

Министерство образования и науки Российской Федерации

Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ КОРАБЛЕСТРОИТЕЛЕЙ

Часть 2. Магистратура

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»

Комсомольск-на-Амуре
2014

УДК 811.111:629.5(07)
ББК 81.2Англ-9
П279

Рецензенты:

Кафедра «Первый иностранный язык и переводоведение»
факультета филологии и межкультурной коммуникации ФГБОУ ВПО
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«Амурский гуманитарно-педагогический государственный университет»

Першина, Е. Ю.

П279 Английский язык для кораблестроителей : в 2 ч. : учеб. пособие /
Е. Ю. Першина. – Комсомольск-на-Амуре : ФГБОУ ВПО «КНАГТУ»,
2014.

ISBN 978-5-7765-0958-2

Ч. 2. – Магистратура. – 102 с.

ISBN 978-5-7765-1074-8 (Ч. 2)

Учебное пособие предназначено для магистров высших учебных заведений, обучающихся по направлению подготовки 180100 «Кораблестроение, океанотехника и системотехника объектов морской инфраструктуры».

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 72 часа аудиторных занятий.

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на-Амуре государственный
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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 магистра на овладение языком как средством общения, развивают способность проводить анализ научной литературы в рамках выбранной им специальности.

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

Автор

INTRODUCTION

Учебное пособие предназначено для магистров высших учебных заведений, обучающихся по направлению подготовки 180100 «Кораблестроение, океанотехника и системотехника объектов морской инфраструктуры» по профилю «Кораблестроение». Основной целью пособия является обучение чтению и пониманию профессионально ориентированных текстов, а также развитие умений и навыков разговорной речи и анализа аутентичной научной литературы.

Структура учебного пособия состоит из 5 уроков (Units), освещающих различные аспекты кораблестроения. Пособие направлено на аналитическую работу с профессионально ориентированной литературой. Лексический материал (особенно профессиональная тематика), представленный в данном пособии, является аутентичным. Учебное пособие снабжено тезаурусом (Thesaurus) и приложениями (Appendices).

Каждый урок второй части нацелен на развитие навыков работы с научной литературой, ее анализ и переработку.

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» (прил. 1). Рекомендации и образцы написания резюме и сопроводительных писем при трудоустройстве представлены в прил. 2. В приложения также включены тексты для аналитического чтения 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. Лексическая тематика уроков сориентирована на область кораблестроения и судоходства. Кроме того, лексическая наполняемость текстов и заданий, представленных в уроках 1-5 и в прил. 4, может представлять интерес и для аспирантов, обучающихся по программе подготовки «Кораблестроение, океанотехника и системотехника объектов морской инфраструктуры».

Учебное пособие рассчитано на 72 часа аудиторной работы.

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

Unit 1. ANALYTICAL READING

Задание 1. Прочитайте заголовок и подзаголовок к тексту. Считаете ли Вы, что заголовок несет более конкретную информацию, чем подзаголовок:

- а) да (см. задание 8 к тексту);
- б) нет (см. задание 6 к тексту).

Задание 2. Прочитайте текст, обращая внимание на сноски к тексту.

IMPROVING OPERATIONS WITH CERAMICS, PROPELLERS AND ENGINE MONITORING

The final sessions of The Motor Ship's Tenth Propulsion Conference, considered techniques, some already in use, for ships of the future

1. Thrusters developed for the offshore industry but used on ships have a slightly lower efficiency than a single traditional screw plus rudder. However, according to Mr. O. Bjorheden, of KaMeWa, whose paper dealt with thrusters and propellers, a thruster with a 'pulling' propeller combined with a streamlined gear housing, and a stay shaped like a conventional rudder gave comparable efficiency. There were a number of advantages of rotatable thrusters compared with conventional propulsion systems, he continued. For instance, steering gear was not need nor was room to house it necessary, and the engine room length could be reduced.

2. At low speeds the effectiveness of a rudder was at its poorest, a problem which naturally did not occur with a thruster; maneuvering therefore was improved at the lower end of speed range. Rudders also reduced the efficiency of the propellers.

3. He described a system, which was a development of the counter rotating propeller concept, in which two equally loaded counter-rotating propellers, coaxially mounted could give a 12 to 15 per cent improvement in efficiency over a propeller. In practice, the mechanical problems in installing such a system inhibited its widespread application¹.

4. But the concept could be realized, Mr. Bjorheden said, using a main propeller, conventionally driven, and a thruster, mounted further aft and in line but facing forward and rotating in the opposite direction, driven through a bevel gear² by, for instance, an electric motor. This arrangement exploits the rotational losses in the propeller's slipstreams³, and can improve hydrodynamic efficiency by 8 to 12 per cent. The thruster can also replace the rudder and steering gear, giving improved maneuverability.

5. This arrangement had been model tested on a number of ships, he continued. Details of one of the tests, and principal particulars of the vessel on which it was carried out are shown below. The improvement in fuel consumption was calculated at just over 2300 tons a years.

6. A similar test was carried out for a double-ended car and passenger ferry belonging to the Stena Line. Anticipated power gains⁴ for this ship were calculated to be between 5 to 8 per cent. The capital costs for installing these systems were approximately equal to the capital costs saved in steering gear, etc.

7. Another way of improving propulsion efficiency through the propeller was discussed by Mr. Kazuyuki Oychi of Mitsui OSK Lines. He pointed out that of the two main energy losses of the propeller, that is those associated with the tip vortex⁵ and those with the hub vortex⁶, only the former had been studied extensively. But significant gains in efficiency could be made, he said, by weakening the hub vortex, which would also reduce noise, vibration and cavitation⁷.

8. The way which had been investigated by the speaker's company was to modify the propeller characteristics through the addition of propeller boss cap fins⁸ (PBCFs); the concept is shown in the diagram below. The angle and shape of the boss fins were varied throughout a series of model tests and an improvement in propeller efficiency of about 2 to 3 per cent was anticipated. This arrangement was used with a car carrier, *Mercury Ace*, the principle particulars of which are shown below, giving an efficiency improvement of about 4 per cent. The difference between the anticipated and actual figure was attributed to scale effect. No change in maneuvering capability was observed.

9. In the last presentation at The Motor Ship's Propulsion Conference on the prospect for ceramics in diesel engine (March 2000), Dr. Buckley-Golder of Harwell Laboratory noted that ceramics were about three times harder than metals, had melting temperature⁹ about twice that of metals, and had about a third of the expansion coefficient of most metals.

10. These characteristics could be exploited in the manufacture of diesel engines, he continued, although because ceramics were very weak in tension, applications were limited. Their properties would be most useful in the liner, replacing it completely or in part, the piston, either replacing the crown or the complete piston, exhaust valve facings, the exhaust port, and possibly the inlet port. It might be possible to get rid of the water jacket¹⁰, he continued, which could give a much smaller engine and perhaps an increase in hydrodynamic efficiency.

11. He went on to discuss the predictions made by industrial and research workers on the likely use of ceramics by the year 2005.

By that time there was a 50/50 probability that ceramics would be successfully used in adiabatic components such as turbochargers and wear parts. In general, although the proportion by weight of the material in engines would be small, "the technical and economic consequences could be dramatic", he concluded.

12. The use of ceramics in diesel engines was felt to be unlikely in the near future, according to Mr. Katayama of Mitsubishi, who touched on the research his company, in conjunction with other major shipbuilders in Japan, was undertaking in this field. "I don't see a bright future for ceramics in ... this application", he said. But he felt more optimistic about their use in turbochargers and, "in the very near future we will produce a ceramic turbine".

13. USE ORIENTED EXPERT SYSTEMS. A performance evaluation system for two-stroke diesel engines known as CAPA (computer aided performance analysis) was described by Mr. Joannes Kjolbro of MAN B&W. The system was based on a set of engine measurements taken under steady load. The data were entered by keyboard on to a conventional pc¹¹. Mr. Kjolbro noted that there were possibilities of inputting directly from suitable interfaces with the engine sensors.

14. The stored information, he explained, was used for developing maintenance procedures and fault diagnosis. The program would generate a set of performance curves¹² which were corrected for ambient¹³ conditions. The computer would then indicate those parameters which had exceeded the limits as defined by the curves. A typical printout is shown below showing the indicated pressure deviation for each cylinder of an eight cylinder engine.

Notes to the text:

- 1) *to inhabit application* – вызывать необходимость использования;
- 2) *bevel gear* – ремённая передача;
- 3) *slipstream* – струя за гребным винтом;
- 4) *anticipated gains* – ожидаемая, предполагаемая экономия;
- 5) *tip vortex* – концевой вихрь;
- 6) *hub vortex* – вихрь у ступицы;
- 7) *cavitation* – кавитация, образование пустот;
- 8) *propeller boss cap fins* – лопасти-обтекатели на ступице винта;
- 9) *melting temperature* – температура плавления;
- 10) *water jacket* – водяной кожух;
- 11) *pc* – propulsive coefficient;
- 12) *curve* – кривая;
- 13) *ambient* – окружающий.

Задание 3. Переведите фразы 'techniques', 'some already in use', 'for ships of the future' в подзаголовке и 'propellers' and 'engine monitoring' – в заголовке (см. задание 35).

Задание 4. Можете ли Вы сказать, что является источником информации данной статьи? (см. задание 9).

Задание 5. Просмотрите текст по абзацам и определите, сколько докладов с 10-й конференции освещается в статье:

- а) 5; б) 3; в) 4 (см. задание 11).

Задание 6. Если Вы считаете, что в подзаголовке содержится более конкретная информация, то, вероятно, Вас ввела в заблуждение фраза ‘techniques’, ‘some already in use’, ‘for ships of the future’ (вернитесь к заданию 3).

Задание 7. Определите, в каких абзацах текста говорится:

а) о двух диаграммах; б) рисунке; в) диаграмме; г) двух фото винтов; д) фото клапана; е) распечатке (см. задание 12).

Задание 8. Вы правы, в заголовке дана более конкретная информация. Переходите к заданию 4.

Задание 9. Материалы заключительного заседания 10-й конференции *The Motor Ship* по энергетическим установкам послужили основным источником информации. Переходите к заданию 5.

Задание 10. Просмотрите абзацы с 1 по 6 включительно и укажите, о чем идет речь в первом докладе:

а) общие проблемы фирмы; б) проблемы ускорителей и винтов; в) трудности испытания установок; г) испытания установки: основной винт и ускоритель, вращающийся в противоположном направлении движению винта; д) система винтов противоположного вращения; е) испытания на ряде судов и на пассажирском пароме (см. задание 14).

Задание 11.

Ответ: а) 5.

Переходите к заданию 7.

Задание 12.

Ответ: а) 5; б) 8; в) 10; г) 14.

Переходите к заданию 10.

Задание 13. Прочитайте абзацы 7-й и 8-й и скажите, как пытается решить проблему эффективности хода компания *Mitsui OSK Lines*:

а) модификацией характеристик винта путем установки дополнительных лопастей-обтекателей на его ступице (PBCFs) – (см. задание 17);

б) путем регулировки угла и формы лопастей-обтекателей на ступице вала (см. задание 19).

Задание 14.

Ответ: б), г), д), е).

Переходите к заданию 13.

Задание 15. Просмотрите 7-й абзац и скажите, какая из двух основных причин энергетических потерь винта изучена всесторонне:

- а) концевой вихрь (см. задание 18);
- б) вихрь у ступицы (см. задание 20).

Задание 16. Прочитайте 9-й абзац и скажите, о чем в нем подробно идет речь:

- а) о перспективе использования керамики в дизельных двигателях (см. задание 21);
- б) преимуществах керамики перед металлами (см. задание 23).

Задание 17.

Ответ: а).

Переходите к заданию 15.

Задание 18.

Ответ: а).

Переходите к заданию 16.

Задание 19. Регулировка угла и формы лопастей-обтекателей на ступице вала – это детали общего пути решения проблемы, не так ли? Переведите начало 8-го абзаца. Вернитесь к заданию 13.

Задание 20. Уточните значение слова *the former*. Переведите второе предложение 7-го абзаца. Вернитесь к заданию 15.

Задание 21. Переведите 9-й абзац, обратив внимание на то, что подчеркнул доктор Бакли-Гольдер. Вернитесь к заданию 16.

Задание 22. Прочитайте 10-й абзац и скажите, для каких частей двигателей особенно перспективна керамика:

а) для втулки, поршня и его короны, облицовки выхлопного клапана, выхлопного окна, водяного кожуха (см. задание 24);

б) втулки, поршня и его короны, облицовки выхлопного клапана, выхлопного окна (см. задание 29).

Задание 23. Вы правы. Переходите к следующему заданию.

Задание 24. Уточните значение фразы to get rid of и переведите последнее предложение 10-го абзаца. Вернитесь к заданию 22.

Задание 25. Прочитайте 11-й абзац и скажите, о какой перспективе применения керамики говорится в нем конкретно (см. задание 28).

Задание 26. Согласны ли Вы с тем, что в 12-м абзаце речь идет о мнении представителя фирмы Mitsubishi о перспективности керамики в изготовлении дизельных двигателей:

а) да (см. задание 30); б) нет (см. задание 32).

Задание 27. Прочитайте два последних абзаца и скажите, что означает CAPA:

а) постоянная нагрузка (см. задание 31);

б) диагностика неисправностей (см. задание 33);

в) компьютерный анализ характеристик (см. задание 34).

Задание 28. Речь идет о перспективе успешного применения керамики в изготовлении адиабатических компонентов, например, турбоагрегатов. Переходите к заданию 26.

Задание 29. Вы правы. Переходите к заданию 25.

Задание 30. Вы правы. Переходите к заданию 27.

Задание 31. Вы ошиблись. Переведите первые два предложения 13-го абзаца. Вернитесь к заданию 27.

Задание 32. Подготовьте одно из сообщений:

а) аннотация статьи;

б) сообщение о проблемах, рассмотренных на конференции (приведите ряд примеров);

- в) расскажите о PVCFS (название дайте на английском и русском языках);
- г) сделайте сообщение от лица доктора Бакли-Гольдера;
- д) сделайте сообщение от лица господина Катайямы;
- е) сделайте сообщение от лица господина Казийюки Оучи;
- ж) сделайте сообщение от лица господина Бйоргедена;
- з) сделайте отчет о Вашей работе на конференции на заседании правления Вашей фирмы (по выбору, их 4);
- и) сделайте сообщение о Вашей работе на конференции для своих коллег в Гаруэльской лаборатории.

Задание 33. Вы ошиблись. Переведите первое предложение 14-го абзаца. Вернитесь к заданию 27.

Задание 34. Вы правы. Поздравляем с окончанием работы над текстом. Переходите к заданию 32.

Задание 35. Методы, ряд из которых уже используется для судов будущего; улучшение; керамика, винты и управление двигателями. Вернитесь к заданию 3.

Unit 2. SCANNING

Задание 1. Определите тему каждого абзаца.

