syllabus in Core section 2 is designed for trainees who have a lower intermediate or intermediate level of English.¹

The definitions of these language levels and the basic entry requirements for the trainee target groups are given in part A of both sections of the course.

¹ In this model course, the terms ‘elementary’, ‘lower intermediate’ and ‘intermediate’ refer to language levels exclusively and do not refer to standards of seamanship nor to any term used in the STCW Convention, 1978, as amended. (See part A for definitions.)

Core section 1 is intended to prepare trainees for entry to Core section 2. However, it is possible for trainees to enter directly to Core section 2 without following Core section 1, provided that they can satisfy the entry requirements.

Use of IMO model course for Maritime English

To use this model course, the instructor should review the Course outlines and Detailed teaching syllabi, taking into account the information provided under the entry levels specified in the Course frameworks. The actual level of the trainees' knowledge, skills and prior education both in English and in technical subjects should be kept in mind during this review. The instructor needs to identify any areas within the detailed syllabus which may cause difficulties because of differences between the actual trainee entry level and that described by the course designer. To compensate for such differences, the instructor is expected to delete from the course, or reduce the emphasis on, items dealing with knowledge or skills already attained by the trainees. He or she should also identify any academic knowledge, skills or language training which the trainees may not have acquired.

By analysing the detailed teaching syllabus in each section and the levels of English required for entry to either section of the model English course, the instructor can design appropriate materials to bridge any gap between the trainees' existing knowledge and the course content. This may require the instructor to design a pre-entry course if necessary or, alternatively, to insert elements of technical or linguistic knowledge required to support the practical English language communication activities at appropriate points within the English model course. Suggestions for integrating English teaching and the teaching of technical subjects are given at the end of the Instructor manual in part D.

Adjustment of the course objectives, scope and content may also be necessary if in your maritime academy the trainees completing the course are to undertake duties involving English language communication that differ from the course objectives specified in the model course.

Within the Course outline the course designers have indicated their assessment of the time that should be allotted to each learning area. However, it must be appreciated that these allocations will not be appropriate for each training situation. Instructors should therefore review the time allocations and reduce or otherwise adjust the number of hours required to achieve each specific learning objective.

Lesson plans

Having adjusted the course content to suit the trainee intake and any revision of the course objectives, the instructor should draw up lesson plans based on the detailed syllabus. The detailed syllabus contains specific references to the textbooks and teaching material proposed for use in the course. An example of a lesson plan is shown in appendix B. However, experienced maritime English instructors who find that very few adjustments are necessary to the learning objectives of the detailed syllabi may prefer to base their lesson plans entirely on the units of the detailed syllabi, adding key words or other reminders to assist with the presentation or practice of the material.

Presentation

This model course requires the instructor to adopt the Communicative Approach to teaching which can be adapted to suit the particular language learning needs of each group of trainees. Part D, the Instructor manual, provides explanations and suggestions for practical, communicative classroom activities to assist the instructor to implement this model course effectively. It is crucial that the language input and communication skills in each unit of the detailed syllabi are presented properly, practised thoroughly and revised regularly until the instructor is satisfied, by testing and evaluating the trainees' performance and achievements, that each trainee has attained each specific learning objective or training outcome. Each syllabus is laid out in learning objective format and each objective specifies a *required performance* or, *what the trainee must be able to do* as the learning or training outcome.

Implementation

For the course to run smoothly and to be effective, considerable attention must be paid to the availability and use of:

- properly qualified instructors of English
- support staff
- rooms and other spaces
- equipment
- English language course books that have a communicative aim
- technical papers, manuals, reports and nautical publications
- other maritime reference material and teaching aids as indicated in the Bibliography.

The key to successful implementation of this course is an understanding of the aims and principles of communicative teaching and learning processes, combined with thorough preparation. The Instructor manual in part D has been designed specifically to assist instructors prepare themselves for all aspects concerned with the implementation of the model course in Maritime English. The IMO booklet entitled *Guidance on the Implementation of IMO Model Courses*, which deals with this aspect in a more general context, is included as an appendix to this course.

Training and the STCW Convention, 1978, as amended

The standards of competence that have to be met by seafarers are defined in part A of the STCW Code of the Standards of Training, Certification and Watchkeeping for Seafarers Convention, 1978, as amended. This IMO model course has been developed to cover the competences in the STCW Convention, 1978, as amended. It sets out the education and training to achieve those standards set out in the STCW Code, which are summarized here in appendix A.

Part A for both Core section 1 and Core section 2 provides the frameworks for the course and explains the aims, objectives and organization of both syllabi along with notes on the suggested teaching facilities and equipment. The list of course books, textbooks and useful

teaching aids recommended for this course is provided in the Bibliography following this Introduction.

Part B for both Core section 1 and Core section 2 provides an outline of the constituent units of both sections of the course. Although some guidance regarding timing is suggested, no detailed timetable is provided. From the teaching and learning point of view, it is more important that the trainee achieves the minimum standard of competence defined in the STCW Code than that a strict timetable is followed. Depending on their experience and ability, some students will naturally take longer to become proficient in some areas of language than in others.

Part C gives the detailed teaching syllabus for both Core section 1 and Core section 2. This is based on the knowledge of English and the language skills that trainees require in order to be able to communicate in the ways specified in the STCW Code. It is written as a series of learning objectives, in other words what the trainee is expected to be able to do as a result of the teaching and training. Each of the objectives is expanded to define a required performance of knowledge, understanding and proficiency in each area of language. Precise textbook references, recommended teaching aids and references to the Standard Marine Communication Phrases are included to assist the instructor in designing lessons.

The Convention defines the minimum standards to be maintained in part A of the STCW Code. Mandatory provisions concerning Training and Assessment are given in section A-I/6 of the STCW Code. These provisions cover: qualification of instructors; supervisors as assessors; in-service training; assessment of competence; and training and assessment within an institution. The corresponding part B of the STCW Code contains non-mandatory guidance on training and assessment.

The criteria for evaluating competence in Table A-II and Table A-III of the STCW Code are to be used in the assessment of the competences listed in the table. A separate IMO model course addresses Assessment of Competence. This course explains the use of various methods for demonstrating competence and criteria for evaluating competence as tabulated in the STCW Code. Appendix C in this model course contains supplementary notes specific to the assessment of competence in English language.

Responsibilities of Administrations

Administrations should ensure that colleges and training institutions have procedures in place which will ensure that training courses meet the standards of competence required by the STCW Convention, 1978, as amended.

Bibliography

All of the materials which are coded below appear in the Detailed Teaching Syllabi contained in part C of Core section 1 and Core section 2. The items in each category are listed in the order that they appear in the Detailed Teaching Syllabi.

These materials were selected primarily because the authors had access to them and were able to review their availability and suitability for learning maritime English. The majority of textbooks and the resources listed in the 'recommended reading' section have been identified because they promote communicative learning. If alternative textbooks are used, it is important that appropriate communicative methodology is used to implement the material (see part D: Instructor manual).

It is also understood that many of the publications and videos listed below are already available in many training establishments around the world and are widely used by the industry. However, a number of alternative books, videos and computer-based products produced by companies such as Videotel (UK), Maritime Training Services (USA), Marlins (UK), Walport, Seamanship International (UK), Seagull (Norway), MarineSoft (Germany), International Business Solutions (Greece) etc. may also be equally suitable.

