27ª Conversazione

All'attenzione dei Colleghi

VITA E MARE

Inglese e materie professionali falcidiano i candidati

1)

Dal 17 ottobre al 29 novembre 2011 si sono svolti gli esami finalizzati al conseguimento delle abilitazioni professionali marittime di coperta e macchina presso la Direzione marittima di Genova. Le istanze presentate sono state moltissime (450), a riprova di come l'attenzione alla carriera marittima sia in continua ascesa e di come si sia rivelata positiva la procedura adottata a Genova, che prevede lo svolgimento delle prove da parte di ogni candidato in un solo giorno.

Quest'ultimo aspetto attira molti esaminandi da tutta Italia, con evidente risparmio di costi logistici a carico dei giovani. A questa agile organizzazione delle prove di esame ha contribuito la possibilità di formare facilmente le commissioni (una delle difficoltà maggiori per le Direzioni marittime): il dirigente scolastico dell'ITN genovese ha messo a disposizione il corpo docenti della scuola, con 4 professori di inglese; i rappresentanti del Collegio Nazionale Capitani si sono offerti di seguire gli esami.

Vediamo nei dettagli i risultati delle prove.

Ufficiale di Navigazione: su 147 ammessi, 50 promossi, 54 bocciati alla prova di inglese, 58 bocciati alla prova del professionale (alla somma risultano in numero maggiore, perché vengono computati 2 volte quelli bocciati in entrambe le materie).

Primo Ufficiale di Navigazione: 59 ammessi, 39 promossi, 17 bocciati alla prova di inglese e 4 bocciati alla prova professionale.

Ufficiale di Macchina: 45 ammessi, 18 promossi; 23 bocciati all'inglese, 10 bocciati al professionale.

Primo Ufficiale di Macchina: 26 ammessi, 17 promossi, 4 bocciati all'inglese, 5 bocciati al professionale.

Comandanti del Diporto: 1 ammesso, promosso

Capitano di Macchina del Diporto: 1 ammesso, promosso

In conclusione: circa il 34% di promossi tra gli Ufficiali di Navigazione, 40% di promossi tra gli Ufficiali di Macchina.

Preoccupa purtroppo il seguente dato riguardante gli Ufficiali di Navigazione: nel professionale sono andati ancora peggio che nell'inglese. Tra i Primi Ufficiali di navigazione invece il professionale migliora, ma a sorpresa no la lingua straniera, che rimane lacunosa, nonostante i diversi anni di esperienza a bordo. Tra i Primi Ufficiali di Macchina e i Primi Ufficiali di Navigazione i dati sono più positivi.

Gli Allievi dell'Accademia che di solito affrontano bene gli esami, questa volta erano molto pochi (una decina).

Se si esaminano i risultati in ordine alla provenienza regionale dei candidati, si evince che chi arriva dalla Campania presenta gravi lacune sia nella lingua straniera sia nelle materie professionali.

Alcuni capitani del Collegio presenti in commissione hanno commentato: *Preparazione non all'altezza della situazione, soprattutto per quanto riguarda i "patentini". Su temi come quello della sicurezza è giusto battere, ma siamo ancora lontani da una buona preparazione. C'è un eccessivo divario tra teoria e pratica: certificati, check-list, procedure, sono argomenti importanti. Chi esce dalla scuola purtroppo non sa cosa l'aspetta in una sala macchine e chi è già salito a bordo rischia di essere relegato a fare segreteria.*

Ai Colleghi che frequentano la Direzione marittima di Napoli rivolgo la domanda: anche a Napoli l'inglese e le materie professionali falcidiano i candidati?

Qui allego :

2) SAQ ANSWERS : dal nº 45 al nº 100
(vedi la Conversazione nº6 del 26.03.2010)

3) Alcuni trabocchetti dell'inglese

Napoli 28.02.2013

Con Affetto
Franco Esposito

Risposta nº 2

SAQ **45**. List the duties of the OOW at anchor, as laid down in the International Convention STCW 95 Chapter VIII. (See Annex 2.)

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Note down what the International Convention states in Article 27 Annex 2

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SAQ **46**. What is a safe speed?

Note down the information given in COLREG Rule 6 which is shown in Annex 6

SAQ **47**. Why is it important to sound fog signals?

The Rules requires fog signals to be sounded
It is quite common for ship's radars to break down and there are many small vessels and leisure craft which do not have radar and may not be seen on my radar. Sounding the whistle or fog horn is the only way they can detect our presence

SAQ **48**. If the Master and yourself are using the same ARPA what should you check?

