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«Комсомольский-на-Амуре государственный технический университет»

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ КОРАБЛЕСТРОИТЕЛЕЙ

Часть 1. Бакалавриат

Рекомендовано Федеральным государственным бюджетным образовательным учреждением высшего профессионального образования «Санкт-Петербургский государственный университет» в качестве учебного пособия по дисциплине «Английский язык» для студентов высших учебных заведений, обучающихся по направлению подготовки 180100 «Кораблестроение»

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Основной целью пособия является обучение чтению и пониманию профессионально ориентированных текстов, а также развитие умений и навыков разговорной речи. Учебное пособие позволяет осуществить сознательное отношение студента к самому процессу обучения, предполагает речевую активность студента в ходе занятия, предусматривает учет будущей специальности и профессиональных интересов студента на занятиях по языку, а также способствует формированию и развитию навыков работы с аутентичным текстом с применением полученных навыков.

Рассчитано на 162 часа аудиторных занятий.

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THE AUTHOR'S APPEAL TO THE STUDENTS

Уважаемые студенты!

Проблема уровня владения иностранным языком приобрела особую актуальность во второй половине XX столетия в связи с расширением международного сотрудничества и формированием концепции «Европа без границ», в которой большое внимание уделялось распространению и изучению иностранных языков в мире. Начиная с 1970-х гг. в рамках Совета по культурному сотрудничеству при Совете Европы велась интенсивная работа по обоснованию модели иноязычной коммуникативной компетенции и разработке на ее основе пороговых уровней (threshold levels) владения иностранным языком. Эта работа завершилась принятием документа под названием «Современные языки: изучение, преподавание, оценка. Общеввропейская компетенция владения иностранным языком» (Страсбург, 1996). В этом документе рассмотрены параметры и критерии оценки уровней владения языком и коммуникативной компетенции как цели обучения, а также способы ее оценки с использованием тестовых технологий. В составе коммуникативной компетенции в качестве ее составляющих выделены следующие виды компетенций: лингвистическая, социолингвистическая, дискурсивная, социокультурная, социальная, стратегическая.

Занятия по иностранному языку в техническом вузе направлены на формирование всех составляющих коммуникативной компетенции и ориентируют бакалавра на овладение языком как средством общения в рамках выбранной им специальности.

Прежде чем вы приступите к изучению материала этого пособия, обратитесь к прил. 2 и 3. Определите свой уровень знания английского языка, поставьте перед собой новые цели и задачи по совершенствованию знаний, умений и навыков, а, следовательно, дальнейшего развития коммуникативной компетенции.

Учитесь, творите, дерзайте и совершенствуйте себя как личность! Успехов вам во всех ваших начинаниях!

Автор

INTRODUCTION

Структура учебного пособия состоит из 15 уроков (Units), освещающих различные аспекты кораблестроения. Пособие направлено на развитие общекультурной компетенции, а именно совершенствование билингвальной коммуникативной компетенции в устном и письменном общении. Лексический материал (особенно профессиональная тематика), представленный в данном пособии, является аутентичным. Учебное пособие снабжено тезаурусом (Thesaurus) и приложениями (Appendices).

Уроки построены по общему принципу, что способствует развитию и совершенствованию умений и навыков коммуникативной профессиональной направленности, выраженных в изучении профессионального лексического материала.

Тезаурус представляет собой тематический словарь терминов, встречающихся в текстах и упражнениях пособия.

В приложениях (Appendices) приводятся пояснения к ФГОС ВПО по дисциплине «Иностранный (английский) язык», дополнительный материал о пороговых уровнях владения иностранным языком, портфолио и перечень знаний, умений и навыков владения иностранным языком в соответствии с требованиями ФГОС ВПО (прил. 1–3). Рекомендации и образцы написания резюме и сопроводительных писем при трудоустройстве представлены в прил. 4. В приложения также включены сжатый грамматический материал и сокращения, встречающиеся в текстовом материале учебного пособия.

Несмотря на то, что основной акцент в пособии сделан на направление подготовки «Кораблестроение, океанотехника и системотехника объектов морской инфраструктуры» по профилю «Кораблестроение», данное пособие представляет интерес и для студентов профиля «Судовые энергетические установки», «Эксплуатация водного транспорта и транспортного оборудования» и ряд родственных специальностей.

Учебное пособие рассчитано на 162 часа аудиторной работы.

Данное учебное пособие может быть использовано широким кругом лиц с различной степенью языковой подготовки.

Unit 1. DEFINITION OF A SHIP

Ex. 1. Active Vocabulary. Read and learn the words:

vessel – корабль, судно	slave trade – работорговля
to float – плавать, ходить (о корабле)	tiny – крошечный
to distinguish – различать	log – бревно
size – размер	raft – плот
capacity – тоннаж судна, вместимость, емкость	nuclear-powered – атомный
goods – товар(ы)	aircraft carrier – авианосец
safety – безопасность	term – термин; срок
warfare – боевые действия	concept – понятие, идея, общее представление
sophisticated – сложный	rowboat – гребная шлюпка
to support – поддерживать	sailing – парусный
ashore – на суше	desert – пустыня
cargo – груз	camel – верблюды
exploration – исследование	to update – модернизировать, обновлять
invention – изобретение	Lloyd's register – регистр Ллойда
gunpowder – порох	

Ex. 2. Form nouns from the following words with the help of suffixes given in the box:

-tion, -ity, -er, -or, -ment, -kind

ship – _____	transport – _____	man – _____
to entertain – _____	human – _____	to carry – _____
to develop – _____	similar – _____	to equip – _____
registry – _____	to invent – _____	to navigate – _____

Ex. 3. Find synonyms:

1) ship	a) to apply	8) to ship	h) vessel
2) transportation	b) to demonstrate	9) to call	i) investigation
3) activity	c) to navigate	10) to develop	j) to name
4) to use	d) term	11) mankind	k) shipment
5) exploration	e) little	12) concept	l) operation
6) to show	f) up-to-date	13) modern	m) needs
7) tiny	g) humankind	14) wants	n) to design

Ex. 4. Give Russian equivalents to the English ones:

a large vessel – _____	to float on water – _____
to distinguish from boats – _____	based on size – _____
based on passenger capacity – _____	ships may be found on – _____
a variety of activities – _____	transportation of goods – _____
transportation of people – _____	entertainment – _____
alongside mankind – _____	day to day life – _____
modern commercial system – _____	throughout the world – _____
to be key in history – _____	to serve scientific needs – _____
upon a raft – _____	to tell the history – _____
to be close to – _____	to be equivalent to – _____
to name – _____	military-oriented vessel – _____
a similarity of desert to the sea – _____	a certain kind of equipment – _____
unique own name – _____	port of registry – _____

Ex. 5. Read the text “A SHIP”.

A SHIP

A ship is a large vessel that floats on water. Ships are generally distinguished from boats based on size and passenger capacity. Ships may be found on lakes, seas, and rivers and they perform for a variety of activities, such as the transport of people or goods, fishing, entertainment, public safety, and warfare.

Ships and boats have developed alongside mankind. In major wars, and in day to day life, they have become an integral part of modern commercial and military systems. Fishing boats are used by millions of fishermen throughout the world. Military forces operate highly sophisticated vessels to transport and support forces ashore. Commercial vessels carry billion tons of cargo.

These vessels were also key in history’s great explorations and scientific and technological developments. Navigators such as Zheng He spread such inventions as the compass and gunpowder. Ships have been used for such purposes as colonization and the slave trade, and have served scientific, cultural, and humanitarian needs.

As Thor Heyerdahl demonstrated with his tiny boat *Kon-Tiki*, it is possible to navigate long distances upon a simple log raft. From Mesolithic canoes to today’s powerful nuclear-powered aircraft carriers, ships tell the history of humankind.

The term ‘ship’ is close to the concept of a vessel, but is not equivalent to it. A vessel is a wider concept. So, it is impossible to name a rowboat or a water bicycle the ship, however they are vessels. Usually only big military-oriented vessels or sailing vessels with a certain kind of equipment are called the ships.

Because of a certain similarity of desert to the sea a camel metaphorically is named ‘the desert ship’.

A ship has its unique own name, as a rule, has the state flag and a port of registry. Also, registers of the transport ships are regularly made and updated. The most known is the Lloyd’s register.

Ex. 6. Find the following words and word-combinations in the text:

которые ходят (плавают) – _____	обычно – _____
основанный на... – _____	признавать (допускать, разрешать) – _____
рыболовство – _____	_____
развлечение – _____	разрабатывать – _____
неотъемлемая часть – _____	в крупных войнах – _____
рыбацкие лодки – _____	военные силы – _____
управлять – _____	перевозить тонны грузов – _____
исследования и технологические	мореплавателю – _____
разработки – _____	изобретение пороха – _____
работоторговля – _____	цель – _____
колонизация – _____	управлять судном – _____
большие расстояния – _____	эпоха мезолита – _____
авианосец – _____	история человечества – _____
парусное судно – _____	верблюды – _____
государственный флаг – _____	составлять и обновлять – _____

Ex. 7. Match words and word-combinations in two columns:

1) to float	a) activities
2) size and passenger	b) explorations and scientific and technological developments
3) a variety of	c) forces ashore
4) to become	d) colonization and slave trade
5) to transport and support	e) capacity
6) to carry	f) upon a log raft
7) to be key in	g) an integral part
8) to be used for	h) billions tons of cargo
9) to serve	i) on water
10) to navigate	j) scientific, cultural and humanitarian needs
11) to be close to	k) concept to a vessel
12) to make and update	l) register of ships

Ex. 8. Make up your own sentences with the obtained word-combinations.

Ex. 9. Fill in the gaps with the prepositions given in the box (see Appendix 5, Table 2):

from, by, upon, on, to, for, of, with, because of

1. A ship floats _____ water.
2. Ships are usually distinguished _____ boats.
3. Ships may be found _____ lakes, rivers, and seas.
4. Ships are used as the transport _____ people and cargo.
5. Fishing boats are used _____ million _____ fishermen.
6. Ships were used _____ colonization and the slave trade.
7. Thor Heyerdahl demonstrated _____ tiny boat that it is possible to navigate long distances _____ a log raft.
8. Ships tell the history of mankind _____ Mesolithic canoes _____ nowadays aircraft carriers.
9. A vessel has its own name, state flag and a port _____ register.
10. _____ a certain similarity _____ desert _____ the sea a camel metaphorically named 'the desert ship'.

Ex. 10. Make up a list of vessels enumerated in the text.

Ex. 11. What navigators do you learn from the text? What can you say about them?

Ex. 12. Translate the sentences into English:

1. Корабль это судно, которое ходит по воде.
2. Корабли осуществляют такие виды деятельности, как перевозка людей и грузов, рыбный промысел и развлекательные круизы, обеспечение общественной безопасности и военные действия.
3. В наши дни суда стали неотъемлемой частью современной торговли и вооруженных сил.
4. Суда играют ведущую роль в научных исследованиях и развитии технологий.
5. Ранее корабли использовались для работоторговли и колонизации стран, сейчас корабли служат научным, культурным и гуманитарным нуждам человечества.
6. Корабли рассказывают историю человечества, начиная от каноэ эпохи мезолита и заканчивая современными атомными авианосцами.
7. Понятия «корабль» и «судно» близки по значению, однако понятие «судно» имеет более широкое трактование.

8. Как правило, каждое судно имеет свое собственное название, государственный флаг и порт приписки.

Ex. 13. Answer the questions to the text:

1. What is 'a ship'?
2. How are ships distinguished?
3. What activities do ships perform?
4. What is the role of ships in day to day life?
5. Were ships key in history's explorations and scientific and technological developments?
6. What purposes have ships served?
7. What is the difference between 'a ship' and 'a vessel'?
8. What does each ship have?
9. Where is this information contained?

Ex. 14. Comment on the statement "The term 'ship' is close to the concept of a vessel, but it is not equivalent to it".

Ex. 15. Read the text "Explorer Heyerdahl Hunts for Lost Civilization in Peru" and give a short summary of the text in Russian.

EXPLORER HEYERDAHL HUNTS FOR LOST CIVILIZATION IN PERU

Oslo Norwegian explorer Thor Heyerdahl, famous for his daring *Kon-Tiki* expedition, said he had faced the most exciting project of his life in a hunt for clues¹ to a lost civilization which lied buried in a Peruvian city of pyramids.

Archaeologists working in North-Western Peru found that 26 mounds², previously thought to be natural features of the landscape, were pyramids hidden by the ravages of time. The ancient city is called Tucume.

"This is the most exciting project I have ever been involved in", Heyerdahl, 73, told *The Aftenposten Daily* in an interview.

Heyerdahl has devoted much of his life to rewriting the history books on the peoples of the southern hemisphere, claiming that they were much more civilized than previously thought and that their culture was spread through sea travel.

In 1947, he crossed the Pacific on the balsa wood raft *Kon-Tiki* to prove that ancient South American peoples could have travelled to the Pacific islands and populated them.

His book on *Kon-Tiki* has sold more than 20 million copies.

In 1970, he succeeded in sailing a replica³ of an Egyptian vessel, called *Ra Two*, from Morocco to Barbados in an attempt to prove that the ancient

Egyptians could have reached the western hemisphere centuries before Christopher Columbus in 1492.

Notes to the text:

- 1) *clue* – ключ;
- 2) *mound* – насыпь, курган;
- 3) *replica* – модель.

Ex. 16. Answer the questions to the text:

1. What was Thor Heyerdahl?
2. What was he interested in?
3. Where did he hunt for the lost civilization?
4. What kind of ship did he use while crossing the Pacific?
5. What did the expedition find out?
6. Did the expedition open a new epoch in archaeology?
7. Where did Heyerdahl repeat his expedition in 1970?
8. Do you believe in the existence of an Ancient lost civilization? Give your arguments.

Ex. 17. Imagine you are a member of this expedition. Tell your group-mates what difficulties you had to overcome while preparing for the trip.

Ex. 18. Speak on the following:

1. What ‘a ship’ is.
2. A camel is metaphorically compared with ‘the desert ship’.
3. Thor Heyerdahl’s raft *Kon-Tiki*.

Ex. 19. Read the text “A SHIP” once more and make up a plan to the text. Compare your plan with your group-mates’ ones.

Ex. 20. Make up a report according to your plan to the text.

Unit 2. THE HISTORY OF SHIPBUILDING

Ex. 1. Active Vocabulary. Read new words and learn them:

shipbuilding – кораблестроение
facility – оборудование, средство, приспособление, сооружение
shipyard – судостроительная верфь

barge – баржа
rampart – (крепостной) вал, защита
stern – корма
rudder – руль

to refer to as – называться
dismantling – демонтаж
planks of wood – деревянные доски
to sew (sewed, sewn) – шить, сшивать
mast – мачта
pole – рейка
to lash – крепить, найтовить
sail – парус
to mount – устанавливать, монтировать
spar – балка, перекладина
oar – весло
to propel – приводить в движение
rectangular – прямоугольный

thong – ремень
sternpost – ахтерштевень
to steer – управлять (кораблем)
beam – бимс, ширина (корабля)
cannon – пушка
tumblehome – завал борта
slant – уклон
frame – шпангоут, каркас
iron – железо
wrought iron – катанное железо
deck covering – палубное покрытие
labour cost – стоимость труда
productivity – производительность

Ex. 2. Work in chain. Use the words and word-combinations from the Active Vocabulary:

student 1 – a word in Russian,
 student 2 – the translation of the word,
 student 3 – the word-combination with the word,
 student 4 – the sentence with the word-combination,
 student 5 – the translation of the sentence.

Ex. 3. Find pairs of synonyms:

- | | | | |
|------------------|----------------------|----------------|-----------------|
| 1) shipbuilding | a) body | 11) ancient | k) old |
| 2) ship | b) century | 12) to mount | l) contemporary |
| 3) commercial | c) to install | 13) shipwright | m) rudder |
| 4) ship breaking | d) vessel | 14) to steer | n) to finish |
| 5) to develop | e) to fasten | 15) to end | o) shipyard |
| 6) millennium | f) merchant | 16) side | p) board |
| 7) wooden plank | g) timber board | 17) helm | q) to move |
| 8) to drift | h) ship construction | 18) to propel | r) to introduce |
| 9) hull | i) dismantling | 19) modern | s) to float |
| 10) to lash | j) to navigate | 20) wharf | t) shipbuilder |

Ex. 4. Read the text “SHIPBUILDING”.

SHIPBUILDING

Shipbuilding is the construction of ships. It normally takes place in a specialized facility known as a shipyard. Shipbuilders, also called shipwrights, follow a specialized occupation that traces its roots to before recorded history.

Shipbuilding and ship repairs, both commercial and military, are referred to as the 'naval sector'. The construction of boats is a similar activity called boat building. The dismantling of ships is called ship breaking.

Evidence from ancient Egypt shows that the early Egyptians had already know how to assemble planks of wood into a ship hull as early as 3000 BC¹. The oldest ships were built of wooden planks which were 'sewn' together.

In the 2nd millennium BC the ships of Ancient Egypt's Eighteenth Dynasty were typically about 25 meters (80 ft) in length, and had a single mast, sometimes consisting of two poles lashed together at the top making an A shape. They mounted a single square sail on a yard, with an additional spar along the bottom of the sail. These ships could also be oar propelled.

In the 1st millennium BC the Chinese built large rectangular barges known as 'castle ships', essentially floating fortresses complete with multiple decks with guarded ramparts. It was in 1st century China that the stern-mounted rudder was first developed.

Viking long ships developed from an alternate tradition of clinker-built hulls fastened with leather thongs. Sometime around the 12th century, northern European ships began to be built with a straight sternpost, enabling the mounting of a rudder, which was much more durable than a steering oar, held over the side. Development in the Middle Ages favored 'round ships', with a broad beam and heavily curved at both ends.

The introduction of cannons onto ships in the 18th century encouraged the development of tumblehome, the inward slant of the above water hull, for additional stability, as well as techniques for strengthening the internal frame.

Iron was gradually adopted in ship construction, initially in small areas needing greater strength, then throughout, although initially copying wooden construction. Steel supplanted wrought iron when it became readily available in the latter half of the 19th century. Wood continued to be favored for the decks, and is still the rule as deck covering for modern cruise ships.

The modern global shipbuilding industry is currently dominated by South Korea, which is by far the world's largest shipbuilding nation in terms of tonnage and number of vessels built, in spite of high labour cost, producing more ships than the entire world output combined in 2008. This is largely due to its highly advanced shipbuilding technology and high productivity and efficiency of its shipyards.

Note to the text:

1) BC – before Christmas – до нашей эры.

Ex. 5. Find the sentences with the verb 'to be' in the text. Read them and state the function of the verb and its tense forms (see Appendix 5, Глагол 'to be', Table A5.11).

Ex. 6. Match the words and word-combinations in two columns:

- | | |
|--------------------------------------|---|
| 1) dismantling | a) руль, установленный на корме |
| 2) additional stability | b) единственный квадратный парус |
| 3) wooden planks | c) прямоугольная баржа |
| 4) to lash poles together | d) плавучая крепость |
| 5) floating fortress | e) кожаный ремень |
| 6) multiple decks | f) деревянные доски |
| 7) rectangular barge | g) высокая стоимость труда |
| 8) clinker-built hull | h) демонтаж судна |
| 9) leather thong | i) многочисленные палубы |
| 10) high labour cost | j) усилить внутреннюю часть шпангоута |
| 11) advanced shipbuilding technology | k) передовая технология кораблестроения |
| 12) to strengthen the internal frame | l) дополнительная устойчивость |
| 13) stern-mounted rudder | m) обшитый внакрой корпус |
| 14) single square sail | n) найтовить (связывать) шесты вместе |

Ex. 7. Enumerate the construction materials applied in the naval sector. Write them down in your notebooks.

Ex. 8. Fill in the gaps. Use the words and word-combinations suitable for characterizing earlier ships. The words and word-combinations are given in the box:

military, mast, oar, leather, beam, lashed, rectangular barges, rudder, sail, iron, sternpost, commercial, planks of wood, decks, hulls, cannons, tumblehome

1. Both _____ and _____ are referred to as the 'naval sector'.
2. The early Egyptians had already assembled _____ into a ship.
3. These ships had a single _____ consisting of two poles _____ together.
4. They had a single square _____, and could also be _____ propelled.
5. In the 1st century BC the Chinese built large _____ with multiple _____ and stern-mounted _____.
6. Vikings fastened their clinker-built _____ with _____ thongs.
7. Northern European ships were built with a straight _____.

8. The Middle Ages 'round ships' were developed with a broad _____ and heavily curved at both ends.
9. In the 18th century _____ was developed because of the introduction of _____.
10. _____ became widely used in ship construction in the 19th century.

Ex. 9. Answer the questions to the text:

1. What is shipbuilding?
2. Where does it generally take place?
3. What is dismantling?
4. What did the first Egyptian ships look like?
5. When and where was the first rudder developed?
6. What facts do you consider to be interesting in Vikings ships?
7. What caused the development of tumblehome?
8. What construction material was adopted in the 19th century?
9. Wood didn't continue to be used in shipbuilding later, did it?
10. The global dominating shipbuilding industry is considered to be in South America, isn't it?

Ex. 10. Speak on the following:

- shipbuilding, its major meaning;
- shipbuilding in the ancient world;
- shipbuilding in the Middle Ages;
- shipbuilding in the 18th-19th centuries;
- modern shipbuilding.

Ex. 11. Imagine you are a shipbuilder. Design your variant of a ship. Give her* a name, choose the port of register. (*her (she) – говоря о морских судах, употребляют местоимение 'she' и его производные.)

Unit 3. ARCHITECTURE OF SHIPS

Ex. 1. Active Vocabulary. Read and learn words and word-combinations:

<p>general – общий</p> <p>hull – корпус</p> <p>superstructure – надстройка</p> <p>foremost – передний, носовой</p> <p>rearmost – кормовой, самый задний</p> <p>midships – середина судна</p> <p>bridge – мостик, средняя надстройка</p>	<p>afterpeak – ахтпик</p> <p>wing tank – бортовая цистерна</p> <p>double bottom tank – междудонная цистерна</p> <p>tanktop – второе дно, палубное перекрытие над цистернами двойного дна</p>
--	--

poop – ют
framing – набор корпуса судна
plating – обшивка, настил
port – порт; левый борт
starboard – правый борт
bottom – днище, дно
side – борт, сторона
deck – палуба
upper deck – верхняя палуба
middle deck – средняя палуба
lower deck – нижняя палуба
bridge deck – палуба мостика
boat deck – шлюпочная палуба
promenade deck – прогулочная палуба
fore – перед, передний, впереди
forward – в носовой части
aft = after = abaft – задний, сзади, в кормовой части
fore and aft – продольной, с носа до кормы
amidships – посередине судна
main – главный, основной
waterline – ватерлиния
watertight – водонепроницаемый
engine room – моторное отделение
tank – танк, резервуар, цистерна
dry cargo ship – сухогруз
ship's underwater body – подводная часть корпуса
compartment – отсек
bulkhead – переборка

winch – лебедка
derrick – грузовая стрела
post – стойка, мачта
to incline – наклонять; зд. иметь тенденцию
watch – вахта, наблюдение; следить, наблюдать
trim – дифферент
stem – форштевень
heel – крен; наклонять(ся)
grid – решетка, гребень
fluid pressure – давление текучей среды
list – крен
across the ship and along – вдоль и поперек
permanent housing – постоянные постройки
to gain more space for cargo – чтобы выиграть больше места для груза
draught marks – марки углубления
faulty loading – неправильная нагрузка
forepeak – форпик
hatch – люк
hold – трюм
liquid cargo ship – танкер
access – доступ
space – пространство, отсек, помещение
opening – отверстие, крышка

Ex. 2. State the parts of speech of the following groups of word. Translate all of them.

Open – to open – openly – opening – opened – openness;
 to space – space – spaceless – spaceman;
 to end – end – endless – ending – ended;
 include – inclusion – including – included.

Ex. 3. Form nouns from the following verbs:

to open – _____	to space – _____
to end – _____	to include – _____
to incline – _____	to call – _____
to divide – _____	to contain – _____
to know – _____	to support – _____
to watch – _____	to make – _____
to direct – _____	to indicate – _____
to paint – _____	to load – _____
to mark – _____	to show – _____

Ex. 4. Find words with the same meaning:

1) general	a) fore and aft	5) aft	e) universal
2) watertight	b) in the middle of the ship	6) fore	f) list
3) amidships	c) abaft	7) plating	g) waterproof
4) inclination	d) forward	8) trim	h) shell

Ex. 5. Find words with the opposite meaning:

1) general	a) whole	5) forepeak	e) afterpeak
2) upper	b) beginning	6) part	f) lower
3) fore	c) to close	7) to open	g) partial
4) end	d) aft		

Ex. 6. State the part of speech of the words in *italic* and translate the sentences:

1. This window is *open*. *Open* that one, please.
2. The story has no *end*. *End* it in the most interesting way you can.
3. We usually *space* armchairs in rows. The *space* between the rows is called a gangway.

Ex. 7. Translate the following sentences into Russian. Pay attention to prepositions 'in' and 'of' (see Appendix 5, *Имя существительное*, Table A5.2):

1. Our tankers sail *in* many seas.
2. Komsomolsk-na-Amure is *in* the East *of* our country.
3. My friend is *in* the shipbuilding faculty.
4. We will have our sailing practice *in* summer.
5. I am *in* the first year.

6. Our ship cannot enter *in port in* time.
7. We will enter it *in* two days.
8. The engine room is located *aft of* the superstructure.
9. Two *of* three ships of this type were built at the shipyard *of* Amur Shipbuilding Plant.
10. The hull plating is made *of* steel plates.
11. Most *of* our ships are built at the shipyards *of* our country.
12. We have our first examination period *in* winter, at the beginning *of* January.
13. The first *of* two vessels was ordered *in* Germany.
14. *Of* all the towns and cities *in* the Far East *of* Russia Khabarovsk is the most important.
15. *In* 2008 V.V. Putin became a president *of* the Russian Geographical Society.

Ex. 8. Read the international words and give their Russian meaning:

port – _____	structure – _____	vertical – _____
penalty – _____	distance – _____	liquid – _____
cover – _____	tank – _____	double – _____
marine – _____	steel – _____	extreme – _____
permanent – _____	contain – _____	indicate – _____
pressure – _____	location – _____	circle – _____
cross – _____		waterline – _____

Ex. 9. Read the text “GENERAL DESCRIPTION OF A SHIP”.

GENERAL DESCRIPTION OF A SHIP

1. The main body of a ship

The main body of a ship is called a hull. The hull is divided into three main parts: the foremost part is called the bow; the rearmost part is called the stern; the part in between is called midships. The hull is the main part of the ship. This is the area between the main deck, the sides (port and starboard) and the bottom. It is made up of frames covered with plating. The part of the hull below water is the ship's underwater body. The distance between the waterline and the main deck is the vessel's freeboard. The hull is divided up into a number of watertight compartments by decks and bulkheads. Bulkheads are vertical steel walls going across the ship and along.

The hull contains the engine room, cargo spaces and a number of tanks. In dry cargo ships the cargo space is divided into holds. Openings giving access to holds are called hatches. In liquid cargo vessels the cargo space is divided into tanks.

2. On deck facilities

At the fore end of the hull are the forepeak tanks, and at the after end are afterpeak tanks. They are used for fresh water and fuel. If a ship has double sides, the space between the sides contains wing tanks. The space between the tank top and the space contains double bottom tanks.

All permanent housing above the main deck is known as superstructure. Nowadays, cargo vessels are normally built with the after location of the engine room and bridge superstructure to gain more space for cargo. The forward raised part of the deck is called the forecastle and its after raised part is the poop. On deck there are cargo handling facilities, such as cranes, winches, derricks, etc. Ships having derricks also have cargo masts and cargo posts (or Samson posts) on deck.

3. Ship location when loading

Since a ship is supported by fluid pressure, she will incline in any direction in the process of loading according to the position of the weights placed on her. Therefore the ship's position below water must be closely watched. The angle that a ship is making fore and aft with the water is known as trim. An extreme difference between the water levels at each end of the ship indicates bad loading. The levels are read by numbers painted on the ship's stern and called draught marks. A list or inclination from one side to another, caused by faulty loading, is known as heel.

Ex. 10. Translate and remember the meaning of the following words:

кормовая часть – _____	носовая часть – _____
основная палуба – _____	левый борт – _____
правый борт – _____	ряд водонепроницаемых отсеков – _____
водонепроницаемые переборки – _____	вертикальные стальные стенки – _____
вдоль и поперек судна – _____	люки и трюмы сухогруза – _____
отверстия для доступа – _____	грузовое помещение для оборудования – _____
люки и трюмы танкера – _____	марки углубления на ватерлинии – _____
чистое моторное отделение – _____	сильное давление текучей среды – _____
решетка на палубе – _____	
дифферент судна – _____	
крен судна – _____	

Ex. 11. Find in the text and read out:

– the sentences (6 sentences) in the Present Indefinite Active from the passage 1 “The main body of a ship” (see Appendix 5, Table A5.8).

– the words with the ending *-s* from the passage 3 “Ship location when loading” and state whether they are: a) nouns in the plural, b) verbs in the 3^d person singular in the Present Indefinite Active, c) nouns in the possessive case (see Appendix 5, Tables A5.1 and A5.8).

Ex. 12. Find names of the basic parts of a ship and translate them into Russian.

Ex. 13. Read the sentences. Translate the words in brackets into English:

1. The main parts of a ship are the hull (надстройки) _____ and subdivision members.
2. The forward end of the hull is called (нос) _____.
3. The after end of the hull is called (корма) _____.
4. The framing (включает) _____ bottom, side and deck framing.
5. (Бак) _____ is a superstructure in the forward end of a ship.
6. (Ют) _____ is a superstructure aft.
7. Across (переборки) _____ are arranged from side to side.
8. Decks of a (корпуса) _____ are: upper deck, middle deck and lower deck.
9. (Палубы) _____ of the superstructure are: bridge deck, (прогулочная) _____ deck and boat deck.

Ex. 14. Match the words in two columns:

- | | |
|-------------------------------|---|
| 1) hull | a) vertical steel walls across and along the ship |
| 2) bow | b) foremost part |
| 3) stern | c) tanks at the after end |
| 4) midships | d) openings of holds |
| 5) underwater body | e) main body |
| 6) freeboard | f) distance between waterline and the main deck |
| 7) bulkheads | g) cargo handling facilities |
| 8) hatches | h) rearmost part |
| 9) tanks | i) tanks at the fore end |
| 10) forepeak tanks | j) part between the bow and the stern |
| 11) afterpeak tanks | k) cargo space for fluid |
| 12) heel | l) all permanent housing above the deck |
| 13) superstructure | m) part below water |
| 14) cranes, winches, derricks | n) list, inclination |

Ex. 15. Complete the sentences. Use words and word-combinations from the text:

freeboard, midships, tanks, forepeak, compartments, superstructure, holds, hull, engine, frame, deck, underwater, bow, sides, fuel, poop, wing, bottom, stern, hatches, bulkheads, cargo, plating, decks, afterpeak, fresh, forecastle

1. The main body of a ship is called _____.
2. The foremost part of the hull is called _____; its rearmost part is called _____; the part in between is called _____.
3. The hull is the area between _____.
4. The hull is made up of _____ covered with _____.
5. The part of the below water is the ship's _____.
6. The distance between the waterline and the main deck in the vessel's _____.
7. The hull is divided up into a number of _____ by _____.
8. _____ are vertical steel walls going across the ship and along.
9. The hull contains _____.
10. In dry cargo ships the cargo space is divided into _____.
11. Openings giving access to holds are called _____.
12. At the fore end of the hull are _____, and at the after end are _____. They are used for _____.
13. The space between the holds and the bottom of the hull contains _____. They are used for _____.
14. If a ship has double sides, the space in between contains _____.
15. All permanent housing above the main deck is known as _____.
16. The forward raised part of the deck is called _____ and its after raised part is _____.

Ex. 16. Fill in the gaps with prepositions 'in' and 'of' (see Appendix 5, Table A5.2):

1. The main parts _____ the hull are: the framing and shell.
2. A poop is a superstructure _____ the after end of a ship.
3. The engine room is often arranged _____ the stern.
4. The hull is divided up into a number _____ watertight compartments.
5. _____ liquid cargo vessels the cargo space is divided into tanks.
6. The part _____ the hull below water is the ship's underwater body.
7. A ship will incline _____ any direction _____ the process _____ loading according to the position _____ the weights placed on her.

Ex. 17. Agree or disagree with the statements according to the information from the text. Use the clichés:

That's wrong. – *Это неверно.*
That's (quite) right. – *(Совершенно) верно.*
That's not quite true to the fact. – *Это не совсем соответствует факту.*
According to the text ... – *Согласно тексту ...*

1. The main body of a ship is called a trim.
2. The hull is divided into five main parts.
3. The part of the hull below water is the ship's upwater body.
4. The distance between the waterline and the main deck in the vessel's freeboard.
5. The hull is divided up into one watertight compartment.
6. Bulkheads are horizontal steel walls going across the ship and along.

Ex. 18. Ask your group-mates:

- 1) how the main body of a ship is called;
- 2) how many parts the hull is divided into;
- 3) how the main parts of the hull are called;
- 4) what the hull of a ship is made up of;
- 5) what spaces the hull contains;
- 6) what tanks the hull contains.

Ex. 19. Make up as many questions as possible to the following sentences (see Appendix 5, Table A5.10):

1. The space between the tank top and the space contains double bottom tanks.
2. The ship will incline in any direction in the process of loading.
3. Last century all vessels had fore location of superstructures.

Ex. 20. Answer the questions:

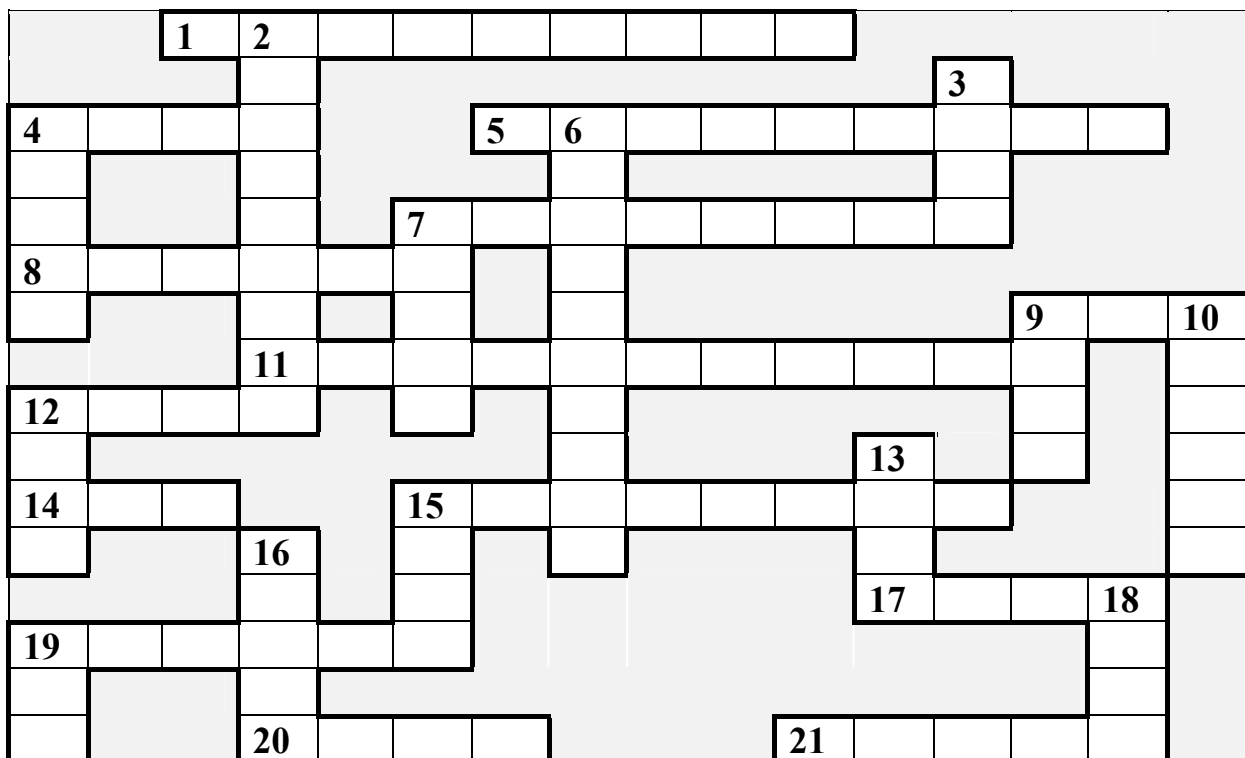
1. What is the main body of a ship called?
2. What parts is the hull divided into?
3. What is the hull made up of?
4. What cargo spaces are there in dry cargo ships?
5. What tanks are there in dry cargo ships?
6. What are these tanks used for?
7. Can these tanks carry the cargo?
8. What is superstructure?

9. Where is superstructure located on modern ships?
10. What cargo handling facilities are there on deck?
11. What do we call the forecastle / the poop?
12. What is trim/heel?

Ex. 21. Render into Russian.

Основные части судна – корпус и надстройки. Передняя часть корпуса называется носом. Задняя часть корпуса называется кормой. Корпус состоит из набора и облочек. Зона между главной палубой, бортами и днищем называется корпусом. Часть корпуса под водой это подводная часть корпуса. Корпус делиться на ряд водонепроницаемых отсеков палубами и переборками. Переборки это вертикальные стальные стенки, идущие вдоль и поперек судна. В корпусе располагаются моторное отделение, грузовые отсеки и ряд резервуаров. Цистерны используются для пресной воды или топлива. Надстройки в современных кораблях находятся в кормовой части судна. На палубе размещаются краны, грузовые стрелы и лебедки для обработки груза.

Ex. 22. The crossword.



Across:

1. Ахтерштевень (9).
4. Борт (4).
5. Ахтерпик (9).
7. Форпик (7).
8. Руль (6).
9. Море (3).
11. Отсек (11).
12. Танк, резервуар (4).
14. Лед (3).
15. Переборка (8).
17. Киль (4).
19. Днище (6).
20. Трюм (4).
21. Причал (5).

Down:

2. Твиндек (9).
3. Палуба (4).
4. Корма (5).
6. Бак (10).
7. Шпангоут, корпус (5).
9. Форштевень (4).
10. Якорь (6).
12. Дифферент (4).
13. Отметка, марка (4).
15. Бимс, ширина (4).
16. Люк (5).
18. Найтовый (4).
19. Нос (3).

Ex. 23. Make up dialogues about parts of a ship.

Ex. 24. Summarize all the information from the text about a ship's architecture and give a general description of a ship.

Unit 4. HOLDS AND HATCHES

Ex. 1. Active Vocabulary. Read and learn words and word-combinations:

limber boards – льяльные крышки
double bottom – двойное дно
flooring – настил
cargo batten = spar ceiling – рыбинс
inner edge – внутренний край
a hatch covering system – система закрытия грузовых люков
a side rolling system – система скольжения лючин на роликах по боковым направлениям
athwartships – поперек судна

portable – портативный
batten – балка, брусok; заdraивать
to fit – соответствовать, оснащать
to fit into – плотно входить во ч.-л.
sheathing – обшивка
hatchway – отверстие люка
hatch cover – крышка люка
hinge – шарнир
to restrict – ограничивать
compulsory – обязательный
bilge – льяло

Ex. 2. State the parts of speech of the words formed from one root. Translate all of them. Use a dictionary if necessary.