IMO references (R)

- R 1 IMO Standard Marine Communication Phrases, 2002, (IMO SMCP 2001), (IMO Sales No. IA987E) and IMO SMCP on CD-ROM 2004 – Standard Marine Communication Phrases – A pronunciation guide. London, IMO, 2004 (IMO Sales No D987E)
- R 2 International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW Convention, as amended (IMO Sales No. IB938E)
- R 3 International Safety Management Code (ISM Code) and Revised Guidelines on Implementation of the ISM Code (IMO Sales No.: IA117E)
- R 4 The International Ship and Port Facility Security Code (ISPS Code), 2003 Edition (IMO Sales No.: I116E)
- R 5 International Convention for the Safety of Life at Sea (SOLAS), Consolidated Edition, 2004 (IMO Sales No. ID110E)
- R 6 International Conference on Revision of the International Regulations for Preventing Collisions At Sea, 1972 (COLREG 1972), 2003 edition (IMO Sales No IB904E)
- R 7 Code Of Safe Practice for Cargo Stowage and Securing, 2003 edition (IMO Sales No. IA292E)
- R 8 Life-Saving Appliances Code 2003 Edition. International Life-Saving Appliance Code and Testing and Evaluation of Life-Saving Appliances, 1997/2003 (IMO Sales No.: IC982E)
- R 9 International Maritime Dangerous Goods Code (IMDG Code), 2008 edition (IMO Sales No. IG200E)
- R 10 MARPOL Consolidated Edition, 2006 edition (IMO Sales No. IC520E) or MARPOL on CD ISBN 9789280170139
- R 11 International Convention on Load Lines and its 1988 Protocol, 1966 (including 2003 and 2004 Amendments) (IMO Sales No. IB701E)
- R 12 Search and Rescue (SAR) Convention, 2006 edition (IMO Sales No IB955E)

Textbooks (T)

- T1 Nisbet, Kutz, Logie Marlins Study Pack 1. Edinburgh, Marlins, 1997 (ISBN 0 9531748 0 8)
- T2 Murphy, R. Essential Grammar In Use. 1st ed. Cambridge, Cambridge University Press, 1990 (ISBN 0 521 35770 5)
- T3 Kluijven, van, P. The International Maritime Language Programme. An English Course for Students at Maritime Colleges and for on-board training: Presentations, Texts, Tasks and Projects (2nd ed.). – SMCP included. CD-ROM Alkmaar, Alk & Heijnen Publishers, 2005
- T4 Blakey, T.N. English For Maritime Studies. 2nd ed. Hemel Hempstead, Prentice Hall International (UK) Ltd, 1987 (ISBN 0 13 281379 3) (out of print)
- T5 Logie, Vivers, Nisbet Marlins Study Pack 2. Edinburgh, Marlins, 1998 (ISBN 09531748 1 6)
- T6 Murphy, R. English Grammar in Use. 2nd ed. Cambridge, Cambridge University Press, 1995 (ISBN 0 521 43680 X)
- T7 Dokkum, van, K. Ship Knowledge. 2nd edition. Enkhuizen, Dokmar, 2005 (ISBN 90-806330-6-2)
- T8 Saidjashev, D. Safety Marine Vocabulary 1, Riga, LAPA Ltd, 1999
- T9 Pritchard, B. Maritime English 1. Udine, Del Bianco Editore, 1999, (ISBN 953 0 30303 3)
- T10 Katarzynska, B. Ship's Correspondence. Gdynia, Gdynia, Fundacja Rozwoju Akademii Morskiej, 2004, ISBN 83 87438 53
- T11 Katarzynska, B. Notes on Ships, Ports and Cargo. Gdynia, Fundacja Rozwoju Wyzszej Szkoly Morskiej, 2005, ISBN 83 87438 29 4
- T12 Cengiz Demir. Maritime English. Kocaeli, Kocaeli Universitesi, 2003 (ISBN 975 288 434 2)
- T13 Spinčić, A., Pritchard, B., English Textbook for Marine Engineers 2, Rijeka, Rijeka College of Maritime Studies, 1999
- T14 Spinčić A, English Textbook for Marine Engineers 1, Rijeka, Faculty of Maritime Studies, 2002
- T15 Cengiz Demir & Behçet İlhan. English for Marine Engineering Studies, Kocaeli, Kocaeli Universitesi, 2004
- T16 Utley, D. The Culture Pack. York, York Associates, 2002 (ISBN 1:90099111X)

Teaching aids

Websites

The following websites may be useful references for planning Maritime English courses. The websites marked * are referenced in the Teaching aids section of the model course syllabi.

Maritime English websites

- * MarEng Intermediate and MarEng Advanced – <http://mareng.utu.fi/download>
The International Maritime English Conference (IMEC) – <http://home.wxs.nl/~kluijven>

General English Language teaching websites

The Council of Europe 'Common European Framework' levels http://www.coe.int/T/DG4/linguistic/CADRE_EN.asp

The International English Language Testing System (IELTS)
<http://www.ielts.org>

The Educational Testing Service (ETS)
<http://ets.org>

BBC World Service (Learning English section)
<http://www.bbc.co.uk/worldwide>

ELT Journal
<http://www3.oup.co.uk/eltj>

* English Club – <http://www.englishclub.com>

English Live
<http://englishlive.co.uk>

* ESL Café – <http://www.eslcafe.com/>

IATEFL
(International Association of Teachers of English as a Foreign Language)
<http://www.iatefl.org>

Internet TESL Journal
<http://iteslj.org>

* Learn English – http://www.learnenglish.de/culture/introductions_and_greetings.htm

Links for ESL teachers
http://www.hio.ft.hanze.nl/thar/links_te.htm

* OneStopEnglish – <http://www.onestopenglish.com>

TESOL
Teachers of English to Speakers of Other Languages
<http://www.tesol.org>

The Purdue Online Writing Lab
<http://owl.english.purdue.edu/owl>

Using English for Academic Purposes
<http://www.uefap.com/>

English Language Resource Website
<http://www.eapstudy.com/>

Marine websites

* Australian Maritime Safety Authority – <http://www.amsa.gov.au>

* The Marine Accident Investigation Branch
<http://www.maib.detr.gov.uk>

The Marine Society
<http://www.marine-society.org>

* Nautical Institute ('MARS' reports) – <http://www.nautinst.org/mars/index.htm>

Online Nautical Dictionaries
<http://www.termisti.refer.org/nauterm/dicten.htm>

* UK Maritime and Coastguard Agency – <http://www.mcga.gov.uk>

* US Coastguard – <http://www.uscg.mil>

* Wikipedia – http://en.wikipedia.org/wiki/Main_Page

World Shipping Register – <http://e-ships.net/ports.htm>

Publications (P)

- P 1 Swindells, N.S.(ed) Glossary of Maritime Technology Terms. London, Institute of Marine Engineers, 1997 (ISBN 0907206905)
- P 2 International Shipping Federation, On Board Training Record Book for Deck Cadets. Edition 2.1. London, Marisec, 1999
- P 3 International Shipping Federation, On Board Training Record Book for Engineer Cadets. Edition 2.1. London, Marisec, 2000
- P 4 Bridge Procedures Guide. 4th ed. London, Marisec, 2007
- P 5 International Chamber of Shipping, Guide to Helicopter/Ship Operations. 3rd ed. London, Witherby & Co. Ltd., 1989
- P 6 Managing Risk in Shipping – A Practical Guide. London, The Nautical Institute & UK P&I Club, 1999 (ISBN 1 870077 48 2)
- P 7 Guidelines on the Application of the IMO International Safety Management (ISM) Code. 3rd ed. London, International Chamber of Shipping, International Shipping Federation, 1996
- P 8 International Chamber of Shipping, International Shipping Federation, Assessment and Development of Safe Management Systems. 1st ed. London, Marisec, 1997
- P 9 ILO/IMO/WHO International Medical Guide For Ships (IMGS). 2nd ed. Geneva, World Health Organisation, 1988 (ISBN 92 4 154231 4)
- P 10 International Chamber of Shipping, International Shipping Federation, Pirates and Armed Robbers. 4th ed. London, Marisec, 2004
- P 11 International Chamber of Shipping, Drug Trafficking & Drug Abuse: Guidelines for Owners and Masters On Recognition and Detection. 2nd ed. London, Witherby & Co. Ltd., 1994
- P 12 International Chamber of Shipping, Garbage Management Plans. 1st ed. London, Marisec, 1998
- P 13 International Chamber of Shipping, Shipping and the Environment: A Code of Practice. 3rd ed. London, Marisec, 1999

IMO Model Courses (M)

M 1	1.01	Tanker Familiarization
M 2	1.20	Fire Prevention and Basic Fire Fighting
M 3	3.06	Survey of Life Saving Appliances and Arrangements
M 4	1.13	Elementary First Aid
M 5	3.03	Survey of Machinery Installations
M 6	1.14	Medical First Aid
M 7	1.19	Personal Survival Techniques
M 8	1.21	Personal Safety and Social Responsibility
M 9	7.04	Engineer Officer In Charge Of A Watch
M 10	7.03	Officer In Charge Of A Navigational Watch
M 11	3.19	ISPS – Ship Security Officer

