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ENGLISH FOR MILITARY ENGINEERS 1

Course-book



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Course-book

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INTRODUCTION

English for Military Engineers 1 has been written for learners of the second year in the Public Safety University of the Republic of Uzbekistan. It is made according to the Teaching Syllabus for the second year of study in the University. This course-book helps to prepare cadets for their future career. The book provides enough material for approximately 116 hours of classroom activity. The structured approach, supporting examples in exercises, help desk and comprehensive glossary have been designed so that you can use the materials on your own.

Content

English for Military Engineers 1 is designed to meet the English language needs of military personnel engaged in all military-engineering operations, including peacekeeping, humanitarian assistance and training exercises, communication means, security system. It combines the rigorous language analysis of a good English for Specific Purposes course with the teachability of a good General English course.

The study-book is divided into 29 units with A and B parts. Each unit focuses on a topic area that you are likely to meet in the military-engineering life and off-duty work. This helps to build up a bank of vocabulary and ideas related to a variety of the topics. Fortunately, thematic and language content of the course-book rises from simpler to more advanced, which facilitates working with it.

Units cover vocabulary, grammar, pronunciation and content-based exercises to prepare you for the English for military-engineering and improve pre-intermediate skills on reading, writing and speaking.

Units structure

Each of units is divided into 2 parts.

The first(A) part of each unit introduces vocabulary related to the topic, as well as phrases and language that can be

applied to any topic. Grammar exercises also give you the opportunity to develop accurate grammatical skill which is important to express complex ideas and opinions about your military-engineering service and off-duty situations.

The second (B, general part) part of each unit is designed mostly for practicing learned vocabulary/grammar material in your speech.

These tasks help to build your confidence in the process of communication in English.

Authenticity

The educational materials of *English for Military Engineers 1* has been independently studied by officers of Military-Engineering direction from the Public Safety University of the Republic of Uzbekistan, all of whom have extensive experience in military-engineering. Some data are collected from internet resources. It provides reliable, accurate and up to date reflection of this sphere in English.

Author would like to get all comments and feedback on designing the course-book. It can contribute to further improvement of this course-book and other teaching resources.

UNIT 1. A

GREETINGS AND INTRODUCTIONS

OBJECTIVES

- Introducing yourself and greeting people
- Special questions

STARTER. Look at the picture and answer the questions.



1. Where is this man?
2. Why is he there?

Task 1. Match the questions with their answers?

Hello Bekhruz, how are you?	Yes, it is. I hope it will be amazing.
Is this your first visit here?	It was really good. We had so many parties.

How was your journey?
How long are you staying
here?

For some days.
Hello Jakhongir, I am well, it`s nice
to see you again.

WHAT DO YOU DO?

Special questions

What do you do? – I am a cadet.

What do you think about....?

Who is this man?

Where do you live?

Task 2. Now write questions.

	Name: Sarvar Surname: Yuldashev Country: Uzbekistan Address: Bukhara region, Tukimachilik district Phone number: +99890 600 33 55 Age: 34 Job: Commander Military rank: Lieutenant Married: Yes
--	--

1. What`s his name? – Sarvar
2.? – Yuldashev.
2.? – Bukhara region,
Tukimachilik district..
3. ? – He`s a commander.
4.? – He`s 34.
5.? – It`s +99890 600 3355
6.? – He is a Lieutenant.
7.? – Yes.

Task 3. Complete the sentences with to be.

1. Sarvar *isn't* from Turkmenistan. He *'s* from Uzbekistan.
2. His phone number _____ +99890 600 33 55.
3. He _____ 20. He _____ 34.
4. He _____ married.

Task 4. Tick the correct answer.

1. ☐ I am not a sergeant.
☐ I am not a sergeant.
2. ☐ He isn't from Syrdarya.
☐ He's not from Syrdarya.
3. ☐ His phone number is +99890 700 33 55.
☐ His phone number's +99890 700 33 55.
4. ☐ What's his age?
☐ What is` his age?
5. ☐ He isn't` a sergeant.
☐ He is not a sergeant.
6. ☐ She is not married.
☐ She is no married.

Task 5. Make up a dialogue with your partner using *What is your commander's name? Where is he from? What is his age? What is his military rank?*

HELP DESK	
address [ə'dres]	district ['dɪstrɪkt]
age [eɪdʒ]	lieutenant [lef'tenənt]
business ['bɪznɪs]	military ['mɪlɪt(ə)rɪ]
commander [kə'mɑ:ndə]	rank [ræŋk]
country ['kʌntri]	sergeant ['sɑ:ʒ(ə)nt]

UNIT 1. B

GRAMMAR CHECK

SPECIAL QUESTIONS

Special Questions



Special questions are questions that we ask in order to get additional information. We ask a special question when a general question is not enough.

Question word or phrase (when, why, how much, where) + Auxiliary verb (do, will, did) or modal verb (can, should, may) or verb to be (am, were, are) + Subject (I, We, John, People) + main verb (read, work, go) + rest of the sentence if necessary.

QUESTION WORDS	USED FOR	EXAMPLE
Who	Person (subject).	Who is that woman?
Whom	Person (object).	Whom did you see?
Whose	Ownership	Whose keys are those?
Where	Position, place.	Where do you live?
When	Time, occasion, moment.	When did you last see him?
Why	Reason, explanation.	Why were you late?
Why don't	Suggestion.	Why don't you take a nap?
What	Specific thing, object.	What's the matter?
What...for	Reason.	What did you do that for?

PRACTICE

Task1. Fill in the blanks with *What, When or Where*

1.	_____ is the name of the President of the United States of America?
2.	_____ month is the Chinese New Year?
3.	3. _____ did Neil Armstrong say when he first landed on the moon?
4.	_____ did he first land?
5.	_____ did the Americans drop the atomic bomb on Hiroshima?
6.	_____ is New York city?
7.	_____ is that called in English?
8.	_____ are the Hawaiian Islands?
9.	_____ are you doing this afternoon?
10.	_____ is situated Kukaldosh madrasah?

Special question			
Interrogative word	Auxiliary (modal verbs)	subject	object
When Where What Which Why Whose Whom How	to be	Where am <u>I</u> ? What is <u>she</u> ? Where are <u>you</u> ?	
How many How much How long	Present Simple	What rules do <u>you</u> <u>discuss</u> at school? What does <u>she</u> <u>take care</u> of? Whom did <u>you</u> <u>invite</u> to the party?	
	Past Simple	When did <u>you</u> <u>take</u> a picture of a lizard in the zoo?	
	Future Simple	Why will <u>Mary</u> <u>arrange</u> a picnic for her friends tomorrow?	
	Can May Must	Whose book can <u>I</u> <u>take</u> ? Where may <u>I</u> <u>close</u> the window? Why must <u>I</u> <u>do</u> this exercise?	

Task 2. Put as many questions as you can.

1. Gulshoda goes to the bank on Monday afternoons.

a b c

_____ ?

_____ ?

2. I sleep at Jasur's on weekends.

a b

_____ ?

_____ ?

3. My parents are at home in the morning.

a b c

_____ ?

_____ ?

4. Doston washes his car in the rain.

a b

_____ ?

_____ ?

5. The children go to the lake in summer.

a b c

_____ ?

_____ ?

6. My father has breakfast in his bedroom.

a b

_____ ?

_____ ?

Task 3. Fill in one question word into each block of questions

	a) _____ are you late? _____ does he make mistakes? _____ did she play music? _____ will they rewrite a test? _____ have you gone to the conference? b) _____ do you ride your bike? _____ does he drive a car? _____ did you swim? _____ will you choose presents? _____ have you made it?
---	---

UNIT 2. A

TELEVISION

OBJECTIVES

- Description of television
- Tag questions



Task 1. Answer the question.

What is the best definition of television?

- 1. Television is a mass medium for advertising, entertainment, news and sports.
- 2. It is one of the most important and popular forms of communication. TV programs provide news, information, and entertainment to people all over the world.
- 3. an electronic system of transmitting transient images of fixed or moving objects together with sound over a wire or through space by apparatus that converts light and sound into electrical waves and reconverts them into visible light rays and audible sound.

- 4. The term can refer to a television set, or the medium of television transmission.

Task 2. 1 Read about television. Complete the text with the verbs.

***source *device *broadcast *informative *enables
*entertaining *nationwide *argue**

A television is an electronic _____ that broadcasts _____ programs you can watch and listen to. You and your parents might _____ over how much television you're allowed to watch on school nights.

The first "television" system _____ was a straight-line by Philo Farnsworth on September 7th, 1927. The press was presented with this scientific breakthrough on January 13, 1928 and it even headlined a few major _____ papers.

It _____ us to receive the latest news from all over the world. Television is comprised of a lot of fascinating and interesting programs; it can be regarded as a convenient _____ of entertainment. Moreover, educational channels of TV can be _____ for everyone, especially children.

Task 3. Study the statements below and complete the table

- **Suitable for Knowledge Acquisition**

- Loss of Education for Children
- Time Wastage
- Flexibility
- Entertainment
- Inappropriate Visuals for Children
- Influence on Health
- Exposure to the World
- Information Medium to Large People
- Encouragement of Violence
- Decent source of entertainment
- Increased Electricity Bill
- Separation from Society
- Inexpensive Entertainment

Advantages of Television	Disadvantages of Television
Suitable for Knowledge Acquisition	Loss of Education for Children

Task 4. Match the words with the pictures

*Led LCD driver *TV Remote Controller *Speaker
 *TV Key Board *AD Board *IR Board * Led TV Inverter
 * Power Cable (Optional) * LVDS Cable * Adapter



1. _____



2. _____



3. _____



4. _____



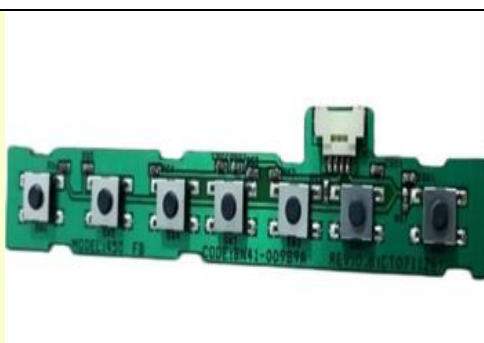
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

Task 5. Make up sentences using the words in task 4

HELP DESK	
entertainment [ent ə'teɪnmənt]	nationwide [neɪʃnwaɪd]
device [dɪ'vaɪs]	wastage [weɪstɪdʒ]
transmit [trænz'mɪt]	wire ['waɪə(r)]
exposure [ɪk'spəʊʒə(r)]	informative [ɪn'fɔ:mətɪv]

UNIT 2. B

GRAMMAR CHECK

TAG QUESTIONS

We use Tag Questions at the end of statements to ask for confirmation

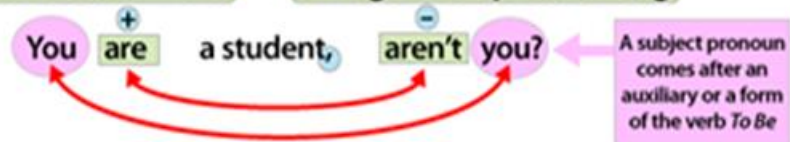


Question Tags



A question tag is a small question at the end of a statement.
Question tags are used when asking for agreement or confirmation.

a positive statement + a negative question tag



a negative statement + a positive question tag



Twelve Rules for Tag Questions:

Rule	Example
1. After “let’s” , the tag begins with “shall”.	Let’s invite the neighbours over for dinner on the weekend, shall we?
2. Use “aren’t I” in tags to mean “I am not”.	I’m on time, aren’t I? (correct) I’m on time, am’t I? (incorrect)
3. Use “won’t” for polite request tags.	You’ll bring the other things, won’t you?
4. Use “will” or “would” with imperative sentences (commands).	Wait here until I return, will you? Wait here until I return, would you?
5. Use “mustn’t” with the modal “must”.	This must be the address, mustn’t it?
6. Two endings are possible when “have” is the main verb of the sentence.	You have enough money, haven’t you? (British English) You have enough money, don’t you? (North American English)
7. Use pronouns for people, not proper names, in question tags.	Paul is a good tennis player, isn’t he? Betty has a good job, hasn’t she?
8. Use “it” in a question tag when the sentence includes the words “this” or “that”.	This is your pen, isn’t it?
9. Use “they” in a question tag when the sentence	Those are your sandals, aren’t they?

Rule	Example
includes "these" or "those".	
10. Use "there" in a question tag when the sentence includes "there + a form of be".	There is a lot of work to do today, isn't there?
11. Use "they" in a question tag when the sentence includes indefinite pronouns (nobody, no one, someone, somebody, everyone, everybody).	Everyone is here now, aren't they? Nobody has eaten yet, have they?
12. Use "didn't" in a question tag when the sentence includes the verb "used to".	You used to go skating very often, didn't you?"

SOME EXCEPTIONS

- Lets..., **shall we?**
e.g. Let's sunbathe today, shall we?
- I'm..., **aren't I?**
e.g. I'm getting red, aren't I?
- Imperative, **will/would/could you?**
e.g. Pass me the salt, will you?
- Negative words (**no, never, hardly, nobody, little,...**) which stand for negative verb need **a positive tag**.
e.g. He **never** comes, **does he?**
There is **no** reason for leaving now, **is there?**

PRACTICE

Task 1. Fill in the gaps using correct question tags.

1. Joe left for Chicago last night, _____?
2. The plane didn't arrive on time, _____?
3. The bus doesn't stop on this corner, _____?
4. There's a student from Iran in this class, _____?
5. Tony isn't a very independent person, _____?
6. You won't be back before noon, _____?
7. Tina has a sister, _____?
8. There are many students absent today, _____?
9. You have never eaten frog legs, _____?
10. We shouldn't take a break today, _____?

Task 2. Use Tag questions to fill in the gaps

1.	Please, call me when he comes	
2.	It has been a long day,	
3.	You don't think she will refuse him,	
4.	It hasn't changed a bit,	
5.	Don't eat the whole chicken,	
6.	You're not chivalrous about it,	
7.	We know what they are,	
8.	He holds himself nicely,	
9.	Let's have a morning walk,	
10.	They had a nice weekend,	
11.	She rarely cooks meal,	
12.	Anybody who is eager is welcome,	

UNIT 3. A

HOW TANKS FIGHT

OBJECTIVES

- Introducing **tanks fight**
- Questions with HOW

STARTER Answer the questions:

- What kind of military vehicles do you know?
- What do you know about tanks?
- Do you know structural parts of the tank and their functions?



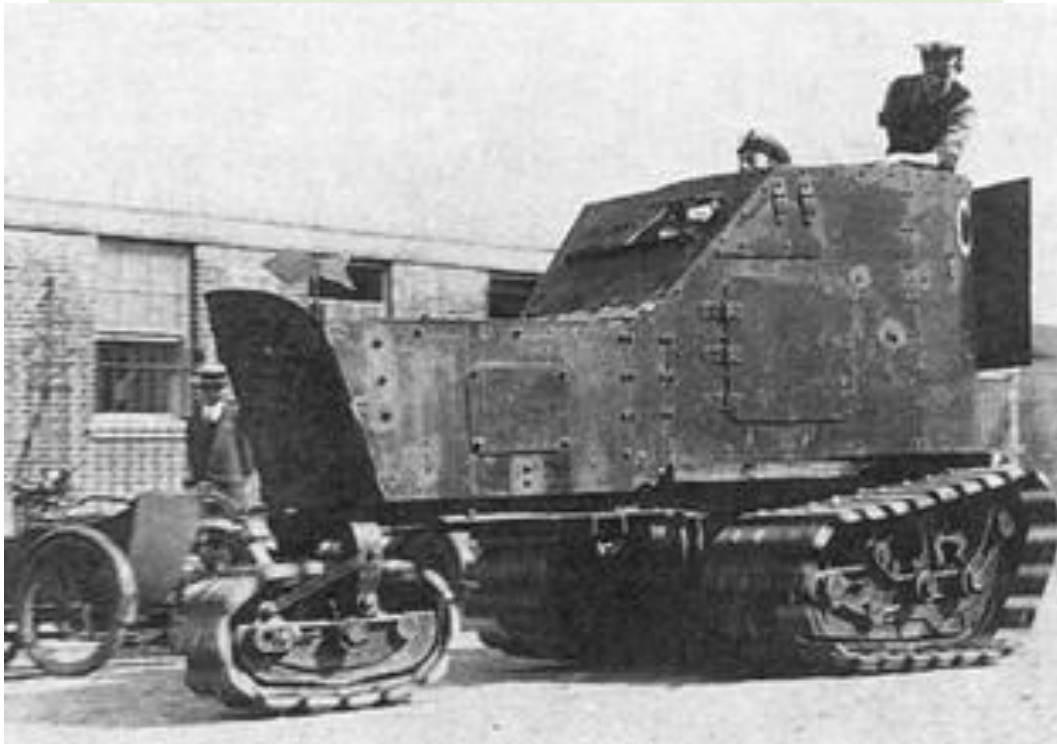
Task 1. Learn the statements below. Put T if the statement is true according to the text, put F if there is a false argument and NG if there is no information in the text.

1. The vehicles with caterpillar tracks were planned for public transportation.	
2. Landships Committee was founded to produce a prototype of the first tank.	
3. Workers were not told the truth for paying their salaries as before the project.	
4. Lots of water tanks were needed in the battlefields.	
5. The name of water containers started to deal with the armored vehicle.	

THE FIRST TANK PRODUCED

In 1914, British army Colonel Swinton and William Hankey promoted the idea of an armored vehicle with caterpillar tracks so they could use it to cross difficult terrain and break through enemy lines. Winston Churchill like the idea and established a Landships Committee to start building a prototype. To keep the enemies from knowing about the project, the workers were told that they were building water

tanks to bring out on to the battlefield and the name eventually stuck.



Task 2. Fill in the gaps using the words in the box.

miles, trenches, idea, people, tons

The first tank prototype came out in 1915. It was called the Little Willie. It weighed 14 _____, had a Daimler engine, carried a crew of 3-4 _____, and move at a speed of three _____ per hour. Unfortunately, the tank was unsuccessful at crossing large, which is what it was built for. Although the tank performance was bad, Ernest Swinton was still convinced that his _____ would work, he just needed a better design. The Little Willie tank never made it to battle, but it is still considered the first tank.

HOW ...?

Questions with <i>How</i> :		GRAMMAR SPOT
<i>How fast is the T-62?</i>		How + adjective + is/are Speed: <i>How fast</i> Height: <i>How high</i> Width: <i>How wide</i> Weight: <i>How heavy</i>
<i>How high is it?</i>		
<i>How wide is Jeep?</i>		
<i>How heavy is a tank?</i>		

Task 3. Make questions about Little Willie using question words with *How*.

How Little Willie fights? – It weighs 14 tons and it is very strong.

Task 4. Match the words in the text with the definitions.

a) the first example of something: (n)

b) a machine that uses the energy from liquid fuel or steam to produce movement: (n) _____

c) a unit of distance equal to 1,760 yards or 1.6 kilometres: (n) _____

d) a deep hole dug by soldiers and used as a place from which they can attack the enemy while being hidden: (n)

e) certain: (v) _____

Task 5. Regroup the words relating to the parameters of the T-62 medium tank.

height, 1961, vertical step, length, fording, width, side slope,
maximum road speed, 4 men

Country of origin	Year of producing	Crew	Dimension and weight	Mobility	Maneuverability
Czechoslovakia	(1)	(2)	weight	(5)	gradient
			(3))	engine power	(7)
			(4))	(6)	(8)
				range	trench
					(9)

HELP DESK	
battlefield ['bætlfi:ld]	produce ['prɒdju:s]
container [kən'teɪnə]	invention [ɪn'venʃ(ə)n]
convince [kən'vɪn(t)s]	liquid ['lɪkwɪd]
crew [kru:]	performance
enemy ['enəmi]	[pə'fɔ:mən(t)s]
energy ['enədʒi]	prototype ['prəʊtətaɪp]
	structural ['strʌktʃ(ə)r(ə)l]
	terrain [tə'reɪn]
	vehicle ['vi:kl]
	weigh [weɪ]

UNIT 3. B

GRAMMAR CHECK

Questions with HOW

 “How” questions enable us to explore methods, perspectives, and the nuances of human experience.	Common questions with how: • How old are you? - I am 25 years old • How tall are you? - I am almost 7 feet • How are you? - I am fine • How much does the headphones cost? - They cost around \$20
--	---

Questions with HOW

- How far is your house?
 - It's kilometres
- How strict is your mother?
 - She is
- How often do you wash your hair?
 - I wash my hair
- How many people are there in your class today?
 - There are
- How much is the cinema today?
 - It is...
- How tall is your partner?
 - He/She is ...
- How funny is your best friend?
 - He/ She is ...

Task 1. Answer the following questions

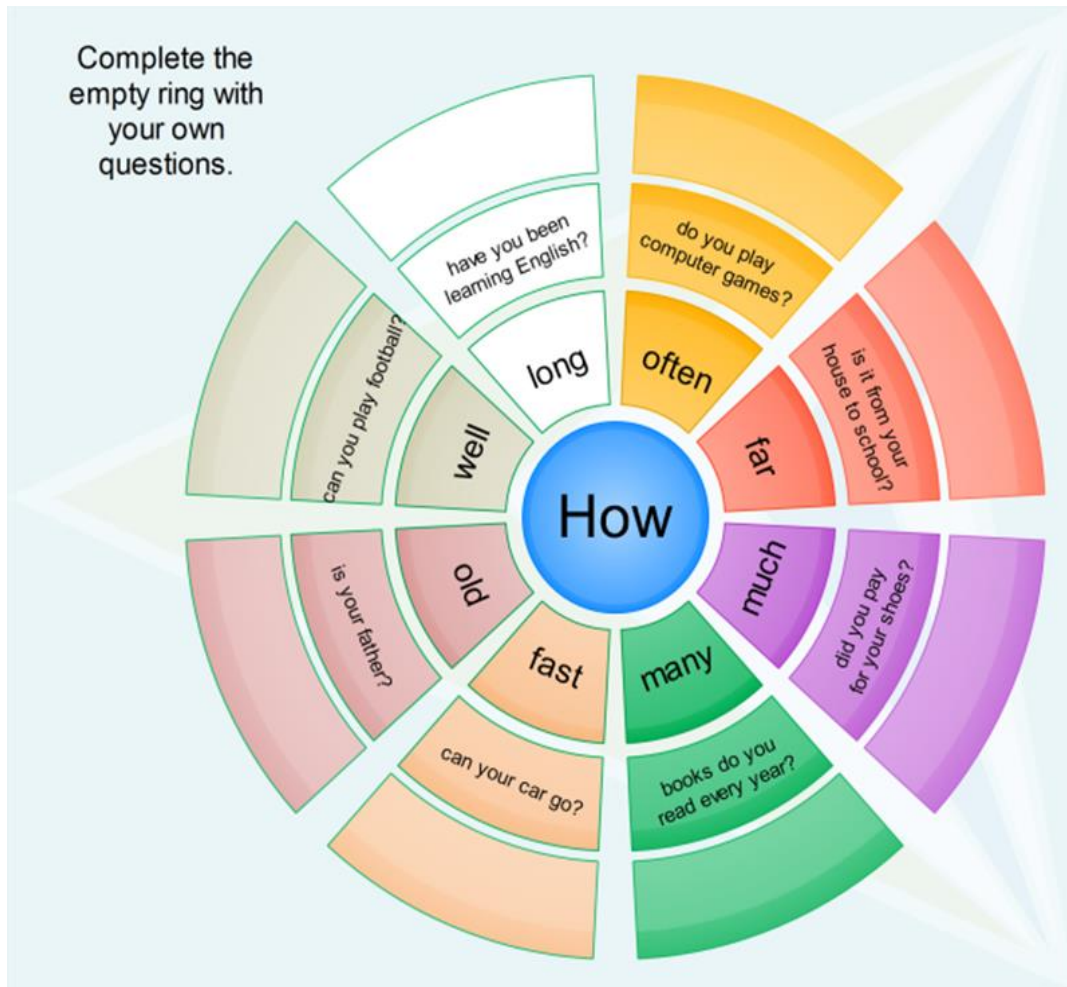
1.	How does exercise impact your physical and mental well-being?
2.	How do you usually start your day?
3.	How does music influence your mood?
4.	How would you describe your problem-solving approach?
5.	How do you manage stress in challenging situations?
6.	How does technology impact your daily routine?
7.	How does reading contribute to your personal growth?
8.	How far can kindness impact a person's life?
9.	How much water do you drink in a day?
10.	How much do you value cultural diversity?
11.	How much time do you allocate for relaxation each day?
12.	How do you find inspiration when you're feeling stuck?

Task 2. Match the answers with the questions

1.	How do you want to go to the park?	a.	He practices every day.
2.	How do you make spaghetti?	b.	I eat out once or twice a week.
3.	How does he run so fast?	c.	Let's take a taxi.
4.	How often do you exercise?	d.	I eat at a restaurant two or three times a month.
5.	How often do you eat out in a month?	e.	Put the pasta in boiling water and cook it for 8 minutes.
6.	How often do you work late?	f.	I exercise twice a week.
7.	How many times a week do you eat out?	g.	I work late every day.

Task 3. a) Make up questions completing the empty ring:

b) Answer the questions which is given in the ring:



Task 4. Complete the sentences using the words in the box

important, confident, difficult, far, well, anxious, spicy, supportive

1. How is the food?
2. How do you know Hadicha?
3. How is to learn Italian?
4. How have you traveled from your country?
5. How do you feel when speaking in public?
6. How do you get before big events?
7. How is physical activity for your well-being?
8. How are you of other people's dreams and goals?

UNIT 4. A

EXERCISE PLANNING

OBJECTIVES

- Exercise Schedule
- Present Simple

STARTER. Match the words with the pictures.

basic training, 5 kilometre (km) foot march, communications training, field training exercise (FTX), first aid training, map reading, NBC (nuclear, biological and chemical) training, obstacle course, weapons training



1



2



3



4



5



6

Task 1. Tick the military and civil exercises.

Exercises	Military	Civil
Crawling under the wire		
Stretching up		
Jumping down the ditch		
Crawling through the tunnel		
Field training exercise		
Sitting up		

Task 2. Now tick the sentences that are true for you.

1. I study at Public Safety University of the Republic of Uzbekistan.	
2. I have field training exercises every day.	
3. I don't live in barracks on Sunday.	
4. I don't go home during trainings.	
5. I don't wear a uniform every day.	

WHAT EXERCISES DO YOU DO...?

I train in obstacle course every Monday.

He doesn't go home during his winter training.

Task 3. Study the examples. Yes/no questions and short answers. Write the questions in full and answer the questions. Work in pairs.

Does he have sit ups every day? – Yes, he does/ No, he doesn't.

Do you study at Academy of the Armed Forces of Uzbekistan? – Yes, I do / No, I don't.

1. jump down the ditch
2. live in barracks from Monday to Friday
3. crawl under the wire every day
4. crawl through the tunnel
5. have a field training exercise on Tuesday

Task 4. Jumbled words. Look at the definition below. Put the letters in the correct order to spell the words and complete the definition. The first letter of each word is there for you.

a Exercise for basic medical treatment that is given to someone as soon as possible.

G_____g (OIJGNNGG)

b Exercise for crawling into the place.

