

Приложение к рабочей программе дисциплины Иностранный язык (английский язык)

Специальность – 26.05.07 Эксплуатация судового электрооборудования и средств автоматики
Специализация – Эксплуатация судового электрооборудования и средств автоматики
Учебный план 2019 года разработки

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

1 Назначение фонда оценочных средств (ФОС) по дисциплине

ФОС по учебной дисциплине – совокупность контрольных материалов, предназначенных для измерения уровня достижения обучающимся установленных результатов обучения, а также и уровня сформированности всех компетенций (или их частей), закрепленных за дисциплиной. ФОС используется при проведении текущего контроля успеваемости и промежуточной аттестации обучающихся.

Задачи ФОС:

- управление процессом приобретения обучающимися необходимых знаний, умений, навыков и формированием компетенций, определенных в ФГОС ВО и Конвенции ПДНВ-78 с поправками, по соответствующей специальности;
- оценка достижений обучающихся в процессе изучения дисциплины с выделением положительных/отрицательных результатов и планирование предупреждающих/корректирующих мероприятий;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрение в образовательный процесс университета инновационных методов обучения;
- самоподготовка и самоконтроль обучающихся в процессе обучения.

2 Структура ФОС и применяемые методы оценки полученных знаний

2.1 Общие сведения о ФОС

В соответствии с требованиями Кодекса ПДНВ (Раздел А-III/6 Обязательные минимальные требования для дипломирования электромехаников)

– Каждый кандидат на получение диплома электромеханика должен продемонстрировать способность принять на себя задачи, обязанности и ответственность, перечисленные в колонке 1 таблицы А-III/6 Кодекса ПДНВ.

– Минимальные знание, понимание и профессиональные навыки, требуемые для дипломирования, перечислены в колонке 2 таблицы А-III/6 Кодекса ПДНВ, и при этом должно приниматься во внимание руководство, приведенное в части В Кодекса ПДНВ.

– Каждый кандидат на получение диплома должен представить доказательство того, что он достиг требуемого стандарта компетентности, указанного в колонках 3 и 4 таблицы А-III/6 Кодекса ПДНВ.

ФОС позволяет оценить освоение всех указанных в рабочей программе дескрипторов компетенции, установленных ОПОП и Международной конвенцией ПДНВ-78 с поправками. В качестве методов оценивания применяются: наблюдение за работой (Performance tests), наблюдение за действиями в смоделированных условиях (Simulation tests), применение активных методов обучения, экспресс-тестирование, программированные тесты.

Структурными элементами ФОС по дисциплине являются: входной контроль (предназначается для определения уровня входных знаний), ФОС для проведения текущего контроля, состоящие из устных, письменных заданий, тестов, и шкалы оценивания; ФОС для проведения промежуточной аттестации, состоящий из устных, письменных заданий и других

контрольно-измерительные материалов, описывающих показатели, критериев и шкалы оценивания; методические материалы, определяющие процедуры оценивания.

Применяемые методы оценки полученных знаний по разделам дисциплины

Раздел	Текущая аттестация (количество заданий, работ)						Промежуточная аттестация
	Входной тест	Письменное задание	Устный опрос	Тестирование	Презентация	Интерактивные методы контроля	
Раздел 1. Вводно-коррективный курс	+		+	+		+	зачет
Раздел 2. Общее устройство судна			+	+	+	+	
Раздел 3. На борту судна			+	+	+	+	зачет
Раздел 4. Морские державы			+	+	+	+	
Раздел 5. Моя специальность		+	+	+	+	+	
Раздел 6. Природа электричества			+	+	+	+	зачет
Раздел 7. Источники энергии		+	+	+	+	+	
Раздел 8. Судовые электрические машины постоянного тока		+	+	+	+	+	зачет
Раздел 9. Судовые электрические машины специального назначения		+	+	+	+	+	
Раздел 10. Судовая электроэнергетическая система		+	+	+	+	+	зачет
Раздел 11. Типы генераторов, производящих электричество		+	+	+	+	+	
Раздел 12. Работа и техническая эксплуатация судовых электрических установок		+	+	+	+	+	зачет
Раздел 13. Меры безопасности при работе с электрооборудованием		+	+		+	+	
Раздел 14. Безопасность в море		+	+		+	+	
Раздел 15. Вахтенные обязанности		+	+		+	+	зачет
Раздел 16. Деловое письмо							
Раздел 17. Противопожарная безопасность на судне		+	+		+	+	зачет
Раздел 18. Медицинское обслуживание на борту судна и на берегу		+	+		+	+	
Раздел 19. Международные морские конвенции		+	+			+	экзамен

2.2 Оценочные материалы для проведения текущего контроля

Входной контроль

Тестирование

Тема 1. Вводно-коррективный курс

Variant 1

1. *Употребите нужную форму глаголов to be и to have:*

1. My favourite subjects Physics, IT and Mathematics.
2. We a nice library in the college.
3. The novel written many years ago.

Варианты:

- | | |
|--------|---------|
| 1. am | 5. were |
| 2. is | 6. have |
| 3. are | 7. has |
| 4. was | 8. had |

2. *Определите, к какой части речи относится выделенное слово:*

1. My friend **likes** to make computer programs.
2. This is the oldest **building** in our town.
3. Lomonosov was an **outstanding** scientist.
4. The sun is shining **brightly** in the sky.

Варианты:

1. существительное
2. глагол
3. прилагательное
4. наречие
5. числительное

3. *Вставьте нужный предлог:*

1. Now I'm a student Technical College.
2. Usually I go the timetable which is the hall.

Варианты:

- | | |
|--------|----------|
| 1. at | 5. to |
| 2. of | 6. by |
| 3. for | 7. after |
| 4. in | 8. from |

4. *Choose the correct answer*

1. There is too ... salt in the soup. (В супе слишком много соли.)
 - a) much
 - b) many
 - c) a few
2. There are ... sky-scrapers in our city. (В нашем городе есть несколько небоскребов.)
 - a) much
 - b) a little
 - c) a few
3. I've got ... albums of this singer. (У меня есть несколько альбомов этого исполнителя.)
 - a) much
 - b) a few
 - c) a little

5. Match the pairs of words

- | | |
|---------------|--------------|
| 1. builder | a) умный |
| 2. cheap | b) уютный |
| 3. appearance | c) научный |
| 4. scientific | d) строитель |
| 5. cozy | e) внешность |
| 6. clever | f) дешевый |

6. Put the correct pronoun in the sentence.

1. am the first-year student.