Suggested video cassettes/computer based training (V)¹

V1	Videotel 593	Shipboard Familiarization (www.videotel.co.uk)
V2	Videotel 525	Understanding English On Board Ship Part 1
V3	Videotel 557	Personal Safety In The Galley
V4	Videotel 526	Understanding English On Board Ship Part 2
V5	Videotel 674	Basic Fire Fighting
V6	Videotel 509	Fire Party Operations
V7	Videotel 597	Who Needs It? Personal Protective Equipment
V8	Videotel 510	Setting A Course For Health
V9	Videotel 555	Personal Safety On Deck
V10	Videotel 556	Personal Safety In The Engine Room
V11	Videotel 770	Basic Terms Of Maintenance
V12	Videotel 552	Shipboard Maintenance & Painting Systems Series: Part 2
V13	Videotel 438	Setting Up Machine Tools
V14	Videotel 588	Good Bunkering Practice Edition 2
V15	Seagull 40	Maritime English – Pilot on the Bridge, Horten, Norway (seagull@sgull.com),
V16	Videotel 954	Safe Mooring Practice
V17	S&P Marine	Shipboard ISM Code Safety Training Course. Simplified Consultants Crew Training Manual and Corresponding Video. Singapore (2000)
V18		The Nautical Institute Managing Risk in Shipping – A Practical Guide. London (1999) & P&I Club
V19	Videotel 506	Operation and Maintenance of Hatch Covers
V20	Videotel 701	Safe Hot Work Procedures
V21	Videotel 750	Death In Minutes – Rescue Techniques From Confined Spaces
V22	Marlins	Oily Water Separators, Glasgow (2007) (www.marlins.co.uk)
V23	Videotel 743	Wind, Waves And Storms – Coping With Hazardous Weather
V24	Videotel 639	Navigational Charts and Associated Publications
V25	Videotel 681	Personal Survival Series: Part 4: Survival
V26	Videotel 661	Ship Handling In Head Seas
V27	Videotel 400	Fuel Oil Supply Systems: Part One
V28	Videotel 442	Principles of Lubrication and General Application

¹ The video material referred to in this model course is intended to provide suggestions for topics for extra language practice only. It may be substituted by similar material produced by other organizations such as the P & I Clubs, product manufacturers and so on.

V29	Marlins	ISPS Crew Awareness, Glasgow, 2005
V30	Videotel 9947	Danger! Drugs On Board
V31	Videotel 484	Security At Sea
V32	Videotel 612	Communication
V33	Videotel 475	Servicing A Motor And Starter
V34	Videotel 611	Motivating Individuals
V35	Videotel 634	Working Together
V36	UK P&I Club	No Room for Errors. UK P&I Club, Harris & Harris
V37	Videotel 929	Crew Resource Management – Engine Room
V38	Videotel 610	Teamwork
V39	Videotel 497	Bridge Watchkeeping
V40	Videotel 801	Rule Of The Road
V41	Marlins	Accident Investigation, Glasgow, 2006
V42	Videotel 713	Expecting The Unexpected
V43	Videotel 622	Seven Steps To Ship Stability Part 1
V44	Marlins	Environmental Awareness, Glasgow, 2006
V45	Videotel 794	Prevention & Reactions to Marine Oil Spills – The Seafarer’s Role
V46	Videotel 755	Fighting Pollution
V47	Videotel 603	Basic Instincts – Passenger Mustering & Crowd Management
V48	Videotel 706	Holding Effective Drills
V49	Videotel 574	Search and Rescue: Co-ordination
V50	Videotel 665	Ship’s Electrical Systems – Safety & Maintenance
V51	Videotel 773	Troubleshooting Centrifugal Pumps
V52	Videotel 666	Electrical Distribution
V53	Videotel 638	Bridge Resource Management – Emergency Procedures.
V54	Marlins	Risk Assessment, Glasgow, 2006
V55	Videotel 704	Helicopter Operations at Sea (Edition 2)
V56	Videotel 644	Man Overboard – Rescue Procedure, 2000

Suggested video/computer based training

MarineSoft	SMCP Training Tool. Rostock, 2004
MarineSoft	FlexiMod: English for Mariners – CD-ROM. Rostock, 2005 (www.marinesoft.de)
Marlins	Lifeboat Training, Glasgow, 2007
NewsLink	NewsLink’s IMO Summary. (Email: infotainment@newslinkservices.com)
Seagull AS	Maritime English. CBT#22, Horten, Norway, Maritime Education Seagull
Seagull AS	Maritime Communication, CBT#21, Horten, Norway, Maritime Education Seagull
Seamanship International Ltd	Navigation Advanced Mates/Masters, 2006 (www.witherbyseamanship.com)
Seamanship International Ltd	Chemical Tankers A Pocket Safety Guide, 2005
Seamanship International Ltd	Oil Tankers A Pocket Safety Guide, Lanarkshire, 2005
Seamanship International Ltd	Practice of Passage Planning, Lanarkshire, 2005
Seamanship International Ltd	Principles of Passage Planning, 2005
Seamanship International Ltd	LNG Operational Practice, 2005
UK P & I Club	Cargo Matters (www.ukpandi.com/ukpandi/infopool.nsf/HTML/LP_Init_Videos)

UK P & I Club	Taking Care Series
UK P & I Club	No Room For Errors
Videotel 640	Bridge Resource Management – Working with VTS
Videotel 254	Cargo Firefighting on Liquefied gas Carriers
Videotel 9001	MEETS – STCW for Deck Cadets
Videotel 9002	MEETS – STCW for Engineering Cadets

Recommended reading: language and methodology

- Bhatia, V.K. Analysing Genre: Language use in professional settings. London, Longman, 1993 (ISBN 0 582 08524 1)
- Brown, D. (ed) Principles of Language Learning and Teaching. New Jersey, Prentice Hall, 1994 (ISBN 0 13 191966 0)
- Cabré, M.T. Terminology – Theory, methods and applications. Amsterdam, John Benjamins Publ., 1999 (ISBN 90 272 1634 7 Eur.)
- Carter, R. Vocabulary – Applied linguistic perspectives. 2nd ed. London, Routledge, 1998 (ISBN 0 415 16863 5)
- Cunningsworth, A. Choosing your Coursebook. Oxford, Macmillan Heinemann (ISBN 0 435 24058 7)
- Doff, A. Teach English Teacher's Workbook. Cambridge, Cambridge University Press, 1988 (ISBN 0 521 348633)
- Dudeney, G. & Hockly, N., How To Teach English With Technology. Pearson Longman. 2007 (ISBN 978 1 4058 4773 5)
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Part A, Core section 1: Course framework

Aims

Core section 1 of the IMO Maritime English model course provides a guide for instructors responsible for teaching English at elementary to lower intermediate language level (see definitions under 'Entry levels', below).¹ It is intended to prepare trainees at elementary language level for entry into Core section 2.

Provided that the material is properly taught according to the principles of communicative methodology, which are explained in the Instructor Manual in part D of this model course, trainees who complete all aspects of Core section 1 successfully will be adequately prepared to proceed to Core section 2 of this model course. Trainees do not have to undergo the training in Core section 1 if their language level is high enough to allow them to enter Core section 2.

Administrations may choose to modify this course to suit the needs of the particular learning environment, for example by selecting only parts of the syllabus for remedial teaching purposes.

Instructors who intend either to select from or to omit Core section 1 should note that it includes material from Table A-II/4 of the STCW Code (see appendix A of this model course) which is not repeated in Core section 2.

Objectives

The objectives of Core section 1 of the IMO Maritime English model course are to:

- develop trainees' ability to use English to lower intermediate language level (equivalent to the Council of Europe Common European Framework for Languages level B1)
- to teach basic maritime English, as recommended in the English language guidelines of part B-VI/1 of the STCW Code
- improve trainees' competence in English to the level required to progress to Core section 2 of this model course
- prepare trainees for developing the full knowledge, understanding and proficiency in English required by the STCW Code
- give students wide-ranging opportunities to practise communicating in English for both maritime and general purposes at elementary to lower intermediate language level

¹ The terms 'elementary' and 'lower intermediate' language level do not refer to standards of seamanship nor to any term used in the STCW Convention, 1978, as amended.

- provide instructors with a suggested framework for introducing selected topics from the Standard Marine Communication Phrases (SMCP), as required by the STCW Code.²

Syllabus content

The **linguistic content** for Core section 1 follows a multi-syllabus approach that integrates the three areas of language input (grammar, vocabulary and pronunciation) with practice of the four language communication skills (listening, speaking, reading and writing). The rationale behind the organization of each language area is explained in the Instructor manual (part D of this course).

The **maritime content** for Core section 1 includes generalized maritime topics, most of which will be relevant to all trainees; however, the instructor may want to adapt, extend or supplement the maritime topics to suit the particular needs of the trainees.³

Instructors are reminded that this model course is primarily an English language training course for maritime purposes and that full training in technical subjects must also be provided. Trainees will benefit most from their English language training if the teaching of technical subjects also includes an element of English. (Some suggestions for integrating English and technical maritime subjects are provided in the Instructor manual in part D.)