C_____ i_____ t_____ t_____ (IRCNGAWL NI OT NLTUNE)

c Exercise for climbing over, under or through a series of obstacles.

O_____ C_____ (BLOSETAC) (SOECRU)

Task 5. Cadet M. Rakhmatov is now writing about his week in the life. Ask and answer questions about Rakhmatov`s week. Study the examples.

Does a cadet have a field training exercise on Friday? – No, he doesn`t. He has a field training exercise on Saturday.

Training schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
a.m. morn ing	Craw ling through the tunnel	Sitting up	Field training exercise	Sitting up	Stretc hing up	FTX
p.m. aftern oon	Jumping down the ditch	First aid exercise	Communi cations training	Obstac le course	NBC	FTX

Task 6. Using the schedule in Task 5 as a model, draft the schedule of your week. Describe your week to the class.

HELP DESK	
basic ['beɪsɪk] crawling [kr'ɔ lɪŋ] field [fi:ld] exercise ['eksəsaɪz] first aid [ˌfɜ:st'eɪd]	stretching [stretʃɪŋ] nuclear ['nju:klɪə] jump up [dʒʌmp ʌp] chemical ['kemɪk(ə)l] obstacle ['ɔbstəkl] sitting up [sɪtɪŋ ʌp]

UNIT 4. B

GRAMMAR CHECK

PRESENT SIMPLE

	Three basic uses of this tense that most learners know: 1. Habits • I get up before 7 every morning. 2. States that describe your feelings and opinions: • I enjoy walks on the beach. 3. Facts that are always true: • Earth goes around the Sun.
---	--

Here are other uses of Present Simple that are very common:

1. **Film** and **story plots**:

The two main characters *meet* on a night out.

2. **Itineraries** such as **travel arrangements**:

On day one we *fly* to Los Angeles.

3. **News headlines**:

World leaders *meet* at a historic event.

4. **Summaries of historical events**:

The Second World War *begins* in 1939. It comes as a shock to the local populations.

5. **Funny stories** and **jokes**:

A dog *walks* into a bar with a frog on its head...

6. **Recipes** instead of imperative

First, you gently *mix* the ingredients with a spatula.

Types of Sentences	I / You / We / They	He / She / It
Positive Statement (+)	I / you / we / they work	He / she / it works
Question Statement (?)	Do I / you / we / they work?	Does he / she / it work?
Negative Statement (-)	I / you / we / they do not work	He / she / it does not work

The Present Simple is often used with the frequency adverbs:

- always
- frequently/often
- usually
- seldom/rarely
- nowadays
- never
- every week/year
- sometimes/occasionally
- from time to time
- every now and then

Task 1. Drag the Wh - words to complete the questions.
Then, write the answers using Simple Present.

Where What time What time When What How often

1. A: _____ does your mother get up? B: She _____ at 5:30 am.
2. A: _____ does she do? B: She _____ a teacher.
3. A: _____ does your father work? B: He _____ in a bank.
4. A: _____ does he finish work? B: He _____ work at 4:30 pm.
5. A: _____ do you go to school? B: I _____ to school in the mornings.
6. A: _____ do you study English? B: I _____ English every day.

Task 2. Ask general questions:

1. They fix cars at the service station.
2. She creates the best mobile apps.
3. You don't teach children at work
4. I study at a university in Italy.
5. My mom drives a car well.

Task 3. Ask special questions:

1. My brother reads this newspaper at home.
2. My uncle often meets his wife at the office.
3. This journalist often interviews popular people.
4. We often meet these people at conferences.
5. My chef does not give a speech this time because he has a coughing.

Task 4. Write the sentences in correct form using Present Simple

1. You have told me that you **love** me. **(love)**
2. But my chamber? **(why/I/leave/?)**
3. I you **(not/think)**
(quite/understand)
4. I it in your face now. **(see)**
5. what a father is? **(you/not/know/?)**
6. to your wife? **(how/she/write/?)**
7. It me happy to see you. **(make)**
8. I you write for the papers. **(know)**

9. But for these things? **(why/it/call/?)**
10. I am sure you better now. **(feel)**
11. I I shall work. **(not/suppose)**
12. I why, but I have. **(not/know)**
13. That's what I you to do. **(want)**
14. That's why I them. **(not/like)**
15. But I a word of it. **(not/believe)**
16. I what it is all about. **(not/know)**
17. I this to you as a friend. **(say)**
18. It one good to look at them. **(do)**
19. to go to? **(where/you/think/?)**
20. What sort of a living? **(you/mean/?)**



UNIT 5. A

RADIO

OBJECTIVES

- Describing a radio and its history
- Past Simple

Task 1. What is a military radio?



Task 2. How do you use the radio in the military?



Task 3. Match the definitions with their words.

.... .. a vehicle designed for air travel, with wings and one or more engines.

..... a device for transmitting and receipting of electromagnetic waves of radio frequency, especially those carrying sound messages.

..... a large road vehicle that is used for transporting large amounts of goods.

..... a device for finding direction.

a. compass

b. radio

c. truck

d. plane

PAST SIMPLE TENSE. GUGLIELMO MARCONI INVENTED....

			POSITIVE	
James Clerk Maxwell predicted			Subject+verb2+other	
the existence of radio waves.			QUESTION	
			Did+subject+verb1+other	
Did	Mahlon	Loomis	NEGATIVE	
demonstrate	"wireless			
telegraphy"?				
Guglielmo Marconi didn't send				
and receive his first radio signal				
in Italy in 1904.				

Task 4. Now read the text and underline Past Simple Tense.

Who invented the first radio?

During the 1860s: Scottish physicist, James Clerk Maxwell predicted the existence of radio waves; and in 1886, German physicist, Heinrich Rudolph Hertz demonstrated that rapid variations of electric current could be projected into space in the form of radio waves.

In 1866: Mahlon Loomis, an American dentist, successfully demonstrated "wireless telegraphy." Loomis was able to make a meter connected to one kite cause another one to move, marking the first known example of wireless antenna communication.

Guglielmo Marconi: an Italian inventor, proved the possibility of radio communication. He sent and received his first radio signal in Italy in 1895. By 1899 he could find the first wireless signal across the English Channel and two years later received the letter "S", telegraphed from England to Newfoundland. This was the first successful transatlantic radiotelegraph message in 1902.

Task 5. Role play. Work in pairs. Act a military radio communication.

HELP DESK	
wave [weɪv] electric [ɪˈlektɹɪk] signal [ˈsɪgnəl]	communication [kəˌmjuːnɪˈkeɪʃn] inventor [ɪnˈven.tər] message [ˈmesɪdʒ]

UNIT 5. B

GRAMMAR CHECK

PAST SIMPLE



ENGLISH STUDY
PAGE

SIMPLE PAST TENSE (SUBJECT + V2)



ENGLISH STUDY
PAGE

SIMPLE PAST TENSE

- We can use it for a series of completed actions in the past .

- ❖ I visited my grandmother, stayed for 1 or 2 hour, chatted with her and went to my home.
 - ❖ My brother woke up, washed my face, got dressed and left home.
- We can use it for completed actions in the past.

- ❖ He went to Paris two days ago.
 - ❖ We saw him Last Sunday.
 - ❖ I heard a terrible explosion last night.
- We can use it for single period with time expression

- ❖ He had a girlfriend for 3 years.
 - ❖ My father talked on the phone for 5 minutes.
 - ❖ She chose to stay with her mother all day.
- We can use it for the habit in the past if it is used adverbs of frequency

- ❖ I always did my homework on time when I was a student.
 - ❖ My Father often read me tales before I went to bed.
 - ❖ When I was a young, I walked 10 miles to workplace everyday.

English Study Page

www.englishstudypage.com facebook.com/englishstudypage

Past Simple Form

Subject	Verb	Modifier
I	was	at home yesterday
	worked	as the writerat home.
You/We/They	were	students.
	studied	in the university.
He/She/It	was	Spanish.
	came	From Spain.

Subject	Verb(positive)	NOT (negative)	Modifier
I	was	was not	at home yesterday
	worked	didn't work	as the writerat home.
You/We/They	were	were not	students.
	studied	didn't study	in the university.
He/She/It	was	was not	Spanish.
	came	didn't come	from Spain.

Task 1. Write your questions using Past Simple.

Hi. How are things?

Fine, thanks. I've just had a great holiday.

1. Where _____ ?

To the U.S. We went on a trip from San Francisco to Denver.

2. How _____ ? By car?

Yes, we hired a car in San Francisco.

3. It's a long way to drive. How long _____ to get to Denver?

Two weeks.

4. Where _____ ? In hotels?

Yes, small hotels or motels.

5. _____ good?

Yes, but it was very hot – sometimes too hot.

6. _____ the Grand Canyon?

Of course. It was wonderful.

Key words

Past Simple

- *yesterday*
- *last week (month, year)*
- *a few days ago*
- *the other day*
- *just now*
- *in 2000*
- *once (когда-то)*
- *How long ago?*
- *When?*

Present Perfect

- *today*
- *this (month, year)*
- *recently, lately*
- *Before, always, so far*
- *just*
- *already, yet*
- *Once (один раз), twice*
- *How long?*
- *for, since*

Task 2. Complete the sentences. Put the verb into the correct form, positive or negative.

1.	It was warm, so I _____ off coat. (take)
2.	The film wasn't very good. I _____ it much. (enjoy)
3.	I knew Sarah was busy, so I _____ her. (disturb)
4.	We were very tired, so we _____ the party early. (leave)
5.	The bed was very uncomfortable. I _____ well. (sleep)
6.	The window was open and a bird _____ into the room. (fly)
7.	The hotel wasn't very expensive. It _____ much to stay there. (cost)
8.	I was in a hurry, so I _____ time to phone you. (have)
9.	It was hard carrying the bags. They _____ very heavy. (be)

Task 3. Complete the sentences using the following verbs in the correct form:

**buy catch cost fall hurt sell spend teach
throw write**

1.	Mozart _____ more than 600 pieces of music.
2.	'How did you learn to drive?' ' father _____ me.'
3.	We couldn't afford to keep our car, so we _____ it.
4.	Dave _____ down the stairs this morning and _____ his leg.
5.	Joe _____ the ball to Sue, who _____ it.
6.	Ann _____ a lot of money yesterday. She _____ a dress which _____ £100.

UNIT 6. A

NEW DUTY STATION

OBJECTIVES

- New duty station
- Irregular Verbs

STARTER Answer the following questions.

- What do you always do when you are on duty?
- What do cadets have to do when they are given commands at the station?

Task 1. Complete the phrases. Use given words.

carry follow (orders) give (orders) salute wear

1. *follow* orders

2.the superiors



3. orders

4. a uniform

5. a weapon

Task 2. Put the sentences in correct order.

1. gave | yesterday. | when | commanders |
many | orders | I | was | duty | on

Commanders gave many orders when I was on duty yesterday.

2.wore | yesterday. | their | cadets | raining | black | uniforms | in | weapons

3.on | soldiers | weapons | week. | carried | their | operation | on | last

4.saluted | yesterday. | station | commander | at | cadets | their | the |

5. cadets | year | did | up | not | get | early | last.

IRREGULAR VERBS

Irregular verbs:	GRAMMAR SPOT	
Cadet wore a yellow uniform when he was on duty yesterday.	give – gave wear – wore get – got take – took	

Task 3. Make up sentences matching the parts of the sentences.

Soldiers	carry weapons	last week.
Cadets	gave orders	at the station yesterday.
Officers	followed orders	on operations.
Soldiers	saluted their superiors	at the new duty station.
Military personnel	wear a uniform	in the street yesterday.

Task 4. Work in pairs. Ask your partner about the military university and his duties at it.

Did you carry a weapon when you were on duty last week?

- Yes, I did.

Verbs	Before	Now
carry a weapon		
wear a uniform		
use a mobile phone		
get up late		
follow orders		
salute superiors		
wear jeans		

Task 5. Look in the grid below and find the irregular verbs that you have seen. The verbs can be found in any direction. There are 15 irregular verbs in the grid.

B	L	W	E	A	R	R	O	U	S	E	R	U	N	O	N
L	A	W	R	G	K	L	S	F	M	H	C	W	I	D	R
E	A	T	Y	C	D	G	I	V	E	K	D	P	D	T	E
E	B	Z	B	G	G	G	E	T	F	R	R	K	R	O	D
I	W	I	N	I	O	G	T	V	E	C	A	P	I	Q	S
W	Y	E	H	L	O	U	A	P	L	Y	W	W	V	T	L
R	G	L	L	I	E	N	K	A	M	C	T	G	E	T	E
I	L	D	B	K	R	E	E	J	S	S	P	E	A	K	E
T	A	R	E	A	D	H	V	J	P	M	T	F	G	Y	P
E	S	D	O	U	A	L	S	E	E	E	O	D	T	S	U

HELP DESK	
carry ['kæri]	salute [sə'lu:t]
follow ['fɒləu]	wear [weə]
give [gɪv]	uniform ['ju:nɪfɔ:m]

Task 1. Choose the correct form of the verb to complete the sentence.

1. She _____ (go/went/gone) to the store yesterday.
2. They _____ (eat/ate/eaten) sushi for dinner last night.
3. He _____ (sing/sang/sung) a song at the talent show.
4. The cat _____ (hide/hid/hidden) under the table during the thunderstorm.
5. We _____ (drive/drove/driven) to the mountains for a weekend getaway.

Task 2. Complete the boxes using the correct form of the Irregular verbs

IRREGULAR VERBS			

Task 3. Rewrite the following sentences in the past participle form.

1. She has _____ a letter (write).
2. They have _____ that movie (see).
3. He has _____ a vacation (take).
4. We have _____ breakfast (eat).
5. I have _____ that book (buy).
6. You have _____ a wonderful gadget (bring).

Task 4. Choose and write only irregular verbs in the Past Simple. The quicker team wins.

	1		2	
--	---	--	---	--



UNIT 7. A

OFF - DUTY STATION: THE FOOTBALL MATCH

OBJECTIVES

- The Football Match
- Regular activities
- Present Simple and Present Continuous

STARTER Ask and answer the questions.

1. What sports do you do?
2. How often do you play football?



Task 1. Read the text and answer the questions.

FOOTBALL IN THE PSURU

Football is an important sport in Military and civilian life and Company commander or Platoon commander organizes football every week. Cadets play football between their battalions, platoons or groups. They go to the stadium for playing football. Besides, cadets play football with other Military Institutes and Universities. They wear their sport clothes for playing football.

1. How often do cadets play football?
2. Where do they go for playing football?
3. What do cadets wear for playing football?

Task 2. Put the questions in correct order.

1. going | Timur | where | is | ? *Where is Timur going?*
2. he | is | practising | why?
3. is | Malika | what | doing | ?
4. lieutenant | Jo`rayev | doing | is | what?

Task 3. Complete the conversation with the present continuous. Use these phrases.

practise (2) wear go (2) have (2)

Mahmud: Hi, Nosir. Where youfor?

Nosir: I..... for football.

Mahmud : Why you.....so steady?

Nosir: We for the competition with the Russians on Saturday.

Mahmud: Where youthe competition?

Nosir: We it in Tashkent.

Mahmud: What you..... at the moment.

Nosir: Sport clothes.

Mahmud: Good luck.

Nosir: Thank you.

Task 4. Make up sentences matching the parts in the columns.

Football players	is fighting with an opponent	in the stadium.
Athletics	is doing a physical exercise	on the stage.
Hand fighter	are doing stretching exercises	now.
Cadet	are jogging	in the sport hall.
Military personnel	are kicking a ball	in the university.

HELP DESK	
athletics [æθ'letɪks]	personnel [ˌpɜːs(ə)'nel]
competition [ˌkɒmpə'tɪʃ(ə)n]	practice ['præktɪs]
football ['fuːtbɔːl]	stage [steɪdʒ]
kick [kɪk]	steady ['stedɪ]

UNIT 7. B

GRAMMAR CHECK

PRESENT SIMPLE AND PRESENT CONTINUOUS



We often ask about usual things with the **Present Simple**. We can use the **Present Continuous** to talk about things in progress at this moment or around this time.

Examples of Present Simple and Present Continuous Sentences

Present simple:

- I go to the gym every day.
- She likes ice cream.
- We prefer tea over coffee.
- He believes in the power of love.

Present continuous:

- I am studying for the exam.
- She is making dinner.
- We are going to the beach.
- He is planning a trip.

Common Mistakes

When using the **present simple** and **present continuous**, always use the correct form. Here are some things to avoid:

- Don't use present simple for actions that are happening right now or will happen in the near future. For example, "I go to the movies tonight" is incorrect because it should be in the present continuous ("I am going to the movies tonight").
- Don't use present continuous for actions that are repeated or done regularly. For example, "I am studying every day" is incorrect because it should be in the present simple ("I study every day").
- Don't use present continuous for certain verbs that are not normally used in the continuous form. For example, "I am wanting a new car" is incorrect because it should be in the present simple ("I want a new car").

Task 1. Complete the sentences using Present Simple and Present Continuous

1. John _____ football at the moment (play).
2. We often _____ tests at our school (write).
3. I _____ to my teacher now (talk).
4. Look! Mandy and Susan _____ a film on TV (watch).
5. Durdona _____ her uncle every weekend (visit).
6. Now the sun _____ (shine).
7. They sometimes _____ poems in the lessons (read).
8. Listen! The band _____ the new guitar (test).
9. First I _____, then I _____ (wash/ dress).
10. Every morning my mother _____ up at 6 o'clock (get).

Present Simple vs Present Continuous



Task 2. Choose the correct statement.

1. I live in London. - What does this sentence mean?
 - a. This is my permanent address.
 - b. This is my address only for a limited period of time.
 - c. I've just recently moved there.

2. The lesson starts at half past eight. - What does this sentence mean?
 - a. The action has already taken place.
 - b. The action is set by a timetable.
 - c. The action might take place.

3. He opens the book and reads. - Which situation is expressed by the simple present?
 - a. He opens the book first and then starts reading.
 - b. He opens the book after having read something.
 - c. He opens the book reading something else at the same time.

4. The sun sets in the west. - Which situation is expressed by the simple present?
 - a. The sun always sets in the west.
 - b. The action is going on right now.
 - c. If we are lucky, the sun might set in the west today.

5. He plays football. - Which situation cannot be expressed by the simple present?
 - a. If we want to say that the action is going on right now.
 - b. If we want to say that football is one of his hobbies.
 - c. If we want to say that he is able to play football.

UNIT 8. A

VEHICLE PATROL

OBJECTIVES

- Vehicle Patrol
- Present Continuous

STARTER Label the pictures. Use these words.

tank truck jeep plane



Task 1. Put the words in groups.

vehicles	aircraft	naval ships

ARMY VEHICLES

Present Continuous	NEGATIVE
We haven't reached the destination by the trucks and	Sub+to be+not+verb1+ing
we are not opening fire now.	QUESTION
The commander is giving order in the battle field.	to be+sub+verb1+ing
Is the tank driving to the enemy.	



Task 2. Write a short patrol report using Present Continuous Tense.

1. Event
2. Action you are taking

Task 3. Look at the groups of words below. In each group, three words belong to the same subject area but there is one word that doesn't belong. Put a circle around the word that is the odd one out. Don't circle more than one answer for each sentence. There is an example at the beginning.

A institute	B plane	C frigate	D tank
A tank	B jeep	C helicopter	D truck

A tank	B submarine	C helicopter	D subway
A submarine	B frigate	C plane	D naval ships
A tank	B jeep	C vehicles	C truck
A helicopter	B aircraft	C plane	D jeep

5. Match these defined words with the definition given below.

Helicopter Plane Truck Submarine Frigate Jeep Tank

a_____a vehicle designed for air travel, with wings and one or more engines

b_____a large military fighting vehicle designed to protect those inside it from attack

c_____a type of aircraft without wings that has one or two sets of large blades that go round very fast on top.

d_____a small strong vehicle used for travelling over rough ground, especially by the army

e_____a large road vehicle that is used for transporting large amounts of goods

HELP DESK	
helicopter ['helɪkɒptə] jeep [dʒi:p] tank [tæŋk]	plane [pleɪn] truck [trʌk] subway [ˈsʌbweɪ]

UNIT 8. B

GRAMMAR CHECK

PRESENT CONTINUOUS

 present continuous tense E. g: I'm just uploading some photos to Facebook and I'm sending a message to Barno.	We use the Present Continuous (am/is/are + -ing) to talk about temporary things which have begun but haven't finished. They are often happening now, at this moment.
---	---

We do not normally use the continuous with **Stative Verbs**.
Stative verbs include:

- verbs of thinking and feeling:

believe dislike know like	love hate prefer realise	recognise remember suppose think (= believe)	understand want wish
--	---	---	---

- verbs of the senses:

appear feel	belong disagree	need owe	own possess
------------------------------	----------------------------------	---------------------------	------------------------------

We normally use the **Simple** instead:

- ✓ I understand you. (NOT I am understanding-X you.)
- ✓ This cake tastes wonderful. (NOT This cake is tasting -X wonderful.)

Task 1. Fill in the blanks with the present continuous form of the given verbs.

1. I _____ to watch a movie at Vatan. (go)
2. We _____ in the nearby park. (play)
3. The boys _____ in the pond. (swim)
4. Rita _____ at the function. (sing)
5. The child _____ baseball. (play)
6. The chef _____ his famous ravioli. (cook)
7. The teacher _____ the students. (teach)
8. I _____ Aladdin and the Magic Lamp. (read)
9. Sohiba _____ for her dance performance. (practise)
10. The boys _____ everyone present at the party. (annoy)
11. My mother _____ a sweater for my sister. (knit)
12. The man _____ on the streets. (beg)
13. The baby _____ with her mother. (giggle)
14. Ronaldo _____ his team. (train)

Task 2, Fill in the gaps using Present Continuous

- 1.- Mariam (write) a letter to her boyfriend. Henry(clean) the windows in his flat.
- 2.- Hannah (introduce) some new friends at the office. Roger (shake) hands.
- 3.- Alice (performe) th play at the theatre. Daniel (applaud) her.
- 4.-The doctor (talk) to the patients at the hospital. The nurse..... (help) him.
- 5.-The businessman (fly) to New York and his wife (drive) to work.
- 6.-My neighbour (look) after his big garden. I (not do) anything.
- 7.-The zookeeper (feed) the penguings at the zoo.

Task 3. Read the sentences in different tenses and change them into present continuous tense.

1. He goes to play in the park.
2. COVID affects our lungs.
3. I ate a cheeseburger.
4. The Prime Minister will visit the university.
5. Komron walks to school.
6. The mason was building this tower.
7. Nasiba spoke at the inter-school competition.
8. The wrestlers fought hard.
9. The cuckoo sings beautifully.
10. Usmon left for Dubai.
11. I cleaned my room.
12. We bought a new car.
13. Yasmina plays the guitar.
14. You went in the wrong direction.
15. I did a new project.

Task 3. Describe the picture. What are they doing?



Task 5. Make the present continuous - 'yes / no' or 'wh' questions

1. (what time / you / go to the cinema)?
2. (why / you / study)?
3. (you / smoke)?
4. (he / play / tennis later)?
5. (you / go / shopping at the weekend)?
6. (you / drink / wine)?
7. (what / you / drink now
8. (she / work / in an office at the moment?)?
9. (they / study / Portuguese)?
10. (what time / she/ come)?
11. (where / you / play tennis tonight)?
12. (you / meet / your friends on Friday)?
13. (you / read / now)?
14. (where / you / go now)?

Task 6. Make sentences using Present Continuous. What are they doing?



UNIT 9. A

CAMERA

OBJECTIVES

- Describing cameras and their functions
- Past Continuous

Task 1. What is a camera and what does it do?



Task 2. Match the definitions with their words.

.... is an optical device used for recording images, either as individual still photographs or as part of a series of images such as in a video. It operates using electronic sensors or photographic film to capture visible light or other electromagnetic spectrum segments.

..... is something dangerous, like combat is about to occur. It means, that a possible enemy attack is likely and for you, as a soldier or sailor, to get ready to meet the enemy head on in open battle.

... . is a device for receiving radio programs, or for sending and receiving radio messages.

- a. alert
- b. camera
- c. radio

Task 3. What do you call a camera on a helmet?



Task 4. Complete the sentences using the words below.

camera record camera helmet

A helmet, otherwise known as a micro video, is an action camera, usually a closed circuit television

camera, attached to a allowing someone to make a visual from their point of view (POV), while keeping their hands and vision free.

CAMERAS WERE MAKING RECORDS WHEN.....

Past Continuous

Cameras **were making** records when somebody broke in the territory.

Were you **working** as a combat cameramen this time last year? **Subject+was/were+v1 +ing**

Cameras **were not recording** when the accident happened.

Task 5. Read the text and underline Past Continuous Tense.

My glimpse into Combat Camera

By Senior Airman Clayton Cupit Joint Base Charleston Public Affairs

JOINT BASE CHARLESTON, S.C. – Recently, I participated in the 1st Combat Camera Squadron's ten-day annual ability to Survive and Operate exercise. While this may be nothing extraordinary for combat cameramen, it opened up a whole new world for me. As a public affairs specialist, we were working in mostly an office environment. Sometimes we got to cover unique events that provided unusual and

valuable experiences but, for the most part, we're back at the office handling normal public affairs tasks.

During the exercise, we were constantly conducting hands-on training including honing our marksmanship skills on the range with the M4 Carbine rifle or the M9 Beretta pistol, carrying out documentation missions or participating in large-scale scenarios.

The things I learned during this exercise will have a lasting impression on the rest of my military career. It taught me ways to increase my work efficiency through many programs we use as photojournalists. I was instructed how to conduct close quarters combat in an urban environment. Should I involve in a mission downrange, this training could be the difference between life and death.

Task 6. Work in small groups. Write about advantages of modern cameras in your University. Give some examples using Past Continuous Tense.

HELP DESK	
cameramen ['kæm.rə.mæn]	photojournalist [fəʊtəʊ 'dʒɜːnəlɪst]
video ['vɪdiəʊ]	involve [ɪn'vɒlv]
image ['ɪmɪdʒ]	vision ['vɪʒn]

UNIT 9. B

GRAMMAR CHECK

PAST CONTINUOUS

 PAST CONTINUOUS TENSE was-were Ving ➤ He was watching the squirrels until they ran away. ➤ When I came home Sarah was playing guitar.	❖ Past continuous tense refers to actions or states that were continuous, meaning that they happened over a period of time. ❖ This is different from the simple past tense, which often refers to actions or states that specifically started or finished at certain times.
---	---

	Subject + Was/Were + Verb (ing) + Object. I was going to school.
	Subject + Was/Were + Not + Verb (ing) + Object. I was not going to school.
	Was/Were + Subject + Verb (ing) + Object ? Was I going to school?

	Signal Words when as long as while yesterday at 5
---	--

Task 1. Fill each gap with a verb in either the past simple or Past Continuous tense.

1. Halima _____ (do) her weekly shopping when she _____ (meet) her old friend, June.
2. The sun _____ (shine) when I _____ (get) up this morning. I _____ (feel) so tired!
3. Murod _____ (wait) at one airport while Nodir _____ (wait) at the other. What a disaster!
4. It _____ (rain) very hard, so the referee _____ (decide) not to play the match.
5. When the police _____ (arrive) at the party, the music _____ (play) very loud and everybody _____ (shout).
6. The mail _____ (arrive) very late today. It _____ (come) after eleven o'clock.
7. Nazira _____ (become) very angry this morning. She _____ (speak) to an important client and someone _____ (enter) the room without knocking.
8. Ali _____ (cook) in the kitchen. His sister _____ (offer) to help but Ali _____ (refuse).