The long range from time to time
Also I must verify the range each time I examine the screen in case the Master has changed it from a previous setting
Also I would check the speed input, particularly if this is being fed in manually

SAQ **49**. Besides the collision risk, what else should you be monitoring on watch in reduced visibility?

The compasses and bridge equipment generally
The briefing of the look out and the ship's routine
Also, in coastal waters, I would control the navigation of the ship

SAQ **50**. What conditions must be satisfied by the OOW before taking over a bridge watch?

To read, understand and sign the Master's standing orders
To check the ship's position, course planned and the course being steered, by gyro and magnetic compass
To check the errors of the compasses
To verify the speed and draught of the ship
To observe prevailing weather and sea conditions, visibility, sea-state and tides
To understand the operational state of all navigation equipment
To be made aware of the presence and movement of all traffic in the vicinity
To be informed of the conditions and hazards likely to be encountered during the watch
To be aware of the effects of heel, trim, water density and squat on the under keel clearance
To understand the state of internal ship systems, engine and cargo monitoring, communications and crew availability
To ensure that the required lookout and helmsman, as appropriate, are on duty, alert and properly instructed

SAQ **51**. As the relieving OOW, there is an instruction in the bridge orders you do not fully understand. What should you do?

Call the Master and ask for clarification

SAQ **52**. As the relieving OOW should you sign the Master's bridge orders before fully understanding the instructions?

Under no circumstances is the OOW to sign the Master's orders until he fully understands the Master's instructions. If in doubt, I would call the Master for clarification of the orders

SAQ **53**. At the time of relief, a bridge manoeuvre is taking place. What is the action of the relieving officer in these circumstances?

The handing over of the bridge watch must be deferred until the action is completed and the vessel is in a safe condition for the relief of the watch to take place

SAQ **54**. What does the Nautical Briefing Annex 1 state on fitness for duty?

The watch system shall be such that the efficiency of watchkeeping officers and ratings is not impaired by fatigue

SAQ **55**. The Master has left instructions for an alteration of course at the time of the watch change-over. Traffic in the area prevents this course alteration from taking place. What action should the relieving officer take?

The course alteration should take place at a time when it is safe in terms of the position of the ship and the traffic in the area. If the OOW is in doubt as to when he can accomplish this course alteration he should inform the Master of the circumstances

SAQ **56**. What are the circumstances, contained in the IMO Resolution, calling on the OOW to notify the Master immediately?

Encountering restricted visibility
Traffic/collision situation
Difficulty in maintaining course
Failure to sight land/navigation mark at ETA
Land/navigation mark sighted unexpectedly
Breakdown of engines/steering gear
Encountering heavy weather/damage

Unexpected hazards such as ice or derelicts
Any emergency situations

SAQ **57**. What is stated in the Nautical Briefing Annex 1 relating to the issuing of standing orders by the Master of every ship?

The Master of every ship is required to issue standing orders in writing, to be formally acknowledged and signed by each navigating officer prior to the commencement of the voyage

SAQ **58**. The Nautical Briefing, Annex 1, mentions a frequent difficulty experienced by Masters. What is this difficulty?

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Convincing the OOW of the need to call the Master when required

SAQ **59**. The OOW has decided to call the Master. What will be in the mind of the OOW prior to communicating with the Master?

If there was an emergency I would call the Master to the bridge immediately and explain the situation when he arrived. For routine items I would be prepared in advance giving a summary of the circumstances for making the call

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SAQ **60**. What should the Master expect from the OOW on arriving on the bridge?

A brief description of the most critical threat and my intended actions followed by a general summary of the situation

SAQ 61. What would you do if the third engineer phoned the bridge to say that a fitter had fallen and broken his leg?

I would make a quick lookout around the ship to ensure the ship was not at risk. I would then inform the Master and next alert the leader of the emergency response team and the designated medical officer

SAQ 62. What would you do if you were observing a ship on radar on a collision course when the gyro compass failure alarm sounded?

A gyro failure could be critical and could cause the ship to change course unpredictably. I would put the ship into hand steering and steer by magnetic compass to avoid any danger and call the Master. The gyro failure could then be investigated.

SAQ 63. You are approaching an alter course position in the company of several ships and suddenly the steering gear fails and the ship starts swinging to port. What would you do?

My first action would be to change over the steering gear and call the Master. If changing the steering gear was not effective I would consider stopping the engines I would then hoist two black spheres by day and two red lights at night to warn other ships. I would also broadcast the emergency on Channel 16 and consider using the aldis to send · · — Uniform to advise ships if they were standing into danger

SAQ 64. You are alone on the bridge at night with a pilot in an estuary and the ship has a blackout. What would you do?