To hold – hold – holdall – holdback – holder – holdfast – holding – hold-over – holdup;

to hatch – hatch – hatcher – hatchet – hatchment – hatchway;
 plate – to plate – plateau – plateful – platelayer – plate-mark – platen –
 plater – plate-rack – platform – plating – platinize – platinoid – platinum – plati-
 tude – platitudinous – platter – platypus;
 sheath – to sheathe – sheathing;
 angle – to angle – angler – angleworm – angular – angularity – triangle –
 triangular – quadrangle – quadrangular – rectangle – rectangular.

Ex. 3. Make up as many words as possible combining two of them. Translate them.

port	star	amid	post	bone	breaking
ship	after	smoke	ships	wright	home
water	row	back	yard	most	line
super	tank	war	tight	structure	building
bulk	fore	tumble	top	board	repair
gun	free	stack	boat	powder	man
watch	stern	head	castle	beam	sea
athwart	rear	peak	way	side	fare

Ex. 4. Match the definition with the words given in the box:

afterpeak, hold, beam, hatch cover, bottom, hatch coaming, bow, hatch, bridge, framing, bulkhead, frame, compartment, forepeak, deck, stern, forecastle, double bottom, plating, tweendeck, poop, sternpost, side, stem

1. The forward end of the hull is called _____.
2. The after end of the hull is called _____.
3. The lowermost part of the hull is called _____.
4. The topping part of the hull is called _____.
5. The wall of the hull is called _____.
6. The hull's shell is called _____.
7. The system of beams, girders and frame is called _____.
8. The vertical watertight wall is called _____.
9. The superstructure erected at the forward end of the ship is called _____.
10. The superstructure erected at the after end of the ship is called _____.
11. The superstructure erected about amidships is called _____.
12. The space in the hull restricted by bulkheads is called _____.
13. Openings in the deck passage of cargo are called _____.
14. The iron rim around a hatch is called _____.
15. The plate which covers a hatch is called _____.
16. Cargo storage areas are called _____.

17. Decks fitted in the cargo holds are called _____. The space between two decks is also called _____.

18. The foremost compartment is called _____.

19. The transverse girders stiffening the deck plating are called deck _____.

20. The transverse girders stiffening the side plating are called side _____.

Ex. 5. Read the text “HOLDS AND HATCHES”.

HOLDS AND HATCHES

1. Holds

The inner space of a ship between the limber boards of a double bottom and the decks is designed for carrying cargoes. This space is called a hold.

Holds have different capacity. Big vessels have cargo holds divided into several separate compartments by watertight bulkheads. Each dry cargo vessel has four or five holds. The holds have bilges which serve to give way for drainage the water¹ which may condensate on metal bulkheads or collect on wooden floorings. The water collected in the bilges is pumped out by a hold pump. To protect the bilges from corrosion they are covered with cement or special anti-corrosion substance, besides they are protected by limber boards. The double bottom is covered with removable wooden flooring. Cargo battens or ‘spar ceiling’ as they are often called, comprises portable wooden battens fitted to the inner edges of the frames and so from sheathing to the ship’s side.

Spar ceiling is made up of boards and arranged either horizontally or vertically between frames. The purpose of this wooden sheathing is to prevent packages of cargo from damage by moisture which may collect on the side of the ship. The space so formed between the spar ceiling and the ship’s side helps to provide a complete air space around the cargo and thereby improves ventilation. The spar ceiling should always be kept in a good state.

2. Hatches

Each hold has a hatchway. The hatchway is a rectangular opening in the ship’s deck. The vertical plating around the hatchway is called hatchway coaming. When the cargo work is over, it is necessary to cover the ship’s hatches. Hatches should be covered with special covering systems. Despite the covering system used² the hatch beams should be fitted into sockets riveted to the inner side of coamings³.

The hatch beams serve to support the hatch covers. Quick operating hatch covers permit the opening or closing of covers in as little time as two minutes per hatch⁴. Some types of hatch covers are formed of hinged sections in one or

several pairs and are especially suitable to big hatchways. The hinged sections are stowed at the ends of the hatchway. Where space is restricted at the hatch ends a side rolling system is used athwartships from the holds.

The use of the modern form of hatch coverings has the following advantages: quick working reduced cargo handling time better use of the space elimination of damage due to the presence of coamings. After finishing loading and before leaving the port, it is compulsory to cover the hatches with tarpaulins to ensure water tightness.

Notes to the text:

- 1) to give way for drainage the water – зд. обеспечивать сток;
- 2) despite the covering system used – независимо от применяющихся систем закрытия;
- 3) the hatch beams should be fitted into sockets riveted to the inner side of coamings – зд. бимсы должны вставляться в пазы, прикрепленные к внутренней части комингсов;
- 4) as little time as two minutes per hatch – только две минуты на люк.

Ex. 6. Translate the following words and word-combinations. Make up sentences with them.

hold – _____
space – _____
bilge – _____
bulkhead – _____
to collect – _____
wooden flooring – _____
spar ceiling – _____
coaming – _____
to support – _____
damage – _____
the inner space – _____
quick operating system – _____

to ensure water tightness – _____
to be divided by watertight bulkheads – _____
to prevent damage – _____
to support the hatch covers – _____

hatch – _____
limber board – _____
compartment – _____
to condensate – _____
to pump out – _____
battens – _____
hatchway – _____
to cover – _____
to permit – _____
per – _____
to be designed for collecting water – _____

a separate compartment – _____
to pump out water – _____
to protect by limber boards – _____
a removable wooden battens – _____

hatchway coamings – _____

Ex. 7. Match the words and word-combinations in columns:

- | | |
|--|-------------------------|
| 1) the inner space of a ship used for stowage cargoes | a) bilge |
| 2) a kind of a wall that separates the holds from each other | b) limber boards |
| 3) a place in the double bottom which gives way for drainage the water collected on wooden flooring | c) spar ceiling |
| 4) wooden battens which prevent packages of cargo from damage by moisture, collected on the side of the ship | d) watertight bulk-head |
| 5) wooden parts which protect the bilges from damage | e) hold |

Ex. 8. Translate the sentences into Russian:

1. Holds are designed for carrying cargoes.
2. Holds are divided into several compartments.
3. This is made for drainage the water.
4. Sometimes water condensates on metal bulkheads.
5. You must pump out all the water.
6. Metal should be protected from corrosion.
7. Metals should be covered with anticorrosion substance.
8. This wooden flooring will not fit to this small compartment.
9. Cargo battens are made up of wooden boards.
10. Prevent this cotton bales from damage.
11. Sometimes moisture collects on the sides of the ship.
12. The passenger train travels 100 km per hour.
13. It takes two minutes per hatch to open or close the covers.
14. Light travels 300.000 kilometers per second.
15. The rate of loading is 1200 tons per weather working day.

Ex. 9. Make up questions to the words in italic (see Appendix 5, Table A5.10):

1. We pump out *the water* from the bilges once a week (what).
2. They carry ore *each voyage* (how often).
3. The workers cover the bilges with *special anticorrosion substance* (what ... with).
4. The dockers use spar ceiling for *protecting the package of cargo from damage* (what ... for).
5. The lines on a hull show *the draught of a ship* (what).
6. The stevedores usually control the draught of the vessels *to avoid overloading* (why).
7. *The dockers* loaded general cargo on board ship (who).
8. *The seamen* pumped out the water collected in the bilges (who).

9. *The dockers* broke three angle brackets some days ago (who).
10. *They* carried petroleum in the tanks (who).
11. *He* cleaned the wooden flooring in hold № 2 (who).
12. *The carpenter* repaired the spar ceiling (who).

Ex. 10. Complete the sentences. Use the words in the box:

*portable wooden battens, boards, the frame by angle brackets,
to prevent packages of cargo from damage, moisture*

1. Spar ceiling comprises _____.
2. Spar ceiling is made up of _____.
3. Spar ceiling is attached to _____.
4. The purpose of a wooden sheathing is _____.
5. Bale cargoes may be damaged by _____.

Ex. 11. Answer the questions to the text:

1. What do you call a hold?
2. Are all ship's holds of the same capacity?
3. How are the holds separated from each other?
4. How many holds does a typical dry-cargo vessel have?
5. What do the bilges serve for?
6. How much water collected in the bilges can be removed?
7. What are the bilges covered with to protect them from corrosion?
8. What are limber boards used for?
9. What is spar ceiling used for?
10. What's the shape of a hatch coaming?

Ex. 12. Speak about hatches and holds, work in pairs.

Ex. 13. Make up a report (7-8 sentences) about hatches and holds.

Unit 5. SHIPBOARD EQUIPMENT

Ex. 1. Active Vocabulary. Read and learn words and word-combinations:

to arrange – располагать
arrangement – расположение,
 устройство
shell – оболочка, обшивка

reinforced concrete – армированный
 бетон
durable – прочный
pleasure craft – прогулочное судно

to protect – защищать
protection – защита
bulwark – фальшборт
to serve – служить
to provide = to make provision –
 обеспечивать, предусматривать
safe – безопасный, надежный
safety – безопасность
strong – сильный, прочный, крепкий
strength – сила, прочность
strengthen – усиливать, укреплять
transverse – поперечный
longitudinal – продольный
steam engine – паровой двигатель
to appear – появляться
to cover – покрывать, охватывать
ferro-concrete – железобетон

equipment – судовое устройство
transponder – приемопередатчик
tackle – такелаж, талы
mooring winch – швартовая лебедка
windlass – брашпиль
shallow – мель; мелкий
hawsepipes – клюзопровод
boom – бон, боновое ограждение
to load – загружать
to unload – разгружать
extinguisher – огнетушитель
to survive – выживать
life buoy – спасательный буй
life belt – спасательный пояс
life jacket – спасательный жилет
to inflate – надувать
to lower – спускать на воду

Ex. 2. Translate the following words and word-combinations from English into Russian:

to arrange cargo – _____
 (bottom, side) shell – _____
 the shell of the hull – _____
 (bottom, side, deck) plating – _____
 (bottom, side, deck) framing – _____

 forward end (part) of a ship – _____

 fore of the superstructure – _____
 fore and aft – _____
 to protect the ship (the rudder arrangement) – _____
 means of protection – _____
 outer space – _____
 the space between superstructures (the bridge and poop, the bridge and fore-castle) – _____
 to serve as an explanation – _____
 diplomatic service – _____
 to provide the strength of a ship – _____

to arrange (superstructure, forecastle, bridge, poop) – _____
 general arrangement of the hull – _____

 ship framing – _____
 after end (part) of a ship – _____
 aft of the superstructure – _____
 the main parts (characteristics, building, machine) – _____
 to be protected by bulwark – _____

 to include the following members (life boats, bottom, side and deck framing, clean and dirty tankers) – _____

 to serve in the Army – _____
 to serve as an officer – _____
 to serve the cause of peace – _____

 communication service – _____
 to provide openings – _____

the bridge provided amidships – _____	to provide the ship with automatic instruments – _____
to save a passenger (a ship) – _____	strong plating (bulwark) – _____
a saving bank – _____	the strength of the shell – _____
fire-proof safety – _____	strength of materials – _____
transverse bulkheads (compartments, framing) – _____	strength requirements – _____
longitudinal bulkheads (compartments, framing) – _____	to strengthen the bow – _____
	to strengthen peace and friendship – _____

Ex. 3. State the parts of speech of the following groups of words and translate them into Russian. Use a dictionary if necessary.

To arrange – arrangement – arranging – arranged – arranger;
to protect – protection – protectionism – protectionist – protective – protector
– protectorate – protectorship – protector – protectress – protecting – protected;
to serve – service – serviceable – serving – served – servant – servant-
maid – serviceman – servile – servility – servitude;
to provide – provision – provider – providing – provided – providence –
provident – providently;
strong – strongly – strong-arm – strongarm – strongbox – stronghold –
strongpoint – strength – to strengthen – strengthening – strengthened – strenuous.

Ex. 4. Form nouns from the following verbs:

to arrange – _____	to protect – _____
to open – _____	to space – _____
to end – _____	to include – _____
to serve – _____	to provide – _____
to strength – _____	to survive – _____
to appear – _____	to cover – _____
to tackle – _____	to load – _____
to unload – _____	to ship – _____

Ex. 5. Find pairs with the same meaning:

1) strong	a) jacket	6) beam	f) for
2) sprinkler system	b) life belt	7) life preserver	g) to make provision
3) to arrange	c) to rescue	8) to save	h) firm
4) waistcoat	d) girder	9) to provide	i) to space
5) during	e) extinguisher		

Ex. 6. Find pairs with the opposite meaning:

1) to unload	a) longitudinal	5) to open	e) to lower
2) strong	b) to close	6) transverse	f) to appear
3) to include	c) weak	7) to blow away	g) to load
4) to disappear	d) to inflame	8) to land	h) to exclude

Ex. 7. Guess the meaning of the international words:

structural	type	container	discussion	steel
promenade	typical	modern	material	submarine
interesting	machine	instrument	design	titan
vice-president	platform	continent	start	aluminium
construction	general	photograph	antenna	cover
commercial	professor	initiative	radar	plastic

Ex. 8. Read the text.

The tree was the first and most widespread material for a design of vessels. For several thousand years the ships were made only of wood but when there appeared a steam engine, the fighting ships had started to be covered with metal – iron, but more often, steel. In the 20th century all vessels were made of steel. Submarines also were made of steel, and in rare cases – of titan.

Further also vessels were made of ferro-concrete, aluminium and reinforced concrete. At the end of the century there was a new material – plastic. The hull from aluminium is very easy and durable. Older ships and pleasure craft often have or had wooden hulls. Steel is used for most commercial vessels. Aluminium is frequently used for fast vessels, and composite materials are often found in sailboats and pleasure craft. Some ships have been made with concrete hulls.

Shipboard equipment varies from ship to ship depending on such factors as the ship's era, design, area of operation, and purpose. Some types of equipment that are widely found include:

- masts can be the home of antennas, navigation lights, radar transponders, fog signals, and similar devices often required by law;
- ground tackle includes equipment such as mooring winches, windlasses, and anchors. Anchors are used to moor ships in shallow water. They are connected to the ship by a rope or chain. On larger vessels, the chain runs through a hawsepipe;
- cargo equipment such as cranes and cargo booms are used to load and unload cargo and ship's stores;
- safety equipment such as lifeboats, life rafts, fire extinguishers, and survival suits are carried aboard many vessels for emergency use.

Other safety means include the following:

- the life buoy is the belt from a floating material, for example from rubber, inflated with air;
- the life jacket is the floating waistcoat, which is put on to remain on a water surface;
- the life raft is the rescue raft both inflatable and constructed. Sometimes it is built of wood or other material wrecked;
- life boats are also inflatable. In case of accident the boat lowers on water on cables.

Ex. 9. Choose the right form of the verbs. Revise tenses of the Active Voice (see Appendix 5, Table A5.8):

1. The tree (*is/was*) the first material for a ship design.
2. When a steam engine (*appeared/have appeared*) the ships (*started/had started*) to cover with metal.
3. At the end of the 20th century plastic (*is appeared/appeared*).
4. Shipboard equipment (*vary/varies*) from ship to ship.
5. Ground tackle (*includes/include*) such equipment as mooring winches, windlasses and etc.
6. There (*are/were*) different kinds of saving means carried aboard.

Ex. 10. Give a title to the text. Compare your title with your group-mates' titles. Choose the best.

Ex. 11. Give the main idea of the text in 3 sentences.

Ex. 12. Make up a plan to the text. Compare the plan of your own with your group-mates' ones.

Ex. 13. Match two columns. Use the information from the part of the text describing shipbuilding materials.

- | | |
|--|-----------------------|
| 1. The first material for designing the ship was _____. | a) concrete |
| 2. The early fighting ships were covered with _____. | b) steel |
| 3. Submarines are usually made of _____, but in rare cases they are made with _____. | c) composite material |
| 4. A new material – _____ – appeared at the end of the 20 th century. | d) wood |
| | e) aluminium |
| | f) titan |
| | g) plastic |

5. In the 20th century the vessels began to be designed of _____.
6. Older ships and pleasure crafts often had _____ hulls.
7. The most usable material for commercial vessels is _____.
8. _____ is often used for fast vessels.
9. Sailboats are designed of _____.
10. Some modern ships are made with _____ hulls.

Ex. 14. Make up a 3 minute report about safety equipment and what it is used for.

Ex. 15. Arrange groups of 2-3 students and discuss the following ship-board equipment:

– masts; – ground tackle; – cargo equipment; – safety equipment.

Unit 6. MEASURING SHIPS

Ex. 1. Active Vocabulary. Read and learn words and word-combinations:

to measure – мерить, измерять
length – длина
breadth – ширина
depth – глубина
keelson – кильсон
draft (AE) = draught (BE) – осадка
tonnage – тоннаж
definition – определение
to exist – существовать
merchant – торговый
toll – пошлина, сбор
tax – налог
to derive – выводить (формулу)
to determine – определять

to reach – достигать
surface – поверхность
loading – загрузка
density – плотность
subsequent – последующий
regulation – предписание, правило
ladder – лестница, трап
marine – морской
to engrave – (вы)гравировать
Load Line Certificate – свидетельство о грузовой марке
severe penalty – серьезное наказание, большой штраф

Ex. 2. Give the plural form of the nouns (see Appendix 5, Table A5.1):

ship – _____	length – _____	waterline – _____	breadth – _____
depth – _____	distance – _____	deck – _____	weather – _____
keelson – _____	bottom – _____	tonnage – _____	purpose – _____

toll – _____	engineer – _____	formula – _____	position – _____
side – _____	hull – _____	surface – _____	water – _____
cargo – _____	level – _____	day – _____	mark – _____
circle – _____	line – _____	centre – _____	type – _____
density – _____	regulation – _____	group – _____	act – _____
freeboard – _____	ladder – _____	industry – _____	vessel – _____

Ex. 3. Form the Comparative and Superlative degrees of the adjectives (see Appendix 5, Имя прилагательное, Table A5.3):

high – _____	different – _____
fair – _____	good – _____
simple – _____	specific – _____
fresh – _____	little – _____
subsequent – _____	safe – _____
important – _____	difficult – _____
bad – _____	deep – _____
wide – _____	long – _____
broad – _____	definite – _____

Ex. 4. Study groups of words of one root. State their parts of speech. Translate them.

Long – to prolong – length – lengthy – to lengthen – lengthways;
broad – to broaden – breadth;
deep – to deepen – deeply – deep-sea – depth;
to define – definite – indefinite – definition;
merchant – merchandise – merchandiser;
ship – shipbuilder – shipment – shipowner – shipper – shipping – ship-
wreck – shipyard;
marine – mariner – marina – maritime.

Ex. 5. Read the text “MEASURING SHIPS”.

MEASURING SHIPS

One can measure ships in terms of overall length, length of the ship at the waterline, beam (breadth), depth (distance between the crown of the weather deck and the top of the keelson), draft (distance between the highest waterline and the bottom of the ship) and tonnage. A number of different tonnage definitions exist and are used when describing merchant ships for the purpose of tolls, taxation, etc.

In Britain Samuel Plimsoll, a Member of Parliament, engaged some engineers to derive a fairly simple formula to determine the position of a line on the side of any specific ship's hull which, when it reached the surface of the water during loading of cargo, meant the ship had reached its maximum safe loading level. To this day, that mark, called the 'Plimsoll Line', exists on ships' sides, and consists of a circle with a horizontal line through the centre.

Because different types of water (summer, fresh, tropical fresh, winter north Atlantic) have different densities, subsequent regulations required painting a group of lines according to Samuel Plimsoll's Merchant Shipping Act of 1876 to indicate the safe depth (or freeboard above the surface) to which a specific ship could load in water of various densities. Hence, the 'ladder' of lines has been seen alongside to this day. The Plimsoll mark is called the 'freeboard mark' or 'load line mark' in the marine industry.

In the course of loading load lines must be watched above all. The load lines are engraved and then painted on both sides of ships. The divided circle on the left shows the depth to which the ship may be loaded in summer time. Below this line are, on the grid to the right, two lines. The one marked *W* means winter loading, the lower one marked *WNA* means the maximum depth to which the ship may be loaded if she is going across the North Atlantic in winter. The other marks above these are: *T* for tropical, *F* for fresh water. These lines are shown on the ship's Load Line Certificate. In case of overloading a ship, so that these lines are under water, the penalties are severe.

Ex. 6. Find English equivalents to Russian ones in the text:

вся длина – _____	размерение судов – _____
длина по ватерлинии – _____	ширина – _____
глубина – _____	прогулочная палуба – _____
осадка – _____	днище корабля – _____
тоннаж – _____	определение тоннажа – _____
ряд – _____	при описании – _____
торговое судно – _____	взимание платы – _____
налогообложение – _____	получить формулу – _____
расположение линий на борту – _____	поверхность воды – _____
_____	во время загрузки – _____
круг с горизонтальной линией – _____	максимально безопасный уровень загрузки – _____
_____	пресная вода – _____
по центру – _____	соответствующие предписания – _____
различные плотности – _____	_____
изображение набора линий – _____	отражать безопасную глубину – _____
_____	_____
Акт о Торговом Судоходстве – _____	_____

‘лестница’ линий – _____
морская отрасль промышленности
– _____

отметка на подводной части борта – _____
серьезное наказание за неправильную нагрузку – _____

Ex. 7. Fill in the gaps with the words from the box:

depth, determine, indicate, load, measure, tonnage, safe, centre, draft, line, mark, water, freeboard, marine

1. One can _____ ships in terms of length, depth, draft and tonnage.
2. _____ is the distance between the crown of the weather deck and the top of the keelson.
3. The distance between the highest waterline and the bottom of the ship is _____.
4. When describing merchant ships _____ is used for purpose of tolls and taxations.
5. S. Plimsoll and a group of engineers derived a formula to _____ the position of a line on the side of a hull.
6. The _____ means the ship has reached the maximum _____ loading level.
7. The _____ consists of a circle with a horizontal line through the _____.
8. Because of different types of _____ a group of lines is painted to _____ the safe depth.
9. The ‘ladder’ is called ‘_____ mark’ or ‘_____ line mark’ in _____ industry.

Ex. 8. Match the words in the left column with the word-combinations in the right one:

- | | |
|-----------------------------------|-------------------------------------|
| 1) when describing merchant ships | a) безопасная глубина |
| 2) Plimsoll Line | b) расстояние между |
| 3) safe depth | c) корпус судна |
| 4) weather deck | d) прогулочная палуба |
| 5) distance between | e) отметка на подводной части борта |
| 6) to reach the surface of water | f) достигать поверхности воды |
| 7) ship’s hull | g) описывая торговые суда |
| 8) freeboard mark | h) различные воды |
| 9) ship’s sides | i) борта судна |
| 10) different types of water | j) линия Плимсолла |
| 11) various water densities | k) различные плотности воды |

Ex. 9. Match line marks with their definitions:

- | | |
|--------------------|---|
| 1) <i>T</i> mark | a) winter loading |
| 2) <i>WNA</i> mark | b) fresh water |
| 3) <i>W</i> mark | c) tropical water |
| 4) <i>F</i> mark | d) the maximum depth to be loaded going across the North Atlantic in winter |

Ex. 10. Answer the questions to the text:

1. What terms can one measure ships of?
2. What does the depth of ships mean?
3. What is draft?
4. What was Samuel Plimsoll?
5. What is he famous for in marine industry?
6. What do these lines determine?
7. Where are they painted?
8. Do lines differ according to types of water densities?
9. Are there any official documents regulating lines to be painted?
10. What other words can be used to describe the 'ladder' of lines?

Ex. 11. Group 2-3 students and discuss the following items:

- measurement of ships;
- S. Plimsoll and engineers, and their innovation;
- freeboard marks or load line marks;
- other marks painted on ship's sides.

Ex. 12. Render the content of the text into English.

Ex. 13. Find the words from the Active Vocabulary in the table. The words are located either across or down.

- | | | |
|-----------------------|--------------------|------------------------|
| 1) измерять | 8) тоннаж | 14) глубокий |
| 2) длина | 9) борт | 15) углублять |
| 3) ширина судна, бимс | 10) корпус | 16) ширина |
| 4) кильсон | 11) глубина | 17) широкий |
| 5) осадка судна | 12) надводный борт | 18) ватерлиния |
| 6) днище, грунт | 13) длинный | 19) корабль, судно (2) |
| 7) поверхность (воды) | | |

	1	2	3	4	5	6	7	8	9	10	11	12	13
A	Q	W	E	M	E	A	S	U	R	E	R	T	Y
B	U	L	I	O	F	R	E	E	B	O	A	R	D
C	D	E	P	T	H	P	A	S	D	F	G	H	J
D	W	N	K	B	L	Z	X	B	O	T	T	O	M
E	A	G	C	R	V	B	R	E	A	D	T	H	B
F	T	T	N	O	M	D	R	A	F	T	Q	D	W
G	E	H	E	A	R	E	T	M	Y	U	I	E	O
H	R	P	A	D	S	E	H	D	F	T	G	E	H
I	L	O	N	G	J	P	U	K	L	O	Z	P	X
J	I	C	V	B	N	M	L	Q	W	N	E	E	R
K	N	T	Y	K	E	E	L	S	O	N	U	N	I
L	E	O	P	A	S	S	H	I	P	A	D	F	G
M	S	U	R	F	A	C	E	D	H	G	J	K	L
N	V	E	S	S	E	L	Z	E	X	E	C	V	B

Unit 7. TYPES OF SHIPS

Ex. 1. Active Vocabulary. Read and learn words and word-combinations:

monohull – однокорпусное судно
catamaran – катамаран
trimaran – тримаран
shape – форма
size – размер
dinghy – ялик, прогулочная лодка
keelboat – килевая шлюпка
icebreaker – ледокол
fiberglass – стекловолокно
trireme – трирема
man-o'-wars = man-of-wars – военный корабль
origin – происхождение
pinnace – пинас
gondola – гондола
junk – джонка
competitive – конкурентный, зд. спортивный
to perceive – воспринимать, ощущать, чувствовать

drive – привод
flat-bottomed boat – плоскодонка
self-propelled – самоходный
rubbish – мусор
to row – грести
direction – направление
galley – галера; камбуз
kayak – каяк
canoe – каноэ, байдарка
to dive – нырять
half-plunging – полупогружной
drilling floating platform – буровая плавучая платформа
displacement-type – водоизмещающий
to glide – глиссировать
powerboat – моторный катер
air-cushion vessel = hovercraft – судно на воздушной подушке
ferry – паром

destination – назначение

ground-effect machine – экрано-план

hydrofoil vessel – судно на подвод-

ных крыльях

Ex. 2. Translate groups of words and state their parts of speech:

To place – place – placing – placement – displacement – placed;
to propel – propulsion – propeller – propelling – propelled – self-propelled – non-self-propelled;
to divide – division – divisor – divisible – indivisible – divisibility – dividing – divided – subdivision – subdivided;
to sail – sail – sailor – sailer – sailing;
to load – load – loader – loading – unload – unloading.

Ex. 3. Form nouns from the following verbs:

to place – _____	to propel – _____
to divide – _____	to sail – _____
to load – _____	to carry – _____
to classify – _____	to use – _____
to compete – _____	to fish – _____
to direct – _____	to build – _____

Ex. 4. Find pairs of words with the same meaning:

1) vessel	a) to divide	5) place	e) to launch
2) according to	b) to drive	6) to lower	f) seat
3) principle	c) referring to	7) to propel	g) main
4) to classify	d) to float	8) to sail	h) ship

Ex. 5. State the part of speech of the words in *italic* and translate the sentences:

1. This yard *launches* ice-breakers. This yard *launches* are fast and beautiful.
2. They wanted to *place* the order as quickly as possible. Two *places* were left on board the ship.
3. This ship *sails* from Vladivostok to Japan. The ship's *sails* were made of scarlet canvas.
4. *Transport* ships *transport* passengers and cargo.
5. Vehicle ferries are used for *transporting* cars. Ferries *transporting* cars are called vehicle ferries.

Ex. 6. Guess the meaning of the international words:

classify	classification	trireme	canoe
criteria	mechanical	gondola	diesel
base	class	junk	base
submarine	galley	geographic	submarine
keel	bathyscaphe	associate	port
system	platform	manufacture	military
fiber	type	commercial	material
aluminum	catamaran	motor	commerce
steel	kayak	classification	categorize
epoch	propeller	region	region

Ex. 7. Read the text “TYPES OF SHIPS”.

TYPES OF SHIPS

1. Different classifications

Ships are difficult to classify, mainly because there are so many criteria to base classification on. One classification is based on propulsion, i.e. either a sailing ship or a motorship. Sailing ships are ships which are propelled solely by means of sails. Motorships are ships which are propelled by mechanical means to propel it. Motorships include ships that propel itself through the use of both sail and mechanical means.

Other classification systems exist that use criteria such as:

- the number of hulls, e.g., monohull, catamaran, trimaran;
- the shape and size, e.g., dinghy, keelboat, and icebreaker;
- the building materials used, e.g., steel, aluminum, wood, fiberglass, and plastic;
- the type of propulsion system used, e.g., human-propelled, mechanical, and sails;
- the epoch in which the vessel was used, e.g., triremes of Ancient Greece, man-o'-wars of the 18th century;
- the geographic origin of the vessel – many vessels are associated with a particular region, such as the pinnace of Northern Europe, the gondolas of Venice, and the junks of China;
- the manufacturer, series, or class;
- the port of destination, etc.

Another way to categorize ships and boats is based on their use. This system includes military ships, commercial vessels, fishing boats, pleasure craft and competitive boats, lake and river boats, etc.

2. Classification by drive

There exists another classification – classification by drive. A vessel is classified by drive into three groups:

- non-self-propelled (for example, barges, flat-bottomed boats). Vessels which have no engine, hence, can move only by means of other vessels. Non-self-propelled vessels basically transport cargoes, rubbish, building materials.

- self-propelled: rowing, sailing and motor vessels. They are put in motion by means of the engine. Self-propelled vessels define the direction and speed. They are considered to be the most widespread kind of vessels; almost all vessels are self-propelled.

- rowing vessels: galleys, kayaks, canoes, life boats, walking boats, walking bicycles. Rowing vessels are set in motion by oars. They are non-self-propelled, as they are set in motion by rowing, and not self-propelled, as they are operated.

3. Classification by placing of the hull

Classification by placing of the hull concerning water is worth mentioning. According to this classification there exist various types of ships, such as:

- underwater – vessels move under water surface the basic part of time, e.g., nuclear submarines;

- diving – vessels plunge for some limited time under water, e.g., scientific bathyscaphes, diesel submarines;

- half-plunging – vessels is basically under water, e.g., drilling floating platforms;

- displacement type – the usual vessels that plunge on some depth under water, e.g., *Titanic*;

- gliding – the vessels which weight is perceived by dynamic pressure of water at vessel movement, e.g., high-speed powerboats;

- hydrofoil vessels – the vessels which weight is perceived by elevating force of underwater wings, e.g., *Rocket, Meteor*;

- air-cushion vessels – the vessels which weight is perceived by pressure of air, pumping under the vessel's bottom, e.g., the ferry going through the English Channel *Hovercraft*;

- dynamic hovercrafts – the vessels which weight is perceived by pressure of air owing to movement of air, e.g., ground-effect machine *Ship Model (The Caspian Monster)*.

Ex. 8. Find English equivalents to Russian ones in the text:

парусное судно – _____

приводить в движение – _____

механические средства – _____

форма – _____

строительный материал – _____

связывать (ассоциировать) – _____

трудно классифицировать – _____

с помощью – _____

существовать – _____

размер – _____

происхождение – _____

основывать(ся) – _____
 спортивный катер – _____
 гребное судно – _____
 подводное судно – _____
 полупогружное судно – _____
 глиссирующее судно – _____
 судно на воздушной подушке – _____

 двигаться – _____
 вес – _____
 качать – _____

включать – _____
 военное судно – _____
 привод – _____
 несамоходное судно – _____
 ныряющее судно – _____
 водоизмещающее судно – _____
 судно на подводных крыльях – _____

 поверхность воды – _____
 погружаться – _____
 воспринимать(ся) – _____

Ex. 9. Listen and repeat:

a) after the lecturer

1. Ships may be classified according to the place of navigation.
2. According to the hull material ships may be wooden, steel, and plastic, from aluminium alloys and so on.
3. Non-self-propelled ships are barges and sailers.
4. Self-propelled ships are steamships, motorships, electric-propulsion ships, nuclear-propulsion ships.
5. According to place of the hull ships are divided into floating, gliding, hydrofoil craft and hovercraft.
6. Motorships are propelled by a motor.
7. Steamships are propelled by a steam engine.

b) in chain

1. According to the destination ships are classified into transport ships, fishing ships, technical ships, research ships, training ships, competitive ships etc.
2. Transport ships are divided into passenger ships, cargo ships, passenger-cargo ships and ferries.
3. Passenger ships carry passenger.
4. Bulk carriers carry bulk cargo.
5. Vehicle ferries carry cars.

Ex. 10. Fill in the gaps with the prepositions given in the box (see Appendix 5, Table A5.2):

by, in, under, for, on, with, owing to, of, to, from

1. I usually go _____ the University _____ foot.
2. The students listened _____ the lecture _____ shipbuilding with great interest.

3. This vessel sails _____ Vladivostok _____ Nakhodka.
4. The dockers will unload the ship _____ 5 o'clock.
5. _____ our way _____ port we met the steamship *Sedov*.
6. The shipbuilders will launch a new tug _____ September.
7. Sailors sail _____ port _____ port.
8. Our last visit _____ submarine *Kursk* was _____ 1998.
9. Shokalski graduated _____ the naval school _____ honors.
10. _____ 1849 Nevelskoi sailed _____ the Far East _____ board the transport ship *Baikal*.
11. Classification _____ ships is based _____ many criteria.
12. Sailing ships are propelled _____ means _____ sails.
13. Self-propelled ships are put _____ motion _____ the help _____ engine.
14. Underwater vessels move _____ water the basic part _____ time.
15. Diving vessels plunge _____ some limited time _____ water.
16. Dynamic hovercrafts are the vessels which weight is perceived _____ pressure _____ air _____ movement _____ air.

Ex. 11. Read the sentences. Translate the words in brackets into English:

1. Ships may be classified (согласно) _____ the place of navigation, hull material, placing of the hull and drive.
2. According to (месту) _____ of navigation ships may be divided into ocean and seagoing ships, river and lake ships coasters.
3. According to the hull material ships may be wooden, steel, (пластиковые) _____, aluminium and so on.
4. Non-propelled ships are barges and (парусники) _____.
5. Self-propelled ships are (пароходы, теплоходы) _____, electric propulsion ships, nuclear-propulsion ships.
6. According to place of the hull ships are divided into floating, gliding, (суда на подводных крыльях, суда на воздушной подушке) _____.
7. According to (назначению) _____ ships are classified into transport ships, fishing ships, research ships, training, ships, competitive boats, etc.
8. Transport ships are divided into passenger ships, cargo ships, passenger-cargo ships and (паромы) _____.
9. (Навалочники) _____ carry bulk cargo.
10. (Транспортные) _____ ferries carry cars.

Ex. 12. Complete the sentences:

1. Ships are classified according to _____.
2. According to the place of navigation ships may be divided into _____.

3. According to the hull material ships may be _____.
4. According to drive ships are divided into _____.
5. Non-self-propelled ships are _____.
6. Rowing ships are _____.
7. Self-propelled ships are _____.
8. A motor ship is propelled _____.
9. A steamer is propelled _____.
10. According to their destination ships are divided into _____.
11. Transport ships are divided into _____.
12. There are many types of cargo ships, such as _____.
13. Fishing ships are _____.

Ex. 13. Match the definition of the words given in the box:

ice-breaker, pinnace, trireme, gondola, man-of-war, junk, trimaran, catamaran, keelboat, dinghy

1. This ship is one of two marine craft, the first a small vessel used as a tender to larger vessels amongst other things, and the second a ship rigged vessel popular in northern waters through the 17th-19th centuries.
2. The ship is a traditional, flat-bottomed Venetian rowing boat, well suited to the conditions of the Venetian Lagoon.
3. The ship is a Chinese sailboat design dating from ancient times and still in use today. They were developed during the Han Dynasty (206 BC-220 AD) and were used as ocean-going vessels as early as the 2nd century AD.
4. The ship (from Tamil 'kattumaram') is a type of multihulled boat or ship consisting of two hulls, or 'vakas', joined by some structure, the most basic being a frame, formed of 'akas'. They can be sail- or engine-powered.
5. The ship is a type of small boat, often carried or towed by a larger vessel.
6. The ship is a type of usually long narrow cigar-shaped riverboat, or unsheltered water barge which is sometimes also called a poleboat.
7. The ship is a special-purpose ship or boat designed to move and navigate through ice-covered waters.
8. The ship (Greek or Latin origin) is a class of warship used by the ancient civilizations of the Mediterranean, especially the Phoenicians, ancient Greeks and Romans.
9. The ship was the most powerful type of armed ship from the 16th to the 19th centuries.
10. The ship is a multihulled boat consisting of a main hull (vaka) and two smaller outrigger hulls (amas), attached to the main hull with lateral struts (akas).

Ex. 16. Speak on the following items:

- different types of ships' classifications;
- classification by drive;
- classification by placing of the hull;
- classification based on propulsion.

Ex. 17. Summarize the information from the Unit and make a report on any type of classification you've chosen.

Unit 8. COMMERCIAL VESSELS

Ex. 1. Active Vocabulary. Read and learn words and word-combinations:

dry cargo – сухой груз

liquid – жидкий

in bulk – навалом

general cargo – генеральный груз

break-bulk ship – судно для перевозки генерального груза

intermodal – интермодальный (подходящий для перевозки любым видом транспорта)

to roll – катать

to roll on – вкатывать

to roll off – выкатывать

oil – нефть, масло

LNG (Liquid Natural Gas) tanker – судно для перевозки сжиженных природных газов

to range – ранжировать, классифицировать

vehicle – транспортное средство

leisure – досуг

tugboat – буксирный катер

pilot boat – лоцманский катер

cable ship – кабельное судно

survey craft – гидрографическое судно

crew – экипаж, команда

pump-jet engine – водометный движитель

perishable cargo – скоропортящийся груз

to demand – требовать

multi-purpose vessel – универсальное, многоцелевое судно

luggage = baggage – багаж

maintenance – уход, эксплуатация

to store – складировать, хранить

fast = high-speed vessel – быстрое судно

flight – рейс

cruise – круиз

to move – двигать(ся)

to move through – перебросить

clean tanker – танкер для перевозки очищенной нефти

dirty tanker – танкер для перевозки темных нефтепродуктов

fuel – топливо

lubricating oil – смазочное масло

petrol – бензин

petroleum – нефть

paraffin – керосин

pump – насос; качать

cruising speed – крейсерская скорость

trial speed – скорость на испытаниях

loaded speed – скорость в грузу

foodstuffs – продовольствие
to intend (for) – предназначать(ся)
refrigerator ship – рефрижераторное судно

service speed – эксплуатационная скорость
ship-handling – управление кораблем

Ex. 2. Give Russian equivalents to the English ones:

atomic (heavy, liquid, solid, uranium) fuel – _____
 service (cruising, trial, engine, free running, full, high) speed – _____
 at full speed – _____
 a speedy boat – _____
 at a speed of 30 knots – _____
 air (cargo, cargo-oil, clean ballast, deck, fresh water, salt water, oil, petroleum) pump – _____
 pumproom – _____
 is known as a speedy ship – _____

oil – _____
 fuel oil – _____
 oil engine – _____
 engine oil – _____
 diesel oil – _____
 lubricating oil – _____
 tank – _____
 ballast (cargo, fuel, cargo-fuel, clean fuel oil, deep, diesel fuel) tank – _____
 to keep air clean (a port open during the winter) – _____
 to know the speed (the distance) – _____

Ex. 3. Listen and repeat after the lecturer:

1. A clean tanker carries petrol and paraffin.
2. A dirty tanker carries heavy fuel, oil and lubricating oil.
3. Longitudinal bulkheads run fore and aft and divide the hull into long spaces.
4. Transverse bulkheads run from side to side and form tanks.
5. Oil is moved into tanks and out of them by pumps.
6. Pumps also keep air clean.