Past Continuous interrogative sentences

1. **Was** she study**ing** for her exams when the phone rang?
2. **Were** they play**ing** soccer in the park at that time?
3. **Was** he cook**ing** dinner when you arrived home?
4. **Was** it rain**ing** heavily when they went for a walk?
5. **Was** I work**ing** on the project yesterday?
6. **Were** you watch**ing** TV when the power went out?
7. **Were** the kids play**ing** outside because it was too cold?
8. **Was** she sing**ing** during the concert last night?
9. **Were** they talk**ing** to each other after the argument?
10. **Were** the students listen**ing** to the teacher during the lecture?

Task 2. Put in the verbs in brackets in Simple Past or Past Progressive into the gaps.

1. While I _____ (text), the school bus _____ (arrive).
2. Nasiba _____ (break) her leg while she _____ (snowboard).
3. He _____ (listen) to the radio while he _____ (prepare) breakfast.
4. My uncle _____ (drive) at 70 km/h when a policeman _____ (stop) him.
5. The girl _____ (notice) that the boy _____ (watch) her.
6. My friend _____ (fall off) the ladder while he _____ (paint) the carport.
7. While we _____ (wait), we _____ (do) crossword

puzzles.

8. Temur _____ (become) sick while he _____ (travel) in Texas.
9. What you _____ (do) when you _____ (hear) about 9/11?
10. She said that she _____ (not feel) happy, so I _____ (talk) to her.

Task 2. Put special questions as possible as you can

1. I *was not goofing* off during the field trip.
2. He *was not paying* attention when he walked into a tree.
3. Luckily, we *were not skiing* when the avalanche occurred.
4. The accident happened because the workers were *not practicing* proper safety.
5. I was napping outside while they were looking for me in the house.
6. I was making a sandcastle when the huge wave crashed into me.
7. The seals were performing tricks when we visited the zoo.
8. He was watching the squirrels until they ran away.
9. I was minding my own business when the bees swarmed me.
10. He was watching TV while you were playing with the dog.

UNIT 10. A

AN INVITATION

OBJECTIVES

- An Invitation
- Would you like to ...?

Task 1. Work in pairs. Answer the questions.



1. What are the ways of inviting to a birthday party in your country?
2. Do you usually take a gift when you are invited?

Task 2. Work in pairs. Ask and answer the questions.

When you invite your friend to your house....

1. do you ask to arrive on time?
2. do you ask to take a gift?
3. do you ask to leave on time?
4. do you ask to eat your guest?

WOULD YOU LIKE...?

Would you like to have a cup of tea? Yes, of course.

Would you like to stay with us?

Task 3. Match the two parts of the conversations.

1. Would you like a piece of cake?
2. We have our weapons training twice a week.
3. I am really sorry for my late. I had to stay with my cadets.
4. Thank you, you are so polite.
- a Oh, the meal was so tasty, we were really happy.
- b Really? Very well. It is very important training for cadets.
- c Yes, thank you very much.
- d Oh, that`s all right.

Task 4. Work in pairs. Cadet A invite Cadet B to...

1. Go to a birthday party
2. Drink Coca-Cola
3. Go to the cinema
4. Go to the theatre
5. Go to the football match.

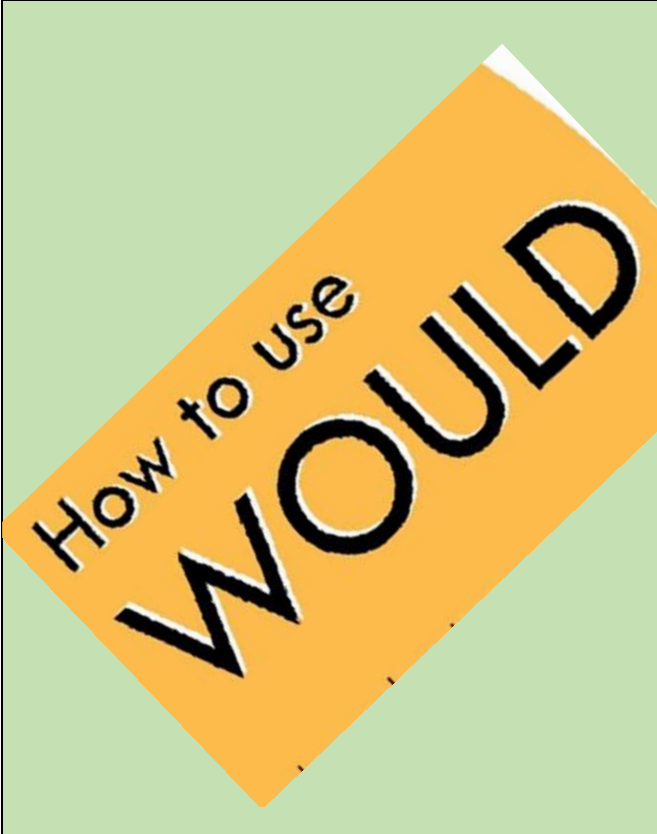
HELP DESK	
eat [i:t]	invitation [ˌɪnvɪ'teɪʃən]
gift [ɡɪft]	theatre ['θɪətə]
guest [ɡest]	would [wud]

UNIT 10. B

GRAMMAR CHECK

WOULD YOU LIKE TO ...?

 Would you like to come with us?	We use would like or 'd like to offer something to someone in a polite way or to ask them to do something politely (requests), or politely to say what we want. Would like is always followed by an infinitive with to:
---	--

	1. Used as a polite invitation or to offer ❖ Would you like to go to the movies with me tonight? 2. Describe a prediction (hypothetical situations) ❖ It would be nice to have a barbecue. 3. Disagreeing with someone ❖ I wouldn't agree with that.
---	---



Would you mind turning down the volume a little?

I **would** rather stay in than go out tonight.

Would you mind closing that window?

I **would** think about it carefully If I were

John said that he **would** buy a small

I never thought anyone **would** believe him.

He promised faithfully that he **would** come.

If Alex had asked me, I **would** have helped him.

If I had enough money, I **would** buy a yacht.

Task 1. Put the words in order

1. I / mushrooms / would / like
2. lots / would / he / of / tuna / like
3. she / like / garlic / would / some
4. some / would / spinach / like / they
5. onions / like / lot / would / of / a

Speaking. Task 2. Answer the question



Task 3. Complete the sentences using the words in the box

turn (2), smoking, achieved, go, be, talk, check

1. "Would you like to _____ out at the weekend?"
2. "Would you _____ the car engine off, please?"
3. "Would you _____ the bill for me, please?"
4. "Would you mind not _____ between courses?"
5. "Would you _____ more quickly, please?"
6. "Would you _____ on the radio, please"
7. If he had worked hard, he would have _____ great progress.
8. If she were not so absent-minded, she would _____ a much better student.

UNIT 11. A

ALERTS

OBJECTIVES

- Describing alerts and their functions
- Will and predictions about Future

Task 1. What is an alert and what does it do?



Task 2. Match the word with the definition.

An alert is.....

a statement made to the public or to the media which gives information about something that has happened or that will happen.

A device that sends and receives television or radio signals.

something dangerous, like combat is about to occur.

It means, that a possible enemy attack is likely and for you, as a soldier or sailor, to get ready to meet the enemy head on in open battle.

Task 3. What is the purpose of alert in Military?



I`LL PROTECT...

Will and predictions about Future

Alert exercises **will** begin next week.

WILL

Will troops use helicopters and tanks in their exercises?

Paratrooper units **will** not participate during the drill.

Task 4. Read the text and underline Future Simple tense.

READINESS OF TROOPS

TASHKENT -- Uzbekistan will show off its military troops' preparedness during its largest ever exercises next month.

The drills, which will take place November 26-30, involving all of Uzbekistan's armed forces and including thousands of troops. Warplanes, helicopters, tanks and paratrooper units will participate.

"This will be the first time the combat readiness of the military for testing on such a large scale," The Uzbek Defence Ministry said in a statement announcing the start of the drills.

"The exercise's main task will be to verify the ability of the military to bring troops to the highest level of combat readiness in a set time," said the Defence Ministry.

The exercise will begin without advance warning, "We hope, the troops will not surprise, thanks to their excellent preparation throughout the year, reported newspaper uz.

During the first day of the training exercises, troops will complete a march including trucks and tanks. The President Shavkat Mirziyoyev on November 28 will visit the Chirchik, where he will inspect the combined operations of the air force and paratrooper, artillery, motorised rifle, tank and special forces. The drill will demonstrate the considerable professionalism and combat readiness of our troops and their ability to act as a cohesive whole.

The purpose of defence reforms in the country is to strengthen the security of Uzbekistan and ensure a peaceful life for its people, Mirziyoyev said.

Task 5. Read the text in task 4 and answer the questions.

1. When will military troops show their preparedness?
2. What is a main task of exercises?
3. What exercises will troops finish from the first days?
4. What is the speech of the President about reforms in the country?

Task 6 . Work in small groups. Write the descriptions of red, green and yellow alerts.



HELP DESK	
alert [[ə'ɪz:t] troop [tru:p] paratrooper ['pæɪ.ə.tru:p]	readiness ['red.i.nəs] artillery [ɑ:'tɪl.ər.i] announce [ə'naʊns]

UNIT 11. B

GRAMMAR CHECK

WILL AND PREDICTIONS ABOUT FUTURE

Future tenses



We can use 'will' or 'll' to talk about the future and make future predictions.

There are two common ways to make a prediction: you can use 'will' or 'going to'.

For example,

- 'I think England **will** win the World Cup', but you can say
- 'I think England **are going to** win the World Cup' too.

What's the Difference?

www.englishlessonviaskype.com

will

1. we haven't made a decision yet, or we make a prediction
2. we make offers or suggestions
3. we make a decision at the time of speaking (for example, a promise)

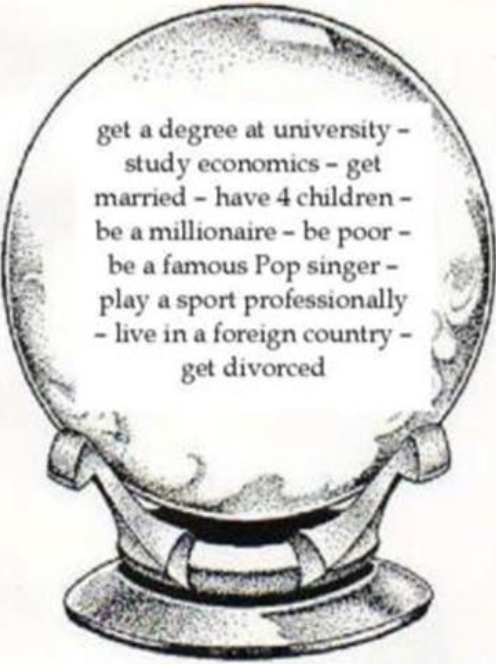
be going to

1. we expect something to happen or there is an evidence in the present
2. we have already made arrangements to do something in the future

Task 1. Write predictions about yourself using the phrases in the crystal ball.

Predict your future!

Write predictions about yourself using the phrases in the crystal ball.
Ex: "I will get a degree at University" "I won't study economics"



get a degree at university -
study economics - get
married - have 4 children -
be a millionaire - be poor -
be a famous Pop singer -
play a sport professionally
- live in a foreign country -
get divorced

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

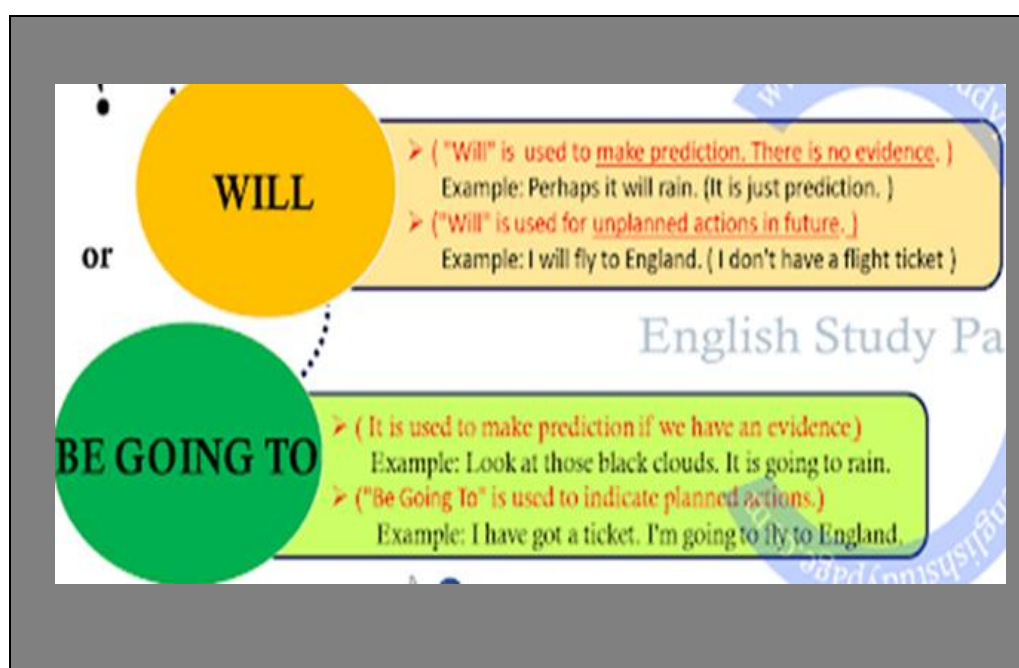
Task 2. Choose the correct answer for each of the following:

1. The train is faster than the bus. ~ OK, I _____ the train (take).
2. There's a big traffic jam on the motorway to Leeds. ~ OK, I _____ another way (go).
3. Do you know what to buy your dad for his birthday? ~ Yes, I _____ to buy him a watch (go).
4. Did you bring my books? ~ Sorry, I forgot. I _____ them tomorrow (bring).
5. There's someone at the door. ~ OK, I _____ it (open).

6. Do you need help? I _____ you if you do (help).
7. My wife and I _____ to start a new business. We're planning to open an antiques shop (go).
8. You've heard that _____ to move (go).

Task 3. Choose the correct options to complete the sentences.

1. You didn't win today but you will / *won't* / *aren't* win your next match.
2. Unfortunately, I *will* / *am* / *won't* be studying all weekend as I've got an important exam on Monday.
3. That sofa is enormous. It's *will* / *going to* / *not going to* fit in the lift.
4. Until I start my new job, I *will* / *may* / *won't* be earning any money.
5. Look at those dark clouds. It's *going to* / *doesn't* / *not going to* rain.
6. In the future we *couldn't* / *will* / *won't* use cash. We'll only use cards.



What will happen in the future?

Task 4. Ask general and special questions on the texts



Hi, my name is Steve, I'm 15 years old and I live in London. I think that great things will happen in the future. It will be like a science-fiction film but only better because it will be real!

I think we will invent flying cars, so there won't be long traffic jams any more. We will also have different types of flying cars, some will fly from country to country and some will take us to visit other planets! So instead of going for a Sunday drive with my parents in the countryside, we'll go for a drive to the moon!

We'll also invent time-machines, so we will travel back and forward through time.



Hello, my name is Lisa, I'm 14 years old and I live in Newcastle, in the north of England. I think the future will bring lots of technological advances. I think we will all have our

own personal robots at home so we won't have to do the washing up, the ironing and all the other household chores.

I think there will be special robots to go to the supermarket to buy all the groceries and transport them home, where of course they will also do all the cooking!

We will speak at least five different languages and we won't learn them, we'll be born that way! School exams will never be the same; we will have clones to send in to do our exams while we stay at home in bed!

I also think we will see great improvements in medicine. We will find a cure for cancer and for all other illnesses and we will all live 150 years!

UNIT 12. A LIFE ON BOARD

OBJECTIVES

- Life on Board
- Describing Naval Ships

STARTER Compare the pictures.



Task 1. Match the words with the explanations.

a frigate

b submarine

c naval ships

1. a ship that can travel under water
2. a small, fast military ship
3. are used for naval forces.

Task 2. Complete the sentences. Use these words and phrases.

navy small beds shore station

1. is a naval establishment on land.
2. Bekhruz likes sea life very much and he is going to join.....
3. When sailors are on board they have to sleep in

Task 3. Read the sentences and answer true or false.

4. Shore station is a naval establishment on land.
5. Bekhruz likes sea life very much and he is going to join air forces.
6. When sailors are on board they have to sleep in comfortable and big beds.

Task 4. Work in pairs. Choose a problem from life onboard and organize an interview with a journalist and sailor.

1. Weather problem.
2. Technical problem.

Task 5. Work in pairs. Decide what will probably happen...

1. If a strong storm is expecting.....
2. If something wrong was happened with the engine of the ship.....

HELP DESK	
navy [ˈneɪvɪ]	submarine [ˌsʌbm(ə)ˈri:n]
ship [ʃɪp]	frigate ['frɪɡət]

UNIT 12. B

Functional English

Life on board



"The captain is on-board."

"The on-board meals were delicious."

On-board or onboard can be used as an adjective to describe equipment that is installed in a ship or vehicle, such as an onboard computer.

Task 1. Describe the picture

FOB Shipping Point	Buyer will be responsible for the goods from the shipping dock point
FOB Destination	Here, the seller keeps the responsibility of the shipment until it reaches the receiving dock of the buyer.
Freight Paid	Seller will be paying the cost of shipping the goods.
Freight Collected	Buyer will pay the cost of shipping the goods.
Freight Collect and Allowed	Buyer will pay the shipping cost initially but will deduct it from the payments.
Cost, Insurance, and Freight	Buyer gets the responsibility for goods from the point where they are shipped from. But, a seller will be one who will pay for shipping and freight costs.

Task 2. Match the words with the pictures

- *Cruises Careers * Famous Diving Board *Menus on board
- * Tournament-ready Viking 90 sport fisher
- * A British Nuclear Submarine
- * Inside accommodation cabin



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Life on board ship

Life on a cruise ship is really a unique and unforgettable experience, very difficult to compare to a land job. Few jobs offer the chance to see so many places in the world, exotic views and meet so many people from so different countries.

Life at sea during the age of sail was filled with hardship. Sailors had to accept cramped conditions, disease, poor food and pay, and bad weather. Over a period of hundreds of years, seafarers from the age of the early explorers to the time of the Battle of Trafalgar in 1805, shared many common experiences.



Personal safety primarily includes the various ways and means which sailors can adopt to stay safe on an individual level, such as careful movement around the ship, steady handling of heavy cargo, etc. In addition, appropriate use of safety equipment is also a part of personal safety on ships.

The captain is ultimately responsible, under the law, for aspects of operation such as the safe navigation of the ship, its cleanliness and seaworthiness, safe handling of all cargo,

management of all personnel, inventory of ship's cash and stores, and maintaining the ship's certificates and documentation.

The captain is a ship's highest officer, acting on behalf of the ship's owner. Department heads report to the captain who is ultimately responsible for the safety and security of the ship, and crew's welfare in keeping with all maritime legal requirements.

The lowest deck on a ship is known as the orlop. This is the area where cables tend to be stowed, and it's usually located below the water line. It is suggested that the name "orlop" originates from the over-looping of cables.

Task 3. Answer the questions

1. How is life on board ship?
2. What is the life of a ship captain?
3. Who leads the ship?
4. What is the lowest position of ship?
5. Where is located orlop?

Task 4. Match the words in Column A to the words in Column B

	A		B
1.	heavy	a.	navigation
2.	exotic	b.	requirements
3.	cramped	c.	movement
4.	safe	d.	ship
5.	legal	e.	crossing
6.	careful	f.	wave
7.	capital	g.	rank
8.	naval	h.	views
9.	rough	i.	cargo
10.	big	j.	conditions

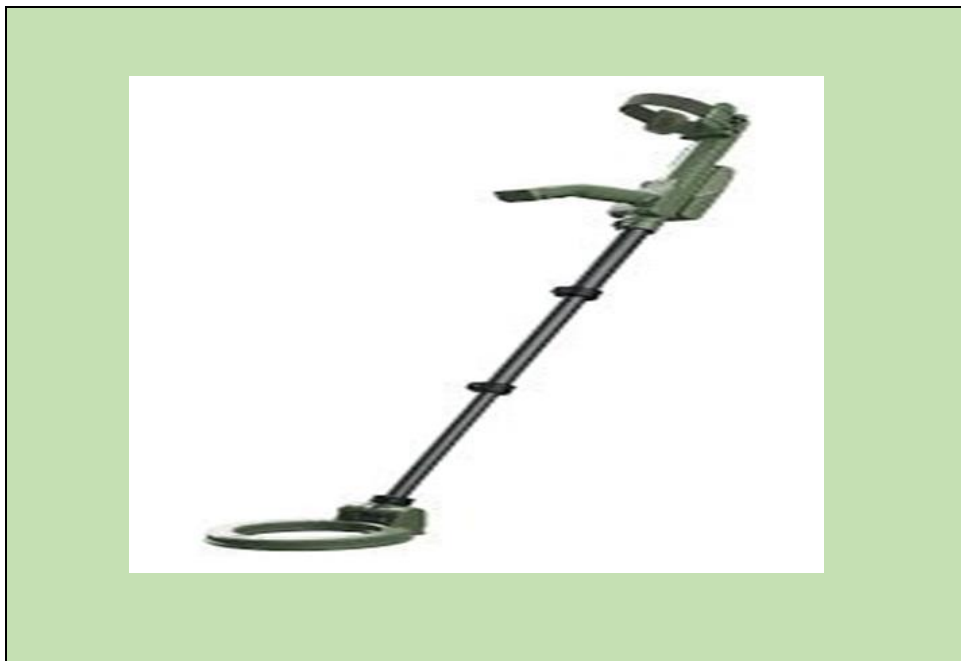
UNIT 13. A

DETECTOR

OBJECTIVES

- Detector
- Present Perfect

Task 1. What is the detector and what does it do?



Task 2. Match the word with the definition.

A detector is.....

- a device for taking photographs or recording moving images.
- an instrument which is used to discover that something is present somewhere, or to measure how much of something there is.

➤ a device for receiving radio programmes, or for sending and receiving radio messages.

Task 3. Why do militaries use metal detectors?



THE USE OF DETECTOR

Present Perfect Militaries have used detectors to discover something or to measure it for many years. We haven't checked the area since morning. Has your team helped to look for hidden weapons?	
	POSITIVE
	Sub+have/has+verb3
	NEGATIVE
	Sub+have/has+not+verb3
	QUESTION
	Have/has+sub+verb3

Task 4. Read the text, underline Present Perfect and answer the questions.

Why do metal detectors help soldiers?

Militaries have used detectors to help find hidden weapons or other metal objects for many years that a person may be trying to sneak into an area. They also have used hand held detectors to help locate land mines, hidden weapons caches and other hidden/buried supplies.

Furthermore, people have used metal detectors by both hobbyists and professionals to look for hidden coins, pipes, and other metallic objects till now. Due to the need to protect archaeological things they have used metal detectors as well.

1. Why have militaries used detectors for many years?
2. What is the hand held detector?
3. Why have civilian people used detectors till now?

Task 5. Task 4. Describe a situation where detectors are used.

Work in a small group.

HELP DESK	
metal detector [ˈmetl dɪˈtektə] archaeological [ɑːkiɒlədʒɪ]	land mine [lænd maɪn] weapons cache [ˈwepən kæʃ]

UNIT 13. B

GRAMMAR CHECK

PRESENT PERFECT

present perfect tense

We use the present perfect:

for something that **started in the past** and **continues in the present**:

*They've **been** **married** for nearly fifty years.*

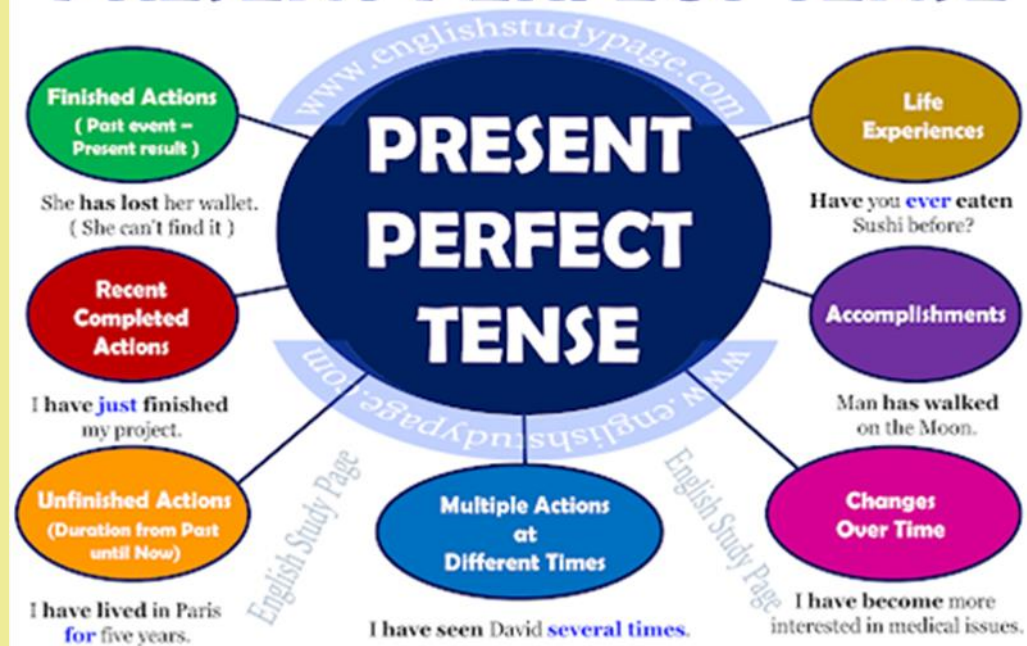
when we are talking about our experience up to the present:

*I've **seen** that film before.*

for something that **happened in the past** but is **important in the present**:

*I can't get in the house. I've **lost** my keys.*

PRESENT PERFECT TENSE



**Task 1. Match each short answer with a question below.
Write the correct letter in each box.**

**Yes, he has, No, they haven't, No, it hasn't, Yes, we have,
No, she hasn't, Yes, they have, Yes, it has, No, you
haven't.**

1.	"Has the weather been good since you arrived?" _____ "Oh, what a shame. Maybe tomorrow will be sunny."
2.	"Have your parents met any new friends since they moved to New York?" _____ "I'm glad to hear it. Moving at that age can be difficult."
3.	"Have your colleagues already given money for the Christmas office party?" _____ "Well, we only need \$5 per person."
4.	"Has the movie started?" _____ "OK, I'll be there in a minute, just putting popcorn in the microwave!"
5.	"Have you both spoken to our special guest tonight?" _____ "Oh, good! What did you ask him?"
6.	"Have I explained how this machine works?" _____ "Right, let me get the manual. I've already forgotten!"
7.	"Has your husband ever been up the Eiffel Tower?" _____ "Did he like it?"
8.	"Has Karen finished writing that e-mail I asked her to do?" _____ "Do you know when she'll do it?"