Call the Master and the appropriate officer forward. Maintain steering (there is usually an emergency system). If the internal communication system had failed I would use hand held radios to communicate with the foc's'le. I would then switch on two red lights on emergency power

SAQ 65. You are told by the pilot to stop the engines from slow ahead when manoeuvring in a basin. The engine does not stop. What are you going to do?

Notify the pilot IMMEDIATELY, re-ring the telegraph and call the engine control room. If there was no response I would expect the Master and pilot to use the emergency stop and use the anchors if necessary. I would record the time in the manoeuvring book

SAQ 66 .What would you do if you heard MAYDAY MAYDAY MAYDAY or PAN PAN PAN on the VHF?

Record the information contained in the MAYDAY or PAN message, try to establish contact with the source and then call the Master. I would endeavour to plot the position of the casualty and the ship's position in preparation for any follow-up action

SAQ 67. What effect will the general alarm have on all the crew?

On hearing the general alarm all crew members should proceed immediately to their emergency stations

SAQ 68 .When would you sound the general alarm?

Only in real emergencies where there is no time to telephone or sound the whistle. The most likely times to sound the alarm would be when the OOW needs urgent assistance or when the vessel is in immediate danger and when other methods of calling personnel are inadequate

SAQ 69 .What action would you take in the event of a man overboard?

I would immediately release the bridge wing smoke marker floats
Sound the general alarm
Try to ensure the man stays in sight by posting lookouts
Turn the vessel to facilitate recovery
Log the time and note the position of the ship in case a search is needed
Mark the waypoint on the SatNav if fitted
Put the engines on stand by

Be ready to brief the Master when he comes on the bridge
Broadcast a MAYDAY MAYDAY MAYDAY message
Sound three long blasts "O" to warn other ships if they are in the vicinity

SAQ 70. What are the main types of error that humans are prone to make?

Slips and lapses, knowledge based mistakes, violations of rules and instructions and incorrect responses due to cultural conditioning

SAQ 71. What error avoidance methods can be applied to prevent equipment errors?

Equipment error checks. Where possible I would compare one instrument with another to identify an error, that is check the gyro with the standard compass, the GPS with a radar or celestial fix

SAQ 72. What are the principles of self-checking?

There are three principles:-
First — plan ahead — so that a situation can be compared with an estimate. This applies to navigation and calculations
Second — Cross check with additional information — for example I would always try to use more than two position lines to establish my position with certainty. If there was a large 'cocked hat' I would choose the position nearest to danger until I could obtain a more accurate position
Third — Ensure any action taken is having the desired effect — for example I would monitor an alter course or the effect of an alter course to avoid another vessel

SAQ 73. When should checking by others occur?

At the change of a watch; when others are on the bridge, e.g. helmsman and pilot, and when the Master is on the bridge

SAQ 74. Why is the keeping of records necessary as a strategy for error avoidance?

Records are necessary to establish trends. Without records it is not possible to know when an instrument has an error, if I have made a mistake or if the ship is out of position or steering a wrong course

SAQ 75. What could you do if you suspected that an error had been made on the chart?

I would check it again to confirm my own suspicion. If it was a critical error, for example a wrong track in confined waters, I would point it out to the Master and pilot, ask them to verify the error, and then correct it

SAQ 76. Would you expect to have your errors corrected? If so, why?

I realise that humans frequently can make mistakes. I would expect the Master and the relieving OOW to check my workings whenever they come to the bridge

SAQ 77. How does the OOW assess risk of collision?

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By taking a compass bearing of the approaching ship or by taking a radar bearing from a compass stabilised radar

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SAQ 78. You are the OOW of a vessel constrained by her draught in a traffic separation scheme in fog, and the Master has left the bridge temporarily. An unidentified vessel is approaching so as to incur risk of collision and a potentially dangerous situation is developing. What would you do?

This is possibly the most dangerous situation under the Rules. In fog the other vessel cannot know that I am constrained by my draught and I have very little room in which to manoeuvre. I would call the Master; set up a careful watch on radar and work out the best manoeuvre in the water available, sounding the fog horn
When the Master comes to the bridge I would brief him on the situation with own course and speed and the course and speed of the target vessel. If the Master was unable to come to the bridge and if risk of collision existed at, say, 15 knots, I would reduce the speed of the ship as quickly as possible by stopping the engines, applying helm hard a starboard, hard a port to assist speed reduction within the channel limits and watch the other vessel closely.