Ex. 4. Guess the meaning of the international words:

machinery
 forward
 steel
 parallel
 centre
 tank
 individual

maximum
 designer
 generator
 combine
 boiler
 radiator
 tonnage

decade
 instruction
 model
 regularly
 product
 capital
 ventilation

reverse
 engineer
 spectrum
 passenger
 filler
 ton
 tanker

Ex. 5. State the parts of speech of the following groups of words and translate them. Use a dictionary if necessary.

Oil – to oil – oil-bearing – oilcake – oilcan – oilcar – oilcloth – oilcoat – oilcolour – oil-derrick – oiled – oiler – oilfield – oil-filler – oilfuel – oilhole – oilman – oil-paper – oilplant – oil-producing – oilskin – oily;
 fuel – fuelling – to fuel – fueled;
 speed – to speed – speedball – speedboat – speeder – speedily – speeding – speedometer – speedster – speedway – speedy;
 pump – to pump – pump-handle – pumpkin – pumproom – pumping;
 move – to move – movable – moveless – movement – mover – movie – moviegoer – moviehouse.

Ex. 6. Find pairs of words with the same meaning:

1) commercial	a) operation	1) to carry	a) to set (put) in motion
2) ship	b) marine	2) to have	b) task
3) activity	c) baggage	3) to perform	c) to specialize
4) foodstuffs	d) vessel	4) to drive	d) to fulfill
5) luggage	e) automobile	5) to power	e) in great quantity
6) vehicle	f) machine	6) to specify	f) to differ
7) technics	g) voyage	7) to range	g) individual
8) sea (<i>adj.</i>)	h) merchant	8) in bulk	h) to possess
9) flight	i) cruise	9) purpose	i) to transport
10) trip	j) kind	10) person	j) to propel
11) type	k) provision		

Ex. 7. Translate the word-combinations from English into Russian:

as – в качестве, как

to be designed as a passenger ship – _____	to work as a captain – _____
to be known as a good pilot – _____	to sail as passengers – _____
as already pointed out – _____	as shown in Fig. 24 – _____
as it was provided earlier – _____	as it will be said below – _____

as well as – так же, как (и)

derricks as well as cranes – _____	cargo pump as well as ballast pump – _____
transverse as well as longitudinal bulkheads – _____	pump as well as generating sets – _____
length as well as breadth and depth – _____	paraffin as well as petrol – _____

as many as – целых

as many as three years – _____	as many as 10 bulkheads – _____
as many as 5 days – _____	as many as 100 – _____
as many as 3 pumps – _____	as many as 40 knots – _____

some – несколько, некоторый

for some time – _____
sometimes – _____
some bulkheads – _____
some owners – _____
some tugs – _____
some hovercrafts – _____
some crafts – _____

some oil – _____
some passengers – _____
some cargo – _____
some derricks – _____
some ferries – _____
some hydrofoils – _____

Ex. 8. Find pairs of words with the opposite meaning:

1) military	a) small	1) to roll on	a) to unpack
2) liquid	b) work	2) to maximize	b) to disappear
3) large	c) multi-purpose	3) to include	c) to stop
4) special-purpose	d) dry	4) to appear	d) unimportant
5) necessary	e) unnecessary	5) to pack	e) to minimize
6) long	f) short	6) to move	f) to exclude
7) leisure	g) civil	7) important	g) to roll off

Ex. 9. a) learn the meaning of the verb 'to carry' with different prepositions:

to carry – носить, возить (о транспорте), содержать;

to carry on – продолжить;

to carry out – проводить, выполнять;

b) fill in the gaps with prepositions if necessary.

1. Cargo vessels carry _____ different commodity: products, technics, building materials, timber, etc.

2. Commercial vessels carry _____ very significant role for global commerce.

3. Different investigations are carried _____ in the field of shipbuilding.

4. Violent storm carried _____ the whole night.

5. His scientific adviser carries _____ to investigate phenomenon of buoyancy in the testing pool.

6. The student carried _____ a serious disease so he had to take exams in autumn.

7. The slogan carries _____ the following: 'Youth is our future'.

8. A young girl carrying _____ heavy cases, the driver suggested to carry _____ them.

9. Ferries are vessels which carry _____ both passengers and vehicles between two coasts of the river or strait.

10. Liquid cargo is carried _____ in bulk aboard tankers.

Ex. 10. Read the text “Танкер”.

ТАНКЕР

Танкер представляет собой однопалубное судно с кормовым расположением машинного отделения и надстройки. Грузовое пространство танкера делится поперечными и одной, двумя или тремя продольными переборками на грузовые отсеки, называемыми грузовыми танками. Часть танков предназначается для водяного балласта. К носу от машинного отделения располагается насосное отделение с грузовыми насосами для разгрузки судна от нефти. Их мощность может достигать 3 000 галлонов нефти в минуту. Танкеры должны быть оборудованы противопожарными системами. Существует два класса танкеров: для перевозки темных нефтепродуктов и для перевозки очищенных нефтепродуктов. Танкер для перевозки темных нефтепродуктов перевозит тяжелое топливо, смазочное масло и т.д. Танкер для перевозки очищенных нефтепродуктов перевозит бензин, керосин и т.п.

Ex. 11. Read the sentences. Translate the words in brackets:

1. The ship (движется) _____ at a high speed.
2. The (насосное отделение) _____ is located aft of the engine room.
3. Longitudinal bulkheads (тянутся) _____ fore and aft.
4. Oil (перекачивается) _____ with great speed.
5. Some (насосы) _____ must keep the air clean.
6. (Смазочное масло) _____ can be carried in the double bottom.

Ex. 12. Complete the sentences:

1. Tankers carry _____.
2. A clean tanker carries _____.
3. A dirty tanker carries _____.
4. A tanker has her machinery and funnel _____.
5. The cargo space of a tanker is divided by bulkheads into _____.
6. There are two types of bulkheads, such as _____.
7. Transverse bulkheads run _____.
8. Longitudinal bulkheads run _____.
9. Oil is moved into and out of tanks by means of _____.

Ex. 13. Answer the questions ‘What do we call ...’:

- 1) ... the ship that carries petroleum?
- 2) ... the tanker that carries petrol and paraffin?

- 3) ... the tanker that carries heavy fuel oil and lubricating oil?
- 4) ... the machine that moves oil into or out of tanks?
- 5) ... the compartment for carrying oil?

Ex. 14. Agree or disagree. Use the clichés:

<i>That's wrong.</i>	– <i>Это неверно.</i>
<i>That's (quite) right.</i>	– <i>(Совершенно) верно.</i>
<i>That's not quite true to the fact.</i>	– <i>Это не совсем соответствует факту.</i>
<i>According to the text...</i>	– <i>Согласно тексту...</i>

1. There are two classes of tankers.
2. A clean tanker carries lubricating oil.
3. A dirty tanker carries petrol and paraffin.
4. A tanker has her machinery as well as funnel amidships.
5. The cargo space is divided into tanks by bulkheads.
6. There are two types of bulkheads – transverse and longitudinal.
7. Longitudinal bulkheads run from side to side.
8. Transverse bulkheads run fore and aft.
9. Oil is moved into tanks and out of them by pumps.

Ex. 15. Read the text “COMMERCIAL SHIPS”.

COMMERCIAL VESSELS

Commercial vessels or merchant ships can be divided into three broad categories: cargo ships, passenger ships, and special-purpose ships. Cargo ships transport dry and liquid cargo. Dry cargo can be transported in bulk by bulk carriers, packed directly onto a general cargo ship in break-bulk, packed in intermodal containers as aboard a container ship, or driven aboard as in roll-on roll-off ships. Liquid cargo is generally carried in bulk aboard tankers, such as oil tankers, chemical tankers and LNG tankers (carriers).

Passenger ships range in size from small river ferries to giant cruise ships. This type of vessel includes ferries, which move passengers and vehicles on short trips; ocean liners, which carry passengers on one-way trips; and cruise ships, which typically transport passengers on round-trip voyages promoting leisure activities onboard and in the ports they visit.

Special-purpose vessels are not used for transport but are designed to perform other specific tasks. Examples include tugboats, pilot boats, rescue boats, cable ships, research vessels, survey crafts, and ice breakers.

Most commercial vessels have full hull-forms to maximize cargo capacity. Hulls are usually made of steel, although aluminium can be used on faster

craft, and fiberglass on the smallest service vessels. Commercial vessels generally have a crew headed by a captain, with deck officers and marine engineers on larger vessels. Special-purpose vessels often have specialized crew if necessary, for example scientists aboard research vessels. Commercial vessels are typically powered by a single propeller driven by a diesel engine. Vessels which operate at the higher end of the speed spectrum may use pump-jet engines or sometimes gas turbine engines.

Cargo vessels have appeared a little thousand years ago and since then have not spent the popularity as carry out very important role for the world economy. They transport products, the foodstuffs, technics, building materials. There are many types of cargo vessels. They are:

- container ship intended for container transportation on the deck. The vessel has only 10-26 persons of crew as the ship-handling is automated;
- refrigerator ships are refrigerators with strong ventilation keeping cold temperature in cargo compartments. They are intended for transportation perishable products and products demanding low temperature;
- ‘roll-on’ ships are ships transporting containers, cars, timber which are driven (or roll on) into a ship by lorries or trucks;
- bulk ships are cargo ships transporting bulk cargoes. The bulk ship can transport more than 150 thousand tons;
- tankers are vessels transporting liquid and bulk cargoes, such as oil, natural gases, and liquid products. The most tankers move oil directly in holds;
- multi-purpose vessels are cargo vessels transporting at once some kinds of cargoes, both liquid, and products, and technics, in different compartments.

Passenger ships are vessels intended for transportation of passengers and their luggage and for maintenance of their safety. The passenger ship has cabins for passengers, a cargo compartment where their luggage is stored, a dining room and other entertaining rooms. They are:

- the liner is a large fast passenger vessel making regular flights. The greatest sea liner is *Queen Mary 2*;
- the cruise vessel is the vessel making international flight;
- the ferry is the vessel transporting passengers and vehicle between two coasts of the river or strait. The ferry is used also in the military purpose. It moves through a water barrier transport, soldiers and provisions.

Ex. 16. Match the definition with a type of vessels given in the box:

commercial vessels, special-purpose vessels, multi-purpose vessels, passenger ships, cargo ships, bulk ships, refrigerator vessels, ferries, container ships, Roll-on ships, Roll-off ships, tankers, cruise ships, liners

1. Vessels transporting both passengers and vehicles between two coasts of the river or strait.
2. Vessels transporting containers on the deck.
3. Vessels including different categories of ships, such as cargo and passenger ships, and special-purpose ships.
4. Vessels making international flights.
5. Vessels transporting perishable products.
6. Vessels performing specific tasks, e.g. rescue, survey, research, pilot and some other functions.
7. Vessels making regular flights.
8. Vessels transporting liquid and bulk cargoes.
9. Vessels transporting cargoes which are driven into the ships by lorries.
10. Cargoes are driven off this type of ships.
11. Vessels transporting different cargoes at once.
12. Vessels transporting cargoes in large quantity.
13. Vessels carrying people and their luggage only.
14. Vessels transporting products, technics, building materials, etc.

Ex. 17. Answer the questions to the text:

1. What types of commercial vessels do you know?
2. What purposes are they intended for?
3. What is the main task of cargo vessels?
4. Passenger ships carry only people, don't they?
5. There are two classes of tankers, aren't there?
6. How are tankers classified?
7. What does a clean tanker carry?
8. What does a dirty tanker transport?
9. Where is the machinery of a tanker located?
10. By means of what is the cargo space of a tanker divided into tanks?
11. What kinds of bulkheads do you know?
12. How do transverse bulkheads run?
13. How do longitudinal bulkheads run?
14. How is oil moved into and out of tanks?
15. Are pump designed for pumping only oil?

Ex. 18. Say in English:

перекачивать топливо (нефть, бензин, керосин, воду, жидкость) –

топливо атомное (жидкое, урановое,

скорость эксплуатационная (на испытаниях, в грузу, максимальная, полная, высокая) –

тяжелое) – _____
 проходить от носа до кормы (от борта до борта, вдоль, поперек) – _____

танк балластный (грузовой, топливный, для очищенных нефтепродуктов, для дизельного топлива) – _____

сохранять воздух чистым – _____

сохранять порт открытым для навигации – _____

Ex. 19. Render the text “Танкер” from Ex. 10 into English.

Ex. 20. Look through the text “COMMERCIAL SHIPS” from Ex. 15 once more and divide it into several logical parts. Entitle each of them.

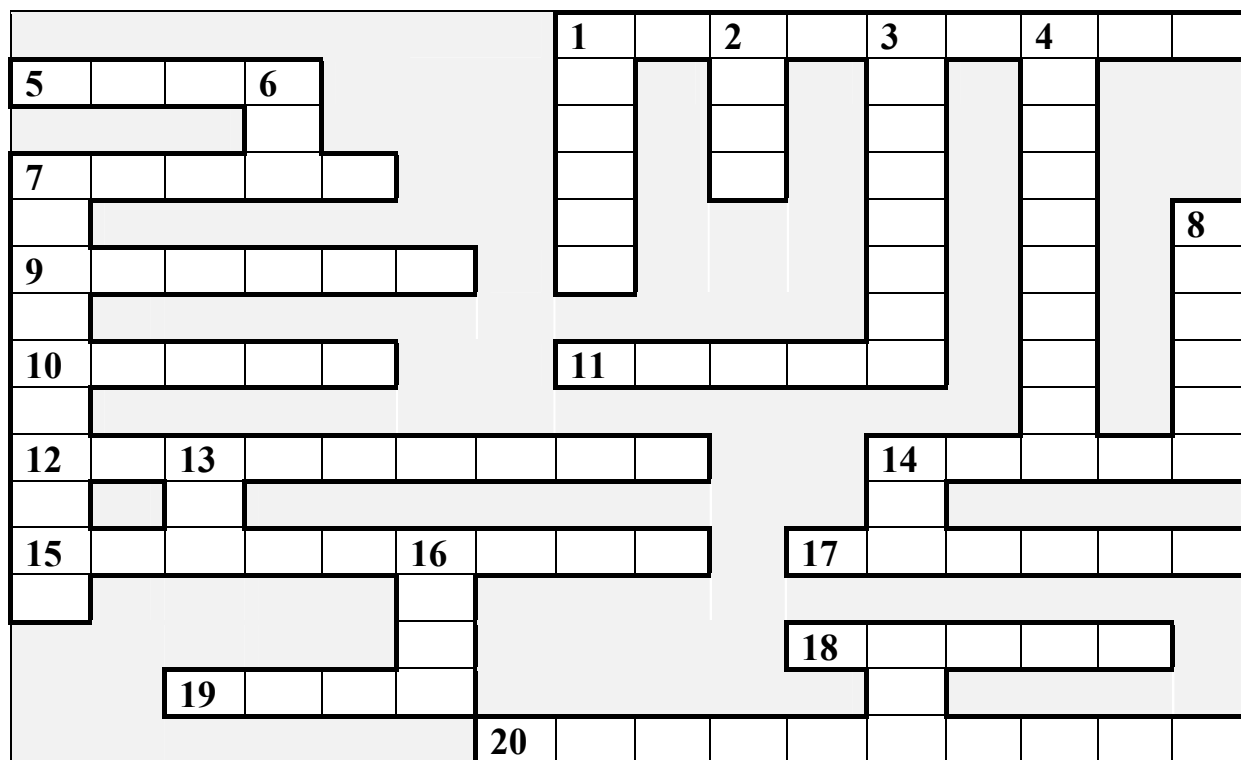
Ex. 21. Make up a plan to the text. Compare your plan with the plans of your group-mates.

Ex. 22. Make up dialogues on the following items:

- types of commercial ships;
- technical characteristics of commercial ships;
- cargo vessels;
- passenger ships.

Ex. 23. Summarize the information from the Unit and be ready with a report on commercial vessels.

Ex. 24. The crossword.



Across:

1. Подводная лодка (9).
5. Плот (4).
7. Баржа (5).
9. Танкер (6).
10. Яхта (5).
11. Судно, катер, плавучее средство (5).
12. Катамаран (9).
14. Паром (5).
15. Моторный катер (9).
17. Водолазное судно (6).
18. Каное (5).
19. Джонка (4).
20. Линкор (10).

Down:

1. Гидрографическое судно (6).
2. Лодка, катер (4).
3. Авианосец (8).
4. Ледокол (10).
6. Буксирный катер (3).
7. Батискаф (10).
8. Галера (6).
13. Буксир (3).
14. Фрегат, сторожевой корабль (7).
16. Навалочное судно (4).

Unit 9. MILITARY AND AUXILIARY VESSELS***Ex. 1 Active Vocabulary. Read and learn new words:***

support vessel – судно поддержки

auxiliary vessel – вспомогательное судно

aircraft carrier – авианосец

cruiser – крейсер

destroyer – эскадренный миноносец

frigate – фрегат, сторожевой корабль

corvette – корвет, сторожевой корабль

submarine – подводная лодка

amphibious assault ship – десантный штурмовой корабль

battleship – линейный корабль (линкор)

navy – военно-морской флот

ballistic missile – баллистическая ракета

missile submarine – ракетная подводная лодка

minesweeper – тральщик

offshore – прибрежный

replenishment ship – транспорт-заправщик

combat – боевой

maneuverability – маневренность

suppression (of fire) – пожаротушение

weapons system – система вооружения

to suffer – страдать

disaster – бедствие

race – гонки

conquest – покорение

tow – буксировка; буксировать

towboat – буксир

rope – веревка

to deliver – доставлять

to push – толкать

to extinguish – гасить, тушить

to inflame – воспалять

rescue ship – спасательное судно

dredging pump – землесос

soil – грунт, почва

bathyscaphe – батискаф

manned device – управляемый человеком прибор

facilities – оборудование
diving boat – водолазное судно

regatta – парусные или гребные
гонки, регата

Ex. 2. Combine in one word:

war	craft
sub	breaker
air	marine
battle	sweeper
ice	ship
tow	shore
mine	propelled
off	boat
self	vessel
fire	
rescue	
steam	

Ex. 3. Form derivative words with the help of suffixes. Translate them.

-ly: general, usual, near, high, late, real, ready, wide;

-ment: replenish, treat, develop, equip, improve, achieve, agree, pay, move, entertain;

-ion (-ation, -sion): suppress, operate, participate, transport, maximize, communicate, examine.

Ex. 4. Translate the sentences. Pay attention to the verb 'to be' (see Appendix 5, Глагол 'to be'):

1. The new ship is to be propelled with diesel engine.
2. Oil is fuel.
3. *Meteor* is made of aluminium.
4. The shipyard is to launch one more ice-breaker.
5. This passenger liner is to operate as a cruise ship.
6. These cargo ships are to be strengthened for navigation in ice.
7. The ferry is arranged to carry passenger trains.
8. The vessels are to begin service next year.
9. Watertight bulkheads are to run from the bottom to the main deck.
10. Bulkheads are subdivision units dividing a ship into compartments.

Ex. 5. Translate the sentences. Pay attention to the verb 'to have':

1. Students have to work hard to pass their exams.
2. He studies at the full-time department and has to attend all lectures and tutorials.
3. The ship has some centerline bulkheads and some transverse bulkheads.
4. They had to agree to this plan.
5. A passenger ship has some decks.
6. I have never visited the Naval Library.
7. We had left the port before the sun raised.
8. I had no book on navigation last year.
9. We had to slow down the ship's speed because of the violent storm.
10. We shall have to take a pilot on board in the strait.
11. He has many interesting books on shipbuilding at home.

Ex. 6. Say in the Past Simple and Future Simple (see Appendix 5, Модальные глаголы, Table A5.12):

1. The tanker may leave the port.
2. The shipbuilders must build some ships.
3. The steamer must be unloaded at once.
4. This passenger ship can sail at a speed of 17 knots.
5. The ship mustn't take more cargo than it may.
6. This lifeboat cannot take more than 16 passengers.
7. Some pumps can pump 3 000 gallons of oil a minute.
8. The cadets must have their sailing practice.
9. You may not smoke in this room.
10. They must launch the second ship of this type.

Ex. 7. Fill in the gaps with modal verbs or their equivalents (see Appendix 5, Модальные глаголы, Table A5.12):

1. All tankers _____ be classified into two groups: clean tankers and dirty ones.
2. Petrol, paraffin _____ be carried by clean tankers.
3. An oil tanker _____ be easily recognized because her machinery as well as her funnel is aft.
4. Passengers _____ not be carried under the waterline.
5. Bulkheads in a tank _____ be oiltight.
6. You _____ unload the ship as soon as possible.
7. Tools _____ always be kept clean.
8. We _____ launch the ship in time.

9. Machine room _____ be provided with ventilation.
10. Tankers _____ not take passengers on board.
11. The steamer _____ stay in the port because the weather was stormy.
12. Compartments _____ provide safety of the ship.
13. The space between superstructures _____ be protected by bulwark.
14. The ship _____ carry cargo on deck.
15. Air pump _____ pump oil.

Ex. 8. State the part of speech of the words in italic and translate the sentences:

1. We must *fuel* the ship. This engine works on liquid *fuel*.
2. *Oil* the engine regularly. Fuel *oil* is carried in tanks.
3. The ship sails at a *speed* of 30 knots. Hydrofoil ships *speed* along the river all day long.
4. Transverse bulkheads *run* from side to side. The *run* of this ship is from Khabarovsk to Nikolaevsk-na-Amure.
5. The ship has two *pumps*. Each *pumps* 3 000 gallons of fuel a minute.

Ex. 9. Read the text “MILITARY AND AUXILIARY VESSELS”.

MILITARY AND AUXILIARY VESSELS

1. Military Vessels

Modern naval vessels can be broken down into three categories: warships, submarines, and support and auxiliary vessels.

Modern warships are generally divided into seven main categories, which are: aircraft carriers, cruisers, destroyers, frigates, corvettes, submarines and amphibious assault ships. Battleships cover an eighth category, but are not in current service with any navy in the world.

Most military submarines are either attack submarines or ballistic missile submarines. Most navies also include many types of support and auxiliary vessels, such as minesweepers, patrol boats, offshore patrol vessels, replenishment ships, and hospital ships which are designated with medical treatment facilities.

Combat vessels like cruisers and destroyers usually have fine hulls to maximize speed and maneuverability. They also usually have advanced electronics and communication systems, as well as weapons.

2. Auxiliary Vessels

Auxiliary vessels perform tasks of second importance. Auxiliary vessels do not transport passengers and cargoes, do not participate in flights, but carry out some important tasks: suppression of fires, rescue of suffered in disaster. Others are intended for entertainment, for example, for races. There are also vessels which perform scientific research work.

The following auxiliary vessels exist:

- the ice-breaker is the vessel performing icebreaking operations: escort of vessels through ices, rescue operations and , at last, conquest of the Arctic and Antarctic ices. The ice-breaker breaks ice by its weight. The first ice-breaker was Russian *Pilot*. In 1959 there appeared the atomic ice-breaker *Lenin*, then *Arctic regions, Siberia and Russia*;
- the tow boat is the vessel intended for non-self-propelled vessels. The towing vessel takes the barge or broken vessel on a towing rope and delivers it in port. Sometimes tows simply push a vessel forward;
- the fire vessel is the vessel intended for suppression of fires on the big vessels, for example, tankers, or ashore. Fire vessels can extinguish also inflamed oil on a surface of water;
- the rescue ship is intended for rescue operations in the sea;
- the dredging pump is the underwater and surface vessel intended for deeping of underwater soil in some places and also for an earth capture for examination;
- the bathyscaphe is the underwater manned device intended for oceanographic and other underwater researches on the big depth. The first bathyscaphe appeared in 1948 was constructed by scientist Ogjustom Pikarom;
- sports vessels are vessels participating in races. Such vessels more often are the small boats developing the big speed. There is such concept as a regatta in which sailing vessels participate;
- the diving boat is a vessel equipped with a diving complex and intended for underwater works.

Ex. 10. Find English equivalents to the Russian ones in the text:

военно-морское судно – _____	современный военный корабль – _____
авианосец – _____	_____
крейсер – _____	эскадренный миноносец – _____
сторожевой корабль – _____	корвет – _____
десантный штурмовой корабль – _____	подводная лодка – _____
_____	линкор – _____
баллистическая ракета – _____	находиться на службе – _____
судно поддержки – _____	вспомогательное судно – _____
тральщик – _____	сторожевой корабль – _____
транспортный заправщик – _____	гладкий корпус – _____
оборудованный медицинским оснащением – _____	увеличивать скорость и маневрен- ность – _____
передовая электроника и система связи – _____	выполнять второстепенные задачи – _____
принимать участие в рейсах – _____	_____
	спасение пострадавших в беде – _____

проводить суда через льды – _____
 завоевание льдов – _____
 атомный ледокол – _____
 на берегу – _____
 спасательные операции – _____
 взятие земли на пробу – _____
 океанографические исследования – _____

 развивать большую скорость – _____

выполнять научно-исследовательскую работу – _____
 своим весом – _____
 доставлять в порт – _____
 на поверхности воды – _____
 углубление подводного грунта – _____
 на большой глубине – _____
 участвовать в гонках – _____
 оборудованный водолажным комплексом – _____

Ex. 11. Render into Russian:

can be broken down into – _____
 to cover an eighth category – _____
 either... or... – _____
 to include many types – _____
 to maximize speed and maneuverability – _____
 to carry out some important problems – _____
 movement of non-self-propelled vessels – _____
 to extinguish inflamed oil – _____
 the underwater manned device – _____
 to be constructed by scientist – _____
 vessels participating in races – _____
 a vessel intended for deeping of underwater soil – _____
 a vessel intended for suppression of fires on the big vessels – _____

to be generally divided into – _____
 to be not in current service with any navy in the world – _____
 to be designated with medical treatment facilities – _____
 as well as weapons – _____
 to be intended for entertainment – _____

 icebreaking operations – _____
 to take on a towing rope – _____
 to push a vessel forward – _____
 the underwater and surface vessel – _____

 the concept as a regatta – _____
 a vessel equipped with a diving complex – _____
 a vessel performing icebreaking operations – _____

Ex. 12. Fill in the gaps with the suitable verbs given in the box:

include, maximize, divided, transport, develop, broken, deeps, have, perform, appeared, carry out, intended, suppress, makes

1. Modern military ships can be _____ into 3 categories.
2. Contemporary warships are usually _____ into 7 types.
3. Most navies _____ different types of support and auxiliary vessels.
4. Combat vessels generally _____ fine hulls to _____ speed.
5. Auxiliary vessels _____ tasks of second importance.

6. They don't _____ passengers and cargoes, but _____ some important problems.
7. The first atomic ice-breaker _____ in 1959.
8. The tow boat is _____ to move non-self-propelled vessels.
9. The fire vessel is intended to _____ fires on the big vessels.
10. The dredging pump _____ underwater soil.
11. The bathyscaph _____ researches on the big depth.
12. Sports vessels participate in races and can _____ big speed.

Ex. 13. Answer the questions to the text:

1. How many categories of naval ships do you know? What are they?
2. Are there 7 or 8 types of warships in current service with a navy?
3. What types of submarines are most military ones?
4. What classes of support and auxiliary vessels can you enumerate?
5. Which main characteristics of combat vessels do you find preferable?
6. Auxiliary vessels perform tasks of major importance, don't they?
7. What operations do ice-breakers perform?
8. What is the main function of the tow boats?
9. The fire vessel is intended to suppress fires only on tankers, isn't it?
10. What is the rescue ship?
11. The dredging pump isn't considered the auxiliary vessel, is it?
12. What are the main features of the bathyscaph?
13. Are sports and diving vessels intended for entertainment? Why?

Ex. 14. Group 2-3 students and make up dialogues about:

- categories of navies;
- auxiliary vessels

Ex. 15. Summarize the information from the Unit and make up a report on military and auxiliary vessels.

Unit 10. FISHING, INLAND AND COASTAL VESSELS AND OTHERS

Ex. 1. Active Vocabulary. Read and learn new words:

fishing vessel – рыболовное (промысловое) судно
to subject (to) – подчинять
rigging – вооружение (парусное)
enclosed deck – закрытая палуба

coastal – прибрежный
coastal boat – каботажное судно
waterway – водный путь
river boat – речное судно
environment – окружающая среда

handling facilities – оборудование для обработки грузов
trawler – траулер
ramp – аппарель
tuna – тунец
seiner – сейнер
skiff – ялик
to capture – ловить
species – вид, разновидность
pollack – сайда
whiting – хек
skipjack tuna – тунец-попрыгунчик
herring – сельдь
mackerel – макрель
anchovy – анчоус
salmon – лосось
shrimp – креветка
lobster – краб, омар
clam – моллюск
squid – кальмар
crab – краб
autonomous – автономный
whale – кит
drifter – дрифтер
inland – внутренний
inland boat – озерно-речное судно

shallow draft – малая осадка
topside – надводный борт
freighter – фрејтер (трамповое судно)
freshwater – пресная вода
variety – разнообразие
to defy – игнорировать, не поддаваться
good-will ambassador – посол доброй воли
abroad – за граница
houseboat – плавучий дом
dwelling – жилище
wind farm – ветряная ферма
survey ship – гидрографическое судно
cryogenic – охлаждающий
'boil off' gas – выпаренный газ
operating limit – режим работы
boiler – паровой котел
to deal (with) – иметь дело (с)
internal combustion engine – двигатель внутреннего сгорания
two-stroke diesel engine – двухтактный дизель
to improve – улучшать, совершенствовать
thermal efficiency – теплоэффективность

Ex. 2. Translate from English into Russian:

to subject to laws – _____
 fishing vessels – _____
 trade vessels – _____
 to trade fish and sea animals – _____
 modern rigging – _____
 technical features such as rigging – _____
 large autonomous – _____
 special handling facilities – _____
 a rear ramp – _____
 commercially captured species – _____
 blue whiting – _____

to subject to regulations and classification – _____
 to catch fish – _____
 to be intended for catching various fishes – _____
 minority of decked vessels – _____
 enclosed and open deck vessels – _____
 whaling vessels – _____
 winches and arms – _____
 tuna seiners have skiffs – _____
 Alaska pollack – _____
 skipjack tuna – _____

Atlantic herring – _____
Japanese anchovy – _____
to float upon the lakes – _____
river environment – _____
broad of beam – _____
less corrosive – _____
the salt water of the oceans – _____
a high growth area of shipping – _____
in liquid state – _____
to provide steam for the turbines – _____

internal combustion engines – _____
with greater thermal efficiency – _____
a simple classification scheme – _____

Chilean mackerel – _____
inland and coastal waterways – _____
rivers and canals – _____
shallow draft – _____
a low freeboard and high topsides – _____

to last much longer – _____
to be built with steam turbines – _____

to maintain the pressure and temperature – _____
two-stroke diesel engines – _____

the wide variety of vessels – _____

Ex. 3. Render into English:

подкласс коммерческих судов – _____

применяемые рыболовные способы – _____

мировой промысловый флот – _____

лебедки и рычаги – _____
расположенные в носовой части аппарели – _____
голубой хек – _____
японский анчоус – _____
коммерческая ловля рыбы и морских животных – _____
прибрежные и внутренние водные пути – _____
речное окружение – _____
низкий надводный борт – _____
пресная вода озер – _____
иметь более долгий срок службы – _____

не поддаваться простой схеме – _____

исторические суда – _____
часто используемый – _____
тренировочные суда – _____

несколько критериев – _____
парусное вооружение (оснащение) – _____

суда с открытыми палубами – _____

кормовые траулеры – _____
ялики на сейнерах – _____ -
сайда с Аляски – _____
атлантическая сельдь – _____
чилийская макрель – _____
большая автономность – _____
китобойное судно – _____
ходить по рекам, озерам и каналам – _____

широкий бимс – _____
высокий надводный борт – _____
менее коррозионный для речных судов – _____
широкое разнообразие судов – _____

вышеупомянутые категории включают – _____

корабль-музей – _____
плавающий дом – _____
плавающие конструкции – _____

Ex. 4. State the part of speech of the groups of words. Translate them.

Fish – to fish – fishing – fishman;
commerce – commercial – to commercialize;
to differ – difference – different – differentiation;
to classify – classification;
mechanic – mechanical – mechanics – mechanism – mechanization – to mechanize;
to exist – existence – existing – existential – existensialism – existencialist.

Ex. 5. Form the words with the opposite meaning with the help of prefixes (see Appendix 5, Table A5.13):

un-, in-, dis-, il-, im-, ir-

ability – _____	legal – _____	capable – _____
advantage – _____	literal – _____	comparable – _____
agree – _____	migrate – _____	considerable – _____
appear – _____	mobile – _____	different – _____
approval – _____	personal – _____	direct – _____
believe – _____	polite – _____	efficient – _____
charge – _____	possible – _____	cover – _____
practical – _____	human – _____	order – _____
accurate – _____	separable – _____	placement – _____
adequate – _____	significant – _____	tolerant – _____
responsible – _____	able – _____	visible – _____
armed – _____	comfortable – _____	regular – _____
attractive – _____	clouded – _____	damaged – _____
load – _____	lock – _____	navigable – _____
qualified – _____	safe – _____	

Ex. 6. Read the text about fishing vessels, inland and coastal boats, LNG carrier and some other types of vessels.

TEXT

1. Fishing vessels

Fishing vessels are a subclass of commercial vessels, but generally small in size and often subject to different regulations and classification. They can be categorized by several criteria: architecture, the type of fish they catch, the fishing method used, geographical origin, and technical features such as rigging. The world's fishing fleet consists of some 6 million vessels. There is minority of

decked vessels with enclosed areas and the rest are open vessels. Most decked vessels are mechanized, but two-thirds of the open vessels are traditional craft propelled by sails and oars. More than 60% of all existing large fishing vessels are built in Japan, Peru, the Russian Federation, Spain or the United States of America.

Trade (fishing) vessels are intended for catching various fishes, whales, and sea animals and non-fish objects. Such vessels have large autonomous. Among them: seiners, trawlers, whaling vessels and drifters.

Special purpose fishing vessels have special handling facilities. For example, trawlers have winches and arms, stern-trawlers have a rear ramp, and tuna seiners have skiffs. The top ten marine commercially captured species include Alaska pollack, blue whiting, skipjack tuna, Atlantic herring, Chilean mackerel, Japanese anchovy, salmon, shrimp, lobster, clams, squid and crab.

2. Inland and coastal boats

Many types of boats and ships are designed for inland and coastal waterways. These are the vessels that float upon the lakes, rivers and canals.

Barges are a prime example of inland vessels. Riverboats and inland ferries are specially designed to carry passengers, cargo, or both in the challenging river environment. Riverboats are generally of shallow draft, being broad of beam, with a low freeboard or high topsides.

Lake freighters, also called lakers, are cargo vessels. These vessels are traditionally called boats, not ships. Since the freshwater lakes are less corrosive to ships than the salt water of the oceans, lakers tend to serve much longer than ocean freighters.

3. LNG carriers

New LNG carriers (a high growth area of shipping) continue to be built with steam turbines. The natural gas is stored in cryogenic vessels in liquid state aboard these ships, and a small amount of ‘boil off’ gas is needed to maintain the pressure and temperature inside the vessels within operating limits. The ‘boil off’ gas provides the fuel for the ship’s boilers, which provide steam for the turbines, the simplest way to deal with the gas. Technology to operate internal combustion engines (modified marine two-stroke diesel engines) on this gas has improved, however, so such engines are starting to appear in LNG carriers; with their greater thermal efficiency, less gas is burnt.

4. Others

The wide variety of vessels defies a simple classification scheme. The above categories include:

- historical boats frequently used as museum ships, training ships, or as good-will ambassadors of a country abroad;
- houseboats, floating structures used as dwellings;

- scientific, technical, and industrial vessels, such as mobile offshore drilling units, offshore wind farms, survey ships, and research vessels;
- submarines used for underwater navigation and exploration.

Ex. 7. Fill in the gaps with the words given in the box:

vessels, fishes, criteria, subclass, inland, fleet, sails, intended, wind, waterways, corrosive, boats, drilling, LNG, cryogenic

1. Fishing vessels are a _____ of commercial ones.
2. The world's fishing _____ consists mostly of decked _____.
3. Most of the vessels are propelled by _____ or oars.
4. Fishing vessels are _____ for catching various _____.
5. Many types of boats are designed for inland and coastal _____.
6. Barges, riverboats, ferries and other boats are typical _____ vessels.
7. Inland and coastal vessels are traditionally called _____, not ships.
8. Fresh water of lakes is less _____ to ships than the salt water of the oceans.
9. The plenty of ships can be categorized by several _____.
10. Industrial vessels include offshore _____ units, _____ farms and others.
11. _____ means liquid natural gas.
12. The natural gas is stored in _____ vessels.

Ex. 8. Fill in the chart. Enumerate technical handling facilities, fishes and types of fishing boats described in the text:

Types of fishing boats	Fishes captured	Technical features and handling facilities
seiner	whale	winch

Ex. 9. Give a title to the text. Compare your title with your group-mates' ones. Choose the best one.

Ex. 10. Tell about inland and coastal boats, their advantages and purpose of usage.

Ex. 11. Prepare a short conversation on historical boats. Give examples.

Ex. 12. Ask your group-mates about houseboats. Prepare some questions and act as a teacher.

