



UFR\_SDM

## SYLLABUS & COURSE

Academic Year: 2022–2023

### ECUE: ANGLAIS

**Semestre :** Semestre 1

**Code ECUE :** LNV2111

**Type :** TD

**Course Duration:** 10h

**Level:** Licence 1

**Faculty:** SDM (Science de Mer)

**UE of Attachment:**

**Code UE:**

**Credit:** 2

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#### I-COURSE DESCRIPTION

This course teaches L1 students of Marine Science the English language adapted to their domain.

##### a- GENERAL OBJECTIVE

The main purpose of this course is to help L1 students of Marine Science to use English language with confidence and perform successfully their professional tasks.

##### b- SPECIFIC OBJECTIVES

By the end of the tutorials, students should be able to:

- Understand the structural and functional system of English and use it with confidence
- Acquire and perform some vocational or professional skill
- Listen and understand an oral conversation

#### II-COURSE CONTENTS

N° SESSION	CONTENT	DURATION	TUTORIAL
	Unit I: Building Ships	2H	

Session I	<p>I- Text 1: Building Ships</p> <p>A- Topic Sentence</p> <p>1- Finding the Topic Sentence</p> <p>2- Difference between Topic and other Sentences</p> <p>B- Word Study</p> <p>1- Terminologies</p> <p>II- Grammar: Passive</p> <p>A- Active vs Passive</p> <p>B- Use of Passive</p> <p>C- Rule of Passive</p> <p>Exercise 1</p> <p>Exercise 2</p>		Tutorial
Session 2	<p>UNIT 2:COMMUNICATION AT SEA</p> <p>I- Importance of Sea Communication</p> <p>II- Communication within the Sea</p> <p>III- Communication Between Ships</p> <p>IV- Words Study</p> <p>Activity I</p> <p>V- Reading for Comprehension</p> <p>Activity 2</p> <p>VI- Grammar I: Comparatives and Superlatives</p> <p>a- Comparative</p> <p>b- Superlative</p> <p>Activity I</p> <p>Activity 2</p> <p>VII- Grammar 2: Adverbs</p> <p>a- Rules</p> <p>b- Structure</p> <p>c- Types of Adverbs</p> <p>Activity I</p> <p>Activity 2</p>	3H	tutorial
TEST I	TEST I	IH	
Session 3	<p>Unit 3: Maintenance on Board</p> <p>I- Skimming</p> <p>II- Scanning</p> <p>-Activity</p> <p>Grammar: Noun Compound</p> <p>I- Noun+noun Compound</p>	3H	Tutorial

	Exercise I 2- Present Participle+Noun Compounds 3- Past Participle+Compounds Exercice 2 4- Apostrophe ('s) Exercise 3		
TEST 2	<b>TEST 2</b>	IH	

### III-PROGRAMME

Three sessions are devoted to this course. The first session goes to 2h while the two other sessions go to 4h each.

### IV-METHODOLOGY

This course is fully tutorial and it needs to be more practical.

### V-ASSESSMENT

Class evaluations (40%) and final exam (60%) with possibility of resear exam.

### UNIT I- Building Ships

#### I- Text I: Building Ships

A reading passage is often divided into paragraphs. Each paragraph is made up of a number of sentences. These sentences are usually about the same topic. The topic of a paragraph may be summarized by a sentence or part of a sentence anywhere in the paragraph. By picking out the topic sentence, it becomes easier to understand the paragraph.

#### A- Topic Sentence

##### 1- Finding the Topic Sentence

Read the following passage about building ships and underline the topic sentence in each paragraph. The first one has been done for you. Do not stop for very long on words you do not understand.

(1) Ships cost a lot of money to build. (2) A general cargo vessel costs several million pounds and a giant tanker can cost over £ 40 million pounds. (3) One reason for this is the high cost of the steel and other materials used in shipbuilding. (4) Another reason is the high cost of labour.

(5) A modern shipyard is designed for building ships as cheaply and quickly as possible. (6) Many of the old processes have disappeared or been combined into one fully mechanized process. (7) Machines are now used instead

of men. (8) Today, ships can be built in about sixteen months and costs can be kept to a minimum.