**Task 2. These sentences use either 'just', 'yet' or 'already'.
Are they correct or not?**

1. I haven't been to the new shopping mall yet, but I want to go soon.

Correct

Not Correct

2. I've just been to Moscow, in 1998. I don't want to go again. Let's go to St. Petersburg!

Correct

Not Correct

3. Stop shouting at me! I've already done all my homework, now I want to watch some TV.

Correct

Not Correct

4. "Have you cleaned your teeth yet?" "Yes, mom, I did it while you were chatting on the phone."

Correct

Not Correct

5. Are you going on vacation again? Haven't you just got back from the Caribbean?

Correct

Not Correct

6. Cynthia has got already a smartphone. Let's get her something else.

Correct

Not Correct

7. "Can you phone your father? He's worried sick about you." "I just did."

Correct

Not Correct

8. "Already seen, already seen, already seen! I've seen all of these movies. Oh, this one, I haven't seen yet."

Correct

Not Correct

Been and Gone

In this tense, we use both '**been**' and '**gone**' as the past participle of 'go', but in slightly different circumstances. We use 'been' (often when we talk about life experience) to mean that the person we're talking about visited the place and came back.

- I've **been to** Paris (in my life, but now I'm in London, where I live).
- She **has been to** school today (but now she's back at home).

We use '**gone**' (often when we are talking about an action with a result in the present) to mean that the person went to the place and is at the place now.

- Where's John? He's **gone to** the shops (he's at the shops now).
- Julie has **gone to** Mexico (now she's in Mexico).
- They've **gone to** Japan for three weeks (now they're in Japan).

Task 3. Look how 'been' and 'gone' are used in these sentences. Is each sentence correct or not?

1. If you've already gone to Canada, why are you planning another vacation there?

Correct

Not Correct

2. "Where's your husband, Mrs. Lawrie?" the gangster asked.
"It's too late, he's gone to the police. It's over, give

yourself up!"

Correct

Not Correct

3. James isn't here at the moment. He's been to speak to the marketing department. Can I take a message?

Correct

Not Correct

4. You've gone to Ireland before, haven't you? Tell me what it's like.

Correct

Not Correct

5. Wait a few minutes before starting the DVD. Harry's been to the kitchen to get some more beer.

Correct

Not Correct

6. The lake is empty at this time of year. All the swans have gone south for the winter.

Correct

Not Correct

7. Why do we have to go to the tax office again? We've been three times already!

Correct

Not Correct

8. I've gone to six bookstores in this city and finally I've found what I was looking for!

Correct

Not Correct

UNIT 14. A

TELEPHONING

OBJECTIVES

- Telephoning
- introductions, saying telephone numbers

Task 1. Work in pairs. Discuss the questions.

1. When did you speak on telephone last time?
2. What was your last conversation about?
3. What language did you speak on it?



Task 2. Complete the conversation using phrases and sentences below.

1. I'd like to know when I can register.
2. Hello.
3. Could you tell me when the conference starts and finishes?
4. I am well, thank you.

A

B Hi.

A How are you going?

B

A

B From 9.00 to 11.00 am.

A Great! I would like to participate in it.

B You are welcome, we`ll be there.

A

B Right now.

A Thank you very much, good bye.

B Good bye.

Task 3. Work in groups. Match the purpose of the conversation.

1. Applying for a job.

2. Participating in the conference.

3. Ordering the food.

A Hello.

B Hi.

A How are you going?

B I am well, thank you.

A Could you tell me when the conference starts and finishes.

B From 9.00 to 11.00 am.

A Great! I would like to participate in it.

B You are welcome, we`ll be there.

A I`d like to know when I can register.

B Right now.

A Thank you very much, good bye.

B Good bye.

A Good morning.

B Good morning.

A Could you tell about vacancies in your organization?

B Yes, we have a vacancy of secretary and assistant.

A Can I send my CV for a secretary?

B Yes, of course.

A Thank you, good bye.

B Good bye.

A Good afternoon.

B Good afternoon.

A Could I order a pizza and some drinks?

B Yes, of course. Tell me your address and telephone number please.

A Tashkent, Chilonzor district, house 21. Telephone number is 90 705 77 00

B Thank you, You'll have to wait for an hour.

A OK. Thank you. Good bye.

B Good bye.

HELP DESK	
speak [spi:k] conversation [kɒnvə'seɪʃ(ə)n] apply [ə'plai]	participate [pa:'tɪsɪpeɪt] vacancy ['veɪk(ə)nsɪ] develop [dɪ'veləp]

UNIT 14. B

Functional English

IMPORTANT PHRASES

Task 1. Learn the phrases.

Introducing yourself

This is Ken / Ken speaking

Answering a business call

This is Jacqui Adams from Wanli University. How may I be of help to you today? How can I help you?

Asking who is on the telephone

Excuse me, who is this? / May I ask who's calling, please?

Asking for Someone

Can I have extension 321? (extensions are internal numbers at a company)

Can I speak to...? (Can I - more informal / May I - more formal)

Is Jack in? (informal idiom meaning: Is Jack in the office?)

Connecting Someone

I'll put you through (put through - phrasal verb meaning 'connect')

Can you hold the line? Can you hold on a moment? Hold on a minute.

How to reply when someone is not available

I'm afraid ... is not available at the moment

The line is busy... (when the extension requested is being used)

Mr Jackson isn't in... Mr Jackson is out at the moment...

Taking a Message

Can (May) I take a message? / Would you like to leave a message?

Can (May) I tell him who is calling?

Asking someone to repeat a phrase

Sorry I missed your name, can you repeat that?

Sorry, I didn't catch that number...

Is it (6339 4009)? / Is it (T for tiger, O for octopus, M or monkey)?

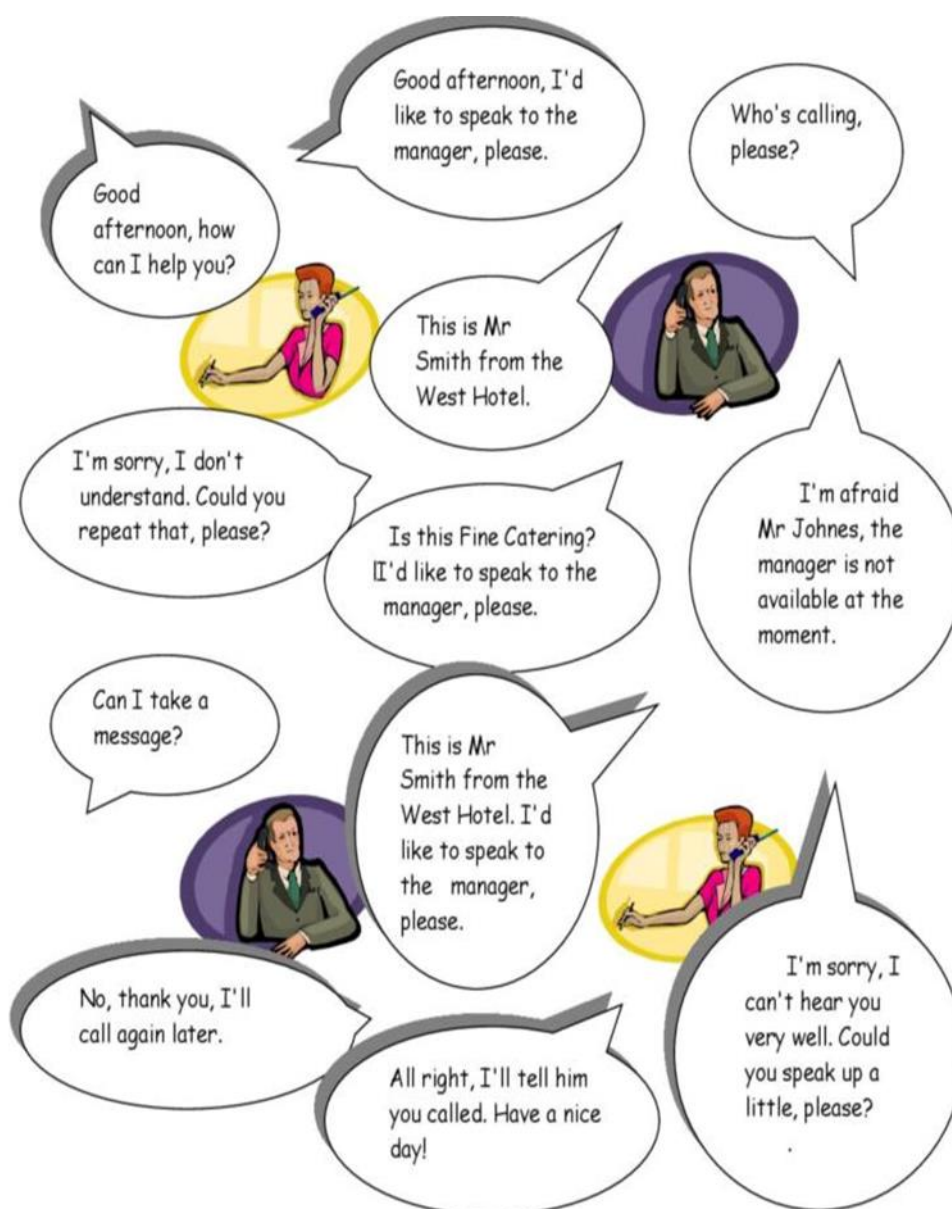
Task 2. Match the phrases with their meanings.

1.available	a.... I want to speak about
2.call back	b.... don't hang up
3.I'm calling about	c.... phone again
4.leave a message	d. reachable, ready
5.Please, hold the line	e. connect me with

6.put me through to	f. leave a note
7.suit	g. ... be convenient to

Task 3. Who is saying what? Order the conversation bubbles and connect them to the right person.

TELEPHONE LANGUAGE AND PHRASES IN ENGLISH



Task 4. Complete the conversation.

On the telephone



A BAD LINE

Receptionist

Robotics Limited. Good morning

Salesman

Good morning. I to Mr. Rodriguez
please? is Bob Whittaker.

Receptionist

I'm sorry, you repeat your name more
..... please?

Salesman

Yes, of course, Bob.....Whittaker

Receptionist

I'm, I can't you very well. Could
you it please?

Salesman

Yes, Bob Whittaker. That's W H I double T A K E R

Receptionist

I'm sorry his line's Can I

Salesman

..... a message?

Receptionist

Yes, could you him to call me
please? My number's London 350-2261

Salesman

I'm sorry, where are you from?

Receptionist

From London

Salesman

OK, thank you Mr Whittaker. Goodbye

Goodbye and thank you.

A RELUCTANT CUSTOMER

Receptionist

Twiney Industries. Can I help you?

Salesman

Good morning. I to the
Purchasing Manager please?

Receptionist

Who's please?

Salesman

This is Bob Whittaker from Caracax Limited

Receptionist

One please

Purchasing Manager

O'Brien

Salesman

Good morning. My name's Bob Whittaker from Caracax
Limited

Purchasing Manager

Yes. What do you?

Salesman

I'm about the literature I
you.

Purchasing Manager

Literature? What literature?

Salesman

concerning our new of office equipment

Purchasing Manager

Ah yes! I now. Very attractive but
very expensive....

Salesman

and excellent quality! Mr. O'Brien, I'm in your

Purchasing Manager

..... this week. When can I you a
visit and give you a d.....?

Salesman

I'm sorry Mr Whittaker. We have all the office
equipment we at the moment.

Purchasing Manager

Well, I'll call you in a few months.

Salesman

Why not, Mr. Whittaker? Goodbye!

Goodbye, Mr O'Brien and thank you for your time!

UNIT 15. A

THE VISIT

OBJECTIVES

- The Visit
- introductions, saying telephone numbers

Task 1. Work in group. Ask and answer the questions.

1. Can you tell about an official visit in your University?
2. What was a visit?
3. What was the importance of the visit?



Task 2. Complete the e-mail with words below.

significant cooperate furthermore

From: Turkey MO

To: Uzbekistan MO

We are going to (1) with your organization in order to develop our military cooperation., if it is possible we would like to exchange our cadets` experience. I hope, our cooperation will be effective and

Task 3. Work in small groups. Choose a topic for meeting of two countries` delegations. Act the role. Make up a conversation.

For example: Cooperation in weapons training.

Countries: England; Uzbekistan.

Task 4. Write a formal or informal letter about your visit, exchange your letter with another cadet and write a reply

HELP DESK	
visit ['vɪzɪt] official [ə'fɪʃ(ə)l] formal ['fɔ:məl]	important [ɪmpɔ:tənt] exchange [ɪks'tʃeɪndʒ] cooperation [kəʊ,ɒpə'reɪʃ(ə)n]

Task 1. Learn the adjectives to describe places.

Adjectives to describe PLACES

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Cosmopolitan

full of people, restaurants, shops from different countries



Touristy

full of tourists and things for tourists to buy and do (usually negative)



Polluted

air and/or water are dirty and dangerous to people's health

Changeable

the weather changes quickly and often

Welcoming

it has a friendly atmosphere when you arrive there

Reserved

when you don't show their feelings to other people

Relaxed

not worried or stressed, no heavy traffic

Medieval

related to the Middle Ages, a period in European history from 5th to 15th century

Task 2. Complete 15 sentences with the words on the left.

PLACES AROUND TOWN



- A** art gallery *n.*
- B** bakery *n.*
- C** clinic *n.*
- crosswalk *n.*
- G** gym *n.*
- H** hotel *n.*
- L** laundromat *n.*
- L** library *n.*
- M** movie theater *n.*
- museum *n.*
- P** park *n.*
- pharmacy *n.*
- post office *n.*
- S** sidewalk *n.*
- supermarket *n.*

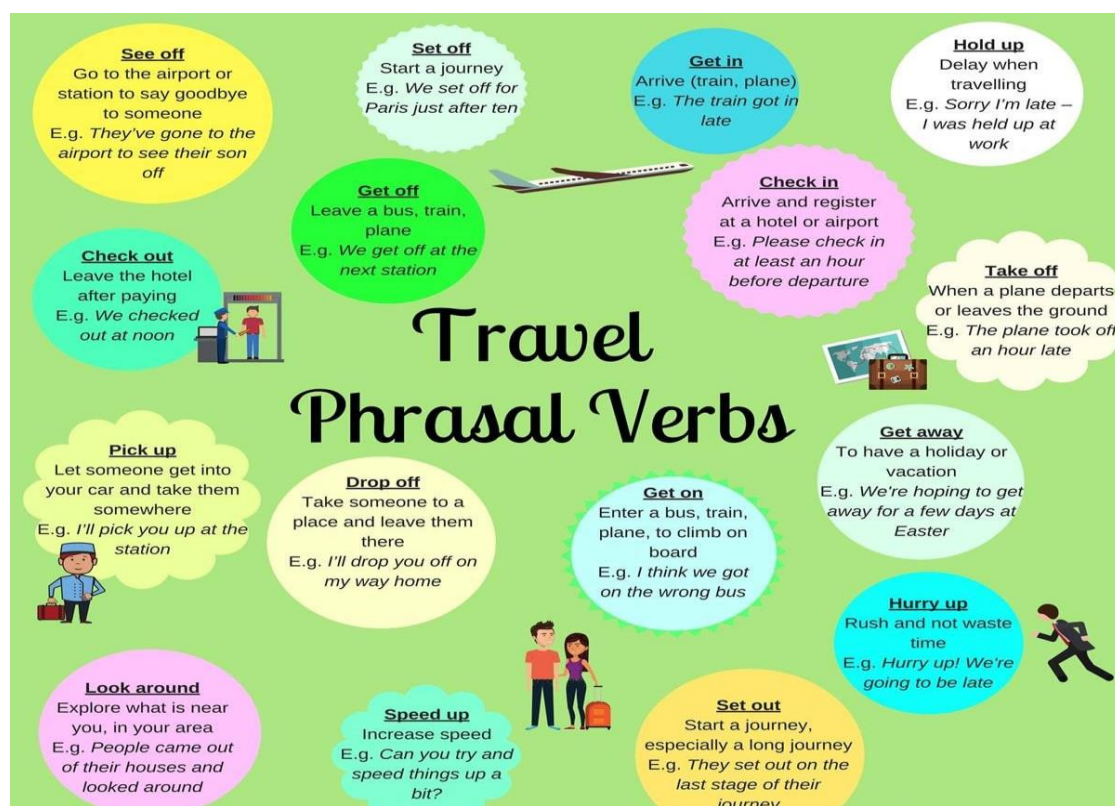
1. I can see a movie at a _____.
2. I can borrow books from a _____.
3. I can play outside in a _____.
4. I can buy bread at a _____.
5. I can wash my clothes at a _____.
6. I can buy medicine at a _____.
7. I can see many beautiful pictures at an _____.
8. I can exercise at a _____.
9. I can mail a letter at a _____.
10. I can cross the street at a _____.
11. I can see a doctor at a _____.
12. I can go to another city or town and stay a few nights in a _____.
13. I can buy some meat, fruits, and vegetables at a _____.
14. I can walk outside on a _____.
15. I can see many old things at a _____.

- Where are you right now?
What three things can you do there?

Task 3. Describe the map using prepositions of place
opposite, behind, at, next to.



Task 4. Learn the phrasal verbs.



Task 5. What is your favorite place in your city or town?

Why?

UNIT 16. A

FIRST AID

OBJECTIVES

- First Aid
- Modal Verb: Should

Task 1. Describe the pictures.



Task 2. Work in pairs. Read the situation and decide what to do.

He is a victim of a car accident. He has a leg and arm injury. Decide what you should do in this case.

Task 3. Match the words with the definitions.

1. Drug
2. Wound
3. Treat

Give medical care or attention to.

A bodily injury caused by a cut, blow or other impact.

Substance used to treat or prevent disease or infection.

Task 4. Work in small groups. Read the situations and decide what you should do in them.

1. Your friend broke his arm
2. Your brother has a cold
3. You have a headache

HELP DESK	
aid [eɪd] wound [wu:nd] drug [drʌg]	headache [ˈhedeɪk] accident [ˈæksɪd(ə)nt] injure [ˈɪndʒə]

UNIT 16. B

GRAMMAR CHECK

MODAL VERB: SHOULD

Modal verbs are used to give additional information about the main verb.

Modal Verbs		SHOULD
present Advice past	● You should eat more vegetables. ● You shouldn't smoke. ● You got a 50 out of 100 on your exam. You should have studied more. (should have + past participle)	
Obligation	● You should send thank you notes to the friends who gave you presents. ● We should go to class every day.	
present Probability/Expectation past	● It's almost time for class. Our teacher should arrive soon. ● A ticket to New York shouldn't cost a lot. ● The drive should have taken 20 minutes. Why did it take you two hours to get here?	

EXAMPLES:

Advice

- You **should** eat more fruits and vegetables.
- I think we **should** wait for her now.
- You **should** take a break and get some rest.

Obligation

- You **should** to walk to work.
- You **should** save some money.
- You **should** do more exercise.

Probability / Expectation

- A ticket to Paris **should** cost a lot.
- I smell bread baking. There **should** be a bakery nearby.
- This **shouldn't** be Mark's house.

USES OF SHOULD

Advice or Suggestion

- Your hair is too long. You **should** get a haircut.

Situation likely in the present

- Mary **should** be at home now. Give her a call.

Likely in the future (prediction)

- They **should** win tonight, they're a better team.

Should + have + past participle

Meaning: The subject did not fulfill their obligation in the past or did not act responsibly.

- You **should have given** your boss the report yesterday when he asked for it.

Should + be + verb-ing

Meaning: The subject is not fulfilling their obligation now or is not acting sensibly.

- You **should be wearing** your seatbelt.
- We **should be studying** for the test right now.

SHOULD vs. OUGHT TO

Should can be replaced by **ought to** without a change in meaning.

- You **ought to** study more. =
- You **should** study more.

Note: **ought to** sounds more formal than **should** and is used less frequently.

We use **SHOULDN'T** to advise **not** to do something, usually because it is bad or wrong.

- You **shouldn't** throw your litter onto the street.
- He **shouldn't** play with those wires if he doesn't know what he is doing.
- You **shouldn't** work so much.

- You **should** go to the hospital tomorrow or you will be more sick.
- Her lessons are so bad, you **should** definitely take private lessons.
- You **should** study by taking notes, it becomes more memorable.
- You **should** watch the movie I told you in the morning, it will improve you a lot.
- You **should** to walk to work.
- You **should** save some money.
- You **should** do more exercise.
- I think we **should** wait for her now.
- You **should** take a break and get some rest.

Task 1. Complete the sentences using should or shouldn't

1. It's cold. You _____ a warmer jacket. (to take)
2. The students _____ their mobile phones in the exam.
(to use)
3. George _____ so much junk food. (to eat)
4. You _____ to do exercises every day. (to try)
5. He _____ so grumpy. (to be)
6. People _____ in cafes and restaurants. (to smoke)
7. You _____ more otherwise you won't pass the exam.
(to study)
should study
8. He _____ you like that. It's so rude and disrespectful.
(to talk to)

Task 2. Choose the right forms of modal verb should or shouldn't to complete the following sentences.

1. You smoke in bed.
2. You go to the opera in London. It's great.
3. You tell her about it. It's too depressing.
4. You cross the street at red traffic lights.
5. The doctor told him that he eat less. He's too fat.
6. I think you spend less money on clothes. They're too expensive.
7. That's a fantastic book. You read it.
8. He is often late to work. You get up earlier.
9. She tell lies.
10. He's fifteen. He drive a car.

UNIT 17. A

LIVING OFF POST

OBJECTIVES

- Living Off Post
- Comparisons: as ... as

Task 1. Describe the pictures and find differences.



Task 2. Match the words and phrases with the explanations.

1. Fire station
2. Baker`s
3. Hospital
4. Post office
5. Stationer`s

- a. An institution providing medical treatment and nursing care for sick or injured people.

- b. The headquarters of a fire brigade.
- c. The place where stationery is sold
- d. The public department or organization responsible for postal services.
- e. The place where bread and cakes are sold.

COMPARISONS

Our library is as big as the library that we had at our lyceum.	
We rented a big flat near the market but it's too expensive .	as as
Are there enough books in your library?	too...
	enough

Task 3. Complete the sentences.

My English book is interesting his.

We would like to buy a new model of car but it is

There is not money in my pocket so we can not go to the market today.

Task 4. Describe the place where you live.

HELP DESK	
baker [ˈbeɪkə]	enough [ɪˈnʌf]
stationer [ˈsteɪʃ(ə)nə]	headquarters
expensive [ɪksˈpensɪv]	[ˈhedˈkwɔːtəz]
	lyceum [laɪˈsiəm]

UNIT 17. B

GRAMMAR CHECK

COMPARISONS: AS ... AS

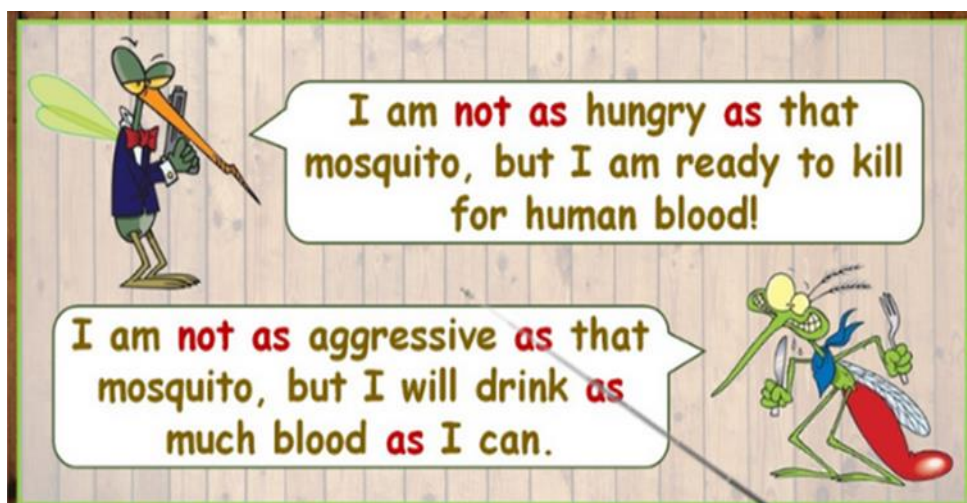
ENGLISH GRAMMAR

As...As Comparisons

- Living in the UK has been **as** enjoyable **as** I'd expected it would be.
- My brother and I both play the piano but I don't play **as** well **as** he does.

We use **as** + adjective/adverb + **as** to make comparisons when the things we are comparing are equal in some way:

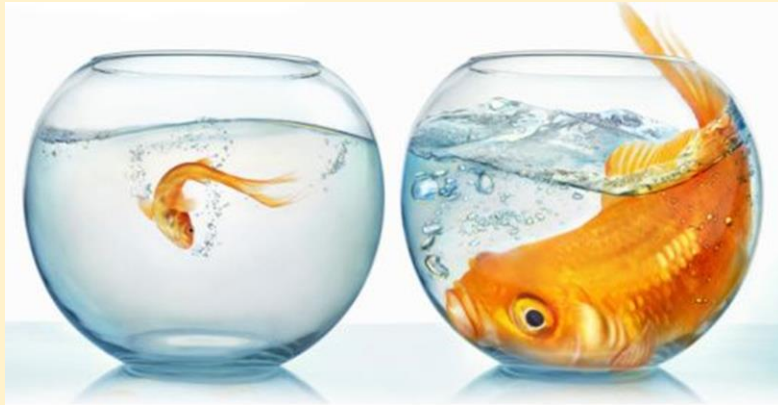
- ❖ The weather this summer is **as** bad **as** last year.
- ❖ I'm not **as** dark-haired **as** my sister.

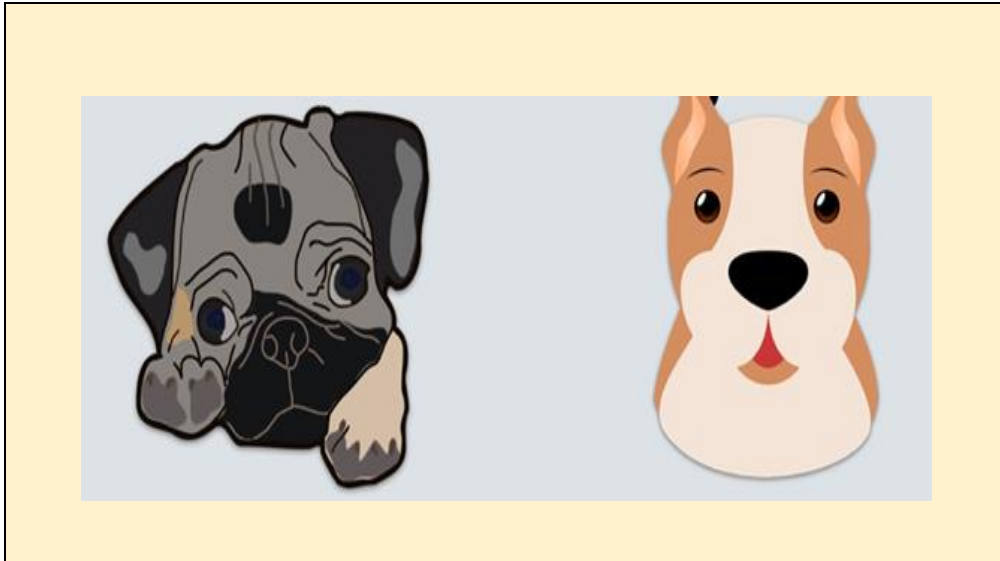


Task 1. Make sentences using the pictures below:

**How to make
comparisons using**

as...as





Task 2. Use either **as... as** or **not as... as** in the sentences below.