- a) I
- b) He, she, it
- c) We, you, they

2. Is in the room?

- a) Somebody
- b) Anybody
- c) Everyone

3. are builders

- a) I
- b) He, she, it
- c) We, you, they

7. Употребите нужный модальный глагол:

1. You take your umbrella, it's raining.

2. How I get to the museum?

3. After classes students go to the library or different hobby clubs.

Варианты:

- | | |
|---------------|----------|
| 1. can | 4. could |
| 2. may | 5. must |
| 3. ought (to) | 6. need |

Variant 2

1. Употребите нужную форму глаголов **to be** и **to have**:

1. The students in the library last week.

2. After a few classes I go to the canteen and breakfast.

3. My father a lot of work to do last week.

Варианты:

- | | |
|--------|---------|
| 1. am | 5. were |
| 2. is | 6. have |
| 3. are | 7. has |
| 4. was | 8. had |

2. Определите, к какой части речи относится выделенное слово:

1. Where do you **study**?

2. Do you like your **study**?

3. After classes students go to **their** favorite hobby groups.

4. On the first floor of the college there is a hall, a gym and **some** classes.

Варианты:

- 1. существительное
- 2. глагол
- 3. прилагательное
- 4. наречие

5. местоимение

3. Вставьте нужный предлог:

1. leaving the college I want to continue my study the University.
2. Our college trains specialists work different spheres.

Варианты:

- | | |
|--------|----------|
| 1. at | 5. to |
| 2. of | 6. by |
| 3. for | 7. after |
| 4. in | 8. from |

4. Употребите нужный модальный глагол:

1. The students come in time to all their lectures.
2. I speak English and don't know German.
3. You take my dictionary.

Варианты:

- | | |
|---------------|----------|
| 1. can | 4. could |
| 2. may | 5. must |
| 3. ought (to) | 6. need |

5. Choose the correct answer

1. We've got ... free time. (У нас мало свободного времени.)
a) little
b) many
c) few
2. I have never seen so ... stars in the sky. (Я никогда не видел так много звезд в небе.)
a) much
b) little
c) many
3. Anna spent ... days in Rome. (Анна провела несколько дней в Риме.)
a) much
b) a few
c) a little

6. Match the pairs of words

- | | |
|-----------------------|----------------------------|
| 1. handsome | a) родственники |
| 2. relatives | b) строить |
| 3. technician | c) Соединенное Королевство |
| 4. kitchen | d) красивый (о мужчине) |
| 5. the United Kingdom | e) кухня |
| 6. to build | f) техник |

7. Put the correct pronoun in the sentence.

1. ... am the first-year student.
a) I
b) He, she, it
c) We, you, they
2. Is ... in the room?
a) Somebody
b) Anybody
c) Everyone
3. ... are builders
a) I

- b) He, she, it
- c) We, you, the

Keys:

Variant 1

1. 1-are, 2-have, 3-was
2. 1-глагол, 2-существительное, 3-прилагательное, 4-наречие
3. 1-of, 2-to, in
4. 1-much, 2-a few, 3-a few
5. 1-d, 2-f, 3-e, 4-c, 5-b, 6-a
6. 1-a, 2-b, 3-c
7. 1-3, 2-1, 3-4

Variant 2

1. 1-were, 2-have, 3-had
2. 1-глагол, 2-существительное, 3-местоимение, 4-наречие
3. 1-after, at 2-for, in
4. 1-must, 2-can, 3-may
5. 1-a, 2-c, 3-b
6. 1-d, 2-a, 3-f, 4-e, 5-c, 6-b
7. 1-a, 2-b, 3-c

Устный опрос монологического и диалогического высказывания по разделам курса

Тема 1. О себе

Тема 2. Мой рабочий день

Тема 3. Личные предпочтения и нежелания. Свободное время

Тема 4. Компьютерные технологии

Тема 5. Конструкция судна

Тема 6. Экипаж судна

Тема 7. Плавпрактика

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. About myself	[1]
2. My University	[1]
3. Eating habits	[1]
4. Free time on board	[1]
5. Ship's construction	[1]
6. Ship's crew	[1]
7. Shipboard training	[1]

Тема 8. Погода

Тема 9. Инциденты на море

Тема 10. Путешествие (поездка) на судно

Тема 11. Россия – морская держава

Тема 12. Черноморские судовые компании

Тема 13. Порты мира

Тема 14. Введение в электричество

Тема 15. Использование энергии

Тема 16. Моя специальность

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Weather conditions at sea	[1]
2. Emergencies on board	[1]
3. At the foreign airport	[1]
4. England is a marine power	[1]
5. Black sea shipping companies	[1]
6. The biggest ports of the world	[1]
7. Nature of electricity	[1]
8. Energy application	[1]
9. Electrical department watchkeeping duties	[1]

Тема 17. Классы электричества

Тема 18. Магнетизм и электромагнетизм

Тема 19. Электрические токи

Тема 20. Измерительные единицы и устройства

Тема 21. Источники энергии

Тема 22. Нетрадиционные источники энергии

Тема 23. Батареи

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Classes of electricity studying	[2]
2. Magnetism	[2]
3. Electric currents	[2]
4. Units of electricity and measuring devices	[2]
5. Ordinary energy sources	[2]
6. Non-traditional energy sources	[2]
7. Batteries	[2]

Тема 24. Конструкция и принцип работы

Тема 25. Генераторы

Тема 26. Двигатели

Тема 27. Трансформатор

Тема 28. Машины переменного тока

Тема 29. Судовые электроприводы

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. The construction and the principle of operation of DC machines	[2]
2. D.C. generators and their applications	[2]
3. DC motors and their instinctive features	[2]
4. Purpose, construction, types of transformers	[2]
5. Marine AC machines	[2]
6. Ship's electrical drives	[2]

Тема 30. Судовая электростанция

Тема 31. Распределительные устройства

Тема 32. Судовые энергосети

Тема 33. Типы генераторов

Тема 34. Конструкция дизель-генератора

Тема 35. Принцип работы дизель-генератора

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ship's electrical power plants	[3]
2. Distribution gears	[3]
3. Electrical cables and networks	[3]
4. Types of generators	[3]
5. Diesel generators	[3]

Тема 36. Техническая эксплуатация электрооборудования
Тема 37. Вахтенная эксплуатация электрооборудования
Тема 38. Нахождение неисправностей
Тема 39. Устранение неисправностей
Тема 40. Средства безопасности при работе с электрооборудованием
Тема 41. Правила техники безопасности
Тема 42. Средства безопасности на судне
Тема 43. Судовые тревоги
Тема 44. Учения на борту судна

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Technical maintenance	[3]
2. Watch maintenance	[3]
3. Troubleshooting of generators	[3]
4. Troubleshooting of motors	[3]
5. Safety rules	[3]
6. Ship's safety means	[3]
7. Ship's drills	[3]
8. Alarms on board ships	[3]

Тема 45. Вахтенные обязанности судового электрика
Тема 46. Вахтенные обязанности электромеханика
Тема 47. Стил и структура делового письма
Тема 48. Техническая документация. Прием оборудования
Тема 49. Собеседование при найме на судно. Контракт о найме

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Duties of ship's electrician	[4]
2. Duties of ship's electrical engineer	[4]
3. Business letters	[4]
4. Contract of employment	[4]