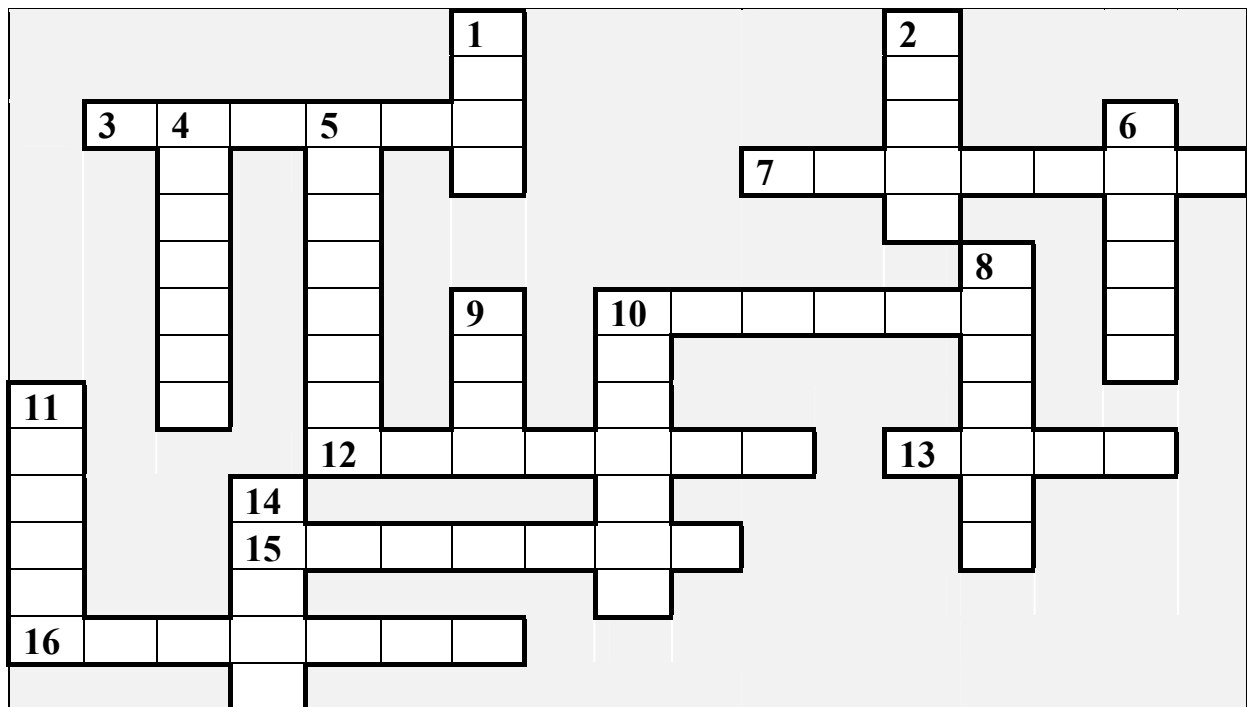
Ex. 13. Discuss disadvantages of industrial vessels.

Ex. 14. Describe technical features of LNG carriers.

Ex. 15. Summarize the information given in the Unit. Make up a report on one of the following items:

- LNG carriers; ➤ inland and coastal boats; ➤ fishing boats.

Ex. 16. Read the 1st passage “Fishing Vessel” once more. Fill in the crossword:



Across:

- 2. Креветка (6).
- 3. Лосось (6).
- 7. Дрифтер (7).
- 10. Китобойное судно (6).
- 12. Омар (7).
- 13. Моллюск (4).
- 15. Сельдь (7).
- 16. Сайда (7).

Down:

- 1. Тунец (4).
- 2. Кальмар (5).
- 4. Анчоус (7).
- 5. Макрель (8).
- 6. Сейнер (6).
- 8. Траулер (7).
- 9. Краб (4).
- 10. Хек (7).
- 14. Кит (5).

Unit 11. ENGINE ROOM

Ex. 1. Active Vocabulary. Read and learn new words:

generator – генератор	loss – потеря, убыток
compressor – компрессор	to spin – вращать
fuel-lubrication oil purifier – топливно-смазочный фильтр	feed pump – питательный насос
to locate – размещать	to cool – охлаждать
machinery space – машинное отделение	exchanger – обменник
accommodation – помещение	heat exchanger – теплообменник
sound-proofed – звуконепроницаемый	to connect – соединять
engine control room – диспетчерская машинного отделения	to divert – отклонять, отводить
machinery – машины, машинное оборудование	to recirculate – циркулировать в замкнутом пространстве
machinery control system – система управления оборудованием	to draw – втягивать
propulsion engine – тяговый двигатель	coolant – смазочно-охлаждающая эмульсия, хладагент
to turn – поворачивать, вращать	oil line – маслопровод
heavy fuel oil – судовое топливо	thruster – толкатель
to switch – включать	to suck – всасывать
gearbox – коробка передач	to blow – дуть
synchronized – синхронный	docking operation – доковые работы
to ensure – обеспечивать	to ban – запрещать
smooth – спокойный, гладкий	tight confines – плотные границы
operation – работа, действие	dry dock – сухой док
combined output – общая мощность	precaution – предосторожность
requirement – требование	voltage – напряжение
to accommodate – снабжать, обеспечивать	hazard – опасность
	engineering staff – технический персонал
	individuals = personnel – персонал
	acceptable limit – допустимый предел
	sufficient – достаточный
	intake – впуск, доступ

Ex. 2. Form as many new words as possible from the following words. Use any possible suffixes or prefixes. State the parts of speech of each word (see Appendix 5, Table A5.13):

accommodate, propel, machine, engine, circle, generate, boil, lubricate, electric, change, divert, equip, operate, arrange, system, connect, take, cool, hazard, purify.

Ex. 3. Make up word-combinations. Use the given words. Translate them.

Fuel, oil, lubricant, liquid, water, engine, dock, sea, space, propulsion, fresh, room, system, control, gear, air, electrical, auxiliary, box, pump, thruster, line, box, feed, accommodation, multiple, conditioned, living, machinery, proofed, generator, ship, synchronized, operation, hydraulic, sound.

Ex. 4. Find pairs of words with the same meaning:

1) hazardous	a) voltage	8) cryogenic	h) to drive
2) craft	b) boat	9) ship	i) accommodation
3) type	c) technician	10) to operate	j) to run
4) personnel	d) machinery space	11) to draw	k) to suck
5) engineer	e) kind	12) to propel	l) vessel
6) engine room	f) staff	13) confine	m) cool
7) pressure	g) dangerous	14) cabin	n) limit

Ex. 5. Read the text “ENGINE ROOM”.

ENGINE ROOM

In a ship, an engine room is where the main engine(s), generators, compressors, pumps, fuel-lubrication oil purifiers and other major machinery are located. It is sometimes referred to as the ‘machinery space’. Engine rooms are typically towards the stern, or rear, of the boat from the crew’s living accommodations. On modern ships, a sound-proofed, air-conditioned engine control room is situated next to the engine room, for – the ship’s machinery control systems.

The engine room of a motor vessel typically contains several engines for different purposes. Main or propulsion engines are used to turn the ship’s propeller and move the ship through the water. They typically burn diesel oil or heavy fuel oil, and may be able to switch between the two. There are many propulsion arrangements for motor vessels, some including multiple engines, propellers, and gearboxes.

There are also large engines driving electrical generators which provide power for the ship’s electrical systems. Large ships typically have three or more synchronized generators to ensure smooth operation. The combined output of a ship’s generators is well above the actual power requirement in order to accommodate frequent planned maintenance or the loss of one generator.

On a steamship, power for both electricity and propulsion is provided by a large boiler. Superheated steam from the boiler is used to spin powerful turbines for propulsion and turbo generators for electricity. Besides propulsion and auxil-

ary engines, a typical engine room contains many smaller engines, including generators, air compressors, feed pumps, and fuel pumps. Today, these machines are usually powered by small diesel engines or electric motors, but may also use low-pressure steam.

The engines get their required cooling by means of heat exchangers connected to fresh seawater or divertible to recirculate to tanks in the engine room which are also full of sea water. Both devices are used to draw heat from the engines via the coolant and oil lines.

In addition to this array of equipment is the ships thruster system, typically operated by electric motors controlled from the bridge. These thrusters are laterally mounted propellers that can suck or blow water from port to starboard (i.e. left to right) or vice versa. They are normally used only in maneuvering, e.g. docking operations, and are often banned in tight confines, e.g. dry docks. Thrusters, like main propellers, are reversible by hydraulic operation.

Engine rooms are hot, noisy, sometimes dirty, and potentially dangerous. The presence of flammable fuel, high voltage electrical equipment and internal combustion engines means that a serious fire hazard exists in the engine room, which is monitored continuously by the ship's engineering staff and various monitoring systems. That is why fire precautions are to be kept thoroughly.

If equipped with internal combustion or turbine engines, engine rooms employ some means of providing air for the operation of the engines and associated ventilation. If individuals are normally present in these rooms, additional ventilation should be available to keep engine room temperatures to acceptable limits. If personnel are not normally in the engine space, as in many pleasure boats, the ventilation need only be sufficient to supply the engines with intake air.

Ex. 6. Translate from English into Russian:

major machinery – _____	crew's living accommodation – _____
air-conditioned engine control room – _____	_____
_____	next to the engine room – _____
to move through the water – _____	for different purpose – _____
to provide power – _____	propulsion arrangements for motor vessels – _____
to ensure smooth operation – _____	_____
_____	frequent planned maintenance – _____
both electricity and propulsion – _____	_____
_____	low-pressure steam – _____
required cooling – _____	full of sea water – _____
in addition to – _____	to be used in maneuvering – _____
flammable fuel – _____	electrical equipment – _____
to keep room temperature – _____	intake air – _____

Ex. 7. Find English equivalents to the following Russian ones in the text:

топливно-смазочный фильтр – _____
называется – _____
звуконепроницаемый и проветриваемый – _____
вращать движитель – _____
двигать судно по воде – _____
переключаться с одного на другое – _____
приводить в движение электрический генератор – _____
синхронные генераторы – _____
общая мощность судовых генераторов – _____
использовать пар низкого давления – _____
отводной для рециркуляции – _____
управляемый с мостика – _____
установленные по бокам гребные винты – _____
сжатые плотными границами – _____
грязное и шумное машинное отделение – _____
серьезная пожароопасность – _____
обеспечивать доступ воздуха для работы двигателей – _____
присутствие персонала – _____
впуск воздуха – _____

основное оборудование – _____
жилые помещения команды – _____
рядом с машинным отделением – _____
несколько двигателей для различных целей – _____
сжигать судовое топливо – _____
тяговые размещения – _____
многочисленные двигатели – _____
обеспечивать энергией электро-систему судна – _____
обеспечивать плавную работу – _____
запланированное обслуживание – _____
обеспечивать мощностью малыми дизельными двигателями – _____
требуемое охлаждение – _____
кроме этого комплекта оборудования – _____
использовать при маневрировании – _____
реверсивная гидравлическая работа – _____
электрическое оборудование высокого напряжения – _____
проверяться техническим персоналом – _____
дополнительная вентиляция – _____

Ex. 8. Translate the sentences. Pay attention to the Gerundial Constructions (see Appendix 5, Герундий).

1. Air compressors are used to supply compressed air for starting engines.
2. Coolers are used for cooling either oil or water.
3. Besides running and maintaining the main propulsion machinery of the ship, the ship officer has a great deal with auxiliary machinery to look after.
4. Water for the boilers is also heated before being admitted into the boiler by feed water pump.
5. A lot of equipment is duplicated, so that one generator can be overhauled without cutting off the supply of electricity to the ship.

6. Engineer officers on tankers are also busy with operating the cargo pumping machinery.

Ex. 9. Render into English.

1. В машинном отделении размещаются генераторы, компрессоры, насосы, топливно-смазочные фильтры и другое технологическое оборудование.

2. Само машинное отделение находится в кормовой части судна, отдельно от жилых отсеков команды.

3. В машинном отделении, как правило, располагаются двигатели, предназначенные для различных целей.

4. Для работы всей электросистемы судна используется большой двигатель, запускающий электрогенератор.

5. Чтобы обеспечить бесперебойную работу на больших судах имеется по три и более синхронных генератора.

6. На пароходах тяга и электроснабжение обеспечиваются большим котлом.

7. Система охлаждения двигателей осуществляется с помощью теплообменников.

8. Через хладагент и маслопровод втягивается тепло из двигателя.

9. Электромоторы приводят в действие стартовые ускорители. Последние используются при маневрировании в доках.

10. Наличие воспламеняющих веществ, высокого напряжения в электрооборудовании и в двигателях внутреннего сгорания обязывает соблюдать меры предосторожности.

11. Система вентиляции обеспечивает впуск воздуха в жилые помещения, а в машинном отделении поддерживает соответствующий температурный режим.

Ex. 10. Answer the questions to the text:

1. What is the engine room?
2. Where is it typically located?
3. What engines does the engine room contain?
4. What are propulsion engines used for?
5. Are there any propulsion arrangements for motor ships?
6. What is the ship's electrical system provided by?
7. What is the main peculiarity of a steamship's propulsion and electrical power?
8. What is the main working principle of the engine cooling system?
9. What is the thruster system?
10. What is its main objective?

11. Why is the engine room considered to be potentially dangerous?
12. What safety means of precautions are used aboard?
13. Why is ventilation necessary for the operation of the engine room?

Ex. 11. Make up a plan to the text. Compare the plan of your own with your group-mates' plans.

Ex. 12. Discuss the following items:

- location of the engine room;
- safety means;
- engine cooling process;
- engines and equipment;
- thrusters;
- ventilation.

Ex. 13. Prepare a speech on engine room and its equipment.

Unit 12. PROPULSION SYSTEMS

Ex. 1. Active Vocabulary. Read and learn new words:

<p>propulsion system – движущая система</p> <p>paddle – весло, лопасть; шлепать по воде</p> <p>pole – шест</p> <p>marshy – болотистый</p> <p>to hoist – поднимать</p> <p>erect mast – вертикальная мачта</p> <p>stay(s) – стойка, ванты</p> <p>kite – бумажный змей</p> <p>turbo sail – турбопарус</p> <p>rotor sail – роторный парус</p> <p>saving – экономия, сбережение</p> <p>outboard – забортный</p> <p>twin-propeller – двойной винт</p> <p>contra-rotating – противоположное вращение</p> <p>controllable pitch – управляемый уклон</p> <p>nozzle – сопло</p> <p>nozzle-style propeller – реактивное сопло, гребной винт в направляющей насадке</p> <p>shaft – вал</p>	<p>reciprocating engine – поршневой двигатель</p> <p>waste – отходы, мусор</p> <p>disposal – устранение, удаление, вывоз</p> <p>to submerge – погружаться</p> <p>submerged – подводный</p> <p>nuclear-powered – атомный</p> <p>nuclear ship – атомный корабль</p> <p>crankshaft – коленчатый вал</p> <p>alternator – генератор переменного тока</p> <p>inferior – низший, худший</p> <p>power-to-space ratio – соотношение мощности и пространства</p> <p>crosshead – крейцкопф, ползун</p> <p>trunk – желоб, труба, магистраль</p> <p>opposed piston – противоположный поршень</p> <p>jetfoil – судно на подводных крыльях с реактивным двигателем</p> <p>to reserve – сохранять, запасать</p> <p>emission – выделение, распространение</p>
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Ex. 2. State the parts of speech of the words and translate them. Use a dictionary if necessary.

Reciprocate – reciprocating – reciprocation – reciprocator;
 propel – propellant – propellant – propeller;
 motor – motored – motoring – motorist – motorization – motorize – motory;
 power – powerful – powering.

Ex. 3. Give Russian equivalents to the English ones:

propulsion system for ships and boats – _____	twin-propeller – _____
contra-rotating – _____	power-to-space ratio – _____
nuclear ship – _____	controllable pitch – _____
rotor sail – _____	turbo sail – _____
sails are hoisted on the erect masts – _____	poles and human propulsion used in marshy areas – _____
_____	for recreation and racing – _____
for fuel savings – _____	outboard motors – _____
propeller shaft – _____	nuclear reactor – _____
waste disposal – _____	to run submerged at a high speed – _____
commercial nuclear ship – _____	rotating crankshaft – _____
via an alternator – _____	to have an inferior power-to-space ratio – _____
crosshead construction of engine – _____	two-stroke engine – _____
opposed piston construction – _____	a jetfoil passenger ship – _____
four-stroke medium speed diesel engine – _____	low power cruising output – _____
emissions in river environment – _____	a reduction of emission – _____

Ex. 4. Render into English:

движущая система – _____	парусная движущая система – _____
болотистая местность – _____	поднимать паруса – _____
поднимать паруса на вертикальную мачту – _____	прогулочные лодки – _____
гоночные лодки – _____	управляемый уклон – _____
противоположный поршень – _____	бумажный змей – _____
экономия топлива – _____	роторный парус – _____
двойной винт – _____	заборный мотор – _____
гребной винт в направляющей насадке – _____	винт с противоположным вращением – _____
атомный реактор – _____	атомный корабль – _____
вывоз отходов – _____	ядерные отходы – _____
	погружаться на глубину – _____

генератор переменного тока – _____	реактивное сопло – _____
выхлопы в окружающую среду – _____	худшее соотношение мощности и пространства – _____
соотношение мощности и пространства – _____	двигатель с противоположным поршнем – _____
крейцкопф – _____	двухтактный дизельный двигатель на малой скорости – _____
двухтактный двигатель – _____	сохранять теплоэффективность – _____
четырёхтактный дизельный двигатель – _____	_____
судно на подводных крыльях с реактивным двигателем – _____	снижать эмиссию – _____
сохранять эмиссию – _____	распространение атомных отходов – _____

Ex. 5. Read the text “PROPULSION SYSTEMS”.

PROPULSION SYSTEMS

1. Types of propulsion systems

Propulsion systems for ships and boats vary from the simple paddle to the largest diesel engines in the world. These systems fall into three categories: human propulsion, sailing, and mechanical propulsion. Human propulsion includes the pole, still widely used in marshy areas, rowing which was used even on large galleys, and the pedals. In modern times, human propulsion is found mainly on small boats or as auxiliary propulsion on sailboats.

Propulsion by sail generally consists of a sail hoisted on an erect mast, supported by stays and spars and controlled by ropes. Sail systems were the dominant form of propulsion until the 19th century. They are now generally used for recreation and racing, although experimental sail systems, such as the kites, turbo sails, rotor sails, and other systems have been used on larger modern vessels for fuel savings.

Mechanical propulsion systems generally consist of a motor or engine turning a propeller. Steam engines were first used for this purpose, but have mostly been replaced by two-stroke or four-stroke diesel engines, outboard motors, and gas turbine engines on faster ships. Electric motors have sometimes been used, such as on submarines. Nuclear reactors are sometimes employed to propel warships and icebreakers.

There are many variations of propeller systems, including twin, contra-rotating, controllable-pitch, and nozzle-style propellers. Smaller vessels tend to have a single propeller. Aircraft carriers use up to four propellers, supplemented with bow- and stern-thrusters. Power is transmitted from the engine to the propeller by way of a propeller shaft, which may or may not be connected to a gearbox.

2. Types of engines and turbines

Nuclear-powered steam turbines. In these vessels, the reactor heats steam to drive the turbines. Partly due to concerns about safety and waste disposal, nuclear propulsion is rare except in some navy and specialist vessels such as ice-breakers. In large aircraft carriers, the space formerly used for ship's bunkering could be used instead to bunker aviation fuel. In submarines, the ability to run submerged at a high speed and in relative quiet for long periods holds obvious advantages. A few cruisers have also employed nuclear power. An example of a non-military ship with nuclear marine propulsion is the *Arktika* class icebreaker with 75,000 shaft hp. Commercial experiments such as the nuclear ship *Savannah* proved uneconomical compared with conventional propulsion.

Reciprocating diesel engines. About 99% of modern ships use diesel reciprocating engines. The rotating crankshaft can power the propeller directly for slow speed engines, via a gearbox for medium and high speed engines, or via an alternator and electric motor in diesel-electric vessels.

The reciprocating marine diesel engine first came into use in 1903. Diesel engines soon offered greater efficiency than the steam turbine, but for many years had an inferior power-to-space ratio.

Diesel engines today are broadly classified according to their operating cycle (two-stroke or four-stroke), their construction (crosshead, trunk, or opposed piston) and their speed (slow speed up to 300 revs/minute, medium speed in the range 300-900 revs/minute and high speed above 900 revs/minute).

Most modern larger merchant ships use either slow speed, two stroke, crosshead engines, or medium speed, four stroke, trunk engines.

The size of the different types of engines is an important factor in selecting what will be installed in a new ship. Slow speed two-stroke engines are much taller, but the area needed, length and width, is smaller than that needed for four-stroke medium speed diesel engines. As space higher up in passenger ships and ferries is at a premium, these ships tend to use multiple medium speed engines resulting in a longer, lower engine room than that needed for two-stroke diesel engines.

Gas turbines. Many warships built since the 1960s have used gas turbines for propulsion, as have a few passenger ships, like the jetfoil. Gas turbines are commonly used in combination with other types of engine, as *Queen Mary 2* has. Due to their poor thermal efficiency at low power cruising output, it is common for ships using them to have diesel engines for cruising, with gas turbines reserved for when higher speeds are needed however, in the case of passenger ships the main reason for installing gas turbines has been to allow a reduction of emissions in sensitive environmental areas or while in port.

Ex. 6. Define the difference between the words 'engine' and 'motor'.

Ex. 7. Fill in the gaps with either 'motor' or 'engine'. Translate the word-combinations:

Diesel _____, steam _____, two-stroke _____, four-stroke _____, out-board _____, gas turbine _____, electric _____, reciprocating _____, slow speed _____, medium speed _____, high speed _____, crosshead _____, trunk _____, piston _____, _____ room, _____ installations, hydraulic _____, propulsion _____, starting _____, universal _____, water _____, _____ ship, _____ boat, _____ car, _____ generator.

Ex. 8. Make up as many word-combinations as possible with the words 'sail', 'motor' and 'engine'.

Ex. 9. Make up sentences with these word-combinations.

Ex. 10. Fill in the chart:

Categories of propulsion systems	Means of propulsion
1. Human propulsion	
2. Sailing propulsion	
3. Mechanical propulsion	

Ex. 11. Agree or disagree with the statements according to the information from the text. Use the clichés:

That's wrong. – Это неверно.
That's (quite) right. – (Совершенно) верно.
That's not quite true to the fact. – Это не совсем соответствует факту.
According to the text ... – Согласно тексту ...

1. Propulsion systems are common in all types of vessels.
2. Different classifications of propulsion systems exist, such as human propulsion, sailing propulsion and nuclear propulsion.
3. Human propulsion includes sails, pedals and ropes.
4. Sailing propulsion consists of motors and engines.
5. Mechanical propulsion deals with gas and nuclear-powered turbines.
6. There exists only one propeller system, i.e. with a single propeller.
7. All ships are designed only with diesel reciprocating engines nowadays.
8. Diesel engines are classified according to their speed. No other classifications exist.
9. Different types of engines are applied in one vessel.
10. The size of engines isn't important for ship's technical facilities.

11. Atomic reactors are installed in navies, ice-breakers and aircraft carriers.
12. Gas turbines are suitable for the racing and pleasure ships.

Ex. 12. Render into English:

1. Паровые двигатели были заменены двух- и четырехтактными дизельными двигателями.
2. Парусная движущая система доминировала до 19 столетия.
3. Вращающийся коленчатый вал приводит винт в движение.
4. Двухтактные двигатели на медленной скорости значительно выше по размеру, и необходимые для их размещения площадь, длина и высота меньше, чем нужно для четырехтактных дизельных двигателей на средней скорости.
5. Частично из-за проблем безопасности и выброса отходов, ядерная силовая установка встречается редко, за исключением военных судов или специальных судов, таких как ледоколы.
6. На авианосцах отсек, используемый для корабельного бункерования, может подойти и для хранения авиационного топлива.
7. Основной причиной установки газовых турбин на пассажирских судах является снижение эмиссии в санитарных зонах или при стоянке в порту.

Ex. 13. Answer the questions to the text:

1. What is a propulsion system?
2. What is it subdivided into?
3. What are the main means of human propulsion?
4. Propulsion by sail generally consists of a motor or engine, doesn't it?
5. What is the main purpose of using motors and engines on ships?
6. What types of propulsion are employed on submarines and warships?
7. What types of engines are applied on modern ships?
8. When did they come into operation?
9. What classes of diesel engines d'you know?
10. What mechanical items are used for propulsion except motors and engines?
11. What types of turbines do you learn from the text?
12. Where is a nuclear-powered steam turbine applied?
13. What types of turbines do warships and some passenger ships have?

Ex. 14. Group 2-3 students and speak on the following:

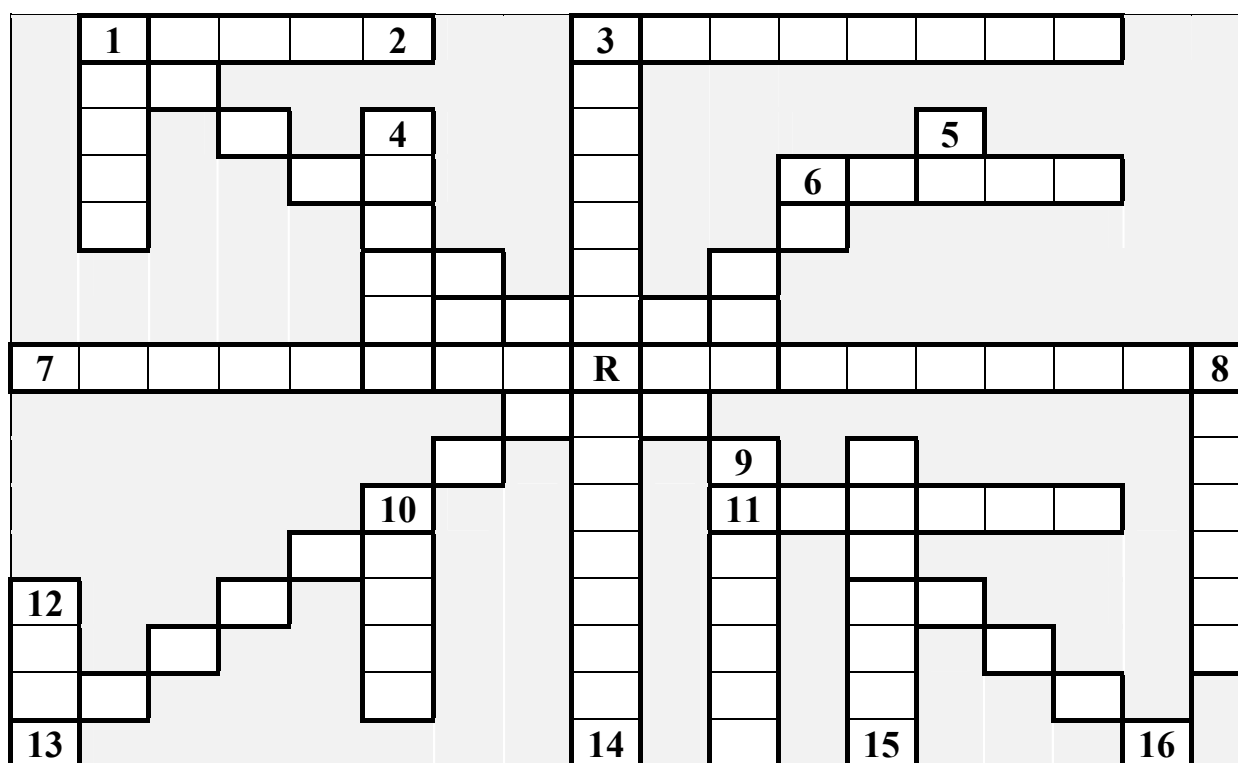
- propulsion systems (human, sailing, mechanical);
- reciprocating diesel engines;

- nuclear-powered steam turbines;
- gas turbines.

Ex. 15. Summarize the information from the Unit and be ready with a report on propulsion systems.

Ex. 16. Fill in the crossword according to switch direction:

- | | | |
|-----------------|----------------------|------------------|
| 1↓ – желоб | 5↙ – котел | 11→ – двигатель |
| 1↘ – ускоритель | 6→ – мотор | 12↓ – насос |
| 2← – вал | 7→ – конденсатор | 13↗ – движитель |
| 3↓ – фильтр | 8↓ – хладагент | 14↑ – генератор |
| 3 → – давление | 9↓ – коробка передач | 15↑ – напряжение |
| 4↓ – поршень | 10↓ – предел | 16↖ – обменник |



Unit 13. LIFECYCLE OF A SHIP

Ex. 1. Active Vocabulary. Read and learn new words:

lifecycle – жизненный цикл
stage – стадия, этап, период
relationship – отношения

conversion – изменение, реконструкция
underway – на ходу, в пути

shipowner – судовладелец
operator – механик, оператор, машинист
designer – дизайнер, проектировщик
shipwreck – кораблекрушение
scrapyard – скрапный двор
outline – контур, очертание
to assess – оценивать
dimension – измерение
layout = schematics – план, схема расположения
overview – беглый обзор
peculiarity – особенность
blueprint – светокопия, синька
plumbing – водопроводная система
mold – шаблон
to weld – сваривать
afloat – на плаву
customer – клиент
significance – значение, значимость

pierside – на пирсе
charter – фрахтование
biological growth – биологический нарост
sandblasting – пескоструйная очистка
to sustain – выдерживать, испытывать, поддерживать
life expectancy – предполагаемая средняя продолжительность жизни
plywood – фанера
yacht – яхта
lifespan – продолжительность жизни
osmosis – осмос
rotting – гниль, гниение
to scuttle – затоплять (корабль)
breakwater – волнолом, волнорез, мол
reef – риф
to compromise – подвергать риску
to repair – ремонтировать; ремонт

Ex. 2. Find in the right column words formed of the words in the left one:

launch	a) lunch	b) lucky	c) launching
relationship	a) correlate	b) ship	c) relate
accommodation	a) date	b) accommodate	c) common
reconstruction	a) reconsider	b) reckon	c) construct
maintenance	a) main	b) ten	c) maintain
charter	a) chart	b) character	c) charisma
facilities	a) face	b) facile	c) facility
remove	a) move	b) remote	c) mow
sustainable	a) stain	b) sustain	c) suss out
significance	a) sign	b) sing	c) resin
compromise	a) prompt	b) promise	c) comprise

Ex. 3. Learn the verbs with prepositions:

to launch – спускать на воду, запускать
to launch into – пускаться в (речь, деятельность)
to launch out into – браться за что-либо

to switch – переключать
to switch on – включать
to switch off – выключать

to go – ходить, идти
to go about – заниматься чем-либо
to go away – уезжать
to go down – спускаться, тонуть
to go in for – принимать участие в чем-либо
to go on with – продолжать

to look – смотреть
to look after – ухаживать (за больным)
to look back – оглядываться
to look forward to – ждать с нетерпением
to look on – наблюдать
to look round – осматриваться

Ex. 4. Make up your own sentences with the above verbs.

Ex. 5. Find pairs of the words with the same meaning:

1) stage	a) event	1) to build	a) period
2) ship	b) vessel	2) thoroughly	b) to happen
3) significance	c) to go down	3) main	c) ventilation
4) to go away	d) to include	4) air condition	d) usually
5) feature	e) to end	5) generally	e) carefully
6) plan	f) permanent	6) to charge	f) to load
7) to finish	g) peculiarity	7) to take place	g) to operate
8) designer	h) architect	8) complex	h) to transfer
9) constant	i) to manufacture	9) season	i) difficult
10) case	j) phase	10) overall	j) basic
11) to produce	k) to minimize	11) to run	k) to depart
12) to comprise	l) scheme	12) to convert	l) general
13) to reduce	m) importance	13) to sink	m) to construct

Ex. 6. Read the text “LIFECYCLE OF A SHIP”.

LIFECYCLE OF A SHIP

1. A ship will pass through several stages during its career. The first is usually an initial contract to build the ship, the details of which can vary widely based on relationships between the shipowners, operators, designers and the shipyard. Then, the design phase carried out by a naval architect. Then the ship is constructed in a shipyard. After construction, the vessel is launched and goes into service. Ships end their careers in a number of ways, ranging from shipwrecks to service as a museum ship to the scrapyards.

2. A vessel’s design starts with a specification, which a naval architect uses to create a project outline, assess required dimensions, and create a basic layout of spaces and a rough displacement. After this initial rough draft, the architect can create an initial hull design, a general profile and an initial overview of the ship’s propulsion. At this stage, the designer can repeat the ship’s design, adding detail and improving the design at each stage.

The designer will typically produce an overall plan, a general specification describing the peculiarities of the vessel, and construction blueprints to be used at the building site. Designs for larger or more complex vessels may also include sail plans, electrical schematics, and plumbing and ventilation plans.

3. Ship construction takes place in a shipyard, and can last from a few months for a unit produced in series, to several years to reconstruct a wooden boat like the frigate *Hermione*, to more than 10 years for an aircraft carrier. Hull materials and vessel size play a large part in determining the method of construction. The hull of a mass-produced fiberglass sailboat is constructed from a mold, while the steel hull of a cargo ship is made from large sections welded together as they are built.

Generally, construction starts with the hull and on vessels over about 30 meters, by the laying of the keel. This is done in a drydock or on land. Once the hull is assembled and painted, it is launched. The last stages, such as raising the superstructure and adding equipment and accommodation, can be done after the vessel is afloat.

Once completed, the vessel is delivered to the customer. Ship launching is often a ceremony of some significance, and is usually when the vessel is formally named.

4. Ships undergo nearly constant maintenance during their career, whether they be underway, pierside, or in some cases, in periods of reduced operating status between charters or shipping seasons.

Most ships, however, require flights to special facilities such as a drydock at regular intervals. Tasks often done at drydock include removing biological growths on the hull, sandblasting and repainting the hull. Major repairs to the propulsion and steering systems as well as major electrical systems are also often performed at dry dock.

Vessels that sustain major damage at sea may be repaired at a facility equipped for major repairs, such as a shipyard. Ships may also be converted for a new purpose: oil tankers are often converted into floating production storage and offloading units.

5. Most ocean-going cargo ships have a life expectancy of between 20 and 30 years. A sailboat made of plywood or fiberglass can last between 30 and 40 years. Solid wooden ships can last much longer but require regular maintenance. Carefully maintained steel-hulled yachts can have a lifespan of over 100 years.

As ships age, forces such as corrosion, osmosis, and rotting compromise hull strength, and a vessel becomes too dangerous to sail. At this point, it can be scuttled at sea or scrapped by shipbreakers. Ships can also be used as museum ships, or expended to construct breakwaters or artificial reefs.

Many ships do not make it to the scrapyards, and are lost in fires, collisions, grounding, or sinking at sea.

Ex. 7. Entitle the passages of the text.

Ex. 8. Translate from English into Russian:

several stages during the ship's career – _____	an initial contract to build the ship – _____
after construction – _____	to go into service – _____
to create a project outline – _____	to assess required dimensions – _____
to create a basic layout of spaces and a rough displacement – _____	to iterate on the ship's design – _____
construction blueprints to be used at the building site – _____	a general specification describing the peculiarities of the vessel – _____
plumbing and ventilation plans – _____	electrical schematics – _____
in determining the method of construction – _____	a unit produced in series – _____
large sections welded together – _____	a mass-produced fiberglass sailboat – _____
once the hull is assembled and painted – _____	by the laying of the keel – _____
a ceremony of some significance – _____	the vessel is afloat – _____
to be underway – _____	to deliver to the customer – _____
to remove biological growths – _____	to undergo nearly constant maintenance – _____
to sandblast and repaint the hull – _____	between charters or shipping seasons – _____
the propulsion and steering systems – _____	to sustain major damage at sea – _____
a life expectancy – _____	to be converted into floating production storage and offloading units – _____
a lifespan – _____	too dangerous to sail – _____
as ships age – _____	to be lost in fires and collisions – _____
to be scuttled at sea or scrapped by shipbreakers – _____	

Ex. 9. Find English equivalents in the text:

проходить несколько стадий – _____	отношения между судовладельцами и проектировщиками – _____
военно-морской архитектор – _____	судно спускается на воду – _____
судно строится на судовой верфи – _____	спецификация – _____
суда заканчивают свой срок службы многими способами – _____	создать проектную схему – _____
после начального чернового наброска – _____	улучшать проект на каждой стадии – _____
проект более сложных судов – _____	включать планировку парусов – _____
длиться от нескольких месяцев – _____	корпусной материал и размеры

иметь большое значение – _____
 строительство начинается с корпуса
 – _____
 когда судно получает официальное
 название – _____
 основной ремонт выполняется в су-
 хом доке – _____
 по мере старения судна – _____
 прочность корпуса подвержена гни-
 ению – _____
 искусственный риф – _____

судна – _____
 строить по шаблону – _____
 водружение надстройки – _____
 судно на плаву – _____
 периоды снижения рабочего состоя-
 ния – _____
 требовать постоянного обслужива-
 ния – _____
 осмос и гниль – _____
 сесть на мель или затонуть в море – _____

Ex. 10. Fill in the gaps with the words given in the box:

*shipyard, plan, lasts, mold, maintenance, biological growths,
 relationships, construction, layout, specification, welded, painted,
 launched, blueprints, ceremony, repair, sustained, peculiarities, stages,
 dimensions, sandblasting, expectancy*

1. A ship passes through several _____ during its career.
2. The details of contract to build the ship are widely based on _____ between the shipowners, operators, designers and the _____.
3. After the vessel is _____ it goes into service.
4. A naval architect creates a project outline according to required _____ and basic _____ of spaces and displacement.
5. The designer produces an overall _____ and general _____ describing the _____ of the vessel.
6. The construction _____ are used at the building site.
7. The period of ship construction _____ to several years and the _____ takes place in a shipyard.
8. The hull of fiberglass sailboat is constructed from a _____ while the steel hull of a cargo ship is made of a large units _____ together.
9. The hull assembled and _____, it is launched.
10. Ship launching is often a _____ of great significance.
11. Constant _____ is needed during the whole ship career.
12. Performed operations in drydocks and pierside are suitable for _____ and conversion.
13. Repair and maintenance include removing _____ on the hull, _____ and repainting the hull.
14. Ships _____ major damage can be repaired or converted.
15. A life _____ of a ship can last between 20 and 100 years.

Ex. 11. Answer the questions to the text:

1. How many stages does a ship pass through its life?
2. What are these phases?
3. Where does a ship begin its life?
4. What moments does ship's design include?
5. How long does ship's construction last?
6. Need a ship be repaired during its life?
7. What is the average period of a ship's life?

Ex. 12. Read the first passage of the text once more and tell your group-mates about the functions of a naval designer.

Ex. 13. Enumerate the stages of a ship's construction. Use the information from the 3^d passage if necessary.

Ex. 14. Constant maintenance during a ship's career is a rather important stage, isn't it? Prove it.

Ex. 15. Read passage 5 and say what forces influence ships as they age.

Ex. 16. Group 2-3 students and discuss stages of a ship's life.

Ex. 17. Make up a report on a ship's lifecycle.