1. This book is that book. (not / exciting)
2. Apples are pears. (delicious)
3. She is her mother. (not / famous)
4. Kelly is her sister. (not / generous)
5. Richard is Daniel. (tall)
6. This task is the one before. (not / difficult)
7. I am you are. (hungry)
8. Last year June was August. (hot)
9. Camila is Sofia. (not / friendly)
10. Henry is his dad. (lazy)
11. This camera is that camera. (modern)
12. These animals are those ones. (dangerous)
13. My friend is her friend. (funny)
14. Chocolate cake is apple one. (tasty)

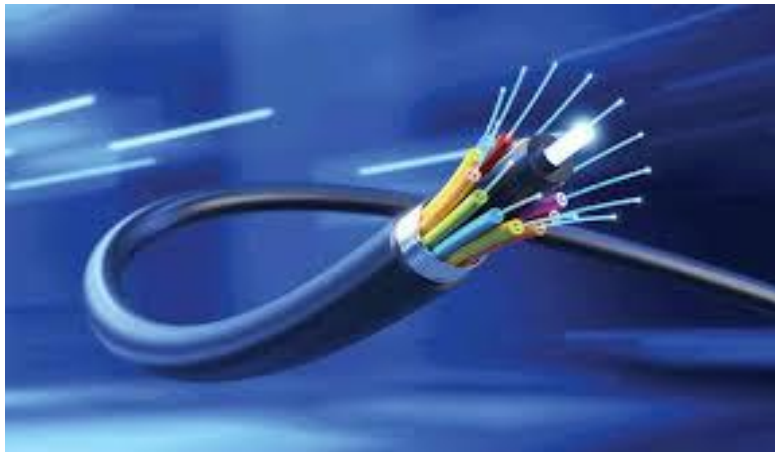
UNIT 18. A

COMMUNICATION MEANS: CABLE

OBJECTIVES

- Communication means: Cable
- Purpose Clauses: in order to

Task 1. What is the cable and what does it do?



Task 2. Match the word with the definition.

A communication cable is.....

a wire for transmitting electricity or telecommunications signals.

a device for taking photographs or recording moving images.

an electronic device capable of storing and processing information in accordance with a set of instructions.

a device for receiving radio programmes, or for sending and receiving radio messages.

Task 3. Why do military engineers use cables?



IN ORDER TO BUILD

Purpose Clause

Engineers use communication cables in order to transmit data and information. **IN ORDER TO**

Task 4. Read the text and discuss it.

What are the different types of communication cables?

There are several different types communication cables. Each of the communication cable types have specific functions, benefits, and limitations. There are some of the commonly used communication cable types. Fibre optic communication cables, coaxial communication cables, twisted pair communication cables.

Fibre Optic Communication Cables. Fibre optic communication cables consist of a bundle of glass threads, and these communication cable types are used in LAN and WAN. The fibre optic cable has an assembly similar to electrical cables. Each

fibre optic cable has multiple strands inside the casing. Each of the glass threads is capable of transmitting information converted into light waves.

Coaxial Communication Cables. Coaxial communication cables are a type of cable with multiple layers. Coaxial cables have a conductor, and this conductor acts as the core. The core carries radio frequency signals in coaxial cables.

Twisted Pair Communication Cables

Twisted pair communication cables are an ordinary wiring system that connects households and commercial computers with their telephone connection. Twisted pair communication cables are made by combining two separate insulated wires together. Their wires are configured in a twister pattern, and they are put parallel to each other.

The twisted setting reduces electromagnetic induction or crosstalk between the pair of wires. Twisted pair communication cables work best for transferring balanced signals. This method of signal transmission dates back to the time of early radio and telegraphs.

Task 5. Work in pairs. Make up a dialogue using the text above with *in order to*.

HELP DESK	
communication cable [kə,mju:nikeɪ(ə)n 'keɪbl]	signal transmission ['sɪ gnəl trænz'mɪʃ(ə)n
wiring system ['waɪərɪŋ 'sɪstɪm]	coaxial cables ['kəʊ'æks(ɪə)l 'keɪbl]

UNIT 18. B

GRAMMAR CHECK

PURPOSE CLAUSES: IN ORDER TO

in order to

“in order to” is used to express the purpose of an action. It is a subordinating conjunction.

Examples:

- He came home early **in order to** see the children before they went to bed.
- He spoke in a low voice **in order not to** wake her up.
- She sets her alarm **in order not to** be late for work.
- Mrs Nodira had to work full-time [subordinate clause] **in order to** earn a living for herself and her family of five children.



Task 1. Complete the sentences using **in order to**, **so as to**, **so that** or **to**:

1. They went to the hospital _____ see their friend.
2. The car stopped _____ a woman could walk.
3. My father turned on the television _____ watch the latest news.
4. My sister is going to study French _____ leave London for Paris.
5. We bought a laptop _____ our son could work anywhere.
6. Our teacher asks simple questions _____ all the pupils can answer them.

Task 2. Continue the sentences:

1. She took several books in order to _____ .
2. He bought a new car so that _____ .
3. My parents called my tutor so as to _____ .
4. I called for Jane to _____ .
5. She read those articles in order to _____ .
6. I'll attend his lectures so that _____ .
7. They borrowed some money so as to _____ .
8. We will stop to _____ .

UNIT 19. A

THE OBSERVATION POST

OBJECTIVES

- The Observation Post
- Describing an Observation Post

Task 1. Describe the picture.



Task 2. Match the words with the definitions.

1. Report

2. Firing

3. Transmission

a. Shooting a bullet, shell, or missile from a gun or other weapon.

- b. The passing of something from one person or place to another.
- c. Give a spoken or written account of something.

Task 3. Complete the report using the words below.

West	rifles	alpha	4 a.m.
-------------	---------------	--------------	---------------

Sending station	(1)
Receiving station	Bravo
What time did the firing start?	(2)
Weapons	(3)
Location	(4)

Task 4. Describe your observation post and your duties there.

HELP DESK	
bullet [ˈbulɪt]	observation
missile [ˈmɪsaɪl]	[ɒbzə(:)ˈveɪʃ(ə)n]
	transmission
	[trænzˈmɪʃ(ə)n]

UNIT 19. B

Functional English



An observation post (commonly abbreviated OP), temporary or fixed, is a position from which soldiers can watch enemy movements, to warn of approaching soldiers (such as in trench warfare), or to direct fire.

Task 1. Complete the text using the words in the box

equipped , warning ,dummy, communication ,strategic, commander, conducted , gather ,characteristics, enemy , set up, operation,

What makes a good observation post?

Observation posts are _____ in all types of combat, and their location is determined by the _____. In an offensive, observation posts may be set up in tanks, combat

vehicles, or armored personnel carriers. In a defensive _____, observation posts, as a rule, are set up in specially _____ installations and are carefully camouflaged. At observation posts, 24-hour guard duty is _____ and an observation journal is kept. There are basic, reserve, and special observation posts (artillery, engineer, etc.). Sometimes _____ observation posts are set up.

Observation posts should have the following _____ : Covered and concealed routes to and from the observation post. Soldiers must be able to enter and leave their observation post without being seen by the enemy. Unobstructed observation of the assigned area or sector.

A military observation post is a _____ position established by military personnel to observe and monitor _____ movements and activities from a safe and concealed location. It serves as a critical tool for gathering intelligence and providing early warning of potential threats. The purpose of a military observation post is to _____ information about enemy activities. Equipment commonly used in military observation posts includes binoculars, night vision goggles, thermal imaging devices, and _____ equipment.

Task 2. Answer the questions

1. What is the meaning of observation post?
2. Where are observation posts commonly located?

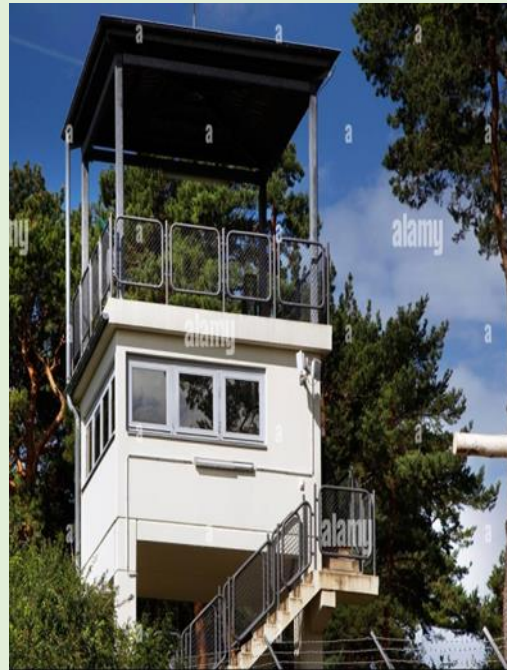
3. Where are observation posts commonly located?
4. What is a military observation post?
5. What types of equipment are used in military observation posts?
6. What is the purpose of a military observation post?

Task 3. Match the words with the pictures

**French OP, American OP, Russian OP, Turkish OP
Egyptian military OP, UN OP,**



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



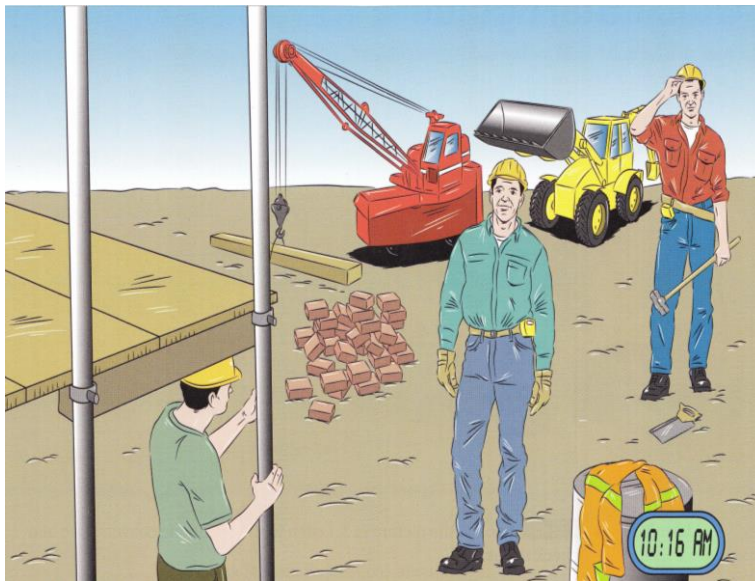
UNIT 20. A

THE OBSERVATION POST AND THEIR BUILDINGS

OBJECTIVES

- Describing building of Observation Post
- Past Perfect Tense

Task 1. Describe the pictures and find differences.



Task 2. Match the phrase with the definition.

An observation post is.....

a piece of ground on which a battle is fought.

a place where troops gather for parade.

a place from which soldiers can watch enemy movements,
to warn of approaching soldiers, or to direct fire.

Task 3. Read the text, underline Past Perfect and answer the questions.

Observation shelter for Fragmentation Target Zone



On this road government had built two fragmentation target zone areas by these days, identified with large letters cut into the ground and filled with chalk. The two zones had been A and B with the other zone C and D before. These chalk letters are still visible from the air. These target zones were each approximately 400 yards (366m) by 200 yards (183m) in size. They had used C and D zones for the testing of fragmentation bombs against surface targets including artillery and tranches. To record the impact on troops they

had used wooden dummies and boards positioned to collect bomb fragments before so that the fragmentation of the bombs could be recorded and the pieces analyzed. Military government had installed camera and observation position before it began to observe and record the tests.

1. Why had militaries used wooden dummies at the observation post?
2. What was the size of target zones?
3. What had military government installed for observing and recording the tests.

Past Perfect			
Military	government	had	POSITIVE
installed	camera	and	Sub+had+verb3
observation	position	before	NEGATIVE
it	began	to observe	Sub+had+not+verb3
and	record	the tests.	QUESTION
Had	we	had	Had+sub+verb3
a	barbed	wire	
around	the	territory	
by	the	organization	
of	our	Military	
University?			

Task 4. Describe a new observation post and compare with old one using Past Perfect.

HELP DESK	
movement [ˈmu:vmənt]	fragmentation [ˌfrægmən'teɪʃ(ə)n]
organization [ˌɔ:gənaɪ'zeɪʃən]	wooden dummy ['wudn 'dʌmɪ]

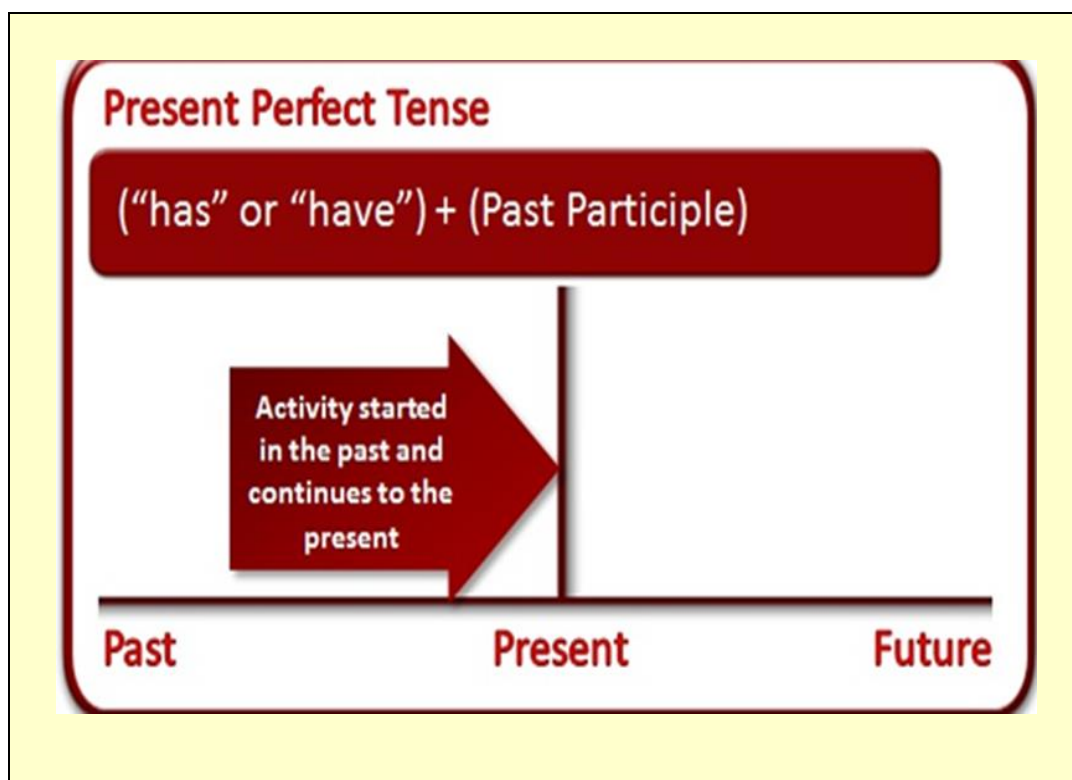
UNIT 20. B

GRAMMAR CHECK

PAST PERFECT TENSE

PAST PERFECT We had sung	The past perfect tense is used: - to describe a past event that occurred prior to another past event - to talk about time up to a certain point in the past in conditional sentences - to talk about an unreal past event and its hypothetical consequence The past perfect refers to a time earlier than before now. It is used to make it clear that one event happened before another in the past.
--	--

Past Perfect	"have" in past tense + Past Participle *See <i>Irregulars</i> on pp. 354-56
□ Used to describe events that began in the past, continued for a time, but have now ended. → Often this tense is helpful for establishing the context of one	Example— I had been to Mexico five times before our trip to Veracruz. Prior to the fire, Edna had said that the building was unsafe. They had just arrived when the phone rang.



Task 1. Fill in the blanks with the right form of the tense in the following sentences.

1. Alice _____ (read) all the Harry Potter novels by the time she was fifteen years old.
2. I _____ (complete – negative) my work when my parents arrived.
3. When we were in college, we _____ (perform) this song live.
4. My friend, Zafar _____ already _____ (watch) the movie before we met.
5. _____ you _____ (work – negative interrogative) at YS before you started working at this company?
6. My mom told me that we _____ (meet) Priyanka already but I don't think so.
7. My brother _____ (solve) five math problems before I

completed two.

8. The place _____ (close) by the time we got there.

9. _____ he _____ (bring) all the documents when you reached?

10. We felt sad that the movie _____ already _____ (start) before we got there.

Positive Sentences	Negative Sentences	Interrogative Sentences
Subject + had + Past Participle ▪ I <i>had known</i> her for two years. ▪ They <i>had</i> already <i>left</i> when we reached their home. ▪ I <i>had seen</i> him before. ▪ I <i>had known</i> her for two years.	Subject + had + not + Past Participle ▪ I <i>hadn't seen</i> him before. ▪ She <i>hadn't cleaned</i> the kitchen for three days. ▪ They <i>hadn't done</i> their homework before midnight. ▪ She <i>hadn't flown</i> before.	Had + Subject + Past Participle ▪ <i>Had</i> she left when he came? ▪ <i>Had</i> you <i>had</i> your homework before coming to school? ▪ <i>Had</i> she <i>cooked</i> dinner before her mother got back from work? ▪ Whom <i>had</i> you <i>sent</i> an email to?

Task 2. Put in the verbs in brackets into the gaps and form sentences in **Past Perfect**.

1. She in Sweden before she went to Norway. (to live)
2. After we the cornflakes, Henry came in. (to eat)
3. Before Ken ran to Kerry's house, he him. (to phone)

4. After they their backpacks, they rode away on their bikes. (to pack)
5. Gerry helped his grandma in the house because his father him so. (to tell)
6. The cat hid under the chair because the children so loud. (to be)
7. Before the students started to write, the teacher their mobile phones. (to collect)
8. After Max his breakfast, he left the flat. (to finish)
9. Laura repaired her glasses because her brother them. (to break)
10. By the time the show began, all friends (to arrive)

Task 3, Complete the sentences using the past perfect simple.

1. We ate cherries from the tree that my grandfather (plant) had planted many years before.
2. When we arrived, the show (already/start) had already started.
3. We went to a place where I (never/be) before.
4. The teacher wanted to know whether we (read) the book.
5. Yesterday I met a friend that I (not/see) for ages.

UNIT 21. A

TEAM BRIEFING

OBJECTIVES

- Team Briefing
- Location: in , at, on

Task 1. Match the words with the definitions.

object movement briefing

1. An act or the process of moving.
2. A meeting for giving information or instructions.
3. A person or thing to which an action or feeling is directed.



LOCATION: IN AT ON

Task 2. Complete the sentences with the prepositions on, at, in.

1. There are many champions our army.
2. Cadets put some construction materials the roof.

3. There are many blocks ... the post.

There is a big library in our barracks. There are four cameras at the observation post. There is a car accident on this road.	in	
	at	
	on	

Task 3. Read the briefing text and answer true or false.

Allegiance oath party. Commander

The second platoon's task is to control outside the University. Talking with strangers around the territory is prohibited. Reporting and informing any problems around the territory are required.

Strictly control of family members of the recruits is required.

1. Reporting and informing a problem around the territory is required.
2. The second platoon's task is to control inside the University.
3. Strictly control of family members of the recruits is required.
4. Talking with strangers around the territory is not prohibited.

Task 4. Work in small groups. Choose a topic and organize a team briefing.

HELP DESK	
briefing [ˈbriːfɪŋ]	recruits [rɪˈkruːt]
prohibit [prəˈhɪbɪt]	stranger [streɪndʒə]

UNIT 21. B

GRAMMAR CHECK

LOCATION: IN, AT, ON



We use the prepositions **On/In/At** with the verb “to locate” depending on the place that we are talking about.

Prepositions of Place

General

Specific

IN

Neighborhoods
(Chinatown)
Cities
(Washington)
Countries
(The United States)
***Places with a Boundary**

ON

Streets, Avenues
(Pennsylvania Ave.)
Islands
(Fiji)
Large vehicles
(train, bus, ship)
***Surfaces**

AT

Addresses
(1600 Pennsylvania Ave.)
Specific locations
(home, the corner)
***Points**

AT	IN	ON
AT A POINT <u>at</u> the door <u>at</u> the crossroads <u>at</u> the traffic light	IN A 3D SPACE <u>in</u> the bag <u>in</u> the classroom <u>in</u> a box	ON A SURFACE <u>on</u> the table <u>on</u> the carpet <u>on</u> the roof <u>on</u> the sofa
TOP/BOTTOM/END OF <u>at</u> the top of the stairs <u>at</u> the bottom of the page <u>at</u> the end of the street	TERRITORY <u>in</u> London <u>in</u> Europe <u>in</u> the Alps <u>in</u> the world	FLOOR <u>on</u> the first floor <u>on</u> the fifth floor
GROUP ACTIVITIES <u>at</u> a party <u>at</u> a concert <u>at</u> the cinema	CAR/VAN <u>in</u> the car <u>in</u> a van	RIGHT/LEFT <u>on</u> the right <u>on</u> the left
SCHOOL/UNIVERSITY <u>at</u> school <u>at</u> university	WATER <u>in</u> the sea <u>in</u> a river <u>in</u> a lake <u>in</u> the swimming pool	PUBLIC TRANSPORT <u>on</u> the bus <u>on</u> the train <u>on</u> a plane
HOME/WORK <u>at</u> home <u>at</u> work	PRINTED MATERIAL <u>in</u> a book <u>in</u> a picture <u>in</u> the newspaper	MEDIA <u>on</u> the radio <u>on</u> TV <u>on</u> the Internet <u>on</u> a website
SHOPS <u>at</u> the bakery <u>at</u> a café <u>at</u> the chemist's		

Prepositions of Place

To refer to a place, use the prepositions "in" (the point itself), "at" (the general vicinity), "on" (the surface), and "inside" (something contained). They will meet in the lunchroom.

Location prepositions are associated with specific types of locations, which must be memorized.



Task 1. Complete the sentences below by choosing the correct prepositions

1. Look at those people swimming ... the river
2. There's something wrong with the car. We'd better stop ... the next petrol station.
3. There's nobody living ... that island.
4. There was an accident ... the crossroads this morning.
5. I like that picture hanging ... the wall ... the kitchen.
6. We went to the theatre last We had seats ... the front row.
7. I don't have your address. Could you write it ... the back of this card?
8. San Francisco is ... the west coast of the United States.
9. What is the tallest Building ... the world?

10. I couldn't hear her. She spoke quietly and I was sitting ... the back of the class.

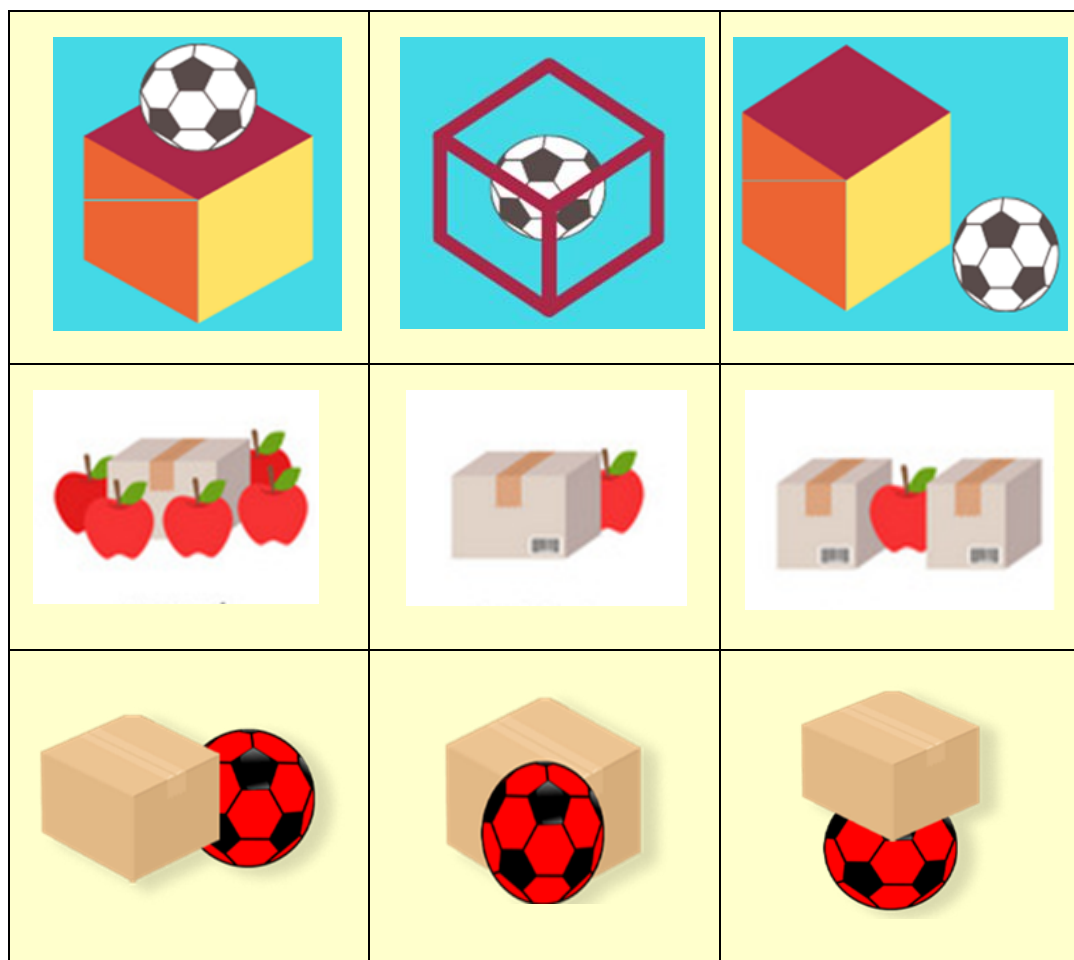
11. ... the end of the street, there is a path leading to the river.

Task 2. Choose the correct preposition: 'in', 'on', 'at'

1. On Friday mornings, I'm usually _____ school.
at
in
2. Please put the flowers _____ the table.
in
on
3. I'll meet you _____ the bus stop.
at
in
4. They're going to meet _____ the café.
at
on
5. Her flat is _____ the sixth floor.
at
on
6. Buckingham Palace is _____ London.
at
in
7. Their house is _____ the James River.
at
on
8. Karim isn't home now. He's _____ church.
at
on



Task 3. Make sentences using prepositions: *in, next to, on, In front of, at, under, behind, around, between*



Common Mistakes

- Using the wrong preposition. **For example**, using "in" instead of "on," or "at" instead of "beside."
- Not using a preposition at all. **For example**, saying "The book is the table" instead of "The book is on the table."
- Using the wrong word order. **For example**, saying "The table is on the book" instead of "The book is on the table."

UNIT 22. A

SECURITY

OBJECTIVES

- Security
- Modal Verbs: Have to, must

Task 1. What is a security guard?



Task 2. Match the word with the definition.

Security means

- the measures taken to be safe or protected.
- the action of supplying something.
- the state of being stable.

Task 3. Match the word **security** with its synonyms.

- a.safety, reliability, protection
- b.stability, protection, provision
- b.provision, stability, payment

HE MUST... . I HAVE TO... .

Security guard **must** protect people and their property.

Militaries **have to** work much to prevent harm and damage with people.

Task 4. Read the text and underline modal verbs. Answer the questions.

What is security used for?



Security guard must protect people and their property. This includes both their physical safety and their possessions. Good security measures will make it difficult for criminals to target a person or a place.