(9) Who designs ships? (10) Ships are designed by naval architects. (11) The largest shipping companies have their own naval architects. (12) In Europe and Japan, shipyards employ naval architects to design a ship for a customer, or offer basic designs which can be varied to suit the customer's needs. (13) Shipowners may also go to independent firms of shipping consultants and task their naval architects to design a ship for them.

(14) When shipowners decide to order a new ship, they tell the naval architect the cargo they want the ship to carry. (15) They also tell him what routes the ship will ply and the designed speed. (16) They put limits on the ship's dimensions and on the price that they are prepared to pay. (17) The ship must also comply with the rules of the classification society and international regulations. (18) Economic, engineering and safety factors all govern the design of a ship.

**You should have underlined sentences 5, 10, and 18**

## **2- Difference between Topic Sentence and Other Sentences**

Work out the relationship of the sentences within a paragraph to the topic sentence and to each other. For example, do they add examples (as in sentence 2) or reasons (as in sentences 3 and 4)

### **B- Word Study**

#### **1- Terminologies**

Read the passage through more carefully. Notice how words from everyday English often take on a slightly different meaning in more scientific English.

For example, high usually refers to height. But what does high (sentence 4) mean?

What does a naval architect design, sentence 10?

Governments govern people; what does 'govern' mean in sentence 18?

#### **2- Connectors**

Try placing the following words and phrases in the sentences indicated. It will sometimes be necessary to replace and re-order words

- |   |                                  |
|---|----------------------------------|
| (a) for example (2)                       | (g) in addition (13)             |
| (b) this is because of... and (3 and 4)   | (h) not only ... but (14 and 15) |
| (c) with the result that... and (6 and 7) | (i) in addition (16)             |
| (d) consequently (8)                      | (j) furthermore (17)             |

- (e) for instance (11)
- (f) alternatively (12)

(k) to sum up (18)

## II- Grammar I: Passive

### A- Passive vs Active

Study these pairs of sentences:

- |    |  |         |
|----|--|---------|
| 1. | Naval architects design ships          | Active  |
|    | Ships are designed by naval architects | Passive |
| 2. | Men built the tanker in six months.    | Active  |
|    | The tanker was built in six months     | Passive |
| 3. | First, I measured the piece of metal   | Active  |
|    | First, the piece of metal was measured | Passive |

In each pair of sentences the meaning is similar, but the object in the active sentence has become the subject in the passive one.

### B- Use of Passive

The passive has a number of uses in English.

**1.** It allows the object of a sentence to be moved to the subject position. Here it becomes the main focus. In example 1, the active sentence would probably be used in a paragraph on naval architects, the passive version in one about ships. Naval architects now becomes the agent introduced with *by*.

**2.** It also allows the writer to avoid a subject like *men* in example 2. *Men* does not add any useful information and therefore can be left out of the passive version. The point of the sentence is not *who* built the tanker, but how long it took to build.

**3.** The passive also allows us to write in an impersonal style. This is useful in more scientific English, particularly for writing reports of experiments. Look at example 3. The passive not only makes it more objective, but also makes the reader focus on the action rather than the person doing the action. The person is unimportant here.

### C- Rule of Passive

The passive is formed by (To be) + past participle (in the required tense of the main verb)

Examples:

- |               |       |                      |
|---------------|-------|----------------------|
| (a) are       | built | (simple present)     |
| (b) are being | built | (present continuous) |
| (c) was       | built | (past simple)        |
| (d) will be   | built | (future)             |
| (e) can be    | built | (can)                |

- |             |       |                      |
|-------------|-------|----------------------|
| (f) must be | built | (must)               |
| (g) being   | built | (present participle) |
| (h) to be   | built | (infinitive)         |

The pattern is the same for all tenses (a, b, c, d, etc.), for modals (e, f, etc.) and for the gerund (g) and infinitive (h) forms.

**Exercise 1. Look again at the example pairs of sentences and then rewrite these sentences in the passive form:**

- (a) Nowadays they make ships of steel.
- (b) The Queen will launch the taker tomorrow.
- (c) They are painting the hull.
- (d) The Royal Navy has ordered two new warships.
- (e) They used to build ships of wood.
- (f) You can join two pieces of metal together by welding.
- (g) Next, we weighed the piece of metal.
- (h) People must prepare the plates properly.
- (i) They had to repair the bows.