Unit 14. SHIP POLLUTION

Ex. 1. Active Vocabulary. Read and learn new words:

pollution – загрязнение
to accelerate – ускорять
to pose – предлагать, излагать, принимать вид
threat – угроза
diversity – разнообразие
spill – пятно
devastating – разрушительный
crude – сырой
to contain – содержать
polycyclic aromatic hydrocarbon – полициклический ароматический углерод

pathogen – болезнетворный организм
toxin – токсин
alteration – изменение
disruption – разрушение
hormone – гормон
disorder – расстройство, беспорядок
cancer – рак
tumor – опухоль
exhaust emission – выхлопная эмиссия
nitrogen – азот
fossil fuel – ископаемое (окаменелое) топливо
sulphur – сера

to expose – подвергать
to exhibit – выставлять
susceptibility – восприимчивость
disease – болезнь
reproductive cycle – цикл воспроизведения
sheer – явный, абсолютный
stipulation – условие
stringent – строгий

approach – подход
to report – представлять отчет, составлять отчет
goal – цель
oversight – надзор
to impact – воздействовать
to track – прослеживать
consumption – потребление
harmful – вредный, губительный

Ex. 2. Work with international words. Guess the meaning:

problem	immune	normal	nitrogen
globalization	atmosphere	operation	pollution
traffic	accelerate	organism	affect
aromatic	ocean	genetic	climate
routine	port	ballast	tanker
transfer	toxin	percent	fleet

Ex. 3. State the part of speech of the words. Translate them. Use a dictionary if necessary.

Pollute – pollutant – pollution – antipollution;
 glob – global – globalization – globalize – globosity – globular – globule;
 manage – manageable – management – manager – manageress – managerial;
 produce – producer – producible – product – production – productivity –
 productive – reproductive;
 environ – environment – environmental – environmentalist;
 devastate – devastated – devastating – devastation;
 emit – emission – emissive;
 consume – consumer – consumables – consumption.

Ex. 4. Find pairs of words with the same meaning:

1) to accelerate	a) collapse	1) navigation	a) world
2) disease	b) to contain	2) diversity	b) strict
3) sheer	c) change	3) to expose	c) variety
4) to include	d) illness	4) spill	d) crude
5) to destroy	e) to wreck	5) harmful	e) to subject
6) destruction	f) pollution	6) raw	f) threat
7) stipulation	g) evident	7) global	g) spot
8) contamination	h) condition	8) stringent	h) shipping
9) alteration	i) to speed up	9) menace	i) destructive

Ex. 5 Form words with the opposite meaning from the given words with the help of prefixes (see Appendix 5, Table 13):

ab-, dis-, mis-, in-, im-, il-, non-, un

civil – _____	health – _____	to load – _____	order – _____
animate – _____	mobile – _____	to allow – _____	to understand – _____
tolerant – _____	legal – _____	conductor – _____	connected – _____
measured – _____	ability – _____	literacy – _____	possible – _____
natural – _____	balance – _____	toxic – _____	dimensional – _____
freezing – _____	perfect – _____	date – _____	controllable – _____
to infect – _____	to charge – _____	valid – _____	pollution – _____
moral – _____	interested – _____	to claim – _____	smoker – _____
doubted – _____	qualified – _____	location – _____	to connect – _____
sense – _____	eatable – _____	to mantle – _____	employment – _____
harmony – _____	stop – _____	normal – _____	limited – _____
known – _____			

Ex. 6. Read the text “SHIP POLLUTION”.

SHIP POLLUTION

Ship pollution is the pollution of air and water by shipping. It is a problem that has been accelerating as trade has become increasingly globalized, posing an increasing threat to the world’s oceans and waterways as globalization continues. Because of increased traffic in ocean ports, pollution from ships also directly affects coastal areas. The pollution produced affects biodiversity, climate, food, and human health.

1. Oil spills

Oil spills have devastating effects on the environment. Crude oil contains polycyclic aromatic hydrocarbons (PAHs) which are very difficult to clean up, and last for years in the sediment and marine environment. Marine species constantly exposed to PAHs can exhibit developmental problems, susceptibility to disease, and abnormal reproductive cycles.

By the sheer amount of oil carried, modern oil tankers must be considered something of a threat to the environment. The International Tanker Owners Pollution Federation has researched 9,351 accidental spills since 1974. According to this study, most spills result from routine operations such as loading cargo, discharging cargo, and taking on fuel oil. Spills resulting from accidents like collisions, groundings, hull failures, and explosions are much larger.

The United States passed the Oil Pollution Act of 1990 (OPA-90), which included a stipulation that all tankers entering its waters be double-hulled by 2015. The European Union passed its own stringent anti-pollution packages, which require all tankers entering its waters to be double-hulled by 2010.

2. Ballast water

When a large vessel such as a container ship or an oil tanker unloads cargo, seawater is pumped into compartments in the hull to help stabilize and balance the ship. During loading, this ballast water is pumped out from these compartments. One of the problems with ballast water transfer is the transport of harmful organisms.

Ballast and bilge discharge from ships can also spread human pathogens and other harmful diseases and toxins potentially causing health issues for humans and marine life alike. Discharges into coastal waters, along with other sources of marine pollution, have the potential to be toxic to marine plants, animals, and microorganisms, causing alterations such as changes in growth, disruption of hormone cycles, birth defects, suppression of the immune system, and disorders resulting in cancer, tumors, and genetic abnormalities or even death.

3. Exhaust emissions

Exhaust emissions from ships are considered to be a significant source of air pollution. Seagoing vessels are responsible for an estimated 14 percent of emissions of nitrogen from fossil fuels and 16 percent of the emissions of sulphur from petroleum uses into the atmosphere. In Europe ships make up a large percentage of the sulphur introduced to the air, as much sulfur as all the cars, lorries and factories in Europe put together. By 2010, up to 40% of air pollution over land could come from ships.

4. Marine fuel management

Marine fuel management (MFM) is a multi-level approach to measuring, monitoring, and reporting fuel usage on a boat or ship, with the goals of reducing fuel usage, increasing operational efficiency, and improving fleet management oversight. MFM has grown in importance due to the rising costs of marine fuel and increased governmental pressures to reduce the pollution generated by the world's fleet.

Effective MFM requires that you know: how much fuel is used? how the fuel was used? what things impact fuel usage? and by how much?

MFM allows a fleet owner to track actual fuel consumption and relate fuel consumption to the work performed by the vessel. It supports the analysis of the effectiveness of operating strategies and helps develop a clearer understanding of how well a vessel uses its fuel.

Ex. 7. Translate from English into Russian:

ship pollution – _____
the world's oceans and waterways – _____
oil spills – _____
to clean up – _____
marine species – _____
to exhibit developmental problems – _____
accidental spills – _____
discharging cargo – _____
double-hulled tankers – _____
to help stabilize and balance the ship – _____
human pathogens – _____
to cause alteration – _____
disruption of hormone cycles – _____
suppression of the immune system – _____
emissions of nitrogen from fossil fuels – _____
marine fuel management – _____
multi-level approach – _____
increasing operational efficiency – _____
the rising costs – _____
governmental pressure – _____
reducing fuel usage – _____

as trade has become globalized – _____
pollution affects coastal areas – _____
human health – _____
polycyclic aromatic hydrocarbon – _____
the sediment and marine environment – _____
susceptibility to disease – _____
abnormal reproductive cycle – _____
loading cargo – _____
taking on fuel oil – _____
ballast water – _____
the transport of harmful organisms – _____
harmful diseases and toxins – _____
changes in growth – _____
birth defects – _____
exhaust emissions – _____
a significant source of air pollution – _____
emissions of sulphur from petroleum – _____
improving fleet management oversight – _____
to track and relate fuel consumption to the work of the vessel – _____

Ex. 8. Render into English:

загрязнение от судоходства – _____
рост проблемы – _____
увеличение движения в портах – _____
влиять на биологическое разнообразие – _____
оставаться на многие годы – _____
восприимчивость к болезням – _____
неправильный репродуктивный цикл – _____
владелец танкера – _____
исследовать случаи разлива нефти – _____

загрязнение воздуха и воды – _____
представлять растущую угрозу мировому океану – _____
нефтяные пятна – _____
разрушительный эффект на окружающую среду – _____
проблемы развития – _____
по явному количеству – _____
перевозимая нефть – _____
международная федерация владельцев танкеров по вопросам загрязнения – _____

столкновение – _____
 взрыв – _____
 соглашение – _____
 балластные воды – _____
 откачивать морскую воду – _____
 способствовать равновесию и балан-
 сировке корабля – _____
 балластная и льяльная разгрузка – _____

 вызывать проблемы со здоровьем – _____

 приводить к заболеваниям рака и
 различным опухолям – _____
 управление морским топливом – _____

 цель снижения потребления топлива
 – _____
 повышать затраты – _____
 отслеживать потребление топлива – _____

посадка на мель – _____
 повреждение корпуса судна – _____
 танкер с двойным корпусом – _____
 пакеты документов по вопросам
 строжайшей защиты окружающей
 среды – _____
 перевозка вредных организмов – _____

 распространение человеческих бо-
 лезнетворных организмов – _____
 сброс в прибрежные воды – _____
 источники загрязнения – _____
 выхлопная эмиссия – _____
 выброс серы в воздух – _____
 многоуровневый подход – _____
 использование топлива – _____
 улучшать надзор за потреблением
 топлива – _____
 увеличить правительственное дав-
 ление – _____

Ex. 9. Explain the meaning of the following words and word-combinations:

biodiversity, polycyclic aromatic hydrocarbon, pollution, susceptibility to disease, double-hulled, harmful organism, disruption of hormone cycle, marine fuel management.

Ex. 10. Fill in the gaps with prepositions where necessary (see Appendix 5, Table A5.2):

because of, into, with, of, on, by, to, in, from

1. Ship pollution is the pollution ___ air and water ___ shipping.
2. Pollution ___ ships directly affects ___ coastal areas ___ increased traffic ___ ports.
3. Oil spills effect ___ the environment.
4. Marine species exposed ___ PAHs can exhibit developmental problems.
5. Modern oil tankers must be considered something ___ a threat ___ the environment ___ the sheer amount ___ oil carried.
6. ___ 2015 all tankers must be double-hulled.
7. ___ stabilize and balance the ship seawater is to be pumped ___ compartments ___ the hull.

8. The transport ___ harmful organisms is one ___ the problems ___ ballast water transfer.

9. Ballast and bilge waters ___ ships can spread human pathogens and other harmful diseases.

10. Exhaust emissions ___ ships is a significant source ___ air pollution.

Ex. 11. Make up a plan to the text.

Ex. 12. Answer the questions to the text:

1. What is ship pollution?
2. What does pollution affect?
3. What effects on the environment do oil spills have? Give examples.
4. What stipulations are necessary for oil tankers?
5. Ballast and bilge waters are potentially causing human health problems and adversely affecting sea animals, aren't they?
6. What do exhaust emissions result in?
7. What is the average percent of air pollution coming from ships?
8. What is the major goal of MFM?
9. What does effective MFM require?
10. What does MFM allow a fleet owner?
11. What analysis does MFM support?

Ex. 13. Write down key words and word-combinations from the text according to the plan.

Ex. 14. Write a summary of the text. Use the key word-combinations.

Ex. 15. Read the dialogue.

Inspector: Good afternoon. I am an inspector of Marine Pollution Control Department¹. The point is that we have found a big oil spill on the water surface not far from your ship.

Chief Engineer: I'm afraid, you're mistaken, Inspector. Our ship has got all the necessary facilities to prevent any pollution.

Inspector: It's all very good. Perhaps I'm wrong, but I'm on duty to check all the possible sources of pollution. Do you keep an Oil Record Book²?

Chief Engineer: Yes, certainly. Here you are.

Inspector: Oh, yes, according to your entries³ you have had no spillage for a long time.

Chief Engineer: By the way, I can show you our International Oil Pollution Prevention Certificate. And you can make a tour of the ship to

make sure that there are no traces of oil spill or oil leakage.
Have you taken oil samples from that area?

Inspector: Yes, we have.

Chief Engineer: Then I'll ask you to take samples of oil from our tanks and the analysis will show you if those samples are identical or not.

Inspector: Thank you for your assistance, Sir.

Notes to the dialogue:

- 1) *Marine Pollution Control Department* – отдел по защите морской среды;
- 2) *to keep an Oil Record Book* – вести журнал нефтяных операций;
- 3) *entry* – запись.

Ex. 16. Answer the questions to the dialogue:

1. Why has the Inspector come on board the ship?
2. How can the ship prove that she is not to blame for the oil spill?

Ex. 17. Find the following sentences in the dialogue from Exercise 15:

1. Вы не правы.
2. У нас есть все необходимое оборудование для предотвращения любых загрязнений.
3. Посмотрите наш журнал нефтяных операций.
4. Пройдите по нашему судну.
5. Убедитесь, что нет никаких следов разлива и утечки топлива.
6. Возьмите образцы топлива из наших танков.
7. Сравните образцы топлива из наших танков с образцами топлива с места разлива.

Ex. 18. Read the dialogue.

Ship Suspected¹ of Oil Pollution

Chief Engineer: Good morning, will you take a seat, please.

Inspector: Good morning. It's the second time that I have the pleasure of seeing you.

Chief Engineer: I have invited you to inspect our vessel as they may lay charges² to our ship for our having allegedly³ spilled fuel oil. Yesterday the cast inspector came on board our ship and carried out an investigation⁴.

Inspector: How did they explain the purpose of their investigation?

Chief Engineer: They suspected that our ship had poured out oil into the water. The spill was noticed from the coast guard helicopter.

- Inspector:* Did they take samples of oil from the ship's tank?
- Chief Engineer:* Yes, they did. They hinted⁵ that the coast guards were checking 5 or 6 ships in this very area.
- Inspector:* What do the pilots report?
- Chief Engineer:* They report that they have seen traces of oil on the ladder.
- Inspector:* Is it really oil?
- Chief Engineer:* No, it isn't oil. There are remains⁶ of an old cargo of sugar left from the last voyage. When they are raw they remind of molasses⁷.
- Inspector:* I must have scrapings of this substance. They will be analyzed in my office. Well, may I see the vessel's Oil and Ballast Pumping Record Book?
- Chief Engineer:* Here you are. As you can see 6 days before the incident 2 vessel's sump⁸ tanks were washed and filled with sea water. Then the water contaminated with heavy oil fuel was passed through the separator in the engine room.
- Inspector:* It seems to me the analysis made by the Port Authorities has not proved your fault⁹.
- Chief Engineer:* So far they abstain from arresting our vessel.
- Inspector:* That's a good sign. I think the Authorities are awaiting the results of the laboratory tests before deciding whether to lay charges. So, let's hope for the best.

Notes to the dialogue:

- | | |
|---|--|
| 1) to suspect – подозревать; | 5) to hint – намекать; |
| 2) to lay charge – предъявлять обвинение; | 6) remains – остатки; |
| 3) allegedly – якобы; | 7) molasses – черная патока; |
| 4) to carry out an investigation – проводить расследование; | 8) sump – маслосборник; |
| | 9) to prove the fault – доказать вину. |

Ex. 19. Answer the questions to the dialogue:

1. Who noticed some oil spillage not far from the vessel?
2. What do the pilots from the coast guard helicopter report?
3. Were the coast guard inspectors checking only this vessel?
4. What do they suspect?
5. Is it really oil on the vessel's ladder? What is it in fact?
6. What can the Inspector read the vessel's Oil and Ballast Pumping Record Book?
7. Has the analysis made by the Port Authorities proved the fault of the vessel?
8. What other tests must be made before taking the final decision?

Ex. 20. Describe the situation which arouse on the vessel. Use the questions from Exercise 19 as a plan.

Ex. 21. Answer the question. Use the information of the Unit:

What measures must be taken on board a ship to avoid pollution of marine environment?

Unit 15. SEAFARER RANKS AND PROFESSIONS

Ex. 1. Active Vocabulary. Read and learn new words:

seafarer – моряк, мореплаватель
ranks – рядовой состав
responsibility – ответственность
sophisticated – сложный
skill – мастерство, умение
to employ – нанимать, использовать
circumstance – обстоятельство
steward – стюард
on behalf of – от имени
controversy – противоречие
mate = assistant – помощник
second-in-command – заместитель, помощник, заместитель командира
to supervise – наблюдать, надзирать, заведовать
security – надежность, охрана
welfare – благосостояние
cadet – курсант
to search – производить досмотр (судна)
contingencies – непредвиденные обстоятельства
chart – карта
cleaning – очистка
apprentice – практикант
nautical – мореходный
boatswain = bosun – боцман
carpenter – плотник

able seaman – матрос 1-го класса
to possess – обладать, иметь
helmsman – рулевой
lookout – пост наблюдения
gangway – сходня, проход
ordinary seaman – матрос 2-го класса
to keep up – содержать (в исправности), ремонтировать
to scale – масштабировать
to buff – полировать
to sweep – подметать
to splice – сплеснивать, сращивать (концы тросов)
to break out – разбирать
to recover – возвращать
beach support equipment – береговое оборудование
sewage – сточные воды, нечистоты
wiper – дворник
to direct – направлять
to assign – назначать
to purchase – приобретать, покупать
chief cook – шеф-повар
to participate – участвовать
timing – согласованное действие, расчет времени
sequence – последовательность

Ex. 2. Read and translate the words formed of one root. State their parts of speech.

Respond – respondent – response – responsible – responsibility – responsibly – responsive – unresponsive;
skill – skilful – skilled – unskillful – unskilled;
employ – employee – employer – employment – unemployment – employable – unemployed;
supervise – supervising – supervision – supervisor – supervisory;
licence – license – licensed – licensee – licensor – licentiate – unlicensed;
qualify – qualifying – qualification – qualificatory – qualified – qualifier – unqualified.

Ex. 3. Read the text “SEAFARER’S PROFESSIONS AND RANKS”.

SEAFARER’S PROFESSIONS AND RANKS

1. Introduction

Seafarers hold a variety of professions and ranks, and each of these roles carries unique responsibilities which are integral to the successful operation of a seafaring vessel. A ship’s bridge, filled with sophisticated equipment, requires skills differing from those used on the deck, which houses berthing and cargo gear, which requires skills different from those used in a ship’s engine room, and so on.

The following is only a partial listing of professions and ranks. Ship operators have understandably employed a wide variety of positions, given the vast variety of technologies, missions, and circumstances that ships have been subjected to over the years. A ship’s crew can generally be divided into four main categories: the deck department, the engineering department, the steward’s department, and other.

2. Captain / Master

The Captain or Master is the ship’s highest responsible officer, acting on behalf of the ship’s owner. Whether the captain is a member of the deck department or not is a matter of some controversy, and generally depends on the opinion of an individual captain. The captain has no watch in addition to officers.

3. Deck department

Chief Officer / Chief Mate. The Chief Officer (often called the Chief Mate in the United States) is the head of the deck department on a merchant vessel, second-in-command after the ship’s Master. The Chief Mate’s primary responsibilities are the vessel’s cargo operations, its stability, and supervising the deck crew. The Mate is responsible for the safety and security of the ship, as well as

the welfare of the crew on board. Additional duties include maintenance of the ship's hull, cargo gears, accommodations, the life saving devices and the fire-fighting appliances. The Chief Mate also trains the crew and cadets on various aspects like safety, firefighting, search and rescue, and various other contingencies. On most vessels, the Chief Officer and First Officer (or First Mate) are synonymous, but passenger vessels often carry a separate First Officer who is junior to the Chief Officer.

Second Officer / Second Mate. The Second Officer (or Second Mate) of a merchant vessel is usually in charge of navigation and is the next licensed position above Third Officer and below Chief Officer. The Second Mate typically stands the 12-4 navigation watch periods. That is, the Second Mate will stand watch from 12.00 to 16.00 at noon and again from 00.00 to 04.00 in the nights. The Second Mate is typically the navigation officer aboard a ship. The navigation officer is responsible for maintaining the charts and navigational equipment on the bridge. The duties also usually consist of developing the voyage plans under the direction of the ship's Master. The other duties of this position often depend upon the type of ship worked aboard. On oil tankers, the Second Officer usually provides the Chief Mate with assistance in tank cleaning.

Third Officer / Third Mate. The Third Officer or Third Mate is the third officer of a merchant vessel. The most junior officer of the ship, the Third Mate is usually the safety officer responsible for firefighting equipment, lifeboats, and emergency systems and is in charge of a bridge or cargo watch.

Deck Cadet. A Deck Cadet (or Apprentice) is a nautical school graduate. The Cadet must first carry out a one-year training on board ships, executing tasks of an officer-of-the-watch under the supervision of senior officers.

Boatswain. A Boatswain, often phonetically spelled and pronounced 'bosun', is in charge of the unlicensed deck crew and is sometimes also third or fourth mate.

Carpenter. Ship's carpenters are now rare. They are, however, frequently found aboard passenger liners. Ship's carpenters are sometimes referred to by the nickname 'Chips'.

Able Seaman. In the modern merchant marine, an able seaman (AB) is a member of the deck department and must possess a merchant mariner's document. An AB will work in a ship's deck department as either a watchstander, a day worker, or a combination of these roles. At sea an AB watchstander's duties include standing watch as helmsman and lookout. While the ship is in port, a watchstander may stand security-related watches, such as a gangway watch or anchor watch.

Ordinary Seaman. An Ordinary Seaman or OS is a first-level position in a ship's deck department. An OS performs a variety of duties concerned with the operation and upkeep of deck department areas and equipment. Upkeep duties include scaling, buffing, and painting decks and superstructure; as well as

sweeping and washing the deck. An OS may splice wire and rope; break out, rig, overhaul, and load cargo-handling gear, stationary rigging, and running gear. Additionally, the OS secures cargo, as well as launches and recovers boats. The OS may rig and operate hydrographic and other specialty winches, handle and load oceanographic explosives, and arrange and load beach support equipment.

4. Engineering department

Chief Engineer. The Chief Engineer on a merchant vessel is the official title of someone qualified to supervise the engine department. The qualification for this position is colloquially called a 'Chief's Ticket'. The Chief Engineer commonly referred to as 'Chief' is responsible for all operations and maintenance that have to do with all engineering equipment aboard the ship.

Second Engineer / First Assistant Engineer. The Second Engineer or First Assistant Engineer is the officer responsible for supervising the daily maintenance and operation of the engine department. He or she reports directly to the Chief Engineer. The person holding this position is typically the busiest engineer aboard the ship, due to the supervisory role this engineer plays and the operations duties performed. Operational duties include responsibility for the refrigeration systems, main engines (steam / gas turbine, diesel), and any other equipment. If the engine room requires round the clock presence and other junior engineers can cover the three watch rotations, this officer is usually a 'day worker' from 06.30-18.30.

Third Engineer / Second Assistant Engineer. The Third Engineer or Second Assistant Engineer is junior to the Second Engineer / First Assistant Engineer in the engine department and is usually in charge of boilers, fuel, auxiliary engines, condensate, and feed systems. This engineer is the third highest marine engineer in rank. He is also typically in charge of fueling or bunkering.

Fourth Engineer / Third Assistant Engineer. The Fourth Engineer or Third Assistant Engineer is junior to the Second Assistant Engineer / Third Engineer in the engine department. The most junior marine engineer of the ship, he or she is usually responsible for electrical, sewage treatment, lubricating oil, bilge, and oily water separation systems and usually stands a watch.

Engineering Cadet. An Engineering Cadet (or Apprentice) is a nautical school graduate. The cadet must first carry out a one-year training on board ships, executing tasks of an officer-of-the-watch under the supervision of senior officers.

Qualified Member of the Engine Department. A Qualified Member of the Engineering Department is a senior unlicensed crew member in the engine room of a ship.

Pumpman. A position frequently found aboard fuel tankers.

Oiler. An Oiler is one of the most junior crew members in the engine room of a ship. An Oiler's role consists mainly of keeping machinery lubricated.

Wiper. A Wiper is the most junior crew member in the engine room of a ship. His role consists of wiping down machinery and generally keeping it clean.

5. Steward's department

Chief Steward. The Chief Steward is the senior unlicensed crew member working in the steward's department of a ship. The Chief Steward directs, instructs, and assigns personnel performing such functions as preparing and serving meals, cleaning and maintaining officers' accommodations and steward department areas, and receiving, issuing, and inventorying stores. The Chief Steward also plans menus, arranges supply, overtime, and cost control records. The Steward may inspect or purchase stores and equipment. Additional duties may include baking bread, rolls, cakes, pies, and pastries.

Chief Cook. The Chief Cook is a senior unlicensed crew member working in the Steward's department of a ship. The Chief Cook directs and participates in the preparation and serving of meals, determines timing and sequence of operations required to meet serving times, inspects galley and equipment for cleanliness and proper storage and preparation of food. The Cook may plan or assist in planning meals and taking inventory of stores and equipment. Chief Cooks are sometimes referred to by the nickname 'Cookie'.

Steward's Assistant. A Steward's Assistant or SA is a first-level crew member in the Steward's department of a ship. The role of the SA consists mainly of cleaning and assisting with the preparation and serving of meals.

Ex. 4. Translate from English into Russian:

to be responsible for – _____	to be in charge of – _____
to carry responsibilities – _____	to be held under the direction – _____
to supervise – _____	under the supervision – _____
seafarer – _____	seaman – _____
sailor – _____	rank – _____
profession – _____	occupation – _____
licensed position – _____	personnel – _____
staff – _____	crew – _____
sophisticated equipment – _____	beach support equipment – _____
different devices and equipment – _____	navigational equipment on the bridge – _____
_____	_____
firefighting devices – _____	assistant – _____
professional skills – _____	second-in-command – _____
mate – _____	ordinary seaman – _____
able seaman – _____	safety and security of a ship – _____
master – _____	_____
captain – _____	duties and responsibilities – _____
voyage charts and plans – _____	to provide assistance – _____
watch – _____	cargo watch – _____
bridge watch – _____	officer-of-the-watch – _____

navigation watch – _____
gangway watch – _____
watch rotation – _____
nickname – _____
lookout – _____
a one-year training – _____
cookie – _____

anchor watch – _____
security-related watch – _____
to stand a watch – _____
helmsman – _____
to splice wire and rope – _____
to sweep and wash the deck – _____
to keep machinery lubricated – _____

Ex. 5. Find English equivalents in the text:

быть ответственным – _____
наблюдать – _____
проходить под руководством – _____
капитан – _____
курсант – _____
матрос 1-го класса – _____
боцман – _____
дворник – _____
насосчик – _____
главный инженер – _____
стюард – _____
повар – _____
помощник стюарда – _____
стоять на вахте – _____
якорная стоянка – _____
смена вахты – _____
сохранность навигационных карт – _____
широкое разнообразие мореходных профессий – _____
благосостояние экипажа – _____
иметь документ торгового моряка – _____
круглосуточное присутствие – _____
направлять – _____
инструктировать – _____
нанимать – _____
обслуживать оборудование – _____
подчиняться – _____

отвечать – _____
надзирать – _____
мореходные профессии – _____
помощник капитана – _____
матрос – _____
матрос 2-го класса – _____
плотник – _____
смазчик – _____
имеющий лицензию экипаж – _____
нелицензированный член экипажа – _____
шеф-повар – _____
вахта – _____
вахтенное время – _____
проходить практику – _____
исполнять обязанности вахтенного офицера – _____
разрабатывать маршрут – _____
безопасность и сохранность судна – _____
прозвище – _____
обязанности вахтенного – _____
профессия первого уровня – _____
под наблюдением старших офицеров – _____
инспектировать – _____
готовить пищу – _____
назначать персонал – _____
выполнять обязанности – _____

Ex. 6. State the department of the following positions. Fill in the chart.

Department:	Professions:	
1) the deck department	– captain	– able seaman
	– deck cadet	– second mate
2) the engineering department	– chief officer	– chief engineer
	– third assistant engineer	– third engineer
3) the steward's department	– second officer	– chief steward
	– fourth engineer	– oiler
	– third officer	– chief mate
	– boatswain	– chief cook
	– pumpman	– apprentice
	– master	– steward's assistant
	– qualified member	– first assistant engineer
	– carpenter	– wiper
	– engineering cadet	– ordinary seaman
	– third mate	– second assistant engineer
	– second engineer	

Ex. 7. Match the following professions with their duties and responsibilities:

Professions:	Duties and responsibilities:
1) captain	a) the ship's highest responsible officer;
2) deck cadet	b) the safety and security of the ship and the welfare of the crew on board;
3) chief officer	c) maintaining the charts and navigational equipment on the bridge, developing the voyage plans and standing watch;
4) third assistant engineer	d) is responsible for firefighting equipment, lifeboats, and emergency systems and is in charge of a bridge or cargo watch;
5) second officer	e) a nautical school graduate, executing tasks of an officer-of-the-watch;
6) fourth engineer	f) is in charge of the unlicensed deck crew;
7) third officer	g) is frequently found aboard passenger liners nowadays;
8) boatswain	h) his duties include standing watch as helmsman and lookout;
9) pumpman	i) his duties concerned with the operation and upkeep of deck department areas and equipment;
10) master	j) is responsible for all operations and maintenance all engineering equipment aboard the ship;
11) qualified member	
12) carpenter	
13) engineering cadet	
14) able seaman	
15) second mate	
16) chief engineer	
17) third engineer	

- | | |
|-------------------------------|--|
| 18) chief steward | k) his operational duties include responsibility for the refrigeration systems, main engines, and any other equipment; |
| 19) oiler | |
| 20) chief mate | l) is in charge of fueling or bunkering; |
| 21) chief cook | m) is responsible for electrical, sewage treatment, lubricating oil, bilge, and oily water separation systems; |
| 22) apprentice | n) a senior unlicensed crew member in the engine room; |
| 23) steward's assistant | o) his position is found aboard fuel tankers; |
| 24) first assistant engineer | p) his role consists of keeping machinery lubricated; |
| 25) wiper | q) his role consists of wiping down machinery; |
| 26) ordinary seaman | r) he directs, instructs, and assigns personnel performing such functions as preparing and serving meals and etc.; |
| 27) second assistant engineer | s) he directs and participates in the preparation and serving of meals and etc.; |
| 28) third mate | t) his role consists of cleaning and assisting with the preparation and serving of meals. |
| 29) second engineer | |

Ex. 8. Read the dialogue.

- Chief Engineer:* We need 300 kg of lubricating oil.
Bunker Supplier: What kind of oil do you want?
Chief Engineer: We want to supply Shell Meline 30 lubricating oil. We have once purchased it and I don't want to mix it with oil of another grade.
Bunker Supplier: I see. We can supply you with the oil you ask for.
Chief Engineer: All right. Let's arrange for the delivery then.
Bunker Supplier: Well. We can bunker you just at this berth. When d'you want us to start?
Chief Engineer: We are ready to start bunkering right away. We are pressed for time.
Bunker Supplier: As you like. See you soon. Good-bye.

Ex. 9. Answer the questions to the dialogue:

1. Why does the Chief Engineer want to get only Shell Meline 30 grade of oil?
2. Where will the ship be bunkered from?
3. Why do they want to start bunkering right away?

Ex. 10. Dramatize the dialogue.

Ex. 11. Read the dialogue.

- Bunker Supplier:* Good morning, Chief. The bunkering boat will be brought alongside your ship by 8 a.m. Are you ready to bunker?
- Chief Engineer:* Yes, we've got everything ready.
- Bunker Supplier:* Into what tanks are you going to take the diesel oil?
- Chief Engineer:* Into the aft tanks. One of them is empty and the other is filled partially. We'll start pumping into the port tank.
- Bunker Supplier:* Well, what's its capacity?
- Chief Engineer:* Its capacity is 100 tons. Let's check both tanks right away.
- Bunker Supplier:* O.K. Please, send a competent person to do this.
- Chief Engineer:* Certainly. I'll send my third engineer. He is skilful. And he'll do all necessary preparations according to the international regulations.
- Bunker Supplier:* O.K. Thank you. Good-bye.

Ex. 12. Describe the situation arouse in the above dialogue.

Ex. 13. Give full answers to the question:

What are your responsibilities on board the ship? (Mention certain professions you are responsible for and say how you look after them to keep them in efficient working conditions.)

Ex. 14. Get acquainted with the information given in Appendix 4.

Ex. 15. Make up your own CV, resume, covering letter, etc. as if you are:

- a captain;
- a boatswain;
- a master;
- a deck cadet;
- a chief steward;
- a chief engineer.

Use the examples from Appendix 4.

Ex. 16. The crossword.

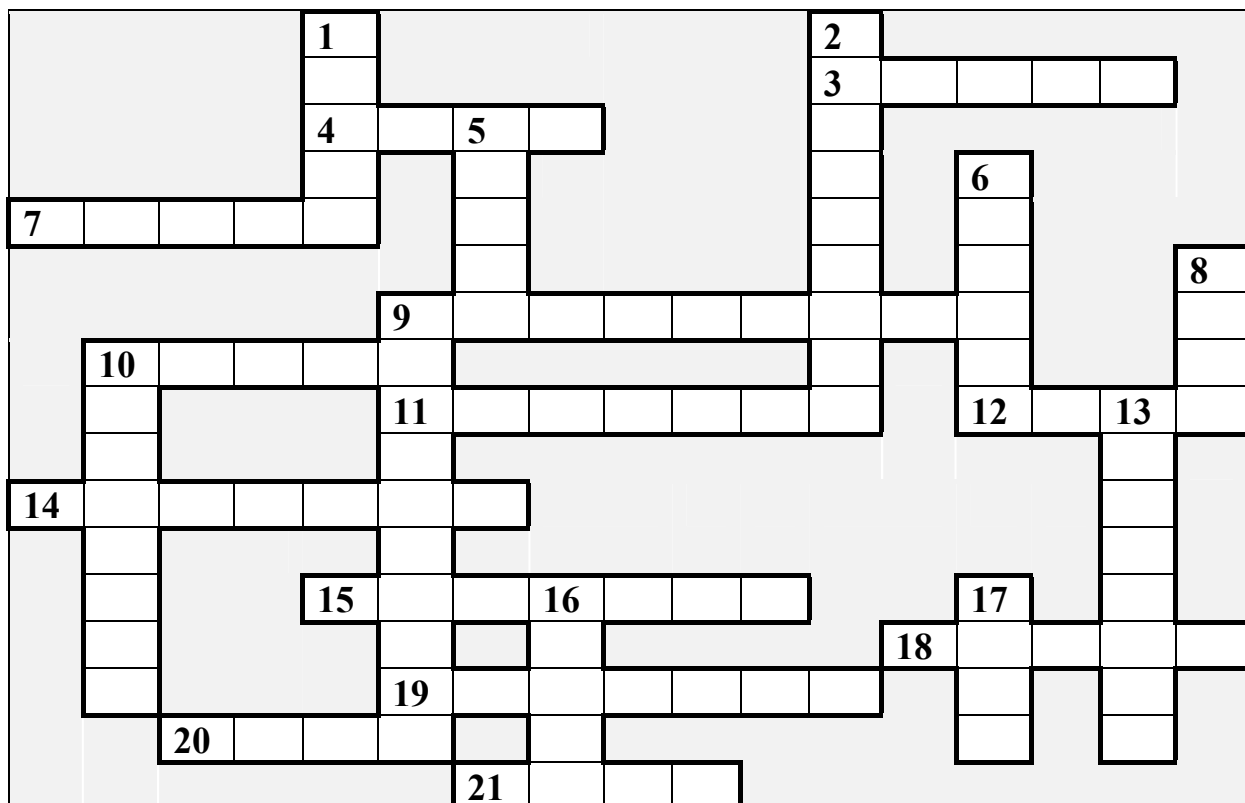
Across:

3. He keeps machinery lubricated (5).
4. The upper part of the hull (4).
7. The period of time from midnight till morning (5).

9. The officer in the Engine Department (9).
10. It is often phonetically confused with the word 'ship' (5).
11. A position aboard fuel tankers (7).
12. Just the same as profession or occupation (4).
14. The head of the Deck Department (7).
15. A member of the Steward's Department assisting with servicing of meals (7).
18. Navigation ... – the period of a caretaking time (5).
19. The highest responsible officer on the ship (7).
20. The same as 'officer' (4).
21. A staff of a vessel (4).

Down:

1. The same as 'apprentice' (5).
2. Phonetically pronounced 'bosun' (9).
5. Carpenter's nickname (5).
6. The ship's highest responsible rank (6).
8. A member of the Steward's Department directing the preparation of meals (4).
9. Deck Cadet (10).
10. The same as 'sailor' or 'seaman' (8).
13. ... school – school where further seafarers are trained (8).
16. A junior member of the Engine Department (5).
17. A reservoir aboard the ship (4).



