

International Maritime English Testing System



*Finally the credible, global
standard for spoken English*

WHY IMETS?

The Manila amendments to the IMO STCW 78 Convention come into effect in January 2012. These amendments require a higher level of Maritime English communication competency. Companies are required to ensure that "...at all times on board ships there shall be effective oral communication" and also that their crews hold appropriate certificates demonstrating their competencies. **ROBYN**

THE DEVELOPERS

CONNECT WITH PLYMOUTH UNIVERSITY

Plymouth University is globally renowned for its courses in international shipping and logistics. **ROBYN**

Mayflower College has 20+ years experience of English language training and testing. It is the developer of Test of English for Aviation (TEA), one of the leading tests for pilots and air traffic controllers required to meet the ICAO language proficiency standards.



**MAYFLOWER
COLLEGE**

SECURITY

In such high-stakes testing, security is of vital importance. IMETS contains numerous security features including identity checks and a photograph of the candidate on the certificate.

WHO TAKES IMETS?

ROBYN - WHO IS THE TEST SUITABLE FOR?



THE TEST

The International Maritime English Testing System (IMETS) is designed to assess a candidate's spoken and listening ability and overall communicative efficiency.

IMETS is conducted in the form of a one-to-one interview between the candidate and the examiner under secure test conditions.

The test comprises 3 sections lasting approximately 20 minutes. A band score of 1 to 8 is awarded for pronunciation, structure, vocabulary, fluency and comprehension. The overall score awarded is determined by the lowest of the 5 profile scores.

CERTIFICATE



THIS IS TO CERTIFY THAT:

FAMILY NAME: Gülmez
FIRST NAME(S): Mehmet
PASSPORT / ID NUMBER: 8564987
NATIONALITY: Turkish
DATE OF BIRTH: 03 May 1963 **SEX:** Male

HAS ACHIEVED THE FOLLOWING

OVERALL TEST SCORE

5

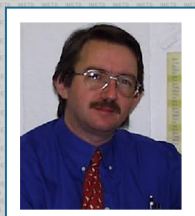
PRONUNCIATION 5 **VOCABULARY** 5 **FLUENCY** 6
COMPREHENSION 6 **STRUCTURE** 6

EXAMINER NUMBER 012 **CENTRE NUMBER** 481
CERTIFICATE NUMBER GUL03056315487
DATE OF TEST 01 Aug 2011

KEY:

- 8 - Management
- 7 - Management
- 6 - Operational
- 4 - Operational
- 3 - Support
- 2 - Support
- 1 - Non Serviceable

CANDIDATE



Paul Stevens
 DIRECTOR OF TESTING

Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension
Management 8	Pronunciation, stress, rhythm, and intonation may be influenced by the first language or regional variation but never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled apart from 'slips' characteristic of native speaker speech.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is sensitive to register and may be idiomatic.	Able to speak at length with a natural, effortless flow interacting with ease, following verbal and non verbal cues. Speech flow is varied for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is accurate in nearly all contexts and includes comprehension of linguistic subtleties.
Management 7	Performs at a level higher than level 6 but does not demonstrate all of the features of level 8.	Performs at a level higher than level 6 but does not demonstrate all of the features of level 8.	Performs at a level higher than level 6 but does not demonstrate all of the features of level 8.	Performs at a level higher than level 6 but does not demonstrate all of the features of level 8.	Performs at a level higher than level 6 but does not demonstrate all of the features of level 8.
Operational 6	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but this has a minimal effect on intelligibility and therefore rarely interferes with ease of understanding.	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted. Errors in complex structures sometimes interfere with meaning.	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work related topics. Paraphrases consistently and successfully to overcome problems and to provide further examples of meaning. Vocabulary may sometimes be idiomatic.	Able to speak at length with relative ease on familiar topics and though this may be reduced for more complex or unexpected situations does not cause a distraction for the listener. Responses are immediate and interaction with the listener is effectively managed. Can make use of appropriate discourse markers or connectors.	Comprehension is accurate on common, concrete, and work related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.
Operational 5	Performs at a level higher than level 4 but does not demonstrate all of the features of level 6.	Performs at a level higher than level 4 but does not demonstrate all of the features of level 6.	Performs at a level higher than level 4 but does not demonstrate all of the features of level 6.	Performs at a level higher than level 4 but does not demonstrate all of the features of level 6.	Performs at a level higher than level 4 but does not demonstrate all of the features of level 6.
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding. Mispronunciation may occasionally cause momentary strain for the listener.	Basic grammatical structures and sentence patterns are usually well controlled and adequate for most situations. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work related topics. Is usually able to paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Is able to produce stretches of language at an appropriate tempo. There may be occasional loss of fluency in more complex or unexpected situations but this does not prevent effective communication and an ability to initiate and maintain exchanges on most topics. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower but can often be overcome by checking, confirming and the use of other clarification strategies
Support 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work related topics but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Frequent hesitations may prevent effective communication with responses only sometimes being immediate and appropriate. Exchanges on familiar topics can often be maintained. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete, and work related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational turn of events.
Support 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words causing response time to be slow and inappropriate	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.
Non serviceable 1	Performs at a level below level 2	Performs at a level below level 2	Performs at a level below level 2	Performs at a level below level 2	Performs at a level below level 2