1. Archaeological evidence indicates that humans arrived on New Guinea at least 60,000 years ago, probably by sea from Southeast Asia during an ice age period when the sea was lower and distances between islands shorter (See History of Papua New Guinea). The ancestors of Australian Aborigines and New Guineans went across the Lombok Strait to Sahul by boat over 50,000 years ago.

2. Design work, also called naval architecture, may be conducted using a ship model basin. Modern ships, since roughly 1940, have been produced almost exclusively of welded steel. Early welded steel ships used steels with inadequate fracture toughness, which resulted in some ships suffering catastrophic brittle fracture structural cracks (see problems of the Liberty ship). Since roughly 1950, specialized steels such as ABS Steels with good properties for ship construction have been used. Although it is commonly accepted that modern steel has eliminated brittle fracture in ships, some controversy still exists. Brittle fracture of modern vessels continues to occur from time to time as the use of grade A and grade B steel of unknown toughness or fracture appearance transition temperature (FATT) in way of ships' side shells can be less than adequate for all ambient conditions.

3. Marine Engineering involves the design, construction, installation, operation and support of the systems and equipment which propel and control marine vehicles, and of the systems which make a vehicle or structure habitable for crew, passengers and cargo.

Marine Engineering is allied to mechanical engineering, although the modern marine engineer requires knowledge (and hands on experience) with electrical, electronic, pneumatic, hydraulic, chemistry, control engineering, naval architecture or ship design, process engineering, steam generations gas turbines and even nuclear technology on certain military vessels.

4. An autonomous underwater vehicle (AUV) is a robot which travels underwater. In military applications, AUVs are also known as unmanned undersea vehicles (UUVs). AUVs constitute part of a larger group of undersea systems known as unmanned underwater vehicles, a classification that includes non-autonomous remotely operated underwater vehicles (ROVs) – controlled and powered from the surface by an operator / pilot via an umbilical.

5. Many marine vessels do not provide a way for captain and crew to measure and monitor fuel usage while underway. An optimum system onboard would include the ability to instantaneously monitor fuel burn rates from the wheelhouse. Individual engine and generator burn rates would be included, as well as fuel tank levels. This proactive monitoring would allow the crew to make decisions that positively impact fuel burn rates and efficiency.

Задание 2. Определите тему всего текста, тему каждого абзаца, ключевые слова, ключевые предложения каждого абзаца и основную мысль текста.

In some parts of the world, fuel theft is an ongoing concern. Consequently, the accurate measurement of fuel taken on board coupled with the fuel actually consumed by engines and generators, is an important part of MFM. Meters should be installed in all fuel transfer lines so accurate fueling data can be captured. This data can then be compared with burn rates to determine whether fuel is being transferred off the vessel secretly.

Beyond fuel theft, many governmental jurisdictions require that all fuel spill incidents be recorded and reported to the local authorities. For example, the Marine Department of the Government of Hong Kong has specific guidelines for responding to accidental marine fuel spills which reflect international requirements as promulgated by MARPOL, the International Convention for the Prevention of Pollution from Ships.

Additionally, accounting for fuel usage at various points along a voyage provides the ability to tie fuel burn and its associated costs to shipping or con-

tainer rates. For example, understanding how a vessel burns fuel on certain parts of a voyage, allows the more accurate bidding of container rates so profit margins stay healthy. Consequently, varying shipping rates based on documented fuel usage rates can allow a shipper to bid more aggressively.

A modern marine fuel management system would help in monitoring fuel usage, fuel transfers, and could be configured to sound an audible alarm when refilling fuel tanks might lead to a spill.

Задание 3. Прочитайте следующий абзац. Из предложенных ниже предложений выберите к нему наиболее подходящее ключевое предложение и объясните свой выбор.

Discovered by Egyptologist David O'Connor of New York University, woven straps were found to have been used to lash the planks together, and reeds or grass stuffed between the planks helped to seal the seams. Because the ships are all buried together and near a mortuary belonging to Pharaoh Khasekhemwy, originally they were all thought to have belonged to him, but one of the 14 ships dates to 3000 BC, and the associated pottery jars buried with the vessels also suggest earlier dating. The ship dating to 3000 BC was 75 feet long and is now thought to perhaps have belonged to an earlier pharaoh. According to Professor O'Connor, the 5,000-year-old ship may have even belonged to Pharaoh Aha.

Choices:

1. Woven straps were used to lash the planks together as early as 3000 BC.
2. Egyptologist David O'Connor discovered the ships were all buried together.
3. Pottery jars buried with the vessels.
4. The 5,000-year-old ship belonged to Pharaoh Aha.

Задание 4. Напишите ключевое предложение к каждому из приведенных абзацев.

1. Early Egyptians also knew how to assemble planks of wood with tree-nails to fasten them together, using pitch for caulking the seams. The *Khufu ship*, a 43.6-meter vessel sealed into a pit in the Giza pyramid complex at the foot of the Great Pyramid of Giza in the 4th Dynasty around 2500 BC, is a full-size surviving example which may have fulfilled the symbolic function of a solar barque. Early Egyptians also knew how to fasten the planks of this ship together with mortise and tenon joints.

2. The world's first tidal dock was built around 2500 BC during the Harappan civilization at Lothal near the present day Mangrol harbour on the Guja-

rat coast in India. Other ports were probably at Balakot and Dwarka. However, it is probable that many small-scale ports, and not massive ports, were used for the Harappan maritime trade. Ships from the harbour at these ancient port cities established trade with Mesopotamia. Shipbuilding and boatmaking may have been prosperous industries in ancient India. Native labourers may have manufactured the flotilla of boats used by Alexander the Great to navigate across the Hydaspes and even the Indus, under Nearchos. The Indians also exported teak for shipbuilding to ancient Persia. Other references to Indian timber used for shipbuilding is noted in the works of Ibn Jubayr.

Задание 5. Замените некоторые выражения в предложениях так, чтобы смысл не менялся, используя слова-коннекты.

Useful expressions and linking words:

some / many	claim / suggest / argue / feel that ...
most people / experts /	maintain / believe / point out / agree / hold that ...
scientists / skeptics / critics	advocate / support the view that ...
	oppose the view that ...
	are in favor of / against ...
	are of the opinion that / convinced that ...
	are opposed to ...

1. The naval history of China stems back to the Spring and Autumn Period (722 BC–481 BC) of the ancient Chinese Zhou Dynasty.

Most experts point out

2. The ancient Chinese also built ramming vessels as in the Greco-Roman tradition of the trireme, although oar-steered ships in China lost their favor very early on.

Skeptics are opposed to

3. Isambard Brunel's *Great Britain* of 1843 was the first radical new design, built entirely of iron, using stringers for strength, inner and outer hulls, and bulkheads to form multiple watertight compartments.

Most people are in favor of

4. The world's largest shipyard in Ulsan operated by Hyundai Heavy Industries is so efficient that a new \$80 million vessel slips into the water every four working days.

Most people oppose the view that

5. In 2007, STX Shipbuilding acquired Aker Yards, the largest shipbuilding group in Europe, renaming the company to STX Europe in 2008, further strengthening South Korea's dominant position in the industry.

Some critics argue that

Задание 6. Прочитайте следующие предложения и скажите, чем является информация из второго предложения по отношению к информации из первого – дополнением или противопоставлением. Соедините предложения, используя слова-коннекты (фразы, выражающие противопоставления приведены ниже).

Linking words expressing contrasting points:

on the other hand / however / still / yet / but / nonetheless / nevertheless / even so / although / though / even though / while / whilst / whereas / despite / in spite of / regardless of the fact that	it may be said / argued / claimed that ... others / many people oppose this viewpoint / (strongly) disagree / claim / feel / believe this argument is misguided / incorrect
opponents of ... argue / believe / claim that ... the fact that ... contradicts the belief / idea that ...	while it is true to say that ..., in fact ... while / although ..., it cannot be denied that ...

1. Design work is also called naval architecture. Design work may be conducted using a ship model basin.

2. Modern ships, since roughly 1940, have been produced almost exclusively of welded steel. Early welded steel ships used steels with inadequate fracture toughness.

3. Early welded steel ships used steels with inadequate fracture toughness. Some ships suffered catastrophic brittle fracture structural cracks.

4. Modern steel has eliminated brittle fracture in ships. Brittle fracture of modern vessels continues to occur from time to time.

5. Modern shipbuilding makes considerable use of prefabricated sections; entire multi-deck segments of the hull or superstructure will be built elsewhere in the yard, transported to the building dock or slipway, and then lifted into place. This is known as ‘block construction’.

Задание 7. Прочитайте приведенные ниже заключения и скажите, являются ли они обдуманым предположением или выражают косвенное или непосредственное мнение автора.

Conclusions expressing balanced considerations / opinions indirectly:

In conclusion	it can / must be said / claimed that ...
On balance	it seems / appears ...
All things considered	it would seem that ...
Taking everything into account / consideration	it is (un)likely / possible / foreseeable that ...
To conclude	it is clear / obvious that ...
To sum up	there is no / little doubt that ... the best course of action would be to ...

All in all	achieving a balance between would be ...
Finally / Lastly	it is true to say that ...
Although it must be said that ...	All things considered, the obvious conclusion to be drawn is that ...
It may be concluded / said that ...	There is not absolute answer to the question of ... In light of this evidence, it is clear / obvious that ...

Conclusion expressing opinion directly:

In conclusion	it is my belief / opinion that ...
On balance	I (firmly) believe / feel / think that ...
All things considered	I am convinced that ...
Taking everything into account / consideration	I am inclined to believe that ... I (do not) agree that / with ...
To conclude	Taking everything into account , I therefore conclude /
To sum up	feel / believe that ...
All in all	For the above-mentioned reasons, therefore, I (firmly) believe that ...

1. To conclude, although it must be said that shipbuilding (which encompasses the shipyards, the marine equipment manufacturers and a large number of service and knowledge providers) is an important and strategic industry in a number of countries around the world.

2. For the above-mentioned reasons, therefore, I firmly believe that shipbuilding encompasses the shipyards, the marine equipment manufacturers and a large number of service and knowledge providers.

3. To sum up, it would seem that historically, the industry has suffered from the absence of global rules and a tendency of (state-supported) over-investment due to the fact that shipyards offer a wide range of technologies, employ a significant number of workers and generate foreign currency income (as the shipbuilding market is dollar-based and a global one). Shipbuilding is therefore an attractive industry for developing nations.

4. On the balance, it seems that, as a result, the world shipbuilding market suffers from over-capacities, depressed prices, low profit margins, trade distortions and widespread subsidization.

Задание 8. Используя различные слова-коннекты, напишите абзацы со следующими ключевыми предложениями.

1. I believe that Marine Engineering on board a ship refers to the operation and maintenance of the propulsion and other systems.

2. As far as I concerned, shipbuilding is the construction of ships.

3. In my opinion, shipbuilding and ship repairs, both commercial and military, are referred to as the 'naval sector'.

Unit 3. ABSTRACT

Задание 1. Прочтите внимательно текст. Составьте на английском языке план текста, выделив его основные темы. План можно составить в вопросной, назывной или тезисной форме.

MARITIME HISTORY

The ancient Egyptians were perfectly at ease building sailboats. A remarkable example of their shipbuilding skills was *The Khufu ship*, a vessel 143 feet (44 m) in length entombed at the foot of the Great Pyramid of Giza around 2,500 BC and found intact in 1954. According to Herodotus, the Egyptians made the first circumnavigation of Africa around 600 BC.

The Phoenicians and Greeks gradually mastered navigation at sea aboard triremes, exploring and colonizing the Mediterranean via ship. Around 340 BC, the Greek navigator Pytheas of Massalia ventured from Greece to Western Europe and Great Britain.

Before the introduction of the compass, celestial navigation was the main method for navigation at sea. In China, early versions of the magnetic compass were being developed and used in navigation between 1040 and 1117. The true mariner's compass, using a pivoting needle in a dry box, was invented in Europe no later than 1300.

Задание 2. Ознакомьтесь с образцами планов к вышеупомянутому тексту. Сравните со своим планом.

План в вопросной форме:

1. What is *The Khufu ship*?
2. When was the first Africa-round voyage made?
3. What were the first navigation ships and ventured lands?
4. Did celestial navigation occur before Chinese invention of the compass?

План в назывной форме:

1. *The Khufu ship*.
2. The first Africa-round voyage.
3. The first navigation ships and ventured lands.
4. Celestial navigation and the invention of the compass.

План в тезисной форме:

1. A remarkable example of their shipbuilding skills was *The Khufu ship*.
2. The Egyptians made the first circumnavigation of Africa around 600 BC.
3. Greeks ventured from Greece to Western Europe and Great Britain on triremes.

4. Before the introduction of the compass, celestial navigation was the main method.

Задание 3. Прочитайте текст.

MARINE ENGINEERING

Marine Engineering involves the design, construction, installation, operation and support of the systems and equipment which propel and control marine vehicles, and of the systems which make a vehicle or structure habitable for crew, passengers and cargo.

Marine Engineering is allied to mechanical engineering, although the modern marine engineer requires knowledge (and hands on experience) with electrical, electronic, pneumatic, hydraulic, chemistry, control engineering, naval architecture or ship design, process engineering, steam generations gas turbines and even nuclear technology on certain military vessels.

Marine Engineering on board a ship refers to the operation and maintenance of the propulsion and other systems, such as: electrical power generation plant, lighting, air conditioning, refrigeration, and water systems on board the vessel. This work is carried out by Marine Engineering Officers, who usually train via cadetships sponsored by a variety of Maritime organizations.

Marine engineering also embraces other areas, such as Autonomous Underwater Vehicle research, Marine renewable energy research, and careers related to the offshore extractive and infrastructure (Cable Laying) industries.

Задание 4. Выполните следующие задания по тексту и составьте его краткий план.

1. According to the text, Marine Engineering
 - a) propel and control marine vehicles;
 - b) means the design, construction, installation, operation and support of the systems and equipment aboard a ship;
 - c) make a vehicle or structure habitable for crew, passengers and cargo.

2. What is implied in the final paragraph?
 - a) Training of sea engineers is held by a variety of Maritime organizations.
 - b) Marine Engineering on board a ship refers to the operation and maintenance of the propulsion and other systems.
 - c) Marine engineering deals with such areas as underwater research, energy research, and infrastructure industries.

Задание 5. Прочитайте следующую статью.

An autonomous underwater vehicle (AUV) is a robot which travels underwater. In military applications, AUVs are also known as unmanned undersea vehicles (UUVs). AUVs constitute part of a larger group of undersea systems known as unmanned underwater vehicles, a classification that includes non-autonomous remotely operated underwater vehicles (ROVs) – controlled and powered from the surface by an operator / pilot via an umbilical.

Some of the first AUVs were developed by the Applied Physics Laboratory at the University of Washington as early as 1957. The ‘Special Purpose Underwater Research Vehicle’, or SPURV, was used to study diffusion, acoustic transmission, and submarine wakes.