SAQ 79. You are the OOW of a power driven vessel. Of which vessels must you keep out of the way?

Rule 18 states that I must keep out of the way of:-
A vessel not under command
A vessel restricted in her ability to manoeuvre
A vessel engaged in fishing
A sailing vessel

SAQ 80. You are OOW of a vessel in fog and you notice a vessel approaching on a collision course 40° on the port bow. What would you do?

Undertake to plot the vessel with at least three observations and take appropriate evasive action, informing the Master if appropriate. In this case the most likely action would be a bold alteration of course to starboard having first checked this would not endanger other vessels or risk putting the ship aground. When I had made sure that the alteration had achieved the desired effect and that there was no further danger I would resume my course

SAQ **81**.What is the difference between navigating in a narrow channel and in a traffic separation scheme?

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Rule 9 states that a vessel proceeding along the course of a narrow channel or fairway should keep as near to the outer limit of the channel or fairway, which lies on the starboard side, as is safe and practicable. Other small vessels shall not impede my passage but I would keep a vigilant lookout to avoid collision in a crossing situation. Rule 10 states that I shall proceed in the appropriate traffic lane in the direction of traffic flow for that lane. If there is crossing traffic I must comply with the rules for vessels in sight of one another, or in fog comply with Rule 19

SAQ **82**.You are on a 20 knot ship. At what distance would you expect to see the masthead light of a small sailing vessel ahead? If the vessel was stationary, how long would it take to travel that distance?

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The lights are visible two miles. At twenty knots I would expect to see them just 6 minutes before reaching the sailing vessel

SAQ **83**.What are the dangers of using VHF for collision avoidance?

There is uncertainty about the identification of the approaching vessel, particularly in multiple ship encounters at night, and in conditions of poor visibility. The OOW on the other ship may not be able to understand my language
I might waste a lot of time trying to establish contact when I could have taken action in accordance with the Rules earlier, the time spent establishing contact might itself cause a close quarters situation

SAQ **84**.Where would you find guidance on what to enter in the ship's log?

I would look for guidance in the company's instructions and the inside cover of the log book. I would consult the Master and other senior officers on the items to be entered, their frequency and layout and consult Annex 9

SAQ **85**. Why is record keeping a necessary part of watchkeeping?

To free the mind
To keep an accurate record of events
To establish trends
To provide evidence in the event of an incident

SAQ **86**. Faced with heavy traffic and difficult navigation, how would you write up the log?

It is important not to become distracted when busy. I would therefore make notes of times and positions in my note book and write up the log at the end of my watch, after I was relieved. I understand that a notebook used for this purpose may be required as admissible evidence in court. I would therefore keep it tidy and only use it for this purpose.

- GLOSSARY –

87 - Passage Plan : ___

Passage Plan: The documentation created as a result of study during four stages; appraisal, planning, execution and monitoring, that incorporates methods and procedures to conduct safe passage of a ship from berth-to-berth.

88 - Appraisal : _____

Appraisal: Stage 1 of passage planning, where the Navigation Officer gathers information to plan the passage.

89 - Planning : _____

Planning: Stage 2 of passage planning, where the Navigation Officer transfers information gathered in 'appraisal' to the passage planning documents.

90 - Execution : _____

Execution: Stage 3 of passage planning. At this stage, the Navigation Officer, along with the Master, considers the strategy for execution of a passage plan keeping in mind the resources available.

91 - Monitoring : _____

Monitoring: Stage 4 of passage planning, where the entire bridge team monitors the progress of the ship along the planned route closely and continuously

92 - Navigation : _____

Navigation: The art and science of safely taking a ship from one place to another.

93 - Navigational Equipment : ___

Navigational Equipment: Equipment onboard ship e.g. sextant, compass etc. that are basic necessities without which navigation may not be possible.

94 - Navigational Aids : _____

Navigational Aids: Equipment onboard the ship e.g. radar, ECDIS, GPS that helps the navigator achieve the task of navigation.

95 - Voyage Instructions : _____

Voyage Instructions: The instructions for conducting a voyage received on ship from the charterer/manager of the ship.

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96 - Under Keel Clearance (UKC) : __

Under Keel Clearance (UKC): UKC is the distance between the keel of the ship and the sea-bed.

97 - Reporting Points : _____

Reporting points: Reporting points are positions marked on charts at which reports are to be sent to VTIS, VTS, Pilot/harbour stations etc.