Security procedures play a vital role in any organization's operations and functions. Security guards must keep their employees, data, reputation, and workplace safe. They must help to prevent accidents and injuries that could severely hinder an organization's operations.

There are numerous types of security policies and procedures which are important to know and be able to recognize when creating them. The types of security policies can be divided into three categories:

1. Administrative
2. Technical
3. Physical

Administrative

Administrative policies are used to prevent harm and damage within the workplace. They do this by prohibiting certain actions, behavior, and activities which pose a danger to the workplace or workers.

Technical

Technical security policies protect organizations and their employees and identify procedures for all people accessing an organization's resources. These policies and procedures protect an organization's data and network, preventing unauthorized users from accessing them.

Physical

Physical security restricts unknown users from accessing organizational functions. They involve documenting all resources and necessary information. This security also ensures the presence of systems to control, monitor, and remove engrafted access throughout the information resource facilities.

1. What does security guard protect?
2. How many types of security policies are given in the text?
3. Why are administrative policies used?
4. What do technical security policies protect?

Task 5. Work in small groups. Describe a security system of your University.

HELP DESK	
security [sɪ'kjʊərəti]	protection [prə'tekʃn]
stability [stə'bɪl.ɪ.ti]	measure ['meɜ.ər]
provision [prə'vɪʒ.ən]	safety ['seɪfti]

UNIT 22. B

GRAMMAR CHECK

MODAL VERBS: HAVE TO, MUST



Must is a type of auxiliary modal verb used to express certainty, necessity or strong obligation which doesn't come from outside, it's a personal opinion. It also expresses prohibition in the negative form.

MUST



Usage:

- Express personal obligation
- Express what the speaker thinks is necessary
- Express subjective obligation

Examples:

- You **must** work hard.
- All passengers **must** wear seat belts.

HAVE TO



Usage:

- Express impersonal obligation
- The subject is obliged or forced to act by a separate, external power (for example, the Law or school rules)
- Express objective obligation

Examples:

- I **have to** leave early today.
- You will **have to** pay for the excess.

MUST

1. Obligations/necessities (personal obligation, pushed by the speaker)

- I **must** attend this class. It will help me to pass the exam.
- We **must** change our game plan.
- You **must** wear a seat belt while driving.

2. Must not = not allowed, prohibited

- You **must not** touch my phone.
- You **must not** bring a phone to the examination.
- He **must not** see that girl anymore.

3. Opinions/suggestions/recommendation

- You **must** talk to your family about the case.
- We **must** stop beating our kids.

4. Possibility/certainty

- I think I offended Riya. She **must** be really mad at me.
- Last night **must** have been amazing. You look elated.



HAVE TO

1. Obligations/necessities

(Pushed or forced by others, external)

- You **have to** work in the finance department.
- We **have to** return the books to the librarian.
- She **had to** marry Jon because of her family pressure.

2. Don't have to = not necessary

- He **did not have to** do that job. He just did it for fun.
- I **don't have to** live here anymore, but I love this place.
- Max **does not have to** apologize to her.

3. Opinions/suggestions/recommendation

- She **has to** work on her communication skills.
- You **have to** stop wasting time on watching porn.

4. Possibility/certainty

- It **has to** be the correct answer.
- This **has to** be the reason for her silence.

Task 1. Complete the sentences with have to or don't have to. Make them true for you.

If you want to be my friend, ...

- 1 you be rich.
- 2 you be good looking.
- 3 you be kind.
- 4 you like the same things as me.
- 5 you talk about your feelings.
- 6 you remember my birthday.

Task 2. Complete the sentences with **must** or **have to / has to**.

1. Everybody hand in their assignment by Friday.
2. We work so hard to finish our report on time.
3. All the workers be punctual in this company or they get fired.
4. You listen to your heart and follow it.
5. A good manager have a great deal of experience in the field.
6. In our school the students wear uniform.
7. I pay the rent regularly.
8. A good counselor be able to help students achieve optimal school-life balance.
9. You be eighteen to get a driver's license.
10. You deposit 20 dollars minimum to open an account.

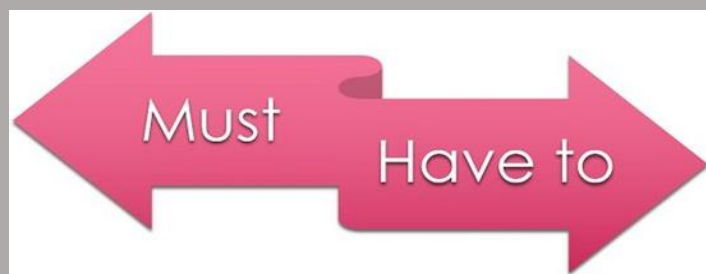


Task 3. Choose the correct modals: **must, have/has to, mustn't, don't/doesn't have to**.

1. You take me home because my father is giving me

a lift.

2. You talk to her like that, she is your mother,
you be kind to her.
3. Today is the due date, we pay the bills.
4. Natalie do the laundry today as it's her sister's turn.
5. I take a cab to work today or else I will be late.
6. To be eligible for financial aid, one be 21 years of
age or older.
7. One of the big projects has been terminated by the
client so we work overtime anymore.
8. Tonight's game is very important. You miss this
one.
9. You do everything he says, but you respect
him.
10. Proper identification is required at the entry so everyone
..... have their IDs with them.
11. If Kathy wants to stay healthy she have a diet high
in fiber and low in fat.
12. You get at least 7 hours of sleep tomorrow night for
the upcoming exam.
13. One obtain a passport to travel abroad.
14. You read the instructions carefully before you turn
on the machine otherwise it could be dangerous.
15. We read the instructions, just turn it on, it's simple.
16. We give him everything he wants or else we will spoil
him.



MODAL VERBS **MUST vs. HAVE TO** *Woodward's English*

MUST	HAVE TO
The <i>speaker</i> thinks it is necessary. Personal opinion. Written rules/instructions.	<i>Another person</i> thinks it is necessary. External obligation. Facts, not opinions.
The teacher is giving the students an obligation / instructions. TEACHER: You must complete the essay by Friday. STUDENT: We have to complete the essay by Friday. The teacher has given us the obligation / instructions.	
We use <i>Had to</i> instead of <i>Must</i> in the past tense. - I <i>had to</i> pay my speeding ticket yesterday.	<i>Have to</i> is more common than <i>Must</i> in questions. - When do you <i>have to</i> finish the report?

www.grammarid.com www.woodwardenglish.com www.vocabularyid.com

Task 5. Complete the sentences with **mustn't** or **don't have to / need to**.

1. My dentist said that I neglect brushing my teeth.
2. There is another bus later, so we get on this one.
3. You leave any medicine where children can reach them.
4. This is a non-smoking area, so you smoke here.
5. The entrance is free of charge, so you buy a ticket.

6. You sleep late today, you have an important meeting in the morning.
7. This is our gift to you. You give it back to us.
8. The sign said that one eat in the library.
9. It's Friday today. I do any homework.
10. Judy stay home, I will take care of the baby.



Task 5. Write what you must or mustn't do when you travel.

- You _____ drink dirty water.
- You _____ be careful when you travel.
- You _____ always wash fruit and vegetables.
- You _____ play on the road.
- You _____ throw litter.
- You _____ listen to your parents.

UNIT 23. A

MILITARY ENGINEERS RESPONSIBILITIES

OBJECTIVES

- Military Engineers Responsibilities
- To be Responsible for

Task 1. What are military engineers?



Task 2. Match the definitions with their meanings.

..... typically create schematics, test prototypes and produce finalized designs for military technology and physical infrastructure.

..... protect people and their property. This includes both their physical safety and their possessions.

..... is a person who works in a mine.

A miner

Military engineers

Security guards

WE ARE RESPONSIBLE FOR

Military engineers **are responsible for** designing and repairing machines, structures and compounds.

Combat engineers **are responsible for** all activities on the battlefield.

Task 4. Read the text and paraphrase the sentences in the text with *to be responsible for*.

What is a field engineer in the military?

Army field engineers may do some or all of the following: build bridges in order to cross waterways and other gaps. They have to demolish structures such as buildings and bridges, construct and maintain roads.

Combat Engineers conduct mobility, counter-mobility and survivability in support of combat forces. The Combat Engineer works as a member of a team, squad, or platoon performing basic combat construction and reconnaissance missions. Directs the construction of fighting positions and wire entanglements.



Task 5. Work in small groups. Read the text about benefits of being a military engineer and write about other benefits.

Benefits of being a military engineer

Getting a job as a military engineer can have many personal and professional benefits. Military engineers can enjoy the basic benefits of being a member of the armed services plus the additional positive aspects of working in an innovative engineering role. Some of the top benefits of a military engineering career include:

Job security: Military occupations typically involve a minimum of several years, which can help provide job security. Even if you're new to the workforce, your job prospects may be vast considering that military operations tend to be eager to recruit talented aspiring engineers.

Interesting projects: As a military engineer, you can work on various exciting projects like finding ways to use explosives to clear blocked paths or designing protective equipment.

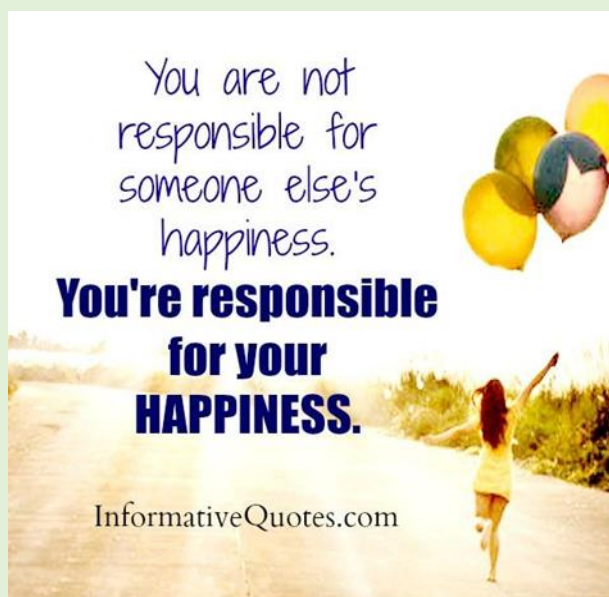
The ability to help others: Military engineers can gain personal satisfaction from using their work to help others. Many military engineers use their skills to help with disaster relief and protect their units from harm.

HELP DESK	
engineering [ˌendʒɪˈnɪərɪŋ]	explosive [ɪkˈspləʊ.sɪv]
construction [kənˈstrʌkʃn]	responsibility
demolish [dɪˈmɒl.ɪʃ]	[rɪˌspɒnsəˈbɪlətɪ]
	opportunity [ˌɒp.əˈtjuː.nə.ti]

UNIT 23. B

GRAMMAR CHECK

TO BE RESPONSIBLE FOR



Examples:

- He is responsible for the council's waste management department.
- She was responsible for causing the accident.

Be responsible for sb/sth

- ❖ to have control and authority over someone or something and the duty to take care of them
- ❖ to make something happen, especially something bad



✓ **What is the difference between responsibility to and responsibility for?**

➤ **Responsibility For** describes what you are able-to-respond-to that belongs to you and for which you can be held accountable.

➤ **Responsibility To** describes the person or persons you are responsible to, namely, the relationships that you have and the obligations that are inherent in them.

Task 1. Complete the sentences with: **responsible for or to**

1. Unlike the perpetrator _____ planting this hidden camera.
2. We are _____ ensure delivery of the program.
3. Executive directors are _____ ongoing decision making in the business.
4. She says the government has not yet pointed the finger toward groups who could be _____ the bombing.
5. The cabinet directs and controls the government and is

_____ Parliament.

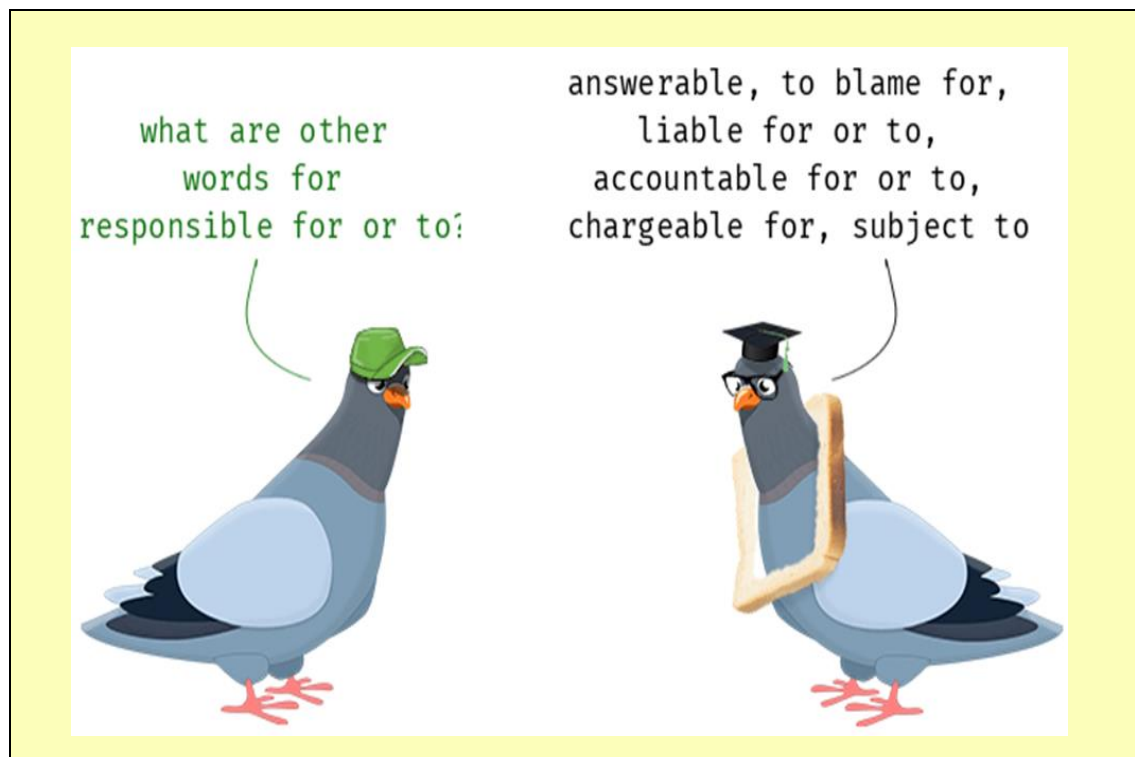
6. She respected authority but insisted the government is _____ the people.

7. Both are _____ the Minister.

8. Employers are _____ their employees' negligence.

9. You're _____ law and order.

10. That leader is not _____ the public's true interests.



Task 2.

1. become / first / our/ has / financially / after /job / responsible / his /getting / son

2. incident / not / responsible / the / he/ is / /entirely /for

3. for/ responsible / she / failure /the / is /completely / project's

4. equally /what /we/ responsible/ happened / are /all / for

5. very / their / responsible /with / they / are / money

6. he / young /very /a/ man/ is/ becoming / responsible
7. she /very /our / babysitter / is / I / hired / because / responsible."
8. he / responsible/ for /solely / was /the / accident
9. they / they're / of / that /a clear / I think /to / sense / what/ believe / they /responsible / have
10. treating / like / they/ braindead / one of / their /if /decisions, / both/ own victims/ are / for / /stop / responsible / them / as/ are

synonyms for

RESPONSIBLE

adjective



in charge

in control

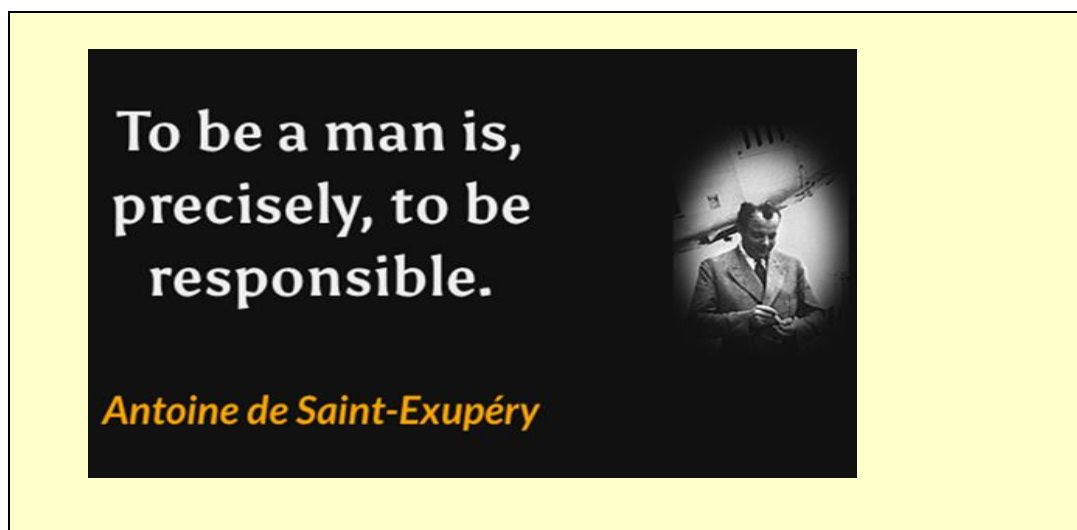
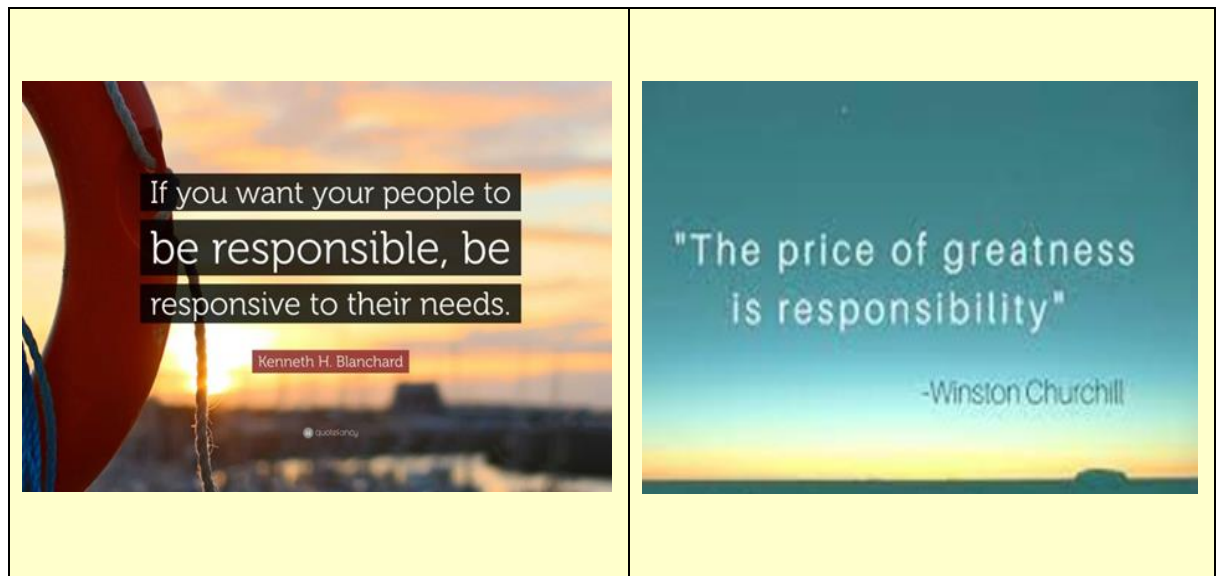
at the helm

in authority

accountable for

carrying the can

Task 3. Give your own opinions on the quotes



UNIT 24. A

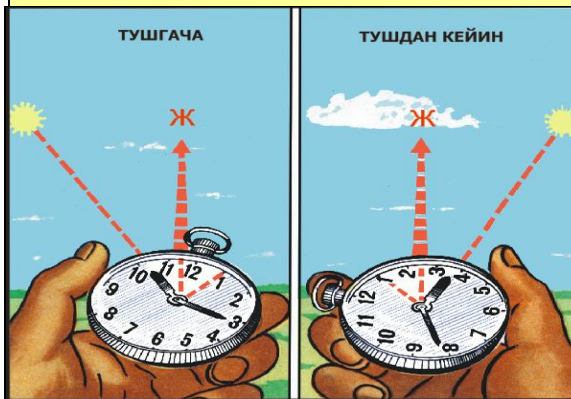
PERSONAL EQUIPMENT

OBJECTIVES

- Personal Equipment
- Sequencing instructions

STARTER. Label the pictures. Use these words.

antenna compass map radio water bottle



Task 1. Put the words into schedule. What personal equipments are used in these trainings.

Training schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
a. m.	Com muni- cations training _____	PT _____		Map reading _____		FTX _____
p. m.	Map reading _____		Com muni- cations training _____			FTX _____

Task 2. Complete the following sentences by using some or any.

1. Do you use in PT?
2. We havein map reading.
3. There are.....in communications training.
4. There are not in first aid training.
5. Are there..... in FTX?

SEQUENCING INSTRUCTIONS

First of all, firstly, secondly, next, after that, finally, when:

First of all, use a map before going to a place.

When you are given an order, you must follow it.

Task 3. Look at the groups of words below. In each group, three of words belong to the same subject area but there is one word that doesn't belong. Put the circle around the word that is the odd one out.

Example A compass

	A	B	C	D
1.	compass	pistol	rifle	gun
2.	compass	map	radio	rifle
3.	compass	Map	pen	radio
4.	Radio	antenna	plane	headset

Task 4. Look at these situations and decide if the person needs weapons or equipment.

After that, the crowd was chasing a woman. She ran to the police and asked to help.

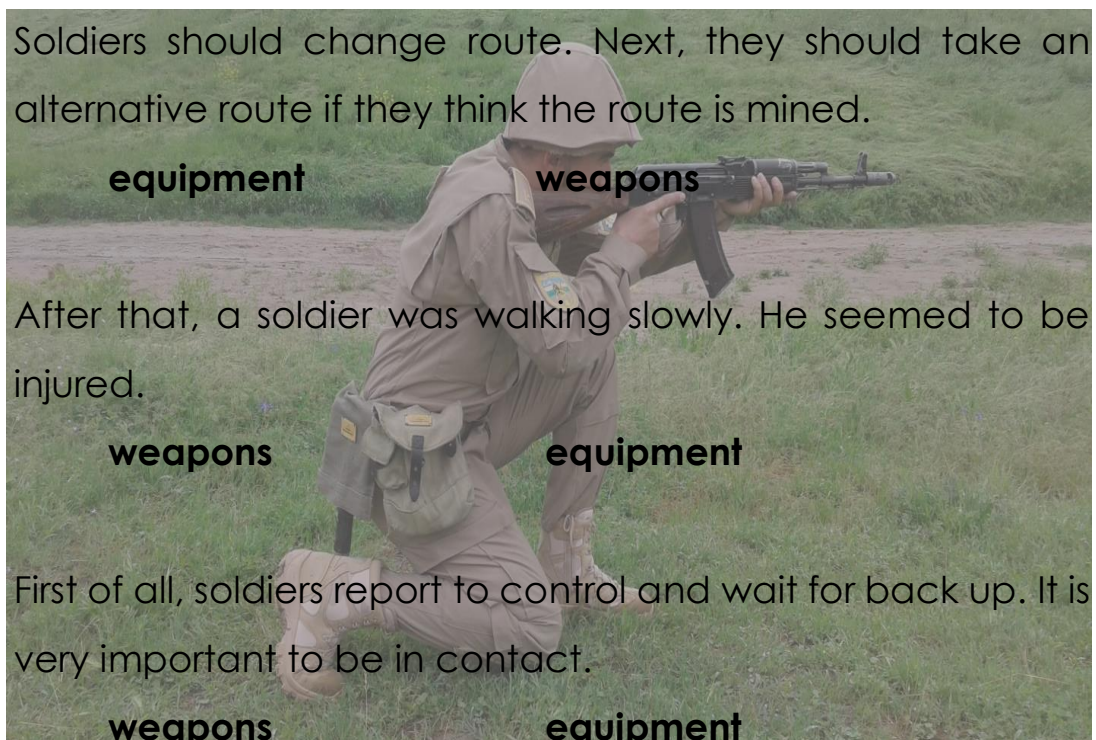
weapons

equipment

Enemy forces may attack at any time. The patrol is standing in a heavily populated area.

equipment

weapons



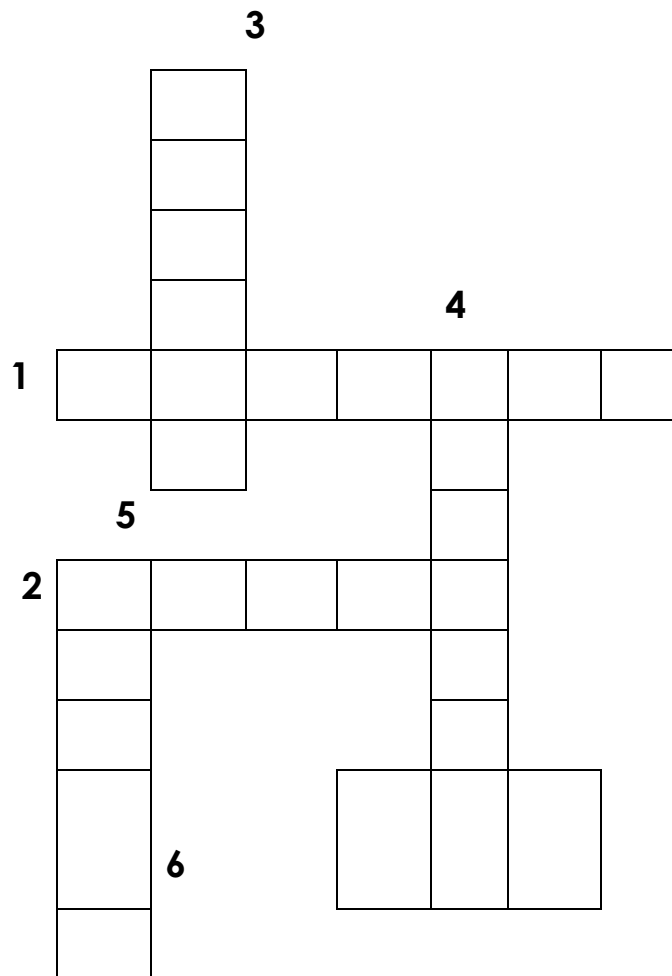
Task 5. Now at the task 4 and find some words related to the sequencing instructions.

Task 6. 10 minutes crossword. This crossword contains words that you have seen. Complete as much of the crossword as you can in 10 minutes to see how many of the words you can remember.

Across	Down
1. A device for finding direction	3. A small gun
2. A type of gun with a long barrel	4. A device that sends and receives television or radio signals

5. An equipment used for listening

6. A drawing of the Earth's surface



HELP DESK	
antenna [æn'tenə]	pistol ['pɪst(ə)l]
compass ['kʌmpəs]	radio ['reɪdɪəʊ]
map[mæp]	receive [rɪ'si:v]
	surface ['sɜ:fɪs]

UNIT 24. B

GRAMMAR CHECK

SEQUENCING INSTRUCTIONS



Sequencers are words that organize your writing and speaking, words like **first**, **next**, **then**, **after that**, and **finally**. We often use sequencers in English when we give instructions, describe a process, or tell stories.