Other early AUVs were developed at the Massachusetts Institute of Technology in the 1970s. One of these is on display in the Hart Nautical Gallery in MIT. At the same time, AUVs were also developed in the former Soviet Union (although this was not commonly known until much later).

The oil and gas industry uses AUVs to make detailed maps of the seafloor before they start building subsea infrastructure; pipelines and subsea completions can be installed in the most cost effective manner with minimum disruption to the environment.

A typical military mission for an AUV is to map an area to determine if there are any mines, or to monitor a protected area (such as a harbor) for new unidentified objects. AUVs are also employed in anti-submarine warfare, to aid in the detection of manned submarines.

Scientists use AUVs to study lakes, the ocean, and the ocean floor. A variety of sensors can be affixed to AUVs to measure the concentration of various elements or compounds, the absorption or reflection of light, and the presence of microscopic life.

Most AUVs in use today are powered by rechargeable batteries (lithium ion, lithium polymer, nickel metal hydride etc). Some vehicles use primary batteries which provide perhaps twice the endurance – at a substantial extra cost per mission. A few of the larger vehicles are powered by aluminum based semi-fuel cells.

Задание 6. Просмотрите текст еще раз и выберите для него подходящий заголовок.

1. Underwater devices.
2. Autonomous underwater vehicle.
3. Unmanned undersea vehicles.
4. Underwater investigations.

Задание 7. Поменяйте порядок следующих пунктов плана так, чтобы он соответствовал содержанию статьи.

1. Commercial applications of an AUV.
2. The history of an AUV development.
3. Power of an AUV.
4. Military applications of an AUV.
5. Definition of an autonomous underwater vehicle.
6. Scientific research use of an AUV.

Задание 8. Пользуясь планом, составьте конспект этой статьи.

Задание 9. Прочитайте текст. Составьте развернутый план, а затем конспект, охарактеризовав основные принципы гидродинамики. Озаглавьте текст.

The advance of a vessel through water is resisted by the water. This resistance can be broken down into several components, the main ones being the friction of the water on the hull and wave making resistance. To reduce resistance and therefore increase the speed for a given power, it is necessary to reduce the wetted surface and use submerged hull shapes that produce low amplitude waves. To do so, high-speed vessels are often more slender, with fewer or smaller appendages. The friction of the water is also reduced by regular maintenance of the hull to remove the sea creatures and algae that accumulate there. Antifouling paint is commonly used to assist in this. Advanced designs such as the bulbous bow assist in decreasing wave resistance.

A simple way of considering wave-making resistance is to look at the hull in relation to its wake. At speeds lower than the wave propagation speed, the wave rapidly dissipates to the sides. As the hull approaches the wave propagation speed, however, the wake at the bow begins to build up faster than it can dissipate, and so it grows in amplitude. Since the water is not able to ‘get out of the way of the hull fast enough’, the hull, in essence, has to climb over or push through the bow wave. This results in an exponential increase in resistance with increasing speed.

This hull speed is found by the formula:

$$\text{knots} \approx 1.34 \times \sqrt{L\text{ft}}$$

or, in metric units:

$$\text{knots} \approx 2.5 \times \sqrt{L\text{m}},$$

where L is the length of the waterline in feet or meters.

When the vessel exceeds a speed / length ratio of 0.94, it starts to outrun most of its bow wave, and the hull actually settles slightly in the water as it is now only supported by two wave peaks. As the vessel exceeds a speed / length

ratio of 1.34, the hull speed, the wavelength is now longer than the hull, and the stern is no longer supported by the wake, causing the stern to squat, and the bow rise. The hull is now starting to climb its own bow wave, and resistance begins to increase at a very high rate. While it is possible to drive a displacement hull faster than a speed / length ratio of 1.34, it is prohibitively expensive to do so. Most large vessels operate at speed / length ratios well below that level, at speed / length ratios of under 1.0.

For large projects with adequate funding, hydrodynamic resistance can be tested experimentally in a hull testing pool or using tools of computational fluid dynamics [6, 97].

Vessels are also subject to ocean surface waves and sea swell as well as effects of wind and weather. These movements can be stressful for passengers and equipment, and must be controlled if possible. The rolling movement can be controlled, to an extent, by ballasting or by devices such as fin stabilizers. Pitching movement is more difficult to limit and can be dangerous if the bow submerges in the waves, a phenomenon called pounding. Sometimes, ships must change course or speed to stop violent rolling or pitching.

Задание 10. Составьте конспект следующей статьи.

HYDROSTATICS

Boats and ships are kept on (or slightly above) the water in three ways:

- for most vessels, known as displacement vessels, the vessel's weight is offset by that of the water displaced by the hull;
- for planing ships and boats, such as the hydrofoil, the lift developed by the movement of the foil through the water increases with the vessel's speed, until the vessel is foilborne;
- for non-displacement craft such as hovercraft and air-cushion vehicles, the vessel is suspended over the water by a cushion of high-pressure air it projects downwards against the surface of the water.

A vessel is in equilibrium when the upwards and downwards forces are of equal magnitude. As a vessel is lowered into the water its weight remains constant but the corresponding weight of water displaced by its hull increases. When the two forces are equal, the boat floats. If weight is evenly distributed throughout the vessel, it floats without trim or heel.

A vessel's stability is considered in both this hydrostatic sense as well as a hydrodynamic sense, when subjected to movement, rolling and pitching, and the action of waves and wind. Stability problems can lead to excessive pitching and rolling, and eventually capsizing and sinking.

Unit 4. SUMMARY

Задание 1. Прочитайте текст. Напишите его краткое содержание, используя следующие выражения:

1. The paper attempts to provide
2. ... are discussed briefly.
3. They include
4. The conclusion is as follows

TUMBLEHOME

In ship design the tumblehome is the narrowing of a ship's hull with greater distance above the water-line. Expressed more technically, it is present when the beam at the uppermost deck is less than the maximum beam of the vessel.

A small amount of tumblehome is normal in many designs in order to allow any small projections at deck level to clear wharves.

Tumblehome was common on wooden warships for centuries. In the era of oared combat ships it was quite common, placing the oar ports as far abeam as possible. This also made it more difficult to board by force, as the ships would come to contact at their widest points, with the decks some distance apart. The narrowing of the deck above this point made the boat more stable by lowering the weight above the waterline, which is one of the reasons it remained common during the age of cannon-armed ships. In addition, the sloping sides of a tumblehome ship increased the effective thickness of the hull versus flat horizontal trajectory gunfire (a straight line through faced more material to penetrate) and also increased the likelihood of a shell striking the hull being deflected – much the same reasons that later tank armor was sloped.

It can be seen well in steel constructed warships of the early 1880s when the United States and most European navies began building steel warships. France was predominately strong in promoting the tumblehome design in their warships, advocating tumblehome reduced the weight of the upper deck, as well as making the vessels more seaworthy and creating greater freeboard. France sold their newly constructed pre-dreadnought battleship *Tsesarevich* to the Russian Imperial Navy in time for it to fight as Admiral Wilgelm Vitgeft's flagship at the Battle of the Yellow Sea on 10 August 1904. The Russo-Japanese War did prove however, that the controversial tumblehome battleships were excellent for transiting across the globe, especially when encountering narrow canals, and other waterways; but still could prove dangerously unstable when watertight integrity was breached. However, the five follow-on tumblehome designed *Borodino*-class battleships, which had been built in Russian yards to *Tsesarevich*'s basic design, fought the only decisive steel battleship fleet action in naval histo-

ry on 27 May 1905 at Tsushima. The fact that three of the four (the fifth battleship, the *Slava* was not completed in time) ‘tumblehome’ *Borodino*-class battleships were lost in this battle, resulted in the discontinuing of the tumblehome design in future warships for nearly all navies.

A degree of tumblehome also facilitates paddling in a canoe or kayak (*Mather*, 1885); while a greater degree of flare (its opposite) accommodates more cargo (*Vaillancourt*).

Задание 2. Напишите реферат, используя информацию следующего текста.

CRUISE SHIP

Cruise ship or cruise liner is a passenger ship used for pleasure voyages, where the voyage itself and the ship’s amenities are part of the experience, as well as the different destinations along the way. Transportation is not the prime purpose, as cruise ships operate mostly on routes that return passengers to their originating port, so the ports of call are usually in a specified region of a continent.

In contrast, dedicated transport oriented ocean liners do ‘line voyages’ and typically transport passengers from one point to another, rather than on round trips. Traditionally, an ocean liner for the transoceanic trade will be built to a higher standard than a typical cruise ship, including high freeboard and stronger plating to withstand rough seas and adverse conditions encountered in the open ocean, such as the North Atlantic. Ocean liners also usually have larger capacities for fuel, victuals, and other stores for consumption on long voyages, compared to dedicated cruise ships.

Although often luxurious, ocean liners had characteristics that made them unsuitable for cruising, such as high fuel consumption, deep draught that prevented them from entering shallow ports, enclosed weatherproof decks that were not appropriate for tropical weather, and cabins designed to maximize passenger numbers rather than comfort (few if any private verandas, a high proportion of windowless suites). The modern cruise ships, while sacrificing qualities of seaworthiness, have added amenities to cater to tourists, and recent vessels have been described as ‘balcony-laden floating condominiums’.

The lines between ocean liners and cruise ships have blurred, particularly with respect to deployment. Larger cruise ships have also engaged in longer trips such as transoceanic voyages which may not lead back to the same port for months (longer round trips). Some former ocean liners operate as cruise ships, such as *MS Marco Polo* and *MS Mona Lisa*, however this number is ever decreasing. The only dedicated transatlantic ocean liner in operation as a liner, as of February 2010, is the *Queen Mary 2* of the Cunard fleet; however, she also has the amenities of contemporary cruise ships and sees significant service on cruises.

Cruising has become a major part of the tourism industry, accounting for U.S. \$27 billion with over 18 million passengers carried worldwide in 2010. The world's largest cruise liner is Royal Caribbean International's *Oasis of the Seas*. The industry's rapid growth has seen nine or more newly built ships catering to a North American clientele added every year since 2001, as well as others servicing European clientele. Smaller markets, such as the Asia-Pacific region, are generally serviced by older ships. These are displaced by new ships in the high growth areas.

Задание 3. Дополните текст следующими словами и выражениями:

for most of, because of, based, a second ship, due for, however, was designed, estimated

Cunard Line is a British-American owned shipping company (1)... at Carnival House in Southampton, England and operated by Carnival UK. It has been a leading operator of passenger ships on the North Atlantic for over a century. In 1839, Canadian-born Samuel Cunard was awarded the first British transatlantic steamship mail contract, and the next year formed the British and North American Royal Mail Steam-Packet Company to operate the line's four pioneer paddle steamers on the Liverpool-Halifax-Boston route. (2)... the next 30 years, Cunard held the Blue Riband for the fastest Atlantic voyage. (3)..., in the 1870s Cunard fell behind its rivals, the White Star Line and the Inman Line. To meet this competition, in 1879 the firm was reorganized as Cunard Steamship Company, Ltd to raise capital.

White Star joined the American owned International Mercantile Marine Co. in 1902. The British Government provided Cunard with substantial loans and a subsidy to build two superliners needed to retain its competitive position. *Mauretania* held the Blue Riband from 1909 to 1929. The sinking of her sister ship *Lusitania* in 1915 was one of the causes of the United States' entering the First World War. In the late 1920s, Cunard faced new competition when the Germans, Italians and French built large prestige liners. Cunard was forced to suspend construction on its own new superliner (4)... the Great Depression. In 1934 the British Government offered Cunard loans to finish the *Queen Mary* and to build (5)..., the *Queen Elizabeth*, on the condition that Cunard merged with the then ailing White Star line to form Cunard White-Star Ltd. Cunard owned two-thirds of the new company. Cunard purchased White Star's share in 1947; the name reverted to the Cunard Line in 1950.

Winston Churchill (6)... that the two Queens helped to shorten the Second World War by at least a year. Upon the end of the war, Cunard regained its position as the largest Atlantic passenger line. By the mid 1950s, it operated twelve ships to the United States and Canada. After 1958, transatlantic passenger ships

became increasingly unprofitable because of the introduction of jet airliners. Cunard withdrew from its year round service in 1968 to concentrate on cruising and summer transatlantic voyages for vacationers. The *Queens* were replaced by the *Queen Elizabeth 2 (QE2)*, which (7)... for the dual role. In 1998 Cunard was acquired by the Carnival Corporation and five years later *QE2* was replaced on the Transatlantic runs by the *Queen Mary 2 (QM2)*. The line also operates the *Queen Victoria (QV)* and the forthcoming *Queen Elizabeth (QE)*, (8)... entry into service in 2010.

Задание 4. Дополните следующий план информацией из текста.

Introduction	The definition of Cunard Line and its foundation
Paragraph 1	The history of its development
Paragraph 2	The unprofitability of the organization
Conclusion	The replacement on transatlantic voyages

Задание 5. Составьте реферат на русском языке по теме “Cunard Line”, используя информацию из предыдущего задания, а также следующие тексты.

ECONOMICAL DEVELOPMENT FROM 1929 TILL 71

Despite the dramatic reduction in the North Atlantic passengers caused by the shipping depression beginning in 1929, the Germans, the Italians and the French commissioned new ‘ships of state’ prestige liners. The German *Bremen* took the Blue Riband at 27.8 knots (51.5 km/h) in 1933, the Italian *Rex* recorded 28.9 knots (53.5 km/h) on a westbound voyage the same year, and the French *Normandie* crossed the Atlantic in just under four days at 30.58 knots (56.63 km/h) in 1937. In 1930 Cunard ordered a 80,000 ton liner that was to be the first of two record-breakers fast enough to fit into a two-ship weekly Southampton-New York service. Work on hull 534 was halted in 1931 because of the economic conditions.

By 1934 the White Star Line was failing and the British Government was concerned about potential job losses. David Kirkwood, MP (Member of Parliament) for Clydebank where the unfinished hull 534 had been sitting idle for two and a half years, made a passionate plea in the House of Commons for funding to finish the ship and restart the dormant British economy. The government offered Cunard a loan of £3 million to complete hull 554 and an additional £5 million to build the second ship, if Cunard merged with White Star. The merger was accomplished by forming a new company, Cunard White Star, Ltd with Cunard owning about two-thirds of the capital.

Due to the surplus tonnage of the new combined Cunard White Star fleet many of the older liners were sent to the scrapyard, these included the *Mauretania* and the ex-White Star liners *Olympic* and *Homeric*. In 1936, the ex-White Star *Majestic* was sold when hull 534, now named *Queen Mary*, replaced her in the express mail service. *Queen Mary* reached 30.99 knots (57.39 km/h) on her 1938 Blue Riband voyage. Cunard started construction on the *Queen Elizabeth*, and a smaller ship, the second *Mauretania*, joined the fleet and which also could be used on the Atlantic run when one of the Queens was in drydock for overhaul. *Berengaria* was sold for scrap in 1938 after a series of fires.