Тема 50. Структура и типы пожаров
Тема 51. Средства противопожарной безопасности
Тема 52. Предотвращение пожара
Тема 53. Средства определения пожаров
Тема 54. Типы огнетушителей
Тема 55. Здоровье и болезнь
Тема 56. Симптомы и признаки болезни
Тема 57. Оказание первой помощи при повреждениях

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Types of fires	[4]
2. Fire safety means	[4]
3. Fire prevention	[4]
4. Fire detection	[4]
Fire extinguishers	[4]
First medical aid	[4]

Тема 58. ПДНВ
Тема 59. СОЛАС
Тема 60. МАРПОЛ
Тема 61. МКУБ

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Main provisions of STCW convention	[5]
2. Main provisions of SOLAS convention	[5]
3. Sea pollution from ships	[5]
4. The purpose of ISM Code	[5]

Лексический минимум по темам

Раздел 2. Общее устройство судна

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Конструкция судна	[1] стр. 31
Типы судов	[1] стр. 84
Неправильные глаголы	[1] стр. 86-88

Раздел 6. Природа электричества

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Природа электричества	[2] стр. 113-115

Раздел 8. Судовые электрические машины постоянного тока

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Судовые электрические машины постоянного тока	[2] стр. 115-118

Раздел 9. Судовые электрические машины специального назначения

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Судовые электрические машины специального назначения	[2] стр. 118-122

Раздел 12. Работа и техническая эксплуатация судовых электрических установок

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Работа и техническая эксплуатация судовых энергетических установок	[3] стр. 15-17

Раздел 13. Меры безопасности при работе с электрооборудованием

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Меры безопасности при работе с электрооборудованием	[3] стр. 24, 26

Раздел 14. Безопасность в море

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Безопасность в море	[3] стр. 116-118

Раздел 15. Вахтенные обязанности

Раздел 16. Деловое письмо

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Вахтенные обязанности	[4] стр. 8-9, пункт 2,3 – выписать термины в словарь, перевести, выучить
Деловое письмо	стр. 19-21, 21-22

Раздел 17. Противопожарная безопасность на судне

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Противопожарная безопасность на судне	[4] стр. 106

Раздел 18. Медицинское обслуживание на борту судна и на берегу

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Медицинское обслуживание на борту судна и на берегу	[4] стр. 107-109

Письменное задание**Раздел 2. Общее устройство судна**

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[1] стр. 21-22
2. Перевод с русского языка на английский	[1] стр. 8-9, 12, 13, 23

Раздел 5. Моя специальность

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[1] стр. 67, 69, 73
2. Письменный перевод	[1] стр. 68, 70

Раздел 6. Природа электричества

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[1] стр. 6, 8, 11
2. Перевод с русского языка на английский	[1] стр. 7, 9, 12

Раздел 7. Источники энергии

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Тесты	[2] стр. 22, 23, 25

Раздел 8. Судовые электрические машины постоянного тока

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[2] стр. 25, 30, 32, 44, 58
2. Перевод с русского языка на английский	[2] стр. 26, 30, 33, 45, 50, 58

Раздел 9. Судовые электрические машины специального назначения

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[2] стр. 62, 70, 78, 84
2. Перевод с русского языка на английский	[2] стр. 63, 70, 78, 84, 89

Раздел 12. Работа и техническая эксплуатация судовых электрических установок

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[3] стр. 7, 9, 12, 13, 19
2. Перевод с русского языка на английский	[3] стр. 7, 10, 14

Раздел 13. Меры безопасности при работе с электрооборудованием

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[3] стр. 24, 26
2. Перевод с русского языка на английский	[3] стр. 28

Раздел 14. Безопасность в море

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[3] стр. 30, 40, 42
2. Перевод с русского языка на английский	[3] стр. 38, 41

Раздел 15. Вахтенные обязанности

Раздел 16. Деловое письмо

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Перевод с русского языка на английский	[4] стр. 8, 21

Раздел 17. Противопожарная безопасность на судне

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
Перевод с русского языка на английский	[4] стр. 36, 38, 42, 43, 49, 57

Раздел 18. Медицинское обслуживание на борту судна и на берегу

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[4] стр. 61
2. Перевод с русского языка на английский	[4] стр. 64, 70, 72, 80

Раздел 19. Международные морские конвенции

Контрольный вопрос	Рекомендуемое содержание ответа (источник)
1. Ответить на вопросы	[4] стр. 9, 12, 15
2. Перевод с русского языка на английский	[4] стр. 7, 10, 11 13, 16, 18

Письменное тестирование по грамматическим темам

1. Выберите соответствующую форму местоимения *some, any, no*.

1. We haven't got ____ milk. We can't make breakfast.
2. There are ____ new words in this lesson.
3. Did you buy ____ stamps?
4. There are ____ people in the park because it's cold.
5. Bob always like ____ sugar in his coffee.
a) some b) any c) no

2. Выберите соответствующую форму местоимений *much, many, (a) little, (a) few*.

1. The winter examination session will begin in ____ days.
a) a little b) a few c) much
2. She ate so ____ dessert that she is in bed today with a stomachache.
a) many b) much c) few
3. There are ____ new pictures in this room.
a) many b) much c) little
4. I drink ____ coffee. I don't like it.
a) many b) few c) little
5. There are very ____ scholarships for students.
a) few b) much c) little

3. Выберите соответствующую форму степени сравнения прилагательных и наречий.

1. The Trans-Siberian railway is ____ in the world.
a) long b) longer c) the longest

2. The rivers in America are much ____ than those in England.
a) bigger b) bigger c) the biggest
3. My brother is ____ than I.
a) elder b) the eldest c) eldest
4. English is as ____ as German.
a) difficult b) more difficult c) the most difficult
5. What is the name of ____ port in USA?
a) big b) the most big c) the biggest

4. Откройте скобки и поставьте глаголы во времена **Indefinite** или **Continuous**.

1. My mother always (to take) a bus to get to work.
2. But yesterday she (not to take) a bus, she (to walk) to her office.
3. While she (to shop) this morning, she (to lose) her money.
4. Who (to speak) there? - I (not to know).
5. Who (to take) care of the children in the future?

5. Определите правильную форму глагола: **Present Indefinite/Present Continuous**.

1. My son ____ very well.
a) is swimming b) swims c) swim
2. My friend ____ his holiday in the Caucasus now.
a) spends b) spending c) is spending
3. I watch how he ____ the new words in his exercise book.
a) am writing b) writs c) is writing
4. We ____ to our classes at 8.30 every day.
a) comes b) come c) are coming
5. Is English a special subject at your college? – Yes, it is. We ____ to master it.
a) want b) are wanting c) wants

Ключи

- I 1-b, 2-a, 3-b, 4-c, 5a
 II 1-b, 2-b, 3-a, 4-c, 5-a
 III 1-c, 2-b, 3-a, 4-a, 5-c
 IV 1-b, 2-a, 3-c, 4-a, 5-b
 V 1-b, 2-c, 3-c, 4-b, 5-a

Indefinite tenses

Выберите правильный вариант ответа.