**Exercise 2. Rewrite this paragraph putting most of the verbs into the passive to make it sound more formal**

When we fit out a ship, we complete her. We put in the engines, if we have not already installed them. We finish off the superstructure and construct the accommodation for the crew. In addition, men erect masts and derricks and put various items of deck machinery in place. Outside companies usually do the electrical work, plumbing and any woodwork.

Someone must also buy the furniture and fittings for all the saloons and cabins. All this work which we do after we have launched a vessel, we call 'fitting out'.

**UNIT 2: COMMUNICATION AT SEA**

**I- Importance of Communication**

Communications at sea are essential for the efficient and safe running of a ship. They take place within the ship, between the ship and other ships, between the ship and shore stations and sometimes between the ship and aircraft. Communication can be made over different distances and using methods ranging from the simplest to those using the most sophisticated radio technology.

**II- Communication within the Ship**

Communications within the ship are done by an internal telephone system. Voices pipes are also used. Engine orders are passed from the bridge to engine room by means of the ship's telegraph. Messages can also be given to the ship's company through a loudspeaker system. Very large ships had docking telegraphs, usually at the bows and stern. These were used when the vessel was being moored alongside. Nowadays VHF communication is more common.

### III- Communication between Ships

Communications over relatively short distances can be made by visual or sound signals. Visual signals can be sent by using flags or Aldis lamp. An Aldis lamp is an electric lamp used for flashing messages in Morse Code. The traditional method of the signaling from one ship to another was by using flags. There are different coloured flags for each letter of the alphabet. There are also pennant-shaped flags for numbers, and a long pennant, known as an ‘answering’ or ‘code’ pennant. Three another flags, which are burgee-shaped, are known as substitutes. These show that the flag or pennant is being repeated. Besides, standing for a letter of the alphabet, each flag, when hoisted alone, has another meaning. For example, the ‘W’ flag also means: ‘I require medical assistance’. Flags can also be hoisted in combinations of two, three or four, all having a particular meaning. Sound signals can be made with the ship’s siren, whistle or bell. These are used in fog and similar circumstances when visual signals cannot be seen.

### IV- Words Study

**Activity 1:** Match the column of definition to the column of the words or definition.

Nº3 is the example

Nº	Words or expressions	Definition
1	essential ( L 1)	
2	safe ( L 1)	
3	different (L15 )	
4	particular ( L21 )	
5	hoisted ( L19 )	
6	by means of ( L7 )	
7	require (L20 )	
8	take place (L2)	
9	numbers (L16)	

### V- Reading for Comprehension

**Activity 2:** Answer the questions (all of the following questions are to be found in the text).

- 1- Does communication at sea operate through close situations? Justify your answer
- 2- How can sound be emitted by the ship as signals?
- 3- What is the old manner of making signals to other ships?
- 4- Is it possible to use different flags on a given ship? If yes, justify.

**VI-Grammar I: Comparatives and Superlatives**

**a. Comparatives**

- **Equality:** Short and long adjectives: as + adjective + as
- **Inferiority:** Short and long adjectives: less + adjective + than
- **Superiority:** - Short adjectives: adjective +er + than  
- Long adjectives: more + adjective +than

**b. Superlatives**

- **Inferiority:** Short and long adjectives: The + least + adjective
- **Superiority:** - Short adjectives: The + adjective + est  
- Long adjectives: The + most + adjective

**Activity I:** Find the comparatives and superlatives of the following adjectives and for each adjective, build a sentence with the comparatives and the superlatives.

Adjectives	Comparatives			Superlatives	
	Equality	Inferiority	Superiority	Inferiority	Superiority
Quick					
Good					
Old					
Bad					
Important					
Silly					
Sad					
Wonderful					

**Activity 2:** Complete the following sentences with the right form of adjective.

1. Jenny said she was ..... at Bill's appearance. He was wearing a blue hat. It was very ..... (surprising/surprised).
2. Her children were really ..... in this programme. They say Bill's programmes are always ..... (interested/interesting).
3. Bill said he would leave the company, which is really ..... . Indeed, his manager really looks ..... (worried/worrying).
4. If the programme stops, my grandmother will certainly be ..... . Of course, the end of a programme is always a little ..... (depressed/depressing).