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98 - Cross Index Range (CIR) : __

Cross Index Range (CIR): This term is used with reference to parallel indexing and is the distance between the course line (course to make good) and a parallel line drawn from a reference point on the chart. By maintaining CIR from the reference point on the radar display the ship can carry out parallel indexing.

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99 - Parallel Indexing : _____

Parallel Indexing: Technique used in coastal navigation in which the navigator can select a coastal reference point, measure the CIR and then use it on radar to monitor ship's progress on the course line.

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100 - Squat : _____

Squat: Squat is a type of interaction in which a ship's mean draught is increased or UKC is reduced due to its speed through the water.

Risposta nº 3

ALCUNI TRABOCCHETTI DELL'INGLESE

Ability non è abilità, che si dice *dexterity* o meglio *skill*, ma capacità.

Abstract come sostantivo significa riassunto o relazione.

To abuse non significa abusare, che si dice *to misuse*, ma insultare o minacciare.

Accident è accidente solo nel linguaggio filosofico; normalmente significa incidente.

Accomodate non significa accomodare che si dice *to mend* o *to repair*, ma alloggiare nel senso di ospitare.

Accurate non è accurato (*careful*), ma preciso, esatto.

Actual non significa attuale (*present*), ma reale, vero.

Addict non è addetto, ma dedito a un vizio (come in *drug addict*).

Affectionate non sempre è affezionato, ma spesso è affettuoso, tenero.

Affluence non significa affluenza (*flow*), ma abbondanza, ricchezza, opulenza.

Agenda non è il diario (*pocket diary*), ma l'ordine del giorno o il programma in una riunione.

Aggressive non significa sempre aggressivo, ma anche dinamico e intraprendente.

Alcoholic non è alcolico, ma alcolizzato.

To annoy non è annoiare (*to bore*), ma seccare, importunare.

To argue non vuol dire arguire (*to infer*), ma difendere le proprie opinioni, nel senso di discutere.

To assume non significa assumere (*to hire*, *to employ*), ma presumere o dare per scontato.

To attend non significa attendere (*to wait for*), ma frequentare o assistere.

Attitude non è attitudine (*aptitude*), ma atteggiamento.

Basement non è il basamento (*base*), ma il seminterrato o le fondamenta.

Billion negli USA è il miliardo, in Gran Bretagna invece è un bilione (mille miliardi).

Brave non è bravo (*good at*, *clever*), ma coraggioso.

Brevet non è brevetto (*patent*), ma carica nominale.

Cabin non è solo cabina, ma capanna, casupola.

Camera non è stanza (*room*), ma macchina fotografica o telecamera.

To cancel non significa cancellare (*to erase*), ma annullare.

Canteen non è la cantina (*cellar*), ma la mensa aziendale.

Carnival non è necessariamente carnevale, ma anche baldoria e, negli USA, parco dei divertimenti.

Cartoon non significa cartone (*cardboard*), ma fumetto o cartone animato.

Casual non significa casuale (*accidental*), ma occasionale o noncurante.

Casualty non significa casualità (*casualness*), ma disgrazia e, al plurale, vittime.

Caution non è cauzione (*bail*), ma prudenza.

Cave non è cava (*quarry*), ma grotta.

To celebrate non è celebrare, che sarebbe *to commemorate*, ma semplicemente festeggiare.

Character non significa soltanto carattere, ma spesso personaggio o tipo strano, eccentrico.

Chart non ha nulla a che vedere con carta (*paper*), ma significa piuttosto tabella, grafico o carta di navigazione.

Commodity non è la comodità, che si dice *comfort*, ma una merce o un prodotto in vendita.

Compact significa compatto, ma *compact car* è l'utilitaria.

Comprehensive non significa affatto comprensivo, che si dice *understanding* o *sympathetic*, ma esauriente, di larga mentalità.

Confetti non sono i nostri confetti, ma i coriandoli.

Confident non significa confidente, ma fiducioso o sicuro di sé.

Connection non è soltanto connessione, ma anche conoscenza nel senso di relazione personale.

Consistent non significa consistente, bensì coerente.

Delusion non significa delusione, che si dice *disappointment*, ma illusione.

To demand non significa domandare, che è *to ask*, bensì pretendere.

To design, più che disegnare (*to draw*) significa progettare.

Domestic non significa domestico, ma nazionale, interno.

Dramatic, oltre a significare drammatico, vuol dire spesso intenso, sensazionale.

Editor non è l'editore (*publisher*) ma il direttore di un giornale, il redattore o il curatore di un libro.