Syllabus structure

Core section 1 consists of 21 units of content which are divided into three parts. At the end of each part (i.e. after every 7 units), there is a review unit to allow trainees the opportunity to revise and consolidate their learning to date. Instructors may also want to conduct assessments of the trainees' progress at these points.

In Core section 1, each of the 21 units consists of 4 areas covering language input and language communication skills. These areas are presented separately on the syllabus for ease of reference; however, it is very important that they are not taught separately. The Instructor manual in part D offers many practical techniques for integrating the various language areas.

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are proficient in all of the language input areas in every unit. Instructors are also required to select the particular language communication skills that are relevant to the trainees and to give sufficient practice to ensure genuine competence in the practical use of English. In particular, instructors should ensure that

² More SMCP are included in Core section 2 than in Core section 1, however, not all SMCP are included in this model course. Instructors will need to identify the sections of SMCP that are relevant to their trainees and then cross-refer to both Core sections of this model course. If the required phrases are not included in this model course, the instructor will need to decide where and how best to teach the required SMCP, either by supplementing the syllabi in this model course, which will increase the time required to teach the course, or by teaching the phrases in a separate course.

³ Some topics in Core section 1 are more relevant to officers in charge of a navigational watch than to engineer officers, reflecting the higher proportion of references to English for officers in charge of a navigational watch in the STCW Code.

their trainees become confident, fluent and accurate in speaking as this is a critical skill required by the industry.

Syllabus methodology

The methodology of this model course is based on the principles of the Communicative Approach to language teaching which instructors are encouraged to adapt for their trainees' particular needs. This approach meets the requirements of the STCW Convention, 1978, as amended in that it promotes practical, communicative competence in English. Instructors who have little or no experience of the Communicative Approach are strongly advised to familiarize themselves with the Instructor manual in part D prior to implementing the syllabus.

Entry levels

The following descriptions of English language levels provide a broad definition of levels of proficiency in English.⁴

- **Beginner**
Knows virtually no English and cannot understand spoken or written English.
- **False Beginner**
Knows a few words or phrases of English. May be able to string together a very basic question or sentence using a very narrow range of English but has extreme difficulty making him/herself understood. Fails to understand natural spoken or written English adequately.
- **Elementary**
Able to use English for very basic, everyday needs but without sustained fluency and with many errors. Has a limited understanding of spoken English, requires a lot of rephrasing, repetition and simplification of language.
- **Lower Intermediate**
Can communicate satisfactorily about everyday topics with a restricted range of language. Able to understand native speaker English talking at a measured pace with some rephrasing and repetition. Comprehension is likely to fail under pressure.
- **Intermediate**
At ease communicating about everyday topics and more abstract concepts. Makes some mistakes but is usually able to correct any major errors which prevent him being understood. Able to understand the essence of native speaker English but may misunderstand detail.
- **Upper Intermediate**
Confident in using a wide range of language to express himself accurately and fluently in all but the most demanding situations. Makes some minor mistakes but these do not generally prevent him being understood. Experiences occasional problems of comprehension but these can usually be overcome with a little help.

⁴ Definitions are adapted from J.B. Heaton, 'Writing English Language Tests'; J.A. van Ek and J.L.M. Trim, 'Waystage' and 'Threshold'; J. Harmer, 'How To Teach English'; and the Bell School's criteria.

- **Advanced**

Near native-speaker proficiency in all aspects of communication. Has no difficulty with comprehension and can express abstract concepts accurately and fluently. Able to resolve any problems of comprehension effectively.

Trainees admitted to Core section 1 must be at elementary language level at least. This means that they must be able to:

- read and write using the Roman script
- demonstrate familiarity with the English sound/spelling system
- hold short, simple conversations concerning familiar topics in 'the here and now'
- provide basic, personal information with minimum prompting
- understand simple instructions on familiar topics
- respond to simple questions on familiar topics.

Trainees admitted to Core section 1 should also understand and be able to use the following English structures with reasonable accuracy:

- subject pronouns and object pronouns
- possessives
- the Present Simple tense in the positive, negative and question form (of basic, regular verbs)
- 'wh' question words
- basic irregular verbs (*be, have, do, etc.*)
- modal verb can
- word order (subject-verb-object)
- articles *a/an* and *the*
- common nouns
- regular, plural noun forms
- common adjectives
- basic conjunctions
- cardinal numbers.

Course intake limitations

Course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach described in the Instructor manual (part D of this model course).

Trainer's experience

Ideally, the instructor will be a qualified teacher of English language who has been trained in the Communicative Approach to English language teaching and who has a broad understanding of maritime subjects.

The Instructor manual (part D of this model course) provides guidance for instructors in the application of communicative teaching methodology to maritime English.

Equipment needed

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard markers; a CD player with speakers suited to the size of the room and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in the Bibliography in this model course).

The following items are useful but not essential: a video recorder; a projector; a language laboratory; a computer with internet access for sourcing and preparing materials; a printer.

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Part B, Core section 1: Course outline and timetable

Course outline

The tables that follow list the competences and areas of knowledge, understanding and proficiency, together with the estimated total hours required for classroom teaching and self-study work. As explained in the Introduction, instructors should note that timings are suggestions only and should be adapted to suit individual groups of trainees, depending on their knowledge and experience of both English and technical subjects, their ability, the equipment, resources and staff available for training.

Implementation

Instructors are advised to familiarize themselves with the Instructor manual in part D of this model course, prior to implementing this syllabus. The Instructor manual provides numerous, clear suggestions for ways to plan and implement the material included in the syllabus, according to the communicative aims of the course.

PART B: COURSE OUTLINE

Core section 1: Elementary level English for all functions and levels

Competence: Use English in written and oral form

Course Outline	Approximate time (hours)	
Knowledge, understanding and proficiency	Classroom hours	Self-study practice hours
1 Ask for and give personal data 1.1 Grammar: revise Present Simple; pronouns 1.2 Vocabulary: adjectives of nationality 1.3 Phonology: question intonation 1.4 Communication Skills: listening, speaking, writing	12	4
2 Describe crew roles and routines 2.1 Grammar: Present Simple (question and negative form; third person singular); prepositions of time 2.2 Vocabulary: basic verbs; numerical information; alphabet 2.3 Phonology: word stress 2.4 Communication Skills: listening, speaking, reading, writing	15	4
3 Name types of vessel; describe parts of a vessel 3.1 Grammar: <i>there is/are</i> ; articles; prepositions of place; possessives 3.2 Vocabulary: types of vessel; parts of a vessel 3.3 Phonology: word stress 3.4 Communication Skills: listening, speaking, reading, writing	14	4

Course Outline	Approximate time (hours)	
Knowledge, understanding and proficiency	Classroom hours	Self-study practice hours
4 Describe the location and purpose of safety equipment 4.1 Grammar: prepositions of place 4.2 Vocabulary: safety equipment 4.3 Phonology: word stress 4.4 Communication Skills: listening, speaking, writing	10	4
5 Discuss navigational routes and geographic locations; understand standard helm orders; use numerical information for engineering 5.1 Grammar: prepositional phrases of geographic location and distance; <i>it</i> 5.2 Vocabulary: compass points; longitude and latitude; distances on land and at sea; standard helm orders; numerical information for engineering 5.3 Phonology: large numbers 5.4 Communication Skills: listening, speaking, reading, writing	14	4
6 Name positions on board; ask for and give directions on board and ashore 6.1 Grammar: introduction to the imperative form; question forms; prepositional phrases 6.2 Vocabulary: positions on board; vessel directions; common nouns 6.3 Phonology: introduction to rising and falling intonation 6.4 Communication Skills: listening, speaking, reading, writing	16	4
7 Express personal likes and dislikes; discuss leisure time on board 7.1 Grammar: gerunds; adverbs of degree; adverbs of frequency 7.2 Vocabulary: leisure activities; adjectives of opinion 7.3 Phonology: introduction to sentence stress 7.4 Communication Skills: reading, speaking, writing	11	4
Review 1 - Understand and use the grammar, vocabulary and phonology taught in Lessons 1–7 - Successfully carry out tasks using combinations of the communication skills practised in Lessons 1–7	8	4