1. His sister _____ English every day.
a) study b) studis c) studies
2. You _____ to the south next summer.
a) will go b) go c) went
3. They ____ this flat five years ago.
a) received b) receives c) did receive
4. Many English words ____ from the French language.
a) came b) camed c) comed
5. Yesterday he ____ very quickly.
a) don't run b) doesn't run c) didn't run
5. They ____ to our city many years ago.
a) came b) camed c) come
6. I'm sure he _____ hard next month.
a) will work b) worked c) works
7. He ____ letters because he is going to return soon.
a) doesn't write b) don't write c) doesn't writes

8. Ms. Roger is a nurse in a hospital. She ____ to look after people.
a) liked b) likes c) like
9. They ____ from the library.
a) didn't returned b) not returned c) didn't return
10. Last year the scientists ____ important work in geochemistry.
a) doed b) did c) do
11. The foreign delegation ____ in Moscow last week.
a) arrive b) arrives c) arrived
12. You ____ about your parents. It's badly.
a) will not think b) don't think c) didn't think
13. I was very busy last summer and ____ to voyage.
a) didn't go b) don't went c) didn't went
14. The friends ____ this novel last evening.
a) know b) knew c) knowed
15. After classes I usually ____ to the canteen for lunch.
a) goes b) went c) go
16. Let's cook. Children ____ usually very hungry after school.
a) are b) be c) will be
17. She ____ to wait for us at the University.
a) don't want b) doesn't wants c) doesn't want
18. We ____ to the park with our children last Sunday.
a) went b) will go c) go
19. He ____ your article the next time.
a) read b) will read c) readed
20. My friend and I often ____ to the theatre to see a new performance.
a) goes b) go c) went
21. The other day I ____ some good music on the radio.
a) listen b) listened c) will listen
22. He usually ____ his free time with his relatives.
a) don't pass b) doesn't pass c) didn't pass
23. My father ____ me the bicycle for my next birthday.
a) will buy b) bought c) buys
24. He ____ to study English two years ago.
a) begin b) begun c) began

Ключи

1-c, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-b, 9-c, 10-b, 11-c, 12-b, 13-a, 14-b, 15-c, 16-a, 17-c, 18-a, 19-b, 20-b, 21-c, 22-b, 23-a, 24-c

Present Tenses

Выберите ваш вариант ответа вместо пропусков.

1. I am tired. We ____ for more than an hour. Let's stop and rest for a while.
a) are walking b) have been walking c) walk d) have walked
2. I have read this chapter in my chemistry text three times, and still I ____ it.
a) understand b) haven't understood c) don't understand d) have understood
3. How long ____ a course of lectures on Medieval History?
a) has Professor Donaldson delivered b) does Professor Donaldson deliver
c) is Professor Donaldson delivering d) has Professor Donaldson been delivering
4. Anne is a fashion designer; she ____ to the opening of every new fashion show in the city.
a) goes b) is going c) has been going d) has gone

5. Sonia _____ as a computer programmer this year, but she'd like to try something different in the future.
a) works b) has been working c) has worked d) is working
6. A group of scientists are travelling around Africa. How many countries _____ so far, I wonder?
a) have they been visiting b) have they visited c) they have visited d) do they visit
7. Their car is as good as new though they _____ it for a number of years.
a) have been having b) have had c) have d) are having
8. Jake is a good footballer. Do you know since when _____ football?
a) has he been playing b) he has been playing c) he plays d) is he playing
9. You may take this magazine. I _____ through it already.
a) have looked b) am looking c) have been looking d) look
10. Jerry promised to come to work in time. He is not here, and he _____ even.
a) hasn't been calling b) isn't calling c) hasn't called d) doesn't call
11. David is quite an athlete. He wants to be strong and healthy that's why he _____ every morning.
a) jogs b) has jogged c) is jogging d) has been jogging
12. – What are you looking for?
– I _____ my umbrella somewhere, and now I don't know where it is.
a) have left b) have been leaving c) leave d) has left
13. Today the world _____ so rapidly; things never stay the same.
a) changes b) has changed c) has been changing d) is changing
14. My mother is a medical nurse; she takes care of sick and old people. What _____ for a living?
a) has your mother been doing b) does your mother do
c) is your mother doing d) has your mother done
15. Who _____ my newspaper? It was on my desk a minute ago.
a) took b) has taken c) takes d) have taken

Ключи

1-b, 2-c, 3-d, 4-a, 5-d, 6-b, 7-b, 8-b, 9-a, 10-c, 11-a, 12-a, 13-d, 14-b, 15-b

Past Tenses

Выберите ваш вариант ответа вместо пропусков.

1. He had been away for many years and when he visited his native town, he saw that it _____ greatly.
a) was changing b) changed c) had been changing d) had changed
- 2) It wasn't raining when I looked out of the window; the sun was shining. But it _____ earlier. That's why the ground was wet.
a) had been raining b) had rained c) rained d) was raining
- 3) Margaret didn't wear her shoes; she was barefoot. She _____ on a piece of broken glass and cut her foot.
a) was stepping b) stepped c) had stepped d) had been stepping

- 4) Sam says he didn't enjoy the program because the TV set _____ properly.
a) hadn't been working b) wasn't working c) didn't work d) hadn't worked
- 5) In 1912 the Titanic _____ an iceberg on its first trip across the Atlantic, and it sank four hours later.
a) had hit b) hit c) was hitting d) had been hitting
- 6) While I _____ a burglar climbed into the room through the window.
a) had slept b) had been sleeping c) was sleeping d) slept
- 7) He _____ ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.
a) had been feeling b) had felt c) was feeling d) felt
- 8) Scarcely _____ out of the window when I saw a flash of light.
a) was I looking b) had I been looking c) I was looking d) had I looked
- 9) Rescue workers _____ a man, a woman, and two children from cold rushing water.
a) pulled b) had pulled c) were pulling d) had been pulling
- 10) Our neighbours called the police when they found out that somebody _____ into their house.
a) broke b) was breaking c) had been breaking d) had broken
- 11) Her face was stained with tears and her eyes were red. She _____.
a) had cried b) was crying c) cried d) had been crying
- 12) He didn't see me as he was reading when I _____ into the room.
a) was coming b) came c) had come d) had been coming
- 13) He was taken to the police station because he _____ into a car in front of him.
a) had crashed b) wasn't crashing c) didn't crash d) crashed
- 14) I found the way to her house quite easily because Nora _____ it to me very well.
a) had been describing b) was describing c) described d) had described
- 15) Who _____ in this house before they pulled it down?
a) lived b) was living c) had lived d) had been living

Ключи

1-d, 2-a, 3-b, 4-b, 5-b, 6-c, 7-a, 8-d, 9-a, 10-d, 11-d, 12-b, 13-a, 14-d, 15-d

Passive Voice

Выберите ваш вариант ответа вместо пропусков.