EXAMPLE TEST - for all mariners working as commercial seamen

PART 1 – INTERVIEW (5/6 minutes)

Now, in this first part, I'd like to ask you some questions about yourself:

- Could you tell me about your job?
- Is this a popular job in your country? (Why? / Why not?)
- Why is a seaman's job important?
- Which parts of your job are most difficult?
- Can you tell me about a routine working day?
- Is it necessary to work in a team in your job? (Why? / Why not?)
- How could your job be improved?

PART 2: INTERACTIVE COMPREHENSION (8 - 15 minutes)

PART 2A

Now you're going to hear some recordings of international speakers. Firstly, you'll hear messages between seamen. After each recording, tell me the message. ALL the information is important. If you need to hear it again, please ask. You have 10 seconds to start speaking. OK?

(The examiner plays the recordings, pausing after each one and asks "What was the message?")

Transcript of the recordings:

1. First mate injured in heavy seas. Suspect serious back injury but extent unknown.
2. Advise alter course for Lisbon. An ambulance will meet you when vessel is alongside.
3. Heavy seas and poor visibility expected South East Iceland fourteen hundred hours. Advise delay departure.
4. Engineer advises that damage will take 5 hours to repair. Please inform shipping agent.
5. Check that moorings are secured and main engine is on stand by before proceeding with bunkering.
6. The second officer has checked the charts and confirms heading two three zero for Hainan.
7. The cargo load was too heavy for the crane. There is minor damage to the loading area deck.
8. The ladder was not secured and the second engineer has fallen. Suspect broken arm.
9. the first deck store room door has jammed. Please send assistance.
10. Severe weather warning for South Fitzroy. Please advise us of amended ETA.

11. *Area forecast for Biscay is South Westerly severe gale force 9 at first decreasing cyclonic force 5 later.*
12. *Stand by on channel six seven for further navigation information. Pilot will arrange to board soon.*
13. *Man overboard. Release a life buoy and instruct emergency party to go to the rescue boat station.*
14. *Engine room is flooding. Sound the alarms and alert the Master and First Officer.*

PART 2B

Now you'll hear 3 recordings in more general situations. Listen to the speaker and ask some questions to find out more about the situation. You have 10 seconds to respond. If you need to hear it again, please ask. OK?

Transcript of the recordings:

1. *It's very hot in here. Ask questions.*
2. *We plan to sail this evening. Ask questions.*
3. *The cargo in the hold has shifted. Ask questions.*

PART 2C

You will now hear 3 different situations. This time, listen to the situation and give the speaker some advice. You have 10 seconds to respond. If you need to hear it again, please ask. OK?

Transcript of the recordings:

1. *There is oil on the ratings mess room floor. What should I do?*
2. *The second officer is ill. What should I do?*
3. *The radar shows a vessel approaching. What should I do?*

PART 3: DESCRIPTION and EXTENDED DISCUSSION (7/8 minutes)

(Each candidate is presented with two sets of pictures. The first set is for description, the second set is for description and extended discussion. In this example the theme is 'Time & Schedules')

Now I'm going to show you two pictures which I'd like you to describe and compare with as much information as possible. Please think about them for a few moments.



After 15 seconds, the examiner states: *OK, you have one minute to speak. Please start now.*

After a maximum of 60 seconds, the examiner states: *Thank you, that's fine.*

Now I'm going to show you two more pictures which I'd like you to describe and compare with as much information as possible. Again, please think about them for a few moments.

Now I'd like to discuss some more general questions related to Time & Schedules.

Let's consider first of all...

Delays:

1. *What problems cause delays?*
2. *Masters sometimes have to postpone departure at short notice.*
3. *Can you tell me more about these situations?*
4. *If vessels have to return to the dock, what problems could occur?*

Delays due to Weather

1. *How can weather conditions delay departures?*
2. *Do weather conditions cause delays as much as they used to?*
3. *Obviously, it's impossible to control the weather.*
4. *Do you think port authorities cope well with delays caused by weather?*

END OF THE TEST

Thank you very much, that's the end of the test.



FURTHER INFORMATION

IMETS

INTERNATIONAL MARITIME
ENGLISH TESTING SYSTEM



IMETS will be available in January 2012.

For further information about IMETS or becoming an IMETS Test Centre please email :

info@imets-test.com