Core section 1: Elementary English, part 2

Knowledge, understanding and proficiency	Classroom hours	Self-study practice hours
8 Describe routine operations on board; describe watchkeeping duties; understand standard engine orders 8.1 Grammar: Present Continuous; contrast between Present Simple and Present Continuous 8.2 Vocabulary: verbs describing routine operations on board; phrases connected with watchkeeping duties; standard engine orders 8.3 Phonology: revision of word and sentence stress; revision of rising and falling intonation 8.4 Communication Skills: listening, speaking, writing, reading	11	4
9 Express personal preferences; discuss food on board; order meals; report damage to food cargoes 9.1 Grammar: <i>some</i> and <i>any</i>; <i>would like</i> 9.2 Vocabulary: food and drink; adjectives indicating preferences; basic galley equipment 9.3 Phonology: expressing attitude through intonation and pitch 9.4 Communication Skills: listening, speaking, reading, writing	10	4
10 Understand commands in emergency situations on board 10.1 Grammar: demonstrative adjectives; imperatives; <i>must</i> 10.2 Vocabulary: types of emergency; emergency & life-saving equipment; introduction to SMCP message markers: instructions, questions & answers 10.3 Phonology: sentence stress 10.4 Communication Skills: listening, speaking, reading, writing	18	4
11 Check supplies; provide quantities, weights and prices; discuss cargo handling procedures; report damage to cargoes 11.1 Grammar: countable and uncountable nouns; quantifiers 11.2 Vocabulary: prices; types of cargo, container and cargo handling gear; SMCP for cargo handling; phrases describing cargo damage 11.3 Phonology: linking sounds (consonant/vowel) 11.4 Communication Skills: listening, speaking, reading, writing	16	4

Knowledge, understanding and proficiency	Classroom hours	Self-study practice hours
12 Compare vessel details; describe equipment 12.1 Grammar: comparative and superlative adjectives; infinitive of purpose; <i>for + -ing</i> 12.2 Vocabulary: nouns and adjectives describing vessel specifications; work related equipment; verbs describing mechanical operations (introduction to multi-word verbs) 12.3 Phonology: revise intonation and pitch; sentence stress; linking sounds 12.4 Communication Skills: listening, speaking, reading, writing	16	4
13 Describe visitors on board 13.1 Grammar: two uses of <i>like</i> 13.2 Vocabulary: adjectives describing physical appearance and personality; PPE and types of clothing 13.3 Phonology: contracted sounds (<i>is/has</i>) 13.4 Communication Skills: listening, speaking, reading, writing	10	4
14 Describe weather conditions; understand forecasts 14.1 Grammar: <i>it; going to</i> ; 14.2 Vocabulary: months and seasons; adjectives describing weather conditions; compass references; lights, buoys, shapes and fog signals; SMCP for briefing on weather information; SMCP message markers (information & warnings) 14.3 Phonology: revises weak forms in connected speech 14.4 Communication Skills: listening, speaking, reading, writing	17	4
Review 2 - Understand and use the grammar, vocabulary and phonology taught in Lessons 8–14 - Successfully carry out tasks using combinations of the communication skills practised in Lessons 8–14	8	4

Core section 1: Elementary English, part 3

Knowledge, understanding and proficiency	Classroom hours	Self-study practice hours
15 Report events from past voyages 15.1 Grammar: Past Simple tense (positive form); review of regular & irregular verb forms 15.2 Vocabulary: verbs relating to sea voyages; vocabulary of safety, navigation and pilotage; repairs 15.3 Phonology: past tense endings (<i>-ed</i>) 15.4 Communication Skills: listening, speaking, reading, writing	23	4

Knowledge, understanding and proficiency	Classroom hours	Self-study practice hours
16 Report incidents that occurred at sea; simulate VHF communications for distress and urgency messages 16.1 Grammar: Past Simple (questions and negatives); question words 16.2 Vocabulary: types of incident; verbs describing accidents; SMCP message markers (information, warnings & requests); SMCP distress communications for collision and grounding; SMCP urgency communications for engine and cargo 16.3 Phonology: revision of linking sounds (consonant/vowel) 16.4 Communication Skills: listening, reading, speaking, writing	27	4
17 Explain personal injuries at sea; request medical assistance 17.1 Grammar: conjunctions 17.2 Vocabulary: articles of protective clothing; parts of the body; verbs describing injury; items used in basic First Aid; SMCP urgency communication: requesting medical assistance; International Code of Signals 17.3 Communication Skills: listening, speaking, reading, writing	22	4
18 Check task completion in routine operations; VHF communications regarding bunkering 18.1 Grammar: Present Perfect tense; regular and irregular verb forms 18.2 Vocabulary: verbs relating to maintenance and safety procedures; terms connected with engine types; bunkering and fuel oil system; tools 18.3 Phonology: past participle endings 18.4 Communication Skills: listening, reading, speaking, writing	24	4
19 Produce external written and spoken communications to request and give advice 19.1 Grammar: sentence analysis; the definite article <i>the</i> ; modal verb <i>should</i> 19.2 Vocabulary: telex abbreviations; SMCP message markers 19.3 Phonology: sentence rhythm and stress 19.4 Communication Skills: listening, speaking, reading, writing	23	4
20 Understand instructions and give explanations; practise VHF exchange procedures 20.1 Grammar: Past Continuous tense; contrast between Past Simple and Past Continuous tenses; introduction to reported speech 20.2 Vocabulary: review of verbs describing onboard activities; the readability code for VHF transmissions; phrases for each stage of a VHF exchange procedure 20.3 Communication Skills: listening, speaking, reading, writing	26	4

Knowledge, understanding and proficiency	Classroom hours	Self-study practice hours
21 Discuss future events; negotiate future plans 21.1 Grammar: <i>will</i> ; revision of contrast between <i>will</i> and <i>going to</i> 21.2 Vocabulary: indicators of time 21.3 Phonology: rhythm and sentence stress 21.4 Communication Skills: listening, reading, speaking, writing	14	4
Review 3 - Understand and use the grammar, vocabulary and phonology taught in Lessons 15–21 - Successfully carry out tasks using combinations of the communication skills practised in Lessons 15–21	8	4
TOTAL	373	96
Final Review and Assessment		

Note: Teaching staff should note that this outline provides suggestions only regarding the sequence of maritime topics, the length of time allocated to each objective and the amount of time suggested for self-study. These factors may be adapted by instructors to suit individual groups of trainees, depending on their previous experience of learning English, their individual learning needs, their ability to communicate and their knowledge of technical areas. The use of video/CBT material is optional but will increase the time suggested for each unit.

Part C, Core section 1: Detailed teaching syllabus

Introduction

The material listed in the course framework in part B has been used to structure the detailed teaching syllabus that follows. The detailed teaching syllabus has been written in learning objective format in which the objective describes what the trainee must do to demonstrate that knowledge has been transferred.

All objectives are understood to be prefixed by the words, 'The expected learning outcome is that the trainee '

In order to assist the instructor, references are shown against the learning objectives to indicate key textbooks, maritime publications, additional technical material, video material and other teaching aids which the instructor may wish to use when preparing course material.

The following codes are used to categorize the teaching materials cited in the Bibliography for this model course:

- Textbooks (indicated by T)
- Teaching aids (indicated by A)
- IMO references (indicated by R)
- IMO model courses (indicated by M)
- Video material (indicated by V)

The abbreviations used are:

Appdx.	appendix
Ch.	chapter
Ex.	exercise
p	page
Pt.	part

The following are examples of the use of references:

T1 Ch. 15 refers to chapter 15 of the textbook, Marlins Study Pack 1.

R1 A1/6 refers to section A1/6 in IMO publication, Standard Marine Communication Phrases.