**VII- Grammar 2: Adverbs**

**a- General Rules**

- We use an adverb to say an opinion or precise the place, the time, the frequency and the manner something is done.

Ex: She lives here. (**here** indicates the place she lives)

- We use an adverb to modify the meaning of a verb, an adjective, another adverb or a full sentence.

Ex: I find this very hard. (**very** modifies the adjective hard)

## **b -Structure of Adverbs**

### ➤ **adjective + ly**

Ex: slow: slowly / careful: carefully / easy: easily / sensible: sensibly

**NB:** some words ending in “LY” are not adverbs.

Ex: friendly (amical) /silly (sot)

## **c -Types of Adverbs**

### ➤ **Adverbs of manner:** slowly, carefully, rapidly...

They are used generally after the complement or between the subject and the verb.

Ex: - She speaks English fluently.

- She really knows Korhogo.

### ➤ **Adverbs of frequency:** never, rarely, seldom, sometimes, occasionally, frequently, often, usually, always...

They are used before the verb or between the auxiliary and the verb or after to “Be”.

Ex: - He often visits his parents.

- He has never played tennis.

- He is always hungry.

**NB:** adverbial phrases of frequency like every day, every two days, once a week, twice a month, three times a year are used at beginning or at the end of the sentence.

Ex: - I go to the opera once a year.

- Every day, I take my bath.

### ➤ **Adverbs of place:** here, there, inside, outside, downstairs, in the street...

They are generally used at the beginning or at the end of the sentence.

Ex: - We will have a party there.

- Here are the books

### ➤ **Adverbs of time:** today, tomorrow, yesterday, ago, next, in three days...

They are generally used at the beginning or at the end of the sentence.

Ex: - Today, we will have a quiz.

- I will go to Abidjan tomorrow.

### ➤ **Adverbs of degree:** too, very, more, totally, nearly, enough...

They are used immediately before the adjective or the adverb they modify.

Ex: This artist is very famous in England.

**NB:** “Enough” is only used after the adjective or the adverb.

Ex: He is not rich enough to live in Hollywood.

### ➤ **Negative adverbs:** hardly, barely, scarcely (à peine, presque pas)

They indicate a negation in the sentence.

Ex: I could hardly see anything.

**Activity 1:** Use correctly the adverbs in brackets.

1. (very much) I like this wine.
  2. (only) We know the truth, let's keep it a secret.
  3. (well) Did they play the symphony?
  4. (even) He had deceived me; I felt I had no friend left.
  5. (hardly) He knew what he was saying.
  6. (often) He is ill, but (never) he looks ill.
  7. (very well) She plays the piano.
  8. (rather) I liked the young actress.
  9. (very much) I enjoyed spending that day in New York.
  10. (slowly) She read the long letter that her son had sent her.
  11. (half) I understood what he meant.
  12. (yesterday) I bought a new book about Wole Soyinka.
  13. (even) He could understand that, though he is only seven.
  14. (often) I have told you what I think.
- Yes, you have.
15. (nearly) I lost my temper.
  16. (only) I understand you, nobody else does.
  17. He's been to Australia. (too) And to New Zealand. (also) And to Borneo.  
(as well) And to Ceylon.
  18. (often) He's bad-tempered.
- (often) Yes, he is.
19. (soon) He recovered his self-control.
  20. (usually) We go to the pictures on Saturday afternoon.

**Activity 2:** Select the right words.

1. My sister has a (beautiful/beautifully) little girl.
2. She is slight/slightly) younger than Sarah.
3. But, (surprising/surprisingly), she is much smaller.
4. She is (normal/normally) a sweet child.
5. Except when she is (angry/angrily)

### UNIT 3: MAINTENANCE ON BOARD

#### I- Skimming

Skimming is reading rapidly in order to get a general overview of the material.