THESAURUS

Aa

abaft – задний, сзади, в кормовой части
above-water – надводный
accelerate – ускорять
access – доступ
accommodate – снабжать, обеспечивать
accommodation – жилое помещение
across the ship and along – вдоль и поперек
advanced – передовой, развитый
afloat – на плаву
aft – задний, сзади, в кормовой части
after – задний, сзади, в кормовой части
afterpeak – ахтпик
aircraft carrier – авианосец
alternator – генератор переменного тока
amidships – посередине судна
anchor – якорь
anchovy – анчоус
appear – появляться
appendage – выступающая часть
arm – кронштейн, стрела, рычаг
arrange – располагать
arrangement – расположение, устройство
ashore – на грунте (на берегу)
athwartships – поперек судна
autonomous – автономный

Bb

backbone – основа, суть; позвоночник, хребет
baggage – багаж
ballistic missile – баллистическая ракета
barge – баржа
bathyscaphe – батискаф
batten – заdraивать; рыбинс
beam – бимс, ширина
berthing – причальное место, якорное место
bilge – льяло
blow – дуть
boat – лодка, катер
 coastal ~ – каботажное судно
 diving ~ – водолазное судно
 flat-bottomed ~ – плоскодонка
 house ~ – плавучий дом
 inland ~ – озерно-речное судно
 patrol ~ – сторожевая лодка

pilot ~ – лоцманский катер
power ~ – моторный катер
river ~ – речное судно
tow ~ – буксир
tug ~ – буксирный катер

boatswain = **bosun** – боцман
boiler – паровой котел
boom – бон, боновое ограждение
bottom – днище, дно
 double ~ – двойное дно
bow – нос
breadth – ширина
breakwater – волнолом, волнорез, мол
bridge – мостик, средняя надстройка
bulbous – бульбообразный
bulk carrier – навалочник, балкер
bulkhead – переборка
bulwark – фальшборт
buoy – буй
buoyancy – плавучесть
burn (burnt, burned) – жечь, сжигать

Cc

cable – кабель, трос
cadet – курсант
cannon – пушка
canoe – каноэ, байдарка
capacity – тоннаж судна, вместимость, емкость
capture – ловить
caravel – каравелла
cargo – груз
 bulk ~ – навалочный груз
 general ~ – генеральный груз
 dry ~ – сухой груз
 liquid ~ – жидкий
 perishable ~ – скоропортящийся груз
carpenter – плотник
carrack – галеон
carry – перевозить, иметь на вооружении (о корабле)
catamaran – катамаран
celestial navigation – астронавигация
chain – цепь
change – менять
charter – фрахтование
clam – моллюск

clinker – клинкер, котельный шлак
coal – уголь
coaming – комингс
coast – берег, побережье
coastal – прибрежный
coaster – каботажное судно
collision – столкновение
combat – боевой
compartment – отсек
competitive – конкурентный, спортивный
compressor – компрессор
compulsory – обязательный
concrete – бетон
 ferro~ – железобетон
 reinforced ~ – армированный бетон
coniferous – хвойный
connect – соединять
conquest – покорение
constraint – напряженность
consumer – потребитель
conversion – изменение, реконструкция
cool – охлаждать
coolant – смазочно-охлаждающая эмульсия, хладагент
cook – *n* повар; *v* готовить пищу
 chief ~ – шеф-повар
corvette – корвет, сторожевой корабль
cover – покрывать, охватывать
crab – краб
craft – судно, катер, плавучее средство
 pleasure ~ – прогулочное судно
 survey ~ – гидрографическое судно
crankshaft – коленчатый вал
crew – экипаж, команда
crosshead – крейцкопф, ползун
crude – сырой
cruiser – крейсер
cryogenic – охлаждающий

Dd

deck – палуба
 boat ~ – шлюпочная палуба
 bridge ~ – палуба мостика
 enclosed ~ – закрытая палуба
 lower ~ – нижняя палуба
 middle ~ – средняя палуба
 promenade ~ – прогулочная палуба
 upper ~ – верхняя палуба

defensive – защитный
definition – определение
deliver – доставлять
demand – требовать
density – плотность
depth – глубина
 safe ~ – безопасная глубина
derive – выводить (формулу)
derrick – грузовая стрела
descendent – потомок
design – *v* проектировать, разрабатывать; *n* проект
designer – дизайнер, проектировщик
destination – назначение
destroyer – эскадренный миноносец
determine – определять
device – прибор, устройство
dimension – измерение
dinghy – ялик, прогулочная лодка
direction – направление
disaster – бедствие
dismantling – демонтаж, разборка
displace – вытеснять
displacement – водоизмещение
distribute – распределять
dive – нырять
divert – отклонять, отводить
dock – док
 dry ~ – сухой док
dome – купол, свод
draft (AE) = draught (BE) – осадка
drainage – сток
draw – втягивать
drifter – дрефтер
drill – бурить
drive – привод
durable – прочный

Ee

edge – край
efficiency – эффективность
emergency – аварийный, запасной, вспомогательный
 ~ use – аварийное использование
emission – выделение, распространение
employ – нанимать, использовать
encourage – одобрять, поддерживать
engine – двигатель, мотор

housing – постройка
hovercraft – судно на воздушной подушке
hull – корпус

Ii

icebreaker – ледокол
improve – улучшать, совершенствовать
inclination – уклон, скат
incline – наклонять
include – включать (в состав ч-л)
increase – увеличивать
inflamm – воспалять
inflate – надувать
inland – внутренний
intake – впуск
intend (for) – предназначать(ся)
intermodal – интермодальный
internal – внутренний
invasion – вторжение
invention – изобретение
inward – внутренний
iron – железо

Jj

jacket – жилет
jetfoil – судно на подводных крыльях с реактивным двигателем
junk – джонка

Kk

kayak – каяк
keel – киль
keelboat – килевая шлюпка
keelson – кильсон

Ll

labour cost – стоимость труда
lack – недостаток, отсутствие
ladder – лестница, трап
lash – крепить, найтовить
lateral – боковой, горизонтальный
launch – спускать на воду
layout – план, схема расположения
leather – кожа
length – длина
~ **at the waterline** – длина по ватерлинии
overall ~ – габаритная длина (наибольшая)

life – жизнь; спасательный
~ **belt** – спасательный пояс
~ **buoy** – спасательный буй
~ **jacket** – спасательный жилет
~ **raft** – спасательный плот

limber board – льяльная крышка
limit – предел
acceptable ~ – допустимый предел
line – линия, трос
liquid – жидкий
list – крен
load – *v* загружать, грузить; *n* нагрузка
safe ~ – допускаемая нагрузка
loading – загрузка
lobster – краб, омар
locate – размещать
location – местоположение
log – бревно
longitudinal – продольный
lookout – пост наблюдения
loss – потеря, убыток
lower – спускать на воду
luggage – багаж

Mm

machinery – машины, машинное оборудование
~ **control system** – система управления оборудованием
mackerel – макрель
main – главный, основной
maintenance – уход, эксплуатация
maneuverability – маневренность
man-o'-wars = **man-of-wars** – военный корабль
marine – морской флот, морской, флотский, судовой
~ **industry** – судостроение и судостроительство
maritime – морской
mark – *n* марка, отметка; *v* отмечать
draught ~ – марка углубления
load line ~ = **load** ~ – грузовая марка
mast – мачта
erect ~ – вертикальная мачта
mate – помощник
material – материал
composite ~ – композитный
petroleum – нефть

(составной) материал
means – средство
measure – мерить, измерять
medieval – средневековый
merchant – торговый
minesweeper – тральщик
monohull – однокорпусное судно
moor – швартоваться
mount – устанавливать, монтировать
move – двигать(ся)
~ **through** – перебросить

Nn

nautical – мореходный
naval – военно-морской
navigator – штурман, навигатор, морепла-
ватель
navy – военно-морской флот
nozzle – сопло
nuclear-powered – атомный

Oo

oar – весло
~**propelled** – гребной
offshore – прибрежный
oil – нефть, масло
heavy fuel ~ – судовое топливо
lubricating ~ – смазочное масло
~ **line** – маслопровод
opening – отверстие, крышка
operation – работа, действие
docking ~ – доковые работы
operator – механик, оператор, машинист
origin – происхождение
outboard – забортный
outline – контур, очертание
output – выпуск
combined ~ – общая мощность
overhaul – разбирать, тщательно осматри-
вать

Pp

paraffin – керосин
passability – проходимость
penalty – наказание, штраф
pentamaran – пентамаран
perceive – воспринимать, ощущать, чув-
ствовать
petrol – бензин

pierside – на пирсе
pinnacle – пинас
piston – поршень

pitch – уклон
place – *n* место; *v* размещать
plating – обшивка, настил
plumbing – водопроводная система
plunge – погружаться
half-plunging – полупогружной

pole – рейка; без парусов
pollack – сайда
pollution – загрязнение
poop – ют
port – порт; левый борт
portable – портативный
portside – левый борт
post – стойка, мачта
power plant – энергетическая установка
pressure – давление

fluid ~ – давление текучей среды
productivity – производительность
propel – приводить в движение
propeller – движитель, гребной винт
nozzle-style ~ – реактивное сопло,
гребной винт в направляющей
насадке
screw ~ – гребной винт
twin ~ – двойной винт
propulsion – двигатель, силовая установка,
движущая сила
~ **system** – движущая система

protect – защищать
protection – защита
provide – обеспечивать, предусматривать
pump – *n* насос; *v* качать
dredging ~ – землесос
feed ~ – питательный насос
purifier – фильтр
fuel-lubrication oil ~ – топливно-
смазочный фильтр
purpose – цель, миссия, назначение
push – толкать

Qq

quell – подавлять, успокаивать

Rr

race – гонки

raft – плот
ramp – аппарель
range – ранжировать, классифицировать
ranks – рядовой состав
rare – редкий
reach – достигать
rearmost – кормовой, самый задний
recirculate – циркулировать в замкнутом пространстве
rectangular – прямоугольный
reduction gear – редуктор
reed – тростник, камыш
reef – риф
regatta – парусные или гребные гонки, регата
regulation – предписание, правило
remain – оставаться
repair – ремонтировать; ремонт
replace – заменять
rescue – спасение
resistance – сопротивление
resource – источник
responsibility – ответственность
restrict – ограничивать
rigging – вооружение (парусное)
rigid – жесткий
rim – обод, ободок, кромка
rivet – *v* клепать; *n* клепка, заклепка
roll – катать
 ~ **on** – вкатывать
 ~ **off** – выкатывать
rolling motion – качение
rope – веревка
rotating – вращение
row – грести
 ~**boat** – гребная шлюпка
rubber – резина
rubbish – мусор
rudder – руль

Ss

safe – безопасный, надежный
safety – безопасность
sail – парус
 rotor ~ – роторный парус
 ~ **boat** – парусная шлюпка
 ~**ing vessel** – парусное судно
 turbo ~ – турбопарус
sailor – моряк

salmon – лосось
sandblasting – пескоструйная очистка
scow (boat) – шаланда, баржа, плашкоут
scrapyard – скрапный двор
scuttle – затоплять (корабль)
seal – герметизировать, запечатывать
seafarer – моряк, мореплаватель
seam – шов, место соединения
seaman – матрос
 able ~ – матрос 1-го класса
 ordinary ~ – матрос 2-го класса
search – производить досмотр (судна)
seaworthiness – мореходность
second-in-command – заместитель, помощник, заместитель командира
security – надежность, охрана
segregate – изолировать, выделять(ся)
seiner – сейнер
self-propelled – самоходный
serve – служить
sewage – сточные воды, нечистоты
shaft – вал
shallow – *n* мель; *adj* мелкий
shape – форма
sheathing – обшивка
shell – оболочка, обшивка
ship – корабль, судно
 amphibious assault ~ – десантный штурмовой корабль
 battle ~ – линейный корабль (линкор)
 break-bulk ~ – судно для перевозки генерального груза
 cable ~ – кабельное судно
 dry cargo ~ – сухогруз
 fighting ~ – боевое судно
 liquid cargo ~ – танкерозов
 merchant ~ – торговое судно
 motor ~ – теплоход
 nuclear ~ – атомный корабль
 refrigerator ~ – рефрижераторное судно
 replenishment ~ – транспорт-заправщик
 rescue ~ – спасательное судно
 ~ **of the line** – линейное судно
 ~**board** – борт корабля
 ~**breaking** – слом корабля
 ~**handling** – управление кораблем
 ~**owner** – судовладелец

~wreck – кораблекрушение
 ~wright – судомонтажник
 ~yard – судостроительная верфь
 steam~ – пароход
 survey ~ – гидрографическое судно
shrimp – креветка
side – борт, сторона
 ~ **rolling system** – система скольжения лючин на роликах по боковым направлениям
 top ~ – надводный борт
size – размер
skiff – ялик
skill – мастерство, умение
skin – кожа
slant – уклон
smokestack – дымовая труба
soil – грунт, почва
socket – паз
sonar – сонар, гидролокатор
sophisticated – сложный
sound-proofed – звуконепроницаемый
space – пространство, отсек, помещение
 cargo ~ – грузовое помещение
 machinery ~ – машинное отделение
spar – балка, переключатель
 ~ **ceiling** – рыбинс
species – вид, разновидность
speed – скорость
 cruising ~ – крейсерная скорость
 loaded ~ – скорость в грузу
 service ~ – эксплуатационная скорость
 trial ~ – скорость на испытаниях
spill – пятно
spin – вращать
spread (spread, spread) – распространять(ся)
squid – кальмар
stabilizer – стабилизатор
staff – персонал
starboard – правый борт
stay(s) – стойка, ванты
steam – пар
 superheated ~ – перегретый пар
steer – управлять (кораблем)
 ~ **ing system** – система управления кораблем
steel – сталь

steamer – пароход
stem – форштевень
stern – корма
sternpost – ахтерштевень
steward – стюард
stiffen – делать жестким
store – складировать, хранить
strap – ремень, полоска
strength – сила, прочность
strengthen – усиливать, укреплять
strengthening – упрочнение
strong – сильный, прочный, крепкий
strut – распорка, подпорка
stuff – наполнять, набивать
subject (to) – подчинять
submarine – подводная лодка
 missile ~ – ракетная подводная лодка
submerge – погружаться
submerged – подводный
subsequent – последующий
suck – всасывать
suffer – страдать
superstructure – надстройка
supervise – наблюдать, надзирать, заведовать
supplant – вытеснять
support – поддерживать; поддержка
suppression – подавление (огня)
surface – поверхность
survival suit – спасательная одежда
survive – выживать
sustain – выдерживать, испытывать, поддерживать
switch – включать
synchronized – синхронный

Tt

tackle – такелаж, талы
 ground ~ – наземный такелаж
tank – танк, резервуар, цистерна
 ballast ~ – балластная цистерна
 double bottom ~ – междудонная цистерна
 wing ~ – бортовая цистерна
tanker – танкер
 clean ~ – танкер для перевозки очищенной нефти

dirty ~ – танкер для перевозки темных нефтепродуктов
tanktop – второе дно, палубное перекрытие над цистернами двойного дна
tarpaulin – брезент
tax – налог
thermal efficiency – теплоэффективность
thong – ремень
thruster – толкатель, гидравлический домкрат, стартовый ускоритель, подруливающее устройство
toll – пошлина, сбор
tonnage – тоннаж
tool – инструмент
tow – *n* буксировка; *v* буксировать
tower – мачта
trade – *n* торговля; *adj* торговый
transom – транец
transponder – приемопередатчик
transverse – поперечный
trawler – траулер
trigger – запускать, детонировать
trim – дифферент, посадка судна, правильное размещение груза на судне
trimaran – тримаран
trireme – трирема
trunk – желоб, труба, магистраль
tug – буксир
tumblehome – завал борта
tuna – тунец
skipjack ~ – тунец-попрыгунчик
turn – поворачивать, вращать
tweendeck – твиндек

Uu

underway – на ходу, в пути
unload – разгружать

Vv

vehicle – транспортное средство
vessel – судно, корабль
air-cushion ~ – судно на воздушной подушке
atomic-power ~ – атомоход
auxiliary ~ – вспомогательное судно
cargo ~ – грузовое судно

commercial ~ – коммерческое судно
electro ~ – электроход
fast ~ – быстроходное судно
fishing ~ – рыболовное (промысловое) судно
gas-turbine ~ – газотурбоход
high-speed ~ – быстроходное судно
hydrofoil ~ – судно на подводных крыльях
multi-purpose ~ – универсальное, многоцелевое судно
support ~ – судно поддержки
turbine ~ – турбоход
voltage – напряжение

Ww

waistcoat – жилет
warfare – боевые действия
watch – *n* вахта, наблюдение; *v* следить, наблюдать
waterline – ватерлиния
watertight – водонепроницаемый
waterway – водный путь
wave – волна
shock ~ – ударная волна
weapon – оружие
weave (wove, woven) – сплести, соединить
weld – сваривать
whale – кит
wheel – колесо
whiting – хек
windlass – брашпиль
winch – лебедка
wiper – дворник
withstand – выдержать, сопротивляться
wooden – деревянный
wrought iron – катанное железо

Yy

yacht – яхта

CONCLUSION

Данное учебное пособие содержит минимально необходимый лексический материал, позволяющий обеспечить изучение студентами, обучающихся по направлению подготовки бакалавров 180100 «Кораблестроение, океанотехника и системотехника объектов морской инфраструктуры» по профилю «Кораблестроение» дисциплины «Иностранный (английский) язык» в рамках требований ФГОС ВПО.

Учебное пособие позволяет осуществить сознательное отношение студента к самому процессу обучения, предполагает речевую активность студента в ходе занятия, предусматривает учет будущей специальности и профессиональных интересов студента на занятиях по языку.

Предполагается, что студенты в процессе обучения могут использовать и другой учебный материал, имеющийся в их распоряжении.

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REFERENCES TO STATE EDUCATIONAL STANDARDS

**ФЕДЕРАЛЬНЫЙ ГОСУДАРСТВЕННЫЙ ОБРАЗОВАТЕЛЬНЫЙ СТАНДАРТ
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

по направлению подготовки **180100 Кораблестроение, океанотехника
и системотехника объектов морской инфраструктуры**
(квалификация (степень) «бакалавр»)

утвержден приказом Министерства образования и науки Российской Федерации от 4 февраля 2010 г. № 102.

1. ОБЛАСТЬ ПРИМЕНЕНИЯ

1.1 Настоящий федеральный государственный образовательный стандарт высшего профессионального образования (ФГОС ВПО) представляет собой совокупность требований, обязательных при реализации основных образовательных программ бакалавриата по направлению подготовки **180100 Кораблестроение, океанотехника и системотехника объектов морской инфраструктуры** образовательными учреждениями высшего профессионального образования (высшими учебными заведениями, вузами), имеющими государственную аккредитацию. [...]

**5. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ОСНОВНЫХ
ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ БАКАЛАВРИАТА**

5.1 Выпускник должен обладать следующими **общекультурными компетенциями (ОК)**:

– владеть одним из иностранных языков на уровне не ниже разговорного (ОК-15). [...]

**6. ТРЕБОВАНИЯ К СТРУКТУРЕ ОСНОВНЫХ ОБРАЗОВАТЕЛЬНЫХ
ПРОГРАММ БАКАЛАВРИАТА**

6.1 Основная образовательная программа бакалавриата предусматривает изучение следующих учебных циклов:

– гуманитарный, социальный и экономический циклы.

6.2 Каждый учебный цикл имеет базовую (обязательную) часть и вариативную (профильную), устанавливаемую вузом.

6.3 Базовая (обязательная) часть цикла «Гуманитарный, социальный и экономический цикл» должна предусматривать изучение следующих обязательных дисциплин: «История», «Философия», «Иностранный язык», «Экономическая теория».

В результате изучения базовой части цикла обучающийся должен:

знать:

– иностранный язык в объеме, необходимом для возможности получения информации профессионального содержания из зарубежных источников;

уметь:

– самостоятельно анализировать социально-политическую и научную литературу;

владеть:

– методами управления, действующими технологическими процессами при создании морской техники, обеспечивающими производство продукции, отвечающей требованиям стандартов и рынка. [...]

FOREIGN LANGUAGE THRESHOLDS

Task. Read the information from the European Council about foreign language thresholds. Choose your level.

Activities		A1	A2
UNDERSTANDING	Listening	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something
		B1	B2
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect

	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences
		C1	C2
UNDERSTANDING	Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works

SPEAKING	Spoken Interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so
	Spoken Production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points
WRITING	Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works

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LEARNING DIARY

Date from ____ / ____ / ____ to ____ / ____ / ____

In the past month I have learnt:

Writing _____

Speaking _____

Reading _____

New vocabulary and expressions _____

Specialised topics _____

I need to work more on: _____

VOCABULARY SHEET

Useful expressions

a) for making a summary of the article

b) for agreeing / disagreeing

c) for introducing your personal opinion

d) for interviewing people

e) for making an offer

f) for making abstracts and annotations

CAREER PLANNING

I can	Level of activity	With <i>a lot of</i> help (dates)	With <i>a little</i> help (dates)	With <i>no</i> help (dates)
list and describe my skills and qualifications	B1			
match job descriptions with my skills and qualifications	B1			
answer questions about job interests	B1			
gather information for a curriculum vitae	B1			
read coarse brochures and job advertisements to identify areas related to skills and qualifications	B1			
talk about different options in relation to future career paths	B1			
examine and discuss language learning goals for future training/work	B1			
use specialist vocabulary to describe previous experience and qualifications	B2			
read and understand a variety of work-related texts	B2			
explain career plans with reference to past experience, qualifications and future possibilities	B2			
prepare a curriculum vitae which reflects different aspects of experience and training	B2			
understand a wide range of demanding, longer professional texts, and recognise implicit meaning	C1			
express myself fluently and spontaneously without much obvious searching for expressions	C1			
use language flexibly and effectively for professional purposes	C1			
produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices	C1			
understand with ease virtually everything heard or read on professional topics	C2			
summarise information on professional topics from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation	C2			
express myself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex professional situations	C2			

CURRICULUM VITAE & COVER LETTER

How to write a resume in English	Как написать резюме на английском языке
<p>Guidelines to write a resume or Curriculum Vitae in English</p> <p><i>Nowadays, employers tend to receive thousands of applications for a job as soon as it is advertised on the job market. Therefore it is vital that your letter should stand out from the thousands of CVs and letters that people are going to send. The first impression is always the most important one, therefore you need a good and well- structured CV in order to attract the employers' attention. Here are a couple of tips about how to write a good CV when applying for a job in the UK or in Ireland.</i></p>	<p>Рекомендации по написанию резюме и CV на английском языке</p> <p><i>Сегодня многие работодатели получают тысячи резюме от потенциальных работников буквально в день публикации вакансии, поэтому очень важно, чтобы Ваше резюме выделялось из остальных. Всем известно, что первое впечатление играет очень важную роль, соответственно необходимо иметь хорошее и правильно построенное резюме. Здесь Вы найдете советы о том, как составить качественное резюме.</i></p>
<p>Presentation</p> <p>An employer has very little time to spend on your application. The most important thing is that your CV is clear. Your CV has to be word processed. It immediately shows that you can work on word processors. The CV should be between one or two pages long. Don't be scared to space it out, never condense everything onto one page otherwise it will look messy. Since most employers have very little time to spend on each CV, they tend to skim read what you have written. It is therefore better to start by what is most important and work your way downwards from what is important to what is not so vital.</p> <p>The structure of a CV must follow a certain order.</p>	<p>Презентация</p> <p>Работодатель обычно не затрачивает много времени на прочтение Вашего резюме, поэтому оно должно быть четким и не превышать одной-двух страниц. Однако не пытайтесь максимально наполнить эти две страницы информацией. В противном случае резюме будет выглядеть неаккуратно. В резюме важно суметь показать, что Вы умеете выделять самое главное. Обычно работодатели просто бегло просматривают резюме, поэтому лучше размещать информацию в порядке убывания ее важности.</p> <p>Существует определенная система построения резюме.</p>
<p>1. Personal data</p> <p>First of all, you have got to introduce yourself: full name, address, date of birth. If you want, you can add your phone number, marital status and nationality. Even if this is not compulsory, this might be important for the type of job for which you are applying. For example, if you are applying to an international company that requires knowledge of a language as a native tongue then it might be useful to mention your nationality. If there is anything that you would feel that is important to mention, you can do it here.</p>	<p>1. Личная информация</p> <p>В первую очередь необходимо указать ФИО, адрес, телефон, дату рождения. Можно написать о семейном положении и национальности. Хотя такая информация и не обязательна, порой она важна для некоторых должностей. К примеру, если Вы хотите работать в международной компании, где требуется знание языка, являющегося для Вас родным, лучше тогда указать в резюме Вашу национальность.</p> <p>Если есть еще что-то, о чем Вы считаете необходимым написать в резюме, — смело пишите. “Сам себя не похвалишь...”</p>

<p>2. Education and qualifications</p> <p>This part of the CV is one of the most important because it gives the employer an insight into who you are, through your academic career. The trickiest part of mentioning qualifications is to try and find the equivalent in English. This is not always easy as the diplomas in the education system vary from country to country. The best thing to do is to write the original name of your qualification along with the equivalents in English in brackets. Grades can also be a problem.</p>	<p>2. Образование</p> <p>Эта часть резюме одна из самых важных. Ведь именно из этого раздела у работодателя складывается первое впечатление о Вас. Самое сложное – правильно подобрать выражения на английском языке для описания Вашей специализации. Эта сложность обусловлена разницей в образовательных системах мира. Лучше всего написать Вашу специализацию латиницей, а затем в скобках дать эквивалент на английском языке. Указывать оценки также не стоит, т.к. оценочные системы разных стран различаются.</p>
<p>3. Work experience</p> <p>This section can be divided in various subsections especially if you have got a lot of experience (present post, previous employment, voluntary work). Don't be afraid to describe the tasks that you had to do in your different jobs, especially if these are relevant to the job that you are applying for.</p>	<p>3. Опыт работы</p> <p>Этот раздел может быть разделен на несколько подразделов, особенно если у Вас богатый опыт работы. Не бойтесь указывать все обязанности, которые Вы выполняли на всех работах, особенно если они имеют отношение к той должности, на которую Вы претендуете.</p>
<p>4. Skills</p> <p>In this section, you can put down all the practical things that you can do that might be useful for the job: driving license (always say clean driving license), knowledge of languages and computer software.</p>	<p>4. Профессиональные навыки</p> <p>Здесь Вы можете указать те навыки и преимущества, которые, по вашему мнению, пригодятся в работе, например: наличие водительского удостоверения, знание иностранных языков, а также компьютерная грамотность.</p>
<p>5. Interests</p> <p>Of course, the employer is not going to hire you because you have the same hobbies as him/her but this section helps him/her get a better idea of what kind of person you are. However, you should remain brief.</p>	<p>5. Интересы</p> <p>Конечно, работодатель не возьмет Вас на работу только потому, что и Вы, и он любите заниматься спортом. Но из этого раздела он сможет лучше понять, что Вы за человек. Но не переусердствуйте. Укажите только самое главное.</p>
<p>6. References</p> <p>It always looks good to put down the names of two people who have agreed to provide references. Ideally, one should be academic and the other from one of your previous job(s). Always give the name and title of your referee.</p>	<p>6. Рекомендации</p> <p>Всегда хорошо иметь в резюме имена нескольких человек, готовых дать Вам рекомендацию. В идеале один должен быть Вашим преподавателем из университета, а другой – с прежней работы. Всегда указывайте полное имя и должность того, кто готов дать рекомендацию.</p>
<p>Guidelines to write a CV</p> <p><i>If you were interested in a summer position abroad, a curriculum vitae would be the appropriate document you will send to your targeted employer. A curriculum vitae (CV) rep-</i></p>	<p>Как написать CV</p> <p><i>Если Вы хотите поработать за границей, то CV Вам просто необходимо. В нем находится информация о Ваших личных и профессиональных достиже-</i></p>

<p><i>resents your personal and working history.</i></p> <p><i>It differs from the traditional U.S. resume in that it could be (and more than likely will be) more than one page. There is no need to send your CV in traditional resume paper; plain white bond paper would be enough. You have the freedom to choose your margins and your font style, but always remember that it should look very professional.</i></p> <p><i>The following is a list of information that should appear in your CV:</i></p> <ul style="list-style-type: none"> – Photo – Personal details such as age, gender, nationality, place and date of birth and marital status – Address, phone number (s) and e-mail (s) – Education (including in some cases high school, undergraduate, graduate and post-graduate) – Study abroad – Thesis or Dissertation Title and Advisor – Graduate fieldwork – Education and/or Professional Awards, Honors (include in this section Grants and Fellowship appointments) – Research Experience – Work Experience – Skills – Publications and Academic or Professional Presentations – Thesis or Dissertation (when applicable, with a brief description of the topic) – Professional Licenses and Certifications – Language Skills – Professional Memberships – Extracurricular Activities (include community involvement) – Interests (be sure to include traveling as it relates to the country) – References 	<p><i>ниях. Оно отличается от классического американского резюме объемом – обычно CV занимает более одной страницы. Здесь нет никаких четких правил в отношении бумаги, полей, или шрифта. Однако надо помнить, что CV все равно должно выглядеть профессионально.</i></p> <p><i>Вот перечень того, что должно быть в Вашем CV обязательно:</i></p> <ul style="list-style-type: none"> – Фотография – Личные данные (ФИО, возраст, пол, национальность, дата и место рождения, семейное положение) – Адрес, номер контактного телефона и e-mail – Сведения о полученном образовании (школа, колледж, высшее/неоконченное высшее) – Зарубежные стажировки – Название дипломной работы и имя научного руководителя – Грамоты, награды (включая полученные гранты и стипендии) – Опыт научной деятельности – Опыт работы – Профессиональные навыки – Публикации или презентации – Исследовательские работы / диссертации (с кратким описанием) – Сертификаты – Знание иностранных языков – Членство в профессиональных организациях – Общественная работа, членство в общественных организациях – Интересы (не забудьте упомянуть о путешествиях, если они были осуществлены в страну работодателя) – Рекомендации
<p><i>Structure of a Curriculum Vitae</i></p> <p><i>In other countries is common to see the phrase CURRICULUM VITAE written in the center of the page</i></p>	<p><i>Структура Curriculum Vitae</i></p> <p><i>В некоторых странах принято писать фразу ‘CURRICULUM VITAE’ по-середине страницы</i></p>
<p>Personal Information:</p> <ul style="list-style-type: none"> – Full Name and Surname – Date of Birth (using the following format: day/month/year) 	<p>Личные данные:</p> <ul style="list-style-type: none"> – ФИО – Дата рождения (день/месяц/год)

<ul style="list-style-type: none"> – Gender (particularly if you have an unusual or unisex name) – Place of Birth – Nationality and/or Citizenship (if you are not a citizen of the country you are applying to, you need to inform your potential employer of your visa situation) – Marital Status – Address – Telephone – Fax – E-mail 	<ul style="list-style-type: none"> – Пол (в особенности, если у Вас необычное имя) – Место рождения – Национальность и/или гражданство (если Вы пытаетесь устроиться на работу в страну, гражданином которой Вы не являетесь, то необходимо сообщить работодателю о Вашей ситуации с визой) – Семейное положение – Адрес – Телефон – Факс – E-mail
<p>Education:</p> <ul style="list-style-type: none"> – Years – Discipline Degree – Law School’s name, Location (city, state or country) <ul style="list-style-type: none"> • add academic awards • add any subjects taken relevant to the targeted employer – Years – Discipline Degree – Undergraduate School’s name, Location (city, state or country) – Years – Discipline Degree – High School’s name, Location (city, state or country) – Years – Discipline Degree – Middle School’s name, Location (city, state or country) – Years – Discipline Degree – Elementary School’s name, Location (city, state or country) – Additional training or Additional Education or Additional Courses or Additional Certificates or Diplomas (any of this titles, choose the one that applies to your background) – Year(s) – Name of the institution, degree received, Location (city, state or country) Conferences, Courses and/or Seminars – Year(s) – Name of the institution, Course, Seminar or Conference’s name, Location (city, state or country) – List all of the ones you attended and/or participated 	<p>Образование:</p> <ul style="list-style-type: none"> – Период обучения – название специализации – название ВУЗа и его местонахождение (страна, город) <ul style="list-style-type: none"> • укажите любые награды и грамоты, полученные в процессе обучения • укажите предметы, которые Вы изучали и которые имеют прямое отношение к желаемой должности – Период обучение – название школы и ее местонахождение (страна, город) – Также укажите любое дополнительное образование, которое Вы получили (курсы, колледж, т.д.) – Укажите названия любых полученных сертификатов – Укажите названия всех семинаров и конференций, в которых Вы когда-либо участвовали.
<p>Languages Skills:</p> <ul style="list-style-type: none"> – List languages and level of proficiency, orally and written ability. Mention any language certificates or degrees you might have. <ul style="list-style-type: none"> • If you are fully bilingual, say “Fluent English and French (written and spoken)” • If you are not fluent in French but can get by, say “English, French” • If you only speak English, it would probably be better to leave this section out 	<p>Знание иностранных языков:</p> <ul style="list-style-type: none"> – Укажите языки, которыми Вы владеете и степень владения их устной и письменной формой. Перечислите языковые сертификаты, которые у Вас есть. <ul style="list-style-type: none"> • Если Вы свободно владеете двумя языками, то укажите “Свободно владею русским и английским языком (как письменным, так и устным)”

	<ul style="list-style-type: none"> • Если Вы не свободно владеете английским, то пишете “Русский, английский” • Если Вы говорите только по-русски, то лучше вообще пропустить этот раздел
<p>Technical and Specialized Skills: List all the computer programs you feel comfortable using. If applicable, list how many words per minute are you able to type.</p>	<p>Технические и профессиональные навыки: Перечислите все компьютерные программы, которыми Вы владеете. Если нужно, укажите скорость Вашей печати в минуту.</p>
<p>Awards, Honors and/or Distinctions: List all awards and honors you achieve throughout your life, in ascendant chronological order</p>	<p>Награды и достижения: Укажите все награды и призы, которые Вы когда-либо получали в хронологическом порядке</p>
<p>Work Experience: – Years – Company Name, Division, Location (city, state or country) – Position or Title. Brief explanation of your duties, projects and activities in each job. – Professional Memberships: Years – Name of the association, Location (city, state or country), Title (if applicable)</p>	<p>Опыт работы: – Период работы – Название компании – Название отдела – адрес (страна, город) – занимаемая должность – краткое описание служебных обязанностей на каждой работе</p>
<p>Other Categories: (only if applicable) – Teaching Experience: Years – Name of the Institution, Location (city, state or country) – Publications: List published articles, books, etc. – Description of Thesis or Dissertation, Papers Written, Publications – Community Service or Involvement/ Volunteer Work – Travel and Summer Abroad – Academic Presentations and/or Lectures – References</p>	<p>Дополнительная информация: (если нужно) – Опыт преподавательской деятельности: период работы – название образовательного учреждения (страна, город). – Публикации: название статей, книг, т.д. – Описание исследовательской работы – Волонтерская работа – Отдых в других странах (его иногда можно преподнести как стажировку) – Презентации – Рекомендации</p>
<p>Writing a good CV, Curriculum Vitae: Tips <i>Your CV will look far more attractive if you can convince the employers that you have the qualities they require. Your CV could be your ticket to an interview. Think about what particular employers want, and how you will be an asset to their company. On average an employer spends two minutes reading a CV, so avoid long detailed paragraphs. The employer may only read the first page, or even the first few paragraphs to get a feeling of who you are and what you can do for them. This means that the most important infor-</i></p>	<p>Как написать хорошее CV: полезные советы <i>В первую очередь Вы должны суметь показать в своем CV, что Вы обладаете необходимыми качествами для той или иной работы. Ознакомившись с Вашим CV, работодатель должен захотеть пригласить Вас на собеседование, поэтому нужно хорошо подумать о том, что бы в Вас хотел увидеть работодатель, понять, какой сотрудник ему нужен. В среднем работодатель затрачивает 2 минуты на прочтение CV, поэтому помните, что необходимо</i></p>

<p><i>mation should at the top of your CV. Make your CV clear, with a simple yet easy to follow layout, showing all the important facts about your skills, employment history and education. You should target your CV at every specific job you apply for. However you should send a more general CV to a recruitment agency which can be sent to a variety of employers.</i></p>	<p><i>указывать только самое значимое. Обычно читается лишь первая страница или даже только несколько первых разделов, поэтому размещайте самую важную информацию в начале первой страницы Вашего CV. Ваше CV должно быть написано четко и лаконично и содержать только самую необходимую информацию, касающуюся Ваших навыков, опыта работы и полученного образования. Ваше CV должно быть составлено для определенной, конкретной должности. Но если Вы просто ищете работу и направляете Ваше резюме в агентства по трудоустройству, то лучше составить более полное и развернутое CV.</i></p>
<p>Layout Guidelines (up to 2 A4 pages of attractively presented information is standard):</p> <p>1. The first thing is the document title, Curriculum Vitae, followed by your name. This should be in bold with a larger font, but not too big.</p>	<p>Советы по оформлению CV (до 2-х страниц А4):</p> <p>1. В самом верху пишется Curriculum Vitae, затем Ваше ФИО. Желательно все это выделить жирным шрифтом и большим по размеру, чем остальной документ.</p>
<p>2. Your address, contact details should be neatly presented, with date of birth, nationality and marital status also possible here.</p>	<p>2. Аккуратно напишите Ваш адрес, контактную информацию и, по желанию, дату рождения, национальность и семейное положение.</p>
<p>3. Brief Personal Profile: This will be about 3 to 4 lines of text giving a brief overview of your key skills and attributes, and perhaps your objective regarding such a position. Be concise, try to appear interesting and professional to the reader. It will encourage them to read on.</p>	<p>3. Краткая личная справка: не должна превышать 3-4 строк и обычно включает в себя описание Ваших навыков и достижений, а также желание получить ту или иную работу. Постарайтесь показаться профессионалом, а также интересным человеком.</p>
<p>4. Work experience (employment history) starting with your current or most recent job first, then go backwards through your career. State the company name, job title and the period you worked there. Begin by listing your duties and responsibilities. Be specific and detail only what is relevant to the new position (up to 5 or 6 duties). List specific achievements such as finishing a job/project ahead of schedule, or learning a new skill. List any industry training and qualifications you gained while in that employment. Employers like to see employees who learn and respect new skills. If you are a graduate, you</p>	<p>4. Опыт работы: начиная с самого последнего и заканчивая самым первым. Укажите название компании, должность в которой Вы в ней работали и период времени Вашей работы там. Также не забудьте описать Ваши обязанности на всех работах. Здесь пишите только то, что может непосредственно повлиять на Ваше трудоустройство на желаемую должность. Укажите Ваши достижения на предыдущих работах (законченный раньше срока проект, и т.д.). Также укажите какие-либо курсы и тренинги, которые Вы проходили на</p>

<p>should list some work experience. This can show that you have worked in a company and can be a team player.</p>	<p>прежнем месте работы. Работодателю всегда нравятся сотрудники, заинтересованные в повышении своей квалификации. Если Вы совсем недавно закончили ВУЗ, то перечислите места прохождения практики – это тоже будет подтверждением того, что Вы способны работать в команде.</p>
<p>5. Education: Briefly list your school qualifications, college certificate/diploma and university degree giving dates, location and exam results. Again start with your highest level or most recent training first, then go backwards through your education.</p>	<p>5. Образование: перечислите все школы, колледжи или ВУЗы, где Вы учились. Не забудьте указать их местонахождение и полученную Вами степень и специализацию. Здесь также следуйте порядку от последнего места обучения до самого первого.</p>
<p>6. Additional skills: List your important everyday skills such as some IT skills, programs used, professional skills, languages. Perhaps provide some evidence of where you have used them.</p>	<p>6. Профессиональные навыки: укажите такие навыки, как знание компьютерных программ (с указанием их названий), знание иностранных языков. Если сможете, то представьте доказательства, подтверждающие Ваши навыки.</p>
<p>7. Interests: Employers are usually more interested in activities which require you to show team commitment or personal initiative and drive.</p>	<p>7. Интересы: обычно работодатели заинтересованы в людях, умеющих работать в команде, поэтому лучше указывать интересы, подтверждающие Ваше умение быть членом команды.</p>
<p>8. References/Referees: Write ‘References available on request’ if you prefer that the employer asks your permission before writing or ringing them up. Referees can be personal or professional, though professional referees are much better.</p>	<p>8. Рекомендации: напишите «Могу предоставить рекомендации по требованию», если Вы предпочитаете, чтобы работодатель попросил разрешения у Вас, прежде чем писать или звонить людям, готовым дать Вам рекомендацию. Предпочтительнее иметь людей, готовых дать Вам рекомендацию, не из своих друзей, а тех, кто в прошлом были Вашими преподавателями или работодателями.</p>
<p>9. Do not expect to produce a great looking CV at your first attempt. You may need to make a few drafts. Make sure your grammar and spelling are correct. Make sure the font and style is the same throughout keeping it consistent. Microsoft Word contains a variety of CV templates that ensure details are presented clearly and effectively. Show your CV to someone whose advice you trust and listen to what they have to say. Welcome constructive criticism. Print your CV using a laser printer on good quality paper. When sending</p>	<p>9. Не ожидайте, что с первого раза у Вас получится составить качественное CV. Вполне возможно сначала Вам придется сделать несколько пробных резюме. Следите за правильным написанием слов и пунктуацией. Убедитесь, что стиль и размер шрифта везде одинаков. Попросите человека, которому Вы доверяете, прочитать Ваше CV, и узнайте его мнение. Распечатайте CV на качественной бумаге на лазерном принтере. А если Вы посылаете его по элек-</p>

COVER LETTER

<p style="text-align: center;">How to Write a Cover Letter in English</p>	<p style="text-align: center;">Как написать сопроводительное письмо на английском</p>
<p style="text-align: center;"><i>Guidelines to Write a Cover Letter attached to your Resume</i></p> <p><i>Your resume should always have a good COVER LETTER attached, as a personal communication between you and the individual who receives the resume. Many job hunters are intimidated by the task of writing a cover letter, but it's not that hard if you think of it as just a friendly, simple communication from one person (who's looking for a good job) to another (who's looking for a good employee). It is in the interests of both parties to make a good connection!</i></p>	<p style="text-align: center;"><i>Общие правила написания сопроводительных писем на английском языке, которые необходимо отправлять вместе с резюме</i></p> <p><i>Помимо хорошего резюме для трудоустройства необходимо качественно составленное сопроводительное письмо. Многих пугает написание этого письма, но в этом нет ничего сложного, если представить, что это довольно простое и дружественное письмо от того, кто ищет хорошую работу, к тому, кто ищет хорошего сотрудника. В то же время, это очень важное дополнение к Вашему резюме.</i></p>
<p style="text-align: center;">How To Write a Good Cover Letter</p> <ol style="list-style-type: none"> 1. Be sure to address your cover letter – by name and title – to the person who could actually hire you. When it's impossible to learn their name, use their functional title, such as 'Dear Manager'. You may have to guess ('Dear Selection Committee') but <i>never</i> say 'To whom it may concern' or 'Dear Sir or Madam'! 2. Show that you know a little about the company, and that you are aware of their current problems, interests, or priorities. 3. Express your enthusiasm and interest in this line of work and this company. If you have a good idea that might help the employer resolve a problem currently facing their industry, offer to come in and discuss it. 4. Project warmth and friendliness, while still being professional. Avoid any generic phrases such as 'Enclosed please find'. This is a letter to a real live person! 5. Make a personal link to a specific individual in that company, if at all possible – also called 'name dropping'. For example, 'My neighbor, Phil Lyons, works in your research-and-development department, and from what he tells me about the company and its current directions, I think I could be a good fit for your team'. 	<p style="text-align: center;">Как написать хорошее сопроводительное письмо</p> <ol style="list-style-type: none"> 1. Обязательно в начале письма укажите имя и должность работодателя, у которого Вы бы хотели получить работу. Но если по какой-то причине Вы не знаете его полного имени, то пишете 'Уважаемый генеральный директор', т.д. Но ни в коем случае не пишете просто 'Уважаемый/ая'. 2. Покажите, что Вы знакомы с интересами, приоритетами и проблемами компании, где хотите работать. 3. Покажите, что Вы заинтересованы работать именно в этой компании. И если у Вас есть предложения по тому, как улучшить и развить ее бизнес, то предложите работодателю встречу для обсуждения этих вопросов. 4. Сумейте соединить в письме профессионализм с дружелюбностью. Избегайте различных речевых штампов, помните, что это письмо к вполне реальному, живому человеку! 5. Если у Вас есть знакомства в этой компании, то аккуратно укажите на них. Например, 'Мой сосед, Иван Иванович Иванов, работает в Вашем исследовательском отделе, и из того, что он мне рассказывал о Вашей компании, я понял, что смогу стать для Вас ценным сотрудником'.