- 1) A new book _____ by that company next year.
a) will be published b) is publishing c) will publish
- 2) Our plan _____ by the members of the committee.
a) considers b) is considered c) is being considered
- 3) A prize _____ to whoever solves this equation.
a) gives b) will be giving c) will be given

- 4) When the manager arrived, the problem _____.
a) had already solved b) had already been solved c) had solved
- 5) Battle Creek is a hard-working city, where businesses _____ dedicated employees who want to build a good life for their families.
a) have not found b) have found c) found
- 6) Four people _____ in a train crash.
a) killed b) have killed c) have been killed
- 7) The house _____ by a pop star.
a) have bought b) was bought c) bought
- 8) The room _____ later.
a) has been cleaned b) will be cleaned c) will clean
- 9) Many accidents _____ by dangerous driving.
a) are caused b) have been caused c) caused
- 10) People _____ this road very often.
a) haven't used b) don't use c) aren't used
- 11) This situation is serious. Something must _____ before it's too late.
a) have done b) do c) be done
- 12) Have you heard the news? The President _____ !
a) shot b) has shot c) has been shot
- 13) Two men tried to sell a painting that _____.
a) had stolen b) was stolen c) had been stolen
- 14) This is a large hall. Many parties _____ here.
a) are held b) has been held c) are being held
- 15) In more than 200 years the USA Constitution _____ 26 times.
a) is amended b) is being amended c) has been amended

Ключи

1-a, 2-c, 3-c, 4-b, 5-c, 6-c, 7-b, 8-b, 9-a, 10-b, 11-c, 12-c, 13-c, 14-a, 15-c

Modals

Выберите ваш вариант ответа вместо пропусков.

- 1) Lisa _____ get bored in her job. Her job is so boring.
a) must b) can't c) should d) would
- 2) Jack _____ go to hospital yesterday.
a) should b) must c) has to d) had to
- 3) You look tired. You _____ go to bed.
a) would b) must c) should d) could
- 4) It's a secret. You _____ tell anyone.
a) needn't b) wouldn't c) shouldn't d) mustn't

- 5) I was surprised that she say _____ such rude words.
a) should b) must c) would d) will
- 6) My grandfather _____ speak six languages many years ago.
a) need b) shall c) should d) could
- 7) What shall we do this evening? We _____ go out.
a) could b) ought to c) should d) would
- 8) I _____ to sleep recently.
a) haven't been able b) mustn't c) couldn't d) can't
- 9) You have just had lunch. You _____ be hungry.
a) mustn't b) shouldn't c) wouldn't d) can't
- 10) _____ you please be quiet? I'm trying to read.
a) Would b) Should c) Can d) Shall
11. He _____ be at home. He _____ be out.
a) can, shouldn't b) must, can't c) must, needn't d) should, mustn't
- 12) I _____ leave the party early last night. I wasn't very well.
a) had to b) must c) have to d) was to
- 13) Are you going to read the report? No, I _____. I already know what it says.
a) shouldn't b) needn't c) can't d) mustn't
- 14) She _____ help you tomorrow.
a) will be able to b) is able to c) could d) will can
- 15) Jim gave me a letter to post. I _____ remember to post it.
a) needn't b) must c) can d) may

Ключи

1-a, 2-d, 3-c, 4-d, 5-a, 6-d, 7-a, 8-a, 9-d, 10-a, 11-b, 12-a, 13-b, 14-a, 15-b.

Система и критерии оценок результатов промежуточной аттестации

Зачет

Зачет выставляется на основе фактически сданного текущего материала с 1,2,3,4,5,6,7,8 семестров.

Оценивание производится по традиционной шкале: «зачтено» и «не зачтено».

«Зачтено» – теоретическое содержание учебного материала освоено студентом в полном объеме, без пробелов, необходимые практические навыки в основном сформированы, однако они могут быть недостаточными; перевод текста выполнен, хотя некоторые ответы могут содержать лишь незначительные ошибки; качество выполнения оценено числом баллов, близким к максимальному,

«Не зачтено» - теоретическое содержание материала освоено частично, необходимые практические навыки работы с текстом не сформированы, большинство заданий не выполнено, либо качество их выполнения очень низкое.

Экзамен

На экзамен выносятся лексические и грамматические темы, изученные в рамках 10 семестра. Каждому студенту необходимо выполнить письменно грамматический тест, касающийся знания грамматических правил; перевести текст профессиональной направленности, побеседовать с преподавателем по изученным темам и письменно составить диалог по медицине по заданной ситуации. При переводе текста студентам разрешается пользоваться словарём.

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2).

Отлично – теоретическое содержание учебного материала освоено студентом в полном объеме, без пробелов, необходимые практические навыки в основном сформированы, однако они могут быть недостаточными; перевод текста выполнен, хотя некоторые ответы могут содержать лишь незначительные ошибки; качество выполнения оценено числом баллов, близким к максимальному,

Хорошо - теоретическое содержание учебного материала освоено студентом в полном объеме, однако в процессе ответа наблюдаются ошибки, в ходе выполнения практических заданий имеются незначительные грамматические погрешности, но в целом практические навыки сформированы; перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки;

Удовлетворительно - теоретическое содержание материала освоено частично, необходимые практические навыки работы с текстом не сформированы, большинство заданий не выполнено, либо качество их выполнения очень низкое;

Условно неудовлетворительно - большинство заданий не выполнено, при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.

Экзаменационный материал

Разговорные темы:

1. International Radio Medical Centre.
2. Life saving appliances.
3. Sanitary Rules.
4. Ship security requirements.
5. ISPS Management System.
6. Safe working practice.
7. Fire preventing measures.

Лексико-грамматический тест

Variant 1

1. Choose the right translation of the Modal Verbs.

1. You (следовало) have attended this lecture. It was very important.
2. He (не нужно было) buy this bread, we have it some.
3. They (возможно) have determined the structure of these molecules, but I am not sure.
4. (Неужели) they have discovered that something was going in inside of iron without any magnetic measurements?
5. He (должно быть) have exerted every effort to perform the task.
a) can b) must c) should d) may e) needn't

2. Choose the right translation of the sentences with Modal Verbs with Perfect Infinitive.

1. They could have determined the structure of these molecules, but they didn't even try to do that.
a) Они могут определить структуру этих молекул, но они даже не хотят попробовать сделать это.

- b) Они могли попытаться определить структуру этих молекул, но даже не попытались сделать это.
- c) Они попытаются определить структуру этих молекул.
2. Can they have found topics of mutual interest?
- a) Неужели они нашли общую интересующую их тему,
- b) Могли ли они найти общую интересующую их тему,
- c) Смогут ли они найти общую интересующую их тему,
3. She should have returned long ago.
- a) Она должна прийти нескоро.
- b) Она, должно быть, придёт не скоро.
- c) Она должна была прийти уже давно.
4. They must have already gone. I can't find them anywhere.
- a) Они должно быть уже ушли. Я не могу найти их нигде.
- b) Где они должны быть? Я не могу их нигде найти.
- c) Они уже ушли? Я не могу их нигде найти.