Knowledge, understanding and proficiency		Textbooks	Teaching aids
1	Required performance		
	Ask for and give personal data	T1 Ch. 1	
1.1	Grammar: revise Present Simple; pronouns		
	.1 conjugates verbs <i>be, do, have</i> in positive, negative and question form	T2 Ch. 1, 2, 5, 14	T3 p 405
	.2 recognizes and uses Present Simple short forms orally and in writing	T2 Appdx. 3.1, 3.2	
	.3 understands and uses pronouns <i>I, me, my, mine</i> etc.	T2 Ch. 56	
1.2	Vocabulary: adjectives of nationality		
	.1 pronounces and writes adjectives corresponding to country names		Flashcards/ world map
1.3	Phonology: question intonation		
	.1 recognizes intonation in questions		
1.4	Communication Skills: listening, speaking, writing		
	.1 understands key questions in listening		P2 and P3
	.2 exchanges personal information orally		
	.3 notes personal information about partner		
	.4 fills out a 'particulars of cadet' form clearly and accurately with personal information		
2	Required performance		
	Describe crew roles and routines	T1 Ch. 2	
2.1	Grammar: Present Simple (question and negative form; third person singular); prepositions of time		
	.1 uses Present Simple question, third person and negative forms correctly to describe routine activities on board	T2 Ch. 6 & 7; Appdx. 3.4; Ch. 40 & 41	
	.2 selects appropriate prepositions for phrases relating to time	T2 Ch. 91	
2.2	Vocabulary: basic verbs; numerical information; alphabet		MarEng Unit 9
	.1 uses common verbs to describe work routines.		
	.2 refers to 24 hour clock orally and in writing	T4 p 176	

Knowledge, understanding and proficiency		Textbooks	Teaching aids
	.3 memorizes and uses the international maritime alphabet for noting and giving vessel call signs	T3 p 27	R1 Pt. I/2 T9 p 311 MarEng – Intermediate; Unit 8 (Radio Conventions, Ex. A, B, E) MarEng – Advanced, Radio Communication, Unit 1
2.3	Phonology: word stress .1 understands the concept of word stress .2 pronounces months of the year with correct stress		
2.4	Communication Skills: listening, speaking, reading, writing .1 notes ships' call signs correctly from speech .2 identifies errors when comparing numbers and times in writing and speech .3 dictates messages using times and the international maritime alphabet .4 reads a text to check the key responsibilities of all crew members .5 describes key responsibilities of all crew members	T4 p 47–48	MarEng – Advanced, Radio Conventions, Unit 1, Ex. B Company management system documentation R2 P2 and P3 T3 p 196 T14 p 19-22 MarEng – Advanced: The Engine Room; Part 1 (the Marine Engineer; the Engine Dept)
3	Required performance Name types of vessel; describe parts of a vessel	T1 Ch. 3	

Knowledge, understanding and proficiency		Textbooks	Teaching aids
3.1	Grammar: <i>there is/are</i>; articles; prepositions of place; possessives		
	.1 uses <i>there is/are</i> to describe places on board	T2 Ch. 31	Pictures of different types of vessel M1
	.2 uses singular and plural forms of regular and irregular nouns orally and in writing	T2 Ch. 60	
	.3 uses <i>a, an</i> and <i>the</i> correctly orally and in writing	T2 Ch. 63	
	.4 uses prepositions of place to describe various places on board	T4 p 23; 53–55	
	.5 uses <i>'s</i> to indicate possession	T2 Ch. 58	
3.2	Vocabulary: types of vessel; parts of a vessel		
	.1 identifies various types of ship from pictures and descriptions	T7 p 45–47; p 50–56	Pictures of different types of vessel MarEng Intermediate, Unit 4 MarEng Advanced, Vessel Types
		T3 p 62–67	
	.2 labels a diagram showing places on a vessel	T3 p 81–82	
		T4 p 40–4	T9 p 362–366
3.3	Phonology: word stress		
	.1 pronounces places on board using correct word stress patterns		
3.4	Communication Skills: listening, speaking, reading, writing	T14 p 9–18	V1
	.1 describes a vessel in speech and writing		Adapt relevant sections from M 1
	.2 identifies types of vessel by reading descriptions	T3 p 72–75	Pictures of vessels
	.3 exchanges information about vessels orally		Samples of general arrangement plans
	.4 sketches the general arrangement plan of a vessel by listening to an oral description		
4	Required performance		
	Describe the location and purpose of safety equipment	T1 Ch. 4	
4.1	Grammar: prepositions of place	T2 Ch. 96	
	.1 describes position of equipment on board using appropriate prepositions	T4 p 82–83	

Knowledge, understanding and proficiency		Textbooks	Teaching aids
4.2	Vocabulary: safety equipment .1 identifies and names life-saving appliances .2 gives examples of occasions when each item of life-saving equipment is required	T4 p 163–4 p 167 T8 p 7; 59; 62–63 M3	T7 p 346–352 (pictures) T9 p 269 Pictures of life saving appliances
4.3	Phonology: word stress .1 pronounces the names of life-saving equipment using correct word stress patterns		
4.4	Communication Skills: listening, speaking, writing .1 uses a checklist to identify items of life-saving equipment .2 identifies items mentioned in oral commands .3 describes the position of items on board orally and in writing		P2 and P3 (ship's particulars)
5	Required performance Discuss navigational routes and geographic locations; understand helm orders; use numerical information for engineering	T1 Ch. 5	
5.1	Grammar: prepositional phrases of geographic location and distance; <i>it</i> .1 selects appropriate prepositional phrase to describe location of countries and towns .2 uses it as a subject pronoun	T2 Ch. 33.2	Geographical maps / atlases
5.2	Vocabulary: compass points; longitude and latitude; distances on land and at sea; helm orders; numerical information for engineering .1 gives the longitude and latitude of international cities using maps/charts .2 describes the geographic relationship of one place to another .3 gives approximate distances between points on land and at sea using maps and charts .4 repeats helm orders clearly, accurately and fluently .5 understands and pronounces correctly mathematical signs & expressions used in engineering	T4 p 180–181 T4 p 106 R1 A2/1 p 57 Standard wheel orders T9 p 152–154 T8 p 44 T14 p 75–77	MarEng – Intermediate; Unit 5, Ex. 7

Knowledge, understanding and proficiency		Textbooks	Teaching aids
5.3	Phonology: large numbers .1 pronounces large numbers correctly .2 notes large numbers from peer dictation		MarEng – Advanced: Cargo Handling; listening
5.4	Communication Skills: listening, speaking, reading, writing .1 follows a spoken description of a ship's route .2 writes a description of places in a country .3 describes ships' positions from information on a nautical chart .4 identifies aids to navigation from nautical charts .5 demonstrates understanding of helm orders by explaining their meanings and indicating the correct actions .6 carries out dialogue between pilot and helmsman accurately correctly .7 demonstrates understanding of numerical information by exchanging and noting down information	R1 A2/1 p 57 Standard wheel orders T10 p 50–51 T14 p 77–78	Atlas / nautical chart; pilot's books MarEng – Advanced, Radio Conventions, Unit 1, Ex. D MarEng – Intermediate; Unit 8 Radio Conventions ExD MarEng – Intermediate; Unit 8 (Radio Conventions, ExB) MarEng – Advanced: Cargo Handling; listening
6	Required performance Name positions on board; ask for and give directions on board and ashore	T1 Ch. 6	
6.1	Grammar: introduction to the imperative form; question forms; prepositional phrases .1 uses the imperative form for giving directions .2 asks for directions using <i>yes/no</i> and <i>wh</i> question forms .3 uses a variety of prepositional phrases for indicating directions	T2 Ch. 94, 95 & 97	
6.2	Vocabulary: positions on board; vessel directions; common nouns .1 identifies parts of a vessel from diagrams .2 names positions on board from diagrams .3 describes vessel directions in relation to objects and landmarks .4 refers to features of towns	T7 p 8–23 T9 p 8–11 T4 p 23; p 53–55 T4 p 98–100	MarEng – Intermediate; Unit 4 MarEng – Intermediate; Unit 5; Ex. 4 Diagrams showing outline of a vessel Diagrams / charts showing ships' positions

Knowledge, understanding and proficiency		Textbooks	Teaching aids
6.3	Phonology: introduction to rising and falling intonation .1 repeats rising intonation in model <i>wh</i> questions .2 repeats fall in model <i>yes/no</i> questions and confirmation replies		
6.4	Communication Skills: listening, speaking, reading, writing .1 identifies places on board by listening to descriptions .2 asks for and gives clear directions .3 follows and supplies directions by interpreting basic maps .4 writes directions clearly and accurately .5 comprehends written description of parts of a vessel	T9 p 5	
7	Required performance Express personal likes and dislikes; discuss leisure time on board	T1 Ch. 7	
7.1	Grammar: gerunds; adverbs of degree; adverbs of frequency .1 uses the structures <i>like + noun</i> and <i>like + -ing</i> and understands the differences between them .2 uses adverbs of degree to express personal opinions .3 uses adverbs of frequency to describe activities on board	T2 Ch. 47 T2 Ch. 88.1, 88.2	
7.2	Vocabulary: leisure activities; adjectives of opinion .1 describes preferences regarding films, sport and other recreational activities		
7.3	Phonology: introduction to sentence stress .1 uses main sentence stress to emphasize degrees of preference		
7.4	Communication Skills: reading, speaking, writing .1 infers meaning from an incomplete written text .2 asks and answers questions about frequency of activities .3 writes a description of routine leisure activities on board Review 1	T1 Review 1	
8	Required performance Describe routine operations on board; describe watchkeeping duties; understand standard engine orders	T1 Ch. 8	