During 1939-45 the Queens carried over two million servicemen and were credited by Churchill as helping to shorten the war by a year. All four of the large Cunard express liners, the two Queens, *Aquitania* and *Mauretania* survived, but many of the secondary ships were lost. Both the *Lancastria* and *Laconia* were sunk with heavy loss of life.

In 1947 Cunard purchased White Star's interest, and the company dropped the White Star name, and the company commissioned five freighters and two cargo liners. The *Caronia* was completed in 1949 as a permanent cruise liner and the *Aquitania* was retired the next year. Cunard was in an especially good position to take advantage of the increase in the North Atlantic travel during the 1950s and the Queens were a major generator of US currency for Great Britain. Cunard's slogan, "Getting there is half the fun", was specifically aimed at the tourist trade. Beginning in 1954, Cunard took delivery of a quartet of new 22,000-GRT intermediate liners for the Canadian route and the Liverpool-New York route. The last White Star motor ship, the *Britannic* of 1930, remained in service until 1960.

In 1960, a government appointed committee recommended the construction of project Q3, a conventional 75,000 GRT liner to replace *Queen Mary*. Under the plan, the government would loan Cunard the majority of the liner's cost. However, some Cunard stockholders questioned the plan at the June 1961 board meeting because trans-Atlantic flights were gaining in popularity. By 1963, the plan had been changed to a dual purpose 55,000 GRT ship that was designed to cruise in the off season. Ultimately, this ship came into service in 1969 as the 70,300 GRT *Queen Elizabeth 2*.

Within ten years of the introduction of jet airliners in 1958, most of the conventional Atlantic liners were gone. *Mauretania* was retired in 1965, the *Queen Mary* and *Caronia* in 1967, and the *Queen Elizabeth* in 1968. Two of the new intermediate liners were sold by 1970 and the other two were converted to cruise ships. Cunard tried operating scheduled air services to North America, the Caribbean and South America by forming BOAC-Cunard Ltd in 1962 with the British Overseas Airways Corporation, but this venture lasted only until 1966.

TRAFALGAR HOUSE YEARS

By 1971, when the line was purchased by the conglomerate Trafalgar House, Cunard operated cargo and passenger ships, hotels and resorts. Its cargo fleet consisted of 42 ships in service, with 20 on order. The flagship of the passenger fleet was the two-year-old *Queen Elizabeth 2*. The fleet also included the remaining two intermediate liners from the 1950s, plus two purpose-built cruise ships on order. Trafalgar acquired two additional cruise ships and disposed of the intermediate liners and most of the cargo fleet. During the Falklands War, the *QE2* and the *Cunard Countess* were chartered as troopships while Cunard's container ship *Atlantic Conveyor* was sunk by an Exocet missile.

Cunard acquired the Norwegian America Line in 1983, with two classic ocean liner / cruise ships. Also in 1983, the Trafalgar attempted a hostile takeover of P&O, another large passenger and cargo shipping line, which was formed the same year as Cunard. P&O objected and forced the issue to the British Monopolies and Mergers Commission. In their filing, P&O was critical of Trafalgar's management of Cunard and their failure to correct *QE2*'s mechanical problems. In 1984, the Commission ruled in favor of the merger, but Trafalgar decided against proceeding. In 1988, Cunard acquired Ellerman Lines and its small fleet of cargo vessels, organizing the business as Cunard-Ellerman, however, only a few years later, Cunard opted to exit the cargo business to focus solely on cruise ships. Cunard's cargo fleet was sold off between 1989 and 1991, with a single container ship, the second *Atlantic Conveyor*, remaining under Cunard ownership until 1996. In 1994 Cunard purchased the rights to the name of the Royal Viking Line and its *Royal Viking Sun*. The rest of Royal Viking Line's fleet stayed with the line's owner, Norwegian Cruise Line.

By the mid 1990s Cunard was ailing. The company was embarrassed in late 1994 when the *QE2* suffered humiliation in the media during the first voyage of the season because of unfinished renovation work. Claims from passengers cost the company US \$13 million. After Cunard reported a US \$25 million loss in 1995, Trafalgar assigned a new CEO to the line, who concluded that the company had management issues. In 1996 the Norwegian conglomerate Kværner acquired Trafalgar House, and attempted to sell Cunard. When there were no takers, Kværner made substantial investments to turn around the company's tarnished reputation.

CARNIVAL

In 1998 Cunard was sold to the cruise line conglomerate Carnival Corporation for US \$500 million. The next year Carnival acquired the remaining stock for US \$205 million. Each of Carnival's cruise lines is positioned to appeal to a different market, and Carnival was interested in rebuilding Cunard as a luxury

brand trading on its British traditions. Under the slogan “Advancing Civilization Since 1840”, Cunard’s advertising campaign sought to emphasize the elegance and mystique of ocean travel. Only the *QE2* and *Caronia* continued under the Cunard brand and the company started Project *Queen Mary* to build a new ocean liner / cruise ship for the transatlantic route.

By 2001 Carnival was the largest cruise company, followed by Royal Caribbean and P&O Princess Cruises, which had recently demerged from its parent P&O. When Royal Caribbean and P&O Princess agreed to merge, Carnival countered with a hostile takeover bid for P&O Princess. Carnival rejected the idea of selling Cunard to resolve antitrust issues with the acquisition. European and US regulators approved the merger without requiring Cunard’s sale. After the merger was completed, Carnival moved Cunard’s headquarters to the offices of Princess Cruises in Santa Clarita, California so that administrative, financial and technology services could be combined.

With the opening of Carnival House in Southampton in 2009, executive control of Cunard Line was subsequently transferred from Carnival Corporation, to Carnival UK, the primary operating company of Carnival plc¹. As the UK listed holding company of the group, Carnival plc now has complete executive control of all the groups’ activities in the UK, with all UK based brands, including Cunard, being headquartered in offices at Carnival House. Carnival plc has additional responsibility for the UK sales and marketing of Princess Cruises and in a similar manner, Carnival Corporation continues to operate an office for Cunard, with responsibility for the company’s US sales and marketing. As the sister company of P&O Cruises, Carnival plc also has control of P&O Cruises Australia.

In 2004, the 36-year-old *QE2* was replaced on the North Atlantic by *Queen Mary 2*. *Caronia* was sold and *QE2* continued to cruise until she was retired in 2008. In 2007 Cunard added a large cruise ship, *Queen Victoria*. She is not a sister for the *QM2*, being ordered by Carnival as a Vista class cruise ship for the Holland America Line. To reinforce Cunard traditions, the *QV* has a small museum on board. Cunard ordered a second Vista class cruise ship, *Queen Elizabeth*, scheduled for delivery in 2010.

The Halifax Maritime Museum of the Atlantic has a special display on the Cunard Line and a statute of Samuel Cunard is at the nearby waterfront.

Note to the text:

1) *plc* = *public limited company* – компания с ограниченной ответственностью.

Unit 5. ANNOTATION

Задание 1. Прочитайте и переведите следующие аннотации научных статей. Подберите для каждой соответствующий заголовок.

- a) 5th Maritime Communication & Technology Summit
- b) Improving Shipping Fleet Operations
- c) Enhancing Vessel Performance
- d) Tough New US Regulations for Cruise Ships

1. The Cruise Vessel Security and Safety Act 2010, due to become US law very shortly, imposes substantial requirements on cruise ships carrying over 250 passengers on international voyages which embark or disembark passengers in any US port. They concern design and construction, medical facilities, passenger and crew information, training and measures to report and combat crime. Non-compliance can result in denial of entry into US ports, civil penalties up to \$50,000 per violation and criminal penalties up to \$250,000 and/or one year's imprisonment.

All cruise ships must meet certain design and construction standards within 18 months of enactment. Rails must be 42 inches above the cabin deck, 2.5 inches more than the US Coast Guard's existing requirement. Passenger and crew cabin doors must have a "means of visual identification", such as peep-holes. Ships must be equipped with technology, if available, to detect persons fallen overboard, and with a video surveillance system to document crimes. In certain high risk areas, ships must have acoustic hailing and warning devices. All new-build cruise ships must provide latches and time-sensitive key technology on all passenger and crew cabin doors.

2. London, UK. ACI's 5th Maritime Communications and Technology Conference will focus on the latest developments in technologies across the maritime industry and examine how ship owners and managers use them to maximize operational efficiency and increase profits. The conference will consider integration and maintenance issues, assess real value of new and existing applications, show new investment areas in ICT and examine crew development and retention strategies.

Throughout the 2 days you will have the opportunity to hear from your industry peers and discover the hottest developments in maritime communications and technology:

- determine the return on investments in technologies for your fleet;
- understand how to integrate your ICT systems;
- examine the security of data transmission from ship to shore;
- hear how e-navigation systems improve safety;
- consider ICT solutions for onboard crew training and improving crew welfare;
- adopt new technologies to monitor and report onboard incidents.

3. Applied Weather Technology (AWT) announced that the Odfjell Group, a leading company in the seaborne transportation and storage of chemicals and other specialty bulk liquids with about 90 ships in its fleet, recently selected AWT's routing services and onboard voyage optimization system to help Odfjell enhance safety and efficiency, as well as reduce fuel consumption, costs and carbon emissions.

According to AWT, during the first 90 days of implementing its optimum ship routing services onboard approximately 65 tankers, Odfjell has seen a benefit with a number of vessels steering clear of severe storms, potentially preventing significant ship damage and/or crew injury. AWT was able to show time savings of 30 sailing days and a reduction of approximately 1,000 metric tons (MT) of fuel oil in this 90-day period. This equates to fuel savings of \$475,000 USD and a reduction in carbon emissions of 3,000 MT. As the period in question did not involve the entire fleet, savings are expected to increase in the future.

For the shipping industry overall, AWT routes more than 35,000 voyages per year and more ships per month than any other company. The company's staff of weather routing experts recommend the safest, most time-efficient or fuel-efficient routes by analyzing key variables including wind, sea and ocean currents as well as vessel type, age, stability, cargo and speed.

4. Kongsberg Maritime released three new monitoring and efficiency applications for its K-Chief automation system. The 'Fuel Saver' applications have been developed as part of Kongsberg Maritime's commitment to the Green Ship concept, and through the provision of detailed data and advice based on multiple factors including current engine use, can be used to enhance vessel performance and reduce emissions.

The K-Chief marine automation system is a distributed monitoring and control system that provides high-end functionality for power management, auxiliary machinery control, ballast/bunker monitoring and control, and cargo monitoring and control.

The new Fuel Saver applications can expand a K-Chief system on three levels. The first application is 'Fuel Saver Monitoring' for improved information and understanding of total fuel consumption. It monitors functions such as torque, fuel index, ship's speed and hull efficiency and provides information in a format that enables corrective actions. The second application is 'Fuel Saver Advisory', which in addition to the Fuel Saver Monitoring functionality provides trim and draft optimization. The third application is the 'Fuel Saver Optimal Advisory', providing optimal speed, optimal heading and optimal RPM in addition to hull fouling, propeller fouling, voyage planning, bunker cost calculation and reports.

The new Fuel Saver applications are part of Kongsberg Maritime's Green Ship portfolio, which also consists the MetaPower® torque & power monitoring

system, which facilitates cost-effective operation by providing vital data to enable a vessel to maintain or increase speed while saving significant amounts of fuel, and reducing CO₂ and NO_x emissions.

Задание 2. Прочитайте аннотации к следующим научным статьям. Определите выражения, дающие их характеристики. Составьте свою аннотацию к какой-либо научной статье по своей специальности, используя следующие штампы аннотаций.

1. This article (paper, book, etc.) deals with ...	1. Эта статья (работа, книга и т.д.) касается ...
2. As the title implies the article describes ...	2. Согласно названию, в статье описывается ...
3. It is specially noted ...	3. Особенно отмечается ...
4. A mention should be made ...	4. Упоминается ...
5. It is spoken in detail ...	5. Подробно описывается ...
6. ... are noted.	6. Упоминаются ...
7. It is reported ...	7. Сообщается ...
8. The text gives a valuable information on ...	8. Текст дает ценную информацию ...
9. Much attention is given to ...	9. Большое внимание уделяется ...
10. The article is of help to ...	10. Эта статья окажет большую помощь ...

NEW DUAL FUNCTION DREDGE

by Kevin Tester

The Bureau of Reclamation of the US Department of Interior has selected Ellicott Dredges' newest and most versatile dredge, the 860SL, to maintain settling basins on the lower Colorado River near Yuma, Arizona. The dredge will use biodegradable oil, an engine certified by the US Environmental Protection Agency (EPA), and a fully self-contained system environmentally sound for water, air, and noise pollution.

RECOVERY OF MARITIME MARKET

by Henrik Hyldahn

Gouda – Imtech, technical services provider in Europe and for the global maritime market, is observing a recovery of the technological maritime market in the Far East and Singapore. Imtech draws this conclusion based on of the growing intake of orders in this region over the past few months. In this period, Imtech has obtained new orders representing a total value of 36 million euro. With a total of 10 local offices, Imtech has a strong position in this region and sees good opportunities for further growth in the near future.

LOW EMISSIONS TECHNOLOGY

by David Patraiko

Finnish power solutions provider Wärtsilä and Swiss turbocharging specialist ABB Turbo Systems cooperate in the development of 2-stage turbo-charged medium speed diesel engines. In this programme, Wärtsilä is focusing on developing advanced engine technology, which with the turbocharger, is able to reach the highest possible performance and become a cost-effective commercial solution for its customers. ABB Turbo Systems is delivering the turbocharging technology with defined performance in terms of airflow, pressure ratios and efficiency.

NEXT GENERATION 102M TRIMARAN

by Kay Andre Fjortoft

By incorporating lessons learnt from the Austal's inaugural 2005 trimaran *Benchijigua Express* and the Austal designed and built Littoral Combat Ship *USS Independence*, the company's latest trimaran delivers innovation without risk. Austal undertook a detailed market study on the commercial ferry industry looking at the size and capacity of existing fleets. Based on the data collected from this study, it was determined that 102 metres, 1165 passengers, 254 cars were the approximate specifications most applicable to the existing market.

Задание 3. Прочитайте следующий текст:

THE GREEN HYBRID TUG

One of the solutions Imtech Marine Group (the Netherlands) can offer is the Green Hybrid Propulsion System. Incorporated into a tugboat it will provide a Green Hybrid Tug that will be environmentally friendly, energy efficient and powerful when needed. A tugboat has a very wide range of power demands for different operational tasks. It needs full power when towing or pushing another ship. When sailing high speeds, a large amount of power is needed. But most of the operational time the tugboat will be maneuvering or sailing at low speeds.

In a conventional propulsion system the diesel engines will be chosen on maximum power. But this maximum power will be used not more than 5 % of the total operational time. The rest of the time, the tugboat will be using less power, generated at a less energy efficient working point of the diesel engines. To overcome this problem diesel-electric propulsion is a great step forward in saving energy. The supply of power is more in equilibrium with the demand for power than in conventional propulsion systems. With two or three diesel-generator sets, the choice of which sets to run and which sets to stop depends on the demand for power.