3. Find the English equivalent of translation.

1. They must have studied the general operating principles of this device.
2. They should have studied the general operating principles of this device, but they haven't done it.
3. They needn't have studied the general operating principles of this device, but they have done it.
4. Can they have studied the general operating principles of this device?
5. They can't have studied the general operating principles of this device.
6. They may have studied the general operating principles of this device, but I'm not sure.
7. They could have studied the general operating principles of this device. But they didn't want do it.
- a) Неужели они изучили основные рабочие принципы этого прибора?
- b) Им следовало изучить рабочие принципы этого прибора, но они не сделали это.
- c) Возможно, они изучили рабочие принципы этого прибора, но я в этом не уверен.
- d) Они, вероятно, изучили рабочие принципы этого прибора.
- e) Они могли изучить рабочие принципы этого прибора, но они не захотели сделать это.
- f) Не может быть, чтобы они изучили рабочие принципы этого прибора.
- g) Им не было необходимости изучать рабочие принципы этого прибора, но они сделали это.

4. Complete the sentences.

1. Do you know that according to our regulations we...	a) ... Можно мне в начале принять болеутоляющее средство?
2. Blood contains a fluid called plasma plus ...	b) ... У меня была корь, лихорадка и пневмония.
3. Heart failure means ...	c) ... должны поместить вас в карантинную зону.
4. Doctor: Open your mouth. Well, your tooth should be pulled out. Patient: ...	k) ... набор мер, чтобы увеличить безопасность судов и портовых сооружений.
5. Arrange the disinfection of the crew's quarters ...	d) ... слабость и частую депрессию.
6. What diseases had you in the past? ...	e) ... Он поскользнулся на мокром полу, упал и сломал бедро.
7. How has he injured of his thigh? ...	f) ... что сердце перестало биться.
8. What's matter with you? ...	g) ... Мы начнём готовить его к операции прямо сейчас.
9. After influenza patients feel ...	h) ... микроскопические клеточные элементы: эритроциты, лейкоциты и тромбоциты.
10. Doctor, when will he be operated? ...	i) ... У меня болит живот, и я хочу понять, отчего.
11. The International Ship and Port Facility Security Code (ISPS Code) is a comprehensive...	j) ... в соответствии с санитарными правилами.
12. The purpose of ISM Code is to provide an international standard for ...	l) ... безопасное управление и работу судов и для предотвращения загрязнения.

5. Match the type of extinguisher with its description.

1. Dry Powder Fire Extinguisher–
2. Foam Fire Extinguisher –
3. Water Fire Extinguisher –
4. CO2 Fire Extinguisher –

- a) It has a red band contained between two thin white bands around the body. It is used to extinguish paper, wood and cloth.
- b) It has a black band around the body and is used for extinguishing electrical and liquid fires.
- c) It has a black band around the body and is used to extinguish electrical and liquid fires.
- d) It has a yellow band around the body and is used for extinguishing oil fires.

Variant 2

I. Choose the right translation of the Modal Verbs.

1. They (следовало) have determined the right way of solution of this problem, but they haven't done it.
2. There might be times, however, when in working on some problems you had only some equations and you (возможно) not have seen right away what physical arguments to use.
3. Numerous analyses (вероятно) have shown that there are substantial differences in the chemical composition of different species.
4. They (не может быть, чтобы) have found another method of introducing ions into the system.
5. You (не было необходимости) have worried about us. You see, it's all right.
a) must b) may c) can't d) should e) needn't

II. Choose the right translation of the sentences with Modal Verbs with Perfect Infinitive.

1. You needn't have assisted him. He was able to do it himself.
a) Вам не нужно было помогать ему. Он смог сделать это сам.
b) Не нужно помогать ему. Он сможет сделать это сам.
c) Вам не следовало помогать ему. Он должен был сделать это сам.
2. It is impossible. She can't have given up this business.
a) Это не возможно. Она не может бросить это дело.
b) Это не возможно. Она, должно быть, бросила это дело.
c) Это не может быть. Она не могла бросить это дело.
3. They shouldn't have made so much fuss about this problem.
a) Им не стоит поднимать столько шума из-за этой проблемы.
b) Им не следовало поднимать столько шума из-за этой проблемы.
c) Они не должны поднимать столько шума из-за этой проблемы.
4. He was seriously ill. He might have been taken to the hospital yesterday.
a) Он серьезно болен. Его могли забрать вчера в больницу.
b) Он серьезно болен. Его, должно быть, забрали вчера в больницу.
c) Он серьезно болен. Его, вероятно, забрали вчера в больницу.

III. Find the English equivalent of translation.

1. They must have determined the structure of these molecules.
2. They should have determined the structure of these molecules, but they haven't done that.
3. They needn't have determined the structure of these molecules, but they have done that.
4. Can they have determined the structure of these molecules?
5. They can't have determined the structure of these molecules.
6. They may have determined the structure of these molecules, but I'm not sure.
7. They could have determined the structure of these molecules, but they didn't even try to do that.
a) Им не нужно было определять структуру этих молекул, но они сделали это.
b) Неужели они определили структуру этих молекул?
c) Они, возможно, определили структуру этих молекул, но я не уверен.

- d) Им следовало определить структуру этих молекул, а они не сделали это.
- e) Должно быть, они определили структуру этих молекул.
- f) Они могли определить структуру этих молекул, но они даже не попытались сделать это.
- g) Не может быть, чтобы они определили структуру этих молекул.

IV. Complete the sentences.

1. The disembarkation of a sick crew member by a helicopter ...	a) ... производства крови, желудочного сока, мочи и пота.
2. The oxygen is used up by body cells in the process of ...	b) ... в моей санитарной декларации.
3. Tubes called blood vessels ...	c) ... преобразования еды в энергию.
4. From the right atrium blood passes ...	d) ... через трёхстворчатый клапан в правый желудочек.
5. I have five positive answers ...	e) ... Да, здесь болит.
6. To fulfill all deadman formalities you have to ...	f) ... является опасной операцией как для пациента, так и для экипажа вертолёт.
7. The body requires water for ...	g) ... и предотвращение повреждения окружающей среды, в особенности морской среды и собственности.
8. Does this pain go to another place? ...	h) ... высокая температура, головная боль и ломота во всём теле.
9. Lie down, please. Bend your legs. Does it hurt you when I press here? „„	i) ... иногда она отдаёт в позвоночник.
10. The symptoms of influenza are: ...	j) ... переносят кровь по всем частям тела и обратно.
11. The purpose of the Code is to provide a standardised, consistent framework for evaluating risk, enabling Governments to offset changes in ...	k) ... обеспечить нас выпиской из судового журнала с констатацией смерти, а также выдать его документы.
12. The objectives of the Code are to ensure safety at sea, prevention of human injury or loss of life, ...	l) ... угрозе с изменениями в уязвимости для судов и портовых сооружений через определение соответствующих уровней безопасности и соответствующих мер по безопасности.