Knowledge, understanding and proficiency		Textbooks	Teaching aids
8.1	Grammar: Present Continuous; contrast between Present Simple and Present Continuous .1 uses the Present Continuous form to describe activities currently in progress .2 uses the correct spelling with regular and irregular continuous verb forms .3 understands the differences in form and meaning between the Present Continuous tense (for activities in progress) and the Present Simple tense (for routine activities)	T2 Ch. 3 & 4 T2 App. 4.3 T2 Ch. 8	Visual material showing onboard activities
8.2	Vocabulary: verbs describing routine operations on board; phrases connected with watchkeeping duties; standard engine orders .1 revises common verbs to describe work routines from Unit 2 .2 describes activities taking place from pictures / video / audio prompts .3 uses phrases for describing watchkeeping duties correctly .4 repeats standard engine orders accurately, clearly and fluently	T12 p 38 R1 A2/2 p 59 Standard engine orders	
8.3	Phonology: revision of word and sentence stress; revision of rising and falling intonation .1 practises word and sentence stress learned in Units 1–7. .2 practises rising and falling intonation introduced in Units 1–7. .3 monitors own performance by listening to a recording of own voice		
8.4	Communication Skills: listening, speaking, writing, reading .1 notes which activities crew members are engaged in by listening to / watching a description of events in process .2 exchanges information about current and routine situations .3 writes a description of activities in action .4 demonstrates understanding of standard engine orders by explaining their meanings and indicating the correct actions .5 demonstrates understanding of watchkeeping duties by reading a text and answering questions correctly.	T12 p 37–38 or T13 p 145–147	V2 (volume down) MarEng – Advanced: The Engine Room; Part1 (watchkeeping)

Knowledge, understanding and proficiency		Textbooks	Teaching aids
9	Required performance Express personal preferences; discuss food on board; order meals; report damage to food cargoes	T1 Ch. 9	
9.1	Grammar: <i>some / any; would like</i> .1 uses <i>some</i> and <i>any</i> to describe supplies .2 uses <i>some</i> and <i>any</i> to order food & drink .3 uses <i>would like</i> to offer and order food and drink	T2 Ch. 70 T2 Ch. 30	
9.2	Vocabulary: food and drink; adjectives indicating preferences; galley terms .1 knows the names of items of food and drink .2 expresses personal taste using adjectives of opinion .3 identifies, names and describes the purpose of basic galley equipment .4 identifies and names different types of packaging of food cargo		Pictures of: food; food packaging; galley equipment V3
9.3	Phonology: express attitude through intonation and pitch .1 uses rising intonation and high pitch with adjectives expressing personal preference .2 uses falling intonation and low pitch with adjectives expressing personal dislike		
9.4	Communication Skills: listening, speaking, reading, writing .1 understands informal conversations in a messroom and café .2 uses conversational phrases appropriate to meal times .3 orders food from a menu .4 understands damage caused to cargoes of food by reading examples of ships' correspondence	T10 p 190, 196, 198, 200, 201, 207, 210	Example of a café menu
10	Required performance Understand commands in emergency situations on board	T1 Ch. 10	
10.1	Grammar: demonstrative adjectives; imperatives; <i>must</i> .1 understands the difference in meaning between <i>this</i> , <i>that</i> , <i>these</i> and <i>those</i> .2 uses the imperative form correctly for giving urgent commands .3 uses <i>must</i> to express obligation and <i>must not</i> to express prohibition in appropriate circumstances	T2 Ch. 68 T2 Ch. 27.1	R1 A1/1.1.11 p 26 Person overboard (for examples of imperative form) V 56 R1 A1/1.1.10 p 23 Abandoning vessel

Knowledge, understanding and proficiency		Textbooks	Teaching aids
10.2	Vocabulary: types of emergency; emergency & life-saving equipment; verbs describing emergency situations; introduction to SMCP message markers: instructions, questions & answers; SMCP for distress messages .1 names different types of emergency situations on board .2 knows and correctly pronounces the names of emergency equipment .3 uses correct verbs and tenses to describe what happens in emergency situations .4 uses SMCP message markers correctly to precede instructions, questions and answers in simulated external communications .5 demonstrates understanding of the meaning and use of the vocabulary in SMCP for simulated external distress communications regarding fire / explosion / abandon ship	T8 p 7–9; 36; 27–28; 60–61 T4 p 96–100 or R1 A1/6 p 41–42 Message markers T9 p 265–268 R1 A1.1.1 p 23 fire, explosion A1/1.1.10 p 26 abandoning vessel A1.1.11 p 26 Person overboard	M 3 MarEng – Intermediate; Unit 8; Radio Conventions Ex. F MarEng – Advanced, Radio Conventions, Unit 1 Ex. F V 56
10.3	Phonology: sentence stress .1 identifies key words in short commands .2 puts stress on key words in short commands		
10.4	Communication Skills: listening, speaking, reading, writing .1 correctly identifies message types when listening to a selection of instructions, questions and answers which use SMCP .2 understands short oral commands in simulated emergency situations .3 reacts to simulated emergency situations with single spoken commands which are clear and accurate .4 understands structure of distress messages .5 uses SMCP for simulated external distress communications regarding fire / explosion / abandon ship .6 reads and understands written instructions for carrying out general emergency procedures .7 describes the stages for a general emergency procedure orally and in writing	R1 A1/6 p 41–42 Message markers R1 A1.1.1 p 23 fire, explosion A1/1.1.10 p 26 abandoning vessel R2 A-VI/1 T9 p 263–264; 313–321	MarEng – Advanced, Radio Conventions, Unit 1 M 2 V 4 V 5 V 6 V 53 MarEng – Intermediate; Unit 8; Radio Conventions MarEng – Intermediate; Unit 11 Ex. 1–4 Company management system documentation T3 p 318 P 4 p 86–88, p 92 (emergency checklists)

Knowledge, understanding and proficiency		Textbooks	Teaching aids
11	Required performance		
	Check supplies; provide quantities, weights and prices; discuss cargo handling procedures; report damage to cargoes	T1 Ch. 11	
11.1	Grammar: countable and uncountable nouns; quantifiers		
	.1 categorizes countable and uncountable nouns	T2 Ch. 61 & 62	
	.2 enquires about quantities of goods using <i>how much</i> and <i>how many</i>	T2 Ch. 77	
	.3 gives information about quantities of various goods using the quantifiers <i>too much/many, (not) enough</i>	T2 Ch. 85 & 86	
11.2	Vocabulary: prices; types of cargo, container and cargo handling gear; SMCP for cargo handling; phrases describing cargo damage	T9 p 31–52	T7 p 45–47; p 50–56
	.1 exchanges information about prices of various goods and cargoes in major currencies	T9 p 111–128	MarEng – Advanced; Vessel Types; Cargo Space, Ex. 2–4
	.2 revises types of cargo ship		
	.3 categorizes cargoes and lists appropriate containers	T4 p 89	T12 p 93–99
	.4 names types of cargo handling gear and matches with relevant cargoes		
	.5 understands and uses tonnage measurements to describe ships' volumes	R1 B3/1.1.1 p 97	
	.6 understands and uses the vocabulary of measurements relating to loading capacities and quantities in SMCP	T11 p 136–139; 143	
	.7 knows and correctly pronounces words and phrases to describe different types of cargo damage		
11.3	Phonology: linking sounds (consonant / vowel)		
	.1 demonstrates ability to link word final consonants to initial vowels in connected speech		
	.2 practises vowel-consonant linking in given phrases		
11.4	Communication Skills: listening, speaking, reading, writing		
	.1 comprehends requests for numerical information relating to quantities, capacities and measurements	T11 p 260; 262; 251; 283	
	.2 correctly writes down measurements and quantities given by another person		
	.3 reads and dictates a variety of numerical information correctly		
	.4 converses about price of goods in the contexts of shopping for and ordering goods	T10 p 49; 170	
	.5 exchanges information to complete a stores requisition form		