Task 1. Describe the picture using the sequence words



BEGINNING

- In the beginning
- First of all
- Once upon a time
- One day
- First/ Firstly
- To begin
- To start
- Once

MIDDLE

- Soon
- Meanwhile
- Then
- After that
- Third/ Thirdly
- And
- In addition
- Also
- Later
- After/ Before
- Next
- Second/ Secondly
- Furthermore
- Subsequently
- Moreover
- Another

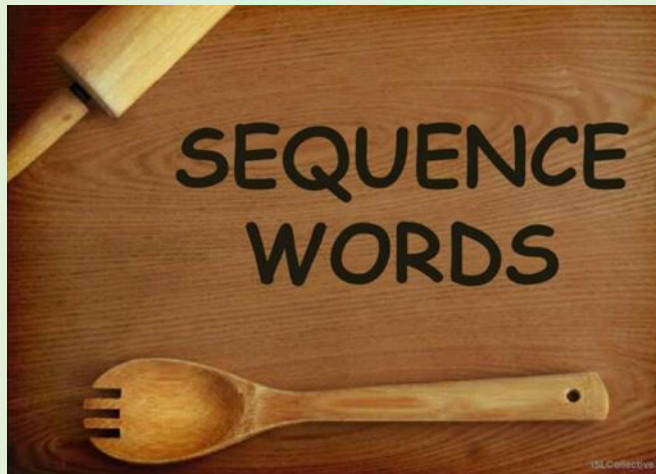
INTERRUPTION

(something unexpected)

- Suddenly
- All of a sudden
- But then

ENDING

- Finally
- At last
- In conclusion
- To summarise
- After all
- By the end
- At the end
- Afterward
- In the end
- Lastly
- By this point
- Eventually



Task 2. Fill the sentences with prepositions in the bracket and put them in the correct order using sequencing (first, next, etc).

Making A Cheese Omelette

Example: **First**, break two (or more) eggs **into** a mixing bowl.

- a) break two (or more) eggs____a mixing bowl (on, in, into)
- b) sprinkle the grated cheese____the cooked eggs. (over, on, in)
- c) heat a frying pan and add____olive oil. (with, on, over)
- d) turn the omelette____with a spatula making a half circle. (over, up, on)
- e) pour the egg mix_____ the frying pan. (off, in, into)
- f) f) serve the omelette____toast. (over, with, into)
- g) g) let the eggs cook ____the frying pan for about 90 seconds. (on, in, around)
- h) grate____some cheese (into, with, under)
- i) beat the eggs by stirring them_____with a whisk. (over, with, around)

**Task 3. Complete the text using the sequence words
in the box**

**as soon as, after, next, during, finally,
unexpectedly, to start off**

Last week, I visited Chicago to attend a business conference. While I was there, I decided to visit the Art Institute of Chicago. _____, my flight was delayed. _____, the airline lost my luggage, so I had to wait for two hours at the airport while they tracked it down. _____, the luggage had been set aside and forgotten.

_____ they found my luggage; I found a taxi and rode into town. _____ the ride into town, the driver told me about his last visit to the Art Institute. _____ I had arrived safely; everything began to go smoothly. The business conference was very interesting, and I thoroughly enjoyed my visit to the institute. _____, I caught my flight back to Seattle.

Luckily, everything went smoothly. I arrived home just in time to kiss my daughter goodnight.

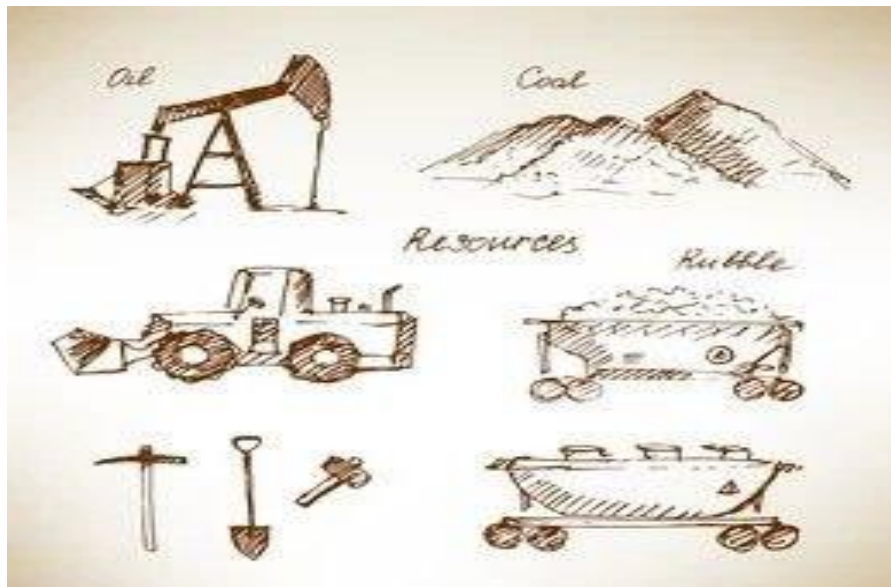
UNIT 25. A

MINING

OBJECTIVES

- Describing mining process and its function
- To be allowed to, to be permitted to, to be prohibited to

Task 1. What is the primary purpose of mining



Task 2. What is the mining in military?



Task 3. Match the definitions with their words.

.... firing a gun or other weapon, or hitting, injuring, or killing someone or something

.....digging of mine shafts, tunnels and underground chambers, in order to place explosives directly beneath enemy trenches and strong points, powerful enough to destroy them.

..... taking aggressive military action against (a place or enemy forces) with weapons or armed force.

.....going upward on or along, to the top of, or over.

- a. mining
- b. shooting
- c. climbing
- d. attacking

Task 4. Complete the sentences using the words below.

How does the military clear mines?

clear excavators dogs area

Specially trained are also used to narrow down the search and verify that an is cleared. Mechanical devices such as flails and are sometimes used to mines. A great variety of methods for detecting landmines have been studied.

TO BE PERMITTED, TO BE ALLOWED, TO BE PROHIBITED

Walking is prohibited in mining area.	TO BE PERMITTED
Miners are permitted/allowed to clear landmines.	TO BE ALLOWED
	TO BE PROHIBITED

Task 5. Now rewrite the sentences using allowed prohibited, permitted.

1. Miners can not clear landmines without preparation.
2. Landmines can be dug for special purposes.
3. Militaries can clear mines with special equipment.

Task 6. Write three important rules for mining using prohibited, permitted, allowed.

HELP DESK	
mining ['maɪ.nɪŋ] landmine ['ləænd.maɪn] prohibit [prə'hɪb.ɪt]	permit ['pɜːmɪt] allow [ə'laʊ] dig [dɪg]

UNIT 25 B

GRAMMAR CHECK

TO BE ALLOWED TO, TO BE PERMITTED TO, TO BE PROHIBITED TO

	Be allowed to is used to express permission to do something. It is also possible to use can
---	---

Task 1. Complete the sentences with positive and negative forms of 'be allowed to' in correct tenses.

1. I _____ drive our new car yet.
2. I wanted to go with you. But I _____ go out. My dad said no.
3. Sarah is on a diet. _____ eat any milk products?
4. Mum, I am eighteen and I _____ spend my holidays with my friends yet.
5. you _____ use your dad's car tomorrow if you ask him for it?
6. Before they were twelve years old, our children _____ have a mobile phone.
7. We _____ take only one bag of up to 20 kg. It wasn't enough.

8. My parents never let me do what I want. For example, I _____ play football after school unless I finish my homework.
9. How long _____ see your kids again since your wife agreed to it?
10. Marion _____ have a day off next week on condition that the work is finished.
11. It's OK. Peter paid by my credit card only after he _____ do it.
12. Peter, I am told that you didn't take part in the race. Why _____ participate in it?

Task 2. Fill the gaps using the words

▶ Only buses and taxis are allowed to travel on the _____.

▶ The lights were very dim in the _____, so we had to drive very slowly.

▶ The _____ showed red so we had to stop.

▶ The _____ stated that we couldn't go further.

▶ The driver tried to cross the _____ ahead of the train.

▶ I have nearly been knocked off my bike by a driver who decided drive across the _____.

▶ As you approach a _____ you MUST give way to a pedestrian.

▶ Not many drivers will wait for you when you are running toward the _____.

▶ We saw a _____ over the river.

▶ Cars aren't allowed to drive along the _____.

▶ traffic lights

▶ zebra crossing

▶ bridge

▶ tunnel

▶ bus lane

▶ level crossing

▶ cycle lane

▶ bus stop

▶ pavement

▶ road sign

Task 2. Describe the signs using *to be allowed to*, *to be permitted to*, *to be prohibited to*



UNIT 26. A

THE PLATOON TRAINING PROGRAM

OBJECTIVES

- The platoon training program
- Describing training program

Task 1. Describe the picture.



Task 2. Match the abbreviations with the explanations.

NBC	PT	FTX
-----	----	-----

1. Exercises relating to physical training.
2. A training relating to nuclear, biological and chemical war fares.
3. Exercises relating to field training.

Task 3. Complete the sentences with the words and phrases below

NBC	field training exercise	march
------------	--------------------------------	--------------

1. I have 5 kilometre foot every day.

2. Cadets of our University have their
twice a week.

3. is a training relating to nuclear, biological and chemical war fares.

Task 4. Cadet S. Ergashev is now writing about his week in the life. Ask and answer questions about Ergashev`s week. Study the examples.

Does a cadet have a field training exercise on Friday? – No, he doesn`t. He has a field training exercise on Saturday.

Training schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Satur day
a.m. morni ng	5 km foot march	Weapon s training	5 km foot march	Drill	Drill	FTX
p.m. after noon	Map reading	First aid training	Commu nications training	Obstacle course	NBC	FTX

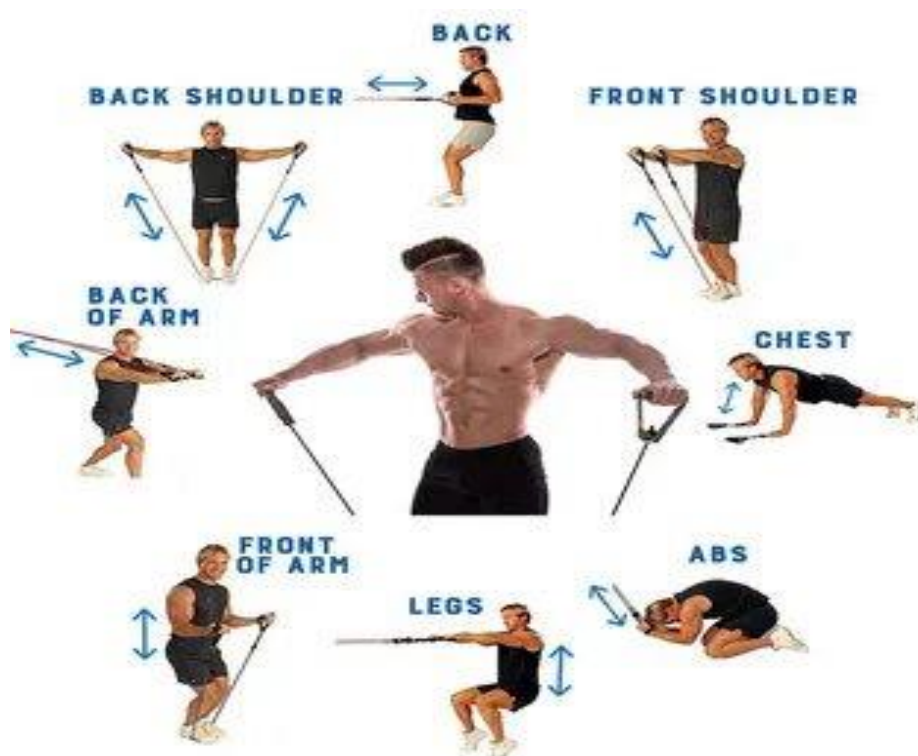
HELP DESK	
foot march [ˈfʊt mɑ:tʃ]	nuclear [nju:kliə]
obstacle [ˈɒbstə(ə)l]	biological [baɪəˈlɒdʒɪk(ə)l]

UNIT 26. B

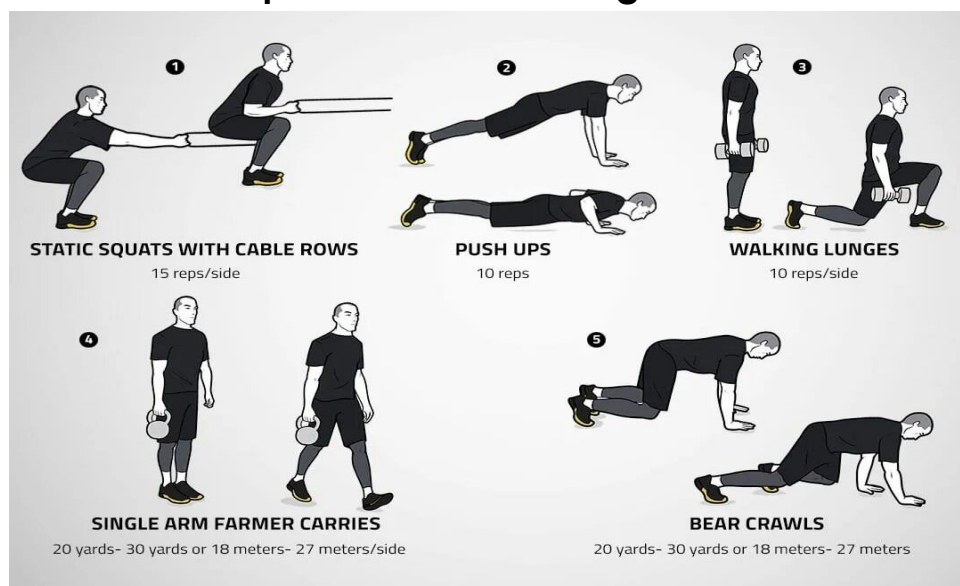
FUNCTIONAL ENGLISH

PLATOON TRAINING PROGRAMME

Task 1. Describe the parts of the body and use the picture below.



Task 2. Give descriptions for the trainings below.



Task 3. Describe the training plan.

YOUR 12-WEEK MARATHON TRAINING PLAN							
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
WEEK 1	ACTIVE RECOVERY	SPEED TRAIN •Warm-up: 2 miles easy •10x2-min fast, 1-min easy btwn reps •Cool-down: 10-20 mins easy	STRENGTH TRAIN	HILL TRAIN •Warm-up: 2 miles easy •30-min hills: 90-secs uphill hard, easy downhill •Cool-down: 10-20 mins easy	5 MILES Easy	CROSS-TRAIN 30-45 mins	10 MILES Easy
WEEK 2	ACTIVE RECOVERY 	SPEED TRAIN •Warm-up: 2 miles easy •10x2-min fast, 1-min easy btwn reps •Cool-down: 10-20 mins easy	STRENGTH TRAIN	HILL TRAIN •Warm-up: 2 miles easy •30-min hills: 90-secs uphill hard, easy downhill •Cool-down: 10-20 mins easy	5 MILES Easy	CROSS-TRAIN 30-45 mins	12 MILES Easy
WEEK 3	ACTIVE RECOVERY	SPEED TRAIN •Warm-up: 2 miles easy •10x2-min fast, 1-min easy btwn reps •Cool-down: 10-20 mins easy	STRENGTH TRAIN	HILL TRAIN •Warm-up: 2 miles easy •30-min hills: 90-secs uphill hard, easy downhill •Cool-down: 10-20 mins easy	6 MILES Easy	CROSS-TRAIN 30-45 mins 	13 MILES Easy
WEEK 4	ACTIVE RECOVERY	SPEED TRAIN •Warm-up: 2 miles easy •10x2-min fast, 1-min easy btwn reps •Cool-down: 10-20 mins easy	STRENGTH TRAIN 	TEMPO TRAIN •Warm-up: 2 miles easy •25-mins at 10k pace •Cool-down: 10-20 mins easy	6 MILES Easy	CROSS-TRAIN 30-45 mins 	15 MILES Easy
WEEK 5	ACTIVE RECOVERY 	6 MILES Easy	STRENGTH TRAIN	6 MILES Easy	6 MILES Easy	CROSS-TRAIN 30-45 mins	12 MILES Easy
WEEK 6	ACTIVE RECOVERY	SPEED TRAIN •Warm-up: 2 miles easy •6x5 mile at 5k, 2-min easy btwn reps •Cool-down: 10-20 mins easy	STRENGTH TRAIN	TEMPO TRAIN •Warm-up: 2 miles easy •20-mins at 10k pace •Cool-down: 10-20 mins easy	6 MILES Easy	CROSS-TRAIN 30-45 mins	14 MILES Easy

Task 4. Speak about the platoon trainings in your University.
Complete the table.

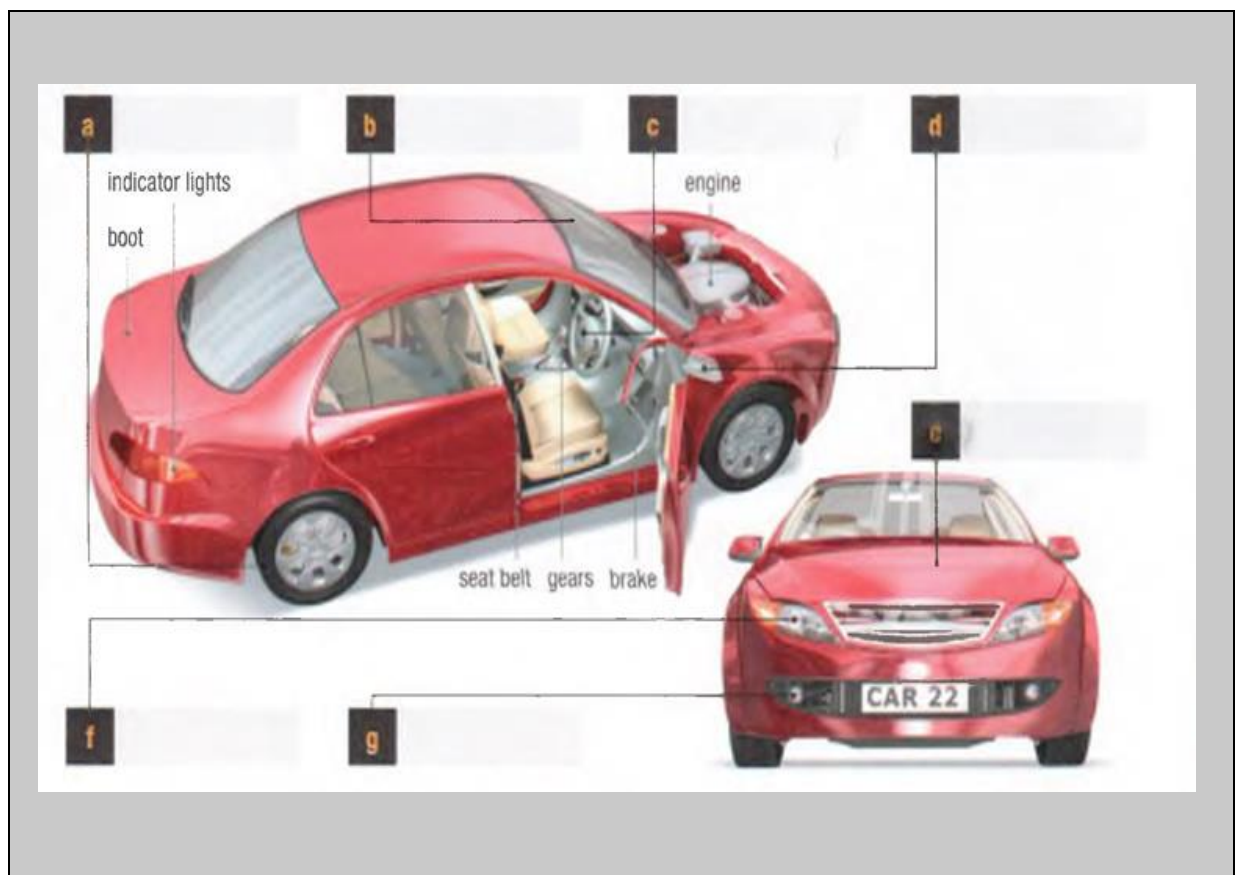
TRAINING PLAN				
Training #1	Date 1	Date 2	Date 3	Date 4
Training Location	Trainee #s	Date		

UNIT 27. A

VEHICLE CHECK

OBJECTIVES

- Vehicle check
- Present Simple Passive



Task 1. Label the car in the picture. Use these words.

tyre bonnet windscreen steering wheel headlights
fog lights mirror

Task 2. Match the definitions with their meanings.

..... is a thick rubber ring, often filled with air, that is fitted around the outer edge of the wheel of a vehicle, allowing the vehicle to stick to the road surface and to travel over the ground more easily.

.... is a metal cover over the part of a car where the engine is.

.... is a window at the front of a car, truck, etc.

.... is a large, powerful light at the front of a vehicle, usually one of two a circular object connected at the centre to a bar, used for making vehicles or parts of machines move.

..... is a covering that forms the top of a building, vehicle, etc.

bonnet wheel

headlight roof

windscreen tyre

Task 3. What are the problems? Complete the sentences. Use these words.

out of date don't work flat cracked
overloaded



1 Your driving licence is not valid. It is



2 The lorry is too heavy because it's



3 The driver can't see properly because his windscreen is



4 The front right-hand tyre is completely

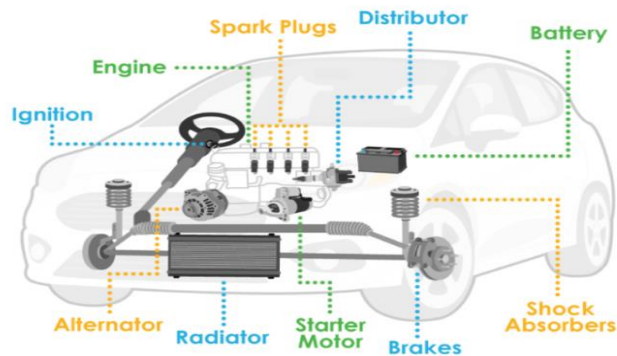


5 This vehicle is dangerous. The headlights

IT'S MADE TO

The fuel tank **is** usually **located** before the rear axle of a car.
The engine **is called** an internal combustion engine.

Task 4. Read the text and underline Present Simple Passive.



The engine is the core of your car. It is a complicated machine that uses the heat from burning gas to turn the wheels on the road. This goal is reached by a series of reactions that are set in motion by a spark. The spark ignites a mixture of gasoline vapor and compressed air inside a cylinder that is sealed for a moment and makes it burn quickly. The machine is called an internal combustion engine because it works this way.



The fuel tank is usually located before the rear axle and holds the gas that makes your car move. It's important to place it where they won't crumple in a crash.

You might need to take it off for a number of reasons, but the most common is to replace the fuel pump.



Cars with air conditioning make driving more comfortable. The AC compressor is one of the most important parts of the AC. As the name suggests, it turns refrigerant for air conditioning from a gas into a liquid. When the coolant is in the form of a gas, it takes in heat.



The tailpipe is the pipe that transports exhaust fumes from the muffler or [catalytic converter](#) to the vehicle's rear. Like a house's chimney, it's made to send exhaust away from the car and into the air. Exhaust pipes connect to the muffler and are often held in place by a bracket at the back of the car.

HELP DESK	
tyre [taɪə] bonnet ['bɒn.ɪt/] windscreen ['wɪnd.skri:n]	headlight ['hed.laɪt] wheel [wi:l] roof [ru:f]

UNIT 27. B

GRAMMAR CHECK

PRESENT SIMPLE PASSIVE

PASSIVE VOICE

With the passive voice, the subject is acted upon by some other performer of the verb.

Active & Passive Voice

Tense	Active	Passive
Present simple	Reporters write news reports	News reports are written by reporters
Present continuous	Michael is baking a brownie	A brownie is being baked by Michael.

Active Voice (Subjective case)

I

We

You

He

She

It

They

→

→

→

→

→

→

→

Passive Voice (Objective case)

by me

by us

by you

by him

by her

by it

by them.

Task 1. Write the sentences in correct form using Present Passive

1. This picture (always admire).
2. English (speak) all over the world.
3. The bread (eat) every day.
4. Milk (use) for making butter and cheese.
5. Your question (answer)?
6. This exercise (do) very carefully.
7. What (do) about this?
8. Three lessons a day (give) to us at the beginning of the term.
9. A lot of beautiful flowers (give) to my mother every Women's Day.
10. Every morning this porridge (eat) by child.
11. His lectures (listen to) attentively by the students.
12. The dinner (served) every day to the cadets.

Active Voice	Passive Voice
Tells us what a person or thing does. The subject performs the action(Verb) on the object. Subject + Verb + Object Example: • Anna painted the house. • The teacher always answers the student's questions. • Ali posted the video online.	Tells us what is done to someone or something. The subject is being acted upon. Object + Verb + Subject Example: • The house was painted by Anna. • The student's questions are answered by the teacher. • The video was posted online by Ali

UNIT 28. A

MILITARY FOOD RATION

OBJECTIVES

- Military Food ration
- Adjectives: More and less

STARTER Fill the table with military food names according to the categories: *STEAMED, FRIED, BOILED, BAKED*.

STEAMED	FRIED	BOILED	BAKED



Task 2. Fill in the gaps with the appropriate words from the box.

national, a cup, 700 gram, fruits, soups (x2), diet, 50 gram, three, main, healthy, juice, one

I am a cadet in a military institute. Every day we have ... times-eating. They are: breakfast, lunch and dinner. I think our menu differs from civilian. There are more homemade meals, and less fast-food.



We have breakfast at 8 a.m. We eat egg, ... gram bread, ... gram butter and ... gram sugar; we drink ... of tea and/or coffee.

We have lunch at 1.00 p.m. We are given ... for the first course, lagman, kebab and others for the ... course. I like our ... dishes, such as plov and manti, which are mostly tasty and useful for our organism. There is less fried food and more ...



on our menu every day. ... , such as apple, pear, and pomegranate or fruit ... are on our menu for lunch. They are important for our health.

At 7.00 p.m. we have our dinner. ... with vegetables (especially, cabbage-soup) and other meals are served. There are more boiled and steamed meals and less fried and/or baked food usually. We drink tea and fruit-juice preferably.

I like our daily menu. I think the food we eat is very useful for keeping our body ... and strong. Moreover, it is important for keeping to a military ... and control our weight regularly.

MORE AND LESS?

Showing bigger/smaller amount:	GRAMMAR SPOT
<i>There are more homemade meals, and less fast-food in Uzbekistan.</i>	more + noun = bigger amount
	less + noun = smaller amount

Task 3. Find the words from the text meaning the following meanings:

a) a meal eaten in the morning as the first meal of the day_____

b) a unit of mass equal to 0.001 kilograms

c) the condition of the body and the degree to which it is free from illness, or the state of being well

d) the liquid that comes from fruit or vegetables

e) happening on or relating to every day

f) happening or doing something often

Task 4. Work in pairs. Try to describe a military ration.

For example: *Military eat less fat, and more fruits.*

Task 5. Label the pictures. Use these words.

cans jars pouches



Now complete the sentences using the words learned above.

1. _____ are mostly made from steel and/or aluminum and are the standard for food packaging for military.
2. _____ are single use bags commonly made of plastic and/or metal foil.
3. _____ are made from durable glass or impact-resistant plastic.

Task 5. Read the advertisement and decide whether the statements given below are true, false or not given in the text.