Educated non è solitamente educato, che si dice *well-mannered*, ma colto, istruito.

Effective non è effettivo (*actual*), ma efficace.

Eventual non significa eventuale, che si dice *possible* o per il quale si preferisce un giro di parole, bensì finale.

Evidence non è solo evidenza, ma anche prova, testimonianza.

Exciting non è tanto eccitante, quanto stimolante, emozionante.

Fabric non è la fabbrica (*factory*), bensì il tessuto.

Facilities non sono le facilitazioni, ma le attrezzature o i servizi.

Factory non è la fattoria (*farm*), ma la fabbrica.

Gas non è solo gas, ma anche benzina (negli USA).

Graduate non significa graduato, ma laureato.

Gentle non vuol dire gentile, ma delicato, mite.

Gymnasium non è ginnasio, ma palestra.

Habit non è abito, ma abitudine.

Honestly significa, più che onestamente, francamente, sinceramente.

Impressed non significa impressionato, ma colpito, in senso positivo.

Incidentally non è incidentalmente, ma tra parentesi, oppure casualmente.

Inconsistent non è inconsistente, quanto incoerente, incostante.

Ingenuity non vuol dire ingenuità, ma ingegnosità.

Intriguing non è intrigante (*officious*), ma affascinante, attraente.

Large non vuol dire largo, che è *wide* o *broad*, ma grande, spazioso.

Lecture non è lettura (*reading*), ma lezione universitaria o conferenza.

Library non significa libreria (*bookshop*), ma biblioteca.

Liquid non è solo liquido, ma anche trasparente, fluido.

Luxurious non è lussurioso, che si dice *lustful*, ma lussuoso.

Magazine non è magazzino (*warehouse*), ma rivista, periodico.

To maintain non significa soltanto mantenere, ma anche spesso affermare, sostenere.

Material oltre che materiale significa stoffa.

Miserable non è tanto miserevole o miserabile, quanto infelice, avvilito o disgraziato.

Morbid non significa morbido (*soft, smooth*), ma morboso.

Nerve significa nervo, ma anche coraggio, sfacciataggine.

Novel non è novella (*tale, story*), bensì romanzo.

To occur non è occorrere, ma venire in mente, oppure accadere.

Ostrich non significa ostrica (*oyster*), ma struzzo.

To part non è partire (*to leave*), ma separare.

Particular non significa solo particolare, ma anche esigente.

Patent non è la patente (*driving licence*), ma il brevetto.

To pervert non significa pervertire, bensì sviare, oppure travisare.

Petrol non è il petrolio (*oil*), ma la benzina.

Pollution non significa polluzione, ma inquinamento.

Positively significa, oltre che positivamente, sicuramente.

Possibly non significa possibilmente, che si dice *if possible*, ma forse, probabilmente.

Presently non è presentemente (*at present*), ma fra poco. Negli USA significa anche attualmente.

Preservatives non sono i preservativi (*contraceptives*), ma i conservanti.

Question, più che questione (*argument*), è domanda.

To recover non è ricoverare (*to hospitalize*), ma recuperare o guarire.

Rest è resto in senso generale, ma non di denaro (*change*); inoltre significa riposo.

To retaliate non è ritagliare (*to cut out*), ma ritorcere, fare una rappresaglia.

To retire non è soltanto ritirarsi, ma anche andare in pensione.

Romance non è romanzo (*novel*), ma un idillio o un romanzo amoroso.

Rude non significa rude (*rough*), ma maleducato o grezzo.

Sensible non significa sensibile (*sensitive*), ma ragionevole, saggio.

Sensitive, oltre a essere sensitivo, significa sensibile.

Severe non è severo (*strict, rigorous*), ma violento, grave, intenso.

Spade non significa spada (*sword*), ma vanga (ed è 'picche' nel gioco delle carte).

Stamp non è stampa (*press*), ma francobollo o timbro.

Strict non è stretto (*tight*), ma severo, rigido.

Toast non è il nostro toast, ma solo una fetta di pane tostato; inoltre è anche un brindisi.

Trivial non è triviale (*vulgar*), ma banale, insignificante.

Truculent non è truculento, ma insolente, aggressivo.

Vacancy non significa vacanza (*holiday*), ma posto vacante.

Vest non è veste (*dress*) ma panciotto, giubbotto.

Villain non è villano (*rude fellow*), ma il cattivo in una trama di film od opera teatrale, oppure significa farabutto.

Virtual non è virtuale (*potential*), ma effettivo.