<p>6. Set yourself apart from the crowd. Identify at least one thing about you that's unique – say a special talent for getting along with everybody at work, or some unusual skill that goes beyond the essential requirements of the position – something that distinguishes you AND is relevant to the job. (Then, if several others are equally qualified for the job, your uniqueness may be the reason to choose YOU.)</p> <p>7. Be specific about what you are asking for and what you are offering. Make it clear which position you're applying for and just what experience or skill you have that relates to that position.</p> <p>8. Take the initiative about the next step whenever possible, and be specific. 'I'll call your office early next week to see if we could meet soon and discuss this job opening', for example. OR – if you're exploring for UN-announced jobs that may come up – 'I'll call your office next week to see if we could meet soon, to discuss your company's needs for help in the near future'.</p> <p>9. Keep it brief – a few short paragraphs, all on one page.</p>	<p>6. Покажите, что Вы выделяетесь из толпы. Укажите хотя бы одну вещь, которая делает Вас особенным: способность со всеми ладить или какой-то талант, может быть, и не имеющий отношения к работе, но способный заинтересовать работодателя.</p> <p>7. Точно сформулируйте то, что Вы бы хотели получить от работы и что Вы могли бы дать компании.</p> <p>8. Берите инициативу в свои руки. 'Я позвоню Вам на следующей неделе, чтобы уточнить день и время, когда мы могли бы встретиться и обсудить мою кандидатуру'.</p> <p>9. Пусть сопроводительное письмо будет кратким – несколько небольших абзацев на одной странице.</p>
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COVER LETTER

January 1, 2002
Daryl Wilkins
1901 Hilton St.
Clarksville, TN 37040

Dear Mr. Wilkins:

Based on the criteria you listed to describe your ideal applicant, I believe I am an excellent candidate for the position of _____. Please accept the enclosed resume as my application for the position.

As a recent graduate, my professional job experience is necessarily limited. However, I believe that, given the opportunity for me to prove myself, you will find what my previous employers will attest to: that I exhibit common sense, intelligence, initiative, diligence, and that I am always eager to make a positive contribution to your organization in any way possible.

I am therefore respectfully requesting a personal interview. I feel confident that an honest, in-person discussion would best allow us to discuss these possibilities. I would welcome this opportunity and assure you that your time would be well spent. In advance, I thank you for your consideration and look forward to meeting with you in the near future.

Sincerely,
Jonathan Samuels
Enclosure

ADVERTISEMENT LETTER

January 1, 2002
Janet Harkins
5624 Oxford Ave
Suite 98
Alexandria, OH 45440-0195

Dear Ms. Harkins,

Your ad in the _____ edition of _____ for a _____ caught my attention and interest. It appears that my professional qualifications and career interests are very much in line with your requirements.

I am most impressed with the growth that your company has accomplished in such a short period of time. It is obviously an exciting time to be part of _____ (company). If you'll take a moment to review my enclosed resume, I believe you will see that I have the necessary skills to assist your company reach its stated goals.

I am very interested in scheduling an interview at your earliest convenience, and further discussing my qualifications in detail. I will call you in a few days.

Sincerely,

Jonathan Samuels

Enclosure

January 1, 2002

BROADCAST LETTER

Tony Rosseau
2810 Horton St.
Suite 245
Athens, GA 30612

Dear Mr. Rosseau:

It is my understanding that your company has an excellent reputation as a/an _____ firm in the _____ field. Perhaps you will have an opening for a/an _____ with my credentials. I am seeking a position in _____ and have enclosed my resume for review against your current requirements.

I feel that my capabilities would be particularly useful to your organization. My recent and notable achievements include:

- _____
- _____
- _____

If you are seeking a strong professional with such attributes, please call me at your earliest convenience. Thank you for your consideration. I look forward to receiving your reply.

Sincerely,

Jonathan Samuels

Enclosure

SALARY HISTORY

Jonathan Samuels
217 Lincoln Way East
Chambersburg, PA 17201
Home: (717) 352-2961
Business: (717) 263-5252

Salary History

<p>Head Manager (2000 – present) Kaplan Educational Service, Chambersburg, PA Current annual salary: \$42,000 Beginning annual salary: \$36,000</p> <p>Reading Specialist (1996 – 2000) Outward Bound School, Harrisburg, PA Ending annual salary: \$31,000. Beginning annual salary: \$24,000.</p> <p>SAT Prep Tutor (1990 – 1995) Score Educational Counseling, Hagerstown, Md. Ending hourly salary: \$12.50 Beginning hourly salary: \$10.00</p>

INTERVIEW

<p>Common job interview questions <i>By rehearsing interview questions, you'll become more familiar with your own qualifications and will be well prepared to demonstrate how you can benefit an employer.</i></p>	<p>Типичные вопросы на собеседовании <i>Заранее обдумав ответы на вопросы перед собеседованием, Вы будете чувствовать себя более уверенно и сможете лучше показать работодателю, что Вы достойны той должности, на которую претендуете.</i></p>
<p>Most common sample questions:</p>	<p>Примеры типичных вопросов:</p>
<p>Tell me about yourself. Make a short, organized statement of your education and professional achievements and professional goals. Then, briefly describe your qualifications for the job and the contributions you could make to the organization.</p>	<p>Расскажите о себе. Очень кратко опишите Ваши достижения в образовательной и рабочей сфере. Затем скажите, почему Вы считаете себя идеальным кандидатом на предлагаемую должность.</p>
<p>Why do you want to work here? or What about our company interests you? Few questions are more important than these, so it is important to answer them clearly and with enthusiasm. Show the interviewer your interest in the company. Share what you learned about the job, the company and the industry through your own research. Talk about how your professional skills will benefit the company. Unless you work in sales, your answer should never be simply: 'money.' The interviewer will wonder if you really care about the job.</p>	<p>Почему Вы хотите работать здесь? или Чем Вас заинтересовала наша компания? Очень важно ответить на эти вопросы четко. Своим ответом вы должны показать вашу заинтересованность в данной работе. Продемонстрируйте работодателю, что Вы знакомы с этой компанией и ее деятельностью. Сумейте доказать, что именно Вы обладаете необходимыми профессиональными качествами для работы. Не стоит говорить, что Вы в первую очередь хотите получить эту должность из-за зарплаты, ведь тогда у работодателя могут возникнуть сомнения относительно качества Вашей работы в будущем.</p>
<p>Why did you leave your last job? The interviewer may want to know if you had any problems on your last job. If you did not have any problems, simply give a reason, such as: relocated away from job; company went out of business; laid off;</p>	<p>Почему Вы ушли с прежней работы? Работодателю наверняка интересны причины Вашего ухода с прежней работы. Если причины не были связаны с какими-то серьезными проблемами, то можно дать следующие ответы: работа</p>

<p>temporary job; no possibility of advancement; wanted a job better suited to your skills.</p> <p>If you did have problems, be honest. Show that you can accept responsibility and learn from your mistakes. You should explain any problems you had (or still have) with an employer, but don't describe that employer in negative terms. Demonstrate that it was a learning experience that will not affect your future work.</p>	<p>находилась слишком далеко от дома, компания решила закрыть проект, не было перспектив карьерного роста и т.д.</p> <p>Но если все-таки у Вас на работе случились какие-то неприятности, ставшие причиной Вашего увольнения, то лучше сообщить об этом работодателю. Сумейте показать, что и в таких ситуациях Вы остаетесь честным и ответственным. Объясните, с какими проблемами Вы столкнулись, но никогда плохо не отзывайтесь о Вашем бывшем начальнике. Скажите, что Вы извлекли урок из этого негативного опыта и в будущем такое больше не повторится.</p>
<p>What are your best skills?</p> <p>If you have sufficiently researched the organization, you should be able to imagine what skills the company values. List them, then give examples where you have demonstrated these skills.</p>	<p>Какими навыками Вы обладаете?</p> <p>Если Вы предварительно изучили информацию о предлагаемой вакансии, то Вам будет не сложно ответить на этот вопрос. Покажите работодателю, что Вы обладаете именно теми навыками, которые нужны для работы в этой области. По возможности, дайте ему несколько примеров.</p>
<p>What is your major weakness?</p> <p>Be positive; turn a weakness into a strength. For example, you might say: 'I often worry too much over my work. Sometimes I work late to make sure the job is done well.'</p>	<p>У Вас есть слабые места?</p> <p>Всегда старайтесь преподнести свои слабые места так, чтобы они казались сильными. Например: "Я всегда очень переживаю, будет ли работа сдана в срок. И поэтому часто задерживаюсь, чтобы все успеть сделать".</p>
<p>Do you prefer to work by yourself or with others?</p> <p>The ideal answer is one of flexibility. However, be honest. Give examples describing how you have worked in both situations.</p>	<p>Вы предпочитаете работать один или в команде?</p> <p>В идеале лучше показать, что Вы можете работать как один, так и в коллективе. Но помните, что лучше быть честным. Дайте работодателю примеры из Вашего опыта, когда Вы работали один и в коллективе.</p>
<p>What are your career goals? or What are your future plans?</p> <p>The interviewer wants to know if your plans and the company's goals are compatible. Let him know that you are ambitious enough to plan ahead. Talk about your desire to learn more and improve your performance, and be specific as possible about how you will meet the goals you have set for yourself.</p>	<p>Какие у Вас планы на будущее?</p> <p>Работодателю всегда интересно, совпадают ли планы потенциального сотрудника с планами компании. Объясните ему, что Вы заинтересованы в долгосрочном сотрудничестве. Покажите, что Вы намерены сделать все от Вас зависящее для того, чтобы быть наиболее полезным компании (лучше привести конкретные примеры того, как Вы собираетесь добиваться поставленных целей).</p>

<p>What are your hobbies? or Do you play any sports?</p> <p>The interviewer may be looking for evidence of your job skills outside of your professional experience. For example, hobbies such as chess or bridge demonstrate analytical skills. Reading, music, and painting are creative hobbies. Individual sports show determination and stamina, while group sport activities may indicate you are comfortable working as part of a team.</p> <p>Also, the interviewer might simply be curious as to whether you have a life outside of work. Employees who have creative or athletic outlets for their stress are often healthier, happier and more productive.</p>	<p>Какие у Вас хобби? или Вы занимаетесь спортом?</p> <p>Чтобы получить лишнее подтверждение Ваших профессиональных навыков работодатель может спросить Вас о Ваших увлечениях. Ведь такие хобби как игра в шахматы или бридж говорят об аналитическом складе ума. Чтение, музыка, рисование – о творческой натуре. Занятия командными видами спорта подразумевает умение работать в команде, в то время как индивидуальные занятия спортом характеризуют человека как преданного и ответственного.</p> <p>Задавая такие вопросы, работодатель хочет узнать, есть ли у Вас увлечения за пределами работы. Ведь работники, которые активно занимаются спортом или творческой деятельностью гораздо более стрессоустойчивы.</p>
<p>What salary are you expecting?</p> <p>You probably don't want to answer this one directly. Instead, deflect the question back to the interviewer by saying something like: 'I don't know. What are you planning on paying the best candidate?' Let the employer make the first offer.</p> <p>However, it is still important to know what the current salary range is for the profession. Find salary surveys at the library or on the Internet, and check the classifieds to see what comparable jobs in your area are paying. This information can help you negotiate compensation once the employer makes an offer.</p>	<p>Какой уровень зарплаты является для Вас желаемым?</p> <p>Лучше не отвечать на такой вопрос прямо. Можно ответить на этот вопрос вопросом, например: "Даже не знаю. А какую сумму Вы планируете платить?". Пусть работодатель сделает первое предложение.</p> <p>Но при этом надо знать, какие зарплаты предлагаются на рынке труда за работу на той или иной должности. Эта информация поможет Вам при ответе на этот вопрос.</p>
<p>What have I forgotten to ask?</p> <p>Use this as a chance to summarize your good characteristics and attributes and how they may be used to benefit the organization. Convince the interviewer that you understand the job requirements and that you can succeed.</p>	<p>Что я забыл спросить?</p> <p>Используйте эту возможность, чтобы еще раз напомнить работодателю о Ваших сильных сторонах и профессиональных качествах. Убедите работодателя в том, что Вы понимаете, что требуется для эффективного выполнения предлагаемой работы, и что Вы сможете стать ценным сотрудником.</p>
<p>Additional sample questions:</p>	<p>Список возможных дополнительных вопросов:</p>
<p>Questions about your Qualifications</p> <p>What can you do for us that someone else can't do?</p> <p>What qualifications do you have that relate to the position?</p>	<p>Вопросы о Вашей специализации</p> <p>В чем Ваша уникальность?</p> <p>У Вас есть специализация, необходимая для данной работы?</p>

<p>What new skills or capabilities have you developed recently? Give me an example from a previous job where you've shown initiative. What have been your greatest accomplishments recently? What is important to you in a job? What motivates you in your work? What have you been doing since your last job? What qualities do you find important in a coworker?</p>	<p>Какие новые навыки и профессиональные качества Вы приобрели за последние несколько лет? Приведите пример того, как Вы сумели решить какую-либо проблему на Вашей прежней работе. Что Вы считаете Вашим самым большим достижением за последние несколько лет? Что для Вас первостепенно в работе? Что помогает Вам качественно выполнять работу? Чем Вы занимались с момента ухода с последней работы? Какие качества Вы считаете наиболее важными для коллеги?</p>
<p>Questions about your Career Goals What would you like to be doing five years from now? How will you judge yourself successful? How will you achieve success? What type of position are you interested in? How will this job fit in your career plans? What do you expect from this job? Do you have a location preference? Can you travel? What hours can you work? When could you start?</p>	<p>Вопросы о Ваших карьерных планах Кем Вы себя видите через 5 лет? Как Вы поймете, что достигли успеха? Как Вы добьетесь успеха? В какой должности Вы заинтересованы? Как эта работа вписывается в Ваши карьерные планы? Что Вы ожидаете от этой работы? Где бы Вы хотели работать территориально? Вы можете ездить в командировки? По какому графику Вы можете работать? Когда Вы можете приступить к работе?</p>
<p>Questions about your Work Experience What have you learned from your past jobs? What were your biggest responsibilities? What specific skills acquired or used in previous jobs relate to this position? How does your previous experience relate to this position? What did you like most/least about your last job? Whom may we contact for references?</p>	<p>Вопросы о Вашем опыте работы Чему Вы научились за годы работы? Какая у Вас была самая ответственная должность? Какие навыки, приобретенные Вами на прежних работах, пригодятся в нашей компании? Как Ваш прежний опыт соотносится с данной вакансией? Что Вам больше/меньше всего нравилось на прежней работе? С кем мы можем связаться для получения рекомендаций?</p>
<p>Questions about your Education How do you think your education has prepared you for this position? What were your favorite classes/activities at school? Why did you choose your major? Do you plan to continue your education?</p>	<p>Вопросы о Вашем образовании Как Ваше образование пригодится Вам на данной позиции? Какие были Ваши любимые предметы в вузе? Почему Вы выбрали именно эту специальность? Вы планируете продолжать учиться в будущем?</p>

First Impressions

The first impression you make on the interviewer can decide the rest of the interview. It is important that you introduce yourself, shake hands, and be friendly and polite. The first question is often a 'breaking the ice' (establish a rapport) type of question. Don't be surprised if the interviewer asks you something like:

- How are you today?
- Did you have any trouble finding us?
- Isn't this great weather we're having?

This type of question is common because the interviewer wants to put you at ease (help you relax). The best way to respond is in a short, friendly manner without going into too much detail. Here is some examples correct responses:

Interviewer: How are you today?

You: I'm fine, thank you. And you?

OR

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

OR

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I love this time of year.

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

Here are some examples of **incorrect** responses:

Interviewer: How are you today?

You: So, so. I'm rather nervous actually.

OR

Interviewer: Did you have any trouble finding us?

You: As a matter of fact it was very difficult. I missed the exit and had to return via the highway. I was afraid I was going to be late for the interview.

OR

Interviewer: Isn't this great weather we're having?

Первое впечатление

Первое впечатление очень важно при собеседовании. От него в большинстве случаев зависит результат самого собеседования. Очень важно представиться, пожать руку и вообще вести себя очень вежливо и дружелюбно. Не удивляйтесь, если Вам сначала зададут такого рода вопросы:

- Как Вы сегодня?
- Вы легко нас нашли?
- Не правда ли, сегодня замечательная погода?

Такими вопросами интервьюер пытается Вас немного расслабить. Лучше всего отвечать на такие вопросы кратко, но дружелюбно. Например:

Интервьюер: Как Вы сегодня?

Вы: Спасибо, хорошо. А Вы?

ИЛИ

Интервьюер: Вы легко нас нашли?

Вы: Да, Ваш офис найти совсем не сложно.

ИЛИ

Интервьюер: Не правда ли, сегодня замечательная погода?

Вы: Да, прекрасная погода. Сейчас мое самое любимое время года.

Вот несколько примеров **неправильных** ответов:

Интервьюер: Как Вы сегодня?

Вы: Не очень, я немного нервничаю.

ИЛИ

Интервьюер: Вы легко нас нашли?

Вы: Если честно, нет. Я свернул не на тот переулок и боялся, что опоздаю на собеседование.

ИЛИ

Интервьюер: Не правда ли, сегодня замечательная погода?

<p>You: Yes, it's wonderful. I can remember this time last year. Wasn't it awful! I thought it would never stop raining!</p> <p>Interviewer: Did you have any trouble finding us?</p> <p>You: No, the office isn't too difficult to find.</p>	<p>Вы: Да, хорошая. А помните, как в прошлом году в это же время шли проливные дожди? Я думал, они никогда не прекратятся.</p>
<p>Getting Down to Business <i>Once the pleasant beginnings have finished, it's time to begin the real interview. Here are a number of the most common questions that are asked during the interview. There are two examples of excellent replies given for each question. Following the examples, you will find a comment describing the type of question and important things to remember when answering that type of question.</i></p>	<p>Переходим к делу <i>Как только приветствия закончатся, наступит время собеседования. Вот примеры самых распространенных вопросов. На каждый вопрос приведено два качественных ответа. После каждого вопроса-ответа Вы увидите полезный комментарий, нацеленный на выделение самого главного при ответе на такого рода вопросы.</i></p>
<p>Interviewer: Tell me about yourself.</p> <p>Candidate: I was born and raised in Milan, Italy. I attended the University of Milan and received my master's degree in Economics. I have worked for 12 years as a financial consultant in Milan for various companies including Rossi Consultants, Quasar Insurance and Sardi and Sons. I enjoy playing tennis in my free time and learning languages.</p> <p>Candidate: I've just graduated from the University of Singapore with a degree in Computers. During the summers, I worked as a systems administrator for a small company to help pay for my education.</p> <p>Comment: <i>This question is meant as an introduction. Do not focus too specifically on any one area. The above question will often be used to help the interviewer choose what he/she would like to ask next. While it is important to give an overall impression of who you are, make sure to concentrate on work related experience. Work related experience should always be the central focus of any interview (work experience is more important than education in most English speaking countries).</i></p>	<p>Интервьюер: Расскажите о себе.</p> <p>Кандидат: Я родился и вырос в Москве, Россия. Я закончил экономический факультет МГИМО. В течение 12 лет я работал финансовым консультантом в разных крупных московских компаниях и банках. В свободное время я люблю играть в теннис и учить иностранные языки.</p> <p>Кандидат: Я совсем недавно закончил СпГУ, факультет информационных технологий. Летом я обычно работал системным администратором в не крупных компаниях.</p> <p>Комментарий: <i>Это вводный вопрос. Не уделяйте слишком большого внимания той или иной области. Этот вопрос помогает интервьюеру выбрать следующие вопросы. Помните, что здесь важно отметить Ваш опыт работы, ведь при трудоустройстве он куда более важен, чем Ваше образование.</i></p>
<p>Interviewer: What type of position are you looking for?</p> <p>Candidate: I'm interested in an entry level (beginning) position.</p>	<p>Интервьюер: Какая должность Вас интересует?</p> <p>Кандидат: Меня интересует начальная должность, с которой я бы мог начать свою карьеру.</p>

<p>Candidate: I'm looking for a position in which I can utilize my experience.</p> <p>Candidate: I would like any position for which I qualify.</p> <p><i>Comment: You should be willing to take an entry level position in an English speaking company as most of these companies expect non-nationals to begin with such a position. In the United States, most companies provide many opportunities for growth, so don't be afraid to start from the beginning!</i></p>	<p>Кандидат: Меня интересует та должность, где бы я смог применить весь свой накопленный опыт.</p> <p>Кандидат: Меня устроит любая должность, на которую я подойду.</p> <p>Комментарий: Если Вы пытаетесь устроиться в англоязычную компанию, то для начала лучше настраиваться на самую низшую должность. Такие компании предпочитают, чтобы иностранные граждане начинали с нуля, но при этом дают большие возможности для карьерного роста в будущем.</p>
<p>Interviewer: Are you interested in a full-time or part-time position?</p> <p>Candidate: I am more interested in a full-time position. However, I would also consider a part-time position.</p> <p><i>Comment: Make sure to leave open as many possibilities as possible. Say you are willing to take any job, once the job has been offered you can always refuse if the job does not appeal (not interest) to you.</i></p>	<p>Интервьюер: Вас интересуют работа на полный день или частичная занятость?</p> <p>Кандидат: Меня больше интересует работа на полный день. Но я не против рассмотреть варианты частичной занятости.</p> <p>Комментарий: Соглашайтесь на любой из предложенных вариантов по работе. В конце концов, если предложенная работа в итоге окажется Вам неинтересна, то Вы всегда можете от нее отказаться.</p>
<p>Interviewer: Can you tell me about your responsibilities at your last job?</p> <p>Candidate: I advised customers on financial matters. After I consulted the customer, I completed a customer inquiry form and catalogued the information in our database. I then collaborated with colleagues to prepare the best possible package for the client. The clients were then presented with a summarized report on their financial activities that I formulated on a quarterly basis.</p> <p><i>Comment: Notice the amount of detail necessary when you are talking about your experience. One of the most common mistakes made by foreigners when discussing their former employment is to speak too generally. The employer wants to know exactly what you did and how you did it; the more detail you can give the more the interviewer knows that you understand the type of work. Remember to vary your vocabulary when talking about your responsibilities. Also, do not begin every sentence with 'I'. Use the passive voice, or an introductory clause to help you add variety to your presentation</i></p>	<p>Интервьюер: Расскажите о Ваших обязанностях на прежней работе.</p> <p>Кандидат: Я проводил переговоры с клиентами. После я вводил всю информацию по клиенту в нашу базу данных. Потом я согласовывал с коллегами, какой пакет услуг лучше предоставить клиенту. Ежеквартально я давал отчет о финансовой деятельности клиента.</p> <p>Комментарий: Помните, что необходимо дать здесь как можно больше конкретных обязанностей. Часто иностранцы говорят слишком обобщенно о своих обязанностях, тем самым допуская серьезную ошибку. Работодателю интересно знать, что и как Вы конкретно делали. Чем больше Вы расскажите, тем лучше.</p>

<p>Interviewer: What is your greatest strength?</p> <p>Candidate: I work well under pressure. When there is a deadline (a time by which the work must be finished), I can focus on the task at hand (current project) and structure my work schedule well. I remember one week when I had to get 6 new customer reports out by Friday at 5. I finished all the reports ahead of time without having to work overtime.</p> <p>Candidate: I am an excellent communicator. People trust me and come to me for advice. One afternoon, my colleague was involved with a troublesome (difficult) customer who felt he was not being served well. I made the customer a cup of coffee and invited both my colleague and the client to my desk where we solved the problem together.</p> <p>Candidate: I am a trouble shooter. When there was a problem at my last job, the manager would always ask me to solve it. Last summer, the LAN server at work crashed. The manager was desperate and called me in (requested my help) to get the LAN back online. After taking a look at the daily backup, I detected the problem and the LAN was up and running (working) within the hour.</p> <p>Comment: <i>This is not the time to be modest! Be confident and always give examples. Examples show that you are not only repeating words you have learned, but actually do possess that strength.</i></p>	<p>Интервьюер: Какая самая сильная Ваша сторона?</p> <p>Кандидат: Я стрессоустойчив. Когда есть какие-то сроки для выполнения работы, я умею все четко распланировать, чтобы работа была сдана в срок. Помню, как один раз мне надо было подготовить отчеты за неделю для 6 клиентов. Я успел все сделать даже раньше срока.</p> <p>Кандидат: Я очень коммуникабелен. Люди мне обычно доверяют и спрашивают моего совета. Однажды мой коллега пытался уладить ситуацию с разъяренным клиентом. Я сделал клиенту чашку кофе и пригласил его вместе с коллегой в свой кабинет, где мы мирно решили все проблемы.</p> <p>Кандидат: Я отлично решаю проблемы. Когда на моей прежней работе случались какие-либо проблемы, менеджер всегда звал меня на помощь. Прошлым летом у нас на работе полетел LAN сервер. Менеджер был в полном отчаянии. Я смог выявить и устранить причину проблемы менее чем за час.</p> <p>Комментарий: <i>При ответе на этот вопрос забудьте о скромности! Будьте уверены в себе и не забывайте подтверждать Ваши слова примерами.</i></p>
<p>Interviewer: What is your greatest weakness?</p> <p>Candidate: I am overzealous (work too hard) and become nervous when my co-workers are not pulling their weight (doing their job). However, I am aware of this problem, and before I say anything to anyone, I ask myself why the colleague is having difficulties.</p> <p>Candidate: I tend to spend too much time making sure the customer is satisfied. However, I began setting time-limits for myself. If I noticed this happening.</p> <p>Comment: <i>This is a difficult question. You need to mention a weakness that is actually a strength. Make sure that you always mention how you try to improve the weakness.</i></p>	<p>Интервьюер: У Вас есть слабая сторона?</p> <p>Кандидат: Я – трудоголик, и меня беспокоит, когда мои коллеги не относятся к работе с тем же рвением и серьезностью, что и я. Но, так как я знаю свой недостаток, перед тем как сделать замечание коллеге, я сначала хорошо подумаю о причине его слабой активности или незаинтересованности.</p> <p>Кандидат: Я слишком много времени трачу на то, чтобы обслужить клиента по высшему классу. Но я научился ограничивать себя по времени, затрачиваемому на клиента, чтобы избежать этой проблемы.</p> <p>Комментарий: <i>Это довольно сложный вопрос. Всегда старайтесь преподнести свои слабые места так, чтобы они каза-</i></p>

	<p>лись сильными. Также не забывайте сказать, что Вы пытаетесь измениться в лучшую сторону.</p>
<p>Interviewer: Why do you want to work for Smith and Sons? Candidate: After following your firms progress for the last 3 years, I am convinced that Smith and Sons are becoming one of the market leaders and I would like to be part of the team. Candidate: I am impressed by the quality of your products. I am sure that I would be a convincing salesman because I truly believe that the Atomizer is the best product on the market today. <i>Comment:</i> Prepare yourself for this question by becoming informed about the company. The more detail you can give, the better you show the interviewer that you understand the company.</p>	<p>Интервьюер: Почему Вы хотите работать в нашей компании? Кандидат: Зная, что Ваша компания активно развивается, я хотел бы стать частью Вашей замечательной команды. Кандидат: Я поражен качеством Вашей продукции. Я уверен, что из меня получится отличный менеджер по продажам, ведь я и сам убедился в качестве Ваших товаров. Комментарий: Заранее подготовьте ответ на этот вопрос. Узнайте побольше информации об интересующей Вас компании. Чем больше Вы покажете, что знакомы с деятельностью данной фирмы, тем интервьюер лучше поймет серьезность Ваших намерений.</p>
<p>Interviewer: When can you begin? Candidate: Immediately. Candidate: As soon as you would like me to begin. Comment: Show your willingness to work!</p> <p>The above questions represent some of the most basic questions asked on any job interview in English. Probably the most important aspect of interviewing in English is giving detail. As a speaker of English as a second language, you might be shy about saying complicated things. However, this is absolutely necessary as the employer is looking for an employee who knows his or her job. If you provide detail, the interviewer will know that you feel comfortable in that job. Don't worry about making mistakes in English. It is much better to make simple grammar mistakes and provide detailed information about your experience than to say grammatically perfect sentences without any real content.</p>	<p>Интервьюер: Когда Вы можете приступить к работе? Кандидат: Сегодня же Кандидат: Как только Вы скажете. Комментарий: Покажите Ваше желание работать!</p> <p>Приведенные вопросы относятся к ряду основных вопросов, их задают практически на всех стандартных собеседованиях. Важно использовать как можно больше деталей и подробностей при ответах на вопросы. Тем самым Вы дадите работодателю понять, что Вам будет не сложно работать в данной сфере. Конечно, нелегко описывать сложные вещи на английском языке, но это необходимо для того, чтобы продемонстрировать работодателю Ваш профессионализм. Не бойтесь делать ошибки на английском. Лучше предоставить как можно больше качественной информации, сделав некоторые грамматические ошибки, чем грамотно рассказать ни о чем.</p>

FAQ RESUME IN ENGLISH

Common Questions about Resume and CV Writing	Вопросы и ответы о написании резюме на английском языке
<p>1. What IS a resume anyway? Remember: a Resume is a self-promotional document that presents you in the best possible light, for the purpose of getting invited to a job interview. It's not an official personnel document. It's not a job application. It's not a 'career obituary'! And it's not a confessional.</p>	<p>1. Так что же такое резюме? Помните, что резюме составляется для того, чтобы Вы предстали в лучшем свете перед лицом потенциального работодателя. От качества его составления зависит, пригласят ли Вас на собеседование или нет. Резюме – это не официальный документ, это не заявка на поиск работы, и это не Ваша автобиография!</p>
<p>2. What should the resume content be about? It's not just about past jobs! It's about YOU, and how you performed and what you accomplished in those past jobs – especially those accomplishments that are most relevant to the work you want to do next. A good resume predicts how you might perform in that desired future job.</p>	<p>2. Что надо писать в резюме? В резюме Вы пишете не только о том, где и как долго работали. Вы пишете о себе, о том, чего успели достигнуть за годы работы. Важно приводить факты, которые способны заставить работодателя взять именно Вас на желаемую должность.</p>
<p>3. What's the fastest way to improve a resume? Remove everything that starts with 'responsibilities included' and replace it with on-the-job accomplishments. (See Tip 11 for one way to write them.)</p>	<p>3. Как можно быстро исправить резюме, чтобы оно лучше выглядело? Замените 'рабочие обязанности' на 'достижения по работе' (см. № 11)</p>
<p>4. What is the most common resume mistake made by job hunters? Leaving out their Job Objective! If you don't show a sense of direction, employers won't be interested. Having a clearly stated goal doesn't have to confine you if it's stated well.</p>	<p>4. Какая самая распространенная ошибка при составлении резюме? Часто люди забывают писать, почему они хотят получить ту или иную должность. Важно суметь показать работодателю Вашу заинтересованность в предложенной вакансии.</p>
<p>5. What's the first step in writing a resume? Decide on a job target (or 'job objective') that can be stated in about 5 or 6 words. Anything beyond that is probably 'fluff' and indicates a lack of clarity and direction.</p>	<p>5. Каков первый шаг в написании резюме? Решите, как в 5-6 словах определить Ваше желание получить работу. Старайтесь избегать длинных описаний, ведь это показывает, что Вы не можете четко и ясно выражать свои мысли.</p>
<p>6. How do you decide whether to use a Chronological resume or a Functional one? The Chronological format is widely preferred by employers, and works well if you're staying in the same field (especially if you've been upwardly-mobile). Only use</p>	<p>6. Как решить, что лучше: резюме, составленное в хронологическом порядке или содержащее лишь самую необходимую информацию? Работодатели обычно предпочитают резюме, составленное в хронологическом порядке. Оно особенно подходит тем лю-</p>

<p>a Functional format if you're changing fields, and you're sure a skills-oriented format would show off your transferable skills to better advantage; and be sure to include a clear chronological work history!</p>	<p>дям, которые на протяжении многих лет работают в одной и той же сфере. Используйте краткое резюме лишь в тех случаях, когда Вы хотите сменить сферу деятельности.</p>
<p>7. What if you don't have any experience in the kind of work you want to do? Get some! Find a place that will let you do some volunteer work right away. You only need a brief, concentrated period of volunteer training (for example, 1 day a week for a month) to have at least SOME experience to put on your resume. Also, look at some of the volunteer work you've done in the past and see if any of THAT helps document some skills you'll need for your new job.</p>	<p>7. Что если у меня нет опыта в той сфере, где я хочу начать работать? Найдите работу в этой сфере. Возможно, какая-то компания согласится принять Вас к себе на практику. Пусть Вы проработаете всего месяц, но вы уже будете иметь опыт в интересующей Вас сфере.</p>
<p>8. What do you do if you have gaps in your work experience? You could start by looking at it differently. General Rule: Tell what you WERE doing, as gracefully as possible – rather than leave a gap. If you were doing anything valuable (even if unpaid) during those so-called 'gaps' you could just insert THAT into the work-history section of your resume to fill the hole. Here are some examples: • 2003 – 2005 Full-time parent – or • 2002 – 2004 Maternity leave and family management – or • Travel and study – or Full-time student – or • Parenting plus community service</p>	<p>8. Что делать, если у меня есть большие промежутки в трудовом стаже? Главное объясняйте причину того, почему Вы не работали в то время. Если Вы занимались чем-то полезным (пусть даже неоплачиваемым) во время так называемых 'промежутков', то лучше написать об этом в резюме. Например: • 2005 – 2007 декрет • 2000 – 2005 студент очного отделения</p>
<p>9. What if you have several different job objectives you're working on at the same time? Or you haven't narrowed it down yet to just one job target? Then write a different resume for each different job target. A targeted resume is MUCH, much stronger than a generic resume.</p>	<p>9. Что если я хочу попробовать подать свое резюме на разные должности? Тогда напишите по резюме на каждую должность. Резюме, нацеленное на получение определенной должности, ГОРАЗДО лучше обычного общего резюме.</p>
<p>10. What if you have a fragmented, scrambled-up work history, with lots of short-term jobs? To minimize the job-hopper image, combine several similar jobs into one 'chunk,' for example: • 2003 – 2005 Secretary/Receptionist; Jones</p>	<p>10. Что если у меня нет длительного опыта работы на одном месте? Тогда соедините опыт на похожих работах в один, например: • 2003 – 2005 Секретарь; Jones Bakery, Micro Corp., Carter Jewelers; • 2001 – 2003 Официант; Ресторан</p>

<p>Bakery, Micro Corp., Carter Jewelers – or • 2003 – 2005 Waiter/Busboy; McDougal’s Restaurant, Burger King, Traders Coffee Shop.</p> <p>Also you can just drop some of the less important, briefest jobs.</p> <p>But don’t drop a job, even when it lasted a short time, if that was where you acquired important skills or experience.</p>	<p>McDougal’s, Coffee House.</p> <p>Малозначительные работы можно вообще опустить. Но никогда не забывайте написать про ту работу, где Вам удалось получить хороший опыт, даже если работали Вы там недолго.</p>
<p>11. What’s the best way to impress an employer?</p> <p>Fill your resume with ‘PAR’ statements. PAR stands for Problem-Action-Results; in other words, first you state the problem that existed in your workplace, then you describe what you did about it, and finally you point out the beneficial results.</p> <p>Here’s an example: “Transformed a disorganized, inefficient warehouse into a smooth-running operation by totally redesigning the layout; this saved the company thousands of dollars in recovered stock.”</p>	<p>11. Как лучше всего поразить работодателя?</p> <p>В своем резюме указывайте Ваши достижения, а не должностные обязанности. Покажите, как Вы смогли справиться с трудной задачей или решить ту или иную проблему.</p> <p>Например: “Объем продаж увеличен с нуля до 1 млн. USD” или “Выигран ряд крупных конкурсов и тендеров в коммерческих и государственных структурах”.</p>
<p>12. What if your job title doesn’t reflect your actual level of responsibility?</p> <p>When you list it on the resume, either replace it with a more appropriate job title (say ‘Office Manager’ instead of ‘Administrative Assistant’ if that’s more realistic) OR use their job title AND your fairer one together, i.e. ‘Administrative Assistant (Office Manager)’.</p>	<p>12. Что если занимаемая мною должность не полностью отражает все мои обязанности?</p> <p>Тогда просто замените ее на ту, которая, по Вашему мнению, более точно подходит к тем обязанностям, которые Вы выполняете. К примеру, лучше написать ‘офис-менеджер’ вместо ‘помощник руководителя’.</p>
<p>13. How can you avoid age discrimination?</p> <p>If you’re over 40 or 50 or 60, remember that you don’t have to present your entire work history! You can simply label THAT part of your resume ‘Recent Work History’ or ‘Relevant Work History’ and then describe only the last 10 or 15 years of your experience.</p>	<p>13. Как избежать возрастной дискриминации?</p> <p>Помните, что если Вам за 40-50, то не следует указывать весь свой опыт работы. Укажите лишь те компании, где Вы работали в последние 10-15 лет.</p>
<p>14. What if you never had any ‘real’ paid jobs – just self-employment or odd jobs?</p> <p>Give yourself credit, and create an accurate, fair job-title for yourself. For example:</p> <ul style="list-style-type: none"> • A&S Hauling & Cleaning (Self-employed) – or • Household Repairman, Self-employed – or • Child-Care, Self-employed 	<p>14. Что если Вы никогда не работали в крупных компаниях, а лишь выполняли краткосрочную работу или занимались собственным бизнесом?</p> <p>Просто укажите название компании, которая у Вас была, а рядом с должностью поставьте ‘частный предприниматель’. Не забудьте написать, что при желании можно получить рекомендации от</p>

<p>Be sure to add 'Customer references available on request' and then be prepared to provide some very good references of people you worked for.</p>	<p>Ваших покупателей или лиц, которым Вы предоставляли услуги.</p>
<p>15. How far back should you go in your Work History? Far enough; and not too far! About 10 or 15 years is usually enough – unless your 'juiciest' work experience is from farther back.</p>	<p>15. Какой давности работу следует указывать в резюме? Ту, где Вы работали максимум 15 лет назад. Но если самая интересная и престижная работа у Вас была 20 лет назад, то об этом все-таки стоит упомянуть.</p>
<p>16. How can a student list summer jobs? Students can make their resume look neater by listing seasonal jobs very simply, such as 'Spring 2006' or 'Summer 2006' rather than 6/06 to 9/06. (The word 'Spring' can be in very tiny letters, say 8-point in size.)</p>	<p>16. Как студенту лучше писать о своем опыте работы? Для указания периода работы студентам можно просто писать 'весна 2007' или 'лето 2006' вместо 'май 2007'.</p>
<p>17. What if you don't quite have your degree or credentials yet? You can say something like: • Eligible for U.S. credentials – or • Graduate studies in Instructional Design, in progress – or • Master's Degree anticipated December 2007</p>	<p>17. Что если на данном этапе у Вас пока неоконченное высшее образование? Просто укажите ВУЗ, где Вы учитесь, Вашу специализацию и год, когда Вы должны получить диплом.</p>
<p>18. What if you worked for only one employer for 20 or 30 years? Then list separately each different position you held there, so your job progression within the company is more obvious.</p>	<p>18. Что если на протяжении 20-30 лет Вы работали на одного работодателя? Тогда просто укажите по порядку все должности, которые Вы когда-либо занимали в этой компании.</p>
<p>19. What about listing hobbies and interests? Don't include hobbies on a resume unless the activity is somehow relevant to your job objective, or clearly reveals a characteristic that supports your job objective.</p>	<p>19. Стоит ли писать в резюме о своих хобби и увлечениях? Указывать в резюме свое хобби стоит, только если оно как-то связано с позицией, на которую Вы претендуете.</p>
<p>20. What about revealing race or religion? Don't include ethnic or religious affiliations (inviting pre-interview discrimination) UNLESS you can see that including them will support your job objective. Get an opinion from a respected friend or colleague about when to reveal, and when to conceal, your affiliations.</p>	<p>20. Стоит ли указывать свою расовую и религиозную принадлежность? Эту информацию стоит указывать, только если она сможет помочь Вам при трудоустройстве.</p>
<p>21. What if your name is Robin Williams? Don't mystify the reader about your gender; they'll go nuts until they know whether you're male or female. So if your name is Lee</p>	<p>21. Что если у меня необычное имя? В этом случае лучше указать Ваш пол. Не надо заставлять работодателя размышлять о том, мужчина Вы или женщина.</p>

<p>or Robin or Pat or anything else not clearly male or female, use a Mr. or Ms. prefix.</p>	
<p>22. What if you got your degree from a different country? You can say “Degree equivalent to U.S. Bachelor’s Degree in Economics – Teheran, Iran.”</p>	<p>22. Что если я получил диплом о высшем образовании в другой стране? Вы можете сказать, что Ваша степень соответствует степени бакалавра/магистра иностранного вуза.</p>
<p>23. What about fancy-chancy paper? Employers tell they HATE parchment paper and pretentious brochure-folded resume ‘presentations.’ They think they’re phony, and toss them right out. Use plain white or ivory, in a quality appropriate for your job objective. Never use colored paper unless there’s a very good reason for it (like, you’re an artist) because if it gets photocopied the results will be murky.</p>	<p>23. На какой бумаге лучше распечатывать резюме? Лучше всего использовать качественную белую бумагу. Никогда не используйте цветную бумагу.</p>
<p>24. Should you fold your resume? Don’t fold a laser-printed resume right along a line of text. The ‘ink’ could flake off along the fold.</p>	<p>24. Можно ли складывать резюме? Лучше не складывать. Но если выбора нет, то следите, чтобы сгиб не проходил по напечатанному тексту.</p>

GRAMMAR REFERENCE

1. ИМЯ СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)

Множественное число имени существительного образуется путем добавления окончаний *-s*, *-es* к основе слова: *plane – planes, facility - facilities*.