To even further close the gap between power demand and power supply, energy storage is needed. An energy storage system build with high-energy lithium-ion battery banks can store the efficiently generated energy when not needed. The diesel-generator sets can run either very efficiently, storing a surplus of energy into the batteries or not run at all. When extra power is needed or the diesels are not running at all, the energy can be taken from the batteries to provide power for the propulsion system.

With large direct diesel engines the storage of excess energy is done with a shaft generator and a lithium-ion battery system. The parallel hybrid propulsion system can be extended by coupling diesel-generator sets to the energy storage system and to the shaft generator. The main direct diesels can be stopped by the use of a clutch. A calculated choice can be made in the amount of direct diesel power, the amount of diesel-electric power and the amount of battery energy storage installed to provide a very efficient propulsion system.

Задание 4. Просмотрите текст еще раз и озаглавьте его. Выберите тип текста, к которому он относится. Объясните свой выбор.

1. A scientific paper.
2. A fragment from a science fiction story.
3. An introduction to a book for science students.
4. A fragment from a popular scientific article.

Задание 5. Прочитайте текст. Найдите в нем информацию о новой автопилотируемой системе. Обобщите прочитанное в виде аннотации на английском языке. Используйте предложенную в конце текста схему аннотации.

NEW AUTOPILOT

by Hans Göteborg

The German based navigation company Raytheon Anschütz announced release of their new NautoPilot 5000 adaptive autopilot series. The NP 5000 is based on the same Anschütz steering algorithms, but is enhanced to include highly advanced functions for economic and precise navigation such as an integrated steering performance display and a new course control operation mode. NP 5000 will be available for installations in the third quarter of 2010.

The large display features an integrated heading and rudder plotter, which provides a graphical indication of heading changes and all used rudder angles. This indication instantaneously indicates the steering performance of the autopilot due to the effects of changes to parameter settings such as rudder, counter rudder and yawing. The operator benefits from simple adjustments of the autopilot.

lot's settings to gain optimized steering performance, which results in minimal rudder action and thus reduced fuel consumption.

An economic navigation and reduction in fuel consumption is achieved by the Eco-Mode of the autopilot, which provides the automatic adaptation to the current sea-state and weather. Periodical yawing movements which can be caused by roll and pitch will normally result in rudder actions with high amplitudes. As frequent rudder actions will not compensate the heading deviation due to environmental conditions, the autopilot reduces its sensitivity to such movements. As a result, the autopilot continuously adapts to current environmental conditions without a manual change of autopilot parameters. Subsequently less rudder action is required, which leads to lower levels of speed reduction and thus less fuel consumption.

The NP 5000 autopilot series features up to three possible modes of operation. Besides heading control, the new autopilot maintains the proven track control mode, allowing a vessel to steer automatically along a pre-planned route from the start to the end point of the route. Track control is executed with Category C accuracy which requires environmental conditions such as wind and drift to be compensated during track course changes. A new feature in the NP 5000 is 'course control' as a third mode of operation. When steering in this mode, the autopilot compensates for drift automatically and keeps the vessel on the defined course over ground. Compared with the common heading control mode, this leads to a more precise course keeping capability and increased safety when steering the vessel.

To further increase safety of life, ship and goods at sea, the NP 5000 autopilot series is available with an integrated acceleration monitor, which provides a warning if a pre-defined cross acceleration limit is exceeded. This helps to avoid damage or accident due to high acceleration stresses that might occur for example during a heading change at high speed.

Рекомендуемая схема аннотации:

1. The author examines ...
2. He considers ...
3. Details given of ...
4. The consequence of the development is ...
5. In the future ...

Задание 6. Прочитайте следующий текст, разделите его на несколько логических частей и озаглавьте их.

NEW CARGO HOLD COATING

Bulk carriers' cargo holds are the areas affected by severe operating environments. Without excellent coating protection, the structural integrity of holds can be compromised, jeopardizing continuing vessel profitability and safe operation. International Paint is introducing Intershield®803Plus, a new cargo hold coating specifically designed to address the key issue of impact damage from the loading of dry bulk cargoes. Growing exports of hard cargoes such as coal and iron ore have increased the potential for significant coating damage to occur during loading. This is particularly prevalent from the loading of coal by high speed belt conveyor systems, leading to the phenomenon of 'shooting' damage in cargo holds. This may occur when loaders project coal at right angles to the bulkhead. The impact can fracture and detach coatings over a short period, leading to loss of steel protection and subsequent corrosion. Often these areas of damage are high on the bulkhead and are therefore difficult to repair in service. Once suffering this form of impact damage, owners and operators are faced with more frequent repair, increased costs and potential downtime of their vessels. The new Intershield®803Plus has, according to the company, excellent impact resistance, offering the effective protection against 'shooting' damage. It also provides good general abrasion resistance and corrosion protection, VOC compliance with 75 % volume solids, fast drying times and all year round workability. The product has a smooth surface for easy cleaning, is certified for the carriage of grain and is FDA compliant.

Задание 7. Упростите предложения, где это возможно. Напишите свое заключение.

Задание 8. Разбейте текст на абзацы и выпишите все ключевые предложения.

Задание 9. Напишите аннотацию к тексту на русском языке.

Задание 10. Прочитайте текст и составьте его аннотацию на английском языке, используя клише:

1. This review briefly surveys developments in the field of ...
2. It shows the advantages and disadvantages of ...
3. An attempt is made to deal with ...
4. Actually, the structure of the components permits ...

DESIGN AND OPERATION OF PASSENGER SHIPS

The passenger vessel market is emerging from one of the most challenging economic climates and is now showing strong signs of recovery. Vessels are growing not only in size but in complexity as passengers expect a greater level of comfort and greater range of activities on board.

Vessels are also now operating in a wider range of areas than ever; polar cruises are particularly becoming more common, these bring their own challenges not only in design but also in terms of vessel fit out and minimizing the local environmental impact of vessels. Changes in regulations have also had a large impact on design, probabilistic rules for damaged stability and new rules for the structural use of composites open up new possibilities but also bring new challenges for all involved in design and manufacture. The introduction of the Energy Efficiency Design Index also places greater restrictions on the design of new vessels.

RINA invites papers from naval architects, class societies, operators, researchers, and builders on all related topics, including: all aspects of design – hull, general arrangement, interior, features etc., operation, regulation and classification, powering and propulsion, sea keeping, auxiliaries, features, technologies and finishes.

Задание 11. Прочитайте текст и составьте аннотацию на английском языке.

MAJOR ORDER FOR STX FRANCE' SHIPYARD IN LANESTER

STX France Lorient SAS and STFMO (Société de Transports Fluvio-Maritimes de l'Ouest), a subsidiary of Sablières de l'Atlantique, have just signed a contract for the construction of a sand dredger.

This ship order is the first placed with STX Lorient since 2008 and comes during a significantly low period. It will give the Lanester shipyard the opportunity to establish itself on a new and highly competitive market at a national and European level.

STFMO will be promoting economic, social and territorial cohesion by entrusting the construction of a ship to a local shipyard. The ship will fly the French flag and will be both constructed and operated by local players with an experienced French crew on board, supplying ports on the Atlantic seaboard with materials for local companies.

Moreover, STX Lorient has paid particular attention to the hydrodynamic optimization of the ship to reduce fuel consumption – one of the essential points in the client's economic model for a vessel that will operate all year at about 40 meter extraction depths.

This contract will bring a workload of over 100,000 hours to STX staff and subcontractors. The design phase will be launched promptly and the first equipment orders are scheduled for this autumn. Construction will start early 2011 with delivery of the ship to STFMO scheduled for mid-2012.

The ship will operate all year round at about 40 meter extraction depths, and will supply the dredging terminals in Montoir and Cheviré among others.

Specifications:

Length, o.a.	276 ft
Max width	51 ft
Depth	23 ft
Speed, full load	13 knots
Contractual dredging draught	19.6 ft
Capacity of tank	2,000m ³
Dredging depth	147.6 ft under floating line
Propulsion	2 x 1,935 KW (2 x 2,630 ch)

MarineLink.Com, August 11, 2010

CONCLUSION

Данное учебное пособие содержит минимально необходимый лексический материал, позволяющий обеспечить изучение студентами, обучающимися по направлению подготовки магистров 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, а также способствует формированию и развитию навыков работы с аутентичным текстом с применением полученных навыков в научных исследованиях.

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

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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

hold – трюм
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
inflammе – воспламенять
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)

lid – крышка, колпак
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 судоходство
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 (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, мореплаватель
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 осматривать

Pp

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

petroleum – нефть
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
steamer – пароход
steel – сталь
steer – управлять (кораблем)
 ~**ing system** – система управления кораблем

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

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) «магистр»)**

утвержден приказом Министерства образования и науки Российской Федерации от 18 января 2010 г. № 48.

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 магистратуры 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 МАГИСТРАТУРЫ**

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

– способен свободно пользоваться русским и иностранным языками как средством делового общения (ОК-3).

5.2 Выпускник должен обладать следующими **профессиональными компетенциями (ПК)**:

– готов предоставлять результаты исследования в формах отчетов, рефератов, публикаций и публичных обсуждений (ПК-24). [...]

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

6.1 Основная образовательная программа магистратуры предусматривает изучение следующих учебных циклов:

– общенаучный цикл.

6.2 Каждый учебный цикл имеет базовую (обязательную) часть и вариативную (профильную), устанавливаемую вузом. Вариативная (профильная) часть дает возможность расширения и (или) углубления знаний, умений и навыков, определяемых содержанием базовых (обязательных) дисциплин (модулей), позволяет студенту получить углубленные знания, навыки и компетенции для успешной профессиональной деятельности и (или) обучения в аспирантуре. [...]

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 пишете. “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 A4):</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

How to Write a Cover Letter in English	Как написать сопроводительное письмо на английском
<p><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><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>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>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 последующие 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><i>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.</i></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><i>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.</i></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><i>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.</i></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>

SCIENTIFIC PATTERNS

The title of the article is ... – Заглавие статьи ...

It is published in ... – Она опубликована в ...

The author of the article is ... – Автор статьи ...

The article deals with the problem (question) of ... – Статья имеет дело с проблемой (вопросом) ...

It also touches upon ... – Она также касается...

The article says in detail about... – Статья говорит в деталях о ...

The article gives facts (figures, names) illustrating ... – Статья приводит факты (цифры, имена), иллюстрирующие ...

It should be noted that ... – Следует отметить, что ...

In conclusion the author says that ... – В заключении автор говорит, что ...

I think the most important fact in the article is ... – Я думаю, что самый важный момент в этой статье –это ...

I found the article ... – Я нахожу статью ...

interesting – интересной

useful – полезной

important for me – важной для меня

informative – информативной

hard (easy) to understand – трудной (легкой) для понимания

TEXTS FOR ANALYTICAL READING

Task 1. Read the text “THE WORLD’S FIRST COMPASS” and do assignments.

THE WORLD’S FIRST COMPASS

It was in the compass that magnetism first found a practical use.

Many centuries ago the people of ancient China noticed the attracting properties of loadstones¹, that is, magnetic oxides of iron. A loadstone, which means loading stone, is a name given to the natural magnet.

The property they had noticed helped them to discover that a freely suspended magnetized bar² points North and South, and so it can be used to determine direction. Thus the compass was invented.

In ancient books we find a description of the compass of those days. It was shaped like a spoon mounted on a graduated plate³. We know the spoon had to be rotated by hand and when it came to rest, it was pointing North and South.

The Chinese not only invented the compass but as early as the 11th century had discovered how to make magnetic needles⁴. This was the first time such a thing had been done anywhere in the world. These needles made of fish-shaped pieces of iron which floated on water, were acted on by the earth’s magnetic field.

About the end of the 11th century the Chinese began to use the compass in navigation. In the 12th century the compass of the floating needle type came into use. Its iron-needle was fastened to a thin strip of cork⁵ or wood, so that it floated in a bowl of water. The needle was magnetized by contact with a natural magnet taken from the earth. This early seagoing compass was in use on Chinese ships up to the 17th century. It was probably the best type available if we consider the scientific and technical level of the time.

In Middle Ages there was a lively trade and a busy cultural exchange between China and the Arab countries.

It was from the Chinese that the Arabs first learnt to make compasses and to use them in navigation. The Arabs in their turn introduced the compass to Europe, where it began to appear over 800 years ago. We know it was used on Italian, Portuguese and Norwegian ships of the 12th century.

The great invention of the ancient Chinese was further developed thanks to the skilled Arab and European scientists and thus reached its present perfection.

Notes to the text:

1) *loadstone* – магнетит, магнитный железняк;

3) *plate* – пластина, дощечка;

5) *cork* – пробка.

2) *bar* – стержень;

4) *needle* – игла, стрелка;

Assignments:

1. Render the content of the text in short in Russian.
2. Find the passage where the description of the compass is given. Read it.

Task 2. Read the text “HISTORY OF A SHIP” and do assignments. Use thesaurus if necessary.

HISTORY OF A SHIP

1. Prehistory and antiquity

The history of boats parallels the human adventure. The first boats known date back to the Neolithic Period, about 10,000 years ago. They were used mainly for hunting and fishing and were often cut from coniferous tree logs, using simple stone tools. By around 3000 BC, Ancient Egyptians already knew how to assemble planks of wood into a ship hull. They used woven straps to lash the planks together, and reeds or grass stuffed between the planks helped to seal the seams. At about the same time, people living near Kongens Lyngby in Denmark invented the segregated hull, which allowed the size of boats to gradually be increased. Boats soon developed into keel boats similar to today's wooden pleasure craft.

The first navigators began to use animal skins or woven fabrics as sails. Before the introduction of the compass, celestial navigation was the main method for navigation at sea. In China, early versions of the magnetic compass were being developed and used in navigation between 1040 and 1117.

2. Through the Renaissance

Until the Renaissance, navigational technology remained comparatively primitive. This absence of technology didn't prevent some civilizations from becoming sea powers. Towards the end of the 14th century, ships like the carrack began to develop towers on the bow and stern. These towers decreased the vessel's stability, and in the 15th century, the caravel, a descendent of the Arabic qárib which could sail closer to the wind, became more widely used. The towers were gradually replaced by the forecastle, as in the carrack *Santa Maria* of Christopher Columbus.

In the 16th century, the use of freeboard and freeing ports become widespread on galleons. The English modified their vessels to maximize their firepower and demonstrated the effectiveness of their doctrine, in 1588, by defeating the Spanish Armada.

At this time, ships were developing in Asia in much the same way as Europe. Japan used defensive naval techniques in the Mongol invasions of Japan in 1281. Middle Age Swahili Kingdoms are known to have had trade port islands

and trade routes with the Islamic world and Asia and were described by Greek historians as ‘metropolises’. Famous African trade ports such as Mombasa, Zanzibar, Mogadishu and Kilwa were known to Chinese sailors such as Zheng He and medieval Islamic historians such as the Berber Islamic voyager Abu Abdullah ibn Battua. In the 14th century King Abubakari I, the brother of King Mansa Musa of the Mali Empire is thought to have had a great armada of ships sitting on the coast of West Africa. This has led to great speculation, with historical evidence, that it is possible that Malian sailors may have reached the coast of Pre-Colombian America under the rule of Abubakari II, nearly two hundred years before Christopher Columbus and that black traders may have been in the Americas before Columbus.