V. Match the type of the fire with kind of material involved in this type of fire.

- 1. Class A fire
- 2. Class B fire
- 3. Class C fire
- 4. Class D fire

a) A fire involving energized electrical equipment, conductors or appliances. Nonconducting extinguishing agents must be used for the protection of firefighters.

b) A fire involving flammable or combustible liquids, flammable gases, greases and similar products. Extinguishment is accomplished by cutting off the supply of oxygen to the fire or by preventing flammable vapors from being given off.

c) A fire involving common combustible materials which can be extinguished by the use of water or water solutions. Materials in this category include wood and wood-based materials, cloth, paper, rubber and certain plastics.

d) A fire involving combustible metals, for example, sodium, potassium, magnesium, titanium and aluminum. Extinguishment is accomplished through the use of heat absorbing extinguishing agents such as certain dry powders that do not react with the burning metals.

Ключи к экзаменационным тестам

Variant 1

- I 1-c, 2-e, 3-d, 4-a, 5-b
- II 1-b, 2-a, 3-c, 4-a
- III 1-d, 2-b, 3-g, 4-a, 5-f, 6-c, 7-e
- IV 1-c, 2-h, 3-f, 4-a, 5-j, 6-b, 7-e, 8-i, 9-d, 10-g, 11-k, 12-l.
- V 1-b, 2-d, 3-a, 4-c

Variant 2

- I 1-d, 2-b, 3-a, 4-c, 5-e
- II 1-a, 2-c, 3-b, 4-c
- III 1-e, 2-d, 3-a, 4-b, 5-g, 6-c, 7-f
- IV 1-f, 2-c, 3-j, 4-d, 5-b, 6-k, 7-a, 8-i, 9-e, 10-h, 11-l, 12-g.
- V 1- c, 2-b, 3-a, 4-d

Тексты для письменного перевода

1.

Fire-Aid International Training Ltd have developed a specialized Marine Division to provide a unique onboard fire prevention and firefighting programme to meet and surpass mandatory emergency preparedness requirements for merchant vessels. We are to our knowledge, the only Company to be able to provide this comprehensive service onboard a ship at a moments notice at any international location. Onboard training can fully utilize the time spent in port or at sea and is an essential element in the event of a port state inspection due to the potential failure of a simulated ship fire drill. FAI realizes the duties of each and every crew member and therefore our marine firefighting procedures are adapted to provide the necessary experience without the qualifications required of dedicated professional marine firefighters. Our marine firefighting and fire safety protocols encompass fundamental principles coupled with bespoke solutions for individual clients. This benefits the ship's crew by providing the mandatory amount of knowledge and application without compromising their existing roles.

2.

Are you aware that you can lose all your personal belongings in a single fire? It's very sad when fire strikes your home. You lose everything. You do not have a chance to save many belongings. You will be considered lucky if you escape with your life. A person's home is a very private piece of his or her existence. People have been known to struggle for their entire life just to accumulate sufficient material riches and built comfortable shelters for themselves. We can experience a tremendous sense of loss if our homes have been razed to the ground by a fire.

We come across stories of people being suffocated by the thick smoke from a fire. Death, injury and material loss is the result of fires in homes. It is matter for everyone to take seriously.

Yes, the home is as safe as you make it to be - if you take steps to prevent fires from occurring in the first place. Fire can also be a friend or a foe to mankind. Fires have been used for keeping warm, for cooking, for lighting, and so on. If it were not for the discovery and utilization of fire, mankind will have a very hard time surviving in the cold reaches of the Earth. Our early ancestors use fires to ward away wild animals. Food tastes better when cooked or warmed up on a fire. Farmers clearing fields of weeds have also used fire. Many scientific discoveries are obtained by using the heat from fires

3.

Internal combustion engines, steam boilers, make use of engineering principles of combustion. Engineers and scientists have studied how to harness the heat from fires for energy generation. Fire is a true friend if you know how to use it well. The benefits to mankind are many. Sometimes we forget that it can also be very dangerous. There is a saying, "It takes a tree to produce one million matches, but it takes a match to destroy a million trees". That's the power of a fire. It can also destroy tremendously. It can go out of control. Efforts must be made to tame it. There should not be any doubt in the minds of people. Fire is a boon to mankind. But it needs to be controlled well in order to use it. People who makes use of fire, (that includes all of us), must know the nature of a fire, and how a fire can start. It is a fundamental rule to understand what we are dealing with. In order for us to use fire properly, we should know something about how a fire can occur. People who have a natural fear of fire usually do not know much about fires. If they know how a fire can start, they will not fear it as much, but rather treat it with respect. The more you find out about fires, the better you will be at preventing it from going out of hand.

4.

Early on July 27, 1996, while the Panamanian passenger ship Universe Explorer was en route from Juneau, Alaska, to Glacier Bay, Alaska with 1,006 people aboard, a fire started in the main laundry. Dense smoke and heat spread upward to a deck on which crew quarters were located. Five crewmembers died from smoke inhalation, and 55 crewmembers and 1 passenger sustained minor or serious injuries. One passenger required medical treatment as a result of a pre-existing condition. Sixty-nine people were transported to area hospitals, where 13 of the injured were admitted for further treatment. The estimated damage to the vessel was \$1.5 million.

The National Transportation Safety Board (правление) determines that the probable cause of this accident was a lack of effective oversight by New Commodore Cruise Lines, Ltd., and the predecessor of V. Ships Marine, Ltd. (International Marine Carriers, Inc.), who allowed physical conditions and operating procedures to exist that compromised the fire safety of the Universe Explorer, ultimately resulting in crewmember deaths and injuries from a fire of undetermined origin in the vessel's main laundry. Contributing to the loss of life and injuries was the lack of sprinkler systems, the lack of automatic local-sounding fire alarms, and the rapid spread of smoke through open doors into the crew berthing area.

5.

On July 27, 1996, fire started in the main laundry of the Panamanian passenger ship Universe Explorer, which was en route from Juneau, Alaska, to Glacier Bay, Alaska, with 1,006 people aboard. Dense smoke and heat spread upward two levels from the deck on which the main laundry was located to a deck on which crew quarters were located. Five crewmembers died from smoke inhalation, and 55 crewmembers and 1 passenger sustained minor or serious injuries. One passenger required medical treatment as a result of a pre-existing condition. Sixty-nine people were transported to area hospitals, where 13 victims of serious injuries were admitted for further treatment. The following narrative is based on interviews with crewmembers and surveys with passengers.

Accident Narrative

On July 23, 1996, the Universe Explorer departed Vancouver, British Columbia, with 732 passengers and 274 crewmembers on board for a pleasure cruise of Alaskan waters. The cruise itinerary was north, through the Inside Passage, to Ketchikan, Juneau, Glacier Bay, Wrangell, and then back to Vancouver. About 1030, on July 26, the Universe Explorer arrived at the Juneau, Alaska, Municipal Dock, where it remained moored all day. According to the master, the trip from Vancouver was without incident. He received no reports of mechanical problems with the ship or with any equipment aboard the ship, including the machinery in the ship's main laundry.