#### II- Scanning

Scanning is reading rapidly in order to find specific facts.

NB! Both skimming and scanning are reading techniques.

#### Activity:

Time yourself to see how long it takes you to find out this information from the following text on maintenance.

- (a) The basic types of paint used on a ship
- (b) The officer responsible for the overall maintenance of a ship.
- (c) The different stages in the preparation of a piece of metal for painting.
- (d) The three different coatings which metal can be given to protect it from corrosion.

**Text: Maintenance**

Much of the work of the Deck Department on board a ship concerns the maintenance of the ship and her fittings. This is the responsibility of the Chief Officer. He and the men in his charge must protect the ship from the damaging effects of salt water, changes in temperature and the action of waves.

The principal material used in building a ship is mild steel, and steel of different types is used for making most making fittings and equipment. Unfortunately, steel undergoes a chemical change known as rusting when in contact with air, water or salt solution. This causes the metal to deteriorate rapidly, unless some form of protection is given.

To try and prevent this corrosion, the metal is coated with cement wash, bitumen and paint. Cement wash is a mixture of cement powder and fresh water. It is used in freshwater tanks and double bottom tanks. Bitumen is used in bilges and peak tanks. It is also used on metal decks before they are sheathed with wood. However, the principal protective coating is paint. There are many types of paint available nowadays in a wide variety of colours and it is no longer necessary for the Boatswain to mix his own. Paints are stowed in the paint locker, which is usually situated under the forecastle head.

The most common kinds of paint found on board ship are as follows: metal primers, which are applied to a bare surface to give protection against rust and to act as a key to the next coat; undercoats, which are used over the primer before the colour; heat-resistant paints for radiators and pipes and for the ship's funnel; non-slip paints for use on weather decks and other suitable surfaces such as companion-ways; and varnishes to give a clear protective coat to woodwork. For painting, the surface of ship's hull is divided into three distinct areas: the topside, boot-topping and bottom. Topside paint is supplied in the company's colours or in light grey, if the vessel is a warship. It is applied to the area of the ship's hull which is out of the water when the ship is loaded. A ship's bottom is given a coating of anti-fouling paint. Anti-fouling paints contain toxicants which are poisonous to marine life. The toxicants have to dissolve out of the paint into the surrounding water in order to be effective.

Before an area can be repainted, proper preparation is essential. The area must be cleaned and washed with a cleaning solution to remove all salt, dirt, and oil. The paintwork must then be sanded with clean fresh water and all trace of the cleaning solution removed. Loose paint and scale are removed with a scraper and any heavy rust with a clipping hammer. Finally, a wire brush should be used on all bare metal to remove the last of the scale, before the first coat of paint is applied.

**III- Grammar: Noun Compound**



- b) oil which is used for lubricating
- c) ropes which are used for mooring
- d) a joint which has been riveted
- e) a surface which has been machined
- f) a valve which is striking
- g) oil which has been heated
- h) air which is used for scavenging
- i) a joint which has been welded
- j) rags which are used for cleaning

**NB: Apostrophe 's**

The 's or s' can be used in expressions of time with numbers:

An hour's drive from the airport

A month's holiday in Hungary

Two days' journey

Five minutes' walk

**BUT** in expressions beginning with a, the, or a possessive and followed by a number, the first noun is singular. **For example:**

The tour includes a two-day expedition to the caves.

His thirty- mile hike over the mountains left him exhausted.

**Exercise 3: Rewrite these sentences without changing the meaning. For example:**

✓ It takes the minutes to walk from the town hall to the shipyard

It's a five- minute walk from the town hall to the shipyard

✓ A specialist lecturer accompanies each cruise which lasts seventeen days

A specialist lecturer accompanies the each seventeen-day cruise

a-It takes two hours to drive to the port.

b-The voyage to the centre of London takes forty-five minutes.

c-The excursion includes a meal with the three courses at a gourmet restaurant.

d-You can visit the vineyard; which extends over two hundred hectares.

e-From Santiago to San Francisco there's freeway with four lanes.

f. A guide accompanies all tours scheduled for five days.

g-Their expedition, which took six months, nearly met with disaster.