Fifty years before Christopher Columbus, Chinese navigator Zheng He traveled the world at the head of a huge armada. The largest of his ships had nine masts, were 130 metres (430 ft) long and had a beam of 55 metres (180 ft). His fleet carried 30,000 men aboard 70 vessels, with the goal of bringing glory to the Chinese emperor.

3. Specialization and modernization

Parallel to the development of warships, ships in service of marine fishery and trade also developed in the period between antiquity and the Renaissance. Maritime trade was driven by the development of shipping companies with significant financial resources. Canal barges, flat-bottomed and flexible scow boats also became widely used for transporting small cargoes. During the first half of the 18th century, the French Navy began to develop a new type of vessel known as a ship of the line, featuring seventy-four guns. This type of ship became the backbone of all European fighting fleets.

Ship designs stayed fairly unchanged until the late 19th century. The industrial revolution, new mechanical methods of propulsion, and the ability to construct ships from metal triggered an explosion in ship design. Ships built for entirely new functions, such as firefighting, rescue, and research, also began to appear.

4. Today

Nowadays the world’s fleet included about 50, 000 commercial vessels with gross tonnage totaling 1.00 billion tons. In terms of tonnage, 39 % of these ships are tankers, 26 % are bulk carriers, 17 % container ships and warships and 15 % were other types counting small vessels such as patrol boats.

Assignments:

1. Render the content of the text in short in Russian.
2. Make up a plan to the text.
3. Write an abstract to the text.

Task 3. Read the text “ARCHITECTURE” using thesaurus and do assignments.

ARCHITECTURE

Some components exist in vessels of any size and purpose. Every vessel has a hull of sorts. Every vessel has some sort of propulsion, whether it's a pole or a nuclear reactor. Most vessels have some sort of steering system. Other characteristics are common, but not as universal, such as compartments, holds, a superstructure, and equipment such as anchors and winches.

Main parts of ship: smokestack or funnel, stern, propeller and rudder, portside (the right side is known as starboard), anchor, bulbous bow, bow, deck, superstructure.

For a ship to float, its weight must be less than that of the water displaced by the ship's hull. There are many types of hulls, from logs lashed together to form a raft to the advanced hulls of America's Cup sailboats. A vessel may have a single hull (called a monohull design), two in the case of catamarans, or three in the case of trimarans. Vessels with more than three hulls are rare, but some experiments have been conducted with designs such as pentamarans. Multiple hulls are generally parallel to each other and connected by rigid arms.

Hulls have several elements. The bow is the foremost part of the hull. Many ships feature a bulbous bow. The keel is at the very bottom of the hull, extending the entire length of the ship. The rear part of the hull is known as the stern, and many hulls have a flat back known as a transom. Common hull appendages include propellers for propulsion, rudders for steering, and stabilizers to quell a ship's rolling motion. Other hull features can be related to the vessel's work, such as fishing gear and sonar domes.

Hulls are subject to various hydrostatic and hydrodynamic constraints. The key hydrostatic constraint is that it must be able to support the entire weight of the boat, and maintain stability even with often unevenly distributed weight. Hydrodynamic constraints include the ability to withstand shock waves, weather collisions and groundings.

Larger boats and ships generally have multiple decks and compartments. Separate berthings and heads are found on sailboats over about 25 feet (7.6 m). Fishing boats and cargo ships typically have one or more cargo holds. Most of larger vessels have an engine room, a galley, and various compartments for work. Tanks are used to store fuel, engine oil, and fresh water. Ballast tanks are equipped to change a ship's trim and modify its stability.

Superstructures are found above the main deck. On sailboats, these are usually very low. On modern cargo ships, they are almost always located near the ship's stern. On passenger ships and warships, the superstructure generally extends far forward.

Assignments:

1. Copy down all new words in your vocabulary.
2. Render the content of the text in short in English.
3. Make up a plan to the text.

Task 4. Read the text “WHAT IS A MODERN SHIP?” using thesaurus and do assignments.

WHAT IS A MODERN SHIP?

There have always been floating structures to carry things and people. As the length of the voyage increased, these structures grew in size and seaworthiness. However, in odd parts of the world the most primitive types of ships are still used within a few yards of the most modern liners.

What is a modern ship? An overall answer to this question is difficult because there are so many types and sizes. A cargo carrying ship may be likened to a box-shaped steel structure built at each end in conformity with the laws of resistance and according to the speed desired. Above the main ‘lid’ or deck of the structure is a superstructure or a smaller box. On the deck there are hatches, or openings, to the box through which cargo is loaded or unloaded. Inside the box there are spaces for carrying cargo. Deep spaces are called holds and intermediate spaces between the decks are known as ‘tweendecks’. Portions of the holds at each end are reserved for the carriage of water ballast. The middle part of the box is used to house the propelling machinery. Some ships have one main engine to propel them, and others – two, three or four according to size, duties and speed. There are more ways of propelling a ship than there are kinds of ships.

Assignments:

1. Copy down all new words in your vocabulary.
2. Render the content of the text in short in English.
3. Make up a plan to the text.
4. Answer the question: *What is a modern ship?*

Task 5. Read the text “TYPES OF SHIPS” using thesaurus and do assignments.

TYPES OF SHIPS

On one hand, all cargo ships are divided into two types: dry cargo ships and tankers. On the other hand, cargo ships may be divided into universal ships designed to carry principal different types of cargo and specialized ships de-

signed to carry one type of cargo (e.g. bulk cargo, timber, refrigerated goods, oil, etc.) Such specialized ships as bulkers (=bulk-carriers), timber-carriers, reefer ships¹, tankers have long been known.

Nowadays three kinds of specialized ships are very popular. One is cargo-carriers with cargo handling equipment on board for special purposes or routes, such as, for example, heavy / bulky cargo ships with derricks or cranes capable of handling single lifts over 500 tons without requiring outside assistance (these ships are also called special-purpose ships). The second trend is Roll-on / Roll-off ships (RO-RO), in which bow and stern doors and adjustable steel ramps permit vehicles to drive on board and drive off again, requiring only minimum dock-side facilities. The third trend is the container ship. The use of containers for cargoes has encouraged² the design of ships specifically to carry containers. In their extreme form, as in the LASH³ barge-carrying ships, the container is a 60-foot steel lighter, which can be quickly launched over the ship's stern. One (single) purpose ships designed to carry one particular kind of cargo are also widely used, the most popular of them being cellular type full container ships.

There are specialized ships designed to carry different types of cargoes (e.g. OBO ships⁴, PROBO ships⁵, CONBULKERS⁶, etc.). These are called combined ships.

A comparatively new development is the multi-purpose ship combining characteristic features of both universal and specialized vessels.

According to the cargo handling method used dry cargo ships may also be divided into: LO-LO (lift-on / lift-off) vessels where handling of cargo is effected by derricks or cranes through cargo hatches; RO-RO (roll-on / roll-off) vessels where the cargo is rolled on board and rolled off through cargo ports⁷ or doors in the bow, stern or sides of the ship; FO-FO (float-on / float-off) vessels where dock lift cargo handling method is used, that is floating cargo units (e.g. barges) are floated into cargo spaces (usually large holds). But there are also hybrid vessels⁸, where combinations of the above mentioned methods are used, such as LO-LO / RO-RO (or LO / RO), RO-RO / FO-FO (or RO / FO) vessels and others.

Notes to the text:

- 1) reefer = reefer ships – суда для перевозки рефрижераторных грузов;
- 2) to encourage – способствовать;
- 3) LASH-carrier = lighters aboard ship-carrier – лихтеровоз;
- 4) OBO ship = oil / bulk / ore-carrier – нефтерудовоз, балктанкер;
- 5) PROBO ship = product / oil / bulk / ore-carrier – судно, предназначенное для транспортировки нефтепродуктов, сырой нефти, навалочных грузов и руды;
- 6) CONBULKER = container / bulk-carrier – комбинированное судно, предназначенное для перевозки контейнерных и / или навалочных грузов;
- 7) cargoports – лацпорты;
- 8) hybrid vessels – суда гибридного типа, сочетающие различные способы погрузки / выгрузки.

Answer the questions:

1. What two types are all cargo ships divided into?
2. How can dry cargo vessels be classified according to the cargo handling methods they use?
3. What are advantages / disadvantages of specialized vessels?
4. Do you believe that specialized ships will increase in number in future? Why do you think so?
5. What are special-purpose ships? Can you give any examples?
6. What kinds of combined ships do you know?
7. What features do they combine?
8. What are hybrid ships?

Task 6. Read the text “STEAMSHIPS, SAILING AND OTHER VESSELS” using thesaurus and do assignments.

STEAMSHIPS, SAILING AND OTHER VESSELS

1. Force of a wind is used by means of sails on sailing vessels. Sailing vessels have from one to five masts. The first sailing vessels appeared in 3000 BC. They floated on the rivers of India and China. Then sails were used on ships of Ancient Rome, Egypt, Assyria, and Oceania and by other ancient people. The famous Vikings have opened Greenland and Iceland on sailing vessels. For twenty centuries sailing vessels were widely used by people. The first wheel steamships also have been supplied by masts with sails which were preferable during storms.

Sailing vessels have reached the top point of the development in 18th and 19th centuries. They were used both for transportation of cargoes and passengers and for military actions. There were frigates and battleships which had tree levels of cannons in the hull.

Now sailing vessels are not used. They are yachts and boats with a sail, but they are intended for rest and sports.

2. The first prototype of a steamship has appeared on the river Sona in 1783. Frenchman Claude de Jouffroi was its designer. And the first real steamship has been let out in the USA in 1807. It was a river steamer *Clermont* under Robert Fulton’s project. The first sea steamer has appeared in Russia in 1815 – the vessel *Elizabeth* – with the capacity of a steam engine of 10 kW. The sailing became useless for the international fast transportations and then there appeared steamships. They differed from sailing vessels in the fact that could move in windless weather. The first steamships worked by means of wheels which have been strengthened by placing on both sides of the ship (sometimes there was only one wheel in the hull, in the centre of the ship). Wheels were set in motion by

means of steam formed from high temperature. The high temperature was provided by the furnace in which coal were burning.

Steamships had wide spread worldwide in the second half of the 19th and at the beginning the 20th centuries. Initially masts with sails were erected. In windy weather it saved coal. Later rowing wheels of steamships were replaced by the screw propeller.

During two world wars only steamships were used, that is all military ships moved by means of steam. At the end of the 20th century steamships have started to give way to new types of ships, such as motor vessel, electro vessel and atomic-power vessel. Some of them are used nowadays.

3. A motor vessel is a vessel which put in motion a diesel internal combustion engine. Capacity of the main engine is passed directly on a propeller or through a reduction gear. A motor vessel differs from a steamship that spends less fuel and possesses high qualities. The first motor vessel appeared in 1903. Then three diesel engines with the capacity of 120 hp were put on tanker *Vandal* and it has turned from a steamship to a motor vessel. The tanker *Sarmat* equipped with two diesel engines with the capacity of 180 hp became the second motor vessel. *Sarmat* has already been designed as a motor vessel. A motor vessel has more reliable and safe engine than a steamship. A motor vessel, the most widespread kind of modern sea vessels, occupies about 90 % of transport ships.

4. The wide experience in developing, manufacturing and operation of ship power plants working on natural fuel, and also the advanced infrastructure of its extraction and delivery to the consumer, have made natural fuel the most widespread source of energy for the prevailing vessels. The lack of natural fuel in future results in searching alternative sources of energy. Wallenius Wilhelmsen Co has developed a vessel which uses energy of the Sun, waves and wind. The work began in 2004 and should end in 2025.

5. A turbine vessel is a vessel which uses gas or steam turbine for movement. The first turbine vessel *Turbinia* was created in 1896; the steam turbine was used on it. Now this type of vessel is used basically with gas turbines. Turbine vessels are used in the nave from the beginning of the 20th century. The cruiser *Aurora* is an example of the turbine vessel.

An atomic-power vessel is a vessel with a nuclear power-plant aboard. Nuclear vessels are both surface and underwater types. They have good passability. Ice-breaker *Lenin* launched in 1959 in the former USSR became the first atomic-power vessel.

A gas-turbine vessel is set in motion with the help of gas-turbine engine. The most-known Russian gas-turbine vessels are *Burevestnik* and *Cyclone*.

Assignments and questions:

1. What ships are mentioned in the text?
2. Make up a plan to the text.

3. Render the content of the text.
4. What additional information about different types of vessels can you say?

Task 7. Read the text “STEAM ENGINES AND TURBINES” paying attention to the notes and do assignments.

STEAM ENGINES AND TURBINES

1. Reciprocating steam engines¹

The development of piston-engine² steamships was a complex process. Early steamships were fueled by wood, later ones by coal or fuel oil. Early ships used stern or side paddle wheels, while later ones used screw propellers.

The first commercial success accrued³ to Robert Fulton’s *North River Steamboat* (often called *Clermont*) in the US in 1807, followed in Europe by the 45-foot *Comet* of 1812. Steam propulsion progressed considerably over the rest of the 19th century. Notable⁴ developments included the steam surface condenser⁵, which eliminated⁶ the use of sea water in the ship’s boilers. This permitted higher steam pressures, and thus the use of higher efficiency multiple expansion (compound) engines⁷. As the means of transmitting⁸ the engine’s power, paddle wheels gave way to more efficient screw propellers.

2. Steam turbines

Steam turbines were fueled by coal or, later, fuel oil or nuclear power. The marine steam turbine developed by Sir Charles Algernon Parsons raised the power to weight ratio in 1897 by demonstrating in the 100-foot *Turbinia*. This facilitated⁹ a generation of high-speed liners in the first half of the 20th century and rendered the reciprocating steam engine obsolete¹⁰, first in warships and later in merchant vessels.

In the early 20th century, heavy fuel oil came into more general use and began to replace coal as the fuel of choice in steamships. Its great advantages were convenience, reduced manning¹¹ due to removing the need for trimmers and stokers¹², and reduced space needed for fuel bunkers.

In the second half of the 20th century, rising fuel costs almost led to the demise¹³ of the steam turbine. Most new ships since around 1960 have been built with diesel engines. Most new-build ships with steam turbines are specialist vessels such as nuclear-powered vessels, and certain merchant vessels (notably LNG and coal carriers) where the cargo can be used as bunker fuel.