Knowledge, understanding and proficiency		Textbooks	Teaching aids
	.6 uses SMCP relating to loading capacities and quantities to exchange cargo details in simulated onboard communication	R1 B3/1.1.1 p 97 Loading capacities and quantities	MarEng – Advanced; Cargo Space
	.7 correctly comprehends instructions for packing and stowing cargoes from written texts	T11 p 149–175	
	.8 correctly comprehends nature of damage caused to cargoes from authentic texts	T10 (select from examples of reports) p 175–237	
	.9 writes report on damage to cargo correctly and fluently		
12	Required performance		
	Compare vessel details; describe equipment	T1 Ch. 12	
12.1	Grammar: comparative and superlative adjectives; infinitive of purpose; <i>for</i> + <i>-ing</i>		
	.1 uses comparative and superlative adjectives to compare vessels and cargoes	T2 Ch. 81, 82 & 84	
	.2 uses the structures <i>to</i> + <i>infinitive</i> and <i>for</i> + <i>-ing</i> to explain the equipment used for specific tasks		
12.2	Vocabulary: nouns and adjectives relating to vessel specifications; deck/bridge/engine room equipment; verbs describing mechanical operations (introduction to multi-word verbs)		
	.1 gives ship's dimensions using appropriate nouns and adjectives	T3 p 88–89;	Pictures of main equipment used on board
	.2 names main equipment on deck / on the bridge / in the engine room	T12 p 49–61; 72–73	T7 p 26–30; p 43–47
	.3 describes selected equipment in terms of shape and dimensions	T7 p 214–223; 234	T15 p 17; 20; 60; 150–151;
	.4 uses appropriate verbs to explain mechanical operations (including common multi-word verbs such as <i>switch on</i> , <i>start up</i> , <i>close down</i> , etc.)	T4 p 7–11	P4 (Familiarization with bridge equipment checklist) p 69 Company management system documentation
12.3	Phonology: revise intonation and pitch; sentence stress; linking sounds		
	.1 practises intonation and pitch from Units 1–11		

Knowledge, understanding and proficiency		Textbooks	Teaching aids
12.4	.2 practises sentence stress from Units 1–11		
	.3 practises linking sounds from Units 1–11		
	.4 monitors own performance by listening to a recording of own voice		
	Communication Skills: listening, speaking, reading, writing		
	.1 writes vessel specifications accurately in numerical form from an oral exchange of information	T9 p 361–366	R1 B1/1.3 p 68 Briefing on navigational aids and equipment status
13	.2 identifies equipment from spoken descriptions		
	.3 asks about and explains function and operation of main equipment used by all levels on board	T9 p 22–29	MarEng – Intermediate; Unit 10, Ex. 3 & 4
	.4 correctly comprehends written text about ships' systems and equipment	T3 p 97	R1 B1/1.9 p 70 Briefing on operation of main engine & auxiliary equipment
	.5 writes a description of a vessel		P2 and P3 (ship's particulars)
	Required performance		
13.1	Describe visitors on board	T1 Ch.13	
	Grammar: two uses of like		
	.1 uses the structure <i>what does ... look like?</i> to ask for physical descriptions	T2 Ch. 43.2	
	.2 uses the structure <i>what is ... like?</i> to ask for subjective descriptions		
	Vocabulary: adjectives describing physical appearance and personality; articles of PPE and clothing		
13.2	.1 uses a wide range of adjectives to describe various people's physical appearances	T8 p 23–25	
	.2 uses modifiers and adjectives to give opinions about various people's personalities		
	.3 names various articles of PPE, clothing for work and casual wear		
	Phonology: contracted sounds (<i>is</i> / <i>has</i>)		
	.1 correctly distinguishes between <i>is</i> and <i>has</i> in connected speech by listening to sentence context		
13.3	.2 uses the contracted form of <i>is</i> and <i>has</i> in connected speech		

Knowledge, understanding and proficiency		Textbooks	Teaching aids
13.4	Communication Skills: listening, speaking, reading, writing .1 identifies a visitor on board from oral and written descriptions .2 gives a full spoken description of someone .3 writes a detailed description comparing two or more people .4 accurately describes Personal Protective Equipment and clothing		Pictures / photographs of well-known people
14	Required performance Describe weather conditions; understand forecasts	T1 Ch. 14	
14.1	Grammar: <i>it</i>; <i>going to</i> .1 uses <i>it</i> to describe weather conditions .2 uses the structure <i>going to</i> + <i>verb</i> to describe future events that are planned or certain .3 demonstrates an understanding of the difference in meaning between <i>going to</i> / <i>will</i>	T2 Ch. 33.3 T2 Ch. 22 & 23	
14.2	Vocabulary: months and seasons; adjectives describing weather conditions; compass references; lights, buoys, shapes and fog signals; SMCP for briefing on weather information; SMCP message markers (information & warnings) .1 knows and pronounces the names of months and seasons correctly .2 uses various adjectives to describe a wide range of weather patterns .3 uses abbreviations of compass points in written note form .4 explains the meaning of various lights, buoys, shapes and fog signals and gives examples of occasions when they are used .5 uses SMCP to provide weather information in onboard communications .6 uses SMCP message markers during simulated external communications for giving information and warnings regarding meteorological information	T9 p 76–85 T3 p 323–335 COLREGS T3 p 227–235 Or: T9 p 295–302 R1 B1/1.5 Briefing on meteorological conditions R1 A1/3.1.1 Winds, storms, tropical storms, sea state A1/3.1.2 Restricted visibility	MarEng – Advanced, Radio Conventions, Unit 1 Ex. F T3 p 311–314 T15 p 171–172 MarEng – Intermediate; Unit 6; reading Satellite weather map from newspaper

Knowledge, understanding and proficiency		Textbooks	Teaching aids
14.3	Phonology: revises weak forms in connected speech .1 practises contracted sounds in conversation .2 practises linking sounds in conversation .3 monitors own performance by listening to a recording of own voice		
14.4	Communication Skills: listening, speaking, reading, writing .1 writes down temperatures and wind directions correctly when listening to spoken weather forecasts .2 exchanges information on current and anticipated weather in different areas .3 correctly interprets and explains symbolic data from satellite charts/weather maps .4 exchanges information orally from telex .5 simulates external radio communication regarding meteorological warnings using message markers from SMCP Review 2	MarEng Unit 7 T11 p 52–55 T9 p 167 T4 p 108–113 T1 Review 2	Samples of English language weather forecasts from radio/TV and newspapers MarEng – Intermediate; Unit 7 MarEng – Advanced, Weather Tide tables, tidal streams & current atlases
15	Required performance Report events from past voyages	T1 Ch. 15	
15.1	Grammar: Past Simple tense (positive form); review of regular and irregular verb forms .1 manipulates Past Simple regular verb changes correctly orally and in writing .2 memorizes Past Simple forms of key irregular verbs with attention to spelling changes .3 uses Past Simple irregular verb forms correctly orally and in writing .4 uses the Past Simple tense in sustained oral and written narrative when describing past events	T13 p 159–160	
15.2	Vocabulary: verbs relating to sea voyages; vocabulary of safety, navigation and pilotage, repairs		

Knowledge, understanding and proficiency		Textbooks	Teaching aids
	.1 uses regular and irregular verbs connected with sea travel and cargo operations to describe the ports of call on a ship's passage .2 uses verbs connected with general repairs and maintenance to describe a breakdown and repairs .3 uses vocabulary of safety, navigation and pilotage to describe a ship's voyage (revises terminology connected with sea routes, directions, dates, weather and sea conditions)	T3 p 180 T13 p 149–152 T10 p 263; 268; T10 p 40–41; 63–64	Nautical Institute 'Marine Accident Reporting Scheme' MARS reports (from internet) MarEng – Intermediate; Unit 6; Ex. 1–3
15.3	Phonology: past tense endings (-ed)		
	.1 recognizes the different pronunciation of three -ed verb endings (/t/, /d/, /ɪd/) .2 distinguishes between the pronunciation of -ed endings when speaking		
15.4	Communication Skills: listening, speaking, reading, writing		
	.1 describes stages of a sea passage orally, based on samples of passage plans and sea charts .2 explains events that occurred during a sea passage orally, from prompts .3 writes notes about key details of specific past events by listening to spoken accounts .4 correctly interprets written reports of voyages .5 writes a report of events that occurred during a sea passage	T10 p 22–28; 159; 218; 221; 223 T9 p 352–353 T10 p 167	Examples of sea charts and log records Nautical Institute 'Marine Accident Reporting Scheme' reports (from internet) MarEng – Advanced: The Engine Room; Part 3 T13 p 157–58
16	Required performance		
	Report details of incidents at sea; simulate VHF communications for distress and urgency messages	T1 Ch. 16	
16.1	Grammar: Past Simple (questions and negatives); question words		
	.1 revises the Past Simple form of regular and irregular verbs in speech and writing .2 manipulates the negative form of the Past Simple correctly in speech and writing .3 manipulates the question form of the Past Simple tense correctly in speech and writing .4 uses a variety of <i>wh</i> questions with the Past Simple in speech	T2 Ch. 10 T2 Ch. 42	