6.

ISO (International Standards Organization) frees IMO

This is where ISO/TC 8, Ships and marine technology, steps in. As the recognized single point of contact between ISO and IMO, the ISO/TC 8 and its subcommittees focus primarily on development of International Standards in support of IMO. TC 8/SC 1, Life-saving and fire protection, in particular supports the IMO subcommittees on ship design & equipment, and fire protection. In addition to allowing greater engagement in the process by the affected industries, and greater consideration of market factors, development of needed detailed technical standards within ISO frees IMO to concentrate its resources on adoption of high-level international legislation. A premise of IMO regulations governing ship stability and fire protection is that a ship should be its own best lifeboat. But there are sometimes situations where abandonment of the ship is unavoidable. Obviously, the egress of perhaps thousands of passengers distributed throughout a large ship with many decks, potentially through smoke-filled passageways, to assembly stations for lifeboats and life rafts is a daunting task.

7.

Fire safety amendments for passenger ship safety agreed

Amendments to SOLAS chapter II-2 and the International Fire Safety Systems (FSS) Code were agreed by the Sub-Committee on Fire Protection (FP) when it met for its 50th session, as part of its contribution to the comprehensive review on passenger ship safety, which began in 2000. The guiding philosophy for this work is based on the premise that the regulatory framework should place more emphasis on the prevention of a casualty from occurring in the first place and that future passenger ships should be designed for improved survivability so that, in the event of a casualty, persons can stay safely on board as the ship proceeds to port.

The Sub-Committee agreed draft amendments to SOLAS chapter II-2 and the FSS Code related to: safe areas and the essential systems to be maintained while a ship proceeds to port after a casualty; on-board safety centres, from where safety systems can be controlled, operated and monitored; fixed fire detection and alarm systems, including requirements for fire detectors and manually operated call points to be capable of being remotely and individually identified; and prevention, including amendments aimed at enhancing the fire safety for atriums, the means of escape and ventilation systems.

8.

Development of provisions for gas-fuelled ships

The Sub-Committee agreed to continue working on the development of provisions for gas-fuelled ships at FP 51, taking into account the outcomes of the Sub-Committees on Ship Design and Equipment (DE) and Bulk Liquids and Gases (BLG). The MSC has instructed the Sub-Committees to develop appropriate draft guidelines for gas fuelled ships with a view to establishing an international standard for the installation and operation of internal combustion engine installations using gas as fuel in all types of ship other than LNG carriers.

Measures to prevent fire in engine rooms and cargo pump rooms

The Sub-Committee established a correspondence group to develop draft guidelines on measures to prevent fire in engine rooms and cargo pump rooms and to consider, with a view towards consolidation and inclusion, any existing MSC circulars addressing fire safety and prevention measures for engine-rooms and cargo pump-rooms.

Life-saving appliances and arrangements

Various items related to life saving appliances were transferred to the FP Sub-Committee due to the heavy workload of the Sub-Committee on Ship Design and Equipment (DE). Experts on DE matters attended the FP Sub-Committee.

9.

Prevention of accidents involving lifeboats

The Sub-Committee agreed a draft amendment to SOLAS regulation III/19.3.3.4 concerning provisions for the launch of free-fall lifeboats during abandon ship drills, for submission to MSC 81 for approval and subsequent adoption. The amendment will allow, during the abandon-ship drill, for the lifeboat to either be free-fall launched with only the required operating crew on board, or lowered into the water by means of the secondary means of launching without the operating crew on board, and then manoeuvred in the water by the operating crew. The aim is to prevent accidents with lifeboats occurring during abandon-ship drills.

The Sub-Committee also agreed a draft MSC circular on Early implementation of draft SOLAS regulation III/19.3.3.4 to encourage early implementation of the regulation prior to its entry into force.

It also agreed a draft MSC circular on Guidelines for the development of operation and maintenance manuals for lifeboats and a draft MSC circular on Measures to prevent accidents with lifeboats consolidating previous circulars MSC/Circ.1049, MSC/Circ.1093, MSC/Circ.1136 and MSC/Circ.1137. The draft consolidated circular includes the Guidelines for periodic servicing and maintenance of lifeboats, launching appliances and on-load release gear; Guidance on safety during abandon ship drills using lifeboats; and Guidelines for simulated launching of free-fall lifeboats.

Extinguisher and fire classification

Fires and extinguishers are classified according to the type of fuel that is being consumed by the fire.

CLASS A

Fires involving the combustion of ordinary materials such as wood, cloth, paper, plastics etc. The extinguishers contain pressurized water or water based extinguishing agents.

CLASS B

Fires involving combustible or flammable liquids such as gasoline, kerosene and many chemical agents including gases.

Extinguishers contain carbon dioxide or a dry chemical extinguishing agent.

When extinguishing electrical fires in or around sensitive equipment such as computers, a carbon dioxide extinguisher is preferred, as it does not leave any residue that will harm subsequent operation of the equipment

CLASS C

Fires involving energized electrical equipment such as appliances of all kinds, motors, computers etc.

Extinguishers contain carbon dioxide, Halon, dry chemical or liquid extinguishing agent.

CLASS D

Fires involving combustible metals such as sodium, lithium, titanium, magnesium. Extinguishing agent usually comes in dry powder form stored in a bucket.

CLASS K

Fires involving cooking fats & oil in commercial cooking.

Extinguishing agent comes as liquid chemical.

Emergency Evacuation Procedures*Purpose*

Emergency evacuation procedures are designed to ensure that people exit a building safely during an emergency. An emergency can be defined as any pending, present or imminent event, natural or man-made, which risks endangering the lives of people or damage to property and requires an immediate response. During an emergency, McGill University's priority is the safety of its students, faculty and staff.

Responsibility

All McGill University students, faculty and staff are responsible for familiarizing themselves with the emergency information regarding their work areas, classrooms, and/or living areas. This includes emergency evacuation plans comprising: exits, alternate routes of egress, the location of pull alarm stations, portable fire extinguishers and respective meeting points (a location for evacuees to assemble upon exiting their building).

In each campus building, there is an evacuation team comprised of members of the McGill community who will help evacuate building occupants in a quick and orderly manner to insure everyone's safety.

Procedure

In case of fire:

Anyone discovering a fire, smoke, strong smell of burning or of an unusual nature, should immediately:

Pull the fire alarm station.

If it is safe and you are trained to do so, use the correct fire extinguisher to put out the fire.

Begin evacuation procedures as described below.

Once evacuated, inform the authorities of the location and nature of the fire, the unsafe exits, persons requiring assistance, and other pertinent details.

Remain available to the responding security agent(s) to provide details for the incident report.