Notes to the text:

- 1) *reciprocating steam engine* – поршневой паровой двигатель;
- 2) *piston-engine* – поршневой двигатель;
- 3) *to accrue* – накапливать;
- 4) *notable* – выдающийся, знаменитый;
- 5) *surface condenser* – поверхностный конденсатор;

- 6) *to eliminate* – исключать, устранять;
- 7) *expansion (compound) engine* – расширенный (сложный) двигатель;
- 8) *transmitting* – передача;
- 9) *to facilitate* – способствовать;
- 10) *obsolete* – устаревший;
- 11) *manning* – укомплектование;
- 12) *trimmers and stokers* – укладчики груза и кочегары;
- 13) *demise* – кончина.

Assignments:

1. Make up a plan to the text.
2. Get ready with the report according to your plan.
3. State the difference between diesel and steam engines.

Task 8. Read the text “RMS TITANIC” and do assignments.

RMS TITANIC

RMS *Titanic* was a passenger liner that struck an iceberg on her maiden voyage from Southampton, England, to New York City, and sank on 15 April 1912, resulting in the deaths of 1,517 people in one of the deadliest peacetime maritime disasters in history.

The largest passenger steamship in the world at the time, the *Olympic*-class RMS *Titanic* was owned by the White Star Line and constructed at the Harland and Wolff shipyard in Belfast, Ireland, UK. After setting sail for New York City on 10 April 1912 with 2,223 people on board, she hit an iceberg four days into the crossing, at 11:40 pm on 14 April 1912, and sank at 2:20 am on the morning of 15 April. The high casualty rate resulting from the sinking was due in part to the fact that, although complying with the regulations of the time, the ship carried lifeboats for only 1,178 people. A disproportionate number of men died due to the “women and children first” protocol that was enforced by the ship’s crew.

Titanic was designed by experienced engineers, using some of the most advanced technologies and extensive safety features of the time. The sinking of a passenger liner on her maiden voyage, the high loss of life and media frenzy over *Titanic*’s famous victims, the legends about the sinking, the resulting changes in maritime law, and the discovery of the wreck have all contributed to the enduring interest in *Titanic*.

Assignments:

1. Render the content of the text.
2. Tell any additional information about this disaster.

Task 9. Read the text “GERMAN BATTLESHIP TIRPITZ” and do assignments.

GERMAN BATTLESHIP TIRPITZ

Tirpitz was the second of two *Bismarck*-class battleships built for the German Kriegsmarine during World War II. Named after Grand Admiral Alfred von Tirpitz, the architect of the Imperial Navy, the ship was laid down at the *Kriegsmarinewerft* in Wilhelmshaven in November 1936 and launched two and a half years later in April 1939. Work was completed in February 1941, when she was commissioned into the German fleet. Like her sistership *Bismarck*, *Tirpitz* was armed with a main battery of eight 38-centimeter (15 in) guns in four twin turrets. As a result of a series of wartime modifications she was some 2,000 metric tons (2,000 long tons; 2,200 short tons) heavier than *Bismarck*.

After completing sea trials in early 1941, *Tirpitz* briefly served as the centerpiece of the Baltic Fleet, which was intended to prevent a possible breakout attempt by the Soviet Baltic Fleet. In early 1942, the ship sailed to Norway to act as a deterrent against an Allied invasion. While stationed in Norway, *Tirpitz* could also be used to intercept Allied convoys to the Soviet Union; two such missions were attempted in 1942, but both failed. Despite her inability to attack the convoys directly, *Tirpitz* acted as a fleet in being, forcing the British Royal Navy to retain significant naval forces in the area to contain the battleship.

In September 1943, *Tirpitz*, along with the battleship *Scharnhorst*, bombarded Allied positions on the island of Spitzbergen, the first time the ship used her main battery in anger. Shortly thereafter, the ship was damaged in an attack by British mini-submarines and subsequently subjected to a series of large-scale air raids. On 12 November 1944, British Lancaster bombers equipped with 12,000 pounds (5,400 kg) “Tallboy” bombs destroyed the ship; two direct hits and a near miss caused the ship to capsize rapidly. A deck fire spread to the ammunition magazine for one of the main battery turrets, which caused a large explosion. Figures for the number of men killed in the attack range from 950 to 1,204. The wreck was broken up by a joint Norwegian and German salvage operation after the war, with work lasting from 1948 until 1957.

Assignments:

1. Make up a plan to the text. Compare it with your group mates. Choose the best one.
2. What situation described in the text was demonstrated in the film?

Task 10. Read the text “MIR (SUBMERSIBLE)” and do assignments.

MIR (SUBMERSIBLE)

Mir is a self-propelled Deep Submergence Vehicle. The project was initially developed by the USSR Academy of Sciences (now the Russian Academy of Sciences) along with Design Bureau Lazurith. Later two vehicles were ordered from Finland. The **Mir 1** and **Mir 2**, delivered in 1987, were designed and built by the Finnish company Rauma-Repola’s Oceanics subsidiary. The project was carried out under the supervision of constructors and engineers of the Shirshov Institute of Oceanology. The vessels are designed to be used for scientific research. They might also be used to assist in submarine rescue operations, although they do not have the capacity to take anybody aboard when underwater. The carrier and command centre of both **Mir** submersibles is the R/V *Akademik Mstislav Keldysh*. Currently the two **Mir** units are operated by the Russian Academy of Sciences. The **MIR** submersibles can dive to a maximum depth of 6,000 metres (19,685 ft). This makes them two of only seven manned submersibles in the world that can dive beyond 3,000 metres (9,843 ft), the others being the US submersibles Alvin, Sea Cliff and Deepstar 20000, the Japanese owned Shinkai and the French owned Nautil. Up to 98 % of the world’s oceans are no deeper than 6,000 metres. All these deep-ocean submersibles utilize three-person crews. Traditionally, the personnel sphere of a deep sea submersible is manufactured of titanium plates that are welded together. On **Mir**, the personnel sphere is made of a maraging steel alloy that has 10 % better strength/weight ratio than titanium. This alloy contains about 30 % cobalt and smaller amounts of nickel, chrome and titanium. Two hemispheres were made by casting and machining, and then bolted together, thus avoiding welded joints. The resulting construction is close to the density of water, thus making it easier to move in different depths. Additional buoyancy is provided by 8 cubic metres (280 cu ft) of syntactic foam. Unlike other Deep Submergence Vehicles that use iron ballast to reach the ocean floor, the buoyancy and depth is adjusted by ballast tanks.

Assignments:

1. Render the content of the text.
2. Divide it into logical parts and entitle them. Compare with your group mates.
3. Name materials used in construction of the vessel.

Task 11. Read the text “NAUTILUS (1800 SUBMARINE)” and do assignments.

NAUTILUS (1800 SUBMARINE)

Nautilus, first tested in 1800, is often considered the first practical submarine, though preceded by Cornelius Drebbel's of 1620.

The *Nautilus* was designed between 1793 and 1797 by the American inventor Robert Fulton, then living in the French First Republic. He proposed to the Directory that they subsidize its construction as a means to balance British seapower, but he was turned down. His second proposal to them was that he be paid nothing until the *Nautilus* had sunk British shipping, and then only a small percentage of the prize money. Again, the design was rejected. Fulton directed his next proposal to the Minister of Marine, who finally granted him permission to build.

Assignments:

1. According to the information in the text and charts make up a summary about the *Nautilus*.
2. Do you find figures '1800' in the title to be strange? What do they mean?
3. What main technical parts are similar to modern ones?

Task 12. Read the text "RUSSIAN CRUISER AURORA" and do assignments.

RUSSIAN CRUISER AURORA

Aurora is a 1900 Russian protected cruiser, currently preserved as a museum ship in St. Petersburg. She battled the Japanese Navy in the Russo-Japanese War. One of the first incidents of the October Revolution in Russia took place on the cruiser *Aurora*.

Aurora was one of three *Pallada*-class cruisers, built in St. Petersburg for service in the Pacific Far East. All three ships of this class served during the Russo-Japanese War. The second ship, *Pallada*, was sunk by the Japanese at Port Arthur in 1904. The third ship, *Diana*, was interned in Saigon after the Battle of the Yellow Sea.

Aurora was part of the Russian 2nd Pacific Squadron formed mostly from the Russian Baltic Fleet, which was sent from the Baltic Sea to the Pacific, under the command of Vice-Admiral Zinovy Rozhdestvensky. On the way to the Far East, she sustained light damage from confused friendly fire in the Dogger Bank incident.

On 27 and 28 May 1905, *Aurora* took part in the Battle of Tsushima, along with the rest of the Russian squadron. During the battle, the wounded senior officer of the ship, Captain of 2nd rank Arcadi Konstantinovich Nebolsine

took command of the cruiser. After that *Aurora*, covering other, much slower Russian vessels, under the command of Rear-Admiral Oskar Enkvist, with two other Russian cruisers broke through to neutral Manila, where she was interned.

In 1906, *Aurora* returned to the Baltic and became a cadet training ship. From 1906 until 1912 the cruiser visited a number of other countries; in November 1911 the ship was in Bangkok as part of the celebrations in honour of the coronation of the new King of Siam.

The cruiser cooperated also in the international operation to care for the survivors of the earthquake of Messina.

Assignments:

1. Do you know what historical period is described in the text?
2. Where is *Aurora* moored nowadays?
3. What other additional information can you tell about *Aurora*?

Task 13. Read the text “AMERICAN QUEEN” and do assignments.

AMERICAN QUEEN

American Queen is the largest steamboat ever built. The ship was built in 1995 and is a six-deck recreation of a classic Mississippi riverboat, built by the Delta Queen Steamboat Company. Although the *American Queen*'s stern paddlewheel is indeed powered by a genuine steam plant, her secondary propulsion and much maneuverability comes from a set of diesel-electric propellers, known as Z-drives, on either side of the stern wheel. She has 222 state rooms for a capacity of 436 guests and a crew of 160. She is 418 feet (127 m) long and 89 feet (27 m) wide.

The Str. *American Queen* was retired to the reserve fleet in Violet, Louisiana, on 20 November 2008. Due to the failure of Majestic America Line (her owner) she was returned to the United States Maritime Administration (MARAD) who held her \$30 million mortgage. She is currently in storage in Beaumont, Texas. As of April 2011 *American Queen* is under contract for \$15.5 million to HMS Global Maritime, based in New Albany, Indiana. The new operator, The Great American Steamboat Company announced plans to return her to Mississippi River service from a port in Memphis, Tennessee. She will re-join her fellow sternwheeler steamboats *Natchez*, *Chautauqua Belle*, *Minne-Ha-Ha*, and the *Belle of Louisville*.

In 2012 the *American Queen* will participate for the first time in the Great Steamboat Race.

Assignments:

1. Have you ever met such type of ship on our rivers? Is it typical only for American rivers?
2. Describe the type of propulsion system used?
3. Write an abstract to the text.

Task 14. Read the text “ICEBREAKER YERMAK” and do assignments.

ICEBREAKER YERMAK

Yermak (sometimes spelled ***Ermak***) was a Russian and later Soviet icebreaker, the first polar icebreaker in the world, having a strengthened hull shaped to ride over and crush pack ice.

Yermak was built for the Imperial Russian Navy under the supervision of Admiral Stepan Osipovich Makarov by Armstrong Whitworth in Newcastle upon Tyne at its Low Walker yard and launched in 1898. She was named after the famous Russian explorer of Siberia, Don Cossack ataman Yermak Timofeyevich.

She was commissioned on 17 October 1898. She arrived in Kronstadt on March 4 of 1899 after breaking through ice and a formal reception was held to mark her arrival. Later in 1899 she reached 81°21'N north of Spitsbergen. She had been constructed to break through a heavy (up to 2 m thickness) ice.

Yermak had been used in winter of 1899-1900 to set up 1st radio communication link in Russia between Kotka and Gogland (Suursaar) island (distance 47 km). In 1900 she came to the aid of the cruiser *Gromoboi* which had grounded in the Baltic.

Between 1899-1911 *Yermak* sailed in a heavy ice conditions for more than 1000 days.

During World War I she assisted the Baltic Fleet during the Ice cruise when the fleet was evacuated from Helsinki to Kronstadt in February 1918.

During World War II *Yermak* was mobilized again and took part in the evacuation of Hanko naval base. She was armed with two 102 mm, two 76 mm, four 45 mm and four machine guns.

Yermak served with different branches of Russian and Soviet Navy and Merchant Marine up until 1964, becoming one of longest-serving icebreakers in the world. An island in the Nordenskiöld Archipelago was named after this icebreaker.

A monument to the icebreaker *Yermak* was opened in Murmansk. In November 1965 this included mosaic panels and the original anchor on the pedestal.

Another icebreaker with the name *Yermak* was built for the Soviet Union at Wärtsilä shipyard in Helsinki, Finland in 1974. Russia employs an icebreaker named *Yermak* in the Baltic as late as 2010.

Assignments:

1. What is the main idea of the text?
2. Make up a plan to the text.
3. Render the content of the text according to the plan.

Task 15. Read the text “SANTA MARIA” and do assignments.

SANTA MARIA

La Santa Maria de la Inmaculada Concepción (Spanish for *The Saint Mary of the Immaculate Conception*), was the largest of the three ships used by Christopher Columbus in his first voyage. Her master and owner was Juan de la Cosa.

The *Santa Maria* was probably a small carrack, about 70 feet long, used as the flagship for the expedition. The other ships of the Columbus expedition were the smaller caravel-type ships *Santa Clara*, remembered as *La Niña* (*The Girl*), and *La Pinta* (*The Painted One*). All these ships were second-hand (if not third or more) and were never meant for exploration. The *Niña*, *Pinta*, and the *Santa Maria* were not the largest ships in Europe at the time. They were smaller trade ships surpassed in size by ships like the *Great Michael*, built in Scotland in 1511 with a length of 73.2 m (240 ft), and a crew of 300 sailors, 120 gunners, and up to 1,000 soldiers. The *Peter von Danzig* of the Hanseatic League was built in 1462 and was 51 m (167.3 ft) long. Another large ship, the English carrack *Grace Dieu*, was built during the period 1420–1439, was 66.4 m (218 ft) long, and weighed between 1,400 tons and 2,750 tons. The reason size is mentioned is that Columbus’ three ships were built to sail the Mediterranean Sea, not the open ocean. This says a great deal about the courage of Columbus and his crew.

The *Santa Maria* was originally named *La Gallega* (*The Galician*), because she was built in Pontevedra, Galicia, in Spain’s north-west. It seems the ship was known to her sailors as *Marigalante*, Spanish for ‘*Gallant Maria*’. Bartolomé de Las Casas never used *La Gallega*, *Marigalante* or *Santa Maria* in his writings, preferring to use *la Capitana* or *La Nao*.

The *Santa Maria* had a single deck and three masts. She was the slowest of Columbus’s vessels but performed well in the Atlantic crossing. She ran aground off the present-day site of Cap-Haitian, Haiti on December 25, 1492, and was lost. Realizing that the ship was beyond repair, Columbus ordered his men to strip the timbers from the ship. The timbers from the ship were later used to build Môle Saint-Nicolas, which was originally called *La Navidad* (*Christmas*) because the wreck occurred on Christmas Day.