Притяжательный падеж образуется путем добавления *'s* к основе слова: *airport's facilities* и может переводиться на русский язык двумя способами: *оснащение аэропорта* или *аэропортовое оснащение*.

Таблица А5.1

Таблица образования множественного числа существительных

Правила	Примеры
1 Существительные образуют множественное число прибавлением окончания <i>-s</i> к форме единственного числа	scientist – scientists, day – days, science – sciences, radio – radios
2 Существительные, оканчивающиеся на свистящий или шипящий звук, принимают окончание <i>-es</i>	class – classes, box – boxes, match – matches
3 В существительных, оканчивающихся на <i>-y</i> с предшествующей согласной, <i>y</i> переходит в <i>i</i> и прибавляется окончание <i>-es</i>	city – cities, library – libraries
4 Существительные, оканчивающиеся на <i>-o</i> с предшествующей согласной, принимают окончание <i>-es</i>	negro – negroes, tomato – tomatoes
5 В существительных, оканчивающихся на <i>-f</i> или <i>-fe, f</i> обычно переходит в <i>v</i> и прибавляется окончание <i>-es</i>	leaf – leaves, life – lives, но roof – roofs
6 Существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков	basis – bases, crisis – crises, datum – data, phenomenon – phenomena
7 Некоторые существительные латинского происхождения имеют две формы множественного числа	medium – media – mediums, memorandum – memoranda – memorandums
8 Несколько существительных сохранили древнюю форму образования множественного числа и являются исключениями	man – men, woman – women, child – children, tooth – teeth, foot – feet
9 Сложные имена существительные образуют множественное число путем добавления окончания к основному слову	sister-in-law – sisters-in-law, editor-in-chief – editors-in-chief, carpet-sweeper – carpet-sweepers

Таблица А5.2

Таблица сравнения падежных отношений в русском и английском языках

Падеж	В русском языке	В английском языке	Собственное лексическое значение предлогов
И.п.	(кто? что?) <i>друг</i>	Нет предлога. Место – перед сказуемым.	
Р.п.	(кого? чего?) <i>друга</i>	<i>of</i> The book of friend.	<i>of – из</i> one of them – один <i>из</i> них is made of glass – сделан <i>из</i> стекла

Падеж	В русском языке	В английском языке	Собственное лексическое значение предлогов
Д.п.	(кому? чему?) <i>другу</i>	to I often write to my friend.	to – указывает направление to the plant – <i>на</i> завод to Moscow – <i>в</i> Москву
В.п.	(кого? что?) <i>друга</i>	Нет предлога. Место – после сказуемого.	
Т.п.	(кем? чем?) <i>другом</i>	by The work is done by my friend. with (с неодушевленными предметами) I write with a pen.	by – <i>у, к, посредством</i> by the window – <i>у</i> окна by summer – <i>к</i> лету by radio – <i>посредством (но)</i> радио with – <i>с</i> with my friend – <i>с</i> моим другом
П.п.	(о ком? о чем?) <i>о друге</i>	about – <i>о, of</i> – <i>о</i> I often think about (of) my friend.	about – <i>около, приблизительно</i> About 45 students are present at the lecture. – На лекции присутствует <i>около</i> 45 студентов.

2. ИМЯ ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE)

Прилагательное – часть речи, выражающая качество или свойство предмета (явления, лица). В английском языке прилагательные не изменяются ни по числам, ни по падежам, ни по родам и переводятся в соответствии с родом, числом и падежом существительного, к которому относятся:

a young man – *молодой* человек

a young woman – *молодая* женщина

young people – *молодые* люди

Таблица А5.3

Таблица степеней сравнения прилагательных

Исходная форма	Сравнительная степень	Превосходная степень
<i>Односложные прилагательные</i>		
big young	bigger younger	the biggest the youngest
<i>Многосложные прилагательные</i>		
interesting beautiful	more interesting more beautiful	the most interesting the most beautiful
<i>Исключения</i>		
good/well bad many much little old far	better worse more more less older / elder farther / further	the best the worst the most the most the least the oldest / the eldest the farthest / the furthest

Таблица А5.4

Таблица наречий

Прилагательные	Наречия без суффикса	Наречия с суффиксом
long – длинный, долгий very – самый, тот самый only – единственный far – далекий direct – прямой ready – готовый large – большой real – настоящий hard – трудный high – высокий wide – широкий near – близкий late – поздний close – близкий	long – давно very – очень only – только far – далеко; намного real – настоящий hard – упорно high – высоко wide – широко near – близко late – поздно close – близко, рядом	directly – сразу, непосредственно readily – быстро, легко largely – в основном, очень, главным образом really – действительно hardly – едва highly – весьма, очень, чрезвычайно widely – очень, значительно nearly – почти lately – за последнее время, недавно closely – тщательно, тесно, внимательно

3. ЧИСЛИТЕЛЬНОЕ (THE NUMERAL)

Числительные обозначают количество или порядок предметов и делятся на количественные и порядковые.

Таблица А5.5

Таблица образования числительных

Числительные			
Количественные			Порядковые
1 — 12	13 — 19 (-teen)	20 — 90 (-ty)	
1 — one			1 — the first (1 st)
2 — two		20 — twenty	2 — the second (2 nd)
3 — three	13 — thirteen	30 — thirty	3 — the third (3 rd)
4 — four	14 — fourteen	40 — forty	4 — the fourth (4 th)
5 — five	15 — fifteen	50 — fifty	5 — the fifth (5 th)
6 — six	16 — sixteen	60 — sixty	13 — the thirteenth (13 th)
7 — seven	17 — seventeen	70 — seventy	15 — the fifteenth (15 th)
8 — eight	18 — eighteen	80 — eighty	20 — the twentieth (20 th)
9 — nine	19 — nineteen	90 — ninety	21 — the twenty-first (21 st)
10 — ten			30 — the thirtieth (30 th)
11 — eleven			40 — the fortieth (40 th)
12 — twelve			100 — the hundredth (100 th)
100 — hundred	1 000 000 — million		
1 000 — thousand	1 000 000 000 — billion		

4. МЕСТОИМЕНИЕ (THE PRONOUN)

Местоимение – это часть речи, которая употребляется вместо имени существительного или прилагательного. Местоимения делятся на личные, притяжательные и возвратно-усилительные.

Таблица А5.6

Таблица местоимений

Личные		Притяжательные		Возвратно-усилительные
и. п. (кто? что?)	объектный падеж (кому? кого?)	простая форма (чей?)	абсолютная форма (чей?)	
I	me <i>мне, меня</i>	my <i>мой</i>	mine	myself
you	you <i>тебе, тебя</i>	your <i>твой</i>	yours	yourself
he	him <i>ему, его</i>	his <i>его</i>	his	himself
she	her <i>ей, её</i>	her <i>её</i>	hers	herself
it	it <i>ему, его, ей, её</i>	its <i>его, её</i>	its	itself
we	us <i>нам, нас</i>	our <i>наш</i>	ours	ourselves
you	you <i>вам, вас</i>	your <i>ваш</i>	yours	yourselves
they	them <i>им, их</i>	their <i>их</i>	theirs	themselves

Таблица А5.7

Таблица производных слов

Местоимения	+ thing	+ body + one	+ where	Употребление
some <i>некоторый</i> <i>какой-то</i> <i>какой-нибудь</i>	something <i>что-то</i> <i>что-нибудь</i>	somebody someone <i>кто-то</i> <i>кто-нибудь</i>	somewhere <i>где-то, куда-то</i> <i>куда-нибудь</i> <i>где-нибудь</i>	в утверд. предложении
any <i>всякий</i> <i>любой</i>	anything <i>всё</i>	anybody anyone <i>всякий, все</i>	anywhere <i>везде</i> <i>повсюду</i>	в утверд. предложении
not any = no <i>никакой</i>	not ... anything = nothing <i>ничто</i> <i>ничего</i>	not ... anybody = nobody no one, none <i>никто</i>	not ... anywhere = nowhere <i>нигде</i> <i>никуда</i>	в отриц. предложении
any? <i>какой-нибудь?</i>	anything? <i>что-то?</i> <i>что-нибудь?</i>	anybody? <i>кто-то?</i> <i>кто-нибудь?</i>	anywhere? <i>где-то? куда-то?</i> <i>где-нибудь?</i> <i>куда-нибудь?</i>	в вопрос. предложении
every <i>каждый</i> <i>всякий</i>	everything <i>всё</i>	everybody everyone <i>все</i>	everywhere <i>везде</i> <i>повсюду</i>	во всех предложениях

5. ГЛАГОЛ (THE VERB)

Глаголы в английском языке имеют категории залога и времени.

Залог. 1) в **активном залоге** подлежащее само выполняет действие: *The general director **controls** the entire airport operations.* – Генеральный директор **управляет** всей деятельностью аэропорта.

2) в **пассивном залоге** действие совершается над подлежащим: *Airport operations management is divided by three channels.* – Деятельность администрации аэропорта *делится* по трем направлениям.

Время. В английском языке имеется четыре группы глагольных времен: **Simple, Continuous, Perfect, Perfect Continuous.**

По своему значению и функции в предложении глаголы делятся на **СМЫСЛОВЫЕ, ВСПОМОГАТЕЛЬНЫЕ И МОДАЛЬНЫЕ.**

1) смысловые глаголы имеют самостоятельное значение и в предложении являются сказуемым (в таблицах обозначаются знаком *V* от английского слова ‘verb’ – глагол);

2) вспомогательные глаголы (**to be, to do, to have, shall, will**) служат для образования сложных глагольных форм, не имеют самостоятельного значения и на русский язык не переводятся.

Students don't study German, they study English. – Студенты **не изучают** немецкий язык, они **изучают** английский.

В нижеприведенных табл. А5.8, А5.9 дана краткая характеристика образования, употребления и перевода на русский язык каждой видовой и зологовой формы глагола.

Таблица А5.8

Таблица времен активного залога (Active Voice Tenses)

to ask – asked – asked (спрашивать) to take – took – taken (брать)

Группа	Present	Past	Future	Временные указатели
Indefinite	do (does), V1(s) <i>ask(s)</i> <i>take(s)</i> <i>спрашивает</i> <i>берёт</i>	did, V2(ed) <i>asked</i> <i>took</i> <i>спрашивал</i> <i>брал</i>	will + V1 <i>will ask</i> <i>will take</i> <i>спросит</i> <i>возьмёт</i>	usually, ago, seldom, every day, today, always, yesterday, tomorrow
Continuous	am + V(ing) is + V(ing) are + V(ing) <i>am asking</i> <i>is taking</i> <i>are asking</i> <i>спрашивает</i> <i>берёт</i>	was + V(ing) were + V(ing) <i>was asking</i> <i>were taking</i> <i>спрашивал</i> <i>брал</i>	will be + V(ing) <i>will be asking</i> <i>will be taking</i> <i>будет спрашивать</i> <i>будет брать</i>	during, now, at this moment, at present, for, from 5 to 7
Perfect	have + V3(ed) has + V3(ed) <i>have asked</i> <i>has taken</i> <i>спросил</i> <i>взял</i>	had + V3(ed) <i>had asked</i> <i>had taken</i> <i>спросил</i> <i>взял</i>	will have + V3(ed) <i>will have asked</i> <i>will have taken</i> <i>спросит</i> <i>возьмёт</i>	ever, never, just, already, yet, lately, since, when he came

Perfect Continuous	have been + V(ing) has been + V(ing) <i>have been asking</i> <i>has been taking</i> <i>спрашивает,</i> <i>берёт</i>	had been + V(ing) <i>had been asking</i> <i>had been taking</i> <i>спрашивал</i> <i>брал</i>	will have been + V(ing) <i>will have been asking</i> <i>will have been taking</i> <i>будет спрашивать</i> <i>будет брать</i>	by the time, since morning, for 3 hours, since he came
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Таблица А5.9

Таблица времён пассивного залога (Passive Voice Tenses)

to ask – asked – asked (спрашивать) to take – took – taken (брать)

Группа	Present	Past	Future
Indefinite	am + V3(ed) are + V3(ed) is + V3(ed) <i>The student is asked.</i> <i>Студента спрашивают.</i> <i>The books are taken.</i> <i>Книги берут(ся).</i>	was + V3(ed) were + V3(ed) <i>The student was asked.</i> <i>Студента спросили.</i> <i>The books were taken.</i> <i>Книги были взяты.</i>	will be + V3(ed) <i>The student will be asked.</i> <i>Студента спросят.</i> <i>The books will be taken.</i> <i>Книги возьмут.</i>
Continuous	am being + V3(ed) are being + V3(ed) is being + V3(ed) <i>The student is being asked.</i> <i>Студента спрашивают.</i> <i>The books are being taken.</i> <i>Книги берут(ся).</i>	was being + V3(ed) were being + V3(ed) <i>The student was being asked.</i> <i>Студента спрашивали.</i> <i>The books were being taken.</i> <i>Книги брали.</i>	-----
Perfect	have been + V3(ed) has been + V3(ed) <i>The student has been asked.</i> <i>Студента спросили.</i> <i>The books have been taken.</i> <i>Книги взяли.</i>	had been + V3(ed) <i>The student had been asked.</i> <i>Студент был спрошен.</i> <i>The books had been taken.</i> <i>Книги были взяты.</i>	will have been + V3(ed) <i>The student will have been asked.</i> <i>Студента спросят.</i> <i>The books will have been taken.</i> <i>Книги возьмут.</i>

Порядок слов в вопросительном предложении

Пример	
1	The chief engineer took part in the testing last month.
2	The chief engineer took part in the testing last month, didn't he?
3	Who took part in the testing last month?
4	What engineer took part in the testing last month?
5	Did the chief engineer take part in the testing last month?
6	Did the chief engineer take part in the testing or in the party last month?
7	What did the chief engineer take part ----- last month in?
8	When did the chief engineer take part in the testing ----- ?
1 – повествовательное предложение; 2 – разделительный вопрос; 3 – вопрос к подлежащему; 4 – вопрос к определению подлежащего; 5 – общий вопрос; 6 – альтернативный вопрос; 7 – специальный вопрос (к обстоятельству места); 8 – специальный вопрос (к обстоятельству времени)	

6. ГЛАГОЛ to be (THE VERB to be)

Глагол **to be** переводится на русский язык *быть, есть, находиться*, относится к группе неправильных глаголов (**to be – was, were – been**) и спрягается по лицам и числам.

Таблица А5.11

Спряжение глагола *to be*

Present	Past	Future
I am	I was	I will be
you are	you were	you will be
he, she, it is	he, she, it was	he, she, it will be
we are	we were	we will be
you are	you were	you will be
they are	they were	they will be

Вопросительная форма образуется с помощью соответствующей формы глагола **to be**, которая ставится перед подлежащим:

Are you students? – Yes, we **are**. (No, we **aren't**.)

Were they workers? – Yes, they **were**. (No, they **weren't**.)

Will she **be** a teacher? – Yes, she **will**. (No, she **won't**.)

Отрицательная форма образуется с помощью отрицательной частицы **not**, которая ставится сразу же после глагола **to be**:

I **am not** an engineer. He **was not** a doctor. We **will not be** workers.

Существуют следующие краткие формы: I'm, I'm not, you're, you aren't, he's, she's, it's, he isn't, she isn't, it isn't, we're, we aren't, they're, they aren't, wasn't, weren't, I'll be, I'll not be, won't be.

7. МОДАЛЬНЫЕ ГЛАГОЛЫ (THE MODAL VERBS)

Модальные глаголы выражают долженствование, обязательство, совет или разрешение выполнения действия.

Таблица модальных глаголов

Модальный глагол	Случаи употребления	Перевод	Примеры
can (could) = to be able to	1. возможность 2. разрешение 3. запрещение	1. могу, умею, возможно 2. можно 3. нельзя	1. I <i>can</i> speak English. 2. You <i>can</i> read aloud. 3. You <i>can't</i> cross street here.
may (might) = to be allowed to	1. разрешение 2. строгое запрещение 3. предположение	1. можно, разрешается 2. не смей 3. возможно, может быть	1. <i>May</i> I come in? 2. You <i>may not</i> smoke here. 3. He <i>may</i> know her address.
must = to have to to be to	1. долг, обязательство 2. настоятельный совет, приказ 3. запрещение 4. в связи с обстоятельствами 5. с планом, по договорённости	1. должен 2. должен 3. запрещено, нельзя 4. приходится, вынужден 5. должен	1. We <i>must</i> study hard. 2. You <i>must</i> consult a doctor. 3. You <i>mustn't</i> run here. 4. You <i>have to</i> go to hospital. 5. He <i>is to</i> meet us at 5.
should ought to	моральный долг, обязательство, совет, рекомендация, порицание	должен, следует, нужно (было бы), следовало бы	You <i>should</i> stop smoking. You <i>ought to</i> help your friends.
need (-,?)	1. необходимость 2. отсутствие необходимости 3. разрешение <u>не</u> делать чего-либо 4. смысловой глагол	1. нужно, есть ли необходимость 2. не надо, нет необходимости 3. можно не 4. нуждаться в ч-л	1. <i>Need</i> I do it today? 2. He <i>needn't</i> hurry. 3. You <i>needn't</i> copy the text. 4. He <i>needs</i> a long rest.

8. ИНФИНИТИВ (THE INFINITIVE)

Инфинитив – неопределенная форма глагола, отвечает на вопросы *что делать?*, *что сделать?*

	Active	Passive
Simple	to ask	to be asked
Continuous	to be asking	-----
Perfect	to have asked	to have been asked
Perfect Continuous	to have been asking	-----

Инфинитив переводится:

1) неопределённой формой глагола: *I asked him to help me.* – Я попросил его **помочь** мне.

2) именем существительным: *To skate is pleasant.* – **Катание** на коньках приятно.

3) придаточным предложением: *I went to the station to see my friend off.* – Я поехал на вокзал, **чтобы проводить** своего друга.

Кроме этих функций, инфинитив может входить в состав

– сложного дополнения (объектный инфинитивный оборот): *We consider the results to be satisfactory.* – Мы считаем, что результаты удовлетворительны;

– сложного подлежащего (субъектный инфинитивный оборот): *The results are considered to be satisfactory.* – Считают, что результаты удовлетворительны.

9. ПРИЧАСТИЕ (THE PARTICIPLE)

Причастие – неличная форма глагола, имеющая признаки глагола и прилагательного, отвечающая на вопрос *какой?*

	Active	Passive
Participle I	taking	being taken
Participle II	-----	taken
Perfect Participle	having taken	having been taken

Причастие переводится:

1) глаголом: *She is reading.* – Она **читает**.

2) деепричастием: *He left the room smiling.* – Он вышел из комнаты **улыбаясь**.

3) конструкцией *при (предлог) + существительное*: *(While) translating the text he used dictionary.* – **При переводе** текста он использовал словарь.

4) причастием: *The boy sitting by the window is our head-boy.* – Мальчик, **сидящий** у окна, наш староста.

5) придаточным предложением: *Having never been to London he could not take part in the discussion.* – **Так как он никогда не был** в Лондоне, он не смог принять участие в обсуждении.

Существуют два причастных оборота:

1) **Зависимый** причастный оборот относится к подлежащему предложения: *Having repaired the engine, the mechanic showed it to the engineer.* – Отремонтировав двигатель, механик показал его инженеру.

2) **Независимый** причастный оборот – причастие выражает действие существительного (местоимения), стоящего перед ним:

а) причастный оборот, стоящий в начале предложения, переводится с союзами *когда, после того как, поскольку, так как*: *It being late, we decided to stop working.* – **Так как было поздно**, мы решили прекратить работу;

б) причастный оборот, стоящий в конце предложения, переводится с союзами *причем, а, и, но*: *The students wrote their English test-paper, each doing his variant.* – Студенты писали контрольную работу по английскому языку, **причем каждый делал свой вариант**.

10. ГЕРУНДИЙ (THE GERUND)

Герундий – неличная форма глагола, обладающая признаками глагола и существительного, выражающая процесс действия.

	Active	Passive
Indefinite	taking	being taken
Perfect	having taken	having been taken

Герундий переводится:

- 1) отглагольным существительным: *Skating is my favorite occupation.* – **Катание на коньках** – моё любимое занятие.
- 2) инфинитивом: *I like skating.* – Я люблю **кататься** на коньках.
- 3) деепричастием: *After skating for two hours we went home.* – **Покатавшись на коньках** два часа, мы пошли домой.
- 4) личной формой глагола в составе придаточного предложения: *We were surprised at Peter **having got** an excellent mark in physics.* – Мы были удивлены, **что Пётр получил** отличную оценку по физике.

СРАВНЕНИЕ ГЕРУНДИЯ И ПРИЧАСТИЯ

Формы герундия совпадают с формами причастия. Герундий от причастия отличается:

- 1) **по функции в предложении.** Герундий может быть любым членом предложения, причастие – только определением, обстоятельством или частью сказуемого:

Герундий перед глаголом-сказуемым	Причастие перед подлежащим
<i>Testing the motor was necessary.</i> – Испытать мотор было необходимо.	<i>Testing the motor, he saw...</i> – Испытывая мотор , он увидел...

- 2) **по наличию предлога.** Как герундий, так и причастие могут быть обстоятельством и определением. В отличие от причастия перед герундием в этом случае, как правило, стоит предлог. Перед причастием может стоять союз *when* или *while*.

Герундий	Причастие
в функции обстоятельства	
<i>After testing the motor they put down the results.</i> – После испытания мотора они записали результаты.	<i>(While) testing the motor they put down the results.</i> – Испытывая мотор , они записывали результаты.
в функции определения	
<ol style="list-style-type: none"> 1) <i>There are several ways of producing electricity.</i> – Имеется несколько способов производства электричества. 2) Герундий может употребляться без предлога, если стоит перед определяемым словом: <i>operating principle</i> – принцип действия <i>reading hall</i> – читальный зал 	<ol style="list-style-type: none"> 1) <i>The plant producing electricity is very powerful.</i> – Эта установка, производящая электричество, очень мощная. 2) Причастие перед определяемым словом означает, что действие выполняется самим предметом или лицом: <i>operating engine</i> – работающий двигатель <i>reading man</i> – читающий человек

11. ОТГЛАГОЛЬНОЕ СУЩЕСТВИТЕЛЬНОЕ (THE VERBAL NOUN)

Отглагольное существительное образуется путем прибавления к форме инфинитива окончания **-ing**: *to read* (читать) – *reading* (чтение, показание) и обладает свойствами существительного.

Отглагольное существительное отличается от герундия по следующим признакам:

- 1) отглагольное существительное употребляется с артиклем;
- 2) может иметь форму множественного числа;

3) может определяться прилагательным.

The readings of this device are correct. – **Показания** этого прибора верны.

Таблица А5.13

Таблица основных префиксов (приставок)

Префиксы с отрицательным значением			
un-	<i>не- без(с)- раз(с)-</i>	important – важный limited – ограниченный	un important – неважный un limited – безграничный
im- in- il- ir-	<i>не- без(с)-</i>	accuracy – точность possible – возможный legal – легальный responsible – ответственный	in accuracy – неточность im possible – невозможный il legal – нелегальный ir responsible – безответственный
non-	<i>не- без-</i>	conductor – проводник	non -conductor – непроводник (изолятор)
dis-	<i>раз(с)- без(с)- не-</i>	to close – закрыть to connect – соединить	to dis close – раскрыть to dis connect – разъединить
mis-	<i>означает неверно</i>	to understand – понимать	to mis understand – неверно понять
Префиксы с разными значениями			
re-	<i>снова еще раз</i>	write – писать use – использовать	re write – переписать re use – снова использовать
super-	<i>сверх- над-</i>	conductive – проводимый	super conductive – сверхпроводимый
sub-	<i>ниже- под- и др.</i>	way – путь, дорога system – система	sub way – подземная дорога sub system – подсистема
over-	<i>сверх- пере- над-</i>	to load – нагрузить	to over load – перегрузить
semi-	<i>полу-</i>	conductor – проводник	semi conductor – полупроводник
inter-	<i>между- среди- взаимо-</i>	action – действие	inter action – взаимодействие
en-	<i>(для образования глагола)</i>	large – большой	to en large – увеличить
pre-	<i>до- заранее</i>	to heat – нагреть	to pre heat – предварительно нагреть
post-	<i>после-</i>	war – война	post -war – послевоенный

Таблица А5.14

Список неправильных глаголов

Infinitive	Past Indefinite	Participle II	Перевод
1	2	3	4
to be	was, were	been	быть
to become	became	become	становиться
to begin	began	begun	начинать(ся)
to blow	blew	blown	дуть
to break	broke	broken	ломать, разбивать
to bring	brought	brought	приносить
to broadcast	broadcast; -ed	broadcast; -ed	передавать по радио
to build	built	built	строить
to buy	bought	bought	покупать
to choose	chose	chosen	выбирать
to come	came	come	приходить, приезжать
to cost	cost	cost	стоить
to cut	cut	cut	резать
to deal (with)	dealt (with)	dealt (with)	иметь дело с
to do	did	done	делать
to draw	drew	drawn	рисовать, чертить
to drink	drank	drunk	пить
to drive	drove	driven	везти, управлять
to eat	ate	eaten	есть (принимать пищу)
to fall	fell	fallen	падать
to feel	felt	felt	чувствовать
to find	found	found	находить
to fly	flew	flown	летать
to foresee	foresaw	foreseen	предвидеть
to forget	forgot	forgotten	забывать
to get	got	got	получать, становиться
to give	gave	given	давать
to go	went	gone	идти, ехать
to grow	grew	grown	расти, становиться
to hang	hung	hung	висеть, вешать
to have	had	had	иметь
to hear	heard	heard	слышать
to hold	held	held	держать, владеть
to keep	kept	kept	держать, хранить
to know	knew	known	знать
to lay	laid	laid	класть
to lead	led	led	вести
to learn	learnt; ~-ed	learnt; ~-ed	учиться, узнавать
to leave	left	left	оставлять, уезжать
to let	let	let	позволять, пускать
to lose	lost	lost	терять
to make	made	made	делать
to mean	meant	meant	значить, предполагать
to meet	met	met	встречать

Продолжение табл. А5.14

to pay	paid	paid	платить
to put	put	put	класть
to read	read	read	читать
to ring	rang	rung	звонить, звенеть
to rise	rose	risen	вставать
to run	ran	run	бежать
to say	said	said	говорить, сказать
to see	saw	seen	видеть
to sell	sold	sold	продавать
to send	sent	sent	посылать
to set	set	set	ставить, устанавливать
to show	showed	shown	показывать
to sit	sat	sat	сидеть
to speak	spoke	spoken	говорить
to spend	spent	spent	тратить, проводить
to spread	spread	spread	распространять(ся)
to stand	stood	stood	стоять
to swim	swam	swum	плавать
to take	took	taken	брать
to teach	taught	taught	учить, обучать
to tell	told	told	рассказывать
to think	thought	thought	думать
to understand	understood	understood	понимать
to wear	wore	worn	носить
to win	won	won	выигрывать
to write	wrote	written	писать

LIST OF ABBREVIATIONS

Английские сокращения:

- AA** – anti-aircraft – противовоздушный
- ABB** – Asia Brown Boveri – компания Эйшиа Браун Бовери
- ABS Steels** – types of structural steel standardized by the American Bureau of Shipping for shipbuilding – тип конструкционной стали для судостроения по стандартам Американского бюро судоходства
- ASDIC** – Allied Submarine Detection Investigation Committee – Следственный комитет по обнаружению союзнических подводных лодок. Существует легенда, что комитет с таким названием не зафиксирован в архивах ВМС Великобритании.
- ACI** – adjacent-channel interference – межканальная помеха
- AD** – Anno Domini (*лат.*) – наша эра
- AE** – American English – американский английский
- a.m.** – ante meridiem (*лат.*) – до полудня
- AWT** – Applied Weather Technology – технология применения прогноза погоды
- AUV** – autonomous underwater vehicle – автономный подводный аппарат
- BC** – before Christmas – до н.э. (до нашей эры)
- BE** – Britain English – Британский английский
- BOAC-Cunard Ltd** – British Overseas Airways Corporation-Cunard Limited – общество с ограниченной ответственностью Британских авиакомпаний и компании Кунард
- CAPA** – computer aided performance analysis – автоматизированный анализ деятельности
- CEO** – chief executive officer – исполнительный директор
- CIWS** – close-in weapon system – система оружия ближнего действия
- Co** – company – компания
- CONBULKER** – container / bulk-carrier – комбинированное судно, предназначенное для перевозки контейнерных и / или навалочных грузов
- CO₂** – carbon dioxide – углекислый газ
- cu** – cubic – кубический
- CV** – curriculum vitae – краткая биография
- e.g.** – exепle gratia (*лат.*) – for example – например
- EPA** – Environmental Protection Agency – Агентство по охране окружающей среды
- etc.** – et cetera (*лат.*) – and so on – и так далее
- FAQ** – frequently asked questions – часто задаваемые вопросы
- FATT** – fracture appearance transition temperature – температура перехода в хрупкое состояние
- FDA** – Food and Drug Administration – Управление по санитарному надзору за качеством пищевых продуктов и медикаментов в США
- Fig.** – figure – рисунок
- FO-FO** – float on / float off – всплывать / выплывать (способ погрузки)
- ft** – feet (foot) – фут (футы) = 30,48 см
- GRT liner** – gross register tonnage liner – лайнер регистрового брутто тоннажа
- GTT** – Gaz Transport and Technigaz – компания «Газ, Транспорт и Технигаз»
- h** – hour – час
- HMS** – Her Majesty's Ship – корабль ВМС Великобритании
- hp** – horse power – лошадиная сила (мощность), л.с.

ICT – Information and Communication Technologies – информационно-коммуникационные технологии
i.e. – id est (*лат.*) – that is – то есть, т.е.
in – inch – дюйм = 2,5 см
kg – kilogram – килограмм
km – kilometer – километр
km/h – kilometer per hour – километров в час
kn – knot – узел
kW – kilowatt – кВт – киловатт
LASH-carrier – lighters aboard ship-carrier – лихтеровоз
lb – pound – фунт = 0,453592 кг
LNG – liquid natural gas – жидкий природный газ
LO-LO – lift on / lift off – поднимать / опускать (способ погрузки)
Ltd – limited – общество с ограниченной ответственностью
m – meter – метр
MAN B&W Diesel – diesel engines for marine propulsion systems – дизельные двигатели для морских движущих систем
MARAD – the US Maritime Administration – Управление торгового флота США
MARPOL – Marine Pollution – the International Convention for the Prevention of Pollution from Ships – Международная конвенция по предотвращению загрязнения от судоходства
MFM – Marine Fuel Management – управление судовым топливом
mid – middle – середина
MIT – Massachusetts Institute of Technology – Массачусетский Технологический Институт
mm – millimeter – миллиметр
MP – member of Parliament – член Парламента
mph – mile per hour – миля в час
MS – motor ship – моторная лодка, теплоход, дизельное судно
mt – metric ton – метрическая тонна
MW – milliwatt – милливатт
NATO – North Atlantic Treaty Organization – Североатлантический союз
nmi – nautical mile – морская миля
NOx – oxides of nitrogen – окислы азота
o.a. length (o/a) – overall length – по всей длине
OBO ship – oil / bulk / ore-carrier – нефтерудовоз, балктанкер
OK – Okey – хорошо
OPA – Oil Pollution Act – Закон о запрете загрязнения прибрежных вод нефтью
OS – ordinary seaman – простой матрос
oz – ounce – унция = 28,35 г
PAHs – polycyclic aromatic hydrocarbons – полиароматические углеводороды
PBCFs – propeller boss cap fins – лопасти-обтекатели на ступице винта
pc – propulsive coefficient – пропульсивный коэффициент
plc – public limited company – компания с ограниченной ответственностью
p.m. – post meridiem (*лат.*) – после полудня
P&O – Peninsular and Oriental Steam Navigation Company – бывшая Британская компания судоходства и логистики
PROBO ship – product / oil / bulk / ore-carrier – судно, предназначенное для транспортировки нефтепродуктов, сырой нефти, навалочных грузов и руды
revs (сокр.) – reverse – оборот

RINA – Royal Institution of Naval Architects – Общество инженеров-кораблестроителей Великобритании
RMS – Royal Mail Ship – Королевское почтовое судно
RO-RO – roll on / roll off – вкатывать / выкатывать (способ погрузки)
ROV – remotely operated underwater vehicle – дистанционно управляемый подводный аппарат
RPM – round per minute – оборотов в минуту
R/V – Research Vessel – исследовательское судно
QE2 – Queen Elizabeth II – Королева Елизавета 2
QM2 – Queen Mary II – Королева Мэри 2
QV – Queen Victoria – Королева Виктория
SA – steward’s assistant – помощник стюарда
SAM – surface-to-air missile – ракета «земля-воздух»
SPURV – Special Purpose Underwater Research Vehicle – подводное исследовательское судно специального назначения
SS – steam ship – пароход
SSM – Surface-to-Surface Missiles – ракета «земля-земля»
St. – Saint – святой
Str. – steamer (сокр.) – пароход
STX Europe – Европейская группа Южнокорейской кораблестроительной компании
STX Shipbuilding – Южнокорейская кораблестроительная компания
TAVKR – heavy aircraft carrying missile cruiser – тяжелый авианесущий крейсер
UK – (the) United Kingdom (of Great Britain and Northern Ireland) – Соединенное Королевство Великобритании и Северной Ирландии
US – (the) United States (of America) – Соединенные Штаты Америки
USA – (the) United States of America – Соединенные Штаты Америки
USD – United States dollar – американский доллар
USS – United States Ship – корабль ВМС США
USSR – (the) Union of Soviet Socialist Republics – Союз Советских Социалистических Республик (СССР), Советский Союз
UUV – unmanned underwater vehicle – беспилотное подводное транспортное средство
via (*лат.*) – через
vice versa (*лат.*) – наоборот
VLC – vertical launching system – система вертикального старта
VOC – volatile organic component – летучее органическое соединение
w/l – length at waterline – длина по ватерлинии

Русские сокращения:

АК – артиллерийский комплекс
зд. – здесь
ФГОС ВПО – Федеральные государственные образовательные стандарты высшего профессионального образования

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Першина Елена Юрьевна

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