Less expenses and more calories are given by Survival tabs.	
Tabs can replace natural beings in a jungle.	
Survival Tabs can be used in desert survival.	
Surviving in the sea requires more food than tabs.	
More disasters, less normal situations show the high percentage of the usage of Survival Food Tabs.	

HELP DESK	
additional [ə'dɪʃ(ə)n(ə)l]	margin ['mɑ:dʒɪn]
circumstance ['sɜ:kəmstæn(t)s]	percentage [pə'sentɪdʒ]
disaster [dɪ'zɑ:stə]	survive [sə'vaɪv]
exposure [ɪk'spəʊʒə]	sustain [sə'steɪn]
homemade [ˌhəʊm'meɪd]	supplemental [ˌsʌplɪ'ment(ə)l]
jungle ['dʒʌŋɡl]	weight [weɪt]

THE SURVIVAL FOOD TAB CONCEPT

In 90% of all survival situations, some additional food will be available. The Survival Food Tabs are designed to be the Margin of Survival. For example, if one were lost in a *jungle area*, one might have to find grubs, insects, berries, small animals or whatever to eat.



One would have to adapt to the circumstances quickly until he found his way out or was rescued. The Survival Food Tabs would be that Margin of Survival, along with whatever one could gather, to sustain oneself as long as necessary. Another example, would be *desert* or *sea* survival. In these cases, little supplemental food may be available.

The Survival Food Tabs would sustain one as long as he would expect to live normally, before being overcome by *exposure*, or *lack of water*.

Task 6. Choose the words in the text similar to the following meanings:

- a) living - _____
- b) extra - _____
- c) wait - _____

Task 7. Write a description of the military food used in emergency or other military situations in your country.

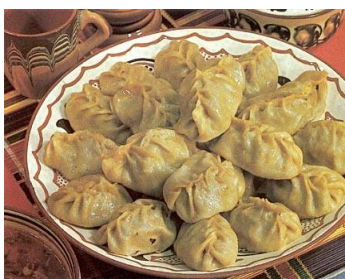
UNIT 28. B

GRAMMAR CHECK

UNCOUNTABLE NOUNS: SOME AND ANY

STARTER. Label the pictures.

plov, manti, tea, sugar, coffee, soup, butter, bread,
juice



Task 1. Match the words and definitions.

A sweet crystal	fruits
A hot drink	juice
A drink from fruits	sugar
Sweet products of a plant (tree)	bread
A baked food made of flour, water and yeast	tea

SOME OR ANY JUICE?

Uncountable food names:	GRAMMAR SPOT
There is some bread on the table.	Positive – <i>some</i>
There is not any bread on the table.	Negative – <i>any</i>
Is there any bread on the table?	Question – <i>any</i>

Task 2. Tick the correct sentences.

- ☐ I'd like some tea.
☐ I'd like a tea.
- ☐ I don't have any fruits.
☐ I don't have some fruits.
- ☐ Do you have a butter?
☐ Do you have any butter?
- ☐ There is some juice in the bottle.
☐ There is any juice in the bottle.
- ☐ Are there some fruits on the table?
☐ Are there any fruits on the table?

WOULD YOU LIKE SOME ... ?

Polite request: <i>Would you like some tea, please?</i>	GRAMMAR SPOT Would you like any ... ? Would you like some... ?
--	--

Task 3. Complete the conversations.

juice, some, tea, butter, No

A Would you like ... sugar in your tea?

B Yes, please.

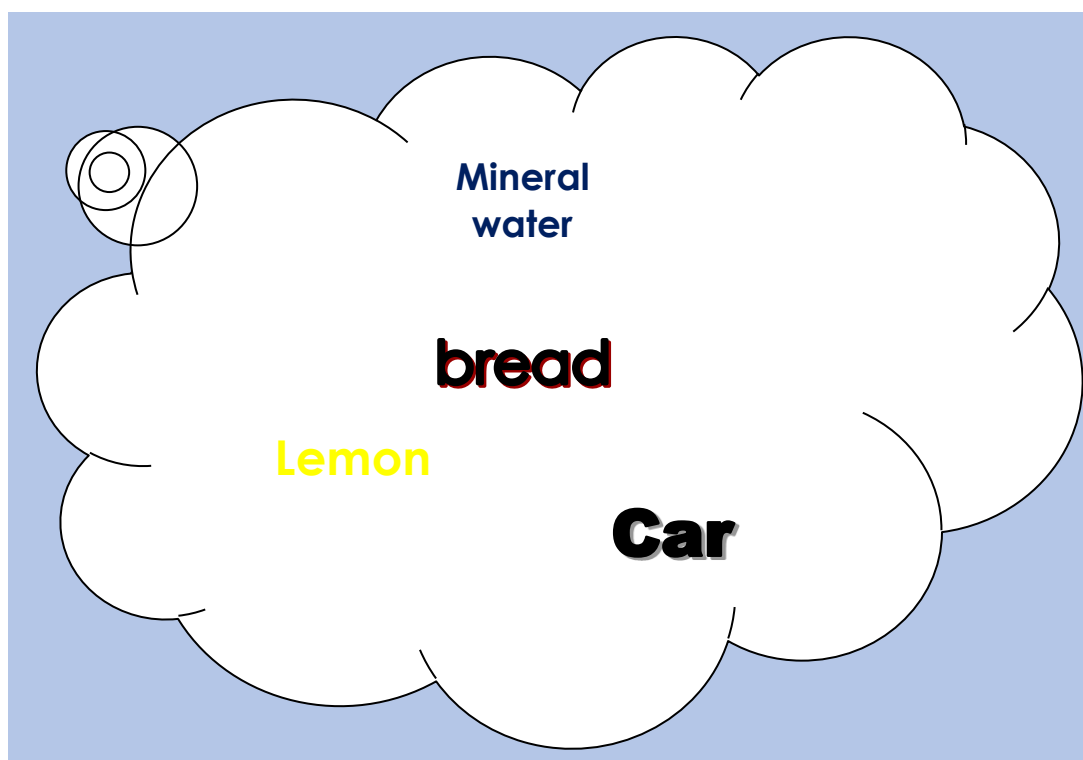
A Would you like some ... ?

B ... , thanks. I'd like some tomato souse.

A Would you like an orange ... ?

B No, I'd like some

Task 5. Circle the food names from the word-cloud.



Task 4. Match questions and answers.

1. Good morning. Do you have an apple juice?	3000 soums.
2. How much does it cost?	Yes, white or black?
3. Thank you. Could you give some bread please?	Yes, I do.
4. White, please. How much is it?	You are welcome!
5. Thank you very much.	1500 soums.

Task 6. Work in pairs, A and B. You are going to do two roleplays.

Roleplay 1

A: You are in a supermarket. Decide what you want to ask for. Ask an assistant about the prices of products.

B: You are an assistant. Help the client.

Roleplay 2

A: You are a waiter. Ask a customer what he/she wants to have for breakfast.

B: You are a customer. Ask a waiter about menu. Order anything to eat or to drink.

HELP DESK	
assistant [ə'sɪst(ə)nt]	fruit [fru:t]
butter ['bʌtə]	juice [dʒu:s]
client ['klaɪənt]	souse [saus]
crystal ['krɪst(ə)l]	sugar ['ʃʊgə]
customer ['kʌstəmə]	tomato [tə'mɑ:təʊ]
flour ['flaʊə]	waiter ['weɪtə]
	yeast [ji:st]

UNIT 29. A

MILITARY INVENTIONS

OBJECTIVES

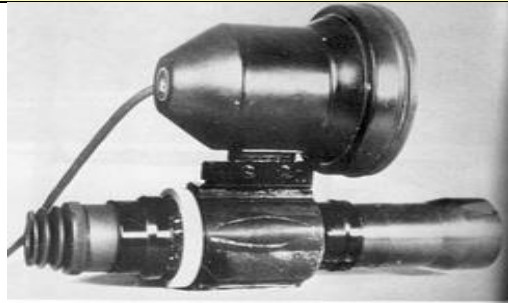
- Military Inventions
- Past simple Passive

STARTER. Label the pictures with their names.

night vision device, AN602 hydrogen bomb, duct tape
(duck tape), walkie-talkie



1.



2.



3.



4.

Task 1. Match the words with their definitions.

First used for infantry, similar designs were created for field artillery and tank units	AN602
... is generally silvery gray, but also available in other colors and even printed designs.	hydrogen bomb
... is the ability to see in low-light conditions.	night vision device
Nicknamed as "Tsar Bomba".	duct tape
... is made possible by a combination of two approaches: sufficient spectral range, and sufficient intensity range.	walkie-talkie
In the UK, it is usually referred to as "tank tape" in motorsports use.	
It was only tested once.	
Its development during the Second World War has been variously credited to Donald L. Hings.	

Task 2. Fill in the gaps with the following words.

made, spread, used (2), invented, created

A **walkie-talkie** (more formally known as a **handheld transceiver**, or **HT**) was ... by Donald L. Hings in Canada in 1930s. It was firstly ... for infantry, similar designs were ... for field artillery and tank units. After the war walkie-talkies was ... to public safety and eventually com-



mercial and jobsite work.

Night vision is the ability to see in low-light conditions. Whether by biological or technological means, night vision was... by a combination of



two approaches: sufficient spectral range, and sufficient intensity range. A **night vision device (NVD)** is a device comprising an image intensifier tube in a rigid casing. It was commonly ... by military forces.

WAS INVENTED BY...

Past simple passive:

A walkie-talkie was invented by Donald L. Hings.

The first parachutes were not invented by Russian scientists.

GRAMMAR SPOT

S+was/were(not)+Past Participle (+by+agent)

Task 3. Match the verbs in italics with the following verbs with close meanings.

a) examined b) made c) bewildered d) implemented e) planned

Duct tape, also called **duck tape**, is cloth- or scrim-backed pressure-sensitive tape, often coated with polyethylene. It was often *confused* with gaffer tape, which was *designed* to be non-reflective and cleanly removed, unlike duct tape. Duct tape is generally silvery gray, but also available in other colors and even printed designs. It was commonly *used* in situations that require a strong, flexible, and very sticky tape.

On October 30, 1961, the most powerful and destructive weapon – the AN602 hydrogen bomb, nicknamed “**Tsar Bomba**” was *created* by the Soviet Union. Tsar Bomba exploded with a yield of between 50 to 60 megatons. Villages close to the explosion was completely destroyed by this kind of gun. Windows 700 miles away were broken by it as well. However, it was only *tested* once.

Task 4. Put A for the statements in Active, and P for the statements in Passive.

1. Walkie-talkie was created by Donald L. Hings.	
2. Donald L.Hings made a new military device – Walkie-talkie.	
3. Soviet Union created a new bomb – the AN602 hydrogen bomb.	

4. Tsar Bomba was created by the Soviet Union.	
5. NVD was commonly used by military forces.	
6. Military forces commonly used NVD.	

Task 5. Match the words in A with the words in B.

A	B
sanitary	photography
Internet	engine
digital	radar
jet	missiles
nuclear	napkins
duct	communication
ballistic	tape
aircraft tracking	technology

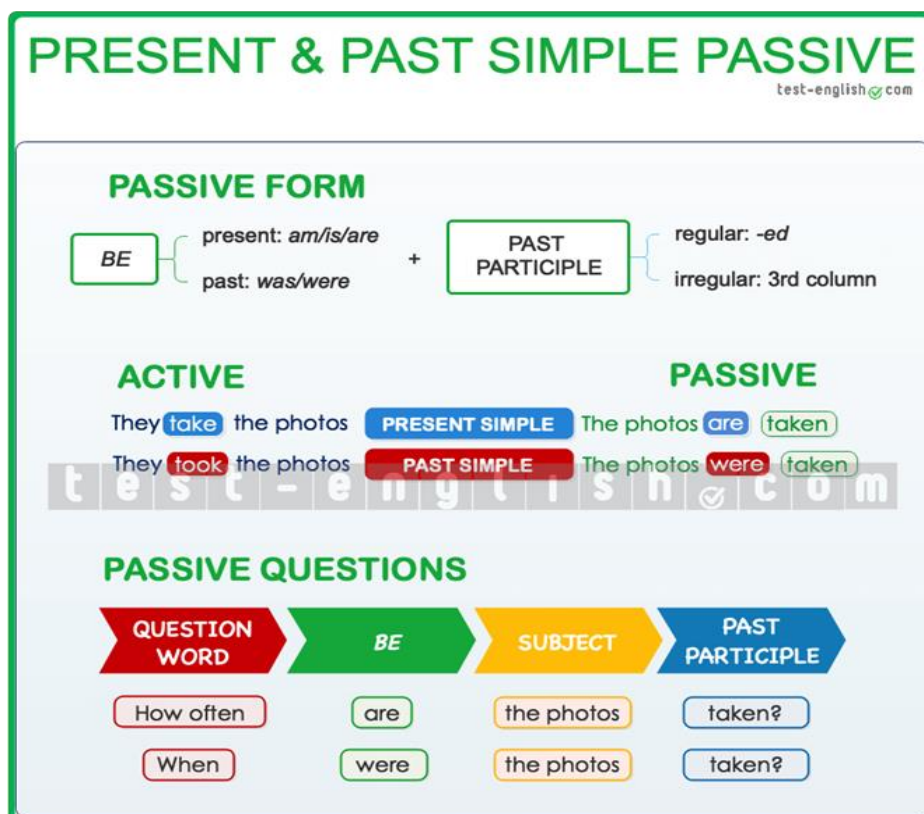
Task 6. Try to tell about other military inventions used in your country. Make a list of them.

HELP DESK	
approach [ə'prəʊtʃ]	flexible ['fleksəbl]
artillery [ɑ:'tɪl(ə)rɪ]	hydrogen ['haɪdrədʒən]
available [ə'veɪləbl]	infantry ['ɪnfəntrɪ]
commercial [kə'mɜ:ʃ(ə)l]	require [rɪ'kwaɪə]
completely [kəm'pli:tli]	rigid ['rɪdʒɪd]
confuse [kən'fju:z]	tube [t(j)u:b]
destructive [dɪ'strʌktɪv]	variously ['veəriəsli]
device [dɪ'vaɪs]	vision ['vɪʒ(ə)n]
eventually [ɪ'ventʃuəli]	yield [ji:ld]
explode [ɪk'spləʊd]	

UNIT 29. B

GRAMMAR CHECK

PAST SIMPLE PASSIVE:



Task 1. Rewrite the given sentences in Passive voice.

1. Kelly received the letter from her close friend.
2. The teacher asked Tim.
3. Gardeners planted fruit trees.
4. Bahodir brushed teeth.
5. The manager gave the task.
6. Sandra opened the book.
7. Children saw a monster.
8. He bought a new interesting book last week.
9. The waitress brought a delicious meal to the customers.

10. Grandmother told an interesting story to the Grandchildren.

 THE PASSIVE VOICE		
Tense	Active Voice	Passive Voice
Present Simple	He <i>cleans</i> the carpet.	The carpet <i>is</i> cleaned by him.
Present Cont.	He <i>is cleaning</i> the carpet.	The carpet <i>is being</i> cleaned by him.
Past Simple	He <i>cleaned</i> the carpet.	The carpet <i>was</i> cleaned by him.
Past Cont.	He <i>was cleaning</i> the carpet.	The carpet <i>was being</i> cleaned by him.
Present Perfect	He <i>has cleaned</i> the carpet.	The carpet <i>has been</i> cleaned by him.
Past Perfect	He <i>had cleaned</i> the carpet.	The carpet <i>had been</i> cleaned by him.
Simple Future	He <i>will clean</i> the carpet.	The carpet <i>will be</i> cleaned by him.
Be going to	He <i>is going to clean</i> the carpet.	The carpet <i>is going to be</i> cleaned by him.
Future Perfect	He <i>will have cleaned</i> the carpet.	The carpet <i>will have been</i> cleaned by him.
Modal	He <i>should clean</i> the carpet.	The carpet <i>should be</i> cleaned by him.
Modal Perfect	He <i>should have cleaned</i> the carpet.	The carpet <i>should have been</i> cleaned by him.

**Task 2. Put the following sentences into passive voice.
(Simple past)**

1. Who wrote this book?

Who was this book written by?

- How did they steal her car?
- The children rang the bell a few minutes ago.
- The kids forgot the whole story in a few days.
- Did the president make an important speech last night?
- The police didn't question him very closely.
- The wild animals attacked two men yesterday.

GLOSSARY

A

achieve – v. to complete a task successfully

aircraft – *n.* a machine capable of flight

airman – *n.* a member of an aircrew; a member of an air force

antenna – *n.* a metal rod used in the transmission of radio signals

approach – *n.* an act of coming near; v. to come near

artillery – *n.* a general title for large-calibre guns, missiles and air defence weapons; a branch of the army which uses weapons

astronaut – *n.* a person trained to travel in a spacecraft

attack – v. have a harmful effect on something or somebody

B

badge of rank – *n.* an emblem denoting a military rank

balance – *n.* a situation in which different parts are in the correct proportions; *n.* a device for weighing

barrack – *n.* a non-operational military base

basic – *adj.* fundamental

basic training – *n.* training for new recruits

battalion – *n.* a tactical and administrative army grouping of three or more companies or equivalent-sized groupings

belt – *n.* a strip of leather or material worn around the waist to support clothes.

beret – *n.* a flat round cap or hat made of soft material

bewilder – v. puzzle or confuse someone

bomb – n. an explosive device used as a weapon, consisting of a strong metal container containing explosive material together with a priming device

boot – n. an item of footwear covering the foot

builder – n. a person in the building process

business card – n. a piece of card for writing on or printed with information about a person or company

C

cadet – n. a schoolboy or girl in military organization

canteen – n. a place where food and drink is sold; n. a water bottle

cap – n. a round, flat hat made of soft material

cap badge – n. a badge worn on uniform headgear and distinguish the wearer's nationality and/or organization

check point – n. a place (usually on a road) where people or vehicles are stopped and inspected or searched

climb – v. to move upwards

colonel – n. an officer in the army or marines (ranking above a lieutenant-colonel and below a brigadier, usually employed as a senior staff officer)

combination – n. the action of combining different things

commander – n. someone who commands

communications training – n. training for sending information between people and places with radios.

companion – n. a person that you spend time or travel with

compass – *n.* an instrument designed to calculate direction

contest – *v.* take part in a competition

contribution – *n.* help, support

courage – *n.* the ability to control fear

crackdown – *n.* a series of severe measures against undesirable or illegal behavior

crawl – *v.* to move on your hands and knees

credit card – *n.* a small rectangular piece of plastic containing personal details in a form that can be read by a computer

D

design – *n.* a plan or drawing produced to show the appearance and workings of something before it is made

designate – *v.* officially give a particular status or name to; *v.* appoint someone to a particular job; *adj.* appointed to a post but not yet having taken up

destroy – *v.* end the existence of something by badly damaging; *v.* kill an animal in a painless way

destructive – *adj.* causing severe damage or destruction

disaster – *n.* a sudden accident or a natural catastrophe that causes great damage or loss of life.

doctor – *n.* a person who is qualified to practice medicine

doctor of science – *n.* a person who holds the highest scientific degree

drill – *n.* a military exercise intended to train soldiers

duct tape (duck tape) – *n.* cloth- or scrim-backed pressure-sensitive tape, often coated with polyethylene, commonly used in situations that require a strong, flexible, and very sticky tape

dynasty – *n.* a series of rulers who belong to the same family

E

economics – *n.* the branch of knowledge concerned with the production, consumption, and transfer of wealth

economist – *n.* an expert in economics

elect – *v.* choose to do something; choose someone to hold a public position by voting ; *adj.* chosen or singled out

elected – *adj.* chosen to do something; *adj.* chosen someone to hold a public position by voting

emperor – *n.* the ruler of an empire

empire – *n.* a large group of states ruled over by a single monarch or ruling authority

engineer – *n.* a specialist soldier trained in the construction and demolition of bridges, field fortifications, obstacles, roads, etc.

engineering – *n.* the construction and use of engines and other mechanical devices

enter – *v.* come or go into

epaulette – *n.* a decorative part on the shoulder of a piece of clothing.

examine – *v.* test someone`s knowledge or ability

explode – v. to burst outwards due to a release of internal energy

explosion – n. an act of exploding

exposure – n. the state of being exposed to something harmful

F

field – n. an area where a battle or other operation takes place

field training exercise (FTX) – n. training in the area where a battle takes place

fighting – n. an action of warfare

first aid training – n. training for basic medical treatment that is given to someone as soon as possible

fitness – n. a person's physical state

flexible – adj. able to bend easily without breaking; adj. able to change or be changed to adapt to different circumstances

follow – v. act according to an instruction

foot march – n. journey by soldiers on foot

football – n. a team game involving kicking a ball

frigate – n. a small, fast military ship

G

garden – n. an area of ground used for the growing of flowers and plants or fruit and vegetables

graduate – v. successfully complete a degree or course

ground – n. the surface of the earth

H

hand fighting – *n.* a fight at close quarters or hand to hand

health – *n.* the state of being free from illness or injury; *n.* a person's physical or mental condition

helicopter – *n.* a type of aircraft without wings that has one or two sets of large blades that go round very fast on top

historian – *n.* an expert in history

hole – *n.* an hollow space in a solid object or surface.

hydrogen – *n.* a highly flammable gas which is the lightest of the chemical elements

I

ID-card – *n.* Identification Card

image intensifier – *n.* a device for increasing a picture in degree or size

implement – *v.* to put something into effect

independence – *n.* the state of being independent

independent – *adj.* free from outside control or influence; *adj.* self-governing

infantry – *n.* soldiers who fight on foot

involve – *v.* include something as a necessary part or result

J

jacket – *n.* a short coat

jeep – *n.* a small strong vehicle used for travelling over rough ground, especially by the army

jogging – <i>n.</i> running at a slow regular pace usually over a long distance as part of an exercise routine join – <i>v.</i> come together to form a whole journalist – <i>n.</i> a person who writes for newspapers or magazines or prepares news jump – <i>v.</i> a parachute drop jurisprudence – <i>n.</i> the theory and philosophy of law
K karate – <i>n.</i> a type of sport using the hands and feet knife – <i>n.</i> a cutting instrument
L lieutenant – <i>n.</i> a junior officer in the army or marines (equivalent to a first lieutenant in the US army) low-light conditions – <i>n.</i> the conditions in which lightness is not enough and the things are not visible
M map – <i>n.</i> a drawing of an area of ground map reading – <i>n.</i> the ability to use a map margin – <i>n.</i> an edge or border military – <i>adj.</i> relating to the armed forces military rank – <i>n.</i> a position within the armed forces or an organization motorsports – <i>n.</i> vehicle-equipped sports move – <i>v.</i> change the place where you live
N

navy – *n.* the branch of a state's armed forces which operates at sea

NBC (nuclear, biological and chemical) – *n.* relating to nuclear, biological and chemical warfare

nickname – *n.* an informal, often amusing, name for a person or thing; *v.* give a nickname to

night vision – *n.* a sight consisting of an optical instrument such as an image intensifier or infrared, which improves visibility at night

NVD – *n.* an optical equipment which makes it possible to see things at night

O

observation post – *n.* a covert position from which an area of ground may be observed

obstacle course – *n.* training for climbing over, under or through a series of obstacles

officer – *n.* a serviceperson with a supervisory rank

opponent – *n.* someone who competes with or opposes another in a contest, game, or argument

P

parachute – *n.* an apparatus consisting of a fabric canopy and a suspension harness which allows a person, vehicle or load to descend safely from an aircraft in flight

passport – *n.* an official governmental document certifying the holder's identity and citizenship

peacekeeping – *n.* a deployment, usually by the United Nations

physical activity – *n.* an activity designed to improve or maintain physical fitness

pistol – *n.* a small gun

plan – *n.* a procedure decided after consideration by a person or group for carrying a mission or task

plane – *n.* a vehicle designed for air travel, with wings and one or more engines

policeman – *n.* a member of a police force

politician – *n.* a person who is involved in politics as a job

powerful – *adj.* having great power

practise – *v.* to do, to work, to carry out in practice

proclaim – *v.* announce something officially or publicly

professor – *n.* a higher scientific title

promote – *v.* to raise to a higher rank

protect – *v.* to prevent the damage

psychology – *n.* the scientific study of the human mind and its functions; *n.* the mental characteristics or attitude of a person

PT – *n.* a physical exercise and games

R

radio – *n.* an apparatus designed to transmit and receive radio signals

recognize – *v.* know someone or something from having come across them before; *v.* accept as genuine, legal, or valid

religious extremism – *n.* a motion related to religious spreading with the extreme and efforts

remove – v. abolish or get rid of something; v. take off or away from the position occupied

rifle – n. a hand-held fire-arm for firing

ruler – n. a person who rules a people or country

running – n. moving fast using your legs

S

sailor – n. a person who works as a member of the crew of a ship or boat

salute – v. a military greeting

scientist – n. a person who has expert knowledge of one or more of the natural or physical sciences

send – v. to make something go from one place to another

serve – v. to be employed in the armed forces

shirt – n. a cloth for the upper part of the body.

sit ups – n. an exercise designed to strengthen the stomach muscles by repeatedly moving from a lying to a sitting position

smart – adj. clean, tidy, and stylish; adj. clever in a cheeky or sarcastic way

soldier – n. a person who serves in an army; n. private in an army

spectral range – n. range or degree relating to spectra or the spectrum

stadium – n. an athletic or sports ground with tiers of seats for spectators

steady – adj. firmly fixed, supported, or ballanced; not shaking or moving

sticky – *adj.* like glue in texture; *adj.* (of the weather) hot and humid

stretching exercises – *n.* these exercises perform actively, passively or with partner assistance to make a muscle to the point of tension for a period of 15-30 seconds

struggler – *n.* a person making efforts to get free; *n.* trying hard under difficult circumstances to do something

study block – *n.* a building or construction for studying in educational places

submarine – *n.* a ship that can travel under water

Supreme Emir – *n.* the highest rank of rulers in Asia

T

tactic commanding – *n.* holding a command with a combination of firepower, formation and manoeuvre, which is used to achieve a military objective

tank – *n.* a large military fighting vehicle designed to protect those inside it from attack

team – *n.* a group of people who work together

terroristic organization – *n.* an organization involved in terrorism

transmission – *n.* an act of sending a radio signal

travel – *v.* go from one place to another

trousers – *n.* a cloth for the lower part of the body from the waist to the feet

truck – *n.* a large road vehicle that is used for transporting large amounts of goods

U

unit – *n.* a military grouping with its own organization and command structure

uniform – *n.* a form or clothing universal for all

usually – *adv.* frequently

V

vehicle – *n.* a machine which moves on land

vision – *n.* the ability to see

W

walkie-talkie – *n.* a handheld transceiver used firstly in military, then in public safety, eventually commercial and jobsite works

war – *n.* armed conflict between different nations

weapon – *n.* a thing designed or used to cause physical harm or damage

wear – *v.* have on your body as clothing

weapons training – *n.* training for using objects in fighting or war such as a rifle, pistol and knife

wound – *n.* serious injury, usually involving a cut or other penetration of the skin and flesh.

wrestling – *n.* a fight or contest that involves close physically fighting with an opponent

Y

yard – *n.* a piece of enclosed ground next to a building; *n.* an area of land used for a particular purpose or business

yield – *n.* the amount of explosive power produced by a nuclear weapon