The anchor of the *Santa Maria* now resides in the Musée du Panthéon National Haitien (MUPANAH), in Port-au-Prince, Haiti.

Assignments:

1. Render the content of the text.
2. What part of the text d'you consider of less importance?
3. Write down short summary of the text.

Task 16. Read the text “MS QUEEN ELIZABETH” and do assignments.

MS QUEEN ELIZABETH

MS Queen Elizabeth is a Signature class cruise ship operated by Cunard Line. She is the second largest ship to be built by Cunard, exceeded only by the *QM2* and she is running mate to *the Queen Victoria*, and *the Queen Mary 2*.

The Elizabeth is a Vista Class cruise ship, which is a modified design from other Vista class vessels; she is slightly larger than *Queen Victoria*, at 92,000 gross tons, largely due to a more vertical stern. Capable of carrying up to 2,092 passengers, she is the second largest Cunard ship ever built, after RMS *Queen Mary 2*.

The ship's name was announced by Cunard on 10 October 2007. The company now operates three vessels once more (since the retirement of *QE2* in 2008).

The naming of the ship as *Queen Elizabeth* sees a situation similar to that between 1940 and 1948, when Cunard's original *Queen Elizabeth* was in service at the same time as the Royal Navy battleship HMS *Queen Elizabeth*. In 2014, four years after this ship joins the fleet, the Royal Navy plans to introduce the aircraft carrier HMS *Queen Elizabeth* into service.

The first master of *Queen Elizabeth* is Captain Chris Wells.

At the end of October 2011 *Queen Elizabeth* and her sisters for the first time will change their registry to Hamilton, Bermuda in order to host weddings aboard.

Assignments:

1. Give general characteristics to *the QE*.
2. Describe the situation with naming the ship.
3. Render the content of the text.

Task 17. Read the text “RUSSIAN SUBMARINE K-141 KURSK” and do assignments.

RUSSIAN SUBMARINE K-141 KURSK

K-141 *Kursk* was an Oscar-II class nuclear-powered cruise missile submarine of the Russian Navy, lost with all hands when it sank in the Barents Sea on August 12, 2000. *Kursk*, full name the nuclear powered submarine 'Kursk' in Russian, was a Project 949A *Antey*, but was also known by its NATO reporting name of Oscar II. It was named after the Russian city Kursk, around which the largest tank battle in military history, the Battle of Kursk, took place in 1943. One of the first vessels completed after the fall of the Soviet Union, it was commissioned into the Russian Navy's Northern Fleet.

A consortium formed by the Dutch companies Mammoet and Smit International using the barge *Giant 4* eventually raised *Kursk* and recovered the dead, who were buried in Russia – although three of the bodies were too badly burned to be identified. The heat generated by the first blast detonated the warheads on 5 to 7 torpedoes causing a series of blasts big enough to be measured on a geological seismometer in the area – and those secondary explosions fatally damaged the vessel.

Major concerns existed throughout the salvage operations relating to the armed cruise missiles remaining in the silo compartments, the risk of detonation of unaccounted-for torpedo and torpedo charge fragments, and recriticality¹ or radioactive release from the two nuclear propulsion reactors on board. The London-based nuclear consultant John Large undertook the risk and hazard assessment, adapting this as further facts came to light throughout the salvage period.

Russian officials strenuously denied claims that the sub's *Granit* cruise missiles were carrying nuclear warheads, and no evidence has been provided to the contrary. When the salvage operation raised the boat in 2001, there were considerable fears that preparing to move the wreck could trigger explosions, because the bow was cut off in the process, using a tungsten carbide-studded cable. This tool had the potential to cause sparks which would ignite remaining pockets of volatile gases, such as hydrogen. The successfully recovered portion of *Kursk* was towed to Severomorsk and placed in a floating dry dock where extensive forensic analysis was accomplished.

The remains of *Kursk*'s reactor compartment were towed to Sayda Bay on Russia's northern Kola Peninsula – where more than 50 reactor compartments were afloat at pier points – after a shipyard had defueled the boat in early 2003. The rest of the boat was then dismantled.

In the end the bow was not recovered and was destroyed by explosives in 2002. Only small pieces of the bow were recovered (some torpedo and torpedo tube fragments etc.).

Note to the text:

1) *recriticality* – восстановление критичности (ядерного реактора)

Assignment and question:

1. What is the main idea of the text?
2. Translate the part of the text about *Kursk* raising in written.

Task 18. Read the text “U-BOAT” and do assignments.

U-BOAT

U-boat is the anglicized version of the German word *U-Boot*, itself an abbreviation of *Unterseeboot* (undersea boat), and refers to military submarines operated by Germany, particularly in World War I and World War II. Although in theory U-boats could have been useful fleet weapons against enemy naval warships, in practice they were most effectively used in an economic warfare role (commerce raiding), enforcing a naval blockade against enemy shipping. The primary targets of the U-boat campaigns in both wars were the merchant convoys bringing supplies from Canada, the British Empire and the United States to the islands of Great Britain. Austrian submarines of World War I were also known as U-boats.

The distinction between U-boat and submarine is common in several languages, including English (where U-boat refers exclusively to the German vessels of the World Wars) but is unknown in German, in which the term U-Boot refers to any submarine.

Germany had the largest submarine fleet during World War II. Due to the Treaty of Versailles limiting the surface navy, the rebuilding of the German surface forces had only begun in earnest a year before the outbreak of World War II. Expecting to be able to defeat the Royal Navy through underwater warfare, the German High Command pursued commerce raiding and immediately stopped all construction on capital surface ships save the nearly completed *Bismarck*-class battleships and two cruisers, switching its resources to submarines, which could be built more quickly. Though it took most of 1940 to expand the production facilities and get the mass production started, more than a thousand submarines were built by the end of the war.

During World War II, Germany utilized submarines to devastating effect in the Second Battle of the Atlantic, attempting to cut Britain's supply routes by sinking more merchant ships than Britain could replace. (Shipping was vital to supply Britain's population with food, industry with raw material, and armed forces with fuel and armaments.) While U-boats destroyed a significant number of ships, the strategy ultimately failed. Although the U-boats had been updated in the interwar years, the major innovation was improved communications, encrypted using the famous Enigma cipher machine. This allowed for mass-attack tactics (*Rudeltaktik*, commonly known as 'wolfpack'), but was also ultimately the U-boats' downfall.

After putting to sea, U-boats operated mostly on their own, trying to find convoys in areas assigned to them by the High Command. If a convoy was found, the submarine did not attack immediately, but shadowed to guide other submarines in the area. These then attacked more or less simultaneously, preferably at night while surfaced, which offered a speed advantage over the escorting corvettes and denied the Allies the ability to use ASDIC, which was unable to detect surfaced submarines.

Assignments:

1. Make up a plan to the text.
2. Write an abstract according to the plan.

Task 19. Read the text “LNG CARRIER” and do assignments.

LNG CARRIER

An LNG carrier is a tank ship designed for transporting liquefied natural gas (LNG). As the LNG market grows rapidly, the fleet of LNG carriers continues to experience tremendous growth.

Containment systems. Today there are four containment systems in use for new build vessels. Two of the designs are of the self supporting type, while the other two are of the membrane type and today the patents are owned by Gaz Transport & Technigaz (GTT).

There is a trend towards the use of the two different membrane types instead of the self supporting storage systems. This is most likely because prismatic membrane tanks utilize the hull shape more efficiently and thus have less void space between the cargo-tanks and ballast tanks. As a result of this, Moss-type design compared to a membrane design of equal capacity will be far more expensive to transit the Suez Canal. However, self-supporting tanks are more robust and have greater resistance to sloshing forces, and will possibly be considered in the future for offshore storage where bad weather will be a significant factor.

Assignments:

1. Render the content of the text.
2. According to the Fig describe the inside of an LNG carrier.

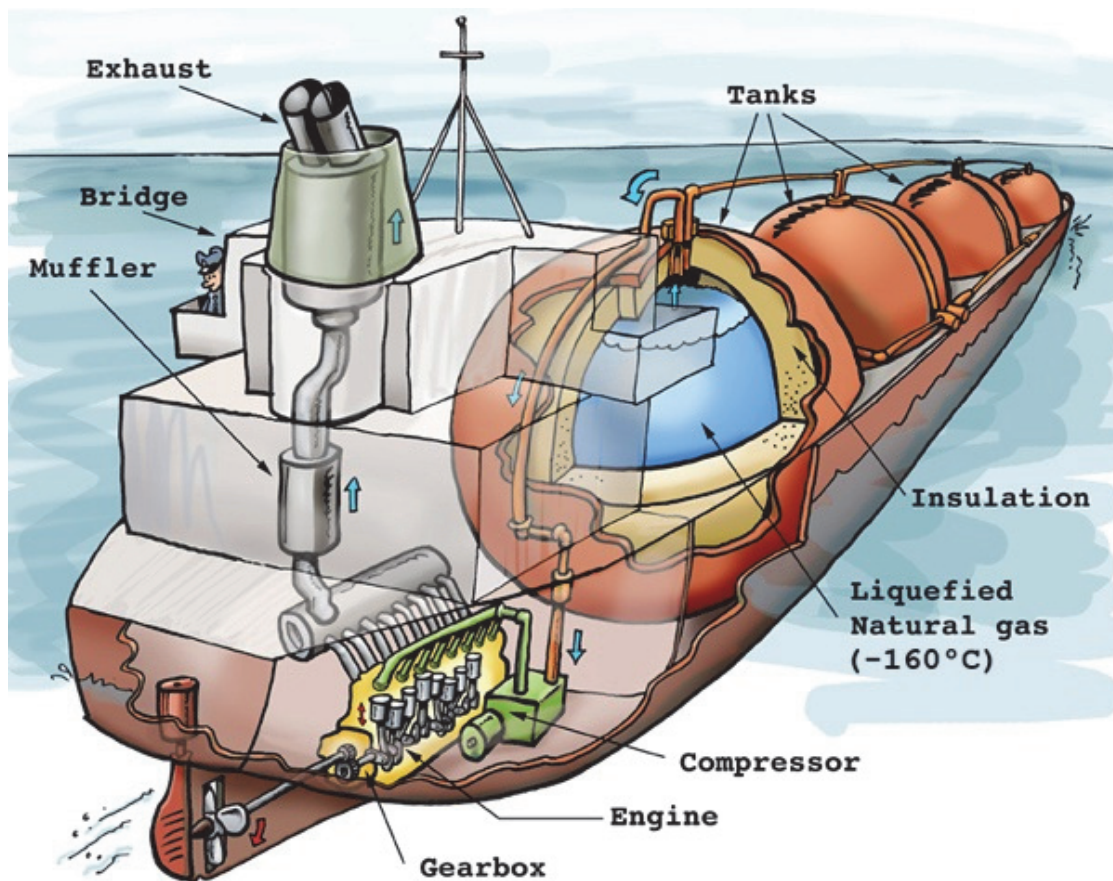


Fig. The inside of an LNG carrier

Task 20. Read the text “RUSSIAN AIRCRAFT CARRIER ADMIRAL KUZNETSOV” and do assignments.

RUSSIAN AIRCRAFT CARRIER ADMIRAL KUZNETSOV

Fleet Admiral of the Soviet Union Kuznetsov, originally named *Riga*, re-named *Leonid Brezhnev* then *Tbilisi* is an aircraft cruiser (heavy aircraft carrying missile cruiser (TAVKR) in Russian classification) serving as the flagship of the Russian Navy.


She was originally commissioned in the Soviet Navy, and was intended to be the lead ship of her class, but the only other ship of her class, *Varyag*, was never commissioned and was sold to the People’s Republic of China by Ukraine under the condition she would never be refitted for combat.

Kuznetsov was named after the Admiral of the Fleet of the Soviet Union Nikolai Gerasimovich Kuznetsov.

Assignment:

1. Using the below chart give the full technical characteristic to aircraft carrier *Kuznetsov*.



Career (Soviet Union/Russia)	
Name:	<i>Admiral of the Fleet of the Soviet Union Kuznetsov</i> (Russian: Адмирал Флота Советского Союза Кузнецов)
Namesake:	Nikolai Gerasimovich Kuznetsov
Ordered:	March 3, 1981
Builder:	Nikolayev South. <i>Designer:</i> Nevskoye Planning and Design Bureau
Laid down:	22 February 1983
Launched:	5 December 1985
Commissioned:	21 January 199. Fully operational in 1995
Status:	in active service, as of 2011
General characteristics	
Class and type:	<i>Admiral of the Fleet of the Soviet Union Kuznetsov</i> -class aircraft carrier
Displacement:	43,000 tons (Standard-load) 55,000 tons (Full-load) 58,600 tons (Max-load)
Length:	1,005.5 ft (306.5 m) o/a 900 ft (270 m) w/l
Beam:	237.2 ft (72.3 m) o/a 125 ft (38 m) w/l
Draft:	29.9 ft (9.1 m)
Propulsion:	Steam turbines, 8 turbo-pressurized boilers, 4 shafts, 200,000 hp (150 MW) 2 × 50,000 hp (37 MW) turbines

	<p>9 × 2,011 hp (1,500 kW) turbogenerators 6 × 2,011 hp (1,500 kW) diesel generators 4 × fixed pitch propellers</p>
Speed:	32 knots (37 mph; 59 km/h)
Range:	8,500 nmi (15,700 km) at 18 kn (21 mph; 33 km/h)
Endurance:	45 days
Complement:	<p>1,993 (total); 1,960 ship's crew 626 air group 40 flag staff 3,857 rooms</p>
Armament:	<p>8 × AK-630 AA guns (6×30 mm, 6,000 round/min/mount, 24,000 rounds) 8 × CADS-N-1 Kashtan CIWS (each 2 × 30 mm Gatling AA plus 32 3K87 <i>Kortik</i> SAM) 12 × P-700 <i>Granit</i> SSM 18 × 8-cell 3K95 <i>Kinzhal</i> SAM VLS (192 missiles; 1 missile per 3 seconds) RBU-12000 UDAV-1 ASW rocket launchers (60 rockets)</p>
Aircraft carried:	<p>41-52 Fixed Wing; 14 × Su-33 fighters (current) 28 × MiG-29K fighters (planned after refit) 4 × Sukhoi Su-25UTG/UBP aircraft Rotary Wing; 4 × Kamov Ka-27LD32 helicopters 11 × Kamov Ka-27PLO helicopters 2 × Kamov Ka-27S helicopters</p>

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.** – exemple 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
NO_x – 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

Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ КОРАБЛЕСТРОИТЕЛЕЙ

Часть 2. Магистратура

Учебное пособие

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Подписано в печать 19.03.2014.

Формат 60 × 84 1/16. Бумага 80 г/м². Ризограф EZ570E.

Усл. печ. л. 6,27. Уч.-изд. л. 5,80. Тираж 50 экз. Заказ 26151.

Редакционно-издательский отдел
Федерального государственного бюджетного образовательного
учреждения высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»
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учреждения высшего профессионального образования
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